ABSTRACT
Theories of learning recognize the importance of social relationships and interaction with others in the acquisition of knowledge. Knowing how to work in a team is a transversal competency of learning, which is found within the teaching process. The use of technology is currently experiencing growth as a tool in the educational process, enabling the formation of collaborative environments. These environments constitute an important space for the exploration of new methodological approaches for teaching. This research presents the first report of the results of a research project called "Analysis of collaboration networks and their effects on learning in virtual environments," focusing on the opinions of graduate students who contributed their experiences in collaborative work processes over the course of a school year.

Keywords: collaboration networks, collaborative learning, virtual communication.

1 INTRODUCTION
In the 21st century, after globalization, the trend of educational institutions is towards meaningful learning, student-centeredness, and the implementation of an educational model based on professional competencies. Therefore, institutions are committed to promoting changes and adaptations within their
structures that facilitate the acquisition and development of skills necessary for future professional performance. In line with these changes, the University of Guadalajara has incorporated technologies to facilitate meaningful learning for its students. Distance education has emerged as an alternative form of learning that has gained strength in various educational environments over the past two decades. This is due to the frequent transformations that occur in the current context on a daily basis.

The networks of learning provide an efficient and equitable response to the social and educational challenges posed by the information society. Flecha (1997) emphasizes that learning is fundamentally dialogic, occurring within a community. He also highlights that learning is a social activity mediated by language, and that it takes place among equals as well as among individuals who come from diverse backgrounds. These networks of learning allow students to interact with each other and with a wide range of adults, fostering a collaborative and inclusive learning environment.

Considering the dialogicity of the individual, Meade (1934), as mentioned by Doménc (2003), states that a distant object, whether it be geographically or temporally distant, calls for action and leads to results that are organized in present acts. The transition from distance to the experience of contact occurs when the individual adopts a "reflexive attitude" towards their perception of the object. This attitude enables them to go beyond the distance and grasp the physical essence of the object, regardless of its remoteness.

The diversity of interactions in learning networks brings about possibilities for transforming the expectations and identities of individuals, including students. It is not the quantity of students that determines successful learning outcomes, but rather the activities and practices that take place within contexts of diversity. According to Salinas (2000), collaborative learning involves acquiring skills and attitudes through group interaction. Collaborating within a networked communicative environment, such as the internet, provides a genuine educational opportunity. Additionally, Suarez (2013) highlights that collaborative activities are pedagogically powerful responses within a communicative framework of action.

These three items (Wenger et al, 2002), is the combination of what constitutes a grid collaboration. The possibility of communicating with others and to work with them from a distance is what has been, and still is, one of the most impactful technological advances in the history of humanity (Martínez, 2002). The new technologies of information and communication have made one of the most important advances, technologies (TIC) have changed our social interaction, in the process itself as well as in social exchange, opening more possibilities for education.

The classrooms serve as a setting for various activities where new knowledge is acquired. It can be stated that collaborative learning entails the exchange of efforts among group members, specifically between students, as seen in the present case. This collaborative approach aims to achieve a common
objective, which is the learning outcome resulting from the process. Considering the discussed aspects and focusing on teaching and learning processes, it is essential to acknowledge that training students for collaborative work necessitates the implementation of new strategies in communicative environments, as emphasized by Valverde (2011).

The trend to medium term according to what is mentioned in the report Horizon (2017), is the analysis of data multimodal and those from social networks represent a holistic approach that prioritizes social components, cognitive and affective aspects of learning, in addition, multimodal learning will have a relatively new approach, it centers in the collection of information about the biological and mental processes in real environments. That trends that continue growing, it is what makes learning to be deep in the practice.

After adopting the approach of collaborative learning and collaboration networks, efforts were directed towards understanding the students' perspective on their experience with collaborative work during the activities conducted in the school cycle of 2018 A.

In the Virtual University System of the University of Guadalajara, the study modalities are virtual, making use of the technology, with a platform of its own, developed to the inside of the institution, with a service of grid University, that has worldwide coverage for he cases that occupies us it was worked with master's degree students from Higher Secondary Teaching Education and with Master's Degree in Virtual Environments Learning Management, them both with recognition from CONACYT.

2 GOALS AND METHODOLOGY

The objective of this work is to know the perception that students have when working in groups or collaborative teams. With this research, it is expected to improve the learning environments under the educational institution’s model, with the purpose of improving interaction and learning in students, which substantially modify the learning process. Teaching-learning, and the advisors will modify their teaching and technological ways, implementing better learning strategies using TIC, improving the achievement of professional competencies of students, so as, the improvement of the levels educational of the institution. The University of Guadalajara, is the second largest university in the country, and what is implemented and improved in it, will have an impact on education both local as national.

The methodology used was quantitative, descriptive, doing use of the technique of analysis of content either codification, whose purpose is the objective, systematic and quantitative description of the manifest content of the communication either of any other manifestation of the conduct, for that similar answers were grouped to show the perception of the transcendence that has in a student to work on cluster in a distance program where interaction the interaction environment is virtual.

In this way, a brief poll was applied to 25 students from two virtual graduate level programs,
seeking the answers to the applied questions to express their experience and their perceptions about their participation in the collaboration networks in which they worked during their course. The participation in activities of collaboration was not organized neither designed ex professo, but it is a regular part in their formative program.

