

Stop-motion as a Didactic-technological Resource to Reduce Alcohol Consumption in Engineering Students

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Abstract

The objective of this research was to apply stop-motion as a didactic resource to reduce alcohol consumption in university students of the Production School of the Universidad Iberoamericana del Ecuador (UNIB.E). For the execution of the study a quantitative study of descriptive analysis was designed, supported in three phases. The first phase allowed to diagnose the knowledge, beliefs and level of alcohol consumption that the students possess through a questionnaire directed to 30 college students of different levels. During the second phase, a stop-motion was designed and used as a didactic resource for andragogic orientation. Finally, as a third phase, the observation guide was applied as a second instrument to write down the attitudes and behaviours of the students. The results showed that the attitudes that students have since post-adolescence regarding the ephemeral connectivism of culture and society frame a high consumption of alcohol without considering the high risks that it highlights.

Keywords: Technology, university education, stop-motion, health orientation and promotion, alcoholism, didactic resources.

I. INTRODUCTION

The consumption of alcohol, a psychoactive substance that has been widely used in many cultures for centuries [1], has become a growing problem of multifactorial origin that affects the health of the student university population. According to the [2], excessive alcohol consumption carries a heavy social and economic burden on societies, thus uncontrolled alcohol has negative consequences for the body and those around it.

Alcohol consumption is a causal factor in more than 200 diseases and disorders according to the [3], and has been associated with the risk of developing health problems such as mental and behavioral disorders, including alcoholism. These effects are brought about by excessive consumption and major non-communicable diseases such as cirrhosis of the liver, some types of cancer and cardiovascular diseases, as well as mental or physical damage such as violence and traffic accidents.

It is important to note that this study highlights the importance of the use of stop-motion as a didactic resource to reduce alcohol consumption. This discipline has been defined by [4] as an audiovisual technique. Research fulfills its function as a guiding educational model, wherefore university students become aware and give more importance to their health and academic performance.

For this reason, it is necessary to identify the factors related to the consumption of alcoholic beverages in the students of the production school of the UNIB.E. Likewise, the study contributes to determine the prevalence of alcohol consumption. In addition, it explores the causes that induce an adolescent not to become aware of this risky behavior.

II. RELATED WORK

II.I Health

Health is defined by [2] as the state that an organism develops and carries out its actions according to. Health is a state of the body that allows one to continue living and this includes a certain degree of physical well-being; however, health is not only well-being but, to a certain extent, it is a part of health, that is to say, it is one of the necessary means to continue living. In turn, health varies in terms of its states, both mental and physical. In addition to [5] maintain good health, the person is required to understand and use the information in a way that allows to promote social skills to each person in their social or family circle.

II.II Mental Health

[6] states that mental health is not just the absence of mental disorders; instead, the author holds that mental health is a state of well-being, where the individual is aware of his own capabilities, can cope with the normal stresses of life, can work productively, fruitfully and is able to make a contribution to his community.

Mental health, therefore, is a state of prosperity in which the being is consistent and sensible of its attributes and qualities, to the point of being able to confront the normal tractions of subsistence, allowing itself to work fruitfully for society. For [7], there are several types of mental health problems: the most common are anxiety, depression, drug abuse and alcohol, the latter being highlighted as the object of study, among those that most affect student health university [8].

According to [9], alcohol consumption in the final stage of adolescence is based on its frequency and excessive use due to the lack of academic, executive and family guidance since childhood. These aspects influence the way of thinking and acting in most social situations [10]. It should be noted that, in effect, mental health disadvantages disrupt humanity as a whole, constituting a major challenge to overall development, says [11], as this aspect makes it difficult for people who have a high rate of alcohol consumption.

II.III Physical health

Physical health is a fundamental part of human body performance to perform body actions; therefore, the use of harmful or psychoactive substances under international control is widespread throughout the world and its consequences on health have been a concern to the WHO according to [12]. A person's physical condition plays an important role in their life at any age, especially when an adolescent is training professionally.

II.IV The Alcohol

Alcoholic beverages have been used for centuries from different functions, at religious, medical and aperitif levels. According to [13], alcohol is considered a social drink as a ritual of solidarity or friendship. Since ancient times, alcohol has been considered an alcoholic beverage that serves as a cure or medicine [14]. In certain cultures, the consumption of alcohol has been a privilege for upper social classes and women and children were not allowed to drink. Nowadays, however, alcohol is consumed by adults, young people, and even children. The abuse of alcohol as a psychoactive substance is defined by [15] as an un-adapted model of the use of a psychoactive substance characterized by continued consumption. In spite of the fact that the subject knows that he has a social, labor, psychological or physical problem, persistent or recurrent, caused or stimulated by recurrent consumption in situations in which he is physically dangerous.

