93 - STUDENTS OF THE PHYSICAL CULTURE SPORTS PROGRAM OF THE UAC, ANTE Tics

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Introduction:

Today, the worldwide education system has changed, transforming the educator into a permanent counselor, who must be a guide in the process of training and knowledge generation with the support of information and communication technologies (ICT). This has led to multiple investigations, which aim to understand the changes that the use of new technologies is taking in the current educational context.

Among them you can find the topic review article, developed by Ruiz, Mendoza and Ferrer (2014) which was intended to make a directed reflection of the different actors of higher education institutions, about how the use of ICTs influences in the roles and interrelationships between students and teachers, in the teaching-learning processes. This research addresses the difficult task of teachers currently reflecting on the challenge of integrating these technologies to teaching and learning activities and how they intertwine with higher education institutions.

On the other hand, Gómez, Contreras & Gutiérrez (2016), developed a research where they compared the conditions of use of ICT in the universities of Granada and the State of Mexico. For this, a survey was applied to a simple random sample, highlighting the constant progress of the use of digital tools in the teaching / learning process. Against the results obtained, they show that the educational conditions of these institutions located in other geographical spaces and contexts are not very different. However, it is appreciated that the use of technological materials and tools adapts to the environment, adapts and develops according to internal policies, costs and availability in the geographical area where they are located. ICTs are tools that facilitate learning, as evidenced by the results presented in the mentioned article. The use of Facebook as the most important social network for academic activities is highlighted for the UAEMéx; while the students of the University of Granada consult more Wikipedia. This allows us to infer that the use of social networks for educational purposes by teachers is greater in the Faculty of Political and Social Sciences of the UAEMéx than in the Faculty of Philosophy and Letters of the University of Granada.

Another point of view, is worked by Abarca (2015), inquiring about the motivation of teachers to use technological tools (ICT) such as wikis, forums and blogs, in addition to the preferences of university teachers against these. To obtain this information, the author used a mixed two-stage method applied sequentially with triangulation of data. The instruments were a questionnaire and an interview.

 Given the results, it was evident that teachers use technological tools more frequently in their classes, there is greater mastery of these, in addition to the theoretical knowledge to manage ICTs effectively. It is also suggested that teachers show not only a positive attitude towards the use of ICT, but that they are aware of their importance in the future development of students as competent professionals.

Another research applied to teachers, was developed by Palacios, Alvares, Valle and Hernández (2018), investigating the use of information and communication technologies by 120 Ecuadorian university teachers on the sidewalk of dentistry. For this research, the transversal descriptive method was used in the October-December 2017 period in the Pilot School of Dentistry of the University of Guayaquil, resulting in, among other aspects, that 56.67% of the teachers surveyed never used ICT; Most of them are people of a certain age who were not very familiar with these technologies. On the other hand, 43.33% reported using only the power point, since this form of presentation facilitates the representation of concepts, in addition a high percentage of them said they have a low level of knowledge in the management of technological tools such as the web and virtual classrooms. These results suggest that the teacher at this time must "Update and renew towards the revitalization of the collaborative work network group; knowledge management and construction; the promotion of the use of ICT and student orientation to be an active agent in the resolution of social problems and conflicts through the use of social networks (Domínguez, López and Álvarez, 2012.).

However, in spite of all the technological advances to incorporate technology with education, it is not a priority for some teachers to be trained in the use of technological resources applied to education. (Domínguez, López and Álvarez, 2012.); thus preventing the application of an innovative training with broad cognitive, cognitive, communicative, social and finally the generation of new knowledge of the university student population. This situation was evidenced in many cases by the students, who due to the changes that have arisen at the technological level in recent times, increasingly use the resources available from

the internet, such as search engines, specialized pages and applications for devices mobile among others, which makes it clear if a teacher incorporates ICTs in the development of their classes. For this reason, the objective of this research was determined To determine the relationship between academic activities in the institutional platform (Moodle), and the perception of the teaching-learning process, by students of the Sports and Culture program Physics of the Autonomous University of the Caribbean.

