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1 de 1

What is new in teaching science structured around the notion of 'scientific competence'?

Por: Villalba-Condori, KO (Orlando Villalba-Condori, Klinge)[1]; Aduriz-Bravo, A (Aduriz-Bravo, Agustin)[2]; Garcia-Penalvo, FJ (Jose Garcia-Penalvo, Francisco)[3]; Lavonen, J (Lavonen, Jari)[4]

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Use of technologies for the production of texts with academic originality

Por: Cantoral, EM (Montoya Cantoral, Elisa)[1]; Suarez, SME (Espinoza Suarez, Silvia Marisel)[2]
Ver número de ResearcherID y ORCID de Web of Science

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Abstract

This innovation entitled use of technologies for production of texts with academic originality, aims to develop in student's the ability to produce texts respecting sources consulting to create their own texts and use technology as a support in regulating it's the originality academic. The methodology used was request the student to present the academic works through an anti-plagiarism software with free access delivery. The results showed a change of attitude in the students when making use of the platform, they began to use citations for parts of the copied texts and they reconstructed their own words to which no reference was make before.

Palabras clave

Palabras clave de autor: Production of texts; Turnitin; academic originality; communication skills

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Statistical Sense in the Information Society

Por: Batanero, C (Batanero, Carmen)[1]

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Abstract

We are currently attending a paradoxical situation in the teaching of statistics. Being a topic that appears throughout the curriculum in practically all courses from Primary Education to University and even in postgraduate education, didactic research describes numerous errors in its interpretation. There are also numerous criticisms of the way in which statistics is used or interpreted in the media, politics and research. In this paper we analyse this situation and suggest that current teaching does not develop the statistical sense of students. We describe the components of statistical sense and offer some suggestions to improve of this sense in students and professionals.

Palabras clave

Palabras clave de autor: Statistical literacy; Statistical reasoning; Teaching statistics

Información del autor

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Examining the role of STEM in Twelfth-grade Robot Subject Instruction using the UTAUT model

Por: Hsieh, CC (Hsieh, Chi-Chieh)[1]; Chiu, FY (Chiu, Fu-Yuan)[1]

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Abstract

Since the rise of the waves toward artificial intelligence, more and more countries robot education has changed from Robot-Assisted Instruction (RAI) to Robot-Subject Instruction (RSI). This study mainly compares the differences between the two teaching methods of RSI using traditional single subject teaching and STEM cross-disciplinary teaching. Through the data of Unified Theory of Acceptance and Use of Technology (UTAUT) and Course Satisfaction, this study finds out the advantages and disadvantages of STEM integration into RSI. Therefore, schools that are ready to promote RSI in the future can consider whether to use STEM-based RSI based on the analysis of this study.

Palabras clave

Palabras clave de autor: Robot Subject Instruction; STEM education; Unified Theory of Acceptance and Use of Technology
KeyWords Plus: ACCEPTANCE; STUDENTS; BEHAVIOR

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Use of narratives on scientific experiments in the teaching of redox reactions in secondary education

Por: Jara, R (Jara, Roxana)[1]; Merino, C (Merino, Cristian)[1]; Arellano, M (Arellano, Marcela)[1]; Inzunza, G (Inzunza, Gisselle)[1]; Satlov, M (Satlov, Miriam)[1]; Aduriz-Bravo, A (Aduriz-Bravo, Agustin)[2]

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Abstract

This study presents the implementation of narratives in a school chemistry laboratory; the narratives were directed to improving the learning about oxidation-reduction reactions among secondary students. The aims of the study are to characterize students' written narratives based on their lab-work and to categorize different 'types' of narratives related to how they approach scientific knowledge. We identify the application of 'cognitive-linguistic skills'. Students conducted a series of school science experiments (on oxidation-reduction) following a set protocol provided by the teacher. Once the lab activity was completed, they were asked to write a text ('experimental narrative') on it; the narrative became part of their laboratory report. Analysis of the narratives shows that a high percentage of students approach the written reconstruction of the experiment in a descriptive way. According to the categories applied in this study, the use of experimental narratives favors 'reflective' scientific learning.

