The Vision of Educational Actors: Normalist Practitioners, Tutors and Professional Practice Advisors in Times of Covid-19 in Mexico

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Abstract: In Mexico there is talk of making the world change, of new strategies and innovating in education. The Covid-19 abruptly engaged the teacher to do so in an unusual way. The implementation of virtuality to reach every corner, new ways of teaching, relating to parents, interaction with tutors and directors was complex. The challenge was to learn in virtual professional practice. Objectives of the study: 1) Identify the characteristics of the professional practice of the seventh and eighth semester students in virtuality, 2) Analyze the academic-disciplinary factors, personal reflection and technical-pedagogical factors that intervene in professional practice, 3) Verify the presence of challenges of their teaching performance that they face in the virtual classroom. The qualitative and descriptive approach is the basis of the research. 21 elementary schools in Nuevo León participated; 76 teachers and 112 undergraduate students in Primary Education from the Miguel F. Martínez Normal School (ENMFM). Observations, Professional Practice Evaluation Rubric supported the research. It is concluded that the pedagogical practices fulfilled their mission, with innovative characteristics in the teaching practice; the academic-disciplinary factors were activated when planning, organizing, developing, intervening and evaluating the students; the personal-reflective factors were manifested in emotions of despair, helplessness, discouragement, expectations, new proposals, learning in their teacher training; advantages and disadvantages, areas of opportunity and strengths in the use of technology, face-to-face personalized attention and class times and in technical-pedagogical learning skills for real life.

Keywords: *Professional practice; Normalist practitioner; virtual classroom; Covid-19; tutors.*

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1. Introduction

The professional practice is a concept used in the teacher training school to accredit all students who during their last year practice in a basic education group. It is there, in the normal school, where the student is built in a gradual process that allows that as he advances in his professional career, he learns to be a teacher. Recovering the reality of the practice carried out in the school through a reflective process, as carried out by the normalist in their last student year, has been a fundamental task of tutors who are regular teachers of the primary education groups and of the practice advisers. normal school professional. Knowing, knowing how to do and being in professional practice is vital for all future teachers (Álvarez & Díaz, 2020). The current impact of professional practice and of the actors involved in the process is observed through the results of various investigations. Álvarez & Díaz (2020) in their study carried out on 93 students who carried out their professional practice found that most of the participants believed that the objective when carrying out the practice is to acquire the experience to facilitate their process in the labor field. They stated that meeting their goals is an aspect that contributes to the improvement of their work and that it is necessary to have better proposals, innovative strategies and better resources. These types of reflections are presented throughout professional practice. Normal schools intend that normalist students, upon reaching the seventh and eighth semesters, carry out their best practices, but what is the vision that the primary education tutors and the professional practice advisers of the teacher training school have about the practice they do? normal students in virtuality? And what reflections do students have about their own professional practice?

It is highly relevant to conceptualize the practice carried out by students in the 7th and 8th semesters of the Bachelor of Primary Education (LEP). In this sense, Domínguez & Quintanal (2020) mention that the practice carried out by normal students in their last school year is a teaching practice or teaching practices, since professional practice is that carried out by beginning teachers, those who graduated and are found in their first year as starters. However, authors such as (Morales, 2012), refer that pedagogical practice is that carried out by students / practitioners in their last year of study at the Normal. Likewise, the 2018 LEP Curriculum indicates that professional practice now becomes service-learning (SEP, 2018). Well, pedagogical practice, professional practice, teaching practice, teaching practice or Service Learning will be concepts that are associated for the purposes of this study, since the intention is to identify the characteristics

that the practices of the seventh and eighth semester students present in virtuality.

This last aspect has been a factor that, more than a year ago, transformed education in Mexico and the entire world. The COVID-19 pandemic abruptly made all teachers change their work strategies from one day to the next, since it would be the arrival of this virus that would practically force them to use the virtual classroom, making use of platforms, knowing software, doing use of video calls to conduct their classes, among others (Saporitti et al., 2020), difficulty caused by a large part of teachers at least in Mexico.

The so-called virtuality in the practice of normal students, caused the quality of their work to be reflected from other perspectives. In the academic-disciplinary and personal-reflective dimensions (Dorfsman, 2012) factors were observed that were involved in the normalist student's practice. The academic-disciplinary dimension refers to the organization of the educational work carried out before, during and after its practice; to the evaluation carried out by the normalist practitioner to the students and to the didactic intervention carried out in the classroom. The personal-reflective dimension refers to the support that the normalist practitioner provides to his students for their learning; to the ways in which it assumes the legal and ethical responsibility that it has when being in the role of teacher in front of a group (Sánchez et al., 2018). These dimensions were observed and evaluated by the tutors, head teachers of the primary schools where the normalist practitioners carry out their function; as well as by the advisers of the pedagogical practice, professors of the normal school, teacher training institution.

