



## **Influence of Digital Media on Student Practice of the Faculty of Philosophy, Letters and Educational Sciences**



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### **Abstract**

The objective of this study is to determine the influence of digital media on student practice at the Faculty of Philosophy, Letters and Sciences of Education, given that it is of vital importance to guarantee that the infrastructure of digital media, keeping up with the current development of teaching and learning, in addition, educators and students should be encouraged to enjoy more in the use of these tools. The methodology applied in the research is descriptive, exploratory, field, and explanatory, with a mixed approach, that is, qualitative and quantitative, a structured survey was applied on a Likert scale, applied to 245 students. A high reliability of 0.842 was obtained through the SPSS statistic, which shows that digital media have an influence on student practice, generating benefits in the learning-teaching process.

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## 1 Introduction

The 21st century has allowed us to give way to what is known as the knowledge or information society, since this directly influences thanks to technology, in this way technological tools allow us to have great changes which are reflected in many parts of society, in recent years technology has allowed in different areas to allow a constant dialogue about the benefits of the different benefits that technology has in educational settings. The use that digital media has had in students has allowed to transform and potentiate the teaching process in a more innovative way, in this way it also supports teachers with collaborative work and with the development of research work, which gives I move on to more reflective and participatory learning, this leads to reason that it is completely undeniable that the use of digital media brings certain advantages to students, since they allow them to improve and take advantage of time, facilitate teamwork and, in turn, also Motivation and interest when carrying out the tasks, among other advantages that allow the student to be more competitive in the face of a highly trained society in terms of the use of technology (Collado et al., 2016).

In the investigation, it is sought to know the influence of digital media in student practice, which promotes and demonstrates its role in relation to education and professional training in a way that favors society. The well-known digital media and its various applications through the connection that is currently maintained are gathering more and more followers through acceptance and conditioning and through a significant impact on common life, communication and versatile information fields such as The education (Khang et al., 2013; Petko, 2012). The objective is to determine the influence of digital media in the student practice of the Faculty of Philosophy, Letters and Education Sciences, in which the impact of digital media will be analyzed, define the approaches of digital media in the students of the Faculty of Philosophy, Letters and Education Sciences, observe which are the most used digital media by students of the Faculty of Philosophy, Letters and Education Sciences and determine the influence of digital media on the understanding and application of techniques and information to solve problems in the environment of the students of the Faculty of Philosophy, Letters and Education Sciences. Thus, the problem that is intended to be addressed is, how does the influence of digital media affect the student practice of the Faculty of Philosophy, Letters and Education Sciences?

Digital media are known as digital spaces in unique areas on the internet, the world has access anywhere on the planet, this being for all types of audiences, in any location, allowing them to be informed about different topics happening in real time in the world. The constant advancement of information and communication technologies has changed the way in which we have conceived and made use of time and space, through moving images throughout history. But it is especially relevant now, because digital media generate multiple temporary configurations, strongly conditioned by the new digital interactive interfaces, mobile devices and the Internet, identifiable in cybertext works, theFuture Cinema, digital art or video games (Sora, 2016). Social networks are expanding, surfers with at least one social network double in two years, going from 45% to 91%, where only 57% of those who enter a digital medium such as is Facebook they do it daily. Within cyberspace, a new system emerges that allows the connection between navigators very quickly, and thus be able to make purchasing decisions influenced by comments from other users around the cybernetic or physical world. "Digital media are the tools of a technical system in rapid renewal and automation used by a constantly evolving information-consuming society" (Posligua Guayamabe, 2018). It should be said that the use of digital media promotes a different worldview among students, creates new skills and generates an impact on their social and academic life. This is how for García-Valcárcel (2016), mentions that "digital resources offer new possibilities for teaching and learning processes by incorporating image, sound and interaction as elements that strengthen students' understanding and motivation" . The adoption of new media in this changing situation of information technology requires great efforts to update the educational concept, style, practice and infrastructure (Aguirre et al., 2014; Amar, 2010; Guerrero & Mateo, 2021).