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Evaluation of Brain Attention Levels Using Arduino and Neurosky Mindwave EEG According to Age and Sex

Por: Pari-Larico, S (Pari-Larico, Susan)[1]; Llerena-Urday, B (Llerena-Urday, Brandon)[1]; del Carpio, AF (del Carpio, Alvaro Fernandez)[1]; Rosas-Paredes, K (Rosas-Paredes, Karina)[1]; Esquicha-Tejada, J (Esquicha-Tejada, Jose)[1]

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Abstract

Attention is one of the main cognitive skills that is constantly used in everyday life. However, various factors can be diminished and even blocked by various disorders, diseases or behaviors that affect people's performance. To analyze the brain signals, the Neurosky MindWave EEG device is required, this device determines the levels of attention of people when they perform some activity and Arduino for data capture. This article compares data obtained from reading the level of care of people of different ages and sex using the Neurosky and Arduino Uno devices. The results obtained show that women (sex) and adults (age) have greater stability of attention over time, and that men (sex) and youth (age) get to obtain higher levels of attention.

Palabras clave

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How to teach mathematics and experimental sciences? Solving the inquiring versus transmission dilemma

Por: Godino, JD (Godino, Juan D.)[1]

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Abstract

Various theories suggest that the learning of mathematics and experimental sciences should be based on a constructivist pedagogy, oriented towards the students' investigation of problem-situations, and assigning the teacher a facilitator role. At the opposite extreme, other theories defend a more leading role by the teacher, which would imply the explicit transmission of knowledge. After a synthesis of these instructional models, in this paper, we argue that the optimization of learning requires an intermediate position between both extremes, by recognizing the complex dialectic between the student's inquiry and the teacher's transmission of knowledge. We based on anthropological and semiotic assumptions about the nature of mathematical and scientific objects, as well as on assumptions related to the structure of human cognition.

Palabras clave

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Developing Critical Thinking in a STEAM classroom

Por: Lam, KFT (Lam, Kee-Fui Turner)[1]; Wang, TH (Wang, Tzu-Hua)[2]; Vun, YS (Vun, Yee-Shih)[2,3]; Ku, N (Ku, Ning)[2]

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Abstract

In an environment disrupted by technology, critical thinking is a crucial 21st Century Skill that allows learners to stay intact when any number of organizations (corporate, political, educational and cultural) try to influence readers to think and act in ways that serve their purposes (Brookfield, 2012). It has also been emphasized in the ATC21S project as one of the desired outcomes under 'Ways of thinking'. In this paper, we aim to share about how Design Based Research and DDMT teaching model can shape a chemistry lesson on water for Grade 5 learners. The lessons will be shaped towards guiding the learners in understanding acidity/alkalinity as required by the national curriculum and also seek to provide an insight into how young learners showcase development of critical thinking in the learning process.

Palabras clave

Palabras clave de autor: Critical Thinking; Steam Education; Tsing Hua Steam School; DDMT Teaching Model
KeyWords Plus: DESIGN-BASED RESEARCH

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Collaborative Learning Using Git with GitLab in Students of the Engineering Programming Course

Por: Valdivia, RGB (Valdivia, Renzo Gustavo Bolivar)[1]

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Abstract

This research has used Git, software for Version Control, as well as the GitLab web platform for teaching programming collaboratively, which has strengthened collaborative learning in the classroom, a skill that for a long time was a very alternative important for team teaching of programming courses in engineering schools; The use of the Git tool helped the teacher to improve the teaching of programming and allowed through the GitLab platform for students to interact and develop the skills of critical thinking, teamwork, correcting and teaching to program low-performance students, the results of the capacities were visualized and quantified through the reports delivered by the GitLab web platform.

