

TOWARDS A MEDIA AND INFORMATION LITERACY COMPETENCY FRAMEWORK: A PROPOSAL OF DIMENSIONS AND INDICATORS

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ABSTRACT

Phenomena such as disinformation, interaction with artificial intelligence systems, and the emergence of technosocial movements have created a challenging scenario for teachers and students, beyond purely technical considerations. Thus, media and information literacy (MIL) plays a fundamental role in the training of informed and critical citizens. However, a clear understanding of its objectives, along with consideration of cultural particularities, is key to its teaching and acquisition. This article aims to provide a MIL competency framework based on the reflection of educational actors regarding their own processes of analysis and expression, as well as those of their students, through a action research methodology. To achieve this, a techno-pedagogical experience was designed using the stages of the ADDIE (analyze, design, develop, implement, and evaluate) model, in which 117 primary education professionals from Mexico and Chile participated. As a result of the analysis and process of co-creation, eight dimensions and their respective indicators were obtained: civic participation and digital responsibility, interculturality, processes of interaction and emotional well-being, processes of production and dissemination, processes of comprehension, management of information, languages and aesthetic sensibility, and use and adaptation of technology. The resulting framework provides current and relevant information to create curricular proposals, projects, and assessment resources in this field, as well as a tool to promote collaboration and improve understanding of the reach of MIL among teachers and education authorities.

KEYWORDS

media and information literacy, media competence, media education, education indicators, action research

RUMO A UM REFERENCIAL DE COMPETÊNCIAS EM LITERACIA MEDIÁTICA E DA INFORMAÇÃO: PROPOSTA DE DIMENSÕES E INDICADORES

RESUMO

Fenômenos como a desinformação, a interação com sistemas de inteligência artificial e o surgimento de movimentos sociotécnicos têm criado um cenário desafiante para professores e alunos, que ultrapassa as questões meramente técnicas. Neste contexto, a literacia mediática e da informação (LMI) desempenha um papel fundamental na formação de cidadãos informados e críticos. No entanto, uma compreensão clara dos seus objetivos, a par da consideração das particularidades culturais, é essencial para o seu ensino e aquisição. Este artigo propõe um referencial de competências em LMI, assente na reflexão dos agentes educativos sobre os seus próprios processos de análise e expressão, bem como sobre os dos seus alunos, recorrendo a uma metodologia de investigação-ação. Para o efeito, foi concebida uma experiência pedagógica com recurso à tecnologia, baseada nas etapas do modelo ADDIE (análise, conceção, desenvolvimento, implementação e avaliação), na qual participaram 117 profissionais da educação do ensino básico provenientes do México e do Chile. Como resultado da análise e do processo de cocriação, foram identificadas oito dimensões e os respetivos indicadores: participação cívica e responsabilidade digital, interculturalidade, processos de interação e bem-estar emocional, processos de produção e disseminação, processos de compreensão, gestão da informação, linguagens e sensibilidade estética e utilização e adaptação da tecnologia. O referencial proposto disponibiliza informação atual e relevante para a conceção de propostas curriculares, projetos e instrumentos de avaliação neste domínio, constituindo igualmente uma ferramenta que promove a colaboração e reforça a compreensão do alcance da LMI entre professores e responsáveis pelas políticas educativas.

PALAVRAS-CHAVE

literacia mediática e da informação, competências mediáticas, educação para os média, indicadores educativos, investigação-ação

1. INTRODUCTION

Magda Soares (2020) points out a difference between the operative dimensions, exemplified by statements such as “Pedro already knows how to read. Pedro already knows how to write”, and the understanding of meanings, which is evidenced when stating that “Pedro already read Monteiro Lobato. Pedro wrote an essay on Monteiro Lobato” (p. 159). With this distinction, the author seeks to underline that literacy must not only be limited to the mechanical decoding of letters and words, but it must also imply the ability to understand and use different languages effectively and in a specific context. Under the new media system, the distance between them is even more pronounced. For example, when Pedro chooses to record a video to recommend the writer Monteiro Lobato’s works, and disseminates it through his social networks, he must deal with dynamics, roles, and contexts that underscore the need to cultivate skills that allow him to adapt to socio-technological changes.

According to Dadakhonov (2024), “media and information literacy” (MIL) is a unifying concept that encompasses a form of personal education aimed at critically and responsibly confronting the complex scenario posed by the evolution of the media ecosystem. This endeavor involves not only understanding technological and communicative changes, but also goes beyond the mere instrumental use of devices. Within this framework, the teaching of MIL necessarily entails the development of media competence (MC), understood as an articulated set of knowledge, attitudes, and skills that enables citizens to interact with the media in a conscious, ethical, and creative manner, whether as receivers or producers of content and messages (Levitskaya & Fedorov, 2021; Žuran & Ivanišin, 2013). In this sense, MIL represents an opportunity to make informed decisions and face phenomena such as disinformation (Bezzaoui et al., 2022). It also allows citizens to participate in the public discourse, which is essential for the functioning of a diverse, inclusive, and democratic society (Núñez-Fernández et al., 2022).

