

University term papers during pandemic: experiences in the virtual classroom

El trabajo recepcional universitario en pandemia: vivencias en el aula virtual

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Abstract

The article explores the perceptions of the actors within their formative process, especially those they experienced in the elaboration of the protocol and of their term papers for undergraduate students, within the framework of the virtual classroom, for the COVID-19 pandemic. Thus, what they experienced in the face of the requirements imposed by the teacher, as well as the lack of methodological support and consultation by thematic expert professors, in order to comply with the objectives of the subjects and the Degree Regulations. The fundamental objective of the study was oriented to show the feelings, the obstacles, the skills developed and the challenges that have occurred when moving towards the virtual modality of the students and the achievement of their reception work. The applied methodology was the content analysis with mixed design and with the support of a questionnaire applied to the actors, which allowed the systematization to graph. First-hand evidence is provided to decision makers for methodological improvements, including what is required, effort and continuity of work that contributes to the quality indicators of undergraduate programs.

Feeling before changes, Significant obstacles, Developed competencies, Challenges towards a training process

Resumen

El artículo explora las percepciones de los actores dentro de su proceso formativo, en especial de lo experimentado en la elaboración de la propuesta de investigación dentro del aula virtual, por efectos de la pandemia COVID-19. De lo experimentado frente los requerimientos impuestos por el mismo docente, como de la falta de un acompañamiento metodológico y de la consulta de profesores expertos temáticos. Con la finalidad de que se pudieran dar cumplimiento a los objetivos de las asignaturas y del mismo Reglamento de Titulación. El objetivo fundamental del estudio se orientó a evidenciar el sentir, los obstáculos, las competencias desarrolladas y los retos que se tuvieron que producir al transitar hacia la modalidad virtual de los estudiantes y al logro del trabajo recepcional. La metodología aplicada fue el análisis de contenidos, con diseño mixto y con apoyo de un cuestionario aplicado a los actores de esta modalidad, lo que permitió la sistematización y graficar. Se contribuye con evidencias de primera mano para los tomadores de decisiones para mejoras metodológicas, entre lo exigible, esfuerzo y de continuidad de los trabajos que contribuya a los indicadores de calidad de la eficiencia terminal de licenciatura.

Sentir ante los cambios, Obstáculos reveladores, Competencias desarrolladas, Retos hacia un proceso formativo

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Introduction

On April 17, the National Association of Universities and Higher Education Institutions (ANUIES) in México, presented and made its own the document that synthesized the vision of the State Department of Higher Education (SEP), the document called "Responses of Public Institutions of Higher Education in Mexico to face the Covid-19 crisis" (ANUIES, 2020). This document communicated the actions to be implemented in terms of: 1) support to health authorities and assistance to the population; 2) continuity of the substantive functions of Higher Education Institutions (teaching, research and dissemination of culture) with the support of a wide range of technological tools, and 3) a tentative scheme to promote an ambitious project to link with the productive sectors to detonate potential of local economies.

The problem being studied derives from the abrupt change experienced due to the ignorance of regulations, content, methodological aspects, and the improvisation of new teacher assignments in the subjects, causing inconsistencies, lack of support and communication with the students of Seminary I and Seminary II subjects, which led to conflicts with students and teachers

The thematic importance focuses on the reflection on the epidemiological situation that the Juárez Autonomous University of Tabasco (UJAT) is facing as an institution of higher education. The transition from the classroom space to the virtual classroom and the new challenges that must be faced by students, teachers and administrative authorities are analyzed.

This paper presents the problems faced by educational actors at a higher level; it seeks to show the feelings of the actors from the stage of the training and accompaniment process in the elaboration of a term paper as an option to get the degree in undergraduate programs.

As foundations in the University, let us consider the transition from the face-to-face classroom to the virtual one due to the contingency of Covid19, which reason for using of online platforms since 2020, this undoubtedly marks a precedent in higher education for our pedagogical practices and in the application of current educational systems.

It is undeniable that the social and economic inequalities that have stroke the educational attention of students who have arisen as academic victims of this pandemic. The need and urgency that arose from the current health emergency, made the federal and state government authorities close the doors of educational institutions as a measure to mitigate the effects of the pandemic, as stated by international organizations "has been affected 94% of students worldwide" (UNESCO, 2020).

As Amuchástegui, and Renna (2020) well assert "the flame of education cannot be extinguished and even in this context of extreme emergency, it must be guaranteed as a fundamental human right".

