From traditional to home-confined learning: a case study in Spain

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Abstract—Contribution: Quantification of the academic results in the scenario of the (sudden) transition between face-to-face (F2F) education and distant learning (DL). In this study, we focus our attention in the abrupt home-confinement process that took place in a subset of the Spanish student community during the initial COVID-19 outbreak (March '20).

Background: The SARS-CoV-2 health pandemic began by the end of 2019, in the city of Wuhan (China) and quickly spread over the rest of the globe. For this reason, just a few weeks later, almost all of the academic systems in the world switched, in a mere question of days, to an online format. In most of the cases, this methodological shift has endured until the end of the 19/20 academic year (and may likely continue, in some way or another, in the following semester(s)).

Research questions: We want to quantitatively measure the aforementioned transition in the educational scenario for those students enrolled in vocational training and high-school courses (XX-XX years). Besides, we have also targeted this appraisal process at a specific group of Spanish academic institutions (Maristas) which are very devoted to fostering digital competences among their learners.

Methodology: We statistically analyse the evolution in the grades of these students through this 'F2F to DL' transition and we do it subject by subject, course by course, and in many other areas (gender, academic area, family and digital-literacy backgrounds, etc.)

Findings: We show how a good digital and teaching support can tangibly alleviate the radical shift brought by the Coronavirus global (and lethal) infection. With more detail...

Index Terms—simplicity, beauty, elegance

I. INTRODUCTION

CHANGES are usually asrqwer welcome in (and by) the educational sphere. dfasfasdf

II. THE COVID-19 OUTBREAK AND ITS IMPACT ON THE EDUCATIONAL SYSTEM IN SPAIN

En este sección hablar de lo que ha supuesto el covid a nivel educativo en España.

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A. subsection

B. another subsection

III. THE MARISTAS EDUCATIONAL COMMUNITY

En esta sección hablar de los maristas de durangoy de su amor por la buena educación en tecnología.

[2]

A. A brief introduction to Maristas Iberica

B. COVID-19 and Maristak Durango

IV. MATERIALS AND METHODS

Descripcion del analisis estadístico

V. RESULTS

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VI. CONCLUSIONS

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Iratxe Lejarreta Errasti currently works as a teacher at Maristak Durango (http://www.maristak.com), specifically in High School and Vocational education about Computing science and Cybersecurity, where she was one of the leader in the new specialization program of Cybersecurity development project. She has a training in the Information Technology area at the Universities of Mondragon Unibertsitatea (https://www.mondragon.edu) and Unir (https://www.unir.net), she is supported by a long career in the corporate world, where she has worked in numerous companies as project manager of software implementation and development.

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