The educational community and its response to the COVID-19 emergency: A Systematic review

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Abstract

Currently, the situation caused by COVID-19 has caused drastic changes in the educational system, it went from face-to-face to virtuality, a fact that caused a readjustment in the educational systems of the countries of the world. The objective is to analyze the current state of knowledge about the response of the educational community to the COVID-19 pandemic in the world during the years 2019 and 2020. The study is quantitative, documentary and retrospective; the sample 11 original articles published in Scopus, Eric, EBSCO*host* and ScienceDirect, in the inclusion and exclusion criteria the PRISMA statement and CEMBa Guide were used. The results, Use of ICTs: teacher in contact 100%, students 72.7%, distance classes 100%, virtual support by teachers 90.9%, students who received support 72.7%. Difficulties; 36.4% of students and 18.2% of teachers do not have access to internet services, inadequate skills of teachers in the management of ICTs (63.6%), deficiencies to adapt methodological strategies (54.5%). It is claimed that learning from home has been based primarily on the old logic of consuming information and knowledge rather than creating new ideas and solutions to real life problems.

Keywords. Response, educational community, COVID-19, student, teacher, pandemic.

Introduction

The current situation of the coronavirus pandemic has changed the traditional (face-to-face) educational structure, most of which were educational processes that were carried out around the world; today it has moved to virtuality, turning each student's home into a new academic learning environment (Maldonado et al., 2020). European and Asian countries have made even more progress in the ascension of their COVID-19 infectious curve. Some people have found it necessary to adjust and improve their distance learning strategies to ensure a better response to the emergency (Álvarez et al., 2020). In this context, the question arises: what is the current state of knowledge about the response of the educational community to the COVID-19 pandemic?, which allows the development of this documentary research.

The educational community is regulated, we could affirm that it is or aspires to become a community with a democratic character, where its members can exercise their true right to participate; that is, to be involved in the determinations that lead to decision-making, with the purpose of improving the internal educational community but that can also affect the social environment in which it is located or development of the school (Roa & Torres, 2014). Organization, guidance and coordination are not only the exclusive task of the director, but also need to share tasks with other participants in the process. Therefore, it is necessary to involve different participants such as: students, teachers, communities and families of parents (García et al., 2018).

The Economic Commission for Latin America and the Caribbean (ECLAC, 2020) stated that even before the pandemic, social discontent in the region was aggravated by the increase in poverty, extreme poverty, persistence and increase in inequality. During the COVID-19 pandemic, a different education is necessary, which responds to current needs (Ortega, 2020). That is why the closure of schools has had and continues to have an impact on the behavior of students where the participation of parents is very important in their training.

The continuity of educational processes stands as an emerging phenomenon in the region, and is also clearly defined as a key aspect of the right to education in emergency situations (Renna, 2020). The content presented seems to indicate that this is a related topic and cannot be omitted, but the evidence is limited making it difficult to formulate hypotheses. Initial recommendations for alternative didactic activities inevitably led to non-face-to-face assessment schemes. These schemes have traditionally been regarded as the most complex aspects of management beyond continuous evaluation activities. In fact, most of them are based on the evaluation process that requires physical presence to pass the tests (García et al., 2020).

Experts in the education sector should use their existing skills to develop crisis-sensitive plans, but they should also amplify into new skills, in the environment in which we are all working with new conditions, which are especially driven by social distancing parameters (Interagency Network for Education [sic] in Emergency Situations, 2020).

The Ministry of Education of Peru on March 11 of this year postponed the start of the school year (Pizarro et al., 2020). In the public system or, educational institutions employ 16669 teachers without a professional degree. This group, composed of 66% (10977) of non-pedagogical teachers and 34% (5692) of pedagogical but incomplete teachers (Defensoria del Pueblo, 2020). In addition, children, regardless of their educational level, from vulnerable families are less likely to receive academic support from parents (Sanz et al., 2020).

Different public institutions have recommended that, in the face of future uncertainty, it is necessary to plan or be forced to do so, a stage of post-pandemic education, in different circumstances, because even in some countries, as in the worst case, this confinement has not been lifted and with the possibility that it will be returned. That is why the new restrictions, whether of total or partial duration, must be implemented differently, because this is in the era of COVID-19, or as a forecast of another new pandemic (García, 2020).

There is no doubt that technology applied in education has become a tool to transform the teaching model of our educational institutions in a more effective way. In addition to improving teaching practices and promoting better access to information, technology-related innovations also point to a broader perspective. From this point of view of teaching and curriculum, they provide an enabling environment to continue towards the so-called competence-based curriculum that is part of the European political agenda (Solé, 2020).

