

Prezi and new technologies to strengthen training processes: Analysis of teaching practice in students of the Baccalaureate

Merly Genoveva Zambrano Romero¹, Jeovanny Moisés Benavides Bailón²

Abstract---*The use of information and communication technologies in various areas it has generated controversy about the benefits or harm that may be caused by being incorporated into the educational field. This article seeks to determine the conditions for the use of this type of technology and especially the Prezi tool in high school students. The current challenge is faced with the application of this type of technology as a didactic resource and its educational use. The medium indicates the communication process while technology is responsible for providing the material support of the process; both with the same importance, being necessary to work with the communicative process that helps all learning and studies the types of instruments that will be used and the strategies of use. To achieve the development of this article, a bibliographic review of all the material available in reliable sources was carried out to be able to issue conclusions.*

Keywords---*Prezi, new technologies, ICT, training processes.*

I. Introduction

The 21st century has been the niche for the knowledge society to take greater shape and be formally established, data is handled instantaneously through technology (Unesco, 2013), practices contribute to generating important changes in many spheres of social life. It is specified that the technologies, from the perspective of the Organization for Economic Cooperation and Development (Paulo, Isobel, Nusche, Ravela, & Toledo, 2012), are those devices that capture, transmit and display electronic data and information and support both the growth as the economic development of the manufacturing and service industries.

In recent years, the use of information and communication technologies in various fields has brought to the table of discussion the benefits of incorporating them into the teaching-learning process from the initial level, where there is experience with videos, musicals (Mero-Alcivar, Olmedo-Zambrano, & Rodriguez-Gamez, 2020); They have also been incorporated to achieve the best behavior among students, through video games (Meneses-Quimis, Moya-Martínez, & Rodríguez-Gámez, 2020).

¹ Pontificia Universidad Católica del Ecuador, Manabí, Chone, Ecuador *Email: mzambrano4749@pucesm.edu.ec* | *ORCID: <https://orcid.org/0000-0001-5827-3202>*

² Pontificia Universidad Católica del Ecuador, Manabí, Chone, Ecuador *Email: jbenavides@pucesm.edu.ec* | *ORCID: <https://orcid.org/0000-0002-7606-2131>*

Information technologies can be considered as a social relationship that facilitates the information and communication process in order to build and extend knowledge that meets the needs of the members of a given social organization (Baelo & Cantón, 2009).

In the educational field, two areas of application can be distinguished: the teaching / learning process and the area of educational management. For the purposes of this work we will focus attention on the first.

It is pointed out that talking about education and information technologies is more than talking about equipment, computers, devices and programs: it is an opportunity to reflect on how we are thinking about education and how young people and teachers learn and teach (Unesco, 2013). These technologies have the potential to transform the teaching / learning process in an innovative way, and they also support collaborative work and the development of research projects, leading to more reflective and participatory learning (Rangel, 2013).

Based on the above, it is undeniable that the use of technologies can bring certain advantages, such as greater and better use of time, ease of teamwork, more motivation and interest in carrying out tasks; But it can also mean some disadvantages, such as the fact that teachers are not sufficiently trained or familiar with them, or that students do not take academic activities so seriously, given the ease with which they obtain information. The benefits of technologies in the teaching / learning process; For students and teachers, both have the opportunity to take advantage of the maximum capabilities offered by the use of the Internet.

The differences between being a native and being a digital immigrant, because they are substantial. The natives are all those who have been born and have been trained using the digital language of computer games, video and the Internet and digital immigrants are those who have been forced by necessity to train day by day, adapting to the environment and the environment ; but always maintaining a certain connection with the past (Prensky, 2010).

This is reflected in the teaching-learning process, since the students have all the experience in technological and digital matters, while the teachers have been learning and constantly incorporating this technology in the way of teaching classes. Likewise, by using technological tools, teachers will be able to innovate their pedagogical practices, which would generate an important change in the educational process.

The information technologies that have an impact in the educational field are computers and peripherals (camera, compact disc, printers and videos, for example), digital information (databases, web pages) and digital communication (electronic forums, messaging and videoconferencing) (Kustcher, 2011). The teaching / learning process goes beyond traditional classroom hours and the teacher ceases to be a simple transmitter of knowledge. Using information technologies represents the opportunity and the challenge of innovating educational processes.

It is necessary to see technologies as didactic means and resources, but not as the panacea that will solve the problems of the educational field. Therefore, the teacher must use them to help create an environment conducive to learning and reinforcement of content seen in class (Cabero, 2010). Learning must be active, responsible, constructive,

intentional, complex, contextual, participatory, interactive and reflective (Kustcher, 2011). According to another author, he reflects that education must be a liberating space (Freire, 2010), which is a facilitator of learning, to train creative, critical, reflective and purposeful students in their own context; Also, leaving behind the banking or traditional education to which he was accustomed, to usher in the digital age.

Among the existing innovative tools, there is prezí, which offers a platform for users to organize information and present their ideas in an original way. Presentations can be created in the prezí portal in a more fun, entertaining, and visual way; because it allows you to capture your thoughts in an interactive format. Thus, slides will be developed through images, where users can click on each one and observe more informative content, videos and sounds can be added to each section. This tool offers several templates to edit, create, organize and share ideas, from anywhere, since it has applications for ipad and iphone (Brum, 2013).

