

## Use of Digital Media for Teaching in Distance Education: A Psychological Study

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### Abstract

The work consists of obtaining information from studies carried out on digital education; as an aspect of the work, the cases of various countries in their adaptation to the distance learning system have been obtained. In most of the works, reference is made to the difficulties in adapting to the new system, it has been a problem for the educational community and government authorities trying as far as possible not to lose the school year. The digital resources were the fundamental element for the educational community, overcoming a great number of difficulties, to be able to continue with the teachings; although all had difficulties, the most affected level was the initial education, but also the last year of primary and secondary education. It is possible that in 2022 it - will be possible to return to blended or face-to-face education, but digital education will continue to be a fundamental element at all educational levels.

**Keywords:** Educational community, digital technology, COVID 19, digital media.

### 1. Introduction

At the beginning of the school year 2020, the Peruvian government applied a quarantine (confinement) in the country to prevent the spread of the virus (ECLAC, 2020). Therefore, when the government ordered the confinement, it affected public and private educational institutions that had already started the educational work of the referred year, the effect of which was the suspension of teaching activities; subsequently, the Ministry of Education issued regulations to conduct classes remotely as a means to continue the education of schoolchildren enrolled in the year that began on April 20, 2020, in all educational centers (ECLAC, 2020). However, the exceptional measure was unexpected because classes were never taught remotely; teachers, students, and parents were forced to change and adapt to this new form of training through the use of digital media, and teachers and students carried out their activities at home, leaving the schools unused for the academic aspect; this form of teaching generated a series of difficulties for parents such as (a) economic aspect, (b) technological knowledge, (c) acceptance of that teaching model. In addition, being a country with cultural diversity and inequality in the technological aspect it was difficult since so many parents and teachers were not prepared for this form of training (Tufani and Landa, 2020; Tobar, 2021).

On the other hand, teachers at the initial level to carry out the remote classes dedicated an enormous effort to prepare and carry out classes tending for students to grasp the teachings that have been very limited because some of them were initiating their education, that is, they did not know an educational center, had not socialized with other children, had not been separated from their families and were meeting teachers whom they did not know, all because the classes were received at home; this situation is detrimental to children (Tobar, 2021; Bajaña, 2021). On the other hand, the media tools to continue teaching young people and children are: (i) radio, (ii) TV, (iii) cell phones, (iv) tablets, (v) computers, and (vi) laptop employed by the learners and the programs are: zoom, meet,

WhatsApp, Messenger, Telegram which are used interchangeably by teachers (Bajaña, 2021). Therefore, digital media create great opportunities for education because it is a system that will continue and possibly in the future will be the main form of teaching; currently pre-school and school children are of the technological era and it is interesting for them the digital work which offers a variety of resources for their educational and labor development because technology will continue to advance unstopably and we will have, not only children, if not society, to use these new technological tools; It is most likely that there will be programs to help teachers and parents to gather information through games or perhaps the realization of speech therapies at a distance to express themselves better (Luna, 2021).

## **2. Methods**

For the study, the descriptive method will be applied by performing a bibliographic review of scientific articles related to the activities prepared and applied; through this procedure, information can be obtained such as digital media, teacher training, participation of family members, that is to say, the way in which the preparation of students and the educational community was addressed (Horna, 2021; Bajaña, 2021).

The procedures used for the development of the work, in addition to the observation indicated in the previous paragraph, were the following: (i) Inquiry, to find out where scientific articles had been published, (ii) Verification, which allows selecting those articles linked to the topic, (iii) Comprehension, resulting from the reading of the articles that allows understanding the link with the topic and (iv) Comparison, of the various articles to select the most related ones. These are the methodological procedures mostly applied to the work carried out (Horna, 2021; Bajaña, 2021; Luna, 2021).

## **3. Results and Discussion**

The results to be discussed on the subject have been divided into four concepts; the first refers to digital resources, the second to the effect of COVID 19 on the educational system, which forced the use of digital resources, the third covers digital competencies, and the fourth concludes with a digital assessment.

