

Recurso digital CANVA para fomentar la creatividad docente durante el proceso de enseñanza-aprendizaje

CANVA digital resource to promote teaching creativity during the teaching-learning process

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Resumen

Introducción: El presente trabajo de investigación se basa en el estudio del recurso digital CANVA para fomentar la creatividad docente, durante el proceso de enseñanza-aprendizaje. **Objetivo:** Determinar la percepción del uso de estrategias metodológicas usadas por los docentes, la una de manera tradicional y la otra mediante la integración del recurso digital Canva como recurso didáctico para fomentar la creatividad de los docentes en la planificación del proceso de enseñanza-aprendizaje. **Metodología:** Se utilizó un enfoque descriptivo, documental y de campo. En cuanto a la recolección de información se utilizaron encuestas dirigidas a los docentes de la institución, previamente validadas por expertos. Se trabajó con una muestra no probabilística de 15 docentes cuyo criterio de elección fue que sean docentes del nivel bachillerato. **Resultados:** 1. Se realiza la fundamentación teórica desde el análisis de artículos científicos con los criterios de análisis. 2. Se logra realizar un análisis comparativo en relación con la gestión de enseñanza-aprendizaje mediante estrategias tradicionales y mediante el uso de CANVA. 3. Se contribuye significativamente al enriquecimiento teórico-práctico relacionado al uso de CANVA en el aprendizaje. **Conclusión:** La integración de Canva como recurso didáctico, es una estrategia que permite fomentar la creatividad y la innovación en la enseñanza, despierta la motivación, la atención, el trabajo colaborativo y la creatividad tanto de docentes como de estudiantes. **Área de estudio general:** Educación. **Área de estudio específica:** Educación.

Abstract

Introduction: This research work is based on the study of the CANVA digital resource to promote teaching creativity during the teaching-learning process. **Objective:** Determine the perception of the use of methodological strategies used by teachers, one in a traditional way and the other through the integration of the digital resource Canva as a teaching resource to enhance the creativity of teachers in planning the teaching-learning process. **Methodology:** A descriptive, documentary and field approach was used. Regarding the collection of information, surveys were used aimed at the institution's teachers, previously validated by experts. We worked with a non-probabilistic sample of 15 teachers whose selection criterion was that they are high school teachers. **Results:**

1. The theoretical foundation is conducted from the analysis of scientific articles with the analysis criteria. 2. A comparative analysis is conducted in relation to teaching-learning management through traditional strategies and using CANVA. 3. It contributes significantly to the theoretical-practical enrichment related to the use of CANVA in learning. Conclusion: The integration of Canva as a teaching resource is a strategy that allows promoting creativity and innovation in teaching, awakening motivation, attention, collaborative work and creativity in both teachers and students. General study area: education Specific study area: Different signature

Introduction

The present research on the use of the digital tool CANVA to promote teacher creativity during the teaching-learning process is very relevant in the current educational context. In an increasingly technological world, it is essential that teachers are trained to integrate these tools effectively into their pedagogical practices. The objective of this research is to explore the impact that the use of digital tools has on the creativity of teachers, as well as on the motivation and learning of students, and also aims to identify the perception of students and teachers of the use of this tool. digital in the development of teaching creativity, in order to improve the quality of education and prepare students for an increasingly digitalized future. The information presented in this study is valuable to improve teacher training in the use of technology, as well as to develop innovative strategies that promote creativity in the classroom.

Digital resources

Digital resources are tools that can facilitate teaching, learning and improve education. They allow teachers to reach students with material according to the expectations and needs of different groups, allow students to access information quickly and easily, and offer them new ways to interact with educational content (Grisales, 2018, p. 112). The use of educational digital resources in the classroom can facilitate the acquisition of new knowledge that supports the development of skills. Firstly, digital resources allow students to access information quickly and easily. This is especially important in a world where information is abundantly available and constantly changing. Secondly, digital resources offer students new ways to interact with educational content (González

& Gómez, 2021, p. 90). For example, students can use digital resources to create their own projects, participate in interactive activities, or access personalized educational resources. Finally, digital resources can contribute to improving students' scholastic competence, it can help students develop digital skills, such as critical thinking, problem solving and creativity. These skills are essential for success in school and in life.

