Journalism club as a communicational incident in the educational process

Club de periodismo como incidente comunicacional en el proceso educativo

Jefferson J. Sandoval G.
Universidad de Guayaquil
jefferson.sandovalg@ug.edu.ec
Orcid Code: https://orcid.org/0000-0002-3732-2041

Tomás H. Rodríguez C.
Universidad de Guayaquil
tomas.rodriguezc@ug.edu.ec
Orcid Code: https://orcid.org/0000-0002-4673-9295

Abstract
This work analyzed the reception of interpretive genres in Guayaquil Naval Academy based on the communicational impact of the Journalism Club from the newspaper El Telégrafo. It was sought to identify the reception processes of the interpretive genres and their communicational incidence on students. The type of research is descriptive, the methodology is hermeneutical. In this investigation nine research techniques were used, between quantitative and qualitative. The population corresponded to 357 students, and it the probabilistic technique was used with mathematical equations to quantify the sample, which corresponds to 145 students. It was found that there is a need to implement interpretive genres in the study area to generate and develop cognitive skills, and design effective communication strategies in the institution. All these techniques will help to improve the learning process.

Keywords
Communication, education, reception, incidence, interpretive genres.

Resumen

Este trabajo analiza la recepción de los géneros periodísticos interpretativos en la Academia Naval Guayaquil, a partir de la incidencia comunicacional del Club de Periodismo del diario *El Telégrafo*. Se buscó identificar los procesos de recepción de los géneros interpretativos y su incidencia comunicacional en los estudiantes. El tipo de investigación fue descriptiva, con una metodología hermenéutica y nueve técnicas de investigación (entre cuantitativas y cualitativas). La población para la investigación fue de 357 estudiantes, usando una técnica probabilística con ecuaciones matemáticas para cuantificar la muestra, la misma que correspondió a 145 alumnos. A través de esto, se logró observar la necesidad de implementar los géneros interpretativos como tema de estudio, para generar y desarrollar las habilidades cognitivas y diseñar estrategias de comunicación efectivas dentro de la institución, todo esto enfocado a mejorar el proceso de aprendizaje.

Palabras clave

Comunicación, educación, recepción, incidencia, géneros interpretativos.

Introduction

The knowledge of the interpretive genres from the school, includes a development in the areas of education, communication, information and writing. Journalism clubs in schools are designed to develop cognitive skills at an early age. Thinking and investigating in an emphatic manner on recurrent problems in society, invites students to manifest those skills that are not developed during high school, but a long time later, when they enter a university career; for this reason, its implementation on a progressive scale will shape and guide these skills.

This research promotes the reception and incidence analysis that these genera produce in the students of the Guayaquil Naval Academy, which has hosted the journalism Club of the public newspaper *El Telégrafo*.

This investigation presents a frequent problem within the educational units, for example, the non-use of strategic plans that link journalism with the other subjects, which causes young people without the ability to know the panorama that surrounds them or the little stimulation of their senses to act in favor of a society avid of information.

For this reason the following question has been asked: How is the reception of the interpretative genres analyzed in high school students of the Guayaquil Naval Academy from the communicational incidence of the journalism Club of *El Telégrafo*?

Within the project new theoretical references are known that support it, as well as the use of methods and techniques to find valid and reliable progress results; likewise, are also seen the field of clubs nowadays and the performance that these exercise in the students. However, a proposal for insertion of these genera emerges through a monthly magazine plan made by the teachers and young people.

In this way, the general objective is explained, which concludes in identifying the processes in terms of the reception analysis of the interpretative genres and their communicational incidence in high school students of the Guayaquil Naval Academy, who were taught by the journalism Club of *El Telégrafo* in 2017. It is clear that the specific objectives —such as investigating the theories, methods and techniques of communicational incidence and reception, variables that occur throughout the process— are the same that help to achieve the results, the development of the general objective and the approach of the proposal mentioned.

During this article, communication is explained as one of the sciences that allow the human being to give meaning to language and to the form that transmits a message. With a journalism club this area is reinforced and visualized as the starting field of this investigation. In the same way, education is reinforced as a discipline in which methods and techniques that facilitate the teaching and learning of new knowledge are involved. In addition, students' willingness to insert journalism with other subjects is determined.

It should be noted that communication and education are essential in the investigative process, because this cohesion form study aspects, so when advancing the communicative project is highlighted at the same time the educational axis:

Education must be thought, practiced and valued from different perspectives. The contributions of the various sectors and actors to the educational task must be added. Education is a social and cultural phenomenon, and not just an instructive and cognitive process that takes place in schools (Freinet and Saint-Luc in González, 2013, p. 16).

