

# Retrospective analysis for the perception of educational tools for the development of collaborative activities in virtual environments

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## VIRTUAL ENVIRONMENTS

Virtual training environments are technological systems designed to facilitate non-face-to-face education and interaction among students through electronic means; they are currently impacting higher education.

## THE RESEARCH

The presented research was conducted using a non-experimental retrospective cross-sectional approach, grounded in a phenomenological qualitative paradigm, involving 211 online graduate students over six academic years.



## AIM

The aim was to understand the benefits and challenges encountered in the learning process through the use of collaborative tools and established group dynamics. Portfolios, forums and discussion groups were used to carry out the research.



## RESULTS

The results reveal diverse range of digital tools, tailored to the complexity of the virtual classroom and the multiprofessional profile of the participants. However, overall, they indicate a pronounced need for increased personal connection in the virtual environment in order to allow students to share concerns, establish links, and build collective knowledge. It is also noteworthy that, during and after the pandemic, there has been a greater emphasis on collaborative tasks compared to previous periods.



## CONCLUSION

It is concluded that the integration of online collaboration tools among graduate students for academic activities reflects the importance of virtual environments in shaping meaningful interdisciplinary educational experiences and socialization. Additionally, the capacity of the group for self-regulation in terms of maturity, relational networks, chronological adjustments, and task understanding is fundamental to overcoming the challenges encountered.

