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Teachers' Perspective on the Integration of Media and Information Literacy into the Uruguayan Educational Curriculum

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Abstract

Media and Information Literacy (MIL) was explicitly incorporated into the Integrated Basic Education Curriculum of Uruguay in 2023. This article aims to analyze teachers' perceptions regarding this integration, considering four dimensions: a) curricular space; b) concept and scope; c) resources and key actors; and e) challenges and opportunities. To achieve this, a two-session technopedagogical experience was designed, involving 33 teachers from early, primary, secondary, and high school education from 10 departments across the country. Among the most significant findings, it is noteworthy that: a) teachers identify the lack of familiarity with the term MIL as the primary challenge for its integration, followed by the absence of specific training in the subject, particularly at the early educational levels; b) there is a predominant perception of MIL as a tool to address specific issues in the media environment, such as misinformation and digital fraud, rather than as a means to cultivate critical, informed, and creative citizens; and c) the Ceibal Center is recognized as the most committed key actor in promoting this type of education at the national level. Thus, the intention is to provide researchers, educators, and policymakers with up-to-date information regarding the configuration of this educational policy.

Keywords: media literacy, media education, media competence, educommunication, curriculum, teachers, Uruguay, Latin America, educational policies, curricular studies.

1. Introduction

Media and Information Literacy (MIL) is a critical and emancipatory process that empowers individuals to analyze, question, and transform the reality mediated by the media and information, promoting active and conscious participation in the digital society (Potter, 2022). This training involves the development of media competencies that encompass specific skills and essential knowledge to face the emerging challenges of the media ecosystem, which can be structured into four levels (Kačinová, Sabada-Chalezquer, 2022): the personal level, focused on individual empowerment through critical thinking and resilience against misinformation; the social level, which fosters collaboration and dialogue within diverse communities; the civic level, which encourages active participation in the digital public sphere and citizen empowerment; and the cultural level, which promotes understanding and respect for diversity.

According to Mihailidi (Mihailidi, 2019), due to the significant impact of media and information on daily life and civic participation, MIL should be an integral and mandatory part of educational curricula. However, Garro-Rojas (Garro-Rojas, 2020) argues that this aspect remains a "pending issue" in Latin America, largely due to the persistence of an instrumental view of the role of media in education and the lack of political will to develop comprehensive policies that engage

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various key actors, ensuring long-term sustainability. Despite these limitations, some countries in the region are making progress in this direction. Brazil has initiated the "Brazilian Strategy for Media Education" (Secretaria de Comunicação Social, 2023), which includes a series of initiatives and actions aimed at promoting media education and digital literacy among different age groups in the population. Similarly, Mexico, through the Federal Telecommunications Institute (IFT), is promoting MIL through various strategic projects (IFT, 2020).

In this context, Uruguay stands out in the region as the only country that has explicitly incorporated the concept of MIL into its educational curriculum, specifically in the curricular unit "Communication and Society" for the 9th grade (ANEP, 2023a: 24). However, an analysis of the curricular texts has shown that the objectives associated with the various dimensions of media competence are distributed across different subjects and educational levels, from early education to secondary education (Rojas-Estrada et al., 2024). These objectives range from analyzing the role of ICT in socioeconomic and environmental contexts to critically evaluating the stereotypes present in media content. Additionally, the study has revealed the use of alternative terms such as "digital citizenship" in curricular documents, without adequate clarification regarding their relationship with MIL.

Consequently, this research aims to complement existing findings by examining teachers' perceptions regarding the integration of MIL, considering aspects such as curricular space, concept and scope, key actors, available resources, teacher training, as well as the associated challenges and opportunities. This aims to provide updated and relevant information for policymakers, researchers, teachers, and other key actors interested in understanding the configuration of this educational policy.

2. Materials and methods

To determine teachers' perceptions regarding the incorporation of MIL into the curriculum of Integrated Basic Education (EBI) in Uruguay, a Digital Learning Object (DLO) has been created. This is a digital educational resource designed to facilitate the teaching and learning process and must be accessible, reusable, and have a specific educational purpose (Gava, Haviaras, 2022). The design followed the stages of the ADDIE Model (Analysis, Design, Development, Implementation, and Evaluation), an instructional framework widely used in the creation of educational materials and programs, which allows for revisions and adjustments at each phase of the process due to its cyclical nature, facilitating the continuous improvement of the design and implementation (Martínez-Rodríguez, 2009).

