

Strategy Perspective I Learn at Home in Distance Education

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Abstract

The Estrategia Aprendo en Casa is a tactical direction adopted by the Ministry of Education due to the pandemic that was generated in to do the world. This study set out to determine the perception of parents of familia about the estrategia Aprendo enCasa in relation to education to distance through a cross-cutting descriptive study. A Likert-typequestioning has been used with 14 questions; this esudio showed that the parents of Familia work with thee strategia Aprendo at Home, these results are consistent with those carried out by Bustamante (2020) although the circumstances are not the same by which it can be concluded that this strategy is an alternative to continue the teaching-learning process and the parents of f amilia approve the strategy using it since they carry out activities fundamental to the well-being and development of students; proposes to collect evidence of the work done, as well as guiding families on the use of the devices.

Key-words: Strategy I Learn at Home, Distance Education, Pandemic.

1. Introduction

On 31 December 2019, in Wuhan, China, they announced that there are a large number of cynadans with pneumonia; report that this is a new coronavirus. So far in the century, it is the third

time it has been presented, it is due to the zoonotic contagion between different species, so far the species involved is not known (García,2020).

The coronavirus pandemic(COVID 19) is a health emergency at the mundial level; many nations, today, find themselves with many deaths and with considerable economic consequences at a global level (Mejía,2020).

According to Carabelli (2020),the emergence of covid-19 led to an inadequate event and high magnitudes that mainly affected health; but also the educational system; that is why they have given virtual sessions involving a rapid habituation of teachers and students to the use of different technological means (Carabelli, 2020). Since the arrival of covid-19, purely virtual activities have been carried out, which has led both teachers and students to carry out their activities using pedagogical tools.

According to the newspaper ElComercio.pe, in Peru, the first case was reported on March 06, 2020 in the city of Lima; patient zero was a worker of a well-known airline from Europe, the Peruvian population had to enter the process of cuarentena, because it had spread in the country, a very contagious, dangerous and deadly condition, isolation included the entire Peruvian education system.

The Ministry of Public Education (Minedu, 2020), from that time on, and used to enact a series of resolutions viceministeriales (RV),which publicizelgunas measures that Minedu took in this regard. The first of these was the teaching is for their mote work of teachers that ensures the development of the non-face-to-face educational service of public educational institutions and programs, in front of the covid brote ; then facilitates a resolution on the pedagogical activities for the educational service in Regular Basic Education (EBR) during the year 2020, within the framework of the health emergency by the Coronavirus. Subsequently, it repeals the first Rv facilitating dispositions for the remote work of teachers that ensures the development of the non-face-to-face educational service of the Institutions.

All this resulted in the strategia Aprendo En Casa, in the regulations, provides the specifications where the National Curriculum of Basic Education should be considered, in addition to the interaction of the teacher – student is carried out with the involvement of parents or guardians of students; also in the provision of service, minedu's guidance is considered to teachers, directors and decentralized Educational Management staff, where access to virtual media, radio or television is taken into account. These aspects, while true are the basis for the work being done, it should be considered that, in the National Curriculum of Basic Education, it should be prepared s or give a

vision for distance education. Learning at Home is a tactic, planning originating in Peru in terms of education to distance that Minedu prepares and provides to the educational collectivity to ensure the initiation and continuation of the educational benefit in the field of health urgency. Pursuant to R.M. No. 160-2020-MINEDU, from 06 abril, the start of the new school year is prepared by the implementation of the planning and programming of the strategy in the public educational institutions of EBR throughout the country.

This remote multichannel teaching planning, in a short time, is committed to providing the country's EBR students with the guides, standards, components to offer ordered and fixed competences in the National Curriculum. In the medium and long term, he positions himself to complete the pedagogical practice carried out by teachers, emphasizing the interest and care of students in the peasant and distant are as with the unique intention of reducing the inequalities of learning (Minedu, 2020).

