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Exploring the Experiences and Professional Challenges in Hybrid Teaching: A Perspective from Radical Constructivism

Explorando las vivencias y retos profesionales en la enseñanza híbrida: una perspectiva desde el constructivismo radical

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Abstract

The hybrid teaching model has emerged as a response to the challenges of contemporary education, offering a combination of in-person and online teaching modalities. This paper explores the experiences and professional challenges faced by educators when implementing this educational model within the framework of radical constructivism. Through a qualitative analysis, the study identifies the difficulties and opportunities that educators encounter when utilizing digital technologies and constructivist methodologies in a hybrid setting. The results suggest that while hybrid teaching provides flexibility and personalized learning, it also presents challenges related to teacher training, technology integration, and the adaptation of traditional pedagogical approaches. It is concluded that continuous professional development for educators and strategic planning that takes into account both theoretical and practical perspectives of hybrid teaching are essential.

Keywords: hybrid teaching, radical constructivism, professional challenges, higher education, online learning

Resumen

El modelo de enseñanza híbrida ha emergido como una respuesta a los desafíos del sistema educativo contemporáneo, ofreciendo una combinación de modalidades de enseñanza presencial y en línea. Este artículo explora las vivencias y retos profesionales de los docentes al implementar este modelo educativo, bajo el marco del constructivismo radical. A través de un análisis cualitativo, se identifican las dificultades y oportunidades que los educadores experimentan al utilizar tecnologías digitales y metodologías constructivistas en un entorno híbrido. Los resultados sugieren que, aunque la

enseñanza híbrida proporciona flexibilidad y personalización del aprendizaje, también presenta desafíos relacionados con la capacitación docente, la integración de tecnologías y la adaptación de los enfoques pedagógicos tradicionales. Se concluye que es esencial una formación continua para los educadores y una planificación estratégica que considere las perspectivas teóricas y prácticas de la enseñanza híbrida.

Palabras clave: enseñanza híbrida, constructivismo radical, retos profesionales, educación superior, aprendizaje en línea

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INTRODUCTION

Education faces significant challenges in the contemporary era, where the integration of digital technologies and the need for innovative pedagogical methods have transformed traditional educational practices. In this context, hybrid teaching has emerged as an effective strategy that combines in-person instruction with the online modality, offering flexibility and accessibility to students. This model allows educators to design more personalized and student-centered learning experiences, adapting to their needs and learning styles (González-Román & Martínez, 2021).

Hybrid teaching is based on the integration of digital technologies that facilitate interaction between teachers and students, promoting more dynamic and participatory learning. According to the Inter-American Development Bank (IDB), this approach combines teaching in physical spaces with online education, enriching learning possibilities and allowing for greater personalization of education (IDB, 2019). Furthermore, hybrid education fosters student autonomy, allowing them to manage their time and resources more efficiently, which can lead to higher academic performance (Club Preparatoriano, 2020).

From a constructivist perspective, hybrid teaching offers a conducive environment for the active construction of knowledge. This pedagogical approach emphasizes the importance of social interaction and mediation in the learning process, allowing students to build their understanding through meaningful and contextual experiences (Salgado García, 2006). The implementation of constructivist methodologies in education promotes the development of critical thinking and problem-solving skills, essential abilities in today's world (Ríos, 1999).

According to Coll (2018), constructivism is a widely accepted and used theory that argues that knowledge is not acquired passively but actively. This promotes meaningful learning, in which the mental models already present in students are used and questioned, thereby improving their understanding and performance.

The use of digital tools in education should be managed in a way that promotes the active construction of knowledge, allowing students to interact with the content meaningfully and collaboratively, which favors their learning process (Oyarvide et al., 2024).

However, the adoption of hybrid teaching presents challenges that must be addressed to ensure its effectiveness. Teacher training in the use of educational technologies, adequate technological infrastructure, and the management of interaction between students and content are key aspects that require attention (González-Román & Martínez, 2021). Furthermore, it is essential to consider the specific characteristics and needs of students, ensuring that everyone has equitable access to the resources and learning opportunities offered by this model (IDB, 2019).

