



MOBILIZING EQUITY IN TECNOLÓGICO DE ANTIOQUIA, ALTERNATIVE METHODOLOGIES AN APPROACH FROM MEDIATIONS

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Abstract

This article deals with the participatory methodological deliberation of the research project Mediations from Educomunicación Towards the Culture of Equity: Languages and Narratives in Higher Education Contexts, which is linked to the Institutional Policy of Diversity, Inclusion and Gender of the Technological Institute of Antioquia.

It makes a brief tour through its dialogic and interactive proposal from the mediation aspect, which put in tension the hegemonic methodological constructs, to give a narrative turn and establish a co-creative experience that embraced the democratization in research and consolidated techniques of audiovisual social laboratories and sound.

This emerging proposal, from university and human diversities, has been carried out in collaboration with individuals who, from their involvement and autonomy, led to other knowledge and altered the methodological proposal by highlighting exclusions in higher education contexts and bringing the narratives out from spaces of power, such as the classrooms.

Keywords: Culture of equity, higher education, educomunicación, mediations, alternative methodologies.

Introduction

Educommunication is positioned as a field of action, which thinks about the places of power, the participation of subjects, the right to speak, values the construct of one's own narratives and language towards equity. The binomial of education and communication proposes to create bridges with others according to their context, realities, conditions, determinations in commitment to dialogue and democratization. The education that is now being confronted and the communication that acquires, even more, power in the scenario of the pandemic crisis, seen from the perspective

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of ICTs, makes it clear that the tool is not the solution *per se*, and that it requires intentional mediation.

Moreno emphasizes the vital nature of symbolic systems, which today can be translated into new narratives and languages and which, of course, have also been fed by ICTs, as a component and stage for the expression of culture. To broaden the author's perspective, De Oliveira assumes educommunication as a field of mobilizing dialogue(2018)(2009)

It identifies four movements that are articulated to guarantee its specificity: qualified reception, popular education, collective articulation for social change and, as of recent years, the recognition of educommunication as a right of all, achieved both through the actions of a large number of non-governmental organizations that assume it as a methodology of action. as well as through global public policy plans (p. 194).

From this notion, the theory of mediations is adhered to, which seeks to be a methodological nuance for the analysis of communication and education in this study. In it, the teacher and the student are established as protagonists of the process and are recognized as endowed with characteristics that are components of the taxonomy of what is called educommunication, such as, for example, dialogicity, empowerment, democratization, among others.

Therefore, in this research, educommunication emerges as a category of analysis, basis and support to approach a paradigm that favors the deployment of new pedagogical possibilities, coherent with one's own thinking, diversities, vulnerabilities and contextual realities.

With the ambition to widen the ethical circle, overcoming the category in crisis of inclusion that widens and opens the way to educational justice and equity. To delve into the experiences that link actors and allies that can be referents to Latin America, that transcends, replicates and multiplies the knowledge that has been built with the closeness and interaction of subjects who have been historically labeled as different.

Under these approaches, this research has been called: **Sin Etiquetas: Mediaciones desde la Educomunicación hacia la cultura de equidad: idiomas y narrativas en contextos de educación superior**, taking as a scenario the Institución Universitaria Tecnológico de Antioquia, a place of confluence of diversity that has been asking itself from its practices, for the culture of equity, from inclusion and recognition, that goes beyond curricular adaptations and requires the transformation of interaction in all phases, scenarios and processes of higher education.

This research proposal is accompanied by the question: *What are the mediations, narratives and languages that contribute to the culture of equity in higher education from the context of the Tecnológico de Antioquia University Institution?* Its main purpose is to create a co-creative experience from mediations, languages and narratives, which contributes to the construction of the culture of equity in the context of higher education of the Tecnológico de Antioquia, University Institution.

From there, it is planned to continue in the construction, appropriation and exploration of methodologies and emerging narratives of their own, altered from normalities, which tend to a model applicable in the local university environment, based on local knowledge, as proposed De Sousa in his work (2010)*Decolonize knowledge, reinvent power*, because Confronting dominant epistemologies is a trend of this study, which contemplates categories in tension such as inclusion and seeks to argue whether it is a modern meaning that has evolved from situated and emergent understandings.