Palabras clave

Palabras clave de autor: Collaborative Learning; Programming; Version Control System; Git; GitLab

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Decision-making in the forum of distance Master of Project Management

Por: Pena, AB (Pena, Anie Bermudez)[1]; Vera, YP (Vera, Yasiel Perez)[2]; Aguilar, GFC (Aguilar, Gilberto Fernando Castro)[3]; Alcivar, IAM (Alcivar, Inelda Anabelle Martillo)[3,4]; Victore, RD (Victore, Roberto Delgado)[1]

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Abstract

Project management requires the mastery of documentation for decision-making in project management. Lack of knowledge and inexperience in decision-making affects the project quality. Developing a system based on ICT in remote education systems, and knowledge management, it enables more efficient training of specialists, in order to get results in less time, within budget and with the quality required by stakeholders. The research aims to develop a procedure for decision-making through a discussion forum, using ICT and project cuts. That project cuts reflects the status of the indicators and enable search for the causes of the damages on tasks, identify the effect on the project and analyze the damages and synthesis in an integrated process. It also enables navigation and simulation of possible solutions, select the best and proceed to decision-making. Research show the indicators for decision-making, navigation, simulation, evaluation and forum example of the Master of Project Management.

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Use of an educational intervention with audiovisual material to improve knowledge and practices on metaxenic diseases in schoolchildren. Peru

Por: del Carpio-Toia, AM (Munoz del Carpio-Toia, Agueda)[1]; Cardenas, RG (Gongora Cardenas, Rene)[2]; Prado, RG (Gongora Prado, Rene)[2]; Aparicio, WO (Ontiveros Aparicio, Wildo)[3]; Cuba, JA (Alberto Cuba, Juan)[2]; Gomez, PM (Meza Gomez, Paola)[3]; Diaz-Velez, C (Diaz-Velez, Cristian)[4]; Bendezu-Quispe, G (Bendezu-Quispe, Guido)[5]; Vargas, CM (Maguina Vargas, Ciro)[6]

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Abstract

Objective. Identify the level of knowledge and practices on metaxenic diseases in school children before and after an educational intervention with audiovisual material. Methods. Pre post design study developed in three public schools in Arequipa, Peru. Knowledge and practice surveys were applied before and after the educational intervention based on audiovisual material focused on the Aedes Aegypti vector and the role of schoolchildren in the identification and prevention of the disease. Results Surveys were applied to 300 schoolchildren between six and fifteen years. The level of knowledge and practices improved significantly in all students after the educational intervention, both in the aspects of knowledge (global, agent, symptoms, prevention and complications) with those of practices (individual and family). Conclusions It was shown that educational innovation based on multimedia audiovisual

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Interest in Scientific and Technological Careers in Peruvian School Students

Por: Darcourt, A (Darcourt, Alvaro)[1]; Ramos, S (Ramos, Sadith)[1]; Moreano, G (Moreano, Giovanna)[1]; Hernandez, W (Hernandez, Wilmer)[1]

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Abstract

The present study analyzed Peruvian students' expectations to get involved in scientific and technological careers and factors associated with those expectations through the analysis of PISA 2015 data. The expectancy-value theory was taken as framework to analyze science career expectations since it considers individuals' motivation, self-beliefs and attitudes, variables that have been proved to be influential in career choice. Analytical procedures included confirmatory factor analysis and binary logistic regression. Findings confirmed the importance of gender roles, socioeconomic status and scientific capital in the formation of interest in scientific or technological careers as well as attitudinal and motivational factors, as argued by the expectation-value theory.

