Children's literature and cultural educational processes using ICT

Literatura infantil y procesos educativos culturales usando las Tecnologías de la Comunicación

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SUMMARY

Technological evolution has transformed educational and cultural practices, providing new resources to strengthen educational processes. This study focuses on the intersection between children's literature, cultural educational processes and the use of Information and Communication Technologies (ICTs). Three projects that integrate cultural heritage, ICTs and children's literature were investigated, exploring how these initiatives take advantage of new platforms to transmit narratives based on orality.

The results reveal that the cultural educational process plays a crucial role in the preservation of heritage, while offering opportunities for students, professionals and public and private entities to develop actions for the benefit of children and the general population. These projects demonstrate that the combination of children's literature and ICTs not only enriches children's learning experience, but also promotes active participation in the preservation and promotion of culture.

This study contributes to the field of humanities by providing a deeper understanding of how ICTs can be effectively used to foster children's literature and cultural educational processes. In addition, it highlights the importance of taking advantage of these technological tools to involve various actors in the promotion of cultural heritage and the enrichment of educational development.

Key words: Children's literature, ICT, cultural heritage, digital education, cultural education, media literacy.

1. Introduction

Orality has been a guiding strategy for the knowledge, experience or traditions of peoples. These narratives have given way to the generation of many stories, legends, songs and fables that convey the passage of the human being within the life of a society. Within the educational process, children's literature has been widely used for the formation of moral values and the expansion of knowledge; to this is added the use of new Information and Communication Technologies (ICTs), which open the way for the application of actions related to the use of digital platforms. These use the benefit of the trends of narratives, instruments and devices that have been appearing in the last decade, to generate an evolved polyphony of interactions between those who apply them in daily life. It has even opened the debate within the educational area that urges the effective use of ICTs in all areas of science, including the branch of the human sciences and the teaching-learning methods that are formulated within the educational component.

The objective of this study is framed in the comparative analysis of cultural projects related to children's literature and that use ICTs as an educational strategy for the benefit of cultural heritage. The purpose is to organize a reference base of projects related to the research area for its later use in the development of educational courses for the benefit of the cultural heritage of a region.

Development

1.1 Children's literature

The influence of children's literature on the learning process in children is of greater relevance than we think, since the educational area benefits from the literary resources provided by children's stories, so children have fun, entertain and play through children's songs and readings that adults interpret as a form of lived experiences. To give a definition to children's literature we must retrace what the author Juan Cervera mentions, who dedicated much of his professional life to the contribution of educational literature, he speaks that children's literature is the set of productions and activities that have as transport the word for artistic or creative purpose, and have as a recipient the child (1985).

Within the history of universal literature, children's literature begins to give notable influences in the eighteenth century and already in the nineteenth century would reach to establish itself with the importance of being based on the processes of development of children's learning, as indicated by Alfonso Amaro et al. (2012). The stories and fables told from generation to generation have been of great help in establishing the profile of children's writings that we know today. The relevance of the writings of the Middle Ages has been plastered in letters and in the imagination of children at that time, who at present continue to maintain the magic of written art, however also through stories, children's fables, among others, we have met about culture, values and heritage that each society must which we owe respect. The link between reality and imagination is found in the hand of the writer and the eyes of the reader, as well as the voice of the narrator and

the ears of the listener, with this reference. These elements have been key for the resources of the 21st century to transform information into an unforgettable experience of children's literature and for its coverage to be global (Ortiz Ballesteros & Gómez Rubio, 2022). This theme is enriched in knowledge and has opened the doors not only in culture but also around tourism exponentially of each region, city or country, where it has harvested fruits for its localities, developing the prosperity of its inhabitants. Walt Disney World in Orlando, Florida, USA is synonymous with tourism, culture and heritage, where the benefit is for both visitors and locals. This principle of in-child learning must continue to support its existence with technology, to ensure the development of expression and communication in our children in training (Ballesteros, 2023).

