

**Teacher's role and challenges in pandemic times through a virtual learning environment (classroom)**

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**Teacher's role and challenges in pandemic times through a virtual learning  
environment (classroom)**

**ABSTRACT**

The investigation was carried out with a qualitative approach and under the case study method, which aimed to know the changes that have occurred in the role of teachers, as well as the main challenges that, in times of pandemic, it brings to them the use of VLE (Virtual Learning Environments) in the development of their work. The results of this work show that the challenges that teachers have faced when implementing remote education, have to do mainly with the evaluation processes, the affective relationships that involve students and teachers, and the adoption of new teaching methodologies.

Key words: Remote education, pandemic, COVID-19, Critical Digital Literacy, Virtual Learning Environments, teacher's role, teaching challenges.

**ABSTRACT**

Se realizó una investigación con enfoque cualitativo y bajo el método de Estudio de caso, la cual tenía como objetivo conocer los cambios que se han presentado en el rol de los docentes, así como los principales retos que, en tiempo de pandemia, trae para ellos el uso de los EVA (Entornos Virtuales de Aprendizaje) en el desarrollo de sus labor. Los resultados de este trabajo muestran que los retos que han enfrentado los maestros al implementar la Educación remota, tienen que ver principalmente con los procesos evaluativos, las relaciones afectivas que involucran a estudiantes y docentes, y los y la adopción de nuevas metodologías de enseñanza.

Palabras clave: Educación remota, Pandemia, COVID-19, literacidad crítica digital, ambientes virtuales de aprendizaje, rol docente, retos en la enseñanza.

## **Introduction**

Any global emergency that forces the restriction of all types of personal interactions requires societies to make adequate use of available technological resources in order to reduce the impact it has on all aspects of our lives. The current pandemic caused by the Covid 19 virus has transformed our behaviors and the way we meet our basic needs. Education is one of these needs and, in turn, language teaching requires those who exercise it to develop certain abilities and skills that allow them to adapt the content and teaching methods to the new needs of students through efficient use of technological tools and new learning environments that necessarily include a virtual work modality.

Through our pedagogical practices carried out at the Institucion Educativa Emiliano Garcia, an elementary school located in Girardota Antioquia, we were able to show that the role of the teacher has had relevant changes on the occasion of the measures implemented by the authorities aimed at controlling the effects of the pandemic; The entire academic community faces challenges related to its teaching activities, which have had to urgently adapt to the application of teaching, interaction and evaluation methodologies with which there was no familiarity or, at least we had not had the need to explore. In the specific case of the institution where we carry out our internships, the digital platforms Classroom and Meet were used both included in the Google application package.

The research had a qualitative approach and the method used in it was the Case Study for which the narratives of the teachers who participated in the research were taken who shared their experiences and perceptions about the changes in their role, the strategies and methodologies that were implemented in this new era of education.

This work also aimed to demonstrate which are the most common difficulties among the teachers of the institution regarding the management of the virtual learning environment

"Classroom" complemented by the "Meet" platform as a tool for observation and interaction in the classes attended by the students. Information and communication technologies ICTs, in order to develop new capacities and improve those that already exist in the use of this type of tools.

### **Statement of the Problem**

Despite the fact that, for several decades, the use of new technologies has spread throughout the world, including those tools designed for the practice of teaching both in a personalized and remote way, until the arrival of the global health emergency caused by the covid-19, the use of these resources depended on the will and creativity of the teachers who had these means available and who wanted to use them as a complement in their educational activities. However, the high risk of virus infection brought itself the urgent need to implement different ways to reduce personal contact and, in turn, the risk of spreading the disease by the design of interaction tools mediated by technology and the use of existing ones. Consequently, teachers, due to the nature of his professional activity, have had to get adapted to this new need and, that's why they've had to become familiar with the means available to both them and their students within their social environment, being the most appropriate for the execution of their tasks those platforms and programs that, for many years have been left as simple alternatives.

