

# Studying in the Information Society: Experiences in a Hybrid Educational Model

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## Abstract

The objective of this research is to know about the learning experiences of normalist students in a hybrid educational model. This model is the result of a change in the work dynamics because of the pandemic. The research questions are: How did the features of the information society influence their learning process? How did the students experience their learning under a hybrid educational model? What barriers to learning and participation did they face in the hybrid educational model? It is qualitative in approach; the technique was focus groups and the instrument was a script of open questions. The participants were undergraduate students in inclusive education at a public Normal School in the state of Puebla, Mexico.

It is concluded that the hybrid model favored in the students the development of digital skills, self-teaching and autonomy for their learning. The barriers to learning and participation faced by the students were of a practical and cultural nature. The barriers faced by the students were attenuated or eliminated during their learning process in the hybrid educational model.

The information society represented an opportunity for the students to develop diverse cognitive skills, since their involvement in a different learning dynamic motivated them to generate strategies to favor their learning.

The experience of the bachelor's degree in inclusive education allows to identify that the hybrid educational model favored autonomous learning in the students for the achievement of learning.

**Keywords:** higher education, normal school, inclusive education, barriers to learning and participation, learning