The challenge in these last months of confinement, in the UJAT's Business School, is to direct efforts towards a process of modernization of the school and administrative systems, which should allow with efficiency and quality to provide both administrative and teaching services without expose the university community, resorting to the use and improvement of information and communication technologies to interact effectively with the university community.

Regarding the transition to the virtual classroom, the UJAT Rector (Narváes, 2021), highlighted in his report the alliance with the Microsoft Teams company, through which it has allowed to host 8,167 online classrooms, where more than 42 thousand students were taking classes during the confinement. To know the perception of students about the sudden way of receiving classes, the need arises to investigate the perception of them and their achievements.

Harden and Crosby (2020) propose new roles for faculty, and ther are described in table 1.

Provide Support				
In the accompaniment		In the learning		
Evaluation Process	Evaluator	Facilitator	Model	Virtual Classroom
	Of the students	In the accompaniment	Hybrid	Virtual Classroom
	Self-Evaluator	In Learning	Virtual	
Experience	Curriculum Planner	Educational Resources Generator	Information provider	Expertise
Teacher Virtual	Of the subject	Study guides	Master Classes	Classroom
		Teaching material generator	Supports audiovisual	Virtual

Element Producer

Table 1 Faculty functions in virtual rooms

Source: Adapted from (Harden, Crosby, 2020, p323) New roles in teaching

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The table shows the six stages that must be taken into consideration in relation to the functions that a university professor must perform under the current circumstances, of emigrating from the physical classroom to the virtual room. First, we must be aware that this is a new way of teaching at the university level where the virtual is considered as a reference towards the development of the dynamics of the teaching-learning process. Secondly, referring to the virtual classroom expertise; thirdly, a strong focus on being the producer of the elements that our educational resources provide; and fourthly, the need to develop virtual teaching expertise as a planner and coordinator of the subject; in addition to being aware of the evaluative process both for students, as well as self-evaluation of the curricular application; Finally, perhaps the most important part of the process of providing support, accompaniment in learning.

Identified Academic Problem

Based on the survey inquiry carried out in the first school year of moving from the classroom space to the virtual space (March-June 2020), on the situation that the Business School (DACEA) is going through, the first referenced data provided by the students was accessed. students and teachers, on the learning conditions experienced, which allows the sustenance and the bases to deepen in the lived experience.

Let us detail the first data obtained, clearing up that it was not a change in the study modality, it was an emerging adjustment to it due to the prevailing health context, where the use of information and communication technologies was decided. However, due to the abruptness of the change, certain circumstances were experienced, perhaps due to:

- Ignorance of online class regulations and methodology.
- Lack of content resources.
- Improvisation, which has caused inconsistencies.
- Lack of support and communication with the students.

Those features affected the teaching process of the subjects like Seminar I and Seminar II, which led to conflicts with students and teachers, while researching and structuring their term papers required on these subjects.

In addition to the fact that under the current circumstances, fulfilling the requirement of trust and connection with the different productive entities for the adequate gathering of the information has become difficult, so the validity of the research to get a satisfactory paper review has become a problem for students. This situation led some of team to leave the courses.

The most immediate impact on students has been the temporary closure of face-to-face activities in the Business school, particularly of those who are coursing the last school cycles and who are about to finish by carrying out a term paper review and publication to obtain a university degree. This situation must be addressed and rethought through strategies aimed at methodological support by specialist professors in their area of knowledge.

In relation to the faculty, it currently experiences important changes and the effects of moving from the face-to-face classroom to the virtual classroom, in addition to the low hiring of temporary part time professors, that directly affects the academic assignments of part-time teachers and full-time teachers, by assigning them subjects out from the knowledge area. On the other hand, the most evident impact continues to be the expectation of the continuity of the teaching activity under the virtual modality.

Regarding the object of study, in the first survey carried out, the curriculum established that students in school must course two subjects focused on the outline and the development of term paper according to the selected modality, the compliance of this the degree regulation was analyzed. The following situations were detected under the survey of the participating actors:

Students	Teachers
- Due to the situation of going to the virtual classroom, it was improvised in the didactic planning.	- Assignment of these subjects for the first time, due to administrative situations.
- They stated that they were taught the subjects by professors from other fields of knowledge outside the economic and administrative sciences	- It was improvised in the structure of the research proposals due to the situation, not being in accordance with the regulations and methodological structure.

Table 2 Detected problems

Source: Taken from the survey answers given by faculty and students on October 2020.

