

Percepciones y necesidades sobre las TIC en el campo del periodismo

Perceptions and Needs on ICT in the Field of Journalism

Percepções e necessidades sobre as TIC no campo do jornalismo

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Resumen

Esta investigación tiene como objetivo plantear una serie de necesidades que demandan estudiantes y profesores de la licenciatura en Ciencias de la Comunicación (FACICO) de la Universidad Veracruzana (UV), que conlleve a la reestructuración del plan de estudios fortaleciendo el área de periodismo a través de la innovación educativa con el apoyo de las tecnologías de información y comunicación, para que los estudiantes tengan las herramientas teóricas, metodológicas, prácticas y actitudinales que le permitan desarrollarse en el campo laboral de forma competitiva e innovadora, y que sean capaces de realizar estrategias y productos de información y comunicación que contribuyan a impulsar procesos de comunicación democráticos y de calidad en el contexto local-global, con una formación ética y humanista comprometida con el desarrollo social.

Se sustenta en el método cuantitativo al valerse del censo como técnica de investigación, al cuestionar a los 208 alumnos inscritos en la licenciatura en Ciencias de la Comunicación en la modalidad del sistema abierto (SEA), durante el período escolar febrero-julio 2017 y a

nueve profesores que imparten cátedra en el área de periodismo. La metodología permitió conocer las debilidades del plan de estudios y las necesidades de los comunicadores que hoy en día deben ser capaces de afrontar las nuevas formas de transmitir información; por ello, se debe trabajar hacia un nuevo perfil del comunicador; los estudiantes demandaron otros conocimientos que no son abordados en este plan de estudios que opera por objetivos y no por competencias. Exigieron la inclusión de prácticas profesionales y seminarios, así como que se establezcan vínculos con empresas de medios de comunicación y organismos públicos y privados.

Palabras Clave: convergencia tecnológica, diagnóstico, evaluación, innovación educativa, periodismo, tecnologías de información y comunicación.

Abstract

This research aims to raise a series of needs that demand students and professionals of the degree in communication Sciences of the University of Veracruz that lead to the restructuring of the curriculum strengthening the journalism area through educational innovation with the support of information and communication technologies, to that the students have the theoretical, methodological, practical and attitudinal tools that allow them to develop in the labor field in a competitive and innovative way, able to realize strategies and products of information and communication that contribute to promote democratic and quality communication processes in the context local-global, with an ethical and humanistic education committed to social development.

It is based on the quantitative method, using the census as a research technique, questioning the 208 students enrolled in the degree in communication sciences in the open system (SEA) during the February-July 2016 school period and nine teachers that teach professorship in the area of journalism. The methodology allowed to know the weaknesses of the curriculum and the needs of the communicators that today must be able to face the new forms of transmit information, we must work towards a new profile of the communicator; students demanded other knowledge that is not addressed in this curriculum that operates by objectives and not

by competition. They require the inclusion of professional practices and seminars, as well as the establishment of links with media companies and public and private organizations.

Keywords: technological convergence, diagnostic education, evaluation, educational innovation, journalism, information and communication technologies.

Resumo

Esta pesquisa visa elevar uma série de necessidades exigidas por estudantes e professores do grau em Ciências da Comunicação (FACICO) da Universidade Veracruzana (UV), o que leva à reestruturação do currículo, fortalecendo a área de jornalismo através de de inovação educacional com o suporte das tecnologias de informação e comunicação, para que os alunos tenham as ferramentas teóricas, metodológicas, práticas e atitudes que lhes permitam desenvolver no campo do trabalho de forma competitiva e inovadora e que possam realizar estratégias e produtos de informação e comunicação que contribuem para promover processos de comunicação democráticos e de qualidade no contexto local-global, com uma educação ética e humanista comprometida com o desenvolvimento social.

Baseia-se no método quantitativo utilizando o recenseamento como uma técnica de pesquisa, questionando os 208 alunos matriculados no grau de Ciências da Comunicação no sistema aberto (SEA), durante o período escolar de fevereiro a julho de 2017 e nove professores que ensinam na área do jornalismo. A metodologia permitiu conhecer as fraquezas do currículo e as necessidades dos comunicadores que hoje em dia devem ser capazes de enfrentar as novas formas de transmissão de informações; portanto, devemos trabalhar para um novo perfil do comunicador; os alunos exigiram outros conhecimentos que não são abordados neste currículo que opera por objetivos e não por competências. Eles exigiram a inclusão de práticas e seminários profissionais, bem como estabelecendo vínculos com empresas de mídia e organizações públicas e privadas.

Palavras-chave: convergência tecnológica, diagnóstico, avaliação, inovação educacional, jornalismo, tecnologia da informação e comunicação.

Introduction

As a context, it is exposed that the professionalization of journalism in Mexico dates back to the 1940s, when at that time it began to expand higher education. There are two opinions found among themselves, with respect to the origins of the career: the first one locates the antecedents in the degree in journalism that arose at the end of the forties. The second, part of the communication careers that began to be offered from the sixties (Galindo, 1985).

According to the research Journalism and communication study plans in Latin America accredited and not accredited by CLAEP (Rebeil, Arévalo and Romero, 2017), the number of journalism and communication programs that are within the framework of a university or The existing higher education institute in Latin America, according to the latest study conducted in 2009, is 1645 (Mateus, 2009). The regional distribution of these programs is quite uneven by region, in such a way that:

- a) 1% They are located in Central America and the Caribbean (Costa Rica, El Salvador, Guatemala, Nicaragua and the Dominican Republic).
- b) 9% is based in the Andean region (Bolivia, Colombia, Ecuador, Peru, Guyana, Venezuela).
- c) 7% in the Southern Cone region (Argentina, Chile, Uruguay and Paraguay).
- d) 22% in Brazil.
- e) 61% operate in Mexico.

