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HOMESCHOOLING AS A STUDY STRATEGY IN TIMES OF COVID-19

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ABSTRACT

The research emphasized *homeschooling* as a strategy to teach in times of Covid19, it deals with the role that parents play when they take responsibility for the education of their children in the home, where they form an unrivaled connection of trust, respect, and discipline, as well as enjoyable experiences by reinventing teaching from their perspective. The methodology used was inclined towards qualitative-bibliographic research that supported the inquiry gathered through information gathered from recommended sources and the vast research proposed by his mentor John Holt, in books, magazines and interviews, which are a reference of this pedagogy. The testimonies of the families are relevant to the investigation, an invaluable contribution was obtained from them. The nexus of education and home was approached by Holt, but without a doubt what he defended the most was his thesis *Unschooling* or without education, since for him it would correspond to children to learn naturally, immersed in the discoveries that are achieved by existing, that learning becomes a talk where confidence, discernment and motivation prevail. The objective of this study was to demonstrate that natural family learning serves as a tactic for learning in *Covid19*. It is concluded that *homeschooling* is an alternative to training children. Fully confident youth study the activities of daily living and examine the unknown, supplemented by the expertise of some individualized entertainment in the arts or sports.

INTRODUCTION

Homeschooling or homeschooling is an innovative alternative that resists traditionalism in the educability of the little ones in the family, now in times of *Covid19* it has been strengthened, the offer has been expanded, it usually

occurs in many countries, it arose from the idea of John Caldwell Holt who promoted that children learn according to their needs and curiosities. Due to the pandemic, this training is presented as an election for representatives concerned about the health of their relatives, for others it is an imposition consistent with the withdrawal due to the coronavirus that has shaken not only the life of the school but the very existence, the virus It has caused so many human losses that fear has increased and face-to-face instruction has been questioned (Parczewska, 2020; Suryasa, 2019), with the pandemic disruption *Homeschooling* became a need accepted by some and rejected by others.

The opponents are desperate for the vaccine to arrive, they are not used to the virtual method of having groups on social networks or platforms to carry out academic tasks or activities. For the defenders of homeschooling, there is usually a comparison between Paulo Freire who promulgated a pedagogy of love and John Holt, who argued that living is learning and this was ratified in the publications of several books which are a reference of this trend. Negativity is related to various reasons, such as stating that, in educational centers, in addition to teaching, they also receive food rations. Consultation in counseling, exercise, social interaction, which lead to the reduction of stress, insecurity and problems with caregivers in a compulsory retreat (Thorell, Skoglund, de la Peña, Baeyens, Fuermaier, Groom, & de Miranda, 2020).

It is not essential to be an expert in the field of education to carry out this project, as long as you have enough motivation to do it, it can be installed naturally at home or in another environment, and you can even seek the advice of someone an organization dedicated to promoting this objective, strategy or being guided by a flexible ministerial curriculum, can adapt it according to the requirement of the learner (Purwaningsih and Fauziah, 2020). The thought that permeates this decision includes looking for methods and techniques that are obtained on the internet or in personal libraries, the options vary according to the medium; must cooperate with the general needs of the beginner to deploy innate practices from their personality (Ávalos, Ávalos & del Pozo, 2018), children will have the opportunity to express themselves, clear up doubts and appreciate skills typical of their age.

With parent-directed education, children will foster receptivity, they will be able to discern between the difficulties and limitations of others, they will develop empathy for the environment, they will inject curiosity about the arts and sports, in addition to carrying out activities in the basic areas according to their time and interest (Ávalos et al., 2018); despite the fact that sometimes there are gaps that cannot be fixed (Velez & Rodriguez, 2020; Rinarta & Suryasa, 2017), but that educators look for methodologies to overcome them. From the perspective of home education, artistic preparation refers to the continuity between the preparation and application of the teaching method, in which the subject is carried out horizontally: melody, poetry, sport, among others; within a favorable environment to build newest techniques and ease by getting used to changes that involve the specifications of each practitioner, envisioning increasing practices to progress comprehensively (Naranjo, 2016; Kustina et al., 2019).