1.2 Educational processes in children

According to the United Nations Children's Fund (2018), the process of teaching and learning in the early ages lies in understanding and acting in tune with the very nature and context that children share in these ages, respecting the complexities and learning rhythms from a holistic approach. However, it is suggested that the development of competences should always be associated with play, an element that is motivating, since it involves the motor, the cognitive and the use of the senses, thus achieving - in this way that all the proactive areas of motor, cognitive, general and emotional skills are addressed with greater integrity. The spirit of competence, cooperation, compensation and leadership is of vital importance in these ages. Even the playful experiences over the years and the contributions of constructivism, cognitivism and the Montessori method attest to the results. Managing a work frequency with specially equipped areas for each of the activities will always be fruitful, because

learning by doing is one of the pillars of modern education.

The educational process for Mendoza (2019), is possible when tools and resources are offered that awaken the autonomy, thus the conditions are gestated for the subject to achieve a skill and performance corresponding to his own pace, strengthening values such as responsibility and empathy active subject of the scope of skills. The path of formation from the development of autonomy is not always to generate independence and freedoms that can develop attitudes and behaviors that do not correspond; the child must always have the support of the figure of the mediator teacher, who will recognize the needs and look for the way to be addressed, to transform the difficulties into opportunities that lead to the ability to give immediate response to all the problems that may arise inside and outside the classroom (Acosta-Inchaustegui, & Alsina, 2022). The educational nature in the childhood stage is flexible, since all the elements and curricular components are built to be designed and used, based on the general interests of the students, reached these premises in a calm and welcoming environment. Spontaneity and cognitive development will take place in the most natural way possible, without pressure, with a reasonable listening capacity and concrete dialogs without ambiguity, if the rules of coexistence that are stipulated in the ministerial documents are met (Marín, et. al, 2020).

1.3 Cultural education and heritage

Heritage, as Ballart and Tresserras (2005, p. 7) affirm, "does not make sense of the sea-gene of society"; in this, the individuals who constitute it, are those who give meaning and value to each patrimonial element, their own and common. The meanings of such goods are initially dependent on people, because it is in the mind that representations of experience are generated, in turn that thought

is transmitted to others, and human bonding with these patrimonies is strengthened. This interaction can be channeled in different ways and interpretative, communicative and educational models (Maldonado, 2017).

All this relates to collective memory, as Villaseñor (2015) details: Collective memory is configured as a set of shared memories within a group. It manifests itself through the interconnection of memories, evocations, customs and habits, influencing the socialization of the members of this community. However, it is important to note that collective memory is presented as a continuous flow, lacking a specific linear structure. In Ecuador, the National Institute of Cultural Heritage (INPC, 2014), within its manifestos, indicates that material cultural heritage represents the tangible wealth bequeathed to communities over time.

As mentioned, (Zink & Cornelis, 2016) heritage conservation is not an end in itself, it is a mean to an end and encompasses fields such as teaching, leisure, study and research. Therefore, it could be said that to maintain this historical memory requires a work of cultural promotion and formation of the city, actions that must be linked to public policies as a recognition of the social importance of heritage (Álvarez – Moreno & Vásquez, 2015). At present, the emergence of new communication ecologies, allows to expand the management of educational content that contributes to the teaching-learning process related to the field of cultural heritage (Queza-da-Tello & Vázquez-Aguado, 2022)

1.4 The use of ICTs in educational processes

Information and communication technologies are increasingly present in the development of daily activities, specially within the field of education, through inclusive virtual education, allowing many people to access education regardless of physical or environmental constrains. (Cedeño-Azanki, et. al, 2020).

Among the greatest advantages offered by ICTs in education are the expansion of the information offer, the creation of more flexible environments for learning, and the elimination of communication barriers between the teacher and students (Cabero-Almenara & Valencia-Ortiz, 2019). The use of new technologies for education is an excellent opportunity for people with certain limitations to study, without the need to go in person to a classroom, with the help of virtual learning environments, but it is important that these platforms are accessible, so it is necessary that they have an appropriate instructional design, with the elaboration of inclusive and friendly resources (Rodríguez, 2019), with content based on examples and according to the knowledge and previous experience that the student has.

To incorporate the technologies in the classroom it is important that teachers are trained on the use of ICTs in the teaching-learning process, as teaching tools; referring to multimedia features for the development of creative and dynamic presentations with Prezi or Canva, interactivity and asynchronism, with the elaboration of a virtual community with animated tutorial videos made with PowToon, which favor the motivation and attention of the different needs of students, cooperative and collaborative work, autonomous and continuous learning; the self-evaluation, evaluation and control of the instructional and educational processes carried out with Google Form. Currently, not all these technologies have been adopted in the classroom, due to different economic factors, time or the scarce training of teachers in this field (Granda, et. al, 2019). Therefore, the training says: you should be considered as one of the first options before facing new educational challenges within the institution.

