Effective Strategies for the Implementation of ICT in the Classroom for Teaching History and Philosophy

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Summary

A documentary review was carried out on the production and publication of research papers related to the study of ICT variables and Pedagogical Strategies. The purpose of the bibliometric analysis proposed in this document was to know the main characteristics of the volume of publications registered in the Scopus database during the period 2017-2022, achieving the identification of 162 publications. The information provided by this platform was organized through graphs and figures categorizing the information by Year of Publication, Country of Origin, Area of Knowledge and Type of Publication. Once these characteristics have been described, the position of different authors towards the proposed theme is referenced through a qualitative analysis. Among the main findings made through this research, it is found that Spain, with 35 publications, was the country with the highest scientific production registered in the name of authors affiliated with institutions of that nation. The Area of Knowledge that made the greatest contribution to the construction of bibliographic material referring to the study of Pedagogical Strategies based on ICT and Education, was Social

Sciences with 119 published documents, and the Type of Publication most used during the period indicated above were Journal Articles with 58% of the total scientific production.

Keywords: pedagogical strategies, ICT, education, History , Philosophy.

1. Introduction

The integration of information and communication technologies also known as ICTs in training classrooms has become more than just a trend; It is considered in the present era a necessity. The traditional paradigms of education and the way of learning are in a process of transformation, this due to the incessant advances of the implementation of ICTs. As we see the importance of information and communication technologies in the field of education and in shaping a competitive workforce and fostering lifelong learning. The integration of ICTs in training classrooms poses a path of innovation and progressed.

The synergy between education and ICT has paved the way for a learning ecosystem that is not limited by physical limitations and offers a variety of opportunities for both educators and students. This extensive introduction explores the profound implications and myriad benefits of implementing ICT in classrooms. It delves into how ICT is redefining the education landscape, improving teaching and learning experiences and preparing people for the challenges of the twenty-first century. In addition, it highlights the various ICT tools and strategies that educators can leverage to create dynamic and engaging learning environments.

The integration of ICT into classrooms represents a paradigm shift in the way education is conceived and delivered. It goes beyond mere digitization; It presages an era of personalized, adaptive, student-centered education. This transformative path extends from elementary schools to professional development programs, transcending age, demographic, and geographic divides.

In a world where knowledge is abundant and accessible at the click of a button, the role of educators is evolving from being dispensers of information to becoming facilitators of critical thinking, problem-solving and creativity. ICT enables teachers to harness the power of data-driven insights and analytics to tailor their teaching to individual learning styles, needs and aspirations. In addition, it

equips students with the skills needed to navigate the information-rich landscape of the digital age, enabling them to become self-directed, lifelong learners.

One of the cornerstones of integrating ICT into classrooms is their ability to improve learning outcomes. The dynamic and interactive nature of digital tools and platforms encourages active participation, collaboration and exploration among students. Educational software, virtual simulations, and online resources provide immersive learning experiences that transcend the limitations of traditional textbooks and lectures. In addition, ICTs facilitate the development of essential twenty-first century skills, such as digital literacy, critical thinking and problem solving. It offers opportunities for authentic assessment, allowing educators to measure student progress in real time and adapt their teaching strategies accordingly. For this reason, this article seeks to describe the main characteristics of the compendium of publications indexed in the Scopus database related to ICT variables and Pedagogical Strategies, as well. As the description of the position of certain authors affiliated with institutions, during the period between 2012 and 2022.

2. General Objective

Analyze from a bibliometric and bibliographic perspective, the elaboration and publication of research works in high-impact journals indexed in the Scopus database on ICT variables and Pedagogical Strategies, during the period 2017-2022.

3. Methodology

This article is carried out through a research with mixed orientation that combines the quantitative and qualitative method.

On the one hand, a quantitative analysis of the information selected in Scopus is carried out under a bibliometric approach of the scientific production corresponding to the study of ICT and Pedagogical Strategies.

