

Los foros virtuales, espacios para enriquecer los procesos de argumentación en los estudiantes de posgrado

Virtual forums, spaces to enrich the processes of argumentation in graduate students

Fóruns virtuais, os espaços para enriquecer os alunos de pós-graduação argumento processos

María Guadalupe Veytia Bucheli

Universidad Autónoma del Estado de Hidalgo, México

maria_veytia@uaeh.edu.mx

Resumen

La investigación que se presenta, se realizó en un programa de maestría en Tecnología Educativa que se oferta en la modalidad virtual, con una población de 23 estudiantes, el objetivo del estudio fue analizar el tipo de interacciones que se llevan a cabo entre los estudiantes a partir del trabajo en los foros que se desarrollan en cada una de las unidades académicas, identificando la frecuencia de participación de cada uno de los estudiantes, así como las características de su aportación, es decir, si recuperan elementos teóricos y prácticos para argumentar su postura en relación al planteamiento del foro, además de valorar el tipo de retroalimentación que realizan a sus compañeros del grupo. El tipo de investigación es exploratoria, con un enfoque mixto, ya que se consideró la cantidad de participaciones realizadas en cada uno de los foros, y de cada uno de los estudiantes, lo que permitió en un segundo momento valorar las características de las participaciones, así como la profundidad de las mismas, recuperando referentes teóricos y experiencias empíricas que permitieron la generación de redes de aprendizaje significativo. Entre las fortalezas identificadas fue el incremento en profundidad y argumentación de las participaciones, sin embargo, también disminuyó la cantidad de retroalimentaciones realizadas a sus

compañeros. Esta herramienta fortalece la generación de redes de conocimiento a partir de espacios de comunicación asincrónica.

Palabras clave: Foros, virtualidad, argumentación, estudiantes, posgrado.

Abstract

The research that is presented, was performed in a program of Master in Educational Technology that is offered in virtual modality, with a population of 23 students, the objective of the study was to analyze the type of interactions that are held among the students from the work in the forums that are developed in each of the academic units, identifying the frequency of participation of each one of the students, as well as the characteristics of their contribution, that is, if they recover theoretical and practical elements to argue its position in relation to the approach of the Forum, as well as assess the type of feedback that their group peers share. The type of research is exploratory, with a mixed approach, since it was considered the number of entries in each forum, and each of the students, allowing you to assess the characteristics of shares in a second moment, as well as its depth, recovering theoretical references and empirical experiences that allowed the generation of significant learning networks. Among the identified strengths was the increase in depth and argumentation of the participations, however, also decreased the amount of feedback made to their fellows. This tool strengthens the generation of knowledge from spaces of asynchronous communication networks.

Key words: forums, virtuality, argumentation, students, graduate.

Resumo

A pesquisa apresentada foi realizada em um programa de mestrado em Tecnologia Educativa que é oferecido no modo virtual, com uma população de 23 alunos, o objetivo do estudo foi analisar o tipo de interações que ocorrem entre os estudantes a partir do trabalho nos fóruns que se desenvolvem em cada uma das unidades acadêmicas, identificando a frequência de participação de cada aluno, e as características de sua contribuição, ou seja, se eles se recuperam elementos teóricos e práticos para argumentar sua posição em relação à abordagem do fórum, e para avaliar o tipo de feedback que eles fazem para o seu grupo de

pares. A pesquisa é exploratória, com uma abordagem mista, uma vez que a quantidade de ações em cada um dos fóruns foi considerado, e cada aluno, permitindo um segundo momento, avaliar as características das unidades, e a profundidade deles, recuperando quadro teórico e experiências empíricas que permitiram a geração de redes de aprendizagem significativas. Entre os pontos fortes identificados foi o aumento da profundidade e argumentos das partes, no entanto, também diminuiu a quantidade de feedback fez seus pares. Esta ferramenta fortalece a geração de redes de conhecimento a partir de espaços de comunicação assíncronas.

Palavras-chave: Foros, virtualidade, argumentação, estudantes, pós-graduação.

