

COMMUNICATION RESEARCH TO TRANSFORM REALITIES IN THE CONTEXT OF NORTHERN SANTANDER

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Abstract

This document presents the process developed in an initiative whose purpose was to identify the research tendencies present in the degree works carried out by students of the Social Communication Program, attached to the Faculty of Education, Arts and Humanities of the Universidad Francisco de Paula Santander, UFPS. In order to carry out the research process, the research projects developed by students of this academic program from 2011 -the year in which the first-degree projects were submitted for final evaluation- until December 2021 were systematized and analyzed. The study made it possible to establish the topics most addressed by the students and the objects of study constructed, aspects that facilitated an analysis that showed how, through research, the region's social problems can be studied and how to present alternative solutions to them. Among the study findings, it was found that students and teachers of the program have conducted projects in three lines of research, highlighting the line of *communication, languages, discourse and power*, without leaving aside those of *communication for social change* and *planning and management of communication*. Finally, it is concluded that formative research processes are developed that manage to articulate the curriculum of the Social Communication Program of the UFPS with its context of influence.

Keywords: formative research, communication for social change, research trends, discourse and power, communication management.

1. Introduction

In Colombia, since their creation, Higher Education Institutions (HEIs) have been established as centers of thought guided by the Ministry of National Education, the entity in charge of "establishing the policies and guidelines to provide the educational sector with a quality service with equitable access and permanence in the system" (Decree 1075, 2015, art. 1). Likewise, these educational cloisters were established as institutions with particular characteristics determined by the cultural dynamics of the territory in which they develop their activities.

Therefore, the university was conceived as an academic space that should work from its classrooms to develop knowledge-generating initiatives that propose alternative solutions to existing problems in the local, regional, national and even international contexts.

In this historical framework, the Universidad Francisco de Paula Santander, since it entered into operation in 1962 and throughout its academic history, has responded to the challenge of training in competencies, understood as the “demonstrated ability to put into action knowledge, skills, abilities and attitudes in a given context” (National Qualifications Framework, 2021, p. 12), which are an essential element in the formation of men and women capable of contributing from their knowledge to the transformation of the realities in the region.

This is reflected in its Institutional Educational Project, which shows the constant work to “provide students with a critical view of the world that contributes to social development and progress in general of the region and the country” (UFPS, 2021, p. 9). In this way, its classrooms contribute to the development of society.

Consequently, the institution has taken care to address, from the curriculum, the micro-curricula and the pedagogical practice of the teachers of each of the academic programs offered, academic and research training as a central element in the teaching and learning processes of its students, articulating all these key elements with the context, to generate in the different communities settled in the territory, processes of social transformation that contribute to the modification of their realities.

The Institutional Development Plan aims to “consolidate the scientific production of the University through strategic actions of visibility, high impact research and research training of human talent that generate contributions to the productive and social sector in the regional, national and international context” (UFPS, 2021, p.26), which reaffirms the commitment of this house of studies with its different audiences.

For its part, the university, in its pedagogical proposal, proposes the “strengthening of the areas of research training, applied research and generation of new knowledge with the participation of undergraduate and graduate students under the institutional purposes for this mission function” (PDI, 2021, p. 26); therefore, for the institution, research is a key component that contributes to the comprehensive training of future professionals.

It is evident, then, the interest of the Universidad Francisco de Paula Santander to build a center of studies with undergraduate and graduate academic programs accredited in high quality, relevant and able to meet the needs and problems existing in its area of coverage.

The university develops research on social problems as a contribution to their solution without undermining its academic nature and the scientific rigor that is inherent to it. Its role goes beyond the simple knowledge of reality and performs a social critique following the degree of development of its environment (PEI, 2021, p. 12).

In articulation with the above, the high-quality accreditation processes are carried out under institutional guidelines for each undergraduate and graduate academic program. Here it is important to emphasize that the policy implemented by the UFPS is fully related to the requirements expressed in each of the decrees, agreements and resolutions issued by the Colombian Ministry of National Education.

