



Use Of Google Drive And Collaborative Learning At The Catholic University Los Angeles De Chimbote 2023

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Submitted: 20 February 2023; Accepted: 18 March 2023; Published: 16 April 2023

ABSTRACT

The present investigation sought to determine the level of relationship between the use of Google Drive and collaborative learning in the students of the Professional Ethics and Deontology course of the IX cycle of the Universidad Católica Los Angeles de Chimbote. According to the characteristics, the research is quantitative, correlational level and non-experimental design. The population consisted of 633 students enrolled in the 2023 study year, of the IX cycle of the Los Angeles Catholic University of Chimbote and the sample made up of 79 students of the Professional Ethics and Deontology course of the IX Cycle of the Los Angeles Catholic University of Chimbote., Ancash - 2023, of a non-probabilistic type for convenience. The students answered a questionnaire of 31 questions, 16 items corresponded to the Google Drive variable and 15 items to the Collaborative Learning variable, with closed answers under the five-point Likert scale; where the result of the hypothesis test was that the p-value is 0.000 less than the significance value 0.05, with which the null hypothesis (Ho) is rejected and the alternative hypothesis (Hi) of the investigation is accepted, From this, there is evidence to ensure that there is a relationship between the Google Drive variable and Collaborative Learning, likewise, it presents a correlation coefficient of 0.693; which corresponds to the positive correlation of significant mean magnitude. Therefore, it is concluded that Google Drive is significantly related to collaborative learning in students of the Professional Ethics and Deontology Course of the IX Cycle of the Universidad Católica Los Angeles De Chimbote, Ancash - 2023, assertions made with a confidence level of 95 %.

Keywords: *Learning, Collaborative, Google drive, digital tool*

INTRODUCTION

Currently, higher education is undergoing great changes, because the insertion of ICT in the teaching-learning process is a necessity, it greatly facilitates access to information and to the dynamism of activities in real time, shortening distance gaps.

In such a way that, the higher level educational institutions that were traditionally face-to-face, due to the context in which they live, have seen the need to offer courses, careers or academic programs

through the Internet, which is why many of the Universidad Católica have had to digitize their teaching materials, books, learning guides, and migrate to new learning spaces using virtual platforms as a means of communication.

On the other hand, the COVID-19 pandemic has resulted in the economic, labor, health and social crisis, showing a significant job deficit and high levels of inequality and poverty in Latin America and the Caribbean, this being one of the most affected regions worldwide (Maurizio, 2021).

Benites (2021) highlighted that, among the main impacts of the pandemic on higher education in Peru, is the decrease in enrollment and the increase in student desertion, in addition to the effect of the change in modality on students. Evidence clearly lack of preparation of the Catholic University is to face distance education, the lack of knowledge on the part of teachers and students of information and communication technology tools, in an extreme case the coverage and accessibility to them.

In such a scenario, Information and Communication Technologies played a leading role in the teaching-learning process, of the levels of education, since its use has been essential to agree on the gaps. However, not all students and teachers had access to Information and Communication Technologies due to internet connectivity problems (Macias et al., 2021).

The use of technology gives students access to the wealth of information obtained in the knowledge society, which also allows them to communicate effectively in university life.

In this way, it is necessary that the university study plans that are developed under the online modality contemplate team or collaborative work. Work teams respond to the human need to open up to others and to the world. Among other possibilities, collaborative work develops the feeling of us, strengthening the group spirit and attenuating selfishness; replaces competition with cooperation; helps to overcome fears, tensions and inhibitions; it teaches to see the subjects from other points of view and to listen in a comprehensive way promoting dialogue; facilitates the acquisition of attitudes of respect and tolerance towards others; and stimulates the exchange of ideas, promoting the development of initiative and personal creativity (Benites, 2021, p. 57).

Considering that the teaching system and environment has currently changed and the Catholic University and higher education institutes must adjust to the new technological tools available on the Internet, leading to a methodological restructuring of the teaching process and learning, in order to develop a productive virtual education; This situation is not strange for the Universidad Católica Los Angeles de Chimbote, since the expected results have not been obtained in terms of collaborative activities, since the ideal space or resource that fosters synchronous and asynchronous virtual interaction among students has not been found. - teacher and students; of the latter, positive interdependence, the correlation of tasks and roles, individual autonomy, the construction and appropriation, and the application of knowledge.

Taking this reality into account and considering what was proposed by the Universidad Católica Los Angeles de Chimbote, the following question was formulated: How is the use of Google Drive as teaching resources related to collaborative learning in students of the Professional Ethics course and Deontology of the IX cycle of the Catholic University Los Angeles de Chimbote, Ancash - 2023?

