

Media literacy and the right to communication: a mapping of public actions and academic production¹

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Abstract: The production and consumption of malicious content on the internet, the phenomenon of platformization, the growth in the use of algorithms and artificial intelligence (AI), and the rise of extremist governments cause a decline in trust in democratic institutions and practices. Media literacy is an important tool for understanding the rights to information and communication. However, exercising

Resumo: A produção e o consumo de conteúdos maliciosos na internet, o fenômeno da plataformação, o crescimento do uso de algoritmos e de inteligência artificial (IA) e o avanço de governos extremistas geram um declínio da confiança nas instituições e nas práticas democráticas. O letramento midiático é um instrumento importante para apreender os direitos à informação e à comunicação. Entretanto, o exercício da cidadania implica

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2 LUVIZOTTO, Caroline Kraus; SENA, Kárita Emanuelle Ribeiro. Cidadania Digital e tecnologia em rede: entre comunicação, algoritmos e aplicativos cívicos. **Liinc em Revista**, Rio de Janeiro, v. 18, n. 2, e6070, 2022. <https://doi.org/10.18617/liinc.v18i2.6070>

3 SCHNEIDER, Marco. **A Era da Desinformação**: pós-verdade, fake news e outras armadilhas. Rio de Janeiro, Garamond, 2022.

4 KEMP, Simon. **Digital 2024**: Global News Report. DataReportal, 31 Jul. 2024. Available at: <https://datareportal.com/reports/digital-2024-global-news-report>. Accessed in: 8 Jun. 2024; KEMP, Simon. **Digital 2024: Brazil**. DataReportal, 23 Feb. 2024. Available at: <https://datareportal.com/reports/digital-2024-brazil>. Accessed in: 8 Jun. 2024.

5 BRASIL. Secretaria de Comunicação Social da Presidência da República. **Estratégia Brasileira de Educação Midiática**. Brasília: SECOM, 2023. Available at: https://www.gov.br/secom/pt-br/assuntos/noticias/2023/10/estrategia-brasileira-de-educacao-midiatica-apresenta-as-politicas-publicas-voltadas-para-a-populacao/2023_secom-spdi-gi_estrategia-brasileira-de-educacao-midiatica.pdf. Accessed in: 10 Dec. 2024.

6 'FAKE NEWS' is the number one worry for internet users worldwide. **Lloyd's Register Foundation**, 6 Oct. 2020. Available at: <https://wrp.lrfoundation.org.uk/news/fake-news-is-the-number-one-worry-for-internet-users-worldwide>. Accessed in: 29 Sep. 2024.

citizenship implies knowing the laws and regulations that guarantee these rights. This study presents an exploratory mapping of academic production and public actions in Brazil relating to digital human rights, seeking to collaborate in combating disinformation.

Keywords: media literacy; news literacy; right to communication and information; laws and regulations; Brazilian academic production.

conhecer legislações e regulações que garantem esses direitos. Este estudo apresenta um mapeamento exploratório da produção acadêmica e de ações públicas no Brasil referentes aos direitos humanos digitais, buscando colaborar no combate à desinformação.

Palavras-chave: letramento midiático; news literacy; direito à comunicação e à informação; legislações e regulações; produção acadêmica brasileira.

INTRODUCTION

At the turn of the new millennium, the digitalization of media and the advancement of digital information and communication technologies (ICTs) have transformed the ways in which society produces, consumes, and communicates information. This transformation has generated an intense and continuous informational flow that has fueled misinformation and accelerated the spread of fake news across platforms and social networks². Such false information often incorporates elements that are true or seemingly plausible, frequently disguised as news, and is characterized by reactionary, misogynistic, racist, homophobic, and neo-fascist content. It is rapidly disseminated on digital networks and platforms mediated by algorithms of big tech companies that continue to accumulate capital³. In Brazil, the majority of the 187.9 million internet users engage with social media, totaling 144 million people⁴. However, socioeconomic inequality affects the agency of individuals in the digital environment, reinforcing asymmetries and dominant powers. Data from the Regional Center for Studies on the Development of the Information Society (2021) indicate that economically advantaged individuals are the primary agents involved in content production and circulation⁵. The reception of false information is the greatest concern for 57% of internet users in Brazil and across 141 countries when navigating social networks⁶. The digital environment has become a fertile space for consuming and circulating misleading content and hate speech, which present events in a biased manner and impact science, public health, and politics⁷.

The ease of sharing information without proper verification, combined with the speed at which false information spreads, undermines the quality of public debate⁸. News literacy can contribute to safer navigation within the current information ecosystem and promote more conscious engagement in the media environment⁹. Digital literacy supports democratic practices in the face of platformization, the growing use of algorithms and artificial intelligence (AI), and the harms caused by the proliferation of fake news in Brazil and worldwide,

fostering critical awareness of the content we consume and media mediation¹⁰. Media literacy also promotes the exercise of citizenship and the protection of digital human rights, which ensure freedom of expression, access to information, and democratic participation in the virtual environment¹¹. However, exercising citizenship requires knowledge of the legislation and regulations that guarantee the rights to communication and information, which can assist individuals of all ages in navigating the internet and accessing information with greater safety and autonomy.

