



H O R I Z O N T E A C A D É M I C O

LA INNOVACIÓN PEDAGÓGICA Y SU INCIDENCIA
EN EL DESARROLLO COMPETENCIAS.
ESPECIAL REFERENCIA A
LAS CIENCIAS SOCIALES Y JURÍDICAS

Coord.

VÍCTOR LUIS GUTIÉRREZ CASTILLO



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LA INNOVACIÓN PEDAGÓGICA Y SU INCIDENCIA EN EL DESARROLLO
COMPETENCIAS. ESPECIAL REFERENCIA A LAS CIENCIAS SOCIALES Y JURÍDICAS

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CAPÍTULO XIII. OPTIMIZACIÓN DE LOS PROCESOS DIDÁCTICOS MEDIANTE EL USO DE WOOC LAP EN EL ÁREA DE LAS MATEMÁTICAS	213
<p style="padding-left: 40px;">CELIA GALLARDO HERRERÍAS JOSÉ JESÚS SÁNCHEZ AMATE ALEJANDRO VARGAS SERRANO RAFAELA GUTIÉRREZ CÁCERES</p>	
CAPÍTULO XIV. MAY THE MUSES HELP US: AN APPROACH TO THE HISPANIC GOLDEN EPIC PLAYING AT BATTLESHIP	229
<p style="padding-left: 40px;">MARTA CRISTINA ORIA DE RUEDA MOLINS</p>	
CAPÍTULO XV. GAMIFICAR LA DOCENCIA UNIVERSITARIA. UNA PROPUESTA PARA LA ENSEÑANZA DE LA HISTORIA A TRAVÉS DE GENIALLY	249
<p style="padding-left: 40px;">ISABEL M^a MELERO MUÑOZ</p>	
CAPÍTULO XVI. CIENTÍFICO SOCIAL EN EL MERCADO	265
<p style="padding-left: 40px;">YAIZA PÉREZ ALONSO TERESA VICENTE RABANAQUE</p>	
CAPÍTULO XVII. THE ANALYSIS OF DIGITAL PARTICIPATION IN WUOLAH IN THE BUSINESS ADMINISTRATION AND MANAGEMENT DEGREE: THE ROLE OF COLLABORATIVE LEARNING	285
<p style="padding-left: 40px;">HERNÁNDEZ-GARRIDO ROCIO PEREA DAVID PÉREZ-CALAÑAS CINTA ORTS-CARDADOR JAIME</p>	
CAPÍTULO XVIII. MEJORA DE LA COMPETENCIA DE TRABAJO EN EQUIPO A TRAVÉS DE LA EVALUACIÓN DESDE LA PERSPECTIVA DEL ALUMNADO UNIVERSITARIO	301
<p style="padding-left: 40px;">ENCARNACIÓN CHICA MERINO LUIS MIGUEL MATEOS TORO</p>	
CAPÍTULO XIX. LA SALUD EMOCIONAL DE LOS ESTUDIANTES EN EL CAMBIO DE ETAPA EDUCATIVA EN COLOMBIA.....	319
<p style="padding-left: 40px;">MARÍA NATIVIDAD ELVIRA-ZORZO MARYURIS CEBALLOS GÓMEZ</p>	
CAPÍTULO XX. LA PEDAGOGÍA ESCOLE: UNA INNOVADORA EXPERIENCIA DE APRENDIZAJE EN COLOMBIA	333
<p style="padding-left: 40px;">ALEXANDRA PARRA-HERNÁNDEZ</p>	

THE ANALYSIS OF DIGITAL PARTICIPATION IN WUOLAH IN THE BUSINESS ADMINISTRATION AND MANAGEMENT DEGREE: THE ROLE OF COLLABORATIVE LEARNING

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1. INTRODUCTION

Nowadays, it could be considered that Information and Communication Technologies (ICTs) are changing society and people's habits (Kharatova & Ismailov, 2022). As teenagers has born with new technologies and ICTs are part of their daily lives, education needs to face these challenges (Hernández-Garrido et al., 2022).

Between the different methods that has appeared to adapt the strategies to the new reality, it can be highlighted collaborative learning (CA).

