

Podcast and school radio: a reflection of a practice developed in Neusa - Cundinamarca

Podcast y radio escolar: reflejo de una práctica desarrollada en Neusa - Cundinamarca

Podcast e rádio escolar: um reflexo de uma prática desenvolvida em Neusa – Cundinamarca

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Abstract. The children's radio project plays an important role as a instrument in the educational development of students in the rural area of Neusa, this idea originated from a research process to understand the context in which students live; this in order to provide support through various tools such as PODCAST, implemented in the area of history outside the pandemic, and English through WhatsApp during the time of confinement. The findings that have been determined through the systematization methodology using data collection techniques such as interviews and surveys have allowed to evaluate how feasible have been the dynamics that have been implemented, stating that the teaching process in its overwhelming majority has had positive results, since it handles new academic dynamics that are attractive to the student, besides

strengthening communication skills that help their personal and social development.

Key words: Industrial policy, industrial development, regional planning, industrial location

Resumen. El proyecto de Radio Infantil juega un papel importante como instrumento en el desarrollo educativo de los estudiantes de la zona rural de Neusa, esta idea se originó a partir de un proceso investigativo de comprensión del contexto en el que viven los estudiantes; esto con el fin de brindar apoyo a través de diferentes herramientas como el PODCAST, implementado en el área de historia fuera de la pandemia, y el inglés a través de WhatsApp durante el tiempo de encierro. Los hallazgos que se han determinado a través de la metodología de sistematización utilizando técnicas de recolección de datos como entrevistas y encuestas han permitido evaluar que tan factibles han sido las dinámicas que se han implementado, afirmando que el proceso de enseñanza en su gran mayoría ha tenido resultados positivos ya que se manejan nuevas dinámicas académicas que son atractivas para el estudiante, además de fortalecer competencias comunicativas que ayudan a su desarrollo personal y social.

Palabra clave: Radio educativa - Educomunicación - Pedagogía experimental - Medios educativos.

Resumo. O projecto Rádio da Criança desempenha um papel importante como instrumento no desenvolvimento educacional dos estudantes na zona rural da Neusa, esta ideia teve origem num processo investigativo de compreensão do contexto em que os estudantes vivem; isto a fim de fornecer apoio através de diferentes ferramentas como o PODCAST, implementado na área da história fora da pandemia, e em inglês através da WhatsApp durante

o tempo de confinamento. Os resultados que foram determinados através da metodologia de sistematização utilizando técnicas de recolha de dados como entrevistas e inquéritos permitiram avaliar a viabilidade das dinâmicas que foram implementadas, afirmando que o processo de ensino na sua grande maioria tem tido resultados positivos desde que são tratadas novas dinâmicas académicas atractivas para o aluno, para além do reforço das competências comunicativas que ajudam o seu desenvolvimento pessoal e social.

Palavras-chave: Rádio educativa - Educomunicação - Pedagogia experimental - Meios de comunicação educativos.

INTRODUCTION

The radio from its beginnings has been immersed from a historical sense that promotes one of the fundamental rights of citizens, which is education. The basis of building from the auditory language, the creation of various sectors that engage a listener, is also one of the reasons for making decisions and initiatives that emerge as new learning models. From this, PODCASTs are mentioned as a reinvention of radio and a revolution that inspires to bet on this alternative media, which has accompanied millions of people to overcome.

The importance of relating these three variables such as Radio, Educommunication and pedagogy, help to position, clarify and of course give a historical context that has marked since the forties a new emergence of leaving the everyday, to face the natural realities that populations such as peasants have had to face, of not being able to attend an academy where it is built and evolves. That is why a way out and a new path was marked for the cultural and educational revolution.

The covid-19 raised new dynamics and thus arose the need to strengthen educommunicative processes, to contribute to the teaching-learning process of the students of the Escuela la represa, therefore the following question was posed: How can the PODCAST contribute to education in the context of pandemic in the Escuela rural la represa in a broader and cultural scope?

