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ORIGINAL

Technological resources to promote dynamic participation in the area of social studies of seventh grade students of basic education in the educational unit "Education and Truth" in the 2024-2025 school year

Recursos tecnológicos para fomentar la participación dinámica en el área de estudios sociales de los estudiantes de séptimo grado de educación básica en la unidad educativa "Educación y Verdad" en el periodo lectivo 2024-2025

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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 seventh-year students of basic education in the "Education and Truth" school during the 2024-2025 school year.
Method: an observational, descriptive and cross-sectional study was carried out on the importance of technological resources to promote dynamic participation in the area of social studies of seventh grade students of basic education in the educational unit "Education and Truth" in the 2024-2025 school year.
Results: regarding the frequency with which they use technological devices for educational activities, 53 % responded that they do so 4 to 6 times a week, 33 % stated that the use of these updated resources within the social sciences subject is very important, a considerable proportion (30,00 %) considers the implementation of technological resources important, according to them they consider that innovative teaching methods could improve learning, the vast majority of participants (83,33 %) totally agree, the vast majority of participants (76,67 %) totally agree that social sciences classes would be more interesting if technological resources were implemented.
Conclusions: this methodology provides valuable information to strategically adapt the integration of technology in the classroom, promoting more effective, participatory and meaningful learning.

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 los estudiantes de séptimo año de educación básica en la escuela "Educación y Verdad" durante el periodo lectivo 2024-2025.

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Método: se realizó un estudio observacional, descriptivo y transversal sobre la importancia de los recursos tecnológicos para fomentar la participación dinámica en el área de estudios sociales de los estudiantes de séptimo grado de educación básica en la unidad educativa "Educación y Verdad" en el periodo lectivo 2024-2025
Resultados: respecto a la frecuencia con la que usan dispositivos tecnológicos para actividades educativas un 53 % respondió que lo hacen de 4 a 6 veces por semana, el 33 %, manifiesta que es muy importante el uso de esos recursos actualizados dentro de la asignatura de ciencias sociales, una proporción considerable (30,00 %) considera importante la implementación de recursos tecnológicos, según consideran que los métodos innovadores de enseñanza podrían mejorar el aprendizaje la gran mayoría de los participantes (83,33 %) está totalmente de acuerdo, la gran mayoría de los participantes (76,67 %) está totalmente de acuerdo en que las clases de ciencias sociales serían más interesantes si se implementan recursos tecnológicos.
Conclusiones: esta metodología proporciona información valiosa para adaptar estratégicamente la integración de la tecnología en el aula, promoviendo un aprendizaje más efectivo, participativo y significativo.

Palabras clave: Tecnología; Estudiantes; Docentes; Educación.

INTRODUCTION

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.[1]

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, improve interaction and understanding of concepts.

It has been observed that at the "Esperanza" educational institution, the teacher of this subject does not usually 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."[2]

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.[3]

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.

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."[2]

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.[4]

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, aiming to achieve significant learning advances.[2]

Given the above, this article seeks to determine the influence of technological resources in social studies to promote the dynamic participation of seventh-year basic education students at the "Education and Truth" school during the 2024-2025 academic period.

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METHOD

An observational, descriptive, and cross-sectional study was carried out on the importance of technological resources to encourage dynamic participation in the social studies of seventh-grade students in basic education at the "Educación y Verdad" educational unit in the 2024-2025 academic period.

The study population and universe consisted of seventh-year basic education students at the Educación y Verdad Educational Unit, corresponding to the sample of 30 students.

Applying techniques and instruments, including the survey aimed at seventh-year basic education students, was necessary to develop the research.

Once the information had been compiled, the data obtained from the questionnaire and the survey, which were both carried out using the Likert scale, could be systematically presented, as well as the interview with the authorities. Once the selection process is complete, the data relevant to the research will be collated and represented by tables and graphs with the help of the Google Forms tool to conclude and legibly interpret the results.

RESULTS

Most students surveyed revealed they have different technological devices to access the internet from home. Specifically, 60 % responded that they have a laptop, followed by 40 % who have a desktop computer. Most students surveyed have a positive attitude toward using technological resources within the education system. Specifically, 57 % responded that it is essential that these tools be added to education, followed by another 40 % who consider it necessary. Most students surveyed stated that implementing technology in the classroom is very important to them since it improves the learning process, as approximately 67 % said that applying these tools is very important to their learning. However, 33 % of students doubt that these resources help their development.

