### Training Future Citizens Through Audiovisual Resources

**Socio-Educational Training and Social Responsibility of Students in Northern Peru**

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#### Keywords

<table>
<thead>
<tr>
<th>Socio-Educational Training</th>
<th>Educational Practice</th>
<th>Critical Thinking</th>
<th>Social Responsibility</th>
<th>Socio-Educational Training</th>
<th>Empowering Students Training</th>
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</table>

#### Abstract

This approach is positioned as a vital resource to stimulate learning from different perspectives, generating a major social impact, the particularity of this research was to promote social responsibility and socio-educational training in students of an educational institution in northern Peru. Framed in a descriptive and explanatory analysis, a questionnaire was elaborated in order to know the perception of the students, taking a sample of 120 students, who revealed the metacognitive processes in their construction of knowledge, the reflection on their cognitive abilities, the control and planning of their performance, evidencing an active and significant learning in the development of vital competences.

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1. Introduction

Current educational challenges require strategies that allow for the correct formation of students. Education must seek the consolidation of individual and social life projects, as well as the ethical development of societies. The best forms of teaching consider that there is only an ethically possible education when the word becomes a liberating event. This implies the capacity to imagine and live the life that others develop. Education only becomes liberating when students are competent to take responsibility for the ways of life that others express. Otherwise, egoisms and egotisms will end up reproducing the alienations that totalitarian societies call education (Guanilo et al., 2021).

Education at school aims to enable the individual to live in society, so it is essential to train in ethical values that allow the recognition of the humanity of others and enable social coexistence. However, living together does not imply competing with others to obtain socioeconomic benefits in selfish societies. Adequate education teaches to consider the opportunities that arise from attending to the human condition of others and to articulate strategies for coexistence. Therefore, education is not only about imparting knowledge to understand reality, but also about enabling people to live together ethically. Living together in dignified conditions is only possible by forming livable societies together with others. Therefore, educating implies forming ethically those who learn, with the disposition to live together with others (Castro et al., 2020).

Socio-training, in its quest to fulfill its objectives, strives to implement processes that enable individuals to work together with others and develop strategies that allow them to overcome the challenges and obstacles that arise. In this context, socio-formative assessment is oriented towards ensuring that the main actors in the educational process, such as students, teachers, administrators and parents, recognize their capabilities, strengthen their ethical vision of life and assimilate the valuable contributions of criterion-based assessment. This comprehensive approach emphasizes the formation of citizens with the capacity not only to face limit situations, but also to build a solid life project and continuous learning, framed in a constructive relationship with the feedback offered by the evaluation (Hernández, 2018).

It is pertinent to keep in mind that the evaluation process is based on inferences and perceptions about the knowledge, skills demonstrated and learning outcomes of students. This requires the implementation of reliable techniques and instruments to gather sufficient information in order to make accurate judgments. However, it is essential to understand that "assessment is always influenced by pedagogical approaches, learning theories, and the teacher's training as an evaluator, as well as his or her previous experiences." In this sense, the present research delves into the analysis of socio-training as a pedagogical strategy supported by evidence, considering it as a valuable methodology to cultivate competencies. This approach seeks to establish a solid connection between evaluation and training, a recognition that boosts the comprehensive development of students in line with the demands of contemporary education (Moren 2016).

1.1. Socio-training and training projects, active methodologies for the development of competencies

Currently, the pedagogical system faces a series of challenges that require the consideration of new perspectives. Socio-training emerges as a strategy that seeks to offer solutions to the educational deficiencies derived from traditional pedagogical approaches. This approach considers various epistemic sources, among which stand out the line of development of the complex socio-cognitive curriculum, Habermas’ critical theory, the fifth discipline, complex thinking and the socio-cognitive paradigm. In addition, it is based on competency-based training, conceptual pedagogy and strategic learning (Tobón, 2013).

The current social environment and the transformations that lie ahead in the near future present us with the challenge of changing the focus of teaching planning towards a new teaching role that involves creating meaningful situations for students to learn what they need for their self-realization and participation in society (Tobón and García, 2015).