ICTs are an excellent alternative to achieve a more inclusive society, especially for people who have some type of physical or environmental limitation, such as the extensive distance between the place of residence and the study center (Rodríguez, 2019). Therefore to ensure universal access to education, inclusive virtual education is now being strengthened with the use of accessible virtual learning environments, and most people can access it regardless of their limitations. Likewise, they enable individual attention differentiated to the cognitive needs of students, both the advantaged and the left-behind, using educational software that allows this segmentation (Bravo, 2022). With an adequate instructional design, a systemic process with interrelated activities is proposed that allow us to create environments that really facilitate, in a mediated way, the processes of knowledge construction (Mejía, 2018).

Educational institutions must incorporate new technologies in their teaching and learning processes that increase motivation and creativity in students, a clear example is the gamification tools that can be incorporated in the classroom (Zambrano 2020), since different studies have shown that they reinforce important skills in education, such as problem solving, collaboration and communication (Pacheco, 2019). In addition, they state that the need for interaction in a gamified approach to education encourages students to play an active role in the learning process, which increases students' participation in forums, projects and other online learning activities.

Incorporating ICTs in the classroom, at an early stage, can present several limitations as: access and necessary resources on the part of the student, need for a specific administrative infrastructure, cost for the acquisition of equipment, product of technology; however

in the end the results can be rewarding, since it opens the way to innovation in education, establishing new communication models, in addition to generating spaces for training, information, debate, reflection, among others; breaking down the barriers of traditionalism in the classroom, stimulating the creation of new knowledge, of these qualities necessary to develop a training proposal fast and appropriate (Hernández-Sampieri, et. al, 2014).

1.4 The use of ICTs in educational processes

Within the study process, three educational projects related to the area of children's literature and based on the themes of cultural heritage have been taken; likewise, it is verified that within their actions, ICTs have been applied. The cases addressed correspond to the period corresponding to the years 2015 - 2022, the institutions responsible are public and managed activities aimed at a general public with main mention to the child.

In the development of this research, the method of Hernández Sampieri et al. (2010) is taken as a reference, as it refers to the application of analytics strategies that allow the review of bibliographic sources, observation through digital ethnography, case review; from the qualitative aspect the review of data of projects related to heritage education with the use of children's literature and the use of ICTs. The next step after the selection of the case studies is to identify the institutions related to each of them and the information about their presence on social networks.

Chart 1- Projects related to cultural heritage and children's literature.

Project	Cooperating Institutions	Country	Web	Information in Networks
The Center for Children's and Youth Literature and the Ramonense cultural heritage	University of Costa Rica headquarters The West	Costa Rica	https://bit. ly/3Jt58sp	Facebook: https://bit.ly/3JPqB01 Youtube: @universidaddecostaricase-de1503
Bahia Foundation Area White	Southern National University	Argentina	https://bit ly/3ZX4hqH	Facebook: UNS
Orotopia	Technical University of Macha-la, INPC, Mineduc.	Ecuador	Not applicable	Facebook: @orotopia Instagram: @orotopia

Source: Own elaboration

For the study of the cases found, the variables chosen within the data filtration process will be analyzed, the same ones that are related to the dissemination-educational strategies applied based on children's literature, ICTs and cultural heritage (See chart 2), then proceed to the qualitative analysis of them.

Chart 2 - Projects related to cultural heritage and children's literature.

Analysis variables	Explanation of the variable
Children's literature	Projects should be related to reading, preferably in children's areas. They can be: stories, legends, fables, orality of ancestral transmission, songs, rounds.
Educational strategy and ICTs	The activities are aimed at disseminating information and enhancing education on issues related to culture using ICTs.
Cultural heritage	The projects are based on the principles of the preservation and conservation of cultural heritage, which can be strengthened with educational strategies.

