Educommunication: A dialogic approach to innovate teaching practice

Educomunicación: enfoque dialógico para innovar la práctica docente

Delmy Janeth Andadre Oviedo
https://orcid.org/0000-0001-6264-749X
Plato, Magdalena / Colombia

Lisset Márquez Martínez
https://orcid.org/0000-0001-8667-8354
Plato, Magdalena / Colombia

Jorge Miguel Quevedo Borrero
https://orcid.org/0000-0001-8130-701X
Plato, Magdalena / Colombia

* M. Sc. in Education. Researcher at Universidad Autónoma del Caribe, assigned to the Programa Todos a Aprender of the Ministerio de Educación Nacional de Colombia. Quality Area of the Departamento del Magdalena. Universidad Autónoma del Caribe. Email: delmyjanethandrade@gmail.com

** M. Sc. in Education, Universidad Autónoma del Caribe, Barranquilla - Colombia. Universidad Autónoma del Caribe, Barranquilla - Colombia. Researcher at Universidad Autónoma del Caribe, Teacher assigned to the Institución Luis Carlos Galán Sarmiento, Plato, Departamento del Magdalena - Colombia. Email: lissetmarquez@hotmail.com

*** M. Sc. in Education, Universidad Autónoma del Caribe, Barranquilla - Colombia. Researcher at Universidad Autónoma del Caribe, Teacher assigned to the Management Area of the Institución Luis Carlos Galán Sarmiento, Plato, Departamento del Magdalena - Colombia. Email: quevedoborreroj@gmail.com

Abstract

The objective of this study was to establish the importance of Educommunication as a dialogic approach to innovate teaching practices. It was addressed from five theoretical perspectives: educational, communicative, media-related, social, and technological. The methodology involved a documentary review of previous theories and approaches. For this purpose, 42 documents were selected, focusing on topics such as educommunication, educational innovation, and the integration of technologies in the classroom. Inclusion criteria were applied, such as open access, publication between 2010 and 2024, and availability in English and Spanish. Content analysis and theoretical synthesis were employed. The results showed that educommunication fosters participatory and critical learning, promotes teaching for empowerment, and cultivates citizens capable of analyzing, questioning, and producing ethical content. In conclusion, the study highlighted the need for teachers to redesign their practices using an educommunicative approach, incorporating dynamic and inclusive learning experiences that contribute to the development of collective knowledge.

**Keywords:** Educommunication, dialogic approach, innovation, teaching practice.

Resumen

Este estudio tuvo como objetivo establecer la importancia de la Educomunicación como enfoque dialógico para innovar la práctica docente, se abordó desde cinco halos teóricos: educativo, comunicativo, mediático, social y tecnológico. La metodología correspondió a revisión documental de teorías y enfoques previos. Para este fin, se seleccionaron 42 documentos, sobre temas de educomunicación, innovación educativa y la integración de tecnologías en el aula; se utilizaron criterios de inclusión como: acceso abierto, publicados entre los años: 2010 y 2024, en inglés y español. Se empleó análisis de contenido y síntesis teórica. Los resultados mostraron que la educomunicación fomenta un aprendizaje participativo y crítico, promueve la enseñanza para el empoderamiento y la formación de ciudadanos capaces de analizar, cuestionar y producir contenido ético. En conclusión, se resaltó la necesidad de que los docentes rediseñen sus prácticas desde el enfoque educomunicativo, con experiencias de aprendizaje dinámicas e incluyentes que contribuyan desarrollar conocimiento colectivo.

Palabras clave: Educomunicación, enfoque dialógico, innovación, práctica docente.

Introduction

Currently, significant weaknesses are observed in educational processes, with one of these problems being resistance to change in school culture and the educational community at large. In this regard, Gozálvez and Contreras (2014) point out that innovation in teaching frequently encounters traditions and attitudes that favor conventional methods, which limits the implementation of more participatory and collaborative practices. Meanwhile, Álvarez and Suárez (2023) maintain that classroom diversity poses the challenge of adapting innovation to be inclusive
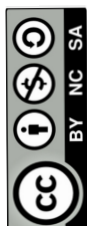
and responsive to students' different social and cultural realities. Hence, the lack of a teamwork culture also hinders the adoption of methodologies that promote collaboration and social interaction, such as project-based learning or collaborative learning.

Within this framework, Aguaded and Martín (2013) highlight that one of the major problems facing educational systems today is the unidirectional communication that still prevails in many educational contexts. This creates a barrier that prevents dialogue between teachers and students, limiting the development of critical thinking and personal expression skills in learners.

For Barbas et al. (2013), some teachers' lack of communication skills to manage diverse opinions and perspectives in the classroom can also hinder an environment of openness and respect, which is necessary for innovation in teaching practices to thrive. Additionally, there is the challenge of fostering authentic communication in virtual environments, which are sometimes perceived as impersonal and distant.

According to Lara (2016), education today faces problems rooted in the inadequate integration of media into the teaching-learning process. As a result, many teachers use digital media superficially, without taking advantage of their potential to develop students' critical thinking and media literacy.

From Caballero's (2022) perspective, overexposure to digital content and the lack of strategies to filter and critically analyze information make it difficult for students to develop a deep and responsible understanding of media. This underscores the need to train both teachers and students in information analysis skills and in the ethical and conscious use of media.

