

The new culture of learning from new media

Melquiceded Rodriguez Rodriguez and Adriana Caicedo

Abstract— Understanding the variables that are woven today from the possible axes that determine education and the way in which knowledge is addressed by teachers and students, it was proposed to investigate two educational contexts of the municipality of Tuluá, Department of Valle del Cauca in the Republic of Colombia (Educational institutions: Juan Maria Céspedes and Carlos Sarmiento Lora Industrial). In this sense, this article tries to present the perception of the members of the educational community (teachers, students and parents) about the new forms of access to knowledge due to the proliferation of communication media where the reflection of the findings obeyed the application of a methodology with a hermeneutic approach, a descriptive method, typical of qualitative research. And also how the visions of this community were related to variables of the pedagogy and the didactic foundation in the work of the classroom, where it was evidenced, that indeed there is a great contradiction between the estates studied from the conception of knowledge product of the new media.

Keywords— Knowledge society, globalization, media, learning culture, pedagogy, didactics.

I. INTRODUCTION

THE new world context, in areas such as the political, economic, cultural and with it the media in various spaces have contributed to momentous changes in the future of world history. Leading to the culture of learning changing by that of the latent information at any time and space of the current existence, generating a constant bombardment of information by all means of communication. a necessarily superlative advance in the construction of this new society, and in this way also the knowledge suffers significant variations in a very short time, so it is necessary in the times of the academia to forge interests of reflection and constant empowerment before these changes and challenges that are looming in this convulsed and complex world, that make the knowledge society a cumulative of possibilities in any context with regard to the globalization of the media, interest of this proposal, which excites and invites to participate actively for the needs that it implies amazement and kindness from the epistemological conception,

necessary and fundamental reason in the understanding of this global society.

So things arise the concern that permeates this research, but the school is linked to the media, and in the pedagogy and didactic strategies and instruments are inserted that stimulate the educational task? Despite attending postmodernity this possibility seems very remote, most public educational institutions in the center of the Valle Del Cauca Department suffer from pedagogies of information that encourage the creativity of learners to exercise access to new knowledge, contrary to contingencies that they weave the different information media and make it impossible to access varied research options, such as written, audiovisual, graphic sources, among others and, by extension, teachers, the fundamental reason for the dialogical process, are not at the forefront of this fact. That its incipient approach to technology and information media is meager despite the requirements of the Ministry of National Education, then think and train freethinking teachers who favor pedagogies linked to these media that didactise the pedagogical task.

In this sense, today's education should be considered where learning channels are improved to provide the educational communities with achievements that imply greater cognitive developments due to the variety of resources that emerge in this process and strengthening teamwork, as in classes where Student stimulation is technological and communication means, leads to intrinsic motivation (Perkins, 2014) that of course allows progress in the advance of thought overcoming epistemological obstacles (Flórez, 2008) that the guidelines of science demand, for more incipient look like In this sense, this proposal aims to shed light on pedagogy since it necessarily includes didactic and playful elements that direct multiple possibilities in classroom practice, as long as the teacher has these benefits in his work, this work was approached from a methodological perspective that involved qualitative research, with a hermeneutic approach, and a descriptive method. Understand that the contributions should reach the other levels of the educational community so that it has the expected effect, because the sociocultural context of this work is constituted as very dissimilar, constituting a challenge on the part of

¹ Melquiceded Rodriguez Rodriguez and Adriana Caicedo Castillo are with the Central Unit of Valle del Cauca, (UCEVA), Cra 27 a # 48 - 144 Kilómetro 1. Salida Sur. Tuluá, Valle del Cauca, COLOMBIA (mrodriguez@uceva.edu.co, acaicedo@uceva.edu.co)

researchers. Even more so when the new means of communication inserted into pedagogy, implies a change in the educational model and in the conception of the world, in addition to reevaluating the incipient processes of traditional education which showed contradictory findings as a result of misdirected approaches and difficulty in resources (context, educational policy) that potentiate important achievements in the objective of this research.

