Reflective Teaching Practice in a Remote Teaching Context by COVID-19

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Abstract

In Peru, the coronavirus disease pandemic (COVID-19) has generated an unprecedented crisis in all areas. In the educational sector, this health emergency has caused the massive closure of face-to-face activities in public and private educational institutions, teachers and students have had to reinvent themselves to continue with the teaching-learning process. The objective of this research was to describe the level of reflection of teachers on their practice in a distance learning context using Covid-19. This research was quantitative, descriptive and cross-sectional. A sample of 300 teachers was taken. Of the three levels with 100 teachers each, some levels stand out with a higher percentage in the reflection processes by dimensions. In conclusion, the comparative result between the initial, primary and secondary levels of RED 7, the jurisdiction of UGEL 05 on the process of reflection on the pedagogical practice of teachers in the context of distance learning by Covid-19 describes that 84% of the NI execute it always; 74% of the NP, 76% of the NS and 25% execute it almost always.

Keywords

Reflection on teaching practice, remote teaching, pandemic context.

1. Introduction

In the society in which we live, all development and quality of life depend basically on education, and teachers are the active protagonists in the construction of this great social pyramid, otherwise, as [1] pointed out, "An ignorant people is a blind instrument of its own destruction"; In this sense, the work of teachers plays an extremely important role, because their work is linked to the formation of critical and reflective children and adolescents in a constantly changing society so that the professional training of teachers should be given at the highest level and permanently in the dimensions of learning content, pedagogical, didactic, technological, personal and institutional. This type of teacher training will guide each teacher to carry out his or her activities or development of his or her pedagogical process based on the process of reflection and permanent self-criticism since reflective practice is the indispensable condition for the teaching exercise that helps to strengthen the achievement levels of students. The contexts of permanent and diverse changes have contributed to the reconceptualization of teaching knowledge, of what is appropriate at the time of teaching, of the synchronization of classroom life, of teaching-learning procedures, of the final products when modifying didactic strategies to improve learning, of the various stereotypes in the classroom, organizational changes, etc. [2].

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Since the last decades of the 20th century, all Latin American countries have been working to improve their learning results; in this sense, and as a first decisive step, the accreditation and licensing of universities and professional teacher training centers has been promoted in order to strengthen the pedagogical performance of teachers, because they are responsible for the progress of student learning. A study conducted by [3] financed by the IDB in Washington, D.C. points out: Learning levels in Latin American countries are below what is expected for their economic development. If we take as a reference the expected learning given the gross domestic product (GDP) per capita, we observe that the region has a lower performance than expected for that level of development. In other words, given the per capita GDP of the countries in the region, they should have a better academic performance than they achieve today. So, what is the reason for this lag? There are multiple explanations, many of which are well known. There is a solid consensus among specialists that the most relevant factor for school learning is the quality of teachers. The most effective teachers are those who manage to foster learning among their students.

In Colombia, [4] mentions that, since the 1980s, the pedagogical movement that worked to improve teacher training recognized that teachers are involved in a systematic reflection of their educational practice and it is in this exercise that they find the motivation to transform their educational reality through study and innovation. Currently, within the system of pedagogical teacher training, there is an expressed interest in concretizing the reflective, critical and constructive approach to the pedagogical process, assuming that the aim is to promote not only the acquisition of techniques and methods to transform the educational reality, but also to use them together with the systematization of the educational experience, both inside the classroom.

[5], assures that the ideal profile of the teacher is one that tends towards research, the mediator of culture and ethical suitability, being reflection the articulating axis of all the activities of their training and as a future teacher should be prepared in the exercise of critical reflection on their pedagogical practice; so that from the methodological rigor that sustains it, they can make decisions and adjust their intervention to the needs of the students; strengthen their capacity for guidance; stimulate projects of inclusion and peaceful coexistence based on cultural identity, and strengthen the educational (co-) responsibility of the school, family and community, among other educational problems that are focusing the national and global pedagogical debate.

In Mexico, [6] conducted a study on Reflective Practice for Educational Innovation and pointed out that classrooms are no longer scenarios for debates, living and coexisting experiences; for this reason, we consider that it does not help to have a critical sense of their reality to be, know, do and coexist in the society in which we live, the training of teachers, causing in turn, many problems that limited learning and the legacy of it.

