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Artículos científicos

Mediación del audiovisual educativo en YouTube para favorecer el aprendizaje de los estudios sociales

Educational audiovisual mediation on YouTube to promote the learning of social studies

Mediação de audiovisual educativo no YouTube para promover a aprendizagem dos estudos sociais

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Resumen

En este artículo se aborda la mediación audiovisual como propuesta tecnológica para los procesos de enseñanza y aprendizaje de los contenidos compartidos en la asignatura de Estudios Sociales. El objetivo fue fortalecer las capacidades cognitivas de los estudiantes de quinto año de educación básica de la Unidad Educativa Hortensia Vásquez Salvador. El estudio se basó en un enfoque cuantitativo, de tipo explicativo, y un diseño cuasiexperimental, y la muestra estuvo conformada por 30 estudiantes. Se emplearon pretest y postest después de observar videos educativos a través de la plataforma YouTube para la recopilación de datos. Para el análisis de datos, se utilizó la estadística descriptiva a través del Paquete Estadístico para Ciencias Sociales (SPSS).

Los resultados indican que, en primer lugar, los estudiantes presentan un bajo nivel de conocimiento sobre los contenidos de la época aborígen, con una media de 5.8 sobre 10 puntos, ubicado en el rango de bajo nivel de conocimiento (PAAR). En segundo lugar, se encontró que la aplicación de videos educativos en la plataforma YouTube aportó significativamente al proceso de aprendizaje de los estudiantes en las clases virtuales. Finalmente, los estudiantes presentaron un nivel medio de aprendizaje sobre los contenidos de la época aborígen, con una media de 8.1 sobre 10 puntos, ubicado en el rango de nivel medio de aprendizaje (AAR), según la escala valorativa del Mineduc (2016).

En conclusión, se ha demostrado que los videos educativos en la plataforma YouTube fortalecen el proceso de aprendizaje de los estudiantes en la asignatura de Estudios Sociales, en particular en el contexto de la enseñanza virtual. Estos hallazgos sugieren la importancia de la mediación audiovisual como una herramienta valiosa para el desarrollo de habilidades cognitivas en los estudiantes.

Palabras clave: materiales audiovisuales, tecnología de la información, vídeo educativo, estudios sociales

Abstract

This article discusses the use of audiovisual mediation as a technological proposal for the teaching and learning processes in the Social Studies subject. The aim was to enhance the cognitive abilities of fifth-grade students at the Hortensia Vásquez Salvador Educational Unit. The study was conducted using a quantitative, explanatory approach and a quasi-experimental design with a sample of 30 students. Pre-tests and post-tests were administered after the students watched educational videos on the YouTube platform to collect data. Descriptive statistics were used to analyze the data through the Statistical Package for Social Sciences (SPSS).

The results revealed that the students had a low level of knowledge about the contents of the Aboriginal era, with a mean score of 5.8 out of 10 points, which is classified as a low level of knowledge (PAAR). Secondly, it was found that the use of educational videos on the YouTube platform significantly contributed to the students' learning process in virtual classes. Finally, the students showed a medium level of learning about the contents of the Aboriginal era, with a mean score of 8.1 out of 10 points, which is classified as a medium learning level (AAR), according to the evaluative scale of Mineduc (2016).

In conclusion, the study demonstrated that educational videos on the YouTube platform enhance the learning process of students in the Social Studies subject, especially in the context of virtual teaching. These findings emphasize the significance of audiovisual mediation as a valuable tool for developing cognitive skills in students.

Keywords: audiovisual materials, information technology, educational video, social studies.

Resumo

Este artigo expõe os marcos educacionais vinculados à mediação audiovisual como proposta tecnológica para os processos de ensino e aprendizagem dos conteúdos que são compartilhados na disciplina de Estudos Sociais. Parte de uma investigação cujo objetivo principal é fortalecer as habilidades cognitivas dos alunos do 5º ano EGB da Unidade Educacional Hortensia Vásquez Salvador. Baseou-se numa abordagem quantitativa, de tipo explicativo e de desenho quase experimental. A amostra foi composta por 30 alunos. Para coleta de dados, foram aplicados pré-teste e pós-teste após assistir a vídeos educativos por meio da plataforma YouTube. Para análise dos dados, utilizou-se estatística descritiva por