Thus, the academic programs offered respond consistently to the requirements of Decree 1330 of 2019 and Agreement 02 of 2020. With the latter, it is important to evidence, in the first instance, compliance with the social relevance of the curricula since, from their academic work, they address the social problems and needs of the community in general¹.

Likewise, in correspondence with factor 8² of agreement 02 of 2020, both the university and its programs conceive academic and research as “the commitment and social action based on research and extension and as the formation of man to assume his roles, his social responsibilities and his realization as a person” (PEI, 2021, p. 12).

In conclusion, the Universidad Francisco de Paula Santander, as a public institution of higher education, evidence in the activities developed, the articulation of teaching and learning processes with the context of influence, and interaction that allows it to address social problems and needs through the academy and makes the transfer of knowledge more efficient, an action that is materialized in the transformation of the realities faced by society in general.

Research in the Social Communication Program

Regarding the field of study of communication as a field of interest, in the Universidad Francisco de Paula Santander, during the second semester of 2007, the Social Communication Program began its work, which after the training process of the students belonging to the first cohort, and particularly from the subjects Social Research, Integrating Seminar I and II and Project Tutoring I and II, began the construction of the first research projects that would be sustained in 2011.

¹ *First factor contemplated in Agreement 02 of 2020 "Program Educational Project and Institutional Identity" (p. 21), which establishes, in the second characteristic, the importance of the social relevance that an undergraduate curriculum must have.*

² *"Contributions of research, innovation, technological development and creation associated with the academic program."*

The Program's Educational Project establishes, in its vision, that it is "a high-quality academic space for the formation of integral professionals, the development of a curriculum consistent with the needs of the environment and global trends, in addition to the strengthening of research and social projection processes" (p. 7), a guideline that makes evident the importance of strengthening this component to improve the formation of the young people who study social communication at the institution.

Likewise, the program has as a fundamental purpose, in its training processes, to encourage in its students the research culture under a pedagogical model that privileges the teacher-student dialogue, to educate human beings with critical, reflective, autonomous and interdisciplinary thinking, capable of analyzing the reality in which they are immersed, the social, cultural, political, environmental and economic aspects related to communication. This leads to the following:

Generate articulation processes between teaching, research and extension through specific classroom projects that approach the social reality and research projects from the research groups that have an impact on the environment of influence of the university and, specifically, of the Social Communication Program (PEP, 2012, p. 5).

Research is key to strengthening the curriculum since its implementation strengthens the teaching-learning processes based on articulating theory and practice. This interaction is reflected in the degree projects built by students in Epistemology of Research, Social Research, Integrating Seminar I and II, Project Tutoring I and II and Degree Project.

In this same sense, the analysis of the degree projects carried out to establish trends in communication research was vital to analyze the evolution of the processes developed by the program over time since this type of initiative allows to have a better understanding of the topics researched, the theoretical approaches taken, the methodologies used and the results obtained, as well as to evaluate endogenously the impact they have had on the community and the territory.

In this sense, establishing trends will be the first step for the design of strategies that facilitate the learning of relevant methodologies and dynamics to strengthen the research processes of the program, focusing on studying new topics and establishing new approaches to existing problems and needs the context of the action of the Universidad Francisco de Paula Santander.

The results presented here are relevant in that they allow the construction of strategies and tools aimed at strengthening formative research in the program, in addition to continuous improvement, based on the weaknesses and strengths evidenced in the training processes carried out during the 2011-2021 period.

2. Theoretical approach

The authors discussed below were used as support to develop the systematization adequately and subsequent analysis of the information to identify the existing research trends in the degree works developed and supported by students of the Social Communication academic program of the Universidad Francisco de Paula Santander in the period mentioned above.