The strong reality of the institutions shows that they propose the same learning activities without any change, which causes disinterest on the

students and motivates the "repetitive" behavior that has marked education for years. However, the insertion of extracurricular dynamics or the integration of these in the curricula promotes a way out of this endless circle of educational frustrations.

This same process reveals teaching as an essential factor, but that without effective communication becomes a small version of a giant structure, as can be inferred from the opinions of Mario Kaplún:

Uruguayan Professor Mario Kaplún (1997) used expressions such as: "learning by communicating", "knowing is communicating" or "from educating listeners to educating speakers", and stated: "Educating is being involved and participating in a process of multiple communicative interactions " (Pérez and Valdés, 2018, p. 59).

There is no reason not to be involved in the educational processes of the institutions, since they need an improvement in terms of their communicative strategies, and Kaplún mentions it: one must participate jointly and even more with young people in the training stage of their abilities. But education and the media must appear united from an early age:

The school environment is one of the appropriate spaces for initiating media education. The development of critical and creative thinking and analysis capacity are two great opportunities for learning from the use of information and communication technologies in the educational field, designed to create a digital newspaper where school and its protagonists are news generators (Fischietto, 2014, p. 58).

For this reason, the education that is taught will be vital in the development of the skills and construction of the knowledge related to the relationship that the communication has with this area. Because it creates habits, values, beliefs, and the student not only learns in a classroom, but when searching for information from the internet, people and some other site —what is known as self-taught education— students are encouraged to stay in the clubs with the addition of new ideas. Therefore, an early learning process about communication and journalism would be the solution to the mistakes that are made when it comes to writing or expressing ideas.

In highlighting journalism in extracurricular activities, young people interact within the communicative area; however, they do not know the profession and thus assume that it is only a workload. In the work carried out by Castro and Ortiz is stated:

When teaching journalism is exercised, students are required to develop basic skills for writing, organizing thoughts, making a first draft, and expressing ideas (editing, polishing, and presenting a final product). This way of using journalism requires students to produce messages in the form of writing (opinion articles, news, etc.); persuasive advertisements (text and image); and allows the practical application of the theoretical concepts (Castro and Ortiz, 2011, p. 6).

Educational journalism or journalistic education (at an early age), organize and develop the thinking of young people, promoting the creation of unpublished messages, the improvement of research techniques and the broadening of knowledge and writing skills. Journalism motivates young people to get involved in activities they did not know, not only in the curriculum, but also to visualize the common and unattended problems of society, where they can take part in the disadvantages, and through writing they learn to tell or express the situations that surround them. This is an indispensable knowledge for the development of any other subject, as can be seen below:

With this conception is born the model "learning by doing", configuring the active-participatory character of the journalistic formation, which involves the approach of authentic problems to stimulate the thought, the observations, the analytical situations and opportunities to discover solutions. In this way the journalism Club of *El Telégrafo* emerges, as an initiative that consolidates the wording as the main axis of the journalistic learning, and the best way to learn to write is to promote the constant practice as a means of knowing, analyzing, evaluating and criticizing (Correa, 2016, p. 17).

That is the origin of the journalism club, i.e., from students for students. It should be emphasized that all young people were guided by communication professionals, but with the aim of not to teach the profession, but to generate a critical thought. Initially, it was only analyzed as a help to the university students for the expansion of their practices or an extension of their working life; however, it had good acceptance and was transmitted to the schools with the desire to improve the learning method used in the academic curricula.

The reason for the interpretive genres is explained by the cognitive process of the student: through the writing of texts, which increases or perfects their creativity, their formation and display of ideas, as well as their development in the journalistic scenes, especially when using the knowledge learned in the other subjects.

Within this analysis two variables were taken into account that allowed measuring the opinion and the performance of the students. The first was based on the reception of interpretative genres as a system of teaching and improvement in the student performance. The second was the incidence of collecting this information, adopting it, transforming it and using it in the different fields of study in which young people are, because this affects both their social and school life.

Communication reception

As the first point of the analysis, is worked on the reception structure that originates within the communication. It is also envisaged that this allows receiving information, interpreting it and extracting from it a stimulus capable of generating feedback from the investigator and the students. A scientific process valid to analyze in the document *Estudio de recepción del periódico comunitario El Chulla Quiteño*, states that:

The reception analysis is a theoretical current of the communication sciences that offers interesting possibilities for the investigation, as a theoretical framework and source of useful concepts to understand the relationship that the audiences establish with the media and as a fertile matrix of methodological and technical resources to produce information about this relationship (Flores in Tapia, 2016, p. 17).

