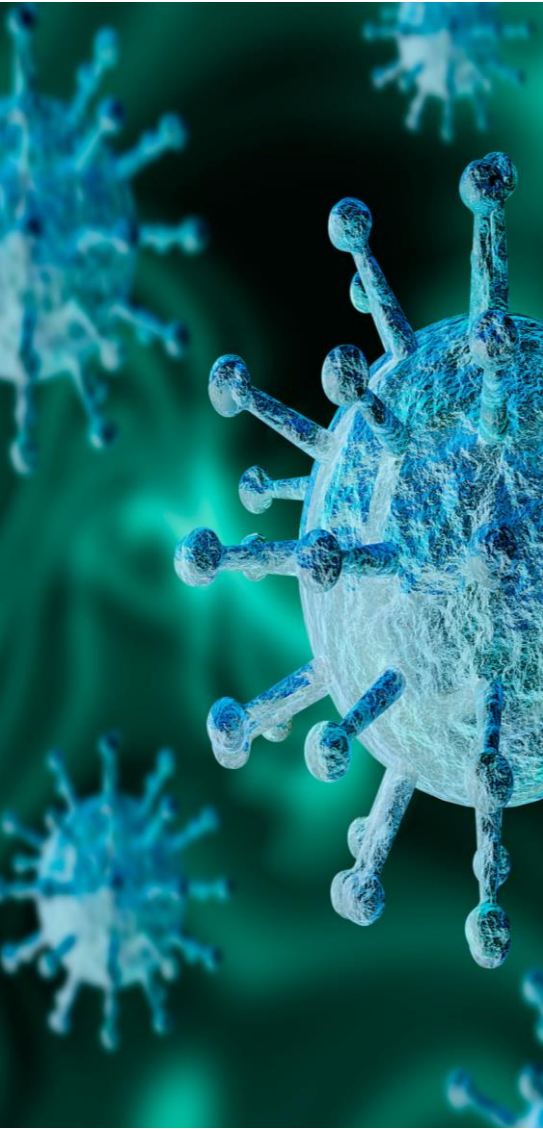


The experience of students in the remote educational process, during the COVID-19 pandemic, in Chilean higher education.

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- In Chile, the culture of remote higher education was not common.
- Until the beginning of this year, the most recognized Chilean universities offered almost exclusively face-to-face degrees.
- The appearance of COVID-19 forced us to move quickly to a remote education, forcing us to learn on board.