Shows the approach to the problematic situations currently faced by both the students and the faculty who teach these subjects. It is highlighted the assignment of professors with other academic studies outside of the economic-administrative sciences, which brought conflict and the students course withdrawal, as well as the assignment of professors for the first time, which caused improvisation and did not consider continuity as a strategy which ensures significant progress towards students' graduation.

According to ANUIES, “of the total number of young people who start an undergraduate program in Mexico, only 50% finish and get the degree, and this percentage varies depending on the support regime of the educational institution” (ANUIES-Diagnosis,2009-2020. pp.38-42)

Objectives

The main objective of the study was oriented to identify the feelings, obstacles, developed competences and challenges that have occurred when moving towards the virtual modality of the students towards the achievement of a reception work.

The following specific objectives were set:

To know the perception of students about the knowledge constructed through the teaching orientation towards the preparation of the term paper and their experience in the virtual classroom.

Describe the factors that influenced the teachers' performance during their interaction towards tutoring students to write their term papers, as well as their perception of the experience.

Relevance

This research is based on stating the practice of both students and faculty in compliance with developing a term paper that allows them to present, support and obtain the university degree in times of confinement through interaction in the virtual classroom.

This raises challenges focused on complying with the support and orientation of the possible qualification of the students for term paper development. The experience obtained based on these types of studies, allows us to review and analyze the study phenomena and the way they are developing from the perspective of the actors, the performance of these subjects, the didactic intervention and interaction of the teachers and, of course, what difficulties the student faces.

This prevailing situation creates a scenario to externalize leadership, creativity, and innovative capacity as faculty, to create new learning environments for students and thus guarantee the continuity of the methodological accompaniment process with the support of expert professors in the knowledge area.

Literature review

Regarding the conceptual theoretical foundation, let's start by citing the following scholars who have evidenced referential data such as Lloyd (2020. pp.115-121) “... provides recent data showing that not all students are in a position to comply with their school duties and concludes that the historical inequity in the Mexican Educational System is exacerbated by this rapid migration of courses”.

On the other hand (Mendoza, 2020. pp.92-102) "... warns that the budget for higher education, channeled through publicly supported universities, especially large federal universities, has been in a virtual freeze". He also recognizes that the cuts implemented by the denominated government of the fourth transformation were already affecting the education sector when the pandemic struck and severe budget cuts were ordered, which does not herald opportunities for growth in a post-Covid environment of economic recession.

It should be noted that at this time Higher Education Institutions are in an unprecedented situation of vocational training education, since it has been easy to find recent references that support better-founded decision-making. However (Barrón, 2020. pp.66-74) gives an account of the experience at National Autonomous University from Mexico (UNAM) and highlights agreements that could guarantee and maintain an operational minimum. However, UNAM does not personify the operating regularity of Mexican higher education; in fact, it is rather the exception, and these experiences, undoubtedly inspiring, are difficult to replicate in smaller HEIs, with other purposes or operational profiles.

Under this new normality experienced in higher education, we are obliged to transcribe the following conceptualization:

How is the virtual classroom conceived?

As a didactic strategy in a world transformed by COVID-19, with educational purposes that allows managing all the characteristic activities of teaching and learning of a subject or course (García Aretio, 2020. pp. 22-37)

Regarding the didactic strategy, understood as mediated by information and communication technologies, for the virtualization of the teaching-learning process (Sánchez, Olmos, García, 2017. pp. 73-92)

In relation to digital transformation, such as technological adaptation to provide access to data and networks, as well as to conduct videoconferences, using collaboration tools and cloud services (Anscombe, 2020. pp.5-10).

Regarding higher education in Covid-19, as a human right and as part of the very nature of the individual, so the State has the duty to make education available to all (Contreras, Cortina, Saint, 2021. pp. 1-23).

Research method

Intending to detail the experiences of both students and university faculty in the process of transition to the virtual classroom and specifically regarding the subjects where the student has to elaborate their outline and then continue with the development of their term paper, two questionnaires were developed, the first of 13 questions for students and the second of 16 for teachers, seeking to inquire about the following aspects:

Students' perception

Analysis category

1. Toward developing a term paper.

Definition	Work strategy
Proper use of an analytical and explanatory document in which students express a particular vision on a topic, present ideas, reflections, and points of view	<ul style="list-style-type: none"> • Formative sense of the document • Basic criteria of the paper • Characteristics for its elaboration • Paper examples.

