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Bibliographic Review: Looking for a New Pedagogical Narrative to Teach Protocol

Revisión bibliográfica: buscando una nueva narrativa pedagógica para la docencia del protocolo

Estela Bernard Monferrer. Universitat Jaume I (Spain)

PhD professor hired at the Communication Sciences Department at the Jaume I University of Castellón, Spain. Member of different research groups, related to the topics of Gender and Communication, Communicative Intangibles, Cultural Communication and Protocol and Public Relations and to the media and gender.
ORCID: https://orcid.org/0000-0001-9476-9678

Daniel Delmás Martín. Universitat Jaume I (Spain)

Communication sciences professional specialized in protocol and event organization. He is currently carrying out his doctoral studies in which he investigates the state of the instruction of the protocol and event organization, the implementation of ICT in the field, as well as the design of new pedagogical methodologies to improve it.
ORCID: https://orcid.org/0000-0002-3529-3793

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Summary:
This article describes a new pedagogical narrative on the subject of protocol and event organization. This is the result, on the one hand, of the experience during several years of research on this subject applied to an inter-university project, and, on the other hand, the literature review of the binomial teaching and information and communication technologies (ICT) carried out for the development of a doctoral thesis. This study analyses the academic methods used to stimulate the active learning of students when adapted to the reality of the incorporation of ICT within the classroom, and concludes that six methods are the best options. With this approach, we intend to make a small approximation to other teaching methods more compatible with the current context, in which communication technologies have become a fundamental and necessary tool as well as more attractive for the training of students.

Keywords:
Teaching in protocol; Methodology to protocol and events; Protocol learning; ICT and Protocol; teaching in events.

Resumen:
El presente artículo describe una nueva narrativa pedagógica para la asignatura de protocolo fruto, por una parte, de la experiencia durante varios años de investigación aplicada a un proyecto interuniversitario sobre la materia objeto de estudio, y por otra, de la revisión bibliográfica del binomio docencia y tecnologías de la información y la comunicación (TIC) llevada a cabo para el desarrollo de una tesis doctoral. A través de este estudio se analizan los métodos académicos empleados para estimular el aprendizaje activo del alumnado, adaptados a la realidad de la incorporación de las TIC dentro de las aulas llegando a la conclusión que seis son las mejores opciones metodológicas. Con este planteamiento, pretendemos realizar una pequeña aproximación a otros métodos docentes más compatibles con el contexto actual, en el que las tecnologías de la comunicación se han convertido en una herramienta fundamental, necesaria y más atractiva para la formación del alumnado.

Palabras clave:
Docencia en protocolo; Metodología para protocolo; Enseñar protocolo; TIC y protocolo.

1. Introduction

This work is the result of concern for the development of the subject of protocol and event organization in the classrooms as well as for the search for teaching methods more attractive to students (Delmás Martín & Bernad Monferrer, 2018, p. 588). It is also part of a doctoral thesis that seeks to describe the instruction of protocol and events in Spain, while analysing and relating the extent of adaptation of ICT. Within this research, a bibliographic review has been carried out by authors with experience in the subject matter of our analysis, in order to describe the best pedagogical methodology to adapt technology to protocol and events, thus generating a transition from one traditional model to another adapted to the current technological reality. Many authors highlight the fact that, if this is part of our life and we have accepted it naturally, why we are not going to use it in the classrooms. And for this reason, with this article, we propose the hypothesis that there is a need to update the instructional methods used in protocol and events through the implementation of the tools that the technology offers us. In this context, we want to show the theoretical conclusions reached, while also anticipating that it is not possible to use a formula for all disciplines. Thus, it is necessary to analyse the knowledge to be imparted and, from there, to look for the best individualized formula to improve the teaching-learning method. This new narrative will be launched in the first semester of the year 2021 (second quarter of the year 2020-21, in the subject Protocol and Event Management, of the Degree in Advertising and Public Relations of the Universitat Jaume I de Castellón), so the results of its application will be analysed in a future article. Although the research carried out through a project developed jointly with the University of Alicante (Campillo Alhama et al., 2016, p. 1801) and the experimentation in the classrooms during the academic year 2017-18, will allow us to foresee possible results according to our starting hypothesis.