The experiences that are obtained by promoting this learning are revealed in a cluster of benefits that serve as a guide, clear doubts from skeptics about the subject, determine a learning of and for life, it is necessary to inform themselves about the pros and cons of this activity in order not to dismiss a project of such nature by misinforming without having adequate knowledge. The importance of investigating this pedagogy occurs when many representatives complain about the online education that their children receive due to *Covid19*, the idea is to demonstrate that family education is a choice and has multiple benefits according to countless respondents who bet on *homeschooling*, being regulated in several countries such as Spain, the US, Colombia, even Ecuador. This idea is complemented by specifying that new contributions recognize the practice of *homeschooling* and *Unschooling*, an act that transforms the family into designers of education (Quiñones, 2018).

MATERIALS AND METHODS

From the qualitative-bibliographic method that was strengthened with the research in the analyzed bases, it was evidenced that *Homeschooling* is sustained by the postulates of its creator and followers, according to the comments and contributions that have been consolidated by families who made this education part of their lives, today it is strengthened as an alternative to be implemented in the education of children and adolescents not only in times of *Covid19*.

ANALYSIS AND DISCUSSION OF RESULTS

John Caldwell Holt and his method of homeschooling. He was a *New York* primary and secondary school teacher, he also entered Harvard, from his experience and thanks to the annotations in his personal diary, he consolidated the idea that the best thing for children is unschooling (Meighan, 2014), the mentor defended this theory from writings, interviews and conferences he even coined the term *Unschooling*, which practically means no education. He thought that children should learn naturally, from an upbringing with values, aimed at highlighting the type of intelligence that predominates in them, infers the posture and curiosity of what you want to learn. Be responsible to parents, there is no place in this way of guiding learning for rejection or indifference.

Give the pupil security, have the ability to listen, accommodate the requirements of the learners to provide more than information relevant to a topic the experience of wanting to investigate it. Holt came up with all these indoctrination ideas, which are on par with his experience, imply that you learn best when you are happy. And if the happiness was in learning outside of school, so it should be. Figure 1 contains some data from the most relevant defender of this pedagogy.