In response to the question, in the present investigation the following objectives were raised, general objective: Determine the level of relationship between the use of Google Drive and collaborative learning in the students of the Professional Ethics and Deontology course of the IX cycle of the Catholic University Los Angeles de Chimbote.

To achieve the general objective, specific objectives were simultaneously formulated: Identify the level of relationship between creating files and collaborative learning in the students of the Professional Ethics and Deontology course of the IX cycle of the Universidad Católica Los Angeles de Chimbote, Ancash - 2023; identify the level of relationship between uploading files and collaborative learning in the students of the Professional Ethics and Deontology course of the IX cycle of the Universidad Católica Los Angeles de Chimbote, Ancash - 2023; to identify the level of relationship between the compatibility in the formats and collaborative learning in the students of the Professional Ethics and Deontology course of the IX cycle of the Universidad Católica Los Angeles de Chimbote, Ancash - 2023; to identify

the level of relationship between sharing files and collaborative learning in the students of the Professional Ethics and Deontology course of the IX cycle of the Universidad Católica Los Angeles de Chimbote, Ancash - 2023; to identify the level of relationship between synchronization and collaborative learning in the students of the Professional Ethics and Deontology course of the IX cycle of the Universidad Católica Los Angeles de Chimbote, Ancash - 2023; to identify the level of relationship between Google Drive and the development of positive interdependence in the students of the Professional Ethics and Deontology course of the IX cycle of the Universidad Católica Los Angeles de Chimbote, Ancash - 2023; identify the level of relationship between Google Drive and individual and team responsibility in the students of the Professional Ethics and Deontology course of the IX cycle of the Universidad Católica Los Angeles de Chimbote, Ancash - 2023; to identify the level of relationship between Google Drive and the stimulating interaction in the students of the Professional Ethics and Deontology course of the IX cycle of the Universidad Católica Los Angeles de Chimbote, Ancash - 2023; to identify the level of relationship between Google Drive and internal team management in the students of the Professional Ethics and Deontology course of the IX cycle of the Universidad Católica Los Angeles de Chimbote, Ancash - 2023; identify the level of relationship between Google Drive and the internal evaluation of the team in the students of the Professional Ethics and Deontology course of the IX cycle of the Catholic University Los Angeles de Chimbote, Ancash - 2023. Necessary to be able to make decisions that improve teaching, accompaniment, the availability of information and its manipulation, feedback and other educational proposals that help promote new practices, considering digital resources, such as Google Drive, to improve interaction through synchronous and asynchronous meetings, among the participants of the educational process .

Due to the aforementioned, the present study was justified from the theoretical aspect, because it is governed by multiple contents, valid, reliable and updated knowledge, which supports the research variables; Likewise, the purpose of carrying out this research is to contribute to the existing knowledge in university education, about the use of Google Drive as a didactic resource for collaborative learning, whose results can be systematized in proposals such as knowledge in

educational sciences; since it will be useful for collaborative work using Google Drive as a learning resource, which will serve as the basis for other investigations; From the methodological aspect, it is important because it allows the use of scientific methodologies to obtain and process results, through a validated and reliable instrument, the questionnaire addresses the indicators based on the variables: Google Drive and collaborative learning, in a given moment and a significant sample; Likewise, it will offer the educational community innovative proposals in the improvement of pedagogical and didactic processes in learning management; In addition, the results of the study will be an important background for future research. from the practical, the results of the investigation will serve to change the reality of the field of study, likewise, to evaluate the acceptance of new technologies, Google Drive tool, as didactic resources to improve the teaching-learning process, under the collaborative approach; promoting teacher-student and student-student interaction of higher education, in order to achieve in them the skills of empathy, leadership, problem-solving capacity, active listening, organizational capacity, flexibility, responsibility and information management, in terms of storage and manipulation in real time.

In relation to the methodology used in the research, it was of a quantitative type, of a correlational level and of a non-experimental design, with two study variables. The population consisted of 633 students of the IX cycle and the sample was made up of 79 students of the Professional Ethics and Deontology course of the IX Cycle of the Universidad Católica Los Angeles de Chimbote, Ancash - 2023. The students answered a questionnaire of 31 questions, 16 items corresponded to the Google Drive variable and 15 items to the Collaborative Learning variable, with closed responses on the five-point Likert scale; where the result of the hypothesis test was that the p-value is 0.000 less than the significance value 0.05, with which the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) of the investigation is accepted, From this, there is evidence to ensure that there is a relationship between the Google Drive variable and Collaborative Learning, likewise, it presents a correlation coefficient of 0.693; which corresponds to the positive correlation of significant mean magnitude.

