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ORIGINAL ARTICLE

Creative teaching strategies that affect meaningful learning in virtual environments of Language and Literature

Estrategias didácticas creativas que inciden en el aprendizaje significativo en ambientes virtuales de Lengua y Literatura

Estratégias criativas de ensino que afetam a aprendizagem significativa em ambientes virtuais de Língua e Literatura


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KEYWORDS

strategies, meaningful learning, virtual environments, teaching.

ABSTRACT. The objective of this research was to analyze the use of creative didactic strategies and their impact on meaningful learning in virtual environments of Language and Literature of the students of the Third Baccalaureate of the Educational Unit "Dr. Carlos Romo Davila"; the work was carried out under a mixed approach, being this exploratory and bibliographical. For the factual study, surveys and a checklist were applied, for its development, the use of creative didactic strategies for virtual environments was identified through the survey applied to 11 teachers and 40 students. It was possible to detect that the strategies were not applied, becoming a factor so that the students do not receive the knowledge according to the need of the educational system, therefore; We proceeded to theoretically base meaningful learning in virtual environments, announcing that taking a class that generates significant learning in our students, it is necessary to apply creative, individual or collaborative didactic strategies or tools that help strengthen the teaching process, affecting the learning of students.

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PALABRAS CLAVE

estrategias, aprendizaje significativo, ambientes virtuales, enseñanza.

RESUMEN. La presente investigación tuvo como objetivo analizar el uso de estrategias didácticas creativas y su incidencia en el aprendizaje significativo en ambientes virtuales de Lengua y Literatura de los estudiantes del Tercero de Bachillerato de la Unidad Educativa "Dr. Carlos Romo Dávila"; el trabajo se efectuó bajo un enfoque mixto, siendo esta exploratoria y bibliográfica. Para el estudio fáctico se aplicaron encuestas y una lista de verificación, para el desarrollo del mismo se procedió a identificar el uso de las estrategias didácticas creativas para entornos virtuales mediante la encuesta aplicada a 11 docentes y 40 estudiantes. Se logró detectar que las estrategias no eran aplicadas, convirtiéndose este en un factor para que los alumnos no recepten los conocimientos acorde a la necesidad del sistema educativo, por consiguiente; se procedió a fundamentar teóricamente el aprendizaje significativo en los ambientes virtuales, dando a conocer que llevar una clase que genere un aprendizaje significativo en nuestros educandos, es necesario aplicar estrategias o herramientas didácticas creativas, individuales o colaborativas, que coadyuven en fortalecer el proceso de enseñanza, repercutiendo en el aprendizaje de los educandos.

PALAVRAS-CHAVE

estratégias, aprendizagem significativa, ambientes virtuais, ensino.

RESUMO. O objetivo desta pesquisa foi analisar o uso de estratégias didáticas criativas e seu impacto na aprendizagem significativa em ambientes virtuais de Língua e Literatura dos alunos do Terceiro Bacharelado da Unidade Educacional "Dr. Carlos Romo Dávila"; o trabalho foi realizado sob uma abordagem mista, sendo esta exploratória e bibliográfica. Para o estudo factual foram aplicados questionários e checklist, para o seu desenvolvimento, identificou-se o uso de estratégias didáticas criativas para ambientes virtuais através do questionário aplicado a 11 professores e 40 alunos. Foi possível detectar que as estratégias não foram aplicadas, tornando-se um fator para que os alunos não recebam o conhecimento de acordo com a necessidade do sistema educacional, portanto; Passamos a fundamentar teoricamente a aprendizagem significativa em ambientes virtuais, anunciando que para fazer uma aula que gere aprendizagem significativa em nossos alunos, é necessário aplicar estratégias ou ferramentas didáticas criativas, individuais ou colaborativas que ajudem a fortalecer o processo de ensino, afetando a aprendizagem dos alunos.

1. INTRODUCTION

It is a reality that due to the pandemic caused by the Covid-19 virus and subsequent confinement, the educational system around the world faced a transcendental change, forcing it to innovate in teaching-learning processes. Technology and the internet became the protagonists of this new way of teaching and learning. However, due to the lack of knowledge of the use of these tools by the teachers and also the lack of concentration and interest of the students, new challenges were to be overcome. Thus, it is essential to use platforms oriented to the virtual teaching-learning process and, along with it, propose better teaching strategies according to the current educational environment.

Santillan et al. (2021) highlight that the evolution of this time has introduced changes in the teaching and learning processes, actively involving information technologies. A virtual learning environment (EVA) is presented as an area to promote learning based on multidirectional communication processes (teacher/student – student/teacher and students among themselves).