Thus, the management of Virtual Learning Environments has become an obligation for those who are dedicated to teaching and therefore the role that teachers play has suddenly been transformed: now they face new challenges such as the availability of resources technological and connectivity; impersonality in contact with students and, therefore, a drastic change in the affective relationships typical of the teacher-student relationship and, additionally; the difficulties in the evaluation and feedback processes of the contents

addressed. These challenges imply overcoming the barriers inherent to distance education such as the difficulties of students to assume responsibly and honestly their learning process without the closeness and supervision of the teacher; the scarcity of resources that allow access to class; the commitment of parents with the minimum accompaniment in the training of their children and the design of suitable teaching methodologies in order to achieve the proposed objectives.

In summary, the teacher in times of pandemic needs to optimize their resources and didactic and pedagogical capacities, facing the challenges imposed by the necessary familiarization that current circumstances demand with Virtual Learning Environments.

### **Literature review**

According to a study carried out in China (Yao, J et al., 2020) in which the efficiency of two forms of education used in this time of pandemic was compared, which were recorded on video, teaching requires self-taught students, responsible for their education and their lives. According to this study, the teacher is considered as a leader and companion in the teaching-learning process; He is the one who must show adequate paths and / or strategies to carry out the activities and achieve the goals proposed in the course and, as a companion, must give response and feedback to each activity carried out, resolve any doubts that arise regarding the issues study and give timely explanations regarding everything that has to do with academic aspects.

In turn, a study carried out in Finland by Niemi, and Kousa (2020) in which they state that “The main challenges for teachers included inauthentic interaction and the lack of spontaneity that face-to-face teaching provides.” This document also talks about the little preparation time they had for the implementation of the different platforms and virtual

learning environments for education. It is concluded that there is a need to implement new strategies and methodologies to teach and evaluate in this new reality that is faces globally.

Regarding Latin America, it is relevant to consider that the vast majority of teachers are not prepared to teach classes mediated by technology (distance education), according to Silva and Fajardo (2020) teachers are trained to give face-to-face classes, but not online, Although the new reality is imposing it, no one is taking responsibility for the creation of an online school. Torres (2020) affirms that only 80% of the population has access to technology. in which 47% of the population uses the internet for recreational purposes, 27% uses the internet for educational purposes and the last 6% is in the advanced level of internet use, which indicates that 33% of the population is part of the world that makes use of critical digital literacy (CDL), since they know how to critically filter the information they find on the net. In that remaining 20% fall some of the teachers who are an active part of Colombian education and had to assume the responsibility of learning about virtual learning environments that in this time have allowed the continuation of education.

### ***Teachers' Role.***

According to several theories that will be mentioned briefly, the teacher has fulfilled different functions throughout history. The first of them was the theory of behaviorism which had three important exponents: Pavlov (1849); Watson (1879) and Skinner (1920); each offered its own approach to the analysis and application of behaviorist theory in education.

Pavlov (1849) used a "bell" sound before feeding a dog and observed the reaction of the canine whenever it perceived that sound. After several times of using this instrument in the same way, the dog began to recognize the sound and to relate it to its food, such an association was evidenced in the dog's salivation. Later this theory was applied to education being named "contemporary behaviorism" in which it was stated that human beings act according to a sensation produced by their environment. (Gazzaniga, et al., 2010).

The psychologist Watson believed that human beings come to life with three emotions: love, hate and fear and that the rest of the emotions are the product of stimuli generated by the environment; He presented a study related to fear in children by using a mouse and a rabbit, stating that fear in children can be changed or trained, making the child fear these animals or, on the contrary, do not fear them. This was used in education for students to avoid or adopt certain desired behaviors and some strategies were used to manipulate their behavior, this theory was called "response stimulus". (Basri, et al., 2020).

Skinner focused behaviorism in a more academic setting, bringing it to the classroom; his theory is known as "operant conditioning" which referred to a process in which behavior is modified or altered by the consequences it causes. He stated that if the behaviors were reinforced, they could be repeated, but if they are not reinforced, they will be extinguished. Skinner added two actions to the theory of behaviorism that were key to its application in education: punishment and reinforcement, which consist of praising good behaviors and punishing bad ones. (McLeod, 2007).

After this brief contextualization about how education was seen in past times, we will deal with the teaching role, which can be inferred after previous explanations of the behaviorism theory: "The teacher was in charge of providing stimuli to students, He was also seen as if he was himself the center of education and the owner of knowledge who was in charge of transmitting it to his students who were seen as beings without any type of knowledge so they should be filled with information. Only a teacher has sufficient knowledge and his explanations were necessary to achieve learning, any initiative of the student without the teacher's explanation was seen as erroneous (Zunini, 2007).