Therefore, it is concluded that Google Drive is significantly related to collaborative learning in students of the Professional Ethics and Deontology Course of the IX Cycle of the Universidad Católica Los Angeles De Chimbote, Ancash - 2023, assertions made with a confidence level of 95 %.

MATERIAL AND METHOD

In the present study, a quantitative investigation, correlational level and non-experimental design of a validated questionnaire was carried out for the students of the IX cycle of the Universidad Católica Los Angeles de Chimbote. The study was carried out at the Universidad Católica Los Angeles de Chimbote , since it facilitated the permit, likewise the institution allowed the population of 633 students of the IX cycle of the Universidad Católica Los Angeles de Chimbote to have a sample of 79 students of the Professional Ethics and Deontology course of the IX Cycle of the Los Angeles Catholic University of Chimbote, Ancash - 2023.

For data collection, the survey technique was used and the questionnaire was used as an instrument . Which was validated by the expert judgment technique, for this support was requested from three expert teachers, to analyze each of the items of the assessment scale, having as positive results that they determined that the elaborated instrument was applicable. On the other hand, the analysis plan of the present investigation was carried out as follows: initially, authorization was requested from the Director of the School of Education, in coordination with the course teacher, for the application of the research project, later it was made the students sign the informed consent; The innovative proposal of the class session was applied, to end with the

collection of information through two questionnaires based on the study variables. The data obtained express the results of the questionnaires applied to the selected sample, the students of the Professional Ethics and Deontology Course of the IX Cycle of the Catholic University Los Angeles De Chimbote, Ancash - 2023 , to be analyzed and described later, based on the research variables. The reliability of the instrument was ensured through the Cronbach's alpha coefficient, obtaining as a result the value of 0.96 on the scale of excellent reliability. For data analysis, the Excel 2016 program was used to show the percentage of tables and graphs, based on the assessment scale by variable and dimension (Baremo).

The statistical analysis was carried out with the SPSS STATISTICS 26 software, since the sample is greater than 50, the Kolmogorov smirnov normality test was applied, with a significance level of 0.05% and 95% confidence; Since the asymptotic significance value (Bilateral) of both ordinal variables, Google Drive (0.000) and Collaborative Learning (0.000), Spearman's Rho coefficient was used.

RESULTS

Results

General objective

Determine the level of relationship between the use of Google Drive as a teaching resource and collaborative learning in the students of the Professional Ethics and Deontology course of the IX cycle of the Universidad Católica Los Angeles de Chimbote, Ancash - 2023.

Descriptive result

TABLE 1: Level of relationship between the use of Google Drive and collaborative learning

Dimensions	Academic google		Collaborative learning	
	fi	%	fi	%
High	79	100	79	100
Half	0	0	0	0
Low	0	0	0	0
Total	79	100	79	100

Source: Data taken from the questionnaire applied to the students of the Professional Ethics and Deontology course of the IX cycle of the Universidad Católica Los Angeles de Chimbote, Ancash - 2023, (Excel, Office 2016).

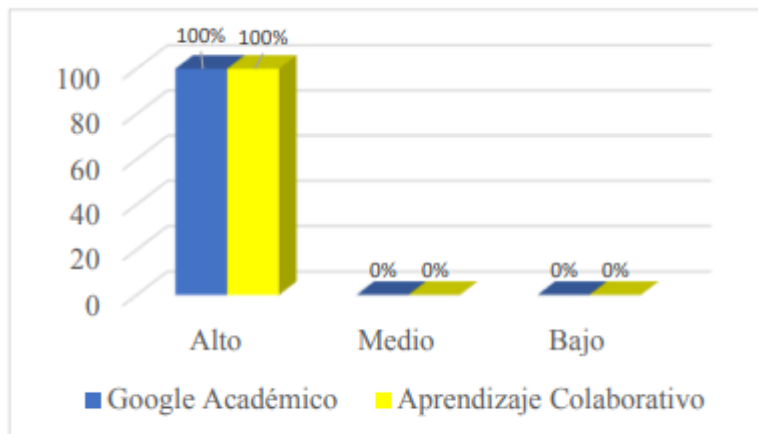


FIGURE 1: Relationship between the use of Google Drive and collaborative learning

Source: Data taken from the questionnaire applied to the students of the Professional Ethics and Deontology course of the IX cycle of the Universidad Católica Los Angeles de Chimbote, Ancash - 2023, (Excel, Office 2016).