In this sense, is proposed a field of research that is related to the learning of the young people, how they capture the images, the ideas and above all the knowledge, fundamental in their process of formation, progress and construction of skills. That is why the reception encompasses an essential process in this approach, it helps to quantify and measure the development of each of the topics proposed in the journalism club. In addition, the senses, the projection of the writings, the continuous work of the students and the journalistic character needed are stimulated.

Thus, it is necessary to recognize the different ways in which the students learn, for which the following table is useful of the "Flipped Classroom" as a methodological resource applied to the teaching:

Table 1
Learning Dimensions

Meaningful learning	Classification of the relationships between the concepts	Well-designed audiotutelar teaching	Scientific or creative research (new music or architectures)
	Lectures, or presentations of most of the textbooks	School work in the laboratory	More routine "research" or intellectual production
Repeat Learning	Multiplication tables	Applying formulas to solve problems	Solutions to puzzles by trial and error
	Learning by reception	Guided	Autonomous
		Discovery Learning	

Source: Ausubel *et al*., en Balbas, 2014, p. 11

This table emphasizes the different learning methods —among which are the significant, by repetition, discovery and reception— that encompass the processes and techniques used by teachers for the educational system; however, it raises a communicational study where the student instead of receiving a class, formulates relevant ideas of what he/she has caught during all the time.

It should not be forgotten that each methodology applies a number of factors among students, the same ones that develop skills among them, those that benefit the improvement of the communication, as a sample reflects the continuous participation of the assistants, that is, a feedback between the two sides.
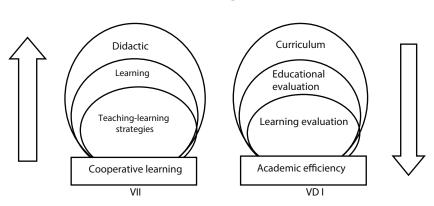
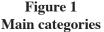## Incidence of the communication process

On the other hand, the incidence is positioned from the point of view that manages to influence or impact the social life of a young person. In the classroom, young people are exposed to lot of knowledge; however, not all knowledge can be acquired. The journalism club of *El Telégrafo* proposes the construction and presentation of the interpretative genres, and the impact on students' learning; in addition, other factors such as motivation and participation, which can also be valued, are involved in the research.

It is important to mention that the incidence of the methodology in the academic performance of mathematics, the students use from the first educational levels the memory and the repetitive exercise to study. In addition, the majority of students have with great flaws, among them, lack of minimum basic knowledge in the different disciplines, lack of reading habits and perseverance and effort in the search for results (Mena *et al.*, in Toledo and Balseca, 2013, p.11).

Just as in mathematics, which is an exact science, language or communication must be given in a clear, concise and accurate way. This allows the student to receive a message without interventions or modifications, which in turn represents a higher communicational process.

The students manage a basic language; they reflect a lack of knowledge in terms of the wording of news, as well as in the locution of small texts and simple questions; therefore, to observe their determination in the talks proposes the topic to investigate and to raise the evolution that will have during the club.

Therefore, this research is promising, as the following graph is addressed:

Figure 1
Main categories

Source: Cotallat and DT-Núñez, 2012, p. 18

The figure shows two perspectives, the first one that points to the cooperative learning and how it is transmitted to the students; consequently, the use of teaching strategies and the didactic method are proposed. The second, product of a more elaborate procedure, analyzes the incidence

of the knowledge given, solving through an evaluation that measures the enthusiasm, the motivation, etc., as well as it quantifies the knowledge acquired through another valuation.

Each area of the communication represents an organized and systematized structure from the point of view of a journalist, for this reason, to know the different schematics and theoretical bases on the reception and incidence that mark this investigation, will be relevant to put them into practice with the students.

