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The Bridge is Broken, How will we Repair it? The Articulation of the Media and Teaching in Public Education Institutions

Marelbi Olmos Pérez

Abstract

This qualitative research was carried out from the socio-critical paradigm with the approach of the Participatory Action Research (IAP), to point out the production of a propositional and transformative knowledge, which start from the reality of the school context, compare with the rethinking about Educommunication, in which students, teachers and parents of the public education institutions of Cartagena participate (IE). It seeks to reflect critically and reflexively about the problematic relationship between communication and education to begin to move through where the school and the media overlap. This research analyzed the perceptions that 1479 students had between 2017 and 2018 about their school and the environment around it that is generally difficult because causes such as drugs addictions, violence and other social problems. As well as the social, symbolic and imaginary representations that the students have and that are reinforced by the contents that they see through the different ways of communication. This research integrates and articulates the work of educators, with social communicators, because it is based on the premise that the teaching of media in schools is a key element for the formation of students, but these workshops are not intended to impose ways of reading the media, it pursues that student read other narratives of their environment and their links through the tecnopedagogy, so that they can achieve a re-signification of their context and make their role visible, other ways of being young and the relationship that they build with others in their educational space and environment.

Keywords: Educommunication, school, Research Action Participation (IAP), critical reception of media, pro-sumidor.

Introduction

The educational fact is essentially communicational. The pedagogical relation, as Daniel Prieto Castillo (2004) said, is at its foundation, a relationship between beings that communicate, that interact, and that are built in interlocation. Understanding the relationship between communication and education will allow self-recognition, projection and a critical use of technological innovations for the production and transformation of education and culture. In addition, as Prieto Castillo insisted "if education is at the base of our humanization, if through it we move from a bustling atmosphere of sensations to articulate language, to caress, to look, to sense and to culture, and if the educational fact is profound and essentially communicative, (...) we cannot dream of educational or social transformations without playing to the core, our need and ability to communicate" (1999:27).

On the other hand, all pedagogical mediation is also a communicational issue, because it brings into play the inter-learning, the bridges that must be achieved between teacher-student and between culture and society and institutional culture, personalization as the possibility of giving value to the person, the expression as a result of the educational and communicative fact, the construction of own and social knowledge. Knowing the implications of the relationship between communication and education can make us better educators in our daily lives and better communicators in our professional work from the awareness of the scope and possibilities of mediation in the processes of social transformation. In other words, learning to live pedagogical mediation in all areas of our life, is also giving meaning to social and human processes. The meaning goes through self-affirmation and self-construction, through the ability to interact and appropriate knowledge, through growth without violence, through the joy of learning and the feeling of self-construction as a being. Apart from all this, the study of the two aspects (communication-education) can allow the seedbed of research that develops the research proposal, the implementation of new strategies to assume other functions of communication such as training.

Educating is one of the clearest functions, but more difficult to carry out from the professional work of the communicator not only in the media, but also in institutions and in all types of social organizations. Therefore, and given that the work of the communicator in our social environment in the process of continuous development requires an important conceptual and analytical reflection on the responsibilities that can be assumed in the Educommunication processes articulated to social processes (Kaplún, 1998). The general objective of this research was to promote the study, analysis and selection of audiovisual and interactive products, highlighting the social, cultural, family and personal mediations of the reception of the media that influence the educational process of the students of the public education institutions of Cartagena de Indias-Colombia. Within its specific objectives, sought to: Articulate the uses and appropriations of both pedagogical and didactic tools for the application of communication media to teaching and in the construction of teaching materials in the EIs of Cartagena de Indias:

- Create actors and key prosumers in the educommunicative process, through media literacy among students, teachers and parents of families so that they learn to guide the consumption of media in school, family and society
- Apply the participation action-research methodology (IAP) in the classroom as a way to incorporate the media in teaching in the EIs of Cartagena de Indias.

