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Integration of Sustainable Development Goals and Media Literacy in Education

[Integracja celów zrównoważonego rozwoju i umiejętności korzystania z mediów w edukacji]

Streszczenie: W niniejszym artykule analizie poddano zagadnienie dotyczące umiejętności korzystania z mediów i zrównoważonego rozwoju w procesie edukacyjnym, zwłaszcza w obliczu rosnącej wojny informacyjnej i zmian technologicznych. Autorki argumentują, że umiejętność korzystania z mediów jest kluczowym narzędziem zapewniającym krytyczne myślenie i stabilność społeczną. Podkreślają rolę edukatorów jako głównych „operatorów" informacji i analizują, w jaki sposób umiejętności korzystania z mediów jako komponenty całego systemu medialnego mogą sprawić, że infrastruktura edukacyjna będzie bardziej odporna na zagrożenia zewnętrzne. Wykorzystując interdyscyplinarne podejście, wskazują skuteczne sposoby wzmacniania umiejętności korzystania z mediów w środowisku kadry edukacyjnej jako drogi do osiągnięcia określonych celów zrównoważonego rozwoju.

Summary: This article explores the urgent need for integrating media literacy and Sustainable Development Goals (SDGs) into the educational process, especially in the face of increasing information warfare and technological changes. The authors argue that media literacy is not only a skill but a crucial tool for ensuring critical thinking and social stability. They emphasize the role of educators as primary „operators" of information and discuss how improved media literacy can make educational systems more resilient against external threats. Utilizing an interdisciplinary approach, the article aims to develop effective systems for bolstering the media literacy of educational staff as a pathway to achieving specific Sustainable Development Goals.

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Introduction

The relevance of this article cannot be overestimated in the context of the development of modern information and communication technologies and their increasing integration into the educational process. Given the rapid pace of technological change and the enormous impact of the digital era on all spheres of life, issues of media literacy and sustainable development are becoming especially important. Therefore, scientific pedagogical practices constantly need adaptation and rethinking through the prism of postmodern epistemology, which includes not only methodological but also conceptual issues. The article attempts to fill this gap by offering an analytical perspective on the possibilities of using ICT (Information communication technologies) to improve media literacy in education for sustainable development. This allows not only to respond to modern challenges but also to predict future trends, which is absolutely necessary for the formation of a competent, educated personality capable of critical thinking and social adaptation in the modern intercultural space.

In addition, the relevance of the topic is due to the growing challenges and threats to the development of the national education system within the framework of the intensification of Russia's hybrid information war against Ukraine against the background of a full-scale military invasion. These aspects determine the need for the formation of effective mechanisms for increasing the media literacy of employees of educational institutions.

Hybrid information warfare and hostilities create special conditions in which media literacy is not just a useful skill but an important tool for ensuring stability, objectivity and critical thinking among citizens. This is especially relevant for the educational system, since scientific pedagogical and other educators are one of the main „operators" of information and knowledge that shape the next generations.

Increasing media literacy can help educators critically evaluate information, recognize manipulation and fakeness, and effectively communicate important social and cultural values. This can make the educational process more resistant to external challenges and threats, as well as contribute to the achievement of the Sustainable Development Goals.

The issue of forming systems for increasing media literacy of employees of educational institutions within the framework of achieving the Goals of Sustainable Development was considered by A. Yermolenko, R. Gurevich, M. Kozyar, M. Kademiya, V. Rizun, V. Sharko and others.

The purpose of the article is to apply an interdisciplinary approach to the development of effective systems for increasing the media literacy of employees of educational institutions as a key element in achieving specific Sustainable Development Goals, with a special emphasis on the quality of education, equality and peace.

