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Artículos científicos

Prácticas pedagógicas de la estrategia Aprende en Casa III

Pedagogical Practices of Aprende en Casa III Strategy

Práticas pedagógicas da estratégia Aprenda em Casa III

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Resumen

Durante la pandemia de la covid-19, estudiar e investigar el desarrollo de las nuevas modalidades educativas cobró una importancia relevante. Y en esa línea, este trabajo pretendió describir y comprender las prácticas pedagógicas observadas durante la estrategia implementada en México Aprende en Casa III. Para tal efecto, se observaron las clases virtuales de 368 docentes mexicanos de educación primaria, seleccionados al azar, durante marzo, abril, mayo y junio de 2021. Se trató de una investigación mixta que recurrió al apoyo de guiones estructurados. Algunos resultados muestran que 60.32% "Sí/Siempre" coordinó los aprendizajes de los alumnos acorde con la planificación; 80.70% "Sí/Siempre" emprendió acciones de creatividad e innovación; 80.70% brindó retroalimentación oportuna; 92.66% "Sí/siempre" procuró ser una puerta de entrada a los aprendizajes clave tendiendo un puente de comunicación clara. Por consiguiente, se concluye que las cuestiones actitudinales, y no las plataformas utilizadas, importaron más en el quehacer docente, en específico en la retroalimentación de los trabajos realizados y el posible logro de los aprendizajes.

Palabras clave: Aprende en Casa III, covid-19, prácticas pedagógicas

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Abstract

During the COVID-19 pandemic, studying and researching the development of new educational modalities gained relevant importance. And in that line, this work aimed to describe and understand the pedagogical practices observed during the strategy implemented in Mexico Aprende en Casa III. For this purpose, 368 Mexican elementary school teachers were observed during virtual classes, during March, April, May and June 2021. It was a mixed research, supported by structured scripts and a random sample. Some results show that 60.32% “Yes/Always” coordinated the learning of the students according to the planning; 80.70% “Yes/Always” undertook creativity and innovation actions; 80.70% provided timely feedback; 92.66% “Yes/always” tried to be a gateway to key learnings by building a clear communication bridge. It is concluded that attitudinal issues, and not the platforms used, mattered more in the teaching work, especially in the feedback of the work carried out and the possible achievement of the learning.

Keywords: Aprende en Casa III, covid-19, pedagogical practices.

Resumo

Durante a pandemia de covid-19, estudar e pesquisar o desenvolvimento de novas modalidades educacionais ganhou relevância relevante. E nessa linha, este trabalho teve como objetivo descrever e compreender as práticas pedagógicas observadas durante a estratégia implementada no México Aprenda em Casa III. Para isso, foram observadas as aulas virtuais de 368 professores mexicanos do ensino fundamental, selecionados aleatoriamente, durante os meses de março, abril, maio e junho de 2021. Foi uma investigação mista que utilizou o apoio de roteiros estruturados. Alguns resultados mostram que 60,32% "Sim/Sempre" coordenaram a aprendizagem dos alunos de acordo com o planejamento; 80,70% “Sim/Sempre” realizaram ações de criatividade e inovação; 80,70% forneceram feedback oportuno; 92,66% "Sim/sempre" tentou ser uma porta de entrada para o aprendizado chave, construindo uma ponte de comunicação clara. Portanto, conclui-se que as questões atitudinais, e não as plataformas utilizadas, importaram mais na tarefa de ensino, é específica no feedback do trabalho realizado e na possível conquista da aprendizagem.

Palavras-chave: Aprender na Casa III, covid-19, práticas pedagógicas.

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Introduction

Elementary school teachers in Mexico, like those in other latitudes, never imagined that at some point in their professional lives their pedagogical practices would move from one scenario to another, without prior theoretical and practical training. But during the 2019 coronavirus disease (covid-19) pandemic, everything changed radically. As of March 23, 2020, to prevent the spread of this virus in students, teachers, and other staff, more than 254,000 basic education schools closed their doors (Ministry of Public Education [SEP], March 16, 2020); therefore, through the program Learn at Home on TV and Online, with a tentative end date of April 17 of the same year (SEP, March 20, 2020), 30 million students at this same level continued with their classes in a virtual mode. However, the forecast for the return to classes in the usual normality was wrong, given the unfavorable sanitary conditions in the following months; consequently, Learn at Home was extended until 2021 with new phases.

Pedagogical practices, like other variables of Learn at Home, gained special interest in academics and other scholars of education. For obvious reasons, a huge amount of work, with varied approaches and methodologies, saw the light of day. Although valuable, since they account for the announcement and implementation process of the strategy, as well as the vicissitudes suffered by basic education teachers, none of them objectively specify the pedagogical practices of said program actually carried out in virtual classes; in other words, none of these studies conducted mixed research and participant observation.

For example, the work of Navarrete, Manzanilla and Ocaña (2020) is of a different nature; they did not apply questionnaires or other online instruments, but rather analyzed data available in official documents and other research on educational policies implemented in the face of covid-19. In part of their conclusions, they state that once again teachers were considered as executors of programs broadcast top-down, without listening to their voices and, consequently, "to comply with the instructions of their superiors, they chose to send tasks to their students to try to cover the study program, estimating the revision of the same when returning to classes" (p. 8). Actions or pedagogical practices that they suggest focused more on complying with a plan and study programs, avoiding losing the school year (Álvarez, April 16, 2020), than on achieving key learning.

