

Studies on Communication and Education in Ibero-America: overview on the postgraduate courses¹

Os Estudos em Comunicação e Educação no Espaço Ibero-americano: panorama da pós-graduação

RICHARD ROMANCINI, Universidade de São Paulo, São Paulo, Brasil (richard.romancini@gmail.com)

ABSTRACT

In order to understand how the communication and education interface is researched in Iberoamerica, this work conducts a study in the context of postgraduate courses. Through a bibliographic research, the article presents an examination of Iberoamerican postgraduate programs in communication, highlighting the courses that, in their descriptions, lines of research, thematic areas or other characteristics try to merge communication and education. Thus, it was concluded that most countries in the region have programs that work on some aspect of the relationship between communication and education, and that this approach happens in both master and doctoral courses and from very diverse angles that will be discussed in the work.

Keywords: Communication and education; communication; education; postgraduate.

RESUMO

De modo a perceber como a interface entre a comunicação e a educação é estudada no espaço ibero-americano, no contexto da pós-graduação, o trabalho realiza um levantamento sobre esta situação. De natureza bibliográfica, a pesquisa realiza um exame dos programas de pós-graduação em comunicação ibero-americanos, indicando os cursos que, em suas ementas, linhas de pesquisa, áreas temáticas ou outras características possuem o traço de interesse. Deste modo, concluiu-se que a maioria dos países da região possuem programas que trabalham algum aspecto da relação entre comunicação e educação e que esta abordagem se dá tanto em cursos de mestrado quanto de doutorado e a partir de enfoques bastante diversificados, o que é discutido no trabalho.

Palavras-chave: Comunicação e educação; comunicação; educação; pós-graduação.

•How to cite:

Romancini, R. (2014). Os Estudos em Comunicação e Educação no Espaço Ibero-americano: panorama da pós-graduação. *Cuadernos.info*, 35, 103-117. doi: 10.7764/cdi.35.660

INTRODUCTION

Latin America has had a rich tradition -specially during the decade of 1970s- of theoretical perspectives and practices related to participative communication (Barranquero, 2011). From this derives a peculiar approximation between the educative and the communicational dimensions of social practices. Different authors and themes have explored those connections: Paulo Freire and his reflections concerning dialogical communication, which generates processes of consciousness; Mario Kaplún and his study of popular communication and education, that inquires for the development of pedagogies emphasizing communication first; and later, authors like Guillermo Orozco and Valerio Fuenzalida, who contributed with their reflection and research to the studies investigating the role of media reception on education.

The Iberian countries (Portugal and Spain) also have a presence on the studies on the interaction between communication and education, partly because of their dialogue with other European and Latin American countries. In these countries media education proposals receive attention and interpretation, as can be found in the *Comunicar* magazine, published since 1994, in Huelva, Andalusia. This is one example of many important academic and editorial initiatives regarding media education on the Iberian countries.

Considering this common exploration of the interaction between communication and education in the Ibero-American region, it is our intention to study the current state of this discussion in these countries. In that sense, from a communicational point of view on communication and education, we focus our attention on the post-graduated programs of the Ibero-American countries, since this field is important to our article. In the specific case of Latin America, it is already known that those programs:

(...) were and are one of the basics instruments used by the national organisms responsible for higher science and higher education. If there are some variations on the institutional penetration, range and characteristics of those programs, all of the countries give them an important role. (Luchilo, 2010, p. 13).

The interest on comprehending how the discussion of communication/education develops on the above-mentioned region derives from both theoretical and practical issues. Regarding communication, it is worth noting that a recurrent discussion about what justifies the approximation between communication and education emphasizes transformations along history.

These transformations change the current status of knowledge and wisdom and thus, cause more proximity between the areas of communication and education. That kind of argumentation can be found, for instance, in Martín-Barbero (2000):

Nowadays, a big part of the available knowledge for society, and maybe the most important and socially valued, isn't available at school circulating through the community without debating it. A process that did not have almost any changes since the invention of the press now goes through a deep mutation with the creation of the digital world. (p. 105).

Education, therefore, is questioned, and on an important dimension: what a person needs to know to be fully integrated and to participate in the society (that is becoming more global), how and where to learn it, and so on. In a world that is experiencing a social reconfiguration strongly linked to a technological transformation, it is not only the school that needs to change, but the very own status of knowledge (more unstable and collaborative) has to be modified. Based on this scenario, "new literacies" connected to a post-modern society in which the knowledge becomes a central value were theorized (Lankshear & Knobel, 2011). As that happens, new ways of learning appear and the practices of the school are, once again, re-thought. That causes an impulse on the production of new reflections about communication/education, which, in turn updates references or previous concerns regarding that matter.

As a consequence, it is observable that the intensification of the approximation between those two social and disciplinary fields has an impact on an array of notions, such as education for the media, media alphabetization, media-education and educommunication, which seeks to materialize this relation. As noted by Pinto and collaborators (2011), "changes on the media ecosystem, changes caused by the technological development and the convergence promoted by digital media brought newer nomenclatures to the discussion" (p.22). Since nomenclatures have similarities but also differences, it is the approach to it that has the power to create the emphasis observed in the approximation of communication and education. For example, as it is notated by other referred authors, it is the approach, and not the nomenclatures, which will decide whether the relation will be more about technological dimensions of this interaction or, on the other hand, more about participation and production of contents by citizens.

In regards to that matter, as discussed by Huergo (2005), the constitution of a field of studies in communication/education, since its beginnings, was connected to different kinds of interests, theoretical and practical approaches. That scenario contributed, according to Huergo, to the existence of a “tense and conflictive relationship, just like the one we see through the social and subjective traumas that generate our common lives” (Huergo, 2013, p. 23) between the areas of education and communication.

