

The AlfaMed logo features a stylized Greek letter alpha (α) in white, followed by the word "AlfaMed" in a white, sans-serif font. Below the logo is a horizontal row of small, colorful flags representing various countries.

Red interuniversitaria EuroAmericana
de Investigación sobre Competencias
Mediáticas para la Ciudadanía



Media Literacy and Academic Research (MLAR)

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CALL FOR PAPERS

Special Issue
Vol. 9, No. 2, December 2026

**“Experiences in public policy, curriculum reform and teacher training in
Media and Information Literacy”**

Interested authors should submit a single-spaced, one-page abstract describing their proposed article. Authors selected from the pool of abstracts will be invited to submit a full manuscript. Invited manuscripts will be double-blind peer-reviewed.

Submission deadline for abstracts: March 31, 2026

Invitation to authors to submit a manuscript: April 15, 2026

Submission deadline for the manuscript: July 1, 2026

Articles published as completed: December 30, 2026

The logo consists of a black square containing the text "Media Literacy and Academic Research" in white, sans-serif font. The words are stacked vertically: "Media", "Literacy and", "Academic", and "Research".

Theme Editors

Tomas Duran Becerra (Corporación Universitaria Minuto de Dios - UNIMINUTO), Colombia



Osbaldo Turpo Gebera (Universidad UNSA), Perú



Reisa Mirella Vega Ríos (Universidad Autónoma de Chiriquí UNACHI), Panamá.



Approach

This special issue analyzes the convergence between public policies, curricular reforms, and teacher training in Media and Information Literacy (MIL). In a scenario marked by disinformation and artificial intelligence, it is necessary to examine how regulatory frameworks are integrated into actual educational practice.

We invite original research, both theoretical and empirical, that addresses topics ranging from the design of state policies and teacher training as a driver of change to the implementation of curricular reforms. The field of study prioritizes the analysis of digital competencies, media ethics, and democratic citizenship in school and university contexts. We seek works with diverse methodologies that document successful experiences or ethical or critical challenges in the implementation of MIL.

The objective is to consolidate a body of knowledge that links academic theory with political practice, guiding pedagogical approaches that strengthen critical thinking in the network society. Particular attention will be given to the governance of MIL policies, the translation of international frameworks (e.g., UNESCO and regional agendas) into national curricula, and the institutional sustainability of reforms beyond pilot initiatives. This will be examined in the context of policy implementation gaps, multilevel governance (global, national, and local), and other regulatory tensions (e.g., AI regulation versus pedagogical autonomy).

Descriptors

- **Digital Governance:** This refers to the legal and ethical framework that should underpin public policies to protect freedom of expression and access to information.

- Curriculum Transposition: This is the process of integrating AI theories into existing curricula and their practical application in the classroom.
- Skills Gaps: The discrepancy between the digital competencies teachers possess and those the education system requires them to teach.
- Algorithmic Critical Thinking: The new frontier of literacy: understanding how AI and algorithmic systems filter our reality.
- Institutional Sustainability: Ensuring that AI reforms are not temporary projects, but rather permanent state policies.

Research Questions

- Which public policy models have successfully integrated media literacy (ML) across all subjects, rather than just as an isolated course?
- How does ML training influence teachers' professional identity and their resilience against misinformation?
- How are current curriculum reforms addressing the impact of generative artificial intelligence on content creation?
- To what extent are media literacy policies reducing social inequality in access to critical knowledge?
- How can teacher autonomy be guaranteed in the face of standardized curricula that sometimes limit innovation in communication?

Theme Editors

Tomás Durán Becerra. Corporación Universitaria Minuto de Dios (UNIMINUTO), Colombia

Political scientist and scholar in communication and education, specialized in Media and Information Literacy (MIL), digital citizenship, and the relationship between communication, technology, and public policy. He holds a PhD in Communication and Journalism. He is recognized as an Associate Researcher by the Ministry of Science, Technology and Innovation of Colombia. He has led and coordinated national and international research and consultancy projects in partnership with UNESCO, and the European Commission, particularly in the fields of media and information literacy policies, digital transformation, critical thinking, artificial intelligence, and communication for peace. He is a member of the UNESCO-UNAOC UNITWIN MILID Network and has contributed as editor and author to the UNESCO MILID Yearbook,

as well as to multiple books and peer-reviewed journals on media literacy frameworks, digital competencies, and curriculum development in Latin America and Europe.

Osbaldo Turpo-Gebera. Universidad Nacional de San Agustín (UNSA) en Arequipa, Perú

Pedagogue and journalist, teacher-researcher, and specialist in socio-educational studies on training in virtual environments, media treatment of educational outcomes, teacher education policies. He holds a PhD in Education from the National University of San Marcos (Peru) and a PhD in Communication from the University of Huelva (Spain), with a Postdoctoral qualification in Education Sciences from the University of Coimbra (Portugal). He is a tenured professor at the National University of San Agustín of Arequipa and a former Erasmus Mundus fellow. He has served as Director of the Institute for Research, Innovation, and Development in Education Sciences (INEDU-UNSA) and as a member of the Governing Board of the National Program for Science, Technology, and Technological Innovation (PROCIENCIA-CONCYTEC-Peru).

Reisa Mirella Vega Ríos. Universidad Autónoma de Chiriquí (UNACHI), Panamá

Doctoral candidate in Social Communication and Higher Education, Specialist in Virtual Classroom Design, Specialist in Management and Editing of Scientific Journals, Bachelor's degree in International Politics and Journalism. A research professor with 25 years of experience, she has held the positions of: director of University Radio, Vice Dean of the Faculty of Social Communication, and director of the School of Journalism. Internationally (2015-2020), she served as Regional director for Central America at the Federation of Faculties of Social Communication (FELAFACS). She is currently the director of the Center for Research on Innovation and Integration of Communication Technologies for the Development of Society (CIITECODESO) and editor of the journal COM.TEXTOS. She is a member and coordinator of the AlfaMed Network in Panama.

About the Journal

Media Literacy and Academic Research (MLAR) is a scholarly journal focused on academic reflection on media and information literacy, media education, critical thinking, digital media, and emerging trends in areas related to media and communication studies. It is a double-blind, peer-reviewed journal published twice a year since 2018 by the Faculty of Mass Media Communication at the University of Ss. Cyril and Methodius in Trnava, Slovakia. The journal is international and interdisciplinary, inviting contributors from around the world and from diverse academic disciplines within the social sciences.

Currently, the journal is indexed in the following databases: Emerging Sources Citation Index (ESCI) – Web of Science Core Collection, ERIH Plus, Ulrich's Periodicals Directory, CEEOL, CEJSH, and Index Copernicus.

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A horizontal row of small, colorful flags representing various countries, including Spain, Italy, France, Germany, and others.
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The logo for the VIII Congreso features a circular emblem with intricate patterns and a green figure on the right. Below the emblem, the text "VIII CONGRESO" is written in a bold, green, sans-serif font, and "MÉRIDA, YUCATÁN, MÉXICO 2026" is written in a smaller, gold-colored font below that.

VIII CONGRESO
MÉRIDA, YUCATÁN, MÉXICO 2026

Submitted manuscripts should strictly follow the format and conditions as outlined in the following documents:

- Guidelines for Authors: <http://www.mlar.sk/guidelines-for-authors/>
- Template of Study: <http://www.mlar.sk/templates-to-download/>
- Citation Rules: <http://www.mlar.sk/citation-rules/>
- Editorial Policy: <https://www.mlar.sk/editorial-policy/>