

## Socioeducational Observations in Evaluation of Distance Education in the Pedagogic Thought of the Teachers Education for Present Synergy



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**ABSTRACT:** This paper reports a evaluation study of the effect of involvement in Socioeducational observations for distance education on the way that teachers think about their own pedagogic practice education. The study involved a comparison of two groups from the same regions; the first group comprised teachers who were enrolled in distance education programmes in higher education, and the second group of teachers who had not had any university education. The study sought to detect differences between these two groups in the way they thought about pedagogy, and how, as a result, they confronted their own pedagogic practice education for present synergy.

**KEYWORDS:** socioeducational, evaluation, distance education, pedagogic thought, teachers education.

### INTRODUCTION

The study entitled Socioeducational observations in evaluation of Distance Education in the pedagogic thought of the teachers education for present synergy is an integral part of the larger project, Internal and External Effectiveness, in the Programme of Distance Education Evaluation of the Colombian University.

#### 1. Theoretical Foundation.

##### 1.1. Definition of the Subject.

This study involved a comparative study of the pedagogic thought of teachers enrolled in the programme of Distance Education in the Colombian University (the study group) and that of teachers who have not had any university education (the control group). The study group and the control group were both drawn from the same regions. The study sought to detect differences between these two groups in the way they thought about pedagogy, and how, as a result, they confronted their own pedagogic practice.

##### 1.2. Theoretical Setting: The pedagogical perspective

To talk about pedagogic thought assumes the existence of a theoretical construction of pedagogy. The fundamental epistemological question is whether pedagogy is scientifically based, with structured theoretical arguments with premises, hypotheses, deductions and coherent methods that allow us to think of pedagogic discourse as a discipline (Sabaurin, 2022), (Hopwood, 2016), (Saletnik, 2022).

A research instrument was designed that could be used to distinguish between the main lines of pedagogical thought that were used by the subjects of the research in real situations. This instrument was developed from the framework set out by He (2017), Florez (2001). The main currents of thought that He (2017), Florez (2001), identified are:

- Traditional Pedagogy.
- Behavioural Pedagogy.
- Pedagogical Developmentalism.
- Socialist Pedagogy.

##### 1.3. Pedagogical Currents.

###### 1.3.1. Pedagogical Traditionalism.

The traditional pedagogy picks up the aristocratic prejudice against the useful arts and technological skills, it emphasizes character formation that gives individuals access to the ideals of the good (arete), the beautiful (kalon) and the real (aleteia), creating a picture of the generic man in his universal and normative validity, as the humanist ethical-political ideal, the product of his environment, which the Greek city-state wanted to turn all of its citizens into (Carson, 2021), (Lalli, 2020), (Forstenzer, 2024).

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### **1.3.2. Behaviourism.**

To teach is to organise the conditions of reinforcement that accelerate learning. The student can learn without having somebody to teach him, but he learns better if the favourable conditions are supplied. The teachers always, without knowing, have had organized effective reinforcing conditions every time that they have taught something successfully, but they would do it better if they understood what they are doing (Moss, 2025). (Sandlin, 2018), (Knights, 2017).

### **1.3.3. Pedagogical Romanticism.**

This theoretical current of pedagogical practice can be classified as a reaction against behaviourism and to its restriction of liberty and spontaneity. It is an idealistic and romantic reaction as its name implies. It finds fertile ground for growth in the discontent in some areas with behaviourism, in the evolution of certain educational freedoms and in the nostalgia for the theory of Rousseau concerning these, together with de-schooling and the movement against psychiatry (Alexander, 2024). Basically, what the romantics argue is that that which comes from inside the child is the most determinant of development and as a consequence it is that inner life of the child that is the centre, the central organizing principal of education. Consequently, the educational environment should be as flexible as possible in order to allow the child to unfold the 'good' that is inside them, their qualities and natural capacities to mature, so that the child discards the 'bad', that which inhibits and is false, that which can be introduced from outside, by teaching and transmitting knowledge, ideas and values organized by others, by means of exercises, repetition and programmed pressures that violate the child's inner being and spontaneity (Bustillos, 2024).

