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The use of ICT and the impact of going from face-to-face to online teaching and learning during the school year 2019-2020

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ABSTRACT

Taking into account the crucial moment that our educational system is going through due to the impact of Covid-19 and the changes that have been imposed in our lives, this project aims to find out the effect this extraordinary situation has had in the way lessons are given and how are teachers doing it. In particular this research study will focus on the thoughts and experiences of a number of teachers from Institut Joan Ramon Benaprès that are now teaching their lessons online to students from first of ESO to second of Batxillerat. High Schools have been forced to leave the traditional classrooms and transform them into virtual classrooms, this project is willing to discover if teachers found that this change has affected students motivation and implication, if they think they are managing and solving the situation with the resources they have, if this situation will carry a lack of knowledge for the students for the following courses and if this course will end satisfactorily, that is to say if students will be able to achieve the goals of a certain school level.

Key words: teachers, virtual classrooms, motivation, experiences.

Tenint en compte el moment crucial per el que passa el nostre Sistema Educatiu degut a l'impacte de la Covid-19 i els sobtats canvis en el nostre dia a dia, aquest projecte té la finalitat de trobar quin ha sigut l'efecte que aquesta situació ha tingut en la manera de donar classe i com ho estan fent els professors. Aquest projecte es centra en particular en els pensament i experiències d'un grup de professors de l'Institut Joan Ramon Benaprès, els quals ara mateix es troben donant classes online a alumnes des de primer d'ESO a segon de Batxillerat. Els instituts s'han vist forçats a deixar les aules tradicionals i convertir-les en aules virtuals, aquest projecte vol descobrir si els professors han trobat que aquest canvi ha afectat a la motivació dels seus alumnes i si la seva implicació en les matèries ha canviat, si creuen que estan controlant la situació amb els recursos dels que disposen, si la situació comportarà una falta de coneixements important per als alumnes en posteriors cursos i si troben que aquest curs acabarà satisfactòriament assolint els objectius que s'havien proposat a l'inici d'aquest.

Paraules clau: professors, aules virtuals, motivació, experiències.

Teniendo en cuenta el momento crucial que atraviesa nuestro Sistema Educativo debido al fuerte impacto de la Covid-19 y los cambios acontecidos en nuestro día a día, este proyecto tiene la finalidad de encontrar cual ha sido el efecto que esta situación ha tenido en la manera de dar clase i como lo están llevando los profesores. Este proyecto se centra en particular en los pensamientos y experiencias de un grupo de profesores del Instituto Joan Ramon Benaprès, los cuales ahora mismo se encuentran dando clases online alumnos des de primero de la ESO a segundo de Bachillerato. Los institutos se han visto forzados a dejar las aulas tradicionales y cambiarlas por aulas virtuales, este proyecto quiere descubrir si los profesores han encontrado que la implicación y motivación de sus alumnos ha cambiado, si creen que la situación comportara un a falta de conocimientos necesarios para los cursos venideros de sus alumnos i si creen que este curso acabara satisfactoriamente y alcanzando los objetivos planteados al inicio de este.

Palabras clave: profesores, aulas virtuales, motivación, experiencias.

The use of ICT and the impact of going from face-to-face to online teaching and learning during the school year 2019-2020

1. INTRODUCTION

The world is experiencing hard moments, the whole humanity is living something that had never happened before and it is having an impact in our lives and in the way we interact with the rest of the world. Social relations and social interaction won't probably be the same in the near future and among other things, education and teaching have dramatically been affected. Virtual classrooms did exist before Covid-19, it was possible to study a career online or to learn a language in an online academy, but schools and high schools until now did their teaching in traditional classrooms, students attended a class where a teacher gave a lesson; from the middle of march of 2020 this changed in Spain (and progressively in the rest of the world), and teachers and students had to adapt to this new situation. Although in Catalonia since 2007 IOC[1] has been offering online courses to students who could not attend a high school or to do subjects that were not given in their high schools. And the experience of distance learning goes very much beyond, in 1978 INBAD[2] started giving distant courses to 1st of BUP students. But this is clearly not a common way of learning, but now this is our reality.

This research parts from the idea that the implementation of information and communication technology (ICT) has been an issue for many years now, but "it has been gaining ground as a learning tool in the last few years" (Gil; Rodríguez; Torres, 2017: p. 441), and as I personally have been able to see during my internship in Institut Joan Ramon Benaprès, it depends on the subject, the course and on the teacher that gives an specific subject, so not all subjects have the same ICT resources or tools. Due to the hasty change of the way the course has to continue, teachers have been forced to adapt the content of their lessons and to do everything online, expecting a positive reaction from the students who are also not used to learn in this way. Virtual classrooms have been imposed, and who knows how long will it take to go back to traditional classrooms or if next course will suffer changes in the way we attend a classroom.

Our educational system had never suffered before such a dramatic and hurried change, nor had normal or traditional lessons been stopped for such a long time. We have to go back to the year 1986 when students protested for their rights and Universities and high schools students mobilized and stopped lessons for almost three months. Taking into

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[1] Institut Obert de Catalunya

[2] Instituto Nacional de Bachillerato a Distancia

account this extraordinary moment the world is going through, this project is going to make a research based on the opinion of high school teachers who are suffering this change, and who no longer can make their lessons as they had planned at the beginning of the course. It is interesting to see what their reaction has been and how have students reacted to the new activities and ways of working proposed by the teachers.

This research intends to focus on this topic to see how things have changed now that primary and secondary schools are forced to leave the traditional way of teaching and implement completely the use of ICTs, they have to do activities which imply the use of some kind of technology, now that there is no other alternative but to use technology to carry out their lessons, this research aims to observe what has been the impact, if they have noticed a change in the students motivation and enrolment. Furthermore they as teachers probably have seen a change compared with the results of the first term and the second term (which was carried out normally except for the last three weeks) and the third term (which is carried out online).

2. OBJECTIVES AND HYPOTHESES

In this section, I am going to revise the main points that I am going to enquire about during the project. I am also going to see the hypotheses from which this project parts.

In this paper we will try to focus on the following objectives:

-To discover if teachers are confident about the way they are giving their lessons now.

-To have an idea about how this situation will affect the students in the future.

-To see if there have been changes in the implication and motivation of the students.

-To get an idea about teachers familiarity with technology, and how they use it to give their lessons.

-To find out if there have been significant changes in the results from the two first terms and the last one.

The above points lead to the following hypotheses:

- Have high schools (in particular Joan Ramon Benaprès) been able to adapt to the new way of teaching and continuing with the school year thanks to the use of ICT and the virtual teaching?
- Has the sudden change from face-to-face to online teaching affected students' results and participation?

3. THEORETICAL FRAMEWORK

In this section the goal is to see how important and present the use of ICT nowadays in education is. What has been said about teachers' opinion regarding the use of ICT in the classrooms and when and why there is a need to use it for instance, with the help of quotes and information from articles about the topic. Also, a quick look to our present thanks to some Spanish teachers who shared their experiences about teaching in times of Covid-19.

3.1 ICT in education and in high schools

It is true that nowadays we have lots of technology surrounding us, which we use to do almost everything, we use it at home, when we travel and in our social life to say a few examples, but what about applying all the things we know about technology to improve teaching and to help the learning of the students. The use of ICT in education is very flexible and there are many opinions about the topic and whether it is good or not at all. With the arrival of the internet, integrating technology in the teaching and learning processes has become easier, but it also has its perks. It is true that not everybody has the same possibilities of accessing technology or to acquire technological devices, in the same way not all high schools implement it in the same way, their facilities and the capacities of the teachers when dealing with technology play a key role in this situation.

As a general belief, "teachers need to possess a high level of self-confidence with ICT" (Tezci, 2011: p. 486), this is obvious because if they don't know how to work with technology they won't be able to teach their students to use it. So they have to have some knowledge and "they need to be very well educated on how ICT can be integrated into education so that they become confident users of ICT in the classroom" (Tezci, 2011: p. 486), once this is achieved the correct use of ICT in the classrooms should be guaranteed. According to Jo Shan Fu "ICT therefore provides both learners and instructors with more educational affordances and possibilities" (Fu, 2013: p. 112), so it is beneficial for both the parts implied. In the same article, the following benefits of using ICT in education are pointed out:

-Assist students in accessing digital information efficiently and effectively

-Support student-centered and self-directed learning

-Produce a creative learning environment

-Promote collaborative learning in a distance-learning environment

-Offer more opportunities to develop critical (higher-order) thinking skills

-Improve teaching and learning quality

-Support teaching by facilitating access to course content[3]

These are clearly what could be expected when using ICT in class, that it will always be something to improve our teaching a helpful tool if used properly. In particular from these seven benefits, the one that says "Promote collaborative learning in a distance-learning environment", is especially important due to the situation we are living nowadays, where teachers have to foster the use of technology to continue with the school year and encourage students to keep going.

Some research has previously studied the implementation of ICT and the thought teachers have about its uses, an article from 2013 states that "the teachers develop an appropriate and trusting atmosphere in the schools that help them to increase the use of ICT" (Sangrà; González, 2013: p. 217), so if they are interested in applying ICT in their lessons if the schools where they work are willing to do that it will be easier for them and they will continue implementing its use in their lessons. They conclude the article saying that "the kind of use of ICT is a key factor for innovation, teaching and improvement of learning processes" (Sangrà; González, 2013: p.217), so as said before it is something beneficial to complement our lessons, to make them richer.

Another study carried out in 2012 about the factors influencing teacher's use of ICT in education concluded that "what is shown is that specific positive attitudes to ICT in pedagogical work with students and colleagues are the kind of attitudes that seem to facilitate teachers' use of ICT in education, whilst general positive attitudes to ICT in education do not seem to have much of an impact" (Player-Koro 2012: p.105). So the use

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[3] (Fu, 2013: p. 113-114)

of ICT must have a specific purpose and a goal in order to make the experience more beneficial.

For instance the *Departament d'Educació* of the *Generalitat of Catalonia* has started a program which will implement the use of mobile phones in the classrooms, with the specific purpose of improving the digital competences of the students. This program has started this course 2019-2020 and counts with the participation of state and public schools. But what is more interesting is that the program includes specific training for the teachers. Programs like this one implement the use of technology in the classrooms and also normalize it using tools in the classroom which naturally don't belong there. Although this program sounds very appealing, the truth is that in the centre were this research project was carried out they were not aware of it and the use of mobile phones is not very recommended, they prefer to use laptops and avoid using such tool in the classroom. Perhaps thanks to the training that the program says it offers teachers could lose the fear of using that kind of tools which are not essentially designed to be used in a classroom.