Despite this established function, it is essential to acknowledge that MC is far from being a monolithic concept. Its inherent polysemy has fueled extensive academic debate, with definitions oscillating between narrow, instrumentalist visions — focused predominantly on the technical mastery of devices — and broad, critical-reflexive approaches that prioritize understanding power dynamics, ideology, and the social construction of reality (Ferrés & Piscitelli, 2012).

This conceptual complexity highlights the need for clear educational frameworks that differentiate objectives, contexts, and pedagogical purposes. Marzal (2020) maintains that conceptual clarity and the differentiation of objectives sought by different competences — including those centered on media — play a crucial role in the formulation of curricular proposals and their teaching. On the other hand, Barranquero-Carretero (2007) points out that actions stemming from the intersection between education and communication must consider cultural relevance, specifically the “particularities” of each community. According to Velásquez-Cueva and Maguiña-Vizcarra (2022), contextualizing competencies ensures that the content is relevant to students by considering local cultural and social factors, as well as their prior experiences and knowledge.

Therefore, the objective of this article is to contextualize the dimensions of MC based on the reflection of individuals involved in education at the level of primary education, specifically regarding their processes of analysis and expression, as well as those of their students, through a participatory action research approach, which will allow for the development of a MIL competency framework. It is expected that this will provide guidelines and updated information for the creation of curricular proposals, research, and projects in the field of MIL, thereby addressing the specific needs of educational communities.

1.1. MEDIA COMPETENCE: MODELS OF AREAS, DIMENSIONS, AND INDICATORS

A MIL competency framework is both a conceptual and practical tool that defines the sets of skills, knowledge, attitudes, and values individuals need to develop within the

scope of MC (Durán Becerra & Lau, 2020). These frameworks not only operationalize MC but also fulfill several functions: (a) to define and understand “prosumer citizens” — individuals who both consume and produce media —, whom we seek to train with these types of competences (Hobbs, 2010); (b) to serve as a point of reference for the creation of curricular proposals and intervention projects (e.g., Aparicio-González et al., 2020; Borges et al., 2020); and (c) to establish a common set of criteria and standards that facilitate the assessment of the level of MC in the population, and its presence in the school curriculum (e.g., Rojas-Estrada et al., 2023).

A comprehensive synthesis of the dimensions and areas addressed in the different framework proposals (Figure 1) underscores the multidimensional nature of MC, and consistently identifies: (a) the need to analyze the technical processes that underlie the production of contents; and (b) the assumption of an active individual that must be able to read (understand), write (express) and use (master) media, technology, and a variety of languages effectively, critically, creatively, and ethically.

Baacke (1997)	Aufenanger (2001)	Schorb (2005)	Tulodziecki and Grafe (2010)	Ferrés and Piscitelli (2012)	Pérez-Rodríguez and Delgado Ponce (2012)	Pérez-Tornero and Varis (2012)	Kačínová and Sádaba-Chalezquer (2022)
1 Media criticism	1 Cognitive	1 Media knowledge: functional, structural, and orientational knowledge	1 Differentiation and appropriate use of media for a variety of purposes	1 Technology	1 Communication	1 Communicative	1 Personal
2 Media studies	2 Moral			2 Ideology and values	2 Access and use	2 Critical understanding	2 Cultural
3 Media use	3 Social			3 Interaction processes	3 Citizen participation	3 Access and use	3 Social
4 Media composition	4 Affective	2 Media evaluation: critical reflection, ethical and cognitive abilities	2 Creation and dissemination of one's own messages	4 Production and dissemination processes	4 Reception and comprehension		4 Civic
	5 Action		3 Understanding and evaluating the design of media messages	5 Languages	5 Ideology and value		
	6 Aesthetics	3 Media management: acquisition, usage, participation, creation	4 Prevention and management of media influences	6 Aesthetics	6 Political and media industry		
			5 Identification and evaluation of media production and dissemination conditions		7 Production processes		
					8 Technology		
					9 Language		
					10 Access and information retrieval		

Figure 1. Models of areas and dimensions of media competence

Note. Created by the authors of the article, based on Aufenanger (2001), Ehlers (2022), Ferrés and Piscitelli (2012), Kačínová and Sádaba-Chalezquer (2022), Pérez-Rodríguez and Delgado-Ponce (2012), Pérez-Tornero and Varis (2012), and Schorb (2005). This figure is illustrative. To access the interactive elements, please use the following link: <https://view.genially.com/65f627390ca4f80014c98457>.

In particular, in his proposal, Aufenanger (2001) adds the importance of developing an emotional awareness with respect to media. Furthermore, Pérez-Rodríguez and Delgado-Ponce (2012) propose a pyramidal structure that lucidly incorporates the broadening of citizens' rights and obligations in digital environments. Additionally, the model presented by Pérez-Tornero and Varis (2012) comprises critical and digital competences that are articulated in a multi-contextual process designed by the authors as “media education”. Lastly, the proposal by Kačínová and Sádaba-Chalezquer (2022), which contextualizes MC as an “augmented competence”, seeks to shift the attention from

technological devices and artifacts towards citizens and the cultural dynamics surrounding their interaction with media and technology. With this new approach, it also seeks to conceive media as spaces for increasing personal and collective well-being.

