



Efectos en los procesos de escolarización superior: un acercamiento al escenario educativo en tiempos de distanciamiento social [

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text (article)

Analítica

The year 2020 marked the memory of all humanity due to the social distancing caused by the SARS-CoV-2 virus, the repercussions have been catastrophic and the educational field has been no exception, leading to an unprecedented challenge: go from face-to-face to virtual modalities. This study aims to identify the effect of the strategies implemented in higher education institutions, in response to this unexpected scenario of health contingency from March 2020 to January 2021. The flipped classroom method and the new information and communication technologies have become important in virtual teaching. The methodology used is a mixed approach with a descriptive scope, and a non-experimental cross-sectional design. An analysis was performed on the strategies implemented by four institutions (three public and one private) located in San Francisco de Campeche, Campeche, Mexico. The sample was based on 134 students; and two instruments were applied to collect data: the identification card of own creation and the work stress test, adapted from the questionnaire on psychosomatic problems. Adaptation to the new normal, self-perception of anxiety, academic performance and consolidation of learning were identified

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