



School media, scenarios to form political subjects in school

Medios escolares, escenarios para formar sujetos políticos en la escuela

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Abstract

This research intends to contribute to the formation of political subject as students and active participants in the production of school communication media. It refers to a qualitative study which inquires about the alternatives for the citizen education, with high school students who assume the roles of producers of scholar media. The entirety of the proposal is epistemologically based on the concepts: communication/education, school media and political subject. In this perspective, the project materialized in three cities of Colombia (Medellín, Montería and Bucaramanga) and six public and private educative institutions, with a methodological route guided by an ethnographic study that facilitated observing how school media are produced drawn from the triangulation of collected information from focus groups and interviews, and then digitalized in the NVivo software. This methodol-

ogy allowed furthermore, comprehending from the students, as subjects of study, the processes of political formation with the management of information and the content of the school media in public and private institutions. Nonetheless, a common conception of the political was evidenced, and it overcomes the idea of representativeness to become dimensioned as the construction of society and the work in aims of everyone's wellbeing.

Keywords: School media, political subjects, citizenship, politics, schools, education.

Resumen

La investigación busca aportar a la formación de sujetos políticos desde la condición de estudiantes y participantes activos en la producción de medios de comunicación escolar. Se trata de un estudio cualitativo que indaga sobre alternativas de educación ciudadana,

con jóvenes de educación secundaria que asumen el rol de productores de medios escolares. Toda la propuesta se fundamentó epistemológicamente en los conceptos: comunicación/educación, medios escolares y sujeto político. Desde esta perspectiva, el proyecto se materializó en tres ciudades de Colombia (Medellín, Montería y Bucaramanga) y seis instituciones educativas de carácter oficial y privado, con una ruta metodológica orientada por un estudio etnográfico que facilitó observar cómo se producen los medios escolares a partir de la triangulación de información recolectada en entrevistas y

grupos focales, y sistematizada en el programa NVivo. Esta metodología permitió comprender, desde los estudiantes como sujetos de estudio, los procesos de formación política con el manejo de la información y los contenidos de los medios escolares de las instituciones públicas y privadas. No obstante, se evidenció una concepción común de lo político que supera la idea de representatividad para ser dimensionada como el trabajar por el bienestar de todos y la construcción de sociedad.

Descriptor: Medios escolares, sujeto político, ciudadanía, política, colegios, educación.

1. Introduction and state of the art

The school media generate various tensions in the school. Freinet (1977) introduced the printing press in the classroom, in order to favor stories based on students' own lives. Then, in Latin America, most of these projects follow instrumental, informative and adult-centered approaches (teachers) (Huergo, & Fernández, 2000), (Kaplún, 2010) or disarticulated institutional projects as proposed by (Rodríguez, 2004) and (Valderrama, 2007) that are far from what was proposed by the French educator in the second decade of the 20th century.

With the incorporation of technologies, the discussions focus on the appropriation or denial of digital culture, either to extend the exercise of the Right to Communication (Bacher, 2009) or to follow traditional writing practices. The challenge for the school is to encourage students to appropriate other languages, in addition to writing, to produce content, memories and realities and generate processes of symbolic and cultural exchange (Romero, 2011).

Three research groups of the Pontifical Bolivarian University of Colombia,¹ UPB, executed the project "School media as training spaces for the political subject in educational institutions of Medellín, Montería and Bucaramanga", with the purpose of investigating whether the

school media serve as space for the formation of the political subject, in which the students express their ways of seeing their worlds (Valderrama, 2010), crossed by the experiential culture (Pérez, 1998), the appropriation of the word to narrate those worlds (Freire, 1985) and where critical awareness, the capacity for dissent, autonomy, leadership and empowerment (Rojas, & Arboleda, 2014), some of the characteristics that identify the political subject can be developed.

A qualitative ethnographic methodology was applied to observe the process of production of school media in educational institutions, supported by interviews and focus groups for students and teachers.