In this study, we aim to articulate public actions related to communication rights in Brazil with the academic production on media literacy in the country. Accordingly, we present an exploratory mapping of national and international reference documents concerning the rights to information and communication, freedom of expression, and the regulation of digital platforms. Inspired by the methodology proposed by Becker¹², we also systematized a mapping of national academic production on this topic, specifically analyzing articles published in Brazilian communication journals classified in strata A1, A2, A3, and A4 over the last three years, from 2022 to 2024. We based our analysis on the most recent Qualis ranking published by Capes¹³ and used the following keywords in the journals' search systems: *letramento midiático*; *alfabetização midiática*; news literacy; *direito à comunicação*; and *direito à informação*. From this exploratory mapping and the systematization of academic production in the field of communication on this subject, this study reflects on the relevance of digital human rights and media literacy as essential tools to combat misinformation. The production and consumption of malicious content online with hidden political and financial interests, which appeal to beliefs and emotions, place democratic societies at risk by undermining trust in the media, institutions, and democratic practices¹⁴.

1. COMMUNICATION AND INFORMATION RIGHTS: REFERENCE DOCUMENTS IN BRAZIL AND ABROAD

The Universal Declaration of Human Rights, proclaimed by the United Nations (UN)¹⁵ in 1948, is considered a fundamental milestone enabling different nations to develop and refine legislation ensuring the exercise of communication and information rights in subsequent decades. Drafted after the defeat of totalitarian and Nazi-fascist regimes in World War II, the 1948 Declaration articulates a set of democratic ideals that recognize communication and information rights, implicit in the right to freedom of expression, as being as fundamental as rights to housing, food, health, security, and education. Currently, according to Unesco¹⁶, the UN specialized agency for Education, Science, and Culture, there must be transparency regarding the responsibilities of platforms and social networks in the online environment; international ethical and quality standards that ensure freedom of expression, media education, and opportunities for

7 D'ANDRÉA, Carlos Frederico de Brito, HENN, Ronaldo. Desinformação, plataformas, pandemia: um panorama e novos desafios de pesquisa. **Revista Fronteiras: Estudos Midiáticos**, São Leopoldo, v. 23, n. 2, p. 2-13, 2021. <https://doi.org/10.4013/fem.2021.232.01>

8 BECKER, Beatriz. **A construção audiovisual da realidade**: uma historiografia das narrativas jornalísticas audiovisuais em áudio e vídeo. 1st ed. Rio de Janeiro: Mauad X, 2022; D'ANCONA, Matthew. **Pós-Verdade**: a nova guerra contra os fatos em tempos de fake news. 1st ed. São Paulo, Faro Editorial, 2018. p. 41-60.

9 BECKER, Beatriz. *News Literacy: a potência do diálogo entre jornalismo e educação contra a desinformação*. **Esferas**: Brasília, n. 29, 2024. <https://doi.org/10.31501/esf.v1i29.14752>

10 SPINELLI, Egle Müller. Comunicação, Consumo e Educação: alfabetização midiática para cidadania. **Intercom – RBCC**, São Paulo, v. 44, n. 3, p. 127-143, 2021. <https://doi.org/10.1590/1809-58442021307>

11 Digital human rights also include new rights related to the use of digital technologies, such as the right to personal data protection, net neutrality, digital inclusion, and digital education and citizenship. Cf. CARDOZO, Alexandro Gíanes. O que são direitos humanos digitais? **Jusbrasil**, 28 May 2023. Available at: <https://www.jusbrasil.com.br/artigos/o-que-sao-direitos-humanos-digitais/1847271276>. Accessed in: 17 Jun. 2024.

12 BECKER, op. cit.

citizens to engage civically online with awareness of their digital rights, thereby strengthening democratic societies.

In Brazil, the main historical demands for human rights are enshrined in the 1988 Constitution¹⁷, including those related to communication rights, freedom of expression and opinion, access to information, and the protection of journalistic sources and work. Article 220, paragraph 5, prohibits media monopolies; however, a few family groups still control the majority of the country's media production, shaping public debate according to their interests, and some media owners are also parliamentarians or their representatives in the National Congress. The realization of communication and information rights requires media democratization, a struggle that continues to this day¹⁸.

The enactment of the Access to Information Law (*Lei de Acesso à Informação – LAI*) in November 2011¹⁹, consolidated the principle that all citizens have the right to receive information from public agencies²⁰. The LAI required the Public Administration to systematize the dissemination of its actions and services on internet portals and to be prepared to receive and respond to information requests. Information previously protected by unjustified secrecy became accessible to Brazilian citizens through repositories and databases. Consequently, the LAI promoted transparency within the Public Administration and democratized access to information in Brazil.