Alcivar et al. (2019) establish that the educational system has not been able to stay on the sidelines with the changes that have arisen in the "Digital Age", first they were integrated into society and people's lives, and then in educational centers, ICTs cease to not be just technological tools in education, but rather become one of the basic skills to be developed in the teaching-learning process.

Duran et al. (2015) state that ICTs have promoted the virtualization of higher education as a teaching and learning model that incorporates technology and the acquisition of skills by students. In addition, they allow organizing the necessary learning and classifying and defining the different demands of professionals in the labor market.

Del Carmen et al. (2022) state that a very particular characteristic of today's society is the widespread and constant presence of the use of ICTs. Undoubtedly, digital technologies in the educational context provide various ways of interaction, not only technological but also social, cultural, and educational, through a particular mixture or composition of texts, images, and sounds, allowing the user to participate in an active and dynamic in different spatio-temporal conditions.

Vital (2017) points out that the use of creative strategies in virtual environments is of great importance within the learning process, since teachers tend to improve teaching and students to know the world in which they live through the learning by critically understanding everything that happens in their environment and acting to transform it.

According to Badía (2006), the virtual debate must favor the reception of information by the student, who, with the new technologies, has an active role in the process of appropriation of knowledge.

On the other hand, Paladines & Álvarez (2021) state that the advantages of virtual education are linked to the possibility that students have to access educational resources effectively, opportunities for people who cannot access education with modality face-to-face and activate the use of ICT in the educational process; In this virtue, the disadvantages of this type of education are limited by the little interaction that arises within the platforms, the expected social process is not created and sometimes many of the students do not have the physical digital resources to be able to enter To the platforms.

Morales-Alarcon et al. (2021) point out that the virtual teaching modality has brought with it great challenges such as curricular planning, methodologies, and strategies that replace face-to-face processes. Implement the use of Information and Communication Technologies (ICTs) and virtual simulation platforms and programs.

Santamaría-Muñoz (2022) mentions that virtual learning environments are computer platforms whose purpose is to guide pedagogical communication between the participants involved in the educational process and create spaces or communities organized around learning.

The use of information technologies facilitates the management of knowledge by the student, all under the guidance and conduction of the teacher, who not only fulfills the instructional function but is extremely important in fulfilling the regulatory and affective functions of the pedagogical communication, the evaluative component is only provided by the human being and not by new technologies, hence the teacher must be the one who provides the student with a vision modulated by their training and their values, and it is what allows the incorporation and development of the educational component in teaching, for that reason the present proposal consisted of analyzing the use of creative didactic strategies and their incidence in the significant learning in virtual environments of Language and Literature of the students of the Third year of Baccalaureate of the Educational Unit "Carlos Romo Dávila" in order to promote interactivity between educator and learner.

2. METHOD

This research work was carried out from a mixed approach; in view of having obtained representative and projected results in defining the problem raised, managing to direct it through the compilation, preparation, analysis, interpretation, and discussion, which helped to search for alternatives for a possible solution to the problem. The types of research were: bibliographic since it was investigated by accessing different sources to acquire the required information, contributing to theoretically and scientifically support the proposed topic, in

the same descriptive way because it allowed to point out the characteristics of the population studied; and also exploratory since the respective evaluation instruments were applied.

The investigation was carried out in the "Carlos Romo Dávila" Educational Unit, located in the Flavio Alfaro Canton, whose population is made up of 40 students and 11 teachers; and, being a small one, no formula was applied, and it was carried out with the total universe as study subjects. For the execution of the study, the methods were applied; inductive since it led to registering, observing, and comparing the checklist, leading the data to be validated; emphasizing that this led to the formulation of theories or hypotheses, and deductive given that he deduced the causes and consequences of the problem posed by the investigation. On the other hand, two surveys were used as a technique whose tool was the questionnaires of the surveys that were carried out on both the educator and the student through Google Forms focused on the use of creative didactic strategies and their impact on the learning significance of the students in the same way; we worked using different investigations inherent to the topic.

The processing of the results obtained was carried out through statistical analysis, which allowed to specify information objectively through its tabulation, for its respective discussion, based on other explorations focused on the problem.

3. RESULTS

The results of the survey carried out on teachers are presented below:

Table 1

Do you consider that creative teaching strategies in virtual environments are very important?

Response Options	Frequency	Percentage
Yes	6	55,00 %
No	1	9,00 %
Very little	4	36,00 %
Total	11	100,00 %

It is observed in the case of teachers, 55% answered yes; while, 36% very little; and 9% answered no; the results indicate a tendency to give little value to virtual environments as a learning strategy. Delgado & Solano (2009) point out that they are important since they allow autonomy to be increased, control of the pace of teaching and the sequences that mark student learning.