The research is focused on the process of producing the school environment and changing the role of the student, who goes from being a "mere receptor" to producer of meanings (Martín Barbero, 1998); participation in these experiences allows other cultural options: "to offer them the possibility of knowing, seeing, feeling, experimenting with the objective of intervening and transforming" (Gamarnik, 2011, p.13); that is, to pass from the receiver to the social actor and producer of meanings.

The study is supported in three concepts: communication/education, school media and the political subject. The initial basis of this relationship is problematizing education (Freire, 1985) for its reflective character and as a permanent



act of discovery of reality (p.88); an education that overcomes the transmission and accumulation of information, and develops in students critical thinking, a reading of their life experience related to the educational and social context, and which, then, narrates them appropriating different communication languages (Perceval, & Tejedor, 2008) that constitutes it in a significant learning (Aparici, & García, 2017), similar to the features that identify the political subject.

The communication and education relationship is marked by two perspectives: for Barbas (2012), edu-communication is “process, movement, flow of meanings, creative and recreative action, permanent construction-deconstruction-reconstruction of reality” (pp. 166-167) and Huergo (2001) who maintains that this relationship communication/education (with the slash) is an articulation based on the “formation of subjects (object of education) and production of meanings (object of communication)” (p. 28).

The school media is assumed from two concepts: the first, as devices to visualize classroom experiences and for the members of the educational community to produce “contents, memories and realities that are shared with their environment in a process of symbolic and cultural exchange” (Romero, 2011, p.48); and as spaces to tell “the stories of his or her life, in a legitimate act of communication, not only to peers, but to the inhabitants of his/her context” (p.50); the second, Ceballos and Marín (2017) indicate that the school media are spaces of communication, education and culture, produced collectively by the educational community, to “generate reflections and conversations from the published topics, in a way that favors processes of dialogue and discussion among the recipients of these contents and (...) encourage to share these messages with other recipients” (p.58).

The concept of political subject is based on Fernandez who shares some of its character-

istics: “democratic, with a sense of community, capable of developing a personal opinion and establishing itself as an active receiver, generator and transmitter of knowledge in their daily lives” (2015, p. 89). To which Rojas and Arboleda (2014) complement: respect for difference, acceptance of other ways of thinking and acting in symbolic and real world. To this, Ruiz and Prada (2012) added indicating that the fact of telling their life, constructing stories, describing their own contexts, allows the subject to commit to the action and to the transformation processes, there lies the sense of political subjectivity and the exercise of criticism (p.51), therefore, as Kriger (2010) points out, one becomes a political subject when there is an intention to change the world of which one is a part of. These aspects appear in school media, when they are understood as a space or process of producing content, where students can recognize themselves in the difference, discuss their points of view, show their leadership, their ability to reach agreement and communicate their ideas that give an account of what they live in school and in their social context.

2. Materials and Method

The research developed was qualitative in nature. It had an interest in asking, interpreting and relating the observed: “emphasizes understanding and interpretation from the subjects and their process of meaning in specific educational contexts, with their own beliefs, intentions and motivations” (Reynaga, 1998, p.126).

To capture the knowledge of students and teachers that make up the school media, an ethnographic interview was conducted (Guber, 2001), as a reflexive exercise among researchers, students and teachers: “it is a social relationship in such a way that the data provided by the interviewee reflect the reality that the teacher builds with the interviewee at the meeting” (p.77).



The focus groups, according to Reguillo (1998), contribute to the reflective nature of the instrument: “when the collective experience of the individual becomes evident, the subjects enter into a dynamic of negotiation of meanings both with the other subjects and with themselves” (p.35).

The selection process of the educational institutions in each city (Medellín, Bucaramanga, Montería), was made with the following criteria: five or more years of publication of the school media; work team made up of students and guided by a teacher; periodic meetings (weekly or biweekly), within a public educational institution and a private one, to have different points of reference. In total there were 6 educational institutions, two for each city. The field work took place in the second semester of 2017, between August and November, the second period of academic development in high schools in Colombia.