A qualitative perspective, examples of some research works published in the area of study indicated above, starting from a bibliographic approach that allows to describe the position of different authors towards the proposed topic. It is important to note that the entire search was performed through Scopus, managing to establish the parameters referenced in Figure 1.

3.1. Methodological design

Figure 1. Methodological design
Source: Authors.

3.1.1 Phase 1: Data collection

Data collection was executed from the Search tool on the Scopus website, where 145 publications were obtained from the choice of the following filters:

TITLE-ABS-KEY (pedagogical AND strategies, AND ict, AND education) AND PUBYEAR > 2016 AND PUBYEAR < 2023

- Published documents whose study variables are related to the study of ICT and Pedagogical Strategies.
- Limited to the years 2017-2022.
- Without distinction of country of origin.
- Without distinction of area of knowledge.
- Regardless of type of publication.

3.1.2 Phase 2: Construction of analysis material

The information collected in Scopus during the previous phase is organized and subsequently classified by graphs, figures and tables as follows:

- Co-occurrence of words.
- Year of publication.
- Country of origin of the publication.
- Area of knowledge.
- Type of publication.

3.1.3 Phase 3: Drafting of conclusions and outcome document

In this phase, we proceed with the analysis of the results previously yielded resulting in the determination of conclusions and, consequently, the obtaining of the final document.

4. Results

4.1 Co-occurrence of words

Figure 2 shows the Co-occurrence of keywords found in the publications identified in the Scopus database.

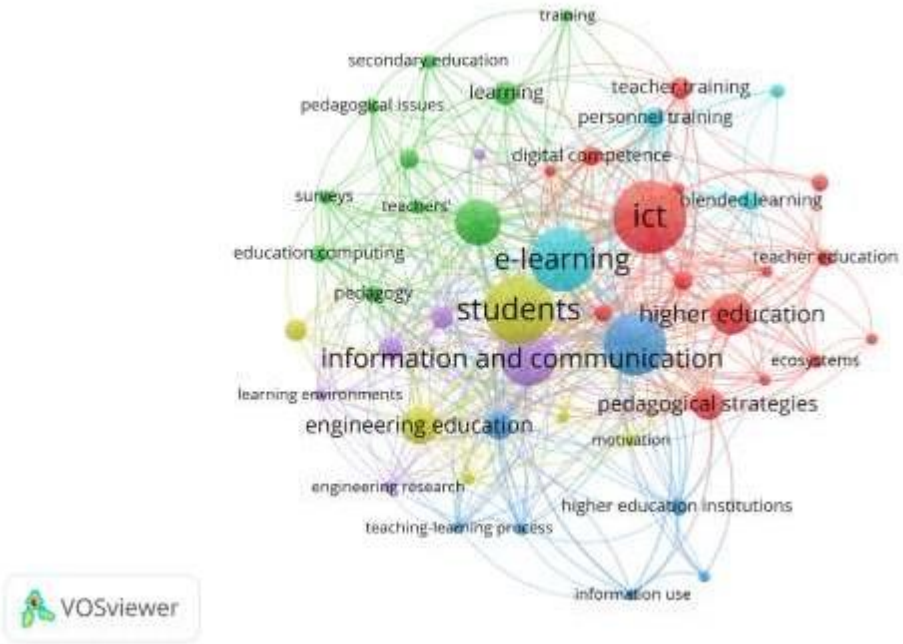

Figure 2. Co-occurrence of words

Source: Own elaboration (2023); based on data exported from Scopus.

