



Cátedra UNESCO en Democracia, Ciudadanía Mundial y Educación Transformadora
 Chaire UNESCO en démocratie, citoyenneté mondiale et éducation transformative
 UNESCO Chair in Democracy, Global Citizenship and Transformative Education

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SIMPOSIO / SYMPOSIUM
 25 - 28 / 10 / 2022
VALPARAISO - CHILE
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 EN LÍNEA / EN LIGNE / ONLINE
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INGLÉS / ANGLAIS / ENGLISH
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 INTERPRETACIÓN SIMULTANEA / INTERPRETATION SIMULTANÉE / SIMULTANEOUS INTERPRETATION

Critical media literacy and environmental justice
Alfabetización mediática crítica y justicia ambiental

2022-10-27 **JUEVES / JEUDI / THURSDAY**
 10:45 AM **HORA / HEURE / TIME: VALPARAISO / SANTIAGO [UTC-03:00]**



Participantes / Participants:
Jeff Share, Antonio López,
Theresa Redmond.

The session begins with each panelist sharing a brief summary of their work with environmental justice, defining ecomedia literacy, and exploring the relationship between media and the environment. We then have a short discussion regarding the vital need for ecomedia literacy to be embedded into the frameworks of media literacy education. The audience will be invited to pose questions to the panelists and then shift the discussion from centering on the panelists into a whole group discussion with the audience and panelists dialoguing together about key issues. The discussion will aim to move from defining the problem to exploring opportunities for greening media education in terms of pedagogy and teaching. We will collectively construct a Google Doc with a list of contact information and resources generated from the discussion. The goal of the session is to explore ideas and generate action plans. Eco-justice pedagogy and eco-justice education are intimately interconnected with the aims of media literacy education and social justice. Together, these areas share a common focus on decoding the roots of cultural ideologies and beliefs related to social power through critical thinking and action. However, while media literacy has traditionally sought to augment critical thinking about issues of representation and identity, the field has generally neglected to recognize or respond to the climate crisis or how our media devices impact the environment, marginalized communities across the world, or contribute to anthropocentric narratives. Perhaps our reliance on media and technology devices obscures our ability to fully embrace ecomedia literacy or eco-justice pedagogy. Yet, through ecomedia literacy, we may fully actualize the social justice goals and practices implied in media literacy education.

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