



## THE TEACHING PRESENCE WITH AUDIOVISUAL MEDIA IN VIRTUAL SCENARIOS IN HIGHER EDUCATION IN AREQUIPA

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### KEYWORDS

*Didactics  
Teaching presence  
Higher education  
Virtual scenario  
Audiovisual media*

### ABSTRACT

*The innovation processes of information technologies in higher education didactics have not been synchronized processes, technological transformations do not go in parallel with pedagogical adaptations, however, the violent irruption of the COVID-19 pandemic made this distance evident; the objective of the research is to identify the value of the teaching presence with audiovisual media in the virtual auditorium identifying the relationships of motivation and confidence of students in order to rethink an optimal virtual scenario. The study analyzes the levels of confidence and motivations generated by the visual perception of the teacher, the participation of 127 students of communication sciences; the temporal perspective is descriptive transectional, with a quantitative approach. Among the relevant findings, a high level of indifference of the students is perceived, in turn, the teacher's response has a pessimistic ingredient, the proportionality of his presence is lower and the tendency is limited, so a redefinition of the virtual scenario is proposed.*

Received: 26/ 01 / 2024

Accepted: 18/ 03 / 2024

## 1. Introduction

The research intends to answer some questions related to the turns that have generated the irruption of the pandemic process in the didactic processes, modifying scenarios, where the virtual is the only way to build knowledge, among the literature referred to the teaching actions, diverse pedagogical strategies are perceived, in organization and planning; In other words, the analysis of the teaching presence in the virtual environment of the teaching-learning process is still deficient, the motivations and confidence generated by the direct interaction in the process is decisive in the didactic environment, so we refer illustratively this review from the perspective of higher education students, "the impact of audiovisual media not only goes through a certain degree of preparation, but also by the constructive dialogue between the production itself and the habits developed by most users" (Marino-Jiménez et al., 2020, p. 5), even more so if it is a matter of communication in universities; the interaction that is perceived, where the teacher expresses what he has as knowledge and shows his training and experience, there is the detail of his presence in the transmission and construction of new knowledge in the dynamics with the student.

As is evident, the technological transformations in recent years have transformed the teaching dynamics, even more so in the case of the recent pandemic, the training and didactic preparation processes are essential. New technologies advance at a pace that does not allow us to stagnate in specific knowledge but must serve as a stimulus to new challenges" (p. 21). Didactic strategies linked to the use of information and communication technologies have become transcendental elements in professional training. In turn, the teaching presence is constituted in the support of vital importance, for some authors it is perceived as determinant in this process, "The success or failure of online training is in correspondence with the greater or lesser Teaching Presence" (De-Pablo-Gonzales, 2017 p. 54). Apart from its innovative capabilities.

Another vital aspect in professional training is the use of audiovisual media that generate trust, almost all didactic theories mention trust as a substantial element in the teaching-learning process, so it is relevant to highlight the ways of generating this purpose, "In any process of generating trust in interpersonal relationships, the trusting party decides to do so based on the behavior observed in the trusting party, to reduce vulnerability and the risk of failure" (Zapata et al., 2010 p. 86). In this understanding, the most effective way to achieve trust is through direct teacher-student interaction, in time and space, even more so if we consider that the form of interaction is the virtual network.

Within the spaces of analysis in higher education, digital competencies are perceived as a fundamental need due to the fact that they are always in permanent innovation, Romero et al., (2022) says:

A university institution that wants to transform itself digitally must give space and time to the faculty to design, apply and generalize innovation, so that innovation through technology is promoted not only from the strategic instances of the university (top-down) but, above all, it is carried out from faculty initiatives and that these are generalized in the institution (p. 176).

This perspective of analysis should take into account the institutional culture that promotes academic competitiveness, which allows narrowing the social gaps and inequalities as pointed out by Toledo-Ojeda et al. Overlooking the harmony that should exist between the cultural elements of the vision of society can be insubstantial in the development of new professionals. So it becomes necessary that "the effort of the social network to adapt to the social audience, developing specific technology" (Saavedra Llamas et al., 2015 p. 219); the traditional approach to visual perception using current technology.

