

Education for the Future in Latin American University Educational Models

Lilliam Enriqueta Hidalgo Benites¹, Klinge Orlando Villalba-Condori², Gema Palmira Gálvez Hidalgo³, David Rondon⁴ and Jorge Mamani-Calcina⁵

¹ Universidad Nacional de Piura, Ciudad universitaria s/n, Piura, Perú.

² Universidad Nacional Pedro Henríquez Ureña, Santo Domingo, Dominican Republic.

³ Universidad de Piura, Avenida Ramón Mugica 131, Piura, Perú.

⁴ Universidad Continental, Arequipa, Perú.

⁵ Universidad Tecnológica del Perú, Lima, Perú.

Abstract

The theoretical review article carries out an analysis of the challenges that Latin America faces in the post-pandemic stage in relation to university education, looking to the future, and does so from the reflection of the situation of educational disadvantage that it suffers. decades ago in relation to other regions; and that has been exacerbated in the last two years with a crisis evidenced in the deepening of the learning gap, inequity in Internet access, the brake on quality educational work installed in the countries of the region and that was already coming giving the first fruits in the improvement of service in higher education. Many of these changes had their starting point in the educational models structured in Latin American universities, eager to forge their own identity, reflected in professional profiles that could respond to the needs and demands of their environment. For this reason, it is that, applying a documentary review methodology on the categories of university educational models and education of the future, some educational contributions were established that must be inserted in the governing documents of the academic and professional activity of the Latin American university to respond to the challenge of what it means to educate the professional of the future.

Keywords

Educational models, education of the future, educational innovation.

1. Introduction

The post-Covid-19 pandemic era opens up a series of challenges for the Latin American university, which on the one hand must face the problems in teaching and learning derived from the emerging virtual education, and, on the other, face the challenge of the return to face-to-face education in conditions very different from those of the "normal" of 2019. The uncertainty and fear of the virus and other pathogens that may appear in the world with the consequent risk of loss of health and life supposes the task to rebuild spaces for human interaction, security and trust between educational actors to promote continuity in the acquisition and development of professional skills. This implies for the university institution to carry out processes of reflection on the new educational reality and try to outline basic guidelines for an education for the present and the future, which responds to a context that always demands solutions to the problems of the region.

Before the Pandemic, Latin America was facing political crises, poverty, social inequality, corruption, weak educational and health systems; however, notable steps had been taken in higher education in the period 2000-2013, such as the increase in the percentage of university students from

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EMAIL: lilliam94@hotmail.com (A. 1); kvillalba@unphu.edu.do (A. 2); ggalvez@preschoolcofam.edu.pe (A. 3); drondon@continental.edu.pe (A. 4); e16187@utp.edu.pe (A. 5)

ORCID: 0000-0003-0002-8970 (A. 1); 0000-0002-8621-7942 (A. 2); 0000-0003-3444-3590 (A. 3); 0000-0003-3506-5309 (A. 4); 0000-0001-6633-2102 (A. 5)



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the 40% of the population with the lowest income (from 10.6% to 16.8%); To this was added the need for continuous professional training, as a result of occupational changes derived from the incorporation of new technologies in work processes [1] [2]. Similarly, they had been implemented in almost all Latin American countries support systems and regulation of educational quality with well-defined evaluation standards that promoted the improvement of the educational service at the higher level [3].

The health crisis not only stopped quality improvement policies, but government efforts were geared towards facing the challenge of continuing the educational service for children and young people from remote and virtual education alternatives, bold measures adopted in the midst of Internet coverage problems in most of the countries of South America and the Caribbean. The Economic Commission for Latin America and the Caribbean [4] states that broadband accessibility in Latin America reaches 67% of the population, with significant digital access gaps between urban and rural areas remaining at 25 percentage points in the population. most of the countries; in others, it reaches 40%. This shows that children and young people, especially in rural areas, have had serious difficulties in continuing to be inserted in the educational systems of their countries, with a glimpse of a deepening of the learning gaps that were already significant before the health crisis [4].

