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The Use of Audiovisual Language in Corporate Training in the Peruvian Banking Sector

TESIS

Para optar el título profesional de Licenciado en Comunicación Audiovisual y Medios Interactivos

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RESUMEN

El uso de herramientas audiovisuales en e-learning puede ser un factor que incremente la efectividad de la formación laboral. Por lo tanto, es relevante analizar cómo se implementa este lenguaje en un país donde la brecha digital es significativa. Por ello, el objetivo general de esta investigación es analizar cómo se integra el uso de contenidos audiovisuales en la formación corporativa de los bancos peruanos. Al conocer la percepción que tienen los empleados hacia estos nuevos métodos de formación empresarial, se podrá identificar cuáles son las formas más recurrentes de utilizar el lenguaje audiovisual en la formación empresarial.

Palabras clave**:** audio-visual; formación corporativa; e-learning; banco; peruano.

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ABSTRACT

The use of audiovisual tools in e-learning can be a factor that increases the effectiveness of job training. Therefore, it is relevant to analyze how this lan- guage is implemented in a country where the digital divide is significant. Therefore, the general objective of this research is to analyze how the use of audiovisual con- tent is integrated into the corporate training of Peruvian banks. By knowing the perception that employees have towards these new methods of corporate training, it will be possible to identify which are the most recurrent ways to use audiovisual language in corporate training.

Keywords: audio-visual; corporate training; e-learning; bank; peruvian.

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1 INTRODUCTION

Job trainings are essential for the formation of a company (Valverde, 2018). In recent years, companies opt for ICT and e-learning to achieve learning in their workers (Valverde, 2018). Due to the COVID-19 pandemic, the use of audiovisual tools has increased (Bondar et al., 2021). In addition, these tools have increased their use because they serve to communicate, consolidate the corporate image, entertain workers or train them for pedagogical purposes (Lorán Herrero, 2016). During the pandemic, the Peruvian Ministry of Labor and Employment[1] Promotion indicated through a survey that approximately 51% of companies are going to require training courses (Ministerio de Trabajo y Promoción del Empleo , 2021). Also, many of these trainings will be through e-learning, since the modality of remote work is present in 70% of the formal companies in Metropolitan Lima (Ministerio de Trabajo y Promoción del Empleo , 2021). In these methodologies, audiovisual tools are the most used due to their playful nature and varieties forms of teaching such as auditory, visual and kinesthetic (Agama-Sarabia, 2017). Even many empirical studies have shown that this type of tools have greater engagement in students due to the stimulation of the senses (Gértrudix, et al., 2017).

In Latin America, one of the companies that are beginning to use this tactic is the banking sector, being the private sector the first to implement it in comparison to the public sector (Salas Soto, 2016). Despite all the studies conducted, there is still a lack of studies applied to the context of Peruvian banking. That is why the general objective of this research is to analyse how the use of audiovisual content is integrated

into the corporate training of Peruvian banks; know the perception that employees have towards these new methods of corporate training. With all this, it will be possible to identify which are the most recurrent ways to deal with audiovisual language in corporate training.

The paper focus on an important topic (audiovisual language use in corporate train- ing), and it employs a suitable m

ethod. However, there are a few concerns about its contri- bution, analysis, results, and implications. While this is a worthwhile endeavor, it needs to be better framed within the context of language use in the new media era. The paper should provide complete information on data collection, and the theoretical/practical contributions should be articulated.

2 STATE OF THE QUESTION

2.1 Connectivism in E-Learning

E-learning is a teaching method that uses technological devices as distributors of learn- ing (Loor et al., n.d.). From the employee's perspective, it provides access flexibility, individualization and more active learning (Gros Salvat, 2018). All these features make it the ideal medium for the teacher to transform resources and experiment more with educational tools (Álvarez-Cebreiro et al., 2020).

