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Technological tools in the new virtual educational model of a public university, Cusco 2023

Mg. Rocío Cabrera Cuentas¹, Mg. Martín Wilfredo Tipián Tasayco², Dra. Giovanna Gutiérrez Gayoso³, Dr. Marlon Joel Silva Huamán⁴,

Abstract

Currently the use of virtual platforms is considered very important for the field of education, for this reason is that this article whose objective is the analysis of the Technological Tools platform in the teaching process in higher education students, for it was applied surveys for teachers of the Public University - Cusco where a study group was selected that uses this platform to teach their class sessions at this time of the pandemic, thus being a cross-sectional research, non-experimental descriptive level. These results were applied through the statistical package SPSS version 25. Results: The sex of the teachers surveyed can be indicated that of the 31 teachers surveyed 16 are women while 15 are men, the age of teachers can be seen that from 31 years to 43 years are the largest number of teachers, the use of the tools of this platform is almost always helpful to teachers to have a better organization of their records and check their academic progress for the same students so it follows that almost always teachers use learning sessions on this platform. Discussion: The use of technological tools by teachers is adequate for the development of their students' learning. It is shown that teachers at the Public University of Cusco are satisfied and almost always use technological tools and the data in this article indicate that teachers do use learning sessions.

Keywords: *Technological tools, teaching process and higher education.*

Introduction

This article shows the problems in the use of technological tools in the teaching process of students in higher education case: Public University of Cusco. For these purposes, the work will show studies referred to the subject from different perspectives that will help to organize the perspectives and thus be able to elucidate adequately what is presented in the research work.

In order to evidence the described problematic the diverse perspectives are described, in this case a pedagogical study of Technological Tools in the university teaching is presented this one indicates that: The different universities in Spain made it much more robust by integrating many tools and turning it into a complete management system for learning (LMS)and they came to make a comparison with different tools and this web application turned out to be one of the

¹ Universidad Cesar Vallejo **Email:** rcabreracu@ucvvirtual.edu.pe

² Universidad Andina del Cusco, **Email:** mtipian@uandina.edu.pe

³ Universidad Andina del Cusco **Email:** ggutierrezg@uandina.edu.pe

⁴ Universidad Nacional de Educación, **Email:** msilva@une.edu.pe

effective ones for the complete development of a didactic session. (Sanchez, Sanchez, & Ramos, 2019).

There are other perspectives in different parts of the world on the use of this platform such as the University of Cienfuegos, this study indicates that: All these technologies and tools integrated to this type of virtual platforms have shown that if there are very significant changes in the process of education producing novel changes in the construction of knowledge. (Cortés, Medina, Manzano, & León, 2020).

The studies on the use of Technological Tools are related in different works such as the case of: The study group consisted of 333 students and twelve English language teachers. The information that came to be collected quantitatively by means of a survey and the other information in a qualitative way each information was selected only by means of 5 Open-Ended Questions (Gunduz & Ozcan, 2019).

Currently the works are oriented to the current events of the world dynamics in referring one of them are the use of the Technological Tools in the pandemic by the COVID - 19, in a study referred to this disjunctive it is evidenced that: Using this tool in the teaching process of the future teachers of the English subject that allows between students and teachers to exchange files easily, to carry out and develop some personal tasks communication and at the same time also allows to receive annotations. This electronic course allows teachers to create their own e-learning courses in different languages (Grigoryeva, Melikov, Palanchuk, & Aralova, 2021).

Technology and computers have affected the teaching process and the development of English learning in Thai higher education. The multi-functionality of this comprehensive learning system (LMS) such as Technology Tools is integrated in English classrooms for students' learning (Suppasetsee, 2020).