It is necessary to approach this section deductively, starting from the general when talking about science as a process that generates knowledge and fuel for the emancipation of the human being, going through the scientific method as a structural framework for the development of a research process, to approach research in social sciences and ending with the particular, identified in the choice of the research topic in communication and its subsequent development within the framework of the three lines established in the Educational Project of the Program: Communication for social change; Communication, planning and management; and Communication, language, discourse and power.

In carrying out this academic task, it is important to highlight the capacity of human beings to change their reality through education, aiming to evolve and adapt to the new scenarios that arise from the context. These processes have led our species to grow at an accelerated pace. For example, the use of stone, the use of fire and the development of metals were the starting point for the advancement of a society that cemented its subsequent advances through the strengthening of scientific processes.

Therefore, it was the epistemological reason that dominated the technological processes, i.e., the scientific revolution made it possible to transform society while the knowledge revolution transformed the social, political, economic, technological and cultural scenario. Concerning this last aspect, it was approached from the approaches made by Boada and Saurí (2003), who express that:

Our species is the only living organism in the biosphere that carries out a double evolution: biological, on the one hand, perpetuating itself through reproduction, like any other living organism, and, on the other hand, a differential cultural evolution exclusive to the species, produced through education. (p. 25)

So, when we talk about cultural evolution through education, we must refer to the process developed by humanity through the years, with the help of science, which materializes with the development of research that leads to the approach of topics that need to be explained through rigorous scientific processes.

Here it is important to highlight the importance of research for society since “amid the 21st century, immersed in a true technological revolution, scientific research continues to be the real engine that

pushes the advancement of knowledge of human beings and the societies in which they live” (Pulido et al., 2017, p. 9).

Research as an articulating axis between the University and the Region

It is important to define research “as a methodical and systematic process aimed at solving scientific problems or questions, through the production of new knowledge” (Arias, 2012, P. 22), which generates; as a result, the strengthening of the training of future professionals developed in higher education institutions.

Thus, the Social Communication Program at UFPS understands this exercise as the “reflective, systematic, controlled and critical procedure that aims to discover, describe, explain or interpret the facts, phenomena, processes, relationships and constants or generalizations that occur in a particular area of reality” (Ander-Egg, 2011 p. 18), an aspect that allows the connection of the classroom with the context and theory with practice.

Having made the above clarifications, it is important to highlight the existence of specific guidelines on formative research in this academic unit, which express the need to train professionals who “develop reflective, autonomous and interdisciplinary thinking supported by research and interpretation of social reality in aspects related to communication” (p. 4). It follows that teachers and students join efforts in order to encourage the development of initiatives relevant to the region, which are executed through standardized procedures and focused on studying, critically and practically, social phenomena related to communication in the Colombian-Venezuelan border context and the regional reality, making evident the connection of the academic program with the context. With this, it can be affirmed that social research is:

Using the scientific method, the process makes it possible to obtain new knowledge in the field of social reality (pure or basic research) or to study a situation to diagnose needs and problems to apply the knowledge for practical purposes (applied or practical research). (Ander-Egg, 2011, p. 25)

In short, we speak of social research when the systematic process provides answers to questions and problems resulting from events that occur in society (Ander-Egg, 2011). Therefore, it follows that the Social Communication Program requires students and teachers to design and implement scientific exercises that promote the approach of phenomena that occur mainly in Cúcuta and its metropolitan area, in addition to the Department of Norte de Santander, without losing sight of the national and binational scope.

Regarding the approach that the academic program gives to research work, it is important to emphasize that it is formative and aims to “disseminate existing information and encourage the student to incorporate it as knowledge, that is, it develops the necessary skills for lifelong learning,

necessary for the updating of knowledge and skills of professional” (Miyahira, 2009, p. 119). In this sense, it is important to note that the processes are developed with the support of the Interdisciplinary Communication Research Group Apira Kuna and the Seminco and Conideas research groups, created to strengthen the training process of students and to consolidate the research experience of teachers who are part of these spaces for the generation of new knowledge.