Promulgated in 2014, the Brazilian Civil Rights Framework for the Internet²¹ established principles, guarantees, rights, and duties for internet use in Brazil. The law was developed through public consultations involving diverse civil society actors. The Marco Civil adheres to democratic principles such as freedom of expression, the maintenance of a free internet, neutrality, the social function of the network, data retention, and privacy protection²². At the same time, the document imposes obligations and responsibilities on users and providers regarding the provision of online content. The Marco Civil²³ highlights the need to balance the guarantee of freedom of expression with the necessity of regulation, emphasizing that neither censorship of free expression nor permissiveness that amplifies phenomena such as misinformation and hate speech contributes to democratic practices. The document can serve as a valuable instrument for digital platforms to moderate false and/or dubious content not only when it violates their own terms of use but also to meet the expectations and fundamental rights of their users. In September 2021, the Bolsonaro government issued Provisional Measure (MP) No. 1,068, amending the Marco Civil to hinder the removal or reduction of the reach of false content posted on digital platforms. However, following pressure from civil society, the MP was returned by the Senate to the Executive Branch and lost its legal effect²⁴.

Enacted in 2018, the General Data Protection Law (*Lei Geral de Proteção de Dados – LGPD*)²⁵ regulates the processing of personal data, including in digital environments. Although the 1988 Federal Constitution of Brazil already establishes fundamental frameworks for the right to data protection—such as the right to privacy, Habeas Data, and the Consumer Protection Code (CDC)—the

13 CAPES. **Metodologia do Qualis Referência - Quadriênio 2017-2020**. Brasília: CAPES, 2023. Available at: <https://www.gov.br/capes/pt-br/aceso-a-informacao/acoes-e-programas/avaliacao/avaliacao-quadrienal/avaliacao-quadrienal-2017-2020/metodologia-do-qualis-referencia-quadrienio-2017-2020>. Accessed in: 17 Jun. 2024.

14 BECKER, op. cit.

15 ORGANIZAÇÃO DAS NAÇÕES UNIDAS. **Declaração universal dos direitos humanos**. Genebra: ONU, 1948. Available at: <http://www.direitoshumanos.usp.br/index.php/Declaração-Universal-dos-Direitos-Humanos/declaracao-universal-dos-direitos-humanos.html>. Accessed in: 10 Apr. 2024.

16 UNESCO. **Journalism is a public good: world trends in freedom of expression and media development: global report 2021/2022**. Paris, Unesco, 2022. Available at: <https://unesdoc.unesco.org/ark:/48223/pf0000380618>. Accessed in: 8 Dec. 2024.

17 BRASIL. [Constitution (1988)]. **Constituição da República Federativa do Brasil**. Brasília: Presidência da República, 1988. Available at: https://www.planalto.gov.br/ccivil_03/constituicao/constituicao.htm. Accessed in: 10 Dec. 2024.

18 LIESEN, Maurício. **Comunicação & Direitos Humanos: elementos para um jornalismo responsável**. 1st ed. Curitiba: InterSaber, 2020.

LGPD consolidates, within a single legal instrument, “the requirements for the processing of personal data to occur safely for the data subject,”²⁶ and establishes responsibilities and obligations for those making decisions regarding personal data processing, which may include both individuals and public or private institutions. The LGPD enabled Brazil to join the ranks of the 140 nations that currently have laws and regulations to protect their citizens’ data²⁷.

The issues intrinsic to the Marco Civil da Internet and policies focused on data protection fall within a broader framework of debates and reflections on the need to combat misinformation, intensified by the development and use of major digital platforms and the massive dissemination of false and denialist information during the COVID-19 pandemic. However, the formulation of regulatory policies is a complex issue, as it requires practices that allow effective content moderation without violating the right to freedom of expression in democratic societies. Such policies vary across countries depending on the level of public action, “ranging from self-regulation to state regulation, passing through co-regulation.”²⁸

Bill No. 2,630, known as the Fake News Bill, which establishes the Brazilian Law of Freedom, Responsibility, and Transparency on the Internet, is at the heart of the debate on addressing false information. This bill aims to establish norms and guidelines to combat the spread of misinformation and misleading content on the internet, particularly on platforms and social networks, seeking to ensure security, transparency, and accountability in the digital environment. The bill holds platforms responsible for the dissemination of false information online, requires the identification of advertisers and promoters, criminalizes the publication of false content, and establishes penalties for companies that fail to prevent illegal practices in their services²⁹.