If we refer to education as a sector, it can be mentioned that, it has been one of the most affected as a result of the pandemic, to move from face-to-face to virtuality, where there was still some resistance to technological changes, as well as the methodology used, conducive to an imbalance, throughout the educational field, teachers with insufficient skills for the management of information and communication technologies, students in a state of poverty without access to internet services, parents without a stable job, lacking a device of the characteristics required to face this transition, added to all this the health crisis. That is why, in the field of education, most of the measures taken by countries in the face of the crisis are related to the suspension of face-to-face learning at all levels, which has resulted in three main axes of action: distance learning methods, use of various formats and platforms or not using technology: that is, the support and mobilization of educators towards the community, as well as concern for the health and general well-being of students.

All this, because, with the closure of educational institutions, not only the educational process is affected, but aspects such as food and nutrition in really vulnerable populations who no longer benefit from social support programs aimed at this particular group, another aspect to consider the limitation to health services, being one of the main consequences the pregnancy in adolescents. The effect that may have been generated is really alarming, because it has not yet been seen, through research, the real consequences that these pandemic leaves and will continue to leave. This leads us to the need to develop research that allows us to facilitate decision-making for the benefit of the student population.

The above allows us to formulate as an objective to analyze the current state of knowledge about the response of the educational community to the COVID-19 pandemic in the World 2019-2020.

Methods

The study is within the quantitative, documentary and retrospective approach; for this we proceeded to develop a systematic review of the original scientific literature published in different countries / regions discussing the research variables between 2019 and 2020, for this we used the PRISMA statement allowing the selection of some of the articles (Urrútia & Bonfill, 2010) , being complemented by the CEMBa Guide for Critically Evaluated Topics (CAT) which is an initiative of the Center for Evidence-Based Management (Barends et al., 2017).

Search for information.

It is carried out through electronic databases: Scopus, Eric, EBSCO*host* and ScienceDirect, as well as a manual inquiry of the references that were used by the authors of the research consulted. The investigation period considered was from December 2019 to December 2020. The following descriptors were used: *TITLE-ABS-KEY,* initially obtaining 3,402 articles for review, a total of seven searches were carried out until culminating with the sample of publications.

The prism flowchart of the information was used (Urrútia & Bonfill, 2010),where the identified articles were 72, evaluated 64, eligible 30 and included 11. We proceeded to eliminate all that article that did not meet the requirements raised, for which the reading was considered in its entirety.

Selection and exclusion criteria.

The researches that have been selected considered the following criteria:

1. Within the language was estimated the: Spanish, English and Portuguese;
2. Publications that were given between December 2019 and December 2020;
3. The different levels of education were studied;
4. They were studies that addressed the problem of education in times of the COVID-19 pandemic and that carried out the analysis of some of the components of the educational community;
5. The studies with a quantitative, qualitative or mixed approach were contemplated, and their structure must be presented: objective of the study, methodology used, statistical tables, conclusions and recommendations.
6. Any study that the analysis presented will not fit the condition of the variable was excluded.

The selected studies were evaluated according to cat recommendations, an initiative of the Center for Evidence-Based Management (Barends et al., 2017). Which will guide us through high-interest research that was done previously.

Results and discussion

In the general search, 3402 referential studies were obtained, in advanced 418, carried out in Scopus (14), EBSCO *host* (34), Eric (03), ScienceDirect (18) and manuals (03), identifying 72 articles. We proceed to the comparison of the title and the abstract, as well as duplicity giving complete reading to each selected article that meets or with the established criteria (30), finally the eligible articles were 11 which constituted the sample for the study.

Search methodology for articles

Table 1 shows the use of certain descriptors, which simplify the search for information, because not all of them fit the criteria established to obtain the results, for the purposes of this study keywords and Boolean operators (AND, OR, and NOT) were used, obtaining a preliminary sample of 418 articles to be reviewed.

Table 1. Search delimitation.