According to Minedu (2020), the community retreat site is not a normal position, there is a means of pressure, fear, weakness and doubt in families. Therefore, one should reflect on considering an emotional element with primacy. It is not possible to reason in initiating learnings if students are not perceived with confidence, loved and sheltered.

For Minedu (2020), the Learning at Home strategy is a remote education mode that is being given by medio the web, television and radio; on this occasion, the parents of familia made known to their teachers the means they would use to take the classes and the means by which they would surrender their academic responsibilities.

The current situation has forced the various countries to change the format in which their educational plan is taking place, since, today, telecommunications are the main character. The uncertainty that was raised was how it can harm those nations whose entry into this kind of knowledge is unstable. Judging distance education is to handle the subject with little scholarly eagerness. This option is not suitable for you to develop learning; however, alternatives are useless in practice as attention to the educational process for learning to take place leads to simple retention of information. It is the truth that has not been reflected in the areas of social difference in which dissection and lack of means are decisive when choosing by mitigating procedures that access continuity of studies (Cáceres,2020). Distance learning has brought with it that students only make use of meristic learning; but, in reality, this can be more elegant since teachers can get involved with the diversity of platforms that, at present, exist n; in this way, to be able to guide their students to the construction of their learnings.

Chaves (2016) refers that education to distance has varied from its beginnings and this is due to different contexts and times; therefore, technological innovations are being generated. Defining education to distance has some difficulty since this type of education has particularity and is that it has been converted over the course of the period and the context where it has been increased; surely, the one currently provided will vary in the following years; therefore, it will also change in the different topographical environments (García, 2020); the various authors have suggested a different position, per or with general components.

For García (2020), “the educación a distancia focuses on the orderly and continuous performance of pedagogical means and the support of a structure and tutoring that, distant in physical form of the students, favor in them an independent cooperative learning” (p. 26). The first day of the start-up of the estrategia Aprendo en Casa caused a confusing situation, in reality neither managers nor teachers nor parents knew what it was about, to do this process has gone through three moments (Norman and Daza,2020).

The first moment we could make it known as "the stadium of chaos"(Bravo, López, Blanco, Pazos, Ramos and Gil, 2015): confusing period that is associated with the entry into the technological in the various devices such as in the splicing situation to the internet of the students and teachers, this resulted in the reappearance of television and pedagogical radios. On the other hand, we have the second **moment "unstable stadiums"**(Jan úra, Bizovska, Svoboda, Cerny and Zemkova,2017): it shows a visible digital training of the different educational societies, where the practices of teachers without use of technology have been quickly replaced in the drive of equipment focused on the use of video – called LMS, collaborative rooms, virtual white boards, among others, which led, on the one hand to the large number of modernization courses in digital instruments, audiovisual guides, this brought with it the judgment to the traditionalist processes of learning teaching in which technology was involved, of all this, some questions are born S and is learning invirtuality?,is the educational quality and the present day the right one? The third moment "stable stadium" is given **way**: institutions with firmness, dedication and organization are found. The educational communities had to make some adjustments since, from the beginning, these institutions had some experience gained in convenient virtual environments and current topics.

Sucerquia, Londoño, Jaramillo and Borba (2016) noted that distance education, in the field of mathematics teaching, is given by the use of **interactive** platforms where cooperative work is carried out, which are emerging in virtual distance education. Likewise, there is a different inclination that is linked to these of social networks for interrelationship between individuals and understanding; are

implementing the interaction of teachers and students in various fields of knowledge; for example, in Borba, Scucuglia and Ganadinis (2014), different models are discussed about **Facebook's** use of virtual distance pedagogical development.

Savio (2020) reports that, in recent years, the re-entry of information and communication technologies (ICTs) has increased very rapidly. It can be recognized that emails, Facebook and WhatsApp groups, among many, have made communication between students and teachers more wide in face-to-face approach in the class, thus reducing the estrangement between the two by enabling change. In addition, different educational platforms appeared for the establishment of virtual learning environments that have changed the horizon of teaching. Indeed, important subjects, seminars of academic institutions began in operation in virtual classrooms as pedagogical resources. Currently, the population around the world is doing remote work, this has led teachers and students, in the educational field, to make use of the diversity of existing technology and to reduce stating.