3.2 Motivation to use ICT

Some researchers have explored the issue of why teachers would use ICT in their lessons, and whether they are motivated to do so. A research from 1999 concluded that "different factors can contribute to teachers' motivation to use ICT. These include their attitudes to ICT, their beliefs in the value of ICT for teaching and learning and their perceptions of whether or not they can use it themselves and use it effectively in their teaching" (Cox; Preston; Cox, 1999), it can be said that teachers have to find their motivation to use ICT, it should be something that moves them, why they want to use it but not because they are forced to. It continues saying that "motivational factors include making lessons more interesting and more fun, contributing to pupils' learning, improving the presentation of materials and making the lessons more diverse" (Cox; Preston; Cox, 1999), so these factors are to improve the lessons to give them more dynamic and complete.

In another research from 2017 which focuses more on the impact that using ICT has in students concludes that "tools Web 2.0 are useful to awaken interests for reading and writing, that digital resources are effective to motivate the interest for grammar and

listening, moreover it is important to do a transformation in the instructional practice, because the use of ICT as a tool to reinforce teaching is necessary when the students are native or technological migrants" (Tena, 2017: p. 4), that is to say that students also like the use of ICT and that in some aspects it might be beneficial for their acquiring of knowledge and to foster certain skills which without the use of ICT would be less appealing for them.

3.3 Evolution from face-to-face to online teaching

When thinking about giving lessons through a screen we have to bear in mind that what works face-to-face might not work when we are online, as Esani says "Compared to the traditional face-to-face courses, online courses require more development and design time and the delivery is more labor intensive" (Esani, 2010 p. 2), so the way lessons are structured might be redesigned and restructured in order to adapt to an online environment.

Traditionally teaching has been thought as a face-to-face transmission of concepts and knowledge, but the arrival of the internet also lead to the start of the Web-Based instruction[4], which meant that teaching was not restricted to the face-to-face environment or the strict one to one relation of the teacher and the student, this lead to online courses and distance learning. This implies changes, pointing out one of the assumptions made by Relan & Gillani mentions in particular the role of the teacher concerning WBI, it says the following: "the teacher "dethrones" him/herself as the disseminator of Information, and becomes a facilitator for finding, assessing, and making meanings from the information discovered from a variety of media (Relan & Gillani, 1997: p.3), this provokes a change in the role of the teacher as was understood before, the teacher is no more a leader but a companion of the student, the facilitator of the knowledge and who guides the students through the chosen media or tools to carry out activities.

Not everything is easy or quick in this transition, some teachers might not feel comfortable as well as for some students it might be hard to follow if they are used to a face-to-face environment, both parts go through a process of adaptation and this might not always be accepted or achieved, Redmon point out that "The transition to online

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[4] Web-Based Instruction in "an innovative approach to delivering instruction to a remote audience, using the Web as the medium" (Khan, 1997, p. 5)

teaching and learning from a traditional face-to-face approach challenges the expectations and roles of both instructors and learners. For some instructors, when they change the place of teaching, they feel that their identities are under threat. (Redmond, 2011: p. 2)", teachers might not always feel comfortable with that change or unable to adapt as well as students.

It is true that there are positive and negative aspects in both ways of teaching, to conclude with a positive one as Esani states "Some of the frequently mentioned advantages of online teaching are that it is convenient, efficient, challenging and can be fun and rewarding. (Esani, 2010: p. 3), this could also be said about face-to-face learning but when it is not possible online teaching when well planned might work as well as face-to-face teaching.

3.4 Online teaching and learning in the times of Covid-19

But what about when the lessons have to be carried out completely virtually, when there is no other option but to use ICT to carry them out and it is not a possibility but an obligation; this is exactly what we are dealing with in our present. The pandemic that is affecting people worldwide is also affecting the educational system, the spread of this virus has led to the closure of educational institutions all over the world which has accelerated the development of online learning environment within institutions which were not used to do so in order that the learning was not disrupted. In Spain all educational centres have been closed since the middle of March, and teachers are giving lessons from home and students are also receiving them from home, so the situation has imposed a drastic change in the way the course was going on in the majority of high schools of the country.

Many teachers are worried about the way they are doing their lessons now, teachers are forced to work online, and it is not the way they prepared the course at the beginning of the school year, as Esani states "The instructor must start preparing for an online course long before the course starts. (Esani, 2010: p. 2), and as this way of working now was not planned teachers have to adapt to the situation and continue with the course in the best way possible.

UNESCO[5] has presented a collection of distant learning solutions, to give examples and tools in order that teachers could have ideas and guidelines to follow. It is certainly a time to share information and to be more connected than ever, teachers must support each other in order to continue with the good function of the school year.

Teachers might feel lost and the uncertainty of the moment might affect them; in the early days before the closure of the educational centres and the change in the way teachers were giving their lessons, in an article from *El País* some anonymous teachers revealed their thoughts about the fears they had on that subject which were the following: "distance learning is complicated; there are many students who have difficulties to print or they even don't have Internet access at home", "we are worried because we haven't received yet the instructions on how to adapt the school program for distance learning" and "our virtual classroom does not work properly. There are teachers who manage well with technology but there are others who don't". (Torres Menárguez, A. , Zafra, I. ,2020), these are some of the common thoughts that might arouse in teachers who weren't used to use technology in their lessons and were unfamiliar with tools to teach online, but also they feared the consequences these changes would cause in the students, as they said, not everybody has the same chances of accessing technology and surely it is something that is not granted in every family, many aspects might be considered like the members of the family that might need the devices to access to lessons at the same time or even the possibility that they do not even have a device to access the lessons for example.

In the other hand, we have some thought of teachers who after a few weeks after the closure of educational centres and who have been doing distance teaching stated the following: "not everybody has the same access to Internet, to a tablet or to a computer" and they also have the feeling that "we are working more than in the face-to-face lessons and we will see which is the result of that" (La Gaceta de Salamanca, 8 April 2020), so the thoughts some teachers had once that they had been doing distance teaching are related with the fears the teachers had on the previous days before the closure of the centres. As our present is uncertain more things could change until the end of the school year but what we know is that we are living something that we had never experienced before.

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[5] United Nations Educational, Scientific and Cultural Organization

4. METHODOLOGY

4.1 Context and participants

Initially this research project was designed with the intention of collecting data from students of Institut Joan Ramon Benaprès, but due to the circumstances and to the new approach of the research the data is going to be collected from teachers of the same high school. The decision was taken because it was going to be less complicated to get in touch with a significant number of teachers than with a group of students, if high schools weren't closed the data could have been collected in the classrooms and more students would have taken part than if the data was tried to be collected online.

As a tool to gather the necessary data to give answers to the objectives and hypothesis of this research a questionnaire was created. The information will be received from a group of ten teachers who work at Institut Joan Ramon Benaprès in Sitges, which is a state high school that covers the levels of education from first of *ESO* to second of *Batxillerat* and also has six different training cycles. This is the centre where I was doing my 210h training, as part of the Màster de Formació del Professorat, and also where I completed my education from first of ESO to second of *Batxillerat*, so I was very glad to be able to spend time there and now relate it once again to my academic training. The first ideas to do this research project involved gathering data from students of the mentioned centre, but due to the circumstances of the moment it was going to be easier and probably more successful to try to get in touch with the teachers and not the students, as getting in touch with the students involved telling the teacher of those students what was needed for the project and then expect that those students who are confined at home agree to answer a questionnaire when they are sometimes not even able to access the lessons online. So bearing this in mind the focus of the project was changed and the data was going to be gathered from teachers who are working in a distance teaching environment but before Covid-19 weren't used to do so.

The group of teachers is formed by six women and four men, who have been working in education for many years, some of them are younger than the others but none of them is less than thirty years old; this was not done on purpose, but there is a common believe that younger teachers tend to be more familiar with the use of technology in their

classroom, but as stated in the theoretical framework it depends more on the willingness to use it and on having an specific purpose to use it. As I have been doing my training where the mentioned teachers work I have seen that they already used technology to carry out their lessons sometimes, also the presence of ICT is more present in some subjects than in others. The teachers are from different subjects which are the following: English, Catalan, Spanish, Mathematics, Physical Education, Technology, Social Sciences and Philosophy. It is interesting to have data from different subjects to see if there are notable differences between them. Although the questionnaire is anonymous, if the results need it the subject which each teacher teach will be mentioned.

4.2 Instruments

To carry out the research and to collect data some kind of instrument needed to be used, at first after changing the focus of the research individual interviews were planned but then it was changed to a questionnaire in order to have straightforward answers and to make it easier to analyse the results. In addition to the questionnaire, an interview was conducted with the headmaster of the centre to have more information about the subject that this research project is studying.

For the configuration of this research project, as mentioned, a questionnaire was created in order to gather data. The questionnaire is formed by six YES or NO questions which two of them can be complemented with some examples if the teachers find it necessary and five more questions that teachers have to answer with a couple of sentences. This questions were designed to give answer to the objectives of the research project and the hypothesis. The questionnaire was created online and sent to the teachers who accepted to participate.

Another instrument to gather complementary data for the research project was interviewing the Headmaster of Institut Joan Ramon Benaprès, in order to elicit his conceptions related with the topic of the project. The questions proposed were not exactly the same as the ones presented in the questionnaire, but similar and much related with them. This interview had the purpose of getting to know a bit better how the school was working during this tough period and to know which was the view and thoughts of the person in charge to coordinate the function of the centre. This interview was done online and a document containing its questions and answers is going to be attached in the

annexes. The answers to the interview are not going to be analysed with the answers of the teachers because as mentioned are not the same, but when necessary they will be taken into account and analysed in the next points of the research project.

4.3. Data collection

After creating the two instruments, it was time to send them to the participants. First it was time to send the questionnaire and then arrange a meeting with the Headmaster of the centre to carry out the interview. The questionnaire was created with Google Forms and a link was sent to the ten participant who kindly agreed to participate via email, they were asked to answer it when they had the time (they were dealing with lots of work at that moment and there was no need to put more pressure on them). The answers of the questionnaires arrived during the following week, everything went as expected. Once the questionnaire was completed by the ten teachers and the answers were quickly revised it was time to get in touch with the Headmaster, a meeting was arranged via email and the interview took place using Google Meet, it lasted half an hour and the Headmaster agreeably answered all the questions even though he was told that if he did not felt like answering some questions or they were not appropriate he was in his right not to answer.

