REVISTA INVECOM
ISSN en línea: 2739-0063

Educational quality and learning techniques in students transitioning from virtual to face-to-face learning

Calidad educativa y técnicas de aprendizaje en estudiantes en transición de modalidad virtual a presencial

Received: 14/04/2025 - **Accepted:** 13/07/2025

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Abstract

The COVID-19 pandemic led to a global shift toward virtual education, affecting the quality and techniques of learning, particularly among students who returned to in-person classes late. This qualitative study, with a phenomenological approach, aimed to describe the perceptions of teachers at the Faculty of Communications of the Universidad Privada del Norte regarding educational quality and learning techniques applied to post-pandemic students with prolonged virtual experience. Through a focus group with 10 students and in-depth interviews with 8 teachers, the data were analyzed using thematic coding, revealing a high degree of agreement in the perceptions collected. The results indicate that both students and teachers perceived a marked insufficiency in teaching leadership and an inadequate use of technological tools during virtual learning, as well as the ineffectiveness of the assessment and teaching methods applied in that context. For their part, teachers also pointed out a lower assimilation of content by students, along with a reduction in the complexity of assessments in the virtual environment. In conclusion, the transition from virtual to face-to-face learning has revealed significant academic limitations in students, especially in practical courses, attributed to the lack of direct interaction in the virtual environment, which has resulted in a lower academic profile compared to those who maintained continuous face-to-face training.

Keywords: educational quality, learning techniques, face-to-face education.

Resumen

La pandemia de COVID-19 propició una virtualización educativa global, afectando la calidad y las técnicas de aprendizaje, particularmente en estudiantes que regresaron tardíamente a la presencialidad. Este estudio cualitativo, de enfoque fenomenológico, tuvo como objetivo describir la percepción de docentes de la Facultad de Comunicaciones de la Universidad Privada del Norte sobre la calidad educativa y las técnicas de aprendizaje aplicadas a estudiantes pospandemia con experiencia virtual prolongada. A través de un grupo focal con 10 estudiantes y entrevistas en profundidad a 8 docentes, los datos fueron analizados mediante codificación temática, revelando una alta concordancia en las percepciones recogidas. Los resultados indican que tanto estudiantes como docentes percibieron una marcada insuficiencia en el liderazgo docente y un uso inadecuado de herramientas tecnológicas durante la virtualidad, así como la ineficacia de los métodos de evaluación y enseñanza aplicados en ese contexto. Por su parte, los docentes también señalaron una menor asimilación de contenidos por parte del estudiantado, junto con una reducción en la complejidad de las evaluaciones en el entorno virtual. En conclusión, la transición de la virtualidad a la presencialidad ha evidenciado significativas limitaciones académicas en los estudiantes, especialmente en cursos prácticos, atribuidas a la escasa interacción

directa en el ambiente virtual, lo que ha resultado en un perfil académico inferior en comparación con aquellos que mantuvieron una formación presencial continua.

Palabras clave calidad educativa, técnicas de aprendizaje, educación presencial.

Introduction

Educational quality is closely linked to learning, as all actions developed within educational institutions depend on it. The fundamental goal of these actions is the students' learning and the comprehensive development of the individual, based on the assumption that the school and the individual must integrate into a single reality. This integration implies a process of personal transformation stemming from the social environment, aligned with the individual's own expectations for continuous growth, expressed through sensations and emotions mediated by reason.

Learning techniques constitute strategies developed by humans to effectively, efficiently, and usefully approach various activities, optimizing time and achieving proposed objectives. The selection of effective techniques must consider the particular characteristics of each member of the educational community. As Ricardo et al. (2023) assert, the best technique is one that adapts to student diversity, fostering thinking skills and promoting discovery-based learning. This approach leads to an integral process in which teaching, research, and learning naturally intertwine, emerging from the everyday experiences of learners. Furthermore, the authors highlight that the most effective teaching occurs through imitation and contagion, when students adopt the attitudes and values of motivated and committed teachers, thereby consolidating an institutional culture based on example and coexistence.

In recent years, humanity faced one of the most severe health crises in recent history: the COVID-19 pandemic. This situation highlighted the global lack of preparedness to respond to emergencies of such magnitude, affecting various sectors beyond health, including education. In response, urgent measures were adopted, such as those established in Supreme Decree No. 094-2020-PCM, which redefined social interaction and restricted citizen mobility (El Peruano, 2020).

