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MEDIA LITERACY IN BRAZILIAN PUBLIC SCHOOLS: A SYSTEMATIC REVIEW OF SCIENTIFIC PRODUCTION (2015–2025)

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Joilma Abreu Cabral Do Vale
Master's student in Education at the Federal University of Tocantins (UFT), Specialist in School Management, Guidance and Supervision from Faculdade Suldamérica; Specialist in Teaching for Professional and Technological Education from the Federal Institute of Espírito Santo (IFES), Specialist in Clinical Psychopedagogy from Faculdade Metropolitana de São Paulo and Bachelor's degree in Pedagogy, Brazil
E - ma i l : joilmacabralvale12@gmail.com

Marluce Evangelista Carvalho Zacariotti
Post-doctoral degree in Communication Sciences from Fernando Pessoa University (UFPE), PhD in Education from the Pontifical Catholic University of Goiás (PUC-GO), Master's degree in Communication Sciences from the University of São Paulo (USP), and Bachelor's degree in Social Communication from the Federal University of Goiás (UFG), Brazil.
E - ma i l : marluce@mail.uft.edu.br

Geovany Braga Soares
Master's student in Environmental Sciences at the Federal University of Tocantins (UFT), MBA Specialist in Project Management from the Instituto Carreira, Specialist in Environmental Chemistry and Environmental Sanitation from Faculdade Serra Geral, Specialist in Pedagogy and Mathematics Teaching from Faculdade de

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Minas (FACUMINAS), and Bachelor's degree in Chemistry from the Federal Institute of Tocantins (IFTO), Environmental Manager from the University of Northern Paraná (Unopar, Brazil).
Email: soaresg.braga@gmail.com

George Lauro Ribeiro de Brito
Post-doctoral degree in Educational Technologies from the University of Lisbon, PhD in Electrical Engineering from the University of Brasília, Master's degree in Electrical Engineering from the University of São Paulo, Specialist in Public Management, Higher Education Teaching and Occupational Safety Engineering, and Bachelor's degree in Electrical Engineering and Licentiate degree in Mathematics.
Email: gbrito@uft.edu.br

Jefferson da Silva Marques
Bachelor's degree in Physical Education and Licentiate degree in Physical Education from CEULP/ULBRA –TO, Brazil.
Email: jeffersondancarino@hotmail.com

SUMMARY

This study analyzes the scientific production on media literacy in the context of Brazilian public schools, aiming to identify theoretical and methodological trends from 2015 to 2025. It is a systematic literature review, guided by the principles of the PRISMA protocol. The search was conducted in the SciELO, CAPES Journals Portal, and Google Scholar databases, using descriptors in Portuguese and English combined with Boolean operators. Initially, 42 studies were identified, of which 6 comprised the final corpus after applying the inclusion and exclusion criteria. Content analysis, based on Bardin's methodology, allowed the identification of three main categories: (i) media literacy and digital citizenship; (ii) teacher training for the use of technologies; and (iii) infrastructure and access to technologies. The results highlight the predominance of theoretical and theoretical-analytical approaches, as well as the recent concentration of publications, especially between 2020 and 2024. There is convergence regarding the relevance of media literacy for combating misinformation and for civic education, but also gaps related to the scarcity of empirical studies and weaknesses in teacher training. It is concluded that the field of media literacy in Brazil is in a process of consolidation, marked by conceptual fragmentation and structural challenges, indicating the need to expand empirical research and strengthen public policies aimed at the critical integration of media in basic education.

Keywords: Media literacy; Digital culture; Public school; Systematic review; Teacher training.

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ABSTRACT

This study analyzes the scientific production on media education in the context of Brazilian public schools, aiming to identify theoretical and methodological trends between 2015 and 2025. It consists of a systematic literature review guided by PRISMA principles. The search was conducted in the SciELO, CAPES Periodicals Portal, and Google Scholar databases, using descriptors in Portuguese and English combined with Boolean operators. Initially, 42 studies were identified, of which 6 composed the final corpus after applying inclusion and exclusion criteria. Content analysis, based on Bardin, allowed the identification of three main categories: (i) media education and digital citizenship; (ii) teacher training for the use of technologies; and (iii) infrastructure and access to technologies. The results reveal a predominance of theoretical and analytical approaches, as well as a recent concentration of publications, especially between 2020 and 2024. There is convergence regarding the relevance of media education for addressing misinformation and promoting critical citizenship, but also gaps related to the scarcity of empirical studies and limitations in teacher training. It is concluded that the field of media education in Brazil is still under consolidation, marked by conceptual fragmentation and structural challenges, indicating the need for further empirical research and the strengthening of public policies aimed at the critical integration of media in basic education.

Keywords: Media education; Digital culture; public schools; Systematic review; Teacher training.

