Las TIC en la gestión del proceso de enseñanza-aprendizaje en el área Comunicación Organizacional: licenciatura en Ciencias de la Comunicación

ICT process management e-a, organizational communication area of the degree course in science communication

TIC na gestão do processo de ensino-aprendizagem na área de Comunicação Organizacional: licenciatura em Ciências da Comunicação

Patricia del Carmen Aguirre Gamboa
Universidad Veracruzana, México
patrice994@hotmail.com
https://orcid.org/0000-0002-0580-5073

Resumen

Las tecnologías de la información y la comunicación (TIC) continúan transformando la vida de quienes conviven en la sociedad del conocimiento. De hecho, son parte inherente de su actuar cotidiano, pues incluso dentro del entorno familiar se vive supeditado a dispositivos cada vez más novedosos e interactivos. Su uso no restringe edades y se puede observar que a temprana edad los niños se familiarizan rápidamente con ellos. En la esfera educativa, las TIC se encuentran presentes y se han incorporado a todo tipo de procesos de enseñanza, lo cual ha originado cambios en los sistemas de instrucción, como ha sucedido con el Modelo Educativo Integral y Flexible de la Universidad Veracruzana, el cual ha servido para crear ambientes formativos que demandan en el docente una serie de competencias, y en el estudiante el desarrollo integral de su aprendizaje. En tal sentido, este artículo guarda relación con otras investigaciones que han estudiado el papel mediador de las TIC en la formación profesional de los estudiantes del área Comunicación Organizacional. El diseño de este trabajo fue de carácter exploratorio, ya que permitió por primera vez la indagación de un tema realizado en el interior de la Facultad de Ciencias y

Técnicas de la Comunicación de la mencionada casa de estudios. La vía de acceso a la realidad social fue de tipo cualitativo, a través de la entrevista semiestructurada. El objetivo fue conocer las percepciones de los docentes en relación con las TIC y su papel mediador en el proceso educativo. El estudio se realizó entre febrero y julio de 2017 en los cubículos o espacios áulicos de los docentes. Los resultados demuestran que los profesores universitarios consideran importante el uso de las TIC en su labor cotidiana; sin embargo, en su quehacer pedagógico poco se observa su empleo, ya que al momento de diseñar o adoptar el modelo pedagógico de la institución no siempre se tiene un propósito educativo. Asimismo, son conscientes de que el incipiente uso de estas herramientas les imposibilita innovar en sus clases y, por ende, mejorar los procesos de enseñanza-aprendizaje. Por tal motivo, se considera que se deben aprovechar las TIC para formar los nuevos perfiles profesionales que el mercado laboral demanda.

Palabras clave: aprendizaje, enseñanza, gestión, TIC.

Abstract

Information and Communication Technologies (ICT) continue to transform the lives of those who live in the knowledge society. They are an inherent part of daily action, not only using them through a mobile, but within the family environment is subject to ever more innovative and interactive devices. Its use does not restrict ages and you can see that at an early agechildren become quickly familiar with them. In the educational sphere, the TIC are presents and have joined to all kinds of educational processes, which has caused changes in the education models, such is the case of the Integral Educational Model and Electric cord of the University Veracruzana, which takes as a priority the creation and innovation of educational ambiences, which demand of the teacher a series of competitions and of the student the integral and of integration formation of its learning. This article keeps relation with academic works and of investigation who have studied the mediating role that the Technologies of Information and Communication, they have inside the Institutions of Higher education, its target is to value the use of the TIC, like instruments of pedagogic mediation for the professional training of the students of the area communication Organizacional. The design of the investigation was of exploratory character, since it

allowed for the first time the investigation of a topic realized to the interior of the faculty of Sciences and Skills of the Communication. The route of access to the social reality was of qualitative type, across the semistructured interview. The objective was to know the perceptions that teachers have of ICT and its mediating role. For this purpose, professors were chosen who teach the different educational experiences and who have distinguished themselves by incorporating innovative strategies into their academic practice. The study was conducted in February -July 2017 in the cubicles or auditoriums of the teachers. The obtained results of the realized interviews, they account that the university teachers consider the use of the TIC to be important in its daily work, nevertheless, in its small pedagogic chore its use is observed, since at the moment of constructing, designing or adopting the pedagogic model of the institution, not always an educational, of the same form intention is had, they are conscious that the incipient use concerning the TIC disables them to innovate in its classes and hence to improve the processes of education learning. The use of the TIC in the management of the process of Education – Learning, inside the area Communication Organizacional, is a question of supreme importance that deserves to be tackled in a frontal way, especially before the new professional profiles, which the labor market demands.

Key words: ICT, Learning, Management, Teaching.

