Pedagogical Strategies for

Strengthening of the Didactic

Processes of Students Universitaries

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Abstract

The evolutionary nature of the educational context has generated that practices, as far as pedagogy is concerned, are developed and evolve in equal magnitude, allowing a better knowledge about the relationships between teaching and learning processes. Consequently, we are currently seeking to turn this process around, in which special attention is given to the pedagogy of learning and, to a lesser extent, to the pedagogy centered on teaching, with the aim that students have greater partici-
participation and protagonism in their own learning processes, so that this is translated into their individual benefit, that is to say, that they manage to learn to learn [1]. This capacity means that students have the ability to reflect on their learning process and act self-regulating their own process, making use of flexible and adequate tools that can then be used in a manner analogous to other processes [2]. For this reason, the following reflections are presented on the orientations in pedagogical strategies and their most relevant contributions to virtual education environments.

**Keywords:** Pedagogical strategies, virtual education, learning, teaching

1 **Introduction**

The notorious boom in telecommunications, the Internet and information and communication technologies (ICT) [3], opened the way to endless opportunities in education, since physical barriers and limitations practically ceased to exist through virtual education. The growth of this educational modality has generated changes in different educational environments and involved multiple factors to achieve the development of this innovative modality [1].

In this scenario some educational modalities have arisen, among them, the massive virtual courses open to any type of user called Massive Open Online Course (MOOC), which represents a trend with great potential and high impact in the current educational environment, where prestigious universities such as MIT, Harvard, Stanford, among others, began in mid-2010 to offer massive training activities on virtual platforms, so that the massification of education deserves special attention in terms of its impact and value [4].

2 **Methodology**

In order to know in greater detail the pedagogical strategies that have been applied in the fields of higher education, a constructivist reflection exercise has been defined that allows taking into consideration the aspects that the researchers have been proposing in this sense. According to various authors, the constructivist orientation facilitates the analysis and observation of phenomena, experiences and trends that influence a reality and ultimately generate knowledge [5].

This type of methodology allows, through the observation of experiences, environments and events, to express impressions, considerations or opinions that make possible the construction of networks of knowledge, causal or domains, thus allowing the understanding of those aspects that generate interest by entrepreneurs of processes or research [6].

For this process, we opted for the selection of theoretical referents, proposing guidelines such as: information from the last 7 years, publications in scientific journals and the results of recent research, which have been the object of reflection and deepening in processes with purposes similar to those of this document.
3 Results

3.1 Pedagogy in a virtual context

Pedagogy, in a very general way, can be defined as the set of theories that guide those involved in the process of teaching and learning [7] on how to educate taking into account the recipients of this education [8].

From another point of view, pedagogy offers liberating practices that generate relations outside the educational sphere in bidirectional and dichotomous relations, teacher-pupil, parents and children, among others [9]; therefore, pedagogy must be understood as a process that transcends the generation of knowledge, forming integral subjects that recognize their environment and their own individuality [10]. Thus, educational environments have acquired a nuance, increasingly projected to the construction of being and not the simple task of systematically delivering knowledge, in order to achieve a marked alignment with trends in this sense, see figure 1 below where this relationship is illustrated.

Fig. 1: Relationship between education and the formation of the Self

In a context of virtual education, in which it is not limited only to technological applications, pedagogy plays an important role in the construction of significant learning [11]. In this construction there are elements of the educational system that must be taken into account, such as the social, cultural and technological environment, the integration and performance of those involved in the virtual with the subjectivities it implies, among other aspects of equal importance [12]. The above, considering that the individual is the sum of many components that well balanced play in favor of knowledge, while in a situation of imbalance notoriously influence in obtaining positive results.

In function of the previous approach, it can be said that the virtual constitutes an environment for the development of competencies under a multiple classification of virtual educational modalities, where the main one is learning and not the modality itself [13], therefore, the virtual environment emerges as a new paradigm that is influencing and promoting important changes in educational models, granting flexibility and transversality to the teaching-learning process [14], see figure 2 below with the advantages outlined.
However, the greatest advantage of this new scenario is that it allows people to alternate their training with other activities of interest, such as production, finding in this essential factor one of the main changes if compared with previous or historical instances [13]. However, despite the progress made, it is possible to find certain traditional trends in this new training scenario that have not gone beyond the simple role of information transfer.