meio do Statistical Package for the Social Sciences (SPSS). Como primeiro resultado, obteve-se que os alunos apresentam média de (5,8) em (10) pontos, localizados no (PAAR), com baixo nível de conhecimento sobre os conteúdos da época indígena. No segundo resultado, obteve-se que a aplicação de vídeos educativos na plataforma YouTube contribuiu significativamente para o processo de aprendizagem dos alunos nas aulas virtuais. Como terceiro resultado, obteve-se que os alunos apresentaram uma média de (8,1) em (10) pontos, localizados em (AAR) com um nível médio de aprendizagem sobre os conteúdos da época indígena, segundo a escala de avaliação do Mineduc (2016). Vídeos educativos na plataforma YouTube fortalecem o processo de aprendizagem dos alunos na disciplina de Estudos Sociais.

Palavras-chave: ensino multimídia, vídeo educativo, estudos sociais, tecnologia da informação.

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Introduction

This article emphasizes the use of audiovisual mediation as an educational tool in the teaching of various subjects and at all academic levels (Peña et al., cited by Velasco et al., 2018). Educational videos are especially useful to reinforce knowledge through audiovisual stimuli and to bridge the digital gap that exists between the school context and the world that surrounds students (Greenberg and Zanetis, cited by Velasco et al., 2018). In addition, students can view them as many times as they want while they are available on the Web, making them an easily accessible and asynchronous resource.

As cited in Posligua and Zambrano (2020), educational videos are a valuable tool to strengthen the learning process in students both inside and outside the classroom. Children especially value the information presented in audiovisual contexts, since they feel more familiar with the topics covered in class (García, cited by Posligua and Zambrano, 2020), hence they are more interesting for them (Eslava et al., 2018).

In this sense, the implementation of information and communication technologies (ICT) is essential to innovate in new methodological strategies that have a practical contribution in training. In an investigation carried out by Troncoso et al. (2020), the objective of developing educational videos as a learning resource in teaching practice was proposed, and it was shown that third-year students felt motivated by the videos presented

by their teachers, which reinforced their cognitive load in previous learning. , content reinforcement or evaluation.

In another investigation carried out by Tapia et al. (2020) the relationship between students' learning styles and forms was evaluated and it was concluded that they felt motivated when watching and posting videos on YouTube, either as part of the process or as the end product of a research project. In this regard, the authors state that YouTube is a platform rich in academic content that can benefit online education.

For their part, Posligua and Zambrano (2020) conducted a study whose objective was to examine the positive aspects of YouTube and its environment for sharing knowledge. It was concluded that the teachers of the 5 de Junio School in the city of Manta had sufficient knowledge about this tool to use it for academic purposes, which shows that YouTube can be used for innovation in education in an active and dynamic way throughout the year. formative process.

In the research by Jiménez and Ordoñez (2019), whose objective was to design three lesson plans that integrated the use of educational video as teaching resources, it was concluded that the type of narrative video implemented by the teacher motivates students. . In other words, once again it is confirmed that the audiovisual is a medium that facilitates and strengthens the learning process due to the perceptive dynamism it generates and the multiple connections established between reality and fiction or representation of reality (Delgado et al., 2020).

However, the United Nations Educational, Scientific and Cultural Organization (Unesco) (2020) points out that a large part of teachers worldwide do not adequately use technological tools and inputs to innovate, and are limited in making interactive presentations, games and videos. For its part, the Ministry of Education (2016) mentions that online education has been affected by the lack of communication between the teacher and the student, since videos, forums and debates have not been implemented to strengthen knowledge.

Unesco (2020), therefore, has highlighted deficiencies in educational systems due to covid-19, citing it as a learning crisis due to the lack of teacher and managerial training in the implementation of innovative strategies through audiovisual media for the communication between teacher and student. Therefore, it has been shown that a large part of the teachers do not use audiovisual media in their classes effectively.

In an investigation carried out at the San Francisco de Guayaquil University, Riccio et al. (2017) indicate that this type of virtual education has become a problem due to the lack of internet connectivity and the use of digital tools for communication between the teacher and the student in an interactive and participatory way. On the other hand, Madrid (2019), in its report on the educational system of Ecuador in accordance with the Program for International Student Assessment (PISA-D), mentions that students in Ecuador reach the minimum of skills in mathematics, sciences and social, and that teachers do not work with innovative strategies for problem solving.

