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Teacher interviews

The following information was translated from Spanish with the aid of DeepL. Although the translation is mostly accurate, there may be some inconsistencies in English.

Interview guide (+- 25 minutes)

Presentation

I am Monica Piragauta Roldan, a second-year student pursuing a master's in information, communication, science, and technology at the Catholic University of Louvain in Belgium. As my thesis, I am researching digital media literacy among schoolteachers in Bogotá.

Introduction

1. Can you briefly introduce yourself, what your teaching experience has been and in which institutions you have worked in Bogotá?

Overall questions

2. How would you define media education?

Perceptions on media literacy training.

3. Have you received any training in digital media literacy education? Do you know of any institutions that offer such workshops? How do you educate yourself to understand current media?

Opinions on media education

4. What is your position on media education, and what difficulties have you encountered with it?

Perceptions of Media Literacy in the Classroom

4. How would you compare your digital literacy with your students? Did they receive specific education at school? What do you think about digital literacy among your students?

5. Do you teach about media? For example, being critical of any information disseminated on a social network, reflecting on a hashtag or trend?

Or do you tend to use media as a pedagogical tool when teaching?

Conclusion

6. After this conversation, what final insights can you give on media education for teachers?

Transcript of interviews

Interviewee 1

00:00:00 MP

First of all, my name is Mónica Piragauta Roldán. I am a second-year student pursuing my master's degree in science, technology, communication, and information at the Catholic University of Louvain in Belgium.

For my thesis, I am researching digital media literacy among secondary school teachers in Bogotá. That is why I interviewed some teachers in the last few months.

So, to start with, I would like to know if you can introduce yourself briefly and tell me a little bit about your experience in digital media literacy and teaching.

00:00:51 R1

My name is R1. I studied mathematics at the Pedagogical and Technological University of Colombia, and for some semesters, I also got a degree in mathematics. I have been working in a public school for 8 or 9 years.

I worked at the Colegio Comercial Loretos, and now I am working for the Catholic school La Salle, where the dynamics are very different from what I was used to. I have known in my life to move.

00:02:42 MP

Moreover, those schools that you mentioned, what localities are they from? I am sorry.

00:02:49 R1

Of course, the commercial school Loretos is from the locality of Kennedy, and the one now is in barrios unidos, of which seven de Agosto, no, I do not know which locality it is the truth.

00:03:32 MP

Now, moving on to the first question, from your perspective, how would you define media education?

00:03:49 R1

Well, here I will ask you for a little clarification on “media education.”

Are you referring here to the use of artificial intelligence? Or to the use of programs, let's say, mathematics in my case? I don't know.

00:04:13 MP

Knowing your perceptions of how you might define it is quite an open question.

00:04:22 R1

So, that is the way it is, I would say, from my experience. In universities, at least in my generation, it was aimed at. Very little to that point in digital media development, we studied that if we talk about office software. Little by little, you learn from what maybe someone else knows or consults, let's say, in some digital media.

Now, if we refer to the construction of dictation videos, that is also a boom. However, it is very little, that is to say, very little and almost.

I am speaking from that point of view, and let us say that if we talk about resources, from my point of view of mathematics, mathematics programmes and let us say that in my case, that is a selective career, in other words, not everyone in the world has to see them as their name indicates.

Moreover, if we talk about artificial intelligence, well, let us say that the one who is trained is the one who takes the course from tutorials and these things because let us say that that day seems that a compelling thing that is now devouring, continuing to revolutionise things much more and education is now going through a profound change because this artificial intelligence is accelerating it.

We teachers were way behind in the field of education.

I feel that teacher training, from my perspective, from what I've experienced from my generation and the generations to come, well, I don't know how much the curricula have changed at the moment, not in the universities, but I don't all say yes. The teachers of the new generations who are more knowledgeable, I think there's still a lot to be done.

00:08:22 MP

Moreover, regarding teacher training, have you received any training in the schools where you have worked on digital media, or has it been more of an autonomous way of researching or training yourself?

00:08:40 R1

Okay, let us say you say it is a very curious coincidence if you can see it. Between the nine years I have worked, I have never had any training in that style. Let us say, like for teacher training, the training over there was more like emergency type, insurance, etc. I learned from day to day from what the other teachers knew, from what I consulted, from the experiences with other teachers from other schools, the district school, especially those very knowledgeable people. Now I have changed schools, and here at Colegio de La Salle, they put us, we have to get certified, we have two months from 3 days ago we started training in, let us say, with artificial intelligence.

00:11:10 MP

So, what is your position on digital media education, and what difficulties have you had with it?

00:11:20 R1

I have implemented them in the classroom. I believe that a teacher in the 21st century should use digital tools, such as digital media.

They help us understand the world around us. In academics, they also make it much easier to learn certain concepts of subjects.

The Ministry of Education does believe that this is very important, but I don't know how much it demands a course from universities.

I feel that they still don't give importance to the fact that teachers still use the board a lot. It's not that the board is a bad thing; it's a very useful resource, but I don't know if I'm going to take it for a long time. A student comes from the United States, and they do not have a notebook. There's your laptop, and there's the whole world writing on the computer, and here we do it: We take notes in notebooks.

00:13:30 MP

In Colombia, a computer room with computers and equipment is still for technology class; yes, you do not get it, so it is for the Spanish maths class, for all the classes it is not like, it is more advantageous for the computer class.

It is ideal in that sense because our culture is very particular, very special. I do feel that here, I still don't know if we are ready, if we need to invest, or if we are still resisting.

00:17:22 MP

Moving on to the students, how would you compare your digital literacy with your students? Do they receive any specific education in the schools where you have worked?

00:17:22 R1

OK, look well, I do consider that, next to a lot of students, in certain things, say, for example, in making TikTok, and I might do it, but I've never done it. Yes, I've never done it. I don't know what he says about the bad background where I simulate the voice. Well, I don't really do that; I don't have it.

I resist even when chatting, which is common in any chat conversation—let us put it that way: gifs and things like that. I think that young people handle specific digital resources but are very oriented towards what is in fashion. That is to say, I repeat that YouTube is a massive platform.

Because you go and ask a boy, and we do not open a programme, and then from what I know, a programme of I do not know algebra, and of course, and we talk about the construction of a

direct circumference, we make a tangent line of circumference, a lot of them do not know how to do that. Not that they can't learn it; they would learn it very easily.

What happens is that we are not trained. I do not say either, so we are very ignorant of that world, but we know less about what I know. You do want to get what it's like.

00:20:53 MP

Okay, and to close this conversation, what are your final thoughts on digital media education for teachers in Bogotá?

Yes.

00:21:26 R1

It is also about status because, let us say, if teachers are trained, they give status to the school. Many schools count on their teachers to be up to date. They have to do a training course. Let us say those schools have agreements with universities; they give some facilities.

Unfortunately, education is unequal in Colombia, which is more prominent in Bogotá. Public school teachers have access to scholarships in order to have access to training. Otherwise, they cannot apply for it.

Interviewee 2

00:00:01 MP

Well, uh, good afternoon. My name is MP; I am a student in the second year of my master's degree in information, communication, science and technology at the Catholic University of Louvain, Belgium. As my thesis, I am researching digital media literacy among secondary school teachers in Bogotá.

So, to start with, I would like to know if you can briefly introduce yourself. What has been your experience in the teaching field, and in which institutions have you worked in the city?

00:00:42 R2

My name is R2. I have a chemistry degree, a specialist in instrumental chemical analysis, and a master's degree in e-learning and social networks.

I have officially 20 years of professional experience.

I have worked in several institutions in Bogota, including the Cafe School and Manuela Beltran University. I have worked at the colegio la unidad de agógica at the colegio americano de Bogotá.

I have worked in the school inguen Calatrava. Currently, I am linked to the official sector, and I am working for the Secretary of education in the school Castilla.

00:01:30 MP

I am currently working in the official sector for the Secretary of Education at the Castilla school in Bogotá.

00:01:40 R2

In other words, he worked in the locality, then the neighbourhoods, and was vindictive, so in Ah, he worked in chapters.

To the activity. He worked in Suba and Teusaquillo, and I work at Kennedy.

00:02:00 MP

Ah, and well, from your experience and field, how would you define education in digital media?

00:02:16 R2

Education is digital, and it depends on the teacher's taste. Unfortunately, not all teachers are willing to try these tools, strategies, or methodologies to develop alternative processes within their work.

Yes, as part of my training, I have always worked with proposals that involve too much technological development. I will tell you a little bit about the history; I mean, 20 years ago,

when I started, I was working in Cafam and Cafam school was one of the pioneering schools in the use of technology and at that time, the technological resources. They were not as big as we know them today. However, despite that, for example, Cafam School had a television network and an interconnected circuit so that everyone could access audiovisual resources, loudspeaker systems, and radio, and these types of connections allowed us to work a bit with these tools. The spaces of the technology classes and some strategies could be linked to what was being worked on in these subjects with those of the common core and other spaces. I have been, for example, at the university. Moreover, we needed to start developing this type of work with the students. So, we received training on digital learning, and we ended up with that through platforms. We started all the development and worked with individuals both face-to-face and virtually. A long time before everything happened, we had a pandemic. Because of this, I got my master's degree in digital teaching. My master's is specifically in e-learning and social networking, and it is associated with all the use of technology and harnessing it to be interconnected.

It is not just about the classroom space, but more open to all these possibilities.

Well, with the school where it was before, Calatrava School, that vision was also very important, and for example, it was there. We had technological resources for this process, so we had our accountants, the digital ones, in all the classrooms.

To develop different and innovative experiences with students and significantly improve learning.

Parallel to using other work platforms, platforms that have developed, for example, the publishers of some books that allow development as an enriching process and at least an alternative to only being the teacher's explanation, but also allowed the enriching work of the feedback from students, make developments of inverted classroom or Strategies that you. Strategies that you want to accommodate to your possibilities and availabilities.

You have there; that is like what I am telling you: a small quantity of my experience in that field.

00:05:10 MP

Okay, and within this digital media education, I have heard a lot about the more directed strategies, like digital tools, but I also wanted to ask you.

Yes, for example, the training issue has been touched slightly. I do not know, for example, in front of this disinformation, fake news or, for example, now with artificial intelligence, when they fake some pictures or some fake news in your field related to science, if there is also a small quantity of training in terms of the content that circulates in the media.

00:06:01 R2

Well, this is a reception that we are just starting to work on until now because we did not have to consider this situation. After all, even if you see this reality, for example, using tools or digital experiences to transform information and disseminate it unfavourably.

It has not been so common within the educational field. However, it has been necessary to begin educating students in critical analysis of everything related to the selection of sources and evaluating the relevance of certain content so that they can begin to take a stance on this. So, yes, it is an exercise that is worked on in dialogue that has not been so developed, and I think that this part needs a little more work and contribution in terms of its development at the school level, especially for the reflection of students when they are preparing to make this type of evaluations.

00:07:00 MP

Moreover, the master's degree that you mentioned, what university did you do it at?

00:07:07 R2

I went to the International University of La Rioja, the Spanish university.

00:07:11 MP

Ah, OK, I thought it was suddenly Colombian.

00:07:18 R2

No. So far in Colombia, some programmes have been associated with educational development and applied technology. It is not so common to find their programmes here. You can imagine that I am about to complete almost eight years now. That master's degree. So, these developments are not so recent here in Colombia because they are that kind of search. After all, it is a personal decision to work with the involvement of all the technological work in the development of the classes, so it has been necessary to look for external proposals because here in Colombia, it has not so evolved, or it is just beginning to take quite a lot of strength.

00:08:01 MP

Okay, and how could you compare your relationship with your students with digital literacy? So, yours versus the students that you have had in your career.

00:08:19 R2

Well, during all this time, I always restrained myself from noting the disparity in this type of experience because, unfortunately, technology is something that we are all immersed in, but not everyone has the pleasure of interacting favourably with it.

There are those who resist it, those who see no use for it, and those who seek a completely different use for development. Yes, so this process of digital literacy.

It has nuances when you manage to engage the students and get them to understand the resources, benefits, conditions, and certainties that they can start to organise and build within their training, projecting themselves.

It is remarkable because they show you more alternatives beforehand and also teach you other things because their curiosity can go much further than ours. But with those students who don't, even when you show them different strategies, they can end up with the simplest things that don't involve them or that don't generate additional work for them.

So this is a little bit variable depending on the taste of the person's intention about that work because there are people who, even today and age, are pretty reluctant to interact with these technological experiences in one way or another.

Moreover, the teacher's skill comes in: how to guide them best. Moreover, do not go to the extremes of not finding a goodness favourability to this experience, but also not becoming now then the non-favourable or non-enriching side of the experience, but determining misappropriating the technological possibilities elsewhere.

00:10:16 MP

I do not know if you want to give a final perception or opinion on this.

Digital media education for teachers, specifically speaking in Bogotá.

00:10:34 R2

Yes, in this exercise, we need even more effort and meaning so that teachers understand the benefits of using these tools or materials, and some take risks.

Sometimes, they fall short of the options that they can find because there is still anxiety or worry about the student.

Unfortunately, depending on your environment, they do not value what you are doing.

From what I am telling you, you can find greater ease of transformation in those ideas than in others because, at the moment, I am doing that transit of experiences. I have been working for a month in the private sector, where if you are not up to date.

If you are not up to date, are you disconnected from what you can offer as a teacher when you enter the public sector now? In the public sector, many teachers find that.

Not so fundamental to the development of meaningful experiences in the classroom. Thus, we are now trying to create a kind of amalgam in this and link them together. I think it has been an exciting experience to see that there are many things that we continue to do as if we were doing the same things we did more than 20 years ago. Moreover, today's technologies allow

you to build completely different experiences, even more enriching, which will allow today's students to face the challenges they have for the future with clarity and certainty because this technology, the pace we are going through, transformations where we are not prepared for it, well, we are simply going to be left. We are dedicated to those who, if they have decided, would be those who have already made it.

Interviewee 3

00:00:01 MP

Good morning, my name is MP, I am a second year student of the master's degree in science, technology and information and communication at the Catholic University of Louvain, in Belgium. And as my thesis I am doing research on digital media literacy among secondary school teachers in Bogotá.

So to start this talk I would like to ask you if you could briefly introduce yourself, what has been your experience in the teaching field and in which institutions have you worked in Bogotá?

00:00:42 R3

My name is R3, I am a historian from the Pontificia Universidad Javeriana.

When is social sciences, philosophy, ethics and religion in about four institutions over a period of about 5 years or so?

00:01:10 MP

Are you currently a teacher?

00:01:12 R3

I am currently a teacher in high school from 6th to 11th grade.

00:01:21 MP

And the institutions where you work are public or private, or, They are private I work in well, I've always worked, especially in the Kennedy sector in, well pregnancy, institutions in which I don't find myself developing my work.

00:01:41 MP

Oh thank you very much and well with regard to education in digital media, in the institutions where you have worked, have you received any kind of training or training?

00:02:00 R3

Well in my experience everything has always been very limited. Look at that actually, well from. Well, you didn't, you didn't do everything that's done is the component in the head, maybe of the managers or the people that run it, because you still have a very traditional education scheme.

Ah, when we were in the pandemic, I was involved in that process too. Let's say that the way of teaching virtual classes would be very difficult to carry out, because it was all very improvised, and it was very hard for us because we didn't have the tools and I don't think anyone was prepared for a similar situation, but even so, after what happened in the

pandemic, the schools where I worked. Nor among the students. So I think the only sports, as well as. I know that they were. They did from my experience.

It will be a good first that the forms were virtual, because that's where I got the.

And that let's say. that I changed a little bit and also? Well she is also put as the beans in the classrooms as to try.

I told you about the virtual thing of what is logical, but in the end it was still really the same. So, although the pandemic of the century shook us a little bit with the teaching, really the digital thing? No, no, it wasn't something. Within my experience.

00:04:07 MP

Ah clever and everything you've learned you've done sort of autonomously. Or have you found some kind of training in some institution or.

00:04:30 R3

So you see basically by autonomy.

What is not much because neither the project is not a hard as in digital tools, so the little bit that I actually manages.

Like in the day to day in the classroom, right?

Today the school gives us, accumulates the opportunity or the space to learn about.

About it because I think they. They don't know much about it either, so we're not like gnats in that sense.

00:05:13 MP

Like, what do you think about the skills that they have when it comes to using and evaluating, or maybe critiquing digital media?

00:05:33 R3

Digital natives though, and this makes me very sad as a teacher that they, they use the skills that they know digitally, so to speak. If for other purposes, then it's not. It is not that they are genuinely interested in using digital tools for learning, but that they use them mainly for entertainment and also and of.

It is a couple of years as a source of income. I have students that, let's say, receive income, I know with things that they do in the digital world. I think it's mostly with the with the with the codes, with the client place that they do, then they receive income and let's say that to that reward that they receive.

In the real world. Well that allows them to be immersed like. In that world.

So it generates a very interesting question for me and that is that The World is that I move, it lives in function.

Say something very pragmatic: Are they of an income? Yes, but if we talk about digital as a tool for. of money, well, no. The kids are only interested in The Digital World and in the way that it's useful to them for a certain purpose, in this very specific case, beyond entertainment. It has to do more with generating income, and that questions me as a teacher a lot.

00:07:31 MP

How do you consume digital media, how do you think you consume media and do you ever question, let's say, for example, fake news or now that there's artificial intelligence, like all these fake videos that are coming out or images, how do you think you consume information in digital media?

