

Caricature, Respect, and Difference: An Action-Pedagogical Research with College Students in Medellín

Hilderman Cardona Rodas¹[0000-0002-6778-2102], Liliana Paola Muñoz Gómez¹[0000-0001-8995-7404], Rubén Darío Palacio Mesa¹[0000-0002-5538-3315] and Jovani Alberto Jimenez Builes²[0000-0001-7598-7696]

¹ Universidad de Medellín, Facultad de Ciencias Sociales y Humanas, Medellín, Colombia.

hcacardona@udemedellin.edu.co, lpmunoz@udemedellin.edu.co,
rupalacio@udemedellin.edu.co

² Universidad Nacional de Colombia, Facultad de Minas, Medellín, Colombia.
jajimen1@unal.edu.co

Abstract: This research was generated from classroom work based on critical pedagogy, from the assumptions of a doctoral thesis in education, which allowed the design of a didactic activity evaluated through the action-pedagogical research methodology proposed by John Elliott. From an aesthetic perspective, the ability to respect the difference is adapted using five graphic pieces by the caricaturists La Cola de Rata, Bacteria, Matador, Bonil and Trino. The research was carried out with a group of students from the University of Medellín studying the elective subject Body, Monster, and Diversity; after the design, the strategy was implemented using the highest methodology and evaluated from anecdotal records. The results thatcriti the students represented promoted reflection towards difference; however, some difficulty was evident when using the caricature to deliver a message.

Keywords: Education and Culture, Caricature, Action Pedagogical-Research, Educational Anthropology.

1. Introduction

Throughout history, caricature has critically and creatively depicted the realities of the social contexts in which it is produced. As an iconographic device, it has questioned political, social, and economic phenomena that reflect national realities, as is the case in Colombia. The image is used subjectively as a hyperbolic way of showing situations linked to politics and culture in this country.

The primary goals of this research are to analyze the effectiveness of caricature as a pedagogical tool for fostering respect for diversity and to explore how this medium can facilitate critical reflection among students. Specifically, the research aims to determine the impact of using caricature in educational settings to address issues such as disability, xenophobia, discrimination, poverty, gender identity, and the role of women. By integrating an action-research methodology, the research seeks to provide empirical evidence on the educational value of caricature in promoting social awareness and inclusivity.

Thus, the cartoon is part of this iconographic device, expressing and containing a polyphony that calls for laughter, criticism, or reflection, evoking issues of social activism, dissent, and even revolution. Examples of caricature and political satire can be found in the context of the French Revolution (1789) or the Bourgeois Revolutions in Europe in the 19th century. In Colombia, in the first half of the 20th century, the use of caricature for political criticism is emblematic, with artists such as Ricardo Rendón (1894-1931) and Leo Matiz Espinoza (1917-1998), among others (Flórez, 2010).

These caricaturists portrayed the Colombian political and cultural environment of the Conservative Republic, which remained in power for almost fifty years (1886-1930). In this sense, caricature constitutes an aesthetic creation that integrates art, politics, and society, serving as a tool for political and social struggles against the regimes and ambivalences of politics in Colombia. Consequently, the use of images can be a source of understanding the past and present of a country in contradiction to political and social sectarianisms (Acevedo, 2009).

Caricature is an image that ironically reflects a societal problem, containing political, economic, and social aspects. It is an exaggerated attempt to perceive and express social issues, pointing out problems such as unemployment, discrimination, critical events, and various conflicts that respond to the realities of a nation and context. The images tend to be complex, as the lines show subjective meanings that go hand in hand with the depiction of situations in reflective tension by the caricaturist using satire.

Additionally, it is a critical tool that eccentrically shows itself as somewhat illogical and creative, resulting from original ways of conceiving realities in the world, so original that it does not conform to usual social and moral conventions. Fearlessly, it pretentiously mocks problems concerning governmental entities and those who impersonate them. There is a variety in caricature styles, whose issues emerge historically from what characterizes this type of social criticism art (Meza, 2009).

From a historical point of view, caricature gained strength in the nineteenth century when it was linked to the press and its adaptation or manipulation of photography. Meanwhile, in Colombia, the 1930s saw what some called "the golden age of

caricature," a period in which characters such as Ricardo Rendón and, more recently, Chapete, Osuna, Vladdo, and Pepón, among others, became prominent (Villaveces & Rodríguez, 2012).

The most common themes caricaturists have focused on include political and economic aspects that respond to the diverse circumstances of the times. Critically, using trace, color, image, and word, they have demonstrated the power of caricature as a means of communication. Beyond the hot topics preferred by experts, social discontent has sparked particular interest in showing the world what is happening uniquely, thus becoming an element that historically marks the uniqueness of the times and shows the trends and events of a particular place.

