Revista de la Universidad del Zulia

Fundada en 1947
por el Dr. Jesús Enrique Lossada

Ciencias

Sociales

y Arte

Año 14 N° 41

Septiembre - Diciembre 2023
Tercera Época
Maracaibo-Venezuela

The Interaction of Pedagogy and the Media in Ecuadorian Education: Challenges and Opportunities

Diana Casandra Paredes-Peralta *
Armando Vinicio Paredes-Peralta **
Kleber Oswaldo Sarmiento-Chugcho ***
Johanna Pizarro-Romero****

ABSTRACT

Certainly, the relationship between pedagogy and the media today can take various forms, such as the production of educational content by the media or the collaboration between educational institutions and the media to bring education to remote communities. This article proposes a critical analysis of this interaction between pedagogical praxis and the media, based on a conceptual and historical retrospective that shows, in Ecuador, positive experiences such as television programs with pedagogical purposes and websites that offer resources and free educational programs to communities with limited access to education. However, this relationship also faces challenges, such as the lack of technology training for educators and the digital divide in some areas of the country. It is necessary to address these challenges to ensure that the collaboration between pedagogy and the media, rather than reactive, is proactive from both spaces. In any case, through effective collaboration, it is possible to improve the quality and accessibility of education, providing more people in the country with the necessary tools to succeed in their academic and professional lives.

KEYWORDS: Education, pedagogy, media, educational resources, technology, educational content.

*Teacher at the Escuela Superior Politécnica de Chimborazo - Ecuador. ORCID https://orcid.org/0000-0002-8855-2795. E-mail: dianaparedes24@gmail.com

**Teacher at the Universidad Estatal Amazónica - Ecuador. ORCID https://orcid.org/0000-0002-1644-0751. E-mail: av.paredesp@uea.edu.ec

***Member of the ELT Innovators Research Group Teacher at Universidad Técnica de Machala, Machala - Ecuador https://orcid.org/0000-0002-8178-3187.

****Member of the ELT Innovators Research Group Teacher at Universidad Técnica de Machala, Machala - Ecuador https://orcid.org/0000-0003-2515-4455.

La interacción de la Pedagogía y los medios de comunicación en la educación ecuatoriana: Desafíos y oportunidades

RESUMEN

Ciertamente, la relación entre la pedagogía y los medios hoy puede tomar varias formas, como la producción de contenidos educativos por parte de los medios o la colaboración entre instituciones educativas y los medios para llevar la educación a comunidades remotas. Este artículo propone un análisis crítico de esta interacción entre praxis pedagógica y medios de comunicación, a partir de una retrospectiva conceptual e histórica que muestra, en Ecuador, experiencias positivas como programas de televisión con fines pedagógicos y sitios web que ofrecen recursos y programas educativos gratuitos a comunidades con acceso limitado a la educación. Sin embargo, esta relación también enfrenta desafíos, como la falta de capacitación tecnológica para los educadores y la brecha digital en algunas zonas del país. Es necesario abordar estos desafíos para asegurar que la colaboración entre la pedagogía y los medios, más que reactiva, sea proactiva desde ambos espacios. En cualquier caso, a través de una colaboración efectiva, es posible mejorar la calidad y accesibilidad de la educación, brindando a más personas en el país las herramientas necesarias para tener éxito en su vida académica y profesional.

PALABRAS CLAVE: Educación, pedagogía, medios de comunicación, recursos educativos, tecnología, contenidos educativos.

Introduction

Today's society experiences the intensification of the communication process through various agents, some of them classic and others emerging, typical of this era. In this context, none of the arguments related to current trends in education and, particularly in pedagogy, can ignore the role of such intensity in relation to the way that information is being spread and shared though the media. To start with, it seems as if the social role that communication plays and its relevance has been consolidated, now more than ever, as well as the interaction between its agents, with the interest in pedagogy in order to achieve a better future with greater welfare levels.

Being this the case, this research makes a deep interpretation of the interaction between pedagogy and the media, seen from the context of the Ecuadorian education. In today's

circumstances, it is necessary to create resourceful links between those stakeholders who support the strengthening of a collective, inclusive, egalitarian vision, maintaining those peculiarities of different human groups that inhabit Ecuador. Given the visualization of such challenges and opportunities facing the twenty-first century, both for the media and the pedagogy, new sets of action could be linked, in those two fronts or together, to build a fairer society.

If addressed correctly, the interaction between pedagogy and media could lead to the creation of new inclusive and innovative educational spaces, that facilitate bridging the digital divide that deeply affects those remote areas of the country. To battle against inequality and the lack of access to formal education, are tasks that could be solved by a strategic alliance between pedagogues and communicators. Obviously, this is not an individual interaction, on the contrary, it requires that Ecuadorian institutions, amongst them the Ecuadorian Education Ministry and the Social Communication Ministry get together so their efforts complement each other in the implementation of innovative pedagogical resources, for the benefit of the general public.

It is not an easy task to improve the interaction between these two institutions and their personnel, in the goal of reducing education inequality in the country. The complexity of these links is associated with the disturbing changes occurring in the communicational field, with the role played by the internet development and the rise of many new ways of communication or connection between people, even at geographically remote distances. "Obviously, education has also changed in recent years. The education system and its agents are immersed in a transformative process equally continuous and fast-changing, the same as the whole society"(Cabello, 2018:406).This reality in Ecuador, presents a bigger complexity due to the many cultural groups add extra difficulties to ancient groups in accessing or familiarizing with some of those changes demanded by the interaction between pedagogy and the media.