00:07:58 R3

Well, for me.

A lot of issues on an inner level. Well it's me, I'm not so much a friend of digital as a tool for education.

How very quote-unquote supportive of. Among the life of human beings, because I'm a bit more old-fashioned, and I still think that the cable, the notebook are essential tools when it comes to. That is knowledge, as Paulo Freire used to say. So you're not me? On the other hand, what digital does is subtract from us. Humanity, I had.

This year when we did touch on the subject of artificial intelligences and we began to look at them from the point of view of South Korean philosophy, which is well Journal and he wishes us to us very accurately. The more digital we become.

That we kind of lost human capacities, we lost capacity and socialisation and we're less and less people than we were like that and that 15 years or 20, so in.

Let's say that this onslaught of technology is hurting us. It does hurt us a lot. Why? Because. We become overconfident. And what the tools do is. They all give us an alternative reality and mould us into a tide of relationships. I feel that.

It's like a fog. It's like Reality doesn't exist.

Reality is so far away from us that we don't even know who we are anymore, so in my concept, this world of technology is destroying us a lot. Yes, I and I will always think that a student's best friend is not a screen, but a pencil, and technology can destroy that kind of thing.

Relationships with the screen within classroom work are going to be better, not only for them but also for us, the teachers, because it also happens to us: We rely excessively on what the screen offers and forget about what we are as human beings, as transitional, let's put it this way, ready.

I don't know if because let's say these kinds of conversations, you've had them with other teachers because let's say there is a very traditional education in Colombia about learning how to use technology as a tool for education.

Um, but I don't know if, for example, now there's any class that's more the other way around like.

00:11:27 MP

Learning to study in the middle itself? Yeah, yeah you can see the difference.

00:11:41 R3

It's not so much like that. Because from my experience in the place where I was moving around, there's about two generations of teachers.

But it's good and it's interesting to make a point that not all teachers are interested in going as deep as they are in their education or reflecting on the teaching position. So I have had these conversations with very few.

So I think that everything that has come out of it is still the same, like the screen can be a tool to a certain extent, yes, but in this profession the most important thing is still the connection with human beings and we see that as a problem, we find it, if we see it every day in our lives. So it is still, let's say the same issue, then the screen could be used to a certain extent, but the most important thing.

A student's experience remains. With the contact with The World. Yes as the contact with the people around him, especially and in that sense the.

Half enemy, then the technology is not in my concept to every friend of the true profession of teaching because teaching involves human experiences from one side to the other and the screen simply.

So the lights like whoever we spend, let's say.

00:13:26 MP

I'm ready, thank you very much, I don't know how to close, I'd like to know if you have any final perception or any opinion. Maybe any questions that you have.

00:13:42 R3

OK I would like to say two things on the first one.

I think it's worrying that the technology is.

The next one already spaces that.

Class imparts good that are products of human beings, of the way in which we relate.

And I am very concerned about how education is understood from the digital, because we are.

On the one hand, and on the other hand, I would like to leave the question which is a rhetorical question and has to do with how much or what technologies can contribute. To the exchange of knowledge in the classroom and in that sense, I can also ask myself.

00:15:10 MP

thank you very much. Well, I don't know about that.

Interviewee 4

00:00:00 MP

well first I introduce myself, my name is MP, I am a second year student of the master's degree in digital information and communication, with a focus on educational media at the Catholic University of Louvain, here in Belgium.

And at the moment I'm doing a research on digital literacy, but especially on digital media education in teachers, uh, especially in tenth and eleventh grade in Bogotá, so to start with I would like to ask you, well, if you can briefly introduce yourself, what has been your experience in the teaching area and in which institution you work or have worked in Bogotá?

00:00:56 R4

My name is R4, I am 27 years old, I am a historian and I also have a master's degree in evaluation and management of cultural heritage.

I have 3 years of teaching experience, I worked in a public school in Kennedy, here in Bogotá.

I worked in the seventh, eighth and ninth grades, but I also had the opportunity to teach philosophy in the tenth and eleventh grades for one, one and a half years.

So, yes, experience, yes, I mainly go there. So that has been an experience.

As I am a historian, it was a total challenge, but it was a wonderful experience and especially in the secondary school area I think that you can do 1000 things, 1000 projects. It's a very nice area to work in, so well that's like at a general level.

00:02:01 MP

Ok, and specifically in the field of digital media education, when you were a teacher, did you receive any kind of training or training on digital media?

Or any kind of, I don't know how much digital literacy instruction did you learn any of that?

00:02:25 R4

Ah well, maybe it coincided with the pandemic that we all felt the need to learn a little bit or get a little bit closer to digital media, but I can tell you that I have had some kind of training or interest from the school, beyond the already known platforms, to establish a virtual model in the middle of the pandemic, no, I haven't received any. Pandemic no, I haven't.

00:02:57 MP

What tools like or rather in what way did you educate yourself or learn yourself about digital media.

00:03:10 R4

Well, it was as a result of a pedagogy course that I took at the Uniminuto. I did at Uniminuto, like, if they force you to update yourself all the time in terms of pedagogy and among them. I'm not, I don't know much, but maybe in the last few years, well, the tools. In what? We use, well, we use the platforms. Websites, well, as I was saying, with the pandemic, they generated interesting portals to visit museums and so on, but I'm not that skilled with them, and I have done it through my own experience, the need to update my classes a bit. In the same course, I tell you that we had an obligation to update our knowledge.

00:04:06 MP

And did you take that course on your own or did somebody recommend it to you or did the school where you worked recommend it to you?

00:04:16 R4

I did that course on my own because it's an expiry course for graduates to obtain the teaching scale, isn't it? Yes, I did it on my own; I did it at La Uniminuto virtually.

00:04:28 MP

Also what's your position on digital media education and what difficulties have you had with it?

00:04:41 R4

I think that the media is important, but the other important thing is to use the traditional classroom. It's no longer valid; it can't just stay there; we need to broaden it. Let's say that spectrum and the children—the children are light years ahead of us in this—so we can't leave aside their own knowledge as well and also transfer that to the classical.

Difficulties, well that is also abused a little bit. Because I'll tell you from my experience, I had a degree. Yes, tenth grade in philosophy and of course, when you start to do an essay, the kids abuse all these platforms, digital, media, etcetera. And it's like laziness, the thing of not doing, of looking for the immediate, of abusing it, no, not of constructing some, not all, but they use these tools, not for the construction of knowledge, but as a way of getting out of the way. So, yes, yes, it generates a bit of controversy, it is to use. Of digital media and platforms and so on.

00:05:54 MP

And as long as you're talking about your students, what they had within the school. Is there a specific class that teaches them like about digital media, digital literacy or.

00:06:14 R4

Because I'm in ICT, and this is generally true in the schools that I worked in and the ones that I've seen, that subject is very basic, just like the operating system and so on, but there is not a space to train kids there, and I think it's super, super, super necessary and important.

00:06:34 MP

More like that class is like more instrumental, right? Like learning how to operate equipment.

00:06:39 R4

Exactly, like I do have it with a deep program to train the kids with all these digital tools that otherwise it's just instrumental information.

And, but beyond that, no, there's no more.

00:06:54 MP

When you taught your classes, did you use digital media as a pedagogical tool, or did you teach how to use it? I don't know if you can see the difference.

00:07:12 R4

Yes, in my case, social sciences and philosophy. If you've used it as a tool, maybe you don't use it as a tool, maybe you don't use it as a tool, but you try to bring the tool to them, show it to them, work with it, yeah.

Above all, I use web pages, blogs, all these things, platforms such as social sciences, maps, etcetera.

Yes, yes, but that I have taught her. I honestly that I've taught the kids to use it, maybe not, maybe I love it for granted.

00:07:53 MP

Oh and how? Like from taking it for granted, you could expand a little bit more.

00:07:58 R4

OK, yeah, right, right, maybe I was already assuming that the kids kind of already knew so much about it that for me it was like oh well, let's use this, they already know how to use it and that's it, I just know it goes for the class, but maybe I didn't stop to think about it and how to use it? And it's super.

00:08:20 MP

Let's say after this brief conversation, what insights do you have or what can you bring to the table about digital media education for teachers?

00:08:34 R4

Well, your perception and well, like maybe my reflection, I do think that we definitely need training as teachers in this type of tools, I mean.

We are in one of the tools. The 21st century in pedagogy is tools and I feel that we are leaving it to one side. We are using the basics.

But we don't have enough tools to teach children how to use them in the right way. If we don't have training, how are we going to be able to apply it in?

Everything we are talking about right now about artificial intelligence and all these chatgpt chats, which are great tools, but we don't have the exact training to use them. Yes, it is important to use them, they cannot be left aside in the classroom, but they must be included in the programmes or curricula of private and public schools? Yes, this is very important because we are leaving it aside.

00:09:40 MP

Okay well thank you very much, I think Ah well would you be interested like after this first phase of interviews we can continue to have a conversation about this.

00:09:55 R4

Sure, of course, of course, ready.

00:09:58 MP

Thank you very much.

Interviewee 5

00:00:01 MP

My name is Monica Piragauta, second year student of the master's degree in information, communication and science and technology at the Catholic University of Louvain, Belgium. And as my thesis I am doing research on digital media literacy among secondary school teachers in Bogotá. So, as a first question, I would like to know if you can briefly introduce yourself and what has been your experience in the teaching field and in which institutions have you worked in Bogotá?

00:00:43 R5

Ah is good, I am R5, I am a visual artist by profession from the Francisco José de Caldas University, and I've been working on formal and informal training processes since 2016 to date. I have been a non-formal educator in exhibition spaces such as museums, galleries and international art fairs, exhibitions in general, then I made a transition to formal teaching at Mount Vernon High School, which is basically a Christian institution, internationally bilingual, where I taught history and culture with a series of workshops focused on art for students from eighth to eleventh grade.

So, after that I started the process with the school in which I am currently working, which is the Montessori British School, which is a Cambridge curriculum school in which I work as the director for the arts area.

00:03:00 MP

And those two schools are from like what locations in Bogota?

00:03:07

Usaquen and Suba.

00:04:01MP

So moving on to the second question, how would you define digital media education from your perspective?

00:04:14 R5

Ok our curriculum is, let's say, it's touched more by transmedia education, it's focused from the, let's say, the main focus is languages, it's a multilingual school.

In which different artistic languages are assumed as languages are assumed, there is a generational transition between the fresh early childhood curriculum to what would be childhood in primary school and giving as first bases in design in sixth and seventh grade. Students in my school see 3 fundamental classes related to aesthetics and design in which they learn illustrator, Indesign.

00:05:25

In the past few years, students from 10th and 11th grade work Da Vinci in 11 and Adobe Premiere. As my subject is digital illustration, we see like a little bit in the last bimester.

00:07:32MP

In terms of digital media education, it's more around the tool than the technology, let's say. could you also conceive that digital media education could comprise critical thinking about these? Like around the content, the news, the I don't know, the images.

00:08:03 R5

In the design class, you work from universal design in the first year as well. It's not just the Illustrator tool; they start working with Illustrator more than anything else. So what we do is work on topics like design thinking. Also, we start to do as an initiation to Design and critique of design concepts, which is the use of the image, which is what an image conveys—the so-called context.

That is to say, the teachers make guidelines that are the programme and they also develop the evaluations, that is to say, the judgements and the evaluations of each two-month period are made according to the group that is working, not from the programme that is already done, it is not to say that this is the evaluation that is always going to be applied for sixth grade in I don't know 5 years from now.

00:09:56 MP

Have you received any kind of training or coaching, in terms of digital media education or for example, an approach to ICT from the school, or has it been more like it's kind of born autonomously, you do it on your own or have you sought it out?

00:10:23 R5

Normally the school has not given us training on issues related to cyber-attacks and cyber-security. That's, let's say, like in general what the school has given us, because we have had as an institution cyber attacks what. What I really delimit the issue of the use of devices in school, for example, when I entered in my first year.

For example, when I entered in my first year, the ninth graders took computers with them every day and in fact, the guides and exercises in class were returned from their personal computers. Since the last cyber-attack, access to computers has been limited or restricted for students and they only work with the computers that are available in Salte, not in creative terms.

Personally, I started working with Midjourney. Because I was getting some kind of lack of creativity with the students. I work my class transversal to the history of art. I teach, for

example, I start in sixth grade with Ancient Greece and we talk about the canons and from the canon I work on the representation of the human figure. And I teach everything related to the body, anatomy, etcetera, but I think that it's not progressing, especially in the higher grades. Personal concept and there they had a lot of frustration, taking into account that the previous teacher worked more. You a certain aesthetic idea of the other paradise, because it was the art not to say that the art for me is something that must be beautiful, then they were dedicated rather to the study of the landscape, as of the doing of the landscape, not of the technical nor theoretical doing, simply the elaboration of a landscape, which created a barrier for what I get, as what is the art, then the boys did not begin to frustrate and as a form to stop that as that, that lack of motivation of the students I initiate to use midjourney. So I proposed them, write your idea there and see what comes up. And that's when they started to give us lights and some really cool things started to come out, but my idea was how to transmute what the interface was giving us, it wasn't like saying Ah well, let's print this out and now you do what you do and do it on a canvas, no, but rather that. After that let's be a mood board from that mood board, then we started to deconstruct what it had given us.

And my photography and design colleagues work on the interfaces. Also, very much on that, not on the subject of the concept. Because if we notice that the concept in particular gives the students a very hard time, they won't know how to move forward with their own idea.

And that's what we've focused on, but it all came about more as a synergy between us. We've always wanted to go beyond the school curriculum.

And, at the moment we're just the photography and art area, they're the only programmes that haven't been updated.

00:14:51 MP

When you were talking about the students, how would you compare your digital literacy versus the digital literacy of your students?

00:15:07 R5

Well there's a big gap, because even though I'm a digital native myself, I mean I was born with a computer and internet at home as well. All my life. They, unlike me, uh, they weren't mediated by a single machine. No, I remember being at home and there was only one computer for the whole family. It was like a precious commodity and everything was very measured, you know? Whereas they don't do with their devices and they can acquire, it's also important to note that in the school that I work in.

Uh I work with children from very well-affluent families, so they acquire high- art electronic devices whenever they want. Yes, I already have, for example, two students who already have

Apple Vision Pro. So it's like they have the faculty to be able to make use of the technology at their disposal.

And they are already immersed in and mechanise very well the different interfaces, let's say before, some of them used to kill their heads doing an essay, which for me was a very nice part and that made them very reflective with the writing, while students are like I'm going to tell chatgpt to do their essay, what I do as a teacher is that I correct the things that don't seem to be mine, but that are already very machine-like or are already very elevated.

What I do as I also have several students who already pay chatgpt chat for the latest update in which there is already voice command and a lot of things. I get worried when they tell me those uses. On the other hand you're taking away the opportunity to challenge yourself like mentally, like if you know what I mean like intellectually to do things. And I feel like it's like they have all the resources at their disposal, but they're always looking to make use of them to the extent that it only makes things easier for them immediately. And I feel that they are not, well, they are not projecting those tools, they are only seeing them in terms of immediacy and I think that is where the danger lies a little bit, for them, something that I reflected on a lot with them, but at the end of the day they are teenagers.

It's a very different framework to the one I grew up in, because let's say I also grew up with social networks, but very measured, very quantified.

My parents. They didn't give me those freedoms that they are born with.

I feel it's more like that, like I'm uncertain about these kinds of things.

How they acquire things, sometimes we don't even need.

00:18:48 MP

Ready and after this conversation, what final insights can you give on digital media education, but specifically for teachers?

00:19:05 R5

I think for us teachers.

It has to be handled in two important ways.

The reality of us teachers in the classroom and outside the classroom in the classroom, I think we need to have better training in ICT because students are already 3 steps ahead of us when we are going to energise a class, for example.

00:19:41

Let's say I'm going to see. introduction to art history and theory.

And the guys and what I do is I put like in the send in for them to read a text related to art history.

When the kids know that they can use, I don't know, any other artificial intelligence that's going to allow them to make a much more fluid, much more interactive presentation. What the students do is they say teacher why don't you do this rather?

I feel in a gap with them who are at the moment 17, 18 years old, a couple and they tell me this I imagine me with my kids that I have in sixth grade with 11 and 12 years old. I do feel that we have a duty in the classroom to continue innovating in order to have practical didactic methodologies according to what the children are interacting with on the screens according to where the children are forming themselves as. As receivers of information I feel that this is very important, I think we could sit down and read a 120-page book quietly, but it is not something that a student can do. There are exceptions, of course, as always, but the reality is that we are educating generations for and in control of screens.

Interviewee 6

The following interview was conducted through Whatsapp voice messages due to the difficulty of scheduling a date to interview the respondent.

Question 1: Could you introduce yourself?

Well, I am R6. I am 32 years old, a visual artist, and I am currently working as a primary school arts teacher in a public school in Bogotá. I have 3 years of teaching experience.

Question 1: how would you define in your own words media education?

00:00:01 R6

Digital media education, which is question 1, is gaining a lot of momentum, especially for higher education or education outside of school. I know that many platforms are now offering digital education like in Colombia, the Sena or the universities, they all have courses. In my case, I haven't received any training or coaching in digital media. I do know about various various education, institutions that in these workshops I have seen lately like platforms.

Question 2: Have you received any training in digital media education, and do you know of any institutions that offer such workshops? How do you educate yourself to understand the media that are circulating today?