Perceiving the difficulties presented through professional practice through the reflections of the tutor, advisor and normalist practitioner, was the reason to analyze and verify the presence of challenges in their teaching performance that they face in the virtual classroom. Progress has been made in the knowledge of the subject, because despite the presence of COVID-19, normal school practitioners have managed to develop their professional and generic skills to reach their goal. However, it seems that the regular teachers and advisers are not satisfied and we demand a dynamic, different, innovative, exchange, active, projective, propositional practice, in which intelligences are developed, with new methodologies, in which the competences are visualized and more. It is necessary to respond to the objectives of this study, which will allow finding the best options for the achievement of significant learning in normal school students, improving

their teaching, professional or teaching practice unresolved need that continues to be seen towards an educational path hybrid.

There is much talk about virtuality, the pandemic that causes COVID-19, the work that normalist practitioners have had to carry out in this new modality, the monitoring that both tutors and advisers have had to adjust to the new way of carrying out their practice, to tolerance to learn, to respect for progress in the learning of the other and even with that the demand practically remains the same in many cases, due to the duty to be regardless of what happens. Uncertainty exists and is perceived in the little information that is found on whether the curriculum should include more or less content, whether or not the evaluations should be carried out, if they are only qualitative observations or examinations on platforms, if worksheets are applied, answer the book or notebook or only the primary school student should listen to.

In accordance with the above, this study was oriented around the following purposes: 1) Identify the characteristics of the professional practice of students in the seventh and eighth semester in virtuality, 2) Analyze the academic-disciplinary factors and personal reflection that intervene in professional practice and 3) Verify the presence of challenges in their teaching performance that they face in the virtual classroom.

2. Methodology

2.1 Type of Study

The qualitative approach is the basis for the study. This approach allows data to be collected and analyzed, as well as the opportunity to define objectives, research questions or create others based on the interpretations obtained from the results. Qualitative research presents characteristics that define it as such, among them is that: in the literature review, it is considered to emphasize the need to carry out the study and justify the problem, to consider a sample according to the context, to which the instruments that will be tuned are applied. Break down categories based on the data obtained and reflectively report the results (Hernández, et al. 2014). The descriptive methodology points out Hernández et al. (2014), that studies with this type of scope “seek to specify the properties, characteristics and profiles of people, groups, communities, among others (...) They intend to measure or collect information from independently or jointly on the concepts or variables to which they refer” (p. 92). In this sense, the research regains strength by obtaining and collecting information necessary for the study through indicators that are defined below.

2.2 Participants

Twenty-one primary schools from Nuevo León participated; 76 primary education teachers from various municipalities such as Monterrey, San Nicolás de los Garza, Apodaca and Escobedo from the state of Nuevo León, Mexico, three professional practice advisers and 112 undergraduate students in Primary Education from the Miguel F. Martínez Normal School. The teachers who participated are teachers of basic education at the primary level, called Tutors for the purposes of this study, 100% with more than 5 years of seniority at the service of the state and chosen from a database of schools at the same level. state. The participating advisers are in charge of seven (7) institutions each, which are visited virtually due to a pandemic, which implies agreeing to carry out said activity. The three advisers have between 20 and 40 years of seniority in the educational system and much of their years in service have been dedicated to professional practice. They are regular base teachers and teach two subjects, Degree and Professional Practice in the seventh and eighth semesters, now in the 2018 Plan called the latter Service Learning. Most of the students are between 20 and 25 years old, because there is no age limit for entering normal school. 35.3% are between 21 and 24 years old. 100% are practicing students of the degree in primary education. The sample was obtained through a non-probabilistic convenience sampling since they are students with whom we work directly in professional practice.

Table 1. Sociodemographic data of the participating groups
Source: Authors' own conception

Category	Group 1	Group 2	Group 3
Number	37	39	36
Age	75.67% M 24.32% H	69.23% M 30.76% H	83.33% M 16.66% H

Note: own elaboration.

2.3 Instruments

Instrument 1. Observations. The professional practice advisers developed an observation guide by which data from the observed classes are recorded. The following dimensions were evaluated: indicators prior to class, personal presentation, beginning of class, development, closing of class, evaluation, general observations. It comprises 19 items, which are evaluated using the following scale: 0-5 = poor, 6-7 = fair, 8-9 = good, 10 = very

good. It has validity and reliability studies through a pilot test carried out by 7 consultants who previously participated in its application.

