

Universidad Nacional  
Sistema de Estudios de Posgrado  
Centro de Investigación y Docencia en Educación  
División de Educología

Digital Learning Environments for Promoting and Motivating English Learning in Costa  
Rican Public Schools

Trabajo final de graduación para optar al grado de Magíster en Educación con énfasis  
en Aprendizaje del Inglés

Iseth María Muñoz Lobo

Campus Omar Dengo, Costa Rica

2024

# Digital Learning Environments for Promoting and Motivating English Learning in Costa Rican Public Schools

Iseth María Muñoz Lobo<sup>1</sup>

Universidad Nacional

Costa Rica

[isetth\\_maria@icloud.com](mailto:isetth_maria@icloud.com)

## Abstract

This essay integrates the elements that digital learning environments could provide as an efficient technological tool to enhance English acquisition in Costa Rican public schools. It explores the value and their characteristics to promote and motivate English learning from an early age as a transformative tool. By examining the theoretical aspects that digital learning environments have, we will highlight the role that technology has in creating interactive, engaging, and collaborative experiences for primary students. Digital Learning Environments or DLEs are transformative platforms that the current educational system in Costa Rica needs to integrate by leaving behind traditional classroom settings and methods and providing our students' motivation by using technological tools adjusted to their interests and needs. The outcomes of the continuous use of classes with digital resources could present significant opportunities and successful pedagogic mediation. It will go over the role of the teacher as a guide and mentor in promoting the use of new forms of teaching that develop equality and accessibility for every student in the group, despite their condition and different learning necessities, making sure that every student feels included. It is also a criticism of the Ministry of Education of Costa Rica in implementing adequate technological tools that are already at the students' disposal. The motivation that the use of technology has for kids could represent a

---

1

<sup>1</sup>The author is currently working for MEP as an English Teacher. She obtained her Bachelor's Degree in English Teaching at Universidad de San Jose. Additionally, she holds a Licentiate Degree in English Teaching for I and II cycles from Universidad Hispanoamericana; she has worked as an English teacher for seventeen years at MEP. Furthermore, she has been an English Teaching Supervisor for Universidad de Costa Rica, Departamento de Educación, Sede Occidente for two years.

positive outcome in what MEP defines as: “Costa Rica bilingual”, which refers to the goal that their population acquires proficiency levels of mastering English as a foreign language.

**Keywords:** collaborative learning, Costa Rican bilingual, digital learning environments, English as a foreign language, inclusivity, interactive learning, student motivation, technological tools, Universal Design for Learning

## **Resumen**

Este ensayo integra los elementos que los entornos de aprendizaje digital podrían aportar como una herramienta tecnológica eficiente para mejorar la adquisición del inglés en las escuelas públicas de Costa Rica. Explora el valor y las características de estos entornos para promover y motivar el aprendizaje del inglés desde una edad temprana como una herramienta transformadora. Al examinar los aspectos teóricos que poseen los entornos de aprendizaje digital, destacaremos el papel que la tecnología tiene en la creación de experiencias interactivas, atractivas y colaborativas para los estudiantes de primaria. Los Entornos de Aprendizaje Digital o EAD son plataformas transformadoras que el sistema educativo actual en Costa Rica necesita integrar, al dejar atrás los entornos y métodos tradicionales de las aulas y proporcionar a nuestros estudiantes motivación mediante el uso de herramientas tecnológicas ajustadas a sus intereses y necesidades. Los resultados del uso continuo de clases con recursos digitales podrían presentar oportunidades significativas y una mediación pedagógica exitosa. Se abordará el papel del docente como guía y mentor en la promoción del uso de nuevas formas de enseñanza que desarrollen igualdad y accesibilidad para todos los estudiantes del grupo, independientemente de su condición y diferentes necesidades de aprendizaje, asegurando que cada estudiante se sienta incluido. También es una crítica al Ministerio de Educación de Costa Rica en la implementación de herramientas tecnológicas adecuadas, que ya están a disposición de los estudiantes. La motivación que el uso de la tecnología tiene para los niños podría representar un resultado positivo en lo que el MEP define

como: “Costa Rica bilingüe”, que se refiere a la meta de que su población adquiriera niveles de dominio del inglés como lengua extranjera.

**Palabras clave:** ambientes digitales de aprendizaje, aprendizaje colaborativo, aprendizaje interactivo, Costa Rica bilingüe, DUA, herramientas tecnológicas, inclusividad, Inglés como idioma extranjero, motivación del estudiante.

