

# Creative Writing Web Site 3.0 for 3rd Year General Education Students

Daniela Michelle Vilatuña Alomoto<sup>1</sup><sup>a</sup>, Paúl Francisco Baldeón Egas<sup>2</sup><sup>b</sup>, Norma Molina Prendes<sup>2</sup><sup>c</sup>  
and Ernesto Fernández Rivero<sup>2</sup><sup>d</sup>

<sup>1</sup>Fundación Caminitos de Luz, Escuela María Troncatti, Quito, Ecuador

<sup>2</sup>Universidad Tecnológica Israel, Quito, Ecuador

**Keywords:** Creative Writing, Significant Learning, Web 3.0, Information and Communication Technologies (ICT).

**Abstract:** This work is the basis of a web 3.0 site to contribute to the process of Teaching and Learning of creative writing of third year students of Basic General Education of the "María Troncatti" school, Quito, Ecuador; which allows the student the use of web 2.0 tools, the integration of Google Classroom as a learning manager. Each academic block in the web 3.0 site develops communication skills for creative writing, in which the teacher can work processes of expression, communication and creation with students, awakening from the beginning the intrinsic motivation in the student through questions that generate both curiosity to learn and innovate. The proposal was evaluated by specialists with good results in a general sense.

## 1 INTRODUCTION

The development of science and information and communication technologies has marked important changes in the present; this affects education and, of course, culture, and at the same time demands a different view of the teaching-learning process within educational institutions; where the student must assume a leading role and develop skills oriented to the 21st century as demanded by UNESCO, where the development of the ability to "learn to learn" as its essence requires, integrating, motivating and flexible contents (UNESCO, 2017).

The teacher, in turn, becomes a mediator of the teaching and learning process by supporting student collaboration and participation, thus promoting meaningful learning and active assessment.

The 21st century and ICTs have transformed several concepts in society, so it is important to develop skills that cover new needs such as creativity and innovation because both skills have allowed the human being throughout history to adapt and survive in the face of new changes.

Multiple studies refer to what to understand by creativity; even theories about creativity have been developed; some circumscribe it to the ability to connect ideas, establish original thoughts or transgress the known, cross limits, break schemes or the pre-established (Bellón, 2012). It has also been linked to art, literature, music, science, and even education (Chacón, 2005). This term has even been associated with people with certain skills. The truth is that creativity is one of the essential qualities to develop in children and young people through education and has become one of the main challenges for teachers.

This research assumes the criteria that value the importance of developing creativity in students and how this depends on "creative teaching action driven by the teacher", where the methods, the classroom organization take a relevant role (Summo, Voisin, & Téllez-Méndez, 2016). Following these criteria and given the technological development and the educational aspirations described above, in the present research, technological and educational strategies are designed to promote the development of creative writing in children in the third year of

<sup>a</sup> <https://orcid.org/0000-0002-5288-1992>

<sup>b</sup> <https://orcid.org/0000-0001-8939-8964>

<sup>c</sup> <https://orcid.org/0000-0002-9589-3723>

<sup>d</sup> <https://orcid.org/0000-0002-6954-7042>

General Basic Education, through the use of a 3.0 JIMDO website, emphasizing the Significant Learning Process (SLP).

UNESCO in 2013 considers the use of ICTs as a gateway to a process of quality teaching and learning, allowing the professional development of teachers through the acquisition of knowledge and information, management, direction and administration of an education system.

On the other hand, the Ministry of Education in Ecuador, has recognized the great development of new information technologies and education (ICT) in the country and has encouraged the development of new teaching strategies, as these enrich the learning processes and facilitate the exchange between students in virtual contexts and of course, allows the development of oral and written communication skills, as well as the ability to make decisions, work collaboratively and self-learning in the exploration and search for information on the Internet for educational purposes (MinEduc, 2019).

The prominent researcher, precursor of Soviet neuropsychology Lev Semionovich Vygotsky, addressed the close link between thought and language, since: "thought is not simply expressed in words, but exists through them". (Rodriguez, 2018) and argued that writing was the main vehicle for communication and information exchange, as it went beyond simple motor skills.

In this way, learning to read and write allows the human being to develop a series of skills and abilities that are indispensable in the social, academic and work development of the human being, defining writing as a social fact par excellence.

