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# Constructing Media Education in Brazilian Schools: Professional Practices and Policy Formation

## ABSTRACT

The purpose of this article is to analyze the challenges faced by public school teachers in the State of São Paulo (Brazil) in promoting public policies to integrate media education practices into the school curriculum, taking into account the challenges of the educational use of media and digital technologies, as well as perceptions regarding the need for continuing teacher education. The methodology combines quantitative and qualitative approaches, including a survey applied to 135 elementary and high school teachers and two focus groups with nine participants. The results indicate that the consolidation of media education within the curriculum depends directly on the articulation among continuous teacher education, adequate infrastructure, and stable public policies aligned with contemporary digital culture. Significant tensions emerge between the normative requirements established in curricular documents and the concrete institutional conditions of schools, particularly regarding limited technological resources, dependence on government platforms, and restrictions on teachers' autonomy in content selection and production. The findings also reveal that, although teachers recognize the central role of media in shaping youth subjectivities and in everyday school practices, persistent challenges remain related to the fragmentation of professional development initiatives, work overload, and the lack of pedagogical methodologies that promote student agency and the critical integration of media into teaching practices. In this context, media education is understood not as a curricular add-on, but as a strategic field of teacher and civic education, requiring favorable working conditions, pedagogical autonomy, and public policies capable of ensuring continuity, democratization, and educational meaning in media practices. Thus, the study reinforces the need for stronger articulation among schools, educational management, and digital culture in order to sustain critical, contextualized, and socially relevant pedagogical practices.

## KEY WORDS

Brazil. Communication Studies. Curriculum Integration. Education Policy. Media Education. Teacher Professional Development.

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# 1 Introduction

In recent years, Brazil has advanced in consolidating public policies focused on education, with emphasis on incorporating media education as a structuring axis of contemporary education. This movement gained momentum in 2017, when the Ministry of Education (MEC) established the National Common Curricular Base (BNCC), a guiding document for organizing curricula in public and private schools. The BNCC integrates digital and media education into the Languages and Technologies component by articulating the fields of public life and media practices as ways to contextualize school knowledge in relevant social situations (Ministério da Educação, 2018).

More recently, in 2023, the Federal Government, through the Social Communication Secretariat (SECOM), established the Secretariat of Digital Policies and created the Department of Digital Rights and Media Education (DDEM), responsible for the General Coordination of Media Education (CGEM). Still in its first year of operation, the CGEM launched a public call that resulted in the development of the *Brazilian Strategy for Media Education* [org. *Estratégia Brasileira de Educação Midiática*], a document that presents guidelines for developing media competencies throughout life. The strategy proposes actions aimed at children, adolescents, adults, and elderly people, with a focus on understanding, analysis, participation, and critical production in different informational environments, always in a creative, safe, conscious manner and oriented toward citizenship (Secretaria de Comunicação Social, 2023). Strategies such as this advance the institutionalization of digital and media competencies within school curricula across different areas of knowledge (Secretaria de Comunicação Social, 2023; Secretaria da Educação, 2025), as observed in several European countries (Zhang et al., 2020; Castro et al., 2016). However, their effectiveness depends on adequate teacher training and consistent institutional conditions. In 2026, the implementation of digital and media education in basic education curricula becomes mandatory. This process is operationalized through technical support provided to states and municipalities and guides curricular revision and the planning of teachers' pedagogical practices, with particular emphasis on the publication of the Guide to Digital and Media Education: How to Design and Implement the Curriculum in Schools (Governo do Brasil, 2025) in 2025.

The State of São Paulo, the analytical focus of this article, not only follows federal guidelines through its State Department of Education (SEDUC-SP), but also relies on the recently launched document *Digital and Media Education: Complement to the São Paulo Curriculum* [org. *Educação digital e midiática: complemento ao Currículo Paulista*] (Secretaria da Educação, 2025) to provide guidelines to its school system on the implementation of digital and media education as a cross-cutting axis. The intention is therefore to articulate existing curricular components with knowledge related to computational thinking, the digital world, and digital culture, promoting progressive learning with an emphasis on digital citizenship, privacy and ethics, and the incorporation of AI for pedagogical purpose.

