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How to promote educommunication and media literacy from the educational system in Spain? Diagnosis, problems and proposals by experts

¿Cómo impulsar la educomunicación y la alfabetización mediática desde el sistema educativo en España? Diagnóstico, problemática y propuestas por los expertos

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Abstract

The post-digital world in which we live and communicate makes the necessary training to move in this multi-screen environment more necessary than ever. In this paper, we present the current problems and challenges faced by the educational system and institutions, as well as some proposals to advance in this field. This systematization of proposals is based on the analysis of the webinars *Impulsar la educomunicación desde las universidades* and *Impulsar la Educomunicación desde los sectores profesionales de la comunicación*, promoted by the RTVE Chair of Audiovisual Culture and Media Literacy of the Universitat Jaume I, held in April and May, and in September and October 2022, respectively. In total, 9 sessions are analyzed (18 hours of talks, in total). Based on these talks, the perceptions and diagnosis made by the 27 experts (18 guests and 9 moderators) on the situation of educommunication in the Spanish educational and business system are studied, while seeking the implementation of strategies, activities and initiatives to promote media literacy.

Keywords

Media literacy; media illiteracy; media competence; educommunication; digital humanism; educational system.

Resumen

*El mundo posdigital en el que vivimos y nos comunicamos hace que la formación necesaria para moverse en este entorno multipantallas sea más necesaria que nunca. En el presente trabajo, se presentan los problemas y retos actuales a los que se enfrenta el sistema educativo y las instituciones, así como algunas propuestas para avanzar en este campo. Esta sistematización de propuestas se realiza a partir del análisis de los webinars *Impulsar la educomunicación desde las universidades* e *Impulsar la Educomunicación desde los sectores profesionales de la comunicación*, promovidos por la Cátedra RTVE de Cultura audiovisual y alfabetización mediática de la Universitat Jaume I, celebrados en abril y mayo, y en septiembre y octubre de 2022, respectivamente. En total, se analizan 9 sesiones (18 horas de charlas, en total). Partiendo de estas charlas, se estudian las percepciones y el diagnóstico que realizan los 27 expertos (18 invitados y 9 moderadores) sobre la situación de la educomunicación en el sistema educativo y empresarial español, a la vez que se busca la implementación de estrategias, actividades e iniciativas para impulsar la alfabetización mediática.*

Palabras clave

Alfabetización mediática; analfabetismo mediático; competencia mediática; educomunicación; humanismo digital; sistema educativo.

1. Introduction

Technological changes make it possible for almost everyone to become not only a consumer but also a creator of media content. At the same time, the media have become an increasingly powerful economic and social force with their tools being accessible to citizens. In the so-called post-digitalisation era, in which society interacts with screens on a daily basis and communication takes place through them, there is a need to provide citizens with an education that responds to today's social needs.

This issue has long been of concern to experts and researchers (Freire, 1969; Halloran, 1970; Hoggart, 1972; Gutiérrez Pérez, 1975; Vallet, 1977; Marín-Barbero, 1987; Morley and Silverston, 1988) and these experts understand that, in this context, it is necessary for citizens to better understand the societies in which they live, and to participate fully in the life of their community. International organisations such as the EU and UNESCO call for the importance of this education which, being transversal, requires specific treatment in school curricula, in the training of teachers and professors, in the education of families and even of adults, the elderly, housewives and the unemployed (Aguaded, 2011: 7).

Although there are many challenges ahead for educommunication to make media literacy effective, there are many initiatives that are already actively working to implement concrete actions. In this context, in January 2022, the RTVE Chair (Spanish Radio Television Corporation) "Audiovisual Culture and Media Literacy" of the Jaume I University (<https://catedartve.uji.es/>), in Castelló de la Plana, Valencia, was created. In April and May 2022, the Chair organised an online seminar with experts in media literacy.

This research arises from a series of research questions: what is the current state of educommunication? what specific challenges and problems are we facing? what actions are being carried out at present? what actions can be carried out in the near future? Based on these questions, and taking as a reference the opinion of the experts who participate in the webinars, the aim of this work, therefore, is to analyse the contents of the talks. Using a descriptive and qualitative methodological design, the diagnosis of the speakers is extracted and systematised: on the one hand, the current challenges and problems are extracted and, on the other hand, the possible actions that can be implemented from universities and companies to promote media literacy are presented.

2. State of the art

In 2013, the European Union Directorate General for Information Society and Media published a document (European Commission, 2013) based on the state of media literacy in Europe. In this report, the European Commission stresses, once again, the growing importance of media literacy. This same idea has long been reinforced by numerous studies, including Gutiérrez Marín and Tyner (2012); García Ruiz, Ramírez García and Rodríguez Rosell (2014); Fedorov (2015); Rasi, Vuojärvi, and Ruokamo (2019); Amat et al. (2022); Sádaba and Salaverría (2023).

Fake news and hoaxes in the media

One of the current problems is fake news, as it reaches the public through different channels, increasing the sense of veracity, i.e., it has gone from circulating through social networks or messaging channels to traditional media, the press (Salaverría et al., 2020; Tsfati et al., 2020) and advertising. The European Commission has announced the creation of initiatives to control these types of messages. In Spain, proposals have been developed, such as Spain by Autocontrol (2021), which recommends labelling influencers' commercial content.

Compulsory education and in schools

The work of Medina, Briones and Hernández (2017) shows that, in the case of Spain, it has opted for transversality instead of the specificity recommended by the European Parliament. To date, no specific subject, including media literacy issues, has yet been included, with the emphasis being on the instrumental rather than the critical. This fact, together with poor teacher training, highlights the precarious state of educommunication and media literacy in Spain (Sádaba and Salaverría, 2023).