In turn, Martínez, from the University of Granada proposes three methodological scenarios based on the pandemic process, the virtual, blended and face-to-face scenarios, in all three cases the presence and management of the teacher is prioritized, even more so in the virtual scenario the teacher-student interaction is privileged despite the distance (Martínez Robledo, 2022), in the blended scenario the interaction is maintained physically and virtually, and in the face-to-face scenario the link is strengthened cognitively and affectively; in all cases the visual perception of the teacher strengthens the affective interrelationship with the student, an analysis of the visual media culture points out that "that "socialized vision" helps us to understand that visual images are not exhausted in the visible, but are anchored in invisible dimensions that support the very gesture of showing". (Rocha, 2017 p. 315)

## 2. Methodology

The proposed quantitative methodological approach is developed in the Professional School of Communication Sciences of the Universidad Nacional de San Agustín, as shown in Table 1, where there is a distribution from the third to the tenth cycle, taking into account the two specialties taught at the institution.

**Table 1.** Sample distribution of research at the Professional School of Communication Sciences UNSA

Especialidad	Relaciones Públicas				Periodismo				total
	3ro-4to	5ro-6to	7to-8to	9no-10mo	3ro-4to	5ro-6to	7to-8to	9no-10mo	
Hombres	5	9	4	4	9	2	2	1	36
Mujeres	14	13	29	8	12	7	5	3	91
total	19	22	33	12	21	9	7	4	127

The descriptive quantitative research details the motivation and necessity of the teaching presence in the teaching-learning process, in another analysis, Castro Maldonado et. al. (2022), points out that "Applied research resorts to the knowledge already achieved in basic research to direct it to the fulfillment of specific objectives" (p. 151), so the present research is circumscribed in this line of applied research, since it promotes the solution of specific problems, although it preserves scientific rigor, it is based on materializing concrete, operative and practical answers.

## 3. University Didactics

The teaching-learning process has interacted with technological changes, building didactic resources according to the social context as Gonzales (2016) points out: "The combined use of virtual technologies and information resources in training favors the conditions to achieve effective learning in university professionals" (p. 39). Silvia Coicaud points out that (Coicaud et al., 2021) "didactic and technological knowledge, one must be aware that it is essential to learn to teach differently from how we were taught" (p. 102), the socioeconomic environment was disrupted, therefore the didactic inventiveness would also have to be modified.

Sánchez Delgado states (2005) that "Didactics is not prescribing what should be done, nor applying what others say should be done, but reflecting on what is done and why it is done" (p. 225), especially in special junctures such as the one we have experienced in the last three years, for his part Sandoval argues (2020) "the didactic teaching strategy where technological tools are linked allows the educator to identify their different skills to be used in the classroom" (p. 27), it is necessary to generate synergies where technologies are the binding instrument in the process of generating significant ideas in the management of university knowledge (Bastidas, 2019).

A didactic resource is interactive communication, taking into account the virtual classroom as an official channel, however, as emphasized by (Muñoz-Covarrubias et al., 2022) "it is possible to communicate by informal means such as text messaging and e-mail" (p. 36); the interaction between university student-teacher is vital for the generation of trust in the process, which necessarily implies going out of dosed schemes to find viable strategies that contribute to the generation of new knowledge; "Thus, there are not few works in which the visual is subordinated to the hierarchy of the written. In general, the criteria used to relate the visual with other registers are not clear either" (Balsas, 2020 p. 95); being vital the visual medium where the image of the teacher is projected, this generates motivation to hear at its most genuine level.

## 4. Teaching presence in higher education in the virtual scenario

The changes that had been driving the teaching-learning process with emphasis on learning were somehow interrupted by the scenario of the COVI-19 pandemic, the changes from learning by objectives to learning by competencies had a setback in the social context, at least that is what is perceived in higher education in Arequipa, although the new center of the process is the student, as pointed out in the journal of pedagogy, (Sánchez-Báscones et al., 2011) "implies focusing fundamentally on offering tools and means so that it is the student who autonomously controls his own learning process and accompanying him in this task to guide him and help him to overcome the difficulties he encounters" (p. 61). Pattier and Reyero (Pattier & Reyero, 2022) state that "Educators must be careful not to save significant cognitive workload with technology" (p.237).

