

ESSAY

Transformation of Educational Paradigms: The New Classrooms in Times of Crisis

Transformación de paradigmas educativos: las nuevas aulas de clase en tiempos de crisis

Transformação de paradigmas educacionais: as novas salas de aula em tempos de crise

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ABSTRACT

This article seeks to take a look at the transformation of education and the form of work meetings in the teaching and learning processes as a result of SARS - Cov-2, a pandemic that made educational institutions close their doors leaving aside the presentiality and begin to think about how to teach, how to teach, with what resources to teach, and with what resources to teach, Therefore, the various actors of the educational community entered into a game of constant, autonomous and effective learning with the intention of embracing the different educational platforms (Classroom, Moodle) and social networks (WhatsApp, Instagram, Facebook) that became classrooms from each of the homes of both students and teachers. It also stands out the fact that teachers in addition to guiding the educational processes became the emotional support of the families in the middle of the confinement, since the confinement of each of the families produced some crises and conflicts among them. In this back and forth of methodological changes, videoconference platforms came into play to bring synchronous meetings that allowed glimpsing the technological and knowledge gaps of the students from their different contexts. The changes in communication are taken into consideration, moving from face-to-face or physical communication to virtual contact (even non-verbal) in which both the receiver and the sender had to be clear about the message being transmitted.

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The authors declare that they have no conflict of interest.

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RESUMEN

El presente artículo busca dar una mirada a la transformación de la educación y la forma de encuentros de trabajo en los procesos de enseñanza y aprendizaje a raíz del SARS - Cov-2, una pandemia que hizo que las instituciones educativas cerrarán sus puertas dejando de lado la presencialidad y que comenzarán a pensar ¿Cómo enseñar?, ¿de qué forma enseñar?, ¿con qué recursos enseñar?, por ello los diversos actores de la comunidad educativa entraron en un juego de aprendizaje constante, autónomo y de manera eficaz con la intención de acogerse a las diferentes plataformas educativas (*Classroom, Moodle*) y redes sociales (*WhatsApp, Instagram, Facebook,...*) que se convirtieron en aulas de clase desde cada una de las casas tanto de estudiantes como de docentes. Se destaca también el hecho de que los maestros además de orientar los procesos educativos se convirtieron en el apoyo emocional de las familias en medio del confinamiento, puesto que el encierro de cada una de las familias produjo algunas crisis y conflictos entre ellos. En este vaivén de cambios metodológicos entraron en juego las plataformas de videoconferencia para acercar los encuentros sincrónicos que permitieron vislumbrar las brechas tecnológicas y de conocimiento de los estudiantes desde sus diferentes contextos. Se toma en consideración los cambios en la comunicación dejando de ser presencial o física y trasladándose a un contacto virtual (hasta no verbal) en la que tanto el receptor como el emisor debían tener claridad frente al mensaje que se transmitía.

RESUMO

Este artigo busca lançar um olhar sobre a transformação da educação e a forma de encontros de trabalho nos processos de ensino e aprendizagem em decorrência da SARS - Cov-2, pandemia que fez com que as instituições de ensino fechassem suas portas, deixando de lado os atendimentos presenciais. -face e que vão começar a pensar em como ensinar?, como ensinar?, com que recursos ensinar?, por isso os vários atores da comunidade educativa entraram num jogo de aprendizagem constante, autônoma e eficaz com o intenção de aproveitar as diferentes plataformas educativas (Sala de aula, Moodle) e redes sociais (WhatsApp, Instagram, Facebook,...) que se tornaram salas de aula de cada uma das casas de alunos e professores. Também destaca o fato de que os professores, além de orientar os processos educativos, tornaram-se o suporte emocional das famílias em meio ao confinamento, pois o confinamento de cada uma das famílias produziu algumas crises e conflitos entre elas. Nessa flutuação de mudanças metodológicas, as plataformas de videoconferência entraram em jogo para trazer encontros síncronos que permitissem vislumbrar as lacunas tecnológicas e de conhecimento dos alunos de seus diferentes contextos. São tidas em conta as alterações na comunicação, deixando de ser presencial ou físico e passando para o contacto virtual (mesmo não verbal) em que tanto o recetor como o emissor têm de ser claros sobre a mensagem que está a ser transmitida.

