

Citizenship competencies in a flexible educational supported model by hypermedia narrative*

Competencias ciudadanas en un modelo de educación flexible apoyado en narrativa hipermedia
 Competências de cidadania num modelo de educação flexível apoiado pela narração de histórias hipermedia

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Abstract

Introduction: Flexible education models are proof that education is in constant transformation and requires meeting needs in context. **Objective:** This article explores the incidence of a didactic proposal, supported by hypermedia narrative, which allows working on citizenship competencies in a flexible education model designed for the urban context of the Mariscal Robledo Educational Institution in the city of Medellín, Colombia. **Materials and methods:** The participants were (14) eighth-ninth grade extra-age students belonging to the Flexible Education Model: Walking in Secondary School. A qualitative design was used, with an exploratory scope, and the sources of information were the workshop, semi-structured interviews and participant observation. **Results:** The results illustrate that the use of hypermedia narratives, under specific didactic conditions, can be an interesting support resource; in addition, the process carried out gave them constant recognition and motivation, fundamental elements for their leveling based on the age-grade relationship, and that, with this, they continue with their studies. **Conclusion:** The hypermedia narratives in the teaching of citizenship competencies contribute to improve the permanence opportunities of the students in condition of extra-age and enhance their progress in the school system.

Keywords: Education for citizenship; Diversification of Education, Educational technology, Urban youth, Hypermedia.

Resumen

Introducción: Los Modelos de educación flexible, son una prueba de que la educación está en constante transformación y requiere suplir necesidades en contexto. **Objetivo:** Este artículo explora la incidencia de una propuesta didáctica, apoyada en narrativa hipermedia, que permite trabajar competencias ciudadanas en un modelo de educación flexible pensado para el contexto urbano de la Institución Educativa Mariscal Robledo de la ciudad de Medellín, Colombia. **Materiales y métodos:** Participaron (14) estudiantes extraedad de 8°-9° pertenecientes al Modelo de educación flexible: Caminar en secundaria. Se utilizó un diseño cualitativo, con un alcance exploratorio, y las fuentes de información fueron el taller, las entrevistas semiestructuradas y observación del participante. **Resultados:** Ilustran que el uso de narrativas hipermedia, bajo condiciones didácticas específicas, puede ser un interesante recurso de apoyo, además, el proceso llevado a cabo les otorgó constantes reconocimientos y motivación, elementos fundamentales para su nivelación con base en la relación edad-grado, y que, con ello, continúen con sus estudios. **Conclusión:** La narrativa hipermedia en la enseñanza de competencias ciudadanas contribuyen a mejorar las oportunidades de permanencia de los estudiantes en condición de extraedad y potenciar su avance en el sistema escolar.

Palabras clave: Educación Ciudadana; Diversificación De La Educación, Tecnología Educativa, Joven Urbano, Hipermedia

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Este artículo deriva del trabajo de investigación titulado El uso de narrativas hipermedia en la enseñanza de competencias ciudadanas en el modelo de educación flexible Caminar en secundaria. Fue realizado en el marco de la Maestría en Educación, línea de investigación en Educación y TIC, en la Universidad de Antioquia



Resumo

Introdução: Modelos de educação flexíveis são a prova de que a educação está em constante transformação e requer a satisfação de necessidades no contexto. **Objectivo:** Este artigo explora o impacto de uma proposta didáctica, apoiada por uma narrativa hipermédia, que permite trabalhar as competências de cidadania num modelo educativo flexível concebido para o contexto urbano do Instituto Educativo Mariscal Robledo na cidade de Medellín, Colômbia. **Materiais e métodos:** Os participantes eram (14) estudantes extra-idade do 8º-9º ano pertencentes ao modelo de ensino flexível: Andar a pé no ensino secundário. Foi utilizado um desenho qualitativo, com um âmbito exploratório, e as fontes de informação foram o workshop, entrevistas semi-estruturadas e a observação dos participantes. **Resultados:** Os resultados ilustram que a utilização de narrativas hipermedia, em condições didácticas específicas, pode ser um interessante recurso de apoio. Além disso, o processo realizado deu-lhes constante reconhecimento e motivação, elementos fundamentais para o seu nivelamento com base na relação idade-grade, e que, com isso, continuam os seus estudos. **Conclusão:** As narrativas hipermedia no ensino de competências de cidadania contribuem para melhorar as oportunidades dos estudantes que estão fora da escola e para impulsionar o seu progresso no sistema escolar.