## **Use of learning environments to promote motivation towards English learning.**

### **Introduction**

This analysis implies the importance of using learning environments in the English-as-foreign Language (EFL) classroom to promote motivation in young learners of the public schools of Costa Rica. Some factors affect the English learning process and, therefore, students' motivation and interest; that is why learning environments at the initial stages of language acquisition in Costa Rica should be implemented to engage students and influence their commitment toward a foreign language. This strategy builds meaningful learning, making knowledge acquisition easier and more applicable. Also, the main goal of this virtual learning environment is to create an inclusive and interactive tool to help acquire the language.

As an alternative, implementing digital tools such as learning environments as resources that create collaborative and active interaction among learners of public primary schools of Costa Rica, in the English language classroom, besides the motivation and engagement that this creates, responds to a necessity of the current society in which the different ways of teaching and learning are changing; new approaches and digital strategies are being implemented to engage students in learning and prepare them for a better academic future in their professional careers.

To create an effective virtual learning environment, a teacher should address each student's interests, strengths, weaknesses, and needs in the different tools that the platform offers. This is important to build a significant learning experience for their students and motivate them to have a positive learning outcome.

Nowadays, the use of technology in daily activities is widespread. We have smart homes that include gadgets and appliances that work remotely. Everyday activities can be affected positively by using technology. It has also been changing and modernizing our jobs and occupations, and education itself should not be left out in this transformation. Educators are the actors of change, the ones that open their minds to new strategies and methods that adjust to modern life, making it more accessible to acquire knowledge, in our case, a foreign language.

Educational institutions have been implementing virtual and asynchronous classes due to the pandemic conditions and also as a response to the digital transformation education has undergone in the last few years. Many of them have also developed different learning environments; hence, students can find resources, materials, and practices fast and easily, and they are not left behind with their daily assignments. Roozafzai (2024) went beyond and mentioned that "the exploitation of technology in educational contexts has been growing worldwide and has facilitated the process of teaching and learning and enhanced the outcome of education and the attainment of more desired objectives" (p. 136). Educators worldwide are always looking for better strategies to use in the classroom, and learning environments are a response to the necessity of newer forms of education that integrate skills, methods, and strategies that can enhance the learning process.

New forms of teaching are being implemented in higher institutions in our country such as universities or private institutes, so any student is left behind in accessing the necessary resources for each course or level. Digital learning environments could be a resource or educational tool where learners can upload homework, tasks, videos, and forums so the

assessment for every teacher is easier and faster, and participate in forums, presentations, collaborative assignments, and documents. On the other hand, the Ministry of Public Education of Costa Rica (MEP in Spanish) could implement platforms such as digital learning environments, so students could take advantage of curricular and game activities that could enhance their learning process. Therefore, in this way, the public education system of Costa Rica should implement technology resources use these educational strategies, and have students use and learn how to work with digital learning environments at early ages.

The necessity of using technology in every educational institution is a priority; by the year 2021, the Ministry of Public Education and Omar Dengo Foundation (PRONIE MEP-FOD in Spanish) have reached a total of 4146 institutions and distributed 59281 computers in rural areas and 80897 in urban areas of Costa Rica, reaching an overall 91,7% coverage of public educational institutions (Fundación Omar Dengo, 2021). This is important because most students can access a computer in their schools. Unfortunately, only the specific computer lab teachers can use the lab computers with their students. These computer labs could be a valuable resource for implementing foreign-language English classes in MEP's curriculum in Costa Rican public schools.

Technology integration is essential in education, so Digital Learning Environments (DLEs) can be a solution to prepare students for accomplishment in English classes in a progressively digital world. DLEs can be personalized according to each student, group, or level, creating a collaborative environment, and engaging and motivating students in English learning acquisition. Küçükler (2020) illustrated that by saying that “through technology, learning can be made more interactive and interesting to increase their engagement, social interactions and motivation” (p. 643). The benefits of implementing technology in foreign language classes vary, and technology is a practical and useful tool that facilitates language acquisition.

The Costa Rican public education system should offer students alternatives and opportunities to practice and study, having adequate technological resources that meet the learners' necessities and can help them be engaged and motivated towards acquiring a foreign language. This essay will focus on the many advantages that Digital Learning Environments could have in the current curriculum of the Ministry of Public Education of Costa Rica and on the various outcomes and benefits for young learners of the country in English as a foreign language. This paper also aims to motivate teachers in Costa Rica to create and incorporate Digital Learning Environments in primary schools; it seeks to reach the administration of the Ministry of Public Education to provide teachers with enough educational and technological tools to improve English Language Learning in Costa Rica.