Rodríguez, Magallanes, and Gutiérrez (2020) analyzed the teaching strategies of 389 preschool, primary, and secondary basic education teachers from Zacatecas during Learn at

Home I. In addition to documenting the periodization of school closures, the implementation of the strategy and virtual modality of work, they applied a semi-structured questionnaire, answered through the Google Forms tool. In their findings they indicate that only 39% of the teachers used the television programs. As a healing remedy for the low use of this medium, daily activities relied more on cell phone applications (WhatsApp) and the periodic sending of printed materials to parents, who, in turn, sent them to them. to students, because a high percentage of students lack Internet and computers; situation suffered by students in rural areas both in Mexico and in other countries (Expósito and Marsollier, 2020; Puiggrós, 2020). In short, these situations contributed to the partial achievement of learning, say the authors.

These results are not far from those found by Medina, Garduño, Chao, Montes and Rivera (March 3, 2021), who undertook a study on the Learn at Home II strategy; on the contrary, they underpin them and undermine the triumphant discourse of the Federal Government, which stated that 90% of students acquired new learning with the strategy in question (SEP, February 24, 2021). Although in the conclusions of the work, the authors affirm that the strategy was of great value for teachers, its use was moderate and not universal; Consequently, although they do not mention it, the teachers had to apply other activities and strategies.

In another study with a greater territorial scope, Baptista, Almazán and Loeza (2020) applied an online survey to 2,253 elementary and high school teachers in 30 states. Although the sample that answered the survey was much smaller than the initial one, it still offers a more real photograph —and of the entire country— of the activities carried out by teachers. Some of the results, product of the narrative, indicate that preschool teachers explained, day by day through WhatsApp, to parents the activities to be carried out at home; Likewise, via email, they sent materials to the stationery stores near the schools so that the parents could print them out. In primary school, sending weekly worksheets via WhatsApp, the most used application with students at this level, as well as answering questions and comments, were the pedagogical practices with the highest denominator. In secondary, other teachers used Facebook and blogs to establish communication, and Zoom to provide advice. In short, about 70% of basic education teachers said they were satisfied with the implementation of new pedagogical strategies, although the use of textbooks and photocopies was always present.

On the other hand, Garduño, Montes, Medina and Medina (2020) analyzed 500 micronarratives on good teaching practices in basic education in Mexico City and the State of Mexico, with a qualitative methodology and Freire's critical pedagogy —inspired, perhaps,

in the book Pedagogy of autonomy—. In their conclusions, they point out that teachers had to adapt information and communication technologies (ICT) and their key pieces: platforms and applications to the different learning styles of students. Although there were few curricular adaptations, the pedagogical practices were more in line with the situation imposed by the pandemic than with legal regulations.

Unlike the aforementioned contributions made in times of covid-19, the present work aimed to describe and understand the pedagogical practices observed in virtual sessions with students of basic, primary education, in the State of Mexico during the months of implementation of the strategy Learn at Home III.

The structure of the work consists of six sections. After the introduction, the conceptual referents are analyzed and discussed; in the third, the research method is proposed; the fourth is a space dedicated to presenting, with tables, figures and a narrative, the results obtained from the field work; the fifth is dedicated to the discussion of the results and their confrontation with those obtained by other works; Finally, in the sixth he realizes the conclusions.

Conceptual references

In education there are disparate gaps between the demands printed in laws and regulations and the reality that is woven in the classroom. The reason is simple: it is in these spaces where, first, teachers receive, interpret and give theoretical and practical meaning to the entire range of government regulatory documents; also, to the approach of new actions and their necessary ingredients that seek to give a more flattering course to education in general —educational quality in the current jargon—. Second, from multifactorial aspects and conditions, not always derived from an automatic response to legal regulations, they give life to social constructs called pedagogical practices, which condition and make key learning turn towards one or another route.

In the literature, in addition to the polysemy of the word pedagogical practices, there is another term that alludes to a common process and goal: teaching practices. However, because they are social constructs in which actors interact with actions that gravitate around the same goal, which goes beyond the technical-pedagogical field (Fierro, Fortoul and Rosas, 2000; Martínez, 2012), this text They consider both as synonyms.

In its most limited sense, there is a general agreement that pedagogical practices are the objective and intentional actions that the teacher implements in classrooms, laboratories or other spaces to promote learning in accordance with a curriculum (Díaz, 2006; González, Eguren and De Belaunde, 2017). It is not possible to completely disagree with this first approach, but pedagogical practices involve other factors that limit their operation.

In this sense, the sum of actions promoted by the teacher to achieve key learning, conceptualized here as the "set of knowledge, practices, skills, attitudes and fundamental values that substantially contribute to comprehensive growth" (SEP, 2017, p. 107) , is also supported by teaching skills; in other words, from the differentiated knowledge, attitudes, and skills of teachers (Tobón, Martínez, Valdez, and Quiriz, 2018).

