

Virtual teaching strategy for online learning of the subject Entrepreneurship and Management at the baccalaureate level

Estrategia de enseñanza virtual para el aprendizaje en línea de la asignatura Emprendimiento y Gestión en el bachillerato

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ABSTRACT

The COVID-19 pandemic has caused a change in the educational environment, it went from being face-to-face to virtual, it is necessary to think about didactic strategies for subjects that need a different treatment in their development and explanation. The objective of this article is to propose a virtual teaching strategy for the strengthening of online learning of the subject Entrepreneurship and Management in the baccalaureate. The research conducted is hermeneutic in approach and descriptive-explanatory in scope. The sample selected was 58 students of the third year of high school of the Unidad Educativa Fiscal Durán, a probabilistic intentional sampling by quotas was applied, which facilitated the interpretation of results on the lack of use of virtual learning environments and technological tools by students and teachers. In addition, educators presented difficulties in planning, development and evaluation for online classes. A virtual teaching strategy was designed that generates interaction and reflection in the teaching-learning process from the virtual environment, which has the following phases: virtual teaching-learning planning, virtual teaching-learning communication and activity, and online evaluation of assimilated learning.

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RESUMEN

La pandemia de la COVID-19 ha provocado un cambio en el ámbito educativo, pasó de ser presencial a virtual, es necesario pensar en estrategias didácticas para las asignaturas que necesitan un tratamiento diferente en su desarrollo y explicación. El objetivo del presente artículo es proponer una estrategia de enseñanza virtual para el fortalecimiento del aprendizaje en línea de la asignatura Emprendimiento y Gestión en el bachillerato. La investigación realizada es de enfoque hermenéutico y de alcance descriptiva-explicativa. La muestra seleccionada es de 58 estudiantes de tercero de bachillerato de la Unidad Educativa Fiscal Durán, se aplicó un muestreo probabilístico intencional por cuotas, que facilitó la interpretación de resultados sobre la carencia del uso de entornos virtuales de aprendizaje y herramientas tecnológicas por parte de estudiantes y docentes. Además, los educadores presentaron dificultades en la planificación, desarrollo y evaluación para las clases en línea. Se diseñó una estrategia de enseñanza virtual que genera interacción y reflexión en el proceso de enseñanza-aprendizaje desde el ámbito virtual, que tiene las siguientes fases: planificación virtual de enseñanza-aprendizaje, comunicación y actividad virtual de enseñanza-aprendizaje, y evaluación online de los aprendizajes asimilados.

Palabras clave: Virtual Teaching Strategy, Computer-assisted instruction, Online learning, Correspondence teaching, Baccalaureate.

INTRODUCTION

Global society, as well as education, are facing a process of change due to the influence of COVID-19, the main transformations adopted were the mandatory replacement of face-to-face attendance by online education. The virtual environment replaced the face-to-face scenarios, the educational subject left aside physical contact, which was replaced by the virtuality of networks and applications for online learning. All this undoubtedly complicates the current pedagogical process, to the extent that teachers, students and even families were not prepared for an abrupt change in the way of teaching and learning.

In this sense, the educational community has generated new environments or spaces for pedagogical interaction between people, teachers have assumed the role of online education, in short lapses have changed the teaching-learning systems and how they are executed, which is positive for development, the use of digital tools can strengthen the skills and abilities of learners, the diversity of online resources allows the exchange of experiences with digital skills achieved.

The haste of the transition from the face-to-face to the virtual surprised the theoretical systems of the Pedagogical Sciences, because, although a tendency towards the use of Educational Technologies was appreciated, its application was not considered to be so

urgent, nor in the current massiveness. The consequence of this is that there are few levels of general theoretical support for virtual teaching and its general implementation, and for pedagogues the theorization of online education is a problem to be studied.

In the particular case of teaching performance, the authors highlight the subject of Entrepreneurship and Management, which has its own characteristics in its development process with contents on the social economic system that guarantees production and the conditions for good living. Achieving knowledge and skills in the subject of Entrepreneurship and Management, in the current context, are limited from the virtual.

All of the above, the constant dialogue with experienced teachers in the area of Entrepreneurship and Management, as well as an exhaustive review of the scientific literature, allows us to pose a guiding question for the development of this scientific article: How to develop virtual teaching and online learning of the subject of Entrepreneurship and Management in the baccalaureate?