The Fake News Bill was approved by the Federal Senate in 2020. After Senate approval, the bill proceeded to the Chamber of Deputies for analysis, undergoing multiple discussions and amendments. However, its progress in the Chamber faced resistance. On April 9, 2024, the Speaker of the Chamber of Deputies, Arthur Lira, announced the creation of a working group to discuss a new proposal for social media regulation. The group was established after Lira claimed that the debate on the Fake News Bill was tainted by political polarization and therefore needed to be restarted³⁰. In its current form, Bill No. 2,630 is unlikely to be voted on in the plenary, as no consensus was reached due to the complexity of the subject and political disputes that generated divergences throughout the legislative process in the Chamber of Deputies.

The agreement between the Supreme Federal Court (STF) and the major social media platforms also seeks to combat false information by promoting educational and awareness-raising initiatives on the negative effects of misinformation³¹. To develop skills and competencies enabling people of all ages to access, consume, analyze, and produce information critically and creatively in the digital environment, the Secretariat of Communication of the Presidency of the Republic (SECOM) launched the Brazilian Media Education Strategy (EBEM)

19 BRASIL. **Lei Nº 12.527, de 18 de novembro de 2011.** Regulates access to information as provided for in item XXXIII of Article 5, item II of Paragraph 3 of Article 37, and Paragraph 2 of Article 216 of the Federal Constitution; Amends Law No. 8,112, of December 11, 1990; repeals Law No. 11,111, of May 5, 2005, and provisions of Law No. 8,159, of January 8, 1991; and makes other provisions. Brasília: Diário Oficial da União, 2011. Available at: https://www.planalto.gov.br/ccivil_03/_ato2011-2014/2011/lei/12527.htm. Accessed in: 20 May 2024.

20 PAES, Eneida Bastos. **O direito de saber:** o acesso à informação governamental no Brasil a partir das Constituição de 1988 até a publicação da Lei n. 12.527, de 2011. 226 f. Dissertação (Master’s Degree) – Centro Universitário de Brasília, Brasília, 2011. Available at: <https://repositorio.cgu.gov.br/handle/1/42024>. Accessed in: 29 Sep. 2024; BRENOL, Marlise Viegas. *Jornalismo e transparência pública digital: aliados pela qualidade do debate público.* Intexto, Porto Alegre, n. 52, e94992, 2021. <https://doi.org/10.19132/1807-8583202152.94992>.

21 BRASIL. **Lei nº 12.965, de 23 de abril de 2014.** Establishes principles, guarantees, rights, and duties for Internet use in Brazil. Brasília: Diário Oficial da União, 2014. Available at: http://www.planalto.gov.br/ccivil_03/_ato2011-2014/2014/lei/12965.htm. Accessed in: 23 May 2024.

22 MULHOLAND, Caitlin. Marco Civil da Internet: entre a liberdade de expressão e a moderação de conteúdo. In: MAURICIO, Patrícia; SABACK, Lilian (org.). **Regulação das Comunicações e o Interesse Público.** 1st ed. São Paulo: Edições Loyola, 2024. p. 103-116.

23 *Ibid.*

24 PRESIDENTE DO CONGRESSO devolve ao governo a MP que limita remoção de conteúdos em redes sociais. Câmara dos Deputados, 14 Sep. 2021. Available at: <https://www.camara.leg.br/noticias/805965-presidente-do-congresso-devolve-ao-governo-a-mp-que-limita-remocao-de-conteudos-em-redes-sociais>. Accessed in: 18 Aug. 2024.

25 BRASIL. **Lei nº 13.709, de 14 de agosto de 2018.** Lei Geral de Proteção de Dados Pessoais (LGPD). Available at: https://www.planalto.gov.br/ccivil_03/_ato2015-2018/2018/lei/l13709.htm. Accessed in: 10 Dec. 2024.

26 PALMEIRA, Mariana. A LGPD é pop. In: MAURICIO, Patrícia; SABACK, Lilian (org.). **Regulação das Comunicações e o Interesse Público.** 1st ed. São Paulo: Edições Loyola, 2024. p. 117-133.

27 *Ibid.*

28 *Ibid.*, p. 138.

29 *Ibid.*

30 CARMO, Wendal. Câmara decide criar grupo de trabalho para refazer o texto do PL das Fake News. **Carta Capital**, 9 Apr. 2024. Available at: <https://www.cartacapital.com.br/politica/camara-decide-criar-grupo-de-trabalho-para-refazer-o-texto-do-pl-das-fake-news/>. Accessed in: 22 Jun. 2024.

31 STF assina acordo com redes sociais para combater a desinformação. **Agência Brasil**, 6 Jun. 2024. Available at: <https://agencia-brasil.ebc.com.br/justica/noticia/2024-06/stf-assina-acordo-com-redes-sociais-para-combater-desinformacao>. Accessed in: 16 Jun. 2024.

32 BRASIL, 2023.

in 2023, emphasizing the importance of media education for citizenship, human rights, and democratic practices in a plural and safe digital environment³².