Table 1 shows that concerning the frequency with which they use technological devices for educational activities, 53 % responded that they do so 4 to 6 times a week, and 23 % always do so.

Table 1. Distribution according to frequency with which they use technological devices for educational activities

Ítem	Criteria	Frequency	%
How often do you use technological devices to actividades educativas?	Never	2	7
	Occasionally (less than once a week)	5	17
	Regularly (4-6 times per week)	16	53
	Always (every day)	7	23
	Total	30	100

Most students surveyed were interested in teachers applying different technological tools to their study area. Approximately 57 % said they prefer to use online platforms, with 18 % responding that they prefer educational games to be included and 10 % a minority prefer multimedia resources. Students are confident that technological resources create a more dynamic and participatory environment. This is reflected in the fact that 77 % of those surveyed said that, while they are sure that these technologies create a different environment, 20 % have doubts about whether technology helps participation and interactivity in the classroom, and 3 % say that this environment may be achieved with the implementation of technology. Regarding the perception of the students surveyed about how technology influences their participation. A significant percentage of students, 74 %, indicated that participation will increase using technological resources.

Figure 1 shows that approximately 46 % of students surveyed indicate that the institution has sufficient Technology.

A significant percentage of students, 73 %, indicated that technological resources effectively improve understanding of educational content. However, a small percentage, approximately 23 %, said it can be effective, and 3 % said it can be ineffective. 33 % say that using these updated resources is very important within the social sciences because history is discussed and can be presented through augmented reality. However, a higher percentage, around 54 %, agree that these tools are essential within the subject; 10 % say they are unnecessary, and 3 % say they are not. When asked how dynamic participation in the classroom is promoted, most participants (66,67 %) selected "A lot," indicating that they perceive the element evaluated as significant or abundant. A considerable but smaller number of participants (26,67 %) selected "Somewhat," suggesting that they consider the aspect to have a particular importance or presence. Only a minority (6,67 %) selected "Little."

In Figure two, we can see that a significant proportion (43,33 %) value collaborative work, while a considerable proportion (30 %) consider the implementation of technological resources that can encourage student participation in class to be necessary.

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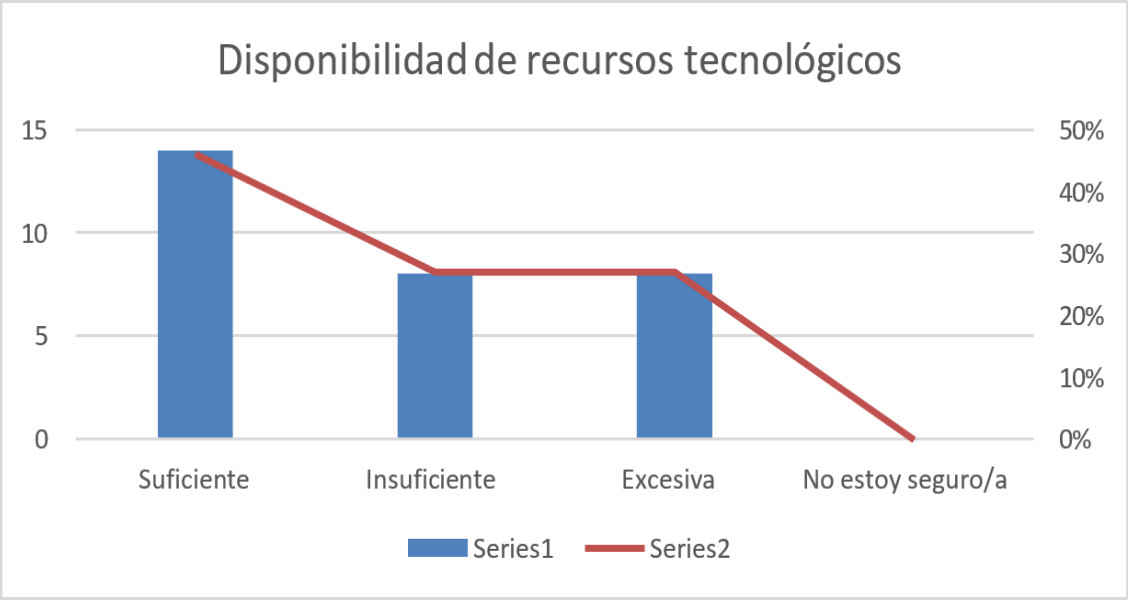