2. Curriculum and degree regulations

Definition	Work strategy
Understanding of the bases and general criteria that regulate the degree processes and compliance with the programs of the Seminar I and II subjects	<ul style="list-style-type: none"> • Regulatory dominance was shown • Subject knowledge Review and revision

3. Features and paper requirements

Definition	Work strategy
It showed information about the stages of the process, its elements and guidelines for writing, correcting according to the APA format.	<ul style="list-style-type: none"> • Standards-Supported Exemplification • Indications to be subject to the rules • Ways of information collection • Indications on the research systematization

4. Effects perceived by students

Definition	Work strategy
Perception that students of Seminary I and II subjects have regarding their transition in them.	<ul style="list-style-type: none"> • Course approach. • Interaction between teacher and students.

Table 3 Categories definition, and work strategy for and work strategy for students

Faculty Perception

Analysis category

1. Virtual classroom experience

Definition	Work strategy
Reserved space for the exclusive use of teachers and students enrolled in a subject that enables the development of the learning process.	<ul style="list-style-type: none"> • Poor exercise for students • It takes time and dedication • Development of skills in the management of the platform • Poor quality of services

2. Subject assignment to professors

Definition	Work strategy
Time distributed in class periods that the teacher dedicates to the direct attention of his students in pedagogical activities	<ul style="list-style-type: none"> • Assignments without considering the educational trajectory • Assigned subjects, without previous experience • Conflict with the new subjects • Application of learning strategies

3. Teacher’s perception on the experience

Definition	Work strategy
Space that implies a change of perspective on the classroom.	<ul style="list-style-type: none"> • Difficulties • Achievements • Frustration • Effects of lack of continuity

4. Methodological support and tutoring

Definition	Work strategy
Sum of actions that during a certain time and generally of a tutoring nature is carried out to advise	<ul style="list-style-type: none"> • Improvement strategies • Benefits of having thematic advisory professors • Benefits of making a paper outline • Contribution of reception work

Table 4 Categories, definition, and work strategy about faculty perception

Source: *selfmade by Researchers*

Most questions were multiple-choice (13 for students and 16 for teachers) that required a numerical response, while 12 questions were open-ended that served as an analytical basis to be integrated into the quantitative results (6 toward students and 6 towards teachers).

The considered criteria for the structure and application of the opinion questionnaires was through the online survey platform Google Forms and the invitation to participate was distributed among professors of Seminar I and II subjects and students who have taken these subjects in 2020 and first semester of 2021, taking as support the email directory of the Microsoft Teams platform that is currently used at the institution.

The survey was available in the platform from March 4 to April 20, of 2021. 20 questionnaires were answered with responses from the teachers who have participated in these subjects corresponding to the both semesters of 2020, and the first semester of 2021; 193 students were also surveyed, giving a total of 213 participations.

Students			
Analysis Scope	Multiple choice questions	Open-ended questions	Participants
Guidance for the preparation of the term paper	4	2	193
Knowledge of regulations and Curriculum	3	1	
Characteristics of the production process	4	1	
Perceived effects	2	2	
TOTAL	13	6	
Faculty			
Analysis Scope	Multiple choice questions	Open-ended questions	Participants
Virtual classroom experience	4	1	20
Academic assignments effect	4	2	
Teacher perception facing the virtual classroom	4	2	
Methodological and advisory support	4	1	
TOTALES	16	6	

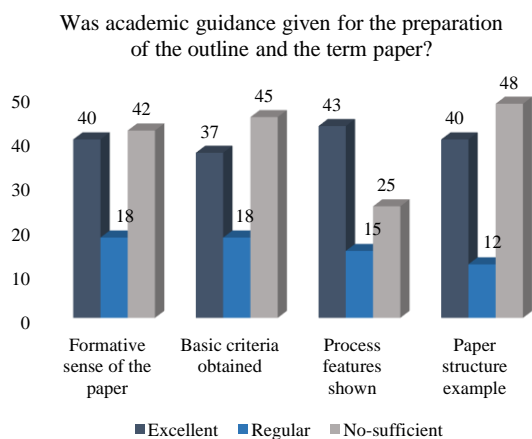
Table 5 Scope of analysis, number of questions and participants

Source: *Survey results applied in October-November 2020 and May- June 2021*

The table shows the scope of analysis considered in the applied questionnaires and the number of questions. The sample considered was made up of 193 students who participated corresponding to the second school semester of 2020 and the first semester 2021 of Seminar I and II subjects, as well of 10 research professors who have taught these subjects, as well as 10 who have been assigned to them lately. Let us start from the premise, as they affirm (Zubillaga, Gortazar, 2020, pp.23.27), that distance education implies the planning and design of online teaching and learning experiences. However, the speed with which higher education institutions had to adopt the measure of closing classrooms did not leave a chance to carry out these tasks.