II.V Alcohol consumption

Alcohol consumption refers to the consumer, whether moderate or abusive consumption, the sporadic drinker or the first-time drinker, as stated by [16]. According to [17] the consumption of alcohol and other drugs in adolescence is a cause of social concern. In most Latin American cities, the purchase of legal beverages makes alcohol an easily accessible product available, because of the many businesses where it can be purchased, the extensive hours of sale and the affordable price of beverages. Youth consumption of legal and illegal alcoholic beverages is linked to free time, weekends, entertainment venues such as nightclubs, bars and the search for new sensations and experiences.

II.VI Causes and consequences of alcohol consumption

Currently, for [9] alcohol is consumed by young people and adults, according to society the consumption is treated as normal or natural. According to [18], it is more common for women to abstain from consuming alcoholic beverages than men. [19] also state that men consume the most alcoholic beverages in the world.

Causes of excessive consumption of alcohol include factors such as stress, influencing young people who consume excessively this product. For [20] the term stress has become a common word in society, generating stressful situations due to excessive work or the actions people take to reach a level of mental and physical fatigue.

[21], emphasize that the consumption of alcoholic substances brings with it strong sequels at the physiological and attitudinal levels that cause labor problems such as accidents, absenteeism

and low academic performance at the student level. This effect occurs at the neurological level that inhibits functions related to allowing action and reaction to be performed in a normal manner. In addition, excessive alcohol consumption leads to problems in both health and intrapersonal relationships.

[22], highlights that violence is present due to alcohol consumption, in a higher index between the conflict of family relationships and/or between couples, friends, relatives, identifying harmful alcohol consumption as one of the 50 risk factors in violence against the couple and sexual violence. In addition to violence, there is also the abuse of the physiological dominance of the masculine gender against women.

II.VII Prevention of alcohol consumption

According to [23], the objectives of medicine are the promotion of health, the preservation of health, the restoration of health in cases where it has been lost, and the minimization of suffering and disability. To [24], this means that in the case of alcohol abuse in young people, it must be borne in mind that the problem is mediated by the stage of development in which they find themselves, the characteristics of the community in which they live and the cultural acceptance of consumption, as well as by the personal skills associated with the resistance of pressure from friends for consumption and the subject's capacity to control consumption.

The complexity of the situation and consumption has to be constituted in a dispensable way at present, to the point of verifying in a large number of studies or data on the most appropriate strategy or technique for the prevention of alcohol consumption in students. After analyzing the various theoretical contexts that support this research, emphasis should be placed on the distinction or characterization of applicability to those to whom the study was directed. Especially university students who have chosen stop motion as a strategy or preventive audiovisual resource to reduce alcohol consumption.

II.VIII Andragogy

In education, the term "indicative" has been defined according to age, i.e. the term "andragogic" applies to students between eighteen and seventy years of age. Thus, adulthood extends from twenty years of age. For [25], the term andragogy is classified into three types: early adult (from twenty to forty years of age, intermediate adult (from forty to sixty-five years) and late adulthood (after sixty-five years of age).

In relation to the aforementioned author, the definition of adult is linked to the physiological, psychological and social development of people, distinguishing or differentiating the child or adolescent by their lifestyle, thought and action in which their education is characterized by "pedagogy".

Etymologically, the term pedagogy arises for [26] from the Greek "paidos" which means child and "gogia" which means to direct or lead. The term "andragogy" has been debated by many researchers throughout history, from the point of view of the teacher's vision or edge of life. Therefore, according to [27] andragogic education is considered that applied to university students who exceed 18 years of age.

If the university student is an adult, the proper resource would be the andragogy, in order to situate in it the theoretical foundation that allows to construct curricular proposals and methodological strategies coherent with reality, psychological and socio-cultural aspects that characterize adulthood.

In the field of educational theories, practices, policies, and universities, education implemented at the higher level students, most of whom enter with an average age between 18 and 30 years of age, should be considered adults. Based on [28] "today it is impossible not to recognize adult education as part of the education process university education systems" (p. 14). This discipline takes note of classification or placement, as it must pertain to the student in adulthood. In this sense, for [29] the andragogical training operations, together with the diligences of the socio-educational contours, are destined to new concepts and classifications totally different from the traditional models.

