

Teaching Trends in Virtual Education: An Interpretative Approach

Tendencias didácticas de la educación virtual: Un enfoque interpretativo

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Summary

Based on the theoretical context of discussions about teaching trends in virtual education, particularly for higher education, this research develops an interpretation of some of these trends, resizing what was registered about it by other authors. To that end, a documentary study with an interpretative-analytical approach was carried out. The results show that the Technological Didactics trend can be developed through the behavioral and connectivism theories, in which the dehumanization of the individual is concealed in teaching-learning processes of a technocentric nature, since in these processes, there are some virtualization threats and little attention to their main strengths. It was concluded that the impact of ICT deconstructs some expectations placed on them to improve the pedagogical task. In addition, it is recommended to address the Critical Didactics trend as a perspective of reflection on emerging pedagogies of the virtual environment.

Keywords: Teaching trends, virtual education, technological didactics, behaviorism, connectivism.

Resumen

En el contexto teórico de las discusiones sobre tendencias didácticas de la educación virtual, particularmente para la educación superior, la presente investigación desarrolla una interpretación de algunas tendencias, redimensionando lo registrado por otros autores al respecto. Para ello, se procedió a un estudio de carácter documental, con enfoque interpretativo-analítico. Los resultados arrojan que la tendencia de la Didáctica tecnológica se puede desarrollar a través de las corrientes conductista y conectivista, en las que subyace una deshumanización del individuo ante procesos de enseñanza-aprendizaje de carácter tecnocéntrico, en virtud de que prevalecen en estos procesos algunas amenazas de la virtualización y escasa atención a sus principales fortalezas. Se concluyó que el impacto de las TIC rompe con algunas expectativas puestas en ellas, para la mejora del quehacer

pedagógico, al tiempo que se recomienda abordar la tendencia de la didáctica crítica como una perspectiva de reflexión sobre las pedagogías emergentes del entorno virtual.

Palabras claves: Tendencias didácticas, educación virtual, didáctica tecnológica, conductismo, conectivismo.

Introduction

Thanks to the technological advance, virtual education proposals seek to be revolutionary in order to have a positive influence on teaching-learning processes. Therefore, there are teaching trends generated based on specific ways of perceiving information and communication technologies (ICT), as well as on the ways of using them with the aim to take the most advantage of them and to eliminate the barriers that may exist in the use of virtuality applied to education.

The empirical reality has proved that the educational praxis of the teacher is much more related to face-to-face education than what the teachers want to admit: evidences confirm that the teaching models that may be adjusted to virtual education have been avoided by many teachers from all levels of education.

It is important to discuss, from an interpretative approach, some teaching trends of virtual education through their deconstruction. From a theoretical perspective, two general trends are distinguished: classical and innovative.

Problem

Although the development of teaching in the virtual environment is not so recent, teaching seems to have remained in face-to-face style and even in the imaginary of the students. Teachers, with their knowledge, attitudes and practices, make their teaching fall into these styles and the student continue being a mere receiver.

However, as said by Duart and Sangrá (2010, p. 7), teaching possibilities of virtual education are innumerable and “requires a methodology that has to change the way in which teachers traditionally teach and students learn.” This indicates that the teaching-learning processes undergo a transition through certain transformations generated by virtual tools.

What ought to be supports a transformation of educational purposes, objectives, sequences, methodologies and assessments, which, in the virtual environment, changes the sense of teaching-learning processes that diametrically differs from the merely transmitting approach of the traditional teacher's role. In addition, learning has been due to the passive style of the student in their role of apprentice of contents of the current culture, and they must know how to object to them whenever warranted by the circumstances.

Therefore, when teaching, the concept, objectives, methods and the evaluation of teaching are important, and for teachers, they can be assumed as a classical and innovative way, obtaining advantages and disadvantages from each one of those perspectives. As said by Lara (2001, p. 133), "there is a dilemma of teaching-learning theories in the virtual environment."

Regarding the confrontation between behaviorism and constructivism in the virtual environment, many authors have suggested to use a mixed strategy that lies in using the advantages of both theories. For example, Lara (2001) says that:

The behavioral perspective must be used mainly to manage organizational aspects such as definition of the process structure, the statement of objectives and the evaluation management. The constructivist perspective should be used to manage eminently academic aspects such as the definition of interaction strategies and to define individual and group activities that will contribute to the achievement of objectives (p. 134).