Regarding the methodology used in the development of their proposals, most of the authors point out that they performed a systematic analysis of previous MC models and conceptualizations (Kačínová & Sádaba Chalezquer, 2022), and relevant studies and reports in this field (Aufenanger, 2001; Pérez-Rodríguez & Delgado-Ponce, 2012; Pérez-Tornero & Varis, 2012). In addition, the six dimensions developed by Ferrés and Piscitelli (2012) were validated by 50 international experts. On their part, Tułodziecki and Grafe (2010) validated their model through a project that included a pilot program in German schools. Likewise, these authors underlined that the formulation of MC dimensions implied a process that required multiple stages of decision-making and also needed validation from teachers. Given the above, we decided to design a techno-pedagogic experience to create a MIL competency framework through a collaborative process that actively engages education professionals.

2. MATERIALS AND METHODS

This study is situated within the compulsory primary education systems of Mexico and Chile, which generally cater to children between the ages of six and 12 (Mexico — six grades) and up to 13 or 14 (Chile — eight years of basic education). The choice to focus on these contexts is based on the fact that these two countries have centralized education systems and belong to a region characterized by a singular philosophy with respect to media education (Garro-Rojas, 2020). Rooted in traditions of popular education and critical pedagogy — particularly influenced by the work of Paulo Freire — this regional perspective places a strong emphasis on the development of critical consciousness and community engagement (Brianezi, 2024).

Despite this tradition, MIL is not consolidated in either country as an autonomous, mandatory subject within the national curriculum (Rojas-Estrada & Sánchez-Vilela, 2025). Its presence remains largely transversal and uneven, often depending on individual teacher initiative or being confined to peripheral digital literacy programs. However, beyond the similarities and differences, the aim when addressing both countries is to promote the development of education through diversity and integration (González Falcón & Collazo Salcedo, 2019).

The selection of co-creation as a core strategy was not merely instrumental; it stems from a methodological stance geared toward participant empowerment. Grounded in the principles of participatory action research, the approach moved beyond passive validation by external experts and engaged educational actors as co-investigators of their own practices (Guevara-Alban et al., 2020). When applied to education, this methodology, according to Latorre (2005), recognizes teachers as analytical beings who can examine their own reality and construct new ones starting with their day-to-day challenges. This

process ensures that the resulting framework is not an externally imposed theoretical model, but a situated construction that draws on everyday pedagogical knowledge and classroom cultural realities.

To articulate these elements, a digital learning object (DLO) was developed as a methodological tool. A DLO is a content structure that offers an independent, interactive, accessible, and reusable learning experience (Topali & Mikropoulos, 2018). Following this perspective, a training proposal was designed for education professionals. It was hosted on a digital platform through a systematic process. To explain the course of action of the present study, the action research phases (Herrera-Fernández et al., 2021) were integrated with the ADDIE (analyze, design, develop, implement, and evaluate) model; Figure 2). This method is widely used in instructional design and seeks to create experiences to meet specific pedagogic objectives (De-Jesús & Ayala-Ramírez, 2021)¹.

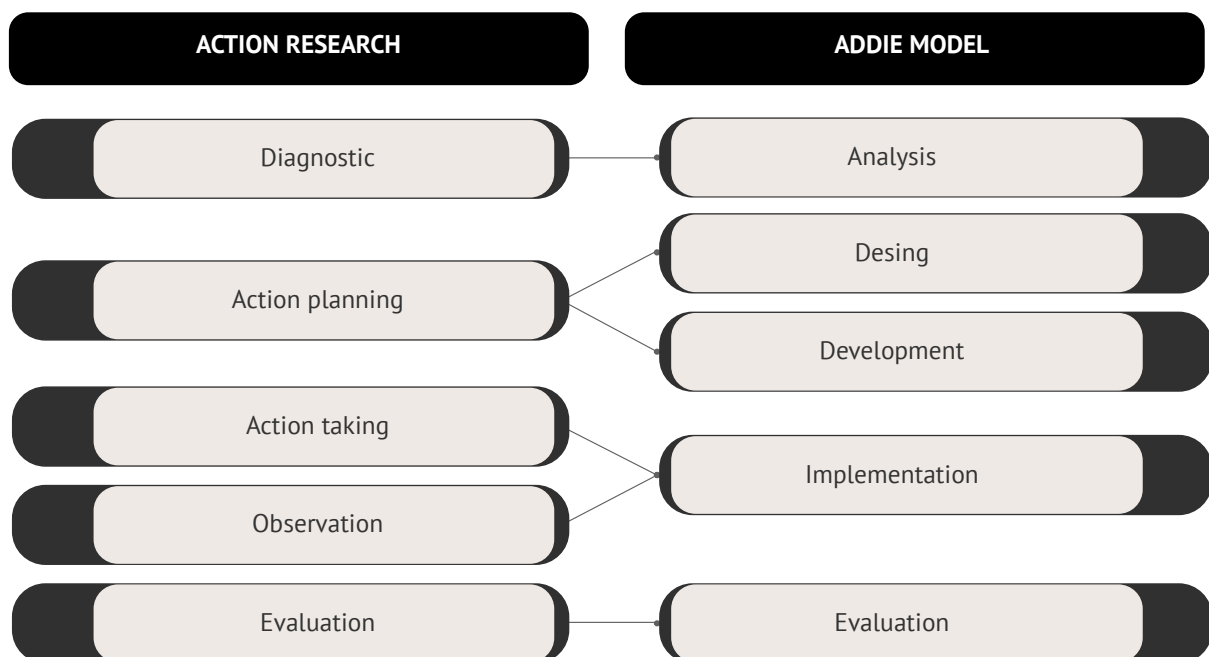


Figure 2. Fusion of the action research stages and the ADDIE model

Note. Created by the authors of the article, based on Herrera-Fernández et al. (2021); and De-Jesús and Ayala-Ramírez (2021).