More than half of these programs are concentrated in Mexico; it is an exponential growth for Mexico and Brazil and, moreover, does not agree with the number of inhabitants in each geographical area (Rebeil, 2009, Rebeil, Arévalo and Moreno, 2013). These nuclei of superior formation correspond in 20% to the private initiative and 20% to public projects.

In the city of Veracruz, in Mexico, journalism gains strength with the newspaper El Dictamen (the Dean of the National Press), which on September 16, 1898 is founded with the name of

El Dictamen Publico, by Francisco J. Miranda. On May 1, 1912, it was acquired by Don Juan Malpica Silva, forerunner of the Faculty of Journalism, who in 1954, together with other journalists, led the foundation of what would be the first Faculty of Journalism in the Mexican province (Ojeda, Anaya, 2013) and the second in the country, only behind the Carlos Septién that was born in 1949.

Thus, Veracruz becomes one of the pioneer states in the professionalization of journalism, since the Universidad Veracruzana (UV) provides the endorsement for the journalism faculty to enter into function on February 22, 1954, integrating the enrollment of informants empirical that worked mainly in The Opinion.

The faculty of Journalism, currently Communication Sciences, is to this day the provider of professionals who work in the Veracruz entity in the main media of print, audiovisual and digital media, as well as in the different press and communication departments. of public or private companies, government agencies and town halls.

Given this context, this research arises as a hypothesis, if the degree in communication sciences of the UV has a curriculum according to the technological and academic needs demanded by students to be able to develop in the labor field in a competitive way and innovative, capable of making communicational products that requires the new profile of the communicator.

In 1973, the Faculty of Journalism decided to modify its curriculum and establish a degree in Communication Sciences and Techniques, although it maintains the emphasis on journalistic training.

In 1997, before the demand of this degree, the Open Teaching System arises, with 40 students that integrated the first generation.

In 1998, the Universidad Veracruzana began a rethinking of the education it provides in its Faculties and moves towards a new integral and flexible educational model (MEIF) that seeks academic strengthening focused on learning so that the student's education is comprehensive, meaningful and forever.

Therefore, the current curriculum of the degree in FACICO, came into force in August 2004 in the school system and in February 2005 for the open system, and has as a general objective to train professionals in the field of Sciences of the Communication, with an integral profile, oriented to lifelong learning.

Curriculum restructuring

The faculty offers a degree in Communication Sciences in two modalities: the school modality and the open modality (blended, they attend classes only on Saturdays). The educational program in the school modality received on December 23, 2015 its certificate of reaccreditation by the Communication Accreditation Council, AC, (CONAC), which provides certainty to students, academics and employers, with the confidence of knowing which is an institution that really meets the highest quality standards by obtaining reaccreditation for five years. In as much, the degree in Sciences of the Communication in the open modality was accredited by five years, being the first educational program, in all the areas, accredited in the country, in that modality.

However, one of the recommendations that the institution received is based on its Curriculum, which requires an update or a redesign of its educational experiences and all that that entails.

Diagnosis and social problems of the race

To be successful in the update it is necessary to make a diagnosis about the viability of the curriculum; for this, it is essential to define the concept of diagnosis, which has its origin in the medical field and involves the rigorous study of the symptoms that appear in a sick subject, whose results will allow a scientific judgment on the type of disease suffered by the patient (Carvallo, 2011).

In the pedagogical plane, the application of this concept offers the greatest difficulties. Making a diagnosis about problems as complex as those involved in learning is an arduous and thorny task for the teacher, not only because of the multitude of aspects and elements

that must be examined, but also because of the lack of resources or technical means to carry out a good diagnosis as close to the reality of the student.

Thus the pedagogical diagnosis is defined as "the process by which, from systematic observation, it is intended to assess students at all levels, in order to detect and / or prevent their difficulties, as well as their strengths, also serves to assess the teaching-learning process "(Rosario, 2012).

In this case, the diagnosis made by the Monitoring Committee of the curriculum of the faculty in its open and schooled modalities and supervised by the pedagogue Mercedes Solís, is summarized as the first point the relevance of not losing sight of the approaches of the Educational Model Integral and Flexible (MEIF) to respond to the transformation observed by the labor market. The pedagogue poses some problems detected, such as the "lack of operational rules for the election of educational experiences"; the lack of definition "of operational criteria related to the allocation of students for full-time, part-time and subject teachers" (Solís, 2016).

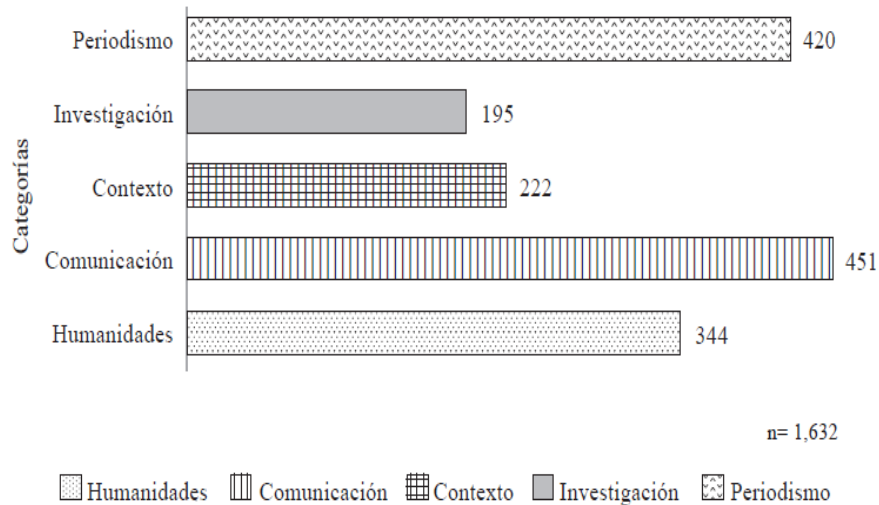
One of the advantages offered by the MEIF, in comparison with other educational models, is that it offers the student the possibility of selecting the educational experiences that he / she wishes to take; However, the opposite occurs in the FACICO, since it is the students who have to adapt to an academic offer that does not correspond to their needs.