Fecha recepción: Octubre 2015

Fecha aceptación: Mayo 2016

Introduction

The use of the technologies of information and communication technology (ICT) is becoming more common in the different fields in which the human being unfolds, and education is no exception, as is observed the incorporation of ICT both modalities In-House, distance learning, and mixed; at different educational levels, as the basis for the teaching-learning process or as a support.

It is interesting to reflect on the incorporation of ICT in Learning Environments (EVA by its name in Spanish) that allows the construction of Virtual Learning Environments (AVA by its name in Spanish), and assess the use of these technological tools; which can work synchronously using chats, and asynchronously with the use of forums; and consider whether they contribute to the building of learning both individually and collaboratively, or stays at a level of reproduction of knowledge.

One of the skills that favour the construction of learning is the argumentation, through this, the subject is able to clarify ideas, take a position or position on any issue, substantiate his opinion from empirical and theoretical references; and therefore share views with their

peers on a topic, and identify in what position is shared and what is different, repositioned or have elements more solids that will allow exposure, discussion or debate.

Carry out processes of argumentation from the technological mediation is an interesting way in the society of the 21st century, characterized by ease that have the subjects to find information, however, paradoxically, the difficulty of moving from information to knowledge. One of the tools which favours processes of argumentation in Virtual Learning Communities is the use of the forums, allowing to make a stance on an issue, know the positions of the other colleagues and finally recover aspects to enrich the initial positions in asynchronous spaces, where to get records in writing, is easier to reflect more deeply, and make connections between previous knowledge and new knowledge acquired in mentioning theoretical and empirical foundations.

That is why, based on the experience that has as an advisor in Virtual Learning Environments, is that the interest arises to study the interactions that are carried out with the students of Master in Educational Technology in a Private Institution that is taught in Virtual modality, being the spaces of the virtual forum, one of the key activities for the development of each Academic Units that constitute the subject, and its link with the processes of student's argumentation based on the theoretical and empirical foundation that they recover, and Which allows them to strengthen the understanding of the subject.

The document is structured in the following sections: the first one deals with the general aspects of the argumentation, its main features and functions from different theoretical references, also what is a forum and how it is carried out in virtual contexts; In the second one, the methodology with which the research was done as well as the characteristics of the study population is explained. The third section presents the main results of the quantitative and qualitative analysis of the participation and interaction of the students in the forums And its relationship with the processes of argumentation, the fourth section presents the conclusions and main findings of the research, and finally closes with the references consulted.

THEORETICAL REFERENTES

To begin with the study, it was important to present an overview of the central concepts, which in this case are the arguments and the use of the Virtual Forums, which allowed to deepen their features, characteristics and points of view from different authors, and In this way have key elements to carry out the methodological process, the presentation of the information and then the analysis of the results.

Argumentation

This ability, called by others as a tool, has been defined by different authors and theoretical perspectives, goes beyond a point of view or opinion on some theme or idea, for Monzón (2011, p. And deliberate on the particular and contingent in opposition to the logical thought that deals with the universal and the necessary ", and allows to put the visions of the world in perspective, and to accept one by one.

Jimenez (2010, p. 31) contributes to the development of "basic competences and general objectives of education as learning to learn to develop critical thinking and scientific writing," since it allows to value the knowledge that is acquired through confronting them With available evidence, where the arguments based on authority are overcome, and both reasons and foundations are sought to explain what is happening.

From Weston's position (2006, p. 11) "giving an argument means offering a set of reasons or evidence in support of a conclusion," which allows us to strengthen the opinions we cast on an issue based on well-founded reasons both from Of theoretical referents as of empirical referents. This author mentions some of the rules for making arguments, which are as follows: 1) Distinguish between premises and conclusions, the latter is the affirmation in favor of which is giving the reasons, these statements are called premises, 2) Present their Ideas in a natural order, 3) Starting from premises that are reliable, 4) Be

concrete and concise in the ideas that are exposed, 5) Avoid handling an emotional language, 6) Use consistent terms, and finally 7) Unique meaning for each term.