2.1. ANALYSIS

This phase included a systematic review of the conceptual use and proposals for the dimensions and indicators of MIL in Latin America (Rojas-Estrada et al., 2023)². As a result of this process, a decision was made to select the two most-utilized models for the creation of the training proposal. This led to the consideration of the six dimensions

¹ The iterative nature of the ADDIE model must be considered, implying that the stages are not necessarily sequential but can be repeated and adjusted as needed.

² This article forms part of a broader research project that seeks to analyze the extent to which media literacy is incorporated into the school curricula of Latin American countries.

proposed by Ferrés and Piscitelli (2012), complemented by two dimensions extracted from the model by Pérez-Rodríguez and Delgado-Ponce (2012).

Likewise, the intervention was centered on the “nucleus” of actors from each education system that make possible the functioning of the school and the implementation of the curriculum (Harf & Azzerboni, 2021). These actors have been categorized into five levels, following the guidelines from the Secretary of Public Education (Secretaría de Educación Pública, 2022) in Mexico, and the Ministry of Education (Ley 21544, 2023) in Chile.

- Teaching level: teachers are considered “professionals” in Mexico and Chile and play a fundamental role in teaching processes.
- Management level: in both countries, principals provide leadership and management to the school community. Likewise, they are given responsibilities that include managing resources, administering personnel, and supervising students’ academic performance to make informed decisions. For their part, the vice-principals play a key supporting role for the school principal, contributing to the achievement of the established objectives.
- Advisory level: in Mexico, the pedagogic technical advisers were included, and in Chile, the heads of the technical pedagogical unit. Both profiles are in charge of providing advice and direct support to the teachers, as they collaborate with them to strengthen their practices. The only distinction is that the technical pedagogical units are units within the school, while the pedagogic technical advisers provide services to different schools.
- Supervision level: in Mexico, the figure of school supervisor was included, while in Chile, the general inspectors were considered. These actors conduct visits to schools to supervise their functioning, which implies observing classes, reviewing academic records, assessing the quality of teaching, and the teacher’s performance.
- Administration level: civil servants working at government entities in charge of education at the national level.

In addition to these profiles, higher education professors were added, who train future primary school teachers, as their work in both countries is directly related to the quality of education (Bastías-Bastías & Iturra-Herrera, 2022; Cuevas & Moreno, 2022).

2.2. DESIGN

In this phase, a didactic sequence was designed, composed of 10 modules (annex in the supplementary material³; Figure 3).

³ To ensure the transparency of the study, the complementary material has been made available in Figshare (<https://figshare.com/s/5028bci9afo683cb8eo>).

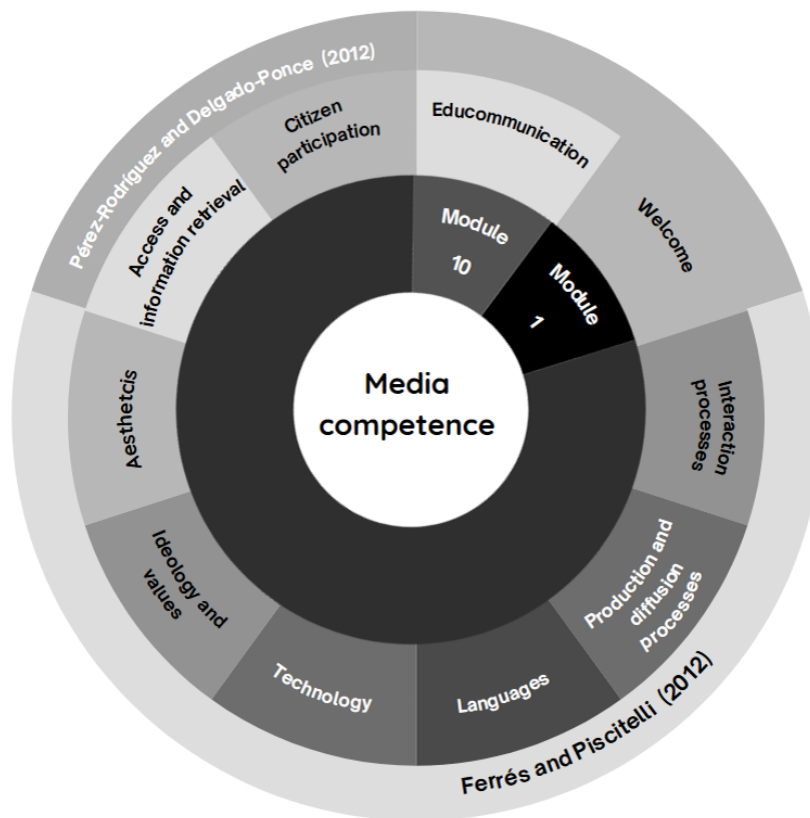


Figure 3. Objectives of the modules that make up the training proposal

Note. To interact with this element and view the objectives per module, access the following link: <https://view.genially.com/65071e85a8040f0011bb105a>.