On the other hand, the use of the Technological Tools is referred from Latin America in the Autonomous University of Sinaloa where a study indicates that: 58% of the students who have passed the survey are totally satisfied with the Technological Tools, However the other 42% if they showed their inconformity in front of some factors that were being presented to the development of this as the lack of time, in some cases failed some resources, because they necessarily depend on a good internet connection, and something very important the lack of knowledge regarding the management of this platform. (Gómez, Reyes, & Tirado, 2019)

In the Peruvian case the use of Technological Tools is described in different studies in one of them indicates that there will be a significant relationship between academic performance directly with the variables: Use of Technological Tools, level of content management and evaluation levels that will be taken into account according to the methodology of the teaching process, as the scope can be verified according to the different studies that were previously conducted. Then

according to the results that can be identified it can be confirmed that it is necessary to change the traditional process that was performed during the development and the teaching process, towards a novel and different model that will focus on the students according to the needs, and this is focused according to the constructivist theory of learning (Aguirre, Ortega, & Ovidio, 2019).

Another Peruvian case referred to the use of Technological Tools, is evidenced in research indicating that: 78% students surveyed are at intermediate levels in terms of the ease of handling Technological Tools and 89% are at an advanced level of critical thinking according to results (Alva & Oseda, 2021).

There is a study of the use of Technological Tools in the Cusco Region within the UAP institution in the Cusco branch, it is indicated that: 98% of the students belonging to the career of Law consider that the Technological Tools are very easy to use and interpretable, and that allows in a positive way that the teachers can develop their class sessions without any difficulty. Then having already these scopes it could be recommended the use of this platform for all other subjects, because if this tool is easy to use and easy to interpret it would be a complement and would serve as a support in the development of the didactic sessions of all other subjects (Salazar, 2019).

Therefore, after reviewing the bibliographic information and understanding its various perspectives, it is concluded that the main objective in presenting this article is to be able to examine in depth the use of Technological Tools as part of the teaching process in higher education students having as a case the UPC (Public University of Cusco). Currently, higher education institutions are working with virtual educational platforms, but not all teachers are at the same level for optimal use of all the spaces offered by this platform.

Technological tools

According to the philosophy with which this platform was integrated, it frames a specific pedagogical model which is the social constructivism, which focuses the different activities and contents in a very didactic and easy way (Merayo, 2018).

Therefore, this virtual platform will be developed with the purpose of allowing the correct teaching-learning process through virtuality, thus managing to connect places at a pedagogical level so that anyone who has the implements and the desire to learn can do it. Although these methods have the particularity of being impersonal, this is not an indication of failure or disadvantage in the learning process since this platform provides interactions, activities and didactic evaluations that allow to focus the attention of the students to the classes, these resources that the platform has plus the correct use of its functions and methodology of the teacher will allow an adequate educational system.

The same that is based under theoretical and psycho-pedagogical foundations, which came to apply in Australia, the same that was created by Professor Dougiamas (Diaz, 2017).

Therefore, we can say that the Technological Tools platform is not a project without theoretical or technical support, since it has evolved from its first application in Australia to the present day, where in addition to having the peculiarity of being able to carry out teaching processes over long distances, these will be guided both by the teacher's methodology and by all the possibilities offered by the virtual platform, combining a good use of both, the learning process will be well conducted and therefore it will continue to evolve, both for its functionality and its easy access.

The ideas and designs were based on constructivist and collaborative learning; where teachers were able to apply these theories with the support of these technological tools, creating an environment that is centered on students and that allows the construction of their knowledge, and thus develop their different skills and abilities (Diaz, 2009).

The various teaching procedures provided by the virtual platform will leave an arsenal of methodologies that the teacher can create with these, either by combining them, making a system with these (which first and successively) and finding ways to evaluate and qualify students, focusing everything on the student in order that this reception, analyze and express as much information as possible. Thus, this teaching-learning process will continue to grow with the educational needs of the environment, not only improving this virtual platform, but also the competition, since virtualization is becoming the future of education.

To reach a good definition of Technological Tools certain authors were considered as: complete systems to manage teaching, which will be sketched to help the teacher in the continuity and the elaboration of sessions of the different subjects providing a quality online education that comes to merit this (Morales, 2018)

This platform in turn will allow the expansion of information, since it will connect students and teachers with the simple condition of having connection to the network, thus allowing that in emergency situations or health these do not have the need to lose information, given the importance of this not only in basic education levels, if not, in higher education levels in which this information will be useful in your future professional life. In addition to the need for information, there will also be the plus of being able to record the teachings for review purposes for both students (study) and teachers (remember what has been taught and if possible, add something), which in some cases will generate better learning.

