

## Integración de las TIC en la enseñanza de las disciplinas de comunicación social: enfoques pedagógicos y metodológicos

### ICT integration in teaching social communication disciplines: Pedagogical and methodological approaches

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#### Resumen

Este trabajo de investigación utiliza un diseño de métodos mixtos para investigar la integración de las TIC en la enseñanza de disciplinas de comunicación social. Se empleó una encuesta, entrevistas semiestructuradas y un análisis de documentos para recopilar información de 120 participantes (58 docentes y 62 estudiantes) en cinco universidades. Se pusieron a prueba tres hipótesis basadas en TPACK, constructivismo, conectivismo, DigComp y la Taxonomía Digital de Bloom. Los resultados mostraron que los sistemas de gestión del aprendizaje y las herramientas de videoconferencia son las más utilizadas, mientras que las plataformas de radio digital y las aplicaciones de IA no se utilizan con tanta frecuencia. Existen altas correlaciones positivas que indican que la frecuencia de uso de las TIC ( $r=0,564$ ), las prácticas pedagógicas constructivistas ( $r=0,598$ ) y la claridad del marco metodológico ( $r=0,473$ ) están vinculadas con la eficacia instruccional percibida. Las deficiencias en infraestructura y tiempo son los principales problemas que surgen y están correlacionadas positivamente con las oportunidades de innovación ( $r=0,418$ ). Entre los temas cualitativos identificados se encuentran la autenticidad profesional en la integración de las TIC, el conocimiento metodológico tácito y la ambivalencia hacia la IA. La investigación ofrece implicaciones teóricas y sugerencias prácticas para docentes y centros educativos.

**Palabras clave:** Plataformas digitales, integración de las TIC, educación en medios de comunicación, Inteligencia Artificial, periodismo radiofónico.

#### Abstract

This research paper uses a mixed methods design to investigate the ICT integration in the teaching of social communication disciplines. A survey, semi-structured interviews and an analysis of documents were used to gather information on 120 respondents (58 faculty and 62 students) in five universities. Three hypotheses were tested based on TPACK, constructivism, connectivism, DigComp and Bloom Digital Taxonomy. The findings have shown that Learning Management Systems and Video Conferencing tools are used the most, and the digital radio platforms and AI applications are not used that often. There are high positive correlations that indicate that ICT use frequency ( $r=0.564$ ), constructivism pedagogical practices ( $r=0.598$ ) and clarity of methodological framework ( $r=0.473$ ) are linked with perceived instructional effectiveness. Deficits in infrastructure and time are the main problems that arise and they are positively correlated with the opportunities of innovation ( $r=0.418$ ). Such qualitative themes are

professional authenticity in ICT integration, tacit methodological knowledge, and ambivalence to AI. The research has theoretical implications and practical suggestions to teachers and schools.

**Keywords:** Artificial Intelligence, digital platforms, ICT integration, media education, radio journalism.

## Introduction

The rapid digitalization of higher education altered the way academic instructions in different fields are delivered (Bitar & Davidovich, 2024). It is particularly crucial with respect to social communication disciplines such as journalism, PR, advertising, and media studies, which prepare students to work in digital-oriented professions (Bondarchuk et al., 2026). The usage of ICTs such as learning management systems, social media, digital audio workstations and AI-content tools in education has become the focus of usage and critical analysis (Tokmakov et al., 2025). Whereas, the radio stations and podcasting platforms by students are experiential learning laboratories where communication students learn the practical audio production and broadcasting skills. The use of ICT in these disciplines is not a change of technology, but the redefinition of the teaching and learning paradigms (Vandeyar & Adegoke, 2024). The use of artificial intelligence tools, such as generative AI to create content and automated fact-checking, is transforming journalism and communication education around the world.

The Technological Pedagogical Content Knowledge (TPACK) approach connects technology, pedagogy and content, which are the elements that have to be combined by teachers in order to incorporate ICT. This paradigm applies pedagogical strategies such as collaborative learning, flipped classes, and experiential learning to establish the effect of technological aids on learning as to whether they improve or transform learning (Adhami & Taghizadeh, 2024). Such methods as instructional design frameworks, assessment methods, and activity structures organizing technology-enhanced learning are also significant (Abuhassna & Alnawajha, 2023). Effective ICT integration in teaching social communication enhances student participation, real-world professional training, and digital skills that are relevant in the industry (Gopinathan et al., 2022; Sharma et al., 2024). The instructional value of technology posits constructivist theory that the technology is useful in instruction because it assists and facilitates knowledge construction as opposed to delivering material passively.

The gaps between the technological availability and pedagogical use of technology in communication education have been reported in the recent scholarship (Shruthi et al., 2025; Valverde-Berrocoso et al., 2022). Although the digital tools are proliferated, journalism programs do not have any cohesive methodological approach to the implementation of technology in the programs. On the same note, studies on PR education show incongruent compatibility between digital needs in the industry and teaching (Moise & Chmiel, 2026). The core problem addressed by this study is twofold. First, limited empirical research has systematically examined the pedagogical approaches that characterize effective technology integration in social communication disciplines. Second, even fewer studies have investigated the methodological frameworks that structure such integration. Consequently, educators lack evidence-based guidance for curriculum development and instructional design tailored to journalism, public relations, media studies, and related disciplines. The given research fills this gap as it studies particular ICT tools and platforms adopted into social communication teaching, explores pedagogical strategies and methodological models that promote their successful use, and

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discusses the challenges and opportunities teachers face during the process.