There is no doubt that COVID19 has shaken the lives of citizens around the world. Millions of people have had to stay at home as a preventive measure, which has made

the education sector realize that it was not prepared for this situation. And although ICT have already ceased to be considered "new" technologies, they are not widespread nor implemented in the classrooms. Scientific research makes it clear that they are the future and that they improve the teaching-learning process, but teachers throughout Spain have realized that they were not trained, neither formative nor technically, for the change that has had to taken place by force.

However, the use of technology in the classroom does not in itself lead to progress or improvement in quality. In this sense, Almenara (2007) indicates that using a certain technique or tool alone will not improve pedagogical quality. A transformation of the system is needed. A curriculum strategy must be designed so that the value given to it is real. Therefore, as Albert Einstein said "The world that we have created up to this moment as a result of our way of thinking has problems that cannot be solved thinking the way we thought when we created them". In other words, we cannot solve the technology and education formula if we do so on the basis of the model already proposed. Therefore, we propose starting from scratch to find out how to fit technology into the classroom in each area of knowledge.

2. Theoretical framework

As explained in the previous section, we will carry out a literature review in the field of pedagogy on current instruction and its relationship with ICT.

Marqués Graells (2012) studied the functions and limitations of technology in the classroom, identifying three possible reactions of educational institutions to adapt to it:

> 1) **Technocratic scenario.** Situation in which schools adapt to the technological phenomenon through small adjustments by introducing, for example, digital literacy in the curriculum.
>
> 2) **Didactic scenario.** It is implemented by introducing new constructivist didactic methods. That is, they learn with ICT in interdisciplinary and collaborative activities.
>
> 3) **Holistic scenario.** In this case, the centres carry out a profound restructuring of all the elements around teaching to adapt it to ICT and the environment. Not only do we teach what technology is and how it is used, but we also adapt it in our instruction to prepare students for a changing environment.

From our point of view, the third scenario is the right one. It makes no sense for a teacher or several teachers to carry out individual projects to introduce the technology (Salinas Ibáñez, 2004). This should be introduced in a comprehensive way from the institution. The reason is simple: you need a teacher with active and motivated participation, a leadership that promotes production and research, as well as ensuring that teachers have the right tools and training to be able to carry out this project. This will allow for the necessary changes to introduce technology into their pedagogical strategies in a holistic manner.

On the other hand, the assumption that if the technology is there it will be used is nonsense. We are assuming that technology would be used to the fullest in the classroom simply by having it available, without realizing that this assumption is meaningless if the education system itself is not clear what is to be obtained from it. The reality is that any type of technology is as good or as bad as the use that is made of it. Therefore, if it is not used with a pedagogical strategy behind it, the mere fact of using it will not mean an improvement in the teaching-learning method. Therefore, research should be carried out with those technological tools that we believe can give better results and lead to greater improvement. Therefore, the integration of technology has to be made adapting it to the needs of the students, to the type of instruction, and other priorities. If it is not done properly not only does not improve teaching, but it implies a worsening of it (Sigalés, 2004). Technologies must be included in teaching, but they must be in the most appropriate form and manner for the proposed pedagogical objectives.

Once this approach has been realized, we ask ourselves: is the European university system of degrees prepared for it? Part of the scientific doctrine (Rodríguez Izquierdo, 2010) thinks so, and highlights the substantial change that the new European Credit Transfer and Accumulation System (ECTS) has meant for the university along with the great potential to introduce ICT. This new model focuses on the students and the workload they need to achieve a number of pedagogical objectives of the curriculum. It is therefore a system that both teachers and educational institutions themselves can use to bring about the necessary changes to introduce ICT properly. It would be necessary to create a type of university training that would provide a starting point from which the professional would be updated and reimplemented according to the needs of the market and the profession.

From this premise, the next question we should ask ourselves is: what is the point of using technology in the classroom? Following Morrissey (2008) we have collected several reflections in order to comment on it:

First, good quality digital content enriches learning by helping to illustrate concepts and principles that would otherwise be difficult to understand.

For this reason, we have considered the audiovisual element as a simple and attractive tool to apply to the teaching of the subject of protocol and events and thus to help students of this subject to understand its concepts of it, in a visual and entertaining, but tremendously effective way.