Theoretical Framework

Criteria for the Incorporation of Media and New Technologies in Education

For authors like Ferrés (1997, 1991), a school that does not teach to watch Television (or other means of communication), is a school that does not educate. And it is under this criterion as this research, seeks to promote the study, analysis and selection of audiovisual and interactive products, highlighting the social, cultural, family and personal mediations of the reception of the media that influence the training process of the students of the public education institutions of Cartagena de Indias- Colombia. This is how the first stage of approaching schools begins between 2015 and 2016 and the execution stage between 2017 and 2018, so the research *The Bridge is broken, how will we repair it?* The articulation of the media and teaching in public education institutions of Cartagena de Indias- Colombia, is given with the purpose of creating critical and analytical media receivers, as well as prosumers of media and multimedia content (Orozco, 2014). In addition to the above, the research still in progress, seeks to encourage participation and co-responsibility of the student in their training process, making them part of the analysis of the reality in which they live and how to represent it with the content they produce, awakening his creative and communicative abilities, as well as that of teachers and parents in the Public Educational Institutions of Cartagena de Indias. It also aims to apply the participation action research methodology (IAP) in the classroom as a way to incorporate the media into teaching.

How to Build Bridges between Communication, the Educational Community and the Context?

This is an research of the Social Communication Program of the Universidad Tecnológica de Bolívar (UTB), developed with the hotbed of Communication and Education, in the different public education institutions of Cartagena and some private educational institutions, is articulated from the line of Communication-Education with the fundamental purpose of opening a space for reflection, analysis and research in these two disciplines and is an attempt to articulate the uses and appropriations of both techno-pedagogical and didactic tools for the application of media communication to the teaching and in the construction of didactic material that really contributes to the processes of integral pedagogical training of the student (Aparici, 2015, 2010). It aims to answer the question about *How to articulate the social appropriation of the new technologies and the means of communication with the school, in such a way that an interaction between the processes of teaching and integral formation of the students with the media discourse is achieved?*

So far we have worked in public educational institutions (EIs) of Cartagena-Colombia, where an approach initially started as an applied research, seeking to rethink the concept of Educommunication and interlearning (Prieto Castillo, 2006) in terms of how today the new generation of students, have incorporated the use of technology in their daily lives and from which the school must also learn to adapt. The research explores how education and communication are related disciplines that coexist and are essential for production, transmission and cultural transformation. But in spite of this, as Simon Rodriguez, father of pedagogy in Latin America, said, there have been few opportunities to relate them and allow them to "help each other" (ct. Olmos, 2015).

There are several conceptions of the relationship between communication and education (Huergo, 2007): One, communication as control in education. The second tendency, in which the educational demanded of the

communicational, was the role of the teacher-actor, that is, to learn to express oneself and to manage the means to teach. This accentuated the idea of communication as a matter of correct message issuance. According to Huego himself (2007) there is a third approach that is designed to try to break the educator-communicator scheme as a privileged issuer that always gives the word and organizes, manages and maintains the relationship with others. This scheme is more focused on horizontal work, on interactions, on the possibility of building knowledge together.

In other words, learning to live pedagogical mediation in all areas of our life, is also giving meaning to social and human processes. The meaning goes through self-affirmation and self-construction, through the ability to interact and appropriate knowledge, through growth without violence, through the joy of learning and the feeling of self-construction as being (Condo, 2012). Apart from all this, the study of the three aspects (communication, education and society), can allow the implementation of new strategies to assume other functions of communication, such as training. For this reason, and in view of the tasks of the educator but also of the communicator in our social environment in a process of continuous change, it is important that a conceptual and analytical reflection be made on the responsibilities that can be assumed in the educative processes articulated to social processes, for this in this qualitative research, located within the socio-critical paradigm, addressed the problem from the Action Research Participation (IAP) approach of the sociologist Orlando Fals Borda (2008).

At the same time, it allowed the actors involved in the research (students, teachers, parents and social communicators) to contribute from their own knowledge for the creation and analysis of digital and audiovisual content, based on the realities of their school context, that of their neighborhood and their families. Taking into account that they are public schools located in areas of Cartagena at high social risk for the student and that also come from adverse family realities. This, in order to create bridges and channels of communication between the school, the student and the parent, not from the middle, but with the medium, so that children and young people can communicate with adults and vice versa, in a language that integrates them and allows them to communicate in a real, effective and open way Prieto Castillo (2004), This reaffirms that the educational fact is essentially communicative and that it allows building bridges between generations of adults, youth and children.

