

DISINFORMATION AND MULTILITERACY: A SYSTEMATIC REVIEW OF THE LITERATURE

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INTRODUCTION



information disorders

threat to democratic systems and a global phenomenon that must be addressed from multiple perspectives



multiple literacies

encourages students to apply their functional and critical competencies to become thoughtful consumers and producers of the media

METHODOLOGY

systematic review of the literature (2011-2020) under the PRISMA protocol

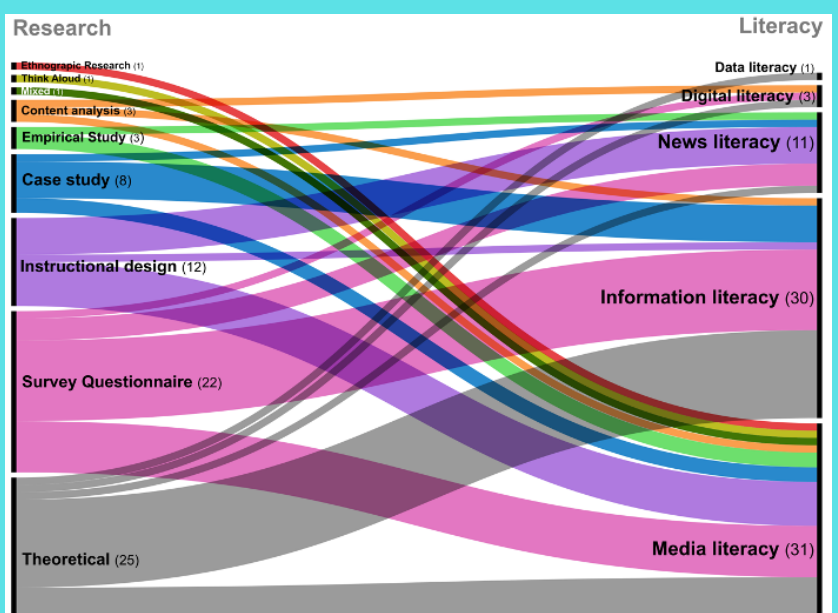
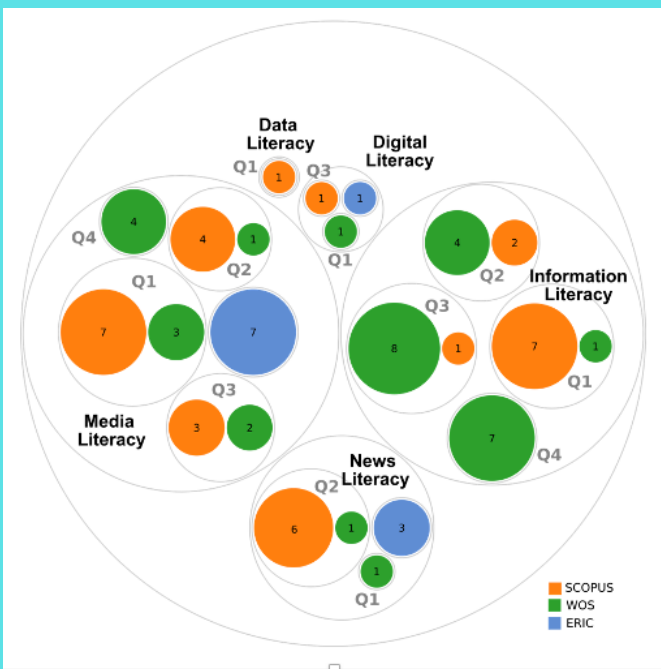
research articles (n=76) extracted from three databases (Wos, Scopus and ERIC)

answers to 8 research questions on conceptual framework, documentary characteristics and pedagogical dimension

RESULTS

provides an overview of the role of multiple literacies in educational research on the phenomenon of disinformation, highlighting the relevance of "media literacy" and "information literacy", as well as the emergence of "news literacy" and "data literacy"

the need to adopt interdisciplinary approaches is evident



three pedagogical approaches are identified: competency-based strategies, content-centered and citizenship education

the development of critical thinking, experiences in co-construction of knowledge and the values of civic education are fundamental against disinformation

CONCLUSIONS

an adequate educational approach to the phenomenon of disinformation requires:

A

a didactic approach with a broad vision of the phenomenon of disinformation that enhances critical thinking, generates experiences in the production of information and promotes attitudes compatible with civic education

B

initial and in-service teacher training that promotes the development of media and information literacy and digital competence

C

the formation of interdisciplinary teams in education and communication for research and teaching

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