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*Una mirada desde la dimensión pedagógica al fenómeno  
sociocultural “el Paquete”*  
*A look from the pedagogical dimension to the social  
cultural phenomenon “el Paquete”*

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**Resumen:** El consumo audiovisual informal y la explosión de las Tecnologías de Información y Comunicación crecen en diversos espacios sociales cubanos. Se analizó la influencia del fenómeno sociocultural “el Paquete”, mediante una exploración aleatoria realizada con pequeños grupos de diferentes fases etarias, como salida curricular a la asignatura Sociología de la Educación. Se determinó que: este fenómeno convive de forma subyacente al proceso educativo de los centros escolares; existe un alto consumo del producto; constituye un tema pendiente de análisis en la auto-preparación del personal docente y prevalece la incertidumbre en los docentes de cómo correlacionar el fenómeno desde la escuela.

**Palabras Clave:** Actividades socio-culturales; Método audiovisual; Educación inter-cultural; Educación social

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**Abstract:** Informal audio-visuals consumption and the explosion of Information and Communication Technologies grow in various Cuban social spaces. The influence of the sociocultural phenomenon “the Package” was analysed, through a random exploration carried out with small groups of different age phases, as a curricular exit to the Sociology of Education subject. It was determined that: this phenomenon coexists underlying the educational process of schools; there is a high consumption of the product; It is a pending issue of analysis in the self-preparation of teaching staff and the uncertainty prevails in teachers of how to correlate the phenomenon from school

**Keywords:** Cultural social activities; Audiovisual method; Inter-cultural education; Social education

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## **Introduction**

The society of the 21st century has in its mass culture its strongest intervention in the production of social senses. From the products of the cultural industry, individuals recognize and feel members of social groups, participate and relate, learn and interact with knowledge. The distinctive features of society are established in daily life, the exchange, reactions, ways of doing of those who integrate it. Elements such as man, culture, society and education constitute, “four interrelated categories so strongly that one is not understood without the others” (Chávez R., Suárez, and Permuy, 2003, p. 8). The forms of communication, the language or the way in which the subjects manage to transmit their needs, are determined by the culture of society, region, ethnicity or context.

García Canclini affirms: “to speak of communication is to speak of consumption, links the communicative processes to the uptake culture and recognizes them as processes that are socio-culturally determined” (Brito, 2015, p. 28). In this sense, contemporary society is highlighted as the center of new modes of consumption, from the daily practices of men linked to global technological changes.

Cuban society is not exempt from these changes, studies on entertainment maps based on informal consumption have been carried out by the Juan Marinello Cultural Institute, the Center for Population and Development Studies of the National Statistics Office, the Faculty of Communication of the University of Havana and the Office of the Historian of the City, the Central University Marta Abreu de Las Villas, among others, “serve as support to the policies and strategies of the country regarding the processes of socialization and cultural development” (Brito, 2015, p. 42).

If education is a social expression, concretized in its two ways of educating in according to the direction of the process, from the outside (hetero-education) and from the inside (self-education), such as the development of the individual according to their autonomous will of formation ; and the school as the main cultural center, as a dialectical unit between the objective (material) and the subjective (assimilation), remember that, “a person may be more individual the more complete his assimilation of social concepts. A society is all the more complete as much as the originality it produces in each individual”. (Chávez R., Suárez, and Permuy, 2003, p. 21).

By placing in the collimator the famous “Package” that in the opinion of Víctor Fowler in the Ania Pino in memoriam Contest (Milena, 2014) “is, if not the most important cultural phenomenon that this country has lived in the last quarter of a century, one of them ”, therefore it constitutes a dilemma for educators, because this event coexists in an underlying way and parallel to the educational process in the school; all age groups are high consumers of the product; it is a “silent” topic and pending analysis in the self-preparation and methodological preparation of teachers, therefore the uncertainty prevails in teachers of how to correlate the problem from the classroom, it is necessary from a pedagogical view, analyze the influence of the sociocultural phenomenon

"the Package" in the educational process of the Artemisa schools before the significance of its consumption for the new generations.

## **Development**

1.- Culture, ICT and educational process.

It is impossible to imagine today's society without the intervention of Information and Communication Technologies, in the personal and social life of the subjects. Communication and all its components are a sociological process, which implies a process of social interaction where the school is located as an institution. If the educational centers are the place where social phenomena converge for a prolonged period of time, we can say that communication and education are totally inserted in this social context.

