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A Learning Management Model. Profe Influencer

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Abstract

A learning management model highlights the relationship between education, technology and the democratization of knowledge. Technology is presented as an essential tool to enhance the educational experience and expand the possibilities of access to information and knowledge. This article focuses on the importance of education as a relevant social variant in the configuration of individual and collective values, as well as in the democratization of access to knowledge. It addresses media literacy as an essential competence for active participation in society and highlights how formal, non-formal and informal education play key roles in educational development. A model of learning management through digital platforms is established, with a focus on criteria such as the delimitation of the learning object, the search and organization of data through YouTube, and the creation of a platform that hosts a selection of more than 1,000 YouTube videos. The website https://profeinfluencer.utpl.edu.ec/, is consolidated as an initiative of the Universidad Técnica Particular de Loja to strengthen virtual education through resources and teaching and learning strategies.

Introduction

Education is a fundamental pillar in any society, as it significantly influences the configuration of individual and collective values, skills and perspectives. In this context, education stands as a social variant of great relevance, since it not only shapes people's life trajectories, but also plays a crucial role in shaping and transforming social and political structures (González-Herrera et al., 2023).

This article explores the relationship between education and the democratization of knowledge, analyzing how the dissemination of knowledge can act as a means to empower communities, foster citizen participation and promote equity in access to opportunities. It examines how education, in its social variant, can be a determining factor in the construction of more just, inclusive and democratic societies.

In the information and communication era, media education emerges as a powerful tool that transcends the traditional barriers of teaching (López-González et al., 2023). Beyond being simply a channel for the acquisition of knowledge, media education stands as a means to foster reflection, critical thinking and citizen participation (Renés-Arellano et al., 2021).

Media and digital platforms have an unprecedented impact on opinion formation, therefore, decision making and the ability to critically analyze information become essential for a democratic society (Ghosh & Srinivasan, 2021). Media education can be a key component in the process of democratization of knowledge, enabling individuals not only to access information, but also to understand it, evaluate it, and use it effectively in their daily lives and participation in public affairs.

Technology offers the opportunity to adapt learning to the individual needs of students, thus encouraging greater participation and engagement in the educational process (Martínez-Huamán et al., 2023), becoming a catalyst for the diversification of learning strategies, through more flexible and personalized educational environments.

Thus, education is presented as a social variant that profoundly influences the structure and dynamics of a society. Its impact is not only limited to the democratization of knowledge, but also plays a fundamental role in the development of citizenship (Adefila et al., 2021). This makes it a driving force in empowering

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individuals and communities, enabling them to actively participate in democratic processes and contribute to the development of more just and equitable societies (da Silva, 2023).

Media literacy emerges then as a prevailing demand in the knowledge society, representing an essential component for individual and collective empowerment in the digital era (Gutiérrez-Martín et al., 2022).

This research explores the intersection between education, media and citizen participation in order to understand how this combination can contribute to the construction of more informed, critical and participatory societies through a learning management model for teachers and students.

It discusses how media and information literacy involves not only the acquisition of technical skills, but also the ability to understand and critically evaluate the information circulating in the media and online. This skill becomes critical in a world where misinformation and fake news can have a significant impact on public opinion and decision making (Quian et al., 2023). Media literacy is positioned as a key component in the contemporary educational landscape and a determining factor in the evolution of education as a social variant and space for democratization (Sádaba & Salaverría, 2023).

Digital platform learning models refer to educational approaches that use digital technologies and online platforms to facilitate learning. These models leverage the tools and resources available in digital environments to provide more flexible, personalized and accessible educational experiences. Examples of digital learning platforms include virtual classrooms, online courses, interactive tutorials and educational applications.

Theoretical Framework

Society in the 21st century is moving towards what is known as the "knowledge triangle", which focuses on education, research and innovation. This approach emphasizes the importance of education for both personal growth and collective progress, with the crucial support of Information and Communication Technologies (ICT) (Moreno-Guerrero et al., 2021). The main objective is to ensure fair and equitable access to information and knowledge, while fostering the creation of inclusive and democratic information systems. This approach also aims to empower people to make informed decisions and solve problems in various areas of life (de Dios et al., 2020).