Palavras-chave: Educação para a Cidadania; Diversificação da educação, Tecnologia educacional, Juventude urbana, Hipermédia.



INTRODUCTION

From a global perspective, education at all levels is in constant transformation and faces specific needs. UNESCO (2016) highlights the need to educate integrally for the respect of human rights, the promotion of a culture of peace, non-violence and global citizenship. Likewise, UNESCO seeks that this comprehensive education be based on the Sustainable Development Goals (hereinafter, SDGs), articulated with Education for Sustainable Development (hereinafter, ESD), whose alliance to achieve the goals contributes to form citizens who are agents of change through cooperation, participation and access to science, technology and innovation.

In the Colombian educational context, it is necessary to train in cyberculture skills, given that much of the exercise of citizenship takes place in formal and informal digital spaces (Rueda Ortiz, 2014). Precisely, nowadays, social expansions take place, i.e., learning networks, communication, participation, games and other situations that enable citizen participation and increase their awareness in terms of rights and obligations as citizens (Japar et al., 2021). However, in the case of Colombia, only "29% of students use the Internet to find information on political or social issues and 11% post a comment or an image related to these topics on the Internet or social networks" (ICFES, 2017, p. 26).

It is important to stress that the concept of *citizenship* cannot be limited to the simple fact of participating in government elections or complying with constitutional norms. Thanks to ICTs, its semantic load is broadened as, through radio, images, videos, movies, fragments of series and screenshots citizens find emerging ways to represent and participate in the public sphere, both formal and informal (Literat and Kligler-Vilenchik, 2018). Increasingly, languages proliferate that are not always taught in school, but are often learned in the daily interactions that subjects carry out and from which a particular agency of the political is constructed (Bermúdez Grajales, 2015).

Thus, to address these new languages, the concept of *hypermedia storytelling* becomes relevant, defined by Moreno (2012) as the interactive convergence of media and their expressive substances (still image, moving image, typography and sound) in digital media, whose receiver or reader of the content can become a reader and author, while autonomously transforming the content. This favors attitudinal issues in the extra-age population.

Again, in the Colombian case, since 2014, the Ministry of National Education has updated its educational strategies with the so-called Flexible Educational Models. These models are educational strategies, school-based, semi-school-based or non-school-based, directed by the State, which take into account the social, cultural or geographical characteristics of young people and adults who do not attend school on a regular basis (Castro Valderrama, 2011). One of the projects resulting from these initiatives is *Caminar en secundaria*, a formal education proposal that serves young people and high school students who are out of school (age-grade gap) both in rural areas and in marginal urban areas. The demand for this type of program is on the rise, partly because this population is growing, and students who are out of school are able to complete basic secondary education in two years in one year.

To a large extent, due to their rural emphasis, the citizenship competencies proposed by the *Caminar* modules *in secondary school* for grades 8 and 9 focus on care for the environment as a foundation for good social coexistence. Therefore, the need to contextualize these strategies is evident,



that are not taken as a simple template disconnected from the context, and that can contribute to the urban and social dynamics of the school under study, in this case, the Robledo sector (Medellín, Colombia).

In light of the above, the following research question was proposed: how does the creation of hypermedia narratives affect the learning of citizenship competencies in students of the flexible education model *Caminar in secondary* CS0201, cycles 8 and 9 of the Mariscal Robledo Educational Institution?

THEORETICAL FRAMEWORK

Citizenship competencies

Citizenship competencies are a series of knowledge, attitudes and communicative, emotional, cognitive and integrative skills that work in an articulated manner so that all people are active social subjects of rights, that is, that they fully exercise citizenship, respecting, defending, guaranteeing and restoring their rights (Chaux et al., 2012). Citizenship competencies are based on the equitable and harmonious development of students' skills, especially decision-making abilities, the acquisition of criteria, teamwork, assumption of responsibilities, conflict and problem solving, and the skills for communication, negotiation and participation that should be explicit in every institutional educational project (Ministry of National Education, 2020).