Resumo

As tecnologias de informação e comunicação (TIC) continuam a transformar a vida daqueles que vivem na sociedade do conhecimento. Na verdade, elas são parte inerente de suas ações diárias, porque mesmo dentro do ambiente familiar elas vivem sujeitas a dispositivos cada vez mais inovadores e interativos. Seu uso não restringe as idades e pode-se observar que em uma idade precoce as crianças rapidamente se familiarizam com elas. Na esfera educacional, as TIC estão presentes e foram incorporadas em todos os tipos de processos de ensino, o que levou à evolução dos sistemas de ensino, como já aconteceu com modelo educacional abrangente e flexível da Universidad Veracruzana, que serviu para criar ambientes de treinamento que exigem uma série de competências no professor e no aluno o desenvolvimento integral de sua aprendizagem. Nesse sentido, este artigo está

relacionado a outras pesquisas que estudaram o papel mediador das TIC na formação profissional de estudantes da área de Comunicação Organizacional. O desenho deste trabalho foi de natureza exploratória, pois permitiu pela primeira vez a investigação de uma matéria feita no interior da Faculdade de Ciências da Comunicação e Técnicas da referida casa de estudos. A via de acesso à realidade social foi qualitativa, por meio da entrevista semiestruturada. O objetivo foi conhecer as percepções dos professores em relação às TIC e seu papel mediador no processo educativo. O estudo foi realizado entre fevereiro e julho de 2017 nos cubículos ou sala de aula dos professores. Os resultados mostram que os professores universitários consideram importante o uso das TIC no seu cotidiano de trabalho; No entanto, em sua tarefa pedagógica pouco se observa seu uso, uma vez que no momento de projetar ou adotar o modelo pedagógico da instituição nem sempre há uma finalidade educacional. Eles também estão cientes de que o uso incipiente dessas ferramentas impossibilita que eles inovem em suas aulas e, portanto, melhorem os processos de ensino-aprendizagem. Por este motivo, considera-se que as TIC devem ser utilizadas para formar os novos perfis profissionais que o mercado de trabalho exige.

Palavras-chave: aprendizagem, ensino, gestão, TIC.

Introduction

Some of the main responsibilities of higher education institutions are teaching, research, the extension of services and the dissemination of culture, which could not be achieved without the management and educational administration of schools and programs. education that encompasses. This situation is evident in the different levels, as well as in the institutes, centers, schools and faculties where the management in the country is analyzed.

At the federal level, for example, there are educational policies that must be adapted to the context, the needs and particularities of each community, which have not always

been developed, so that they have not been able to benefit the education sector. Proof of this is the Educational Reform (2012) implemented in the administration of Enrique Peña Nieto (2012-present), which has had many problems due to one of the important processes of all administration and management: the professional teaching service. In this regard, the aforementioned reform indicates the following:

> The existence of improper practices has produced severe damage to the teaching vocation, the dignity of the teacher and the right of Mexicans to receive a quality education. Therefore the need to have a legal structure and an appropriate organization to ensure that the entry, promotion, recognition and permanence of teachers and staff with management and supervision functions in compulsory public education occur through mechanisms that allow to prove your abilities (p. 6).

At the state level, on the other hand, educational policies ensure that supervisors and inspectors not only duly perform monitoring functions of an academic and administrative nature, but also serve as a link between educational authorities and school authorities. These policies, implemented through their social actors (supervisors), must be coherent with the process of the education system. This is stated in Article 6 of the Education Law of the State of Veracruz by Ignacio de la Llave (2016):

> Quality education is the process of continuous improvement regarding the objectives, results and processes of the education system, with the purpose of raising the academic performance of teachers and students, according to the dimensions of effectiveness, efficiency, relevance and equity, and as product of the set of actions specific to school management and the classroom, consistent with the approaches and purposes of current curricula and study programs.

In this sense, institutions of higher education must offer an efficient academic system that guarantees quality to those who receive the educational service and that obeys the demands of society, with the aim of implementing structural conditions in their transformation and innovation processes.

Historical and contextual framework

The degree in Communication Sciences that is currently offered at the Universidad Veracruzana belongs to the fourth stage in the history of curricula implemented in that institution. Its origins are in the year 1998, when in the heart of this alma mater was made the rethinking of the type of education that was taught in their faculties. This resulted in the university and its various educational programs moving towards a constructivist-type model, called the Integral and Flexible Educational Model (MEIF), which was essentially oriented towards the comprehensive training of university students in order to incorporate them from the first semesters to the labor market.

In this way a curriculum was created to meet not only the needs of each student, but also for them to cultivate their own knowledge. This is how it is established in the founding document of the MEIF:

> The model requires, by its very nature, the presence of an instance that allows assessing the construction process carried out, the development of the actions that derive from it and its results. In other words, evaluation procedures are required to assess their construction methods, the work carried out by academic entities around the design of the plans and programs of study and the results of their implementation and development. (Universidad Veracruzana, 1999, p. 43).

Subsequently, in 2004 the Faculty of Communication Sciences and Techniques transformed the dynamics of its degree, which went from a rigid model to a flexible one that incorporated a new curriculum with different areas: Basic, Introduction to Discipline,

Disciplinary Training, Terminal Training (which was divided into three areas: Journalism, New Technologies and Organizational Communication) and Elective Terminal Training.

Currently, this program is in two important moments for the Faculty of Communication Sciences and Techniques: the first one has to do with the updating of the programs of each one of the educational experiences, while the second one is related to the redesign of the curriculum, which has been useful to analyze the discipline and social needs, as well as to conduct interviews with graduates and employers, among others.

