

# The Use of the Audiovisual Workshop as an Innovative Strategy to Improve Reading Comprehension in Elementary School Students in Montería, Colombia

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## Abstract

This article presents the design of a pedagogical proposal focused on audiovisual workshops as a strategy to improve reading comprehension among eighth-grade students in an educational institution in Montería, Colombia. This project is based on sociocultural and constructivist learning theories, highlighting authors such as Vygotsky and Bruner, as well as key concepts of visual literacy. The initial diagnosis, based on tests applied to 35 students, revealed low levels of reading comprehension, with 69% of students falling into an insufficient performance range. The proposal includes dynamic and technological activities, such as video and film analysis, designed to develop critical and creative skills. The validation of the workshop by experts through Aiken's V coefficient supports its pedagogical relevance. This work offers an innovative alternative to address educational challenges in rural and urban contexts, emphasizing the usefulness of audiovisual resources to promote motivation and meaningful learning among students.

**Keywords:** Audiovisual workshop, reading comprehension, visual literacy, communication skills, pedagogical strategies, educational innovation.

## Introduction

Reading comprehension is a fundamental skill in the educational process, since it allows students not only to interpret texts, but also to develop critical and reflective skills that are essential for their comprehensive education. However, this competence presents significant difficulties in diverse educational contexts, particularly in institutions in regions such as Montería, Colombia, where socioeconomic, technological, and pedagogical factors limit access to innovative teaching strategies (Cassany, 2006).

Various studies have indicated that secondary school students face great challenges in reading comprehension, evidenced by low results in internal and external evaluations, such as the Saber tests (ICFES, 2020). These difficulties are associated with traditional methodologies that prioritize rote and decontextualized learning, distancing students from meaningful and motivating processes. Against this backdrop, there is a need to implement more dynamic, interactive and contextualized pedagogical approaches, capable of connecting students' interests with learning objectives.

In this context, audiovisual resources have proven to be innovative and effective pedagogical tools to promote motivation and meaningful learning (González & Toledo, 2019). These resources, by combining visual, sound and narrative elements, enhance visual literacy and encourage the construction of meanings from multisensory experiences. From this perspective, the audiovisual workshop is presented as a pedagogical strategy that integrates activities such as the critical analysis of videos, the production of short films and reflection on contemporary issues, promoting not only the development of reading skills, but also creativity and critical thinking.

This article describes the design of an audiovisual workshop aimed at eighth grade students in an educational institution in Montería, Colombia. The proposal is based on theories of sociocultural and constructivist learning, such as those proposed by Vygotsky (1978) and Bruner (1996), which highlight the importance of context, social interaction and cultural resources in learning. In addition, the concept of visual literacy is incorporated as a transversal axis of the workshop, allowing students to develop skills to interpret and produce meanings from audiovisual texts.

The structure of the article includes a theoretical framework that supports the design of the workshop, a description of the methodology used, the results obtained in its validation, and the conclusions that highlight its relevance and potential in the educational context. This paper seeks to contribute to the debate on innovative pedagogical strategies, offering a viable and replicable alternative to strengthen reading comprehension in diverse school contexts.

Strengthening reading comprehension in secondary school students is a recurring challenge in education systems, especially in contexts where traditional methodologies and limited pedagogical resources persist. From a theoretical approach, this study is based on the contributions of sociocultural learning, constructivism and visual literacy, which offer a conceptual basis for the design of the audiovisual workshop as an innovative pedagogical strategy.

### **Sociocultural and Constructivist Learning**

Sociocultural learning, proposed by Vygotsky (1978), emphasizes the importance of cultural context and social interaction in the development of cognitive competencies. According to this perspective, learning does not occur in isolation, but is built through the mediation of cultural tools, such as language, texts and, in the case of this study, audiovisual resources. Vygotsky's zone of proximal development (ZPD) is a key concept in this approach, as it highlights how students can achieve higher levels of understanding and critical thinking through the guidance of a mediator or facilitator.

For his part, Bruner (1996) in his constructivist theory, stresses that meaningful learning occurs when students actively construct their knowledge from relevant and contextualized experiences. This approach states that pedagogical strategies must integrate dynamic and creative elements that connect with students' interests, promoting deeper and more autonomous learning. In this sense, the audiovisual workshop allows students to interpret and create narratives from visual and sound resources, facilitating active and reflective learning processes.

