

## Colegiabilidad en entornos virtuales de aprendizaje como estrategia para el incremento de la calidad en formación continua a distancia

*Collegiality in virtual learning environments as a strategy for increasing  
quality in continuing distance education*

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### Resumen

Derivado de un análisis de modelos de Entornos Virtuales de Aprendizaje propuestos e implementados por diversas organizaciones e instituciones educativas, se ha detectado el limitado desarrollo de los factores de Aprendizaje Cooperativo y Colaborativo en la evaluación del conocimiento lo cual limita la calidad en la formación continua. En este artículo se hace una propuesta de implementación en el diseño, impartición y evaluación de Entornos Virtuales de Aprendizaje basado en el concepto de Colegiabilidad el cual fundamenta los preceptos del modelo de Cooperación y Colaboración. La ventaja de la Colegiabilidad es que permite el aprendizaje de todos, el compartir aprendizaje entre otros y el apoyar el aprendizaje común; este concepto que potencializa la adquisición de conocimiento a través de la creación de redes de aprendizaje en grupo.

**Palabras Clave:** Entornos Virtuales de Aprendizaje, Colegiabilidad, Aprendizaje Colaborativo, Aprendizaje Cooperativo, Formación Continua.

### Abstract

Derived from an analysis of models proposed Virtual Learning Environments and implemented by various organizations and educational institutions has detected the limited development of the factors Cooperative and Collaborative Learning in the assessment of knowledge which limits the quality of training. In this paper, a proposal for implementation in the design, delivery and evaluation of virtual learning environments based on the concept of collegiality which underlies the precepts of Cooperation and Collaboration model. The advantage of collegiality is that it allows all learning, sharing and learning among other common learning support, this concept that potentiates the acquisition of knowledge through networking group learning.

**Key words:** Virtual Learning Environments, collegiality, collaborative learning, cooperative learning, Lifelong Learning.

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### Introduction

Information, Communication and Collaboration Technologies (TICC) have modernized the procedure in the way we communicate, in turn changes were generated in the media, previously it was unusual to create email accounts or to have a space in a social network; However, today we have reached an acceptance and integration of technological media as part of our daily activities, let's call this having a cell phone and communicating by messages or having a computer equipment and access to our website or our social network, without limiting professions, ages or social levels.

In terms of education, this could not be otherwise, because in pedagogical matters they try to imitate the natural communication and learning structures, that is, they are identified in the new generations to include it in the knowledge acquisition techniques and thus we learn. and let's teach "Speaking the same language".

The evolution of learning techniques has led to the definition of new environments that include virtuality in their model as an essential part of the transmission of knowledge. These models noted as **Virtual Learning Environments (EVA)** characterize: computer tools, functionality and all those main components supported by technology that implement in a virtual setting the educational work taught in a conventional classroom.

## I. CONTENT DEVELOPMENT

### Virtual Learning Environments

Defined by Ávila & Bosco as: "Space where the conditions are created for the individual to appropriate new knowledge, new experiences, new elements that generate processes of analysis, reflection and appropriation." (Avila & Bosco, 2001). This space favors the appropriation of contents, experiences, pedagogical and communication processes, going beyond the scope of traditional learning environments in the classroom.

Working through Virtual Learning Environments has accelerated the promotion, dissemination and delivery of continuing education courses and programs, due to the nature of continuing education, which is generally aimed at groups of people with limited time availability who must consider professional updating at the end of your daily activities; That is why the EVAs support the promotion of training or continuing education, taking into account that the objective is to translate the traditional learning environment defined in specific times and places to an online work environment that is flexible in time variables. and space according to the needs of each user, without decreasing the quality of their

academic acts; In addition to the above, teaching courses virtually extends the panorama to diversity in the educational offer.

When planning and designing a VLE course, it is necessary to integrate it from several moments of application and with strict adherence to the themes of constructivist learning environments proposed by pedagogical experts. The key aspects within the design and planning of virtual learning environments to offer continuing education have been integrated in Figure 1.