The first competence places didactics and pedagogy at the zenith, in the knowledge of how students learn, of their maturity and development processes, of "a conceptual, procedural and strategic preparation" (Duque, Vallejo and Rodríguez, 2013, p.17). The following, contrary to the first, emphasize behavioral aspects, in the form and sense that an individual reacts to heterogeneous situations and spaces. Creativity can be contemplated in these competencies —from the different points of view analyzed by Navarro (2008)— and commitment, understood as "the intensity and emotion" (Rigo, 2017) of the teacher to inquire about the best strategies to coordinate learning. of the students. Both aspects are necessary because not all students learn under the same processes and the same work dynamics.

According to some experts, these skills are acquired in formal and informal training processes (Díaz, 2006; Fierro et al., 2000; Sasson, Kalir and Malkinson, 2020). In all countries, the first —the theoretical and disciplinary— is a responsibility deposited in normal schools, universities or higher education institutions; while the following, the teacher, as a social agent (Fierro et al., 2000), transforms and consolidates them through daily interaction with other teachers and daily practice, to which, unfortunately for school education, can be added "routine, conformism, adverse environmental conditions, absence of training programs and an intellectual abandonment that takes over the teacher helped by the fragility of a commitment" (Díaz, 2006, p. 97).

Tobón *et al*. (2018) they decided to divorce teaching practices from competencies; however, in this study it is assumed that it is impossible to dissociate them, because knowledge, attitudes and skills are what condition practices. As Fraustro (2002) has said: "The values and attitudes under which we govern our lives affect interactions with other people" (p. 254). Thus, some lead to the generation of pedagogical practices in which an

unthinking exposition of topics by the teacher prevails, a passive attitude and without the participation of the students, typical of traditional teaching, indicated by the SEP (2017) and Tobón et al. (2018); while others are outlined towards the ideals embodied in the laws of the country, which Tobón et al. (2018) call pedagogical practices from socioformation, "value-added actions to contribute to the training of people" (p. 6), rather than learning content —or memorizing a huge amount of information—.

From this perspective, behaviors, attitudes and values are involved in teaching practices to different extents (Álvarez, 2015). Of course, they are all acquired in formal and informal training processes, as the reviewed authors rightly state.

For research purposes, pedagogical practices are understood from the typology proposed by Tobón et al. (2018), Hernández, Tobón and Vázquez (2014), Arreola, Palmares and Ávila (2019) and Díaz (2006): objective and intentional actions that the teacher carries out through various platforms, chats, forums or videoconferences so that students take ownership of the key learning, as well as to provide feedback on the activities carried out and provide a formative and summative evaluation.

The key learnings, which seek the integral growth of the individual (SEP, 2017) and not the accumulation or memorization of information, are the axis for undertaking the tasks and do not arise from the occurrence of the teacher; on the contrary, they are embodied in a plan and study programs. Under this perspective, daily actions can be framed in the essential pedagogical practices indicated by Tobón et al. (2018), but also, at the other extreme, in the pedagogical culture or traditional teaching pointed out by the SEP (2017).

Research method

This is a study with a mixed approach and cross-sectional design (Hernández, Fernández and Baptista, 2003); It has as a background the Learn at Home II strategy and was supported by the document Annex 1. Guidelines to support the study at home of children and adolescents (Ramírez, Gutiérrez and Rodríguez, 2020). Especially, it focused on the pedagogical actions that teachers should perform:

> Focus on clearing up doubts, explaining with examples, proposing different ways to explain and understand new or complicated content or topics, and develop processes to support the learning of girls and boys, especially those with the greatest academic lag (p. 13).

As an activity coordinated by an educational unit, it aimed to describe and understand, through participant observation (Rivas, 2017) to virtual classes, the pedagogical practices of primary school teachers attached to the Integrated Educational Services of the State of Mexico (SEIEM) during the months of implementation of the Learn at Home III strategy (March, April, May and June 2021), considering the suggestions in the Annex 1 document.

Design of the investigation

The 2020-2021 school year in Mexico began on August 24, 2020. After this date, the Naucalpan Region Primary Education Subdirectorate (SEPRN), dependent on the SEIEM, presented a research project to 12 general supervisors with the objective of analyzing whether the activities proposed in the teaching planning were in accordance with the suggestions and approaches of Annex 1. For this purpose, a template was created on the Wix platform, where all teachers recorded the weekly planning in writing; In addition, two pieces of evidence, maximum per day, in PDF format of the work undertaken with the students: screenshot of the virtual class, photos of work done in notebooks, free textbooks, printed materials or others that also show feedback aimed at learning achievement.

With the support of 38 teachers with technical pedagogical advisory functions (ATP), who were provided with prior training on planning and evaluation issues, as well as for the information collection process, weekly the information was reviewed and analyzed. schedules registered on the Wix platform. Each ATP reviewed, in each working week, five plans corresponding to the same number of randomly selected teachers.