At the same time, the debate continues in Spain about whether technology should be included in the classroom or whether it should be removed (Izquierdo-Iranzo and Gallardo-Echenique, 2020; Kačínova and Sádaba, 2019). Autonomous Communities such as Madrid, Galicia and Castilla La Mancha banned the use of mobile phones in schools. According to Martínez-Rodrigo, Martínez-Cabeza Jiménez and Martínez-Cabeza Lombardo (2019), insufficient technological training of teachers is a determining factor when it comes to adopting a stance against innovation with mobile devices.

Professional sector

In Spain, organisations focused on fighting disinformation have appeared (Maldita.es, Newtral, Verificat) and verification teams are being developed in some media (Verifica RTVE or EFE Verifica) (López Pan and Rodríguez Rodríguez, 2020). These initiatives seek to generate trust in the content and make the journalistic practice of fact-checking more visible. In the more specific field of training, there are an increasing number of literacy initiatives promoted by journalists' schools or associations, aimed at different audiences such as schoolchildren (CAC, 2018) and journalists (FAPE, 2021).

Institutions, companies, authorities

Some scholars call for joint actions by the public and business sectors. Saurwein and Spencer-Smith (2020) and Rubin (2019) stress the need for a governance and multi-level approach, as well as the development of combined actions by civil society, business and governments.

In Spain, the Procedure for Action against Disinformation (BOE, 2020) was activated on 5 November 2020 in order to prevent fake news and hoaxes, as well as to promote actions against foreign disinformation campaigns.

Systematic reviews of the literature on media literacy

There are studies that have conducted systematic reviews of the literature on digital transformation and media literacy. Farias Gaytan, Aguaded and Ramírez Montoya (2021) identify the literature (298 publications in Scopus and WoS) and make a systematic classification by category. This study shows that most of the literature in this field is produced in Spain and focuses on digital pedagogy, offering a perspective on digital transformation studies in higher education institutions and their internalisation approaches. In Aguaded, Civila and Vizcaíno-Verdú (2022) a quantitative-qualitative systematisation of 598 articles collected from the Web of Science between 2000 and 2021 is carried out. The study determines that the literature has focused on a) reflections on media education in its terminological diversity (2000-2012); and b) measurement, implementation, training and educative digitisation in terms of technological-digital development (2013-2021). It shows that the literature has broadened its perspective from the early critique of media education to consider the "glocalisation" of media education and focusing its interest on cultural digitisation, algorithmic literacy and the digital and ethical-critical (self-)management of individual and collective identity.

3. Background literature and theoretical framework

3.1. Media Literacy and Educommunication

Although interest in the relationship between education and communication emerged at the beginning of the 20th century, it is from the 1970s onwards that the theoretical and practical foundations of this field were laid, according to Barbas Colado (2012). Concern about the rapid advance of mass media and, above all, the need for teachers and educators to preserve the values of citizenship in the face of this advance began to take shape (Masterman, 1993). According to Marta-Lazo:

Educommunication, in an integral sense, goes beyond mere literacy training, it entails the critical analysis of messages, the ethical and responsible creation of content and citizen interaction, where all participants become active agents to get to live together in healthy and discerning environments in a democratic sense (2018: 48).

This educommunication in an integral sense is being developed with the studies of Freire (1969), Vallet (1977), Prieto Castillo (2000), Gutiérrez Pérez (1975), Martín Barbero (1987), García Canclini (1990), Fuenzalida and Hermosilla (1991), Orozco (1992), Quiroz (1992) or Kaplún (1998). In Spain, the work of Aparici and García Matilla (1998), Pérez-Tornero (2004), Ferrés (2007) and Aguaded (2009), among others, should be highlighted. From the Anglo-Saxon perspective, some of the derivations in media literacy come from critical studies on cultural industries from the Frankfurt School (Habermas, 1999; Adorno, 2007; Marcuse, 2010) and from cultural studies itself (Halloran, 1970; Hoggart, 1972; Morley and Silverstone, 1988; Hall, 1989; Hall, Hobson, Lowe and Willis, 1980). In recent years, in the United States, NAMLE (National Association for Media Literacy Education) was born, a project based on media literacy as a way for students, families and teachers to develop skills that enable them to be critical and active citizens and effective communicators.

In these contexts, different schools have emerged, so that educommunication has been understood from different perspectives. The different denominations (communication education, media didactics, educational communication, media literacy and communication pedagogy in the Latin American context, and media literacy and media education in the Anglo-Saxon context) contain specific ways of understanding educommunication, showing two different approaches. The Anglo-Saxon school focuses on the instrumental management of the media, while the denominations used in the Ibero-American context refer to dialogical approaches close to critical pedagogy. Thus, we observe an

instrumental educommunicative approach focused on the use of technology, on the one hand, and educommunication understood as a dialogical process, on the other (Barbas Coslado, 2012).

Literacy has been framed and defined in multiple ways (Brown, 1998; Potter, 2010). In the UK, the term is defined by Ofcom (2010: 1) as the "ability to access, understand and create communication in a variety of contexts". Media literacy is seen as a range of communicative competences, including the ability to access, analyse, evaluate and transmit communication in different ways (Lee, 2010; NAMLE, 2010). According to McDougall (2019) "this work can be carried out by teachers, acquiring the necessary knowledge to promote this competence, but the involvement of communication professionals would be essential for the success of any initiative". More recent studies, such as that of Pérez Femenía and Iglesias García (2022), focus on analysing whether there is training in Media and Information Literacy (MIL) in the Spanish education system and whether it is adequate, also presenting how this subject has been introduced in some leading countries in the discipline, such as France, the UK and the USA. Information literacy can be defined as the ability of an individual to 1) recognise his or her information needs; 2) locate and evaluate the quality of information; 3) store and retrieve information; 4) make effective and ethical use of information; 5) apply information to the creation and transmission of knowledge (Catts and Lau, 2008). The two concepts are closely related, as the aim of both is to develop the ability to access, understand, use and create media or information messages. The advance of the Internet has made it necessary for us to acquire new skills and competences (Buckingham, 2007; Westby, 2010).