Understanding the relationship between communication and education in this research allowed self-recognition, projection and a critical use of technological innovations for the production and transformation of school and family culture. On the other hand, all pedagogical mediation is also a communicational issue, since it brings into play inter-learning, that is, the bridges that must be built and traversed between the teacher-student relationship and between culture and society and institutional school culture (Hobbs, 2003). In this way, knowing the implications of the relationship between communication and education can make us better educators in our daily lives and those who produce for the media, that is, social communicators, should also be aware of their social responsibility when it comes to producing audiovisual and multimedia material, because among other things, currently, the functions of the media are aimed more at entertaining and informing than at educating (Hazen D and Winokur J, 1997).

This implies going beyond the means to focus on the relationship with the past, the present and the future, that is, the school in its training process must make creative use of the media in the classroom, such as the incorporation of computer technologies as a pedagogical and didactic tool, as well as the use of networks, computer applications, mobile devices and all the positive aspects offered by the network, in order to unite and articulate the school with the present and the future of these new generations, and prepare them to be competitive in this globalized world.

Educommunication: The Meeting Point between Communication and Education

The ultimate goal of an research like *The Bridge is broken*, how will we repair it? The articulation of the media and teaching in public education institutions of Cartagena de Indias- Colombia, is to humanize education and communication processes with the most important values for human beings: the freedom to express themselves, their capacity for interaction and symbolic production, the ability to feel the other, the reflection on the world and the ability to transmit to others all this (Thompson J, 1998). All the above is this research project that integrates and articulates the work of educators, with social communicators, because it is based on the premise that the teaching of media in schools is a key element for the formation of students-citizens, but this training not only seeks to impose ways of reading the media, but by equipping and guiding the training to the technological competences, it seeks that the student read other narratives of their environment and their links so

that they can achieve a resignification of their context and make visible their role, their other ways of being young and the relationship they build with others from their educational space and their environment.

On the part of the teacher implies being mediator in specific experiences of Educommunication and propose alternatives of cultural mediation and pedagogical mediation in particular cases and circumstances. And on the side of the parents, it is necessary to be key actors in the Educommunicative process, through the media literacy they receive. In this way, they learn to guide the consumption of media in the family, as well as to strengthen the relationship with their children who can also learn about the use and teaching of digital and audiovisual tools and, in turn, can also guide their children on the reception of audiovisual content, thus becoming a two-way learning (Soares, I, 2009, 2000)

Method

The Bridge is broken, how will we repair it? The articulation of the media and teaching in public education institutions of Cartagena de Indias- Colombia, is a research that analyzes the perceptions that the students of the different public EIs of Cartagena have of both their school and the context in which it is inserted, as well as the social, symbolic and imaginary representations that the students have and that they are reinforced by the content they consume through the different media that strengthen their beliefs or serve as references. The IAP approach (Fals Borda, 2008) and the methodology used in this research has been fundamental. Regarding information gathering techniques, participant observation, interviews and focus groups were carried out, as well as workshops, the latter being applied to fourth and fifth grade students of elementary and seventh and ninth grades, teachers and parents, to know how they received the different audiovisual and multimedia content, and from there, themes were established for critical and reflective analysis on the school, social, cultural and family realities represented in the different media and in turn so that the student could recognize himself in his journey in life within his school, his environment and that of his family (Narváez, 2004).

Results and Discussion

This approach of the IAP and the methodology used in this research has been fundamental for the creation of a collection of 4 school texts, to date the first two texts that show the school-television and school-internet relationship and multimedia technologies have been published. These texts have been updated in a digital edition with the different topics developed during this investigation. The school textbooks that establish the relationship between school-radio and school-press are missing from the collection. In these school texts, the topics are divided into three parts: the first one, works the audiovisual and digital technical language to guide the student, because the student is assumed as a prosumer - producer and consumer of media- (Orozco, 2014) and in the critical reception of the media. In the second part, the texts allow the teacher to serve as a counselor for the student regarding the use of audiovisual and digital content, regardless of the area in which the teacher teaches.

Finally, the texts present a guide for parents, which allow them or the student's guardian, to learn how to make an appropriate use of audiovisual content and digital devices for the process of training their children or their parents (Olmos and others, 2015, 2010). All the above, was applied with the IAP approach used with students and teachers, being key part of the pedagogical workshops because it was possible, based on the students' own knowledge and feelings, to use an appropriate language for the school grades, in which is taught and from the completion of an illustrated content (with cartoons, photographs and characters) with which the student could identify himself. Within the strategy to convert this research into government policy, they have been developed in agreement with other entities that handle the subject of media and schools in Cartagena, training workshops with local media such as the newspaper El Universal through Its program Press-school, who in coordination with the District Education Secretariat have allowed us to reach forty-five (45) public institutions in Cartagena and a few private ones (6), with whom the logistics and a work are articulated previous socialization with the school Principals and directive committees, managing to cover an amount of 1479 people so far.

