



TRAINING FUTURE CITIZENS THROUGH AUDIOVISUAL RESOURCES: SOCIO-EDUCATIONAL TRAINING AND SOCIAL RESPONSIBILITY OF STUDENTS IN NORTHERN PERU

BENJAMÍN ROLDAN POLO ESCOBAR¹, JESSICA MACALOPÚ RIMACHI², DENIS GUIZELA CHÁVEZ BEJARANO³,
JANNIE CAROLL MENDOZA ZUTA²

¹Universidad Nacional Toribio Rodríguez de Mendoza, Perú

²Universidad Cesar Vallejo, Perú

³Universidad Nacional de Trujillo, Perú

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ABSTRACT

Audiovisual resources are positioned as innovative pedagogical tools with high potential to transform socio-educational training and promote social responsibility among students. By analysing 120 students, the study found that integrating audiovisual materials in the classroom improves academic understanding and increases students' awareness and participation in social responsibility issues. The research highlights the importance of incorporating audiovisual resources into the educational curriculum to cultivate critical and engaged citizens who understand the impact of their actions on society. These findings support the importance of modernising educational practices to help students navigate contemporary social challenges effectively. The study contributes valuable insights into the role of audiovisual tools in promoting student development and social consciousness within the educational sphere.

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1. Introducción

Current educational challenges require strategies that allow for the correct formation of students. Education must seek the consolidation of individual and social life projects, as well as the ethical development of societies. The best forms of teaching consider that there is only an ethically possible education when the word becomes a liberating event. This implies the capacity to imagine and live the life that others develop. Education only becomes liberating when students are competent to take responsibility for the ways of life that others express. Otherwise, egoisms and egotisms will end up reproducing the alienations that totalitarian societies call education (Guanilo et al., 2021).

Audiovisual resources, as educational tools, play a crucial role in the transformation of learning by integrating multiple senses in the educational process, which facilitates a deeper and more lasting understanding of the content. According to Mayer (2009) in his work "Multimedia Learning", audiovisual resources allow students to build more complete mental representations by combining visual and auditory information, which optimizes the retention and understanding of complex concepts. Mayer stresses that the use of these resources not only improves academic performance, but also fosters more active and participatory learning, allowing students to connect the knowledge acquired with their own experiences and contexts, which ultimately enriches their ability to apply what they have learned in real situations.

In the educational field, these technologies have provided new learning scenarios, procedures, methods and didactic means (Hernández, 2017). Undoubtedly, education supported by ICT, as a didactic medium, has revolutionized the teaching-learning process and with it the roles of the teacher and the student.

Currently, there is an endless number of tools that help teachers and students to better develop the educational activity and contribute to improve the quality of teaching and learning (Palacios & Barreto, 2021).

One of these tools is audiovisual media, which have emerged as a response to the search for resources that facilitate raising the quality of the teaching-learning process and the development of digital skills in students, regardless of their age (Martínez, 2003).

It is thus understood that the adoption of resources in the classroom is not a matter of chance or of a teacher's good intentions. Blázquez (1994) proposes a series of criteria to be considered when articulating audiovisual media with the curriculum, namely: the quality of the resources, since their adequacy depends on the school reality, the participating subjects and the particular use of the codes inherent to each medium; the methodological contexts that must be in correspondence with the proposed objectives; the concreteness of the recipients, since each medium must be adapted to the needs and possibilities of the students and, finally, the teacher's vehiculation, understood as the mediation that the teacher makes between knowledge and each of the decisive factors when determining the degree of assertiveness of the medium.

Socio-educational training, in its quest to fulfill its objectives, strives to implement processes that enable individuals to work together with others and develop strategies that allow them to overcome the challenges and obstacles that arise. In this context, socio-formative assessment is oriented to ensure that the main actors in the educational process, such as students, teachers, administrators and parents, recognize their capabilities, strengthen their ethical vision of life and assimilate the valuable contributions of criteria-based assessment. This comprehensive approach emphasizes the formation of citizens with the ability not only to face limit situations, but also to build a solid life project and continuous learning, framed in a constructive relationship with the feedback offered by evaluation (Hernández, 2018).