As hybrid teaching consolidates itself as a central strategy at various educational levels, the need arises to investigate its impact in different contexts and disciplines. This model has proven particularly beneficial in language teaching, where constant interaction and continuous practice are essential elements for the development of communicative skills. Hybrid teaching offers a unique combination of face-to-face classes and digital resources, which can enhance autonomous learning and collaboration among students, essential elements in mastering a foreign language.

In this regard, additional challenges arise, such as creating an inclusive learning environment that ensures the active participation of all students, regardless of their level of technical skill or access to resources. Likewise, the proper use of digital tools in the classroom can be a determining factor in maintaining student motivation and interest in the learning process. Continuous teacher training in the

management of these tools and the design of appropriate teaching materials is crucial for the successful implementation of hybrid teaching.

Based on the aforementioned, the following specific objectives are established for this study:

To explore the opinions of professionals and teachers on the effectiveness of hybrid teaching in different educational contexts.

To identify the main challenges associated with the implementation of this model, especially in terms of technological infrastructure and teacher training.

To examine the opportunities that hybrid teaching offers to enrich student learning and promote the use of innovative methodologies.

METHODOLOGY

Methodological Design

To explore the experiences and challenges of teachers in the implementation of hybrid teaching from a radical constructivist perspective, a qualitative methodological approach was chosen. This type of design is suitable for delving into the personal and professional experiences of teachers.

The study included semi-structured interviews with teachers who apply hybrid approaches in their classrooms. This methodology allows for the collection of significant data on how teachers experience and manage hybrid teaching in their specific contexts (UNESCO, 2021).

Inclusion Criteria

This observation included teachers from various academic disciplines to ensure a diverse representation of perspectives and experiences with hybrid teaching. This approach was essential to capture the particularities of how different areas of knowledge apply digital technologies in their educational contexts. The inclusion of teachers from different areas also allowed for the observation of similarities and differences in how pedagogical approaches adapt to hybrid teaching, considering both the characteristics of each discipline and the particular needs of the students.

The participants in the study also had to meet the requirement of having prior experience in the use of digital technologies in the educational process. This criterion was key to ensuring that teachers could reflect on their educational practice critically, considering the advantages and limitations of integrating digital tools into their teaching.

This approach facilitated that the responses obtained were rich in content, which allowed for a better understanding of the challenges and benefits associated with the implementation of hybrid teaching from a radical constructivist perspective.

Interview Script

The following is a structured script for the interviews, which has been designed according to the research objectives. It consists of a maximum of four questions, each of which is directly related to the specific objectives of the research, thus ensuring that data collection is coherent and aligned with the aims of the study.

Vision on hybrid teaching: How do teachers consider the effects of hybrid teaching on student learning and motivation?

Challenges in implementing the hybrid model: What are the main challenges teachers face in the integration of digital technologies in their hybrid classrooms?

Pedagogical strategies in a hybrid model: What radical constructivist approaches do teachers use to promote the active construction of knowledge in the hybrid environment?

Training needs and institutional support: What type of additional training do you consider necessary to improve your performance in hybrid teaching?

Data Analysis

The data analysis was performed manually through the review of the surveys answered by the participants. The responses were organized by thematic categories that emerged from the interviews, such as "vision of hybrid teaching," "technological challenges," "pedagogical strategies," and "training needs." From these categories, common patterns were established in the teachers' responses, which allowed for the identification of significant trends regarding their experiences in the process of implementing hybrid teaching.

DEVELOPMENT

Theoretical Foundation: Radical Constructivism

Radical constructivism proposes that knowledge is actively constructed by students, not passively transmitted by teachers. In the context of hybrid teaching, this theory adapts to promote more autonomous learning, in which students interact with both digital resources and in-person materials to build their own understanding. Teachers act as facilitators, guiding students in their active learning process (Jonassen, 1999).

According to Vygotsky (1978), the learning process is enriched when both teachers and students collaborate to create knowledge jointly. In turn, it is an approach that highlights how educators' perceptions play a crucial role in the effective integration of technology in educational environments (Loyola, 2023).