To better understand how the e-learning system works, it is necessary to know more about the theory on which it is based: connectivism. This is a network that links packages of certain information and defines the relationships that can exist within this methodology (Islas Torres & Delgadillo Franco, 2016). Another definition is that of J. Scott, for whom it is a system in which the nodes are related to each other by means of edges that create a field of relationships (Lozares, 2016).

It is important to understand that e-learning meets a series of requirements that follow the language of new media. According to Manovich, the requirements are the following: Numerical representation, it has to be measured and judged in mathematical terms; Modularity, it must always have the same modular structure; Automation, Both the principle of the numerical coding of the media and the principle of the modular structure of its objects allow us to automate many of the operations in relation to creation, modification and entry; Variability, the possibility of being able to infinitely vary the language object; and finally; Transcoding, it is the duality presented by the objective of new media in which the terms of the a "cultural layer" and the "cultural layer" coexist. (Manovich, 2001).

It is necessary to remember that e-learning is "the process by which the subject enriches his network and the flow of knowledge through the network" (Siemens, 2004). It is also emphasized that one of its characteristics is critical thinking as a central line to design an

educational model (Tumino & Bournissen, 2016). All this is due to the fact that connectivism, being made up of different communication networks, encourages the student to a certain extent to self-regulate in order to better organize all the information he receives (Martínez-Garcés et al., 2019).

2.2 Educational Use of Audiovisuals

Audiovisual media are defined as communication tools that use image and audio (Pino Rodríguez & Carvajal de la Osa, 2019). This methodology is used in education, since they reaffirm knowl- edge, collaborative work and the communication process (Agama-Sarabia et al., 2017) According to Manotas, Pérez-Rodríguez and Contreras-Pulido, the most used types of audiovisual media in virtual education are: "Classroom recordings, images with voice-over, animation with voice-over, chroma or green screen, interview and tutorial (Manotas et al., 2019). One of the consequences of not knowing how to structure the information in these learning models is to cause high dropout rates (Prendes-Espinoza, 2004). Instructional design is conceived as the systematic organization of instructional processes, with the definition of specific objectives and a set of activities, strategies and resources that allow achieving them (López Gil & Chacón Peña, 2020).

As mentioned, the technical and the model are important for the creation of a good video tutorial, it is also necessary to have the appropriate audiovisual resources (Galán, 2017). One of the most recurrent themes is the demonstration of processes, expert pre- sentation, dramatization and hypothetical cases (Galán, 2017). It is extremely important that the character of these lessons be playful to foster not only understanding, but also creativity to solve problems (Galán, 2017). To achieve this, it is optimal to appeal to the student's senses: perception, hearing and sight (Barros Bastida & Barros Morales, 2015). In addition, lacking direct interaction, students value more when the tutor can quickly and animatedly explain its contents (Laaser & Toloza, 2017).

Also, is necessary to propose a good narrative structure: thematic framework, teacher/s presence, course content, methodology, internal operation (for example: sched- ule, evaluation) and advertising nature of the video; all training videos follow that struc- ture (Rajas et al., 2018). The first thing that is required is an analysis of the context and objectives of the audiovisual material (Gértrudix Barrio et al., 2017). The case of the production procedure is different, it requires staging: video class format in which the teacher speaks to

the camera, informative or dramatized story, audiovisual graphic design, animation; dynamic image, static image, music, voice over (Rajas et al., 2018).

2.3 Corporate Training

Companies today are immersed in innovation processes and transformation (Arenas - Tarazona, 2018). Even, many of these courses prefer to help employees' labor insertion easier than just explaining new technical skills (Aguado Franco, 2017). Within these processes is training which is an activity created based on the needs of an organization to instruct knowledge to the worker (De Guevara, 2016). One of the forms of instruction is through video. The occupation of this tool is not only to teach new skills, but also to build the values and image of a company (De Guevara, 2016). It is thanks to the dynamism of the audiovisual resource that courses are more flexible for the different contexts and areas that a company may present since it allows creating more specialized digital resources (López Gil & Chacón Peña, 2020). That is why, to measure the effectiveness of this pedagogical model, feedback from both teachers and students is usually recommended (Guerrero & Zermeño, 2016).