In university higher education, after the initial suspension of classes that affected students and teachers alike, the implementation of the virtual education modality took place with the use of technological platforms, suitable as virtual learning environments, which facilitated the execution of classes for students and teachers with connectivity capacity through their computers or cell phones. Another reality was that experienced by students in a situation of social vulnerability who, due to economic situation, lack of computerized equipment or impossibility of access, could not continue with their university studies, "...thus increasing, once again, the exclusion to which it gives place the inequity that characterizes admission to higher education in the region" (UNESCO International Institute for Higher Education in Latin America and the Caribbean [5]. In Peru, for example, it is estimated that in 2020 a figure of: 1,007,766 university students enrolled was reached and a drop of 310,522 students was reported compared to the previous year; This drop represented 24.01% compared to 2019 and significant differences are observed between public (9.96%) and private (26.72%) universities [6]. In Colombia, in 2017 there were 2,446,314 registered. The figure in 2020 was 2,355,603, which means that in four years the system lost more than 90,000 students, that is, 44.8% [7]. In Chile, the projection presented by the MINEDUC, on the figures collected in the context of a pandemic, shows that only during 2020 the number of dropouts could reach 267,822. This implies an increase of 43% in the total number of students outside the school system in a single year [8].

The abandonment of professional training by students, in times of Pandemic is only one edge of the results of emergency education, it also became notorious, the technological deficiency, which is not limited to the scarcity of devices or lack of connectivity, but also to the connection speed; second, the lack of teacher training that transcends the instrumental environment; and third, that students with greater access to ICT have an easier time incorporating knowledge through platforms, programs and applications [9].

In this panorama, it is necessary to take into account that before the emergence of the Pandemic at a global level, the Latin American university was immersed in improving its academic activity to meet the quality standards defined by national and international institutions. "In most Latin American countries, the incorporation of digital technologies in the classroom was in the intermediate or initial stages, when the pandemic became present" [10]. This means that university education was in a process of innovation, integrating information and communication technologies in its teaching processes, possibly using them more as sources of information than as learning mechanisms.

The renewal of the university was not only a matter of technologizing education, "in the sense of using ICTs and the use of the Internet as educational resources in academic activities; it was rather that the university rethink its vision and mission regarding its basic functions of teaching, research and extension" [11] in light of recommendations and guidelines issued by international organizations and government regulations issued to concretize university reforms, such as the one that took place in Peru in 2014, with the enactment of the University Law 30220 (2014) and the Quality Assurance Policy for University Education [12]. The orientations and prescriptions were concretized in each university in University Educational Models that express the principles and ways in which professional academic activity should be carried out with the unique and unique stamp of each institution. An educational model is understood as "...the specification, in pedagogical terms, of the educational paradigms that an

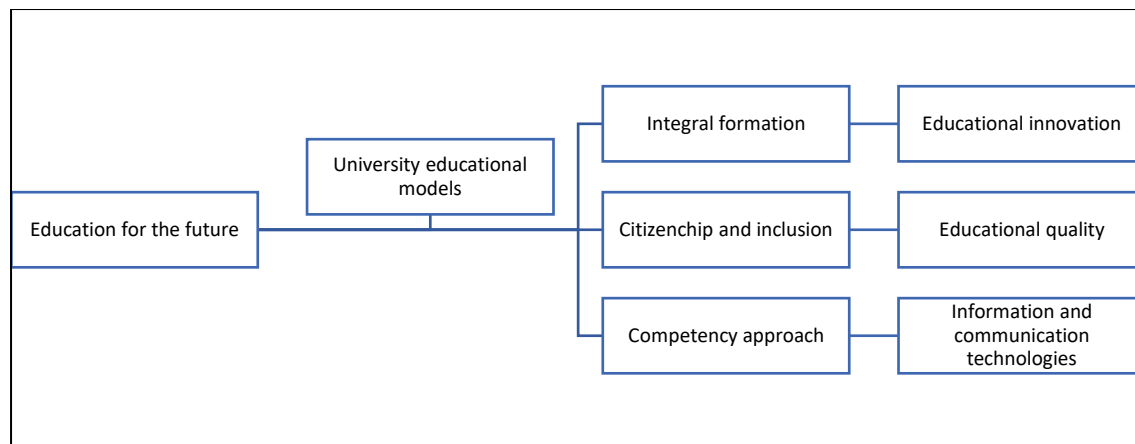
institution professes and that serves as a reference for all the functions it performs (teaching, research, outreach, outreach, and services), in order to to make your educational project a reality [13].