Methodology:

The focus of this research is quantitative because this allows the use of data collection to corroborate a hypothesis based on numerical measurement and through a statistical analysis (Hernández - Sampieri. Et al. 2014). With a descriptive study and a descriptive transactional design, because this is characterized by investigating the incidence of the modalities or levels of one or more variables in a population, as in this case the relationship between the virtual platform and the perception they have the students of the Sports and Physical Culture program of the teaching - learning process, carrying out the virtual activities established by their teachers.

Likewise, the population employed was 40 students in the sixth and seventh semesters of the Sports and Physical Culture program of the Autonomous University of the Caribbean, because in these semesters they have already lived several previous experiences with the use of the Moodle virtual platform called EXIA. The instrument used was elaborated taking into account the postulates of the teachers Guillermo Domínguez, Francisco Alvares and Eloy López, established in his book Educational Orientation and Tic. New answers for new realities.

Theoretical framework

ICTs and Colombian education.

According to the National Development Plan that includes the period from 2010 to 2014, the triad of objectives to comply with the use of ICTs envisages an improvement in the country's competitiveness, as well as enhancing the country's economic progress, optimizing processes of innovation in education and government strengthening (MEN, 2013. P. 15)

The goal for the year 2021 together with the support of the Science and Technology Law 1286 of 2009 is to found in educators the skills required to teach student diversity, forge an educational change, incorporate the tools of the new digital era that follows taking force today and provoke a new generation of researchers and entrepreneurs who reinforce a state policy adapted to Science, Technology and Society (MEN, 2013. P. 14).

With the use of ICTs, knowledge management is facilitated, knowledge is exchanged based on the access of different platforms and rich content in a diverse, flexible, cultural program that arouses citizen participation, dialogue, among others. In addition, the student is able to stimulate his creativity, his critical thinking, his exploratory abilities, of synthesis, form new knowledge, can connect with different realities and learn through multisensory channels. (MEN, 2013.P. 19).

Challenges in the incorporation of ICTs Educational Institutions.

For all the above, the operability of the technological elements is convenient in teacher training as well as in the methodological and social aspects involved in combining daily educational practice with Information and Communication Technologies. (Domínguez, Álvarez & López, 2012. p. 61-63)

Through dynamic systems of dynamics, participation and collaboration with other communities that offer ICT tools, the learning processes in students are strengthened and become more personal, however, this cannot function only as a teaching supplement of traditional type. (Domínguez, Álvarez & López, 2012. p. 61)

With ICTs it is possible to access to improve the communication channels between all the elements of an educational and external school, to access diverse educational materials, to filter the content that the web offers and to develop skills related to the exploration, classification and distribution of the relevant information. (Domínguez, Álvarez & López, 2012. p. 62)

In addition to this, the counselor and the teacher can continually update themselves thanks to the access of ICTs, learn about other educational realities, minimize unnecessary work and unnecessary paperwork and, in short, improve the educational experience, benefiting the entire community of teachers, parents, Students and other professionals solve their doubts and motivate them to become more involved in accessing these tools. (Domínguez, Álvarez & López, 2012. p. 62-63)

Despite this, there is a growing difficulty and a reluctance by a large percentage of education professionals regarding the correct use of ICTs in the classroom, other aspects to be developed in the education system are taken into account, as well as the absence of factors that support its relevance (Pegalajar, 2015. P. 90).

ICT teacher training: development of new skills.

It is a reality that teachers face regarding their teaching practice, because a large percentage do not have the training and skills to depend on technological tools, therefore, use them limitedly and incorrectly and have developed negative attitudes imposing a barrier with students' learning styles, with their attitude and their way of responding to the demands of their subject. (Pegalajar, 2015 P. 91).

The inclusion of ICTs means an improvement in the curriculum in the introduction of new strategies, identifying student needs, transforming assessment modes, access to content, learning pace and inclusion to diversity and disability, in the scope of academic achievements under a more flexible methodology, adapted to their needs and that develops individual and group competencies. (Pegalajar, 2015. P. 91-92).

Regarding disability, an educational institution that tends for the precise inclusion that the educator takes the responsibility of transforming his personal and professional elements towards a practice that allows him to recognize and give his students autonomy, thus consolidating an effective attention to the diversity and progress of the school environment. (Pegalajar, 2015. P. 91)

This transformation of their personal and professional elements means that the teacher is included in the digital age, exploring the benefits of these, such as: the work shared with experts, collaborating with their fellow educators, stimulating the development of new skills in the classroom classes and update their knowledge in the relationship: pedagogy-ICTs. (Pegalajar, 2015. P. 92)

To understand how teachers should develop competencies in the field of ICTs, the following theoretical reference called "Content, pedagogical and technological knowledge framework" presented by the authors Mishra and Koehler in 2006, allows educators to understand this training from these three dimensions, as seen in Table 1.