SUMMARY

This study analyzes scientific production on media education in the context of the Brazilian public school, with the objective of identifying theoretical and methodological trends in the period from 2015 to 2025. It is a systematic review of literature, guided by the principles of the PRISMA protocol. The search was carried out in the SciELO, CAPES Periodical Portal and Google Scholar databases, using descriptors in Portuguese and English combined using Boolean operators. Initially, 42 studies were identified, of which 6 formed the final corpus behind the application of inclusion and exclusion criteria. The content analysis, based on Bardin, allowed the identification of three main categories: (i) media education and digital citizenship; (ii) teacher training for the use of technologies; and (iii) infrastructure and access to technologies. The results show the predominance of theoretical and theoretical-analytical approaches, as well as the recent concentration of publications, especially between 2020 and 2024. Convergence is observed in terms of the relevance of media education for confronting misinformation and for civic education, but gaps related to scarcity are also identified of empirical studies and fragility in teacher training. It is concluded that the field of media education in Brazil is in a process of consolidation, marked by conceptual fragmentation and structural challenges, which indicates the need to expand empirical investigations and strengthen public policies aimed at the critical integration of media into basic education.

Keywords: Media education; Digital culture; Public school; Systematic review; Teacher training.

1. INTRODUCTION

The technological transformations that have occurred in recent decades have brought about profound changes in the ways knowledge is produced, circulated, and appropriated in contemporary society. The advancement of Information and Communication Technologies (ICTs), coupled with the expansion of the internet and

REMUNOM
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Pages: 1-25

digital platforms, has consolidated a new socio-technical paradigm characterized by the global interconnection of information flows, the intensification of technology-mediated communication, and the increasing digitalization of social practices. In this context, the so-called network society emerges, in which social, economic, cultural, and educational relations are structured by interconnected digital systems (Castells, 2021).

The expansion of digital environments has significantly transformed the dynamics of communication and learning, broadening the possibilities for producing and sharing information. The development of social networks, mobile applications, and algorithm-based systems has redefined the ways in which individuals access content, interact socially, and construct knowledge. In this scenario, digital culture becomes a structuring element of contemporary life, influencing not only communication practices but also educational processes (Scolari, 2018).

In parallel, the growing presence of digital technologies in people's daily lives has intensified debates about the impacts of the so-called platformization of society and the influence of algorithms on the organization of information. Automated recommendation systems, artificial intelligence, and digital platforms have come to play a central role in mediating access to knowledge, requiring individuals to have critical skills to understand, analyze, and interpret the content circulating in digital environments (Williamson; Hogan, 2020).

Given this scenario, the school assumes a strategic role in the formation of citizens capable of acting critically in contexts mediated by digital technologies. The incorporation of digital media into educational processes requires not only the use of technological tools, but also the development of skills related to the critical analysis of information, the collaborative production of knowledge, and active participation in contemporary communication ecosystems (Jenkins; Ito; Boyd, 2016).

In the Brazilian educational context, the recognition of the importance of digital culture for civic education gained greater visibility with the approval of the National Common Curriculum Base, which established General Competency 5, called Digital Culture. This competency establishes that students should be able to understand,

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Pages: 1-25

use, and create digital technologies in a critical, meaningful, and ethical way, promoting intellectual autonomy and social participation (Brazil, 2017).

However, despite normative advances in educational policies, several studies indicate that the integration of digital technologies in Brazilian public schools still faces significant challenges. Among the main obstacles are limitations related to technological infrastructure, connectivity, availability of equipment and, above all, teacher training for the pedagogical use of digital media (Lima; Bartholo, 2023; Soares, 2024).

This scenario highlights the need to broaden the discussion on Media Literacy, understood as a set of pedagogical practices aimed at developing critical skills for the use and interpretation of media. Media Literacy seeks to promote the ability to analyze information, understand media production processes, and participate actively and responsibly in digital communication environments.

In this study, the terms media education, media literacy, and media literacy are understood as complementary approaches within the same conceptual field.

In this context, it becomes relevant to understand how Brazilian scientific production has addressed the theme of Media Education in the school environment, especially with regard to pedagogical practices developed in public schools and educational policies focused on digital culture.

1.1 METHODOLOGY

This study is characterized as qualitative research, with a systematic literature review approach, guided by explicit criteria for searching, selecting, and analyzing studies. The objective was to identify and analyze Brazilian scientific production on media literacy in the context of public schools, from 2015 to 2025.

The search strategy was systematically conducted in the SciELO, CAPES Periodicals Portal, and Google Scholar databases during the period of January 2025. The choice of these databases is justified by their relevance in indexing scientific publications in the field of education, as well as their scope in the national context.

REMUNOM
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Pages: 1-25

Descriptors in Portuguese and English were used, combined with Boolean operators, according to the following search structure:

("media education" or *"media literacy"*) AND ("public school" or "basic education") and ("digital culture" or "digital technologies").

The search strategies were adapted to the specific characteristics of each database, taking into account their own indexing mechanisms, filters, and organization of results.