From an educational perspective, we can analyze this in terms of three fundamental components: The Educational Components: referring to the pedagogical, formative and instructional dimensions. These are the areas where teaching and skills development are focused, including how knowledge is imparted and acquired. The Media Components: this dimension encompasses aspects such as technology, aesthetics, ideology and values. These elements influence how information is presented and communicated. And the Cultural Components: this aspect includes knowledge, contents, experiences and experiences. These components enrich the educational context and provide a solid cultural foundation for the learning process. This approach recognizes the interconnection of these three components in the educational process, where pedagogy combines with the influence of media and cultural richness to provide a comprehensive learning experience (Morales, 2004).

Education as a social variant and knowledge as a space for democratization

Education has the responsibility to provide the necessary guidelines so that individuals can construct their knowledge according to their own interests, meanings and meanings. Various educational approaches act as facilitators to ensure that this construction of knowledge is enriched with multiple points of reference, experiences, experiences, practices, theories and methodologies. These external elements become resources that expand the opportunities for the generation of new knowledge and the raising of innovative questions (Poblete-Valderrama et al., 2023). The basis of the pedagogical approach is based on the idea that people construct their own knowledge from the available information. This construction is carried out under the guidance of the meaning that each individual gives to his or her life and his or her responsibility as a member of society (Aramburuzabala et al., 2019).

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Society becomes a formative context that encompasses a variety of scenarios, not limited only to the school environment, but also including social and cultural interactions. Educating for life implies preparing individuals for a world in which nothing is alien to them (Ødegaard & Marandon, 2019).

Education is perceived as a social practice that enhances citizenship skills through a critical eye and reflective actions in various situations. This expands opportunities to acquire new knowledge, allowing for the re-evaluation of perspectives and practices. It is social interaction that drives the advancement in knowledge, and it is not exclusively about technology, media or didactic resources per se (Charbonneau-Gowdy, 2014).

Education encompasses three fundamental areas: formal, non-formal and informal. Formal education refers to the structure and system of education that is organized and officially recognized at specific levels or grades. This type of education is characterized by its high level of organization, as it establishes specific learning objectives, has an established curriculum, follows defined timetable guidelines, employs specific teaching methodologies, provides educational materials, and uses evaluation and grading systems. In similarity to formal education, non-formal education also involves educational processes that are organized and have a deliberate educational purpose. Non-formal education is not governed by officially recognized degrees of study. It is more flexible in terms of schedules, content and dynamics of operation, which allows it to adapt to the needs of populations that do not always find a place in formal education. For many people who, for various reasons, have not had access to formal education, non-formal education plays a crucial role in their educational and personal development. It offers valuable educational opportunities and can make a difference in their lives (Calderón-Garrido & Gil-Fernández, 2023).

Informal education encompasses a set of activities of daily life that do not have teaching as their main objective nor employ pedagogical strategies, but that contribute to people's learning (Gopalan et al., 2023). This term refers to the combination of playful activities with the use of educational resources in such a way that people do not perceive an educational burden in these actions (Pojani & Rocco, 2023). Experts in this field recognize that formal, non-formal and informal education establish diverse relationships (Úcar, 2023).

Media education as a means for reflection, critical thinking and citizen participation

The social and educational function of communication focuses on facilitating access to information, promoting the search for objective truth, encouraging the free expression and exchange of ideas and knowledge, and fostering dialogue among different communities. The communication system in society, through the media, promotes the freedoms of opinion, expression and lifelong learning. These media act as tools that facilitate socialization and contribute to the development of skills related to reflection, critical thinking and active participation of citizens (Nishiyama, 2019).