The Transformation of Reality: New Communication Concepts in Times of Crisis

The reality of a subject is constantly changing, usually, it produces direct changes in his life and in the people who are in his immediate context, however, in the last year a transformation was generated that brought an impact on the whole society, the pandemic called "SARS - Cov-2" completely changed the lives of people, their behaviors, interactions, emotions and, in general, their way of living.

These changes were not only physical but also had repercussions on the social, emotional and psychological aspects, as defined by (Buitrago, Ciurana, Fernández, and Tizón, 2020) "like any pandemic, the COVID-19 pandemic includes biological and infectious components, but also psychosocial components and social and economic impacts" (p. 90), in other words, society suffered a change at a general level, since the avoidance of massive contagion led to a decline in social interaction and, likewise, in the economy of each of the countries.

Now, this situation did not affect all people equally, "numerous data prove that it has affected more the impoverished groups (socially and emotionally) of our societies and the precariat" (Buitrago et al., 2020, p. 92), this indicates that the governments of each country were not prepared to face a situation like the current one, it also shows the social inequalities that are present at the global level, in general, and at the regional level, at the particular level of each country.

In addition to these effects, there are also those of each of the professions or trades in which people work, forcing them to restructure their habits, strategies, and methods of work and/or study. Each society has defined different protocols and forms of interaction to prevent education, health, and the provision of basic services from being interrupted indefinitely. Hence, the use of new information and communication technologies (ICT) has increased to bring each of the actors involved in society closer together.

However, one of the major factors that has been most affected in these times of crisis is communication, which according to (Brönstrup, Godoi, and Ribeiro, 2007) "is an event, a happy encounter, the magic moment between two intentions, which occurs in the friction of bodies" (p. 30). 30) since, communication, in this context, has gone through the detachment that society had to make around the personal exchange that existed, where not only orality but also social interaction, metalinguistic, gestural communication and, in some cases, tacit, which made the communication processes more meaningful, thus reaching a communication in the digital era in which different technological tools and devices have been adjusted and have managed, in one way or another, to bring the subject closer to their real contexts being a communication driven by ICT.

It should be noted that, although this type of communication produced a process of exchanges and interactions, it limited, in one way or another, the actions of the sender and the receiver by the immediate context in which the communicative process takes place, thus losing the transmission of some messages (interlinear) that were given from the presentiality of the subject-subject, in addition, has allowed the intervention of other actors and situations that were not present in the communication such as involving familiar spaces and moments or everyday situations, such as the passing of vendors, street noises, among others that, to a certain extent, make the speeches become shorter, leaving aside the discursive process and socioemotional interaction that occurred from the presentiality.

Finally, it can be evidenced that this time of crisis, punctually called SARS - Cov-2, made the world freeze and think for a moment what is happening in their lives, in their families and in their environment, showing other images and deconstructing the imaginaries that human beings created of the various ideals: of happiness, of projects and even of their future, making people think about their present, their care and that of their families, thus generating a "systematic panic" about the importance of life and health.

Institutional Imaginaries, from Face-To-Face to Virtual Education

Due to the pandemic situation known as "SARS - Cov-2" in which the need for mandatory isolation was raised, for the preservation of life, there has been an impact in different social areas, also leading to modify, in one way or another, educational processes, since March 2020 educational institutions had to close their doors immediately as well as all their academic activities and think about the new challenge and challenge that was going to have, a "virtual education" of which it was not known how to operate, since there are very few educational institutions of preschool, elementary and secondary education that have implemented technological processes at the pedagogical level, not to mention the official institutions that lack economic resources and, therefore, the image of a virtual education is not visualized.

In this sense, the school in order not to lose the course of education, conceived by (Touriñán, 2017) as "to educate" is, basically, to acquire in the process of intervention a set of behaviors that enable the learner to decide and realize his personal life project and build himself" (p. 26), that is, the institutional structure closed, but its human capital should have continued in the construction of society and life projection of the learners and their families.

Thus, education has been directly affected since "the cancellation of face-to-face classes and online studies, organized with haste and insufficient preparation, have generated great difficulties and have increased the processes of exclusion and marginalization" (Ordorika, 2020, p. 3), in other words, "the cancellation of face-to-face classes and online studies, organized with haste and insufficient preparation, have generated great difficulties and have increased the processes of exclusion and marginalization" (Ordorika, 2020, p. 3). 3), in other words, the pandemic forced educational institutions to establish new teaching methods in which remote and/or virtual connection were the possibilities at hand, however, the lack of organization and the lack of knowledge, in some cases, on the part of teachers and students about ICT management meant that this "solution" was not entirely effective.

