

Didactics and technology. Teaching lessons from the long-term emergency remote school

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The Covid-19 crisis forced schools around the world to close their doors, but not all for the same length of time. Countries such as Peru had to find technological alternatives to continue education for an excessively long period: two academic years.

At the end of the pandemic, in April 2022, the students returned to face-to-face classes, but in addition to the studies reporting the negative impact of long school closures on learning, what new pedagogical relationship did teachers establish with technology in this context?



To answer this question, this paper sought to understand Peruvian teachers' perceptions of the relationship between didactics and technology that emerged after two years of technological mediation forced by school closure measures. This long-term exposure to technology makes the data in this study unique.



To find out more about this change, an ad hoc questionnaire was carried out. The open-ended questions of the questionnaire were answered by 154 Peruvian basic education teachers in the metropolitan area of Lima. The information collected was analysed using a qualitative methodology. Their responses were used in an emergent coding process and the resulting codes were grouped into categories.



After two years of school closure and in addition to the demand for better training and access to technology, teachers believe that all technology-mediated educational practices used in the emergency school should be part of the face-to-face experience. The only exception would be those that invade the privacy of teachers, students and families.



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