One of the advantages that digital media can offer in education is related to the evaluation and management of learning. How can you tell if a student understands a lesson and suggest exercises and content that match the student 's understanding? Digital devices suggest a series of activities and challenges appropriate to the level of the student. They must be able to coordinate student learning. In other words, digital media are expected to personalize learning for each student. Since the early 1980s, many studies have focused on this possibility (Moreira, 2004; Lorido, 2005). But coordinating learning student harder than it seems when given well -defined areas and questions with clear , well-defined answers. The challenge of evaluating complex learning using means computational has been the subject of an interesting collaboration between researchers in cognitive psychology and artificial intelligence. However, the results obtained in this field are below the hopes that were held 30 or 40 years ago. Currently, digital methods based on questions choice multiple (MCQ) using closed questionnaires are predominantly used. In such cases, computing has

the great advantage of able test large numbers of students frequently . However, is still needed to advance in this area. Meanwhile, teachers are irreplaceable (Tulbure, 2012; Koizumi, 2004).

Currently, he finds himself with a generation of students who function in a digital environment like no other has done so far, since they apparently think and generate questions and answers differently from their teachers (Ballesta Pagan & Céspedes Ventura, 2016). Digital technologies have disrupted the writing practices of teachers and students, as they offer a set of powerful resources and applications that allow them to express their ideas and knowledge, share it, socialize readings, write collaboratively with others and participate in multiple online activities. for the construction of knowledge (Rivoir et al., 2019). Although educating in new media requires understanding that we are in a new context, influenced by the use of the Internet and the unstoppable development of technology in all areas. According to García-Ruiz & Pérez-Escoda (2019), they mention that "in education, we are aware that digital media are a very powerful tool and its use requires special training to understand the ambivalence or duality of its possibilities and consequences" . In the university environment, the demand for practices of search, obtaining, evaluation, processing and interpretation of information in digital support are necessary, for this reason, students become experts in coders and critical readers, since it is not enough to be native digital (Elche Larrañaga & Yubero, 2018).

## 2 Materials and Methods

The research is descriptive, since this is a form of study to be able to know who, where, when, how and why the study subject, this means that the research that It is obtained in a descriptive study, it gives and perfectly explains the information to an organization, objects and accounts, this type of design is used when the research object describes characteristics of some specific study groups, to calculate the proportion of people in a specific population with certain study characteristics and predict certain behaviors or changes, this type of descriptive study can be simple, that is to say, with a question or hypothesis, or in turn it can also become complex, if you start with a descriptive study with several variables. type of study will lead us to become a complex study (Nagh, 2005). In addition, for the validation of the proposed hypotheses, exploratory, explanatory research was used, which complements field and cross-sectional research, according to Hernández et al. (2018), maintain that cross-sectional research is "the collection of data at a single moment, and at a single time". The methodology that was used is the qualitative-quantitative one, being a mixed approach, for which, the quantitative methodology is considered as a methodical approach that puts into play some procedures and techniques of a completely naturalist approach, this method enjoys a lot of credibility (Reguera, 2008).

### *Study population*

To carry out a more in-depth analysis of how digital media are influencing student practices at the Faculty of Philosophy, Letters and Educational Sciences, it is planned to carry out a survey of said students, according to the latest report from the Technical University of Manabí, the faculty has 670 students. To enhance the calculation of the sample, the finite formula was used.

$$\frac{Z^2 P Q N}{E^2 (N - 1) + Z^2 P Q}$$

Where:

N → Población (670)

P →(50%) La probabilidad de que ocurra el evento

Q →( 50%) La probabilidad de que no ocurra el evento

Z<sup>2</sup> →(= 1.96) Nivel de confianza

e<sup>2</sup> →(= (5%) Margen de error

n →( (¿?) Tamaño de la muestra

$$n = 244$$

In order to achieve favorable results, a sample of 245 students will be taken.