Instrument 2. Open interviews were conducted with primary school teachers using a Google form. This instrument was created by the ENMFM professional practice collegiate from the document entitled Rubric to evaluate LEP professional practice. The following dimensions or factors Beginning of class and Evaluation strategies were evaluated. It consists of 25 items, which are evaluated using the following scale: 0-5 = poor, 6-7 = fair, 8-9 = good, 10 = very good, in addition to a section on general observations. It has validity and reliability studies since it is an instrument accepted in quality review with the RC-08-018 registry of the institution.

Instrument 3. Form in Google. The student interns of the ENMFM, responded to a form that was sent to learn about their professional practice. The dimensions that were included were: name, school in which he works, age, academic-disciplinary factors, personal-reflective factors, technical-pedagogical factors. It consists of 15 open question items.

2.4 Procedure

In accordance with the purposes of the research, the study was developed through the following phases:

- 1) Observation
- 2) Conversation
- 3) Documentation (Hernán-García et al., 2021)

2.5 Analysis

In the study, the following information analyzes were carried out: at first, the observations and the filling of the form (rubric) were made by the regular teachers of each group of primary education. In a second moment, observations and filling in the form (rubric) were made by the professional practice advisor and in a third moment, the practicing students of the normal school were asked to fill out a form (exclusive rubric) to express their opinions with regarding your professional practice.

2.6 Ethical Considerations

The follow-up of the ethical norms was carried out based on the authorization for the investigation of the schools, elementary school teachers, professional practice advisers, and interns of the seventh and eighth semester of the LEP. The informed consent and the handling of the personal data of the participants was accepted by means of a signed letter of

authorization by the academic sub directorate of the ENMFM and the directors of the elementary schools.

3. Results

3.1 Primary school teachers (Tutors).

The results found with respect to the evaluation carried out by primary school teachers through observations and filling in the rubric were the following: they do not generate expectations in the students, they lack opportunities for students to value their learning, socialize the learning expected from the beginning of class, it is necessary to improve the organization of situations where students recognize the process that was followed when working on the learning as well as give feedback to the students at the end of the class. However, the students stand out in that their classes show congruence with the expected learning, provide the opportunity for their students to participate as much as possible due to the use of the internet, mobilize knowledge, manage the use of resources or materials for the students, organizes their work, communication and interaction with students, optimizes the use of time and spaces in their virtual classroom, generates meaningful learning, generates situations in which ideas and concepts are confronted, monitors work, answers questions and provides feedback on learning, interacts with students to build learning, is evaluated at the times established in its planning, includes techniques and instruments to assess expected learning and retrieves evidence from their students about the work done.

3.2 Advisers of the Normal school.

The professional practice advisers, who evaluated the students practicing the normal through the observations and the rubric, found that the majority of the students present their planning with time, their personal presentation and the space from where they carry out their classes is adequate, At the beginning of the class, they socialize the expected learning, activate previous knowledge through games, challenges, or various strategies in which they investigate what they know about the subject and what motivates them to know more. During development, they carry out innovative activities, taking into account the interests of the children as they are interactive activities and also congruent with the expected learning. At the end of the class, they answer questions, although it is difficult in the vast majority due to the time, they have to work each class; They do not perceive if all the students generated learning because they do not manage to attend

to all of them, they optimize the time because the platform of use does so automatically, however, they resort to entering the session twice in many cases to be able to finish the work with your students. Regarding the evaluation, if they present an instrument that allows to retrieve evidence of what has been learned, which usually translates to doing it together or sending it homework. It is difficult to assess individually unless they perform an assessment activity specifically at a specific time.

3.3 Practicing students of the normal school.

The students practicing the ENMFM consider with respect to the *academic-disciplinary* factors that the differences found when working in person and online is that in the first option there is more interaction with the students, you can see the progress they have in the development of the activities; the needs of the students are better known, more teamwork, the learning of the students is reflected through the activities in the class; Face-to-face work is much more comfortable in that only a certain time is specified to be done either in the morning or in the afternoon, and learning is better because the things that must be done are solved at the moment if there is one. Doubts.

The advantage of *online classes* is that the children became more skilled in terms of technology, many of the children no longer need their parents to connect to classes, you can have contact with the children at any time of the day, it is easier to do the didactic material because it is digital, although it is a bit more complicated to explain. Student participation becomes more controlled due to the time available. The lack of interaction and interest with the students occurs because the time spent in contact with them is short. In this modality, the teacher is given the opportunity to use digital tools that are attractive to students, however, not all have the necessary resources, generating more expenses in material for the children because they had to have a computer or a good cell phone to carry out the tasks. activities and carry out good communication.