In the era of the knowledge and information society, education becomes the primary means for the transfer and renewal of knowledge, wisdom, culture and values that sustain a society based on democratic principles, solidarity and respect for individual differences. Education must integrate the media into its educational model to form autonomous and reflective citizens, capable of dealing with conflicts, building a collaborative society and promoting cultural development. In this way, education and communication converge and develop in the field of media and information education, which implies acquiring knowledge about the right to access information, the ethical use of media, technology and information, as well as participation based on personal and social values. It emphasizes areas such as active citizenship, democratic debate, social participation and empowerment (Yolcu, 2023).

This competence is considered as an integrating element of other skills, such as audiovisual, digital and informational competence. Ferrés Prats and Piscitelli (2012) point out that the media landscape has undergone significant changes, which has led to the need to define dimensions of media competence that are in tune with these developments.

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Since the popularization of mobile devices, access to a vast universe of data has become accessible, providing benefits that improve our performance and connect us with diverse realities. However, a relevant question arises: are these technologies really fulfilling an educational role? For many, the answer is yes. Technology enables instant access to information and provides the ability to create and share knowledge. Others harbor doubts due to the overwhelming amount of unfiltered and unverified information. In exceptional cases, some argue that indiscriminate access to technology can foster bad habits rather than benefit education (Segura Martínez et al., 2022).

In a globalized society, denying technology and its implications is unrealistic. The key lies in taking advantage of these resources to enrich the educational process, develop media skills, and cultivate reflection and critical thinking. Educational centers should not remain on the sidelines of these social advances. This implies recognizing that ICTs have acquired an important role in human communication and offer educators new methodological perspectives and pose new challenges in educational training. They represent valuable opportunities to enrich the teaching-learning process, making it possible to diversify its modalities and adapt knowledge to the reality, interests and objectives of students. Through computers or portable devices, access to information provided by content creators on platforms such as YouTube and Instagram becomes accessible. These content creators have proven to be didactic and effective in the transmission of knowledge, sometimes surpassing traditional teachers (Secilla-Garrido & Hernando, 2022).

It is in this technological context where education, with its focus on the integral development of the person, requires a genuine and effective integration with technology. The premise is that education and technology work together to foster the formation of critical and reflective citizens through the democratic use of information (Buitrago & Torres-Ortiz, 2022).

It must be understood that technology in education should be seen as a tool and not as an end in itself. Students do not need to master technology in isolation, but should use it as an integral part of their daily activities, for their personal growth and for the generation of ideas and solutions that add value to their community. Technological solutions should be employed on the same plane as analysis and critical thinking to solve problems (Muralles Bautista, 2020).

Currently, an ethical citizen who respects intellectual property and practices courtesy in their digital interactions is required. This individual must be able to build knowledge through research and information analysis, developing skills to understand, analyze and solve problems efficiently. In addition, it is essential that they develop solid criteria to discern the quality of the information they find on the web (Muralles Bautista, 2020).

ICTs applied to education not only allow real-time communication, but also the complementation of classroom activities with a wide range of resources of diverse nature. It is essential for the teacher or tutor to play a guiding role so that learning is meaningful. The work of those who are dedicated to creating educational content that provide solutions to the educational and social challenges we face becomes relevant (Lomos et al., 2023).

In this context, platforms such as YouTube allow the sharing of videos over the Internet. It hosts a diversity of content, ranging from movies, documentaries and music videos to home recordings, events or interviews. This broad catalog of content attracts a large audience looking to learn or be entertained. Content creators on YouTube, known as "youtubers," can, depending on their number of followers, be considered influencers, i.e. people who exert significant influence on public opinion and the market. Not all youtubers have expertise in social communication or related fields, but many have gained recognition among their followers due to their charisma, credibility and the quality of their content (Córdova-Tapia et al., 2022).

Pre-teens make up an important part of YouTube's audience, which underlines the relevance of this platform in the education and entertainment of this age group. It should be noted that much of the content

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on YouTube is used to recreate situations and bring the student closer to real contexts, which facilitates the learning process. The selection and use of this content should be governed by sound criteria. A communication and learning model proposed by a research group is promoted in which content is not limited to mere data or information, but becomes solid and meaningful knowledge (Buitrago et al., 2022).