*Data collection technique*

With the application of a survey structured on a Likert scale, a survey was developed a questionnaire of 10 questions, oriented to find out how digital media is influencing students, followed by an interview directed towards a specific group of professors of the Faculty and in this way obtain completely favorable and valid results towards the investigation (Story et al., 2002; Appleton et al., 1973).

**3 Results and Discussions**

Through the results obtained in the statistical program SPSS version 26, the reliability of the investigative instrument is evidenced, through the Cronbach's Alpha coefficient with a value of 0.842, this being higher than required, this is how it is sustained application of the present study.

Table 1  
Summary of case

		N	Percentage (%)
Cases	Valid	245	100.0
	Excluded <sup>at</sup>	0.0	processing
	Total	245	100.0

Source: SPSS Statistics software

Table 2  
Reliability

Statistics	
Cronbach's alpha	N of elements
,842	10

Source: SPSS Statistics software

*Hypothesis testing*

General hypothesis

*Hypotheses*

Ho: Digital media DOES NOT POSITIVELY INFLUENCE the student practices of the Faculty of Philosophy, Letters and Education Sciences.

H1: Digital media POSITIVELY INFLUENCE the student practices of the Faculty of Philosophy, Letters and Education Sciences.

Table 3  
Correlation of General Hypothesis

		Correlations	
		INFLUENCE	DIGITAL MEDIA
Kendall's Tau_b	INFLUENCE	Correlation coefficient	1,000
		Sig. (bilateral)	,773**
		N	245
	DIGITAL MEDIA	Correlation coefficient	,773**
		Sig. (bilateral)	1,000
		N	245

Spearman's Rho	INFLUENCE	Correlation coefficient	1,000	,812**
		Sig. (bilateral)	.	,000
		N	245	245
DIGITAL MEDIA		Correlation coefficient	,812**	1,000
		Sig. (bilateral)	,000	.
		N	245	245

Source: SPSS Statistics software

By means of the value of  $p = 0.00 < 0.005$  and the value obtained from Spearman's Rho correlation coefficient, a correlation between the variables of 0.812 was reached, evidencing that there is a high correlation, which shows that the study between the variables, where digital media positively influence the student practices of the Faculty of Philosophy, Letters and Education Sciences. Thus, the null hypothesis is rejected.

Table 1  
Correlation of specific hypothesis 1

Correlations			COMMUNICATIO N	STUDENT INTERNSHIPS
Kendall's Tau_b	COMMUNICATION	Correlation coefficient	1,000	,609**
		Sig. (bilateral)	.	,000
		N	245	245
	STUDENT INTERNSHIPS	Correlation coefficient	,609**	1,000
		Sig. (bilateral)	,000	.
		N	245	245
Spearman's Rho	COMMUNICATION	Correlation coefficient	1,000	,769**
		Sig. (bilateral)	.	,000
		N	245	245
	STUDENT INTERNSHIPS	Correlation coefficient	,769**	1,000
		Sig. (bilateral)	,000	.
		N	245	245

Source: SPSS Statistics software

*Specific hypothesis 1  
Hypotheses*

Ho: Communication in digital media DOES NOT AFFECT the student practices of the Faculty of Philosophy, Letters and Education Sciences.

H1: Communication in digital media AFFECTS the student practices of the Faculty of Philosophy, Letters and Education Sciences.