This study pursues the following objectives, grounded in its dual focus on pedagogy and methodology:

- To identify Information and Communication Technology tools and digital platforms integrated into social communication teaching and examine their perceived effectiveness as reported by faculty and students.
- To examine pedagogical approaches and methodological frameworks supporting Information and Communication Technology-enhanced instruction in social communication courses.
- To analyze challenges and opportunities in Information and Communication Technology integration with implications for pedagogical and methodological practice.

The research aims at investigating the adoption of Information and Communication Technologies in teaching social communication subjects at the tertiary level. The following research questions guide the study.

- What Information and Communication Technology tools and digital platforms are most perceived as effectively integrated into the teaching of social communication disciplines in higher education?
- What pedagogical approaches and methodological frameworks best support Information and Communication Technology-enhanced instruction in social communication courses?
- What challenges and opportunities do educators face when implementing Information and Communication Technology in social communication discipline teaching?

This study has numerous higher education stakeholders that can gain in a philosophical and practical way. It is a poorly studied field of social communication that employs TPACK, constructivism, and connectivism. There is evidence-based guidance about using ICT devices and platforms, successful teaching strategies, and powerful methodological practices of journalism, PR, media studies, and courses in this field. The research assists the curriculum developers in incorporating digital competency. It assists institutional policymakers in the development of faculty and resources. The initiative is a union of both technology and pedagogy to equip the students with digital communication careers and to be able to satisfy the industry expectations.

### Theoretical Framework or Literature Review

The proposed study is based on five complementary theoretical models that shed light on the pedagogical and methodological aspects of ICT integration in the social communication education. Table 1 will be a brief overview of the unique contribution of each framework to this study.

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**Table 1.**  
*Theoretical Frameworks and Their Roles in the Study*

Framework	Key Focus	Role in This Study
TPACK (Weisberg & Dawson, 2023)	Intersection of technology, pedagogy, and content knowledge	Leads the process to identify ICT tools (Section 2.1) and reports survey items on the practices of technology integration.
Constructivism (Umar et al., 2023)	Active knowledge construction through experience and social interaction	Instructs the discussed pedagogical approaches (Section 2.2) and defines interview questions about the teaching practices.
Connectivism (Aliyeva et al., 2023)	Learning through networks and digital information sources	Offers theoretical framework to the role of social media and digital platforms as learning networks in communication education.
DigComp 2.2 (Riina et al., 2022)	Digital competence framework for citizens	Instructs the evaluation of digital capabilities and dictates the survey questions about ICT skills.
Bloom's Digital Taxonomy (Khokhar, 2025)	Mapping cognitive processes to digital tools	Offers guidelines on assessment of ICT tools in supporting various levels of learning (remembering to creating).

Source: Compiled by the authors

Note: Each framework serves a distinct analytical purpose in the study

### ICT Resources and platforms in teaching social communication

The first target is to identify and evaluate the social communication teaching tools and platforms using the ICT tools. Research shows that there is integration of content management systems and social media into journalism education products, but this is largely “disorganized and pedagogically underdeveloped” (Garachkovska et al., 2022). There is little empirical evidence that social media monitoring and content creation software are educationally effective, and this software is now a part of PR programs.

For the digital media production courses, the most common software includes Adobe Creative Suite, digital audio workstations (DAWs), and video editing applications, with the goal of reaching a professional level of competence (Reuter, 2022). Communication program surveys indicate that the effectiveness of the use of these tools is hindered because of the cost of the licenses, lack of faculty training, and poor infrastructure. It is not common to explicitly teach a communication curriculum that includes AI, nor are there many AI literacy policies or pedagogical models in most communication programs (Noain-Sánchez, 2022).

Social communication students find radio and podcasting stations to be experiential learning labs in which they learn to produce audio products, engage audiences, and learn broadcast ethics (Mwangi, 2025). New advances in social media, streaming and digital audio workstations have revolutionized campus radio into a multi-platform content hub (Dowling, 2025). This development makes student radio not only a vehicle of dissemination of information but a multifaceted pedagogical instrument that enables students to think critically, work in teams, and develop digital literacy -

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skills that are pivotal to working in the modern communication sector (Eswaran, 2024). AI-based analytics allow students to comprehend the audience behavior and engagement patterns and connect the theoretical understanding of the subject.

### Methodologies and Pedagogies

The second goal investigates pedagogies and approaches to teaching social communication with the application of ICT. The research shows that ICT research in social studies is mainly reflective of perceptions (not learning outcomes) (Torres Madronero & Torres-Madronero, 2025). This is a huge topic for communication education because digital skills are a key component of practitioners' professional development (Stevens, 2025). Similarly, radio journalism training has also included the use of digital audio workstations, streaming and integration of social media that equip students to work in converged media settings.