Table 1
Content, pedagogical and technological knowledge framework.
Type of knowledge Description
1. Content Knowledge
Knowledge of the discipline taught is highlighted.
2. Pedagogical Knowledge (Pedagogical Content) Refers to the teaching and learning processes and methods that contain the objectives, goals and values of education.

3. Technology Knowledge (Technology Knowledge) Refers to the skills needed to use the technological tools, internet, digital videos, exploring their possibilities and limitations.

4. Technological Pedagogical Knowledge (Technological Pedagogical Knowledge) Integrate knowledge of technology and the educational field, renewing pedagogical approaches and practices and updating in terms of incorporating new technological resources.

5. Technological Content Knowledge The knowledge of pedagogical content for the adaptation of resources, which may vary and influence the content.

6. Pedagogical Content Knowledge Focused on the generation of pedagogical concepts and strategies that are best suited according to the subject or discipline.

7. Technological Pedagogical Content Knowledge (Technological Pedagogical Content Knowledge) This integrates all the aforementioned knowledge, the role of the educator as an integrator who will be able to project beyond the way of learning from his students and semiotics in a way more visionary of how a pedagogue understands a content expert and a technology expert.

Source: Moreno, G., & Gonzáles, D. (2013). Knowledge and use of teaching skills on ICT in higher education. Edutec, 12.

Note: This table classifies the types of knowledge according to what is described by Mishra and Koehler in 2006, under three dimensions: the disciplinary, the pedagogical and the technological, which should be part of the training of ICT in educators .

Despite these competencies described by Mishra & Koehler in 2006, the incorporation of ICTs in teacher training processes continues to represent a problem in the situation of education in Colombia, since they are not being integrated into the curriculum of educational schools therefore they are not taking an active part in the education of the students, to explore new forms of knowledge. (MEN, 2013. P. 24)

It is important to highlight the work of government entities that have developed various programs based on science and the needs observed in education in the country, to present ICT to educational institutions as an essential resource for teaching-learning processes, as a Allied tool for teacher training and its development in the educational setting, in order to meet the goals set for the year 2021 in education as well as the training of digital learners, entrepreneurs and innovators. (MEN, 2013. P. 24)

ANALYSIS OF THE RESULTS
Table 1.
Survey questions to students of Sports and Physical Culture of UAC

QUESTION YES NO
1. Does the teacher promote an active role of the student in virtual activities, given the use of the virtual platform (EXIA)? 38 2
2. Does the teacher promote, through ICTs, the development of research projects or activities that generate inquiries in databases, among others? 30 10
3. Does the teacher promote the exploration of new content through digital resources and other sources of information? 40 0
4. Does the teacher guide the structure of the information obtained, including tasks where the student has to summarize, understand and relate? 38 2
5. Do the activities that the teacher has designed on the virtual platform help the student to develop their own knowledge? 40 0
6. Do the virtual activities that the teacher places allow students to express themselves and organize the information previously learned? 40 0
7. The use of the virtual platform (EXIA) helps the student to generate the most autonomous learning 40 0
8. Does the teacher encourage students or forums where students would communicate with other participants of the virtual course, having as reference the previously learned content? 28 12
Source: self made.
Note: 8 questions were elaborated that seek to investigate the perception of the students of the UAC of Sports and Physical Culture about teaching practice, the use of ICT tools and the EXIA virtual platform.
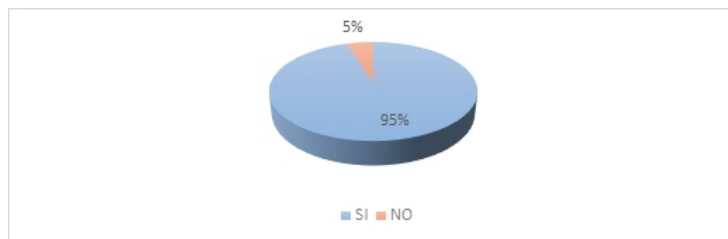
Source: Own construction
Note: Pie chart showing the percentages of students who perceive that the teacher uses the EXIA platform and give the student an active role.