Palabras clave

Palabras clave de autor: Science; technology; career; expectancy-value theory
KeyWords Plus: SELF-EFFICACY; SCIENCE; ATTITUDES; ACHIEVEMENT

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1 de 1

Search model of educational trends based on Data Mining techniques

Por: Huanca-Gonza, R (Huanca-Gonza, Rosario)[1]; Vera-Sancho, J (Vera-Sancho, Julio)[1]; Arbieto-Batallanos, CE (Eduardo Arbieto-Batallanos, Carlos)[1]; Cordova-Martinez, MD (del Carmen Cordova-Martinez, Maria)[1]

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Abstract

Internet is the broadest means of communication that has existed and is a highly effective means for the dissemination of information that allows access to millions of pages of textual and multimedia content, this leads to an information overload and a problem called infoxication, and Researchers and / or teachers are not the exception when searching for information on educational trends in research. For this reason, we propose a model to search for educational trends using Data Mining techniques, which will allow us to capture, analyze, disseminate and exploit the main topics that are currently being developed on educational trends.

Palabras clave

Palabras clave de autor: Data mining; educational trends; Machine learning

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University Students' Use and Preferences of Digital Technology in the Peruvian Highlands

Por: Gallardo-Echenique, E (Gallardo-Echenique, Eliana)[1]; Anchapuri, M (Anchapuri, Manuel)[2]
Ver número de ResearcherID y ORCID de Web of Science

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Abstract

In recent literature, there has been much discussion about student use of digital technology for academic and learning purposes undertaken in most developed countries. However, most of the empirical literature has ignored developing countries like Peru. This paper reports on research into how first-year university students communicate, their general study habits, and how digital technologies are used to support academic activities. A quantitative approach using a descriptive design is proposed for this study. A convenience sample of 201 students from a variety of backgrounds (cultural, social and economic) participated in the study. The findings evidence that learners' technology use in this university is considerably more constrained than "Net generation" discourse suggest. Participants are not making good uses of digital technologies that "work best" for them taking in consideration they were enrolled in online instructional modality. Further investigations are recommended to find out the reasons behind these findings.

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Representation of Series and Transforms in engineering subject, using a Web User Interface for GNU Octave

Por: Huamani-Navarrete, PF (Huamani-Navarrete, Pedro F.)[1]
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Abstract

This article shows the experience of using a web user interface (UI Web) for GNU Octave, in order to represent mathematically and graphically the Fourier series and transforms that are studied in one of the units of an introductory subject in the telecommunications area, in the Electronic Engineering program from Ricardo Palma University (URP), Lima-Peru. Likewise, we show the development of the programming routines to obtain the Fourier series coefficients of some periodic signals, as well as the graphical representations of them in the frequency domain. Also, with the Fourier Transform, from the discrete point of view, some non-periodic signals were analyzed. Finally, we show the averages of the evaluations obtained in the thematic unit of interest, through a trend graph with a positive slope.

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Application of Augmented Reality for the Development of Skills in the Communication

Por: De la Gala, K (De la Gala, Keyda)[1]; Nunonca, EH (Nunonca, Elizabeth Huallpa)[1]; Vera-Sancho, J (Vera-Sancho, Julio)[1]; Cisneros-Chavez, B (Cisneros-Chavez, Betsy)[1]; Valdez-Aguilar, W (Valdez-Aguilar, Wilber)[1]

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Abstract

The role of technologies in education is fundamental and is in continuous use today by educational systems as a recreational and educational tool, to improve the management of student learning. Likewise, the integration of Augmented Reality is valued, as an emerging technology with strong application possibilities in the educational field to improve reading comprehension. Therefore, different 3D models are used as an educational resource and are visualized through the Unity and Vuforia software; In the investigation it was achieved that of 27 students at the literal level 59.26% were improved, at the inferential level 44.44% achieved this level and at the critical level 40.74% obtained better results. Therefore, interactive reading is proposed as a strategy to improve skills in the area of communication.