Table 5  
Correlation of Specific Hypothesis 2

Correlations			SOCIAL NETWORKS	DIGITAL MEDIA
Kendall's tau_b	NETWORKS	coefficient	1,000	,447**
		Sig. (bilateral)	.	.000
		N	245	245
	DIGITAL MEDIA	Correlation coefficient	,447**	1,000
		Sig. (bilateral)	.000	.
		N	245	245

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Spearman's Rho	SOCIAL NETWORKS	Correlation coefficient	1,000	,510**
		Sig. (bilateral)	.	,000
		N	245	245
	DIGITAL MEDIA	Correlation coefficient	,510**	1,000
		Sig. (bilateral)	,000	.
		N	245	245

Source: SPSS Statistics software

With the value of  $p = 0.00 < 0.005$  and the value obtained from Spearman's Rho correlation coefficient, a correlation between the variables of 0.510 was reached, having a moderate correlation, therefore, it is shown that the study between the variables, where social networks have positive approaches in digital media for student practice of the Faculty of Philosophy, Letters and Education Sciences. Thus, the alternative hypothesis is accepted.

### Specific hypothesis 3. Hypothesis

#### Statement

Ho: The research DOES NOT AFFECT the student practice of the Faculty of Philosophy, Letters and Educational Sciences.

H1: The research INCIDES in the student practice of the Faculty of Philosophy, Letters and Educational Sciences.

Table 6  
Correlation of Specific Hypothesis 3

		Correlations		
			COMMUNICATION	STUDENT PRACTICES
Kendall's tau_b	COMMUNICATION	Correlation coefficient	1,000	,753**
		Sig. (bilateral)	.	,000
		N	245	245
	STUDENT PRACTICES	Correlation coefficient	,753**	1,000
		Sig. (bilateral)	,000	.
		N	245	245
Spearman's Rho	COMMUNICATION	Correlation coefficient	1,000	,790**
		Sig. (bilateral)	.	,000
		N	245	245
	STUDENT PRACTICES	Correlation coefficient	,790**	1,000
		Sig. (bilateral)	,000	.
		N	245	245

Source: SPSS Statistics software

With the value of  $p = 0.00 < 0.005$  and the value obtained from Spearman's Rho correlation coefficient, a correlation between the variables of 0.790 was reached, having a high correlation, therefore, it is shown that the study between the variables, where the research affects the student practice of the Faculty of Philosophy, Letters and Educational Sciences. If so, reject the null hypothesis. The following results are presented below:

Table 7  
Question 1

1. WHAT DIGITAL MEDIA DO YOU USE FOR YOUR LEARNING PROCESS?		Percentage			
		Frequency	Percentage (%)	Valid	Cumulative (%)
Valid	Blogs	10	4.1	4.1	4.1
	Google	127	51.8	51.8	55.9

WhatsApp	14	5.7	5.7	61.6
YouTube	91	37.1	37.1	98, 8
Landing Pages	3	1.2	1.2	100.0
Total	245	100.0	100.0	

Prepared by: author of the research

Source: survey applied to the Students of the Faculty of Philosophy, Letters and Education Sciences, UTM

With the results obtained through the survey applied to the students of the Faculty of Philosophy, Letters and Education Sciences Education, a clear inclination of people who use digital media more regularly can be observed, it is observed that 51.8% of students indicate that they use this type of media for their learning process through Google, while a 37.1% indicate that they use YouTube, being clear that due to the pandemic there was an increase in virtuality..

Table 8  
Question 2

2. DO YOU CONSIDER THAT DIGITAL MEDIA ARE A TOOL FOR LEARNING?		Frequency	Percentage	Valid	Percentage Accumulated
Valid	Strongly disagree	50	20.4	20.4	20.4
	Disagree	30	12.2	12.2	32.7
	Neither agree nor disagree	39	15.9	15.9	48.6
	Agree	43	17.6	17.6	66.1
	Totally agree	83	33.9	33.9	100.0
	Total	245	100.0	100.0	

Prepared by: author of the research

Source: survey applied to the Students of the Faculty of Philosophy, Letters and Educational Sciences, UTM

According to the results obtained through the survey carried out to the students of the Faculty of Philosophy, Letters and Sciences of Education it is evident that 33.9% of students fully agree that digital media are a tool for learning, while 17.6% agree, this in turn demonstrates the service provided by the social networks towards students is very important.

