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MASS ENTERTAINMENT OF PEOPLE WITH ACTIONS AND FINANCES THAT APPLY TO ALL AGE GROUPS[1]

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Abstract: By manifesting clearly, that the massive entertainment of people with actions and finances that are applied in all ages, the objective of managing the visualization and use of massive entertainment information, beneficial and advantageous for the correct learning of people in the field of financial and economic control, which implies understanding how the principles of digital entertainment affect individual and collective decisions in the financial and economic part, is being fulfilled. The methodology employed is deductive with quantitative approach, using the technique is literature review, the instrument consists of data from other authors that enrich the theories. Therefore, it delves into the concepts about university applications that are digital tools that facilitate learning in academic environments, while the appropriation of knowledge refers to the ability to acquire, understand and apply information effectively. The financial and economic control allows the efficient balance of monetary and economic resources, together with the information shared between different entities and people, fulfill the function of improving decision making. Digital learning ecosystems are online platforms that offer educational resources and learning tools that contribute to mass entertainment, because they include leisure and entertainment activities aimed at large audiences. The increase in the economic income of an individual or entity, is linked to the visualization of information and data in a graphical way to facilitate their understanding and analysis, to conclude that these concepts are intertwined in the digital era, where technology and access to information are transforming the way people learn, work and entertain themselves, generating new opportunities for economic and personal growth.

Keywords: economic learning, university applications, knowledge appropriation, financial and economic control, data sharing, digital learning ecosystems, mass entertainment, revenue growth, information visualization.

INTRODUCTION

Because of its visible connotation, entertainment, besides being one of the universal laws for living beings, is also a diverse and dynamic industry that encompasses a wide range of activities, from movies and music to video games and live events; it not only provides fun and recreation to people of all ages, but also represents a robust and complex economic sector with a high impact on global finances. Leading organizations in this field, such as Walt Disney, Netflix and Electronic Arts, have demonstrated impressive growth in their shares and have adapted their strategies to meet the demands of an increasingly digitized and diversified audience. For example, Disney has seen an increase in its shares during 2021, reflecting its success in creating and distributing diversified family content. Netflix, known for its "streaming on demand" service, experienced growth in its shares in the same year, although it also faced challenges, such as a drop in subscriptions that negatively affected the value of its shares. Electronic Arts, which specializes in video games, has capitalized on the growing popularity of this entertainment medium, offering interactive experiences that attract a wide audience and generate significant revenues.

The recent pandemic has accelerated the digital transformation in the entertainment industry, driving a shift toward more remote and virtual media consumption, with a focus on streaming content and personalized experiences. This shift has reshaped the industry and created opportunities for companies to adapt and thrive in a changing environment. Video games, in particular, have proven to be a dominant segment of the entertainment industry, with their ability to engage players in ways that other media cannot, offering a form of entertainment that is both participatory and immersive.

Emerging trends in the entertainment industry reflect an adaptation and response to current economic and technological changes. One of the most notable trends is the rise of ad-supported streaming, which offers a more affordable alternative to traditional subscription models, especially in a context of inflation. In addition, the way in which content success is measured is expanding, adapting to evolving viewing habits, suggesting a more nuanced and diversified approach to evaluating media performance. Targeting and the AVOD (ad-supported video on demand) revolution are gaining ground, allowing advertisers to target more specific audiences and improve the effectiveness of their advertising campaigns. Artificial intelligence is also emerging as a disruptive force, presenting both opportunities and challenges for the industry, especially in terms of content creation and experience personalization.

Digital technologies are transforming communications, business, health, education, finance and other areas. However, a multi-dimensional digital divide persists between countries, businesses and individuals, which is exacerbating the development gap. Hospitals, schools, governments and businesses cannot function effectively and efficiently without digital tools. The digital divide is holding back growth and limiting opportunities for the billions of people who are not yet connected and for those who are connected but cannot take advantage of the full potential of these technologies. The World Bank Group's new Digital Progress and Trends Report 2023 examines the progress of digitization around the world and the production and use of digital technologies in different countries, ranging from digital jobs, digital service exports, and application development to internet use, affordability, and quality, among other topics (World Bank, 2023, pp. 1-29).

