



The Canva Tool as A Strategy and Its Relationship with Significant Learning

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ABSTRACT

The objective of the research is to determine the application of the canva tool as a strategy in the development of meaningful learning in the students of the VIII cycle of studies of the school of education of the Los Angeles de Chimbote University, Ancash-2023. The methodology was quantitative type, descriptive-correlational level and the design was non-experimental, as a technique the survey has been considered and the instrument was the questionnaire which has been validated by expert judgment. The sample has been considered 40 students in which it has been chosen using the convenience sampling technique. Results: It was verified that the canva tool is related to motivation in the development of significant learning, reaching a correlation value of 0.788, meaning a very strong positive correlation level. It was found that the canva tool is related to functionality and interest in the development of meaningful learning, with a value of 0.735, corresponding to a very strong positive correlation level. Likewise, the canva tool is related to active participation in the development of meaningful learning, reaching a correlation value of 0.852, corresponding to a positive correlation level of very strong magnitude. Finally, it was concluded that: the level of correlation between the application of the canva tool as a strategy in the development of significant learning in the students of the VIII cycle of education studies was 0.682, thus corresponding to a significantly strong positive correlation.

Keywords: *Learning, Canva, strategy, tool, platform, meaningful*

INTRODUCTION

Currently, the advancement of science and technology and even more in the educational field has released a great diversity of digital programs and applications that help the teaching-learning process, moreover, because of the pandemic that originated In the year 2019 and accentuating in Peru in the month of March

when the pandemic was declared in Peru, in the educational field teachers have had to adapt to the circumstances for the development of academic activities; In other words, the teacher has had to develop skills regarding the management of teaching resources, in this case digital resources and within it Canva .

Worldwide, the problem in the development of learning is always presented as implementing or adding digital resources in the teaching-learning process; presenting two well accentuated problems; one the student has to know how to process the information obtained from the digital resources and the other the teacher where he has to design, plan, develop and evaluate the contents through the digital resources.

Guevara (2020) refers that: " Canva allows teachers to create an innumerable amount of educational materials and resources that adapt to our needs and tastes, it is a very simple and intuitive tool to use" (p.44). According to Iste (2007) in his research, he states that students must develop the necessary skills in this century, knowledge of English, handling digital tools, innovation and research are considered a priority; Times have changed, being necessary to adapt to new challenges, to new knowledge and thus have the ability to build new resources, new products that enrich their learning, as well as generate the originality of being themselves authors of creating new things. in an innovative and creative way, to test new educational trends such as educational software and thus be able to obtain better results and possibilities.

In this way, given the needs, especially facing the COVID-19 pandemic, it made other countries also apply strategies to develop pedagogical activities, thus incorporating Information and Communication Technologies (ICT) such as CANVA , in order to promote the communication and research processes of the students, so that the pedagogical management must actively incorporate these elements in the teaching-learning processes (also, 2020).

Given the technological development, teachers have new teaching strategies to use their learning sessions, in this way the educational tools help students to increase their knowledge by developing their creative thinking, since in this way the schemes of teaching are broken. traditional to an active and proactive teaching (Arcentale, et.al; 2020).

Sánchez (2020) points out in his study that the use of ICTs in the educational field indicates that it is necessary to take advantage of digital technology that helps strengthen their academic performance and thus create new learning skills in a more creative and innovative. If it is true, the majority of regular basic education teachers

present resistance to the development of technological skills, in the same way, students also present resistance to these changes, which is why more than 90% of students are still used to it. development of 3 face-to-face classes.

With respect to the problem, specifically the students of the VIII cycle of studies of the professional school of education, of the Universidad Católica los Ángeles de Chimbote, through the activities carried out, it can be observed that they do not use educational tools that help to promote the creativity in students, or failing that, they do not include new technological trends such as strategies or resources that facilitate improvements in education and improvement in learning that is taught virtually or in person.

In the same way, it is evident that teachers also do not participate in the development of creativity, design or in the application of new digital tools in favor of student learning specifically from the school of education, many of the times teachers To advance the curriculum , they teach traditionally or carry out activities through other digital resources applying the copy and paste technique, being the teachers who have not yet left their comfort zone to move to a creative zone supported by educational tools, still generating that students continue to have a saturated or simple and inadequate education.

