TEACHING PRESENCE IN VIDEO VIRTUAL SCENARIOS IN HIGHER EDUCATION IN AREQUIPA

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ABSTRACT
The contribution of information technologies in the teaching of higher education has not been synchronized, considering that the accelerated technological transformations left traces followed by pedagogical adaptations, the violent outbreak of COVID-19 made this distance more evident, with traditional pedagogical systems; The objective is to identify the value of the teaching presence in the virtual auditorium by identifying the motivation and trust relationships of the students.

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1. Introduction

The research aims to answer some questions related to the turns that have generated the irruption of the pandemic process in the didactic processes, modifying scenarios, where the virtual is the only way to build knowledge, among the literature referred to the teaching action, various pedagogical strategies are perceived, in organization and planning; In other words, the analysis of the teaching presence in the virtual environment of the teaching-learning process is still deficient, the motivations and confidence generated by the direct interaction in the process is decisive in the didactic environment, so we refer illustratively this examination from the perspective of higher education students, with the considerations that occur in the teaching-learning process, the interaction where the teacher expresses what he has as knowledge and manifests himself showing his training and experience, there is the detail of his presence in the transmission and construction of new knowledge in the dynamics with the student.

As it is evident, the technological transformations in recent years have transformed the teaching dynamics, even more so in the recent pandemic, the training and didactic preparation processes have become essential, the didactic strategies linked to the use of information and communication technologies have become transcendental elements in professional training. At the same time, the presence of teachers is a vitally important support, and for some authors it is perceived as a determining factor in this process. Another vital aspect in professional training is trust. Almost all didactic theories mention trust as a substantial element in the teaching-learning process, so it is relevant to underline the ways of generating this purpose, considering that trust has a subjective component, which is based on empathy itself. In this understanding, the most effective way to achieve trust is through direct teacher-student interaction, in time and space, even more so if we consider that the form of interaction is the virtual network.

Within the spaces of analysis in higher education, digital competencies are perceived as a fundamental need because they are always in permanent innovation, Romero et al., (2022) says:

> A university institution that wants to transform itself digitally must give space and time to the faculty to design, apply and generalize innovation, so that innovation through technology is promoted not only from the strategic instances of the university (top-down) but, above all, it is carried out from faculty initiatives and that these are generalized in the institution (p. 176).

This perspective of analysis should take into account the institutional culture that promotes academic competitiveness, which allows narrowing the social gaps and inequalities as pointed out by Toledo-Ojeda et al. Overlooking the harmony that should exist between the cultural elements of the vision of society can be insubstantial in the development of new professionals.

In turn, Martínez, from the University of Granada, proposes three methodological scenarios based on the pandemic process, the virtual, blended and face-to-face scenarios, in all three cases the presence and management of teachers is prioritized, moreover, in the virtual scenario, teacher-student interaction is privileged despite the distance (Martínez Robledo, 2022), in the blended scenario, interaction is maintained physically and virtually, and in the face-to-face scenario, the link is strengthened cognitively and affectively.

2. Methodology

The proposed quantitative methodological approach is developed in the Professional School of Communication Sciences of the Universidad Nacional de San Agustín, as shown in Table 1, where there is a distribution from the third to the tenth cycle, taking into account the two specialties taught at the institution.
Table I. Research sample distribution in the Professional School of Communication Sciences UNSA

<table>
<thead>
<tr>
<th>Especialidad</th>
<th>Relaciones Publicas</th>
<th>Periodismo</th>
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<tbody>
<tr>
<td></td>
<td>3ro-4to</td>
<td>5ro-6to</td>
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<tr>
<td>Hombres</td>
<td>5</td>
<td>9</td>
</tr>
<tr>
<td>Mujeres</td>
<td>14</td>
<td>13</td>
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<tr>
<td>total</td>
<td>19</td>
<td>22</td>
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The descriptive quantitative research details the motivation and necessity of the teaching presence in the teaching-learning process, in another analysis, Castro Maldonado et. al. (2022), points out that "Applied research resorts to the knowledge already achieved in basic research to direct it to the fulfillment of specific objectives" (p.151), so the present research is circumscribed in this line of applied research, since it promotes the solution of specific problems, although it preserves scientific rigor, it is based on materializing concrete, operative and practical answers.