In addition, there are other teaching trends in the virtual environment such as the conversation theory, the situated knowledge theory, the connectivism theory that try to break away from the classical teaching methods in the teaching-learning processes (TLP). The responsibility of the learner in their learning construction, the teacher as mediator and evidently, the instructional role assigned to the ICT are important for these trends.

However, the virtual education elements, apparently innovative, have been implicit: purposes, goals and aims of a type of education immersed in the virtual context are openly unknown. Not to even mention the necessary

sequences and methods for its success. The educational praxis styles of the teacher mediated by the ICT and TLP, in light of teaching trends, in all education levels, are still tacit and each teacher works in “their way”. This problem opens a discussion about such trends.

Thus, an interest in researching several theoretical approaches on teaching trends of virtual education and interpreting them in terms of their use for TLP is promoted. The need and importance of such research lies in opening a reflective space that can be used to generate new discussions about the teaching possibilities of the virtual education. Consequently, the following question arises: What results are obtained from interpreting different teaching trends of virtual education?

Argument

Research Background

In Puerto Rico, Casanova (2016) presents a talk in the EDP University, titled *El docente virtual: un cambio al paradigma tradicional / The virtual teacher: a change in the traditional paradigm*. This study was aimed at providing the teachers with an outlook of the necessary competences to become a virtual educator, and thus, promoting the quality of the technology-mediated teaching modality, which is only a means, in order to finally transform through education. To that end, the author conducts a documental research and its results show that the teacher’s role has changed over the years to be adjusted to the reality of the generation of students they teach and to the globalized world the professionals face.

He concludes that in view of a highly technological generation and the prompt immersion of digital natives, it is worth considering the importance of the teacher’s role and identifying the more potential areas for its development, since that virtual teaching modality implies several challenges, and one of the most significant challenge is the constant technological change and its implications for teaching.

In Colombia, Padilla, Vega and Rincón (2014) published a scientific article submitted to the Universidad Militar Nueva Granada, titled *Tendencias y dificultades para el uso de las TIC en educación superior/ Trends and Difficulties in the Use of the ICT in Higher Education*. This research was aimed at understanding, from a reflective perspective, the importance of a flexible, systemic pedagogy based on the contributions of a teacher with historical awareness that allows overcoming obstacles in the virtual or blended education process.

The methodology of this study was a documental review of different scientific texts in hermeneutic code, and the use of axial and open coding procedures. The authors obtained that, based on the memos created, by way of results, for the classification of the information by using the software “ATLAS.ti”, the difficulties related to the ICT appropriation were solved through the systemic and constructivist pedagogical foundation.

In this regard, the research contribution was focused on giving value to the teacher’s role and the importance of their teaching style, being clear about the substantial role of education in the ICT appropriation to boost contents, resources, materials and activities seeking to facilitate the autonomous and collaborative learning of students. The authors conclude that the permanent training and the self-evaluation of the pedagogical practice carried out by the teacher are relevant.

In Cuba, Lombillo, López and Zumeta (2012) conducted a study for the Universidad Agraria de la Habana, titled *Didáctica del uso de las TIC y los medios de enseñanza tradicionales en las Instituciones de Educación Superior (IES) municipalizadas / Didactics of the Use of ICT and Traditional Teaching Methods in Municipal Higher Education Institutions (IES, by its Spanish initials)*. This study was aimed at characterizing the current practice on which the use of teaching methods in the Cuban college classrooms in its second stage is based, as part of one of the research project tasks “Perfeccionamiento del proceso de universalización en las sedes Universitarias Municipales de la provincia de La Habana. Generalización de resultados y

desarrollo de experiencias innovadoras contextualizadas” / “Perfection of the Universalization Process in the Municipal College Campuses of the Province of La Habana. Generalization of Results and Development of Contextualized Innovative Experiences.” A study was carried out in 11 municipal Higher Education Institutions for Physical Culture of the province selected during four academic courses (2007-2009) and (2009-2011).

The descriptive methodology was applied by using observation, survey and the attitude scale “Semantic differential of Osgood” as important methods and techniques. The global results achieved in the two research stages revealed that teachers show a temporary non-systemic use and with certain tendency towards disapproval of teaching methods, particularly ICT in the blended teaching-learning process.

The background described is related to the current research, since it allows discussing about the ICT impact on teacher’s teaching methods and teaching-learning processes, as well as about the teaching weaknesses to face virtual education.

