

Education in Times of Pandemic a New Normal from Teaching Practice

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Abstracts: To explore the repercussions of virtual education from teaching practice. The approach used is the qualitative systematic bibliographic review; consulting academic literature. There are numerous coincidences that teachers faced in the context of the health emergency, the need for self-training, lack of digital skills and emotional conditions. The new normal conditions a more digital education trend, it is time for a new transition where technology must be incorporated into the Peruvian school as a necessary tool for the learning process.

Keywords: Covid-19, Teachers, Virtual Education, New Normality.

1. INTRODUCTION

With the appearance of COVID-19 in the year 2020, it was determined that, in Peru as in several countries of the world, to limit the contact between people due to the easy transmission of the coronavirus, the mandatory asylum or quarantine was established, for such reason the regular activities were altered, due to the limitations of not being able to move to their educational institutions. The Peruvian Ministry of Education implemented the virtual, remote or distance education service, this context required implementing actions to adapt to this system; it was believed at the beginning that this situation would be temporary; however, what started with fifteen days of quarantine, was extended for months, with respect to education, the entire school year was under this educational system. During the year 2021, the measures continued with the interruption of on-site classes; there were a series of factors that further aggravated the crisis such as lack of connectivity, family and economic problems. The pandemic affected the regular academic course in all schools, since, unlike a face-to-face format, the interaction with the student and the follow-up to their doubts in a virtual class becomes more complicated.

Being a teacher during a pandemic, with schools closed indefinitely, is not an easy task. Not only did they have to adapt to emergency remote learning at the beginning of the pandemic, but with the lengthening of the quarantine they must now be flexible and always available online.

Rico et al., (2021) argued that the new normality implied adaptive coping, which must be with social responsibility, in the sense that the regulations issued by the authorities are respected, for example the mandatory use of masks, (Sandoval-Díaz, 2021) the new normality included returning to the productive economic system, however it was taken advantage of by some governments imposing restrictive measures and punishments for non-compliance. This new normality meant living with the virus while complying with the necessary sanitary provisions to avoid contagion.

With respect to education, the new normality involved the regular use of technology, the use of digital skills, the integration of strategies that motivate students in learning experiences, who, taking advantage of the distance or means of connectivity, demonstrated a certain passivity. With the arrival of COVID-19 it is clear that in the future changes must be made for teacher training. Teachers need to have the knowledge about teaching methodologies

and the use of technologies to move from face-to-face to online teaching, on the other hand, the gradual return to the classroom demanded both schoolchildren and teachers to comply with sanitary measures (Martinez, 2020) protocols must be developed because the appearance of the virus in the school will be inevitable.

Regarding the situation of teachers in this context, it was necessary to explore in greater detail the difficulties they had to carry out an adequate exercise of the profession; (Defensoria del Pueblo, 2020) issued a report in which it expressed the weaknesses found in teachers before the pandemic, which had not been addressed; For example, the initial training according to the curricula of institutes and universities, showed a lack of preparation in the use of Information and Communication Technologies (ICT), so necessary in the health emergency, in addition there was a significant number of teachers who practiced the profession without being graduates, mainly in rural areas and private schools, these data were important because they allowed to have a panoramic view of their condition and if they were really prepared to face this new normality. Therefore, the new reality is that remote online education is more than a screen with internet access. For the teacher to be successful teaching in an online modality, they must know how to create and deliver engaging lessons for this environment and that students have the digital literacy skills to access them.

From another perspective, the report (ECLAC-UNESCO, 2020), explored the reality of Latin American countries, recognized the important contribution of teachers to face this context, they adapted their methodological strategies and prioritized curricular content, in order to maintain the educational service; In Peru, the Peruvian government also prioritized curricular content and established guidelines for teachers' work during the pandemic (Minedu, 2020) "Pedagogical guidelines for the educational service of Basic Education during the year 2020 within the framework of the health emergency caused by the COVID-19 Coronavirus"; which specified their role as mediator and trainer, generating alliances to help students.

The way teachers' work performance was also regulated through the RV N° 155-2021 (Minedu, 2021) "Provisions for the work of teachers and education assistants that ensure the development of the educational service of public educational institutions and programs, facing the outbreak of COVID-19", flexible conditions were propitiated, with the aim of achieving academic results, demonstrating their work through the presentation of evidence; In addition, self-training courses were implemented on the Peru Educa platform and with the help of the United Nations Educational, Scientific and Cultural Organization (UNESCO, 2020) in which socioemotional strategies were provided to strengthen their pedagogical practice in the new scenario of remote or distance education.

According to the above, this new educational scenario demanded that, from the teaching practice, to develop actions to allow the continuity of learning experiences (Picón et al., 2020) if it was complicated to perform it in face-to-face education it was a challenge to face this situation, in addition, the lack of digital skills was added, for such reason to improve their professional practice they had to learn in an accelerated way the use of platforms, virtual environments and gamification resources (Valero et al., 2020) this new normality implied taking advantage of the opportunities of the new acquired learning. Teachers had to move the classroom to their homes and from this physical space to the virtual environment, generating emotional and stress conditions (Rojas et al., 2020) which affected their health; for this reason, the objective was formulated to explore the repercussions of virtual education from the perspective of teaching practice, this study was considered important for the academic community because it was conducted during the context of the health emergency, allowing future researchers to make comparisons of the behavior of the educational actors in light of new findings.