During the teaching practice in the educational units, it has been shown that there is little predisposition and inappropriate use of virtual platforms and tools by teachers in relation to the implementation of educational videos through the explanation of content, with the purpose of strengthening learning. of the students.

Having explained this, it can be indicated that the present investigation was carried out at the Hortensia Vásquez Salvador Educational Unit (located on Calle Rio Saloya and Cuicocha in Santo Domingo, Ecuador), which is made up of 1846 students and 69 teachers.

Therefore, the following question arises around the problem-object of study: how does audiovisual mediation favor the strengthening of the learning process in the subject of Social Studies in students of the fifth year of EGB of the Hortensia Educational Unit? Vasquez Salvador?

Within the framework of the National Development Plan for a Lifetime (2017-2021), compliance with axis 1: "Right for all throughout life" stands out as an element of social relevance, with the aim of guaranteeing a dignified life with equals. opportunities for all people. Likewise, this plan also seeks to meet objective 1.4, which consists of guaranteeing comprehensive child development to stimulate the capacities of boys and girls, considering territorial contexts, interculturality, gender and disabilities.

The present investigative work is feasible due to the availability of human, material and financial resources for its development in an effective way. In addition, it is considered viable thanks to the access to the information and the sample necessary for the application of educational videos with the purpose of strengthening student learning. From the statement of the problem, the following objectives have been developed:

General objective

- Strengthen the learning process in the subject of Social Studies for students in the fifth year of Basic General Education at the Hortensia Vásquez Salvador Educational Unit.

Specific objectives

- Diagnose the level of knowledge about the contents of the aboriginal times in the subject of Social Studies of the students of the fifth year of Basic General Education of the Hortensia Vásquez Salvador Educational Unit.
- Watch the educational videos with the support of the YouTube platform to strengthen knowledge about the contents of the aboriginal times in the Social Studies subject of the students of the fifth year of Basic General Education of the Hortensia Vásquez Salvador Educational Unit.
- Evaluate the results obtained in the learning process on the contents of the aboriginal times by observing the educational videos in the subject of Social Studies of the students of the fifth year of Basic General Education of the Hortensia Vásquez Salvador Educational Unit.

In order to fulfill these purposes, the following scientific hypothesis has been raised: the application of educational videos through the YouTube platform will strengthen the learning process of the fifth year A students of the Hortensia Vásquez Salvador school in the contents related to the time. aboriginal in the subject of Social Studies.

Materials and methods

The present investigation was framed in the quantitative approach, which provides a methodology that allows the collection, analysis, synthesis and elaboration of quantifiable and numerical information, based on the research questions and the pre-established scientific hypothesis. All of this is processed using statistical tools (Hernández and Mendoza, 2018).

The research design was quasi-experimental, which implies an empirical study on the action produced by the independent variable on the dependent variable, through the application of pretest and posttest, and is in charge of studying cause and effect relationships. in a completely intact environment (Hernández and Mendoza, 2018). For this, an operationalization of the variables was carried out (see table 1).

The type of research was explanatory, since a causal relationship was established between two or more variables to answer the causes of physical or social events, focusing on explaining why it occurs and under what conditions the study phenomenon occurs (Hernández and Mendoza , 2018).

The population of this study was made up of 74 students from the Hortensia Vásquez Salvador Educational Unit, and the sample was non-probabilistic for convenience, that is, the researcher distributed his time, availability and comfort in the sample selection process (Hernández y Mendoza, 2018). The selected sample consisted of 30 students from the fifth year parallel A of the Hortensia Vásquez Salvador Educational Unit.