Results

The results obtained based on the application of the survey are as follows:

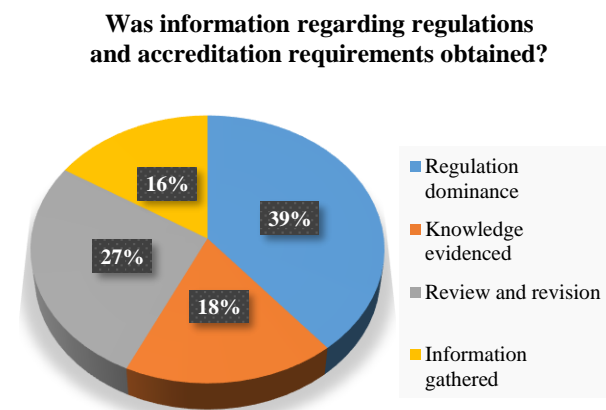


Graphic 1 Academic orientation
Source: Results, applied survey 2020 and 2021

As shown in figure 1, the sum between excellent and regular 58% was given an informative and adequate sense on the basic criteria on the formative aspect of developing both the protocol and the reception work, however, a 42% made it clear that this didactic sense was not obtained for the preparation of said documents. Regarding whether basic criteria were obtained for choosing the topic, 45% made it clear that they were insufficient against 55% between excellent and fair. Only 45% of the teachers complied with giving the essential characteristics of the process in accordance with the regulations and it is noted that 48% of the teachers did not exemplify the structure of the paper and did not present it.

The data for the figure were taken from the results of the application of the questionnaires in the months of March - April 2021.

Category: Knowledge of regulations and curriculum

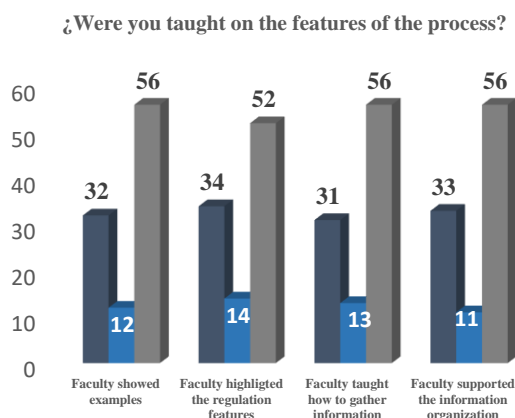


Graphic 2 Information given by the professors
Source: Results, applied survey 2020 and 2021

Regarding the information that teachers must provide during the development of their activities, the students emphasized that only 39% showed mastery of the current normative aspects of the school regulations, 27% proceeded during the school year to make periodic reviews in the virtual classroom, which served as the observations that they made to the reinforcement companions for our work, which allowed a learning process.

From the opinion of the students, only 18% of the teachers demonstrated full knowledge of the subjects, which from their point of view caused improvisation to develop both the protocol and the degree seminar. In relation to providing information of normative interest and compliance, 16% students stated that only a few teachers had this knowledge capacity since they have been the ones who have traditionally been teaching these subjects. The data for the figure were taken from the results of the application of the questionnaires in the months of March - April 2021.

Category: Outlining features of the term paper

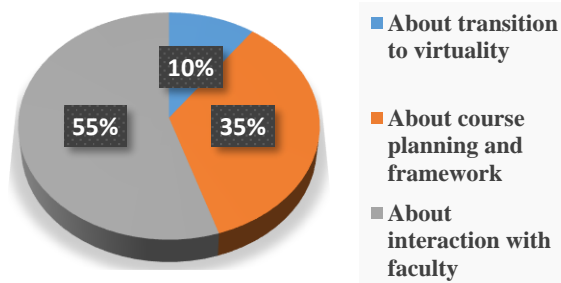


Graphic 3 Process features
Source: Results, applied survey 2020 and 2021

As can be clearly seen in the figure 3, the results were constant with slight variations: the constant prevailing between 52% to 56% that most of teachers of these subjects did not show interest in supporting, and that it also called the attention that they had PhD from other areas of knowledge (Biologist, Social Anthropologist, Lawyers). The second constant was reflected between 31% to 34%, where students expressed their satisfaction about the characteristics that they should have during the process of outlining their documents, where by open question they stated that the experience of teachers in the area of knowledge was detected of administrative economic sciences and that was most useful to them at the time of delimiting the literature review. Finally, a constant of 11% to 14% of students stated that there were teachers who poorly instructed, showing a clear improvisation and many classmates also left the course due to the troubles with teachers. The data for the figure were taken from the results of the application of the questionnaires in the months of March - April 2021.

