

Critical literacy and media skill in learning emerging context

María-Carmen Caldeiro-Pedreira¹, Ignacio Aguaded-Gómez², Sandra Guevara Betancourt¹

¹Universidad Técnica del Norte, Ecuador

²Catedrático de Universidad de Huelva, Spain

corresponding e-mail: aguaded@uhu.es

postal address: Gabinete de Comunicación y Educación, Facultad de Ciencias de la Comunicación,
Universitat Autònoma de Barcelona, 08193 Barcelona, España

Social media advance requires a shift in pedagogy to be configured according new contexts and needs. From academic context it can be develop multiple activities that support the development of skills that enable understanding of the socio-media and empower citizens to interact. We present results derived from an activity carried out during different editions in Lugo. We have worked with Proyecto Lector and new technologies based on the need to develop a critical attitude. This is favored by the degree of skill acquisition and its continuous increase.

Keywords: Literacy, citizenship, skills, learning spaces

Citation: Caldeiro-Pedreira M-C., Aguaded-Gómez I., Betancourt S.G., 2016 "Critical literacy and media skill in learning emerging context", *Applied Technologies and Innovations*, Vol.12(1), pp.17-31, <http://dx.doi.org/10.15208/ati.2016.02>

Introduction

Media and informative issues developed in a most recent communicative framework in the global village require an analysis of the emerging situation that cannot be ignored. Lack of training should not lead to stigmatize or label with negative words certain behaviors and technological impacts. Its emergence in the current communicative ecosystem has to be seen as a positive factor to be considered and not as an obstacle that impedes coexistence or interrelationship among citizens. The most daring views refer to the means deducting value and even denying its influence on behavior of the individuals observing.

Both positions correspond to an integrated vision by staunch media defenders and its virtues, and on the other hand, to its apocalyptic opponents. Such analogy justifies, in a forceful manner, the implementation and importance of literacy in receptors whom Toffler (1980) and subsequently Dezuanni and Monroy (2012) have called "prosumers", that is to say, producers of content capable of reaching "media autonomy" (González, 2013). Despite precepts that may be established to achieve these goals, the formative process must be extended, based on the European Union (2016) agenda, along the individual's life

Throughout this stage learning acquires a relevant value, not only due to the situation versatility but also to the permanent emergence of new screens and ways of communication which have to be known. Nowadays limited knowledge in the use of

technologies is not enough. A capacity of analysis requires adequate understanding of the content broadcasted by the means which implies protection against its potential negative impact.

In order to achieve its objective, the transcendent value of training and the space where it develops must be taken into account; this must not be relegated to a specific environment because presence of several individuals in a same context enables learning. In this regard, the value of new formats has to be highlighted, along with the various learning environments that make up the target analysis in this research.

In relation to new formats, virtual and means of communication take an important role at involving an extension from a cognitive to the technological sphere, an idea stated by (Denegri, Chávez, Del Valle, Sepúlveda and Silva, 2015) when they relate changes that date back to 1990 and link them to the globalization; this is progress for the citizens that implies shifts in different aspects.

In this regard, special attention is given to news such as those referring to the increase experienced by children and online connections. According to recent news "children spend much more time online than watching TV, nowadays time devoted to internet content exceeds the one dedicated to television". This entails the need for literacy and development of media competency that favors the development of a critical and reflexive attitude.

On the other hand, regarding to learning spaces, we will focus our interest in libraries, those spaces that once were conceived for mere study and storage of data and nowadays, thanks to new technologies, they have acquired a renovated value. Due to the fact that within these environments a myriad of activities allow interaction and contact among individual and data, and with other people. In this regard, their potential has increased creating an analogy between its evolution, media and information technologies. All of them have been adapted to the situation and progress that comes along with a social evolution.

The environment described justifies the reaction and views from pedagogy and academic field. In the current digital and media environment, teachers have to be able to foster in students the basic skills that enable them to survive in the mare magnum informative where "digital natives" (Prensky, 2001), were born. Besides, the aim is to build a bridge between them and the digital migrants so that, both are capable of receiving, processing and developing critical messages, freed from any possible influence or external conditioning. A task that is accentuated in a society of "infoxication" where audiovisual contents run fast and spread exponentially.

This entails a need to advocate for the acquisition and development of skills, especially the media one, as the engine to scope a critical attitude. This research, after a brief theoretical justification of the contents, describes the project named Reader, an experience that has been developed in primary school in Lugo province. The results correspond to several editions that over the past few years have been carried out with the purpose of promoting reading. Such promotion acquires a fundamental value as one of the pillars to build a critical capacity that must promote the introduction of new technologies into the classroom. The use of the ICT "Information and Communication Technologies" has to be seen as an everyday activity in the academic field that cannot remain indifferent to a social reality where ICT are erected as another element of everyday life. Then, if a pupil spends most part of his free time in contact with screens, it is necessary that schools teach him how to work with them: its dangers and potential must be clarified to the student.