It is also exposed that the prezí platform is suitable for the development of stories because it gives users the opportunity to be immersed in the narration, since it allows the approach to objects and the visualization of landscape and key elements, also the incorporation of music and the ability to follow narration with audio. With this tool, journalists and writers can develop with better flexibility and innovate in the field where they operate, because in addition to the fun it is to create and present it, it is also possible to share online and disseminate the work done with the public in In general, anywhere on the planet and at any time, in this way the space-time barriers are overcome (Peñalosa, 2013).

Cognitive science, can be developed because it has come to understand how prezí deeply connects a topic, for example, the kitchen and its elements, first the user imagines the kitchen as a whole and then they approach a certain part thereof, which is why the brain processes and remembers information by combining visual and spatial information. When a prezí is presented, people understand, remember, and even see clearly the ideas they are working with, because it allows them to use both their visual and spatial thinking to convey a story. People realize that creativity is increasingly more meaningful than experience (López, 2017).

It is specified that a presentation must be based on certain characteristics that allow the information to be structured, one of them is the spatial pattern, characterized by the logic of the area and organizes the ideas according to their physical location on a schematic map. It is used to arrange the material according to its physical location on a plane. This structure is ideal for presenting models, products and locating places (Álvarez, 2013).

In Ecuador, some research and practices of prezí have been carried out as an innovative teaching tool to strengthen meaningful learning (Moreira-Sanchez, Pazmino, & Rodríguez-Gámez, 2020). The research provides an innovative alternative for education, so it is based on strengthening the student's training processes, since the student can build their own learning through prezí, as well as motivate the teacher to use it in the classroom this internet tool to improve the acquisition of significant learning.

II. Materials and Methods

The objective of this article is to analyze and study the conditions in which high school students use information technology for their academic activities, to know how they use social networks and virtual platforms, especially the Applications like Prezi, and how the use of these programs help academically as educational material in the development of their tasks. The applied approach is analytical and descriptive, since a bibliographic research was carried out with reliable documents, so that detailed information on the investigated application was available and therefore a discussion according to the topic could be developed, which also allowed for conclusions based in all the data collected and analyzed.

III. Analysis and discussion of the results

In the present decade, one of the most used striking strategies is visual notes or sketchnoting that have the flexibility of joining images and text at the same time, in a freer way according to the user's needs. This technique can interweave with prezi, for example, if you want to use a world map and at the same time you want to see the details of each continent; Once you have the digital image of the note in prezi, you can develop a route to design an itinerary with zoom in and out effects so that the user has the feeling of traveling and traveling the map of the visual note (Benitez, 2015).

The poor application of presentation programs, especially PowerPoint, has resulted in the development and popularization of prezi, leading most users to think that they had found the solution to their exposure needs, however, the reality is that the perfect application does not exist, because said perfection will depend a lot on the high percentage of the skills of those who use it (Prat, 2014). Apple with key note and Windows with PowerPoint are the market leaders, currently, to create digital presentations, prezi does not intend to replace them, but if it will force them to modify the established model, the objective is to provide an alternative for creating presentations that Maintain a non-linear and interactive approach within the Internet, since with prezi ideas can be structured and transmitted (Sánchez, 2014).

In the teaching-learning processes, when ICTs are incorporated, tends to develop superficial skills such as: review, memorization, application of concepts and relationship; leaving aside in most cases restructuring or higher-level skills such as: elaboration, reading comprehension, organization and scientific thinking. It is attractive for teachers, as well as for the student, to impart new updated knowledge using these virtual tools (Rival, 2010). Prezi is defined as an innovative “canvas” type application with a non-structural visual interface that allows you to add images, text, videos and audios organized with a route that allows you to expand and reduce the content. You can create: infographics, diagrams, lines of the weather and various graphic organizers. One feature is that you can access said application with or without an internet connection and the user can publish their work in various environments such as: social networks, the web, conferences and others according to their needs (Muñoz, 2017).

Prezi offers the collaborative work service, being able to edit the canvas in real time, connecting a maximum of ten users, strengthening teamwork, the connection allows structuring, designing and editing ideas in a prezi, in addition, with this option the presentation of the prezi anywhere. The use of prezi does not in itself mean a pedagogical tool, but it acquires functionality when integrating it into a specific academic activity. It is also understood that each student,

teacher or member of the educational community is part of the internet resources and that they are coupled to the personal learning environment in their training.

Prezi becomes one of the options to use ICT effectively, through such application in the classroom, you can motivate the use of online platforms, this tool allows you to structure ideas, synthesize texts, add images that can be mixed with audio and video on the various canvases it has, so that the student easily and autonomously integrates the information provided by the teacher in the class (Castañeda, 2013). There are several areas in which Prezi can be used such as: social sciences, natural sciences, languages, physics and others, with the advantage that the application does not tend to run out, thanks to its great flexibility in structuring and organizing ideas that facilitate creation of concept maps, diagrams, infographics, timelines and others within a canvas, which can then be displayed in the multimedia mode. As it is a very flexible tool to organize, present, structure and expose information, many companies use it to execute conferences, presentations, among other activities (InTec, 2010).