Educational management in higher education institutions

Educational management refers to the role played by managers and teachers to respond to challenges and changes in teaching processes. This is linked to the development of the administration and the participation of the subjects that intervene in the management process. Robalino (2005) raises it in these terms:

> The dimension of educational management, under the new concepts of participation, belonging, decision-making and shared leadership in schools, alludes to teachers who take ownership of the reality of the school and the community where it is located, which translate the demands of their environment and the educational policies in the strategic project for their school, at the same time they do it in their pedagogical practice (p. 12).

The management, then, refers to the planning, organization, executive direction, coordination and control of different projects related to learning, education and administration, vital components for the operational framework of any organization. In the words of Vargas (2008), it has to do with the "set of theoretical-practical processes integrated horizontally and vertically within the education system, to fulfill the formal mandates, where management should be understood as a new way of understanding and driving the school organization "(page 5).

For this, educational management must fulfill multiple tasks, such as revitalizing the various levels of its organizational structure, training its employees and teachers, having the

necessary infrastructure to achieve research programs and projects, incorporating ICT to create new ones. learning environments and reorganize the knowledge of your curricular plan. In this regard, Botero (2009) considers the following:

> The educational management of the 21st century should draw action policies that qualify workers whose preparation today is usually below the technology used; reconvert to those preparations that perform functions that are obsolete or saturated with personnel; and address the problem of graduates of the education system who do not find employment, who occupy positions below their capabilities or who migrate to more developed countries (p. 6).

Educational management, therefore, should be considered as a practical discipline mediated by educational policies to generate changes, face challenges and adapt their application in different contexts.

Educational management within the teaching-learning process

To understand the role of educational management within the teaching-learning process, it is necessary to consider its functions. In the words of Valdez, Orozco, De León and Castillo (2011), university management should be understood as an adjective function, while the learning process as a substantive function. These have traditionally been analyzed independently, as if they were variables without any link in higher education institutions.

These authors, however, believe that there are empirical elements that suggest that the prevailing management model in universities predetermines and influences the development of the learning process, and that the latter impacts on the quality of education. This means that both adjective and substantive functions are interrelated, hence they should be studied in their different dimensions. In this sense, it is important to point out that every teaching-learning process implies a management process:

[This implies] a series of actions, decisions and policies carried out by the institutional authority on the academic and administrative processes, which are aimed at ensuring that the educational institutions fully comply with the substantive functions for which they were created. That is to say, these actions, decisions and policies have as a central purpose that educational institutions implement administrative teaching activities, research, dissemination of culture to improve the efficiency and effectiveness of educational systems (Valdez *et al.*, 2011, p. 9).

However, within any institution of higher education there is not only a certain management model, but also an organizational culture that often conditions the type of teaching-learning process that takes place inside the classrooms, which impacts on the educational quality that students receive. In this sense, Ramsden (2007) considers that quality teaching in higher education should change the way students understand, experience or conceptualize the world around them.

ICT and educational management

The importance of ICT within the academic sphere - and specifically in the curricular integration of any educational program - is extremely important, since it depends on the planning that is carried out not only of the academic activities, but also of the quality processes that they are implemented in institutions. For this reason, it is essential to understand the concept of ICT:

[ICT are] an essential element in new contexts and spaces of interaction between individuals. These new spaces and social scenarios have diverse features that generate the need for analysis and reflection around their characteristics. Within this new society, educational spaces are also in constant transformation, the new educational stays have been reflected in virtual learning centers, however, these new scenarios require a reflection on the use and incorporation of technologies, contexts Current educational

programs should be committed to a critical integration, in which the what, why and what for their incorporation and use is defined (Cabero, 2007, p. 5).

Indeed, with the emergence of the Internet and its implementation in the various areas of human endeavor - among them, the educational one - innumerable transformations have arisen within the teaching-learning process, which is evident in the innovations that ICTs have offered with its platforms and applications that have turned education into a dynamic, inclusive and effective process.

This change, obviously, has also brought new demands and opportunities for students and teachers, because thanks to these tools the former can acquire greater autonomy and responsibility in the learning process, while the latter obliges them to put aside their old role from a single source of knowledge, which generates uncertainties, tensions and fears that must be addressed to reinvent the traditional teaching-learning process (Lugo, 2010).

For that reason, today's educational institutions have the task of transforming their pedagogical strategies, for which they can rely on computer resources, so that they can become managers of that change. In this regard, the various educational modalities have appropriated different technological resources that allow students not only to better understand the information provided, but also the ability to generate and manage new learning environments. This has implicitly caused teachers to be permanently trained, contextualizing knowledge and mastering different technological tools in their daily practice. In this regard, Gallego Arrufat (2011) points out:

> The innovative use of ICT is the basis of training, as long as it has positive effects on student learning. This approach implies recognizing that although there are other multiple variables that also intervene, the perspectives and recommendations for training and professional development rest on the technological innovation that is made from didactic approaches based on good innovative practices (p. 45).