II.IX Stop-motion as a technological and didactic resource

Stop-motion is one of the oldest and most applied tools in the making of cinema, videos and audiovisual media in general. For its development only a recording or photographic camera is needed [30]. The cited authors recommend a high level of imagination and creativity, as well as a lot of patience, to be able to elaborate videos with this basic technique. In favor of the present stop-motion method, a low capital investment is required in terms of equipment or materials.

The stop-motion technique resides in taking photographic images of objects. These objects or figures must have characteristics of moldable type, which allow to make subtle changes in their state. Each state or slight movement applied to the figure must be captured in a fixed state. Then all images are reproduced continuously, until an illusion of movement is obtained. The stop-motion is considered as an animation in pure state, since the movement of the moldable object is conceived in a manual way [31].

For [4], the stop-motion technique is developed with the recording "fotograma a frame" or also referred to by the term "frame a frame". The author recommends taking captures in closed or empty environments, where there are no movements, only those applied by the animator or director of the work. Currently, the stop-motion can be considered a didactic resource for educational guidance, since it offers various possibilities of making the transmission of sublime messages to university students, who are in the post-adolescence stage defined as the stage where it is concretized, more dynamic and motivating.

Finally, after analyzing all the theoretical contexts that support the present research, the study has a general rule: apply stop-motion as a technological didactic resource, which helps to reduce alcohol consumption among the students of the UNIB.E. production career. Among the specific objectives are to diagnose the level of alcohol consumption in the students of the production career of UNIB.E, to design and develop the stop-motion orientation as an instrument of andragogical reflection. To analyze the attitudes and behaviors of the students that the student acquires after visualizing the stop-motion in a spontaneous way typical of daily life and classroom activity.

III. METHOD

This paper compared the performances of eight ML algorithms using the CICIDS2017 dataset. Steps taken are as shown in Fig. 2. ML algorithms were used to build Model, as in the diagram. Three important performance metrics [20] were used for the comparison; namely accuracy, true positive rate and false alarm rate.

The study corresponds to the quantitative paradigm where researchers are invited to distance themselves from subjectivity and distinguish the existing problematic situation or research context [32]. For which, among the research paradigm it was agreed to carry out a descriptive study based on the collection of data at a given time through questionnaires, and the description of the variables that emerge from the research [33].

The study is also developed under the research-action method, since its design was oriented in the search for a change or improvement of the current conditions of the university environment [34].

III.I Population and sample of the study

UNIB.E has a student population of 650 students, structured by eight (8) careers. For research purposes, the number of participants was determined by an intentional, non-probability selection technique. For [35], this sample selection technique allows selecting particular cases from a population by limiting the sample to these cases only. Therefore, the intentional selection is used in scenarios where the population is very variable and, therefore, the sample is very small, being conformed by thirty (30) students of different levels, all ascribed to the degree of Engineering in Communication and Production in Audiovisual Arts.

III.II Reliability

Bernal (2006) expresses that the reliability of a questionnaire is described by the consistency of the scores obtained by the same individuals who participate in a study, when they are examined on different occasions with the same questions. The Statistical Package for the Social Sciences (SPSS) version 24 was executed to obtain the Cronbach alpha statistical coefficient 0.899 considered by [36], a value of good consistency since it is within the range of 0.7 to 0.9.

III.III Research instrument

The initial phase of the research was supported by a diagnostic questionnaire, to know the conceptual domains relevant to the students, the level of alcohol consumption, alcohol dependence and knowledge about the adverse consequences of consumption (see Table 1). The questionnaire was composed of ten (4) items with five (5) answer options, taking the lowest value with one (1) for intensity or frequency, described as (N) "Never", then option (AN) "Almost Never" with two (2), the intermediate option (ST) "Some Times" with a numerical value of three (3), as next option "Almost Always" (AA) with a value of four (4), and finally as answer option "Always" (A) with a maximum score of five (5).