It is worth noting that according to Hergueta (2017), in the educational field, one of the most common problems faced is the rigidity in traditional teaching approaches and methods, since innovation requires flexibility in content and pedagogical methods, but curricular limitations and standardized assessments may restrict teachers' ability to experiment with new strategies.

For their part, Gil and Marzal (2023) emphasize that the lack of continuous training and professional development in innovative pedagogical approaches leaves some teachers without the necessary tools or knowledge to effectively transform their practices. This limits the possibility of creating truly adaptive learning environments that are student-centered and aligned with their interests.

Nevertheless, Aguaded and Martín (2013) point out that the main problem affecting educational processes in this era is the digital divide, which impacts both teachers and students and their families, due to the fact that not all teachers have access to technology or the digital skills required to effectively integrate it into their practices. Similarly, the technological infrastructure in some institutions is insufficient or inaccessible, which restricts the implementation of technological tools that could enrich learning.

According to Guzmán and Castillo (2022), there is also the risk of decontextualized technology use, where devices and applications are employed without a clear pedagogical purpose, po-

tentially creating distractions rather than enhancing learning. All this reveals that current education remains marked by unresolved challenges (Bonilla del Río et al., 2018).

Following this line of thought, Koffermann (2023) considers one of the problems to be the lack of student engagement in the educational process, as traditional methods tend to focus on unidirectional knowledge transmission, limiting the development of students' critical and communicative skills, who need more spaces to express their ideas, question, and reflect.

For Feltrero et al. (2023), there are difficulties related to the limited incorporation of information and communication technologies (ICT) in teaching in ways that leverage their potential to foster interaction and dialogue. In many cases, ICTs are used only as support tools without promoting genuine collaborative learning experiences, which reduces their effectiveness in developing digital and communication competencies.

In this regard, Downer et al. (2015) explain that some teachers struggle to adapt their practices to meet the needs of today's students, who require more dynamic, participatory, and meaningful education. Therefore, López et al. (2023) argue that the lack of training in innovative approaches, such as educommunication, limits teachers' ability to transform their classrooms into spaces for dialogue and knowledge co-creation, adapted to students' interests and contexts.

According to González et al. (2024), communication problems between teachers and students persist, affecting the construction of relationships based on trust and mutual respect. This makes it difficult for students to feel heard and valued in the classroom, which is fundamental for inclusive and democratic education. Finally, the lack of pedagogical innovation affects students' motivation and interest, who may perceive education as something distant from their reality (Arranz et al., 2024). For all these reasons, this study is considered to provide an opportunity to explore how a dialogic educommunication approach could transform teaching practices, making learning more relevant and accessible, and promoting an education where students feel like protagonists of their own learning process.

In this regard, Aguaded and Pena (2013) propose that educommunication is becoming increasingly important today due to its ability to address the needs of more participatory, inclusive education focused on students' holistic development. This approach integrates communication into education, promoting pedagogical practices that foster dialogue, critical thinking, and collective knowledge construction - key aspects in a world where students are exposed to a constant flow of information through multiple media and platforms.

It should be noted that Colombian educational institutions exhibit low student motivation and participation in the learning process. In many cases, traditional teaching methods focused on unidirectional knowledge transmission generate disinterest and limited capacity for reflection and opinion-sharing, restricting participation and critical thinking development. At the social level, it is common to observe that some students experience difficulties collaborating and working in teams, which may be related to the lack of methodologies promoting classroom inte-

raction and coexistence. This creates a learning environment where individual competition pre-dominates and, in some cases, conflicts arise among students, hindering a culture of respect and cooperation.

Similarly, one recurring symptom is the limited communication between teachers and students, along with teachers' tendency to monopolize classroom discourse. This creates a barrier pre-venting the establishment of an environment of trust and mutual respect where students feel safe expressing their ideas and experiences.

Likewise, some teachers show limitations in managing bidirectional communication dynamics, which can lead to students feeling misunderstood or demotivated, affecting their relationship. It is also observed that many teachers and students lack skills to critically analyze and use digital media and information. The lack of adequate media literacy hinders students' ability to discern between truthful information and misinformation, and many teachers fail to integrate these topics into their classes, missing the potential of media as tools for critical and contextual learning.

Furthermore, there is little adaptation to students' needs and an absence of methodologies responsive to their interests and realities. This results in students who find no meaning or re-levance in what they learn and consequently do not engage significantly in their learning pro-cess. Additionally, there is scarce ongoing teacher training in innovative pedagogical approaches, limiting institutions' capacity to meet the demands of modern education adapted to current times.

Finally, in the technological sphere, a significant digital divide persists. Consequently, many stu-dents and teachers lack access to technological devices or necessary connectivity, hindering the use of digital resources in learning. In cases where technological resources exist, they are often used superficially or as basic support for traditional teaching, without fully leveraging their pedagogical potential. This situation limits the possibility for both teachers and students to de-velop digital competencies and practical skills to face the challenges of an increasingly digitalized world. For all these reasons, this study proposed establishing the importance of Educommuni-cation as a dialogic approach to innovate teaching practices based on five fundamental theo-retical dimensions: educational, communicative, media-related, social, and technological.

