

Recognition of social and school interaction skills through games as an inclusive education strategy in the communicative dimension for primary education institutions



Reconocimiento de habilidades de interacción social y escolar a través del juego, como estrategia de educación inclusiva en la dimensión comunicativa para instituciones de educación primaria

Arias Gamboa Jurley Magaly
Rengifo Andrade Karen Jhoana
Lizcano Estupiñán Esperanza

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ABSTRACT

Starting from the daily pedagogical work, this research project was born from the lack of social interaction, distraction and educational apathy that was identified in the students of the Educational Institution El Ramo, San Bernardo de Betulia Santander, after the world pandemic by Covid - 19. Therefore, the general objective was to recognize the social and school interaction skills through play with pedagogical playful workshops, based on the communicative dimension in students of the fifth grade of primary school; the methodology was within the qualitative framework and the type of research was based on Participatory Action Research (PAR). Likewise, this study was based on working the category of the communicative dimension and the subcategories cognitive, creative, innovation, interaction and problem solving; therefore, 6 symbolic, rule and cooperative games were selected in order to fulfill the objective. The compliance with each indicator was verified by means of a checklist. In conclusion, it is important to implement ludic pedagogical strategies in the educational context that generate an inclusive and integral education, in order to strengthen the communicative dimension.

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Licenciada en Español y Literatura,
universidad industrial de Santander,
Bucaramanga, Colombia,
<https://orcid.org/0000-0002-0939-200X>,
jariasg1@ibero.edu.co, maestrante en
educación Corporación Universitaria
Iberoamericana.

Licenciada en Español y Literatura,
Universidad Tecnológica del Chocó "Diego
Luis Córdoba" Quibdó, Colombia
<https://orcid.org/0000-0002-7726-6128>,
kandrad2@ibero.edu.co, maestrante en
educación Corporación Universitaria
Iberoamericana.

Licenciada en Educación Básica con énfasis
en Matemáticas, Humanidades y Lengua
Castellana, Universidad pedagógica y
Tecnológica de Colombia "UPTC" Tunja,
Colombia <https://orcid.org/0000-0002-9204-5438>,
elizcano@ibero.edu.co,
maestrante en educación Corporación
Universitaria Iberoamericana.

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RESUMEN

Partiendo desde el trabajo pedagógico cotidiano este proyecto de investigación nació a partir de la falta de interacción social, distracción y apatía educativa que se identificó en los estudiantes de la Institución Educativa El Ramo sede San Bernardo de Betulia Santander, luego de la pandemia mundial por Covid - 19. Por lo tanto, se planteó el objetivo general de reconocer las habilidades de interacción social y escolar a través del juego con talleres lúdico pedagógicos, con base en la dimensión comunicativa en los estudiantes del grado quinto de primaria; la metodología estuvo dentro del marco cualitativo y el tipo de investigación se basó en la Investigación Acción Participativa (IAP). Así mismo, este estudio tuvo como base trabajar la categoría de la dimensión comunicativa y las subcategorías cognitiva, creativa, innovación, interacción y resolución de problemas; por ello, se seleccionaron 6 juegos de tipo simbólico, de reglas y cooperativo, con el fin de dar cumplimiento al objetivo trazado. Mediante la lista de control o cotejo se verificó el cumplimiento de cada indicador. Dando como conclusión la importancia que tiene el implementar estrategias lúdico pedagógicas en el contexto educativo que generen una educación inclusiva e integral, para el fortalecimiento de la dimensión comunicativa.

Palabras clave: Educación inclusiva, habilidades sociales y escolares, estrategias pedagógicas, juego.

Introduction

With the development of this work, it was observed that through play, intelligence is stimulated, allowing the child to create new connections where he/she is the one who thinks, creates and solves; thus developing all his/her intellectual, motor and social

aspects. The game is a tool that allowed to investigate, know and discover everything that is needed to acquire skills and abilities in the evolution of the human being and to strengthen the strategies of inclusion in the classroom. Through the game, knowledge and knowledge were acquired, for this reason, the playful strategies in education facilitated the development of knowledge in a natural and spontaneous way, this premise allowed the teacher to observe the behavior of the students of the fifth grade of the Educational Institution El Ramo, which range in age between 9 and 10 years; taking into account that there is an education with a new school modality.