The use of virtual teaching strategies has a positive impact on the performance of students, by promoting a participatory climate in classes, a better involvement with the activities to be performed that generates greater motivation; therefore, a virtual teaching strategy is proposed to strengthen online learning of the subject Entrepreneurship and Management in the baccalaureate.

An exploration of theoretical sources, which have studied the research variables in the different indexed databases (DOAJ, Latindex, Dialnet, Scielo, Redalyc and Google Scholar) was carried out, providing scientific results, where a theoretical inquiry was conducted through search chains with their respective translations into English and Portuguese on the research topic.

From the search in the different databases, 9 research antecedents were selected, 6 of them have a direct relationship with two descriptors and scope: (Vega and Balladares 2021; Yáñez, 2020; Banda, 2020; Orrala, 2020; Lope et al., 2018, Sutadji et al., 2021). After each of the studies on e-learning strategy in learning, the following topics can be identified as studied:

- Didactic strategies and Moodle for teaching-learning in entrepreneurship and management.
- Methodological strategy and technological tools to develop learning in entrepreneurship and management.
- Influence of Tics strategies for student learning in the baccalaureate.
- Adaptation and assessment strategies for online learning in education.
- Entrepreneurship guide to optimize the quality of learning in Entrepreneurship and Management.

Once the main results on the variables and the field of study were analyzed, it was possible to reach the conclusion that the didactic strategies that have been developed for working with the subject Entrepreneurship and Management have been carried out in the classroom, since this has not been conceived for virtual teaching, since it is of great interest for the Pedagogical Sciences to look at it from the virtual environment.

In order to define the study variables, the theory of Valverde and Solís (2021), who define the virtual teaching strategy as the procedures or resources used by the teacher to promote meaningful learning, is considered among the most important authors. The main task of the teacher is the continuous accompaniment of his students, towards the fulfillment of the learning achievements, being the consequence of a good interaction and communication between the teacher and the student (pp. 1117-1119).

Meanwhile, Fernandez and Arteaga (2020), define as a set of actions and operations that allow to achieve the objective of the class; through resources, techniques, tasks and all those procedures used by the teacher to create learning environments that facilitate the interaction of resources and the learner, in order to achieve the assimilation of information and the intention to acquire new knowledge in a meaningful way, strengthening collaborative and reflective learning. (p. 94).

According to Alvarez et al. (2005), online learning is one of the new conceptions of education that refers to the development of teaching-learning dynamics through experiences in synchronous and asynchronous activities for the acquisition of knowledge that strengthen autonomous and independent learning. (p. 19).

For its part Acosta et al. (2019) states that online learning should induce the student to explore new queries through Google or You Tube, to improve the understanding of the subject proposed in synchronous activities, so the student improves his understanding of the subject, with critical analysis of the results addressed, achieving a structural and radical change in the formative dynamics of learning. (p. 19).

The strategy is the set of processes and methods that make it possible to achieve a particular objective, which implies, sequentially, its fulfillment towards obtaining the desired results. Each method compiles and strengthens the expected final product, thus, in order to obtain concrete and desirable results, it is necessary to plan the pertinent strategies that adjust to the context of the outlined objective. The teacher strategically plans the resources and activities as an appropriate strategy to achieve meaningful learning in students (Camarena 2017, p. 20).

Therefore, online learning is considered as a strategy that the teacher uses to strengthen autonomous and critical learning in each activity solved by the student, which is essential

to use virtual environments that enable the environment according to the interaction with interactive resources and the student body, as a resilient response to the constant change in the way of learning in the context of virtuality.

MATERIALS AND METHODS

For the methodological procedure, the application of descriptive-explanatory research was considered, with a purely hermeneutic cut, based on the epistemic needs of the object of study of teaching and learning in the online modality, which needs to respond to multiple unexplored categories from the current context, which has made it an operating modality in an accelerated manner. From the above, it will be necessary to explore the reality with scientific instruments that allow interpreting the relationship of the teacher's strategic thinking for online teaching and learning (description), in order to comprehensively understand it and arrive at conclusions of strategic thinking in the subject Entrepreneurship and Management (explanation). It is the dialectic unity of these two research modalities that will make it possible to achieve the proposed objectives.

The study population considered for the present research is made up of 340 students corresponding to the 10 parallel students of the third year of High School, in the Specialty of Science and Technician and 3 teachers of the subject of Entrepreneurship and Management of the Unidad Educativa Fiscal Durán.