Analysis. The initial phase of the study focused on the selection of learning objectives associated with MIL in the Integrated Basic Education Curriculum (ANEP, 2023c), specifically identifying those that exhibited the greatest prominence within the curricular framework. Adhering to this inclusion criterion, two groups of learning objectives were established: a) one aimed at the critical analysis of information and content, and b) another centered on reflection regarding interaction processes related to ICT, such as digital security, conscious usage, and screen time.

Design. Based on this process, the integration into a didactic sequence comprising two modules was carried out (see Table 1). This sequence was structured around four key pedagogical moments: a) A starting point, designed to establish a common knowledge base among participants, thereby facilitating an initial understanding of the topic; b) Two activities aimed at the development and application of specific learning objectives related to MIL, allowing students to apply these concepts in practical situations; c) A closing activity, conceived as an opportunity for critical reflection on the integration of MIL into the curriculum.

Development. Subsequently, the didactic sequence was hosted on the Wix platform (https://competenciamediatica.wixsite.com/ami-uruguay [Anonymized]) and was reviewed by four expert researchers in MIL from Spain (1), Brazil (1), and Ecuador (2). These specialists responded to an adaptation of an instrument designed to evaluate the relevance and appropriateness of the proposed activities, in line with the established objective (Coll, Engel, 2008). As a result of this process, they recommended, among other improvements, the inclusion of a section dedicated to didactic suggestions to guide reflection on the scope of MIL, the incorporation of a greater diversity of media objects for analysis, and the implementation of the sequence in small groups, preferably with fewer than 30 participants, to optimize interaction and learning processes.

Table 1. Overview of the technopedagogical experience

Title	*Associated Learning Objectives Used*	*Example of Activities*
Module 1: Critical and Informed Citizens	9th Grade: Critically analyzes messages and stereotypes from the media (ANEP, 2023a: 230). 3rd-6th Grade/7th-8th Grade: Identifies and evaluates data and information obtained from various digital sources, contrasting their validity and credibility (ANEP, 2023b: 365).	Starting Point: Reflect on the metaphor of the media as a window into social reality. MIL Activity 1: Reflect and debate the representation of a social group in the media. MIL Activity 2: Analyze the truthfulness and reliability of a news article using a set of media content. Closing Activity: Reflect on the importance, challenges, and opportunities of teaching these contents through a teaching action map.
Module 2: Aware and Cyber-Safe Citizens	2nd-6th Grade/7th Grade: Describes situations where technology use can be an opportunity, as well as risky situations that personally involve oneself or third parties (ANEP, 2023b: 226). 3rd-6th Grade/7th Grade: Reflects on the security of data shared on the internet and social media (ANEP, 2023b: 463). 6th Grade: Identifies different moments of the day and night for activities where screen use is essential and others where it is not (ANEP, 2023b: 229).	Starting Point: Write a "media biography" to identify the challenges and opportunities offered by ICT. MIL Activity 1: Analyze the routine and habits related to screen use and content consumption. MIL Activity 2: Reflect on the concept of "digital identity" and identify necessary measures for the protection of personal data online. Closing Activity: Reflect on the curricular integration of MIL, considering its challenges and possibilities.

Source: Created by the author using information from ANEP (ANEP, 2023a) and ANEP (ANEP, 2023b)

Implementation.The technopedagogical experience was offered as an online course, and teachers were invited via social media and through various institutions such as Centro Ceibal, a public institution in Uruguay that manages and implements the Ceibal Plan, which aims to democratize access to technology in education by promoting the integration of digital tools in teaching (Centro Ceibal, 2023). A total of 61 responses were collected through the registration form, and 33 teachers (28 women and 5 men) from primary, secondary, and high school levels attended and completed the course. The participants came from ten departments of the country: Canelones, Cerro Largo, Colonia, Lavalleja, Maldonado, Montevideo, Río Negro, Rivera, Soriano, and Tacuarembó. The sessions were held over two consecutive Saturdays in August and September 2024.