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An Environmental Atlas as a Tool for Improving Local Environmental Education and Awareness in Arequipa

Por: Zeballos-Velarde, C (Zeballos-Velarde, Carlos)[1]; Huamani, MA (Huamani, Milagros Alvarez)[2]; Valdivia, JQ (Valdivia, Jonathan Quiroz)[2]; Alejo, SC (Alejo, Sarelia Castaneda)[2]; Espinoza, CM (Espinoza, Christian Malaga)[2]

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Abstract

The success of any environmental management requires the active participation of the community that should be involved in the awareness and solution of environmental problems, which can only be achieved through environmental education. This research takes as a case study the city of Arequipa, Peru to, firstly, understand the gap between the environmental education provided nationwide by the Ministry of Education and the lack of awareness of local problems by university students. Secondly, to analyze the methodological framework for the development of the Environmental Atlas of Arequipa, as an educational tool to fill-up that gap. Finally, a strategy for the use of the atlas a massive urban-environmental education tool in Arequipa will be proposed.

Palabras clave

Palabras clave de autor: environmental education; local environmental awareness; Environmental Atlas; Arequipa

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Analysis of the mathematical Errors of first cycle students of the National University of Piura

Por: Velasquez, FM (Velasquez, F. M.)[1]; Sanchez, JR (Sanchez, J. R.)[2]; Jimenez, JL (Jimenez, J. L.)[1]
Ver número de ResearcherID y ORCID de Web of Science

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Abstract

University higher education is not exempt from the manifestation of mathematical errors in learning. The study is non-experimental, descriptive and intended to analyze the mathematical mistakes made by 80 university students of the first cycle of the National University of Piura in the 2014-II and 2015-I semester. The results show a high percentage of errors in cognitive processes in terms of operations: with complex numbers, linear and quadratic equations, with polynomial expressions; translations of the graphic representation of the real line and representation of everyday language in formal language; revealing that most commit themselves due to absences and inaccuracies in the construction of prior knowledge, for not understanding the semantics of mathematical concepts. It is noted that 50% of the students obtained a grade less than or equal to 7.78.

Palabras clave

Palabras clave de autor: Education; Mathematical error; Cognitive process

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The impact of the Strategic Learning Achievement Program in primary education students in Arequipa

Por: Castro-Cuba-Sayco, SE (Esther Castro-Cuba-Sayco, Sonia)[1]; Espinoza-Suarez, SM (Marisel Espinoza-Suarez, Silvia)[2]; Bejarano-Meza, ME (Elizabeth Bejarano-Meza, Maria)[3]; Martinez-Puma, E (Martinez-Puma, Elena)[3]; Ramos-Quispe, T (Ramos-Quispe, Teresa)[4]; Garcia-Holgado, A (Garcia-Holgado, Alicia)[5]

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Abstract

This work aims to determine the relation of the results of the Peruvian national assessment of students that finish the third cycle of compulsory education in the area of mathematics and the knowledge and development of abilities considered at second level in the national assessment of students by the elementary teachers of nine schools under feedback-based monitoring by the Strategic Learning Achievement Program in the Local Educational Management Unit of South Arequipa. According to the results obtained, there is a high correlation between the Educational Quality Exam results and the results of the teachers' test and the observation form applied to the teachers. In light of the results, it is found that the ignorance of the prioritized skills of mathematics in the Peruvian national assessment and the deficient application of strategies by the teacher influences the low results in learning

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Robotics in First Year Engineering Students: An Experience in Learning Concepts of Linear Motion

Por: Castro-Gutierrez, E (Castro-Gutierrez, Eveling)[1]; Bobadilla-Charaz, S (Bobadilla-Charaz, Sebastian)[1]; Mendoza-Pinto, D (Mendoza-Pinto, Diego)[1]; Fernandez-Granda, W (Fernandez-Granda, Whinders)[1]; Chara-Barreda, C (Chara-Barreda, Caterine)[1]

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Abstract

Given the complexity of the learning process, it is a great challenge getting students to be actively involved in it. There is a concern for professors to use new teaching-learning strategies that playfully approach, motivate and increase the attention span of students in the learning sessions. The objective of this study is to use educational robotics (RE) for the teaching of "concepts of particle movement in one dimension". The sample is made up of 69 students of the Physics course of the third semester (second year), of the Professional School of Systems Engineering. The differences found between the pre and post-test of both groups are not statistically significant. From that we conclude that a single learning session is not enough to obtain results similar to the actual values. However, the use of educational robotics "improves the attitude" towards learning in students.

