

# Reading of the context for the design and operation of a Digital Writing Center in high education\*

Lectura del contexto para el diseño y operación de un Centro de Escritura Digital en la educación media

Leitura do contexto para o desenho e operação de um Centro de Escritura Digital no Ensino Médio

DOI: <https://doi.org/10.21803/pensam.v12i24.307>

**Gerzon Yair Calle-Álvarez**

[gerzon.calle@udea.edu.co](mailto:gerzon.calle@udea.edu.co)

<https://orcid.org/0000-0002-4083-6051>

## Abstract

The process of designing an Online Writing Center (OWC) for high education must respond to global and regional challenges, however, knowing the context where it is going to be established is fundamental. The foregoing, because an OWC is not a distant issue to the realities of the institutions. The purpose of this article is to present the results on reading the context of two institutions that offer high education, one public and one private, that participated in the research process. For this, the case study was adopted and questionnaires of inquiry were applied to students and teachers, from the possibilities of design and operation of the CED in the high education and the conformation of a Virtual Learning Community. The results show how the information obtained was considered for the disposition of the OWC of each of the institutions. The conclusions state that reading the institutional context is important when thinking about the structuring and operation of an OWC for secondary education.

*Keywords: Basic education; writing; educational informatics.*

## Resumen

El proceso de diseño de un Centro de Escritura Digital (CED) para la educación media debe responder a los retos globales y regionales, sin embargo, el conocer el contexto donde se va a instaurar es fundamental. Lo anterior, debido a que un CED no es un asunto distante a las realidades de las instituciones. Este artículo tiene como propósito presentar los resultados sobre la lectura del contexto de dos instituciones que ofrecen educación media, una pública y otra privada, que participaron en el proceso de investigación. Para ello, se adoptó el estudio de casos y se aplicaron cuestionarios de indagación a estudiantes y profesores, desde las posibilidades de diseño y funcionamiento del CED en la educación media y la conformación de una Comunidad Virtual de Aprendizaje. En los resultados se plantea como la información obtenida se consideró para la disposición del CED de cada una de las instituciones. En las conclusiones se afirma que el hacer una lectura del contexto institucional es importante al momento de pensar la estructuración y operación de un CED para la educación media.

*Palabras claves: Educación básica; escritura; informática educativa.*

## How to cite this article?

Calle, G. (2019). Reading of the context for the design and operation of a Digital Writing Center in high education. *Pensamiento Americano*, 12(24), 16-39. DOI: <https://doi.org/10.21803/pensam.v12i24.307>



**Resumo**

O processo de desenho de um Centro de Escrita Digital (CED) para a educação do ensino médio deve responder aos desafios globais e regionais, e, sem dúvida, conhecer o contexto onde vai-se instaurar, é fundamental. Este artigo tem como propósito apresentar os resultados sobre a leitura do contexto de duas instituições que oferecem educação secundária, uma pública e outra privada, que participaram no processo de pesquisa. Para isso, utilizou-se a técnica de estudos de caso e foram aplicados questionários aos estudantes e docentes, desde as possibilidades de desenho e funcionamento do CED no ensino secundário e a criação de uma Comunidade Virtual de Aprendizagem. Os resultados sugerem como a informação obtida foi considerada para a disposição do CED de cada uma das instituições. As conclusões apontam a importância ao se fazer a leitura do contexto institucional no momento de pensar a estrutura e operação de um CED para o ensino médio.

*Palavras chave: Educação básica; escrita; informática educativa*

**Profile**

Master of Education and Doctor of Education, from the University of Antioquia. Professor and member of the research group: Didactics and New Technologies at the same university. [gerzon.calle@udea.edu.co](mailto:gerzon.calle@udea.edu.co)

**Gerzon Yair Calle-Álvarez**  
Degree in Spanish and  
Literature

## Introducción

The Writing Centers (CE) have a recent existence in the Colombian context, the first known to be the Writing Center, of the Pontificia Javeriana University, in Cali, in 2008, which has as population benefited from the university community (Molina Natera, 2015). From there, other CEs emerged in the Colombian territory for higher education, such as the Spanish Center of the Universidad de los Andes, Bogotá; Support Center for Reading, Orality and Writing, DIGA, Colegio de Estudios Superiores de Administración, Bogotá.

Subsequently, the Virtual Center for Writing, Language and Expression CVELE, National Open and Distance University UNAD was announced, which has the benefit of the entire university community that is distributed in the different UNAD headquarters in the Colombian territory. This CE has the particularity of being virtual, offering tutoring services, workshops, advisory services, among others, supported by the blackboard platform.

In the context of Colombian secondary education, the JUANAMBÚ Writing Center was identified, Colegio Juanambú, Cali, which has as a beneficiary population the elementary and middle school educational community of the school. However, since 2014 no new activity has been recorded and the materials published are taken from CE that were designed for higher education. This space functions more as a repository of information for academic writing, and lacks materials that have been created by school teachers.

The Digital Writing Centers (CED) in secondary education, in the Colombian context, has little track record and experience,

particularly in Colombia. But, its projection is very wide due to the possibilities for the strengthening of academic writing in students and its repercussions on the learning of the different areas of the school curriculum. In addition, a CED will allow students to enhance their academic and digital skills, from the cognitive, metacognitive, reflective and critical.

On the other hand, CE in secondary education in the North American context has been consolidating (Palacio, 2010; Utne, 2016). Olson and Smith (1984), raised a series of minimum conditions for the establishment of a CE in secondary education, in the United States: a) be supported by a department or administrative staff of the institution; b) seek support from external entities; c) locate the CE near the classrooms, and if possible, in various places in the institution; d) bear in mind that the CE should be in charge of planning and developing the activities associated with the training of tutors, schedules of activities, and maintaining relations with the institution; e) build a day-to-day operation plan that responds to the needs of the students; f) design a strategy for the collection of information.

CEs in the United States have a long history, they had their beginnings in the University, but it has been expanding to other school levels and academic spaces. Utne (2016) carried out a project for the assembly of a CE at Lafayette High School, United States. Among the recommendations that are raised in the project for the operation of a CE in secondary education are: a) support from students and teachers, for the dissemination and recommendation of the CE for writing tasks; b) help student tutors improve your leadership, communication, and problem-solving skills; c) provide teachers with strategies for monitoring and

evaluating writing in classes.

Palacio (2010), carried out a qualitative study on the effects of a CE in an institution of secondary education in the United States. He interviewed students who had used the services and tutors who had worked at the CE. In the conclusions, it is stated that the students who attend the CE with a longer time to develop their writing processes, show greater changes in their actions as writers. On the other hand, when a tutor is confident enough about her writing process, she will have the tools to teach other strategies that help to qualify her writing.

The CEs have differences in terms of name, target population, administrative structure, training of tutors, and organizational relationship in the institutions. This shows that for its design and implementation process it is necessary to understand the environment, identifying the starting points of the CE. Thus, the present article aims to present the results of the reading of the context carried out in the two institutions participating in the research, identifying the support points for the design and implementation of the CED in secondary education, from the institutional possibilities and conformation of a Virtual Learning Community (CVA). As an initial phase to answer the research question, what is the scope of the design and implementation of a Digital Writing Center in the formation of a Virtual Learning Community related to academic writing practices in secondary education?