### **1.3.4 Pedagogical Developmentalism.**

The line of pedagogical thought that developed from the ideas of Dewey (2001), Garnham (2023), Bendix (2020) and Piaget (2001) is given the name of pedagogical. In reality this line of thought was almost completely the result of the work and theories of He (2017), Piaget (2001), who took the dialectical method as a support for his research and explanations (He, 2017), (Piaget, 2001).

### **1.3.5 Socialist Pedagogy**

The socialist pedagogical current is fed by the theories of dialectical materialism, Marx (2000), Vygotski (2004), Fichant (2005). This conceptual framework is coherent with the ideas developed by Vygotsky (2004) that development is not the same as learning (against the behaviourists), nor does development arise spontaneously and independently of learning (against Piaget 2001) but that, rather, development follows learning and the only good teaching is that which advances development; at the same time teaching directed towards a stage of development that has already been achieved is inefficient from the point of view of the general development of the child (He, 2017), (Flores, 2001).

## **1.4 General Objective**

The general objective of this study is to compare the lines of pedagogical thought that are used by teachers of the programme of distance education in the Colombian University with the thinking of the teachers who have not received university training and who work in places and circumstances that are similar to the first group.

## **2. Methodological Design and Implementation**

### **2.1 Methodological Design**

#### **2.1.1 Variables**

The theoretical foundations that are implied in the general objective set out above require the control of the following variables: sex, age, teaching experience, type of institution in which the teacher works, socio-geographical region of Antioch in which they work, professional development programmes undertaken, number of credits accumulated taking them, and the zone in which the teacher works (urban or rural).

#### **2.1.2 Population**

The population on which this study was conducted was made up of the educators enrolled on distance education programmes of the Colombian University and who work in the regions of the Department, outside of Medellín and Valle de Aburrá, with at least four semesters of the programme completed, and by a similar group of educators who have no university education and work in the same areas.

#### **2.1.3 Sample**

A random, stratified sample was selected representing each of the following regions of the Department: Oriente Cercano (Near East), Bajo Cauca (Lower Cauca), Magdalena Medio (Central Magdalena), Suroeste (South East), Occidente (West), Nordeste (North East) and Urabá.

The size of the sample was calculated using the following parameters: (e) error: five per cent; (z) confidence: 95 per cent.

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## 2.1.4 Instruments

An instrument used by (He, 2017), (Florez, 2001) in his investigation into pedagogical thought was adapted to examine the thoughts of the teachers in the sample in the time periods designated for A to I. (2014 to 2022). The instrument comprised items scored using a Likert type scale.

The opening sections of the questionnaire consisted of 85 items, developed with the theoretical framework set out above in mind, and using the pedagogical classification set out in therein.

In order to evaluate the proposition of the present report, the instrument was adapted in a number of ways which arose from the pilot, with a view to increasing its reliability as it was going to be applied to populations quite different from those where (He, 2017), (Florez, 2001) had used it in his study.

## 2.2 Implementation

In period I, the pilot study was conducted on a sample selected at random, made up of distance education students following a summer school programme in the city of Medellín.

The questionnaire that was eventually used contained 85 items, including the demographic variable. The items in the questionnaire, apart from the demographic items, were written to identify the theoretical lines of thought of the respondents according to the pedagogical currents: traditionalism, behaviourism, developmentalism, romanticism and pedagogical socialism.

- A. Traditionalism: Items 12, 22, 23, 25, 32, 33, 38, 39, 42
- B. Behaviourism: Items 46, 51, 56, 60, 66, 76, 78, 82
- C. Developmentalism. Items 44, 47, 53, 55, 72, 74
- D. Socialism: 49, 52, 54, 65, 69, 77, 81
- E. Romanticism: this was not included in the final questionnaire, as it was not a current of thought that was very common in the population, as determined in the pilot test.

It is important to note that the original questionnaire had been developed by (He, 2017), (Florez, 2001), to make a study of the pedagogical thought of the teachers.