Palabras clave

Palabras clave de autor: Educational robotics; learning outcomes; learning environment; learning tool; pedagogical approach; robotics; physics

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Developing Teachers' Didactic Analysis Competence by means of Problem-Posing

Por: Torres, C (Torres, Carlos)[1]; Malaspina, U (Malaspina, Uldarico)[1]

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Abstract

The study was designed to improve teachers' didactic analysis competence by means of problem-posing tasks. For this purpose, a problem-posing strategy has been implemented which sample consisted in in-service mathematics teachers. This strategy involves a reflection stage that is very close to mathematical practices and it encourages to develop didactic analysis competence. Some findings of our research are related to this competence and it means that the posers could formulate better problems with educational purposes.

Palabras clave

Palabras clave de autor: Problem posing; didactic analysis competence; quadratic function; in-service mathematics teachers

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Effectiveness of the implementation of a web solution in the evaluation of emergency obstetric hemorragy (red key)

Por: Arenas-Alarcon, E (Arenas-Alarcon, Eller)[1]; Cabrera-Diaz, L (Cabrera-Diaz, Luis)[1]; Sulla-Torres, J (Sulla-Torres, Jose)[1]; Escobedo-Vargas, J (Escobedo-Vargas, Jannet)[2]

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Abstract

Aim: Allow online training, evaluation and feedback of Obstetrics students in emergency care: obstetric haemorrhage (red key). Material and methods: an analysis of the current state of the teaching of emergency obstetric haemorrhage was performed in students of the VIII Semester of the Faculty of Obstetrics and Childcare of the Universidad Catolica de Santa Maria, the basic requirements, functionalities and deliverables were based in the SCRUM methodology. A web server, a "Somee" database management system, SqlServer and Visual Studio application development environment were required. The database model was designed based on the emergency learning requirements identifying all the entities, standardization techniques of the tables originated from the entities were applied; necessary information was collected for the records in the tables; The user interfaces were designed, a first level identification page

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Mobile Application based on Design Thinking for Teaching Kinematics

Por: Arbieto-Batallanos, CE (Arbieto-Batallanos, Carlos Eduardo)[1]; Villanueva-Montoya, LD (Villanueva-Montoya, Luis Daniel)[1]; Chavez-Ponce, DS (Chavez-Ponce, Dewitt Scott)[1]; Alfonte-Zapana, R (Alfonte-Zapana, Reynaldo)[1]; Cordova-Martinez, MD (Cordova-Martinez, Maria del Carmen)[1]

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Abstract

Ignorance of the usefulness of technology makes it challenging to apply innovative strategies in the classroom, accompanied by a thought that educational technology is about introducing more technological devices to the school, and not how to use technological tools for the scope of the teaching/learning process. To these problems, a time circumstance is added since teachers need enough time to update themselves. In recent years some new trends have been emerging and have taken more strength in innovation, fostering new forms of teaching. Their intention in educational centers is to prepare students for a new type of society, which is the information society. For this reason, this work proposes the use of the design thinking methodology for the development of a mobile application, efficient and usable for teaching kinematics, obtaining a favorable result given to the acceptance of a sample of fifth-year students from a high school.

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Analysis from the Student Perspective on the Implementation of Learning Technologies in Mining Engineering

Por: Lopez, P (Lopez, P.)[1]; Rodriguez, J (Rodriguez, J.)[1]; Acosta, A (Acosta, A.)[1]; Berrios, M (Berrios, M.)[2]

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Abstract

The emergence of new technologies such as virtual reality, mobile applications, web platforms and holograms are very useful for the development of learning; for this reason this research focuses on knowing the interest of the students of the Professional School of Mining Engineering in relation to the use of these technological learning systems. For this purpose, we used a survey as a measuring instrument based on the external variables of the Technology Acceptance Model 3 (TAM3) and the answers were based on the Likert scale; additionally, the processing and interpretation was carried out using the Statistical Package for the Social Sciences (SPSS). Relationships were established through the Pearson coefficient (r> 0). We identified the interest perceived by the students of the Professional School of Mining Engineering related the implementation and use of technological systems of learning, identifying weak variables such as the Subjective Standard, which refers to the need for help in the use of a learning platform, and the lack of experience in the use of these systems. On the other hand, a web platform is being developed that will satisfy visual and interactive needs of the student and the professor.