Table 1. Operativization of the variables

Variables	Definition	Dimension	Indicators	Indicator Development		
				High	Medium	Low
Educational videos	The educational video is one of the didactic means that helps in the transmission of knowledge to teachers and the assimilation of that knowledge by students. (Greenberg and Zanetis cited by Velasco et al., 2018).	Educational videos	Images Videos Audio Texts Bodily and spoken expression	It develops effectively	Has developmental difficulties	Does not develop
		Didactic resource	Strategies Didactic activities	It develops effectively	Has developmental difficulties	Does not develop
Learning process in the EESS subject	The use of new technologies promotes the development of a variety of abilities and skills in	Motivation	Observation Attention Concentration	It develops effectively	Has developmental difficulties	Does not develop

	students, and serves as a tool to strengthen the learning process by motivating students when the teacher creates audiovisual materials (Rivera et al., 2017).	Cognitive development	Significant learning Skills Abilities attitudes	It develops effectively	Has developmental difficulties	does not develop
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Source: Self made

For the data collection in the present investigation, the pretest was implemented with the objective of making a diagnosis of the level of knowledge that the students have about the contents of the first unit (Aboriginal Period) in the subject of Social Studies. Likewise, a post-test was carried out to evaluate the learning acquired in the unit, within the framework of an intervention proposal that uses educational videos as teaching resources through the YouTube platform (Hernández and Mendoza, 2018).

The data collection instrument used was the questionnaire, whose purpose is to obtain systematic and orderly information about the study individuals through a set of carefully elaborated questions that evaluate what the researcher wishes to evaluate (Santoveña, 2010). In this way, the questionnaire was designed to evaluate the previous and subsequent knowledge of the students, in order to verify the proposed hypothesis.

For the analysis of the data, values and statistical tables, the descriptive statistics technique was used (Hernández and Mendoza, 2018). It is important to highlight that "descriptive statistics is a discipline that is responsible for collecting, storing, ordering, creating tables or graphs and calculating basic parameters on the data set" (López, 2022, para. 1). It is worth mentioning that the Statistical Package for Social Sciences (SPSS) was used as a tool for data analysis and statistical tables.

Based on the elements raised by Yang (2011), the SequenceLab laboratory involves the combination of the following software development methods: waterfall, successive versions and prototypes. In the project definition phase, two main objectives were identified: 1) develop a virtual laboratory and 2) develop a learning platform.

Results

The following chapter presents the results of the research, which allow responding to each of the specific objectives set.

Level of knowledge that students have in the subject of Social Studies

In the first place, the results obtained through the application of the pretest in the 5th grade students are detailed. year A, in order to measure their level of knowledge on the different topics covered by the first didactic unit of the Social Studies subject.

Table 2. Year 5 A Student Grades Relative to Pretest

Students	Grades	Qualitative scale
A1	5.5	PARA
A2	6	PARA
A3	5	PARA
A4	4	PARA
A5	5.5	PARA
A6	7.5	AAR
A7	5	PARA
A8	6.5	PARA
A9	7	AAR
A10	4	PARA
A11	5.5	PARA
A12	8.5	AAR
A13	7.5	AAR
A14	8.5	AAR
A15	6.5	PARA
A16	5	PARA
A17	6	PARA
A18	5.5	PARA
A19	4.5	PARA
A20	5.5	PARA
A21	8	AAR
A22	6	PARA
A23	4.5	PARA
A24	3	NAAR
A25	4.5	PARA
A26	6	PARA
A27	7.5	AAR
A28	5	PARA
A29	4.5	PARA
A30	5	PARA
\bar{x}	5.8	PARA

Nota: NAAR= no alcanza los aprendizajes requeridos; PAAR= próximo a alcanzar los aprendizajes requeridos; AAR= alcanza los aprendizajes requeridos; DAR= domina los aprendizajes requeridos. Escala del Ministerio de Educación (2016).

Table 2 records the grades obtained by the students in the initial state of knowledge, with a minimum grade of 3 points and a maximum grade of 8.5 points out of a total of 10 points. The group average is 5.8 points as the general average of the entire sample in relation to the applied pretest. It was determined that the students are close to achieving the required learning (PAAR), according to the Mineduc assessment scale (2016).

Table 3. Global analysis of the first specific objective

Evaluative scale	Students	Percentage
NAAR	1	3 %
PARA	22	73 %
AAR	7	23 %
Total	30	100 %

Note: Scale of the Ministry of Education (2016).

Table 3 records the grouped grades of the entire sample, where 22 students, with a percentage of 73%, are close to achieving the required learning (PAAR), according to the Mineduc assessment scale (2016). Therefore, it can be concluded that there is a low level of knowledge of the students in the different topics of the first didactic unit, in relation to the pretest applied in the subject of Social Studies.