In addition to generating a historical view, caricature allows reflection on the different realities of the context. This is useful as a classroom resource for critical pedagogy and action research, as the most significant issues that emerge are of a social and economic nature, such as political ones (Agudelo, 2016). Caricature humorously exposes themes and depicts characters that, from a critical perspective, tend to appear as victims, exaggerating to the extent that it is possible to recognize the character being represented.

For this manuscript, caricature was used as a classroom resource to significantly improve the perception of others and achieve respect for diversity. Five caricatures by Colombian authors were employed, dealing with the following topics: disability, xenophobia, discrimination, poverty, gender identity, and women's roles. For this reason, the session was designed with the participation of the youths, and the pedagogical activity was designed and evaluated in the classroom based on the action-research model of John Elliott (1997) (Latorre, 2005).

The educational strategy design was based on critical pedagogy in conjunction with action research, which seeks to question and challenge societal paradigms and transform teaching practice from merely repeating content. It is about conceiving education as a possibility to identify cultural problems and seek alternative solutions that renew the essence of existence (Arteta, 2012).

This research challenges the design, implementation, and evaluation of educational models and styles that transform teaching practice and society through reconstructing procedures that have long been mere memorization and meaningless reproduction of subjects that students do not understand or find useful. The humanization of educational processes starts from collectivity, and for this reason, the students participated in the session design. They confronted themselves with their actions in a self-governing manner, recognizing their possibilities and understanding what society is and the diverse realities being studied (Mejía & Manjarrés, 2011).

2. Material and Methods

This chapter is situated within the broader context of the research approach, as well as its methodological design

2.1 Research Design and Approach

This section will outline the topics associated with Caricature as a classroom tool and Critical pedagogy and its background.

2.1.1 Caricature as a Classroom Tool

Caricature in Colombia has been a powerful communication tool over the last twenty years. It has been supported by moments of democracy that, in one way or another, have faced censorship. However, political and economic issues have been highlighted through sarcasm. Although there is no dictatorship in the country, certain issues are best left out for security reasons.

Given the problems the country is going through, Colombian newspapers have decided to dedicate a humor section to make visible, through caricature, what many people are afraid to talk about, such as the most controversial political, economic, or social issues. Osuna states that in Colombia, there is a risk when deciding, in a sarcastic way and with artistic talent, to show the world what is happening in the nation. Caricature has also been managed by groups of enthusiastic young people who primarily create controversial topics, drawings, and humor. They have called it conceptual art. Although Osuna himself says making a political caricature requires more than just artistic and graphic talent, it also necessitates being politically aware (MEN, 2016).

Beyond examining what happens with caricature in the country from the perspective of those who experience it, the functions of this element can transcend even the classroom itself as a pedagogical tool in the formation of knowledge, skills, personal development, and social coexistence. Understanding its usefulness in education is essential; this element has evolved over time, with new generations bringing new meanings and styles. However, its primary intention has always been to communicate something using sarcastic content.

For students, caricature is more than just a graphic expression; it becomes a tool for attracting attention. It is an innovative resource that generates certain expectations, connecting them to classroom work. Traditional pedagogy has been losing strength and has become an unpleasant experience for students. Conversely, introducing caricatures to approach specific topics and content, such as allowing the student to recreate a scene through this resource, fosters more participatory, democratic, and critical modes of action. When students interpret the artwork of others and, in turn, become authors and

caricaturists, they feel like active participants in the classroom. Their viewpoints are valued, fostering motivation towards learning and achieving favorable results in educational activities. Caricature reflects the world's influence on society, highlighting social issues such as discrimination, the role of women, disabilities, racism, and sexual orientation.

By including controversial topics, caricature becomes a valuable tool to critically address what is happening in the country and how we respond to it. Newspapers and magazines have been significant means of expression, depicting popular culture through drawing. This element has gained strength due to the professionalism and talent behind the criticism. Achieving artistic development is challenging, which is why students admire those dedicated to this job. This recognition inspires young people to produce their artwork, despite the complex tasks and talent of professional caricaturists. Even if they are not designers, students can recognize simple drawings from more elaborate ones with erudite elements on social, political, and economic issues. Although illustration techniques are diverse, and their scope involves various skills, they can educationally support students' development. Drawing a situation helps students understand the relationship between the person and the problem, leading to critical reflection that improves their views of society (Muñoz, 2010).

