



## REVIEW

# Technological resources to encourage dynamic student participation in the area of social studies

## Recursos tecnológicos para fomentar la participación dinámica de los estudiantes en el área de los estudios sociales

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### ABSTRACT

**Introduction:** in the current educational context, the strategic use of technological resources has become an essential component to enrich the learning experience of students.

**Objective:** to determine the influence of technological resources in the area of social studies to promote the dynamic participation of students.

**Method:** a review of the available bibliography in databases such as SciELO, Scopus and ClinicalKey was carried out, from which a total of 15 related articles were consulted, empirical methods such as logical history and analysis and synthesis were used.

**Results:** the need to involve students in a technology-driven society is very beneficial for an updated education. The integration of technology in social studies lessons improves the learning experience, increases student participation and motivation. Technological resources offer a promising opportunity to support the active and dynamic participation of students. Technological resources, currently, receive different conceptualizations depending on the area in which they are applied. Technological resources play a fundamental role in education, since technology is constantly evolving.

**Conclusions:** the integration of technology in the teaching and learning process promotes more effective, participatory and meaningful instruction, the development of critical thinking, analysis and collaboration skills, preparing students to face the challenges of an increasingly digitalized world.

**Keywords:** Technology; Students; Teachers; Education.

### RESUMEN

**Introducción:** en el contexto educativo actual, el uso estratégico de recursos tecnológicos se ha convertido en un componente esencial para enriquecer la experiencia de aprendizaje de los estudiantes.

**Objetivo:** determinar la influencia de recursos tecnológicos en el área de estudios sociales para promover la participación dinámica de estudiantes.

**Método:** se realizó una revisión de la bibliografía disponible en bases de datos como SciELO, Scopus y ClinicalKey de las cuales se consultaron un total de 15 artículos relacionados, se utilizaron métodos empíricos como el histórico lógico y de análisis y síntesis.

**Resultados:** la necesidad de involucrar a los estudiantes en una sociedad impulsada por la tecnología es muy provechosa para una educación actualizada. La integración de la tecnología en las lecciones de estudios sociales mejora la experiencia de aprendizaje, aumenta la participación y la motivación de los estudiantes. Los recursos tecnológicos ofrecen una oportunidad prometedora para apoyar la participación activa y dinámica

de los alumnos. Los recursos tecnológicos, en la actualidad, reciben distintas conceptualizaciones en función del ámbito en el que se aplican. Los recursos tecnológicos desempeñan un papel fundamental en la educación, puesto que, la tecnología se encuentra constantemente evolucionando.

**Conclusiones:** la integración de la tecnología en el proceso de enseñanza y aprendizaje se promueve una instrucción más efectiva, participativo y significativo, el desarrollo de habilidades de pensamiento crítico, análisis y colaboración, preparando a los estudiantes para enfrentar los desafíos de un mundo cada vez más digitalizado.

**Palabras clave:** Tecnología; Estudiantes; Docentes; Educación.

## INTRODUCTION

In the current educational context, the strategic use of technological resources has become essential for enriching students' learning experience. In particular, the area of Social Studies demands a constant renewal in its pedagogical methods to ensure dynamic and meaningful participation by seventh-grade students. Digital and technological tools, such as interactive applications and online learning platforms, are used to improve interaction and understanding of concepts.

In Latin America, there is evidence of a gap in access to the skills needed to use and take advantage of new technologies. Also, considering the lack of practice that certain teachers have in the face of this change, there is a gap between the use and implementation of technological resources in basic subjects.<sup>(1)</sup>

It has been observed that at the "Esperanza" educational institution, the teacher of this subject does not tend to rely on digital materials; that is to say, there is little use of digital tools when teaching social studies classes, "the strategies are increasingly complex, as many of them are framed in the paradigms about how and why to teach through technological mediation."<sup>(2)</sup>

The problem is based on the limited use of technological resources that the teacher uses in their class time, either due to ignorance or lack of practice, thus leaving the students uninterested in the subject and causing problems in their understanding of it, as we know different learning styles can be beneficial in teaching, for this reason, we have also seen the low level of participation that students show in this subject since some students do not find it interesting to learn about the content of the blocks that the subject of social studies contains.<sup>(3)</sup>

It is necessary to use technological resources because they have been well-received in different areas of education. Technology does not hinder but instead accompanies efforts to maintain an inclusive, equitable, and human-centered universal public education, to achieve significant advances in learning.<sup>(2)</sup>

In the digital age, many technological resources and tools can be used in the classroom. Teachers can use these resources in a simple and practical way to arouse students' interest in the subject. This is part of a comprehensive education that uses digital support materials such as web platforms, interactive software, online whiteboards, dynamic videos, and digital games that encourage participation, among other resources that the teacher can use in their class time.

It is important that students have access to appropriate digital resources to avoid distracting or harmful content. In addition, teachers receive adequate training to integrate technology effectively, ensure that all students have access to resources, and provide ongoing support to help students master digital tools and platforms.

