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Reasons and Objectives Integrating Press into the Curriculum: An Empirical Study

Our study is partly based on the UNESCO' General Assemblies Recommendations, and its guidelines considered by many countries. Moreover, is based on the current legal Spanish regulations of the Ministry of Education and Culture relating the curricular integration of the communication media into teaching. The law does not ensure the results expected right away, but provides guidelines and stimulus to start the process with some guarantees. On the other hand, our study wants to answer to the new situation created by the massive expansion of communication media and new technologies, and also their uncontrolled effects and the necessity of relating teaching with the new realities.

Motivation, didactic possibilities, relationship with the press among others is present when teachers start working with press, showing similar scores. More that half of teachers finds these new resources as feelings enhancers, what is new and very valuable. If this is true, we will be in front of a more humanist and humanizing model. Training of the global man is important, not only reasoning but also feelings. There is also post experiment evidence that press generates a creative attitude in students, and at the same time it provides them with new knowledge, which is very important.

Because of these and other reasons there must be training for a new type of teacher that integrates media to attain new learning and new attitudes towards media and new knowledge without forgetting a critical and analytical attitude to design a new model of student.

Theoretical bases

New technologies and communication media, especially their contents and

effects have been universalised in time and space. They reach every field and cover a great deal of any type of manifestation. They are not created to be locked up in the classrooms, to wait in safe laboratories. Teachers and students are in a similar position facing this phenomenon whose importance is not very considered. Students and teachers get together to profit from this new resources and allies that are before, during and after our tasks of teaching and learning

It is necessary to be able to live with them. Therefore, we think new teachers need an especial sensitivity to get in touch, to use these new communication media. New technologies and their messages are not limited to a single subject or level. They can go through the whole educative system and they surpass it in time and space. We are facing the global school. My thought starts then, considering these new universal and powerful resources which break the conception of specialist teacher who masters certain questions of a subject, i.e. physics labs, chemistry, natural sciences, physical education, etc, where the teacher who does not teach these subject does not need to be a good teacher to work with his/her subject.

The UNESCO, long time ago started to give in its General Assemblies recommendations to improve the educational policies of its members, referring the integration of Mass Media and New Technologies in Teaching and Education. We can notice a progressive and homogenous evolution towards this integration. I mention some of them:

1949 4th Paris	The General Manager will promote the distribution and storing of books and newspapers, as well as radio equipments and projection machines to develop the use of cinema and radio with educative aims.
1950 5th Florence	Preparation and use of audiovisual material, radio, press cinema and radio for education will be boosted.
1954 8th Monte- video	The General Conference, aware of the importance of media in the last years, invites the General Manager to promote the access to media and make easier the free flow of information. It also pretends to promote the creation and dissemination of programs with cultural, scientific or educative contents.
1960	Educative, scientific and cultural audiovisual media are very

11th Paris	important for UNESCO. These media are important and unique instruments for adult people education of all ages, especially in basic and adult education schools.
1962 12th Paris	1. The General Conference invites the General Manager to collaborate in the promotions of audiovisual services for educations, especially adult people's education. 2. The General Manager supports the experimental programs and pilot projects regarding teaching with audiovisual media
1964 13th Paris	The General Manager is asked to help radio, television, cinema and audiovisual media organizations to produce radio programs and television films, photographs, films and other visual materials for education, science and culture
1966 14th Paris	The General Conference proposes the General Manager to promote the use of new methods and techniques in school education, high school and extra-curricular teaching especially computer assisted learning and other media based on radio, cinema and television.
1970 16th Paris	The General Conference, aware of the important role which play media to make people literate, invites the General Manager to boost the use of radio and television in non formal education, in order to satisfy the needs of those who due to economic or labour reasons have to be away from school for a long time.
1976 19th Nairobi	The General Conference recognises the dynamic role of media and their contribution to the cause of literacy and education, so it invites the General Manager to promote the creation of programs and audiovisual material for education, culture and science, facilitating at the same time their national and international diffusion
1978 20th Paris	The General Conference aware of the importance of media to countries development, invites the General Manager to prepare new pilot projects related to the media, and help local communication media to prepare radio programs about development and teaching for the first childhood.
1980 21st Belgrade	The General Conference in the program «The communication serving Mankind» suggests the General Manager to reinforce the International Net of the

