

THE IMPACT OF THE PANDEMIC ON THE ACADEMIC FIELD OF THE POPULAR UNIVERSITY OF CESAR VALLEDUPAR CAMPUS.

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Summary

The methodology used was qualitative, supported by the historical-hermeneutical research method, whose basic elements are tradition, understanding, interpretation, finding, analysis and reflection. Additionally, the interview was applied. The reference techniques were the characteristics of the academic environment, job categories, professors, and people who attended the programs. The impact of the COVID-19 pandemic on the institution and the organization to comply with all the relevant provisions, such as recommendation 0064 of 2020 of the National Government and decrees 457 and 417 of 2020, was as follows: the educational field, which has stopped providing its face-to-face educational services, restricting graduation ceremonies and Christmas events for subprograms and proclamation.

Among the dynamics that govern the academic, socio-cultural, economic, scientific, environmental and educational fields, and that play a fundamental role in the development of the territory, is the Popular University of Cesar Valledupar campus. This space presents a wide range of training aimed at the interests, expectations and potentialities of the individual, which allows him to generate effective human and social development, which enables citizen participation and concerns the growth, advancement and progress of the territory. In this sense, this research explored the impact of the pandemic on the execution of academic projects carried out at the UPC Valledupar campus, during the period of time between 2020_1 and 2022_1.

Keywords - environmental, dynamics , tradition, pandemic

1. INTRODUCTION

It is necessary that in the midst of this pandemic it is important to recognize that the social impacts are broad, complex and differentiated. Ruptures are generated in the economic, educational, labor, political, social and cultural spheres. The important thing from this approach is to transcend the recognition of the health effects of the pandemic and the conceptual delimitation of infectious diseases and pandemic as an infectious disease in which it spreads through person-to-person contagion in a series of countries on different continents and regions of the world. There will have to be a series of different impacts that must be studied. In this way, it is intended to critically analyze the impacts of the pandemic in different areas of daily life, ranging from daily family life, educational facilities, work environment, among others. The population of this study will be represented by the directors, teachers, students, workers, fathers, mothers, guardians, friends, sympathizers, businessmen and government entities of the Popular University of Cesar at the Valledupar campus, a territorially specific space for the study.



Society is once again facing an atypical situation with global connotations, the appearance of a virus called SARS-CoV-2, a disease known as COVID-19, which in desistological terms means a process in which the epidemic spreads to numerous countries on different continents. Scope that affects the stability and increase of mortality rates and attempts to characterize the epidemiology of the disease and recommendations that range from information on preventive measures, to border controls and closures of schools and universities in direct impact on the dynamics of daily life.

1.1. Context and justification of the research

The emerging outbreak of the coronavirus, the exponential increase in the number of infected, social alarm and its easy transmissibility, the future of global health and the consequent paralysis of global activity. To try to reduce this expansion, one of the methods that most countries seem to be following is to avoid social contact, the so-called social distancing. The suspension of different activities and the isolation at home of some patients leads to a situation motivated by the proper management of public health, the necessary instruction in that home and the pleasant suspicion that the suspension could be temporary. We talked about our country, our opinion quickly changed, also given the need for money to tie the workers to the factory, over time, to prohibit the entry of visitors to the factories.

The COVID-19 pandemic was born in Wuhan (China) on December 31, 2019 and was declared a public health emergency. On March 11, 2020, the World Health Organization (WHO) declared the outbreak of the COVID-19 virus a pandemic, as it continues in different countries and continents of the world. The COVID-19 virus is an emerging virus identified as zoonotic, a natural environment, which can also infect humans, which generated alarm due to its pathogenicity and potential aggressiveness. The potential contagion of the coronavirus is due to the fact that in the aerosols of particles larger than 5 microns that are produced, for example, when sneezing, they are able to remain suspended in the air for a limited time. In this way, a healthy person can become infected if they breathe in these aerosols, which contain the viruses originating from the patient. Transmission by direct contact, for example, through hands, or also by contact with objects contaminated with these viruses is also frequent.

2. THEORETICAL FRAMEWORK

The virtual teaching-learning process requires time, dedication, commitment, discipline and prior preparation on the part of the teacher, who must have relative solvency with respect to information and communication technologies (ICT) and master some tool that enables the creation of virtual spaces that allow the student to develop the teaching-learning process (PAC). However, changes have been taking place in an inescapable and accelerated manner, and that threatens even traditional and face-to-face forms of EAP. This acceleration of the network society has created a series of changes and trends in the educational field from which some alternatives have been derived on the way in which knowledge is going to be imparted and support the student process has been derived (López, 2020).