Table 4. Percentage of correct answers by indicators (pretest)

Indicators	Possible correct answers per indicator	Correct answers	%
It explains the evolution of the economic and social organization of the first settlers and aboriginal agricultural societies through scientifically based historical narratives.	P1-30	12	40 %
	P2-30	20	67 %
	P3-30	19	63 %
	P4-30	17	57 %
	P5-30	23	77 %
	P6-30	13	43 %
\bar{x}		17,33	58 %
It analyzes the relationship between the social and political organization of the cacicazgos and the Inca domination and Spanish invasion, highlighting their confrontations, alliances and archaeological sites, through historical narratives with scientific foundations.	P7-30	24	80 %
	P8-30	19	63 %
	P9-30	11	37 %
	P10-30	18	60 %
	P11-30	17	57 %
	P12-30	15	50 %
	P13-30	26	87 %
	P14-30	26	87 %
	P15-30	14	47 %
\bar{x}		18,89	63 %

Source: Self made

Table 4 shows the percentage of correct answers in the two indicators evaluated in the pretest. The first indicator, which explains the evolution of the economic and social organization of the first settlers and aboriginal agricultural societies, registers an average of 17.33 with a percentage of 58%, which indicates an insignificant significance compared to the second indicator, which analyzes the relationship between the social and political organization of the chiefdoms and the Inca domination and Spanish invasion, highlighting their confrontations, alliances and archaeological sites. This second indicator registers an average of 18.89 with a percentage of 63%, which shows a better result in student learning.

Educational videos to strengthen the learning process

After analyzing the pretest data and evaluating the level of knowledge of the students, we proceeded to create and apply educational videos in order to reinforce the learning process. Each of the educational videos created addresses the evaluation indicators corresponding to the topics covered in the first unit of the Social Studies subject with the aim of strengthening student learning.

Table 5. Educational videos to strengthen the teaching-learning process

Educational video (teacher)	Educational video (student)	Topics	Skill	Procedure	Period
Explanatory https://bit.ly/3iptvtp	argumentative	first settlers	CS.3.1.1. Analyze the origin of the first settlers of Ecuador, their arrival routes, their tools and forms of collective work.	The teacher, through his class, proposes an explanatory educational video on the topic of the class. The student will make an argumentative video on the topic of the class.	Week 1
argumentative https://bit.ly/3ikE3Kd	Interpretative	Aboriginal farming societies	CS.3.1.2. Relate the economic and social organization of agricultural societies with their pottery and the emergence of their first towns.	The teacher intervenes in his class, where he proposes a cognitive educational video on the main topic of the class. The student will make an interpretative video based on the theme of the class.	Week 1
Instructive https://bit.ly/3ijIiw6	Developer (performing the activity)	The ethnic lordships	CS.3.1.3. Identify the location, social and political organization of the major chiefdoms or ethnic lordships, with their	The teacher explains his class and as a proposal he executes a video giving instructions and the steps for an activity.	week 2

			trade relations, alliances and confrontations.	The student, through the teacher's instructions, will execute the activity through a video.	
Documentary film- Narrative https://bit.ly/3wNbw5p	Analytical	The Inca in present-day Ecuador	CS.3.1.4. Explain the characteristics of the Inca domination in Ecuador, the organization of their empire and society.	The teacher explains his interactive class, where he proposes a playful educational video based on the topic of the class. The student will make a comic video reflecting on the theme of the class.	week 2
Thematic https://bit.ly/3zbOVAK	mono-conceptual	Inca empire crisis	CS.3.1.5. Examine the rise of Atahualpa and the civil war as effects of a crisis of the Inca and as antecedents of the defeat before the Spanish invasion.	The teacher, through the interaction of his class, proposes a dramatic educational video in relation to the topic of the class. The student will carry out an analysis, through a video of the main topic of the class.	week 2

Source: Self made

Table 5 describes each of the educational videos according to their explanatory, argumentative, instructive, documentary-narrative, and thematic nature, developed in relation to each of the skills with performance criteria, and applied at different moments of

the class. depending on the themes. The purpose of this proposal is to strengthen the learning process of students in the first didactic unit, which focuses on aboriginal times in the subject of Social Studies.