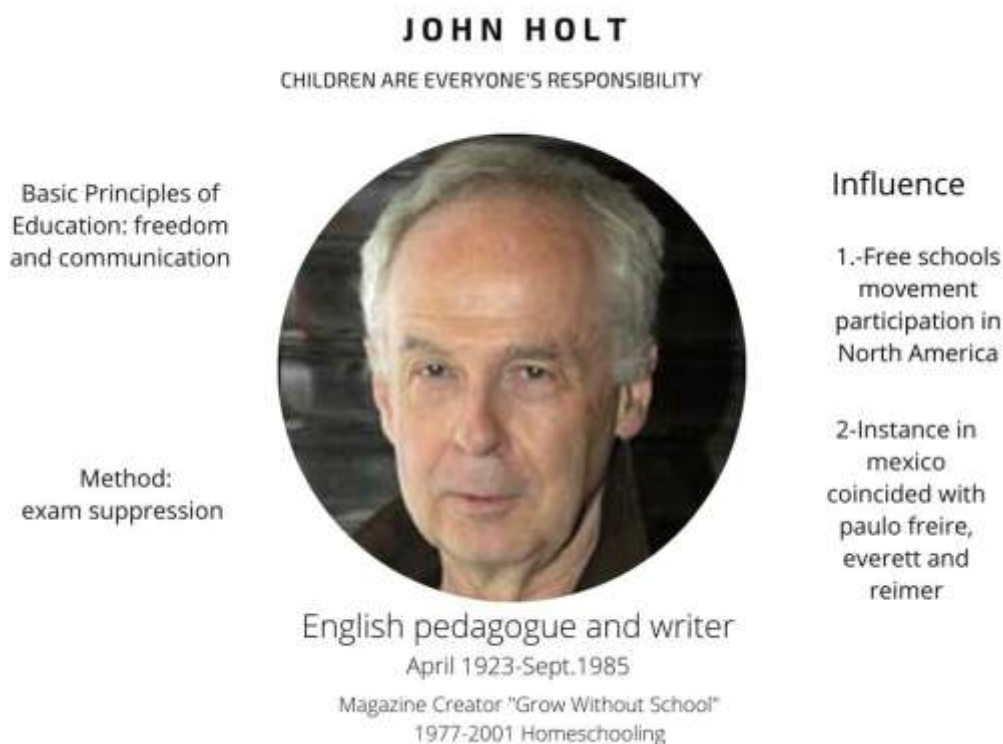


Figure 1. Data from John Holt

Source: (Navarro, 2009)

Homeschooling in Ecuador

This country tends to consolidate the establishment of the home school, the Organic Law of Intercultural Education protects the decision of those who separate from the schools; With this, it differentiates schooling from educability, giving prominence to the student and his tutor, the latter will be responsible for creating the project with the appropriate structure according to the guidelines of the Ministry of Education and Culture (Andrade, Carrillo, Espinosa, Hernández and Vásquez, 2020), to be subject to review since this modality is codified by Ministerial Agreement No. 0067-13-A, of April 8, 2013, said extraordinary service will be regularized in the 2020-2021 period with the presentation of the requirements established in the Guidelines for the Implementation of the Extraordinary Educational Service "HOME EDUCATION", numeral 7: "Requirements for the expansion of the Home Education service in educational institutions that have their respective operating authorization, in states of exception or emergency" (Andrade, *et al.*, 2020, p.18).

In the regularization, each district must select an institution that provides support in a singular way, so that the protocols are respected and it is evidenced in planning as experience in organizing topics in systematic processes that coincide with the current curriculum. Although it is adaptable, it means using a proactive approach (Carreño, 2020). The evaluative issue of this

system consensual to take a test carried out by a teacher of the institution, the tutor must apply it and consign the note to the campus to be entered into the institutional platform, which augurs the promotion the following year. A propitious theme is the integrality of those who learn (Goiria, 2014; Widana et al., 2020), it happens in a better way within the family nucleus.

For many representatives, the evaluation questions raised by educational institutions have caused controversy and it is common for them to seek family training instead of evaluation at school, these do not determine the individualities of those evaluated (Gardner, 2011), build the learning from the intelligence that stands out in the entity and to be evaluated accordingly with their way of learning and developing in the environment.

Education times Covid-19

covid19 (SARSCoV2), is a disease of infectious caused by a coronavirus family residing in the airways preferably, the behavior of this infectious agent depends on the body of the host transcending a disorder with mild symptoms to severe respiratory problems or other conditions that can lead to death (Peraza, 2020). This pandemic has affected everyone's routines to the extreme, forcing humanity into involuntary isolation; In the educational field, entire families say they have problems in the education of their children, the competent authorities implemented the virtual system issuing guidance by mail, *WhatsApp*, text messages, others through the platform *Teams* in the case of fiscal establishments, *zoom*, *meet* and many more in private education. In Ecuador it has also caused diseases, which have had repercussions throughout the territory (Navarrete, Patiño, Villamil, Mantilla, & Rodriguez, 2020).

Prioritize needs by patenting them in life projects, change the way of thinking, become aware that possible infections will be a constant, it is evident since there is no certified cure to date, relying on critical thinking is an alternative to rebuild education outside classrooms and do it from life (Morales, 2020). Another reality that surrounds the fact of the complaints of this type of education is the virtual gap that exists in the middle of an unequal society, according to the conditions overcoming this fact it is commendable to revive the use of technologies as a resource that contributes to the development of learning (Paniagua, 2020), which is empathized with the use of Information and Communication Technologies, as the link to take advantage of the latest strategies.