II. RESEARCH PROBLEM

As a result of the concern arising from the primary form of media used in the classroom prior to informal observation, it was defined that an interesting contribution to knowledge could be the approach to this study, defining the following problematizing question: How are the new means of communication generating a transformation in the culture of the students in their learning process in the public institutions of the city of Tuluá? (Educational institutions: Juan María Céspedes and Carlos Sarmiento Lora).

III. METHODOLOGY

For the context of this research, a qualitative research was proposed, with a hermeneutic approach and a descriptive method, Torres (2004). This investigative vision allows the development of reflexive interpretations in the context in which they are presented, and likewise the description allows to know first-hand and also to be very rigorous in the findings without participating in them. Given that the population under investigation were elementary school students and teachers who interact with them, the triad completes the parents, because of their responsibility in the training process. For this purpose, an instrument for observing pedagogical processes was proposed, through a checklist, then the state of the art was structured based on bibliographic reviews that imply the research discourse and finally, as a second instrument, interviews were designed which were applied to the three aforementioned levels and that determined the findings in response to the objectives, which led to the analysis and support of the proposal. This analysis was structured by determining categories, which allowed grouping the questions according to the characteristics. (See, tables 1, 2 and 3)

If you are using *Word*, use either the Microsoft Equation Editor or the *MathType* add-on (<http://www.mathtype.com>) for equations in your paper (Insert | Object | Create New | Microsoft Equation *or* MathType Equation). "Float over text" should *not* be selected.

IV. RESULTS

A. Students

CATEGORY
Evidence of technological and information media in pedagogical processes
QUESTION
Do all teachers make the class a possibility of using different media and new technologies?
CATEGORY
Apprehension and contextualization of knowledge
QUESTION
Do these media enhance knowledge that contributes to comprehensive education?

Table No. 1

With the use of technological and media one could think of an education that enhances the knowledge, turns out to be the fundamental reason and if it is necessary to be equal to the needs of the global world, and find elements that show the low use of these, that go beyond the ideal of a quality education, as it happens in the majority of manifestations of the educational Institution técnico Industrial, where it is even said that "the chemistry teacher is very closed by ideology" 1 which implies revaluing the possibilities of mobilizing knowledge and equally loss of competitiveness in the face of the needs of this information society (concept that was elucidated in the bibliographic tracking of this research and which refers to the conception of world society (Morín, 2004). conditions to access knowledge have changed how is it possible that the perception of the ed What is that most classes do not integrate media into the teaching and learning process? As shown in the following: "if in some, what is most used is the television, in philosophy for example and in English sometimes in religion, in mathematics, the TV is never used" 2 when today the information is latent and media product of the information media and the implementation of technologies, enabling praxis and experiences for the development of critical thinking according to the level where it is.

Likewise, the other Institution context of this work, Juan María Céspedes, reflects a more appropriate view of the use of technological and information media since they argue "yes at all, most teachers bring their computers to implement things in class, to show slides, videos and songs that are needed" 3

(Rockman, 2004) which shows clearly that students are sticking to the vanguard of the postmodern world where they even show that classroom practices are being theorized, with what it implies from the consolidation of constructs that a student has this perception, in addition to the contextualization that these can imply by that of the competences of all kinds that have been implemented in this educational legal order. What is demonstrated in an assessment that allows to show reasons for the benefits of technologies in the educational context "yes" technology, the internet, that makes it easier to find information" 4 then the sensitivity they acquire as mentioned (Del Vasto, 2015) to learn knowledge, the interest in reading and writing is strengthened, skills that involve very important skills for the intellectual growth of the students and with it a production school, interest of the Colombian state that should radiate in the population, even more so if it is vulnerable communities.

B. Teachers

CATEGORY
ICT, pedagogical model, strategies and instruments
QUESTION
What are the teaching strategies that permeate teaching and learning in the classroom product of the media and new technologies?
CATEGORY
Analysis. methodology related to ICT
QUESTION
Do you consider that the media have involved a new way of mobilizing knowledge?