Zubiría (2006, p. 106) Defines the argumentation as "propositions that have as essential function to support and support the affirmed in the Thesis, in order to give strength to the personal, social and institutional postures", because it assures that if there is no argumentation of the ideas that present The students, will not stop being simple opinions and points of view, in this sense, affirms that who carries out processes of argumentation is justifying, supporting an idea, to find causes, tests or reasons that provide a justification to that idea. For this author, the use of arguments mainly fulfill three functions: 1) To sustain, that is, to find causes, tests or reasons that justify an idea, 2) To convince about the position of the Thesis, and 3) To evaluate, what allows Carry out an evaluation of the different alternatives in order to select the best.

According to Diaz (2009, p. 5), the purpose of an argument is to "convince people to accept a way of interpreting a fact or situation with the support of rational criteria", however, assures that this process It can not be coercive, but on the contrary, it should be oriented to people adhering to a certain point of view, which is supported by solid foundations.

The perspective on argumentation that Martinez (2000) emphasizes is defined as a complex skill, where it is necessary to carry out the following activities: 1) Activate, recover, use students' previous knowledge and relate them to the object of Study, 2) think and organize the arguments that support the position of a person, 3) expose the arguments in a logical, organized and coherent. In this sense, it makes two classifications in terms of argumentation; The first as a scientifically based argument because it offers reasons based on some theory and principle, fact or law valid and recognized in the scientific field; And the second as an argument without scientific basis, where there are reasons based more on personal intuition and tastes.

Bañales, et.al. (2015) mention seven theoretical principles about the argumentation written in the disciplines: 1) Argumentation is defined as a practice of inquiry, construction and communication of knowledge that are carried out in scientific communities, 2) The

disciplinary argument is Understood as a result of discursive practices, is shaped by statements about a natural or social phenomenon, 3) Arguments can be classified with different types of argumentative schemes that are linked to different types of questions and patterns of information organization, 4) 5) Arguments have a dialogical and metadiscursive nature in reflective academic texts, 6) Arguments require a positioning within a collaborative negotiation of meanings Or points of view in the processes of knowledge construction, and 7) the production of a disciplinary argument requires a process of strategic composition and located in the domain of various writing skills.

Based on the positions of the aforementioned authors, it is important to point out that, insofar as the student clearly, organized and structured his / her arguments, he / she will be better prepared for writing texts, as well as for his or her position in With a group of teachers or students.

In addressing the process of argumentation from a dialogue, Cifuentes and Gutiérrez (2010) assert that the following aspects are developed: 1) the adoption of a point of view, when properly stated, recognize that there may be similar postures to own and different postures , Which allows him to enrich his point of view, knowing different positions, 2) support his own point of view in selecting the relevant data to present the arguments, 3) assess the perspective of the other, identify aspects of similarity and difference, Work arguments and counterarguments, 4) interventions, which are strategically modulated to make them relevant, productive and allow the elaboration of a reply and counter-reply, 5) implicit, not admit assumptions that compromise or weaken one's position, 6) The management of dialogue, which allows for a distinction in the topic of discussion between facts, values, negotiate opening conditions, manage shifts appropriately, and maintain different types of dialogues.

Forums

The work based on the use of Virtual Forums has increased with the incorporation of Information and Communication Technologies in the educational field, since they constitute a space to contribute comments, points of view, opinions and positions on a

topic, without However, it is important to note that performing this exercise requires moving beyond a simple idea to consider it as a place where students strengthen their processes of argumentation.

For García and Pineda (2010) they represent a space that favors peer collaboration, starting from working in virtual communities of learning where everyone learns from all, and moves from a vertical to a horizontal paradigm, which allows to strengthen processes of Interaction between equals, starting from answering or posing questions, presenting the posture or point of view, as well as offering examples to exemplify a theme.

The positioning of the teacher from another paradigm, allows him to modify his perspective in the teaching-learning process, and with it the role of transmitter to mediator between the information and the student, in such a way as to construct knowledge with meaning and meaning, the student Has an active role where he recovers his previous knowledge, contributes ideas, seeks information and values the knowledge of his colleagues, which allows him to enrich his previous ideas and generate knowledge networks.