	Communication research and policy Documentation Centre. 1. Contribute to an action plan to reinforce the contribution of media in the process of literacy improvement. 2. Improve media related education, insisting on the development of a critical spirit, the capacity to react in front of any form of information and the education of users to defend their rights.
1983 22nd Paris	The General Conference aware of the important role of new technologies in the development of society asks the General Manager to promote research about the adequacy of educative contents for the needs of society and the influence of media in children's education.
1985 23rd Sofia	1. The General Conference considers that using new electronic technologies is more and more an essential aspect in education, as a tool for students and teachers, as well as important subject to consider in the school syllabus planning. 2. Because of these reasons it asks the General Manager to improve the access to information: new technologies, normalization and intercommunion of information systems, and to offer the educative institutions help to choose and apply logical and adequate supports.
1989 25th Paris	The General Conference, considering the use of new technologies of information, in a larger frame of methods and technologies of education conforms a very important aspect of the education of the member states, as they are instruments for teachers and students, tools of training, important area of educative research for educative innovation, research and development, theme of the syllabus of study and means of management of the formal and non formal systems of education and of the process of teaching and learning looking forward to improving quality, and external an internal efficiency: 1. The General Manager is asked to promote the use of new technologies of information and communication in Education (Effects on structures, organization, contents and methods of education systems.). Information y communication en la education (Effects on the structures). 2. To promote extracurricular activities for teaching

	<p>sciences and new technologies.</p> <p>3. To boost participation of personalities of the intellectual, scientific and cultural fields in television programs.</p> <p>4. To contribute for improving the use of new technologies in high schools.</p> <p>5. To start studying about the establishment of a satellite worldwide web with educative purposes.</p>
1991 26th Paris	<p>Taking into account that all over the world educative systems have to evolve considering the XXI century requirements and that a especial contribution has to be done for improving the efficacy of educative systems, the Conference asks the General Manager to:</p> <p>1. Help to the expansion of education, by renewing its systems to integrate the new information technologies.</p> <p>2. Reinforce and enlarge the local programs with an innovative character related to the new teaching approaches with information technologies.</p> <p>3. Stimulate the development of the capacity to apply the information and communication new technologies and the promotion of distance education.</p>
1993 27th	<p>In the frame of the program «Education for the XXI century» the Conference invites the General Manager to:</p> <p>1. Support and consolidate the measures taken to promote the uses of information and communication technologies in education.</p> <p>2. Boost the preparation of programs and education, qualification and information materials new or reoriented of the existing ones about new information technologies.</p> <p>3. Promote the intrinsic capacities of audiovisual production and study ways of improving the educative and cultural mission of radio and television.</p>
1995 28th Paris	<p>The General Conference states that education and communication, science and techniques are the safest ways of promoting development. As a consequence of this, it asks to:</p> <p>1. Reinforce and boost cooperation when information and communication technologies should be used in education.</p> <p>2. The member states and the NGOs have to intensify their efforts so that communication media project a positive image</p>

	<p>as a dynamic element that participates in society.</p> <p>3. Considering the possibilities offered by new technologies of information and communication and their influence on the educative process and the functioning of the education systems, the General Conference asks to promote and intensify methodological, pedagogical and didactic research necessary for both teachers and students to master the new information technologies and to know their implications on the educative system.</p> <p>4. The priority for this decade is investment in culture and education, in technology and communication media, the promotion of cultural and educative dimension in the programs of electronic communication media, collecting and disseminating studies about new trends of information and communication.</p> <p>5. Support the development and establishment of information nets in schools and libraries and make the access to them easier.</p> <p>6. The influence of media in the socialization of children and youngsters is more and more noticed. Therefore, it is necessary to train teachers and prepare students to analyse and use media. On the other hand media should be asked to promote and cooperate with the educative sector on training and teaching.</p> <p>7. The General Conference outstands the potential of new technologies to develop teaching methods and information flow development</p>
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Spanish Regulations