For the Learn at Home III strategy, the research experienced an addition. During the months of March, April, May and June 2021, the SEPRN requested, in writing, from the general supervisors the access links to the platforms that the teachers used for the virtual sessions; Thus, in addition to reviewing and analyzing the planning and evidence, according to the instrument for collecting information, the ATPs were incorporated into the virtual classes. All of them entered the classes, as one more student and with the camera turned off, to observe the activities of three teachers, selected at random and for a single occasion, during

each working week; at the end of each class they provided observations on the activities carried out. In the case of the teachers who used the WhatsApp cell phone application, the ATPs were integrated into the group chat without interacting with the students.

Study variables

Depending on the objective, for the quantitative phase an observation instrument was developed considering the points of the Classroom Assessment Scoring System (CLASS) tool (Pianta and Hamre, 2009), the essential pedagogical practices indicated by Tobón et al. (2018) and those in Annex 1 (Ramírez et al., 2020).

The instrument consists of three parts. The first is a section that retrieves general affiliation and function data: educational sector, school zone, school, work center key (CCT), grade and group served and number of students attending; Also, platform used. The second (table 1), with two questions, had the purpose of observing the organization of the classroom (Pianta and Hamre, 2009); In this regard, the request to the observers was to observe if there was congruence between the planning and the developed class; also, if the evidence was consistent with what was requested in the final project (photos or scanned work of the students) registered on the Wix platform. The third, with eight questions, considers the emotional and instructional support of the teacher (Pianta and Hamre, 2009), that is, the pedagogical practices manifested in virtual classes.

Tabla 1. Las variables y su descripción

Dominio	Dimensiones	Descripción de las variables
Organización del aula	Formatos de aprendizaje	*1)* Congruencia entre la planificación y la clase desarrollada; *2)* congruencia entre el producto final solicitado y la evidencia registrada en la plataforma Wix.
	Gestión de la conducta	
Apoyo emocional	Respeto por las perspectivas de los estudiantes	*3)* Al iniciar la sesión sí o no menciona el aprendizaje esperado.
	Clima positivo Clima negativo	*4)* Propicia actividades para evocar conocimientos previos; *5)* promueve la participación de los estudiantes en esos conocimientos previos; *6)* adapta actividades en función de imprevistos.
Apoyo instruccional	Desarrollo de conceptos	*7)* Utiliza los recursos: pizarras, PowerPoint, audios con creatividad; *8)* incluye actividades auténticas, lúdicas o innovadoras en la clase virtual.
	Calidad de la retroalimentación	*9)* Durante y después de la sesión brinda retroalimentación.
	Modelado de lenguaje	*10)* Maneja un lenguaje claro, sencillo, fluido y preciso.

Fuente: Elaboración propia con base en Pianta y Hamre (2009)

For the qualitative phase, the request to the ATP was to write down in a notebook "a list of chained events with an order that try to transmit information to the listener" (Delval, 2006, p. 39) about the pedagogical practices of the teacher ; in other words, creativity and commitment (Rigo, 2017) manifested in virtual classes.

The sample

For research purposes, teachers were randomly selected based on data provided by the educational sectors. Thus, there was a sample of n= 368 teachers from different grades of basic primary education (table 2), of which 73.09% are women and 26.90% are men.

Tabla 2. Muestra de la investigación

Sector educativo	Escuelas	Docentes por grados						Total docentes
		1	2	3	4	5	6	
I	28	31	21					52
IV	42		1	48	48			97
V	37	34	43					77
X	29	31	25					56
XII	35				1	37	48	86
Total	171	96	90	48	49	37	48	368

Fuente: Elaboración propia

The multiple tasks that were entrusted to the ATP to support the functions of teachers: create strategies with the purpose of locating those students who did not attend classes, follow up on the actions that were undertaken by each educational sector to guarantee continuity of learning, made it impossible to cover a larger sample; therefore, teachers from educational sectors II, III, VI, VII, VIII and XI were not part of the study sample carried out in the Learn at Home III strategy.

Registration and analysis of information

All ATPs registered the information on a Wix platform, with an individual username and password. In order to delve into the qualitative part of the research, they also sent the narrative of the observed teachers to the email address of the research coordinator; later, with the support of an Excel sheet, the information was processed and analyzed in tables and figures.

Results

The results of the research follow the following order: first, the quantitative part (in tables and figures) is presented, followed by the narrative, based on textual fragments, which provides a larger scenario of pedagogical practices.

Missing virtual classes

Without being part of the objective of the research, it was considered important to count the number of students attending virtual classes. The findings are disparate and, contrary to what one might conjecture, they are not based on the platform or telephone application used by the teachers; thus, for example, for those classes that required greater Internet connectivity (Google Meet, Microsoft Teams or Zoom), student attendance was not greater than 60%. But also, on the contrary, when the WhatsApp application was the medium used for the virtual classes, the absence was capitalized: in 4.34% of the classes it did not exceed 60%.

These data are consistent with the reading and analysis of the narrative, because the teachers mentioned that the absence of students is a common denominator during the pandemic: "There are fewer and fewer students who connect or attend virtual classes." In short, this is the main scourge for learning, especially for that cohort that could not be contacted by any means, despite the various strategies undertaken.