Table 1 and Figure 1 show the relationship between the Google Drive variables and Collaborative Learning, evidencing that there is a high relationship, with 100%, in both variables. The results show that Google Drive as a teaching resource does present improvements in collaborative learning.

Inferential Result

Normality test of the variables Google Drive and Collaborative Learning, according to the Kolmogórov-Smirnov test (Non-parametric).

TABLE 2: Analysis of the relationship between the use of Google Drive and collaborative learning.

Kolmogorov -Smirnov test for one sample			
		Google Drive	Collaborative learning
No.		79	79
Normal parameters ^{a,b}	Half	66.3924	65.0380
	Dev. Deviation	4.42434	5.57799
Maximum extreme differences	Absolute	.180	.272
	Positive	.180	.272
	Negative	-.099	-.171
test statistic		.180	.272
asymptotic sign(bilateral)		, ^{000c}	, ^{000c}

Source: Data taken from the questionnaire applied to the students of the Professional Ethics and Deontology course of the IX cycle of the Universidad Católica Los Angeles de Chimbote, Ancash - 2023, (SPSS 26).

After the normality test, it is evident in Table 6 that the variables do not have a normal distribution, since the results of asymptotic significance (Bilateral), of both variables, Google

Drive (0.000) and Collaborative Learning (0.000) are less than the significance level 0.05 ; therefore, it is determined that Spearman's Rho coefficient will be used.

TABLE 3: Correlation of Google Drive with Collaborative Learning – Spearman's Rho

correlations				
		Google Drive		Collaborative learning
Spearman's Rho	Google Drive	Correlation coefficient		.693 **
		Next (bilateral)		.000
		No.		79
	Collaborative learning	Correlation coefficient		1.000
		Next (bilateral)		.
		No.		79

Source: Data taken from the questionnaire applied to the students of the Professional Ethics and Deontology course of the IX cycle of the Universidad Católica Los Angeles de Chimbote, Ancash - 2023, (SPSS 26).

As observed in Table 3, the p-value is 0.000 less than the significance value 0.05, with which the null hypothesis (Ho) is rejected and the alternative hypothesis (Hi) of the investigation is accepted, based on this. There is evidence to affirm that there is a relationship between the Google Drive variable and Collaborative Learning, likewise, it presents a correlation coefficient of 0.693; which according to the correlation table presented by Hernández and

Mendoza (2018), corresponds to the positive correlation of significant mean magnitude, this means that Google Drive does present improvements in collaborative learning, statements made with a level of confidence of 95%.

Specific objectives

Descriptive results

TABLE 4: Level of relationship of the Google Drive dimensions with collaborative learning in the students of the Professional Ethics and Deontology course of the IX cycle of the Los Angeles Catholic University of Chimbote

Dimensions	Google Drive										Collaborative learning	
	create file		Upload files		Compatibility		Share		Synchronization		fi	%
Level	fi	%	fi	%	fi	%	fi	%	fi	%	fi	%
High	79	100	79	100	70	88.60	77	97.5	79	100	79	100
Half	0	0	0	0	9	11.39	2	2.53	0	0	0	0
Low	0	0	0	0	0	0	0	0	0	0	0	0
Total	79	100	79	100	79	100	79	100	79	100	79	100

Source: Data taken from the questionnaire applied to the students of the Professional Ethics and Deontology course of the IX cycle of the Universidad Católica Los Angeles de Chimbote, Ancash - 2023, (Excel, Office 2016).

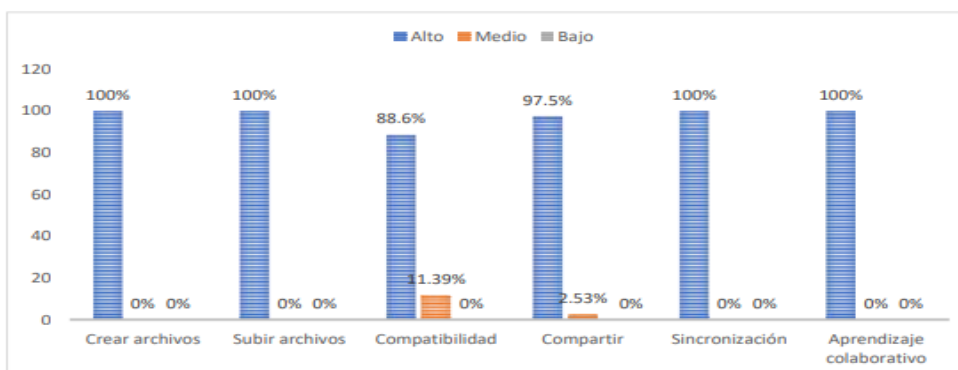


FIGURE 2: Level of relationship of the Google Drive dimensions with collaborative learning in the students of the Professional Ethics and Deontology course of the IX cycle of the Los Angeles Catholic University of Chimbote

Source: Data taken from the questionnaire applied to the students of the Professional Ethics and Deontology course of the IX cycle of the Universidad Católica Los Angeles de Chimbote, Ancash - 2023, (Excel, Office 2016).