Evaluation. The responses to the activities and the final questionnaire (Appendix A), as well as the dialogues generated during the synchronous online sessions, were collected as data, with the participants' consent. This data was categorized into four dimensions: a) *curricular space*, which analyzes the adequacy of MIL in the subjects where it is integrated; b) *concept and scope*, which determines the teachers' understanding of what MIL is and its importance; c) *key actors and resources*, which identifies who the main responsible parties and participants are in the implementation of MIL, , as well as the resources available for its instruction; and e) challenges and opportunities. The data was organized in an Excel sheet, and the graphs were created using Tableau software.

To ensure the transparency of the study, supplementary material is provided on Figshare, which includes the dataset produced in this research: https://figshare.com/s/3e679c80552245a0b1b3

3. Discussion

Turín and Friedman (Friedman, 2019) identify "passionate teachers" as the primary catalysts for the integration of MIL within educational systems. These educators demonstrate strong commitment and initiative by independently incorporating ICT into their classrooms, fully aware of the significant changes these technologies have brought to their teaching practices and the environments in which their students learn. As noted by Gennaro et al. (Gennaro et al., 2024), this effort is often made without institutional support and can be viewed as a form of activism. Despite facing various challenges, these educators effectively inspire and mobilize their educational communities.

In this context, the formal integration of MIL into educational curricula requires decision-makers to establish the necessary conditions for effective instruction (Hobbs et al., 2022). However, research conducted across various contexts indicates that, despite MIL being designated as a subject or included in official documents and legislation, teacher training in this area remains a significant challenge, as does the development of appropriate teaching materials for its instruction (Kajimoto et al., 2020; Rojas-Estrada et al., 2023; Zhang et al., 2020). Furthermore, teachers' understanding of MIL principles often remains inadequate, frequently reducing the concept to a narrow focus solely on the use of digital devices, journalism, or advertising (Azizi et al., 2021; Brosch, 2017). This issue largely arises from the top-down formulation of educational policies, where educators frequently lack opportunities to voice their opinions and perspectives, or where such education is implemented without appropriate prior assessment (UNESCO, 2021).

According to the study by Mateus et al. (Mateus et al., 2021), which evaluated teachers' perceptions in Argentina, Ecuador, Chile, and Peru regarding media education, educators acknowledge the need for training that transcends the merely instrumental use of technology. They observe that, while many students demonstrate skills in content production, they often lack basic and critical competencies, such as the ability to write an email appropriately. Moreover, teachers express concerns about deficiencies in infrastructure and resources, which hinder the effective teaching of these contents within their respective contexts. In this context, both the study conducted by Silva et al. (Silva et al., 2016) and the doctoral thesis by Durán-Becerra (Durán-Becerra, 2016) emphasize the limited number of studies on this subject in Uruguay. This is notable given the country's status as a regional leader in policies promoting the integration of ICT in education, particularly through the Ceibal Plan, which stands out as one of its main initiatives. Launched in 2007, this macro-policy has been instrumental in distributing devices and digital resources to students and teachers, ensuring equitable access to technology while also encouraging its pedagogical application (De-María, Bartesaghi, 2023). Thus, investigating teachers' perceptions regarding the explicit incorporation of MIL becomes increasingly relevant.

4. Results

Concept and Scope

In the initial survey, teachers were asked about their familiarity with the concept of MIL, and 62.3 % indicated that they were not familiar with the concept at that time. Following the educational experience, participants were requested to define the concept of MIL, and they described it as a "process", "capacity", or "tool" for developing skills that enable students to critically analyze information and use ICT responsibly and safely.

In this context, 93 % of teachers expressed a positive perception regarding the integration of MIL in the curriculum, recognizing its relevance and the necessity of its incorporation. However, MIL is predominantly viewed as a "preventive" resource to address the emerging challenges of the media ecosystem. Teachers, in particular, expressed concern about phenomena such as misinformation, cybercrime, and screen addiction affecting children and adolescents, identifying these issues as key motivations for their teaching. The remaining 7 % considered the integration to be moderately positive, noting that, despite its relevance, they perceive challenges in its implementation and impact.

Masculine [Canelones], 7th grade: "The benefits of these contents will be clearer if adequate resources are provided, and we are well-prepared".

Feminine [Montevideo], 9th grade: "I believe that the integration of Media and Information Literacy is a step in the right direction, although I think its impact will largely depend on how it is implemented. If done well, it could be beneficial for students and for the school in general, although it is a process that will require time".

Feminine [Tacuarembó], 9th grade: "I value the integration of MIL because it is relevant in the current context. However, I also think that the integration may be excessive for students".