"The protocol is present in all societies since the basic thing of the human being is his capacity and absolute necessity to relate to other people. The protocol teaches and makes positive those relations"[1] (de Urbina, 2006, p. 28). Therefore, cinema as an element that tries to recreate a society applies these principles and allows them to be visualized perfectly. With the use of TV shows as a teaching element, students take on an active role, applying what they have learned. This way they manage to learn concepts

[1] "El protocolo se encuentra presente en todas las sociedades, ya que lo básico del ser humano es su capacidad y absoluta necesidad de relacionarse con sus semejantes y el protocolo enseña a que estas relaciones sean positivas"

of protocol and events that are very abstract and difficult to understand without the visual support (Delmás Martín, 2018). Using something that fascinates students as a didactic resource can motivate them more. We experimented with analysing scenes with protocol topics from five television series in the practical classes of the subject Protocol and Event Management. The students proceeded to deconstruct the protocolary message through an event retrospective previously prepared by the teachers, in which the steps to be followed were determined in order to analyse each of the scenes. The dynamics followed after the explanation of this methodological activity were: a) Whole classviewing of the scenes for the whole class; b) Introduction of the analysis to be made and of the questions about the scene visualized (context etc.); c) Resolution of the practice in which students worked in previously established groups; d) Collection of reports; e) Correction and analysis of the results to obtain quantitative data. (Delmas Martín & Bernad Monferrer, 2018, p. 595).

This experience allowed us to affirm, as did Morrisey, that ICT are an element that motivates students and makes them more active and involved in the learning process.

ICT are also very interesting for the evaluation process and after the changes that occurred as a result of the pandemic, it has become clear that we should implement them in the classroom. A change in the system to introduce the technology doubtless implies a change in the evaluation without a doubt, as reflected in a study carried out by the Oxford University Press on the evaluation system (Meneses, 2020). Currently, the basic form in which the student's knowledge is checked is the written examination. This test only allows the instructor to get a photograph of an exact moment – what the student has mastered at the moment of the evaluation. This method has inefficiencies and Oxford University Press believes that it should be complemented by other techniques that help students gain awareness of their performance: what they have done well and what they need to improve. So, we move from an assessment of learning to assess to learn. A subtle, but big difference.

Technology creates a more personalized learning experience for students. There are some students that are very good at memorizing, and others at analysing texts. However, ICTs have an integrating factor that allows the creation of different learning paths adapted to different needs.

Students live in the digital information society, which implies that they must achieve some mastery of ICT-related top-level competencies. These will enable them to search for sources, assess their relevance and reliability, analyse such information, synthesize and reformulate it. The planned and strategic use of this technology by the instructor will transform the classrooms into spaces of inquiry, research and collaboration where the students themselves will create their own resources under the guidance of the instructor. In short, teaching-oriented learners will create and produce their own "textbooks".

Another important change in ICT is related to the roles of teachers and learners. Authors like Almenara (2007) reflect on this and agree with other experts that the teacher becomes an educational guide that will accompany and guide the students in the learning process. "Information consultant and facilitators; learning facilitators; media

designers; designers of mediated learning situations for students to learn; virtual moderators and tutors; continuous evaluators and counsellors"[2] (p. 16). In short, the teacher becomes an expert in content and designer of the learning experience rather than verbal information facilitators. If before most of his time he went to teach master classes, now there is a change aimed at the production of content and pedagogical advice.

This new role of instructors will make their work more time-consuming, so it is essential that they learn to work as a team and collaborate with other instructors in order to help each other and facilitate their work. The new configuration of instructors' work involving ICT needs professionals who are open to working with other professionals from the same or different centre/sector. In fact, we consider that it would be very interesting to create a network within the field of protocol and events between who want to use technology in the classroom to create and share content, methods of evaluation, the experiences and other tools. In this vein, the Proto-col Interuniversity Network, made up of professors from the Universities of Alicante and Jaume I de Castellón, are investigating new methods for training in protocol, events and institutional relations and the network advocates this practice (Campillo Alhama et al., 2016, p. 1801). Recently associated with the role of the teacher is that of the new virtual tutor. Technology implies an expansion of forms of communication, those of a virtual nature, and the instructor will have to learn to manage it in order to adapt to this new role.

At this point, one might wonder what happens to the role of the learner. Part of the doctrine considers that the student body plays an active role in its formation, ceasing to be a mere receiver of information. The student thus becomes an autonomous individual who, guided by the teacher and with the materials offered, decides on the best way to learn. This change means moving from seeing the learner as a person who accumulates knowledge to conceiving of him or her as someone capable of adapting to the changing world of technology today. The learning process will instead be based on pedagogical actions focused on the use, selection, use, organization and transformation of information. In short, a constructivist and significant learning-teaching experience (Salinas Ibáñez, 2004).