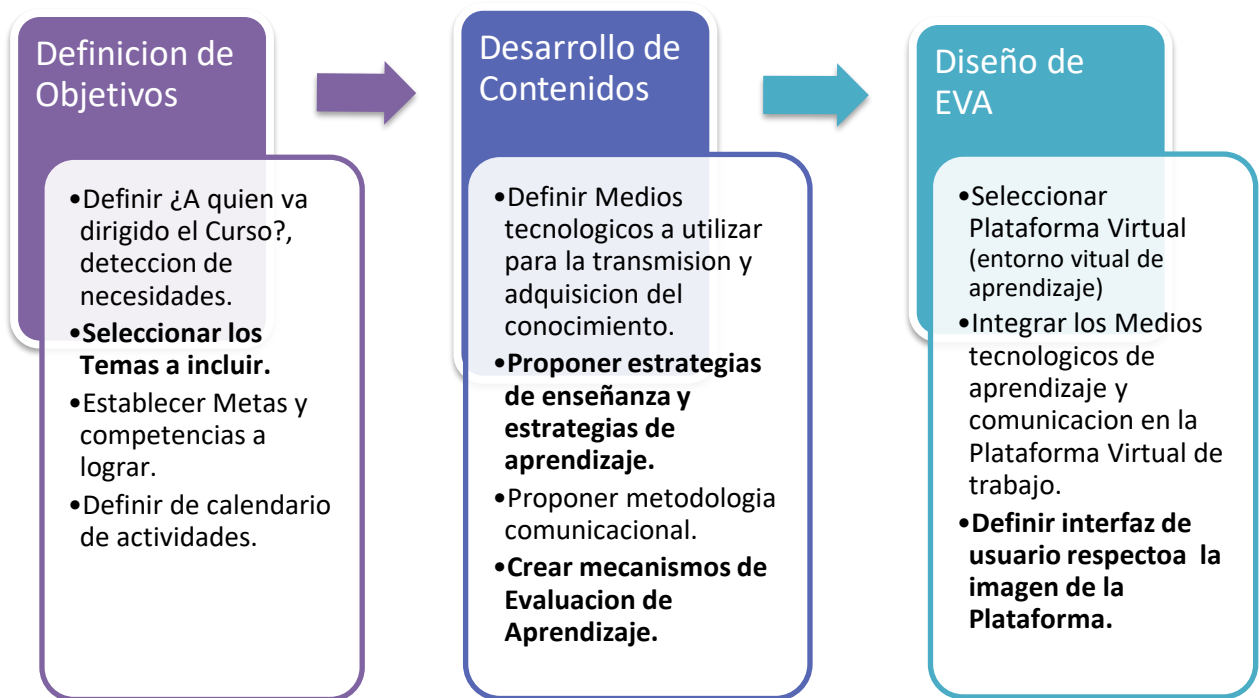


Figura 1. Diseños y Planeación de entornos virtuales de aprendizaje

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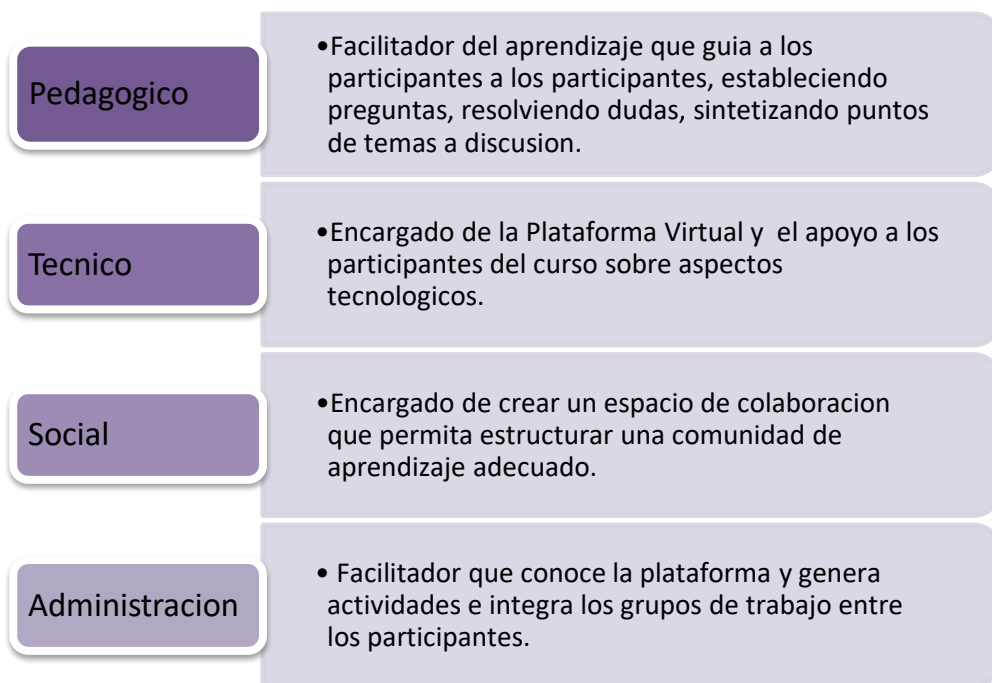