Table No. 2

It is clear that despite being immersed in a time of technological advances, the makers of education do not meet these requirements, in this case it was determined that the pedagogical proposals are not directly related to the needs of students in this global world, a proof of this was the manifestation of one of the teachers addressed "I do not have any of that in the classroom, is that many people confuse that the television, the projector are technology, for me that is to present the traditional information of another way, but it is still the same, it does not use technology" 5 which indicates that here there is a lack of fundamentals in the conceptualization of what is technology and what implies the use as a means of information, which increased knowledge through interaction with these media However, despite this and the incipient

application, there are more avant-garde teachers who are implementing technological and community media. In spite of the lack of integration to the pedagogical bases of the institutions, he stated that "for me the cell phone in the classroom is very important because of the variety of applications that are available ... the technology depending on the class is wonderful" 6 From the above, it can be inferred that a teaching task supported by technological didactic approaches can lead to better results, but the possibilities are minimal given the poverty in connectivity, distorting the significant learning that constitutes an important axis in current education. (García Romero and López Hernández, 2011).

"I claim students because they do not use tics based on knowledge, only in aspects such as games that supposedly generate pleasure" 7. Another important aspect in the conception that teachers have of the dynamics of linking technology-didactics and pedagogy, constitutes a great opportunity for teachers to resolve the marked trend that makes teaching a complex activity by the constant distractions that learners have.

C. Parents

CATEGORY
ICTs at and practice at school
QUESTION
Is the institution evidenced by the use of technological means and communication in the pedagogical process of your child?
CATEGORY
ICT and autonomous learning
QUESTION
What media and new technologies do your children use extracurricularly for their education?

Table No. 3

The findings derived from the interaction with parents show contradictions that revalue the conception of education, because to a great extent parents claim to know the pedagogical practices derived from the media and technologies to the point of manifesting that "the means of communication are fundamental and determine the progress of students and the world," 8 but when asked about the type of media, it manifests itself: the television, the cell phone, the video beam, the videos. That is to say, it is related to what teachers and students say, but do parents state that these elements and their practices contribute to forming students with competent

thinking to approach and mobilize knowledge? In relation to the truth, no. And the evidence is based on the low participation of parents in the accompaniment processes, constituting itself in the loose wheel of education, a recurring manifestation in different pedagogical scenarios, because when it comes to defining the quality of knowledge and the way to access these, parents have multiple doubts.

Some manifestations such as *"there is knowledge of the media used, such as the whats app that allows the interaction between students for proposed computer work as long as it is in good use"* 9 and in fact the majority of students make up these types of groups and It is very important as a form of integration in academic activities, but when it has been tried to evaluate the scope of these relationships, there is no evidence of intellectual apprehension, which indicates a poor reflection when staging what they say they have learned. It is worth saying that there is indeed a new conception of how knowledge is approached by this generation, but students still need to know what to do with what they say they have learned through the application of thought actions, which are combined in the context (Delors, 1996).

V. TRIANGULATION CATEGORIES

Human being - significant learning-technology – communication.

In the conceptualization of this proposal, four categories were defined that allowed the unification of the three strata studied.