Figure 1. Distribución según consideraciones sobre la disponibilidad de recursos tecnológicos

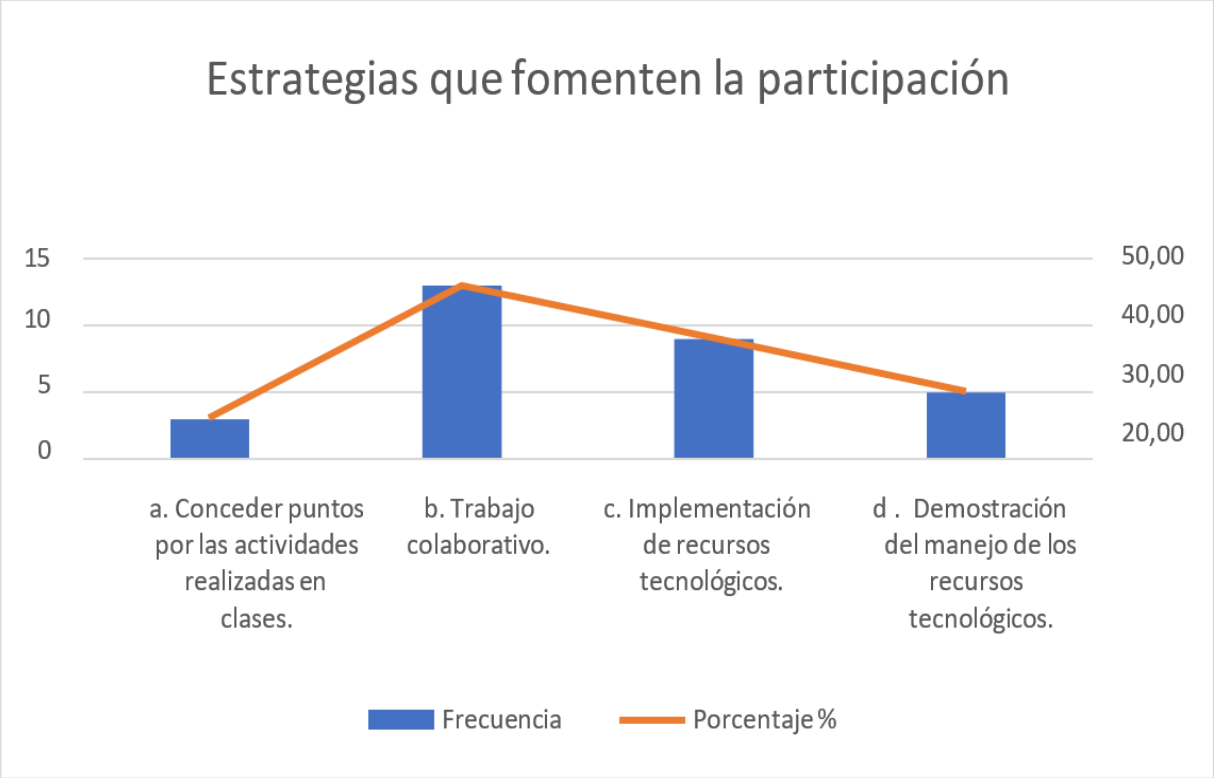

Figure 2. Distribution according to how they consider strategies that encourage student participation

A minority (16,67 %) perceive that the role of the teacher as facilitator is insufficient. In comparison, a significant proportion (50 %) consider inadequate or limited use of technological resources in the educational process. According to how the teacher gives social science classes, a minority of participants (20 %) feel extremely satisfied, while a significant proportion (56,67 %) are very satisfied. On the other hand, a minority (23,33 %) feel dissatisfied, and no participant indicated feeling completely dissatisfied (0 %). Half of the participants (50 %) perceive or experience a significant amount of the evaluated attribute. In comparison, a substantial proportion (46,67 %) perceive or experience it to a moderate degree, considering that technological resources favor knowledge acquisition.