After the presentation of results achieved at the end of this research, the presence of media is unquestionable. Also, its massive and continuous introduction in the society and in each one of the recondite places. An inclusion that entails a clear expansion of learning environments linked to the presence and contact of several individuals, either onsite or virtual.

Therefore, a focus and development of the reader project is justified, whose implementation involves obtaining important results that certify its success and urge its application in other places. Also, they certify the need for literacy and the development of the individual's reading competency especially in children; the target group to apply this study. Nevertheless, apart from the given results, the project could be extended to any age because it encourages creativity and the development of active and dynamic individuals, with reflective and critical mentalities.

In this sense, it is relevant to emphasize the value of important projects that have been carried out in recent years in various parts of Spain and in other countries where there is a focal interest in literacy, such is the case of Ecuador. In here, throughout these last few months, specifically from January 12th, 2016, the Ministry of Education introduced an incentive plan toward reading called "*Club of Teachers as Readers*". This project objective is to promote in teachers a daily reading habit, and consequently they will pass on students the motivation towards this activity in the classroom; to obtain this goal, the volunteer teachers are part of reading circles in each region of the country and they meet every two weeks to share impressions. The members of each circle receive 10 books about Ecuadorian literature at the beginning of the club, and monthly they get magazines focused on cinema and literature. This is a decision made to solve a problem detected in the country through a study carried out by the Ministry of Education, which determined that there is a low rate of reading: 0.5 books per citizen.

From this initiative, at the beginning of the school year, they have been implementing reader plans in many schools at a national level, teachers who are part of the *Club of Teachers as Readers* in Ecuador have become the promoters of reading in each educational institution where they work. Local and national newspapers have been responsible for promoting the reader plans, so that students can be motivated at observing that this activity has a national character. The national government is responsible for delivering reading books for educational institutions requesting them. When students finish reading a book, they donate it to their school; in this way, institutional libraries are nourished by reading books too. The aim is to promote in teachers and consequently in students love for reading, and this is the first government initiative that has been taken in the country regarding to the organization of reading circles and reading plans in elementary and high school.

Pedagogy and technological impact: Configuring the current media context

The growing implantation of new and recent forms of communication involves the immersion of citizens in a digital era and assumes the necessary expansion of learning environments. In accordance to (Sánchez, Kaplan and Bradley, 2015) nowadays, it is necessary not only to teach the use of technology but to develop in the individual the capacity that allows to experience it with different forms and functions. To do this, an

extension is necessary whose development occurs throughout an individual's life exclusively, with no specific age or determined period.

This learning includes the cognitivism that arouses concepts and contributes with the development of the learners' thought; away from indoctrination it aims at the critical formation of children and of those who have their moral personality less developed. On the other hand, it mainly targets young learners who spend most of their time in contact not only with the TV screen but also with videogames, mobile phone or computer, among others. "Digital natives" coexist with devices that are more than tools to communicate, currently they have become strong elements that condition and impact the receivers' behavior.

In this context and as it has been mentioned above, the audience must become, "prosumers" or active consumers, able to analyze the information that they have access.

Thus, the current pedagogy, unlike the traditional based on the lecture exclusively taught from walls towards the inside of the classroom, as the only place to acquire knowledge should expand its borders. As the time goes on and according to the new needs, the mentioned environments are being relegated by other spaces of communication based on digitalization and interactivity. Environments where adolescents and citizens in general may observe how the information and communication spaces are expanded. Especially children and young people communicate and interact in new communication sceneries where speed and data processing are erected as the main elements of a digital society.

In this context, interactivity and digital content coexist with immediate transmission of information that both native and digital immigrants perceive differently; the first one as stated by García-Fernández and Bringüé-Sádaba (2007) made up the interactive generation and enabled with their knowledge different ways of communication and interaction. These are young people with different concerns to those of years ago, individuals with certain knowledge of new technologies to work within the classroom because, otherwise, its absence would help to promote a gap between life in school and daily work.

Within this specific context, the acquisition of skills is proposed, i.e. competencies that facilitate the development of certain attitudes that help the individual to interpret the meaning of multiple messages to which it is exposed. An exhibition developed in a media and technological situation which requires the awareness on the one hand, and the formation of various educational agents, on the other.

In this respect, teachers' training becomes relevant because it is an economic outlay (Ruíz-Tarragó, 2007) that demands adequate facilities, means and spaces where the educational process will take place. A process that, in the case of the educational system, pursues the updating and introduction of multimedia technologies in the academic field, both in the classroom and in different spaces which make up the mentioned setting. An update that is justified by the evolving needs of society and technology and by their importance when favoring the individual learning. A learning that seeks to eliminate passivity but favors participation.

In this sense, in a general way, and as noted in the analysis of the case exposed throughout this work, multimedia deletes the unidirectional nature of information and favors students' creativity. Internet and different communication technologies aim to involve learners and at the same time, make them responsible for their work and become aware of the impact and effects they can cause in the receiver.