Information and Communication was the most frequently used keyword within the studies identified through the execution of Phase 1 of the Methodological Design proposed for the development of this article. ICTs are among the most frequently used variables, associated with variables such as E-learning, Students, Pedagogical Strategies, Higher Education, Training Classroom. From the above, it is noteworthy, the arrival of ICTs has broken down geographical barriers, democratizing access to quality education and training. Students are no longer confined to a physical classroom; They can participate in online courses, webinars and virtual classrooms from anywhere in the world. This

global reach opens doors to diverse perspectives, cultures and ideas, enriching the learning experience. For professionals looking to improve their skills or change careers, online training programs and digital resources offer unparalleled flexibility. The ability to engage in remote learning means people can continue their education while balancing work,

4.2 Distribution of scientific production by year of publication

Figure 3 shows how scientific production is distributed according to the year of publication.

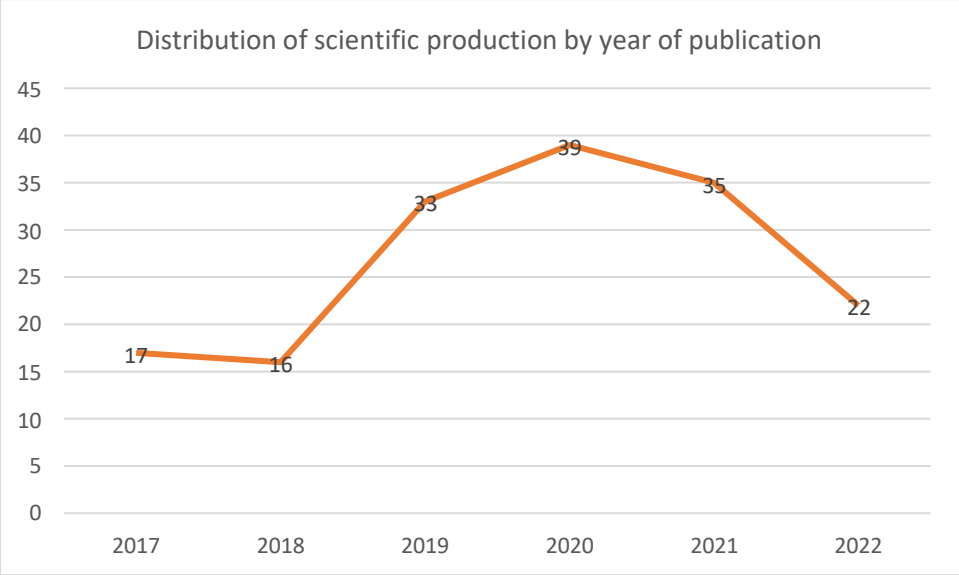

Figure 3. Distribution of scientific production by year of publication. **Source:** Own elaboration (2023); based on data exported from Scopus

Among the main characteristics evidenced by the distribution of scientific production by year of publication, a level of number of publications registered in Scopus is notorious in the years 2020, reaching a total of 39 documents published in journals indexed in said platform. This can be explained thanks to articles such as the one entitled "Analysis of virtualized teaching in a pandemic context" The purpose of the study was to examine the pedagogical practices carried out through ICT, composed by professors of the Faculty of Education of the University of the Americas -in times of pandemic-. The study is a non-experimental exploratory research with a mixed methodology. Data were obtained from a semi-structured interview of 82 open and closed questions. The most

important results show that there is an evident tendency to integrate active methodologies, mainly in flipped classroom and the use of learning capsules. Finally, the integration of evaluation and collaboration tools prevails.(Sepúlveda-Irribarra, 2022)

4.3 Distribution of scientific production by country of origin

Figure 4 shows how scientific production is distributed according to the country of origin of the institutions to which the authors are affiliated.