Currently, learning strategies are focused on identifying and solving problems, which implies acquiring skills to function in the world. For this reason, there is an insistence on learning while performing tasks together, as this facilitates the establishment of resources and spaces to promote
integral human formation. Within this approach, the fundamental purpose is to prepare people with competencies to act with suitability in diverse contexts (Tobón and García, 2015).

According to Morin's ideas, formative projects have a methodological approach that allows students to relate knowledge to reality, manage creativity and metacognition through self-reflection. This improves performance, reflection and conceptualization of relevant activities. In addition, it is sought that students face significant and relevant challenges in their context, allowing them to acquire and develop the expected competencies (Tobón, Prieto, and Fraile, 2010).

School policies promote and encourage teacher autonomy and provide opportunities for teachers to examine their own implicit biases and remain at the forefront of decision-making that design and implementation of development.

The definition of social responsibility (SR) is complex, taking into account that its reality and context are also unintelligible; it is part of an extremely ethereal world, characterized by a high level of uncertainty, which demands balancing threats and opportunities; in this regard, at the international level the demands in terms of SR policy are reviewed, a frame of reference that has an impact at the local level (Hernández, 2015). University Social Responsibility (USR) is a new university management policy that red defines the traditional extension and projection of the university. Social solidarity, introducing a global approach to care for administrative and academic impacts on all university processes (Valleays, 2019).

Conversations between parents and adolescents can be fertile ground for socialization of adolescent social responsibility during crises and can inform best practices for engaging adolescents in current and future community health initiatives (Peplak et al., 2021).

In this aspect Niebles-Núñez et al., (2018). highlights the inductive perspective from the epistemological theoretical look, to know the beginnings of social responsibility, then generates a reflection on the impact of the social responsibility of the university with the actors of change, and ultimately shows the current guidelines to apply with administrative management strategies for the strengthening of organizational change. Thus, as the thematic appropriates a series of conjectures regarding social responsibility in the educational and its management in organizational change. In this way, social responsibility acts in the proposal as an act that polarizes in all societies, in order to exercise values of solidarity, will, respect, sense of belonging, both in organizations as well as in the daily life of communities.

We understand university social responsibility as the university's capacity to disseminate and put into practice a set of general and specific principles and values, through four key processes: management, teaching, research and extension. In this way it assumes its social responsibility before the university community itself and the country where it is located (Jiménez, 2002, p. 96).

Education can be a factor in economic development, but it cannot be the exclusive servant of this task. That is to say, in the problems posed [...] by the relationship between education, economy and society, education preserves and must preserve its traditional autonomy, that is, the fulfillment of the specific tasks for which it was born and which it maintained in all types of societies, particularly in those that in slow decantation constituted the paideia of our western civilization (Medina, 1967).

Such work of redefinition and appropriation of social responsibility by Latin American universities began during the first decade of the present century (Martí, et al, 2013).

A review of the international literature on university social relevance reveals a growing attention to its relationship with social responsibility and social linkage. Within this panorama, and alluding to the influence of international currents, (Llomovatte et al., 2006). The social role of the Latin American university has always been the subject of much debate and tension, and the present time does not escape the discussion. The massification of higher education in Latin America faces a commodification of the university world and a process of internationalization of quality subject to classifications and accreditation indicators defined from North America and Europe, in different social and economic contexts.

The quality of teaching depends to a large extent on the working conditions and responsibility of teachers, which affects their commitment and, ultimately, the educational success of students. Social responsibility is a value orientation, rooted in democratic relations with others and in moral principles of care and justice, which motivates certain civic actions (Castañeda, et al., 2007; Boyle, 2004; Morles, 2004).
Currently, some authors introduce the concept of university social responsibility (USR) as a new condition of this institution, comparing it with the concept of corporate social responsibility, which has been added much more recently. One step further, De la Cuesta and Sánchez Paunero (2012) introduce the concept of university social responsibility 2.0, in relation to the development of Web 2.0 and the latest advances in communication technologies. Similarly influenced by the theory of corporate social development, other authors emphasize the need for social improvement. Thus, Martínez de Carrasquero, Mavárez, Rojas and Carvallo (2008), from the University of Zulia, argue that, in order to be in tune with the new times, the university needs to define the integral vision of its academic functions: teaching, research and extension on a new paradigm whose one of its best supports is a timely communication as a transforming axis that allows it, through the creation and dissemination of knowledge to achieve correspondence between what society demands on the one hand and the internal coherence that must reign in the university, on the other, in the search for the social relevance that the context of higher education institutions aspires to, trying to make discourse compatible with action.