Thus, citizenship competencies must be closely linked to the changes that society requires (Blevins et al., 2016), in view of which ICTs, in different platforms and devices, configure other ways of being and being in both private and public spaces. Thus, in the field of ICTs, citizen participation is central, because it is a means to exercise citizenship (Rueda Ortiz and Uribe Zapata, 2021). In addition, with these tools it is possible to extend the participatory dimension through stories, narratives, histories and other elements that are part of the cultural heritage and identity. This multiplicity creates a coexistence of diverse codes and narratives (Martín-Barbero, 2012).

Research developed in this field by Kahne et al. (2016) conceives of civic education as -as it is called in the North American school context (Fitzgerald et al., 2021)- as that capable of producing citizen action. In other words, they are those processes that provide, from their experience to the subject's participation, a broader bond of commitment, and seek to deepen the understanding of the problems and the ways to achieve a change in the spaces that interest the subject. Similarly, it seeks, above all, attention to equity, providing all young people with equal opportunities for civic learning. This is without the intention of proposing that educators reject or replace long-established views of civic education (Kahne et al., 2016).

In this way, the aptitudes of citizenship competencies are recognized, which are built through experience, and which would be difficult to learn by simply memorizing their definition. Among these skills is the ability to identify the different consequences that a decision could have, that is, perspective taking, as well as the management of emotions, the ability to see the same situation from the point of view of the people involved, empathy, critical analysis, creative generation of options, listening and assertive communication (Ministry of National Education, 2004).



Finally, citizenship competencies are developed in students' practices and in a democratic environment, where all members of the educational community feel that they can be involved in the projects and decisions that concern them (Chaux et al., 2012).

Hypermedia narrative

Hypermedia narrative is defined as the interactive convergence of media and their expressive substances, such as still and moving images, sound, typographic images and even digital media, whose media content can be appreciated or transformed with total autonomy to generate a dual role in the subjects, the reader and the author (reader-author) (Moreno, 2012). In short, it is writing and generating content through different media in a navigation that connects some media with others (Vizcaíno-Verdú et al., 2021).

Lizarralde Gómez and López Rojas (2011) point out that hypermedia narratives occur within the framework of the relationship drawn between a person and the contents of cyberspace. These are fundamentally based on the choice and modification of paths. In the school environment, the student is the transformer and designer of diverse routes of approach to information and knowledge, and even the co-creator of knowledge itself. Precisely, within the framework of this project, students have freedom and autonomy with their own productions. Moreover, they can enrich their work through multiple linearities.

By nature, hypermedia has three characteristics: interactivity, hybridization of languages and multiplicity of linearities (Moreno, 2012). When we speak of hypermedia, we are not referring to the simple sum of audiovisual media and subjects, but rather to the web of redirections, hybridizations and contaminations of digital technology, i.e., it investigates the emergence of new configurations that go beyond traditional media (Slater et al., 1994). From this arises the notion of *mediamorphosis*, i.e., how the subject trans-forms the way of interacting in the multiple platforms and networks that present the content autonomously and independently, without it having to obey the initial structure of meaning, since, in this case, it would be *mediavolution*, i.e., the same content in different platforms (Scolari, 2008).

This narrative "covers interactive, informative, persuasive and sometimes dramatic structures" (Bari-naga López et al., 2017, p. 104). In this sense, the pieces produced by students can have many characteristics, given that these pieces are the ones that materialize their autonomy to participate in certain content. The hypermedia narrative gives access to different ways of making sense of a production and, in turn, give autonomy from a device or platform by simple choice (Navarro-Newball et al., 2018).

Likewise, these narratives facilitate a process of interactivity, regardless of the platform or device, as long as the production generated by the participants is socialized. The information originally offered by the primers of the *Walking in Secondary School* strategy, from the approach of citizenship competencies, does not propose propositive actions for interaction among students, nor is it oriented to collaboration and participation among them. In this case, the productions of one student were the starting point for the creation by one or more classmates.