There are legal texts, which are similar as they draw action frames leading to teaching quality improvement on the basis of the new training of teachers and the omnipresence of media and new technologies. That means to provide teaching institutions with means and resources but it is not sufficient. I sum up some of the last documents which are quite significant in the sense that teachers can know when he/she is working in an autonomous way is following the law with a great responsibility, in contrast with other institutions which do not respect it.

Educative Research and Teachers' Training Plan from 1989

This plan starts from some clear principles. These are briefly:

1. Technologies have an essential role in transforming society.
2. Education should be in charge of comprehension of the outer world. This would be impossible without technologies.
3. An almost permanent professional re-adaptation will be necessary. Without technologies this attitude and reality would not be possible.
4. All new educative systems share the interest in integrating technologies, whose cooperation is necessary to innovate.

Is therefore urgent to design an action plan, which allows accomplishing the following goals among others:

1. Teachers' training so that teachers are qualified to integrate new technologies into the curriculum.
2. Guarantee that teachers really integrate new technologies of information into teaching.
3. To make easy for teachers to acquire the theoretical bases and operative skills in the application of the didactic means based on new technologies.
4. To qualify teachers to be able to think about their own practice based on new technologies.

With these premises the Act of the Curricula in 1991 was elaborated, with concepts and procedures very concrete about integration of new technologies in infant, primary and secondary school levels. There were also some indications on students' attitudes to attain. I will only mention some of them:

General Principles

The social need of training critical and receptive people, able to structure media and new technologies messages, is written as an objective in the Primary and Secondary Education Curriculum. In this way, together with the improvement of communicative capacities, we try to give the students analysis instruments to ensure a better capacity of judgement and personal assessment of messages.

The presence of information and communication technologies in the classroom is due to two reasons. On the one hand, these technologies provide with new ways of communicating at school, improving the existing ones. On the other hand they impulse schools to go towards society which should consider them as one of the factors of social

structure transformation. This teaching and learning has the goal of contributing to develop in students the following capacities:

Know and analyse the current society communication processes, reflecting about its linguistic sociological, psychological, technological, economic, ideological politic dimensions.

Understand how information and communication technologies work, keeping reflective and critical attitudes.

Use information and communication technologies to produce messages, which integrate different languages.

Value the personal experience in production and emission of messages.

Value personal experience in production and emission of messages.

Counsel the expressive and entertaining capacities of students towards own and autonomous audiovisual treatments that surpass the imitation of established models.

Analyse and value the unfair uses of technologies noticing their ideological contents.

Interpret the content and the intention of messages produced through information technologies decoding its formal and structural elements.

Concepts

- Local sources, news agencies, information on magnetic support, information on optical support, CD- ROM data bases managers, telex, videotext, remote and telemetric sources
- Information choice
- Information reception
- Receptor training (knowledge of the different codes)
- Journal, television radio registers.
- Nets and information and communication nets. Power concentration, cultural uniformity and informative pluralism. Advertisement and consumers habits
- Critical attitude towards information received through the different media.
- Sensitivity facing the influence media has on opinion forming, paying especial attention to advertisement, the sexist and racist stereotypes, and consume.
- Communication media. Different media and their utility as leisure instruments and communicators of social events.
- The most popular representation media: cinema, video, television, and

computers

Mass media:

- Press, radio, television, cinema, video, satellites
- Information, news and advertisement, consumer's habits.
- Information through image: computers.
- Interpersonal communication media
- Computer science: storage, treatment and dissemination of information.