Based on the foregoing, it is deduced that there are teaching trends in virtual education that show difficulties and challenges to face: important and urgent requirements the teacher’s praxis must consider, since technologies generate the so-called «emerging pedagogies» by Adell and Castañeda (2012, p. 15), understood as a set of pedagogical approaches and ideas, “not well systematized yet” that arise from the use of ICT in education and that try to take advantage of all their communicative, information, collaborative, interactive, creative and innovate potential in the framework of a new learning culture.” So it is worth mentioning that, as stated by Garcia (2017, p. 9), “digital learning is supposing an educational disruption because it proposes a drastic change of supports and methods.” In view of the foregoing, the following thematic axes supporting the argument are proposed.

Thematic Axes: Teaching Trends, Virtual Education

Teaching trends can be understood as the model, approach, perspective of thinking to which certain teacher's praxis style is prone. According to Pino (2010: 1), the term teaching trends "to call certain concepts of the pedagogical reality and education has been difficult in the last years". Sánchez-Toledo (cited in Pino, 2010: 1) defines them as a "set of theoretical and pedagogical positions connected by a common core that generally, group several followers who support, disclose and can put them into the educational practice." So it is of research interest to consider the thematic axis Teaching Trends as a construct that shapes the teaching-learning processes (TLP) as a context of application of the virtual education.

In this research, the general teaching trends are classified in classical or traditional and innovative. Regarding the classical ones, Pino (2010: 1) explains that they are characterized by understanding the educational action as a triad that has as a core the instructional process. They consider the teacher's position as the main subject and generates a receptive learning. The emphasis is put on personal teacher-student relationships and they do not consider the benefits of interrelationships between personal and customized components of TLP.

The contents are based on the encyclopedism that involves the memorization and repetition by the learner, the teacher exposition and the fact that the learner fundamentally assumes the role of spectator; verbalism is overestimated to the detriment of the systemic observation and lived experience. Finally, learning evaluation has been essentially characterized by the transmission of knowledge. Therefore, it is considered a final activity with a mechanic function, and even as an intimidation weapon (Pino, 2010). This trend is closely related to behaviorism, rationalism and academism, where TLP is focused on the teacher.

Meanwhile, in the innovative teaching trends: the New Classical School (Pino, 2010), the Allosteric Model (Giordan, as cited in Añez, Becerra,

& Bousquet, 2003), the Technological Didactics (Pino, 2010), the Critical Didactics, among others, the TLP focuses on the learner.

It is worth looking at these trends, starting with the cognitivism-constructivist trend, connecting them artificially due to the common elements between them. In this trend, which is a result of the criticism of the classical traditionalist model, it is taken into account the importance of the learner's role as an active cognitive subject, constructor and discoverer of knowledge. However, such pedagogical approach is criticized by Giordan (as cited in Añez, Becerra, & Bousquet, 2003, p. 4), who says that "it is not only enough to discuss conceptual aspects and mechanisms of students; there are countless interdependent socio-cultural relationships (the classroom, the school, the family, etc.) that play an important role in learning."

So the aforementioned author proposes the Allosteric Model that is based on the fact that "concepts are not individualized entities or independent of each other, but they form semantic networks of meanings; in addition to this dynamics, it is necessary to consider the dynamics of the sociocultural context where learning occurs." (Giordan, as cited in Añez, Becerra, & Bousquet, 2003, p. 4). In addition, social constructivism (Carretero, 2009) considers the context.

The models of the Neoclassical Didactics and the Technological Didactics as teaching trends join the previous models focused on the learner, but, the last two go a step further, since they consider the sociocultural learning environment. Pino (2010, p. 1) says that the Neoclassical perspective considers the sociocultural context. However, it "has a limitation: it causes a spontaneous process in teaching that makes it difficult a higher concentration and control of the learner's actions."

On the other hand, according to Pino (2010), the Technological Didactics trend is characterized, among others, by the following aspects:

The same learning process is the one that plays down the role of the teacher by focusing on the environment as the material support of the method. –There

is no reflection process that allows the reconceptualization of the theoretical framework of its proposals. –In the implementation, the student is subjected to technology, instructional programs, supposedly according to their personal pace and individual differences, to the learning instruments: books, machines, procedures, techniques –The role of the teacher that now goes from the one who knows the contents to the one who knows the techniques is reconsidered. This allows the teacher to continue controlling the educational situation. – The evaluation is about measurement, thereby supporting the observable and measurable nature of learning. (p. 1)

So although this approach is focused on the learner, its characteristics show that the teacher has a new type of control (technical) over learning situations and there seems to be a return to behaviorism, specially, regarding the TLP evaluation system. For Pino (2010) this Technological Didactics trend has a behavioral influence although there are still levels of cooperation and interdependence among students.