According to Flores and Alsina (2020), in the academic field, virtual education, also called distance education, can be classified in the following ways: Pure Virtual Education, a modality in which students were only interactively with the content. Then there was the combined, alternation with face-to-face and virtual spaces; and mixed, since it is used with face-to-face forms with virtual tools, which enable teachers to bring students closer to current ways of living and working. According to the factors with which it can be classified, it would be considered: Synchronous: Students and teacher synchronize time; Asynchronous: No synchronization between students and teacher; Teacher-centered or student-centered; Distributed or delocalized and Personalized or by projects.

For Santoli and Sanchez (2010) (cited by Valencia, 2017), the difficulties not only occur in specific aspects of an academic nature, but are also related to the organizational and personal part of the students, who, when they see themselves in changing contexts, are exposed to negative situations that have an impact on their performance, security, self-confidence and decision-making. factors that in the end are directly related to their academic part, as they generate apathy for university life.



2.1. Key concepts about pandemics and education

The COVID-19 pandemic has wreaked havoc on almost every system, institution, and traditional fact in the world. One of them is education, which has motivated the creation of a new word: education in times of pandemic or educational pandemic. Researching and collecting data, information or studies related to the issue of the pandemic or educational pandemic, expressed from social networks or from the news media, are part of this trend. Almost all the bibliography available to date consists of instructions, tutorials, orientations, modalities or new teaching practices by virtue of this unprecedented situation, information that is very useful but that does not account for the entire menu or catalog of academic work.

Although in Colombia we have not experienced a pandemic since approximately 1918 with the so-called "Spanish flu", this scenario is not new for humanity. According to the World Health Organization (WHO), a pandemic is the global spread of a new disease. In the history of humanity, there have been different pandemics, highlighting the Black Death (Europe, Asia and Africa in the fourteenth century), Spanish flu (1918), Asian flu (1957), Hong Kong flu (1968), swine flu (2009), Ebola (2014 in West Africa and 2018 in the Democratic Republic of the Congo) and COVID-19 (2020).

3. RESEARCH METHODOLOGY

Justification: Faced with the situation of occurrence of the pandemic caused by the Covid-19 virus, it is essential for the UNAD and its educational communities to carry out training efforts in and about the immediate public health emergency, as well as those internal institutional or academic prevention measures for the institutional population, establishing a couple of views. The first points towards learning for self-care, adaptation to the new scenario and solidarity. The second looks at the strengthening of the quality assurance system and the flexible training model of the UNAD, based on the construction of knowledge about the public health emergency from a primary health care perspective and of an interprofessional nature. The following work plan aims to support and strengthen the efforts made by the Vice-Rector for Research, through the Faculty of Psychology, towards the HEALTH UNIT, in view of the academic training needs in the face of the emerging actions of the Institution to face the public health emergency generated by Covid-19, as well as in its institutional development. This seeks to identify from disciplinary or transversal emphases, alternatives and new formulations to respond to the actions declared by the university, towards the mitigation and pertinent control of the current Pandemic, in search of strengthening the dimensions: care, research and teaching. Based on these actions, the reflections and proposals generated will be the basis for advancing the production and validation of training modules for the updated context of the pandemic, acting as support guides for the policies and guidelines drawn up by the institution. To optimize educational and economic resources, an analysis of the global and local epidemiological situation regarding the Covid-19 virus and the measures implemented by the Popular University of Cesar will be carried out. From this, strategies will be identified for the local application of equity, advice and group solidarity.

3.1. Research approach

It is necessary for them to use other complementary instruments that allow them to make decisions in a reasoned, judicious and well-founded manner. For this reason, and for the selection of the strategies, after having analyzed the SWOT matrix, the weighting model was applied, which is based on the SWOT matrix and allows us to assess the factors analyzed according to their importance. Finally, with the purpose of initiating decision-making at the strategic level on what would be the appropriate actions to be taken to strengthen the academic field in the institution, the elaboration of an annual operational plan: progress will be described. The qualitative methodology adopted, based on description and case analysis, is in most cases the research method used by history or social science teachers, since it allows the true nature and dimension of the phenomenon to be appreciated in the context in which it occurs. Followed by the use of the interview technique, this was descriptive since it allows to assess and obtain information about the study variables in the state in which they are.



The purpose of this research is to analyze the impact of the pandemic on the academic field of the campuses of the Universidad Popular del Cesar, Valledupar campus. SWOT Matrix: and according to Bringué, SWOT analysis is a technique that allows us to carry out a strategic diagnosis, provides us with concrete information and facilitates possible future strategic scenarios. The information obtained from the SWOT matrix is necessary for him to establish an adequate hierarchy of strategies, but this is not enough for this.