In figure 3, it can be seen that the majority of participants (60 %) perceive or experience a significant or high amount, while a considerable part (40 %) perceive or experience a moderate amount. They consider that technological resources allow interaction with knowledge, motivating learning.

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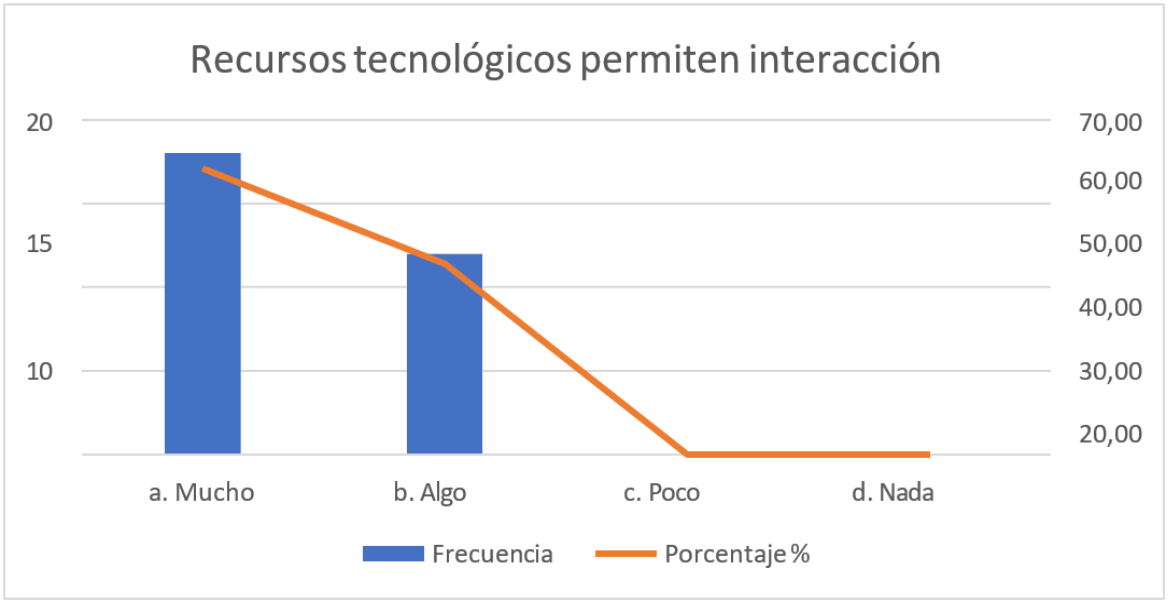

Figure 3. Distribution according to whether they consider that technological resources allow interaction with knowledge, motivating learning

According to the belief that innovative teaching methods could improve learning, most participants (83,33 %) agree with the statements, while a minority (16,67 %) somewhat agree. According to the activities they consider most motivating in class, a minority of participants (20,69 %) prefer traditional educational games, while a significant proportion (37,93 %) favor online educational games. In addition, a considerable proportion (24,14 %) show a preference for collaborative work, and a minority (17,24 %) prefer the use of multimedia resources.

In figure 4, we can see that regarding the teacher's method, a minority of participants (23,64 %) prefer educational gamification, while a significant proportion (36,36 %) value collaborative learning.