By all accounts, there are many advantages to interactive corporate training. How- ever, there is also a record of difficulties such as technical problems that can hinder learning (Prendes-Espinoza, 2004). Another complication founded is attrition due to distraction (Begoña, 2018). To avoid this, it is necessary that the training design responds to a ludic function that corresponds to the age of the students (Hernández & Mendoza., 2018). In addition, it is necessary to be aware of both technological and ped- agogical updates (Salcedo et al., 2019). Happily, for companies, adult learners are considered more disciplined and responsible students when taking these courses (Acosta-Castillo, 2016).

3   MATERIALS AND METHODS

The research paradigm used in this study is interpretative in nature. It is based on the relationship between the individual and society. That is, it takes into account not only the subject itself, but also the context in which it is developed (Bravo, 1994). The research design will be phenomenological. It seeks to collect experiences and/or perceptions of a group of people with common characteristics or situations (Hernández-Sampieri & Mendoza Torres, 2018). The approach used is qualitative in nature. Its main focus of interest is the perception of the subjects qualified to reach a certain conclusion (Hernández et al., 2008). Its objective is to collect data in a way that is not standardized (Hernández-Sampieri & Mendoza Torres,

2018). Also, this type of approach gives impor- tance to the experiences of the participants with respect to the topic under investigation (Flick, 2018). In addition, the evaluation process prioritizes naturalness in the events; it is not intended to manipulate the interviews or the results (Corbetta, 2007).

The type of sampling wielded in the research was non-probabilistic by convenience. It consists of accumulating the greatest amount of information without the need for a very large number of interviewees (Martín Crespo & Salamanca, 2007). This type of sampling is more flexible with respect to aspect, location, time and disposition (Creswell, 2007).

In addition, empirical evidence was collected through semi-structured interviews. The sample consisted of twelve (12) employees of a banking institution. The interviews were qualitative in nature, with a greater preference for open-ended questions over yes and no answers. It is necessary to say that, for security reasons, the names of the employees have been replaced by pseudonyms. An agreement was reached with the interviewees about the ethical considerations at the time of conducting the respective interviews. The objective of the research was made known to them. They were also informed of the fact that their names would be changed to pseudonyms for security reasons and were told that the company where they work would not be notified of the results.

The coding process of the responses was carried out through the qualitative analysis software Atlas T. I. For the analysis of the information, a thematic analysis was carried out, which identifies, organizes and creates themes to understand in depth the topics discussed (Braun & Clarke, 2006). This consisted of two cycles. The first was open coding. In this the text is reviewed reflexively in order to identify the most relevant categories or codes for the research (Gibbs et al., 2018). For the second cycle, axial coding was applied. At this point in the process, the previously identified categories were deepened and began to interconnect with each other (Saldaña, 2021) (Fig. 1).