## **Digital Learning Environments**

Education is transforming due to economic, socio-cultural, and globalization aspects that the world has faced in the last few decades. The emerging era of technology, the COVID-19 pandemic, and innovative pedagogical practices have undoubtedly transformed education. As Mahat et al. (2018) illustrated,

Innovative teaching and learning practices are the sum of teaching and learning activities that in combination, firstly assist in the best possible learning outcomes for students, and secondly develop in students the so-called '21st Century learning skills' of creativity, collaboration, communication, and critical thinking. (p. 8)

Technology is the best option for creativity, inclusiveness, motivation, and language engagement. Learning now is not only about acquiring knowledge to pass a test but also about developing skills for life, and foreign language teachers expect their students to experience meaningful, deep learning.

In this way, Digital Learning Environments appear as a response to the educational challenges of the new era; Mahat et al. (2018) described them as follows: “The concept of learning environments has emerged as psychological, sociocultural and pedagogical influences have altered the way we perceive the learning context, including the teacher and student roles within it” (p. 10). First, theories about methods and approaches advocated the importance of a teacher-centered classroom, where students only listened and memorized. In contrast, in newer methods and techniques, students are the main characters in the learning process, where they are truly aware of their educational progression.

The importance of Digital Learning Environments goes beyond the classroom setting; the lifestyles of students worldwide, are changing; students have more extracurricular activities than they used to; they play sports or usually attend extra classes. Sometimes, students may suffer from diseases or health conditions that do not allow them to be physically present in the institution; in this regard, Abildina et al. (2023) mentioned that

The children of the digital age are the individuals of the future society, which we can call the digital-born or Generation Z. In this age, the educational methods, perspectives, behavioral patterns, scientific structures, life attitudes, habits and individual characteristics of individuals will be shaped according to the digital education they learn, and developed societies and countries that anticipate this change and transformation are of great interest. (p. 1499)

Therefore, DLEs could meet the necessities of many children around the country, allowing them to manage their tasks and homework and learn despite the circumstances; hence, Hrytsenchuk and Trubachev (2022) made this clarification: “The digital learning environment of the future should be flexible and personalized, meet the needs and wishes of students, teachers and educational institutions, be independent of time and place, has quick and easy access to information and necessary materials” (p. 157).

Digital Learning Environments are also known by different terms, such as Smart Learning Environments, Virtual Learning Environments, and innovative Learning Environments, among others. Mahat et al. (2018) referred to them as follows: “An Innovative Learning Environment (ILE) is defined in our project as the product of innovative space designs and innovative teaching and learning practices” (p. 8). In this essay, we will establish our concept by saying that Digital Learning Environments (DLEs) constitute digital platforms that include different tools, such as website links, apps, games, interactive boards, and multimedia resources that help teachers and learners to teach and study; they generate dynamic places where teachers and students can interact to each other, play, learn, and use language. They represent the integration of education and technology, facilitating learning, and, in this case, foreign language acquisition.

### **Characteristics of Digital Learning Environments**

Digital Learning Environments can offer many advantages to students across the country. Hrytsenchuk and Trubachev (2022) listed their main features:

compliance with the principles of continuity and consistency, equal access to education, anti-discrimination, gender equality, information security, mobility; interactivity; involvement in the professional development of teachers and professional interaction of various actors and stakeholders; unity of purpose, content and focus on results; innovation and content with digital means; the ability to create their own digital resources and interaction of participants in the learning process in an unlimited open educational information space. (p. 159)

As we can see, the wide range of advantages that digital learning environments put at teachers' and learners' disposal change the way that traditional methods have influenced

teaching practices, enhancing and improving the learning experience. Among these benefits, we can refer to the flexibility that DLEs have for all learners; even if they have some learning disability, they can be accommodated to the interests and needs of the group; as Roozafzai (2024) illustrated: “they can manage to carry out the flexible, personalized, customized, and adaptive syllabus for students with different learning style, speed, and backgrounds” (p. 152). This is very important in our current context in Costa Rican public schools where Universal Design for Learning (UDL) is being implemented in classrooms nationwide.