Likewise, the program is committed to building teaching and learning processes oriented towards formative research because:

“It develops in students the skills of interpretation, analysis and synthesis of information, and the search for unsolved problems, critical thinking and other skills such as observation, description and comparison; all directly related also to research training” (Miyahira, 2009, p. 119).

Thus, we understand from research that communication is “a transdisciplinary field of knowledge, in permanent construction and legitimization of its research methodologies and theoretical approaches” (PEP, 2012, p. 18) that bets on building appropriate objects of study to understand the communicative dynamics occurring in today’s society. Under this premise, it is necessary to break down the purposes and characteristics of each of the three lines of research of the academic program:

The first line is called *communication for social change* and it analyzes the different communities in the context of the influence of the University and the Program. It addresses issues that directly affect different social groups settled in these territories, trying to propose alternative solutions “to the problems of the environment in the exercise of communication, using strategies and media to achieve it, from a socio-critical view that aims at social transformation” (PEP, 2012, p. 24). With this, methodologies capable of articulating the university and the context are implemented to study and try to transform the social realities in the region.

The second line corresponds to *communication, planning and management* and seeks to generate processes that contribute to the growth of organizations in northern Santander related to the planning and management of communication processes “to contribute to social transformation and improvement of the quality of life of the population” (PEP, 2012, p. 25).

A third line is called *communication, languages, discourse and power* and it “highlights the importance of language and its meanings in communities as a research fact” (PEP, 2012, p. 24), in which research projects are developed on topics related to general semiotics, visual semiotics and linguistics, the latter being the one that addresses “the study of language in use and cultural practices, to understand and improve the forms of human and social communication” (PEP, 2012, p. 24).

3. Methodology

The systematization exercise was developed through a descriptive qualitative documentary analysis, which allowed “reading and giving meaning to documents that were written with a different intention from this one” (Gómez, 2011, p. 230). This initiative contributed to understanding the research’s direction in the Social Communication Program at Francisco de Paula Santander University.

The qualitative method used facilitated the analysis of the information and allowed to establish the most addressed topics and the objects of study constructed in the formative research since it provided “depth to the data, dispersion, interpretative richness, contextualization of the environment or surroundings, details and unique experiences. It also provides a fresh, natural and holistic point of view of the phenomena, as well as flexibility” (Hernández - Sampieri, 2014, p. 9), allowing, therefore, a more holistic approach to the social problems of the region that were worked on in the research projects developed by the students.

For the construction of the research design, Arias (2006) defined it as “the general strategy adopted by the researcher to respond to the problem pose” (p. 27). According to its classification, it can be documentary, field or experimental. Based on this categorization, it was established that the initiative is documentary in nature since it is oriented towards “a process based on the search, recovery, analysis, critique and interpretation of secondary data, that is, data obtained and recorded by other researchers in documentary source” (p. 27).

Regarding the sampling method, the non-probabilistic purposive sampling method was used because it “implies a selection procedure oriented by the characteristics of the research, rather than by a statistical criterion of generalization” (Hernández Sampieri et al., 2014, p. 189). Similarly, concerning the technique -way of obtaining the information- and the instrument -tangible medium or material used to collect and store the information- the review and analysis of printed and electronic documents through the file was used, which allowed the selection and recording of data of interest for subsequent analysis.

To collect the information, the degree projects corresponding to the period of study were requested and analyzed in detail, which was provided in digital support, and a specific matrix was constructed to control and classify the projects completed and supported by the students (see table 1), where basic information of each document or final research report was recorded.

Table 1. Systematization of research projects of the program

No	year	Title	authors	Director	Distinction Obtained	Line of research

Source: UFPS Social Communication Program

Thus, the analysis corpus was composed of all the final reports of all the research carried out and supported from the second half of 2011 to December 2021. In total, 233 research projects were analyzed, whose classification evidenced that the work routes, theoretical foundations and methodological trends and consolidation of results that prevail when researching, from the perspective of each line, in addition to answering the main question of this study: what are the trends in communication research conducted by students of the Social Communication Program UFPS in the period between 2011 and 2021?