Media literacy involves understanding legislation and regulations that guarantee the rights to information and communication and the exercise of citizenship, particularly in the context of platformization, the growing use of algorithms and AI, and the global proliferation of fake news. The exploratory mapping of public actions in Brazil related to the digital human rights systematized in this study, along with academic production on media literacy, seeks to contribute to combating misinformation in the current information ecosystem.

2. EXPLORATORY MAPPING

Inspired by the methodology proposed by Becker (2024), we conducted an exploratory mapping of scientific articles in the field of communication on this topic, published in national journals in strata A1–A4 over the last three years, from 2022 to 2024. Articles were retrieved using the following keywords: *letramento midiático*; *alfabetização midiática*; news literacy; *direito à comunicação*; and *direito à informação*, in the search systems of each journal platform, according to the Qualis ranking for the 2017–2020 quadrennial, the latest published by Capes.

Data collection was conducted in the last fortnight of July 2024³³. Over the past three years, 35 studies using the specified keywords were identified in A1–A4 journals in the Communication field. We found that 15 of the 26 national journals in these strata published articles on the topics studied, corresponding to 57.69% of the identified journals. Once the *corpus* for the mapping was established, the analysis proceeded in two distinct stages. In the first phase, we identified the studies and the main issues discussed by the authors. In the second phase, the data were systematized and the results interpreted. *Letramento Midiático* (Media Literacy) was the keyword that yielded the largest number of articles, comprising a total of 11 studies, presented in Table 1.

**Table 1: Mapping of articles on media Letramento
Midiático in national journals, strata A1–A4 (Qualis
2017–2020)**

Journals	Institutions	Articles/Titles	Authors	Year	Links/ DOI
Famecos (A2)	PUC-RS	<i>Educação midiática a serviço da desconstrução de estereótipos de gênero</i>	Andréa Doyle	2022	https://doi.org/10.15448/1980-3729.2022.1.40880
Intercom: Revista Brasileira de Ciências da Comunicação (A2)	INTERCOM	<i>Juventude, ciência e noções sobre a verdade consumo de informação científica por estudantes de Ensino Médio de escolas públicas do Rio de Janeiro.</i>	Lumárya Souza; Thaiane Moreira de Oliveira; Maria Elizabeth Melo	2023	https://doi.org/10.1590/1809-58442023106pt
Contracampo (A3)	UFF	1. <i>Letramento digital e midiático na escola: notas iniciais sobre o papel da educação para a informação</i>	Marcio G. Gonçalves	2023	https://doi.org/10.22409/contracampo.v42i2.57743
		2. <i>Real ou Fake: desenvolvimento e aplicação de um jogo de cartas para o combate à desinformação no interior do Pará</i>	Elaine Javorski; Camila Gusmão; Janine Bargas	2023	https://doi.org/10.22409/contracampo.v42i3.58268
Eco-Pós (A3)	UFRJ	<i>O enfrentamento à desinformação sobre saúde pública no Brasil registros entre 2020 e 2022.</i>	Pâmela Pinto; Eleonora de Magalhães	2023	https://doi.org/10.29146/eco-ps.v26i01.28051
Comunicação e Educação (A4)	USP	1. <i>Desenvolvendo capacidades para a comunicação democrática: uma abordagem integrada de ensino baseada na deliberação</i>	Rousiley Celi Moreira Maia; Gabriella Hauber; Augusto Veloso Leão; Leonardo Santa Inês Cunha	2024	https://doi.org/10.11606/issn.2316-9125.v29i1p43-64

33 The journals from strata A1–A4—*Estudos em Jornalismo e Mídia*, *E-Compós*, *Intercom*, *Observatório*, and *Liinc em Revista*—had not yet published any volumes in 2024 at the time of data collection for this study. The journals *Discursos Fotográficos* and *Questões Transversais* published their most recent issues in 2022, while *Verso e Reverso* last published in 2019. Nonetheless, all of these journals were included in this article, as they are listed among the Communication journals in strata A1–A4 according to the official Qualis 2017–2020 classification by Capes..

		2. <i>CULTPOP: estratégias e experiências para a popularização da ciência e da cultura pop</i>	Adriana Amaral; Beatriz Blanco; Caroline Govari; Jornara Corodva; Rafaela Tabasnik; Stella Caetano, Tatyane Larrubia; Larissa Becko	2023	https://doi.org/10.11606/issn.2316-9125.v28i1p165-184
		3. <i>Educação midiática e os limites da "alfabetização": orientações ecológicas para plataformas performativas.</i>	T. Philip Nichols; Robert Jean LeBlanc	2023	https://doi.org/10.11606/issn.2316-9125.v28i2p151-181
		4. <i>A literacia midiática como ferramenta para amplificar a participação no jornalismo: um estudo de jovens universitários do ABC Paulista.</i>	Matheus Cestari Cunha; Marli dos Santos	2023	https://doi.org/10.11606/issn.2316-9125.v28i1p125-139
		5. <i>#HoraDeVotar: uma experiência de media literacy durante o ensino remoto.</i>	Adriana Barsotti; Barbara Emanuel; Rachel Bertol	2022	https://doi.org/10.11606/issn.2316-9125.v27i2p155-168
Lumina (A4)	UFJF	<i>Mapas das mediações e territórios de expressão para uma política da educação midiática: o grupo EntreMídias.</i>	Rejane Moreira	2023	https://doi.org/10.34019/1981-4070.2023.v17.40447

Source: prepared by the authors (2024).