Therefore, it is necessary to understand that PODCASTs help to stimulate the imagination, in addition today the student's process is attributed to this tool in their personal, critical and supportive development, since it is carried out in a construction with the other, it also became an ally for both face-to-face and distance education. What is presented in the course of the research is the strategy used and the measurement of the effectiveness that was carried out through the survey and the focus group, apart from analyzing different theories that helped to consolidate the study.

Educational institutions have a teaching mission; but what is teaching? Is it only about memorizing and repeating? Throughout history we have had the experience and the duty to go through the school where it is evident that students only repeat the contents for a note, for a compliment, but not because they are aware of what is being said, the learner is only limited to reproduce the words of the educator.

Therefore, it is necessary to change the way in which knowledge is transmitted, to move from a "banked education" as some theorists such as Paulo Freire put it, to a "liberating" one where students think, develop their critical capacity and take ownership of their reality, an education in which the student is a subject and is taken into account within the process, based on feedback and continuous learning between the two parties, teachers and students. Therefore, Nadalich Zorzón and Montoya (2007), say the following:

In this path of reflection, experiments, workshops, training, seminars and international, regional and national forums of communication-education and Educommunication, proposals such as SCHOOL RADIO are born, a qualitative leap in the use of a technology, a language, a proposal, a new way of appropriation of a medium beyond the commercial and consumerist proposals that invade the day in towns and cities. (p.14)

From the above, a new pedagogical line was established, opening the panorama in which some authors such as Soares (2010, cited in Valderrama, 2017) state that:

Communication and education are historically constituted, defined, visible and strong fields. According to this theory we can approach them, but never integrate them; the thesis of the "conformation of a new field", defended by those who understand that we are facing the emergence of a new space of autonomous cultural and social intervention, called Communication/Education Interrelation. (p.34)

As it was organized in the project, it was the understanding of the genesis of the two concepts addressed by Soares, to diversify new tools that contribute to education within the new era, the tactic was thought independently, giving reference to the identity of the school, logically with some theoretical bases that amplified the concepts from the digital convergence, since:

It is necessary to assume and establish new principles and methods, to conceive educational practice as an activity in which the learner is considered an active being, capable of contributing to the learning process and establishing other

routes to access knowledge, as well as creating and managing not only information, but knowledge itself. (Burgos-Pino, 2019, p.18).

Bringing the case of Radio Sutatenza as an act that revolutionized education in the countryside, by providing a real change for the intellectual development of thousands of peasants was a real historical change for inclusion. "This model of radio education became a reference for many radio stations in Latin America" (Morad, 2017, August 20).

In addition, it is possible to highlight the evolution of this medium from "action-reflection-action, only those radio programs in which the people express themselves directly without intermediaries and where they stop being listeners to make their own voice heard will be recognized as instruments of popular education." (Noval-Bautista, 2018, p.55)

A reference that reflected the history of many rural women in Ecuador was the project "Voces y dramatizados de reivindicación" ("Voices and dramatizations of vindication"), a true example of active participation in social processes by women in the sector. This affirms that community radio has made visible the problems of a patriarchal society, as the article states:

The radio and theater tools of this project fulfilled specific functions in the group. The radio was a more literate component for learning their language, while the theater became the space desired by them for the venting of their reality, as a group therapy. (Sánchez-Cabrera, 2019, p.180).

Another more contemporary example was a practical exercise carried out by the Universidad Autónoma del Caribe to solve the problems of cohesion and

coherence presented by the students; this is the importance of radio as a management tool, apart from promoting communication skills. These difficulties diminished thanks to the creation of radio scripts which contributed to the empowerment of young people to awaken in them a sense of belonging to their school, neighborhood and city. (Romero-Moreno, 2015).

In other words, educational radio has challenged patterns and paradigms that leave the everyday and needs to face didactic and innovative strategies, producing new senses in time and space. Araya Rivera (2017), says the following:

The importance of investigating the radio are the educational possibilities, besides being a medium where they can hear and be heard, everyone has freedom of expression and opinion. The school radio station allows to encourage and reinforce teamwork, enhance the initiative and creative capacity of the teacher involved in the project, improves oral and written expression among students, as well as the use of punctuation marks, promotes the integration of the student approaching their environment, developing a new form of education that helps to energize communication in the school community. (p. 3-10)

Allowing students to make use of these new tools such as the radio helps to mitigate problems that are found in different scenarios of daily life, which is why the need to strengthen these spaces arose, to enhance the virtues of each individual in a community. There are different institutions that do have the use of the radio station; however, they do not provide creative techniques to

use it as an educational medium. What actions would help to strengthen the school by using the radio as a medium?