The EE programs "have deficiencies in their structure because they do not respond to the demands of the UV's educational model" (Solís, 2016), so it is urgent to update the EE programs and evaluate the same to see if the content, the EA strategies, the bibliography, the evaluation and accreditation are in accordance with the competences required by the student at the end of that subject.

At the international level, according to the research carried out by Rebeil (2017), an approach is presented to the frequencies of the categorical areas of the subjects that are offered in the communication and journalism programs in Latin America, which helps to know which are the areas of knowledge with greater and lesser presence in the study programs. According to the research, Journalism and Communication are those of greater presence. It is followed by

the teaching of the humanities, leaving the analysis of the socioeconomic and political context and in less presence the teaching of research (see graph 1).

Graph 1. Frecuencia de las asignaturas según las categorías en la selección de universidades de América Latina.



FUENTE: Centro de Investigación para la Comunicación Aplicada (CICA), Facultad de Comunicación, Universidad Anáhuac México, 2016.

Once the comparison has been made in Latin America, it is highlighted that in the Andean region the comparison between the subjects of communication versus journalism, gives greater weight to journalism and far above the humanities and context.

In Brazil, the teaching of journalism predominates. In the countries of Central America and the Caribbean, it can be said that there is a balance, with a slight tendency in Costa Rica towards journalism and in Guatemala towards communication.

For its part, in the Mexico region there is a trend in the set of universities that was analyzed, to teach more the subjects of communication than journalism. This is a constant in both public and private universities, with the exception of the Technological Institute of Higher Studies in Monterrey that registers a trend towards the teaching of journalism. Public universities such as UNAM and UV show a greater emphasis on journalism. In contrast in the

Autonomous State of Mexico and the Autonomous Benemérita de Puebla denotes a marked emphasis on communication about journalism (Rebeil, 2017).

As described in this study, the Universidad Veracruzana gives more emphasis to journalism, since historically it maintains its journalistic formation, although, nowadays, the plan has three terminal exits: Journalism, Organizational Communication and New Technologies.

However, there are academics who consider that the faculty is going through a crisis due to low demand due to the insecurity surrounding journalists. The restructuring of the curriculum leads to updating the educational experiences and the terminal areas that contemplate it; Therefore, the importance of knowing the needs of the labor field before the inclusion of technology to strengthen the area of journalism, promote the demand and safety of graduates in this area.

It must be taken into account that, in the last 10 years, the Mexican press faces a crisis that makes Mexico one of the countries with the greatest risk to practice journalism, which has caused entire communities to be "totally silenced", as they denounced it at a press conference, Catalina Botero, of the IACHR, and Frank la Rue, of the UN, when they explained that impunity, self-censorship and the attempts of drug trafficking groups to influence the contents of the media affect the freedom of expression in the country (Montalvo, 2010).

According to the unpublished research (approved by CONACYT: cb183625) Violence and media in Veracruz, conducted by Guadalupe Mar (2017), graduate and academic from the Faculty of Communication Sciences of the Universidad Veracruzana, gives guidelines to indicate that Veracruz is the most dangerous state to practice journalism; According to the figures included in the investigation, during the government of Javier Duarte de Ochoa (2010-2016), 20 journalists from different news organizations, both print and audiovisual, were murdered in different parts of the state.

Emerging context and digital convergence

Nowadays, in the face of digital convergence, new scenarios for communication programs are presented. Since the mid-nineties, digitalization has facilitated the so-called technological convergence, understood as the capacity of the infrastructure to acquire, process, transport and simultaneously present voice, data and video on the same network and an integrated terminal (Prado and Franquet, 1998).

Quote José Albert García Avilés (2009) that the professional convergence raises a greater integration or collaboration between the different newsrooms of the media, so it affects the professional practices of journalists and the organization of work. The appearance of new channels has unleashed profound transformations when it comes to conceiving information. Companies have been created exclusively for these channels. The communication companies (newspapers, magazines, radios, press agencies or televisions) have developed their presence on the Internet with added value. And they do it with editorials parallel to the main one, which take advantage of human and technical resources. Journalism needs a reorientation in this scenario and is adjusting to the needs posed by audiences, companies and technologies.

This convergence of media changes the modes of production and consumption, and alters the relationship between existing technologies, industry, markets, genres and audiences, which is in coherence with what Cebrián (2009) affirms, it went beyond the convergence of media or multimedia to the multiplatform convergence with some guidelines of adaptation and creation of other languages in which the navigation, hyperlinks and interactivity are placed as axes for the advance.

For these reasons, communication programs throughout Mexico and Latin America are rethinking their curricular content to respond to the demands of the digital world, which has led them to modify their profiles in relation to the knowledge society and to create new competencies for the training of future professionals (Rebeil, 2017).

Methodology

This work is based on the quantitative method by using the census as a research technique by questioning the 208 students enrolled in the degree in Communication Sciences in the Open System (SEA) to know the preference of students in the area of journalism, if they agree with the learning they receive and with the curriculum that governs them.