The purpose of the first module is to present the objectives, structures, and intervention materials, as well as to identify participants' expectations. In addition, the module named "educommunication" was designed to reflect on the emancipatory meaning of this field in Latin America. The remaining eight modules are related to the selected dimensions of the MC, with specific objectives, and structured in four periods in time:

- Orientation activity: the aim is to stimulate participants' interest with respect to the dimension, and to establish the relevance of the content. For example, in the module "ideology and values", an audio recording is provided that invites the participants to interact with a window frame to delve into the metaphor developed by Gaye Tuchman (1978), who explored how communication media construct social reality through frames.
- Stage of analysis: in this section, various media content is utilized, which varies depending on the country. For example, in the module "citizen participation", a proposal is made to the participants to perform a critical analysis of the technosocial movements that have emerged in their respective countries.
- Theory: through audiovisual materials and reading suggestions, the aim is to provide the participants with a solid theoretical foundation to understand the dimension, so that they can relate to their environment.
- Stage of expression: in this phase, the individual and collective creation of messages is promoted. For example, in the module "technology", the individuals involved in education are asked to participate in a bi-directional communication strategy by using WhatsApp audios to share ideas.

- Closing of session: in the final stage, the aim is to identify possible fields of intervention with respect to each dimension, taking into account the specific circumstances of each education community, aside from evaluating the module.

In addition, in this phase, different didactic resources were developed, including videos, infographics, and audio recordings, as well as a series of materials and experiences in diverse digital tools such as Twine, Padlet, and Nearpod.

2.3. DEVELOPMENT

During this phase, the components of the didactic sequence and the technological resources were hosted on a website that was accessed differentially depending on the country. It was created with Wix and named “Media Competence”. Afterward, the DLO was subjected to an assessment by experts through the adaptation of an instrument that was divided into two parts (Coll & Engel, 2008): (a) objectives and contents; and (b) technical aspects. In February 2024, six experts in media education and five specialists on instructional design from Spain, Brazil, Mexico, and Chile were invited via email to participate as evaluators. The profile of the experts and the general results of the validation, to which Aiken’s V coefficient was applied to assess the agreement between the scores given (Penfield & Giacobbi, 2004), are shown in detail in the complementary material.

The validation showed that the DLO was appropriate in terms of its technopedagogic design, although specific modifications were suggested. Most of the experts agreed that the intervention effectively addressed a pressing need in the area of education, and was coherent with the purposes established. Nevertheless, two evaluators proposed adjustments in the objectives of the modules “interaction processes” and “citizen participation”. In addition, regarding the site design, some divergences appeared with respect to the eventual saturation of content and activities, while for others, the complexity of the design corresponded to the broad nature of the MC, as well as the context of the target population. Lastly, the experts agreed on the need to add a library of resources with school experiences in this area. To improve the visualization of the DLO, the final (anonymized) version can be accessed through the following link: <https://competenciamediatica.wixsite.com/educomedcm>.

2.4. IMPLEMENTATION

The learning experience was implemented with a mixed-course format, composed of five self-learning modules and three synchronous sessions. To summon the education-associated individuals, a call was made through the social network profiles of diverse education institutions and civil associations in both countries. Afterward, communication was established with the Secretary of Public Education (Mexico), the Ministry of Education (Chile), and the higher education institutions to invite civil servants and university professors. After the campaign, 184 records were obtained in the

registration form. Nevertheless, the number of participants⁴ who completed the course was as follows:

- Mexico: the intervention took place between May and July 2024, with the participation of 36 education professionals from 23 states. Also, 10 civil servants from the Secretary of Public Education participated, as well as 10 professors from the normal schools.
- Chile: the course was taught from June to August 2024, with the participation of 43 education actors from 14 regions. Eight civil servants from the Ministry of Education and 10 university pedagogy professors also participated.

All participants signed a data protection agreement before they participated in the course. The agreement outlines the commitment to maintaining the confidentiality and security of personal information collected during the registration process. Participants were informed that their data would only be used for the purposes of the course, including monitoring participation and evaluating the learning experience.

2.5. EVALUATION AND CONTEXTUALIZATION OF THE DIMENSIONS

Each module included the evaluation of the DLO in terms of design and participants' satisfaction, which led to a continuous process of adjustment to improve the experience. This made it possible to improve the instructions, diversify the media objects used, and provide answers to specific doubts about the contents. With respect to the contextualization of the dimensions, a content analysis was performed (López-Noguero, 2002) using Atlas.ti 22. During this process, an analysis sheet was designed with a series of indicators to examine the products generated in the expression stage, the answers provided to the key questions integrated into the activities, and three specific questions that were part of the closing activities of each module:

- What skills, attitudes, knowledge, and values must primary school students develop in this dimension?
- Why is it important for primary education students to develop this dimension?
- What activities can be performed in the classroom to work on this dimension?