Methodology

The present study followed the procedures of a documentary review, which involves collecting, reviewing, and analyzing existing documents such as books, scientific articles, master's and doc-toral theses, among others (Arias, 2016). This approach is useful for consolidating information on a specific topic without the need for primary research. Through the review of previous do-cuments, the study aims to establish a solid theoretical foundation, identify trends, patterns, and gaps in existing knowledge. In this case, 42 relevant documents were selected on topics such as educational innovation, educommunication, pedagogical strategies, and the integration of technology in the classroom, all produced by recognized academic sources.

In this regard, the documents were selected based on specific inclusion criteria. Only academic books, peer-reviewed scientific articles, and theses that directly addressed topics related to teaching innovation, educommunication, and technological teaching strategies were included. The documents had to be published between 2010 and 2024 to ensure the timeliness of the information. Additionally, only documents in Spanish or English were considered to facilitate comprehension and accessibility.

To search for the documents, keywords such as "pedagogical innovation," "educommunication," "innovative teaching practices," "educational technology," and "teaching strategies," among others, were used and entered into various academic databases, including *Google Scholar, Scopus, ERIC*, and *JSTOR*. This selection of keywords enabled the identification of relevant documents that comprehensively covered the central themes of the research, ensuring that the articles, books, and theses were pertinent to the study's objectives.

The analysis of the information obtained from the documents was conducted using various techniques. The primary method was content analysis, which allowed for a detailed review of the texts, identifying recurring themes, approaches, and trends related to pedagogical innovation and educommunication. Relevant information was categorized, and the different approaches found were compared, enabling the identification of key similarities and differences. Additionally, a theoretical synthesis technique was employed, grouping the main ideas from the reviewed documents to construct a coherent narrative summarizing the most significant findings.

Results and discussion

Below is an analysis of the documentary review based on the five fundamental theoretical dimensions

Table 1

Analysis of the Educational Dimension

Theoretical dimension	Authors	Theory	Contributions to dialogic educommunication	Impact on teaching innovation
Educational	Martini (2020).	It points to potential integration between educommunication and other fields—such as technology and pedagogy—opening dialogue about how communication and education interconnect within broader contexts.	The study critiques traditional approaches and opens dialogue about educommunication's intersection with other fields like technology and pedagogy.	Their approach contributes to integrating multiple perspectives into the educational process, promoting flexibility and adaptation to new realities.

Table 1 (cont.)

Theoretical dimension	Authors	Theory	Contributions to dialogic educommunication	Impact on teaching innovation
Educational	Medina (2024)	It alludes to the transformation of interaction and communication forms, promoting an inclusive paradigm contextualized within Latin American realities.	Humanistic education connects emotions to mobilize learning.	Allows for innovation to be approached from the perspective of student diversity.
	García et al. (2024)	It explores the significance of emotions in educational processes, specifically in teaching, while also addressing how educommunication extends beyond informational content.	It suggests that emotional bonds in the classroom facilitate meaningful connections with content. This approach values the emotional dimension, fostering a more human and comprehensive educational experience.	It suggests that emotional bonds in the classroom facilitate meaningful connections with content. This approach values the emotional dimension, fostering a more human and comprehensive educational experience.
	Miranda & Sandoval (2024).	They propose expanding education beyond traditional classroom settings, encompassing both formal and informal learning contexts.	They propose expanding education beyond traditional classroom settings, encompassing both formal and informal learning contexts.	Educational barriers could be overcome by combining formal and informal contexts and introducing innovations in interaction spaces.
	Anaguano (2024)	It addresses the challenges and opportunities of its integration into curricula and how it influences teaching and learning.	This dialogic approach helps teachers organize their teaching methods flexibly and contextually, enabling adaptation to changes and fostering educational innovation according to social needs.	Curricular integration reconfigures and optimizes teaching while improving interaction.
	Pac (2024	It offers a philosophical reflection on educommunication in a posthuman context, where technology and new communication forms redefine the educational process.	It emphasizes reflection as a means to redefine teaching practices.	The increasing use of technologies across all dimensions of modern life necessitates migration to new systems of participation and communication.

Note: Own elaboration (2025).

Table 1 presents the educational perspective from the approach of various authors. In this regard, Martini (2020) considers educommunication as a critique of traditional approaches, highlighting its potential to integrate and dialogue with other fields such as technology and pedagogy. This intersection opens a space for educommunication to drive more flexible and adaptive teaching practices, responding to the changing demands of contemporary society. Its dialogic approach allows for a greater variety of perspectives, fostering teaching that not only adapts to change but also challenges educators to constantly question and renew their methods.

For his part, Medina (2024) contributes to the dialogic approach by promoting an inclusive pedagogy that addresses cultural and social diversities in the classroom, particularly within Latin American contexts. By fostering teachers' sensitivity to the local realities of their students, Medina helps build an innovation framework in which pedagogical practices are contextualized and adapted to the specific needs of each community, making learning more relevant and meaningful for students.

Similarly, the perspective of García et al. (2024) emphasizes the importance of emotions in educational processes. This approach not only highlights the value of informational content but also the emotional connections that can be established in the classroom through Educommunication. By integrating the emotional component into teaching, educators can innovate in their practices by creating a learning environment that recognizes the emotional dimension, facilitating a more human and participatory educational experience.