Moreover, the interpretation of some forms adopted by the interaction between pedagogy and the media within the Ecuadorian educational context, goes from understanding how it has been transforming that link, in light of the different changes that have taken place within both social fields. Firstly, pedagogy has been constantly questioned to place its resources, and

demands a more active role of its main agents, in other words teachers, who need to constantly update in order to keep innovating within that transformational social frame. On the other hand, the development of ICTs and the wide range of resources applicable to the educational field, promotes the role of communication and its agents in the pedagogical field.

Taking these ideas into account, in this documentary and descriptive research, a theory and critical analysis is carried out, which reveals the conceptual and historical dimensions, not only in pedagogy but also in the media. The content of such a path, should guide to finding a holistic interaction between both spheres, with the purpose of projecting through various perspectives the challenges and opportunities for the Ecuadorian society, in relation to the main role of the teachers and the media nowadays.

In this sense, it is understood that it is a fundamental theoretical exercise, without taking any merit on the influence of concrete actions that institutions in the country should pursue with the aim of building an egalitarian society. As stated by García (2018), the media could be part of the educational gadgets that socialize attitudes, values and actions needed to manage collective agreements towards the wellbeing of its citizens. It is not thinking mainly about the demand the media design its services, it is well known that its products are not educational per se. Therefore, it is essential to improve the relationship between education and the media in Ecuador, but nourishing the essence and objectives of each sector.

1. Theoretical-conceptual framework

This research is eminently theoretical and, consequently, it has three instances clearly divided, the theoretical background, the methodology and the results and discussion. The first is the main and the most important one. Here, it is found a documentary analysis of the studies done on the topic, adopting a critical view that allows, at the same time, to present the concepts and to build perspectives and guidelines facing pedagogy and the media in today's context of Ecuadorian education.

1.1. Theoretical approximation to pedagogy

To theorize about pedagogy is a necessary step to understand the historic path and today´s perspectives, particularly, to establish its links with other reflection areas such as the role played by the media. In a nutshell, the pedagogical practice implies processes in which the apprentices, especially children, are oriented or conducted by those who have the knowledge and the tools to bring them close to the understanding of their surroundings, while providing the tools for a harmonic and productive socialization.

1.2. Some historical features

Education in general, is a social phenomenon that originates with the relationships of needs that appear along the complexity of the processes of socialization and the necessity to understand each other. In terms of education, it begins from the moment that societies appear, independently of its characteristics, that is to say, in spite of its primitive or modern character. If there is a focus on its origins, it is found that education has a foundation link with the development of skills that children need to connect and interact with the outside world, adopting or assuming norms, values and knowledge that makes that interaction less difficult. (Cabrera y Vázquez, 2012).

The social genesis of education becomes clear when there is an understanding that human beings naturally seek and require being gregarious, however, this does not mean that all educational forms look to strengthen egalitarian and recursive interactions. On the contrary, since ancient times, educational praxis is associated with exercising power and social control, this means that those who are in charge of the state, generally, regulate in a way so that the formative processes have the objective of a social integration based on the system's pre-established norms, in prevention of actions and attitudes that could represent an inconvenience to the state's direction and such norms are the directions or guidelines for educational institutions.

In this order of ideas, it could be stated according to Castro (2019) that "The pedagogic mediation develops forms social control which vehicle is the message that transmits and helps knowledge acquisition" (p. 131). This is one of its most meaningful historical features, the alliance with power is inherent to the dynamic that pedagogy acquires, it is about a necessity,

as the way in which social relationships are arranged come from domination structures. The pedagogical task is inspired by the objectives that arise socially by groups or social classes who exercise power, but particularly with the aim of maintaining the persuasion on top of the coercion. Children and youngsters who are in education, are formed by looking into the alignment with the interests of the governing groups, given that they will be their strength in keeping the collective approval.

Another important historical aspect of pedagogy has to do with the similarities and differences with education. Indeed, in many cases they are used as synonyms, however, it needs to be considered that educational praxis itself is a predecessor to pedagogy. Initially, to educate is to transmit knowledge or skills but once we reflect on this activity, pedagogy arises, placing education in a wider framework of thought, debates around the suitability and the nature of such knowledge start coming to light, discussions around the methods and techniques to make education more effective and, above all, reflections on the social motivations that education should have to contribute assertively in the construction of a better society. It is there when another important characteristic of pedagogy is found related to the adherence to transformations suffered by education as a social praxis. Pedagogical changes are pushed by social demand linked to the needs of society around them, where teachers and those in charge of decision-making in education generate actions and consensus that could end up as innovative proposals to meet those needs. Certainly, educators cannot remain passive, waiting for social changes to demand action, rather they constitute a bidirectional relationship, where pedagogy activates itself in close relation to society.

In this last aspect of reflection, the topics of inclusion in education and social equality are analyzed. It is known that the first steps towards formal modern education were in charge of the Catholic Church and the enlightened philosophers of the time. It was, in that regard, an education destined to consolidate a state in favor of the monarchical power and its branches. However, as many spaces have been conquered and actions executed against inequality, the pedagogical praxis, includes a design with activities and resources that facilitates an inclusive culture, minimizing the controlling role of education and, potentiating its liberating dynamic, with the perspective of encouraging the rise of critical thinkers.

1.3. Components of pedagogy

It is not possible to certainly answer the question: How is pedagogy structured and who is responsible for developing it? if the dissertation is not contextualized. That is to say, although there are classical components that remain in time and in different cultures, the truth is that, there are variations that have relation fundamentally with changes that operate on the pedagogical praxis and its links with society. The social reality and the position adopted by teachers facing it, can interfere with the addition or subtraction of some elements within the pedagogical context and, that needs to be clear at times of reflection about the topic.