Cloud computing or file storage in the cloud through the online connection, is one of the characteristics of the applications of the new ICTs, being Prezi within this set of programs, therefore, it allows to design a personal learning environment which has the student as its main actor, this tool simplifies teaching when providing students with updated and continuous learning experiences, regardless of the computer equipment they have to enter the content, since all the information generated in the process as resources pedagogical, student progress and others, are stored on remote servers and not exactly on the hard drive of personal computers, students can access the material from any device they have such as: laptops, desktops, phones, tablets taking advantage of advantages that each team has (Ospina, 2013).

In addition, most computer applications synchronize tasks for greater benefit between devices, so that students can continue on a mobile device any activity they started on a desktop computer and vice versa, guaranteeing the continuity of learning. Another advantage is the large amount of information that can be had in the cloud, so devices no longer require expensive processors or specialized hardware to use advanced programs; only an internet connection is required, (López D., 2013). In this case, Prezi has the service to store information in the cloud, offered for all users who need to have their jobs and must expose them when they need it, it is necessary to clarify that the internet connection is necessary.

At the beginning of the 21st century, ICTs diversified, which is why various perspectives were presented that made it possible to approach these technologies at the educational level: firstly, as an administrative and management instrument that streamlines entry processes and organization of data and notes; then as study content, the same that allows developing research and innovation, increasing the existence of a range of resources and devices; and lastly as an educational resource that can be applied within the classroom interactively between the teacher and the student during the teaching-learning process (Hernández, 2011).

Likewise, the mission of e-learning is based on eliminating the existing walls and distances of the school and the university, for this the student must develop the ability to select useful information and the follow-up that each student must have, from so that when you finish your training, you can continue it personally in the university and

professional fields, transforming education as part of your life in a self-taught and autonomous way. As there is a systemic change, the action of e-learning can act to its full potential, since it can be learned anywhere; any time; with the people you want to share; and above all you can learn to learn (Báez, 2011).

Within the teaching practice, the teacher fulfills the role of motivator and not the owner of knowledge, in other words, if the teacher is enthusiastic and dynamic, the students will be motivated to stimulate interest and curiosity (Bou, 2009). It must be made clear that, if you want to get to online training, educational change does not depend only on ICT, but rather on the proper use that teachers and students give to it, a fundamental reason why that the teacher must be prepared in the management of this type of resources, so that they transform them into a contribution to their daily work, especially in high school, where there is an adolescent population that is in the process of training and the construction of good habits in the use of technology (Educaweb, 2010).

On the other hand, the teacher must become a guide, very similar to the activity of a tour guide, because it is he who tours the disciplines and knowledge, because the students do not yet know that wonderful world of science, being the teacher who indicates the interesting things to see, all this process taking into account that there is no direct demand made by the student, but rather becomes an invitation to learn about a certain topic, being the student who freely decides stop on a certain topic. For this reason, co-responsibility between the teacher and the student is essential (Moreno, 2011).

The tools of information and communication technologies, in this case prezi acquires functionality when adapting it to an academic activity, in tests carried out with students in second grade, this tool helped children to structure ideas, synthesize texts, insert images, They incorporated audio and video in the canvases, so that they managed to integrate easily and autonomously all the information that the teacher provided them in class. When they developed the activity in prezi with images and words, the results showed that prezi is an innovative application, but it is clear that it will depend a lot on the user and on the optimization of its use, in this case the second-grade students, as indicated (Álvarez, 2013) and (Prat, 2014) that a presentation must be based on structuring the information, to visualize the general image and then make enlargements to see the details of each component; ending in a relationship between the whole and its parts.

It is essential that every presentation has correlational images, it is not recommended to overload it with text, the excessive use of bullets, movements and animations must have order and logic, excessive turns should be avoided so that they are not distracting for the audience; so that the elements that compose it are at the service of information and not the other way around, as expressed (Muñoz, 2017) to use prezi in an appropriate way the user must have adequate equipment for its use and the proper internet connection.

IV. Conclusions

Prezi as an innovative software and application when applying the “canvas” type and at the same time with a pleasant visual interface makes it easy for the user to insert various elements into the presentation such as: text, images, audio and video and allows them to be organized following a scheme as a route, the same one that with extensions and reductions shows the details of its content, allowing the creation of timelines, diagrams among other graphic organizers, on the other hand the user can publish his work in the classroom, in the web, at conferences or on social media.

As a tool in the educational field, it is a very useful application for the realization of works in which the student must put into practice the knowledge acquired in a creative way, at the same time that it allows to demonstrate abilities and skills such as summarizing, synthesizing, organizing information according to a certain topic.

Teachers must possess the necessary knowledge to apply this tool in class and generate significant learning supported by this type of software, especially in the high school section where there is a student population that already has a certain degree of maturity to apply exposures with a greater degree of complexity in subject matter and design.

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