Table 9  
Question 3

3. HOW MUCH TIME DO YOU INVEST IN THE USE OF DIGITAL MEDIA TO OBTAIN RESOURCES AND USE IN YOUR TASKS?		Frequency	Percentage	Valid	percentage Cumulative percentage
Valid	Throughout the day	22	9.0	9.0	9.0
	Only what is necessary	142	58.0	58.0	66.9
	3 hours	45	18.4	18.4	85.3
	1 hour	32	13.1	13.1	98.4
	Never	4	1.6	1.6	100.0
	Total	245	100.0	100.0	

Prepared by: author of the research

Source: survey applied to students of the Faculty of Philosophy, Letters and Sciences of Education, UTM

According to the results obtained, it can be verified that, in the Faculty of Philosophy, Letters and Educational Sciences, 58.0% of the students surveyed indicate that they only use digital media for the necessary time as resources to carry out their academic tasks, in addition to having a good connection that allows students to be connected

Table 10  
Question 4

4. DO YOU BELIEVE THAT DIGITAL MEDIA HAVE A POSITIVE INFLUENCE ON THE LEARNING PROCESS?		Frequency	Percentage (%)	Valid	Percentage Accumulated Percentage
Valid	Strongly disagree	22	9.0	9.0	9.0
	Disagree	45	18.4	18.4	27.3
	Neither agree nor disagree	52	21.2	21.2	48.6
	Agree	66	26.9	26.9	75.5
	Totally agree	60	24.5	24.5	100.0
	Total	245	100.0	100.0	

Prepared by: author of the research

Source: survey applied to the Students of the Faculty of Philosophy, Letters and Educational Sciences, UTM

Through the data obtained in the survey it can be verified that, in the Faculty of Philosophy, Letters and Educational Sciences, 26.9% of the students surveyed agree that digital media positively influence their studies during their academic development, this is because they make correct use of the tools at their disposal.

Table 11  
Question 5

5. DO YOU CONSIDER THAT THE USE OF NEW DIDACTIC TECHNOLOGICAL TOOLS STRENGTHENS THE TEACHING-LEARNING PROCESS?		Frequency	Percentage (%)	Valid	Percentage Accumulated Percentage
Valid	Strongly disagree	28	11.4	11.4	11.4
	Disagree	50	20.4	20.4	31.8
	Neither agree nor disagree	44	18.0	18.0	49.8
	Agree	52	21.2	21.2	71.0
	Totally agree	71	29.0	29.0	100.0
	Total	245	100.0	100.0	

Prepared by: author of the research

Source: survey applied to students of the Faculty of Philosophy, Letters and Educational Sciences, UTM

Based on the results obtained in the survey applied to the students of the Faculty of Philosophy, Letters and Education Sciences, it is evident that 29.0% of the students surveyed fully agree that it is convenient to use new technological tools. didactics for their studies, while 21.2% agree to use these digital media for their teaching and learning process.

Table 12  
Question 6

6. DO YOU THINK THAT DIGITAL MEDIA HELP TO CARRY OUT LEARNING ACTIVITIES?		Frequency	Percentage (%)	Valid	Percentage Accumulated Percentage
Valid	Strongly disagree	28	11.4	11.4	11.4



Disagree	45	18.4	18.4	29.8
Neither agree nor disagree	56	22.9	22.9	52.7
Agree	63	25.7	25.7	78.4
Totally agree	53	21.6	21.6	100.0
Total	245	100.0	100.0	

Prepared by: author of the research

Source: survey applied to the Students of the Faculty of Philosophy, Letters and Educational Sciences, UTM

According to the results obtained in the survey applied to the students of the Faculty of Philosophy, Letters and Educational Sciences, it is evident that 25.7% of the students indicate that they agree that the information found in the digital media helps in their student activities, while 22.9% neither agree nor disagree that information in digital media contributes to their learning.

