Eugenia Narcisa Arroyo-Carrera; María Valentina Loor-Santos; Jean Telmo Mendoza-Mera; Mónica Elizabeth Solórzano-Zambrano

Gestión de aprendizaje creativo mediante la Herramienta Powtoon en estudiantes de lengua y literatura

Creative learning management through the Powtoon Tool in language and literature students

Eugenia Narcisa Arroyo-Carrera
earroyo7577@pucesm.edu.ec
Pontificia Universidad Católica del Ecuador, Sede Manabí, Campus Chone
Ecuador
https://orcid.org/0000-0003-0773-0981

María Valentina Loor-Santos
mloor9413@pucesm.edu.ec
Pontificia Universidad Católica del Ecuador, Sede Manabí, Campus Chone
Ecuador
https://orcid.org/0000-0001-7724-1951

Jean Telmo Mendoza-Mera
jmendoza9668@pucesm.edu.ec
Pontificia Universidad Católica del Ecuador, Sede Manabí, Campus Chone
Ecuador
https://orcid.org/0000-0002-2698-0057

Mónica Elizabeth Solorzano-Zambrano
msolorzano2588@pucesm.edu.ec
Pontificia Universidad Católica del Ecuador, Sede Manabí, Campus Chone
Ecuador
https://orcid.org/0000-0002-0047-0534

Eugenia Narcisa Arroyo-Carrera; María Valentina Loor-Santos; Jean Telmo Mendoza-Mera; Mónica Elizabeth Solórzano-Zambrano

ABSTRACT

The objective of the research was to analyze the management of creative learning through the Powtoon Tool in order to propose didactic strategies aimed at the language and literature students of the "Eloy Alfaro" General Educational Unit of the Chone Canton of Ecuador. It was based on the quantitative approach with descriptive typology. The design of the didactic strategies presented to the teachers, allow to pass to a second phase of research where it is applied under the approach of learning by doing, a situation that will allow teachers to experiment on themselves. Didactic strategies based on the Powtoon tool were proposed, enabling teachers to approach a pedagogical vision in order to promote creative learning in students, a process that generates reflection, analysis, understanding, and the creation of new ideas due to provide answers to the various social concerns projected from the global world.

Descriptors: Activity learning; self instruction; educational experiments; diversification of education. (Words from the UNESCO Thesaurus).

INTRODUCTION

Learning management based on the digital age through ICT use has become a feasible path that is being experienced by the global world. In this way, it is necessary to educate in accordance with the implementation of didactic resources focused on the conception of educational technologies which aim the students at becoming the protagonists of the pedagogical process (Zapata-Ros, 2016). At the same time, learning is supported with strategies based on constructivism, in order to promote metacognition. This allows teachers to perceive how to design new alternatives to improve learners' knowledge (Padilla-Partida, 2006).

According to (Pérez-Ariza & Hernández-Sánchez, 2014), this may be possible when learning is acquired from understanding, which can be reproduced by the person in various social contexts, in such a way as to generate metacognition by transforming knowledge into solutions to various problems. That situation may occur both in formal education and in the person's non-academic social interactions; thus promoting the

Eugenia Narcisa Arroyo-Carrera; María Valentina Loor-Santos; Jean Telmo Mendoza-Mera; Mónica Elizabeth Solórzano-Zambrano

possibility of building knowledge and an attitude that stimulates people's creativity and innovation.

In this sense, Mitjáns-Martínez (2013) highlights that creative learning allows students to organize their learning environment for understanding academics in contrast to social reality. Being conceived, thereby, new ideas that make it possible to approach the reality and face it from an innovative way of learning for allowing people to transcend new epistemic and knowledge scenarios, through the application of constructivist strategies with the support of ICT.

Hence, creative learning represents a pedagogical challenge for the educational system based on the linear and fragmented transmission of knowledge, since it implies turning and taking a focus in which the students are the center and the teachers are the guides and motivators of a training process that demands an assertive curricular reengineering within the educational vision (Zambrano-Yalama, 2019). Therefore, it is important to include the development of creativity from the earliest school ages because it will give the learners the opportunity to grow in adherence to a critical vision of reality (Suárez, et al., 2019).

In this context, it is necessary to adequately train people in ICT for academic purposes in an attempt to generate relevant innovative and meaningful learning with a creative vision of new ideas from what is addressed in the classroom (Heinze-Martin, et al., 2017). With regard to this, it is important to know that nowadays, there is a multitude of resources, tools, and strategies based on ICT to tackle the educational scenario, considering Powtoon as being one of them. This allows creating animated videos as well as the possibility for helping the students to process writing scripts in the form of an educational presentation that leads to promote original, reflective, innovative capacity, through the use of ICT resources (Pulido-Huertas, et al., 2016).