Flexible education models

The objective of the Flexible Education Models, hereinafter FEM, is to restore the fundamental right to education to the student population that, for different reasons, is outside the educational system. For this reason, the processes in which this type of population is linked must be made more flexible (Vadeboncoeur and Padilla-Petry, 2017) and that the alternatives proposed by teachers generate tension in their implementation, given that there is no regularization of the processes that were initially conceived for the rural context. The above generates tension among the participants, due to the fact that it cannot be used as a recipe that applies to any context, in this case, the urban one.

According to the above, the MEFs assume the teaching-learning processes within formal education with semi-school alternatives that adjust to the needs of the students in terms of time, geographic location and vulnerability conditions. In addition, they have additional support to the regular system, such as the active search for children and young people outside the educational system, psychosocial orientation, school meals, school kits and educational baskets made up of pedagogical and recreational elements, elements adapted to the different contexts, and which seek to stimulate the student to enjoy the learning process. These alternative and flexible educational initiatives can help young people who have not been able to fully integrate into the traditional formal school system (Plows, 2017).

The above is regulated from a legal perspective of the diverse population, and arises in the characterization of diversity of the National Planning Department (DNP), an aspect that inhabits school spaces, and whose condition derives from situations or conditions of social, cultural, ethnic, disability, talents, spatial location, disease, and the criminal and biological responsibility system. This, to guarantee access and permanence in the educational system (Departamento Nacional de Planeación, 2015).

At the local level, there are several initiatives in this regard. In this regard, the Secretary of Education of Medellín recognizes strategies such as *Basic Processes, Acceleration of Learning and Walking in secondary* (Alcaldía de Medellín, 2019). The latter is defined by the Ministry of National Education (2014) as a flexible educational strategy that facilitates the return to the educational system of those students who have dropped out, or the leveling of those who are within the system, but are at risk of dropping out due to being in extra-curricular. Once the student has caught up, he/she can continue his/her studies in the regular system or finish high school. Although students advance at their own pace, the materials allow them to advance two grades in one school year, which is a key element of the MEFs (Bustos Jiménez, 2010). In addition, this model proposes the pedagogical, didactic and curricular flexibility necessary to generate a taste for staying in school, produce quality educational processes and actively involve the student, in dialogue with the context, and not as a merely functional template.

According to Law 115 of 1994, education is compulsory from five to fifteen years of age. However, there is a difficulty in accessing and remaining in the educational system for those who, for some reason, are not part of this age-grade range. In Colombia, this is mainly associated with political, socioeconomic, population and geographic factors, with approximately 1.1 million children and young people of school age (five to sixteen years old) without access to education (Delgado Barrera, 2014).



METHODOLOGY

This research was exploratory in scope because the literature review shows that there are no works that reflect on the explicit intersection of the three search descriptors, namely: citizenship competencies, hypermedia narrative and flexible education models.

The approach was qualitative. This approach made it possible to become familiar with a context, actors and situations before proceeding to the application of sampling processes and the application of measurement instruments (Galeano Marín, 2014). Likewise, the complexity of human interactions is recognized, which entails the constant search and inquiry for the understanding of phenomena ineluctably inscribed in temporal, historical, social, cultural, spatial, personal circumstances, among others.

The study is based on action research. In this sense, this work was carried out in the school with the intention of providing a timely response to problematic situations in the classroom. According to Latorre (2005), action research comprises four moments: planning, action, observation and reflection. Likewise, research of this type employs an iterative process, which seeks continuous and systematic observation, data collection and their respective analysis.

Latorre (2005) also states that teaching should be conceived as a research action, and precisely this research process emerges as a self-reflective activity, with the aim of improving educational practice. Therefore, teaching ceases to be a natural and individual phenomenon and becomes a social and cultural expression. It must be reflected upon in situated practice, in order to achieve a greater and better understanding. In accordance with the above, a didactic sequence was designed as a research action device to address the problem in context, and thus modify the topics proposed in the module of *Walking in secondary school* for the teaching of citizenship competencies. Thus, in this context, the expression action research is understood as all those activities carried out by the teacher and the educational community with the purpose of improving the quality of their actions (Bisquerra Alzina, 2019; Kemmis and MacTaggart, 1988).