Regarding Venezuelan university teaching, [7] remarked that the pedagogical practice presents six characteristics: education based on a traditional methodology, based mainly on the master class, considering the student as a passive subject, favoring memorization, handling very extensive and decontextualized programs and curricula, excessive and unnecessary repetition of contents and concepts, and finally, little linkage with concrete lines of basic research. As can be seen, the teacher's pedagogical practice or pedagogical performance is still confined to rudimentary practices, alien to the processes of reflection and criticality.

He [8], on the other hand, considers that one of the characteristics of the "School we want" is the so-called pedagogical processes, which considers that learning takes place through inquiry. Teachers encourage students to learn in a reflective, critical, and creative manner, making continuous use of diverse sources of information and research strategies. Learning is also done collaboratively: students are encouraged to work in teams, learning from each other, exchanging knowledge, and cooperating with each other according to their abilities. The diversity existing in the classroom is addressed with relevance, considering the individual, socio-cultural and linguistic characteristics of the students, as well as their needs. Competencies, creative and problem-solving abilities are developed and evaluated.

As for the dimensions shared with other professions, according to [8], the most important dimension is the reflective dimension, because only through it can change for improvement be achieved in all the processes developed, one of them being self-evaluation and commitment to improvement. Likewise, this reflective dimension affirms the teacher's professional identity in his or her pedagogical practice and social commitment, examines, makes resolutions, analytically empowers himself or herself with different knowledge, and develops diverse skills to guarantee the learning of his or her students. Finally, self-reflection and permanent evaluation of their pedagogical practice establish the essential resource of their work.

In teaching performance, the mastery of pedagogical and disciplinary knowledge, as well as the information on the particularities of students and their environment, leads to an adjustable reflection on the procedures and purposes of teaching. The teacher sets to develop critical judgments about his own performance and that of his colleagues. This new domain relates disciplinary, curricular, and professional knowledge, which establishes the basis of their professional competence. To the extent that teachers' knowledge is practical, active, and syncretic, their work emerges consistent and specialized [8].

Professional experience, disciplinary knowledge, and teaching skills constitute a collection of competencies and knowledge that teachers constantly build, modify and renew in the educational community. Its varied and multiple sources, ranging from their particular and professional trajectory to their current performance. This reflective practice requires an attitude of analytical, personal, and collective awareness that leads to agreements of innovation of social ties, which are primarily extended in an entity and recorded in an environment, social and cultural determined by diversity [8].

The future teacher is the center of the training process, but learning to teach is learning to understand oneself, to develop oneself, to know how to progressively use all personal resources. The work on oneself is essential here because learning to teach is not taught, it is a progressive discovery of the object of an experience and the consideration of the other and to clarify the values of each one, to discover one's own style, and little by little, to be interested in human development, in the conditions and contexts that favor learning and allow professional development. All these aspects are developed and consolidated as a necessary consequence of the reflective process of the teacher's practice [9].

On the other hand, [10] argued that the teacher's reflective skills are shown as a particularity of his or her personality. We know, and this is corroborated by our own experience, that human beings can exercise their reflective capacity spontaneously without requiring explicit or formal learning. In general terms, we can affirm that the teacher as a human being is capable of reflecting and thinking innately.

According to [11] "True education is praxis, reflection, and action of man on the world to transform it", this sentence has not yet been answered by modern educational systems; And many governments are not interested in promoting an education that builds the social edifice, eradicating illiteracy, training critical teachers to transform reality, at present many want to shine with a different light talking about quality education, when there are still populations relegated or reduced to a rote education or transmission of content alien to the criticality and reflection on what is learned if it is good or unsuccessfully negative. In Latin America, education continues to be the subject of analysis and debate due to its poor results in various measurements to which it has been subjected, where the first causal factor has been focused on teacher performance, indicating that it is impossible to achieve "The School We Want" without the prepared hand of the teacher.

In this regard, [12] pointed out: The process of education is a complex matter to address in our country and in others, especially because teachers have been constantly targeted for low results in standardized tests, gaps in students' knowledge, or lack of commitment in their work. However,

different research and studies have shown that changes must emerge from initial teacher training, continuing education, and teaching careers.

In Peru, the situation of teachers has not changed much in relation to other countries; 84% are in the first teaching scale and only 16% are between the second and sixth scale with somewhat higher salaries. In this regard, [12] [13] noted: Peruvian teachers are demotivated and incredulous of any announcement of the change. The efforts that many of them make to innovate and give their best, in the midst of very unfavorable working conditions, are not valued by the State and society. The teacher who makes extraordinary merits receives the same treatment as the one who does not even fulfill his or her minimum obligations.