It is relevant to delve into the concept of forum from the Virtual Learning Environments (EVA), which have been named as Virtual Forums, which have been defined by several authors, for example, Arango (2004, p.2) constitute

Internet communication scenarios where debate, consensus and consensus are encouraged, being a tool that allows a user to post his message at any time, being visible so that other users who come later can read and reply .

Sánchez (2010) Characterizes to the Virtual Forums like a modality of communication that is carried out of asynchronous way, because to realize the participation it is not necessary the simultaneity, opens the forum and a period is determined so that the students have the opportunity to comment in relation To thematic, as well as on the interventions of the companions.

These spaces of asynchronous communication, have significantly increased in the groups the collaborative work, in this sense, Gros and Adrian (2004, p.4) define them as:

A space suitable for the promotion of collaborative behavior among students, under an asynchronous modality that allows each participant to recognize the contributions of others, reflect on them and build their contributions according to their own pace of learning.

The process that is carried out in the Virtual Forums, allow the construction of Virtual Learning Environments where relevant discussions are generated and weaves knowledge from the contributions of each one of the members, as Rheigold points out, quoted by Aranda , Creus & Sánchez-Navarro (2014), because it is not only the reading of a document and the recovery of empirical elements to write their position on the subject, but to review the points of view of the other colleagues, which enriches the initial positioning .

In this sense, a virtuous circle is being generated, because according to Mallo, Domínguez and Laurenti (2011), Virtual Forums allow each participant in the group to read and reflect on their work and that of their colleagues, and at the same time build Their own ideas respecting their times and their rhythms, since being a space of asynchronous participation, the student can enter according to their activities, besides having time to deepen on the contributions, since they remain in writing. In this sense, it is evident the richness offered by these spaces in the processes of collaborative negotiation that gives meaning and meaning to the construction of knowledge from the previous knowledge of each of the participants, and the confrontation of perspectives and points of view , In this way an active and dialogical process is conceived, which is shared between equals.

Finally, for Feliz and Ricoy (2008, p.4) the virtual forums

Generate a type of didactic, communicative, organizational, motivational, etc. possibilities, very pertinent to attend to the demands of the students and their holistic development. This means of communication is an increasingly habitual resource in distance and classroom education, as well as a central space for the

development of courses and careers, as well as a complement to other resources that it enriches and supports.

To close this section, it is interesting to take back some advantages and disadvantages recovered by Sánchez (2010) in table 1, which allows those who use this tool to have greater clarity of what and how to carry out the activities from the roles that are found Performing, assessing their performance, and generating actions to improve it:

Table 1. Advantages and disadvantages of Virtual Forums

Ventajas	Inconvenientes
<ul style="list-style-type: none"> • Flexibilidad de participación de acuerdo a las necesidades y actividades de cada estudiante. • Promueve la participación de los estudiantes que son más introvertidos. • Los comentarios realizados por los estudiantes son más meditados y reflexivos. • Se almacena la información, comentarios, opiniones, ideas, puntos de vista. • Facilita la evaluación del profesor, pues las intervenciones se encuentran registradas. 	<ul style="list-style-type: none"> • Los estudiantes pueden tener una sensación de aislamiento, al no recibir respuesta inmediata de sus ideas. • Es más complejo identificar cuándo se ha agotado el tema. • La discusión del tema se puede desviar por lo que es fundamental el papel del moderador, en este caso del docente. • Si el número de participantes es elevado, se dificulta el correcto desarrollo del debate. • La participación del docente en este tipo de actividades puede requerir un tiempo considerable.

Source: Sánchez (2010).

Based on the perspective presented by Sánchez (2010), one of the advantages that has characterized the use of forums in the teaching - learning process is the flexibility to participate, since when carried out in an asynchronous way, Participant has the possibility to organize his time to comment on the topic that is being studied, he also has the possibility to analyze in more detail the contributions of his colleagues, since they are registered, which is not possible in a forum that is made of Face-to-face, since some main ideas are taken up at the moment, but sometimes it is not deepened by the question of time.