In the current social context and in the face of future transformations, learning strategies focus on identifying and solving problems, seeking to develop practical skills for effective functioning in the world. In this framework, the importance of learning through collaborative tasks is highlighted, which facilitates the creation of resources and spaces conducive to comprehensive training. Audiovisual resources play a crucial role in this approach, as they enrich the educational process and help prepare people with the necessary competencies to act appropriately in various contexts (Tobón and García, 2015).

At the international level, Social Responsibility (SR) policies and their local impact are reviewed (Hernández, 2015). SR is complex and operates in an uncertain context, which requires balancing threats and opportunities. In this framework, University Social Responsibility (USR) emerges as an innovative policy that transforms the traditional university extension, introducing a global approach to comprehensively manage administrative and academic impacts (Vallaes, 2019).

Conversations between parents and adolescents are crucial to foster social responsibility in times of crisis. These interactions not only facilitate the socialization of responsible values, but also promote effective adolescent participation in community health initiatives (Peplak et al., 2021).

In this aspect, Niebles-Núñez et al., (2018) social responsibility from a theoretical and epistemological perspective, analyzing its evolution, impact on the university and current guidelines for the administrative management of organizational change. Social responsibility is presented as a key principle that promotes values of solidarity, respect and belonging both in organizations and in community life

We understand university social responsibility as the university's capacity to disseminate and put into practice a set of general and specific principles and values, through four key processes: management, teaching, research and extension. In this way, it assumes its social responsibility before the university community itself and the country where it is located (Jiménez, 2002, p. 96).

Currently, some authors introduce university social responsibility (USR) as an evolution of the concept of corporate social responsibility, adapted to the academic context. De la Cuesta and Sánchez Paunero (2012) extend this idea by proposing USR 2.0, linking it to the development of Web 2.0 and technological advances in communication. Influenced by the theory of corporate social development, other authors stress the imperative need to advance in social improvement.

2. Methodology

The research adopted a non-experimental, cross-sectional and descriptive design. This approach allows observing and describing phenomena as they are in their current state without intervening in the environment. According to Hernández et al. (2014), "the descriptive cross-sectional design seeks to capture the situation at a single point in time, providing a detailed view of the characteristics of the phenomenon under study" (Hernández et al., 2014). In addition, the methodology will employ a mixed approach that integrates quantitative and qualitative data collection and analysis. This approach allows for a more complete and enriched understanding of the phenomenon under investigation by combining the strengths of both types of data. The study will also adopt a correlational-causal design, since the relationships between variables will be examined to determine whether there is a significant association and whether one variable can influence another. This approach is based on the premise that "correlational design seeks to identify and analyze relationships between variables to infer possible causes and effects" (Creswell, 2015).

The students participating in the study were organized into three groups, composed of students aged 14 to 16 years old, who are in the third educational stage of the national education systems; the sample focused on 120 students within the 2023 school period.

With the purpose of identifying and analyzing the activities related to audiovisual resources, socio-educational training and social responsibility in three groups of students in northern Peru, an instrument meticulously structured in five dimensions was designed, with a total of 25 questions for each one which has a five-point Likert-type scale from 1 (Strongly disagree) to 5 (Strongly agree), taken for each of the variables according to their dimensions. Variable Use of audiovisual resources in education: Interactivity and engagement, Teacher training, Quality and relevance of content, Accessibility and availability, Frequency and method of use Dependent variable, Socio-educational training: Development of social skills, Acquisition of knowledge, Academic performance, Critical thinking and problem solving, Autonomy and self-learning. Social responsibility (Dependent variable): Social and ethical awareness, Citizen empowerment, Values and behaviors, Pro-social values and behaviors, Community participation, Attitude towards sustainability. The development of this instrument was supported by the rigorous validation of three experts in the field, who ensured the soundness and relevance of the items included. The reliability of the instrument was determined by Cronbach's alpha coefficient, reaching levels of 0.855, 0.889 and 0.878, which denotes a highly

