Hibridity and Educational Virtuality. What did 2020 Leave us,.

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ARK: https://n2t.net/ark:/13683/pgPS/AM6

Hybridity and Educational Virtuality. What Did 2020 Leave us?

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ABSTRACT: This presentation relates the experience of a chair of the Argentine Cultural Institute of Higher Education (ICAES) in its surprising turn towards virtual teaching motivated by the appearance of the COVID-19 19 Pandemic and the Argentine quarantine, one of the most extensive in the world. The Argentine Higher Education System is called a binary system because it participates in Argentine universities and teacher training institutes. The ICAES is a non-governmental organization founded in the 40s in the city of Villa Mercedes, San Luis, without state subsidy, with educational levels from the initial cycle, secondary, night secondary, English academy and teachers with fees for students very Accessible. Every year, the ICAES takes the corresponding steps to obtain the state subsidy, which facilitates teaching work and institutional activities, without obtaining satisfactory responses from the educational authorities of the province of San Luis in Argentina. In the Argentine context, on March 20, the government issued a decree that ordered 'Preventive and compulsory social isolation' suspending all non-essential activities, and the closure of schools and educational organizations. Violently and without preparation, a virtual emergency education began to function progressively in educational establishments, where teachers with their own resources, possibilities and limitations had to organize in a short time

and adapt their classes to virtual mode. The digital gaps, educational gaps, technology gaps, and social and educational inequality that already existed, emerged and expanded with more force and speed in this time of uncertainty. The problems faced by the Argentine face-to-face educational system are not new. Low salaries for teachers, schools with limited buildings and no technology, and student overcrowding in school and university organizations already existed. Before the pandemic, there were traditional schools and hybrid schools. Hybridity combined traditional teaching with little virtual condiments. In this context, with growing difficulties characterized fundamentally by the lack of obsolete devices, limited or no connectivity, little teacher and student preparation in teaching in digital platform, the teacher emerged as a prominent figure in the educational conversation. With historically meager salaries, they had to learn and re-learn the new teaching and learning rhythms, the new rituals, the looks, the silences and the absences caused by the pandemic and quarantine situation in all the subjects. On the other hand, the virtual teaching of classes imposed a greater teaching work in the planning of the classes, the delivery of them and the recognition of new ways of evaluating. In this context, with doubts and uncertainty, a teacher tried to emerge who tried to dominate some areas of the unprecedented, what was probably little unattainable until then: virtuality. Education will never be the same again. Analysis of the immediate future is in the making. Analysis that should be dealt with in education about the role and training of teachers, the use of ICT, the probability of different future scenarios and the specific weight they have in them, the different and no fewer complex relationships that can be established between educational organizations, society and the state.

Introduction

Stenhouse said that teachers were going to save the school by understanding it. Where was the school in the long Argentine quarantine of 2020 with the educational organizations closed? The school was desperately on digital platforms. Could we understand it? This presentation relates the experience of a chair of the Argentine Cultural Institute of Higher Education (ICAES) in its surprising turn towards virtual teaching motivated by the appearance of the COVID-19 19 Pandemic and the Argentine quarantine, one of the most extensive in the world. The Argentine Higher Education System is called a binary system because it participates in National universities and teacher training institutes.

The ICAES is a non-governmental organization founded in the 40s in the city of Villa Mercedes, San Luis, without state subsidy, with educational levels from the initial

cycle, secondary, night secondary, English academy and teachers with fees for students very accessible. Every year, the ICAES takes the corresponding steps to obtain the state subsidy, which facilitates teaching work and institutional activities, without obtaining satisfactory responses from the educational authorities of the province of San Luis in Argentina.

1.1. Argentine Context

In the Argentine context, on March 20, the government issued a decree that ordered 'Preventive and compulsory social isolation' suspending all non-essential activities, and the closure of schools and educational organizations. Violently and without preparation, a virtual emergency education began to function progressively in educational organizations, where teachers with their own resources, possibilities and limitations had to organize in a short time and adapt their classes to virtual mode. The digital gaps, educational gaps, technology gaps, and social and educational inequality that already existed, emerged and expanded with more force and speed in this time of uncertainty.