On the other hand, the need to mark the guidelines of an education for the future, leads to the question if the current university educational models, as guiding documents of the professional training activity, collect the needs and demands of the local and global context in this critical phase. of humanity, and what principles, objectives, modifications and additions in educational, pedagogical and technological terms must be incorporated to build a new institutional identity with renewed professional profiles of teachers and students, capable enough to act to transform the world into a more humane one , fair and inclusive. In this perspective, the objective that animates the study is to identify the changes that must be introduced in the university educational models on education for the future in the universities of Latin American countries.

2. Methodology

The research responds to a qualitative approach, which involved carrying out a set of systematic, empirical and critical research processes, as well as the collection and analysis of qualitative data on the variables University Educational Models and Education for the Future, objects of study. , promoting their integration and joint discussion, to make inferences as a result of all the information collected in the process [14].

Categories or fundamental aspects of what Education for the Future means that must be incorporated into the university educational models of Latin America were established. The delimitations of differentiated categories were: comprehensive training, citizenship and inclusion, competency approach, educational innovation, educational quality, internationalization of education, integration of information and communication technologies in academic and research processes. These categories were characterized by being: homogeneous, exhaustive, exclusive, objective and adequate or pertinent to the object of study [15].



Graph 1: Categories of analysis of Education for the future

Once the categories were defined, the documentary technique was applied to search for sources of information in databases (SciELO, Redalyc, Scholar Google, Scopus, among others). These sources were made up of research articles from indexed journals, books and theses by authors who had carried out prospective studies on education for the future or education of the future. In total there are 30 sources of information, which were subjected to reading, comprehension, analysis and interpretation. Subsequently, information consistent with the categories and with the research objective was synthesized.

The sample of research on the subject was the product of the application of the documentary technique for qualitative analysis and was made up of primary sources whose contents were referred to the educational model and education of the future or for the future. The authors of the investigations are from countries in which there is concern about the subject and scientific production from 2018 to 2022.

2.1. Data collection instrument

A document review sheet was used as a data collection instrument, in which records of the information found were made, in a double entry table that considered the selected study categories, which were useful for the respective understanding and analysis.

2.2. Ethical aspects

The ethical aspects taken into account in this research refer to the honest handling of information and respect for intellectual property "by recording the bibliographical references of those ideas that have been taken from other authors and that have been used in the realization of the study. investigation and in the resulting document" [16]. It also complies with the criteria of rigor and objectivity in the application of the documentary research technique, when selecting, consulting, analyzing and synthesizing the pertinent sources of information.

3. Results

3.1. University educational models

The educational model conceived, structured and managed by a university educational institution is seen in Latin America as a guiding document for academic activity and professional training carried out by teachers, students, administrators and interest groups. They always define a type of human being and of society that the university intends to form and build respectively; They also contain a "set of theories, guidelines and conceptions [...] to guide the training process, pedagogy, didactics, curriculum and evaluation of learning" [17]. In this sense, they guide specialists and teachers in the preparation and analysis of study programs; in the systematization of the teaching-learning process, or in the understanding of some part of a study program [18].