Regarding the motivations for this integration, there is a predominant perception that a measure has been implemented to safeguard students against the risks associated with the use of ICT and the influence of the media:

Female [Canelones], 8th, 9th grade: "I consider it important and highly positive to provide children and adolescents with tools to confront these dangers, as they are constantly exposed to social media without prior experience regarding the threats present".

Female [Lavalleja], High School: "I see it as a positive fact, as they possess knowledge on the subject and help us acquire tools and resources to work with our students, preventing misinformation".

On the other hand, teachers indicate that this integration responds to the omnipresence of ICT and the information overload faced by contemporary society. They also attribute this measure to the curricular reform initiated in 2023, aimed at aligning the educational system with the realities experienced by students. Some teachers highlight that the objective of AMI is to prepare students to face the challenges of the labor environment, while others consider that this integration seeks to "transform" classroom dynamics or align with international educational trends.

Regarding the dimension of the curricular space, teachers were asked to indicate the most appropriate grades for teaching objectives associated with AMI identified in the analysis phase (Rojas-Estrada et al., 2024). The analysis reveals a set of objectives considered relevant for development from early education to secondary education, with a particular emphasis on digital well-being and the promotion of responsible attitudes (Table 2). Among these objectives are: a) identifying technological advancements and their impact; b) teaching online conduct norms; c) detecting harmful digital behaviors; d) fostering collaboration in digital environments; e) expressing oneself through audiovisual productions; and f) reflecting on screen addiction and the impact of social media.

Curricular space

Furthermore, teachers have identified a set of objectives that are more suitable for instruction in the later grades of primary education and, to a greater extent, in secondary education. These objectives address the use of artificial intelligence and algorithms, critical analysis of information and media content, understanding of visual and digital languages in productions, and proper attribution of citations and credits when using information from third parties. It is noteworthy that some teachers believe these objectives are not suitable for inclusion in basic education. One possible explanation for this viewpoint is the perception that the age of students at this stage poses a significant limitation:

Female [Montevideo], 2nd grade: "The greatest challenge is the age of the children; they are young".

Female [Tacuarembó], 1st grade: "They are small children, and it is necessary to seek various strategies for this".

Table 2. Teacher perspectives on teaching objectives associated with MIL by grade

Objective	*EE*	**1°**	**2°**	**3°**	**4°**	**5°**	**6°**	**7°**	**8°**	**9°**	**X**
The ability to identify technological advances in the environment and evaluate their impact in various spheres, from everyday life to socioeconomic aspects.	17	21	21	20	21	25	28	22	22	22	
Active collaboration in digital environments, recognizing the value of	16	19	19	21	21	21	23	22	23	23	

teamwork and collaborative interaction as essential components for holistic development.											
The evaluation of the use of algorithms and artificial intelligence in various contexts.	3	7	8	10	15	16	18	16	18	17	4
The ability to search for and select information from various digital sources, learning to identify relevant data and its validity.	7	10	12	16	19	20	24	24	24	23	
Organizing and storing information in various digital formats, including the creation and management of databases.	6	11	10	14	15	18	24	23	23	24	
Incorporating citations, references from sources, and credits, selecting relevant and reliable information.	3	3	5	9	11	12	17	20	20	22	3
The ability to identify, analyze, and understand visual elements present in various artistic and media productions.	8	11	14	14	16	17	21	21	21	20	1
The ability to express ideas, emotions, and perceptions through various visual and digital languages.	17	18	17	18	20	21	22	23	22	22	1
Teaching basic norms of online behavior.	20	25	25	27	28	30	30	26	25	24	
Detecting harmful and risky behaviors in digital environments.	22	22	23	26	26	27	29	27	27	26	
Promoting civic engagement in solving local problems through the use of ICT.	11	13	14	16	17	18	24	25	26	27	
Reflecting on screen addiction, the influence of social networks on self-esteem, and interpersonal relationships, to develop strategies that contribute to maintaining a healthy balance between digital life and real life.	17	17	17	18	18	20	23	24	25	26	
The ability to critically analyze messages and stereotypes conveyed by the media	2	6	6	10	10	13	19	18	20	21	4
Promoting the exchange of local linguistic and audiovisual productions as a way to highlight and value cultural aspects.	8	9	8	13	13	15	21	18	21	22	3

Notes: *EE*= Early education/X=It should not be taught in basic education.