Use of digital tools

Once the identity of the teachers to be observed was received, it was clear what digital tool they would use during the virtual classes. Table 3 shows that there are two platforms with the highest use: Google Meet and Zoom.

It should be noted that the schools in sectors I and X are located in urban areas, close to Mexico City, which in theory allowed the students to have quick and easy access to the two summit platforms. Sector XII, for its part, brings together schools in rural areas, adjacent to the state of Hidalgo and with greater difficulties in accessing Internet services; this condition may explain the greater use of the WhatsApp application in classes.

Tabla 3. Herramientas digitales utilizadas en las clases virtuales

Sector educativo	Herramienta digital					
	Teams	Google Meet	Zoom	Messenger	Telegram	WhatsApp
I	1	25	26	–	–	–
IV	3	65	26	2	–	1
V	–	45	32	–	–	–
X	1	28	27	–	–	–
XII	4	45	8	–	1	28
Total	9	208	119	2	1	29

Fuente: Elaboración propia

Classroom Organization: Learning Formats and Behavior Management

Pedagogical practices are not built randomly; on the contrary, at its heart is the planning in which the teacher specifies goals based on the expected learning (SEP, 2017); In addition, this tool avoids the remnants of improvisation.

Despite its importance, in Figure 1 it can be seen that 26.63% of the sample registered on the Wix platform a plan with sequences of activities, resources and evaluation different from those observed in the virtual sessions. In its counterpart, 60.32% "Yes/Always" coordinated the learning of the students following the planning registered in the platform, and observed during the week.

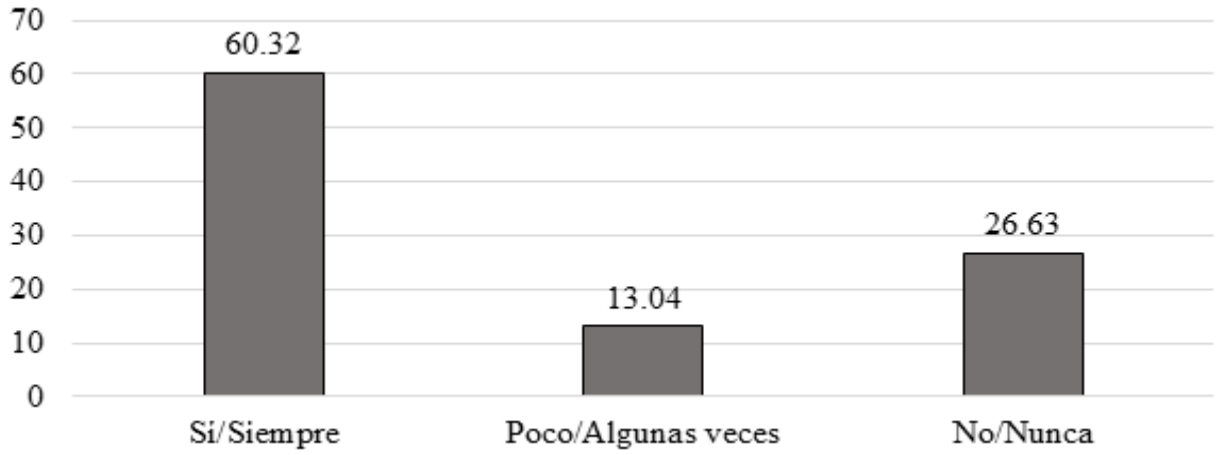
In this same dimension, when analyzing the information on the congruence between the final work requested during the virtual session and the evidence recorded on the platform, there are also discordant findings, since on the flattering plate of the scale only 77.17% and 17.66% of the teachers "Yes/Always" and "Little/Sometimes", respectively, uploaded photographs according to what was requested. The rest justified their activities with evidence unrelated to what was planned or with others already registered in previous sessions.

Emotional support: respect for student perspectives and positive and negative climate

Four variables were taken for this domain (described in Table 1).

According to the observations made to the virtual sessions, not all of them considered it important for the students to be clear about the learning they should achieve during the day; Thus, only 88.04% of the teachers disclosed the expected learning before starting the activities. Some expressed it orally, others through a PowerPoint slide, in the Word word processor or through a photograph in the WhatsApp application. The rest, however, started the class without further explanation.

Figura 1. Congruencia entre planificación y clase desarrollada



Fuente: Elaboración propia

When the teachers approached the subject and the content, 76.63% "Yes/Always" and 18.47% "Little/Sometimes" returned to and included some activities seen in previous sessions as an introductory, cross-cutting exercise to articulate knowledge and give graduality to the key learnings. This exercise, despite its apparent simplicity, denotes a continuity in the planning of activities, even suggesting that teachers resume activities not consolidated in past sessions.