In this regard, Francisco, Blanco, Duma and Quintana (2019) recommended that teachers should be a sure to use virtual platforms and the ex-methodical application of the subjects; likewise, the pedagogical organization, integrating the purposes, competences, topics, procedures, appreciation, itineraries of tutoring, tasks and functions.

A third inclination is to identify the use of participatory **software** for research reciprocity and learning management in the field of education that are being used in various networks and are planned as an area for the establishment of social intelligence. Geogebra4 is a web space, inventors have prepared different areas for the collection of cyber nauts to distribute the different creations they carry out with the software.

Chat and other interrelationship propuestass as an inclination in distance learning, have been reviewed and studied by various examiners and observers such as Borba and Villarreal (2005); Borba, Malheiros and Amaral (2014) which have focused on the analysis of certain annotations of subjects or lessons that have the certainty and conviction that bond, treatment and connection in the midst of individuals with resources form a fundamental circumstance for the elaboration of knowledge. For this reason, in order to go beyond this action, it is called upon to distinguish moments and forms of interrelationship and those that chat or other platforms are committed to in the elaboration of knowledge that n will be used to qualify the so-called interrelationship procedures and guide them to such creation.

Distance learning has made use of different interactive platforms: the Facebook, some software, the chat; all of them, in one way or another, have helped the Home Learning strategy take

place; while it is true at first both managers, teachers, parents, students lacked the exact management of these, in the interrelationships that were given, in the way that the teacher had to reach the students, in the orientation that the teachers had to organize to fulfill the purpose of the class, they have given themselves gradually, strengthening strategies and having an ongoing relationship.

For Rodríguez y Chávez (2020), in the technological stage, the use of mass media (mass communication networks), social networks and computer procedures to carry out everyday tasks becomes essential; as Aguilar states (2011), technology develops and transforms to simplify the lives of individuals; Technological applications help to get information about what is happening in the world and how we can act in it. Pedagogy has taken on different challenges in order to support educational development through computer fields. We can mention conceptual displacements in accordance with what class reports, the development of teaching and learning across virtual fields, while at the same time gaining awareness at the forefront of communicative processes, since education is a collective procedure that is supported by the support of the use of language.

Norman and Daza(2020); Meza, Compañ and Satorre (2019); Van de Heyde and Siebrits (2019); Veiga and Daza (/2015b, 2015a, 2019) and devoted themselves to formative deliberation and it was found that, in confinement, a number of methods have been given, procedures and work strategies, which provide virtual teaching support subject to the building of training environments or scenography based on training management procedures (LMS- Learning Management System),giving a variation in the concept that is available on the daily work of the teacher. Notions of the pedagogical group are incorporated: principals, teachers, students in the formulation of challenges for the strengthening of common and general understanding.

Bustamante (2020) reports that, originally, Learning at Home was organized as a provisional tactic to access learning activities until quarantine came to an end and the school year began, preventingthis would happen on the4th of mayo. Instead, on the 18th of abril, it was established that class initiation was postponed. Just as what was organized as an interim strategy became stable and began to dialogue and announce emergency remote education.

The estrategia Aprendo at Home has shown that all households do not have equal equipment or supply. Practically, in all the homes of the nation, there is a portable device and it is through this device that the vast totality of Peruvians are spliced to the internet; there is a minimum amount that connects through a computer (Bustamante, 2020).

At the end of the1950s, in Peru, the television era began. By 1958, in Arequipa, the initial steps about teleducation are shown with the project Televisión Educativa de Arequipa– TEPA (Vivas,

2017). During those years in the city of Lima, the State channel was in charge of the Electronic Technical School, which was responsible for transmitting audiovisual themes of important occupations that began their popularity. In 1962, a pedagogical section was formed and the dissemination of crafts and literacy began. In 1964, the Instituto Nacional de Teleeducación (INTE) was established, which took various approaches from the TEPA and INTE projects (Bustamante, 2020).