In this case-study: the impact of technology at a different educational levels is seen as the target being analyzed and it tries to perform its task correctly because among other

factors, it is public information that will transcend the boundaries and borders, not only from the classroom but also from the educational center.

As a general rule, the development and scope of the minimum competencies that enable the individual for the achievement of the objectives described in most of the settings it is necessary. At the same time, to enable him for the emission of criteria that is free from any possible external influence.

Challenges and potentialities of new learning environments: Library

Today we can refer to a moment in which different paradigms as the social, cultural, economic and educational are present. They are models that are overused and therefore, they demand a modification and a particular change that is fundamentally determined by the advances arisen continuously and constantly in the course of the last few years.

A dynamism observed in various levels causes nor the process or the learning environments be linked exclusively to the classroom or to the educational center; the introduction of new technologies in the life of citizens generates the need of its insertion into the academic area, while it justifies the presence of communication, either horizontal or vertical, in different environments where learning takes place. So, it gets originated fundamentally and among other factors, in interactions that may occur outside of the educational center, especially in those spaces where the students spend a lot of time. They are environments where there is the presence of, for example, multiple screens that, together with new technologies are responsible for bringing reality or a plot presented as such. In this regard, its impact determines, to a great extent, the receivers' behavior and attitudes who, necessarily have to cultivate, while developing, a high degree of literacy that will enable them to use and decode the information received through different media.

In addition to this, multiple formats to present information are extended and emerged daily from paper to other more recent as the digital format that approach the receiver towards information that, spectacularly, gets multiplied. In this context, there is a clear evolution experienced by different supports, a change that not only gives this process greater immediacy but allows data exchange and more comprehensive information. The first one is determined by interactivity and dynamism that characterize the process being sometimes to the detriment of their quality. In this sense, the perception almost instantaneous of the situations that occur in different geographical points, conditions its elaboration and treatment as well as the credibility level that can be attributed to it. Factors such as lack of time and interest to keep the audience constantly informed condition the development of raw material which is disseminated without contrasting and from a partial perspective.

The totality of factors lead to the uniqueness and generation of receivers alienated and conditioned by the first impression or image they receive. On the other hand, the treatment described breaks with any code of ethics because it is more important the interest in maintaining the dimensions of screen and the share, at the time of the issuance of information and by then, they forget any ethical principles as well as those of objectivity or veracity.

Thus, the need for literacy by citizens populating the new and old spaces of learning comes from the situation described and the presence of multiple languages and various forms of communication. These spaces can be developed in contexts both formal and non-formal and even informal. In each of them there are various examples where the need

for a shift and modification of training strategies can be appreciated and justified. Also, among different paradigms, the library stands out corresponding to the first of the environments: the formal; it is a relevant space that is present, among others, in educational centers.

The library, was initially conceived as a place for people to read or study where knowledge rested and was housed in large volumes that most of the staff were unaware of, with the digitalization it has become a virtual space which can be accessed from different locations; a factor that allows the access and consult of contents instantly and from almost any part of the world.

In this environment, the traditionally known as School Library "BE" that has undergone changes, not only in terms of its nomenclature and composition was originated. The terminology to denominate it has changed, and nowadays it is referred as, Resource Center for Learning "RCL". The change in the new meaning emulates the occurred in the transmission of information and its dissemination. In this regard, it has been adapted to the socio-technological changes and evolution, in order to host information in different formats.

Nowadays and thanks to new technologies and digitalization, information is modified and its presentation enables access and simultaneous consultation from different points. In addition to this, its search is favored and complemented with digitalization and use of interactive catalogs which increase the level of interaction among users. All this contributes to the participation, promoting a series of values that have existed from the past and should be enhanced in a special way in the present. This is for example sharing, collaboration and freedom, in this case information and expression.

At facing the changes described the web 2.0 and now 3.0, both justify the need for continuous training for students and citizens in general. These multiple changes prove the necessity for literacy in the individuals who have access to data. The use and management of pen and paper are considered insufficient in our days when the progress relegates them towards a specific plot in the technological life. There is an urge for training related to new technologies and media or media literacy.

This demand is part of the legislation since the last years of the last century, 1990, when the Organic Law appeared 1/41990, October 3rd, General Ordinance of the Educational System "LOGSE". This law gave great importance to media and therefore, the need of training is sensed as a way to be able to use them. According to the legislation, the formative task is focused on school, engine that organizes knowledge, while leads the educational role and fosters a critical capacity.

Such work cannot be adhered exclusively to the school but it is focused at a social level, according to Cuevas (2007, p.174), "combine traditional elements of BE with the necessary educational and formative dimension characteristic of the society of knowledge". The presence of multiple means predominates over the last few decades which have been gradually introduced in education. At a legislative level, the subject referring to education in media is still not addressed explicitly; despite of that, the Organic Law 2/2006 of May 3rd "OLE" seems to boost it even more when it exposes the skills training and learning processes. One aspect that remains in force in the "LOMCE" is the fact that it is part of the Organic Law 2006.