Procedures

- Search, selection and register of information relating current questions using media.
- Comparative analysis and critical assessment of information provided by mass media (radio, press, television) on the same facts or question.
- Identify and analyse the essential elements (sender, receptor, channel, etc.) related with any media communication act.
- Access and consult of different information sources where technological resources intervene (data bases, image banks, sound files).
- Choice, organization and treatment of information to make different messages.
- Strategies to select and classify information (interrogation of a data base, preparation of an inquiry I a data bank of telemetric access, etc.).
- Understanding of messages taken from the national and foreign information sources (press radio, television, advertisement, etc).
- Analysis of the interrelation and functioning of messages (decoding of the message, perception recognition, iconic, iconographic codes as taste and sensibility ones, rhetoric, stylistic, etc.).
- Search of relevant hints to build up messages that show the communicative intentions of the sender.
- Observation and exploration of the mechanisms evident or hidden used in media to induce to specific interpretation of messages.
- Use of technological ways to produce, present ideas, compositions, electronic paging, printing, editing, and disseminating information.
- Use of tools and machines: photo cameras, videos, computers.
- To look up the communication processes, using audiovisual and computer technologies in an integral way, outlining their importance in the different communication stages.

- To be especially centred in the processes of audiovisual communication, using specifically audiovisual technologies.
- To lead the way about the communication processes from the perspectives of technology of information and telematics.
- To focus the activity in mass media (press, radio, television).

Attitudes

- Right assessment of the utility of image (television, cinema, etc.).
- Understand the possibilities of sound, image, as representation elements and use them to express ideas, feelings and living experiences in a personal and autonomous way in situations of play and communications.
- Know media, which operate with sounds and image and the contexts that develop, being able to appreciate the elements with an expressive and aesthetic interest.
- All this on the bases of a new sensibility and training of teachers.

Research Findings

In the last 15 years the scientific community in mass media, new technologies and education has been able to structure a series of congresses, conferences, meetings, publications and research more or less periodical which allow us to notice the great awareness produced all over the world about these subjects relating communication and teaching. (Bartolomé Crespo, 1991 and 1996, Zamora; De Pablos Sevilla 1994 and 1996; Aguaded, Huelva 1991; Rodriguez Orellana 1994 and ss., among others).

In the field of media didactics there are specific strategies and the reconversion to other more traditional ones. There is also a noticeable contributions of each of them in such a way that teachers can go to action and use this research applied (Gallego Arrufat, 1997, Sevillano y Bartolomé 1997, Aguaded, 1997). The field of the effects of use of media has been analyzed sometimes, obtaining safe and optimal results. The book *Desarrollo de la inteligencia mediante la integración curricular de la prensa*, (Developing intelligence thanks to a curricular integration of Press) collected the results of an investigation carried out in Zamora during four years with a sample of 10 groups of students, five experimental and five of control. It presents well-contrasted data about the subject.

As I cannot summarize the results of all researches done in the field of technologies and media as an example I present some global results of researches I have carried out lately. Participant teachers were initially trained in technologies and media. The different tables give a context to the origin and extension of the research done.

Results of the Research

The Sample

1. Sample classification: sex		
Women	281	85.4
Men	45	13.7
No answer	9	0.9
TOTAL	329	100.0

2. Work place educative level		
Nursery	69	21.0
Primary	155	47.1
Secondary	40	12.2
Vocational Training	15	4.6
Bachillerato	18	5.5
Adults	3	0.9
University	2	0.6
Others	11	3.3
Languages	2	0.6
No answer	14	4.3
Total	329	100.0

3. Research was carried out in a context		
Urban	183	55.6
Rural	115	35.0
No answer	31	9.4

4. Teachers worked on these subject areas:		
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All	153	46.5
Social Sciences	37	11.2
Natural Sciences	36	10.9
Language and Literature	20	6.1
Languages	16	4.9
Mathematics	12	3.6
Fine Arts	3	0.9
Religion	3	0.9
Hotel industry studies	1	0.3
Technology	1	0.3
Sport Education	1	0.3
Physics	1	0.3
Others and no answer/does not know	34 11	10.3 3.3

