

# Didactics of Dramatization-Theater Program to Improve Collaborative Learning of Students in the Professional School of Nursing, Ayacucho 2023

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## Abstract

The study was conducted at a national university, highlighting its significant contribution to improving the quality of education. The didactics of dramatizations-theater program strengthened academic and socio-emotional competencies, promoted essential values of cooperation and solidarity for inclusive and equitable education, addressing the Sustainable Development Goals, specifically the fourth goal, which refers to quality education. The general objective was to determine the effect of the didactics of dramatizations-theater program on collaborative learning among students in the Professional School of Nursing. The methodology was applied with a quantitative approach and quasi-experimental design, involving a population of 460 students, with a sample of 40 students divided into two groups, 20 for the control group and 20 for the experimental group in the fifth cycle. For writing, databases such as Scopus, SciELO, and Dialnet were used. The post-test results revealed significant changes when applying the program, with a p-value (Sig.) = 0.001 and a Z statistic = -5424. This result highlighted the effect of the theatrical approach in promoting collaboration among students in the specific context of nursing education in Ayacucho.

**Keywords:** program, methodology, learning, method, education

## Introduction

Higher education worldwide faces a number of challenges, from expanding access and internationalization to improving educational quality and adapting to the changing demands of a globalized society. In this context, the ability of institutions to innovate, collaborate and adapt, as well as the relevance of the curriculum to meet the demands of the workplace and the aspirations of learners, becomes key to future success and relevance.

It is essential to mention that Sustainable Development Goal (SDG) 4, item 3, focuses on ensuring excellence in education at the university level, according to UNESCO (2023). This implies not only improving the educational experience of students, but also preparing active citizens committed to achieving the SDGs, addressing global issues and promoting a sustainable future for all.

In this scenario, the university has undergone radical changes, it has undergone a complete turn from a university of knowledge to a university of learning, thus requiring adjustments in pedagogical approaches and development of new teaching strategies such as the focus on active learning, collaborative learning, among others; which can significantly affect teachers in various aspects of their professional practice and continuous development, such as: facing difficulties in the practice of collaborative learning due to the influence of the traditional academic culture focused on lecturing and individual assessment, lack of teacher preparation, which limits the widespread adoption of active methodologies; the lack of interpersonal and collaborative skills that some students and teachers suffer to work in collaborative teams, inequalities in participation, which leads to the exclusion of important voices within the collaborative group, fair and equitable evaluation, lack of clear policies that support and encourage collaborative learning in institutions, cultural differences in expectations and educational approaches, among others (UDIMA, 2024). of higher university education.

On the other hand, the situation of university education in Latin America presents certain characteristics such as the persistence of inequalities in terms of coverage and equity, the existence of marked disparities between rural and urban areas, in addition to diverse socioeconomic and ethnic groups; As for educational quality, it varies considerably between countries and between institutions within the same country, some universities have high standards and international recognition, while others face challenges in infrastructure, human resources and academic quality, reflected for example in the limited application of the collaborative method in tertiary education due to the limited training of teachers in effective techniques to facilitate collaborative learning, educational cultural diversity and socioeconomic contexts, which influences the effectiveness and acceptance of collaborative learning practices in Latin America (UNESCO, 2021).

Likewise, when carrying out a diagnosis of university didactics, the following has been found: current conflicts in the transformation of university pedagogy those that mark the learning process as a place of intellectual attention and tool at the service of knowledge, there is a didactics that does not recognize the happening, the unique, the emerging, the difference and the context; factors and tools that serve as drivers of change, education is rarely recognized as a science; it is summarized as an act of imparting knowledge (UNESDOC, 2019); in an international context where diverse educational trends, educational inequality, the rise of global multilingualism with predominance of the English language and the decline of ancestral languages prevail (World Bank, 2019).