The report highlights two trends that are shaping our digital future: the importance of digital public infrastructure and the transformative potential of artificial intelligence. Measuring progress closely, especially in low- and middle-income countries, will help bridge the digital divide by guiding policymakers and the private sector to areas that need crucial attention and effective solutions. These 10 charts show how digitization is progressing (or not) around the world (World Bank, 2023, pp. 1-29).

According to the World Bank (2023), measuring digital progress at national, regional and global levels will help countries better understand digital progress and develop more effective solutions to help close it. Digital technologies, such as artificial intelligence (AI), are evolving at a breakneck pace, and we must act fast. To realize the full potential of the digital transformation underway, we must include everyone.

OBJECTIVES

GENERAL OBJECTIVE:

Manage the visualization and use of mass entertainment information, beneficial and advantageous for the correct learning of people in the field of financial and economic control.

SPECIFIC OBJECTIVES:

Consolidate information in databases on digital teaching and learning ecosystems to improve the control and use of people's financial and economic movements.

To guide the correct use of mass entertainment information, beneficial and advantageous in the field of financial control, for the increase of family and individual income.

METHODOLOGY

The type used in this research is deductive, starting from the general to the particular, the approach is quantitative where the hypotheses are of correlational type that take into account independent variables, using statistics of estimation and correlation with information from the Corporations. Non-probabilistic methods of correlational scope, associating concepts and variables in order to study predictions, quantifying relationships between causes and effects. The technique is bibliographic review. The instrument consists of data from other authors that enrich the theories and concepts in an analytical structure of consultations and discussions on the concepts. The data analysis is based on World Bank (2023) reports on global downloads of applications and time spent by application category, 2019-2022.

RESULTS IN DATA ANALYTICS

Figure 1 illustrates the time spent by downloads of business, education, health, finance and shopping applications, which increased immediately when pandemic lockdowns were established, indicating an increase in new users worldwide. Downloads of business applications, such as teleconferencing and file management, attracted the most first-time users, with downloads increasing by 60% in the three months following the pandemic outbreak. The pandemic also accelerated the use of digital payments and online shopping globally, leading to a major transformation in the finance and commerce. These behavioral changes have persisted, with total time spent on these apps remaining 60-70% above pre-pandemic levels by the end of 2022. The global increase in the use of apps during confinements has been sustained, highlighting an enduring change in people's behavior (World Bank, 2023, p. 10).

In order, people spent their time downloading and using applications in the categories of business, shopping, finance, medicine, food delivery, entertainment, tools, education, communication, productivity, games, health, books and mobility. In this information published by the World Bank, it emphasizes the importance of people's interaction with technology and the Internet that keep them entertained, most of their time. In many occasions, the effect is productive for some and exhausting for others, who do not have the time to use technology take advantage of it for the generation of important income in their daily lives. The recommendation is that all people, no matter their age, learn to use all the advantages that exist in the market, so that they can join those who earn money by being entertained with the applications.

Therefore, we propose the activities and efforts to visualize the financial benefits of appropriation of technologies and digital learning ecosystems in university corporations in response to the question: How to promote the use of technologies, taking advantage of the opportunities offered by mobile devices, educational applications, online platforms, educational games and other tools for student appropriation of knowledge in the interaction between teaching and learning with incremental financial implications? It is intended to solve the problem of low frequency in the use of teaching and learning technologies with financial implications. The beneficiaries are students, professors, researchers and knowledge aspirants for the increase of scientific production and innovative talent. The project will encourage the massive use of educational applications and recommendations on marketing products.

