

Information Literacy in Rural Telebachillerato Schools: Challenges and Opportunities in Huitiupán, Chiapas

Alfabetización informacional en el telebachillerato rural: Retos y oportunidades en Huitiupán, Chiapas

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ABSTRACT

Information literacy is a fundamental competency for education regarding the access, evaluation, and ethical use of information in the digital society. In rural contexts, this process faces challenges related to technology access, connectivity, and training opportunities. The aim of this study was to analyze the information literacy level of students at a *Telebachillerato* (distance high school) in the municipality of Huitiupán, Chiapas, Mexico, identifying key challenges and opportunities for strengthening these skills. A mixed-methods study was conducted using a descriptive approach and a non-experimental, cross-sectional design. Sixty-three students participated, completing a structured questionnaire covering six dimensions: technological access and availability, basic ICT skills, information competencies, educational use of technology, digital security and citizenship, and self-assessment of digital competencies. Additionally, six semi-structured interviews and an observation guide were used to complement and triangulate the data. The results show that, while most students have smartphones and home internet access, persistent limitations in the school's technological infrastructure restrict the pedagogical use of

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ICT. Furthermore, the study found that students possess basic digital skills and use technology for academic purposes; however, they need to strengthen competencies related to searching for, evaluating, and ethically using information. It is concluded that developing digital competencies is a necessary but insufficient condition for fostering information literacy; therefore, it is essential to promote institutional strategies aimed at strengthening these competencies in rural Telebachilleratos.

Keywords Digital competencies, Rural education, Information literacy, Telebachillerato

RESUMEN

Information literacy is a fundamental competency for education regarding the access, evaluation, and ethical use of information in the digital society. In rural contexts, this process faces challenges related to technology access, connectivity, and training opportunities. The aim of this study was to analyze the information literacy level of students at a *Telebachillerato* (distance high school) in the municipality of Huitiupán, Chiapas, Mexico, identifying key challenges and opportunities for strengthening these skills. A mixed-methods study was conducted using a descriptive approach and a non-experimental, cross-sectional design. Sixty-three students participated, completing a structured questionnaire covering six dimensions: technological access and availability, basic ICT skills, information competencies, educational use of technology, digital security and citizenship, and self-assessment of digital competencies. Additionally, six semi-structured interviews and an observation guide were used to complement and triangulate the data. The results show that, while most students have smartphones and home internet access, persistent limitations in the school's technological infrastructure restrict the pedagogical use of ICT. Furthermore, the study found that students possess basic digital skills and use technology for academic purposes; however, they need to strengthen competencies related to searching for, evaluating, and ethically using information. It is concluded that developing digital competencies is a necessary but insufficient condition for

fostering information literacy; therefore, it is essential to promote institutional strategies aimed at strengthening these competencies in rural Telebachilleratos.

Palabras clave Competencias digitales, Educación rural, Alfabetización informacional, Telebachillerato

INTRODUCTION

The development of Information and Communication Technologies (ICT) has transformed the way people access, produce, share, and use information. In this regard, information literacy has taken on a strategic role within educational systems, as it constitutes a set of competencies that enable individuals to identify information needs, locate relevant sources, critically evaluate their quality, use information ethically, and communicate it effectively for problem-solving and knowledge-building. Beyond the instrumental mastery of technologies, information literacy involves the development of critical thinking and the ability to participate responsibly in a society characterized by an overabundance of information and the constant transformation of digital environments. These competencies in the educational sphere are particularly relevant for upper secondary education, a level at which students are expected to develop skills that foster independent learning, the continuation of their studies, and active participation in various social and work contexts. In Mexico, the Common Curriculum Framework for Upper Secondary Education recognizes digital literacy as a fundamental sociocognitive resource for the comprehensive development of students, promoting the critical, ethical, and responsible use of digital technologies in learning processes. However, achieving these goals faces significant challenges, especially in institutions located in rural areas, where conditions regarding technological infrastructure, connectivity, and access to digital resources remain unequal.

The Telebachillerato program in the municipality of Huitiupán, Chiapas, is an example of this reality. Although most students have mobile devices and internet access outside of school, the institution's technological infrastructure has limitations that restrict opportunities to strengthen information literacy through educational practice. Given this scenario, it is important to analyze not only access to technologies but also the skills students possess to use them critically, responsibly, and for academic purposes.