Databases	Search variables with logical operators	General	Outpost	%
Scopus	("EDUCACIÓN" AND "COVID 19")	399	0	100.00
	TITLE-ABS-KEY-AUTH ("comunidad educativa")	0	44	100.00
	TITLE-ABS-KEY-AUTH ("education" AND "covid 19" AND "answer")	85	0	100.00
	TITLE-ABS-KEY-AUTH ("education" AND "covid 19" AND "answer") AND (LIMIT-TO (ACCESSTYPE(OA))) AND (LIMIT-TO (DOCTYPE, "ar")) AND (LIMIT-TO (LANGUAGE, "English") OR LIMIT-TO (LANGUAGE, "Spanish"))	0	37	43.53
	TITLE-ABS-KEY-AUTH ("education" AND "covid 19" AND "respuesta") AND (LIMIT-TO (ACCESSTYPE (OA))) Y (LIMIT-TO (DOCTYPE, "ar")) AND (LIMIT- A (LANGUAGE, "English") OR LIMITED TO (LANGUAGE, "Spanish")) AND (EXCLUDES (SUBJAREA, "AGRI")) AND (EXCLUDE (SUBJAREA, "MEDI")) AND (EXCLUDE (SUBJAREA, "ENER") O EXCLUDE (SUBJAREA, "ENVI"))	0	14	16.47
Ebsco *Host*	educational community Limiters - Hidden NetLibrary Holdings Expanders - Apply equivalent subjects Search modes - Boolean/Phrase	798	0	100.00
	(Educational community) AND (FM P) Limiters - Full text; Academic publications (refereed);	798	0	100.00
	Publication date: 20191201-20201231; Document type: Article	0	34	4.26
Eric	Advanced search: Keyword: "educational" LIMITS: Full text AND Document type: "Article"AND Fecha: Dec 01, 2019 - Dec 31, 2020	0	171	100.00
	Advanced Search: Keyword: "educational"AND Keyword: covid 19 LIMITS: Full text AND Document type: "Article"AND Date: Dec 01, 2019 - Dec 31, 2020	0	30	17.54
	Advanced Search: Keyword: "educational"AND Keyword: covid 19AND Keyword: "answer"LIMITS: Full text AND Document Type: "Article"ANDDate: Dec 01, 2019 - Dec 31, 2020	0	3	1.75
Science	https://www.sciencedirect.com/search?qs=comunidad%20educativa	2120	0	100.00

| Direct | https://www.sciencedirect.com/search?qs=comunidad%20edu cativa&years=2020%2C2019&lastSelectedFacet=accessType s&articleTypes=FLA&accessTypes=openaccess | 0 | 67 | 3.16 |
| | https://www.sciencedirect.com/search?qs=comunidad%20edu cativa&years=2020&lastSelectedFacet=publicationTitles&art icleTypes=FLA&accessTypes=openaccess&publicationTitles =313052 | 0 | 18 | 0.85 |

In Figure 1, the PRISMA declaration is observed as a checklist (Moher et al., 2014), with four identified phases through which the search is reduced and establish the existence of 72 articles possible to analyze, however, the purification allowed the inclusion of 11 articles that met the established criteria.
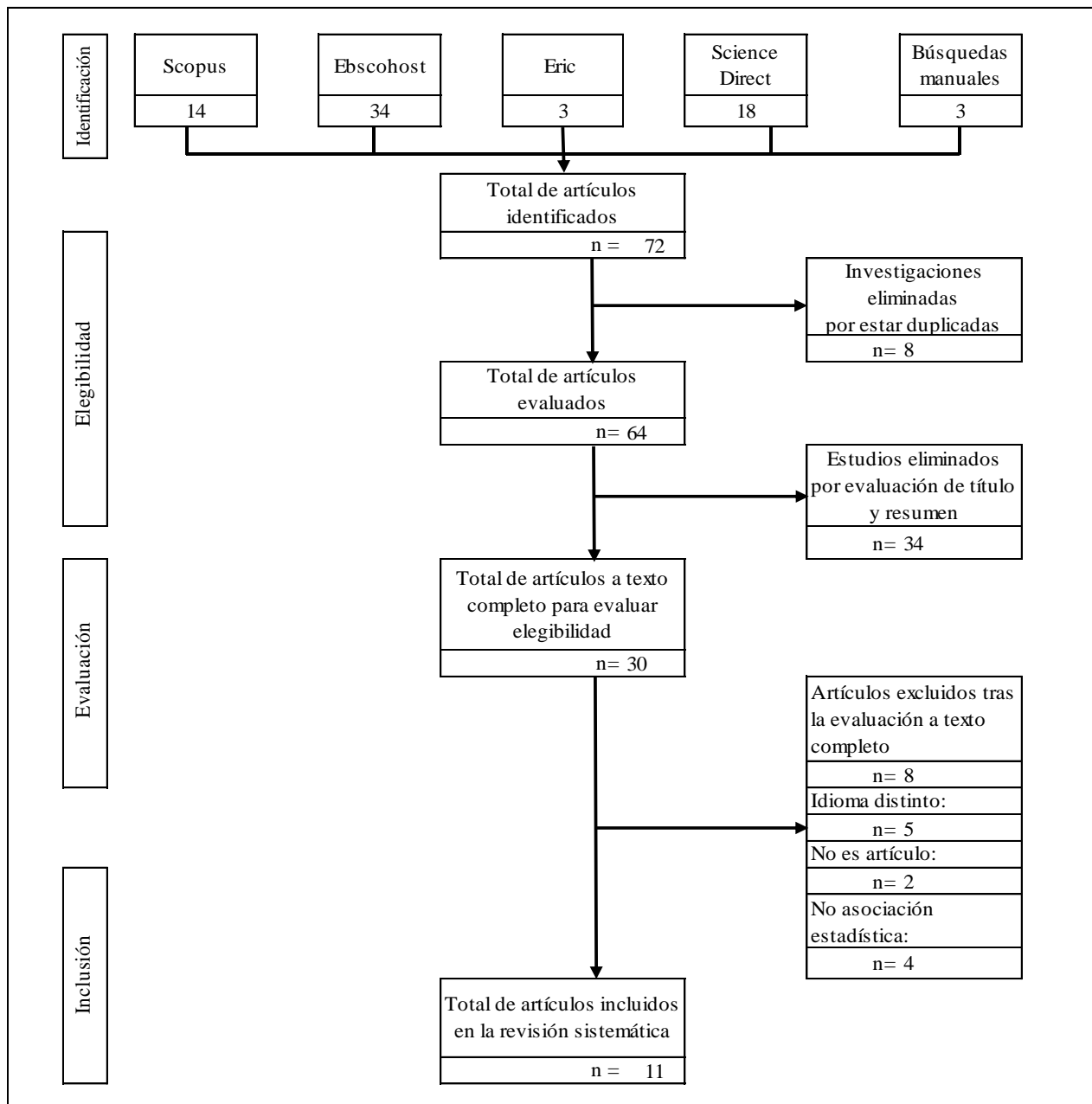

