University guidance actions in the post-covid 19 era: back to the classroom

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Abstract

Introduction: The return to the classroom after a long period of online, training due to the COVID-19 pandemic, entailed a process of adaptation for both students and teachers. This article explains a teaching proposal in a third year Pedagogy course to facilitate the process of returning to the classroom. **Objectives:** Accompany students, especially those who have difficulties, create a good climate of support and mutual help, as well as reinforce participation and involvement. **Method:** Use of the flipped classroom methodology, cooperative work in a small group, reinforcement of feedback in the return of evaluable activities and activities that promote self-efficacy. **Discussion:** The experience is in process of evaluation. However, the available data through the evaluation instruments allow us to affirm that the psychopedagogical orientation is a facilitating strategy for the adaptation process of the students.

Keywords: methodology; student adaptation; teaching skills; higher level education; pandemic..

Acciones de orientación universitaria en la era pos-COVID: regreso a las aulas

Resumen

Introducción: El regreso a las aulas después de un largo periodo de formación online, debido a la pandemia del COVID-19, conllevó un proceso de adaptación de los estudiantes y del profesorado. Este artículo explica una propuesta docente en una asignatura de tercer curso de Pedagogía para facilitar dicho proceso de regreso a las aulas. **Objetivos:** acompañar a los estudiantes, de manera especial aquellos que presentan dificultades, crear un buen clima de apoyo y ayuda mutua, y reforzar participación e implicación. **Método:** uso de la metodología del aula inversa, el trabajo cooperativo en pequeño grupo, el refuerzo del feedback en el retorno de las actividades evaluables y actividades que fomenten la autoeficacia. **Discusión:** la experiencia está en proceso de evaluación. Sin embargo, los datos que se disponen mediante los instrumentos de evaluación permiten afirmar que la orientación psicopedagógica es una estrategia facilitadora del proceso de adaptación de los estudiantes.

Palabras clave: metodología; adaptación del estudiante; competencias del docente; enseñanza superior; pandemia.

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Introduction

On December 31, 2019, the World Health Organization (WHO) declared an international health emergency for the coronavirus disease outbreak (COVID-19) (World Health Organization, 2020). This declaration, which was an extraordinary event, meant that the WHO evidenced the serious situation and the high public health risk associated with the disease. Its spread required immediate and coordinated international action to prevent its spread and, as far as possible, to control and provide a public health response to eradicate its consequences (Ministry of Health, n.d.). After the WHO declaration (World Health Organization, 2020), each State established its respective measures, and, specifically, the Spanish government proclaimed a state of alarm on March 14, 2020 (Presidency of the Government, 2020).

The approval of the state of alarm, by means of a royal decree, entailed a restriction of citizens' activities (Ministry of the Presidency, Relations with the Courts, and Democratic Memory, 2020). Four major measures were adopted: a) the movement restriction of people on roads or spaces for public use between 11 p.m. and 6 a.m.; b) the entry and exit restriction of people in the territory of each community; c) the permanence restriction of groups of people in public and private spaces, establishing a maximum of six people (except for members of the same cohabitation unit) and d) the access restriction to places of worship (Ministry of the Presidency, Relations with the Courts, and Democratic Memory, 2020).

At the same time, in conjunction with the state of alarm, containment measures were issued to prevent the spread of the pandemic. Confinement meant staying at home and only going out for priority activities such as going to work in essential occupations and shopping for basic foodstuffs. As a result, all non-essential activities, such as education, were mandated to be performed at home. Confinement forced all on-site classes to be stopped and they were resumed via virtual classes.

Initially, fifteen days of total confinement were established, but the evolution of the pandemic forced the government to extend these measures for months. On September 13, 2020, kindergartens, primary schools, and secondary schools began their activities in person; however, universities were recommended to continue with online classes to avoid the spread of the pandemic. At the end of March 2021, face-to-face classes were partially resumed with reduced groups of 50%, combining face-to-face and virtual settings.

The university began regular classes in the 2021-2022 academic year. The university, which is the subject of the study, recommended that students should attend 70% of their classes in person, and delegated to the schools the power to adapt. The School of Education reduced the percentage (to 50%) and began the academic year on September 19, combining face-to-face with streaming. It was on October 13, 2021, almost a month later, when the academic committee of the School of Education determined the return of 100% of students to the classroom. The teaching proposal explained in this article was implemented in a School of Education in Barcelona.