Any human society contemplates, in itself, an educational system that assists social reproduction. Thanks to education, culture passes from one generation to another. From birth, social categories are apprehended through social groups: the domestic group, the family, the neighborhood, the school, the media. The pedagogical process is due to the need to transmit the collective memory and assumes various characteristics, which depend on the social historical moment.

The culture thus appears, "as a symbolic and creative space, , consubstantial to the efforts of the modern at the human level, to an economic-social development whose purpose is the expansion and expansion of all the potential that the human being possesses" ( Arevalo, 2002, p. 24).

It is possible to reflect on the following questions ... How to escape the impositions of the so-called "cultural industry"? What is the role of education in that context? Industry-culture considers education, according to (Braga and Calazans, 2001, p. 28) today "there is a" mass education "that far from raising the general cultural level, produces only an" educated illiteracy "concerned only in help insert professionals in the labor market without comprehensive training.

Therefore, education loses part of its functions and becomes integrated into the demands of the economy, leaving only the pleasant, undemanding and conformist culture”.

In the first case, it is known that the educational process works strictly linked to cultural life. On the one hand, the individual subordinates the group and its rules and, on the other, prepares the replacement and rescue of social memory. In the second case, the school and the teacher are unifiers of history and culture. It is worth highlighting the strategic and indispensable position of the teacher, since it is, from the secure, experienced and well-founded mediation, that he will direct the analysis of what is exposed by the ICT, correlating these concepts to the practical life of the student, for his future, and if these means are alternative the effort is much greater.

At the end of the process is the student, as the recipient of ICT content, who has active and creative participation in that context. Therefore, it is essential that the teacher stimulates participation and critical awareness, and has the participation of all the agents involved for the effective construction of knowledge.

The teachers who formed the sample, noted that concern and considered important the use of ICTs, in this process, specifically related to the "Package", and raised aspects such as: "It is nothing new, but not used thoroughly", "Because they are part of the world we live in", and in the end "we live together with these media and the contents that include" that "wanting or not, they intervene on everyone's life", "the school and the teachers cannot be indifferent to these things.

These elements lead us to recognize that we are in a society that receives strong influences from communication flows, and interferes with the processes of economic, political, educational and social development. That means that, in order to exercise the professional activity that feeds that communicative flow, it is necessary to master the resources of it.

Covering everything that "the Package" offers is almost impossible for teachers but; having timely criticism, clarifying positions, discarding banalities and taking the novelty, is not something new in the teaching exercise, the new thing is to face this phenomenon, which coexists in daily educational practice. To confront this reality, it is necessary to be attentive to the dynamics that move the changes.

In that context the teacher is fundamentally inserted, by placing the technological and communicative means in the pedagogical process, diversifies the possibility of knowledge, and contextualizes realities, which are part of the student's life.

From the pedagogical point of view, ICTs require wills that go beyond what is manifested in the communication itself. It is the personal effort of assimilation and critical appropriation of what was communicated, it is not only to grasp the message, but also to understand it. It is as described by Martins and Ana (2001) "the process of understanding communication, first placing the need for perception, followed by interpretation and significance" (p. 7).

That is, the author reinforces the need for the message to be perceived, interpreted critically, so that it can then make some sense and acquire some meaning in the student, if there is no penalty, if there has been no communication or effective pedagogical action.

Therefore, ICTs play the role of message issuers, possible for use in the pedagogical process, since those messages issued can be mediated by the teacher, becoming effective knowledge acquired by the student. They are sources of knowledge, which convey the experiences acquired by humanity. ICTs satisfy different limitations of people, such as fun, information, advertising and learning; compensates for their individualities, necessarily implying effects and influences in society. In the educational context, the technologies associated with education, turn the pedagogical process into a new way of thinking, of teaching the present reality, the actuality.

Develop critical thinking from an early age, assess the right and wrong, the absurd, the banal, the aesthetic and the unsightly, discover the potential in students, prosecute and direct their life projects, are elements described throughout the literature pedagogical, but like the phenomenon under analysis, they are short-term challenges at certain times met effectively, in others, navigating the uncertainty of the changes and living with the problems. Teaching staff responsible for the current effects and mainly responsible for the future effects of society are needed, being important to accompany the developments especially in the field of technology, as shown by Morais (2012). "... the educator needs to consider how much technology alters people's daily lives, enabling another way to understand and interpret the world" (p. 17).

By randomly interviewing teachers about what they would use within the pedagogical process, the information so varied from the Package expressed ideas such as: "stimulate critical awareness", "guide the process of interpreting information", "messages as advertising elements", the latter something "forbidden" until recently for Cubans and to transform them into a final product, that is, in the "construction of knowledge."