In this context, the purpose of this study is to investigate the challenges experienced by teachers in the public school system of the state of São Paulo when implementing media education initiatives prior to their formal inclusion into the school curriculum. It also examines the pedagogical integration of media and digital technologies, as well as teachers' perception of the importance of continued teacher training for their development and the need to use educational platforms to support the implementation of these practices within the school environment. To this end, the study focuses on three key questions related to the enhancement of teacher education in media education:

RQ1: To what extent and in what ways does teacher training prepare public school teachers for media education in schools?

RQ2: In what ways do pedagogical challenges shape the curricular integration of media education in basic education?

RQ3: To what extent do educational infrastructures and digital platforms influence teachers' implementation of media education practices?

To address these research questions, this quantitative and qualitative study adopts a theoretical framework centered on the role of teachers in the process of integrating media education into the school curriculum, drawing on theories that conceptualize teachers as mediators of curricular and extracurricular processes. The research design follows a mixed-methods approach (Creswell, 2010), combining an online questionnaire with focus groups conducted with public school teachers from the state of São Paulo, Brazil. The study aims to contribute to the development and strengthening of proactive and effective public policies at a moment when media and digital education is being incorporated into basic education curricula, based on the assumption that teachers constitute a key driving force in the practical realization of this process.

## 1.1 Teachers and Media Education in the Curriculum

The central role of media and digital platforms in contemporary societies has intensified information flows, making it urgent to integrate media education into the school curriculum as a strategy for critical and civic education. The constant presence of media requires schools to view these environments as cultural and communicational phenomena, not merely technological ones (Kellner, 2001; Buckingham, 2022; Ferrés & Piscitelli, 2012).

In a society marked by the growing mediatization of social, economic, and cultural practices, the role of the teacher acquires new complexities and responsibilities. The classroom constitutes itself as a privileged space where school and communicational processes intersect, configuring itself as an environment for civic education and production of meanings (Baccega, 1999). The media, increasingly present in everyday life, operate as devices that organize knowledge, narratives, and perceptions of the world, prompting schools to recognize this centrality and to critically integrate such languages into the educational process (Baccega, 2004). In this context, the teacher emerges as an essential mediator to guide issues, develop critical analyses, and foster the collective construction of knowledge.

For Vygotsky (1998), the teacher is not a transmitter of information, but rather a facilitator of social interactions that enable cognitive development. From this perspective, the teacher assumes a mediating role in the learning process by organizing interactions and tools that allow students to appropriate knowledge and attribute meaning to experiences mediated by culture. This conception is deepened by dos Santos Teixeira (2022), who states that the teacher is “the conductor, the intellectual who organizes and leads the process through dialogue and collaboration with their students”<sup>1</sup> (p. 14), being responsible for articulating social relations that go beyond a mere relationship with content. Thus, the teacher assumes an integrating function, articulating pedagogical, cultural, and communicational dimensions.

With the expansion of information flows and the intensification of digital content circulation, knowing how teachers use media is essential to guide teacher training policies that support educational processes aimed at fostering students who are capable of analyzing and critically evaluating how knowledge and information are produced and disseminated (Aguaded et al., 2021; Buckingham, 2022). For students to exercise citizenship in a critical and responsible manner, it is necessary that the teacher recognize media as a constitutive element of young people’s daily lives and as a field of symbolic dispute that demands analysis, critical reading, and creative production (Fantin, 2008). The view of the teacher as a pedagogical mediator, who structures experiences of critical analysis and media production, becomes essential as a curricular strategy for fostering media education (Buckingham, 2022).

<sup>1</sup> Author’s note: The text of the quotation in the original language: “o condutor, o intelectual que organiza e conduz o processo em diálogo e compartilhamento com os seus alunos” (dos Santos Teixeira, 2022, p. 14).

