



USP

cea  
COM



**Media and Information Literacy (MIL)  
and the methodology of Cultural Barriers to Communication (CBC)  
and creativity: a comparative study with young people and teenagers  
in Brazil and Cuba**

**Prof. Dr. Felipe Chibás Ortiz (USP)  
Prof. Dr Mitsuru Higuchi Yanaze (USP)  
Profa. Msc. Valeria Souza(Unidrummond/Unip)**

**Email: [chibas\\_f@yahoo.es](mailto:chibas_f@yahoo.es)**

# Objective:

Show a comparative research about the Cultural Barriers to Communication (CBC) and Creativity with young people and teenagers in Brazil and Cuba, in physical and digital educational ecosystems.



- 
1. Cultural Barriers to Communication
  2. Creativity, Innovation and Entrepreneurship
  3. Marketing and Communication for Project Management
  4. Management of Communication and Digital Marketing and Distance Education (DE).
  5. Personal Internet Marketing

[www.criarcom.com](http://www.criarcom.com)



ESCOLA DE COMUNICAÇÕES E ARTES  
UNIVERSIDADE DE SÃO PAULO

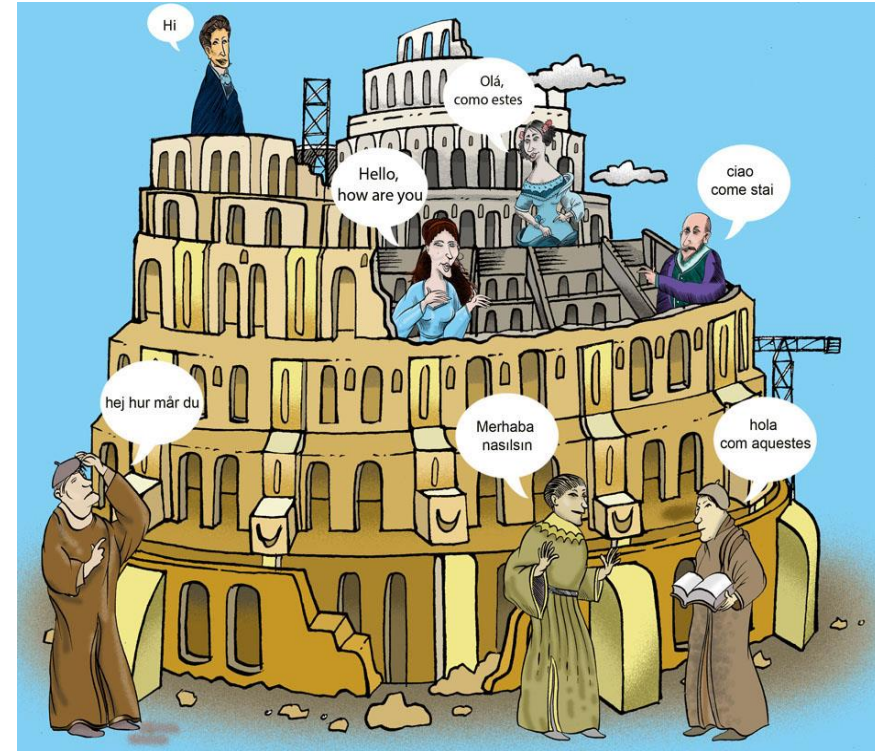
# Approach Media and Information Literacy (MIL)



- The fundamental role of new communication skills related to critical thinking and creativity in formal and non-formal educational processes;
- The importance of media and information literacy focusing on the various forms of communication and information, especially with the new technologies and media that interconnect the world;
- Providing opportunities to work, research and study in collaborative networks for different audiences and especially for adolescents and young people (UNESCO, 2017).

# Cultural Barriers to Communication-CBC (CHIBÁS ORTIZ, 2017)

CBC: are a set of factors from a symbolic or concrete origin, that extend beyond language differences and which could also damage communication between people of different countries, organisations, ethnicities, cultures and values (CHIBÁS ORTIZ, 2017).