On the other hand, when examining these statements, it could be inferred that, they present a strong indicative of resistance and pre-concepts, referring to the use of some materials of the Package, as an alternative for the classes, despite all claiming to be consumers of the contents that offer.

Beyond representing a recent chapter in the history of popular entertainment, ICT, allows faster access to information, with greater fidelity and greater distance. Possible thanks to technological development, characterized by the evolutionary succession of the written word, the printed word and the recorded word, and the progress in the reproduction and permanent recording of still and moving images.

## 2.- Cultural consumption.

The idea with which a society admits or not a certain product, the way in which independent consumption is established as educational schemes, and the impact it has on the ethical values and customs of the "modern" citizen, are some of the indicators to consider if it is talked about consumption, without confusing it with its stunted couple, consumerism. García Canclini, (2001) refers that culture is production, reception is consumption and interaction is transaction. That is, that culture encompasses all the steps of a productive process: production, circulation and consumption.

The digital era changed in consumer habits, the ways to get the product to society and in turn, from the culture itself. At the conference in Barcelona, 2007 entitled: "Sociologically under-identified objects", Canclini (Brito, 2015, p. 11) makes a dissertation on how digitalization has considerably weakened the habit of going to the cinema, buying books , to visit the museums because "even before the digital convergence and the subsequent multimedia integration is generalized, we

already perceive the changes of cultural habits in those who use mobile phones and combine texts, images and music in a single device".

This author supports the sociocultural theory of consumption, presented by García Canclini, (Brito, 2015, p. 16) that has six transdisciplinary models, only those that we believe are necessary for this work are mentioned:

- Consumption as a place of social differentiation and symbolic distinction between groups.
- Consumption as a system of integration and communication, of exchange of meanings among the various social groups (communicative rationality).
- Consumption as a scenario of objectification of desires and needs.

The influence of ICT has established models that follow current generations that do not correspond to what is traditionally proposed by the school. There is talk of the student who has a mobile last model that beyond, the need to communicate, is the satisfaction of social recognition. Dr. Odalis Barrabia quotes the Cuban philosopher and researcher: Fernando Martínez Heredia in an article by Cubadebate: "But the current Cuban situation is that of an open cultural battle between socialism and capitalism. In favor of the latter, among other factors, would be the progressive subjection to their culture, the only one that has managed to universalize, and that today retains formidable power and numerous attractions. Let's not be servants of technologies: let's work with them". (Barrabia, 2014, p. 11).

In the works of the various pedagogues there is talk of the worldwide transit of a paradigm of the word or a paradigm of symbols, which transmitted by transnational companies dictate the ways of dressing, where to go, of the life of personalities of the cinema, of sport, which exert an immense influence on the younger population sectors. That so-called "pseudoculture" impossible to stop its push but is, in the "obligation to develop an education that can be a retaining wall and that does not dig up the spiritual world that Cuba has as inheritance and unless it alienates the individual" (Barrabia, 2014, p. 13).

The economic variations, the technological development, the multicultural network of humanity today literally purge the beliefs and convictions rooted, from this reality we can deduce the presence of cultural phenomena, which place new forms of development, communication and knowledge production. The impact that these events have on Cuban culture and education, and to what extent it intervenes in the education of values, according to the cultural platform that this society intends is questionable.

The journalist García Cardentey argues recent studies of consumption in Cuba, in the digital magazine "Cubahora", with the article "Fighting! that: "Tastes, processes of objectification of desires and actions assumed as part of generalized consumption, determine that identities and differences are reconfigured in a nation that, despite finding fragmentation and inequalities in its public, is not oblivious to the influence of the new technologies and the phenomenon of cultural unification or homogenization substitute for the local "(Brito, 2015, p. 34). When perceiving that this phenomenon is not reversible, but that it grows in the daily life of Cuban society, it is necessary to know the appearance with which foreign products reach their consumers.

But there are no situations that occur without a reason, the insufficiencies of Cuban television debated in other contexts suffers from entertainment spaces, and on the other hand the alternative of the Young Clubs of "My Backpack" as a counterpart to "the Package", according to the interviewees, "it has almost the same as the Package but outdated and of poor quality", "it only has national programs that have already been on TV", "the best are Cuban films, although sometimes of low resolution, on other occasions those same films come in the Enhanced Package ", that is, these media fissures, are one of the essential reasons that the Cuban finds to include as a daily consumption practice the products, which arrive through the " Weekly Package ".

### 3.- The Package to debate.

To understand the dynamics of the Package, a topic evident in Cuba today, where a minority of the population access international networks, a service that becomes important as a source that democratizes people's access to information and constitutes a means of interconnection and approximation of Cuba with the rest of the world.