By the 1980s, remote teaching was asynchronous; La got to the Peruvian Scientific Network, in its beginnings, a network of associations of the civil group and the local academy discovered the entrance to reason in different formats of distance learning (Bustamante, 2020).

According to what Bustamante (2020) recalls, Alberto Fujimori's government, in the 1990s, with the help of the World Bank, was able to produce the Distance Education Project (PED). The EDP has been basically complementary planning; that is, it was designed to replace where the state educational offering was scarce or incomplete. It was also inferred that this planning contained an endorsement of additional issues and arguments, somewhat that was never organized, at least the internet was still used which, at that time, was given as an event in terms of technology. When fujimori's government declined, the transitional government of Valentín Paniagua resumed the project by implementing the so-called "public cabins"(Bustamante, 2020). Andin 2001, the Pedagogical Portal of Peru was organized which was the first educational portal of the State, which had links to virtual libraries, museums, articles in addition to nascent lines of educational technologies. All this background has served to bring the pobladores closer to the management of technology.

After the short regime of Paniagua, the regime of Alejandro Toledo organized the Huascarán Project, which took the PED, this caused the secondary PED pilotos places to be transformed into remote school; therefore, the PED will go from being an independent project to being part of the Huascarán Project (Bustamante, 2020). The use of the internet network and the progress that is made in it guide to see that distance learning will have a very outstanding constant action in the total world, transforming the schemes of the formation of people through their efficiency and efficiency in the participatory and three-dimensional fields (reality, virtual and augmented) that cause a recent way of raising the teaching of the participants and understanding the system (García and Jáuregui, 2019).

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three-dimensional fields (reality, virtual and augmented), which cause a recent way of raising the teaching of participants and understanding the system (García and Jáuregui, 2019).

Due to the challenges of teaching –learning in Peru, distance learning arises as an option, since it examines a benefit to the stimulus of the use of recent information and communication technologies. It is shown as a possible, manageable and active election in order to increase quality educational plans. APrisa is achieving collective approval and is constituted as a category aimed at groups that, because of different disadvantages, did not have the entrance or have left the education system; it is oriented as an option to change the way to quality education and as a powerful tool to enable and facilitate a stable and firm education (Granda, 2018).

Granda (2018) noted that, in this area, distance education, in Peru, gave rise to a recent context that has incited a debate alluding to its validity, conformity and contribution to quality education. The position demands novelty and scoop on studies, search and appreciation so that academic collectivity and collectivity take charge of the event in proposal know and can understand to adapt the cultural socio-concussion that causes in learning.

It should be noted that for the achievement of a good quality, the remote education to gather components that ensure naturalness, transparency, the topics of care and the asynchronous contact to access the study and research of contents to achieve the purpose of the learning proposal (Ortiz, González and Sánchez, 2019).

Currently, information and communication technologies (ICTs) have given structures to originate, accumulate, communicate and distribute research, causing fundamental variations not only in formal and non-formal education; but in collective correlations, work, politics, culture, economics and daily life (Olivé, 2007). Herrada y Baños(2018) informs that, in order for ICTs to be efficient in the educational field, training institutions need to promote their practice, promoting a human and inclusive virtual education (Leiva and Almenta, 2013); that educators have skills for their use (Sáez, 2010; Palomares y Chisvert, 2016); and that students plan appropriately creating a sense of collectivity (Tirado, Aguaded and Mendez, 2009), demonstrating an analytical and judicative stance when choosing and employing technological instruments and the principles of combination. For Garcia and 3ger (2017), inequalities in student productivity need n, to a huge extent, the assessment that ICTs carry out to increase the transformation of activities of the disposition of their academic work, of study and repetition work. It should be noted that ICT is very useful for the activation of dynamic procedures (González and Carrillo, 2016).

