



Digital Skills and Research Methods
(BMSW4003_BIRM)

Research Report

Are students confident in using technology to collaborate?

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Introduction

Education and the production of knowledge contribute decisively to the dissemination of values, the ethical dimension and the behaviors of modern citizenship in a society, as well as the generation of capabilities and skills essential for international competitiveness, based increasingly on the technical process (ECLAC/UNESCO, 1992). For a quality education it is also necessary to make efforts that become achievements in terms of learning. This requires carrying out an in-depth review of the decisive factors that limit the quality of the pedagogical offer, as well as designing strategies aimed at improving the cultural relevance of learning and the acquisition of the necessary skills to live in an increasingly complex world.

It is considered that technology has impacted and modified the customs and ways of life of individuals. Reading practices, socialization practices through social networks, communication practices and even the generation and use of educational resources and platforms have mutated rapidly. Thanks to digital technology, the ways of teaching and learning are different and contribute to building new ways of thinking.

Research Design

It is evident that the daily work in universities demands the development of new digital knowledge that enables university agents to deal with new situations, propose strategies, use communication devices and instruments, and exchange information in digital format. To survive in institutions, dispositions are needed to understand and face the changes in pedagogical relationships that are favored by the adaptation of new devices, programs and information systems. There are virtual environments, databases, technological resources, computer programs and digital devices that are essential for new professionals, and if they do not reflect on it, the university will be unable to provide its students and graduates with the experiences, dispositions and knowledge necessary to be able to enter a world of work surrounded by technology.

This work is part of a larger investigation that explores the technological dispositions and digital knowledge of university students and professors entitled **Are students confident in using technology to collaborate?** In this research we have observed the disciplinary variety in the uses of technology and how technological capital and the degree of appropriation differentiate university students. In this text we focus on presenting the results corresponding to the application of just over 11 surveys to students, adults, etc. which were completely finished.

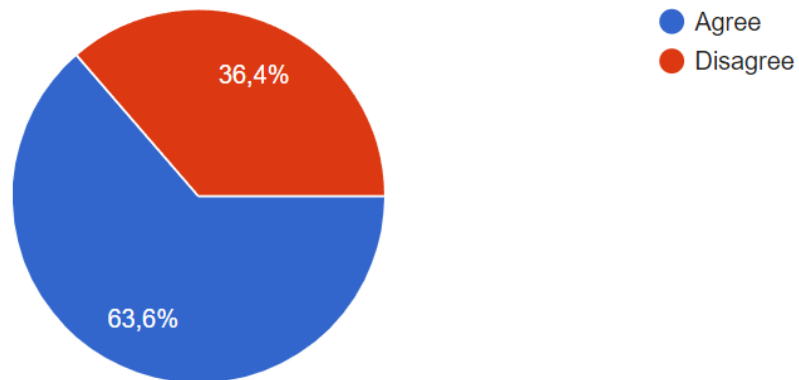
To calculate the percentage of student responses regarding whether they trust the use of technology to collaborate, the questionnaire carried out in Google Forms has a set of opinion and perception questions that use statistical graphs that allowed us to recognize the evaluations of the students about the topic. Technological affinity questions are of three types. In the first set of questions, we inquire about mastery of technology for study, to make friends and to get job opportunities. In the second, we explore the perception about the essentiality of technology to survive in today's world and to be communicated. In the third, the students gave their opinion if the Internet is more of a distraction than a support. The descriptive results of these four sets of questions are presented below.

Results

Technology domain. 63.6% of students agree that mastery of technology allows for better school results; while 36.4% definitely think the opposite. In our measurement it is clear that, from the students' perspective, ICT proficiency is useful for obtaining a job, as well as being useful for better school results, although they attribute little importance to it for making friends.

Do students agree that mastery of technology allows for better school results?

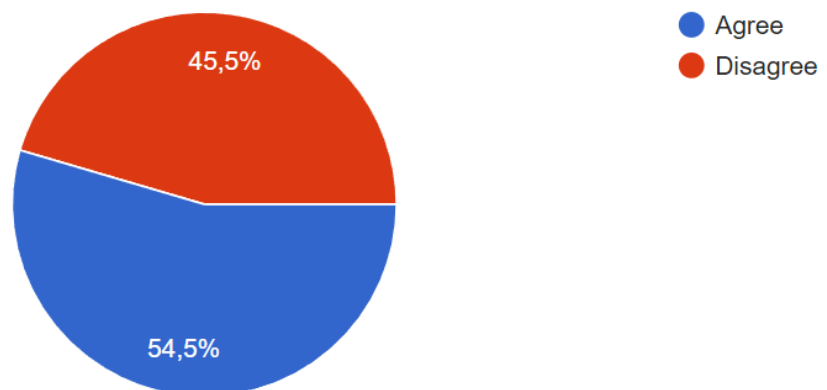
11 respuestas



Essential Technology. In relation to the students' assessments of the importance of technology to survive in today's world, 54.5% agree that they are indispensable. At the opposite extreme is 45.5%

Do students agree that technology is essential when working in class?