From the social practice, the Cuban public has created alternatives to reach and socialize information from the web of networks, without having unlimited connection to it. According to Linares Fleitez, the phenomenon began its development in the 1990s, as an effect of the changes that emerged in the country ... Time when resource constraints mean that the State cannot attend, coordinate and manage certain fields of the same way he had done it in previous periods. (Brito, 2015, p. 53).

It can be synthesized the historical tour of the Package in the following elements:

- The emergence of the “BETA and VHS format” movie banks. With the arrival of videocassette players in the country, the rent of serials, novels and foreign films was extended (Díaz and Peláez, 2015, p. 18).
- The increase in tourism led to the installation and expansion of satellite dishes, and the subsequent arrival of the coaxial cable. And to say of Diaz and Peláez (2015) in 2000 the cable arrived and the parabolic ones, camouflaged, flourished, the more persecuted. Prohibited and stalked by the State because they are not considered in accordance with the socio-cultural policies of the country. Some acted with legal personality and others without legal recognition.
- The DVD was incorporated, first with CD, DVD readers and then with the introduction of flash memories to be played through the USB port of the equipment, the data storage capacity was increased. Cultural consumption is established from the everyday, from the family and various circles of socialization.
- Breaks in 2008 as the idea of a visionary, YoePC, context response and as a historical evolution of various alternatives for consumption, the "Package" or "Weekly Package" a way to acquire what is displayed on television and movie theaters of the first world, raising the consumption habits of contemporary Cubans step by step.

The phenomenon have been discussed in various areas of the Cuban intellectuality, personalities such as: Víctor Fowler, (essayist and cultural critic; Omar Olazábal, (former vice president of the Cuban Institute of Radio and Television); Fidel Díaz Castro, (troubadour and director of the cultural

magazine El Caimán Barbudo); Yosley Carrero (journalist); Milena Recio (journalist); Abel Prieto (Minister of Culture); Pedro Emilio Moras (specialist of the Cuban Institute of Cultural Research, Juan Marinello and professor of the Faculty of Psychology of the University of Havana); Rolando Pérez Betancourt (journalist and film critic); Pedro Urra (specialist in new technologies and professor at the University of Havana); Gustavo Arcos (film critic and professor at the Faculty of Audiovisual Media of the Higher Institute of Art), we must highlight the participation in the debates of independent managers, Robin Pedraja, director of advertising and entertainment magazine Vistar and Elio Héctor López, known as El Transporta2r.

Everyone agrees that "the Package" "... is an alternative ...", "a consumer alternative" "the most popular alternative means of the last five years", "many of the products that make it up are far from the policies of the Cuban social project, but it defends itself, almost unanimously, " immediate access to productions of other media and channels in the world, despite the difference, "according to Mena Abelardo in (Brito, 2015, p. 64)" is the most Cuban audiovisual creation (ingenuity within the underdevelopment) that has been created in recent decades ”,“ is a pre-wireless, pre-cable, pre-satellite support with community flavor ”

Highlights opinions such as Abel Prieto that appeared on October 19, 2015, on the Cubadebate digital page “the weekly package is the result of the inventive capacity of the Cuban due to the limitations of internet access, the absence of cable television and other options that exist internationally for the dissemination of cultural messages”. (Concepción, 2015).

In the debate that took place during the IV Contest and theoretical event of audiovisual journalism Ania Pino in Memoriam, published on the network on December 3, 2014, according to the journalist Milena Recio (Milena, 2014), there was already a consensus about the phenomenon, “it is a symptom of the current transformations that our society is experiencing. Its emergence "speaks" of the new relations between cultural production-distribution-consumption and the market; it is related to the conquest of old and new freedoms; points out and obliges a rearrangement of the dynamics among institutions and society; and describes the peculiar way - with hardly any access to networks - in which digital is displayed in Cuba”.

For Victor Fowler “the Package is talking about alternative networks that are established to make it circulate; of «subjects with agency», ... the Package is a filter of the group that does it, a filter with respect to the global production of contents”. (Milena, 2014).

These criteria speak of the alternative of the phenomenon, which already has more than a decade of life within Cuban society, in crescendo, what it does, which for some "came to stay", but it should be remembered that, what each human being consumes or receives by the most dissimilar ways of socialization since birth, it nourishes it as a social being, but in turn reflects it in its way of acting in the same society. Hence the seriousness of whether or not the Package is consumed. According to the journalist Yosley Carrero, the controversial is, in the competences of each person to select content, according to their cultural level and experience of reality.