Table 4 and Figure 2 show the level of relationship between the dimensions of the Google academic variable and collaborative learning, where 100% of students are at a high level in the dimensions of creating files, uploading files and synchronization; however, in

the compatibility dimension, 89% are located at a high level and 11.39% at a medium level; while in the sharing dimension, 98% is located at a high level and 2.53% at a medium level; results that are related to the Collaborative Learning variable that is at a high level 100%.

TABLE 5: Relationship levels of Google Drive with the dimensions of Collaborative Learning in the students of the Professional Ethics and Deontology course of the IX cycle of the Los Angeles Catholic University of Chimbote

Dimensions	Google Drive		Collaborative learning									
	fi	%	Interdependence positive		Responsibility individual and of equipment		Interaction stimulating		internal management of equipment		Assessment team internal	
Level	fi	%	fi	%	fi	%	fi	%	fi	%	fi	%
High	79	100	78	99	79	100	79	100	79	100	79	100
Half	0	0	1	1.3	0	0	0	0	0	0	0	0
Low	0	0	0	0	0	0	0	0	0	0	0	0
Total	79	100	79	100	79	100	79	100	79	100	79	100

Source: Data taken from the questionnaire applied to the students of the Professional Ethics and Deontology course of the IX cycle of the Universidad Católica Los Angeles de Chimbote, Ancash - 2023, (Excel, Office 2016).

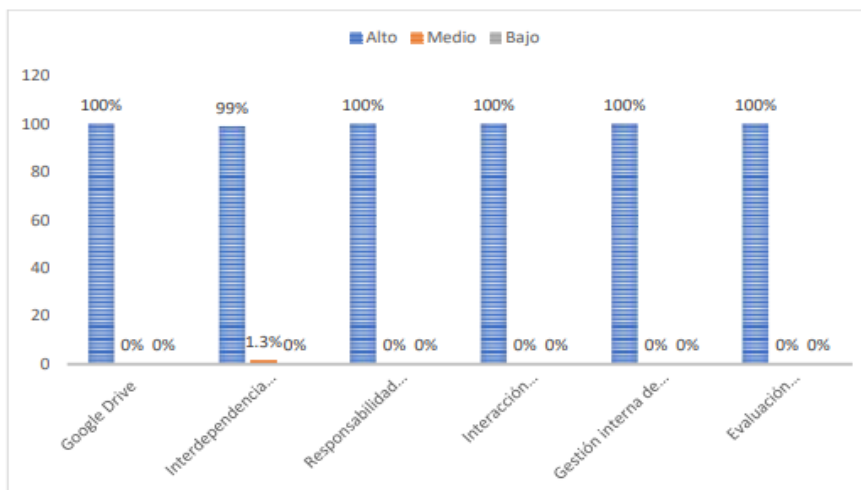


FIGURE 3: Relationship levels of Google Drive with the dimensions of Collaborative Learning in the students of the Professional Ethics and Deontology course of the IX cycle of the Los Angeles Catholic University of Chimbote

Source: Data taken from the questionnaire applied to the students of the Professional Ethics and Deontology course of the IX cycle of the Universidad Católica Los Angeles de Chimbote, Ancash - 2023, (Excel, Office 2016).

Table 5 and Figure 3 show the level of relationship of the variables, where Google Drive is located at a high level at 100%, keeping a relationship with the dimensions of collaborative learning, where 100% of students are located at a high level in the dimensions of individual and

team responsibility, stimulating interaction, internal team management and internal team evaluation; however, in the positive interdependence dimension, 99% are located at a high level and 1.33% at a medium level.

Inferential Results

TABLE 6: Correlation of the dimensions of the Google Drive variable with Collaborative Learning in the students of the Professional Ethics and Deontology course of the IX cycle of the Los Angeles Catholic University of Chimbote

		Collaborative learning	
Spearman's Rho	create files	Correlation coefficient	.507 **
		Next (bilateral)	,000
		No.	79
	Upload files	Correlation coefficient	.583 **
		Next (bilateral)	,000
		No.	79
	Compatibility	Correlation coefficient	.632 **
		Next (bilateral)	,000
		No.	79
	Share	Correlation coefficient	.558 **
		Next (bilateral)	,000
		No.	79
Synchronization	Correlation coefficient	.600 **	
	Next (bilateral)	,000	
	No.	79	

Source: Data taken from the questionnaire applied to the students of the Professional Ethics and Deontology course of the IX cycle of the Universidad Católica Los Angeles de Chimbote, Ancash - 2023, (SPSS 26).

