

The student podcast as a pedagogical strategy of education for peace in the El Santuario neighborhood of the city of Barranquilla, Colombia

H. Cerra Franco

Universidad Sergio Arboleda/ Colegio el Corazón Del Santuario (Colombia)

Abstract

The objective of this research is to design a pedagogical strategy that promotes education for peace for the vulnerable population of the El Santuario neighborhood in the city of Barranquilla, Colombia. The El Santuario neighborhood is one of the poorest areas of Barranquilla and one of the places with the highest rate of insecurity. Due to the above, an investigative process was developed with the high school students of Colegio Corazón del Santuario, through the methodology of research, action, and participation. With the theoretical contributions of Jares (2002), Tinto (2010), Nussbaum (2002), Ainscow (1998), and Vega (2018), a pedagogical strategy was consolidated through which the students of the Corazón del Santuario School designed reconciliation experiences from podcast creation. The results showed that the development of research with a focus on research, action, and participation, in which the community assumes a leading role in solving problems, facilitates the transformations required in processes of social innovation. In the same way, it was shown that the use of digital resources to promote teaching practices allows for increasing the pedagogical impact in specific contexts.

Keywords: pedagogical strategy, digital resources, vulnerable population, education for peace, reconciliation, development.

1. INTRODUCTION

The right to education, specifically in Colombia, in the terms of its political constitution of 1991, requires society to guarantee access to quality education and equal opportunities for all Colombian children and young people. Now, if education is analyzed worldwide, it is an issue that for centuries has concerned humanity, from its rulers to the common citizen, including teachers and students, the reason is clear, and is that depending on the management that is given to education, there will be a society on a smaller or larger scale well formed. For this reason, the author Hillary Alejandra Cerra was interested in working to strengthen a better education, this research finds and exposes a problem that is experienced in the department of Atlántico, Colombia, specifically in the school El Corazón del Santuario of neighborhood The

Santuario, a sector south of the city of Barranquilla, where a high dropout rate is reported according to statistics from the Secretary of Education.

Therefore, she decides to implement the student radio as a pedagogic strategy of school integration and education for peace in El Santuario school, since, nowadays, mass media and new technologies are considered the fourth power of the world. The versatility, immediacy and low cost of access to the radio medium make it unparalleled. If we add to all of the above, its formative capacity and its capacity to build citizenship. Also, the author decided to work on her research based on the theoretical and academic contributions of the authors Martha Nussbaum, Mel Ainscow and Professor Jair Vega.

2. GENERAL OBJETIVE

Show the effectiveness of student radio as a pedagogical strategy of inclusive education that impacts on school dropout at El Corazón del Santuario school in Barranquilla.

3. SPECIFIC OBJETIVES

- 1) Implement a student radio space that brings to the classroom the benefits of integration and participation of student radio as a pedagogical strategy against school dropout.
- 2) Establishes the causes of school dropout at El Corazón del Santuario school, related to the pedagogical strategies implemented by teachers in terms of school integration pedagogies established in their curriculum.
- 3) Documents the experience of the Student Radio project of El Corazón Del Santuario school in the city of Barranquilla.

4. CONTEXT

El Corazón Del Santuario, located in the south zone of the city of Barranquilla, begins as the project of an improvised school, in 1979, called the 5th mixed, which is created by the need of a community urgent to have a place where to educate their children. Therefore, they decided to unite under this purpose, managing to make a sketch of what would be the school and thus be able to proceed to get a lot where to build it. However, in view of the limited economic resources of the community leaders of the sector, whose stratum within society is one and two (1 and 2), parents were given the task of delivering their idea to the Departmental Secretary of Education, who proceeds to create the school in terms of land purchase, infrastructure and basic material goods useful for what would be a simple but functional school.

Unfortunately, the materials provided for the creation of the school did not meet high quality standards and in a short time the school showed an accelerated deterioration of its classrooms, desks and roof.

In the 80's, the school changed direction and the teacher Maria Soto, who was the principal, was left in charge of one of the goals, to rebuild the institution, but at that time there was no political will on the part of the authorities and the school continued to deteriorate physically and functionally. However, in the short time it was working, academically it managed to gain credibility points within the community of neighborhood The Santuario and its surroundings.

5. METHODOLOGY

This research project is situated within a qualitative research line, with a participatory action-research design, since the study of a social context is carried out, where research is conducted at the same time as intervention, and the researcher's role is to be a catalyst that stimulates transformation and social change, which is what is expected to be achieved.

The pedagogical model used is the constructivist one, since the axis of this model is "learning by doing". The teacher is a facilitator who contributes to the development of students' abilities to think and devise, plus the school aims to form cognitively evolved individuals. Constructivism seeks the formation of people as active subjects, capable of making decisions and issuing their own value judgments, it also emphasizes the valuation of processes, because the main thing is the acquisition of knowledge before the results.

Methods and Instruments:

Being a qualitative type of research, the following techniques will be implemented to compile new and existing information:

- Direct observation
- Photographs
- Interviews and narratives (focus group)

It was decided to report on the activities carried out in the community student radio starting from the first day of its implementation in the school El Corazón Del Santuario through the method of data collection of journalistic order "Field Diary" since by means of orderly notebooks corresponding to the radio activity, the description of activities carried out, workshops solved, schemes, diagrams, conceptual maps, explanatory graphs, problems solved, among others, is made. The group of students with greater activity and participation in the student radio are those who are part of the radio program where they are encouraged to talk about news that they themselves investigate as assigned homework.

On the other hand, within the "Interview" as a fundamental technique for data collection in this research, the figure of "Focus Group" was chosen for the

selection of two teachers specialized in radio and technology, with the purpose of discussing and commenting, each one from their own point of view, the topic or theme proposed by the researcher of the project.