In this regard, the objective of this study was to analyze the level of information literacy among students at a Telebachillerato in the municipality of Huitiupán, Chiapas, identifying the main challenges and opportunities for strengthening it. To this end, a mixed-methods study was conducted that integrated quantitative and qualitative data on technological access and availability, basic ICT skills, information competencies, the educational use of technology, digital safety and citizenship, as well as students' self-assessment of their digital competencies. The results are expected to contribute to an understanding of the conditions that foster or limit the development of information literacy in rural contexts and to provide evidence for the design of educational strategies aimed at strengthening these competencies in upper secondary education.

Literature Review

Information Literacy (ALFIN)

In the second decade of the 21st century, the concept of a “cultured,” “educated,” or “well-rounded” person has transcended the realm of simple traditional literacy based primarily on physical media. The creation, transmission, and communication of knowledge have undergone a radical transformation, as Jean-François Lyotard (1979) points out in his report on knowledge.

After more than four decades of globalization in the industrial, economic, regional, symbolic, educational, and even philosophical spheres, printed books, magazines, newspapers, and “traditional” mass media have ceded ground in all areas to the dominance of the digital age. The so-called transition from “graphic reason” (based on the linearity of printed text) to “digital reason” (articulated through information and communication networks) (Area Moreira, M., et al. 2012) has redefined power structures and spaces of sociability, as well as the spheres of formal and informal learning at all levels.

In this context of learning mediated by cybernetic networks and computational processes, information literacy should not be understood solely as technical training in the use and management of equipment and infrastructure or digital hardware, but rather as a complex process of acquiring socio-cognitive and ethical skills that enable individuals to participate fully in the knowledge society. (UNESCO, 2005).

Information and Communication Technologies (ICT) have significantly transformed social, cultural, and educational spheres; they have changed the ways in which people access, produce, and share information. This has led to information overload through the constant use of digital devices, which requires the development of competencies and skills that enable effective information management. The United Nations Educational, Scientific and Cultural Organization (UNESCO, 2019), cited in Hernández-Campillo, Veranes Gálvez, and Arias Hidalgo (2023), defines “information literacy” as “the competencies needed to improve access to, search for, critically evaluate, store, and communicate information” (p. 10).

Access to information empowers society and facilitates professional and lifelong learning; therefore, its application in the educational sphere is relevant in light of the 2030 Education Agenda, which aims to advance Sustainable Development Goal 4—to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” (UNESCO, 2021, p. 34).

For their part, Alinoet, López, and Aguilar (2025) define information literacy “as an educational process that develops (information-related) knowledge, skills, and behaviors for the efficient management of information and knowledge” (p. 6).

The Digital Divide and Connectivity in Rural Areas

With the advent of the age of computing and telecommunications in the 19th century, and the rise of ICT as a central element of this era, humanity has had to integrate these tools into its daily activities; however, it is important to note that access to these tools

is not equitable, creating what is known as the digital divide, which “encompasses political, economic, and social aspects, and is closely linked to structural problems in global society such as poverty, exclusion, unemployment, job insecurity, and inequality in the distribution of wealth” (Gómez Navarro et al., 2018, p. 48).

This is significant because, in a knowledge society, the creation of new innovations is sought, which becomes a source of wealth and social well-being (Quintanilla, 2007); however, within these knowledge societies, new forms of inequality emerge, mediated by information technologies. In this regard, Fueyo Gutiérrez, et al., (2018) note that: Overcoming the digital divide in education is not a matter that can be resolved simply by providing citizens with access to state-of-the-art technologies (first-order divide), nor even by training them in instrumental digital skills (second-order divide). It is something more complex than all of this; it has to do with what certain authors have identified as the “third digital divide,” referring to complex uses and operations, the ability to navigate different platforms, and to make the most of the possibilities of digital culture by contrasting rich and relevant uses with poor and restricted ones. (p. 66)

It is therefore important, when discussing digital literacy, to mention the factors that contribute to the digital divide, such as access “to the internet and the devices used to access it—not only in terms of ownership and its economic implications, but also in terms of the limitations people face in accessing basic services” (García Ávila, 2017, p. 68)—aspects that create divisions and disparities among social groups.

The Rural Telebachillerato Model in Chiapas

The Chiapas State Telebachillerato aims to provide upper secondary education to students in rural and hard-to-reach communities, expanding educational opportunities in different regions of the state (Chiapas State Telebachillerato, n.d.). It has 125 campuses located in 69 municipalities, and an enrollment of 10,369 students. With a 32-year history of service, it emerged in the context of the 1994 Zapatista armed uprising, amid social, political, and cultural uncertainty, with the aim of addressing situations where there was no access to upper secondary education (Grajales González, 2024).