Figura 2. Roles de Docentes en Ambientes Virtuales de Aprendizaje

The four teacher roles defined in Figure 2. They are based on the components of virtual constructivist learning, where pedagogical functions, appropriate technologies and social organization are defined, which in turn refers to the design and planning of virtual learning environments defined in Figure 1 of this article.

### **Collaborative and Cooperative Learning**

Generally we place the terms of cooperation and collaboration in the same concept, the reality is that their definitions are aimed at teamwork and it is difficult to identify collaboration without prior cooperation. In (Peña, Perez, & Rondon, 2010), the definitions of Cooperative Learning and Collaborative Learning are established as follows:

*"Cooperative Learning is a term that identifies teams, where members work together in a coordinated manner to solve academic activities and deepen their learning process."*

*“Collaborative Learning is based on the union of efforts, the communication that is generated from the exchange of information where each member contributes knowledge, experiences, styles and ways of learning.”*

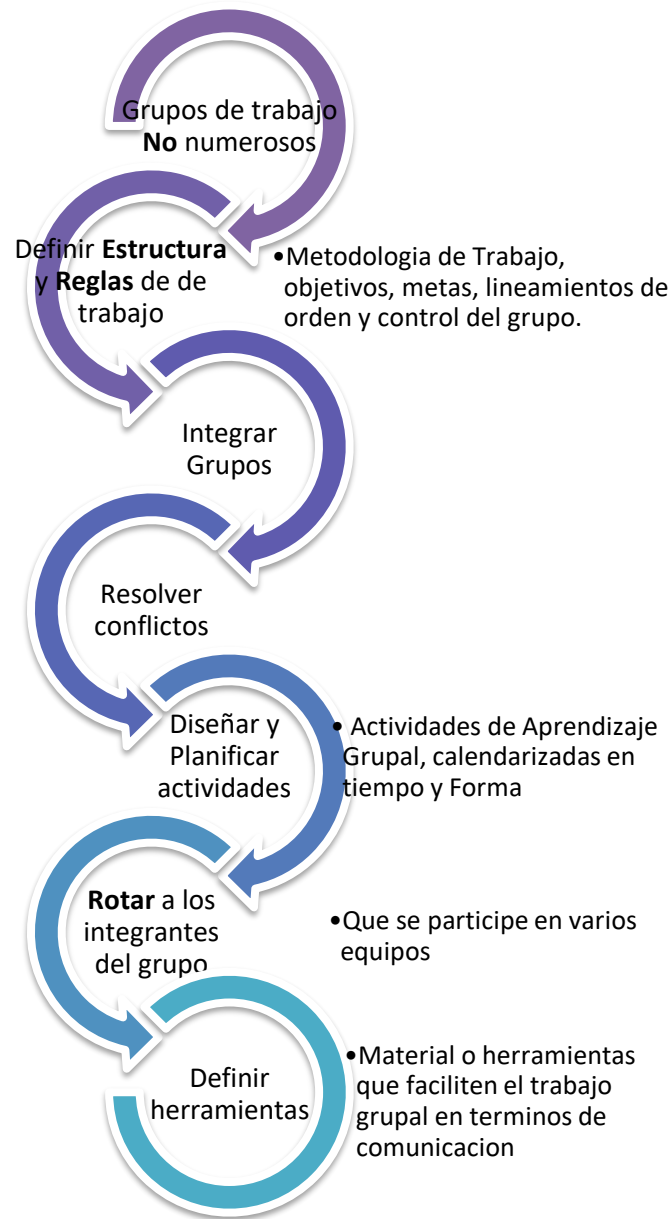
The authors (Peña, Perez, & Rondon, 2010) In addition to conceptualizing Cooperative and Collaborative Learning define the main difference between them: "In Cooperative Learning, it is the teacher who designs and maintains almost complete control in the structure of interactions and the results to be obtained. In the collaborative, the students are the ones who design their structure of interactions and maintain control over the different decisions that affect their learning”.