Similarly, national policies are not consistently implemented to address educational inequalities at the higher education level within nations in the Americas and in other regions of the world, society does not fully understand the strategic importance of advanced learning, leading to a preference for purchasing technology rather than adapting to the knowledge-creating institutions themselves, ironically, changes are needed in pedagogical methods and with it a new role of the teacher and the student to have an impact on higher education, especially the student who to encourage their ingenuity, analytical thinking, entrepreneurship, leadership and ability to resolve difficulties, should be responsible for their learning by promoting their autonomy, which is possible if the student learns to learn and unlearn to learn, while the teacher serves as a guide in the learning process (UNESCO, 2021).

On the other hand, competency-based curricula show a significant diversity and lack a coherent foundation in methodological and epistemological terms, which has a negative impact on academic performance (Jaime et al., 2021), small experts are trained in encyclopedias who are responsible for providing information and teaching courses that depend on the creation of content and little on methodologies and didactics required by a scientific discipline, Thus, in many universities the curricula by competence are still being worked by subjects, which hinder the acquisition of scientific knowledge at the level of the students, which must be the evidence of the difficulties of the teacher in the field of didactics, all this reality is reflected in the Peruvian context as the presence of a notable difference in the technological infrastructure and access to digital resources which influences the effective implementation of collaborative learning methodologies, teacher training in pedagogical techniques to facilitate collaborative learning, the traditional educational culture, due to the existence of tendencies towards the traditional and teacher-centered educational approach, the significant socioeconomic differences among students influences the equitable participation in collaborative activities, difficulty in discerning and adequately valuing individual contributions within the collaborative team (Barboza, 2022).

In this environment, university education in the city of Ayacucho lacks the implementation and improvement of active methodologies, such as dramatization-theater and collaborative work, as a result of the low importance of training in the area of pedagogy by the authorities, limited budget for training, reluctance of many teachers to work on the curriculum by competencies or socio-training, inadequate infrastructure for the development of these methodologies, teachers who are specialists in their area, among others; The repercussions of this problem are many, specifically in the students when they are the protagonists of their learning, gaps and weaknesses are observed when working in groups such as: poor coordination with their peers, difficulty in sharing work materials, weak participation in problem solving, lack of trust among group members, no individual feedback less group feedback, weaknesses in active listening, communication among group members is not clear much less accurate, all these problems are evident in the educational success of the students, for this reason the interest in conducting this research, for which the following question is posed: What is the effect of the didactics of dramatization-theater program in the collaborative learning of students in the Professional School of Nursing, Ayacucho 2023?

On the other hand, epistemologically, the study is justified in how the didactics of dramatization-theater program facilitates the active and contextualized construction of knowledge, promotes social and collaborative relationships, and fosters the improvement of cognitive and metacognitive skills essential for comprehensive learning and the academic and professional success of the student; theoretically, it is based on pedagogical principles that emphasize the active construction of knowledge, experiential learning, social interaction and the integral development of students, enriching the educational process and preparing the student to face complex challenges in today's society; methodologically, this research enriches the educational process by promoting cognitive and emotional skills, by allowing students to experience situations in a practical and participatory way, preparing them for presentations, debates and teamwork, as well as preparing them to face the challenges of the modern world effectively, providing them with essential tools for daily and professional life.

Therefore, the general objective of this research was to determine the effect of the didactics of dramatization-theater program on the collaborative learning of students in the Professional School of Nursing, Ayacucho 2023.

Therefore, the study had antecedents in the international framework with which I can help to establish the transcendence and situation of the problem to inquire facilitating an outline of what is to be investigated and how; thus, (Mendo , 2019), evidenced that in the university context, the application of active methodologies as in the preparation of cooperative learning, are effective in promoting teamwork among university students, from Spain conducted several studies of quasi-experimental type in 2. The findings, despite some challenges, are that social skills training has an overall positive impact on social skills and on the reduction of social anxiety.