3. Analysis of results

The data obtained is qualitative: concepts and ideas that emerge from the interviews or focus groups. For this article the questions posed to the actors are taken up on two concepts: school media and the political subject. Following Angrosino (2012), the ethical categories, the result of a theoretical survey (already discussed), acquire other meanings from the comments made by the consulted students and teachers, thus becoming an “emic” dimension (pp. 99-100). From the registration of the interviews

and focus groups, the concepts were specified, applying the Nvivo software.

Next, a brief review of the Educational Institutions (E.I) will be made and the obtained results will be exposed with their respective analysis, bearing in mind the research question: What contributes to the formation of the student, as a political subject, the participation in the production of school media of public and private educational institutions?

3.1. Medellin

Public Educational Institution (Public E.I.): founded in 1970, has five thousand students in the Primary, Secondary, Technical upper secondary education and Academic upper secondary education levels. The school medium is a newspaper founded in 1979, has an annual periodicity, with 61 editions published until 2017. It is coordinated by a communicator and teacher who is part of the Department of Spanish Language. The writing team was composed of ten students.

Private Educational Institution (Private E.I.): founded in 1975, founded in 1957 and its modality is academic, imparted to men and women from pre-school to basic secondary and upper high school. The experiences of school medium in the E.I. date back more than ten years, with newspapers, TV shows or school radio stations. For this case, the school station was taken into account, coordinated by a teacher from the area of Spanish Language and had as support a group of six students who broadcast a weekly show.



Chart 1. Results, interviews students and teachers of Medellín about school media

Question	Actor	Concept	Idea
What is a school medium?	Student of Public E.I.	A school medium is like, in this case, the newspaper, which is part of the entire educational community and includes all the people in the school to transmit information, transmit thoughts, ideas, as a new way of learning.	<ul style="list-style-type: none"> • Newspaper • Educational community • Transmission • Thoughts • Learning
	Student of Public E.I.	A school medium is a process, an organization of some ideas, some knowledge, some concepts that are organized to be transmitted to the students of the school, to the teachers, to the directors.	<ul style="list-style-type: none"> • Process • Brainstorming • Knowledge • Concepts • Transmission • Educational community
	Student of Public E.I.	Method that students and teachers use to learn about new things that happen at school.	<ul style="list-style-type: none"> • Method to inform • Current information
	Student of Public E.I.	The student media what it does is give neutral information, that is, even when we are students and we don't like to say that the teacher was right, we have to be on the teacher's side.	<ul style="list-style-type: none"> • Neutral information • Teacher
	Teacher of Public E.I.	It is a channel of communication and discussion of certain problems that are seen in the school, it is (...) like that space where they can give their own opinions without being coerced or pressured (...) it is a space to discuss and debate certain problems, not only of the institution, but also of the city (...) the children are the ones who write the most.	<ul style="list-style-type: none"> • Communication and discussion channel • Space to comment without censorship • Discuss issues of the institution and the city
	Teacher of Public E.I.	The school medium presents institutional and student interest information. It is a vehicle to express (...) in principle it is for free expression, but there must be a slight censorship, because they could publish things that are not acceptable.	<ul style="list-style-type: none"> • Institutional information • Means of expression • Free speech • Mild censorship • Maintain institutional line

From these comments, some differences in the ideas of a school media, in a public context and a private one are appreciated. In the first, it is a medium with an academic focus (produced by students); where they circulate, in addition to information, knowledge, thoughts and ideas which gives a different character to the contents, to be shared in the educational community. A key contribution is to associate the medium as a process and not as a result or final product (Mujica, 2001), a stimulus to the expression of the students. It is emphasized that the school media allows to express thoughts and ideas

that are known by others when the contents are published; it is a collective construction and social product as pointed out by Kaplún (1998). Different to the concepts in the private E.I., because in it, some expressions associated with different means (speakers, for example), that communicate institutional information of what “happens in school” and, above all, the idea of transmitting information by “neutral technologies” (Saintout, 2003) arise. Therefore, without involving critical ideas or thoughts, they subject to the teacher’s approval.