The articles address the role of schools in promoting media education through teaching practices aimed at deconstructing gender stereotypes; the significance of the 2021 Technology Notebook published by the State Secretariat of Education of São Paulo (Seduc-SP); and the importance of developing lesson plans that foster critical thinking among students and encourage a healthier

consumption of scientific content among high school students in public schools in the state of Rio de Janeiro. The texts also present reflections on media literacy as an essential tool in the training of Journalism students at ABC Paulista and the Fluminense Federal University (UFF), as well as pedagogical proposals to combat misinformation in basic education in Rondon do Pará. Two studies further explore initiatives by research groups on media literacy at the Rural Federal University of Rio de Janeiro and Paulista University.

Nine studies were identified using the keyword *Alfabetização Midiática*, as shown in Table 2.

Table 2: Mapping of articles on media Alfabetização Midiática in national journals, strata A1–A4 (Qualis 2017–2020)

Journals	Institutions	Articles/Titles	Authors	Year	Links/ DOI
E-Compós (A2)	COMPÓS	<i>Alfabetização Midiática-Visual: um estudo acerca das percepções docentes da rede pública.</i>	Alissom Brum; Saraí Patrícia Schmidt	2024	https://doi.org/10.30962/ecomps.2846
Em Questão (A2)	UFRGS	<i>Desinformação nas plataformas: ações de combate adotadas pelo Twitter durante a pandemia da Covid-19.</i>	Luciana Miranda Costa; Lizete Barbosa da Nóbrega; Carolina Toscano Maia	2022	https://doi.org/10.19132/1808-5245283.116919
Comunicação, Mídia e Consumo (A3)	ESPM	1. <i>A efetividade de um programa de alfabetização em mídia digital para idosos brasileiros.</i>	Cléber da Costa Figueiredo; Maria Elisabete Antonioli; Patrícia Guimarães Gil	2023	https://doi.org/10.22409/contracampo.v42i2.57743
		2. <i>Educomunicación en la era de la hiperconectividad: educación libertadora para fomentar la ciudadanía crítica</i>	Mayte Santos Albardía; Irati Agirreazkuenaga Onaindia; Simón Peña Fernández	2023	https://doi.org/10.22409/contracampo.v42i3.58268

Comunicação e Educação (A4)	USP	1. <i>A educação midiática, diálogos e práticas possíveis com crianças no ambiente educacional da favela.</i>	Thaiane Moreira de Oliveira; Lumárya Souza de Sousa	2022	https://doi.org/10.11606/issn.2316-9125.v27i2p63-77
		2. <i>Alfabetização midiática e informacional no combate à desinformação e à violência nas escolas: uma proposta de agenda</i>	Liziane Soares Guazina	2023	https://doi.org/10.11606/issn.2316-9125.v28i2p20-32
Lumina (A4)	UFJF	1. <i>Alfabetización mediática y aprendizaje informal en Latinoamérica: revisión de literatura.</i>	Bibian Rocío Galeano	2023	https://doi.org/10.34019/1981-4070.2023.v17.40451
		2. <i>Dietas e competências midiáticas de universitários portugueses.</i>	Isa Maio; Paula Lopes	2023	https://doi.org/10.34019/1981-4070.2023.v17.40479
		3. <i>Competência midiática e consumo de notícias esportivas por jovens paulistas</i>	Egle Müller Spinelli; André Ricardo Carbone	2023	https://doi.org/10.34019/1981-4070.2023.v17.39833

Source: prepared by the authors (2024).

A significant group of studies addresses misinformation, emphasizing the need for investments in media literacy to build a safer media environment, with the involvement of government, media organizations, and civil society. One article highlights the importance of focusing specifically on visual media literacy, that is, the critical analysis of media through visuality, present in content accessed on screens of varying sizes. Practical experiences in media literacy are explored in two studies: the first presents the digital education course for older adults offered by the Comprova Project, which aims to provide individuals over 60 with skills to deal with false information on social networks; the second study discusses the workshops of the FavelAção Project, implemented in public schools in the Morro do Estado favela in Niterói, as relevant tools for promoting child citizenship. Two studies evaluate media competencies of young football fans in their consumption of sports news and of Portuguese university students in

- Media literacy and the right to communication:
a mapping of public actions and academic production
- Beatriz Becker, Beatriz Silva Goes and André Pelliccione

their reading of global information. Another study reflects on the contribution of Freirean pedagogy to optimizing the use of communication technologies in the classroom.