After formulating the relevant categories and codes based on the analysis, an Excel document was created with a proposal of dimensions and indicators, which was made available to the participants two weeks before the co-creation session. Each participant assumed the responsibility of analyzing the document, which consisted on five columns: (a) proposal of the dimension; (b) the indicator; (c) the possibility to re-formulate the indicator, indicate its pertinence, or the need to re-assign it to another dimension; (d) the possibility of adding new indicators to the dimension; and (e) the possibility of proposing a new dimension or indicator.

Subsequently, an online session took place in September 2024. In the case of Mexico, 26 people attended, while in Chile, 36 people did so. The process was developed in the following manner:

⁴ A more detailed description of the participants, including the type of level (teaching, management, advisory, or supervision), age, type of school, and sex, is provided in the complementary material.

- After an explanation was provided about the procedure and objective of the session, separate sessions were organized in separate rooms so that the participants could work together on reviewing the file and fusing their proposals to present a single unified version. In the case of Mexico, 10 teams were composed, while nine groups were composed in Chile;
- Next, the teams were fused to reduce the number to five in Mexico and three in Chile, with the objective as the previous step. These processes were constantly monitored and supervised by the researchers;
- Next, two teams were composed per country, which also performed the same tasks as the previous step. In the last phase of the session, a representative from each team presented their version of the file, and discussions took place to arrive at a consensus and to obtain a final document that included the contextualized dimensions and indicators.

3. RESULTS AND DISCUSSION

The MIL competency framework that emerged from the co-creation performed by the participants is presented below. In line with this, the participants maintained the fundamental premise of considering the individual as a consumer and producer of content to distinguish the areas (Ferrés & Piscitelli, 2012).

3.1. CIVIC PARTICIPATION AND DIGITAL RESPONSIBILITY

“Civic participation”, from the perspective of the participants, refers to the students’ ability to become actively engaged in public interest matters, contribute to the democratic debate, and exercise their citizenship responsibly in digital environments. In both countries, the development of this dimension is perceived as an opportunity for students to reflect on the role of media with respect to social movements and to understand their role as active users. As a teacher from a rural school in Mexico explained: “in our country, where we often feel that decisions are made far from our communities, this competence shows us that we, too, can be part of the conversation on social media and in other media spaces” (personal communication, June 14, 2024).

The areas of analysis are:

- ability to identify the processing of personal information in digital environments, either by the public administration or private citizens, and to exercise control through the application of laws associated with online privacy and the protection of data;
- knowledge about the laws and State bodies that regulate government transparency websites, and the ability to acquire the skills required to effectively submit information and public data requests;
- knowledge about the importance of freedom of expression, as well as the effects of censorship and violence against journalists in democratic societies;
- ability to understand the basic concepts of copyrights and to value the importance of respecting intellectual property when using and creating online content;
- ability to exercise their rights as online consumers, as well as return policies and warranties;
- knowledge about social and civil movements that have risen in digital environments, and their impact on society and the political sphere;
- ability to identify and report media content that glorifies criminal, violent, or discriminatory activities, as well as those that infringe on the community guidelines of social networks.

The areas of expression are:

- ability to participate in cyberactivism movements, promoting positive changes and utilizing online strategies to raise awareness and mobilize the community;
- ability to effectively use communication media and technologies to involve the community in participatory processes aimed at decision-making;
- ability to maintain ethical online interactions, avoiding cyberbullying and violence;
- ability to establish and maintain communication with political actors through digital media, participating in debates, presenting questions or concerns, and actively following the activities and declarations of these actors;
- ability to use online resources to actively participate in governmental or electoral procedures, access social programs, and contribute to the improvement of public policies and services;
- ability to ethically use generative artificial intelligence during content creation, promoting process integrity.

3.2. INTERCULTURALITY

The model proposed by Ferrés and Piscitelli (2012) suggests using media as a tool to foster intercultural dialogue, integrating this capacity within the dimensions related to media usage. However, participants emphasized the need for “interculturality” to be recognized as an autonomous dimension. This distinction arises from the fact that both countries have Indigenous education modalities.

In both groups, it was highlighted that MIL could facilitate the recognition and promotion of local and minority cultures. In accordance with the analysis, participants said this allows Indigenous peoples to effectively preserve and share their cultural traditions, values, and expressions, strengthening their cultural identity. As a teacher from southern Chile explained: “media often shows a distorted image of the Mapuche people. If we give our students the tools to create their own content, we’re also opening doors to historical reparation” (personal communication, July 18, 2024).

The areas of analysis are:

- ability to interpret and value the importance of cultural awareness in communication, avoiding ethnocentric attitudes and showing respect for the cultural perspectives of others;
- ability to evaluate the effects of an equitable and representative media coverage of Indigenous communities and minorities.

The areas of expression are:

- ability to promote intercultural interaction and dialogue through media, promoting mutual understanding between different cultural groups;
- ability to disseminate the identity of Indigenous peoples through media, sharing cultural knowledge, traditions, and expressions, in a respectful and authentic manner;
- ability to initiate efforts for revitalizing Indigenous languages through media and social networks;
- ability to actively participate in community media, such as radios and websites, contributing towards the strengthening of the voice and representation of Indigenous communities.

3.3. PROCESSES OF INTERACTION AND EMOTIONAL WELL-BEING

Concerns about the excessive use of media were clearly evident among the participants. However, they avoided extreme positions and instead sought approaches to address this phenomenon from a critical perspective. Rather than advocating for an outright reduction or avoidance of media, they recognize the complexity of the digital environment and the need for nuanced strategies that promote responsible engagement.

