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ORIGINAL

Innovative learning models at the Santa Ana Institute. 'Implementation of Sendsteps.ai artificial intelligence, where he developed innovative educational practices

Modelos de aprendizaje innovadores en el Instituto Santa Ana. Implementación de la inteligencia artificial Sendsteps.ai, donde desarrolló prácticas educativas innovadoras

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ABSTRACT

The following work will seek to demonstrate the importance of ICTs in the field of education and the benefits that will accrue to teachers from training in line with the needs arising in today's contexts, with reference to new Artificial Intelligence technologies. Training workshops will be developed on the implementation of ICTs through the use of innovative technological resources such as Sendsteps Artificial Intelligence. ai, aimed at teachers at the Santa Ana Institute, will be developed during the first semester of the academic year to encourage a more appropriate link between updated technologies and teachers, promoting continuous improvement and updating in teaching and learning processes, making activities more attractive and encouraging the participation of educational actors. This training will be developed using social constructivist approaches and through the implementation of innovative learning methodologies such as the flipped classroom, representing a novel resource. The aim of this training is to instruct teachers to apply AI (Artificial Intelligence) technologies in their classroom activities. Through these technologies, teachers will reap their benefits. The programme will also seek to develop interactive meetings with the institution's teachers during the training, focusing on possible curricular adaptations that could be implemented to promote collaborative and team-based workspaces. Finally, the various work instances will be evaluated using a range of tools, contributing to formative assessment and seeking to obtain the best possible results.

Keywords: ICTs; Artificial Intelligence; Innovation; SendSteps.ai; Flipped Classroom.

RESUMEN

El siguiente trabajo buscará demostrar la importancia de las TICs dentro del campo educativo y los beneficios que significará para los docentes, el estar capacitándose de acuerdo a las necesidades que surjan en los contextos actuales, haciendo referencia a las nuevas tecnologías de Inteligencia Artificial. Se desarrollarán talleres de capacitación sobre la implementación de las TICs a partir del uso de recursos tecnológicos innovadores como la Inteligencia Artificial Sendsteps.ai, orientado a los docentes del Instituto Santa Ana, para ser desarrollado en el transcurso del primer semestre del ciclo lectivo y lograr incentivar un vínculo más apropiado entre las tecnologías actualizadas y los docentes, promoviendo una mejora continua, actualizada en los procesos enseñanza y aprendizaje, convirtiendo las actividades en unas prácticas atractivas e incentivando la participación de los actores educativos. Dicha capacitación será desarrollada utilizando enfoques constructivistas sociales y mediante la puesta en acción de metodologías innovadoras de aprendizaje como el aula invertida, representando un recurso novedoso. Se pretende con esta capacitación Instruir a los docentes para que apliquen en sus actividades áulicas las Tecnologías de IA (Inteligencia Artificial). Y por medio de ellas, que obtengan sus beneficios, también se buscará, desarrollar encuentros interactivos con los docentes de la institución en el transcurso de la capacitación, referente a las posibles adaptaciones curriculares que se podrían implementar para favorecer espacios de trabajo colaborativos y en equipos.

Finalmente, se evaluará mediante la utilización de los diversos instrumentos las distintas instancias de trabajo, contribuyendo a la evaluación formativa, buscando obtener los mejores resultados posibles.

Palabras clave: TICs; Inteligencia Artificial; Innovación; SendSteps.ai; Aula Invertida.

INTRODUCTION

The implementation of acquired technologies has taken on a fundamental role as a resource to promote interactive practices, either individually or through collaborative projects. In the following paper, we will analyze the evolution of these technologies and identify the benefits they offer teachers when conducting teaching processes.[1] We will also link with the current innovations being developed in the technological field and their implementation. We will focus on Artificial Intelligence as an innovative resource tailored to meet the needs of teachers. To carry out their pedagogical and didactic practices in an interactive way in the current context, according to the needs of the institution. Within the IA, we will primarily address the use of the SendStens.ai platform as a crucial tool for producing and developing interactive presentations. This will enable teachers to revamp their activities by incorporating innovative practices that collaboratively facilitate participation and knowledge construction.[2]

The training was created due to the institution's need to improve the educational practices of the teaching staff. Although the institution has a link with technologies, it has not yet fully leveraged the various benefits of updated technological systems, such as Artificial Intelligence and its platforms.[3] Through the training workshops to be developed, we will instruct teachers to acquire knowledge, methodologies, and strategies, promoting renewal in the implementation of ICTs and positioning Artificial Intelligence technologies as a fundamental axis for developing the educational practices of an institution.