Cognitive skills

During this research the journalistic learning generates cognitive skills in students, as it encompasses the study of thought, language and knowledge. In addition, is appreciated that the collection of information —which in this case is the interpretive genres— helps the process of creation and imagination. Among the skills found are: attention, understanding, elaboration and memorization, which are study techniques, each of them immersed in the human being, but not formed or developed in the educational process, which through the journalism club as an extracurricular activity is intended to motivate. That is why the following table of the work "Teaching learning strategies in early childhood education" is illustrative:

Table 2
Processing skills

Skills	Sub-skills
Observing	self-observation, direct observation
To Compare	Comparative analysis, effective search for information
Sort, classify	Order: serial, temporal, spatial
Represent	Representation: graphic, iconic, verbal, gestural
Memorize	Cognitive encoding, evocation, recognition, reconstruction
Evaluate	Decision making, demonstration
Transfer	Infer, transfer, interpret

Source: Nisbet *et al.*, en Jiménez *et al.*, 2007, p. 9

It is safe to specify multiple skills and sub-skills necessary to learn and think, since all of them are related within the communication. Knowing the strategies demanded by a journalistic work not only helps the intellectual development, but also its talkative part. A communicator must be able to observe the facts in a different way than the others, digging the depths of a subject to the point of revealing new information that can be used in the future; however, these skills are built from school and already in school their improvement must be accelerated. Although this is a very complicated task, it can be carried out by means of study techniques such as those expressed below:
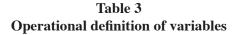
Within Bloom's taxonomy, cognitive skills are the skills that enable the individual to acquire and develop new thinking and knowledge. The cognitive skills can be classified in two orders: the basic and the superior, understanding that the first facilitates the knowledge acquisition and the second the quality and the application of it (Mendoza *et al*., 2013, p. 31).
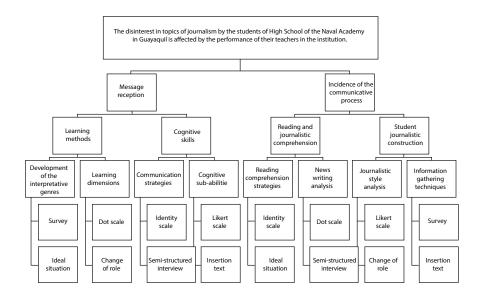
Bloom emphasizes the classification of skills. First the person must acquire knowledge, must be able to understand it and at the same time have all that data stored, but none of it is possible if later they are not used; however, in this analysis, the skills are not only improved, but are often created.

Material and methods

This research presents a non-experimental transectional design, since the analysis that is posed within the Naval Academy Guayaquil serves to delve into the problematic, as well as in the data collection and the improvement of journalism skills. Similarly, the descriptive research was used because the reception and incidence manifest themselves as the variables within the analysis and affect the cognitive skills and the journalistic language the students acquire over the time. It is clear that the inquiry went through an exploratory study, which retained the variables and dimensions written, to conclude in a descriptive investigation, analyzing the reading comprehension of the students, as well as their journalistic construction in the classrooms.

Consequently, the following hypothesis was raised: the disinterest in journalism topics by High School students of the Naval Academy Guayaquil is affected by the performance of their teachers in topics related with news and the lack of effective journalistic projects within the institution. Later, it was concretized that the variables within the project are the reception and

incidence of the communication process, and through the aforementioned hypothesis, is detailed below the table of the operational definition of the variables used (this article only consider the main):

Table 3
Operational definition of variables

Source: own elaboration

The research was done with a hermeneutical methodology because the researcher's relationship with the students focused on the historical processes of the institution and the basic journalism projects generated over the time. Therefore, nine different research techniques were structured to observe the depth degree to which the high school students of the Guayaquil Naval Academy were addressed. Among them, four were quantitative —the survey, Likert's scale, Intensity's scale and points' scale— and five qualitative— bibliographic research, semi-structured interview, text insertion, role change and ideal situation.

The population of this investigation consisted of 357 students fragmented in twelve unified high schools (first, second and third), of the Naval Academy Guayaquil in the morning section. Therefore, a probabilistic technique was used to quantify the work sample, where the mathematical equations complemented the development and the number of students to survey was established. Thus, after the formula $n = (Z)^2 (P) (Q) (n) / (E)^2 (N-1) + (Z)^2 (P) (Q)$, and with the stratified typology, was obtained a sample of 145 students who were divided into 54 men and 91 women.

Analysis and results

The questions and results detailed below are a compilation of the best derivations that were manifested in the field work at the Guayaquil Naval Academy. The questions reflect the study of the variables, dimensions, indicators and techniques, which revealed convincing and conclusive results of the hypothesis. It should be emphasized that each question was conceived and created from the research work through authors expressions and detailed thoughts in different articles.
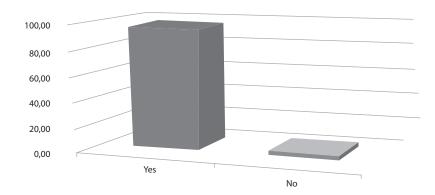
Figure 2
The teaching of interpretive genres

Source: own elaboration

Variable: Communication reception
Dimension: Learning methods.
Indicator: Development of interpretative genres
Quantitative technique: survey

Survey question 1: Do you think it is necessary to teach interpretive genres in the classrooms?