In the indications, high economic and financial affectation of the student population was detected due to the disorientation in the subject of apprentices and teachers due to low levels of knowledge in the use of technologi-
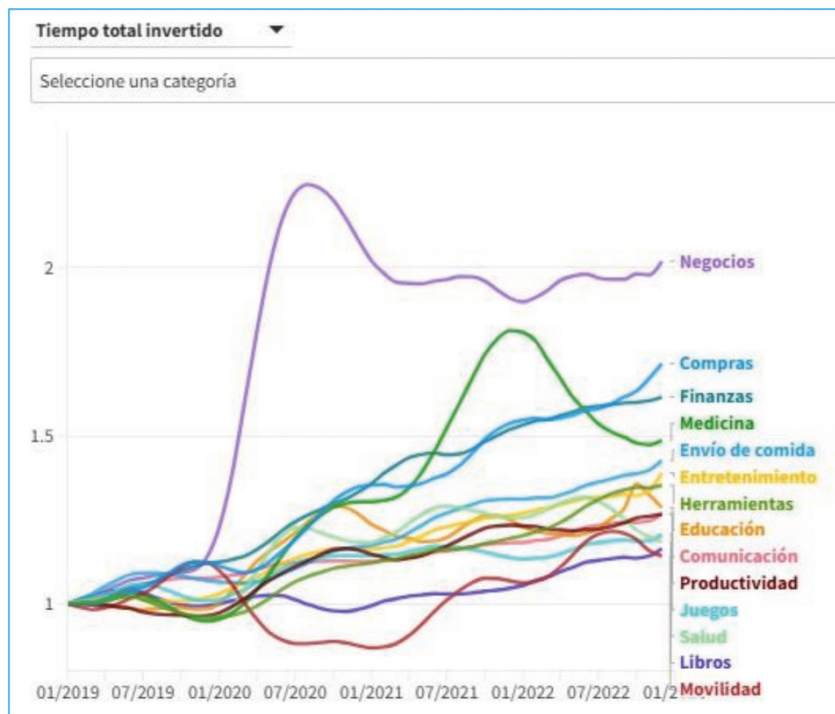
Figure 1. Time spent by application category, downloading and using applications 2019-2022

Note. Original calculations for this publication using Apptopia data for all active apps on Google Play and Apple Store worldwide. Elapsed time values in January 2019 are normalized to 1 and values are smoothed for six months. World Bank (2023). Global digitization in 10 charts. Retrieved and analyzed from: https://www.bancomundial.org/es/news/immersive-story/2024/03/05/global-digitalization-in-10- charts.

cal tools, low levels of financial management of educational resources, situations that exert direct pressure on the phenomenon of increased poverty due to the misuse of the resources given to humanity. Similarly, the loss of time and learning opportunities that are missed with high monetary effects and low frequency in the use of educational technologies, allowing the opportunity offered by mobile devices, educational applications, online platforms, educational games and other tools for student appropriation of knowledge in the interaction between teaching and learning to escape with financial effects.

On the other hand, the low motivation for the use of educational technologies for interaction between students and teachers together with the lack of incentives granted for the use of these tools, which are generally free. Similarly, there are few international and national events for student appropriation of applications due to the high inclination for the visualization and use of mass entertainment information, harmful and useless for people. This unbalanced disposition of time and resources in idle entertainment channels and applications generates the high proliferation of channels and digital devices for the dissemination of harmful training information.

The purpose of the research is to promote the use of educational technologies through interconnected devices, university applications, online platforms, interactive data-sharing games and other tools for the social appropriation of knowledge in the interaction between teaching and learning with positive and incremental financial and economic effects on the population. In order to achieve this, it is necessary to revive the motivation for the use of educational technologies for

interaction between students and teachers to improve active and frequent learning with emphasis on financial growth, design a prototype of a financial application for frequent use in mobile devices, promote the massive use of the financial application in public dissemination channels with videos, podcasts and infographics, ensure the programming and development of international and national events for student appropriation of digital financial learning applications, program the management and activities focused on the development of international events to motivate the use of educational technologies, conduct international and national motivational scientific events on the use of digital ecosystems for financial education.

Similarly, manage the visualization and use of mass entertainment information, beneficial and advantageous for the proper learning of people in the field of financial and economic control, consolidate information in databases on digital ecosystems of teaching and learning. Also, to guide the correct use of mass entertainment information, beneficial and advantageous in the field of financial control. On the other hand, to disseminate through digital channels and devices the financial and economic teaching and learning, for the successful routing of information of social impact, to acquire the annual subscription of the public channel for the dissemination of scientific information. Finally, to disseminate effectively and massively the results of research, science, technology and new knowledge generated.