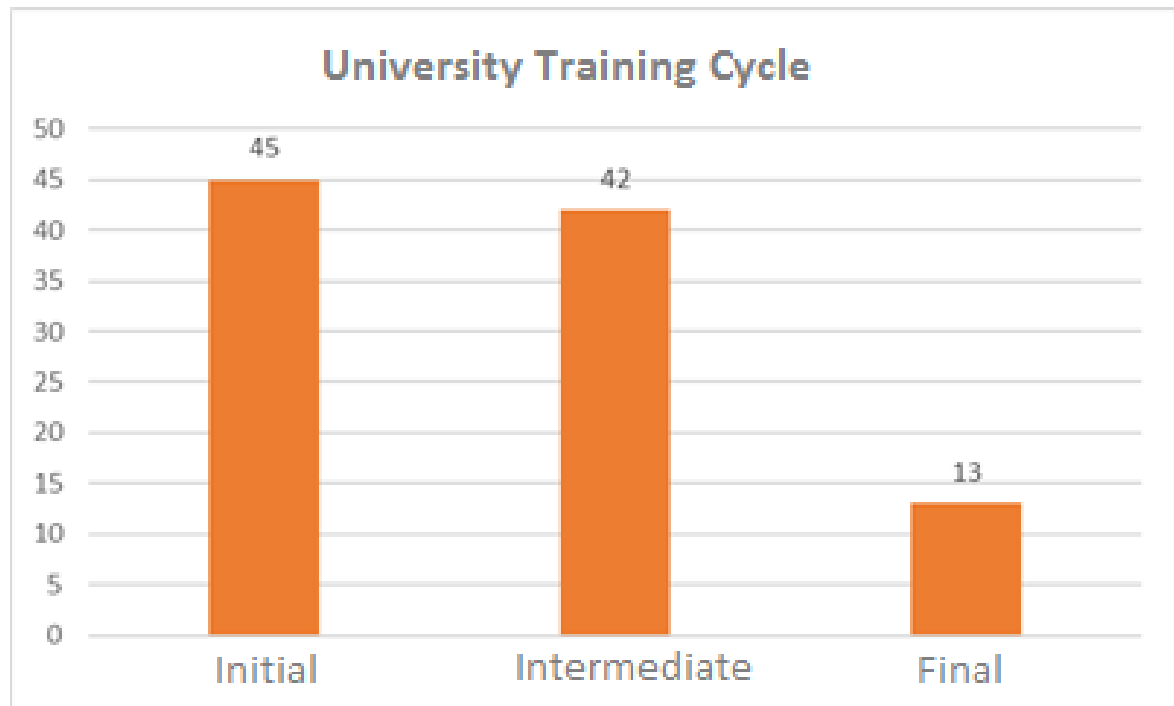
GENERAL OBJECTIVE

- **Characterize the remote educational process, during the pandemic, from the experience of university students.**
(Technological resources and internet connection, educational modality, student participation, dialogic interaction, type of teaching and didactic strategies, types of assessment, teacher-student relationship, perception of learning)



SAMPLE

- 1740 Chilean students (33.1% men and 66.9% women).
- Belonging to 28 universities in the country (17.1% state, 72.9% private CRUCH and 10% private).



DIMENSIONS OF ANALYSIS OF REMOTE EDUCATION IN PANDEMIC

Dimensions	<i>Alpha</i>	<i>M</i>	<i>SD</i>	<i>%</i>
Teacher empathy in pandemic	0.82	3.28	0.89	65.6
Physical and technological resources	0.82	4.05	0.91	81
Didactic organization	0.79	3.40	0.69	68
Dialogical interaction and participation	0.71	3.59	0.78	71.8
Learning Perception	0.78	3.02	0.81	60,4
Perception of academic demands	0.75	3.93	0.86	78.6
Quality of Assessment	0.76	2.12	0.97	42.4

Some Data...

- 69.8% of students like that teachers have on their camera's to see them during the online class.
- But, only 13.4% of students like to turn on their camera to be visible during online classes.



DIDACTIC

Resources and objects most used by teachers	%
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Expositive activities with the use of technology	63.6
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Written response activities	62.9
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Traditional expositive activities	61.4
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Dialogic and participative activities	52.3
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Playful activities	23.9
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Types of Assessment

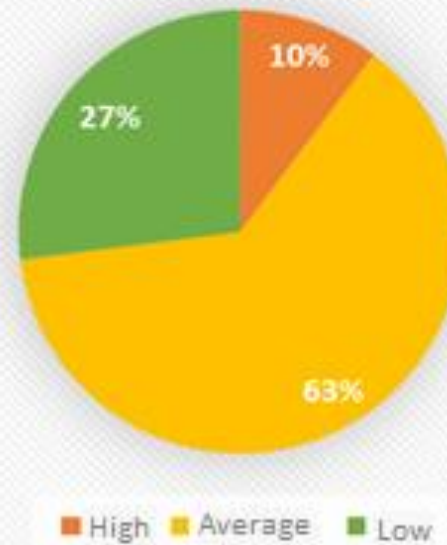
More frequent types of assessment	%
Performance-based tasks	66.4
Multiple choice questions	60.1
True or False	30.2
Brief development questions	51.8
Extensive development questions	44.7

- 42% of students indicate that teachers provide them with feedback on their performance on assessments.



PERCEPTION OF RELIABILITY

Student confidence with online
assessment



Some Data...

- 84.3% of the students indicate that their classes were in the synchronous mode.
- 61.4% of the students consider that the number of synchronous classes per week was adequate.
- 37.2% of the students reported that the teachers raised realistic problems or situations where they applied the content they discussed in the online class.



Some Data...

- 59.7% of students indicate that there are times when teachers organize group work through the platform. But, only 45% declare that the teachers monitor the group work carried out.
- 15.2% state that they have had an online meeting with teachers, individually, to resolve doubts or to delve into some content.



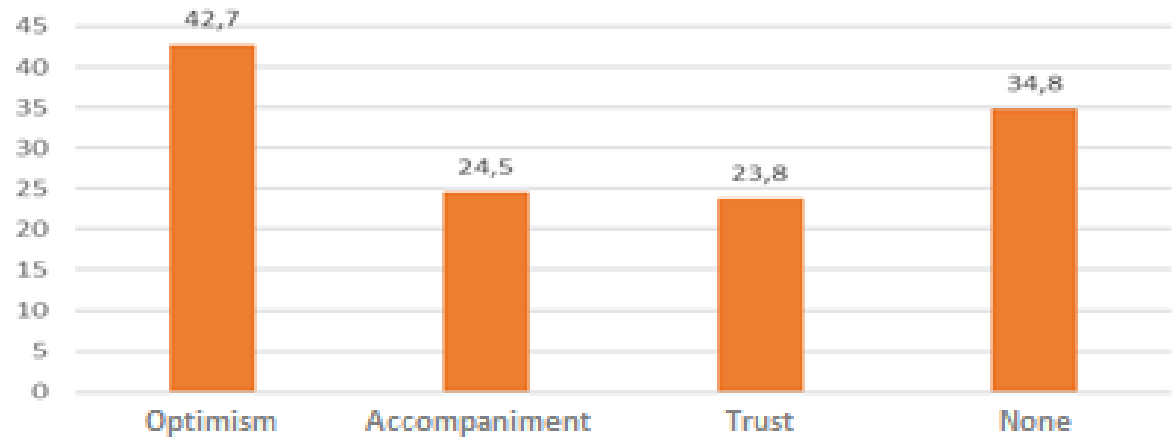
Some Data...