# A CULTURAL CHANGE OR A CRIATIVE JUMP

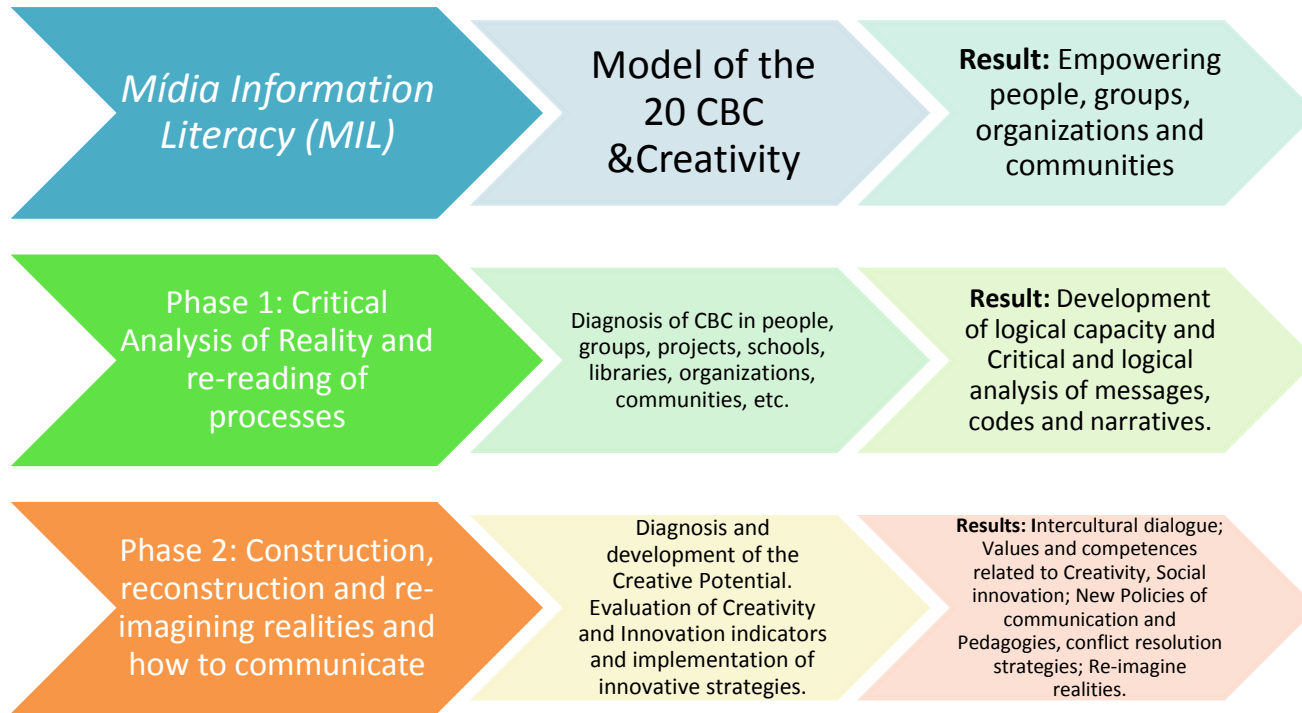


**PRESENT**

**INNER AND OUTSIDE BARRIERS  
RISKS  
CHALLENGES**

**FUTURE  
OPPORTUNITIES  
NEW PURPOSES**

# Relationship between the Media Literacy Information (MIL) approach and the Methodology of the 20 Cultural Barriers to Communication (CBC) and Creativity



**Source:** Developed by Prof. Dr. Felipe Chibás Ortiz

# Research Question

What are the CBC and the Creativity potentials present in adolescents and young people (aged sixteen to eighteen years old) in the educational ecosystems that occur in the process of teaching and learning in public and private schools in Brazil and Cuba?





# The **Methodology** of Culture Barriers to Communication and Creativity : Research in 2 countries

In this research we used the following tools:

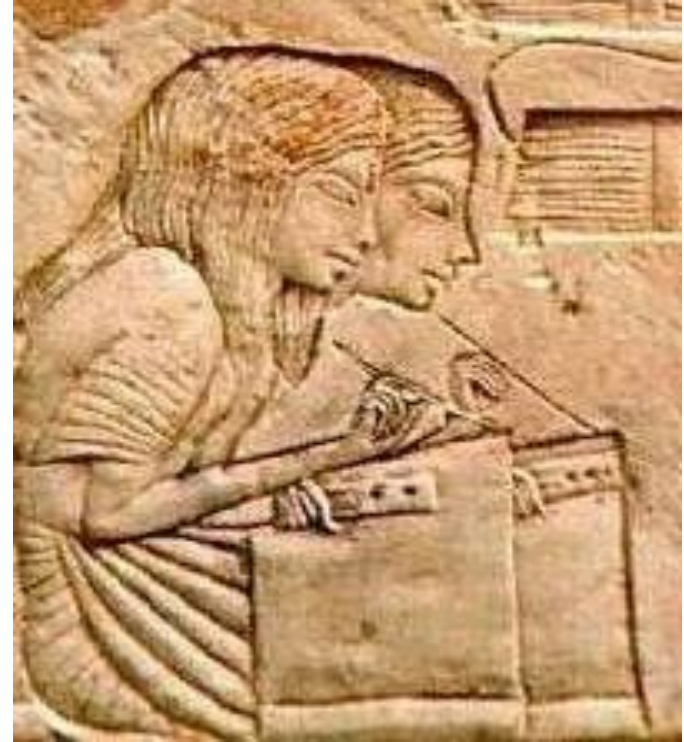
1. **Two Questionnaires (in the web and presential) about Cultural Barriers to Communication and Creativity**
2. **Interview**
3. **Observation**



## Questionnaires

Answered the research:

- 30 public school students;
- 45 private school students in the East zone of São Paulo, Brazil;
- 37 public school students in Havana, Cuba.



House of Life (Per Ankh), the school  
Ancient Egypt

# Main results 20 Modalities of Cultural Barriers to Communication

Culture Barriers to Communication	Private (Brasil)	Public (Brasil)	Public (Cuba)	Means
1. ETNOCENTRISM	3.03	3.38	6.38	4.26
2. Individualism/Collectivism	5.60	5.34	2.34	4.42
3. Hierarchical Distances	3.00	4.25	4.25	3,83
4. Control of Uncertainties	2.98	3.63	0.99	2.53
5. Sexism	3.90	2.54	3.04	3,16
6. SENSUALISM	3.45	3.08	5.80	4.11
7. Religiocentrism	2.55	1.36	4.36	2.75
8. Internality/externality	2.58	1.87	0.99	1.81
9. URBAN OR RURAL	6.15	5.63	3.63	5.13
10. Distorted Relationship with Ethics	3.36	2.87	0.99	2.40
11. OVERVALUATION OR UNDERVALUATION OF AGE	7.11	5.96	6.26	6.44
12. Autocratic or <i>laissez-faire</i> communications	4.96	4.52	6.92	5.46
13. Immediacy vs. Long-term goals	6.60	4.20	4.20	5.00
14. TECHNOLOGICAL BARRIERS	2.53	4.90	7.90	5.11
15. Ecological vs. Non-ecological tendencies	4.65	3.74	4.74	4.37
16. Rejection of the Differently Abled	4.46	5.55	4.55	4.85
17. DIFFERING JUDICIAL POSITIONS	6.06	6.14	0.99	4.39
18. BULLYING	3.98	6.12	4.12	4.74
19. Influence of Financial Status	4.11	4.05	4.15	4.10
20. LANGUAGE BARRIERS	6.50	5.33	5.33	5.72
Média	4.37	4.22	4.10	P = 0.02

Source: Authors.

For the adolescents and young people of the Cuban school analyzed the Cultural Barriers to Communication are presented in average lower value in relation to Brazil.

# Analysis and Interpretation of the Results of the Brazilian Private School

In the Brazilian private school, Cultural Barriers to Communication with higher values:

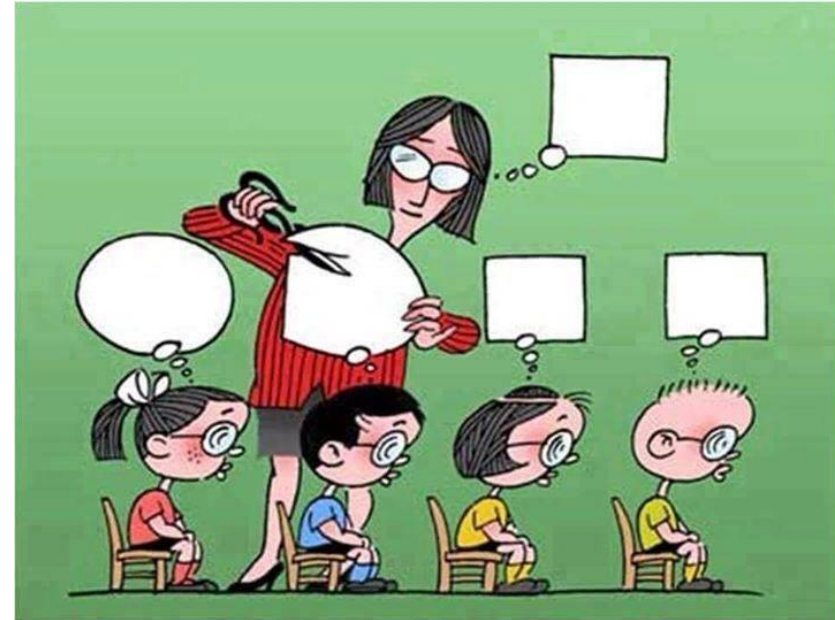
- Overestimate age (7.11);
- Immediate Vs. Long term (6.60);
- Language barriers (6.50);
- Valorization of Urban or Rural origin (6.15);
- Legal position (6.06)



# Analysis and Interpretation of the Results of the Brazilian Public School

We consider the Cultural Barriers to Communication, with the highest values:

- Different Legal Positions (6.14);
- Bullying (6.12);
- Overestimating or not valuing age (5.96);
- Valorization of Urban or Rural origin (5.63);
- Rejection to the Physically Disabled (5.55)



# Analysis and Interpretation of Results of the Cuban Public School

- Cultural Barriers to Communication the highest values of the School in Havana (Cuba):
- Technological Barriers (7.90);
- Autocratic communication or laissez-faire (6.92);
- Ethnocentrism (6.38);
- Overestimating or not valuing age (6.26);
- Sensualism (5,80).



# Comparative analysis of Cultural Barriers to Communication present in schools in Brazil and Cuba

Between the two countries, including the private school in Brazil, a point of coincidence was the strong presence of Cultural Barriers to Communication related:

to overvalue or not to value the age, Cuba (6.26) and Brazil in the Public School (5.96) and in the Private School (7.11).

This may be indicating that teachers in both countries do not value enough the views of young people and adolescents.



# Other Relevant General Results

- The Barrier of Not to value or to overvalue the age ranked first in average of the two countries (6.44);

This may be indicating the predominance in the classroom by teachers of authoritarian leadership and not valuing and listening to the needs of young people and adolescents.

- The Language barrier was second in both countries (5.72)

This may be indicating the need to increase efforts to teach foreign languages in both countries.

- The Autocratic Communication Style Barrier ranked third in the average of the two countries (5.46);

This may be indicating the predominance in the classroom by teachers of outdated and very authoritarian communication styles.



# Main Results of Creativity

	Private (Brasil)	Public (Brasil)	Public (Cuba)	Mean
1. Flexibility	6.55	8.10	4.10	6.25
2. Originality	6.97	5.90	7.80	6.89
3. Challenge Acceptance	4.77	4.80	8.80	6.12
4. Problem Solving	3.94	4.48	7.90	5.44
Mean	5.55	5.82	7.15	P=0.02

Fonte: arquivo dos autores

The average values of Creativity were also lower for the adolescents and young people of the schools of Brazil and larger for those of the school studied in Cuba.

# Comparative Analysis of Creativity in the studied schools of Brazil and Cuba

Deficit items should be stimulated respectively in the physical and virtual educational environments of each country;

In the schools studied in Brazil the item that had lower scores was the problem solving, while in Cuba was flexibility. This may be indicating the need to invest more in education in different ways in each country. This could be justified by the fact that there are differences concerning cultures, histories, social regimes, education policies and presence and use of technology

The item in deficit in both countries was the problem solving with 5.44. This may be indicating the need to invest more in an education that stimulates critical skills and problem solving

# Final considerations

In all indications, teachers from both countries should also listen more to young students and adolescents and value their criteria more, given the high values obtained in Cultural Barriers to Communication to overvalue or not to value the age and the Style of Autocratic Communication.

Regarding the variable Creativity, it is observed that in the schools studied in Brazil, it is necessary to stimulate more the indicators of Challenge Acceptance and Problem solving in the physical and virtual educational environments. While in the school studied in Cuba the Flexibility indicator should be stimulated, since the students obtained smaller scores in this item.