Digital resources, such as e-books, interactive maps, and simulations, provide alternative explanations of concepts and offer students different ways of interacting with the material. This increases students' motivation and engagement in learning. Despite the many benefits of technology integration, the potential challenges and risks of using technology in the classroom must also be considered.<sup>(4)</sup>

Social studies teachers can integrate digital resources such as virtual field trips, podcasts, websites, and online simulations to provide students with more engaging and interactive learning experiences. In addition, the social sciences seek to teach students about world events, historical context, and social issues that are often complex and difficult to understand. Technology is increasingly present in our daily lives. Students are exposed to a wide variety of digital devices and tools. Therefore, it is essential to take advantage of these technological resources to enrich the learning process in social studies since, when using traditional resources, students tend to lose interest and do not give due importance to the subject.

In view of the above, the objective of this review article is to determine the influence of technological resources in social studies to promote students' dynamic participation.

## METHOD

The available literature was reviewed using articles retrieved from SciELO, Scopus, and ClinicalKey databases. Filters were used to select articles in English and Spanish, and empirical methods such as logical history,

lysis, and synthesis were used to compile and understand the information obtained. The terms “Technology,” “Students,” “Teachers,” and “Education” were used as keywords in the article. A total of 15 references were selected that addressed different considerations related to the application of technological resources to encourage the dynamic participation of students in the area of social studies.

## RESULTS

Nowadays, great importance is placed on methodological strategies being the basis of communication; it is understood as a set of personal, psychological, and pedagogical resources that a teacher uses or can use in their relationship with students, loaded not only with knowledge but also with sensitivity and affection, this being the criterion of several authors.<sup>(5,6,7,8,9,10)</sup>

Engaging students in a technology-driven society is beneficial for up-to-date education. Using technology in the classroom can support teachers in creating dynamic learning experiences that improve student engagement and learning outcomes.

In social studies, a notable scientific advance involving technological resources is the growing use of Geographic Information Systems (GIS) for spatial analysis. GIS technology makes it possible to map, analyze, and model data related to physical spaces, which can shed light on patterns and trends relevant to various aspects of the social sciences, such as demographics, urban planning, and environmental justice, among others.<sup>(4)</sup>

By using technology, teachers can create interactive educational experiences that allow students to explore these topics in more engaging and dynamic ways. For example, videoconferencing tools can connect students and subject matter experts, opening up opportunities for discussion, debate, and exchanging ideas. Another benefit of incorporating technology into social studies is that it allows for differentiated instruction. By integrating multimedia resources, teachers can personalize the learning experience according to the needs and interests of each student.

Integrating technology into social studies lessons improves the learning experience, increases student participation and motivation, and supports individualized learning. To do this successfully, educators must be aware of technology integration's potential benefits and challenges and be well prepared to integrate technology effectively into their classrooms.<sup>(11)</sup>

Using technological resources in social studies can promote student active participation and encourage more interactive and collaborative learning. Technologies allow the creation of virtual environments where students can share ideas, debate, and collaborate on joint projects.

In most educational establishments, the social sciences subject is still taught using ancient methods that are not dynamic or interactive. This is why integrating technological resources in social studies is vital, as it will enrich the teaching and learning process by providing access to a wide range of information sources, interactive tools, and practical activities. This can help students better understand concepts and develop critical thinking and analytical skills.<sup>(12)</sup>

Although implementing technological resources may require an initial investment, it can be more profitable in the long term than traditional teaching methods. This is because technologies allow access to free or low-cost online educational resources, reduce the need for printed materials, and facilitate collaboration and knowledge sharing between students and teachers without physical travel. Traditionally, learning in this area has been based on memorizing facts and reading texts, which can be monotonous and discouraging for students. Incorporating technological resources into teaching and learning can help overcome these limitations and transform the educational experience.<sup>(13)</sup>

Recent studies have shown that technology can improve student engagement and participation in social studies classes. For example, digital games and simulations can help students contextualize historical events and encourage critical thinking. Similarly, interactive software and educational applications can be helpful classroom tools for exploring complex concepts in social studies and developing analytical skills.<sup>(1)</sup>

In addition, virtual reality (VR) and augmented reality (AR) technologies have been explored as engaging tools to improve students' understanding of geography, history, and cultures. For example, an AR-enhanced textbook can provide interactive elements, such as 3D models of historical artifacts, and promote student interest and understanding in social studies.<sup>(14)</sup>

In addition, social networks can facilitate communication and collaboration among students and promote civic engagement and cultural awareness. According to a recent study, using Twitter as an educational tool can encourage student participation in debates and improve their digital citizenship skills.

In general, technological resources offer a promising opportunity to support seventh-grade students' active and dynamic participation in social studies education. Technology can help develop an interest in learning more about social studies by offering learners the opportunity to participate in current events, analyze primary sources, and interact with diverse points of view.