A study by Giraldo and other colleagues shows that (Giraldo et al., 2015) "It can be said that, to a large extent, the success of the educational process is determined by the verbal and gestural communication of the teacher" (p.45), qualities that can only be shown in a classroom with his camera on, showing himself as he is; the ideal would be the teaching experience in person, but given the case of the pandemic, the least would be his virtual presence. In recent research Rojas-Montero and Diaz Better (2018), They point out that for the effective achievement of training requires that the teacher manages to establish an early empathetic relationship with students.

"This should be promoted from the cognitive and affective aspects, since in the case studied, the dimension of meaning management is privileged in a relevant way, which generates few spaces to promote the management corresponding to the affective and social part, necessary factors for the construction of knowledge in the current information society" (p.40).

The teaching presence is vital in the process of knowledge construction, thus Obando-Correa et al., (2018) point out that "Teaching and learning under a socioconstructivist approach in a virtual learning environment favor interaction and the distribution of teaching presence" (p. 40). Aguilar (2020) states, "It is necessary to make a truly situated education in which the subjects and their contexts are fully considered" (p. 221), so it is necessary to diagnose this scenario, in many cases other socio-economic conditions make an adequate development impossible, apart from adequate didactic strategies. Porto Ramos (2010), points out that the function of the medium as a didactic category strengthens cognitive-affective actions, considering that affection necessarily requires the visual presence of the teacher.

## 5. Audiovisual media generate confidence in higher education

Before the pandemic irruption, among the different didactic tools in the teaching-learning process, the audiovisual media played a leading role in professional training; a study reveals that the audiovisual media fulfilled a motivating, content-carrying and structuring function, as well as having an innovative character (Pavón et al., 2009). A recent study points out that "trust is a pillar of modern social life, it contributes to the generation of social networks that are indispensable for personal fulfillment" (Conejeros et al., 2009, p. 32), so it is a crucial element in the decision of learning; in the perspective of a successful educational model, as Acuña & Acuña point out "a successful model of education, based on 'trust' which we must implement to the extent of our reach, starting at home, and multiplying it in our environment, until reaching the Educational Institutions" (Acuña Barrantes & Acuña Porras, 2014 p. 199). If we look from the opposite perspective, without trust, cognitive development would not be possible, there are logical conditions in the didactic process.

Among the many factors for which students abandon their university studies, López-Aguilar et al., (2022) "the accelerated change to a virtual modality in a university in which teaching has always been provided in a face-to-face manner, the lack of support from peers, the inability of many teachers to make the transition to the new formative scenario"(p. 251) among other reasons that contributed to academic abandonment. On the other hand, according to Repetto Jiménez & Calvo Fernández, (2003) state that "teachers who use visual aids are perceived as significantly more prepared and more professional by their students" (p. 141), regardless of whether the statement is true, the student's perception is latent.

Among the qualitative aspects of the teaching-learning process, there is the confidence acquired from the teacher's personality, at this level of analysis the audiovisual dialogue is vital in the pandemic stage, in turn, the interactive openness is motivating in the development of learning, as Zambrano et al. (2021) recognized that "The teacher's personality has a significant impact on the relationships with students in the organization of the teaching process" (p. 50), which has a significant impact on the final result of the achievement of the competence. In turn, González Castelló (2018) points out that "the audiovisual medium uses precise strategies seeking in our most intimate desires and that, through emotions, it bursts into our reason more or less permanently" (p. 72) it is necessary to include in the analysis the teacher's satisfaction, Saiz and other researchers point out that "teacher satisfaction was also conditioned by the satisfaction perceived in their students" (Sáiz-Manzanares et al., 2022 p. 38).

In numerous analyses of university didactics, teacher-student interaction is shown as an indissoluble rational condiment in the learning process, however, this interaction is only possible when a dialogue is generated, a communication between teacher and student, Flores states that "communication allows generating an eminently relational climate, which must always be proposed by the teacher explicitly or implicitly, and according to the results of the research, it must be characterized by reflecting a closeness,

without fear and with limits; as an element that promotes trust" (Flores-Moran, 2019, p. 199). In other words, without communication, the value of trust could not be generated, which would impede the process.