Journalism education combines theory and practice in project-based learning, creating digital content for real audiences (Fowler-Watt, 2023). The concept of PR education emphasizes on a collaborative approach and the use of social media simulations to help students virtually experience stakeholder engagement (Toledano & Avidar, 2016). Digital video and audio production courses enable media production students to build professional portfolios and technical skills.

Despite this, teachers express their support for constructivist approaches but do not have specific methodological models on how to integrate ICTs. Journalism faculty use technology to aid their active learning, but can't explain their theories (Sitthiworachart et al., 2022). The use of AI in communication programs involves the technical training and ethical guidelines to tackle misinformation, bias, and academic honesty.

### IT Integration Problems and Opportunities

The third goal is to analyse pedagogical problems and prospects of using ICT in social communication. ICT integration in resource constrained institutions is hampered by hardware limitations, weak internet connectivity, and inadequate software. Time constraints are also a major constraint: faculty members do not have sufficient time to learn how to use new technologies and implement ICT-integrated curricula (Fanguy et al., 2023). Journalism faculty are against AI tools for similar reasons as the larger issues with communication education around insufficient training and unclear policies (Fernández-Barrero et al., 2024).

Positive institutional conditions enable innovation, although the challenges are there. Journalism schools with separate academic digital media courses show that investments in infrastructure and faculty training can lead to a more sophisticated methodological approach that can equip students for change in the industry (De Juana-Espinosa et al., 2023). Specialized audio production programs provide students with targeted resources, enabling them to produce professional-quality audio content and better preparing them for industry needs (Mehendale, 2024). A comparative study between Brazil and Romania identified the high lack of infrastructure as a challenge, while COVID-19 pandemic has driven the use of ICT and facilitated curriculum reform (da Rosa et al., 2025).

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## Contributions and Research Gap

In this study, the authors make three unique contributions to the current literature. In the first place, previous studies have looked at the integration of ICT in general education settings, but there is little empirical research devoted to the social communication disciplines (journalism, public relations, media studies and advertising). This study seeks to bridge this gap with the discipline-specific evidence provided by ICT tools, pedagogical approaches and methodological frameworks that are uniquely relevant to communication education.

Second, this study is a mixed methods design (explanatory sequential) that combines quantitative and qualitative methods, and the majority of previous studies only used quantitative or qualitative methods. In this way, there is a possibility to generalize the findings and also to gain a deeper insight into the ways and reasons of ICT integration in social communication teaching.

Third, this study uniquely investigates the less-studied connection between perceived instructional effectiveness with the clarity of methodological frameworks which inform ICT integration. Much of the existing research has been on the adoption rate of tools without examining the pedagogical and methodological aspects that enable them to be integrated successfully. This study is a novel contribution both in TPACK and connectivism literature in the field of communication education by recognizing the difference between endorsement of constructivist pedagogy and the implicit pedagogical frameworks.

From the above literature review, research gap and distinctive contributions, the following hypotheses are developed to address the research questions and objectives of this study:

*H1: Information and Communication Technology tools and digital platforms integration is positively associated with perceived instructional effectiveness in social communication teaching.*

*H2: Pedagogical approaches and methodological frameworks significantly predict successful Information and Communication Technology-enhanced instruction in social communication courses.*

*H3: Challenges in Information and Communication Technology integration are positively correlated with opportunities for curriculum innovation when supportive institutional mechanisms exist.*

## Methodology

### Research Design

The research used mixed methods explanatory sequential design, both quantitative and qualitative methods were used to examine the research thoroughly, especially regarding the subject of the research being studied, namely the integration of ICT in the teaching of social communication disciplines. The design incorporated breadth via a larger sample of survey data, then depth via qualitative interviews and document analysis with subsamples. The quantitative data collection and analysis was carried out before the qualitative data collection so that the qualitative results can explain and elaborate on the quantitative data.

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## Objectives, Methodology, and Analytical Framework

The research was carried out in Ukraine in five state and private universities, that provide journalism, public relations, media studies, advertising, and communication studies degrees. Institutions were chosen for the following reasons: (a) documented interest in the integration of ICT; (b) programme diversity (three public and two private universities); (c) geographic spread (urban and regional).

A sample size  $n$  of 84 was calculated from a power analysis with G\*Power for correlation analysis with medium effect size ( $r = 0.30$ ),  $\alpha = 0.05$  and power = 0.80.

The sample size of 120 obtained was thus adequate.

In quantitative strand, a total of 120 respondents (58 faculty, 62 students) were taken from the five universities. Students were recruited by class announcements and faculty through departmental e-mail. Each of 120 respondents answered the survey instrument.

Purposive subsamples were selected from respondents of the survey for the qualitative strand. A total of 20 faculty members from four universities were selected based on their experiences with the use of ICT (at least two years), and their disciplines representation and were interviewed semi-structuredly. Three programs were chosen for detailed documentation, depending on the availability of curriculum and the maturity of the program.