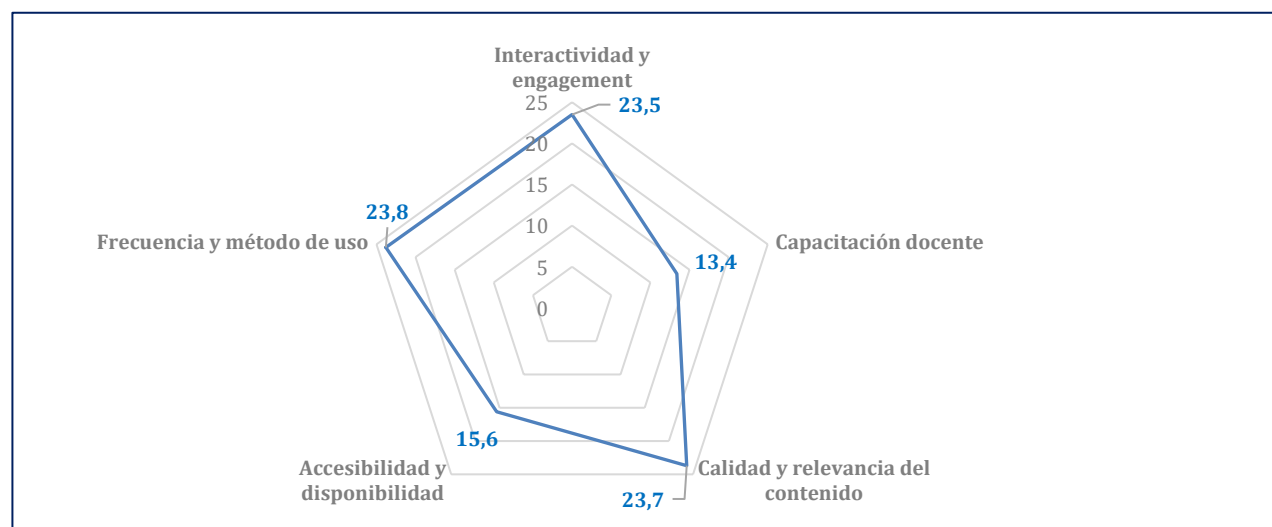
acceptable internal consistency and reaffirms the methodological robustness of the research. Subsequently, the instrument was applied to the students of the three groups, allowing a data collection that is fundamental for the achievement of the objectives of the study and that underlines its transcendence in the exploration of the interactions between education and social responsibility.

The research began with the elaboration of the data collection instruments, which included sociodemographic variables such as gender, age range, and section of studies, among other relevant factors. Subsequently, coordination was established with the school principals, requesting their collaboration for the application of the instruments, which was accompanied by informed consent, ensuring the ethical compliance of the study. Once this phase was completed, we proceeded to fill out and organize the information collected, creating an initial database that was processed using Microsoft Excel. Finally, the data were migrated to SPSS version 26 statistical software, where both descriptive and inferential analysis was carried out, providing a rigorous framework for the interpretation of the results and the validation of the hypotheses proposed.

The normality of the distributions obtained was initially evaluated. Since the data did not follow a normal distribution, Spearman's correlation coefficient was used to determine the relationships between the variables studied. Next, we proceeded to the analysis of the information according to the characterizations established by the research objectives, focusing on the prediction of the relationship between audiovisual resources, socio-educational training and social responsibility. The analysis process began with a descriptive study of the variables and their dimensions, followed by a detailed exploration of the correlations between them. Finally, an in-depth analysis of the behavior of these variables was carried out, providing a comprehensive understanding of the interactions and patterns identified.