Educational digital tools

According to Padilla (2021), “digital tools refer to computer programs that have the purpose of facilitating both teaching and learning through electronic means” (p. 48). This set of tools includes educational software, online platforms, mobile applications and interactive multimedia resources, among others. Its main purpose is to provide teachers and students with new opportunities to acquire knowledge and skills, encouraging participation and meaningful learning.

According to Morán et al. (2021), “digital tools refer to technological devices that enable the interaction, production and dissemination of educational content. Examples of these tools include computers, tablets, digital whiteboards, interactive projectors, cameras, and audio or video recorders” (p. 67). These tools provide teachers with the opportunity to expand and improve teaching methods, facilitating more personalized learning tailored to the individual needs of students. For example, a teacher can use a digital whiteboard in the classroom to display images, videos and interactive resources that complement the lesson, instead of just using books and papers, teachers can use these digital tools to enrich the educational experience and promote a more dynamic and meaningful learning.

It is understood that digital tools refer to resources in digital format that are intended to facilitate the performance of educational tasks and promote the development of digital skills in students. These tools cover various options such as office software, image and video editing programs, simulators, virtual learning environments, electronic books and learning management platforms, among other examples (Echeverría & Molina, 2022, pp. 46-47) . Its fundamental purpose is to promote the acquisition of digital skills and the responsible and critical use of technology in the educational field.

These three definitions provide a complete vision of digital tools in the educational field. The first definition focuses on computer applications and multimedia resources, such as online learning platforms and educational games. For example, image slider applications like *Canvas* or *FlowChart* They are digital tools that help students improve their visual skills interactively.

Creativity

The United Nations Children's Fund (UNICEF, 2022) highlights the importance of developing creativity and lists it among transferable skills, defining them as those skills that are needed to adapt to various life contexts and that people can potentially transfer to different social, cultural or work environments (p. 48). Creativity is the ability to think outside the box and generate new ideas or solutions, either individually or as a team. Creativity is a skill that can be developed with practice. By providing people with the opportunities to explore their creativity, we are giving them the tools they need to succeed in life. It is an essential skill for personal and professional development, and is fundamental for teaching.

Creativity is an essential capacity for personal and professional development, it allows us to solve problems in an innovative way, generate new opportunities and create new products and services. According to United Nations Educational, Scientific and Cultural Organization (UNESCO, 2012), creativity is the key to innovation, which in turn is a central element around education and training, in an increasingly competitive world. Creativity, or the desire to explore and invent without knowing in advance whether it will bring some kind of benefit, cannot be taught, but it must be detected and it must be recognized and encouraged (p. 24). On the other hand, traditional education, focused on the transmission of knowledge, does not always encourage creativity. Students are often evaluated on their ability to reproduce information, which can reduce their spirit of exploration and innovation. To stimulate creativity, education should focus on developing the skills necessary for creative thinking, such as critical thinking skills, problem solving, collaboration and communication. It is also important to create a learning environment that is safe and conducive to experimentation and risk.

Within Ecuadorian legislation, the Constitution of the Republic of Ecuador, in article 22 indicates that: people have the right to develop their creative capacity, to the dignified and sustained exercise of cultural and artistic activities, and to benefit from the protection of the moral and patrimonial rights that correspond to them for scientific, literary or artistic productions (National Constituent Assembly of Ecuador, 2008). This article is important because it recognizes the importance of creativity for the personal, social and economic development of the country. Creativity is an essential ability to solve problems, generate new ideas and create new products and services. In an increasingly complex and changing world, creativity is more important than ever. The right to develop creative capacity refers to the possibility that all people can explore their creative potential, regardless of their social, economic or cultural condition. This means that the State must guarantee access to education, culture and the arts, as well as the creation of safe and conducive spaces for creative expression. In this sense, education is essential for knowledge and the exercise of this right.