- To understand that radio is not purely commercial or entertainment.
- In the classes it is necessary to use not only the audiovisual media, but also the implementation of an auditory material that allows the student to enhance the imagination, such as the PODCAST.
- Radio is not a distraction; instead it can be a way for the learner to feel motivated and expectant in the face of the proposed challenges.

With these measures not only the academic part of the student is strengthened; also the interest and interpersonal relationships of individuals Articulating Communication/Education. As a new field that intrinsically brings new challenges; in addition, the interest in building citizenship which leads to a better projection of the medium and "the need for the promotion of digital and media literacy, so their educational practices reflect the inclusion of the media as fundamental elements for participation in society and as sources of learning" (Bonilla, García & Pérez, 2017, p.80).

The first step in building the social fabric and implementing the elements to be used was to find the dynamics so that the students would feel identified; in other words, it was built with the community, depending on its shortcomings.

Taking into account, the population, new strategies were registered that integrated a pedagogy in times of pandemic, not 100% virtual due to the conditions, but specifically the WhatsApp tool for the case of the rural School the dam.

It is worth mentioning that at the beginning of this project, audiovisual pedagogies such as videos and interviews were used for Colombian history

topics, which were assimilated by the students in a significant way, thus enhancing their skills and, most importantly, transmitting some tips for the management of breathing, body expression, language and other elements that helped the creative development through the PODCAST, as some authors say about the pedagogy of this tool.

They are the authors Reynoso Díaz, Zepeda Ortega and Rodríguez Maldonado (2019), understand the "pedagogical scopes and the ways in which the PODCAST can be understood within the processes of construction of meaningful learning by students" (p.10). In reference with the author, to improve the auditory culture, elements such as the PODCAST should be used, taking into account that this participates from pre-production in creativity when writing scripts and in production, taking into account the skills of oral expression; Finally, in post-production as an element that recreates all of the above, without forgetting that:

The Information Age marks the availability of a series of technological tools as educational resources. Among the most characteristic are those that lead to forms of collaboration and communication beyond the walls of the classroom. However, their implementation goes beyond simple reasons of innovation and creativity and entails going beyond them to a strategic planning of application. (Saborío-Taylor, 2018, p.102).

MATERIALS AND METHODS

To speak of research is to determine the matrices that weave a series of sequences that describe the elements that make up the population, taking into

account the problem and the hypothesis that gave continuity throughout the process. The descriptive model emphasizes the instrument and techniques to collect data that provide notions or perhaps solutions; in this case, a participatory construction tool is proposed that promotes "a new way for the teacher, expanding local and traditional knowledge" (Perassi and Castiblanco-Venegas, 2021, p. 35) to enhance learning in children.

Including this type of research in the children's radio, made it possible to know the conditions at the moment of being educated, also allowing to know the context in which they relate by means of observation and standardized tests.

The experience of this process was carried out using tools provided by authors such as Óscar Jara, who has established certain parameters to recover lessons learned through systematization. "This is one of the main utilities of a systematization: to obtain learnings from the experience that allow us to have criteria to improve them, emphasizing the most dynamic and positive elements; leaving aside the most retarded and deficient aspects" (Jara, 2018, p.87).

This is the beginning of the participatory action of the rural school La Represa, including all participants as active subjects of the process, as Jara says it is an essential element that emphasizes the construction of new knowledge.

The first time, as a starting point guided by Jara, was a diagnosis where the students, the teacher and of course the territory were known. In this space, a dialogue was carried out to have a first approach with the students, interacting in a dynamic way, leading them to participation, in order to know the interests of each one; It should be noted that first a meeting was arranged to have the

endorsement of the rectory, considering the conditions of the school, since due to its location they do not have all the tools offered by modernity. Thus, the present work allowed to show the changes that the population has developed for the strengthening of history, social and cultural issues.