The place where the research was carried out was the Mariscal Robledo Educational Institution (hereinafter IEMR), Conrado González branch, which is located in the Robledo Parque y Palenque neighborhood. In addition, it belongs to the educational nucleus 923 in commune 7, northwest of the city of Medellín. Most of the students come from strata 1, 2 and 3, and have been affected by the phenomenon of violence, in addition to the social and economic difficulties that commune 7 has suffered. They were five (5) women and nine (9) men between the ages of fifteen and eighteen, belonging to the Robledo neighborhood and were part of the Ethics and Values course taught at the time by one of the authors.

As sources of information, the workshop was used as an interactive technique from a descriptive perspective. Through the workshops, the students could materialize the story of their experiences from their own feelings. In this sense, each activity sought in its essence to be different, in order to create a bridge between the workshop, as an instrument for triggering research, and the experience, as an essential requirement in the diversity of ways that students have to represent information.

The semi-structured interview was also used (Vargas-Jiménez, 2012) insofar as it was



is conceived as a communication between the researcher and the subject of study to obtain verbal answers to the questions designed about the research problem and thus provide the necessary clarifications for the interviewee to provide a significant amount of data for the collection of information.

Finally, we resorted to participant observation. Given the intersubjectivity present in each moment, participant observation facilitates the implicit apprehension of the real life-world of the students (Vitorelli Diniz Lima Fagundes et al., 2014). The field diary, as a support for participant observation (Hernández et al., 2014), was constructed based on the proposed approaches to exploit, describe, understand and identify how the work developed to train students in citizenship competencies in the *MEF: Walking in high school* was supported by the creation of hypermedia narrative.

Similarly, the field diary sought to respond to the observation of phenomena that occurred in class, such as dynamics, activities, languages, gestures, conflicts, agreements and other actions that occurred in the interaction between students, the project and the educational space. Elements that provided a broader understanding of the observed situation were privileged, namely: time-space, participants, attitudes and behaviors, productions and, finally, theoretical notes that refer to the phenomena from the three main research categories: citizenship competencies, hypermedia narrative and flexible education models.

RESULTS

The category of flexible *education models* (see Table 1) is structured in subcategories of *school-based, semi-school-based or non-school-based alternatives*, and refers to strategies that adjust to the needs of children, adolescents and young people, in terms of time and location. In turn, *educational strategies in context* refer to those practices that take into account the context and characteristics of the students, while the subcategory *difficulties in participating in the traditional educational offer* is linked exclusively to students who are out-of-school or who, for some reason, have not been able to attend school regularly (Ministry of National Education, 2010). Finally, there are the *conditions of vulnerability*, which may be social, cultural, ethnic, disability, talent, among others.

Tabla 1.

Categoría de análisis modelos de educación flexible

Categoría	Subcategorías
Modelos de educación flexible	Estrategias educativas en contexto.
	Alternativas escolarizadas, semiescolarizadas o no escolarizadas.
	Condiciones de vulnerabilidad.
	Dificultades para participar en la oferta educativa tradicional.

Fuente: Elaboración propia

First, an explicit relationship was recognized between the three subcategories: *schooling, semi-schooling or non-schooling alternatives; educational strategies in context, and the difficulties to participate in the education process.*



in the traditional educational offer. This relationship was distinguished in the activities carried out in the classroom. The aim was to integrate students in extracurricular activities in a route to advance in their educational process, given that they are part of a diverse population with difficulty to participate in the traditional educational offer, i.e., one year per school grade. In this sense, V. Taborda spoke of her experience in the strategy: "This program helps us to make up for lost time, since they provide us with other ways to study, without the need to study on Saturdays or at night" (V. Taborda, Personal communication five, September 23, 2019)¹.

Likewise, in the following statement by L. Rendón, she recognized the subcategories *schooled, semi-schooled or unschooled alternatives*, because it is an approximation of why the extra-curricular students interviewed expressed that this model seeks to give an opportunity to those who have lost their right to education. In their own words: "In previous years one has not been able to perform well, here one achieves understanding of the topics covered because in this program they explain with less complex forms of teaching" (L. Rendón, Personal communication six, September 23, 2019).