Considering what has been stated, the following article is presented with the purpose of showing the results of the research whose objective was framed in analyzing the management of creative learning through the Powtoon tool, in order to propose didactic

Eugenia Narcisa Arroyo-Carrera; María Valentina Loor-Santos; Jean Telmo Mendoza-Mera; Mónica Elizabeth Solórzano-Zambrano

strategies aimed at language and literature students from the "Eloy Alfaro" School in Chone Canton- Ecuador.

METHOD

The research was based on the quantitative approach, being a descriptive study with a non-experimental field design. Therefore, the survey was applied as a technique to collect the information; using as instrument, a Lickert scale questionnaire, with 16 items and four alternative responses. This instrument, with a reliability coefficient of Cronbach's Alpha of 0.92, classified as highly reliable, was applied to 10 teachers from the "Eloy Alfaro" School in Chone Canton- Ecuador. Descriptive statistical techniques and methodological protocols according to the approaches of Hernández, Fernández and Baptista (2014) were used to process the information collected and establish the research results.

RESULTS

1- Creative learning

50% of the surveyed teachers declared that their didactic strategies were based, primarily, on promoting the cognitive dimension of the student, 20% focused on encouraging emotionality as a motivating factor for learning, and 30% provided greater emphasis on projecting bioethics with the intention of contributing to re-flexibility as a principle of global citizenship.

2- Learning styles

60% of the teachers considered that their students had a greater emphasis on learning through the implementation of visual strategies, 30% affirmed they have learned through auditory canal and 10% believed that they have done it through sensory contact with the object of learning in a wide significance.

3 - ICT management by teachers

70% of the teachers assumed that they were experienced in managing ICT for academic purposes, 20% considered themselves to be at an intermediate point of skills, and 10%

Eugenia Narcisa Arroyo-Carrera; María Valentina Loor-Santos; Jean Telmo Mendoza-Mera; Mónica Elizabeth Solórzano-Zambrano

stated that they were at a beginner level.

4 - ICT management by students

Teachers considered that 40% of their students handled ICT in an experienced range, 30% were at the intermediate level and another 30% at the beginner level.

DISCUSSION

Regarding the cognitive dimension Morales-Maure et al. (2018) consider that greater motivation is promoted by means of constructivist cooperative learning strategies, to generate reflective and creative knowledge in order to demonstrate that the cognitive skill is inextricably linked to the processes of knowledge construction; and to the development of skills such as designing, identifying and evaluating (Frías-Guzmán, et al., 2017). These are necessary to promote an ICT-mediated pedagogy, as they are required to create virtual learning environments for generating strategies that promote creativity as a cross-cutting axis of academic knowledge.

The emotional dimension is characterized by being the persons' balance factor to motivate themselves for achieving the plans that they have been drawn, as well as the starting point to establish assertive interpersonal relationships (Gómez & Salas-de-González, 2018), being important to educate the students' emotional skills. In this sense, Roque-Díaz (2018) considers it essential to promote emotional competence for the students' personal growth.

The bioethical dimension must be taken as a transversal axis. With it, problem-based learning must be based on generating creativity and innovation with relevance to social growth and with respect to personal interrelationships (Garzón-Díaz & Zárate, 2015).

In this context, knowing the learning styles and the pedagogical advances allow the teachers to promote their competences towards the achievement of a better educational process in favor of their students (Marambio, et al., 2019). This idea must be taken into account when ICT is used to be implemented as a transversal resource in order to promote the significance of the new ideas to be built, within the framework of an innovative

Eugenia Narcisa Arroyo-Carrera; María Valentina Loor-Santos; Jean Telmo Mendoza-Mera; Mónica Elizabeth Solórzano-Zambrano

and creative project generated by the students. So, in the opinion of Pin-Ponce, Vallejo-Valdivieso & Moya-Martínez (2019), it contributes to quality school management.

Regarding learning styles, Amaya-Amaya & Cuéllar-Cuéllar (2016) consider that visual, auditory and kinesthetic learning modes summarize multiple intelligences as a process to build meaningful knowledge. So, it is important to consider them when designing teaching strategies, especially, when virtual technologies are addressed, since ICT and its resources enable a better apprehension of the teaching-learning didactic processes. For this reason, it is essential for teachers and students to be trained in the operational management of these technological resources (Cuarez-Cordero, 2019); in particular, when the vision of ICT has changed, becoming necessarily useful in everyday and academic life (Islas-Torres, 2017).