In this context, it must be understood that the new generations are characterized by being in constant interaction with digital technologies. In fact, they are young people skilled in the use of gadgets or devices, and many of them were born in the Internet age, so they are familiar with the virtual world. This has enabled them to have developed skills, habits and customs different from those of other people. "This particularity allows young people to design the strategies through which they want to learn certain topics or skills, setting objectives, goals and ways of learning" (Coll, Engel, Saz and Bustos, 2014, page 297).

The Organizational Communication area in the Faculty of Communication Sciences and Techniques

The current syllabus of the degree in Communication Sciences and Techniques, of the Universidad Veracruzana (2004), has the purpose of training social communicators who manage the theoretical-methodological, technical and instrumental foundations needed to perform in the areas of research, planning, coordination and production of materials of that discipline. Among its objectives, the following stand out:

- A solid intellectual and humanistic education.
- Scientific, technical and methodological knowledge that allows them to investigate, plan, produce and evaluate communicative actions with a high sense of social responsibility.
- Epistemological knowledge that will serve as the basis to develop new theoretical concepts around this discipline of study.
- Knowledge of the different social sciences that allow them to have solid elements to know, explain and interpret in an objective and integral way the reality in which they are immersed.

On the other hand, this plan is composed of 391 credits in five terminal training areas:

- General Basic Training Area.
- Basic Training Area Initiation to Discipline.
- Disciplinary Training Area.

- Terminal Training Area (Journalism, New Technologies and Organizational Communication).
- Optional Terminal Training Area.

The degree in Communication Sciences of the Universidad Veracruzana contemplates an estimated average of 4 to 6 years of academic training (that is, between 8 and 12 semesters), in which the student must incorporate into his professional career the diverse areas that constitute this educational program. To achieve this purpose, they must administer their training with the help of a tutor, who acts as a guide throughout their studies and guides them on the educational experiences they must complete to finish their professional career.

Organizational Communication is one of the three areas that make up the integral formation of that career. It contains a series of educational experiences that make up the disciplinary and terminal specialization of the degree. In this area the student is trained to work in companies, institutions and public or private organizations, through strategies that seek to facilitate the flows and communication processes that originate in their interior, hence students should know the importance of the communication between the members of an organization. This action involves the diagnosis, planning, organization, implementation and evaluation of processes, as well as the creation and storage of messages through various channels and supports, in order to generate synergies that favor work coexistence.

Organizational Communication favors the relationship between the members of an institution, since it allows them to interact and develop relevant information. It also serves as a mechanism for employees to adapt to their environment, facilitates communication flows and processes that occur both internally and externally, and helps members achieve their individual goals and those of their organization. On this, Castro (2012) thinks:

Organizational Communication is one of the fundamental factors in the functioning of companies, it is a tool, a key element in the organization and plays a key role in the maintenance of the institution. Its activity is possible thanks to the exchange of information between the different levels and positions of the environment; among the members, typical patterns of communicational behavior are established in terms of social variables, which means that each person has a communicative role (p. 65).

However, because the Faculty of Communication Sciences and Techniques is in the process of redesigning the curriculum, it is a priority to know the importance of ICT for the organizational area, so that it can be identified if Training of students is considered mediation of these resources, as well as their influence on the professional profile of communicators. This is because this faculty has about 13 years without updating its curriculum, time in which the dynamics of the world has changed. Therefore, an in-depth analysis is required to evaluate what knowledge should remain in the study programs, which should be modified and which should be eliminated.

These actions, of course, depend not only on the contents, the infrastructure of the institution or the attitude or skill of the students, but also on the training and disposition of the teachers, who must move from a rigid and behavioral model to a flexible and constructivist.

It is necessary to highlight, on the other hand, that the university-aware of the situational analysis that its academic programs go through every semester-also provides teachers the opportunity to train through the Academic Training Program (PROFA). However, it should also be noted that most of the courses focus on pedagogical training, and not disciplinary, so that whoever wants to train in their discipline must do it on their own.

Methodology

The present investigation was based on the intersubjectivity of the qualitative methodology, because its approach allows the reflection of social meanings shared by different subjects. This access to social reality can be seen as an attempt to make a deep understanding of the meanings and definitions of the situation being studied, through the experiences and experiences of the research subjects. Izcara (2014) explains it in the following way:

> [Qualitative research] to be based on inductive reasoning, not only is less dependent on pre-existing concepts that guide the research process, but has a greater capacity for theoretical generation. That is, while the quantitative researcher seeks to confirm and solidify a theoretical corpus developed by others, the qualitative aims to develop original theoretical positions, which other social scientists will help consolidate in subsequent research (p. 11).

On the other hand, regarding the technique used to approach the object of study, the semi-structured interview was used, which has a greater degree of flexibility than the structured ones "because they start with planned questions, which can be adjusted to the interviewees. Its advantage is the ability to adapt to subjects with enormous possibilities to motivate the interlocutor, clarify terms, identify ambiguities and reduce formalities "(Díaz, Torruco, Martínez and Varela, 2013, p.163).

