



gabinete
comunicación
y educación

UAB

Universitat Autònoma de Barcelona

LA MEDIATIZACIÓN DE LA EDUCACIÓN

J. M. Pérez Tornero

Santiago de Compostela, 8 de Marzo, 2013

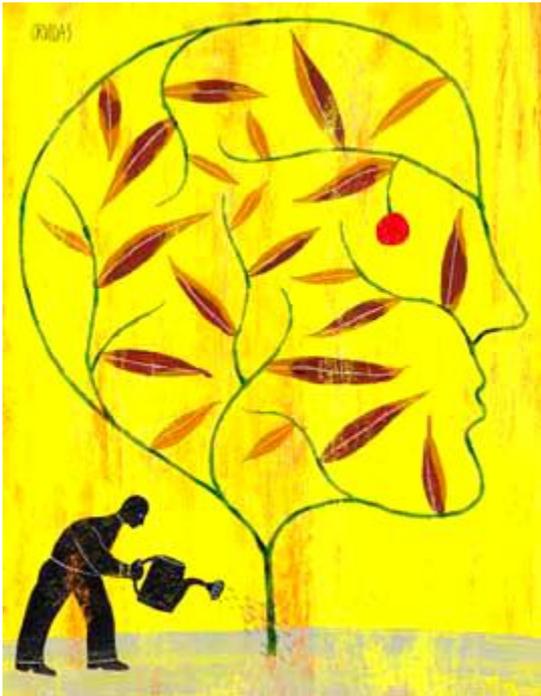
Un nuevo paradigma

La sociedad del conocimiento está acelerando un cambio profundo en la educación. Cambian los objetivos, métodos, instrumentos, roles, actores...

¿Cómo comprender y gobernar este cambio?

¿Cómo reinventar la función del estudio, los libros, las bibliotecas, la lectura, la pedagogía?

Factores de cambio

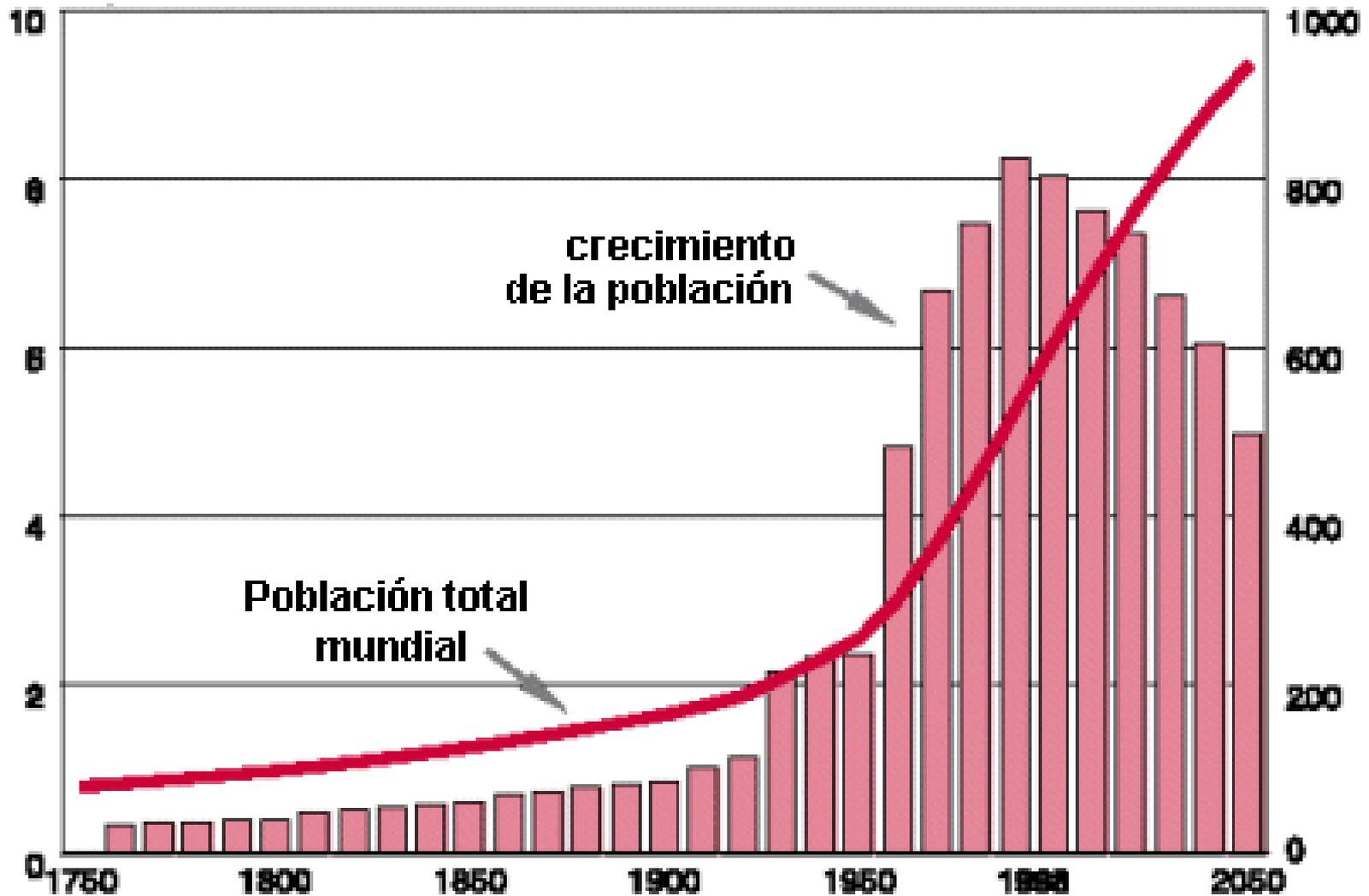


- Cambio de sistema productivo:** basado en las TICs y en la ciencia.
- Globalización:** Cambio de escala de sociedad demográfico y comunicativo.
- Redistribución de poderes y recursos :** zonas emergentes y crisis económica, social y política.