Fernandez and Cesteros (2009) also mention that this platform with all the integrated system that presents together with the tools that are updated every year according to the needs that are presented and that with this complete content management system (CMS) allows the classification of subjects through the combination of the resources provided by the same, likewise

this platform allows through its system a teacher - student interaction allowing to transmit knowledge to their students.

In the same way we understand that the capacity to transmit information using this virtual platform correctly will be very wide, everything will depend on the knowledge of the teacher about the use of this plus the innovation of combining and sequencing the tools that this platform allows together with the methodology that the teacher handles, combining both the educational process will have greater probability of being captured with which new ways of using this platform will be generated and therefore improve the system that they will use.

The Technological Tools software is distributed free of charge over the internet, this program was created to support education that is based on a philosophical concept of learning, which is "social constructionist pedagogy". (Dominguez, 2019)

The social constructionist pedagogy tries to collaborate with students to transform new information into their own knowledge, which is finally in student learning that will be used in their life (being the case of higher education in professional life) so, with this purpose and with the methods provided by the virtual platform an adequate teaching-learning method will be generated. Thus, understanding that this virtual platform is made to connect the information just by having access to the network.

This platform is formed by special software to be able to develop technological works of subjects of different natures. Technological Tools is a platform that provides different resources that allows designing and providing resources framed in a constructivist and social education (Gallego & Alvarez, 2013).

Likewise, the education provided by Technological Tools in its conformation will be very complex, but not in its management and application, since all the software that conforms it will be essential for the operation of all the tools that it has and that will be used as the teacher sees fit. This is a free application because it seeks to expand the teachings with the best possible quality and with the greatest participation in class sessions in order that the student pays the best possible attention, this learning process was created to be used by as many people as possible who want a quality education by virtual means.

The above method of applying electronic systems in teaching processes implies a cooperation of teachers in the international educational system. In this way, the created e-courses and methods of implementing them can be used in international cooperation. Joint courses can be held in universities of one country for the purpose of improving teaching and reducing costs (Kerimbayev, Kultan, & Abdykarimova, 2018).

The active participation of teachers is a primary tool in the learning procedure using the Technological Tools by which these will be in constant interaction with students and vice versa, given that the attention of students will be fundamental to complete the teaching-learning procedure to complete the purpose of the virtual platform.

The research shows a positive attitude towards implementing Technological Tools as a learning platform. They have also shown a positive attitude towards the importance of learning English in vocational high school. However, students also find some problems for themselves in learning English during the implementation of Learning from Home (LFH), where students sometimes lack self-management to follow the learning activities (Robekka & Sinaga, 2021).

Likewise, the limitations of these virtual applications as Technological Tools generated the reconsideration of new aspects to be considered to generate a good learning process, improving factors that were seen inadequate as empowering factors that were relegated or with a bad implementation, every learning process evolves depending on those points.

He stated that students had to be creative to find solutions and innovations regarding learning barriers, including maintaining good communication with the teacher and understanding the best learning styles individually (ERIC, 2020).

Here it is stated that not only teachers have the purpose of being creative in terms of the activities that will be relegated to the students (exhibitions, debates, etc.) but also students will have to be creative in terms of the way they express their information to get a good reception not only from them but also from their peers who will be listening to their reports. This will have both teachers and students at the center of learning.

Adaptive learning is a methodology that allows to identify the level of knowledge and learning styles of students and to transform materials, tasks, and forms of their delivery according to the needs of the participants of the learning process. LMS Technology Tools offers different solutions for adaptive learning. They provide administrators and teachers with tools to vary all stages of a learning process starting with information delivery and ending with evaluation (Morze, Varchenko, Terletska, & Smyrnova, 2021).

The virtual learning process is the essential tool in the reality we are facing that because of the social distancing this tool is easy to interpret for the learning process and gives the facilities to the teachers to create own web environments for each subject and totally private, and that these subjects can be extended at any time and from any place dynamically. It will be used depending on the needs of both teachers and students and its functionality will depend purely on them.