The previous theory raised the principles about how to learn and opened up new perspectives and studies related to education and the acquisition of knowledge.



Now we will talk about constructivist theory in order to define the characteristics of the teacher according to what the principles conceived by constructivism show us, which also has some main exponents: Ausubel (1963); Piaget (1952); Vygotsky (1978).

Knowledge is obtained through contact between a subject and the reality in which he/she lives. Each person has prior skills and knowledge that allow them to know and interpret the world, everything that each individual lives and experiences is a way of gradually creating meanings and building their mind. To constructivism theory, learning is a permanent process and so "the human being creates and actively constructs his personal reality" (Araya et al., 2007) can be affirmed.

Vygotsky talks about social constructivism in which interaction with the other is fundamental in the teaching-learning process. Mental functions initially have a communicative purpose but higher mental functions cannot develop without the contribution of social interaction. (Ivic,1999).

Despite the age of this theory, it continues to be used, since it continues to show that social interaction is the best way to build knowledge; human beings by nature are social beings, therefore they need the other to build and reaffirm their beliefs and capabilities.

Ausubel talks about meaningful learning and takes into account that the student brings previous experiences and cognitive abilities, that is, each person has mental capacities which they are born with. Each student has a series of experiences and knowledge, which affects their learning process, the teacher should not see them as blank minds, these experiences should be used for the benefit of knowledge. (Ausubel, 1983).

For this psychologist, the main pillar of learning is the prior knowledge that the student has, since from there they must look for the tools to continue building the new knowledge, thus allowing them to reaffirm, feed or modify their perspectives and knowledge.

For the constructivist theory, the role of the teacher is totally different from the behaviorist one, in this theory the teacher is seen as a guide, coordinator, facilitator, mediator and the teacher is seen as an active participant in the teaching-learning process Quiñones (2005), constructivism and behaviorism theory has totally different characteristics, the teacher must propose and create strategies, in which the student be autonomous and develop their creativity.

The teacher is not considered as the person who has absolute knowledge, but as an agent who continues in a learning process, only with a greater mastery of a specific topic, the constructivist teacher must respect the autonomy and dignity of the student because this way, as stated by Paulo Freire (2004) in the “pedagogy of the oppressed”. The teacher must not minimize the curiosities and needs of his students or transgress them; he must show authority but without violating the ethical principles that each one has as a human being.

In order to sectorize the research, the teaching role will be defined according to the Colombian Ministry of Education: "Teachers should be the students' companion, guiding them to curiosity always in search of questions and answers".

We can see that the Colombian Ministry of National Education has a largely constructivist vision of what the role of the teacher is. On the other hand, they agree with the decree 1278 of Colombian constitution that defines the teacher as a professional who is in charge of the teaching-learning processes such as planning, diagnosis and execution of educational activities like evaluation and results. They are the primary mentors so that students are able to refine and complexify the questions that they generate.

Being a teacher in Colombia plays a very important role in society since they are in charge of training students not only in knowledge but also in training citizens of the world, who are critical and develop in any context, as the ministry of education Article says "Teaching, a work in process of transformation in the 21st century".

In 2018 the teacher is one of the main actors for the transformation of society and the school. He is a facilitator who dominates a discipline and who, through his methodologies, offers his students different tools to understand the world from different perspectives, learn to live with others and be productive in society.

For the Institucion Educativa Emiliano Garcia, the role of the teacher is not far from the previous definitions since it intends for the teacher to be an ethical person who leads and undertakes novel pedagogical processes, seeking to develop teamwork in students, in order to strengthen and promote assertive social competencies and cordial trust-based interpersonal relationships, must be an ideal person to guide students through their experience, showing values such as solidarity, respect and ethics,. The profile of teacher for this institution is a person committed to his work always using self-reflection to constantly improve their teaching practices and integrate not only academic processes but also of daily life situations that the students face, helping the student to be holistic and capable persons in every aspect of their lives. IEEG teaching profile (2021).