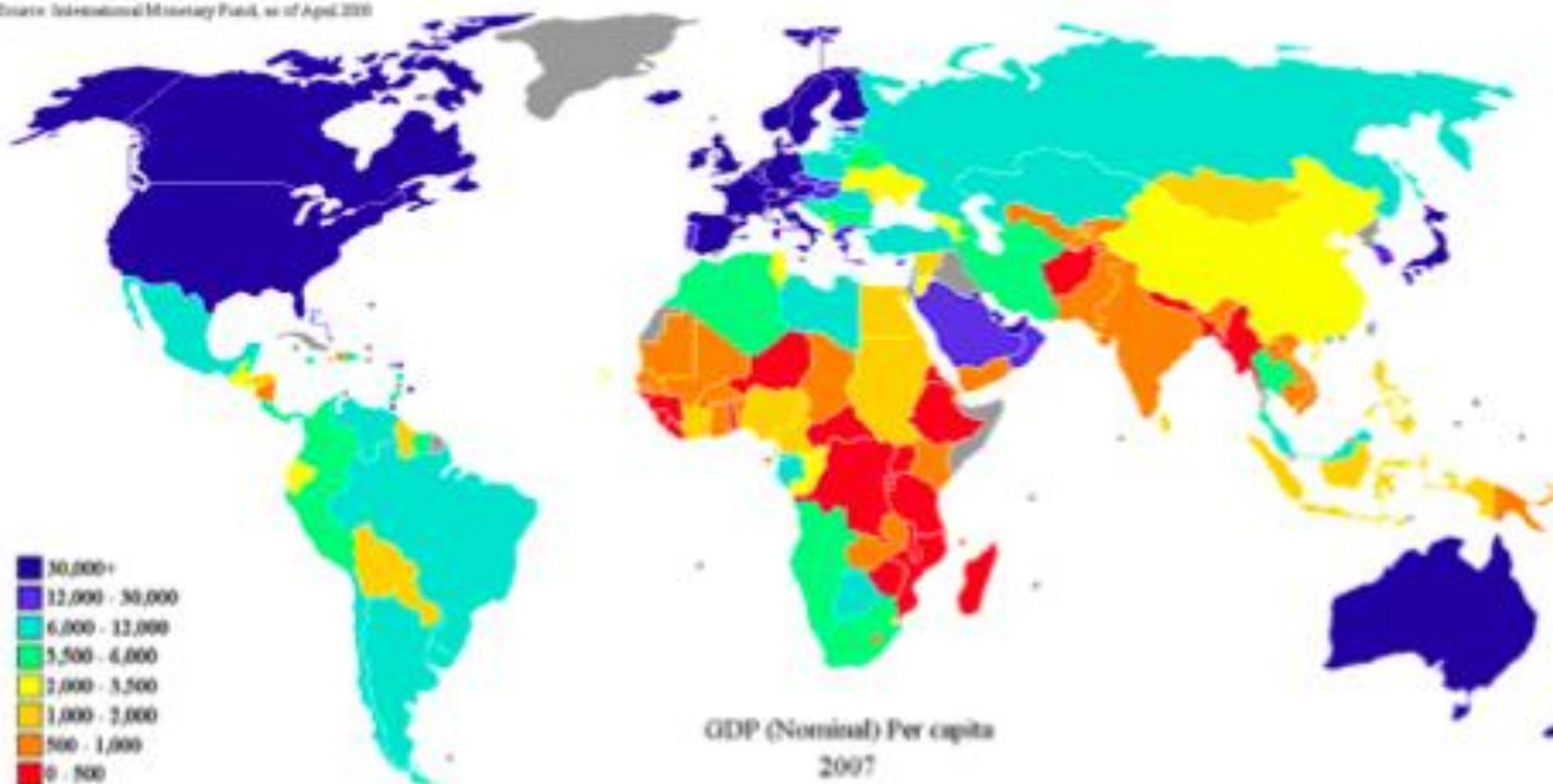


Población en
miles de millones

Crecimiento
en millones



Source: International Monetary Fund, as of April 2008



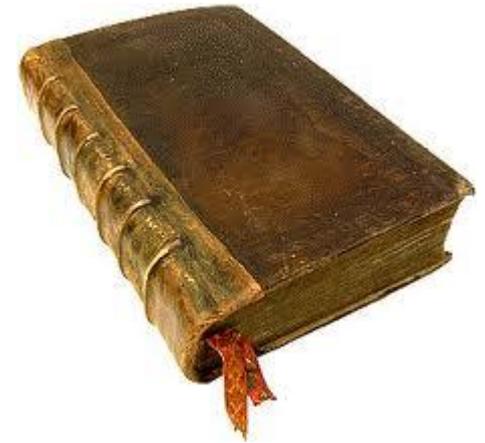
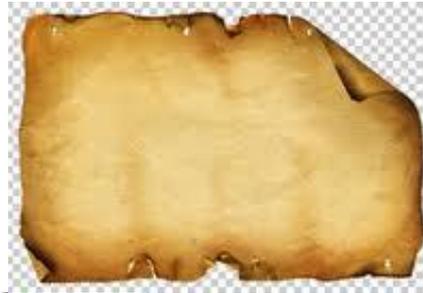
GDP (Nominal) Per capita
2007

Cambio mediático general

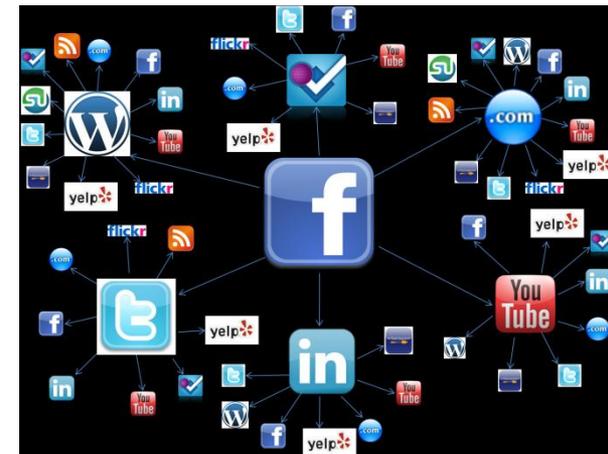
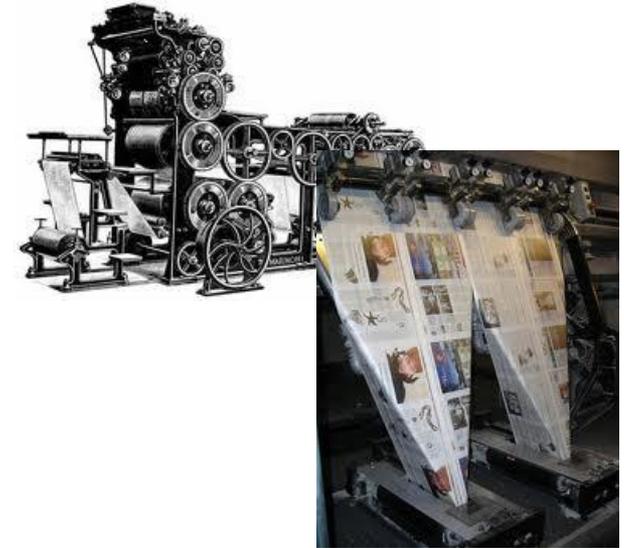
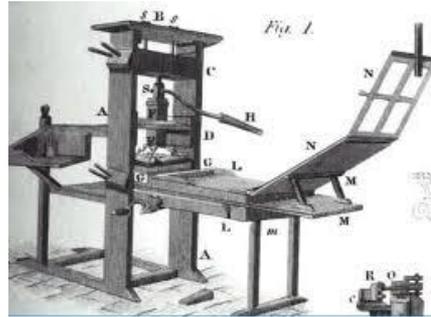
Escritura



Registro y conservación



Reproducción/difusión

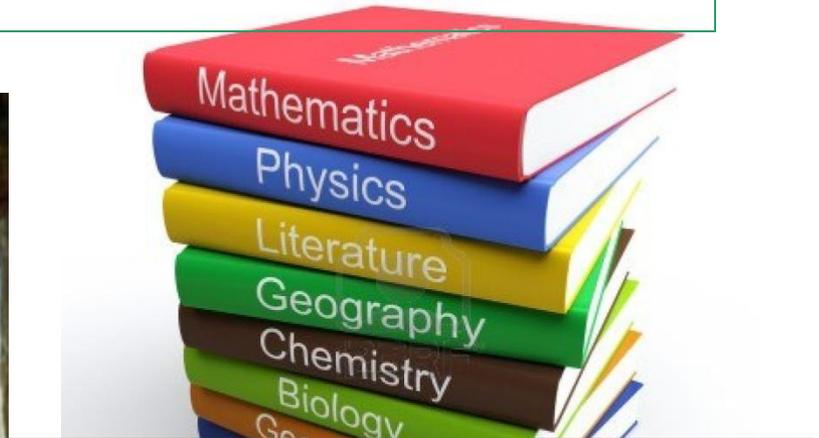


PLURALIDAD MEDIÁTICA

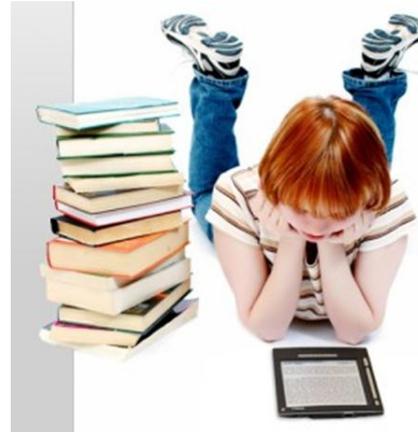
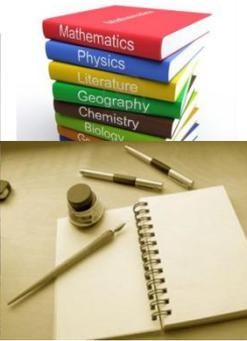
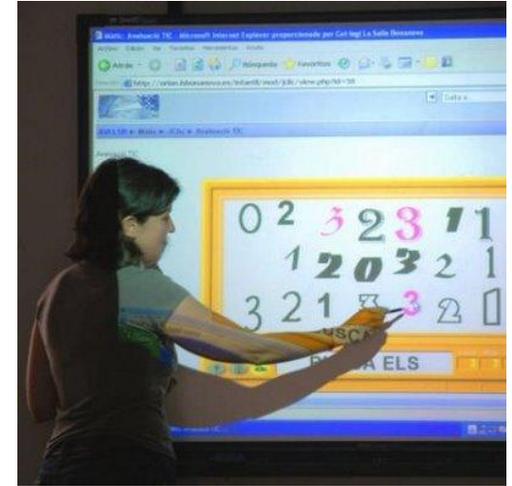