Consequences of classroom closures

On March 13, 2020, one day before the application of the state of alarm, was the last day of face-to-face classes in the School of Education. It would not be until 19 months later, on October 13, 2021, when face-to-face classes were resumed with all students. Throughout these three semesters the training was online. This change of training modality consequently forced both professors and students to adapt to a methodology different from the one they traditionally knew and to a greater increase in autonomous learning.

In turn, the absence from the classroom led to changes and alterations in lifestyles and daily routines (Extremera, 2020), new technological learning (García-Peñalvo et al., 2020), sharing more time and space with family members and/or people with whom they lived and a different way of relating with friends and/or classmates, because the meetings were in virtual environments (Ortega et al., 2021; Torales et al., 2021).

The way in which the uncertainty of the pandemic was experienced, the discomfort caused by the changes in lifestyle, and the continuous restrictions and limitations of the state of alarm generated stressful situations

that were expressed with affective imbalances, anxiety, and psychosocial alterations, affecting mental health (García, 2021; Sandín et al., 2020).

Fear and sadness were the emotions most present throughout the pandemic (Jiloha, 2020; Sandín et al., 2020; Valero et al., 2020). The uncertainty of when it would be over, the lack of knowledge of the symptoms, the fear of infection, the fear of transmitting the coronavirus to other more vulnerable people, the doubts about the efficacy and degree of immunity of the vaccines and their possible side effects, among others, were some of the unknowns experienced throughout these months of the pandemic that favored such unease (Saravia-Bartra et al., 2020; Tamayo et al., 2020; Velastegui-Hernández & Mayorga-Lascano, 2021; Vivanco-Vidal et al., 2020).

Students, as citizens and young people, were not left on the sidelines. They had to adapt to changes in the academic environment and in their different development contexts, a situation that directly affected their relationships and social interactions (Montenegro-Rueda et al., 2021). In turn, it was the group that public opinion labeled as irresponsible, in a generalizing manner, leading to social stigmatization and incorrect causal attribution as the group causing a greater number of infected people (Calderón, 2021; Murillo-Llorente & Perez Bermejo, 2020; TV Perú 2021). Such accusations, without a clear theoretical basis by the scientific community, further reinforced stigmas toward the younger population (Arévalo, 2020; Del Moral Pérez et al., 2021).

Opening the classrooms

Returning to the classroom meant a new process of adaptation. During the months of confinement, the students took the classes and their learning process from home. Returning to class entailed a new adjustment to the situation. The third and fourth-year students remembered when they attended the School in person, but the experience was new for the first and second-year students. The former because they were beginning their time as university students and the latter because they had only attended classes with some regularity during the first few months of the previous year.

The return to the classroom entailed a new process of readjustment, as did the closing process. However, although they may seem to be similar processes, five differences can be identified. The first is lifestyle, habits, and routines. The students, during the more than 19 months they were at home, modified their patterns and habits. At the time of returning to the classroom, they needed a reorganization of the time, space, and individual.

The time reorganization meant an adjustment to the new schedules according to the tasks to be completed and their commitments. For example, commuting time was an element of this reorganization; the student had to plan and dedicate time to go from home to school. This trip, which was not necessary while at home, implied a readjustment of the daily schedule and the respective daily tasks. A second reorganization was spatial. The classrooms once again became a formative space; and consequently, there are a series of conditioning factors that contextualize the space. And a third at an individual level, understood as personal care, getting ready to share time and space with others.

Throughout the pandemic, some relationship codes and norms have changed. This second difference has led to a process of resituating. Specifically, code changes are visualized in behaviors such as no longer shaking hands, hugging, or kissing as a way of greeting each other. In these moments of reentry to certain normality, some of these codes are in question and each person decides, according to their preferences or depending on the other person with whom they relate, the way of approaching someone else. This 'deritualization' can be a source of discomfort for some people, due to not knowing how to act, they can become blocked and/or paralyzed.

Fear has conditioned, to a greater or lesser extent, the return to the classroom (Aristovnik et al., 2020; Browning et al., 2021). The establishment of this basic emotion would be the third difference with respect to the period of confinement. The fear of reliving the experience, of becoming infected, of transmitting the coronavirus to others... are some of the fears that are socially latent. This fear can be visualized, for example, in a self-limitation to participate in certain academic activities or

to attend fewer classes. Fear as a dysfunctional emotion can self restrict and restrict the person's actions and illusions (Lizeretti, 2012).