There is a Package that is made in Havana, then in the different provinces, other Reformed Packages are formed with local materials, which respond to the interest and characteristics of the public according to the preferences of consumption and the needs that they intend to satisfy through the Package. It is interesting the way in which they know the needs of the people of the neighborhood, of the community, and from there, to identify a specific offer; pure empiricism and elementary diagnosis.

In a brief conversation with one of the recipients-producers-distributors of the Package at the base, that is, in the neighborhood, for some time what has come, has gone through a selection, by decreasing banal programs, although there is a certain audience that asks for it and consumes it, in that sense the quality of both the Package and the audiovisuals has improved, as the 3D products that are in high demand increase, at the beginning I received a weekly Package, but several of different points already arrive, and the preparation Your own Package or disseminates the information on your machine in folders to facilitate your work and to please the wishes, needs and priorities of your customers

He also states that he has received requests for specific topics for practical work of students of different levels of education, although he acknowledges that this and the request for books is very

scarce and unfortunately the volume of information is so great and its capacity to store is insufficient that he has to discard what consumes the least population.

As for consumers, there are no limitations on the age of the people who go through their establishment requesting the services of the Package, children and adolescents who seek in conglomerate for different tastes within the same family, or those who have their own USB and they insert only their preferences, or adults who “load” programs in accordance with them and for the little ones at home.

The Package offers various information, on it are “... foreign films, even local ads... varieties of Spanish television networks, YouTube videos, recent antivirus updates, Japanese animated, Indian and Middle Western programs, phone applications and simple business ads in Cuba. Johnson, 2015 in (Brito, 2015, p. 57).

Product to the rise of self-ownership, competition and the interest of selling products and services, which demanded marketing and propaganda tools has found in the Package, a support for this type of needs, a topic far removed from the country communication media for many years.

It should be noted that the Package also contains national productions financed by the so-called “independent production”. But they include concerts by Cuban artists, magazines, some programs censored on television and others that have a high demand in the public such as Uno and Tras Huella police, the humorous Living of the story, as well as concerts by Leoni Torres, David Blanco, Gente de Zona, Ernesto Blanco, Descemer Bueno, among others.

In the debate during the Ania Pino in Memoriam, Elio, "the transporta2r" said "I would be interested that my Package, which is Cuban, had more national things than international, but I do not have them, where to go to acquire for example the last concert of Van Van or Haila. That is why, normally, more international things come out than national ones". (Milena, 2014).

During the discourse of this work, some assessments of the instruments applied have already been anticipated. As confirmation we present the following results of the survey conducted to

consumers, out of a total of 57 respondents, only 11.4 say they do not consume the Package, but some contradict themselves by answering other questions in the questionnaire.

The question of why they like the offers of the Package, criteria like: "I like it because it is current ...", "you can find anything you need", "immediacy", "curious to know what happens in other parts of the world" , "Provides new things that break the routine a little"; "It keeps us updated of what happens culturally in the world"; "It has everything for all tastes." As for how they acquire the Package through the purchase, through friends, family or acquaintances. The question about the frequency of consumption is observed in the following table, where it is shown that 60% of the subjects are located on scale 3 and 4.

Escala	Ninguna Frecuencia (1)	Baja frecuencia (2)	Media Frecuencia (3)	Estable frecuencia (4)	Alta frecuencia (5)
%	9	12	27	33	19

Table 1 Percent of the second question of the survey.

Source: self-elaboration

About what is most consumed, when triangulating the information and in order of priority is first the soap operas, and they continue in order: movies; series; music; videos; lively reality shows; documentaries and in the category of others the rest of the materials offered by the Packages are grouped.

In the question the controversy between Package and Backpack 100% consumes the Package, as for the Young Club project, they stated that, "they did not know it existed, I have never seen what it offers.

Finally (question 5) regarding this phenomenon their opinions focused on, influences the overall comprehensive culture; it brings good things where you learn, but if it is not controlled by the parents it can harm the formation of the children, I fear that Cuban values will be lost; It is simply a hobby, we learn things that we have no other way to reach them.

## Conclusions

The sociocultural phenomenon "the Package" coexists in an underlying way and parallel to the educational process in Cuban schools, which leads to its study from the sciences of education. The contents are not analyzed from the methodological so that they are advantageous to the pedagogical process. There is a high acceptance and consumption of the contents of "the Package" by the most diverse age groups, identified with certain specific materials according to their preferences. The development of critical thinking from early childhood will form skills and abilities in students to delimit the contents of the Package.

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