Considering this scenario, it is adequate to inquire about how (and if) that diversity occurs in the field post-graduate studies. That way, we will be able to observe whether tendencies and dominant concerns, historical continuities and reflexive developments, correlations between geographical/perspectives spaces of analysis and dialogue possibilities between study programs and the region exist. That last characteristic holds the core of the practical justification of our article: knowing what has been done so far in relation to the research of the relationship between communication and education in the Ibero-American countries is a way to facilitate partnerships, common discussion and the exchange of knowledge.

We are aware of the limitations of the article, considering that it corresponds to a fundamentally descriptive approach on the issue. Added to this reality, as it will be discussed on the section of methods, the results should be scrutinized in the light of the data's nature. Therefore, when we present how the research was made, it is important to make some considerations about the post-graduate field on Ibero-American countries, also taking into account the situation in the field of communicational studies.

THE IBERO-AMERICAN POSTGRADUATE

At the beginning of this article the importance of post-graduates in Latin America was highlighted, and now it is interesting to note the growth that it has undertaken, just superior education as a whole has in the countries of the region (cf. Luchilo, 2010). In the case of Portugal and Spain, the adjustment of these countries to the treaty of Bologna, which seeks to form a unique European space related to higher education, also has seen substantial growth. This is mainly oriented to Masters programs, as this educational level has mutated to the status of a second cycle of higher education. At the same time, possibilities of international mobility (i.e., via the Erasmus Program), of graduating in more than a single institution, and the recognition of these institutions in all of Europe, also helps boosting this

process.

The analysis of the links between postgraduate and the Ibero-American environment contained in the investigation organized by Lopes (2012)² helped us qualify observations as the ones we've made, and also have opened up new perspectives, now directly related to communicational studies. His work is composed by the analysis of five sub-regions (Brazil; South America without Brazil; México, Central America and the Caribbean; Spain and Portugal), in which, despite the diversity of the 22 analyzed countries, similarities were found, like the growth of the post-graduate programs we have discussed. In total, 458 educational programs (Masters and Doctorates degrees) were counted, a big part of them being formed in the last decade.

In the following Table 1, the supply of higher educational programs is detailed, in which the following characteristics can be observed: the already expected predominance of Master's programs (376 versus 82 doctorate programs), the significant course offer in the private (mostly) and confessional sectors, and a strong variation in the number of programs per country, in which Spain stands out due to its high number of doctorate courses (32) and Portugal with its Masters programs (77).

In the regions of our interests, efforts made to improve evaluation, in the broad context of public policies directed to universities, can be evidenced both on academic credentials and/or course offers. This can be interpreted as a consequence of policies spread throughout the 90's that advocated for a more active role of the State.

The diversity of the studies and the post-graduate courses on communication is related to the different social and historical contexts in which they appeared and developed. The (relatively) late development of the post-graduate field in Portugal is an example of such phenomena. In that country, the first Masters degree on Communication Science was created only after the dictatorship ended, in 1983 (in Brazil, for example, programs of this kind were created in 1972).

At the same time, diversity implies differentiation: in that sense, Lopes and Fuentes (2012) theorize that “the institutionalization of communicational studies generate great differences between the countries, which can be seen on the different levels of academic achievement of the post-graduate programs, as well as in the contribution that each country makes to international research” (p. 9). The Spanish situation, in this regard, is representative of a wider tendency: “the institutionalization of the sciences of communication field in Spain had a big influence on propelling the

Table 1. Post-graduate programs on Communication in Ibero-American region (2011)

Country	Masters		Doctorate		Total	
	Public	Private/Conf./Other	Public	Private/Conf./Other	Public	Private/Conf./Other
Argentina	14	17	4	1	18	18
Bolivia	1	-	-	-	1	-
Brazil	27	13	10	5	37	18
Chile	7	26	-	1	7	27
Colombia	6	10	1	3	7	13
Costa Rica	3	1	-	-	3	1
Cuba	1	-	1	-	2	-
El Salvador	-	2	-	-	-	2
Ecuador	1	4	-	-	1	4
Spain	32	18	30	2	62	20
Guatemala	2	3	1	-	3	3
Honduras	1	-	1	-	2	-
Mexico	15	57	5	4	20	61
Nicaragua	-	-	-	-	-	-
Panama	4	4	-	-	4	4
Paraguay	1	-	-	-	1	-
Peru	2	9	-	1	2	10
Puerto Rico	1	6	-	-	1	6
Portugal	50	27	9	3	59	30
Dominican Rep.	-	2	-	-	-	2
Uruguay	-	3	-	-	-	3
Venezuela	4	2	-	-	4	2
Total	172	204	62	20	234	224

Source: Author's elaboration from rough data found in Lopes (2012).

research and the development of such postgraduate programs” (García & Gomez, 2012, p. 87). In other words, when analyzing the Ibero-American context, the growth of the post-graduate programs in communication is a good proxy of the status of development research reached in those countries. At the same time, both situations reinforce each other: more courses in the pre and postgraduate levels require more professionals, more research and larger infrastructure (libraries, research funds, etc.).

However, the quantitative growth of these courses raises some questions about the nature of the field. Analysis of Mexico and the sub-region of South America (that exclude Brazil) show a tendency toward the increase of graduate and post-graduate programs

(specially Masters programs) that are deeply focused on the market and professions. This reality implies that “the research practice is subordinated to the fulfillment of professional requirements, missing the opportunity to nourish the academic field with fresh knowledge” (Fuentes & Bustamante, 2012, p. 135).