The problems facing by the Argentine face-to-face educational system are not new. Low salaries for teachers, schools with limited buildings without technology, and student overcrowding in school and university organizations already existed. Before the pandemic, there were traditional schools and hybrid schools. Hybridity combined traditional teaching with little virtual condiments (give using some google apps).

In this context, with growing difficulties characterized fundamentally by the lack of obsolete devices, limited or no connectivity, little teacher and student preparation in teaching in digital settings, the teacher emerged as a prominent figure in the educational conversation

With historically meager wages, they had to learn the new teaching and learning rhythms, the new rituals, the looks, the silences and the absences caused by the pandemic and quarantine situation in all the subjects. On the other hand, the virtual teaching imposed a greater teaching work in the planning of the classes, the delivery of them and the recognition of new ways of evaluating. In this context, with doubts and uncertainty, a teacher tried to emerge who tried to dominate some areas of the unprecedented, what was probably little unattainable until then: virtuality.

1.2. The Platform. The Campus

Classes began to be taught through the campus of the Argentine Cultural Institute of Higher Education (ICAES) and its Physical Education and English Language teachers (http://www.ica.edu.ar/campus/). From the Chair of Teaching Practice II, it was sought beyond transforming the classes into virtuality and adapting the

curriculum, the construction and maintenance of the teacher-student pedagogical link according to their interests, experiences, feelings, fears and desires.

FIG. 1. The Virtual Campus 2020
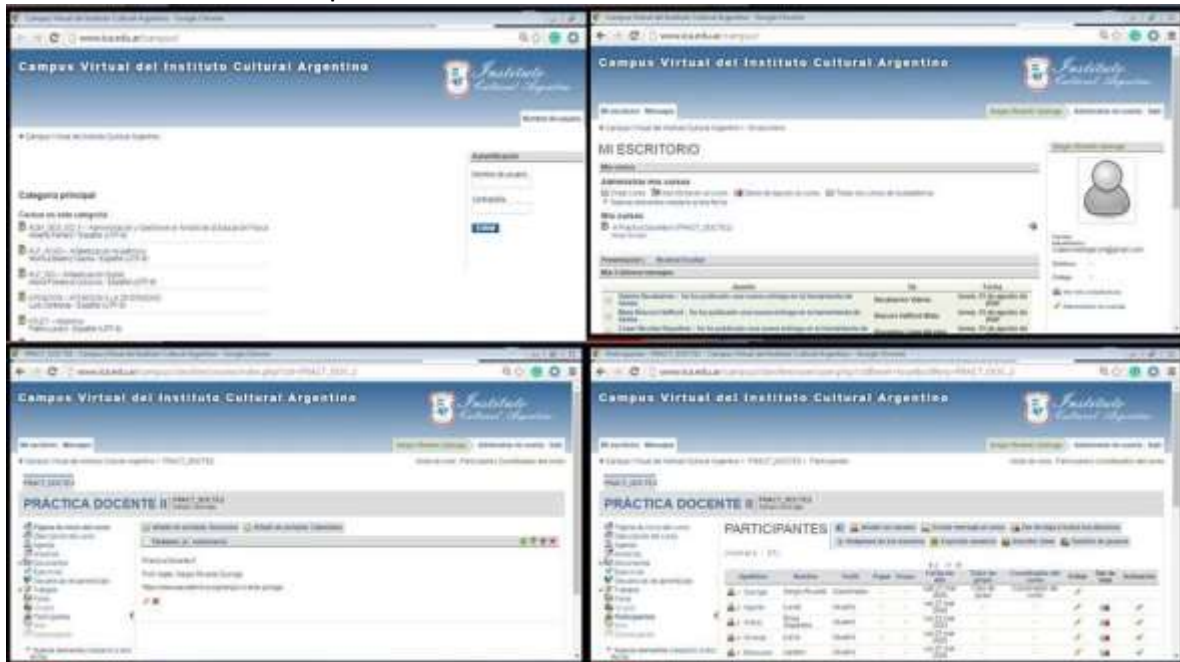
Along this path, the dynamics, strategies and educational proposals to convene the meeting were characterized by the affective-emotional and communicative. The campus turned out to be an interface made up of teachers, students and resources that educators and students had to learn to use quickly and one of the institutional faces in virtual mode. In 2021, Google tools were added.