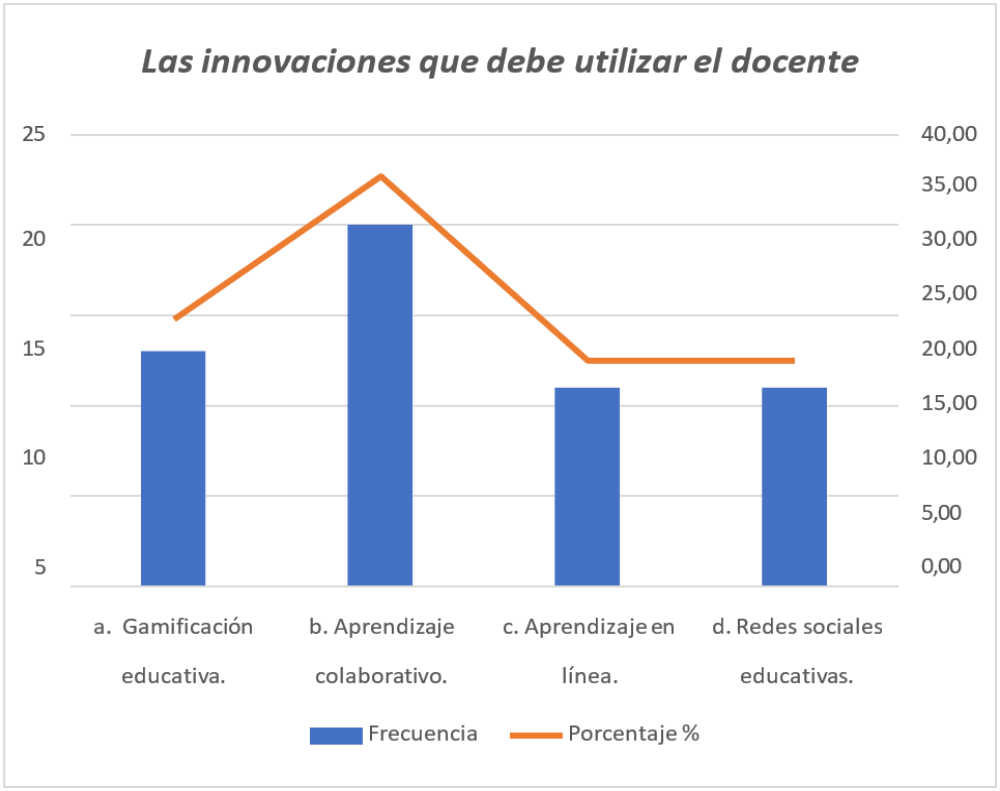

Figure 4. Distribution according to what innovations teachers think they should use

In figure 5 it can be seen that the vast majority of participants (76,67 %) totally agree with the statements, while a minority (23,33 %) somewhat agree, as they consider that social science classes would be more

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interesting if technological resources were implemented.

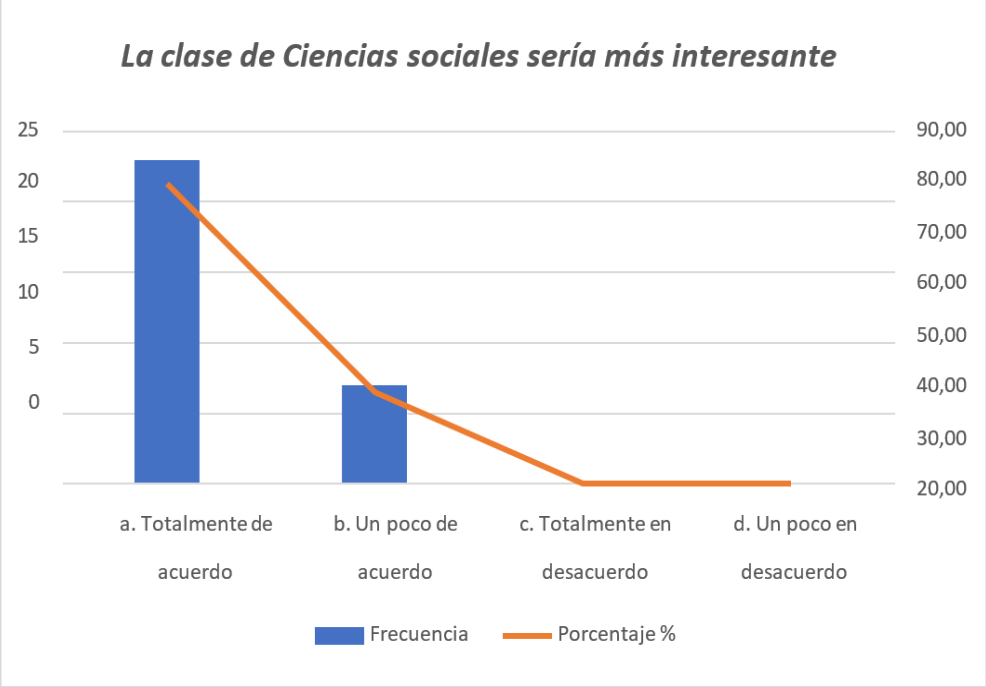

Figure 5. Distribution according to whether they consider social science classes would be more interesting if technological resources were implemented

DISCUSSION

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.

