



Analogical Parents In Face Of The Home-Schooling Implementation

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Abstract- This article aims to reflect on the new demands imposed on analogical families facing the teaching conditions generated from the pandemic through which we are going to develop it using the qualitative method through which it was possible the application of various surveys made to a group of student practitioners who were developing their teaching practice. As a conclusion, it is recognized the importance that the family had in the accompaniment of the educational processes of the school that had to be assumed in a high percentage by the analogous parents, determining in the same way the technological deficiencies and a lack of digital domain by some of these analogous parents were identified, in the development of the English classes based on the work at home.

Key words: analogous families, pandemic, school.

1. INTRODUCTION

It is undeniable the multiple challenges faced since the COVID pandemic occurred, in the economic, social, cultural and above all in the educational field. This vision allows us to affirm that educational institutions were definitely not prepared to take on this challenge, which arose untimely, which is why all members of the educational community were involved in this new evolution of the school.

To understand and explain the sociocultural transformations related to the new conditions of the school, which is forced to leave its physical space, a fact that founds a feeling of helplessness, especially on the part of those who are active subjects of it, here it is worth pausing for a moment to mention Díaz-Barriga [1] who explains that both teachers and students even came to think that the school had abandoned them.

However, it is necessary to recognize that these new conditions have created multiple symbolic exchanges in the daily practices of the school, to enter into a form of construction and new ways of generating knowledge, in the framework of a new education that raises the need to re-signify the school space, to enter into a different mechanics that involves those who have traditionally been omnipresent actors in the evolution and development of the activities that have traditionally been developed within

the school institutions, particularly the role played by parents, who have become protagonists in the process of school accompaniment of which their children are a part. This paper seeks to raise some considerations related to the situations of parents who accompany the development of their children's school activities within the framework of home schooling, in order to understand and explain the socio-cultural transformations that the school has had to undergo, in the light of analogical parents whose characterization is necessary to understand the new dynamics generated in the school institutions, since the COVID 19 pandemic.

2. GENERAL CONSIDERATIONS

In order to clarify the dilemmas arising from the pandemic in the educational field, it is necessary to consider the new forms of the pedagogical exercise that the school had to take inside the households of each of the students, within which the spaces of the homes began to be part of the school.

Up to this point, it can be recognized that these practices of the school of today's world have led to abandon the corporal space of the school context, to delegate new roles to parents, who have had to assume new responsibilities in the pedagogical work developed with their children, in the context of the so-called "school at home" that has demanded a broad and continuing participation, which has led them to supplement the academic activities assigned by the school.

Before moving on, it should be noted that parents have played a fundamental role in the current conditions of the school, to the point of becoming facilitators of their children's education, so that their role during this pandemic has been key for education to effectively reach their children, which leads us to wonder about how difficult this migration has been for them, in terms of connectivity and availability of technological resources in the context of Bogota, which are recognized as being quite insufficient.

Thus, it is necessary to note the need to promote a digital culture that guides the daily work of parents who accompany their children in the learning process, allowing them to guide them in the search for information, digital navigation on the network, information storage, data retrieval and other multiple tasks necessary and essential to develop the daily life of the school, the difficulty is that many parents do not have a digital domain, nor an analog culture that facilitates the educational process of their children, especially those who are in elementary school.

Consequently, it is necessary to promote the construction of spaces that promote networks that facilitate connections, that generate intercommunicating links that serve as support especially between parents who have an analogical domain and those who do not, to facilitate the interweaving of the agents responsible for the school and the accompaniment of the children, that is to say, the parents.

It should also be noted that this approach allows recognizing that children, despite being surrounded by technology and being considered digital natives, this condition is not a guarantee of mastery and proper use of technological resources, which is why they

need the permanent accompaniment of an adult or an older person, to provide them with ongoing guidance on how to act, navigate and search for information, assessing its veracity, and recognizing those pages or web sites, which may be suspicious or unreliable.

From this perspective, Area [2] explains that there is a tendency among parents to state that technology is not within their reach, because they are unaware of many of the applications that can be used, especially in the field of education, which the current situation has led them to be permanently involved, recognizing in turn that, in some cases, it is a highly complex learning process, which prevents them from navigating and having access to cutting-edge technology.