Assessment of the level of learning that students have in the subject of Social Studies

Once the educational videos were applied as an intervention proposal, the post-test was carried out with the purpose of measuring the level of learning that the students acquired on the contents of the first didactic unit in the subject of Social Studies.

Table 6. Grades of 5th year a student in relation to the post-test

Students	Grades	Qualitative scale
A1	8.5	AAR
A2	7	AAR
A3	8.5	AAR
A4	6.5	PAAR
A5	8.5	AAR
A6	10	DAR
A7	6.5	PAAR
A8	7.5	AAR
A9	8.5	AAR
A10	6.5	PAAR
A11	7.5	AAR
A12	10	DAR
A13	9.5	DAR
A14	10	DAR
A15	8.5	AAR
A16	8.5	AAR
A17	8	AAR
A18	8.5	AAR
A19	7.5	AAR
A20	6.5	PAAR
A21	9.5	DAR
A22	8.5	AAR
A23	7	AAR
A24	6.5	PAAR
A25	8.5	AAR
A26	8.5	AAR
A27	9.5	DAR
A28	7.5	AAR
A29	6.5	PAAR
A30	8.5	AAR

\bar{x}	8.1	AAR
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Note: NAAR= does not reach the required learning; PAAR= close to reaching the required learning; AAR= reaches the required learning; DAR= masters the required learning. Scale of the Ministry of Education (2016).

Table 6 shows the grades of the students, with a minimum grade of 6.4 points and a maximum grade of 10 points. The group average is 8.1 points as the general average of the entire sample in relation to the post-test applied. It is determined that the students achieve the required learning (AAR) according to the evaluation scale of the Mineduc (2016).

Table 7. Global analysis of the third specific objective

Evaluative scale	Students	Percentage
PARA	6	20 %
AAR	18	60 %
DAR	6	20 %
Total	30	100 %

Note: Scale of the Ministry of Education (2016)

Table 7 records the grades of the entire sample in a grouped manner, where 18 students, with a percentage of 60%, achieve the required learning (AAR) according to the Mineduc assessment scale (2016). Therefore, it can be determined that there is an average level of learning in the students in the different topics of the first didactic unit in relation to the post-test in the subject of Social Studies.

Table 8. Percentage of correct answers by indicators (postest)

Indicators	Possible correct answers by indicator	Correct answers	%
It explains the evolution of the economic and social organization of the first settlers and aboriginal agricultural societies through scientifically based historical narratives.	P1-30	25	83 %
	P2-30	24	80 %
	P3-30	19	63 %
	P4-30	26	87 %
	P5-30	20	60 %
	P6-30	21	70 %
\bar{x}		22,5	74 %
It analyzes the relationship between the social and political organization of the cacicazgos and the Inca domination and Spanish invasion, highlighting their confrontations, alliances and archaeological sites, through historical narratives with scientific foundations.	P7-30	22	73 %
	P8-30	24	80 %
	P9-30	24	80 %
	P10-30	20	67 %
	P11-30	18	60 %
	P12-30	25	83 %
	P13-30	28	93 %
	P14-30	27	90 %
	P15-30	25	83 %
\bar{x}		23,67	79 %

Source: Self made

Table 8 shows the percentage of correct answers in the two indicators evaluated in the post-test. The first indicator, which explains the evolution of the economic and social organization of the first settlers and aboriginal agricultural societies, registers an average of 22.5 with a percentage of 74%, which shows a significance in learning. On the other hand, the second indicator, which analyzes the relationship between the social and political organization of the chiefdoms and the Inca domination and Spanish invasion, highlighting their confrontations, alliances and archaeological sites, registers an average of 23.67 with a percentage of 79%, which indicates a better result in student learning. It is worth mentioning that there are no significant differences in the two indicators.

Overall result

In the global analysis of the results, the contrast between the pretest and posttest is presented, based on the intervention proposal that consisted of the application of educational videos on the YouTube platform, with the aim of strengthening the learning process in the subject. of Social Studies.

Table 9. Comparison between the pretest and posttest.

