



Editorial

Distance education: A new paradigmatic vision of knowledge

The changes that have arisen in society in recent years require assuming new scenarios to address the transformation process that education requires, which must be oriented to consider the diversity of teaching, starting from the student's knowledge, taking into account their characteristics and potentialities.

Faced with this approach, our commitment as actors in education demands an open and universal position. The COVID-19 pandemic, or coronavirus, impacted all aspects of the world, not only the health sector, but also revealed the deficiencies in the different sectors of society. The world went drastically from carrying out all productive activities, services and education from being face-to-face to being virtual, without being sufficiently prepared for it, generating unease, stress, uncertainty, among others, in the population.

All these facts lead to rethinking the activities in the services and processes, with education being one of the sectors that faces a suspension of face-to-face academic activities, forcing the use of technological tools and planning a natural virtual learning product of a need to give continuity to education, guaranteeing the development of all its processes at all educational levels, acquiring great significance information and communication technologies in the context of training,

communication and educational experiences.

The criteria in relation to the application of Information and Communication Technologies (ICT), in the teaching-learning processes, currently present a challenge for educational institutions, since they substantially modify the traditional educational process, which is framed in relying on conventional resources such as; blackboard, projectors, overhead projector, video beam, combined video and sound systems, resources widely used by facilitators to transmit messages in person.

Faced with this reality, educational institutions find it necessary to evaluate the material and human resources for the realization of distance classes. In this regard, it should be noted that teaching professionals are aware of the need to train in the use of electronic resources, being inescapable the proper use of the computer and the connection with information networks, together with the use of smartphones where WhatsApp and Google Classroom represent the immediate alternative to the need to give continuity to academic activities.

Likewise, the great challenge for educators is the change in the learning paradigm, since; in distance education, technology is the mediator between students and



educators; the planning of instructional strategies and evaluation is different from face-to-face education, this being one of the main barriers for distance learning to be optimal, because learning does not subscribe to the delivery of tasks, but to collaborative learning, the product of interaction. In groups for individual acquisition of knowledge.

At the same time, to make distance education efficient and effective, it is necessary to have a minimum technological infrastructure in educational institutions and homes: a computer, internet and a smartphone. However, the reality is that not all teachers and students have technological tools in their jobs and at home, thereby making the process of educating and learning difficult.

Likewise, when we talk about distance education, it must be considered that it does not exclusively refer to the acquisition of knowledge, but that it is also necessary to educate the affective dimension with competencies and emotional skills to face the reality that is being lived with the lack of space to socialize and interact. The entire educational reality in times of pandemic changed the gaze of teachers, students and society in general in the educational process, where knowledge, beliefs and expectations are different.

Under these premises, education is called to assume the historical responsibility of rethinking the educational schemes and paradigms with which it has been working until now, and which, although they have generated their benefits, need at the same time to be renewed to find new answers. In the way of teaching

and taking advantage of computer resources to organize knowledge, accompanied by political reforms and programs in education that allow the development of a digital platform to advance towards the future, strengthened.

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