Given the situation described, we formulate the following statement: What is the relationship between the Canva tool as a strategy in meaningful learning in the students of the VIII cycle of studies of the school of education of the Los Angeles de Chimbote university, ancash-2023 ?

In the same way, they have been set as a general objective: To determine if the application of the Caña tool as a strategy is related to meaningful learning in the students of the VIII cycle of studies of the school of education of the Los Angeles de Chimbote University, Ancash -2023.

The research is based on: in the theoretical aspect, the article by Ruiz (2015) will be considered, whose title is "Implementation of learning and evaluation activities for the development of generic competences: a practical case of application of Thinking techniques of Design, and evaluation through rubrics, in this way, there remains a challenge for the teacher to be in constant development of skills in the

application of these resources and thus contribute to the development of innovation, entrepreneurship and creativity through evaluations and compliance. of tasks by the students and evaluated by the teachers favoring the entrepreneurial and imaginative spirit of the students.

In the methodological aspect, a measurement instrument will be used in this case to measure the two study variables through surveys in which they will be validated by expert judgment, to collect the necessary information that is aimed at identifying whether the use of the Canva tool promotes the development of creative thinking in students and contributes to learning in academic activities.

In the practical aspect, the purpose of this research work is to verify that the Canva application is of vital importance in the learning process, this tool that would help as a strategy and resources by teachers so that students can strengthen their creative thinking. , innovative, to undertake new skills and intellectual capacities, also to recognize that thanks to the aforementioned software, it helps students have multiple skills and can include their imagination when creating their own learning tools, solving complex situations.

the research in which the expository learning activities were developed in the course. of Social Responsibility VIII this is linked to the university social service. The population consisted of 300 students from the school of education and the sample by 40 participants in which it was chosen for the convenience of the author. For the data collection, the technique of observation, the survey, was used, and the questionnaires as an instrument. The questionnaires are instruments that serve to collect information directly and indirectly (Hernández, et.al; 2010) . The instruments were validated by the expert judgment technique, for this, support was requested from three teachers with a doctorate degree in education so that they will analyze each of the items of the instruments, having as positive results since they determined that the instrument developed was applicable. After this process, the reliability of the instrument was carried out through a pilot test, the data obtained was analyzed using the Cronbach's Alpha statistical test, resulting in a value of 0.91, indicating that the instrument is on the scale of excellent reliability. . On the other hand, the analysis plan of the present investigation was carried out as follows: first, a database stored in the drive was designed in Excel, taking into account the scores for each indicator.

MATERIAL AND METHOD

In the present study, a quantitative investigation was carried out, descriptive- correlational level and non-experimental design; that is, the questionnaire was applied one for each variable and at a given time. The study was carried out with the students of the VIII cycle of studies of the School of Education of the Universidad Católica los Ángeles de Chimbote, since it facilitated the permission for the development of

RESULTS

General objective: Determine the application of the canva tool as a strategy in the development of meaningful learning in the students of the VIII cycle of studies of the school of education of the Los Angeles de Chimbote University, Ancash-2023.

a) Descriptive result

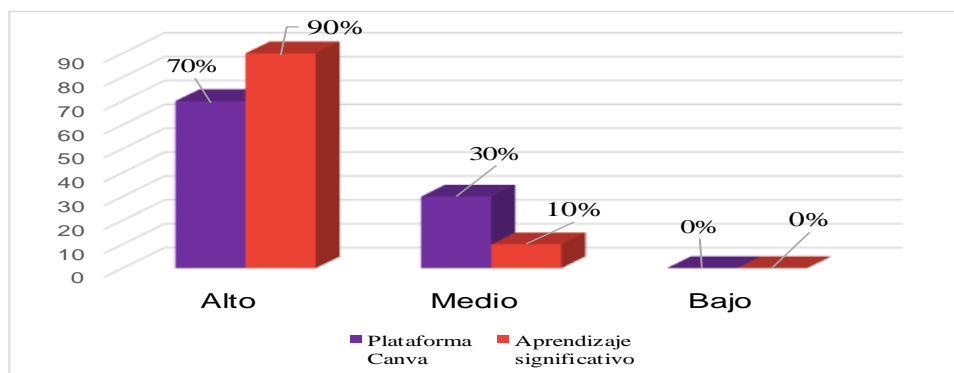


FIGURE 1: Relationship between the use of the canva platform and significant learning

Source: Data taken from the questionnaire applied to education students of the VIII study cycle of the Los Angeles de Chimbote University, Ancash, March-2023.