3. University Didactics

The teaching-learning process has interacted with technological changes, building didactic resources according to the social context as Gonzales (2016) points out: "The combined use of virtual technologies and information resources in training favors the conditions to achieve effective learning in university professionals" (p.39). Silvia Coicaud points out that (Coicaud et al., 2021) "didactic and technological knowledge, one must be aware that it is essential to learn to teach differently from how we were taught" (p.102), the socioeconomic environment was disrupted, therefore the didactic inventiveness would also have to be modified.

Sánchez Delgado states (2005) that "Didactics is not prescribing what should be done, nor applying what others say should be done, but reflecting on what is done and why it is done" (p. 225), especially in special situations such as we have experienced in the last three years. 225), especially in special situations such as the one we have experienced in the last three years, for his part Sandoval argues (2020) "the didactic teaching strategy where technological tools are linked allows the educator to identify their different skills to be used in the classroom" (p. 27), it is necessary to generate synergies where technologies are the binding instrument in the process of generating significant ideas in the management of university knowledge.

A didactic resource is interactive communication, taking into account the virtual classroom as an official channel, however, as highlighted by (Muñoz-Covarrubias et al., 2022) "it is possible to communicate by informal means such as text messaging and e-mail" (p. 36); the interaction between university student-teacher is vital for the generation of trust in the process, which necessarily implies leaving dosed schemes to find viable strategies that contribute to the generation of new knowledge.

4. Teaching presence in higher education in the virtual scenario.

The changes that had been driving the teaching-learning process with emphasis on learning were somehow interrupted by the scenario of the COVI-19 pandemic, the changes from learning by objectives to learning by competencies had a setback in the social context, at least that is what is perceived in higher education in Arequipa, although the new center of the process is the student, as pointed out in the journal of pedagogy, (Sánchez-Báscones et al., 2011) "implies focusing fundamentally on offering tools and means so that it is the student who autonomously controls his own learning process and accompanying him in this task to guide him and help him to overcome the difficulties he encounters" (p. 61). Pattier and Reyero (Pattier & Reyero, 2022) state that "Educators must be careful not to save significant cognitive workload with technology" (p.237).

A study by Giraldo and other colleagues shows that (Giraldo et al., 2015) "It can be said that, to a large extent, the success of the educational process is determined by the verbal and gestural communication of the teacher" (p.45), qualities that can only be shown in a classroom with his camera on, showing himself as he is; the ideal would be the teaching experience in person, but given the case of the pandemic, the least would be his virtual presence. In recent research Rojas-Montero and Diaz Better (2018), They point out that for the effective achievement of training requires that the teacher manages to establish an early empathetic relationship with students.
"This should be promoted from the cognitive and affective aspects, since in the case studied the dimension of meaning management is privileged in a relevant way, which generates few spaces to promote the management corresponding to the affective and social part, necessary factors for the construction of knowledge in today’s information society" (p.40).

The teaching presence is vital in the process of knowledge construction, thus Obando-Correa et al., (2018) point out that "Teaching and learning under a socioconstructivist approach in a virtual learning environment favor interaction and the distribution of teaching presence" (p.40), however it is necessary to take into account the new scenario and the constraints of the environment, Aguilar (2020) states, "It is necessary to make a truly situated education in which the subjects and their contexts are fully considered" (p. 221), so it is necessary to diagnose this scenario, in many cases other socioeconomic constraints make it impossible to develop properly outside of appropriate didactic strategies.

5. Confidence in higher education

A recent study points out that "Trust is a pillar of modern social life, it contributes to the generation of social networks that are indispensable for personal fulfillment" (Conejeros S et al., 2009, p.32), so it is a crucial element in the decision to learn; in the perspective of a successful educational model, if we look from the opposite perspective, without trust cognitive development would not be possible, there are logical conditions in the didactic process.