Controversy towards the model

Schooled education versus home education, the education criterion continues to be discussed and studied over time, especially for those who, concerned about the future of their children, wish to inherit a comprehensive education according to each individual and the period in which lives. For those who support schooling, they differ from this concept and refer to it as discriminatory, due to social isolation (Soberanes and Trejo, 2011), contrary to traditionalism, they question the generalized methods and opt for *Homeschooling*. The discussion about whether or not home schooling is

pertinent became stronger from the radical thinking of John Holt, who began to study the phenomenon in the sixties, certifying it in writings and publications, where his followers laid their foundations and they relied on this ideology to guide their children away from school establishments, in many testimonies' *homeschooler* the reading of their writings prevails as the norm of independent learning.

Caregivers of homeschooling, see school education as unreliable since they demand an egalitarian curriculum, they apply the contents according to the personal realities of each individual, promoting personal identity and cultivating knowledge in a comprehensive manner in correlation with the medium. Those who defend schooling prefer for their children a social environment full of interactions, where what they learn is fortified by the connection between peers plus the guidance of a qualified teacher to do so, they also emphasize the spaces and times dedicated to sports in where they appreciate that their children release energy and de-stress.

The education *homeschooling* is sponsored by hundreds of families who issue their testimonies and share experiences through *videos* from *YouTube* or *blogs* which are easily accessible when they are published online and provide a series of recommendations to support this preference, most start reviewing the contributions of Holt, in his wide repertoire of allegations about this tendency. *Homeschooling* does not try to bring school home, it has to do with the personal decision of parents to commit to the education of their children according to ideology, pedagogy and spaces (nature, exhibitions, musicals, sporting events), with those that require teaching their children (González, 2018). Figure 2 details the writer's books on a timeline.

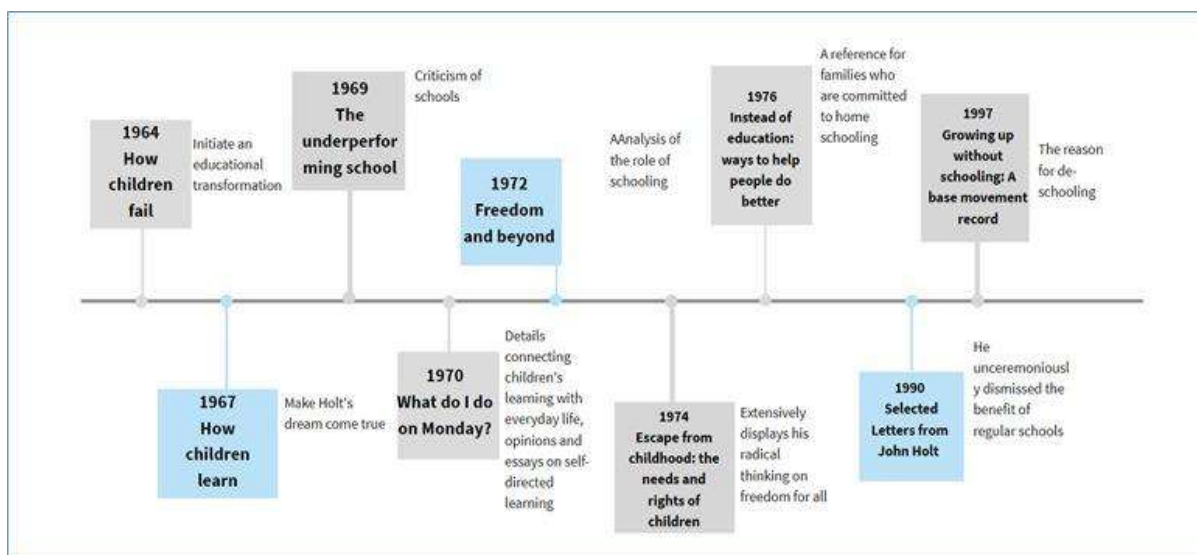


Figure 2. Timeline Books by John Holt

Homeschooling, study strategy

The idea of promoting home schooling arises from the many complaints and doubts of the representatives since virtual education was implemented due to the pandemic, the search of information through articles, pages *web*, *videos*,

