Digital Educational Resources: A Strategy Towards Text Production

Recursos Educativos Digitales una Estrategia hacia la Producción Textual

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Abstract

This article proposes to create opportunities for students to improve their writing skills through the production of texts, using digital educational resources that offer innovative and up-to-date tools in the classroom. The aim is to change the teaching dynamic towards a constructivist approach that incorporates the use of digital tools to adapt to various learning styles. To achieve this objective, digital activities have been designed to include applications and virtual platforms to stimulate critical and reflective thinking, integrating different learning modalities such as visual, auditory and audiovisual, focusing on the student's perspective. All of this is based on theoretical foundations that support the strategy of promoting autonomous learning by combining written production and digital educational resources

Keywords: RED, textual production, creativity, learning, innovation.

1. Introduction

The research is framed within the academic updating of the educational system, introducing a creative and innovative approach to teaching, especially in the area of the Spanish language. It focuses on the use of digital educational resources in the classroom to improve the teaching-learning process; therefore, it highlights the importance of Information and Communication Technologies (ICT) as educational tools to foster creativity in students, particularly in the development of text production skills in the digital environment.

The main objective of the project is to understand the mechanisms that drive learning, using educational applications and platforms that meet technological needs in the creation of creative texts, as demanded

by the digital era in the educational field. Playful-pedagogical means are employed to energize classrooms, integrating digital resources as a source of motivation that encourages constant student participation and effective reception of the information taught, taking advantage of diverse learning styles.

In this way, writing processes are integrated with technologies, starting from Cassany's (1994) theory, adapting each stage of writing to the digital environment. This is linked to constructivism, based on Piaget's (1968) theories, with the implementation of virtual platforms in the educational institution where students learn about digital tools by using them to construct their knowledge, following Escudero's (2017) perspective to enrich the formative process in a didactic manner, using digital educational resources according to García's (2010) contribution to strengthen competencies, in this case, writing.

2. Theoretical Framework

The theoretical construction is distributed based on the factors that influence the teaching and learning process. Under this premise, the words of Flores-Ochoa (1994) are taken, who proposes that "each individual accesses, progressively and sequentially, the stage of intellectual development, according to the needs and conditions of each one" (Mantilla, et al., 2020). In this way, the student accesses knowledge sequentially, that is, acquiring communicative competencies in each educational encounter; likewise, Cassany (1993) proposes that writing should become "an epistemological instrument of learning. By writing one learns and we can use writing to better understand any subject" (p.32), thus the teaching and learning process is established around the development of writing competence.

In this sense, to encompass writing competence, it is necessary to mention, in the words of Bermúdez and González (2011), "communicative competence implies, then, a series of processes, knowledge, and experiences of various types that the sender-receiver must bring into play to produce or understand discourses appropriate to the situation and the communication context" (p.4). In this way, the student will produce texts from digital experiences that pose a written communicative situation that allows establishing a writing process.

Consequently, integrating DER, or in García's (2010) words, digital materials called Digital Educational Resources with an educational design and intention to fulfill an objective or learning through an appropriate didactic approach focused on the acquisition of knowledge to inform, help, reinforce, favor, or even evaluate knowledge (Zapata, 2012, p. 1). Therefore, digital tools are aimed at the writing process to favor the narrative elements in a piece of writing necessary for creativity, coherence, and cohesion to exist in the students' written productions.

In short, it is necessary not only because of the vanguard of technologies to include digital tools in educational settings; in other words, Tesouro and Puiggalí (2004)

mention that "ICTs provide greater interactivity, online documents can be consulted, the student can be more autonomous, if they make a mistake they do not feel as frustrated as if they make a mistake in public" (Ruíz and Tesouro, 2013, p.19), regarding the autonomous writing process supported by DER as an interactive space for text production without exposing errors, on the contrary, mediating them to learn from each error, making every comma and semicolon count in the text production created by the student.

3. Method

To construct the data analysis, the research is established as descriptive quantitative (Ramos, 2020), taking as reference Hernández et al. (2018), who argue that processes can be sequential and probative. A hypothesis is proposed to define and address the research problem objectively. A quantitative approach will be used to measure numerical performance in the development of writing competence, while the texts produced by students will be analyzed qualitatively according to text production standards.

Both writing and text production, which can be compared to language and thought, which are deeply interrelated, or as Vygotsky (1985) says, "language and thought are completely intertwined in human life, forming, together with attention and logical memory, a system of interfunctional relationships that characterize human consciousness" (Serrano, 2014, p.100). This system is in a state of complement, so expressing ideas in writing implies logic and organization of ideas, allowing writing with coherence and using all the skills of a good writer.

Within writing competence, that is, the students' text production, the student will be analyzed based on their performance in the development of text production activities, which will be evaluated based on coherence, cohesion, and appropriateness as established in the language competency standards for third grade, supported by the use of digital educational resources.