Regarding the independent variable about technological resources in social studies, the survey determined that 100 % of the students have at least one device at home with Internet access. The students consider using technological resources in the educational environment important, as they believe they improve their learning experience and increase their participation in the classroom.[5]

Currently, 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.[6,7,8,9,10,11]

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. Students in this survey mention dissatisfaction with how the teacher teaches their social studies class.

In social studies, a notable scientific advance involving technological resources is the growing use of Geographic Information Systems (GIS) for spatial analysis. GIS technology allows the mapping, analysis, and modeling of data related to physical spaces, which can shed light on patterns and trends relevant to various aspects of the social sciences, such as demography, urban planning, and environmental justice, among others.[3]

Using technology in social studies can promote active student participation and foster more interactive and collaborative learning. Technology enables the creation of virtual environments where students can share ideas, debate, and collaborate on joint projects.

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 valuable classroom tools for exploring complex social studies concepts and developing analytical skills.[1]

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.[12]

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 graders' 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 are conceptualized differently depending on the field in which they are applied, constituting themselves as an essential tool that is increasingly integrated into global coexistence and interaction. Therefore, these resources represent the basis for developing alternative learning approaches, providing individuals with innovative skills to demonstrate the constantly changing reality more completely and objectively. This implies the need for new concepts that are more in line with and relevant to current contexts.[13]

Currently, in most educational establishments, social sciences are still taught using ancient methods that are not very dynamic or interactive. For this reason, 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.[14]

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 essential management 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.[15]

The importance of technology for contemporary students is undeniable, given that these technologies are already used in university entrance exams and other educational establishments. 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 are available that play a key 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 field of education, highlighting their benefit as tools accessible to all.

Appropriate technological tools promote the development of skills in students. It has been found that these tools help students to demonstrate what they know without fear of being judged. Activities are carried out in a didactic and fun way thanks to these digital platforms, which make the communication process more dynamic. In addition, the teacher provides feedback using these resources to benefit the students and enhance their skills.[15]

Nowadays, the role played by technologies is becoming fundamental in social interaction processes, providing adaptation to the socio-cultural values rooted in a given society, as is the case in Ecuador. In this context, cultural systems achieve an eminently symbolic and functional nature, forming a set of values based on the established and mostly accepted social dynamics. Information and Communication Technologies (ICT) become indispensable educational resources in this context.[5]

Using these ICTs has positively impacted students, improving their participation and perception of academic tasks and increasing the quantity and quality of knowledge acquired. It has also positively affected the work of teachers and the teacher-student relationship. They have favored the implementation of active dynamics such as collaborative work and discussion, confirming the benefits of combining technology and the flipped approach. Their application in various subjects shows their potential for extrapolation to other subjects and disciplines of knowledge.

The importance of dynamic participation as an action encouraged by teachers and adopted by students is fundamental when defining the management that should be formalized in an educational institution. The 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.[14]

The implementation of dynamics in the subject of Social Sciences is an educational strategy in which we seek to promote active and participatory learning by 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 then emphasized that the simple reading of a text does not mean its immediate comprehension. For reading to be effective, specific strategies and skills, known as reading dynamics, are required to motivate and generate knowledge and interest in students.

Using methodological strategies in social studies and implementing technological resources produces good results in students. It activates their dynamic participation, either because they understand the subject better or are drawn to using technological tools. Teachers need more technology training, and institutions need the tools to apply technological resources in their classes.

CONCLUSIONS

By actively involving students in the research, a more complete and authentic understanding of how they use and are affected by technological resources is obtained. This methodology provides valuable information for strategically adapting technology integration in the classroom, promoting more effective, participative, and meaningful learning. By carefully selecting tools such as interactive platforms, educational applications, multimedia resources, and virtual simulations, students can be offered meaningful opportunities for exploration, collaboration, and reflection on relevant social issues.

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CONFLICT OF INTEREST

The authors declare that there is no conflict of interest.

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