Methodology

Several concepts that support the proposed model were previously indicated, with the objective of providing a solid theoretical basis for the integration of education and technology in the educational process. These concepts are essential to understand the evolution and importance of technology-mediated education in today's society.

Education versus Pedagogy: The concept of education is presented as a broader and more holistic construct compared to that of pedagogy. While pedagogy focuses on specific teaching strategies and methods, education encompasses a broader spectrum that includes the integral formation of individuals, their interaction with society and their development as conscious and responsible citizens. Technology becomes an essential tool to enhance and enrich the educational experience (Ortiz et al., 2023).

Education as a Social Variant and Knowledge: Education is understood as a social variable that plays a crucial role in the democratization of access to knowledge and in the development of citizenship. Technology has expanded the possibilities of access to information and knowledge, allowing an increasing number of people to participate in the construction and dissemination of knowledge. This entails the responsibility of cultivating media and information literacy as an imperative in the knowledge society (Martínez-Campillo et al., 2021).

Media and Information Literacy: In today's age, media and information literacy is an imperative. The ability to understand, analyze and critically use media and information has become an essential skill for active participation in society. Education must promote this literacy as an integral part of its pedagogical approach, empowering students to successfully navigate the digital environment and discern the quality and veracity of information (Notley et al., 2023).

The Incorporation of the Technological in Education: The underlying theoretical assumption in this model is that education cannot be separated from the technological in contemporary society. Technology is an intrinsic component of modern life and, as such, must be effectively integrated into the educational process. This implies not only the use of technological tools, but also the promotion of critical and reflective thinking about the impact of technology on society and on the formation of individuals (Monroy García & Fialho, 2023).

The didactic sequence of the model

The proposed methodology is structured in a didactic sequence that seeks to guide the process of transforming data into knowledge through the incorporation of didactic strategies based on the dimensions of media competence. This didactic sequence is composed of the following stages:

-Delimitation of the object of learning: In this initial stage, the object of learning is identified and delimited. This implies defining the topic to be addressed in the educational process, as well as the specific objectives to be achieved. This delimitation is essential to focus the search for information and guide the whole knowledge construction process.

-Search and organization of data through YouTube: The second phase consists of the search and collection of relevant data on the YouTube platform. The resources available on this platform will be explored to identify content related to the previously defined learning object. This data will be systematically organized for subsequent analysis and evaluation.