Cultural, social, political, and economic factors often seem distant topics in higher education provided to young people. Educators tend to focus on teaching content from books written in other countries without considering the Colombian context. When students face the working world, they enter a crisis because their education is limited to history and written books, which are fundamental for professional development but insufficient on their own (Carreño, 2010).

In this way, caricature allows for understanding theoretically what is happening in the world and reflecting on the problems concerning one's society. This artistic element reflects societal events and provides a direct reading of what is happening in the country and the world, using images as a crucial element for twenty-first-century youth.

Therefore, the uses and purposes of caricature are extensive and cannot be reduced to mere entertainment. This resource has entered the classroom to enhance college students' capacities for astonishment, criticism, reflection, interpretation, and recognition not only of the humor in caricature but also of its communication about politics, society, and the economy. Education needs resources that encourage students to read the context from broader and more meaningful perspectives (González, 2016).

2.1.2 Critical Pedagogy and its Background

On the one hand, Maldonado (2008) states that the discourse of the Budapest and Frankfurt Schools arises from the relationship between subject and object in research. The philosophers of the time based their principles on Marxism; between 1947 and 1978, Max Horkheimer, a representative of the Frankfurt School, was taken as a reference. He propagated expressions that, even in Europe and America, are often silenced. This discourse has evolved into what is now called critical pedagogy (Aranguren, 2012).

On the other hand, Freire's didactic method of action research (1999; 2005) features five stages: diagnosis, organization of generating words, creation of existential situations, elaboration of orientational guides, and critical recoding. This process is undertaken from a pedagogical and political discourse that allows action and reflection through language to minimize the hierarchical relationship between educator and learner (Andrade & Muñoz, 2004).

Educators in critical pedagogy aim to make academic practice productive without underestimating students' cognitive abilities. By considering the psychomotor and affective aspects present in everyday life, students become immersed in a world of nonconformities expressed through social interaction in the classroom (Giroux, 2005).

2.2 Methodologic Design

This research is based on qualitative research, understood as a paradigm comprised of assumptions about reality, knowledge, methods, and systems. Qualitative research seeks to construct reality through reflection, highlighting fundamental characteristics by describing the topics addressed (Mora, 2010).

Based on its theoretical and epistemological nature, this research employs the action research method, which analyzes human actions in the school, such as social situations identified in the school context. Action research is related to everyday life problems experienced by educators and is defined by what is identified in the environment (Elliott, 1997).

The first stage is the action plan, which includes identifying the purpose or research problem, a diagnosis or description of the situation, and a hypothesis for action that formulates a proposal for change or improvement of professional practice.

The second stage of the cycle is the action stage, which must have a timeline indicating the characteristics of the action concerning the bibliography review, the commitment to the search for improvement, the intentional action to improve practice, and the

control of the action, which must be systematic in generating data that are collected as evidence for describing the action (Blasco, 2010).

The third stage involves observing or supervising the action. This process specifies how to collect information and reflect on or analyze the data, which are condensed into a report that constitutes a series of tasks to research the meaning of the reality being studied.

This final stage should integrate into the cycle closure with the reframing report that constitutes the basic tasks such as collection, categorization, layout, and transformation through diagrams, validation or confirmation, and theoretical interpretation of the problem (Morales et al., 2013).

The research report resulting from the last stage should include the evolution of the idea, the understanding of the problem, the actions adopted to address the problem, the effects generated, the techniques used, and the emerging ethical issues.

2.2.1 Population

Eighty students from the University of Medellin enrolled in the elective course "Body, Monster, and Diversity" participated in this research (n=80).

2.2.2 Research-Action Stages based on Elliott's

This research is based on the action-research method proposed by Elliott (1997), which outlines several stages critical for the development of this study. Initially, the general idea was to research how the use of caricature as a classroom resource could promote respect for differences among college students. However, it became evident that a more precise focus was necessary.

Main Problem Identification. The central problem identified was the pervasive issue of social discrimination and lack of respect for differences among college students. Despite significant regional economic and social differences, students exhibited discriminatory behaviors, which were often rationalized or accepted within their social contexts. This problematic behavior was not just a passive occurrence but an active and troubling part of their daily interactions, even among those who had themselves experienced discrimination.

Specific Objectives. The research focuses on three objectives:

- To analyze the current state of discriminatory behaviors and attitudes among college students.
- To implement caricature-based interventions aimed at promoting respect for diversity.

- To evaluate the effectiveness of these interventions in changing students' perceptions and behaviors regarding discrimination.

In addition, Elliott (1997) suggests three characteristics for the development of this research:

- General Idea Identification. Describing and interpreting the problem to be researched.
- Exploring or Formulating Action Hypotheses. Developing activities to be implemented to change the practice.
- Constructing the Action Plan. This includes the initial problem review, the required concrete actions, an overview of the resources needed, and planning the instruments to access the information (Latorre, 2005).