Figure. 1. Adapted from PRISMA Declaration (Urrútia & Bonfill, 2010).

In Table 2. the analysis on some component of the educational community is presented, it is important to consider that, due to the complexity of the circumstances, the educational issue focuses on teaching skills, as well as access to the internet, making it difficult to identify research that contemplates the components as a whole, another peculiarity to consider, is the methodological explanation, in the various articles they are implicit or have not been contemplated in their entirety.

Table 2. Search selection criteria.

Id	Title of Scientific Article	Author(s)	Abstract	Introduction	Material and methods
1	Accessibility, difficulties and advantages of online study due to COVID-19 in a face-to-face postgraduate course in education	Aldo Bazán-Ramírez; Rolando Alfredo Quispe-Morales; Pedro Huauya-Quispe; Homero Ango-Aguilar	Yes	Si	Incomplete
2	Academic self-efficacy of graduate students in administration in times of COVID-19	Edgar Oliver Cardoso Espinosa; Jésica Alhelí Cortés Ruiz; María Trinidad Cerecedo Mercado	Yes	Yes	Complete
3	School closure during novel influenza: A systematic review	Sharafaldeen Bin Nafisah; Aliyah H. Alamery; Aminah Al Nafesa; Bakhitah Aleid; Nora A. Brazanjiea	Yes	Yes	Complete
4	Distance education for students with special needs in primary schools in the period of The CoVid-19 epidemic	Nedime Karasel Ayda; Meryem Bastas; Fahriye Altinay; Zehra Altinay; Gokmen Dagli;	Yes	Yes	Incomplete
5	Emergency remote teaching in the face of the Covid-19 pandemic in Upper Secondary education and higher education	Samuel Alejandro Portillo Peñuelas; Lidia Isabel Castellanos Pierra; Oscar Ulises Reynoso González; Omar Iván Gavotto Nogales	Yes	Yes	Complete
6	Repercussions of virtual classes on university students in the context of the COVID-19 quarantine: The case of the PUCP	Marco Antonio Lovón Cueva; Sandra Amelia Cisneros Terrones	Yes	Yes	Complete
7	Educate after COVID-19. A look from the pedagogy of otherness	Ortega Ruiz, Pedro	Yes	Yes	Incomplete
8	Higher education in times of covid-19: comparative analysis Mexico - Argentina	Maldonado Gómez, G., Miró, M., Stratta, A. E., Barreda, A., & Zingaretti, L.	Yes	Yes	Complete
9	Online assessment in higher education in times of COVID-19	García Peñalvo et al.	Yes	Yes	Incomplete
10	Disconnect Equality: experiences on the impact on rural education in Jujuy in times of pandemic	Díaz, Rodrigo	Yes	Yes	Complete
11	Report effects of the coronavirus on education	Sanz et al.	Yes	Yes	Complete

The quality of the articles was assessed according to the criteria established by the Center for Evidence-Based Management (Barends et al., 2017). The characteristics considered in the studies were based on its originality, descriptive, varied origin and published between December 2019 and December 2020.