This tendency can also be observed in Portugal and Spain, although with less power, advocating this propensity to the process undertaken after the “Bologna process”. In the Portuguese case it is noted, “the great expansion (of post-graduate programs) was linked to the approach that the academic context has generated with the professional world, more than an interest to promote research itself” (Martins & Oliveira, 2012, p. 178). These authors also underline that the research

related to communication in Portugal is oriented towards not only traditional professions (journalism, marketing, etc.) but also with the emergent areas, like new medias and technology.

The communication post-graduate programs in Brazil, apparently, tends to a more academic approach, even considering the format of what is called a professional's Masters, that confusingly started developing in this area³. At the same time, in Brazil there is a tendency toward the specialization of studies, which help explain the great amount of possible research fields available in the programs, displayed in different (inter)disciplinary subfields. That is, in some way, the case of the research on communication and education, although if we aim to have a better understanding of the main emphasis of the investigations (academic or professional) it is necessary to conduct a deeper analysis of such programs and of the researches made in their own context.

The *professional/academic* tension in the studies of communication/education on Ibero-American countries, generally speaking, is a problem we will explore based on the data presented in this article. We will also explore the meaning of the existing diversity on the investigations in this field, which can be analyzed as dispersion or lack of consensus about meaningful approaches, or rather as an expression of the inherent complexity of the disciplines and the context in which they are imbedded.

METHODOLOGY

Our starting point in analyzing the nature of postgraduate resides in Lopes' (2012) framework, to find out where communication and education are integrated as a study object. This poses a first limitation in our study, since the authors often comment about the difficulties (or rather the exploratory nature of their work) in the composition of the databases, given the inexistence of official channels of information, especially in Spain, Central and South America. In general terms, these works verify the existent postgraduates in the year of 2011.

The growth of postgraduate courses in the field of communication in the Ibero-American spectrum, mainly supported by the private sector, defines changes in this field as fast paced: the programs that are not economically viable are simply shut down. We arrived at this conclusion by individually consulting the virtual addresses of each of the post-graduate programs listed by the authors,

empirically verifying that some of them seem to have been modified or are no longer existent. Naturally, many of the websites reported by these works were outdated, so we made an effort consulting the institutional websites to find information about these courses.

It is important to point out that, contrary to the Brazilian case, which has a post-graduate organizational structure that relies in (broad) *concentration fields* from which *lines of investigation* are derived (all the local programs operate in this way), the rest of the Ibero-American countries pose different nomenclatures (when existent) that give the courses specificity. In that regard, these programs often speak about *emphasis*, *mention*, *specialty* or *axis*, in addition to the terminology *line of investigation*. We expected to find the major part of communication programs organized in these topics, when in fact they tended to be named after more general denominations (*Communication*, *Social Communication*, etc.). We highlight the possibility that these kinds of courses (that is, of a more general approach) also include educational topics, so we inquired in which of these it was actually present utilizing forms of description as the ones we stated above. Even more than that: the existence of institutional anchorage, which these descriptions of the programs detail, can favor the continuity in the effort of generating accumulated knowledge, specialization and depth in specific topics of study and investigation.

It is important to note, related to our methodology, that many times the amount of available information for post-graduate programs was very scarce, which relates to the point just made, that is to say, it is possible that other courses also combine communication studies and educational studies, but without openly stating it in their description.

In summary, data of post-graduate programs that explicitly mention their line of work in our field of interest (including those which included related topics or ones that oriented their work along these themes in their programs) was collected.

Having started from a database constructed in the year 2011 we tried, within our possibilities, to update our data. To do this, we inserted the courses found in the investigated institutions, as well as new ones created afterwards (for example, the Masters Program in *Communication and Education* given by La Plata University, Argentina in 2012). Courses that weren't imparted at the time we collected our data (June 2014) were not included. Added to this, programs that were known by the authors were also included⁴.

DESCRIPTIVE ANALYSIS

Tables 2 and 3 were developed with data collected in the Ibero-American region regarding postgraduate programs in communication. The first table shows the Latin-American data and the second the European (Portugal and Spain). Both tables show basic characteristics of the programs that contain any aspect related to communication/education. The section named *Observation* contains diverse information, also detailing the insertion of programs that are not obviously deduced by their name.

The total number of courses is 53, which, even considering the problems that data gathering may have posed (such as the poor quality of information given by some programs or universities), tells us that a little bit over ten percent of the total of programs are oriented towards communication/education. Most of the courses are face-to-face, with the exception of the following: a Masters course in *Communication and Educational Technologies*, of international emphasis (based in Mexico); a Masters and a Doctorate program in UNED (Spain), a Masters degree in *Communication and Education* given out by Universidad Autónoma de Barcelona, and an inter-institutional Masters degree with non-in-person stages in *Communication and Audiovisual Education* in Huelva, Spain.

Exploring the data in more detail, we see that in the 22 explored countries, 15 (Argentina, Brazil, Chile, Colombia, Costa Rica, El Salvador, Spain, Guatemala, Honduras, Mexico, Peru, Puerto Rico, Portugal, Uruguay, Venezuela) exhibit courses that are oriented in communication/education. The countries that have the most programs are: Spain (12, 5 being Doctorate courses), Colombia (5, 2 Doctorate) and Chile (4 Masters). Argentina has two and the rest of the countries (Costa Rica, El Salvador, Guatemala, Honduras, Peru, Puerto Rico, Uruguay and Venezuela) only one.

As it can be observed, there are more Masters (40) than Doctorate (13) courses. In the same way, the supplying institutions are mainly public (32), rather than other kind (21). Doctorate programs are mainly

taught by public institutions—from a total of 13 courses, only 3 are held in private institutions.