Likewise, Miranda and Sandoval (2024) propose expanding education beyond the traditional classroom, exploring both formal and informal contexts. This dialogic approach drives teaching innovation by enabling continuous and extended education supported by digital platforms and other interaction spaces. By challenging the physical barriers of the school, this approach ensures that learning remains active and accessible beyond the classroom, fostering an educational model in which communication adapts to the needs and contexts of each student.

According to Anaguano (2024), educommunication presents challenges and opportunities within school curricula, promoting a pedagogical structure that adapts to current demands. Their dialogic approach provides educators with tools to shape their practices in ways that make learning contextualized and open to diverse experiences and needs. This approach becomes a driver of teaching innovation, as it allows teaching methods to evolve in response to social and educational changes.

Finally, Pac (2024) offers a philosophical reflection on educommunication in a posthuman context, exploring how technology redefines the educational process. This approach challenges educators to consider technology not only as a tool but as a new form of interaction and communication. This dialogic approach promotes innovation that integrates critical and ethical analysis of technology, preparing students for an increasingly complex digital environment that demands a reflective stance on the use of technological tools and media in learning.

Table 2

Analysis of the communicative dimension

Theoretical dimension	Authors	Theory	Contributions to dialogic educommunication	Impact on teaching innovation
Communicative	Leite, (2013)	Examine the influence of Paulo Freire's thought on educommunication, where dialogue and participation are foundational to educational communication.	Incorporate the principles of Paulo Freire's thought, which emphasize dialogue and participation.	Mutual recognition between teacher-student as co-knowers.
	Díaz et al. (2024)	Explores the role of educommunication in promoting civic engagement among adolescents in marginalized communities.	Supports dialogic educommunication through communicative methods promoting student belonging and social responsibility.	Moving toward educator roles that foster learning and citizenship.
	Palacios et al. (2024)	Educommunication as a mechanism for fostering social connectedness and civic engagement in at-risk youth populations.	Educommunication as a tool for enhancing social bonds and civic commitment among at-risk adolescent populations.	Develops classroom dynamics highlighting values and social responsibility in learning.
	Morales et al (2024)	Educommunication serves as a mechanism for teacher transformation, providing strategies to address classroom diversity and promote inclusive environments in primary education.	Dialogic educommunication can enhance teachers' inclusive practice by equipping them with strategies to address classroom diversity.	Dialogic educommunication can enhance teachers' inclusive practice by equipping them with strategies to address classroom diversity.
	Cerna (2024)	This paper reviews the relevance of educommunication as a contemporary practice in the field of social communication, examining its current validity as a conceptual and applied framework.	This work positions educommunication as both a relevant and necessary praxis in the digital age, emphasizing critical dialogic communication for fostering responsible digital citizenship.	This approach emerges as an innovation factor, challenging educators to update their practices by incorporating critical media and technology analysis.

Note: Own elaboration (2025).

Table 2 presents information regarding the communicative dimension, demonstrating how educommunication establishes itself as a fundamental dialogic approach for innovating teaching practices, enabling education to evolve into a more collaborative and critical process. By examining authors working in educommunication theory and practice, we can identify five key approaches - communicative, civic, inclusive, belonging, and digital transformation - which offer unique and complementary perspectives on how educommunication can revolutionize both teaching roles and classroom learning.

Building on Paulo Freire's foundational principles, Leite (2013) emphasizes dialogue and participation as core elements of the communicative approach in educommunication. Freire viewed education as a process of liberation and empowerment where teachers and students mutually recognize each other as knowledge subjects, transforming educational relationships into collaborative and meaningful spaces. This approach fosters teaching innovation by creating environments where continuous dialogue and collective knowledge construction become essential learning pillars.

From the civic perspective, Díaz et al. (2024) highlight how educommunication can cultivate civic engagement among youth in disadvantaged contexts, strengthening social belonging and responsibility. In teaching practice, this translates to educators becoming facilitators who integrate socially relevant themes into classrooms, promoting community participation and developing students' civic awareness and social commitment.

Palacios et al. (2024) expand this approach by framing educommunication as a tool for social cohesion and civic engagement. Their classroom methodology emphasizes values and social commitment, enabling students to develop critical participatory awareness. This transforms teaching practices by focusing not just on academic content but on nurturing critically engaged citizenship.

Morales et al. (2024) examine educommunication's role in teacher professional development, particularly regarding educational inclusion. Their work equips educators with dialogic tools to address classroom diversity, creating inclusive learning environments in primary education. This drives teaching innovation by helping educators adapt practices to incorporate multiple perspectives, benefiting all learners.

Finally, Cerna (2024) explores educommunication's relevance in our digitalized world, particularly for developing responsible digital citizenship. This approach advocates not just for technology use but for critical reflection about it, encouraging ethical engagement with digital media. For educators, this means updating methods to include media literacy and technology analysis, helping students develop both technical skills and ethical understanding of their digital society participation.