Figure 1 indicates that of the 11 parameters established in the preparation of the articles these present difficulties in incorporating the research question, the Scopus was evidenced 40%, in Ebscohost 50%, ScienceDirect 0% and in the articles from the manual

reviews 100%. As well as search strategies (40, 50, 0 and 67% in the different databases). Not leaving aside that within the criteria results the causal mechanism is evaluated, which was present in Scopus in 60%.
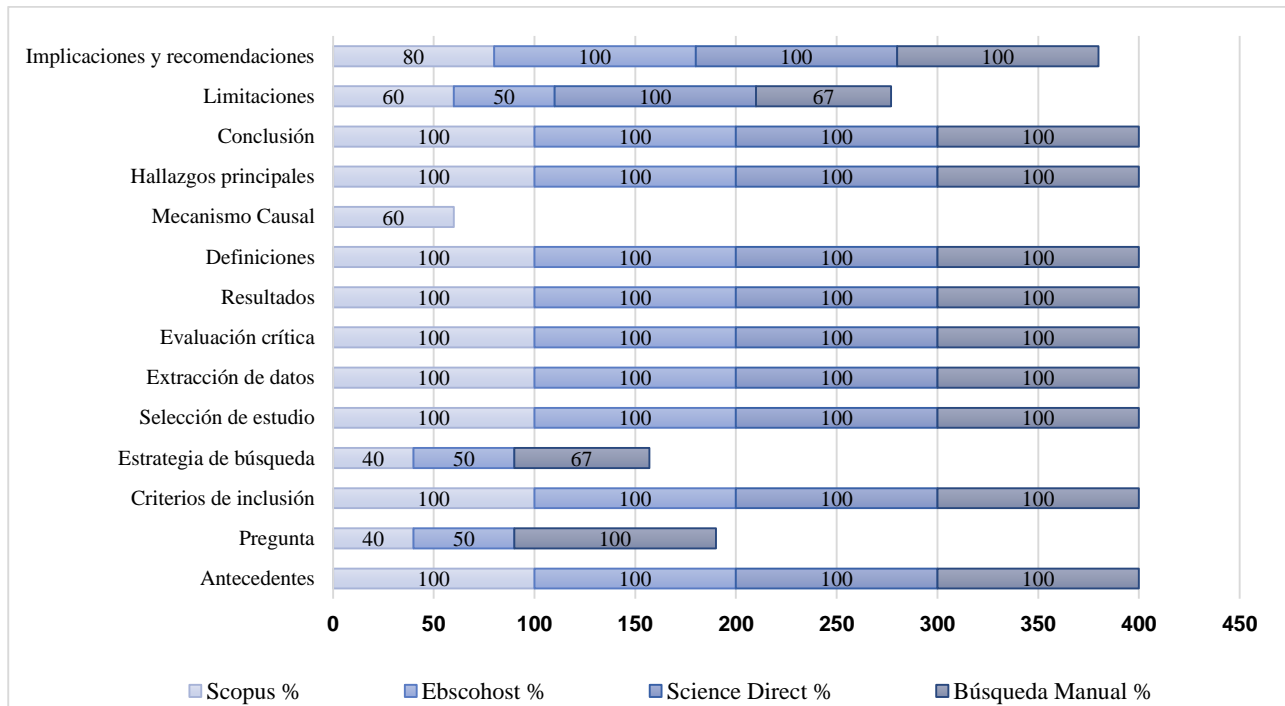

Figure 1. Summary of articles according to the Critically Evaluated Topic – CAT (Center for Evidence-Based Management, 2017).

Each article had a peculiarity, because during the search, the conglomerate of the components of the educational community were not present, thus, the selection was made separately or with a maximum of three associated elements, as can be seen in Table 3; considering the origin Peru and Spain top the list with 03 studies each, followed by Mexico (02) and Cyprus, Saudi Arabia and Argentina with only one research per country, another aspect considered was the approach, highlighting the qualitative paradigm (05), quantitative (04) and mixed (02), in addition to establishing the criterion of interest where the studies prioritize the teacher as well as the students.

Table 3. Characteristics for the inclusion of studies.