In agreement with this and from a general perspective, it can be stated that there are theoretical and practical components of pedagogy. Evidently, the separation of such elements is mainly artificial because they only make sense when they act together, but it is possible to notice that as, theoretically the education dynamic is nourished by theories that feed not only content development, but also the role of teachers in the classroom. Theory permeates the pedagogical task so when teachers reflect on their occupation, they produce mentals maps that, surreptitiously or in an explicit way, will be reflected on the work development and on the interaction with other educational stakeholders.

According to Díaz (2010), the role of theory in pedagogy promotes the praxis itself and can define the teaching style in relation to resources and objectives of this activity. For instance, if the theories are oriented to teaching, they are assumed as constructs, relatively independent from the context and stereotyped, additionally it is probable that the interaction in the classroom can have a cognitive interaction rather than an affective or emotional one. On the other hand, when theories are associated with processes of comprehension of the educational action, with regard to its meaning for the stakeholders and society, there is a higher flexibility in the teaching practice that complements, in a humanistic approach, the set of knowledge that students bring to the classroom.

Recently, the role played by the critical pedagogy and the reflections by Paulo Freire, place the pedagogical theory within a constant re-thinking of its importance in the process of teaching-teaching (Gómez y Gómez, 2011). From this perspective, the pedagogical praxis cannot

be separated from concepts such as resistance, liberation, emancipation and transformation. To educate is a revolutionary activity that has to question knowledge's own foundations that are to be taught, its origins, its purpose and its role in the power relations within a certain society. Education is not only an ideological apparatus of the state, as it is stated by Heterodox Marxism, but also a niche from which many critical thoughts can be structured and debated in the construction of a liberating thought.

Furthermore, also in relation to the practical components of pedagogy we can find dismissible arguments. Probably, the character, vocation, and the theory itself, can introduce variations in the concrete actions that a teacher carries out in the classroom and that is its versatility. More concretely, pedagogy has elements such as models, contents, normative dispositions, amongst others, that regulate its dynamics and concretize the theories from where practice is thought. Overall, it could be said that these components turn theory into facts, without meaning that they are less important. On the contrary, it is a recursive relation that favors the systematization of the interaction between the educators, students and the context in which pedagogical action takes place.

The models, as practical elements of pedagogy, refer to the role of the curriculum. "In the teaching practice, what to teach is a fundamental part of the teaching process, because within this statement the content planning process of aims and objectives to be taught are designed" (Buitriago, 2020:85). The curriculum structure serves as an orientation parameter to the teaching practices because it indicates the key points of its logic, what it is expected from it as one of the main protagonists of education and, what is not expected to do.

In fact, the curriculum component of pedagogy is linked with the normative aspect that refers to the institutionalization of the teaching-learning process. This is how, the interaction between educators, learners and contexts, comply with a series of social expectations that give meaning to it, far from which it could be an irrelevant activity. The norms hold pedagogy despite the rebukes to critical pedagogy so education does not become automatized. It is about maintaining a contextual guide of what is expected of pedagogy, as an input so teachers can link their action with the teleological objective that makes education relevant in the social and cultural context.

1.4.   Pedagogy's latest perspectives

From a historical point of view, pedagogy has elapsed through a series of stages and transformations, widely documented by experts on the topic. Starting with the Romans' initiative to organize a pedagogical regimen as part of the process, deepening on the role that it had at the time to consolidate the polis and the citizen figure (Quispe, 2019). Later, the modernization of education significantly modifies the contents, objectives and stakeholders, considering a less subordinated relationship between the educational practice and the political power, as well as women integration to the educational context with greater prominence.

Moreover, in a society based on knowledge, as the present one has been known, education is a key element for building a more inclusive and equal social system. Above all, if we take into account that education should be a process of construction and knowledge confrontation in which information and knowledge are elements in constant interaction. On this basis, the communication enabling devices, for instance the ICTs, become more relevant (Gómez M., 2015).

In that respect, they cannot be considered as mere tools that facilitate the development of educational tasks, but they are part of the process of production, making application of knowledge involving psychosocial aspects, because technology has shaped new behaviors related to the educational practice and the schools are the institutions that socialize knowledge. Starting from the conviction that the use of technology is a part of today´s pedagogy, as for the teachers it is key the development of special activities in two ways: one with respect to the strategies to motivate students, bearing in mind that this type of education demands a greater level of student' autonomy and also has higher levels of desertion; and, teachers need to assess whether the results or final products delivered by students are reliable and meet the expected criteria, ensuring both parts keep committed to their responsibilities in order to achieve the objectives of the pedagogical praxis which is grounded in meaningful learning.

This perspective of pedagogy carries implicit a relation close to that of the student's cognition and the dynamic of the digital world, that is to say, the digitalization of processes and dynamics that in the past were manufactured, which suggested having a critical attitude from the student in relation to digital devices because if the attitude is only passive there is the risk

of falling into mental stagnation. Nevertheless, pedagogy adapted to the new times, has got novel figures associated with ICTs, that little by little have been growing in popularity, to promote teamwork that in the past used to be carried out in the classroom and demanded the physical presence of members involved. Through these techno-educational tools new communicational spaces are created to build cooperative knowledge based on the interactivity and digitalization of ideas (Fernández, 2017).

However, although the importance that ICTs has gained momentum, its integration to pedagogical praxis has been diminished by the resistance to changing pedagogical techniques that still remain within some educators and, of course, the digital gap that puts some at disadvantage against others, either by the limited availability of the resources or, even more, due to the ignorance in the efficient usage of the resources. In its origins, the technological perspective applied to pedagogy had two big tasks: Reverse pedagogical practices with dozens of years of use and to open up mentalities towards emerging talent development belonging to a foreign world for educators, known as authentic "digital migrants".