00:00:48 R6

How did I educate myself to understand the media that circulates today? I think through social media, especially the truth or podcasts that talk about it, even articles that I see on LinkedIn or this kind of thing, but an education to a formal training was not the one.

Question 3: What is your own position on digital media education and what difficulties have you encountered with it?

00:01:09 R6

Digital media and I think that digital media education, well it's something that is already. So it's happening and I actually don't think so. There's not much difficulty in accessing them, I think the prices are quite affordable and the training times are quite affordable. So I like it, I don't agree; I think we should all start to integrate that in our lives and in education so that it's like better for the new generations, a more consistent number.

Question 4: How would you compare your digital literacy with that of your students? Do they receive specific education at school? What do you think about digital literacy among your students?

00:01:53 R6

Likewise, my students' digital literacy is much earlier than mine was.

Well, it's mostly intuitive, and it's from having electronic devices at home, but what I see in school education is that it's very similar, like they have a computer class.

At school, but it starts from primary school and is specialised in baccalaureate. So, I feel that even though it's been, I don't know, 20 years since I was at school, I've been learning technology and computers.

Well, learning technology and computers. Although technology has advanced a lot, the way in which it is integrated into life and other subjects and education in general is still very, very primitive, very similar to what I used to do.

I feel that it is important, or I think it is important. Digital literacy is part of all subjects because it is part of everyday life.

Question 5: When it comes to teaching, do you use digital media as a pedagogical tool, or have you taught about the medium itself? For example, being critical of any information that is disseminated on a social network, reflecting on a hashtag or trend?

00:02:49 R6

Question 5, as I have been a preschool teacher, the truth is that for developmental reasons, I don't use many digital tools to teach my classes, but I do use a lot of videos, for example, which is something that the little ones really like.

But beyond that, no, and not because I'm not interested, but because cognitive development is not yet ready for it.

Question 6: After this conversation, what final insights can you provide on digital media education for teachers?

I think. While it is very important for teachers to be informed or literate about digital media. I feel that education, at least in Colombia, is not ready to fully integrate these media because I feel that there is a kind of demonisation of the use of networks, especially because they affect the mental health of students and so on, so I feel that it should happen so that children themselves learn how to choose, what content to consume. But I don't see that happening. Because of the same conservative nature of education in Colombia.

Survey

Validation of the survey

00:00:24 MP

Let's say here on the demographics part, if there's anything to add?

00:00:30 R

Age maybe. I don't know if it's relevant, but I do feel that in the teaching world age is important because let's say teachers who are getting older don't see the point of interactive digital things and this generation does, so I feel that there's a gap there.

It's important you know?

From the age of 25 it's later. From 25, well there are teachers younger than that.

There are teachers who graduate from university at like 21 or 20. I also have a colleague at work who was already 73 years old.

00:01:27 MP

Okay, so then

31- 40.

41 - 50.

51 more.

00:01:37

Yes.

00:01:38 R

Now that's more of a minority.

00:02:24 MP

In the subjects that you teach,
Are there any subjects missing?

00:02:28 R

I know it's missing like physical education and sports.

Wait I look at biology, maths, philosophy and history, arts, languages, subject and technology, yeah like physical education.

What other areas are there? No, yeah, I think you've got them all covered.

00:03:21 MP

Now let's go through the first part, about representations.

You can read each statement and tell me your opinions.

00:03:32 R

Ok.

If we don't make part of them, we make ourselves relegated, well.

The way meditating really works, change the way you look at it forever. Right let's move on.

00:04:12 R

But look at the schools in Bogota they banned the use of mobile phones.

Like I feel like they're still very much against all this, you know how they don't understand that young people's heads don't work anymore without a mobile phone?

And they banned them.

Both at the private level and at the district level.

00:05:01

I thought about it because of statement 9 “Media education is not relevant in my school because there are other priorities to attend with regard to the basic needs of the students.”, because in the discussion about the banning of mobile phones, teachers are also going to be banned from talking to their pupils on their mobile phones. So, it seems to me like it's a decision, because that doesn't help, that doesn't help at all, like when they're going to learn to use them responsibly.

00:05:26 R

Digital never, I mean if it's forbidden.

That their responsible use.

They should be mandatory in all information.

00:05:54 R

Implement the media education program in the curriculum.

That's super important, but look that they don't do that like I thought like well, the school where I was that's supposed to be like at the top of the most innovative schools in Bogota and I know that they don't innovate in this, you know, they still reject media literacy and so on, they don't want to use it, they think it's the devil.

Oops they're like at the tip of the innovation.

00:07:06 MP

Now, let's move on. The first part is like representations, so it's more like the interpretations that teachers might have about media literacy and now we're in the second part about teachers' experiences outside and inside the classroom.

00:07:55 R

Okay, I'm reading. The distraction thing is very real.

00:08:06 R

Continue

00:08:09 R

Ah that's waiting for me the statement 1 "Too often, media distracts students from the information and ideas that are really important.*" and 12 "12. Despite my proficiency in media literacy, I do not apply my knowledges in the classroom." are almost the same thing. O It's different, I get it.

00:08:43 R

The third one "It is often difficult to know if students learn anything meaningful when I propose to them to create digital content." is really good, I feel like that's something that if you ask it would be interesting.

00:09:02 Speaker 2

5 "If I'm not familiar with students' popular culture, they will think that I'm not really connected to their lives.*" it's very true I mean. Like teenage-like language and stuff. It's difficult.

00:09:32 Speaker 2

8 "I do not find institutional support when it comes to training in media literacy." is very real.

I think in public and in private it is super true.

00:09:45 Speaker 2

And it all starts from the Ministry of Education. I mean, if my education doesn't address the issue, then no school is going to address it.

00:10:02 Speaker 2

10 "10. I often notice that students are more digital media literate than I am" is very true.

00:10:21 Speaker 1

14.

Yeah, I think all of the above is very true, let's say the 14 "The gap between my digital media skills and those of my students is growing," gap is getting bigger and bigger, even if it's not like inverted commas young.

00:11:04 MP

There's something else that would need to be added.

00:11:19 R

Something to do with what kind of information is there?

If I explain like even sometimes artificial intelligences have information that's not so truthful. Like what about the information that you find and how do you teach them how to take it?

Like not believing everything if you know how to teach them to think more critically about what they find.

00:12:24 MP

For the following part of the survey, in most of the cases, teachers can define for themselves what media literacy means.

So, it's not the idea that they learn it or how to say it, you don't know, but rather they come up with statements like theories. How to propose to the teachers that you put them in order like for them. Which one is the most important, even the least important.

00:13:03 R

Maybe put less statements. Yeah, suddenly just 5 you know like something else.

Because the above is always long to read.

00:14:09 MP

Of these of these that I've put up here. Which ones do you think are the most appropriate to leave in the survey? Or rather the ones that I should remove?

00:15:14 R

Not either one. Suddenly, the one about being a citizen of the 21st century, that kind of picks up other things that I read above.

All of a sudden, one of the media competencies work together kind of already hints at that in the other statements.

The other ones all seem different to me.

00:16:15 Speaker 1

Well, thank you very much. Thank you very much.

Original version of the survey

Representaciones y experiencias de los docentes colombianos sobre los medios digitales

En este estudio estamos interesados en las actitudes, experiencias y representaciones que, como docente, tiene sobre la alfabetización mediática y la educación en medios.

Gracias por tomarse el tiempo para contestar a estas preguntas. No debería tomarle más de 15 minutos.

Sección 1

...

Datos demográficos

1. Es usted: *

- Hombre
- Mujer
- Prefiero no decirlo

2. ¿Cuál es su rango de edad? *



- Entre 20 y 30 años
- Entre 31 y 40 años
- Entre 41 y 50 años
- Más de 51 años

3. ¿En qué ciudad vive? *

Escriba su respuesta

4. ¿Por cuántos años ha desempeñado su labor como docente? *

- Entre 3 y 5 años
- Entre 6 y 10 años
- Entre 10 y 15 años
- Más de 15 años

5. La institución educativa en la que actualmente trabaja como docente es:

(Si actualmente no ejerce como docente, por favor elija la correspondiente a su último lugar de trabajo) *

Pública

Privada

Otras

6. Usted es docente de: *

Ciencias naturales (ej. Biología)

Ciencias exactas (ej. Matemáticas)

Ciencias humanas (ej. Filosofía, Historia)

Artes y Lenguas

Informática y Tecnología

Educación física

Otras

Representaciones sobre los medios digitales

7. Aquí tiene una lista de descripciones sobre actitudes, conocimientos, creencias, perspectivas y representaciones que usted pueda tener en torno a los medios digitales y la educación en medios. Para cada declaración, indique hasta qué punto está de acuerdo.

No hay respuestas correctas o incorrectas. Responda lo más sinceramente posible. *

	Fuertemente en desacuerdo	Mayormente en desacuerdo	Neutral	Mayormente de acuerdo	Fuertemente de acuerdo
1. Los medios digitales pueden engañarnos cuando no sabemos de dónde procede la información.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Constantemente tengo dudas de que los medios digitales impacten positivamente a los jóvenes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Me preocupa que el colegio donde trabajo quede rezagado por no estar actualizado con las últimas tendencias tecnológicas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Cuando se conoce la manera como un medio digital realmente funciona, cambia la manera de verlo para siempre.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Los colegios más competitivos son aquellos que invierten en las tecnologías adecuadas y ayudan a sus estudiantes a un buen uso de estas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Cuando se usan adecuadamente, los medios digitales pueden transformar la educación.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Las buenas tecnologías educativas ayudan a los docentes a enseñar mejor.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Los medios digitales facilitan que los estudiantes interactúen mejor con contenidos que suelen ser aburridos para ellos.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Como docente, soy consciente de mis prácticas mediáticas dentro y fuera de clase.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. La alfabetización en medios digitales es algo que cada docente aprende de manera autónoma.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. La educación en medios debería ser obligatoria en todos los procesos de formación de los docentes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Antes de implementar programas sobre educación en medios en el currículo, es necesario resolver las problemáticas de inequidad social que permean la educación en Colombia.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. La alfabetización mediática es un concepto que puede llegar a marginalizar diferentes perspectivas en torno a la educación en medios.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Construir diferentes experiencias que involucren la educación en medios permitirá que los estudiantes afronten mejor los retos que impongan las tecnologías del futuro.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Experiencias en relación con los medios digitales

8.

Aquí tiene una lista de descripciones sobre la enseñanza, el aprendizaje y las experiencias dentro y fuera de clase en relación con los medios digitales. Para cada declaración, indique hasta qué punto está de acuerdo. No hay respuestas correctas o incorrectas.

Responda lo más sinceramente posible. *

	Fuertemente en desacuerdo	Mayormente en desacuerdo	Neutral	Mayormente de acuerdo	Fuertemente de acuerdo
1. Los medios digitales a menudo distraen a los estudiantes de la información y las ideas que son realmente importantes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Me preocupa que el uso de los medios digitales por parte de los estudiantes interfiera en su concentración y motivación en el colegio.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Es difícil saber si los estudiantes aprenden algo significativo cuando les propongo crear contenidos digitales.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Si no le doy a mis estudiantes la flexibilidad para ser creativos, ellos no desarrollarán la habilidad de hablar por sí mismos.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. No es fácil conectarse con los jóvenes si no compartimos un interés común en, por ejemplo, películas, música, personajes famosos, etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Los medios digitales ayudan a los estudiantes a activar sus sentimientos y emociones y promueven el aprendizaje.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. Por más que sea alfabetizado en medios digitales, los estudiantes siempre me llevarán la ventaja.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. No encuentro el apoyo institucional para capacitarme en alfabetización mediática.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. La educación en medios no es relevante en mi lugar de trabajo ya que hay otras prioridades que atender relacionadas con las necesidades básicas de los estudiantes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Con frecuencia observo que los estudiantes poseen más competencias en medios digitales que yo.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Las instituciones educativas exigen cada vez más que sus docentes tomen cursos de alfabetización mediática.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Por más que sea alfabetizado en medios digitales, no utilizo mis conocimientos en el aula de clase.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Pocas instituciones educativas y/o colegas conocen sobre la alfabetización digital y la educación en medios.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. La brecha entre las habilidades en medios digitales de los estudiantes y las mías es cada vez más grande.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Alfabetización mediática

9. Aquí tiene 5 enunciados importantes sobre la **alfabetización mediática**. Ordénelos con las flechas arriba o abajo, desde el más importante hasta el menos importante para usted. *

La clave de la alfabetización mediática radica en desarrollar las competencias requeridas para desempeñar tareas como leer, escribir, navegar y organizar los medios digitales.

La alfabetización mediática debe estudiarse desde un enfoque sociocultural que reconozca las prácticas socioculturales, las costumbres y las actitudes de los individuos.

La alfabetización mediática es el marco para analizar y evaluar la manera como los mensajes y las experiencias funcionan en la cultura contemporánea.

Es importante investigar sobre las competencias mediáticas de los docentes pues fomenta el autoconocimiento de sus propias habilidades mediáticas.

Gracias a la alfabetización mediática, los individuos adquieren un conjunto de habilidades que les permite adquirir pensamiento crítico frente a los medios digitales que consumen.

Educación en medios

10. Los docentes en Colombia enfrentan diversos desafíos a la hora de promover la **educación en medios** entre sus estudiantes.

¿Qué desafíos ha encontrado usted en su práctica como docente y de qué manera los ha superado?

*

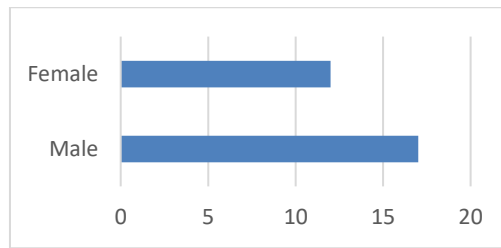
Escriba su respuesta

La encuesta ha terminado. Gracias por sus respuestas.

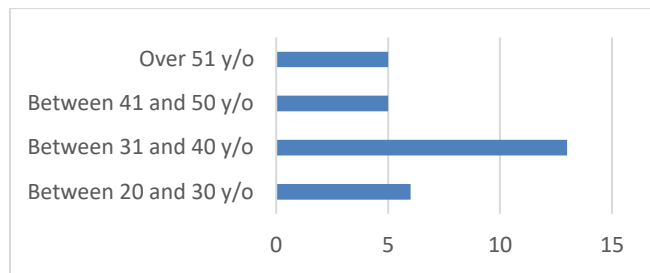
Summary of results

1. Basic information

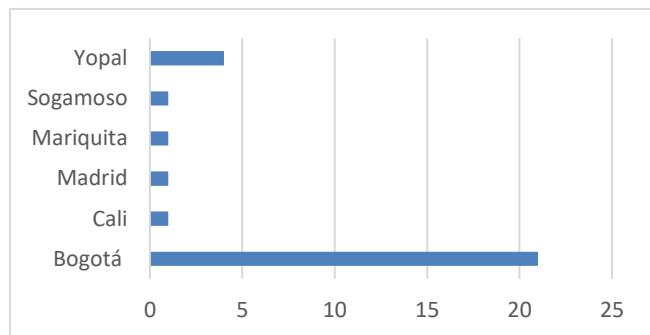
Are you	Count
Male	17
Female	12



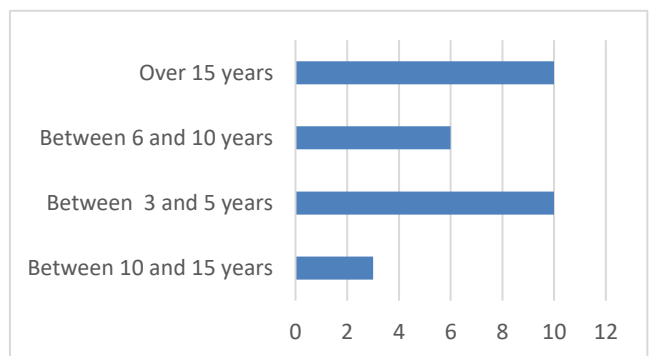
Which is your age range?	Count
Between 20 and 30 y/o	6
Between 31 and 40 y/o	13
Between 41 and 50 y/o	5
Over 51 y/o	5



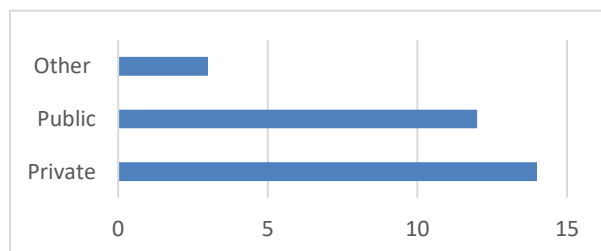
In which city do you live?	Count
Bogotá	21
Cali	1
Madrid	1
Mariquita	1
Sogamoso	1
Yopal	4



For how many years have you been a teacher?	Count
Between 10 and 15 years	3
Between 3 and 5 years	10
Between 6 and 10 years	6
Over 15 years	10

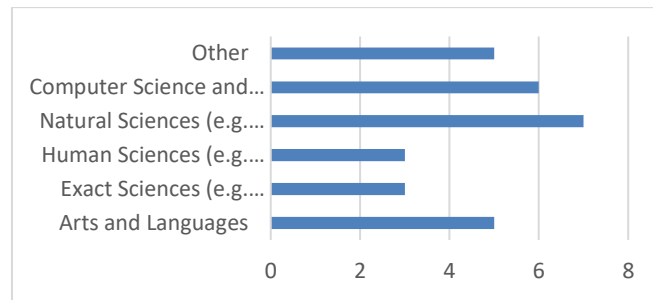


The school where you work is	Count
Private	14
Public	12
Other	3



Which courses do you teach?	Count
-----------------------------	-------

Arts and Languages	5
Exact Sciences (e.g. Mathematics)	3
Human Sciences (e.g. Philosophy, History)	3
Natural Sciences (e.g. Biology)	7
Computer Science and Technology	6
Other	5



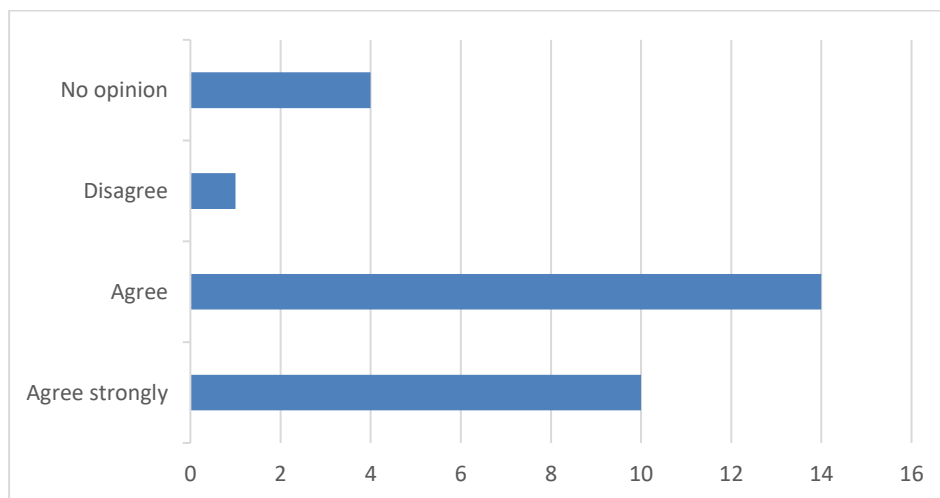
2. Representations regarding digital media

"Below is a list of statements about attitudes, knowledge, beliefs, perspectives and representations you may have about digital media and media education. For each statement, please indicate the level of agreement, from ""strongly disagree"" to ""strongly agree"".