Source: Own elaboration

3. Results

The development of educational projects with a social approach was evidenced. In other words, most of the projects were planned and developed to serve children who are in vulnerable places or communities, where there are weaknesses in the training process of reading-writing, creativity and reading comprehension. In addition, another part of the projects is generated for a tourist purpose, but they are interrelated with the search for the preservation of cultural heritage by making use of educational strategies that allow the population to value what they possess; likewise, the application of the ICTs are more evident according to the cooperation they carry out with the institutions that support the projects.

During ethnographic research and consultation of research sources of educational projects that employ the promotion of children's reading was achieved. Much of these were related to the project or institutions implementing it; also, undergraduate and graduate students from various areas of education, communication and ICT were involved in the generation of pedagogical proposals that were part of the generation of pedagogical proposals and long-term educational projects. XXX

Chart 3 - Project results

Project	Description	Applied Strategies	Country	Reference
The Center for Children's and Youth Literature and the cultural heritage of Ramonense	It seeks to approach the literary text and orality in conjunction with the promotion of local cultural heritage. Aimed primarily at children, educators and parents.	Combine: writing, acting and entertainment. Educational games, puppets, educational materials. Adaptation of spaces. Audiovisual material Workshops: theater, short stories, literature and traditional games. Workshops aimed at teachers.	Costa Rica	Vasquez, M. (2005). The Center for Children's and Youth Literature and the Ramonense cultural heritage. Herencia Magazine, 18(2). https://bit.ly/40cyKkf
Bahía Blanca Foundation Area	Technology as an important tool in the dissemination of information about cultural heritage to citizens where tourism benefits.	Contribute to the dissemination of the cultural heritage of the heritage area, through Augmented and Virtual Reality	Ecuador	https://bit.ly/3Tpqqvn
Orotopia	He developed from different sides a series of activities for the benefit of the tangible and intangible heritage of the province of El Oro.	Contribute to the dissemination of the Orense cultural heritage.	Ecuador	Quezada-Tello, L. L., Hernando-Gómez, Á., & Vázquez-Aguado, O. (2022). Na-transmedia narratives applied by Communication students in the dissemination of cultural heritage. VISUAL REVIEW. International Visual Culture Re- view/International Journal of Visual Culture, 9(2), 245-265.

Source: Own elaboration

Interaction is a basic activity, observable in social actors, where a link arises between two or more of them. In addition, the interaction shows behaviors of the virtual or physical place that will be conducive according to social norms. The production of text manages to have an approach with other children and young people rescuing the cultural. It is a process that aims to guarantee the benefit of the benefits, and the prevention of damage of future projects, considering the structural perception, the cultural and finally the welfare of rights and guarantees. The promotion of books and educational fairs with literacy training workshops allows an approach to generate recreational, educational and innovative spaces.

1.- The Center for Children's and Youth Literature and the Ramonense cultural heritage

The history and literary tradition of the canton is assumed and respected by the Philology Section of the Western Headquarters of the University of Costa Rica, whose mission has been to contribute to the rescue, maintenance and dissemination of this vocation. Two projects organized by this Section are responsible for this work of social action: the Center for Children's and Youth Literature (University Community Work) and The San Ramón Literary Group (Cultural Extension).

It is intended to develop attitudes, skills and abilities in children (s), educators (s) and parents in order to bring them (as) to the literary text and stimulate the valuation of reading, in addition to rescue and promote knowledge of Ramonense literary heritage, which may be of interest to the child and youth recipient, not only from the legitimated (the written text) but also from orality, play, legend, story.

Among the expected results is the creative capacity in the children's population, where he could combine writing, acting and entertainment. They also developed didactic games, puppets, typical masks, other educational materials, and

they erased the rooms with a comfortable and pleasant atmosphere, which will facilitate reading and entertainment using educational games, the decoration of the rooms was improved, an informative poster was designed and made and, in addition, a newsletter about the Center for Children's Literature and Youth (Vásquez, 2005) was prepared.

To achieve the proposed goals they developed audiovisual material, which incorporates narrated stories, musicalized poems, interview with the author, data about her and her literary production, in a striking and interactive format, which children can use easily. In addition, reading is promoted through work in workshops, for this purpose, advice is provided to teachers on topics and techniques of children's literature, promoting the cultural heritage of the town and finally taught workshops of theater, poetry and traditional games; in them literature, plastic expression, body expression and music have been integrated.