From the perspectives of teachers, in the public E.I. is perceived an idea of positioning the students as authors of their writings, with the possibility of expressing their opinions either of the institution or the city, without the intention of being restricted: “Ideas circulate, are exchanged and confronted” (Henaó, 2012, p.133). In the private E.I. is contradictory: on the one hand, recognizes that it is a vehicle of free expression, but at the same time points out that it must have a certain level of censorship.

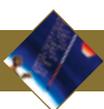
In an environment of trust and commitment to express ideas, opinions and develop their own content, there may be the awareness of publishing content with a public character, to impact the educational community, “write to be read” (Freinet, 1983). On the contrary, if students are subject to censorship, even if it is mild, when expressing their ideas, their interests or opinions, their field of participation and influence in these spaces is limited.

Chart 2. Results of interviews students and professors of Medellín about the political subject

Question	Actor	Concept	Idea
What is the political subject?	Student of Public E.I.	The political subject is the ability of a person to create awareness of their environment, and provide ideas to transform (...) is to have a sense of belonging, that ability to transmit good ideas.	<ul style="list-style-type: none"> • Create awareness • Ideas to transform • Sense of belonging • Ability to transmit good ideas
	Student of Public E.I.	A political subject has to be someone responsible, who is critical and who has the ability to lead, to know how to solve situations.	<ul style="list-style-type: none"> • Responsible • Critical • Leadership • Resolve situations
	Student of Public E.I.	He is a person who expresses and feels what he wants, (...) he wants to move his country, his city, his municipality, his idea and his thought forward.	<ul style="list-style-type: none"> • Expression capacity • Commitment to society
	Student of Public E.I.	It is to be a honest person who knows many things, gives many opinions that may not share, but that respects, should not be a corrupt as when we think about Colombian politics, (...) implement their opinions in a respectful way with everyone.	<ul style="list-style-type: none"> • Knowledge • Opinion • Pntegrating Person • Respect
	Teacher of Public E.I.	A person who participates in the different scenarios of the city and the country (...) a person who contributes with a critical spirit to make their neighborhood better.	<ul style="list-style-type: none"> • Participates • Contributes • Critical spirit
	Teacher of Public E.I.	Being a politician subject seems to me a person who is not divorced with a line of thought (...) is being involved in the political discussion of the country.	<ul style="list-style-type: none"> • Line of thought (political) • Political affiliation • Participant in political discussion

Between the students of both institutions emerge some characteristics, related to the “political subject”, associated to those who work for the common good: those that create aware-

ness, are responsible, have a sense of belonging and contribute their knowledge to a society, have the capacity exert leadership and listening, seek to do good and propose solutions. Some relate it



to corruption. The answers indicate that students consider it important to be aware of the political subject, conducive to the construction of a society and feel part of a “we” (Nussbaum, 2014).

Teachers have more basic ideas of the political subject. For them is someone who participates in nearby spaces where one can have direct influence, such as the neighborhood and not only exercising the right to vote. The one of the private institution considers that is the one who has an ideology or a filiation to a political party and its participation is framed in the political discussion, related to traditional politics.

According to the above, it is worth considering some shared ideas about whether the fact of integrating and participating in school media contribute to the formation of the political subject. To do this, students and teachers were asked: Participation in the school media: What contributes to the formation of the political subject?

In this regard, the students of the public educational institution responded:

The ability to lead, learn to accept the ideas of other people (...) as a human being I must consider myself within a society; my ideas cannot be unique, I must learn to work in community. (Student 1)

... from the topics discussed one can learn a lot from them and have our own criteria and propose a solution, wanting what's good for society. (Student 2).

For their part, in the private Educational Institution, they shared:

Above all social skills, we study in a mixed school that gives us great advantages in the social field; radio has trained us as citizens, which I feel very positive, because, although we listen and have our opinions, we are informed. (Student 1).