Table 3

Analysis of the media dimension

| Theoretical dimension	Authors	Theory	Contributions to dialogic educommunication	Impact on teaching innovation
	Santos et al. (2023)	It examines educommunication in the hyperconnectivity era, proposing an education oriented toward freedom and critical citizenship. Information overload necessitates capabilities to question and analyze message content.	Their approach highlights educommunication's potential to empower individuals, particularly within information-saturated media environments. In this regard, educommunication becomes a means to develop critical and reflective citizens capable of analyzing and questioning their media landscape..	This approach has a significant impact on teaching innovation by promoting the creation of educational spaces that foster critical reflection and student participation. Educators are called to transform their practices to integrate critical thinking processes into their classrooms.
	Coslado (2012)	It examines the development and theoretical approaches of educommunication, as well as the challenges it faces in an increasingly interconnected world. The study underscores the need to adapt educommunication principles to a digital and globalized context	It emphasizes the importance of students developing the ability to understand, analyze, and produce messages across diverse formats and platforms. This highlights educommunication's role in cultivating media competencies within an interconnected world.	Innovation compels educators to adapt their practices, focusing on developing students' capacity to interpret and produce information within digital environments.
	Cárdenas et al. (2024)	It focuses on the intersection between educommunication and digital skills, where technology plays a central role in learning.	Educators who integrate communication technologies and tools foster interactive and technology-enhanced learning.	Innovation fosters an environment where educators teach not only content but also digital skills.

Tabla 3 (cont.)

Theoretical dimension	Authors	Theory	Contributions to dialogic educommunication	Impact on teaching innovation
Mediatic	Crovi (2024)	The study examines factors influencing educational communication in the post-pandemic era, highlighting the importance of effective digital training in higher education.	It emphasizes the importance of students not merely accessing online information but engaging with it critically and ethically.	Teaching innovation lies in educators' ability to effectively integrate digital tools, ensuring that students not only receive information but also analyze and use it ethically.
	Paz (2024)	Educommunication is addressed as a fundamental strategy for developing transversal competencies in university students.	Students develop skills that transcend specific subjects, such as critical thinking and teamwork abilities, which are essential for their success in both educational and professional contexts.	Educators must incorporate educommunicative strategies that foster the development of these transversal competencies.
	Romero et al. (2024)	They highlight the role of Media and Information Literacy (MIL), a key component of educommunication for promoting critical analysis.	Students must develop the ability to critically analyze, interpret, and create content, thereby acquiring key competencies to become informed and active citizens.	Students must develop the ability to critically analyze, interpret, and create content, thereby acquiring key competencies to become informed and active citizens.

Note: Own elaboration (2025)

Table 3 presents information regarding the media dimension. Santos et al. (2023) explore how educommunication can empower students in the era of hyperconnectivity. In an information-saturated environment, educommunication has the potential to form critical and reflective citizens capable of analyzing and questioning their media environment. In this sense, they propose creating educational spaces where students feel motivated to actively participate in their learning, fostering more dynamic education connected to social reality. Thus, the impact on teaching innovation lies in educators transforming their practices to integrate critical thinking processes, facilitating media analysis and promoting participatory education.

For his part, Coslado (2012) emphasizes the need to adapt educommunication principles to a
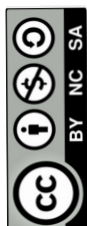
digital and globalized context, where students must be able to understand, analyze, and produce messages across different formats and platforms. This approach reflects the importance of developing media competencies in an interconnected world where digital skills are essential. Consequently, teaching innovation requires educators to adjust their methods to favor learning that focuses not only on traditional content but also on critical media interpretation and information production in digital platforms.

Cárdenas et al. (2024) focus on the relationship between educommunication and digital competencies. They suggest it is fundamental for improving students' digital skills development, particularly relevant in an educational context where technology plays a central role in learning. In this case, teaching innovation implies educators adapting their methodologies to include communication technologies and tools, promoting more interactive learning centered on developing critical digital skills.

Similarly, Crovi (2024) analyzes factors affecting educational communication in the post-pandemic era, highlighting the need for effective digital training. That is, students should not only access online information but also interact with it critically and ethically. Therefore, this approach promotes teaching innovation involving effective integration of digital tools, ensuring students not only receive information but can also analyze and use it ethically and reflectively.

Likewise, Paz (2024) presents educommunication as a fundamental strategy for developing transversal competencies such as critical thinking, creativity, and teamwork. These skills are essential for academic and professional success in the current context, where labor and academic demands require competencies beyond specific knowledge. Consequently, teachers must incorporate educommunicative strategies that not only teach content but also develop life skills and teamwork abilities, essential for students' comprehensive education.

Finally, Romero et al. (2024) emphasize Media and Information Literacy (MIL), a key component of educommunication that focuses on the ability to interpret and analyze information in media environments.

Table 4

Analysis of the technological dimension

Theoretical dimension	Authors	Theory	Contributions to dialogic educommunication	Impact on teaching innovation
Tecnologic	Prieto et al. (2024).	They explore how educommunication can empower students in the hyperconnectivity era. Within information-saturated environments, educommunication holds the potential to cultivate critical and reflective citizens capable cape of analyzing and questioning their media landscape.	This approach promotes the creation of educational spaces where students feel motivated to actively participate in their learning, fostering more dynamic education that is connected to social reality.	The impact on teaching innovation lies in educators' need to transform their practices by integrating critical thinking processes, facilitating media analysis, and promoting participatory education.