It is worth noting that, due to this hasty situation taken by the educational institutions, a process was initiated that for some was unknown, (Hodges, Moore, Lockee, Trust, and Bond, 2020) define it as "emergency remote teaching" (p. 3), which is nothing more than making an abrupt change due to the contingency situation, making use of technological and pedagogical resources to carry out the teaching-learning processes, where the teacher must perform training or training in an accelerated manner or through experimentation and, in turn, strengthen students in their technical and pedagogical skills, through synchronous and asynchronous communication, turning the teacher into a mediator of the training process taking, in addition, their personal spaces (home) as classrooms.

In addition to the above, it should be noted that social inequality and the lack of resources of the neediest has opened an even wider gap in the possibility of access to education, according to Fernandez (2020), three gaps have been established in current education: those of access, to the extent that all students in the country do not have technological devices or internet connections; those of use, given that there is not enough technological devices in families, to be able to cover and provide solutions to the needs and connectivity of each of the members that compose it and, finally, the school gap, where due to these needs together with the lack of knowledge about the use and management of various online platforms, significant learning is not achieved.

In this sense, the affectation is not only at the academic level but also at the emotional level, since these particular situations "and the demands of the schools for the fulfillment of learning converge in the increase of stress, as well as in the demotivation of the students to carry out a remote education" (Villalobos, 2021, p. 131); these emotional problems "and the demands of schools for the fulfillment of learning converge in the increase of stress, as well as in the demotivation of the students to carry out a remote education" (Villalobos, 2021, p. 131). 131); these emotional problems such as the frustration for not being able to meet the goals set, the desperation for not getting infected and that their loved ones are well, the constant change of mood due to confinement and not being able to have contact with the outside, have given way to various conflicts within the homes.

However, the relationship between family and school has increased since, in most of the educational levels, the company of the family is necessary for each of the students, according to (Ruiz , 2020) "the collaboration between both instances is fundamental to ensure school success or, at least, contribute to it" (p. 513), i.e., parents and/or guardians became the teachers' allies because they are the ones who, at this moment, accompany the students' training process, therefore, communication between the parties is crucial, generating an assertive treatment and clear work guidelines for both the guardian and the student.

Finally, it is important to emphasize that due to this health situation, the use of social networks, educational platforms and synchronous or asynchronous connection platforms to generate meetings with students has increased. However, this type of education cannot be considered "virtual education", since, since its inception, it has not been designed in this way, the work done has been aimed at bringing the contents of the school to digital elements that may or may not offer knowledge to the student with constant support from the family.

Rebuilding Education in the Midst of the SARS-Cov-2 Pandemic

At present, it is evident that education is not yet prepared for a process of technological innovation, since the SARS -Cov-2 pandemic shows that no educational center is equipped with the necessary tools for the work of synchronous classes; likewise, in educational institutions it can be detected that some teachers lack training on the use of ICT tools in education, since, by following some guidelines and curricula, the new technological incursions are left aside.

Now, starting from the fact that the way of life of human beings has changed and that their habits have been affected, the didactic models of teachers in different educational institutions have also undergone changes.

Among them is that "the distance modality has been largely accompanied by technological resources, which has influenced the knowledge of new resources that facilitate learning" (Villalobos, 2021, p. 126), i.e., teachers have strengthened or expanded their knowledge in order to generate new classroom methodologies and, above all, new mechanisms to carry out the teaching process in order to enhance learning in a satisfactory way with their students.

In this sense, educational institutions have had to migrate abruptly to these fields of innovation in the current time, seeking, in one way or another, to continue with the teaching-learning processes, for this, they have taken as a basis some previous notions of the students, to capture their attention, and achieve the construction of new knowledge.

