

# Hybridity and Educational Virtuality. What did 2020 leave us?

Mgter. Sergio Ricardo Quiroga  
ICAES- Argentina

Scuola  
democratica

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# REINVENTING EDUCATION

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# ICAES

**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.**



# Digital Classes

Do classrooms exist on digital platforms?

Yes

we continue in 2021 as in 2020?

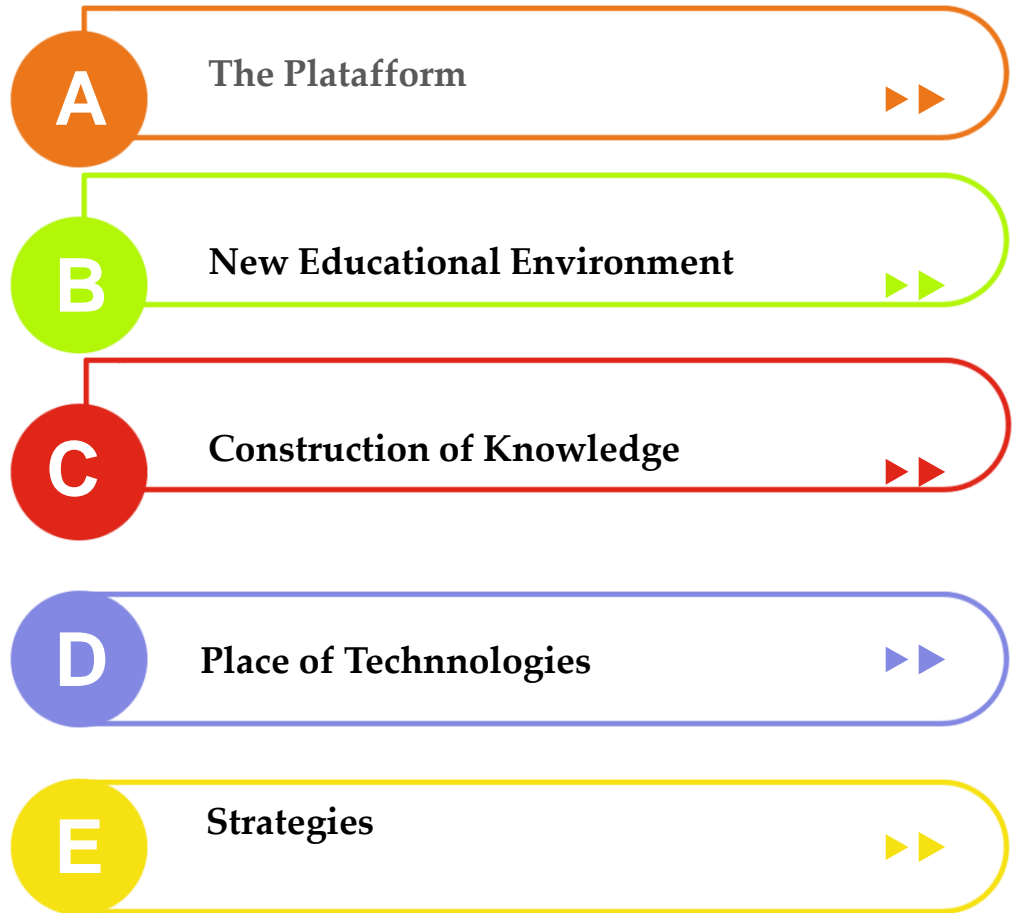
Emergency classrooms....



# Hybridity and Educational Virtuality



E-resources



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.

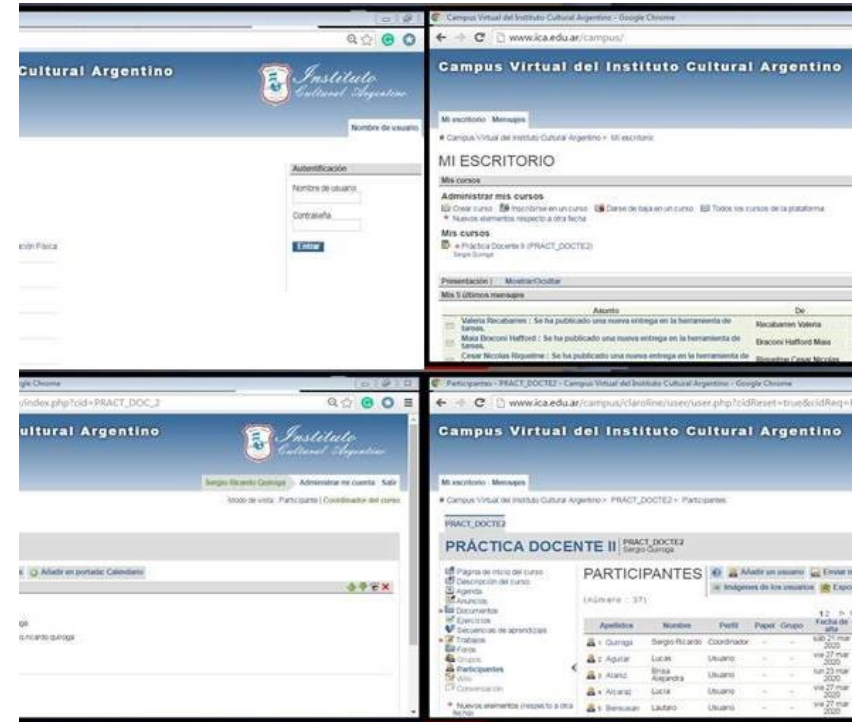
The digital gaps, educational gaps, technology gaps, and social and educational inequality that already existed, emerged and expanded with more force and speed in this time of uncertainty.