During the planning of this interview, variables such as professional training, the teaching category, years of academic work, educational experiences, the type of technologies used in the chairs, as well as the mediating use of the various platforms and technologies were taken into account. that the Universidad Veracruzana facilitates for teaching-learning processes. For this, the following recommendations of Martínez were taken into account (2008):

- Have an interview guide based on the objectives of the study and the literature on the subject.
- Choose a pleasant place that favors a deep dialogue with the interviewee.
- Explain to the interviewee the purposes of the interview
- Follow the guide of questions so that the interviewee speaks freely and spontaneously.
- Do not interrupt the course of the interviewee's thinking.
- Invite the interviewee to explain, deepen or clarify relevant aspects for the purpose of the study.

The participants belonged to the Organizational Communication area of the educational experiences:

- Corporate Public Relations (teacher with 25 years of service).
- Corporate Communication Strategies (teacher with 5 years of service).
- Theories of Administration in Communication Companies (teacher with 32 years of service).
- Communication Strategies for Training (teacher with 47 years of service).
- Organizational Behavior and Continuous Improvement (teacher with 10 years of service).
- Theories of the Administration for Communication (teacher with 32 years of service).
- Political Communication and Advertising Campaigns (teacher with 25 years of service).

The interviewees participated in the educational program of the degree and, some of them, maintained labor links with companies based in the locality; For this reason, their answers were essentially taken to understand the use of ICT in the management of the teaching-learning process and to observe its relevance in the area of Organizational Communication.

Operational strategy for the analysis of the interviews

After the interviews, the opinions of the informants were transcribed with the Excel computer program. Thanks to the instrument used (semi-structured interview), different nuances could be detected in the answers provided. Afterwards, to carry out an analysis log, the grounded theory was used, which consists of identifying theoretical categories derived from the data by means of the use of a comparative method; this with the purpose of contrasting contents of different episodes of the interviews to identify, later, the fundamental issues.

> This type of theory is characterized by originating from the systematic collection and analysis of data. Here the theory has an important role, which is to show a series of units of analysis concomitant with data observed by the researcher on some type of phenomenon, through the practical analysis of data that arise from the theory (...). It is based on two general aspects that are the constant comparative method that codifies and analyzes the data simultaneously, by enabling the creation of concepts (...) and the theoretical sampling that reveals new elements to contribute to the expansion of concepts and trends of the researcher's analysis (Padilla, Vega y Rincón, 2014, p. 27).

This theory served to project definitions of the universe of the informants according to their own interpretations. This could be observed through the comparison of the information collected, which was conceptualized from categories and subcategories. The purpose was to "go parallel combining in the analysis of qualitative data, concepts, categories, properties and interrelated hypotheses, keeping in mind the possibility of the emergence of new categories with their properties, which must be incorporated in the analysis process" (Hernández, Herrera, Martínez, Páez and Páez, 2011, p.10).

The first reflections on the use of ICT were obtained through a data collection instrument of the semi-structured interview (guide), which was used in the interactions with the teachers who constituted the universe representative of the population. These interviews

were recorded, with the consent of the teachers, and had the peculiarity of being carried out in a unique meeting with each interviewee, whose approximate duration was 45 minutes.
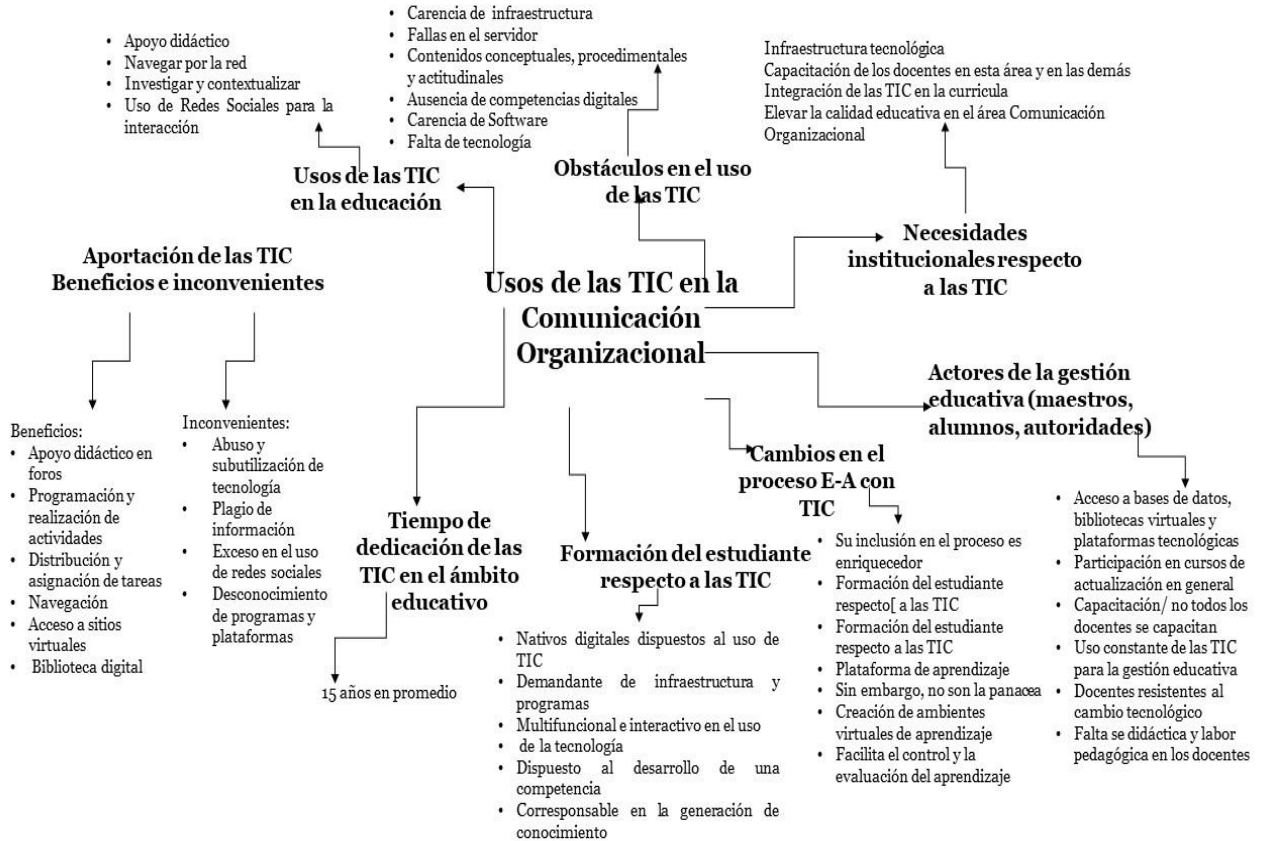
The criteria that were taken into account to select the informants were the following: teachers with different years of seniority in the institution, belonging to the Academy of Organizational Communication, availability for interaction and interest in the subject. In total, seven professors participated who taught different educational experiences both in the school system and in the open teaching system; these were classified according to a code, which was composed by the first letter of their surname and the years of work experience: A-25-1, G-47, M-32, P-05, G-32, A-25 y M-35.