3.1.1. Competences

In this study it is understood that media literacy should contribute to the development of citizens' personal autonomy, as well as their social and cultural engagement, as pointed out by Ferrés and Piscitelli (2012).

Many studies have focused on the competences needed to achieve media literacy. Pérez Rodríguez and Delgado Ponce (2012) define media competence and propose the design of activities for a didactic proposal in accordance with established indicators. They conclude that there is a need for terminological convergence, as well as the development of resources, based on the defined indicators, which have an effective impact on the different areas of media competence and serve to carry out didactic actions in the different groups that make up today's society. As Pérez Rodríguez and Delgado Ponce state:

Thus, we have systematised ten dimensions distributed pyramidally in three areas. The area of knowledge includes media policy and industry, production processes, technology, language, access to and obtaining information. The domain of understanding brings together the dimensions of reception and comprehension, and ideology and values. Finally, at the pinnacle, expression, we place communication, creation, and citizen participation. We have defined a series of indicators involved in each of them, to subsequently propose activities of a general nature. Challenge: given the speed of technological advances, these dimensions need to be constantly reviewed and updated" Pérez Rodríguez and Delgado Ponce (2012: 32-33).

For their part, Area and Guarro (2012) address the conceptualisation of the concept of competent learning and teaching methodologies or strategies that are in line and coherent with the development of information and digital competences. They conclude with some suggestions on the future of ALFIN (information literacy) for the training of 21st century citizens.

3.1.2. National and international education policies

Since the early years of this century, policies for the development of media literacy have been developed.

At the international level, UNESCO and its partners have launched the new resource Media and Information Literate Citizens: Think critically, Click Wisely, the second edition of UNESCO's model curriculum on media and information literacy for educators and students (2021). The "Media Literacy" section of the United Nations (UN) Alliance of Civilisations launched a website (www.aocmedialiteracy.org) a few years ago. This resource website is participatory in nature and is designed as a universal repository for resources from all over the world. For its part, the EU supports media education through directives and recommendations. In 2020, the Council drafted a set of conclusions on media literacy in a changing world (2020/C 193/06). At the Lisbon European Council in March 2000, heads of state and government set an ambitious goal for Europe: to become a more competitive knowledge economy and, at the same time, a more inclusive knowledge society. A higher level of media literacy would help our societies to realise this ambitious goal. The Observatory of the Council of Europe published (2017) a list of practices carried out in the territory of the E.U. The European Commission, for its part, promotes the

development of the European education system and citizens' skills in the face of digital transformation (including artificial intelligence) through different strategic plans such as The Digital Education Action Plan (2021-2027) and Europe's Digital Decade: digital targets for 2030 (The Digital Compass).

In Spain, we are faced with new legislation in the field of education. Specifically, there are several Royal Decrees that set the guidelines for early childhood, primary, secondary, baccalaureate and university education.

In Royal Decree 95/2022, of 1 February, which establishes the organisation and minimum teaching of Infant Education, communicative skills are mentioned in articles 7, 10, and in Annex I:

Article 7. Objectives. f) To develop communicative skills in different languages and forms of expression.

Article 10. Curriculum. 2. The centres, as part of their pedagogical proposal, will develop and complete the curriculum established by the educational administrations, adapting it to the personal characteristics of each boy or girl, as well as to their socio-educational reality. Royal Decree 95/2022.

In Annex I, some of the key competences of early childhood education are: competence in linguistic communication; digital competence; personal, social and learning to learn competence; competence in cultural awareness and expression; ethical and effective use of technology.

In Royal Decree 157/2022, of 1 March, which establishes the organisation and minimum teaching standards for Primary Education, mention is made of subjects related to educommunication in Article 7, Article 11 and Annex I:

Article 7. Objectives. i) To develop basic technological competences and to initiate in their use, for learning purposes, developing a critical spirit towards their functioning and the messages they receive and elaborate.

Article 11. Curriculum. 4. The educational centres, in the use of their autonomy, shall develop and complete, where appropriate, the Primary Education curriculum established by the educational administrations, a specification which shall form part of the educational project. Royal Decree 157/2022.

The key competences of primary education are developed in Annex I. Below we mention the competences related to educommunication: competence in linguistic communication; digital competence; personal, social, and learning to learn competence; competence in cultural awareness and expression; ethical and effective use of technology.

Royal Decree 243/2022, of 5 April, which establishes the organisation and minimum teaching requirements for the Baccalaureate, mentions aspects related to educommunication in Article 7 and in some competences in Annex I. Thus, the following objectives are mentioned: acquiring a responsible civic conscience; accessing fundamental scientific and technological knowledge and mastering the basic skills of the chosen modality.

The competences referring to educational-communicative aspects are competence in linguistic communication; digital competence; personal, social and learning to learn competence; competence in cultural awareness and expression.

In the operational descriptors in the Annex, there are no descriptors that refer to these competences as such. On the other hand, in the curriculum, the autonomous nature of certain educational decisions is specified: "Schools, in the use of their autonomy, will develop and complete, where appropriate, the curriculum of the Baccalaureate". No communication-education subjects are envisaged, although "schools may propose other optional subjects of their own".

