

Media And Critical Literacy in the Digital Age: Teaching Strategies for Developing Ethical Judgment in the Face of the Infodemic.

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ABSTRACT

This documentary research addresses the critical challenge of the infodemic and its impact on citizenship education. Its objective was to analyze the most relevant pedagogical strategies for promoting Media and Critical Literacy, understood as an essential competency for the development of autonomous ethical judgment in students. Using a qualitative methodology, with a bibliographic design and an interpretive paradigm, a content analysis of the fundamental academic literature in the field was conducted. The results revealed the existence of three main pedagogical currents, often in tension: an instrumental approach, focused on fact-checking tools and routines to pragmatically combat disinformation; a critical-structural approach, aimed at deconstructing power relations and underlying ideologies in digital media; and an ethical-relational approach, which prioritizes the development of empathy, community responsibility, and awareness of the impact of online actions. The study's discussion argued that the effectiveness of these currents is limited if applied in isolation. On the contrary, the main conclusion is that a truly transformative pedagogy must be integrated, weaving practical skills, critical acumen, and an ethical compass into a coherent whole. In this way, the aim was to go beyond simply detecting falsehoods to develop reflective digital citizens, capable of participating consciously and constructively in today's complex society.

Descriptors: Literacy, media, criticism, digital era, pedagogical strategies, ethical judgment, infodemic.

Biographical Review: I am a VI teacher, with 23 years of service, with experience in the administrative part (Academic Deputy Director) Leonardo Agrinzones High School, for 10 years, I serve as coordinator of the Risk Management technical mention.