The digital and media education curriculum of the State of São Paulo emphasizes that teacher training is a structuring condition for the implementation of media education into the school curriculum. The document states that “teachers should act as mediators, guiding learners in the ethical analysis of automated responses, in verifying the reliability of information, and in developing cognitive and socio-emotional skills, such as empathy, critical thinking, and creativity”<sup>2</sup> (Secretaria da Educação, 2025, p. 16). The document’s guidelines also reinforce that the teacher must be viewed as a subject of digital culture, rather than a mere user of technological resources. The integration of technical knowledge with teachers’ cultural and experiential repertoires (Fantin, 2008) mobilizes critical education for the constitution of dialogical and reflective positionings considered essential for an emancipatory education (Freire, 2011).

Continuous and contextualized training, encompassing technical, communicational, ethical, and cultural dimensions (Gutiérrez-Martín & Torrego-González, 2023; Turpo Gebera et al., 2022) are also the basis for any media education project that intends to be democratic and transformative. Understanding the teacher’s role in mediatized society and analyzing their uses and perceptions of media not only strengthens classroom teaching but sustains the foundations for public policies that consolidate media education as an effective component of the Brazilian curriculum. It is about recognizing the school as a space for democratic construction and the teacher as a central agent of critical mediation, civic engagement and social transformation (Hobbs, 2010; Mihailidis, 2018).

The development of a set of skills required to face the twenty-first century implies a media education model oriented towards the formation of citizens capable of performing an equitable consumption of information and knowledge, in order to promote inclusive and democratic information systems, decision-making, and problem-solving in different areas of life (Wilson et al., 2013; Bulger & Davison, 2018). Understanding teachers’ use of media, therefore, is not merely a descriptive task, but an epistemological and political one. It is through this diagnosis that it becomes possible to build public teacher training policies coherent with different realities, especially in states like São Paulo, whose school diversity is immense and whose inequalities of access impact the way media are used for educational purposes. Therefore, while the teacher is a mediator between students and media culture, they are also a subject to be trained, supported, and understood, so that the inclusion of media education into the curriculum advances consistently.

## 2 Methodology

The article presented is part of a longitudinal quantitative and qualitative research conducted since 2019 by the Maria Aparecida Baccega Chair, a research, teaching and extension project of the Graduate Program in Communication and Consumer Practices at the School of Advertising and Marketing (ESPM, São Paulo – Brazil) that promotes dialogue between communication studies, consumption and education. The focus is to identify how teachers from Elementary and High School public and private systems in the State of São Paulo (Brazil) use media in teaching practices to promote more assertive proposals in the implementation of media education as a complement to the school curriculum and to support processes related to teacher training.

This study focuses on the public system of the State of São Paulo, the most populous state in Brazil (IBGE, n.d.), with approximately 46 million inhabitants, which corresponds to 21.6% of the Brazilian population, and 22% of the national student population in basic education

<sup>2</sup> Author’s note: The text of the quotation in the original language: “os professores atuam como mediadores, orientando-os na análise ética das respostas automatizadas, na verificação da confiabilidade das informações e no desenvolvimento de habilidades cognitivas e socioemocionais, como a empatia, o pensamento crítico e a criatividade” (Secretaria da Educação, 2025, p. 16).

(combining public and private systems), with 9,471,245 students enrolled from Preschool to High School, according to the Basic Education Census of 2024 (Censo Escolar, 2025). The system is composed of 190 thousand teachers distributed across 91 Regional Education Directorates, which are grouped into 15 Regional Poles.