The aim is to create a collaborative work environment within the institution where both teachers and students feel encouraged to participate and contribute in an organized manner, leading to institutional growth and evolution.[4] To develop the training, an innovative methodology will be implemented, including the inverted classroom approach, where teachers attending the training are at the center of the teaching process. Based on their needs, resources will be developed to support their progress in acquiring new knowledge and attitudes.[5] This methodology will encourage the development of their creativity, autonomy, and reflection,[6] enabling them to work collaboratively and contribute to the various objectives established within the institution.[7] This proposal is developed with the purpose of instructing the teachers of the Santa Ana Institute on acquiring tools and strategies to put into practice the IA and to maximize the benefits that the Sendsteps.ai platform offers as an efficient resource for creating interactive presentations.[8,9,10]

For this intervention plan, the theme referred to innovative learning models will be used, which are linked to the needs represented by the contextual reality of the Santa Ana Institute. This institution is a privately managed bilingual school where both Spanish and English are studied. It is a dual schooling school, starting from the five-year-old room, coeducational and secular, with an orientation in humanities and social sciences, specializing in the English language.[11,12,13]

Building Structure

- Nineteen classrooms are distributed across the main school building, the old mansion, and the early-level module. They have chairs and tables for approximately 30 students, which are directed to a blackboard installed on the wall near the entrance and exit door. Each classroom has didactic materials and furniture for the teacher, along with electric lighting and natural lighting that enters through windows facing the outside. On the other hand, the layout of the classrooms at the initial level is different: they are arranged in round tables with approximately 10 seats, and all classrooms are heated.
- Three batteries of bathrooms for students: these are divided into bathrooms for boys and girls, each with toilets, hand washbasins, and a mirror. They also have electric lights and a single entrance and exit door.
- Two restrooms are available for teaching and non-teaching staff, consisting of a sink, toilet, and a mirror with an electric light.
- A dining room with a capacity of 150 people.
- An entrance hall with armchairs, a desk, and a computer. Two administrative offices with desks, computers, and closets.
- A teachers' room: it is accessed through the dining room or the patio. It has an electric kettle, refrigerator and a table with 8 or 10 chairs.
- A guard's office: it has three desks, three computers, and a closet, as well as physical education department rooms, documentation, and didactic materials.

- A canteen: refrigerators and shelves. A multipurpose room.
- A computer lab room, suitable and equipped with computers.
- It has electricity, natural light coming from the outside, and a grilled door at the entrance and exit of the institution.

Institutional History

In this section, we will refer to the history and evolution of the Santa Ana Institute. Since its foundation, the institution has developed and adapted over time in response to internal and external changes, addressing new needs arising from the social, economic, and political context that challenged it. From the establishment of a new national and provincial educational system, representing the establishment of educational reforms to meet the needs required by citizens in that period, as well as linked to those demanded by the community, according to their socioeconomic resources.

This institution was founded in 1980 at the wish of a mother who had sent her children to be educated in a bilingual setting, learning both Spanish and English, which represented something innovative for that time. It would be constituted as a corporation composed of three investors, with one in charge of the pedagogical aspect and two in charge of the administrative role. It is mentioned that, over time, the investors were abandoning the institution. Only one of the investors remained, who would be the founder in charge of the institution. Later, with the passage of time and considerable effort, he was able to maintain it, representing a vital educational institution today.

Historical Periodization

In 1979: the idea for the institution's creation arose: the families intended to provide bilingual education.

The founding families sought to provide their children with a bilingual education in Spanish and English, but in that area, there was no such educational modality. Therefore, they undertook a research process to identify the necessary resources and means to establish and establish an institution with these characteristics.

In 1980: the idea of founding the school became a reality. The school would begin to operate with the initial levels of primary education, specifically first and second grade, and develop its activities. A total of 52 students and a director were established.

In 1982: the Institutional Educational Project was established, based on bilingual teaching and double schooling, with a focus on personalized education grounded in constructivism and humanistic postulates.

In 1984: a director for the secondary level would be established within the institution, and in the same year, the building for the elementary school would be inaugurated, with its director appointed.

In 2017: the institution added a multipurpose room with two annexes for general use, a front yard, and a backyard to its facilities. Additionally, two sports courts were established within the same year to facilitate physical education practices.

In 2019: the Santa Ana Institute managed to accommodate 456 students and 72 teachers within its facilities, distributed across two shifts: morning and afternoon. In this way, we can visualize how the institution was established over time and how its pedagogical and architectural structures evolved.

We can also refer to the critical moments that the institution had to go through in the course of its history and successfully overcome. The first crucial moment occurred from 1984 to 1985 when the institution's study plan was reformed. It transitioned from a study plan focused on teaching bilingual languages, Latin and Greek, among others. This led to humanistic education, causing both pedagogical and administrative restructuring because the teaching process had to be completely different from what had been taught before.

The second critical moment refers to the event that occurred between 1990 and 2000, during which the institution was affected by the level of its educational practices, which led to it being labeled an easy high school. It was noted that the institution had become problematic due to students exhibiting behavioral issues. Given these situations, a work plan would be established to modify these characteristics that were damaging the institution. To this end, a redefinition of the teachers' pedagogical practices would be established, the profile of the students would be revised, and the relationship between the institution and the families would be reformed.

Currently, according to the Institutional Educational Project, dual schooling bilingual teaching is proposed, characterized by its personalized and constructive approach to dialogic and participatory learning, with a focus on communication and human rights.