The characteristics of the professional practice of normalist in times of COVID-19 is that it represents a challenge when working full time with a group that is only known through a screen. Likewise, it becomes frustrating due to the limitations that are presented. There is little interaction with the students, parents and tutor, the practice is very different and scarce compared to the face-to-face practice, it is more tedious and it is not possible to complete satisfactorily for the normalist and their expectations when working with their students. distance students. It is necessary to have commitment, responsibility, organization, more preparation in digital media,

create more interactive dynamics for students, have more time in front of the computer, among others. For some of the students, this type of practice is complicated because they work many times more after hours, since the students ask questions late at night or even on weekends, this causes that they do not have a schedule fixed work. Therefore, it is essential to innovate and think about solutions.

The educational work you do before, during and after your practice. Before starting his practice, he organizes through dynamics and materials that he presents, he maintains a positive attitude towards the activity. Most of the students, wait for the tutor to share the dosage of the week as well as the worksheets that should be used, in some cases these files are prepared by the normalist. Likewise, a message is sent to the parents advising the material that will be used and attaching the link to enter the class at the established time, in addition, it is checked that the internet connection is stable so that there is no problem. During the session, they wait five minutes for the students to connect and then start taking a list and remembering the rules to follow during class. The expected learning, the content to be addressed or the topic depending on the subject is worked on, this is a whole process. Then a recapitulation of what was done in class is made and a reflection is made on the aspects that can be improved in the next session. Students are given feedback on the topic addressed; on some occasions the tutor intervenes to close the session. It is then that learning is chosen, plans are created according to the contents of the learn at home, dynamics are sought according to the group, the time with the students is estimated, the practice is carried out, works are sent, the jobs, grades are passed, evidence is uploaded, the diary is written, among other things.

The subjects with which we work are all those that belong to the basic education curriculum at the primary level from first to sixth grade in Mexico. Among them mother tongue, mathematics, socio-emotional education, knowledge of the environment, among others; depending on the degree in which the professional practice is carried out. During class, the tutor begins by teaching the classes that have been designated, and gives the normalist the opportunity to join the academic part (seventh semester). In the case of the eighth semester, the normalist takes charge from the first hour of the day to work in all aspects with the group that corresponds to him. At the end of the class, students are told that they will be able to upload their assignments from Friday to Sunday on the group's Classroom platform. Therefore, every Monday their work is evaluated. It is essential not to forget that the normal school student makes his daily planning for his classes, makes use of games to activate previous knowledge, makes PowerPoint presentations to explain

the subject, also creates educational videos, designs activities on worksheets, makes use of the notebook and textbook and gets his students to reflect and get feedback on what they have learned through questions. Sometimes they close with an evaluation of the activities and at other times it is sent as homework.

The means used by the normalist practitioner to evaluate their students is by means of a rubric, a checklist, an estimating scale that includes tasks, practical activities, answering book pages and class participation. Activities are also carried out through Classroom in which students upload tasks that are constantly evaluated.

The didactic intervention carried out by the normalist practitioner is through the organization of meetings in meet or zoom spaces in which the teacher can comment on various situations with students or parents. The didactic intervention is offered through games, digital and dynamic didactic materials; as well as talks in the activities or in video calls, activities that help and motivate the student during class, by implementing didactic strategies with the use of tics as a learning tool. Another way of intervening is trying to get everyone to participate, always working as a team with the tutor teacher, carrying out activities that do not imply overload of work on the students, being clear and brief at the time of the classes, using various materials and resources to enhance learning. In the case of students with learning barriers, it is done by presenting the activities in a simple way, implementing innovative strategies that motivate them to participate in classes and encouraging them to do so; adapting the degree of complexity of the activities; using relevant teaching strategies, through simulators, interactive games, videos and activities; making the necessary reasonable adjustments and in cases necessary with the help of the support teachers. Checklists or estimative scales are also used depending on the learning that is intended and indicating the achievements. However, for the evaluation that is given through classroom, it is only verified that there are no errors in the cards and that they comply with the requested tasks and participate in various activities.

Regarding the *personal-reflective factors*, the normalist practitioners expressed that to help their students in the virtual learning process, it is essential to investigate what tools can be implemented in the classes; as well as rethinking the idea of the importance of mastering the topics that are exposed so that it is easy for them to understand it. The creation of a virtual learning environment based on harmony, respect and trust is the fundamental key to building affective bonds with students in order to make them feel important and with the comfort of expressing doubts or concerns

about the subjects. Always be with the best attitude, show them and try to transmit joy to the students so that they can be in a good learning environment, looking for strategies and new ways to give them a better and more fun class.

