

Pedagogy as a virtual strategy to educate in the values of responsibility, honesty and respect in times of pandemic

La pedagogía como estrategia virtual para educar en los valores de responsabilidad, honestidad y respeto en tiempo de pandemia

Pedagogia como estratégia virtual para educar nos valores da responsabilidade, honestidade e respeito em tempos de pandemia

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Abstract: The article proposes a virtual pedagogical strategy to educate students of the University of Guayaquil (UG) in the framework of moral transformation that covid19 has left in the students, it is an axiological, axiological-humanistic-cultural intervention, laying the moral foundations as a contribution to the integral formation. The methodology is based on the materialist dialectic with a qualitative approach, interviews, surveys and document analysis were applied to 28 students, 5 teachers and 1 director, based on its principles, its 5 phases are developed. The results show that it is urgent to apply strategies that promote values education at the UG.

Keywords: strategy, virtuality, values, higher education, pandemic.

Resumen: El artículo propone una estrategia pedagógica virtual para educar a los estudiantes de la Universidad de Guayaquil (UG) en el marco de la transformación moral que el covid19 ha dejado en los estudiantes, es una intervención axiológica, axiológico-humanística-cultural, sentando las bases morales como aporte a la formación integral. La metodología se basa en la dialéctica materialista con un enfoque cualitativo, se aplicaron entrevistas, encuestas y análisis documental a 28 alumnos, 5 profesores y 1 director, con base en sus principios se desarrollan sus 5 fases. Los resultados muestran que es urgente aplicar estrategias que promuevan la educación en valores en la UG.

Palabras clave: estrategia, virtualidad, valores, educación superior, pandemia

Resumo: O artigo propõe uma estratégia pedagógica virtual para educar os estudantes da Universidade de Guayaquil (UG) no quadro da transformação moral que a covid19 deixou nos estudantes, é uma intervenção axiológica, axiológico-humanista-cultural, lançando as bases morais como contribuição para a formação integral. A metodologia baseia-se na dialéctica materialista com uma abordagem qualitativa, foram aplicadas entrevistas, inquéritos e análise documental a 28 estudantes, 5 professores e 1 director, com base nos seus princípios, são desenvolvidas as suas 5 fases. Os resultados mostram que é urgente aplicar estratégias que promovam a educação de valores no GG.

Keywords: estratégia, virtualidade, valores, ensino superior, pandemia.

INTRODUCTION

Education worldwide has suffered a technological morass within its pedagogical context due to the pandemic and its effects of this terrible disease, typified by the World Health Organization (WHO) as COVID-19 is the

abbreviation for coronavirus disease 2019: CO stands for 'corona', VI is for 'virus', D for 'disease' and 19 is for the year in which it originated (2019). This situation forced teachers and students to adapt to a globalized world at the virtual level. Living beings are biologically designed to cope with a changing world.

Technological advances have allowed the advent of two generations that try to coexist in a world divided between the face-to-face and the virtual. According to Prensky (2001), he classifies users as digital natives and digital immigrants. Virtuality has framed a new form of coexistence, sometimes similar to the face-to-face, for all the technological advances that the subject shares in this context, although it is true that it has brought many advantages, it is also clear that we must use these spaces to educate the individual of the existing moral avatars. It would be worthwhile to ask ourselves what is virtual? According to (Chimal,1999), it is pointed out that "it is assumed that the most appropriate term for this new classification of values should be virtual". Inasmuch as today's technological advances make it possible to convert information into interchangeable digits in virtuality, it is for this reason that a virtual pedagogical strategy to educate in values has an added value for students in higher education.

In this context, the virtual strategies of the past decade serve only as a record for the implementation of new study applications that will serve teachers as work tools within virtual classrooms. In the new educational context resulting from the pandemic, it can be presumed that, although the concepts and disciplinary rules within the institutions are maintained, they are not effective for the new educational model and it is here where the student must be trained to mobilize within this environment, with pedagogical strategies that promote the values and ethics of human formation to be applied autonomously.

All the mentioned reasons have made the educational system migrate violently to the implementation of the technological platform, which have been previously designed with didactic standards, based on the important aspects of the educational contexts that are related to the way of teaching and where the online system is applied with subjectivity in the development of teaching.