### Methodological references

The investigation was developed with two cases, where each one was treated as a single case; however, for the presentation of the results, some relationships and differences were established. These were made

up of teachers and students from secondary education, from educational institutions, one public and the other private. At the beginning of the process, it was necessary to know the position of the students and teachers in the face of the institutional reality from the possibilities of incorporating the CED into institutional dynamics and the formation of a CVA oriented to academic writing. Thus, an initial inquiry questionnaire was constructed, both for students and teachers. These questionnaires were applied in both educational institutions in October 2015. For this, authorization was requested from the rectors of educational institutions to have a computer room and the time for teachers and students to answer the questionnaires.

For the design of a questionnaire, attention had to be paid to the definition of the questions, seeking completeness, clarity and that they responded to the theoretical dimensions of the research (Hueso González & Cascant i Sempere, 2012). Obtaining the data object of analysis, through the initial inquiry questionnaire, started with nine open questions for the students and nine for the teachers. These questionnaires were designed to achieve a better understanding of the school context, from the following categories:

a) Digital Writing Center. In the questionnaire, this category included four questions for students and teachers, aimed at inquiring about the previous information they had about the CEDs, also about what they expected to find in this space and the benefits or difficulties that its implementation could have in the institution. b) Virtual Learning Communities. In the questionnaire, this category was made up of five questions for students and teachers, who sought to investigate the mechanisms of interaction,

communication, information exchange, roles that are established by students during teamwork. In addition, it was intended to identify the institutional mechanisms to think of itself as an educational community at the service of students' learning and that would serve as support in the process of creating CVA.

To achieve reliability processes in the application of the questionnaires, an expert on education and ICT was requested to review and validate the instrument, the corrections were focused on the understanding of two questions in the CVA category, which were adjusted to the recommendations from the expert. After the reliability process, we proceeded with the application of the questionnaire, for this, a form was built using the Google Drive application.

Then, 25 students from case 1 and 19 students from case 2 were randomly summoned, who answered the questionnaires in a computer room at the educational institution and in the presence of the researcher. The students had no time limit and responded individually. Regarding the teachers, all the secondary education teachers from both institutions were called, 32 teachers from case 1 and 18 teachers from case 2. The teachers were asked for their email and the link from where they could access the form was sent to them. The teachers, in a face-to-face session, answered the same questionnaire in pairs, so they could discuss the answers and had no time limit to answer. In addition, during the application they could ask questions about the understanding of the application, but the researcher could not direct the answers.

## Results

To achieve the results shown below, the

responses given by the students and teachers were taken to a Microsoft Excel table, where the participants and their responses were identified. Then, a process of reading and interpreting the information was carried out, identifying the descriptors that emerged, and the frequency with which they were presented. Later, the tables were constructed that reflected the number of times that certain descriptors were presented and their percentage. Likewise, the relationship of the descriptor by percentage of students and teachers was identified. With the consolidated information, interpretive depth was sought in the relationships between the initial category, the descriptors that emerged, the previous theories, and the quantitative data.

To determine the frequencies and percentages, the presences of the descriptors were identified with a 1 and the absences with 0, the sum of the presences over the number of participants yielded the frequencies and the sum of the presences over the total number of responses the percentages. Later, the tables were constructed that reflected the number of times that certain descriptors were presented and their percentage. Likewise, the relationship of the descriptor by percentage of students and teachers was identified.

For the analysis of the information obtained from the initial inquiry questionnaire, the "constant comparison" technique was used (Hernández Sampieri, Fernández Collado & Baptista Lucio, 2010). They identified units of analysis associated with the initial categories. However, the researcher had to be attentive to recognize categories that emerged from the process. For the presentation of the results, we started from the initial categories, thus, each one will be presented as a subtitle in the following paragraphs.

### Possibility of having institutional support such as the Digital Writing Center for the promotion of academic writing activities

This category explored the viability of the CED in the institution, based on the relevance of having help at school for writing activities, the difficulties that students present in this skill, the interest in carrying out activities in an academic tutoring.

The first question posed to students and teachers was aimed at recognizing that they knew, or at least, had heard about a CED. Table 1 shows that for the case of students, five descriptors emerged and in Table 2, shows that with respect to the teachers, four descriptors emerged, three equal to the students and one different.

In the students and in both cases, the descriptors none (case 1, 45.8%; case 2, 40.9%) and support for reading and writing (case 1, 41.7%; case 2, 40%), obtained the highest percentages. This shows the little or no knowledge of a CED, which is reflected in the fact that 44% of the students in case 1 and 47% of case 2 do not know any infor-

mation about the CED.

Compared to the other descriptors, the following situations occurred: in case 1, 4.2% and in case 2, 18.2% of the responses recognized the CED as a storage space for school activities. In case 1, 4.2% of the responses considered the CED as a space for extracurricular support because it is a digital space; in case 2, there were no associations to this descriptor. In case 1, 4.2% of the responses related the CED to a space for technical support, with a place to teach how to navigate the Internet.

The situation of the students coincided with that of the teachers (see table 2). 75% of case 1 and 67% of case 2, of the teachers, expressed that they do not have any information about the CEDs. With respect to the other descriptors, the percentages are low. 6% of case 1 and 33% of case 2, recognized that the CED is a space to support the reading and writing of students. Furthermore, for case 1, 17.6% saw the CEDs as a place for learning support and 6% as a place to improve students' technological skills.

The second question posed to students

Tabla 1.  
 Información sobre los CED, estudiantes, casos 1 y 2

Descriptores	Caso 1: I.E. Pública			Caso 2: I.E. Privada		
	Respuestas		Porcentaje estudiantes	Respuestas		Porcentaje estudiantes
	Número	Porcentaje		Número	Porcentaje	
Ninguna	11	45.8%	44%	9	40.9%	47%
Apoyo a la lectura y la escritura	10	41.7%	40%	9	40.9%	47%
Centros de almacenamiento	1	4.2%	4%	4	18.2%	21%
Apoyo extraescolar	1	4.2%	4%	0	0%	0%
Apoyo técnico	1	4.2%	4%	0	0%	0%
<b>Totales</b>	<b>24</b>	<b>100%</b>	<b>96%</b>	<b>22</b>	<b>100%</b>	<b>115%</b>

Source: Taken from the original

Tabla 2.  
Información sobre los CED, profesores, casos 1 y 2

Descriptor	Caso 1: I.E. Pública			Caso 2: I.E. Privada		
	Respuestas		Porcentaje profesores	Respuestas		Porcentaje profesores
	Número	Porcentaje		Número	Porcentaje	
Ninguna	12	70.6%	75%	6	67%	67%
Apoyo a la lectura y la escritura	1	5.9%	6%	3	33%	33%
Apoyo al aprendizaje	3	17.6%	19%	0	0%	0%
Apoyo técnico	1	5.9%	6%	0	0%	0%
Totales	17	100%	106%	22	100%	100%

Source: Taken from the original

and teachers was oriented to inquire about the expectations that were had regarding the development of a CED in the educational institution. Table 3 allows us to recognize that three descriptors emerged among the students and in table 4 it is identified that, among the teachers, three descriptors were reflected, however, the third descriptor is different in both.

In case 1, 50% of the students showed that the services they expected to find were guides for strengthening the reading and writing processes in the different areas. 52% expressed that within the didactic material for reading and writing that they expected to find were: guides for the use of words, spelling and specialized vocabulary; guides for the development of critical reading; guidelines for writing different types of texts, emphasized essay and argumentative writing;

guidelines for improving oral expression; norms for the presentation of written works; digital books and magazines.