Faced with a time of great technological change, it is important to generate links that motivate affective communication, whether oral or written, decision making, the development of critical thinking and empowerment, because we face challenges that require creative solutions. However, it is important to take advantage of the potential of the use of technological tools that encourage creativity in students, so that if we educate in creativity we direct the student to discover new ways of finding solutions, the ability to choose between various options and innovation.

This means that the use of ICT within the process of teaching and learning is increasingly necessary particularly for reading and writing, as it becomes a complement to the printed text and therefore can contribute to the SLP of creative writing.

The research was developed in the third-year classroom of Basic General Education of the María Troncatti school in the city of Quito, Ecuador; whose general objective was to develop a 3.0 website to

contribute to the process of Teaching Learning of creative writing of students.

## 2 GENERAL CONTEXTUALIZATION OF ART

The present research starts from theoretical conceptions about the object of study such as: main concepts, theoretical sources consulted and other similar research that seeks to support the investigation.

Nowadays, "the technological era" has been synonymous with new challenges and innovation in educational solutions, which has allowed the human being to develop countless skills of the 21st century, based also on philosophical, methodological and pedagogical foundations that allow us to get involved in a process of teaching and learning. The following is a summary of the theoretical foundations that serve as a basis for the development of the project:

### 2.1 Applied Theoretical Foundations

The website 3.0 is based on the exposition of the articulation of three components of the Pedagogical Model mediated by ICT.

### 2.2 Theoretical Component

The research assumes as a theoretical component to constructivism and connectivism.

#### 2.2.1 Constructivism

The constructivist approach in the teaching-learning process proposes to be a path where the teacher stops being the only channel of knowledge transmission and becomes a learning mediator. It is based on Jean Piaget's theory, who talks about the development of differentiated cognitive learning in different learning stages where the construction of knowledge is continuous, focusing in this way on the way a child learns. Important are the Piagetian conceptions in terms of conceiving the acquisition of knowledge through a dynamic and not static relationship between the individual and the object; since the active subject interprets the information of the environment, from previous knowledge and from what has been acquired, reconstructs, restructures and transcends it.

In the same way we mention Ausubel's Significant Learning, which sustains as significant learning the relationship of previous knowledge with the acquisition of new concepts (Larios, 2018).

Constructivism as a reaction to traditional conceptions of learning, where the student passively receives the knowledge transmitted by the teacher, supports the need to learn and is linked to the development of creativity, in this sense Rodriguez Ramirez et al, refer that "you cannot think of constructivism without linking it to critical thinking, since this can be produced through experiences of students' lives located (Ramirez & Trejo, 2018). The individual acquires his own learning in an active and not passive way which allows to propitiate a significant learning where the previous learning plays an important role in order to achieve cognitive structures. Add to this Vygotsky's contributions about the importance of the "specific socio-cultural and historical context that gives meaning" (Castellaro, 2012).

## 2.2.2 Connectivism

Currently one of the main objectives in education is focused on improving the processes of teaching, learning, connectivity, innovation and criticality.

On the other hand, UNESCO considers ICTs as a source of information that allows users to complement, enrich and transform their teaching and learning process (UNESCO, undated).

For this reason, the connectivism of George Siemens as a representative is considered as a theoretical approach for the present investigation, this theory generates a representative impact in the process of learning, discovery and communication. According to Siemens (2004; 2006) defines connectivism as a continuous learning process that occurs in the midst of various changing elements through ICT. According to Siemens "Learning (defined as actionable knowledge) can reside outside of ourselves" (Siemens, 2004); which means that connectivism is about managing knowledge and connecting with people.

In view of the mentioned, the technological advances, the incidence in the use of the ICT to promote the SAP, the importance of considering the connectivism as a learning theory in the present investigation can be identified.

## 2.3 Methodological Component

The resources and forms that the teacher uses for the process of teaching and learning, is thus structurally based on PACIE, pedagogically FONTÁN.

### 2.3.1 PACIE

PACIE is considered the methodology that is applied in a virtual learning environment and that contributes "to achieve the objectives of the teaching-learning process through the incorporation of ICT in a gradual and reflexive way" (Basantes & Ojeda, 2018).

### 2.3.2 FONTÁN

Fontán's relational education is based on the student's self-learning, respecting his work rhythm, developing intellectual, personal, social and emotional competences important for his integral development.

FONTÁN education also aims to develop important skills so that each individual can develop their maximum potential, improving their quality of life through the following principles: each person is an author, an actor and is unique and diverse.