In the search for programs that have research in communication and education, we found that 19 of them have, in their name, a more wide approach related to the field of study (*Communication Sciences, Science of Education, Social Sciences, Communication, Social Communication, Education, Cultural Studies and Journalism*). There are also courses (9) that indicate more, on the title of the program, some specialization, but without necessarily relating to education (*Sociocultural Analysis of Knowledge and Communication, Digital Arts, Communication and Practices of Consumption, Communication, Culture and Arts, Multimedia Communication, New Technologies of Information and Communication and Management and Planning of Communication Processes*). Also, there are those (25 of them) in which the name of the program allows to note a more clearly relation with communication and education (*Science of Education and Communication, Science of Education in the field of the Educational Thinking and Communication, Education and Communication in the Web, Audiovisual Communication and Education, Communication and Education in digital environments, Studies of the Discourse: Communication, Society and Learning, Alternative Communication and Technologies, Communication, Citizenship and Education, Educational Communication, Communication and Education, Communication and Educational Technology, Communication and Educational Technology for eLearning, Communication and Educational Technologies, Communication-Education, Didactics of Communication, Education and Multimedia Communication, Educative Informatics, Multimedia on Education, Journalism and Educative Communication and Technologies of Information and Communication on Education*). In this last case, there are also two doctorate programs (*Multimedia on Education, Science of Education in the field of Educative Thinking and Communication, and Communication and Education on digital environments*). As can be noted, these last two programs adopt, in general, a broader nomenclature.

Table 2. Postgraduate programs with emphasis on communication/education in Latin American countries

Country/ City	Degree	Programme	Academic Institution	Type	Information	Observation
Argentina/ La Plata	Master	Management and Planning of Communication Processes	Universidad Nacional de La Plata (UNLP)	Public	http://bit.ly/1GcxVrF	Study plan embraces the subject <i>Planning, Communication and Educative Processes</i> .

Country/ City	Degree	Programme	Academic Institution	Type	Information	Observation
Argentina/ La Plata	Master	Communication and Education	Universidad Nacional de La Plata (UNLP)	Public	http:// bit.ly/1uewgv0	Created in 2012
Brazil/ São Paulo	Master	Communication and Practices of Consumption	Escola Superior de Propaganda e Marketing (ESPM)	Private	http:// bit.ly/1vyEOgC	The Research Field (RF) <i>Reception processes and sociocultural contexts articulated with consumption</i> embrace the "different implications of communication and consumption on the routine, [...] education; generational and class matters"
Brazil/ São Paulo	Doctorate	Idem	Idem	Idem	Idem	Idem
Brazil/ São Paulo	Master	Communication Sciences	Universidade de São Paulo	Public	http:// bit.ly/1yKi6YP	Possess RF in <i>Communication and Education</i> (Field: <i>Social Interfaces of Communication</i>). The field <i>Theory and Research in Communication</i> has a RF <i>Communication and Creation in Digital Networks</i> , that embraces "the transversal processes of digital communication in all the diverse fields of application, like Education, [...]"
Brazil/ São Paulo	Doctorate	Idem	Idem	Idem	Idem	Idem
Brazil/ São Caetano do Sul	Master	Communication	Universidade Municipal de São Caetano do Sul (USCS)	Public	http:// bit.ly/161ySbn	The LF <i>Communication Processes: innovation and communities</i> holds studies in "communication and Digital Technologies and/or with Education", as well as it "relates with Communication and Education".
Brazil/ Curitiba	Master	Communication	Universidade Federal do Paraná (UFPR)	Public	http:// bit.ly/1AYAHj7	Possess LF <i>Communication, Education and Sociocultural Formations</i>
Chile/ Temuco	Master	Communication Sciences	Universidad de La Frontera (Ufro)	Public	http:// bit.ly/1wu72jw	Scholars guides works regarding communication/ education
Chile/ Santiago de Chile	Master	Communication and Education	Pontificia Universidad Católica de Chile (PUC)	Private/ Conf.	http:// bit.ly/161z2zp	-
Chile/ Valparaíso	Master	Educative Communication with emphasis on New Technologies	Universidad de Playa Ancha (Upla)	Public	http:// bit.ly/12HiXMS	-
Chile/ Santiago de Chile	Master	Communication and Educational Technology for eLearning	Universidad de Artes, Ciencias y Comunicación (Uniac)	Private	http:// bit.ly/1Bv3kaH	-