3. Methodology

This work is the result of a literature review to identify pedagogical methodologies for the instruction of the protocol using a qualitative method.

> The review can be recognized as a study in itself, in which the reviewer has a question, collects data (in the form of previous articles), analyses them and draws a conclusion. The fundamental difference between a review and an original work or primary study, is the unit of analysis, not

[2] "Consultor de información-facilitadores de información; facilitadores de aprendizaje; diseñadores de medios; diseñadores de situaciones de aprendizaje mediadas para que el alumnado aprendan; moderadores y tutores virtuales; evaluadores continuos y asesores-orientadores"

> the scientific principles that apply.[3] (Guirao-Goris, Olmedo Salas, & Ferrer Ferrandis, 2008, p. 4)

Therefore, we have made a review with the objective of identifying what is known about the relationship between teaching and ICT in the classrooms, in order to be able to carry out a new pedagogical narrative for protocol and events studies. Also, we have based on the application of our hypotheses on the practical classes within Protocol and Event Management, during the 2017-18 academic year. Here, empirical research was addressed, in which the paradigm applied was interpretative following the McMillan and Schumacher scheme of qualitative and quantitative cut for the study of the case (Delmas Martín & Bernad Monferrer, 2018, p. 595).

The presence of the disciplines of protocol and events in the classrooms and in the field of university science, is an issue still little consolidated since the official studies (in Spain) still have a very limited trajectory if we compare it with other related disciplines integrated in Communication Sciences or the Social Sciences. As a result, the methods analysed come from all of them (Campillo Alhama et al., 2016, p. 1802).

Finally, it should be said that for the localization of scientific literature, databases such as Google Schoolar or Dialnet have been used among others.

4. Results

After the literature review carried out on current pedagogy, we think that within the field of protocol and event organisation, there are four that would be the most appropriate methodologies: meaningful learning, cooperative learning, observational learning and project-based learning. To these methods we will add two more elements that we consider important: the PLE and the taxonomy of Bloom in its revised and adapted version to teaching with technology.

4.1. Meaningful learning

According to Ausubel, "the most important factor influencing learning is what the learner already knows. Find out this and teach accordingly"[4] (Moreina, 2000, p. 2).

According to this principle, the form in which the subject should be taught is based on the information that the students know. Which is already part of his cognitive schema. Thus, learning works as a network and the goal of learning is to establish new connections from the information that the student already knows to new ideas and information. Students are not blank pages. They already draw from prior knowledge and experiences that are part of their cognitive schema. But the instructor must discover not only what students know, but also how that knowledge is structured and how stable it is.

[3] "La revisión se puede reconocer como un estudio en sí mismo, en el cual el revisor tiene un interrogante, recoge datos (en la forma de artículos previos), los analiza y extrae una conclusión. La diferencia fundamental entre una revisión y un trabajo original o estudio primario, es la unidad de análisis, no los principios científicos que se aplican".

[4] "El factor más importante que influye en el aprendizaje es lo que el alumno ya sabe. Averígüese esto y enséñese consecuentemente".

Understanding what students know allow instructors to generate an anchor point for new ideas, concepts or propositions. In this way new knowledge can be linked to what is already within the cognitive structure in a non-arbitrary and substantial way, thus producing meaningful learning.

The opposite of meaningful learning is mechanical learning. This is the case when there is no information to use as an anchor for its integration and new information is stored arbitrarily without interacting with existing information. An example of this would be when physical formulas are taught. This information is incorporated into the cognitive structure in a literal and arbitrary way, since there is nothing previous to relate it.

Therefore, Ausubel believes that we should begin from meaningful learning, while understanding the purpose of mechanical learning and that both can occur in the same learning task.

4.2. Cooperative learning

This type of learning starts from the fact that, in order to make students work as a group, the methodology must be properly designed and structured so that it involves real learning. "Cooperative learning is the didactic use of small groups in which students work together to maximize both their own learning and that of others"[5] (Johnson, Johnson, & Holubec, 1999, p. 5). In fact, they say that although individualistic or competitive classroom work has limitations on its timing and use, teachers can organize cooperative work around any unit or content they want to teach in any curriculum.