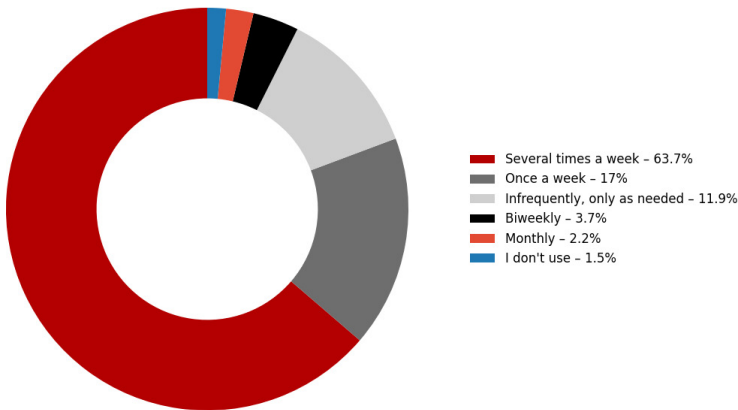
The analysis presented in this study is based on data collected from teachers working in public schools in the state of São Paulo, Brazil, using a mixed-methods research design (Creswell, 2010) that articulates quantitative and qualitative procedures in a complementary manner (Ferraro, 2012), with the aim of enhancing the robustness and consistency of the investigation. The study involved the administration of a questionnaire to basic education teachers from the municipality of São Paulo, selected through non-probabilistic purposive sampling, as well as the conduct of focus groups aimed at deepening the issues that emerged from the survey. While the questionnaire sought to identify trends and recurring patterns in teachers' perceptions and practices, the focus groups enabled a situated and interactional exploration of the meanings, rationales, and tensions underlying the responses. This methodological choice allowed for data triangulation, strengthening the analytical coherence of the findings and increasing their interpretive depth. It is acknowledged that the study does not seek statistical generalization to the entire municipal education system, but rather the production of analytically and theoretically informed knowledge, open to dialogue with similar educational contexts. This design was chosen in order to simultaneously capture patterns of media-related behavior and the subjective interpretations that structure the presence of media in everyday school practices.

The quantitative stage involved administering an online questionnaire with questions focused on teachers' the use of media and its pedagogical application, as well as their perceptions of teacher training in media education. The questionnaire was applied from August to November 2024 and obtained 135 responses from public school teachers in the State of São Paulo. The qualitative stage was conducted later and included two focus groups with nine participants in order to deepen issues related to the challenges of implementing media education by observing pedagogical, institutional and continuing education conditions. This methodological triangulation made it possible to identify practices of media use, which involve tensions between technological innovation, structural and formative limits that condition the critical integration of media education into the curriculum of the São Paulo public system.

## **3 Results**

### **3.1 Teacher Training and Critical Practices of Media Education**

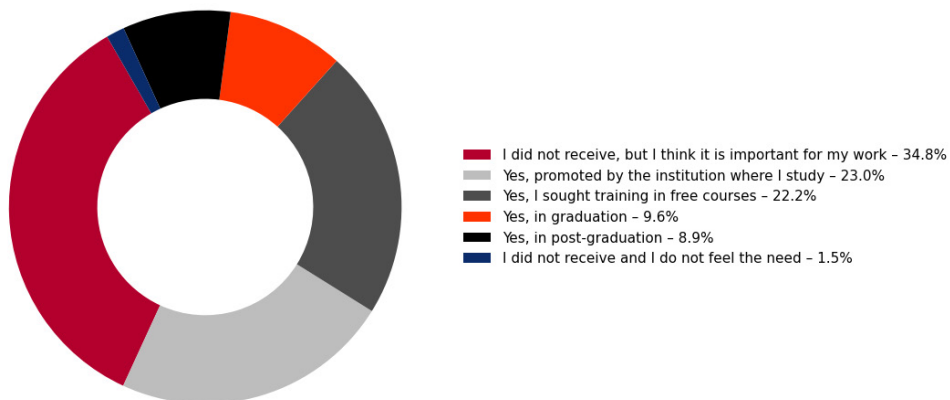
The use of media in the classroom as a teaching resource is widespread and needs to be approached with students in a critical and reflective manner, which requires teacher preparation and training. Regarding the frequency of media use in the classroom, about 80% of educators report using media in their activities at least once a week, with the majority (63.7%) stating they use it several times throughout the week (Figure 1). Thus, it is evident that the presence of media in daily school life no longer constitutes merely a complementary resource, but has become an integral part of teaching practices.