Julio Fontán, in an interview with the media, mentions that one of the basic principles of the methodology mentions the student as the main author of his own life, which allows him to set goals and achieve them in a natural way, in this way his educational process is much more significant (Fontan, 2017).

Students describe the construction of meaning in what they learn by allowing them to develop criticality, work discipline in decision making, goal planning and time management.

FONTÁN Education handles as planning "Learning Guides", based on 4 moments of learning as:

**Starting Point:** It is the initial stage of the process, the objective is to remember the things that the student already knows from his daily experience, considered as a trigger activity that allows to identify previous knowledge.

**Research:** In this stage, relationships are established between previous knowledge and new knowledge, thus influencing the PAS, giving meaning to what we want to investigate, considered as a stage of thought, students usually use thought maps and graphic organizers.

**Skill Development:** In this stage the student will put into practice what he or she learned in the thinking stage, his or her objective is to test his or her learning through any type of action.

**Relationship:** It is the final stage of the process, its objective is to reflect on what has been learned and put it into practice in its own context and other topics, it is important to reflect on what this knowledge is for and how I can apply it in my daily life and environment.

Writing and creativity have helped humans adapt to change and progress by putting both hemispheres of the brain to work, learning to recognize and transform concerns, memories and moments.

It is taken into consideration to carry out the development of creative writing through the use of FONTAN methodology in three areas:

Table 1: Academic blocks.

Development of creativity	It is proposed to work on self-identification, to encourage the habit of reading.
The writer's work	The student has the opportunity to have experiences that allow inspiration and creative blockage to work.
Fiction Genres	Allows the student to understand literary relationships such as the story

## 2.4 Practical Component

It is proposed to use techno-educational strategies that allow to achieve the desired objective.

The project was based on the very demands of the world context characterized by great technological changes that require a different look at the teaching-learning process; where it is important to generate links that motivate emotional communication, whether oral or written, decision-making, the development of critical thinking, empowerment and creative solutions. In the María Trocatti educational unit in the city of Quito, Ecuador, there are great potentialities for the use of ICT, given the technological equipment, distributed in three laboratories that need to be used more in classes. On the other hand, students are highly motivated by the use of technology and all have access to ICT outside the institution, which facilitates the development of virtual activities that, with the development of virtual activities due to the Pandemic, as it increased the relevance of the Project.

Now, on the other hand, it is important to take advantage of the potential of the use of technological tools that promote creativity in students, so that if we educate in creativity we direct the student to discover new ways of finding solutions, the ability to choose between several options and innovation.

Said aspirations and potentialities of the educational context contrast with the reality within the classrooms, where traditional learning conceptions are assumed; especially in Language and

Literature classes, making this process monotonous and not very motivating for the student, specifically in the writing process.

### 2.4.1 Techno-educational Strategies

The techno-educational strategies aim to influence the teaching and learning process through the integration of ICT, with the objective of improving the Significant Learning Process (SAP) by generating motivation and interaction between the teacher and the student who are the main actors.

It is worth mentioning that the acquisition of learning changes according to the person, since there are people who learn with practice, others in a visual, auditory way, etc. Therefore, the following is a list of techno-educational strategies that are best adapted to the Significant Learning Process of creative writing by third-year students in Basic General Education.

Table 2: Learning strategies.

Learning strategy	Description
Surprising questions	consists of elaborating a series of surprise questions so that the student can respond quickly and automatically.
Fantastic Binomial	Create a story from two words.
Description	Generate characteristics of an object
Antidescription	From own characteristics use antonyms.
Deformed Words	Create words from your imagination
Discussion forums	Discussions
Incomplete ends	create endings from your imagination and creativity
Storytelling	Listening to stories, imagining them to recreate them
Impossible headlines	Create stories from headlines or fantasy tales
What would happen if?	Building stories from fictional questions

## 3 PROPOSAL

The research aims to develop an interactive website 3.0 for creative writing, for this reason JIMDO was selected as a website focused on learning, based on the concept of Web 3.0 (Semantic), where embedded code is used for insertion into the website and Google

Classroom, based on the concept of bringing together conceptually in one place, allowing the implementation of activities and resources of technological tools 2. 0 (social collaborative web), where there is bidirectional interactivity between the student and the teacher; in addition to the articulation with Google Classroom as a Learning Management System, where the learning process is complemented through the monitoring of the student's participatory evaluation and feedback.