3. Results

Figure 1. Behavior of the use of audiovisual resources in education (%)



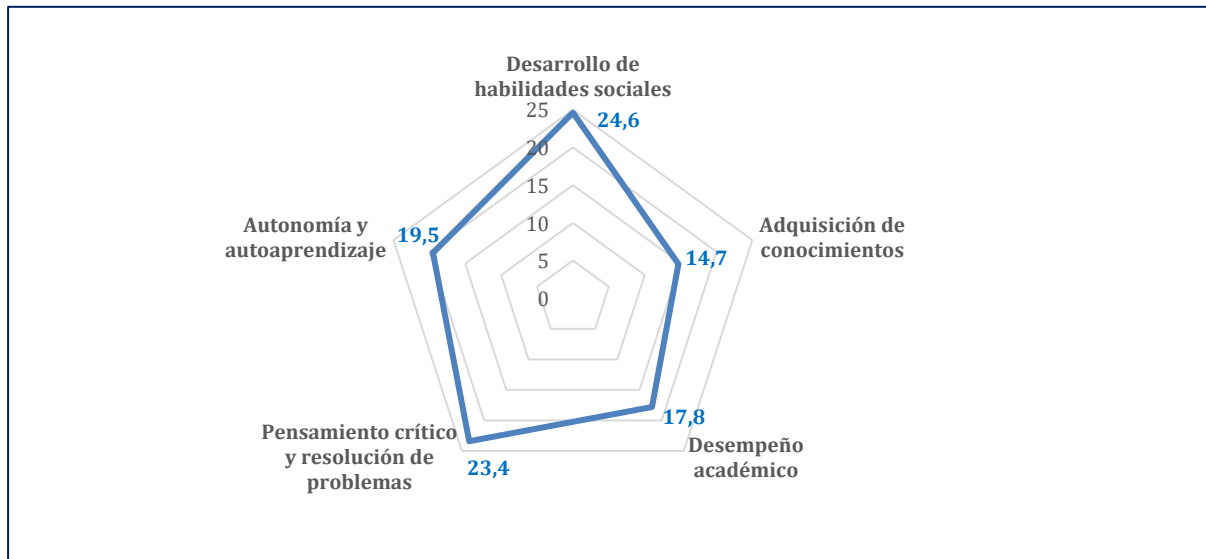
Note: Own elaboration, 2024.

The analysis of the dimensions related to the use of audiovisual resources in education reveals significant findings. The frequency and method of use stands out with the highest score 23.8%, indicating that the manner and regularity in which these resources are used are fundamental to maximize their effectiveness, thus reinforcing learning and understanding of educational content. The quality and relevance of the content also shows a high valuation 23.7%, underlining the importance of offering relevant and high quality materials. Students in northern Peru benefit significantly from content that is not only attractive, but also aligns with their social and educational context, enhancing their learning. On the other hand, the interactivity and engagement dimension 23.5% highlights the need for resources to be not only informative, but also interactive, capturing students' attention and encouraging active participation for more effective learning. Despite its lower score, accessibility and availability 15.6%

remains relevant, as equity in access to these resources is crucial for all students to benefit. However, challenges in this area could limit their impact in some communities. Finally, teacher training 13.4% presents the lowest score, suggesting that there is a need to improve teacher training in the use of audiovisual resources. Strengthening these skills is essential to maximize the social impact of these resources on student learning.

Within this perspective, the use of audiovisual resources in the education of students in northern Peru reveals a clear trend towards the importance of certain factors in their social and educational significance. Among them, the quality and relevance of the content emerges as one of the most important dimensions. This high valuation indicates that when audiovisual content is carefully designed and contextualized, it becomes a powerful tool that not only captures students' attention, but also provides them with meaningful learning applicable to their environment. The relevance of the content ensures that students connect with the material, facilitating deeper understanding and stronger engagement with the topics addressed. On the other hand, interactivity and engagement also play a crucial role. This dimension reflects the ability of audiovisual resources to actively engage learners, fostering dynamic participation and experiential learning. Interactivity not only sustains students' interest, but also invites them to become innovators of their own knowledge. This educational approach fosters the development of critical skills, such as deep reflection and analytical thinking, basic to the contemporary learning process.