It is also relevant to consider some disadvantages that arise when working with forums with a technological tool, among which Sánchez (2010) emphasizes that sometimes participants

may feel isolated, because the interaction is asynchronous, and sometimes their approaches, questions, doubts Or contributions are not answered or fed on time, it is important not to lose sight of the objective of the forum, because sometimes the discussion can be directed to another direction, so it is important to always keep in mind where you want to reach or reach Aims to achieve with the forum. Another notable aspect is to take care of the number of participants in the forum, because if it is a large group, it can be left in a very superficial analysis, where most present their position, but the section related to comments to colleagues is weak. Finally, although it seems an "easy" process, it requires time and dedication on the part of the participants to deepen the subject.

Therefore, the previous reflections allow to evaluate the forums from the technological tool as a space that favors communication in an asynchronous way, which makes the participation times of the members more flexible, however, it should not detract from it , Since a forum with academic purposes must go beyond an opinion, idea or point of view, requires a solid argument that links the theoretical position with the empirical experience, and in turn generate a dialectical process by giving feedback to his colleagues in Relation to their contributions, as well as to receive comments regarding their position and perspective of the topic addressed.

The work in the forums is mainly based on interactions between the participants, this concept is defined by Gutiérrez (2005, p.15) as

The set of actions and activities predetermined by the instructional design for learning to take place, such as the course's electronic page (under the platform selected for it) and activities, readings and mandatory texts, electronic learning spaces and , In short, everything that the institution, the course and the teacher can predict will happen in distance education.

For Barbera, Badía and Mominó (2001) social interaction defines it as a series of interconnected actions between the members of a community that collaborate in a given

context, and that the communication space that is carried out is asynchronous, in Where this process goes beyond giving opinions, but to generate knowledge in a collaborative way.

Finally Moore (1989) presents a classification of three types of interaction that are identified when working in the forums: 1) students and course materials, 2) student - teacher, 3) student - student; Level I: Apprentice only: a) Student with himself, Level II: Apprentice - human resources: a) apprentice-instructor, b) apprentice-apprentice and c) apprentice-participants, Level III : A) apprentice-instruction.

METHODOLOGY

The study was carried out in a Master's Program in Educational Technology that is offered in virtual mode, in the subject of Evaluation of Educational Programs, which is made up of 10 units that are developed in a Virtual Learning Environment (AVA) with A Moodle Platform, which lasts for one week, and is requested to participate in 8 forums during the course. The study population was 23 students, of whom 15 are men, corresponding to 65.21%, and 8 are women, which is 34.78%.

The research is carried out from an exploratory level, where the topic of interactions and arguments in the forums by graduate students in virtual mode is discussed, a non-experimental type is developed, that is, " Without the deliberate manipulation of variables, and in which only the phenomena are observed in their natural environment, after analyzing them "(Hernández, Fernández and Baptista, 2010, p.149).

The approach is mixed, which allows the retrieval of quantitative data on the number of participations in the forums by the students, as well as qualitative data that allow carrying out the content analysis of the contributions, mainly in two moments, the first one when they Respond to the question or approach that is established in the forum, and second when they comment on the arguments or positions of their colleagues, In both a process of analysis is carried out that allows to evaluate the positioning and argument that they are presenting.

For the analysis of the interactions of the students, the methodology proposed by Alatorre (2006) is recovered, recovering the classification established in the forums, and retake the roles played by the learner, the instructor and the group.

Table 2. Types of interactions.

Interacción	Descripción
E-C	Estudiante – Contenido, actividad que realiza el aprendiz al plantear su postura con respecto a la temática del foro.
E-E	Estudiante – Estudiante, actividad que se realiza entre dos estudiantes, comunicación uno a uno que inicia un estudiante y logra la respuesta con un compañero.
E-D	Estudiante – Docente, interacción de un estudiante con su docente, se da al solicitar aclaraciones o ampliación de conocimientos.
D-E	Docente – Estudiante, comunicación que inicia el docente y que dirige hacia un estudiante en particular, por lo general, se da en la retroalimentación.
D-G	Docente-Grupo, se presenta cuando el asesor da indicaciones al grupo, hace comentarios sin destinatario específico o presenta contenidos y recibe respuestas.