The website is public and can be accessed through the following link: <https://dmvilatuna-digital.jimdo.com>.

### 3.1 General Structure

The general structure of this research is based on the PACIE and FONTAN methodology, in which there are three blocks: zero block, academic blocks and closing block. This structure establishes the exchange of information in a dynamic and interactive way, in addition to developing students' digital competencies, autonomy in learning and the fulfillment of objectives.

Each section has a strategic name that motivates and empowers students to carry out activities that allow them to develop their learning process.

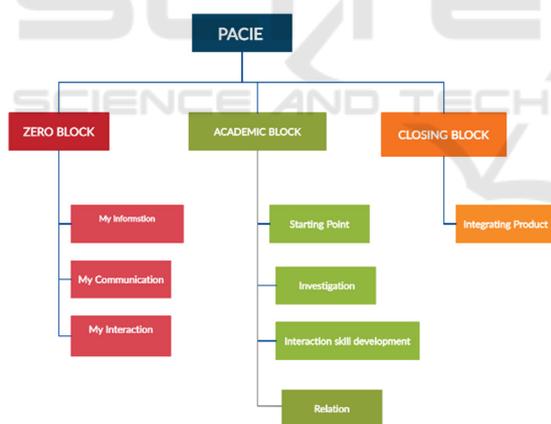


Figure 1: General structure.

#### 3.1.1 Zero Block or PACIE

PACIE is the result of sequential processes such as

**Presence:** Motivating structure for the student

**Scope:** Objectives to be achieved

**Training:** Development of the Teaching and Learning Process

**Interaction:** Resource and collaborative work activities

**Elearning:** Use of ICT in the SLP

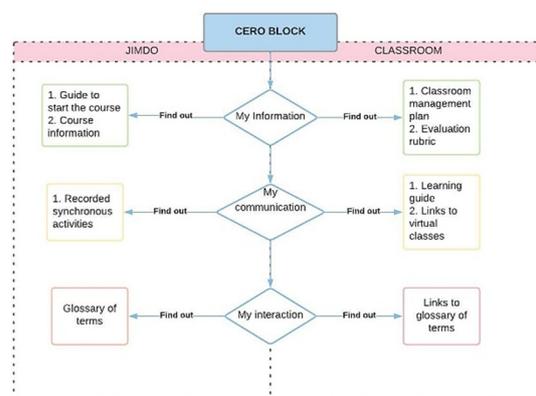


Figure 2: JIMDO and GOOGLE CLASSROOM zero block.

#### 3.1.2 Academic Block

Each academic block will be executed weekly through the application of FONTÁN methodology.

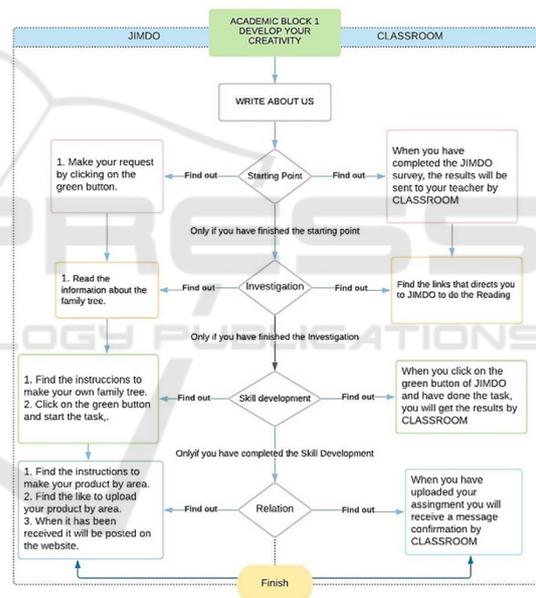


Figure 3: Academic block 1.

The following is the matrix of the articulation of the product made with the theoretical, methodological and technological supports of academic block 1 - Writing about us. We identify:

- A: resources
- AA: asynchronous activity
- AS: synchronous activity
- Q: presentations
- OG: graphic organizers
- A: resources