According to these authors, we can describe Analogical Parents, taking the view of Lamas and Lamas [3] as those who do not have mastery of technology, preventing them from knowing and differentiating the platforms, do not use online games, are not part of social networks and much less are they able to use the various educational applications that are on the network and that in the conditions of the COVID 19 pandemic, are of high impact and relevance for their children.

This type of environment at home, coupled with the inability of parents to follow up and provide guidance to their children in the assignment of activities that are done from school, will bring situations that are still unknown by society itself, what can be detected is that they have generated explosive and harmful atmospheres, but totally discouraging, to promote effective learning situations in the children of our country.

This scenario then, allows us to state that this new school dissolved the corporeal space of contact between children, teachers and other people who are part of the school causing a change of great impact on families, who have had to enter to support the school activities of children, which as explained by Moncini Marrufo, R., & Pirela Espina [4] have led in the first place, to the recognition of the inexistence of strategies that favor the learning processes in the child, secondly, the identification of difficulties of expression that both teachers and children, as well as parents have, and finally, these analogous parents recognize their low level of understanding and mastery of the methods used by teachers in the classroom.

This situation occurs especially in the lower strata where analog parents have a very poor level of handling of technology, as well as little access to technological media, creating an environment of little understanding regarding the knowledge that is being given from the school, which together with the lack of dialogue with the minors, creates a greater difficulty in terms of access to knowledge that the school has tried to impart through the implementation of work at home, through the use of technology, which associated with the lack of technological resources and low access to digital media, have brought consequences still undetermined, but in the near future should be recognized as major failures of the project called learning at home, implemented in the context of the pandemic.

Note, in fact, that Ducoing [5] specifies that at least children who are in elementary and preschool need the permanent accompaniment of parents to be able to work online,

access technological tools and do the tasks assigned by teachers, however, it is worth adding that despite the fact that, despite the fact that the children are in the primary and preschool levels, it is not always possible for them to learn at home, it is worth adding that despite the certainty of this consideration, it will be necessary to inquire about the intellectual, psychic and affective conditions and the capacity of analogical parents to manage and master the contents of the programs as well as the use of technological tools, in order to be able to accompany their children's school work.

Digital knowledge required by the parents who accompany the children.

The configuration that gives sense to parents to be incorporated into the virtual world of today, in which the school is developed, allows to raise some views with respect to the knowledge required of this teacher, which empowers them for the construction of knowledge in their children, through the use of the media environment under which the school of this moment is developed, let us delve even a little deeper into this idea with Moreno, et al [6] who in a study applied to a group of parents in Colombia, states that they must be able to:

- Learn to interpret and manage the devices and tools offered by the new information and communication technologies, such as computers, smartphones, tablets and other digital devices, and their various applications, and web browsing.
- Search and make good use of the information displayed on the screen.
- understand the use of social networks and use information sources when they are presented through the computer or any technological device.

Regarding the first consideration, it is essential that parents are able to have a knowledge that enables them to use the tic, the computer, as well as the different programs that exist on the network, in such a way that enables them to support the work done by their children, who have been involved in the work program at home.

Regarding the second consideration, there is no doubt that the Internet is a tool that allows access to information, however, it is necessary to have a basic knowledge regarding specialized sources of information and understanding, which enables them to visit for example digital libraries, specialized magazines, books, support addresses, among others, for the development of academic work, assigned to their children from school.

On the last consideration, it is essential to train young people to be able to act in the virtual world, because if they are not aware of the dangers, responsibilities, and behavior to be assumed when interacting on the network, they can run a very high risk of danger, both for themselves and for their families.

This is why it is so important for parents to understand how the networks work and know how to act, taking into account the knowledge that their children may have, who, in some cases, manage to have greater control over the management of the network, but it does not necessarily mean that they are aware of the dangers and risks offered by the mismanagement and performance within the digital world.

In this same sense, it is necessary that this parent knows how to select information from the network, looking for original and reliable sources, which serve as support for the academic work to be done by their children at home, knowing at the same time the forms of information storage both physical and virtual, i.e. in the cloud, recognizing the advantages and facilities that can have to be able to organize the information and select that which is relevant to the academic purpose of their children.

In addition to what has been previously established, and from the point of view proposed here, it is necessary to recognize that the fundamental basis of the home work modality is the availability of technology, as well as the permanent company of a tutor at home.