Technological resources, nowadays, are conceptualized differently depending on the field in which they are applied, constituting an essential tool that is increasingly integrated into global coexistence and interaction.

Therefore, these resources represent the necessary basis for developing alternative learning approaches, providing individuals with innovative skills to demonstrate the constantly changing reality in a more complete and objective way. This implies the need for new concepts that are more in line with and relevant to current contexts.<sup>(15)</sup>

Technological resources play a fundamental role in education since technology constantly evolves and provides abundant information to learners. Therefore, to do without technology in the 21st century would be like suggesting to children that they not use mobile phones, given that in these times, it is common for them to have these technologies. The abilities and skills related to the basic handling of technological resources by teachers depend to a large extent on those who define those needs. Although each country or educational institution can establish its criteria for these skills, it is possible to establish a benchmark or standards to evaluate the competence of educators in the use of ICT.<sup>(13)</sup>

The importance of technology for contemporary students is undeniable since these technologies are already used in university entrance exams and other educational settings. In other words, those who do not master these tools risk being left behind in a rapidly advancing world.

However, in this new globalized era, various technological resources play a major role in improving our skills and abilities, offering an accessible and, at times, entertaining way of developing them. These technological resources are not only beneficial for technological practice but are also widely used in the educational field, highlighting their benefit as tools accessible to all.

Among the most recognized technological resources are items such as:

1. Printers
2. Video cameras
3. DVD players
4. Computers
5. Touch screens
6. Webcams

This category also includes virtual applications, software, websites, and other technological resources that help to improve the teaching and learning process.

The interactive whiteboard has advanced notably as the primary means of communication between teachers and students, mainly by integrating Information and Communication Technologies (ICT). This device, which consists of a computer, a pointer, and a projector, comes in various models with different characteristics. This resource makes it possible to project multiple contents from the computer.<sup>(15)</sup>

Digital books focus on digital information of a textual nature, which requires the use of a screen, which can also include audiovisual elements or access to other online programs. The integration of these materials in the educational environment has generated debate since some argued that their use in the classroom could completely replace paper, thus affecting the development of reading and writing skills in children. Despite these initial concerns, like other tools, these resources contribute significant benefits to the teaching and learning process.<sup>(15)</sup>

When educators search for information online, they can explore various sites that facilitate interaction between them and their students. Professor Consuelo Belloch, associated with the University of Valencia in Spain, highlights some digital resources currently available for free.

Among the portals mentioned are:

1. Edmodo
2. YouTube for Education
3. Google Scholar
4. Chamilo
5. Moodle
6. JClick
7. Educaplay
8. Quizz

Currently, the role played by technologies is becoming fundamental in social interaction processes, adapting to the socio-cultural values rooted in a given society, as is the case in Ecuador. In this context, cultural systems are eminently symbolic and functional, forming a set of values based on the established and widely accepted social dynamics. Information and Communication Technologies (ICT) become indispensable educational resources in this context.<sup>(11)</sup>

The active participation of students is of great importance in the educational environment. It allows students to become actively involved in their learning, which increases their interest, motivation, and commitment to the educational process. In addition, it encourages the development of social skills, such as communication,

teamwork, and problem-solving. It also creates a collaborative learning environment where students can share ideas, perspectives, and experiences. This enriches the learning process, as each student contributes their knowledge and point of view.

### Benefits of dynamic student participation

**Improved learning:** When students actively participate in the classroom, they can apply and practice what they are learning. This helps them better understand concepts and retain information.

**Development of critical skills:** It encourages critical thinking, analytical skills, and informed decision-making. Students learn to question, reflect on, and evaluate different perspectives and arguments. Reading dynamics favor a better understanding of these. As a consequence, students develop analytical, critical, argumentative, and comparative skills, taking into account new knowledge and relating it to previous knowledge.

**Improvement of social skills:** Dynamic participation promotes interaction between students, allowing them to develop social skills such as effective communication, active listening, and collaboration. These skills are fundamental in both the educational and professional spheres.

The importance of dynamic participation as an action fostered by teachers and adopted by students is fundamental when defining the management that should be formalized in an educational institution. School culture makes conscious efforts not to distance itself from the interaction between teachers and students since practical cooperation ensures the acquisition of quality knowledge.<sup>(12)</sup>

The implementation of dynamics in the subject of Social Sciences is an educational strategy in which we seek to promote active and participatory learning of students in this area. Group dynamics are structured activities with variable purposes and forms in which participants learn in an atmosphere of joy and fun. It is emphasized, then, that simply reading a text does not mean immediate comprehension since for reading to be compelling, specific strategies and skills are required, known as reading dynamics, to motivate and generate knowledge and interest in students.

### CONCLUSIONS

The integration of technology into the teaching and learning process promotes more effective, participatory, and meaningful instruction, the development of critical thinking, analysis, and collaboration skills, and the preparation of students to face the challenges of an increasingly digitized world.

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The authors declare that there is no conflict of interest.

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