Attention is paid to the emphatic affirmation in the integration of the interpretive genres in the classroom, with a result of 97%, i.e., 140 students of the total respondents maintain a total willingness to the insertion of something different in their didactic.
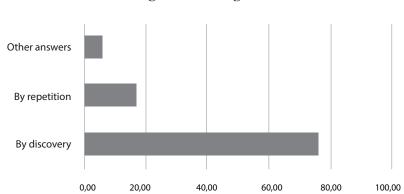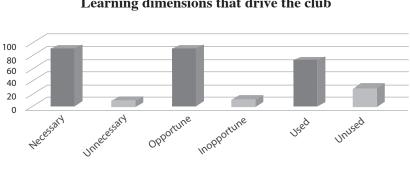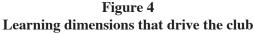
Figure 3
Handling the Learning dimensions

Source: own elaboration

Variable: Communicational Reception
Dimension: Learning methods
Indicator: Learning dimensions
Qualitative technique: role change

Question 2: If you were to handle the learning dimensions, would you use discovery or repetition learning?

Students reflected their commitment to discovery learning with 77% in favor, while 17% decided to opt for repetition. Although the two dimensions are essential for teaching, there is no doubt that when information is discovered the brain keeps it for much longer and it works for journalism.

Figure 4
Learning dimensions that drive the club

Variable: Communicational reception
Dimension: Learning methods
Indicator: Learning dimensions
Quantitative technique: Point scale

Question 3: The learning dimensions to drive the journalism club within the institution are...

With answers beyond 70% on driving a journalism club in the institution, the youth insisted that their implementation is necessary and timely; however, with the existence of a club of journalism in the institution, 28% believe that it is not used correctly, hence the reason for this investigation.
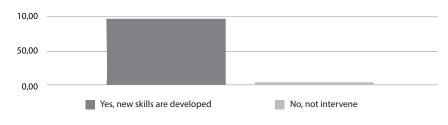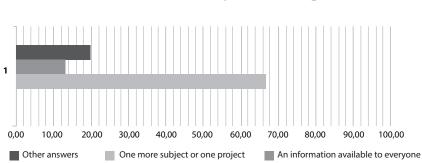
Figure 5
Develop cognitive skills

Variable: Communicational reception
Dimension: Cognitive skills
Indicator: Cognitive sub-skills
Qualitative technique: insertion of the text

Question 4: After reading the quotation, do you think that a club of journalism can develop cognitive skills?

Cognition is a series of interrelated processes through which is obtained and used knowledge related to the world. It encompasses thought, learning, perception, memory and understanding. Therefore, cognitive development is known as the growth and refinement of these processes and abilities (Allueva *et al*., 2015, p. 2).

The students observed and analyzed these words and 95.86% assured that the implementation of a club of journalism is necessary, because through this they increase their skills, which is not seen by other subjects, and it triggers countless favorable responses to the initiative.

Figure 6
Communication and journalistic topics

Source: own elaboration

Variable: incidence of the communicational process
Dimension: reading and journalistic comprehension
Indicator: strategies of reading comprehension
Qualitative technique: ideal situation

Question 5: In order for the communication and the journalistic topics to be taught correctly in the institution, the reading comprehension should be proposed as...

The fundamental pillar of a good journalist is based on the reading, understanding and analysis exerted by the fundamental values in the profession. Thus, 66.9% expressed that if it becomes a subject or a project, there would be more development in other areas of work and not only in journalism. It was also visualized that 13.1% would prefer it by being available to all with new information.
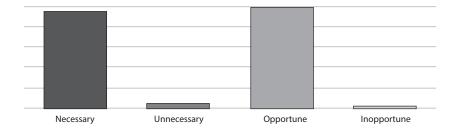
Figure 7
Teaching to write news

Source: own elaboration

Variable: incidence of the communicational process
Dimension: reading and journalistic comprehension
Indicator: analysis of news writing
Quantitative technique: point scale

Question 6: Learning to write news is...