Now, considering that the object of analyzing the management of creative learning mediated by ICT is by virtue of proposing didactic strategies, it is presented a didactic plan for the area of Language and Literature using the Powtoon tool addressed to the students belonging to "Eloy Alfaro" School in Chone Canton- Ecuador.

Eugenia Narcisa Arroyo-Carrera; María Valentina Loor-Santos; Jean Telmo Mendoza-Mera; Mónica Elizabeth Solórzano-Zambrano

Didactic strategies for the use of the Powtoon tool addressed to Language and Literature teachers at Eloy Alfaro school

VIDEO TITLE:		THE STORY AND ITS STRUCTURE	
SUBJECT:	LANGUAGE AND LITERATURE	**LEVEL:**	LANGUAGE AND LITERATURE AREA
PURPOSE:		**THEME:**	
The Language and Literature teachers at Eloy Alfaro School in Chone Canton will be able to adapt the Powtoon tool in their teaching process with the purpose of facilitating their work and making a more attractive class to better capture the students' active attention.		The Story and its structure.	
DATE:		**ESTIMATED TIME OF THE SESSION:**	
June 16, 2020		1.45 MINUTES	
AUTHORS:			
ARROYO CARRERA EUGENIA NARCISA **LOOR SANTOS MARIA VALENTINA** **MENDOZA MERA JEAN TELMO** **SOLORZANO ZAMBRANO MONICA ELIZABETH**			
GENERAL OBJECTIVE:		**EXPECTED LEARNING:**	
It is expected that the teachers will acquire the necessary skills in the use of the Powtoon tool to improve their teaching practice.		Get teachers to know and master the functionality of the Powtoon tool; in order to adapt it to each of their needs for its application in classes.	
CONTENTS			

SCENE DESIGN	LAYOUT	NARRATION	EFFECTS	TIME (sec)

Eugenia Narcisa Arroyo-Carrera; María Valentina Loor-Santos; Jean Telmo Mendoza-Mera; Mónica Elizabeth Solórzano-Zambrano

1. Presentation	A globe appears in the center with stars around it and also, a man and a woman introducing the theme.	The two people appear and present the theme: The story and its structure.	Powtoon Music: Merry gone round.	8
2. Members	6 characters appear: 5 women and 1 man and then the names appear at the top.	The characters appear representing each member of the teacher group.	Powtoon Music: Merry gone round.	10
3. Description of story	On a gray background a fuchsia flower, a yellow Sun, the Moon, a light bulb and a Kiosk appear.	The story is a literary genre that tells a complete story by introducing, developing and concluding the topic briefly. Although the story is the narration of an event, the event is not the only important thing, but the teaching achieved through it.	Powtoon Music: Merry gone round.	10
4. Description of story	On a light blue background, the images of a bird and a butterfly, like a boy and a girl, appear in the upper corners. At the bottom, we have a pen with a tower of stacked papers.	It is a text that reflects part of our experiences or our fantasies and is structured from an argument with an approach, a knot and an ending.	Powtoon Music: Merry gone round.	10
5. Structure of the story.	Pink background, the structure of the story is presented with the respective arrows and below, an image of a bench in a park and a panda.	The structure of the story is presented, consisting of 3 main parts: Beginning, development and end.	Powtoon Music: Merry gone round.	10

Eugenia Narcisa Arroyo-Carrera; María Valentina Loor-Santos; Jean Telmo Mendoza-Mera; Mónica Elizabeth Solórzano-Zambrano

6. Structure (Concept).	On a yellow background, the text of the structure appears and is explained by an animated character of a woman. Behind her, there is a clock and a desk chair.	From the structural point of view (internal order), every story must have a narrative unit, that is, a structuring, given by: an introduction or exposition, a development, complication or knot, and an ending or unraveling.	Powtoon Music: Merry gone round.	10
7. Beginning (Concept).	Light green background with the starting text and an animated character of a happy woman.	It is at the beginning of every story, it is where the action happens and the main characters of the story are presented. It is what the introduction presents and what breaks the knot. The introduction lays the foundation for the knot to make sense.	Powtoon Music: Merry gone round.	10
8. Development (Concept).	Pink background, we have the text and an animated character of a happy woman, in addition to an office chair.	It is the part where the conflict or the problem of the story arises, takes shape and the events happen. The knot arises from a break or alteration of what is stated in the introduction.	Powtoon Music: Merry gone round.	10
9. Outcome or end (Concept).	A green background with text and a picture of many stacked papers.	Part where the climax is usually given, the solution to the story and the end of the narration. Even in open-ended texts. It can have a happy ending or not. It is where the conflict of the story is resolved and the story ends. Generally, good prevails over evil. To know more and to enjoy many stories visit: https://www.pequeocio.com/cuentos-infantiles/	Powtoon Music: Merry gone round.	10