**Figure 1:** Frequency of media use in the classroom

Source: own processing, 2025

In this sense, it is fundamental that government institutions expand investments and efforts aimed at teacher training for critical media use. The research also indicated that 34.8% of teachers had no training focused on media education and 22.2% had to seek knowledge on their own (Figure 2), which indicates that there is still a large portion of teachers who need to receive training, in addition to public policies that invest in permanent qualification and common curricular units.



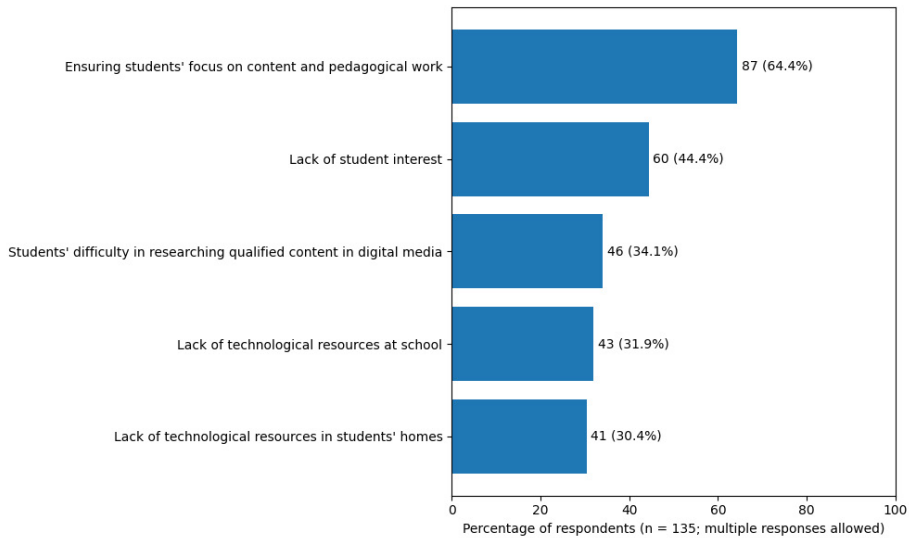
**Figure 2:** Professional development in media education

Source: own processing, 2025

Although teachers in the focus groups of the qualitative research recognize the need for media competencies to foster critical training in a scenario marked by misinformation and excess digital stimuli, existing initiatives remain fragmented, discontinued and dependent on isolated efforts. As one participant summarized, “there is no educational process for media/means; what exists are isolated initiatives by teachers carried out according to certain curricular components, but this does not happen institutionally”.

The research indicates that training is still presented in a sporadic, superficial manner and poorly connected to classroom realities, hindering denser, more critical and cultural approaches to media, requirements essential for solid implementation of media education in schools (Buckingham, 2022; Ferrés & Piscitelli, 2012). One teacher reports this gap: “even though there are some training interventions from São Paulo agencies, structured processes are still lacking. We need to think about public policies urgently”.

Other challenges pointed out by teachers are ensuring student focus (64.4%), dealing with their lack of interest (44.4%), and a significant concern regarding both the quality of content consumed by students and the need to expand access to technological infrastructure in both school and home environments (Figure 3).