In case 2, in 72.2% of the students, it was possible to identify that they expected to find guides, guidelines, orientations for the work of reading and writing in the areas. 68% stated that the resources they trusted to find in the CED are books and digital dictionaries; teaching aids and materials for reading and writing, examples of different types of texts, spelling and punctuation guides, digital spell checkers, guidelines for improving and increasing vocabulary. In addition, 16% said they wanted to find: a teacher for writing support, chat advice, virtual classes or workshops.

In case 1, 26.9%, and in case 2, 16.7% ex-

Tabla 3.  
Recursos o servicios esperados por los estudiantes en un CED, estudiantes, casos 1 y 2

Descriptor	Caso 1: I.E. Pública			Caso 2: I.E. Privada		
	Respuestas		Porcentaje estudiantes	Respuestas		Porcentaje estudiantes
	Número	Porcentaje		Número	Porcentaje	
Guías	13	50%	52%	13	72.2%	68%
Tutorías	7	26.9%	28%	3	16.7%	16%
Recursos físicos	6	23.1%	24%	2	11.1%	11%
Totales	26	100%	134%	15	100%	95%

Source: Taken from the original

pected to find in the services that a CED would offer, any type of academic tutoring for the improvement of writing. 28% of the students expressed that the CED services should be oriented to classes by videoconferences, writing tutorials on technological devices, support from an expert teacher in language, guided reading and writing exercises, and spell-checking service.

In case 1, 34.6% of the teachers and in case 2, 41.7% expressed that what is expected from a CED is support for students' reading and writing from access to guides, instructions or tutorials. Thus, 56% of case 1 and 56% of case 2 expected to find: timely and updated material on reading and writing, guidance for members of the academic community regarding writing, reading comprehension techniques and argumentation, as well, guidelines for writing and spelling. In case 1, 46.2% and in case 2, 25% reflected that their expectations were to find a tutoring service in writing for students. 75% of case 1, and 33% of case 2, expected to find a face-to-face and / or virtual tutoring service to review and monitor the writing of students and teachers. In addition, to complete the services, 31% of case 1 and 44% of case 2, considered that workshops should be offered to students on topics around writing.

In case 1, 41.4% and in case 2, 42% the students were associated with the impro-

vement of communicative practices, comprehensive reading, academic writing, oral expression. 48% of case 1, and 42% of case 2, recognized that a CED in the institution would support the academic writing processes, improve the formal elements in writing and oral use of the language. In case 1, 44.8% and in case 2, 40% of the students' replies expressed that one of the benefits that the CED would bring to the institution is associated with the improvement of the teaching and learning processes. In this regard, 52% of case 1, and 42% of case 2, stated that among the advantages of having a CED in the institution are: improvement of learning in different areas, access to resources for the resolution of activities academic, teaching strategies with the use of ICT.

In case 1, 10.3% and in case 2, 20%, the students considered that one of the benefits that a CED would bring to the institution had to do with the improvement in the use of ICT by students, because these could improve their technical skills for handling the computer and other technological devices. Furthermore, in case 1, 3.4% of the responses were integrated to the social projection descriptor.

In case 1, 39.1% and in case 2, 50% the teachers stated that a benefit that the CED would bring to the educational institution is the advancement in communication practi-

Tabla 4. Recursos o servicios esperados por los profesores en un CED, profesores, casos 1 y 2

Descriptor	Caso 1: I.E. Pública			Caso 2: I.E. Privada		
	Respuestas		Porcentaje profesores	Respuestas		Porcentaje profesores
	Número	Porcentaje		Número	Porcentaje	
Guías	9	34.6%	56%	5	41.7%	56%
Tutorías	12	46.2%	75%	3	25%	33%
Talleres	5	19.2%	31%	4	33.3%	44%
Totales	26	100%	131%	12	100%	133%

Source: Taken from the original



Tabla 5.  
Beneficios que traería un CED a la institución, estudiantes, casos 1 y 2

Descriptores	Caso 1: I.E. Pública			Caso 2: I.E. Privada		
	Respuestas		Porcentaje estudiantes	Respuestas		Porcentaje estudiantes
	Número	Porcentaje		Número	Porcentaje	
Mejoramiento prácticas comunicativas	12	41.4%	48%	8	40%	42%
Mejoramiento enseñanza y aprendizaje	13	44.8%	52%	8	40%	42%
Mejoramiento uso de las TIC	3	10.3%	12%	4	20%	21%
Proyección social	1	3.4%	4%	0	0	0
<b>Totales</b>	<b>29</b>	<b>100%</b>	<b>116%</b>	<b>20</b>	<b>100%</b>	<b>105%</b>

Source: Taken from the original

ces (see table 6). In case 1, 56% of the teachers stated that this improvement would be reflected in more analytical students, with better spelling, writing, greater reading comprehension and quality in academic productions in each of the areas. In case 2, 67% expressed that the benefits would be seen in an increase in the textual production in the institution with an excellent quality in the writing and reading processes, it would contribute to the institutional magazine and newspaper with student productions, the Orality level would improve significantly and would be directly connected to the leadership training work.

In case 1, 47.8% of the teachers were related to the improvement of the teaching and learning processes in the institution. In case 1, 69% recognized that a CED would bring benefits to the institution in the use of free time by students to be able to access the CED to learn other aspects not addressed in the classroom and at times other than school; job projection for students; better teaching processes, in the pedagogical and didactic use of ICT; The thematic depth on the part of the students would be strengthened, the promotion of reading and writing as a transversal axis of all the areas, favoring collaborative work, favoring the intellectual

Tabla 6.  
Beneficios que traería un CED a la institución, profesores, casos 1 y 2

Descriptores	Caso 1: I.E. Pública			Caso 2: I.E. Privada		
	Respuestas		Porcentaje profesores	Respuestas		Porcentaje profesores
	Número	Porcentaje		Número	Porcentaje	
Mejoramiento prácticas comunicativas	9	39.1%	56%	6	50%	67%
Mejoramiento enseñanza y aprendizaje	11	47.8%	69%	4	33.3%	44%
Mejoramiento uso de las TIC	3	13%	19%	2	17.6%	22%
<b>Totales</b>	<b>23</b>	<b>100%</b>	<b>144%</b>	<b>12</b>	<b>100%</b>	<b>133%</b>

Source: Taken from the original

autonomy of the students and the formation of study habits.

In case 2, 33.3% of the teachers' responses reflected benefits that a CED would bring, from teaching and learning. 44% recognized that this would contribute to the academic improvement of students in different areas, broaden the general culture of students and teachers, complement other pedagogical and institutional projects that are worked on in the institution, encouragement and promotion of reading and writing, would help students prepare for external tests.

In case 1, 13% and in case 2, 17.6% of the answers given by the teachers were related to the improvement of skills for the management of technological resources. In case 1, 19% of the professors recognized that a CED would contribute to expanding the skills that students and professors have in the use of ICT, it would imply improving internet coverage and capacity in the institution.

The fourth question that was presented to students and teachers was asked to inquire about the motivations for accessing the services that would be offered at the CED. Table 7 recognizes that three descriptors emerged that group two reasons why a stu-

dent would attend the CED and an option that reflects the lack of clarity of the students. Table 8 identifies that in the teachers' situation, two different descriptors emerged from those of the students.

In case 1, 53.3% and in case 2, 70% of the students' responses reflected that one of the reasons why they would attend the CED would be to support the orientation of communicative practices, for example, in the revision of the texts produced to deliver to the teachers, the correction of the oral expression for an exposition, the improvement of critical reading, learning to write on digital devices, the revision and improvement of the spelling of the texts.