The problem of choosing ICT tools in the educational process

We are experiencing a phenomenon where the media have become real protagonists of social reality now. In this sense, the influence of communication through conventional media on the upbringing and behavior of young people is beyond doubt. And this is the fact that today, with the advent of new communication technologies, the concept of „literacy" has changed and goes beyond simple communication through writing, other forms of literacy that can play a relevant role are reflected in many supports: on paper, on a computer screen, through signs, sounds, signals, pictures or posters, television, etc. This interest is not trivial, since the idea that daily communication and, above all, information has gained great relevance, being the most important basis for the development of society, rather than increasing the differences between those companies that have access to information and those that cannot. Thus, as communication and information technologies develop, a so-called „digital divide" emerges between societies that have access to technology and those that do not.

Education offers people the knowledge and skills they need to work professionally, promote productivity, innovate and create companies. Each additional year of education increases annual gross domestic product (GDP) by 0.37%. If all children in low-income countries could read, poverty would be reduced by 12% (Sustainable Development Goals, 2023).

Education has the effect of reducing child mortality and improving children's nutrition and health: a child born to a mother who can read and write is 50% more likely to live to age 5. Empowerment through education is a strong antidote to the risk of early pregnancy: women with more education are more likely to delay and carry pregnancy, and to receive medical care and follow-up (Media education, 2012).

As you know, within the framework of the approved Sustainable Development Goals for 2015–2030, a new global educational goal was selected

among the 17 main development priorities of the world. This goal is to „ensure inclusive, equitable and quality education and promote lifelong learning opportunities for all" and has seven tasks and three ways of implementation (Yermolenko, 2016; Innovative learning technologies, 2015).

Currently, there is a great interest of people in technological tools because they offer them great advantages, such as faster communication and easy access to information, advantages that are also reflected in educational practice; however, the use of media in education is not limited to the physical realm of the tool, but requires processes that enable it to be applied in the classroom to lead the student to meaningful learning. Today, students have great opportunities to find information due to easy access to it, but there are still problems in teaching practice that indicate a lack of media skills, there is currently an alarming shortage of media teachers but media education depends on whether teachers recognize the level of knowledge that students have in dealing with media, and also recognize the limitations and that teachers themselves solve these problems.

The abilities, skills and knowledge that must be possessed require personal transformation, that is continuous development and training in terms of new skills needed to face the digital world and the new social context. In order to teach media literacy, scientific pedagogical staff must find creative ways to change educational practices to enhance each student's media knowledge and skills.

Using the tools offered to us thanks to new communication technologies, it is possible to bring students a much more consistent and truer vision of the social reality that surrounds them. Media education must use the media's influence on youth to combat the manipulation of citizenship, the bankruptcy of values, and the aforementioned digital divide. From our point of view, media literacy aims to solve the problem of stimulating the desire to explore, align learning and achieve the development of critical citizenship, and it is for this reason that our purpose is outlined.

That is, to demonstrate how media literacy can be the main strategic tool to be able to bring to the classroom the content and knowledge that today's part of the school population rejects. Therefore, and after it has been verified that the picture grammar is much more attractive to students than the lectures used during the training, we intend to propose a new method to complement the training, in which the students can actively participate in the development of the training.

Pedagogical considerations for the selection of ICT tools in the educational process include the following aspects:

1) Collaboration: active participation in study groups, exchange of acquired knowledge and collective activity.

2) Interactivity: the possibility of flexible, dynamic and interaction with educational material.

3) Content development: the ability to design learning materials that meet the needs of different types of students.

4) Sensory access: ensuring the availability of information through different channels of perception (visual, auditory) and various devices.

5) Monitoring and evaluation: using assessment techniques that encourage students to analyze their learning process.

6) Technical parameters: assessment of convenience, functionality, authoring capabilities, mobility, as well as technical support and maintenance of the selected tool.

These criteria help not only to choose the right ICT tool, but also ensure its effective implementation in the educational process.

