

# Educommunication: A dialogic approach to innovate teaching practice

Delmy Janeth Andadre Oviedo  
Lisset Márquez Martínez  
Jorge Miguel Quevedo Borrero  
Universidad Autónoma del Caribe

<https://orcid.org/0000-0001-6264-749X>  
<https://orcid.org/0000-0001-8667-8354>  
<https://orcid.org/0000-0001-8130-701X>

## Keywords

Educommunication, dialogical approach, innovation, teaching practice.



## Objective

To establish the importance of Educommunication as a dialogical approach to innovate teaching practice, based on five fundamental theoretical dimensions: educational, communicative, media-related, social, and technological.



## Methodology

Review of 42 documents on educommunication, educational innovation, and the integration of technologies in the classroom; the inclusion criteria were: open access, published between 2010 and 2024, in English and Spanish. The content was analyzed through theoretical synthesis.



## Results

Educommunication fosters participatory and critical learning, promotes teaching for empowerment, and the development of citizens capable of analyzing, questioning, and producing ethical content.



## Conclusions

It is necessary to redesign teaching practice from an educommunicative approach in order to foster dynamic learning that contributes to collective knowledge.

