



First MIL City Celebrates
**GLOBAL MEDIA
AND INFORMATION
LITERACY WEEK**

24 - 31 October 2018



#GlobalMILWeek

United Nations
Educational, Scientific and
Cultural Organization

Analyzing the 5 Laws of MIL: A critical information literacy exercise

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“I was writing in the tradition of immanent critique that seeks to provoke critical examination of the basic vocabulary of the movement of thought to which it belongs. There was and remains warrant for such a mode of criticism and to distinguish between self-criticism that promises a more democratic and inclusive life for the movement and criticism that seeks to undermine it altogether.”
Preface of 1999 “Gender Trouble” edition
(BUTLER, 2010, p. vii)

Plan

1. Critical information literacy
2. Graphic version of the 5 Laws of MIL
3. Gender binary
4. Information neutrality
5. Completeness of MIL
6. What people want
7. Final considerations
8. References

1. Critical Information Literacy

- IL + School of Frankfurt's Critical Theory and Paulo Freire's Critical Pedagogy
- ***“A continuous practice of critical engagement with information by people who cooperate in the collective construction of knowledge, considering that information is socially constructed, that is, it integrates social, political, economic and cultural conditions that need to be understood and, sometimes (in the case of injustices) fought.”***
(BRISOLA, DOYLE, ROMEIRO, 2018)



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LAW 3

Information, knowledge, and messages are not always value neutral, or always independent of biases. Any conceptualization, use and application of MIL should make this truth transparent and understandable to all citizens.

LAW 2

Every citizen is a creator of information/knowledge and has a message. They must be empowered to access new information/knowledge and to express themselves. MIL is for all - women and men equally - and a nexus of human rights.



LAW 4

Every citizen wants to know and understand new information, knowledge and messages as well as to communicate, even if she/he is not aware, admits or expresses that he/she does. Her/his rights must however never be compromised.

LAW 1

Information, communication, libraries, media, technology, the Internet as well as other forms of information providers are for use in critical civic engagement and sustainable development. They are equal in stature and none is more relevant than the other or should be ever treated as such.

LAW 5

Media and information literacy is not acquired at once. It is a lived and dynamic experience and process. It is complete when it includes knowledge, skills and attitudes, when it covers access, evaluation/assessment, use, production and communication of information, media and technology content.

2.

3. Gender binary

- Woman's inclusion and the fight for gender equality is very important and urgent. 2030 Agenda
- But, when we state that MIL is a right for all - women and men equally - we imply that these 2 categories are all there is.
- Butler (1999) show the difficulty of transgender or non-binary people to feel included;
- Suggestion: replace his/her for they/theirs and use group words as citizens/people/human kind.

4. Information neutrality

- Information is socially constructed, i.e, it's ALWAYS influenced by cultural, political, economic, social and personal contexts;
- It's production and dissemination as well as its search and use are intentional actions with an impact in the world;
- Suggestion: suppress the word “always” in Law 3 : information is not neutral nor independent of bias.

5. MIL Completeness

- Lifelong process, state of awareness: no one is fully literate;
- Dependent of information regimes, technologies, cultural uses, personal preferences, etc.
- Suggestion: exchange the word “complete” in Law 5 by “well developed” or similar.

6. What people want

- Law 2: every citizen has a message.
- Law 4: every citizen wants to know new information and communicate, even if they don't know it.
- It is a bit odd to state what people want;
- Instead, we should state rights and ways to defend them;

7. Final considerations for eventual revisions

- The concepts of MIL CLICKS (Critical-thinking, Creativity, Literacy, Intercultural, Citizenship, Knowledge & Sustainability) are broader and propose a very interesting development;
- Framework or guidelines are more flexible than Laws;
- MIL could benefit from new ways to view IL from LIS studies, as ACRL (2016) and CILIP (2018).
- Critical theory/pedagogy is all about uncovering oppression mechanisms to fight injustices and empower people to promote wellness for all humanity.

7. Real final considerations

- This critical Discourse Analysis was made to improve MIL Laws, to make them more inclusive and more effective in spreading MIL awareness around the world
- But, enlightened by recent events, these considerations seem minor, almost unimportant
- What I NEED to say is that a group is using Facebook/WhatsApp and Fake News/Disinformation to hack democracy in Brazil after hacking democracy in the US and UK.

7. Real final considerations

- My country did not make a revolution, it did not overthrow the very rich, it didn't eradicate poverty;
- It did diminish hunger while including more people, from very diverse upbringings in schools and universities;
- These very people, who benefited from inclusion policies as well as those who didn't need them, are now choosing guns, censorship and torture because of ignorance and consumerism;
- What can UNESCO, MIL, CLICKS, WE do to prevent this from happening elsewhere?

8. References

- ACRL. Framework for Information Literacy for Higher Education. Online: ACRL, 2015.
- BRISOLA, DOYLE, ROMEIRO. Critical information literacy as a path to resist “fake news”: understanding disinformation as the root problem. Preprint. 2018.
- BUTLER, Judith. Gender Trouble: Feminism and the Subversion of Identity. New York and London: Routledge, 2010.
- CILIP. Definition of Information Literacy 2018. Online: CILIP, 2018.



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THANK YOU!!!

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7. Critic and ethics

- ACRL: “Information literacy is the set of integrated abilities encompassing the **reflective** discovery of information, the understanding of how information is produced and valued, and the use of information in creating new knowledge and participating **ethically** in communities of learning.” (ACRL, 2016)
- CILIP: “Information literacy is the ability to think **critically** and make balanced judgements about any information we find and use. It empowers us as citizens to develop informed views and to engage fully with society.” (CILIP, 2018)