Source: Adaptado de Alatorre (2006).

RESULTS

We present the analysis of the participations and interactions of the members of a group of 23 students of a masters that works in virtual mode, which is formed by 10 academic units, with a duration of one week each, and in total in The course was developed 6 discussion forums, below are the main findings identified:

Table 2. *Synthesis of participations and interactions in forums.*

Unidad	Foro	Participantes	Total Interacciones
1	1	20/23	51
3	2	19/23	47
4	3	19/23	51
7	4	16/23	42
8	5	15/23	39
9	6	16/23	44

Source: Autor.

Based on the results obtained, it is observed that the highest percentage of interactions is carried out in Unit 1 - Forum 1, and in Unit 4 Forum 3, when reviewing the participations, it is clear that the first forum represents a space both For the presentation of the participants as to start with the analysis of the theme. It is also interesting to note that as the forums progress the interactions on the part of the students diminish, mainly in the forum 5 of Unit 8 that recovers as thematic the incorporation of strategies on the subject in the labor scope.

The following tables are presented in tables 3 to 8 where the types of interaction proposed by Alatorre (2006) are retrieved to make the analysis, in addition to which the levels of argumentation are indicated in each one: 0 if not 1 is presented if argument is presented at a basic level (it is handled as an opinion), 2 if it is mentioned at an intermediate level (some author is recovered but internal consistency is lacking), and 3 if it is presented at an advanced level Authors, empirical referents and consistency). Shadowing the rows of participants who had no interaction during the forum.

Table 3. Unit 1. Forum 1. Importance of the study topic.

No.	E-C	E-E	E-D	D-E	D-G
1	0	0	0	0	0
2	1	0	0	2	0
3	1	0	2	2	0
4	2	1	0	2	0
5	1	1	0	2	0
6	2	1	0	2	0
7	2	1	0	2	0
8	1	1	0	2	0
9	1	1	0	2	0
10	1	1	0	2	0
11	3	1	2	2	0
12	1	1	0	2	0
13	1	2	0	2	0
14	1	1	0	2	0
15	2	1	0	2	0
16	1	1	0	2	0
17	0	0	0	0	0
18	0	0	0	0	0
19	2	1	2	2	0
20	1	1	0	2	0
21	2	1	0	2	0
22	1	1	0	2	0
23	1	1	0	2	0

Source: Autor.

Table 4. Unit 3. Forum 2. Advantages and disadvantages of the study topic.

No.	E-C	E-E	E-D	D-E	D-G
1	0	0	0	0	0
2	2	0	0	2	0
3	0	0	0	0	0
4	2	1	0	2	0
5	1	1	2	2	0
6	2	1	0	2	0
7	0	0	0	0	0
8	3	1	2	2	0
9	2	1	0	2	0
10	2	1	0	2	0
11	3	1	2	2	0
12	1	1	0	2	0
13	2	1	0	2	0
14	1	1	0	2	0
15	2	1	0	2	0
16	2	1	0	2	0
17	2	1	2	2	0
18	2	0	0	2	0
19	2	0	0	2	0
20	2	1	0	2	0
21	1	1	0	2	0
22	0	0	0	0	0
23	0	0	0	0	0

Source: Autor.

Table 5. Unit 4. Forum 3. Application of thematic in the workplace.

No.	E-C	E-E	E-D	D-E	D-G
1	0	0	0	0	0
2	2	1	0	2	0
3	0	0	0	0	0
4	2	1	0	2	0
5	1	1	0	2	0
6	1	1	0	2	0
7	0	0	0	0	0
8	3	1	2	2	0
9	1	1	0	2	0
10	1	1	0	2	0
11	3	3	3	2	0
12	2	2	0	2	0
13	1	1	0	2	0
14	0	0	0	0	0
15	2	1	0	2	0
16	1	1	0	2	0
17	0	0	0	0	0
18	3	1	2	2	0
19	2	1	0	2	0
20	1	1	0	2	0
21	2	1	2	2	0
22	1	1	0	2	0
23	1	1	0	2	0

Source: Autor.