Table 4 (cont.)

| Theoretical dimension	Authors	Theory	Contributions to dialogic educommunication	Impact on teaching innovation
Tecnologic		reflective citizens capable of analyzing and questioning their media landscape.		
	Rodríguez et al. (2024)	It highlights the need to adapt educommunication principles to a digital and globalized context, where students must be capable of understanding, analyzing, and producing messages across different formats and platforms.	It reflects the importance of developing media literacy competencies in an interconnected world where digital skills are essential.	Educators are required to adapt their teaching methods to promote learning that aligns with the digital age.

Note: Own elaboration (2025).

Table 4 presents a technological perspective. Prieto et al. (2024) discuss how educommunication, in a hyperconnected context, can empower students by helping them become critical and reflective citizens who actively analyze and question their media environment. This approach not only emphasizes the importance of critical reflection but also active participation in the learning process, serving as a strategy to connect education with contemporary social reality. In this context, teachers must transform their educational practices to integrate critical thinking and media analysis, which not only facilitates learning but promotes the development of individuals more engaged with their environment.

Rodríguez et al. (2024) emphasize the need to adapt educommunication principles to a digital context, where students must learn to navigate information-saturated environments by understanding and producing messages across various platforms. This technological aspect highlights the relevance of developing media competencies, including essential digital skills for analyzing, interpreting, and producing information - all formatted to help students operate in an interconnected world. Consequently, teaching innovation becomes necessary for educators to adjust traditional methodologies and favor education that's not only based on academic content but also on students' critical capacity regarding media and digital platforms.

Conclusions

After reviewing multiple documents, we conclude that from an educational perspective, educommunication promotes participatory learning where students are not just information recipients but active protagonists in knowledge construction. This methodology fosters environments prioritizing reflection and critique, enabling students to develop cognitive and emotional skills that prepare them for modern world demands. Interactivity and critical thinking become fundamental components of the educational
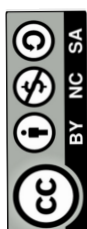
process, fostering more meaningful and relevant learning.

In the communicative dimension, educommunication strengthens teacher-student relationships through constant dialogue. This approach emphasizes the importance of bidirectional communication that favors expression and idea exchange. By integrating different communication forms, students can express thoughts, reflect on content, and share diverse perspectives, creating more inclusive and participatory learning environments. This dialogic classroom relationship also allows educators to adjust pedagogical practices according to student needs and interests.

From the media perspective, educommunication stands out for its ability to develop students' critical awareness of media. In an information-saturated era, the ability to analyze, question, and create media content is essential. Through this approach, students learn not only to consume information reflectively but also to produce content ethically and responsibly. This process transforms them into more informed and active citizens capable of making well-founded decisions in a global media context.

In the social dimension, educommunication focuses on inclusion, favoring collective knowledge construction that values students' diverse social and cultural realities. Here, education becomes a tool for social transformation, enabling students to participate in creating solutions to problems they face. Dialogic interaction also facilitates creating inclusive learning communities that promote equity and respect for differences.

Finally, from the technological perspective, educommunication adapts to the digital tools characterizing our contemporary era. Technology integration in classrooms allows students not only to access information more efficiently but also to develop essential digital competencies. This approach fosters more interactive and collaborative learning while preparing students to actively participate in a digitalized world.

Conflict of Interest: The authors declare no conflicts of interest.

Contributions: Delmy Janeth Andadre Oviedo identified and theoretically contextualized the problem, Lisset Márquez Martínez designed the methodology and reviewed literature, and Jorge Miguel Quevedo Borrero established the conclusions, highlighting this as teamwork.

Informed Consent: Not applicable.

Data Availability Statement: Not applicable.Contributions: Delmy Janeth Andadre Oviedo identified and theoretically contextualized the problem, Lisset Márquez Martínez designed the methodology and reviewed literature, and Jorge Miguel Quevedo Borrero established the conclusions, highlighting this as teamwork.

Informed Consent: Not applicable.

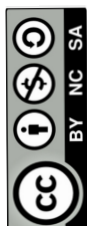**Data Availability Statement:** Not applicable.

References

Aguaded, J. I. and Martín. P. D. (2013). Educomunicación y radios universitarias: panorama internacional y perspectivas futuras. *Chasqui: Revista Latinoamericana de Comunicación*, (124), 65-72.https://dialnet.unirioja.es/servlet/articulo?codigo=5791043

Álvarez, I. N. J. and Suarez, M. G. A. (2023). Educomunicación: estrategia de intervención pedagógica en adolescentes con impulsividad motora, cognitiva y no planeada. *Rastros Rostros*, 25(2), 1-18.https://revistas.ucc.edu.co/index.php/ra/article/view/4542

Anaguano, P. (2024). Educomunicación como parte del sistema educativo ecuatoriano. *EDUCATECONCIENCIA*, 32(3). https://doi.org/10.58299/edutec.v32i3.785

Andrade, D., Quevedo, J. and Márquez, L. (2018). *Lineamientos Educomunicacionales desde el enfoque dialógico para innovar la práctica docente en la Institución educativa departamental "Luis Carlos Galán Sarmiento" del municipio Plato Magdalena.* [Tesis de maestría. Universidad Autónoma del Caribe]. http://190.144.180.114/handle/11619/4039

Arias, F. (2016). *El proyecto de investigación. Introducción a la metodología científica.* 7ma. Edición. Episteme.