The diagnostic methodology of the 20 Cultural Barriers to Communication and Creativity proved to be a useful evaluation and metrics tool to diagnose the different profile of the adolescents and young people of each country, as well as the challenges facing education, allowing to suggest strategies and policies for each context. Even so, this is a preliminary study that should be expanded with larger samples from both countries and others.

These results are of particular relevance given that they reaffirm the importance of stimulating in adolescents and young people two critical skills groups for the 21st century, which are the critical and creative skills associated with communication.

# References

CHIBÁS ORTIZ, Felipe. ZOTTIS, Karin Milani. Barreiras Culturais à Comunicação e Criatividade: perspectiva Vygostkyana/Bioniana e da Alfabetização Midiática: um estudo de caso com professores do ensino fundamental. 2017. Disponível em: <http://file:///C:/Users/Valéria/Documents/USP/READNOVEMBRO.pdf> Acesso em 18/03/2018.

CHIBÁS ORTIZ, Felipe. Barreiras Culturais, Inovação Disruptiva e Futuro Exponencial, 2015. Disponível em: <http://file:///C:/Users/Valéria/Documents/USP/BARR%20CULT%20COM-INOVAÇÃO%20E%20FUTURO%20EXPONENCIAL-ABERJE.ACADEMIA.pdf> Acesso em 03/05/2018.

CHIBÁS ORTIZ, Felipe. Media and Information Literacy (MIL) approach for sociocultural projects: a research on Cultural Barriers to Communication and Creativity in Brazil and Cuba. 2017 Disponível em: [https://en.unesco.org/sites/default/files/milweek17\\_felipe\\_chibas\\_ortiz.pdf](https://en.unesco.org/sites/default/files/milweek17_felipe_chibas_ortiz.pdf) Acesso em 31/05/2018.

Greiff, S. ), & Kyllonen, P. ). (2016). Contemporary Assessment Challenges: The Measurement of 21st Century Skills. *Applied Measurement In Education*, 29(4), 243-244. doi:10.1080/08957347.2016.1209209

Guo, J. ), & Woulfin, S. ). (2016). Twenty-First Century Creativity: An Investigation of How the Partnership for 21st Century Instructional Framework Reflects the Principles of Creativity. *Roeper Review*, 38(3), 153-161. doi:10.1080/02783193.2016.1183741

Starr, Karen J. (2011) President's Message: 21st Century Skills, 21st Century Infrastructure, In: Information technology and libraries, June, 2011, p. 54

Voogt, J., & Roblin, N. P. (2012). A comparative analysis of international frameworks for 21 century competences: Implications for national curriculum policies. *Journal Of Curriculum Studies*, 44(3), 299-321. doi:10.1080/00220272.2012.668938

UNESCO. Acessível em: <https://en.unesco.org/news/global-media-and-information-literacy-mil-week-2017-unesco-calls-papers-and-presentations?language=fr>. Acessado: 29/08//2017.

UNESCO. Rationale, Call of papers of Global MIL Week, 2018. Acessível em: <https://en.unesco.org/news/call-papers-global-media-and-information-literacy-week-2018-feature-conference-and-milid> Acessado: 29/04/2018.

UNESCO. Alfabetização midiática e informacional. Acessível em: <https://en.unesco.org/themes/media-and-information-literacy> Acesso em: 20/05/2018.

UNESCO. O Brasil não vê a Educação como instrumento de qualificação de vida. Disponível em: <http://agenciabrasil.ebc.com.br/educacao/noticia/2016-09/unesco-brasil-nao-ve-educacao-como-instrumento-de-qualificacao-de-vida> Acesso em 28/05/2018.



## Final Question

Which are the opportunities that those studies of the Cultural Barriers to Communication and the Creativity in the Internet open for the students, teachers, educational managers, community, and the society?

# V International Meeting – CULTURE, COMMUNICATION, MARKETING AND COMMUNITY Havana, Cuba 22 and 23 January 2019



cea  
com

eca  
ESCOLA DE COMUNICAÇÕES E ARTES  
UNIVERSIDADE DE SÃO PAULO

USP



CREA  
Centro de Referencia  
para la Educación de Avanzada

cujae

Facultad de  
comu  
nica  
ción

UNIVERSIDAD  
DE LA HABANA