If this is the reality of the teacher, in the reflective dimension, it is necessary to analyze how much the Covid-19 pandemic has affected teachers and education itself. In this regard, the [14] stated: The pandemic of coronavirus disease (COVID-19) has caused an unprecedented crisis in all areas. In the field of education, this emergency has led to the massive closure of face-to-face activities of educational institutions in more than 190 countries in order to prevent the spread of the virus and mitigate its impact. According to data from the United Nations Educational, Scientific and Cultural Organization (UNESCO), by mid-May 2020, more than 1.2 billion students at all levels of education worldwide had stopped having face-to-face classes at school. Of these, more than 160 million were students in Latin America and the Caribbean.

In response to this global crisis situation, Latin America deployed the distance or remote education modality, the creation of virtual platforms with or without technology and the mobilization of the health sector as support to safeguard the welfare of students and teachers.

According to [14], only 8 of the 33 countries considered among the provisions approved for implementing learning activities in remote classes, the provision of technological resources (Argentina, Chile, Colombia, El Salvador, Jamaica, Peru, St. Vincent, and the Grenadines and Uruguay). Uruguay has had a government policy for many years that includes the provision of these resources, such as laptops or tablets for the school population (under the Ceibal Plan). In addition, in order to carry out remote classes, 14 countries have included among their strategies the provision of resources for teacher updating workshops, specifically with regard to technological tools for the use of information and communication technologies (ICT).

In this aspect, teachers have taken on the challenges of adapting to the use of technological tools, completely changing their methodology and didactics, i.e. their way of teaching in a synchronous and asynchronous way or simply by WhatsApp message, taking advantage of its benefits.

Regarding the adaptation of the evaluation, monitoring, and pedagogical accompaniment processes, [14] stated "A very important point is the evaluation and monitoring of learning - as well as the feedback - to know the progress of the students and to take the pertinent pedagogical actions in order to improve it" (p. 9). These actions have taken the form of diagnostic evaluations that gather information on the levels of achievement reached by the students and the reflection of the teachers in search of new strategies, and to achieve the learning standards of the students.

Remote classes or learning activities have ratified the formative purpose of assessment. The different actions of teachers such as collecting information on learning achievements, whether individual or group, through diagnostic evaluations and student monitoring provide teachers with the opportunity to provide feedback and apply new strategies to reach better achievement levels. The application of assessment instruments in the formative framework and metacognition promote evaluation processes in conjunction with the teaching-learning actors (teacher-student) to contrast progress in relation to the challenges outlined [14].

According to [15] Country efforts have faced numerous obstacles to ensuring educational continuity and student accompaniment during the health emergency. The COVID-19 crisis occurs in a

context of great inequality, where the demand to protect the continuity of the teaching-learning process is affected by the technological limitations that exist in homes and students.

The vast majority of countries in Latin America do not have a national strategic plan regarding digital education on which a virtual education model involving new ICTs can be implemented. The type of basic education has been created for a face-to-face teacher-student context, with limited and scarce technological infrastructure. Connectivity in public institutions is only sufficient for administrative purposes. However, the operation of virtual teaching and learning platforms is minimal or non-existent. In Latin America, only 33% of high school students are in educational institutions that have internet and sufficient speed, according to PISA-2018 [15].

1.1. Reflective teaching practice in a remote teaching context by COVID-19

Reflective practice and professionalism are linked to the Framework for Good Teaching Performance, [8] which states, "Teachers consolidate their professional identity in their daily work with students by reflecting on their decent practice, gathering information and making decisions" (p. 17). Here it is valued that the reflective dimension of the teacher is relevant in the process of professional growth because it ratifies him/her as a reflective entity, capable of strengthening his/her professional independence [16].

Reflection institutes an exercise or faculty of man's intellect that empowers him with knowledge of himself, of his facts, and evaluates the ideas and impressions received through the senses and perception. Therefore, reflection is the process of organizing the different appreciations and thoughts obtained in the course of life and in specific situations of human action. However, reflection is not only a personal psychological process, which can be studied from formal schemes, independent of content, context, and interactions [10]. Reflection implies the conscious immersion of man in the world of his experience, a world loaded with connotations, values, symbolic exchanges, affective correspondences, social interests, and political scenarios. Reflection, unlike other forms of knowledge, supposes an analysis and a totalizing proposal, which captures and orients action. Academic, theoretical, scientific, or technical knowledge can only be considered an instrument of the processes of reflection when it has been significantly integrated, not in isolated parcels of semantic memory, but in the more generic schemes of thought that the individual activates when he interprets the concrete reality in which he lives and on which he acts, and when he organizes his own experience. It is not pure knowledge, it is knowledge contaminated by the contingencies that surround and permeate one's own life experience [17].

