

THE CRITICAL DIALOGICAL METHOD IN EDUCOMMUNICATION TO DEVELOP NARRATIVE THINKING

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INTRODUCTION



Media competence

and the education/development of the person are two great perspectives of Educommunication that must be integrated in the same study



Encouraging critical dialogue

is a goal shared by Communication and Education, it is necessary to delve into its educational properties, methods and functions

SUBJECTS AND METHODOLOGY

1) Identify whether the training context of a media product can improve the child's narrative thinking structures and their media competence

2) Determine if some audiovisual products encourage the development of media competence and thought structures.

3) Research if the age of the child influences the benefits that can be obtained from the training process in the zone of proximal development and if these one are also greater when the story is narrative



- 12 experimental groups participating in training sessions
- 246 boys and girls from two schools in Castilla y León, (1st, 3rd and 5th Primary)
- Four sessions of 50 minutes each

RESULTS

- Children who follow the critical dialogical training benefit significantly in the construction of their media competence and narrative thinking, compared to the children of the conversational dialogical groups
- Not all types of audiovisual content are beneficial to the development of children's thinking

CONCLUSIONS



The study shows which are the properties of the dialogic-critical method that allow children to improve their media competence and illustrates the complementarity between the diagnosis-static process of competences and the formative-dynamic process in order to achieve critical thinking

From an applied point of view, the critical dialogical method has shown its usefulness to be used by teachers to foster in a group of students, media education that contributes to the development of narrative thinking.



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