2.- Founding area of Bahía Blanca

According to Martín Varisto, et. al, (2012) the city of Bahía Blanca seeks to enhance its valuable heritage, especially in its founding area. It is proposed to use technologies such as Augmented and Virtual Reality to disseminate these cultural elements in an attractive way. The collaboration between the National University of the South and the Municipality of Bahía Blanca aims to implement tourism and recreational strategies that promote the appreciation of architectural and urban heritage, improving access and interaction of visitors and residents with these cultural assets. The effective management of information is essential for organizations, the expansion of technological tools facilitates access to knowledge of the heritage, offering personalized tourist options and a virtual experience enriching with cultural assets.

As part of the objectives that are raised is to facilitate the accessibility and understanding of cultural heritage for the target audience of the management proposal.

The research focuses on the foundational area of Bahía Blanca, part of its historic center bounded by streets such as Miter, Soler, Belgrano and Donado. It highlights fifteen grids, including Plaza Rivadavia. The focus is the Argentine Protective Fortress, an old fort that occupied four blocks bounded by streets such as Estomba, Chiclana, O'Higgins and Moreno.

Bahía Blanca is home to valuable patrimonial goods, with different declarations at the national, provincial and local levels, providing potential to the urban plot for leisure activities such as tourism. The preservation of these cultural resources promotes management strategies, highlighting the dissemination of heritage as an opportunity to take advantage of human capital, technological development and heritage assets. The collaboration between the Department of Geography and Tourism, the Department of Computer Science and Engineering (Universidad Nacional del Sur) and the General Directorate of Tourism Affairs and International Relations (Municipality of Bahía Blanca) seeks to innovate in communication methods, implementing information and communication technologies (ICTs) in a long-term communication plan. Three current projects are located as part of a broader program for the tourist dissemination of the cultural heritage of the city.

Proposal 1: Non-Immersive Virtual Reality at the Bernardino Rivadavia Popular Library

The ongoing program seeks to create an interactive virtual tour of the library rooms, highlighting their architectural and historical importance. Founded in 1882, the library has moved its headquarters, and the project aims to offer residents and visitors virtual access to its heritage. In the long term, the initiative aims to extend this virtual tour to the entire city of Bahía Blanca, covering streets and outstanding buildings. The development included the capture of approximately 175 photographs per room, fused with special

software to achieve panoramic views.

Proposal 2: Augmented Reality in Colón Avenue

We are working on the project that involves the development of an application of Mobile Augmented Reality in two blocks of Colón Avenue, the selection is based on historical, monumental and spatial criteria, addressing the area as a heritage. The objective is to expand access and dissemination of heritage content using smartphones. The QR code system is used to provide information encoded in square images. In the long term, it aims to implement QR codes in all the historic buildings of the city, including multimedia content

Proposal 3: Virtual Reconstruction of Argentina's Protective Fortress

This project seeks to visualize in situ the fortress that originated Bahía Blanca. Given its current non-existence, it relies on evidence and historical references to recreate it virtually. Aimed at residents and visitors with mobile devices, the goal is to depict the fortress in detail using 3D design programs. In the long term, it aims to "recover" the city's missing heritage through a virtual tour over the years.

3.- Orotopía

The project arises as a response to the lack of a space dedicated to dialog on heritage issues, especially at the local level, where forensic culture had not been addressed on a large scale by private organizations, government and a Higher Education Institution (HEI). By integrating it into the agenda of local governments, it is possible to highlight the importance of cultural and natural heritage, potentially generating an increase in wealth. The project results in various products and spaces for heritage management, such as educational material and communication supports. In addition, they deliver work related to each academic area involved, including updating the National Institute of

of Cultural Heritage (INPC) heritage catalog.

The heritage baseline contributes to preservation by showing losses and proposing new tourist scenarios for a positive use of heritage. Information and communication products are shared with local media, providing visibility to forensic cultural issues that previously lacked space in programming and media publications. This process not only benefits cultural diffusion, but also strengthens the practice of students of the Social Communication career.

The interculturality included in heritage education within the curriculum of formal and non-formal processes, allow the human being to explore the spaces of their cultural identity. In addition, it is considered that cultural promotion and dissemination are established as public policies of various governments, which have identified the need to establish training spaces for citizen participation and in turn work on intercultural proposals within the "framework of diversity, memory and authenticity" (Álvarez-Moreno and Vásquez-Carvajal, 2015, p. 486).