Key actors

In response to inquiries regarding the involvement of various key actors in promoting the teaching of content related to MIL for children and adolescents in Uruguay, teachers have identified the Ceibal Center as the most engaged actor (Figure 1). During the formative experience, teachers highlighted it as a provider of resources and equipment, as well as the creator of educational platforms used in classrooms. Furthermore, the Ceibal Center has been recognized as a space where teachers have accessed training on topics related to digital education.

Secondly, universities, media and communication experts, and international organizations were mentioned as significant contributors. In contrast, school administrators and parents or guardians were considered less involved compared to the aforementioned actors. However, some teachers emphasize that parents should receive more training to complement the teaching of MIL at home, rather than restricting it solely to the school environment.

Female [Montevideo], 7th, 8th grade: "However, sometimes parents are not well-informed about how to support their children in this area".

Female [Canelones], 7th, 8th, 9th grade: "Media literacy cannot be solely the responsibility of the school; it is crucial that families get involved".

Another group whose involvement is perceived as limited consists of media companies. However, some teachers have identified Fundación Telefónica as an exception, acknowledging it as an organization that offers training opportunities.

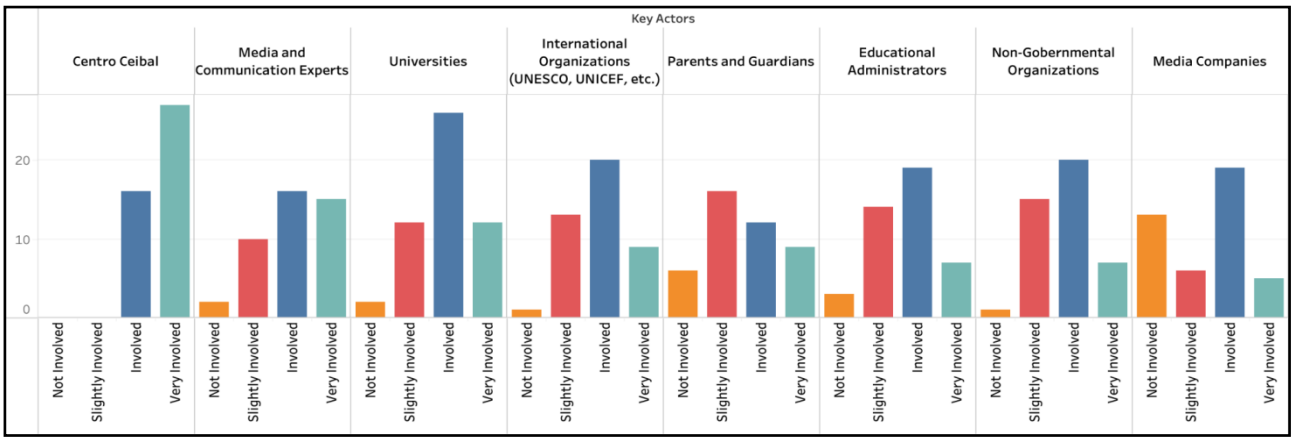

Fig. 1. Involvement of key stakeholders

Resources and Teacher Training

Regarding the technological resources available for teaching MIL, most teachers reported having access to electronic devices such as tablets, computers, and internet connectivity. Some teachers also highlighted the provision of technological equipment by the Centro Ceibal, which supplies materials such as "robotics kits" and various platforms like "ALEKS" for teaching mathematics. Additionally, they mentioned the use of student textbooks that include texts prompting reflection on "information, sources, interactions on social networks" (Female [Canelones], Support Teacher). Nevertheless, the responses indicate a widespread need for more specific MIL resources and the lack of suitable materials for certain educational levels, underscoring the need for more resources adapted to younger age groups.

Male [Cerro Largo], 9th grade: "I believe it would be very useful to have more specific resources, such as updated teaching guides on media literacy and educational software that facilitates the assessment of digital skills".

Female [Canelones], 3rd grade, Community Teacher: "I frequently use the tools provided by Ceibal, such as digital platforms. However, I think it would be great to have more specific resources, like apps that teach younger students how to identify fake news".

