

An aerial photograph of a large university campus with several modern buildings, surrounded by lush green trees. In the background, there are rolling hills under a sky with scattered clouds. A white rectangular text box is positioned in the upper left quadrant of the image.

**Globalization and
its Socio-
Economic
Consequences
2020**

**Education and Innovation impacts during a global
pandemic in a Higher Education Institution**

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Purpose of the article

The present article aims to analyse how the pandemic situation has been influencing education and learning in Higher Education in the context of Portugal.

Research background

Among the guidelines concerning the pedagogical practices, adapted to the particular context of each institution of Higher Education (Portugal, 2020) stand out:

- implementation of distance learning through digital platforms used by teachers and students;
- training of teachers and students for the use and profitability of digital platforms in the process of teaching and learning not in person;
- collaborative work of planning and reflection on practices in the community;
- motivation for the participation and involvement of students in the activities developed
- application of assessment tools appropriate to the situation.

These were the dimensions of analysis of our work, which we base below, according to the context in Higher Education.

Results and Discussions

The participants in the study recognize, that distance learning has some virtues or advantages.

The following have been identified in the group of teachers:

- generates greater availability to establish bilateral interactions;
- creates conditions for establishing a more personalized relationship with students;
- allows the reduction of expenses and of the inconvenience of travel;
- promotes greater student involvement/responsibility in the teaching learning process;
- facilitates collaborative work, whether between students, between teachers or between teachers and students.

In the group of students, many others have been identified:

- promotes greater availability of time for study and preparation of work;
- saves time and money;
- It allows more classes to be attended (to student workers);
- allows courses to be attended (by students living far from the institution);
- promotes self-management of class attendance time, review and clarification of doubts.

Results and Discussions

As usual in these cases, some disadvantages were also identified among the teachers:

- the decrease in the quality of the group work - justified by the fact that the result will translate more the sum of the parts than a whole;
- the decrease, or even cancellation, of the informal conversation with the students - a disadvantage indicated by seven students too;
- the increase in the number of hours consumed in the preparation and after classes
- the lack of perception of the students' non verbal communication

Results and Discussions

Students, for their part, have identified the following disadvantages:

- the impersonal nature of the classes;
- the difficulty of interaction between peers and between students and teachers;
- the absence of separation between private and academic life;
- the absence of interpersonal relationships outside the context of the class;
- the lack of adequacy of some teachers for distance learning;
- the reduction of feedback on the work done (formative evaluation);
- the excess of work requested by certain teachers.

Teachers' Voices

- “After March 2020, regarding the theoretical component, there was a need to reduce the duration of teaching moments and practical activities needed to be adjusted to distance learning and had to be reinforced with asynchronous activities. Small work groups were also created to be carried out collaboratively between students and with the teacher (considering the resources made available by the platforms) for monitoring by the teacher of the work to be carried out”
- “(...) the work developed in small groups (collaborative) has allowed a more personalized relationship with students. Tasks where the student was asked to play an active role (collaborative development of tasks or self or hetero evaluations)” (**Teacher 4**).

Students' Voices

- "(...) other teachers could not achieve with the new technological means a learning that would motivate all students, thus making it difficult to capture new knowledge. Whether for the long hours of classes, or for the archaic system (...), for the new platforms implemented it is essential to integrate more diversified active strategies that can capture the students in a positive way (...) contrary to the extensive theoretical classes only of exposure, which are summarized in a loss" (**Student 5**).
- "(...) the entire teaching and learning process is prepared to be face-to-face (...) the university is a place for the training of citizens and not only for academic training"(**Student 7**).

Conclusions

- The results allow us to conclude that the participants are aware that **collaborative work and the use of appropriate technological resources** were essential to ensure teaching and distance learning, including the evaluation process, despite mandatory confinement.
- Globally, the perceptions of the **emergence of a new educational paradigm** are confirmed, based on the **massive use of technological resources**, which propelled the **innovation** of the teaching and learning process.
- Nevertheless, both groups recognize that distance learning impoverishes **the fundamental interpersonal/face-to-face dynamics** in Higher Education.