But not all groups will have optimal results in working cooperatively. Some will improve life in the classroom, while others will only hinder learning and result in dissatisfaction and lack of harmony. In order to help differentiate them, a classification is established that will help the teacher to differentiate them, and therefore to intervene to improve the situation if necessary.

1) **Pseudo-learning group.** Students accept the fact that they have to work in a group, but there is little or no interest in doing so.

2) **Traditional learning group.** The students are organized in groups and are willing to work as such, but the organization that the teacher has made of the tasks to be carried out makes them work individually rather than as a team.

3) **Cooperative Working Group.** Students are instructed to work as a team and they do so willingly. They are aware that the performance of the group depends on the effort made together.

4) **High-performance cooperative learning group.** They are groups that meet the above requirements but the results they have achieved exceed reasonable expectations.

[5] "El aprendizaje cooperativo es el empleo didáctico de grupos reducidos en los que los alumnos trabajan juntos para maximizar su propio aprendizaje y el de los demás".

Why use this methodology? On the one hand, we would talk about how it improves the educational performance of students by advancing their performance and productivity. It improves long-term retention, motivation, the time you spend on tasks, and the level of reasoning and critical thinking. On the other hand, positive relationships between students improve, team spirit is increased, committed and supportive relationships from between them, personal and school support is achieved, as well as a greater value of diversity and cohesion is achieved. Finally, they emphasize that it contributes to improving the mental health of students, which includes the strengthening of self, self-esteem, integration in the classroom and the ability to face adversities and tensions. For all this, we can say that it is a teaching strategy that can be used in the classroom as opposed to the classic competitive or individual work. It is a meaningful learning element with an appropriate strategy and design. This method was used in the application of the subject Protocol and Event Management and the inter-university network Proto-col, obtaining positive results, after insertion in new training plans (Campillo Alhama et al., 2016, p. 1803)

4.3. Observational learning

Another type of learning that we believe will be crucial for the introduction of ICT in protocol and event organization classrooms is so-called observational learning. Blasco Mira & Megual Andrés (2007) conducted an investigation in which they had teachers in work placement review videos on teaching practice and then reflect and analyse what was observed. There is no doubt that the human being learns many things by imitation, therefore, working with exemplars within the profession can be of the utmost usefulness.

And it is just based on this perspective that the authors claim that observation allows us to obtain information of a fact as it occurs, therefore, going where the fact occurs is the best thing to be able to investigate it. It should be understood as a systematic process involving the perceptions of the observing subject and the interpretations of what is observed. They state that in order for this process to be useful and to learnt from it, it needs to be oriented to a question or problem that gives meaning to observation and that this circumstance determines aspects such as, what to observe, whom to observe, when, etc.

In this sense, practical experience in protocol and event organization affirms has that the use of TV series with protocol students improves their learning. Consider that videos of other events that represent the real practice of the profession could be used as well. Content that are selected should be synonymous with the work they will carry out when they practice (Delmás Martín, 2018).

4.4. Project-based learning

Another pedagogical methodology that we have found very interesting, and especially in the instruction of protocol and events, is Project-Based Learning. It can be combined with observational and meaningful learning. Estrada García (2015) defines it as a model from which students plan, implement and evaluate projects with application in the real world within the classroom. It is a constructivist methodology that develops long-term

interdisciplinary activities and stands out because they focus on the students giving them the responsibility of the project.

The author adds that this type of methodology keeps students motivated, since it allows them to look for topics they want to work on, that interest them and that lead them to achieve their own achievements. For this reason, it adds that its advantages are:

- Preparing students for working life
- Assits in making connections between the classroom and real life
- Promotes team work
- Enables the development of social and communication skills
- Develop the ability to solve problems
- Link knowledge with other disciplines
- Improves your motivation and self-esteem
- Application technology to real-world problems

Other authors talk about their group or individual employment. "When they are carried out collectively, learning is greater, as it promotes the development of social and communicative skills, apart from the creative ones, specific to each individual"[6] (Heras Castro, Mosquera Gende, & Timmer, 2006, p. 490-491). They add that it can even be used with other complementary methodologies such as cooperative learning or so-called Critical Thinking.

4.5. PLE (Personal Learning Environment)

Another important concept in current teaching is called PLE (Personal Learning Environment).