In spite of all, the way to sum up the competencies needed by an individual as an ability that enables him to live in society and interact with others, it is just outlined but not defined. The free will to develop the schedules of media education hinders literacy,

especially regarding to media. It is a task considered from a tacit approach and without expressing with foresight the working procedures in class, or in the case where attention is focused in libraries.

The presence of new needs implies an imminent renewal of not only spaces but also discourse that is housed in the network and in libraries. Durbán (2010) makes reference to this situation when he proposes updating the libraries responding to new needs and current contexts since, otherwise (2010, p.23) "soon the school system will disregard them". Among the main arguments, we highlight that, today the way to access information multiplies sharply. Such evolution implies not only the use of new technologies but also a change in mental structures and the reflexive thought without forgetting the reading competency. This is linked, at early ages, in a direct way with the school library, context where reading is favored sponsoring the development of an informational competency. That goal could be achieved if there would be a greater involvement and awareness by teachers.

In the current context, teachers who are responsible for the learners' integral formation must, according to Hernando (2016) take a trip to the XXI century school and to do this, all the available resources have to be activated. Among others, the library, both onsite and the virtual, stand out not only as a place of reading but as a center for continuous learning.

The acquisition of knowledge and awareness of students' performance outside of school, through Internet or other means justify the concern and interest in the contribution of libraries with the development and promotion of a reflexive and critical attitude. The intervention capacity in students' academic formation is easy when we know where they are; the faculty should, according Morduchowicz (2008, p.149), "know the technological practices of adolescents at home or in the cyber is essential to be able to depart from where the students are and not where we want them to be". It is important to know at first hand the situation for not to fall in a utopia at analyzing their reality.

Nowadays and since the last century decades, information is housed in different locations, this causes special attention to the development of new means of communication that are added to the school educational space. Both audiovisual material and new computer technologies justify the need for literacy not only informational but computing, communicative and media.

Literate citizens must apply as indicated by Wilson (2012) an ethical usage of media, information and technology. The task is linked to several areas and refers to the teaching-learning process. According to a quote, the author literally (2012, p.18) refers to literacy, specifically in media, "includes an awareness of the right access to information to communicate with others". In this case, communication is understood as a possibility to interact and control multiple ways of presenting information. Options that citizens have to be fully aware.

Literacy and development of critical attitude

The context described is reproduced in the global village where citizens must use media and technology in a responsible way. In this environment, the development of personalities with the ability that enables them to search for, retrieve and evaluate information is required.

They must be able to use new technologies and applications correctly, while they understand the information they transmit. This is a basic need because citizens from

different ages coexists with multiple ways and means of communication that have to integrate into the daily work, internalizing them so that they might reach the maximum utilization of the knowledge they imply. They lead towards a self-decision making and a social and responsible participation.

The above-mentioned qualities constitute the basis of the most demanded capabilities today: criticism. Skill that gets developed from media competency, and is fostered on the audiovisual skill which Ferrés (2006) characterized by being made up for six dimensions: technology, language, reception, interpretation, axiology and aesthetics. The media context and the importance of ICT in the present time justify their acquisition and development, while their presence is certified in different spaces and many varied forms. The daily contact with an enormous number of images and sounds that make up the digital society, where we belong to, acquires special relevance. Number that gradually and continuously increases, resulting in the need for audiovisual training to interpret information, regardless of the format in which it is presented. Reading and writing are the starting point for comprehension and they become relevant because of being pillars were literacy is founded as the capacity that allows to decode information presented in different formats.

Multiple approaches and definitions exist and they are emerging from different lenses, converging in a single objective: the need to learn how to read critically media; the main transmission agents of information.

Different evolutions of both chronological and social complete and extend the concept that broadens to other areas, including the library, basic and fundamental space in which at seeking information the acquisition of competencies comes along. This space is conceived as a learning environment where a lot of interaction is produced, both horizontal and vertical. Everything is justifying the development of capabilities such as listening and reflection that can be carried out in this space where it is possible to cultivate and put into practice a series of personal skills and many other values that are extended to life in society.

Reading is understood as one of the main activities that can be carried out in the above-mentioned space, but it is not the only one that can get developed in the referred environment. The media ecosystem has been completed and the situation has got more complex because of its expansion. So, for instance, from school or public libraries, you can perform various interactive activities in addition to access to the main network of resources: Internet. It also emphasizes the possibility to use various technological devices, some of recent appearance and others not. Its usage is limited and controlled in the same way as it was and it continues being with the access to books. Such restrictions consolidate and affect the nature of service and not exclusively of entertainment or new technology games.