In Royal Decree 640/2021, of 27 July, on the creation, recognition and authorisation of universities and university centres, and institutional accreditation of university centres, there is no article or provision that makes specific mention of media education, teacher training or educommunication.

3.1.3. Education

Regardless of the number of studies in the field of education and educommunication that are being carried out in Spanish universities and around the world (Alba, 2005; Ferrés Prats, García Matilla, Aguaded Gómez et al. (2011); Meneses, Fàbregues, Jacovkis and Rodríguez-Gómez, 2014; Medina and Ballano, 2015; López and Aguaded, 2015; Tucho, Fernández-Planells, Lozano and Figueras-Maz, 2015;

Gutiérrez-Martín and Torrego-González, 2018; among others) there are a significant number of research group initiatives and national and European projects working in this field. Some of the most recent initiatives that seem to be having the greatest impact are the AlfaMed curriculum (European Digital Competences Framework (DIGCOMP, 2021)), the Manifesto La Educomunicación en España: An urgent challenge for the digital society in favour of Educommunication (supported by a hundred professors and experts from more than 30 Spanish universities), the RTVE Chair "Audiovisual Culture and Media Literacy" of the Jaume I University, and the creation of the first Media Literacy Teaching Unit, developed by the University of Zaragoza-based GICID group (Research Group on Digital Communication and Information), led by Marta Lazo.

3.1.4. Social impact

When we talk about educommunication, we cannot ignore the individual, the person, since it is the person who is the focal point from which educommunication starts and to whom it is ultimately directed. The studies, more instrumental at the beginning and later focused on media education, are making way for humanism and social impact. In recent years, research has focused on various aspects of the social change that occurs (or could occur) in the context of well-targeted media literacy. Some of the studies focusing on individuals include Culver and Jacobson, 2012; Meneses and Mominó, 2010; Cruz-Díaz, Ordóñez-Sierra, Román García and Pavón Rabasco, 2016 and Ribeiro, Hernández and Muñoz, 2015.

4. Methodology

This research is empirical and qualitative in nature. It is, therefore, an exploratory study that focuses on the analysis of the content generated in the webinar *Impulsar la educomunicación desde las universidades* (Fostering University Educommunication) and part of the content of the webinar *Impulsar la Educomunicación desde los sectores profesionales de la comunicación* (Fostering Professional Communication Sector Educommunication), this latter not being completed at the time of the presentation of this article, and both promoted by the RTVE Chair in Audiovisual Culture and Media Literacy at the Universitat Jaume I. It arises from the need for a methodological approach to find out the perceptions and diagnosis made by experts on the situation of educommunication in the Spanish educational system, while seeking the implementation of strategies, activities and initiatives to promote media literacy in the Spanish educational system. For this reason, this work is not based on a hypothesis, but rather it is an exploratory, descriptive, and inductive research, focused on the study of the nature of a subjective and dynamic reality.

It is longitudinal research, collecting and analysing information from 16 hours of talks with experts. The first webinar was organised in 5 sessions from April to May 2022. The analysed talks (4 sessions) of the second webinar were held in September 2022. The subject matter experts from whom the ideas have been extracted and systematised are shown in Figure 1:

Figure 1: Webinar schedule and expert speakers

Date	Expert speakers	Chairperson
27 April 2022	Sara Osuna Acedo (UNED)(Spanish Open University) / Carmen Marta Lazo (UNIZAR)(University of Zaragoza)	Javier Marzal Felici (UJI) (University Jaume I)
3 May 2022	Alfonso Gutiérrez Martín (UVA)(University of Valladolid) / Agustín García Matilla (UVA)	Ana Vernia Carrasco (UJI)
9 May 2022	Victoria Tur Viñes (UA)(University of Alicante) / Linda Castañeda (UM)(University of Murcia)	Marc Pallarés Piquer (UJI)
17 May 2022	Joan Ferrés Prats (UPF)(University Pompeu Fabra, Barcelona) / Mercè Gisbert Cervera (URV)(University Rovira i Virgili, Tarragona)	Francesc Esteve Mon (UJI)
24 May 2022	Ignacio Aguaded Gómez (UHU)(University of Huelva) / Julio Montero Díaz (UNIR)(International University of La Rioja)	Javier Marzal Felici (UJI)
20 September 2022	José Ignacio Pastor, President of ACICOM (Citizens and Communication Association) José María Vidal Beltrán, President of CACV (Valencia Audiovisual Council)	Javier Marzal Felici (UJI)

Date	Expert speakers	Chairperson
22 September 2022	José Manuel Seguí Galve, President of AESAV (Valencia Association of Audiovisual Services Sector) Santiago Gimeno Piquer, Director and Board Member Cuatroochenta (Spanish IT Company)	Marc Pallarés Piquer (UJI)
27 September 2022	Esther Castellano, Head of Communication Autonomous Communities of Valenciana and Murcia Carolina Beguer, Head of Communication Grupo Gimeno, Castellón (Spanish Legal and Financial Services Company)	Francisco Fernández Beltrán (UJI)
29 September 2022	Juanvi Falcó, President of the Official Advertising Association of the Community of Valencia Ana Niño, President of Comunit AD (Association of Advertising Agencies in Valencia)	Lorena López Font (UJI)

Source: own elaboration

Firstly, the videos of the webinars were collected and transcribed. No software was used for the transcription which was undertaken by hand in order to extract the ideas and connect them in a synoptic map.