Continuing with the previous time of the experience, we had a series of records that helped to structure and plan the contemplated topics; that is, the calendar, the creation of the scripts and, of course, the work material that was available. Likewise, a series of objectives were drawn up in order to transform these topics into dynamic and practical contents. For this reason, this work seeks to strengthen the classroom with students from grades zero to five, who do not have enough elements to carry out a complete pedagogical process; this refers to the accompaniment of teachers per course, since they only have the monitoring of a single teacher; also, the area where they are located restricts their coverage for access to more tools; however, the research entities, identifying the problem, joined with their respective technical elements to provide support and implement a new field of knowledge.

As mentioned above, these guidelines for the systematization of experiences include several integral aspects that take into account the objectives of the organization or researchers who want to integrate the theoretical-practical field; in addition, the recovery of the lived process should be taken into account for reflection.

In this third stage, we explored an aspect of radio such as the PODCAST, in order to promote new pedagogical lines within the classroom. At this stage, we reached the production and consolidation of a new field of study for them, articulating music, showing through videos the events that marked Colombia, such as the Bogotazo, the battle of Boyacá, the independence day, etc. This

pedagogical work expanded the conceptual framework that indicates the significant process to reconstruct a certain social practice.

Systematization is a theoretical and methodological process that, based on the recovery and interpretation of the experience, its construction of meaning and its critical reflection and evaluation, seeks to build knowledge and, through its communication, to guide other experiences in order to improve social practices" (Carvajal-Burbano, 2010). (Carvajal-Burbano, 2010).

Carvajal Burbano created this methodology within the research, taking as an example Óscar Jara with his project "The systematization of experiences: Practices and theories for other possible worlds" that expands the qualitative categories of the processes that are linked to the communities to potentiate from the base the projects in management; in addition, the organization of this type of practices, are fundamental for the social field that implies the interaction between several subjects.

The background reflection or the fourth time indicates that the project developed from the academy had the purpose of implementing Colombian history topics, to reinforce the academic part; in addition, to enhance language, safety and corporal expression in the students, taking into account the geographical context and the needs of the population.

Finally, the points of arrival were addressed in order to proceed to an introspection of the path that reached a broader communication, orienting and participating with different visions that help to visualize social transformations, apart from the pedagogical ones.

RESULTS

The development explored with the children's radio project provided indications of the quality of the products, apart from the significance of pedagogy inside and outside the classroom, such as the PODCAST. Therefore, two methods have been applied, one quantitative as the survey and the other qualitative as the focus group, all this in order to answer the following question: How can the PODCAST contribute to education in the context of pandemic in the rural school of the dam?

It is important to mention that from the first time the following hypothesis was established: If all children are in the same classroom, then a second grader can have knowledge of a fifth grader. This was established according to the way in which they receive knowledge in the classroom. The premise will be confirmed or denied in the course of the results.

The main objective of these methods was to know the perception that parents have about the children's radio project in the rural school la represa. In addition, to evaluate if the process has meant progress for the students in the area of English. For the survey we counted with the participation of 13 parents, out of 24 in total; on the other hand, the information gathered was schematized with some demographic and direct questions that gave parents the possibility to give their opinion, qualify and propose new alternatives for the process, one of the questions was the following: How did you find the academic tools that the students of the Corporación Universitaria Minuto de Dios have shared with the students?

With the above, the results of the survey are presented, which had a purpose to know the perception of parents about the project; In addition to obtaining quantifiable results, which yielded figures of 84.6% of favorability with respect to the process. This means that PODCASTs are a good alternative for education. However, the 15.4% who do not agree with this type of pedagogy

should be followed up, therefore, new planning routes were created to meet and understand all students, taking into account the dynamics per course and the topics that are handled per academic period, it should be noted that at first the topics were unified and in general for the population. As a result of this analysis, the groups were created in a segmented manner.

After taking into account the above figures, it is important to segment the ages by course, because these provide value to the hypothesis that was mainly raised, then those who have used the English PODCAST, have been the students of first and third grade, who are in an age range between seven and nine years old.