Country/ City	Degree	Programme	Academic Institution	Type	Information	Observation
Colombia/ Bogotá	Master	Communication- Education	Universidad Distrital Francisco José de Caldas (Udistrital)	Public	http:// bit.ly/1G8IbTz	-
Colombia/ Chía (Bogotá)	Master	Educative Informatics	Universidad de La Sabana (Usabana)	Private	http:// bit.ly/1G8Icaa	-
Colombia/ Pereira	Master	Educative Communication	Universidad Tecnológica de Pereira (UTP)	Private	http:// bit.ly/1A9Ve3d	-
Colombia/ Pereira	Doctorate	Science of Education in the field of the Educational Thinking and Communication	Universidad Tecnológica de Pereira (UTP)	Private	http:// bit.ly/1sey9YV	-
Colombia/ Bogotá	Doctorate	Social Sciences	Pontificia Universidad Javeriana (PUJ)	Private	http:// bit.ly/1qojQoQ	One of the four exes that the course offers is: Society of Information, Communication and Socio-educative processes
Costa Rica/ San José	Master	Communication with emphasis on other fields of knowledge	Universidad de Costa Rica (UCR)	Public	http:// bit.ly/1G8Ilds	One of the fields of study: <i>Rural Education</i>
El Salvador/ San Salvador	Master	Communication	Universidad Centroamerica- na José Simeón Cañas (UCA)	Private	http:// bit.ly/1wVtzp2	Research in <i>Communication, technologies and education</i>
Guatemala/ Guatemala	Master	Educative Communication	Universidad Panamericana	Private	http:// bit.ly/1A9VjUx	-
Honduras/ Tegucigalpa	Master	Communication and Educative Technology	Universidad Nacional Autónoma de Honduras (UNAH)	Public	http:// bit.ly/12Hj9vL	-
Mexico/ Guadalajara	Doctorate	Education	Universidad de Guadalajara (UdeG)	Public	http:// bit.ly/1seycUB	Offers the field of study <i>Communication and Education</i>
Mexico/ Guadalajara	Master	Communication	Universidad de Guadalajara (UdeG)	Public	http:// bit.ly/1w7jYVN	Study plan embraces an advanced seminary in <i>Communication, education and cultural practices</i>
Mexico/ Monterrey	Master	Communication Sciences	Universidad Autónoma de Nuevo León (UANL)	Public	http:// bit.ly/1Gczaae	Offers the possibility to study <i>Communication Studies, Media and Education</i>
Mexico/ Mexico, DF	Master	Communication and Educative Technologies	Instituto Latino- americano de la Comunicación Educativa (Ilce)	Mixed	http:// bit.ly/1t2JrS	The course is ministered from distance and semi in-person classes.
Mexico/ Celaya	Master	New Technologies of Information and Communication	Universidad de Celaya	Private	http:// bit.ly/1Gczdmn	One of the areas of study is <i>Virtual Education</i>

Country/ City	Degree	Programme	Academic Institution	Type	Information	Observation
Mexico/ Monterrey	Master	Communication	Universidad Re- giomontana (UR)	Private	http:// bit.ly/1Gczg1m	Study plan comprehend <i>Education, Media and Technology, and Design and Production of Educational Technology Products</i>
Mexico/ Veracruz	Master	Sciences of Education and Communication	Universidad de las Naciones	Private	http:// bit.ly/139tfWw	-
Peru/ Lima	Master	Didactics of Communication	Universidad Nacional de Educación Enrique Guzmán y Valle (UNE)	Public	http:// bit.ly/12l84Ax	-
Puerto Rico/ San Juan	Master	Communication with emphasis in Media and Contemporary Culture	Universidad del Sagrado Corazón (USC)	Private	http:// bit.ly/1vHc0aP	Offers the seminary <i>Education for Critical Reception</i>
Uruguay/ Montevideo	Master	Communication with emphasis in Culture	Universidad Católica del Uruguay Dámaso Antonio Larrañaga (Ucudal)	Private	http:// bit.ly/1g1WnhA	Study plan has the seminary <i>Communication, Culture and Education</i>
Venezuela/ Caracas	Master	Social Communication	Universidad Central de Venezuela (UCV)	Public	http:// bit.ly/1It2PzU	Has as a research field <i>Mass Media, Education and Communication</i>

Source: Own elaboration.

Table 3. Postgraduate programs with emphasis on communication/education on Ibero-American countries (Portugal and Spain)

Country/ City	Degree	Programme	Academic Institution	Type	Information	Observation
Spain/ Barcelona	Master	Digital Arts	Universitat Pompeu Fabra	Public	http:// bit.ly/1wa7hx2	Offers a subject that approach educative features: <i>Culture and Digital Media</i> Study from afar. Offers
Spain / Madrid	Master	Communication and Education on the Web	Universidad Nacional de Educación a Distancia (UNED)	Public	http:// bit.ly/1s6xHS4	specialties in: <i>E-learning, Digital Communication in Education, Digital Technologies in a Society of Knowledge and Accessibility and Digital Inclusion</i>
Spain / Madrid	Doctorate	Communication and Education in digital environments	Universidad Nacional de Educación a Distancia (UNED)	Public	http:// bit.ly/1It2T2s	Study from afar. Same four spe- cialties offered by the Master of the institution (see above).
Spain / Madrid	Master	Sociocultural Analysis of Knowledge and Communication	Universidad Complutense	Public	http:// bit.ly/1vHcaii	Offers the subject <i>Education and Audiovisual Culture</i>