In either case, it refers to the fact that we work in a system based on interactions and it must be designed to induce reciprocal action among team members.

When the teacher promotes Collaborative and Cooperative Learning in the classroom, team members work in a disciplinary and interdisciplinary way, in an international context, develop interpersonal skills, respect and know multicultural diversity, enhance critical reasoning and foster an ethical commitment. from peer learning.

Some of the characteristics that should be considered for Planning Collaborative and Cooperative work are described in Figure 3.

**Colegiabilidad**



The term Collegiality adheres to the structure of Collaborative and Cooperative work, concepts that within the structure of the new educational reforms are highlighted as quality strategies; The central idea of Collegiality is to focus on teamwork and not exercise an individualistic profession, but the attachment to work in pairs and therefore access and willingness to new ideas. It is important to mention that collaborative work around collegiality does not only require "Team" activities defined as learning strategies, but also the integration of work teams from the administration and structure of educational plans and programs, that is why the importance of Collegiality in the activities of organization, design, delivery and evaluation of a course, plan or program.

The author Pujadas describes the following: "The collegiate structure is not the simple evaluation by peers, but the system of joint review among those who have the right to participate in the decision according to their different functions in the university community (professors, students, graduates). , companies, government)" (C.Pujadas & J.Durand, 2002).

The author invites us to identify collegial work as a form of communication, development and integration from management to the teaching of a teacher, taking this activity to the classroom and for logical reason the promotion and dissemination of teamwork arises naturally with the students.

The benefits that collegiality offers us is the sum of efforts to enhance our productivity and its quality. "Collegiality requires a cooperative approach that allows not only that we all learn together, but that some learn from others and that some encourage others to learn. This approach multiplies the effectiveness of learning, makes it much more satisfying". (Angel, 2002).

As well described by the author Ángel in the previous quote, the idea of multiplying the "efficiency of learning" gives us the advantage of interdisciplinary work, generating Communities with the intention of Learning. However, it faces us with great challenges in



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The Expanded Concepts of Cooperative and Collaborative Work as well as Collegiality is a new boost from UNESCO referring to the creation of Networked Learning Societies that, supported by the growing changes in information technologies, enhance the acquisition of knowledge. (United Nations Educational, Scientific and Cultural Organization, 2005).

The UNESCO declaration invites us to establish work links that are not limited to interaction in a specific physical space, this is possible through the incorporation of virtual spaces within our work environment, enabling interaction at different times or places of action. . Today there are multiple virtual platforms that allow us academic interactivity.

### **Proposal for the Integration of Collegiality in Virtual Learning Environments**

As an integration of concepts in Figure 4. A Proposal is structured where Collegiality is defined as a quality value added to the Structure in the planning, design and delivery of courses through Virtual Learning Environments that support collaborative learning and cooperative of the students, reflection of the teamwork of the teachers and administrators of a Higher Education Institution.

The diagram defines a four-stage structure as a guide for the design of Virtual Learning Environments that support collaborative and cooperative work. Collegiate participation or work in pairs stands out in each of the stages. Now if it is feasible to intertwine the diagrams of Figures 1 and 3 to obtain an Integrating Proposal of Concepts (Figure 4), which expresses the advantages of collegiate work and its incorporation into Information Technologies.

In this article, priority is given to the planning and design of Virtual Learning Environments applied to Education or Continuing Distance Training, where the needs to expand educational work spaces are permanent, and EVAs are an alternative and solution to increase educational offer, propose responses to the establishment of plans and programs based on education for life, promoting diversification and equity in education.