Taking this perspective, we start from the assumption of having socioeconomic conditions in all homes that allow them to have access to technology, having a network that is not contingent and fleeting, but on the contrary, that is permanent and robust, whose navigation capacity should be quite satisfactory, also considering the availability of equipment for the development of school activities, these considerations are based on a prototype that is far from reality and the socioeconomic conditions that are experienced especially in the homes of public schools and school entities of low strata.

Impact of the availability of resources in the context of the development of work at home.

As it has been explained, the use of technological resources was fundamental for the development of school activities, within the framework of the home school program; however, as previously mentioned, there is a great lack of technological resources, Internet availability and navigation capacity in many Colombian homes.

This situation is evidenced in the OECD report [6] regarding Internet access in which it recognizes that only an average of 50% of households have Internet access, however this situation is exacerbated when they report that in stratum (1) one only 21% have Internet access, while in stratum (6) six, one of the highest 99.8% are connected, a situation that shows concretely, the wide gap in access to digital media in our country, with high levels of inequality, which have worsened and revealed in a certain way, in the circumstances that we are currently going through since the pandemic.

In view of the scenario in which the school revolves around a virtual environment, which in terms of Carreño [7] proves a great social difference, recognizing that many households do not have the technological resources, nor do they have the knowledge that would allow them to access an education based on technology, and developed in the digital world.

Similarly, this author examines the importance of the management and proper use of technology by parents, as well as the possibilities of access they have, agreeing that these circumstances should be part of the educational processes developed with the teachers of the future, whose knowledge and ability to access must be optimal and according to the needs of the conditions and demands presented at a time like the one we

are currently immersed, marked by a pandemic, for which we are not responsible, but we must be able to respond to the conditions and requirements that it imposes.

The problem is that not all families have sufficient technological resources for the effective accompaniment of students, many have not had the opportunity to access the Internet or a smartphone, which allows them to know the tools to send and receive messages or even surf the net, in addition, some parents do not have basic notions of digital culture, so it is difficult for them to virtual education with their children, In parallel, this is one of the reasons why parents are called "Analogical Parents" which is due to the lack of knowledge they have regarding the use of devices for example, under these circumstances, the difficulty lies then in that many parents must restrict the accompaniment of their children, due to the lack of technological resources, and for not having access to technology, nor having devices that allow them to support their children, so necessary and essential in these times of pandemic.

Despite this, we must recognize the great effort that the State has made to include various tools, programs, and aids with which parents can strengthen the development of the work done at home, nurturing various platforms, which are being renewed constantly and continuously apparently by experts, but the greatest difficulty lies both in the lack of knowledge, resources, and devices that parents may have, who are not being oriented, or trained, to support their children in the work at home

3. METHODOLOGY

The methodological approach that will be used to develop this research was based on qualitative analysis, whose fundamental basis will be the interpretation by the researcher. Bernal and Ramírez [8] emphasize the need to guarantee the voice of the researcher who, through a critical stance, will be able to examine the object of study, which in this case is related to the approach of a group of analogical parents, of the children who are part of the teaching practice.

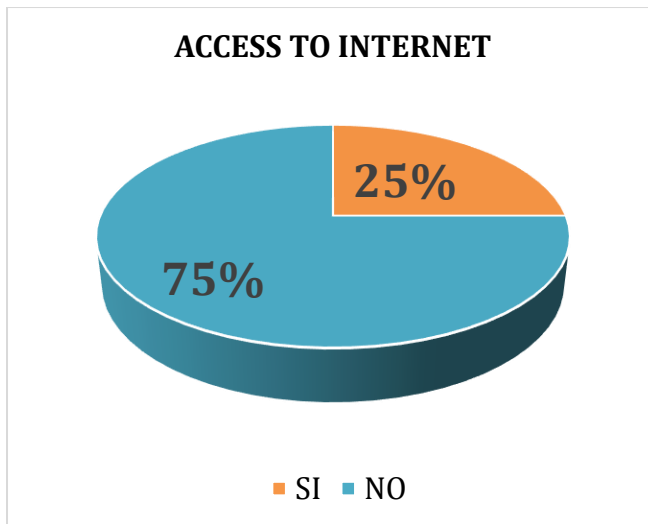
Instruments

With respect to the instruments used to collect data, an interview was used, as well as field diaries, which according to Bernal and Ramírez [8] enhance the researcher's viewpoint, which requires a critical stance towards the phenomenon studied.