Collaborative learning (CA) is a learning method that is becoming very popular in the field of educational innovation, mainly in training practices that involve the use of Information and Communication Technologies (ICT). (Lizcano-Dallos et al., 2019). Basically, collaborative learning is a teaching approach that constitutes an interactive learning model, in which students must use their skills jointly and achieve the established objectives by cooperating among themselves in a consensual manner (Revelo-Sánchez et al., 2018) to achieve common aims instead of

competing with each other, collaborating and helping each other to enrich user learning. By working cooperatively, we are fostering the exchange of ideas and the joint construction of knowledge, improving not only the learning process, but also the results at a general level. The strategy is based on mutual help among students in order to improve the learning process and, consequently, academic results tend to improve (Ryan et al., 2001). Research has shown that collaborative learning can promote greater engagement, greater retention of knowledge and skills, as well as communication and teamwork skills. In summary, collaborative learning is an effective strategy that favors the integral development of students and promotes deeper and more meaningful learning. Collaborative learning is a teaching approach that constitutes an interactive learning model, in which students must use their skills jointly and achieve the established objectives by cooperating among themselves in a consensual manner (Revelo-Sánchez et al., 2018) to achieve common goals instead of competing with each other, collaborating and helping each other to enrich user learning.

To carry out the collaborative learning approach, it is of vital importance that the student himself acquires teamwork skills, which implies a relevant situation in the teaching-learning process. This approach is based on social strategies and processes that involve collaboration among students and is not limited to just individualized effort. Collaborative learning is therefore a constructivist proposal in education that focuses on jointly building the knowledge of students through discussion and assessment of different perspectives. In addition, this process allows the development of skills such as tolerance for diversity and the ability to create and find joint solutions. As a result, the active participation of students is more fun and attractive when it comes to being protagonists of their own learning process.

Among the main advantages of collaborative learning, it can be highlighted that it means an improvement in the student's learning process, being able to improve their academic performance, creating critical thinking, promoting collaboration in the exchange of knowledge between students, where students actively and jointly learn from each other (Amresh et al., 2013; Brouwer et al., 2022; La Rocca et al., 2013;

Nie and Lau, 2010; Smith et al., 2009; Zhang et al., 2021).

At present, educational commitments are perceived as a pedagogical opportunity that allows the dissemination and reconstruction of knowledge, taking into account the diversity of positions and learning rhythms. In the context of Cooperative Learning, educational practice can be developed with the participation of different actors and in a networked group dynamic.

Currently, collaborative learning has become a teaching-learning method highly valued by students, especially in the field of educational practices that involve the use of information and communication technologies (ICT). This type of practice allows the various actors involved, including students, to work together to achieve common goals, promoting the dissemination and reconstruction of knowledge, taking into account the diversity of the different learning rhythms.

Among the different ways that allow this type of collaborative learning to be carried out, it can be highlighted the digital applications created for it. Specifically, we can highlight the Wuolah platform. It is a digital platform that makes it possible to promote collaborative learning among students since it allows content to be shared among students online quickly and easily to achieve common goals. However, despite the advantages that this type of learning can have, there are different opinions about the application and the use that students make of it

Regarding to the popularity of this digital tool, nowadays this platform has become very popular and more and more students are using it for the many advantages it can offers for them. However, despite its numerous advantages, there are few studies in the literature that have been carried out on this platform. Therefore, more studies should be carried out that analyze it, its challenges, perception, etc.

For this reason, this research aims to know the main characteristics of the Wuolah of and analyze the perception that university students have about this popular tool.

2. OBJECTIVES

The main objective of this research is to know and analyze the perception that students have about the Wuolah digital platform in higher education.

More specifically, this study has two specific objectives:

- First of all, this research focuses on knowing the main characteristics of the Wuolah platform since there are still very few scientific articles in the literature that analyze it and its characteristics.
- Secondly, this study aims to also know and analyze the perception that the university students have. For this, a questionnaire will be carried out among the students that will be made up of different measurement variables, among which we can highlight the familiarity of use with the platform, the utility that it has, the fundamental reasons why the students use it said application, the experience lived with said application, etc.

3. METODOLOGY

The methodology followed in this analysis involved surveying students from some universities of Andalusia with the aim of gathering information about the use of the Wuolah platform. To achieve this, the online tool Google Forms was used, which provides an efficient and convenient way to collect data in a structured manner.

3.1. SAMPLE

To obtain a representative sample of university students, certain degree programs from both business and engineering fields were strategically selected. It was considered important to cover a variety of academic disciplines to gain a broader perspective on the use of Wuolah in different educational contexts.

In the conducted survey, responses were obtained from a total of 47 students from some Universities of Andalusia. These participants represented a diverse sample in terms of age and gender.