- E: evaluation
- S: simulator
- I: interaction
- Or: others

THEME	LEARNING THEORY	TEACHING METHODOLOGY FONTAN	TEACHING STRATEGY	RESULTS DESCRIPTIONS	TIC CLASSIFICATION	
Language and Literature: Write about us	Constructivism-Constructivism (CON)	Starting Point (P-P) Hypothesis of the subject	Test Brainstorming Slides	It puts in relation experience and daily information, the student can raise a hypothesis of the subject.	R. AS: R. URL - Forms AS. Padlet R. Genially	
		Research (I) Knowledge Structuring	Summary Graphic Organizers Video	It establishes relationships between the knowledge he already has and the new knowledge, in this way he will be able to give his own sense to what he wants to investigate.	R. Ebook AA. Creately R. Youtube	
		Skill Development (DI) Development of Thought	Evaluation	It puts to the test, through any type of action, the learning that now has of the topic	AS. Learning App AA. Documento en línea R. Creately	
		Relationship (R) Skill development	Thought Map Middle Relationship	Create, plan and solve real cases using what he/she has learned	AA. Pixton R. Lucichart AA. Quizizz	

Figure 4: Academic Block Articulation Matrix 1.

As an example, the figure of an academic block of the topic Development of Creativity is presented.

The image shows a colorful instructional design page for 'Piratas de la escritura'. It features a sunflower graphic with the text 'Escribir Sobre Nosotros' and 'BLOQUE 1'. The page is divided into sections: 'Instrucciones Piratas de la Escritura', 'Punto de Partida - PP', 'Investigación', 'Desarrollo de la Habilidad', and 'Relación'. A QR code is visible at the bottom right.

Figure 5: Example of an academic block.

### 3.1.3 Integrator Project

In the last block, according to the methodologies applied, an integrative project was developed in which the Web site developed in JIMDO is articulated with the learning management system Google Classroom, where the learning process is complemented with evaluation and feedback, based on interactive and dynamic activities.

In general terms, if we exemplify a class in three phases: introduction, where the motivation is made and the objectives set for the class are presented; development, the activities according to the technological strategies; and, the closing, where the evaluation or verification of knowledge and its respective feedback is made. Phases one and two are developed with the support of the web site and phase three in the learning management system.

The link to Google Classroom for the last phase is available on the website in each academic block.

The image shows the homepage of the 'Piratas de la escritura' website. It features a navigation menu with 'Inicio', 'Acerca de', 'Proyecto', 'Producto Integrador', 'Mi Clase', and 'Contacto'. A prominent 'MI CLASSROOM' button is visible, along with a 'CLASSROOM' button in a rounded rectangle.

Figure 6: The Integrator Project.

## 4 EVALUATION BY SPECIALISTS

The proposal was submitted for consideration by specialists with a scale of values: Excellent, Very Good, Good, Fair and Deficient; the indicators for evaluation were the following: level of operation, communication, educational impact, thematic coherence and design.

To determine the specialists, the following indicators were established:

- Be a graduate of the specialty of Language and Literature.
- Have a master's or doctorate.
- Have at least 5 years of experience in the exercise of the profession.
- Have carried out research related to educational ICT.

The proposal was evaluated by 15 specialists, to whom the proposal was given, as well as a guide for its evaluation.

The assessment made by specialists using the Delphi method and the results obtained in table 4 which are the indicators by category. This is how the cut-off points obtained confirm that the indicators are in the range of "Excellent".

Table 3: Cutting point table.

Excellent	Very Adequate	Adequate	Regular	Deficient
1,61948	2,69692	3,49	3,49	

Table 4: Results of the assessment.

Indicators	N-P	Category
1	-0,86214037	Very suitable
2	-0,86214037	Very suitable
3	-0,45178944	Very suitable
4	-0,45178944	Very suitable

Therefore, it can be said that the virtual environment design in Jimdo for the creative reading process is possible to implement it in the educational context.

## 5 COPYRIGHT FORM

The copyright of this project is held by the authors and the companies Jimdo and Google through two types of license, which the Jimdo website belongs to the same company and the content being a public space is through Creative Commons, where it can be used freely for non-commercial purposes. The access to the content of the virtual classroom of the learning management system Google Classroom is under approval of the authors and was made privately for the group of students who are part of the project, and being part of the Google company, the copyright belongs to them.

## 6 CONCLUSIONS

The proposal is theoretically based on constructivism and connectivism, which allows the student to participate in his/her learning through the use of technological tools, improving his/her level of understanding and communication of verbal and

written language, allowing the development of a creative language through the use of ICT.

The adequate use and participation of ICT within the teaching-learning process is evident, as well as the access to technological resources of both students and language and literature teachers, which allows determining the necessary conditions for the use of a 3.0 website that contributes to the teaching-learning process of creative writing.