The process of social distancing as restrictions caused by non-pharmaceutical interventions have impacted education at all levels and will continue as long as the level of contagion continues as students and teachers cannot physically meet in schools and universities. These restrictions on meeting during a prolonged pandemic are limiting learning opportunities during the period of social distancing. The time devoted to learning by teachers is known and is one of the most reliable predictors of learning opportunity [18].

According to [19], with the eagerness to provide educational attention, teachers are assuming roles that do not correspond to them, in the sense of seeing what to do for their students to connect to class and have something to eat, since most students do not have a computer at home; in addition, there are teachers who do not have a high-end cell phone to assist them in their pedagogical process; and even less the students, who have to face the limitations and technological failures and lack of Internet connectivity In this regard, [20]; [21] state that the pandemic exacerbates the existing conditions of poverty and inaccessibility to technology, which characterizes many families around the world.

According to [22], in addition to the teacher's work, there is another concern: the limited communication with the students' families, because they have to leave their homes to look for daily sustenance due to the covid-19. This aspect is generating a lot of anxiety in the teachers and in this

way a limited pedagogical action because the students are left alone at home and do not assume the roles and responsibilities that basic education requires. The loss of information with parents leads to poor development of skills in students and a mediated learning outcome [23] [24].

Reflection as a subject puts beliefs in doubt seeks to relate phenomena that are related or simply not objective; it is a process that denotes cognitive and affective aspects, that recognizes the heterogeneous and seeks to manifest more questions than answers and in pedagogical practice, the reflective analysis does not arise spontaneously, it is not enough to invite teachers to "bring something to mind", but requires devices that contribute to dialogue, in interaction with others, that is systematic and continuous, becoming a Reflective practice [25]. In 2020 the world faced COVID-19, and as it advanced across the planet, most countries decided to temporarily close educational institutions, which affected approximately 91% of students worldwide and by April, about 1.6 billion children and young people were out of school [26]. Faced with this, education systems responded with urgency to a new situation: the impossible presence in educational centers [27] and the truth is that most of them were not prepared to respond to this challenge. Students and teachers were impacted by the temporary cessation of face-to-face activities, readapting their school activities to a virtual model [28] without sufficient training, support, and technological resources [14].

1.2. Dimensions of reflective teaching practice

For the present study, the dimensions proposed by [16] were used, namely: reflection on practice, methodological strategies, pedagogical, didactic, and evaluation processes, which have to do with the management of methodological strategies, the management of pedagogical and didactic processes, and everything related to evaluation. Undoubtedly, the teacher is an essential agent for learning. He/she inserts his/her knowledge about pedagogy (the science of teaching and learning), didactics (methods and resources that facilitate learning in general and in each learning area in particular), his/her disciplinary conduction, and of course, the idea he/she has of his/her students and their possibilities [29]. The dimension of reflection on teaching practice makes possible curricular management and disciplinary mastery related to the identification of pedagogical problems that require teachers to recognize that every classroom is heterogeneous, that students are different from each other, and that these differences cannot be avoided, which implies knowing and valuing the characteristics of our students. Make use of various strategies and tools for the teaching-learning process [29].

Finally, the dimension of reflection for practice: curricular planning, strategic planning, and evaluation planning. In this circumstance, the different actors are irreplaceable, and each one brings an individual strength so that the processes can be developed. In emergency contexts, it is essential that this idea brings rationality to all the decisions that are made. Neither overloading nor underestimating the power of each actor can enable more effective actions and lower the threat of conflict. At the same time, it is necessary to identify, within the school community, the different professional cultures in order to devise strategies that tend towards collaboration. All play key roles for synergy: teachers, assistants, secretarial team, psycho-pedagogical and health offices, ICT referents, cooperative, student centers, kiosks or booksellers who supply the school population. The formation and/or strengthening of networks, at all levels, are essential at this juncture. Within this game, from the management point of view, it is necessary to pay particular attention to the relationship between the school and the families, and, within it, to the link between teachers and families. This educational emergency has precisely the particularity that the pedagogical task is transferred to the student's homes and must be solved with the resources that families can provide [31].