In the 20th century and at the beginning of the 21st century, the growth of the use of learning management systems (LMS) within the educational community was asked to be considered. Once the level of knowledge of pedagogical strategies was defined, three essential components were investigated: social, cultural and technological. The three aforementioned elements were examined, because to the extent that they achieve a good interaction, they derive in more remarkable results within the process and enhance the results in the higher education processes of virtual mediation.

In addition to these elements, it is indicated that persistence is a significant factor in achieving the objectives of a virtual pedagogy, since quality assurance and ease of technical use are involved so that the student remains motivated. (Martínez, et al.,2018)

The viability of the strategies in the field of education indicates that their genesis is based on social and technoscience as an element that has allowed a radical change in traditional education and that cultural values are the fundamental part of any society. However, the results of this process can be noticed in the progress of its execution through the application of didactic strategies accompanied by virtual resources.

Technological tools in virtual environments represent a pedagogical strategy that facilitates interaction, since they promote simultaneous and cooperative learning despite the limitations of distance and permanence, which have

increasingly become a barrier that rules out individual ability under specific conditions.

That is why the results of this study generate a reflection of the educational practice in the use of usable strategies in virtual environments, considering that these environments are not created automatically and naturally, they have to be created as part of the learning environments, and for this it is important to identify the common use of learning strategies and the preferences and styles that the young person employs for collaborative learning in their approach to virtual environments. (Rodríguez, et al.,2018)

It is important to emphasize that the use of technologies involves seeking new strategies for students to value and rethink the commitment of their use and how to strengthen the values that allow them to act on educational campuses and in their daily lives, i.e. that the appropriation of the values of responsibility, honesty and respect (RHR), are strengthened at home, but in many cases internal circumstances due to ruptures or migrations, affect the lack of guidance whose product is a formative distortion of the student.

This article deals with the subject from the point of view of the teacher who receives students in an apparently impersonal environment, but who, through appropriate pedagogical tools, tries to educate at least in the three primary values (RHR).

With a different perspective to traditional education, which involves different processes, among them the aim is to change the rational behavior of the participants in the development of ideas in the social part, seeking education in values that should be applied in the educational context. The virtual approach in the classroom, provides an important support in the technological learning process that incorporates ICT, and with this the educational paradigm is modified, focused firstly on respect, whether authorities, teachers, administrative staff or students; honesty in the presentation of their

work; and the responsibility of their actions within the learning environment, in order to generate an interpretation of values to be used within the professional profile.

Education has to face and overcome several challenges. The first is the challenge of integral education; it proposes to assume this basic challenge and the others, structuring education in four fundamental dimensions: learning to know, learning to learn, that is, acquiring the instruments of understanding; learning to do to influence one's environment; learning to live together (living together) to participate and cooperate with others in all human activities; finally learning to be (195-96), total learning, body and mind, intelligence, sensitivity, aesthetic sense, individual responsibility, spirituality, critical judgment, autonomy in decision making. These challenges represent a great commitment for education worldwide, for the integral development of human beings, as important processes for the construction of the new societies demanded by the contemporary world.

Higher Education (HE) is undergoing transcendental changes worldwide, the constant changes in the political, social and cultural aspects force it to focus its attention on the training of students in the fundamental processes of teaching, research and networking. The climate changes, the lack of balance between man and nature, the overflowing corruption and now the pandemic and its lethal effects for the world population, makes a call to the HE, to modify their teaching actions and can be felt in the technological tools that have been developed since February 2020 to the present, this leads to the authorities, teachers, students and administrative staff to reinforce ethical and moral values, to give continuity to the teaching-learning processes.

Under this context the problematic situation of higher education, and in particular the University of Guayaquil, is evident, since it lacks an artistic-cultural action that allows it to develop pedagogical actions as a strategy in

the virtual environment, where humanistic-cultural activities prevail, to strengthen the education in moral values of its students. This is due to many reasons among them: the lack of technological resources and learning environments to develop activities that contribute to the humanistic-cultural development of the students and their environment, the apathy of some teachers who do not master the technologies, the lack of subjects that have credit units for education in values, and the lack of curricular designs where strategies of the ludic-aesthetic axis are implemented, through E-learning education, in order to promote moral values in the (UG).