New virtual educational model

This is a process that contributes to learning is given by the virtual accompaniment by teachers, this focuses on the combination of different methodologies, which will come to strengthen the entire educational process. (Velasquez, 2020) then being a subject of importance is that tutoring generates an important link to the growth of student learning by applying new technologies that enrich and contribute to their professional development, then education needs the use of new learning tools that help society through their knowledge, such an event can be attributed to the fact that educators today have to be in the process of learning and updating that generates continuous processes, in education due to the fact that the demands today are beyond what can be expected.

The unexpected confinement pushed in a global way changing the way of life and with this the teaching methodologies, this generated different scenarios and totally changed the way of life in which the use of technologies prevails; coming to be replaced the physical spaces by virtual spaces; becoming a new informative and communication channel becoming virtual work and the continuity of education virtually (Aguilar, 2020).

The pandemic by the COVID 19 generated abrupt changes in the educational part today, and many families have to live in houses where they are not allowed to leave them, and that generate that within the family space can create relationships between its own members, in addition to the use of new mechanisms generated a new distribution of cultural patterns according to the current situation, and therefore forced the new technologies to be adapted obligatorily for all the family who wish to perform activities to their needs today, in one of them as mentioned in the article is education, and for any learning situation must require them, it is evident that social networks also played an important role for its final effect.

Currently, the use of technologies is no longer a novelty, but a marked difference is seen in all areas of society and at the same time the adaptation to this new era, came to stimulate the progress of a new society, guiding it towards economic and cultural globalization, and the use of new technologies (Santoveña, 2020).

Society has important changes that generate an immediate effect in all its dimensions such as culture, politics, economy and others, these changes brought with them the incorporation of new technologies since the time of the hunters where the bow and arrow were incorporated to change from one stage to another, in barbarism writing was incorporated to move to the era of civilization, and now that we are in this era there are several mechanisms of change, all due to the incorporation of new technologies that bring cultural patterns and new forms of organization, in that sense the changes due to the pandemic of COVID 19 generated this change incorporating a virtual education so that their students can have modifications in their evaluations today.

The incorporation of these technologies in the continuity of the educational process is becoming more and more relevant in the academic offer and demand of higher education institutions. (Moreira & Delgadillo, 2018) to the various changes indicated, it is also presented to the agents that promote the changes and also who are the main beneficiaries economically, so that they are the managers and administrators of the technology revolution in education, In this way, we can see a system that helps many people to think about innovating what is still observed to generate diverse access to different populations, thus also benefiting the population that needs this type of technologies, the fashion is to understand what are the needs of the population and how to satisfy them, from new products and services such as education.

In recent years, distance learning models have been reinforced, giving continuity to training, and this was previously possible in small scales, and with very high costs. Today we can see that there is much change in the massification of the use and exponential growth of information and communication technologies presenting changes in the educational process (Gonzalo, 2018).

The various institutions whether in the public or private sector understood that they must align themselves to the changes in technology, for this they invest in the incorporation of these new elements, also the strengthening of the capacities of the same managers such as teachers is not oblivious to the indicated investment. These agents through the use of these new elements should promote teaching models that help students to have enriching experiences so that the evolution of knowledge is given in the best way, and we have more advanced scientific production through its products. All this is a process that should be understood as an investment that helps growth but not to produce without obtaining profits that do not help its development.

The impact of communication networks on training and education has been one of the biggest changes that has taken place in educational institutions in recent times, due to these transformations that are carried out in education by the implementation of audiovisual media and computer equipment which have been adopted as resources to improve teaching-learning processes (Zuñiga, 2018).

Communication networks are more visible when they are properly used by those who manage education, but these can be lost along the way if they are not updated, therefore, the implementation of audiovisual media in their mechanisms helps to contribute adequately to education. Another phenomenon will help to understand that social networks today streamline such mechanisms in mention, which manage to adequately carry the message while respecting the conditions of the internet, at this point access to information through videos, photos, books etc., help to understand what is happening today itself. For this it is necessary to relate the internet with education through platforms that collaborate in the teaching process.