11 respuestas

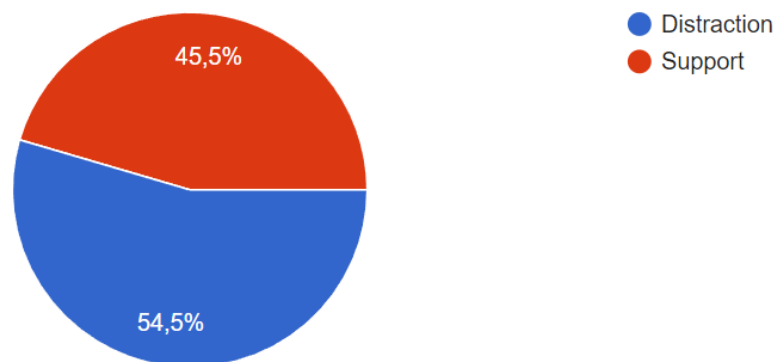


Internet as support or distraction. 54.5% agree that it is more of a distraction, and 45.5% affirm that it does not represent any distraction. In a clear way, you can see here the gap between the requirements of the academic world and those of the digital world. For most students, the Internet represents a distraction from their academic activities,

because these, obviously, do not go through the Internet, but continue to be anchored in more traditional processes.

Do you consider the internet as a distraction or a support for your academic activities?

11 respuestas



Discussions

Technology offers various possibilities for education. Among these possibilities, the first thing that stands out is allowing interactivity between people with the support of computers connected to each other, which is non-face-to-face communication, in addition, non-face-to-face communication entails a series of qualitative leaps; They not only allow the connection from one person to another but also between several people that can be established synchronously or asynchronously.

Technology can also be used to support collaborative work and learning, which becomes essential when there is geographical distance. Collaboration can be more or less systematic and rely on general resources (e-mail or word processing) or computer resources specifically designed for cooperation. In principle, collaborative learning is designed for educational environments and its user is students with the mediation of teachers. It should also be noted that through a computer and a simple Internet connection, an enormous amount of information can be accessed, which transforms technology into an important research tool in remote environments from which it is not possible to access libraries other educational resource centers and, therefore, access to information that the Internet allows represents a great opportunity for students in education face-to-face communication learning collaboration and access to a large volume of information offers the possibility of overcoming the limits of the geographical location of educational centers, something that is of enormous importance.

It is to be expected that the greater the proportion of educational establishments socialized in digitalized family environments, the greater the possibility that the groups of parents formed there will share codes and digital languages, forming fertile networks for the exchange of information and experiences. in the virtual world and thus manage to activate dynamics of progressive enrichment of individual digital skills, all of this carries the risk that the accumulated disparity increases exponentially among those

students who do not attend educational establishments that have this type of environment (Sunkel y Trucco, 2010).

Conclusion

After analyzing our information with various statistical methods, we have verified the enormous variety of perceptions and assessments of technology among university students. When we use the technological affinity index, we can recognize that men and women think and value differently, and that the same thing happens when we observe age, the region where they study, the academic area to which they belong and the career they are studying, the differences are clearly seen.

The educational challenge in the face of such diversity of perceptions and assessments is great, and in this regard, we can say that, in principle, any general and homogeneous institutional measure -such as teaching basic office automation courses to all students equally- is destined to fail and will receive criticism diverse. We have already verified that the evaluations of the students regarding technology are not all positive or homogeneous; We have also shown that there is no uniform generational digital gap within the university in which we can see young people, for the simple fact of being young, as users who highly value technology. We believe that it is necessary to carry out specific work to modify the belief system and that it is not enough to force students to carry out certain activities.

By analyzing the different perceptions, we not only want to show a plurality of opinions, but also highlight that we are talking about different conditions for learning. Behaviors are associated with dispositions; taking positions or postures are relative to dispositions. In this sense, the degree of proclivity to technologies is associated with the degree of technological appropriation and with technological capital. We thus have, as Basil Bernstein (1989) demonstrated with linguistic codes, that there are students with greater technological resources, who put them into play in daily interactions in the classroom, with which they benefit from the best grades, obtain the recognition of their teachers and peers and manage to capitalize on these advantages during their school career.

We have also found that an affinity for technology leads students to have technological devices, be trained in their use, and use them for their activities. Furthermore, they integrate technology into their daily lives and use it as a form of capital that they will put into play to get ahead in school and in their professional lives. It is this fact that should be used in the training of university students and in the incorporation of ICTs into the university curriculum, without forgetting to take into account the disciplinary differences that characterize university students. The institutional challenge is of considerable proportions, but, if properly addressed, we can speak of an incorporation of ICTs into student training that transcends their simple presence as administrative and office automation tools.

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Questionary Copy

<https://forms.gle/jMgiCj1T8A9smrsV7>

Formulario sin título

Do students agree that mastery of technology allows for better school results? *

- ☒ Agree
- ☐ Disagree

Do students agree that technology is essential when working in class? *

- ☒ Agree
- ☐ Disagree

Do you consider the internet as a distraction or a support for your academic activities? *

- ☒ Distraction
- ☐ Support

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