### **A) Digital Resources**

The use of digital resources for education in Latin American schools since 2016 some used tablets as a digital medium for education in schools and were considered the curriculum and that is part of the advancement towards the XXI century are support for teaching; students develop their digital knowledge and have tools for their educational sessions which had ICT's and internet, with which the teacher develops as a guide in their educational work being this important to guide students in the interest in the acquisition (Gonzales and Esteban, 2021). In addition, in early childhood education, the use of digital resources is a means of teaching students so that through playful games they learn and feel part of the teaching-learning which must necessarily be linked to the curriculum of the corresponding level that the teacher is required to use in their educational work; the use of digital resources is part of the technological advancement; currently, several companies design educational materials to be applied in teaching-learning with formats and strategies suitable for infants (Grané, 2021).

The use of digital media for remote work is essential because with the distance classes are conducted by the pandemic, mostly digital resources were essential for the education sector to carry out the training of students because with these were worked at all educational levels; the existing technology at the beginning of this form of training had to be adapted to the new education system for that reason the beginning was complicated, but over the months were adapted to the needs and resources that were available (Amendaño and Quintanilla, 2021). Therefore, it is necessary that families get involved in the process of digital media and be able to respond to the questions and fears of what digital media will mean for infants since these can be beneficial but at the same time can be risky and negative for them, so families should be informed to overcome fears and fears about the use of digital media, providing parents a way to establish times and criteria when using digital media because this will have to be done at the beginning together so that children can use them in an appropriate way, digital media are a great alternative for distance education (Oró, 2021; Gonzáles, 2021).

## **B) Impact of COVID 19 on the Education System**

COVID 19 forced to not allow access to face-to-face education, generating distance education, which destabilized education, so teachers had to look for didactic resources according to the educational level and taking into account virtual education, Therefore, didactic materials are offered through virtual catalogs so that teachers can apply them, but also online courses were increased in order to generate courses according to the student's learning needs, which were used in virtual classrooms, having as didactic resources different technological platforms that helped in the creation of didactic materials. (Pérez et al, 2021; Bonal and Gonzales, 2021; Zawacki, 2021; Allen et al., 2020).

At the beginning of the pandemic worldwide, education underwent a change, which was evident in a marked way in the field that had to adapt to the situation with digital and technological means, in Latin American countries virtual education was developed, except for Bolivia which was the only country in Latin America that in 2020 suspended its educational work due to the pandemic, the other countries conducted their classes virtually through digital means using technology. The difficulties were many, but with the passing of the months teachers and students were adapting to the educational situation, parents did a great job to comply with the annual program that should be applied prioritizing the areas. (Huauya, 2021). In addition, university students during the pandemic were affected because almost all of them conducted their classes in person, which affected the development of their professional practices, in face-to-face classes they could observe the results in person, this was affected, universities conducted their educational activities virtually using digital technology so that students are not affected, teachers established their own methodology in the activities and comply with the established in the programs of the courses that included professional practices that had to be suspended to avoid groupings and in some cases, for example in medicine, the effect was greater. (Pérez et al., 2021; Brito et al., 2021).

Regardless of the technological progress that will continue constantly, teachers must be adapting to the technological scientific advances and according to the context, digital competencies must be generated according to the areas where digital technology will be applied, this is generated by the pandemic of COVID 19 where the use of digital competencies are necessary to perform pedagogical and training activities, will continue and will be part of the development of skills and abilities of teachers and students and even family members, i.e., the participation of the educational community. (Marín et al., 2021).

## **C) Digital Skills**

Digital competencies are considered as a fundamental axis necessary to guarantee the integration of students into the digital society today, since they are and will continue to be necessary for the teaching and learning process, teachers, educational institutions and students must be immersed in them, since they have been fundamental to achieve creativity; technology helps to have information available and with connectivity allows achieving the objectives that teachers must fulfill, accompanying students in their learning, since they will be able to develop in the digital world and communicate through networks or platforms (Méndez et al., 2021; Vera, 2021; Tobar and Tobzado, 2021; Tena et al, 2021; Vera, 2021; Tobar and Lozado, 2021, Tena et al., 2021).