Similarly, the census was applied to nine academics who teach classes in the field of journalism, who in turn work or have worked in some media, such as reporters, columnists, cartoonists, graphic reporters, information chiefs. or media directors, which allowed us to determine if the demand in the area of journalism has decreased and what are the causes, according to certain categories such as: insecurity, the incipient quality of education, infrastructure, lack of updating of the plan of studies, the lack of technology management and the lack of educational innovation.

Results of the case study

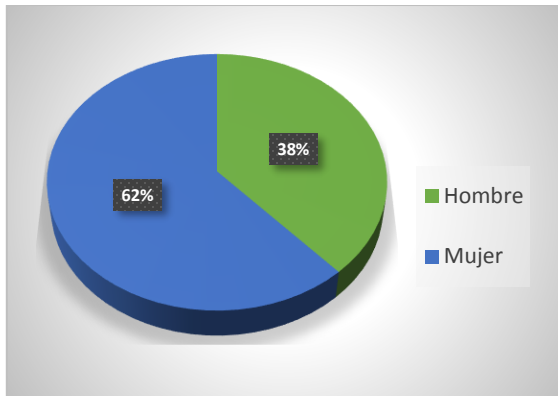
Once the census was taken to the students and professors, the information was analyzed and the most relevant questions for this investigation were graphed. The questionnaire was applied to 196 students and not to the 218 enrolled students, due to the fact that some students caused definitive drop and others more temporary leave due to work or illness, therefore, they were only active 196.

The results obtained from the census of the 9 teachers were crossed with the information derived from the students that for the purposes of this article only the most significant graphs were inserted, returning in the conclusions the highest percentage of answers.

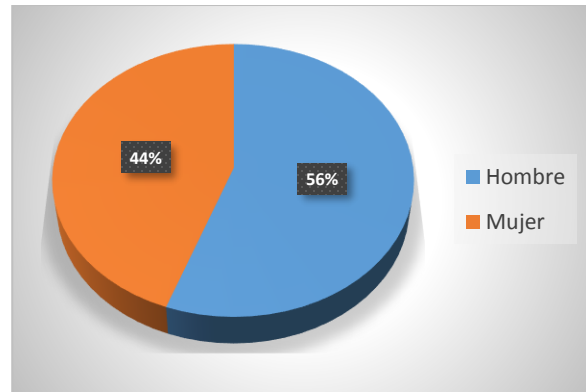
The census, analysis and interpretation of the results

Demographic profile

Graph 2. Sexo de los estudiantes.



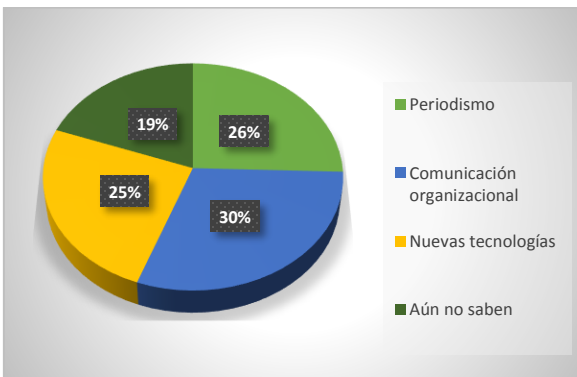
Graph 3. Sexo de los académicos.



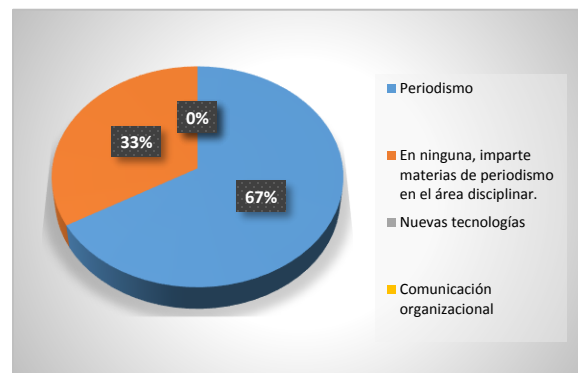
Fuente: elaboración propia con base en los datos de archivo del estudio, abril 2017.

Diagnosis

Graph 4. Área terminal que cursa.

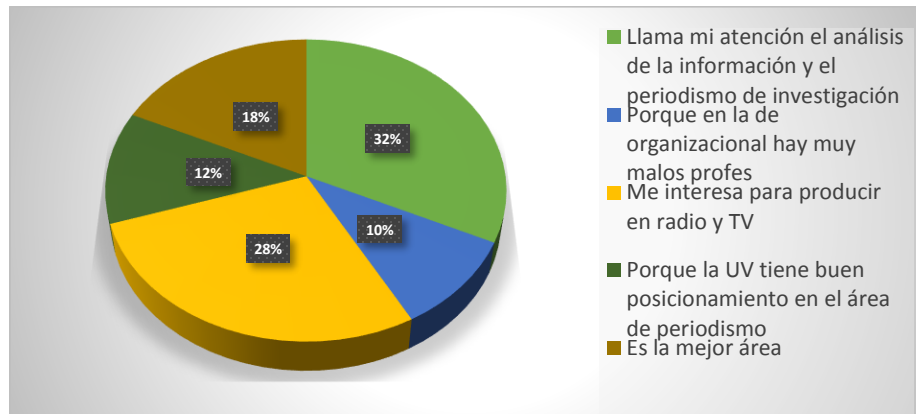


Graph 5. Área terminal que imparte.



Fuente: elaboración propia con base en los datos de archivo del estudio, abril 2017.