Among the many factors for which students abandon their university studies, López-Aguilar et al., (2022) “the accelerated change to a virtual modality in a university in which teaching has always been provided in a face-to-face manner, the lack of support from peers, the inability of many teachers to make the transition to the new training scenario" (p.251) among other reasons that contributed to academic abandonment. And it is that there is an increase in the student’s sensitivity towards concluding their professional training.

Among the qualitative aspects of the teaching-learning process, is the trust acquired from the teacher’s personality, openness to dialogue, interaction is vital in the development of learning, already Zambrano et al, (2021) recognized that in "The teacher’s personality has a significant impact on the relationships he/she sustains with his/her students in the organization of the teaching process" (p.50), which has a significant impact on the final result of the achievement of competence. In turn, it is necessary to include teacher satisfaction in the analysis, Saiz and other researchers point out that "teacher satisfaction was also conditioned by the satisfaction perceived in their students" (Sáiz-Manzanares et al., 2022 p. 38). In numerous analyses of university didactics, teacher-student interaction is shown as an indissoluble rational condiment in the learning process, however, this interaction is only possible when a dialogue is generated, a communication between teacher and student, Flores states that "communication allows generating an eminently relational climate, which should always be proposed by the teacher explicitly or implicitly, and according to the results of the research should be characterized by reflecting a closeness, without fear and with limits; as an element that promotes trust" (Flores-Moran, 2019 p. 199). In other words, without communication, the value of trust could not be generated, which would impede the process.

The perception of competencies in the socioeconomic scheme implies teamwork, collaborative learning goes beyond the formation of academic work groups, it is sustained in what Cardona and Calderón (2010) point out "trust is associated with the possibility of cooperation and, therefore, with teamwork and the collective construction of knowledge" (p. 76), several investigations agree on the need to generate trust as a transcendental pivot in the teaching-learning process, several investigations agree on the need to generate trust as the transcendental pivot in the teaching-learning process; in turn, Cajigal (2021) highlights "The personality variable showed that trust and attitude are areas of opportunity in most teachers" (p.15), strengthening trust contributes to the achievement of results in the university teaching-learning process.

6. Results

In order to obtain relevant results, the chi-square was applied to the responses of the two specialties, both Public Relations and Journalism, obtaining a result where the critical chi-square is greater than the calculated chi-square, therefore, there is no relationship between both variables, as shown in the following table.
In other words, the motivations and confidence of students of both specialties do not generate differences, since they are perceived as indifferent for reasons of specialty.

On the other hand, the test was applied to determine whether the responses generate differences in terms of gender, where the chi-square was applied in the same way as above, and the following results were obtained. In this case it is perceived that the critical chi-square is greater than the calculated chi-square, therefore, there is no relationship between both variables; in this sense, in neither of the two segments studied is a relationship of causality or dependence demonstrated, so that independence can be affirmed with respect to both specialty and gender. Considering the 127 students of the two specialties, with respect to which they were enrolled in a median of 6 subjects, only two teachers interact by turning on their camera, that is, only one third interacts directly with the students in their virtual auditorium, the other two thirds only hear their voice, which in terms of trust is limited because it is a basic condition to generate trust in the didactic process. In terms of dispersion indicators, the distance is between 1.10 and 1.72, which means a dissociation that does not have enough impact to influence the overall result, it contemplates a non-significant average.

Vergara et al. (2022) conclude that "with respect to teachers, trust, the option for dialogue and participation continue to be present as a hallmark of pedagogical work even in an adverse scenario such as the pandemic" (p.11); in this case, verbal exchange in real time is the effective way that dialogue generates trust, a substantial ingredient in the creation and innovation of knowledge. "The construction of trust must accompany the teaching and learning process" (p.38), the authors point out that "Trust constitutes a pillar of modern social life, it contributes to generate social networks that are indispensable for personal fulfillment" (Conejeros S et al., 2009 (p.32)). In turn, the present teacher will have the ability to discriminate ineffective strategies, assuming in a responsible way the generation of the significant concept, (Torrego González & Fernández Manjón, 2022) "to identify the best practices that have worked in the pandemic to learn from them and to be able to generalize them to other environments and future situations" (p.23). On the other hand, the sociocultural aspect implies a closer relationship with the environment (Badillo-Mendoza, 2013) point out that “The dynamics of social studies have these incidences, hence a fundamental conclusion is the need to strengthen studies of this type on a sociocultural look” (p.200).

