

Educational Videos for Promoting Environmental Values in Fifth-Grade Students at "Dr. Francisco Lazo Martí" Elementary School

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ABSTRACT

Contemporary environmental crisis and the disconnect between theoretical knowledge and ecological practice in Venezuelan educational institutions form the central problem motivating this research. The general objective is to propose educational videos for the promotion of ecological values among fifth-grade students at the "Dr. Francisco Lazo Martí" Elementary School in Calabozo, Guárico state. The study draws on Freire's (2005) conception of teaching as a driver of reflection and transformative action, and on Siemens' (2004) connectivism, which regards technological tools as extensions of cognitive capacity. Methodologically, the research is grounded in the positivist paradigm with a quantitative approach, descriptive level, and feasible project modality, supported by a non-experimental field design. The population and sample consisted of 9 students and 1 teacher, applying a population census. Data collection instruments were two dichotomous questionnaires (yes/no), validated through expert judgment and whose reliability was determined using the Kuder-Richardson (KR-20) formula. Data analysis was conducted through descriptive statistics (percentage frequencies). Results reveal that 75.60% of students possess theoretical knowledge about ecological values, while 24.40% exhibit a practical disconnection from the natural environment. The teacher reflects a positive techno-pedagogical profile in 72.72% of indicators, with a 27.28% deficit in systematic application. It is concluded that educational videos constitute a viable strategy to strengthen active ecological awareness among the studied population.

Keywords: ecological values, educational videos, environmental education, technological tools, primary education, ecological awareness.

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