The interviews were conducted from the meetings held to update the educational program of the degree. These were explained the purpose of the research and the interest in investigating the use of ICT in the organizational area. Aware of this, they agreed to participate and leave evidence through their responses. Appointments were arranged at times that would not harm them.

On the other hand, we proceeded to the integration and refining of categories and subcategories to integrate them in relation to a single topic. That is, the selective coding process was followed, which consisted in determining a central category, also called the core category. This allowed the researcher to know the conceptual structures of the interviewees, as well as their experiences leading the teaching work in the area.

The interviews were conducted in the first instance individually to identify the main categories and the characteristics of each of them. For the representation it was necessary to create a data matrix, which helped to systematize the information of the interviews and to discover the similarities and contrasts.

Figura 1. Referentes conceptuales de los entrevistados en relación con el uso de las TIC en el área Comunicación Organizacional

- Apoyo didáctico
- Navegar por la red
- Investigar y contextualizar
- Uso de Redes Sociales para la interacción

- Carencia de infraestructura
- Fallas en el servidor
- Contenidos conceptuales, procedimentales y actitudinales
- Ausencia de competencias digitales
- Carencia de Software
- Falta de tecnología

Infraestructura tecnológica
Capacitación de los docentes en esta área y en las demás
Integración de las TIC en la curricula
Elevar la calidad educativa en el área Comunicación Organizacional

Usos de las TIC en la educación

Obstáculos en el uso de las TIC

Necesidades institucionales respecto a las TIC

Aportación de las TIC Beneficios e inconvenientes

Usos de las TIC en la Comunicación Organizacional

Actores de la gestión educativa (maestros, alumnos, autoridades)

Beneficios:
- Apoyo didáctico en foros
- Programación y realización de actividades
- Distribución y asignación de tareas
- Navegación
- Acceso a sitios virtuales
- Biblioteca digital

Inconvenientes:
- Abuso y subutilización de tecnología
- Plagio de información
- Exceso en el uso de redes sociales
- Desconocimiento de programas y plataformas

Tiempo de dedicación de las TIC en el ámbito educativo

15 años en promedio

Formación del estudiante respecto a las TIC

- Nativos digitales dispuestos al uso de TIC
- Demandante de infraestructura y programas
- Multifuncional e interactivo en el uso de la tecnología
- Dispuesto al desarrollo de una competencia
- Corresponsable en la generación de conocimiento

Cambios en el proceso E-A con TIC

- Su inclusión en el proceso es enriquecedor
- Formación del estudiante respecto[a las TIC
- Formación del estudiante respecto a las TIC
- Plataforma de aprendizaje
- Sin embargo, no son la panacea
- Creación de ambientes virtuales de aprendizaje
- Facilita el control y la evaluación del aprendizaje

- Acceso a bases de datos, bibliotecas virtuales y plataformas tecnológicas
- Participación en cursos de actualización en general
- Capacitación/ no todos los docentes se capacitan
- Uso constante de las TIC para la gestión educativa
- Docentes resistentes al cambio tecnológico
- Falta se didáctica y labor pedagógica en los docentes

Fuente: Elaboración propia

After identifying the central category (that is, the use of ICT in the academic area of Organizational Communication), it was analyzed with the intention of organizing concepts or perceptions around it. Likewise, a series of peripheral categories or subcategories were detected, which are described in the following section.