Likewise, at the national level, (Quintana et al., 2022) investigated how the implementation of the IPEEC method affects the collaborative learning of university students, from the Peruvian Amazon, compared and examined the differences between the control and experimental groups before and after the test, the sample was composed of 39 students in the experimental group and 39 in the control group, who completed the post-test, in the experimental group, 26 students reached a regular level, 11 obtained a good level, 2 a poor level; In the control group, there were 26 students with a fair level, 7 with a good level and 6 with a poor level. The results indicate that the IPEEC method has a considerable impact on the collaborative learning of university students.

In addition, (Sosa et al., 2023) analyzed the effect of an educational program on university students in Peru, a quasi-experimental investigation with a quantitative approach, using a questionnaire as a tool for collecting information, whose participants were 40 students, concluding that the program applied to students at a private university in Lima has positive results.

Similarly, at the local level (Lagos, 2020), evaluated how the use of the cooperative learning method affects the learning of the students of a national university, quasi-experimental from Ayacucho, the sample 21 students control group and 25 students control group, survey technique, questionnaire instrument conclusion in general terms, a notable disparity has been observed in the results of the knowledge tests between the experimental group and the control group.

On the other hand, the didactics of dramatization-theater program is considered as a thought process focused on the actions planned to achieve a purpose; that is, a planning system that consists of a formal, organized and designed process to achieve certain objectives through a certain series of activities (Casasola, 2020); therefore, dramatization-theater as a didactic contributes to teamwork, creativity, self-confidence building, free expression, tolerance, development of social skills, feedback (Torres, 2019) because the objective of this tool is the student on which the teacher should focus, dramatize access to actively intervene characterized by being pleasant, natural and voluntary, creative so it intervenes in the integral learning of the individual (Eines & Mantovani, 2020).

In relation to the theory that supports the independent variable, this is mainly based on the socio-constructivist theory of education that considers learning as an individual development of building new knowledge, gives value to interrelationships or social intercommunications as fundamental instruments for the social construction of individual understanding; in addition to participating in a collaborative dynamic that facilitates the interaction of previous experiences and knowledge to contribute to the strengthening of social skills (Sanfeliciano, 2022); in addition, this didactic is nourished by the socio-cognitive theory of learning, which affirms that environmental, personal, motivational, cognitive and other components have a positive or negative influence when performing a task in a cooperative manner, which is previously agreed upon for the achievement of a common purpose (Peralta, n/d); Intersubjectivity as Vigotsky's theory of situated learning is another of the theories on which dramatization is based, which considers the mutual development by which reasoning and knowledge are transmitted from one individual to another, that is, learning requires action, the environment and the culture in which it originates (Team of experts in education, 2023).

In addition, the theory of socio-cognitive conflict supports the use of dramatization as a methodology, since it facilitates the exploration of alternative perspectives on the task at hand, this theory suggests that cognitive conflict, generated by the confrontation of different points of view or the discrepancy between ideas, can promote deeper and more meaningful learning during interrelation (Studocu, n/d); Finally, the theory of distributed cognition is oriented towards the search for understanding how subjects solve the cognitive tasks they are presented with, it proposes that cognition and knowledge are not limited to individuals, but are distributed through objects, people, elements and tools in the environment, Farfán et al. (n/d).

With reference to the legal basis, it is immersed in the Magna Carta of Peru in articles 13, 14 in which it makes mention of higher education emphasizing the autonomy of the academic, regulatory, administrative regime among others being that these institutions are governed by their own Statutes in the environment of the Constitution (Political Constitution of the State 1993, 2022) , supports these articles the University Law 30220, article 47 clause 3 when referring to the modality of service that in any of them must motivate autonomous learning (University Law, 2022), reinforces the General Education Law by indicating that university instruction aims to acquire fundamental labor skills (Law 28044. General Education Law, n.d.).