2. Material And Methods

Research design The research used the non-experimental Transectional- Descriptive design. The methodology of this study will be based on a mixed approach that combines both quantitative and qualitative data collection and analysis. For the theoretical support of the study, we identified exemplary cases of teacher researchers who shared the same concern of knowing the level of metacognitive skills in their students and that could have applicability in students of the VII secondary level. Both the theoretical constructs and the instruments used by each of them were identified, in order to select those that responded to the purpose of the research; and the characteristics of the inquiry were adapted to the students. A pilot study was carried out to verify the applicability of the identified tools, contrasting the results of the pilot study with the opinions of experts, using the expert judgment technique; the selected questionnaire was adapted and validated based on the results of the pilot study and the pertinent adjustments were made. The students participating in the study were organized in three groups, made up of students from 14 to 16 years of age, who are in the third educational stage of the national education systems; the sample was focused on 120 students within the 2023 school period. In order to identify the metacognitive activities, the validated instrument was applied to students of the three groups. The subject is taught under the classroom modality, with the following objective “The student will apply the theoretical principles focused on its dimensions: environmental, community, cultural, technological, political and economic conducive in the development of the inquiry” The selected instrument was developed through a “Likert-type scale oriented to: defining the variable to be measured, which in the present research corresponds to the level of development of the students’ metacognition based on the components of metacognitive knowledge, which refers to the knowledge that people have about their own thinking and learning process. Therefore, the focus on the cognitive dimension of socioformative education and the ethical dimension of students’ social responsibility could be related to metacognition, since they imply the development of cognitive and ethical skills that can enhance the learning process. And their self-regulation, referring to people’s ability to control their own emotions, thoughts and behaviors according to their objectives and goals. Therefore, the focus on the emotional dimension of socioformative education and the community dimension of students’ social responsibility could be related to self-regulation, since they imply the development of emotional and social skills that are important for the control and regulation of behavior; which were characterized with the items of the variables (Jaramillo, 2012) and (Osess, 2011). It consists of 24 questions that were integrated into four dimensions, within the factor analysis there was a validation of 0.815.

Table 1. Reliability statistics

<table>
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<th>Alfa de Cronbach</th>
<th>N de elementos</th>
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<tr>
<td>0.815</td>
<td>17</td>
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</table>

Source: Author, 2023
3. Results

Analysis: "In the educational approach to socio-educational training, the active participation of students in their own learning process is valued, promoting critical reflection and the construction of knowledge based on real experiences and situations. This approach may involve extracurricular activities, community projects and pedagogical approaches that foster interaction and social commitment.

Within this framework, the importance of Student Social Responsibility is highlighted as a fundamental dimension in the integral formation of students. According to recent studies, in order to achieve a comprehensive education, it is necessary to develop skills in the four specific dimensions: emotional, social, ethical and cognitive.

Regarding the emotional dimension, it has been shown that 70% of this dimension is based on the development of emotional skills such as empathy, self-esteem, self-control and resilience. Regarding the social dimension, it is highlighted that 75% of this dimension is based on socio-formative training that promotes the development of emotional and social skills in students. As for the ethical dimension, it has been shown that 67% of this dimension is based on the development of values and ethical principles in students. Finally, as for the cognitive dimension, 65% of this dimension is based on the development of cognitive skills such as creativity, critical thinking and problem solving. Therefore, it is essential that educational institutions promote socio-educational training that includes the development of these skills and values in students in order to foster a culture of social responsibility in them.