In both groups, participants decided to include a dimension addressing emotional well-being, the development of “healthy” interpersonal relations in the digital environment, and digital identity, highlighting cyberbullying as a concern. This approach underlines the importance of fostering a supportive digital culture where users are aware of the psychological and social consequences of their interactions.

The areas of analysis are:

- ability to elucidate how media contents can have an influence on self-image and self-esteem, and to develop strategies to maintain a healthy perception of oneself;
- ability to recognize and express one's emotions, as well as to maintain calmness and self-control when consuming or interacting with media contents;
- ability to analyze and understand the reasons that explain the affinity or attraction towards specific messages and narratives;
- knowledge about the implications of being an active and participative audience;
- ability to identify situations of online risks, such as cyberbullying, and know how to seek help and communicate incidents to trusted adults;
- ability to protect one's health through the conscious use of devices;
- ability to exert critical judgment when selecting and consuming content, assessing their quality and relevance;
- ability to identify trustworthy and safe online education resources for personal learning and development.

The areas of expression are:

- ability to proactively manage one's own online identity, including the construction of an authentic digital presence;
- ability to share personal stories online in an ethical manner, with the consent of the people involved, and to recognize one's own emotional limits when dealing with sensitive subjects;
- ability to understand and take into account others' feelings when communicating online, and showing empathy towards those who could be experiencing difficulties.

3.4. PROCESSES OF PRODUCTION AND DISSEMINATION

Participants from both countries agreed that this dimension must maintain the title proposed by Ferrés and Piscitelli (2012), and that its purpose encompasses both an analysis at the level of the media and technological industry, and the empowerment of students to actively assume a role as “prosumers”.

The areas of analysis are:

- ability to understand and assess laws, guidelines, and actors that regulate the telecommunications industry and guarantee the rights of audiences;

- ability to understand that the production of media content is associated with a creative process and an industrial philosophy, which encompasses different factors, from the initial conception of the idea to distribution;
- ability to identify different models of media businesses and influencers, such as advertising, subscriptions, and sponsorship, and how these influence the production of content;
- ability to understand the concentration of media ownership and the implications for the plurality of voices and perspectives in the media industry;
- ability to analyze the algorithms embedded in the applications, and become aware of how they influence the personalization of the user experiences.

The areas of expression are:

- ability to select the most adequate media and formats to transmit a message, considering the audience, the platform, and the communicative purpose;
- ability to collaborate with others through online tools and platforms;
- ability to construct and manage online communities, interact with peers and maintain their participation;
- ability to use artificial intelligence tools ethically and transparently to create texts, visuals, videos, or presentations.

3.5. PROCESSES OF COMPREHENSION

In agreement with the Mexican group, the denomination of “process of comprehension” is conducive for the other teachers to understand the purpose of this dimension, which is to promote the critical analysis of the contents by the students, to become aware of the influence of media in the creation of the social reality, as well as the representation of specific social groups and serious phenomena, such as drug trafficking or femicides. More specifically, in Chile, MIL is recognized as a tool that can be used to address the role of media in promoting historical memory and the search for justice, through the assessment of the way information is treated by the media on past events, such as the case of the dictatorship.

The areas of analysis are:

- ability to critically analyze messages and media content in search of representations, prejudices, underlying values and interests, persuasion techniques, and ideological objectives;
- ability to assess the credibility, purpose, and accuracy of content created or manipulated by artificial intelligence systems;
- ability to understand how media can have an influence on the public agenda and on the perception of social problems, relevant themes, and of specific social groups;
- ability to exercise critical judgment on how past events are presented and narrated in communication media, contributing to a more precise understanding of their social responsibility with respect to the recovery and dissemination of historical memory;
- ability to understand what propaganda is, its manifestations, and implications, and to reflect on their impact at individual and collective levels.

The areas of expression are:

- ability to promote diversity and inclusion in the personal content shared online, avoiding contributing to stereotypes or prejudices;

- ability to identify and counteract online discourses of hate and prejudicial content, creating messages that promote tolerance and respect.

3.6. MANAGEMENT OF INFORMATION

For the participants, “management of information” is a fundamental dimension for navigating and participating in the digital society in an informed manner. The main justification underlying this dimension, according to both groups, comes from the proliferation of fake news, underlining the need for students to utilize verification strategies. A university professor who trains future teachers shared this concern: “it’s not just about knowing how to search on Google or completing assignments by copying and pasting. It’s about teaching children — from an early age — to ask who is speaking, with what intention, and based on what evidence” (personal communication, July 18, 2024).

The areas of analysis are:

- ability to perform effective searches in multiple sources of information, including the use of search engines and keyword strategies;
- ability to organize and categorize information logically and coherently;
- ability to critically assess the reliability and quality of information and the sources, including the search for additional sources and the verification of facts;
- ability to interpret figures, images, and visualizations of data in media and assess their precision and relevance;
- knowledge of the effects of disinformation in society, to propose strategies and measurements to mitigate its propagation.

The areas of expression are:

- ability to effectively design, implement, and assess strategies aimed at verifying the veracity of the information disseminated in different platforms;
- ability to effectively use verified information and data for the making of decisions.

