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Distance Education in Virtual Environments for Collaborative Learning of Basic Education Students

ABSTRACT

The general objective of this research work was to propose distance education in virtual environments for collaborative learning in basic education students from schools in the municipality of Zamora, Falcón state. It is based on the theoretical postulates of: Contreras and Garcés (2019), Araque et al. (2018), Revelo and others (2018), Díaz and Soto (2013), Barrientos (2013), Tibaná (2009), among other researchers of social and educational reality. The study is positivist paradigm, non-experimental and field design. The population consisted of 150 basic education students and 30 teachers, while the sample was 98 students and 12 teachers. Data were collected through surveys, using an 18-item Lickert scale questionnaire, which was validated by expert judgment, subjected to discriminant validity and reliability with Cronbach's Alpha method, giving an $\alpha = 0.982$. The result obtained in the variable distance education in virtual environments, yields an average of 2.81 and in collaborative learning an average of 3.06 located in the moderate category. It is concluded that teachers sometimes use virtual environments for collaborative learning, a situation that merits the design of a model of these spaces conducive to interaction and communication environments; which suggests implementing the validated model as an innovative product that favors learning in basic education students considered to be a society in constant change that requires comprehensive training of its students.

Descriptors: Distance education, virtual environments, collaborative learning, basic education, technological innovation .

Biographical Review: Pedro José Cabrera Córdova, Venezuelan, Specialist in Didactic Processes for the Basic Level. Universidad Pedagógica Experimental Libertador, Bachelor of Education. Senior Technician in Computer Science. Teacher of Classroom Bolivarian Primary School "Quebrada de Hutten".