The educational sector was one of the most affected, as it was forced into accelerated and, in many cases, improvised virtualization. While educational institutions migrated to digital environments, not all were able to adapt quickly, leading to some closures, the exclusion of students without access to adequate devices, and the unemployment of teachers. This abrupt transition represented a significant challenge, especially for those who began their university training remotely and had to integrate into in-person attendance in 2022 without prior experience in this modality. Direct entry into advanced cycles created gaps in the perceived quality of teaching and evaluation processes.

Galioto (2022) emphasizes that educational quality is intrinsically linked to the personal and social development of the student, dimensions that were adversely affected by isolation and the lack of direct interaction during the pandemic. These conditions significantly impacted academic performance and the comprehensive training of university students, highlighting the need to rethink pedagogical strategies in the post-pandemic context.

Similarly, Martínez et al. (2020) conceptualize educational quality as a set of processes aimed at the personal and integral formation of the individual and social development. However, this vision was compromised when education moved to a virtual environment that did not adequately replicate direct interaction, fundamental for collaborative work and social development. In many cases, learning was replaced by the instrumental use of digital resources during evaluations, prioritizing credential attainment over meaningful knowledge acquisition. This resulted in an academic formation that, although formally valid, lacked the expected rigor.

The transition back to in-person education has revealed the consequences of this situation, especially among students who began their university studies virtually. Bernate et al. (2020) highlight that educational quality directly impacts students' quality of life and, by extension, society. Likewise, Díaz Dumont et al. (2022) argue that educational quality is a social act that fosters personal and national development. However, in a pandemic context, social interaction and relationship opportunities were limited, affecting these processes. Despite states' efforts to maintain educational quality, current results indicate that these strategies were not entirely effective, which is reflected in the evident academic inconsistencies among students returning to classrooms.

In this framework, the growing educational demand from young people migrating from their home regions to cities presents additional challenges for providing quality in-person university education. However, this situation does not negate the need to offer virtual education programs, as it constitutes a right for those unable to physically attend educational centers or who prefer a flexible modality, as asserted by Riveros et al. (2024).

Nevertheless, the importance of the in-person modality in this context demands that access to quality university education, with appropriate methodologies and a student-centered approach, be an unavoidable

responsibility of higher education institutions. Therefore, those with deficiencies in their training proposals must review their curricula and processes to ensure continuous improvement, as noted by Cedeño-Jama (2022).

In the university environment, two main educational modalities coexist: in-person education, which requires physical interaction between teachers and students in a specific space and time, and distance education, which relies on technologies to transmit knowledge from the institution to the student's place of residence, allowing flexibility, as expressed by Pattier and Ferreira (2023).

Considering the above, university teachers have identified various shortcomings in the performance of students returning to in-person education. For example, in the Faculty of Communications at the Universidad Privada del Norte (Comas campus, Lima), professors have reported low academic performance. This is attributed to both the lack of direct interaction during confinement and the limited experience in using fundamental tools for their training, such as cameras, recording studios, or television sets. These limitations are reflected in the results of evaluations conducted by teachers. In this regard, teaching strategies are closely related to the teaching methodology, whose primary function is to ensure the achievement of learning objectives (Pamplona et al., 2019). Likewise, Gutiérrez (2018) points out that these strategies represent concrete evidence of the assimilation of the educational process.

Méndez et al. (2023) explain that in-person and virtual environments present structural differences that directly influence learning. While in-person education allows for direct and continuous interaction, virtual education reconfigures the teacher's role toward a more instrumental approach. In this context, an evolution from Information and Communication Technologies (ICT) to Learning and Knowledge Technologies (TAC) is proposed, aiming to integrate technology into the in-person classroom to enhance learning.

Therefore, the primary objective of this article is to describe and analyze the perceptions of teachers in the Faculty of Communications at the Universidad Privada del Norte regarding educational quality and learning techniques applied to students who completed their initial university cycles in a virtual modality and have recently transitioned to in-person attendance, many of whom had not physically attended university until the fifth or sixth cycle. The research aims to identify how teachers assess academic performance, the competencies developed, and the challenges faced by these students in the post-pandemic context.

The guiding question of the study is: How do teachers perceive educational quality and learning techniques in in-person students who, due to the pandemic, completed much of their university training virtually? A sub-question is proposed: What experiences do teachers report regarding the observed changes in student engagement, practical performance, and participation after returning to in-person education? In this sense, it is hoped to contribute evidence regarding the academic and formative status of these students, thus aiding in the understanding of emerging gaps and needs in higher education following the health crisis.