Figure 1

Coding process with Atlas.Ti
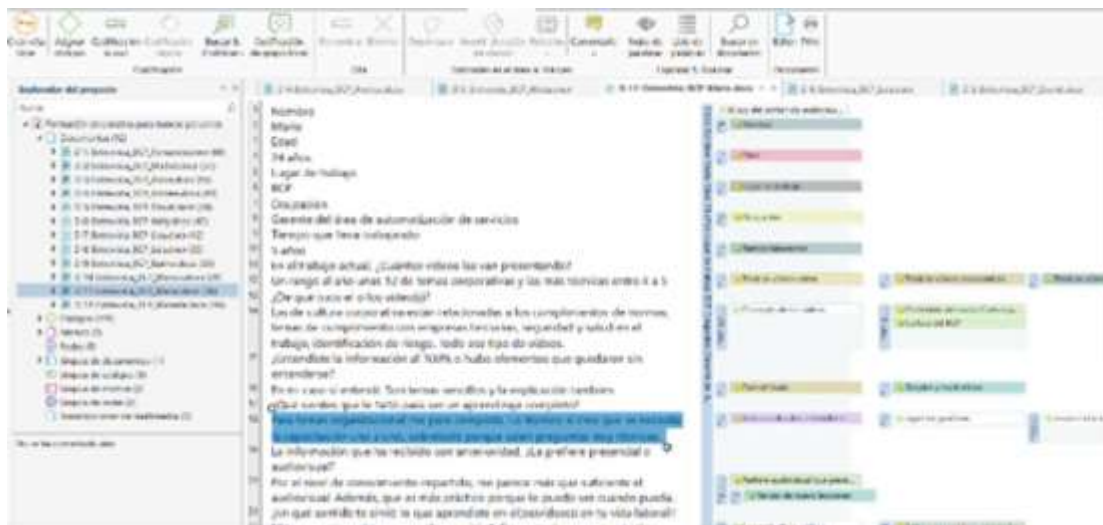
Thematic analysis was the method used to interpret the information collected. This method helps to organized, analyze and classified the interview information in order to deduce the results in a better way (Braun & Clarke, 2006). The first step was to transcribe the interviews and read them carefully. Once they were read for the first time, we began to code the key responses. Based on this, the codes were organized into a thematic map of analysis. This map helped to identify the main and secondary ideas of the interviews and the level of relevance. After comparing them with the initial objectives of the research, we proceeded to write the report of the results. The Table 1 shows how the procedure of the thematic analysis with scientific method was carried out.

4   DISCUSSION OF RESULTS

As mentioned above, the atlas,ti tool was used to code the codes that were assigned to the respondents' answers. An organizational map with all the codes organized is presented in Fig. 2.

Figure 2

Conceptual map of the codes used for the interpretation of the sample in the interviews. Developed with the Atlas.ti tool.

The results were explained into 4 categories that were that were consistently observed in the interviews: Content of the courses; perception of audiovisual language; additional resources; and differences between the virtual and face-to-face modalities.

4.1   Content of the Courses

 One of the objectives of this research was to analyze the content perceived by employees. Broadly speaking, the videos are perceived as simple and explanatory, i.e., they are seen as dynamic and entertaining. This perception is originated because, as mentioned by Robles (2012), the narration of these videos moves away from the linear storytelling system and appeals more to feedback from the viewers. For example, Karina (banking analyst) indicated that for her the courses were clear because the content presented explained the topics in detail and with simple language. These are positive responses if we consider what is mentioned by Begoña (2018), who highlights among the virtues of connectivism (the teaching method used by the interviewees) the possibility of greater individualization and more active learning.

"Everything was very clear. They explained every detail to the minimum and with a not so complicated language." (Karina, banking analyst)

Table 1

Data analysis process in thematic analysis adapted from Braun y Clarke (2006), "Using thematic analysis in psychology"

Phases	Description
Familiarization with the data	Transcription of data. Double reading process. Identify the concurrent themes.
Initial code generation	Coding the most recurrent aspects of the results in a systematic way through the Atlas.ti tool.
Search for topics	Organization of the codes in the codes from the most general to the most specific.
Topic review	Verification that the themes can work with respect to the extracted codes (phase 1) together with the overall dataset (phase 2), and generation of a conceptual "map" of the analysis using the Atlas.ti tool.
Definition and naming of topics	Further analysis of all the codes and relationships generated. y Creation of clear definitions and names for each topic. Naming for each topic according to the results found.
Report preparation	Selection of fragments of the interviews with the most forceful and useful texts for the main and secondary objectives of the research. Finally, a final analysis of the selected fragments was carried out. Finally, an academic report on the analysis was written, comparing it with the information of the theoretical framework.

The employees of the bank studied mention the existence of a platform in which each course has many subtopics. In order to make the courses less cumbersome, Kelly (assistant deputy manager of customer experience) recommends that they be more focused. She calls for more specific videos for each topic so that they can be better explored. This corresponds to the idea already mentioned by Prendes-Espinoza (2004) who warns that, as a consequence, there will be a high dropout rate by students if the information is not well structured in these learning models.