5. RESULTS

The next step is to analyse the results of the questionnaire and analyse them thoroughly to get a conclusion and make a comment about the relevant points taken thanks to the answers of each question. Thanks to that, the hypotheses will be answered and a reference to the objectives of the research project will be made in the conclusions section. Looking at the data it can be said that the answers were pretty much the expected with a few surprises and with lots of details about how teachers are dealing with the arduous situation that is teaching during a pandemic. Talking in quantitative terms, the answers of ten teachers are significant to get an idea about the topic the research deals with, but to get more information a more extended questionnaire should have been made, but in the situation that we are living and bearing in mind the amount of work teachers have the questionnaire was designed to be completed easily and quickly basing the answers on their own experience and thoughts and not asking them about complicated issues.

In the questionnaire there were some questions from the YES or NO section in which teachers could make a comment and give some examples if they found it necessary, if they are relevant for the research they will be commented as well. In the annexes section the complete Google Form with every teachers' answers will be found (See annex 8.1), also to see clearer the results some graphics from the YES or NO questions have been added to the annexes too (see annex 8.2). Regarding the answers, as expected, some of them have almost an unanimous answer, but some of them have divergent answers which asserts that every person has its own opinion and it has been interesting to see different perspectives of teachers who are dealing with the same problems in the same centre and not all of them see them in the same way. After finishing with the comments about the questionnaire's answers a quick summary about the relevant answers of the interview with the Headmaster of the centre will be made, and as mentioned before some reference to the Headmaster's answers could be made along with the questionnaire's answers if the answers are related

The analysis of the questionnaire's answers will be structured as follows: first the analysis about the YES or NO questions and then the analysis about the questions where elaborated answers were required.

Regarding question number one where the teachers were asked about if they used to use digital resources during their lessons before the closure of the high school the answer was

almost unanimous, the majority of them answered that they were used to using digital resources in their lessons except for one that teacher which was the Social Science teacher, I think the subject in this case is not relevant because normally the use of ICT is more present in subjects related with technology or Languages. In this question teachers could mention which were the resources they normally used and most of them used the high school platform to upload files for the students or web pages related with their subject.

In question number two they were also asked about digital resources but in this case if they were familiarized with tools to carry out an online class, the answers here are divided, almost the half of them answered affirmatively and the rest of them affirmed that they did not know how to carry out an online class because they were not familiarized with the tools needed to do so. With this answer we see that the sudden change from face-to-face to distant teaching forced some teachers to get use to this kind of tools which implied that maybe at the beginning lessons could not be carried out properly because the teacher was not aware of how the tools worked. One of the teachers who answered that was not familiarized with tools to carry out an online class was the Physical Education teacher which could be seen normal because this subject consists in doing practical exercises outside of a regular classroom most of the times also not being able to be face-to-face with the students makes it even more difficult than in other subjects to continue with the course. In order to have a bit more of information about how Physical Education lessons in particular were taking place during this times the teacher said that he was recording himself while doing exercises and then sending them to the students for example, and also lessons became more theoretical, so although this teacher was not familiarized with online teaching at the end lessons could continue going on thanks to the rapid adaptation of this teacher for example.

In question number three teachers were asked if the management team of the centre gave them the necessary information and tools to continue with the course now that they had to do it online, and nine out of ten teachers answered affirmatively and just one of them disagreed. Maybe this teacher thought that this information was not enough for example or needed specific tools to carry out the lessons.

Question number four also has a very homogeneous answer and only two teachers differ from the rest of the teachers' answers. Here they were asked if in their opinion the rest of the teachers were using the adequate tools to carry out their respective subjects and almost all of them answered that they thought they were doing so. Thanks to question number ten which will be dealt with in the upcoming paragraphs we can see that teachers have been in touch with the rest of their colleagues so that is why they can give their opinion about this issue.

Question number five deals with students' results, teachers were asked if in their opinion this year students' results should be considered in the same way as if they were the results from a normal school year, so not taking into account that lessons have not been carried out as usual and that some students might have had difficulties following the content and activities given after schools closed. The answers for this question were almost half saying they should be considered in the same way and the rest saying that they should not, but the interesting part of this question is when teachers went with a more detailed answer about their opinion. The teachers that said that this year's results have to be considered in a different way supported their opinion saying that there is going to be a lack of content and that has to be considered, some others pointed out that without having direct contact with the students they could not evaluate them in the same way as they did in a normal year for example and that the teacher's presence is beneficial for the students learning. Some others say that what is not fair is that everyone passes the course because students who usually did not work when they were in the high school, now that they are at home they do not work neither and the ones who do the work are the ones who usually were hard workers in the high school. The ones that say that the results should be considered as if it was a normal year say that it is because when schools closed, they had already done enough content and with the addition of the content they are doing online the goal is achieved for example.

In question number six which is the last question of the first part of the questionnaire, teachers were asked if in general they were receiving a good response from the majority of their students when sending them new material and giving them tasks for example. The answers to this question were as in the previous ones almost unanimous, just one teacher disagreed saying that the response received was not good at all and another teacher said that the response was good but not always, so the answer given by this teacher was that the response received from the students was good 50% of the times.

Next, the answers from the following questions will be analysed following the same procedure but in these questions every teacher gave its own answers, those were open questions, so the goal is to summarise the responses and see if they have similar answers.

In question number seven the goal was to discover if teachers had noticed a significant change in the students comparing this last semester carried online with the two previous ones that were carried face-to-face. Some of the answers stated that it was still too soon to get a real idea about if the results were going to be different, some had not corrected anything yet, some others directly said that students were not participating and not completing the tasks given, another one noticed a change in the students' behaviour and found that they were nervous and insecure. Some teacher said that students' results were the expected, students who used to work are doing the work properly and the ones that did not use to do anything at school at home they work even less. Another teacher says that when the activities were not compulsory less students did them in comparison with the number of students who are doing them once that it has been said that all the work they do will be taken into account. The last two teachers were surprised because the results they are receiving now are improving maybe because students have more time now to work and to use tools to improve although if there is a significant change in the results probably it will be noticeable in the next school year.

In the following question, question number 8 teachers were asked about students' motivation and if it is different now, this question is similar to the last one because they were asked about how they are seeing their students. The answers in general affirmed that a change in students' motivation was noticed, although some said they were not sure and that it was early to see it, some of the teachers stated that due to the situation they were less motivated and that the lack of contact with their classmates and teachers was affecting them, also as they do not have to justify themselves if they do not do the work is making them work less, so the solution proposed is to make engaging activities to manage to motivate them. Some say, like in a previous question, that the students who were motivated before are still motivated and the ones that were not motived before, now are even less motivated. Some point out that older students are more motivated and actively working online than the younger ones. For some the situation help them to realize that they had to work harder and now are doing so, and for some others students do not have

the necessary discipline to carry out online learning. This question had very diverse answers, which is something good and shows that not all students are equal and what works for some of them does not work for some others.

The next question, question number 9, was about the difference in the response received depending on the course, if teachers had noticed that depending on the course the response and engagement to the virtual lessons and what they entailed differed between different courses or if they were pretty much similar. They were asked if possible to compare students from higher levels with the ones from lower levels. The answers of this question are very interesting, some teachers said that second of *Batxillerat* students who are the older ones are the ones who are more implicated with the virtual lessons and that the difference with lower levels is considerable because they are worried about their future in particular the ones that are willing to go to university the following course and are afraid of not learning everything they were supposed to. Some teachers state that almost the 100% of *Batxillerat* students have handed in some kind of task or work whereas first and second of *ESO* students are not doing anything at all in general, there are always some exceptions. Another teacher says that it does not depend on the course, it depends on the student. And finally, some teachers think that there is no difference in the response among different levels, their work is pretty similar and in addition one points out that students are used to using digital resources so they it is easy for them to work from home.

This next question, number ten was about communication, if teachers were keeping in touch with the rest of their colleagues to put in common their experiences and thoughts about the virtual lessons, students' behaviour and responses and anything that needed to be discussed with the rest of the department, and how were they doing it and how often. The answers were unanimous and all affirmed that they were keeping in touch with the other teachers. Thanks to using digital resources these communications could take place, using Whatsapp and emails or doing online meetings in virtual platforms such as Google Hangouts, although some agree that it is difficult to arrange a meeting because their timetables are very different. Some of them said that such communications between teachers took place daily and others said just once or twice a week or when it was needed, although they were all uploading the progress they were doing with the students to the high school platform. It is necessary to add that as usual if students needed it, they could send emails to the teachers and they would answer them as soon as they could, so communication with the students was also granted.

The last question of the questionnaire is number eleven and here teachers were asked about how they thought this situation would affect the learning of their students and if it will influence them and put them at a disadvantage for the following courses. In this last question as it has been happening in the rest of the open questions there is a variety of opinions about the issue, some say that they think this situation will not affect them and will not carry consequences for the following years because the course has only been different regarding the last term and it is not significant compared to the content they had already given, but if the next course could not start in a normal way maybe it would be a problem. One teacher says that this situation will benefit them because now they will appreciate more what going to school means and they will make the best of it. Some teachers say that the level will be lower and some students might need some additional support because they have lost the studying habit. One teacher wants to be positive thinking that they are doing their best and that by working day by day with small tasks will help them not to lose track and concerning teachers it is a great challenge to improve their digital competences and carry out different activities using technology and new tools, and that next course they will have to focus on making things as normal as possible. Another teacher says that the lack of contact will definitely affect students because it is not the same to have the teacher in front of you than to have him or her on a screen, also shy students communicate even less than if they were in the classroom, and through a screen you can not see if a student needs your help whereas if you are in the classroom you can see it thanks to her or his behaviour for example.

This was the end of the analysis of the answers received through the questionnaire, now some of the relevant points of the interview with the Headmaster are going to be analysed in order to complement teachers' responses. As stated in the previous section, the interview was carried online and recorded with the approval of the Headmaster, the audio file was then transcribed and the whole interview with the questions and answers can be found in the annexes section (see annex 8.3).

To begging with the questions made to the Headmaster were not exactly the same given to the teachers, this was made in order to have a deeper view of some issues that teachers might not have as much information as the Headmaster has. He was asked about the training teachers have to deal with the problems they are facing nowadays and he said

that as it is a new situation that never happened before teachers were not ready to face the challenges that it implied, he thinks that the educational system was not ready to face this challenge, this in a way agreed with the teachers' answers who said that they were not familiar with tools or digital resources to carry lessons online. But he adds that the management team has been working hard to raise to the challenge and find the necessary resources and give them to the teachers and the students to continue with the school year, bearing in mind that not everybody had the same opportunities to have access to the Internet or electronic devices. They have been giving constant support about the use of new technologies to the families and the teachers that needed it.

