MENDIVE

REVISTA DE EDUCACIÓN

Original article

Ubiquity of learning and rubric in new students of a public university

Ubicuidad del aprendizaje y rúbrica en estudiantes noveles de una universidad pública

Ubiquidade de aprendizagem e rubrica em novos alunos de uma universidade pública

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ABSTRACT

Education received incidence of the use of information technologies during the beginning of the pandemic. The objective was to describe the ubiquity of learning and the use of the rubric in the academic products elaborated by new students in a Peruvian public university. Likewise, the ubiquity of learning required that the new university students elaborate products mainly using ICTs, therefore, the rubrics had an impact on the virtual evaluations. The research had a descriptive level, ex post facto type and case study modality. The materials used were the rubrics elaborated from the need to evaluate ubiquitous learning. The method of analysis was statistical analysis. The research was carried out without conflicts of interest as informed consent was obtained. Among the main results, it is evidenced that students and teachers use virtual tools to strengthen learning, the grades were above the average, in novice university students. Among the conclusions, the changes in the teaching-learning process are highlighted, which were noticeable both for the teacher and especially for the students.

Keywords: grades; Higher education; teaching practice; ICT.

RESUMEN

La educación recibió incidencia de uso las tecnologías de información durante el inicio de la pandemia. El objetivo fue describir la ubicuidad del aprendizaje y el empleo de la rúbrica en los productos académicos elaborados por los estudiantes noveles de una universidad pública peruana. Asimismo, la ubicuidad del aprendizaje requirió que los universitarios noveles elaborasen productos empleando prioritariamente usando las TICs, por tanto, las rúbricas incidieron en las evaluaciones virtuales. La investigación

tuvo nivel descriptivo, tipo ex post facto y modalidad de estudio de caso. Los materiales utilizados fueron las rubricas elaboradas desde la necesidad de evaluar el aprendizaje ubicuo. El método de análisis fue el análisis estadístico. Se efectuó la investigación sin conflictos de intereses al cumplirse con el consentimiento informado. Entre los principales resultados, se evidencia que estudiantes y docentes emplean herramientas virtuales para fortalecer el aprendizaje, las calificaciones se encontraron por encima del promedio, en los universitarios noveles. Entre las conclusiones, se resalta los cambios en la enseñanza aprendizaje los cuales fueron notarios tanto para el docente y en especial para los estudiantes.

Palabras clave: calificaciones; educación superior; práctica docente; TIC.

RESUMO
A educação recebeu incidência do uso de tecnologias da informação durante o início da pandemia. O objetivo era descrever a ubiqüidade do aprendizado e o uso da rubrica nos produtos acadêmicos produzidos pelos novos estudantes de uma universidade pública peruana. Da mesma forma, a ubiqüidade do aprendizado exigia que os novos estudantes universitários produzissem produtos utilizando as TICs como prioridade e, portanto, as rubricas tiveram um impacto nas avaliações virtuais. A pesquisa foi descritiva, ex post facto e na forma de um estudo de caso. Os materiais utilizados eram rubricas desenvolvidas a partir da necessidade de avaliar o aprendizado ubíquo. O método de análise era a análise estatística. A pesquisa foi realizada sem conflito de interesses, uma vez que foi obtido o consentimento informado. Entre os principais resultados, é evidente que estudantes e professores usam ferramentas virtuais para fortalecer o aprendizado, as notas foram encontradas acima da média, em estudantes universitários novatos. Entre as conclusões, destacam-se as mudanças no ensino e na aprendizagem que foram

perceptíveis tanto para o professor como especialmente para os alunos.

Palavras-chave: notas; educação superior; prática docente; TIC.

INTRODUCTION

In the first decade of the 21st century, European universities are exposed to the world of virtuality, although applications and programs are increasing, the so-called "online" classes are recorded and posted by teachers when the winter term begins, in this way they are observed asynchronously, this is how the world of virtual learning originates (Pardo and Cobo, 2020).

Virtuality shows its progress due to the COVID 19 pandemic and universities around the world have provided various solutions, advancing little by little, some adapted and others simply suspended classes until returning to face-to-face classrooms. Societies coexist with technological advances which support education, in addition, students from the various houses of study are returning to their usual activities, that is, studying and working to sustain their expenses, which is why they require technology in connectivity with their teachers, their class groups and the university itself through digital platforms, many do them from their mobile devices (cell phone, tablet, laptop) (Morales *et al.,* 2020).