As can be seen in Table 6, the p-value is 0.000, less than the significance value of 0.05, therefore, from this, there is evidence to affirm that there is a relationship between the dimensions of the Google Drive variable and the Collaborative learning; Likewise, it presents a correlation coefficient of 0.507 in the dimension of creating files, 0.583 in the dimension of uploading files, 0.632 in the

compatibility dimension, 0.558 in the sharing dimension and 0.600 in the synchronization dimension; which, according to the correlation table presented by Hernández and Mendoza (2018), corresponds to the positive correlation of significant mean magnitude, this means that Google Drive does present improvements in collaborative learning, statements made with a level of 95% confidence.

TABLE 7: Correlation of Google Drive with the dimensions of Collaborative Learning in the students of the Professional Ethics and Deontology course of the IX cycle of the Universidad Católica Los Angeles de Chimbote

		Google Drive	
Spearman's Rho	positive interdependence	Correlation coefficient	.677 **
		Next (bilateral)	,000
		No.	79
	Individual and team responsibility	Correlation coefficient	.661 **
		Next (bilateral)	,000
		No.	79

stimulating interaction	Correlation coefficient	.460 **
	Next (bilateral)	,000
	No.	79
Internal team management	Correlation coefficient	.733 **
	Next (bilateral)	,000
	No.	79
Internal team evaluation	Correlation coefficient	.725 **
	Next (bilateral)	,000
	No.	79

Source: Data taken from the questionnaire applied to the students of the Professional Ethics and Deontology course of the IX cycle of the Universidad Católica Los Angeles de Chimbote, Ancash - 2023, (SPSS 26).

As can be seen in Table 7, the p-value is 0.000, less than the significance value of 0.05, therefore, from this, there is evidence to affirm that there is a relationship between Google Drive and the dimensions of Collaborative Learning; likewise, it presents a correlation coefficient of 0.677 in the positive interdependence dimension, 0.661 in the individual and team responsibility dimension; which, according to the correlation table presented by Hernández and Mendoza (2018), corresponds to the positive correlation of significant mean magnitude. While, in the stimulating interaction dimension, it presents a correlation coefficient of 0.460, which, according to the correlation table presented by Hernández and Mendoza (2018), corresponds to the positive correlation of significant weak magnitude. At the same time, it presents a correlation coefficient of 0.733 in the internal team management dimension and 0.725 in the internal team evaluation dimension; both corresponding to the positive correlation of considerable significant magnitude (Hernández and Mendoza, 2018). This means that Google Drive as a teaching resource does present improvements in collaborative learning, statements made with a 95% confidence level.

DISCUSSION

The purpose of this research was to determine the level of relationship between the use of Google Drive as a teaching resource and collaborative learning in the students of the Professional Ethics and Deontology course of the IX cycle of the Universidad Católica Los Angeles de Chimbote, Ancash - 2023.

For this purpose, sessions were applied with an innovative proposal, with the use of the digital tool Google Drive in collaborative learning, to

encourage positive interdependence in students, generate debates around the search for strategies for use and problem solving, facilitate the exchange of information and the social construction of knowledge. The students answered a questionnaire of 31 questions, 16 items corresponded to the Google Drive variable and 15 to the Collaborative Learning variable; where the result of the hypothesis test was that the p-value is 0.000 less than the significance value 0.05, with which the null hypothesis (Ho) is rejected and the alternative hypothesis (Hi) of the investigation is accepted, From this, there is evidence to affirm that there is a relationship between the Google Drive variable and Collaborative Learning; likewise, it presents a correlation coefficient of 0.693; which according to the correlation table presented by Hernández and Mendoza (2018), corresponds to the positive correlation of significant mean magnitude, this means that Google Drive does present improvements in collaborative learning, statements made with a level of confidence of 95%. Similar facts were found by Aliaga and Soncco (2021), in their thesis entitled "Use of Google drive and collaborative learning in gynecology students of the IX semester of a private Catholic University Huancayo, 2021", where they assert that the hypothesis test, presents a significance value of 0.000 obtained by Spearman's rho test, with a correlation coefficient of 0.505, at a confidence level of 95%. Vigotsky (1979) argues that the apprentice requires the action of a mediating agent to access the zone of proximal development, this will be responsible for laying down a scaffolding that provides security and allows the apprentice to appropriate the knowledge and transfer it to his own environment. . On the other hand, Siemens (2004) states that learning is a process that takes place in an uncertain environment in which

elements are constantly changing, which are not totally under the control of the individual. For this reason, learning is considered as a continuous process that can occur at different times and scenarios.