The first work is intended to describe the concept of the strategy *Aprendo en Casa* in relation to distance education because, in fact, everything raised in 2020 was new to the educational community; in the same way, it will help to modify the possible gaps that have been generated in this and strategies for improvement and, thus, students have everything that is necessary to receive the class sessions and that the learning generated with the virtual activities is beneficial; it will also help teachers to take advantage of technological tools for dictating their classes; it should be noted that the parents of familia are the means of students and their teachers.

2. Material and method

The study followed the quantitative method with descriptive seal ; the purpose is to specify the perspective of parents of familia on the learning of 5-year-olds with such strategies; the age of students is of paramount importance since they are the ones who will graduate from the institutions of the initial nivel and need to develop the competencies designated by the National Curriculum; research is aimed at collecting information on the appreciation of the strategy, if they meet the needs of children to be prepared accurately for next year. The design worked on research is non-experimental– transversal.

A questionnaire was applied which has been prepared taking into account 3 dimensions: I. Development and learning, II. Evidence of learning, III. Virtual Platforms. Each of these dimensions has their respective questions that are focused on collecting information about the perception of parents of familia in the face of the learning of their children with the strategy Learning at Home; the questionnaire has 14 questions which have been prepared with the Likert scale; the answer has been scored from the following hand: 5 totally agree; 4, all right; 3, indifferent; 2, disagree and 1, totally disagree.

The questionnaire was applied to parents of the Educational Institutions of nivel Initial of the Educational Management Unit 06. In the E strategia *Aprendo at Home*, activities are provided by TV; this decision was made through a survey applied to parents off amilia by teachers at the beginning of the strategy, each of them has its own activities. The survey was applied using the Google format, which were disseminated to participants by their WhatsApp.

3. Results

Table 1. Application of the questionnaire

Alternatives	Total	Percentage
Totally agree	644	32%
I agree	1074	53%
Indifferent	188	9%
Disagreement	101	5%
Totally at odds	9	0%
Total	2016	100%

Table 1 describes the application of a 14-question questionnaire to parents about home learning strategy; the result indicates a total of 2016; as for the fully agreed answers, you have 644; in the answers de acuer do, you have 1074; as far as indifferent, there are 188 answers; disagree, 101 replies have been counted and, in the alternative totally at odds, you have 9 answers.

The results obtained in the Perspectives of the Home Learning Strategy showed that parents of familia of the initial nivel are in conformity with the strategy, also recognize that children have opportunities to carry out activities that are fundamental to development, well-being and learning.

Table 2. Development and learning

Dimension1 development and learning		
Alternatives	Total	Percentage
Totally Agree	328	38%
I agree	445	52%
Indifferent	54	6%
In Disagreement	34	4%
Totally Disagree	3	0%
Total	864	100%

Table 2 obtained data on dimension 1 where questions to parents have been oriented towards the development of student learning; for example, if their children are encouraged to read stories, recipes, news or if they are directed to represent their experiences, to sing n and discover n sounds; respondents replied that 328 totally agreed; 445, agree; 54 were indifferent; 34 disagreed and 3 totally disagreed; the total was 864 responses in the first dimension.

Table 3. Learning evidence

Dimension II learning evidence		
Alternatives	Total	Percentage
Totally Agree	201	35%
I agree	333	58%
Indifferent	33	6%
In Disagreement	8	1%
Totally Disagree	1	0%
Total	576	100%

Table 3 presents the following results: as regards tension II, which is evidence-oriented for learning, where the questions concerned the importance, safeguarding of evidence, if the evidence referred to the learning of children, whether within the evidence of their children they had detected any needs to be strengthened. 201 parents were fully agreed; 333 they agreed with all that concerns the evidence of the Home Learning strategy; 33 were Indifferent; 8 they disagreed and a father totally disagreed, giving a total of 576 responses in the dimension.

