

Diversity in the development of American education

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In this new issue of research articles, we highlight diverse topics such as evaluation of personal learning environments, even more so in the current era, where global circumstances have caused a radical change in the educational tools we use, the technological revolution has changed our way of understanding our entire environment. The new generations live a very different reality from the one that existed in our childhood and, most probably, in a few years nothing of what we know will have anything to do with what exists now. Changes are very rapid and education must make it easier for students to adapt to them. For this purpose, the use of a virtual learning environment or EVA can be a very useful tool.

When society changes, education must change with it, adapting to the new circumstances, not only in terms of content, but also in relation to its mode and techniques of delivery. In fact, it would make no sense to continue teaching in the same way as 40 years ago. But what exactly do these tools consist of? Virtual learning environments bring and improve many educational aspects, in addition to facilitating pedagogical change. We can start with the change in the roles of teacher and student: in the case of the teacher, the latter becomes a guide and someone who directs and proposes resources rather than transmitting knowledge as had been the norm. In the case of the student, and given the flexibility of the EVA, his or her own responsibility, involvement, collaboration and interaction are encouraged in a constructivist environment that facilitates active and collaborative learning and also allows the creation of knowledge and learning networks.

Both as a reinforcement of face-to-face modalities and in fully virtual environments, EVAs allow us to work and link our activities with technological competencies that allow us, for example, to

generate, share or process information. Moreover, given this link with ICT, we can work on skills that are part of the virtual environment: writing and synthesis of texts, communication in the form of mail or discussion spaces, search, selection and dissemination of information or, taking into account the versatility of these environments, work with tools that can be integrated into them.

This allows us to evaluate in the EVA itself aspects related to the performance of our students: active participation, interaction and communication, management and exchange of information, mastery of the environment itself, planning or attitude and good manners in a virtual teamwork. Finally, virtual environments have facilitated continuous training for many people.

Therefore, it is important to strengthen this central thematic axis, which is totally linked to the other contributions that will be presented in this new issue of the journal, pointing out the importance of virtual learning environments both as a reinforcement of face-to-face modalities and in totally virtual environments, EVAs allow us to work and link our activities with technological competencies that allow us, for example, to generate, share or treat information. We are grateful for the valuable research contributions of all the teachers/researchers who shared their explorations in this edition, thus highlighting the main objective of our journal: to link the various explorations, committed to the teaching task.