The use of the keyword “News Literacy” in the search resulted in five studies, as shown in Table 3.

Table 3: Mapping of articles on News Literacy published in national journals, strata A1–A4 (Qualis 2017–2020)

Journals	Institutions	Articles/Titles	Authors	Year	Links/ DOI
Comunicação e Educação (A4)	USP	<i>Abordagens pedagógicas no combate à desinformação: uma análise de planos de aulas compartilhados na internet.</i>	Ana Paula Alencar; Anna Cristina Brisola	2023	https://doi.org/10.11606/issn.2316-9125.v28i1p26-41
Comunicação & Inovação (A4)	USCS	<i>Sete dimensões para leitura crítica e criativa das notícias em áudio e vídeo: repensando a qualidade do jornalismo audiovisual no ensino.</i>	Beatriz Becker; Igor Waltz	2023	https://doi.org/10.13037/ci.vol24.e20239328
Esferas (A4)	UCB, UnB, UFG, UFMS e UFMT	1. <i>News Literacy: a potência do diálogo entre jornalismo e educação contra a desinformação.</i>	Beatriz Becker	2024	https://doi.org/10.31501/esf.v1i29.14752
		2. <i>Rol da ANS e desinformação social: uma análise das notícias sobre o tema no Brasil.</i>	Ana Carolina Kalume Maranhão; Carolina Soares Lôbo	2024	https://doi.org/10.31501/esf.v1i29.14838
Lumina (A4)	UFJF	<i>A virada afetiva na comunicação e na aprendizagem: mediação radical, lúdico e cognição atuada.</i>	Fátima Regis; José Messias; Letícia Perani; Raquel Timponi; Alessandra Maia	2022	https://doi.org/10.34019/1981-4070.2022.v16.35662

Source: prepared by the authors (2024).

The articles offer reflections on the increasing prevalence of misinformation in contemporary society, highlighting the importance of verifying the reliability of news and the need for citizens to navigate the current information

environment more consciously. One study conceptually elucidates the significance of news literacy, while another presents a method for critically analyzing journalistic narratives in audio and video formats to enable the assessment of the credibility and quality of reporting. One article emphasizes that high-quality health journalism can provide citizens with essential information about appropriate medical treatments and hold the State accountable for implementing qualified public policies in this sector. Two studies underscore the relevance of journalism in promoting media literacy through the EducaMídia Program, run by the *Instituto Palavra Aberta*, and the *Portal do Professor*, maintained by the Ministry of Education. Media education with a focus on the body and affect in the construction of effective teaching and learning in contemporary contexts is also addressed in one of the studies.

Four articles identified using the keyword *Direito à Comunicação* discuss the strengthening of diverse social groups, as shown in Table 4.

Table 4: Mapping of articles on the *Direito à Comunicação* published in national journals, strata A1–A4 (Qualis 2017–2020)

Journals	Institutions	Articles/Titles	Authors	Year	Links/ DOI
Contracampo (A3)	UFF	<i>A recepção telejornalística de pessoas com deficiência intelectual</i>	Felipe Collar Berni; Graziela Bianchi	2022	https://doi.org/10.22409/contracampo.v41i2.53252
Eco-Pós (A3)	UFRJ	<i>Direito à comunicação, direitos sexuais e reprodutivos o caso do vazamento de dados da criança do Espírito Santo</i>	Mônica Mourão; Olívia Bandeira; Gyssele Mendes	2023	https://doi.org/10.29146/eco-ps.v26i01.28050
Intexto (A3)	UFRGS	<i>O exercício da cidadania comunicativa a partir da ética do cuidar</i>	Leila Sousa; Bruna Lapa da Guia	2023	https://doi.org/10.19132/1807-8583.55.132864
Esferas (A4)	UCB, UnB, UFG, UFMS e UFMT	<i>Os movimentos sociais e a democratização do direito à expressão no rádio</i>	Kátia de Lourdes Fraga; Lucas Zini	2022	https://doi.org/10.31501/esf.v1i23.13625

Source: prepared by the authors (2024).

The studies highlight the importance of communication as a fundamental human right aimed at the exercise of citizenship, the need for equitable access to information for all citizens, and the regulation of platforms to safeguard

democracy. One article emphasizes that journalism committed to ethical principles can promote human rights, particularly in situations of extreme vulnerability, reflecting on the relationship between the right to communication and sexual and reproductive rights in the context of the leakage of personal information of a girl who was a victim of rape in Espírito Santo in 2020. Another study underscores that community and participatory communication practices serve as a counterweight to hegemonic media, amplifying the visibility of their demands and political actions.

Six studies were identified using the keyword *Direito à Informação* on the websites of the journals analyzed, as shown in Table 5.