Adapted from the Telebachillerato program of the state of Veracruz, this educational model was implemented in Chiapas and currently operates under the Common Curriculum Framework for Upper Secondary Education (MCCEMS) to serve young people through areas of study such as Chemical and Pharmaceutical Biology, Mathematical Physics, and Humanities and Social Sciences. As an educational strategy, the program implements a cross-curricular approach, which involves integrating educational content across all subjects to foster meaningful interconnections among them: Language and Communication; Mathematical Thinking; Natural, Experimental, and Technological Sciences; Social Sciences; Historical Awareness; Philosophical Thinking and the Humanities; and Digital Culture and English (Ministry of Public Education, 2025). Among the various updates to this educational level, the subject of computer science has been transformed into “Digital Culture,” defined as “a sociocognitive resource that encourages students to think about and reflect on the applications and effects of

technology, as well as the ability to adapt to the diversity and variability of students' contexts and circumstances" (General Directorate of High School Education [DGB], 2023, p. 3)

The General Directorate of High School Education (2023) states that the purpose of this sociocognitive resource is to ensure that:

enable students to use Information and Communication Technologies, Digital Knowledge, and Digital Learning (TICCAD), among other resources, to select, process, analyze, and systematize information within a regulatory and security framework, and to promote the responsible use of these resources in their surrounding environment. (p. 3)

In this regard, the research was conducted at Telebachillerato No. 13 "Daniel Cosío Villegas" in the municipality of Huitiupán, located in northern Chiapas, whose history is marked by agrarian resistance and the struggle for land. However, sociodemographic indicators point to a situation of systematic social exclusion. To understand information literacy in Huitiupán, it is necessary to understand the state of traditional literacy and educational backwardness. Likewise, the report *Sociodemographic Panorama of Chiapas: 2020 Population and Housing Census* indicates that 44.4% of the population suffers from educational backwardness. Some 74.8% of people over the age of 15 have not completed basic education, and the illiteracy rate stood at 27.5%. In a municipality where the average years of schooling is just 4.9 years (compared to 6.7 statewide), the ability to assimilate, analyze, and reconstruct information in digital environments is severely limited (INEGI, 2021); in this sense, digital exclusion begins at the most basic level; The most recent data from the 2020 Population and Housing Census further highlight this reality: only 3.6% of households have Internet access, and barely 1.9% own a computer, laptop, or tablet. This massive lack of technological infrastructure places the vast majority of the population in a state of "technological isolation" that hinders the development of an effective digital citizenry.

Therefore, this research addresses the digital divides that translate into cognitive divides and lead to social injustices. Under this paradigm, digital literacy is both a right and a necessity for citizens to critically engage with their environment and reshape culture in an emancipatory way. Consequently, bridging the digital divide in Huitiupán involves not only providing equipment but also fostering an "emancipatory educational praxis" (Freire, 2022)

The importance of information and digital literacy in this context lies in its potential as a tool for community empowerment and civic organization, in an environment marked by extreme poverty and isolation, access to digital knowledge is a fundamental pillar for organized civic engagement that ensures the survival of indigenous knowledge and enables access to social justice through participatory citizens educated in ethical and community values.

MATERIALS AND METHODS

To identify the challenges and opportunities in the Telebachillerato program in Huitiupán, Chiapas, a methodological approach was designed that was tailored to the characteristics of the community setting. The research was conducted using a mixed-methods approach with a descriptive scope and a non-experimental, cross-sectional design, since the study variables were not manipulated and data collection took place at a single point in time during the 2025–2026 school year, Semester B. Data were collected by administering questionnaires in person to students who attended the school on the day scheduled for fieldwork. As a result, 63 questionnaires were collected, and six interviews were conducted. Three instruments were used for data collection: two aimed at students, designed to understand their perceptions and experiences, and one focused on observing the campus's infrastructure and technological conditions.

Instrument 1.— Student Questionnaire: A structured questionnaire was designed to identify the level of access to technological resources, digital competencies, and information literacy, as well as the use of digital technologies. The instrument includes sociodemographic data such as age, gender, semester, city of origin, and availability of devices and internet access; it consists of a total of 33 questions using a five-point Likert scale (“very often,” “often,” “occasionally,” “rarely,” and “never”), grouped into six dimensions: 1) technological access and availability, 2) basic ICT skills, 3) information literacy, 4) educational use of technology, 5) digital safety and citizenship, and 6) self-assessment of digital competencies, allowing for an evaluation of students’ digital competencies and conditions of technological access.