In the case of the webinar, the questions and ideas of 27 experts (18 guests and 9 moderators) from the field of education-communication were collected. Sampling makes sense insofar as it ensures that the characteristics to be observed in the transcripts are appropriately expressed in the sample. The sample is made up of recognised experts in their field, who contribute significant value to the sample: 7 university professors and 2 doctors, all of them at the head of research groups and with extensive research and teaching experience; 5 presidents of associations, regional councils and large companies, 1 president of an official professional association and 2 communication directors of large business groups and consultancy firms.

The four main phases that accompanied the review were: (a) defining the research objectives and questions, (b) drawing up a protocol for the review and systematisation of the ideas presented in the webinar, and (c) interpretation and synthesis of the results found.

As for the research techniques employed, the research uses observation for the ideas expressed in the sample in their natural form, in which the subject of the study is not aware that their behaviour will be analysed. It is a non-participant observation, in which information is collected from outside, without intervening in the phenomenon, and structured, as technical tools and elements are used to manage the information.

5. Research results

The results of this study, i.e. the list of proposals put forward in the webinar, are presented below. In order to present the results more clearly, we have systematised and organised the ideas into two main areas: the current situation, context and problems, on the one hand, and strategies, activities and initiatives to promote media literacy in our education system, on the other. At the end, in section 4.3., 2 tables are presented to summarise all the ideas and proposals gathered from the results.

5.1. Situation, context and current issues

- Media illiteracy

On the level of educommunication, experts pointed out that we have clearly fallen behind, so we need to invest in educommunication. Communication has always been a business, but now education is also a business, as it has become the object of investors. From the universities, says Castañeda Quintero, "we must invest from a social point of view, not an economic one".

For her part, Marta Lazo drew a social situation in which she describes the population as media illiterate and in which it is more important than ever to educate for the media, as society, already immersed in the era of the metaverse, artificial intelligence and digital transhumanism, faces the challenge of

dealing with infopollution "in which hoaxes and the culture of hate take place on a virtual level". Along these lines, Gimeno (Cuatroochenta) explained the need to take measures regarding addiction and the impact of mobile devices on the population.

From ACICOM, Pastor pointed to the disempowerment of citizens. Vidal (CACV), for his part, reinforced this thesis by pointing out that citizens are in the hands of large media platforms which use complex and opaque algorithms that society does not understand, placing them in a vulnerable position.

Regarding the absence of critical thinking, Niño (president of ComunitAD) pointed out the importance of critical thinking when it comes to media consumption (particularly advertising communication), and that this problem is transgenerational. In this sense, Falcó (Colegio de publicitarios-Advertisers Guild) identified the need for ethical competence for the new content creators (influencers) who do not know the limits of this in advertising communication.

Throughout the webinar, other experts corroborated Marta Lazo's perception. Castañeda Quintero expressed his concern about the lack of a critical spirit in the media; Aguaded underlined that "media consumption does not guarantee understanding of the media, but on the contrary, it generates a greater hypnotisation of the medium [...] in a hyper-communicated society there is under-communication"; Montero Díaz pointed to an absence of natural learning in communication, as, for example, the use of video cameras and photos becoming naturalised, but in communication we express ourselves less and less well.

- Anachronistic and bank-based training

According to Osuna Acedo, "the information society is advancing faster than the education system, and training is delegated to educational centres, but institutions train for a context that has already passed". There is a scarce presence of content on media education in education degrees in Spanish faculties. Likewise, communicative competence is reduced to linguistic competence, leaving aside the audiovisual aspect; there is an obsolete conception of communication as a unidirectional process, and media competence is limited to information competence.

Ferrés has studied education curricula and, although 100% of degree courses offer some notion of technological training, only 21% offer subjects with a media dimension. Only 16% offer language training (although it should be described as communicative competence). We can hardly communicate in a media world if we master the technologies but have no communicative skills. Moreover, technological and instrumental training reduces the education system to a banking system, since communication is understood as a mere transmission of information and not as an exchange operation.

Pastor (ACICOM) confirmed this anachronism by describing a paradox in the classroom: in formal education, screens are forbidden, while in the world in which we live, there are few things we can do without them.

- Mistrust of educommunication

According to Osuna Acedo, mistrust of the educommunication binomial is perceived because society does not understand that all the elements of communication are implicit in education, and vice versa. In this sense, he affirmed that it is necessary to be self-critical, as this is a clear sign that there is something that society in general, and educommunicators, are not doing well.

- Media poverty

As a result of a contribution by one of the researchers attending the webinar, González Moriano, it was explained that in recent years more has been written and read than ever before, but that often there is no access to all this information because it is paid for, raising the debate on media poverty, because if the pay walls close off access to certain media, what will happen to people with fewer economic resources?

- The media

There is a growing discredit towards the media (Tur Viñes), which is a direct consequence of hoaxes and disbelief in information. Not only is unreliable or outright false news being released, but the population is also increasingly aware that the media filter information and bombard us with what interests them (and from increasingly partisan points of view).

The truth is losing its place, there is no great concern for veracity and objectivity, but rather for the speed of the news and the economic income it generates. The media is dominated by algorithms and filters.

There is a proliferation of headlines that have nothing to do with the news in order to generate clicks. Technology is not neutral and has a direct relationship with economics and politics. The media govern our lives to the point where mediations have become naturalised.

González Moriano, in relation to the problem of media poverty, referred to the isolation suffered by the elderly, who are even further away from achieving media literacy. In this sense, Tur Viñes observed that, far from helping, the media are closing off access to many people.

As for journalists, Pérez Rico (Dircom CV) determined that social networks have vulgarised the work of journalists, as their posts have been filled by non-professionals.