The evolution and the various advances determine that in the technological and informational context, today the capacity described gets a lot of relevance: media literacy. It comes along with education to communicate whose main ambition focuses on similar objectives, and refers to all media and new technologies.

At an international level: Declaration of Grünwlad (UNESCO, 1982) and International Meeting of UNESCO in 2007. At a national level: School Press Projects, Athena or Mercury, among others, have sought media literacy that, at the beginning, corresponded as indicated in the Mediascopio Project (Bernabeu, 2011), almost exclusively to the language areas. Its extension to other and different environments such as the library; started the past decade. Then there were references for the need of updating teaching strategies,

Prado stated (2001, p.23), "new didactic tactics of learning materials in the teaching of a language whose objective must be to achieve students' literacy".

The task does not correspond exclusively to this area but belongs to the entire population and has to develop gradually throughout life. Its extension is visible when the aforementioned project (Bernabeu, 2011, p.26) reflects that, "along history new modes, new codes and new means of communication have been emerging".

The fact that citizens and especially children spend a good part of their free time in contact with the screens feeds this idea. Means and information technologies, digitalization of the contents plus virtuality contribute with it.

The acquisition of skills beyond the walls: Virtuality

The development of competencies by the individual does not imply an imminent fact because it has been forged and developed over the last decades. Competencies are settled based on the DeSeCo Report (OECD, 2003), as something that can be learned and taught. It is a skill or skills whose base resides in the practical knowledge that contributes to the development of a particular skill. According to Gimeno (2008, p.74) "mental patterns for interpretations of reality and reasoned intervention that we use in everyday life and in the professional practice". They must be understood in a specific and determined context and they are not linked to a specific time.

Its acquisition gets extended permanently throughout the individual's life and it is directly related, as Sabán states (2009) to literacy and post-literacy, that is to say, the acquisition of fluent expression and communication that any individual should develop. Capacity that in every moment must be adapted to different forms of data presentation and dissemination.

The expression conceived as the basis on which the communicative competence root resides in the dialog and interaction among individuals, serves as a basis for the development of media literacy. One and another are, according to Lau and Cortés (2009), vital. Media has a feature that is more plural and daily because it defines the capacity that a society can have to attain a critical sense. The communicative one has a less specific feature that is directly related to the informative, given that it refers to the scientific capacity that a country has to generate science.

If we look back to 1989 in the investigation of Cots (1989), we can see as two of the individuals participating in the study act differently when it comes to respecting turns to talk and participate in the conversation. It leads to conclude that the existence of various aspects of the language that can be confronted and its development depends, among other factors, on a series of variables or maximum that have to do with the speaker. All of them shape and outline a communicative competence.

On this stands the base of the critical capacity development that Varis (2010, p.16), qualifies as necessary, emotional and rational; points out that its objective turns around the understanding of what is written and can be read. The scope of such objective requires work that has to be done from different areas. The library highlights among the most important in the school and in the classroom; in both some activities can be carried out to promote and favor the learning by maintaining the commitment with the society to achieve the development of tasks that promote a certain and critical knowledge of the reality.

Studies of such magnitude pursue the contribution to form an autonomous citizen that has to learn how to use technological tools and information to achieve the possibility of

generating knowledge from them. This learning was promoted in a technological environment where the fundamental qualification is "digital", an adjective that characterizes the current society, also called virtuality. In such framework, it is needed, as we have seen along this reflection, an introduction of new methodologies that approach ways to get the objective: acquisition of critical capacity and autonomous awareness on citizens. The relationship between the scope of this objective and the target topic that concerns us: the new information technologies and the training contexts, being as first the library, leads toward a concrete program whose fundamental ambition focuses on obtaining critical citizens who are reflexive and able to participate autonomously. Individuals who foster and develop a media competency to which we referred to in foregoing sections.

The acquisition of competencies is not confined exclusively to a specific space or to certain shapes but expands transcending the limits of the classroom, a space that at the beginning was destined for training. Virtuality extends the time that determines the formation of an individual. Training for life in society urges and understanding of multiple and varied formats of data presentation too.

Reflections about the reader project as an engine for critical development

The achievement and attainment of the set objectives can be facilitated by the development of such activities as described below.

The initiative we refer: The Reader Project emerges in the context of others that have been implemented in other autonomous communities such is the case of Navarra where in the first half of the twenty-first century, a reading plan has been carried out in elementary and early childhood educational centers. The Reader Project has been carried out in different educational centers of Sarria city in Lugo. Among others La Asunción high school has given cause for this initiative inside the primary education classrooms as well.