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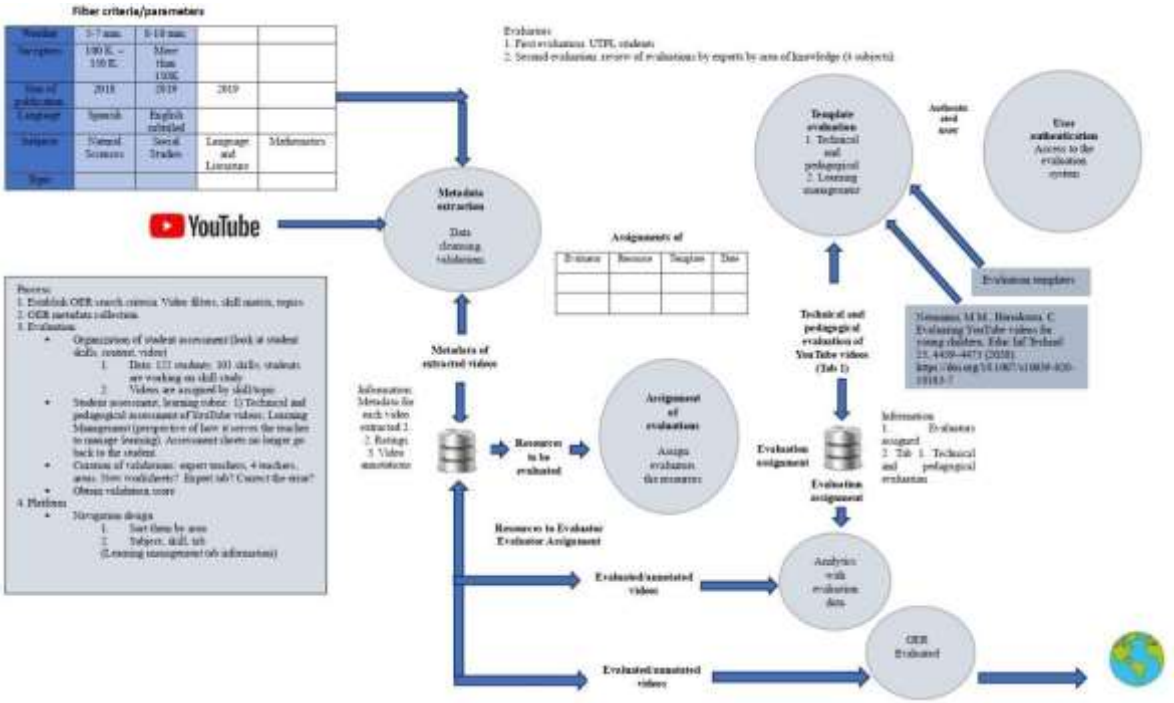
-Construction of Information: In Categories, concepts and dimensions. In this stage, the information is constructed. The data collected are organized into categories, key concepts are identified and dimensions related to the learning object are explored. This phase seeks to provide a solid structure that facilitates the comprehension and assimilation of the information by the students.

-Knowledge Construction: It focuses on the construction of knowledge from previously organized information. Reflection on the "why" and "what for" of the information acquired is promoted, fostering deep understanding and practical application of the concepts. Specific didactic strategies are incorporated according to the dimensions of media competence. During this phase, students develop critical thinking and evaluate the quality-veracity of the information found on YouTube. This integrates pedagogical strategies that promote discernment and ethical use of media resources.

Figure 1. The didactic sequence of the model



Model validation

The model was validated considering two tools, the first one the Web Accessibility initiative, to evaluate accessibility and subsequently, the instrument to evaluate digital educational resources LORI-AD by Adame (2015) was applied, which allowed evaluating the quality of the content, motivation, design, usability and reusability.

Table 1. Elements of the LORI-AD digital educational resources evaluation tool, from Adame (2015)

Criteria	How to find it on the platform
Quality of content	What content is on the platform.
Correspondence with the objective or competence	YouTube bank that is organized according to skills.
Feedback and adaptation	Bank space for feedback. Decision buttons: back, close resources, search.
Motivation	The Youtube bank takes as a reference the skills with performance criteria of the Ecuadorian Ministry of

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	Education. Adequate time of videos in order not to lose the students' attention.
Design and presentation	The resources are clear and well designed (intuitive).
Interaction and usability	Presents instructions. Simple navigation. It has links.
Accessibility	Can be accessed by all users. It has clear indications to access the resources. Can be accessed from any device.
Reusability	The resource can be reused in different contexts both the YouTube bank and the resources in the blended learning section. The resources can be found through links.
Compliance with standards	Title, Area of knowledge, Author, Producing institution, Licensing, Keyword, Language, Type of resource, Format, Date of creation, Target audience and Competence promoted.

Curation and identification of media competence

The selection of videos for the resource bank of the "Profe Influencer" project was carried out following a set of specific criteria that ensured the quality and relevance of the available educational resources. These criteria were rigorously applied to ensure that the chosen videos met the desired standards for the educational process. The criteria used are detailed below:

-Duration of educational videos: Priority was given to educational videos between three and seven minutes in length. This choice is based on pedagogical research suggesting that videos of this length are ideal for online learning, as they hold the student's attention and allow for effective content delivery.