This project is selected as an object of study to analyze the integration of transmedia in heritage education. This initiative of the Social Communication career of the Technical University of Machala, was carried out between 2015 and 2020 in the province of El Oro, covering cantons such as Machala, Pasaje, Las Lajas, Chilla and Santa Rosa. This project, framed in the link with the society, aims that the undergraduate students strengthen their professional skills by generating proposals for various problems. With the guidance of the professors, the activities are validated by the National Institute of Cultural Heritage (INPC) and executed in collaboration with educational centers, media and official digital platforms in the intervention area (Iñiguez, Quezada and Tusa, 2021).

Orotopia worked with students from the following majors: Social Communication, Tourism, Civil Engineering, Systems Engineering, Plastic Arts, Early Childhood Education, Sociology and Experimental Sciences. According to

the research of Quezada et al, (2018) the main objective was the "incorporation of cultural heritage in the management of local development through the dissemination of edu-communicational resources" (p.28). A book of children's literature was developed with stories, lullabies, fables that can be used in classes, early stimulation by teachers of the participating schools of the pilot project.

5. Discussions and conclusions

The objective of this study is framed in the comparative analysis of cultural projects related to children's literature and that use ICTs as an educational strategy for the benefit of cultural heritage.

It was found that alliances between local, governmental, NGO and non-profit institutions do exist and with good results through educational projects that seek the strengthening of national identity, creativity and the exploration of forms of writing, composition and promotion of texts for different ages. Even in the search to make agreements to take children are considered with some complex socio-economic situation

- The degree of acceptance of projects in networks varies according to the content and promotion that is carried out. Facebook was the network with the largest number of followers in educational projects in Ecuador and other nations at the Latin American level, followed by Instagram and Twitter with many followers and positive comments about the work carried out in different areas.

- The construction of the product "Magic World of Orotopia" and highlights the fascinating evolution that occurred throughout the investigation of elements of orense orality, such as legends, tales and nannies. The unique experience of the group of students who participated in the adaptation, audio recording and creation of a series of children's literature within the book was revealed as a remarkable achievement.

These texts were given to teachers from various schools, becoming a valuable resource for the non-formal education of children.

- The experience of the students involved in the adaptation of Orotopia, audio recording and creation of children's literature, was fundamental. Active participation at all stages of the process allowed young people to explore their creativity, adaptive skills and teamwork, culminating in the production of valuable material for early childhood education. The construction of the book "Magic World of Orotopia" was not only a successful educational project, but also a rich-healing experience that highlights the importance of integrating oral tradition into children's literature, encouraging the active participation of students and strengthening the connection between cultural heritage and education.

- The selection of pilot sectors was based on economic and administrative accessibility criteria. This pragmatic approach made it possible to optimize the available resources, ensuring that the intervention was financially and logistically feasible, including government, education and private initiative. The intervention was not limited to one area, but was extended through strategic alliances, leveraging resources and knowledge efficiently. This informative approach allowed to identify relevant heritage elements in each area, contributing to an informed and respectful intervention with the local culture. The inclusion of private sectors in the intervention marked an important milestone. As these events realized the need to explore and preserve cultural heritage, they joined the project, providing additional resources and strengthening the long-term sustainability of the effort.

- Cultural heritage, reflecting the identity of a community, has an intrinsic value recognized worldwide, supported by UNESCO, which advocates its conservation. Beyond its identity value, cultural heritage encompasses economic, social and tourist dimensions, standing out as a driver of sustainable development and local well-being. It emphasizes the need to direct the uses of heritage towards positive objectives for the territory, promoting knowledge, recognition and identity, strengthening the emotional bond and the sense of belonging to the local culture.

- Effective heritage preservation requires specialized education that enables the community to understand the importance of caring for and transmitting these elements to future generations. The integration of the community with its heritage strengthens the sense of belonging, promoting responsibility and commitment in its preservation, becoming a valuable resource for local development.

In short, the valuation of cultural heritage as a universal good, orienting its uses positively and supporting it with a solid education, which can be supported with the generation of resources of children's literature; it is essential to ensure its preservation in the long term. This approach not only benefits local communities, but also contributes to cultural diversity and sustainable development at the global level.

6. Note and budget

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