Author(s)	Publication date	Origin	Study approach	Document type	Criteria of interest: Members of the Educational Community
Aldo Bazán-Ramírez; Rolando Alfredo Quispe-Morales; Pedro Huauya-Quispe; Homero Ango-Aguilar	30/09/2020	Lima	Quantitative	Article	Students and teachers
Edgar Oliver Cardoso Espinosa; Jésica Alhelí Cortés Ruiz; María Trinidad Cerecedo Mercado	30/09/2020	Lima	Quantitative	Article	Students and teachers
Sharafaldeen Bin Nafisah; Aliyah H. Alamery; Aminah Al Nafesa; Bakhitah Aleid; Nora A. Brazanjiea	9/01/2020	Saudi Arabia	Quantitative	Article	Students
Nedime Karasel Ayda; Meryem Bastas; Fahriye Altinay; Zehra Altinay; Gokmen Dagli;	6/12/2020	Cyprus	Qualitative	Article	Students, teachers and parents

Samuel Alejandro Portillo Peñuelas; Lidia Isabel Castellanos Pierra; Oscar Ulises Reynoso González; Omar Iván Gavotto Nogales	30/09/2020	Mexico	Quantitative	Article	Students and teachers
Marco Antonio Lovón Cueva; Sandra Amelia Cisneros Terrones	29/07/2020	Lima	Mixed	Article	Students
Ortega Ruiz, Pedro	20/01/2020	Spain	Qualitative	Article	Teachers
Maldonado Gómez, G., Miró, M., Stratta, A. E., Barreda, A., & Zingaretti, L.	30/07/2020	Mexico	Mixed	Article	Students and teachers
García Peñalvo et al.	14/05/2020	Spain	Qualitative	Article	Teachers
Díaz, Rodrigo	1/08/2020	Argentina	Qualitative	Article	Teachers
Sanz et al.	7/07/2020	Spain	Qualitative	Article	Teachers

Figure 2 presents a summary of the databases consulted, Scopus (45.45%), EBSCOhost (18.18%) and ScienceDirect (36.36%) that is, 11 articles analyzed for this review.
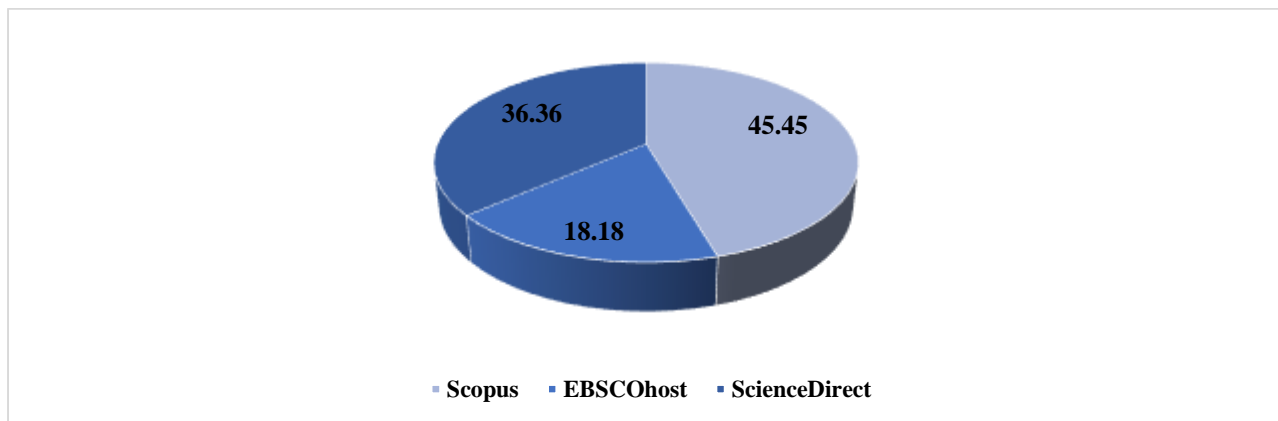

Figure 2. Summary according to Databases used.