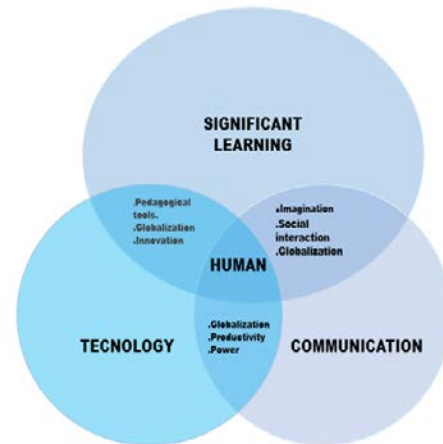


Figure No 1

The fundamentals of this research are governed by a relevant factor, constituted by the human being that is integrated from the educational essence, understanding that in the educational action is related a community that has recurrent interaction methods in this respect it is valid to analyze from the results to determine an inconsistency that can be seen from the scope that should have the media in education, teachers, with some exceptions propose that they are utilizing relevant means. On the other hand the students criticize the regular use of media according to the resources and ideological conviction of teachers, as well as the disciplinary foundations and parents assume easy positions, when they state that in the educational process their children make use of the media, without knowing in what way they do it, and the institutional managers, who complete this group, do not redesign policies that vary the curricular discourse for the empowerment of all the members. The above supported from the following section *"The educational use of new systems is adapted to a large audience, education should be a decisive instrument of the policy to reduce the digital divide. However, the penetration of ICT in schools and classrooms is still limited and its incorporation is encountering more difficulties than expected. The possibility of access to become a factor of inequality in which many young people are* (Díaz, 2014).

Currently, in the information and communication society, technological changes occur at a dizzying speed. (García Romero and López Hernández, 2011). From the above it is clear that education should strive to improve levels of knowledge and to succeed this, achieve superlative levels where the student is interested in the future to learn in an autonomous way, that is capable of responding to problems proposed by everyday life and that applies coherently what he

says he has learned. For this purpose, pedagogy is very important, because of the need to vary the curriculum, that is to say that students are the makers of their knowledge, as it is said "learning by doing" a way to achieve meaningful learning, then we will have to detail new teaching tools and strategies to make pedagogy more dynamic in order to encourage creativity, which will make the media a valuable tool for the achievement of performance and thus comply with thought actions proposed in the standards emanating from the ministry. Likewise, there is a concept that integrates the reasons for technological work in education, that is, globalization understood from different areas. That by itself is generating guidelines so that education in general adopts scientific values that lead to forge ways for the realization of a pedagogy rich in didactics that empower the conception of entrepreneurship. For this and are integrated into this research the various forms begin with television, radio, internet, social networks, among others. that surely solve the problem that involves the attention and conviction of the students of today *"Information technologies in education, according to experts, constitute a phenomenon of great social importance, are a way to enhance education from which It can strengthen the reading-writing process, since students are now more sensitive to a digital environment, because it allows a greater degree of interaction with electronic devices, mobile phones, digital television, video games and the usual use of the internet."* (Beautiful Del Vasto, 2015).

And with this included in the postulates of the "fourth industrial revolution", by the need to become competitive, by changes in the labor map. Be from the disappearance and the appearance of new market possibilities. I insist that education cannot miss this and must be prepared for the challenges of the future, in economy, society and culture in a world permeated by globalization and the power that holds the knowledge, postmodern vision.

As it was said in the previous section in this postmodern world of permanent restructuring, the one with the knowledge has the power, then it is necessary that education propitiates scenarios of creativity to be at the vanguard of the new challenges, then the media are and they will be generators of knowledge for their great spectrum that they possess in this global village. Then the productivity integrating factor in this triangulation invites significant learning to generate productivity starting with entrepreneurship, as already stated in the previous text; in other words, becoming competitive for this complex mode of production, the above is validated by the postulates of the sociologist Scott Lash when he states: *"According to the information society, it has caused a*

destructuring of the relations and social practices of the industrial society. In the information society, production has been replaced by information. Power does not have it and who owns the means of production, as happened in the industrial society, but who controls the flow of information. "

Then, competitiveness and productivity are related to the decision to address an education that thinks globally from the curriculum, without neglecting the local that also constitutes possibilities of knowledge.

1, 2, 3, 4 taken from the answers that were obtained from the interviews made to the sample population selected for the investigation. Students

5, 6, 7 taken from the answers that were obtained from the interviews made to the sample population selected for the investigation. Teachers

8.9 taken from the answers that were obtained from the interviews conducted with the sample population selected for the research. Parents.

VI. CONCLUSIONS

It is evident that with the advancement of the world and with it technologies and communications has changed paradigm to address knowledge by students, no longer depends on the teacher but can go to the active school as long as there is attitude on the part of the students and appropriate the resources according to the need of the educational context.