Figure 2. Behavior of the dimensions of socio-educational training (%)

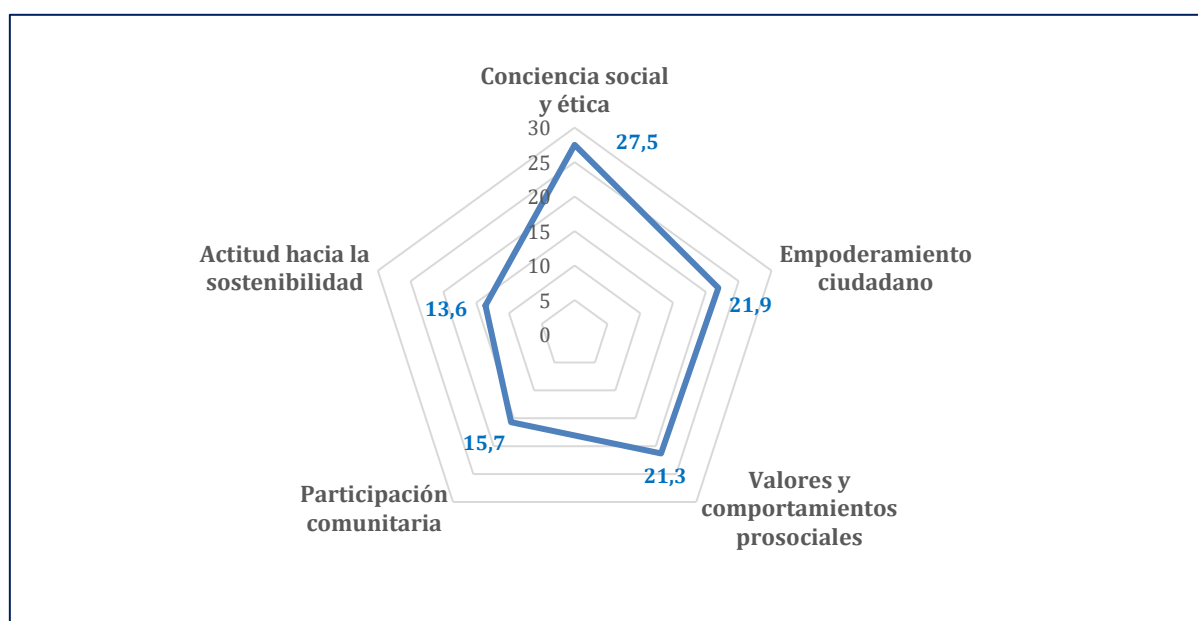


Nota: Elaboración propia basado en el diagnóstico situacional, 2024

According to the data provided, it allows highlighting the main actions and the impact of audiovisual resources in the educational process of students in that sense with respect to the dimension Development of social skills 24.6% is the most outstanding, which underlines the importance of audiovisual resources in fostering interaction and collaboration among students. These resources make it possible to simulate social scenarios, which facilitates the development of communication skills, teamwork and empathy. By strengthening these skills, students are better prepared to face real-life situations and participate effectively in their community. Within these expectations, critical thinking and problem solving 23.4%, highlights the ability to critically analyze information and find solutions to problems, a fundamental factor in contemporary education. Audiovisual resources offer opportunities for students to confront complex situations and develop their critical thinking. This aspect is crucial to form individuals capable of questioning, analyzing and making informed decisions, skills that are essential in a globalized and increasingly complex world. In relation to the Autonomy and self-learning dimension, 19.5% indicate how audiovisual resources can promote independent learning. By offering accessible and attractive content, these resources allow students to explore topics on their own, developing their ability to learn autonomously and take control of their educational process. Regarding the Academic Performance dimension, 17.8% shows that it continues to be an important indicator of

how audiovisual resources impact education. These resources, by complementing traditional methods, can improve understanding of concepts, facilitate retention of information, and ultimately improve students' grades and academic performance. From dimension Knowledge Acquisition 14.7% reflects a transcendence of audiovisual resources in the transmission of information and knowledge. Although it has a lower weight compared to the other dimensions, it is still crucial, since these resources allow students to access a variety of topics and contents in a visual and auditory way, which can complement and enrich traditional learning. Taken together, these dimensions highlight how audiovisual resources not only support knowledge acquisition, but also foster social skills, critical thinking and autonomy in students. This contributes to a comprehensive socio-educational formation, preparing students not only for academic success, but also to become responsible and participatory citizens in society.