The El Ramo Educational Institution, San Bernardo de Betulia Santander, is located in the San Bernardo neighborhood; the inhabitants of the sector that belong to this institution are mostly from very low socio-economic strata, dedicated to agriculture and livestock. The satellite internet signal is very weak, however, in few opportunities there is a connection where students and teachers can resolve doubts and concerns about the topics discussed in class. Therefore, an analysis of the environment was made and according to the meetings held with parents it was possible to summarize that students are characterized by maintaining a moral and economic dependence that sometimes leads them to make small decisions for them, affecting the development of interaction with others, this situation also occurs in the classroom where students show a very low level of interaction; which focus daily on overcoming academic obstacles leaving aside the importance of coexistence and sharing with others. This problem has been evident for several years, as it is part of the social behavior that characterizes the rural population of this municipality; due to the great distances between farms and the little time available to develop integration and healthy recreation activities.

The game is a source of opportunities for students of all ages, since it allows the enhancement of learning concepts and motivates the processes of interaction in primary, secondary and adult education. With the implementation of innovative strategies, it could be evidenced that it is a method that allowed reinforcing concepts in the different areas of knowledge, based on lived experiences through the use of reading corners, dramatizations, interaction with the surrounding environment, board games; among others, in order to awaken in them the interaction and cooperative work.

For this reason, game strategies were sought that generated in the student the desire to interact creating solid foundations, so that in the future he can strengthen his life project, as a social and autonomous being. Through this research project, participatory action was sought to implement strategies that help develop their skills through the game and through the qualitative approach an analysis of the results of the line of applied research was carried out, giving as a conclusion the positive impact of this in the educational context.

The problem that was evidenced was that students spend most of their free time using technology either on their cell phones or on television and even more so with the event that the whole world went through due to the Covid-19 pandemic; leading all communities to interact through virtual platforms, including education. This situation generated a negative impact on students, as it made them withdrawn, passive and with an unfriendly attitude in socializing with other classmates; therefore, upon returning to the academic presence they returned with large gaps in knowledge and likewise in the management of soft skills such as assertive communication, cooperative work with peers, where students find it difficult to interact and participate in class, causing isolation and distraction in the development of scheduled activities.

According to UNICEF, (2018). Recognized five phases that were presented as obstacles in the implementation of the game in educational programs, in the first place, there was the little appreciation given to the game as a basis for acquiring academic knowledge, since the traditional thing is the learning of concepts by heart. The second phase was the disbelief of the educational community and parents regarding the pedagogical strategy, considering that it does not promote true learning. A third phase focused on the fact that the curricular standards did not take into account the game as an evaluation method in the curriculum. As a fourth phase, the obstacle was found to be the scarce training and provision of support material to teachers with emphasis on the implementation of the game as an educational strategy, due to the little experience in the application of this type of activities in the school. And finally, the fifth phase presented an obstacle due to the large groups in the schools; causing chaos in the implementation of the game in the educational environment (p. 14-15).

According to Milicic, Alcalay, Berger and Álamos, (2013). From the national level and according to studies conducted, it could be deduced that students with weak social skills present greater difficulty in socialization with peers and teachers, which is why they are difficult to behave and have low academic performance. However, Farkas, Valotton, Strasser, Santelices and Himmel, (2017); Cáceres, Granada and Pomés, (2018). Through play, these difficulties can be overcome and cognitive development, communication, social and cultural environment can be improved; likewise social skills where there is the participation of their family and community. From the local point of view, in the Educational Institution El Ramo, this problem has been evidenced this year 2022, due to the return to the classroom and after such a long period of pandemic, the students returned with a high degree of apathy and laziness in complying with the class schedule and little socialization with the teacher and other classmates. Therefore, the following question was posed: How to recognize social and school interaction skills through games as a strategy for inclusive education in the communicative dimension, for primary education institutions?

The objective of this research was to recognize the social and school interaction skills through play with playful pedagogical workshops, based on the communicative

dimension in the fifth grade students of the El Ramo Educational Institution in San Bernardo de Betulia Santander, for which the steps of identifying social and communicative skills in the teaching-learning process in the grade focused for study were carried out, as a mechanism of inclusive education, to design a pedagogical strategy that allows the improvement of social and communicative skills present in the teaching-learning process from the intervention with the game and to analyze the role of the game as a strategy for the development of social and communicative skills in primary education communities.

Taking into account the participatory action research (PAR) design, which served as a support for this study, since it was based on the action and participation of the population through knowledge and action from the evaluation indicators, with the purpose of providing a solution to the problem posed through knowledge, intervention and resolution, in order to achieve the objective outlined. This proposal made use of tools such as the diagnosis of the object of study, an intervention plan was designed with the development of workshops based on social games, also including the final stages of implementation and systematization of the information. All this understanding the fundamental role of the participating agents of the problem, allowing to reach the subject of study, which makes it possible to discover the findings, analysis and finally the results.