On the other hand, Figure 2 shows that companies in East Asia are at the forefront, as they have adopted digitalization to interact with their customers, suppliers and employees via the Internet. On the other hand, small companies in low-income countries are lagging behind. While companies in high-income countries continue to incorporate digital solutions to streamline processes and increase efficiency, in 2022 many firms in low- and middle-income countries lacked computers or internet connectivity, particularly SMEs. Between April 2020 and December 2022, the percentage of micro-enterprises (0-4 employees) investing in digital solutions doubled from 10% to 20%, but for large companies (100+ employees), the percentage tripled from 20% to 60%. East Asia has taken the lead among developing regions, with the proportion of companies investing in digital solutions quadrupling from 13% to 54% between 2020 and 2022. In other regions, less than 30% of companies had made such investments by the end of 2022 (World Bank, 2023, pp. 12-13).

Similarly, the World Bank (2023) in its report indicates that Internet Exchange Points (IXP) are physical structures that facilitate the connection to global Internet traffic, while data centers store and process information. They are crucial for cloud computing, big data analytics and artificial intelligence. However, in 2022, high-income countries accounted for about 60% of public IXPs globally and nearly three-quarters of connected data centers, while the Middle East and North Africa region made up 2% and sub-Saharan Africa 7%. In addition, some 51 countries and territories, equivalent to 5% of the world's population, have no IXP access at all.

Figure 3 shows that more than 5 billion people are unable to access secure digital transactions and services. Digital public infrastructure can enable essential functions and services for all of society, such as identification, payments and data exchange. Worldwide, an estimated 850 million people still lack official identification and another 220 million have no digital record of their identity. In 2021, almost all adults in rich countries adopted digital payments, while in low-income countries, only 37%. The East Asia region

Middle and North Africa showed the lowest level of adoption, at around 6%. % of the population. Similarly, two-thirds of the
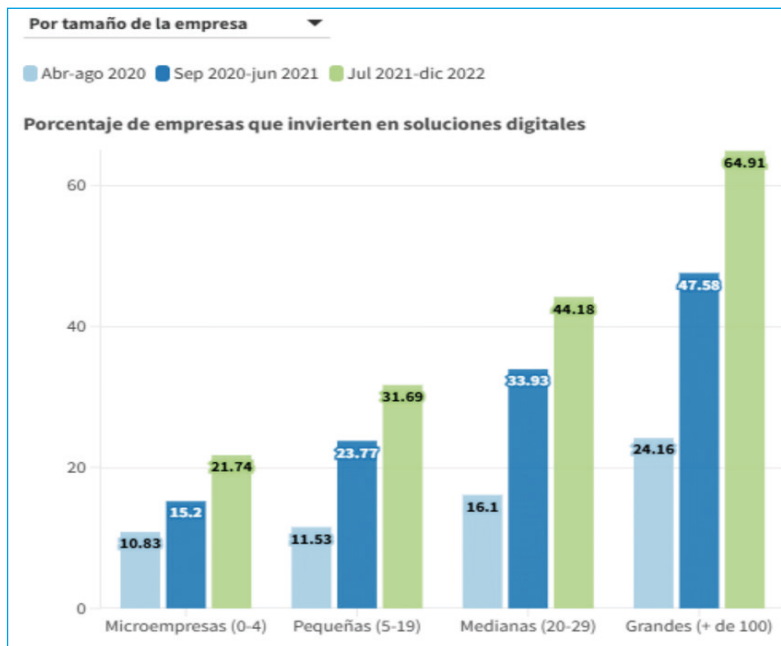
Figure 2. Share of companies investing in digital solutions quadrupled in East Asia and the Pacific (EAP)
Note. World Bank Business Opinion Survey. East Asia and the Pacific (EAP), Europe and Central Asia (EAC), Latin America and the Caribbean (LAC), Middle East and North Africa (MENA), South Asia (SA), Sub-Saharan Africa (SSA). World Bank (2023). Global digitization in 10 charts. Retrieved and analyzed from: https://www.bancomundial.org/es/news/immersive- story/2024/03/05/global-digitalization-in-10-charts.
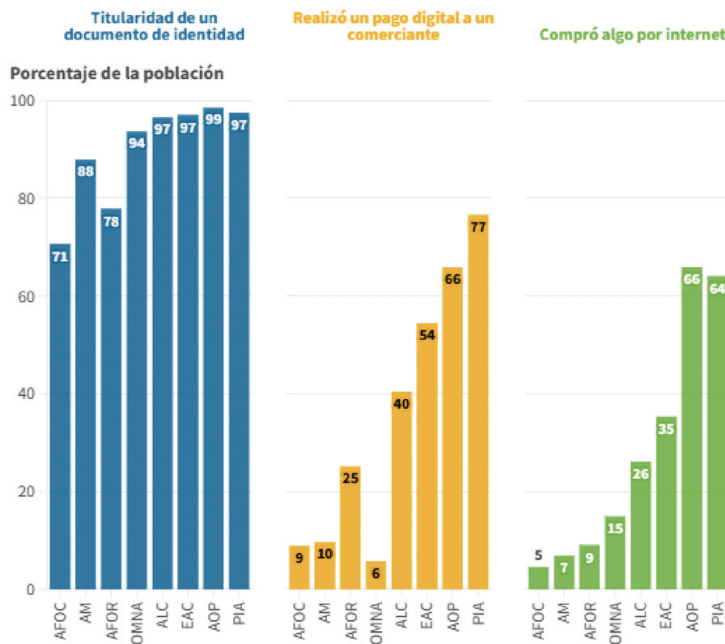