In addition to the lack of pedagogical guidelines that allow educating students in moral values through artistic-cultural activities. The framework of the situation described above demands the search for solutions that allow the development and implementation of alternatives that strengthen the artistic-cultural activities and promote moral values in the students of the UG.

The problem leads to the following question: How can we contribute to the education of moral values of responsibility, honesty and respect through artistic and cultural activities at the UG?

Thus, the scientific problem specifies education in values in Higher Education as the object of research. In order to answer the scientific problem and considering the research object, the general objective of the research is: To propose a virtual pedagogical strategy to contribute to the education in moral values of UG students, through cultural activities.

Based on the objective of the research, the following specific objectives are formulated

To determine the theoretical and methodological background of moral values education for UG students.

To diagnose the current state of the education in moral values of the students of the art career of the UG.

To support the proposal of a virtual pedagogical strategy to contribute to the education in moral values through cultural activities.

To produce a scientific article on the virtual pedagogical strategy to contribute to education in moral values at the UG.

Institutions such as the University consider that the current policies of Higher Education have highlighted among the basic missions that of contributing to protect the values of society, consisting of having an ethical function in a period of crisis of values such as the one the contemporary world is going through.

The above implies working from the educational field and with the participation of the family, school and institutions, all together, joining efforts, for a fairer society where commitment, solidarity, responsibility, patriotism, respect, peace and consideration of others with their differences, rights and duties, result in the unity of men and women for a fairer world.

Values are a social meaning that constitute motives and guides of human conduct, hence their high regulatory role of interpersonal relationships and behavior, they have an objective and subjective determination at the same time in the unity of the cognitive and affective expressed in the behavioral. Each person assumes his own system of values depending on his concrete conditions of life, needs, interests, developed points of view, vital experiences and educational influences. Arteaga (2005).

"Values are an important part of the spiritual and ideological life of society and of the inner world of individuals, they are a production of the consciousness (social and individual) and exist in unity and difference with anti-values". Chacón (1999).

The value system of society is made up of political, legal, moral, aesthetic, religious, philosophical and scientific values (Chacón, 1999), and this system is a specific expression of the economic, social and class conditions of a

specific historical epoch, in its dialectic with the universal human content they contain.

Studies on values in the educational sphere have been taken seriously in the international arena in recent years due to the global crisis resulting from the pandemic, which affects humanity because of its implication in contemporary social thought, since the dimensions of this problem not only reach the economic, social, political and cultural life of contemporary societies, but also because, in addition, it is evident that human survival itself is at stake.

Castillo (s/f) points out that the pedagogical strategy is the projection of the pedagogical direction that allows the transformation of a system, subsystem, institution or educational level to achieve the proposed end and that conditions the establishment of actions to obtain changes in the directions that are involved in the direction of that end. (Organizational, didactic, material, methodological, educational, etc.).

On the other hand, Rodriguez points out that strategy is "the adaptation of the organization's resources and skills to the changing environment, taking advantage of opportunities and evaluating risks in terms of objectives and goals" (Rodriguez, 2006; Cited by Valle, p. 60). (Rodriguez, 2006; Cited by Valle p. 60).

These authors agree that the purpose of the organizational strategy is a systemic action that allows responding to the goals set by means of resources that satisfy the objectives set in correspondence to the demands of the environment.

Consequently, we assume the criteria of Valle (2007) in relation to the pedagogical strategy, which he defines as "the set of sequential and interrelated actions that, starting from an initial state and considering the proposed objectives, allows directing and organizing in a conscious and

intentional way (school-based or not) the integral formation of the new generations" (p.61). (p.61)

This strategy is located within the pedagogical category due to its nature and characteristics, as well as the relationships between its components for its implementation in practice, which is framed within a scope that allows the interweaving of virtuality as an emerging component in the face of the pandemic that allows an E-learning relationship, and the ethical relationship of teachers - students.