Table 13  
Question 7

7. DO YOU THINK DIGITAL MEDIA AFFECT YOUR ACADEMIC DEVELOPMENT?		Frequency	Percentage	Valid	Percentage Accumulated
Valid	Strongly disagree	26	10.6	10.6	10.6
	Disagree	42	17.1	17.1	27.8
	Neither agree nor disagree	51	20.8	20.8	48.6
	Agree	61	24.9	24.9	73.5
	Totally agree	65	26.5	26.5	100.0
	Total	245	100.0	100.0	

Prepared by: author of the research

Source: survey applied to the Students of the Faculty of Philosophy, Letters and Educational Sciences, UTM

According to the results obtained in the survey applied to the students of the Faculty of Philosophy, Letters and Educational Sciences, it can be observed that 26.5% of the students indicate that they fully agree that digital media affect their academic development. and 24.9% mention that they agree that digital media affect their academic development.

Table 14  
Question 8

8. DO YOU CONSIDER THAT DIGITAL MEDIA GENERATE BENEFITS IN STUDENT PRACTICE?		Frequency	Percentage	Valid	Percentage Accumulated
Valid	Strongly disagree	30	12.2	12.2	12.2
	Disagree	41	16.7	16.7	29.0
	Neither agree nor disagree	59	24.1	24.1	53.1
	Agree	62	25.3	25.3	78.4
	Totally agree	53	21.6	21.6	100.0
	Total	245	100.0	100.0	

Prepared by: author of the research

Source: survey applied to the Students of the Faculty of Philosophy , Letters and Educational Sciences, UTM

With the data obtained in the survey applied to student clients of the Faculty of Philosophy, Letters and Education Sciences, it is evident that 25.3% agree that digital media generally benefits student practice, 24.1% % say they neither agree nor disagree.

Table 15  
Question 10

9. DO YOU THINK THAT THE USE OF DIGITAL TOOLS GENERATES CONFLICTS IN THE FACULTY OF PHILOSOPHY, LETTERS AND EDUCATIONAL SCIENCES?		Frequency	Percentage	Valid	Percentage Accumulated
Valid	Strongly disagree	30	12.2	12.2	12.2
	Disagree	40	16.3	16.3	28.6
	Neither agree nor disagree	46	18.8	18.8	47.3
	Agree	72	29.4	29.4	76.7
	Totally agree	57	23.3	23.3	100.0
	Total	245	100.0	100.0	

Prepared by: author of the research

Source: survey applied to the Students of the Faculty of Philosophy, Letters and Educational Sciences, UTM

Through the data obtained through the survey applied to the students of the Faculty of Philosophy, Letters and Educational Sciences, it can be observed that 29.4% of the students surveyed indicate agree that the use of digital tools generates conflicts in the Faculty, while 12.2% mention that they totally disagree that digital media affect their learning development.

Table 16  
Question 11

10. DO YOU CONSIDER THAT THE USE OF DIGITAL MEDIA AS TOOLS CONTRIBUTES TO YOUR CLASS HOURS?		Frequency	Percentage	Valid	Percentage Accumulated
Valid	Strongly disagree	24	9.8	9.8	9.8
	Disagree	45	18.4	18.4	28.2
	Neither agree nor disagree	51	20.8	20.8	49.0
	Agree	69	28.2	28.2	77.1
	Totally agree	56	22.9	22.9	100.0
	Total	245	100.0	100.0	

Prepared by: author of the research

Source: survey applied to students of the Faculty of Philosophy, Letters and Educational Sciences, UTM

Based on the results obtained in the survey applied to the students of the Faculty of Philosophy, Letters and Educational Sciences, it is evident that 28.2% of the students surveyed agree that the use of digital media as a tool contributes during class hours, while it is convenient to make use of new didactic technological tools for their studies, while 22.9% fully agree. Digital media have allowed university students to have a great change, without a doubt the surveys carried out have revealed that digital media or social networks give way to a new era, the digital era in which with just one click you can obtain the required information, this also in turn gives way to the ease of having all the information on a cell phone, a computer without the need to bring large amounts of books to educational centers. According to [Hernandez \(2017\)](#) "the use of digital media in education has increasingly become an essential element in the educational environment, accompanied by technological tools, it must generate a reality and presence in society every greater time" (p. 331) ([Vescio et al., 2008](#); [Moreno-Ger et al., 2010](#)).