5. Media used in the study						
	Newspapers		Videos		Television	
Never	33	10.0	147	44.7	149	45.3
Almost Never	51	15.5	107	32.5	118	35.9
Some times	136	41.3	34	10.3	36	10.9
Quite often	75	22.8	26	7.9	9	2.7
Always	21	6.4	3	0.9	2	0.6
No answer	13	4.0	12	3.6	15	4.6
	Radio		Computers		Magazines	
Never	209	63.5	72	21.9	48	14.6
Almost never	84	25.5	107	32.5	104	31.6
Some times	16	4.9	92	28.0	131	39.8
Quite often	6	1.8	35	10.6	32	9.7
Always	1	0.3	8	2.4	2	0.6
No answer	13	4.0	15	4.6	12	3.6

6. Pedagogic results obtained with the media studied						
	Newspapers		Videos		Television	
Poor	24	7.3	49	14.9	102	30.7
Sufficient	22	6.7	132	40.1	132	40.1
Satisfactory	67	20.4	75	22.8	34	10.3

Good	150	45.6	43	13.1	29	8.8
Very good	49	14.9	9	2.7	7	2.1
No answer	17	5.2	21	6.4	26	7.9
	Radio		Computers		Magazines	
Never	209	63.5	72	21.9	48	14.6
Almost never	84	25.5	107	32.5	104	31.6
Some times	16	4.9	92	28.0	131	39.8
Quite often	6	1.8	35	10.6	32	9.7
Always	1	0.3	8	2.4	2	0.6
No answer	13	4.0	15	4.6	12	3.6

7. Strategies developed and applied working in teams with press and technologies

Role playing	193	58.7
Data collection	183	55.6
Games	173	52.6
Research	162	49.2
Animation techniques	153	46.5
Publishing techniques	133	40.10
Discussion	110	33.4

8. Creative strategies generated and used working with press and technologies

Fairy tales invention	240	72.9
Practice	210	63.8
Manipulation of things	125	38.0
Look for sources	98	29.8
Editing and publishing	81	24.4

9. Strategies recommended by teachers to work with press and technologies

1. Information analysis	236	71.7
2. Debates. Express their opinion	235	71.4
3. Look for vocabulary	205	62.3
4. Summarize	205	62.3
5. Edit	205	62.3

6. Television record	183	55.6
7. Comment	177	53.8
8. Radio programs record	169	51.4
9. Headline work	169	51.4
10. Do interviews	160	48.6
11. Investigate news	120	36.5
12. Visit newspapers	36	10.9

10. Teachers reasons to

START		CONTINUE			
General learning	211	64.1	Motivation	172	52.3
Favour the relationship with media and technologies	198	60.2	Boost feelings	169	51.4
Knowledge of reality	192	58.4	Generate creativity	151	45.9
Motivation	189	57.4	Get familiar with new technologies	145	44.1
Didactic possibilities	178	54.1	Didactic possibilities	135	45.0
Pedagogic renewal	129	39.2	New knowledge	131	39.8
Develop research	98	29.8	Importance of media	112	34.0
			Stimulates reading	92	280

11. Objectives sought in working with new technologies

Develop capacities	202	61.4
Enlarge vocabulary	200	60.8
Stimulate reading	168	51.1
Create critical spirit	147	44.7
Value media's role	153	46.5
Make learning more dynamic	135	41.0

Acquire knowledge about current happenings	108	32.8
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12. They remember pleasantly their student years when their teachers used media and technologies as examples.		
Read Newspapers	196	59.6
Videos	151	45.9
Magazines	82	24.9
Cassettes	81	24.6
Slides	57	17.3
Wall charts	56	17.0

13. Those who learn with press and technologies learn more (closed answers)		
Reasoning	262	79.6
Sociability	254	77.2
Comprehension	260	79.0
Contents	226	68.7
Solidarity	221	67.2
Abilities	201	61.1
Logic	170	51.7
Objectives	152	46.2

14. Those who study with press and technologies learn more (open answers...)		
Mental agility	147	44.7
Open to ideas	128	38.9
Behaviour	126	38.3
Respect	91	27.7
New knowledge	73	22.2
Critical spirit	73	22.2
Work techniques	50	15.2