Institutional Mission

It will seek to provide personalized teaching, built from collaborative and interdisciplinary work, coherent and articulated at the primary level, prioritizing the growth of each student and stimulating their abilities for further development.

On the other hand, it is intended to open paths to multiple experiences. Creating different scenarios that promote creativity, reflection, and critical thinking on the part of students so that they can acquire knowledge

and put it into practice in their daily lives appropriately and effectively. It will also seek to promote the link with emerging and innovative resources that are being developed within the educational activities, which can be put into practice in the realities that each of the different students live.

Institutional Vision

Instituto Santa Ana is an institution that considers each of its students as a unique being. That is to say, it is established as an educational institution that represents significant heterogeneity, with its history, context, and life project that is continuously discovered and empowered. It is an institution that helps develop autonomy and empathy in its students, shaping them as active individuals within society and critical of the reality that surrounds them. We will work to ensure that students achieve a broad mastery of the English language. School coexistence will be based on the knowledge of the rules that regulate it, the dialogue for their internalization, and the respect for the limits of those who violate them. We will work to achieve academic excellence and form intellectually active, autonomous, curious, and interested individuals who are observant, attentive, experimenters, and argumentative. To accept making mistakes to achieve increasingly better levels of production and objectivity, to obtain new and better resources, and to build more appropriate progress in their social and academic growth.

Institutional Values

The institution is a school that seeks to develop self-esteem and empathy in its students, preparing them to take on the role of critical actors in the reality that surrounds them. School coexistence, on the other hand, is based on the knowledge of the rules that regulate it, the dialogue to internalize it, and the respect of the limits for those who violate it. The Santa Ana Institute proposes from its institutional project the integral formation of the subject of the 21st century, based on an education supported by ethical values, the awareness of effort as a means for personal improvement, the link with ICTs as a resource, and the achievement of goals forming an attitude of genuine social commitment, communicative and through the same to be able to link within society actively and productively.

Institutional Objectives

The school proposes the integral formation of the 21st-century individual through the establishment of education based on ethical values, the cultivation of effort as a means for personal growth, and the achievement of goals with genuine social and community commitment. Achieving to form students who have the necessary skills to develop within the educational field, socially, in a coherent manner, forming their autonomy as a fundamental resource for their development.

The Teaching Profile

The Santa Ana Institute will seek to include diverse teachers within its staff of work at the institution. Those who are attracted to innovation in the educational field aim to foster evolutionary development within the community as well as in the institutional environment, with an open stance towards innovation, creativity, and the discovery of new strategies, methodologies, and constructive skills. Helping to develop activities efficiently and generate new alternatives to produce a coherent transmission of content. We must emphasize that the teachers who join the work staff within the institution must have the following characteristics so that they can be correctly linked to the requirements to be implemented:

Graduate Profile

It is expected that the graduate will be able to acquire an admirable general culture, handle the English language with excellence, with marked social skills, and be characterized by acquiring

knowledge that can be put into practice in daily life in an appropriate manner. Representing benefits for their development and that of the communities, we can mention some of the skills we want to encourage in each of them to be established through appropriate educational practices, for example.

- To form students who are motivated and interested in the world around them.
- Students who are observant, attentive, and objective about themselves, their actions, and the being of others.
- Students competent to learn and permanently review their knowledge, developing their autonomy and self-criticism.
- Intellectually active to test, experiment, try, accept, make mistakes, investigate, try again, and redo to achieve increasingly better levels of production and reflection.
- Solidarity, respect, understanding, and loyalty to their peers.
- Sensitive to identifying with all people, as this will represent an opening for teamwork.
- Socially positive and have an appropriate open mind to develop collective activities effectively.
- Respectful of differences, accepting diversity, and developing truly tolerant and inclusive thinking.

Delimitation of the Problem/Need of the Object of Intervention

After conducting an in-depth analysis of the institutional document and linking it with the thematic line of innovative learning models, it was possible to determine the reality that occurs in the school concerning the teaching and learning methods applied in the institution and the possibility of creating new innovative learning instances in pedagogical and didactic practices to link them with the latest Artificial Intelligence Technologies (ICTs) and achieve greater progress and development.

This institutional document shows how the schooling project began and how its foundations were laid, alluding to the following:

In the year 1982, the PEI was built, which established the bilingual teaching of dual schooling, attending especially to personalized education based on the constructivist methodology and in a close relationship with human values, taking into account that this is a dynamic document that is oriented to the improvement of quality in all its dimensions, through a research process based on participation that organizes what to do educationally and producing knowledge that transforms reality.

From this perspective, the need arises to analyze the way in which these practices have been developed in recent years. It can be observed that, although they respond to innovative criteria, they lack a connection with the interactive resources presented, for example, by Artificial Intelligence applications such as Sendsteps.ai.