Among the questions asked are: “At school, I have access to computers,” “I can easily use mobile apps for school activities,” “I compare information from different websites before using it in my school assignments,” “I use educational platforms or apps to study and learn,” “I know how to identify risks or dangers on social media and the internet,” and “I believe I have sufficient technological skills for my studies.”

Instrument 2.— Semi-structured interview guide: To gather more in-depth information, an interview was conducted with two students from each semester (second, fourth, and sixth) selected from each active group in that semester—in this case, Groups A and B from each semester; the guide consisted of nine thematic sections: 1) use of and experiences with digital technologies, 2) information literacy, 3) digital competencies, 4) technological barriers, 5) the influence of technology on learning, 6) educational context and institutional support, 7) challenges and tensions in the use of digital technologies, 8) training needs, and 9) personal and future perspectives.

The trigger questions for the interview were: “What types of technological devices do you use at school, and how do they support you in your academic activities?”, “When you need to look up information for an assignment or research project, how do you conduct your search, and how do you decide if the information is reliable?”, “What

technological tools or websites do you find most useful for your schoolwork?”, “Have you used artificial intelligence tools for your schoolwork?”, “What was that experience like?”, “What are the main difficulties or limitations you face when using digital tools in your education?”, “How do you think technology influences your learning and academic performance?”, “Do you think the use of digital technologies has improved, worsened, or had no effect on your academic performance?” “Why?” “What is your opinion on the use of digital technologies in school activities and in teachers’ instruction?” “Does the use of digital technologies make your learning easier or more difficult?” “Why?” “Have you had any negative or problematic experiences related to the use of digital technologies in your studies or at school?”, “What were they like?”, “What digital skills would you like to learn or strengthen to improve your studies?”, and, if applicable, “Do you think digital skills are important for your academic or professional future?”, “Why?”

Within these questions, guiding aspects were considered to allow for a deeper exploration of the topics, including: the use of artificial intelligence, connectivity limitations, search strategies, content comprehension, teacher training, cyberbullying, areas for improvement, and educational continuity, among others.

Instrument 3.—Observation Guide: To supplement the information provided through the previous instruments, a checklist-style observation guide was used to document the conditions of the school’s technological environment. Through 24 indicators evaluated on a three-category scale (yes, no, and partially), as well as a section for qualitative observations; the indicators were organized into four dimensions: 1) Institutional technological infrastructure, 2) Use of ICT in the classroom, 3) Accessibility and technological context, 4) Qualitative observations—the latter focused on documenting strengths, limitations, and recommendations derived from direct observation.

Some of the indicators included in the instrument are: “The school has internet service,” “The responsible use of digital technologies is promoted,” “Students show interest in technology-mediated activities,” and “Main limitations observed.”

RESULTS

To analyze the collected data, Google Forms was used to consolidate the information gathered from the paper-based questionnaire administered at the distance learning high school, thereby facilitating the analysis of the data obtained.

Of the 63 questionnaires administered to students at Telebachillerato No. 13 “Daniel Cosío Villegas,” it was found that the largest percentage of participants were 17-year-old students, who accounted for 44.4% (28). In second place were 16-year-old students, accounting for 31.7% (20), followed by 15-year-old students at 15.9% (10), and finally, 18-year-old students, who made up 7.9% (5) of the sample.

Regarding gender distribution, the sample consisted of 54% men (34), 44.4% women (28), and 1.6% who preferred not to answer (1). In terms of the semester they were

enrolled in, 39.7% were in their fourth semester (25), 33.3% in their sixth semester (21), and 27% in their second semester (17), which ensured representation from all three semesters at the institution.

Regarding the sociodemographic characteristics of the student population, students were asked about their place of origin. The results show that the majority come from the municipal seat of Huitiupán, accounting for 63.5% (40), followed by Santa Catarina las Palmas with 11.1% (7) and San Pedro Pabuchil with 3.2% (2). The remaining locations each accounted for 1.6% of the total, including: El Azufre, Competencia, José María Morelos y Pavón, 5 de Mayo, Álvaro Obregón, Pabuchil Covadonga, Sinaí Díaz Ordaz, Catarina, and the state of Quintana Roo.