In addition to devices, several teachers utilize online educational platforms such as *Mentimeter* and *Kahoot*, which they believe allow them to implement interactive activities and reinforce key concepts in their classes. Others emphasize the value of audiovisual content, including videos, documentaries, songs, and series, citing specific episodes of programs like *Black Mirror* that can be useful for discussing the effects of technology with adolescents. Furthermore,

the use of academic articles and teaching guides available online is highlighted, as these resources enable educators to introduce students to these topics.

Another aspect considered a fundamental resource is teacher training. In this context, there is a widespread demand for more robust continuous professional development, both in the use of technology and in teaching critical processes for analyzing media content. Notably, teachers from the "rural areas", outside the capital, indicate that this need is even more pronounced in their institutions.

On the other hand, the participants were asked whether they had received specific training or professional development to teach the content addressed in the experience. Of the 43 participants, 34 indicated that they had not received such training and that the designed experience was the first in which they participated. However, two teachers (Male [Colonia], 9th grade / Male [Montevideo], 7th, 8th, High School) mentioned that, despite their desire to gain knowledge in the subject, they do not have the necessary time to do so. On the other hand, among the teachers who responded affirmatively, two noted that, although they have not participated in specific AMI courses, they have attended courses focused on the use of digital platforms in the educational field.

Male [Lavalleja], 7th, 8th, 9th grade: "I have attended workshops offered by Ceibal that cover the use of devices and educational platforms".

Female [Canelones], 3rd grade, Community Teacher: "Yes. The training focused on the general use of educational technologies".

In this context, it has been documented that they have undertaken specializations, courses, and participated in self-initiated activities in three specific areas: a) the Technological University (UTEC); b) the Telefónica Foundation in collaboration with La Caixa Foundation through the ProFuturo platform, which is part of a digital education program (Fundación Telefónica, 2024); and c) the Ceibal Center, through the Edux platform, which offers a wide catalog of massive online courses (Ceibal, 2024).

Female [Montevideo], 2nd grade: "I have previously participated in training at Edux on topics such as the positive uses of technology and virtual teaching. I have also attended workshops on cyberbullying and read articles in specialized journals on primary education".

Female [Montevideo], 9th grade: "The closest experience I have is a specialization in educational technology at UTEC".

Female [Lavalleja], High School (1st EMS-5th, 6th): "Yes, I have received training on this matter; this instance is part of it, as mentioned in the various responses to this survey. Additionally, I have previously attended workshops on digital wellbeing (offered by UTEC), and I have taken training courses and postgraduate programs provided by Ceibal and the Global Learning Network on environments for teaching and learning in multimodal contexts, as well as on digital citizenship, offered by the same platform or ProFuturo".

Challenges and Opportunities

As illustrated in Figure 2, the lack of familiarity with the term "Media and Information Literacy" emerges as the most frequently noted challenge in the responses. From the teachers' perspective, this unfamiliarity diminishes the perception of its "importance". Secondly, participants highlight the lack of adequate training as a significant barrier to the effective teaching of MIL. One teacher noted that this deficiency limits educators' ability to address content with the necessary "competence" and "confidence". In this context, there is a clear demand for practical courses, regular workshops, and updated training programs that enable educators to: a) stay informed about the latest trends and methodologies in MIL; b) access concrete examples applicable in the classroom; and c) develop strategies for teaching young children in early educational stages.

In this category, suggestions are made to overcome this challenge, such as providing resources that clarify the relationship between MIL and other familiar concepts, such as "digital skills" and "digital citizenship". Additionally, a geography and history teacher (Male [Lavalleja], 7th, 8th, 9th grade) emphasizes the need for specific materials tailored to each subject. In this context, another teacher notes that interdisciplinary projects represent an opportunity, although she expresses concern about her colleagues' willingness to implement them:

Female [Rivera], 8th grade: "Interdisciplinary projects, but perhaps other teachers may not want to engage with the topic. I understand that I can address it across different subjects, but I don't believe there will be a willingness to collaboratively create resources".