-Number of views on YouTube: The selected videos had to have accumulated more than 10,000 views on the YouTube platform. This metric is used as an indicator of the relevance and interest the content has generated among the audience, thus ensuring that the videos are valuable and engaging for students.

-Number of subscribers to the YouTube channel: An additional criterion for selection is that the YouTube channel hosting the videos should have had more than 12,000 subscribers. This suggests that the content creator has an established fan base and reputation on the platform, which reinforces the quality and reliability of the educational material.

-Video upload date: Videos uploaded in the period between 2018 and 2020 were considered. This time limitation was established to ensure that the content is current and reflects contemporary trends and knowledge.

- Spanish language or Spanish subtitles: Videos must be in Spanish language or have Spanish subtitles to ensure accessibility and comprehension by the Spanish-speaking audience.

These criteria were applied to ensure that the selected videos are appropriate and effective for the online educational process. The combination of length, relevance, audience and timeliness ensured that the resources in the video bank were valuable and aligned with the educational objectives of the "Profe Influencer" project. The work team that carried out the project and the curation of the YouTube videos was made up of experts in the areas of computer science, communication and education in the first phase; subsequently, experts from the different disciplinary areas: natural sciences, social sciences, language and literature and mathematics, entered to validate the quality of the resources, through two files, one that collected technical data and the other academic data.

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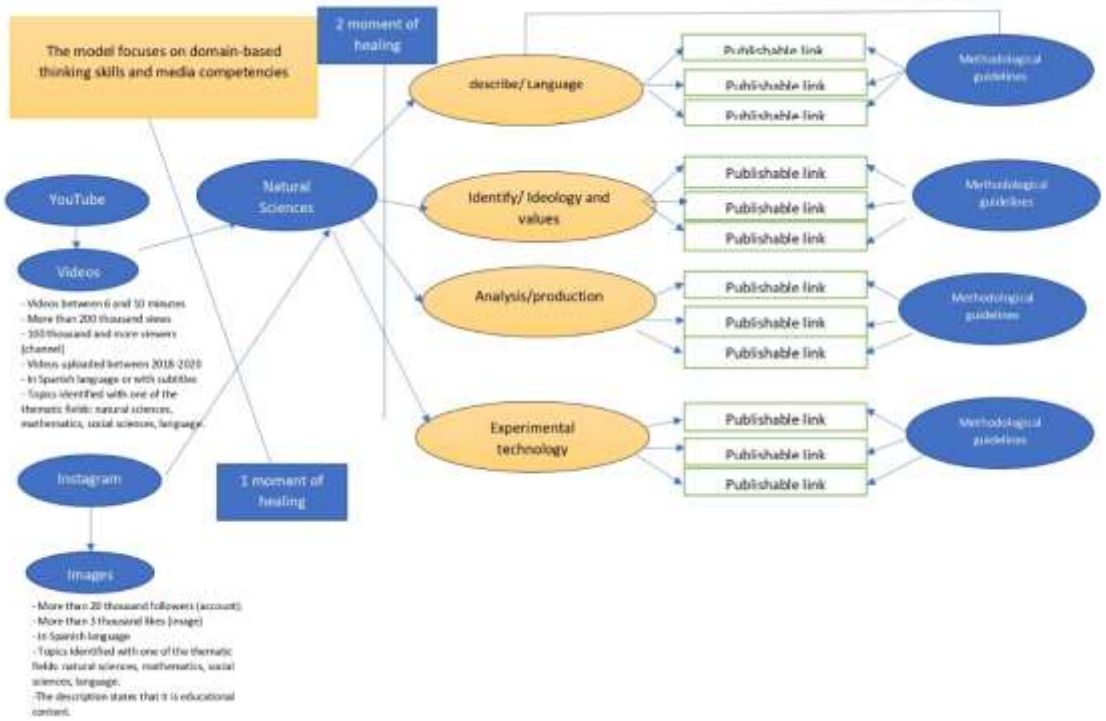
Figure 2. Resource creation process