The questionnaire was applied on line by the teachers, Headlines of the subjects involved in the project. The questions were the following:

1.- How is the work dynamic with my teammates? 2.- How do I feel when working with my team? 3.- What problems did you have when working with your colleagues in a team? 4.- What benefits did I obtain when working in a team? 5.- What was my role within the team? 6.- What type of learning did you have when working as a team? 7.- What learning do I get with the teamwork? 8.- How do I consider my stake of I work in equipment?

3 RESULTS

About the answer, how is the work dynamic with my teammates? Less than half of the students in the study described the work dynamic with their teammates in terms of feelings, expectations, or other assessments rather than focusing on the actual process. On the other hand, more than half of the students mentioned that the basic process involved agreeing on tasks, determining which applications to use for integration and communication, reviewing texts, complementing initial proposals, and assigning a member for final adjustments to the presentation. Additionally, over half of the responses indicated the use of external tools in addition to the learning platform’s forum. Students mentioned utilizing WhatsApp and various Google Apps like Documents or Presentation for collaborative work.

Regarding question two, how do I feel when working as a team? all the answers refer to one or more state emotional; less of the half mentions only an emotion and only in a perhaps could considered not favorable; Less than half mention that the emotion is favorable if colleagues collaborate indeed; the minority mentions that the emotions they change according to keep it up the process of job.

Regarding question three, What obstacles were faced?, there was one unanswered question and two participants. They responded that no problem; more than half mentioned only one problem; more than a half of the answers they mentioned that he time was a factor problematic in the job in equipment, already out by the availability of the participants or the opportunity in their participation; less than half indicates a lack of responsibility or colleague commitment as a teamwork problem; less than half mention as a problem to the lack of comprehension of the instructions of the activities.

In question four, ¿What benefits do I obtain by working as a team? one participant did not answer and less than a half did not answer this question. Approximately half of the respondents mentioned that
they derived cognitive enrichment from participating in collaborative activities. Among those who answered (which were less than half), they mentioned the ability to share their knowledge. Less than half of the respondents mentioned learning new tools, and a similar proportion mentioned learning to share and collaborate.

In relation to the findings of question five, ¿What was my role within the team? a participant reported that they had not engaged in teamwork. Less than half of the respondents mentioned that they participated solely as collaborators or competitors. Furthermore, a smaller fraction of the participants indicated that they had the chance to assume leadership roles while also collaborating with others.

In question six, ¿What implications, both positive and negative, does working as a team have? one participant did not provide an answer. Less than half of the respondents mentioned only advantages of working in a team. A small minority mentioned solely disadvantages. Additionally, less than half of the participants mentioned that a disadvantage of working in a team is the lack of effectiveness or commitment from their teammates.

In question seven, ¿What types of learning did you have when working as a team? less than half of the participants did not provide an answer. Among those who responded, which was approximately half, they mentioned achieving collaborative learning. A minority of respondents mentioned achieving significant learning, while an even smaller group mentioned learning new technological tools.

And finally, in question eight, ¿how do I consider my participation in teamwork? half of the participants didn’t have access to this question, so the total of the participants that responded manifested to have a satisfactory qualification.

From these results we can consider the following:

• A very precise behavioral sequence is appreciated for carrying out collaborative work in all areas, equipment.
• The students report that their interactions perform in great extent with collaborative tools external to the platform.
• The students expressed an advantage with a tendency towards learning either knowledge, tools or skills cognitive,
• It was observed that there is a very strong tendency in the participation of group members to assume the role of collaborators, although they report that it is common to seek that everyone has the opportunity to be leaders and collaborators,
• The vast majority of the participants express favorable feelings towards teamwork, although has to be said, that the sensation of satisfaction or liking with regard to the realization of tasks in equipment doesn’t happen given the intrinsic conditions of the collaborative work itself, but is conditioned by the way in which the group of companions would have been performed in
the realization of the activities joint.

- They expressed greater advantages than disadvantages in teamwork, the greatest advantage was manifested in the enrichment of the learning and the elderly disadvantage in the complications by the lack of a stake effective of the companions of equipment.

4 CONCLUSIONS

This initial approach to the students' perceptions regarding the impact of collaborative work on their learning is a good exploratory approach. It helps identify the questions that will guide the qualitative analysis of our research objective. It can be said that this cluster of master's level students has behaviors, experiences, and appreciations similar to those identified in various consulted reports. This certainty regarding the relevance of the issues to be raised in the focus group with them is definitive for our investigation project.

It has been observed that these students consider collaborative activities in which they participate to provide them with beneficial learning experiences, as noted by Meza, Miranda, and Slim (2017) in their study. Additionally, it is worth noting that learning also occurs in relation to the collaborative work being undertaken.

The intensive use of external tools that promote collaboration aligns with the findings reported by Miranda and Tirado (2013), and the reasons given for this behavior correspond to those proposed by these authors, such as the search for flexible and multipurpose spaces of interaction. Additionally, it is important to consider the rigidity of the tools provided by LMS platforms commonly used in virtual courses, as well as the limited number of collaboration tools offered. These limitations can impact the development of the competencies that higher education institutions aim to foster in their students.

It is worth mentioning that the aforementioned findings do not address the specific learning outcomes achieved through collaborative activities in the subjects being studied. In conclusion, these results provide valuable insights that can guide further investigation into student perceptions and expectations regarding collaborative work as a component of their learning activities. These insights can be further explored through an in-depth analysis involving a wider group of students.
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