Therefore, as a general impact, it should be considered that both health, financial, administrative and management funds in the country have generated losses of great magnitude for people who are currently seeking to overcome the different circumstances [35]. The crisis that dragged this pandemic

as in education; directly affected students and teachers (teaching-learning) by the lack of attention to the interest of productivity in education systems and adaptability to the virtual mode [37].

Finally, at present we see a low level of the average over deaths and replenishing the economy, health, education, administration and total management of the country for continuous improvement [36].

2. Materials and Methods

2.1. Type and design of research

In the methodological aspect, according to [32], this research responds to the type of descriptive research, descriptive level, non-experimental, cross-sectional design.

$$V_1 \xrightarrow{\quad M_1 \quad}$$
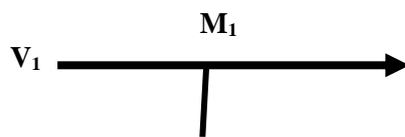
M1: Collection of observed samples
V1: Observed variable

2.2. Population and Sample

The population or universe of the study consisted of teachers from RED 7, the jurisdiction of UGEL 05 of the district of San Juan de Lurigancho, made up of fifteen RBE schools from which 300 teachers from the initial, primary, and secondary levels were obtained.

The sample, from the perspective of [33] is non-probabilistic because the selection was based on convenience, whether economic, time, or other considerations.

2.3. Techniques and Instruments

According to [32], the technique used was the survey, because it fits the characteristic of the study; and it basically consists of gathering the personal point of view of the participants about a topic. The instrument used for data collection was the 20-item questionnaire with an ordinal scale type measure on reflective practice and teacher professional development constructed and validated by [32] whose reliability is reflected by Cronbach's Alpha with the value of 0.89 which means high reliability. The methods used were Inductive - deductive; likewise, the SPSS version 23 program was used for data processing.

3. Results

Once the data collection was completed, it was organized by means of descriptive and comparative frequency tables, which are presented below:

At the descriptive level
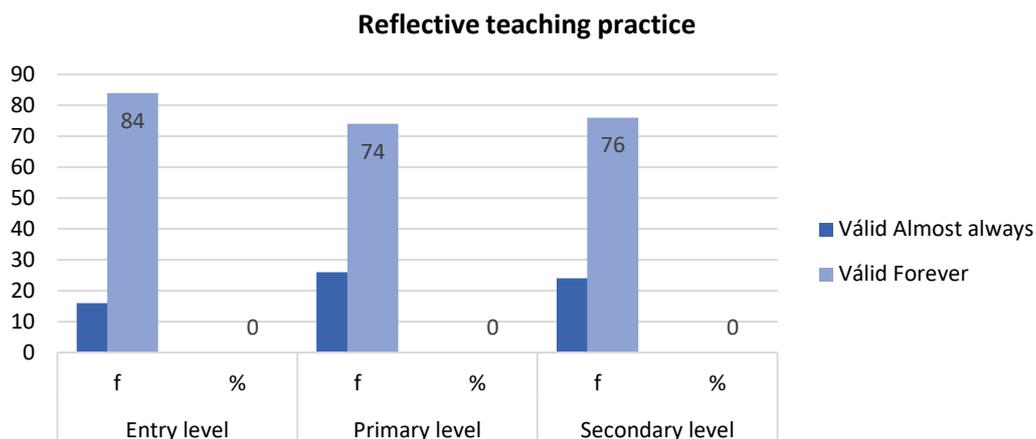
Source: Database

**Figure 1:** Reflective teaching practice in a remote teaching context by Covid-19

The results show in Table 1 that 84% of the teachers at the initial level of RED 7, UGEL 05, always implement in their pedagogical practice the reflective teaching dimension in the context of remote teaching by Covid-19; 74% at the primary level and 76% at the secondary level. These results allow us to conclude that at the initial level, teachers develop more reflective practice in comparison with the primary and secondary levels, which present 10% less; and that there is no noticeable difference between them.