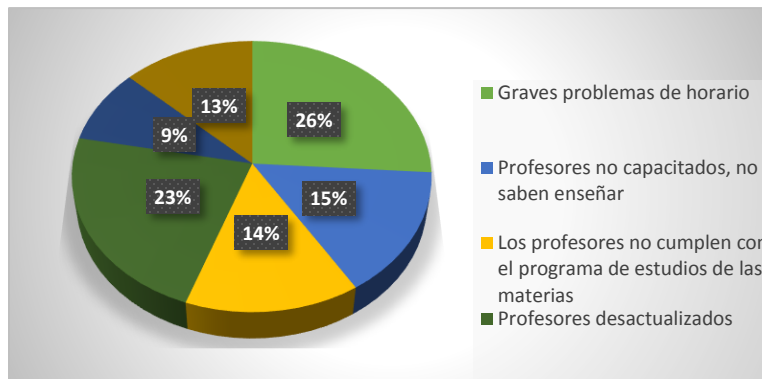
Graph 6. Porqué eligió el área de periodismo.



Fuente: elaboración propia con base en los datos de archivo del estudio, abril 2017.

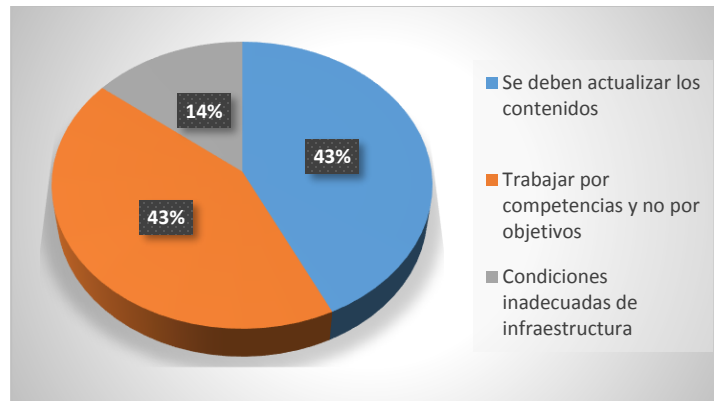
Academic deficiencies in the curriculum

Graph 7. Estudiantes señalan las Deficiencias que presenta el plan de estudios.



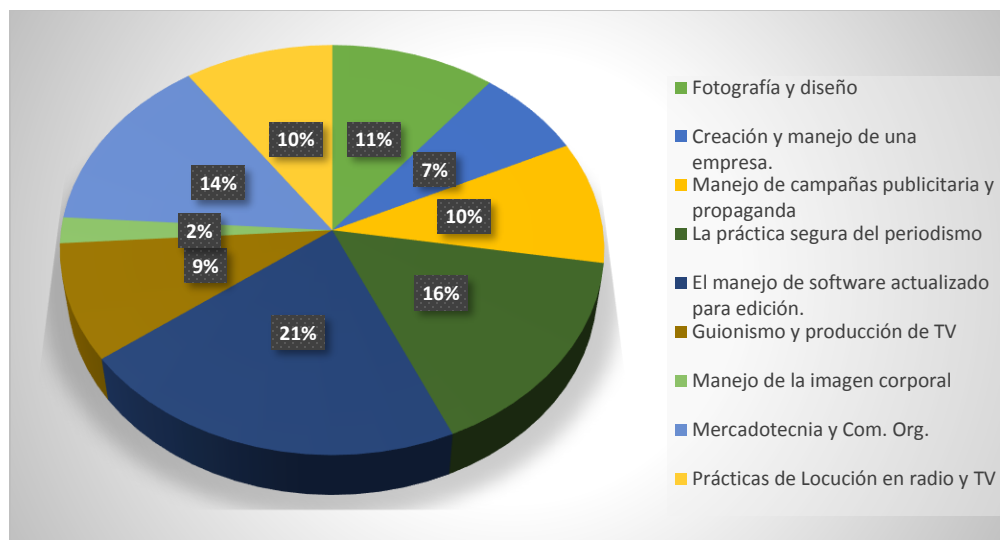
Fuente: elaboración propia con base en los datos de archivo del estudio, abril 2017.

Graph 8. Deficiencias que detectan los profesores en el plan de estudios.



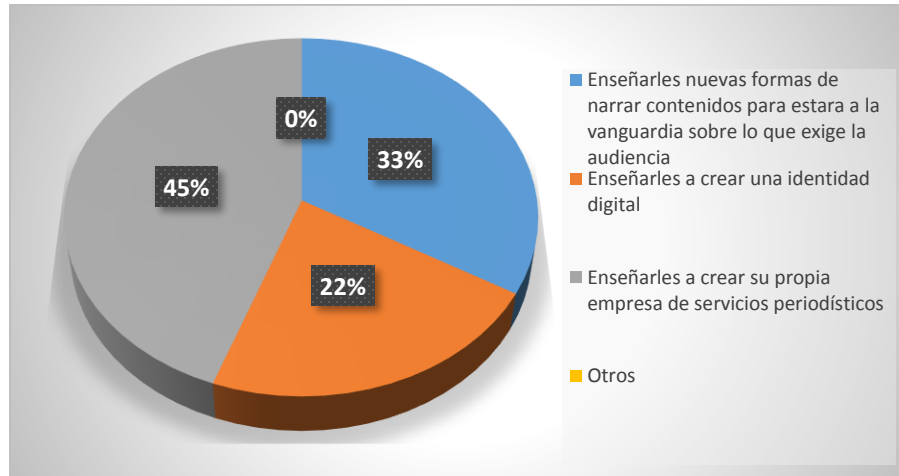
Fuente: elaboración propia con base en los datos de archivo del estudio, abril 2017.

Graph 9. Prácticas que demandan los estudiantes.



Fuente: elaboración propia con base en los datos de archivo del estudio, abril 2017.