It is worth mentioning that although the IEP mentions, for example, that teachers should be trained in the use and incorporation of ICTs to innovate and thus improve their pedagogical practices, The school makes no mention of the fact that it is constantly developing innovations to integrate with technologies and seeks to enhance its teaching and learning processes. To be established according to the current needs of each historical context, with the passage of time and its evolution, it was also determined that they have not yet implemented the resources provided by Artificial Intelligence as a tool in the educational field.

Based on these needs and after conducting a thorough analysis, we can see that the school is equipped with the resources provided by Artificial Intelligence as a tool in the educational field. The school is endowed with resources that enable it to deepen its commitment to improving and developing tools that generate or establish innovative teaching and learning methodologies linked to AI. That responds to the needs of different students, primarily referring to the institution's ability to develop creative or evolutionary educational approaches. This would make it possible to establish a much more effective way to carry out multidisciplinary work in pedagogical teams and thus obtain greater results for the institution; in turn, we must emphasize that although the institution has the necessary building and pedagogical resources to implement an innovative education, it is required to modify the PEI, which has the resources needed to implement a creative education.

The PEI, which was created in 1982 and currently states the need for the integral formation of the man of the new century through an education based on ethical values, the awareness of effort as a means for personal improvement, and the achievement of goals in an attitude of genuine social and community commitment, should be modified.

As we can observe, the PEI has been modified over time since its creation. Still, although it establishes a close relationship with technological resources (TICs), it has not yet implemented within its items the link with Artificial Intelligence, which is fundamental to achieving the development of a new educational system.

Artificial Intelligence is essential for developing a practical education in the globalized world, where technological innovations are constantly being developed across various fields. Continuing with the institution's purposes, it can be seen that it is intended to generate the collective construction of knowledge based on desire, curiosity, the use of ICTs, collaborative and multidisciplinary work, and the competence of the teaching staff to promote graduates who are prepared for life, full of knowledge, and strategists. Still, fundamentally good people to live in a society appropriately, it will seek to provide a personalized education built from collaborative work, prioritizing the growth of each student and stimulating their abilities, seeking to open paths to multiple experiences, creating scenarios that promote different learning and critical thinking, reflective students, encouraging and developing their autonomy to be configured as responsible people who can develop or intervene in the various areas of daily life most appropriately. Based on the above, the needs addressed in the institutional document (PEI) have a broad perspective. In the school, it was evidenced that there are trainings on the use of ICTs for teachers, but without referring to Artificial Intelligence.

It should be kept in mind that the new, updated, innovative technologies not only build a set of tools but also create an environment, a space, cyberspace, in which human interactions take place—mentioning that the internet is increasingly a context where interactions occur that combine and intertwine activities of inquiry, communication, construction, and expression, describing the network as a public space. Innovation in education should be understood as a process of paradigmatic change that implies not only introducing a new product or model but also transformations in conceptions, as well as in mentality, and, above all, educational practices. With the educational act, it will be sought that the process of transmission of content is done practically; this innovation will represent the task of teachers to link to the academic content and adapt them to the use of ICTs in the most appropriate way to promote efficient transmission of content for each of their students, according to the contextual needs of each of them and their circumstances.

For this reason, emphasis is placed on analyzing and verifying, taking into account the time, space, and people involved in the process, to obtain greater benefits in the reality where educational actions will be implemented. Innovation will seek to establish a revolution within the educational field, generating a global change in the teaching and learning system that leaves behind individualistic, fixed, and immovable systems. To promote an innovative educational system whose main characteristics are to be established under the parameters of flexibility, adaptation, and reflection, helping to form students with autonomy and capable of linking or adapting to society effectively. On the other hand, we must bear in mind that the educational institution cannot remain on the sidelines of the evolution of new information technologies; instead, its relationship must be close, evolving together to achieve better results and adapt to the needs of each era or context. As mentioned by Cukierman[3] "the interaction between these elements, technology, information, and communication are integrated to define ICTs as those technologies that facilitate activities, as well as access to information, regardless of their type of characteristics." For this reason, these tools enable us to link, record, and produce information for beneficial and productive purposes within education, innovating and generating new learning strategies. It is then, through these valuable resources, that the Santa Ana Institute will seek to link with them and develop new methodologies, resources, and strategies that help their students in the learning process and promote their autonomy. This is fundamental for the various subsequent academic levels in the education of young people. In addition, this institution aims to establish itself and meet the multiple challenges that education will present in the 2030s, being increasingly linked to the use of technological resources as a significant means to promote educational practices. In this way, it will strive to be prepared for the diverse needs of students, as well as to have the necessary resources, both academic and instrumental, in anticipation of possible ministerial innovations that may emerge at a global level within the educational environment.

In such a way, we can highlight that the link between ICTs and education is extremely necessary, especially in a globalized world where the search for development and technological and scientific evolution is constantly advancing, visualizing that the educational field must be configured as a flexible environment according to the different current contexts in which they are developed, it is not possible to provide an appropriate education if we have methodologies, tools and strategies, typical of an old context, Due to the fact that the needs of people and society are no longer the same, because these are constantly changing according to the technological and social evolution that are developed in the world, consequently to these situations education must adapt and produce according to the current needs of each educational context and around it seek to generate new strategies and resources through multidisciplinary and strategic work, linking them with ICTs as a fundamental resource in the process of transmission of content.