3.7. LANGUAGES AND AESTHETIC SENSIBILITY

Most of the participants consider that this dimension promotes creativity and personal expression. In addition, they indicate that their objective is centered on the analysis and use of languages characteristic of digital environments, as well as a deep understanding of how content is created, presented, and perceived from an aesthetic perspective.

The areas of analysis are:

- ability to perform a reading of audiovisual narratives, decomposing the structure and visual elements to understand their meaning and effect;
- ability to decipher and provide meaning to the icons, emojis, hashtags, and symbols used in digital communication, considering their context and connotations;
- ability to understand how stories could expand through different media, platforms, and formats;
- ability to analyze the current aesthetic in diverse productions, including the analysis of visual, sound, and narrative elements as a function of their impact on the media experience.

The areas of expression are:

- ability to communicate with messages and narratives that use the most appropriate media languages as a function of the context;
- ability to fragment and reconstruct media content to confer on it a new meaning;
- ability to apply aesthetic principles in the creation of one's own media content, seeking to achieve specific visual and emotional effects.

3.8. USE AND ADAPTATION OF TECHNOLOGY

During the co-creation session, an important discussion emerged around this dimension. Alternative proposals were presented, such as “digital skills” or “technology and networks”. However, a consensus was reached on the selection of the verb “use” as an integral part of its description. Also, it must be highlighted that a new Chilean principal proposed the term “technological adaptation”, which was backed by the other participants due to the constant change of digital environments and media.

The areas of analysis are:

- ability to effectively utilize devices, technologies, media, and emerging digital tools — such as artificial intelligence — demonstrating an understanding of their potential, functions, development (history), structure, and risks associated with their use;
- ability to elucidate the effects of digital divides, in terms of access, equipment, and training;
- ability to identify opportunities of innovation and to adapt digital solutions to resolve problems or improve processes.

The areas of expression are:

- ability to write simple programs in digital media environments;
- ability to create simple algorithms to solve everyday problems;
- ability to effectively navigate digital platforms and narratives that integrate diverse media, formats, and communication channels;
- ability to create, edit, and improve multimedia content independently or collectively, following a creative process and efficiently utilizing the infrastructure.

4. CONCLUSION

The resulting eight-dimension framework represents a substantive contribution to the field of MIL. First, it directly addresses complex and contemporary social challenges associated with media convergence, such as cyberbullying, the promotion of historical memory, and narcoculture-issues that have tangible repercussions within educational environments. Second, while the framework dialogues with established taxonomies (e.g., Ferrés & Piscitelli, 2012; Pérez-Rodríguez & Delgado-Ponce, 2012; Tułodziecki & Grafe, 2010), it introduces significant innovations derived from participant consensus. Notably, elevating “interculturality” to an autonomous dimension reflects the cultural diversity and the presence of Indigenous education modalities in both countries. Additionally, the explicit inclusion of “processes of interaction and emotional well-being” responds

to emerging socioemotional concerns related to media use, increasingly emphasized in contemporary literature (Kačínová & Sádaba Chalezquer, 2022).

A particularly relevant finding is the strong orientation toward an educommunication approach in the area of expression. Across dimensions such as “civic participation and digital responsibility” and “interculturality”, participants consistently emphasized the importance of positioning students as “narrators” or “constructors” of their own stories through media. This perspective aligns closely with the principles of Latin American popular communication (De-Oliveira-Soares, 2019), reinforcing a conception of MIL that moves beyond critical reception toward active production, civic engagement, and social agency.

The consensus-building process itself revealed important dynamics. Initial debates regarding the excessive granularity of certain dimensions led to their fusion, prioritizing applicability and pedagogical usability over theoretical fragmentation. Although this process generated moments of tension, it ultimately strengthened the framework’s coherence and practical relevance for everyday educational contexts.

Although each country and education system has its own specific media-related challenges and needs, the flexibility of the DLO made it possible to personalize teaching resources and strategies to address these particularities, capitalizing on education professionals’ understanding of their reality and culture. Likewise, this experience was shown to be an effective tool for improving the understanding of this type of education between the teaching staff and the political sphere. This acquires special relevance when considering that one of the main obstacles to the integration of the MIL in education systems comes from a lack of knowledge and clarity regarding its reach and applicability (Rojas-Estrada & Sánchez-Vilela, 2025). It is also evident that the development of a technopedagogic experience as a methodological tool has not only resulted in the active involvement of education actors in the contextualization of the MIL, but also in a process of community reflection and construction of “realities and meanings” (Latorre, 2005).

As for the limitations of the study, it is essential to highlight that the courses or the primary education classes in which these indicators must be taught were not specified. In this sense, the participants developed a framework that considers the competences that primary school students are expected to acquire once the primary education stage comes to an end. It would also be valuable to analyze the presence of these indicators in the education curricula in both countries, and to seek their validation through the participation of other groups of interest, such as civil society.

Lastly, it is important to highlight the need to provide educators with training experiences that not only improve their understanding or level of MC, but also promote their ability to provide leadership in promoting the MIL in their respective communities and education contexts. In this sense, the proposed framework is not conceived as a closed or prescriptive model, but as a flexible and context-sensitive tool that can inform policy, curriculum development, and future research in the field of MIL.

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