FIG 2. The students of Teaching Practice II
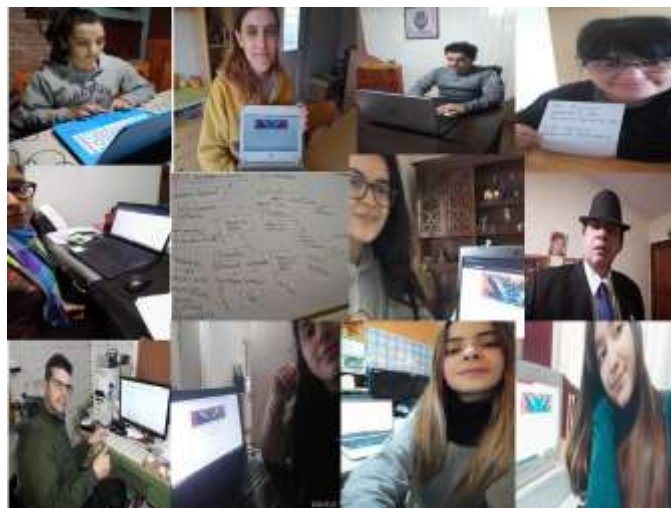
2. New Educational Environments

We understand that new educational environments provide new possibilities in teaching and learning processes, making teaching more creative and attractive for students. Teachers from the understanding of the contributions of technology with a critical sense must build new scenarios of interaction and teaching in educational processes focused on students. It is necessary to consider a change in the roles of teachers and students in working with ICT and to recognize the learning strategies of students.

On the other hand, meaningful learning environments involve a set of elements that favor the conditions for students to achieve comprehension activities. The understanding of knowledge can be understood as that «ability to think and perform flexibly with the knowledge that each one has» (Stone Wiske et al., 2005, 125). In these environments, one type of activity should predominate: the so-called comprehension performances, that is, actions where students «think for themselves and become capable of applying what they know appropriately and creatively» (ibidem). Once the teacher has formulated a version of the understanding goal, he uses it as a 'common thread' to design learning activities planning effective uses of technology. The goal setting process is not a rigid process, as it continues to evolve as the teacher discovers the potential of new technologies and observes what students achieve. Goals continue to be reviewed, clarified, and refined throughout the project.

3. Construction of knowledge

Dussel (2016) advocates that the school curriculum today more than ever is subject to various criticisms and challenges. Today the centrality of the curricular text of those who propose other criteria of organization and hierarchy of knowledge is being questioned. The need for more extensive programming is present, as well as pedagogical approaches and flexible times, alternatives for offline work. It is also about making flexible and adapting the programs and forms of teaching-learning (Chehaibar, 2020).

FIG. 3. The Board
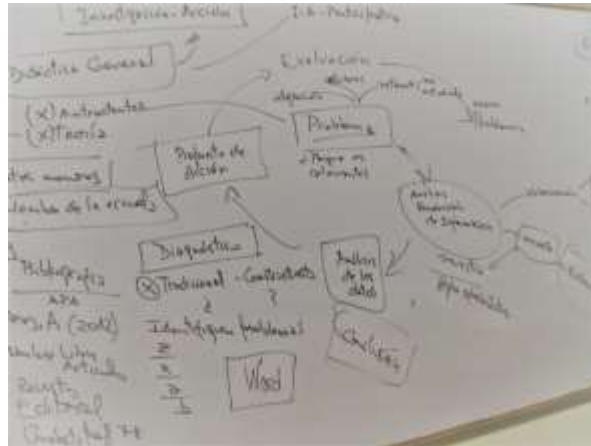
Maggio (2012) called effective inclusions to those situations in which the incorporation of new technologies occurred for reasons other than those of the teachers themselves concerned with improving their teaching practices. The closure of educational establishments for face-to-face classes led to this unexpected inclusion of ICT in classes.

Teachers sought to change the traditional teaching and learning model focused on the development of a curriculum and content, for one that crosses the learning needs of students. A model that arouses the interest of students and shows innovative aspects. In this way, we proposed the Inverted Learning methodology, a student-centered model that consists of transferring part or most of the direct instruction outside the classroom, to take advantage of the time in class by maximizing one-to-one interactions between teachers. and student (Martínez Olivera et al., 2014).