Cambio mediático escolar

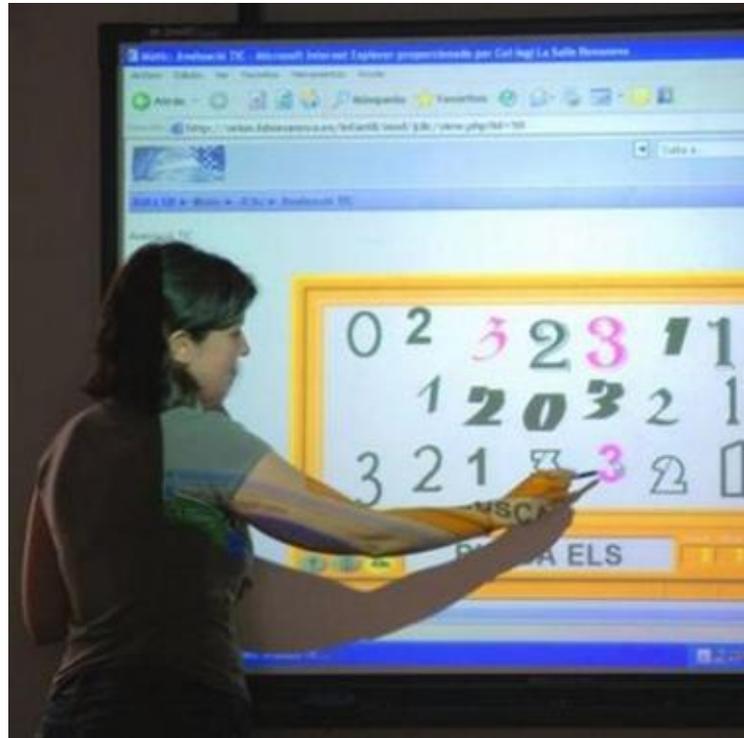
Pizarras / libros / cuadernos



Pizarras electrónicas o proyectores



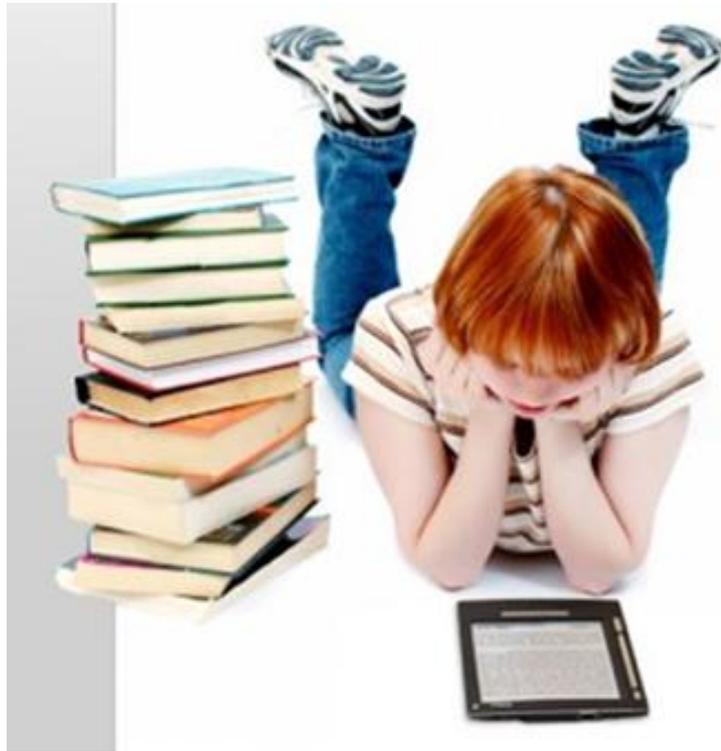
Pizarras electrónicas



Cuadernos electrónicos



Libros electrónicos



Espacios escolares

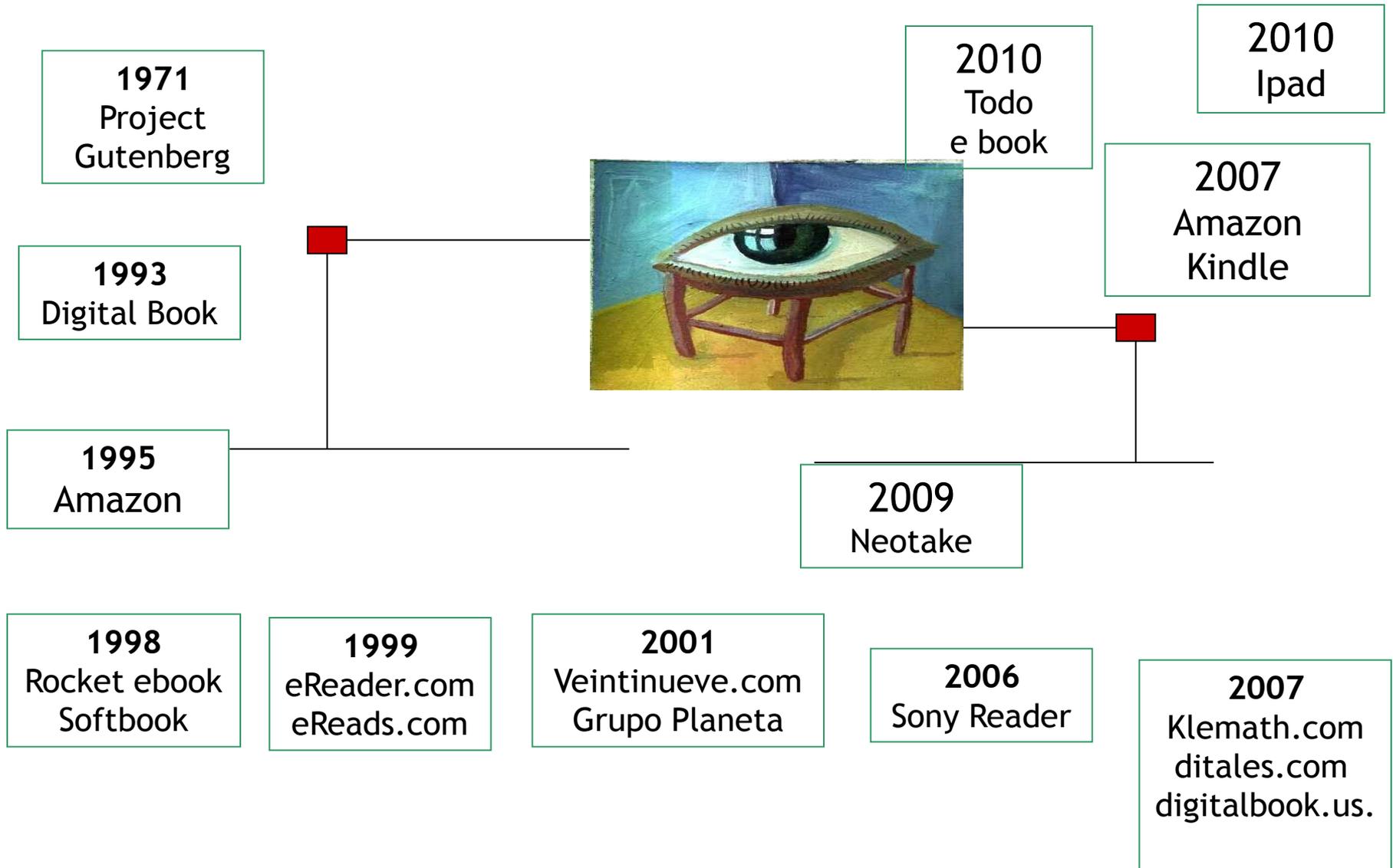


Cambio informacional

Lectura multimedia



Lectura digital



LECTURA PLURAL : hipertextual y transmedia