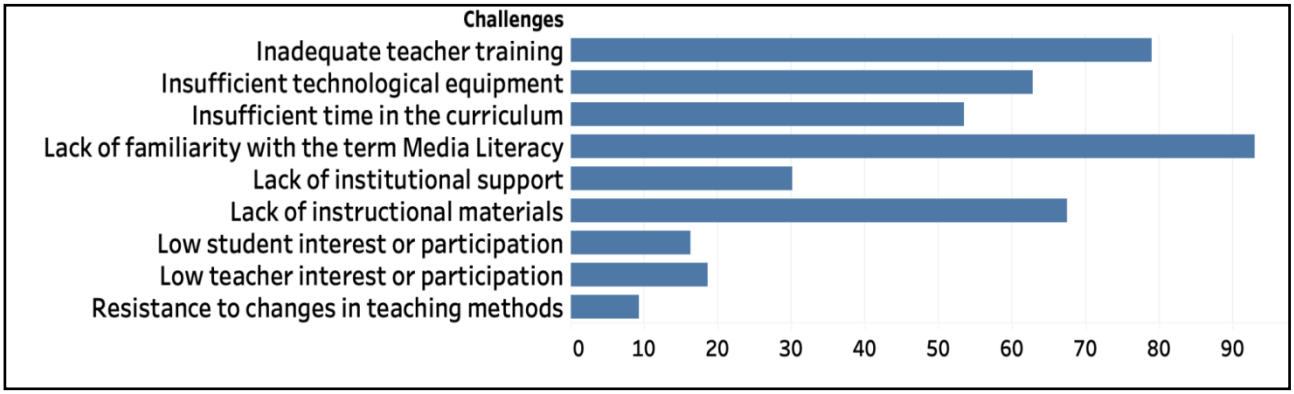

Fig. 2. Challenges Identified by Teachers Regarding the Curricular Integration of MIL

A second group of challenges includes the insufficiency of technological devices, the limited curricular time allocated for teaching MIL, and the lack of institutional support. A teacher (Female [Canelones], 5th grade) points out that this latter factor could create opportunities for awareness-raising, facilitating the implementation of "comprehensive" strategies that engage the entire school community, enabling students to understand the relevance of these contents. Furthermore, two teachers (Female [Montevideo], 9th grade / Female [Montevideo], 7th, 8th grade) underscore the importance of collaboration between educational authorities and school administrators to establish a support network that, firstly, allows school leaders to become familiar with the concept and, secondly, creates the necessary conditions for its teaching. To a lesser extent, participants also identify the lack of interest from both teachers and students, as well as resistance to changes in teaching methods, as challenges.

Finally, three teachers (Female [Montevideo], 7th, 9th grade / Female [Soriano], 7th, 8th, 9th grade/Male [Canelones], 7th grade) believe that the involvement of families and the community is a fundamental component for the effective implementation of MIL. For this reason, they recommend promoting workshops and orientation sessions for parents, so they can support their children in the responsible use of ICT.

5. Conclusion

The aim of this experience has been to analyze teachers' perceptions of the curricular integration of MIL in Uruguay. After conducting this intervention, three key points emerge that must be considered for the implementation of this educational policy:

Addressing the terminological dispersion when presenting this type of education is fundamental. The lack of familiarity that participants exhibited regarding the concept of MIL, combined with the variety of terms used in the educational field to refer to these contents, such as "digital skills" or "digital citizenship", has also been identified as a phenomenon within the educational curriculum (Competencia mediática, 2024). This situation can negatively impact curricular coherence, the quality of teacher training, and the effectiveness of teaching media competencies (Brosch, 2017). For example, one teacher may focus on the technical use of devices, while another may prioritize the production of digital content without developing critical evaluation skills for information. In this sense, it is crucial to consider that, in addition to its inclusion in the texts that underpin the curricular proposal, its conceptualization and the actions aligned with its implementation must be a shared responsibility among other ministries and state entities (Ptaszek, Lysik, 2019).

MIL is not merely a "preventive resource". It is essential to consider the preventive or inoculative approach that accompanies the treatment of these contents by educators, as this perspective may overlook the opportunities that MIL provides. Instead of fostering a "critical distancing" from ICT, as suggested by Ferrés (Ferrés, 2014), this approach could lead to efforts to protect students from such technologies. According to Rahm (Rahm, 2021), this conception can also lead educators to perceive their students solely as individuals susceptible to manipulation, dismissing their potential as active participants in the digital public sphere. Therefore, as suggested by Neag et al. (Neag et al., 2022), any training proposal in MIL directed at educators must address the imaginaries surrounding ICT in education.