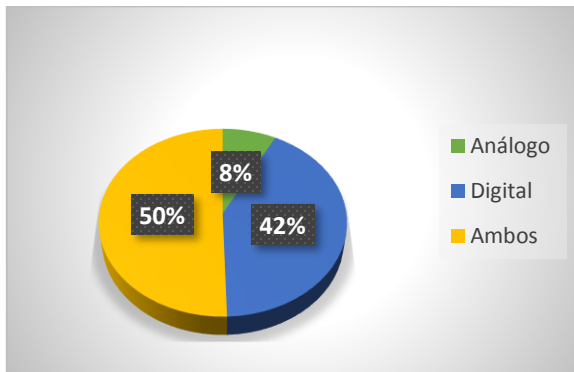
Graph 10. Desde la academia que proponen los profesores para la mejorar las condiciones laborales y profesionales de los periodistas.



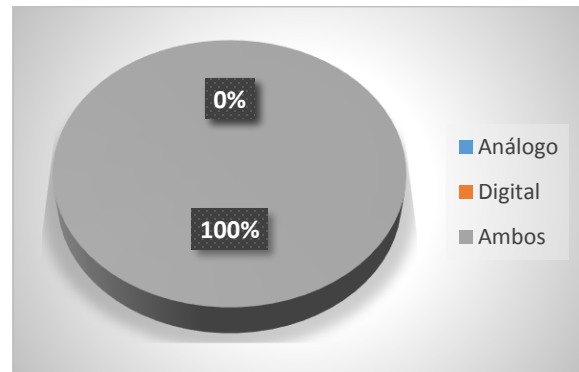
Fuente: elaboración propia con base en los datos de archivo del estudio, abril 2017.

Educational quality

Graph 11. Tipos de periodismo que aprende.

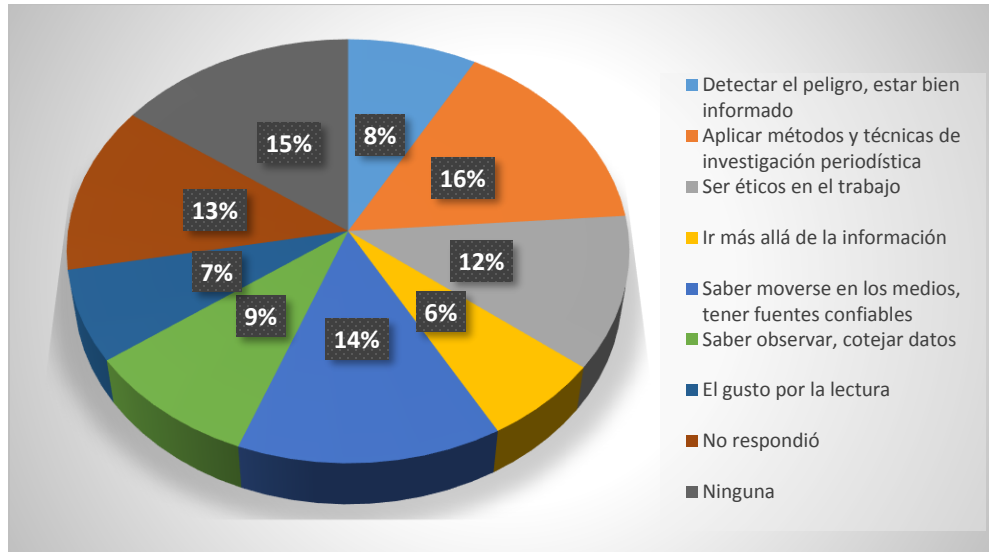


Graph 12. Tipos de periodismo enseñan.



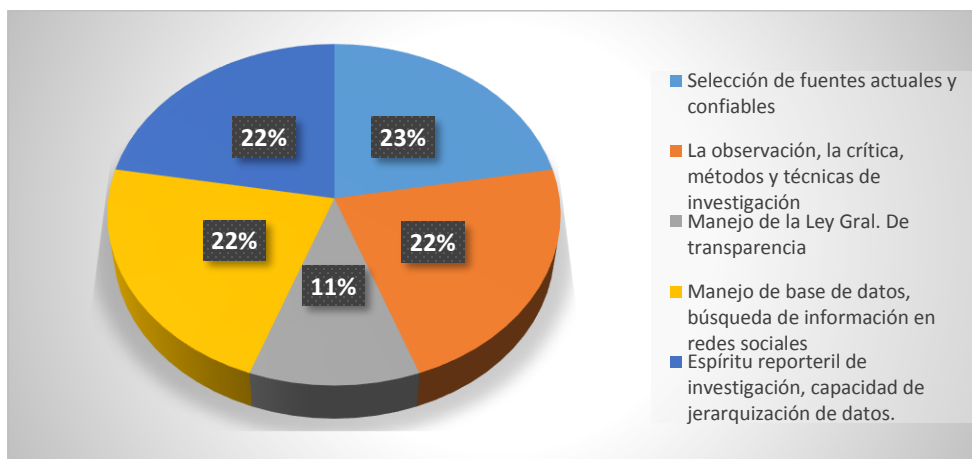
Fuente: elaboración propia con base en los datos de archivo del estudio, abril 2017.

Graph 13. Qué habilidades y destrezas se promueve en el aula para que el estudiante pueda realizar investigación periodística.