With respect to the results of the relationship between the dimensions of Google drive and collaborative learning, a significance level of 0.000 is shown, less than the significance value of 0.05, therefore, from this there is evidence to affirm that there is a relationship between the dimensions of the Google Drive variable and Collaborative Learning; Likewise, they present a correlation coefficient of 0.507 in the dimension of creating files, 0.583 in the dimension of uploading files, 0.632 in the compatibility dimension, 0.558 in the sharing dimension and 0.600 in the synchronization dimension; which, according to the correlation table presented by Hernández and Mendoza (2018), corresponds to the positive correlation of significant mean magnitude, this means that Google Drive does present improvements in collaborative learning, statements made with a level of 95% confidence. It was determined that, like the study by Rios (2021) in his research work entitled "Use of google drive as a didactic strategy for the development of competence production of academic texts in first cycle students of the UTP-Ate, 2020 ", a significance of 0.000 was obtained after the use of Google drive as a didactic strategy and a reliability value of 0.840, an acceptable level. In this sense, Ahumada (2018) argues that pedagogical didactic work, which is carried out using ICT tools, invites awareness of new ways of generating knowledge, where the student's participation is active in the construction of individual and collaborative knowledge, since , the skill of their nature comes into play and educational practices focus on the person who learns, seeking to prepare them for a world with permanent change. Similarly, Bayas et al. (2020) confirm that Google Drive tools favor the learning process, since they allow you to create and edit documents, create forms, have access control for the information that is stored in the cloud; Therefore, it ensures working efficiently and collaboratively.

Regarding the results of the relationship of Google drive with the dimensions of Collaborative Learning, a significance level of 0.000 is shown, less than the significance value of 0.05, therefore, from this there is evidence to

affirm that there is relationship between Google Drive and the dimensions of Collaborative Learning; likewise, it presents a correlation coefficient of 0.677 in the positive interdependence dimension, 0.661 in the individual and team responsibility dimension; which, according to the correlation table presented by Hernández and Mendoza (2018), corresponds to the positive correlation of significant mean magnitude. While, in the stimulating interaction dimension, it presents a correlation coefficient of 0.460, which, according to the correlation table presented by Hernández and Mendoza (2018), corresponds to the positive correlation of significant weak magnitude. At the same time, it presents a correlation coefficient of 0.733 in the internal team management dimension and 0.725 in the internal team evaluation dimension; both corresponding to the positive correlation of considerable significant magnitude (Hernández and Mendoza, 2018). This means that Google Drive as a teaching resource if it presents improvement in positive interdependence, individual and team responsibility, stimulating interaction, internal team management and internal team evaluation; Statements made with a 95% confidence level. In this same line is the research of Chávez and Villacorta (2019) in the thesis called "Influence of the application of Google Drive tools on the development of collaborative learning skills in students of the fifth cycle of the Strategic Planning course of the Education Program. Administration and Business of IDAT, 2015 II, where he obtained a significance level of $0.000 < 0.05$, with a confidence level of 95%; concluding that the use of Google Drive tools influences collaborative learning, developing positive interdependence, individual responsibility, assertive communication and technical skills acquired by sharing the learning achieved by students. In this sense, Roselli (2011) points out that "AC is the most representative expression of educational socio-constructivism. Actually, it is not a unitary theory but a set of theoretical lines that highlight the constructive value of socio-cognitive interaction and coordination between learners" (p. 2). Likewise, Aponte and Brea (2019) argue that AC is based on social constructivist educational theory and is derived from social cognitive theory, cooperative learning (p. 87). Therefore, it is shown that collaborative learning is effective in overcoming negative attitudes, increasing motivation and

self-confidence, where cooperative interaction allows linking learning with the social environment of an individual, since it contributes to the creation of a stimulating and attractive environment where students feel supported and self-confident, according to their learning style.

CONCLUSIONS

In the results achieved, the use of Google Drive is positively and significantly related to collaborative learning in the students of the Professional Ethics and Deontology course of the IX cycle of the Universidad Católica Los Angeles de Chimbote, Ancash - 2023, an affirmation that is given with a significance value of 0.000 and correlation coefficient of 0.693, obtained by Spearman's rho test, therefore, it is concluded that the use of Google Drive significantly improves collaborative learning in students, by presenting high results, statements made with a confidence level of 95%.