The entire education system from primary to tertiary level has collapsed during the blockage period of the new coronavirus 2019 (COVID-19) disease not only in India but all over the world. (Lokanath, 2020) the Asia the countries bordering China are subject to more rapid changes of those that are farther away like Peru, this leads to the adaptation to the changes is a must due to the pandemic began to generate chaos in the various countries, India is characterized by having virtual elements that helped its economic growth thus being one of the most important economies in the world, But with the passage of the pandemic today they were affected making its population to incorporate quickly to the processes of virtual education, not counting that a large part of this country was still without access to the Internet, causing chaos, since we are talking about a country that already began to generate changes in technology, but it was different at the time of incorporating virtual education.

In a study referred to the virtual teaching process, this indicates that: Students who accepted or adopted online courses on their own merits wanted a minimum of basic online modality, teaching presence, cognitive presence, online social comfort, and social presence (Montgomery, Canelon, Kordrostami y Zhang, 2020).

By the lines indicated above it can be shown that students are beginning to accept the changes in technology, they are beginning to stop being digital primitives to become the representatives of the technological future, to it companies like Facebook are creating virtual spaces for better interaction leaving aside social networks to create environments where the meta universe is conditioned by those who began to adapt from an early age to virtual knowledge, then people are already aware that it is not only a necessity but an obligation to be part of this adaptation, thus achieving social structures focused on cyberculture in which education becomes one more dimension for their growth.

Educational institutions (schools, colleges, and universities) in India are currently based only on traditional methods of learning, i.e., they follow the traditional configuration of face-to-face lectures in a classroom. (Dhawan, 2020) to round out the idea that economic growth is not hand in hand with educational development, India was presented as a country in very important economic growth being a pillar of the Asian continent but social gaps will always be a problem around the world where many still do not find being part of these changes due to technological and economic limitations that are reflected in their own education, This is why the traditional methods of learning are still in the classrooms that resist change by incorporating a virtual process, many of the students and teachers still resist change due to the limitations indicated.

In conclusion, it can be seen that the concepts and theories related to the Technological Tools platform in the teaching process is that it is very important today to be part of the social changes that technologies bring, but there are still limitations for those who use them because we are not yet in a country where we provide the facilities for internet access, thus generating social problems

when incorporating new technologies in education, and this generates to some extent desertion and loss of interest of students who, having many difficulties, decide to choose other options that do not help to have a daily intellectual development, so the incorporation of new technologies is important for the teaching process that will be under parameters of social inclusion and with strategies to close these gaps.

Methodology

For the development of this article, it will be deployed under the deductive method where the concepts of the subject will be applied to a certain fact of reality, and for this the method of analysis will also be applied where the results will be interpreted and analyzed from the point of view of the researcher. The design of the research work itself applies a descriptive research level because it makes a diagnosis of the work thus showing the causes of the work, it is also of non-experimental design because the cross-sectional data will not be manipulated because the instrument was applied only once.

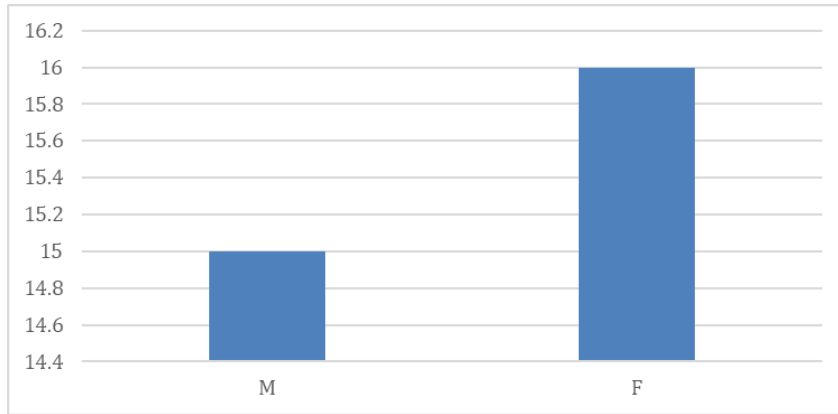
The study population is composed of teachers at the Public University of Cusco, being these enrolled in 2021, for the purposes of this article the sample will be random, being an average of 31 teachers. The instrument to be applied is a survey validated by a group of three professional teachers who will validate the instrument for it the form of application will be virtually through the Google program. For the development of the research work to be applied first will be coordinated with the rector of the university through an application, with it will be requested permission to the main faculties that have a good experience in virtual teaching and will be applied to students who are currently enrolled. All the data obtained will be processed by the SPSS 25 statistical package where the corresponding tables and figures will be developed for the analysis of the results obtained.