Regarding age, it was observed that 51.10% of the respondents were 18 years old, indicating a significant representation of young students in the sample. Additionally, 38.3% were 19 years old, while the remaining respondents were 20 years old or older. These demographic data provide a general overview of the age distribution of the university students involved in the study.

Regarding gender, it was found that the majority of participants (78.7% of the sample) were male, while the rest were female (21,3% of the participants). This gender distribution in the sample allows us to consider possible differences in responses and perceptions of students regarding the use of the Wuolah platform.

In terms of the represented university degree programs in the survey, it was identified that 85% of the respondents belonged to engineering programs, while the remaining participants were from business-related degree programs. This distribution shows a particular focus in the sample towards engineering students, which may influence the responses and opinions expressed in the survey.

These demographic data and the distribution by degree programs are essential for understanding the context of the participants and analyzing the survey results more accurately. By considering these characteristics of the university students, a more comprehensive understanding of the students' perceptions and experiences regarding the use of the Wuolah platform can be obtained.

3.2 Form

The designed questionnaire consisted of a total of 12 questions, of which 8 were based on a Likert scale. These questions allowed participants to express their level of agreement or disagreement regarding different aspects related to Wuolah, such as the usefulness of the platform, the quality of content, accessibility, and overall satisfaction with their usage experience. The table 1 shows the questionnaire that was carried out.

Table 1 shows the filter questions and study variables used in the questionnaire that was carried out.

TABLE 1. Questionnaire given to students

QUESTIONS	POSSIBLE RESPONSE
Have you ever used the Wuolah tool?	Yes / No / Sometime
What do you consider are the reasons for students to share their notes, exams, etc. in Wuolah?	Earn money/ Collaborate with colleagues/ To project your work and effort/ To increase your self-esteem and ego
Do you think that teachers review the information uploaded to Wuolah about their subjects?	They are lazy / Complete and improve their notes / For not being able to attend class / Check the perspective of other classmates / For not being able to follow and understand the teacher
The information provided by Wuolah was relevant	Yes / No
The information provided by Wuolah decreases the workload	Likert Scale five points
Wuolah has a wide variety of content	Likert Scale five points.
You find the Wuolah app useful	Likert Scale five points
The use of Wuolah can lead to plagiarism	Likert Scale five points
The use of Wuolah can lead to plagiarism	Likert Scale five points
Using Wuolah may lead to cheating by students	Likert Scale five points
The use of Wuolah improves the collaborative experience inside and outside the classroom	Likert Scale five points
The use of Wuolah encourages laziness	Likert Scale five points

Source: Own elaboration based on literature

The survey was sent to students providing them with the link to the questionnaire on Google Forms.

The importance of voluntary participation was emphasized, and the confidentiality and anonymity of the students' responses were guaranteed. It was clearly explained that the collected data would be used solely for research purposes, and participants were assured that their identities would not be disclosed in any reports or subsequent analysis. As all the questions were mandatory to complete and finish the questionnaire, no invalid questionnaire was found. Therefore, all the questionnaires that the students began and completed were used for the study.

Once the data collection phase was completed, the results were analyzed. Statistical analysis software was used to process and tabulate the

collected data from the students' responses. Descriptive analyses were conducted to obtain measures of central tendency and dispersion, and charts and tables were generated to visualize the results clearly and comprehensibly.

4. RESULTS

4.1 Características of Wuolah platform

Among the different existing collaborative learning platforms that have been created in recent years, it can be highlighted Wuolah. Wuolah is a startup of Seville origin, founded in 2016 by four students from the University of Seville (Javier Ruiz, Jaime Quintero, Francisco José Martínez and Enrique Ruiz) (García-Estévez and Ballesteros-Aguayo, 2022).

It is a participatory online platform for university, ESO, Bachelor's degree, master's and F.P. students. whose basic function is to share the agenda and summaries of the subject, exams and other documents that can be useful for different content for students. Thanks to this application, students can improve their grades as it allows them access to great information that can be useful in the learning process. This application has a web version and an application (app).

Specifically, Wuolah users can upload their own notes, exams, academic papers, etc. online. In addition, students can also access to download the content of other users. The platform also offers the possibility of asking other users questions about the subjects, sharing opinions and experiences online, etc.

When looking for the content that interests each user, students can search for information by subject (indicating the name of the subject), by professor or, even, by university or center

One of the reasons for its success is based on the fact that users who upload educational content receive money for downloads of it and for their virtual classes. Specifically, the application pays a commission to users who upload content every time someone else downloads their files (subject content, assignments, exams from previous years, etc.) because

the application allows small businesses to promote themselves. through advertising in the notes, being able to reach the university market in a more successful way. In addition, the platform also allows other users to make donations to members who have shared content if they consider that it has been useful. In addition, the application also has a rewards method through which users can receive points and exchange them for other advantages such as discounts in stores, etc.