2. MATERIEL AND METHODS

The qualitative approach of systematic literature review was used, for which the databases available on the web such as SCOPUS, Web of Science (WOS), Education Resources Information Center (Eric) and Scientific Electronic Library Online (Scielo) were consulted. Education Resources Information Center (Eric) and Scientific Electronic Library Online (Scielo); it was considered as inclusion criteria that the publications were from the years 2020 and 2021: also that in the key words were found together with teacher and COVID-19, contemplated the work of

teachers in schools, that the language was in Spanish or English, being able to be from any continent; it was also necessary to resort to normative documents of the Minedu because they set the guidelines of work performance. The exclusion criteria were that the academic information consulted included the reality of teachers in technical institutions and universities.

3. RESULTS AND DISCUSSIONS

The systematic review of the literature allowed establishing coincidences in the perception of teachers regarding their work in times of pandemic in which virtual education was implemented demanded important changes in how they looked at their professional performance, because during the face-to-face from the Minedu constructivism was promoted, in the sense that the student was the manager of their own learning, the teacher being simply a mediator (Minedu, 2016), there were leftovers to continue with the master class or expository; This form was attempted at the beginning of the pandemic; however, teachers understood that it was not adequate, so the need for self-training arose (Sangrà et al. , 2021) searching in the networks for methods that will allow them to update and reinvent themselves (Portillo et al., 2020), in their professional training it was not contemplated that they would be online teachers, this was not their choice: but they were forcibly enrolled in this modality (Marshall et al., 2020).

Although some teachers, on their own initiative, sought to improve, this did not hide the fact that another significant number of teachers found it difficult to adapt because they lacked digital competencies, according to (Hordatt & Haynes, 2021) it was difficult to leave their comfort zone, which they used during face-to-face education, and they also had to explore the resources available to them to strengthen these competencies, 2021), argued that previous studies had already demonstrated these weaknesses; as well as the enormous differences in access to ICT between continents, the best prepared in the use of digital devices was Asia; it was not only necessary to have orca resources; but to know how to use them from a pedagogical perspective and take advantage of their usefulness during the development of class sessions (Gómez-Gómez, 2021), this implied a challenge because it was also necessary to find appropriate mechanisms to evaluate the progress of students by redesigning the rubrics (Story, 2020); on the other hand, independent of the professional need to improve, the support provided by school principals was also important, generating spaces for them to strengthen their digital competencies for this practice to be successful teachers had to have four domains: interest, motivation, self-efficacy and emotion (Song et al. , 2020).

Teachers had difficulties in connectivity with their students due to digital gaps, which emerged during the pandemic, in the case of Peru had already been alerted of these deficiencies (Ombudsman, 2020) places with better access were urban, while in rural areas lacked connection system, these limitations affected the most vulnerable or those with fewer economic resources (Mielgo-Conde et al., 2021) in Peru it was unfortunate to hear news of the efforts that students had to make to obtain signal and be able to attend their virtual classes (Gómez & Escobar, 2021), in this line of teachers being able to contact their students, the family factor had another influence, parents believed that this educational system was not adequate and questioned its quality (Gonzales-Sánchez et al., 2021),for example in countries which could be typified as advanced or modern such as South Korea, there was also this resistance due to traditional family thoughts of how education should be (Byun & Slavin, 2020); with respect to Muslim culture (Misman et al., 2021) explored that, ethical questions could be given, about its use indiscriminate access to digital content could have positive and moral effects; however it could be demonstrated over the months that this system is more flexible and allowed different communication channels such as synchronous and asynchronous. In addition, the accelerated progress of this educational system demands that in the future policies be designed to regulate contents, and form of execution (Munna & Shaikh, 2020).

Finally, another coincidence that was found in the literature consulted was the emotional conditions caused by virtual education, as noted above there was no professional preparation, however, teachers made efforts to adapt, because it was not only the work at home; but to share their family responsibilities with the school, to this was added the uncertainty caused by the expansion of the virus, stress, apathy, listlessness, frustration, were the main symptoms, these conditions were aggravated by uncertainty (Salas et al., 2020), Davis et al. (2021) argued that the exhaustion they went through made them hesitate and leave the profession; but they had no other

alternative and had to continue, however, they demonstrated positive skills such as residency to face the challenge of virtual education (Gallegos Ruíz & Tinajero Villavicencio, 2020).

CONCLUSIONS

The pandemic originated by COVID-19, demonstrated that the teaching staff as fundamental actors of the teaching-learning process, were able to adapt, this adaptation to the virtual education system for which they were not prepared since their initial training, demanded their self-training in the use of platforms and networks, in order to develop an adequate synchronous and asynchronous communication, although it was evident that when the digital emergency broke out they lacked digital competencies, They also had to adapt the traditional way of how learning experiences were taught, using contextualized strategies and rubrics. As this teaching modality progressed, they understood which were the most appropriate ways to reach their students, understanding the importance of using gamification and collaborative work: However, moving the school to their home, sharing their normal routine with their professional functions, the uncertainty due to the progress of the virus, also generated stress and emotional affections; but there is no doubt that they were able to face this situation, it is only expected in the future to regulate this form of education in RBE institutions and take precautions, because they are not free from facing another pandemic of this nature that paralyzed everything and they had to adapt to the new normality.

The new normality conditions to a more digital education trend is time for a new transition where technology must be incorporated as a categorical educational imperative in the Peruvian school. In addition, teachers need time to learn to master the digital world. While some teachers have been more adaptive to the changes brought by COVID-19, for many virtual classes have not been easy due to problems of limited connectivity or lack of basic technological tools to perform. These gaps affected the health of teachers as they required more time for self-training in the management of tools and platforms necessary for the new learning service in the new reality.

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DOI: <https://doi.org/10.15379/ijmst.v10i3.1590>

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