## Data Collection Instruments

Three instruments were used. A structured survey was used to measure the frequency, types and perceived effectiveness of the use of ICT tools, first. The questionnaire contained 6 parts: demographic information, inventory of ICT tools, pedagogical approaches, perceived effectiveness, challenges and opportunities, and open-ended reflections. Composites were created using items on a Likert scale (Perceived Effectiveness, Challenge Recognition, Pedagogical Approach, Methodological Clarity). The reliability of the items was determined by means of Cronbach's alpha as follows: Perceived Effectiveness ( $\alpha = 0.87$ ), Challenge Recognition ( $\alpha = 0.84$ ), Pedagogical Approach ( $\alpha = 0.82$ ), Methodological Clarity ( $\alpha = 0.79$ ). The full survey was deployed after a pilot study on 10 faculty members was conducted.

Second, a semi-structured interview guide was used to capture the experiences of the faculty on using ICTs, what they believed, the pedagogical approach, and the challenges experienced. Probes provided rich information on tools and teaching practices.

Finally, an analysis of documents was conducted to analyse ICT integrated curriculum and course materials of selected programmes. Syllabi, lesson plans, description of assignments and assessment rubrics were systematically coded and analyzed.

## Procedures

The data collection process was carried out in three stages, spanning a period of 4 months from September to December 2024. The survey (Phase One) was four weeks, interviews (Phase Two) three weeks, and document collection (Phase

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Three) three weeks, all of which overlapped to allow for data preparation and analysis.

The questionnaire was sent electronically to five universities through Qualtrics (Phase One: Survey, Weeks 1-4). Deliveries were made by institutional contacts via departmental email lists. There were two follow-up reminders at two-week intervals. The consent to access the survey was obtained electronically. This survey was left open for 4 weeks and received a total of 120 complete responses.

Patterns identified through the preliminary analysis of the survey were then explored during phase two – Interviews (weeks 5-7). Twenty faculty members were contacted who were willing to be interviewed. Semi structured interviews were held, 20 were done on Zoom, 5 in-person (with participants' consent and recorded and transcribed exactly as spoken). Interviews lasted 45–60 minutes. Field notes were taken.

During Phase Three (Weeks 8-10), curriculum documents were gathered from three programs: course syllabi (n = 24), lesson plans (n = 18), assignment descriptions (n = 35), and assessment rubrics (n = 22). All the materials were documented and ready to be analyzed.

### Data Analysis

The data were analysed using SPSS version 28 which was a quantitative data analysis. Demographic characteristics and the use of ICT tools were summarized by descriptive statistics (frequencies, means and standard deviations) as were perceived effectiveness ratings. Pearson correlation coefficients were used to explore correlations between the use of ICTs and pedagogical approaches, methodological clarity and the perceived effectiveness. Independent samples t-test was used to compare faculty and student views. Assumptions of parametric test (normality & homogeneity of variance) were checked and met. A p-value of < 0.05 was considered significant.

Thematic analysis was employed to analyze the qualitative data, which consisted of the six stages: familiarization, initial coding in NVivo 14, theme search, thematic review, thematic definition and final analysis as recommended (Kushnir, 2025). Inter-coder reliability was achieved by having two researchers transcribe 20% of the interviews independently, which resulted in a  $\kappa$  of 0.84. For member checking, the results of the preliminary analysis were presented to three interview participants to check the accuracy of the interpretation.

### Ethical Considerations

This study has been approved by the Institutional Review Board of the first author's university (Protocol #EDU-2024-045). Informed consent was obtained from all participants. All the identifiable data were anonymized and participants were given pseudonyms for confidentiality. The data were kept in password protected servers which were only accessible by the research team. Participants were informed that they are free to drop out anytime without repercussions.

### Limitations

There are a number of restrictions to note. The results of this purposive sampling technique do not necessarily extrapolate to other contexts outside of Ukraine. Social desirability bias can be an issue in self-report data. A cross-sectional design collects data at one point in time, thus capturing the ICT integration at one time. Confounding

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variables may be caused by differences in infrastructure between institutions. If students are involved on a voluntary basis, this can result in a sample of the only students who are interested in learning about ICT integration. Despite these constraints, the mixed methods design and data sources triangulation contributes to the credibility and trustworthiness.

## Results

The results of the data collection process, which is presented in this section, are based on the mixed methods data collection procedures that are outlined in the methodology. The findings are summarized based on the three research questions and hypotheses. The evidence of quantitative data will be introduced by descriptive and inferential statistics, then qualitative data will be provided in the form of interviews and document analysis. All the statistical data were examined with SPSS 28, and the p-value was determined as  $p < 0.05$ . Parameters tests (normality, homogeneity of variance) were tested and satisfied before analysis.

Table 2 shows the demographic data of 120 respondents of the survey (58 faculty, 62 students) in five universities in Ukraine.