The design of the JIMDO virtual environment facilitates the process of teaching and learning creative writing, developing cognitive skills such as memory and perception, as well as affective and social skills that allow students to relate to the environment and provide creative and innovative solutions.

The evaluation by specialists through the Delphi method was able to determine that the use of the interactive website 3.0 is feasible for its execution.

## ACKNOWLEDGEMENTS

If any, should be placed before the references section without numbering.

## REFERENCES

- Basantes, A., & Ojeda, M. E. (2018). PACIE Methodology in Virtual Education: an experience at the Universidad Técnica del Norte. *Formación universitaria*, 11(2), 35-44. doi: <https://dx.doi.org/10.4067/S0718-50062018000200035>
- Bellón, F. M. (2012). DARE TO BE CREATIVE: STEPS TO BE CREATIVE. *Iberoamerican Journal on Quality, Effectiveness and Change in Education*, 10(2), 248-263. Retrieved November 6, 2020, from <https://www.redalyc.org/pdf/551/55124596017.pdf>
- Castellano, M. A. (2012). Theoretical definitions and areas of research proposed from constructivism, in Latin American publications of psychology and education present in the REDALYC database. *Liberabit*, 18(2), 131-146. Retrieved from [http://www.scielo.org.pe/scielo.php?script=sci\\_arttext&pid=S1729-48272012000200004&lng=es&tlng=es](http://www.scielo.org.pe/scielo.php?script=sci_arttext&pid=S1729-48272012000200004&lng=es&tlng=es).
- Chacón, Y. (2005). A critical review of the concept of creativity. *Actualidades Investigativas en Educación*, 5(1). Retrieved November 6, 2020, from <https://www.redalyc.org/pdf/447/44750106.pdf>.
- Fontán, J. (21 of 01 of 2017). Education FONTÁN. (R. Roldan, Interviewer)
- Larios, B. (2018). Significant Learning. *Revista Internacional del Magisterio*, 18- 22.
- MinEducation (2019). *Program of Continuous Training of the Fiscal Teaching Profession Information and*

- Communication Technologies applied to education*. Quito: MinEDuc. Retrieved from <https://educacion.gob.ec/wp-content/uploads/downloads/2013/03/SiProfe-TIC-aplicadas.pdf>
- Ramirez, N. E., & Trejo, M. D. (2018). Constructivist learning environments as an alternative to generate innovation in the university. *International Journal of Information Systems and Software Engineering for Big Companies (IJISEBC)*, 41-52. Retrieved from <http://uajournals.com/ojs/index.php/ijisebc/article/view/397/293>
- Rodríguez, C. (2018). *Contemporary problems in educational psychology*. Colombia: La Sabana University. Retrieved from <https://elibro.net/es/ereader/uisrael/116742?page=34>.
- Siemens, G. (2004). Connectivism: a learning theory for the digital age. *International Journal of Instructional Technology & Distance Learning*, 2(1), 1-8. Obtenido de [http://www.itdl.org/Journal/Jan\\_05/article01.htm](http://www.itdl.org/Journal/Jan_05/article01.htm)
- Summo, V., Voisin, S., & Téllez-Méndez, B.-A. (2016). Creativity: axis of education in the 21st century. *Revista iberoamericana de educación superior*, 7(18), 83-98. Retrieved November 6, 2020, from [http://www.scielo.org.mx/scielo.php?script=sci\\_arttext&pid=S2007-28722016000100083&lng=es&tlng=es](http://www.scielo.org.mx/scielo.php?script=sci_arttext&pid=S2007-28722016000100083&lng=es&tlng=es).
- UNESCO. (2017). E2030: Education and Skills for the 21st Century. Retrieved from <http://www.unesco.org/new/fileadmin/MULTIMEDIA/FIELD/Santiago/pdf/Habilidades-SXXI-Buenos-Aires-Spa.pdf>
- UNESCO. (undated). *ICT in Education*. Retrieved from [unesco.org: https://es.unesco.org/themes/tic-educacion](https://es.unesco.org/themes/tic-educacion)
- Vilatuña, D. (09 de 2020). *Web site 3.0 of creative writing for third year students of General Education*. Obtained from Digital Repository University Israel: <http://repositorio.uisrael.edu.ec/bitstream/47000/2661/1/UISRAEL-EC-MASTER-EDUC-378.242-2020-134.pdf>