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

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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
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
strategies aimed at language and literature students from the “Eloy Alfar” 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 Alfar” 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%
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
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.
### 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: 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. |
| THEME: The Story and its structure. |

| DATE: June 16, 2020 | ESTIMATED TIME OF THE SESSION: 1.45 MINUTES |
| AUTHORS: ARROYO CARRERA EUGENIA NARCISA LOOR SANTOS MARIA VALENTINA MENDOZA MERA JEAN TELMO SOLORZANO ZAMBRANO MONICA ELIZABETH |

| GENERAL OBJECTIVE: It is expected that the teachers will acquire the necessary skills in the use of the Powtoon tool to improve their teaching practice. | EXPECTED LEARNING: 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) |
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|   |   |   |   |   |
|---|---|---|---|---|
| 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 |
| 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 |
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.

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