In order to encourage collaboration and participation by students, the platform holds raffles and uses social networks to attract new followers and users. Specifically, Wuolah has an official profile on the main social networks such as Instagram, Facebook, Twitter.

Regarding the main advantages of this application, we can highlight the speed in which students can access useful information, ease of access through a device with the Internet (mobile, laptop, tablet, etc.) and the possibility that it allows students to share content, thus generating a collaborative education system

When it comes to the perceived security and privacy measures that the platform provides, Wuolah has security measures designed to maintain the privacy and security of its users. Specifically, the content that each student uploads is previously reviewed.

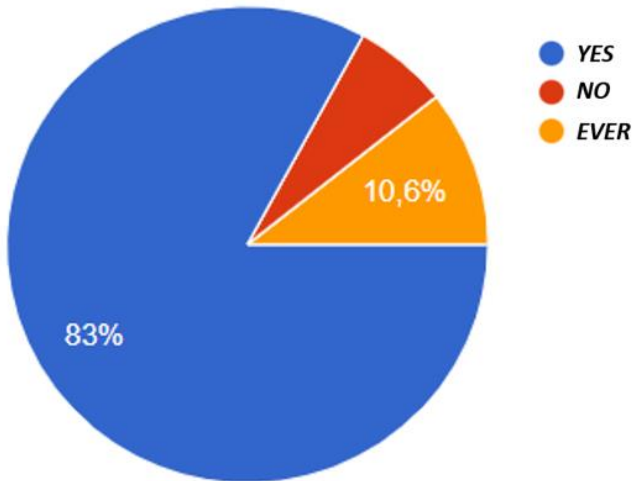
Currently, Wuolah has become a very popular application, growing exponentially in all Spanish universities, being one of the most used applications by higher education students. However, its main success is in Andalusia (Luque-Reyes, 2017). More than a million and a half students use Wuolah (Wuolah, 2023). Specifically, Wuolah currently has 2.5 million registered students, 500,000 active users per month and more than 5 million documents uploaded (Quintero, 2022).

Concerning to its popularity on Google Play, Wuolah application has more than 100,000 downloads and a total of 760 reviews. The average rating of this application by users is 2.4 out of 5. In general, the app's reviews are positive, but users point out some problems with how it works.

4.2 RESULTS OF THE QUESTIONNAIRE

In the present study, a survey was conducted targeting university students to analyze the use of the Wuolah platform as a study support tool. A total of 47 students participated in the survey, representing a significant sample of the student population.

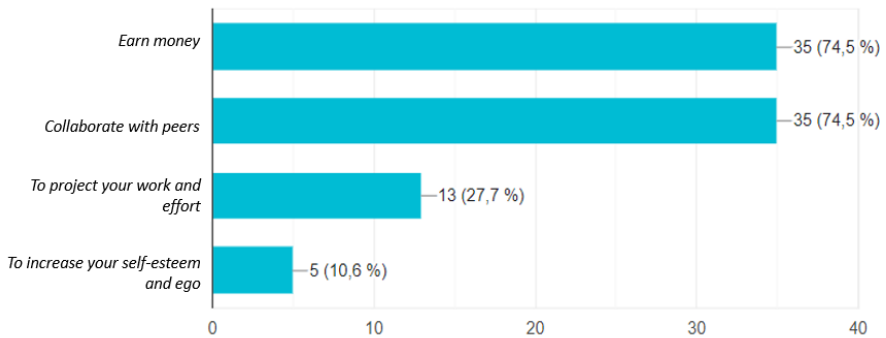
FIGURE 1. *The use of Wuolah by the surveyed university students.*



Source: own elaboration

Figure 1 revealed that a large majority of the surveyed students, 83%, use Wuolah regularly as a study support platform. These findings indicate that the platform enjoys wide acceptance and has become a key tool for university students in their learning process.

FIGURE 2. Reasons why students share educational material (notes, exams, etc.) in Wuolah.