Results

The results obtained were applied to teachers at the Public University of Cusco of the Professional School of Dentistry, 31 of whom were given a survey with 15 questions, organized in three blocks that help to better understand the results obtained regarding the analysis of the Technological Tools in the teaching process in the students of higher education in the case of the Public University of Cusco. The survey applied had the following valuation 5 = Always 4 = Almost always 3 = Somewhat 2 = Rarely 1 = Never. These are presented in 5 questions for each figure.

Figure 1 shows that of the 31 teachers surveyed, 16 are women and 15 are men, showing that the number of teachers is balanced, ensuring that there is not more of one group than the other.

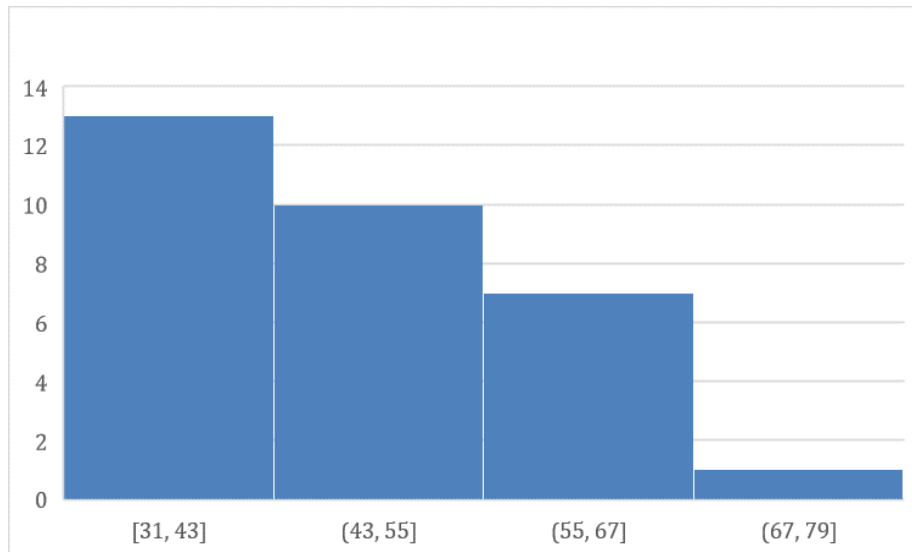
Figure 1: Sex of teachers surveyed.



Source: Own elaboration

Figure 2, referring to the age of the teachers, shows that from 31 to 43 years old are most teachers, while from 67 to 79 years old are the minority of teachers. This data shows that most teachers are at an early age of adulthood, thus being a group of professionals who are part of the technological sociocultural changes in education, which helps the incorporation of technological tools.