- 91.3% of the students indicate that the exposure of the teachers is greater than 30 minutes in each online class. 25.4% report that teachers do some recess in class.
- 95% of students report that there is respect for teachers and 94% state that teachers show respect for their students in online classes.

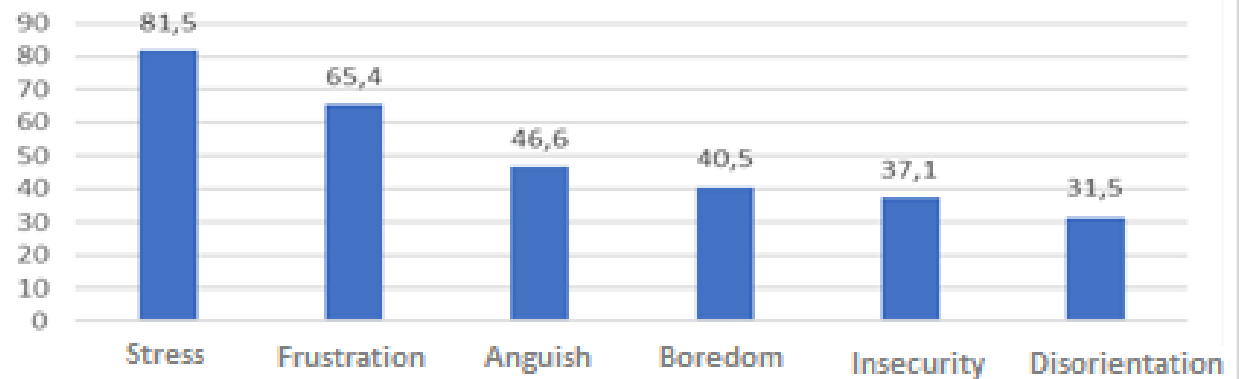


EMOTIONS

Positive emotions in remote education



Negative emotions in remote education



Model 1

Perception of Learning

	<i>Coeff.</i>	<i>EE</i>	<i>95% CI</i>	
			<i>Inf. I</i>	<i>Sup. L</i>
Female	0.04	0.03	-0.02	0.11
Cycle (ref: 1)				
2	-0.12*	0.03	-0.19	-0.06
3	0.01	0.05	-0.08	0.11
Didactic Organization	0.47*	0.03	0.41	0.53
Dialogic Interaction	0.27*	0.03	0.22	0.32
Empathy in pandemic	0.04	0.02	-0.01	0.08
Assessment	0.02	0.02	-0.02	0.05
Int.	0.31*	0.08	0.15	0.48

*: $p < 0.001$

Model 2

Perceptions of Demands

	<i>Coeff.</i>	<i>EE</i>	<i>95% CI</i>	
			<i>Inf. L</i>	<i>Sup. L</i>
Female	0.19**	0.04	0.11	0.27
Cycle (ref: 1)				
2	0.06	0.04	-0.02	0.14
3	-0.08	0.06	-0.20	0.04
Didactic Organization	-0.26**	0.04	-0.34	-0.18
Dialogic Interaction	-0.20**	0.03	-0.26	-0.13
Empathy in Pandemic	-0.08*	0.03	-0.14	-0.03
Assessment	0.01	0.02	-0.03	0.06
Int.	5.62**	0.11	5.41	5.83

*: $p < 0.01$; **: $p < 0.001$

Discussion

- Face-to-face teaching is different from remote teaching.
- Remote education is different from remote education in pandemic (or emergency).
- Assessment is the Achilles heel.
- Less is more. Curricular prioritization and depth of learning
- Less assessment but more meaningful.
- Less assessment but more authenticity.
- Apply knowledge in context. To challenge.
- Teacher-student bond (containment, visibility, dyadic relationship)
- Dialogic participation and interaction.
- Group work, monitoring and feedback.