The initiated work in the school year 2009-2010 has a multiple purpose: to awaken the students' interest in reading, fostering the creation of a working habit, and at the same time promoting a sense of responsibility. In addition, it seeks to achieve the interaction and communication through the network and the promotion of interest in the web search as a source of information and contact among the citizens of all ages. Among other objectives it intends to introduce in the classroom new technologies, not as a tool that can be used to play but, as working material. In this regard, it seeks the echo and impact they have on society and justifies the need to include it in the academic field. This ambition focuses its attention on the school where apart from teaching additions and orthography they ought to teach to think. Based on the media and audiovisual reality of the digital era, a critical attitude development is one of the core objectives and it is mandatory the contact with the latest technologies and their understanding.

Cognitive capacities and reasoning allow the development and subsequent dissemination of critical or value judgments which have a great influence while reading messages transmitted by media. This activity tries to develop in the individual an opinion of his own to the time that favors fostering of media autonomy; and to get it the departure points at several guidelines and experiences such as the "Reader Project". The development of this initiative has varied according to changes and the assumption of new needs. Initially, the teachers asked primary students reading books in any of the subjects they were studying;

in addition, the format to access to them was not predetermined or followed only the traditional one, but depending on the possibilities, any was accepted.

With the pass of time various editions have been created and today in the classroom, they are equipped with an interactive panel that has the name of each one of the group members and a "gomet" is placed next to it, and each time they finish reading a book it gives them credits corresponding to finish reading a volume successfully. In this way, the students know the number of books their classmates have read and the position he occupies in the classification, while the use of ICT is introduced in a formative environment.

In addition to this meaning, the proposal seeks to motivate the participation among members; those who occupy higher positions will receive a prize: appear in the school magazine with a merit recognition. With all this, everybody tries to assure their presence in some sections.

Compared to the early initiatives, currently this information is in the webpage and it is available for consultation, an aspect that encourages and promotes the contact with interactive media and Internet research for academic activities. With all this, the recognition is for the effort, and the prize is intended to highlight positive behaviors while there is a contribution to the contact with new technologies of information "NT".

Teachers, in order to carry out a control and scale of the situation, ask the students to keep a file card as a record of their reading and comprehension of both terms and content in general.

The review format was linked, exclusively in the first editions from experience to paper, however and with time it has been undergoing changes, evolving until the present time. Today the students should send it by mail to the teacher and also they have to make a brief introduction together with a small digital presentation in the classroom. In this regard, there is a design of a class blog with the purpose of visualizing this experience; an activity that has a double value since, in addition of visualizing the work, it is a group activity where there is collaboration and responsibility to get the final product. With all this, the purpose is to develop the learner's creative capacity while he interacts with his classmates. For all these reasons, the students begin to acquire and develop an audiovisual competency, since work is focused on the development of several dimensions that make it up.

In this context and in accordance with the foregoing, the learner must develop a technological dimension because he will work with ICT when presenting, an effort that also favors the development of aesthetic, reception and language dimensions.

In short, the initiative meets a multiple role because the idea of reading promotion has been completed at the time that it extends to several updated fields. To the above objectives we add a higher degree of rigor when proving if the learners have read and understood the selected reading.

In the latest experience edition, the results are displayed beyond the scope of the center, transcending the walls of the classroom, given that they are revealed and become public through virtuality: they are in the center website and in the future, they will appear on the blog. In this way, there is publicity for the activity and also the communication spaces are expanded. All this generates the students' interest in consulting and checking on the news and resources present in the web, that under other circumstances it was not part of the learners' interests because they considered it as a place with information merely institutional whose access is neither necessary nor indispensable.

As it can be inferred from the project description, which was initially presented as an activity to be carried out on paper, it has been expanding its radio, due to other reasons, the advance and modification of the bases. The example clearly illustrates the theory defended along the reflection, justifying the individual's need for literacy and the multiple possibilities that various environments can offer; also, it certifies the inclusion of new technologies in the life of people. As it can be seen in the project description, the results were initially restricted to the paper format and, as it has evolved the context not only taking notes but the presentation of results have become extended to different areas in a public nature.

The experience has been positively evaluated among the parents' community and students too; such initiatives confirm the creation and development to enable the reader habit germ for the flourishing of a critical attitude, especially by current receivers. Individuals that continuously perceive images and information transmitted through the numerous screens that make up the media framework. On the other hand, it favors the development of autonomy in the future citizens and the contact with "NT" which make up the current communicative ecosystem.

Despite the positive assessment, there are others that are opposed because, for example, the contents in the file card can be understood as insufficient to demonstrate reading and correct understanding of the read text since, in some cases -especially among the most competitive students- try only to cover several file cards to achieve the highest places in the classification and power, not just, to be eligible for the award but also appear on the center website; space that, in addition to classmates, the citizens in general can have access. Fact that acquires a determining value and that conditions the reading of a greater number of works but questioning its understanding.