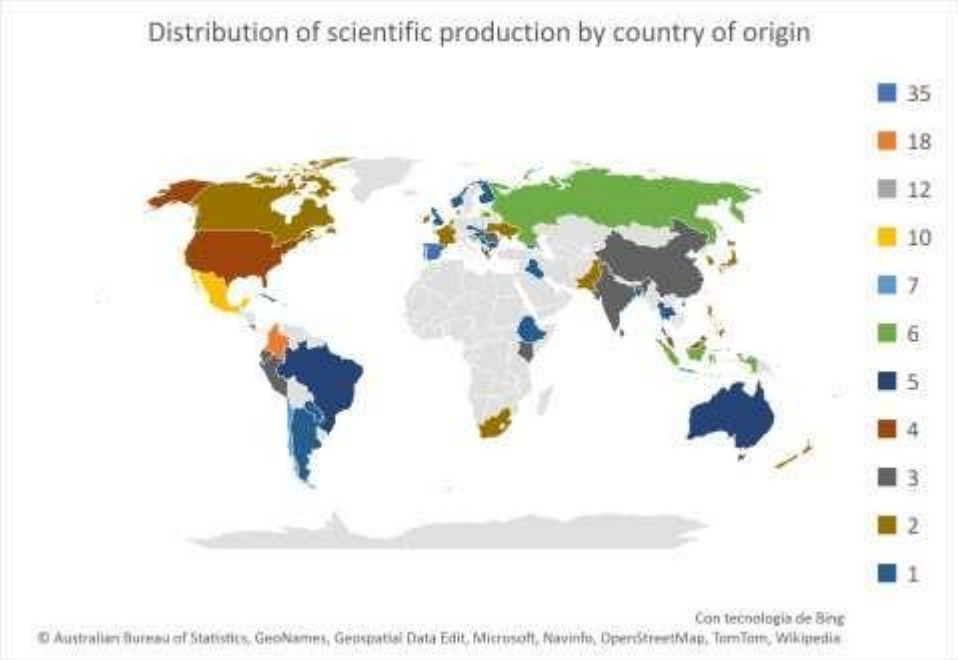

Figure 4. Distribution of scientific production by country of origin.
Source: Own elaboration (2023); based on data provided by Scopus.

Within the distribution of scientific production by country of origin, records from institutions were taken into account, establishing Spain, as the country of that community, with the highest number of publications indexed in Scopus during the period 2017-2022, with a total of 35 publications in total. In second place, Colombia with 18 scientific documents, and Portugal occupying the third place presenting to the scientific community, with a total of 12 documents among which is the article entitled "Information and communication technologies in Peruvian university students: a confirmatory analysis of their frequency and extension of use" The present study validated by means of a confirmatory factor analysis

the constructs proposed in the CUTIC-28 in a Sample of 318 Peruvian university students. It was a quantitative approach research at the descriptive level and based on a non-experimental design. The results demonstrated, as reflected in each metric of the confirmatory factor analysis (CFA), the theoretical and empirical sustainability of the original questionnaire to evaluate the frequency and extent of ICT use in Peruvian university students; The reported dataset offers the certainty that it is a defensible and sustainable factorial model. The covariances and correlations between the dimensions and subdimensions are highly significant and positive, so the factorial structure is confirmed by the sample data. The confirmed scale has adequate properties that allow it to be considered a valid and reliable measure in future research, even after adding other variables, such as gender, age and type of university, among the variables of interest that show significant differences. The results also show that there is still a knowledge gap to fill.(Vargas-Merino, 2022)

4.4 Distribution of scientific production by area of knowledge

Figure 5 shows the distribution of the elaboration of scientific publications from the area of knowledge through which the different research methodologies are implemented.

