

Educational Technology tool for Promoting Healthy Eating Among Third-Year Students at the Radio Esperanza Radio Institute

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ABSTRACT

School malnutrition constitutes a public health challenge that negatively impacts students' comprehensive development and academic performance. This study aimed to propose an educational technological tool for promoting healthy eating among third-year students at the Radio Esperanza Radio Institute in Calabozo, Guárico state, Venezuela. Theoretically, it was supported by Ausubel's Meaningful Learning Theory (2002), the constructivist approaches of Papert (1980) and Vygotsky (1979), and Prochaska and DiClemente's Transtheoretical Model of Change (1984). Methodologically, the study adopted a positivist paradigm with a quantitative approach, descriptive level, feasible project modality, and non-experimental field design. The census population comprised ten (10) students and five (5) teachers. Data collection was carried out using the survey technique with two structured questionnaires. Diagnostic results revealed critical deficiencies: 50% of students prioritize the consumption of carbohydrates and simple sugars, 70% accompany their meals with sugary drinks, and 60% of teachers incorporate computing technologies only intermittently. A high technical feasibility was also identified given that 70% of students own smartphones as their predominant digital medium. Consequently, the interactive multimedia techno-pedagogical proposal "NutriTIC-Esperanza" was designed, structured in instructional modules adapted to mobile devices to promote the sustainable transformation of eating habits.

Keywords: technological tool, healthy eating, eating habits, secondary education, ICT, meaningful learning.