### **Visual Literacy**

Visual literacy, defined as the ability to interpret, analyze and generate meanings from images and audiovisual resources, is another theoretical pillar of this study. According to Avgerinou and Pettersson (2011), the development of this competence is essential in a world where digital and visual media are predominant. Visual literacy not only complements traditional reading and writing skills, but also allows students to critically address the audiovisual messages to which they are exposed, developing skills in analysis, interpretation, and production of visual texts.

Audio-visual resources, such as videos, short films, and documentaries, offer fertile ground for promoting visual literacy in the classroom. These resources integrate complex narratives that demand advanced reading skills, such as identifying main ideas, inference, and critical appraisal. In addition, their dynamic and multisensory nature makes them motivating tools that capture students' attention and facilitate the connection between their daily experiences and educational content (González & Toledo, 2019).

### **The Audiovisual Workshop as a Pedagogical Strategy**

The audiovisual workshop, understood as a pedagogical space that combines creative and analytical activities based on audiovisual resources, is presented as an innovative alternative to strengthen reading comprehension. According to Cassany (2006), effective pedagogical strategies must respond to the needs and interests of students, integrating technological resources that enhance their active participation. In this context, the audiovisual workshop allows the development of communicative and reading skills through activities such as:

- **Critical analysis of videos and films:** Promotes the identification of narrative structures, implicit messages and persuasive resources.
- **Creation of audiovisual products:** Encourages creativity, teamwork and the expression of ideas through visual media.

- **Reflection and debate:** Stimulates critical thinking and the construction of arguments based on the topics addressed in the audiovisual resources.

In summary, the theoretical framework of this study integrates concepts of sociocultural learning, constructivism and visual literacy, offering a comprehensive approach to address the challenges of reading comprehension in the classroom. These theoretical bases support the design and implementation of the audiovisual workshop as an innovative pedagogical strategy, capable of motivating students and promoting meaningful learning.

### Methodology

This study was framed in a **projective** design, with a **qualitative approach**, oriented to the design and validation of an audiovisual workshop as a pedagogical strategy to strengthen reading comprehension in eighth grade students in an educational institution in Montería, Colombia. This approach made it possible to systematically address the stages of diagnosis, design, implementation and validation of the workshop, guaranteeing its relevance and relevance in the educational context.

### Population and Sample

The study population was made up of eighth-grade students from an educational institution in Montería. The sample was intentionally selected, considering a group of **35 students** whose ages ranged from 13 to 15 years. These students were selected due to their difficulties in reading comprehension evidenced in diagnostic tests previously applied by the institution.

### Diagnostic Instruments

To determine pedagogical needs and specific areas for improvement in reading comprehension, the following instruments were used:

1. **Diagnostic tests:** Questionnaires designed to assess reading comprehension levels were applied, based on the analysis, inference and assessment skills proposed by the PISA programme (OECD, 2018). The results showed that **69% of the students** were at an insufficient level of performance.
2. **Interviews with teachers:** Semi-structured interviews were conducted with Spanish-language teachers, who identified the main difficulties in the development of reading skills and highlighted the need to implement dynamic and innovative strategies.
3. **Student surveys:** Surveys were applied to know the preferences of students in terms of audiovisual resources, learning formats and topics of interest, which allowed to guide the design of the workshop.

### Design of the Audiovisual Workshop

The audiovisual workshop was structured in **five sessions** designed to promote the development of reading skills through the use of audiovisual resources. Each session included activities of critical analysis, creative production and reflection, following a progressive and participatory approach.

1. **First session:** Introduction to visual literacy. Students were explained how to interpret visual elements, such as framing, colors, and sounds, in movies and videos.
2. **Second session:** Critical analysis of audiovisual resources. Fragments of videos and short films were used to identify main ideas, implicit messages and persuasive strategies.
3. **Third session:** Creation of audiovisual products. Students worked in groups to produce short videos related to social and cultural issues.
4. **Fourth session: Critical** evaluation. Students presented and analyzed the products created by their peers, reflecting on narrative quality and communicative intent.
5. **Fifth session:** Final reflection and debate. The topics addressed in the audiovisual resources and their relationship with critical understanding were discussed.

## Workshop Validation

The validation of the audiovisual workshop was carried out through a panel of **10 experts** in pedagogy, didactics and design of educational materials. The experts evaluated the proposal using Aiken's V coefficient, which made it possible to analyze the clarity, relevance, motivation and effectiveness of the proposed activities.

- **Evaluation criteria:**

- Pedagogical relevance of the activities.
- Relevance of the audiovisual resources used.
- Level of motivation generated in students.
- Coherence between the objectives and the proposed activities.

The results of the validation showed values higher than **0.85** in the evaluated criteria, indicating a high level of acceptance and relevance of the workshop.