Additionally, the use of ICTs in the educational field will provide an opportunity for creativity, reflection, and more in-depth analysis within the academic field. Through it, we will be able to access different places, train, and communicate with other people synchronously as well as asynchronously, generating a much more effective means of communication since conversations, projects, and debates are saved in the network, allowing them to be accessed when needed. The use of technologies in the educational field has both social and academic benefits, promoting the idea that all people can become educated and thus appropriately achieve educational inclusion, enabling them to meet their various objectives in the current context.

METHOD

Activities

The following training will be conducted at the Santa Ana Institute during the first semester of the school year. To develop the activities, the various resources available to the institution and the objectives it aims to achieve were reviewed.

That is to say, to deepen the link between ICTs and the teaching staff so that new Artificial Intelligence technologies can be effectively implemented, representing a substantial advance and providing the best benefits for the development of innovative methodologies by teachers, thereby generating an efficient transmission of content.

In the First Moment

As a first step to start developing the training, a meeting will be agreed between the management staff and the graduate in education; the same will expose a PowerPoint with the characteristics of the intervention plan to be developed to define what will be the parameters to be used to carry out the activities in a coherent manner and that the various teachers can attend and assume the learning that will be provided.

Among the items to be discussed and established at this meeting are Determining how the training will be organized within the institution and the time allocated for its development. In this space, these practices will be carried out. The days and schedules will be determined to accommodate all teachers, the number of teachers who can be trained will be defined, and the guidelines will be agreed upon. To provide equal opportunities to

all teachers within the institution so that they can be taught and, in turn, meet the educational parameters that the school seeks to implement.

In the Second Moment

We will begin to develop the corresponding training. The topic will be presented, specifically the implementation of Artificial Intelligence Sendsteps.ai for the development of innovative educational practices, which serves to link ICTs and teachers within the academic field and encourages the development of better strategies for content transmission through interactive presentations. When implementing this training, the application we are going to work with, SendStens.ai, will be presented, and a brainstorming session will be held, where teachers will be able to contribute to the topic to be developed with this resource; we will be able to determine the previous knowledge that the different teachers have regarding ICTs and Artificial Intelligence as an innovative resource. Thus, the information obtained will serve as a starting point for developing the training, as the Santa Ana Institute has a connection with ICTs. Taking into account that it will always be better when teaching new knowledge to start from the knowledge already assimilated by the people attending the training. Subsequently, we will explain why it is necessary to implement Artificial Intelligence (AI) within the educational field, as it represents innovative and fundamental tools for educational practices, as well as for the development of individuals.

Artificial Intelligence (AI) is established as a discipline of computer science that is responsible for developing systems capable of performing tasks that usually require human intelligence. By creating algorithms and mathematical models, machines process large volumes of data, learn from them, and improve as they collect information, making decisions autonomously. They are intelligent software systems capable of performing tasks or making decisions in the same way that a person can.

For this reason, teachers can utilize these resources to develop their practices dynamically and thereby encourage student participation. We will expose the reasons why Artificial Intelligence (ICTs) will assume a fundamental role within educational institutions, such as combating the traditional systems of teaching and learning that, even in current times, continue to be implemented within academic institutions and no longer meet the needs of the current contexts in which we are living.

Traditional systems often represent characteristics in the learning process that are opposed to current needs. For example, they establish teachers as the center of the content transmission process, where students assume the role of receivers of information and reproducers of the same, merely repeating the content provided to them. Consequently, the contents provided to students are fragmented rigorously. They have established systematic processes and do not allow for modification of the content. Due to the different characteristics exposed, we can infer that they no longer meet the needs of students in the current context.[7]

As a consequence of the given educational situation and in response to the needs of students in the current context, teachers will be trained to play a crucial role in the innovation process within the educational field. Establishing that, according to educational innovation, different strategies and resources should be created to promote the innovative transmission of content and that both teachers and students work in a coordinated and constructive manner to facilitate effective learning.

We can also note that innovation will aim to effect a paradigm shift within the institutional field. A revolution within these practices, characterized by innovative fundamental characteristics, would establish the student as the center of the learning process. The student would assume an active role in constructing knowledge, and the teacher would take a guiding role to facilitate the autonomous development of the students.

Thus, with the paradigm shift and the implementation of Artificial Intelligence, we aim to encourage the participation of various actors in the learning process within the institution. That is to say, not to form students who are mere receivers of knowledge and repeaters, but to seek to shape a critical conscience and their autonomy so that the various students represent an evolution within the social and educational field. Therefore, teachers should be trained to possess multiple characteristics that represent innovative education, such as having a closer link with Artificial Intelligence Technologies, training around them, and implementing new pedagogical and didactic resources that encourage student participation and motivate them through their learning process.