The obtained results since the initiative has been launched demonstrate that they have been refined and improved. At the beginning, the school magazine only contained the name of the participant who had been awarded whereas today all the students collaborate in the expansion of the information and the elaboration of any section of the digital magazine in the center. All this contributes to the development of dimensions in technology and language, fundamental aspects that make up media literacy. Also, such determinants enable learning in various fields and the contact with experiences that approach the individual to a written reality of media: know the parts of a magazine, its theme or differences between one and another section. The significance of the results to the public space at being possible a consultation from anywhere, as long as the individual has Internet access, motivates the students to do their work. It also stresses, among other values, effort or neatness, aspects which are conceived as leading factors to success.

This experience contributes to media introduction in formative contexts and at the same time it justifies its presence, even the ones of most recent introduction and contact with them. All this favors the fact that young learners appreciate a continuity between the situation that is developed inside and outside of the classroom. The objectives described joins the elimination of any barrier of a cognitive and technological type. At the same time, they promote the development and cultivation of values, aspect that makes up the axiological dimension of audio-visual competency; among others, it makes possible the proliferation of cooperation, group work, respect toward others or the capacity to dialog among individuals. Its internalization involves understanding the axiological scale while favors the cultivation of a critical attitude because the individual owns a cognitive component with different points of view on the same topic. He has the minimum

elements that enable him to the issuance of a judgment that is not linked to the influence that certain external elements can exert on him.

The data certify that these types of activities are completed with the massive and widespread introduction of means and technologies in all classrooms and subjects. It is intended, for example, the enlargement and use of the digital whiteboard and classroom library, not sporadically but in all the classrooms. This ambition is justified because these tools have started to be part of the learning area, shaping new environments of the XXI century both in Europe and in America, for example in the University of Playa Ancha classrooms, on San Felipe Campus they have an interactive classroom where students from San Felipe school and surroundings come to learn. The results from activities of this nature confirm the need for the inclusion of ICT in the academic context; in both, elementary school and university. The daily use of digital materials by students, each time of lower ages, justifies its inclusion and use in the field of education.

The audiovisual and technological context requires that school builds a bridge connecting the surrounding social reality with the academic reality. The educational institution must perform its task in accordance with the context that we live in every moment, an argument focused on overcoming the division of existing views since Umberto Eco referred to apocalyptic (detractors) and integrated (defenders) of technology and new media.

The proposal for an intermediate favorable view towards the inclusion of technologies in the classroom to contribute to the learning that emerges in the twenty-first century is derived from that difference. The situation justifies the use of all kinds of potential from the media to ensure that, in the growing network of learning, any possibility of formation be lost, and with the intention of promoting the development of basic capabilities in the individual; skills that he is going to use not only in the classroom but in life too. This situation justifies the individual's need for literacy and the development of competencies linked to the increasing and continuing technological evolution.

Conclusions and discussion

This research is focused on literacy understood as the basis for the development of skills in citizens, especially in lower ages, and it is also seen as a way to enable the receiver to reach a critical attitude. Since the Parliament and the European Commission in 2009 (DOUE, 2009) have issued Recommendations on literacy until the present time, various research groups have been responsible for evaluating the situation and make proposals that can alleviate the main shortages. In Spain, the task of the Group Communicate is highlighted, a group of Andalusia with 25 years of experience in Education and Communication or the Cabinet of Communication from the Autonomous University of Barcelona, and other leading International Networks like Alfamed "Inter-University Network of Media Literacy" endorsed by the AUIP "Ibero-American Postgraduate University Association" or the OLCAMI "Observatory for Latin America and the Caribbean Media and Information Literacy". In addition to the effort of some and others, there are other initiatives such as the ones described in this research which try to justify, in some way, the need for the development of information skills, digital and critical attitude. Among the main ambitions is to show the reader how nowadays and after the massive irruption of different media and information technologies, the school may provide benefits to their training (Cabero, 2003) and its role of exclusive place for learning has been disappearing. Despite everything and as Cabero (2003, p.105) indicates when it

comes to schools, "they can provide a number of advantages for the training, irrespective of the educational system to which we refer to".

Nowadays, the training field has expanded dramatically because of the maelstrom informative and media that has raged in the society. Therefore, it constitutes an urgent task, in addition to the development and implementation of new technologies as a form of expression and social communication, their correct use and understanding.

At an educational level, the academic center counts with various spaces of learning both inside and outside which make its access possible and not limited to the classroom, but that currently and increasingly it is possible thanks to virtuality that favors communication and contact among individuals. In the hallway, in the courtyard or in the cafeterias where they develop relationships of interaction we must add the library, current Center of Learning Resources both onsite and virtual.

New technologies cause that library shelves be added, at present, as new supports for knowledge: the URL, Blogs or Wikis among others. New ways of communication allow the user access to knowledge in real time and in an interactive manner. An access that is possible thanks to the presence of various platforms responsible for keeping citizens in contact. Such necessity justifies training as a key element in achieving this target objective.

