BEHIND THE SCENES: EDUCATIONAL/DIGITAL/SCHOOLS

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ABSTRAC

This theoretical reflection supposes as the main proposal that the teaching planning activities are linked, as a main ingredient, with cognition. Two main parts make up this article: on the one hand, a theoretical discussion about the link between activities ["…I know; I use it, because it works and I share it…"] and cognition. The concluding part, of this reflection, are initial considerations associated with the improvement of teaching planning and the benefits in the purpose of improving educational quality.

Keywords: Planning, cognition, digital/analog activities and teaching and learning strategies.

1.0 INTRODUCTION

Talking about this scenic quality supposes, among other things, from teaching and learning process to require a referential framework to plan in a digital/analog way the intertwined activities of the teacher and the students: the activities are "cornerstone" to consolidate learning spaces [remote-controlled] and quality [guided] teaching, the pandemic is no exception.

2.0 CONCEPTUAL REFLECTION

The programming acquires meaning, key and different functions to sequence the tasks and activities of the schoolchildren: its engine is the didactic and supposes to support the general purposes of the content (conceptual, procedural and attitudinal), the objectives, the competences, the learning expected, the didactic resources (digital and analogical) and the evaluations. All of the above supports the activities and tasks by giving sense and meaning to the school project: it is up to the teacher to combine them in the daily schedules and differentiate what, from the context of digitization and it´s differentiation.

Thus, teaching and learning activities are interrelated set of functions and resources capable of generating action/reflection schemes that will make it possible for schoolchildren to act more autonomously in educational situations of the virtual and analog session. The proposal is that they are used as a resource in the session, the impact is "positive" because they participate in important cognitive development processes.

According to Pimiento, 2012, the most significant metacognitive skills that can be used, not only in basic education, but also in higher education, such is the case of planning and formulating a how, control and evaluation of the own knowledge and recognition of the

usefulness of the chosen skill or, if necessary, choose another skill. It is stated that these ingredients are behind the scenes and are resources that can be used from teaching and learning, since it will involve student thinking as a resource for the digital and analog educational process, for example.

These "behind the scenes" considerations to session planning/scheduling "must" respect the difference; relate old knowledge to new; link conceptual, procedural, and attitudinal content and use different channels of perception and processing for learning; encourage participatory learning, teaching various activities to promote complex levels of thinking and use different monitoring systems.

It is important that what has been learned is applied in activities to give meaning, utility and functionality to the content, from the digitization of resources, or from the analog. Some suggestions that can be used in education, for example, are:

- schedule activities allowing different forms of work,
- detail, based on the diagnosis, what allows detecting information about the conditions [virtual and analog]] for student learning and the level of achievement of skills and
- promote continuity in individual actions and everything related to exploring/discovering/solving.

Therefore, they are the activities that give vigor to the process and the virtual sessions are not the exception since they can modify and adjust the skills and enhance them. In this dimension of programming, teachers can use a variety of digital and analog resources (Cfr. Aramburu, 2022:36).

Information technologies bring new possibilities to this "behind the scenes" as they impact linguistic, logical-mathematical, corporal, interpersonal, intrapersonal skills, mainly, but not exclusively. Technological mediation can, then, diversify teaching purposes, such is the case of training, interactive way and socio/digital dimensions.

Significant ideas could be thought routines [what I need to know, which is hard for me], dialogue gatherings [co-face-to-face, digital and written], forums, emails, Whats and the applications that the platforms have developed. From the plans and programs, levels of depth of the expected learning are identified, in the initial agenda, the possible cognitive activities of the students are detected, the transversal and horizontal content of the contents: the teaching presentation, prior to carrying out the activities, it must explain, among other things, the reason for such action "breaking down the basics of the content" and consider what can be modified to "change" dysfunctional cognitions, since "not being able" can be supported and modifying by digital/analog resources /didactic by allowing the design of a "range" of socio-educational situations, such as determining general objectives through questions; determining specific objectives through images; determining specific objectives through bodily activities; determining expected learning through of a checklist and determine expected learning through perceptual means and use virtual reality, online, mobile, video games, artificial intelligence, 3D printers and E-learning, eportfolio, chatbots, blockchain, educational robotics, infographics, Ebook, Podcast, among others.

Thus, instructional, audiovisual and digital resources have multiplied exponentially in the number of applications (digital learning activities, face-to-face activities, portfolios, blogging, web portfolios, etc.) and can be used to energize school environments and promote the acquisition of new learning, related to the mass media, such is the case of cinema, television, radio, internet, which serve and can transmit content with educational value to a group of students.

This agenda should detail the learning difficulties and verify if it is realistic, it is suggested to ask the students if such a situation is "correct", since it is possible to raise new considerations related to I DON'T UNDERSTAND to describe the problem and name it. Likewise, weekly reviews can be done, technology helps, and future difficulties can be anticipated by establishing priorities in the agenda, not only at school, but also at home, to reorder teaching and learning activities. Digital mediation can design "the traffic light" where it is indicated [with red] what angry, [with yellow] what generates doubts and [with green] what I learned and finally the learning roulette can be designed to summarize, clarify, predict and ask, for example. Due to the above, it is necessary to discard the idea that learning is memorizing, implies developing skills, such is the case of developing critical thinking and knowing how to communicate in writing. Other suggestions may be: relay dictation when there is content related to compositions, using group resources, for personal use, for mail, browsers and for the game; everyone's blackboard where it is published, every so often and always, from additional information, festivities and room agreements; digital drawing and digital notes.

This virtualization of monitoring could be a teaching programming routine when working in digital classrooms, or "from confinement", for example, so that students participate with digital "publications", such as Facetime, and thus everyone is a collaborator of the agenda, behind the scenes, with particular slogans associated with motivation, for example.

Identifying learning difficulties is not easy, not only because there is a habit of giving a failing grade, but also because there are erroneous beliefs that can be identified when using, through questions/answers and what can be done to modify them: many are needed activities to support the realization of these dialogues, both emotionally and intellectually: the management of teaching, then, is a continuum to promote changes, in terms of digital work, digital culture, digital / analog activities and face to face activities.

3.0 CONCLUSION

The learning/teaching activities must be characterized by a variety of individual and group actions that allow everyone to contribute important aspects to the achievement of the expected learning, they must pay attention to the differences and the integration processes of the group: the teaching role is to guide the actions so that everyone feels that the activity is relevant and they do and demonstrate what they understand/learned.

This reflection proposes to detail, mainly through the activities, the positive effects of group work and facilitate reflection on know-how: special attention will be paid to creating an environment that leads to the detection of difficulties and the development of expected learning, every time there is a follow-up and achievements allowing a purification of the activities: the professional training of the teacher is an excellent backdrop to achieve this "change", behind the scenes. Why not?

Consequently, the group learns, since know-how is a property of the group that will mean that the activities and skills, through which the means are selected, are explicit and it is the responsibility of the group to promote them: its organization is circular (Russell, 1979), since the roles are rolled through examples, tactics, dynamics, compositions, crossword puzzles, scalograms, vignettes, etc. It is suggested to develop a "catalog of resources", such as a behind-the-scenes warehouse.

The technologies applied to education serve both as teaching and learning means, which can be traditional, such as books, blackboards and notebooks, or as alternative tools, or together with the traditional and the alternative. It is important that, although the new technologies could constitute a valuable contribution to get students to learn differently, they do not constitute the solution to the problems of current education: this is a challenge for teaching planning.

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