In addition, the aforementioned authors establish that they also contribute to the participants in the construction of knowledge, cooperation, interaction with others, among other characteristics, at the time they need.

Table 2*Do you think you apply creative teaching strategies in virtual learning environments?*

Response Options	Frequency	Percentage
Yes	3	27,00 %
No	2	18,00 %
Sometimes	6	55,00 %
Total	11	100,00 %

It is observed that 55% answered that sometimes, while 27% said yes; and, 18% do not; the data obtained reveal little use of creative teaching strategies in online classrooms. Pamplona et al. (2019) state that the implementation of inappropriate creative teaching strategies that do not fit learning styles leads to inadequate teaching intervention, resulting in dispersion, demotivation, and poor academic performance.

Table 3*What resources do you use to apply creative teaching strategies in virtual environments?*

Response Options	Frequency	Percentage
Video	1	9,00 %
Cards or posters	0	0,00%
School text and/or dictionary	4	36,00%
Slideshow	6	55,00%
All of the above	0	0,00 %
None	0	0,00 %
Total	11	100,00 %

It is appreciated that 55% make use of slides, 36% school texts or dictionaries, 9% video; notoriously the other resources are in disuse in online classes. But, Galileo (2018) states that there are five resources that must be used in virtual classes and they are; tutorial videos, concept maps, discussion forums, podcasts, and slideshows, as these provide learning at the pace of the students.

Table 4*Which of the following creative teaching strategies do you usually use in virtual environments?*

Response Options	Frequency	Percentage
Exhibitions, brainstorming	0	0,00 %
Digital and/or physical portfolio.	11	100,0%
Interview, survey, and/or case study	0	0,00%
Role play, dynamics, round table, debate, forums.	0	0,00%
None	0	0,00 %
Total	11	100,00 %

We observed that 100% of the teachers surveyed use digital or physical portfolios as the only didactic strategy, but the other alternatives are not implemented within their teaching practice; however, the didactic teaching strategies are according to the needs, characteristics of the students and the context where they are, they turn the didactic sessions into interactive learning scenarios, with videos being the most common and used in virtual classes.

Below are the results of the survey conducted on students:

Table 5

How do you consider your virtual Language and Literature classes to be?

Response Options	Frequency	Percentage
Interesting	0	00,00 %
Good	0	00,00%
Very Good	0	00,00%
Regular	34	85,00%
Boring	6	15,00%
Bad	0	00,00 %
Total	40	100,00 %

In students, 85% considered that they are regular and 15% boring; the results clearly reveal that new teaching methods are required. However, Durán (2016) states that virtual classes must be dynamic since it is an interactive process where the contents of the courses are analyzed and discussed between students and teachers in a synchronous manner (videoconference, interactive chat in both cases the student you are free to choose where to enter the session) and asynchronous (forum, email).

Table 6

What are the main teaching resources used by your teacher to teach Language and Literature?

Response Options	Frequency	Percentage
Video	0	00,00 %
Cards or posters	0	00,00%
School text and/or dictionary	3	7,00%
Slideshow	37	93,00%
All of the above	0	00,00%
None	0	00,00 %
Total	40	100,00 %

It is observed that 93% responded that slides; and, 7% school texts; the results clearly detail the traditionalism and the little use of didactic resources used in the online course. Córdova (2012) points out that the main resource used in classes are school texts, it is a basic element for the student and for the teacher, for the first it facilitates and enhances learning, for the second it guides, delimits and supports the didactic process.

Table 7

Which of the following creative teaching strategies does your teacher usually use in virtual Language and Literature environments?

Response Options	Frequency	Percentage
Exhibitions, brainstorming	0	00,00 %
Digital and/or physical portfolio.	40	100,00%
Interview, survey, and/or case study	0	00,00%
Role play, dynamics, round table, debate, forums.	0	00,00%
All of the above	0	00,00%
None	0	00,00 %
Total	40	100,00 %

It is appreciated that 100% answered digital and/or physical portfolios, the result clearly reveals the meager use of creative didactic strategy in the virtual environments carried out in the subject. Rajadell (2002) points out that there are a series of creative didactic strategies in virtual environments, and not just one since they favor the development of attitudes and values and that we group in the didactic dimension of being, the affective dimension of the person as be individual and social.

Table 8

What tool does your teacher commonly use in the virtual environment of Language and Literature?