Eugenia Narcisa Arroyo-Carrera; María Valentina Loor-Santos; Jean Telmo Mendoza-Mera; Mónica Elizabeth Solórzano-Zambrano

10. Evaluation.	Such a horizon appears in the ocean with a ship and a rainbow in the background.	3 reflection questions appear regarding the explained topic: What is the story? What structure does it have? What story have you enjoyed most about the reading?	Powtoon Music: Merry gone round.	10
11. Farewell	An animated character appears in an office with a lot of work, but happy.	The animated character waves his arm and thanks everyone.	Powtoon Music: Merry gone round.	7

The didactic strategies plan design presented to the teachers, allows passing to a second phase of the investigation, concerning its application under the approach of learning by doing. This situation will allow teachers to project a process of self-reflection that contributes to forging an educational praxis in favor of enabling transcendence towards student-centered approaches to learning.

CONCLUSION

By way of closing, it can be said that didactic strategies based on the Powtoon tool were presented for enabling teachers to approach a pedagogical vision that encourages students' creative learning. This proposal, which is an educational alternative mediated by ICT is, in turn, a process that generates reflection, analysis, understanding, and the creation of new ideas by virtue of providing answers to the various social concerns projected from the global world, which stimulates meaningful learning in line with the premises of knowledge society.

FINANCING

Eugenia Narcisa Arroyo-Carrera; María Valentina Loor-Santos; Jean Telmo Mendoza-Mera; Mónica Elizabeth Solórzano-Zambrano

ACKNOWLEGEMENTS

REFERENCES

Amaya-Amaya, A., & Cuéllar-Cuéllar, A. (2016). Learning styles of distance graduate students from the Autonomous University of Tamaulipas. *Opening (Guadalajara, Jal.), 8*(2), 8-21. Available from https://n9.cl/01sj6

Cuarez-Cordero, R. (2019). Teachers' Digital Competences and the Pedagogical Integration of ICT. *CIENCIAMATRIA, 5*(9), 726-737. https://doi.org/10.35381/cm.v5i9.292

Da-Trindade-Prestes, E. &Santos-Diniz, A. (2015). Education and lifelong learning: adults and higher education. *Sinéctica*, (45), 1-20. Available from https://n9.cl/ejkw

Garzón-Díaz, F., & Zárate, B. (2015) Learning bioethics based on problems (LBBP): a new pedagogical focus. *Bioethic record, 21*(1), 19-28. https://dx.doi.org/10.4067/S1726-569X2015000100003

Gamboa-Mora, M., Briceño-Martínez, J., & Camacho-González, J. (2015). Characterization of learning styles and perception channels from university students. *Opción*, 31 (3), 509-527. Available from https://n9.cl/6wt4

Gómez, M., & Salas-de-González, M. (2018). Emotional Intelligence of the Educational Manager and Work Environment in Venezuelan Bolivarian Schools. *Koinonía peer-reviewed Journal, 3*(5), 10-26. Available from https://n9.cl/al8v

Fajardo, Z., Chenet Zuta, M., Choez Medina, G., &Choez Medina, F. (2019). Emotional competencies in gifted students from Ecuador. I*nterdisciplinary Arbitrated Journal of Health Sciences. Health and life, 3*(6), 582-613. http://dx.doi.org/10.35381/s.v.v3i6.380

Fernández, G, Izuzquiza, M, Ballester, M, & Pía-Barrón, M. (2006). Think about the management of teaching in the university classroom. *Educere, 10*(33), 257-262. Available from https://n9.cl/cdfi

Eugenia Narcisa Arroyo-Carrera; María Valentina Loor-Santos; Jean Telmo Mendoza-Mera; Mónica Elizabeth Solórzano-Zambrano

Frías-Guzmán, M, Haro-Águila, Y, &Artiles-Olivera, I. (2017). Librarians' Cognitive Skills from the Perspective of International Projects and Library Associations. *Library research, 31*(71), 201-218. https://dx.doi.org/10.22201/iibi.0187358xp.2017.71.57816

Heinze-Martin, G, Olmedo-Canchola, V, &Andoney-Mayén, J. (2017). Use of information and communication technologies (ICT) in medical residencies in Mexico. *Grupo Angeles medical record, 15*(2), 150-153. Available from https://n9.cl/vey18

Hernández, R., Fernández, C., Baptista, P. (2014). Investigation methodology. México: Editorial Mc – Graw – Hill Interamericana. Sixth edition.