For the purposes of this research, these contributions favor opening the spectrum of the epistemological revision of educommunication and its possible forms, applicable in higher education contexts in Latin America. And as an exercise of ethical and political reflection, there is clarity in the face of the need to configure communication as an educational process in the new forms of



alterity, which include subjects in their university contexts, which leads to diverse expressions with empathy in the linking of identities, capacities, diversities and pluralities; A two-way process, permeating the institutional framework and sharpening its vision, to be generators of new languages, opportunities in the face of the right to speak, participation and democratization of education as a bet.

The purpose of this research is not to analyze communication on its own, but rather its articulation and field of study with education, as well as its emancipatory purpose around ethical and political issues within universities that accompany processes of diversity and inclusion. Therefore, although some studies address communication and inclusion, In this study, the category of educommunication is specifically sought, which already shows maturity in its bases, approaches and reflections.

The Path to the Method

From the socio-critical paradigm, it was proposed to trace the previous experience of inclusive university education from the lens of educommunication, starting from its epistemological bases and understanding it as an alternative that ponders the process more than the media, seeking to propose processes of dialogicity to break the silence because it is at stake for the universal right to speak, for the creation and democratic management of communicative processes. It uses a qualitative approach to approach the theoretical and practical understanding of educommunication. As Ricoy puts it, "The critical paradigm aspires to the union between theory and practice, using the former as a foundation and guide for the latter, with a mutual interaction" (2006)(p. 18).

The paradigmatic foundation of sociocriticism is the methodological and epistemological ceiling for thinking about a proposal of common interest among institutional actors, representing different levels of the organization and the collectivity in the transformation of diverse needs. A wide swipe: (2011)

The socio-critical perspective brings together ideology and self-reflection for the shared construction of knowledge in a political project whose central purpose is the transformation of social relations through the search for and execution of solutions to significant problems of the communities, based on their own activity (p. 107).

The elements provided by the sociocritical paradigm, from its Latin American aspects, mark the path towards reflection in different ways and the change of realities, promotes the overcoming of methodological schemes, and gives rise to alternatives in interaction that are the key to propitiating transformations. For the purposes of this research, it allows us to focus on the exclusions, discrimination, and marginalization of subjects in higher education settings. As Unzueta explains, the community apprehends its realities as praxis, in order to interpret its environment, connecting its own knowledge, activities, norms and socially accepted behaviors (p. 107).(2011)

This proposal with a qualitative approach is installed in natural contexts and in situations as they happen to be taken, explored, energized and transformed from the involvement of people. This terrain drives the design of Action Research which, according to Colmenares and Piñero:(2008)

(...) In its historical trajectory, it has developed two major tendencies or aspects: a purely sociological tendency, whose starting point was the work of Kurt Lewin (1946/1996) and continued by the Chicago anthropologist Sol Tax (1958) and the Colombian sociologist Fals Borda (1970), the latter giving it a marked ideological and political connotation; the other aspect is more educational, and is inspired by the ideas of Paulo Freire (1974) in Brazil, L. Stenhouse (1988) and John Elliott (1981, 1990) a disciple of Stenhouse in England, as well as by Carr and Stephen Kemmis (1988) of Deakin University in Australia (p. 100).

Likewise, it states that its object of study allows us to explore educational acts not only within the classroom and in its analysis it gives the possibility of taking them even out of the frameworks of



formality and institutionality of education. It makes sense for this research that the acts can be oriented from the pedagogical, in the action of communitarianism or the administrative, that overcome their problems with proposals from the practice and the daily life of what is experienced by those involved (Colmenares & Piñero, 2008, pp. 105-106).