Once the projects were collected, they were systematized using the format created by the program's teachers (Table 2), which was key for organizing the information.

Table 2. Analysis sheet of the projects.

ASPECTO FORMALES				FENÓMENO DE ESTUDIO		DELIMITACIÓN CONTEXTUAL			OBJETIVO GENERAL	ENFOQUE TEÓRICO		DISEÑO METODOLÓGICO			RESULTADOS					
No	Año	Título de la Investigación	Autores	Línea de Investigación	Tema	Problema	Espacial	Temporal		Sujetos /objetos	Referentes	conceptos principales	Método	Metodología	Instrumentos	Principales hallazgos	Principales Conclusiones	recomendaciones	Palabras clave	Link de acceso

Source: UFPS Social Communication Program

4. Results

The Communication Program at the Universidad Francisco de Paula Santander focuses on training qualified professionals with the capacity to develop academic/professional skills in the different lines of research. To achieve this goal, it has focused its efforts on the generation of projects that address the various problems in the field of communication present in the social dynamics at local, regional, national and international levels.

It is important to highlight that in the process developed between 2011 and 2021, 233-degree projects were submitted and approved, all presented by students to obtain the title of the social communicator. Furthermore, it is important to point out that each of these initiatives was accompanied by at least one teacher with experience or affinity in the disciplinary area and trained at the postgraduate level (specialization, master's and doctorate).

Here it is necessary to clarify that the program's academic process begins with the Epistemology of Communication course. This subject provides students with the basis to later face the subject of Social Research, where they learn from the collection of background information (Table 3) and then consolidate the formulation of projects from the Integrating Seminar I, in addition to the subject of Project Tutorial I.

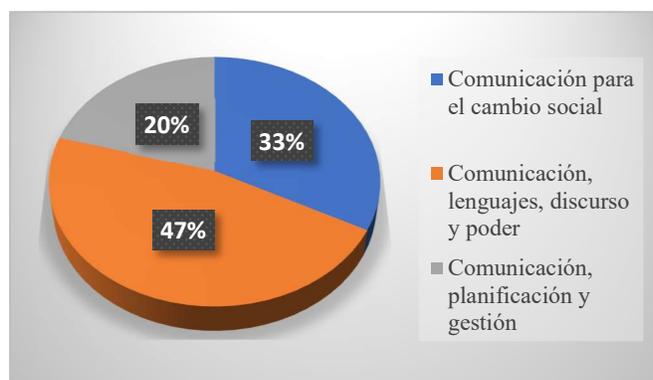
Table 3. Systematization of projects.

No	Refer- ence to APA norms 7th editio- n	Year resea- rch was condu- cted	Count- ry in which the resea- rch was condu- cted	Gene- ral objec- tive of the resea- rch	Popul- ation or object of study	Qualita- tive / quantit- ative / mixed	Inter- view / Surve- y / analy- sis sheet	Main theore- tical author s and subjec- t matter addres- sed	Poi- nt out the mai- n res- ults	conclusi- ons or contrib- utions you wish to highligh- t
1										
2										
3										

Source: UFPS Social Communication Program

Once their project design is completed, students conduct fieldwork to collect information and write results chapters during the subjects Integrating Seminar II and Project Tutoring II. This exercise allows them to complete their professional training and qualify for the degree in the modality of graduate work with the research project.