The inclusion criteria considered were: (i) studies published between 2015 and 2025; (ii) productions focusing on the Brazilian educational context; (iii) research addressing media literacy in the school environment, especially in public basic education; and (iv) scientific articles available in full.

The following were excluded: (i) duplicate works; (ii) studies that did not have a direct relationship with the school context; (iii) publications of an opinionated nature or without a clear scientific basis; and (iv) productions that did not directly address the theme of media education.

In total, 42 records were identified, distributed as follows: Google Scholar (n = 25), CAPES Portal (n = 10), and SciELO (n = 7). After removing duplicates (n = 8), 34 studies remained for screening by title and abstract. Of these, 18 were excluded for not meeting the established criteria, resulting in 16 studies eligible for full-text reading. After complete analysis, 10 studies were excluded, totaling 6 studies included in the final analysis.

The selection process followed steps inspired by the PRISMA protocol (*Preferred Reporting Items for Systematic Reviews and Meta-Analyses*), encompassing the phases of identification, screening, eligibility, and inclusion of studies, as presented in the research flowchart.

It should be noted that, although the study was guided by the principles of the PRISMA protocol, it is not a strictly systematic review, but rather a systematized review. This delimitation stems from the limited number of available studies and the emerging nature of the topic in the Brazilian educational context.

For data analysis, the content analysis technique, as proposed by Bardin (2016), was used, allowing for the organization, categorization, and interpretation of

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DOI: 10.66104/ndadez91
Pages: 1-25

qualitative data. The analysis was conducted in three stages: (i) pre-analysis, with a cursory reading of the studies; (ii) exploration of the material, with the definition of recording units and thematic categorization; and (iii) treatment of results and interpretation, enabling the identification of trends, convergences, and gaps in the analyzed scientific production.

Classic international authors, such as David Buckingham and José Gómez-Galán, as well as institutional documents from UNESCO, were used as a theoretical framework to support the discussion, but did not form part of the analytical corpus of the review.

Thus, the methodological approach adopted makes it possible to systematize the knowledge produced in the Brazilian scientific literature on Media Education in the context of public schools, contributing to identifying challenges, trends, and perspectives for the development of pedagogical practices aligned with the demands of contemporary digital culture.

1.2 GENERAL OBJECTIVE

To analyze Brazilian scientific production published between 2015 and 2025 on Media Education in the context of public schools, seeking to identify theoretical trends, methodological approaches, and main challenges related to the integration of digital culture into pedagogical practices.

2. THEORETICAL FRAMEWORK

2.1 DIGITAL CULTURE AND NETWORK SOCIETY

The advancement of Information and Communication Technologies (ICTs) constitutes one of the most significant phenomena of social transformations that have occurred in recent decades. The spread of the internet, the development of mobile devices, and the expansion of digital platforms have profoundly redefined the forms of communication, social interaction, and knowledge production. In this context,

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Pages: 1-25

digital technologies have come to occupy a central role in the organization of social, economic, cultural, and educational relations, configuring a new socio-technical paradigm that directly influences contemporary social practices.

Understanding these transformations has been extensively discussed by Castells (2021), who introduced the concept of network society to describe the emerging social structure based on digital information and communication networks. According to the author, networks constitute the new social morphology of contemporary societies, in which information flows circulate globally and influence productive, cultural, and political processes. In this scenario, power and knowledge become directly related to the ability to access, produce, and disseminate information in digital environments.

The transformations associated with the network society are also directly related to the consolidation of the so-called digital culture, characterized by the integration between digital technologies, cultural practices, and social dynamics. For Lévy (2010), digital culture represents a new stage in the sociocultural evolution of humanity, marked by the emergence of collective intelligence, a phenomenon in which knowledge is produced collaboratively through networked interactions. In this context, individuals cease to be merely recipients of information and become active participants in the production and circulation of content.

Furthermore, digital culture expands the possibilities for multimodal and interactive communication. According to Scolari (2018), the contemporary communication environment can be understood as a media ecosystem, in which different media, platforms, and devices coexist and interact dynamically. This media convergence profoundly modifies the processes of production, circulation, and consumption of content, promoting new forms of learning, sociability, and cultural participation.

Another relevant aspect of digital transformations refers to the process of cultural convergence, a concept widely discussed by Jenkins (2009). According to the author, convergence is not limited to technological integration between media, but also involves changes in cultural practices and modes of social participation. In this scenario, individuals assume an active role in the creation and sharing of content,

REMUNOM
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DOI: 10.66104/ndadez91
Pages: 1-25

giving rise to what Jenkins calls participatory culture, characterized by collaboration, interaction, and the collective production of knowledge.

In parallel, the increased use of digital platforms has led to the phenomenon known as the platformization of society, in which large technology companies come to mediate various dimensions of social life. As Williamson and Hogan (2020) argue, digital platforms operate through algorithms and data collection systems that directly influence the production, distribution, and visibility of information. This process generates significant impacts not only on communication and the economy, but also on educational systems and public policies focused on education.