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Role Play to Develop Oral Production of the English Language in Undergraduate Engineering Students

Por: Pumaleque, AAP (Pacheco Pumaleque, Alex Abelardo)[1]; Carrasco, ORR (Reyes Carrasco, Orlando Ruben)[2]; Villegas, VMA (Apaestegui Villegas, Victor Manuel)[2]

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Abstract

This research aimed to develop the oral production of the English language in undergraduate engineering students at a national university. It was based on the need to improve the teaching of oral language production to promote oral ability in students. The research is interpretive paradigm educational. The sample consisted of four teachers and 26 students. Questionnaires and observation were used to collect data in this study. The information was processed and analyzed qualitatively and quantitatively, which allowed the generation of emerging categories. The diagnosis showed that teachers apply strategies that do not promote oral production in students or are contextualized. It is concluded that the scientific contribution of research is the design of the didactic strategy, based on the role play, which will generate a more interactive, contextualized and reflective teaching-learning process.

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FracPotion: An Open Educational Game to Teach Fractions in Brazil

Por: da Silva, JP (da Silva, Josivan Pereira)[1,2]; Nogueira, R (Nogueira, Rafael)[2]; Rizzo, G (Rizzo, Gabriel)[2]; Silveira, IF (Silveira, Ismar Frango)[1,2]

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Abstract

The areas of Science, Technology, Engineering and Mathematics, called STEM careers, are important fields of knowledge for society nowadays. Among the basics subjects of these careers is Mathematics, but many young students present difficulty to understand very basic mathematical concepts and logical thinking activities. This learning process is very complex and demands a lot of motivation by part of the students. In this sense, educational games can act as an interesting and stimulating helping tool for them. In Brazil, the levels of proficiency on rational numbers in their fractional representation presented by students aged between 9 and 12 years, in general, are low, mainly because in local culture the fractional representation is not common at the daily activities. The educational games to teach this topic in Portuguese are few, so it has motivated us to develop a game to teach fractions entirely in Portuguese language, but able to be adapted to other languages of the region, like Spanish. In this paper, we present such a game, called FracPotion, developed as an Open Educational Resource to teach about fractions to children. The game was experienced by a group of students in an elementary school at Sao Paulo city, Brazil, and the preliminary results were positive.

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Computational Thinking and Solving Problems - an experience with Arduino in a Electronic Engineering Career

Por: Zegarra, M (Zegarra, Milagros)[1]; Vidal, E (Vidal, Elizabeth)[1]

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Abstract

Computational thinking is a fundamental skill since it helps to improve analytical ability. Computational thinking involves solving problems, designing systems, and understanding human behavior, by drawing on the fundamentals of computer science. Literature has shown different ways to bring to classroom computational thinking. Most of the experiences are related to programming classes with different kind of software according to the age. This paper present and exploratory study that describes our experience related to the first programming course at the University level for teaching computational thinking for solving problems. The use of Arduino to teach computational thinking has been incorporated into the Electronic Engineering degree at the Universidad Nacional de San Agustin de Arequipa since 2017. Students program components oriented to solve problems related to their profession. The first results have shown the effectiveness in the use of Arduino to develop computational thinking. This first experience gave us the foundation to expand our research to analyze quantitative data regarding to student outcomes about solving problems. We believe that our experience can be replicated not only in other Electronic Engineering careers, but in any engineering that have programming courses. We also believe that our experience could be replicated at a