**Table 2.**  
*Demographic Characteristics of Survey Respondents*

Characteristic	Category	Frequency (n)	Percentage (%)
Role	Faculty	58	48.3
	Student	62	51.7
Discipline	Journalism	35	29.2
	Public Relations	28	23.3
	Media Studies	32	26.7
	Advertising	15	12.5
	Communication Studies	10	8.3
Gender	Male	52	43.3
	Female	68	56.7
Institution Type	Public University	72	60
	Private University	48	40

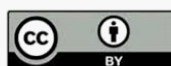
Source: Survey Data

Note: The sample was balanced in terms of faculty (48.3%) and students (51.7%). Most of the disciplinary representation was represented by Journalism (29.2%), Media Studies (26.7%), and Public Relations (23.3%)

The selection criteria for the participants were: (a) faculty should be at least one year teaching social communication courses, (b) the student should have been engaged in studies for at least one semester in a social communication program, (c) the institution should have a degree program in either journalism, public relations, media studies, advertising or communication studies.

The selection process was three steps as given in tabe 2. First, five universities (three public, two private) in urban and regional settings in Ukraine were selected for their exemplary work in integration of ICT. Second, faculty were recruited by invitation via Departmental e-mail and students by invitation in the classroom. Third, after receiving 145 expressions of interest, 120 participants (58 faculty, 62 students) who met the inclusion criteria were chosen, ensuring representation across disciplines and roles.

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The sample represents faculty and students of Ukrainian higher education institutions with social communication programs. The findings however, are not statistically generalizable to other populations because of the purposive sampling method and the focus on one country (Ukraine). Rather, the results provide analytical generalizability, meaning that they yield theory building and practice implications that can be generalized to similar institutional settings.

**Table 3.**  
*ICT Tools Usage and Pedagogical Practices*

ICT Tools and Pedagogical Practices	Mean (M)	SD
ICT Tools Usage Frequency		
Learning Management Systems	4.42	0.68
Video Conferencing Tools	4.38	0.72
Social Media Platforms	4.12	0.84
Collaborative Tools	3.98	0.91
AI-Powered Tools	3.76	1.02
Content Creation Tools	3.68	1.08
Podcasting Platforms	3.42	1.21
Video Production Tools	3.28	1.18
Digital Radio/Streaming Tools	2.86	1.32
Quiz and Interactive Tools	2.74	1.24
Pedagogical Practices		
Facilitate collaborative learning	4.28	0.74
Active knowledge construction	4.16	0.82
Connect with real-world practices	4.08	0.88
Project-based and experiential learning	3.96	0.94
Systematic alignment with objectives	3.84	1.02
Clear methodological framework	3.62	1.14
Employ AI tools for teaching	3.48	1.21
Integrate radio/podcasting tools	3.12	1.34

Source: Survey Data

Note: ICT tools usage frequency scale: 1=Never to 5=Very Often. Pedagogical practices scale: 1=Strongly Disagree to 5=Strongly Agree.

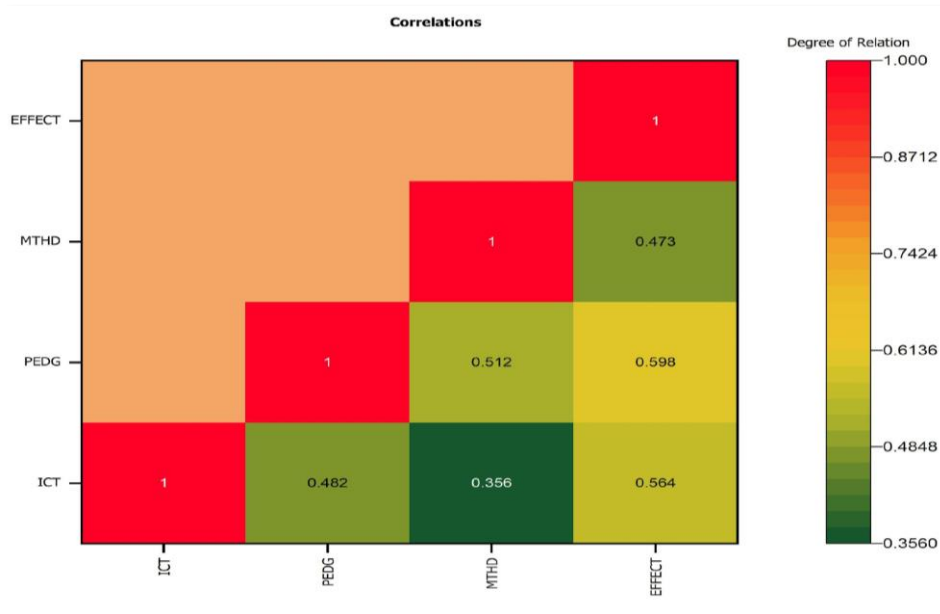
According to Table 3, Learning Management Systems (M=4.42) and Video Conferencing Tools (M=4.38) were most frequently used, while Digital Radio/Streaming Tools (M=2.86) and Quiz Tools (M=2.74) were least used. Pedagogically, collaborative learning (M=4.28) and active knowledge construction (M=4.16) received the highest endorsement, whereas methodological framework clarity (M=3.62) and radio/podcasting integration (M=3.12) scored lowest. Additionally, the results of the surveys have shown that AI-based tools (M=3.76, SD=1.02) were moderately adopted, with faculty members being both eager and worried about using them in their classrooms. Moreover, data also indicated that one of the least used technologies was digital radio and streaming tools (M=2.86, SD=1.32) and podcasting platforms (M=3.42, SD=1.21) although all of these technologies were relevant to the profession.