Regarding the descriptor to expand what was learned in class, for case 1, 30% and case 2, 10% of the responses were associated with the relationship between the CED and the possibility of clarifying a doubt on the subject that was not understood in certain area. On the other hand, in 16.7% of the students in case 1, and 20% in case 2, the answers show that there is no clarity about the reasons why the student would attend the CED. In case 1, 66.7% and in case 2, 50% of the teachers' responses were associated with reasons for updating practice to improve tea-

Tabla 7.  
Posibles razones para asistir al CED, estudiantes, casos 1 y 2

Descripciones	Caso 1: I.E. Pública			Caso 2: I.E. Privada		
	Respuestas		Porcentaje estudiantes	Respuestas		Porcentaje estudiantes
	Número	Porcentaje		Número	Porcentaje	
Apoyo en las prácticas comunicativas	16	53.3%	64%	14	70%	74%
Ampliar lo aprendido en clases	9	30%	36%	2	10%	11%
No hay claridad	5	16.7%	20%	4	20%	21%
<b>Totales</b>	<b>30</b>	<b>100%</b>	<b>120%</b>	<b>20</b>	<b>100%</b>	<b>106%</b>

Source: Taken from the original

ching or learning processes. In case 1, 75% and in case 2, 56%, considered that among the reasons for attending the CED are to favor the teaching and learning processes for the benefit of the students, to identify motivational strategies around writing and reading in the areas; learn strategies for writing work in the classroom; improve the pedagogical and didactic use of ICT. In case 1, 38% of the teachers and in case 2, 56%, expressed that they would attend the CED to improve the quality of their own textual productions, strengthen the understanding of the scientific contents of the areas, enhance skills reading and writing.

### Possibilities of conformation of a Virtual Learning Community.

The second group of questions explored the viability of forming a Virtual Learning Community (CVA) from the CED in the institution, based on the investigation of the use of social networks, the interactions between the members of the educational community in the institution and teamwork.

The fifth question posed to students and teachers was aimed at recognizing how collaborative work was applied among students in the institution. With respect to the students' responses and as recognized in Table 9, three descriptors emerged.

In case 1, 25% and in case 2, 22.2% the students present as an academic activity that implied teamwork was the process of planning and developing exhibitions on one of the themes of the areas, where, the use of digital resources for the design and assembly of visual resources was important to the team. On the other hand, in case 1, 12.5%, and in case 2, 11% of the responses acknowledged that the consultation exercises on topics assigned by the teachers were developed as a team.

In case 1, 62.5% of the students' responses were associated with the development of workshops and team tests. 60% described some academic experiences that they developed as a team, among which are: design of a web page, assembly and writing in a blog, writing of the pedagogical project of the technical program and the business idea.

In case 2, 63% presented some of the following activities that they developed as a team: design and assembly of a video on a specific topic; writing academic texts, such as an essay, a reading report, folding, lab report and a story, tasks of the educational platform, written and oral comprehension tests, design of a model. In case 1, 16.1% and in case 2, 12.5%, the teachers identified that some evaluation processes are developed as a team (see table 10). In case 1, 31% and in

Tabla 8.  
*Posibles razones para asistir al CED, profesores, casos 1 y 2*

Descriptores	Caso 1: I.E. Pública			Caso 2: I.E. Privada		
	Respuestas Número	Porcentaje	Porcentaje profesores	Respuestas Número	Porcentaje	Porcentaje profesores
Actualización práctica docente	12	66.7%	75%	5	50%	56%
Mejoramiento escritura	6	33.3%	38%	5	50%	56%
<b>Totales</b>	<b>18</b>	<b>100%</b>	<b>113%</b>	<b>20</b>	<b>100%</b>	<b>112%</b>

Source: Taken from the original

case 2, 22% stated that they should carry out knowledge Olympics, training in external tests, knowledge competitions and evaluations of a pedagogical project.

In case 1, 19% expressed that among the academic activities they assign are the preparation of material and presentation of the exhibition on one of the topics in the area, and oral presentations in the English subject. In case 2, 25% recognized that in their areas they assign debates and discussions on current topics, which are planned and developed by the students as a team.

In case 1, 32.3% and in case 2, 43.8% of the professors' statements acknowledged that they assign theoretical and practical workshop activities to be solved as a team. In case 1, 63% expressed that the activities they as-

sign include laboratory practices, model making, construction, execution and evaluation of Technical Media projects, questionnaires resolution. In case 2, 78% assigned team activities around the assembly and publication of videos on a topic in the area, use of the newspaper to solve questionnaires, consultation of topics for the class.

In case 1, 81% of the teachers, and in case 2, 33%, considered that some of the following communicative practices are developed as a team by the students: folding pages on the topics of the areas, projects of research, information boards, writing of papers on philosophical topics, virtual forums, analysis of scientific texts, concept mapping, critical reviews, English text writing, magazine production. The sixth question posed to the students was aimed at understanding the

**Tabla 9.**  
*Experiencia de trabajo en equipo, estudiantes, casos 1 y 2*

Descriptores	Caso 1: I.E. Pública			Caso 2: I.E. Privada		
	Respuestas		Porcentaje estudiantes	Respuestas		Porcentaje estudiantes
	Número	Porcentaje		Número	Porcentaje	
Exposiciones	6	25%	24%	4	22.2%	21%
Consultas	3	12.5%	12%	2	11.1%	11%
Talleres	15	62.5%	60%	12	66.7%	63%
<b>Totales</b>	<b>24</b>	<b>100%</b>	<b>96%</b>	<b>18</b>	<b>100%</b>	<b>95%</b>

Source: Taken from the original

**Tabla 10.**  
*Experiencia de trabajo en equipo, profesores, casos 1 y 2*

Descriptores	Caso 1: I.E. Pública			Caso 2: I.E. Privada		
	Respuestas		Porcentaje profesores	Respuestas		Porcentaje profesores
	Número	Porcentaje		Número	Porcentaje	
Evaluaciones	5	16.1%	31%	2	12.5%	22%
Exposiciones	3	9.7%	19%	4	25%	44%
Talleres teóricos y prácticos	10	32.3%	63%	7	43.8%	78%
Prácticas de lectura y escritura	13	41.9%	81%	3	18.8%	33%
<b>Totales</b>	<b>31</b>	<b>100%</b>	<b>194%</b>	<b>16</b>	<b>100%</b>	<b>177%</b>

Source: Taken from the original

social dynamics that they have managed to establish in digital spaces, in addition to identifying the possibilities of using networks in the processes of creating a CVA. It was possible to verify that the social networks that students use the most are: WhatsApp (case 1, 44%, case 2, 63.2%), Facebook (case 1, 88%, case 2, 57.9%), Google plus (case 1, 24%, case 2, 5.3%), Instagram (case 1, 24%, case 2, 26.3%), Messenger (case 1, 5.3%, case 2, 8%), Twitter (case 1, 4%, case 2, 21.1%), Wattpad (case 1, 4%, case 2, 5.3%), YouTube (case 1, 12%), Snapchat (case 2, 10.5%). The most frequent uses are identified in table 11: In case 1, 47.5% and in case 2, 48%, of the students' responses showed that one of the uses they give to social networks is communication. Among the activities that 76% of the students in case 1 and 63% of case 2, expressed that they use them to be able to talk between family and friends. On the other hand, in case 1, 17.5% and in case 2, 16% of the responses identified that one of the uses of social networks is academic support, for example, to do homework, exchange information about classes, prepare workshops and exhibitions.