Talking about the process of adaptation of the curriculum and content to do it online, they have tried to adapt to everyone's schedule and that is why they were not doing regular online sessions but what they did was upload weekly to the high school's platform tasks for the students to complete during the week and then upload them to get a correction from the teachers. They asked the teachers that if they had to do online sessions with the students it was recommended to focus on the parts that worked more with the competences of the topic not master classes that probably students will not be able to follow without the presence and support of that teacher. For instance in this high school there are also vocational training courses and this kind of courses are based on practice, in this case teachers could record themselves doing a practice and sent it to the students and then the students would do the same and send it back to the teachers to be evaluated, this implied the use of resources and devoting to it extra time which is something that thanks to this situation students have time to do.

Then he was asked if the centre had been asked for electronic devices by the families, if some students told them that he or she was in the need of something to continue having access to the content the teachers were uploading and he answered that he himself had been delivering the high school laptops to the students that asked for them, when he was asked he said that he had already delivered about forty computers but that more will be delivered because students took their time to ask for them, but luckily the high school still has some left. Talking about the families he said that they were demanding more content and daily lessons, they thought that what was been done by the high school to continue with the course was not enough, maybe because they compare it with other centres which had opted for a more continuous communication and number of online lessons; he says

that it is difficult to manage to arrange schedules and program online lessons, that is why they decided not to do this every day but just when necessary. Families are nervous too because this situation is new for everybody.

Another issue the Headmaster was asked about was students' participation. He said that thanks to the information he has received he has discovered that students' participation is decreasing so he thinks that they are less motivated to work and study than when they were coming regularly to the centre. Like the teachers answered in one of the previous questions, the students that are participating more are *Batxillerat* students, maybe because they feel more the pressure than younger students or because they are more aware of what is happening and how important it is not to lose track, maybe their knowledge about digital resources and the use of ICT is higher.

In addition to the participation and motivation of the students he thinks that not having been able to carry out this term in a face-to-face atmosphere will not affect them significantly for the following school years. Furthermore he says that this course should not be considered extraordinarily because when the school closed more than the half of it had been done so for three months doing the necessary exceptions according to the situation like considering the work done online by the students, the year should be considered as if was a normal one. Next year they will consider what to do with the content that has not been studied and curriculums will be adapted.

Finally looking to the future he was asked about the possibility of going back to face-to-face teaching and learning in this school year, and his thoughts were not positive at all due to the preventive measures and the impossibility of the high school to fulfil them. Maybe the vocational courses come back to do practices, or second of *Batxillerat* students in reduced groups to get ready for their lasts exams. Also teachers to have meetings could come back soon and prepare the next school year. The challenge will come next year when slowly and hopefully every one could return to face-to-face lessons.

With the Headmaster's responses some of the questions are now clearer and also agreement and disagreement with some of the issues can be seen between the teachers' answers and his answers.

6. CONCLUSIONS

Arrived to this point I can say that this research has given me the opportunity to have an inside view about what was happening in the centres during the confinement and in particular keep in touch with the teachers that helped me carry out my internship in the centre were this research was carried out in particular.

In order to have clearer conclusions of the research project I am going to go through the objectives and hypotheses presented in the previous sections to see if they have been achieved and if I can answer the hypotheses once all the information has been studied.

Thanks to the questionnaire I have learnt about teachers' opinions and experiences which showed us that they were not confident at all about the way they had to continue with the school year because they were not very familiar with tools and the use of ICT for teaching. If this ever happens again I think we all have learnt the lesson and more measures will be taken and more training about the use of digital resources will be given to the teachers in the near future. As commented before, some teachers were already incorporating ICT in their teaching but I think not a significant number of them do it, or if so they just use tools to share files for example not real tools to carry out their teaching, I think this is something that should be changed because students are very familiarized with technology and if we teach them how to use it with educational purposes their learning will be beneficiated and they maybe will show more interest in the subjects. As seen in the theoretical framework it is important to use ICT with some kind of purpose, not just because is the trend.

The use of ICT should be complemented in the centres not just to be more familiarized with it if we ever deal again with a situation like the one we are suffering now, but to enrich students' education and give them more possibilities and show them new procedures, different from the traditional classroom and adapting the teaching to the needs of the future students who are surrounded by technology in their daily life but once they arrive to the educational centres it seems like the use of technology is something that needs to be prohibited when in reality its use inside the centre is unavoidable.

Concerning the students, and their motivation I have seen that teachers think that now they are less motivated, and this is due to the lack of contact they have with their teachers and the rest of their classmates. If a student's motivation depended on the efforts the teacher was making with him or her, helping him or her and giving courage and confidence to him or her, now this student might feel lost without the presence of the

teacher next to him or her. Sometimes it is important to feel accompanied by the teachers and feel the closeness with the figure that is teaching you the content you are acquiring, I think that through a screen this is difficult and the results most of the times are not the best they could be. This tough situation we are experiencing is affecting them making them work less than they used to do, because they do not feel the need to do it fundamentally because the tasks proposed are not compulsory, this has been confirmed is not beneficial for those students who needed extra attention and more dedication in the face-to-face environment, and now that they are at home teachers can not be as insistent as if they were in the centre. A good question is if this will affect them in the future, in their university studies or in the following school years, teachers think that it is not significant at all and the Headmaster said it too, but what is important here is that they will are able to recognize that this is not a permanent situation and that hopefully soon teaching and learning will go back to how they were some months ago, hopefully we all will have learnt a lesson from it and it will not affect us in a very negative way. If students keep on working in a normal way the next school year they could easily acquire the contents they missed this year. The results of the students during this last term have been a bit different because the amount of work is not the same and as said before not all of them are taking part in the activities because they do not know how to do it, do not want to do it or maybe they do not have the means to do it.

Now looking at the hypotheses:

- Have high schools (in particular Joan Ramon Benaprès) been able to adapt to the new way of teaching and continuing with the school year thanks to the use of ICT and the virtual teaching?
- Has the sudden change from face-to-face to online teaching affected students' results and participation?

I can say that this high school in particular has been able to adapt to the circumstances in order to continue with the school year in a proper way, bearing in mind the different needs of the students and incorporating the use of new technologies and digital resources necessary in this times of online learning. It is visible that everyone has made and effort to give their best in particular teachers and that students are working according to their

motivation and capacities. It is interesting to look back a few months ago when no one could imagine that this situation was going to take place and ask oneself about the things that could have been done to solve the situation in a better way in order to have better results and more student engagement, this implies having more training about incorporating digital resources to teaching in my opinion.

And without aiming to be redundant, once more it has been shown that the situation affected students' motivation, no one is indifferent to the new way of living we had to adopt but everyone is trying to adapt to it, and I think that with the help and compromised of teachers, students will be able to go back to how their learning was last year. But in the present if students did not have the means to have access to the virtual lessons and the materials their learning has been interrupted and more effort will have to be made when everything goes back to normal.

I think that the objectives of this research project have been achieved thanks to the information from the theoretical framework and complemented with the real data obtained from the teachers and the Headmaster. In the same way, it has been possible to give answer to the hypotheses thanks to the data once again and the ideas that made me arrive to. I am happy to say that the responses of the questionnaire were enough and bearing in mind the situation in which this research project has been elaborated I am more that satisfied with the results, because at first I thought that teachers would not want to participate or that I would have had a less significant number of answers. The teachers kindly answered everything and gave me more details in some questions than I had expected.

Certainly the use of technology and the incorporation of ICT in the classrooms I think will increase in the near future, maybe due to the pandemic things will go faster in order to avoid going through the same mistakes. But I think that it will happen as it has happened in our daily life, the presence of technology has been increasing in the last decades and now everyone carries a little electronic device everywhere for example, this could be studied and see if it could be useful inside the classrooms to make tasks or help to normalize the use of non-conventional materials inside of a classroom. This is something we all have to work on.

To finish I would like to add that while doing my research I found that some of the articles about ICT and technology were from the late 1990s and not a very considerable number of materials were from our present days, this is just an anecdote from my experience but

it made me think about the evolution of teaching and how it seems that teaching has not changed in a significant way in the last decades, now I think that progress is being made in the recent years.

Definitely working on this research project has made me improve my research skills and my interest for education as increased. The circumstances that I experienced this year will make me remember this school year and the great opportunity I had to be a part of it while doing my internship and then relating my research project to the same centre.

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8. ANNEXES

8.1 Questionnaire with answers

Participant number one.

Qüestionari TFM

Podreu veure que hi ha 6 preguntes on només heu de triar entre SI o NO i si s'especifica us demano que m'afegiu algun exemple i desenvolupeu una mica la resposta. Seguidament trobareu 5 preguntes on us demano que elaboreu una mica les vostres respostes. Moltíssimes gràcies per la vostra col·laboració.

Maria Morillas Villacañas

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1. Abans del tancament del centre utilitzaves recursos digitals per dur a terme les teves classes?(com ara pàgines web per fer exercicis a l'aula o eines digitals, no només llibres o exercicis impresos) En el cas de resposta positiva podries anomenar algun d'aquests recursos a l'opció Altres

☑ Si

☐ No

☑ Altres: Gravació pràctica amb el mobil

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2. Estaves familiaritzat/da amb eines per portar a terme una classe online? (organitzar reunions online, posar deures, portar un seguiment dels alumnes)

○ Si

◉ No

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3. L'equip directiu del centre t'ha donat informació i eines per continuar amb el curs escolar?

◉ Si

○ No

4. Creus que els professors del centre estan utilitzant les eines per seguir amb les respectives assignatures amb èxit?

◉ Si

◯ No

5. Creieu que els resultats d'aquest curs escolar s'haurien de considerar iguals als d'un curs que hagués transcorregut amb total normalitat? Per què? (escriu la resposta a altres)

☐ SI

☑ No

☑ Altres: Perquè hi ha continguts que no es faran, tema recuperacions, etc

6. En general esteu rebent una bona resposta de la majoria dels vostres alumnes?

◯ Si

◯ No

7. Comparat amb el primer i segon trimestre (fins al tancament del centre) quins canvis heu vist/notat en els resultats dels vostres alumnes?

Poca participación en les tasques

8. Creus que la motivació dels alumnes ha canviat? De quina manera?

Sinceramente tinc dubtes

9. Trobes que hi ha diferencies depenent del curs en la resposta dels alumnes a les classes virtuals? Quines són? (si és possible posa exemples comparant 1r i 2n d'ESO amb 3r i 4t d'ESO i 1r i 2n de Batxillerat)

Entre 1r i 2n (els cursos que faig jo) no hi ha diferència. Poca implicació en les tasques (teòriques, ja que les pràctiques no ho puc saber)

10. Esteu en contacte amb la resta de professors del centre (o del teu departament) per posar en comú el que esteu fent a les vostres classes i compartir impressions i resultats? Com ho feu? Cada quant?