### ***Critical Digital Literacy***

Digital literacy is the ability to use the technological means that we currently have, those that allow us access to various programs that serve as tools and complement to education. It also gives us the possibility of other communicative means, technology has shown that it can offer new alternatives to education, such as new virtual learning environments. (Gutierrez, 2003).

The ability that we have in using these technological media has facilitated teaching in this virtual era when face to face education has not been possible. For Gilster (1997) the Digital literacy revolves around the Web. In fact, he speaks of digital literacy that is defined as the ability to use resources and information from diverse sources in multiple formats when

presented through a computer. Knowing how to use technological means is not enough because it is necessary to have Critical Literacy skills.

Critical literacy is the ability to go beyond and not to stay with the literal or superficial information that has been taken from a text, it can be said that a person has critical literacy when he is able to interpret the information collected, make comparisons, corrections and take a position about the information obtained. For Luke (2000) Critical literacy aims for students to go further in their reading, having the ability to infer intentions, possible endings and make constructive criticisms about what they read, if there are authors whom can base critical literacy, they are Freire and Macedo (1987), whom adds to the skills of reading and writing the ability to argue and also defines criticality as the commitment to read the world, the human being must have the ability to make relationships from the information that surrounds them even in the digital means.

On the other hand, critical digital literacy (CDL) is the ability to integrate and operate new technologies, the Internet and criticality, since this gives us a broader perspective of the world, not only physical but also the digital world. It also gives us the possibility to create new relationships and interact more easily with information and other people around the world according to Aguilera and Pandya (2018).

CDL is the way in which we relate the information that we have both digital and physical, also CDL is the ability to transform our society through these digital media but generating these transformations depends on our ability to manage virtual environments and the information found there.

Knowing how to filter and recognize what information taken from the internet or the network can be used for both academic and personal progress, in the case of teachers and students, when making this filter it is also important to make a good choice of sources of information since this ensures the veracity and trustworthiness of the information. As

Castrillón (2020) says “Critical digital literacy is the ability to discern information that is found or disseminated in a digital environment. CDL is to question the truthfulness of the facts that come to us daily from different sources of information”

Due to the current situation, teachers have had to make new adaptations to their work. One of these adaptations is to implement the use of critical digital literacy in their teaching work and be able to correctly use the new virtual learning environments. Where classes are being provided in a remote way, this new modality has greatly facilitated education and has allowed the interaction between students and teachers through different means provided by virtual networks (Salinas 2011).

### ***Virtual Learning Environments (VLE)***

Salinas (2011) explains the virtual learning environment (VLE) as an educational environment that is located on the web which has several computer tools that enable interaction. These environments have some characteristics: they are virtual environments created and shaped by technology in which you can have greater autonomy in terms of learning. The fundamental requirement for the management of a VLE is to have an electronic device that has an internet connection.

It is appropriate to highlight that the interaction that can be obtained through the VLE is not through a conventional classroom, it is carried out through a communication channel that allows the interaction of the educational community in a synchronous or sometimes asynchronous manner. In other words, everyone can participate and be connected in the same time and space, or it is a site where you can interact more freely without the need to do it all at the same time.

### ***Google Classroom***

In the case of the Institucion Educativa Emiliano Garcia, teachers and students have interacted in the classroom platform as a VLE using it to upload and share the activities and the information of the class. This platform has certain characteristics that allow a different interaction from the traditional classes, it's use and operation will be defined below, to facilitate understanding it and to market a clearer idea of how to work in that space.

Google Classroom is a type of VLE that was initiated in 2014 as a platform for distance and online working. Maroof and Emran (2018) and The University of Wales,(2015). The purpose of this VLE is to provide a flexible environment in which distance or asynchronous teaching is possible, which does not present time constraints and it is not necessary for students and teachers to be physically in the same place or at the same time.

### **Research Question**

What are the teacher's challenges and how does the teacher's role have changed in pandemic times through the use of virtual learning environments in a public school?

### **Objectives**

#### ***General Objective***

To analyze what are the challenges and how the role of the teachers has changed in times of pandemic through the use of a virtual learning environment in Institucion Educativa Emiliano Garcia.

#### ***Specific Objectives***

To describe the adaptation process of teachers in their virtual classes in Institucion Educativa Emiliano Garcia.

To identify strategies and methodologies that teachers have implemented during their classes in a virtual learning environment.