Methodology

This study adopted a qualitative-phenomenological approach, aimed at exploring in depth the teachers' perceptions of educational quality and the learning techniques employed with university students in the post-pandemic context. This approach is pertinent for understanding the lived experiences and meanings that participants attribute to a specific social phenomenon, such as the impact of COVID-19 on in-person education.

The study population consisted of students enrolled in the 2023-1 academic cycle in the Faculty of Communications at the Universidad Privada del Norte—Comas Campus, specifically those belonging to the Audiovisual Communication and Digital Media program (n = 999), who completed their initial cycles virtually. Additionally, 50 teachers from the same faculty who taught in-person classes to this cohort were included.

A purposive sampling method was used, selecting a focus group of 10 students who began their education during the pandemic in virtual mode and 8 teachers who maintained direct contact with these students upon their return to in-person classes. Inclusion criteria were based on the convenience and representativeness of experiences associated with the post-virtual educational transition.

The primary data collection technique was in-depth interviews, which allowed for detailed and contextualized discourses on participants' perceptions and experiences. An unstructured guide was employed, providing flexibility in question formulation and facilitating the exploration of emerging dimensions during dialogue. This strategy enabled the capture of the complexity of the phenomenon from a subjective perspective, characteristic of a phenomenological approach.

The interviews were recorded, transcribed verbatim, and organized using Atlas.ti, a specialized qualitative analysis software that allowed for coding, categorizing, and linking units of meaning present in the textual corpus. The use of this software strengthened the traceability of the analysis, the systematization of patterns, and the transparency in data interpretation.

For the analysis, a thematic coding structure was applied in three phases, according to the model proposed by Strauss and Corbin (2002):

1. **Open coding**: Line-by-line analysis of the transcriptions to identify key concepts, recurring expressions, and significant units related to educational quality, learning techniques, and the profile of post-pandemic students.
2. **Axial coding**: Establishing relationships between emerging categories and subcategories, considering shared properties and dimensions.
3. **Selective coding**: Integrating and refining central categories to construct a coherent narrative that articulates the main findings of the study.

To ensure the credibility and validity of the findings, various validation criteria were applied:

- **Data triangulation**: Comparison between the perceptions of teachers and students, enriching the analysis and providing greater depth to the interpretation of the phenomenon.
- **Theoretical saturation**: Determining the point at which the incorporation of new data does not contribute substantially different categories, ensuring analytical robustness.
- **Inclusion of verbatim quotes**: Representative excerpts from the discourses of teachers and students were integrated, a key resource in phenomenological studies to faithfully reflect the participants' voices.

Additionally, a peer review process was implemented within the research team to verify the coherence of the categories, minimize potential interpretative biases, and strengthen the reliability of the analysis.

Finally, the results are presented in a descriptive and interpretative manner, not only showing the emerging categories but also the context and meanings attributed by participants to their experiences during the transition from virtual to in-person education.

To facilitate analysis, the questions used in the interviews were grouped thematically. Table 1 shows this categorization, evidencing the relationship between the formulated questions and the analytical dimensions defined in the study.

Table 1

Questions by category and subcategory

Category 1 **Educational quality**			*Category 2* **Learning techniques**		
Subcategory 1: **Teacher leadership**	*Subcategory 2:* **Curriculum content**	*Subcategory 3:* **Instructional design**	*Subcategory 1:* **Teaching methods**	*Subcategory 2:* **Teaching materials**	*Subcategory 3:* **Resources used during cognitive processes**
Questions for students					
In a complicated situation where your teacher's leadership should have been evident, how was their performance in the case presented? Please	Do you believe that the classes you received virtually utilized technological tools that stimulated or motivated your learning? Please comment with an example.	Do you consider the evaluation methods applied by the teacher appropriate and helpful in your virtual learning process? Please comment with an example.	Do you think your teacher applied suitable teaching methods for your learning, allowing you to achieve the desired results from the virtual classes? Please comment with an example.	Was the teaching material used by the teacher in your virtual classroom or live class adequate or relevant to your learning process? Please	Did your teacher provide adequate feedback confirming that you had assimilated the learning process? Please comment

comment with an example.				comment with an example.	with an example.
Questions for teachers					
Do you think the leadership you apply now in in-person mode is the same as that used in virtual mode, considering the current profile of post-pandemic students? Please comment with an example.	Do you consider that topics covered virtually are assimilated by students in the same way as when taught in person? Please comment with an example.	Do you believe that the teaching-learning techniques applied to virtual students are assimilated with the same intent as those applied in in-person mode? Please comment with an example.	Do you think that evaluations conducted with students in virtual mode have the same level of complexity as those conducted in-person? Therefore, do they reflect an adequate academic profile of the student? Please comment with an example.	Do you think that the teaching material used for your in-person class achieves the same learning objectives as that used in virtual mode? Please comment with an example.	Do you believe you can provide adequate feedback to students based on their performance in both virtual and in-person teaching-learning processes, considering the course profile you teach? Please comment with an example.