# Argentine Context

# 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.



**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.**

# **New Educational Environments**

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).

# Construction of knowledge



**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.**

## **Places of Technnologies**

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, Esquivel Gamez, Martinez-Castillo, 2014).

# Strategies

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

# E-Resources

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 (Lai and Viering, 2012 in Cobo, 2016, p.159).

# E-Evaluation



## Four central questions

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

What learnings did this experience enable?

What did we learn in 2020?

How do we reconfigure our teaching practices in 2021?

# 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.



# 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.



# What did we learn in 2020?

- Teachers learned to use existing technology tools, WhatsApp 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.





# 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.

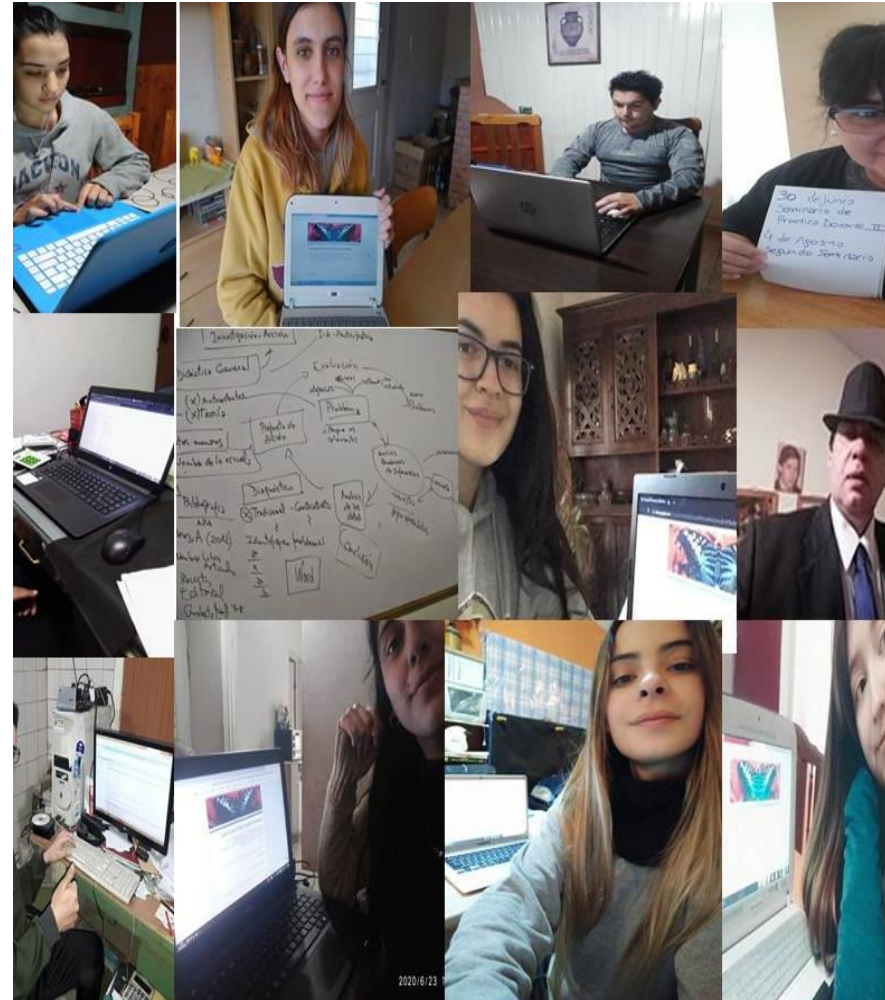
**The experience accumulated in just fifteen months enables and triggers a set of reflections. The classes have been enriched from the learning of students and teachers, the understanding of the difficulties of the context in which virtual education is provided, the recognition of emotion and the patience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

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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Thanks!

Sergio Ricardo Quiroga

Email: [sergioricardoquiroga@gmail.com](mailto:sergioricardoquiroga@gmail.com)