In reality, the main protagonist of the educational scene has delayed understanding that, it is not enough the exponential progress of the communication technologies and its pedagogical applicability, but it is also required that both students and educators develop the capacity to successfully face the globalization of knowledge and its digitalization, without automatizing the cognitive processes. That is to say that, it is not about turning students into robots to learn automatically, on the contrary, it is about encouraging their curiosity by building knowledge with the collaboration of technology, that after all, it is another human creation. Seen from that perspective, to analyze the way in which communication technology has transformed education, it is not strange to find clues about the role that has been played by the media in general, with respect to the present pedagogical needs, not only in Ecuador, but also around the world.

2.   Media and society

Being able to communicate is one of the actions that define human beings, since ancient times, even more so in today's society where there are greater possibilities of establishing communication links with other people. In congruence with what has been discussed so far, the

strengthening of the media has seen the best moments so far, although without any doubt, also an era with profound changes or adaptations because it is an area that has been affected by globalization in all its forms.

Moreover, looking back to communication, it is one of human beings' basic needs, associated with the gregarious ability and, precisely, to the possibilities of transmitting knowledge and tasks, in other words, education. Until the invention of writing, communication was strictly oral, the tongue, allowed many populations to transcend economically and culturally. The impact of printers and the spreading of ideas through books and the first newspapers was key for the consolidation of modern life. including science development and, of course, education centers at different levels.

However, one thing is the beginning of media, with its local traits of short range and, another thing is the evolutionary process that drives, principally the mass media and, then to this society in which information is not just a necessity, but also a source of power and obligation for the human being (Rueda et al., 2015). One of the most interesting dilemmas that opens with the agitation of the mass media, is the question about the relationship between them, society and education. Rueda et al, deepen this aspect by asking themselves about the influence that the media has on culture and vice versa. Who reflects whom? would be the question that picks up this concern.

For some scholars, criticism of the media about its influence on the processes of impositions of cultures and transculturation is unfair, since then, what is spread are the traits that define civilizations and, they are those that originate the message to be transmitted. Other authors such as González (2020), consider that media are originally a counterbalanced of other public powers but, little by little, they blended with them or, in the worst-case scenario, they turned in appendages of the dominant groups politically and economically. being associated with the domination that is expressed in the different areas of today's society.

In that sense, although institutionally we can talk about the three classical powers as the collective objective guides for a nation, in practice, both the economic groups and the media are erected as determinant forces on the making of a country's destiny. Respect to this situation, there is a reality that has been more noticeable and it affects the relationship and the social

influence that media can have, and it is about the concentration of land in the hands of economically powerful groups. That feels with more propriety in the rising and consolidation of consortia that monopolize sports broadcasts or the consolidation of large news chains.

In the Latin American context, this reality is even more worrying given the characteristics of its populations and the social and economic fragility of large groups of the population. Many people do not have any alternative when it comes to deciding the type of public narrative about a specific event to be valid and end up subscribing to the opinion matrix imposed by massive media. This means, according to González et al, that it is not true that a society with more freedom of information has been built, as what is deliver as news for the majority of the population, are manipulated messages amongst which the society is not free to choose from. "Especially when these will become homogenized and controlled by the large media groups that define what we see, listen or how we get entertained". (p.17).

The topic of media as an ideological instrument, being this by the State or the economically dominant groups is not new in Latin America. It is about a set of circumstances which have been largely discussed by intellectuals who see in the communication task a power more difficult to fight than other forces such as political parties, for instance. The most serious problem is that such communicational hegemony affects the structure and dynamics of the democratic system and it is translated into an extension or prolongation of time in power for some players who, under other circumstances, would be less powerful.

In that order of ideas, it can be seen the danger of the concentration of media on the same hands that hold the economic and political power. In fact, one of the variations that communication adopts in societies has to do with the transmission of political ideas and, within its framework, the spread of electoral information. Those who live a political life have in the media, allies or, enemies of first order that can influence, importantly on the popular feeling with respect of their ambitions. This is what Bokser (2017), refers to, when he states that the media is capable of generating a favorable or negative, according to its own interests.

That relation between the media and society, is equally defined by the determination that social players show to communicate, increasingly, from the mediation of ICTs and its different applications. The socialization face to face, has given way to establishing links that move in the

area of digital communication, with its characteristics such as quickness, ephemeralness and briefness in the connections. There is a high interest in communication with many people, but this without establishing close links, purely by taking advantage of the features of the different technological tools associated with the internet.

Facing this scenario, human beings are fronting novel challenges and possibilities that not always can be effectively managed. It was already difficult to escape the influence of traditional media such as newspapers, radio or the television. Nowadays, the advancement of the internet, and the development of technology available to communication has completely revolutionized the world and the opportunities to keep informed or in communication. The different groups in power have seen this scenario as a potential opportunity they could take advantage of and, therefore, the governments or the population itself should develop the capacity that allows them to face these circumstances and be less vulnerable.

Precisely that influence of the media on the educational field could be key to help citizens reflect on that almost omniscient power of technology and turn threats into opportunities. The interaction between pedagogy, its tools and the media is crucial at present to be able to positively combine the collective efforts that lead to a better social coexistence. Obviously, that relationship needs to be seen critically as to build the paths that allow an egalitarian relationship between the agents.

3. The media and education in Ecuador

Once understood, the congenital relationship between the media and society becomes simpler to address the links that can be established between the first and education, specifically pedagogical praxis. In the Ecuadorian scenario, there is a complex reality that has been built through many years, in adherence to the dilemmas related to diversity and intercultural relations. The media, as social agents, is of great importance when it comes to building and consolidating the foundations of an inclusive education that favors the majority of the country and, at the same time, influences the development of capacities for education itself, deeply mediated by ICTsand its applications.