Moreover, connectivism is in this type of didactics and it lies, according to some authors, in “a learning theory for the digital era developed by George Siemens and Stephen Downes to explain the technology effect on the way we currently live, communicate and learn” (Ovalles, 2014, p. 73), trend considered a current educational paradigm with characteristics that will be discussed later.

This review ends with an innovative teaching trend called Critical Didactics. This trend was on the rise in the 80’s in some countries of Latin America. According to Pino (2010, p. 1), it was focused on “the non-school education with a humanist influence, since it emphasizes the role of the subject in contact with social reality and society’s problems.” The Critical Didactics is opposed to cognitivism and other trends, since it praising affective, value and emotional elements.

On the other hand, Añez, Becerra and Bousquet (2003, p. 12) characterize this trend as a trend that “promotes the systemic development of the interpretative categories of teachers and helps with the development of

self-reflective communities that guarantee the joining together of theory and practice, among other aspects.”

It is important to register a concept of virtual education, which is classified, generally, in e-learning (or remote), and b-learning (blended) modalities. Specifically, virtual education is the “use of technologies based on the Internet to provide a wide range of solutions that combine acquisition of knowledge and skills or capacities.” (Aguilar, 2015, p. 34)

It is interesting to note that the integration of ICT in education will be successful “when the education system can design a significant learning as a result of experiences and reflective content, able to make the student and teacher generate knowledge.” (Hernández, 2017, p. 333). This search needs to address the alternative teaching-learning processes (TLP).

It is worth defining TLP as those relationships between teacher and learners (and peer-to-peer) aimed at “the students’ activity oriented, under the direction of the teacher, towards the domain of knowledge, skills, habits and the formation of a scientific concept of the world.” (Ortiz, 2009, p. 1). According to the aforementioned author, such relationships are *dialectic*, and their components are the objectives, content, methods, means and their organization that make up an internal logic relationship.

Virtual education does not escape from the acceptance of this same TLP concept, with the difference that the components move within the space of the technologies, in particular, the Internet, which substantially transforms the roles of the teacher, learner and the instructional design to be managed in such space. According to De Pablo (2017, p. 54), an indispensable factor for a better learning “is the methodological thought of the organization of an *online* course, that is, the teacher must provide resources and activities seeking to achieve different competences that meet different learning objectives.” So the aforementioned author says that “the teacher will play another role: to mediate in the process between information and knowledge that we call learning.”

Technological Didactics Trend

At the beginning, it is worth mentioning Aguilar (2015, p. 31) when he says that the boom in virtual education “has occurred in parallel to a technology that has increasingly developed the relationship and interaction between participants through communication networks.” So teaching-learning processes has increasingly focused on and formed according to alternative teaching methods, in which, the objectives, content, methods, means and its organization are influenced by teacher-learner and peer-to-peer relationships that now are developed in a more immediate, faster communication context dominated by “technocentrism” and virtuality.

For that reason, for the interpretation of some teaching trends of virtual education, it is necessary first to emphasize the benefits, but also the disadvantages of the transformation of the teaching-learning processes under alternative teaching methods, with the boom in virtual education; which is the same, show strengths and threats of the communication, technocentric and virtual context for such processes.

In such regard, Aguilar (2015, p. 357), says that immediacy of information enable “participants to take an active part as creators and recreators of their own cultures thanks to that agile, flexible, asynchronous and fluid interconnection that supposes the concept of virtual.”

So the whole teaching proposal that pretends to be an alternative must embrace immediacy and flexibility that make virtuality possible with its advantages, allowing the mass use of education by transcending time and space, helping people, whose characteristics prevent them from having a face-to-face or blended education, to study. It is worth mentioning that, in virtuality, the educational use of mobile devices has been emphasized, which “increases the advantages of flexible learning when breaking even more the space-time barriers.” (García, 2017, p. 20)

Regarding the relationship among participants, virtuality supposes a “huge capacity as a facilitator for the co-participation, relationships and

social communication and active exchange of meanings.” (Aguilar, 2015, p. 357) This highlights collaborative learning theories as a teaching theory for virtual education, such is the case of the proposals made by Suárez-Guerrero and Muñoz (2017, p. 369), who say that “cooperation and participation give sense and meaning to networking.”