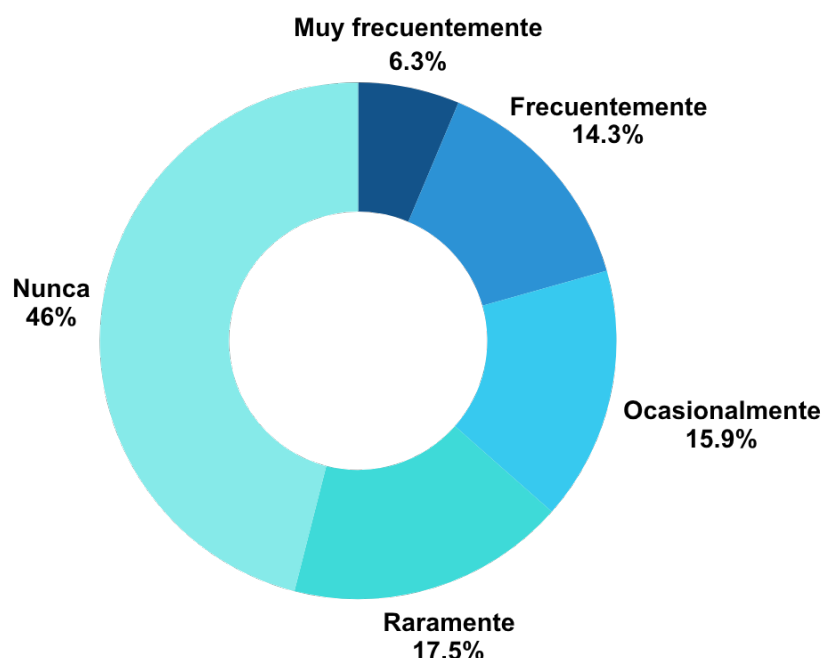
Regarding the use of a language other than Spanish, 96.8% of the students (61) indicated that they do not speak another language, while 3.2% (2) stated that, in addition to Spanish, they speak Tzotzil.

To understand students' access to digital technologies, they were asked whether they had their own smartphone with internet access; 93.7% (59) answered yes, while 4.8% (3) indicated that they only have access to this resource sometimes, and 1.6% (1) said no.

They were also asked which device they used most frequently, with the options being cell phone, computer, tablet, or none. In this regard, 96.8% (61) reported using a cell phone primarily, while 3.2% (2) use a computer. Finally, regarding internet access at home, 79.4% (50) stated that they have the service, 11.1% (7) said they do not, and 9.5% (6) said they do so sometimes.

Access to and Availability of Technology

Access to technological resources is a fundamental element for carrying out academic activities in upper secondary education, particularly in contexts where digital technologies are part of the teaching and learning processes. In this regard, the results show that, although most students have a cell phone with internet access and internet service at home, access to computer equipment is limited. Furthermore, the responses indicate that the availability of technological infrastructure on campus—such as computer equipment and internet connections for school use—is perceived as insufficient by a high percentage of students. This reflects that, while there are favorable conditions for accessing digital resources at home, limitations related to the school's technological infrastructure persist (see Figure 1), which may impact the implementation of educational activities that require the use of digital tools.

Figure 1. Access to Computer Equipment on School Grounds

Source: Prepared by the author

This is complemented by observations made during fieldwork, which revealed that the space designated for the computer lab has been converted into a classroom, limiting its availability for activities and content related to digital technologies. Furthermore, it was found that the existing technological equipment is insufficient and has reached a level of obsolescence that hinders its use for educational purposes. Regarding connectivity, the school does not have an institutional internet service provided by the Ministry of Public Education; access to this service depends on a private contract intended primarily for administrative tasks and to support teaching activities. In addition, the municipality's geographical conditions affect the quality of connectivity—a factor that aligns with students' perceptions regarding the frequent lack of an internet or mobile data signal of sufficient quality to complete their schoolwork.