In the gaze of Colmenares and Piñero (2008) Action Research has taken place in various paradigmatic scenarios with their wide differences, starting with positivism, passing through the interpretative and, in the case of this research, the one that is situated as emancipatory. In each of the traits, modalities and perspectives have emerged, surrounding in the practical technique, emancipatory or deliberative critique according to the authors. These modalities give line to this study from the Emancipatory perspective, which frames objectives of ruptures, critique and transformation in educational systems, creating a role of the researcher as moderator, mediator, with equal responsibilities and horizontal relationship with those who collaborate.

The Pedagogical Action Research method, as a variant of the educational research-action research model, has proposed to use the action research model to transform the personal pedagogical practice of the subjects of education so that knowledge is applied in pedagogical practice. This current, which is taking shape in Medellín, asks about social problems of education that involve educational actors towards the transformation of practices and the generation of collective actions that enable the construction of scientific and social knowledge with a political, epistemological and experiential intentionality, as explained by Francés et al. "Praxis in research seeks to combine concrete action with theoretical analysis and understanding, in such a way that it determines and guides subsequent actions (action-reflection-action)" (p. 43). (Gómez, 2006)(2015)

This experience to trace the methodological routes, are stripped of the rigidity to avoid investigative extractions, and to direct towards action from the dialogic and creative. This proposal contemplates the mixture with methodologies of horizontal production of knowledge in the social sciences, positioned by Corona that complements the principles and perspectives of this research around critical interculturality "The PHC pursues a double objective: knowledge that responds to social problems and the development of the autonomous relationship between people." (p, 44).(2019)

Horizontality underpins this research because it enables the idea that thinking together with others is only possible with dialogicity, intersubjectivity and interdisciplinarity and relates the concepts that are transversal axis in the steps of the Horizontal Production of Knowledge that empathize with this research process as follows: 1. The generating conflict. 2. Discursive equality. 3. The autonomy of one's own gaze (Corona, 2019, p. 22), the first as a starting point for inequalities and emergencies in higher education that impact diverse populations and from the differential approach, the second as the possibility of equality in what is shared from discussion, debate, encounter and experience from mediation and the third as the intentionality drawn to maintain autonomies and place recognition, advocacy, and empowerment of those who participate.

In this direction, Ortiz and Arias propose the (2019)*Doing Decolonial as a Disobedient Research Methodology* and according to the authors, and as is the aim of this research, it is contemplated that not everything is previously determined, by steps as a formula in which the path is planned by the researcher, since it loses its character of horizontality: "Research" is not to make and comply with a previously established plan. "To investigate" is to search, to inquire, to unveil, to unravel" (p, 162), in addition, they argue that, in order to go through this process without losing one's way, it is a priority to have quality questions that guide constant reflexivity on practice. The decolonial mediator configures his own culture, he does not investigate, he makes visible. Decolonial doing has to be reflective" (p. 162).

These elaborations pertinent to the social sciences and in contribution to the socio-critical paradigm, support the development of the methodological route described in this article, which contains the voices of various subjects, who proposed and validated this proposal in order to be willing to



participate later in the implementation of the experience, as well as in the reflection of the findings and results. *Horizontal Knowledge Production methodologies* recognize knowledge in all ways, voices, signs and languages and that is their form of validation. (Corona, 2019, p. 22).

These methodological flows from the Latin American South, as Corona has called it, also reveal the coherence with the sensitive categories of Educommunication and Culture of Equity because they are in tune with and go beyond bilaterality, which is the two-way commitment of the conversation. (2017)

The limits and clarity of the boundaries of horizontal research help to build spaces of equality where the mutual recognition of difference strengthens respect for the other, for oneself and for the autonomy of one's views of the world. Research, like other work, can last a long time when reciprocity is understood in equal terms and knowledge is found on both sides" (Corona, 2019, pp. 46-47).