Figure 1 shows the relationship between the variables the canvas platform and significant learning, evidencing that there is a high relationship, the canvas platform with 70% and significant learning with 90% each variable respectively. The results show that the canva

platform as a resource contributes or generates significant learning in the students of the VIII cycle of studies.

Analysis of the relationship between the use of the canva platform and significant learning.

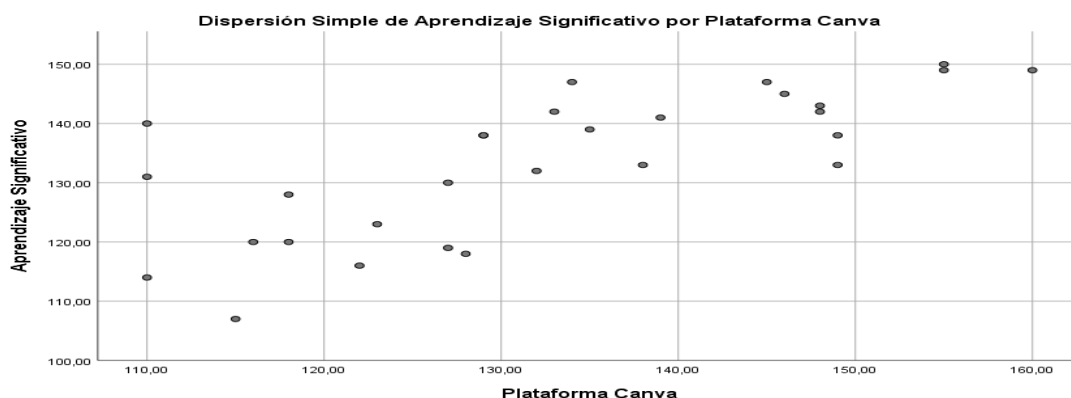


FIGURE 2: Diagrama de dispersión de las variables Plataforma Canva y Aprendizaje Significativo.

Source: Data taken from the questionnaire applied to education students of the VIII study cycle of the Los Angeles de Chimbote University, Ancash, March-2023.

Canva Platform variable and Significant Learning presents a correlation coefficient of 0.682; which according to the correlation table presented by Hernández-Sampieri and Mendoza (2018), corresponds to the strong positive

correlation, this means that the Canva Platform does present improvements in Significant learning, statements made with a confidence level of 95%

Specific objectives

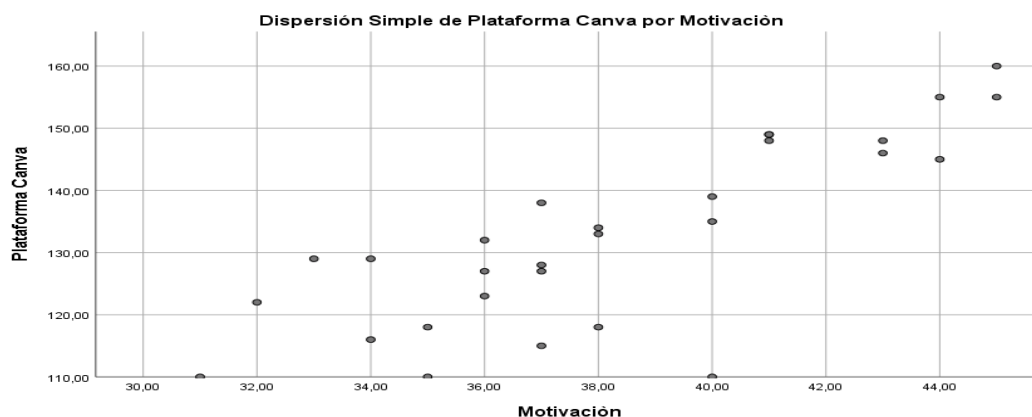


FIGURE 3: Resultado de correlación entre Plataforma de Canva y la motivación en el desarrollo del aprendizaje significativo.