4. THE POPULAR UNIVERSITY OF CESAR VALLEDUPAR CAMPUS

The university's 26 academic and training programs are grouped by faculty. Only on the Valledupar Campus does it have a large infrastructure (physical capacity) distributed in the blocks. Some of them have a basic core of knowledge (NBC) or transportation system to the North Access. They house around fifteen million students, enrolled semester-long between undergraduate and postgraduate, distributed in face-to-face methodology.

As mentioned in its statutes, the mission of the university is the training of integral professionals through formal education programs, certificates, professional technicians, technological, university, specialization and master's degrees. Likewise, the universalization of knowledge, research, community well-being and environmental preservation is promoted.

The Popular University of Cesar - UPC - is an institution of higher education - IES - with its main headquarters in the city of Valledupar, the capital of the Department of Cesar. It is distributed at the regional level in the following locations: Sabanas (Campus) and Hurtado in the Municipality of Valledupar, the other headquarters is located in the municipalities of Aguachica.

5. IMPACT OF THE PANDEMIC ON HIGHER EDUCATION

Experience, in the midst of the pandemic, that the students of the Popular University of Cesar Valledupar campus had, who not only changed their daily but also their educational model that to date was semi-face-to-face. It is in this way that the following article is dedicated to carrying out a qualitative research aims to identify the impact that the COVID-19 pandemic had on the academic environment of the Popular University of Cesar Valledupar campus; we applied the didactic inventory for the five Ausubel technologies through a survey of students and professors of this Higher Education Institution. Conclusion: Students and professors state that the use of the internet and the adaptation to changes in technology in a time that they considered was limited to other interests and not in relation to the teaching and learning process of the U should be complemented with other technologies to achieve the assimilation (significant learning) of the topics to be studied.

The impact of the COVID-19 pandemic has forced substantial changes in many areas of society, as well as in the academic sector of higher education institutions. On this last day, higher education, many of the academic and administrative procedures have been subjected to mandatory drastic changes, some of them have begun in recent years with the advances in information and communication technology, but reached their known apogee with the pandemic in 2020. And that 75% of people ask higher education to deal with the inconveniences of the human being, to find solutions to improve the quality of the society-nature balance and the rest would belong to solving the conveniences of the being that are also important, but this is the least from the point of view of social welfare. For these reasons, citizenship education resides in the education of improving the relationship of man in society and that implies educating for themselves in their historical evolution without decompensating the relationship with the anthropological.

5.1. Changes in the teaching-learning modality

Regarding the teaching and learning modality, 100% of the teachers who work at the Valledupar campus of the Popular University of Cesar agree and express the implementation of the academic model proposed by the university to use technologies and educational means such as the virtual classroom for higher education training. 85% state that learning is active, allowing students to learn through a variety of online activities, with support from different sources of information. 6% of the teachers consider that the only learning is through the virtual campus, offering only some materials



and proposals that few groups favored within the work on campus, while 3% affirm that learning does not exist, not through the UVD.

Michavila (2014) states that the consolidation of ICTs in academic activities and processes leads to the creation of the knowledge society, in which information becomes a rising value and knowledge is the key to growth. Technology has brought countless advances that transcend any area of the human being, and the field of education, in terms of accessibility to information, opening of training activity schedules, as well as possibilities for collaboration, interactivity, information immediacy, etc.

6. MEASURES IMPLEMENTED FOR ACADEMIC CONTINUITY

Students must gather an internal regulation that classifies and determines the type of activities they will carry out and a manual of good practices of the international volunteer to guide the motive, purpose, planning and development of this process, describing the moral and ethical behavior observed by them, evidencing the coherence with the work planned and executed in their interaction with the members of the community.

Each community project prioritizes each of the needs and interests presented by each of the communities, directing their efforts to contribute to the improvement or implementation of each of the projects in the country, so that every six months they carry out planning, recognition and appropriation visits, then the field work where each volunteer makes their contributions following each of the parameters and needs of the community.

Colombia, represented in its interiors by volunteers from different national and international universities, work together to strengthen community projects using all the resources they have within them for the development of activities where the population that receives the support is the great beneficiary.

- 20 students from different academic programs of the Popular University of Cesar (Valledupar Sectional), during the pandemic carry out their electives from international volunteer programs, developing social projects for the benefit of communities in different countries, being well received, which strengthens the training processes.

7. CHALLENGES AND OPPORTUNITIES

The pandemic is a global alert that puts us at a crossroads. On the one hand, it has shown us a negative side, bringing with it global disruptions. The economy has declined, the labor force is affected, thousands of sick people, death has been a companion in many homes and a significant percentage of humanity has been hit. But on the other hand, this unusual situation has provided an opportunity to rethink daily life and the paradigms of the past.