The interviewees recognized that the module-type primers were designed for rural areas. Thus, the lack of proposals that take into account the circumstances of the subcategory *educational strategies in context* is framed in these statements, since it allowed recognizing the need to make the necessary modifications for contextualization, taking into account what happens in the daily life of the students and in the context as a valid knowledge for the knowledge of what happens in the school.

These opportunities were addressed from the characterizations made by the DNP, considering the difficulties of students in extra-age to participate, given that it is a condition derived from situations or conditions of social, cultural, ethnic, disability, talents, spatial location, disease, and criminal and biological responsibility system. The above helps to understand and guarantee access and permanence within the educational system attended (Departamento Nacional de Planeación, 2015).

Hence, in repeated situations, teachers who taught in the formal classroom and shared with *Caminar in secondary school* repeated methodologies that consisted of writing textual passages on the board, then these were passed without adjustments to the students' notebooks and the class cycle was closed with a series of questions related to the writing.

In addition to the above, the flexibility of the activities that allowed them to collaborate and be autonomous among themselves was neglected. The above was evidenced in the subcategory *school-based, semi-school-based and non-school-based alternatives*, because in the circumstances in which they were proposed as a participation mechanism, they increased motivation and recognition, advancing and increasing the number of young people who carried out the productions of the didactic sequence in *Walking in secondary school*.

Therefore, it was assumed as an objective to reduce many of the situations that frame the subcategory conditions of vulnerability. In the implementation of the didactic sequence, expressions such as the following were repeatedly recognized: "(...) There one did not adapt easily, but here one does" (V. Taborda, Personal communication from field three, October 2, 2019).

¹ For personal communications, the order of the participants' contributions was marked numerically (personal communication one to eight). This convention obeys the contributions obtained from the initial interview (conducted on September 23, 2019, one to seven) and the final interview (conducted on November 4, 2019, one to ten). On the other hand, the reader will also find "personal field communication", a convention that alludes to the students' contributions from the participant observation.

The above expression "Allá uno no se adapta se adapta" by V. Taborda alludes to formal education and then to Caminar en secundaria. This gives clues to the academic proportions of inequality that have facilitated the conditions of dropout in formal education. In the first two sessions, the students recognized in broad terms the methodological change with the educational strategies in the classroom context and class work, by facilitating activities to participate and collaborate among classmates, since the educational conventions at the time have had an impact on the development and increase of the out-of-school population.

Regarding the second category, it should be recalled that citizenship competencies are defined as the set of knowledge and cognitive, emotional and communicative skills that, when articulated together, make it possible for citizens to act constructively in democratic society (Ministry of National Education, 2004).

This category is structured through the following subcategories (see Table 2), namely: *everyday life*, understood as that which is habitual in the students' experience; *social interaction*, as the bond that is forged in the mutual influence of two or more people; *participation*, as the action of becoming involved in a certain type of activity that affects or interests; *knowledge, values and practices*, as the information necessary to develop a set of attitudes that promote and reproduce certain dynamics in a community; *citizenship*, as the condition that recognizes a series of political and social rights and duties in relation to the community in which the subject lives; *rights*, as the conditions that seek to eliminate all those barriers that prevent a person's full realization (economic, cultural, civil, political and solidarity).

Tabla 2.

Categoría de análisis competencias ciudadanas

Categoría	Subcategorías
Competencias ciudadanas	Conocimientos, valores y prácticas.
	Cotidianidad.
	Habilidades cognitivas, emocionales y comunicativas.
	Ciudadanía.
	Derechos.
	Interacción social.
	Participación.

Fuente: Elaboración propia.

Finally, there are the *cognitive*, emotional and communicative *skills*, which refer to the ability to make a critical analysis of everyday situations, recognize one's own feelings, have empathy and be able to establish a constructive dialogue with other people.

The case of *Caminar en secundaria* showed how the influence of a space that promotes social participation actions had as its main element the creation of hypermedia narrative in a population of students marked by social exclusion, dropout and grade repetition and, therefore, the age-grade gap (extra-age) in urban and rural sectors of the country.