Arranz, P., Soláns, M., Feltrero, R. y Fernández, M. L. (2024). *Educomunicación y transformación social.* Editorial Dykinson

Badillo, M. (2014). Educomunicación y medio ambiente: en la búsqueda y construcción de fisuras. Revista de investigación agraria y ambiental, 5(1), 255-270.https://doi.org/10.22490/21456453.960

Bajaña, I., Menéndez, M., Chiriboga, W., Pico, R. y Picos, G. (2016). La comunicación, eje transversal en la formación del estudiante universitario en el siglo XXI. *Didasc@ lia: Didáctica y Educación*, 7(6), 173-182.https://dialnet.unirioja.es/servlet/articulo?codigo=6672799

Barbas, Á., Aranda, D. and Creus, A. (2013). Volver a pensar la educomunicación. Aranda, D. Creus, A. y Sánchez-Navarro, J.(Eds.). *Educación, medios digitales y cultura de la participación*, 119-135. https://www.academia.edu/43540209/Volver_a_pensar_la_Educomunicación

Bonilla del Río, M., García, R. R. and Pérez R. M. (2018). La educomunicación como reto para la educación inclusiva. *EDMETIC*, 7(1), 66-86.https://dialnet.unirioja.es/servlet/articulo?codigo=6382216

Caballero, E. (2022). Venezuela y Colombia Aplicación de un modelo de educación comparada al desarrollo educomunicativo. Educación y Ciencia, 26. https://revistas.uptc.edu.co/index.php/educacion_y_ciencia/article/view/10611

Cárdenas, M., Hidalgo, M. and Samaniego, N. (2024). Educomunicación y desarrollo de habilidades

digitales en la educación. Polo del Conocimiento, 9(3), 2611-2631. https://www.polodelconoci-miento.com/ojs/index.php/es/article/view/6810

Cerna, B. C. A. (2024). Educomunicación: vigencia como praxis actual de la Comunicación Social. *Revista INVECOM, Estudios transdisciplinarios en comunicación y sociedad*, 4(1), 1-17. https://doi.org/10.5281/zenodo.10520480

Coslado, Á. (2012). Educomunicación: desarrollo, enfoques y desafíos en un mundo interconec-tado. *Foro de educación*, 10(14), 157-175. https://www.redalyc.org/pdf/4475/447544618012.pdf

Crovi, D. (2024). Comunicación educativa en pospandemia. Factores que interpelan a la forma-ción digital universitaria. *Inmediaciones de la Comunicación*, 19(1), 180-194. http://www.scielo.edu.uy/scielo.php?pid= S1688-86262024000100180&script=sci_arttext

Díaz, B., Tobar, D., Buenaño, A., Ramos, B. and Pérez, M. (2024). Comunicación Asertiva y su Influencia en el Aprendizaje de los Estudiantes en la Unidad Educativa San Francisco de las Pampas del Cantón Sigchos, Provincia de COTOPAXI. Ciencia Latina Revista Científica Multidisciplinar, 8(2), 5054-5065. https://doi.org/10.37811/cl_rcm.v8i2.10921

Downer, J, Stuhlman, M., Schweig, J., Martínez, J. and Ruzek, E. (2015). Medición de interac-ciones efectivas entre maestros y estudiantes desde la perspectiva del estudiante: un análisis de varios niveles. *El diario de la adolescencia temprana*, 35 (5-6), 722-758. https://journals.sagepub.com/doi/abs/10.1177/0272431614564059?journalCode=jeaa.

Feltrero, R., Hernando, S. and Acosta-Sznajderman, L. (2023). Educomunicación contra las fake news: una experiencia en sMOOC para el desarrollo de la alfabetización mediática crítica. *Re-vista Mediterránea de Comunicación.* htps://www.mediterranea-comunicacion.org/article/view/24635

García, M. C., Ortega, Q. V. and Gil, P. C. (2024). El papel de las emociones en la enseñanza de la Educomunicación en Educación Primaria. *Revista Interuniversitaria de Formación del Profesorado*, 99(38.2), 181-202. https://uvadoc.uva.es/handle/10324/69661

Gil, I. and Marzal, F. J. (2023). ¿Cómo impulsar la educomunicación y la alfabetización mediática desde el sistema educativo en España? Diagnóstico, problemática y propuestas por los ex-pertos. *Revista Mediterránea de Comunicación.* https://www.mediterranea-comunicacion. org/article/view/24011

González, Q. F., Tarango, J. and Castro, R. (2024). Educomunicación en estudiantes adolescentes: Uso de la radio y el podcast como instrumentos para la educación sexual. *Cuadernos de docu-mentación multimedia*, (35), 95578. https://dialnet.unirioja.es/servlet/articulo?codigo =9777500

Gozálvez, P. V. and Contreras, P. P. (2014). Empowering Media Citizenship through Educommu-

nication. Empoderar a la ciudadanía mediática desde la educomunicación. *Comunicar*, 21(42), 129-136. http://educa.fcc.org.br/scielo.php?pid=S1988-32932014000100014&script=sci_abstract

Guzmán, D. and Castillo, A. (2022). Cambios en el proceso de enseñanza aprendizaje: desafíos en la práctica docente desde análisis de carrera universitaria chilena. *Revista Educación*, 46(1), 278-295. https://www.scielo.sa.cr/pdf/edu/v46n1/2215-2644-edu-46-01-00278.pdf