It is important to clarify that the research proposal to be worked with students belonging to communities of high vulnerability and social risk in Cartagena de Indias- Colombia, not only develops the methodology implementation of workshops that link the media as a teaching strategy in teaching, if not the need has arisen in the pedagogical part, to address topics related to social issues proposed by the students themselves, teachers and parents of families. These workshops are addressed from audiovisual content already created and others made by the students themselves in the different workshops such as: radio, use of the smartphone in the classroom,

newspaper use (Espinel, 2011), among others (Table 4) developing such diverse topics ranging from self-image, racism in the media, and vocational guidance to the prevention of teenage pregnancy (Table 1).

Table 1. Consolidated info about workshops press school – Universidad Technologica de Bolivar 2017-2018

Institution/Workshop	Number of People	Total Number of People
March		
UTB - “La vida es una crónica” (“Life as a chronicle” workshop)	7	7
April		
I.E. San Juan de Damasco – Taller de Identidad (“Workshop on Individuality”)	50	100
I.E. Antonia Santos – Taller de Autoestima (“Self-esteem workshop”)	50	
May		
I.E. Soledad Acosta de Samper (sede San Fernando) – Autoimagen (self-image Workshop)	50	200
I.E. 14 de Febrero – Diagnóstico social (“Social diagnosis” workshop)	50	
Codebol – Métodos anticonceptivos (“Contraceptive methods” workshop)	50	
I.E. Soledad Román de Núñez – Orientación vocacional (“Vocational orientation” workshop)	50	
October		
I.E. Salim Bechara – Trabajo en equipo (“Team work” workshop)	30	50
I.E. Manuela Vergara de Curi – Habilidades interpersonales (“Interpersonal skills” workshop)	20	
Total Number of People		357

Note: Elaboration (Tables 1, 2, 3 and 4), based in information of the Coordination Press-school El Universal Newspaper - Cartagena de Indias-Colombia.

As the research has a key strategic alliance with El Universal, the local newspaper of the city, the visits to this means of communication, constitute a significant activity for the student, since in some cases, these never or almost never have left their neighborhood or social context where they live, generating in addition to the visit to a means of communication, an experience that allows them to know some important scenarios of their own city. In addition to the above, activities are oriented in and with other educational institutions (universities) that have multimedia equipment infrastructure where students can make and produce their own content. (see Tables 2 and 3).

Table 2. Consolidated info about workshops - encounters press school - program: social communication UTB 2017-2018

Educational institution (EI)/Month	Number of People	Total Number of People
March		
I.E. Antonia Santos	36	53
U.T.B. - “Diálogo con el editor” (“Talking to editor” Workshop)	17	
April		
Colegio Pio XXII de San Jacinto - “El uso de la prensa” (“Using Newspaper” Workshop)	26	95
I.E. Nuevo Bosque - “El uso del smartphone” (“Using Smartphones” Workshop)	40	
CDA Villa Estrella - Taller “Leamos a Gabo” (“Let’s read Gabo” Workshop)	20	
U. Jorge Tadeo Lozano - “Diálogo con el editor” (“Talking to editor” Workshop)	9	
May		
I.E. Soledad Acosta de Samper (sede ppal) – Taller apertura museo de Gabo (“Gabo’s museum opening” workshop)	50	122
Colegio Bilingue – Construyendo la noticia” (Building news” workshop)	20	
I. Bolivariano Esdiseño - Hablemos de El Teso – Q’hubo y El Universal (“Let’s talk about El Teso – Q’hubo y El Universal” Workshop)	7	
C.U. Bellas Artes - Hablemos de El Teso – Q’hubo y El Universal (“Let’s talk about El Teso – Q’hubo y El Universal” Workshop)	8	
Encuentro de docentes Construyendo el periódico escolar (“Making school newspaper” Teachers’ meeting Workshop)	37	
June		
Colegio Naval de Crespo – Periodismo Escolar (School Journalism)	20	20