Different gaps reported by Spiegel and Rodríguez (2016) separated students from teachers: firstly, the expectations, capacities and social practices developed with mobile technologies, secondly, the formats and languages chosen and lastly, the various social practices related to audiovisual materials.

From the teaching role, it was also tried to motivate the students in the classes and stimulate the students throughout the educational process and the use of audiovisual and transmedia narratives. Emotion is relevant in learning and teachers had to understand and encourage students, many of them who felt the close impact of the virus.

4. Place of technologies

Today technologies have a preponderant place in different aspects of social life. Its use in educational organizations can no longer be ignored. Litwin (2016) recognizes that practices with technologies are involved in the didactic proposals and, therefore, in the ways in which reflection is promoted in the classroom, opening a communicational space that allows the construction of knowledge and generates

an area of respect and help in the difficult and complex problems of teaching and learning.

According to the perspective of Litwin (2016), there are three dimensions that intersect and integrate when thinking about the field of didactics: reflection in the class, communication, didactics in the reflective process and the moral perspective in the communication. Litwin (2016) acknowledges that every didactic proposal generates ethical considerations and deconstructs, and does so from the practical knowledge of teachers and the old technocratic ideas of teaching. From his contributions, it is possible to think that teachers must rebuild and reconfigure ourselves in the light of new possibilities, while still looking at all these alternatives and media with a critical and overcoming tone. The use of technologies in the classroom should promote a new conversation between teachers and students in the search for transformative learning.

Information and Communication Technologies (ICT) go through our lives, changing our visions and perception of the world, the ways of learning, teaching and working and the patterns of access to knowledge and interpersonal interaction. At the same time, ICT occupies a central and privileged place in the current debate on which broad expectations of transformation are placed.

In the educational context, the use of ICT in educational processes is dissimilar in each country. Teaching with technology supposes the idea of rethinking the place of educational institutions, teachers and students (Badía, García 2006; Cabero, 2006). Addressing the use and adoption of technologies is promising, especially when you are aware of the political, social and economic processes that go through them. In the current context of unplanned virtuality and in the face of the emergency of transferring classes and content and providing educational continuity through digital media, teachers and students are beginning to know an almost new world. Training spaces have been crossed by dilemmas that arise from thinking about technologies as an object of knowledge and as didactic tools in use. The contributions of technology, changes and their significant meanings have made valuable contributions of technology to education in teaching-learning processes (Barbera, 2006), precisely mobilizing theories towards digital status. This has been a time to refocus and rethink educational processes and focus them on students, in addition to the fact that such processes must (or should be comprehensively open and flexible), while recognizing the difficulties and gaps that are present in education mediated by TIC. It is about having knowledge applied to the production of new teaching scenes that are adapted and include the new practices of the students (Spiegel, Rodríguez, 2016).

The Teaching Practice Space II of the Physical Education Teachers of the Argentine Cultural Institute of Higher Education (ICAES) adopted a virtual modality in the 2020 cycle due to the pandemic. For this, the design and adaptation of an

educational learning environment of the curricular space was imposed within the framework of the institution's nascent Virtual Campus in 2020, and the Google tools available in 2021.

5. Strategies

We proposed the application of the inverted and collaborative learning model through group and ubiquitous activities outside of class time. The inverted classroom or inverted learning model, formulates the inversion of the moments and roles of traditional teaching, where the chair, usually taught by the teacher, can be attended and expanded in extra-class hours by the student through multimedia tools (Martinez Olivera et al., 2014).

We understand that each student learns better through different modes of communication, therefore, the process is more effective when it is transmitted through more than one channel of expression (Scolari, 2019). According to the perspective of Litwin (2016), there are three dimensions that intersect and integrate when thinking about the field of didactics: reflection in the class, communication, didactics in the reflective process and the moral perspective in the communication.