The concept of PLE arises linked to information and communication technologies and the ability to give users the ability to find a large amount of information and derive meaning from it. In addition to providing us with information, the internet phenomenon allows us to connect with other people in a linear way or with feedback in order to learn. On this basis, any user is considered to be much more than a consumer of information. The individual is able to create, remix, publish, transform and share this in a multitude of spaces and forms. In short, it is a network of spaces through technology that allows each individual to find information related to their field of work. It is an element that facilitates adaptation to the changing environment in which we live. Not only personally, but also professionally (Adell & Castañeda, 2010).
Therefore, we can affirm that the concept of PLE goes beyond a simple technological environment. It speaks to and is generated from the relationships we establish to learn. It has a social part and a personal or individual part seen from the perspective of what we learn with others without interacting with them and what we learn from others by recreating that information with them.

And all this leads us to another reflection: there are no two equal PLE. Each person develops one type or another according to their way of learning. Therefore, a PLE

[6] "When they are carried out collectively, learning is greater, as it promotes the development of social and communicative skills, apart from the creative ones, specific to each individual"

cannot be prescribed to anyone since the tools, the selection of sources, etc. will be given by the personal characteristics of each individual. Which is in perfect harmony with what we said at the beginning and will continue to say: through ICT we have a great opportunity to make a much more egalitarian system that takes into account the diversity of ways in which each student can learn so that everyone can develop to the maximum. So we move from a system where students have to adapt to the education system, to one where the system adapts to each student to allow them to give 100% of themselves if they are willing to do so.

4.6. Bloom's Taxonomy

Another of the elements to take into account for the design of the educational content in the subject of protocol and events is Bloom's Taxonomy.

This postulates a hierarchy of the different forms of the learning process which can be integrated in instructional planning. That is, it is a way to classify the educational goals that the teacher sets. Its origin and concept are developed within the constructivist paradigm, and more precisely, in the cognitive side of it. American psychologists and pedagogues at the time asked themselves questions such as, how to measure the degree of acquisition of knowledge of the student or how to set pedagogical objectives, for example. Based on these and other questions, they designed "a universal classification system that will make it easier to set educational objectives and, as a result, to be able to assess whether learners were able to achieve them"[7] (Hernán Losada, 2012, p. 24-25). They observed a series of essentially identical behaviours between "normal" people and a certain educational level (elementary, middle and higher). This classification system makes it possible to describe those observed groups of conduct. In fact, says Hernán Losada, they were looking for this theoretical framework to serve as a means to facilitate communication -in the form of ideas, materials and forms of evaluation- among faculty members.

Bloom's classification model establishes a hierarchy of six levels of student learning (Figure 1). Each level presupposes the mastery of previous levels. The higher the level at which we position ourselves in the teaching-learning process, the higher the degree of learning experienced by the student.