Once the object of study and the field of action have been investigated, the need to present as a result of the research the proposal of a virtual pedagogical strategy becomes evident, taking into account that the essential purpose is the awareness of moral values (RHR). This arises as a proposal, whose challenge is to promote the ethics and morals of students in the face of the new virtual educational normality, which constitutes a change in the curricular conception of higher education and in which the axiological, spiritual and humanistic formation of the being is enhanced, which demands the formation of a humanistic student; and finally, of the transformation processes that education demands nowadays.

The linkage with society plays an important role for the strategy, since its actions are important as a strategic process in the framework of its interrelation with teaching and university research, it is a fundamental pillar to build from the curricular areas, the fundamental bases of the moral values (HRH) of the future generations formed as professionals in times of pandemic.

It is important to emphasize that the virtual strategy has some requirements that will allow the implementation of actions that will allow the conscious education of the values of respect, honesty and responsibility (RHR), for this it is necessary to point out the actions of preparation oriented to the diagnosis

of the directors, teachers, students and the community, attending the problems of the actors involved. Creation of a university environment, adapted to the changes demanded by society, with artistic-cultural activities, where the value and the humanistic formation that propitiate virtual education work as a condition and context to produce changes in the directors, teachers and students. The application of methodology and evaluation as essential elements for the work of education in values, considering the particularities of virtuality.

MATERIALS AND METHODS

The graphic representation of the pedagogical strategy expresses the moments through which it passes, its phases and their interrelationships in a systemic manner so that it fulfills the functions defined in the strategy.

It goes through 4 moments conformed by five phases 5, its components, actions and the systemic interrelationships that are established among them, which represents the modeling for, from the initial state, it transits to the desired state in the education in moral values RHR, of the students of the (UG), through artistic-cultural actions.

The following is a summary explanation of each of the components of the scheme.

According to Sánchez (2007)...the scenarios that frame the university environment and the changes they generate within it, are closely related to the historical evolution. This gives meaning to the analysis of realities in the context, since it places them in their right dimension and allows considering the contextualization process as a permanent flow of development of situations that act on organizations that behave as open systems in constant and permanent transformation.

The context is a referential framework to infer the analysis and construction of a perspective on the evolution of events, circumstances and transformations, particularly in the organizations that make up, coexist, interrelate and interact in society. (p.23)

Environment. Ecuadorian historical-cultural context. The contemporary reality of the country is governed by the fundamental precepts established by the Constitution of the Republic of Ecuador (2008); a political project "Plan for the Creation of Opportunities" (2021- 2025), as a multisectoral instrument, of national scope, which is presented as follows: Economic and Employment Generation Axis: 4 objectives, 14 policies and 38 goals. Social Axis: 4 objectives, 20 policies and 46 goals. Integral Security Axis: 2 objectives, 5 policies and 13 goals. Ecological Transition Axis: 3 objectives, 9 policies and 17 goals. Institutional Axis: 3 objectives, 7 policies and 16 goals.

It refers to the actions that each of the subsystems (MOMENTS - in the system in question) that make up the System (pedagogy as a strategy to educate in values in a virtual way) must carry out. These actions are developed in a systemic way, generating changes, transformations and giving sense to the objective of this system. Dialectical Moments/Identification of the subsystems.

Matus defines the Moment element in the framework of Situational Strategic Planning as "...instance, circumstance or juncture through which a process is passing (...)" (Matus; n.d. cited by Castillo, n.d., p. 17). (Matus; n.d. cited by Castillo, n.d., p. 17).

Dialectic. For the purposes of the strategy, the laws governing dialectics are assumed from the philosophical approach of dialectical materialism, when it proposes an interpretation of reality conceived as a material process in which

an infinite variety of phenomena follow one another, starting from other previously existing phenomena.

Therefore, Dialectical Moment will be understood as the juncture in which events, facts and activities take place that will give mobility to the process of transformation of the system towards the achievement of its objectives.

Based on the definition of this construct, each of the dialectical moments that characterize the system's transformation process are described below:

- a) Guiding Moment: It is represented by Phase I Guiding Framework. In this phase converge the foundations and principles that govern, govern and support the Virtual Pedagogical Strategy for the education in moral values of (RHR). Likewise, it declares the moral values to be educated through the social linkage, integrated in turn to the virtual education with the use of the different educational platforms.