There are no right or wrong answers. Please answer as honestly as possible. "

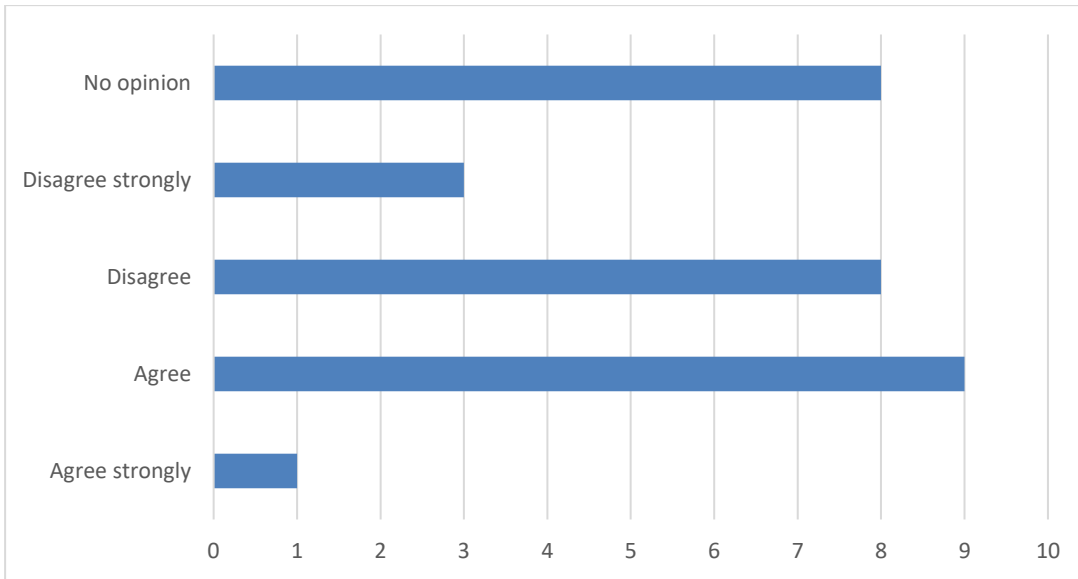
1. We can be misled by media when you don't know where the information comes from.*

	Count
Agree strongly	10
Agree	14
Disagree	1
No opinion	4



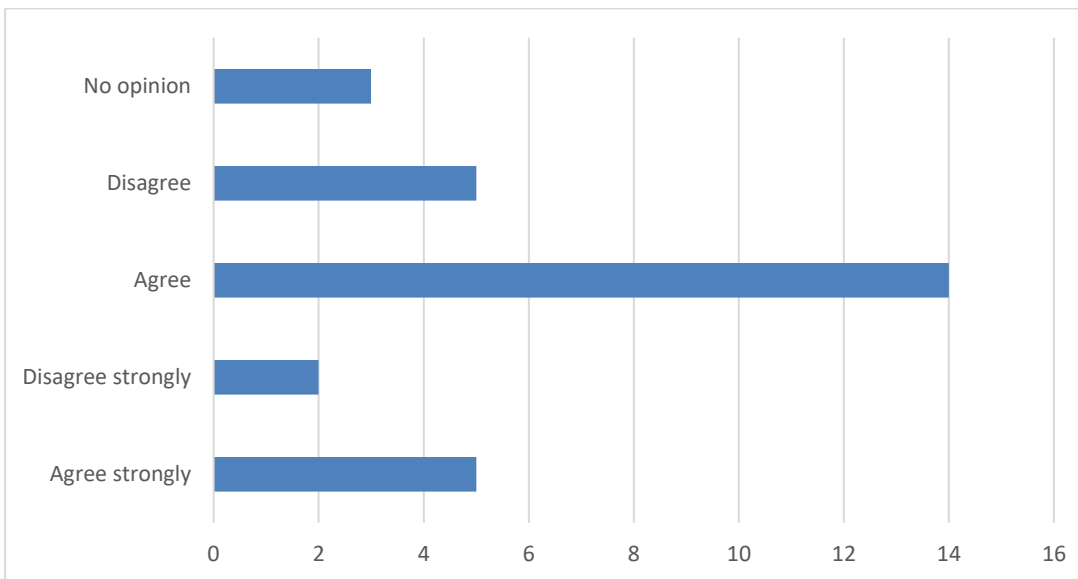
2. I constantly have doubts that digital media have a positive impact on young people.

	Count of 2.
Agree strongly	1
Agree	9
Disagree	8
Disagree strongly	3
No opinion	8



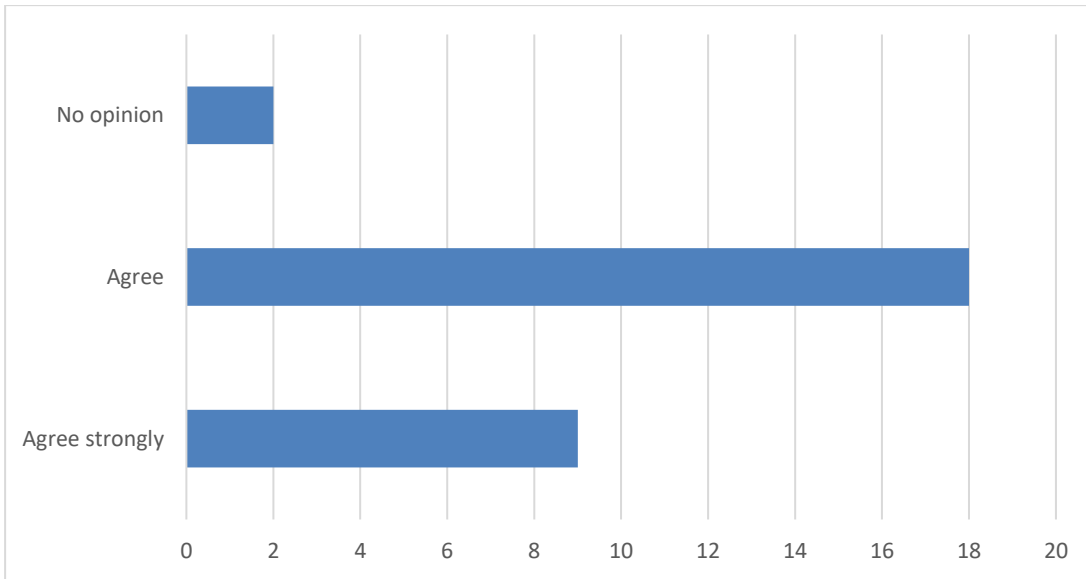
3. I worry that the school where I work will be left behind because it is not up to date with the latest technological trends. Count of 3.

Agree strongly	5
Disagree strongly	2
Agree	14
Disagree	5
No opinion	3



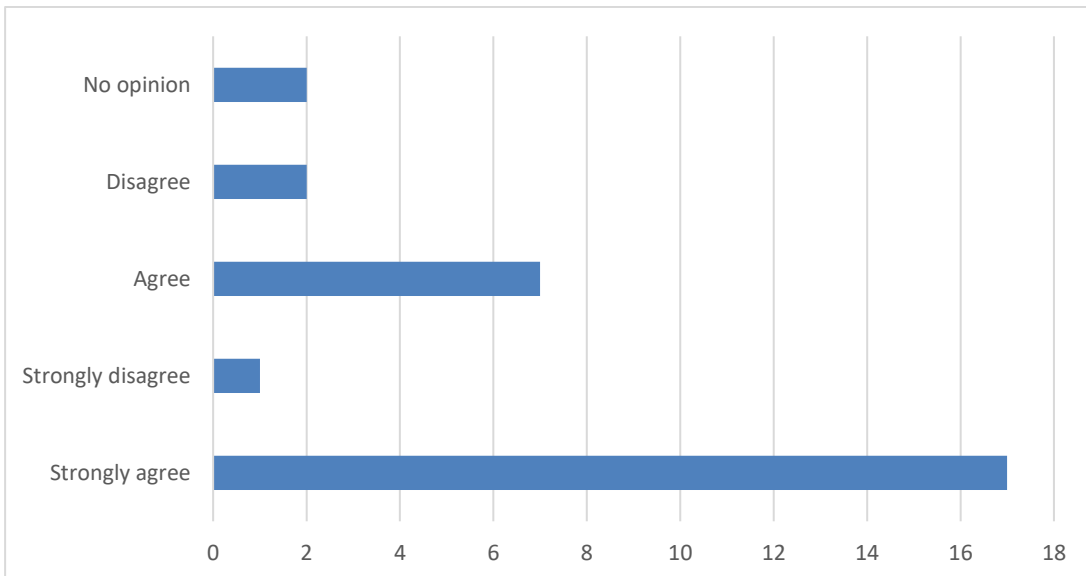
4. When you know how a digital media is actually made, it changes the way you see media forever.* Count of 4.

Agree strongly	9
Agree	18
No opinion	2



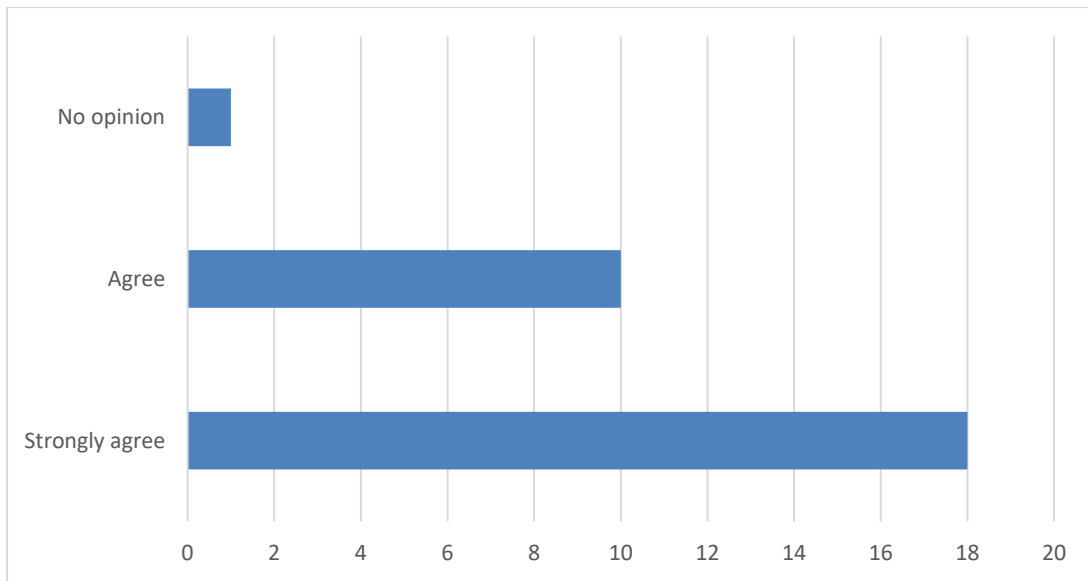
5. The most competitive schools of the future will invest in the right technology tools and help students learn to use them well.* **Count of 5.**

Strongly agree	17
Strongly disagree	1
Agree	7
Disagree	2
No opinion	2

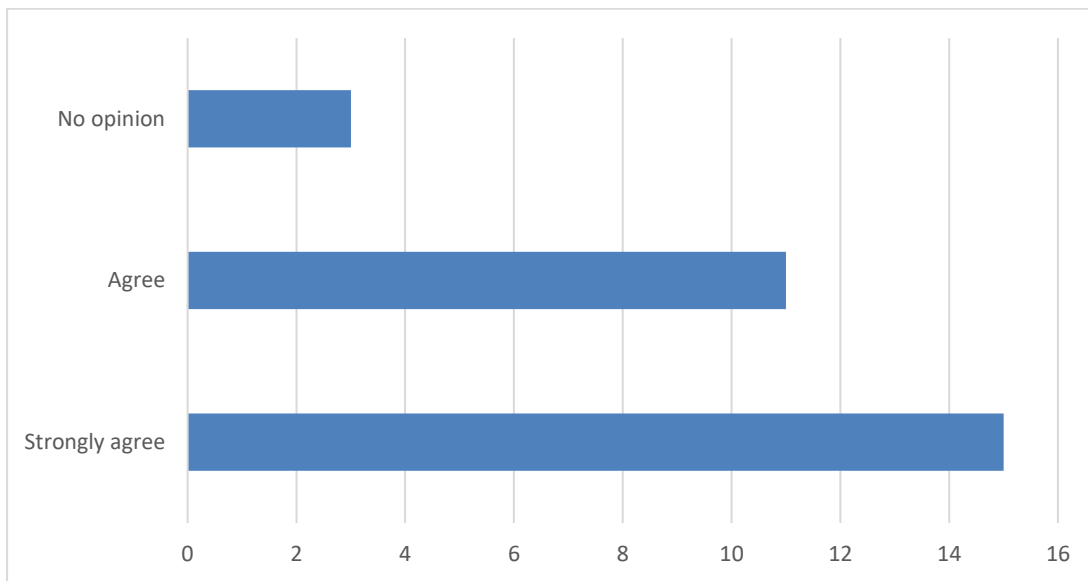


6. When used to its fullest potential, social media can transform education.* **Count of 6.**

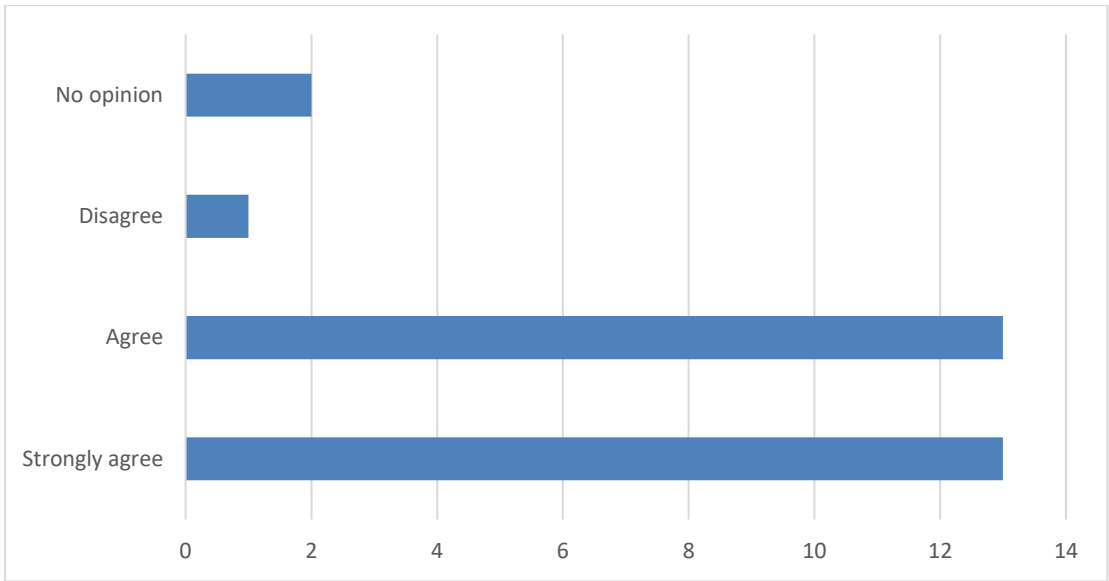
Strongly agree	18
Agree	10
No opinion	1



7. Good educational technologies help teachers teach better. *	Count of 7.
Strongly agree	15
Agree	11
No opinion	3

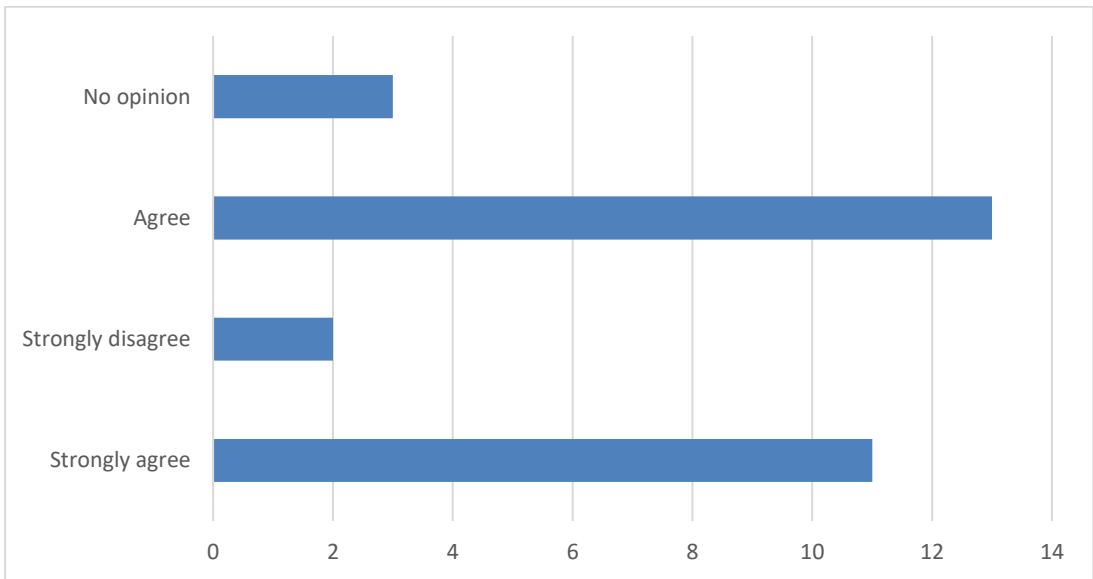


8. Digital media makes it easier for students to interact with subject matter some students find boring.*	Count of 8.
Strongly agree	13
Agree	13
Disagree	1
No opinion	2