Table 5: Mapping of articles on the *Direito à Informação* published in national journals, strata A1–A4 (Qualis 2017–2020)

Journals	Institutions	Articles/Titles	Authors	Year	Links/ DOI
E-Compós (A2)	COMPÓS	<i>O evangelho segundo as plataformas digitais: o livro do Twitter</i>	Luiz Cláudio Latgé; Marco Schneider	2024	https://doi.org/10.30962/ecomps.2927
Intercom: Revista Brasileira de Ciências da Comunicação (A2)	INTERCOM	<i>Lei de Acesso à Informação nas principais universidades federais brasileiras</i>	Naiara Sandi Almeida Alcantara	2023	https://doi.org/10.1590/1809-58442023112pt
		Plataformas, neoliberalismo e o ativismo dos bots: o legislativo e a sociedade a reboque da desinformação.	Adriana Braga; Claudia Montenegro	2023	https://doi.org/10.1590/1809-58442023130pt
Estudos em Jornalismo e Mídia (A3)	UFSC	Dez anos de LAI e a pesquisa sobre o acesso à informação pública pelo jornalismo	Leila Sousa; Bruna Lapa da Guia	2023	https://doi.org/10.19132/1807-8583.55.132864
Liinc em Revista (A3)	IBICT	<i>Agentes, espaços e poderes em disputa: um olhar sobre estratégias de resistência do Jornalismo a tentativas do Executivo de driblar o direito à informação.</i>	Gabriel Landim; Iluska Coutinho	2023	https://doi.org/10.18617/liinc.v19i2.6652

P2P & Inovação (A4)	IBICT	Lei de acesso à informação nos canais de informação online da Universidade Federal da Paraíba	Amanda Fernandes Marques; Marcia Heloisa Tavares de Figueredo	2024	https://doi.org/10.21728/p2p.2024v10n2e-6837
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Source: prepared by the authors (2024).

The texts highlight the intensification of narrative disputes and information control, amplified by the use of social networks, resulting in efforts to discredit journalistic work and attacks on journalists reported in the press. The studies also demonstrate that the Access to Information Law (LAI) has contributed to regulating the constitutional right of access to public information and has strengthened the role of journalism in monitoring public power. The authors further underscore the immense influence of digital platforms in disseminating false information, shaping public opinion, and exploiting user data. One study reveals how platforms construct narratives based on principles akin to religious dogmas, such as the uncompromising defense of market freedom and freedom of expression, often prioritized over any form of regulation or social responsibility.

3. RESULTS

The exploratory mapping conducted revealed a higher concentration of academic production on *letramento midiático*, *alfabetização midiática*, news literacy, *direito à comunicação* and *direito à informação* over the past three years, particularly in 2023. It is notable that over 20% of these articles were published in a single journal: *Comunicação e Educação*, from the Graduate Program in Communication at USP, which published eight studies during the period analyzed—five on *letramento midiático*, two on *alfabetização midiática*, and one on news literacy. *Lumina*, from the Graduate Program in Communication at UFF, was the journal with the second-highest number of publications on these topics, representing 14.29% of the studies analyzed: one article on *letramento midiático*, three on *alfabetização midiática*, and one on news literacy. The remaining articles were published across other scientific journals, each accounting for less than 10% of the total.

The emphasis on fostering critical media users and developing skills to verify and interpret information reflects researchers' concerns regarding misinformation. The studies underscore the importance of the rights to communication and information and of digital human rights in academic debate, seeking to integrate these insights with public policies and educational practices through a multidisciplinary approach. However, few of the works examined demonstrate efforts to develop methodologies for analyzing information and news or to deepen theoretical approaches.

Media literacy and digital human rights are strategies to promote public policies and educational programs aligned with inclusion and social justice, the

exercise of citizenship, media democratization, and social transformation. They should not be viewed merely as technical responses to misinformation, nor as novelties of the twenty-first century. The achievement of rights has always resulted from social struggles. Human rights are continuously (re)defined in discursive disputes, narratives, reports, concepts, and analyses, depending on historical context, established power, and the legitimacy granted by institutions. Although much remains to be built and human rights remain fragile, they constitute a horizon that has established itself as the primary language for defending human dignity today and as a necessary form of resistance to humanize the neoliberal capitalist system³⁴.

In this context, media literacy, articulated with digital human rights, is a powerful counter-hegemonic tool that requires human, technical, and financial resources to combat misinformation and the production of fake news that distorts reality, and to assist citizens in being more discerning and selective in consuming information that serves their needs rather than those of Big Tech. The studies mapped, along with this present work, contribute—through their plurality of arguments and interconnected perspectives—to reinterpretations and rewritings of the human condition in contemporary society, oppressed by social inequalities, climate crises, violence, corruption, and a future shaped by the accumulation of unrestricted capitalist profits. Media literacy can contribute to generating a metamorphosis of meanings attributed to human life and other species, fostering alterity, social well-being, and democracy.

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