4. DISCUSSION

The following graphs include the most representative percentages corresponding to the questions contained in an interview, as well as the various categories taken from the field diaries.

Graph 1 shows the percentage of Internet access that analog parents have.



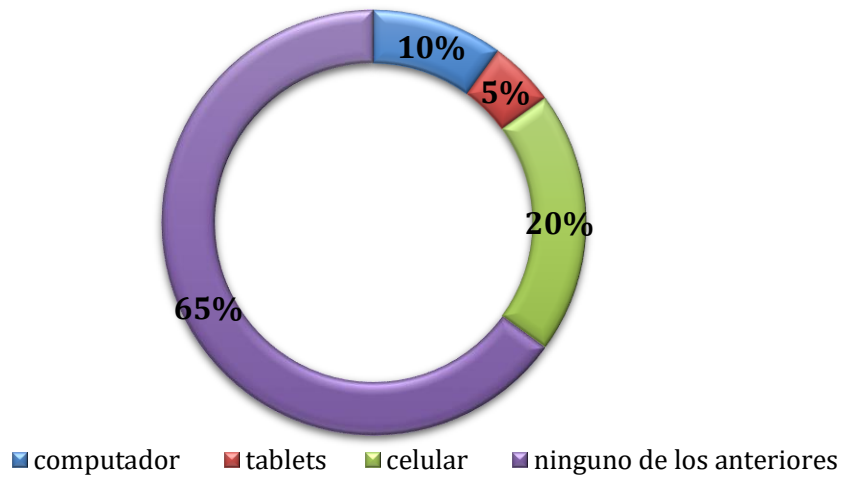
Graph1. Access to internet. Source: Own elaboration

This graph highlights the reiterated social inequity, because it shows that not all children have the same conditions for the development of their school activities, especially in the current conditions whose fundamental basis is the use of technology, which is why not having a direct contact with digital tools, the protagonists of the school are more often away from the academic activities that take place there, thus leading them to have a single source of wisdom provided by the knowledge that their parents have, In this case, it is necessary to ask whether their level of schooling will provide a favorable learning environment, because connectivity is essential to bring the school closer to the home, in this context of the pandemic, because it contains a number of resources and materials online, but not having this type of interconnection, there is a risk of increasing the digital divide widely discussed, especially in relation to the population of analog parents, thus, there is a risk of increasing school dropout, whose impact on the educational community is still unknown.

In this sense, the expected educational results in terms of quality indexes will probably be very poor and deficient, due to the lack of equity, especially for the most vulnerable, who, not having an Internet connection, day after day move further away from school, without being able to define the consequences of this new situation, to which they are being subjected by factors beyond their capacity of decision, but whose impact is direct, in this type of population.

On the other hand, we inquired about the devices that are available to the population under study, and the results are shown in graph two (2).

USED DEVICES



Graph 2. Used devices. Source: Own elaboration

Until recently, and even more since the pandemic, all members of the family had popularized the use of the Internet and in particular of the various devices, which have become tools to facilitate the connection with the outside world, in times we are currently going through, to the point of becoming essential for the development of all kinds of activities, and even more so, those educational actions, typical of the school.

In the same way, it is important to recognize that in the Colombian context the State has made bets to incorporate technology to the educational context of the school, however, it is recognized that it has left aside the training to the teachers, for which this type of policies has failed, because it is necessary to recognize that it is not enough to have the equipment, but it is fundamental, the training offered to the teachers, so that they appropriate the tools to the school context, until making them part of the daily development of the classroom.

At the same time, it is noted that there is a high tendency to use the devices, but only for recreational purposes, in which case, the data reported here and illustrated in graph 2, show a tendency in their use, predominantly the cell phone with 20%, a figure that, although notorious, is not significant compared to the 65% of respondents who say they do not have any device.

This situation is understandable, especially due to the economic factor that makes access to communication impossible, associated to the lack of school presence in these groups of people belonging to the lower strata, who, because they do not have a device, do not have the opportunity to access knowledge.