July		84
I.E.T.A. San José de Clemencia – Periodismo Escolar (School Journalism)	25	
I.E. Hijos de María – Periodismo Escolar (School Journalism)	34	
I.E. de Bayunca – Construyendo la noticia ("Building news" workshop)	25	
August		245
I.E. San Juan de Damasco – Construyendo la noticia	25	
C.E. Las Palmeras – Construyendo la noticia ("Building news" workshop)	25	
I.E. Pontezuela – Descifrando El Universal ("Decoding El Universal" workshop)	25	
Colegio Gonzalo Jiménez de Quesada – Construyendo la noticia ("Building news" workshop)	25	
Colegio Amor a Colombia – Elaboración de noticias para el periódico escolar ("Writing news for school newspaper" workshop)	25	
Colegio Nueva América – Construyendo la noticia ("Building news" workshop)	25	
Colegio Nuestra Sra. de Fátima – Construyendo la noticia ("Building news" workshop)	25	
Tecnar – Construyendo la noticia ("Building news" workshop)	20	
Centro Educativo Queridos Amigos – Construyendo la noticia ("Building news" workshop)	25	
I.E. Nuevo Bosque – Descifrando El Universal ("Decoding El Universal" workshop)	25	
September		170
Instituto San Juan de Dios – Construyendo la noticia ("Building news" workshop)	25	
I.E. Nuestra Sra. de La Consolata – Construyendo la noticia ("Building news" workshop)	25	
I.E. Soledad Acosta de Samper – Construyendo la noticia ("Building news" workshop)	40	
Colegio Latinoamericano – Construyendo la noticia ("Building news" workshop)	30	
I.E. Francisco de Paula Santander – Descifrando El Universal ("Decoding El Universal" workshop)	25	
Instituto Hermanos en Cristo – Descifrando El Universal ("Decoding El Universal" workshop)	25	
OCTOBER		124
I.E. José de la Vega – Descifrando El Universal ("Decoding El Universal" workshop)	32	
Colegio Moderno del Norte – Construyendo la noticia ("Decoding El Universal" workshop)	20	
I.E. Hijos de María - Uso del Smartphone ("Using Smartphones" Workshop)	40	
I Encuentro de periodistas por el cambio climático (Journalists for climate change Meeting)	32	
Total Number of People		918

Note: Elaboration (Tables 1, 2, 3 and 4), based in information of the Coordination Press-school El Universal Newspaper - Cartagena de Indias-Colombia.

Table 3. Consolidated info of visits to the facilities of the Universal Newspaper (years 2017-2018)

Educational institution (EI)/Month	Number of People	Total Number of People
March		232
I.E. Antonia Santos	36	
I.E. Nuevo Bosque	48	
I.E. Nuevo Bosque	50	
I.E. Nuevo Bosque	45	
I.E. Nuevo Bosque	53	
April		126
Colegio Pio XXII de San Jacinto	26	
Consejo Infancia y Adolescencia	24	
Colegio Altair	37	
Niños Alcaldía San Cayetano	39	
May		212
I.E. María Reina	50	
I.E. San Pedro Consolado	39	
Colegio El Pinar	48	
Universidad de Cartagena	25	
Gimnasio Latinoamericano	50	
June		138

Colegio My Home	35	
I.E. El Encanto (Lorica – Córdoba)	33	
Colegio Gonzalo Jiménez de Quesada	28	
Infancia Misionera - Iglesia San Vicente de Paul (Los Caracoles)	42	
July		121
I.E. Pontezuela	38	
I.E. El Encanto (Lorica – Córdoba)	37	
I.E. Progreso social	46	
August		95
Instituto Manos que levantan	14	
Colegio San Juan Bautista de La Boquilla	30	
Colegio Bilingüe	20	
I.E. Corazón de María	31	
September		103
Instituto Educativo Hermanos en Cristo	36	
Colegio Latinoamericano	30	
Colegio Latinoamericano	37	
October		137
Fundación Dame esos 5 ("Hi5 Foundation")	55	
Fundación Dame esos 5 ("Hi5 Foundation")	29	
Corporación Universitaria de Bellas Artes	23	
Escuela Divino Maestro de Nelson Mandela (Fundefava)	30	
Total Number of People		1.164

Note: Elaboration (Tables 1, 2, 3 and 4), based in information of the Coordination Press-school El Universal Newspaper - Cartagena de Indias-Colombia.