This research seeks to answer the question: How does the caricature, as a classroom resource, promote respect for differences among college students? The research was conducted using the qualitative action research method, establishing cycles and stages that enable answering this research question (Bisquerra, 2009).

Implementation Model. After a final program review, the following model was implemented based on the assumptions of Berger (2004):

- First Stage. Preparation, Sensitization, and Motivation: An institutional commitment was generated, and research began to lead a project with publishable results. Students also became aware of the project's significance.
- Second Stage. Diagnosis, Selection, and Analysis of the Problem: Activities began with an interpretation of reality to identify the problem and the needs on which this research would focus.
- Third Stage. Action Planning: After selecting the sample and identifying the underlying problem, a detailed plan was organized to determine the activities to be implemented, the necessary resources, the methodology, the central theme, and the actions that would constitute them.
- Fourth Stage. Action Implementation and Process Evaluation: College students participating in each session recorded findings, indicating the adjustments needed for each meeting. Commitments, journals, and portfolios were established to assist in evaluating the process.
- Fifth Stage. Recognition and Evaluation of the Plan: Anecdotal records from each session were tabulated and analyzed using John Elliott's (1997) action research framework. The evaluation of these records showed the performance and feelings of participants, evaluated using contrast matrices between the students' and the educator-researcher's views.

- Sixth Stage. Project Assessment: After evaluating and correcting the plan, an in-depth assessment determined whether the research's proposed objectives had been achieved. Necessary changes identified by both students and the educator-researcher were addressed and implemented until the final version of the designed, executed, and evaluated plan was achieved.

By narrowing the focus to these specific aspects, the research aims to provide concrete evidence on the impact of caricature as an educational tool in addressing and mitigating issues of discrimination within the university setting.

2.2.3 Procedures for Data Collection and Analysis

Data collection and analysis were conducted over four consecutive academic classes, consisting of the following procedures:

- Documentation Review. This process involved a comprehensive analysis of existing literature, including academic journals, books, and previous research studies related to the topic. The aim was to gather a broad understanding of the current state of knowledge, identify gaps, and establish a theoretical framework for the research. The review was methodically organized to cover various dimensions of the research topic, ensuring a well-rounded foundation for the subsequent stages.
- Compilation of Journals and Anecdotal Records. Articles journals provided reflective accounts of participants' experiences and insights throughout the research process, while anecdotal records captured specific incidents and observations pertinent to the research objectives. Both sources of data were meticulously analyzed to identify recurring themes, patterns, and significant moments that contributed to the overall understanding of the research phenomenon.
- Open Interviews. These interviews aimed to gain deeper insights into participants' perspectives and experiences. Designed to be flexible and conversational, the open-ended questions facilitated a rich and nuanced understanding of the research topic. Data collected from these interviews were transcribed, coded, and analyzed to extract meaningful themes and narratives aligned with the research objectives.

3. Results and Discussion

The primary proposition of this research is that incorporating caricature as a pedagogical tool enhances students' ability to reflect critically on societal issues, thereby fostering a deeper understanding and respect for differences. This proposition

is grounded in the theoretical framework of critical pedagogy, which emphasizes the importance of engaging students in reflective and participatory learning processes.

To elaborate, the research posits that caricature, with its inherent qualities of satire and hyperbole, serves as an effective medium for students to explore and question social norms and injustices. By interpreting and creating caricatures, students are not only engaged in a creative process but also in a critical examination of societal structures and power dynamics. This engagement is crucial for developing social skills essential for navigating and contributing to a diverse and inclusive society.

Moreover, the action research methodology employed in this study underscores the iterative process of reflection and action. This process is vital for students to internalize the lessons learned and apply them in real-world contexts. The stages of action research, from diagnosis to critical reflection, provide a structured yet flexible framework for students to explore complex social issues and develop contextually relevant solutions.

The research findings indicate that students who participated in this study were able to critically analyze their social environments and reflect on their roles within these contexts. This reflective practice led to greater awareness of social issues such as discrimination, inequality, and social justice. Furthermore, the use of caricature as a pedagogical tool was found to be particularly effective in promoting empathy and understanding among students, as they were able to visualize and critique societal problems in a nuanced manner.

3.1 Diagnosis

The analysis of journal articles and anecdotal records revealed several relevant aspects of the research. Among the various critical social phenomena to be addressed in the classroom, respect for differences was identified as fundamental for discussion. Therefore, this social skill was chosen from among twenty initially available.