Without considering other factors, only and exclusively the teaching presence, it is observed that students, both male and female, have a not very significant approach, only one third of the students agree, the majority is indifferent, reaching 45% of those investigated. There are other less relevant reasons, in recent research (Hernández-Sellés et al., 2023) shows that "for this group, tasks focused on the teaching performance of a role of a "personal" nature are more relevant" (p.51). And it is that the previous phase of trust and interaction end up being the basis of this attendance motivation.
Regarding student participation in virtual classes, 40% are motivated by the teacher's presence, the teacher's influence is greater, corroborating that meaningful learning is nourished by the teacher-student interrelationship, "The teacher's presence is also required in the explanation of the course operation, in which, clearly, the premises and mechanisms of the course process are determined" (De Aguina Vázquez et al., 2009 p.7).

Another aspect that is usually presented is the mastery of the subject added to the teaching presence in the virtual classes, for the female sector it is 35%, for the male sector, it reaches 38%, the results are not conclusive regarding the teaching presence, however, it is a fundamental ingredient in the didactic process, as demonstrated by the research. In turn, in the virtual scenario, the participation of the students, the reason for attending and the mastery of the subject consolidate the didactic process in its various processes.

Among the most accurate discussions of recent years in pedagogy, the dissociation of technological advances with social and cultural processes is perceived, the former depend on investment in technology, the latter on the traditions and customs of those who practice pedagogy; it is possible that there are many technological tools, but cultural changes are always slow, the first analytical aspect obeys the technological process, the second is referred to culture, which explains this phenomenon. At the same time, the implication of the teaching presence in this process is determinant.

Virtuality has generated again this discussion, where the dictation of synchronous and asynchronous classes is relevant, however, the presence of teachers should be out of discussion on the premise that the new knowledge in the didactic strategy is generated from the teacher-student interaction, a number of authors affirm this, without teachers there is no learning, it is reiterated that the presence of teachers is not inclusive in the didactic process, but inherent to the teaching-learning process; In turn,
"Confidence reduces the crisis situation and avoids reaching an alarming situation" (Juan R. Coca & Juan Luís Pintos, 2009 p.231), considering that the post-pandemic attitude of society in general has dissociable signs generating permanent social crises, at least that is what is perceived in our country.

Another aspect under discussion is the high rate of indifference of students to the presence of teachers, where two hypotheses are put forward, on the one hand, that the fact of teacher presence in the teaching-learning process is taken for granted, and on the other hand, that students have entered into a process of indifference considering the context of social anomie.

7. Conclusions

In the Professional School of Communication Sciences of the National University of San Agustín, in the virtual scenario assumed in the pandemic process, different didactic forms are presented, both synchronous and asynchronous classes, in all cases the teaching presence is crucial in the affirmation of new knowledge; a third of the students in both genders show the need of the teaching presence to attend classes, on the other hand 40% consider it decisive for class participation, considering that the affirmation of knowledge is in the teacher-student interaction. The other relevant aspect lies in the trust that is generated from the teacher's presence; therefore, we consider that the teacher's presence does not contribute to a better process, but rather is inherent to the process, without the trust generated from the teacher-student interaction, the didactic process would be null.

The research shows that on average, out of six subjects taught, only in two subjects teachers show themselves and generate interaction and direct dialogue, which means that only a third show motivation and confidence in the teaching-learning process; it is necessary that in virtual scenarios teachers consider that the valuation of their activities is in the response of students, so it is urged to motivate this greater participation, their mere presence strengthens the university pedagogical strategies.

Another relevant aspect is the mastery of the subject by the teacher. If the synergy of teaching presence and mastery of the subject is achieved, the significant process of knowledge generation and innovation would consolidate both the motivation and the generation of confidence, an issue that is still perceived in a third of the student population, a task that is still unfinished.
References


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