\textbf{Figure 1.} Behavior of socio-educational training: an analysis of Education for the Integral Formation of People in its Social Dimension (%)

Analysis: The evaluation of the Student Social Responsibility Interaction is fundamental to measure the level of awareness and commitment that students have with their social environment. In this sense, different dimensions have been described that allow evaluating student social responsibility in a comprehensive manner. Among the dimensions identified, the environmental dimension stands out, representing 75% of the evaluation. This dimension was focused on evaluating the level of awareness and commitment that students have with the environment and their ability to take responsible actions in relation to its care. The education dimension, which represents 55% of the evaluation, was aimed at evaluating the level of commitment and awareness that students have in relation to the educational process and its importance for their personal and social development. The community dimension, which represents 70% of the evaluation, focuses on the level of commitment and participation of the students in their community and their capacity to take responsible actions that contribute to its improvement. Regarding the cultural dimension, which incorporates 65% of the point of view of those investigated, it was focused on evaluating the level of respect and appreciation that students have for cultural diversity and their ability to promote inclusion and intercultural dialogue.
The technological dimension, which represents 51% of the evaluation, focuses on evaluating the level of awareness and responsibility that students have in relation to the responsible and ethical use of technologies. The political dimension, which represents 50% of the evaluation, focuses on determining the level of awareness and commitment that students have with citizen participation and their ability to take responsible actions in relation to their political environment.

Finally, the economic dimension, which represents 60% of the evaluation, was characterized in evaluating the level of awareness and commitment that students have with the economy and their ability to take responsible actions in relation to their economic environment. It is important to note that these indicators allow for a comprehensive evaluation of student social responsibility and its impact on different dimensions of the social environment. In this way, educational institutions can identify strengths and opportunities for improvement in socio-educational training that promote a culture of social responsibility in students.

The variable of intervention in Student Social Responsibility has a great significance in the integral development of students and in the construction of a more just and equitable society. By promoting awareness and commitment to the social environment in various dimensions, it fosters the formation of responsible citizens, committed and aware of their role in society.

Regarding the general objective: Social responsibility is significantly related to the socio-educational training of students from an Educational Institution in Northern Peru 2023. It can be indicated that the transcendence of socio-educational training behavior and social responsibility in the students of the Educational Institution lies in their ability to develop life skills and an awareness of social responsibility, which will enable them to act appropriately in various contexts and contribute to the welfare of society in general. Furthermore, this training can have a significant impact on the way in which education is shaped and awareness of responsibility is promoted in society at large.

**Figure 2. Interaction of Student Social Responsibility: Awareness and Commitment to the Social Environment (%)**

Interpretation: After evaluation, a significance level of 0.000 was obtained, which is less than 0.05, indicating that the null hypothesis should be rejected and the alternative hypothesis should be accepted. Spearman’s correlation showed a statistically significant and moderate linear relationship (Rho=0.531) between Socio-Educational Training and Social Responsibility. Furthermore, it was observed that both variables are directly related, suggesting that the valuation skills used in the choice are moderate. In summary, the results indicate a significant and positive relationship between Socioeducational Training and Social Responsibility, suggesting that choice intervention can improve students’ valuation skills.
Table 2. Non-parametric correlation of the socio-educational training behavior and social responsibility in students of an Educational Institution in Peru, 2023.

<table>
<thead>
<tr>
<th></th>
<th>Spearman’s Rho</th>
<th>TV1: Socio-educational training</th>
<th>TV2: Social Responsibility</th>
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<tbody>
<tr>
<td>TV1: Socio-educational training</td>
<td>Correlation coefficient</td>
<td>1.000</td>
<td>0.531**</td>
</tr>
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<td></td>
<td>Sig. (bilateral)</td>
<td>0.000</td>
<td>1.000</td>
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<tr>
<td>TV2: Social Responsibility</td>
<td>Correlation coefficient</td>
<td>0.531**</td>
<td>1.000</td>
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<td>Sig. (bilateral)</td>
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<td></td>
<td>N</td>
<td>120</td>
<td>120</td>
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**. Correlation is significant at the 0.01 level (bilateral).

Figure 3. Scatter diagram

Socioformative education, within an educational approach, seeks to integrate social and formative aspects linked to a teaching-learning process. This approach seeks not only to transmit knowledge, but also to develop social, emotional and ethical skills in students, with the purpose of preparing them to actively participate in society and contribute to the common welfare. The intervention variable in Student Social Responsibility has a significant. The opening paragraph has no indentation. Transcendence in promoting the integral development of students and forming citizens committed to their social environment in multiple dimensions.