The sample selection for the research is intentional non-probabilistic by quotas, based on the following elements: The main researcher and teacher of the subject works with 40 percent of the third year of high school, four out of 10, with whom they can interact directly in their research intention. Taking into account the possibilities of accessing and directing the pedagogical process, 40 percent of the students of four of the parallels, an analysis population of 146 students, of which 58 are selected as a sample for the study, were acted upon.

To comply with the criterion of intentional selection, quotas were assumed for each parallel, based on selecting students proportionally according to their academic achievement, demonstrated in the exams of the subject Entrepreneurship and Management according to the following criteria:

- Top students in academic achievement by parallel according to group composition.
- Last students scored in academic achievement by parallel according to group constitution.

Taking into account the type of research assumed, the methods to be followed were considered, from the full interaction of quantitative and qualitative. For the data collection methods, the techniques of observation, interview and survey were used.

The observation of virtual classes was carried out in the subject of Entrepreneurship and Management, in order to obtain information that would allow a documentary analysis of how the online teaching-learning process is carried out. The interview with teachers was applied in order to gather information on strategies for the development of virtual classes in the learning of students. Likewise, the questionnaire to students provided information about their perception of a teaching strategy model applied in virtual classes.

In relation to the above, an observation guide was used to measure the virtual classes, allowing the assessment of the dimensions of planning, communication and evaluation of both teaching and learning. The interviews to teachers and the questionnaire applied to students (<https://n9.cl/wkplz>) on strategic indicators, achieve the task of making the improvement proposal feasible in the virtual teaching strategy in online learning, specifically in the subject of Entrepreneurship and Management.

RESULTS

The data obtained in the questionnaire items are assumed as a logical presentation of the research results, which are contrasted with the observation and interview data to perform a triangulation of the information obtained in the three instruments applied.

Table 1. Knowledge about virtual learning environments (Teams, Moodle, Edmodo) for online classroom development.

	Frequency	Percentage
Totally agree		27,59
Agreed		39,66
Neutral		15,52
Disagree		15,52
Strongly disagree	1	1,72
Total	58	100,0

Over 67.25 percent of the students recognize virtual learning environments, with 32.76 percent expressing no knowledge in this regard. In the observation, the teacher uses the platform regularly to share class material and activities to be carried out. Although in their criteria they stated that they make use of the Teams platform, they present difficulties in mastering the environment.

Table 2 . Use of digital tools and resources in the lesson plan to activate prior knowledge.

	Frequency	Percentage
Totally agree		29,31

Agreed		41,38
Neutral		17,24
Disagree		12,07
Total	58	100,00

It is deduced that 70.00 percent of the respondents activate their knowledge under the use of digital tools and resources, while 29.31 percent indicate the opposite. Since, it was perceived that the teacher works with very extensive presentations and textual content, in addition, consecutively employs concepts not linked to the subject, it is observed that the classes do not comply with the structure of the didactic components. In addition, in the interview, teachers stated that they have difficulties in the development of digital content and resources.

Table 3. *Strategies employed in online class, for teacher-student and student-student interaction .*

	Frequency	Percentage
Totally agree		25,86
Agreed		37,93
Neutral		18,97
Disagree		17,24
Total	58	100,00

It is evident that 63.79 percent consider the strategy effective, while 36.21 percent have the opposite opinion. The observation showed that the most outstanding students are those who participate continuously, due to their autonomy and not due to the fact that there is interaction in the class. However, in the interview, the teachers revealed that there is greater interaction in the class when technological strategies are used.

Table 4. *Importance of reliable information search sites for the development of the contents of the online class.*

	Frequency	Percentage
Totally agree		20,69
Agreed		44,83
Neutral		20,69
Disagree		13,79
Total	58	100,00

A trend of 65.52 percent stated that information should come from reliable search sites, while 34.48 percent indicated the opposite. Consequently, it was observed that teachers

use and share content from unreliable sources. Finally, in the interview, teachers argued that they have limited knowledge in consulting reliable sources for the elaboration of contents.

Table 5 . *Application of methodologies with technological didactic tools to achieve classroom learning .*

	Frequency	Percentage
Totally agree		32,76
Agreed		48,28
Neutral		10,34
Disagree	5	8,62
Total	58	100,0

The results indicate that 67.25 percent of the teachers apply didactic tools in the development of the class, with the use of innovative methodologies, while 32.76 percent do not use them, however, it was noted that students have difficulty in identifying technological tools, even though the teacher works progressively with this strategy. However, in the interview, the teacher argues that they make use of certain technological tools, even though they have little familiarity with virtual resources.