Sí, vía mòbil. Un cop a la setmana mes o menys

11. De quina manera creus que la situació actual afectarà en l'aprenentatge dels teus alumnes? Els hi afectarà en els cursos següents?

En el meu cas no afectarà, ja que la materia es pràctica

The use of ICT and the impact of going from face-to-face to online teaching and learning during the school year 2019-2020

Participant number two.

Qüestionari TFM

Podreu veure que hi ha 6 preguntes on només heu de triar entre SI o NO i si s'especifica us demano que m'afegiu algun exemple i desenvolupeu una mica la resposta. Seguidament trobareu 5 preguntes on us demano que elaboreu una mica les vostres respostes. Moltíssimes gràcies per la vostra col·laboració.

Maria Morillas Villacañas

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1. Abans del tancament del centre utilitzaves recursos digitals per dur a terme les teves classes?(com ara pàgines web per fer exercicis a l'aula o eines digitals, no només llibres o exercicis impresos) En el cas de resposta positiva podries anomenar algun d'aquests recursos a l'opció Altres

☑ Si

☐ No

☑ Altres: Pàgina web de l'Institut. Webs amb recursos de la meva matèria.

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2. Estaves familiaritzat/da amb eines per portar a terme una classe online? (organitzar reunions online, posar deures, portar un seguiment dels alumnes)

◉ Si

◯ No

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3. L'equip directiu del centre t'ha donat informació i eines per continuar amb el curs escolar?

◉ Si

◯ No

4. Creus que els professors del centre estan utilitzant les eines per seguir amb les respectives assignatures amb èxit?

- 🔘 Si
- ⚪ No

5. Creieu que els resultats d'aquest curs escolar s'haurien de considerar iguals als d'un curs que hagués transcorregut amb total normalitat? Per què? (escriu la resposta a altres)

- ☑️ SI
- ☐ No
- ☐ Altres: ....

6. En general esteu rebent una bona resposta de la majoria dels vostres alumnes?

- 🔘 Si
- ⚪ No

7. Comparat amb el primer i segon trimestre (fins al tancament del centre) quins canvis heu vist/notat en els resultats dels vostres alumnes?

El comportament és l'esperat i els resultats van en consonància.

8. Creus que la motivació dels alumnes ha canviat? De quina manera?

Valoren més el que no tenen. Els hi agrada sentir que el professor acompanya i es preocupa pel ells des de casa. Estan motivats i, en general, treballen força.

9. Trobes que hi ha diferencies depenent del curs en la resposta dels alumnes a les classes virtuals? Quines són? (si és possible posa exemples comparant 1r i 2n d'ESO amb 3r i 4t d'ESO i 1r i 2n de Batxillerat)

A 1r d'Eso s'està esforçant al voltant del 75% dels alumnes, com a classe. A 1r de Bat, el 100%.

10. Esteu en contacte amb la resta de professors del centre (o del teu departament) per posar en comú el que esteu fent a les vostres classes i compartir impressions i resultats? Com ho feu? Cada quant?

Ens comuniquem bàsicament per correu electrònic i per whatsapp. També hem fet alguna reunió virtual.

11. De quina manera creus que la situació actual afectarà en l'aprenentatge dels teus alumnes? Els hi afectarà en els cursos següents?

Crec que es una situació excepcional. Fàcil de reconduir.

Participant number three.

Qüestionari TFM

Podreu veure que hi ha 6 preguntes on només heu de triar entre SI o NO i si s'especifica us demano que m'afegiu algun exemple i desenvolupeu una mica la resposta. Seguidament trobareu 5 preguntes on us demano que elaboreu una mica les vostres respostes. Moltíssimes gràcies per la vostra col·laboració.

Maria Morillas Villacañas

1. Abans del tancament del centre utilitzaves recursos digitals per dur a terme les teves classes?(com ara pàgines web per fer exercicis a l'aula o eines digitals, no només llibres o exercicis impresos) En el cas de resposta positiva podries anomenar algun d'aquests recursos a l'opció Altres

☑ Si

☐ No

☐ Altres: ....

2. Estaves familiaritzat/da amb eines per portar a terme una classe online? (organitzar reunions online, posar deures, portar un seguiment dels alumnes)

◉ Si

○ No

3. L'equip directiu del centre t'ha donat informació i eines per continuar amb el curs escolar?

◉ Si

○ No

4. Creus que els professors del centre estan utilitzant les eines per seguir amb les respectives assignatures amb èxit?

○ Si

◉ No

5. Creieu que els resultats d'aquest curs escolar s'haurien de considerar iguals als d'un curs que hagués transcorregut amb total normalitat? Per què? (escriu la resposta a altres)

☐ SI

☑ No

☑ Altres:
Ni els alumnes ni els peofessors estem preparats ni acostumats per aquest ripus d'ensenyament

6. En general esteu rebent una bona resposta de la majoria dels vostres alumnes?

○ Si

◉ No

7. Comparat amb el primer i segon trimestre (fins al tancament del centre) quins canvis heu vist/notat en els resultats dels vostres alumnes?

Que la mayoría no estan treballant

8. Creus que la motivació dels alumnes ha canviat? De quina manera?

No tenen la disciplina que requereix aquest tipus d'aprenentatgeEl

9. Trobes que hi ha diferencies depenent del curs en la resposta dels alumnes a les classes virtuals? Quines són? (si és possible posa exemples comparant 1r i 2n d'ESO amb 3r i 4t d'ESO i 1r i 2n de Batxillerat)

El 90% dels alumnes de batx ha enviat alguna feina, en canvi de 2 ESO només un 20%

10. Esteu en contacte amb la resta de professors del centre (o del teu departament) per posar en comú el que esteu fent a les vostres classes i compartir impressions i resultats? Com ho feu? Cada quant?

Sí, cada dos o tres dies

11. De quina manera creus que la situació actual afectarà en l'aprenentatge dels teus alumnes? Els hi afectarà en els cursos següents?

No aprendran tots els concepts que haurien d'apendre. Crec que hi habrá més fracàs escolar el curs que ve. A més a més, estan perdent el ritme d'estudi diari.

The use of ICT and the impact of going from face-to-face to online teaching and learning during the school year 2019-2020

Participant number four.

Qüestionari TFM

Podreu veure que hi ha 6 preguntes on només heu de triar entre SI o NO i si s'especifica us demano que m'afegiu algun exemple i desenvolupeu una mica la resposta. Seguidament trobareu 5 preguntes on us demano que elaboreu una mica les vostres respostes. Moltíssimes gràcies per la vostra col·laboració.

Maria Morillas Villacañas

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1. Abans del tancament del centre utilitzaves recursos digitals per dur a terme les teves classes?(com ara pàgines web per fer exercicis a l'aula o eines digitals, no només llibres o exercicis impresos) En el cas de resposta positiva podries anomenar algun d'aquests recursos a l'opció Altres

- ☑ Si
- ☐ No
- ☐ Altres: ....

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2. Estaves familiaritzat/da amb eines per portar a terme una classe online? (organitzar reunions online, posar deures, portar un seguiment dels alumnes)

- ⦿ Si
- ○ No

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3. L'equip directiu del centre t'ha donat informació i eines per continuar amb el curs escolar?

- ⦿ Si
- ○ No

4. Creus que els professors del centre estan utilitzant les eines per seguir amb les respectives assignatures amb èxit?

◉ Si

◯ No

5. Creieu que els resultats d'aquest curs escolar s'haurien de considerar iguals als d'un curs que hagués transcorregut amb total normalitat? Per què? (escriu la resposta a altres)

☐ SI

☐ No

☑ Altres:
S'hauria de fer, però no estem tant preparats per fer-ho. Per tant s'haurà de trobar una sol·lució intermitja. Tot i que s'està veient que la feina la fan només els que estan interessats en aprendre i aprovar. Els que abans no feien res , continuen sense fer-ho. Per tant , res d'aprovat general.

6. En general esteu rebent una bona resposta de la majoria dels vostres alumnes?

◉ Si

◯ No

7. Comparat amb el primer i segon trimestre (fins al tancament del centre) quins canvis heu vist/notat en els resultats dels vostres alumnes?

Tenen més temps i poden utilitzar moltes eines per consultar i ajudar-se quan fan la feina. Per tant la pràctica els està afavorint i probablement millorin. En quant a l'adquisició de coneixements , serà més complicat saber-ho. Això probablemnt ho veurem el curs vinent.

8. Creus que la motivació dels alumnes ha canviat? De quina manera?

El mateix de sempre. Els que la tenien , la continuen tenint. Els que no treballaven , continuen sense fer res. Però alguns ,entre que estan avorrits i pateixen pel que passarà (sobretot els de batxillerat) , si que estan més motivats.

9. Trobes que hi ha diferencies depenent del curs en la resposta dels alumnes a les classes virtuals? Quines són? (si és possible posa exemples comparant 1r i 2n d'ESO amb 3r i 4t d'ESO i 1r i 2n de Batxillerat)

La veritat és que no. Tots estan responent igual. Tots estan bastant acostumats a utilitzar eines virtuals.

10. Esteu en contacte amb la resta de professors del centre (o del teu departament) per posar en comú el que esteu fent a les vostres classes i compartir impressions i resultats? Com ho feu? Cada quant?

Si. Via correu elctrònic o via grup de watsapp. De moment no hem trobat necessari fer reunions virtuals.

11. De quina manera creus que la situació actual afectarà en l'aprenentatge dels teus alumnes? Els hi afectarà en els cursos següents?

Crec que falta la part d'interacció professor - alumne, sobretot si has d'explicar coses. És molt diferent i no et permet obtenir les mateixes respostes ni de part de l'alumne ni de part del professor. Sobretot en aquestes edats. Hi ha noies i nois més tímids que no s'atreveixen a preguntar i a classe ho pots detectar i ajudar-lo , d'aquesta manera , no. Tampoc pots veure si estan apuntant bé les coses ,si ho fan sols o els ajuden o els fan la feina, etc.

Participant number five

Qüestionari TFM

Podreu veure que hi ha 6 preguntes on només heu de triar entre SI o NO i si s'especifica us demano que m'afegiu algun exemple i desenvolupeu una mica la resposta. Seguidament trobareu 5 preguntes on us demano que elaboreu una mica les vostres respostes. Moltíssimes gràcies per la vostra col·laboració.

Maria Morillas Villacañas

1. Abans del tancament del centre utilitzaves recursos digitals per dur a terme les teves classes?(com ara pàgines web per fer exercicis a l'aula o eines digitals, no només llibres o exercicis impresos) En el cas de resposta positiva podries anomenar algun d'aquests recursos a l'opció Altres

☑ Si

☐ No

☑ Altres:
Feia servir la plataforma Moodle del centre, però només per penjar materials de consulta per a l'alumnat i havia obert un compte d'Instagram d'àmbit exclusivament educatiu per a motivar una mica més l'alumnat.