Country/ City	Degree	Programme	Academic Institution	Type	Information	Observation
Spain / Madrid	Doctorate	Social Communication	Universidad Complutense	Public	http:// bit.ly/1wVtRfB	The specialization <i>Communication, Social Change and Development</i> contains subjects that approaches education, society and communication
Spain / Madrid	Doctorate	Journalism	Universidad Complutense	Public	http:// bit.ly/1G8IGgg	One of the research fields of the course comprehends the subject <i>Mass Media: Education and Culture</i>
Spain / Madrid	Master	Journalism and Educative Communication	Universidad CEU San Pablo	Public	http:// bit.ly/1sey9PA	<i>Own Master</i> , which means, does not give access to doctorate and only have national or regional validation
Spain / Huelva	Master	Communication and Audiovisual Education	Universidad de Huelva e Universidad Internacional de Andalucía	Public	http:// bit.ly/139trVI	There is an option professiona- lizing and other investigative, which relates to the study plan accepted. Only the second option (investigative) gives access to doctorate. Also has two types of classes: presence based modality and semi- pre- sence based modality.
Spain / Huelva	Doctorate	Communication	Universidad de Huelva	Public	http:// bit.ly/1sALXme	Offers line of research in Educommunication and media literacy
Spain / Seville	Doctorate	Communication	Universidad de Sevilla	Public	http:// bit.ly/1qokh2G	Offers line of research in Educommunication and media literacy
Spain / Barcelona	Master	Communication and Education	Universidad Autonoma de Barcelona	Public	http:// bit.ly/1ue0Khr	Own Master on Online modality
Spain / Barcelona	Master	Studies of the Discourse: Communication, Society and Learning	Universidad Autonoma de Barcelona	Public	http:// bit.ly/1sey9ric	-
Portugal/ Braga	Master	Communication, Citizenship and Education	Universidade do Minho	Public	http:// bit.ly/1qokm6j	-
Portugal/ Santarem	Master	Education and Multimedia Communication	Instituto Politécnico de Santarém	Pública	http:// bit.ly/1yxPqye	-
Portugal/ Lisbon	Master	Multimedia Communication	Universidade Lusíada	Private	http:// bit.ly/1zm9asy	Study plan offers the subject <i>Design of E-learning Systems</i>
Portugal/ Lisbon	Master	Alternative Communication and Support Technologies	Universidade Lusófona de Humanidades e Tecnologias	Privada	http:// bit.ly/W3mF09	Emphasizes the study of "the communication, culture and education with students/citi- zens with disability, the special and inclusive dimensions in: Alternative Communication and Technologies; Inclusive Pedagogy; Educommunication Theories/Practices; [...]"

Country/ City	Degree	Programme	Academic Institution	Type	Information	Observation
Portugal/ Porto	Master	Information Technology and Communication on Education	Universidade Portucalense Infante D. Henrique - Porto	Private	http:// bit.ly/1qokpPy	-
Portugal/ Braga	Master	Educational Background and Multimedia Communication	Universidade Católica Portuguesa - Braga	Private / Conf.	http:// bit.ly/12HjU80	One of the two possible specializations of the course is in <i>E-Learning Practices</i>
Portugal/ Aveiro	Doctorate	Multimedia Education	Universidade de Aveiro	Public	http:// bit.ly/1wa7GPT	-
Portugal/ Aveiro, Braga	Doctorate	Cultural Studies	Universidade do Minho / Universi- dade de Aveiro	Public	http:// bit.ly/1vHcHRk	One of the possible fields of thesis is in <i>Media Education</i> ; <i>Journalism Studies</i>
Portugal/ Faro	Doctorate	Communication, Culture and Arts	Universidade do Algarve	Public	http:// bit.ly/1D1NYwb	Studies with emphasis on <i>Litera- cy of Arts and Media</i>

Source: Own elaboration.

In the doctorate programs, communication and education issues are addressed by “Lines of investigation” and broad areas, like *Communication and Education* (Communicational Sciences course in USP, Brazil), *Society of Information, Communication, and Socio-Educative Processes* (Social Sciences course in PUJ, Colombia) and *Media: Education and Culture* (Journalism Program in Universidad Complutense, Spain). The courses, being defined in these broad ways, allow for a large amount of possibilities in the exploration of communication and education, as is exemplified by the definition of the line of investigation in the *Communication and Education* program held by USP (Brazil):

This program is about the social links that communication and education have as sources of organization regarding information and knowledge, orienting investigation that inquire the ways in which communication has been used to introduce topics and questions of interest to society through formal, informal and non-formal educational practices. Besides from that approach, it is focused on the ways the educational system processes the messages given out by social communication on its audiences and users, how educational practices are mediated by language and communication processes, and the use of technological tools in teaching, whether it is by presence based modality or by distance, as a way of connecting communication and the educational field⁵.

Another dimension in the relationship between communication and education that appears mainly in doctorate programs is a wider (*transversal*) approach to

education as the emphasis of the course’s line of study (as is the course’s case in ESPM, in Brazil, in which education is one of the proposed subjects to interact with the issue of *processes of reception and consumption*).

In the named programs with titles that refer generally to ‘communication’, the lines of inquiry tend to be broad, as is the case of these Masters programs: *Communication, Education and Socio-cultural Formations* (Communication program in UFPR, Brazil), *Communication, technology and education* (Communication program in UCA, El Salvador) and *Communication, Media and Education* (Communicational Sciences program, UANL, Mexico). This last program describes the types of research held in its line of study, related to the following topics (which are also relatively broad):

- Educational, interpersonal, organizational, institutions and mass media communication
- Image and communication analysis in media
- Language and media discourse analysis: gender, racism, opinion, judgment and argumentation
- Culture, ethics and mass media legislation studies⁶

Exceptions, regarding more specific and limited fields of studies, are related to more locally oriented Masters’ programs (i.e. *Rural Education* in Universidad de Costa Rica) or topics related to explore the relationship between technology and pedagogy, like the *Virtual Education* program (Universidad de Celaya, Mexico), or the specialization in *e-Learning practices* (Universidade Católica, Portugal).

Most of the courses' names that openly declare relating to communication/education do not inform about the lines of investigation included and, sometimes, the very definition of the program is short and broad. This fact makes comparisons and inferences difficult. However, the variety of perspectives in which these topics are treated is clear. This is very much demonstrated by a simple compilation of the programs' names, areas, specialties, lines of investigation that the courses follow that indicate, in a clearer manner, the link between communication and education.