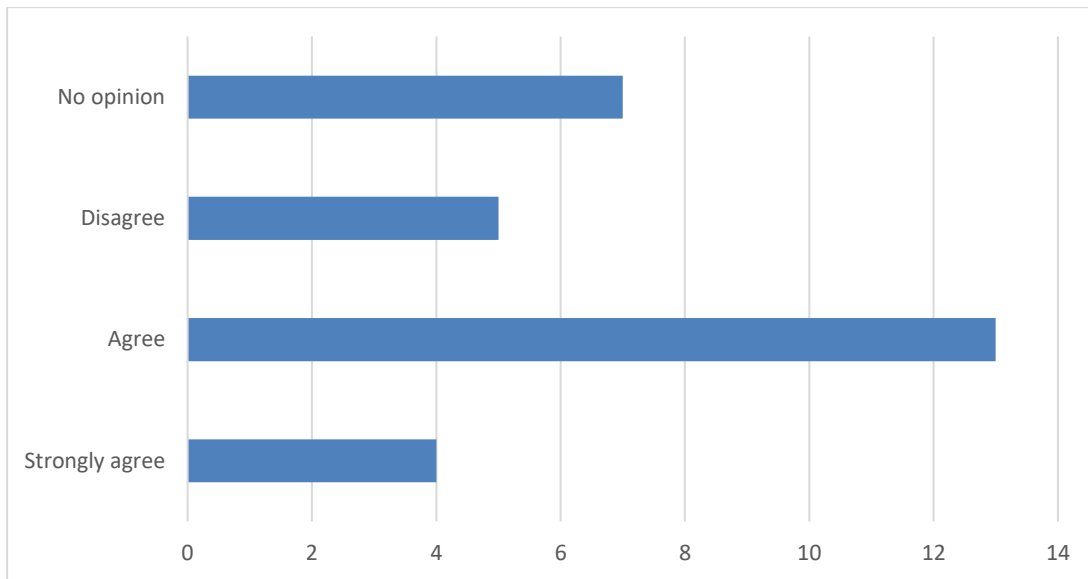
9. As a teacher, I am aware of my media practices inside and outside the classroom. **Count of 9.**

Strongly agree	11
Strongly disagree	2
Agree	13
No opinion	3

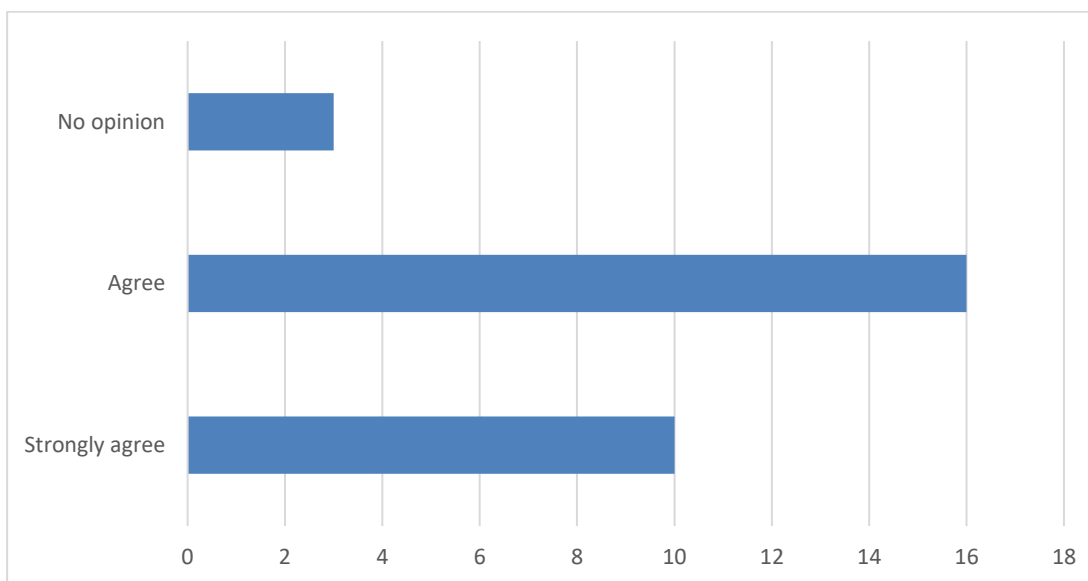


10. Media literacy is something that each teacher learns autonomously. **Count of 10.**

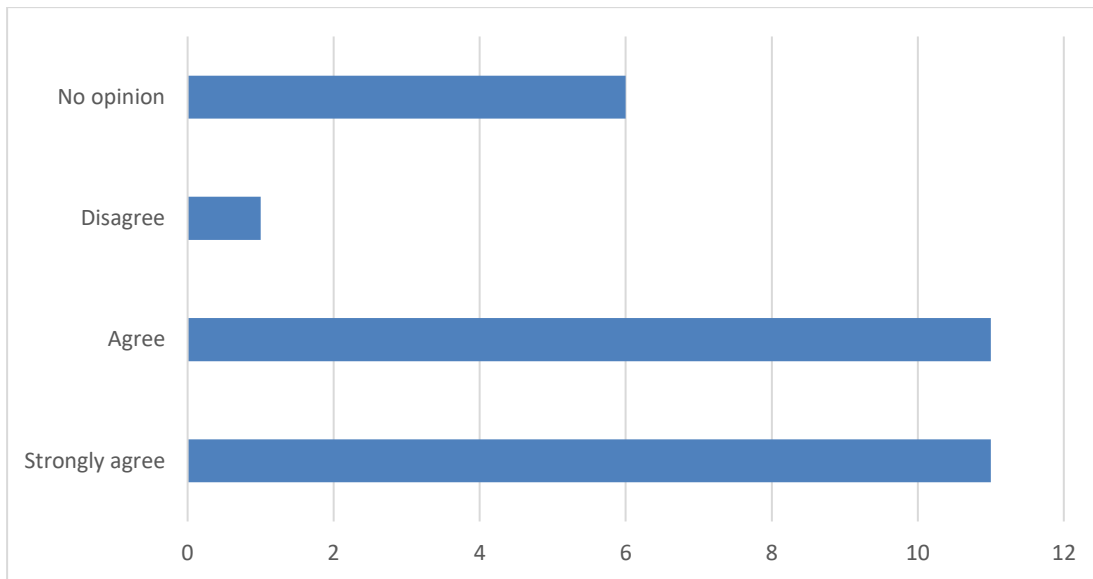
Strongly agree	4
Agree	13
Disagree	5
No opinion	7



11. Media education should be mandatory in all teacher training programs.		Count of 11.
Strongly agree		10
Agree		16
No opinion		3

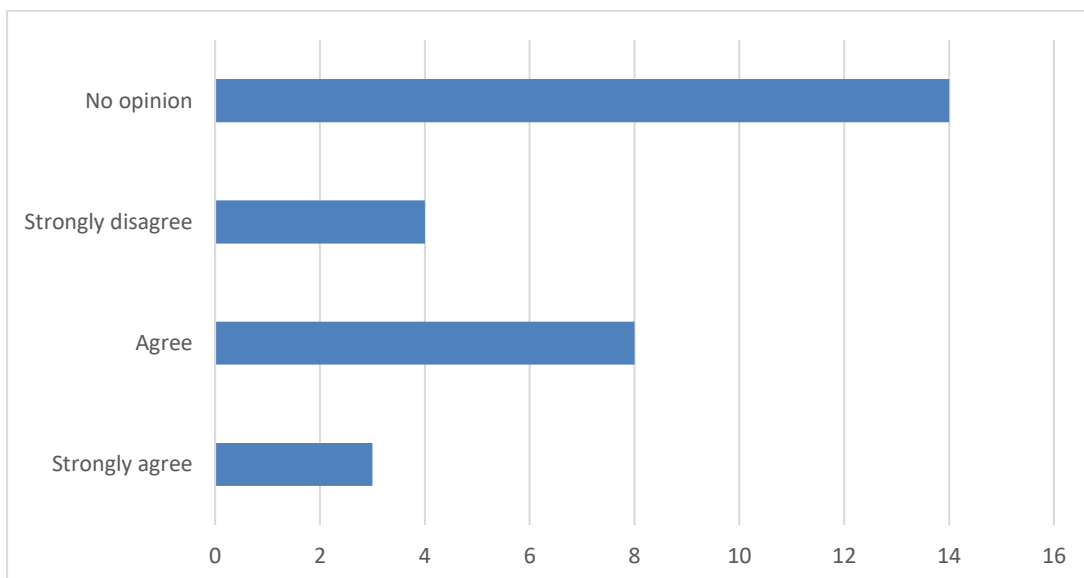


12. Before implementing media education programmes in the curriculum, it is necessary to tackle the problems of social inequality that affect education in Colombia.		Count of 12.
Strongly agree		11
Agree		11
Disagree		1
No opinion		6



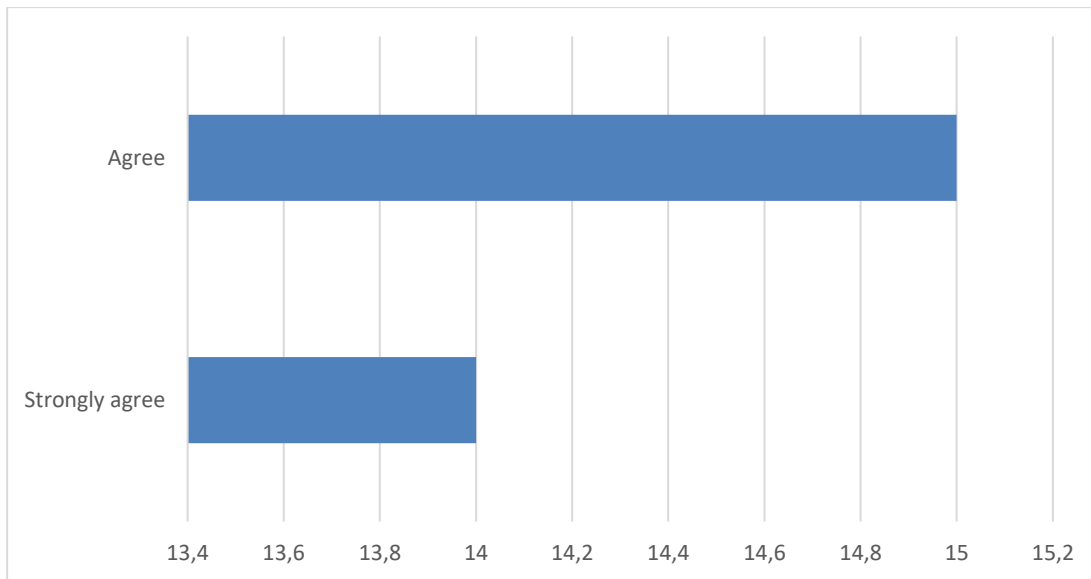
13. Media literacy is a concept that can marginalise different perspectives on media education. **Count of 13.**

Strongly agree	3
Agree	8
Strongly disagree	4
No opinion	14



14. Building different experiences engaging media education will allow students to better meet the challenges posed by the technologies of the future. **Count of 14.**

Strongly agree	14
Agree	15



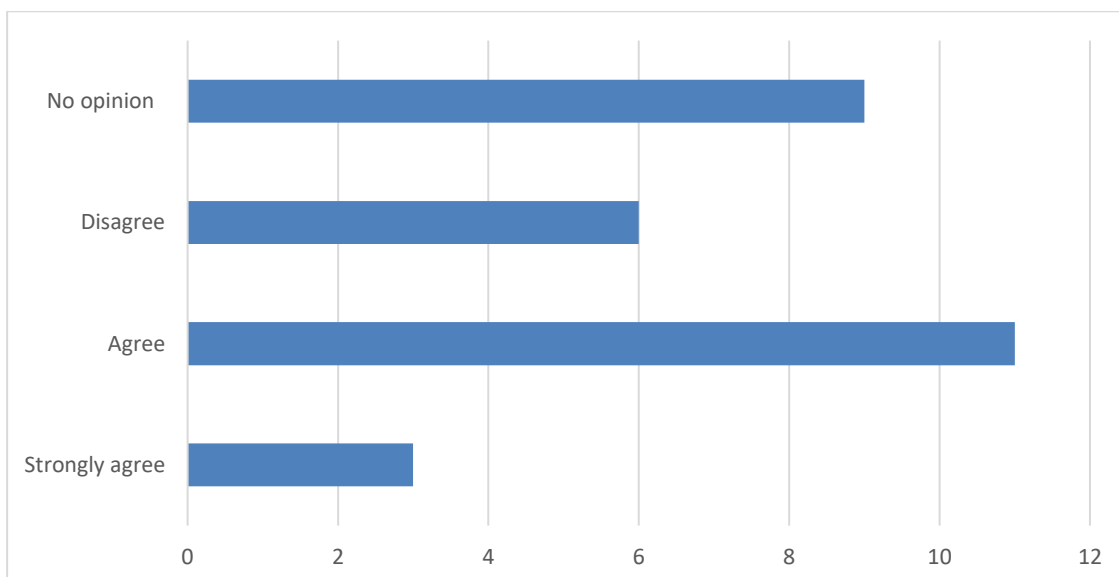
3. Experiences regarding digital media

"Below is a list of statements about teaching, learning and experiences in and out of the classroom in relation to digital media. For each statement, please indicate the extent to which you agree. There are no right or wrong answers.

Please answer as honestly as possible. For each statement, please indicate the level of agreement, from ""strongly disagree"" to ""strongly agree"".

There are no right or wrong answers. Please answer as honestly as possible."

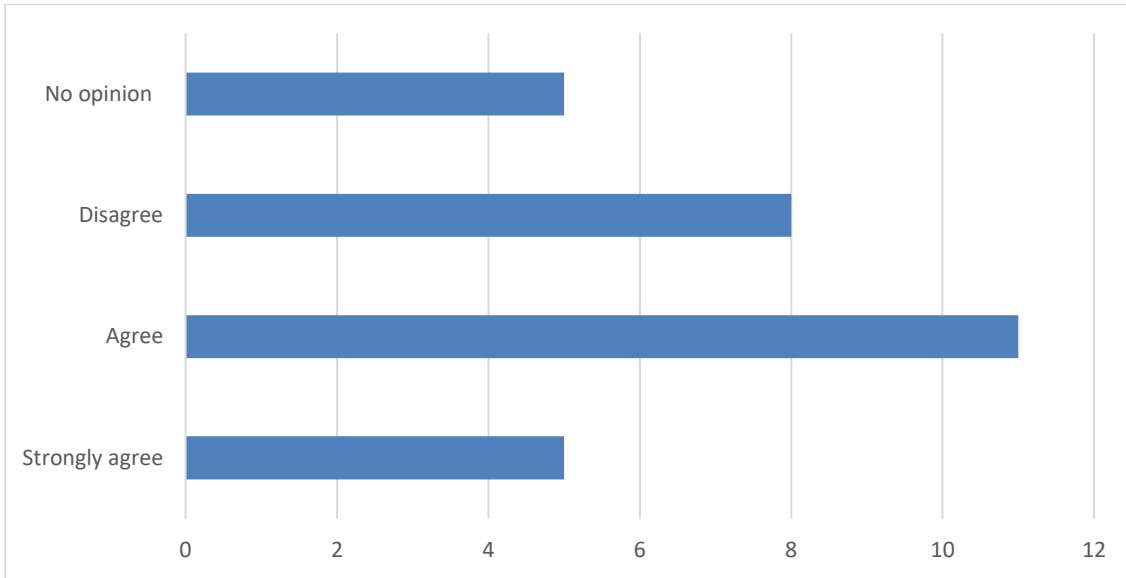
1. Too often, media distracts students from the information and ideas that are really important.*	Count of 1.
Strongly agree	3
Agree	11
Disagree	6
No opinion	9



2. I worry that students' media use interferes with their concentration and motivation in school.*

Count of 2.