Results

The website https://profeinfluencer.utpl.edu.ec/ is an initiative of the Universidad Técnica Particular de Loja (UTPL) that seeks to strengthen virtual education through resources and teaching and learning strategies that can be used in any formal or non-formal educational context. The objective is for teachers to become "profes influencer", that is, referents that transform education with their communication, creativity and innovation. The website offers different sections, such as a YouTube Bank: more than 1,000 YouTube videos cataloged by areas (natural sciences, social sciences, language and literature, mathematics and results of innovative projects) and 56 topics to manage learning in the classroom. It also includes Active methodologies with social media: Resources and practical inputs to work innovative classes with the use of social networks. There are also Meetings, Webinars, talks and more educational events related to virtual education.

On the web page there are Educational Innovations, successful experiences of teachers who have implemented active learning methodologies in their classes. And finally there is an educational television with episodes of educational resources from "En Casa y Aprende", a television program produced by the Universidad Técnica Particular de Loja (UTPL) to support distance education during the COVID-19 pandemic.

The resources with the highest use and valuation by users correspond according to the following table, the highest use is in social sciences and mathematics.

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Table 2 Elements of the LORI-AD digital educational resources evaluation tool, from Adame (2015)

Subject	Frequency	%
Natural Sciences	365	9,0
Social Sciences	1805	44,3
Language and Literature	103	2,5
Mathematics	1798	44,2
Total	4071	100,0

The resources were classified according to the dimensions of media competence proposed by Ferrés and Piscitelli (2012) and the results of the resources with the highest use and valuation by users are oriented to strengthen the dimension of language (27.3%), production and dissemination (23.9%) and ideology and values (15.7%), and the rest of dimensions are under 8.9%. It should be noted that some of these resources promote the development of more than one dimension.

The website also has a team of experts in education, communication and technology who propose and validate the content shared on the portal. News and updates on topics of interest to teachers and educational managers can be accessed. The website https://profeinfluencer.utpl.edu.ec/ is a tool for improving the quality of virtual education and enhancing the media and information skills of teachers and students.

Discussion and Conclusions

This study highlights the importance of media competence as an essential element in contemporary education. The ability to select, analyze and effectively use media resources (Morales, 2004; Yolcu, 2023), such as online educational videos, has become a crucial skill for students in today's digital society.

YouTube has established itself as a valuable platform for knowledge acquisition and online education (Córdova-Tapia et al., 2022). The criteria established for the selection of videos in the "Profe Influencer" project demonstrate how this platform can be effectively leveraged to enrich the learning process.

The proposed model is based on the integration of technology and media competence in education. The methodology developed guides students through a process that goes beyond the mere acquisition of information, fostering critical thinking and the construction of meaningful knowledge.

As online education becomes more relevant (Segura Martínez et al., 2022), the role of the teacher becomes that of a key mediator. Teachers play a fundamental role in guiding and supporting students in the selection and evaluation of online resources, as well as in the implementation of effective didactic strategies (Lomos et al., 2023; Sádaba & Salaverría, 2023. Media competence not only contributes to the learning process, but also forms autonomous citizens capable of critically analyzing the information they find online (Quian et al., 2023). This development is essential in the knowledge and information society (Gutiérrez-Martín et al., 2022; Yolcu, 2023).

The creation of a platform that hosts a careful selection of more than 1,000 YouTube videos was carried out, which were chosen following the educommunicative principles that guided our research. These videos were meticulously classified by areas, topics and subtopics that relate to Ecuador's National Education Curriculum. This arduous process of selection and organization involved teachers and students from the fields of education and communication for more than a year, ranging from the technological phase to a thorough review of each video available on YouTube.

The main purpose of this initiative is to enrich teaching practice by incorporating resources from YouTube. Each video has an information sheet that provides relevant data for its educational use, including

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suggestions of didactic strategies for its implementation, the associated media competence, its duration, the year of creation of the video and opinions of other teachers on the usefulness of these resources.

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