Results

Use of ICT

The teachers interviewed consider ICT as a valuable tool in their chairs, since they allow them to simplify the programmatic content of an educational experience. This is shown by one of the opinions gathered:

> I use ICT especially as a didactic support, when using Power Point presentations, videos or films that allow me to teach my classes (G-47).

Another possibility offered by ICT to teachers has to do with the design of teaching materials, the creation of academic tutorials and the use of digital platforms and tools that have been gradually included in classroom practices:

> The use of ICT in the School of Communication is important because of the nature of the degree; we must qualify in them, like it or not, the same university has been imposing the use of them, either to send us information through an email or to notify us of an activity or a course; now everything is mediated by the ICT, not to mention the classes. The students there win us; they are skilled in these tasks (A-25).

As can be seen, the introduction of ICT in the context of higher education enables the design of innovative learning environments and activities. This, however, implies a challenge for teachers, especially for those who are not technologically literate and for those who are prejudiced about the use of these tools. Therefore, as the previous informant points out, it is an imperative within the university not only to teach to mainstream an educational experience, but also to promote it through the use of technologies.

Obstacles in the use of ICT

The main obstacles perceived by the informants in relation to the use of ICT are related to the low perceived utility for the management of learning within the Organizational Communication area. In this regard, this is what one of the teachers interviewed indicates:

Currently, ICTs are used at different educational levels, from basic education to higher education, both in new modalities and in learning options; They have come to revolutionize traditional and behavioral education, however, one of the obstacles that arise constantly is that the teacher still does not visualize the use of ICT as an instrument or pillar in strengthening educational quality. He knows he has to use them, but in most cases they do not see the benefit (P-05).

As you can see, for some teachers ICT offer only an instrumental use. Consequently, it is necessary to highlight the importance of these didactic and innovative methodologies to try to enhance the teaching-learning processes.

Benefits and demands of ICT

In the comments of the interviewees, it is perceived that there is no correspondence between the technological mastery of teachers and students, as one of the teachers points out:

Teachers must have the same ICT requirement as students. If the student is required to be qualified in the development of technological skills, for the professor it should be the same, but we realize that this is not mandatory; as a result, the student exceeds the teacher in the management not only of the equipment, but of the package and the skill to use any type of device or digital content. This is where problems arise due to lack of understanding between the actors of the teaching-learning process (M-35).

This opinion underlies an exhortation to teachers to train and develop their technological skills, which will allow them to understand the needs and preferences of young people today. In this sense, according to the opinions obtained, it can be indicated that ICT should be used to enhance the learning process of students, as one of the participants points out:

I try to make the use of ICTs, in the classroom, provide benefits, and not disadvantages, to students. I am very strict with my didactic planning, in such a way that the activities that they execute are supported not only with the management of technologies, but with an appropriate content. They not only see their technological capacity: they go further by spreading and sharing knowledge and putting them into practice (G-47).

On the other hand, the role of the teacher in the use of technologies is still perceived as a challenge to be met, so that more efforts are needed to continuously develop the technological and didactic competences in order to conduct and monitor the student's learning.

What I observe is that as teachers in general we do not know what ICTs are for and how they are applied in the classroom. Not only is making a beautiful and colorful Power Point, but what is the meaning of its content. We have sometimes underutilized the potential that a medium or digital platform can give us and we say "I do not like it" for not telling the truth: "I do not know how to use them". There are colleagues who do not want to enter the use of technologies and do not know that we can discuss a topic through forums, send information by email, interact in a social network; there are so many things that can give us benefits and it seems that for some colleagues this is an inconvenience (P-05).

In other words, it is essential that teachers explore in the new didactic alternatives offered by ICT, which can be used mainly with students who are in a blended learning mode.

Technological infrastructure required by ICT

To use ICTs productively, it is also necessary to provide the institutions with the appropriate technological infrastructure, since the evaluation and perception of their educational programs depend on this. However, in the case of the Universidad Veracruzana this task has not been easy, as one of the teachers points out:

> The faculty requires more infrastructure and equipment for its auditoriums. Although most of the rooms already have a video projector, not all teachers use it, because many of them do not know how to use the equipment. Likewise, the institution, although it has a computer center, both the machines and the programs are not updated and do not have the parcel service that is required. In addition to this situation, the internet connection is deficient and slow, it is constantly falling (A-25-1).

Conclusion

For there to be a real use of ICT in the configuration of new forms of teaching and learning within the Organizational Communication area, an integrating vision of the institutional educational policies of the Universidad Veracruzana is required, as well as the organization and disposition of the authorities of the faculty. In addition, material and technological resources are needed, as well as the participation of the actors involved in the management of the teaching-learning process.

The use of ICT in education offers innumerable possibilities for the actors of education management to be involved in new forms of pedagogical and disciplinary action; for this, however, there is still a need to overcome certain resistances that oppose the use of technologies to promote educational development.

Indeed, according to the comments of the interviewees, it can be affirmed that while some teachers consider that ICT can be used as mediation tools to teach the content of a subject, it is also true that for others they are not seen as strategic tools for promote the generation and dissemination of new knowledge within the area of Organizational Communication or as a daily instrument in the workplace. In other words, it seems that it is

not perceived that the current reality requires the training of students with new professional profiles who must rely on the use of ICT to carry out the activities of a company or organization.