Figure 3. Digital identification and finance. Untapped potential of digital services Digital identification and payments, 2021.
Note. Findex and ID4D dataset, 2021. - Note: Population-weighted average, by region. West Africa (AFOC), South Asia (SA), East Africa (AFOR), Middle East and North Africa (MENA), Latin America and the Caribbean (LAC), Europe and Central Asia (EAC), East Asia and the Pacific (EAP), PIA (high-income countries). World Bank (2023). Global digitization in 10 charts. Retrieved and analyzed from: https://www. bancomundial.org/es/news/immersive- story/2024/03/05/global-digitalization-in-10-charts.

adult population in the East Asia and Pacific region and in high-income countries shopped online, while less than 10 % of people did so in Africa and South Asia (World Bank, 2023, pp. 24-25).

DISCUSSION

In current times, for the achievement of mass entertainment of people with actions and finances that apply to all ages, it joins the context on the financial benefits of appropriation of technologies and digital ecosystems of learning in university corporations in response to the question How to promote the use of technologies, rescuing the opportunities offered by mobile devices, educational applications, online platforms, games and other tools for student appropriation of knowledge in the interaction between teaching and learning with incremental financial implications? In this discussion, issues relevant to the scope of the social impact on economic learning, university applications, knowledge appropriation, financial and economic control, data sharing, digital learning ecosystems, mass entertainment, incremental revenue and information visualization are raised.

> According to Ballesteros (2019), entertainment is a universal law has caused the generation of multiple companies and organizations, dedicated to keep people, animals and plants busy, in many occasions exaggerating the limits that come to generate vices, such as gambling, mafia, pornography, drug trafficking, electronic games, television and other means to keep entertained, spending idle and leisure time at all levels of earthly life. (p.93). "Information and communication technologies have generated changes and innovations that have significantly influenced the lives of young people, as they have incorporated them on a regular basis." (Jasso, López, & Díaz, 2017).

ECONOMIC LEARNING

Figure 4 shows the devices most widely used by people globally for economic learning, which are currently easy to acquire and easy to use in the different tasks frequently performed in people's economy and finances. In this sense, they are of great importance for the research, so that they will be used in the training proposed to improve the income and monetary management to achieve a balance between expenses and income of resources. In addition, it is indicated that "the economy of learning is the phenomenon by which a person, through specialization and learning, as its name indicates, improves in terms of efficiency in a given productive activity". (Coll, 2021, p. 1).

Figure 4. The mobile devices of economic learning

Note: Devices that keep people entertained. Coll, F. (2021, April 1). Learning economy - What it is, definition and concept | 2023. Economipedia. Retrieved November 4, 2023, from https://economipedia.com/definiciones/economia-del-aprendizaje.html

UNIVERSITY APPLICATIONS

As expressed by the author Edapp (2021), indicates that with the advent of digital tools and the spread of technology, we are in a time when information is more available than ever, within the reach of anyone with a computer or smartphone. Free educational apps abound, and entire courses can be found online (p. 1).