"What I liked the least I think is when it is focused on technological tools I think it is more difficult to apply it. I think they could classify the topics. I think there are applicative things that is not enough, there probably should be more" (Kelly, assistant deputy manager of customer experience)

In fact, the most recurrent videos in the company are the bank's organizational culture and technical videos, in other words, videos that are purely about the specific worker's occupation. As Fernando (IT engineer/assistant manager of automation and integration) mentioned during the interview, the bank works with a culture specialized in customer service or company values. Also included in this category are data security videos for each area of the bank. Aguado Franco (2017) mentioned that employees' labor insertion is easier with training videos and not through direct explanations.

"It depends on the job position and the initiative that the bank is looking for. For example, for example, the bcp works with an extreme culture for customer service, to be excellent technicians, among other values. All the explanation of culture, apart from the normal training of the company, was done through these courses." (Fernando, IT engineer/assistant manager of automation and integration).

"Culture videos are those that tell you how to communicate with your employees, superiors or customers in case you have a connection with them. There are others that are technical media such as security videos that give you guidelines on how to maintain your credentials, how to protect yourself economically from threats, among other things." (Fernando, IT engineer/assistant manager of automation and integration)

4.2   Perception of Audiovisual Language

According to the interviews, the type of video most liked corresponds to the animation of the audiovisual element. The interviewee Andrea (assistant manager of technology and information) mentioned that the animations used in the videos are constant and that they are even used as a means to interact in the courses through answers to certain questions about the topic presented. Galán mentioned He warned that the problem with this learning model has to do with adapting to the new technological changes that the world has. Among these changes are the ability to add animations to videos through post- production. In addition, Galán (2017), where there´s a lack of teacher present, students value more the quick and animated explanation.

"The interaction for example within the values they put a case and then they ask you what would you do, what would be the next steps and then each one answers and if you answer wrong, they give you other options or the true answer. Animation and recreation of scenarios." (Andrea, assistant manager of technology and information)

However, although animation is the most recurrent and preferred element, intervie-wees highly value that many audiovisual elements are combined in their training courses (interviews, animation, scenario recreation, interactive media). The employee Karina recalls that the videos present a combination of audiovisual styles, the most recurrent being those that use animations together with the recreation of real scenarios. On the other hand, Alicia (assistant architecture manager) points out that she perceived a sequential structure in which she seeks to integrate many types of narration and audiovisual design. This relates to what Stefanova (2014) mentioned, which indicates how the combination of these audiovisual elements helps students to better interpret the information provided.

"It's a mixture sometimes. Animation is combined with specific cases." (Karina, banking analyst)

"I remember we used a lot of video re-creations, we also used testimonials that are similar to interviews that simulate cases. We really combine everything. We usually already have a structure when we want to do a kind of sequential presentation where we do involve everybody." (Alicia, assistant architecture manager)

On the use of the element of recreation of real scenarios or cases, she points out that it helps them to better understand the theory. Repetition is very important in this learning method, since this, as mentioned before, helps them to learn better. This, Mario (manager of the service automation area) highlights the advantage of style because it helps him to understand the information learned more easily than reading it. The element of recreating real scenarios can be linked to the use of simulations. This is as if they are repeating elements that occur in their daily lives or that may be reiterated later. For Kelly (assistant manager of customer experience) it is much easier to understand the theory when she visualizes cases that she has seen in her work. Alvesson and Willmott (2002) further elaborates on this point by stating that this method of dramatizing scenarios helps to make repetition and association teaching more didactic.

"I like videos of situational cases better. For me it is clearer than reading a lot of text." (Mario, manager of the service automation area)

"It helps me that the videos are updated periodically helps me stay on top of things." (Mario, manager of the service automation area).

