Critical information literacy for the new régime of information

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The new possibilities of Internet scraping, datamining, algorithmic filtering and lexical analysis of information, which are gaining importance through the use of algorithms and tools of data analysis on the Internet, emerge in what can be considered a "new régime of information". In this new information ecosystem, a small number of technology companies are responsible for storing a significant part of the volume of data generated on the internet, thanks to the billions of people around the world accessing service platforms (such as emails, maps, personal agendas and documents, branch headed by the company Google) and social networks like Facebook, Instagram and Whatsapp (all belonging to the same company, Facebook).

Much of the big data that these companies have access to is private in principle, which has not prevented Cambridge Analytica, a political consulting firm, from obtaining information from about 87 million Facebook users, used without authorization to build an evaluation system for each voter in order to personalize political propaganda, including the spread of fake news and other disinformation practices.

Although the dissemination of computers and smartphones with access to the Internet unquestionably contributes to the expansion of the right to information, understood by the political philosopher Norberto Bobbio as a basic presupposition for the exercise of citizenship, the current algorithmic filtering of information in social networks, combined with the circulation of a large volume of false information, underscores the importance of individuals' capacities for critical evaluation and ethical use of information.

The promotion of such skills has been observed in recent publications by institutions such as UNESCO and the European Commission, which highlight *media and information literacy* as a tool to combat disinformation in the digital environment, as well as articles and academic papers on *critical information literacy* that, in an interdisciplinary perspective, bring philosophical contributions from the social sciences (critical theory) and education (critical pedagogy) to discuss the political and economic conditions that operate in the dominant information systems.

We consider that the development of critical information literacy is closely linked to the knowledge about the structures of dominant regimes of information, including how they originate and stabilize, how they influence and are influenced by ethical-political and social issues and how specific forms of power are exercised in the new regime of information that prevails in the digital environment.