According to the above, in Figure 5, it is better visualized the graphic scheme of university digital tools that are frequently used for teaching and learning, with the interaction between students and teachers. It is missing, is the massive use with stocks and finances and involving the economic part, focused on the financial balance.

Figure 5. Graphical scheme of university digital tools

Note: University applications are characterized by a focus on education. Edapp |. (2021, November 23). Top 20 Free Educational Apps I EdApp. Retrieved November 4, 2023, from https://www. edapp.com/blog/es/las-20-mejores-aplicaciones-educativas-gratuitas/

Sometimes, companies try to exploit the data linked to the use of these devices for various purposes, ignoring the right to privacy of users (Cotanilla et al, 2021, p. 1). Students face and solve problems related to economic and financial education in a safer and more organized way and with better results when they develop a resolution strategy, which also impacts their argumentative level showing evolution and greater appropriation of content related to economic and financial education (Valbuena & Rambal, 2021, p. 131). The presence of the game or some of its elements in learning environments is increasingly frequent. The conception that the game is only an entertainment activity for leisure time is changing as it is verified that its use in educational activities favors the acquisition of (Cornellà, Estebanell & Brusi, 2020, p. 5).

APPROPRIATION OF KNOWLEDGE

Figure 6 shows each tool used by current generations for the appropriation of knowledge, in this case for planning, control, execution, evaluation and sustainability of the economy, applying financial and personal methods and now with the potential of teaching through higher education institutions. Many authors state that digital devices facilitate the interconnection for the deepening of the different topics and the argumentation of economic and financial relationships that must be taken into account in personal and business contexts "the educational media are impacted by the technological culture of the teacher-student, creating knowledge gaps for its proper use" (Ramirez et al., 20). (Ramirez et al, 2021. p. 27).

Figure 6. Appropriation of knowledge with available technologies

Note: Integration of educational media. Ramírez, R. I., Villalobos, J. V., Lay, N. D., & Herrera, B. A. (2021). Communication media for knowledge appropriation in educational institutions. Information Technology, 32(1), 27-38.

FINANCIAL AND ECONOMIC CONTROL

The errors marked in society are reflected in the lack of financial and economic control, in this sense it is necessary the massive entertainment of people with actions and finances that apply to all ages, to reach the balance of economic management and thus contribute to the achievement of the objectives.

The research will be based on sustainable development, where better welfare stays are proposed for low-income populations or those categorized as extremely poor. This research proposes to consolidate information in databases on digital ecosystems of teaching and learning, to improve the control and use of financial and economic movements of people. Similarly, to guide the correct use of mass entertainment information, beneficial and advantageous in the field of financial control, to increase family and individual income.

The platforms that commercialize audiovisual content through the open public Internet (better known by its name in English over the top, and the acronym OTT), produced and/or acquired for that purpose, are altering the configuration of audiovisual, digital and analog industries, redefining the role of existing agents by disputing viewers, subscribers and advertisers (García, 2019, p. 17). (García, 2019, p. 17). Innovation and technology from the twentieth century onwards transformed humanity through the impact and diffusion of artifacts, which influenced the development of companies, organizations and systems, including education, breaking paradigms in the teaching-learning process (Camacho, Rivas & Gaspar, 2020, p. 460). Financial analyses are key analytical and managerial tools for the activities carried out by any organization, which determine the financial situations it is going through, thus allowing to recognize what will be the future of the organization (Cedeño, Guijarro & Jaramillo, 2021, p. 88).

SHARED DATA

The shared data are related to the moment that personal information is given for the registration of invoices and forms within the marketplaces. In this instant, they are available to digital devices that use the data to integrate them with those of businesses, products and services. Then, they are used in a vast range of possibilities and frequent encounters with other people and organizations, in the constant movement of the market and negotiations. A clear demonstration is shown in Figure 7, in relation to digital marketing.

> Consumer standards have changed, and almost everyone has access to the Internet and uses it frequently. Most of us automatically search for a website or social media profile when we first hear about a company to find more details. We don't call the store or call the company, we look for it, and if you can't find any evidence of the company online, chances are you'll look anywhere that has a social presence (Kruse, 2020, p. 3).