Category: Perceived effects by students

¿How was the interaction with professors?

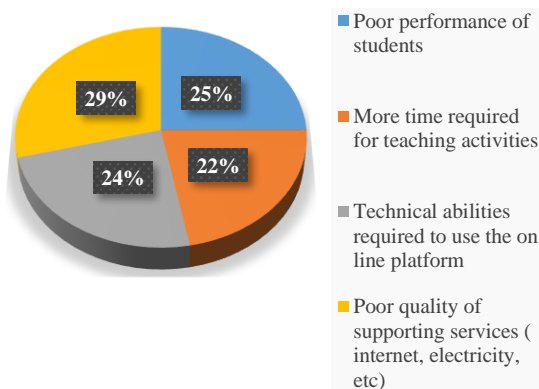


Graphic 4 Students Perception
Source: Results, applied survey 2020 and 2021

Responses from the students shown in figure 4, conclude that 55% of the opinions of the students were approached as bad and unpleasant by the interaction with some faculty members, in an open question they communicate that they are the teachers that their position from the beginning of the course is to be opposite to the previously elaborated approaches of the 35% outline, for them everything that comes from another teacher is poorly planned and only their opinion prevails, which has led to direct conflict with the students. 10% showed that the transition from the virtuality has affected certain teachers and more of those who commented that they had never taught these subjects. The data for the figure were taken from the results of the application of the questionnaires in the months of March - April 2021.

Faculty opinion

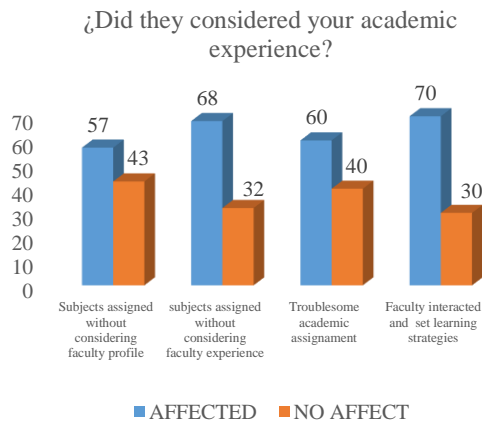
¿How was your experience in virtual teaching?



Graphic 5 Online classes
Source: Results, applied survey 2020 and 2021

You can see what is expressed by teachers in figure 5, where 29% stand out in relation to the poor quality they have experienced in services (internet, electricity and the lack of computer equipment), 25% are focused on the fact that a precarious quality experience has been obtained for students in relation to face-to-face classes; 24% of the teacher emphasized that it is necessary to develop skills in the management of the platform according to our needs; It was finally stated by 22% that this system has required the investment of more time than in the classes in front of the classroom, which has caused stress and physical exhaustion due to spending many hours sitting in front of the computer equipment. The data for the figure were taken from the results of the application of the questionnaires in the months of March - April 2021.

Category: Effect of academic assignments

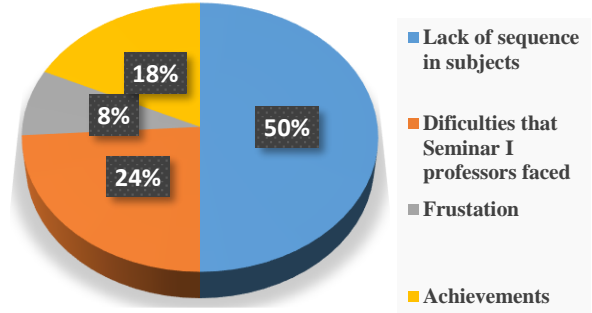


Graphic 6 Academic assignments effects
Source: Results, applied survey 2020 and 2021

Regarding the academic assignments after emigrating to virtual classroom, 57% of the teachers made it clear that the new academic assignments were not considered the previous faculty profile, which caused troublesome situations, 43% said it was correct. This caused that 68% faced the school officers. The teachers in 60% stated that this had consequences in the interaction with the students. So, 70% had to apply new strategies applied to the virtual classroom. The data for the figure were taken from the results of the application of the questionnaires in the months of March - April 2021.