Hergueta, C. E. (2017). Educación mediática. Propuesta metodológica para el desarrollo de la competencia mediática en la práctica educativa. [Tesis Doctoral. UNED] https://www.researchgate.net/publication/326803672

Koffermann, M. (2023). *EduComunicar para a formação integral na Sociedade da Infodemia.* [Tesis Doctoral. Universidad de Huelva]. Https://rabida.uhu.es/dspace/handle/10272/22022

Lara, E. (2016). Educomunicación. Los primeros 60 años de una historia polisémica. R*evista de Ciencias Humanísticas y Sociales (ReHuSo)*, 1(2), 103-119. https://www.redalyc.org/pdf/6731/673171012006.pdf

Leite, A. (2013). Paulo Freire, comunicación y educación. *Aularia: Revista Digital de Comunicación*, 2(2), 265-279. https://dialnet.unirioja.es/descarga/articulo/4406996.pdf

López, C., Loor, D., López, R., Hernández, D. A. M. and León, D. C. (2023). Edu-comunicación como herramienta de apoyo a la cultura ambiental en niños de edad escolar. Caso de estudio. *Polo del Conocimiento*, 8(4), 1445-1461. https://www.polodelconocimiento.com/ojs/index.php/es/ article/view/5510

Martini, R. (2020). Educomunicación: ¿Contracampo o intersección? In *Redes sociales y ciudadanía: hacia un mundo ciberconectado y empoderado*, (pp. 677-685). Editorial Grupo Comunicar.

Medina A. G. (2024). Pedagogía latinoamericana y organizaciones: hacia una nueva gestualidad comunicacional. *Cuadernos. info*, (58), 70-90. https://www.scielo.cl/scielo.php?pid=S0719-367X2024000200106&script=sci_arttext&tlng=pt

Miranda, M. V. y Sandoval, O. E. (2024). La educación expandida en contextos educativos formales e informales. *Región Científica*, 3(2), 2024321-2024321. https://rc.cienciasas.org/index.php/rc/article/view/321

Morales, K., Estupiñán, K., Rodríguez, O. y Gamboa, H. (2024). *La educomunicación como recurso para la cualificación de Educadores en Ejercicio. Propuesta de material para el fomento de la inclusión en el Aula a nivel de básica primaria.* [Tesis de maestría. Universidad El Bosque] https://repositorio.unbosque.edu.co/server/api/core/bitstreams/06f42757-900e-4563-92d1-5a366a7888ef/content

Pac, A. (2024). La educomunicación en el contexto posthumano.: Una reflexión filosófica. T*safiqui: Revista científica en ciencias sociales*, 14(1), 79-89. https://dialnet.unirioja.es/servlet/articulo?codigo=9406396

Palacios, M., Caceres, M. y Figuera, M. (2024). Compromiso cívico juvenil y educomunicación en contextos vulnerables. Caso de estudio con entidad socioeducativa en Barcelona. I*ndex. comunicación: Revista científica en el ámbito de la Comunicación Aplicada*, 14(1), 31-54. https://dialnet.unirioja.es/servlet/articulo?codigo=9280364

Paz, S. (2024). *La educomunicación como herramienta para la formación de competencias transversales en estudiantes de una universidad privada de Guayaquil, 2023-2024.* [Tesis de maestría. Universidad Estatal de Milagro] https://repositorio.unemi.edu.ec/handle/123456789/7315

Prietom M. C., García, R. A., Gómez, Á. y Prieto, F. (2024). TIC y educomunicación en la pedagogía Montessori del contexto digital andaluz. *Education in the knowledge society (EKS)*, 25, e31560-e31560. https://revistas.usal.es/tres/index.php/eks/article/view/31560

Rodríguez, N., Salinas, N., Salcedo, Á., y Monserrate, S. (2024). Educomunicación en entornos virtuales, enfoque Psico–Educativo. *Reincisol*, 3(6), 4314-4333. https://doi.org/10.59282/reincisol.V3(6)4314-4333

Romero, R. J., Gómez, Á, y Islas, O. (2024). Referentes iberoamericanos en la Alfabetización Mediática Informacional (AMI). *ALTERIDAD. Revista de Educación*, 19(1), 72-83. http://scielo.senescyt.gob.ec/scielo.php?script=sci_arttext&pid=S1390-86422024000100072

Santos, M., Agirreazkuenaga, I., y Peña, S. (2023). Educomunicación en la era de la hiperconectividad: Educación libertadora para fomentar la ciudadanía crítica. *Comunicaçao, midia e consumo*, 20(58). https://addi.ehu.es/handle/10810/62343

Trocoso, A. (2024). Educomunicación como Herramienta Didáctica de Enseñanza-Aprendizaje. *Ciencia Latina Revista Científica Multidisciplinar*, 8(5), 849-865. https://doi.org/10.37811/cl_rcm.v8i5.13460

Vásconez, G., Murillo, M., Bravo, A. J. y Erazo, M. (2024). Procesos educomunicativos para la ejecución de actividades de vinculación con la sociedad en tiempos de pandemia. *Praxis*, 20(1), 32-47. https://dialnet.unirioja.es/servlet/articulo?codigo=9624052