In recent decades, universities, based on their autonomy, developed designs for flexible, comprehensive and innovative educational models, "which remain for a time and are later replaced by others or redesigned to adjust them to educational changes and social needs. of the broader context" [19]. Although they are prepared by the academic community of each institution, common content can be found in them, such as the goals of the university: professional training, research to generate knowledge and solve problems in the context, and university social responsibility that complies with the commitment that the university has to actively participate in the improvement of society. In teaching, the principle of comprehensive professional training is relevant, which not only seeks the specialization of future graduates in their field of work based on skills, but also the cultivation of humanistic culture and citizen values that are so necessary in the world. current. That is to say, the conceptualization of comprehensive training refers to the humanistic mission of training people capable of generating responsible changes, in such a way that they contribute to the generation of a society that is not only fair, but also sustainable [20]; therefore, it is necessary to talk about education for sustainable development as a comprehensive training issue, since sustainable development refers to the relationship between humans and also their relationship with the environment they inhabit [17].

To the pedagogical, curricular and didactic educational currents focused on constructivism, cognitivism and socio-training, university educational models integrate citizen currents of inclusion, interculturality, gender equality, complex thinking and environmental education [21]. with the purpose of strengthening the university-society bond; in other words, an open-door university that is sensitive

to social and natural needs and demands in which it must exert influence to solve its local and global problems.

In the curricular pedagogical foundations, the general approach is that of competencies that guides the elaboration of curricular plans and promotes a didactics that places the student as an active agent of learning and as the center of the process. The role of the teacher is that of guide, adviser or mediator; In addition, educational models place special emphasis on integrating information and communication technologies as educational media that require teachers and students with digital skills for their best use. In the same way, they formulate a learning evaluation model trying to collect the innovations of the formative and differential evaluation currents that support the learning mechanisms of the students.

It is necessary to point out that the Pandemic, although it caused a series of stoppages in the academic and research objectives promoted to improve the educational service of professional training, within the framework of the generalized educational quality policies in Latin America, also accelerated the use of information and communication technologies to put virtual education into operation. Its use for two years, plus the multiple problems caused by the health crisis in characteristically vulnerable populations, has put educational leaders and authorities in the face of a series of challenges that have to do with education for the future, with the certainty that there is no possibility of retracing the path already traveled and that a return to traditional education expressed in the image of a teacher explaining the class in a physical classroom with a marker and blackboard is absolutely unthinkable.

3.2. Education for the future

Education for the future means in simple terms, designing and executing educational forms and modes with the purpose of building a desirable future of inclusion, sustainability and social justice for all. This must be done under the pressure of uncertainty and insecurity generated not only by the health crisis but also by the deterioration of our common home, the threat of world war, migrations due to hunger and the desire for freedom, widespread poverty, violence in the streets, family and domestic violence, among other evils. The Latin American university is called by vocation and tradition to face the old and new problems that have been accumulating not only because it is one of the most esteemed and prestigious institutions in Latin American society, but also because "the fruits of the pedagogical task are not immediate and correspond to tomorrow, but because the educational work, in its own identity essence, despite having the function of transmitting a culture already created, incorporates an element of social transformation, improvement of reality, with a certain link to the utopian, a hope to flee from the possible, even the foreseeable, to promote the desired or desirable" [22].

In this ideal of structuring an education for the future, the university does not start from scratch; It has a knowledge of centuries of existence and a series of educational experiences experienced by its members and a cultivation of skills developed in difficult contexts that help create predictable educational objectives, strategies and scenarios for a world in constant change. On the other hand, the deep inequalities that characterize the region, the heterogeneity of the university population and its diversity, as well as the lack of resources can be factors against an education for the future. However, it is pertinent to value the principle of comprehensive professional training carried out by the university for its students; in other words, assessing the effort to "promote solidarity, peace, tolerance, dialogue, cooperation, the commitment to equity, the sense of belonging to a community, justice, individual and social responsibility or a participatory and inclusive attitude in defense of the most vulnerable..." [22].