As an example, screenshots one and two represented these four subcategories, showing the students' interest in generating hypermedia narratives of the reality they have experienced.



and, at the same time, to appropriate the contents independently. This made it easier for the interest of these young people to become involved in some activity to increase as the fourth session of the didactic sequence progressed, since most of them went to the situations that had taken place not only outside the school, but also inside it. This evidenced the appropriation of several citizenship competencies that fall under the subcategory of *cognitive, emotional and communicative skills*.

In this sense, the screenshots mentioned above refer to two videos. The first one (Figure 1) recreates a process of displacement and death threats by an armed group. The affected person is a farmer who cultivates his land. In the second video (Figure 2), a person is excluded from his right to be elected in local elections because he does not have the economic capacity to develop his political project.

In the first context, it was possible to recognize that, through this video, the students listened and communicated assertively, adopted a perspective, organized themselves and recreated a situation of dispossession of civil rights, such as the right to life and the right to the security of the home, through a recurrent situation in Colombia such as forced displacement and the obligation to plant and maintain illicit crops.

Likewise, the second video recognized the violation of the political right of citizens, regardless of their economic capacities, culture and religious and political ideals, to elect and be elected. This demonstrated in the subcategory *cognitive, emotional and communicative skills* that the students identified and analyzed situations in which civil and political rights were violated, based on empathy.

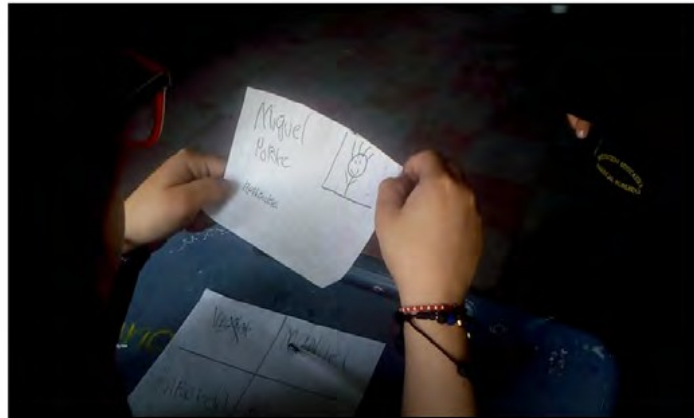
Likewise, the above allowed students in extra-curricular activities to appropriate the contents proposed in the didactic sequence in their own way, by integrating the creation of hypermedia narratives into their possibilities of participation. This process led the students to recognize that they had experienced similar situations and, with them, the possibility of participating with their classmates in topics they were already familiar with

Figura 1.
Captura de pantalla uno



Fuente: J. Palacios y K. Villa (2019), Grupo estudiantes 2.
Nota. Teléfono móvil

Figura 2.
Captura de pantalla dos



Fuente: I. Vargas, M. Álvarez y M. Gaviria (2019), Grupo estudiantes 3.
Nota. Teléfono móvil

Consequently, the subcategories of daily life, social interaction, participation and cognitive, emotional and communicative skills come into play again, as it is recognized that the students reproduced social stimuli from the environment, from the creative generation of options to active listening and assertiveness. Thus, having linked referents of their daily life, communicating them and producing a dramatization on the violation of civil and political rights, discrimination in any form, tolerance and respect for different opinions favored the behaviors of their social memories (Chaux et al., 2012).

Finally, the *hypermedia narrative* category (see Table 3) is composed of the subcategories multiplicity of linearities, such as the diversity of devices and platforms that can be used to create a narrative; autonomous and independent presentation of content, as the possibility of transforming the content and form of productions without this being exclusively due to the content, a device or a platform; interactive media convergence, as the interaction between analog and digital media; emergence of new configurations, as the manifestations given from other productions. Finally, the hybridization of languages, as the mixture of audiovisual elements that converge in a production, without having to obey the initial structure of meaning.

Tabla 3.
Categoría de análisis narrativa hipermedia

Categoría	Subcategorías
Narrativa hipermedia	Convergencia interactiva de medios.
	Emergencia de nuevas configuraciones.
	Presentar el contenido autónomo e independiente.
	Hibridación de lenguajes.
	Motivación.
	Multiplicidad de linealidades.