In fact, recognized entities such as the OECD [6] recommend that the state make investments in technological infrastructure, which according to their opinion will result in teachers being at the forefront in what has to do with the use and staging of technological devices, however, the reality of the school has shown that the

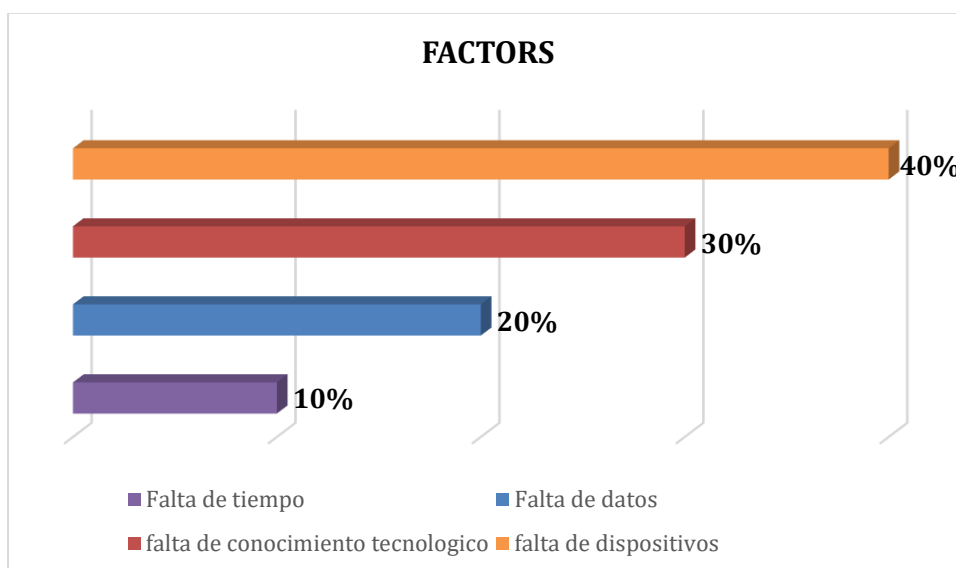
existence of the device in the school does not ensure its incorporation in the classroom, if there is no accompaniment and training for teachers, it is not possible to ensure processes of transformation and inclusion of technology in the pedagogical life developed by the teacher in the classroom.

In addition to the above, it is necessary to recognize that the pandemic has opened the need to incorporate technological devices at school, but such support is currently being developed by parents, who claim to have a device at home, such as a cell phone, however, it must be used in some cases by up to five of its members, to solve this they have taken the criterion of prioritization in use, considering that children who are in higher grades, have greater need for their use, thus leaving those in lower grades, without access to education, for lack of devices.

This without considering, that in some cases this device also becomes a work tool for parents, reason why children at home do not have any possibility to use them, this coupled with the low speed and bandwidth capacity that people have at home, that when they have it, because in other cases, this access is nonexistent.

All these considerations leave in evidence the inequity and the increase of the digital gap of these analog parents, who, not having the devices, move their children further away from school life, in fact the MinTic [9], in its data recognizes that half of the Colombian population does not have access to internet, this being a common situation in urban sectors and much more increased in the rural sector, facing this situation these parents have had to resort to the development only of guides, sent through WhatsApp by teachers.

Now we analyze some factors that have influenced the lack of accompaniment by analogical parents.



Graph 3. Factors that affect the lack of guidance from parents. Source: Own elaboration

In this way, the affirmation of the teacher's corporality leads to rethink the classic space of the school, to be substituted in a new model within which the protagonist is the mother or her family, to whom the responsibility has been delegated to substitute in many cases the teacher, for being the one who is next to the child, to develop the school activities assigned by the teacher.

The lack of technological knowledge and the lack of devices are important factors on the part of parents, components that account for 70% of the causes expressed, regarding the lack of support from parents, so that, as long as there are no technological elements, as Carreño [7] states, not having these tools, especially in the current times of pandemic and economic crisis, since parents cannot acquire this type of devices, nor does the State facilitate access to them, and when it does, parents also state that they do not have access to the network, so it is useless to have a technological element, if there is no connectivity.