Table 6. Unit 7. Forum 4. Locate study concepts in the workplace.

No.	E-C	E-E	E-D	D-E	D-G
1	0	0	0	0	0
2	2	1	0	2	0
3	0	0	0	0	0
4	3	1	2	2	0
5	1	1	0	2	0
6	1	1	0	2	0
7	0	0	0	0	0
8	3	1	2	2	0
9	1	1	0	2	0
10	1	1	0	2	0
11	3	1	2	2	0
12	1	3	0	2	0
13	1	1	0	2	0
14	0	0	0	0	0
15	2	2	0	2	0
16	2	1	0	2	0
17	0	0	0	0	0
18	2	1	0	2	0
19	3	1	2	2	0
20	3	1	2	2	0
21	2	1	0	2	0
22	0	0	0	0	0
23	0	0	0	0	0

Source: Autor.

Table 7. Unit 8. Forum 5. Incorporation of strategies according to the theme.

No.	E-C	E-E	E-D	D-E	D-G
1	0	0	0	0	0
2	3	1	2	2	0
3	0	0	0	0	0
4	3	1	2	2	0
5	2	1	2	2	0
6	1	1	0	2	0
7	0	0	0	0	0
8	3	1	2	2	0
9	1	1	0	2	0
10	1	1	0	2	0
11	3	1	2	2	0
12	3	1	2	2	0
13	3	2	2	2	0
14	0	0	0	0	0
15	2	1	0	2	0
16	0	0	0	0	0
17	0	0	0	0	0
18	3	1	2	2	0
19	0	0	0	0	0
20	2	1	2	2	0
21	3	3	2	2	0
22	0	0	0	0	0
23	3	1	2	2	0

Source: Autor.

Table 8. Unit 9. Forum 6. Opinion about the course.

No.	E-C	E-E	E-D	D-E	D-G
1	0	0	0	0	0
2	2	1	0	2	0
3	0	0	0	0	0
4	2	1	0	2	0
5	3	2	2	2	0
6	3	1	2	2	0
7	0	0	0	0	0
8	3	3	2	2	0
9	3	2	2	2	0
10	2	1	0	2	0
11	2	3	0	2	0
12	3	3	2	2	0
13	3	3	2	2	0
14	0	0	0	0	0
15	3	2	2	2	0
16	3	1	2	2	0
17	0	0	0	0	0
18	3	1	2	2	0
19	0	0	0	0	0
20	3	2	2	2	0
21	2	2	2	2	0
22	3	1	2	2	0
23	3	1	2	2	0

Source: Autor.

CONCLUSIONS

The study carried out on the work in forums and its relation with the processes of argumentation in the postgraduate students, allowed to carry out a reflection on the interactions that take place between the content, the student and the teacher, in a unidirectional way As in a bidirectional way, which raises a complex, dialectical and enriching panorama.

Among the most significant findings identified in the research was that the number of interventions decreased as the forums progressed, however, the depth of interventions and the rationale with which they were carried out increased significantly, particularly in student interactions And content, also increased to a lesser extent the arguments made from

student to student, and it is also interesting to note that the greater the number of arguments, the more interaction between the student and the teacher.

It is also important to highlight the importance of the feedback that the teacher makes in this space, since it will allow the student to identify their strengths and areas of opportunity, and based on it, to work to improve their performance in the participations, as reflected The transition of several participants from levels 1 and 2 of argumentation to level 3.

Bibliography

Alatorre, P. (2006). Interacción en los foros de la plataforma Ambiente Virtual de Aprendizaje. En: Hernández, S. (Comp). Procesos Educativos y de investigación en la virtualidad. México: UDGVirtual.

Aranda, D., Creus, A., & Sánchez-Navarro, J. (2014). Educación, medios digitales y cultura de la participación. Barcelona: UOCpress.