Programs:

- Alternative Communication and Support Technologies
- Multimedia Communication
- Communication, Citizenship and Education
- Educative Communication
- Communication and Education
- Communication and Audiovisual Education
- Communication and Education on the Web
- Communication and Education on Digital Environments
- Communication and Educational Technology
- Communication and Educational Technologies
- Communication-Education
- Didactics of Communication
- Education and Multimedia Communication
- Studies of the Discourse: Communication, Society and Learning
- Educative Informatics
- Multimedia on Education
- Technologies of Information and Communication on Education

Fields, Approaches and Disciplines:

- Communication, Education and Sociocultural Formations
- Communication, Culture and Education (seminary)
- Communication, Education and Cultural Practices
- Communication, Technologies and Education
- Design of E-learning Systems
- Design and Production of Educational Technology Products

- Media Education: Journalism Studies
- Education for Critical Reception (seminary)
- Rural Education
- Virtual Education
- Education and Audiovisual Culture
- Education, Mediation and Technology
- Educommunication and Media Literacy
- Communication Studies, Medias and Education
- Mass Media: Education and Culture
- Media, Education and Communication
- Planning, Communication and Educative Processes
- E-Learning Practices
- Information Society, Communication and Socio-Educational Processes

Based on this data, here are some conclusive discussions.

DISCUSSION AND CONCLUSION

Our research aimed to determine whether Ibero-American postgraduate programs in communication interact with areas focused on education; in short, how diverse the names (and hence, the approaches) of said courses are. Faced with the data collected, the answer is simple: yes, these two topics interact resulting in a myriad of new programs. We also discussed how the *contemporary* aspect of the (social) union of these two fields seems to nourish debate and investigation in the studied region. In this regard, a possible preliminary explanation for this diversity is the *novel* aspect of this phenomenon, which also conjugates with the existence of different converging traditions. Social change itself also creates new spaces of dialogue between areas of interest.

What are the common characteristics of these areas? Which areas of inquiry do post-graduate programs delve in and how does that approach relate with the history of these concerns in each country and region? What things do the topics that are developed in these educational courses have in common? How much do they dialogue (even implicitly, by the shared use of author's conceptual framework, for example) and what common challenges to these lines of investigation do they pose?

With the obtained data and the analysis we've made, it is difficult to fully answer in depth the issues these questions propose, as we cannot access the common ground in terms of shared conceptual perspectives. We were able to notice, however, the growing attention these topics have had in the region.

It is interesting to note that the *technological* topic (associated with *multimedia* and, in more general terms, the relation between communication/education/media), at least when we consider the program's names, seems to be part of a tendency. However, it would be necessary to conduct a deeper study of the data we've analyzed (and potentially new data as well) to generate a better understanding of this phenomena, and to also inquire in the diversity of points of view that can be derived from the variety of these programs.

The discussion about the *professionalizing* or *academic* nature of these courses also needs to be further analyzed –specifically inquiring in the line of work addressed in the dissertations or thesis produced by the students. At the moment, the main tendency seems to aim at the *professional* side –especially in Spain, where many *professional* or hybrid programs were observed. This particularity gives birth to the existence, in Spain, of a special type of Masters' program (which cannot be followed up by a doctorate), and also to some courses that do not demand physical attendance (three programs).

The *theoretical* or *academic* nature of these courses should be further analyzed, mainly focusing on what kind of contribution the findings generated in them can make to the areas of communication and education, and how these results can be shared in the Ibero-American world. We can hypothesize that the knowledge produced in these investigations could set actions in motion that end up in effective social change, whether via knowledge itself (in a more direct manner), or via the development of new methodological investigation strategies.

Concluding our work, it is useful to think about diversity (and the fragmentation of the different field of studies) through an idea exposed by Waisbord (2014). In a recent investigation about Latin-American communication, the author concludes that the diversity of objects and topics do not necessarily mean the fragmentation of a field of study, as all of these new disciplines share a common past and traditions, hence sharing a common theoretical framework and conceptual language that facilitates the dialogue between investigators. This is why the present times pose an important challenge, that is,

less about finding a common canon or language and more about reinvigorating theoretical thinking and charting out new analytical developments. It is a field with "theoretical challenges", as Muniz Sodré (2013) rightly puts it. What has been missing during the past decades amid the proliferation of publications, academic programs, and journals are new theoretical questions that could not only redefine the directions of the field but also make significant contributions to the global field of communication and media studies. What is necessary is, to borrow François Cooren's (2012) call, to "put theory at the center" in order to sharpen the original contributions of research about Latin America communication and media to the field at large (Waisbord, 2014, online).

In this line of thought, Waisbord recommends the development of an "investigational agenda" around topics that mobilize theoretical dimensions of communication. It is tempting to think that these conclusions can also be applied to communication and education in the Ibero-American world. Knowing if investigation *already mobilizes common theoretical questions and if it has an investigational agenda that nourishes this process*, would be a first step in generating a deeper signification of the broad outlook of the postgraduate programs presented in this article, starting with the concern about the unity (and dialogue) of research in the Ibero-American region.

FOOTNOTES

1. A first version of this paper was presented at the XXXVII Brazilian Congress of Communication Sciences, in the XIV Encounter of Research Groups of Communication, an event that occurred in 2014.
2. This work gathers studies of participants on the First Ibero-American Communication Post-graduate Forum, created by the Ibero-American confederation of Scientific and Communicational Associations (Confivercom), hosted by the first conference of this institution, in São Paulo, August 2011.
3. The first professional academic journalism Masters' program in Brazil (given by the UFPB) - was approved only in 2012, and started the year after that. Meanwhile, there is a modality in Brazil called *specialization*, or post-graduate program (master) *lato sensu*: courses that last less than the ones certified as a Masters' program. These usually have a professionalizing approach. These kinds of programs do not allow the continuation of studies via doctorate courses.