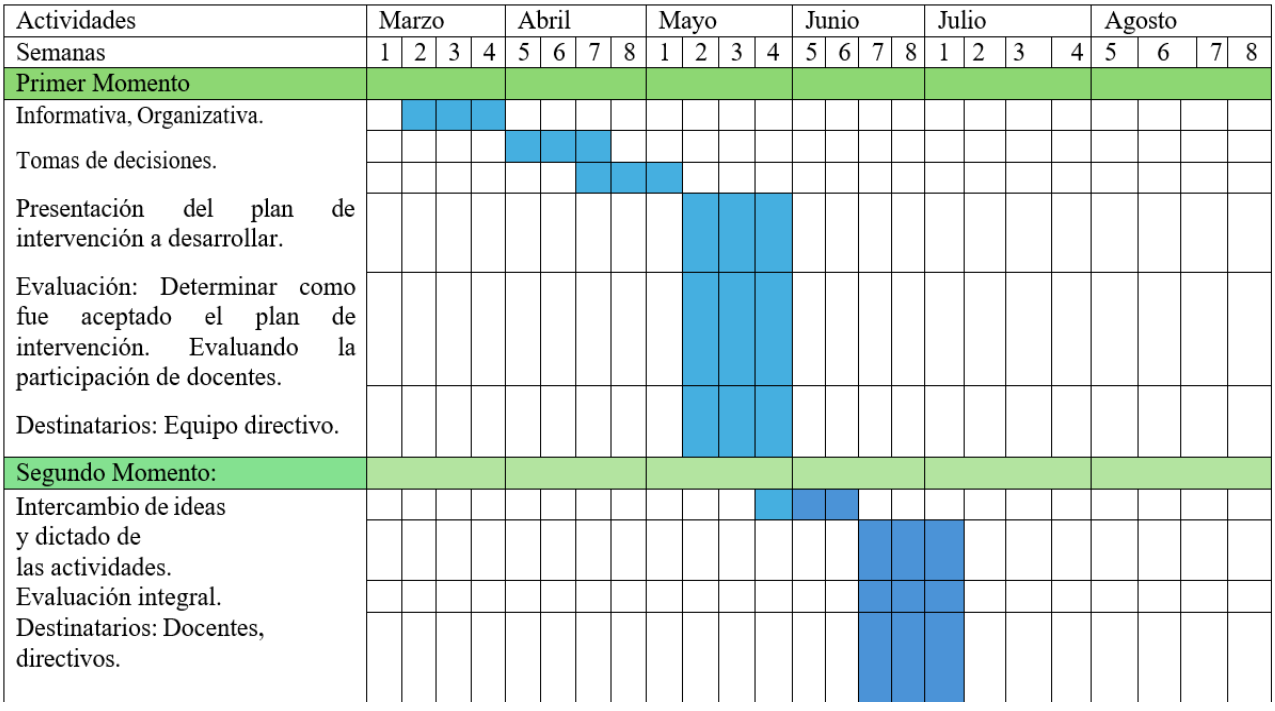
For the Third Moment

In this third instance, we will review the various contents developed in the previous sections to highlight the importance of the link between ICTs and teachers, the implementation of Artificial Intelligence Sendsteps.ai as a resource, and the beneficial innovative parameters that will result from its integration into educational practices. After reviewing and clarifying all the content, an activity will be developed to put the assimilated knowledge into practice through the creation of interactive representations by the teachers undergoing the training. We will expose a rubric as an evaluation instrument so that they can observe how they will be evaluated in the corresponding training and, in this way, determine if they assumed the knowledge in an

ephemeral way for its later implementation within the classroom activities in each of their subjects, seeking that they can establish Artificial Intelligence Technologies as a transversal Axis, for the realization of the diverse school activities.

Objetivos	Actividades	Tareas
1° Capacitar a los docentes en él usó de la IA Sendsteps.ai	Actividad N° 1. Presentación del plan de intervención a desarrollar.	Presentación del licenciado como, asesor técnico del trabajo. Exposición del PowerPoint, explicando las características del trabajo. Puntualizar en rol que desempeñará como tutor, guía, orientador para que puedan asumir los conocimientos y ser puestos en práctica.
		Explicación del recurso Tecnológico a usar y los beneficios que significará su puesta en práctica dentro del campo educativo, generando un ambiente de trabajo activo.
	Actividad N° 2. Explicación de la aplicación SendSteps.ai. Como recurso.	Realizaremos una revisión sobre los beneficios que representan las tecnologías en el campo educativo. Se expondrá la aplicación a trabajar Sendstens.ai. Describiremos y explicaremos, la herramienta a trabajar como un recurso creador de presentaciones.
		Exploraremos sobre las posibles presentaciones que ofrece SendSteps.ai de manera gratuita.
	Actividad N°3. Revisar el diseño de planificación.	Realizar un repaso sobre los contenidos trabajados hasta el momento. Debatir sobre posibles metodologías para incluir el recurso dentro de las actividades áulicas. Verificar los lineamientos que sustentan dicha capacitación.
2° Intercambio de ideas y dictado de las actividades.	Actividad N4° Comparar las modificaciones obtenidas en el debate. Implementación de la actividad.	Exponer sobre los puntos que consideres a favor y en contra. Elegir unos ítems que consideres importante. Realizar una presentación de acuerdo a lo elegido.
3° Evaluar el plan de intervención realizado.	Actividad N°5 Examinar la aceptación de la propuesta y su puesta en acción por parte de los docentes.	Presentaremos una rúbrica con los criterios de evaluación que tendrá la capacitación. Expondremos como tarea la elaboración de presentaciones con la IA SendStensp.ai a partir de los conocimientos y adquiridos. Realizaremos espacios de talleres, con el fin de evaluar la propuesta entre los distintos profesores, buscando identificar los aciertos y las falencias.