Cambio cognitivo

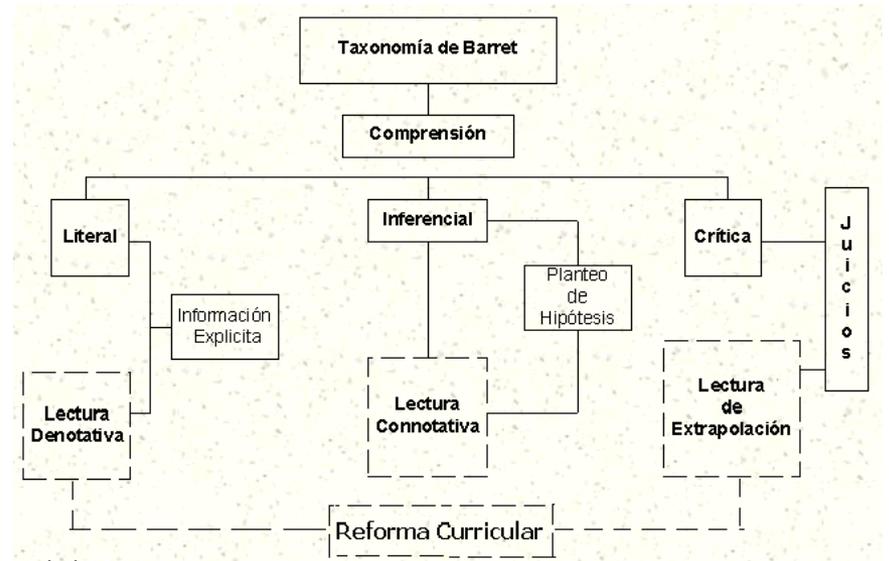
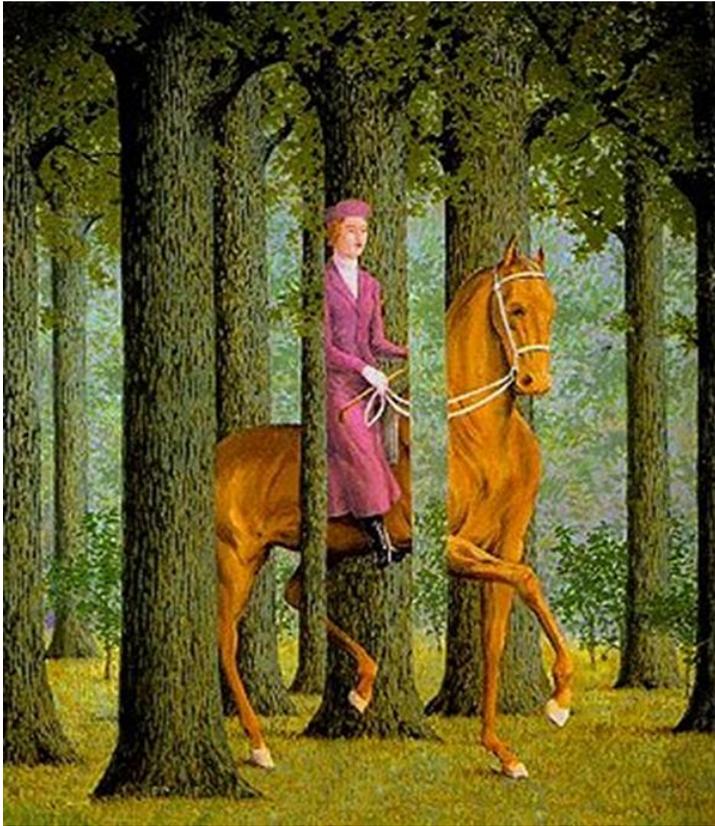
Decodificación



Comprensión



Comprensión crítica



<http://www.dipromepg.efemerides.ec/lenguaje/web12/a/9.htm>

Comprensión colaborativa



Cambio pedagógico

Factores de cambio

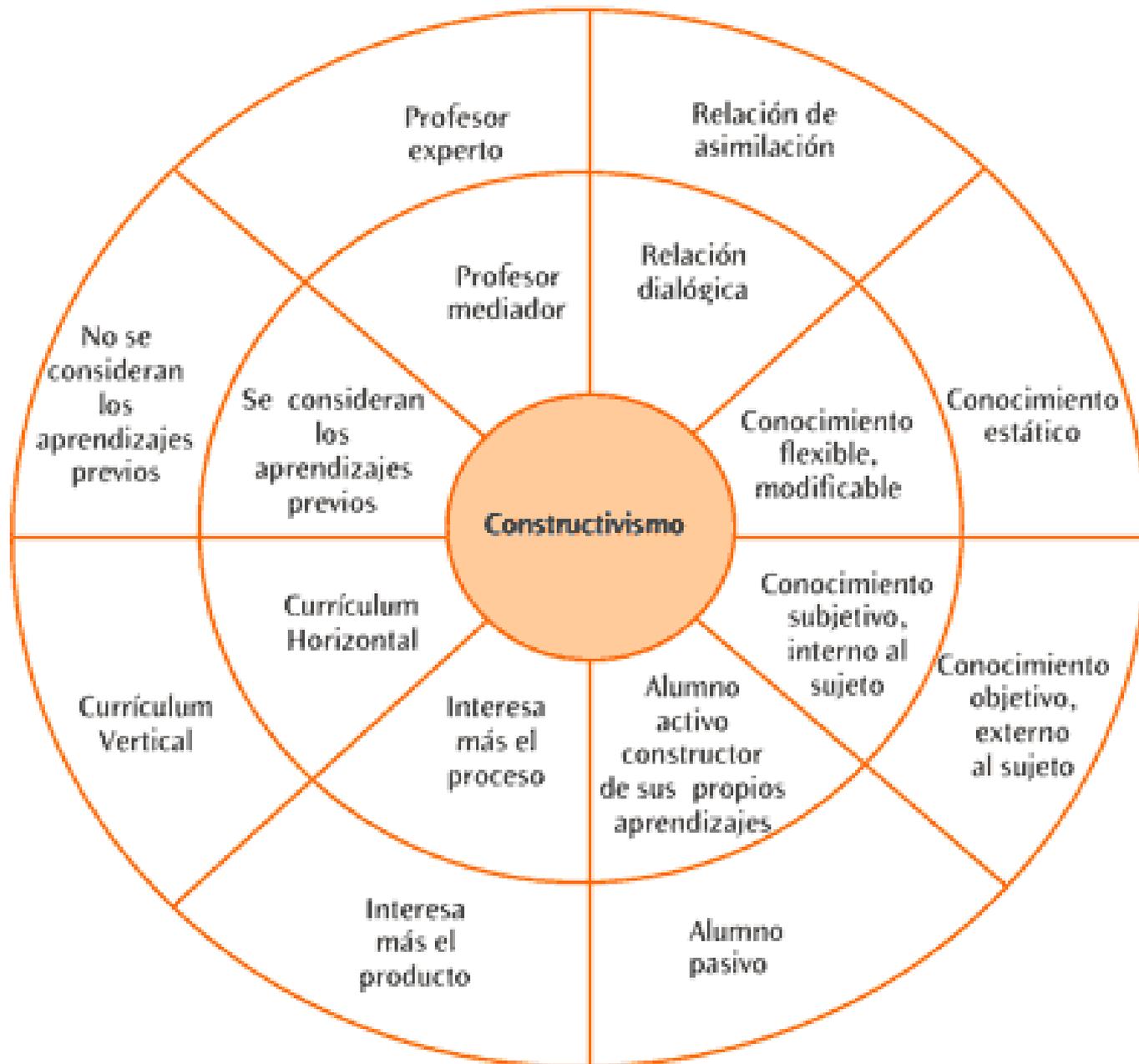


- Metodología:
 - pedagogía activa
 - constructivismo
 - aprendizaje asistido por ordenador