Figure 1. Projects supported, according to the line of research



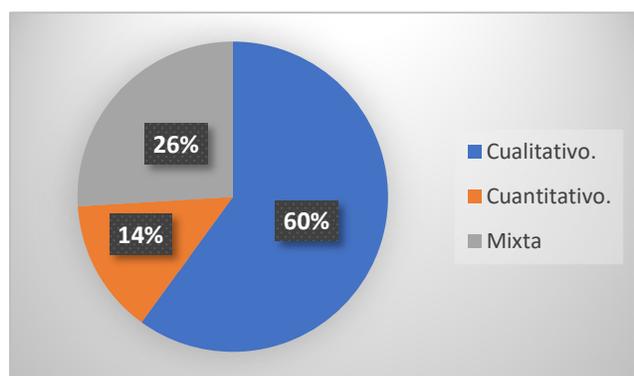
Source: own elaboration

Within the general results, it was found that, of the 233 projects carried out by the students, 109 were in the line of *Communication, Languages, Discourse and Power*, equivalent to 46% of the research. In second place is the Communication for Social Change line, in which 76 projects were developed, equivalent to 32% of the supported research. Finally, there is the Communication

Planning and Management line, where 48 research projects were carried out, equivalent to 22% of the total (Figure 1).

These percentages show that through groups formed to develop macroprojects, students are more inclined to work on communication, languages, discourse and power, and communication for social change. This is because, in the sequential structure of the curriculum, by the time students reach the fifth and sixth semesters, they have already taken subjects where they have studied in-depth topics related to these items or thematic areas. This raises the latent need for the program to restructure its curriculum so that, at the time of defining the line, students have the broader basic knowledge that also induces them to propose initiatives in the line of *Communication Planning and Management*.

Figure 2. Methodology used by the investigations.



Source: own elaboration

Another significant result is related to the methodology used by the research designed, executed and supported by students and teachers (Figure 2). In this regard, the analysis of the documents established that the most used method was qualitative, where approximately 60% of the projects were carried out under this modality; this agrees with the research in *communication for social change* and *planning and management of communication*, lines more worked in the program in comparison with the other researches. The mixed methodology follows this with 26% and the quantitative methodology with 14%.

In general, we can affirm that the investigations present a wide arsenal of methods, methodologies and techniques to collect information. This indicates the ability to provide students with the necessary tools to design and implement relevant degree projects at local, regional and international levels. Likewise, it is emphasized that the work significantly contributes to fulfilling the Sustainable Development Goals - SDGs proposed by the United Nations Organization in the last decade.

The results of the documentary review for each of the lines of research are presented below, according to the scientific productivity collected in the corpus analyzed. In addition, this chapter will show that the three lines present theoretical and methodological trends that characterize the field of communication studies.

4.1 Research in the line of Communication for Social Change.

This line is seen as a field of knowledge that seeks to build participatory and dialogic processes in order to transform the realities faced by various social groups. Gumucio (2004) defines it as:

“A communication of ethics, identity and affirmation of values; it amplifies hidden or denied voices and seeks to enhance their presence in the public sphere. It recovers dialogue and participation as central axes of social processes” (p. 6).

Therefore, communication for social change is a model that enables the articulation of society and its culture around the word, democracy, mass media and ICTs, among others.

Based on the above definition, teachers and students have been working on the generation of degree projects focused on creating communication spaces aimed at developing initiatives that seek to energize community processes as a fundamental pillar for the transformation of people’s lives, thus promoting the consolidation of new knowledge in this field.

The documents analyzed in this line show an interest in addressing certain communication tools as an alternative for the solution of problems and satisfaction of the needs present in the communities studied. In this sense, being this the most recurrent theme, in none of the cases did the researchers have the mass media as the object of study, which shows that communication for social change takes place from the alternative media, being the communities themselves as the main actors of change.

About the results of the analysis of the documents included in this line of research, the approach to several topics related to communication, the design of communicative strategies, memory around the armed conflict and the environment, in addition to the systematization of experiences in social change, worked with different study populations among which stand out the primary and basic secondary educational institutions in different municipalities of the department, illegal human settlements and vulnerable communities located in high social risk areas, victims of the armed conflict and Non-Governmental Organizations in the region.

It is also noteworthy that most of the research is based on the critical/social/dialectical approach, a paradigm that allows people to reflect on their historical reality and the nature of their actions to transform the realities they face daily basis. This section also highlights that this approach is consistent with the pedagogical model of the Universidad Francisco de Paula Santander.