Source: Data taken from the questionnaire to measure the correlation of the canvas platform and the development of significant learning in the studies of the Los Angeles de Chimbote University, Ancash, March-2023.

As can be seen in figure 3, the relationship between the Canva Platform variable and the motivation in Significant learning presents a correlation coefficient of 0.788; which according to the correlation table corresponds to the positive correlation of very strong significant magnitude, this means that the Canva Platform does present improvements through motivation

in Significant learning, statements made with a confidence level of 95%.

canva tool is related to understanding in the development of meaningful learning in education students of the VIII cycle of studies of the Catholic University of Chimbote, 2023.

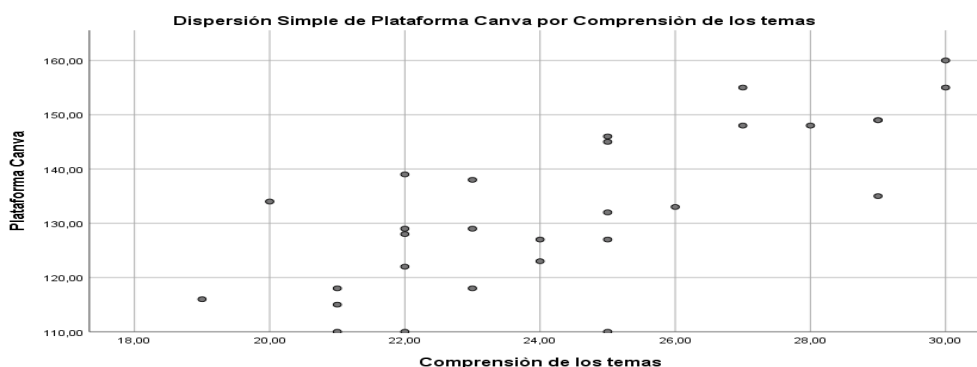


FIGURE 4: Resultado de correlación entre Plataforma de Canva y la comprensión de los temas del aprendizaje significativo.

Source: Data taken from the questionnaire applied to education students of the VIII study cycle of the Los Angeles de Chimbote University, Ancash, March-2023.

As can be seen in figure 4, in this way, it can be affirmed that there is a relationship between the Canva Platform variable and the understanding of the topics through Significant Learning, likewise, it presents a correlation coefficient of 0.785; In this way, it corresponds to the positive correlation of very strong significant magnitude, this means that the Canva Platform does generate

understanding of the topics through the development of Meaningful learning.

canva tool is related to functionality in the development of meaningful learning in education students of the VIII cycle of studies of the Catholic University of Chimbote, 2023.

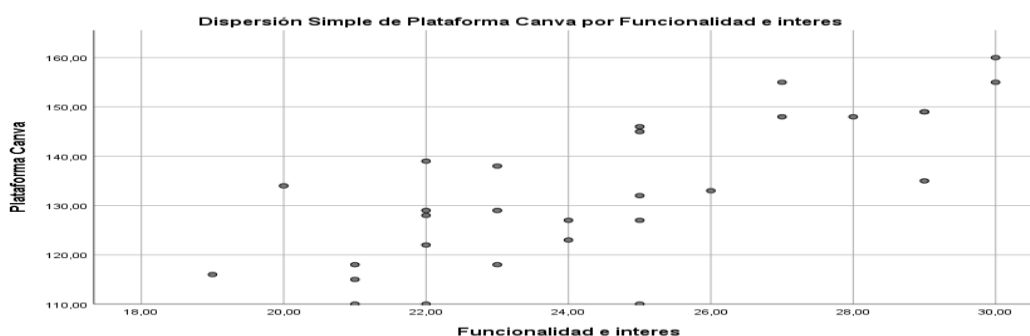


FIGURE 5: Resultado de correlación entre Plataforma de Canva y la funcionalidad e interés en el desarrollo del aprendizaje significativo.

Source: Data taken from the questionnaire applied to education students of the VIII study cycle of the Los Angeles de Chimbote University, Ancash, March-2023.