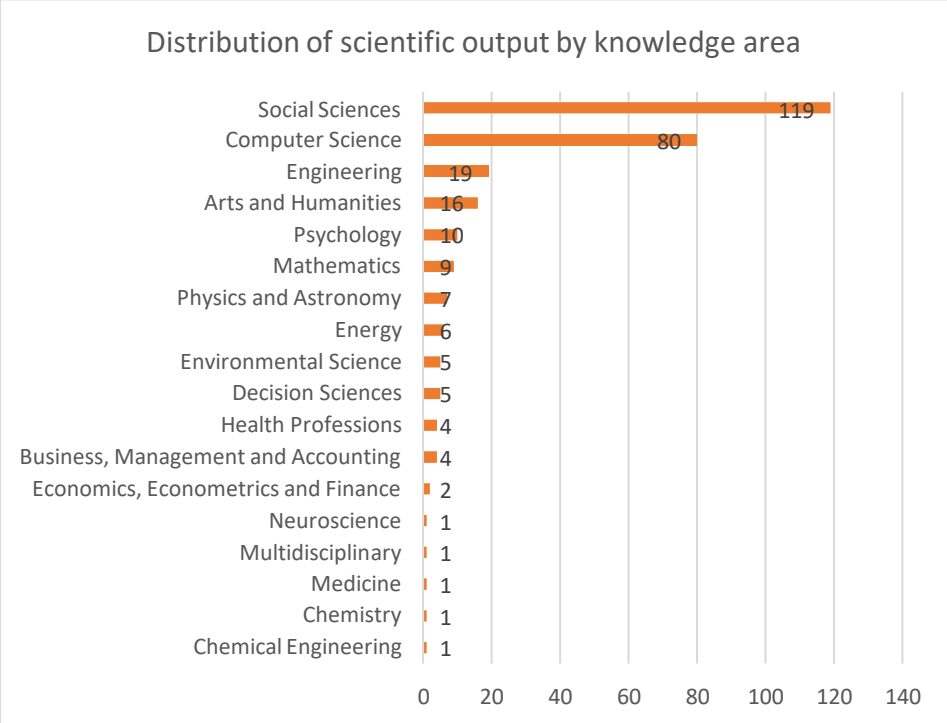

Figure 5. Distribution of scientific production by area of knowledge.
Source: Own elaboration (2023); based on data provided by Scopus

Social Sciences was the area of knowledge with the highest number of publications registered in Scopus with a total of 119 documents that have based their variable methodologies ICT and Pedagogical Strategies. In second place, Computer Science with 80 articles and Engineering in third place with 19. The above can be explained thanks to the contribution and study of different branches, the article with the greatest impact was registered by the Social Sciences area entitled "ePortfolio to promote network learning: an experience in the Latin American context" The objective was to reveal the impacts of the use of the ePortfolio as a tool of Information and Communication Technologies (ICT) in the training process to improve the Principles of Network Learning (NLP) in particular architectural pedagogy. The research had a descriptive methodology with a qualitative approach through a perception survey applied to a sample of students from eight cohorts of the same training cycle (second year) in an ADS during the years 2015-2018. The study kept the fidelity of its design and implementation stable during this time, allowing data from eight instances. The results allow us to observe relationships between the dimensions of the training process and NLP, with indicators to improve this relationship, throughout observing transformations linked to the conception, implementation and projection of the ePortfolio. The conclusions are related to the ability of the ePortfolio to close strategic gaps in the formative learning process to design, organize and feedback to improve NLP, creating training strategies that promote autonomous learning, connections, identities, needs, aspirations and professional goals of students.(Roco, 2022)

4.5 Type of publication

In the following graph, you will observe the distribution of the bibliographic finding according to the type of publication made by each of the authors found in Scopus.