**Figure 3:** Challenges in the pedagogical use of media in the classroom

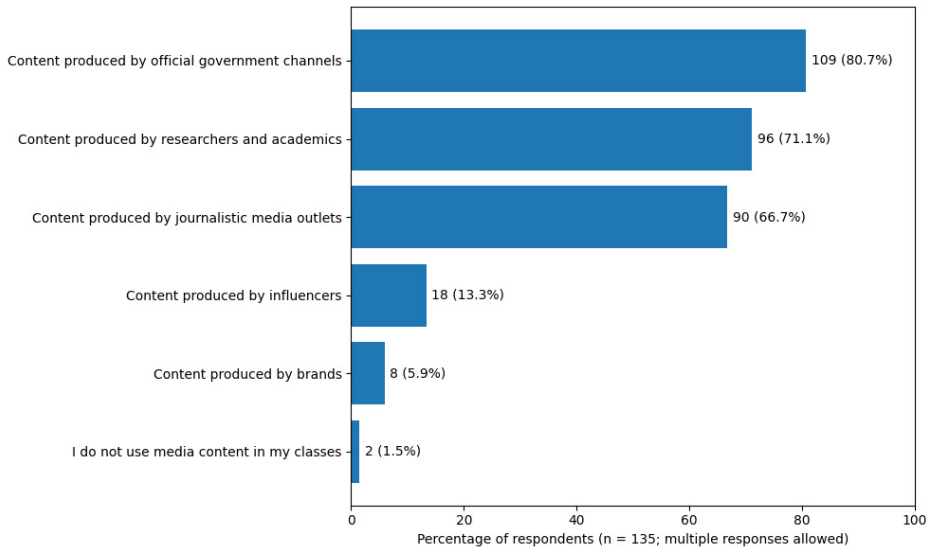
Source: own processing, 2025

For many teachers, engaging students involves offering content that directly dialogues with their sociocultural reality, using languages, themes and media that make sense in their daily lives. Classes that connect the curriculum to young people's experiences, with media references, digital productions, current themes and collaborative practices, tend to generate greater participation and engagement. However, this potential is only realized when there is consistent investment in technology, internet access and adequate equipment, both in the school environment and in other spaces frequented by students. Without these conditions, it becomes difficult to promote learning experiences that truly integrate digital resources in a critical, creative and inclusive manner. Teachers point out that to mobilize young people's interest, it is fundamental that proposals dialogue with their digital and cultural repertoires, using languages and themes that expand their experiences. Practices disconnected from students' informational reality tend to be perceived as irrelevant. This finding reinforces the need for teacher training to include educational strategies capable of bringing the curriculum closer to students' media experiences, favoring contextualized and socially meaningful learning.

### 3.2 Technical Infrastructure and Educational Platforms

Both qualitative and quantitative research reveal that technological infrastructure is still one of the greatest obstacles to the pedagogical use of media and government educational platforms. Lack of connectivity, the presence of outdated computers and tablets, and the rapid obsolescence of equipment hinder the incorporation of innovative practices. As one teacher summarizes, "technologies are constantly standing out and becoming obsolete very quickly". Furthermore, the almost exclusive dependence on content available on the official platforms of the State Government's Department of Education restricts the pedagogical repertoire, limiting teacher authorship and the possibility of adapting materials.

In this regard, there are discrepancies between teachers' personal consumption and the material recommended in classes. Content generated by official government channels appears first (80.7%), a figure that reflects the mandatory use of platforms and content imposed by the Department of Education of the State of São Paulo. A point of attention is that this imposition may disregard teacher autonomy and the specific needs of classes, generating tensions in the educational use of these materials. Content generated by researchers and academics in general (71.1%) and content from journalistic channels (66.7%) also appear significantly, revealing teachers' search for sources of greater credibility and informational accuracy for their teaching activities (Figure 4).



**Figure 4:** *Types of media content used with students*

Source: own processing, 2025

Many interviewed educators mention the need for more flexible and interactive digital resources that allow working with videos, infographics, games and images, instead of relying only on standardized content. Another teacher expresses this limitation by stating that “we lack digital material that we can adapt to the needs of our classes; this should also be public policy”. Participants also point out that the effective use of technologies, especially those based on artificial intelligence, requires critical digital literacy, both for teachers and students. They argue that understanding how tools work, how to formulate appropriate questions, and how to verify the reliability of information is essential to avoid misappropriation of content. While recognizing the potential of artificial intelligence as support for teaching work, one teacher emphasizes that “it helps, but does not replace the teacher; you need to know how to guide the student”.

## 4 Discussion

Despite progress made in incorporating media education into Brazilian Basic Education, structural challenges persist, especially regarding teacher training and the effective integration of media education into school curricula. International literature shows that such obstacles are not exclusive to the Brazilian context. The experience of the United Kingdom demonstrates that, even with sustained investment in teacher training, curricular consolidation remains one of the main points of tension. In 2025, the British Parliament itself stated that media literacy should be incorporated into the national curriculum, given the central role of schools in developing media

competencies among children and young people (UK Parliament, 2025). Buckingham (2025) reinforces this diagnosis by pointing out that the absence of consistent public policies and effective government participation led to the fragmentation of British initiatives, often conducted by third-sector organizations. The insertion of media education into the curriculum is essential to ensure initial and continued training for teachers, accompanied by specialized support, especially at the regional level, and access to up-to-date educational and technological resources (Buckingham, 2025).