The influence of media literacy on the strengthening of the national educational system in the context of hybrid warfare

Media literacy not only facilitates critical thinking and information evaluation, but also serves as a defense against the disinformation campaigns that are an integral part of hybrid warfare. Especially in the context of the conflict between Ukraine and Russia, where informational aggression becomes a serious means of undermining stability, the role of media literacy in the educational system becomes indispensable (Terepyshchyi et al, 2019).

Media literacy can be considered as a complex set of skills and knowledge, which is necessary for effective interaction with modern media. This includes understanding how media work, how it can influence people's perceptions and thoughts, and how to critically evaluate and analyze information. In the context of education, this has practical applications, as the education sector can serve as a platform for introducing media literacy as part of the curriculum. Such implementation can increase the level of awareness and critical thinking among pupils and students, strengthening their ability to recognize and counter misinformation.

Against the background of military operations and information attacks, the education sector can become a vanguard in the formation of a civil society capable of resisting external and internal threats. Media literacy, as a component of the educational system, can contribute to the development of a culture of democracy, support of human rights, and emphasis on the importance of independent and balanced journalism. All this, in turn, is

important for strengthening national security and sovereignty. Thus, the integration of media literacy into the national educational system can serve not only pedagogical, but also strategic goals.

Application of ICT to improve media literacy

The use of information and communication technologies (ICT) in the field of education opens up new opportunities for improving the media literacy of scientific and pedagogical staff and students. This is especially relevant in the conditions of the spread of fake news, disinformation and other forms of information manipulation. ICT can serve as tools for the study and analysis of media texts, as well as for the creation of own media resources that meet the standards of quality and objectivity.

The use of ICT facilitates dynamic, interactive learning that can be adapted to the individual needs of students. This can be done through various pedagogical strategies, such as group projects, online discussions, game scenarios, and more. Digital platforms also provide an opportunity to monitor and assess the level of media literacy in real time, which is important for adapting the educational process.

Special attention should be paid to the ethical aspects of using ICT in education. It is important to teach students and teachers an understanding of privacy, intellectual property, and other ethical issues that may arise when using digital resources. The integration of ICT into the learning process can significantly increase the level of media literacy, which is necessary for the development of critical thinking and social responsibility in the modern information society.

In the context of the modern pragmatic philosophy of education, focusing on the practical application of knowledge and skills, the use of ICT to improve media literacy is not only relevant, but also an integral aspect of the educational process. The main principle of pragmatism in education is the preparation of students for real life, for the challenges they will face after graduating from an educational institution. In the conditions of the information age, media literacy becomes one of the key competencies necessary for successful adaptation in society.

The use of ICT can serve not only as a means of transmitting information, but also as a mechanism for the formation of critical thinking, empathy and ethical behavior in the media space. Education focused on a pragmatic approach considers technologies as tools that help to understand how to constructively and effectively interact with the surrounding world. Thus, teaching media literacy through ICT becomes not just a process of mastering

technical skills, but the development of a deep understanding of the mechanisms of media communication, their impact on public opinion and the formation of personal values.

Pragmatic philosophy of education also emphasizes social responsibility, which should be integrated into the learning process. ICT can be used to create platforms for social interaction and dialogue where students can explore and discuss the ethical and social aspects of media. This, in turn, helps to form in students a conscious understanding of their role in the media landscape and their responsibility as active participants in the information society.

Thus, within the framework of the modern pragmatic philosophy of education, ICTs not only serve as tools for acquiring technical skills, but also play a role in the formation of a wider range of competencies: from critical thinking and ethical education to social responsibility.

Case-study of successful integration of media literacy and Sustainable Development Goals

Oslo School of Architecture and Design. This school introduced media literacy into the main course „Civic Education". Students study the ethical and environmental aspects of media content , including fake news about climate change. They also join electronics recycling projects where they learn how to properly dispose of electronic waste.

University of New York in the USA. This university offers media literacy courses that include the study of the UN Sustainable Development Goals. Students analyze reports from international media on issues such as gender equality, poverty, and climate change from the perspective of ethical and factual correctness.