"I like the applicative cases better. Personally, grounded cases work better for me than theory. I can understand the theory if I read it, but if I see an example, it is much easier for me to digest it." (Kelly, assistant manager of customer experience)

4.3   Additional Resources

The additional material (e.g. PDF, Power Point and surveys) is widely used and valued by employees, as it allows them to go back and review notes seen in class. Luis (assistant manager of architecture) explains that they attach a study book so that when they don't have time to review the entire course again, they can read directly from the book. Many even recommend adding more of this material after each course. For Fernando (IT engineer/assistant manager of automation and integration) there is missing more support material, it is also advisable to add the original source of the data presented. Therefore, Barros Bastida and Barros Morales (2015) recommends not only to stay in the audiovisual learning, but to seek to stimulate all the senses of the student.

"Technically, apart from the instruction they can give you, they always attach a study book, because sometimes there is not enough time so it gives you the option to read again. This helps me with the technical stuff, because when I have a problem, I can review the written manual without having to watch the whole video again." (Luis, assistant manager of consistency and recovery).

"I would recommend supplementing the education with support material and direct help. The original source of the data is missing. For example, there are some videos that tell you how to calculate the results of a survey, but they do not give you the original formula. That kind of data is missing." (Fernando, IT engineer/assistant manager of automation and integration)

On the other hand, Kelly (assistant manager of customer experience) commented that the surveys are like a necessary exam to be able to open the next course. This ties in with the interaction that is mentioned many times in the interviews. Many even recommend more interaction during the videos because as David (assistant manager in the yape team) mentioned, these knowledge surveys allow you to go over the topics you have just learned in more depth. This is because as Galindo Rubio (2005) explained, the best way to measure the effectiveness of the pedagogical model is to have constant feedback.

"At the end of the courses there is a survey to know how effective it has been. Like a test that you actually have to pass in order to retake the course. They also have a mailbox where you can leave your suggestions or doubts." (Kelly, assistant manager of customer experience).

"After you finish watching them (the videos) you have a small survey that allows you to review a little of what you have just seen. This makes it much easier to understand the important messages. It's nota lot of information, so you understand everything that's being communicated." (David, assistant manager in the yape team).

However, as part of the topic of recommendations towards additional materials, workers would like to have a more direct channel to consult about their doubts. Thus, Luis (assistant manager of consistency and recovery) recommended improving commu- nication channels, as he perceives a difficulty in answering doubts or suggestions after reviewing the material. The bank studied already has a mailbox for questions, but the workers would like a more immediate response, as in the face-to-face channel. How- ever, Micaela (banking analyst) considers that the doubts of each worker are different, therefore, this mailbox does not fully answer all the questions. This corresponds to the recommendation of Martínez-Garcés et al. (2019): for a better education it is important to have different types of communication.

"I recommend to improve the flow of communication. Sometimes it's a bit harder to give your doubts or suggestions afterwards. Maybe more direct." (Luis, assistant manager of consistency and recovery).

"I think the information is in the portals and everything; it is always good to provide feedback to the people who are being integrated because new ideas can be opened; alternative channels can be created; different material can be used to complement it." (Micaela, banking analyst).

4.4   Differences Between the Virtual and Face-to-Face Modalities

To analyse the use of audiovisual in corporate learning it is crucial to compare it with the face-to-face modality, as it was the only option before. However, Andrea (assistant manager of technology and information) said that most of the companies in which she has participated use videos as a means of job training. This is due to the fact that the shift towards digitalization is stronger and stronger. Rodrigo-Cano et al. (2019) state that companies are forced to adapt to the needs and changes in technology. This is reflected in the increase in videos for training. The pandemic is the reason most often mentioned as a cause for this

change. For Michel (assistant manager of the architecture and operations area) the increase in the use of videos has occurred after the COVID-19 confinement.

"Most of the companies I have been in, the training has been audiovisual, with videos, with certain formats that identify with the company. For example, in this case the culture of the bank is quite colorful, I see that image and I automatically relate it to the bank, but with Telefonica for example it was green and blue, I see that color and I go for Telefonica." (Andrea, assistant manager of technology and information).

"In the welcome there are several corporate videos, of values, of the company's his- tory. Yes, there are several, and now with this stage of the pandemic we have a plat- form called workplace with enough information and communications." (Michel, assistant manager of the architecture and operations area).