During the diagnostic phase, the educator provided a brief explanation in the classroom. Following an open interview, the students explicitly expressed that, in their particular context, the aspect requiring the most attention was discrimination. Despite significant regional economic and social differences, university students exhibited discriminatory behaviors in their daily lives, even among those who could be considered victims. According to their accounts, these behaviors have become accepted practice among those who are subjected to ridicule.

For the diagnosis, several images were projected by video beam, showing relevant aspects of the meaning of the body, diversity, and what is perceived as a monster or being different from what is expected by society. These images were taken from

different sources, and it was observed that the students were very interested in the caricatures compared to paintings, photographs, and images from other periods and territories. Students identified more with Colombian authors and caricatures they had previously seen online, in magazines, and in other media (Cardona, 2017).

3.2 Activity Design and Implementation

During the activity's design and implementation, students chose caricatures containing sarcastic elements regarding discrimination and highlighting social phenomena such as chauvinism, regionalism, classism, xenophobia, and racism, among others. Once the main issues were addressed, the participants expressed that they had been victims of discrimination at some point. So many adjectives were mentioned that almost all could be placed in any of these categories. Additionally, they admitted having sponsored or accompanied situations in which they fostered discrimination as part of their daily lives. After observing several images, the students chose the following as the most meaningful ones to work on in the classroom regarding the theme of respect for difference.



Figure 1. Caricatures selected for the work with students. Caricaturists: La Cola de Rata, Bacteria, Matador, Bonil and Trino.

3.3 Activity Evaluation

For the evaluation, the students redesigned the caricatures to maintain the same themes but used sarcasm to send the author a message about promoting difference. The students had the option of creating caricatures that portrayed moments of everyday life that could be captured on paper. During the workshop activity, they could also create other elements related to caricature, such as a comic with one or several pictures or images related to the theme that would encourage respect for others based on the conditions that distinguish us as humans (Cano, 2012).

Following this, we present the cartoons designed creatively and originally by the college students, along with the insights they expressed during the activity and a final analysis of the anecdotal records and journals.



Figure 2. Caricature selections made by students during the action-pedagogical research process. Source: (Cardona, 2017).

3.4 Student Feedback

Some of the students' appreciations, related to academic activity, were:

- *Colombia is not accessible behind masks, fostering discrimination.*
- *Many factors come into play when understanding society's problems.*
- *We are not equal as we are led to believe; we are different, and it is from this difference that society is built.*
- *Everyone has something to contribute, but society rejects them and forces them to be different through exclusion, not acceptance.*
- *Children see the world differently; as we grow up, we can understand that something is not right here.*
- *We wanted to make a satire showing how the world is different and that no one has the power.*
- *Colombian society defines a man and a woman, but they understand this may become subjective.*
- *When we are not what others want us to be, we become monsters.*
- *The way we see ourselves is the way we are treated; people always pretend to be something they do not know.*
- *There are ways of looking at realities based on the same hypocrisy.*
- *Some nations have better guarantees, while others live in difficult situations they do not know how to solve.*
- *The world has consistently called for discrimination and social inequality using categories that sometimes are not even understood.*
- *Achieving diversity and respect is almost impossible because we have learned to tolerate each other very little throughout our lives.*
- *Discrimination is present every day and everywhere, from the brand of pencil used to the point of killing another person for the same reason.*
- *We are all involved in a culture of conformism; we do not want to change; we want everything to stay the same because that is how we have always lived.*
- *Caricature helps us understand what a stigma is and how to overcome it from another perspective.*
- *Caricature is helpful in showing the world what diversity is and how to respect it in different contexts.*
- *One of the best decisions we could make as a group was to choose a caricature for our classroom project.*
- *Caricature helps us represent diversity by making use of our abilities as individual and collective subjects at the same time.*
- *We wanted to show in the caricature what discrimination is from the cultural point of view, considering that caricature is a fundamental element in delivering messages that can transform this world.*
- *We are all under the same sky, but political systems are setting boundaries between us.*

- *We are more concerned about how others look than what they can do as a person for this world.*
- *Admiring caricature as an element of artistic and social transformation helps us understand that humans can achieve beautiful things with their hands.*
- *The problem of this society is that we statically approach the world, but caricature helps us understand more things than can be seen with the naked eye.*
- *Caricature taught us that we begin to discriminate against ourselves because we believe we cannot do many things, like drawing an image, for example.*
- *Caricature illustrates how we do or do not accept ourselves based on our own artistic and social abilities.*
- *People tend to defend certain things, but they do not bother to get to know those other things.*
- *Caricature is a symbol of equality and equity. Being an artist is not easy, but we can all be authors and create an image here.*
- *Some people support equality with their discourse but contradict themselves with their actions.*
- *We realized that caricature also helps to sensitize people about critical issues such as social discrimination.*
- *In Medellín, we are still afraid of being different; we do not recognize our nature.*
- *Caricature helps us understand what this society has become.*