The current emergency situation in which we find ourselves, from the COVID-19 pandemic, means that there is a panorama in education as in general, with new dynamics that have been implemented virtually. Strategies have been created and proposed to ensure that the training process does not stop in the different educational sectors and in the business environment, and goals have been redefined and work has been done on those already proposed.

Based on the recognition that "economic development does not only depend on the growth of the economy as a whole, but also on the wealth that is distributed and the work it generates", the prioritization of areas of knowledge must be made in accordance with the priorities established by the national government, with a view to maximizing the contributions of the university to the development agendas of the region and the country.

One of the challenges, in this regard, is that the decisions made by the university to allocate resources from the offer of cadres of the Valledupar campus, must be made in relation to current market trends, but without losing the basic principles of the National Development Plan.

It is a challenge to be able to establish an educational and organizational model under modalities that allow responding to the offer of education for work and human development. Academic processes must be developed under face-to-face, distance or virtual modalities, which guarantee comprehensive and quality training.



7.1. Short- and long-term challenges

More than two months ago, we set ourselves a challenge: to end the first half of the year in exceptional circumstances in the context of the pandemic. In the short term, even in an extraordinary situation and above all very restricted to a specific area of the university at the national level, it is necessary to convert immediate challenges into concrete actions to respond to questions, doubts and more pressing needs. In this way, the paper acquires an immediate utility in which concrete challenges and not general conceptualizations are revealed. In both cases, the text must be intelligible and provide solid information, back to concrete difficulties and concrete actions. More than two months ago, we set ourselves up for a challenge: to end the first half of the year in exceptional circumstances in the context of the pandemic, full of uncertainties derived from an unprecedented situation that pushes us to raise many more questions than certainties. Although the latter is true, it is no less true that in the light of experience the lessons learned in the test acquire a special value. Through these pages we try to put them in writing to help those who carry out a second one, that of starting and putting into circulation the second half of 2020 in an increasingly planned and safe way.

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Suggest that they rather offer new opportunities; the challenge for the UPC is, well, to take advantage of them. And it is no coincidence that we make that last clarification. The exceptional circumstances explain why this is the case, although with nuances.

8. CONCLUSIONS AND RECOMMENDATIONS

Presenting a general overview of the consequences caused by Covid-19 within the educational field would be a very limited task, taking into account the contingency measures that have been established in the country to try to minimize the harmful effects of the virus. However, in the diagnosis carried out through the survey, it is possible to show the reality of the impact on the Popular University of Cesar; Important aspects are identified to be analyzed through this work, but also with the detailed presentation to the institution of the results presented and the recommendations, generate tools that translate into strategies of attention and support to the educational community, providing guidelines established by the teachers guide in the effective application of strategies that make up for the weaknesses raised in this research.

This research was the second degree project to qualify for the Bachelor's Degree in Social Sciences at the Popular University of Cesar, Valledupar campus. The main objective was to know the physical, academic, psychological, labor and socioeconomic impact within the university environment of the Popular University of Cesar, Valledupar campus. Likewise, it was sought to verify the teaching category, analyze the relationship of students with teachers, social interactions within the institution and how they were affected, and determine the level of student satisfaction with the institution. The results made it possible to generate recommendations to the institution that contribute to the establishment of comprehensive care strategies for the university community.

8.1. Main findings of the research

From the following problem, the respective subsections arise, as soon as the importance of the study on the change of working day in the academic behavior of students of the Popular University of Cesar - Valledupar campus is mentioned. Since this problem is becoming more and more frequent among students of different university careers, who choose to change the working day in anticipation of a work, family or social conflict. This entails, in some cases, a negative impact on academic commitment and performance, as well as on quality of life, free time and rest. For this reason, scientific knowledge on this topic (change of working day) is limited, as are the studies carried out



in the local context. Specifically, at the Valledupar campus. In such a way, the results and recommendations of this study will be useful for professionals in the area interested in the continuous improvement of the quality of life of university students. Likewise, the problem that afflicts the students of the Popular University of Cesar is also observed among university students and at the local level. Studies of working college students have been found to have identified the negative impact of work on academic performance.

The impact that the pandemic produced in the academic field of the Popular University of Cesar Valledupar campus, starting from the concept that students reach at different types of moments during the academic journey, since each student follows a different trajectory during the years of schooling, during university life. The term "racking" has several meanings. In its etymological sense, it comes from the Latin "transitionem" which means the result of the action of transigir, passing from one side to the other. Hence, in its different meanings, it indicates the process of traveling for a limited time. It is temporary and temporary. It signals, in turn, an access, a return, etc. Whereas, in the university context, the concept is used to refer to the set of intentional activities designed to help students advance within the various stages of academic and personal development towards the achievement of objectives.

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