Figure 3. Behavior of the dimensions of Social Responsibility (%)



Note: Own elaboration based on the situational diagnosis, 2024

The analysis of the Social Responsibility variable and its dimensions, according to the behavior of the students' perceptions, reflects a comprehensive approach on how audiovisual resources influence the education and development of students. In this sense, it can be highlighted that the dimension Social awareness and positions as the most significant, indicating that audiovisual resources play a crucial role in the formation of social and ethical awareness in students. Audiovisual resources not only transmit information, but also help to instill fundamental values, promoting a deeper understanding of social and ethical responsibility in everyday life. Likewise, citizen empowerment 21.9% is essential to form individuals who not only understand their rights and duties, but are also motivated to actively participate in the community. On the other hand, pro-social values and behaviors reinforce, in 21.3%, the importance of cooperation and mutual support, which are fundamental for a cohesive and supportive society. With respect to community participation, 15.7% of the students showed that it is a key element in the formation of active citizens committed to their environment. Audiovisual resources facilitate the understanding of the importance of getting involved in community activities, fostering a sense of belonging and responsibility towards society. By integrating them into the educational process, students are motivated to participate more actively and constructively in their communities. Within this perspective the Attitude towards sustainability 13.6 % has a lower weight compared to the other dimensions, the attitude towards sustainability is fundamental in the formation of citizens of the future. Audiovisual resources can sensitize students to the importance of adopting sustainable and environmentally responsible practices, creating ecological awareness from an early age. This aspect is crucial in a global context where sustainability is a central challenge. These results strengthen the idea that audiovisual resources not only enrich academic learning, but also promote social and environmental values essential for sustainable development.

Table 1. Relationship between the behavior of audiovisual resources and socio-educational education

		Dimensions of Socio-Educational Training referred to					
Spearman's Rho		Social skills development	Knowledge acquisition	Academic performance	Critical thinking and problem solving	Autonomy and self-learning	Socio-educational training
Audiovisual resources	Correlation coefficient	,601**	,477**	,495**	,526**	,505**	,520**
	Sig. (bilateral)	,000	,004	,002	,001	,001	,000
	N	120	120	120	120	120	120

Source: Own elaboration, 2024

The analysis in Table 1 reveals a significant interrelation between the use of audiovisual resources and the dimensions of socio-educational formation of students in the north of the country. The direct and significant correlation of 0.520** between these resources and socio-educational formation highlights their transformative potential in the educational process. In particular, the high correlation of 0.601** in the development of social skills underscores how audiovisual resources not only facilitate learning, but also foster a deep understanding of the interconnectedness between the individual and the community. Furthermore, the correlation of 0.477** in knowledge acquisition demonstrates that these tools are effective in educational innovation, opening new avenues for learning. Academic performance, showing a correlation of 0.495**, also indicates that the use of audiovisual resources strengthens critical skills such as critical thinking and problem solving, showing a relationship of 0.526, an essential criterion for success in an ever-changing world. Finally, the association of 0.505** with autonomy and self-learning suggests that these activities are fundamental for instilling a sense of belonging and responsibility in students. Taken together, these findings not only evidence the effectiveness of audiovisual resources in the classroom, but also highlight their crucial role in the formation of engaged and proactive citizens, capable of contributing to the construction of a more equitable and sustainable society. This approach not only transforms education, but also lays the groundwork for a future where each student becomes an agent of social change.

Table 2. Relationship between the behavior of audiovisual resources and Social Responsibility

		Social responsibility dimensions					
Spearman's Rho		Social and ethical awareness	Citizen empowerment	Pro-social values and behaviours	Community participation	Attitude towards sustainability	Social responsibility
Audiovisual resources	Correlation coefficient	,623**	,571**	,556**	,469**	,385**	,651**
	Sig. (bilateral)	,000	,000	,000	,000	,000	,000
	N	120	120	120	120	120	120

Note: **. Correlation is significant at the 0.01 level (bilateral).