It is also worth mentioning that the first innovation strategy for the teaching process that the educational institutions took were the social networks, defined by (Celaya, 2008) as "places on the Internet where people publish and share all kinds of information, personal and professional, with third parties, acquaintances and absolute strangers" (p. 123), in fact, the institutions used as a first tool the application of "WhatsApp", known as an instant messaging application that only requires the person to have a smartphone and an internet network, thus, through the phone number you can have an active, effective and fast communication through the use of audiovisual and text media, becoming a useful tool for contact between school, student and family.

However, educational institutions had to take additional measures, since this application was not as effective, due to the large amount of information shared (videos, audios, images) to guide the learning process as well as to provide feedback. For this reason, we migrated to the use of e-mail and the YouTube platform, so that the amount of information to be shared no longer occupied so much space.

In addition to these well-known social networks and based on the exploration carried out by teachers, teachers' managers and even the students themselves, the use of other applications such as TikTok began, which is a free-to-use application whose objective is to publish short videos with different types of editing. These decisions arise with the intention of closing or reducing the conceptual gaps that can occur in remote education, also allows to capture the attention of students because the application revolutionized social networks to be striking and interesting.

In this same sense, an educational use was given to Instagram, allowing the possibility of sharing videos, photos and "live" from different devices with internet connection. In addition to the above, there is the fact that the vast majority of the student population are "digital natives", which leads them to have a greater ability to use this type of applications, which is why some teachers had to learn from the same young people to bring the academy to social networks.

This situation was not only experienced by the teachers, since both administrative and teaching managers had to use these strategies, by performing "live" through the social networks Facebook, Instagram, YouTube, among others, to hold meetings, gatherings, and general training with the different actors of the educational community, with the intention of improving the communication channels between each of them and promoting mass information. This type of activities are carried out from Web 2.0, in which the different applications and platforms are supported, seeking to generate a continuous interaction with defined objectives.

On the other hand, institutions not only relied on social networks to face the contingency, in fact, they began to give more utility to e-learning methods (teaching through the Internet and ICT) and m-learning (teaching through mobile devices) (Dans, 2009), so that students could have different methods, ways of connection, receiving guidance and feedback from teachers.

This type of teaching forced the educational centers to specify appropriate educational platforms for their contexts, so that it would provide the greatest ease of finding information by students and parents or caregivers, in this sense, they made use of the educational platforms they had at first hand such as Classroom, Moodle, Schoology, Edmodo, ATutor, Docebo, among many more, because this type of platforms have five main tools: learning space administration, participant communication, content management, group work management and process evaluation (Fernandez and Cesteros, 2009).

Now, in Colombia, the most widely used platforms, due to the ease of access and above all the fact that they are free, are the classroom (from Google) and moodle, using videoconferencing platforms such as meet (which comes along with other Google applications), Zoom and Teams (from Microsoft), although others such as Jisti were also used, although its use was not entirely favorable since it does not offer the same quality in terms of calls, messages, recordings, confidentiality and privacy, taking into account that educational institutions must ensure the proper use of data of each of the actors of the educational community.

Classroom, arises since August 2014 as that educational platform in which the teacher can establish the working model with students, the material, activities, aids, even the same connection link to Google meet, also has a huge variety of utilities since it allows the inclusion of different web links and the same tools that Google has, such as forms, documents, spreadsheets, whiteboards, among others that facilitate constant interaction with the student (Varani, 2016), in addition to the above, it allows projecting a complete course in several stages and, through a rubric, determining the evaluation of the different topics. The platform also allows the teacher to constantly monitor the student's progress as a percentage, thus promoting active and dynamic participation in both directions.

Moodle, on the other hand, is established as the learning management system because it offers the facility to program, periodically, a complete course or a specific topic, the reason being that it becomes a platform where different types of virtual learning objects can be integrated (videos, links, images, games, documents...), with the intention of generating an adequate training space for students with a clear objective (López, Romero, & Roper, 2010). Like classroom, it allows the teacher to keep a record of the students' progress from their own participation and offers the possibility of generating and publishing notes according to the cohorts or activities implemented. Unlike other platforms, Moodle is aimed at the development of the students' own competencies, not only from the thematic or subject that is oriented itself, but at a personal level, since it allows the execution of tasks involving teamwork, cooperation, and leadership, in the same way, it highlights the importance of autonomous work and self-responsibility.