Instruments	Quantitative scale	Qualitative scale	Level of knowledge* and learning**
Pretest	5,8	PARA	Low*
Posttest	8,1	AAR	Half**

Note: Scale of the Ministry of Education (2016)

Table 9 shows the global results and the impact that educational videos had on the YouTube platform. Before the application of the intervention proposal, the pretest registered an average of 5.8, which means that the students were close to achieving the required learning, but with a low level of knowledge. Once the intervention proposal was applied, the post-test was carried out, which registered an average of 8.1, which is equivalent to the fact that the students reach the required learning, with an average level of learning in the topics covered by the first didactic unit. In this way, the application of the educational videos contributed significantly to the learning of the students, since they went from a low level to presenting a medium level of learning in the subject of Social Studies.

Discussion

To determine the level of knowledge that the students of the fifth year A of EGB have in the subject of Social Studies, an assessment scale of the Mineduc (2016) was applied. A pretest was carried out with the objective of measuring the level of knowledge of the students in the different topics covered by the first didactic unit (Aboriginal Period). The results of the pretest registered an average of 5.8, which indicates that the students are close to achieving the required learning (PAAR) and have a low level of knowledge. These results agree with the research of Rodríguez and Fernández (2017), who in their study on the use of online learning content resources on YouTube, also found a low level of knowledge in the students in the subject of Administration.

In the implementation of the intervention proposal, different types of educational videos (explanatory, argumentative, instructive, documentary-narrative and thematic) were used on the YouTube platform with the aim of strengthening the learning process of students in the topics covered by the first didactic unit. The results of the implementation of the proposal indicate that the learning process was significantly strengthened. These findings coincide with those of Rodríguez and Fernández (2017) and Troncoso et al. (2020), who point out that the implementation of educational videos on the YouTube channel has a

positive, motivating and active impact on strengthening knowledge and supporting students in their learning process.

Finally, a post-test was applied to evaluate the learning acquired by the students after the implementation of the educational videos on the YouTube platform. The post-test registered an average of 8.1, which indicates that the students achieved the required learning (AAR) and have a medium level of learning in the topics covered by the first didactic unit. These data agree with the research of Rodríguez and Fernández (2018), who found that the application of educational videos on the YouTube channel significantly improved the partial grades of the students, going from a low level of learning to a medium level.

Likewise, the results of the present investigation are similar to those of Troncoso et al. (2020), Tapia et al. (2020), Posligua and Zambrano (2019), Jiménez and Ordoñez (2019), who indicate that the implementation of educational videos in any easily accessible audiovisual platform has a significant contribution to the teaching-learning process in any educational context, since that provides scientific information relevant to knowledge.

Conclusions

In the first stage of the investigation, it was found that the students of the 5th year A of EGB present a low level of knowledge in the contents addressed in the first didactic unit of the Social Studies subject, as reflected in the pretest. , which recorded a mean of 5.8. In general terms, they are close to reaching the required learning (PAAR), according to the Mineduc value scale (2016).

The application of educational videos on the YouTube platform had a positive impact on the teaching-learning process of students, who were able to access different types of videos, such as explanatory, argumentative, instructive, documentary-narrative, and thematic, which allowed them to acquire scientific information in a motivating and reflective way. A significant improvement in the knowledge of the students about the contents of the first didactic unit in the subject of Social Studies was evidenced thanks to the implementation of these resources.

Finally, after the application of the educational videos on the YouTube platform, it was possible to verify a significant improvement in the learning of the students, who registered an average of 8.1 in the post-test. With this result, the students reached the required learning (AAR) and were at a medium level of learning, having improved their performance from an average of 5.8 in the pretest, according to the Mineduc rating scale (2016). In

conclusion, it can be affirmed that the implementation of educational videos on the YouTube platform strengthened the learning process of students in the subject of Social Studies.

Future lines of research

The application of audiovisual resources on YouTube could be replicated in other areas of knowledge to strengthen the educational process from a more critical perspective. The use of audiovisuals should not be understood only as information and communication technology, but could encompass other more creative, artistic and symbolic dimensions such as cinema and television. Therefore, it would be convenient to study the incidence of television programs and cinema in the pedagogical processes.

In these times of globalization and virtuality, the promotion of solidarity through the audiovisual media of education is essential. You can investigate the mediation of the audiovisual in strengthening the ethics and morals of students, teachers and other people who are part of learning relationships.

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