On the other hand, the didactics of dramatization-theater, is conceptualized as the explanation of a difficulty through theater provoke the person; the goal is to promote awareness of both oneself and others and the surrounding environment, this is achieved through theatrical performances, the dramatic art or theater emphasizes the representativeness, in the function, in the assistants, in the artistic for the approval of the work by the public; the components of the dramatic sketch is delimited by the image of an action that includes a difficulty interpreted by a translator who in advance accepted the roles to play, these components are the following: the character is the one who executes the action, an action well defined by what he does (the task) and how he does it, those who are characterized by age, name, physical and psychological attributes, among others; conflict, the hostility between two antagonistic energies could be between two characters, perceptions of the world, position before the same scenario; space can be the space where the representation takes place and the dramatic space that comes to be the improvisation that the observer must build (Motos, 2019).

Regarding the processes and sub processes of the independent variable, the following was considered: Body expression is directed to the expressive movements of the character he represents, it must take into account the convenient actions to impart ideas, feelings adapting them to the objective; fluency providing different movement responses to a circumstance in a short time; flexibility in the actions adding speed, levels, different directions in

the actions of movement and intensity of the same, oral expression oriented to the use of the voice when impersonating, it must take into account the projection of the voice, rhythm, volume and articulation of the words; Improvisation as an investigative procedure, a natural action that occurs when interest in the character is awakened, within it we have active listening, constant attention, accepting and valuing suggestions from peers, inspiring emotions in the audience, reacting spontaneously to stimuli, proposing something new, expressing a range of ideas; interpretation of the dramatic text, proposing alternative solutions with their peers, practicing active listening, handling skills of working together; creation of dramatic works, making use of the different components of dramatic dialogue, particularity in the approach to the components of dramatic dialogue; assessment of stage performances, such as self-mastery and use of active listening (Motos, 2019), based on the conceptual approaches of the variable, it was developed the program didactics of dramatization-theater which consisted of 12 sessions which were executed taking into account, body expression, within it the methods of movements designed to express and transmit sensations, emotions and ideas; the transmission of emotions and feelings through body expression; techniques of movement management, gestures to adapt the body; voice projection, rhythm used when speaking, voice volume and articulation of words; improvisation as a method to explore and develop theatrical creation; interpretation of dramatic text and evaluation of stage shows, which was developed in person; this program enriched the educational strategy for learning through practical experience; in addition to strengthening the skills essential for collaborative learning, achieving a significant improvement in this learning.

On the other hand, the dependent variable, collaborative learning implies active interaction, discussion and joint decision making, thus improving the understanding of the contents (Hotmar, 2022); this variable is supported by the theory of socio-cognitive conflict which promotes collaborative learning and deep understanding through the exchange of ideas and the constructive confrontation of different perspectives; another theory that supports this variable is intersubjectivity, which refers to the interaction between subjects sharing experiences, thoughts and emotions in a mutual and cooperative manner, which are shaped in part by interactions with others, in conclusion this theory highlights the importance of interpersonal relationships and the shared construction of meanings as essential components of human experience and the development of personal and social identity, in addition to these theories already mentioned collaborative learning is also supported by the theory of distributive cognition that you buy with the didactics of dramatization (Peralta, 2016).

On the other hand, the history of collaborative learning ascends to the social event of the human being taking into account the collaboration between primitive men, by means of exchange, among others, the progress of the hands and the emergence of articulated language achieved the development of the brain (UnKnown, 2014); the associated teaching is beneficial because each apprentice teaches the rest; in the middle ages the art corporations admitted the value that the learners in small groups and within them the most skilled can work with the teacher, then share the knowledge with the less experienced, Quintilian named by (UnKnown, 2014); in the XVI, XVII and XVIII centuries, pedagogical preferences appear suggesting group work in education, collaborative learning is born in the West because some rhetoricians begin to talk about the benefits of educating others, to train learning among peers, after a good time Jhon Dewey built a teaching project in which he encourages the practice of collaborative learning teams, this method is the persistence of the innovation of active learning, the contribution of this learning was resumed by the 90's in the different grades of teaching (UnKnown, 2014).

Likewise, the legal basis of this variable is based on the Political Constitution of the State in its articles 13, 14; the University Law 30220, the General Law of Education 28044 and the University Statute refer briefly to higher education, as well as the regulatory and administrative framework, the modality of service that in any of them should motivate autonomous learning, aimed at achieving transcendental labor competencies by continuously improving the learning-teaching process.