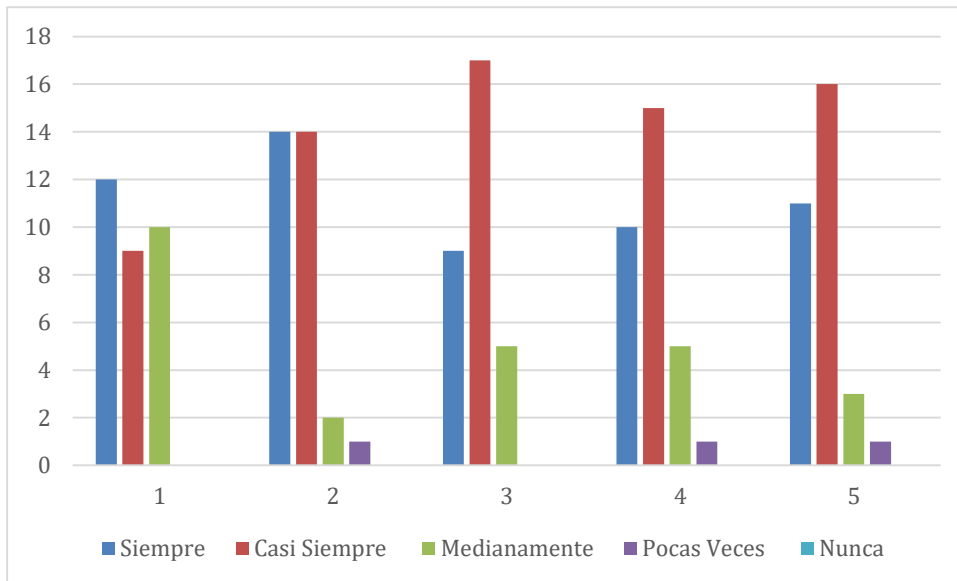
Figure 2: Age of the teachers surveyed.



Source: Own elaboration

Figure 3, referring to the use of the tools of the Technological Tools platform, shows that, of the 5 questions referring to the indicated topic, question three was the one that was most intensely appreciated, this question is indicated as follows: in the development of their learning session they incorporate various interactive activities created in the Technological Tools, the teachers state that they almost always do it, in addition to the other questions they indicate that it is almost always. On the other hand, in question 2, referring to the development of the learning process of the area in which they are in charge, teachers indicate that they do it always and very rarely.

Figure 3: Use of Technological tools.



Source: Own elaboration

Discussion:

For author Suppasetseree (2020) Technology and computers have affected the process of teaching and learning process of English in Thai higher education. The multi-functionality of this complete learning management system (LMS) as Technology Tools is integrated in English classrooms to enhance students' learning. It corroborates what the author says since the use of tools in the Technology Tools by teachers is suitable for the development of their students' learning.

For Figure 4 referring to the use of Technological Tools by the teachers of the Public University of Cusco, it is observed that they showed more attention in question number 10 which indicates: Do you use TECHNOLOGICAL TOOLS to record the averages and academic achievements of your students, teachers indicated that they almost always do so. On the other hand, very few

times the same teachers indicated referred to question 9 that indicates: Use this platform as a means of communication with students concerning academic and behavioral progress. Therefore, the teachers surveyed show great interest in the use of technological tools for their different academic activities with their students. It is shown that the virtual platform helps teachers to have a better organization of their records and to verify their academic progress so that the students themselves can see in what situation they are when they have doubts, and therefore, it contributes to their training to be the most appropriate.

For the author Merayo (2018) Focusing on Technological Tools, he considers the philosophy that frames constructivist and social pedagogical models, which focuses its activities in a very friendly, didactic and easy way in learning through content and tools. According to this author's reference, it is shown that teachers at the Public University of Cusco are satisfied and almost always use Technological Tools.

For figure 5 referring to the use of learning sessions in Technological Tools, from the surveys made to the teachers of the Public University of Cusco, it is observed that the majority gave more priority to question number 13 which indicates: The majority of them indicated that they almost always use technological resources as a pedagogical strategy to search for and exchange information among students. On the other hand, very few referred to question number 12, 13 and 14 referring to: Manages resources of Technological Tools during the second pedagogical moment in the learning session, indicating that none of the teachers did not answer anything. Then it is deduced that almost always teachers employ learning sessions using this platform for the development of their contents with their students.

For Salazar (2019) in his study referring to the use of Technological Tools in the Cusco Region within the UAP institution in the Cusco branch it is indicated that: 98% of the students belonging to the professional school of Law come to consider that the Technological Tools is very easy to use and interpretable, and that allows in a positive way that teachers can develop their class sessions without any difficulty. So, having these scopes, it could be recommended the use of this platform for all other subjects, because if this tool is easy to use and easy to interpret, it would be a complement and would serve as support in the development of the didactic sessions of all other subjects. This affirmation of the author is corroborated by the data of the present article indicating that if the teachers use learning sessions with Technological Tools.

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