This method has had a great importance, since they can count with cell phones, but not with internet coverage, which has turned the PODCAST as a means of research and consultation that promotes interest and auditory development.

Incidentally, within this same tool a pilot question on other topics of interest was incorporated, showing that only three parents answered about Colombian literature, thus inferring that today's children are not creating the habit of reading, an issue that is affirmed in the other instrument of the focus group by the parents.

It should be emphasized that during the pandemic, families have seen the decline in the education of their children, due to the few possibilities they have to cope with virtual learning, therefore, the guardians rated in a range of 1 to 5 how much they are being affected by covid-19, where 46.2% said that if they are being affected in a range of 4, with 1 being the lowest and 5 the highest affectation.

In a second moment, as mentioned above, the focus group tool was used as a support of the previous method, with this a successful and face-to-face

communication was established with the parents at the school site, the results were established in an Atlas. Ti, carrying some terms of dialogue.

The analysis of the meeting established that the PODCAST is a support for families that do not have a stable internet network, and it is also characterized as a creative auditory method to get children interested in English.

This method was the reason why 15.4% did not find this educational-communicative process feasible, because their children came from another educational system much more advanced, with bilingual knowledge. In the same way, all their recommendations were accepted.

On the other hand, other variables are extracted with respect to the participation of the guardians, such as the intention to fully comply with the totality of the target population; however, the same number of participants was obtained for the two methods, converting the good expectations into a good experience inside and outside the classroom.

As soon as the results of the methods were integrated, a new action plan was drawn up, as mentioned above, however, the term clueless has a connotation of description that in this case parents assume as a shortcoming that affects learning at home. The accompaniment of resources via WhatsApp, such as infographics containing specific vocabulary, become a complement due to the striking structure in terms of colors and images that, in most cases are fully digestible for understanding.

Assuming the units of analysis as pedagogy, Podcast and Educommunication, the relationships that have been woven through the systematization of experiences become evident, where the subjects become the protagonists of the story, as mentioned by Oscar Jara in his book, "The systematization of experiences: Practices and theory".

On the other hand, a scheme is maintained with respect to the type of methodology, which in this case has facilitated the linearity of the research

that corresponds to the description of the environment with the active subjects who are the children and their school habitus that give a broader picture of the links that are integrated between communication and education.

How can we be certain and effective that the children are participating in the English lessons through WhatsApp? It has already been presented by some groups the demand by parents, an issue that puts in the balance the real learning or perhaps only the simple repetition as an axis that should be changed from the classroom, because the idea is to implement as mentioned in the course of this research new paradigm approaches that rectify the learning of children, regardless of socioeconomic conditions. For this, it is not only listening to the audios, but entering into dialogue with the students, determining the factors that integrate their competencies, as well as taking into account that there are preschool children who have not yet learned to read, an issue that leads them to imagine with the PODCAST.

In order to provide a solution to possible incongruities that have been established with the previous results, another method of approaching the student through a telephone call will be marked to support the viability of the children's radio. All the tools that have been included throughout this accompaniment have meant a social change within the Neusa community, taking into account that in this modality the student becomes indirectly responsible for his academic trajectory, according to Santiago and Bárcena, (2016):

The PODCAST can include a series of sound contents to be analyzed and worked on or it can be the student himself who revises, refocuses or integrates the contents or even creates his own, following approaches widely accepted in the academic-

research community such as autonomous and personalized learning. (p.64)

With the above, it is stated that, in this fourth time, the children expand their own learning with audios that they themselves are recording, those that they send to the respective WhatsApp groups to be reviewed, detecting the shortcomings, also of being able to clarify doubts regarding the four skills that are carried out.

This educommunicative model has given openness to students to interact with external people, this qualified within the methods as an adventure in which they can increase their vision of the world, in addition to the ease offered by this pedagogy to find a support with the use of the media.