As for collaborative learning, it is considered as a pedagogical approach whose objective is to improve learning by working in small groups who are dedicated to solve problems, complete tasks or learn new knowledge, it strongly involves students in the processing and fusion of information and concepts (University, 2020); collaborative learning is also valued as an educational project that explores the improvement of learning through group work, in which the group seeks to solve problems or assimilate new concepts of group interest, one of the

advantages is that it improves thinking skills, teacher-student interaction, increased retention, student responsibility, increased understanding of different perspectives; The disadvantages are that not all students have the same ability to learn; the uniqueness of this variable lies in that students assume an important personal commitment for the tasks assigned to them, team responsibility in which each student must find a result to what is proposed to achieve the overall objective; emotional intelligence requires training, particularly inter social intelligence because students must learn to make a determination, coordinate work with teams and plan the delivery, finally teams tend to have a positive interrelationship because everyone trusts each other (Diaz Barriga & Hernandez, 2019).

Finally, the hypothesis was: The application of the didactics of dramatization-theater program significantly improves the collaborative learning of students in the Professional School of Nursing, Ayacucho 2023.

### Methodology

In the study, the deductive approach was used to investigate the effect of the didactic program of dramatization-theater to improve collaborative learning in university students which is equated with the explanatory level because it allows detailing the attributes of the variables and establishing the causal connection between them. (Hernández-Sampieri et al., 2022); type of applied study, because it established the didactics of drama-theater as a teaching method to improve collaborative learning and achieve meaningful learning prior in-depth study of both variables (CONCYTEC, 2018); of quantitative approach of the positivist paradigm because it collected data of the didactic variable of dramatization-theater, and collaborative learning, to test the hypothesis based on numerical evaluation and statistical reflection (Carhuancho et al., 2019); experimental design of quasi-experimental type, which made it possible to accurately appreciate the causal impact of the didactics of dramatization-theater program in the improvement of collaborative learning in university students. Likewise, this didactic is conceptually defined as a didactic method that fosters adaptive informality, allowing and promoting experimentation and using shared experiences as a basis for discussion (Motos, 2019); Therefore, based on the first variable, the study program arises, which consisted of 12 educational sessions organized systematically, which were developed in person, on the other hand, collaborative learning as a dependent variable defined as an educational project that explores the improvement of learning through group work, in which the team seeks to solve problems or assimilate new concepts of group interest (Díaz Barriga & Hernández, 2019); considering the operationalization of the variable (Coronel, 2023), it was measured with a questionnaire in its dimensions such as positive interdependence, face-to-face promotional interaction, personal responsibility and valuation, interpersonal skills and group processing.

Likewise, the population consisted of 460 students of the Professional School of Nursing, the sample consisted of 40 students; Taking as inclusion criteria the students enrolled in the Psychiatry course, with regular attendance and who finished the 12 scheduled sessions and the exclusion criteria the students who did not enroll in the course, students who did not attend regularly and those who did not attend the scheduled sessions, the experimentation was designed to determine whether the didactics of dramatization-theater improves collaborative learning; To achieve this objective, 20 students were selected as the experimental group and 20 as the control group; then, the drama-theater didactic was implemented in 12 sessions; during the process, the results of collaborative learning were observed in the experimental group and significant learning was evaluated (Hernández-Sampieri et al., 2023).

On the other hand, to collect and analyze the data on collaborative learning of the sample, the survey was used as a technique, as recommended by Katz et al. (2019). The questionnaire was used as a tool to operationalize the collaborative learning variable, formulating questions that would allow measuring it effectively (Salas, 2020). Likewise, the validity of the collaborative learning instrument was evaluated by experts composed of five doctors from Universidad César Vallejo specialized in methodology; these experts confirmed the clarity, coherence and relevance of the instrument, obtaining validity through V Aiken rating scale in terms of clarity, coherence and relevance of 0.75 respectively. In addition, the reliability of the tool was verified through the analysis of

Cronbach's alpha coefficient taking into account as a result of very reliable range, of an index of 0.89236 as statistical result.