- Concept and nomenclature of media literacy today

In the middle of the last century, the use of media from a critical point of view was reflected upon; then the concept of educational television and media for education was developed and these two concepts, teaching the language of media and teaching with media, have constituted a vision of media literacy around these two aspects. What is important (García Matilla) is that media literacy should be a communicative literacy that encompasses the aesthetic, the ethical and the technological.

Another issue is the nomenclature (Ferrés) as we have not agreed on whether to call it digital competence, media competence, educommunication, media literacy or media information literacy. According to a study carried out by this researcher and other specialists, (Ferrés, 2013a and 2013b) a questionnaire was sent to more than 1200 communication professionals (school, church, journalism, advertising) and they were asked what they understood by communication. The semantic fields used were analysed and the educators spoke of transmission (which is an often-used banking concept), not exchange. In another study analysing articles from the last 5 years of the journal *Comunicar*, they found that there were 991 references to information and 11 to entertainment. Basically, we are limiting media competition to the field of information. For its part, to complicate matters further, UNESCO calls it media and information competence.

- Isolated initiatives

According to Osuna Acedo, even though educational policies do not favour the full introduction of educational media, the reality, according to studies, is that media education is taking place, the problem is that these are isolated, uncoordinated and off-network activities. Marta Lazo pointed out that proposals are being carried out by parents' associations, especially to teach pupils how to use social networks responsibly. There are actions and projects, many initiatives, but there is no coordination between them and there are no future plans to pool this wealth.

- Lack of teacher training

There are several studies (carried out during the pandemic) on teacher competences and training that show that, although teachers lack instrumental knowledge, the most complicated part is pedagogical, i.e. how to teach educational processes, how to take advantage of technology to generate teaching processes and develop richer learning, how to empower students, personalise learning, how to teach them to be responsible citizens in a digital world (as they themselves do not know). Although society has changed, education has changed very little. Educommunication will be more constructive if teachers have a good command of the media and control of its processes and consequences.

- Legal framework and recommendations

Experts recall that the latest Royal Decrees in Spain mention media literacy, but they always consider it as a transversal and optional subject, not as a core and compulsory subject. Although it seems to be present in a more appropriate way in early childhood education, neither in primary, secondary nor baccalaureate education, nor, indeed, in university degrees or postgraduate degrees does it have the weight it should (for more detailed information on these Royal Decrees, see chapter 2.1.2. of this article). The experts in the webinar agree that the directives, recommendations, and legislative framework promoted by the EU, UNESCO and Royal Decrees should not be applied in a cross-cutting manner, but rather in a specific way through specific subjects.

5.2. Strategies, activities and initiatives to promote media literacy in our education system

- Research: from the universities, we must promote studies in educommunication through the preparation of doctoral theses and studies, so that we can always know the state of the situation and systematise the lines of action. We need to start researching public policy to see how strategies can be developed through institutions.

- Curriculum: as has already been mentioned, directives, recommendations and laws should not be applied in a cross-cutting manner, but rather in an effective way. Educommunication must be a subject that is understood to be useful, from the initial cycles of the educational system up to the baccalaureate, including communicative competences that bring added value to citizenship. At university, compulsory subjects should be offered in journalism, education, and communication degrees. It is not just a matter of bringing education and communication together, but also of making the humanities and social sciences converge with engineering and artificial intelligence. There is very little training in educommunication in postgraduate education. The Ministry of Education should promote compulsory subjects in educommunication in the master's degree for teachers, common to all specialisations. To do this, each of the curricula (in education, journalism, and audiovisual communication, above all) should be studied to see whether education, educommunication or media education are integrated or linked to any of them. In addition, interdisciplinary teams should be formed to work on practical proposals. It is the responsibility of universities to alert and guide institutions so that curricula include subjects (not optional or transversal) in media literacy in a homogeneous way throughout the educational system, avoiding a situation whereby each Spanish Autonomous Community does something different. Several speakers (Osuna Acedo, Marta Lazo, Gisbert Cervera, Montero Díaz and Aguada Gómez) proposed the creation of university degrees in Educommunication.

Along these lines, the vice-presidents of Dircom CV, Ruiz Aragonés and Pérez Rico, indicated the need to keep training updated and permanent, as digitalisation introduces more and more elements of change and the knowledge acquired quickly becomes obsolete.

- Educate citizens according to their demands: If one of the objectives of educommunication is that audiences are educated and informed, citizens must be educated according to their demands. Several projects are being worked on in Spain. Universities must develop projects that put technologies at the service of citizens. At the same time, training must be adapted to this new way of life based on digitalisation. Technologies allow us to be much more flexible in terms of timetables than traditional education. We must take advantage of these technologies to facilitate access to training and make it much more versatile: it can be used at any time and in any place. Families should not be forgotten: today the media are consumed in a very individualistic way and collective learning should be encouraged through initiatives (Atresmedia) that provide training in values and important aspects for citizenship: implementing entertainment and storytelling in training, for example, as explaining using entertaining narratives with a common thread makes the information settle in our heads much more effectively.

- Creation of networks and collaborative structures: through joint agreements between universities to allow for collaboration between research groups (resource banks, useful tools developed by universities, shared and contrasted results, common actions, seminars...). ACICOM and CACV specified the need to develop a Strategic Plan for Media Education that aims to propose actions and measures, as well as to connect institutions, professional associations, educational administrations, and universities. They also mentioned the importance of creating an Inter-University Chair to develop this set of activities.