Dialectical materialism as a guide for educational action, from the perspective of this research, offers an essential theoretical basis for understanding the process of integral formation, considering man as a social being, historically conditioned, depositary of the historical-cultural experience that precedes him, that reproduces it and that lives and develops in interactivity with the social reality.

This is important in the case of Ecuador, because of the change that is taking place in the nation, because of the pandemic effect that produces a scheme of values adjusted to its interests and the Ecuadorian society, another scheme is being formed that allows humanistic development, and the school in all its structures must respond to the social needs demanded by this change.

From the psychological point of view, the historical-cultural theory is assumed, which provides knowledge of the characteristics and qualities of the student's personality from the understanding of the social situation of development in which this formation takes place, through activity and

communication with others. The conception of teaching, learning and education of Vigotski (1988) is assumed, who bases the role of these in the process of growth and integral development of the person, from determining the zone of proximal development.

The pedagogical strategy is based on Sociology, because moral education is a response to the social problems of today's world, which favors positive relations between different cultural groups and enables dialogue and spiritual enrichment of individuals.

The postulates of Marxist-Leninist sociology, which conceive human behavior as the result of direct influence on given social conditions, which in turn have produced it, are also taken into account. Likewise, the criteria of Domínguez and Blanco (cited by Chacón, 2011. p.11), regarding the recognition of socialization as the general objective of education and the recognition of the school as the agglutinating center of educational influences, are also taken into account.

Accordingly, the following is assumed from the pedagogical point of view: the dialectical-humanist approach of the pedagogical process of open, flexible and multidimensional character, centered on the integral development of the personality. It considers the unity of the affective and the cognitive and the instructive and the educational. It is also based on the more general laws of didactics addressed by Carlos Álvarez: relations of the pedagogical process with the social context: the school in life and the relations between the components of the pedagogical process: education through instruction. (Alvarez, 1996). In addition, it is based on the system of principles for the direction of the pedagogical process proposed by Addine (2002), which emphasizes the principle of linking education with life, the social environment and work, in the process of education of the personality.

Likewise, they are based on the humanistic character of Ecuadorian university education, as a space for the realization and construction of human beings, of the morality that points towards the humanization of men and women, the preparation required by this new social, global and local order.

Likewise, they are based on sociocultural intervention as a methodology for university extension. González and González (2002) point out that sociocultural work "is responsible for ensuring that in the organization of the extension process the postulates of sociocultural promotion are applied in a dynamic and flexible manner and that this function is not translated into a purely administrative element, but arises with the creative impulse of these practices" (p.10). (p.10).

The pedagogical strategy to educate the values of (RHR), represents a challenge of the present and a challenge of the future of societies, for the educational projects of university education and the aspirations of national development, it is a planned process that obeys the social task of Ecuadorian education, in times of pandemic and the objectives set by the nation in order to contribute to overcoming a current social need.

b) Strategic moment Phase I. It is the space for the production of knowledge; it is the previous calculation that only takes shape in practice. In this moment, progress is made towards the development of the following phases in the transformation process: Phase II Situational Framework: It implies the observation and appreciation of the current state of the situation of education in moral values in the context under investigation. This is determined through a situational diagnosis and the establishment of categories and indicators as essential aspects. Phase III Programming Framework: once the results are known, it is the juncture where the strategy is designed and the actions are projected from the perspective that is sought to be transformed; that is, the university management (directors,

teachers, students) is mobilized towards the desired state of education in moral values, thus allowing the effects of this mobilization to transcend to, for and by society.

Phase II. Situational framework Analysis of social and professional training requirements and needs assessment.

The social and professional training requirements that regulate the Ecuadorian university education institutions are based on the nation's guiding documents mentioned in the previous paragraphs, which establish as a priority the humanistic training with the values of responsibility, honesty and respect.