4. Because of the methodological limitations we have mentioned, the author is thankful for the notification, via e-mail, of new programs that fit the profile we are creating in our study.
5. Available at: <<http://www3.eca.usp.br/pos/ppgcom/apresentacao/organizacao/linhas-de-pesquisa>>. Accessed: July 10, 2014.
6. Available at: <<http://www.comunicacion.uanl.mx/oferta-educativa/maestria/>>. Accessed: July 10, 2014

REFERENCES

- Barranquero, A. (2011). Rediscovering the Latin American Roots of Participatory Communication for Social Change. *Westminster Papers in Communication and Culture*, 8(1), 154-177.
- Cooren, F. (2012). Communication theory at the center: Ventriloquism and the communicative constitution of reality. *Journal of Communication*, 62(1), 1-20. doi: 10.1111/j.1460-2466.2011.01622.x
- García Jiménez, A. & Gómez Mompert, J. L. (2012). Posgrado en Comunicación: una primera aproximación a la situación en España [Graduate Studies in Communication: a first approach into Spain situation]. In: M. I. V. de Lopes (Coord.), *Posgrados en comunicación en Iberoamérica: políticas nacionales e internacionales [Graduate Studies in Communication in Latin America: national and international policies]* (pp. 81-111). São Paulo: Confibercom, PPGCOM-USP.
- Fuentes Navarro, R. & Bustamante Fariás, Ó. (2012). La oferta académica de posgrados en Comunicación en México, Centroamérica y el Caribe: una expansión asimétrica y desarticulada [Offer of Graduate Studies in Communication in Mexico, Central America and the Caribbean: an asymmetrical and disjointed expansion]. In: M. I. V. de Lopes (Coord.), *Posgrados en comunicación en Iberoamérica: políticas nacionales e internacionales [Graduate Studies in Communication in Latin America: national and international policies]* (pp. 112-159). São Paulo: Confibercom, PPGCOM-USP.
- Huergo, J. A. (2005). *Hacia una genealogía de comunicación/educación: rastreo de algunos anclajes político-culturales [Towards a genealogy of Communication / Education: tracking some political- cultural anchors]*. La Plata; EPC.
- Huergo, J. A. (2013). Mapas y viajes por el campo de Comunicación/Educación [Maps and journey through the Communication / Education area]. *Revista Trampas de la comunicación y la cultura* (75), 19-30. In <https://googledrive.com/host/0B4yyO4InVncvVmQzclYNWtTbFk/1%20Huergo%20Trampas%2075%20.pdf>.
- Lankshear, C. & Knobel, M. (2011). *New Literacies: Everyday Practices and Social Learning* (3rd ed.). Maidenhead, UK: McGraw-Hill Higher Education & Open University Press.
- Lopes, M. I. V. de (Coord.). (2012). *Posgrados en comunicación en Iberoamérica: políticas nacionales e internacionales [Graduate Studies in Communication in Latin America: national and international policies]*. São Paulo: Confibercom, PPGCOM-USP. In <http://www3.eca.usp.br/sites/default/files/form/ata/pos/6.pdf>.
- Lopes, M. I. V. de & Fuentes Navarro, R. (2012). Introducción [Introduction]. In: M. I. V. de Lopes (Coord.), *Posgrados en comunicación en Iberoamérica: políticas nacionales e internacionales [Graduate Studies in Communication in Latin America: national and international policies]* (pp. 7-12). São Paulo: Confibercom, PPGCOM-USP.

- Luchilo, L. (2010). *Formación de posgrado en América Latina: políticas de apoyo, resultados e impactos* [Graduate Studies training in Latin America: political support, outcomes and impacts]. Buenos Aires: Eudeba. In http://www.observatoriocts.org/files/Archivo%20Documental/Libros%20del%20Observatorio/formacion_de_postgrado.PDF.
- Martin-Barbero, J. (2000). Ensachando territórios en Comunicación/Educación [Expanding territories in Communication/Education]. In Valderrama, C. E. (Ed.), *Comunicación-Educación. Coordenadas, abordajes y travesías* [Communication - Education. Coordinates, approaches and crossings] (pp. 101-114). Universidad Central-DIUC / Siglo del Hombre Editores.
- Martins, M. de L. & Oliveira, M. (2012). Pós-graduação em Comunicação em Portugal: da variedade da oferta educativa à carência de um sistema de avaliação [Graduate Studies in Communications in Portugal: from variety of educational offer to a lack of an evaluation system]. In: M. I. V. de Lopes (Coord.), *Posgrados en comunicación en Iberoamérica: políticas nacionales e internacionales* [Graduate Studies in Communication in Latin America: national and international policies] (pp. 160-185). São Paulo: Confibercom, PPGCOM-USP.
- Pinto, M. (Coord.). (2011). *Educação para os Media em Portugal: experiências, actores e contextos* [Education for the media in Portugal: experiences, actors and contexts]. Braga: Universidade do Minho.
- Sodré, M. (2012). Comunicação: um campo em apuros teóricos [Communication: a field in theoretical troubles]. *MATRIZES*, 5(2), 11-27.
- Waisbord, S. (2014). United and fragmented: Communication and media studies in Latin America. *Journal of Latin American Communication Research*, 4(1), 55-77.

ABOUT THE AUTHOR

Richard Romancini, has a degree in Journalism from the Faculdade Cásper Líbero (1997), holds a master's degree (2002) and a Ph.D. (2006) in Communication Sciences from the University of São Paulo. He is a Joint Professor at the School of Communications and Arts of the University of São Paulo (ECA/USP). He has researched and published works mainly on educommunication, methodology and research ethics, and history of communication.