The Nuance of Mediations and Narratives

Educommunication as a place of enunciation, embraces the theory of mediations from Jesús Martín Barbero, as an alternative theoretical-methodological proposal, which generates a relational dimension and cultural exchange, as well as a commitment to political subjectivities, as it is not a concept but an action, Ruiz describes it: "What this theory proposes is to understand the communicative process as a place of interaction that is created by the participation of both the sender and the receiver" (p, 64). (2004)

Likewise, this theory distances itself from the limited and instrumentalized vision of communication: "This proposal forces us to see reception as the privileged moment of the production of meanings" (p. 65). The epistemological challenge from the notion of educommunication and embracing the theory of mediations as an option to give a nuance to the methodology to give a place to the subjects, involved in communicational actions that gestate the production of meanings and create formats from the central category of culture of equity. This calls for the challenge of designing and giving life to a provocation that incites participation, dialogicity and democratization as axiological principles of educommunication and materializes in practices, narrative expressions and languages that disrupt what has been called inclusion in higher education scenarios.

The mediations, their formats and schemes that, from the proposed techniques, give life to the activities of mediation, both in the production and in the socialization of these, which in Barbero are known as production and consumption and that in this research are welcomed as participant production and interaction (Ruiz, 2004, p. 65).

For the research, intentionally the conversation with the expression that arises naturally, allowing the subjects through diverse narratives to weave their ideas, prejudices and visions without the influence of the principal investigator. Narratives that can have aesthetic, symbolic, and audiovisual expressions are possibilities of expression and collective enunciation that participating subjects would exchange. The search for narratives as devices resulting from mediations, gives strength and content to messages around reflexivity to replicate in the context of higher education.

Narratives are of great importance in this study, due to their expressive richness that encompasses what the subject and the media make possible, they are that flow of the real in the expression of the people who are involved in the phases of the process. Arriving at narratives from the actions of mediation requires creativity, the resignification of the media, inclusive languages and discourses, the ties and affections that, to each actor involved, in higher education institutions and in this case in the Tecnológico de Antioquia, strengthen them in the passage of the crisis. of flexibility and interaction with the human, with otherness and thanks to it.



Table 1.

Epistemological and Paradigmatic Matrix of Doctoral Research

Problem	Research Question	Research Paradigm	Theoretical approaches	Overall Objective
Inequalities and Emergencies in Latin American Higher Education: Addressing Equity and Inclusion of Diversity from Mediations, Languages and Narratives	What are the mediations, narratives and languages that contribute to the culture of equity in higher education from the context of the Tecnológico de Antioquia University Institution?	Socio-critical	Critical, Intersectionality, Interculturality Category: <u>Culture of Equity</u> Category dimensions: Educational justice, diversities, identities, pluralities, otherness. Category: Mediations <u>Category Dimensions:</u> Languages and Narratives Category: Educommunication Category Dimensions : _Dialogicity Participation	To propose a co-creative experience of mediations, languages and alternative narratives, which contributes to the construction of the culture of equity of the Tecnológico de Antioquia.

Note: Self-created table.

Table 2.

Methodological Matrix of Analysis Categories

Specific objective	Analysis Category	Techniques / Social Frameworks of Interaction	Instruments
Recognize medications, languages, and narratives in the contribution to the culture of equity at Tecnológico de Antioquia.	Culture of Equity	Documentary review Focus group: participation tables.	Review Matrix/Intent Guide



<p>Configure participatory scenarios of interaction with actors and allies, towards educommunication experiences oriented to a culture of equity in the Tecnológico de Antioquia from mediations, narratives and languages.</p>	<p>Culture of Equity</p>	<p>Sound Patch Cartographies: Diverse podcast Interactive Radio Script</p>
<p>Analyze from the experience of co-creation of narratives, mediations, and languages with a differential approach at the Tecnológico de Antioquia.</p>	<p>Mediations</p>	<p>Narrative laboratory workshops (audiovisual) type of social experiment. Intent Script Audiovisual Record Script</p>
<p>To stress mediations, languages and narratives in the contribution to the culture of equity in the experience of the Tecnológico de Antioquia.</p>	<p>Educommunication</p>	<p>Transmedia/Interactive Platform Matrix of interaction analysis platforms.</p>

Note: Self-created table.

Between the margins and the protagonists

Stage and participants. Students from diverse population groups. Professors and researchers related to employees, collaborators and collaborators of the Tecnológico de Antioquia.