2. Estaves familiaritzat/da amb eines per portar a terme una classe online? (organitzar reunions online, posar deures, portar un seguiment dels alumnes)

◉ Si

○ No

3. L'equip directiu del centre t'ha donat informació i eines per continuar amb el curs escolar?

◉ Si

○ No

4. Creus que els professors del centre estan utilitzant les eines per seguir amb les respectives assignatures amb èxit?

◉ Si

◯ No

5. Creieu que els resultats d'aquest curs escolar s'haurien de considerar iguals als d'un curs que hagués transcorregut amb total normalitat? Per què? (escriu la resposta a altres)

☐ SI

☑ No

☑ Altres:
Perquè no té res a veure amb qualsevol curs ordinari. Les circumstàncies són excepcionals i, per tant, les solucions a nivell escolar també han de ser excepcionals.

6. En general esteu rebent una bona resposta de la majoria dels vostres alumnes?

◉ Si

◯ No

7. Comparat amb el primer i segon trimestre (fins al tancament del centre) quins canvis heu vist/notat en els resultats dels vostres alumnes?

Encara és aviat per poder respondre perquè les activitats en línia han passat a ser més sistemàtiques després de les vacances de Setmana Santa. Les tres setmanes abans, el missatge que s'havia donat des del Departament d'Educació era que fossin activitats voluntàries que no es tindrien en compte per a l'avaluació del 2n trimestre. Ara, malgrat que les activitats continuen sense ser obligatòries (s'ha de tenir en compte que no tothom disposa de les mateixes facilitats tècniques a casa, per bé que s'estiguin intentant resoldre) l'alumnat i les famílies saben que tot el que facin sí que se'ls tindrà en compte, sempre en positiu, per poder millorar la nota final de curs. Aquest aspecte ha fet que l'alumnat hagi començat a treballar més del que ho havia fet abans de les vacances.

8. Creus que la motivació dels alumnes ha canviat? De quina manera?

Crec que sí. La situació social és complexa, hi ha molts factors externs que poden estar afectant emocionalment l'alumnat: incertesa, por, angoixa, impossibilitat de socialitzar-se de manera no virtual, etc. D'altra banda, el fet que sàpiguen que si no fan res, tampoc no els perjudicarà negativament en les notes de final de curs també pot influir-hi i fer que estiguin menys motivats a l'hora de fer feina. Estem intentant motivar-los amb una altra manera de fer activitats, per cridar-los l'atenció i que no perdin el fil del tot. Malgrat tot, tot és complicat i, realment, el fet de no tenir contacte real amb ells dia a dia fa que sigui força difícil.

9. Trobes que hi ha diferencies depenent del curs en la resposta dels alumnes a les classes virtuals? Quines són? (si és possible posa exemples comparant 1r i 2n d'ESO amb 3r i 4t d'ESO i 1r i 2n de Batxillerat)

Sí. L'alumnat de batxillerat, el de 2n sobretot, és el més implicat en les tasques. Tenen la pressió de la selectivitat, que no s'ha cancel·lat, i això es nota en comparació amb els cursos de l'ESO, per exemple.

10. Esteu en contacte amb la resta de professors del centre (o del teu departament) per posar en comú el que esteu fent a les vostres classes i compartir impressions i resultats? Com ho feu? Cada quant?

Sí. Ens comuniquem via correu electrònic i ja hem fet alguna reunió virtual amb Hangouts meet. Pràcticament cada setmana hi ha comunicació.

11. De quina manera creus que la situació actual afectarà en l'aprenentatge dels teus alumnes? Els hi afectarà en els cursos següents?

Negar que hi haurà cap conseqüència negativa en els aprenentatges dels alumnes és amagar la realitat, però sóc més partidària d'intentar veure-hi les coses positives. El que penso que sí que estem aconseguint és que no perdin el fil, que no es desconnectin del tot de l'institut, de les rutines, de la importància d'anar fent dia a dia alguna coseta per poder anar avançant en l'aprenentatge. Pel que fa al professorat, penso que estem davant d'un repte enorme, i que, si ho volem, podem aprendre'n moltíssim: a prioritzar, a programar millor, a ser més creatius i a no tenir por a innovar a l'hora de plantejar activitats diferents, a valorar molt més la comunicació dins l'equip professional del centre, etc. Hauríem d'aprendre'n per poder enfocar millor el curs vinent, més preparats per reconduir la situació.

The use of ICT and the impact of going from face-to-face to online teaching and learning during the school year 2019-2020

Participant number six.

Qüestionari TFM

Podreu veure que hi ha 6 preguntes on només heu de triar entre SI o NO i si s'especifica us demano que m'afegiu algun exemple i desenvolupeu una mica la resposta. Seguidament trobareu 5 preguntes on us demano que elaboreu una mica les vostres respostes. Moltíssimes gràcies per la vostra col·laboració.

Maria Morillas Villacañas

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1. Abans del tancament del centre utilitzaves recursos digitals per dur a terme les teves classes?(com ara pàgines web per fer exercicis a l'aula o eines digitals, no només llibres o exercicis impresos) En el cas de resposta positiva podries anomenar algun d'aquests recursos a l'opció Altres

☑ Si

☐ No

☑ Altres: Eines digitals de la editorial Barcanova

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2. Estaves familiaritzat/da amb eines per portar a terme una classe online? (organitzar reunions online, posar deures, portar un seguiment dels alumnes)

○ Si

◉ No

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3. L'equip directiu del centre t'ha donat informació i eines per continuar amb el curs escolar?

◉ Si

○ No

4. Creus que els professors del centre estan utilitzant les eines per seguir amb les respectives assignatures amb èxit?

◉ Si

○ No

5. Creieu que els resultats d'aquest curs escolar s'haurien de considerar iguals als d'un curs que hagués transcorregut amb total normalitat? Per què? (escriu la resposta a altres)

☐ SI

☑ No

☑ Altres: Perquè la presència física del professor és imprescindible.

6. En general esteu rebent una bona resposta de la majoria dels vostres alumnes?

◉ Si

○ No

7. Comparat amb el primer i segon trimestre (fins al tancament del centre) quins canvis heu vist/notat en els resultats dels vostres alumnes?

Molt intranquils i insegurs.

8. Creus que la motivació dels alumnes ha canviat? De quina manera?

No ha cambiar però estem tots adaptant- nos a la nova situació.

9. Trobes que hi ha diferencies depenent del curs en la resposta dels alumnes a les classes virtuals? Quines són? (si és possible posa exemples comparant 1r i 2n d'ESO amb 3r i 4t d'ESO i 1r i 2n de Batxillerat)

1r ESO treballen a mínims. Alguns confíen en l' aprovat general.
2batx. Força bé. Estan treballant bé.

10. Esteu en contacte amb la resta de professors del centre (o del teu departament) per posar en comú el que esteu fent a les vostres classes i compartir impressions i resultats? Com ho feu? Cada quant?

Cada setmana parlem . Videoconferència.

11. De quina manera creus que la situació actual afectarà en l'aprenentatge dels teus alumnes? Els hi afectarà en els cursos següents?

No. Només és un trimestre.

Participant number seven.

Qüestionari TFM

Podreu veure que hi ha 6 preguntes on només heu de triar entre SI o NO i si s'especifica us demano que m'afegiu algun exemple i desenvolupeu una mica la resposta. Seguidament trobareu 5 preguntes on us demano que elaboreu una mica les vostres respostes. Moltíssimes gràcies per la vostra col·laboració.

Maria Morillas Villacañas

1. Abans del tancament del centre utilitzaves recursos digitals per dur a terme les teves classes?(com ara pàgines web per fer exercicis a l'aula o eines digitals, no només llibres o exercicis impresos) En el cas de resposta positiva podries anomenar algun d'aquests recursos a l'opció Altres

- [ ] Si
- [x] No
- [ ] Altres: ....

2. Estaves familiaritzat/da amb eines per portar a terme una classe online? (organitzar reunions online, posar deures, portar un seguiment dels alumnes)

- ( ) Si
- (•) No

3. L'equip directiu del centre t'ha donat informació i eines per continuar amb el curs escolar?

- ( ) Si
- (•) No

4. Creus que els professors del centre estan utilitzant les eines per seguir amb les respectives assignatures amb èxit?

○ Si

◉ No

5. Creieu que els resultats d'aquest curs escolar s'haurien de considerar iguals als d'un curs que hagués transcorregut amb total normalitat? Per què? (escriu la resposta a altres)

☐ SI

☑ No

☑ Altres:
No, perquè és molt difícil poder apreciar, valorar i saber objectivament si l'alumne a assolit els objectius d'aprenentatge i perquè l'acompanyament i suport per a assolir aquests en cada cas concret no s'ha pogut oferir...

6. En general esteu rebent una bona resposta de la majoria dels vostres alumnes?

◉ Si

○ No

7. Comparat amb el primer i segon trimestre (fins al tancament del centre) quins canvis heu vist/notat en els resultats dels vostres alumnes?

No massa canvis, el que treballava i s'interessava per aprendre, continua fent-ho, i el que no, doncs encara menys!

8. Creus que la motivació dels alumnes ha canviat? De quina manera?

Jo crec que el fet de no haver de donar la car, de no haver de justificar-se davant del professor ni de la resta del grup, fa que es sentin menys motivats a l'hora d'esforçar-se...
I sobretot pel fet que tots saben que hi haurà màniga àmpla a l'hora de passar de curs!

9. Trobes que hi ha diferencies depenent del curs en la resposta dels alumnes a les classes virtuals? Quines són? (si és possible posa exemples comparant 1r i 2n d'ESO amb 3r i 4t d'ESO i 1r i 2n de Batxillerat)

Jo només faig un nivell

10. Esteu en contacte amb la resta de professors del centre (o del teu departament) per posar en comú el que esteu fent a les vostres classes i compartir impressions i resultats? Com ho feu? Cada quant?

Ho fem, habitaualment pel grup de whatsapp del departament o per mail o per la plataforma del centre (suro virtual). Sobretot pel que fa a gestionar temes pràctics i resoldre qüestions burocrètiques més que per temes de docencia odidàctics. Videoconferències poques, les imprescindibles! Perquè no hi ha una plataforma definida, segura és difícil coincdir en hores i no tots estem preparats ni formats per a l'ús de les noves tecnologíes.

11. De quina manera creus que la situació actual afectarà en l'aprenentatge dels teus alumnes? Els hi afectarà en els cursos següents?