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Production Model of Virtual Reality Learning Environments

Por: Aguinaga, GO (Ortiz Aguinaga, Gerardo)[1]; Reyes, HC (Cardona Reyes, Hector)[2]; Mendoza, JEG (Guzman Mendoza, Jose Eder)[3]; Artega, JM (Munoz Artega, Jaime)[3]

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Abstract

Learning environments integrate multiple technology platforms allowing people to meet learning objectives through available content, resources, and integrated services. Learning environments allow users to cover learning objectives in different subject areas, such as social skills development, health, etc. This article presents a development model of Learning Environments through Virtual Reality (VR). This model incorporates new forms of interaction for learning, such as immersion in simulated scenarios that support users in attaining learning objectives. A VR tour of a university is presented as a case study, where distinct users, such as teachers, students, and general public interact with content, resources available and services to achieve the specific learning objectives.

Palabras clave

Palabras clave de autor: Virtual Environments; Learning model; Immersive learning

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Didactic Sequence for the development of variational thinking of university engineering students

Por: Espino, AME (Ecos Espino, Alejandro M.)[1]; Nunez, JH (Huaman Nunez, Joffre)[2]; Chavez, ZRM (Manrique Chavez, Zoraida R.)[3]
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Abstract

This article is about the effect of a didactic sequence on the development of the variational thinking of university students entering engineering careers. For this purpose, an applied research was carried out with a quasi-experimental design. They were handled with 104 civil engineering students distributed in three groups: one of control (43) and two experiments (40 and 21) of a population of 329 students. For data collection, a questionnaire was designed and validated with 05 items related to the analysis of functions as representation models of variation and change. The methodology of the didactic sequence was based on variational activities carried out in 7 sessions with the experimental groups, while the traditional teaching methodology was used in the control group. The achieved results showed that there was significant influence of the didactic sequence in the development of the variational thinking of the students.

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Identification of strategic activities in the process of adoption of the methodology by cases applied to the students of the accounting course for the improvement of their academic performance, Arequipa, 2019

Por: Ramirez-Lazo, PC (Cesar Ramirez-Lazo, Paulo)[1]; Medina-Carpio, OC (Christian Medina-Carpio, Oscar)[2]; Acobo-Moreno, KV (Veronika Acobo-Moreno, Katya)[1]

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Abstract

This work was focused on identifying the strategic cycle for the application of the methodology by cases in administration students; for this an evaluation was carried out with the methodology to capture perceptions and gathering of relevant information where criteria were identified to propose a new route of strategic case-based learning in order to improve assertive performance, expertise and debatability in students. The research identified that only 2% are dissatisfied with the application of the methodology and more than 81% would like it to be implemented in their final evaluations. However, 76% believe that there should be improvements, in the same way in that the gathering of information identified is important to carry out a simulation of the experience and consider preparation and evaluation as a risk factor for its adoption in relation to the performance of the teaching moderator. The strategic cycle identified has a high preference for students, this could be implemented after improving some points

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Smartphone in school physics: a case study for the experimental obtaining of the acceleration of gravity in the analysis of a spring through a didactic approach

Por: Ale, JAS (Silva Ale, Jhon Alfredo)[1]

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Abstract

In order to meet the demands of curricular updates, this article proposes an advance towards the design of curricular integration guidelines for mobile learning in school mechanics. It emphasizes those objectives associated with the processes and scientific research skills of second year of secondary education (students between 14 and 15 years old), according to the Chilean school organization. For the development of the guidelines, various didactic case studies have been provided that facilitate mobile curricular integration in the processes associated with research through collaborative dynamics centered on the student. Specifically, the results of one of the didactic case studies implemented in two courses during the year 2019 in schools in the Metropolitan Region of Chile are exposed and analyzed. This study addresses introductory phenomena to the study of Newtonian mechanics with springs through collaborative experimentation with the use of smartphones to obtain transversely an approximate value of the acceleration of gravity.

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