The study carried out by the researchers may constitute a guide for all those who need to expand the research on education in moral values through the link with society and who may apply the actions of this pedagogical strategy to future research in other contexts. Torres (1993) (cited by Gallardo, 2004) emphasizes the need to involve in this participatory process the groups, the context and the learning systems, declaring as a key problem to be faced, the distinction between real felt need and demand; that is, to consider the need to combine individual, group and social reality.

These assumptions serve as a basis to assume the criteria for the diagnosis of needs of the pedagogical strategy to educate students in moral values at the University of Guayaquil, linking it to a close relationship between the current state and what should be in accordance with the new modes of action demanded by the new normality in the face of the covid 19 pandemic.

Phase III. Strategic planning programming framework

Rodriguez (2006) points out that strategic planning is conceived as a form of participative management that involves everyone in the planning, execution

and control of the necessary transformations in the teaching-learning process or in its actors in order to adapt to the demands of the environment.

RESULTS

The results of this research require that the strategy be evaluated on an ongoing basis, understanding that values cannot be measured in quantitative quantities, and should be a systemic process that allows the ongoing qualification of its actors, in order to take corrective measures and be in line with the demands of society.

Strategic action planning

Linkage actions will be planned to educate in moral values that are consistent with the values of the Ecuadorian Social Project in order to strengthen the values of responsibility, honesty and respect.

Moment of Execution. Phase IV Instrumental Framework: It is the mediation between knowledge and action. It is the realization in praxis, the pedagogical strategy, through its institutionalization and generating social commitment between the university and the community.

Phase IV. Instrumental Framework

1. Presentation of the strategy to the Faculty Council

The strategy to strengthen the moral values of the students of Universidad de Guayaquil, through the link with society, will be presented to the Faculty Council so that they understand the current state of the problem, and thus undertake teamwork.

2. To regulate the pedagogical strategy at the institutional level.

Elaborate normative documents that allow the implementation of the actions of the linkage with society, for its instrumentation, for which the cooperation of all those involved is required. To request the dean, the analysis and discussion in the academic council, to involve the manager of linkage with society of the faculty and careers, to appoint a Review Committee of the regulations of linkage with society to discuss and assess the inclusion of the strategy in the regulations referred to the linkage with society, to promote and strengthen education in moral values through this university function. This activity will be carried out during the first month of the implementation of the strategy, in weekly meetings.

Present the teacher preparation program for its assessment and implementation based on consideration of their training needs.

The program is presented for the theoretical-methodological preparation of career managers and managers, teachers or tutors to implement the strategy in education of moral values of the students of the University of Guayaquil, from the determination of training needs, endorsed by the review committee. The program has a duration of 30 hours, which will be implemented after the approval in the second month, with a duration of 3 hours per day for the different linking managers.

The guidelines for education in moral values, through the link with society, are then presented.

After the regulations have been drafted, they are submitted for consideration by the Board of Directors.

Preparation of managers, teachers and cultural promoters to educate in moral values through the link with society.

Objective: Theoretically and methodologically prepare managers, teachers and stakeholders to dynamize actions to educate and strengthen values through social bonding, through training workshops, expert conferences, lectures and others.

Formation of cultural artistic groups of the University of Guayaquil.

Objective: To promote the creation of artistic and cultural groups at the University of Guayaquil and its surroundings, in order to promote the national, regional and local cultural heritage, especially those linked to the history of the community where the university is located.

Meetings and socio-cultural sports exchanges between the university and the community through social bonding.

Objective: To carry out socio-cultural sports exchanges between the community of the University of guayaquil and the surrounding area, in order to exchange knowledge and reinforce solidarity between the university and the community.

Promotion and dissemination of the moral values of the Ecuadorian social project, responsibility, honesty, respect, through different digital and printed media.

Objective: **To** promote knowledge of the moral values of the Ecuadorian Social Project among the students of the University of Guayaquil and the organized community, through different means such as community radio, student newspaper, lectures, workshops, bibliographic material and others.

The study and knowledge of the heroes by the students and the community through artistic and cultural activities.

Objective: Promote the study of Ecuador's heroes, with the use of different media, to enhance the moral value of respect, through the use of bonding actions.

Social commitment of the University of Guayaquil

Objective: To develop social activities and community projects that allow the integration of the university and the environment through activities aimed at responsibility, honesty and respect, promoted by state institutions, the university and the community.