In the previous graph it can be seen that 95% of the valued population states that the teachers of the Sports and Physical Culture program, in the activities posted on the virtual platform (EXIA), foster an active role on the part of the students. While 5% do not manifest said active role in established activities.

Figure 2
Use of ICTs and project development

Note: Pie chart that shows the percentages of students who perceive that the teacher uses ICTs in the elaboration of projects.

In the previous graph it can be seen that 75% of the valued population state that the activities posted by the teachers of the Sports and Physical Culture program, if they promote the elaboration of research projects and the use to investigate in

databases, between others. while 25% of the population according to their criteria, virtual classroom activities do not elaborate research projects and consult databases.

Figure 3
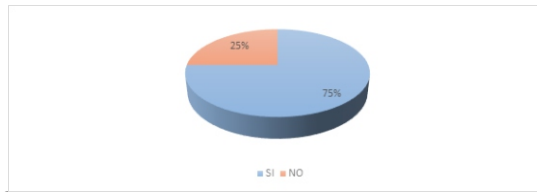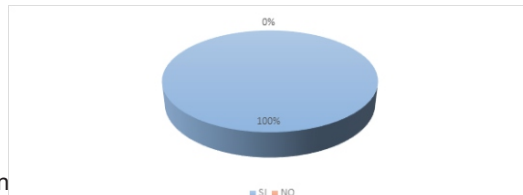Digital resources and exploration of new content

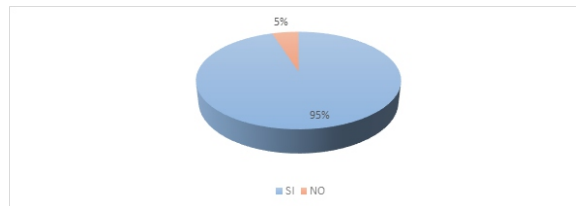Figure 3 Digital resources and exploration of new content

Source: Own construction
 Note: Pie chart showing the percentages of students who perceive that the teacher allows the exploration of new content through digital resources.
In the previous graph, 100% of the population believe that the teacher promotes the exploration of new content through digital resources and other sources of information.
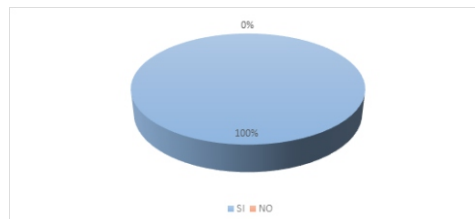
Figure 4
Orientation of the structure with deep understanding tasks

Source: Own construction
Note: Pie chart showing the percentages of students who perceive that the teacher guides the student in the use of information with deep understanding activities.
In this graph, 95% of the students consider that the teachers guide the structure of the information obtained, encouraging them to summarize, understand and relate. However, the remaining 5% of students do not do it.
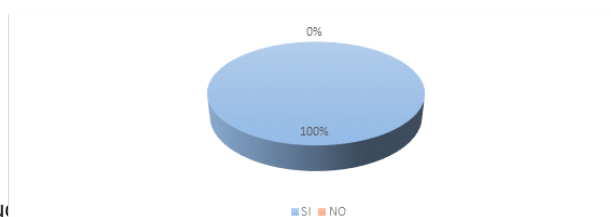

Source: Own construction
Note: Pie chart showing the percentages of students who perceive that the teacher through the activities he designs allows the student to build their own knowledge.
In relation to this graph, it can be observed that 100% of the students' perception of the activities established in the virtual platform by the teachers of the Sports and Physical Culture program favor in the elaboration of their own knowledge.

Figure 6
Virtual activities, organization and expression of learning.
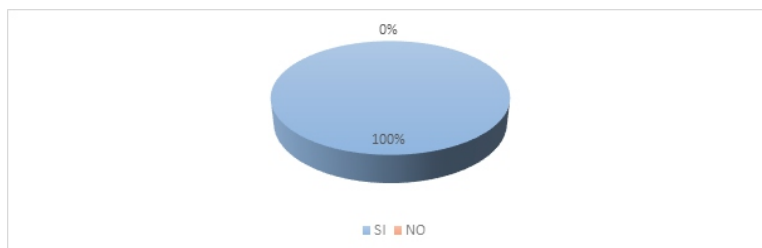

Source: Own constru
Note: Pie chart showing the percentages of students who perceive that the teacher through the activities allows the

student to express and organize the information learned previously.