- Objetivos:
 - competencias

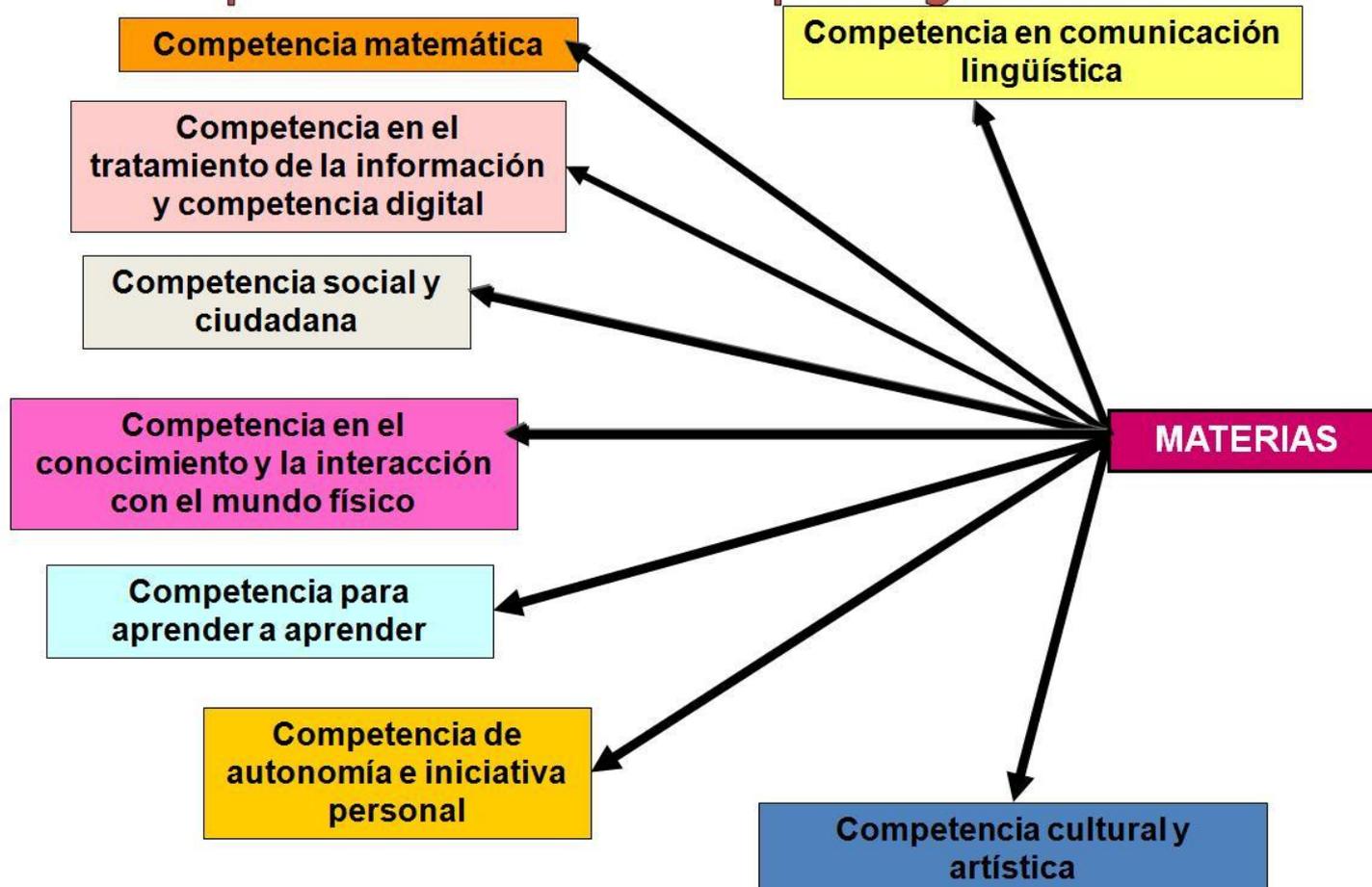
- Educación a lo **largo de la vida**

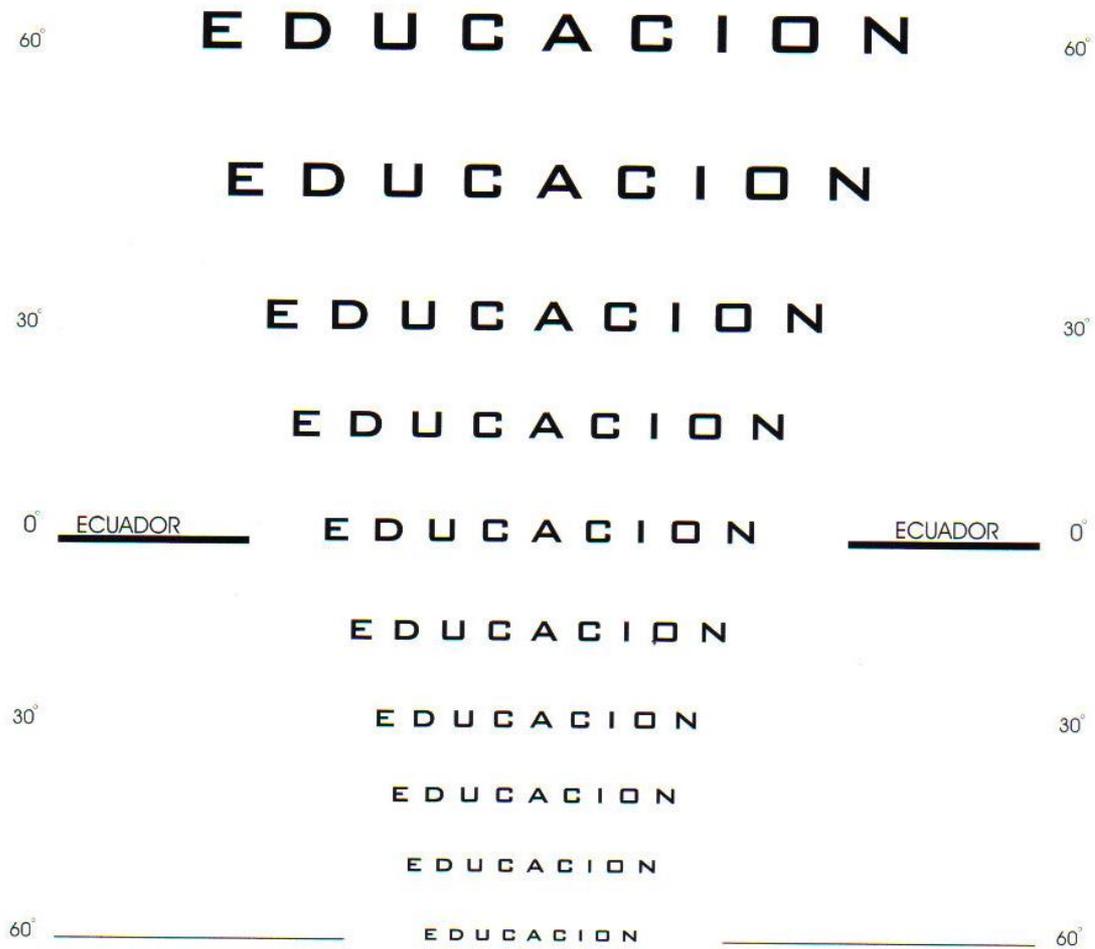


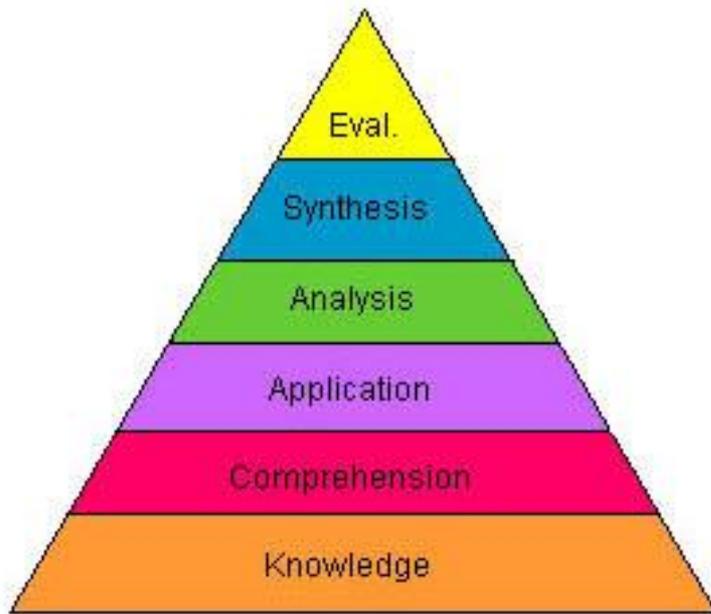




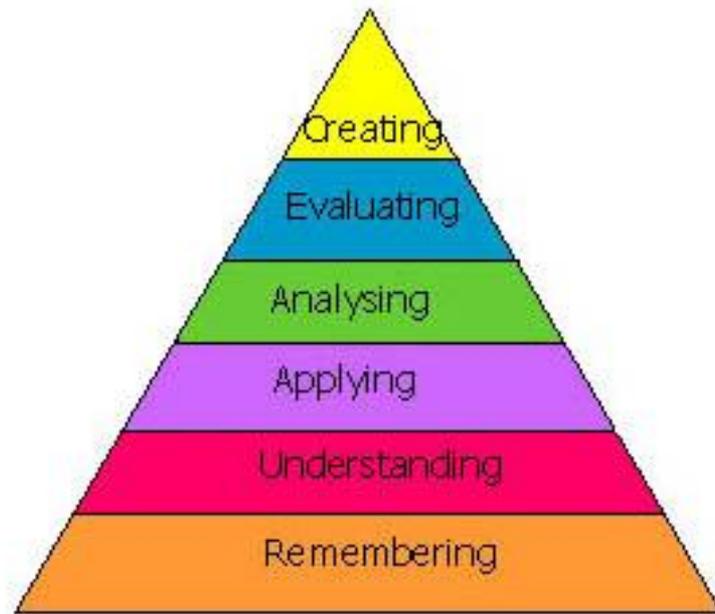
Competencias básicas: protagonistas







Old Version



New Version

UN NUEVO PROGRAMA

Las competencias mediático
informacionales

UNESCO

Defining Media Education

Grunwald, 1982

Toulouse, 1990

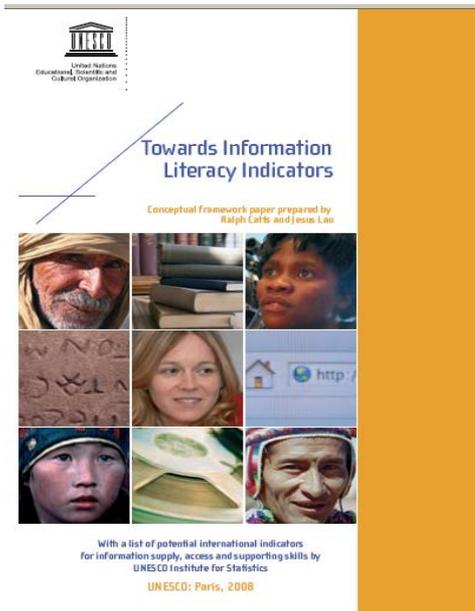
Viena,

Sevilla, 2002

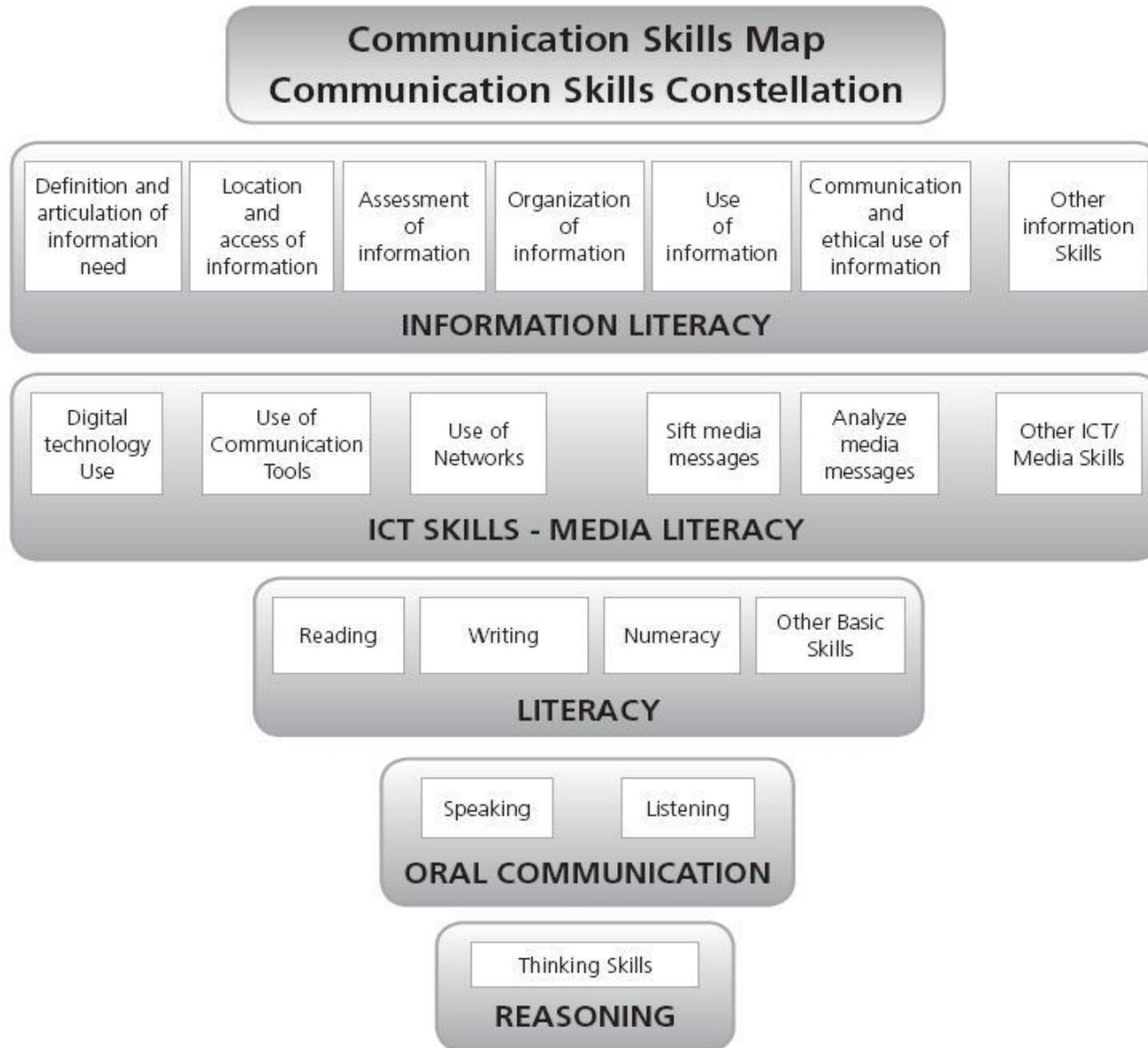
Paris, 2007

Defining Information Literacy

Alexandria Proclamation of 2005, Information Literacy is the capacity of people to recognise their information needs; locate and evaluate the quality of information; store and retrieve information; make effective and ethical use of information, and apply information to create and communicate knowledge



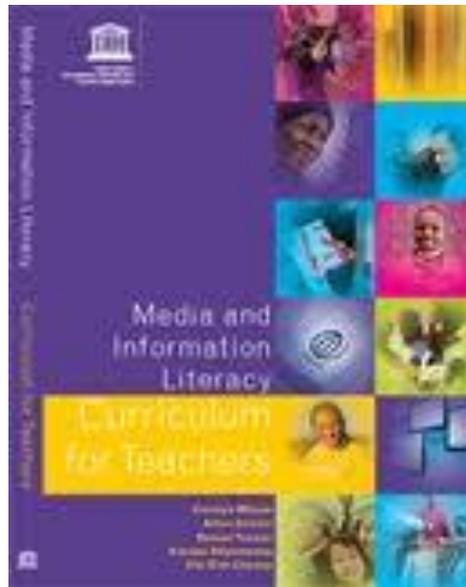
Information Literacy skills



2006 Media literacy definition

- ❑ [CRITICAL APPROACH] “Media literacy may be defined as **the ability to access, analyse and evaluate** the power of images, sounds and messages which we are now confronted with on a daily basis and are an important part of our contemporary culture, as well as
- ❑ [COMMUNICATE] **to communicate competently** in media available on a personal basis.
- ❑ Media literacy relates to **all media**, including television and film, radio and recorded music, print media, the internet and other new digital communication technologies.
- ❑ [AWARENESS] The aim of media literacy is to increase **awareness** of the many forms of media messages encountered in our everyday lives. It should help citizens recognise how the media filter their perceptions and beliefs, shape popular culture and influence personal choices. It should empower them with **critical thinking** and **creative problem-solving skills** to make them **judicious consumers** and **producers of information**.
- ❑ [PARTICIPATION] Media education is part of the basic entitlement of every citizen, in every country in the world, to freedom of expression and the right to information and it is instrumental in building and **sustaining democracy**”.