Pearson correlation coefficients were calculated to test Hypotheses 1 and 2 in the test of relationships between the frequency of ICT use, the scores of pedagogical approaches, methodological clarity, and perceived effectiveness. The correlation matrix in the form of a heatmap is given in Figure 1.

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**Figure 1.** Correlation Heatmap of ICT Integration Variables.

Source: Survey Data

Note: ICT stands for ICT usage frequency, MTHD for Methodological Clarity, PEDG for Pedagogical Approach and EFFECT is for Perceived Effectiveness

ICT usage frequency had a positive correlation with perceived effectiveness ( $r = 0.564$ , which corresponds to Hypothesis 1 as Figure 1 shows. Pedagogical approach scores were also related to perceived effectiveness ( $r = 0.598$ ), and methodological clarity related to both pedagogical approaches ( $r = 0.512$ ) and perceived effectiveness ( $r = 0.473$ ) which proved Hypothesis 2.

Faculty and student views were compared in independent samples t-tests. Table 4 presents the results.

**Table 4.**

Faculty and Student Perspectives on ICT Integration

Variable	Faculty Mean (SD)	Student Mean (SD)	t-value	p-value
ICT Tools Usage Frequency	4.02 (0.68)	3.84 (0.74)	2.14	0.034*
Perceived Effectiveness	4.18 (0.62)	3.92 (0.78)	2.42	0.017*
Challenge Recognition	3.96 (0.72)	3.68 (0.84)	2.28	0.024*

Note:  $p < 0.05$

Source: Survey Data

Table 4 demonstrates statistically significant differences in faculty and student approaches towards all three measures. The faculty indicated greater frequency of ICT usage, perceived effectiveness, and more challenge acute perception than students ( $p < 0.05$ , all).

Table 5 displays the average challenge ratings and the correlation of challenges and opportunities.

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**Table 5.**  
*Challenges and Opportunities in ICT Integration*

Challenge	Mean (M)	SD
Insufficient ICT infrastructure	4.18	0.86
Limited time to learn new technologies	4.06	0.92
Lack of faculty training	3.94	1.04
Rapidly changing technologies	3.88	0.98
Insufficient funding	3.82	1.12
Students' limited digital literacy	3.68	1.08
Lack of clear institutional policies	3.54	1.18
Concerns about AI misuse	3.42	1.24
Limited radio/podcasting integration	3.28	1.32
Correlation	r-value	p-value
Challenges × Opportunities	0.418	0.001**

Source: Survey Data

Note: Challenge scale: 1=Not a Challenge to 5=Very Significant Challenge. \*\* $p < 0.01$ .

As Table 5 indicates, the most challenging ones were inadequate infrastructure (M=4.18) and time (M=4.06). Hypothesis 3 is supported by the positive relationship between challenges and opportunities ( $r = 0.418$ ,  $p < 0.01$ ).

Five universities were interviewed with 20 faculty members in semi-structured interviews. Interpretation of interviews transcripts using thematic analysis showed that there were four themes. Table 6 provides a summary of the themes and the quotation used to support them and their frequency of occurrence.

**Table 6.**  
*Qualitative Themes from Faculty Interviews*

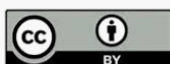
Theme	Description	Frequency (n)	Example Quotation
Theme 1: Professional Authenticity	ICT tools valued for simulating real-world professional environments	15 (75%)	"Social media platforms aren't just teaching tools—they're the actual tools students will use professionally. When they manage a Twitter feed for class, they're building portfolio pieces." (Journalism Faculty, #7)
Theme 2: Tacit Methodological Knowledge	Faculty demonstrate sophisticated ICT integration but cannot articulate explicit frameworks	12 (60%)	"I know what works, but I haven't formalized it into a framework. It's more intuitive—I try things, see what engages students, and adjust." (Media Studies Faculty, #12)
Theme 3: AI Ambivalence	Educators recognize AI's potential but express concerns about academic integrity	14 (70%)	"AI like ChatGPT is both exciting and terrifying. It can help students generate ideas and refine writing, but we're still figuring out academic integrity guidelines." (PR Faculty, #5)
Theme 4: Radio/Podcasting as Revitalized Pedagogy	Audio journalism teaching has evolved from traditional radio to digital podcasting	8 (40%)	"Radio isn't dead—it's evolved into podcasting. Teaching audio journalism now means teaching digital production, distribution, and audience analytics." (Journalism Faculty, #3)

Source: Interview Data

Note: Frequencies indicate the number of faculty members (out of 20) who mentioned each theme. Percentages calculated as  $(n/20) \times 100$ .

