

ONCE THE PANDEMIC IS OVER, THE BROKEN GLASSES MUST BE COLLECTED

We have reached one year in a pandemic situation. Physical distancing measures are still in force in many countries around the world. In Latin America the situation has not changed and may tend to worsen due to the presence of the so-called variant or Brazilian strain. Forecasting about when to return to "normality" seems more like a task for witches rather than scientists.

So far, what is generating some hope in the population is mass vaccination. Except for Chile, which maintains a fairly rapid pace in terms of vaccination, the rest of the Latin American countries are at a slow pace, either due to the lack of enough vaccines, the complexity of logistics or because governments have not had the financial capacity to purchase enough to cover the needs.

While mass vaccination is being reviewed, our countries maintain quarantine measures that have affected their economic, social and cultural life. GDP indexes fell significantly since March 2020. Most of the region's industrial sector depends more on the physical presence of the workers rather than artificial intelligence mechanisms. The technological delay due to the lack of investment or business disinterest is causing less productivity, unemployment, or definitive closure of sources of employment.

One of the most affected areas is education at all levels. So far, very few countries in the region have decided to return to presenciality in 100% of schools and universities. Countries such as Ecuador and Brazil have had to revoke measures to return to face-to-face classes and going back to online education after verifying that the number of infections and deaths rose.

In Colombia, despite the great efforts of the educational authorities, the partial and gradual return of face-to-face classes is observed with great caution. The number of infections is multiplying, which keeps the authorities on alert.

In Uruguay and Argentina, the return has been gradual and with extreme biosafety measures. In the case of Venezuela, authorities have called twice for a return to presenciality (February and March 2021), without accomplish such return.

Experts have pointed that online education has not been efficient in terms of achieved learning. The occurrence of the pandemic took everyone by surprise and no one was prepared to face it. Neither the teachers nor the students knew how to do it, neither public education nor a good part of the private one, had platforms to develop Virtual Classrooms, neither the connectivity nor the coverage of the internet signal had the scope of 100% of the users, nor they all had the set of tools or skills to make online education truly effective.

University has not been exempt from these problems. Although the maturity of the students and the availability of infinite cyberspace can greatly multiply the amount of information that has been obtained in face-to-face classes, it is also true that not all careers are suitable to be taught at distance. It is in debate whether disciplines such as Medicine, Dentistry, Veterinary Medicine, Agronomy, or those that require laboratories such as

Chemistry, Physics and Biology could be dictated without face-to-face environments and scenarios.

The truth is that after one year of quarantine in Latin America, these are issues of concern and matter for researchers and experts. Of course, it's true that these are common problems, it is also true that each country has its own peculiarities, so global diagnoses would be of little use. It is necessary to deepen in each case.

Once the pandemic is over, it is advisable to carry out a detailed diagnosis by country in order to determine its consequences in terms of learning achievements and competencies expected in the curricular designs. This is a topic that will surely occupy the interest of many researchers in the region. We will look forward to those results with special interest.

So far, ARETÉ presents in this edition the contributions that Latin American colleagues have made to the set of knowledge generated in the region.

We present the article entitled “THE TRADE OF TEACHING A TRADE: NARRATIVES AND PRACTICES IN TRAINING FOR WORK” whose authors are Agustina María Manavella, Susana Graciela Magallanes (University of Villa María in Argentina), and Rocío Belén Martín (University of Córdoba). Their results show how important it is that the teacher has the skills to know the trajectory and interests of the participants in the job training workshops. This empathy would contribute to making learning more efficient.

On the other hand, Lizet Mujica de Statzewitch, doctorate student in Education at the Andrés Bello Catholic University of Venezuela, presents the article entitled “COMPUTATIONAL THINKING IN ELEMENTARY AND MIDDLE SCHOOL STUDENTS COMPUTATIONAL THINKING IN ELEMENTARY AND MIDDLE SCHOOL STUDENTS”. His objective was to establish the level of development of computational thinking reached by students from 6th grade of Primary Education to 10th grade of General Secondary Education.

Alejandro Guillen Mujica from the Central University of Venezuela presents the work entitled “MODEL OF THE EVALUATIVE PLAN OF A COURSE DESIGNED FOLLOWING THE SCHEME OF EDUCATION BASED ON COMPETENCES”. Guillén proposes an Evaluation Plan to determine the competencies acquired by the students of the Industrial Process Engineering career at the Central University of Venezuela.

Bordering the same theme, Pablo Ríos, from the Libertador Experimental Pedagogical University of Venezuela, presents the article “REFERENTIAL FRAMEWORK FOR A FORMATIVE EVALUATION”. The interest on which this research focused was to develop a set of guidelines aimed at moving towards a formative assessment not anchored in traditional assessment patterns.

From the University of Manizales in Colombia, Miguel Alberto González González presents to us the article entitled “SELF-NARRATIVES, AUTOBIOGRAPHIES, TOOLS FOR THINKING AND POINTING OUT RESEARCH PROBLEMS IN EDUCATION”. Professor González presents an interesting research on the importance of the study of

autobiography for the construction of research problems that are passionate, because they are closely identified with the personal interests of the researcher.

José Miguel Vásquez Vásquez, doctorate student in Education at the Andrés Bello Catholic University presents, under the title “GAMIFICATION IN EDUCATION: A REVIEW OF THE CURRENT STATE OF THE DISCIPLINE”. An article on the state of art of such an important strategy that consists of the development of games in non-playful contexts in order to use them as effective tools to generate motivation and performance among students.

Regarding the use of new technologies in education, Nayit Espinoza and Vanessa Miguel from the Central University of Venezuela, presents the article “ANALYSIS OF THE REFLECTIVE PRACTICE OF UNIVERSITY INSTRUCTORS IN DIGITAL PORTFOLIOS”. Miguel evaluates the scope of the incorporation of ICT in training processes based on information from teachers.

In another vein, Leonardo Carvajal from the Andrés Bello Catholic University of Venezuela presents a work entitled “THREE LIVES AND THREE POSITIONS ON EDUCATION, STATE AND SOCIETY: LUIS BELTRÁN PRIETO FIGUEROA, ARTURO USLAR PIETRI AND LUIS UGALDE SJ”. Carvajal makes an exhaustive follow-up of the thinking of the three characters on four conceptual axes of their visions on education, society and politics.

Finally, Pedro Certad Villarroel and María del C. Lombao Vera from the Metropolitan University of Venezuela present an article under the title “TRANSVERSALITY AS A STRATEGY FOR THE DEVELOPMENT OF GENERIC COMPETENCIES IN VENEZUELAN SECONDARY EDUCATION: A PROCEDURE TO ITS INCORPORATION.”. Both authors set out to develop a procedure for the incorporation of mainstreaming as strategy for the development of generic competences in Venezuelan general secondary education.

As always, we hope that our readers enjoy this edition and increase its visibility through all possible means. This is an effort that only wishes in retribution its dissemination to as many readers as possible. We must know each other and recognize ourselves as generators of knowledge in the midst of such adverse conditions.

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