Table 6. *Use of synchronous communication tools (Video calls, Audio conferences) to achieve classroom learning.*

	Frequency	Percentage
Totally agree		31,03
Agreed		37,03
Neutral		20,69
Disagree		10,34
Total	58	100,00

68.06 percent state that they achieve learning with the use of these communication tools. On the other hand, 31.94 percent consider that there are deficiencies in the application of technological tools. During the classroom observation, it was observed that the teacher makes use of tools, with a limited benefit as a pedagogical support resource. In the interview, the teacher stated that he uses synchronous communication tools with a certain degree of difficulty.

Table 7 . Use of asynchronous communication tools (Discussion Forums, Blog, Email, Wiki) for online learning.

	Frequency	Percentage
Totally agree		12,10
Agreed		44,80
Neutral		20,70
Disagree		22,40
Total	58	100,0

About 56.90 percent reveal that these tools contribute to their learning, while 43.10 percent state the opposite. Similarly, it was observed that teachers occasionally interact with the tools presented, on the other hand, in the interview they mention that they have difficulties in the use of all the properties provided by these tools.

Table 8. Group learning activities, expository and discussion, for the interactivity of the online class.

	Frequency	Percentage
Totally agree		18,97
Agreed		39,66
Neutral		20,69
Disagree		20,69
Total	58	100,00

As for 58.63 percent of the students, they indicate that interactivity is created through dynamic activities, while 41.37 percent believe the opposite. It was observed that the teacher carries out group work, but there is no total participation of the group, where the students with very good and excellent averages stand out. However, in the interview, the teachers stated that they apply different strategies to maintain attention, letting them know that they are evaluated through intervention in presentations and discussions; however, intrinsic motivation is not achieved.

Table 9. Virtual teaching strategy for online learning and their level of satisfaction in the process of teaching Entrepreneurship and Management through the online class.

	Frequency	Percentage
Totally agree		31,03
Agreed		44,82
Neutral		12,07
Disagree		10,35

Strongly disagree	1	1,72
Total	58	100,00

More than 75.85 percent of the students consider that the strategy satisfies the teaching process and 24.15 percent indicate the opposite. Meanwhile, in the interview the teachers stated that the strategy reaches the level of satisfaction to teach the subject of Entrepreneurship and Management.

Table 10. *Virtual teaching strategy to contribute to the online learning of the Entrepreneurship and Management subject and its feasibility of application in the institution.*

	Frequency	Percentage
Totally agree		29,31
Agreed		49,99
Neutral		12,07
Disagree	5	8,62
Total	58	100,00

79.30 percent believe that the application of virtual teaching strategies is feasible, while 20.70 percent believe the opposite. Therefore, the teachers interviewed stated that it is possible to apply the strategy in the subject of Entrepreneurship and Management, thus achieving that the student has the ability to learn and the mastery to solve problems, as part of their intellectual development and potentiation of their skills.

DISCUSSION

The starting point is to consider that, based on the dimensions of the virtual teaching strategy, the strategic thinking for teaching from virtuality is structured in three central processes; planning of the virtual activity, execution of the pedagogical method, through communication and virtual activity, and finally, the online evaluation of the learning assimilated in the subject Entrepreneurship and Management.

The phase of virtual teaching-learning planning will aim to train teachers in their shortcomings, in terms of online class planning, where actions related to a virtual learning environment training, a planning workshop under the online modality and finally an instruction on search engines to the content of the class will be developed. All the above as cognitive needs determined in the research instruments applied.

Regarding the knowledge of virtual learning environments (Teams, Moodle, Edmodo) for the development of the online class, the need for an online training is appreciated, in which three moments will be taken into consideration. First, all the necessary information about the topics, times and methodologies to be developed in the training will be provided. Second, it will consist of presenting communication activities for both parties to carry out by acting in forums and debates. And finally, there will be an evaluation with activities that include the use of educational platforms in order to assess

the level of competencies acquired in the training, where it is intended to achieve better learning in teachers and students. In this sense, the training of virtual learning environments is a methodological necessity for the development of online classes.