It contributes to my personality (...) is to accept that the other also has personality, and will also do other things. (Student 2)

Students value that participating in a school medium, as a space and process not as a product, gives them the ability to speak and critically reflect, throughout the production process, materialized in meetings and in the meeting between peers (students and the teachers), where they learn to value respect for the difference. In addition, it promotes leadership, acquiring its own criteria, learning from the issues and proposing solutions to problems. Young people need a voice, to be seen and taken into account “is the right to socially exist” (Martínez, 2014).

The teachers said:

The newspaper is the institutional medium of the school (...) as we are doing the discussions and, among themselves they are realizing (...) that there are some rules, some parameters, a social responsibility, that there is ethics as communicators (...) since they are all different, they also have to listen to other voices and they also have to listen to what the other thinks. (Teacher, Public Educational Institution)

I have tried to make them objective, (...) in the sense that when they interview, if they do not agree with him, they will not delegitimize him. If there are disagreements, I have tried that initial disagreement does not vitiate the article. (Professor Private Educational Institution)

According to what teachers have stated, participation in a school environment implies the recognition of some norms and, above all, recognition of the other's voice as different. Therefore, it requires that the school media be considered as a process, rather than a product that serves as a channel or restricted instrument to disclose institutional information; in terms of Freire (2008) it is “a gnosiological experience” (p.50), in this case, experience of knowledge construction and formation of the political subject.

3.2. Montería

Public Educational Institution (Public E.I.): founded in 1970, it has a coverage of 2000 stu-



dents for all levels of primary and secondary basic education. It has 82 teachers, four managers and six administrative staff. The school medium is a television program that has a monthly periodicity, years of work and integrated by a group of thirteen students who distribute the functions of preproduction and audiovisual production, coordinated by the professor of the area of Social Sciences.

Private Educational Institution (Private E.I.): founded in 1958, it is a school run by a Christian community that also offers all basic education levels, from preschool to high school. The school medium is a printed magazine that is published annually, with a trajectory of six years and is coordinated by a social communicator with the support of fourteen students.

Chart 3. Results of interviews students and teachers of Montería about the school media

Question	Actor	Concept	Idea
What is a school medium?	Student of Public E.I.	It is defined as a system designed for communication and information of the school population; space where different methods are used that attract the receiver, in this case, the students.	<ul style="list-style-type: none"> • System for communication and information • School population • Receiver
	Student of Private E.I.	Space provided by an institution to inform about different facts, news and activities related to it.	<ul style="list-style-type: none"> • Space to inform
	Teacher of Public E.I.	It is a medium that makes the community very visible and empowers the children who do it and motivates them to achieve more distant things.	<ul style="list-style-type: none"> • Media to make visible. • Empower
	Teacher of Public E.I.	It is a medium that serves to put in context the institutional reality for the target audience that the organization has and to generate interest in the external environment. Also to facilitate the processes of internal communication and to provide knowledge to students about writing, research, spelling, among others.	<ul style="list-style-type: none"> • Put in context • Target audience • Internal communication processes • Contribute knowledge

There is a divergence in the conception of what is and means school media for the interviewees of public and private educational institutions. In the first, the definition of the concept is broader: it responds to the interests of the institutional and involves the communities of the city that have access to the television program. On the other hand, in the private school, the priority is to inform about the topics of institutional interest, focused on the internal and external recipients of the printed magazine. Also, the school medium is a curricular strategy that supports and fosters writing and research skills and competencies.

In general, in both institutions the mass media is appreciated, as a reference to take into

account, not so much for the contents where there is a distancing from the informative agenda, but in the way of presenting the topics. Thus, the students of both institutions assume the school media as their own and define it as a particular way of making their daily life known. The positions of those in charge of the media of both institutions maintain a certain coherence with what the students expressed, because it allows the initiative to propose the themes, a formative principle that Ruiz (2008) directs towards education “of political subjects, participatory and prepositive citizens” (p.124).