The learning competency curricular framework designed by the Ministry of Education of Ecuador (MINEDUC, 2023), links creativity and decision making within emotional thinking (p. 56). This means that creativity and decision making are two skills that complement each other and are necessary for the comprehensive development of people. Within the understanding and manifestations of the cultural and natural environment, it indicates that the purpose of this area is: the development of critical thinking, reflection; and, promote creativity. This area seeks for agents in the educational community to develop the necessary skills to understand and analyze their cultural and natural environment, reflect on the problems and challenges they face, and generate new ideas and creative solutions.

CANVA

Canva is a digital tool that makes it easy to create attractive and innovative educational materials. It is an intuitive and easy-to-use platform that offers a wide variety of templates, images, graphics and fonts so that teachers and students can design their own content (Ruiz-Loor, 2022, p. 12). Canva is a versatile and powerful tool that can be used to create a wide variety of educational materials. It is a tool that can help teachers and students improve learning and teaching. Today, Canva is one of the most popular graphic design tools in the world. The platform offers a wide variety of templates, images, graphics, and fonts that users can use to create their own designs. Canva also offers collaboration features that allow users to work together on design projects.

In the field of education, the CANVA platform is an online tool that allows students and teachers to generate educational resources in a visually attractive and high-quality way in a simple and easy-to-use way. For example, students can use the platform to create eye-catching visual presentations for their oral presentations, using templates and graphic elements that help them effectively convey their message. In this way, CANVA allows them to develop technological and visual skills, as well as stimulate their creative capacity and artistic expression. Regarding collaborative work, students can develop educational projects. For example, they can use the platform to design an informational poster on a specific topic, assigning each group of students a section of the poster and then combining their contributions into a single, visually coherent project. This encourages cooperation between students, as well as the exchange of ideas and the joint construction of knowledge.

Today's education presupposes the intelligent use of new digital resources to achieve concordance between what students learn in formal environments and informal environments. This reality is evident in the “V́ctor Mideros Almeida” Educational Unit, San Antonio de Ibarra parish, Ibarra canton, Imbabura province, which is why the use of digital resources is considered very important to improve creativity in the teaching-learning processes of the teachers of this institution.

The objective of the research is to analyze the effect of the independent variable: CANVA, on the dependent variable: creativity of teachers in the teaching-learning process.

Idea to defend

The integration of the digital resource Canva as a teaching resource enhances the creativity of teachers in planning the teaching-learning process of the areas in the “V́ctor Mideros Almeida” Educational Unit

Methodology

The present research is experimental in nature, since, to compare the improvement in creative performance of the group of teachers, before and after the use of CANVA. It is qualitative since the teachers' perception will be documented through the application of interviews and content analysis of the responses. It has a quantitative approach, since it offers great flexibility with the application of various research instruments, at the same time it allows collecting data, helping to understand the research problem in the teaching-learning process with the use of digital tools, as Cuevas et al. to the. (2016), the quantitative approach works on the basis of a literature review that points to the topic and concludes with a theoretical framework guiding the research to prove the veracity of the investigative work. It is descriptive since it is intended to provide a detailed overview of the current situation regarding teaching; and, finally, it is exploratory as it will help identify emerging patterns, challenges and opportunities. The study will be carried out for a month with 15 high school teachers from the “V́ctor Mideros Almeida” Educational Unit, to whom a perception survey will be applied before the use of digital tools and a second survey after the use of CANVA as a resource. educational.

Results

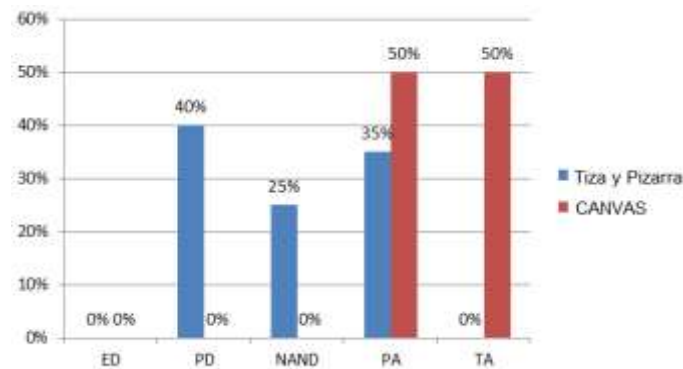
Below, the results are presented that describe the context of teaching-learning in the “V́ctor Mideros Almeida” Educational Unit, considering high school teachers who participated in the study. The percentages reported refer to all valid responses, missing data and no responses are omitted.