portals, etc., intensified and the necessary information was collected to share with readers. In a broad and complex issue like this, opinions are usually divided, below is a compilation of the benefits of this type of education. Research shows that *homeschooling*, both behaviorally and cognitively, was of great help in proposing accompaniment at home, which became more committed (Huiza, 2019).

This teaching method is contrary to the traditional teaching system, this system is based on the curricular regulations and usually participates in the teaching of the educational center, hours to receive classes, *lunch* and even interact with peers (Lizarazo, 2017), with the technique, integral learning is reaffirmed in compliance with verified practices from the development of skills and abilities around art that implies dedicating oneself to cultivating the melodious ability of an instrument attached to the sensitive and the formation of the personal and moral. Know *homeschooling*, as an option to bank the customary training aimed at optimizing academics from the parents' perspective by organizing learning according to the times and desires of the child or adolescent, taking care of them and preventing evils such as *bullying*, drugs, collapsed classrooms, little motivation, plan for students with special needs, but minimal for gifted, among others; that may have contaminated educational institutions.

Those who learn at home can choose timetables and topics, they manage to choose the learning environment that links the true character of individual learning knowledge, without feeling forced, which strengthens the family habitat; shares this experience with extracurricular sports activities or practicing a hobby, all within the legitimacy when verifying the veracity of his study (Luque, 2019). It takes effort and focus to meet the needs of students in the learning process. The mentor, according to the family who has gained this experience, is a teacher. The idea of separating home schooling from schedules, assignments, and assessments; so that they can participate in the optimized time during the training process, according to space and the child's decision.

Insisting, let your taste for reading be activated by means of literature that interests you or leave mathematics for the practice of a sport, make social relationships in the rehearsals of a musical instrument or a hobby such as dance or your own investigation. The imperishable thing in the parent-child *homeschooling* relationship is bonding, teaching and learning with love. Give value to the product of each activity achieved by the tutored, that is motivated, inspired to carry out tasks that they like, that satisfy them, that they enjoy their curiosity and delight in the results of that inquiry; that contrary to studying a concept of a specific subject, practice a sport or enjoy an art, it is a matter of enjoying, choosing, choosing but not imposing; that they feel empathy for those around them and develop relaxed, trusting in their caregiver. Figure 3 details some of the contributions of *homeschooling*.



Figure 3. Contributions of *homeschooling*

Source: (Esposito & González, 2016)

Unschooling

Propensity to be used more frequently, parents rely on family well-being and on the development of out-of-school children regarding their particularities, motivation and aspirations: they disclose safer children, authentic, who like to learn on a daily basis, the best thing about education outside the classroom is the internal motivation of those who learn without being motivated by useless rewards, over time they have come to underestimate the intention of *homeschooling* as an educational model (Levin, 2015). There are many different ways to start this type of education. Teachers are occasionally indifferent, lack of physical space, overcrowding, and other unpleasant experiences. In research provided by the author, many interviewees said they are under pressure for comments because they are close to them. The medium has information on the use of the system to educate their children; when they

are rewarded with excellent results, they will be tolerant (Gray and Riley, 2013).

CONCLUSIONS

For those parents confused and desperate with the virtual education of their children in the time of Covid19, since they are not used to being part of the learning; pedagogy *homeschooling* is a choice that treasures a variety of academic benefits and enlivens family ties. *Homeschooling* and *unschooling* are presented as alternatives to train children and young people with complete security of what they want, genuine, motivated to learn from the activities of daily life, scrutinizing the unknown and complementing themselves with the expertise of some individualized entertainment

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