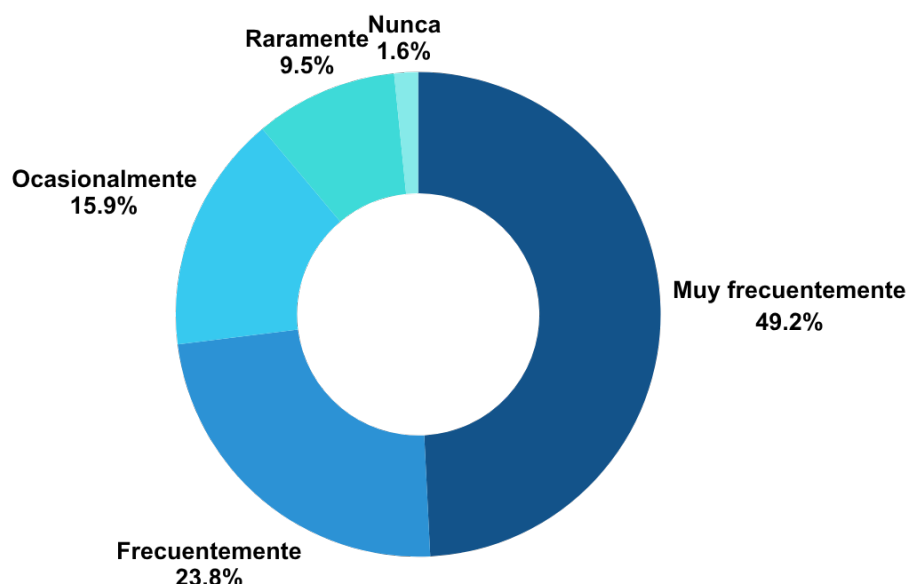
Basic ICT Skills

The development of digital skills is an essential component for accessing, using, and making the most of information in learning processes. In this regard, the results show that the majority of Telebachillerato students possess basic competencies in the use of ICT. The responses indicate frequent use of basic functions on computers and mobile devices, as well as internet browsing using search engines—primarily Google—to look up information for educational purposes.

Likewise, students reported regularly using instant messaging applications—such as email, WhatsApp, and social media—as communication tools for coordinating academic activities with teachers and classmates (see Figure 2).

Similarly, the results indicate that most students possess the skills to create digital presentations and manage files in various formats—such as text documents, PDF files, and images—as well as to use mobile applications to support their schoolwork. These findings suggest that students possess the basic digital competencies that support their technology-mediated learning process.

Figure 2. Use of messaging apps to organize activities with classmates and teachers.



Source: Prepared by the authors

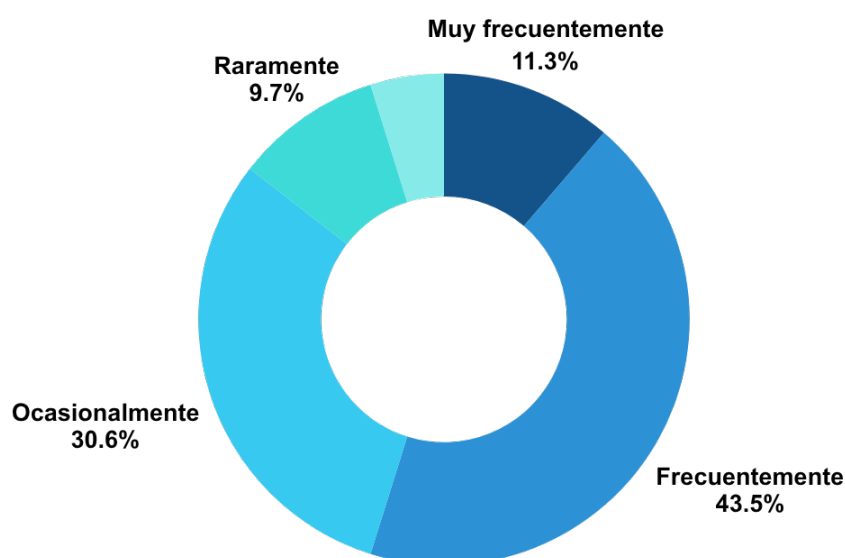
Information Literacy

Information literacy enables students to locate, evaluate, and use information critically and ethically in carrying out their academic activities. The results show that students possess the skills to search for information online and recognize the importance of using reliable sources.

A significant percentage noted that they often compare information obtained from different websites when preparing their school assignments, as well as the importance

of citing sources to avoid plagiarism. However, this area represents an aspect that needs to be strengthened (see Figure 3).