To define a teacher's role and challenges in a virtual environment (Classroom) in pandemic times.

## **Methodology**

The methodology that was used in this research is qualitative, because it is a way classically used to study social phenomena as stated by Taylor and Bogdan (1987) these kind of studies were used from the 19th and early 20th centuries unconsciously in social phenomena research. Qualitative approach is the appropriate methodology for this research since it's purpose is to know of the particular perspectives of each teacher has in face of the current challenges in education; it is a good opportunity to fully comply with what In 1987 Taylor and Bogdan said: the qualitative research can produce descriptive data starting by the own words of the participants in a spoken, written way and also an observable behavior.

On the other hand, Hernandez et al. (2014), point out that the qualitative methodology is a good option when seeking to understand the perspective of the participants, individuals or groups of people that you want to investigate, in order to inquire about the phenomena that surround them and deepen their experiences, perspectives and opinions, that is, the way in which people subjectively recognize their reality. Also, the authors point out that it is advisable to select the qualitative approach when the subject of the study has been little explored or no research has been done on the matter in a specific social group, as is the case of education in times of pandemic, previously mentioned that UNESCO and UNICEF are in charge of seeking strategies to improve education but due to the unexpected pandemic situation, the world in general was not prepared to provide education in these circumstances.

### ***Method***

The method for this research was a case study and it was developed in a Narrative way since it allows us to narrate the event studied through the agents involved, who are English teachers in primary school, their experiences and feelings about how they have faced with the English teaching *through the* virtual learning environment (Classroom), in these pandemic times, what have been their challenges and how they have adapted to virtuality taking into account critical digital literacy.

A case study is used to address or expose social phenomena that have their own characteristics or when researching in a certain social group, it is also appropriate to do research from this methodology when the phenomenon is very recent and there are few studies about it, such as it is shown by Chavez (2012) The case study and its implementation in the research. This method is a possibility of creating theory since it allows individuals to tell from their own point of view the phenomenon that is being experienced as stated by Gomez (2012). Research cases are especially valuable because they allow the study of causality and translate it into a theory. There is the possibility of a deeper immersion in this situation or problem which favors the analysis and the finding of better solutions. According to Chetty (1996), the case study method is a rigorous methodology that allows to study in a more deep and reach a broader knowledge about the phenomena, which allows the appearance of new signals on the issues that arise and plays an important role in the investigation, so it should not be used only as an initial exploration of a certain phenomenon, Rather, it serves to give continuity to the exploration.



### ***Context***

The data collection in this research was carried out through the active observation of 10 primary groups in the Institucion Educativa Emiliano Garcia which has grades of primary, elementary, high school and also on Saturday's classes, this school is located in Girardota, Antioquia, the socioeconomic level is 2. Another strategy that was used is the interview with 6 teachers, all of them are primary school teachers because it is the direct population with which this research being worked, they must dictate all the subjects due to the pandemic situation, each one had to assume the responsibility of a single group and take charge of teaching all subjects regardless of whether it is their specific area or not.

All grades of this school are working through guides or workshops that are published on the Classroom platform after they connect to class through the meeting to receive explanations on the topics of the workshops. The primary school is working in the afternoon hours and they connect every day for an average of 3 to 4 hours, depending on the grade, being the youngest (preschool and first grade) those who have the least time connected to class they have.

### ***Data collection instruments***

Considering that qualitative research does not have predetermined instruments for the data collection, but rather that strategies can be implemented during the course of the investigation, a note was took in a field diary used by the researchers in which a record was kept detailed on how was the development of various classes that was observed through the Meet platform, some of these were recorded to observe them again if it would been necessary, it was carried out in this way since the main data collection instrument in the Qualitative research is the researcher, according to Sampieri et al., (2014).The data collection does not start with pre-established instruments, but rather the researcher begins to learn by

observation and descriptions of participants and devise ways to record the data that they refine as the investigation progresses.

We also implemented the interviews. This was defined as a very useful technique in qualitative research for data collection; It was established as a conversation that has no purpose different from the simple act of talking. This is a technical instrument that takes shape in a familiar dialogue for both the interviewer and the interviewee. Canales (2006) defined the interview as "the interpersonal communication established between the researcher and the study subject, in order to obtain verbal answers to the questions posed about the proposed problem".