Source: Own elaboration, 2024

The analysis in Table 2 reveals a significant interrelation between the use of audiovisual resources and the dimensions of social responsibility in students. The results show a direct and significant correlation of 0.651** between audiovisual resources and social responsibility in general, which underlines the capacity of these media to positively influence students' ethical and social formation. Specifically, social and ethical awareness shows a high correlation of 0.623**, highlighting how audiovisual resources promote a deep understanding of individual and collective responsibilities in society. Likewise, citizen empowerment, with a correlation of 0.571**, evidences that these resources are effective in fostering active participation and civic engagement among students. On the other hand,

prosocial values and behaviors register a correlation of 0.556**, indicating that the use of audiovisual tools also reinforces the adoption of cooperative and supportive behaviors. Although with lower magnitude, community participation (0.469) and attitude towards sustainability (0.385) also show relevant associations, suggesting that these media can be valuable tools for instilling a sense of belonging and responsibility in the student environment. The overall statistical significance of 0.000 validates the robustness of these findings, emphasizing that audiovisual resources not only enrich learning, but are also fundamental in promoting integral social responsibility. These results highlight the importance of integrating audiovisual technologies in education as a key strategy to form conscious, responsible and proactive citizens in the construction of a more just and sustainable society.

4. Discussion

Audiovisual resources, such as graphic representations, video games and various interactive platforms, have been recognized for their ability to enrich the learning process and optimize study habits among students. These tools not only facilitate the understanding of complex concepts, but also create a more attractive and dynamic educational environment. According to Jenkins (2006), the use of interactive and audiovisual media allows students to interact more deeply with the content, which enhances their engagement and improves information retention. In addition, authors such as Prensky (2001) emphasize that video games and other interactive resources not only capture students' attention, but also foster the development of critical skills, such as problem solving and strategic thinking. This approach is reflected in the work of Buckingham (2008). Where it is argued that digital media not only have an educational impact, but also play a crucial role in the formation of identity and social skills of young people. Within this perspective, the relationship between audiovisual resources and the improvement of study habits is still a developing area of research. For example, Kress and Van Leeuwen (2006) suggest that visual literacy is essential for students to be able to interpret and effectively use these resources in their daily learning. These authors highlight the importance of teaching students to "read" and understand audiovisual media as a form of critical literacy.

The first objective of this research is to analyze the relationship between the use of audiovisual resources and the development of socio-educational competencies in secondary school students in northern Peru. Socio-educational education, within an educational approach, seeks to integrate social and formative aspects linked to a teaching-learning process. This approach seeks not only to transmit knowledge, but also to develop social, emotional and ethical skills in students, with the purpose of preparing them to actively participate in society and contribute to the common welfare.

The intervention variable in Student Social Responsibility has a meaning. The opening of the paragraph is not indented. Transcendence in promoting the integral development of students and forming citizens committed to their social environment in multiple dimensions.

This approach is based on the premise that the development of socio-educational skills is fundamental to improve the learning process. Socio-educational training not only strengthens academic competencies, but also promotes personal and social growth, facilitating active and responsible participation in the community. In addition, self-regulation, understood as the ability of people to manage their emotions, thoughts and behaviors in alignment with their objectives and goals, was addressed. This self-regulation is essential for the development of autonomous and resilient individuals, capable of facing challenges and contributing positively to society.

Within the socio-formative perspective and educational plans, the aim is to provide coherence to evaluative processes, promoting that teaching develops as a meaningful dialogue between individuals in their shared context. In this framework, learning is recognized not as an isolated action, but as an experience deeply interconnected with social reality. The improvement of societies, therefore, depends on the active participation of collective thinking and critical reflection, enabling learners to understand reality as a shared and communal experience. Reflection, together with self-evaluation, emerges as a fundamental pillar in this perspective, as it allows the extraction of arguments that reinforce the Socio-formative Approach and, in turn, maintain the effectiveness of teaching performance. It is crucial to highlight that this perspective incorporates formative assessment as a central pedagogical tool, emphasizing its essential role in the formation and integral development of students. On this basis,

formative assessment is positioned as an invaluable pedagogical resource that enriches and enhances educational processes (Coaquira, 2020).