Figure 3. Use of Reliable Information for Academic Assignments



Source: Prepared by the authors

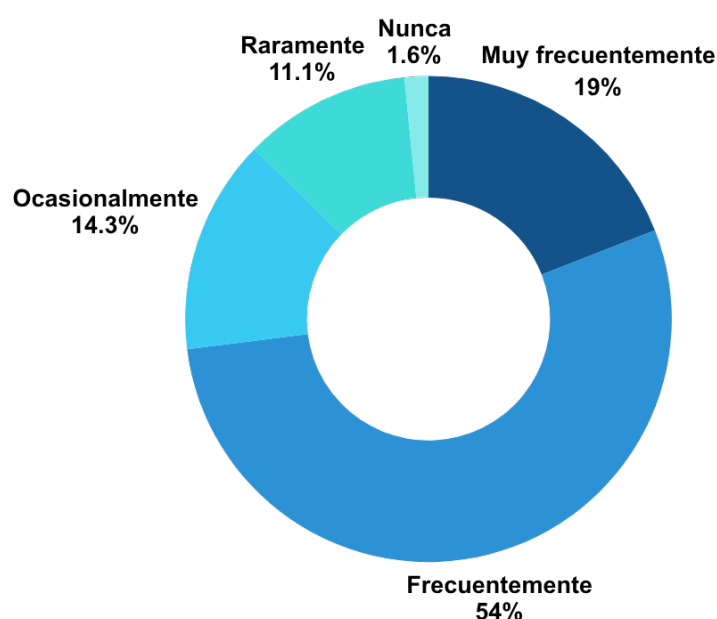
Educational Use of Technology

The incorporation of digital technologies into educational processes has fostered new ways of accessing knowledge, conducting academic activities, and enhancing learning. In this regard, it was found that Telebachillerato students frequently use the internet and various digital tools—such as Word, PowerPoint, Canva, Excel, and Google Forms—to support their schoolwork.

The students noted that they use technological resources to research topics related to the courses they are taking and to prepare their academic assignments; they even use digital applications in their learning process, including artificial intelligence applications such as ChatGPT and Gemini; while to reinforce their knowledge in other subjects, they use GeoGebra and Duolingo. In this regard, they mention that “we do it digitally—they give us scales to check if it’s correct—or first they have us do it in our notebooks; we set it up correctly, and then they have us check it in GeoGebra. And yes, sometimes—sometimes we get confused about how to set it up” (E6).

They also indicated that they have a favorable perception of how digital technologies help them understand school content and thus improve their academic performance (see Figure 4).

Figure 4 Perception of how digital tools aid in understanding school content.



Source: Prepared by the authors

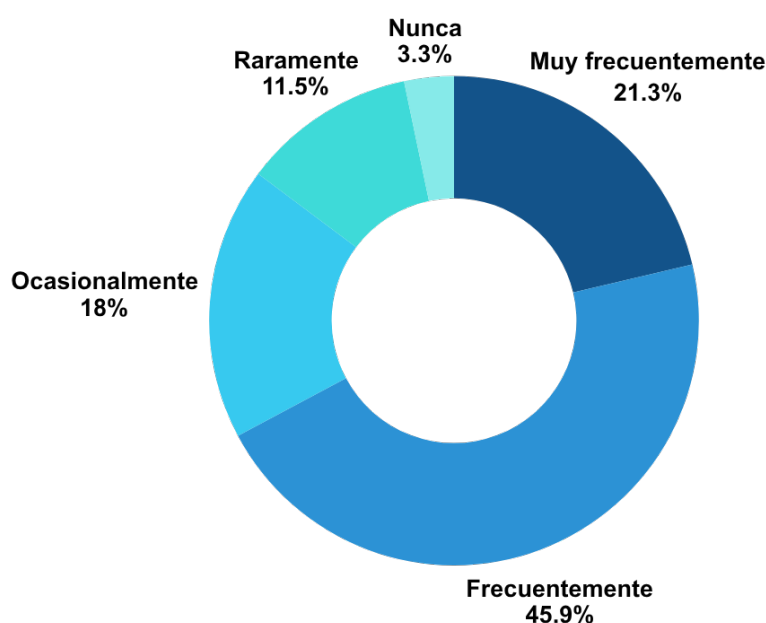
Digital Safety and Citizenship

The use of digital tools involves not only technical skills but also responsible practices regarding the protection of personal information—that is, ethical behavior in digital environments and the safe use of the internet. In this regard, we explored students' perceptions of their habits related to digital safety and responsible citizenship during their daily use of technology.

The results show that students recognize the importance of practices aimed at protecting their personal information and using digital media responsibly—such as using strong passwords, safeguarding their personal data, and identifying risks when browsing the internet and using social media (see Figure 5), which is why they avoid sharing sensitive information, recognize the importance of behaving respectfully in these spaces, and mention strategies they implement regarding their schoolwork to prevent plagiarism “I try to keep those kinds of files private, because I know there are

classmates who might do that to me—and at the end of the day, that effort is mine. I mean, I did it. So it wouldn't be fair for someone to plagiarize it like that" (E3), which demonstrates a significant level of awareness regarding digital security and digital citizenship in the school context.