Based on the design of the Research-Action and the horizontal methodologies, the creation of the methodological route of this process, part of the web of relations of the researcher with the base team that mobilizes the diversities in the Tecnológico de Antioquia I.U., which has been linked and collaborated, assuming the challenge of maintaining equity in the voices and the stakes, without falling into self-silencing. The researcher, although she recognizes her personal limits and borders, crossing her identities and inhabited and traveled diversities, has as her principle not to assume as her own the struggles that do not pass through her body or experience, that is why the place and protagonism belongs to those who embody otherness.

This team is made up of political subjects, traversed in their bodies by sexual and gender dissidence, ethnic identities and diversities. Recognized from the faces, bets and motivations. The agency of the subjects is then pursued and considers that "It is necessary to deploy a decolonizing process of research methodologies, to configure new ways of doing anthroposocial science and to propose new



research practices that do not colonize the researched, that do not turn the researcher into a colonizer" Ortiz and Arias (2019, p. 162).

Role of the researcher/mediator: Thus, the principal investigator who is directly responsible for the study has been appointed, as a mediator who is guided by the subjects who produce and are knowledge based on the dialogue of knowledge. This, to mediate with the lenses of interculturality, sexual gender and bodily diversity, identities, capacities, hence the linking of academic actors of the Tecnológico de Antioquia University Institution, as an environment for the gestation and consolidation of collaborative and networked work with students, in order to enhance praxis through languages and narratives from the possibilities of communication. It bets on the path of constructing a we, staging a together, giving a place to the rupture, even semantics, of plural and diverse expression, which makes people uncomfortable from and questions normalities and certainties.

The research problem of this study is so broad that it is a priority for political subjects, professionals, academics, students, to address it, not only as an issue of inclusion, nor of equality but of educational justice, what is my place as the main research subject from the privilege of going through education, of not having any disability, or have diverse sexual orientations, gender identities or not belong to any ethnicity or racialization that determines me? Possible answers to this question are: ethics, the emergence of being involved, of adding understandings, of accepting the needs of others in the face of what has been perpetuated as the established.

Corona brings the researchers as parallel constructors of reality from their places of enunciation and with the clear exposition of their own objectives, "Both propose their own vision, built from multiple theoretical and contextual factors, and by putting them in common they define themselves in front of each other examining the differences in the search for something new" (p. 60). In this sense, he indicates that thinking together is what can generate questions to open doors that lead to better experiences in community. (2019)

Interactive and dialogic techniques. To bet on the alternative techniques of social research, to run away from the historically structured methods and to open up the mixture and nuances that are the principle of this study. Figure 1 shows the steps that will take place according to development and phase for each specific objective:

Figure 1.

Relationship of specific objectives from the phases of Research-Action and research techniques.



Note: Figure of own creation.



Document review. Reading and tracking of institutional documentation of the Tecnológico de Antioquia that contain policies and processes around the categories of research of the last six years. This constitutes an initial input for the diagnosis of the processes of equity and inclusion from the mediation actions, languages and narratives in the institution. Review matrix in Annex 1.

Focus group. Meetings with diverse groups and collectives based on their identities and capacities for the consolidation of participation tables. Script of intention and possible methodologies in Annex 2.

Sound cartographies "Parche Diverso". Spaces for mapping diversities, from the radio format of the podcast which alludes to places of physicists and scenarios of mediation with diversities and realities or problems. Interactive radio script in Annex 3.

I narrate videos "Stories without Labels". Audiovisual mediations around the life experiences of participants who are part of the University Institution and that from their own narratives promote reflection and call for action in the face of the problems. Script of intent in Annex 4. Audiovisual record script in Annex 5.

Narrative laboratory workshops. Audiovisual: through the proposal and format of social experiment, spaces for interaction with situations that allow the genuine expression of the participants are proposed. Script of intent in Annex 6. Audiovisual record script in Annex 7.

