

## Online Teaching and Learning Processes: Declarative and Procedural Knowledge

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**Abstract :** To know whether students' achievements are the result of online interaction and not just a consequence of individual differences themselves, it seems essential to link the teaching presence and social presence to the types of knowledge built. The research aim is to analyze the social presence in relation to two types of knowledge, declarative and procedural. Qualitative methodology has been used. The analysis of the contents was based on an observation protocol that included community of enquiry indicators and procedural and declarative knowledge indicators. The research has been conducted in three phases that focused on an observational protocol and indicators, results and conclusions. Results show that the teaching-learning processes have been characterized by the patterns of presence and types of knowledge. Results also show the importance of social presence support provided by the teacher and the students, not only in regard to the nature of the instructional support but also concerning how it is presented to the student and the importance that is attributed to it in the teaching-learning process, that is, what it is that assistance is offered on. In this study, we find that the presence based on procedural guidelines and declarative reflection, the management of shared meaning on the basis of the skills and the evidence of these skills entail patterns of learning. Nevertheless, the importance that the teacher attributes to each support aspect has a bearing on the extent to which the students reflect more on the given task.

**Keywords :** education, online, teaching and learning processes, knowledge

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