



## Alfabetización digital y cultura popular en la escuela: Una aproximación cualitativa [

Universidad de Extremadura: Servicio de Publicaciones :  
Asociación Nacional de Psicología Evolutiva y Educativa de la  
Infancia, Adolescencia y Mayores,  
2011

text (article)

Analítica

The introduction of so-called Information Technology and Communication (ICT) is causing major changes in our society and school faces the difficult challenge of integrating these changes, linking educational processes to other contexts of students' development in perspective to generate significant learning, recognizing the importance and the role that culture plays in the construction of the student. We present a socio-cultural research that is based on a perspective of qualitative analysis and whose overall objective is to analyze an educational setting mediated by ICT, in which popular culture contributes to contextualized and meaningful use of these new cultural instruments, and also to encourage awareness processes of cultural identity in children. A group of sixteen children, aged between nine and twelve years old, voluntarily participated in a total of twelve sessions of approximately two hours each, and the researchers themselves assume a dual role: teachers and observers participating. We try to answer questions related to the design of the educational experience of the elements that provides the use of ICT and literacy and construction processes of collective identity

The introduction of so-called Information Technology and Communication (ICT) is causing major changes in our society and school faces the difficult challenge of integrating these changes, linking educational processes to other contexts of students' development in perspective to generate significant learning, recognizing the importance and the role that culture plays in the construction of the student. We present a socio-cultural research that is based on a perspective of qualitative analysis and whose overall objective is to analyze an educational setting mediated by ICT, in which popular culture contributes to contextualized and meaningful use of these new cultural instruments, and also to encourage awareness processes of cultural identity in children. A group of sixteen children, aged between nine and twelve years old, voluntarily participated in a total of twelve sessions of approximately two hours each, and the researchers themselves assume a dual role: teachers and observers participating. We try to answer questions related to the design of the educational experience of the elements that provides the use of ICT and literacy and construction processes of collective identity

<https://rebiunoda.pro.baratznet.cloud:28443/OpacDiscovery/public/catalog/detail/b2FpOmNlbGVicmF0aW9uOmVzLmJhemF0ei5yZW4vMzExODQxNDM>

**Editorial:** Universidad de Extremadura: Servicio de Publicaciones Asociación Nacional de Psicología Evolutiva y Educativa de la Infancia, Adolescencia y Mayores 2011

**Tipo Audiovisual:** TIC alfabetización digital cultura popular taller extraescolar multimedia investigación cualitativa ICT digital literacy popular culture multimedia-school workshop qualitative research

**Documento fuente:** International Journal of Developmental and Educational Psychology: INFAD. Revista de Psicología, ISSN 0214-9877, Vol. 1, Nº. 1, 2011, pags. 47-58

**Nota general:** application/pdf

**Restricciones de acceso:** Open access content. Open access content star

**Condiciones de uso y reproducción:** LICENCIA DE USO: Los documentos a texto completo incluidos en Dialnet son de acceso libre y propiedad de sus autores y/o editores. Por tanto, cualquier acto de reproducción, distribución, comunicación pública y/o transformación total o parcial requiere el consentimiento expreso y escrito de aquéllos. Cualquier enlace al texto completo de estos documentos deberá hacerse a través de la URL oficial de éstos en Dialnet. Más información: <https://dialnet.unirioja.es/info/derechosOAI> | INTELLECTUAL PROPERTY RIGHTS STATEMENT: Full text documents hosted by Dialnet are protected by copyright and/or related rights. This digital object is accessible without charge, but its use is subject to the licensing conditions set by its authors or editors. Unless expressly stated otherwise in the licensing conditions, you are free to linking, browsing, printing and making a copy for your own personal purposes. All other acts of reproduction and communication to the public are subject to the licensing conditions expressed by editors and authors and require consent from them. Any link to this document should be made using its official URL in Dialnet. More info: <https://dialnet.unirioja.es/info/derechosOAI>

**Lengua:** Spanish

**Enlace a fuente de información:** International Journal of Developmental and Educational Psychology: INFAD. Revista de Psicología, ISSN 0214-9877, Vol. 1, Nº. 1, 2011, pags. 47-58

---

## Baratz Innovación Documental

- Gran Vía, 59 28013 Madrid
- (+34) 91 456 03 60
- [informa@baratz.es](mailto:informa@baratz.es)