Table 1: Reflection on practice: methodological strategies, pedagogical, didactic and evaluation processes

		Entry level		Primary level		Secondary level	
Reflective practice on methodological strategies		f	%	f	%	f	%
Válid	Almost always	26	26,0	5	5,0	30	30,0
	Forever	74	74,0	95	95,0	70	70,0
	Total	100	100,0	100	100,0	100	100,0

Source: Database

The results in Table 1 show that 74% of teachers at the initial level of RED 7, UGEL 05, always reflect on methodological strategies, pedagogical, didactic and evaluation processes; 95% at the primary level and 70% at the secondary level. These results lead to the conclusion that at the primary level there are more teachers who reflect on methodological strategies, pedagogical, didactic and evaluation processes than at the initial and secondary levels, where there are 20% fewer, and that there is no noticeable difference between them.

Reflective practice on identification of pedagogical problems
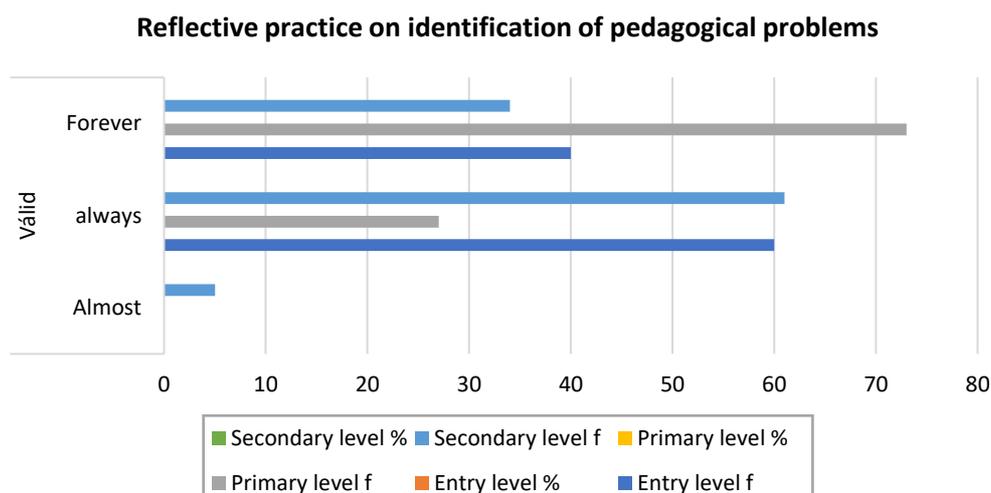
Source: Database
Figure 2: Reflection on practice: identification of pedagogical problems, curriculum management and disciplinary mastery

The results in Figure 2 show that 40% of teachers at the initial level of RED 7, UGEL 05, always reflect on their practice: identification of pedagogical problems, curricular management and disciplinary mastery; 73% at the primary level and 34% at the secondary level. These results lead to the conclusion that at the primary level there are more teachers who reflect on their practice: identification of pedagogical problems, curricular management and disciplinary mastery, compared to 40% at the initial level and only 34% at the secondary level.

Table 2: Reflection for practice: curricular planning, strategic planning and evaluation planning

		Entry level		Primary level		Secondary level	
Reflective practice on curriculum planning		f	%	f	%	f	%
	Almost	00	00,0	00	00,0	00	00,0
Válid	always	15	15,0	13	13,0	37	37,0
	Forever	85	85,0	87	87,0	63	63,0
	Total	100	100,0	100	100,0	100	100,0

The results in Table 4 show that 85% of the teachers at the initial level of RED 7, UGEL 05, always do the act of reflection on practice: curricular planning, strategic planning and evaluation planning; 87% at the primary level and 63% at the secondary level. These results allow us to conclude that at the initial and primary levels, the act of reflection on practice is similar: curricular planning, strategic planning, and evaluation planning, compared to 63% at the secondary level.

4. Discussion

Reflection or the reflective process is inherent to the person, we must also say that it has been necessary the course of many centuries of human existence to establish the foundations of pedagogical practice and personal development based on reflection [10]. In this sense, in order to build the school, we want, it is necessary to address the north of the teaching profession with high-

quality standards so that, in turn, they take charge of a teaching-learning process with efficiency, effectiveness, and quality-based on educational needs. In this aspect, it is necessary to strengthen the pedagogical practice of teachers in their process of reflection and permanent self-reflection, because, through it, the real educational system will be built. This reflective practice requires an attitude of analytical, personal, and collective awareness that leads to agreements for the innovation of social ties, which are primarily extended in an entity and recorded in an environment, social and cultural determined by diversity [8].