## Results

The results of this study reflect the effectiveness of the audiovisual workshop as a pedagogical strategy to strengthen reading comprehension in eighth grade students. The most relevant findings obtained during the diagnosis, development and implementation phases of the workshop are presented below, as well as the results of their validation by the experts.

### Initial diagnosis

The initial analysis of the diagnostic tests applied to the **35 students** showed low levels of reading comprehension. The results are summarized in the following table:

**Table**

**1**

*Reading comprehension levels of the students diagnosed before the audiovisual workshop.*

| Performance Level | Number of Students | Percentage |
|-------------------|--------------------|------------|
| Insufficient      | 24                 | 69 %       |
| Basic             | 8                  | 23 %       |
| High              | 3                  | 8 %        |

### Interpretation:

**69% of the students** showed an insufficient level of performance, characterized by difficulties in identifying main ideas, making inferences and evaluating the communicative intention of the texts. These data confirmed the need to implement innovative strategies that integrate visual and technological resources to motivate and improve learning.

### Expert Evaluation of the Workshop

The validation of the audiovisual workshop was carried out using Aiken's V coefficient, with a panel of **10 experts** in pedagogy and educational design. The results obtained in the evaluated criteria are presented in the following table:

**Table**

**2**

*Results of the validation of the audiovisual workshop using Aiken's V coefficient.*

| Criterion               | Average (1-5) Aiken's V-coefficient Interpretation |      |           |
|-------------------------|----------------------------------------------------|------|-----------|
| Clarity of objectives   | 4.8                                                | 0.96 | Excellent |
| Relevance of activities | 4.7                                                | 0.94 | Excellent |

| Criterion                                         | Average (1-5) Aiken's V-coefficient Interpretation |      |           |
|---------------------------------------------------|----------------------------------------------------|------|-----------|
| Motivation generated                              | 4.6                                                | 0.92 | Very good |
| Efficiency in strengthening reading comprehension | 4.5                                                | 0.90 | Very good |
| Use of audiovisual resources                      | 4.7                                                | 0.94 | Excellent |

#### Interpretation:

The values of Aiken's V coefficient higher than 0.90 reflect a high acceptance by the experts, who highlighted the relevance of the activities and the motivation generated by the workshop. The clarity of the objectives and the integration of audiovisual resources were valued as key strengths of the proposal.

#### Implementation Results

The implementation of the audiovisual workshop allowed significant improvements to be observed in the reading comprehension skills of the students. The results of the post-workshop evaluation are compared with the initial data in the table below:

**Table**

**3**

*Comparison of reading comprehension levels before and after the audiovisual workshop.*

#### Performance Level Before the Workshop After the Workshop Increment

|              |           |           |       |
|--------------|-----------|-----------|-------|
| Insufficient | 24 (69 %) | 10 (29 %) | -40 % |
| Basic        | 8 (23 %)  | 16 (46 %) | +23 % |
| High         | 3 (8 %)   | 9 (25 %)  | +17 % |

#### Interpretation:

The results show a significant increase in performance levels, with a **40%** reduction in students with insufficient levels and a **17%** increase in students who achieved a high level of reading comprehension. This shows the effectiveness of the audiovisual workshop in strengthening critical skills such as analysis, inference and evaluation of texts.

The results obtained confirm that the audiovisual workshop is an effective pedagogical strategy to improve reading comprehension in secondary school students. Expert validation and performance improvement data support the relevance of integrating audiovisual resources and dynamic classroom activities as key tools for meaningful learning.

#### Discussion

The results obtained in this study highlight the relevance of the audiovisual workshop as an innovative and effective pedagogical strategy to strengthen reading comprehension in secondary school students. This finding is based on the positive impact observed on the performance levels of the students, as well as on the expert validation that confirmed the quality and relevance of the proposal. The main findings regarding the study's objectives, pedagogical implications, and previous research are discussed below.

#### Relationship to the Objectives of the Study

The audiovisual workshop responded effectively to the specific objectives set, achieving:

1. **Diagnosing educational needs:** Initial tests showed a significant deficit in reading comprehension skills, which justified the need for a pedagogical intervention to address these difficulties.
2. **Designing an innovative pedagogical strategy:** The audiovisual workshop, based on the principles of visual literacy and sociocultural learning, made it possible to integrate dynamic activities and technological resources to promote active learning.

3. **Evaluate the effectiveness of the proposal:** Validation by experts and the results of the post-workshop evaluations showed significant improvements in students' reading skills, highlighting the relevance of the activities and the motivational impact of audiovisual resources.