It is easy to understand that early teaching of journalistic genres in students is necessary in 95.17% and timely by 98.62%. Language increases and their thinking makes them more critical, however, it is essential to exercise it with a little more rigorousity in the institution, because of the little intention to encourage this discipline in the classroom.
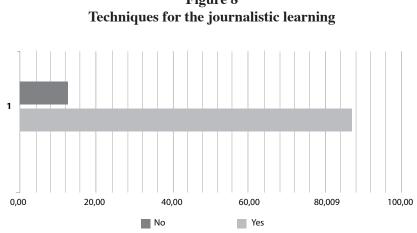
Figure 8
Techniques for the journalistic learning

Source: own elaboration

Variable: incidence of the communication process
Dimension: student journalistic construction
Indicator: information collection techniques
Quantitative Technique: survey

Question 7: Do you think that knowing information gathering techniques are vital to the journalistic learning?

As known, journalism implies research; therefore, information gathering techniques cover a fundamental axis in this process. 87% of students say that learning the information gathering techniques are the key to journalism, but the target is not only to work for that position, but to go beyond that, for example, with the other subjects when they are asked to research and only concentrate on a source, ignoring that there are endless voices that can be taken into account; hence, the practice and insertion of these techniques.
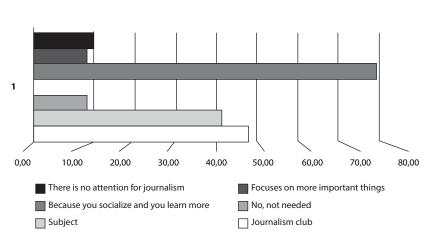
Figure 9
Implementation of information collection techniques

Source: own elaboration

Variable: incidence of the communicational process
Dimension: student journalistic construction
Indicator: information collection techniques
Qualitative technique: text insertion

Question 8: After reading the quotation, do you think that information gathering techniques should be implemented in the classrooms through the subjects or from a journalism club? Why?

Data collection techniques refer to the procedures for obtaining data or information. According to Arias (2006) "... the application of a technique leads to the obtaining of information that must be registered in a media so that the data can be recovered, processed, analyzed and interpreted later" (Marcano *et al*., 2013, p. 55).

After an interpretation of the author's words, a division was reflected in the fact to teach the information collection techniques; it is taught in the insertion of the journalism like as a subject in 41.38%, as well as within the club of journalism with 46.9, %. But when asked why it should be in any

of them, they lean towards the club with 75.17% because they socialize and obtain more specific information. In addition, it implies less stress as one of them states, because it allows having a better panorama of the career, since several students are hesitant to choose once they graduate.

Conclusions

This research showed the students' willingness in the process of research techniques and the insertion of interpretative genres as an integration option in their curricula. It is concluded that the inquiry was part of a restructuring and construction knowledge model on journalism in the youth of the Guayaquil Naval Academy.

The reception theories and communicational incidence are viable and play a fundamental part of the processes carried out during the investigation and data collection. With 96.55% of the total sample, it was observed that the implementation of the interpretative genres, corresponding to a journalistic teaching, are feasible for their insertion, as well as to apply these dimensions in learning to develop communication and interest in these issues (97.24%).

Continuing with the analysis, it is observed that the learning methods are fundamental for the insertion of journalistic topics and the critical development of the students, as well as an optimal performance in other subjects. In addition, it is argued that the institution and teachers manage communication strategies in certain areas and do not take the proper importance of this issue, this is seen in 67.59%. While journalism clubs as a formative idea of cognitive skills and abilities in students have a support of 95.86%. It is therefore concluded that cognitive skills allow the researcher to know the process in which the students are, in order to promote the use of strategies that improve communication in the classroom.

In addition, student journalism training can influence the performance and development of academic capacities to generate a style within this area, and consecutively orient students to a university career. However, the lack of projects in the institution is also questioned by 95.17%. As for the writing of news, the students bet on the need for this opportunity, but their decision is based on certain answers, as in the integration through a subject or a project with 67.5% in favor, which would mean to them something new and interesting.

Research in journalism is paramount; however, it is also important for any subject. A big percentage of students do not know the research techniques; however, 87.59% ensure that it is imperative for journalistic learning. That is, there is no implementation in the communication offered by teachers. Therefore, by reprimanding young people how these should be transmitted, more than half objected to be carried out through a journalism club, because 75.17% believe that it would focus more on the topic and they will learn to socialize, although in the institution there is a precedent club, it must be improved and updated for the study of important and relevant topics, as well as a collective integration among themselves.

Finally, it is clear the integration of communication and the educational process. Journalism clubs are essential in schools. Students need a new way of getting information in such a way that they will later have young people with critical and investigative capacities, which are not taught or explained in the subjects. That is why the early implementation of these clubs is essential.

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