The interview is a very beneficial method in descriptive studies and in the exploration phases, also to design data collection instruments. The interview in qualitative research, apart from the model that was decided to implement, is characterized by several elements that are: its purpose is to obtain information on a specific topic; seeks that the information requested is as accurate as possible; It is intended to achieve the meanings that the informants attribute to the topics; the interviewer must have an active attitude during the interview, in which the interpretation must be continuous in order to obtain a deeper understanding of the interviewee's speech. Very often the interview is complemented by other techniques according to the specific nature of the investigation.

The questions that were asked in the interview were formulated in Spanish language because the selected teachers do not have degrees in English, although this had not been a reason to put aside the teaching of that language, it is very important to remember that the questions that were used are not planned since the semi-structured interview offers the possibility of adding and omitting questions during the interview, this in order to expand the arguments or on the contrary case, not to redound in them.

## Findings

After conducting the classroom observations and analyzing the data collected in the teacher interviews, three categories were established, which are: 1) CDL( Critical Digital Literacy) and VLE ( virtual learning environments) management, 2) major challenges for teachers in remote education, 3)change of the teaching role during remote education.

### ***CDL (Critical Digital Literacy) and VLE (virtual learning environments) Management***

In general terms, the handling of technology of the teachers interviewed is good since they had previously had an approach with the VLE in their workplace and in their different educational experiences, they also had the support of the institution, which provided spaces and advice for the management of the new platforms, most of the time the teachers use this tool for educational purposes so it can be said that these teachers are part of the population that uses the internet adequately, according to the information provided by the CNC, they are part of 27% of the Colombian population that uses the internet for constructive purposes.

Most of the interviewees agreed that they have a good management of technology and one of them told us: *“considero que tengo un buen manejo de la tecnología, ya que he ido aprendiendo con el tiempo, y antes de la pandemia realice un curso de manera virtual, en el cual utilizaba una plataforma. Recibí asesorías por parte de la institución y nos apoyamos entre compañeros frente a las dudas que tuviéramos en cuanto al uso de la plataforma classroom” participant 1*

### ***Major challenges for teachers in remote education.***

The biggest challenges that the teachers of this school have faced at the present time have been: connectivity, assessment and affective filter.

Connectivity has been a huge challenge for teachers in these times since they must find a way for all children to have access to classroom activities regardless of whether they

have technology or internet, affecting mostly the rural population, according to an article in the newspaper El Tiempo only 52% of the Colombian population has access to the internet and in Antioquia only 13.81% in rural areas have this service, while 86.19% of rural areas do not have internet connectivity. (Quintero, 2020)

In the case of this school, which is located in an urban area, but due to its proximity to rural areas, most of its students live in nearby villages and do not have internet connectivity and do not have the technological devices, (computers, modern cell phones or tablets) to participate in remote classes. This has generated an obstacle for many children to receive explanations about the different topics proposed by teachers in the classes, the strategy for these children to participate in some way in the activities is to work through printed workshops that teachers leave them in the school library, where they must claim them from time to time and deliver them duly solved.

This issue has significantly affected education for this type of students, since they do not have the opportunity to have the teacher's explanation of the different topics nor the opportunity to ask the necessary questions to have a good learning experience.

According to the interviews conducted, it was evident that most of the teachers agree that assessment has been a challenge, since it loses transparency due to the ease of access to many sources of information, which represents an obstacle to the principle of reliability. this evidences the transition that traditional evaluation is going through to a more formative evaluation in which different resources and activities can be used to analyze and measure students' progress according to a study conducted in Portugal by Flores and Gago (2020) propose other ways to evaluate, that are: to adjust teaching and learning strategies in the context of remote learning, provide educational resources so students make educational activities in different times, to give students regular feedback about their progress in terms of learning, to register all activities in a summary form, to take notes about the participation of

the students in the activities and the assessment, to adjust the strategies whenever it will be necessary in the assessment tools in the context of online teaching. Some of the previous strategies were evidenced in the testimonies given by some of the teachers in the interviews.