Table 4. Virtual platforms

Dimension III virtual platforms		
Alternatives	Total	Percentage
Totally agree	115	20%
I agree	296	51%
Indifferent	101	18%
Disagree	59	10%
Totally at odds	5	1%
Total	576	100%

In Table 4, a total of 576 responses in tension III of the virtual platforms were obtained, of which 115 responsibilities fully agree; 296, agree; 101 are indifferent; 59, disagree and 5, totally disagree; the questions were about the talks on accompanying children during the use of electronic devices, talks on children's use of electronic devices, guidance on the specific use of electronic devices for research, talks on dosing on the use of electronic devices.

4. Discussion

The strategic Append at home was an alternative of momentary solution due to the juncture of the pandemic, since it was returned to face-to-face education; however, it did not happen; the

situation brought with it much bewilderment. Teachers, for the most part, were not adapted to ICT management; as the days went by they wondered, will such a strategy result?; at first, it only took into account what was programmed on TV, on the web, on the radio, this was not enough, although it is true that you had a starting point.

At first, the rule was given without trying to give the rations or trainings to teachers, there is no doubt that, along the way, teachers were mistreated as the population said that teachers were easily earning their pay; but the background was not seen. This type of distance education teachers were just practicing them, because it is very different to work in person than virtual; worked much more than scheduled and will the eran questions prove, will this type of teaching – learning be effective?

The educational community had to make use not only of the TV program, of the web or of the classes taught by the radio, teachers had to make use of other recourses such as chats, WhatsApp, facebook; according to the area incorporating software, interactive platforms. They had the foundation and then the teachers, with the creativity that characterizes them, began to organize learning situations within the strategy that led them to fulfill the purpose of the class by making us or interactive platforms; this type of teaching resulted in the expected percentage for the achievement of apprenticejes; therefore, the work carried out by Bustamante (2020) was taken as are ference, which gave to note that the results of the e strategia Aprendo en Casaare, so far, positive.

There is a high degree of satisfaction in its contents, especially those that are broadcast on television, this leads us to think about the reactivation of tele education, which would be a great strength in thevarious contexts of our country where a teacher and students have to make endless trips in order to reach their Institución andducativa or for people with certain physical disabilities that make it impossible for them to transport from one place to another. The results of Bustamante's work (2020) showed that teachers are carrying out teaching-learning activities for students to incorporate competencies, as well as using complementary activities so that students look for different and diverse weapons to solve the proposed problems and manage to carry out the corresponding assimilation, accommodation and scaffolding.

Of all the above, it should be noted that we are working safely and that you should be given the opportunity for education in the distance to be based and to be part of theerudian education. The Learning at Home strategy is guiding that we can make the teaching process feasibl-learning by following the line of virtual education. The Peruvian government G must work to strengthen this type of education in the farthest reaches of our country; to do this, you have to consider the

incorporation of the Internet, since you can make use of tele education; in this way, the alumnos would make their deliveries, productions or evidence using platforms, software, chats, that would be done through interaction with teachers.

5. Conclusions

The Home Learning in Distance Education strategy creates opportunities to carry out activities that help the development of students in quarantine time (Bustamante, 2020); the educational community had to go through three moments when this strategy was organized: "the stadium of chaos", "unstable stadiums" and "stable stadium".

The Home Learning in Distance Education strategy has given teachers the opportunity to interact with various platforms, software to help their students fulfill the scheduled purpose.

The Learning at Home strategia with the help of teachers guides parents of familia to organize the time of use of electronic devices in addition to guiding them so that their use is research-oriented.

The Learning at Home strategy in distance education gives opportunities for parents who can carefully observe the approval of their children and who have the opportunity to propose both cognitive and affective support positions, since, with face-to-face mode, teachers are the ones who detect these situations.

The Home Learning strategy in remote shower guides parents of familia with regard to the exposure of children to the TV or platform, making them aware of the use rate according to the age of the children; they belong to a generation that handles technology, favorable aspect; but over use of it can bring sequels.

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