For theoretical references, classic Latin American authors such as Luis Ramiro Beltrán, Paulo Freire, Mario Kaplún, Antonio Pasquali, Alfonso Gumucio, Oscar Jara, Rosa María Alfaro and Amparo Cadavid predominate. At the European level, references such as Maurice Halbwachs, Thomas Tufte and Pierre Nora are taken. This theoretical approach shows that the research analyzed gives protagonism to the communities since they are the generators of processes focused on social transformation to solve their problems.

The most commonly used information-gathering techniques include workshops and semi-structured interviews, participant and non-participant observation, focus groups, rapid participatory appraisal, social mapping, specialized training and the problem tree.

To conclude this section, it must be said that the research aims to generate participatory processes of empowerment in the communities to achieve social transformations that promote the quality of life of vulnerable communities in the region.

4.2 Research in the field of communication, planning and management.

In order to go deeper into concepts, this line addresses communication seen as a human activity aimed at allowing the social relationship of the species. This aspect guarantees the continuous learning of human beings who, from this process, generate valuable knowledge for their personal and professional growth, individually and in groups.

Now that this concept has been defined at its root, it is important to advance what the program understands about communication associated with planning and management in public and private institutions. In this sense, it is assumed as “a field of human knowledge that studies how the communication process takes place within organizations and between them and their environment” (Andrade, 2005, P. 16) in order to generate an understanding of how internal and external dynamics work with the objective of building strategies that facilitate and speed up the interaction between their publics.

Then, when communication is approached by the planning and management of this organization, the program refers to the execution of a work focused on achieving specific objectives aimed at strengthening them. Therefore, the theoretical conceptions regarding this line of research focus on the growth that institutions may have through strengthening communications as a strategy for articulating the different audiences in them.

As for the specific results of this line of research, the most studied topics include the use and appropriation of ICTs in organizations, the analysis of internal and external communication tools, reputation, identity, organizational climate and culture, the work situation of communicators in organizations, corporate branding and the design of strategic communication plans.

Likewise, the projects were carried out with managers and workers from different regional scenarios. The most studied were public and private institutions, micro-enterprises in Cúcuta, and shopping centers such as Ventura Plaza, Unicentro and Jardín Plaza.

Concerning the type of methodology in this line, mixed research was more predominant with the application of instruments for collecting information, such as Likert-type surveys, semi-structured interviews, participant and non-participant observation, and the analysis cards and matrix.

About the references used in the construction of the theoretical framework of the documents, the following stand out: Paul Capriotti, Delia Crovi; Frijoli González, Jesús Martín Barbero, Alejandra Bandolini, Johan Costa, Italo Pizzolante as the authors most employed in the design of the theoretical framework in the investigations.

4.3 Research in the line of communication, language, discourse and power.

It is important to approach it from two key concepts, communication and discourse, associated with power as central elements in its struggle. These two concepts work in their essence, the verbal and nonverbal language as a tool inherent to their daily exercise.

To begin with, the study addresses the concept of communication as expressed by Noam Chomsky (1992), who establishes that this is a differentiating element par excellence of the human being from the other species on the face of the earth since it “constitutes the line of demarcation between human beings and the rest of the animal species. Therefore, the objective of this scientific discipline is to discover the common aspects of the different languages, or its terms the “universally linguistic” (cited in Hernández et al., 2015, P. 44). That is, for Chomsky, communication is an aspect that occurs between human beings in different ways determined by the various languages or by the specific terms used by a specific community.

Communication is also a process, a moment between a sender who communicates a message and a receiver which listens and receives the message and decides whether to act in agreement or disagreement with the first component of the process. During the activity of communicating, signs, signals and elements that allow the construction and understanding of a message are used.