3.5 Findings and Analysis

The students reacted favorably to the process. They expressed interest during all the sessions, evidencing the following findings:

This qualitative research allowed us to generate a plan during the first semester at the University of Medellín and analyze the participants' process. This educational experience, which involved college students and two research professors, was conducted in Medellín. It served as an opportunity to improve educator training and innovation in college contexts based on the country's problems. Thus, it provided not only the participants but also the Colombian university population with a plan that would help in the reflection, learning, and strengthening of the social skill of respect for differences as a primary source of adaptation to the social world (Achilli, 2000).

Respect for difference, for example, is a crucial indicator in the relationship and communication with others; understanding and making sense of what is heard is nothing more than an attempt to generate empathy with others to achieve personal and collective well-being in the short, medium, and long term.

The students participated in the process by agreeing to participate without any objection. They expressed interest throughout the research and tried their best to comply with the indicators proposed in the research. The main problem detected was their poor ability to speak; many of them expressed their ideas in a disorganized way, and signs of anxiety were also perceived.

Both the theoretical research and the results achieved enabled us to perceive a significant impact on educator training. It is essential to recognize that this research contributed to personal and professional improvement by recognizing the guidelines, resources, strategies, and methodology of the implemented classroom educational sessions. The motivation stemming from this research was characterized by civic commitment and social responsibility (Ortega, 2012).

An impact was also generated regarding the importance of leadership and civic responsibility in the social and educational spheres in the classroom and school. Because this research was conducted in the university context, it is essential to recognize how pedagogical practice generates social expectations that are difficult to address. For this, it is essential to test specific talents that should innovate current education in the country. It also allowed a transformation towards the dignification of the student as a thoughtful being who can actively participate not only in the classroom but also in the design of pedagogical activities. The educator encouraged and valued the students' insights as guiding material for design, implementation, and evaluation (Muñoz, 2016).

The findings of this research had an impact on the pedagogical work of the researcher and the participants, influencing future generations while reflecting critically on the practices and learning influencing the representation of the educator's role in the community to improve the educational conditions of the country (Aparici, 2011).

4. Conclusions

A pedagogical proposal shaped this research, which focuses on processes of knowledge construction and the socialization of significant topics such as social skills related to respect for differences. These skills are fundamental in the exercise of sociocultural dynamics that facilitate the transformation of more inclusive societies and give meaning to education in the country.

The most relevant aspect of this research is its emphasis on the importance of social skills in pedagogical practice. This practice is aimed at political actions that strengthen both the individual and society, enabling society to guarantee a social praxis that helps individuals develop themselves and build a community with others. For these new societies, pedagogical practice requires finding common ground between research and

teaching, allowing for the identification of problems, and then designing and implementing plans that are accessible to participants and led by students. Historically, programs have been introduced that are not aligned with our realities, interrupting rather than strengthening the mediated construction between school and society (Bausela, 2002).

It is anticipated that schools in the country will encounter programs implemented with unexpected results due to a lack of contextual assimilation. These programs are often based on societies very different from ours, resulting in increasingly significant gaps in the academic and social development of the region and the country. To successfully articulate an educational program, it is essential to start with a contextualized diagnosis. This allows the educator-researcher to identify the problem and develop the most appropriate solution for the diverse situations presented by various educational and pedagogical scenarios.

For example, this research emerged from the needs of the educational community in which the participant population was involved. The pedagogical practice first involved a thorough understanding of the community's problems, enabling the development of a functional project that supported the operation and circulation of pedagogical practices based on sociocultural and community research. Both the educator-researcher and the student body significantly supported the plan's development, implementation, and evaluation, all grounded in critical pedagogy.

The students involved in the research were able to explicitly understand their context and identify the problems affecting them as individuals and professionals. Additionally, they reflected on their experiences and how these experiences help transform their own lives and those of others (Ruiz et al., 2008). This reflection led to various ways of constructing knowledge and strengthening skills vital for their personal and professional lives. The pedagogical practice allowed students to recognize their social dimension, the educational practice they would have to exercise in the future, and the social skills necessary for success in their professional projects (Ocampo, 2008).

The students were able to reclaim their freedom of speech, analyze and reconstruct situations in which they were victims, recognize the damage caused, and understand that there are new ways of acting that facilitate personal and social transformation. They came to appreciate the importance of social skills in the social world (Caballo, 2005).