DLEs offer a range of characteristics that provide learners with many benefits, as Roozafzai (2024) said:

the smarter learning environments are fully effective (acceptable outcome), efficient (cost effective), scalable (beyond a small number of practices), autonomous (a reactive learning service to learners to help organize their goals, processes, outcomes, etc.), engaging (active participation, motivation), flexible (adjustable to changes and resources), and adaptive and personalized, (adjustable to specific learners' needs and competencies, their cognitive and non-cognitive learning and life styles, etc.), as well as conversational (providing [group] dialogues), innovative (emerging and new technology or innovative use of technology), self-organizing (rearranging resources and mechanisms through interaction with learners), pervasive (all-surrounding digital learning environment and extensive availability and use of smart devices everywhere), and mandatory (indispensable and obligatory use of online and offline e-learning devices and programs as the only way of instruction and learning). (p.147)

As we can see, the numerous advantages that DLEs offer, provide students with motivation and engagement, Abildina et al. (2023) mentioned

A digital learning program prepared for learners' preferences and learning styles positively affects motivation. Motivation, in turn, affects attendance and active participation in education, positive perception and learning success in a chain. In this context, student affective factors come to the fore. (p. 1501)

In this way, both student and teacher perform better at what their role is as Abildina et al. (2023) added: "Teachers become more efficient because there are plenty of various digital and online instructional materials which are affordable or provided by the institute or even free for both teachers and students" (p. 152). By empowering them, we can see that the level of motivation of both teachers and students increases to have deeper and more significant outcomes that could lead to even better results and engagement.

### **Use of Digital Learning Environments to Motivate Learners and their Benefits**

Motivation plays an important role in any subject or learning experience; with younger learners, it is even more important to apply methods and strategies to enhance and empower the experience and the outcomes that could emerge from early ages when speaking a foreign language. At this point, the use of technology in every educational setting is a priority for teachers to implement in their classes. Also, learners are looking for innovative forms of acquiring knowledge. As stated by Lampropoulos et al. (2019), "modern students have new educational needs and requirements, have lost interest in traditional educational approaches and are seeking for new learning environments and approaches" (p. 122).

If teachers focus on their students' interests, this can help learners engage and commit more to the subject content. We can use these aspects to work and plan our classes with better

strategies and promote their motivation and interest because they might feel connected to the activities and games. Abildina et al. (2023) mentioned that “Interactive activities/studies can be organized to ensure positive attitudes and motivation towards learning in digital learning environments, to increase participation in lessons and to ensure more effective participation of students in the lesson/learning process” (p. 1511). They also referred to the transformative aspect that technology has in building a huge legacy for teachers that find in technology the best resource that can adapt to all their learners:

There has been a transformation in the field of education with the effective use of digital learning technologies in educational activities. Thus, the form of education that has been provided in certain time periods and in certain places for centuries has transformed into a learner-centered flexible learning structure that can be accessed from anywhere that offers time and space flexibility. (Abildina et al., 2023, p. 1501)

### **Inclusive, Interactive, and Collaborative Aspects of Digital Learning Environments in Costa Rican Public Schools**

Building an inclusive learning process is one of the necessities for current education, and our goal as teachers is to create enough experiences that are accessible and motivating for learners. Universal Design for Learning (UDL) has been implemented since 2018 in Costa Rican public schools, according to Decree N°40955, to create inclusive settings where every learner, despite his or her condition, is included and part of the class (Presidente de la República y la Ministra de Educación Pública, 2018). First of all, we are going to explain the concept of UDL. Sharma et al. (2023) conceptualized it as “an educational framework that aims to create inclusive learning environments by providing multiple means of representation, action, and expression, and engagement for all students, regardless of their learning styles, abilities, or

disabilities” (p. 25); this is about promoting inclusive practices in the language classroom that enhance engagement and participation in the class of all of the learners.

Inclusivity is one of the characteristics that a Digital Learning Environment has because of the wide range of options available for students; thus, promoting UDLs can be beneficial in the development of learning environments in the class as Sharma et al. (2023) described:

UDL principles can be applied to various educational settings, including traditional classrooms, online environments, and blended learning approaches. By incorporating UDL principles into instructional design, educators can create flexible and accessible learning experiences that maximize the potential for all students to succeed. (p. 25)

Potentializing student skills is a daily challenge for teachers who face large groups and many students with different learning needs, who need attention, time, and differentiated instruction to develop language skills and acquire the level and objectives expected every year. Granda and Rojo (2024) mentioned the possibilities that learning environments offer to students to adapt to their different needs, empowering inclusion, and collaboration among teachers, and the implementation of various methodologies that place students as the main characters in the learning process. These methodologies facilitate the acquisition of competencies skills and the acquisition of knowledge from different learners, thereby fostering the development of a responsible, autonomous global citizenship.