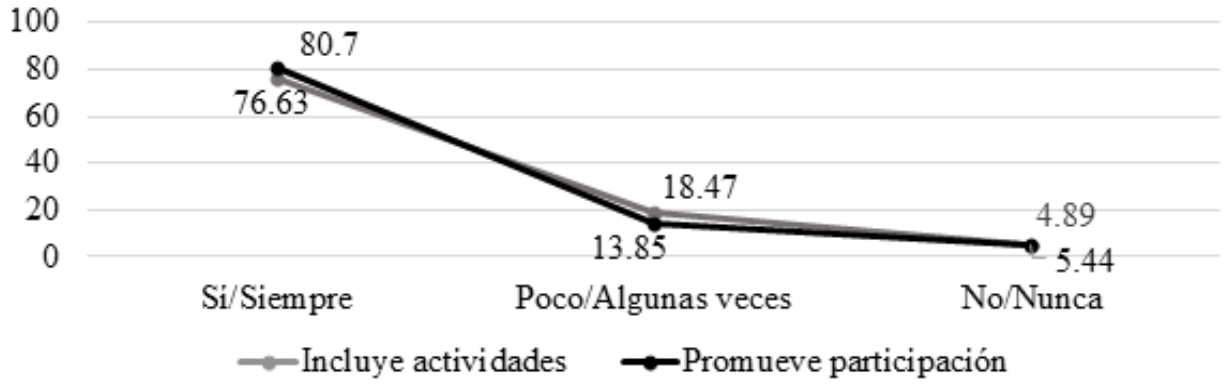
However, not satisfied with the previous step, 80.70% "Yes/Always" and 13.85% "Little/Sometimes" undertook creativity and innovation actions to motivate and invite students to remember and express orally what the contents were. seen in past classes, how they had been approached and what learning they had acquired. This broader exercise, the

co-creation of knowledge, was the prelude to a more harmonious virtual class. The narrative supports it this way:

> Teachers propose interesting activities when they return to previous learning. Likewise, —although it seems like a mechanized activity— they point out the expected learning in a timely manner. The students, on the other hand, show interest in the classes and are enthusiastic participants in the questions formulated by the teacher.

In short, if the activities of the teachers are compared, which have the purpose of recovering previous learning, and the participation of the students to remember and comment on that same learning, it can be seen that in percentage terms there are great similarities (figure 2).

Figura 2. Conocimientos previos: incluye actividades y promueve participación



Fuente: Elaboración propia

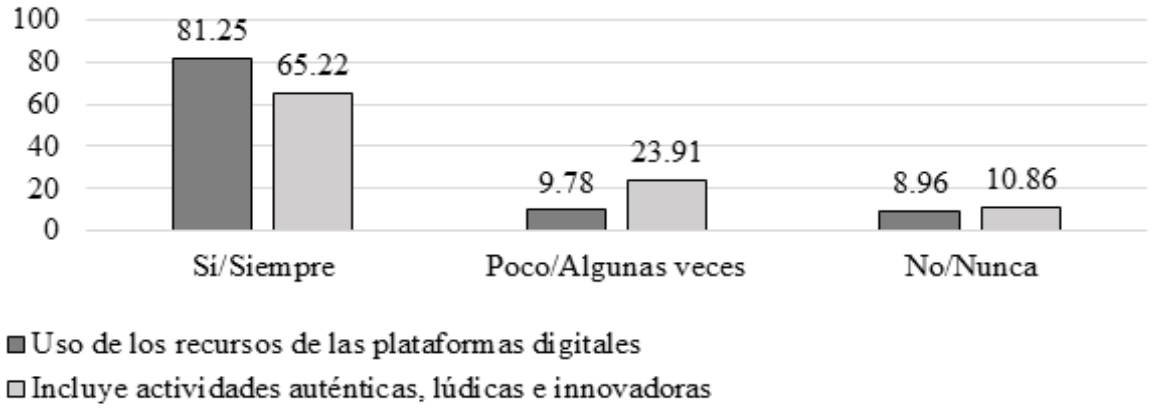
On the other hand, as happens with face-to-face classes, situations outside the teacher also emerge in virtual classes; for example, internet connectivity issues, extended screen, audio, or video sharing time. However, in the face of these unforeseen events, 67.93% "Yes/Always" and 19.56% "Little/Sometimes" adopted or generated alternative resources to continue with the class, develop the activities according to the planning and thereby achieve the goal undertaken. To the misfortune of some other groups of students, the creativity and commitment of the teachers in these situations was absent.

Instructional Support: Concept Development

Knowing if teachers exploit the diversity of supports offered by the digital tools listed in Table 3, as well as the magnitude of the authentic activities used in the virtual sessions, provides a vision of the degree of commitment, creativity and the skills that are combined in pedagogical practices. In this sense, 81.25% "Yes/Always" and 9.78% "Little/Sometimes" used the different functions and supports of the tools, not only to interact with the students or to verbally explain the contents (figure 3), but to make the class more explicit and enjoyable.

When looking at the magnitude of the authentic, playful and innovative activities, the data reflects that 65.22% "Yes/Always" and 23.91% "Little/Sometimes" exceeded the scope of the activities included in the free textbooks or the suggestion grid of Learn at Home III of the SEP. This supposes that from the writing of the planning, the teachers contemplated the environment in which the students develop, the inputs they have and from these scenarios they undertook the pedagogical practices. In short, in daily interaction they guided learning towards one or another route (figure 3).