Transmedia platform. Website and institutional interactive social networks that are a platform for dissemination, reflection and visibility of the content produced in the research. That enables the categorical review and assessment of the impact of the research actions reflected therein. This, according to the categorical and theoretical referents, would allow the discussion and conclusions of the process to be formulated. Platform interaction analysis matrix in Annex 8.

Phases of the Research

Documentary analysis. TdeA experience around equity in higher education.

Application. Collaborative and participatory actions are developed with the actors of the process from the configuration of the methodological route.

- Application of techniques


Analysis and processing of information. Record review, both multimedia and hypertextual evidence. Photographs, recordings, and documents.

Findings and results. Report, products, socialization and dissemination.

Ethical Considerations

The construction of this guide of ethical principles was elaborated in agreement with collaborative participants, having previous moments of deliberation and combining the opinions of those who have been involved in this construction of the methodology, prior to and with a view to the subsequent application. This exercise has a political commitment that proposes constant review in the phases of the research, which integrates principles and is reflected in the informed consents that the subjects fill out, usually specific documents that can be expanded as follows:

- Interaction scenarios free of discrimination, value judgments, exclusion or marginalization.
- Respect for the different subjects of the research, for their identities, expressions, abilities and diversities.
- No censorship of the data, since the treatment that will be given to the information will have ethical, moral and respect principles.

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- The recordings and the products of the research experiences will only be published in relation to the research, under the informed consent in which the conditions of both parties are exposed. This should be seen not as the fulfillment of a format or formalism, but as a process of mutual agreements.
 - Co-creation of the responsibilities of each of the research subjects.
 - Documentary rigour: before, during and after the application of the methodology.
 - Respect and management of emotions: there are topics that will mobilize the emotions of the participants and it is expected that these will nurture sensitivity and empathy, maintaining responsibility in the face of the limits and scope of the research and its relevance from the disciplinary point of view.
 - Confidentiality with institutional information: There are different types of institutional information, including public information, private information, information by inference. Each of these types of information must be handled appropriately.
 - Differentiation between institutional processes and needs and the research process.
 - In the face of the information shared and the findings obtained at the end of the investigative process. First of all, it will be presented to the participants in collaboration, after the institution.
 - There will also be a process of return, feedback and closure from the findings with all those involved in the research. Likewise, in what is published or disseminated, the real identity of the participants will be evidenced.

Horizons: Stakes and Challenges

This process, which is in the deliberation phase prior to implementation with the actors who collaborate, has required a developed and complex view of educommunication as a possibility to contribute methodologically to contemporary educational emergencies. Based on the modeling, a pilot project was implemented in educational projects with results tending to theorize in the field of educommunication.

The emerging methodological proposal was based on collective elaboration, giving rise to a route and scenarios that can be altered along the way of research. Therefore, the design of the methodology involved the involvement of people who are diverse in terms of gender and sexuality, as well as those belonging to ethnic groups. From its ideas and implications, interaction scenarios were created as an opportunity for the encounter with the word, with the image, the emotions, the aesthetics and senses of diversity, called laboratories of social experimentation, which detonate sensitive experiences, which allude to reflection and empathy as axiological principles. They are also the place of uncertainty where the unexpected can happen. What emerges from there is intended to be audiovisual or sound content and narrative that can be mobilized from contextualized scenarios.

Making this study a possibility to trace experiences of inclusive university education from the lens of educommunication, starting from its epistemological bases and understanding it as an alternative that ponders the process more than the media, gives meaning to this transition that has been proposed practical and emancipatory and has made possible the appropriation of emerging pedagogical principles. and alternatives from new perspectives of didactics and pedagogy. Maintaining coherence with the axiological perspective of flexibility, diversity, equity, collaboration, co-creation, participation, democratization, empowerment and innovation. Thus, the tracing of the route in collaboration with university actors has established the horizon of uncertainty due to what flows in the process, but it has laid a foundation that ponders the voices and stories, from the audiovisual and sound devices, which are given from social laboratories where genuine expressions converge in the face of related issues such as discrimination/inclusion, equity/inequality, exclusion/recognition.

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