Therefore, the ADDIE instructional design model makes this process more relevant due to its execution in the different phases that can be integrated into the writing processes of third-grade students.

This ADDIE model seeks to describe a model, in the words of Molenda et al. (1996), that highlights the connections between the development of educational and improvement interventions. This process includes the stages of analysis, design, development, implementation, and evaluation. The same process is applied in the same way in the application of the pedagogical strategy.

The study population belongs to the Luis Gabriel Castro Educational Institution, Gran Colombia campus, located in Villa del Rosario. The sample consists of 25 third-grade primary school students from socioeconomic levels 1 and 2. A non-probabilistic convenience sample with an intact group was selected. Quantitative data collection instruments will be used, such as pre- and post-intervention evaluative

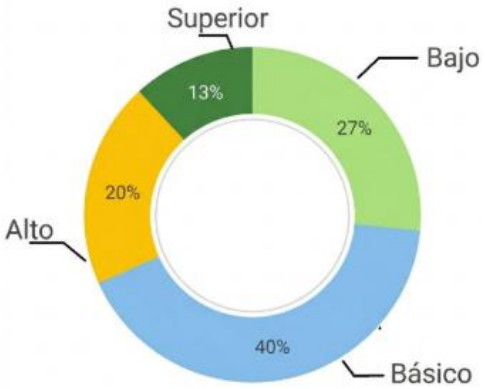
diagnostics, to analyze progress in text production during the activities.

4. Results

In the diagnostic phase, it was evidenced in the posttest, where students experienced a writing workshop focused on text production.

Illustration 1

Comparative writing percentages - Initial Diagnostic

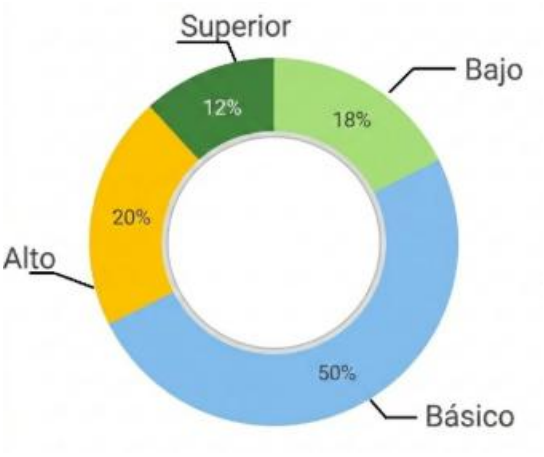


Note: The figure explains how 13 percent of students meet a superior text production level, followed by 20% equivalent to a high text production level.

In this way, it can be observed that it is necessary to strengthen the text production factor in 3rd-grade students because 27% of the classroom presents an unfavorable percentage regarding the performance of this factor, which is necessary and is present within the construction of the Spanish language, where coherence and cohesion must be at a minimum performance level of high.

Illustration 2

Comparative writing percentages - Posttest



Note: The previous figure shows the final result, where students demonstrated a 10% increase in basic performance.

On the other hand, upon completing the writing process mediated by DER, it was observed that the posttest showed a 10% advance in the written production of students with low performance who reached a basic level. This demonstrated that the use of digital educational resources not only improved writing but also allowed students to experience digitalization in the writing process.

The use of digital educational resources has resulted in a 10% advance in the improvement of written production of third-grade students at the Luis Gabriel Castro Educational Institution, Gran Colombia campus.

5. Conclusions

It is essential that new generations master writing to face the challenges of the contemporary world. Therefore, the importance of adopting an innovative

approach that motivates and engages students, bringing them closer to writing in a pleasant and satisfying way.

Students must develop a curious vision that leads them to question and investigate on their own whether the information they receive is true, correct, well-founded, or not. These acts of questioning are what shape an individual with critical, innovative, and investigative thinking, capable of seeking the truth in the events, facts, and information that are presented.

To train a student skilled in writing competence, it is crucial to lead by example; demanding that students write is a contradictory exercise, because this should be encouraged through the achievements they can reach if they develop this competence. To this end, innovating and creating strategies such as classroom projects, dynamics, and workshops that allow the writing of texts should be the main axis of primary education.

This will allow them to analyze situations to relate valid arguments, avoiding falling into the frustration of creating innovative texts, developing their own reflective criteria. Therefore, it is necessary for students to adopt a critical notion from the first years of schooling so that, upon entering higher education, this component is not seen as something complex.

Teachers have the duty to propose didactic strategies that promote and incentivize the writing habit in students, so that they write pleasantly and do not see writing as a tedious activity. Students also have the responsibility to constantly exercise their writing, which requires effort and dedication.

In digital education, collaboration between teachers and students is fundamental; the teacher acts as a guide, providing the necessary tools and knowledge, and understanding the context to use digital educational resources appropriately according to the needs of the educational environment, which includes the writing process. The students' interest in technologies is considered a source of motivation to integrate the strategy.

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