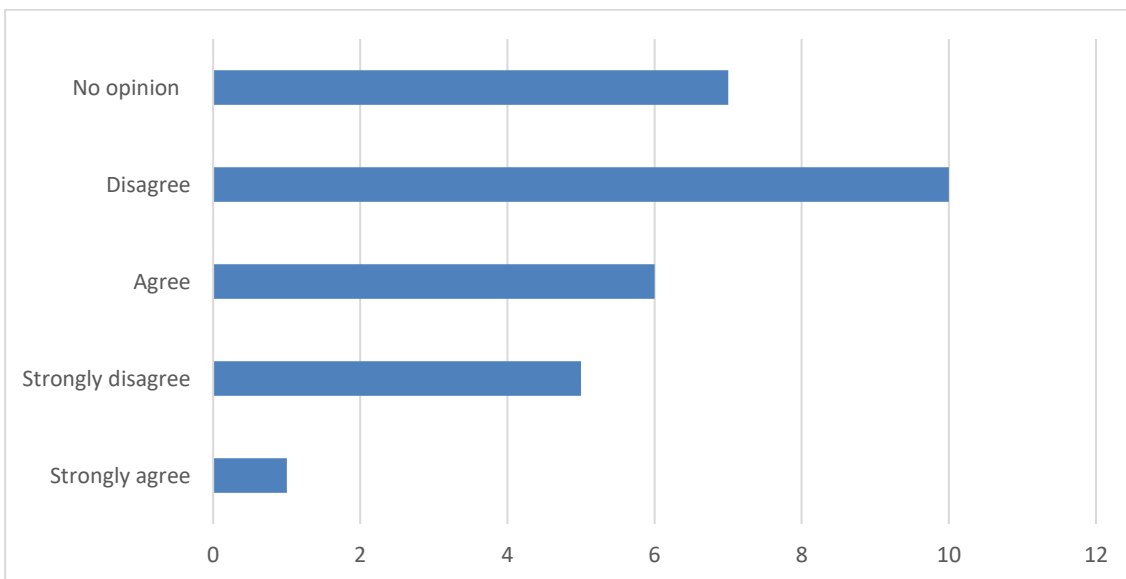
Strongly agree	5
Agree	11
Disagree	8
No opinion	5



3. It is often difficult to know if students learn anything meaningful when I propose to them to create digital content.

Count of 3.

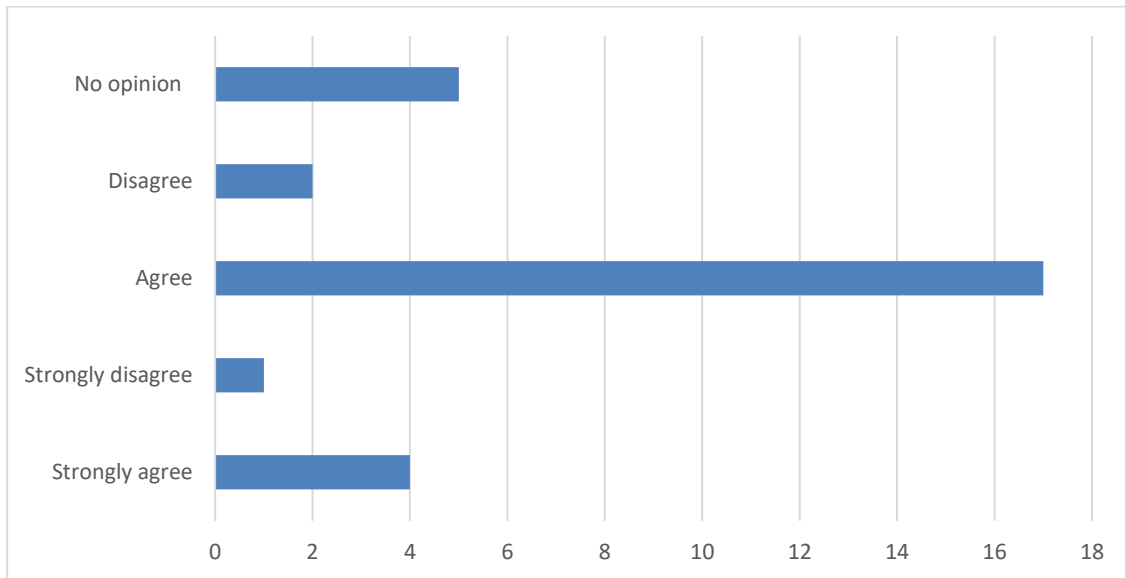
Strongly agree	1
Strongly disagree	5
Agree	6
Disagree	10
No opinion	7



4. If I don't give my students flexibility to be creative, they may not learn to speak for themselves.*

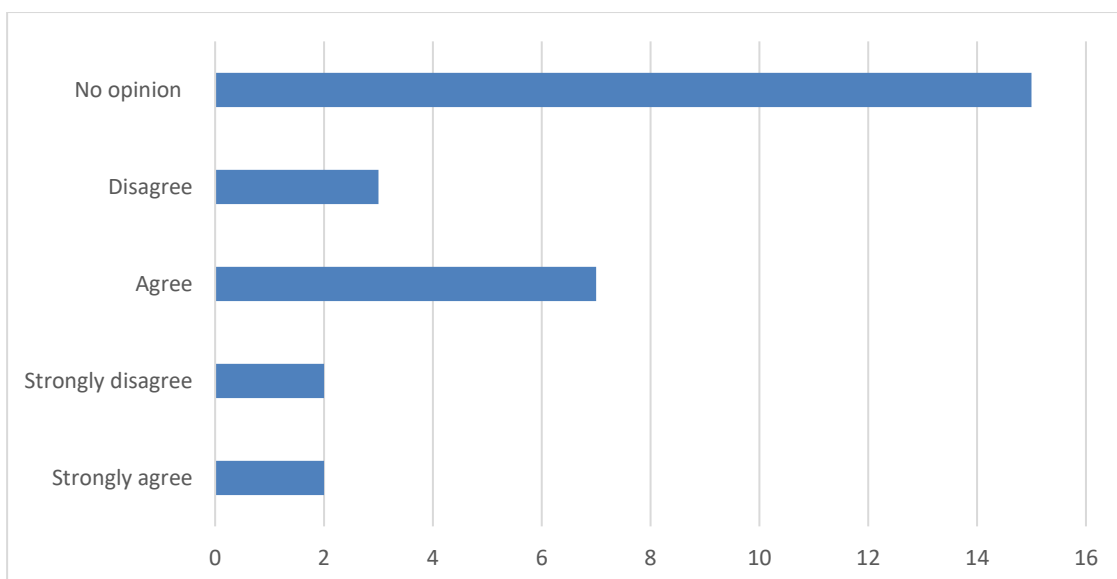
Count of 4. S

Strongly agree	4
Strongly disagree	1
Agree	17
Disagree	2
No opinion	5



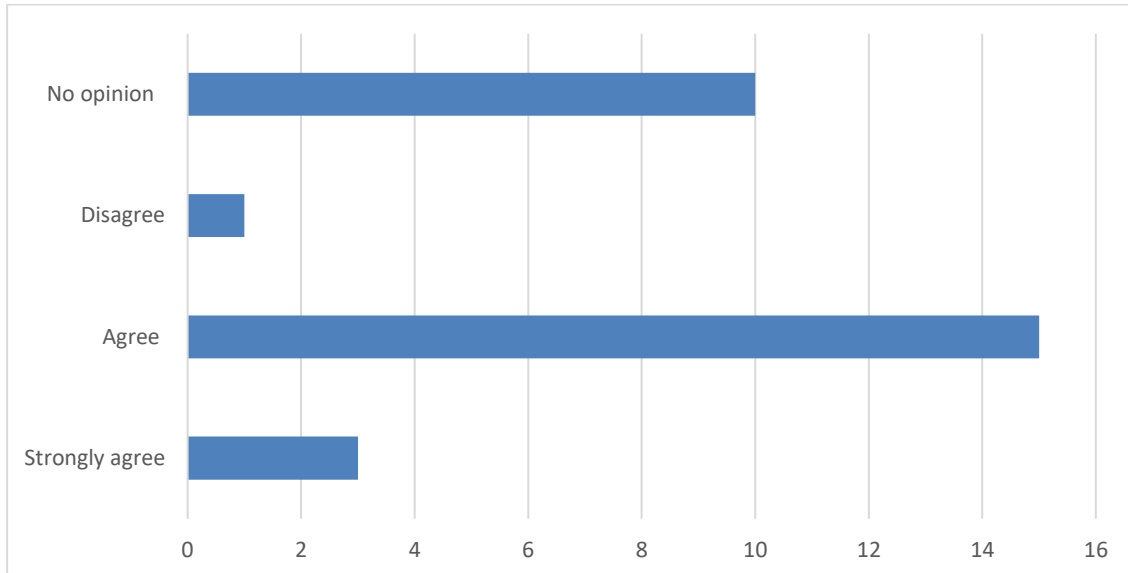
5. If I'm not familiar with students' popular culture, they will think that I'm not really connected to their lives.* **Count of 5.**

Strongly agree	2
Strongly disagree	2
Agree	7
Disagree	3
No opinion	15



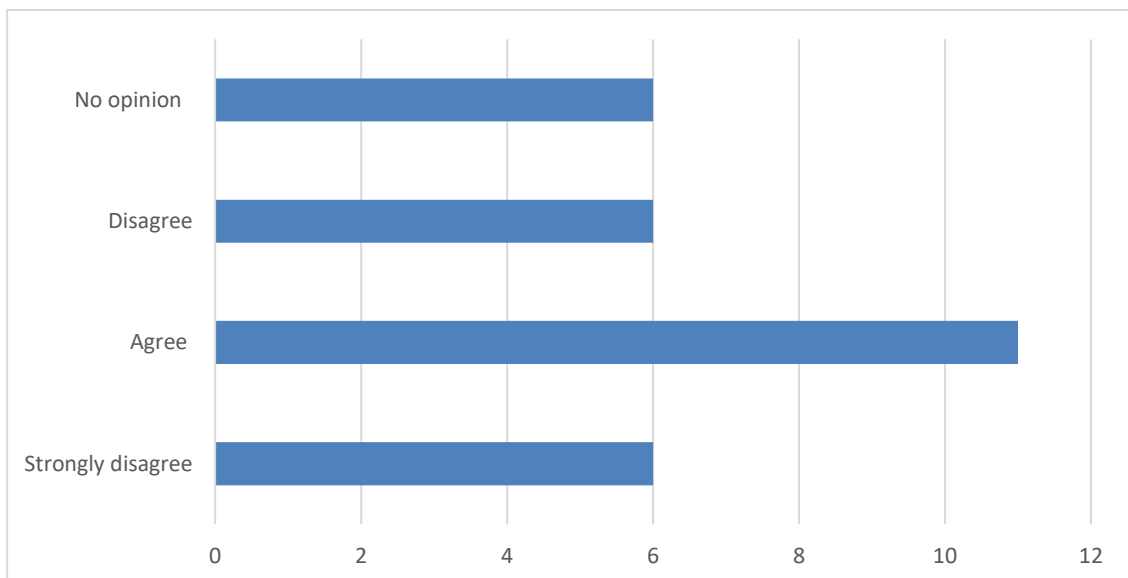
6. Media helps students activate their feelings and emotions in the classroom to promote learning. **Count of 6.**

Strongly agree	3
Agree	15
Disagree	1
No opinion	10



7. No matter how media literate I am, my students will always be one step ahead of me. Count of 7.

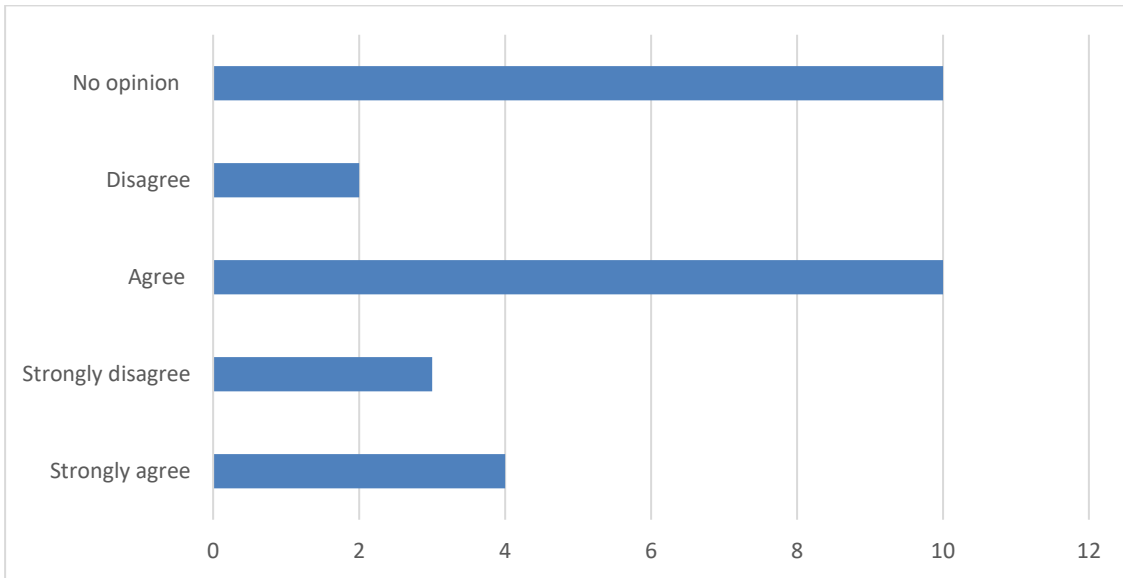
Strongly disagree	6
Agree	11
Disagree	6
No opinion	6



8. I do not find institutional support when it comes to training in media literacy. Count of 8.

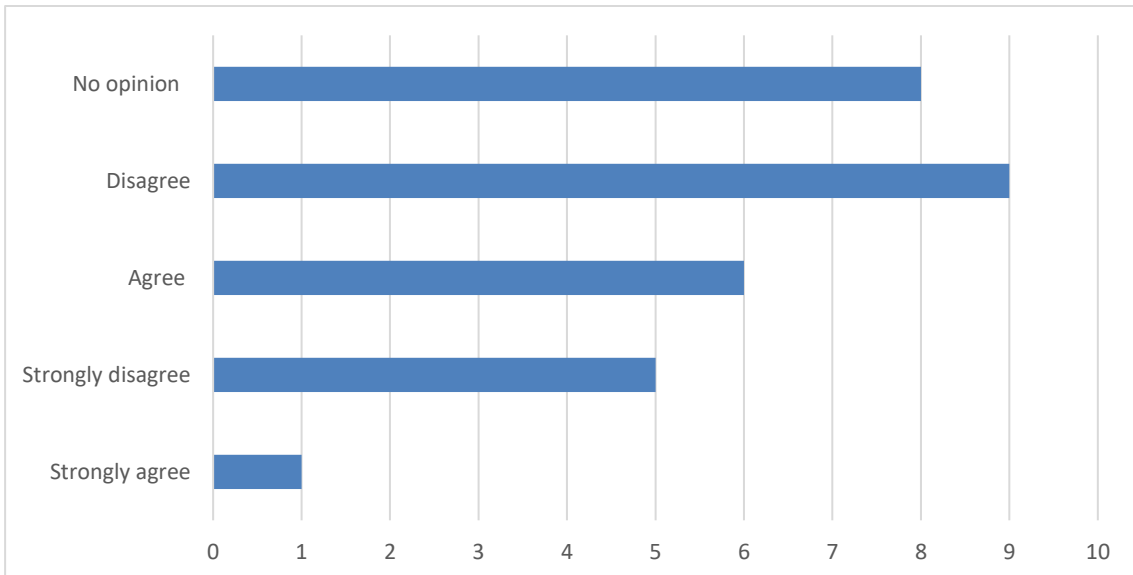
Strongly agree	4
Strongly disagree	3
Agree	10

Disagree	2
No opinion	10



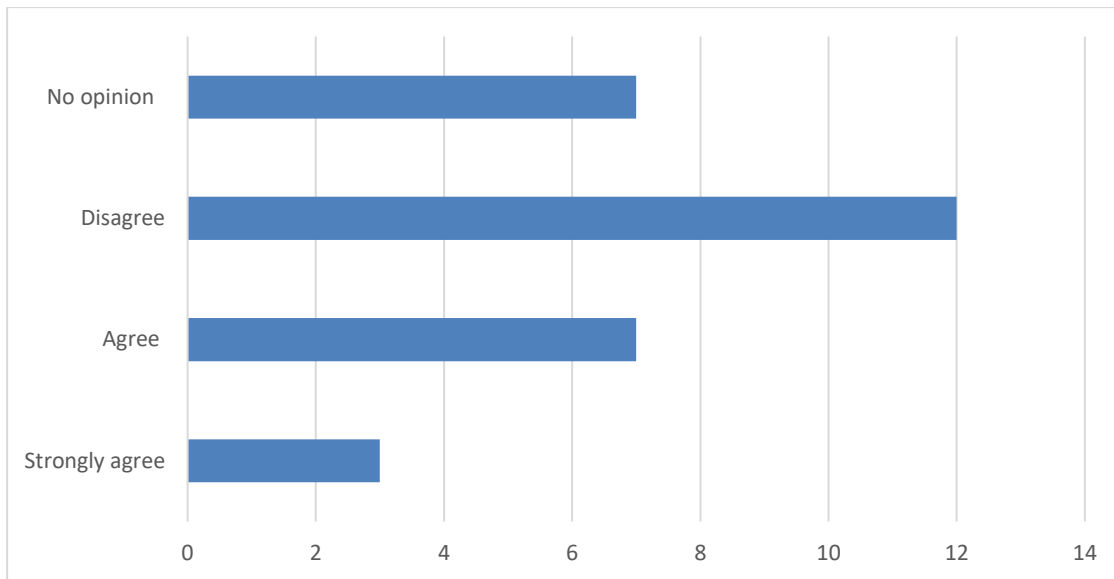
9. Media education is not relevant in my school because there are other priorities to attend with regard to the basic needs of the students. Count of 9.