- a) **Control Moment. Phase V Evaluation/Feedback:** it is the instance of the system that tends to compare the output with a previously established criterion. Its objective is to control the state of the system. To this end, the evaluation process acts as a support for the system by evaluating the context, design, process and product, in order to detect any faults that may occur and apply corrective measures.

"Since in social systems deterministic relationships do not predominate, but rather uncertainty, the planner must have instruments to deal with uncertainty" (Castillo, n.d.).

Phase V. Evaluation/ Feedback.

The evaluation will be carried out during the entire process, since this phase is developed simultaneously with the other phases.

The diagnostic evaluation is used from the initial phase, it allows an analysis of the contextual situation with which we are going to interact and to know the conditions that make viable or limit the implementation of the pedagogical strategy.

Co-evaluation and hetero-evaluation are also used by all the actors involved in the development of the strategy, and finally, self-evaluation as a form of autonomy for the students. According to Zilberstein, "self-assessment enables students to develop their own criteria on the quality of their work, instead of depending on an external evaluation as the only means to know their strengths and weaknesses, so students make their own decisions about their learning" (Ziberstein, 1999; Ziberstein, 1999; Ziberstein, 1999). (Ziberstein, 1999; cited by Chaviano, 2007, p.(102).

The evaluation will be focused not only on the product: the strategy, its feasibility and relevance, but also on evaluating the constant feedback of the process. In this sense, the model proposed by Stufflebeam, quoted by González (2000), who suggests four important aspects that make it possible to achieve the above, is assumed:

- Context evaluation to assess the relevance and timeliness of the pedagogical strategy.
- Design evaluation that refers to assessing the feasibility of the pedagogical strategy by considering the stages, phases, actions, methods, techniques and resources available for its implementation.
- Process evaluation in which the university extension process and the relationships between the different actors are assessed and if they contribute to the education in moral values of the students.
- Evaluation of the product: the quality and achievement of the proposed objectives and the satisfaction of the needs of the students of the University of Guayaquil will be assessed in different ways.
- Evaluation by stages: short, medium and long term.

Product: Represents the purpose for which the elements and relationships of the system were assembled. The results of a process must be coherent with the objective of the system. In this research case, the effects of its results lead to the establishment of a short, medium and long term timeline.

Short-term:

- **The student:** Transcends as a citizen with his attitude in his relationship with the environment.
- **The teaching staff:** Helps the student to find his values, to act with meaning to give meaning to his life.
- **The University-Community linkage is transformed:** Socio-cultural interrelationship and interdependence.

Medium term:

Formation of responsible and solidary citizens, with cultural roots and a sense of responsibility, honesty and respect, committed to Ecuadorian social development.

Long-term:

Contribute to social transformation, where ethics and morality prevail.

After conducting this research it is important to establish that the study of values is a recurring theme in societies, and higher education must be aware of proposing strategies that can mitigate the anti-value actions faced by modern man, only in this way will it be possible to prevent the social anomie that prevails in developing countries, and not lose sight of the theoretical and methodological background that can be applied in the education in moral values of students and in particular to the students of the UG, and ask permanent questions such as: Which components should be interrelated in a virtual pedagogical strategy to contribute to education in moral values?, What results are obtained from the evaluation of the pedagogical strategy through

the assessment by expert criteria and the analysis of the results of the implementation by recording experiences in the field diary?

CONCLUSIONS

The following conclusions can be drawn from the research conducted.

Emergency remote education leads to different student responses to everyday problems in the teaching-learning process. The treatment of the teaching-learning process as the use of computer resources does not always produce similar responses among students of different majors and faculties, even when the specialties are similar.

Strengthen the training processes in tools in the same direction. This is a recurring request from within the group of students. It is necessary to find a solution to this problem; some of them claim the need for extra, weekly training. Propose alternative evaluation models that facilitate the asynchronous work of students with recurrent connectivity problems or lack of appropriate tools to carry out this type of work in rigid and restrictive time slots. Many continue to depend on the public booth or have to go out to buy charge for their exhausted devices to be able to attend their exams with the extra expense that this means.

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