In this sense, digital technologies have also redefined ways of accessing knowledge and educational processes. According to Selwyn (2016), the growing presence of digital technologies in educational institutions demands new pedagogical approaches capable of critically integrating these resources into the teaching and learning process. For the author, contemporary education must consider not only the instrumental use of technologies, but also their social, cultural, and political implications.

Additionally, Moran (2015) highlights that digital culture promotes significant changes in the ways of learning and teaching, encouraging more participatory, collaborative, and interactive methodologies. In this context, digital environments expand the possibilities for knowledge construction, allowing students to assume a more active role in the educational process.

Given these transformations, it becomes fundamental to understand how educational institutions fit into this new socio-technical environment characterized by permanent connectivity, the intensive circulation of information, and the constant presence of digital technologies. The analysis of the relationships between digital culture, network society, and education is therefore essential to understanding the challenges and potential of education in the 21st century, especially regarding the critical formation of individuals in a context marked by informational complexity and the expansion of digital media.

2.2 MEDIA LITERACY AND CIVIC EDUCATION

REMUNOM
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Vol: 13.04
DOI: 10.66104/ndadez91
Pages: 1-25

The intensification of information circulation in digital environments, driven by the expansion of the internet and social networks, has significantly amplified the challenges related to the critical interpretation of media content. In the context of contemporary society, characterized by information abundance and the rapid dissemination of content, it becomes increasingly necessary to develop skills that allow individuals to understand, analyze, and critically evaluate the information to which they are exposed. In this scenario, the field of Media Literacy emerges, seeking to promote the training of individuals capable of interpreting, producing, and sharing content in a critical, ethical, and responsible manner.

Media literacy is part of a broader context of transformation of communication and cultural practices in the digital age. According to Jenkins, Ito, and Boyd (2016), contemporary digital environments are characterized by a so-called participatory culture, in which individuals no longer occupy only the role of consumers of information but also act as producers and disseminators of content. In this context, active participation in digital networks expands the possibilities for collaboration and collective knowledge construction, while also requiring the development of critical skills to deal with the informational complexity that characterizes the digital environment.

In this sense, media literacy is directly related to the development of critical thinking and civic education. According to Buckingham (2019), media literacy involves not only the technical mastery of communication technologies, but mainly the ability to understand the processes of production, circulation, and interpretation of media messages. For the author, critical media literacy allows individuals to analyze the discourses present in the media, identify underlying interests and ideologies, and participate more consciously in social and political life.

Furthermore, media literacy contributes to strengthening citizenship in democratic societies. According to Hobbs (2020), the development of media literacy enables individuals to understand how messages are constructed, what persuasive strategies are used, and what impacts these messages can have on public opinion.

REMUNOM
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Pages: 1-25

This perspective becomes particularly relevant in the face of the growing circulation of misinformation and manipulated content in digital environments.

Another important aspect of media literacy refers to the need to prepare students to deal with contemporary phenomena such as fake news, disinformation, and algorithmic manipulation of information. In this sense, Wardle and Derakhshan (2017) highlight that disinformation constitutes one of the main challenges of connected societies, requiring the development of skills related to fact-checking, critical analysis of sources, and understanding the mechanisms of content circulation on digital platforms.

In the field of education, the incorporation of media literacy into pedagogical practices has been identified as a fundamental strategy for developing the skills necessary for civic participation in the digital context. According to Moran (2015), the critical integration of digital technologies into the educational process makes it possible to broaden learning methods, stimulating more collaborative, participatory methodologies centered on student empowerment.

Additionally, Paulo Freire (1996) already highlighted that education should promote the development of critical awareness and intellectual autonomy in individuals. Although his reflections were developed in a context prior to the expansion of digital technologies, his principles remain relevant by emphasizing the importance of an education that allows individuals to critically interpret social reality and actively participate in the transformation of society.

In this context, media literacy assumes a strategic role in the formation of citizens capable of understanding the impacts of digital media on contemporary society. By stimulating critical thinking, reflective analysis of information, and active participation in digital environments, pedagogical practices focused on media literacy contribute to the development of essential skills for life in democratic and connected societies.

Thus, the inclusion of media literacy in educational processes represents a fundamental path to strengthening civic education, preparing students to act critically, ethically, and responsibly in a scenario marked by increasing informational complexity and the constant presence of digital technologies.

REMUNOM
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Pages: 1-25

2.3 MEDIA LITERACY IN THE BRAZILIAN EDUCATIONAL CONTEXT

In the Brazilian context, the discussion about media literacy has been progressively consolidated in recent decades, especially in light of the expansion of digital technologies and the growing presence of media in daily social life. The increased access to the internet, social networks, and digital platforms has broadened the possibilities for communication, knowledge production, and social participation, while simultaneously bringing new challenges related to the circulation of information, misinformation, and the critical use of media. In this scenario, media literacy emerges as a fundamental field for the formation of critical and participatory individuals in contemporary society.