It is imperative that Colombian education, directed by the Ministry of National Education (MEN), resolve the marked differences that exist between the institutions in terms of resources and in terms of geographical location and meet the needs in new technologies and communications, of course with the respective connectivity Since there are marked differences even among the students.

The research was carried out in two public institutions of the municipality of Tuluá in the Valle del Cauca Colombia and corresponds to phase one, where it was demonstrated that although education must insert new technological elements and communications to the pedagogical task and that some teachers and students are assuming responsibility, does not show great scope in the achievements that will have to be obtained as a result of the mobilization of knowledge and the use of technologies.

The three estates have meeting points but they also have contradictions, given that the use of information and communication technologies is manifested by teachers, but the

students criticize the forms of use, for the conception that these should have in the approach to knowledge, example; the television presents a video but it does not go beyond the reflexive rigor that it should have. Likewise, it worries how parents know about the use of technological means by their children, but they do not detail what they really do and what contributions to knowledge are being made.

There is no clarity from the conceptualization of what is technology and information and its usefulness, the foregoing can be deduced by the ways in which it is assumed, the TV is only used to project videos but there is no reflection, in the use of the internet by For example, the consultations only suggest memory and extremely mechanistic, then they do not operate as dynamizers of the learning project in the classroom.

REFERENCES

- [1] Aparicio, R. (1993): "The revolution of the audiovisual media". Editions la Tower. Madrid.
- [2] Artero, B. N. (2011). www.educaweb.com Retrieved on May 19, 2011 de <http://www.educaweb.com/noticia/2011/01/31/interaccion-como-eje-aprendizaje-redes-sociales-14570.html>.
- [3] Ballest, J. (2000): "The media in today's society". University of Murcia.
- [4] Castillo Santiago, Manuel Sergio. Influence of the Media on Current Education http://www.eduinnova.es/monografias09/medios_comunicacion.pdf
- [5] Clemente, Miguel, Violence and Media (The Post Socialization Moderna), Editorial EOS, Seville, 2005, p. 34-38, 52-59, 62-78, 101-120, 173-178, 247-256.
- [6] Flórez, Ochoa, Rafael, the teaching of science, Catholic University of Manizales 2008: In pedagogical evaluation
- [7] Hermosa, del Vasto, Paola Marcela (2015) Public Accountant, Central University. Diploma of Advanced Studies (DEA), Complutense University of Madrid. Master's Degree in Teacher Training for Compulsory Secondary Education and Baccalaureate, Vocational Training and Language Teaching; PhD student in New Tendencies in Administration of Organizations, Universidad Complutense de Madrid, Spain. Teaching full time, Faculty of Administrative, Economic and Accounting Sciences, Central University. Bogota Colombia.
- [8] Herrera, M., (2002) "The sources of learning in virtual educational environments", Magazine http://www.campus-oei.org/revista/index/frame_novedades.htm
- [9] Iberoamericana de Educación, ISSN: 1681-5653, sep. Version available in PDF format in
- [10] ISLAS TORRES, C., CARRANZA ALCÁNTAR, M. Use of social networks as learning strategies. Educational transformation? Apertura Magazine, North America, June 3 2012. Available at: <http://www.udgvirtual.udg.mx/apertura/index.php/apertura3/article>
- [11] Jacopo Vignola, Francisco Pardo, Mellado Piedachu, Peris Garcia. SFE Philosophy Group. Influence of Tics in Education
- [12] Information and communication technologies in teacher training, planning guide. Evgueni Khvilon Edits: United Nations Organization for Education, Science and Culture (UNESCO). Complete book available at: <http://unesdoc.unesco.org/images/0012/001295/129533s.pdf>
- [13] MEC (1981): "Audiovisual media for education". MEC. Madrid.