Within the perspectives of the research, the second objective was focused on analyzing the relationship between the use of audiovisual resources and social responsibility in high school students in northern Peru. It is crucial to highlight the role of the teacher in the implementation of evidence-based learning methodologies, especially from a social responsibility perspective. Through autonomy and curricular flexibility, the educator acts as a mediator in the planning, development, management and evaluation of these methodologies, ensuring that educational experiences are aligned with the ability to collaborate and live together in community. Education, in this context, involves not only the transmission of knowledge, but also learning to live together and to build an inclusive and supportive community. The teacher, as a mediator, actively interacts with the members of the school institution and the community in general, using his or her skills to identify potentialities, interests, perspectives and resources. This process allows the educator to acquire a deep understanding and a meaningful appreciation of the environment, essential elements for the construction of shared and responsible knowledge (Rodríguez, 2008).

The ability to see the world from different angles enriches students, allowing them to participate actively and meaningfully in diverse learning experiences (Polo et al., 2022). By integrating socioeducational training with social responsibility, students not only acquire academic knowledge, but also the necessary skills to contribute positively to their community and society at large (Universia, 2019).

The concept of social responsibility and linkage of the university grants it a reinterpretation in the light of diverse conceptual and political positions that range from perspectives of globalized hegemonic pretension to the most diverse social expressions that demand new responses from this institution. In short, its own nature, cultivated for eight centuries, is emphasized in the face of the need to exercise leadership that promotes greater equity in search of social cohesion as an ethical principle and social reason for the university (Beltrán-Llavedor et al., 2014).

Polo et al., (2022). Critical thinking is fundamental in new pedagogical paradigms, especially when integrated with innovative principles such as gamification. Through effective mediation, the teacher not only facilitates the acquisition of knowledge, but also acts as a guide to address the challenges facing society. In this context, socioeducational training becomes a key vehicle for fostering critical thinking in students, promoting their capacity for analysis and reflection, and preparing them to assume active and conscious social responsibility.

The quality of teaching is profoundly influenced by teachers' working conditions and sense of responsibility, factors that directly impact their level of commitment and, ultimately, the educational success of students. Within socioeducational training, social responsibility emerges as a fundamental pillar, rooted in values that promote democratic relationships, as well as moral principles of care and justice. This orientation not only strengthens the civic commitment of educators, but also inspires students to adopt an ethical and responsible approach in their interaction with the community (Castañeda, et al., 2007; Boyle, 2004; Morles, 2004).

5. Conclusions

For students in northern Peru, the frequency and quality of use of audiovisual resources are fundamental to their educational and social impact. However, it is crucial to improve accessibility and teacher training to maximize the benefits of these innovative tools. The real transformation of traditional education lies in the synergy between high quality content and interactive methods, turning audiovisual resources into catalysts for social and educational change that have a significant impact on students' lives.

New pedagogical paradigms demand teaching mediation that combines theory and practice to address the multiple difficulties faced by society. The results highlight the crucial importance of integrating audiovisual technologies in education, not only as learning tools, but also as fundamental strategies for the formation of conscious, responsible and proactive citizens. By empowering students with these technologies, they are given the opportunity to become agents of change, committed to building a more just and sustainable society. This integration not only transforms the educational

environment, but also lays the foundation for a future where each individual actively contributes to the well-being of his or her community and society at large.

Social responsibility is deeply linked to the socio-educational formation of students in an Educational Institution in Northern Peru in 2023. This link reveals that socio-educational training is not only a process of knowledge acquisition, but a crucial opportunity to cultivate life skills and an awareness of social responsibility. Students, by internalizing these values, are better prepared to act ethically and with commitment in various contexts, thus contributing to the well-being and sustainable development of society at large. The transcendence of this training lies in its ability to positively influence education, fostering a more conscious and active citizenship. This not only benefits individuals, but also strengthens social cohesion, creating more supportive and resilient communities. In this context, audiovisual resources emerge as powerful tools that, beyond their educational function, act as catalysts for social change. By integrating these resources into the educational process, a comprehensive training is promoted that not only responds to academic demands, but is also aligned with the needs and challenges of today's social environment.

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