The classroom should not be a venue to showcase the educator's skills but rather a space for students to acquire the skills necessary for their professional lives. Consequently, critical pedagogy not only achieved the objectives of this research but also contributed

to transforming teaching practices, focusing on community needs rather than the educator's interests (Eceiza et al., 2008).

Using caricature as a classroom resource demonstrates that there are alternative methods to promote learning, not just through content but also through the development of essential social skills. Artistic didactics offer tools that may differ from conventional pedagogical approaches due to resistance to diverse methods (Britos, 2016).

This research revealed that caricature has significant characteristics that provide a more critical perspective on the subject's context. Designing caricatures as a didactic tool in the classroom facilitates the development of cognitive, emotional, and conative skills. This tool shows that competencies can be worked on transversally with a single element (Andrade & Muñoz, 2012).

Incorporating caricature into classroom activities motivated pedagogical work and the development of engaging activities. Both students and educators used this didactic strategy to encourage reflection and a critical perspective on the world in a humorous and enjoyable manner. This research illustrates how art and contextual interpretation can transform the realities of students and educators (Carranza, 2010).

The caricature component inspired student work, revealing different perspectives that reflect the subjects' concerns and interests. As a pedagogical resource, it helped in planning, executing, and revising plans to create diverse images that enhance the interpretation of the context. This innovative design allowed for an understanding of others' viewpoints through imagery (Monsalve & Franco, 2009).

Acknowledgment

This article is linked to the research project Aulas Afectantes (Affected Classrooms). Sensitive Cartographies for (trans)formation (2022-2024), conducted by la Universidad de Medellín, Universidad de Antioquia, Universidad de Rio de Janeiro and Institución Universitaria de Envigado.

Supplementary Material

Websites where the caricatures were consulted:

Caricature 1: www.lacoladerata.co/opinion/caricaturas/discriminacion-discapacitados/

Caricature 2: espacioseuropeos.com/2013/02/xenofobia-chilena/

Caricature 3: matadorcartoons.blogspot.com/2011/09/la-verdadera-discriminacion.html

Caricature 4: elciudadanodeapie1.blog/2017/02/14/primero-ideologia-de-genero-ahora-matrimonio-gay/

Caricature 5: mvalexa.blogspot.com/2014/

References

- Acevedo, D. (2009). Política y caudillos colombianos en la caricatura editorial, 1920-1950. Bogotá, Colombia: La Carreta Editores.
- Achilli, E. L. (2000). Investigación y formación docente. Buenos Aires, Argentina: Laborde Editor.
- Agudelo, J. (2016). Un legado latinoamericano: trazos de una pedagogía para transformar. *Ágora USB*, 16(1), 77-96. DOI: 10.21500/16578031.2166.
- Andrade, M. & Muñoz, C. (2004). El taller crítico: una propuesta de trabajo interactivo. *Revista Tabula Rasa*, 2, 251-262. DOI: 10.25058/20112742.216.
- Andrade, M. & Muñoz, C. (2012) La didáctica crítica: una opción pedagógica para la universidad de hoy. *Revista de Investigaciones UNAD*, 11(2), 95-103. DOI: 10.22490/25391887.790.
- Aparici, R. (2011). Principios pedagógicos y comunicacionales de la educación 2.0. *La Educ@cion, Revista Digital de la OEA*, 145, 1-14.
- Aranguren, Y. (2012). Una aproximación a los principios del modelo educativo de Paulo Freire. *Boletín Médico de Postgrado*, XXVIII(3-4), 1-5.
- Arteta, C (2012). Pedagogía liberadora en el pensamiento filosófico de Bolívar. *Revista Amauta*, 19, 109-120. DOI: 10.5840/wcp23201835803.
- Bausela, E. (2002). La docencia a través de la investigación acción. *Revista Iberoamericana de Educación*, 35(1), 1-9. DOI: 10.35362/rie3512871.
- Bisquerra, R. (2009). Metodología de la investigación educativa. In M. Latorre Beltran (Ed.), *La investigación acción* (pp. 370-394). Madrid, España: La Muralla.
- Britos, A. (2016). Criterios pedagógicos didácticos para una estrategia de enseñanza aprendizaje de la metodología con perspectiva liberadora. In V Encuentro Latinoamericano de Metodología de las Ciencias Sociales, Universidad Nacional de Cuyo, Argentina.
- Caballo, V. (2005). Manual de evaluación y entrenamiento de las habilidades sociales. Ciudad de México, México: Siglo XXI Editores.