In fact, sometimes these have been applied to regulate a specific educational activity of the students, but not as an innovative strategy to enhance the educational practice; that is, work continues in the traditional way, instead of creating other learning environments where collaborative work can be promoted.

Therefore, teachers agree that training is still needed around the educational use of ICT, since the world of organizations has been developing in a virtual environment for a long time. In short, it takes a lot of effort and research to accelerate the processes of transformation in the field of education.

References

Botero, C. (2009). Cinco tendencias de la gestión educativa. *Revista Iberoamericana de Educación, 49*(2). Recuperado de file:///C:/Users/Particular/Downloads/2811Botero%20(3).pdf.

Castro, J. (2012). Comunica, Lecturas de Comunicación Organizacional. Madrid, España Editorial: Gesbiblo S.L.

Cabero, A. (2007). Las necesidades de las TIC en el ámbito educativo: oportunidades, riesgos y necesidades. *Revista Tecnología y Comunicación Educativas,* (45). Recuperado de http://cursa.ihmc.us/rid=1M92QYFT5-2BBGPTG-1QT0/julio%20cabero.pdf.

Coll, C., Engel, A., Saz, A. y Bustos, A. (2014). Los entornos personales de aprendizaje en la educación superior: del diseño al uso. *Revista Cultura y Educación, 26*(4). Recuperado de: http://www.tandfonline.com/doi/abs/10.1080/11356405.2014.985935?journalCode=rcye20.

Díaz, L., Torruco, G., Martínez, M. y Varela, M. (2013). La entrevista, recurso flexible y dinámico. *Revista Investigación en Educación Médica, 2*(7), 162-167.

Gallego, A. (2011). Los docentes ante las tecnologías de la información y comunicación en la educación: Innovación y formación. *Revista de Educación Año 2 Nº2*. Recuperado de: http://fh.mdp.edu.ar/revistas/index.php/r_educ/article/viewFile/27/71

Izacara, S. (2014). *Manual de investigación cualitativa*. México: Editorial Fontamara.

Hernández, J, Herrera, L., Martínez, R., Páez, J. y Páez, M. (2011). *Generación de teoría. La teoría fundamentada.* Venezuela: Universidad del Zulia.

Ley de Educación del Estado de Veracruz de Ignacio de la Llave (2016). Última reforma publicada en la Gaceta Oficial el 17 de febrero de 2016. Recuperado de https://www.uv.mx/legislacion/files/2016/10/ley-de-educacion-veracruz.pdf.

Lugo, M. (2010). Las políticas TIC en la educación de América Latina. Tendencias y experiencias. *Revista Fuentes,* (10)*,* 52-68. Recuperado de https://ojs.publius.us.es/ojs/index.php/fuentes/article/view/2587.

Martínez, M. (2008). *La investigación cualitativa etnográfica en educación.* México: Editorial Trillas.

Padilla, J., Vega, P. y Rincón, D. (2014). Teoría fundamentada y sus implicaciones en investigación educativa: el caso de Atlas.ti. *Revista de Investigaciones UNAD, 13*(1), 23-39. Recuperado de http://hemeroteca.unad.edu.co/index.php/revista-de-investigaciones-unad/article/download/1129/1327.

Ramsden, P. (2007). *Learning to Teach in Higher Education*. Londres/Nueva York, USA. Routledge Falmer.

Reforma Educativa de México (2012). *Resumen ejecutivo*. Recuperado de https://www.gob.mx/cms/uploads/attachment/file/2924/Resumen_Ejecutivo_de_la_Reforma_Educativa.pdf.

Robalino, M. (2005). ¿Actor o protagonista? Dilemas y responsabilidades sociales de la profesión docente. *Revista PRELAC: Proyecto Regional de Educación para América Latina y el Caribe,* (1), 7-23. Recuperado de file://C:/Users/Particular/Downloads/revista_prelac_1_espanol.pdf.

Universidad Veracruzana (1999). *Nuevo modelo educativo para la Universidad Veracruzana. Lineamientos para el nivel licenciatura*. Recuperado de https://www.uv.mx/meif/files/2015/03/MEIF.pdf.

Universidad Veracruzana. Facultad de Ciencias y Técnicas de la Comunicación (2004). *Plan de estudios*. Recuperado de https://www.uv.mx/docencia/programa/Creditos.aspx?Programa=CSCO-04-E-CR.

Valdez, A., Orozco, J., De León, A. y Castillo, M. (2011). *Gestión universitaria y procesos de aprendizaje para la calidad educativa: el caso del CUCEA de la Universidad de Guadalajara*. Ponencia presentada en el Sexto Congreso Nacional de Educación Turística CONAET-AMESTUR. Monterrey, México. Recuperado de http://adriandeleon.cucea.udg.mx/docs/CALIDAD_EDU_CUCEA_UDG.pdf.

Vargas, I. (2008). Análisis de cinco desafíos en el ejercicio de la administración educativa. *Revista Electrónica Actualidades Investigativas en Educación, 8*(1), 1-15. Recuperado de http://www.redalyc.org/pdf/447/44780117.pdf.