Testing the items in the questionnaire gave a firm indication that the items were associated with the currents of pedagogical thought that had been supposed. The tests of reliability gave the following results:

- 1. Traditionalism: Pearson . . . . . 0.81  
Spearman Brown . . . 0.95
- 2. Behaviourism: Pearson . . . . . 0.58  
Spearman Brown . . . 0.72
- 3. Developmentalism. Pearson . . . . . 0.94  
Spearman Brown . . . 0.95
- 4. Socialism: Pearson . . . . . 0.94  
Spearman Brown . . . 0.98

The pilot test also made it possible to calculate the size of the final sample, starting from the estimated variance of the population, a confidence level of 95, per cent and a estimated error of 0.05. The resulting size of the sample was calculated to be 139 cases, which was increased to 155 for implementation. The instrument was distributed in different regional centres of the programme, applying it to 155 students on the distance education programme and 155 respondents who were not.

## 3. Analysis

Comparison of the Pedagogical Preferences of those who are enrolled on the Distance Education Programme and those who are not

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**Table Number 1: Means and deviation of Students and non-Students in each of the Pedagogical Currents.**

Media and Deviation Currents	Users		No Users		t	p
	Media	Deviation	Media	Deviation		
Tradicionalism	2.67	0.92	2.78	0.96	-0.18	Ns*
Developmentalism	3.09	0.86	3.05	0.95	0.17	Ns*
Socialism	2.85	0.90	2.68	0.95	0.20	Ns*
Behaviourism	3.25	0.77	3.30	1.02	-0.33	Ns*

**Source:** Self-made

Ns\* = Not significant

As a function of experience, behavioural Pedagogy starts as being more important among those enrolled, but as the measure of experience increases it is those who are not enrolled who score higher on this tendency, agree with table number 1.

In the case of socialist pedagogy, this starts as being more accepted by those who are not enrolled on the programme, but as the years of experience increase it comes to be more accepted by those enrolled.

Controlling for sex or for those who work in the primary or secondary level, no important results are found; traditionalism continues to be most prominent among those who are not enrolled.

In broad outline, teachers without university education are most likely to be committed to behaviourism, while those enrolled on the distance education programme are more likely to be attracted to pedagogical developmentalism, if one looks at the case in evolutionary terms.

4. The Concepts 'Education' and 'Pedagogy' between those enrolled on the distance education programme and those not

In concrete terms, 94 per cent of those enrolled on the distance education programme showed a general tendency to link the two terms closely, and to express the complementarity of the concepts rather than their opposition. In contrast, only 47.6 per cent of those not enrolled expressed themselves in similar terms, describing the relationship of complementarity, or of a function of a general process of 'education'.

### CONCLUSIONS

The teachers who are enrolled on the distance education programme have experienced a partial change in their pedagogical thinking, which allows us to differentiate in a positive way between them and those who have not had university education. At the same time, this change does not appear to be very solid, or extremely definitive.

According to the statistical tests, it is possible to say that the distance education programme has had little impact, to date, in changing the pedagogy of those enrolled on it. However, one can note a slight tendency for them to abandon models that are traditional or behaviourist, and a slight increase in interest in models that incorporate new advances in psychology and pedagogy, as is the case with the Piagetian current that we have called pedagogical developmentalism (Bustillos, 2024).

This merely embryonic situation of change is, moreover, consistent with the facts related to the development of the distance mode of teaching. The first, most circumstantial and historical has to do with the small number of students enrolled on the programme because of their working conditions. The second, more structural and dependent upon the nature of the relation of distance pedagogy has to do with the possibility of attending a school, of progressing an concrete intellectual movement through a medium of education in a distance programme.

The students on the distance education programme demonstrate a greater capacity than the teachers who do not have university training to develop a sophisticated conceptualization of the terms 'education' and 'pedagogy', demonstrating by that a certain theoretical advance and a better understanding of their own role as educator and pedagogue (Hopwood, 2016).

The Faculty of Education ought to revisit the procedures employed in its multimedia teaching, if it wishes to achieve in their training of teachers a line that is distanced from the traditional models. This situation was clarified even further when we made reference to the pedagogical thought of the university professors. The pedagogical theories fall short, if in respect of those theories they only demonstrate a conceptual command, but do not extend as far as a practical or operational command of the concepts, which has a real significance for education and which guarantees the desired change. The professional development of teachers

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must necessarily reach a level where it has the ability to improve all educational processes, in line with the present state of science and technology (Fichant, 2005), (Vasquez, 2023), (Provenzo, 2006).

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