No, no crec que els afecti massa o gens en els corsos posteriors, sempre que el curs següent comenci de manera normal. La major part del curs, ja s'havia donat i amb els continguts principals i importants, es pot fer de més i de menys per tal de compensar-ho! De fet, el nivell actual és tan baix, que no hi haurà cap mena de problema!

The use of ICT and the impact of going from face-to-face to online teaching and learning during the school year 2019-2020

Participant number eight.

Qüestionari TFM

Podreu veure que hi ha 6 preguntes on només heu de triar entre SI o NO i si s'especifica us demano que m'afegiu algun exemple i desenvolupeu una mica la resposta. Seguidament trobareu 5 preguntes on us demano que elaboreu una mica les vostres respostes. Moltíssimes gràcies per la vostra col·laboració.

Maria Morillas Villacañas

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1. Abans del tancament del centre utilitzaves recursos digitals per dur a terme les teves classes?(com ara pàgines web per fer exercicis a l'aula o eines digitals, no només llibres o exercicis impresos) En el cas de resposta positiva podries anomenar algun d'aquests recursos a l'opció Altres

- ☑ Si
- ☐ No
- ☐ Altres: ....

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2. Estaves familiaritzat/da amb eines per portar a terme una classe online? (organitzar reunions online, posar deures, portar un seguiment dels alumnes)

- ○ Si
- ◉ No

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3. L'equip directiu del centre t'ha donat informació i eines per continuar amb el curs escolar?

- ◉ Si
- ○ No

4. Creus que els professors del centre estan utilitzant les eines per seguir amb les respectives assignatures amb èxit?

◉ Si

◯ No

5. Creieu que els resultats d'aquest curs escolar s'haurien de considerar iguals als d'un curs que hagués transcorregut amb total normalitat? Per què? (escriu la resposta a altres)

☐ SI

☑ No

☐ Altres: ....

6. En general esteu rebent una bona resposta de la majoria dels vostres alumnes?

◉ Si

◯ No

7. Comparat amb el primer i segon trimestre (fins al tancament del centre) quins canvis heu vist/notat en els resultats dels vostres alumnes?

Fa poc temps

8. Creus que la motivació dels alumnes ha canviat? De quina manera?

Es diferente dense sortir de casa, costa mes.

9. Trobes que hi ha diferencies depenent del curs en la resposta dels alumnes a les classes virtuals? Quines són? (si és possible posa exemples comparant 1r i 2n d'ESO amb 3r i 4t d'ESO i 1r i 2n de Batxillerat)

No, tots van fen, depen del almnes, no del curs.

10. Esteu en contacte amb la resta de professors del centre (o del teu departament) per posar en comú el que esteu fent a les vostres classes i compartir impressions i resultats? Com ho feu? Cada quant?

Si, Google meet, mail y WhatsApp, cada día amb uns u atres.

11. De quina manera creus que la situació actual afectarà en l'aprenentatge dels teus alumnes? Els hi afectarà en els cursos següents?

Si, es por solucionar si el any vinent és pot treballar amb més o menys normalitat.

Participant number nine.

Qüestionari TFM

Podreu veure que hi ha 6 preguntes on només heu de triar entre SI o NO i si s'especifica us demano que m'afegiu algun exemple i desenvolupeu una mica la resposta. Seguidament trobareu 5 preguntes on us demano que elaboreu una mica les vostres respostes. Moltíssimes gràcies per la vostra col·laboració.

Maria Morillas Villacañas

1. Abans del tancament del centre utilitzaves recursos digitals per dur a terme les teves classes?(com ara pàgines web per fer exercicis a l'aula o eines digitals, no només llibres o exercicis impresos) En el cas de resposta positiva podries anomenar algun d'aquests recursos a l'opció Altres

☑ Si

☐ No

☑ Altres: materials pujats al suro (dossiers, presentacions, videos, documents...)

2. Estaves familiaritzat/da amb eines per portar a terme una classe online? (organitzar reunions online, posar deures, portar un seguiment dels alumnes)

◉ Si

○ No

3. L'equip directiu del centre t'ha donat informació i eines per continuar amb el curs escolar?

◉ Si

○ No

4. Creus que els professors del centre estan utilitzant les eines per seguir amb les respectives assignatures amb èxit?

◉ Si

○ No

5. Creieu que els resultats d'aquest curs escolar s'haurien de considerar iguals als d'un curs que hagués transcorregut amb total normalitat? Per què? (escriu la resposta a altres)

☑ SI

☐ No

☑ Altres: amb dos trimestre si la feina que es fa on line al tercer, hi ha prou per avaluar

6. En general esteu rebent una bona resposta de la majoria dels vostres alumnes?

◉ Si

○ No

7. Comparat amb el primer i segon trimestre (fins al tancament del centre) quins canvis heu vist/notat en els resultats dels vostres alumnes?

Sorprenentment, alguns estan escrivint millor!

8. Creus que la motivació dels alumnes ha canviat? De quina manera?

alguns estan igual, a altres els hi costa, perquè l'atenció personalitzada propera i presencial és per ells imprescindible.

9. Trobes que hi ha diferencies depenent del curs en la resposta dels alumnes a les classes virtuals? Quines són? (si és possible posa exemples comparant 1r i 2n d'ESO amb 3r i 4t d'ESO i 1r i 2n de Batxillerat)

Només tinc Batxillerat i no n'hi ha diferències.

10. Esteu en contacte amb la resta de professors del centre (o del teu departament) per posar en comú el que esteu fent a les vostres classes i compartir impressions i resultats? Com ho feu? Cada quant?

Si, qausi setmanal tinc reunions on line amb companys.

11. De quina manera creus que la situació actual afectarà en l'aprenentatge dels teus alumnes? Els hi afectarà en els cursos següents?

En alguns casos potser si que necessitin un reforç el proper curs. Altres alumnes, no ho crec.

Participant number ten.

Qüestionari TFM

Podreu veure que hi ha 6 preguntes on només heu de triar entre SI o NO i si s'especifica us demano que m'afegiu algun exemple i desenvolupeu una mica la resposta. Seguidament trobareu 5 preguntes on us demano que elaboreu una mica les vostres respostes. Moltíssimes gràcies per la vostra col·laboració.

Maria Morillas Villacañas

1. Abans del tancament del centre utilitzaves recursos digitals per dur a terme les teves classes?(com ara pàgines web per fer exercicis a l'aula o eines digitals, no només llibres o exercicis impresos) En el cas de resposta positiva podries anomenar algun d'aquests recursos a l'opció Altres

- [x] Si
- [ ] No
- [ ] Altres: ....

2. Estaves familiaritzat/da amb eines per portar a terme una classe online? (organitzar reunions online, posar deures, portar un seguiment dels alumnes)

- (•) Si
- ( ) No

3. L'equip directiu del centre t'ha donat informació i eines per continuar amb el curs escolar?

- (•) Si
- ( ) No

4. Creus que els professors del centre estan utilitzant les eines per seguir amb les respectives assignatures amb èxit?

◉ Si

◯ No

5. Creieu que els resultats d'aquest curs escolar s'haurien de considerar iguals als d'un curs que hagués transcorregut amb total normalitat? Per què? (escriu la resposta a altres)

☑ SI

☐ No

☐ Altres: ....

6. En general esteu rebent una bona resposta de la majoria dels vostres alumnes?

◉ Si

◯ No

7. Comparat amb el primer i segon trimestre (fins al tancament del centre) quins canvis heu vist/notat en els resultats dels vostres alumnes?

Encara no he corregit, portem 2 setmanes . Encara no puc valorar resultats, però, la sensació es bona. Molta gent s'ha engrescat a fer les feines.NO

8. Creus que la motivació dels alumnes ha canviat? De quina manera?

Molts alumnes que estaven "despenjats" s'han engrescat a fer feines. Consciència de la situació? Avorriment?

9. Trobes que hi ha diferencies depenent del curs en la resposta dels alumnes a les classes virtuals? Quines són? (si és possible posa exemples comparant 1r i 2n d'ESO amb 3r i 4t d'ESO i 1r i 2n de Batxillerat)

No gaires. Potser els 4rt's son els que han mostrat més desidia a l'hora de fer les tasques propusades.

10. Esteu en contacte amb la resta de professors del centre (o del teu departament) per posar en comú el que esteu fent a les vostres classes i compartir impressions i resultats? Com ho feu? Cada quant?

Si. Via correu i video conferència. Habitualment, quan la necessitat ho requereix.

11. De quina manera creus que la situació actual afectarà en l'aprenentatge dels teus alumnes? Els hi afectarà en els cursos següents?

Possitivament. Crec que comencen a valorar la "normalitat" com un privilegi, que han d'aprofitar.Que de cop i volta tot pot canviar i perdre tot.

8.2 Graphics

Question number one.

1. Abans del tancament del centre utilitzaves recursos digitals per dur a terme les teves classes?(com ara pàgines web per fer exercicis a l'aula o eines digitals, no només llibres o exercicis impresos) En el cas de resposta positiva podries anomenar algun d'aquests recursos a l'opció Altres
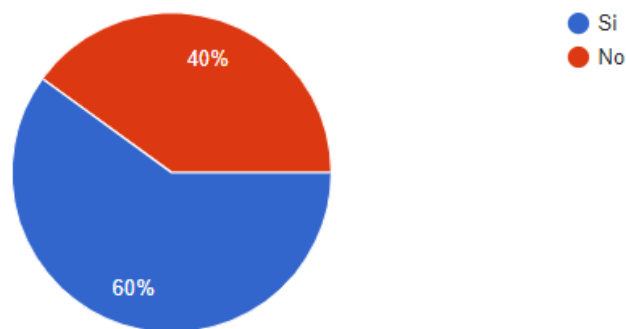
10 respostes
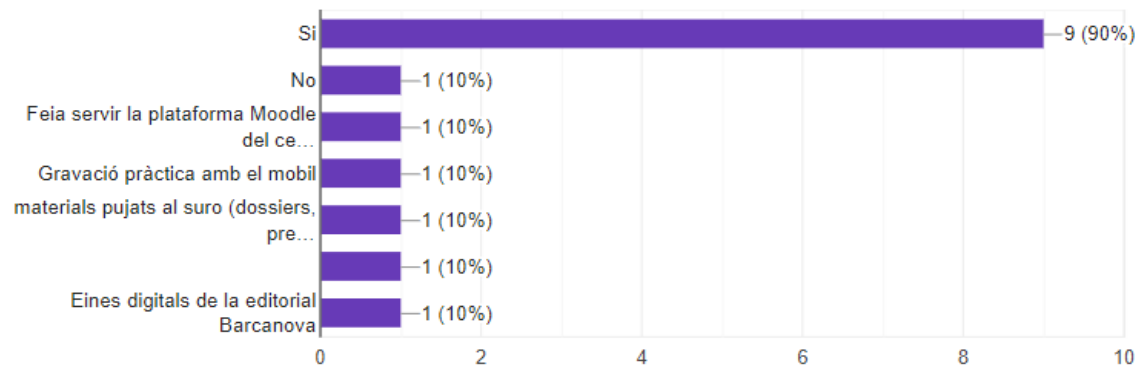
Question number two.