In summary, during the pandemic, the use of technology and digital media have been relevant since education by regulation in the years 2020 - 2021 is mandatory to be delivered virtually and in some rural areas also in blended learning. For students under six years of age, it has been difficult to adapt to virtuality, even involving family members; many teachers had to adapt to the use of ICTs to conduct their classes according to a study conducted by UNESCO 2012 warns about the dangers in the use of technology in children, so in early childhood education it is necessary that the adult accompanies the child in the use of digital media, ICTs and digital skills (Hernández et al., 2021).

## **D) Digital Evaluation**

The arrival of technology made a remarkable change in the routines and practices of most human beings in general and was also a great change in the teaching and learning process, however, it has been clear that in education has been far behind the progress and the vision of this since the technology as it was being applied for education was not and is not enough, that teachers need to incorporate and adapt technology and digital media according to teaching and learning as well as the use of pedagogical tools are important for the realization of the educational

work and the development of the capabilities of students by this technological means. (Lucas et al., 2021; Costa et al., 2018; Xu & Ma, 2021). In addition, with technology the advancement of communication (teacher-student) is being used for student learning which is working in an adequate way and without problems in the urban environment and with serious difficulties in the rural environment; this form should have been applied in the studies, both in school hours and in free time to carry out their educational actions, in this way helped to solve some problematic situations that arose in the teaching and learning process where the teacher will be the guide of the students who participate in the context of technological education, in this educational system is using blockchain technology in which the accounting data records are made (Dudhat, 2021; Ruiz-Ariza et al. , 2021).

The digital strategies in the virtual environment are contemplated as digital competencies which are directed to the students to obtain the achievement of learning with which this contributes to the formation of students as responsible people and with their life project; teachers perform their function through good teaching practices obtaining a quality result despite the difficulties for having applied the appropriate strategies that allow them to achieve what was proposed. (Rodríguez Hernández, C., & Juanes Giraud, 2021). In synthesis, the educators conducted face-to-face classes from Monday to Friday, complying with legal dispositions, the parents participated indirectly with their children in this form of education to which they were accustomed, the classes were given for four to five hours, it must be recognized that during this time education, at the initial level, in state and parochial schools and most of the private schools did not have digital resources applied in the educational work; Only, in some cases, the basics of computers were taught; because of this situation, the state was forced to distribute tablets that would serve for some programmed areas of which the Ministry of Education was aware (Erümit, 2020).

#### **4. Conclusion**

The conclusions are as follows: When face-to-face education was changed to digital education, it was done with the purpose of allowing students to continue their studies avoiding them losing the school year. Therefore, due to the circumstances presented, derived from the pandemic, the educational community in a short time had to adapt to a new way of teaching with appropriate digital media. In addition, students in urban areas were able to adapt more easily because digital information was widely disseminated and students used it as a means of communication and entertainment. On the other hand, students in rural areas have had difficulty in adapting to this system, which is presented by the difficulties of communication, due to economic problems could not have or acquire the digital media necessary for training. In summary, the greatest dropout of students in this system has occurred in rural areas; it is advisable that state agencies evaluate how they can level or recover the training of these students.

#### **5. Recommendation**

The recommendations are as follows: In the year 2022 the teaching trend should be semi-presential to protect the members of society avoiding as much as possible new contagions that popularly are known as new waves. In addition, the state should continue to train the educational community in rural areas and in some cases also in urban areas, for this it is necessary to increase the hours of study in the summer months or increase the hours in the school period. Finally, the state should try to recover students who dropped out of school through campaigns or dissemination of the benefits that they themselves and their families can have with an education that prepares them to face their personal development.

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