According to Espinal [23] it is necessary for the university to specify its commitment to the future; to "consolidate the structural change required to take on the challenges established by the sustainable development agenda", conjecturing that the future emerges from the past and through the present. As López [22] points out, "it is not about predicting the future, but about producing it, in a continuous dialectical tension between present and future, fueled by a real or fictional past". For this reason, it is considered that the educational models of Latin American universities should consider in their contents some key aspects that allow the construction of future scenarios, such as: comprehensive training, citizenship and inclusion, focus on competencies, educational innovation, educational quality, internationalization of education, the integration of information and communication technologies in

academic and research processes, among others [23] [24]. Next, each of the emerging categories is developed.

3.2.1. Integral formation

Although today's society shows great advances in science and technology and an improvement in living conditions in the populations, it also presents acute problems of violence, loss of values, widespread corruption in the spheres of government in Latin America, disease and poverty, difficulties that must be treated in the university to contribute to its solution. For this, "the essence of the integral formation of the human being is pondered, based on its relations with a general and integral culture focused on technical, scientific, historical, humanistic, environmental, aesthetic, political, social coexistence and other manifestations" [25], which allow the student to achieve a transformation both as a social being and as an individual. Professional education is the ideal means to generate currents of solidarity, empathy, respect and consideration for others in society, without differences of any kind.

3.2.2. Citizenship and inclusion

In Latin American universities, it is essential to rethink certain traditions of democratization, citizenship and inclusion, which have not been adequately addressed to respond to the needs of vulnerable populations and groups in society. In accordance with Galluzzi and Gambino [26], the perception of inaccessibility still marks higher education and affects the educational trajectories of students, "as it hinders the possibilities of recognizing the knowledge acquired at school and their communities as part of a comprehensive training that enhances their insertion and performance in future life projects". This prompts us to consider guidelines for inclusion and citizenship in educational models and curricular plans for the education of the future.

3.2.3. Competencies approach

Although the educational work by competences is in force, the university must continue promoting this approach to overcome teaching-learning processes based only on the transmission of knowledge or on purely pragmatic designs. The holistic nature of the competencies distances the fragmentation of disciplinary knowledge, within the framework of a clearly negative atomization of the curriculum, which facilitates decision-making regarding the evaluation and promotion of students [22]. On the other hand, Matarranz [27], maintain that the establishment of Key Competences is important, which constitute "the foundation of permanent learning that transcends the content acquired at specific moments and allows sustainability in learning to constantly incorporate new knowledge".

3.2.4. Educational Innovation

Espinal [23], point out that a university of the future must be immersed in constant educational innovation in its different aspects of academic functioning to add value to educational processes. This requires new curricular plans, new technologies, innovative teaching strategies or activities, changing pedagogical assumptions and evaluation models. As support for these changes, a modernization of the administrative management of the university is required. The authors mention some trends that will be consolidated in the future in higher education, such as: technological ecosystems, academic and learning analytics, personalization of learning, gamification, virtual practices and the development of computational thinking.

3.2.5. Educational quality

The United Nations Organization for Education, Science and Culture proposes for the construction of an education for the future "Guarantee the right to a quality education throughout life" [28]. It also maintains that "it must also encompass the right to information, culture and science, as well as the right to access and contribute to the knowledge commons, that is, the collective knowledge resources of humanity that have been accumulated over generations and continually changing.

3.2.6. Internationalization of education

Qintero [29] argues that the internationalization of universities is a challenge that has not been achieved for three decades because it requires enormous human and financial resources and that, therefore, quality control and evaluation are critical. to ensure that the internationalization effort contributes with relevance and quality based on the expected results. However, it considers that internationalization can be assumed by the universities themselves, through the mobility of students and researchers, joint research projects and research networks. All these elements would be components of an internationalization in accordance with the ideal conceptual prototype of the Latin American and Caribbean university, with the distinctive sign of quality and its own sense.