- [14] Ministry of National Education (2005) Pedagogical Use of Technologies and Media Constant Demand for Teachers and Students. <https://www.mineducacion.gov.co/1621/article-87580.html>.
- [15] Perkins, David., Editorial magazine teaching. In Teaching for Understanding
- [16] Ricardo Gómez, Karin Delgadillo & Klaus Stoll, Telecentres ... what for? Lessons on Community Telecentres in Latin America and the Caribbean, Ottawa: International Development Research Center (IDRC), 2003.
- [17] Delors, Jacques (1996) Report Education holds a treasure. Madrid: UNESCO-Santillana.
- [18] Rockman et al. (2004). Quoted by Hermosa Del Vasto (2015) Kamehameha Schools Maui Laptop Project Findings from Classroom Observations and Teacher Interview. Retrieved from: <http://www.rockman.com>.
- [19] Russell, M., and Bebell, D. & Higgins, J. (2004). Quoted by Hermosa Del Vasto (2015) by Laptop Learning: A comparison of teaching and learning in upper elementary classrooms equipped with shared laptop carts and permanent 1: 1 laptop. Boston: Technology and Assessment Study Collaborative, Boston College. Retrieved from: <http://www.bc.edu/research/intasc/researchprojects/laptopLearning/laptopLearning.shtml>.
- [20] Sagastine Gemme. (1997) the media of social communication and human rights Editorial San José. Quoted by Gloria Jacqueline Jirón Orellana, Silvia Patricia Pérez Echegoyen (2012) degree work Universidad del Salvador.
- [21] Torres, Jugo, (2008) Theories of reproduction. Taken from hidden curriculum. Catholic University of Manizales: In pedagogical evaluation. In this context the author tries to explain the reasons that lead to an education where technicisms prevail, which form students without the ability to produce, only fulfilling the mandates of the production mode, that is to say reproducing, reason that implies the backward movement of the theoretical foundations of contemporary pedagogies.
- [22] Torres, F. V. (2004, October). SOMECE. Recovered in December 2009 from <http://www.somece.org.mx/simposio2004/memorias/>
- [23] UNESCO, United Nations Educational, Scientific and Cultural Organization. (2004). Information and Communication Technologies in Teacher Training. Planning Guide Paris. Retrieved from: <http://unesdoc.unesco.org/images/0012/001295/129533s.pdf>.
- [24] Prats Joaquim. History researched and taught as meaningful knowledge for education. International Journal of Education, Education and Pedagogy, No 45 pages, 66 to 72.
- [25] Morduchowicz, Roxana, (2001). The media and education: a possible binomial. <https://rieoei.org/historico/documentos/rie26a05.htm>.
- [26] Education in the media, (1997). Current trends in the Ibero-American community. <https://www.revistacomunicar.com/pdf/comunicar8.pdf>
- [27] Agudelo Sedano, Wilson. (2008) Universidad de Los Andes, Education in Media Táchira. Venezuela. <https://www.tdx.cat/bitstream/handle/10803/8934/wilson.pdf>.
- [28] UNESCO. (1982): Declaration on Media Education ", in Comunicar, Journal of Media and Education, number 3, October 1994. Huelva.
- [29] QUIN, R. (1996): Approaches to media studies: the teaching of stereotype representation issues. In: Education in the media. Anthology. APARICI, R. (1996), Mexico National Pedagogical University.
- [30] VERA VILA, Julio. (2002) Educational influences of the mass-media in the neoliberal society. Malaga University.

https://gedos.usal.es/jspui/bitstream/10366/71917/1/Influencia_educativa_de_los_medios_de_co.pdf

Authors Melquiceded Rodríguez Rodríguez y Adriana Caicedo Castillo Licenciatura en Ciencias Sociales programa de Educación Unidad Central del Valle del Cauca (UCEVA) Cra 27 a # 48 – 144 Kilómetro 1. Salida Sur. Tuluá Valle del Cauca COLOMBIA mrodriguez@uceva.edu.co y acaicedo@uceva.edu.co. Article derived from the research developed by the teachers Melquiceded Rodriguez Rodríguez and Adriana Caicedo Castillo from the Central Unit of Valle del Cauca, refers to the approach of a relevant factor in educational processes, which is the principles that are determining the way students access information today, and how this information becomes knowledge, permeated by a new way of doing pedagogy product of the recurrent changes that occur in this global context.