One of the main actions developed by the various governments in educational issues was based on the closure of schools (Abreu, 2020; UNESCO, 2020), in order to mitigate the spread of the virus in the population, but this measure brought with it some difficulties, it is here, where the actions that were developed to face this problem stand out. The studies analyzed do not contemplate the educational community as a whole, an isolated work is observed, fractionation among its members, it could be as a result of the restrictive measures provided by the governments as a strategy to stop the massive contagion of COVID-19. Even under these conditions, aspects such as the use of ICTs were addressed (Mae et al., 2020; Gil-Espinosa, 2020; Amaya et al., 2021), where the teacher was in 100% contact with the students, however, in the student there was a significant gap (72.7%), which generates inequality and lower probability of obtaining a quality education. Considering parents and citizen participation, only two and one article were registered respectively, so it would not be possible to have a real scope on the use of ICTs. Another consideration, having a device with internet access, facilitated the transmission of knowledge (Jordan et al., 2021) to students, it was observed that 81.8% of teachers had these tools, students with 63.6% and parents in 18.2%, these difficulties allow to establish, that even with tools, not everyone accesses them, generating a technological gap, bringing as a consequence educational inequality and with it the decrease of development opportunities in the population.
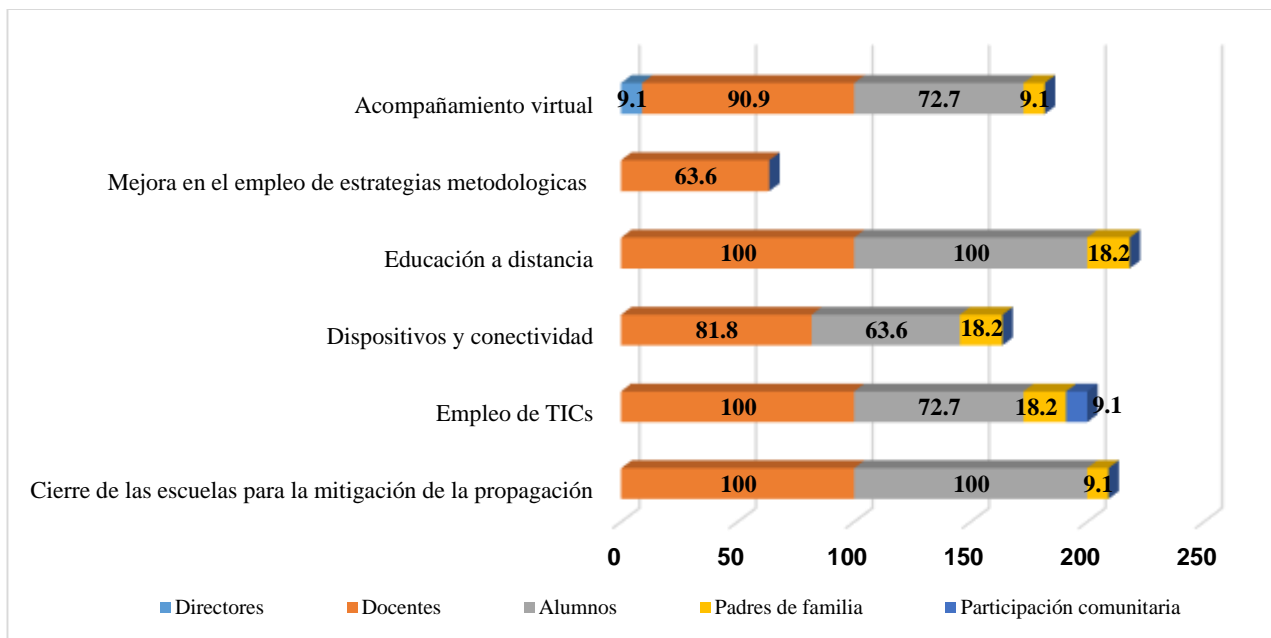
Figure 3. Main intervention actions in the educational community. Source: Information collection sheet (2020). Own elaboration.

Declaration of the COVID-19 pandemic generated a new condition in education (Niño et al., 2021), which although it is constituted as a difficulty, could also be considered as an opportunity to improve non-face-to-face education systems (Hernandez & Martinez, 2021),as analyzed 100% of teachers taught their classes remotely (García, 2021),with students being the main beneficiaries, but only 63.6%of them worked on methodological strategies in teaching-learning processes, 90.9% provided virtual accompaniment but 72.7% of students received this type of accompaniment. The COVID-19 pandemic has exacerbated the effects of pre-existing social and educational inequalities in 36.4% of students and 18.2% of teachers do not have access to internet services. Added to this we have the inadequate skills of teachers in the management of technological tools (63.6%) as well as the difficulties they present to adapt the methodological strategies that improve the teaching-learning processes (54.5%), that is why during the closure of schools, learning from home has been based mainly on the old logic of consuming information and knowledge instead of creating new ideas and solutions to problems of real life.
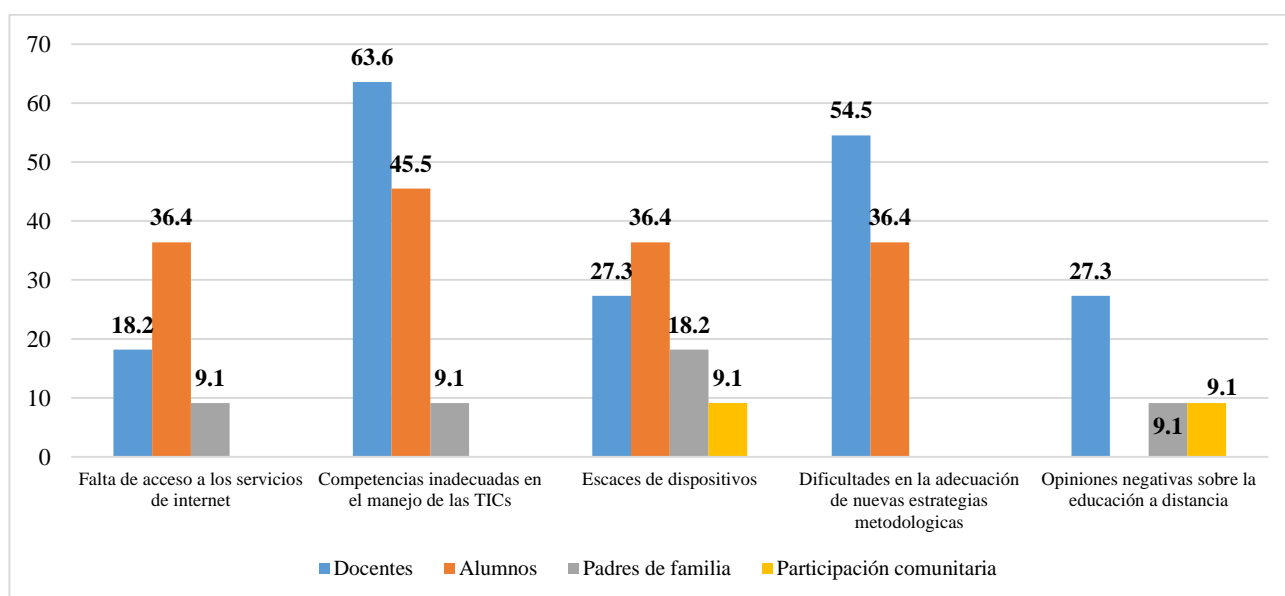