In the previous graph it can be seen that 100% of the students of the Sports and Physical Culture program consider that the virtual activities established by the teachers, encourage the expression and organization of the information learned.

Figure 7

Use of EXIA platform and autonomous learning.

Source: Own construction

Note: Pie chart showing the percentages of students who perceive that the use of the EXIA platform allows the student to develop autonomous learning.

In the previous graph it can be seen that 100% of the valued population perceives the activities of the virtual platform (EXIA), which helps to generate more autonomous learning.

Figure 8

Collaborative learning and discussion activities.

Source: Own construction

Note: Pie chart showing the percentages of students who perceive that the teacher allows collaborative learning with activities such as forums, debates and others.

In the previous graph it can be seen that 70% of the students of the Sports and Physical Culture program consider that the activities established by the teachers of the program favor the elaboration of forums or debates based on content previously developed in the classroom; While the remaining 30% do not consider that forums or debates are promoted in a coordinated manner with the contents previously.

Discussion:

When analyzing the information obtained, it can be determined that, for the majority of the students of the Sports and Physical Culture program, they agreed that the virtual academic activities established in the Moodle platform called by the Autonomous University of the Caribbean as EXIA. It allows students to generate an active role in their training process, as postulated by Domínguez, G, Alvares F and López, E. (2011), state that the use of Information and Communication Technology allows "Los Students are more participatory with their own training process. In addition, any student with the right resources can become an information provider for other people with total freedom. " Likewise, the valued population stated that the activities promote the development of research projects, simultaneously meriting consultation through databases developing educational management skills.

Likewise, these virtual academic activities promote the exploration of new content using different digital resources, allowing students to develop cognitive skills such as organizing, summarizing, understanding, relating, designing, developing and implementing new conceptual alternatives. Enabling the development of their own knowledge; At the same time, virtual activities allow us to potentiate communication skills through forums or debates, as well as collaborative skills, achieving, according to student perception, a more autonomous learning and according to cognitive needs

Conclusions:

The use of the virtual institutional platform according to the students' perception becomes an excellent complementary tool in the teaching-learning process.

Constantly establishing the development of virtual academic activities, according to the students' perception, allows to develop communicative and cognitive skills.

Similarly, the students' perception showed that the use of the virtual platform with redirected academic activities allows the development of more autonomous learning.

According to the students' perception, the virtual activities on the platform facilitate the application of previous knowledge, thus collaborating in the learning process in a dynamic and innovative way.

Finally, it is important that the skills of collaborative learning and discussion activities be developed, since the surveyed population states that such activities are not carried out, therefore they must be designed by the teaching staff, periodically forums and debates in such a way that it reinforces the aforementioned competences.

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STUDENTS OF THE PHYSICAL CULTURE SPORTS PROGRAM OF THE UAC, ANTE Tics.

The objective of the research was to determine the relationship between academic activities in the institutional platform (Moodle), and the perception of the teaching-learning process, by students of the Sports and Physical Culture program of the Autonomous University of Caribbean in the year 2018; The focus of this research was Quantitative, with a descriptive study and a descriptive transactional design, the population employed were 40 students of the sixth and seventh semester of the Sports and Physical Culture program of the Autonomous University of the Caribbean in 2018, allowing to know the relationship that exists between the virtual platform and the perception that the students of the Sports and Physical Culture program possess of the teaching - learning process, carrying out the virtual activities established by their teachers. Among the results, it was found that the majority of the students of the Sports and Physical Culture program, agreed that the virtual academic activities established in the Moodle platform called by the Autonomous University of the Caribbean as EXIA, allowed students to generate an active role in its formation process; On the other hand, the students perceived that the activities promoted the elaboration of research projects.

Keywords: Information and communication technology (ICT), Virtual platform, Teaching-learning process.