In case 1, 5% of the responses presented recreation as one of the uses; 8% of the students related the uses with virtual games and watching music videos. On the other

hand, in case 1, 30% and case 2, 36% of the responses presented that another of the uses is access, exchange, disclosure of information, however, this information is more of a social nature, photographs, comments on preferred artists and photos posted by other colleagues.

The sixth question posed to the teachers was aimed at recognizing that classroom or institutional practices have been developed with the support of ICT. However, the teachers were precise in identifying the ICT resources they use, but not what their uses were. Table 12 identifies four types of resources:

In case 1, 39.4% and in case 2, 31.6% the teachers identified uses of technological devices. 81% of the teachers in case 1, and 67% in case 2, stated that the ICT resources they used in their classes or institutional activities, and their uses were: a) desktops and laptops, organizing and storing class and institutional information; b) tablets, information portability, access to guide texts; c) cell phone, record videos or audios, download educational applications such as dictionaries or digital books; d) video projector, presenting information to students as support for the teacher's speech, socialization of content and experiences. In case 1, 21.2%

Tabla 11.  
*Usos de las redes sociales, estudiantes, casos 1 y 2*

Descriptores	Caso 1: I.E. Pública			Caso 2: I.E. Privada		
	Respuestas		Porcentaje estudiantes	Respuestas		Porcentaje estudiantes
	Número	Porcentaje		Número	Porcentaje	
<b>Comunicación</b>	19	47.5%	76%	12	48%	63%
<b>Apoyo académico</b>	7	17.5%	28%	4	16%	21%
<b>Recreación</b>	2	5%	8%	0	0%	0%
<b>Información</b>	12	30%	48%	9	36%	47%
<b>Totales</b>	<b>40</b>	<b>100%</b>	<b>160%</b>	<b>25</b>	<b>100%</b>	<b>131%</b>

Source: Taken from the original

and in case 2, 21.1%, teachers identified audiovisual resources as part of academic and institutional activities. 44% of the teachers in case 1, and in case 2, affirmed that the audiovisual resources they use and their uses are: a) audio, to support the training of English; b) videos, expand the possibilities of understanding the information that is addressed in the areas; c) slides, development of exhibitions on thematic of the area, visual support of the contents worked in classes, synthesizing the information.

In case 1, 33.3% and in case 2, 21.1% the teachers evidenced the use of web resources for class work and as support for institutional activities. 69% of the teachers in case 1, and 44% in case 2, recognized that the uses given to web resources include the use of email to send and receive information from students and institutions, access to web pages for consultation and development of themes specific to the areas, recreational and interactive activities within the classes, tests found on educational web pages.

In case 1, 6.1% and in case 2, 26.3% of the teachers' replies identified some type of educational software for the development of the classes. 13% of case 1, and 56% of case 2, expressed that they use educational plat-

forms or programs that are installed in institutional technological devices, to complement class activities or develop any of the themes of the area. In case 2, the institution had an educational platform as a complement to the themes of the areas and support for the teaching and learning processes. The foregoing shows that the uses of ICT in both institutions range from instrumental to the use of devices for teaching and learning, also as a complement to institutional work.

The seventh question that the students and teachers were asked was aimed at recognizing the institutional dynamics that contribute to the idea of an educational community.

In case 1, 37.5% and in case 2, 37%, of the responses it is possible to identify that a form of interaction of the members of the educational community to improve student learning is institutional support (see table 13). 36% of the students in case 1, and 52.6% in case 2, expressed that among the forms are: The School Government, as a participation strategy and institutional planning for learning, teachers as responsible for the teaching. Likewise, in case 1, 50% and in case 2, 55.6%, recognized the family as a

Tabla 12.

*Recursos TIC utilizados por los profesores, profesores, casos 1 y 2*

Descriptores	Caso 1: I.E. Pública			Caso 2: I.E. Privada		
	Respuestas		Porcentaje profesores	Respuestas		Porcentaje profesores
	Número	Porcentaje		Número	Porcentaje	
Recursos físicos	13	39.4%	81%	6	31.6%	67%
Recursos audiovisuales	7	21.2%	44%	4	21.1%	44%
Recursos web	11	33.3%	69%	4	21.1%	44%
Software educativo	2	6.1%	13%	5	26.3%	56%
<b>Totales</b>	<b>33</b>	<b>100%</b>	<b>207%</b>	<b>19</b>	<b>100%</b>	<b>211%</b>

Source: Taken from the original

space for support in learning, thus, 48% of the students in case 1, and 78.9% in case 2, they affirm that the family can support the students in solving homework, attending meetings, participating in the organs of the School Government.

Compared to the descriptor of digital resources, in case 1, 12.5% and in case 2, 7.4%, recognized that the mechanisms available to the institution, the website in both cases, and the educational platform for case 2, have helped to maintain communication between the members of the educational community.

In case 1, 14.3% and in case 2, 30% the teachers reflected that one form of interaction between members of the educational community is through the institutional support offered to parents and students (see table 14). In case 1, 19% and in case 2, 33% identified that matters such as the formation of the School Government, the publication and sending of informative circulars to parents, the orientation work that is carried out to students in Classes by teachers, summons to parents to discuss the student's academic and coexistence follow-up, training sessions aimed at parents support the dynamics of interaction for learning between the school and the family.

In case 1, 33.3% and in case 2, 44%, the teachers reflect that the accompaniment and family support is important to develop interaction processes between the members of the educational community. 44% of case 1 and 44% of case 2, considered that the attendance of the parents at the meetings called by the institution, the accompaniment that the parents carry out from their homes for the fulfillment of academic activities by the students (virtual or analogous), dialogue between parents and children, are actions that contribute to the interaction for learning between the family and the school.

In case 1, 52.4% and in case 2, 30%, the teachers identified that the digital resources available to the institution have contributed to improving communications and interactions between members of the educational community. 69% of case 1 and 33% of case 2, recognized that the website, social networks and institutional emails, and digital resources for monitoring the academic process of students have allowed parents and students to access communications that they are generated from the institution for the educational community. What will be reflected in the academic progress and learning of the students.

In the eighth question that the students

Tabla 13.

*Interacción comunidad educativa para el aprendizaje, estudiantes, casos 1 y 2*

Descriptores	Caso 1: I.E. Pública			Caso 2: I.E. Privada		
	Respuestas		Porcentaje estudiantes	Respuestas		Porcentaje estudiantes
	Número	Porcentaje		Número	Porcentaje	
<b>Apoyo institucional</b>	9	37.5%	36%	10	37%	53%
<b>Acompañamiento familiar</b>	12	50%	48%	15	55.6%	79%
<b>Recursos digitales</b>	3	12.5%	12%	2	7.4%	11%
<b>Totales</b>	<b>24</b>	<b>100%</b>	<b>96%</b>	<b>27</b>	<b>100%</b>	<b>143%</b>

Source: Taken from the original

Tabla 14.