Arango, M.L. (2004). Foros virtuales como estrategia de aprendizaje. Revista Debates Latinoamericanos. No. 2. Recuperado de: <http://revista.rlcu.org.ar/default.asp?numero=02-02-Abril-2004>

Bañales, G.Et.al. (2015). La enseñanza de la argumentación escrita en la universidad: una experiencia de intervención con estudiantes de lingüística aplicada. Revista Mexicana de Investigación Educativa. Vol. 20. No. 66. Recuperado de: http://www.scielo.org.mx/scielo.php?script=sci_arttext&pid=S1405-66662015000300009

Barberá, E., Badía, A. & Momino, J. (2001). ¿La interacción es la clave de los procesos de enseñanza y aprendizaje en los contextos virtuales? En: La incógnita de la educación a distancia. ICE. Barcelona: Universidad de Barelona-Horsori.

Cifuentes, L. & Gutiérrez, J.M. (2010). Filosofía, investigación, innovación y nuevas prácticas. Barcelona: Gráo.

De Zubiría, J. (2006). Las competencias argumentativas. La visión desde la educación. Colombia: Cooperativa Editorial Magisterio.

Díaz, A. (2009). La argumentación escrita. Colección Didáctica y Escritura. Colombia: Universidad de Antioquía.

- Feliz, T. & Ricoy, M. (2008). El desafío tecnológico en el proceso de aprendizaje universitario. Los foros formativos. *Revista Latinoamericana de Tecnología Educativa*. No. 7. Vol. 1. Pp. 57-72. Recuperado de: <http://relatec.unex.es/article/view/383/325>
- García, B. & Pineda, V. (2010). La construcción de conocimiento en foros virtuales de discusión entre pares. *Revista Mexicana de Investigación Educativa*. Vol. 15. No. 44. Recuperado de: http://www.scielo.org.mx/scielo.php?script=sci_arttext&pid=S1405-66662010000100006
- Gros, B. & Adrián, M. (2004). Estudio sobre el uso de los foros virtuales para favorecer las actividades colaborativas en la enseñanza superior. *Teoría de la Educación: educación y cultura en la sociedad de la información*. No. 5. Recuperado de: https://www.google.com.mx/?gfe_rd=cr&ei=oznYV7S2Esyu8wfQpIaICw#q=Revista+Debates+Lationamericanos+No.+2
- Gutiérrez, A. (2005). *La comunicación didáctica en los espacios electrónicos de aprendizaje de la educación a distancia*. México: CREFAL.
- Hernández, R., Fernández, C., & Baptista, P. (2010). *Metodología de la Investigación*. México: McGrawHill.
- Hirumi, A. (2002). The design and sequencing of eLearning interactions: a grounded approach. Material del curso: Las interacciones en entornos virtuales y sus estándares de calidad (E-Learning) organizado por la Universidad de Guadalajara del 27 al 29 de noviembre del 2002.
- Jiménez, M.P. (2010). *10 Ideas clave. Competencias en argumentación y uso de pruebas*. España: Gráo.
- Mallo, A., Domínguez, M.B. & Laurenti, L. (2011). *Revista de Investigación Educativa. Escuela de Graduados de Educación*. Vol. 2. No. 3. Recuperado de: reege.tecvirtual.mx/index.php/reege/article/view/17
- Martínez, C. (2000). El alcohol en la vida de nuestros alumnos. En: *La formación inicial y permanente del profesor de Educación Física*. Cuenca: Ediciones de la Universidad de Castilla – La Mancha.
- Monzón, L.A. (2011b). *Hacia un paradigma hermenéutico analógico de la educación*. México: De la Vega, Editores.

Moore, M. (1989). Three types of Interaction. En *The American Journal of Distance Education*, EUA.

Sánchez, M. (2010). *Técnicas docentes y sistemas de evaluación en Educación Superior*. Madrid: Nárcea.

Weston, A. (2006). *Las claves de la argumentación*. Barcelona: Ariel.