The research was developed in accordance with the rights of intellectual relevance using the APA 7th edition standards in the writing; in addition, the fundamental principles of ethics were taken into account in the development of the research, such as the safety of the participants, the privacy of the participants was respected, scientific integrity was maintained because all the data of this research are true, promoting equity and justice, assuming social responsibility by considering the social and cultural implications of the work; in addition to complying with the norms and guidelines established by the university, the principle of respect for intellectual property was taken into account through the use of appropriate citations to protect the authorship rights of other research.

RESULTS

The tables show the descriptive results of collaborative learning and its dimensions.

**Table 1 Results of Collaborative Learning in students.**

Levels	Groups			
	Control		Experimental	
	<i>f<sub>i</sub></i>	%	<i>f<sub>i</sub></i>	%
	<b>Pre/test</b>			
Low	3	15%	1	5%
Half	17	85%	19	95%
Well	0	0%	0	0%
	<b>Post/test</b>			
Low	0	0%	0	0%
Half	20	100%	0	0%
Well	0	0%	20	100%

In the pre-test, both the control and experimental groups showed similar results, reaching the medium level in collaborative learning, with 100% of participants in both groups. However, in the post-test, significant differences were observed: all the participants of the control group remained in the medium level and the experimental group reached the high level in 100%, achieving an improvement in collaborative learning.

Hypothesis testing tables

In order to demonstrate the general hypothesis and the specific hypotheses, the results of the corroboration inferences are presented below, where the non-parametric tests were performed with a significance of Sig =0.05 and Z=-1.96.

General Hypothesis:

Ho: The application of the didactics of dramatization-theater program does not significantly improve the collaborative learning of students at the Professional School of Nursing, Ayacucho 2023.

Ha: The application of the didactics of dramatization-theater program significantly improves the collaborative learning of students at the Professional School of Nursing, Ayacucho 2023.

Table 2 Mann-Whitney U test for general hypothesis testing.

Groups	Range		Sum ranks	Statistician contrasts of	Student performance		
	N	Average range			U de Mann/Whitney	W-de/Wilcoxon	Z
Student performance	Control*	20	22,05	441,00	U de Mann/Whitney	169,000	
	pretest				W-de/Wilcoxon	379,000	
	Experimental	20	18,95	375,00	Z		-,844
	*						,399
	pretest				Sig.* (bilat.)		
	Control*	20	10,5	210,00	U de Mann/Whitney	,000	
	Post test				W-de/Wilcoxon	610,000	
	Experimental	20	30,5	610,00	Z		-5,424
*						< ,001	
Postt est				Sig.* (bilat.)			

Note: a. Grouping variable: Test-group.

The pre-test (Table 2) shows that the program showed no differences between the control and experimental groups; with Sig.  $0.399 > 0.05$  and  $Z -0.844 > -1.96$ . However, in the post-test there are differences in these groups, with Sig.  $0.001 < 0.05$  and  $Z -5.424 < -1.96$ . As a consequence, the alternative hypothesis was accepted.

## Discussion

This segment analyzes the results achieved based on the objectives, considering the theoretical framework, the link with existing theories and the contribution to the body of knowledge in the study.

Regarding the analysis of the general objective, the descriptive results showed that, prior to the program intervention, 95% of the students in the experimental group were in an average position in collaborative learning. After the intervention, 100% reached the high level, achieving an improvement in collaborative learning as a result of the intervention of the didactics of dramatization-theater program. These results coincide with the results of Espinosa et al. (2020), who used theater as a didactic tool in the training of university students. This study concluded that theater is a valuable tool that promotes cohesion and the development of teamwork. Using a questionnaire to evaluate the impact, they found that more than 50% of students experienced an improvement in collaborative learning, thus facilitating group work and making learning more enjoyable.