*“yo siento que la evaluación se ha afectado ya que el niño no adquiere el conocimiento de la mejor manera y no es el niño el que está trabajando sino que tiene otras personas que les hacen las evaluaciones, cuando yo evaluó trato de mirar muy bien si la evaluación la hizo el niño o lo hizo otra persona, evaluó de manera individual la actitud de los niños y también me baso en el interés, hago evaluaciones orales o por medio de un formulario y la autoevaluación” participant 5*

According to the teachers, the affective part has been seriously affected by the current education because although these screens allow us to communicate, they limit us from physical contact, which is a fundamental part in the development of children, we have tried to fill these gaps with affective words, which has represented a challenge that has not been fully met despite the strategies used, one of they said:

*“yo considero que mi rol como docente ha cambiado en la virtualidad, ya que mi interacción con los niños se ha visto muy limitada y casi no los conozco, ya que nunca los he visto en persona” participante 3*

According to Maria Fernanda Alonso (2019) one of the impediments to language acquisition is the affective filter, because there are a variety of emotions that can impede or facilitate learning. This is not only reflected in the acquisition of a new language, it can be applied to learning in general, it is necessary that children feel comfortable and an important part of the teaching-learning process to ensure meaningful learning, an evidence of the importance of the affective filter is the testimony of the interviewees.

### ***Change of the teaching role during remote education.***

Institucion Educativa Emiliano Garcia's teachers define their teaching role today as people who are constantly researching and innovating in their classes, always alert to the changes that the world brings to education, they affirm that educators today must be resilient people who see in every change an opportunity to improve in their professional and personal environment always using their creativity and love for their profession, so that it is increasingly productive, without forgetting their human side that seeks to create a safe and comfortable environment for their students. (Sandoval 2020).

The current practices of teachers have generated significant learning, however they must be careful of not to fall into the mere transmission of academic information, teachers should seek to employ in their classes flexible methods to facilitate learning in this time with the new modality of remote education, be humanizing agents and take into account the specific needs of each student.

The teaching role is undergoing major changes that require constant preparation to improve the pedagogical and didactic skills of each teacher. The Institucion Educativa Emiliano Garcia teachers have improved their preparation for the classes, since they must be more careful when teaching their classes because the student's caregivers are present almost 90% of the time and the teachers feel that not only the children enrolled in their classes are their students, but also their parents or guardians, who are constantly interrupting classes and activities.

*“Mi rol docente ha cambiado ya que no tengo ningún tipo de contacto con mis alumnos y pienso que ese contacto es fundamental para un buen aprendizaje, también veo mi rol como el de una persona recursiva, investigadora y con mucho más amor, respeto y pasión por mi profesión” participante 6*

## Conclusions

After analyzing the findings of our research, we can say that education must make a radical change starting from its principals to its teachers, throughout this research we can realize the shortcomings that exist in the management of the internet, because although teachers know how to handle applications and different platforms, they do not know how to filter the information found on the network, so that the search of information will be more reliable, they should make an adequate filter of the information searched in the network because it was found that none of the cooperating teachers of the research do it, they simply judge the information with what they consider appropriate and do not search in reliable sources such as libraries or educational magazines.

On the other hand, it is necessary to evaluate whether students are being educated to be autonomous and self-critical of their learning process, since this pandemic made evident the dependence that students have on their parents, caregivers or teachers to perform their homework, it is a duty to educate in values highlighting in this case honesty and responsibility, because if students do not take responsibility for their process and entrust their educational duties to other people, they will be really affected and that is when the gaps in knowledge begin to appear. Due to this new methodology of education, the evaluation has been seriously affected as expressed by several of the teachers who were interviewed for this research, thus affecting the above- mentioned values.

Technology is a very good alternative to avoid stopping education in times like these, with the arrival of the pandemic and virtual classes, it facilitates interaction between teachers and students, allows to have more pedagogical resources available for the development of classes, but it also represents an obstacle for those who do not have access to this privilege such as those who live in rural areas where the Internet hardly reaches, this is the case of many students of the Institucion Educativa Emiliano Garcia who are simply given printed

homework without the possibility of explanation by the teacher, not leaving aside the extra work that this represents for the teachers.

As we know, the teaching role is in constant movement, but with the arrival of the pandemic had a more remarkable change, this research serves to reaffirm that the teacher must be a research agent who always tries to be at the forefront and be updated on everything that happens around him, also this research work gives us some of the characteristics that the current teacher should have.

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