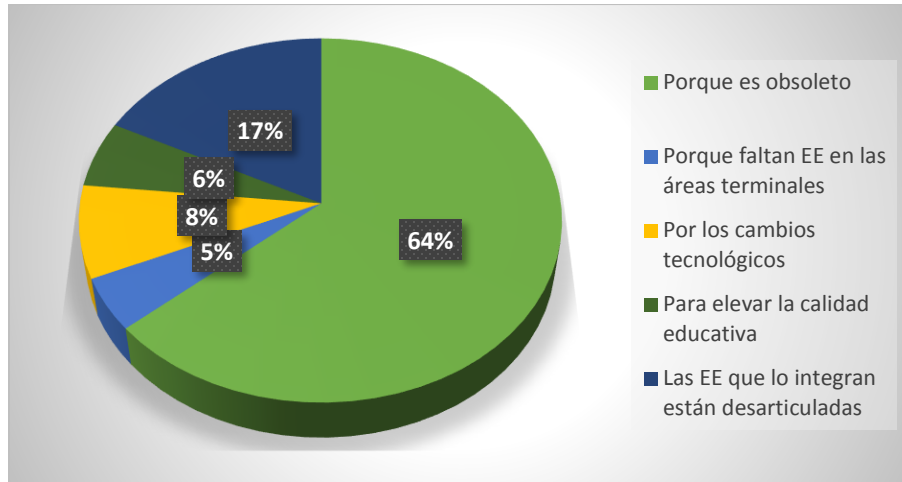
Fuente: elaboración propia con base en los datos de archivo del estudio, abril 2017.

Graph 14. Como profesor, qué habilidades o destrezas promueven para que el alumno las aplique en la investigación periodística.



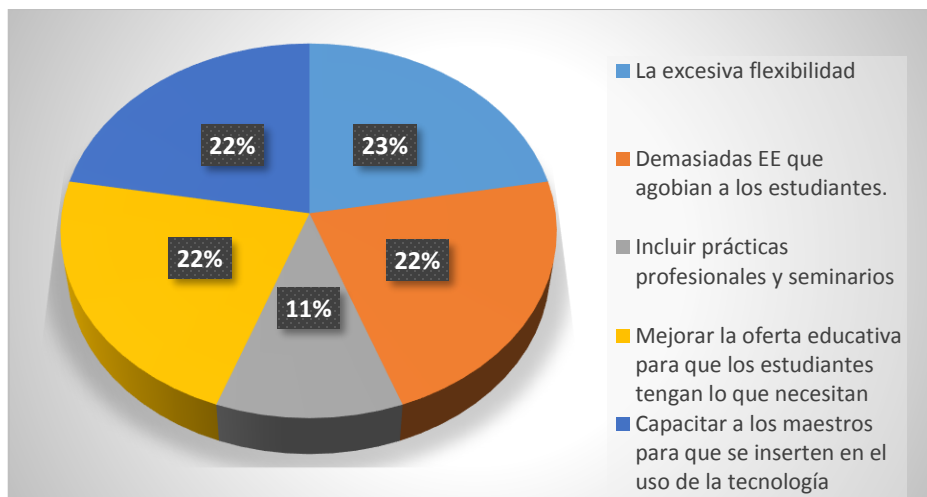
Fuente: elaboración propia con base en los datos de archivo del estudio, abril 2017.

Graph 15. Como estudiante, por qué considera pertinente modificar el Plan de Estudios de la licenciatura.



Fuente: elaboración propia con base en los datos de archivo del estudio, abril 2017.

Graph 16. Como académico, qué le modificaría al modelo educativo que aplica la Universidad Veracruzana.



Fuente: elaboración propia con base en los datos de archivo del estudio, abril 2017.

Discussion

The teachers

Diagnosis

- The professors surveyed teach journalism classes both in the disciplinary area and in the terminal area. They work in print, audiovisual and digital media, in the area of news production. They have between 10 and 20 years of experience in teaching and combine it with the journalistic work that they do every day in Veracruz and that is projected throughout the State and its surroundings.

The study programs

- In each period (semester) they update their programs of the educational experiences they teach (subjects). In their chairs, they practice using digital resources to contextualize the facts. Incorporate social networks as a source of information. They take their students to visit the media so that they know its structure and functioning.

Educational quality

- The professors pointed out that the Plan of Studies presents serious academic deficiencies and urges a restructuring of its contents. You must work by competences and not by objectives. The faculty lacks the technological infrastructure to do the practical subjects. The TV, radio and multimedia workshops do not have the updated equipment or software to teach how to produce. From the academy, improvements can be proposed for the working and professional conditions of journalists in the state. They must be taught to create a digital identity, to create their own journalistic services company to search and verify sources to exercise a responsible and safe journalism. That the conditions to exercise journalism in the state of Veracruz are dangerous due to the presence of organized crime. However, they pointed out that in journalism classes they are taught security protocols so that they can exercise a secure journalism. They are instructed to seek information, to confirm sources, it is

emphasized that they are professionals of journalism, not social activists, not to go alone to risky sites, to tell friends, colleagues and relatives where they are reporting, always bring your communication equipment in optimal condition, if it is cellular with enough battery and balance, the numbers of the authorities with speed dial, have keys to communicate in network with their fellow journalists, among others.

Evaluation

- Teachers emphasized that the evaluation they apply to their students is summative. That they ponder both theoretical and practical knowledge. According to the competences acquired by the students at the end of the course, they consider that the evaluation does meet its objective, the students interact with communication professionals and relate the theory with the practice. That the type of journalism he teaches is both analogous and digital, arguing that to understand digital journalism one must know journalism from its roots. That among the skills and abilities they promote in their students is that which applies journalistic research, the spirit of reporting, to select reliable sources, to develop observation and criticism, the management of the Law of Transparency, management of a database , the search for information in social networks and the ability to prioritize data.