The research was related to the series of skills that children must acquire as they develop; personally, socially and culturally with their environment, in this way a qualitative evaluation was made that evidenced the application of playful pedagogical workshops, which gave answers and solutions to social and communicative individual and cultural shortcomings of students, based on the research line of inclusive education and its line of force the communicative dimension. Therefore, from the study that was made of different international, national and local backgrounds, they provided the basis for the implementation of this research project in the municipality of Betulia Santander, in order to generate a positive impact on the rural community of the village of San Bernardo through the development of playful activities that allowed to recognize the social behavior in students and thanks to this, comprehensive and innovative educational environments were generated for the formation of the being in society.

This project was based on the theories of Piaget, Turing and Ausubel. First, according to Piaget (1932, 1946, 1962, 1966), he proposed the development of cognitive stages with the implementation of play activity, which develop parallel to the child's cognitive structures; considering play as the opportunity to assimilate children's behavior and their interaction with the surrounding environment. Therefore, this research project was focused on the game of simple rules as characteristic of the Concrete Operations Stage (7-12 years). And it was carried out the development of ludic-pedagogical activities that allowed the realization of workshops based on games about concrete

objects, games of simple rules, symbolic games and cooperative games in order to recognize the social and school behavior of each one of them.

Addressing Turing, (2008). He proposed the possibility of a game he called "Imitation Game", which allowed the interaction of human beings with machines, maintaining the rules of the game; without specifying time limits or other restrictions. Cognitive domains: in order to learn the functions of the brain and compare them with computational models. 2. Technical domains: to learn about scientific-technical processes and based on diagnostics. And 3. Formal domains: to provide solutions to algorithmic or heuristic models, through games or theorem solving (Nebrija University, 2021:6). On the other hand, following the contribution of Ausubel (1983), he proposed that the student's learning starts from the previous cognitive structure related to the new knowledge, corresponding to the concepts that an individual already possesses; that is, from the student's own experiences and his environment, these must be used for his benefit and thus reach a meaningful learning in a non-arbitrary and substantial way starting from his cognitive structure as a drawing, graph or experience (p.18).

Similarly, the technical and legal language was taken into account with respect to pedagogical strategies, inclusive education, the communicative dimension, the game in the educational context based on symbolic, rule-based and cooperative games, and social skills. All of the above allowed the cognitive and social development of people, since it aims to form in them behaviors to establish social relationships. This study was based on Law 115 of 1994, General Law of Education, Resolution 2343 of 1996, which established the guidelines from the dimension of human development as basic elements in the curriculum of educational institutions for formal education and Decree 1421 of August 2017 where a pedagogical strategy was exposed in the educational process as the Universal Design for Learning (DUA).

Materials and methods

This study was carried out within the parameters established in the qualitative framework and the type of research was based on Participatory Action Research (PAR). According to Lewin Kurt (1992), this type of research allows for a practical stage to achieve progress and transformations in the communities. The data collected are used to analyze the situations presented and make decisions towards collective action. On the other hand, the contribution of ITSON, (2006), this approach sought the participation of students in structured workshops analyzing their own realities, promoting the social participation of those involved.

The population taken for this study were five (5) students of the fifth grade of primary school of the Educational Institution El Ramo, San Bernardo de Betulia Santander,

with ages between 9 and 11 years old. It was observed that the students had difficulty communicating with their peers in different activities that involved engaging in dialogues or carrying out conversations, since their attitude was passive towards the different scheduled school activities. It is a new school, located in a rural area with a cold climate, the inhabitants of the area are of medium-low socio-economic strata, dedicated to agriculture, coffee cultivation and cattle raising.

Similarly, the implementation of this study was based on the research categories that lead to the recognition of social and school interaction skills through play with playful pedagogical workshops, based on the communicative dimension in fifth grade students of the El Ramo Educational Institution in San Bernardo de Betulia Santander. The communicative dimension was taken as a category and the subcategories cognitive, creative, innovation, interaction and problem solving; each one of them with their respective measurement indicators detailed in the checklists for each workshop that was carried out.