Table 1. Diagnostic Questionnaire

Universidad Iberoamericana del Ecuador Diagnostic Questionnaire						
Data: ____/____/____						
Indication: you should underline or choose the option that you consider is most appropriate to your situation						
N°	Items	N Never	AN Almost never	ST Some times	AA Almost always	S Always
1	How often do you consume an alcoholic drink?	0	0	13,33	53,33	33,33
2	How often do you not remember what happened after drinking?	73,33	13,33	13,33	0	0
3	How often in the past year have you felt remorse or guilt after drinking?	63,33	23,33	13,33	0	0
4	How often in the past year have you needed to drink on an empty stomach, considering recovering after drinking?	0	0	4,33	15,33	80,33

As a second instrument, the observation guide defined by [37], was applied as a tool to objectively and reliably write emerging events. The observation guide consists of only one sheet where the authors wrote the most outstanding facts when applying the use of stop motion. The technique of observation as a strategy to collect data and then analyze it, provides a record of actions, speeches and events that are perceived during the investigation.

IV. RESULT

The sensitivity and specificity of each of the items selected for the questionnaire were calculated by the diagnostic test criteria recommended by [38], which describes the criteria of average daily consumption of alcohol, recurrent intoxication, presence of at least one symptom of dependence, diagnosis of alcohol abuse or dependence, and self-perception of the problem with drinking.

In figure 1, 53.33% of the students expressed that they almost always consume alcoholic beverages, followed by 33.33% of the students surveyed, highlighting that they always drink alcoholic beverages frequently, then 13.33% of the students responded in the survey, that they sometimes consume alcoholic beverages frequently, finally none of the students surveyed highlighted that they never or almost never drink alcoholic beverages frequently, that is to say, they are active alcohol consumers.

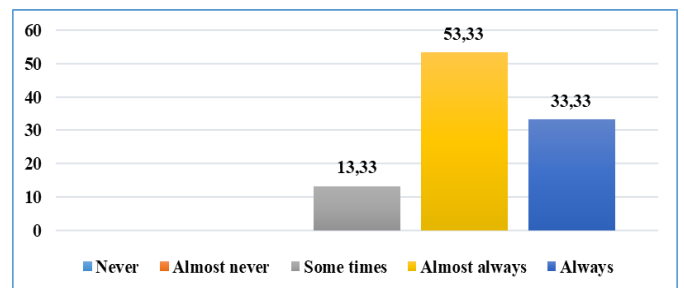


Fig. 1. Responses from item 1. How often do you consume a drink alcoholic?

In figure 2, the percentage numerical data obtained, 73.33% of the students expressed that they have never been able to remember what happened or events occurred, after drinking alcoholic beverages, then in second place 13.33% of the students surveyed indicated that they almost never remember what happened the night or the day before because of excessive alcohol consumption. Finally, for production students only sometimes remember what happened, supported by 13.33% of the responses emitted by young people after drinking alcoholic beverages.

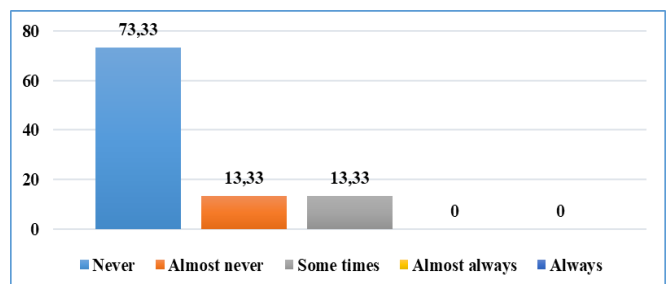


Fig. 2. Responses from item 1. How often do you not remember what happened after drinking?

The cognitive level indicator exposed in the third item remained led based on 63.33% of the respondents who expressed that they never had remorse or feelings of guilt after having consumed alcoholic beverages in the course of the last year, followed by 23.33% of the students where they expressed that they almost never had remorse or feelings of guilt after having consumed excessive liquor, then 13.33% of the students in the production career responded that they sometimes had remorse or feelings of guilt after consuming alcoholic beverages (see figure 3). Demonstrating, in this way, the lack of awareness or little interest of self-care in the health of each individual.

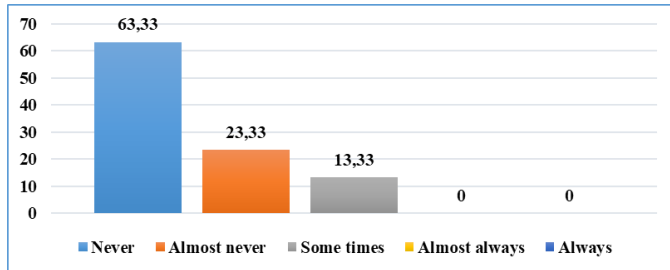


Fig 3. Responses from item 3. How often in the past year have you felt remorse or guilt after drinking?