In Brazil, one of the main approaches related to media literacy is the field of Educommunication, which seeks to integrate education and communication in pedagogical processes aimed at developing students' autonomy, participation, and critical awareness. According to Soares (2024), educommunication constitutes a set of educational practices aimed at democratizing communication in school spaces, encouraging students' protagonism in the production and analysis of media content. For the author, the school should be understood as a privileged space for the development of communicative skills that enable individuals to actively participate in social life.

In this sense, media literacy in the Brazilian educational context is also directly related to the transformations brought about by digital culture. As argued by Macedo et al. (2022), the presence of digital technologies in education demands the construction of new pedagogical practices capable of critically integrating technological resources into the teaching and learning process. For the author, the school must go beyond the instrumental use of technologies, promoting educational environments that stimulate creativity, collaboration, and the production of knowledge in a network.

Other relevant authors in this debate are Spinelli and Santos (202), who highlight that digital culture has profoundly transformed the ways in which information is produced, circulated, and interpreted. According to the author, the multiplicity of

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Pages: 1-25

languages present in digital media requires individuals to develop new cognitive and communicational skills capable of dealing with complex and multimodal informational environments.

Furthermore, media literacy in Brazil has also been associated with the need to promote digital literacy and critical thinking regarding information circulating in online environments. According to Silva and Andrade (2021), media plays a central role in the cultural formation of individuals, influencing values, behaviors, and perceptions about social reality. In this sense, the school assumes a fundamental role in mediating between students and media content, contributing to the construction of a more critical and reflective relationship with information.

In the field of Brazilian educational policies, the incorporation of digital culture into educational processes gained greater prominence with the implementation of the National Common Curriculum Base (BNCC), approved in 2017. The document establishes General Competency 5 Digital Culture, which provides for the development of skills related to the critical, ethical, and responsible use of digital technologies, encouraging students to understand, use, and create technologies meaningfully in different social contexts.

However, despite regulatory advances, several studies indicate that the effective implementation of media literacy in Brazilian schools still faces significant challenges. Among the main obstacles are limitations related to technological infrastructure, inequality in internet access, teacher training for the pedagogical use of technologies, and the absence of more consistent public policies focused on media literacy (Soares, 2024).

In this context, it becomes essential to strengthen initiatives that promote the critical integration of digital media and technologies in the school environment. Media literacy, when incorporated in a structured way into educational processes, can contribute to the development of critical thinking, intellectual autonomy, and civic participation among students, preparing them to act consciously in a society increasingly marked by the intensive circulation of information and the constant presence of digital media.

REMUNOM
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DOI: 10.66104/ndadez91
Pages: 1-25

Thus, the consolidation of media literacy in the Brazilian educational context represents an important path towards the formation of citizens capable of understanding, interpreting, and transforming social reality from a critical, reflective, and participatory stance towards media and digital technologies.

2.4 SYSTEMATIC REVIEW AS A STRATEGY FOR SCIENTIFIC ANALYSIS

Systematic literature reviews have become established as one of the main methodological strategies used in contemporary scientific production to synthesize and analyze available evidence on a given topic. Unlike traditional narrative reviews, which often have a descriptive and unstructured character, systematic reviews follow a rigorous set of methodological procedures that seek to ensure transparency, reproducibility, and reliability in the selection and analysis of scientific studies (Kitchenham; Charters, 2007).

This type of methodological approach makes it possible to gather, critically evaluate, and synthesize results from different research studies, contributing to the construction of a comprehensive overview of a given field of investigation. As Snyder (2019) argues, systematic reviews play a fundamental role in the advancement of scientific knowledge, especially in emerging research areas, as they allow the identification of research trends, theoretical gaps, and future perspectives for the development of the scientific field.

Furthermore, systematic reviews help reduce bias in literature analysis, as they adopt explicit criteria for the search, selection, and evaluation of studies included in the review. According to Kitchenham and Charters (2007), the systematic review process involves structured steps that include defining the research problem, developing search strategies in scientific databases, applying inclusion and exclusion criteria to studies, and critically analyzing the results found.

Another relevant aspect of this method refers to the use of international protocols that guide the conduct and presentation of systematic reviews. Among the most widely used is the PRISMA protocol (*Preferred Reporting Items for Systematic Reviews and Meta-Analyses*), which establishes guidelines for the identification,

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Pages: 1-25

screening, eligibility, and inclusion of studies in systematic reviews (Page et al., 2021). The PRISMA protocol seeks to ensure greater methodological rigor and transparency in the description of the review stages, allowing other researchers to understand and reproduce the procedures adopted.

According to Page et al. (2021), the use of PRISMA contributes to improving the quality of systematic reviews by standardizing the way results are presented, including a detailed description of search strategies, study selection criteria, and the data analysis process.