In Latin America, the strengthening of media education implementation in schools responds to both the communicational demands of the digital society and the need to foster critical and informed citizenship. This process, however, unfolds amid persistent inequalities in internet access, gaps in teacher education, and public policies that remain weakly articulated and insufficiently sustained over time. Brazil stands out in the region for its media literacy policies, particularly through the implementation of the Brazilian Strategy for Media Education (EBEM), an intersectoral and transversal initiative that integrates curriculum development, teacher education, social participation, and efforts to address disinformation (Aguaded et al., 2025).

In Brazil, since the beginning of the presidency of Luiz Inácio Lula da Silva in 2023, the implementation of public policies aimed at the practical and reflective use of digital technologies and media in basic education has been intensified. The year 2026 marks the start of the formal curricular integration of digital and media education nationwide. Currently, out of the twenty-seven Brazilian federal units, twenty states have already updated their curricula to include digital and media education. Four additional states have curricula under review and approval by their respective State Education Councils, while three remain in the drafting phase. However, the existence of state-level policy documents that enumerate competencies related to digital technologies and media does not, in itself, guarantee the effective realization of teaching and learning processes in these fields. Moreover, initiatives focused on teacher education aimed at strengthening autonomous pedagogical practices in digital and media education remain limited.

In this context, teachers reported a strong demand for specialized training, while also identifying lack of time, insufficient infrastructure, and limited institutional support as major obstacles. Data from the most recent ICT in Education Survey<sup>3</sup> indicate that basic education teachers are still in the process of developing knowledge related to media and digital technologies, within a context marked by significant limitations in teacher education. Continuing professional development initiatives remain predominantly focused on the operational use of digital tools, an approach that proves insufficient given the complexity involved in teaching these topics from a critical perspective. Approximately 44% of participating teachers reported that the training programs they attended were primarily instrumental in nature, whereas only about 36% indicated having access to professional learning pathways grounded in a critical perspective aligned with the field of media education (Cetic, 2025).

In this context, media education has not yet been established as an institutional policy in Brazil, remaining instead a voluntary initiative vulnerable to turnover, improvisation, and a lack of educational continuity. This scenario stands in contrast to conceptions that regard media education as a right and a democratic tool (Aguaded & Romero-Rodríguez, 2015; *Directive 2007/65/EC of the European Parliament...*, 2007), demanding policies that go beyond individual efforts and articulate curriculum, management and training.

Although the BNCC establishes national pedagogical guidelines and includes media education among its directives, its nature is advisory, rather than mandatory. Thus, its implementation depends on the political–educational choices of each basic education system, which in Brazil

<sup>3</sup> Author's note: ICT in Education is an annual study conducted by Cetic.br (Regional Center for Studies on the Development of the Information Society) that maps access to, use of, and appropriation of information and communication technologies in Brazilian schools. The survey examines infrastructure, connectivity, and the digital skills of students and teachers, providing evidence to inform public policies for basic education.

comprise 179.3 thousand schools and 47.1 million students (Censo Escolar, 2025), and these systems need to consider regional specificities, local needs, and unique challenges faced by school communities.

In the current context of the curricular integration of media and digital technologies, teacher education must go beyond promoting adherence to tools, platforms, or regulations conceived externally to everyday school practices. Instead, it needs to be constituted as a space for the collective and situated construction of the curriculum. This perspective requires consideration of regional specificities, local needs, and the particular challenges faced by different school communities, while recognizing teachers as active agents in the production of meaning, pedagogical decision-making, and the development of critical practices in digital and media education.