*Interacción comunidad educativa para el aprendizaje, profesores, casos 1 y 2*

Descriptores	Caso 1: I.E. Pública			Caso 2: I.E. Privada		
	Respuestas		Porcentaje profesores	Respuestas		Porcentaje profesores
	Número	Porcentaje		Número	Porcentaje	
<b>Apoyo institucional</b>	3	14.3%	19%	3	30%	33%
<b>Acompañamiento familiar</b>	7	33.3%	44%	4	40%	44%
<b>Recursos digitales</b>	11	52.4%	69%	3	30%	33%
<b>Totales</b>	<b>21</b>	<b>100%</b>	<b>132%</b>	<b>10</b>	<b>100%</b>	<b>110%</b>

Source: Taken from the original

were asked, it was aimed at investigating the use of tools for collaborative work, identifying how digital tools can contribute to learning from the other and with the other. Among the programs that the students use in their school life, for collaborative learning, the following were identified: search engines (case 1, 68%; case 2, 63%), Wikis (case 1, 40%; case 2, 53%), Social networks (case 1, 20%; case 2, 5%), email (case 1, 8%; case 2, 5%), educational platforms (case 1, 28%; case 2, 45%) and university website (case 1, 8%; case 2, 0%).

The ninth question that was presented to the students was focused on valuing teamwork for learning. In case 1, 8% of the students considered that teamwork does not contribute to improving learning; The reasons expressed by the students were associated with the fact that some classmates do not respond with what is assigned to them in the group and it is up to others to solve the work in its entirety, however, this situation has more to do with the social conditions of the group. the assignment of roles and formation of the value of responsibility, that a question about learning.

In case 1, 92% and in case 2, 100% of the students expressed that teamwork helps to improve learning in the different areas of

the school curriculum. What shows a positive position on what it means to learn from the other and with the other, and where the exchanges of information contribute to the qualification of knowledge. Table 15 shows the descriptors that group the reasons why students expressed a positive position for teamwork in the educational institution.

In case 1, 62.9% and in case 2, 54.2% the students considered that teamwork strengthens learning due to the possibilities of exchanging information. In case 1, 88% and in case 2, 68%, identified among the reasons in favor of teamwork are active participation, confrontation of points of view, complementarity of knowledge, support for problem solving, thematic depth, integration of thoughts.

In case 1, 5.7% and in case 2, 25% the students reported that teamwork contributes to school coexistence. 8% of case 1 and 32% of case 2, stated that during teamwork values such as respect for the other and responsibility are strengthened, because what a student does or does not do affects their classmates. Compared to the last descriptor, in case 1, 31.4% and in case 2, 20.8%, the students considered that teamwork enhances the skills that each member has. 44% of case 1 and 26% of case 2, value that during



teamwork the weaknesses are not an obstacle to finish the activities, because the teammates are a complement to overcome the difficulties during the process.

The eighth question that was presented to the teachers was aimed at identifying how learning with the other is perceived from the teachers' perspective. In case 1, 88% and in case 2, 100% considered that assigning teamwork helps to improve learning. Only in case 1, 12% thought the opposite, expressing the lack of training on the part of the students to work collaboratively, without considering the responsibility of the teacher in the planning, development and evaluation of the activities assigned as a team. Table 16 shows the reasons for the teachers who answered affirmatively to this question:

In case 1, 52.6% and in case 2, 54.5% the teachers were related to the possibility of exchanging knowledge that is developed during teamwork. 63% of the teachers of case 1 and 67% of case 2, considered that teamwork allows participation, interaction, discussion, collaboration, socialization and solution of concerns of the members, for the construction and knowledge production.

In case 1, 26.3% and in case 2, 36.4%, tea-

chers justify teamwork for their contributions to school life. 31% of case 1 and 44% of case 2, considered that teamwork favors training in the values of respect for differences, tolerance, solidarity, cooperation, dialogue, which contributes to a healthy institutional coexistence. Regarding the last descriptor, in case 1, 21.1% and in case 2, 9.1% the teachers stated that teamwork contributes to complement the skills of the members. 25% of case 1 and 11% of case 2, stated that when working as a team the different talents that students possess will be reflected in the quality of academic activity, in addition, the difficulties of some can be overcome with the skills of others.

The ninth question that was presented to the teachers was aimed at recognizing possibilities to improve teamwork with the support of ICT, from the teachers' perspective, to identify which of them could be replicated in a CVA. In table 17, it is recognized that three descriptors emerged:

In case 1, 19% and in case 2, 41.7%, the teachers recognized the importance of forming social and learning networks, where students learn from each other and exchange knowledge. In 25% of the teachers in case 1 and 56% in case 2, they expressed that

Tabla 15.  
Razones que aportan al trabajo en equipo, estudiantes, casos 1 y 2

Descriptor	Caso 1: I.E. Pública			Caso 2: I.E. Privada		
	Respuestas		Porcentaje estudiantes	Respuestas		Porcentaje estudiantes
	Número	Porcentaje		Número	Porcentaje	
Intercambio de saberes	22	62.9%	88%	13	54.2%	68%
Convivencia escolar	2	5.7%	8%	6	25%	32%
Potencia habilidades	11	31.4%	44%	5	20.8%	26%
Totales	35	100%	140%	11	100%	126%

Source: Taken from the original

among the possibilities to strengthen teamwork with the support of ICT are the formation of knowledge communities, with the support of blogs and social networks, consolidating work teams from learning, project work using the resources of social networks.

In case 1, 61.9% and in case 2, 50% teachers were able to identify that a strategy to improve teamwork is to strengthen roles in the institution. It is worth noting that this is the descriptor with the highest percentages in both cases. 81% of case 1 and 67% of case 2, considered that, in order to institutionally think about teamwork with the support of ICT, training is required for teachers in the use of digital devices, improving the practices of using the ICT students, understanding by the educational community of the social and school impact of ICT, strengthen responsibility, autonomy, respect for the other and contextualize the information acquired.

In case 1, 19% and in case 2, 8.3%, the teachers recognized that, to strengthen teamwork with the support of ICT, it is necessary to improve the technological resources available to the institutions. 25% of the teachers in case 1 and 11% in case 2, considered that to make effective use of ICT in institu-

tions it is necessary to improve the provision of computers and internet connection, in addition, to acquire services from educational platforms for the service of the educational community.

### Discussion and Conclusions

Among the students and teachers, in both cases, it was reflected that there is no precise information on the CEDs. This is explained because it is a strategy with a long history in higher education and in the international context (Waller, 2002; Williams & Severino, 2004; Nuñez, 2013), in addition, in the United States the CE in secondary education are expanding (Palacio, 2010; Stueart, 2012; Utne, 2016). However, in the Colombian territory, they arose in 2008, with the creation of the CE of the Pontificia Universidad Javeriana, in the city of Cali (Molina Natera, 2015), and there is only a record of the creation of a CE in the basic and secondary education, but not its operation. This situation reflects that it is a recent experience in secondary education, in Colombia, so it has not been incorporated into the discourses of the educational communities.

Students and teachers, in both cases, identify a CED as a space to support rea-

Tabla 16.  
*Razones para asignar trabajos en equipo, profesores, casos 1 y 2*

Descriptor	Caso 1: I.E. Pública			Caso 2: I.E. Privada		
	Respuestas		Porcentaje profesores	Respuestas		Porcentaje profesores
	Número	Porcentaje		Número	Porcentaje	
Intercambio de saberes	10	52.6%	63%	6	54.5%	67%
Convivencia escolar	5	26.3%	31%	4	36.4%	44%
Potencia habilidades	4	21.1%	25%	1	9.1%	11%
Totales	19	100%	119%	11	100%	122%

Source: Taken from the original

Tabla 17.