St. Thomas College of Engineering & Technology in India. This college has developed a special course for engineering students that combines media literacy and principles of sustainable development. Students here learn how to use social media to spread the ideas of sustainable resource use, energy efficiency and innovative solutions to social problems.

TeachingEnglish online platform. This platform provides resources for teachers around the world to integrate media literacy and the SDGs into their lessons. Resources include activity sets, interactive tasks, and pedagogical strategies for discussing these topics in the classroom (TeachingEnglish, 2023).

Each of these examples demonstrates how media literacy and the Sustainable Development Goals can be interconnected in the educational

process, creating the basis for a more harmonious and sustainable development of society.

The future of media literacy and the Sustainable Development Goals in education

Technological innovations such as artificial intelligence, blockchain and augmented reality open new horizons for improving media literacy and achieving the Sustainable Development Goals. Artificial intelligence can be used to analyze large volumes of data, which allows learning patterns media consumption and their influence on the formation of public opinion. Blockchain can provide transparency and traceability of information flows, which is critical for ensuring the authenticity of information. Augmented reality can become a tool for creating immersive learning experiences that contribute to better understanding and assimilation of knowledge about sustainable development (Terepyshchyi S., Kostenko, 2022).

Scaling initiatives can be achieved through collaboration between governments, non-profit organizations and educational institutions. The creation of international pedagogical standards that integrate the criteria of media literacy and sustainable development can serve as a foundation for scaling educational programs. It is also possible to exchange best practices and resources through international educational platforms, which will allow faster and more effective implementation of goals in different contexts.

Regarding accessibility and inclusiveness, a key perspective is ensuring universal access to media-literate and sustainable educational content. From the modern understanding of social justice follows the need to create platforms and resources that will be accessible to people with different capabilities, cultural and social backgrounds. This may include adapting learning materials for different populations and providing access to educational resources through a variety of technology channels.

In general, the integration of media literacy and the Sustainable Development Goals into the educational system can have a significant impact on the formation of civic engagement. Informed, critical-thinking and active citizens can play a key role in decision-making processes at all levels of governance - from local to global. The spread of media literacy and education on sustainable development can contribute to greater participation of citizens in the social, environmental and economic aspects of life, which is critical for achieving sustainable development at the global level.

Conclusions

In general, this article is aimed at a conceptual analysis from the standpoint of postmodern epistemology, in particular, regarding the heterogeneity of relationships between media literacy and the Sustainable Development Goals in the context of the integration of information and communication technologies into the educational process. This analysis attempts to overcome the metanarratives of modernity by focusing on local, subjective and heterogeneous knowledge and practices. The educational process is considered as a polysemic phenomenon intertwined with socio-cultural, economic and ecological discourses, which are constituents of sustainable development.

The article also accumulates approaches to scaling initiatives, paying attention to the „variety" and „multiplicity" of educational strategies in the context of global technological innovations such as artificial intelligence, blockchain, and augmented reality. This creates a new „hybrid" pedagogical landscape that crosses the boundaries of traditional academic disciplines.

It should be noted that within the framework of the modern pragmatic philosophy of education, the affected with the influence of postmodernism, the emphasis is reoriented on the formation of „local" competences , which are a response to „global" challenges. Thus, media literacy and education for sustainable development not only manifest themselves as imperatives, but also as metatexts that allow us to rethink traditional social constructs such as „citizenship", „identity", and „knowledge".

Thus, the article emphasizes the need for a reflexive approach to educational practice, recognizing its „ simulative „ nature in the conditions of postmodern reality. This highlights the role of education as a catalyst for deconstructing and rethinking social practices, pedagogical methodologies and, in general, concepts of sustainable development at the global level. The integration of media literacy and the Sustainable Development Goals into the educational process therefore acts as a subversive strategy aimed at the creative transformation of social and cultural matrices.

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