Strongly agree	1
Strongly disagree	5
Agree	6
Disagree	9
No opinion	8



10. I often notice that students are more digital media literate than I am. Count of 10.

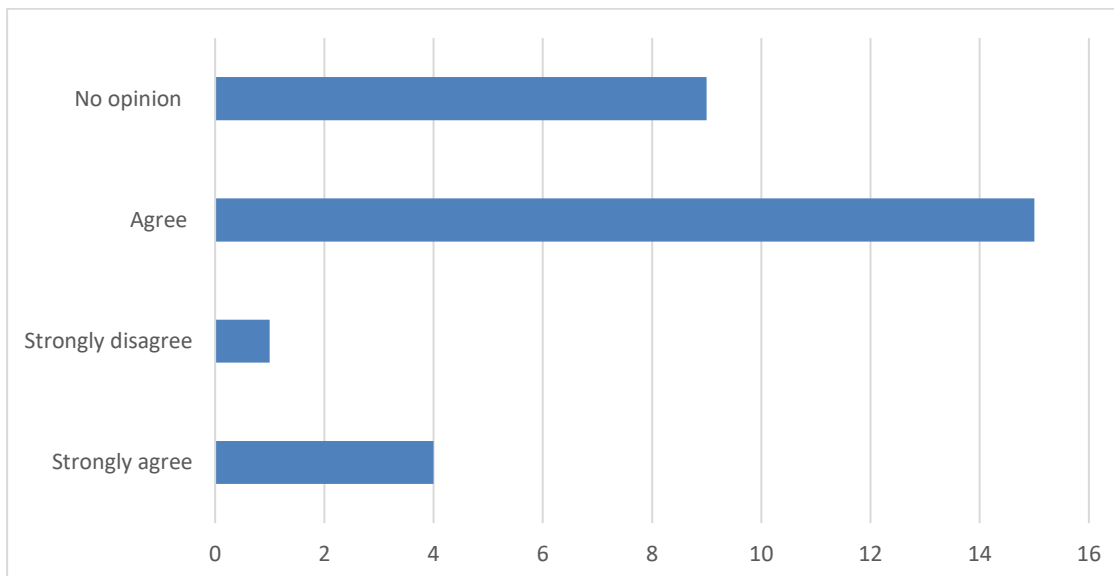
Strongly agree	3
Agree	7
Disagree	12
No opinion	7



11. Educational institutions demand more and more that their teachers take media literacy training.

Count of 11.

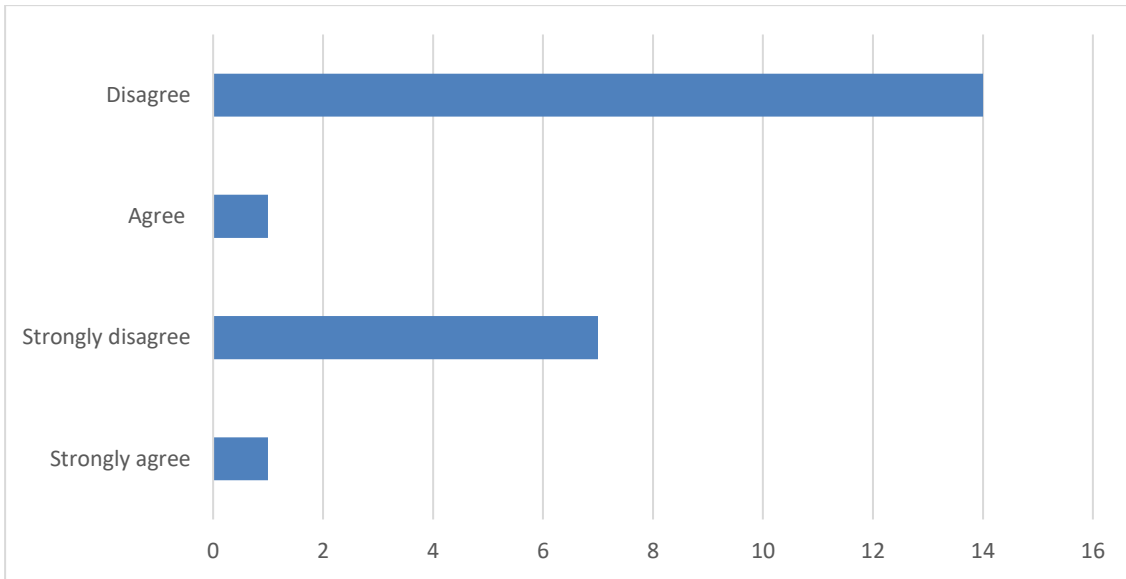
Strongly agree	4
Strongly disagree	1
Agree	15
No opinion	9



12. Despite my proficiency in media literacy, I do not apply my knowledges in the classroom.

Count of 12.

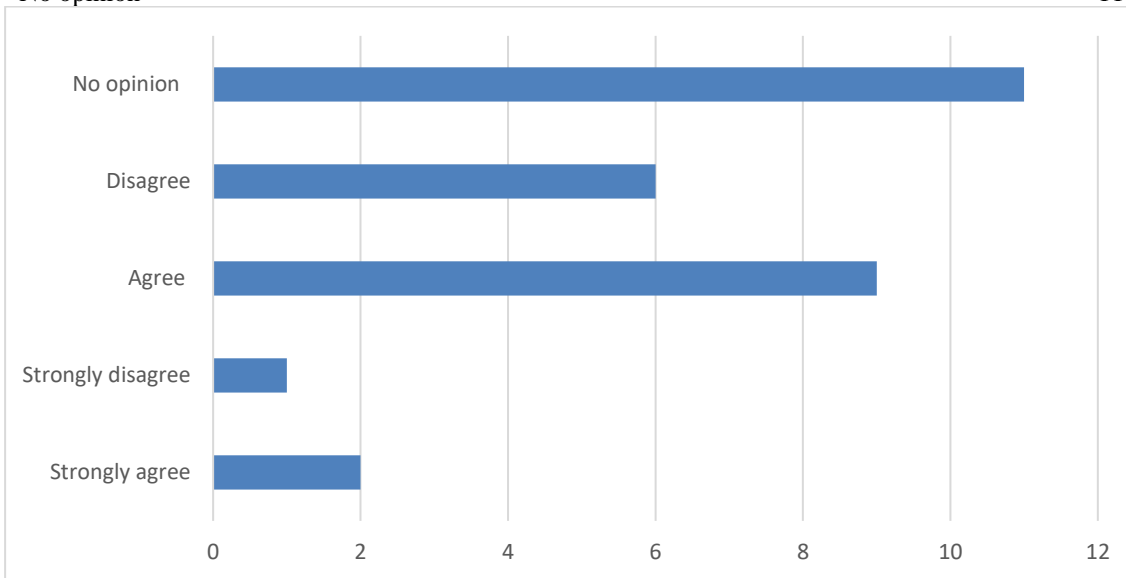
Strongly agree	1
Strongly disagree	7
Agree	1
Disagree	14



13. Few colleagues and/or educational insitutions know about media literacy and media education

Count of 13.

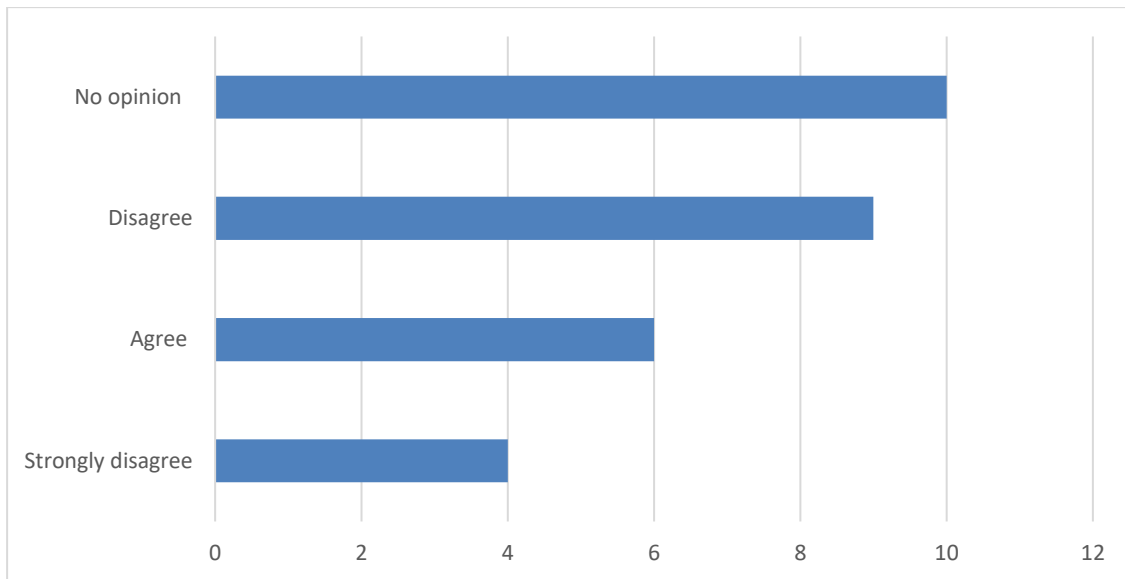
Strongly agree	2
Strongly disagree	1
Agree	9
Disagree	6
No opinion	11



14. The gap between my digital media skills and those of my students is growing,

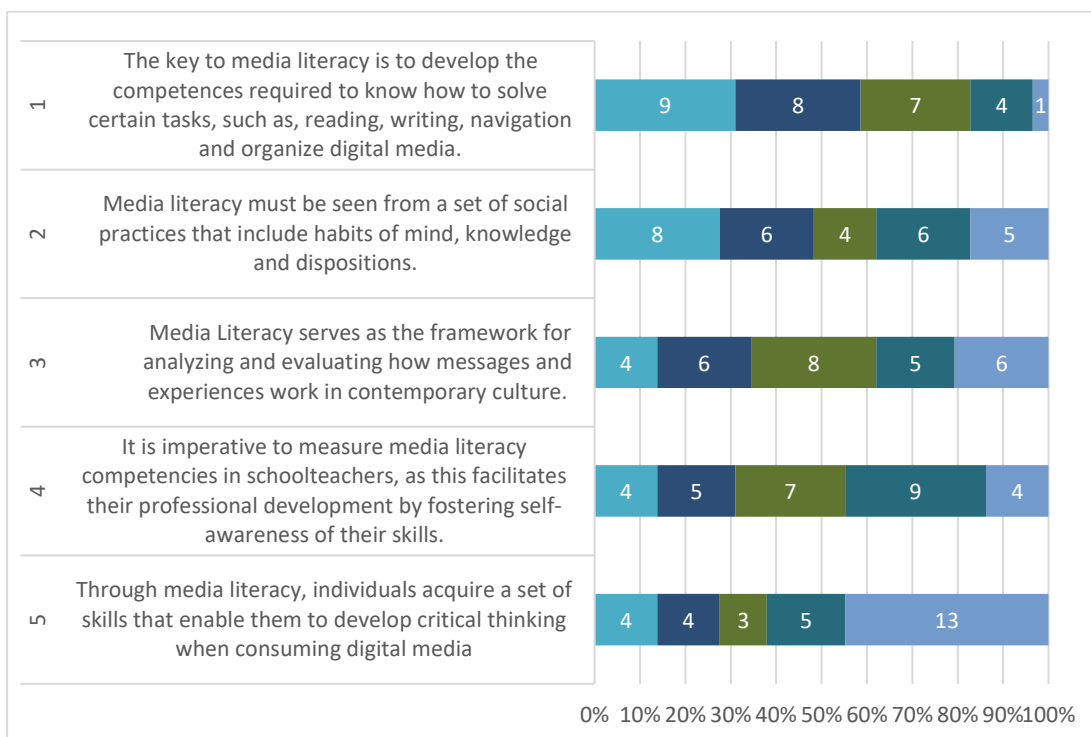
Count of 14.

Strongly disagree	4
Agree	6
Disagree	9
No opinion	10



4. Media literacy statements

Here are 5 important statements about media literacy. Arrange them with the arrows above or below, from the most important to the least important for you.



5. Media education

"Teachers in Colombia face a number of challenges in promoting media education among their students.

What challenges have you encountered in your teaching practice and how have you overcome them? "

Challenges	How to overcome them
Lack of adequate resources	Updating knowledges on my own
Recognising that learning about media is not something to do alone	Asking students for support
It is unclear what is media education	Consider the context in which this question is asked
Lack of resources in public schools: internet, technological tools, caused by lack of funding	Providing their own tools
Lack of adequate training	Being a constant student Online courses about media literacy
Giving effective education in a digital environment	Adapting their traditional methods of teaching
Schools demand teachers to be media literate without improving their remunerations	It is a problem that society must overcome
There is a dispute between supporters and opponents of media education, causing confusion among students.	Reach a consensus, move forward positively, generate solidarity among teachers.

Table of answers

1. Basic information

ID	Are you	Which is your age range?	In which city do you live?	For how many years have you been a teacher?	The school where you work is	Which courses do you teach?
1	Male	More than de 51 years	Bogotá	More than de 15 years	Public	Computer Science and Technology
2	Male	Between 31 y 40 years	Bogotá	Between 3 y 5 years	Public	Computer Science and Technology
3	Male	Between 20 y 30 years	Bogotá	Between 3 y 5 years	Other	Computer Science and Technology
4	Male	More than de 51 years	Bogotá	More than de 15 years	Public	Natural Sciences (e.g. Biology)
5	Male	More than de 51 years	Bogotá	More than de 15 years	Other	Computer Science and Technology
6	Female	Between 31 y 40 years	Bogotá	Between 6 y 10 years	Public	Arts and Languages
7	Male	More than de 51 years	Bogotá	More than de 15 years	Public	Computer Science and Technology
8	Male	Between 41 y 50 years	Bogotá	More than de 15 years	Other	Computer Science and Technology
9	Female	Between 31 y 40 years	Yopal	More than de 15 years	Public	Other
10	Male	Between 41 y 50 years	Yopal	More than de 15 years	Public	Arts and Languages
11	Female	Between 20 y 30 years	Yopal	Between 3 y 5 years	Private	Human Sciences (e.g. Philosophy, History)
12	Female	Between 41 y 50 years	Yopal	More than de 15 years	Public	Arts and Languages
13	Male	Between 31 y 40 years	Bogotá	Between 6 y 10 years	Private	Ciencias exactas (ej. Matemáticas)
14	Male	Between 31 y 40 years	Madrid	Between 3 y 5 years	Private	Arts and Languages
15	Female	Between 20 y 30 years	Bogotá	Between 3 y 5 years	Private	Human Sciences (e.g. Philosophy, History)
16	Female	Between 31 y 40 years	Bogotá	Between 6 y 10 years	Private	Other
17	Male	Between 20 y 30 years	Sogamoso	Between 3 y 5 years	Private	Ciencias exactas (ej. Matemáticas)
18	Female	Between 31 y 40 years	Bogotá	Between 10 y 15 years	Public	Other
19	Female	More than de 51 years	Mariquita	More than de 15 years	Public	Natural Sciences (e.g. Biology)
20	Male	Between 20 y 30 years	Bogotá	Between 3 y 5 years	Private	Ciencias exactas (ej. Matemáticas)
21	Female	Between 31 y 40 years	Bogotá	Between 6 y 10 years	Private	Other
22	Female	Between 41 y 50 years	Bogotá	Between 10 y 15 years	Private	Other
23	Male	Between 31 y 40 years	Bogotá	Between 3 y 5 years	Private	Natural Sciences (e.g. Biology)

24	Female	Between 31 y 40 years	Cali	Between 6 y 10 years	Private	Natural Sciences (e.g. Biology)
25	Male	Between 31 y 40 years	Bogotá	Between 3 y 5 years	Private	Natural Sciences (e.g. Biology)
26	Male	Between 41 y 50 years	Bogotá	Between 6 y 10 years	Private	Arts and Languages
27	Female	Between 31 y 40 years	Bogotá	Between 10 y 15 years	Public	Human Sciences (e.g. Philosophy, History)
28	Male	Between 31 y 40 years	Bogotá	More than de 15 years	Public	Natural Sciences (e.g. Biology)
29	Male	Between 20 y 30 years	Bogotá	Between 3 y 5 years	Private	Natural Sciences (e.g. Biology)