About the political subject:

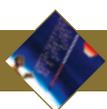


Chart 4. Results of interviews students and professors of Montería about being a politician

Question	Actor	Concept	Idea
Do you consider yourself a political subject?	Student of Public E.I.	I do ... because, say in the case of my class, I am the monitor, so I am in charge of watching over what they ask of me and when we have any need, I am the one who watches over them and that is like a political way of being better with what we want.	<ul style="list-style-type: none"> • Watch over others • Being better
	Student of Public E.I.	But it is not just that, if the person asks you to be a representative, someone who looks older before them, is not that, if they ask you for something, then you will do it right away. First you have to analyze and see if what they ask is going to be for the benefit or harm for society.	<ul style="list-style-type: none"> • Represent someone • Social Benefit
	Student of Private E.I.	Yes, I am a politician when I know how to give my opinion, and I understand the opinion of others ... I am a politician when I understand that the world not only thinks as one, but that everyone has a different opinion; if there are 40 people there are 40 different worlds. Being a politician is knowing how to take those 40 opinions under the same path even though not everyone thinks the same, that is being political.	<ul style="list-style-type: none"> • Difference • Social beings • Mutual understanding
	Student of Private E.I.	Know that in a society there will always be some clashes, some contrasts and one will know how to understand those things, because we are social beings that can relate to others and we can understand ourselves.	<ul style="list-style-type: none"> • Difference • Social beings • Mutual understanding
How do the contents published in the school media contribute to the political formation of the educational community?	Teacher of Public E.I.	From every point, in some way, what they show is their political feelings, but they have learned that we should not impose: we must share, for the better. Undoubtedly, they form as political subjects with political thought, the dynamics makes them understand that, as social actors, we are politicians (unlike politicking), that this is crucial to build society.	<ul style="list-style-type: none"> • The political feeling • Political thinking • Building society
	Teacher of Private E.I.	Strengthens bases, helps them reflect on beliefs or positions in situations. It allows them to open up to the world; compare and analyze	<ul style="list-style-type: none"> • Reflection and analysis • Open up to the world

The conceptual and practical appropriation of the political subject stands out among the students: in the public institution there is a tendency to understand the political as the exercise of working for the good of all, from the role played in the educational context as a “strategist who knows how to coherently articulate the public and the private” (Arias, & Villota, 2007, p.47). In the private institution, young people reveal the conception of politics more from the respect for the other and for the differences.

The students involved in the production of school media understand the political subject as the way to do good, build society in an inter-

subjective way that allows students to “critically know and think [...] to express their emotions and feelings, to get involved in the destiny of others” (Alvarado, Patiño, & Loaiza, 2012, p.859). The teacher of the public institution and the social communicator of the private, agree with the position of the students of both schools: they consider that the political subject is lived daily, from the way in which we share with others to the complex task of building society and that political education is an issue that emerges from the thought: principle for the construction of the political subject as a subject that is “at the center of the world, both to know and to act” (Morín,



2006, p.91). By the previous it is deduced: the school media, when being inserted in the school, serves as scene to make critical reading of the world that they live in and to communicate their own ideas; this is how a political subject with the capacity to speak develops.

3.3. Bucaramanga

Public Educational Institution (Public E.I.): founded in 1976, has a coverage of 1500 students for all levels of primary and secondary

education. They have a school station with daily broadcasts; 16 students and two teachers participate in the group of producers.

Private Educational Institution (Private E.I.): founded in 1891, a school run by a community of Catholic nuns that also offers all basic education levels, from preschool to high school. They have a television program with biweekly broadcasts and a trajectory of 26 years. It is coordinated by three teachers with the support of twelve students.