The Ceibal Center is a key entity in promoting these contents. It is positive that, from the educators' perspective, this institution fosters a space for training and resource development to achieve the goal of cultivating digital citizens. Among its main initiatives are the provision of devices and connectivity for students and teachers, as well as promoting responsible technology use through its Digital Citizenship program (Centro Ceibal, 2023). Therefore, any action aimed at encouraging the integration of MIL in educational and socio-community settings must consider the importance of collaborative work with this entity.

Additionally, it is essential to consider that, in order to transcend the treatment of MIL as a "well-intentioned slogan" (Buckingham, 2020: 237), it is necessary for various key actors to work together and establish a comprehensive strategy for its promotion and implementation that is not limited solely to the school context. The inclusion of MIL in the curriculum represents a first step in a chain of decisions and policies that must align across areas such as telecommunications and culture, with the goal of cultivating more informed, creative, and critical citizens regarding what they consume and produce in the digital world.

Regarding the limitations of this study, it is important to note that it represents a preliminary approach to the perception of Uruguayan teachers concerning the integration of MIL. While it offers an initial view, it does not delve deeply into how these contents are concretely implemented in classrooms. Furthermore, the primary focus is on the educators' perspective, so it would be beneficial to expand the analysis to other key groups, such as students, parents, school administrators, and representatives of civil society. This would help advance towards an effective integration of MIL, ensuring that all actors involved in the educational process can contribute to its implementation.

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Appendix A

Structure of the final form for the technopedagogical experience

Dimension	*Questions*
Concept and Scope	1. In your own words, how would you define Media and Information Literacy (MIL)? 2. Before this course, were you aware that MIL is mentioned in the Integrated Basic Education Study Plan? 3. How do you evaluate the fact that MIL has been integrated into the Integrated Basic Education curriculum? 1: Positive 2: Moderately positive 3: Moderately negative 4: Negative 4. Why do you value the integration of MIL in the curriculum in that way? Justify your previous response. 5. From your perspective, what do you think were the main reasons for integrating the content associated with MIL into the curriculum?
Curricular Space	6. In which grade(s) do you think the following learning objectives should be taught? (You can select all applicable options (grades) for each objective) ● The ability to identify technological advancements in the environment and assess their impact in various spheres, from daily life to socioeconomic aspects. ● Active collaboration in digital environments, recognizing the value of teamwork and collaborative interaction as essential components for integral development. ● Evaluating the use of algorithms and artificial intelligence in various contexts. ● The ability to search for and select information from various digital sources, learning to identify relevant data and its validity. ● Recognizing, selecting, and using various digital tools to interpret data and retrieve information. ● Organizing and storing information in various digital formats, including creating and managing databases. ● The ability to identify, analyze, and understand visual elements present in various artistic and media productions.

	● The ability to express ideas, emotions, and perceptions through different visual and digital languages. ● Teaching basic online behavior norms. ● Detecting harmful and risky behaviors in digital environments. ● Promoting civic engagement in solving local problems through the use of ICT. ● Reflecting on screen addiction, the influence of social networks on self-esteem, and interpersonal relationships to develop strategies that contribute to maintaining a healthy balance between digital life and real life. ● The ability to critically analyze messages and stereotypes conveyed by the media. Promoting the exchange of local linguistic and audiovisual productions as a way to highlight and value cultural aspects.
Resources and Key Actors	7. From your experience, what resources do you currently have to teach content associated with MIL? What other resources do you consider necessary? 8. From your perspective, how involved do you think the following key actors are in supporting or promoting the teaching of content associated with MIL to children and adolescents in Uruguay? (Mark the level of involvement of each actor on a scale of 1 to 4, where 1 means "Not involved at all" and 4 means "Very involved") ● Educational Administrators ● Parents and Guardians ● Non-Governmental Organizations (NGOs) ● Media and Communication Experts ● Media Companies ● Ceibal Center ● Universities ● International Organizations (UNESCO, UNICEF, etc.)
Challenges and Opportunities	9. From your perspective, what are the greatest challenges facing the teaching of content associated with MIL? ● Lack of teaching materials ● Lack of technological equipment ● Insufficient training for teachers ● Lack of knowledge about the term ● Resistance to change in teaching methods ● Lack of time in the curriculum ● Little interest or participation from students ● Little interest or participation from teachers ● Lack of institutional support ● Others (please specify) 10. What additional support or measures do you consider necessary to overcome the challenges you identified in the previous question?