3.2.7. Information and communication technologies in academic and research processes

In Latin America there is a growing interest in integrating modern information and communication technologies in teaching-learning processes and in research, so that the countries of the region become part of the digital society. However, there is a deep digital divide that makes it difficult to access the internet and the connectivity of devices. In this sense, a great effort is needed from governments to establish "open license and open access policies that facilitate the use, reuse, reorientation and adaptation at no cost" [5]. This would allow the design and use of educational materials in the context of the interaction of teachers and students. In research, processes and the acquisition of digital investigative skills would be digitized. In addition, it would make it possible to implement virtual distance education at a higher level "partly due to the enormous unsatisfied demand for access to higher education, and due to the need for flexible education modalities that allow access to students in a variety of conditions and places of residence" [2].

4. Discussion and conclusion

Latin America as a region has been facing, for many years, a series of educational problems that were exacerbated by the COVID-19 pandemic and that were evidenced in a deepening of the learning gap due to the lack of access of the population to the service of education. Internet, a situation that affected teachers and students. It also put a brake on the work to improve the quality of the educational service that had already been installed in Latin American countries and had begun to bear fruit, mainly in university higher education. These improvements were perceived, fundamentally, in the academic activity of the universities and whose starting point was the university educational models that collected a series of philosophical, pedagogical, curricular, didactic and evaluation orientations.

Now that the virtual education modality has been adopted and, even in a phase of returning to face-to-face education, with the uncertainty of COVID-19 and the appearance of new viruses, it is necessary to reflect and imagine future higher education scenarios in Latin America that, according to López [23], in the present, we live in a time of changes that have left behind pedagogical paradigms that no longer have significance for the future. This implies that universities in Latin America intentionally assume

the challenges that societies face, contributing to promote justice and equality in a deeply unequal region of the world with sharp economic, political, social, educational and technological gaps, for which innovations are necessary. in university organization and management [2].

Universities can make effective contributions to build future higher education that responds to changes in the context; they have leadership and prestige and are highly valued by the population, which is expressed in the growing demand for access to it. To crystallize a vision of change, the university must first update the University Educational Model, a document that contains the conceptions, theories, approaches and philosophical, curricular, pedagogical, didactic and evaluation paradigms that guide the academic and research processes. and social responsibility in the university environment [17] [18]. In this perspective, an analysis of educational and social components was carried out that allow building an education of or for the future, from its incorporation in new educational models according to the new times.

The categories subject to analysis begin with the proposal to strengthen a comprehensive professional training that contributes to the education of a person from a humanistic approach to education, facing the future, to improve human interaction that allows, in solidarity, to face the acute problems that devastate society such as world wars, hunger, violence, among others [27]. Urgent, too. Assume a citizenship and inclusion approach that makes it possible to close cycles of inequality and exclusion of the most vulnerable groups in Latin American society [26].

Likewise, it is essential to continue with the focus on competencies that contribute to the development of “hard skills, such as: Science, Technology, Engineering and Mathematics (Science, Technology, Engineering and Mathematics-STEM) and their alignment with soft skills, such as: creativity, teamwork, resilience and critical thinking” [23]. This aspiration implies promoting university educational innovations in the teaching-learning process, change in pedagogies, didactics and evaluation models that arise precisely from the university context.

The current of educational quality is a category that appears in almost all the documents investigated, there is no education without quality and UNESCO recognizes it as an inalienable right of the human person [28] that must govern the education of the present and the future. On the other hand, the internationalization of education is seen as a future challenge that universities will assume as a strategic objective and that will promote the mobility of students and teachers, the carrying out of joint research projects and the formation of academic networks made up of universities from all over the world. everyone [29].

On the other hand, and almost unanimously, studies recognize the need to integrate information and communication technologies in professional training and research. This leads to the execution of digital literacy processes that allow students and teachers to function anywhere in the country and the world [30].

Finally, it is highlighted that the theoretical article presents basic guidelines of what should be incorporated into university educational models in order to build higher education for a desirable future. Some categories are analyzed that are not the only ones but that try to draw attention to a topic that should be a reason for reflection for university institutions that are capable of responding to the needs and demands of an ever-changing society.

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