According to Bauman, the threats of the communication context dominated by virtuality and immediacy; (2015, p. 117), have generated a “liquid modernity”: a fluid society with fragile links and weak values, dramatic changes and high uncertainty.” So “the change in the modern history of time refers to the impact that is starting to be seen on the existential human condition. The change in question is the new irrelevance of the space, disguised as the annihilation of time.” (Bauman, 2015, p. 126)

The negative consequences of virtuality in the field of education are undeniable: contact with physical environment has been lost, which is important for learning. In addition to this, Domínguez and Ybañez (2016, p. 183) say that the improper use of virtuality “has jeopardize some usual ways of communication...family, social and work relationship have been deteriorated little by little”, which has an impact on learning. For example, the well-known constant content search in social networks seems to be due to the interests, needs and motivations of the learners, which seems to be a long way from meeting their requirements in terms of relationships, studies, emotions, and axiology.

The teaching-learning processes, the teacher’s praxis and other (epistemic) contexts of the educational task are involved in a goal unwanted by the educational systems, and they can feel helpless due to the avalanche of communicational contents that replace learning and behavior in accordance with the formal educational objectives.

Reviewing the Technological Didactics trend, two trends will be considered: behaviorism and connectivism. Behaviorism, applied to the virtual environment, points out the main role of the teacher, the passive

receptivity of the learner, the instructional role of TLP, where the control, which is of technical nature, is over the means and the teacher, and the evaluation is a measurement with an intimidating and punitive approach.

Connectivism is characterized by “making decisions that is a learning process itself. Choosing what to learn and the meaning of the incoming information are seen through the lens of a changing reality” (Ovalles, 2014, p. 77). This aspect, maybe seen as a strength, since it reinforces the learner’s role as the core of TLP, is questionable and can become a great threat for virtual education and its teaching proposals.

In relation thereto, the reader can realize the vulnerability of the educational actors (teacher and learners) in the avalanche of virtual messages and contents that make teaching-learning processes based on internalization of several and questionable criteria to filter undiscussed and explicit information subject to a continuous transformation that can cause TLP components to be deviated from the ideal and formal educational purposes.

In addition, the characteristic of behaviorism that makes it be innovative is pointed out by the Ministry of Education of Peru (Ministry of Education of Peru, 2016, p. 7), and summarized as follows: “working is getting involved in a community.” This is also questionable, since, in virtual education, the community and its concept have changed with ICT. In this regard, Aguilar (2015, p. 36) says that “in virtual contexts, the situational value, the dialogical relationship, the mediation and by extension, the ways of living together change...we ask ourselves about the figure of the new identity of primary groups in network and community.”

The teacher-learner relationship, the peer to peer relationship and the relationships with the globalized community make it possible to reinforce the collaborative and cooperative learning, about connectivism states: “knowledge is the result of the interaction among the members” (Ministry of Education of Peru, 2016, p. 7). However, as said by Aguilar (2015, p. 376): “we questions ourselves if cooperative learning is possible in virtual learning

environments regarding the level of dialogical and critical commitment [present in] the postulates of social construction of the sociocultural theory knowledge.”

So this study manages to address the Critical Didactics trend (explained before), in which the idea about the TLP and its teaching methods are relevant to discuss, from other perspectives, the problem cause by this research, being a pending task for the academic community interested in virtual education.

It is worth mentioning the milestones of the study so far: connectivism arose as an alternative pedagogical trend that is part of the Technological Didactics. This didactics has been, from some behavioral components, in particular, regarding conditioning defined by the Ministry of Education of Peru (2016, p. 6), as the teacher’s praxis “based on stimuli and responses.” However, although it belongs to the Technological Didactics, the connectivism transcends the conditioning due to the reasons above mentioned.

Connectivism as a teaching trend of virtual education threatens in a way the human condition with respect to their existential problems, their social ties, their values, due to the so-called, according to Bauman (2004), the generation of liquid modernity. So a new question arises: Has connectivism turned out to be a new behaviorism? Is it useful for the improvement of teaching-learning processes?

The Technological Didactics in terms of its Use in the Improvement of Teaching-Learning Processes (TLP).

In classical trends, which occur in the behavioral approach, learning shows a change or transformation in the behavior (“the mind is a black box”), and that reality is considered to be external and “objective” (Ministry of Education of Peru, 2016, p. 6). The supposed scientific objectivity ignore internal factors and mechanisms of the learner to be learnt. Hence, the assignment of a passive receiver role.