Within social and educational sciences, the analysis of data from systematic reviews can be carried out using different methodological approaches. One of the most widely used is content analysis, proposed by Laurence Bardin (2016), which consists of a set of techniques aimed at the systematic interpretation of communications, allowing the identification of thematic categories, discursive patterns, and trends present in the analyzed texts. This approach makes it possible to organize and interpret the data in a structured way, favoring the identification of relationships between the selected studies.

In addition to content analysis, authors such as Virginia Braun and Victoria Clarke (2006) highlight the importance of thematic analysis as a complementary strategy for examining patterns of meaning in qualitative datasets, allowing the identification of recurring themes and conceptual relationships between the studies analyzed.

In this sense, a systematic literature review constitutes a fundamental methodological tool for understanding how certain themes have been addressed in scientific production, making it possible to map advances, gaps, and investigative trends in different areas of knowledge. In the specific case of media literacy, the use of this methodological strategy allows for a structured analysis of how the topic has been investigated in Brazilian scientific literature, identifying theoretical contributions, methodological approaches, and challenges present in the research developed on the subject.

In this way, systematic reviews not only contribute to the organization of knowledge produced in a given scientific field, but also support the development of

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Pages: 1-25

new research by highlighting investigative gaps and possibilities for theoretical and methodological deepening.

3. RESULTS AND DISCUSSION

3.1 CHARACTERIZATION OF THE ANALYZED CORPUS

Based on the established selection criteria, 42 publications were initially identified in the consulted databases (SciELO, CAPES Journals Portal, and Google Scholar). After removing duplicates (n = 8), 34 studies remained for screening by title and abstract.

Of these, 18 were excluded for not meeting the inclusion criteria, resulting in 16 studies eligible for full-text analysis. After full-text analysis, 10 studies were excluded for not directly focusing on media literacy in the public school context, thus totaling 6 studies included in the final analysis. The study selection process is presented in Figure 1.

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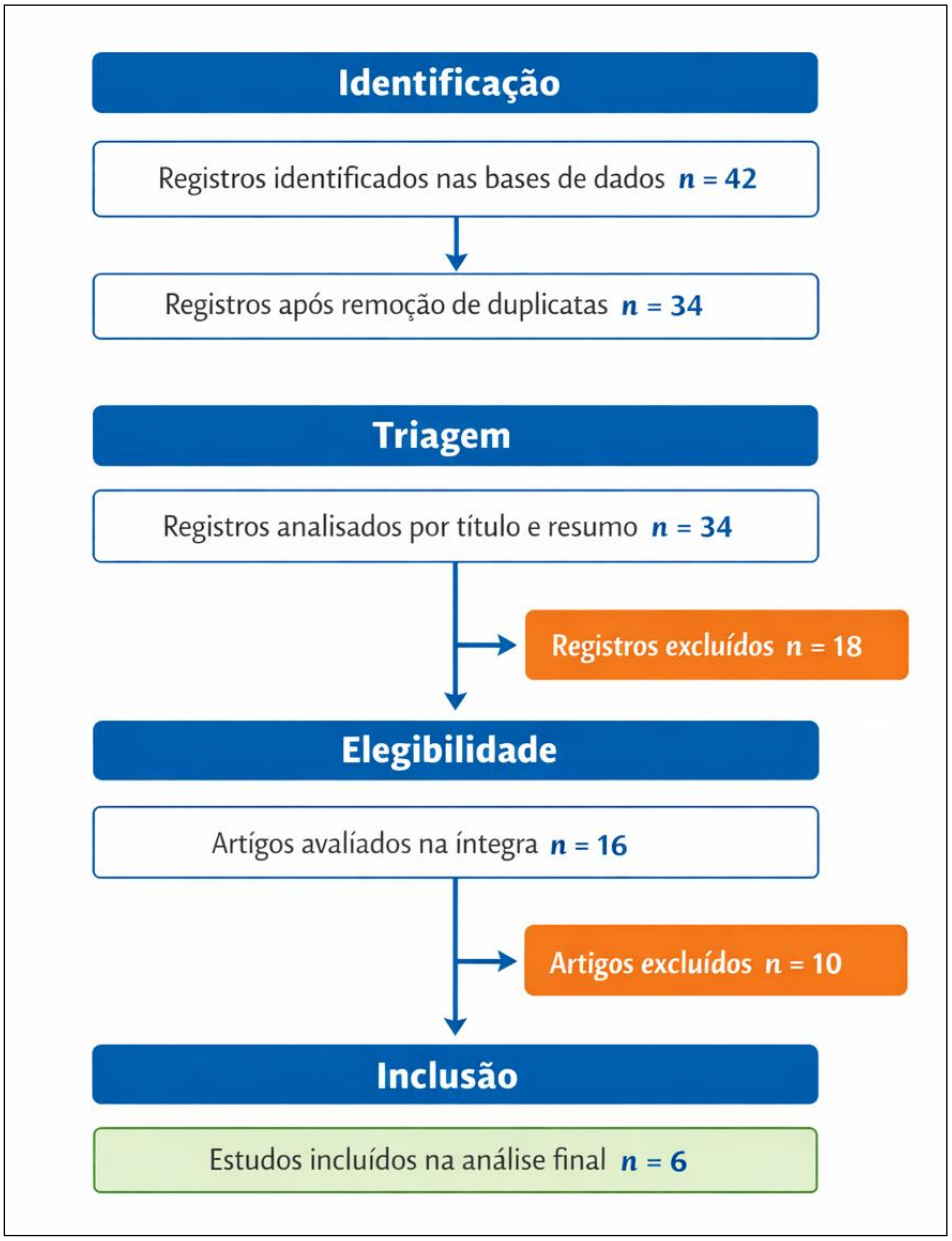
Figure 01 - PRISMA diagram for study selection.