However, media reality and current training cannot be overlooked and has to be taken into account at the time of training students; in the XXI century, we cannot continue teaching students with the same traditional methods. The need to update the teaching methods and environment is a task which competes to several agents of formation such as: teachers, family or media and information technologies. The last ones, even though are not part of the educational work compliance, in the present time and increasingly, they are applied. Its influence and effects condition the audiences that should be sufficiently critical to be able to issue rational and autonomous judgments while they can live together in different social environments.

The results obtained from the experience developed with primary students demonstrate the interest in new technologies, tools that must be leveraged at an academic level. Their potential and significant impact determine, to a large extent, the behavior of, in this case, the younger generation. To traditional learning environments other new of recent deployment are added; some and others constitute the bastion on which forges the development of literate and critical citizens, capable of acting and communicating, both in the private or public environment.

On the other hand, there is interest from the students not only to know but to use the NT and also its value as an ambition to motivate learners. At a time when the lack of interest and the unwillingness are partially set in the classrooms, these tools and their use are essential. The digital society requires the means that can be used to contribute with the development of a critical attitude and interest, at the time of working with the "digital natives".

Along the same lines of the plans explained, programs recently began to be implemented in countries like Colombia where due to the myriad of sociocultural aspects converged the critical reading is proposed as a way of autonomous expression. In this regard, a plan of critical reading started, following Manrique (2016, p.14) "confirms that notion of invisible reading often in the school, with the argument of promoting spaces that assure people with political character to face different social occurrences".

References

- Bernabeu N., 2011. Alfabetización Mediática y Competencias Básicas. Proyecto Mediascopio. España: Ministerio de Educación.
- Cabero J., 2003. "La galaxia digital y la educación: Los nuevos entornos de aprendizaje", In: Aguaded J.I. (2003), *Luces en el laberinto audiovisual*. Huelva: Grupo Comunicar.
- Cots J.M., 1989. "Studying communicative competences", *Sintagma*, Vol.1, pp.59-68.
- Cuevas A., 2007. *Lectura, alfabetización en información y biblioteca escolar*. Asturias: Trea.
- Denegri M., Chávez D., Del Valle C.R., Sepúlveda J.A., Silva F.L., 2015. "Creencias y actitudes hacia los medios de comunicación en estudiantes universitarios del sur de Chile", *Signo y Pensamiento*, 34(67), pp.114-131.
- Dezuanni M. and Monroy A., 2012. "Prosumidores interculturales": La creación de medios digitales globales entre los jóvenes", *Comunicar*, 38, pp.59-66.
- DOUE, 2009. Recomendación de la Comisión sobre la alfabetización mediática en el entorno digital para una industria audiovisual y de contenidos más competitiva y una sociedad del conocimiento incluyente (2009/625/CE).
- Durbán G., 2010. *La biblioteca escolar hoy. Un recurso estratégico para el centro*. Barcelona: Grao.
- García-Fernández F. and Bringué-Sala X., 2007. *Educar hij@s interactiv@s*. Madrid: Rialp.
- Gimeno J., 2008. *Educar por competencias ¿qué hay de nuevo?* Madrid: Morata.
- González V., 2013. *Ciudadanía mediática. Una mirada educativa*. Madrid: Dikynson.
- Hernando A., 2016. *Viaje a la escuela del siglo XXI. Así trabajan los colegios más innovadores del mundo*. Madrid: Fundación Telefónica.
- Lau J. and Cortés J., 2009. "Habilidades informativas: convergencia entre ciencias de la información y comunicación", [Versión electrónica] *Comunicar*, Vol.32, pp.21-30.
- Manrique S.A., 2016. *La lectura crítica en el marco de las prácticas socioculturales: Hacia una convergencia entre los lectores y la variedad de discursos presentes en el entorno*.
- Morduchowicz R., 2008. *Bibliotecas y escuelas. Retos y posibilidades en la sociedad del conocimiento*. Barcelona: Océano.
- OECD, 2003. *Key competencies for a successful life and a well-functioning society*, DeSeCo Report, Rychen D.S. and Salganik L.H. (eds.).
- Prado J., 2001. "La competencia comunicativa en el entorno tecnológico", *Comunicar*, Vol.17, pp.21-30.
- Ruiz-Tarragó F., 2007. *La nueva educación*, Madrid: Lid editorial.
- Sabán C., 2009. *La educación permanente y la enseñanza por competencias en la Unesco y en la Unión Europea*. Granada: GEU.
- Sánchez M., Kaplan M. and Bradley L., 2015. "Usando la tecnología para conectar las generaciones: consideraciones sobre forma y función", *Comunicar*, Vol.45, pp.95-104.
- UNESCO, 1982. *Declaración de Grunwald sobre la educación relativa a los medios de comunicación*.
- Toffler A., 1980. *La tercera ola*. Bogotá: Plaza and Janes.
- Varis T., 2010. "Communication and new literacies in the multicultural world", *Historia y Comunicación Social*, Vol.15, pp.13-26.
- Wilson C., 2012. *Alfabetización mediática e informacional: proyecciones didácticas*.