*Posibilidades para fortalecer el trabajo en equipo con TIC, profesores, casos 1 y 2*

Descriptores	Caso 1: I.E. Pública			Caso 2: I.E. Privada		
	Respuestas		Porcentaje profesores	Respuestas		Porcentaje profesores
	Número	Porcentaje		Número	Porcentaje	
Redes sociales y de aprendizaje	4	19%	25%	5	41.7%	56%
Fortalecimiento de roles	13	61.9%	81%	6	50%	67%
Mejoramiento de los recursos	4	19%	25%	1	8.3%	11%
<b>Totales</b>	<b>20</b>	<b>100%</b>	<b>131%</b>	<b>12</b>	<b>100%</b>	<b>134%</b>

Source: Taken from the original

ding and writing. But, there is no clarity in the form and type of support that they considered provides this type of space, in fact, some teachers, from both educational institutions, only see the CED as a place for the service of students, which reflects a lack of knowledge of this strategy for the orientation of the work on writing in the areas. This position of teachers goes against the postulates around CE, Werner (2013) establishes the possibilities and potentials of expanding CE as training and research spaces for teachers around writing practices.

To overcome the ignorance that exists in both educational institutions about what is and objectives of a CED for secondary education, it was determined to design several promotion strategies, in the educational community, among which are billboards and informative posters, personalized letter to the teachers inviting them to enter the CED, days of dissemination of the services among the educational community, foldable for students and parents. In addition, for students and teachers to enter the CED they did so from the website of each institution. The foregoing agrees with the postulates of Faigley (1998), who argues that within the activities of a CE should be permanently educate the educational community regard-

ding what services and purposes of the CE in the educational institution.

Students and teachers agreed that they expect to find academic tutoring and academic tutoring in the services offered by the CED.

guidelines for writing. Within the guiding objectives of a CE is the support for writing from academic tutoring, which allows it to recognize that the relationship between the aspirations of the educational community and the purpose of a CED, agree. In addition, students hope to find physical resources, reflected in sufficient computers and a better Internet connection, in order to facilitate access to CED services, which shows the importance that students give to technical support. And the professors expressed that they want to find workshops to strengthen academic writing.

Despite the little knowledge of the CEDs, students and teachers recognized that this type of strategy in the institution would contribute to the improvement of communication practices and improve the teaching and learning processes. Students see the CED as a space that would help them improve their writing, reading comprehension,

and public speaking, which will be reflected in their learning. At the same time, the teachers considered that this space would contribute to the students' knowledge and to various strategies for teaching writing from the areas.

It is worth noting that the expectations expressed by students and teachers about the CED in both institutions were materialized in the services that they could find: face-to-face and virtual tutorials, face-to-face and virtual workshops, virtual guides and tutorials, library of digital resources. Some of these services have been used in higher education, for example, Hewett (2010) has investigated the process of face-to-face academic tutoring in higher education; Holtz (2014) has studied the possibilities of implementing online academic tutorials in higher education; Al Murshidi and Al Abd (2014), evaluated the services of web tutoring, advising students and workshops offered by the CE of the University of the United Arab Emirates (UAEU).

From the CED it was considered that, although it was associated with the school library as a physical space, its operation was not limited to that place, it could move to other places in the institutions, such as computer rooms, classrooms, auditorium, this depended on the purposes of the service and the population benefited. In addition, students had access to CED services from their homes or another place where they had a computer with internet connection available. Flórez and Gutiérrez (2011) and Tan (2011) state that currently CEs do not necessarily have to be circumscribed to physical spaces, with ICT services and functions can be supported by virtual spaces.

The reasons why students and teachers would attend are directly related to the

objectives of a writing center. Students are willing to attend CED to seek support in their written and oral productions. And the teachers would go to this space to request updates on the teaching practice on the teaching of writing from the areas and on the improvement of the writing exercises themselves. These motivations are directly related to the services that CEs offer around the world, for example, Archer (2008), states that within the objectives of the CE of the University of Cape Town (South Africa), to guide students towards the conventions of academic writing and Werner (2013) raises the importance of supporting teachers in the teaching of writing from the areas, from the CE.

In both educational institutions, there is recognition of the development of academic team activities with the support of ICT.

This agrees with the statement by Cabe-ro Almenara (2013), about the increase in the processes of incorporation of ICT in the last decade. Students identify that the most common team assignments, assigned by teachers and with the support of ICT, are the planning and development of exhibitions on the themes that arise in the areas, the resolution of queries on various topics and the resolution of workshops. in the classroom or as an after-school activity. For their part, the teachers reaffirmed that the theoretical and practical workshops are the most common academic exercises, in teams, assigned by them, in addition, they added that the reading and writing practices that are developed in the areas, are also assigned to be developed as a team.

The use of social networks among students has been limited to developing communication processes between friends and family. These results agree with the

postulates of Caldevilla Domínguez (2010), who affirms that the most common uses of social networks among adolescents are the creation and maintenance of friendships and entertainment. Some of the students, from both institutions, expressed that through these they develop information exchange, however, this is more of a social nature, and to a lesser extent of an academic nature. The students in both cases agree that through social networks they share their homework and remember the academic duties they have on a day-to-day basis. There was no evidence of the use of social networks for the development of group activities.

Aguiar, Verdún, Silin, Capuano and Aris-timuño (2014) suggest that the school is a propitious place for the incorporation of ICT into the teaching and learning processes. Based on this statement, it was identified that in both educational institutions there is a tendency for teachers to use technological resources to support classroom activities, the video projector being the most mentioned, as a device to present videos and slides on the topics of the area. Also, it was identified that they use the web pages so that the students access the information that is required for the development of the classes, to respond to workshops or evaluations that are assigned by the teacher.

In both cases, the interactions between the members of the educational communities are given from the family accompaniment to the resolution of academic activities from home and the assistance of the parent and / or guardian to the institutional meetings and activities. Likewise, the teachers and students recognized the institutional support that is offered to achieve interaction between the members

of the educational community, here, strategies such as the formation of the School Government, the parents' schools and the support of the teachers in the training of the students. In both cases, the student is valued as the center of learning. Based on the proposals of García (2005), the position on the student that both institutions have is a propitious terrain for the formation of CVA.

In addition, among the teachers it was recognized that the digital resources available to each educational institution have contributed to developing interactions between the members of the educational community. In case 1, the establishment of the website and the academic software has favored the accompaniment and communication of the parents of the family. In case 2, they considered that the institutional academic platform has improved communication between teachers and homes, and allows parents to support the academic improvement of students.

Among the professors and students of both institutions, the assignment and development of team activities is valued positively. Among the benefits of teamwork, the participants recognized the exchange of knowledge, enhances communication and cognitive skills, and improves school coexistence. In both cases, it is recognized that working with the other allows that the personal weaknesses that are had in the development of academic activities can be overcome by the intervention of others, at the same time, it will contribute to recognize those weaknesses and overcome them. De Gouveia (2012), affirms that the potential of AVCs lies in the possibility of collaborative learning, where each member participates autonomously, but focused on solving a team problem.

The teachers in both cases considered that to strengthen teamwork in educational institutions it is necessary to incorporate social and learning networks in classroom work, and to strengthen roles within academic activities, that is, it is necessary that teachers are aware of the learning dynamics that develop in teamwork and how to plan and guide them. At the same time, students must internalize the responsibility of working with the other, from the social and academic point of view. Calle Álvarez (2015), affirms that in a CVA the roles of teachers and students are changing because the dynamics of participation and interaction develop as the CVA evolves and consolidates.