Figure 5 Frequency with which students identify risks or dangers on social media and the internet.



Source: Prepared by the author

Self-Assessment of Digital Competencies

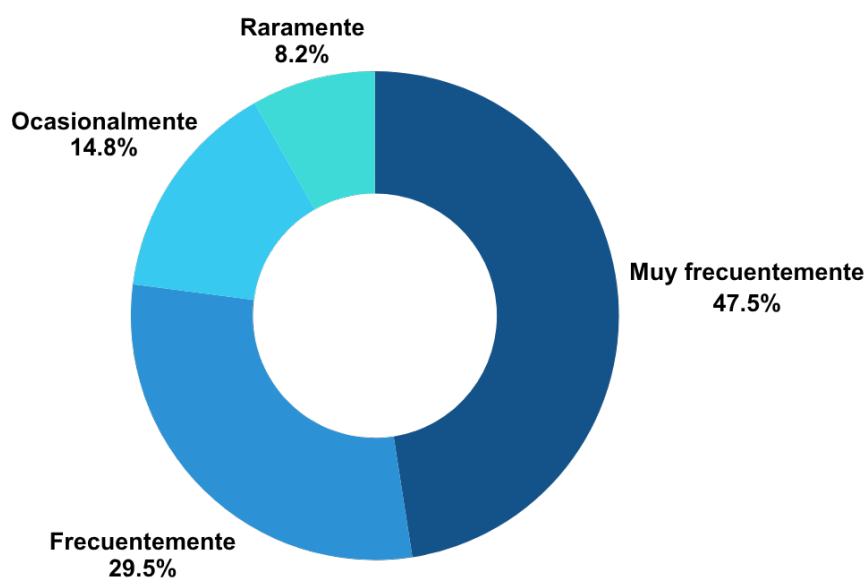
In addition to identifying the skills and practices related to the use of digital technologies, a section was included on students' perceptions of their own digital competencies, as well as their willingness to continue strengthening them.

This dimension provided insight into their level of confidence regarding the use of technological tools, as well as their interest in participating in ICT training programs. In general, students expressed a positive perception of their competencies; specifically, they stated that they felt capable of learning new technological tools independently, as

well as adapting to the use of new applications and digital resources to support their learning process.

At the same time, students believe they have access to technological tools that facilitate the continuity of their studies; however, they expressed an interest in participating in training workshops to strengthen their knowledge and improve their use of ICT (see Figure 6). This reflects a positive attitude toward learning and developing new digital skills with the potential to impact not only their academic lives but also their professional careers. In this regard, one student mentioned that this knowledge could be useful “personally, not just for school—or even, for example, you see that there are a lot of people who sell things on Facebook or advertise their products on WhatsApp” (E2). This demonstrates that students recognize digital tools as an opportunity not only to strengthen their academic knowledge but also for entrepreneurship and generating income.

Figure 6. Student interest in participating in training workshops to improve their use of Information and Communication Technologies (ICT).



Source: Prepared by the author

DISCUSSION

Based on the analysis of this study on information literacy in rural contexts, conducted at Telebachillerato No. 13 “Daniel Cosío Villegas” in the municipality of Huitiupán,

Chiapas, it is evident that the majority of students have access to smartphones and the internet at home—factors that represent an opportunity for the development of information literacy skills. However, this contrasts with the limitations observed in the school's infrastructure, specifically the lack of computer equipment and internet access. These findings highlight that access to personal devices does not guarantee the development of digital and information literacy skills, especially when educational settings lack adequate infrastructure to promote technology-mediated learning.

This is consistent with studies indicating that the digital divide in rural contexts depends not only on access to devices and connectivity but also on opportunities for use, technological infrastructure, and pedagogical support in educational institutions; therefore, schools play a fundamental role as spaces that facilitate access to technologies and meaningful learning in the development of competencies and the critical use of information.

In the context of high school, the interviews revealed that the cell phone is the primary technological resource available to students for carrying out their academic activities. While this demonstrates young people's adaptability, it also highlights the need to strengthen the technological infrastructure of rural schools; In this regard, information literacy should not be understood solely as access to digital resources but rather as the ability to develop skills for the critical and ethical use of information in various contexts.

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