Figure 4. Main difficulties in the educational community. Source: Information collection sheet (2020).

COVID-19 pandemic greatly affected many countries around the world (Wen & Hua, 2020),disrupting the normal functioning of various activities around the world, including learning and education (Baber, 2020; Salvador, 2021) educational institutions were closed, affecting more than 60% of students and leading to a massive disruption of the education system (Alqahtani & Rajkhan, 2020),words such as "digital media", "online teaching" and "online learning" were present in all discussions (Küsel et al., 2020).

Online learning is taking place to avoid face-to-face contact (Qazi et al., 2020);it is the shift to remote teaching that presents particular challenges for educators and students with significant support needs who often benefit through strong interpersonal connections (Schuck & Lambert, 2020). The contexts of curriculum implementation have been transformed, not only because of the use of platforms and the need to consider different conditions in those for which the curriculum was designed, but because there are learning and competencies that become more relevant in the current context (Díaz et al., 2021). Decisions must be made and resources must be made to challenge school systems, schools and teachers (Economic Commission for Latin America and the Caribbean, 2020). Such is the case of curricular adjustments and prioritizations, the necessary contextualization to ensure the relevance of the contents to the emergency situation, based on the consensus among the relevant actors, prioritizing the competences and values that have been revealed as priorities in the current conjuncture: solidarity, autonomous learning, self-care and that of others, social-emotional skills, health and resilience, among others. Peru is no stranger to the closure of educational institutions (100%), caused students accustomed to face-to-face education to give a radical change moving to virtuality, with the use of digital media, online teaching, with teachers and students who required help to adapt to their new reality (Ramirez, 2021), exacerbated the effects of pre-existing social and educational inequalities; During the closure of schools, learning from home has been based primarily on the consumerist logic of information rather than creating new ideas and solutions to real-life problems.

So we can refer that school systems continue to operate according to consumerist and non-creative logic (Sahlberg, 2020). Students learn to consume the knowledge they are taught, follow a curriculum that is the same for everyone, and accept that the number at the end of the term or semester is a valid judgment of their school performance. But when teaching is suddenly interrupted, students are in trouble, compliance makes people wait for a signal to act.

It could then be concluded that theCOVID-19 pandemic has exacerbated the effects of pre-existing social and educational inequities, which is why, during the closure of schools, learning from home was mainly based on the old logic of consuming information rather than creating new ideas and solutions. The lack of access to internet services, skills and inadequate management of the teacher's methodological strategies result in the consumerism of information, based on plans that are the same for everyone, not taking into account their cultural diversity and the learning needs of the student according to the learning style that he carries with him.

Improving the infrastructure, equipment and strengthening of teacher competencies should be constituted as part of the pillars in education, likewise the authorities should provide additional guidelines on attendance management, evaluation and school records to ensure that the same rules of administration, attendance and evaluation of achievements in class are applied, containing details on the different types of classes and online processes to track of attendance, evaluate student performance and write academic reports.

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