

Challenges of digital competence and media literacy for open and online education

Retos de las competencias digitales y alfabetización mediática para una educación abierta y en red

Desafios das competências digitais e alfabetização midiática para uma educação aberta e em rede

EDITORIAL

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Abstract:

*Given the growing importance of digital competence and media literacy, *Obra Digital* in its number 21 aims to address this issue from different approaches and realities in such a way that it presents a contribution that allows us to deepen some areas of this fascinating and changing reality, with special emphasis on education.*

KEYWORDS

Digital competence, Media literacy, Online education, ICTs.

Resumen:

Frente a la creciente importancia de las competencias digitales y la alfabetización mediática, *Obra Digital* en su número 21 pretende abordar el tema desde enfoques y realidades diferentes de tal forma que se en este número se presenta un aporte que permite profundizar

algunas áreas de este fascinante y cambiante realidad, con énfasis especial en la educación.

PALABRAS CLAVE

Competencia digital, Alfabetización mediática, Educación en red, TIC..

Resumo

Diante da crescente importância das competências digitais e da alfabetização midiática, a *Obra Digital* no seu número 21 pretende abordar o tema a partir de diferentes abordagens e realidades de forma que este número apresente contribuições que permitam aprofundar algumas áreas desta fascinante e mutante realidade, com ênfase especial na educação.

PALAVRAS-CHAVE

Competência digital, Alfabetização midiática, Educação em rede, TIC.

Digital competence and media literacy have been gaining importance for some years, as can be seen in numerous studies (Gallardo et al., 2015; Gutiérrez-Martín & Tyner, 2012; Kaminer, 2013; Potter, 1998), many of which were carried out in Latin America (Ferrés Prats et al., 2012; Garro-Rojas, 2020; Mateus et al., 2020; Rivera-Rogel et al., 2017, 2019) and allowed us to have an idea of the existing situation in the region. However, the same technology and its advances, as well as the changes caused by the global health crisis, have highlighted not only the importance that digital competence and media literacy have in different environments, especially the educational one (Pattier, 2021; Thomas & Rogers, 2020; Yan, 2021), but rather, they show the need to improve them in order to have citizens better prepared to face the challenges that current technology and media present.

The approval and/or implementation of clear public policies, as well as investment in equipment and better connectivity are some of the needs identified in some of the studies cited and many others that have been carried out on the subject (Cannon et al., 2020). Teacher training is essential to improve digital competence and media literacy in education systems, as well as to reduce the existing digital gap between teachers and students (González Pérez et al., 2014; Prensky & Perry, 2001; Rivera et al., 2016). In addition, a lot of research is still needed in the area (Manca et al., 2021), which is why we make a contribution that allows us to continue deepening the subject. In this way, number 21 of *Obra Digital* presents various edges and perspectives on digital competence and media literacy for an open and online education, as can be seen in an analysis of the interaction between Brazilian university students from various areas with Zotero and how this tool contributes to their media literacy. It is also

concluded in another article that the influence that the socio-familial profile and the use that compulsory education students give to technology positively influence the development of digital competence in the area of communication.

The conditions of access, resources and training are evidenced in the digital competence of teachers, as analyzed in the existing digital gap in the didactics of basic education teachers in public schools in Chihuahua, Mexico. In this study, traits such as the use of conventional technologies, low access to technologies for academic use and high learning needs were identified, critical factors that affect the digital competence of teachers. While another study carried out in Portugal analyzes the digital competence of university professors and polytechnic institutes, where it is observed that characteristics such as work at the doctoral level, online teaching and the association with polytechnic institutes, are reflected in higher levels of digital competence.

We also present a systematic analysis of the literature on the integration of technology in Portuguese secondary education since the 1970s, in an attempt to understand the introduction of technology to schools in the last 50 years. On the other hand, the digital competence that teachers need is also analyzed, the gap between their professional and pedagogical competence reveals the need for continuous training in that area.

Finally, the miscellany section presents two articles, one on the relationship between environmental activism, lifestyle and personal narratives on Instagram by “eco-influencers” and we close this issue with a review of articles published in the last five years on the role of narrative persuasion in edu-entertainment to improve health in Latin America, a topic that

takes on special importance given the global health crisis.

Thus, number 21 of *Obra Digital*, corresponding to the months of September 2021 to January 2022, presents eight articles from two continents and six countries (Brazil, Colombia,

Ecuador, Spain, Mexico, Portugal). The articles are published in their original versions in Spanish, Portuguese and English, as well as a full version in English. We invite you to enjoy this number.

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