The need for an online workshop on lesson planning for this teaching modality is also appreciated, for the group of teachers who have difficulties to interrelate the contents with digital tools and resources for the development of their lesson plan. The workshop will address topics such as: micro curricular planning, class organization, the didactic process: the moment of the class, tips of techniques and resources for the online class, technological tools as means of interaction and evaluation methods. This workshop will create a space for pedagogical reflection on the important aspects to consider when planning a virtual class, from an organizational point of view and emphasizing how to work a synchronous session and how to plan asynchronous activities, analyzing the moments of the class that should be applied in a learning session.

In addition, this phase will consider an induction to teachers on the use of search engines to collect information on valid content, in order to determine different research strategies and selection of reliable content, the same that will be shared with students and that this will be truly significant for their professional growth.

The communication and virtual teaching-learning activity phase will have as its main objective: to develop the Entrepreneurship and Management class from a participatory approach and with online learning stimulation. Asynchronous and synchronous activities will be addressed, learning objects such as presentations and web tools will be generated, a repository of asynchronous tools will be created and finally theoretical research on motivation to the content of the subject will be carried out.

Regarding the application of methodologies with didactic-technological tools to achieve learning in the classroom, it is necessary for teachers to conceive more asynchronous activities than synchronous ones, because the former remain as tools for virtual learning and thus generate a balance in their use, considering that communication between teachers and students under this modality is very important, since there are no face-to-face meetings between both parties. Therefore, the teaching activities must have a consciously structured character and a singular didactic intention for the Entrepreneurship and Management course.

On the other hand, the importance of synchronous communication is revealed, which does not disdain to generate learning objects in a recorded way or digital media for presentations and even video web tools such as YouTube or Vimeo. Where communication and learning are the protagonists, thus increasing the participation and interaction of students. They can also be spaces for dialogues where students can make use of the comment box to write doubts, criticisms or suggestions and the teacher has the option to respond. This allows communication between both parties to enrich learning and help solve doubts and problems.

In addition, it is necessary to create a repository of asynchronous tools so that the teacher can upload activities, where the student has the opportunity to organize their time and even have access to download the content, this will help the student to return

to a lesson or activity and review if they have doubts, in the same way they will have more time to reflect on the content they are learning, which means that it is likely to understand the subject in depth.

Finally, at this stage in reference to group learning activities, expository and discussion, for the interactivity of the online class, a low motivation and lack of interest on the part of the student is perceived, in which it is suggested to conduct an investigation of student motivations in the content of the subject Entrepreneurship and Management, where it is important to analyze the basic elements of motivation, on which the whole development of the motivational process of the classes in its online character is conformed.

The objective of phase of online evaluation of assimilated learning is to determine the level of satisfaction of students with the teaching strategy, through the construction, application and evaluation of the evaluation instrument.

The evaluation instrument will be constructed in order to determine the conditions that make the implementation of the proposed strategy feasible or limit it. This process generates at least 4 internal processes that define it: First, to identify the purpose of the evaluation. Second, to know the criteria and indicators. Third, to choose the evaluation technique, which in this case would be by means of observation, and finally to evaluate the results. The evaluation will try to answer if the strategy meets the conditions for its feasibility.

The application of the evaluation instrument will be carried out through online demonstration classes in which the didactic process that was carried out in phases one and two will be applied, where the following will be analyzed: the beginning, development and closing of a class, in which the interactivity of the teacher-student in the teaching-learning process and its implications in the same will be appreciated, in addition, the processes involved will be considered, whose purpose is to demonstrate the possible implementation of the strategy offered.

For the assessment, it should be considered that the actions designed are feasible in practice; in addition, that they involve teachers and students, in order to achieve the desired results in the evaluation applied to the virtual teaching strategy.

For its part, lesson planning is the activity performed by the teacher to develop the content or topic of the class. In addition to being an indispensable element to control the classroom work, it must be flexible, that if necessary, adaptations are made according to the needs and conditions of the group (Reyes, 2016, p. 89) linked to communication, because it is the means of sharing information, using different types of activities in order to carry out the teaching-learning process. And finally every process must be evaluated with the objective of obtaining information of the students' performance, in relation to the planning and communication methods used.

By way of systematizing the discussion, inferences should be made on the integrating quality generated by the direct interaction of the proposed strategic phases, where the processual nature of online education from the subject Entrepreneurship and Management is revealed, based on the improvement of strategic thinking for its

conception, development and perspective improvement in the phases offered in this article.

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