Due to the invention of radio and Tv, education needed to adapt its contents and, in some cases, supported pedagogic action, through the use of media spaces for education. This led to a number of governmental initiatives in countries such as Ecuador, to legislate in relation to the educational objectives and the function of massive media. One of these examples is the Organic Law of Education, in which article 8 stated that "Media, in general, is to spread mainly informative, educational and cultural type content" (National Assembly, 2013). It is clear that the main function of the media is not pedagogical but it could be the protagonist of actions contributing to it.

As it happens with the latitudes, the interaction between the media and education in Ecuador is filled with dilemmas and, in many cases confrontations. Frequently, teachers warn about the cultural distortion that some mass media companies could generate, especially on the young under age students. Television and cinema, at the beginning, were criticized for the indiscriminate dissemination of cultural stereotypes that have little to do with the social dynamic of the country. Latin American soap operas and its drama were the subject of heated debates with respect to the possibilities of encouraging potential transculturation. Moreover, beyond criticism, traditional media inspired many important pedagogical practices for an education like the Ecuadorian which undergoes constant transformation.

3.1. Perspectives, challenges and opportunities

The evolution of television and the rest of traditional media represent the requirement for Ecuadorian teachers to promote the use of other spaces, outside the classroom, for the implementation of activities and educational resources. Schools should have some elements of telematics, in the sense of taking advantage of the opportunities that massive communicational media make available to pedagogy (Reinoso, 2014).

In recent times, the use of media as educational tools has transcended the role of television and the possibilities to migrate to the ICTs field. The idea is, at the present, to generate a close relation between the technological tools and pedagogical praxis, mainly in the beginner levels of Ecuadorian education. Television has a communicational strength that can hardly be neglected when it comes to the possibility of spreading values and knowledge massively. This condition

has caused the constant questioning of the role played by television in education, especially due to deterioration of the programs within the educational frame.

As Reinoso stated, it is necessary the integration between Ecuadorian television to schools' tasks when it comes to shaping characters and positive attitudes. They must join the institutional effort to promote, not only the cognitive development of the population, but also the thor emotional intelligence. In general, it is about a challenge that has been met partially, even against the media's nature. This genesis, linked to information spreading and entertainment, little by little has been mutating to functions demanding higher levels of co-responsibility, being incorporated into ministerial efforts to bring values and knowledge to a greater number of people in the country.

All in all, not only in Ecuador but in other parts of the world, television represents one of the first relationships between children and the media. Of course, today, "in many countries new generations have replaced programs and information on the television by what is available on the internet" (Reinoso, 2014:60), but television has not lost the ability to enter the most remote of Ecuadorian society and maintains its ability to decisively influence social relations and their particularities.

In that context, we must rescue the role that emerging media related to the progress of communication technology play for pedagogy and its current processes. In the current pedagogical conditions, Ecuador and its teachers are experiencing the mutation of educational presence, by adding a greater use of online teaching and the consolidation of distance education that began in the last decade. In addition, the internet and its use through the different technological tools for education have helped to transform the epistemology of teaching, the role of the educator and the attitude of students towards the challenges that arise (Fernández, 2017).

In general, seen from the perspective of technology and communication devices, what has changed? Well, without doubt, there are many new digital or virtual tools, such as the case of networks that allow greater operation of virtual education and a large number of didactic resources, but technologically supported the demand for a much faster transformation of teaching style. Thus, greater cooperation in the production of knowledge, constant connectivity for the exchange of ideas and, of course, a reduction of the digital divide in order to advance in

the virtual processes that education demands. All these aspects demand from Ecuadorian educators a reengineering of their pedagogical praxis.

At first sight, this seems an ideal scenario for strengthening educational processes and the productivity of knowledge, taking advantage of the interaction between the technological mass media and pedagogy. However, the incorporation of ICTs into education has not meant, at least in countries like Ecuador, a rise in education and its quality. On the contrary, in many cases, the progress of the media and technology applied to education has resulted in new unethical practices in students and educators such as: academic plagiarism, taking advantage of other people's ideas, apathy for thought, the disappearance of the "good book" habit, amongst other undesirable results of the interaction between pedagogy and media.

Anyhow, it cannot be forgotten that technology and the media are human creations and, like education, they are oriented by the intentionality that institutional actors imprint on them. Education is by nature a social fact, its digitization will never mean the mechanization or automation of thought and knowledge, all technology remains like that, subjected to humanistic culture and trying to "objectify" the educator-students relationship will find resistance. Nothing like human contact for knowledge to be built collaboratively, the communication media only increase the possibilities of human contact, it does not eliminate it, since it is in this combination of thoughts and sensitivities that the world has managed to advance so rapidly.

4. Methodological Aspects

4.1. In relation to the type of research

Methodologically, this research is considered descriptive because the interest is focused on the distinctive features of the interaction between the current media and pedagogy in Ecuador. According to Tamayo (2012) "descriptive investigation works on factual realities and its main characteristic is to present us with a correct interpretation" (p. 46). These types of studies aim to explore the fundamental attributes of a certain phenomenon to describe its main features, without comparing or measuring correlations between them".

4.2. In relation to the technique of information correlation

Generally, the methodological process that allowed the development of this research was built in an integral way but with a preponderance of a documental analysis. The attainment of the information implies, in this case, the main center of the methodology. In this phase, a search was implemented in recognized scientific information journals such as Elsevier and Scielo, on the subject of media interaction and pedagogy in Ecuador. In this task, the most important aspect was the application of certain inclusion and exclusion criteria to be able to select, organize and analyze. One of the selection criteria for informative material was based on the fact that it dealt with the subject from educational institutions and had the elements of scientific research. This means, for example, that there is no interest in speculation by the media, which often emphasizes sensationalism to attract more attention.