15. Students and their families say about technologies		
They are very satisfied	233	70.8
They provide motivation	60	18.2

Are entertaining	50	18.2
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16. We think we have renewed the following thanks to press and technologies		
Teaching Methods	261	79.3
Classroom atmosphere	256	77.8
Relationship with students	230	69.9
Curriculum contents	153	46.5
Assessment	56	17.0

17. Teachers using press and new technologies got		
Personal satisfaction	217	66.0
Self learning	184	55.9
New Motivations	177	53.8
Curriculum connection	152	46.2
Up-dating	124	37.7
New pedagogic perspectives	121	36.8
Group participation	83	25.2

18. Teachers who teach with video and their results					
Never	147	44.7	49	14.9	Very poor
Almost never	107	32.5	132	40.1	Poor
Sometimes	34	10.3	75	22.8	Acceptable
Almost always	26	7.9	43	13.1	Good
Always	3	0.9	9	2.7	Very good
No answer	12	3.6	21	6.4	No answer

19. Teachers who teach using computers and their results					
Never	72	21.9	42	12.8	Very poor
Almost never	107	32.5	32	9.7	Poor
Sometimes	92	28.0	134	40.7	Acceptable
Quite often	35	10.6	77	23.4	Good
Always	8	2.4	14	4.3	Very good
No answer	15	4.6	30	9.1	No answer

Conclusions

1. The studies carried out in the different levels clearly show the concerns

of international and national institutions related with educations in order to innovate the educative systems. To achieve that, they trust the treatment of media in their different aspects of permanent and occasional resources and object of study themselves in all levels and subjects. To learn contents is not the most important thing, but to be able to apply procedures and generate attitudes. Education must be permanent, for life, not only academic life but also professional and civic.

2. We are not looking for legal motivations teachers have to integrate press. Of course there are some, but we have tried to know the deep pedagogical reasons that have felt teachers to start this way of teaching. It is also important to notice the reasons that make them keep on working in innovations. Maybe these ones are repeated and differ in their value, and the new ones discovered represent a great richness discovered in this research.

3. Before integrating press into the teaching and learning processes, teachers think, get information. When teachers think about reasons they are transmitting the results obtained. In their reflective diagnosis they do not distinguish among goals, anticipated wishes and aims attained later. I considered convenient and even enriching to keep and note this approach down.

4. When press is integrated into teaching is generated a new way of learning, a new way of understanding life and teaching, schools and classrooms. They appear new elements that lead to shape up a more enriching warm and human system. It is important to outstand how determinant new elements appear, such as classroom atmosphere, relationships with students, the teaching methods, etc. We can clearly notice that teachers are aware of how they suffer a positive transformation, although this means more work and dedication. They are really more satisfied and pleased with their work because of the good results obtained.

5. Research shows in the chapter of activities, that are understood not as questions to accomplish but as procedures such as press these are stimulated and even students create and think new ones without the intervention of the teacher. We outstand some of them because of their significance, as look up information in dictionaries, make comments, prepare small editions as class or thematic newspapers, wall charts, dossiers, investigate news, etc..

6. It is relevant that teachers before starting have some goals to

accomplish, and after some time with the press they do not abandon the system or show mistrust or difficulties. They simply change the order of some objectives, procedures or strategies without altering the general planning. The trust in teaching and learning innovations is total.

7. We appreciate how motivation experienced by teachers and students is well considered there are in outstanding places the categories of contextualization, innovation, up dating of the curriculum, etc as very well valued reasons. Press shows experimentally how it provides with varied and plural resources that enrich all the formative process.

8. From this large convergent and reflective study with teachers who were asked to answer and value principles and categories innovated with the didactic and systematic use of media and new technologies. These promote significant activities where principles of individualization, collaboration, autonomy and diversity of students are developed. In this way, we can meet objectives, motivate much and conform a new class, subject and process organization.

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