In Plato's "The Dialogues" we discover a first recognition of the importance of dialogue as a key to reflection and, consequently, to critical thinking. According to Dewey, far from scholastic approaches, he offers learners situations, problems, real projects, since these probably include the second ingredient "reflection on the real world". Scientism leads him to understand the school as a social laboratory in which children learn to submit reality to continuous critical analysis and to actively ask themselves about everything. The educational objective of educators is to achieve the acquisition of a scientific or reflective attitude in their students, as a basic element of their personal development [30].

In Colombia, [4] points out that, at present, within the pedagogical teacher training system, there is an interest in concretizing the reflective, critical and constructive process of their pedagogical process; it also considers that reflection is the articulating axis in the training of future teachers so that they can make decisions and adjust their intervention to the needs of their students. In Mexico, [6] considered that reflective practice is necessary for Educational Innovation and that only through it, classrooms will be scenarios for debates, for living and sharing experiences in a critical and reflective manner [10], on the other hand, argued that the teacher's capacity for reflection is presented as a characteristic of his or her personality; and only with it can he generate learning spaces [11] in his sentence "True education is praxis, reflection and action of man on the world to transform it" he notes that there is no true education and learning if it does not carry with it the process of permanent reflection. This process of reflection on teaching practice, in the context of the pandemic that humanity is experiencing, has been altered, because the teacher not only has to solve the students' learning problem but also see if there are technological communication tools that link him/her to the student. In this regard, the [14] noted that only 8 of the 33 countries consider among the provisions approved for implementing learning activities in remote classes, the delivery of technological resources (Argentina, Chile, Colombia, El Salvador, Jamaica, Peru, Saint Vincent and the Grenadines, and Uruguay). In addition, in order to carry out remote classes, 14 countries considered among their strategies the provision of resources for teacher updating workshops, specifically regarding technological tools for the use of information and communication technologies (TIC).

When analyzing the comparative results between the initial, primary, and secondary levels of RED 7, the jurisdiction of UGEL 05 on reflection on the pedagogical teaching practice in the remote teaching context by Covid-19, it is concluded that 84% of the teachers at the initial level always do it; in contrast, 74% do it at the primary level, 76% at the secondary level and 25% do not always carry out this reflection process.

Regarding the comparative results between the initial, primary, and secondary levels of RED 7, the jurisdiction of UGEL 05 on the reflection of methodological strategies, pedagogical, didactic and evaluation processes in the context of remote teaching by Covid-19, it is concluded that 95% of the teachers at the primary level always do it; in contrast to the initial level that 74% do it, in the secondary level 70% and between 26 and 30% do not always do this reflection process.

With respect to the comparative results between the initial, primary and secondary levels of RED 7, the jurisdiction of UGEL 05, regarding reflection on the identification of pedagogical problems, curricular management and disciplinary mastery in the context of remote teaching by Covid-19, it is concluded that 73% of the teachers at the primary level always do it; in contrast to the initial level where 40% do it, 34% do it at the secondary level and more than 50% do not always do it.

In the same way, the comparative results of the levels mentioned on reflection for practice: curricular planning, strategic planning and evaluation planning in the context of remote teaching by Covid-19 conclude that 85% of teachers at the initial level, almost the same at the primary level (87%), 63% at the secondary level (63%) and less than 30% do not always do it.

Finally, these results show that the process of reflection is always present in the teaching practice, that is, whether there is a pandemic or not, this dimension is present because it is a characteristic of the person and inherent to the human condition. "In general terms, we can affirm that human beings are innately capable of reflecting and thinking" [10].

5. Conclusion

The comparative result between the initial, primary and secondary levels on the reflection of methodological strategies, pedagogical, didactic and evaluation processes in the context of distance learning by Covid-19 describes that 95% of the primary level always execute it, 74% of the initial level, 70% of the secondary level and between 26% and 30% almost always. Thus, the result between the initial, primary and secondary levels on the reflection of the identification of pedagogical problems, curricular management and disciplinary mastery in the context of distance teaching by Covid-19 describes that 73% of the primary level always do it, 40% of the initial level, 34% of the secondary level and more than 50% almost always. Finally, the comparative result between the initial, primary and secondary levels on reflection for practice: curricular planning, strategic planning and evaluation planning in the context of distance learning by Covid-19 describes that 85% of the initial level always, 87% of the primary level, 63% of the secondary level and less than 30% almost always.

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