The perception of competencies in the socioeconomic scheme implies teamwork, collaborative learning goes beyond the formation of academic work groups, it is sustained in what Cardona and Calderón (2010) point out "trust is associated with the possibility of cooperation and, therefore, with teamwork and the collective construction of knowledge" (p. 76), several investigations agree on the need to generate trust as a transcendental pivot in the teaching-learning process; in turn, Cajigal (2021) highlights "The personality variable showed that trust and attitude are areas of opportunity in most teachers" (p. 15), strengthening trust contributes to the achievement of results in the university teaching-learning process.

## 6. Results

From the analysis it is perceived that "The evolution of technology offers new possibilities and educational applications for users" (Toscano-Alonso et al., 2022, p. 53), although the audiovisual media as such do not generate innovative scenarios per se, associated in the hypermedia scenario they are a dynamic tool in the university didactic process. In the analysis of relevant results, the chi-square test was applied to the responses of the two specialties, both Public Relations and Journalism, obtaining a result where the critical chi-square is greater than the calculated chi-square, therefore, there is no relationship between the two variables, as shown in the following table:

**Table 2.** Chi-square test for both Public Relations and Journalism majors.

Calculado	4.61917707
Crítico	9.48772904
Probabilidad	0.05
Grado de libertad	4

In other words, the motivations and confidence of students from both specialties do not generate differences, since they are perceived as indifferent to the decisions that university students make for reasons of specialty.

On the other hand, the test was applied to determine if the answers generate differences around gender, that is to say, if the motivations and confidence that take root in the teaching-learning process during the period of their training show a relationship based on gender; however, the chi-square test indicates that it is indifferent to the decisions regarding gender, where the following results were obtained.

**Table 3.** Chi-square test for both genders, male and female

Calculado	6.63954099
Crítico	9.48772904
Probabilidad	0.05
Grado de libertad	4

In this case it is perceived that the critical chi-square is greater than the calculated chi-square, therefore, there is no relationship between both variables; in this sense, in neither of the two segments studied is a relationship of causality or dependence demonstrated, so it is possible to affirm the independence of both specialty and gender; taking into account the motivations and confidence generated by the teaching presence and the use of audiovisual media in the training process.



**Table 4.** Statistical summary of teachers who turn on their cameras with the number of courses they have taken.

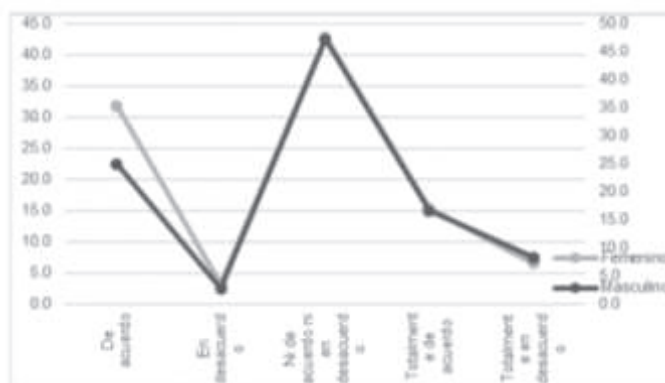
	Cursos que llevan	Docentes que prenden cámara
Media	5.94488189	2.61417323
Error típico	0.09829038	0.15330678
Mediana	6	2
Moda	7	1
Desviación estándar	1.10774393	1.72767963
Varianza de la muestra	1.22709861	2.98487689
Curstosis	0.26843954	-0.28730503
Coefficiente de asimetría	-0.4236234	0.89692256
Rango	6	6
Mínimo	2	1
Máximo	8	7
Suma	755	332
Cuenta	127	127

Considering the 127 students of the two specialties that were enrolled in a median of 6 subjects, only two teachers interact by turning on their camera, that is, only one third interacts directly with the students in their virtual auditorium, the other two thirds only hear their voice, which in terms of confidence is limited because it is a basic condition to generate confidence in the didactic process. In terms of dispersion indicators, the distance is between 1.10 and 1.72, which means a dissociation that does not have enough impact to influence the general result, it contemplates a non-significant average.