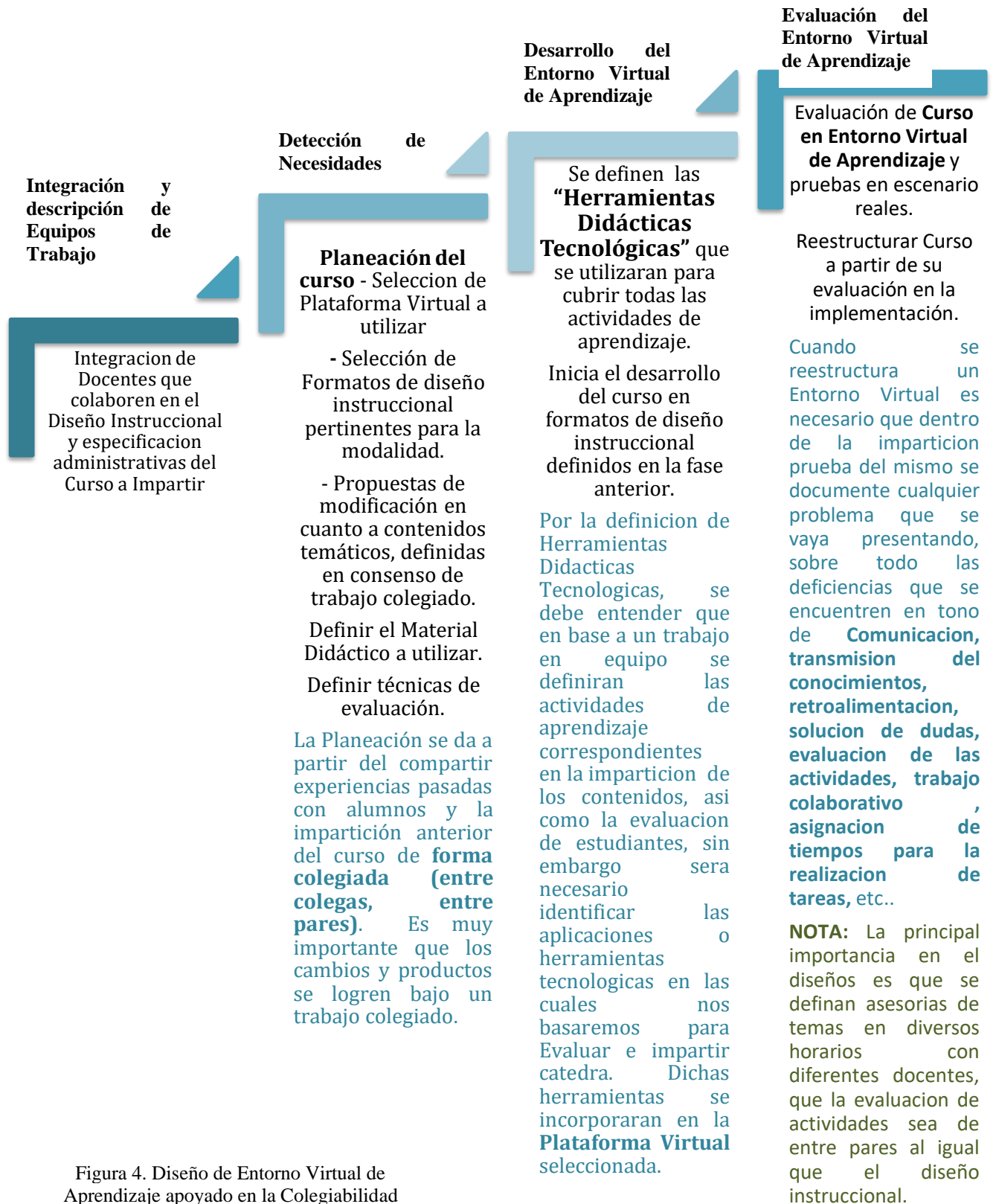


Figura 4. Diseño de Entorno Virtual de Aprendizaje apoyado en la Colegiabilidad



Figure 5. Conceptualización de Educación Continua

Figure 5 defines the union of topics and concepts that are a fundamental part of the Training or Continuing Distance Education guidelines, which are defined in Mexico by the National Association of Universities and Higher Education Institutions (ANUIES). (ANUIES, 2010). Within the continuing education guidelines it is specified that there are variants in the delivery modalities which can be offered virtually as long as the competency requirements of the work plan are met.

### Conclusions

The accelerated growth of Continuing Education derived from social needs for constant training, has promoted the incorporation of Information Technology (IT) in the delivery of courses, workshops, diplomas and seminars. This technological implementation must



comply with the quality of the training programs as the main objective. We believe that the development of Virtual Learning Environments, as well as their structure, greatly supports the incorporation of technological tools that support learning activities.

In this article, a Proposal for the design and planning of Virtual Learning Environments based on Collegiate activity was presented; Where cooperative and collaborative work is defined as a strategy to increase quality in continuing education programs, we achieve this due to the benefits and advantages of Collegiality where by working as a team we add effort and enhance the quality of the results

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