### **The Transformative Role of Technology in English Classes**

The power of technology to transform education and the way we teach and learn has renovated the mindset of many students worldwide, shrinking geographical distances and

providing access to education. However, there should be a balance between technological innovation and pedagogical principles when we talk about improving the ways of teaching; as Revak and Csiszarik-Kocsir (2023) mentioned,

The results of digitalization in education, both already existing and foreseen for the future, can clearly be seen as creative and innovative. Combined with older methodological elements used in the past, we can provide more enjoyable and effective learning for our students. (p. 78)

The new era of technology implemented in many work fields has innovated how people communicate, work, and live day by day. Revak and Csiszarik-Kocsir(2023) continued to explain digitalization in education: “Innovative and effective teaching and learning is a key priority for schools and institutions. It is certainly a strength of the work of institutions to engage in processes that meet the needs of society and deliver results” (p. 78). They added that “the methodological innovation that comes with the integration of digital tools is important and decisive” (p. 78). Incorporating technology into education is a fact and a situation that happens in most educational institutions worldwide; as Revak and Csiszarik-Kocsir (2023) stated,

the innovation of teaching methods is an integral part of the learning process, the link with the methodological training and innovation of teachers is also an integral part of digitalisation. Moving across the broader spectrum of education also opens up more opportunities for synergies between subjects. The quality of new, innovative practices and support for learning and teaching activities leads to a kind of mutual synergy in education. (p. 77)

## **Conclusions**

Implementing Digital Learning Environments in the public education system of Costa Rica could help students be motivated with visual and multimedia resources (videos), games, and different interactive exercises that provide a space for students to engage and enjoy the process of learning a second language. A digital Learning Environment could have specific characteristics for a group or level, such as being adaptable to each student's interests and individual needs, or even better, offering the best assistive technologies for students who are integrated into the regular classroom of public Costa Rican institutions.

Digital Learning Environments can offer students a wide range of possibilities to enhance collaborative learning; this is because of peer interaction and feedback, which promotes communication among students and teachers. This resource's competitive aspect is the immediate feedback that a DLE can offer students and customized assessments for them. Also, learners can progress by tracking their acknowledgments according to the goals and objectives established, committing students to their process. This can be done using competitive strategies, motivating students to study.

Using digital platforms from an early age can help students develop technological skills that will be even more useful at high school and university levels, where it has become more frequent to receive virtual or remote courses in their education. Moreover, they will reach a certain point in their lives when they can work and apply these kinds of blended skills in their work.

The use of multimedia resources can improve the integration of the skills of listening, reading, writing, and, therefore, speaking. This is so because of the variety of resources they have to listen, read, visualize materials, acquire vocabulary, and improve pronunciation and

reading skills. The outcomes and benefits are countless due to the interest and level of attention that digital learning environments have in children.

The quality and improvement of skills in foreign language learners by using Digital Learning Environments is a necessity and a priority to implement in our education system; the Costa Rican education system must seek the best learning methods instead of old and traditional strategies that limit the students' capacities, making every teacher effort a valuable strategy that will improve their students' outcomes.

It is important to consider that not all public school students can access computers at home or the Internet. However, most schools nationwide have computers and Internet access that students can use. As mentioned at the beginning, the Omar Dengo Foundation has distributed laptops within Costa Rican schools that students use in the school setting.