According to B, B, (2005), this process consists of collecting information through participant observation in the proposed activities, in order to obtain all the information or events that can be used for the development of the project. Through this instrument, information was obtained by listing the indicators achieved and the difficulties encountered, with a rating scale of achieved and not achieved, for each workshop conducted. According to Sampieri, C. (1998). The closed-response survey was based on categories or alternatives of answers that were delimited, where the subject was presented with possible answers. These were applied to the population under study in order first to know the diagnosis of the population and then to verify the progress made after the workshop session based on the game.

The attitude scale format allowed the evaluation of the attitudes held by the student, through the analysis of acceptance or rejection of the proposed statements. It allowed the evaluation of social and school interaction skills at the entrance and exit, and is given as a complement to the survey applied. The field diary was used to record all the details observed during the development of the workshops, which allowed the interpretation of the actions carried out by the students in the recognition of their social and school skills. And the logbook related the behaviors and attitudes of the students in their daily chores, where the evidence found in the development of the sequence of workshops and the progress and developments in the educational environment were recorded.

The analysis of the information respected the ethical considerations of the research, the data treatment and the analysis of the information was completed in each of the instruments mentioned above, in order to carry out a concise and effective analysis of the results, where each achievement or difficulty that was presented in the development of this study was observed. The data were tabulated in the Microsoft

Excel program, where each response collected in the process of implementing the sequence of workshops was transcribed; likewise, the survey instruments and the input and output attitude scale, respectively. Finally, the reflective critical analysis was carried out, taking into account the research field diary with emphasis on the behavior presented by the students in this study.

Results

The results of this research project were achieved from the information collected from the five (5) students participating in the workshop session "Playing, I learn" which were identified in a coded manner as student 1: female, 10 years old, student 2: female, 10 years old, student 3: female, 9 years old, student 4: male, 11 years old and student 5: male, 11 years old. This project was applied from April 26, 2022 until May 12 of the same year; with an intensity of two workshops per week corresponding to Tuesdays and Thursdays respectively and a duration of 2 hours per day.

Figure 1 details the information obtained from the application of the input attitude scale,

Figure 1. Input attitude scale.

ESCALA DE ACTITUDES DE ENTRADA				
Institución Educativa El Ramo sede San Bernardo				
Aplicada a 5 estudiantes del grado Quinto de Primaria				
ITEMS	Habilidad social	Subcategoría	Sí	No
Presta atención cuando sus compañeros participan en clase.	Escuchar	Cognitiva	20%	80%
Mira atentamente a la profesora cuando da indicaciones.	Escuchar	Cognitiva	40%	60%
Comparte sus materiales con sus compañeros.	Compartir	Interacción	40%	60%
Mantiene una buena relación con sus compañeros de aula.	Compartir	Interacción	80%	20%
Utiliza el lenguaje de manera correcta.	Hablar en público	Creativa	100%	
Participa activamente en clase dando sus opiniones.	Hablar en público	Resolución de problema	20%	80%
Se expresa con seguridad.	Hablar en público	Resolución de problema		100%
Aporta ideas cuando trabajan en equipo.	Tomar iniciativas	Resolución de problema	20%	80%
Valora la calidad de su trabajo y la de sus compañeros.	Tomar iniciativas	Interacción	40%	60%
Acepta las opiniones de sus compañeros.	Afrontar críticas	Cognitiva	100%	

With the analysis of the figure, it was observed that only 20% of the students paid attention to their classmates when participating in class, the remaining 80%; do not do so, this is due to the little interest aroused by the opinion of others in the classroom, allowing to see individuality in the context. Forty percent of the students looked attentively to the teacher when she gave directions and shared their materials with their classmates, 60% did not show great interest in these items, which allowed observing that they are weak in the ability to listen and share; reflecting a lack in the cognitive and interaction subcategory, however, 80% of the students surveyed showed good relationships with their peers, being scarce 20% that did not. Likewise, it was evidenced that 100% of the students used the language correctly and accepted the opinions of their peers, since they showed interest and participation in the activities that were programmed in the group.

However, a great weakness was observed in aspects such as active participation in class, where only 20% gave their opinions and 80% did not respond positively; 100% of the students did not express themselves with confidence and only 20% made contributions of ideas in the group work and 80% remained silent or on the sidelines of the situation that arose. Likewise, only 40% valued their work and that of their classmates, which reflects that 60% did not pay attention to this skill. This resulted in the importance of recognizing social and school skills in this population to encourage interaction with others and problem solving. After analyzing the results of the survey

and the input attitude scale, the need to apply the workshop session "Playing, I learn" was observed, in order to comply with the general objective of this research project.