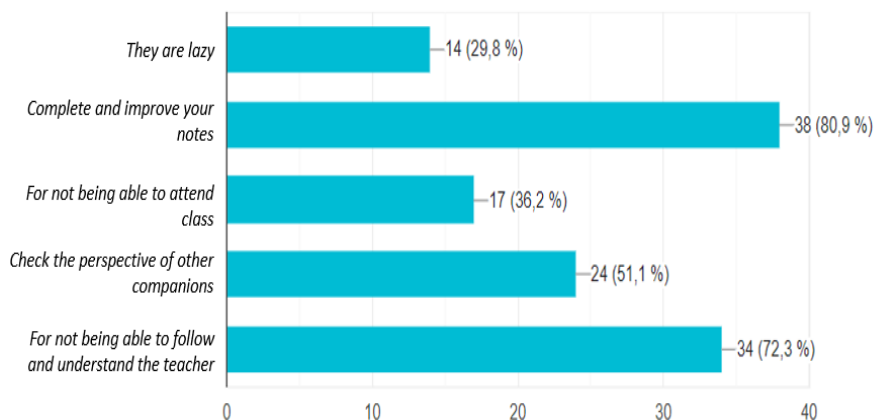


Source: own elaboration

When analysing the reasons why students share educational materials on Wuolah, two main reasons were identified, mentioned equally by the respondents as Figure 2 shows. On one hand, many students considered sharing educational materials on Wuolah as a way to earn money, taking advantage of the opportunity to monetize their notes and other academic resources. On the other hand, the motivation to collaborate with their peers by sharing materials to help other students in their study process was also highlighted.

Additionally, it was observed that some students shared educational materials on Wuolah to showcase their work and effort, seeking recognition and validation from the student community. Others mentioned that they do it to boost their self-esteem or ego by sharing their knowledge and standing out in the academic environment.

FIGURE 3. Reasons why students download educational material (notes, exams, etc.) in Wuolah.



Source: own elaboration

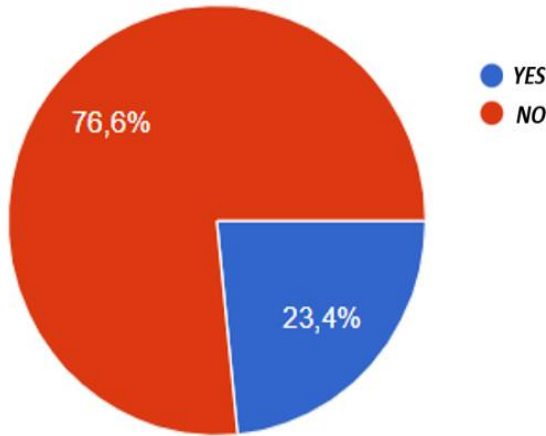
Regarding the reasons why students download educational materials from Wuolah (Figure 3), several significant reasons were found. Firstly, many students mentioned that they use the platform to complete and improve their notes, especially when they encounter difficulties in following and understanding the explanations given by the teachers in class. This reflects the utility of Wuolah as a complementary resource to reinforce learning.

Furthermore, some students indicated that they turn to Wuolah to download educational materials when they cannot attend class due to various circumstances, such as illness or personal commitments. In this way, the platform provides them with the opportunity to access the content and stay up to date with the syllabus.

Another mentioned motive was the possibility to check the perspective of other classmates by downloading educational materials from Wuolah. By having access to different approaches and study perspectives, students can broaden their understanding of the subjects and gain different insights.

However, it was also observed that some students admitted to downloading educational materials from Wuolah out of laziness or lack of motivation, acknowledging that they use the platform as a way to obtain information without making additional effort.

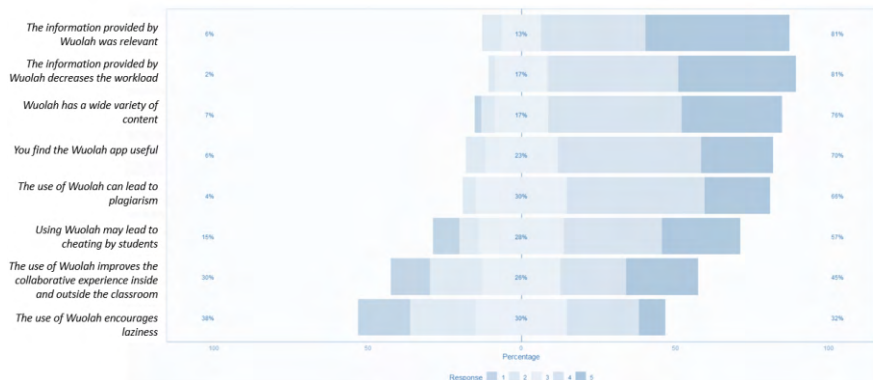
FIGURE 4. Consideration of the students surveyed if the teachers review the information uploaded about their subjects in Wuolah.