Fuente: Elaboración propia



In the development of the didactic sequence, it was recognized in the extra-curricular students how they will adopt independence when participating in the program, which showed a strong link with the subcategories of multiplicity of linearities and presenting the content in an autonomous and independent manner. This was noted, for example, when several of the students who participated in the activity did so in the same format, by graphing it on sheets of newsprint. However, they indicated that they would not narrate in the same device or in the same narrative continuity. This could be seen in Figure 3, when students presented their ideas.

Figura 3.
Fotografía tres. Realización del taller



Fuente: Elaboración propia

In the screenshots observed, practices and dynamics were distinguished that make it possible to link the context with the school, and that elucidated through the field diaries of the execution of the didactic sequence how the students *demonstrated multiplicity of linearities and present autonomous and independent content* in their educational process, without the need to standardize the shortcomings through the exigencies of the traditional system, or teach by reproducing the modules of *Walking in secondary school* as a simple template.

Likewise, many of the students recognized in their daily life particular situations demonstrated in different media and platforms, which could be articulated to the learning proper to the urban context, from a *Multiplicity of linearities* with devices such as computer, cell phone, tablet and *video beam*, as well as editions in images, YouTube songs, informative voice notes, posters, photos, audios, images, Power Point and social networks such as Instagram and WhatsApp.

By the way, J. Ríos, highlighted the role of the didactic sequence from the motivational perspective, and stated that:

If from the beginning of the year we had been able to do homework with songs, pictures and videos, everyone would have won the year. (...) Who in the classroom is not going to watch television, or see things on the internet to say they have no ideas (J. Ríos, Personal communication from field seven, October 23, 2019).

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Accordingly, the students presented the activities of the didactic sequence based on the information observed on television and the Internet. In turn, the hypermedia narrative offered students an opportunity to reorder, classify and (re)create the information. For example, K. Villa recognized in the social networks themes worked on in the didactic sequence and brought them into her class arguments when she expressed that:

In the great debate on Teleantioquia, you see that those candidates [for mayor of Medellín] talk about things that are useful to one in class about rights and care for the environment. (...) They also appear on Facebook, but to explain easier one takes a screenshot of the publication and it helps (K. Villa, Field personal communication six, October 17, 2019).

DISCUSSION

For future research, it is advisable, in methodological terms, to reinforce field work, to carry out slower exercises and a greater recognition of the context in order to elucidate aspects that are invisible from the school's place of enunciation. It is also important to explore other research approaches that allow a greater dialogue with the data. From the theoretical point of view, to review in greater detail the academic literature of Anglo-Saxon origin, since they have other ways of naming, and perhaps of working, in relation to citizenship competencies and flexible education models. The category of hypermedia should also be explored in greater depth, since there are currently various approaches and approaches that, although named differently, have resonances, but also dissonances, with the competencies and skills presented in this work. Finally, given the increasing adjectivization of the noun narrative, we would like to explore trajectories that involve other nearby referents, for example, those that focus on transmedia narrative in order to generate other reflections and questions.

CONCLUSIONS

Throughout this article, we sought to provide an approximation of how a didactic sequence designed with the help of hypermedia narrative can have an impact on the learning of citizenship competencies of students in 8th and 9th grade of the MEF: Walking in secondary school. The data derived from the analysis process offered some conclusions that should be qualified since more evidence needs to be collected and the bias of the researcher who was in the field cannot be erased outright.

On the one hand, in the creation of hypermedia narratives in the aforementioned model, the use of didactic strategies that encourage the creation of hypermedia narratives in this population is highlighted in order to reduce obstacles that limit their permanence. On the other hand, the use of these strategies seems to have an impact on the learning of citizenship competencies in these students. In line with other studies, it is possible to develop citizenship competencies that give meaning to plurality, identity and valuing differences in elementary school students, with the development of didactic proposals that involve the continuous use of ICTs, since students are provided with friendly spaces where they have the opportunity to share their knowledge and confront their ideas, concerns and needs (Calle Álvarez and Lozano Prada, 2019).

In this case, methodologies that implement the constant use of hypermedia storytelling with students and students' interests.



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