However, the basis for generating trust is located in the teacher-student dialogue, as well as the use of audiovisual tools, Vergara et al., (2022) concludes that "with respect to teachers that trust, the option for dialogue and participation are still present as a hallmark of pedagogical work even in an adverse scenario such as the pandemic" (p. 11); in this case, the verbal exchange in real time, is the effective way that dialogue generates trust, a substantial ingredient in the creation and innovation of knowledge. "The construction of trust must accompany the teaching and learning process" (p. 38), the authors point out that "Trust constitutes a pillar of modern social life, it contributes to generate social networks and networks that are indispensable for personal fulfillment" (Conejeros et al., 2009 (p. 32).

In turn, the present teacher will have the ability to discriminate ineffective strategies, assuming in a responsible manner the generation of the significant concept, (Torrego González & Fernández Manjón, 2022) "identify the best practices that have worked in the pandemic to learn from them and to be able to generalize them to other environments and future situations" (p. 23). on the other hand, the sociocultural aspect implies a closer relationship with the environment (Badillo-Mendoza, 2013) point out that "The dynamics of social studies have these incidences, hence a fundamental conclusion is the need to strengthen studies of this type on a sociocultural look" (p. 200).

**Figure 1.** Reasons for teacher presence and audiovisual tools to attend virtual classes

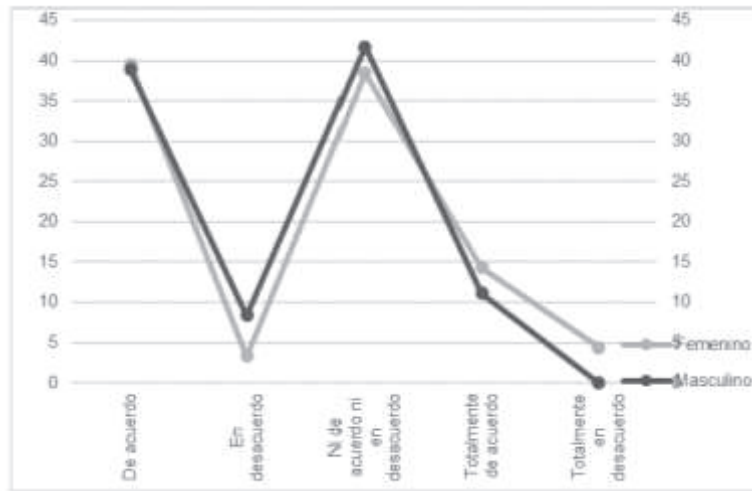


Note: Research results

Without considering other factors, only and exclusively the teaching presence, it is observed that students, both male and female, have a not very significant approach, only a third of the students agree, the majority is indifferent, reaching 45% of those investigated. There are other less relevant reasons, in recent research (Hernández-Sellés et al., 2023) shows that "for this group, tasks focused on the teaching performance of a role

of a "personal" nature are more relevant" (p.51). And it is that the previous phase of trust and interaction end up being the basis of this attendance motivation.

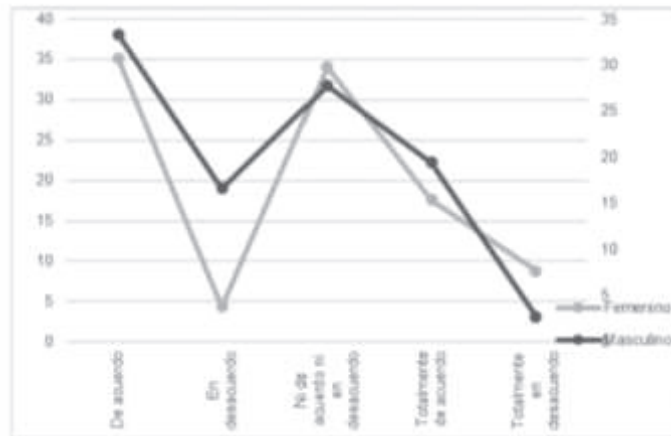
Figure 2. Motivates participation in virtual class



Note: research results

Regarding student participation in virtual classes, 40% are motivated by the teacher's presence, the teacher's influence is greater, corroborating that meaningful learning is nourished by the teacher-student interrelationship, "The teacher's presence is also required in the explanation of the course operation, in which, clearly, the premises and mechanisms of the course process are determined" (De Aguinaga Vázquez et al., 2009 p. 7).