Media Information Literacy Curriculum





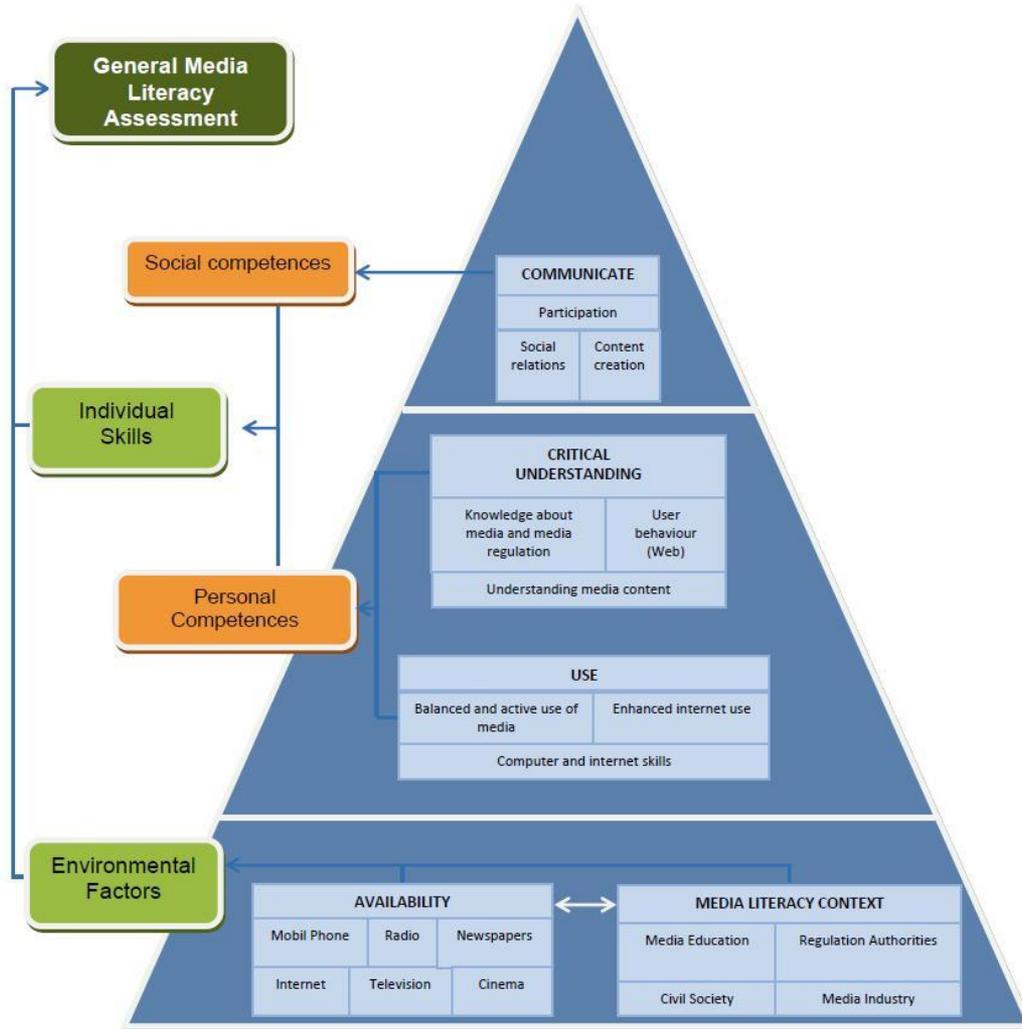
Towards Media and Information Literacy Indicators



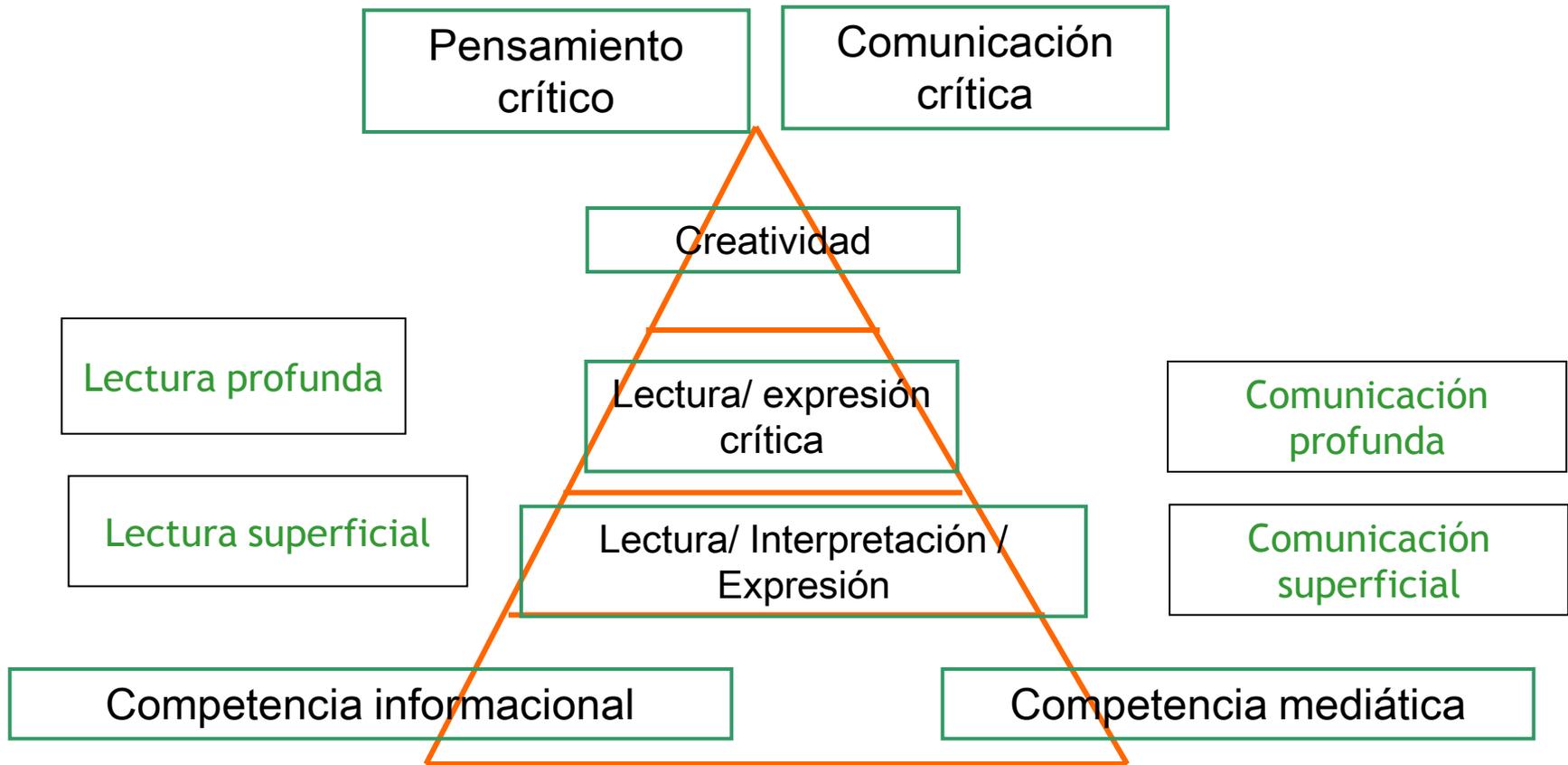
Background Document of the Expert Meeting
14-15 November 2012, Bangkok, Thailand