The development of information and communication technologies (ICTs) has generated changes in people's activities, with education being one of the most benefited. This development that took place in the classroom has taken a dizzying leap to ubiquitous education.

The case of virtual education in universities in Peru and the South American region in

the COVID 19 season has been radically modified because, seeing that governments have lifted health restrictions, students have returned to their workplaces with the difference that now they do it connected from their mobile devices, facing in this way a range of applications that will keep them up to date as if they were in face-to-face classes, controlling their times, moving their academic schedules, choosing their groups, teachers, courses, investigating in the fountains among other actions of the university students. We will call this new form of learning "ubiquitous", since it is carried out by students online in the place or time where they are available since it is shown that they are online (Holzer *et al.,* 2021).

The problem arises when students are evaluated and verify their final grades, they perceive that their teachers did not grade them adequately, which is why the term "learning rubrics" appears, this instrument allows it to be objective for both the teacher and the student, as it favors a review. exhaustive and detailed on the part of the first and what is expected of the student in the development of their academic task.

These investigations aim to delve deeper, located in specialized academic journals, they have had an evolutionary development process to describe the Theories of Ubiquitous Learning or "ubiquitous learning / u-learning", as it is the result of the influence of two approaches: learning continuous (where the student seeks to empower himself by trying to find his own way of learning, relying on current technology) and personalized/adaptive learning (where the student looks for ways to make his learning meaningful, that is, adapt to events) (Velázquez and López, 2021).

The aim is for ubiquitous or mobile learning to be truly beneficial for university students, thus avoiding their dropout, since we find detrimental factors such as connectivity, lack of control by teachers,

the acquisition of mobile equipment, among others.

In the fourth half of the 21st century, university students build their knowledge in a group in a solid way with the support of technology, this entire set of applications leads them to their own way of learning. This new approach centered on them improves the ubiquity of learning, highlights teamwork, and they obtain excellent results in their academic production.

From the previous ideas it is shown that the ubiquity of learning constitutes an important element to significantly influence the education of new university students, its study is necessary precisely with the rubrics because it allows identifying the potential of the students, allows improving the evaluations of teachers in the classroom, in the same way it provides the university with information to carry out a series of actions in virtual class.

For all this, it is intended *to describe the ubiquity of learning and the rubric as an evaluation instrument for the academic products prepared by new students of the General Studies Program of the Legal Sciences Area 2020-2-UNMSM Recovery in the COVID 19 season.*

MATERIALS AND METHODS

The research was descriptive level, ex post facto type and with a case study modality. It was a descriptive level because we distinguished the use of the analytical rubric as an evaluation instrument for the product of the course called podcast in General Studies in the Area of Humanities, Legal and Social Sciences in the 2020 II recovery cycle. It was ex post facto because it describes in retrospect the actions carried out by the subjects involved in the research, without the option of changing the variables and only the effects on the management of the evaluation

among the teachers and students who intervened are evaluated. At the same time, our case study modality selected an elective course of General Studies at the Universidad Nacional Mayor de San Marcos.

The sample was made up of 4 teachers (2 men and 2 women) who applied ubiquitous learning to 322 students subdivided into 189 men and 133 women in the Andean Cultural Process course in the Area of Humanities, Legal and Social Sciences. We use the written evaluation technique to evaluate the academic product called podcast. Only 17 students withdrew due to connectivity reasons. The instrument was the analytical rubric of the course in question.

The students were subjected to a series of academic works with their respective rubrics.

RESULTS

Firstly, it was established that the presentation of the first product called forum in accordance with the protocols of the Universidad Nacional Mayor de San Marcos in the General Studies program cycle 2020 II of recovery in the curricular experience called Andean Cultural Process. The analytical rubric evaluated whether it met the five conditions established by the university, such as: *Participation,* in its highest score it evaluated one or more interventions that, in addition to adjusting to the topic, reflect knowledge of several subjects. *Spelling correction,* considered a high score in not making any spelling mistakes, as well as careful writing and clear presentation of ideas. *Coherence,* an organized, careful and clarifying presentation of ideas was stipulated, elaborating examples. *Structure and order* where it was stipulated to answer correctly and argue, generating contributions which motivate interest; and relevance by which it provides relevant, updated and

referenced bibliography in accordance with institutional protocol.