4.3. In relation to the techniques for information analysis

Information was organized taking into account the three main thematic axes, namely: pedagogy, the media and the interaction between these two axes, seen in their social evolution. When organizing the bibliography for developing the scope of the subject, those references closest in terms of the context and the objective of the research were selected. Next, the theoretical scheme that makes up for the basic structure of the study was structured, making an interpretation of three aspects, firstly, the narratives that describe pedagogy, its components and its main perspectives.

Subsequently, a critical interpretation of the authors or documents that have studied the role of the media in relation to society is developed, highlighting the transformations that occur when traditional media such as television, radio and newspapers give way to digitalization, with the emergence of the internet and its different devices. Finally, a crossed analysis between pedagogy and the media is carried out to propose an interpretive or proactive line of what can be considered the current state of that interaction.

4.5. In relation to the information supply strategy

This has two important moments. On the other hand, the theoretical foundations of the research are developed by critically analyzing the literature and determining the main

trajectories that the authors have described with respect to the proposed thematic axes. On the other hand, it is also presented as a descriptive analytical matrix with its most important intersections and relationships by virtue of the challenges and opportunities that such interaction represents.

5. Results and discussion

The extraordinary progress that media has had in its different fields has generated a large number of reactions in the educational world, which includes the Ecuadorian reality. As the experts have alerted, teachers who carry out their work in different educational centers have been compelled by the development of the media and have acted in two ways. On one hand, institutional proposals have been designed, which includes legislation so that the media in addition to their logical objective of forming and entertaining, can propose or support pedagogical projects that contribute to the inclusion and equality in schools.

On the other hand, authors such as Alvarado (2018), have emphasized the need to incorporate pedagogical virtualization as part of the innovative proposals to support the interaction between education and communication technologies applied to education, thus opening the possibility of greater resourcefulness between what technicians and professionals dedicated to teaching in the country do. This type of initiative would come to replace the decisions made in some educational policy production centers that in principle, generated guidelines and methodologies that required media participation based on programming with pedagogical purposes.

The way things are at the moment, make look at the role of television as a transformative process in which there are not many possibilities for there to be television spaces directly dedicated to pedagogy. However, this is the reality that is still developing and we will have to wait to see the results. What is currently happening is a staging of a large number of telematic resources that can be used in the field of pedagogy, with less universal vocation but connected to the needs of children and young people who are trained in Ecuadorian institutions (Rodríguez, 2017).

In fact, these transformations in the media field have modified the original interaction that could be seen between media and pedagogy in Ecuador and currently demand a greater and more specialized work of teachers to incorporate among their strategies, the resources that are produced through technology applied to education. It is no longer as simple as bringing a television to the classroom and scheduling sessions to watch and analyze programs, since today's children and young people have less motivation to watch television. It is necessary to adapt the activities to the world of digitalization in which the daily life of the students moves and thus be able to achieve a better synergy between what is projected by the media and what happens in the educational context.

What Cueva (2020) points out is somewhat imposed, when talking about educational technology in times of crisis, given the obsolescence of some media devices today, the use of web tools that increasingly gain more space amongst children and youth in today's society. It comes to taking part of today´s experiential world, strengthening these new ways of socializing and interacting with others. From this type of media that has been emerging and, somehow, substituting the role that traditional media had before, students should be motivated to produce innovative ideas instead of just consuming them.

This mix between traditional and new media is beginning to appear as the most feasible option when using the media for educational purposes. It is what some authors like Rodríguez et al (2018) and, Aguaded and Guzmán call, media competence referring amongst other things to the possibility of using mobile phones ot tables in school spaces, to take advantage of their ductility, in regards to obtaining and disseminating information. Of course, to the extent that more opportunities open up to innovate with communication in education it becomes key to train students in the appropriate use of these tools.

In any case, the literature review analysis that supports the development of this article, confirmed a series of challenges and opportunities that could be listed as part of the expectations that currently exist in Ecuador, regarding the optimization of the relationship between media and pedagogy. Graph 1 summarizes the current challenges of this relationship.

**Graph 1.** Challenges of the interaction between Pedagogy- Ecuadorian Media.
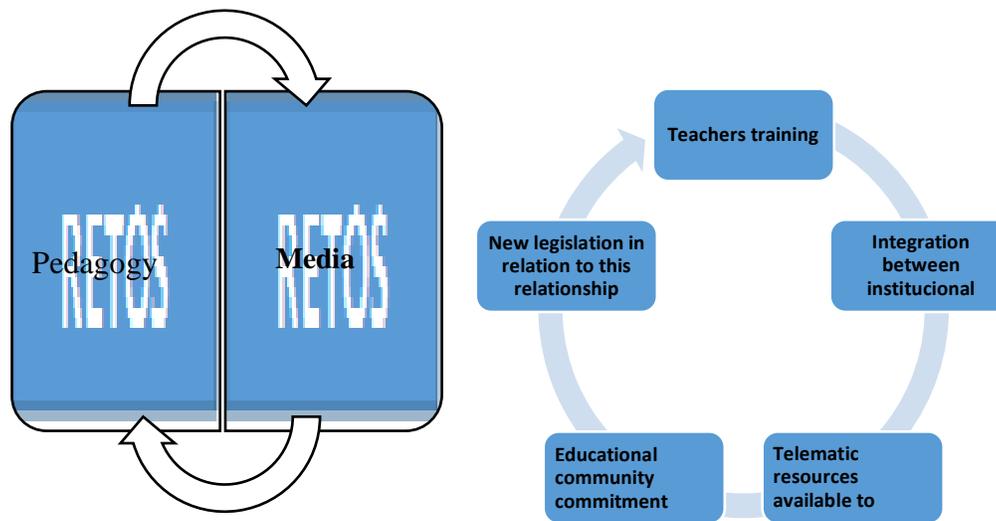
Source: Authors' own work based on the literature review.