Ruiz Aragonés (Dircom CV) called for an alliance between Dircoms and the media, based on an ethical commitment from both groups, to promote good communication, in which the message is intelligible, truthful, true, and fair.

- Collaboration projects with the media: the media are fundamental to offer media education (by levels): the public broadcaster in France already does this. The university must go to the institutions and generate synergies so that it works from below (from education) and from above (from the institutions). This collaboration must be carried out on four fronts: those who create content (including publishers), those who disseminate it, administrations, and organisations. Atresmedia, for example, has created a commission of experts in media education and carries out social awareness campaigns. Mediaset developed the 12 months, 12 causes campaign. In this respect, the ACICOM and CACV experts propose promoting the signing of agreements involving the public media.

It is necessary to collaborate not only with traditional media, but also with minority media, which may be less contaminated and more detached from politics and the click economy. In this sense, it would be interesting to take advantage of the number of teachers and inspirational people that proliferate in these media. This is because young people learn better on networks than in the traditional way.

- Teacher training: it is essential to strengthen training for teachers at all levels (from early childhood teachers to university professors, through the master's degree in teacher training). Teachers are the most important axis (more than the curriculum and resources) and do a great deal, but they need collaborative networks between universities and the support of institutions. There needs to be educational training for communicators and communicative training for educators. Teachers attach more importance to media education than to educational technology. To change this, the recommendations promoted by the European Digital Competences Framework (DIGCOMP, 2021) and the AlfaMed curriculum must

be put into practice in all subjects of the educational curriculum at all educational levels. On the other hand, it is urgent to reinforce teacher training as an attitude and a competence, which should be promoted, especially by public media. In this respect, it is pointed out that it might also be useful to select teachers considering both their training in educommunication and their communicative skills (we cannot talk about media competence without considering communicative competence).

Pastor (ACICOM) suggests teacher training through teacher training centres (CEFIRE), as in informal education (leisure, free time) and non-formal education (families).

- Informed audience, ethical media: address the issue of production and distribution, as it is not neutral and transmits a series of ideas. There is a need to educate in media control (control of news, control of images, consumption trends, ideas) and in the critical vision of audiovisual content. The media have the capacity to sell whatever they want, and citizens must be educated to be aware of this. In this sense, it is important to make communicators aware of the value of truth, to the preclusion of the speed of the news or its economic importance. It is also necessary to awaken an ethical attitude and values in order not to mistreat the public through the media. We should also work on initiatives to provide information on the content we are going to consume, so that we can control the media diet and provide information on how our minds work to find out why we are attracted to certain messages. Encourage reflection on the message, how it makes one feel, what it aims to do, applying a cognitive and emotional methodology. Learning to extract the advantages of the technological world and of being communicated and well-informed, knowing how to filter and curate information.

- Digital humanism: it is necessary to abandon the instrumentalist conception of technology and start thinking about digital humanism, about humanising technology. In the communicative exchange, the focus must be on the person. To do this, human beings need to master key competences such as logical reasoning, ethics, critical attitude, responsibility, values, etc. This can be achieved through training and education. This is achieved through critical and ethical training to avoid ideological colonisation. Media literacy involves training citizens in these issues so that society is capable of interacting with technology in a responsible way.

5.3. Summary of the ideas and proposals raised

To gather all the ideas in a systematised way and to facilitate their future extraction, two tables (Figures 2 and 3) summarise the above.

Figure 2: Situation, context and current issues

Media illiteracy	We have lagged far behind in media literacy
	Need for investment (more social than economic)
	Studies show that there is a high level of media illiteracy.
	Citizens are victims of infopollution, hoaxes and the culture of hate on a virtual level.
	Lack of a critical spirit
	Under-communication
	Lack of natural learning in communication
	Addiction and impact of mobile devices on the population.
	Disempowerment of citizens: complex and opaque algorithms.
	Lack of transgenerational critical sense
Lack of ethical competence for new content creators (influencers).	

Anachronistic and bank-based training	Anachronistic education
	Little presence of media education content in education degrees in Spanish faculties
	Communicative competence reduced to linguistic competence
	Media competence reduced to information competence
	Paradox in the classroom: forbidden screens
Mistrust of educommunication	Society does not understand that all elements of communication are implicit in education
Media poverty	Lack of access to information (paid for information)
The media	Hoaxes and unreliable news
	Media filter information
	Lack of veracity and objectivity
	Generate clicks
	Technologies and media associated with politics and economics
	Social networks have vulgarised the work of journalists (unprofessional content creators)
Concept and nomenclature	Media literacy should be a communicative literacy that encompasses aesthetic, ethical and technological literacy.
	Nomenclature: digital competence, media competence, educommunication, media literacy or information media literacy.
	Transmission, not exchange
	Media competence reduced to the information field
Isolated initiatives	Isolated, uncoordinated, non-networked activities
Lack of teacher training	Technology has advanced, education has hardly changed
	Instrumental, banking education for teachers and students
	Lack of pedagogical competence
Legal framework and recommendations	Media literacy in a transversal and optional manner
	Not homogeneous (Spanish Autonomous Communities)
	Need for specific, compulsory training.