Question 1. Teacher creativity from the student's perspective

Regarding whether you consider that the teacher's creativity is influenced by the use of chalk and blackboard in comparison to the results of the use of the CANVAS tool

Figure 1

Teacher creativity – comparative table



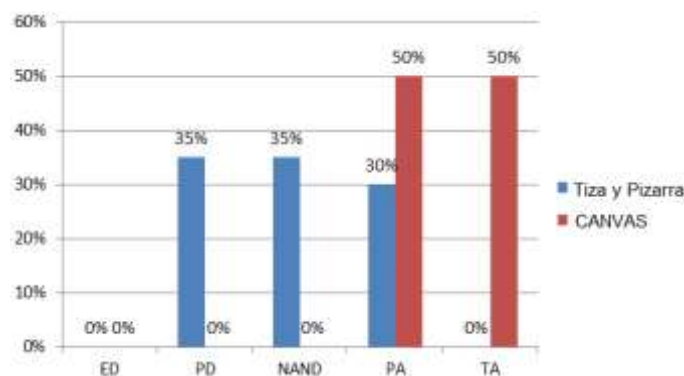
Based on the data obtained, it can be concluded that the use of traditional tools such as chalk and blackboard has a limited impact on the development of teachers' creativity, since only 35% of those surveyed consider that these tools favor the creativity. On the other hand, the implementation of technologies such as CANVAS in teaching-learning management has proven to be more effective, since 50% of those surveyed totally agree and the other 50% partially agree that CANVAS allows the development of creativity of teachers during their classes. Therefore, it can be seen that the use of innovative technologies in the educational field can be more effective in promoting teacher creativity compared to traditional tools. It is important to continue exploring and using new technological tools to enhance the creativity of teachers and improve the quality of education in general.

Question 2. Student motivation

Regarding personal assessment in relation to their level of motivation when using chalk and blackboard as resources compared to the CANVA digital resource

Figure 2

Student motivation – comparative table



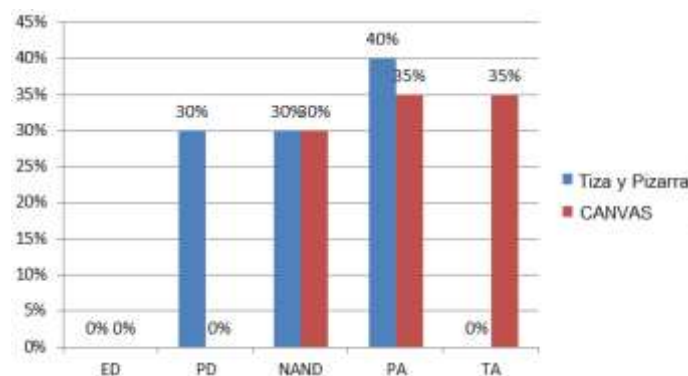
Based on the data obtained, it can be concluded that the motivation of students when receiving classes using traditional tools such as chalk and blackboard is significantly lower compared to the use of the digital platform such as CANVAS. This suggests that the incorporation of technology in the teaching-learning process, as in the case of CANVAS, has a positive impact on student motivation. Therefore, it is important that the “Victor Mideros Almeida” Educational Unit consider the implementation of digital tools to improve the learning experience of students and promote their motivation in the classroom.

Question 3. Collaborative work

Regarding the personal perception of the efficiency of collaborative work when using chalk and blackboard as resources compared to the digital resource CANVA

Figure 3

Collaborative work – comparative table



Regarding the development of activities through collaborative work of students when receiving classes with traditional tools, the results of the surveys show that 30% consider that these resources do not favor teamwork, another 30% are not sure and 40% believe that chalk and blackboard are useful for collaborative work. On the other hand, after the experience of using CANVAS in teaching-learning management, 30% of those surveyed remain neutral, 35% partially agree and another 35% totally agree that this tool makes their work easier. collaborative. The results show a clear preference for using CANVAS to encourage teamwork among students, compared to traditional tools such as chalk and blackboard.