Phases of the research

1 Phase (Logistical, administrative):

We proceed to obtain the corresponding permissions to carry out the execution of the student radio project. Permissions approved by: (Students, teachers, the rector, academic coordinators).

Visualize the adequate space for the development of the project, taking into account the basic school materials that the children will need, such as: notebooks, pencils, eraser. And the tools provided by the school, such as: internet connection, blackboard, chairs, a table and the accompaniment of a teacher.

2 Phase (Project implementation):

The radio program is developed based on the elaboration of a script previously designed by the researcher of the project. Whose established content took into account the appraisals and contributions of the expert teachers in radiophony, in the same way, the experiences of the teachers of the Colegio el Corazón del Santuario were reflected.

3 Phase (Evaluation):

In this stage of the project, both the two teachers and students of the sixth grade of high school were evaluated through the qualitative research method such as the "Interview" specifically with regard to the Focus Group, the appreciations and academic contributions observed in the journalistic experience with the teachers were evaluated.

6. ANALYSIS OF RESULTS

This type of post-pandemic students, have a very particular cognition since they were almost 2 years studying in virtual mode, so they can be very enthusiastic or apathetic, fortunately we were able to channel all that energy contained during the pandemic period to generate in them the emotion of wanting to get a medium to be heard and visible.

They had a very positive concept of radio, most of them do not have internet in their homes, so the most used medium for both entertainment and information is the radio.

Having a radio station in their school becomes an incentive for them, a strong motivation to be able to attend classes knowing that they have a small space for opinion, entertainment and personal growth.

In the structural balance it is evident that there is no technological communications equipment, the lack of economic resources limits 100%, as already mentioned by Manuel Martín Serrano (Gómez, 1994) when he pointed out that equipment is the necessary condition to be able to habitually use any of the audiovisual media. It is considered, then, that it is required not only technological equipment, but also an adequate physical space to take better advantage of the school radio.

For example, author Meil Ainscow proposes restructuring schools according to the needs of all students and goes on to assert that inclusive-oriented regular schools are "the most effective means to combat discriminatory attitudes, to build a society of Inclusive Education, Education for Peace and Affordability for All". Moreover, he suggests, such schools can provide "effective education for the majority of children and improve the efficiency and ultimately the cost-effectiveness of the entire educational system. Implicit in such an orientation is a paradigm shift in the way we look at educational difficulties. Such a change in perception is based on the idea that methodological and organizational changes to meet the needs of students with difficulties due to their environment or learning problems can, under certain circumstances, benefit all students.

Also, from the "capabilities approach" of the author Martha Nussbaum, this theory can be analyzed in the educational field, since it is necessary to have an explanation of the reasons for children dropping out of school and the discrimination that children suffer from citizens, in order to achieve the goal of reducing this problem and thus have a dignified and inclusive society.

Another important recommendation is to reflect on promoting at school the development and/or empowerment of capacities through the three skills proposed by Martha Nussbaum to work on pedagogical practice: the ability to critically examine (an examined life), the ability to see oneself in relation to other human beings and the narrative imagination seen from a multicultural education in search of humanization.

It is so, the school should be a place for the development of emotions, where the student recognizes the diversity in each of the spaces in which he is immersed and that demand respect for himself and for the other, "each person is treated as worthy of attention, and in which each one has been put in a condition to really live in a human way" (Nussbaum, 2002 p. 115), that is why it is necessary to offer a dignified treatment to the student and consider him as a person who deserves all the attention in pursuit of a human formation.

It is important to highlight that analyzing the behavior of the children with their radio project, it is observed that they are very receptive but at the same time demotivated

by the precarious conditions in which they find themselves to make this project possible in a constant and permanent way, thus preventing them from dropping out of school.

7. CONCLUSIONS

To overcome the limitations of equipment, we must set our objective directly on taking advantage of technology, especially the Internet, for the creation, broadcasting and dissemination of content.

Conceptually, school radio is defined as a means of communication subject to the reality and guidelines of educational institutions, which offers students possibilities of development through communicative competencies.

It becomes a space for participation and expression. In addition, it contributes to facilitate the teaching process of teachers and the learning process of students with uses ranging from instrumental, communicational and educational, as a didactic resource, as an object of knowledge and as a means of communication and expression.

In the case of the radio program "Santuarista Stereo" of the Educational Institution El Corazon del Santuario, in addition to the educational use already mentioned, it is also used in an instrumental way to program music and recreational activities, thus fulfilling a function of information and orientation by issuing communications of interest to the educational community where the programming is the responsibility of the students.

Many of the students aspire to be great broadcasters, who transmit optimism to the public, most have grown up in precarious situations, and have seen from their own experience how their parents or relatives, the radio has helped them to raise their spirits.

This really reinforces their emotional intelligence, as they really perceive the radio as a help in their lives and want to give back to the world what they have experienced.

We are in front of students who in the future will become agents of change for society, and from the radio project we can strengthen their intellectual, motor, oral and corporal expression and other talents.

The coexistence improved notably, since everyone is in tune with the same purpose, the educational community is grouped around the school's only means of expression; as a result, students learn to be more tolerant and respectful, more accepting of the diversity of urban cultures and thoughts; it has become an open space to share in a more attentive way the way of thinking and seeing things from a broad point of view.

Another point to highlight is the training that is being provided to students around communication, different activities are being carried out, where their strengths, whether linguistic, expression or writing, are potentiated.

Inject students with that shift in thinking by using communication as a ripple of good things, not as a tool to encourage bullying.

And last but not least, one of the radio programs that is being structured is precisely to combat bullying at school. There are no directly identified cases, but it is a latent reality that we must treat and prevent.

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