Although in practice, most of these challenges have been defined, characterized, and have motivated some transitory responses from the actors involved, the truth is that they continue to be on the agenda because a large number of changes occur daily at the mediatic production over which one must reflect and act. This is a reality that is felt with greater force in the communication field, however, teachers as leading actors in pedagogical praxis, must keep constantly updating their knowledge in order to process these changes and react to them.

In this sense, it could be said that students' education is really key when it comes to the appropriate use of today's media, it is just as necessary, as it is the strengthening of teachers' media skills. Marín et al (2020), carried out research about the topic mentioned, finding that the majority of young people tend to develop skills, more operational than technical, when it comes to the use of technological means applied to education. "Therefore, an education in the media is necessary to help them build their identity also to recognize the world with a critical eye and with the creative ability to interpret it in a free and expressive way" (p.98).

With respect to the opportunities, an illustration of them is presented in graph 2.

Graph 2. Opportunities offered by the interaction between Pedagogy and the Media in Ecuador.
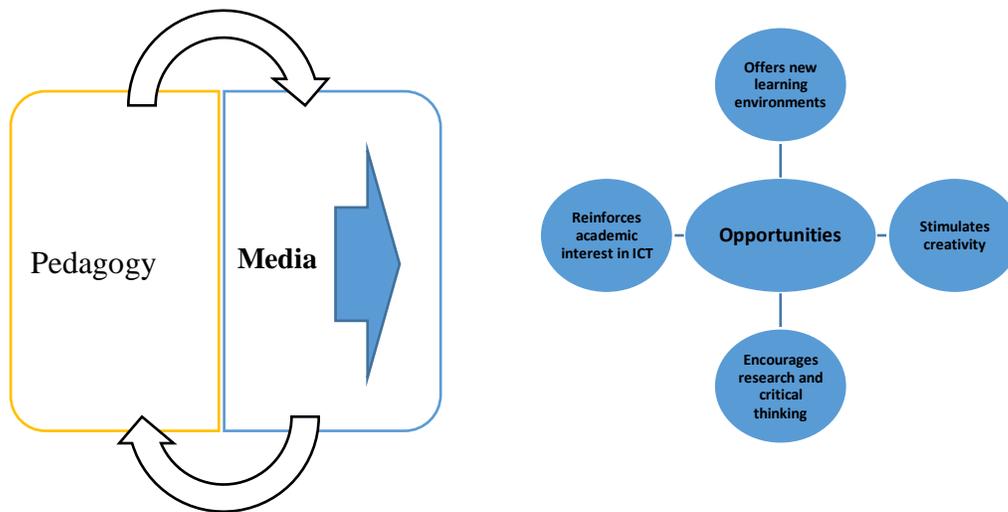
Source: Researchers´own work based on the literature review's analysis.

More than opportunities, these are some realities that have already materialized in the educational field of Ecuador. "Especially taking into account that new forms of communication have been created, new ways of accessing and producing knowledge" (Cooperberg, 2002). What matters now is how to take advantage of the attraction generated by these new communication alternatives to influence the practices and ways of appropriating knowledge, both by teachers and students. Motivation plays a leading role in this process and, that is the action within the pedagogical praxis of Ecuadorian teachers should aim.

Conclusions

Undoubtedly, the repercussions of the changes in the way of communicating, informing and even entertaining, have had an impact on the general daily life of Latin American countries. In this sense, the old criticism regarding the influence of the media on culture and educational training has been revived in such a way that it is very difficult not to worry and focus on analyzing this interaction that, for ordinary citizens, can be imperceptible but, it cannot be for those of us who study education and its circumstances. That is what we have wanted to expose throughout this article, with a clearly theoretical but also deeply critical vocation.

The challenges that open up for Ecuadorian teachers at different levels have to do with two complementary lines of professionalization. In the first place, it is necessary that the pedagogical update includes the operational management of the alternatives that are being updated, includes the operational management of the of the alternatives that are being developed in tele-didactics, but not only with regards to its uses, but also with regards to their production. Nowadays, teachers must have a strong profile with the appropriate digital skills, as well as knowledge of the telecommunication world and be able to design tools that bring them closer to the way in which students see social relations today.

Secondly, teachers have the mission of leading the participation of the different institutional actors in the interaction between media and pedagogy. Although the traditional media such as television, radio and newspapers seem to have lost ground in relation to the preferences of the majority of the population, there is a need to articulate the history and evolution of media with the disruption of new ways of communicating and knowledge production. An awareness of the rise of ICT can influence its social value, no longer as spaces for entertainment, but as tools for the construction of an inclusive and egalitarian society.

All in all, the challenges and opportunities that represent the relationship between education and communication in its different formats must be overthought in light of its importance for Ecuadorian society. The changes in the pedagogical formats caused by the pandemic should be an incentive that boosts teacher motivation for holistic training that places communication as one more instrument in their strategies, facing the merely playful image that applications found on the internet and in general through ICT, have for some students.