Discussion

In this work, a comparison has been made on the use of traditional resources such as chalk and blackboard in comparison with digital resources, specifically with the digital resource CANVA. We have established the benefits that the use of technological tools

presents in different areas. The research variables have been based on bibliographical, documentary research, theoretically through the contribution of scientific production of recent years related to digital resources in education. The analysis of the reviewed works has allowed us to know the results of similar investigations, contributing and contrasting our theoretical framework.

More generally, the study of digital resources in educational contexts brings us closer to knowing the benefits of the CANVA digital resource in terms of developing the teacher's creativity to make a more enjoyable and interactive class. The results have brought us closer to knowing the main benefits of using digital resources over traditional ones, since within the perception factors of both students and teachers, there is substantially an increase in motivation, attention, collaborative work, creativity of both teachers and students, which generates good acceptance in educational environments. The implementation of innovative technologies such as CANVA can enhance the creativity of teachers by offering them more dynamic and flexible tools to design their classes, which is reflected in the higher percentage of agreement on its impact compared to traditional tools, which confirms what has been stated. by Ken Robinson, recognized expert in education and creativity, and cited by Martínez-González (2020), who indicates that creativity is a process that involves the generation of original and useful ideas, and its development is essential in the educational field. Other studies, such as those by Rebollo & Soubirón (2021), maintain that digital technologies can increase teachers' creativity by offering them new ways of presenting information and encouraging collaboration.

The survey results show that incorporating technology such as CANVA can significantly increase student motivation, suggesting that this digital tool may be more effective in improving the learning experience compared to traditional tools, which is supported in research such as that of García-Bacete & Doménech-Betoret (2017), in which it was shown that the incorporation of technology in the classroom can increase the motivation of students and improve their learning experience, which is confirmed, at the same time, by what Formento-Torres assures et al. (2023), motivation is a fundamental aspect in the teaching-learning process, since it influences students' willingness to actively participate in classes and their interest in learning.

Finally, regarding the fact that CANVA facilitates teamwork among teachers more effectively than traditional tools, it suggests that this digital platform can favor the development of collaborative skills and promote more interactive and participatory learning in the classroom, which is supported by what was stated by Roselli (2011), who cites Vygotsky, psychologist and learning theorist, when he indicates that collaborative work is a fundamental aspect in the educational process, since it allows students to build knowledge together, sharing ideas and experiences, in the same sense

Serna-Martínez & Alvites-Huamaní (2021) have shown that digital platforms can enhance collaboration between students by offering them tools to work as a team more effectively.

Conclusions

- The teacher training workshops on the integration of CANVA as a teaching resource are an excellent strategy to promote creativity and innovation in teaching, and contribute to improving educational quality in the “V́ctor Mideros Almeida” Educational Unit. They are a strategy to promote innovation and creativity in teaching, since they allow teachers to acquire new skills and knowledge about the use of CANVA. By integrating this resource into the planning of the teaching-learning process, teachers can design materials Attractive and visually impressive teaching materials that capture students' attention and facilitate their learning.
- The use of technological tools such as CANVA in educational environments can enhance the creativity of both teachers and students, allowing the generation of original and useful ideas in the teaching-learning process. This translates into more dynamic and interactive classes, which favors the attention and motivation of the participants.
- It is observed that the incorporation of technology in the classroom, specifically using tools such as CANVA, can significantly increase student motivation, which positively influences their learning experience. This supports the idea that motivation is a fundamental aspect in the educational process, since it influences students' willingness to actively participate in classes and their interest in learning.
- It is highlighted that teamwork among students is benefited by the use of digital platforms such as CANVA, which favors the development of collaborative skills and promotes more interactive and participatory learning in the classroom. This coincides with the idea that collaborative work is fundamental in the educational process, allowing students to build knowledge together and share ideas and experiences.
- Finally, the implementation of innovative technologies in the educational field, such as CANVA, offers teachers more dynamic and flexible tools to design their classes, which is reflected in a greater positive impact compared to traditional tools. This highlights the importance of adapting to new technologies in the teaching-learning process to improve educational quality and promote the development of skills of both teachers and students.

Conflict of interests

The authors declare that there is no conflict of interest in relation to the article presented.

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