Figure 3. Generates confidence in the use of audiovisual media and mastery of the subject matter



Note: result of the research

Another aspect that is usually presented is the mastery of the subject through the presence of teachers and the use of audiovisual media in virtual classes, for the female sector it is 35%, for the male sector, it reaches 38%, the results are not conclusive regarding the presence of teachers, however, it is a fundamental ingredient in the didactic process, as demonstrated by the research. In turn, in the virtual scenario, the participation of the students, the reason for attending and the mastery of the subject consolidate the didactic process in its various processes.

## 7. Discussion

Among the most accurate discussions of recent years in pedagogy, the dissociation of technological advances with social and cultural processes is perceived, the former depending on investment in technology, the latter on the traditions and customs of those who practice pedagogy; it is possible that there may be many technological tools, but cultural changes are always slow, apart from the fact that some relevant conclusions analyzed by Aguilar Torres & Flores Hernández (2022), point out that "mediating the construction of knowledge, favoring the consolidation of learning, influencing/co-participating in academic training, as well as in the life of another human being; are functions expected of him/her" (p. 453). The implication of the use of audiovisual media in the didactic process, as well as the teaching presence in the virtual auditorium, could become the determining ingredient in the generation of motivation and confidence in university students.

Virtuality has generated again this discussion, where the dictation of synchronous and asynchronous classes are relevant, however the teacher presence should be out of discussion on the premise that the new knowledge in the didactic strategy is generated from the teacher-student interaction, De Pablo Gonzales states "they ignore the role of the teacher in online teaching since for this model the role of the teacher is face-to-face and the contents support the development of the whole pedagogical scene" (De-Pablo-Gonzales, 2015, p. 63). It is reiterated that the teaching presence is not inclusive in the didactic process, but inherent to the teaching-learning process; in turn, "Trust decreases the crisis situation and avoids reaching an alarming situation" (Juan R. Coca & Juan Luís Pintos, 2009, p. 231), considering that the post-pandemic attitude of society in general has dissociable signs generating permanent social crises, at least that is what is perceived in our country.

Another aspect under discussion is the high rate of indifference of students to the presence of teachers, generating an additional value to the use of audiovisual media, there are two hypotheses: on the one hand, that the fact of teacher presence in the teaching-learning process is taken for granted, and on the other hand, that students have entered into a process of indifference considering the context of social anomie.

## 8. Conclusions

In the Professional School of Communication Sciences of the National University of San Agustín, in the virtual scenario assumed in the pandemic process, different didactic forms are presented, both synchronous and asynchronous classes, in all cases the teaching presence is crucial in the affirmation of new knowledge; a third of the students in both genders show the need of the teaching presence to attend classes, on the other hand 40% consider it determinant for the participation in class, considering that the affirmation of knowledge is in the teacher-student interaction. The other relevant aspect lies in the trust generated in the use of audiovisual media in the didactic process, as well as the teacher's presence; therefore, we consider that the teacher's presence does not contribute to a better process, but rather is inherent to the process, without the trust generated from the teacher-student interaction, the didactic process would be null.

The research shows that on average, out of six subjects taught, only in two subjects teachers show themselves and generate interaction and direct dialogue, which means that only a third show motivation and confidence in the teaching-learning process; it is necessary that in virtual scenarios teachers consider that the valuation of their activities is in the response of students, so it is urged to motivate this greater participation, their mere presence strengthens university pedagogical strategies.

Another relevant aspect is the use of audiovisual media generating a perception of mastery of the subject by the teacher. If it is possible to generate the synergy of the teaching presence, mastery of the subject and the adequate use of audiovisual media, the significant process of generation and innovation of knowledge would consolidate both the motivation and the generation of confidence, an issue that is still perceived in a third of the student population, it is a task that is still unfinished.



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