Figure 2

Bloom's Taxonomy

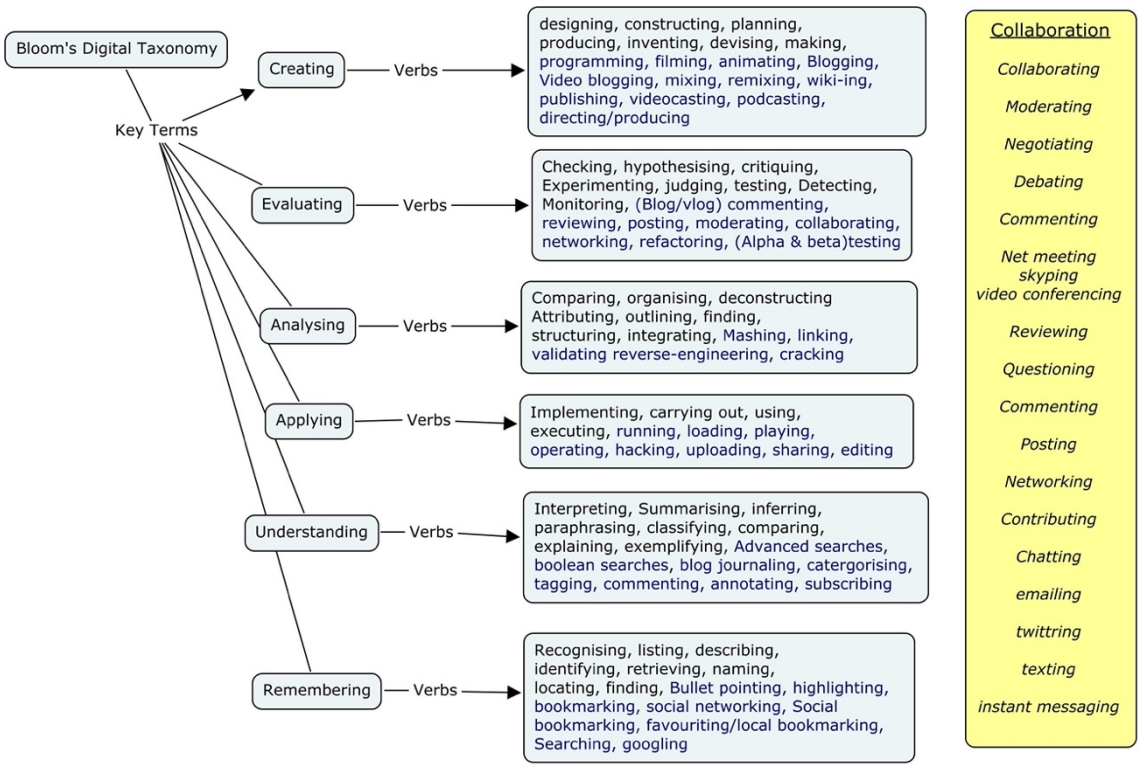
Note.
Source: https://www.krausanderson.com

[7] "Un sistema de clasificación universal que facilitará fijar objetivos educativos y como consecuencia poder evaluar si los discentes conseguían alcanzarlos".

A few years later, Churches (2013) does an analysis of the Bloom taxonomy but in terms of ICT. He states that when this technology was created it did not exist, and that it must be reviewed in order to be able to "digitize" it. However, it is not that we are going to apply it to ICT, since they are simple tools, but instead analyse the six categories of the previous image turning them into verbs of pedagogical action to be applied in the classroom through the tools provided by current technology. This is the proposal he makes (Figure 2):

Figure 2

Bloom's Taxonomy to digital age



Note. Source: http://zaidlearn.blogspot.com/2012/10/a-juicy-collection-of-blooms-digital.html

5. Conclusions

Technology is part of everyone's everyday life and cannot be left out of the classroom. In fact, the situation surrounding COVID19 has shown that a complete integration is necessary so that, in situations where it is necessary to work virtually, the student body is able to continue training. This will result in a flexible teaching system that is capable of developing presence-based modality classroom, hybrid or virtual classes according to needs. Current technology allows for this integration.

The literature review shows that a complete transformation of the current educational system is needed in order to be able to use ICT to improve the teaching and learning

system. And this reform implies a change in the roles of teachers and students. Students take an active part in their learning process, leaving teachers as the pedagogical guides and content creators who accompany the student in his or her learning journey.

On the other hand, we can conclude that there is still no equality in accessing technology. Although the internet is present in most homes, that does not mean that everyone has it. There are students who have their computer or tablet and connection, and others who either do not have a proper device, or lack it, or simply do not have a proper internet connection. It is something that needs to be thought about in schools when using technology.

ICTs enable learners to gain a skill that is essential in today's world of work: adaptability. As Rodríguez Izquierdo (2010) pointed out, we need professionals who adapt to the existing changing environment, and this competence must be seen as a necessary condition and not as an added value.

The space required for ICT in the classroom is the holistic concept. It involves a total transformation of the educational centre and offers the necessary technology and training to all the actors involved in the pedagogical process.

In many studies it is concluded that the work with ICT implies a greater time of dedication for teachers and students, therefore, it would be important to create collaboration networks of instructors from similar or different sectors with the purpose of sharing materials, experiences, advice, etc.

After selecting the most interesting methodologies for the protocol and events subject, we have concluded that there are seven are the tools that will help us to configure the new pedagogical narrative: transmedia narrative, cinema, videos and TV shows, storytelling, podcast, flipped classroom[8] and Pinterest and Twitter social media. This is an initial proposal that may vary with its application, as well as after the review and analysis of the results obtained.

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[8] It is a didactic experience that proposes the reversal of the traditional work sequence of the classroom, where class time is used to carry out group activities leaving the learning of the knowledge needed to carry out such activities outside the classroom

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