As can be seen in figure 5, the level of relationship between the Canva Platform variable and functionality and interest in activities through Significant Learning presents a correlation coefficient of 0.735; In this way, it corresponds to the positive correlation of very strong significant magnitude, this means that the Canva Platform does generate functionality and

interest in the activities generated through Meaningful learning.

canva tool is related to active participation in the development of meaningful learning in education students of the VIII cycle of studies of the Catholic University of Chimbote, 2023.

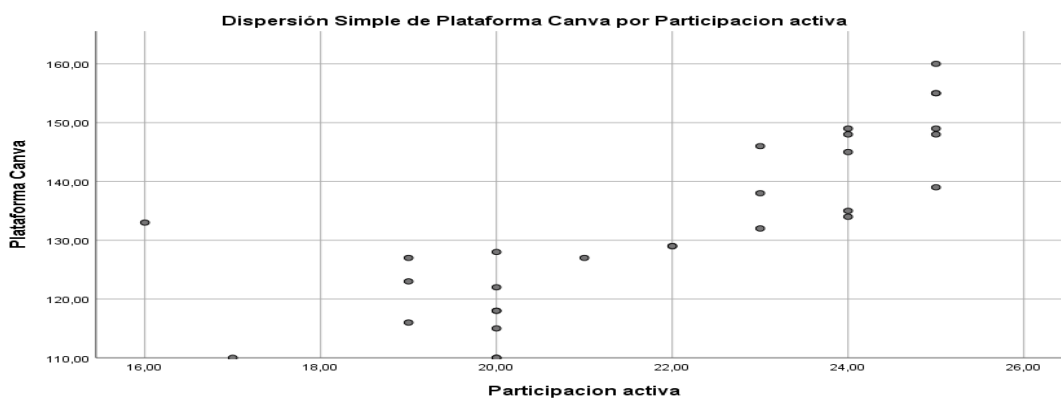


FIGURE 7: Resultado de correlación entre Plataforma de Canva y la participación activa en el desarrollo del aprendizaje significativo.

Source: Data taken from the questionnaire applied to education students of the VIII study cycle of the Los Angeles de Chimbote University, Ancash, March-2023.

As can be seen in figure 7, it is stated that there is a relationship between the Canva Platform variable and active participation in the Meaningful Learning process, likewise, it presents a correlation coefficient of 0.852; It corresponds to the positive correlation of very strong significant magnitude, this means that the Canva Platform does generate active participation through meaningful learning in the activities developed by the students.

students of the VIII cycle of studies in the subject of social responsibility, from this we can infer that the canva platform could be useful for the development of their pedagogical activities by part of the students and in the same morning by the teacher who must promote and consider it as an important resource in the teaching process.

In this sense, if we compare it with the studies carried out by Pérez (2019), in his research: Technological tools for the playful learning of mathematics in the ninth-grade students of upper basic general education of the Chambo high school. In its conclusions, it shows that 76% of the students, when developing the activities through the canva platform, reached an outstanding level; that is to say, they demonstrated interactivity in their exhibitions and demonstrations of their work, in the same way the knowledge of the resources that Canva presents was important in their learning.

From the Ausubelina theory, a cognitive position is proposed in such a way that it takes as its

DISCUSSION OF THE RESULTS

General objective

Figure 1 shows the results of the relationship between the variables the canvas platform and significant learning, evidencing that there is a high relationship, in this case it is evident that the canvas platform was obtained by 70% and significant learning by 90%. % each variable respectively. The results show that the canva platform as a strategy contributes to the achievement of meaningful learning in the

starting point the existence of a cognitive structure that becomes the way in which the individual has organized knowledge, likewise, this structure is taken into account for the development of the various processes such as planning the instruction, since it serves as a support for the student to process the new information.

In conclusion, we can affirm that new technologies today offer a variety of digital resources that contribute to student learning, it is only that the teacher must know and be involved in the management of new technologies.

Specific objective 01

For the development of the activities as an innovative proposal was to contribute in the education syllabus of the VIII cycle of studies of the University Social Service (SSU) courses in the thirteenth and fourteenth week as dates of exhibitions by the students in exposing their experiences in The field of social responsibility must use the canva platform as resources , where it is presented as an innovative, accessible resource where multiple functions are presented for the development of learning.