Islas-Torres, C. (2017). The role of ICT in education: Applications, Limitations, and Future Trends. *RIDE. Iberoamerican Journal for Educational Research and Development, 8*(15), 861-876. https://dx.doi.org/10.23913/ride.v8i15.324

Mazzanti-Di-Ruggiero, M. (2006). Form "bioethical minds" a methodological alternative for training teachers and students in bioethics through the natural science school program. *Person y Bioetics*, *10*(2), 46-81. Available from https://n9.cl/6vxid

Marambio, J., Becerra, D., Cardemil, F, & Carrasco, L. (2019). Learning styles according to the information entry in otolaryngology post-graduate programs. *Journal of otorhinolaryngology and head and neck surgery, 79*(4), 404-413. https://dx.doi.org/10.4067/S0718-48162019000400404

Martínez-Hernández, G, Nolla-Cao, N, Vidal-Ledo, M, & De-la-Torre-Navarro, L. (2016). Personal learning environments in formal and informal training processes. *Higher Medical Education*, *30*(3), 599-608. Available from https://n9.cl/s9iw

Mitjáns-Martínez, A. (2013). Creative learning: challenges for pedagogical practice. *Journal CS*, (11), 311-341. Available from https://n9.cl/6edo

Morales-Maure, L, García-Marimón, Or, Torres-Rodríguez, A, & Lebrija-Trejos, A. (2018). Cognitive Skills through the First Year- University Students' Cooperative Learning Strategy and Epistemological Improvement in Mathematics. *University training, 11*(2), 45-56. https://dx.doi.org/10.4067/S0718-50062018000200045

Padilla-Partida, S. (2006). Management of constructivist learning environments supported on the proximal development zone. *Opening,* 6 (5), 8-21. Available from https://n9.cl/kl2e

Eugenia Narcisa Arroyo-Carrera; María Valentina Loor-Santos; Jean Telmo Mendoza-Mera; Mónica Elizabeth Solórzano-Zambrano

Pérez-Ariza, K, & Hernández-Sánchez, J. (2014). Learning and understanding. A look from the humanities. *Medical Humanities, 14*(3), 699-709. Available from https://n9.cl/ryg1

Pin-Ponce, L., Vallejo-Valdivieso, P., & Moya-Martínez, M. (2019). Quality management in the school learning process. *CIENCIAMATRIA, 5*(1), 578-592. https://doi.org/10.35381/cm.v5i1.282

Pulido-Huertas, D., Nájar-Sánchez, O., &Guesguan-Salcedo, L. (2016). Let's experience the innovation of the inclusion of mobile devices in education. *Praxis & Knowledge, 7*(14), 115 - 140. https://doi.org/10.19053/22160159.5220

Summo, V, Voisin, S, & Téllez-Méndez, B. (2016). Creativity: axis of the education of the XXI century. *Iberoamerican journal of higher education, 7*(18), 83-98. Available from https://n9.cl/fmtx

Roque-Díaz, R. (2018). Students' personal development and assertive management of emotions. *EPISTEME KOINONIA, 1*(2), 61-82. http://dx.doi.org/10.35381/e.k.v1i2.511

Suárez, N, Delgado, K, Pérez, I & Barba, M. (2019). Development of Creativity and Talent from Early Ages. Curricular Components of a Master's Program in Education. *University training, 12*(6), 115-126. https://dx.doi.org/10.4067/S0718-50062019000600115

Vallejo-Valdivieso, P., Zambrano-Pincay, G., Vallejo-Pilligua, P., & Bravo-Cedeño, G. (2019). Mental structures in the construction of meaningful learning.*CIENCIAMATRIA, 5*(8), 228-241. https://doi.org/10.35381/cm.v5i8.257

Zapata-Ros, M. (2016). Learning management systems - E-learning platforms. Journal of *Distance Education.* (*RED),* (50), 1-55. Available from https://n9.cl/idqc2

Zambrano-Yalama, N. (2019). Development of university students' creativity. *Conrado*, *15*(67), 354-359. Available from https://n9.cl/rbg8