Thus, although many basic education teachers still lack systematic training in communication and digital technologies, they are able to develop meaningful learning experiences with students in everyday school practice, drawing on their active participation in digital culture. Teachers also hold situated understandings of students' social contexts and of school-based forms of learning, which differ from the technical expertise produced outside educational settings. For this reason, teacher participation is central to shaping how media and digital contents are translated into pedagogical practices, in dialogue with specialists and public policymakers. These practices need to be feasible, pedagogically coherent, and aligned with teachers' professional repertoires, students' experiences, and the material conditions of schools.

Finally, educators highlight the need for continued public policies that keep pace with the speed of technological transformations, regulate the use of digital platforms, and ensure adequate conditions for training and development of new materials. Work overload and a lack of time for professional development make it difficult to create original content and participate in training courses, widening the gap between the demands imposed by educational management and the actual conditions for implementation in schools.

## 5 Conclusion

The findings of the study indicate that teacher education (RQ1) constitutes one of the critical points for the consolidation of media education in the São Paulo public system. The significant frequency of media use reveals the need for schools to adapt to the demands of a society marked by digitalization, by the speed of information and by the multiplicity of languages, channels and communication platforms. The pedagogical use of media integrates digital culture into teaching, a guideline provided for in the addition on media education in the São Paulo curriculum (Secretaria da Educação, 2025), considered a central element of contemporary educational practices. The document also provides for unplugged strategies, regulates the use of devices, and guides the development of critical and creative competencies that go beyond the mere adoption of technological tools. This normativity offers concrete paths to transform media consumption and teaching repertoire into reading, authorship, and curation practices, interconnected to interdisciplinary projects, multimedia production, and critical content evaluation.

In light of the discussion presented and considering the scenario of increasing mediatization of society, the results of this research highlight the complexity of challenges faced by teachers in consolidating the curricular integration of media education in Brazilian basic education (RQ2). Teaching experiences confirm that the critical integration of media into the school curriculum requires continuous training, adequate infrastructure and pedagogical strategies that promote engagement between teachers and students, as well as with educational management bodies. Given the centrality of media in the constitution of contemporary subjectivities, the challenge lies in building a coherent framework capable of sustaining critical, contextualized, and transformative pedagogical practices (Freire, 2011; Ferrés & Piscitelli, 2012). This perspective requires recognizing

that media education is not a curricular add-on, but rather a strategic field of teacher and civic education, in which the teacher occupies a central role as a cultural, critical, and ethical mediator (Vygotsky, 1998; Buckingham, 2022).

The findings indicate that the challenges regarding teacher media training and the use of media in educational practices require not only overcoming the fragmentation of training actions, but also developing active methodologies that increase student interest and participation in the classroom, as well as facing technological limitations and dependence on content restricted to government platforms (RQ3). Teachers recognize the urgency of continuous training that prepares them to critically integrate different fronts such as media use, artificial intelligence and digital content present on educational platforms, while pointing to the need for adequate infrastructure, more flexible materials and policies that keep pace with rapid technological obsolescence and knowledge updating. The difficulties of teacher autonomy regarding the content taught, the limitation of official resources, and work overload add to the need to engage and give protagonism to students in practices that dialogue with their cultural repertoires, which is only possible when the teacher has freedom of teaching, favorable working conditions, and educational repertoire to contextualize and critically examine media and technology in a meaningful and ethical manner.

The study shows that basic education in the Brazilian public system remains caught between increasing normative requirements and inadequate institutional conditions, revealing that the implementation of media education depends on the coordination between qualified training, stable infrastructure and robust public policies that guarantee continuity, democratization, and educational significance of media practices in the school context.

Finally, it should be noted that this study did not include comparisons between disciplinary areas, nor did it evaluate direct impacts on student learning or measure longitudinal effects of specific training. These limitations open possibilities for future investigations that analyze the needs and challenges of teachers and students in implementing media education in schools, as well as more effective and purposeful training processes and materials. Furthermore, it is suggested to explore strategies for articulation between teaching culture and young people's media practices, as well as processes for systematic evaluating media experiences, ensuring curricular relevance and strengthening support systems among schools, families and the community.

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