In this regard, it was found that the relationship between the canvas platform and the motivation in this case for the study was 0.788, where it represents a positive correlation of a very strong level of magnitude; this means that students demonstrate and maintain motivation at work through the platform.

The results obtained are contrasted with those of García; Cárdenas and Erazo (2020) in their article: Canva as a didactic strategy in the teaching of Language and Literature. Based on the results obtained, we relate it as an important tool for learning, in such a way that this is achieved through motivation to achieve the teaching-learning process.

In this sense, Vygostky cited by Vizcarra (2017), refers to sociocultural theory, refers to interactive, dynamic and motivating learning, in such a way that it must be developed within a social environment where interaction between participants is evident. .

In this sense, learning is considered something dynamic and also students must be motivated, in the same way, the resources must generate motivation for this process.

Specific objective 02

Figure 4 shows that the p-value is 0.000 less than the significance value 0.05, with which, from this, there is evidence to affirm that there is a relationship between the Canva Platform variable and the understanding of the topics through Significant Learning also presents a correlation coefficient of 0.785; which according to the correlation table presented by Hernández-Sampieri and Mendoza (2018), corresponds to the positive correlation of very strong significant magnitude.

The results obtained are contrasted with those of Ruiz and Intriago (2022). In his article: The use of the technological tool canva as a strategy in the creative teaching of the teachers of the public school Lorenzo Luzuriaga. In his investigative contribution he refers to the cognitive processes in this case of the students related to comprehension as a cognitive process of recognizing and understanding the development of the activities making use of the platform, in such a way that 66% of the participants of the study demonstrate mastery and development of the topics at the time of putting into practice.

Regarding comprehension as a process in significant learning, Ausubel (1985), refers that "a set of cognitive structure of each subject is manifested, there is a hierarchical order in which ideas and concepts have a place according to their level of generalization" (p.66). In such a way that students assimilate and adapt the new information in a systematic way.

From the results presented, we consider the canva platform as a strategy; that is, an element that is available in this case to achieve the objectives, in addition to being considered as a resource; that is, a resource that becomes useful or functional for learning.

Specific objective 3

In figure 6, in this regard, the p-value was 0.000 less than the significance value 0.05, from this there is evidence to affirm that there is a relationship between the Canva Platform variable and the functionality and interest in activities through Learning Also significant, it presents a correlation coefficient of 0.735; which according to the correlation table presented by Hernández-Sampieri and Mendoza (2018), corresponds to the positive correlation of very strong significant magnitude.

The results are compared with the studies of Vizcarra (2019) in his study he analyzed the statistical indicators of the use of the Canvas interface and the study of the English language, in his research work he shows that of the 110 participants in which they participated in the Using the canva platform for the development and learning of the English language, 77% of the students demonstrated the importance of functionality, understanding the work and the functions of digital resources in student learning.

In the Ausubelian theory, learning materials must fulfill a purpose and a functionality; that is, it helps to acquire more specific concepts (included) that will be included in more general concepts in order to help understand and understand learning (Ortiz, 2019).

The canva platform, as a digital tool or resource, presents various templates for designs, in the same way it presents resources where you can share or insert videos or slides in order to share your work with others.

Specific objective 04

As can be seen in figure 7, the p-value is 0.000 less than the significance value 0.05, from which there is evidence to affirm that there is a relationship between the Canva Platform variable and active participation in the Significant Learning process, likewise, it presents a correlation coefficient of 0.852; that according to the correlation table presented by Hernández, et.al. (2018), corresponds to the positive correlation of very strong significant magnitude, this means that active participation by students generates interest in meaningful learning.

CONCLUSIONS

General Objective: the application of the canva tool as a strategy in the development of significant learning in students of the VIII cycle of education studies was 0.682, thus corresponding to a significantly strong positive correlation. Likewise, through the descriptive results it was verified that 70% know the importance of the canva platform and 90% demonstrated the development in meaningful learning.

According to the first specific objective: the canva tool is related to motivation in the development of significant learning, reaching a

correlation value of 0.788, corresponding to a positive correlation level of very strong magnitude.

In relation to the second specific objective: It was verified that the canvas tool is related to understanding in the development of significant learning, reaching a correlation value of 0.785, corresponding to a positive correlation level of very strong magnitude.

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