Then, this subject plays a synergy in front of the reality that surrounds him, giving the best of himself in front of the demand accompaniment of his children, to which he responds according to his conditions and possibilities and digital knowledge, which for being quite low from the pedagogical point of view, allows to presume the low educational level that the children are receiving, especially those who belong to low strata, because it does not correspond to the fathers to have this knowledge, however, the circumstances have led him to obey to the conditions and possibilities and digital knowledge, which for being quite low from the pedagogical point of view, allows to presume the low educational level that the children are receiving, especially those who belong to low strata, because it does not correspond to the fathers to have this knowledge, however, circumstances have led them to obey a logic that is not within their reach, where their desire to overcome difficulties is recognized, a fact that is not enough for the children to have access to knowledge, as it was done in other times when the school was face-to-face, it will be necessary to determine later, what will be the scope of this lack of possibilities and its incidence, especially in the performance that will have to be demonstrated through international and standardized tests, required in the current school contexts.

However, the high degree of commitment on the part of parents who have shown a great concern, regardless of the stratum to which they belong, to be at their children's side, in the accompaniment of the tasks assigned by the school, to be developed at home, is highlighted. Something else must be added based on the approach of Pais who quoting Cerdan [10] assures the BBC World that "given the emphasis on technology as an answer, families with greater resources, who have better connectivity, computer, This circumstance has generated new dynamics within families, which allow us to realize how those who have greater access to technology can accompany their children, but at the same time it is pertinent to recognize that all of them have deficiencies in pedagogical knowledge. Therefore, they are also affected,

regardless of the social stratum to which they belong, by the lack of didactic support that they can give to the academic exercise done by their children.

All this allows us to recognize that we are immersed in an uncertain dynamic, of which much remains to be said, but which has definitely transformed the role of families in the educational processes, who in many cases have recognized the importance of teachers in the educational processes of their children, but has also allowed them to assume the true role of companions in the educational processes of infants, who need it so much, even more so in the current times of the pandemic.

5. CONCLUSION

The high degree of commitment on the part of the analogical parents is highlighted, who in spite of the multiple deficiencies either of connectivity due to the knowledge in front of the use of the technology or due to their lack of knowledge or of the field of knowledge of which the teachers have a great domain, in a very high percentage have always been very willing to help and assist the development of the work of their children, situation that in many occasions has taken them to accommodate and organize and modify the own dynamics of the home, to facilitate spaces in which the children can develop their school work.

The situation of the pandemic has exposed the great socioeconomic gap existing in the different strata, because while the children of high strata had the possibility of being accompanied by their parents while doing their work at home, the children of low strata were kept away from school because they did not have the opportunity to access the networks due to the lack of devices, This was a situation of almost complete disinterest on the part of the State, without it being possible to measure the effects of this forced desertion, to which particularly low-stratum children had to be subjected.

In spite of the efforts made by the State to solve the lack of connectivity as well as the lack of available equipment, giving some tablets that were in the school institutions to parents so that they could accompany their children's work at home, this measure was not effective for two reasons, the first of them, because they did not get anything if they had a device and did not have connectivity, and the second and more notorious situation was due to the fact that parents did not have a level of network management and much less a minimum level of pedagogical knowledge, with which they could really make an accompaniment and serve as tutors to their children, compared to the work delegated by teachers, in this sense, it can be said that this measure did not achieve the expected results, because of the many difficulties that arose and that the State was not able to solve, also because the work at home had two important aspects such as; The situation was not planned, but rather it was assumed that the parents at home met these two requirements.

As a final conclusion, it is determined that most children and parents use some devices, but for recreational purposes, but not for educational purposes, nor for access to knowledge, a fact that was especially evident during the assignment of tasks to be

performed in the home work mode, which required the permanent accompaniment of the analogous parents.

Likewise, it is recognized that although parents have made a great effort, it has been insufficient to achieve the expected effects in the learning processes of their children.

On the other hand, it is also shown that at times like those of the pandemic, it was essential to break away from the traditional curriculum, to enter into a dynamic of encounter of knowledge in which all the members of the family nucleus of the homes could interact; however, this was hardly possible for multiple reasons, among them, the pressure of some directives, the considerations of the State regarding the development of the curriculum, the lack of flexibility of some teachers, the traditional sense of the study plans, the technological ignorance of parents, the lack of autonomy and other multiple causes, which did not open the way for the promotion of pedagogical dynamics different from those traditionally developed in the school.

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