Source: Prepared by the authors (2026).

The final corpus shows that national scientific production on media literacy in the school context is still incipient and recent, mainly concentrated in the period between 2023 and 2025, which reinforces the emerging nature of the topic in the Brazilian educational landscape.

The small number of studies included is justified by the specific scope of the chosen approach, which prioritizes research on media literacy in the context of

REMUNOM
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Pages: 1-25

Brazilian public schools, as well as by the recent nature of scientific production in this area.

3.2 SUMMARY OF THE STUDIES ANALYZED

Based on the established selection criteria, 42 publications were initially identified in the consulted databases (SciELO, CAPES Journals Portal, and Google Scholar). After removing duplicates (n = 8), 34 studies remained for screening by title and abstract. Of these, 18 were excluded, resulting in 16 studies eligible for full-text reading. After complete analysis, 6 studies comprised the final corpus of the research.

The set of studies analyzed shows that national scientific production on media literacy in the context of public schools is recent and still consolidating, concentrating especially between the years 2023 and 2025.

Table 1 presents the characterization of the studies included in the review, considering authorship, year of publication, methodological approach, and main objective.

Table 01 – Characterization of the studies analyzed.

Author(s)	Year	Title (abbreviated)	Methodological approach	Study objective
Lima; Bartholo	2023	Infrastructure and technology in public networks	Empirical	To analyze the role of technological infrastructure in public education.
Macedo; Pires; Anjos	2022	Digital technologies and teacher training	Theoretical-analytical	Discussing teacher training for the use of digital technologies.
Silva; Andrade	2021	Digital culture and teaching practices	Empirical	Investigating technology-mediated teaching practices

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Pages: 1-25

Soares	2024	Media and contemporary education	Theoretical	Analyzing the challenges of media literacy in the current scenario.
Spinelli; Santos	2020	Media literacy in schools	Theoretical	To discuss the role of media literacy in the school context.
Wardle; Derakhshan	2017	Misinformation and media literacy	Documentary	To analyze the phenomenon of misinformation and its educational implications.

Source: Prepared by the authors (2026).

Regarding methodological approaches, there is a predominance of studies of a theoretical and theoretical-analytical nature (4 out of 6), compared to a reduced number of empirical investigations (2 out of 6). This data highlights an important gap in the field, especially with regard to the analysis of concrete pedagogical practices in the context of basic education.

Furthermore, there is diversity in the objectives of the studies, ranging from analyses of public policies to investigations into educational practices and the impacts of media literacy. This heterogeneity indicates that the field is still in the process of consolidation, with multiple theoretical and methodological approaches.

3.3 THEMATIC CATEGORIES AND ANALYSIS OF STUDIES

Content analysis allowed us to identify three main categories: (i) media literacy and digital citizenship; (ii) teacher training; and (iii) technological infrastructure.

Although the time frame covers the period from 2015 to 2025, the selected studies focus on the period between 2020 and 2024, highlighting the recent consolidation of the topic.

3.2.1 Media literacy and digital citizenship

REMUNOM
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Vol: 13.04
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Pages: 1-25

This category was identified in 5 of the 6 studies analyzed (83%), standing out as a central axis of recent scientific production.

The studies by Spinelli and Santos (2020) emphasize the need to develop critical skills for interpreting media content in the school environment. Complementarily, Wardle and Derakhshan (2017) discuss the phenomenon of misinformation as a contemporary challenge, reinforcing the urgency of media literacy as a tool for addressing it.

Soares (2024) points out that media literacy should be understood not only as a technical skill, but as a formative practice aimed at critical citizenship.

3.2.2 Teacher training for the use of technologies

Teacher training appears in 4 studies (66%), being one of the main challenges identified.

The work of Macedo, Pires and Anjos (2022) indicates that initial and continuing education still does not adequately address the critical use of digital technologies.

Similarly, Silva and Andrade (2021) demonstrate that technology-mediated pedagogical practices are still limited by gaps in teacher training.