Results

This section presents the findings derived from in-depth interviews conducted with students and educators, contrasting their perceptions of educational quality and learning techniques following the transition from virtual to in-person instruction.

Student perceptions

The results indicate that the majority of students perceived a lack of instructional leadership during the virtual modality. One participant expressed: *"In the virtual environment, I felt that the teachers were just as lost as we were. Sometimes they didn't even know how to use the platform and only read from slides without motivating us."* This perception is attributed, in part, to the high student-to-teacher ratio in classes, as well as the limited effectiveness that interviewees felt characterized virtual teaching.

Regarding the use of technological tools, most students indicated that these were not employed effectively. Although some educators did integrate audiovisual and interactive resources, many replicated traditional teaching methods without adapting them to the digital environment: *"Only a few teachers used videos or interactive platforms, but most did the same things as in face-to-face classes, just behind a screen, which was very boring."*

Concerning evaluation methods, most students believed that these did not allow for the verification of actual learning or the prevention of plagiarism. Practices such as deferred exam submission and assessment based solely on written assignments were observed: *"Many just assigned tasks to upload to the platform. There was no control over whether you did it yourself or copied it. I even saw classmates submitting the same file under different names."*

Almost all students stated that the teaching methods were inadequate, especially in programs with a high practical load. There was a clear limitation in applying technical knowledge: *"Our major is audiovisual. How do you learn to record or edit if you never touch a camera? It was frustrating."*

However, participants appreciated that the instructional materials provided by some educators were relevant, especially in theoretical courses. They positively highlighted the commitment of certain professors: *"There was a teacher who always engaged us in debates on Zoom, called us by name, and insisted that we turn on our cameras. She really made a difference."*

Regarding feedback, more than half of the respondents expressed that it was insufficient or unclear, and that there was less interaction compared to in-person classes: *"We submitted our assignments and only saw the grade. Sometimes we didn't even know what we had done wrong."*

Overall, student voices reveal an educational experience affected by a lack of instructional leadership, inadequate technological integration, and insufficiently rigorous evaluation methods. All of this negatively impacted practical learning and pedagogical interaction, underscoring the need for more adapted and active teaching strategies, particularly in technical or creative fields.

Teacher perceptions

Teachers unanimously noted that pedagogical leadership was weakened during the virtual modality, primarily due to the loss of direct contact with students. The inability to interpret verbal and non-verbal cues hindered the teaching process: *"In-person, I can read the students' faces, know if they understand or are lost. In virtual, it felt like speaking into a void, with everyone's cameras off."*

All teachers maintained that the assimilation of theoretical and practical content was not equivalent across both modalities. While it was recognized that certain theoretical content could be addressed remotely, teaching practical skills presented significant limitations: *"In theory, they can read and complete assignments, but in practice... they never touched a console or a camera, and now they don't even know how to turn it on."*

Moreover, all teachers asserted that teaching and learning techniques were not assimilated in the same way during virtual instruction. They emphasized their preference for in-person teaching due to the richness of the educational environment: *"We tried to adapt, but virtual learning limits us a lot. You can't teach video editing just with PDFs."*

Regarding evaluations, teachers noted that these were less demanding and more flexible during virtual instruction, primarily due to the difficulty in verifying authorship of assignments and applying practical assessments: *"We lowered the difficulty. In virtual, we didn't know if they were doing it themselves or someone else was. We couldn't administer practical exams."*

On the topic of instructional materials, most agreed that resources available in the in-person modality were richer, more varied, and aligned with learning objectives, especially in courses with a technical component: *"The content in virtual was more theoretical. Here (in-person), we can show how to use a drone, how to make a shot... that's not achievable on Zoom."*

Finally, most teachers concurred that virtual feedback lacked the impact of in-person feedback, although some acknowledged that its effectiveness also depended on the type of course: *"Feedback in person is immediate. In virtual, sometimes days would pass before they responded or read your comments."*

These perceptions highlight a consensus among teachers regarding the limitations of virtual learning, particularly in practical instruction. They emphasize the loss of pedagogical control, the diminished connection with students, and the need to implement hybrid models that effectively combine the use of ICT with the richness of in-person interaction.