Hybrid Teaching in Education

Hybrid teaching has been recognized for its potential to combine the flexibility of online learning with face-to-face interaction. This model offers a platform to personalize learning and facilitate continuous interaction between students and teachers. However, it presents significant challenges, especially in terms of teacher training and the adaptation of traditional pedagogical resources to digital formats (Sacavino & Candau, 2022).

Teachers' Vision and Application

The interviewed teachers showed a diverse range of attitudes towards hybrid teaching. While some highlighted its benefits in terms of flexibility and accessibility for students, others expressed concerns about the difficulty of maintaining meaningful interaction in the digital environment. The implementation of radical constructivist methodologies seems to facilitate adaptation to hybrid teaching, as it allows students to construct their knowledge more actively and autonomously. However, the lack of adequate technological infrastructure and the resistance of some students to adapt to new teaching modalities were identified as significant obstacles.

Challenges in the Implementation of Hybrid Teaching

The main challenges identified by teachers include the lack of technological preparedness, both in terms of access to devices and training in the use of digital tools. The resistance of some students to the hybrid model, especially those who prefer traditional teaching, was also a recurring challenge. Furthermore, managing the interaction between in-person and online learning requires a more reflective and adaptive pedagogical approach. These challenges highlight the need for institutional policies that support teachers in the effective integration of technologies in the educational process (Mendiburu Rojas et al., 2022).

Benefits and Limitations of Hybrid Teaching

Hybrid teaching offers a number of benefits, including the possibility of personalizing learning and allowing for greater student autonomy. However, it also presents limitations, such as inequality in access to technology among students, which can create gaps in learning. In addition, some teachers highlighted the difficulty of maintaining student engagement in the online environment, which requires careful pedagogical planning to ensure that learning objectives are achieved effectively (UNESCO, 2021; Mendiburu Rojas et al., 2022).

RESULTS AND DISCUSSION

The results obtained from the interviews suggest that although most teachers see the potential of hybrid teaching to improve the flexibility and accessibility of learning, they also face significant obstacles, such as the lack of adequate technological infrastructure and the need for continuous training. Teachers who apply radical constructivist approaches feel more comfortable with the flexibility offered by hybrid teaching, as it allows them to adapt activities and resources in a more personalized way for their students. However, the successful integration of hybrid teaching depends on several factors, such as institutional support, continuous technological training, and the willingness of teachers to adopt new pedagogical methodologies (Iparraguirre Contreras et al., 2023).

It is important to note that hybrid teaching should not be seen as a simple replacement for face-to-face teaching, but as an opportunity to rethink pedagogy and adapt it to the new needs and technologies of the 21st century. The effective integration of technologies in hybrid teaching, especially when combined with radical constructivist approaches, can create a more dynamic, collaborative, and student-centered learning environment (Jonassen, 1999).

CONCLUSION

Hybrid teaching represents a significant evolution in contemporary education, providing unprecedented flexibility that allows students to combine the best of both worlds: face-to-face and virtual learning. Throughout this study, it has been demonstrated that this modality has the potential to improve the accessibility and personalization of learning, adapting to the individual needs of students. However, to fully harness these benefits, it is essential that educational institutions offer solid and continuous support to teachers, ensuring they are adequately trained in the use of digital technologies and innovative pedagogical methodologies.

The challenges faced by hybrid teaching, such as the lack of adequate technological infrastructure and resistance to change from both teachers and students, underscore the need for a strategic and integrated approach. Teachers who adopt a radical constructivist approach find in hybrid teaching an opportunity to foster more active and autonomous learning, allowing students to construct their own knowledge meaningfully. This pedagogical approach not only enriches the educational experience but also prepares students to face the challenges of this new millennium with critical and collaborative skills.

The effective implementation of hybrid teaching requires a joint commitment from teachers, institutions, and educational policies. It is essential to promote continuous and adaptive training for educators, as well as investment in technological infrastructure that guarantees equitable access for all students. By integrating the theoretical and practical perspectives presented in this article, educational institutions can create more dynamic, inclusive, and student-centered learning environments, thus contributing to quality and equitable education for all.

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