In this context, the data obtained from the students of the Faculty of Philosophy, Letters and Education Sciences have allowed us to know that digital media have a positive influence and, above all, that it has allowed us to have a greater knowledge regarding the studies of Most of the students can also be seen in the results obtained that the vast majority of students spend a large part of the day on social networks, either for academic issues or for other types of

activities related to their daily life. Digital media are a basic tool in teaching and learning, whose purpose was to show that the use of digital media is extremely important to enlighten the student and give him the opportunity to work effectively and dedication to current requirements. without forgetting that digital media allow access to information for free and available almost immediately through smartphones or state-of-the-art computers (Yen et al., 2007; Denckla & Rudel, 1974).

## 4 Conclusion

Through the influence of digital media, processes can be developed in the academic field, because technology provides us with a wide variety of tools, for the creation of technological teaching resources, both in face-to-face and virtual environments, seeking academic improvement. the formation of competences in higher education and in training instances. With the data obtained, it was possible to determine that digital media positively influence student practices at the Faculty of Philosophy, Letters and Educational Sciences, which was evidenced through statistical analysis in the SPSS program, resulting in a high positive correlation of 0.812, with a two-sided significance of  $p = 0.000 < 0.05$ . Lo cual, implica que la práctica las aulas universitarias ha sido influenciada por medios y herramientas de comunicación digital en la formación de competencias y actividades de enseñanza. En este contexto, con los resultados obtenidos se pudo determinar que la comunicación en los medios digitales incide en las prácticas estudiantiles de la Facultad de Filosofía, Letras y Ciencias de la Educación, dado que se ha comprobado por medio del estadístico SPSS, la existencia de una correlación positiva alta de 0,769, con una significancia bilateral de  $p = 0.000 < 0.05$ , por ello, los medios y las herramientas de comunicación digital implican un compromiso de cambio en distintas instancias donde se involucre la formación profesional, el fortalecimiento de saberes y destrezas que contribuyan en profundizar el aprendizaje (Lino et al., 2020; Cantos et al., 2021).

Por ello, las redes sociales tienen enfoques positivos los medios digitales para la práctica estudiantil de la Facultad de Filosofía, Letras y Ciencias de la Educación, lo cual, por medio del análisis en el programa estadístico SPSS versión 26, se evidencia una correlación moderada de 0,510, teniendo una significancia bilateral de  $p = 0.000 < 0.05$ , es así como, hacer uso de las Tic's como una herramienta de apoyo se puede lograr la resolución de procesos direccionados en la optimización de tiempos, problemas y mejorar los niveles de comunicación orientado al aprendizaje e incorporarlo en el ejercicio profesional. Por último, se evidenció que la investigación incide en la práctica estudiantil de la Facultad de Filosofía, Letras y Ciencias de la Educación, debido a que se evidenció en el programa SPSS, una correlación alta de 0,790, con una significancia bilateral de  $p = 0.000 < 0.05$ , puesto que, en la formación universitario el manejo de herramientas tecnológicas es fundamental para la investigación, prácticas profesionales, proyectos, la vinculación con la sociedad y apoyar los procesos direccionados en el mejoramiento del ámbito educativo.

### *Conflict of interest statement*

The authors declared that they have no competing interests.

### *Statement of authorship*

The authors have a responsibility for the conception and design of the study. The authors have approved the final article.

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