Figure 7. Digital marketing in the framework of shared data

Note: Shared data now flows through marketing applications. Kruse, C., A. (2020). Digital marketing strategy is a must for all small businesses. Techno FAQ. Retrieved from: https://technofaq.org/posts/2020/10/digital-marketing-strategy-a-must--for-every-small- business/

DIGITAL EDUCATION ECOSYSTEMS

Following the logic of financial and economic training, there are digital learning ecosystems that represent a comprehensive transformation in education, where the integration of advanced technologies and digital tools become the core of the learning process. These interconnected systems enable a richer and more accessible educational experience, offering students the possibility of accessing learning resources from anywhere and at any time. The implementation of a digital ecosystem in education not only facilitates knowledge management but also promotes innovative and personalized teaching methods that adapt to the individual needs of each student.

In a digital ecosystem, educators have at their disposal a wide range of online resources, such as virtual libraries, simulators, and collaborative platforms, which enrich the teaching and learning process. In addition, these digital tools allow for continuous, real-time assessment of student progress, resulting in more effective and timely feedback. On the other hand, students benefit from an interactive and participatory learning environment, which stimulates critical thinking and creativity, and fosters collaboration and peer-to-peer communication. The adoption of digital ecosystems in education also implies a change in the role of the educator, who moves from being a transmitter of knowledge to a facilitator and guide in the student's learning process. This learner-centered approach enables the development of key competencies for the 21st century, such as the ability to adapt to new contexts, complex problem solving and the ability to work in teams.

In addition, digital learning ecosystems have the potential to democratize education, making it more inclusive and accessible to students of different backgrounds and abilities. The flexibility offered by these systems allows each student to progress at his or her own pace, respecting his or her time and learning styles, and providing personalized educational itineraries that recognize and value the diversity of learners. In conclusion, digital learning ecosystems are a key element in the evolution of contemporary education. Their effective implementation can result in a learning experience that is more enriching, interactive and adapted to the demands of today's world, preparing students not only to face the challenges of the future but also to be active protagonists in the construction of a more informed and connected society.

MASS ENTERTAINMENT

Within a digital teaching ecosystem, there are multiple tools that facilitate and enrich the educational process. Educational platforms such as Moodle or Google Classroom are fundamental, as they allow the creation of virtual classrooms, course management and evaluation of student progress. Interactive digital resources, ranging from e-books to virtual simulators, provide a more dynamic and engaging learning experience. Collaborative tools such as online discussion forums and co-working applications promote interaction and teamwork among students. In addition, synchronous and asynchronous communication tools, such as videoconferencing and chat rooms, allow constant and flexible interaction between students and teachers.

Gamification platforms, such as Kahoot, transform learning into a playful and motivating experience, while data presentation and visualization tools, such as Prezi, facilitate the understanding and analysis of complex information. Virtual libraries and academic databases offer access to a vast amount of resources and scientific publications, essential for research and project development. In the area of learning personalization, adaptive systems and personalized learning platforms tailor content and challenges to the individual needs and

abilities of each learner. Real-time assessment and feedback tools, such as online quizzes and performance tracking applications, provide valuable information for continuous improvement of the educational process. Educational mobile applications allow convenient and portable access to study materials and learning activities, which fosters student autonomy.

The use of educational social networks and open content platforms expands the possibilities for collaboration and knowledge sharing beyond the boundaries of the classroom. Content creation tools, such as text and video editors and blogging platforms, empower learners to be creators of knowledge and not just consumers. Immersive virtual learning environments, such as virtual worlds and augmented reality, offer immersive educational experiences that can simulate real or historical situations for a deeper understanding of the topics being studied. Finally, learning analytics and educational data tracking tools help educators better understand learning patterns and make data-driven decisions to optimize instruction. All of these tools, when effectively integrated, form a robust and versatile digital teaching ecosystem that supports quality education and prepares students for the digitized world.

INCREASED REVENUES

The use of digital ecosystems in education has proven to be a transformative force in education, offering significant potential for increasing revenue and improving educational quality. These systems integrate information and communication technologies to create dynamic and accessible learning environments that facilitate interaction, collaboration and personalization of the educational process. According to recent studies, the adoption of digital ecosystems has led to an increase in student retention and the expansion of educational opportunities, which translates into economic growth for the institutions that implement them. In addition, the ability of these ecosystems to provide access to up-to-date and relevant resources contributes to a richer and more engaging learning experience, which can attract a greater number of students and, therefore, generate more revenue.