To consolidate a CED as an institutional strategy, the recognition and participation of the educational community in the promotion, use and evaluation is necessary, which will contribute to the design of service routes in the improvement of the reading and writing practices of students and teachers. Where the access and use of the services of the CED will correspond to the dynamics that the educational institution generates from the classroom work, institutional management and personal development of the students, of the communicative practices. Harris (1992) and Waller (2002) affirm that CEs have different shapes, sizes and configurations, corresponding to the dynamics and institutional proposal of the writing approach. For the CED to operate as a CVA, it requires that teachers and students assume a positive attitude towards the incorporation of ICT for classroom activities, which implies that it is reflected in the teaching and learning processes. Not only in learning to use computer tools, but also as resources in the construction of knowledge in the different areas of the school curriculum. For this, the CED, as a digital pedagogical strategy, will operate as a meeting space

between students and teachers, interested or concerned about their own and institutional reading and writing processes.

## References

- Aguiar, D., Verdún, N., Silin, I., Capuano, A. & Aristimuno, F. (2014). Las TIC en la educación media: ¿una herramienta más o nuevo contexto de aprendizaje? Análisis de las representaciones de docentes y directivos sobre el Programa Conectar Igualdad en tres provincias de la Patagonia Argentina. *Magistro*, 8 (15), 19-58.
- Al Murshidi, G. & Al Abd, K. (2014). UAE University Students' Awareness of Using the Writing Center. *Higher Education Studies*, 4(3), 58-63. <http://dx.doi.org/10.5539/hes.v4n3p58>
- Archer, A. (2008). Investigating the impact of Writing Centre intervention on student writing at UCT. *South African Journal of Higher Education* 22(2), 248-264.
- Cabero Almenara, J. (2013). El aprendizaje autorregulado como marco teórico para la aplicación educativa de las comunidades virtuales y los entornos personales de aprendizaje. *Teoría de la Educación: Educación y Cultura en la Sociedad de la Información*, 14(2), 133-156.
- Caldevilla Domínguez, D. (2010) Las Redes Sociales. Tipología, uso y consumo de las redes 2.0 en la sociedad digital actual. *Documentación de las Ciencias de la Información*, 33, 45-68.
- Calle Álvarez, G. Y. (2015). Revisión teórica y empírica sobre las Comunidades Virtuales de Aprendizaje (CVA). *Revista Horizontes Pedagógicos*, 17(1), 82-93.
- De Gouveia, L. (2012). Comunidades virtuales y el aprendizaje estratégico de cálculo en ingeniería virtual. *Pixel-Bit. Revista de Medios y Educación*, (40a), 101-113.
- Faigley, L. (1998). Writing centers in times of whitewater. *The Writing Center Journal*, 19(1), 7-18.
- Flórez, R. & Gutiérrez, M. (2011). *Alfabetización académica: una propuesta para la formación de docentes universitarios*. Bogotá, Colombia: Universidad Nacional de Colombia.
- García, N. (2005). Las comunidades de aprendizaje. *Monográficos Escuela*, 18, 1-10.
- Harris, M. (1992). The writing center and tutoring in WAC programs. *Writing across the curriculum: A guide to developing programs*, 109-122. Recuperado de [https://wac.colostate.edu/books/mcleod\\_soven/chapter10.pdf](https://wac.colostate.edu/books/mcleod_soven/chapter10.pdf)
- Sampieri, R., Fernández Collado, R. & Baptista Lucio, P. (2010). *Metodología de la Investigación*. México: McGraw-Hill, 5ta Edición.
- Hewett, B. L. (2010). *The online writing conference: A guide for teachers and tutors*. Boynton/Cook.
- Holtz, E. V. (2014). Mode, Method, and Medium: The Affordance of Online Tutorials in the Writing Center. *Honors Scholar Theses* 357, Universidad de Connecticut, Estados Unidos. Recuperado de: [http://digitalcommons.uconn.edu/cgi/viewcontent.cgi?article=1352&context=srhonors\\_theses](http://digitalcommons.uconn.edu/cgi/viewcontent.cgi?article=1352&context=srhonors_theses)
- Hueso González, A. & Cascant i Sempere, J. M. (2012). *Metodología y técnicas cuantitativas de investigación*. Valencia, España: Editorial Universidad Politécnica de Valencia.
- Molina Natera, V. (2015). Estudio de caso: Centro de Escritura Javeriano PUJ Cali. En: Molina Natera, V. (Editora). *Panorama de los centros y programas de escritura en Latinoamérica*. Pontificia Universidad Javeriana, Cali, p. 276-311 Recuperado de: [http://vitela.javerianacali.edu.co/bitstream/handle/11522/8091/Libro\\_Panorama\\_Centros\\_Esc\\_completo.pdf?sequence=1&isAllowed=y](http://vitela.javerianacali.edu.co/bitstream/handle/11522/8091/Libro_Panorama_Centros_Esc_completo.pdf?sequence=1&isAllowed=y)
- Núñez, J. (2013). Una aproximación a los centros de escritura en Iberoamérica. *Legenda*, 17(17), 63-102.

- Olson, G. A. & Smith, J. B. (1984). Establishing a writing center in the high school. *Journal of Teaching Writing*, 3(1), 53-62.
- Palacio, K. (2010) *Re-centering Students' Attitudes About Writing: A Qualitative Study of the Effects of a High School Writing Center*. Master's thesis. Nova Southeastern University. Retrieved from NSUWorks, Farquhar College of Arts and Sciences. Recuperado de: [http://nsuworks.nova.edu/writing\\_etd/2](http://nsuworks.nova.edu/writing_etd/2).
- Stueart, K. C. (2012). *A Proposal for a Writing Center and a Peer Tutor Training Course at Fayetteville High School*. (Tesis de Maestría). Universidad de Arkansas, Estados Unidos. Recuperado de: <http://scholarworks.uark.edu/cgi/viewcontent.cgi?article=1284&context=etd>
- Tan, B. H. (2011). Innovating writing centers and online writing labs outside North America. *The Asian EFL Journal Quarterly*, 13 (2), 390-417.
- Utne, K. L. (2016). *A Proposal for A Writing Center at Lafayette High School*. Senior Honors Projects. Paper 204. Recuperado de: [http://commons.lib.jmu.edu/cgi/viewcontent.cgi?article=1174&context=honors201019&sei-redir=1&referer=https%3A%2F%2Fscholar.google.es%2Fscholar%3Fstart%3D30%26q%3Dallintitle%3A%2B%2522high%2Bschool%2522%2B%2522writing%2Bcenter%2522%26hl%3Des%26as\\_sdt%3D0%2C5#search=%22allintitle%3A%20high%20school%20writing%20center%22](http://commons.lib.jmu.edu/cgi/viewcontent.cgi?article=1174&context=honors201019&sei-redir=1&referer=https%3A%2F%2Fscholar.google.es%2Fscholar%3Fstart%3D30%26q%3Dallintitle%3A%2B%2522high%2Bschool%2522%2B%2522writing%2Bcenter%2522%26hl%3Des%26as_sdt%3D0%2C5#search=%22allintitle%3A%20high%20school%20writing%20center%22)
- Waller, S. C. (2002). A Brief History of University Writing Centers: Variety and Diversity. *New Foundations*. Recuperado de: <http://www.newfoundations.com/History/WritingCtr.html>
- Werner, C. L. (2013). Constructing Student Learning through Faculty Development: Writing Experts, Writing Centers, and Faculty Resources. *CEA Forum*, 42(2), 79-92.
- Williams, J. & Severino, C. (2004) The writing center and second language writers. *Journal of Second Language Writing*, 13, 165-172.