Source: own elaboration

Figure 3: Strategies, activities and initiatives to promote media literacy in our education system

Strategies, activities and initiatives to promote media literacy in our education system	
Research	Developing doctoral theses, studies and research
	Public policy research
	Alerting institutions to concrete needs

Strategies, activities and initiatives to promote media literacy in our education system	
Curriculum	To implement in a non-cross-cutting way
	Understanding the usefulness and necessity of the subject matter
	Implement concrete media training from infant to postgraduate level
	Introduce compulsory subjects in journalism, education, and communication degrees
	Form interdisciplinary teams to work on practical proposals (engineering, artificial intelligence).
	Introduce specific training in the master's degree for teachers
	Study the curricula of education and communication and integrate media education
	Implement homogeneous media education throughout the educational territory
	Maintain updated and permanent training
Create a degree in Educommunication	
Educate citizens according to their demands	Develop projects that put technology at the service of citizens
	Training adapted to the digital world
	Flexible training in terms of time and place
	Encourage family learning
	Encourage learning through entertainment and storytelling
Creation of networks and collaborative structures	Collaboration agreements between universities: resource banks, useful tools developed by universities, shared and contrasted results, joint actions, seminars, etc.
	Develop a Strategic Media Education Plan
	Create an alliance between Directors of Communications and the media to promote good communication
	Connect institutions, professional associations, educational administrations, and universities
	Create an Inter-University Chair to develop this set of activities
Collaboration projects with the media	Implement media training by levels through the media
	Generate synergies so as to work from below (from education) and from above (from institutions)
	Collaborating with content creators (including publishers)
	Collaborate with content disseminators
	Collaborate with administrations and agencies
	Collaborate with teachers and influencers in minority media
	Encourage the signing of agreements involving public media

Strategies, activities and initiatives to promote media literacy in our education system	
Teacher training	Strengthen teacher training at all levels
	Promote the figure of the teacher as the centre of learning
	Generate educational training for communicators
	Generate communication training for educators
	Implement the AlfaMed curriculum
	Reinforce teacher training as an attitude and a competency
	Promote teacher training from the public media
	Select teachers based on their training in educommunication and their communicative skills
	Training teachers through Spanish Teacher Training Centres (<i>CEFIRE</i>).
Informed audience, ethical media	Address the issue of production and distribution (which is not neutral)
	Educate in the control of the media
	Educate in the critical vision of audiovisual content
	To make communicators aware of the value of truth
	To awaken an ethical attitude and values
	To teach how to interact with technology in a responsible way

Source: own elaboration

7. Conclusions and discussion

Throughout this study, it is argued that there is still a need, perhaps more than before, for a pedagogy that orients, accompanies and guides us in the recognition of what it is to do and be in the mediated society in which we live (Prieto Castillo, 2000). Despite the experiences that are being encountered in both audiovisual and digital communication, there are still few attempts to precisely define the knowledge, skills and attitudes necessary to be considered competent in both areas, which are essential when carrying out teaching-learning processes (Pérez Rodríguez and Delgado Ponce, 2012). Moreover, the speakers describe a social situation in which the population is described as media illiterate (Gallardo Camacho and Marta Lazo (2020), Gil Quintana, Osuna Acedo and Marta Lazo (2021), Ferrés Prats et al. (2011, 2013a, 2013b). This situation is supported by the recent study by Sádaba and Salaverría, 2023, according to which educommunication and media literacy are in a precarious state in Spain. Despite this panorama, it is striking that Spain has a high level of research production in this field (Farias Gaytan, Aguaded and Ramírez Montoya; 2021).

All experts, from universities and companies, agree on the need to promote media education and the creation of alliances and collaborative networks between media, companies, educational institutions and organisations and institutions, in line with the literature previously presented in this study (Medina, Briones and Hernández, 2017; European Commission, 2013; Saurwein and Spencer-Smith, 2020 and Rubin, 2019).

Studies in educommunication are moving away from a merely instrumental approach in which citizen participation was not mentioned (Ferrés, 2007) and are giving way to technological humanism, placing the emphasis on the person. The webinar experts point out that media competence must contribute to developing the personal autonomy of citizens, as well as their social and cultural commitment (Ferrés and Piscitelli, 2012). Teachers have attached more importance to media education than to educational technology. To change this, the recommendations promoted by the European Digital Competences Framework (DIGCOMP, 2021) and the AlfaMed curriculum must be put into practice in all subjects of the educational curriculum at all educational levels. Recent work, such as that of Martínez-Rodrigo, Martínez-Cabeza Jiménez and Martínez-Cabeza Lombardo (2019), has already pointed out that the insufficient technological training of teachers is a determining factor when it comes to adopting a stance against innovation with mobile devices.

The webinar's line of argument is fully in accordance with what Area and Guarro (2012) have already expressed: the approaches and practices of information literacy should broaden their theoretical references by incorporating new areas and educational goals (not only knowing how to search for digitised information, but also knowing how to produce it and disseminate it socially, incorporating the axiological and emotional dimension of learning) as well as approaching this literacy as a continuous lifelong learning process for the entire population from early childhood education to higher and lifelong education (Buckingham, 2007; Westby, 2010; McDougall, 2019).

For our part, we propose as possible future measures: collaboration with CIS and cybersecurity experts and, above all, connecting with engineering, but also with the humanities, as we believe that these changes must take place in society's behaviour, which is why it is necessary to create synergies with disciplines such as ethical philosophy and psychology. Likewise, as a possible study, it is recommended that a Delphi study be carried out based on the proposals put forward in the article.

Technology is advancing very fast, but this should not paralyse us; on the contrary, it should serve as a driving force for this change. Research and teaching, the proposals made by institutions and the advances promoted by universities will move more slowly, but it is a question of going forward, of working in this direction and of implementing each and every one of the proposals mentioned in these webinars.

7. Specific contribution of each signatory

Contributions	Signatory
Conception and design of the work	Signer 1 and 2
Documentary research	Signer 1 and 2
Data collection	Signer 1 and 2
Data analysis and critical interpretation	Signer 1 and 2
Review and approval of versions	Signer 1 and 2

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