The creation of files is positively and significantly related to collaborative learning in the students of the Professional Ethics and Deontology course of the IX cycle of the Universidad Católica Los Angeles de Chimbote, Ancash - 2023, an affirmation that is given with a significance value of 0.000 and correlation coefficient of 0.507, obtained through Spearman's rho test, therefore, it is concluded that the creation of files significantly improves collaborative learning in students, by presenting high results, statements made with a confidence level of 95%.

Uploading files is positively and significantly related to collaborative learning in the students of the Professional Ethics and Deontology course of the IX cycle of the Universidad Católica Los Angeles de Chimbote, Ancash - 2023, an affirmation that is given with a significance value of 0.000 and coefficient of correlation of 0.583, obtained through Spearman's rho test, therefore, it is concluded that uploading files significantly improves collaborative learning in students, by presenting high results, statements made with a 95% confidence level.

Compatibility is positively and significantly related to collaborative learning in students of the Professional Ethics and Deontology course of the IX cycle of the Universidad Católica Los Angeles de Chimbote, Ancash - 2023, an affirmation that is given with a significance value of 0.000 and

coefficient of correlation of 0.632, obtained through Spearman's rho test, therefore, it is concluded that compatibility significantly improves collaborative learning in students, by presenting high results, statements made with a confidence level of 95%.

Sharing files is positively and significantly related to collaborative learning in the students of the Professional Ethics and Deontology course of the IX cycle of the Universidad Católica Los Angeles de Chimbote, Ancash - 2023, an affirmation that is given with a significance value of 0.000 and coefficient of correlation of 0.558, obtained through Spearman's rho test, therefore, it is concluded that file sharing significantly improves collaborative learning in students, presenting high results, statements made with a 95% confidence level.

Synchronization is positively and significantly related to collaborative learning in students of the Professional Ethics and Deontology course of the IX cycle of the Universidad Católica Los Angeles de Chimbote, Ancash - 2023, an affirmation that is given with a significance value of 0.000 and coefficient of correlation of 0.600, obtained through Spearman's rho test, therefore, it is concluded that synchronization significantly improves collaborative learning in students, presenting high results, statements made with a 95% confidence level.

The use of Google Drive is positively and significantly related to the development of interdependence in the students of the Professional Ethics and Deontology course of the IX cycle of the Universidad Católica Los Angeles de Chimbote, Ancash - 2023, an affirmation that is given with a value of significance. of 0.000 and a correlation coefficient of 0.677, obtained through Spearman's rho test, therefore, it is concluded that Google Drive significantly improves the development of interdependence in students, by presenting high results, statements made with a confidence level of 95%

The use of Google Drive is positively and significantly related to individual and team responsibility in the students of the Professional Ethics and Deontology course of the IX cycle of the Universidad Católica Los Angeles de Chimbote, Ancash - 2023, an affirmation that is given with a value of significance of 0.000 and correlation coefficient of 0.661, obtained through Spearman's rho test, therefore, it is concluded that

Google Drive significantly improves the development of individual and team responsibility, by presenting high results, statements made with a confidence level of 95%.

The use of Google Drive is positively and significantly related to the stimulating interaction in the students of the Professional Ethics and Deontology course of the IX cycle of the Universidad Católica Los Angeles de Chimbote, Ancash - 2023, an affirmation that is given with a significance value of 0.000. and a correlation coefficient of 0.460, obtained through Spearman's rho test, therefore, it is concluded that Google Drive significantly improves the development of stimulating interaction, by presenting high results, statements made with a 95% confidence level.

The use of Google Drive is positively and significantly related to internal team management in the students of the Professional Ethics and Deontology course of the IX cycle of the Universidad Católica Los Angeles de Chimbote, Ancash - 2023, an affirmation that is given with a value of significance. of 0.000 and a correlation coefficient of 0.733, obtained through Spearman's Rho test, therefore, it is concluded that Google Drive significantly improves the development of internal team management, by presenting high results, statements made with a confidence level of 95%

The use of Google Drive is positively and significantly related to the internal evaluation of the team in the students of the Professional Ethics and Deontology course of the IX cycle of the Universidad Católica Los Angeles de Chimbote, Ancash - 2023, an affirmation that is given with a value of significance. of 0.000 and a correlation coefficient of 0.725, obtained through Spearman's Rho test, therefore, it is concluded that Google Drive significantly improves the development of the internal evaluation of the team, by presenting high results, statements made with a level of 95% confidence.

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