In this same sense and with the intention of digitalizing educational practices, teachers used the videoconferencing platforms (Correa, 2020), in which there is an opportunity to bring students closer to the explanations of the subjects and themes, allowing them to identify the benefits of some of them. The market offers a great variety, the most used have been Google Meet, because it is part of the Google tools and applications, in which the interaction with the student includes sharing messages, screen and digital whiteboard for the active participation of students; Zoom, which in addition to the above tools, allows the teacher to keep track of who is writing on the board, to control the interaction of students. Finally, Microsoft Teams, which offered not only the videoconferencing platform, but became the educational platform in which all synchronous and asynchronous connectivity services are offered so that both teachers and students do not have to leave the space, however, this situation led to the platform being very heavy and unprofitable in places with poor connectivity.

It is worth noting that each of the above educational platforms have been designed so that teachers, students, and school administrators can achieve an integral support system in the teaching-learning process. Likewise, educational institutions not only adapted to this type of remote education, but also sought platforms that offered greater security to each of the actors in their communities with respect to the use of image and personal data.

In this way, it is evident how the implementation of new technologies is fundamental in the teaching-learning processes at this time of contingency, it is also evident that not only educational platforms are used in these processes, but the inventiveness of teachers and the ease of digital media turned many social networks into virtual classrooms, thus linking the different social and educational networks towards a single purpose, that of promoting education in response to the needs of the context.

Conclusions

Due to the worldwide contingency and health situation caused by SARS - Cov-2, it became evident that most of the population was not prepared to face a health crisis; likewise, the need to know the socioeconomic and socioemotional contexts of the populations was identified, being a fundamental factor to overcome the health crisis, because this pandemic led to a confinement in which the rhythm of life and interaction of people changed abruptly.

Likewise, and due to this situation, the conceptions of communication changed from verbal and physical communication, where the subjects could interact in a simple and clear way with their collective to a virtual communication, in which text messages, emoticons, stickers, among others were used, which lead to non-verbal expressions and their own interpretation, that is, the subjects could read a message in a different tone than the sender. Similarly, the subjects were confronted with different platforms in order to dialogue and express some of their emotions, feelings and thoughts so that the receiver could clearly understand the message sent.

On the other hand, it is essential to point out that the SARS - Cov-2 s situation caused educational institutions to close their doors and make the decision to enter into an education mediated by the use of information and communication technologies (ICT), since they could not lose the teaching-learning processes that were carried out in them, converting their usual way of teaching into a remote teaching process; At the beginning, these decisions were difficult to apply in their entirety, since there was a lack of knowledge about how to operate and generate significant learning in a virtual way, because most institutions still have their traditional and merely face-to-face teaching models, leaving aside technological aids, since they consider it was the best method for learning.

Now, in this process of implementation of new technologies, educational institutions have had to work together with families, since ultimately they are the ones who are present with students constantly, so teachers by making use of these new technologies turned their homes into classrooms and have accompanied their students not only in academic processes, In this way, the task of the teacher and the institution was transformed, focusing their attention on the construction of knowledge as well as on motivating entities in terms of the learning process and the management of students' emotions.

In this sense, it should be emphasized that these new teaching strategies required the interest, dedication and commitment of the educational institutions and their different actors, by seeking and creating new contact and teaching strategies to ensure that the student has a meaningful knowledge apprehension process, making the teacher be (from virtuality) in each of the homes of the families accompanying the different processes that have been required.

However, to achieve significant learning in students, educational institutions had to make use of the technological tools that both students and teachers had and knew, so they took social networks (WhatsApp, Instagram, YouTube, Facebook, among others), and later, the use of some educational and videoconferencing platforms (Classroom, Moodle, Meet, Zoom, ...) to achieve close all kinds of conceptual and digital gaps between students, school, family and knowledge. It should be noted that, to achieve this, the different actors of the educational community had to move from the empirical to the formal, for example, teachers had to go through a process of education and training for the use of different technological tools, since some of them did not know the full management and the benefits of these tools.

Finally, it is important to mention that educational institutions have broken away from the stereotypes of education and have been managing to close, little by little, the social gaps in favor of the construction of a just society, by generating spaces for recreation, integrity and encouraging all families in this situation, which is not only health-related, but also affects the political, social and economic spheres, which destabilize families and society in general. Hence, education, the school and the teacher play a fundamental role in the reconstruction of societies, seeking equity, taking as a central axis the context in which they are found.

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