References

Alvarado, A. (2018). Socialización de las Tic: De la visión a la acción socioeducativa . *Educare*, *22*(2), 118-136. Obtenido de https://revistas.investigacion-upelipb.com/index.php/educare/article/download/34/34/39

Asamblea Nacional. (20 de febrero de 2013). Ley Orgánica de Comunicación. Quito, Ecuador. Obtenido de https://www.telecomunicaciones.gob.ec/wp-content/uploads/2020/01/Ley-Organica-de-Comunicaci%C3%B3n.pdf

Bokser, J. (2017). Los ciudadanos como protagonistas y el lugar de los medios, la mediación y la cultura política en América Latina. *Nueva Época, LXII*(231), 9-22. Obtenido de https://www.elsevier.es/es-revista-revista-mexicana-ciencias-politicas-sociales-92-pdf-S0185191817300363

Buitriago, Y. (2020). Componentes de las prácticas pedagógicas para analizar la enseñanza del diseño. *Actas de diseño, 32,* 83-88. Obtenido de https://dspace.palermo.edu/ojs/index.php/actas/article/download/2049/5915/

Cabello, S. (2018). Educación y medios de comunicación: una relación compleja. *RASE, 11*(3), 405-420. doi: http://dx.doi.org/10.7203/RASE.11.3.13026

Cabrera , Y., & Vázquez, J. (2012). La Educación, un fenómeno social complejo . *Revista Digital Sociedad de la Información, 38*, 1-6. Obtenido de http://www.sociedadelainformacion.com/38/complejo.pdf

Castro, E. (2019). Control social y dispositivo pedagógico en la enseñanza por competencias (Contexto escolar del Siglo XXI) . *Espacio Abierto, 28*(4), 126-147. Obtenido de https://dialnet.unirioja.es/descarga/articulo/7197669.pdf

Cooperberg, A. (2002). Las herramientas que facilitan la comunicación y el proceso de enseñanza-aprendizaje en los entornos de educación a distancia. *RED. Revista de Educación a Distancia, 3*, 1-36. Obtenido de https://www.redalyc.org/pdf/547/54700302.pdf

Cueva, G. (2020). La tecnología educativa en tiempos de crisis. *Conrado, 16*(74), 341-350. Obtenido de https://conrado.ucf.edu.cu/index.php/conrado/article/view/1370/1360

Díaz, V. (2010). Fundamentos teóricos del saber pedagógico. *Investigación y Postgrado, 25*(2-3), 273-289. Obtenido de https://www.redalyc.org/pdf/658/65828402010.pdf

Fernández, A. (2017). Las nuevas tecnologías en la primera infancia. Cadiz, España. Obtenido de https://repositorio.uam.es/handle/10486/679067

García, P. (2018). La sinergia escuela - medios de comunicación. Un canal para erradicar el acoso escolar. *RASE, 11*(3), 448-463. Obtenido de https://ojs.uv.es/index.php/rase/

Gómez, J., & Gómez, L. (2011). Elementos teóricos y prácticos de la pedagogía crítica: más allá de la educación, metáfora, escena y experiencia. *Praxis*(66), 181-190. Obtenido de https://www.revistas.una.ac.cr/index.php/praxis/article/view/3983

Gómez, M. (2015). La pizarra como recurso innovador y favorecedor del proceso enseñanza/aprendizaje de los alumnos de infantil y primaria del municipio Alcorcón (Madrid). Madrid. Obtenido de http://e-spacio.uned.es/fez/view/tesisuned:Educacion-Mgomez

González, J. (2020). *Medios de Comunicación. ¿Al servicio de quién?* Icaria Editorial . Obtenido de http://biblioteca.clacso.edu.ar/clacso/gt/20200423054514/Medios-de-comunicacion.pdf

Marín, I., Rivera, D., Mendoza, D., & Zuloaga, L. (2020). Competencia mediática de jóvenes universitarios de Ecuador y Colombia. *Tripodos , 46*, 97-117. doi:DOI: 10.51698/tripodos.2020.46p97-117

Quispe, E. (2019). Evolución de la Pedagogía como ciencia. *"Tesis en Educación" Universidad Nacional de Educación.* Lima, Perú. Obtenido de

https://repositorio.une.edu.pe/bitstream/handle/20.500.14039/6884/MONOGRAF%C3%8DA%20-%20QUISPE%20RAMOS%20ELIZABET%20YUDIT%20-%20FPYCF.pdf?sequence=1&isAllowed=y

Reinoso, M. (2014). LA TELEVISIÓN EDUCATIVA EN EL ECUADOR: ANÁLISIS DE LOS PROGRAMAS DEL PROYECTO "EDUCA, TELEVISIÓN PARA APRENDER" AUSPICIADO POR EL MINISTERIO DE EDUCACIÓN. *Tesis de grado en Comunicación. Pontificia Universidad Católica del Ecuador*. Quito, Ecuador. Obtenido de https://core.ac.uk/download/pdf/143439584.pdf

Rodríguez, M. (11 de Octubre de 2017). Análisis de la pedagogía televisiva de la educomunicación universitaria. *"Tesis Doctoral" por la Universidad Central de Venezuela*. Caracas, Venezuela. Obtenido de http://saber.ucv.ve/bitstream/10872/19299/1/Tesis%20DEFINITIVA%20Digital%20Doctorado%20Humanidades_Milagros%20Rodr.pdf

Rodríguez, M., Castro , A., & Caldeiro , M. (2018). Acercamientos iniciales a la competencia mediática desde edades iniciales. En R. García , A. Pérez, & Á. Torres, *Educar para los nuevos medios* (págs. 89-102). AbyaYala. Obtenido de https://www.researchgate.net/publication/325485952_Acercamientos_iniciales_a_la_competencia_mediatica_desde_edades_iniciales

Rueda, J., Galán, E., & Rubio, Á. (2015). Historia de los medios de comunicación. *Eu-topías*, *9*, 186-188. Obtenido de http://eu-topias.org/wp-content/uploads/2015/07/05-Caleidoscopio9-Historia-de-los-medios-de-comunicaci%C3%B3n.pdf

Tamayo, M. (2012). *El proceso de la investigación científica*. México: Cohen y Nagel. Obtenido de http://evirtual.uaslp.mx/ENF/220/Biblioteca/Tamayo%20Tamayo-El%20proceso%20de%20la%20investigaci%C3%B3n%20cient%C3%ADfica2002.pdf