For employees, the advantages of audiovisual media are many because with its use can return to review the information taught. As Alicia (assistant architecture assistant manager) mentioned: the videos are useful for daily review of concepts that can be easily forgotten. Another element that employees value, as mentioned by Micaela (bank analyst), is the flexibility of the schedule and the flexibility to choose the place from which to watch the videos. This is because, as explained by López and Cháncon (2020), the audiovisual resources in the courses are more ductile to the different contexts and areas presented by a company.

"It helps me not only to learn new things about my area or the agile methodology, but also to review concepts that one can sometimes forget in the day to day." (Alicia, assistant manager of architecture)

"It helps me a lot because it saves time for both me and the exhibitor." (Micaela, bank analyst)

However, the disadvantage for workers is that the audiovisual medium lacks the immediate interaction of the face-to-face. Micaela (banking analyst) says she misses the interaction with her colleagues. Another correlation that is desired is to be able to resolve doubts immediately. As Kelly (assistant manager of customer experience) mentions, they would like to have a more direct link to answer their questions. This disadvantage of e-learning is explained by the author Lozares (2016). He indicates that the nodes of connectivism (methodology used by e-learning) are related to each other by means of edges that create a

field of relationships. In other words, intrapersonal links also enter into the learning model. Albertin (2012) warned that one of the weaknesses of e-learning is the lack of consideration of the socialization element.

"I would think that although it is true that the information is in the portals and everything; it is always good to give feedback to the people that are being integrated because new ideas can be opened." (Micaela, banking analyst)

"There are times when I would like a more direct channel to answer all my questions." (Kelly, assistant manager of customer experience)

In general, all interviewees prefer the audiovisual medium for training and are willing to continue with this learning modality in their work. However, they do not completely rule out the face-to-face modality. Especially in technical courses or when the knowledge is very specific, because they prefer a deeper development through face-to-face. David (assistant manager in the applications team) points out that the topics that require an audiovisual presence are those related to software or cybersecurity. Along the same lines, Mario (manager of the service automation area) considers that for technical topics, one-on-one training is necessary, especially because very specific doubts arise.

"There are videos on different topics. Some are periodic and are repeated every year and others are more specific. For example, the newspapers that are repeated are those on occupational health and safety." (David, assistant manager in the applications team).

"For organizational issues I think it is complete. For technical issues, I do think that one-on-one training is needed, especially because some of the questions are very technical." (Mario, manager of the service automation area).

5   CONCLUTIONS

During the research, it was found four thematic lines were identified: Content of the courses, Perception of the audiovisual language, Additional resources and Differences between the virtual and face-to-face modality. Regarding the topic Course content, it was found that most of the interviewees highly value that the videos are simple and concise.

However, they also wish that there were more interactive elements and information in the videos; this may be a contradictory finding because it also emerged among the results that

there is discomfort when the internet connection is not good, since it does not allow good learning. The other sub-theme is the Perception of audiovisual language where the fact that the favorite type of element is the use of animations stands out. The interviewees mentioned that this medium is much more dynamic. On the other hand, we have the sub-theme Additional resources. The main idea is that this extra material, helps workers to review more quickly the concepts seen in class. This is related to the desire for more face-to-face interaction with people because it has to do with the need for a more direct relationship. For the last point, differences between the virtual and face-to-face modality, it was concluded that all employees preferred the virtual mode for learning as it offered them greater ease of schedule and space. However, they suggest having face- to-face training from time to time when the topics to be taught are very specific or require answering technical questions from the employees. For future research it is suggested to deepen the shortcomings that this article has found in order to propose solutions to improve the effectiveness of the use of audiovisual content in corporate training. In addition, it is expected that this article will serve as a reference for future research on the use of audiovisual language in teaching for employees in Latin America. This article will provide future research with qualitative information on employees' perspectives of this learning modality. It could be of great reference for research areas such as pedagogy and organizational communication.

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