Source: own elaboration

Regarding the perception of students about whether teachers review the information uploaded on Wuolah, Figure 4 was found that the majority of students, 76.6%, believe that teachers do not review such information. This may indicate a perception that Wuolah is an independent platform from the teacher-student interaction and that the materials shared on it are not necessarily considered by teachers in their evaluation.

FIGURE 5. Perception of the use of Wuolah by the surveyed university students (Likert scale).



Source: own elaboration

Finally, in terms of the overall assessment of students regarding Wuolah, a Likert scale graph was presented, revealing various perceptions (Figure 5). Firstly, it was found that students consider the information provided by Wuolah to be relevant to their study process, reinforcing the platform's utility as a source of academic resources.

Furthermore, students highlighted that the use of Wuolah contributes to reducing their workload, as they can access quality educational material and save time in searching for relevant information.

Regarding the variety of contents available on Wuolah, students recognized that the platform offers a wide range of resources, allowing them to find suitable materials for their specific needs.

However, some students expressed concern about the potential for plagiarism and cheating that may arise with the use of Wuolah, indicating that caution should be exercised when using resources shared by other students.

Despite these concerns, the majority of students agreed that the use of Wuolah enhances collaborative experiences inside and outside the classroom, enabling interaction and knowledge exchange among students.

Lastly, in relation to whether the use of Wuolah promotes academic laziness, there was no clear consensus among the surveyed students. Some considered that the use of the platform may generate a certain dependence and lack of effort in seeking information on their own, while others argued that Wuolah helps them optimize their time and improve their academic performance.

In summary, the obtained survey results provide a detailed insight into the use of Wuolah by university students. These findings allow for a better understanding of the motivations and perceptions of students regarding this study support platform, as well as identifying areas for improvement and potential implications in the academic field.

5. DISCUSSION AND CONCLUSIONS

In the current context of education, where technology plays an

increasingly important role, platforms like Wuolah have emerged as study support tools that offer various advantages for students. The widespread acceptance of Wuolah among university students, as evidenced in this study, reinforces its relevance in the academic landscape.

One of the highlighted aspects is Wuolah's ability to foster collaboration among students. Sharing educational material on the platform not only allows students to earn money or seek recognition but also contributes to the creation of a learning community where mutual aid and knowledge exchange are promoted. This facilitates students to benefit from additional perspectives and different approaches, thereby enriching their understanding of the topics addressed.

However, it is essential to address concerns about excessive dependence on the use of Wuolah and the risk of plagiarism. Some students admitted to using the platform as a way to obtain information without putting in additional effort, which can lead to a lack of autonomy and superficial learning. It is the responsibility of both students and teachers to promote academic ethics and emphasize the importance of conducting their own research and using the resources shared on Wuolah as supplements and references, rather than replacing personal work.

In this regard, it is crucial for teachers to get involved and demonstrate to students that they review the information uploaded on Wuolah. This action will not only help dispel the perception that the platform is independent of teacher-student interaction but also encourage students to use Wuolah responsibly and be aware of its value in the educational process.

Furthermore, providing guidance and education on the proper use of Wuolah and the importance of citing sources correctly is necessary. Students should understand the risks associated with plagiarism and academic dishonesty, as well as the negative consequences they can have on their academic and professional development.

Regarding the overall assessment of Wuolah by students, it is encouraging that they consider the information provided by the platform as relevant to their study process. The accessibility to quality educational

material and the variety of available content are positively valued by students, as they allow them to save time in information search and find resources tailored to their specific needs.

In conclusion, this study has provided a detailed insight into the use of Wuolah as a study support tool among university students. The obtained results highlight both the benefits and challenges that arise with the use of this platform. As educators, it is crucial to take an active role in monitoring and reviewing the material uploaded on Wuolah, as well as promoting the ethical use of the platform and the development of independent research skills in students. By doing so, the full potential of Wuolah as a complementary tool in the learning process can be fully utilized, enhancing the academic experience of students.

In reference to future lines of research for this study, the same questionnaire could be carried out with students from other universities to check if the results obtained are the same or, on the contrary, they differ from those current results and conclusions. On the other hand, this study could also be carried out at other universities of Spain, with the aim of checking whether the results differ. Furthermore, this study could also be carried out during other future next academic year since the tool ChatGPT will be growing its popularity among students. Therefore, the results and conclusions of the study could be modified because of the new experiences that they have with this digital tool.

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