ASSESSMENT CRITERIA FOR MEDIA LITERACY LEVELS
INDICATORS ESTRUCTURE AND GENERAL WEIGHTING

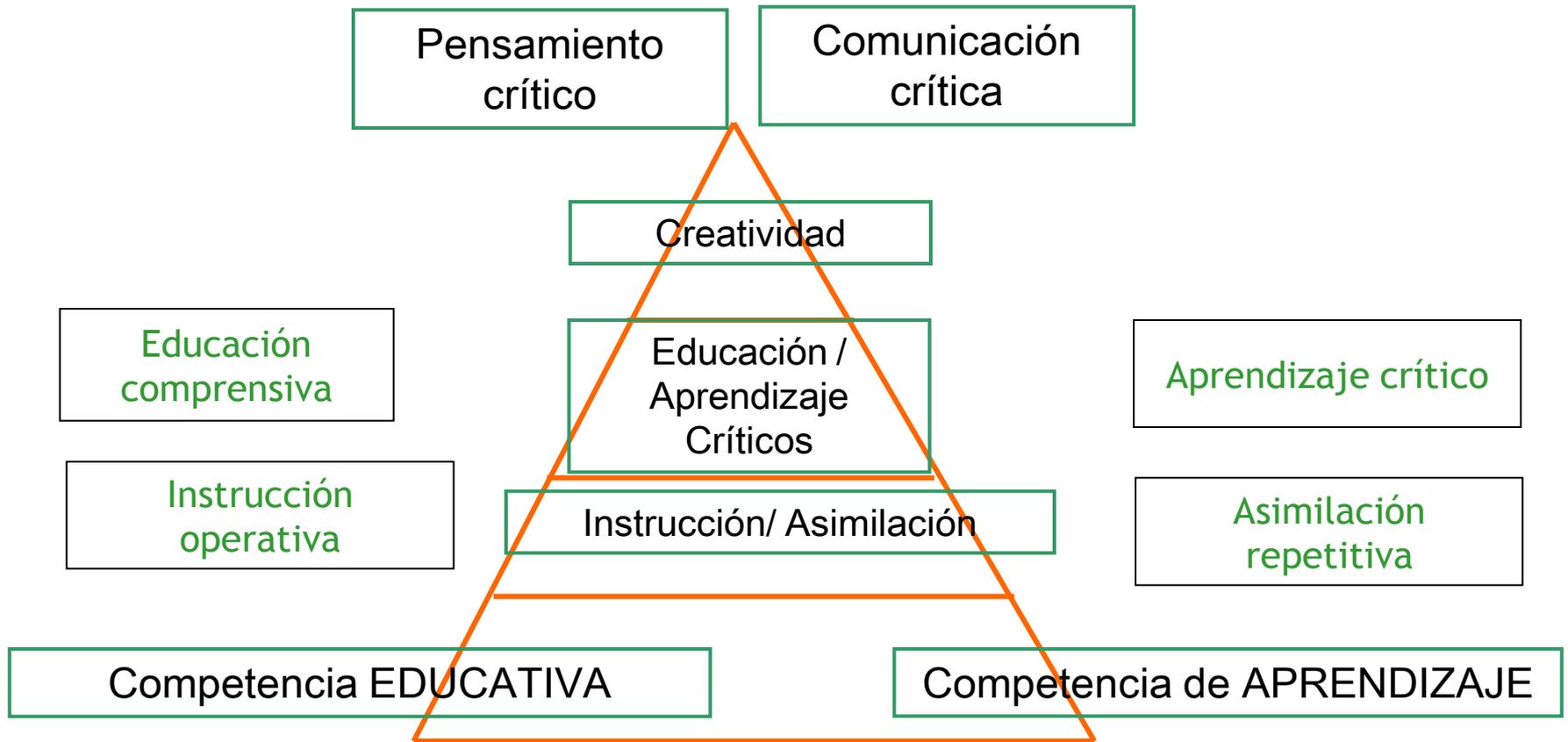
MEDIA LITERACY INDICATORS MEDIA COMPETENCES ASSESSMENT MEDIA LITERACY POLICIES IMPLEMENTATION

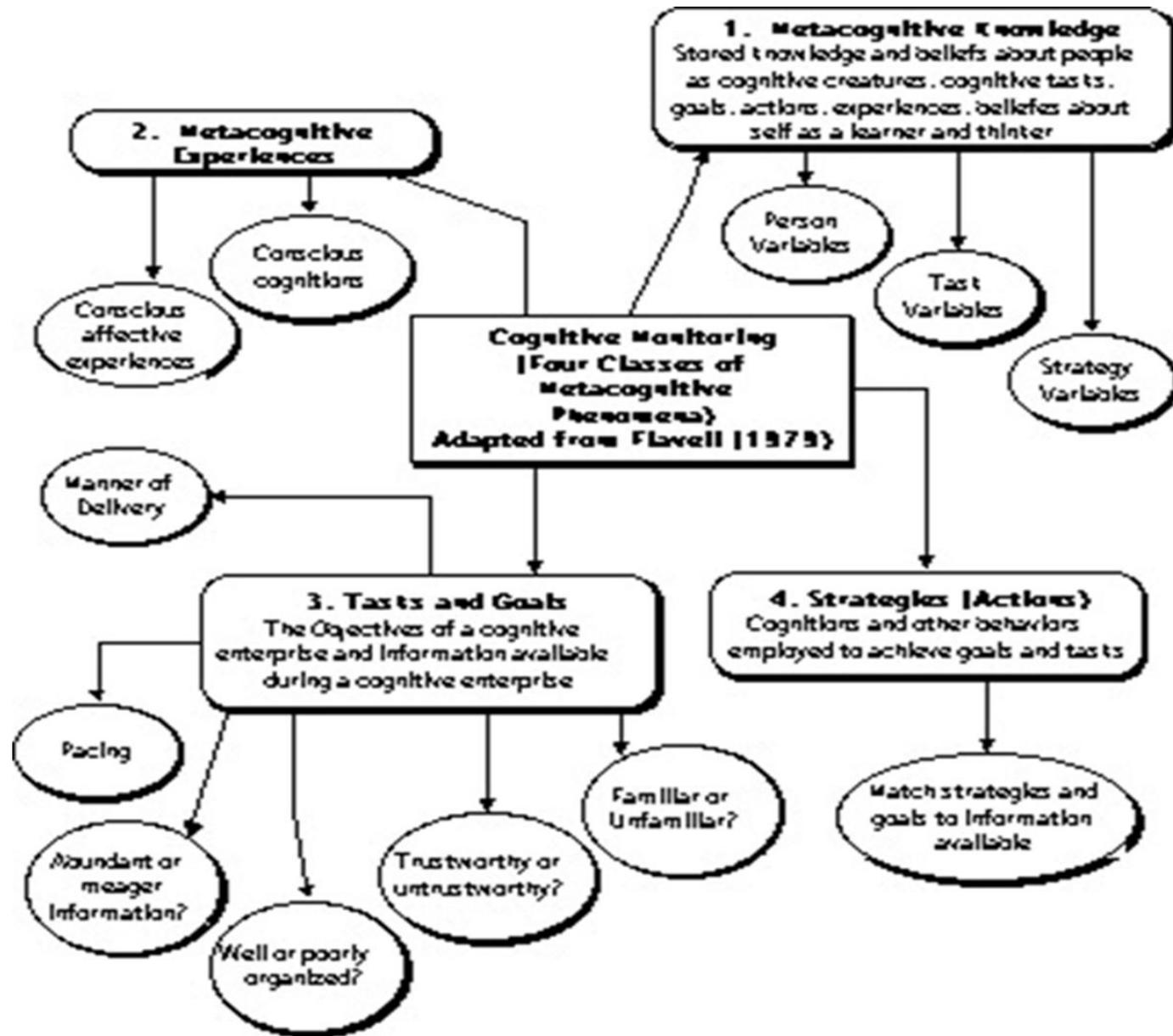


ALFABETIZACIÓN INFORMATIVA/COGNITIVA



ENSEÑANZA / APRENDIZAJE CRÍTICOS





Espacios escolares



The 19th century library had book storage at its center, the transformed library is centered around the user experience. The transformed library is not just an architectural statement, but a re-conceptualization of the library as physical space to reflect new functions and the new forms that follow. Flexible space design, information commons, and idea boxes are all examples.

http://wikis.ala.org/acrl/index.php/Academic_Library_Building_Design:_Resources_for_Planning

Table1. Bloom's Taxonomy						
The Knowledge Dimension	The Cognitive Process Dimension					
	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual Knowledge	List	Summarize	Classify	Order	Rank	Combine
Conceptual Knowledge	Describe	Interpret	Experiment	Explain	Assess	Plan
Procedural Knowledge	Tabulate	Predict	Calculate	Differentiate	Conclude	Compose
Meta-Cognitive Knowledge	Appropriate Use	Execute	Construct	Achieve	Action	Actualize

Gracias



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