A fourth difference is sustained attention difficulties. One of the problems observed in the classroom is the difficulty in paying attention for more than 25-30 minutes. The period of uncertainty, the changes, and experiences during the pandemic, working from home, the proximity to distracting elements, and the diversification of tasks performed at the same time, among others, have probably been factors that contributed to a greater dispersion that was transferred to the classroom (García-Peñalvo et al., 2020).

A fifth and final difference is social distance. The confinement, derived from the pandemic, implied a limitation of contacts. During this extended period, due to isolation, people communicated by videoconference or telephone, and, consequently, the social distance became physical. This double distancing, social and physical, had consequences on the return to the classroom. Specifically, five were identified.

The first consequence is physical distance. Experts established that COVID-19 is spread by aerosols and its risk increases in closed spaces, even if the mask and distance are kept (World Health Organization, 2020). Consequently, the return to the classroom meant that this distance should be maintained as a protective measure, but at certain times and/or situations this distance could be violated. Some students experienced this violation with some discomfort; on the other hand, there were others that were not concerned about the issue.

A second consequence was relational distance. The pandemic accustomed us to reducing our social encounters. For months, when there were confinement measures and we could only leave the house to work on essential activities or to go shopping, we were only in physical contact with those close to us. As the vaccination process facilitated the relaxation of the restriction measures, because the percentage of vaccinated people increased and herd immunity increased, contacts and encounters were restored.

The group experience is a third important consequence. The confinement forced to limit social contacts progressively and, as far as the situation allowed it, meetings were reestablished, but limiting the number of people. Returning to the School in person meant widening the circles and being more in contact with other people. The return to the classrooms could be experienced by some students in a positive way; however, there were others whose experience was somewhat uncomfortable due to the fear of infection, the fact of feeling better in small groups, or other issues of discomfort due to these changes.

A final implication is the extent to which physical distance has led to greater affective and social distancing. No studies were found that highlight whether the pandemic will have social consequences on human relationships and on whether more or fewer boundaries will be established with the environment; but this question will be a topic of interest in the educational field in the near future.

Before concluding this section, questions related to the consequences of the pandemic and its impact on future society are raised. Questions such as: Will the period we were confined to our homes because of the pandemic lead to a more inclusive society? Or will it be the opposite? Will it have direct consequences on the perceptions and attitudes of current students? Which ones? No data were found to date to answer these questions, but we believe that future studies of the social consequences of the pandemic are likely to address these issues.

Teaching Proposal: The Implementation Of Guidance in the Classroom

The teaching proposal described below is framed in the 2021-2022 academic year. Specifically, it was implemented on October 15, 2021, when the students returned 100% to class. The subject where it was put into practice was "Diagnòstic i Orientació Educativa"; a basic subject in the third year of the Pedagogy program at the School of Education of the University of Barcelona, where the author of this article teaches this subject.

The participants of the teaching proposal were 91 students: 61 in the morning and 30 in the afternoon. The ages were between 20 and 23 years old and in relation to gender, 78 were women and 13 were men.

The experience was projected due to the need to have a space for psycho-pedagogical guidance within the classroom to prevent readjustment difficulties and dynamize the teaching-learning process (Alfonso & Serra, 2016; López & González, 2018; López et al., 2013). The reasons that would justify such a proposal are those stated in the previous section and the need to reinforce orientation in a subject, the issue of which is a fundamental pillar. This teaching proposal adopts the definition that Bisquerra (1996) makes of educational guidance, later called psycho-pedagogical, understood as "un proceso de ayuda continuo a todas las personas, en todos sus aspectos, con objeto de potenciar la prevención y el desarrollo humano a lo largo de toda la vida" (a process of continuous help to all people, in all its aspects, in order to enhance prevention and human development throughout life) (p. 152). The proposed objectives were threefold: (a) to guide students to facilitate their process of returning to the classroom, especially those with greater adaptation difficulties (Figuera & Álvarez, 2014); (b) to create a supportive atmosphere between students and teacher and among the students themselves to encourage mutual help among peers and the promotion of support strategies (López, 2016; Nunn, 1996); and c) situate or resituate the student so that they are the protagonist of their own learning process in the classroom, reinforcing student participation and involvement (Vidal-Martí & Padilla-Petry, 2021).