Figure 1. Objectives, Activities and Tasks



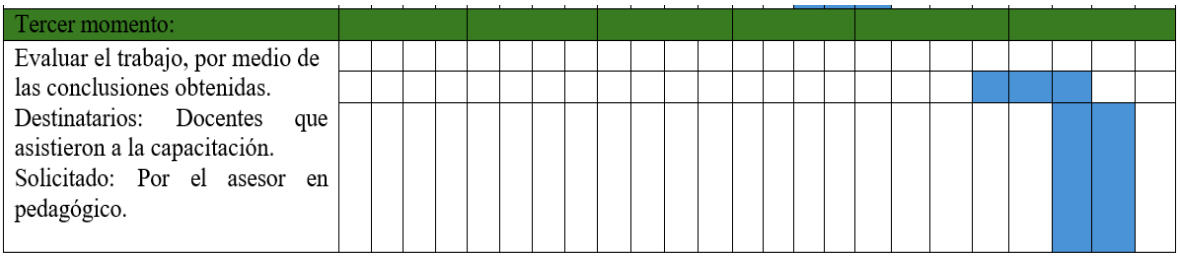


Figure 2. Chronogram: GANTT DIAGRAM

Resources

To implement the following work, it is necessary to have various means at our disposal, including technological, material, and human resources, which will work in an integrated manner to develop the training effectively.

Among the technological resources used by the graduate to implement the determined intervention plan, a projector was employed to explain how to access the Artificial Intelligence platform SendSteps.ai, as well as the resources it provides, including free didactic presentation models.

Regarding the materials used to develop the consultancy, we have a USB memory device (pen drive), an image projector, and notebooks that will manage the actions of other technological materials connected to the Internet. It is worth noting that the establishment provides the notebooks.

Regarding human resources, we note that the staff of the establishment was responsible for cleaning and providing snacks, allowing a break with refreshments so that both the graduates and the teachers attending the training could take a break.

The human resources included the graduates, the teachers who participated in the training sessions, and the school's directors, who served as representatives and provided legal support to the institution.

Recursos	
Tecnologícos	• Presentación de la plataforma SendStep.ai • PowerPoint • Ejemplos de presentaciones.
Materiales	• Proyector de Imagen. • Notebooks. • Pendrive • Internet
Humanos	• El licenciado o asesor técnico. • Personal de limpieza. • Directivos de la institución

Figure 3. Resources

Budget

In this session we will refer to the costs of the training conducted. Resources to be used:

Presupuestos	Costos		
	Por unidades	Tiempo	Total
Asesoría Técnica (11 H)	80.000	11 H.	80.000
Colación	30.000	10x 3 Días	30.000
Docentes/Directivos	--------	--------	---------
Recursos materiales (Notebooks, Proyector)	Provistos por el colegio		----------
Servicios de luz, agua, internet.	Provistos por el colegio		----------
Presupuesto Total			110.000

Figure 4. Budget

Evaluation

The objective of the evaluation is to verify that the training is acquired temporarily by the various teachers and also to determine if they have managed to understand the importance of technological resources within the educational field, particularly their implementation in action within the classroom.

Parts of the Evaluation

First Section

Determine how the different teachers who attended the training received it by reviewing the rubric used in activity No. 5. Attachment No. 5. A discussion forum will be created to exchange opinions and provide suggestions for subsequent projects.

The activities at this stage encourage:

Analysis, identifying needs that will lead to improvements, exchanging points of view, and carrying out self-criticism to improve.

Evaluate the intervention plan through data collection and be able to determine whether the previously established objectives were achieved.

Verify the participation of various teachers using a spreadsheet.

Second Section

A comprehensive evaluation of how the teachers participating in the intervention plan assumed the contents. Including tasks such as:

A personal analysis of the development of the project, analyzing achievements, challenges, learning, and conclusions.

Asking teachers for written conclusions on the positive and negative aspects of the training, to improve.

Highlight proposals for concrete improvements to be implemented in classroom activities and the implementation of SendSteps AI in daily planning activities.

Identify potential shortcomings and areas for improvement to drive progress.

Third Section

Conclude the training by analyzing the data collected in activity 1 of the evaluation.

Gather information at the end of the training to assess its effectiveness.

Analyze the data collected before and after the development and implementation of SendSteps.ai AI to determine whether the previously established objectives were achieved.