Category: Faculty perception on the experience

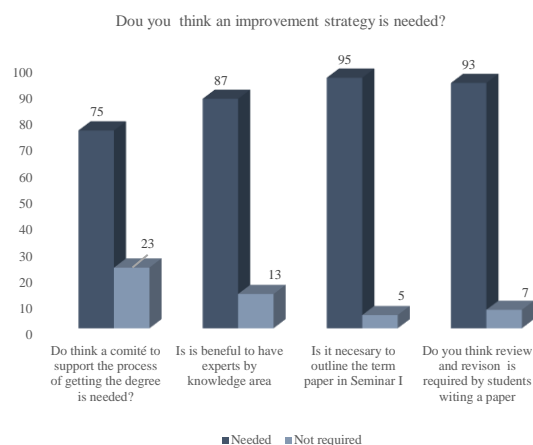
¿What was the faculty perception towards virtual classroom experience?



Graphic 7 Faculty perception toward virtual classroom
Source: Results, applied survey 2020 and 2021

As it can be seen in the data obtained, 50% stand out that participants consider the continuity of teacher-students within the academic planning and assignment to guarantee the greatest number of reception assignments with low results. In relation to the difficulties of the seminary I professor in 24%, it is related in the fact they were assigned for the first time. In the sense of the achievements obtained, 18%, were by teachers who did achieve continuity, although not with the entire previous group, it was possible to support in being able to integrate work proposals with a significant advance that ranged from 70 to 85%. Regarding the frustrations experienced, 8% refer in two senses, the first one that was experienced by the teachers who did achieve continuity but who inherited protocols elaborated due to lack of methodological experience and the most worrying thing was the lack of knowledge of the degree regulations, Since when reviewing these proposals, 5 and up to 7 students came as participants when the regulation only accepts works by couples. The data for the figure were taken from the results of the application of the questionnaires in the months of March - April 2021.

Category: About the Methodological support and expertise of teachers



Graphic 8 Elements to improve

Source: Results, applied survey 2020 and 2021

According to the observed results, 95% consider that it would be beneficial for the business school to consider the presentation of the protocols beneficial and thus avoid bad comments and devaluation of teaching work, such as recognition of student effort. Likewise, it would be for the case of the presentation of those works that report significant progress more than 80% with specialist teachers of their activity of economic-administrative sciences, which could contribute to raising the indicator of the degree for reception work. Regarding the consideration of having the support of specialist experts by subject area in 87% as beneficial for the process and finally with 75% they believed that it would be good if the DACEA authorities implemented a strategy of aspects susceptible to improvement

Discussion

From the students' perspective, there are teachers who do not have the experience and profile to help them in their purposes, if this continues, the lack of leadership in the virtual classroom of some professors will worsen and with this they will continue to cause the temporary withdrawal of students. students, who will complicate their degree and delay in their graduation. If there is no logical continuity of the teacher who achieves his purpose with the students, this will undoubtedly continue to affect the possibility of accompaniment and support of having tutorials from specialist experts in knowledge area. Despite this, a percentage of students said the virtual classroom was an alternative for those who could have continuity.

Faculty generated contradictory feelings due to the imposition of subjects by those responsible for carrying out the academic assignments, which led them to improvisation and non-compliance with the rules and that they only relied on improvisation to give results, the concern lies in them that If the assignments continue in this way, they may change each school year to other subjects that require teachers not subject matter experts to contribute to results, which worries them. They detected that many students are not interested in doing term paper, since they consider other degree options; however, the conflict that occurs in these subjects is that they are in school and must comply with the elaboration of the outline and then finish their research work 100% to accredit them. Within the framework of this uncertainty, let us cite (García Aretio, 2020. pp.22-37) "... the foundations to build the bridge between "should be" and "be", between theory and practice, are traced within the theory itself. Knowledge is transcendent (with respect to the world of objects, with respect to reality) not only in an epistemological sense, but above all insofar as it goes against the repressive forces of life: it is political.

Conclusion

Virtual education at the University, looking towards a future perspective, we know that it is the immediate solution due to the aspects of continuing in contingency and that we must consider its possible continuity or to visualize its use in a mixed way (face-to-face-virtual), from the perspective of the study subjects, who considered that the interaction in relation to the virtuality had not been adequate, since in most cases there were inconveniences both in the management of technological devices and of the platform itself, since in most of the occasions there were inconveniences in the technological devices, their speed and of course the access to connectivity, Another factor that must be considered and analyzed in our students is the preponderant factor of the economic for the acquisition of electronic devices, such as: laptops, cell phones, tablets, even when hiring fixed internet for the first time and mobile data, failing which several students will opt for the temporary withdrawal. In this context, the external (ECLAC, 2020) "the obstacles that have been faced have been diverse, including low connectivity, access to and use of technologies, the alteration of family life and daily life or the socioeconomic factors of households".