Similarly, there is similarity with the inquiry of Sosa et al. (2023), who indicate that the implementation of the songoy tusuy program and cooperative learning produces positive effects on collaborative learning among students in a private university, these results are positively related to those of (Quintana et al., 2022), when implementing the IPEEC method has a positive impact on collaborative learning by comparing and examining the control and experimental groups obtained a significant improvement of a sample of 39 students (100%), 26 reached a regular level, 11 in the good level and 2 in the poor level in the experimental group compared to the control group that obtained 26 students with a regular level, 7 with a good level and 6 with a poor level, indicating that the IPEEC method has a positive impact on collaborative learning of university students in the Peruvian Amazon; In accordance with this research (Lagos, 2020), he evaluated how the use of the cooperative learning method affects the learning of the students of a national university, working with a sample of 21 students in the control group and 25 students in the experimental group, using the questionnaire as an instrument and the evaluation, concluding in general terms, a notable inequality has been observed in the results of the knowledge test between the experimental group and the control group, with a positive result in the experimental group.



The studies and pedagogical tools mentioned by Espinosa et al. (2020), Quintana et al. (2022), Sosa et al. (2023) and (Lagos, 2020), demonstrate how different educational approaches align with the principles of constructivism, thus emphasizing that learning is efficient when learners are actively involved in the construction of their knowledge, the pedagogical tool of theater facilitates this active participation by allowing learners to explore and apply knowledge in a practical and meaningful context; highlights the relevance of social interaction in the learning process, collaborative learning fosters precisely this by facilitating learners working together to construct shared knowledge, discussing, negotiating meanings and solving problems together. Both the theater-based pedagogical tool and collaborative learning as an educational practice mentioned above find solid foundations in constructivist theory (Quintero-Arrubla & Álvarez, 2023).

In conclusion, as far as the effect caused by the application of the didactics of dramatization-theater program is concerned, it proves to be an effective strategy to improve collaborative learning; therefore, the proposal of the general objective of this research was achieved, aligning with the constructivist principles that promote active and meaningful learning in the educational environment.

### Conclusion

The application of the didactics of dramatization-theater program significantly improved collaborative learning in students at the Professional School of Nursing, Ayacucho; statistically corroborating with Sig. (p) = 0.001 and Z = -5.424 in the Mann-Whitney U; in percentage terms these results mean that we are 99.9% sure that the improvement in collaborative learning is not a coincidence, but is related to the application of the program, a negative Z value and far from 0 suggests that the group treated with the program had a notable improvement compared to the control group.

### Recommendations

Based on the results and the exhaustive analysis carried out during the research, the following suggestions are offered: a general recommendation and five specific recommendations to optimize collaborative learning of students in a national university.

Implement a strategic plan for the teaching of drama-theater didactics as a pedagogical method to be used in the teaching-learning process, with clear objectives that are aligned with the subject or academic program, in order to promote a deep and practical understanding of the theoretical concepts, as well as to strengthen collaborative learning.

Organize workshops with experts on theatrical games to break the ice, improvisation exercises and staging of complete scenes. In addition, encourage theatrical projects that involve collaboration between students from different disciplines, with the aim of reinforcing teamwork and positive interdependence.

Execute rehearsals and performances that enrich theatrical activities and face-to-face interaction during participation in workshops and training courses in drama and dramatization, under the direction of specialists for effective application in collaborative learning.

Evaluate drama activities through formative assessments that take into account progress during preparation and final presentation. In addition, encourage critical reflection among participants on their experience in the theatrical activities, addressing the learning process, challenges overcome and knowledge acquired, in order to strengthen personal responsibility and appreciation of collaborative learning.

Monitor and follow up on the planned activities, which will contribute to the fulfillment of the established objectives and the strengthening of the students' interpersonal skills. Supervise the execution of programmed activities to ensure that they are carried out effectively and efficiently, with the objective of strengthening teamwork among students.

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