6. Criteria for Selection of E-resources
6.1. Criteria

The E-resources were updated and digitized documents of each of the modules, the audiovisual materials (YouTube), the collaborative audiovisual constructions and transmedia narratives of the students and the teacher. This made possible the teaching and student work with the provision of interactive classes, reports, multimedia, and collaborative groups. The presentation of different forums allowed to exchange opinions and discuss aspects of the educational space and share texts and documents on the development of the Teaching Practice II space that served as materials and resources for the classes and on which the students had to deliver periodic reports, document constructions presentation and transmedia narratives

6.2. E-Evaluation

The evaluation was understood as a set of permanent actions that the teacher carries out continuously to inquire about the level of student learning, their interests, their developments, evolution and their contributions. In this sense, we sought the articulation of different forms of evaluation that allowed us to adopt new perspectives of analysis on these aspects.

The evaluation strategies to be used were procedural. In accordance with what Lai and Viering (2012) propose, we seek to experiment with evaluation through hybrid methodologies integrated by personal reports (blog), rating scales, standardized evaluations and observational measures (ivi, 159). For this, the reinforcement of

the teacher-student interaction and the realization of personal and collaborative reports, standardized evaluations and observation of individual and collective productions were proposed.

7. Four central questions

7.1. What could be done (and how did we do it), pedagogically, during the pandemic?

The context of isolation in the midst of a scenario of uncertainty altered the dynamics of the learning processes of all students in the country. The pandemic threw schools, children, adolescents and families into an unprecedented situation. In a short time, the educational institutions had to prepare to guarantee the pedagogical continuity of the students. From one day to the next, the students had to adapt to virtual mode. To the challenge of organizing routines to comply with deliveries and virtual classes, was added the need to find new ways to connect with their teachers and their peers.

7.2. What learnings did this experience enable?

Not all schools had the technological and pedagogical resources necessary to face this crisis. Neither teacher and students. Similarly, all of them had to adapt and use the tools that were within their reach, such as Google Classroom, which functions as a repository of information, WhatsApp groups, videoconferences, such as the Zoom App, government content platforms and virtual classrooms.

The experience made possible a different connection and interaction with the students. In a time of crisis and with emergency classes, together with the 'technical' knowledge that we were acquiring, we learned to recognize ourselves among students and teachers, to live with difficult situations that touched us closely, and to understand students and teachers.

7.3. What did we learn in 2020?

Teachers learned to use existing technology tools, WhatApp groups, and video conferencing. Students used the mobile phone, forgotten in face-to-face classes in many schools, to connect with teachers and perform their homework. They learned to understand students, to overcome difficulties and to be patient in some cases. The support of families in this long period of closed schools (Argentine quarantine 2020) was uneven, but when it existed it was significant.

7.4. How do we reconfigure our teaching practices in 2021?

The year 2021 began with renewed hopes due to the long-awaited promises of vaccines, the progressive opening of activities and the return to face-to-face classes with small group modalities (bubbles) and a battery of care in educational organizations of initial and primary level and a half. In the province of San Luis, non-university higher education continued in virtual mode. Secondary education

returned to a careful presence in March 2021, with great absenteeism in schools. The teachers had to work in person on the bubbles and maintain the virtual format, which created a double teaching load, with the same salary. The optimism would last a few weeks since in mid-May the increase in cases, the appearance of other strains and the heavy occupation of intensive care beds, turned to education in virtual contexts.

The experience accumulated in just fifteen months enables and triggers a set of reflections. The classes have been enriched from the learning of students and teachers, the understanding of the difficulties of the context in which virtual education is provided, the recognition of emotion and the patience to have in this teaching modality.

We understand that school hybridity existed in different educational organizations and in groups of students and teachers where face-to-face education was complemented with some virtual dyes (Quiroga, 2014). Undoubtedly less than what was expected, or what is proposed for the future as an educational paradigm based on virtuality. The pandemic has expanded virtual (emergency) education with its possibilities and limitations. The evaluation and salary recognition of the virtual work of the teacher still does not appear with force in the press, the teachers' unions, or in the educational authorities.

Education will never be the same again. Analysis of the immediate future is in the making. Analysis that should be dealt with in education about the role and training of teachers, the use of ICT, the probability of different future scenarios and the specific weight they have in them, the different and no fewer complex relationships that can be established between educational organizations, teachers and society.

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