IRETA-LÓPEZ, Hugo, GONZÁLEZ-LÓPEZ, Olga Yeri, BERTOLINI-DÍAZ, Gilda María and PÉREZ-CANO, Marina. University term papers during pandemic: experiences in the virtual classroom. Journal Applied Computing. 2021

Other students stated that they did not find improvement in obtaining knowledge and accompaniment by specialists on topics specific to our area of knowledge, although we consider that this varies indisputably depending about each student; It is shared to have had technological troubles, but it was more in the aspect of some teachers where negative feelings such as sadness, frustration, anger, discouragement, stress, and anxiety developed.

Finally, it is concluded that to be able to achieve quality reception work that contributes to undergraduate program efficiency in our area of knowledge, we must understand that our students must be the center of learning, with interaction with leadership and the proposal can be considered. called "Methodological support and specialist teachers of our area of knowledge" towards the achievement of term paper that tends to be the most suitable option at this pandemic moment to obtain the degree.

According to (Fueyo Hernández, 2019. p14), "it is necessary to carry out an analysis within the universities, and in all the educational programs they offer, on the situations experienced by students and teachers".

If we agree that the structure and preparation of a term paper at the University must agree with the purposes of initial training and with the professional profile defined in the study plans and in relation to the Institutional Development Plan (UJAT, 2020. p .13.) Where it specifies "... they recognize the University as the space for training citizens and future professionals, where the opportunity to infuse new paradigms that allow overcoming the problems that afflict society persists. To this end, it is necessary to make substantial changes in the curricular, regulatory, administrative, organizational aspects and, above all, of ethical behavior".

In support of what has been described, it must be emphasized that they are university students of the economic and administrative sciences and not researchers, who are completing their comprehensive training and supported by a professional profile defined in the business school curriculum. This approach does not devalue term paper, but we must fix it to realistic parameters to this new reality that is being faced.

The idea of that we must disseminate and promote term paper as a product of the training of our degrees, where we focus on the culmination of their professional training. Let us consider, the promotion of term paper and to sustain it, becomes a final demonstration of competence.

Therefore, it is necessary to reconsider the following question towards the immediate future: How do our students of the economic and administrative sciences link that knowledge acquired during their professional training, with the appropriate professional support and tutoring for term paper? Schematically, the following aspects are proposed for improvement to be considered, which can be the support of analysis for the decision makers of the university.

Consult	↔	Implement the context of graduation to contribute to comprehensive and quality training.	
Students Faculty	↔	Identify difficulties	Support and assessment
To identify	↔	Analyze difficulties	
The factors that influence the selection of the graduating strategy	↔	Assess difficulties	
	↔	Deal with Difficulties	Graduating committee

Table 6 Guidance for Quality Management
Source: Own elaboration, considering the regulations of the UJAT

The figure 6 shows, the proposed process to be implemented in Quality Management towards the context of graduating students from the business school, with support to its mission regarding the UJAT as the highest institution of higher education in the State, has been transformed to position itself as an institution with academic quality that responds to new realities. Taken from the certification process for ISO 9001: 2015 focused on improving performance, guaranteeing quality and managing risks and the Regulation of Qualification of the curriculum of Bachelor's Degree and Higher University Technician.

Graduating regulations		
Requirements	Scope of methodological	Procedures and support
Professors experts in administrative and economics sciences	Operation	Assignment of teachers sequentially to guarantee product.
Accredit the training of the methodological support and the APA format	Graduating officers and graduating committee	
Unification of criteria of teachers attached to the regulations and subjects	Planning Directing Evaluation	Presentation of outlines for the assignment
Sequential rearrangement of subjects in support of graduating process	Improvement aspects ASM	Efficient support towards graduating process by the different modalities
	Support and dissemination processes	Formalize the presentation outlines for teachers according to their academic degree

Table 7 Proposal to improve the methodological support process.

Source: Own elaboration, considering the regulations of the UJAT

What is detailed in the graph represents a related proposal on the methodological accompaniment process, which must be implemented for the benefit of the students, according to the fulfillment of the subjects that are directed towards the preparation of a reception work, considering for such purposes the sequential rearrangement of the subjects and the criteria that must be applied in the assignment and continuity of the teacher in order to obtain results and contribute to terminal efficiency with proposals for reception work.

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