Figura 3. Apoyo instruccional durante las sesiones virtuales



Fuente: Elaboración propia

When the analysis of the narrative is deepened, the findings are more interesting. On the positive side, it is found that "for students who require more support, academic lag, the teacher provides intermittent communication: 20 more minutes on Zoom for clarification of doubts and reinforcement of the topic." Besides:

> Despite the low attendance, the teacher prepares a didactic sequence in which she considers socio-emotional activities, active breaks, uses different applications that favor interest, participation, deepening of learning. There is evidence of good communication between students, teachers and parents.

In addition to this: "He divides the group into two teams, which he attends at different times and gives each of his students individualized attention." And finally: “The teacher makes all the students participate; she adapts playful and innovative activities to address the contents of the subject. She creates a supportive environment and has a positive attitude.”

On the downside:

> Although the teacher used Meet, and asked the students to keep the camera on, the class was boring because he only spoke to show the exercises without explaining the processes or asking for the participation of the students. In the end, he asked to review his book to complement the activities

In a math exercise and the use of Teams, “only that he never shared a general screen of how the results were going, which would have been more motivating for the students.” Likewise: "He does not mention expected learning since his class does it through WhatsApp and they are only pure messages only mentioning the activity to be carried out [sic]". Finally: “In the WhatsApp session it is not known who is connected because he only left them a job and after an hour he asked them to send the jobs [sic]”.

Instructional support: quality of feedback

There are students who require more support. In this understanding, the request to the observers was to place special emphasis on the new activities or different forms that the teacher implemented for the understanding of content in all students, especially for the most lagging behind.

The results show that 4.89% "No/Never" provided feedback (figure 4); but, for the other cases, the narrative indicates that the quality of this feedback is different:

> [With the use of WhatsApp] it is observed that 26 of the 31 registered students participate very actively and send their work for review and respective feedback by the teacher, which is done in a personalized way, marking the students the points where they should emphasize and ask them to correct and

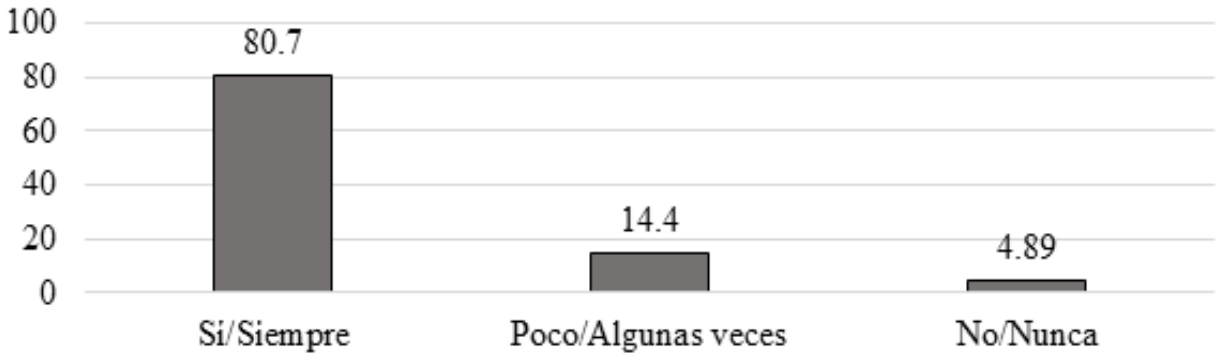
send them back for review; if the error persists, he communicates with them personally to explain it to them.

Equally:

> The teacher sends videos, audio notes so that the students carry out the activities and return them by the same means (...). She works with her group on WhatsApp, where each student does what corresponds to them and the performance within the virtual class is as the technological tools [sic] allow each one. The teacher does everything possible so that her students learn what they saw in the session, a good job.

On the downside: “During class he doesn't give feedback. The evidence is only qualified, some are only limited to congratulations without specific feedback”.

Figura 4. Calidad de la retroalimentación



Fuente: Elaboración propia

Instructional Support: Language Modeling

Regarding the oral language used in virtual classes, the data obtained show that 1.63% of teachers "No/Never" communicated clearly, simply, fluently and precisely with the students. Meanwhile, 92.66% and 5.70% "Yes/always" and "Little/Sometimes", respectively, tried to be a gateway to key learning by building a bridge of clear communication, according to the grade the students are studying and in attention to the context in which they live. The following narrative shows both extremes. On the one hand: “There is a good teacher-student relationship and interaction, it is clearly expressed. The exercises were presented with an increasing degree of complexity, but at the same time they were personalized”; on the other: "The teacher spent the rest of the session talking without much explanatory content."

In general terms, a high percentage of the teachers were clear in their explanations, all this to make the contents addressed understandable.

Discussion

In Mexico, the pedagogical practices that were implemented as part of the Learn at Home III strategy sought to give continuity to student learning in a new modality never before experienced. However, from their previous phases they encountered low student attendance. And as always, the least favored in economic terms were the bulk of those absent.

As if this were not enough to have a bleak educational panorama, for students in rural areas —even poorer economically—, in which Internet connectivity is low or non-existent, the only electronic means they used to take virtual classes during the pandemic of the covid-19, and not to break the continuity of their learning, was WhatsApp; an adverse condition also pointed out by Rodríguez et al. (2020), Expósito and Marsollier (2020) and Puiggrós (2020) in their research. It's not that this phone app is bad per se; The issue here, important to point out, is that it limits the interaction with audio and video to a small number of elements; furthermore, in these same households there is only one telephone per family for two or more students.