Determine through a process of reflection, self-criticism, and analysis the results obtained, the strengths and weaknesses to be improved.

RESULTS

The following work offers teachers various technological tools (ICTs), primarily linked to AI, to help them plan and implement classroom activities efficiently and interactively and to encourage student participation in shaping their learning process. Additionally, the use of the SendSteps.ai application will help promote creativity, critical analysis, interactivity, and reflection among teachers, making their classes more engaging.

With the activities proposed within the intervention plan. Teachers will be able to develop skills related to new Artificial Intelligence technologies (SendSteps.ai). They will be able to critically analyze the alternatives available to them for carrying out their activities in a coherent manner, encouraging both group and individual work in the creation of interactive presentations that represent an evolution in the activities developed at the Santa Ana Institute.

In addition, this training will help teachers understand the importance of the contexts in which educational activities are carried out, as their practices must always be tailored to the space or place where they are implemented. Through this, they will be able to analyze the educational context's needs and implement new AI most appropriately, according to the current needs of the students. In this way, they will be able to configure educational practices based on AI as an adequate and necessary resource for classroom activities, making it indispensable in these times.

It is intended that through training, teachers can recognize the importance of continually educating themselves according to the new needs that represent the current educational landscape. In this way, it seeks to link with emerging innovations, such as AI, effectively. At the same time, design strategies should encourage a teaching and learning process tailored to the needs of students and also configure an interactive space where various educational actors can participate collaboratively or individually to achieve the proposed objectives.

Teachers are expected to make constructive presentations on various topics that can be developed within their classroom activities using the SendStens.ai application. In this way, they will attract the attention of the students and encourage them to feel engaged in their learning process, as it requires their active participation.

In addition, it is intended that training on Artificial Intelligence technologies and the innovations that will

arise will be increasingly demanded within the educational field as a fundamental means to promote evolution in educational practices at the institution.

It is expected that the teachers who participated in the training at the Santa Ana Institute will gain more confidence in using new technologies and feel inclined to experiment and suggest creative and innovative ideas with the tools provided by the Sendstens.ai application and its interactive resources.

CONCLUSIONS

The following intervention plan will focus on innovative learning to be applied in the Santa Ana Institute through the use of the Artificial Intelligence application SendStensp.ai as a creative resource to develop educational activities in an interactive and participatory way within the institutional field.

It is carried out to create a novel and practical proposal for the various teachers within the establishment, which helps to innovate in teaching proposals, encouraging participation and learning among students.

This training will instruct teachers working within the Santa Ana Institute on implementing a clear and detailed methodology for AI technologies. Identifying the needs of teachers and the educational context is essential for developing the best strategies to implement a real teaching process, enabling students to acquire knowledge.

To implement the training, an investigation and subsequent rigorous planning of the institution's needs were carried out. Thus, through them, we were able to identify the best resources and strategies for developing coherent, systematic, and strategic training tailored to the specific needs of teachers who needed to innovate in their teaching processes.

Allowing teachers within the institution to recognize the importance of continuous training ensures they are updated with the contextual needs of students, enabling them to have access to all necessary resources to implement a teaching process that captures students' attention and meets their expectations.

The implementation of Artificial Intelligence within the educational field will enable teachers to leverage the benefits provided by these resources fully. Additionally, finding strategies for implementation will help them put their critical thinking into practice, develop their creativity, and establish a broader connection with technological resources. And promote teachers' autonomy so that they can innovate without fear of making mistakes, and thus, through the successes or errors that can be generated, achieve an evolution in their teaching processes.

In this way, we can mention that according to the characteristics provided by the AI application SendStens.ai. The teacher will have a greater opportunity to tailor educational practices to the needs of students through the use of interactive technological resources. Through the creation of innovative presentations on the various topics to work within the curriculum, seeking to obtain the participation of their students and thus generate a constructive and participatory environment in the teaching and learning process.

The use of the application will enable teachers to acquire skills and procedures based on Artificial Intelligence, allowing them to create interactive presentations that put these skills into practice within their curricular spaces in an innovative way, thereby generating collaborative learning.

According to the above, how will the intervention plan be implemented to achieve the proposed objectives and encourage the use of this tool within the educational practices at the Santa Ana Institute?

Conforming them as an indispensable resource whose purpose will be to improve the educational quality to train teachers to solve and face the challenges represented by the knowledge society in which we are immersed.

Seeking that they feel committed to continuous training linked to innovation to meet the needs represented by the specific contexts and their circumstances. According to Portilla[9], it is argued that constant training is a process that must be considered as a global action, affecting the entire professional development and involving the whole institution. It is the aspiration to link the teaching function with the problems of practice and the use of consistent methodologies committed to innovation, quality, and change, seeking to generate better and more evolved resources for the joint development of skills and strategies between society and education. Developing appropriate alternatives for people within the specific current contexts in which they are living, thus generating progress in different areas, such as social and educational.

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CONFLICT OF INTEREST

Authors declare that there is no conflict of interest.

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