Part of these changes in educational models refers to the fact that, in virtual learning environments, the model of information transmission continues to predominate, where the teacher continues to apply the practices of face-to-face education through the transmission of data and information, with little interaction between participants and little construction of knowledge through collaboration. From this approach arises the so-called pedagogy of transmission [15]. This pedagogical model has received numerous criticisms since the second half of the 20th century due to its unidirectional characteristics in which the communicational model is based on transmitters and receivers and the feedback is made as a reinforcement of the information generated by the transmitter, so that the interaction always occurs in a limited way [15].

The reason for adopting this pedagogical model lies in the fact that it was designed in the context of the industrial revolution, where the priority was to carry out instructions for the performance of a task or activity of a divided process, which was not connected with the whole system, from its perspective. As a result of this, more student-centered pedagogical strategies and collaboration among themselves are beginning to be proposed [16]. The previous author offers a classification of the mass learning model and interactive learning, typical of more contemporary pedagogical models. Table 1 reflects the most relevant characteristics of each model.
Table 1. Classification of learnings

<table>
<thead>
<tr>
<th>Mass learning</th>
<th>Interactive learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher-Centered</td>
<td>Student-Centered</td>
</tr>
<tr>
<td>Instruction: learning about a topic</td>
<td>Discovery: learning to be</td>
</tr>
<tr>
<td>Individual learning</td>
<td>Collaborative learning</td>
</tr>
</tbody>
</table>

3.2 Knowledge in a global context

At present, information and knowledge, represented in the concepts: information society and knowledge society, represent the new factors of importance for the development of society, complementing the traditional ones: land, capital and work. Under this approach, education and training programs acquire special importance since they must be oriented to the changes that these new factors generate in economic and social development [12].

From the constructivist paradigm, knowledge is constructed through progressive processes of development of ideas that impact and are of importance for a community [17]. Under this perspective, students and teachers must get involved in order to produce and improve knowledge [18], understanding that group efforts generate greater results than individual efforts; therefore, it is merely a collaborative effort. There is currently a research effort to understand the way in which this process of knowledge construction occurs among students when they do collaborative work [19].

These educational processes, specifically the generation of knowledge is then produced in a globalized environment, and that is totally interrelated. From this perspective, globalization can be conceived as a phenomenon that allows us to be interconnected and informed and, therefore, to access knowledge from any available place or platform [20]. The influence and impact of ICTs in this whole process, was decanting in the transformation of new pedagogical tools, which produced a new economic development based on knowledge. Under such a scheme, the vast majority of people are immersed in the so-called knowledge society and not so, in the learning society [21].

3.3 Teaching to learn in the virtual society

At present, Latin American pedagogy is going through a period of great influence by thinkers such as [22], who proposes methodological foundations in the face of new informational phenomena that have had a strong impact on education. This is how it is appreciated, for example, that it is not enough to teach knowledge in a basic or simple way, but to offer abilities to the student so that, in a recursive, autonomous and dynamic way, he learns to learn, and thus detaching himself from an umbilical cord that education had been imposing for years [23].
According to the studies and trends related to the subject under analysis, this community called the knowledge society must be aligned with the skills that open doors to the administration, selection and processing of information in such a way that education does not remain a simple process of information processing, but transcends to the instances necessary to incorporate other aspects such as deepening, innovation and reflection, which in the end will be decisive for meeting the needs of the current individual [24].

Today, there is an urgent need to become aware and disseminate the necessary tools for each person to develop in the right place and time, the knowledge required to solve or address any type of problem, thus reaching a plane of self-management thanks to information and the ability of the individual to know what to do with that ability. Although the demands of interest change constantly, as educational options are renewed, man will also be able to self-manage and evolve according to each moment of history.

4 Conclusion

The strategies in the field of virtual education are observed with an increasing tendency propitiated by the components of globalization and ICT that predominate today, in the national and international environments. These aspects show that virtuality has become a major protagonist in universal education, not only because of its alignment with the inclusion and equity policies promoted in many countries, but also because of the growing orientation to be trained from any space where there is a connection and technological resources for this purpose.

Today, pedagogical strategies are based on having the student as the center, since it is the student who must lead the learning processes in order to be in tune with the orientations that have been highlighted at a general level in everything related to teaching-learning. The role of the teacher then becomes that of a stimulating guide, who from well-defined and interactive tools fulfills the purpose of doing much more than the incorporation of knowledge and is based on the promotion of skills that correspond to the global needs demanded by society at this time.

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