With the intention of reaffirming that the PODCAST is a good pedagogical line, including this as one of the key words of the research process, an interview was conducted with the school's teacher, Diana Rojas, who condensed the project from its beginnings, that is, approximately two years ago, with history topics such as: El bogotazo, colonization, the national front, the battle of Boyacá, patriotic symbols, among others. This stage was handled in a face-to-face manner where the students were direct participants in the creation of the contents, giving them the possibility to explore their imagination, in addition to the breathing exercises for the fluency of these, enhancing their corporal and oral expression (personal communication, September 20, 2020).

Continuing with the interior, she affirms that it has been of great help to have the reinforcement and accompaniment that has been provided, highlighting the importance of these new tools that can become useful not only for the students, but also for the parents, most of whom did not receive this type of educational elements and who also did not have the opportunity to access this field. Therefore, this evolution becomes a transversalization.

As this is a different way of learning in which some mixtures between couplets, songs, poetry, illustrations, stories, chronicles and others are involved, allowing children to awaken the curiosity to explore other directions where they interact outside their comfort zone, feeding other ways of weaving community from education, because at the end of the day, they are and will be the actors of the process.

With these open measures offered by pedagogy, scaling up or leaving behind the conventional model, new dissenting individuals are guaranteed within a society, since talking about it on a large scale generates new values of perceiving the events that arise throughout a society, this related to the instruments used, which will be of great repercussion in the future.

Taking up the fourth time and allowing for the participation of all the children, certain organizational figures must be established that have management indicators, that is to say, organization is a transcendental issue to carry out the objectives that were established from the beginning. In the first week, after the segmentation built as a result of the results, a reinforcement of the themes that were developed in the English classes with the teacher Diana Rojas was handled. Then we proceeded to move forward with the topics of the planners of the third academic period.

In this way, it was possible to establish the number of interactions per grade and the most appropriate resources, for example: first and second grades work on vocabulary based on songs and animated characters such as Dori; in second and third grades they reinforce writing, and finally in fourth/fifth, they handle grammatical tenses through graphic pieces that contain the formulas to construct sentences, always accompanied by PODCASTs.

Within each group, there was an improvement in terms of pronunciation and fluency, in addition to the collaboration of the parents, most of whom are the bridge for the children to access any type of information related to the school.

With this, it becomes much more meaningful network between all the actors of the children's radio.

Of course, the composition of both qualitative and quantitative results demonstrated the effectiveness of this pedagogical model, which emphasizes the process, with the innovation of Educommunication as new pillars that promote the development of children.

CONCLUSIONS

The analysis of all the research content yielded a series of discussions that should be taken into account to understand the process that was worked with the children's radio, this includes from the beginnings as the research problem, the hypothesis and the results that were clearly given through a mixed method.

The first challenge showed how viable PODCASTs are within the school field, in order to validate a new pedagogy that included the participation of students, although it was a great challenge due to the new dynamics that came with the health emergency, seeking new alternatives to carry out the topics established by the action plan of the teacher in charge.

With the above, the hypothesis "A second grade student can have the knowledge of a fifth grade student" is conclusively affirmed, since at first all the scenarios in which they operate on a daily basis were observed. It is important to highlight the importance of this pedagogy from home, which was measurable through different instruments such as the survey, the focus group and the interview.

The findings indicated that this Educommunication process strengthens listening skills, apart from being timely considering the area in which it is developed, however, there are other issues to improve internally, i.e. by the facilitators on how to implement improvements not in the study plan but in

providing a solution regarding the absence of some students who by force majeure do not have the necessary network to access the English material.

On a large scale, the contribution made to rural education is of utmost importance for the transmission of new ways of acquiring knowledge; this project allowed not only the amazement of students who had never experienced it, but also elements of communication that opened up dreams and curiosity for the unknown. And it is precisely this curiosity to learn that awakens emotions of feeling part of the children's radio.

This project has not ended, the idea is the construction of other horizons, allowing the opening of opportunities on a larger scale, in addition to continue interacting symbolically and socially with school children, further potentiating the PODCAST tool as a true sense of identity and social change, in addition to "valuing dialogue and collaborative work as the ideal way for learning centered on the student's activity." (Narváez-Garzón & Castellanos-Noda, 2018, p.27).

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