However, under the same behavioral approach proven in several virtual classrooms, there is a technical control of learning situations by the teacher, which helps to avoid the digression of communication ideas, contents and messages provided by the network. So the criteria to filter the information are kept, so that it can contribute with the instructional objectives. However, it is determining and the TLP prevent a learner that does not build their knowledge from a significant learning.

Regarding connectivism, trend on which the alternative technological trend for virtual education is based, “learning is diverse and complex... knowledge is acquired when needed” (Ministry of Education of Peru, 2016, p. 7). Therefore, the teacher’s control is minimal resulting in digression of communication ideas, contents and messages of all kinds. So, teacher-learner relationships are transformed and in this transformation, the sight of instructional objectives is lost. Consequently, connectivism seems to belong to a New Classical School, in the sense that it causes a spontaneous process in teaching that makes it difficult to guide and control the learner’s actions.

Besides, the Technological Didactics in its connectivism trend, has other element subject to questioning. So it is worth mentioning Zapata (2011, p. 1), who says that in the information society, “the pace of news makes the old truth be replaced by a new one without time to act with calmness as demanded by science, and without validating the accepted truth.” For that reason, among others, the aforementioned actor questions the fact that the connectivism theory has solid elements to become a teaching model.

Therefore, connectivism has a long way to go, for example, the Critical Didactics’ way, whereby self-organization, complexity and chaos typical of that theory can be guided according to a true use in the teaching-learning processes. To that end, it would be important the implementation of “creative virtual classrooms”: their creation is known, but their impact has been poorly assessed or validated based on TLP.

There are theories other than behaviorism and connectivism, such as cognitivism, constructivism, social constructivism, allosteric model, among others that inform about current teaching trends and that, through field research works, they may arise as typical of certain virtual educational community. Such trends are not insignificant, and they were mentioned at the time. However, the critical point of the discussion was comparing extreme trends, which showed that behaviorism is related to connectivism, since both trends turn the human being into a robot. And although the latter transcends the former in several aspects and for several reason explained before, both of them are part of the Technological Didactics, in which the former meets the Classical Didactics and the latter meets the Neoclassical Didactics.

Conclusions

The Technological Didactics trends dehumanize. Firstly, due to the excess of control of the fulfillment of instructional objectives, developed based on a conditioning theory, therefore, not related to human nature. Secondly, due to the lack of a specific teaching and learning theory that allow educational criteria and clear and explicit instructional designs, which turns the man into a slave of technology without knowing for sure what he learns, why he learns it and, in the end, what he really wants and needs to learn.

The Technological Didactics, either from the perspective of the behavioral model and connectivism model, slightly considers or not dialectic relationships present in the pedagogical task. Therefore, the impact of ICT deconstructs some expectations placed upon them for the improvement of teaching-learning processes. This trend has been found little useful: the objectives, the concept, methods, organization, components of such processes avoid the role of the learner as a builder of their own learning or result in spontaneous processes of knowledge apprehension under undefined criteria and probably, a far cry from formal educational ideals. This has a negative influence on the learner academically, emotionally and axiologically.

On the other hand, the sociocultural context that applies to the allosteric model and the social constructivism, among other models typical of innovating trends, is addressed by the Technological Didactics, from the perspective of relationships in the framework of virtuality. Therefore, the physical environment tends to be ignored, or almost assumed in the case of blended teaching-learning processes. In any case, virtual interrelationships prevail in such processes, and they are considered, to a great extent, as a threat to learning and educational objectives, due to the lack of contact with the environment, which provides the learner with a significant learning, in exchange for immediacy (resulting from technology) of an information that we can call liquid.

In view of this outlook, the alternative would be the development of “creative virtual classrooms” that meet the condition establishing that teachers, under reflective criteria, discuss the design of alternative methodologies related to sociocultural approaches, taking into account that TLP, as there are new advances, transform the worldviews in general. And this impacts on the perspectives of educational processes: For that reason, the criteria as well as the presence of the teacher must be flexible, must consider immediacy and their action must be consistent with it.

This research must continue with new questions that make it possible to critically face the problems of the current trends of virtual education that transcend the simple interpretation. By this means, the ideas of such trends will be addressed to open a new discussion about the topic, reflecting about the Critical Didactics trend for virtual education in the framework of the design of creative virtual classrooms that make improvements in the teaching-learning processes.

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