Three programs (two publicly based, one privately based) curriculum documents were examined, such as course syllabi ( $n=24$ ), lesson plans ( $n=18$ ), assignment

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descriptions (n=35) and assessment rubrics (n=22). Table 7 presents the findings. At the qualitative level, interviews with faculty members showed that they are aware of the possibilities of AI in terms of individual learning and automated evaluation but are still unsure about the institutional policies that govern the utilization of AI.

**Table 7.**  
*Document Analysis of ICT Integration in Curricula*

Document Type	Findings	Examples
Course Syllabi	18 of 24 syllabi (75%) explicitly mentioned ICT tools; 6 (25%) had no ICT reference	"Students will use Adobe Audition for audio production" (Program A); "Weekly blog posts on WordPress" (Program B)
Lesson Plans	12 of 18 lesson plans (67%) included ICT-based activities; 6 (33%) relied on traditional lecture	"Students record podcast segments in groups" (Program A); "Analyze social media campaign case studies" (Program C)
Assignments	28 of 35 assignments (80%) required ICT use; 7 (20%) were text-based only	"Create a 10-minute podcast episode" (Program A); "Develop a PR campaign using Canva and Hootsuite" (Program B)
Assessment Rubrics	14 of 22 rubrics (64%) included criteria for digital competencies; 8 (36%) did not	"Audio quality, editing proficiency, and storytelling structure" (Program A)

Source: *Document Analysis (2024)*

As the analysis of the documents in Table 7 showed, programs that included specific courses on digital media (Program A) reflected more systematic integration of ICT, and ICT became explicit in the syllabi, assignments, and grading rubrics. Those programs, whose digital courses were not implemented, demonstrated a disjointed ICT integration, with the tools listed in the assignments, but not correlated with the learning goals and evaluation standards (Turchyn et al., 2023). Furthermore, document analysis showed that programs that had specific audio production facilities showed greater systematic incorporation of radio and podcasting tools in curricula.

## Discussion

The present study deals with pedagogical and methodological aspects of the integration of ICT in the social communication disciplines of teaching. Below, the results are presented and interpreted in terms of the three research questions and hypotheses and relate explicitly to the theories presented in Table 1.

### The use of ICT Tools and Platforms (RQ1, H1)

The use of basic tools (Learning Management Systems and video conferencing) was seen as most common whereas use of specialized tools (digital radio platforms and AI applications) was least common, which aligns with the TPACK model (Mishra & Koehler, 2006). TPACK theorizes that for technology to be well integrated, all three knowledge bases technological, pedagogical, and content must interact. The low use of specialized tools indicates that teachers might have technological knowledge of the tools but not pedagogical knowledge for the meaningful use of the tools in social communication curricula. This interpretation is confirmed by qualitative

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interviews held, where faculty members identified inadequate training and poor facilities as being the main barriers.

This trend is also described in the DigComp 2.2 (Vuorikari et al., 2025; Kurebay et al., 2023). Content creation and problem-solving are listed as sophisticated digital skills in the framework. Underutilization of digital radio and podcasting tools ( $M=2.86$ ,  $M=3.42$ ) indicates a lack of proficiency in using these skills by faculty, which highlights the need for professional development. The results of the correlation analysis of the frequency of using ICT with perceived teaching-learning effectiveness are  $r=0.564$ ,  $p<0.01$ , which leads to the acceptance of the H1 hypothesis, where it proves that the use of ICT tools by teachers enables them to perceive better teaching-learning outcomes (Boichenko et al., 2023; Jiménez-Sierra et al., 2023).

### **Pedagogical Approaches and Methodological Frameworks (RQ2, H2)**

A positive score for collaborative learning  $M=4.28$ , active knowledge construction  $M=4.16$  is in keeping with the Constructivist Learning Theory which asserts that learners construct knowledge by interacting with the environment and others. The low score for methodological framework clarity ( $M=3.62$ ), however, shows that there is a big problem: teachers engage in constructivist practices in a more intuitive manner than they can explain explicit frameworks.

The gap can be addressed using Bloom's Digital Taxonomy (Churches, 2010). The taxonomy is a tool that helps map ICT tools with cognitive levels ranging from remembering to creating. The results show that teachers are mostly using ICT tools for lower order thinking skills (collaboration and construction of knowledge) and not so much for higher order thinking skills for creative production (digital radio, podcasting and video production). This is the reason why there is a low adoption of production tools which are more professional. The significant correlation between pedagogical approaches and their effectiveness ( $r=0.598$ ,  $p<0.01$ ) and that of methodological clarity and effectiveness ( $r=0.473$ ,  $p<0.01$ ) confirms H2 (Sánchez et al., 2023).

### **Challenges and Opportunities (RQ3, H3)**

Infrastructure deficits ( $M=4.18$ ) and timetables ( $M=4.06$ ) are identified as major problems and these are interpreted using the Connectivism that explains that learning in digital learning environment needs networks of information sources. Lack of infrastructure harms these networks, decreasing opportunities for networked and collaborative learning (Aliyeva et al., 2023). The correlation between challenges and opportunities is positive, with an  $r$  value of 0.418 and  $p$  value of  $<0.01$ , thus supporting H3 which indicates that barriers in the presence of institutions can stimulate innovation.