2. Representations regarding digital media

1. We can be misled by media when you don't know where the information comes from.*	2. I constantly have doubts that digital media have a positive impact on young people.	3. I worry that the school where I work will be left behind because it is not up to date with the latest technological trends.	4. When you know how a digital media is actually made, it changes the way you see media forever.*	5. The most competitive schools of the future will invest in the right technology tools and help students learn to use them well.*	6. When used to its fullest potential, social media can transform education.*	7. Good educational technologies help teachers teach better.*
Agree	No opinion	Strongly disagree	Agree	Strongly agree	Strongly agree	Strongly agree
Agree	Disagree	Agree	Agree	Strongly agree	Strongly agree	Strongly agree
Agree	No opinion	Agree	Strongly agree	Agree	Agree	Agree
Disagree	Disagree	Disagree	No opinion	Agree	Strongly agree	Agree
Agree	Agree	Agree	No opinion	Agree	Agree	Agree
Agree	No opinion	Agree	Agree	No opinion	Agree	Agree
No opinion	Strongly disagree	Strongly disagree	Strongly agree	Strongly agree	Strongly agree	Strongly agree
Agree	Strongly disagree	Strongly agree	Agree	Strongly disagree	Agree	Agree
No opinion	Strongly disagree	Strongly agree	Strongly agree	Strongly agree	Strongly agree	Strongly agree
Strongly agree	No opinion	Disagree	Strongly agree	Strongly agree	Strongly agree	Strongly agree
Agree	Disagree	Agree	Strongly agree	Strongly agree	Strongly agree	Strongly agree
No opinion	Disagree	Agree	Agree	Strongly agree	Strongly agree	Strongly agree
Strongly agree	No opinion	Strongly agree	Strongly agree	No opinion	Agree	Strongly agree
Agree	Agree	Disagree	Agree	Disagree	Agree	Agree
No opinion	Disagree	No opinion	Agree	Agree	Agree	Agree

Strongly agree	Agree	Agree	Agree	Strongly agree	Strongly agree	Strongly agree
Strongly agree	Strongly agree	Agree	Agree	Strongly agree	Strongly agree	Strongly agree
Agree	Agree	Agree	Agree	Strongly agree	Strongly agree	Agree
Agree	Agree	Agree	Agree	Agree	Agree	Agree
Strongly agree	No opinion	Strongly agree	Agree	Strongly agree	Strongly agree	Agree
Agree	Agree	Agree	Agree	Agree	Agree	Strongly agree
Agree	Agree	No opinion	Strongly agree	Agree	Agree	No opinion
Agree	No opinion	Agree	Agree	Strongly agree	Strongly agree	Agree
Strongly agree	Disagree	Agree	Strongly agree	Strongly agree	Strongly agree	Strongly agree
Strongly agree	Disagree	Agree	Agree	Strongly agree	Strongly agree	Strongly agree
Strongly agree	Agree	Strongly agree	Strongly agree	Strongly agree	Strongly agree	Strongly agree
Strongly agree	No opinion	Disagree	Agree	Disagree	No opinion	No opinion
Strongly agree	Disagree	Disagree	Agree	Strongly agree	Strongly agree	Strongly agree
Agree	Agree	No opinion	Agree	Strongly agree	Strongly agree	No opinion

8. Digital media makes it easier for students to interact with subject matter some students find boring.*		10. La alfabetización en medios digitales es algo que cada docente aprende de manera autónoma.	11. Media education should be mandatory in all teacher training programs.	12. Before implementing media education programmes in the curriculum, it is necessary to tackle the problems of social inequality that affect education in Colombia.	13. Media literacy is a concept that can marginalise different perspectives on media education.	14. Building different experiences engaging media education will allow students to better meet the challenges posed by the technologies of the future.	
	Disagree	Strongly disagree	Disagree	Strongly agree	Agree	No opinion	Agree
	Strongly agree	Agree	No opinion	Agree	No opinion	No opinion	Strongly agree
	Agree	Strongly agree	Agree	Agree	Strongly agree	No opinion	Agree
	Agree	Agree	Agree	No opinion	Disagree	Disagree	Agree
	Agree	Agree	No opinion	Agree	Agree	Agree	Agree
	No opinion	Agree	Agree	Agree	No opinion	No opinion	Agree

Strongly agree	Strongly agree	Strongly agree	No opinion	No opinion	Strongly agree	Strongly agree
Agree	Agree	Agree	Agree	Agree	Agree	Agree
Strongly agree	No opinion	Agree	Strongly agree	No opinion	No opinion	Agree
Strongly agree	Agree	No opinion	Agree	Agree	No opinion	Strongly agree
Strongly agree	Strongly agree	Agree	Strongly agree	Agree	Disagree	Strongly agree
Strongly agree	Strongly agree	Strongly agree	Strongly agree	Strongly agree	Agree	Strongly agree
Strongly agree	Strongly disagree	Strongly agree	Agree	No opinion	No opinion	Strongly agree
Agree	No opinion	Disagree	Agree	Agree	Agree	Agree
Agree	Agree	No opinion	Agree	Agree	Agree	Agree
Strongly agree	Strongly agree	Disagree	Strongly agree	Strongly agree	No opinion	Strongly agree
Strongly agree	Strongly agree	Disagree	Strongly agree	Agree	Agree	Strongly agree
Agree	Strongly agree	Agree	Agree	Agree	Agree	Agree
Agree	No opinion	Agree	Agree	Strongly agree	No opinion	Strongly agree
Agree	Agree	Disagree	Strongly agree	Strongly agree	Strongly agree	Strongly agree
Agree	Agree	No opinion	Agree	Agree	Agree	Agree
Agree	Agree	Agree	Agree	Strongly agree	No opinion	Agree
Agree	Agree	Agree	Agree	Strongly agree	Strongly agree	Strongly agree
Strongly agree	Strongly agree	Strongly agree	Strongly agree	Strongly agree	No opinion	Strongly agree
Strongly agree	Strongly agree	Agree	Agree	Strongly agree	No opinion	Strongly agree
Strongly agree	Strongly agree	Agree	Strongly agree	Strongly agree	Disagree	Strongly agree
No opinion	Agree	Agree	Agree	Agree	Disagree	Agree
Strongly agree	Strongly agree	No opinion	Strongly agree	No opinion	No opinion	Strongly agree
Agree	Agree	No opinion	No opinion	Strongly agree	No opinion	Agree

3. Experiences regarding digital media

1. Too often, media distracts students from the information and ideas that are really important.*	2. I worry that students' media use interferes with their concentration and motivation in school.*	3. It is often difficult to know if students learn anything meaningful when I propose to them to create digital content.	4. If I don't give my students flexibility to be creative, they may not learn to speak for themselves.*	5. If I'm not familiar with students' popular culture, they will think that I'm not really connected to their lives.*	6. Media helps students activate their feelings and emotions in the classroom to promote learning.	7. No matter how media literate I am, my students will always be one step ahead of me.
No opinion	No opinion	Strongly disagree	Agree	No opinion	No opinion	No opinion
Disagree	Disagree	Strongly disagree	Strongly disagree	Strongly disagree	No opinion	Disagree
Agree	Strongly agree	Agree	Agree	No opinion	Agree	No opinion
No opinion	Disagree	Disagree	Disagree	No opinion	Agree	Agree
Agree	Agree	Agree	Agree	No opinion	Agree	Agree
Agree	Agree	No opinion	No opinion	No opinion	Agree	Disagree
No opinion	Disagree	Disagree	No opinion	No opinion	Agree	Agree
Agree	Agree	Agree	Agree	Agree	Agree	No opinion
No opinion	Disagree	Disagree	Agree	No opinion	Strongly agree	Strongly disagree
Agree	Agree	No opinion	Agree	No opinion	No opinion	No opinion
Disagree	No opinion	Disagree	Agree	Strongly agree	Agree	Agree
No opinion	Disagree	Disagree	Disagree	No opinion	Strongly agree	Agree
No opinion	No opinion	No opinion	Agree	Agree	No opinion	Strongly disagree
Agree	Agree	Disagree	Agree	Agree	Agree	Agree
Disagree	Disagree	Disagree	Agree	No opinion	Agree	Disagree
No opinion	Agree	No opinion	Agree	Agree	Agree	Disagree
Strongly agree	Strongly agree	No opinion	Agree	No opinion	No opinion	Agree
Agree	Agree	Agree	Agree	Agree	Agree	Agree
Strongly agree	Strongly agree	No opinion	Agree	No opinion	No opinion	Agree
Agree	Strongly agree	Disagree	Strongly agree	Disagree	Strongly agree	Agree
Agree	Agree	Agree	Agree	Agree	Agree	Agree
Agree	Agree	Strongly agree	No opinion	Disagree	No opinion	Disagree
Disagree	Disagree	Strongly disagree	Agree	Agree	Agree	Disagree
Disagree	Strongly agree	Disagree	Strongly agree	No opinion	Agree	Strongly disagree
No opinion	No opinion	Strongly disagree	No opinion	Strongly disagree	No opinion	Strongly disagree
Strongly agree	Agree	Disagree	Strongly agree	Strongly agree	No opinion	Strongly disagree
Agree	No opinion	Agree	No opinion	Disagree	No opinion	No opinion
Disagree	Disagree	Strongly disagree	Strongly agree	No opinion	Agree	Strongly disagree
No opinion	Agree	No opinion	Agree	No opinion	Disagree	No opinion

8. I do not find institutional support when it comes to training in media literacy.	9. Media education is not relevant in my school because there are other priorities to attend with regard to the basic needs of the students.	10. I often notice that students are more digital media literate than I am.	11. Educational institutions demand more and more that their teachers take media literacy training.	12. Despite my proficiency in media literacy, I do not apply my knowledges in the classroom.	13. Few colleagues and/or educational insitutions know about media literacy and media education	14. The gap between my digital media skills and those of my students is growing,
Strongly disagree	Strongly disagree	Strongly agree	No opinion	Strongly disagree	Strongly disagree	Agree
No opinion	Disagree	Disagree	Strongly agree	Disagree	Agree	Disagree
No opinion	No opinion	No opinion	No opinion	Strongly disagree	No opinion	No opinion
Strongly agree	Agree	Agree	No opinion	No opinion	Agree	No opinion
No opinion	Disagree	Disagree	Agree	Disagree	Disagree	Agree
Agree	Disagree	Agree	No opinion	No opinion	No opinion	No opinion
Disagree	Strongly disagree	Disagree	Strongly agree	Disagree	No opinion	No opinion
No opinion	No opinion	Agree	Agree	Disagree	Agree	Agree
Agree	No opinion	Disagree	Agree	No opinion	Disagree	Disagree
Agree	Disagree	Agree	Agree	Disagree	No opinion	No opinion
Agree	Agree	Agree	Agree	Disagree	No opinion	Agree
No opinion	Disagree	No opinion	No opinion	Disagree	No opinion	No opinion
Strongly agree	Strongly disagree	No opinion	Strongly agree	Strongly agree	No opinion	No opinion
Agree	Agree	Disagree	Agree	Disagree	Agree	Agree
Strongly disagree	Strongly disagree	Disagree	Agree	Disagree	No opinion	Disagree
Agree	Disagree	Disagree	Agree	Disagree	No opinion	Disagree
Agree	Agree	Strongly agree	Agree	Strongly disagree	Agree	Disagree
Disagree	Disagree	No opinion	Agree	Strongly disagree	Disagree	No opinion
No opinion	No opinion	Strongly agree	Agree	No opinion	Disagree	No opinion
Strongly agree	Strongly agree	Disagree	No opinion	Disagree	Agree	Strongly disagree
Agree	Agree	Agree	Agree	Agree	Agree	Agree
No opinion	No opinion	No opinion	Agree	Disagree	Agree	Disagree
No opinion	Disagree	Disagree	Agree	Disagree	Disagree	Disagree
Strongly disagree	Agree	Agree	No opinion	Strongly disagree	Agree	Strongly disagree
Agree	No opinion	Disagree	No opinion	Disagree	Strongly agree	Strongly disagree
Strongly agree	No opinion	No opinion	Strongly disagree	Strongly disagree	Strongly agree	No opinion

No opinion	Disagree	Disagree	Agree	No opinion	Disagree	Disagree
No opinion	Strongly disagree	Disagree	Strongly agree	Strongly disagree	No opinion	Strongly disagree
Agree	No opinion	No opinion	No opinion	No opinion	No opinion	No opinion

Media literacy ranking

Ranking		Nro 1	Nro 2	Nro 3	Nro 4	Nro 5
1	The key to media literacy lies in developing the skills required to perform tasks such as reading, writing, navigating and organising digital media.	9	8	7	4	1
2	Media literacy must be studied from a socio-cultural approach that recognises the socio-cultural practices, customs and attitudes of individuals.	8	6	4	6	5
3	Media literacy is the framework for analysing and evaluating how messages and experiences function in contemporary culture.	4	6	8	5	6
4	Research on teachers' media literacy skills is important as it fosters self-awareness of their own media skills.	4	5	7	9	4
5	Through media literacy, individuals acquire a set of skills that enables them to think critically about the digital media they consume.	4	4	3	5	13

Challenges of media education

1 The permanent updating is a challenge, and the best way is to be aware of new technologies.

2	As a teacher, some of the challenges I have encountered in promoting media education among my students include the lack of adequate resources, students' resistance to learning about media education and the need to constantly update myself in the face of technological changes.
3	Challenges in terms of licensing, I have looked for alternative software.
4	Learning to use the media is not something I do alone, asking the kids for support is a way to engage them in doing something different and something they enjoy.
5	AI skills and applying it with my students,
6	Engaging students to learn autonomously and not be governed by a grade.
7	The biggest challenge is institutionalisation - policy and standardisation of institutionalisation. And I have overcome them through creativity.
8	It is still unclear what is "media education"? This question is important to resolve in context, as its interpretation is fuzzy... before discussing the challenges.
9	Not having the basic tools to be able to implement these practices with the students. They work with the tools that are available.
10	Lack of adequate tools and space
11	Find tools with critical and relevant content to make lessons interactive.

12	The inequality of technological access among students is a very high digital divide, as the quality of the Internet is not good, and the Internet is not free. Although governments have tried to work on this issue, we still need to train teachers and update them in digital literacy.
13	Training, learning about new tools and implementing them has been a great challenge and the monetary cost of them... so far I have not been able to pay for them, as the lack of time and the work to be done make it impossible to make progress.
14	Lack of resources is a constant obstacle to the implementation of new teaching tools that contribute to students' knowledge and learning. This constraint affects both the quality of teaching and the motivation of students, who are deprived of innovative methods that could facilitate their understanding and retention of knowledge. Moreover, teachers face additional challenges when trying to adapt their traditional methods to fill this gap, which can limit their ability to provide dynamic and effective education.
15	Lack of adequate training in the use of digital media.
16	Differentiate unsubstantiated information from that which has evidence in its favour. To read sources and media critically. We have done activities in class aimed at discussing sources, the characteristics for a source to be considered adequate and how to analyse pieces of information.
17	The veracity of various sources of information.
18	The technological equipment available to the institution
19	Lack of Internet in institutions or bad signal. I have overcome having Internet at home
20	Schools do not have the necessary equipment to take a step towards innovation in technology, but various simulators can be used with the guidance of the teacher to help students better understand the phenomenon.
21	That the student is permeated by doing the minimum effort and likes only video and video games.
22	We do encounter a variety of challenges as they know and manage the media very well and sometimes it complicates the performances.
23	Some students are still unaware of the various digital tools and how to use them.
24	El principal desafío está en encontrar herramientas que realmente permitan fortalecer el aprendizaje significativo de los estudiantes, no todas las aplicaciones o IA's son funcionales en el aula y eso también hace parte de la capacitación e instrucción de los docentes, he evidenciado docentes que en su praxis comparten información falsa dentro de sus clases sin verificar si aquella es cierta o no.
25	The challenge is that the society and the market that demands these new skills, as well as the language, are recognised in terms of salary in the job as a teacher, already poorly paid and depreciated, but always demanding more and more skills to continue to focus the priority on the student. This problem is not overcome by oneself, but by society itself. On the other hand, being a constant student, I find, both as a teacher and as an autodidact, the tools provided by digital media indispensable, where the premise is to share information and provide universal access to it, to understand that the media are not the problem, access to information is a right and often a privilege. What is complicated is access to good information.
26	Being able to handle certain digital tools and platforms. I have started researching and updating myself as much as I can in educational technology.

27	The IEDs do not have internet infrastructure to be able to carry out interactive exercises, digital education is not only in the school, it is under the responsibility of the media, which should begin by presenting content that constitutes academic training.
28	The idleness of the students when the school processes have teachers for and against these processes, as those who do not use them overload the students with activities to maintain "order" and generate little interest in carrying out diverse processes. So, when you start, you have to work on the process of convincing them of the importance and usefulness of the strategies and then you can move forward favourably, even if not everyone has the resources, because it generates additional solidarity in order to comply with what is suggested.
29	A challenge in promoting media education is access to information tools and instruments, as not all students and schools have the means to carry out these practices.