Discussion

The findings of this study reveal a significant convergence in the perceptions of students and educators regarding the educational experience during the virtual modality and its impact on the return to in-person instruction. This alignment of perspectives is crucial for understanding the deficiencies and challenges faced.

In the subcategory of instructional leadership, while a minority of students perceived some level of support, the majority agreed with educators that leadership was neither adequate nor effective in the virtual environment. This observation aligns with the assertions of Talledo et al. (2023), who emphasize that effective instructional leadership entails continuous and comprehensive support for students throughout their education—a quality that was not fully evidenced in the context studied.

Regarding curricular content and technological tools, there is strong agreement: the vast majority of students and nearly all educators noted the inadequate application of technological tools during the virtual modality, as well as a diminished assimilation of topics compared to in-person instruction. This contrasts with the recommendations of the National Commission for Continuous Improvement of Education (2022), which underscores the need for updated content and the promotion of meaningful learning—elements that, according to the results, were not fully reflected in the virtual experience.

Concerning teaching and learning design, more than half of the students criticized the effectiveness of evaluation methods in the virtual context, a perception supported by all educators, who asserted that teaching techniques were not assimilated in the same way in the virtual environment as in person. This close relationship between both perspectives suggests a gap with the regulations that, as noted by the Universidad Andina del Cusco (2022), should guide and ensure the educational intentions of courses, which were not satisfactorily met.

Regarding teaching methods, all students and nearly all educators agreed that the methods employed during the virtual modality were not fully functional. Specifically, it was highlighted that evaluations in the virtual setting exhibited a lower level of complexity and demand. This finding contrasts with the view that teaching methods should consolidate student knowledge and learning comprehensively (Villagómez, 2019)—an aspect that was not reflected in the obtained data.

In the subcategory of instructional materials, while the majority of students considered the materials adequate, most educators expressed that these did not meet desirable standards and could have been improved in an in-person context. This discrepancy highlights the tension between student perceptions of sufficiency and the pedagogical ideals of educators, discussed in light of Mazón et al. (2022), who emphasize that instructional materials should enhance teaching and be coherent with course objectives—something that was not fully achieved from the educators' perspective.

Finally, regarding the resources employed during cognitive processes, both students and educators largely agreed that feedback was less effective in the virtual modality than in person, which allows for deeper interaction and the opportunity for students to ask additional questions, enriching the process. This observation underscores the importance of adequate feedback for the improvement and assimilation of knowledge, as highlighted by Castro and Moraga (2020).

Conclusions

The results of this research, based on the analysis of perceptions from both educators and students, allow us to conclude that the forced transition to virtual education during the pandemic had a significant impact on the academic profile of students in the Faculty of Communications, particularly among those who later returned to in-person instruction. The observed deficiencies are not limited to the nature of the learning environment but profoundly affect the quality of pedagogical interaction, the development of practical skills, and the consolidation of essential competencies for professional training in this field.

The virtual modality, often characterized by the absence of visual and verbal contact—referred to as “black screens”—severely limited educators' ability to closely monitor the learning process, negatively affecting timely feedback and the dynamic adaptation of teaching strategies. This pedagogical disconnection proved especially critical in subjects of a practical and collaborative nature, typical in the field of communications, where working with equipment, body language, and interpersonal interaction are central elements of training.

Despite the relevance of these findings, the study presents some limitations. First, the analysis is based on a qualitative exploratory approach, focused on a sample limited to a single faculty, which restricts the generalizability of the results to other academic contexts or disciplines. Additionally, the post-pandemic timing and the inherent subjectivity of the perceptions collected may influence the evaluation of the educational experience lived.

In light of this, future research is recommended to expand the sample universe and incorporate mixed methodologies that combine qualitative perceptions with quantitative indicators of academic performance, competency development, and employability. Moreover, comparative studies between faculties with different practical loads in their curricula would be pertinent, as well as longitudinal research analyzing the medium- and long-term impact of virtual training on graduates' professional profiles.

Ultimately, these findings should be interpreted not only as a warning but also as an opportunity to rethink teaching models. The strategic incorporation of digital tools, combined with in-person spaces that prioritize direct interaction and practical learning, can contribute to a more integrated and resilient education. The challenge lies in building a hybrid educational model that not only responds to contingencies but capitalizes on the lessons learned to strengthen the quality and relevance of higher education.

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