After the entrance survey was applied, the workshop session was carried out with the development of six symbolic, rule-based and cooperative games, in which the integration of the fifth grade students was sought, and thanks to the indicators of each checklist and checklist, the detailed analysis of achievements and difficulties that the students had in each workshop was carried out. Consequently, Figure 2 shows the results obtained in the exit attitude scale, with emphasis on the items that allowed recognizing the social and school skills and their respective subcategory.

Figure 2. Exit attitude scale.

ESCALA DE ACTITUDES DE SALIDA				
Institución Educativa El Ramo sede San Bernardo				
Aplicada a 5 estudiantes del grado Quinto de Primaria				
ITEMS	Habilidad social	Subcategoría	Sí	No
Presta atención cuando sus compañeros participan en clase.	Escuchar	Cognitiva	100%	0%
Mira atentamente a la profesora cuando da indicaciones.	Escuchar	Cognitiva	100%	0%
Comparte sus materiales con sus compañeros.	Compartir	Interacción	40%	60%
Mantiene una buena relación con sus compañeros de aula.	Compartir	Interacción	100%	0%
Utiliza el lenguaje de manera correcta.	Hablar en público	Creativa	100%	0%
Participa activamente en clase dando sus opiniones.	Hablar en público	Resolución de problema	60%	40%
Se expresa con seguridad.	Hablar en público	Resolución de problema	100%	0%
Aporta ideas cuando trabajan en equipo.	Tomar iniciativas	Resolución de problema	100%	0%
Valora la calidad de su trabajo y la de sus compañeros.	Tomar iniciativas	Interacción	100%	0%
Acepta las opiniones de sus compañeros.	Afrontar críticas	Cognitiva	100%	0%

Comparing the results of the input attitude scale with the output attitude scale, it was easy to identify the significant progress in the different items, where 100% of the students were able to enhance the social and school skills to listen, share, speak in public, take initiatives and face criticism; aimed at fulfilling the subcategories of cognitive, creative, innovation, interaction and problem solving, in order to strengthen the category in the communicative dimension. Similarly, the number of students who actively participated in class, giving their opinions, increased to 60%; that is, 3 of the 5 students managed to improve in this aspect, since compared to the scale of attitudes

at the beginning, 80% of the students did not do so. However, the same 40% of the students shared their materials with their classmates, since this is a commitment they bring from home, where their parents are zealous and instill in their children the care and conservation of these elements.

With the reflective analysis of each instrument, it resulted that fifth grade students recognized in a positive way their social and school interaction skills and the importance of applying them in the educational and family context, in order to lead a better coexistence.

Conclusion

Through the application of the input instruments such as the survey and the attitude scale, it was possible to observe the scarce interaction among fifth grade students due to poor communication, which affects social and school behavior in the educational environment; therefore, it was essential to design a strategy that allowed overcoming these shortcomings identified in this first step, in order to obtain meaningful learning through playful activities.

After developing the sequence of workshops, it was observed the positive impact that the execution of study projects aimed at strengthening the cognitive, creative, innovation, interaction and cooperative work focused on solving problems through games had on the educational environment; in order to make them transversal with all areas of knowledge based on the students' previous knowledge. This was undoubtedly an enriching experience, since the students considerably improved their abilities to relate with others, act, analyze, create and transform their environments; likewise, the importance of carrying out cooperative work in the fulfillment of common objectives.

With this research project, the identification of social and communicative skills in the educational context as a mechanism for inclusive education was achieved; based on the diagnosis of the needs of the population and through the application of innovative school strategies, the bonds of coexistence and cooperative work were strengthened in the students of the fifth grade of the El Ramo Educational Institution.

The development of the workshop sequence "Playing, I learn", allowed the teacher to interact with the students in a playful way, improving social and school skills through play, achieving significant learning in the communicative dimension; therefore, this type of activities fostered new learning models based on their own experiences and the environment where they live.

Through the analysis of experiences from the implementation of games in the educational context, it resulted in the positive impact that these practices generated in the students, since it allowed them to use their own resources and in a playful way to solve a problem. Consequently, this study gave an answer to the problem question; since it was recognized in the students of the fifth grade the social and school skills, and through the game generating spaces to carry out an assertive communication and an inclusive education.

As a recommendation, this experience was presented in the educational context in the rural area and the importance of implementing ludic-pedagogical strategies through games in the different curricular areas in order to awaken in the students the capacity to learn and interact with classmates and teachers, to achieve a meaningful teaching and learning process.

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