Also, in general terms, the findings of this research agree that the teachers' work was different from the proposals issued by the SEP: some used different ways of coordinating learning, especially with the students with the greatest backwardness, as well as concluded Garduño et al. (2020) and Ramírez et al. (2020), although some others did not exceed the normative; in other words, they covered or taught all the contents of the plan and the study programs, but without consolidating the learning (Navarrete *et al*., 2020).

However, thanks to the methodology used, which allowed observing pedagogical practices, listening to the opinions of teachers and students, key elements were identified that face and overcome adversity situations, both economic and confinement, which, in addition, allow build optimal environments for the achievement of learning.

First, it is important to note that, beyond the platforms used, the meanings towards school education and the attitudes assumed before and during the pandemic by teachers conditioned this learning. This accumulation of attitudinal aspects identified in the participant observations was the trigger for teachers to seek and acquire new cognitive inputs on the use of platforms; In addition, it motivated to investigate other ways of coordinating the sessions

with the students, considering the social environment, the tools and the supplies available in the homes.

In this sense, the attitudes focused first on the socio-emotional aspect of the students, then on the conditions of connectivity and learning. All these conditions allowed them to create particular environments conducive to learning, as well as providing timely feedback to students.

Finally, although it was planned to cover a larger territorial space, with more schools in rural areas, this research was limited to a smaller sample. Likewise, due to the impossibility of opening schools and completing the 2020-2021 school year in a face-to-face modality, the possibility of applying written exams to students as a final complement to this work was ruled out. These were its biggest limitations.

Conclusions

During the pandemic, pedagogical practices relied heavily on digital tools. But, conditioned by social and economic situations, a huge disparity is observed between those who used platforms with audio and video, which allow them to interact with all the students simultaneously, and others without these benefits, such as WhatsApp. However, the knowledge and skills to manage the former do not guarantee a virtual class with environments conducive to key learning if they are not accompanied by attitudinal aspects of the teacher. In short, beyond the use of one or another platform for student learning, creativity and commitment to class coordination and timely feedback on assignments are more important.

The uniqueness of these teaching skills conditioned, from the foundations, the path towards the goal of virtual classes. Thus, from the beginning and regardless of the number of students present in the sessions, many teachers included relevant actions in their planning, with materials available at home and interesting for the students. This means that in the organization of the classroom they take seriously that planning is a roadmap that avoids improvisation and, as a consequence, bad results; although, for a smaller number of teachers, this tool acquires a normative-bureaucratic dimension, one more document to deliver in a timely manner.

At the level of the emotional and instructional support domain, which is undoubtedly the space where the ideas written in the planning materialize, the theoretical-disciplinary aspects, together with the attitudinal ones, once again, are the ones that challenged the

adverse situations of the pandemic and brought forward the learning. Without being a purist in forming two extreme groups, it was observed that a major weakness —present in the virtual sessions— is the expository class: teachers spend more time exposing the contents of the books so that the students answer correctly, without seek the consolidation of knowledge and the development of skills for problem solving; In this sense, virtual classes are a reflection of the daily life of face-to-face classes.

On the other hand, others fully exploit WhatsApp collaboration applications or platforms to create environments conducive to learning; that is, in the first case, they share audio and video; in the second, they carry out interactive activities through the Jamboard. And not only for certain contents indicated in the study program, but also for the socio-emotional and motor coordination areas, necessary given the impossibility of leaving the house and carrying out recreational activities in public spaces.

There is no doubt that within the pedagogical practices favorable to the achievement of learning another factor also intervened: communication. This teaching competence has been of great value in explaining procedures and contents with a greater degree of complexity; but more for those students in a situation of lag, who require greater explanations and personalized feedback; action observed in teachers, who, for their part, did not hesitate to divide the group into two teams for these stated purposes.

According to the results found, a bulk of the pedagogical practices did offer different ways to make the learning marked in the plan and study programs understandable; likewise, many teachers spent time in addition to their working day to provide feedback and dispel doubts; however, this scenario should not be considered as a triumphalist act and affirm that all students achieved the expected and key learning, since the hypothesis is that there was a stagnation, if not setback.

Under this scenario, it is not futile to add, as a closing, the need to propose strategies at the federal and local levels to incorporate those students who, for different reasons, dropped out of school. If this exercise is not carried out, the risk and trend in education will be a regression in coverage, a problem almost overcome in the 21st century.

Future lines of research

The covid-19 pandemic posed many challenges for teachers and students. For the practical implications and new lines of research, it will be necessary to investigate, with focus groups, their training needs to coordinate hybrid classes and the absence of digital platforms in some students. This first approach can contribute to proposing training programs in accordance with the particular situations of teachers; also, avoid homogenizing a strategy at the federal level for a diverse society.

On the other hand, it is also important and timely to understand the pedagogical practices from the perspective of the students and parents: what particularities of the pedagogical practices motivated the students to drop out of school?

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