Educational model

- The professors coincided in pointing out that the educational model applied by the UV is functional, but that the curriculum of the faculty requires important changes: there is an excessive flexibility that should be addressed by putting some locks in some educational experiences; There are too many theoretical experiences that overwhelm students; There is a lack of practices and seminars and the urgent training of teachers to be included in the use and application of technology.

The students

Diagnosis

- The students surveyed were from all semesters. Those who are studying the terminal area of journalism pointed out that they chose this area because they would like to learn how to do journalistic research, data analysis and production in analogue and online radio and TV. The curriculum has three terminal areas: journalism, organizational communication and new technologies; The census revealed that the students who study the area of organizational communication are the most dissatisfied with their academic training, because the teachers have the most out of date content, bibliography and technological support management.

The study programs

- They do not know how often their teachers update their subject programs. Some commented that in what they go of the race they observe that the professors deliver the same program to all their students without updating and others more, they never deliver them. There is a lot of improvisation. They responded that few teachers use technology as didactic support and incorporate social networks as a source of information; others assured that teachers do not use technology because they do not know how to incorporate them, and argue that they are not reliable and prefer to use photocopies and make their classes more theoretical.

Educational quality

- They pointed out that the curriculum has serious shortcomings in the schedules of the subjects they offer. That of flexible has nothing, because the students must adapt to the plan and not the Plan to the educational needs of the students. That in a large percentage of teachers in this degree are outdated both in content and in the use of technology; in addition, they do not know the demand of the labor field. That the Plan of Studies has an excessive number of theoretical matters and few practices. That there are few teachers who relate theory to practice. Most of the time they do not know the evaluation criteria and at the end of the semester they are asked for the work

and there is no didactic planning. The students demand the teaching of the practical handling of updated software for the edition of photography, audio and video, subjects on the handling of advertising campaigns and of propaganda, marketing and organizational communication, practice of locution in radio and TV, how to move in the different scenarios for the taking of journalistic and advertising photography, screenwriting, TV production and analog and digital radio, being entrepreneurs, creation and management of a company, image management. In relation to the teaching of journalism, students demand the teaching of research techniques for journalistic work, given how difficult and dangerous it is to practice this profession in the state of Veracruz. They need to be taught safety protocols, such as the proper management of information, how to request information from government agencies, the importance of knowing their rights and obligations, verify sources, to be more critical, among others.

Evaluation

- Some students indicated that their teachers apply a diagnostic evaluation, others indicated that it is summative and others that do not know the type of evaluation applied to them.
- That they give greater importance to theory than to practice. They point out that the evaluation is not objective, that the teachers are unaware of the techniques and methods for doing research, that they are not up-to-date and that there is no field work because there are no agreements with the media. The type of journalism they are taught is both analogous and digital, although there are many shortcomings given that the faculty lacks an updated technological infrastructure. That among the skills that their professors promote is that they learn to perform journalistic research, to be ethical in their work, to know how to move in the media and have reliable sources; In addition, they teach them to detect danger, to be well informed, to observe and collate data, to have a taste for reading, to be critical and multimodal; however, there are those who responded that they do not promote any skill or skill so that they can perform journalistic research.

Educational Model

- They consider that it is pertinent to modify the educational model that operates in the UV and, as a consequence, the curriculum of the faculty, because both are obsolete. In the curricular map of the curriculum, the thematic contents that are addressed are disjointed and outdated, in addition to the repetition of knowledge in some subject programs. They demand agreements with different analogous and digital media, as well as with public and private organizations so that they can do professional practices and social service in the area of organizational communication. That the subjects are offered according to the needs of the students and not to favor the teachers. That there is greater availability of schedules. That the educational experiences are updated and focus on the digital and the practice of organizational communication.

Conclusions

By way of conclusion, it can be said that digital convergence has had a widespread impact on the processes of production, dissemination and commercialization of communication products in the last two decades, due to the migration of all its transmission systems of the old analog technology. to the digital In this context, the curricula of communication degrees must be updated according to the needs of the labor field where the competences and skills that a graduate must have changed, the growing influence of digital media and devices has also caused a great impact on their professional management model, urged to redefine their objectives to overcome a significant loss of identity and credibility among citizens.

Faced with this situation, communication and journalism programs must face an essential process of renewal at a business, professional and ethical level that allows them to continue fulfilling their important social functions, integrated into increasingly competitive markets and to more demanding and autonomous publics.

The census applied in this research to students and teachers revealed the academic deficiencies that the Curriculum in Communications of the Universidad Veracruzana has, which has three terminal outputs: Organizational Communication, New Technologies and Journalism. The three areas have more or less the same number of students. The distribution is fair, which indicates that the journalism is not down. In accordance with the feelings of the students and professors, from this space it is proposed that the area of new technologies should be eliminated, since the technology is also immersed in the areas of organizational communication and journalism; it is suggested to create the multimedia production area, TV or cinema or a political communication, which is what the local market, the municipality and the state of Veracruz demands. In as much, the areas of organizational communication and journalism must update the matters and their contents, since nowadays they have been surpassed and inoperable before the inclusion of the technology.

Today's communicators must be able to face new ways of transmitting information, adapting to ICTs, reinventing journalistic genres and discursive formats, discovering new ways of narrating content to be at the forefront of what the audience demands; as well as new strategies for organizational communication, that is, we are facing a new profile of the transmedia communicator, and its field of action is determined by the knowledge of a multimodal and multimodal social communication; also missing: management of technological tools autonomously; interaction with the new multiscreen and collaborative work in the production of messages to disseminate them ethically, all this leads to train teachers and improve the technological infrastructure of the Universidad Veracruzana.

The students demanded other knowledge that is not addressed in this Curriculum that operates by objectives and not by competencies. They require the inclusion of professional practices and seminars, as well as establishing links with media companies and public and private organizations.

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