Response Options	Frequency	Percentage
WhatsApp	40	100,00 %
Zoom	0	00,00%
Teams	0	00,00%
Youtube	0	00,00%
Classroom	0	00,00%
E mail	0	00,00%
None	0	00,00 %
Total	40	100,00 %

It is appreciated that 100% answered "WhatsApp"; the results reflect a low index of tools used in classes. However, Becerro (2009) establishes that educational platforms are important in classes since they allow responding to the management needs of schools at three large levels: administrative and academic management, communication management, and process management. teaching learning.

Table 9*Checklist Results*

Teaching strategies creative learning		Meaningful Learning		Virtual learning environment	
Yes	No	Yes	No	Yes	No
3	7	4	6	3	7

Through the application of the checklist, it was possible to denote the great shortcomings that were reflected considering 3 axes, detailing them as follows; in axis 1: Creative didactic strategies of a total of 10 items, with 3 of them counted in the development of the classes and 7 did not; while, in axis 2: Significant learning, 4 were the activities that complied, but 6 of them did not; and, finally, in axis 3: Virtual learning environment, they showed that they met 3 while they did not with the remaining 7. It is worth mentioning that most of the activities did not apply in their classes, which were considered in the study, through theoretical foundation.

4. DISCUSSION

The present study denoted a deficit in the use of creative didactic strategies applied in the virtual teaching and learning modality, using traditional techniques without innovation, which led the majority of students to drop out academically, due to demotivation and little interaction between educator and educating. Delgado & Solano (2009) explain that virtual environments mean finding new strategies that allow students to be active even when they are in different parts of the world, promoting the construction of knowledge and collaboration, in addition to not making education something monotonous but more fun and interactive, but being the opposite would be directing students not to think, nor to be critical and reflective. Jimenez et al. (2021) establish that the use of didactic strategies in the online learning environment positively affects learning reflected in an increase in the academic performance of students; however, an exaggerated number of tools for virtual modality students can discourage and obfuscate the student body due to the limited use.

The research carried out reveals the importance of raising awareness about innovation in the educational context, given its high rate of dropouts due to the lack of motivation caused by the use of techniques focused on the traditional; and, by reflecting on what will allow creating awareness in teachers, leading to the implementation of a harmonious environment, trust, participation and dynamism to optimize the teaching and learning process in virtual environments.

The application of creative didactic strategies in virtual classes, allow the autonomy in the student to be raised, turning them into creative leaders with enthusiasm to innovate, without avoiding the control of the rhythm of teaching and the sequences that mark the learning of the students. (Delgado & Solano, 2015).

The process of obtaining data for the tabulation of results made it possible to compare the criteria of the respondents with reality. The majority of the study population showed that there are some strategies applied in the virtual classroom; however, when applying the checklist, it was possible to verify that the reality is different, due to the fact that its use is very scarce; and in such virtue, both were shaped.

For future research, it is necessary to consider the time factor given that it has repercussions on verifying the reality of the problem, as well as looking for alternatives that help to solve the identified problems and not only remain reflected in inquiries. The contribution of the authorities, teachers, parents and students is relevant to the educational context; therefore, it is pertinent to consider them all as a population within the studies considering each of their contributions.

5. CONCLUSION

It was possible to identify that the use of creative didactic strategies for virtual environments in Language and Literature, both in teachers and students, is really low, using WhatsApp as the only one; and, this is due to the lack of training on the management of technology that contributes to using new teaching methods, although as a positive aspect they are found in the predisposition to use them, thus contributing to the strengthening of meaningful learning in the respective classes.

Significant learning is essentially one that allows a process of searching for meanings and knowledge that goes beyond the general and invites a more detailed study, so that meaningful learning in virtual environments of language and literature is definitely in which knowledge originates and is based, in such a way three fundamental axes are considered; reading, writing and oral communication, which undoubtedly represents a real challenge in virtuality, but with the right tools it can be achieved.

Within the diagnosis made, it became necessary to design a virtual environment for Language and Literature through the use of creative didactic strategies that include: debates, round tables, brainstorming, and mental maps, among other activities that contribute to the significant learning of students through of the creation of the online medium, everything in view of the fact that they aspire and require to experience a new teaching environment, thereby obtaining interaction between the educator and the student; and, consequently, active participation that strengthens the development of the classes.

Conflicto de intereses / Competing interests:

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Rol de los autores / Authors Roles:

Howard Moreira: Conceptualización, análisis formal, investigación, metodología, administración del proyecto, recursos, software, supervisión, validación, visualización, escritura -preparación del borrador original, escritura -revisar & edición.

Ronald Bravo: Conceptualización, metodología, administración del proyecto, software, escritura -preparación del borrador original, escritura -revisar & edición.

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