- Cano, A. (2012). La metodología de taller en los procesos de educación popular. *Revista Latinoamericana de Metodología de las Ciencias Sociales*, 2(2), 22-52.
- Cardona, H. (2017). El cuerpo como territorio de afirmación política en el dispositivo fotográfico. In N. A. Cabra Ayala y C. Aschner Restrepo (Eds.), *Saberes nómadas. Derivas del pensamiento propio* (pp. 279-294). Universidad Central, Colombia.
- Carreño, M. (2010). Teoría y práctica de una educación liberadora: el pensamiento pedagógico de Paulo Freire. *Cuestiones Pedagógicas*, 20, 195-214.
- Carranza, J. (2010). Pedagogía y didáctica crítica. *Integra Educativa*, 4(II)1, 75-92.
- Eceiza, M., Arrieta, M. & Goñi, A. (2008). Habilidades sociales y contextos de conducta social. *Revista de Psicodidáctica*, 13(1), 11-26.
- Elliott, J. (1997). *La investigación-acción en educación*. Madrid, España: Editorial Morata.
- Freire, P. (1999). *Pedagogía del oprimido*. Ciudad de México, México: Siglo XXI Editores.
- Freire, P. (2005). No hay docencia sin discencia. In F. Imbernon (Coord.), *Epistemología de la Investigación Educativa* (pp. 23-46). Maestría en Sociolingüística de la Educación Básica y Bilingüe, Universidad Pedagógica Nacional, México.
- Flórez, C. (2010). *Derechas e izquierdas en Colombia 1920-1936, estudio de los imaginarios políticos*. Medellín, Colombia: Sello Editorial Universidad de Medellín.
- Giroux, H. (2005). Pedagogía crítica como proyecto de profecía ejemplar: cultura y política en el nuevo milenio. In: F. Imbernon F. (Coord.). *Epistemología de la Investigación Educativa* (pp. 53-71). Maestría en Sociolingüística de la Educación Básica y Bilingüe, Universidad Pedagógica Nacional, México.
- González, F. (2016). Educación y cambio social: aportes desde la pedagogía crítica. *Diálogos Educativos*, 16(31), 137-150.
- Latorre, A. (2005). *La investigación acción: conocer y cambiar la práctica educativa*. Barcelona, España: Editorial Grao.
- Mejía, M. & Manjarrés, M. (2011). La investigación como estrategia pedagógica. Una apuesta por construir pedagogías críticas en el siglo XXI. *Praxis & Saber*, 2(4), 127-177. DOI: 10.19053/22160159.1127.

- Ministerio de Educación Nacional de Colombia, MEN (2016). Revisión de Políticas Nacionales de Educación. La Educación en Colombia. Paris, France: Organización para la Cooperación y el Desarrollo Económicos, OCDE.
- Meza, L. (2009). Elementos de pensamiento crítico en Paulo Freire: implicaciones para la educación superior. *Revista Digital Matemática, Educación e Internet*, 10(1), 1-11.
- Monsalve, M. and Franco, M. (2009). Desarrollo de las habilidades comunicativas en la escuela nueva. *Revista Educación y Pedagogía*, 21(55), 189-210.
- Mora, D. (2010). Modelo pedagógico y didáctico sociocomunitario, interdisciplinario, productivo, crítico e investigativo (SIPCI). *Integra Educativa*, IV(3), 11-89.
- Morales, M., Benítez, M. & Agustín, D. (2013). Habilidades para la vida (cognitivas y sociales) en adolescentes de una zona rural. *Revista Electrónica de Investigación Educativa*, 15(3), 98-113.
- Muñoz, C. (2010). Hacia una pedagogía de la inclusión social y educativa en la formación de profesores. Instituto Universitario Paulo Freire, México.
- Muñoz, L. (2016). Pedagogía popular: una experiencia para la transformación social. *International Journal of Humanities and Social Science*, 6(11), 31-41.
- Ocampo, O. (2008). Paulo Freire y la pedagogía del oprimido. *Revista Historia de la Educación Latinoamericana*, 10, 57-72.
- Ortega, P. (2012). Una cartografía sobre la escuela en Colombia desde la perspectiva de la pedagogía crítica. *Revista de Educación*, 22, 113-141.
- Ruiz, J., Álvarez, N. & Pérez, E. (2008). La orientación socio-humanística, un aporte a la formación integral del estudiante. *Tendencias Pedagógicas*, 13, 175-191.
- Villaveces Niño, M. J., y Rodríguez Lesmes, P. A. (2011). El imaginario de la crisis: caricatura económica en Colombia en época de la gran depresión. Documentos de Trabajo 8942, Universidad del Rosario, Colombia.