Qualitative results showed that faculty in institutions that had invested in training and facilities came out with innovative practices. Programs that had a special digital media course (Program A, Table 7) showed systematic integration of ICT, where the integration of ICT was made explicit in the syllabus, assignments, and rubrics. This is considered to be consistent with the DigComp 2.2 focus on the support of the development of digital competence in the organization. The results are consistent with the international research on communication education. The use of constructivist practices is based on research in journalism education that found project-based learning is able to connect theory and practice to journalism education (D'Elia et al., 2025). The low level of use of special tools in the production of media

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shows a similar pattern compared to media production education research (Jaakkola, 2022). This opposition between constructivist acceptance and implicit frameworks is aligned with the comparison studies conducted in Brazil (Ramírez et al., 2025). The ambivalent attitude towards AI integration across the globe is reflected in the moderate score for AI adoption by faculty ( $M=3.48$ ) and the moderate score for AI concerns with academic integrity in this study. Moreover, academic programs offering specialized audio production resources and education enable students to create content of the highest quality, which narrows the divide between school training and industry requirements.

### Theoretical Implications

This study builds upon TPACK by showing how the concept of professional authenticity in the integration of ICTs in the context of constructivist learning environments is specifically unique to communication education. It builds on Connectivism by demonstrating the ways in which social media can be used as a professional networking and portfolio creation tool, tailored to journalism and PR. It also brings an element to DigComp 2.2 which highlights the need to communicate pedagogical reasoning – a tacit element that has been less emphasized in digital competence in the field of communication education. It uses Bloom's Digital Taxonomy for communication education, showing the use of ICT tools at the level of different cognitive processes (Chapman & Montecinos, 2025; Plaza De La Hoz et al., 2024).

### Practical Implications

Educators should focus on ICT tools that are professionally relevant, representative of industry practice, and capture effective practices for integrating ICT in the classroom, as a way to make tacit knowledge explicit. Institutions should allocate resources for communication-specific infrastructure, including audio production space, designate time for faculty development for the use of AI, and implement policies encouraging ethical use of AI. Digital competencies should be integrated systematically in the curriculum through the syllabus, assignments, and rubrics (Cabero-Almenara et al., 2021), (Degen & Gleiss, 2025).

### Unexpected Findings

Two unwarranted discoveries came to light. First, although there was talk around the world, AI tools were only used to a moderate extent ( $M=3.76$ ) amongst faculty, who had shown interest in their potential benefits, but questioned about the issue of academic integrity and the lack of academic policy. Second, there are substantial perceptual differences between faculty and students (Table 4) that indicate faculty may have an inflated view of integration or student expectations may be greater, underscoring the need for students to play a part in the technology planning process.

### Conclusion

This study examined ICT integration in teaching social communication disciplines, focusing on pedagogical and methodological approaches across five Ukrainian universities. The findings show that simple tools, such as Learning Management Systems (LMS) and video conferencing, were used more often, while more advanced tools such as digital radio platforms and AI tools were less frequently employed. The positive correlation between the frequency of ICT use and the instructional effectiveness indicates that from faculty and student perspectives, the

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more frequently ICTs are used, the more effective and fruitful the teaching-learning process becomes. Constructivist pedagogical practices, particularly collaborative learning and active knowledge construction, demonstrate the strongest relationship with perceived effectiveness. However, explicit methodological frameworks guiding ICT integration remain underdeveloped, with educators relying on intuitive rather than formalized approaches. Infrastructure deficits, limited time, and insufficient training emerge as significant challenges, yet these correlate positively with opportunities for curriculum innovation when supportive institutional conditions exist. Notable perceptual differences between faculty and students suggest incorporating student perspectives in technology planning.

The scientific novelty of this study lies in three specific contributions. First, it extends TPACK by demonstrating that professional authenticity in ICT integration, where students use industry-standard tools within authentic professional contexts, creates constructivist learning environments uniquely suited to communication education. Third, it contributes to DigComp 2.2 by identifying that digital competence in communication education requires not only technical proficiency but also the ability to articulate pedagogical reasoning, a tacit dimension previously underemphasized in digital competence frameworks. Therefore, the investments in sound production facilities could allow students to produce content of professional quality, closing the divide between academic training and requirements in the radio journalism industry.

Practically, educators should prioritize professionally relevant tools mirroring industry practices and document successful ICT integration strategies to make tacit knowledge explicit and transferable. Institutions must invest in communication-specific infrastructure, particularly audio production facilities, provide dedicated faculty development time, and establish clear policies supporting ethical AI integration.

Future research should examine how explicit methodological frameworks can be developed from tacit practitioner knowledge, how AI integration can be systematically incorporated into communication curricula with ethical safeguards, and how perceptual gaps between faculty and students can be bridged through participatory design approaches. Longitudinal studies tracking ICT integration over time would illuminate how evolving technologies shape pedagogical practices, while comparative research across institutional and cultural contexts would enhance understanding of context-specific factors influencing successful integration. The integration of AI is needed to be systematically studied in future research by how it can be integrated into the communication curricula with ethical considerations that equip students to meet industry requirements.

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