Chart 5. Results of interviews students and teachers of Bucaramanga about the school environment

Question	Actor	Concept	Idea
What is a school medium?	Student of Public E.I.	It is a means where students participate with the guidance of teachers to express themselves and speak with the language of young people.	<ul style="list-style-type: none"> • Space for participation and expression • Language and worldview of young people
	Student of Private E.I.	Space to represent the values of the School.	<ul style="list-style-type: none"> • Means to inform • Space to strengthen the institutional identity
	Teacher of Public E.I.	Effective means to strengthen internal communication and the relationship between teachers and students.	<ul style="list-style-type: none"> • Media • Space for student expression
	Teacher of Private E.I.	Channel offered by some schools to motivate students in the interest of communicating.	<ul style="list-style-type: none"> • Communication channel • Space for motivation and the sense of institutional belonging

In the private E.I. school media is assumed as an institutional communication channel, validated with the participation of students and teachers; in the public E.I., this is recognized as an autonomous space, which promotes the

opinion and expression of students, from their imaginations and worldviews.

On the political subject, they indicate the following:

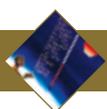


Chart 6. Results of interviews students and teachers of Bucaramanga about the political subject

Question	Actor	Concept	Idea
Do you consider yourself a political subject?	Student of Public E.I.	The political subject is a good citizen. He who complies and respects the laws.	<ul style="list-style-type: none"> • Respect the rules • Respect the opinions of others
	Student of Private E.I.	Yes, as long as I always seek to present the truth and respect the opinions of others.	<ul style="list-style-type: none"> • Truth • Plurality
How do the contents published in the school media contribute to the political formation of the educational community?	Teacher of Public E.I.	The station helps them to make a critical and comprehensive reading of reality and in that sense constitutes a space for the political education of students.	<ul style="list-style-type: none"> • Critical reading • Ideological and political formation
	Teacher of Private E.I.	Strengthens aspects such as leadership and autonomy and makes a commitment to the theme of peace.	<ul style="list-style-type: none"> • Topics related to citizenship, duties and rights are addressed

Consider the school medium as a training space for the political subject, is the goal of both institutions. Therefore, teachers recognize that student participation in school media strengthens aspects such as critical reading of reality, leadership and autonomy, key aspects in the constitution of the political subject, which emerge in the production process of the communicative contents. In this way, the findings made it possible to identify the presence of what Perez characterized as the new parallel school that is the media (2007, p.7), a school that enables the development of the specific capacities of the political subject.

4. Conclusions

The process of production of the school medium favors the formation of students as political subjects, when it provides the ability to critically read their educational and social contexts, to produce stories conducive to generating dialogues in the educational community and in the environment surrounding the school "To dialogue is to discover in the fabric of our own being the presence of the social bonds that sustain us" (Martín Barbero, 2002, p.35).

School media offer the possibility of connecting students with their realities, to be narrated and exercise the right to communication,

fundamental basis of the political subject; it allows the development of a critical conscience, to know some norms, to be guided by ethical criteria that overcomes the denial of the word or the fear of expressing ideas. When the educational project of the school recognizes its communicative potential, the school media is consolidated as a "space of understanding and, therefore, it becomes a bridge for the stimulation of thought" (Pallarès, 2014, p.212).

This leads to consider that the school media is a meeting space with the other as a scenario and the setting of collective agreements, recognition of dissent in which plurality is privileged, where the emergence of "thinking and speaking subjects" is favored (Rojas, & Arboleda, p.14), above all because of their ability to communicate and also where they learn to recognize the other, who they listen to and with whom they learn to make decisions together (Rojas, & Arboleda).

A school environment understood as a space and process of content production, with the intention of forming producers of meaning, rather than reproducers (Duschatzky, Farrán, & Aguirre, 2010) serves as a stage to form political subjects in the school, that is, students that learn to respect difference, to read their everyday life, to have critical thinking and to relate their experiences. Following with Romero (2011),



school media to assume as spaces of symbolic and cultural exchange, can empower students as producers and political subjects with the ability to speak their world and contribute their ideas to transform it.

(Endnote)

1. The Research Group in Urban Communication, GICU of Medellín; the Communication and Education Research Group, COEDU de Montería and the Communication, Culture and Development Research Group of Bucaramanga, are part of the Faculties of Social Communication-Journalism in the Colombian cities where the Pontifical Bolivarian University, UPB is based.

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