ÉTUDIANTS DU PROGRAMME DE SPORTS DE LA CULTURE PHYSIQUE DE L'UAC, ANTE Tics.
RÉSUMÉ
L'objectif de la recherche était de déterminer la relation entre les activités académiques de la plateforme institutionnelle (Moodle) et la perception du processus d'enseignement et d'apprentissage par les étudiants du programme Sports et Culture physique de l'Université autonome de Caraïbes en 2018; La recherche était quantitative, avec une étude descriptive et un schéma descriptif transactionnel. La population employée était de 40 étudiants des sixième et septième semestres du programme Sports et Culture physique de l'Université autonome des Caraïbes en 2018, permettant de connaître les relation qui existe entre la plate-forme virtuelle et la perception que les étudiants du programme Sports et Culture physique possèdent du processus enseignement-apprentissage en réalisant les activités virtuelles établies par leurs enseignants. Parmi les résultats, il a été constaté que la majorité des étudiants du programme Sports et culture physique ont convenu que les activités académiques virtuelles établies dans la plate-forme Moodle appelée EXIA par l'Université autonome des Caraïbes permettaient aux étudiants de jouer un rôle actif. dans son processus de formation; D'autre part, les étudiants ont perçu que les activités favorisaient l'élaboration de projets de recherche.

Mots-clés: Technologies de l'information et de la communication (TIC), Plate-forme virtuelle, Processus d'enseignement-apprentissage.

ESTUDIANTES DEL PROGRAMA DEPORTE CULTURA FISICA DE LA UAC, ANTE Tics.
El objetivo de la investigación fue determinar la relación que existe entre las actividades académicas en la plataforma institucional (Moodle), y la percepción del proceso de enseñanza- aprendizaje, por parte de los estudiantes del programa de Deporte y Cultura Física de la Universidad Autónoma del Caribe en el año 2018; El enfoque de esta investigación fue Cuantitativo, con un estudio descriptivo y un diseño transaccional descriptivo, la población empleada fueron 40 estudiantes de sexto y séptimo semestre del programa de Deporte y Cultura Física de la Universidad Autónoma del Caribe en el año 2018, permitiendo conocer la relación que hay entre la plataforma virtual y la percepción que poseen los estudiantes del programa de Deporte y Cultura Física del proceso de enseñanza - aprendizaje, realizando las actividades académicas de manera virtual establecidas por sus docentes. Dentro de los resultados se encontró que la mayoría de los estudiantes del programa de Deporte y Cultura Física, coincidieron que las actividades académicas virtuales establecidas en la plataforma de Moodle denominada por la Universidad Autónoma del Caribe como EXIA, permitieron generar en los estudiantes un papel activo en su proceso de formación; por otro lado, los estudiantes percibieron que las actividades impulsaron la elaboración de proyectos de investigación.

Palabras Claves: Tecnología de la información y comunicación (TIC), Plataforma virtual, Proceso de enseñanza-aprendizaje.

ESTUDANTES DO PROGRAMA DE ESPORTES DE CULTURA FÍSICA DA UAC, ANTE Tics.

O objetivo da pesquisa foi determinar a relação entre as atividades acadêmicas na plataforma institucional (Moodle) e a percepção do processo de ensino-aprendizagem por estudantes do programa de Esporte e Cultura Física da Universidade Autônoma de São Paulo. Caribe no ano de 2018; O foco desta pesquisa foi Quantitativo, com um estudo descritivo e um desenho transacional descritivo, a população empregada foi de 40 alunos do sexto e sétimo semestre do programa de Esporte e Cultura Física da Universidade Autônoma do Caribe em 2018, permitindo conhecer o relação existente entre a plataforma virtual e a percepção que os alunos do programa Esporte e Cultura Física possuem do processo de ensino - aprendizagem, realizando as atividades virtuais estabelecidas por seus professores. Entre os resultados, constatou-se que a maioria dos estudantes do programa Esporte e Cultura Física concordou que as atividades acadêmicas virtuais estabelecidas na plataforma Moodle, denominada EXIA pela Universidade Autônoma do Caribe, permitiam que os alunos gerassem um papel ativo. em seu processo de formação; Por outro lado, os estudantes perceberam que as atividades promoveram a elaboração de projetos de pesquisa.

Palavras-chave: Tecnologia da informação e comunicação (TIC), Plataforma virtual, Processo ensino-aprendizagem