Education 4.0, which focuses on the integration of advanced technologies such as artificial intelligence and data analytics, is redefining emerging pedagogies and positioning digital ecosystems as key tools for the development of critical and reflective competencies in students. This innovative approach not only prepares students for the challenges of the future, but also promotes the creation of new educational business models that can diversify and increase revenue sources for educational institutions. In Latin America, the economic contribution of digital ecosystems is increasingly notable, with estimates suggesting a positive impact on gross domestic product growth and employment generation. The digitization of education, therefore, is not only an investment in human capital, but also a viable economic strategy that can lead to long-term, sustainable development in the region.

INFORMATION VISUALIZATION.

Visualizing tools in a digital learning ecosystem is a process that requires a systematic and thoughtful approach. To begin with, it is essential to define the learning objectives and determine how the tool contributes to achieving them. Once the objectives have been established, various evaluation methods can be considered, such as direct observation, satisfaction surveys, usage analysis and student performance measurement. It is important to ensure that digital tools are safe, reliable and accessible to all students. Educators should visualize whether the tools promote engagement, facilitate understanding of concepts, and foster skills such as creativity and teamwork. In addition, adaptability to different learning styles and the ability to personalize education are crucial aspects to consider.

Formative observation, including continuous feedback and adaptation of teaching strategies, is essential to ensure that digital tools fulfill their educational purpose. To carry out effective visualization, instruments such as learning journals, e-portfolios, rubrics and questionnaires can be used. These instruments help to collect evidence of the process learning and to conduct a comprehensive assessment. Digital tools such as blogs, web pages and digital murals can be useful for online assessment, allowing students to demonstrate their understanding and apply their knowledge in an interactive format.

Observation should be a comprehensive cycle that not only measures the end result, but also considers the learning process. Heteroassessment, self-assessment and co-assessment are important components of this cycle, as they offer different perspectives on student learning. In addition, assessment should be valid, timely, constructive and specific to the student's learning needs. Finally, learning analytics and educational data tracking tools are valuable resources that allow educators to better understand learning patterns and make data-driven decisions to optimize instruction. By integrating these visualization practices, educators can ensure that the digital tools used in the classroom are effective and contribute positively to the educational process and increased revenue, for the betterment of the overall economy.

CONCLUSIONS

Themes related to economic learning, university applications, appropriation of knowledge, financial and economic control, shared data, digital ecosystems of education, massive entertainment, increase of income, information visualization were developed. These concepts are intertwined in the digital era, where technology and access to information are transforming the way people learn, work and entertain themselves, generating new opportunities for economic and personal growth.

In short, the mass entertainment industry is a vibrant field that combines creativity, technology and finance, delivering content that delights and entertains people of all ages while navigating the complexities of an ever-evolving global marketplace. Companies that understand and adapt to these dynamics are well positioned to continue to thrive in the future.

The integration of multiple data sources is empowering audience insights, enabling a deeper and more detailed understanding of viewers' consumption patterns and preferences. These trends indicate a dynamic future for entertainment, where technology and data play crucial roles in shaping richer, more personalized user experiences.

According to the World Bank (2023), measuring digital progress at national, regional and global levels will help countries better understand digital progress and develop more effective solutions to help close it. Digital technologies, such as artificial intelligence (AI), are evolving at a breakneck pace, and we must act fast. To realize the full potential of the digital transformation underway, we must include everyone.

With the developed analysis, it is concluded that it is possible the global management of the visualization and use of massive entertainment information, beneficial and advantageous for the correct learning of people in the field of financial and economic control, in order to achieve the balance of people in their part of income that allows them to improve the quality of life, leaving aside the unprofitable and harmful digital applications, devoting themselves rather to generate monetary income by the agile and successful use of technology that brings personal and family economic benefits.

With this information product is achieved the consolidation of information in databases, on digital ecosystems of teaching and learning, for the improvement of control and use of financial and economic movements of pe-

ople, in order to guide the correct use of mass entertainment information, beneficial and advantageous in the field of financial control, for the increase of family and individual income.

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