3.2.3 Infrastructure and access to technologies

The infrastructure category was identified in 3 studies (50%), highlighting structural inequalities in the education system.

The study by Lima and Bartholo (2023) highlights that the lack of adequate infrastructure compromises the implementation of technology-mediated pedagogical practices, especially in public education networks.

3.3 CRITICAL ANALYSIS AND TRENDS IN THE FIELD

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Pages: 1-25

A comparative analysis of the studies reveals a predominance of theoretical approaches, which limits the understanding of the concrete impacts of media literacy in the school context.

There is convergence among the authors regarding the relevance of media literacy, especially in combating misinformation and in civic education. However, there are divergences regarding implementation strategies, particularly concerning teacher training and the pedagogical use of technologies.

Furthermore, a tension is identified between critical and instrumental approaches: while some studies emphasize civic education and critical thinking, others prioritize the technical use of digital technologies.

Another relevant aspect is the conceptual fragmentation of the field, evidenced by the use of different terms, such as media education, media literacy, and digital literacy, indicating a field still in theoretical consolidation.

Finally, the scarcity of empirical studies and regional research stands out, highlighting the need for future investigations that analyze concrete pedagogical practices in different educational contexts.

3.4 LIMITATIONS OF THE STUDY

Among the limitations of this study, the reduced number of publications analyzed stands out, resulting from the specific scope adopted and the emerging nature of the topic in the Brazilian context. Furthermore, the inclusion of Google Scholar as a database may imply variations in the quality of the selected studies. These aspects should be considered in the interpretation of the results.

4. FINAL CONSIDERATIONS

This research aimed to analyze the scientific production related to media literacy in the context of digital culture, seeking to understand how this field has been addressed in education, especially in the Brazilian context. Through a systematic literature review, it was possible to identify that the transformations caused by the

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Pages: 1-25

advancement of digital technologies have profoundly impacted forms of communication, knowledge production, and social participation, demanding new educational approaches capable of preparing individuals to deal with the informational complexity of contemporary society.

The consolidation of digital culture, marked by the intensification of information circulation, the constant presence of digital media, and the expansion of communication networks, poses significant challenges to educational institutions. In this context, media literacy emerges as a fundamental strategy for the development of critical thinking, intellectual autonomy, and civic participation. By enabling students to understand the processes of production, circulation, and interpretation of information, media literacy contributes to the formation of more conscious individuals, capable of acting responsibly and reflectively in digital environments.

Analysis of the literature also shows that media literacy should not be understood merely as a set of technical skills related to the use of technologies, but as a broader formative process aimed at building critical competencies for media interpretation and active participation in society. In this sense, it is fundamental that the pedagogical practices developed in educational institutions incorporate strategies that stimulate the critical analysis of information, debate about the social impacts of digital technologies, and the development of competencies related to media and information literacy.

In the Brazilian educational context, there is a progressive advancement in the recognition of the importance of digital culture and media literacy in educational policies. Normative documents and curricular guidelines have highlighted the need to integrate digital technologies into the teaching and learning process, encouraging the development of skills related to the critical, ethical, and responsible use of media. However, despite these institutional advances, significant challenges remain regarding the effective implementation of these proposals in the daily life of schools.

Among the main obstacles identified are limitations related to technological infrastructure, inequalities in access to digital technologies, and the need to strengthen teacher training for the development of pedagogical practices focused on media literacy. These factors highlight that the critical integration of media in the

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DOI: 10.66104/ndadez91
Pages: 1-25

educational environment depends not only on the availability of technological resources, but also on the construction of consistent educational policies and training strategies that value the teacher's role as a mediator in the knowledge construction process.

The systematic review conducted in this study also identified important gaps in the scientific production on media literacy in Brazil, especially regarding the investigation of concrete pedagogical practices developed in schools and the analysis of the impacts of these practices on the critical formation of students. These gaps indicate the need to expand the number of empirical studies that explore the relationship between digital culture, media literacy, and teaching-learning processes, contributing to the strengthening of this field of research.

Given this scenario, it becomes evident that media literacy plays a strategic role in the formation of citizens capable of understanding and facing the challenges of contemporary society. In a context marked by the rapid circulation of information, the presence of phenomena such as disinformation and informational manipulation, and the growing influence of digital media in the construction of social perceptions, it becomes indispensable that educational systems promote pedagogical practices aimed at developing critical thinking and civic participation.

The results indicate a need for expanded empirical research in the field, as well as the strengthening of public policies aimed at the critical integration of media in basic education.

Finally, it is worth highlighting that the consolidation of media literacy as a structuring component of educational processes represents a fundamental step towards building an education aligned with the demands of digital society. By promoting the development of critical and reflective skills, media literacy contributes not only to the academic training of students, but also to the strengthening of democracy, social participation, and the construction of a more informed, conscious, and participatory society.

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