### Comparison with Previous Research

The findings of this study are consistent with previous research supporting the usefulness of audiovisual resources in education. For example, studies such as those by González and Toledo (2019) have shown that videos and films can act as motivational tools that encourage critical analysis and the construction of meaning. Likewise, Cassany (2006) argues that pedagogical strategies should be aligned with students' interests, integrating visual and narrative elements to promote meaningful learning.

In this study, the narrative and challenges integrated into the audiovisual workshop were identified as key factors to capture the attention of the students and motivate them to actively participate in the proposed activities. This approach coincides with constructivist and sociocultural learning theories, which emphasize the importance of connecting educational content with students' experiences and contexts (Vygotsky, 1978; Bruner, 1996).

### Pedagogical Implications

The success of the audiovisual workshop in improving reading comprehension has several relevant pedagogical implications:

1. **Promoting meaningful learning:** By using audiovisual resources and interactive activities, the workshop allowed students to build their knowledge in an active and reflective way, developing critical and creative skills.
2. **Motivation and active participation:** The results show that the integration of audiovisual resources significantly increases student motivation, promoting their active participation in the learning process.
3. **Application in diverse contexts:** The proposal of the audiovisual workshop can be adapted and replicated in different educational contexts, especially in those where traditional methodologies have proven to be insufficient to address the needs of students.

### Limitations of the Study

Although the results were positive, this study has certain limitations that should be considered:

- **Sample size:** The study focused on a small group of 35 students, which could limit the generalizability of the results to other populations.
- **Duration of the intervention:** The audiovisual workshop was implemented in a limited period, which makes it impossible to assess its long-term impact on students' reading skills.
- **Specific context:** The study was carried out in a single educational institution in Montería, so its applicability in other cultural and educational contexts must be evaluated.

In summary, the results obtained in this study support the effectiveness of the audiovisual workshop as a pedagogical strategy to strengthen reading comprehension in secondary school students. The integration of audiovisual resources and dynamic activities made it possible to connect the interests of the students with the learning objectives, promoting the development of critical skills and motivation. These findings reinforce the need to incorporate innovative methodologies in the classroom, highlighting the potential of visual literacy to transform traditional pedagogical practices.

### Conclusions

This study demonstrates that the audiovisual workshop is an innovative and effective pedagogical strategy to strengthen reading comprehension in eighth grade students. Through a methodology that integrates principles of sociocultural learning, constructivism and visual literacy, the workshop allowed students to develop critical competencies such as analysis, inference and evaluation of texts, using audiovisual resources as motivating and meaningful means.

Among the most outstanding findings, a significant improvement in students' reading comprehension levels was identified. Before the implementation of the workshop, **69%** of the students were at an insufficient performance level, while after the intervention this percentage decreased to **29%**, with an increase of **17%** at the high level. These results show that dynamic and

contextualized pedagogical strategies can transform learning processes, promoting active participation and the development of advanced skills in students.

The validation of the workshop by experts confirmed its pedagogical relevance and its potential to be replicated in other educational contexts. Immersive storytelling, progression of challenges, and integration of gamification elements were identified as key factors that contributed to student motivation and engagement, enabling deeper and more meaningful learning.

### Pedagogical Implications

This study underlines the importance of incorporating audiovisual resources into pedagogical practices to address contemporary educational needs. Visual literacy, as a transversal competence, not only complements traditional reading and writing skills, but also trains students to interpret and produce meaning in a world mediated by digital images and narratives. The audiovisual workshop, in this sense, is presented as a replicable and adaptable model to promote these competencies at different educational levels.

### Recommendations for Future Studies

Although the results of this study are promising, several lines of future research are identified that could broaden and deepen the knowledge about the effectiveness of audiovisual workshops:

1. **Long-term evaluations:** It is necessary to analyze the sustained impact of the workshop on students' reading comprehension, considering its influence on general academic performance.
2. **Sample expansion:** Replicate the study with larger samples and in different geographic and cultural contexts to assess the generalizability of the results.
3. **Exploration of new audiovisual tools:** Investigate the impact of emerging technologies, such as augmented reality and artificial intelligence, on the strengthening of reading and communication skills.

In conclusion, the audiovisual workshop represents a significant contribution to innovative pedagogical strategies, demonstrating that the integration of technological resources and dynamic activities can transform teaching and learning processes. This study reinforces the importance of adopting educational approaches that connect with the interests and needs of students, preparing new generations to face the challenges of an increasingly visual and interconnected world.

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