The legal responsibilities inherent to their profession, the normalist practitioner assumes them with responsibility, respect, dedication and commitment to the students. Complying with the established schedule, respecting the rules of the directors and the legal guidelines. Know the regulations, rights and duties that are had as a teacher, but at the same time the rights and duties that students have as such. Compliance with your teaching work in a timely manner will be the starting point for success.

In the case of his ethical responsibilities, he assumes them with the knowledge that all teachers must provide dignity and fair treatment to each of the students, treating them as every human being wishes to be treated, with dignity and respect. For this, it is essential to give them the confidence to talk, especially in the current pandemic situation. Honesty is another of the values that are put into play, creating a favorable environment during class so that students can express themselves and share their doubts or experiences. It is important that the respect that is had between students and normalist practitioner includes all students with different learning styles, at the same time that it carries out planning with adjustments for each of them, that is, not excluding any student and promoting values of solidarity and empathy with the students.

The advantages that are presented when working in a virtual way according to the practitioners are the schedules, since it gives time to review and plan the classes. Likewise, working from home, making greater use and knowledge of technology through digital applications or online teaching strategies. The advantage of face-to-face work is that you can interact with the student, a very helpful aspect to generate confidence in the student, manage to socialize and manipulate didactic material, helping their learning.

The disadvantages that are detected according to the responses of the normalist practitioners is being available at all times, feeling physically and emotionally exhausted when working so many hours in front of the computer. Another difficulty has been the little knowledge we have about the student, since neither the time nor the knowledge of the context allow us to be in constant communication. The little interaction with the students does not reflect that the students learn 100% what they are being taught compared to face-to-face education, which is more observation and analysis of the students. The evaluation that is carried out on the students has become a tired aspect, as some do not upload their activities. There is a

socio-emotional part in which in addition to interacting with them, you create empathy, however, in this case the children have not been enjoyed throughout the year, there has been almost no contact with them, it could not be attended in the same way that in person, it does not feel that they are learning as it should be. It is also essential that we think about the series of physical problems generated, such as cardiovascular and vision problems, since spending a long time sitting and observing enough hours in front of a monitor makes the body sick and this has negative consequences on the health of the being human.

The areas of opportunity that are considered to be presented were getting some of the students not to keep their cameras on, student participation in class, finding even more entertaining activities, getting more involved in the class, lack of confidence at the time of interacting with students, difficulties in group management and time control when implementing activities, overload and lack of time, incomplete mastery of technologies, student evaluation, time to teach the class, improving the implementation of plans, controlling the Internet, capturing the attention of all students, evaluating correctly, communicating with school actors and managing time in classes.

The strengths that were identified were the use of technology, creation of favorable and effective environments, more active teaching strategies, design of visual material that draws the students' attention, group control, interactive activities, learning from mistakes, taking information at the moment. through the use of the internet, use of materials at home when developing the activity, improving pedagogical tact when communicating with students.

Regarding *the technical-pedagogical factors*, the students explained how their students learn, stating that while they take short classes, the students learn more easily. Likewise, making explanations and using dynamic and fun activities, activities appropriate to their age, making them stand up during class to some dynamics, with games such as Kahoot, Word wall, WhatsApp and face book, making use of books as much as possible of text. Students now in a virtual education, according to practicing normalist, must learn to be empathetic, self-assess, know themselves and work collaboratively, develop skills and abilities that they did not know they had. They must also learn the expected learning, making them meaningful, handling technologies and learning and applying values and above all having that commitment to recognize education as a tool that will help them in their social and moral formation. To live together, to participate, to respect, to investigate and to get involved in each of the activities. All subjects are equally important, they

must learn to handle each situation, focus on their socio-emotional competencies so that none of the following situations that we may present is an impediment to learning, they must learn to do, to be and to know in a way autonomous.

4. Discussion

It is concluded that the pedagogical practices fulfilled their mission, with innovative characteristics in the teaching practice; the academic-disciplinary factors were activated when planning, organizing, developing, intervening and evaluating the students; the personal-reflective factors were manifested in emotions of despair, helplessness, discouragement, expectations, new proposals, learning in their teacher training; advantages and disadvantages, areas of opportunity and strengths in the use of technology, personal attention in person and class times and technical-pedagogical aspects fulfilled their role in determining what the student should, what he needs, what the student wants to know and advance in that process. It is important to say that the students also stated that not all the needs of their children can be met, the attention is different and the learning environment in a virtual classroom and in person is very different. Distance work is nothing compared to face-to-face work because virtual work is scarce, there is little normalist-student interaction, teaching is different and some children do not solve all their doubts. However, much progress was made in this new modality, achieving that a large percentage of the students learned significantly by building their knowledge.

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