The methodology used in this teaching proposal was the flipped classroom; an ideal learning strategy to work on the competencies established in the subject and to promote autonomous learning, both outside and inside the classroom (Medina, 2017). This methodology makes it possible for a large part of the session to be devoted to resolving doubts and questions that students may have based on material that was previously provided (Castro et al., 2020).

This methodology was complemented with small group work. By means of biweekly planning, the teacher presented the materials with which the students had to work and the related learning and evaluative activities. Consequently, the classes became spaces where they worked on

activities of relation, elaboration, and analysis of what is viewed to promote the transfer of knowledge to the contents of the subject.

In turn, integrative activities based on the case methodology were proposed to promote the consolidation of competencies and the teaching-learning process (Figuera & Pérez, 2014). That is, assessment activities of an autonomous nature were established, where students had to acquire the competencies of the subject and the transversal competencies of the program.

In turn, the methodology was complemented with increased feedback on activities, encouragement of teamwork, and reinforcement of self-efficacy through learning activities (González-Benito, 2018).

In the design of the teaching proposal, the methodology and evaluation were defined, making explicit the data collection techniques. A mixed methodological approach was established, with a descriptive purpose, to identify the difficulties of adaptation of the students in their return to the classroom and learning. Three data collection techniques were proposed: a) participant observation (Hammersley & Atkinson, 2007), b) self-assessment, and c) survey. Participant observation is a method that makes it possible to collect information from each session, identify perceptions of reality without affective involvement, and continue to maintain a cordial relationship between students and teachers (Rekalde et al., 2014).

At the end of each session, it was proposed to dedicate some time to take field notes and complement the follow-up records, where students' behaviors and actions were recorded to identify readaptation difficulties and those who presented them (Reimer et al., 2009). Self-assessment is an evaluative activity where students reflect on their learning and development process (García-Beltrán et al., 2016). A rubric was designed as an instrument. The last data collection technique is a survey, through an ad hoc questionnaire, with open and closed questions to assess satisfaction with the training received in the subject and other issues of interest. The teaching proposal was implemented a month ago and the information available is insufficient for its evaluation. However,

through the notes and records of the participant observation, two elements are beginning to be identified that should be analyzed with the rest of the data obtained. The first element is the lack of involvement. This is observed in the irregularity of attendance and the use of e-mail as a tool to solve doubts and avoid looking for the answers in class.

The difficulty of being in class is a second element. The poor use of the mask in class, the need to get up from the chair when working in a small group, and the difficulties in maintaining attention (continuous looking at the cell phone, standing up more than others...) would be some of the observed behaviors that would make this difficulty explicit. In summary, the two observed difficulties are identified in some students and, therefore, it should be analyzed whether these behaviors are due to their adjustment difficulties or to personality issues.

Discusión

At present, there is no data available to evaluate the educational proposal in its entirety. However, in this section and based on the information available, the implementation of the educational experience is analyzed considering the needs detected and the objectives established.

Two issues are highlighted to be analyzed. The first is the need to provide guidance. Broadly speaking, the teaching competencies of university professors are threefold: a) to detect, implement, and develop the teaching-learning action according to the needs of the context, the individual, and the defined professional profile, b) to provide learning opportunities, and c) to guide and accompany students through tutorial action (Lobato & Ilvento, 2013; Ruiz et al., 2008).

As evidenced at the beginning of this article, the pandemic forced the modification of behavioral patterns, habits, and ways of acting. The return to the classroom, after a prolonged period of confinement, entailed resituating and new changes. The need to provide guidance, especially to those who presented the greatest difficulties was identified as a priority.

To guide and provide support, it was necessary to strengthen communication between students and the teacher. For that reason, in the design of the educational proposal, feedback was established as a strategy for its achievement (Boud & Molloy, 2015; Brookhart, 2017). Two

Table 1

Evaluation Techniques, Instruments, and Criteria

Techniques	Instruments	Evaluation criteria	Time of administration
Participant observation	Field notes Follow-up records	Attendance, participation, activities delivered, actividades entregadas, número de preguntas number and type of questions, class misconduct, tardiness or leaving early without notice, other behaviors of interest recorded	Throughout the semester
Self-evaluation	Scoring guide	Assessment of the process of returning to the classroom, relationship with the students, and classmates and the class group, small group and class participation, achievement of the subject	Last week of the semester
Survey	Ad hoc questionnaire	Difficulties in returning to the classroom and learning, degree of satisfaction with the subject, and questions related to the evaluation of the subject (contents, methodology, evaluation criteria, etc.).	Last week of the semester

different types of feedback were planned and implemented.