Within the perspective of socio-training and educational plans, they provide coherence to the evaluative processes, seeking that teaching develops as a dialogue between individuals in the context they share. In this sense, the act of learning ceases to be an isolated action, since it is recognized that reality is an interconnected entity in its totality. Therefore, the improvement of societies requires the active participation of collective thinking and reflection; so that those being educated can understand reality as a shared experience. Consequently, it can be concluded that the importance of reflection, linked to self-evaluation, lies in the ability to extract arguments linked to the Socio-formative Approach, which contributes to maintaining the effectiveness of teaching performance. It is worth highlighting that this perspective uses formative evaluation as a fundamental pedagogical tool, highlighting its essential role in training and integral development (Coaquira, 2020). From this it is possible to highlight the fact that the perspectives of formative evaluation serve as an important pedagogical resource.
It is relevant to highlight the role of the teacher in the various ways of approaching the evidence-based learning methodology. Through autonomy and curricular flexibility, the educator can play a mediating role in the planning, development, management and evaluation of this approach. This approach is effective as long as educational experiences are aligned with the ability to collaborate and coexist. In this context, education the second and subsequent paragraphs in sections must have 0.5 first line indentation. involves learning to live together and be in community with others. In the educational environment, the mediator interacts with the members of the school institution and the members of the school institution and the community, using skills to identify potentialities, interests, perspectives and resources. Through this process, he/she acquires a deep understanding and meaningful appreciation, essential elements for the construction of knowledge (Rodríguez, 2008).

School systems, which allow them to reflect the timbre of success and compare themselves with their peers, from the identification of their learning style, as well as the ability to see things from different perspectives, allowing them to participate in different learning experiences (Polo et al., 2022).

The educator plays a mediating role in the educational process, integrating scientific knowledge, teaching methods and the cognitive and cultural reality of the students. At the same time, he/she acts as an agent of socialization by teaching how to coexist harmoniously. In this perspective, the role of the teacher as a mediator of competence formation is centered on the student, managing his or her learning and connecting what he or she learns with how he or she learns it. Consequently, it is essential to promote collaboration and interaction among peers, as well as documenting performance and learning outcomes, which facilitates continuous assessment. Evidence-based educational practice seeks to ground educational decisions in a scientific manner, using data provided by experienced teachers as a sound basis for educational decision-making (UNIVERSIA, 2019).

The concept of responsibility and social linkage of the university, giving it a reinterpretation in the light of diverse conceptual and political positions that range from perspectives of globalized hegemonic pretension to the most diverse social expressions that demand new responses from this institution. In short, it emphasizes its own nature, cultivated over eight centuries, in the face of the need to exercise a leadership that promotes greater equity in pursuit of social cohesion as an ethical principle and social reason for the university (Beltrán-Llevador et al., 2014).

Polo et al., (2022). Critical thinking is essential in new pedagogical paradigms, especially when integrated with gamification principles. Teacher mediation is crucial to address the difficulties faced by society and to foster critical thinking in students.

4. Conclusions

The following conclusions were reached based on the research carried out: It is essential that teachers lead teaching and learning processes that foster in their students a collegiate-university social vocation. In this way, the classroom becomes a social space where students can foster solidarity, leadership, participatory democracy, achievement motivation and the values of integration, institutional respect, trust and cooperation.

The critical thinking of inquiry is essential to find ways to develop knowledge that drives competitiveness and process unbundling. It also highlights the importance of managing knowledge networks through development and innovation alliances through agreements. It also stresses the need to incorporate new guidelines in student training processes and to implement the necessary concepts to stimulate competencies that adjust to the reality of society and its different requirements.

With research and the implementation of new concepts are key to improve student training and promote innovation and development in society. teacher mediation is fundamental to address the current challenges of society and socio-training expands the role of the teacher to promote coexistence and cultural diversity.

The new pedagogical paradigms demand a teaching mediation that combines theory and practice to address the multiple difficulties faced by society. Socio-training expands the role of the teacher beyond the classroom, turning education into a network of strategies that promote democratic coexistence. In this way, it fosters dialogic competencies that allow for an encounter with cultural diversity.
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