## References

- Abildina, S., Sardarova, Z., Ozgambayeva, R., Janzakova, S., Kalykbayeva, A., Bitikova, A., & Abdol, E. (2023). The effect of variables associated with the digital learning environment on students' motivation and attitudes. *International Journal of Education in Mathematics, Science, and Technology (IJEMST)*, 11(6), 1497-1517. <https://doi.org/10.46328/ijemst.3781>
- Fundación Omar Dengo, (2021). *Nuestro impacto*. <https://fod.ac.cr/nuestro-impacto/>
- Granda, A. R., & Rojo, L. M. (2024). Los entornos innovadores de aprendizaje como respuesta a los retos educativos del siglo XXI [Innovative learning environments as a response to the educative challenges of the 21st century]. *Research in Education and Learning Innovation Archives*, 32, 22-35. <https://doi.org/10.7203/realia.32.27803>
- Hrytsenchuk, O., & and Trubachev, S. (2022). Creation and development of the digital learning environment in educational institutions. *Digital Humanities Workshop (DHW 2021)*. Association for Computing Machinery. <https://doi.org/10.1145/3526242.3526257>
- Küçükler, H. (2020). Digital transformation in foreign language education. *Iğdır Üniversitesi Sosyal Bilimler Dergisi*, 23, 635-646. <https://dergipark.org.tr/tr/download/article-file/2154538>
- Lampropoulos, G., Anastasiadis, T., & Siakas, K. (2019). Digital game-based learning in education: Significance of motivating, engaging and interactive learning environments. *Proceedings of the 24th International Conference on Software Process Improvement-Research into Education and Training* (pp. 117-127).
- Mahat, M., Bradbeer, C., Byers, T., & Imms, W. (2018). *Innovative learning environments and*

*teacher change: Defining key concepts*. University of Melbourne. <https://rest.neptune-prod.its.unimelb.edu.au/server/api/core/bitstreams/8b490bb7-4e26-5259-8fd6-af39053ccf31/content>

Presidente de la República y la Ministra de Educación Pública. (2018). *Decreto Ejecutivo N° 40955. Establecimiento de la inclusión y la accesibilidad en el Sistema Educativo Costarricense* [Establishment of inclusion and accessibility in the Costa Rican education system].

[https://www.pgrweb.go.cr/scij/Busqueda/Normativa/Normas/nrm\\_texto\\_completo.aspx?nValor1=1&nValor2=86181&nValor3=111664](https://www.pgrweb.go.cr/scij/Busqueda/Normativa/Normas/nrm_texto_completo.aspx?nValor1=1&nValor2=86181&nValor3=111664)

Revak, B., & Csiszarik-Kocsir, A. (2023). Foreign language learning in a digital environment – Results from a primary research. *The Eurasia Proceedings of Educational and Social Sciences*, 31, 74-79. <https://doi.org/10.55549/epess.1381521>

Roofazai, Z. S. (2024). Teaching English as a Foreign Language (TEFL) and smarter learning environments in the new age of digital transformation. *Educational Challenges*, 29(1), 135-158. <https://doi.org/10.34142/2709-7986.2024.29.1.10>

Sharma, A., Thakur, K., Kapoor, Singh, D., & Jot. K.. (2023).

Designing inclusive learning environments: Universal design for learning in practice. In C. Calhoun (Ed.), *The Impact and Importance of Instructional Design in the Educational Landscape* (pp. 24-61). IGI Global. <https://doi.org/10.4018/978-1-6684-8208-7.ch002>

## DECLARACIÓN JURADA

Yo, Iseth María Muñoz Lobo, cédula de identidad 205980958, estudiante de la Universidad Nacional, declaro bajo fe de juramento y consciente de las responsabilidades penales de este acto, que soy autor intelectual del Trabajo Final de Graduación Titulado **“Digital Learning Environments for Promoting and Motivating English Learning in Costa Rican Public Schools”**, para optar por el grado de Maestría en Educación con énfasis en Enseñanza del Inglés.

Heredia, a los 23 días del mes de agosto del año 2024.



## Refrendo

Los abajo firmantes avalamos el Trabajo de Graduación de la estudiante Iseth Muñoz Lobo, cédula 205980958, que lleva como título **Digital Learning Environments for Promoting and Motivating English Learning in Costa Rican Public Schools**, dado que cumple con las disposiciones vigentes y la calidad académica requerida por el posgrado.

JUAN PABLO ZÚÑIGA VARGAS (FIRMA)  
PERSONA FÍSICA, CPF-04-0183-0559  
Fecha declarada: 01/10/2024 07:40:29 p. m.  
Esta es una representación gráfica únicamente,  
verifique la validez de la firma.

---

Juan Pablo Zúñiga Vargas  
Profesor Tutor  
Maestría en Educación

Firmado por RITA MARIA ARGUEDAS VIQUEZ (FIRMA)  
PERSONA FÍSICA, CPF-01-0734-0085  
Fecha declarada: 06/10/2024 08:21 PM  
Razón: Ref Iseth Muñoz  
Lugar: Maestría. Contacto: Dayana

---

M. Ed Rita Arguedas Víquez  
Coordinadora  
Maestría en Educación