2. Estaves familiaritzat/da amb eines per portar a terme una classe online? (organitzar reunions online, posar deures, portar un seguiment dels alumnes)

10 respostes

Question number three.

3. L'equip directiu del centre t'ha donat informació i eines per continuar amb el curs escolar?
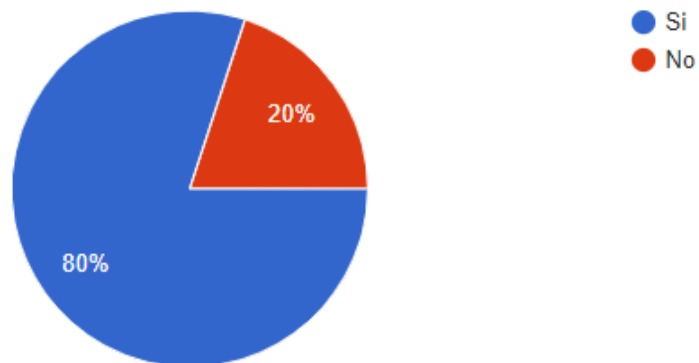
10 respostes
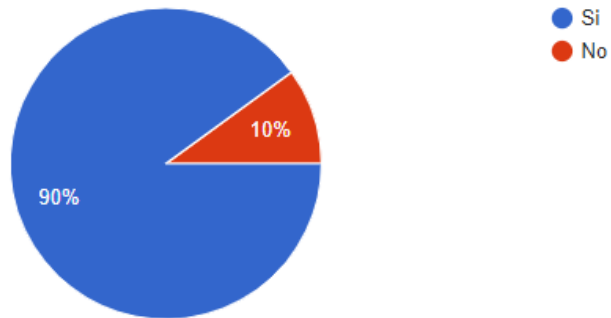
Question number four.

4. Creus que els professors del centre estan utilitzant les eines per seguir amb les respectives assignatures amb èxit?
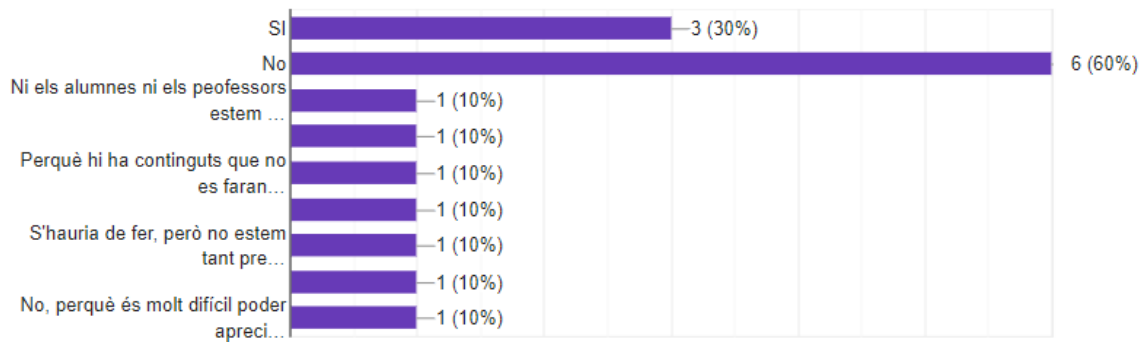
10 respostes

Question number five.

5. Creieu que els resultats d'aquest curs escolar s'haurien de considerar iguals als d'un curs que hagués transcorregut amb total normalitat? Per què? (escriu la resposta a altres)
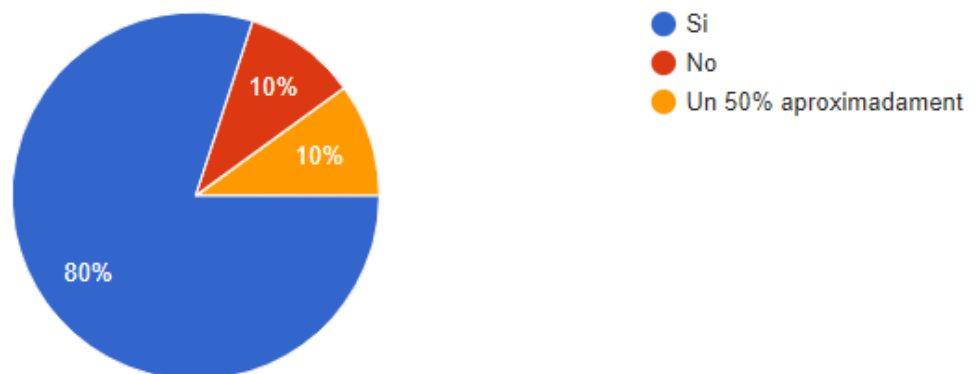
10 respostes

Question number six.

6. En general esteu rebent una bona resposta de la majoria dels vostres alumnes?

10 respostes

8.3 Interview with the Headmaster

Here you can see the transcription of the interview with the Headmaster of Institut Joan Ramon Benaprès. This interview was done on the 28th of April of 2020.

-Creus que el nostre sistema educatiu i en particular els estudiants i professors del teu centre estaven preparats per enfrontar-se a una situació com la que estem vivint ara mateix?

Tots no ni molt menys, la gran majoria no, ni alumnes ni professorat. No ho havíem passat mai per tant no estàvem preparats la gran majoria no, pensàvem que si però no.

-Creus que tu i el teu equip directiu heu afrontat i sobrevingut la situació adequadament?

Hem fet allò que hem pogut, hem intentat ser conscients de que no tothom està preparat ni té els mitjans. i pel que sé del voltant, el personal s'ha posat molt en serio per estar a l'alçada.

-L'equip directiu ha facilitat i explicat el funcionament d'eines virtuals per a poder continuar amb el curs acadèmic d'una manera satisfactòria?

Si hem facilitat eines, posant enllaços i donant explicacions online tot i que les explicacions online quan no t'aclareixes és tot una mica complicat, però ho hem facilitat si.

-Com ha sigut aquest procés d'adaptació dels continguts per a seguir amb les classes? Em pots comentar breument el que heu fet?

La idea ha sigut partir de que no tothom té el mateix horari que pots fer durant la setmana, redimensionar l'horari passar a dir fem la meitat de l'horari a partir d'aquí al professorat demanar-li que faci tasques pensades en que es puguin penjar en un moodle o es puguin fer en un classroom o si fas una videoconferència però organitzar-ho de manera que de la part del currículum treballada es treballi la part més competencial, la part que pensis més bona de fer via online, no facis cap classe magistral ni facis cap invent d'aquest perquè això no funciona i en teoria tothom s'ha adaptat. Hi ha alguna matèria que costa més i hi ha alguna com un cicle o un mòdul que costa més però allà ens hem reinventat per exemple matèries difícils per exemple una practica de cuina, un professor demana a un

alumne que es gravi i la pengi perquè no podem fer classes pràctiques tot i que alguns la fan per donar un exemple però la idea és fer-ho tot així.

-Has rebut cap mena de *feedback* per part de les famílies del centre? Positiu? Negatiu?

Positiu no, més negatiu. Com a positiu que ens hagin dit està molt bé el que pengeu doncs no. Negatiu en el sentit de per què no feu classe en videoconferència, per què no tothom fa les mateixes coses i demanant explicacions d'altres coses, jo no puc demanar que tothom estigui connectat i per tant no puc avançar matèria.

Positiu en el fet de quan he repartit ordinadors de tots els que he repartit dues famílies m'han donat les gràcies, la resta res.

Volen que fem classes en videoconferència més sovint.

-Us heu trobat en la necessitat d'entregar aparells electrònics a algun alumne?

Si, el que he dit abans una quarantena d'ordinadors i encara en repartirem més perquè els van demanant ara.

-Creus que els alumnes estan participant i estan motivats per seguir amb el curs de la manera en que ho hem de fer ara?

No, no participen no hi ha un 90% connectats, de 28 hi ha 4 o 6 connectats es horrorós, hi ha cursos que si, un segon i primer de batx doncs sí potser un 70% ho està i un 30% missing i així anem fent. Si de 30 alumnes, 28 es connecten podria avançar molt , però que faig amb els altres dos? i si vaig fent i no els tinc en compte, no sabem perquè no hi són, en canvi si tingués molts que no es connecten podríem pensar vinga seguim igualment, però nosaltres no ho estem fent. També saben que el que estem fent no els hi serveix més que per recuperar, que no serà avaluable, així doncs si tenen coses millors a fer doncs no fan la feina. Si torna a passar, que esperem que no, ja serem més conscients i potser canviaran les coses.

-Creus que degut al canvi en la manera de donar les classes i els continguts, l'aprenentatge dels alumnes es veurà afectat en un futur?

No, perquè ens adaptem a tot i recuperem ràpid i ja està. Tampoc t'ensenyem res que en la teva vida diguis ui no m'ho van ensenyar aquell curs i ara en la vida no sabré en quin any va néixer nosequi i

seguirem vivint igual i disfrutant de la vida, no no ho crec. Així que aquests quatre mesos no els afectarà.

-Creus que en el que queda de curs hi ha la possibilitat de que els alumnes tornin a les aules o ja s'acabarà el curs d'aquesta manera?

Jo personalment penso que segon de batx tornaran per resoldre coses de cara a la selectivitat i escalonadament en baix volum aniran tornant la resta d'ensenyaments però ja de cara al curs vinent. Els cicles potser per fer parts pràctiques. Nosaltres estem tots junts i respectar les mesures de seguretat és impossible per passadissos i demés, jo no ho veig. El professorat per fer juntes i tancar el curs potser si, espero, l'alumnat en coses concretes i poc.

Ara per ara el que més urgeix és fer la preinscripció pel curs vinent i només per fer això ja tindrem a molta gent al centre, i així no podem garantir les mesures de seguretat.

-Aquest curs contara, o ha de contar com un curs normal tot i el canvi en la manera de seguir des del març fins a final de curs?

Al final si el curs dura nou mesos i en perdem 3 doncs tampoc es tant, ho haurem de pensar pel curs vinent tenint en compte el que no s0ah pogut fer aquest, així que per mi si.