Table 4. Consolidated info about activities with institutions and colleges 2017-2018

Educational institution (EI)/Activity	Number of People	Total Number of People
April		980
Día del Idioma (Language day) – I.E. Gabriel García Márquez	900	
Día del Idioma (Language day) – I.E. Foco Rojo	50	
I.E. Hijos de María – Inauguración Emisora (Radio Station Opening)	30	
August		20
Colegio Bilingüe – Conversatorio sobre el periódico escolar (Discussion group about School newspaper)	20	
September		379
Visita al Centro de Vida de Bayunca (Visit to "Centro de Vida" in Bayunca)	54	
Colegio Naval de Crespo – A lo bien por Cartagena ("Right on Cartagena" Project)	35	
Colegio Gonzalo Jiménez de Quesada – A lo bien por Cartagena ("Right on Cartagena" Project)	150	
Universidad Tecnológica de Bolívar	100	
Comfenalco – Concurso de Oratoria (oratory contest)	40	
October		
A lo bien por Cartagena ("Right on Cartagena" Project)	100	100
Total Number of People		1479

Note: Elaboration (Tables 1, 2, 3 and 4), based in information of the Coordination Press-school El Universal Newspaper - Cartagena de Indias-Colombia.

Conclusion

The way to oneself, to be someone as an individual and as a group, passes through communication. It is transforming us into what we are since the first days of our socialization process, which, although it begins as a family, solidifies and manifests itself more directly in school. Thus, the family and the school are the fundamental areas where a social being is built based on communication.

Therefore, in this research project, the development of the communication aspect - both for the university student of communication sciences in the research training stage, as well as for the educator and students of the

schools - is a way of assuming a high responsibility, understanding that every individual can become an educator of their own. Every human being is a potential communicator and educator, but understanding communication in education and communication education is a challenge for professionals who want to undertake the daily task of transmitting culture, its values and processes of meaning within a society, and whose individuals in formation from early stages can analyze, criticize, propose and contribute from their own knowledge, for the improvement of their education and that of their context (Hazen and Winokur, ct. Olmos, 2015). This research does not only seek the instrumentalization of the use of the media in teaching, with practices that only reproduce functions of entertainment, hierarchical or authoritarian forms that tend to occur in school life (Huergo, 1999: 63), if not create dialogical spaces where the global is involved from the local, creating links between individuals from their school, their immediate context, their city and the world.

As Prieto Castillo (2004) says, all pedagogical mediation is also a communicational issue, since it brings into play inter-learning, as well as the bridges that must be articulated between teacher-students and between culture and society and institutional culture, as well as the personalization to enable the assessment of the person, the expression as a result of the educational and communicative event, for the construction of own and social knowledge. In this way, knowing the implications of the relationship between communication and education can make us better educators in our daily lives and better communicators in our professional work, from the awareness of the scope and possibilities of mediation in the processes of social transformation.

In other words, learning to live the pedagogical mediation in all areas of our life, is also giving meaning to the social and human processes, so necessary in a city like Cartagena de Indias, one of the most visited in Colombia, but also one of the most affected by situations of social inequalities and extreme poverty. Thus, the research proposal of Educommunication in the public educational institutions of Cartagena de Indias Colombia, located in adverse social contexts, goes through giving the sense of the self-affirmation and the construction of themselves to their students, teachers and parents; for the ability to interact and to appropriate knowledge; for growth without violence; for the joy of learning and the feeling of self-construction as being deserving of hope and a promising future.

Recommendations

Research, as a pedagogical strategy, has been developed with other entities that manage the media and school theme in Cartagena, conducting joint workshops with local media such as El Universal through its Press-school program, which in coordination with the Secretariat of District Education has allowed us to reach public institutions in Cartagena, with whom logistics is articulated and a previous work of socialization with the rectors and directives of the same. As it is an research that aims to cover all public institutions in Cartagena, the work has been done gradually, starting with those that have an agreement between the District Secretariat of Education of Cartagena and the Press-school program of the newspaper El Universal, to turn it into a future in the subject "Media and school", which is part of the curriculum and the Institutional Educational Plan (PEI) with the initiative on the proper use of free time within the schools of Cartagena, all this with the pretension of becoming a government policy.

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