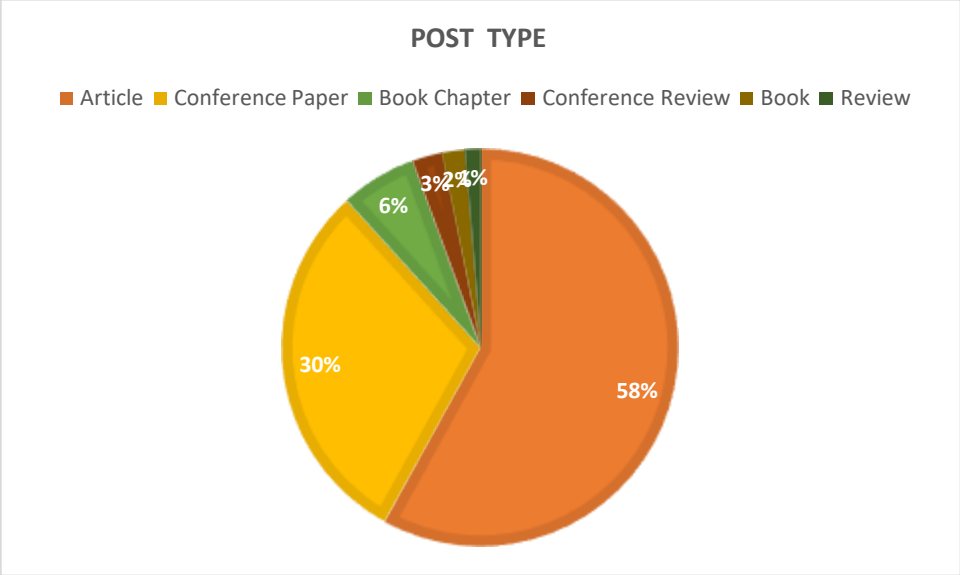

Figure 6. Type of publication.
Source: Own elaboration (2023); based on data provided by Scopus.

The type of publication most frequently used by the researchers referenced in the body of this document was entitled Journal Articles with 58% of the total production identified for analysis, followed by Session Paper with 30%. Chapter of the Book are part of this classification, representing 6% of the research papers published during the period 2017-2022, in journals indexed in Scopus. In this last category, the one entitled "Digital competence: separating real gaps from myths among higher education students" stands out. This article provides a valid and reliable instrument to measure the digital competence of higher education students based on the European Digital Competence Framework for Citizens, also known as DigComp. The instrument was applied to a sample of 411 students from a median public HEI and the results attest to its validity and reliability. In addition, the study explores differences in competence between students from different fields of education and training, and gender. The results demystify the idea that ICT students are more digitally proficient than those in other fields of study, but suggest that men score higher than women, fuelling the ongoing debate about gender differences in relation to digital technologies and women's readiness for digital work. market. The results have clear implications for research and practice. Notes for professionals What is already known about this topic Digital competence is essential for higher education (SE) students to

benefit from digital learning, strive in a digital society and increase employability prospects. There is a lack of valid instruments to measure the digital competence of higher education (SE) students and facilitate the identification of digital competence gaps. (Lucas, 2022)

5. Conclusions

Through the bibliometric analysis carried out in the present research work, it was established that Spain was the country with the largest number of records published for the ICT variables and Pedagogical Strategies. with a total of 35 publications in Scopus database. In the same way, it was established that the application of theories framed in the area of Social Sciences, were used more frequently in the implementation of Information and Communication Technologies (ICT) in training classrooms, this integration has caused transformative changes in the way education is taught and experienced. As we have explored throughout this discussion, ICT tools and technologies have revolutionized the learning process by improving accessibility, engagement and effectiveness. One of the key advantages of ICT integration is its ability to address diverse learning styles and needs. By offering a wide range of resources, including online courses, interactive simulations and multimedia content, ICT enables teachers to create more personalized and adaptable learning experiences. This promotes greater inclusion and helps students of different abilities and backgrounds succeed. In addition, ICT has played a crucial role in addressing the challenges posed by traditional training methods. With the advent of e-learning platforms, organizations can reduce training costs, eliminate the need for physical infrastructure, and scale their training programs easily. This flexibility not only saves time and resources, but also enables continuous learning and development, aligning education with the rapidly changing demands of the modern workforce.

However, it is essential to recognize that the successful implementation of ICT in training classrooms is not without challenges. Adequate infrastructure, digital literacy and effective pedagogical strategies are prerequisites for harnessing the full potential of ICT in education. In addition, issues related to privacy and data security must be carefully addressed to ensure the safe use of digital tools and the protection of sensitive information.

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