The other concept is the discourse, a practical exercise in which an emitter issues a message loaded with points of view and opinions, aiming to manipulate or persuade a receiver (audience), generating credibility and trust through his or her words or writings. According to Van Dick (1990), critical discourse analysis is a current of analytical research that studies concepts such as social power, manipulation and inequality exercised through text and the spoken word.

Now entering the subject, the results established that in the documentary review carried out for the development of this initiative, it was found that the line of communication, language, discourse

and power, is one of the most selected by students of the Social Communication program to develop their research projects.

In specific results, it was established that the most used methodologies were discourse analysis, content analysis, semiotic analysis and agenda setting. About those mentioned above, it was established that the topics most addressed were regional and national politics and border issues taken from the mass media and the Internet, highlighting the study of social networks and their impact on society. On the other hand, the instruments most used for collecting information (corpus to be analyzed) were the analysis cards and tables that facilitated the organization of the information and its subsequent processing.

Additionally, research has been developed that has addressed sub-lines of interest to students and teachers, all related to the academic program's influence. Some of the topics worked on are the social history of the media in which the systematization of experiences of the creation of community radio stations in the department of Norte de Santander has been carried out as outstanding research.

She has also conducted research in Media and Culture, where she has carried out studies on stereotypes, mediations and identity, as well as on communication strategies, marketing and political discourse.

Likewise, the research analyzed presented a wide range of authors, among them the international classics such as Klaus Krippendorff, Teun Van Dijk, Jesús Martín Barbero, Justo Villafañe, Roland Barthes, Maxwell E. McCombs and Donald L. Shaw.

Finally, it can be affirmed that due to the role played in today's society by the mass media and the new communication and information technologies in the class struggle for power, this line of research becomes a series of interesting topics to address through graduate theses.

5. Conclusions

In the department of Norte de Santander, the social communication program has achieved a positive impact. The approach to various problems from its three lines of research has allowed it to generate processes to transform social and cultural dynamics, fulfilling many of the objectives in its PEP, the Development Plan and the Institutional Educational Project.

From the research conducted at the local, regional, national and international level, it can be concluded that all research developed by students and teachers contribute to the fulfillment of the Development Goals (SDGs). This aspect shows its relevance and importance not only for the educational training process but also to enhance the impact of the same in the context of the institution's influence.

The methodology implemented by teachers and students guarantees success in carrying out research projects to a great extent. The contribution of the key actors during the social research courses, seminars and tutorials contribute to the execution of a thorough exercise that helps maximize the use of time in the development of the process, which allows, as it is executed, to make the necessary adjustments to improve the teaching and learning process. It should be noted that the methodology is framed within the institution's pedagogical model, which is the critical dialogic one.

Likewise, it is concluded that the system of forming large groups (6 to 8 students) for the development of the macro-projects guarantees that the young men and women who complete their academic process decide to graduate under the research modality when they decide to support the project they built during their professional training.

Concerning the research analyzed in the line of communication for social change, it is important to establish that these address various topics within which projects focused on addressing sensitive issues in the department, such as peace, memory and armed conflict, stand out. These have strengthened the construction of social fabric from the academic exercise, thus achieving the university/region articulation.

Also, from this line, the program has worked hard to address issues related to the construction of communicative strategies associated with the environment and health; these were developed in various regional institutions and focused their efforts on transforming realities and improving the lives of the participants. These new research approaches have strengthened the program since they have provided it with other perspectives on what can be worked on from a social change perspective.

On the side of the line of communication language discourse and power, it was evidenced that among the most addressed topics is the critical analysis of discourse and content analysis in mass media such as newspapers and social networks, identifying trends that lean towards national politics, as well as border issues and social aspects of the city and the region.

Concerning the line of communication, planning and management, the contribution made by the academy to strengthen the business sector in the region stands out. The topics addressed in the University/business articulation generate processes of commercial transformations from the implementation of new actions from the communicative aspect. This aspect was enhanced by opening the Social Communication Program of Francisco de Paula Santander University.

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