The numerical results of this item showed that 80.33% of the majority of those surveyed consider that they must always consume alcohol in order to settle down physically (Figure 4). 15.33% of the students stated that they have almost always needed to drink alcohol on an empty stomach in order to recover, after being drunk the day before, then 4.33% of the respondents indicated that sometimes they need to consume alcoholic beverages in order to recover and stay active after the night before. This demonstrates that the ideologies exposed by the educational society lead to the extreme and continuous consumption of alcohol according to [39].

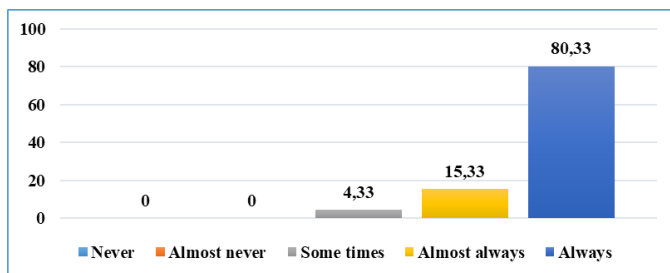


Fig 4. Responses from item 4. How often in the past year have you needed to drink on an empty stomach, considering recovering after drinking?

After applying the quantitative diagnosis of alcohol consumption, the researchers verified the need to design a stop-motion film as an instrument of andragogical reflection to prevent and reduce the high consumption of alcohol in the students of the production career of the UNIB.E during the academic period B-2018. After designing the stop-motion, in a systematized way, it can be specified that the audiovisual product has a duration of 1 minute with 10 seconds, it was presented to the 30 (thirty) production students, in the main auditorium of UNIB.E.

After exposing the stop motion, the students expressed a series of participative opinions about alcohol consumption. With greater frequency, it was told by the students that the consumption of alcohol should be considered a serious problem, should reflect on the importance of personal care, especially health, for the side effects that emerge from the consumption of ethylic beverages [40].

V. DISCUSSION

The comparison of applied theories and descriptive studies demonstrated the frequent consumption of alcoholic beverages. Even though there was a tendency to decrease, when stop motion was applied. There must be a reason for attention on the part of the authorities in charge of public health programmes, prevention and protection.

Indeed, as [41] showed, those who begin to drink early are up to 10 times more likely to have problems associated with alcohol consumption in life, and four times more likely to have problems with other substances, compared to those who began after age 18. The results showed that there is an important group (53.33% almost always drink alcoholic beverages) that consumes a very high amount of alcohol, with a frequency (33.33% always drink alcoholic beverages) also very high.

Taking into account quantitative analyses, the use of stop-motion proved to be an excellent tool for constructing patterns when working with large student groups. For the researchers, the attitudinal patterns are the values of health care and were strengthened by the andragogic orientation that facilitates the connectivism of stop-motion. Likewise, in relation to this statement, [42] demonstrated that university students have favorable attitudes towards alcohol, low risk perception and positive beliefs about its consumption, which also coincides with the findings of the present study.

VI. CONCLUSION

After applying the theoretical-practical study in the students of production of the UNIB.E, it can be concluded that the stop-motion is a didactic resource that allows to reduce the consumption of alcohol in the students. Also, the following conclusions arise, among which it stands out in a primordial way, that the communication with university students is more feasible through audiovisual or technological means, in the same way that these means allowed to open the conscience in the participating individuals, demonstrating that the consumption of alcohol is an existing problem between the university students and not something common and daily, that must be left aside without taking preventive measures.

The electronic means of communication are a potential way of transmitting information, being a feasible resource for the affective and emotional communication. These modern tools can be used as orientations of prevention in the consumption of alcoholic beverages and are more effective than other traditional means, to which the adolescents always offer resistance. University students have demonstrated their

preference to the didactic methods linked with the technology, like a symbol of the present time that identifies them.

The university socio-educational network where production students spend a large part of their day (UNIB.E, sports or cultural activities), the everyday culture frames them to continuous consumption, only to feel a bond of friendship, highlighting the lack of post-adolescents trained in cognitive and reflective skills to avoid alcohol consumption. It is strategically recommended that andragogic teachers develop audiovisual guidance material as logical plans based on evidence of health care and promotion.

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