One of a general nature, where the teacher, after evaluating the activities submitted by the students, presented them to the class group. This feedback consisted of highlighting all the positive aspects conducted at a general level and, in turn, underlining the elements of improvement not identified in the work done in small groups.

The second type of feedback was in small groups. During class time, while the other groups were working on new evaluative activities, a meeting similar to tutoring was established where the members of the group and the teacher met. In this space, the work conducted was evaluated in greater detail, placing special emphasis on the aspects that were well elaborated and helping to recognize the incorrect aspects or those that needed correction.

The feedback proved to be a useful tool for the promotion of communication between students and the teacher. The communicative fluency, the bidirectionality of the communication, and the continuous exchange over time facilitated the creation of a climate of trust, support, and relational rapprochement between students and teachers.

The main objective of the feedback, especially in the small group feedback, was that students could identify consolidated learning and those that needed to be worked on. On the teacher's side, this feedback strategy had two purposes. The first one made it possible to personalize the attention and the second one made it possible to detect difficulties.

Personalized attention is understood as answering the questions raised, solving doubts, and guiding the members of the small group in unacquired learning and unresolved issues. A second purpose was to detect difficulties in the feedback space. The fact that the small group and the teacher met together made it possible for the teacher to ask questions both about learning progress and adaptation to the new situation in the classroom.

Encouraging an attitude of active listening, highlighting positive aspects, and promoting a warm and courteous atmosphere strengthened communication between students and the teacher. The former, not feeling judged, were more open, expressed doubts and questions about learning, and, in turn, made visible the difficulties encountered (López, 2016). The teacher was able to answer the questions raised more concretely, reinforce the positive aspects, and guide the students in their learning process and the identification of difficulties.

The results of the two types of feedback were quickly visible: the number of student interventions in class increased, the number of interactions and questions in the feedback spaces increased, and the number of evaluation activities delivered was higher than 94% of the enrolled students.

A second issue to be commented on is the cooperation among students to promote spaces for mutual help, which would facilitate the involvement and help of all members, especially those who had greater difficulties in adapting to the classrooms.

Consequently, the promotion of teamwork as a methodological element was basic to fostering such cooperation.

Working in a small group facilitates dialogue among group members, and the exchange of ideas, perspectives, ways of doing, and acting (Vidal-Martí, 2022). In turn, it contributes to generating a space of relational richness, where the involvement of all its members is essential for the achievement of the task (Imants & van Veen, 2010). In turn, it encourages the learning of communication and relational skills, the achievement of the task and, if cooperation is fostered, it contributes to the improvement of cognitive, social, and emotional skills (Vidal-Martí, 2020). In this teaching proposal, the cooperative methodology was encouraged.

Teamwork makes it possible to develop links and communication spaces where the goal is the development of both learning and evaluation activities of the subject. With cooperation and mutual help, each member of the group is oriented to overcome the subject, acquiring their learning and competencies of integral development as a student and future educational professional (Hagenauer & Volet, 2014; Wootton, 2006).

Through cooperation, the team's attention to its partners is promoted. Consequently, if

there are difficulties in adaptation, adjustment, or learning, it is the team, as equals, who can help. Cooperation can be reinforced through cooperative methodology learning activities that reinforce self-efficacy (Bandura, 1995).

Self-efficacy is conceived as personal beliefs about the ability to learn or perform educational activities effectively (Fernández & Bernardo, 2011; Nota et al., 2004). In this teaching proposal, activities were designed to help students to perceive and assess their learning process. Self-assessment activities were combined with co-assessment, of various levels of difficulty, different learning strategies, and clear explicitness of goals to help make future learning outcomes visible (Chan & Lam, 2010; Geitz et al., 2016).

In conclusion, the teaching proposal aims to guide students in their readaptation to the classroom, reinforcing their learning process and, in turn, contributing to creating a good climate that optimizes participation and involvement, and places the student as an active agent of their learning process. Aware of the possible limitations that this proposal may have, one of the positive elements is to facilitate that the psycho pedagogical orientation is a foundation both conceptually and experientially in a subject of which it is the main pillar.

For this reason, we present this teaching proposal which, although it is in the process of evaluation, presents an educational experience that addresses the need to guide students in a new scenario such as their return to the classroom.

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