It was evaluated based on the analytical rubric, that is, grades starting from null 0 were considered; deficient 1; regular 3; and excellent 4 in accordance with the requirements of undergraduate General Studies students at the Universidad Nacional Mayor de San Marcos. The performance has considered explaining cultural diversity considering its natural contrasts with assertiveness in the midst of the pandemic. Likewise, plagiarism (Muñoz, Espiñeira and Pérez, 2021) has been considered negative in any of its forms, which nullifies the student's participation. In the forum it was oriented that they began with an introduction in their paragraph which was based on what they wanted to express in the integrity of their participation. Then, the second sentence could use a theoretical or practical argument to support its central idea. Finally, the closing or conclusion was categorical about its central idea without considering other elements due to the direction of the forum on a specific topic.

Secondly, the second product called the comparative table had innovative elements within the university's protocol in accordance with the transversal content of social responsibility for its work from a theoretical approach to its dissemination on social networks for the benefit of vulnerable populations. The second analytical rubric evaluated whether it met the five conditions established by the university, such as: Deepening of the topic, which stipulated a clear and substantial description of the painting and a good amount of detail; Clarification on the topic was evaluated if the table was well organized and clearly presented, as well as easy to follow. High quality of the design, the painting is outstanding and attractive, meeting the proposed design criteria, without spelling errors; Elements of the comparative table were evaluated if the central themes were located in the left column and in correct order and at the top the variables were placed and the

information was accurate; and Presentation of the comparative table was done in a timely manner, and it was also delivered neatly in the pre-established format (digital).

It was evaluated based on the analytical rubric, that is, grades starting from poor 0 were considered; regular 2; and excellent 4. Students added graphic elements such as background or colors for their final presentation. In the performance, it was considered to compare with assertiveness, the achievements achieved in the lithic period and in the archaic period in the Andean Cultural Process. The comparative table was directed to review equal or equivalent categories to determine in a one-to-one way the similarities or differences between the two categories or elements to be compared. A minimum of three and a maximum of eight categories were recommended for similarity or opposition to make future dissertations in the virtual classroom entertaining.

In third order, the third product called infographic generated the third rubric in which it was indicated that the graphics were concatenated with the epistemological categories of their training in accordance with the transversal leadership competence from the *just in time methodology.* The third analytical rubric evaluated whether it met the five conditions established by the university, such as: *clarity* of concepts, key words were used appropriately, likewise, words and images have clarity in their associations; *exposition of central ideas,* that is, the composition shows the central ideas; *use of images and colors,* that is, it uses images as visual stimuli to represent concepts. The use of colors contributes to associating and emphasizing the concepts; *emphasis or associations,* colors and images and the size of the letters were used to identify the notable concepts and their relationships; and Writing, spelling, punctuation and grammar, that is, there are no misspellings or punctuation, typographical or grammatical errors.

It was evaluated based on the analytical rubric, that is, grades starting from insufficient 1 were considered; suitable 2; good 3; and excellent 4. The performance considered summarizing main ideas about the importance of crop types, multiculturalism and multilingualism in the Andean cultural process with assertiveness. They focused on infographics by using Canvas because it is an open access tool in a free version, and they also used other applications that they mastered on their phones. Since the rubric is not exclusive and exclusive and under the principle of free teaching that exists at the Universidad Nacional Mayor de San Marcos, openness was granted to the dynamics of tools that they handled as the means to the result stipulated in the syllable.

In fourth order, the fourth product was framed in the summary which was prepared four times because it was focused on the techniques used in the preparation of scientific articles as occurs in Scielo or Scopus in accordance with the transversal research competence. The fourth analytical rubric evaluated whether it met the five conditions established by the university, such as: *Depth of the topic*, a clear and substantial description of the topic and a good amount of detail; *Clarification on the topic*, a well-organized and clearly presented summary was prepared, as well as easy to follow; *High quality of the design*, an outstanding and attractive summary was written which meets the proposed design criteria, without spelling errors; *Elements of the summary* , a brief summary was prepared and the ideas were related to each other in a single text. Only the most important ideas were captured; and *Presentation of the summary* which was done in a timely manner, and was also delivered cleanly in the pre-established format (digital).

It was evaluated based on the analytical rubric, that is, grades starting from poor 0 were considered; regular 3; and excellent 4. In the performance, it was considered to ideally summarize the cultural

manifestations and form of organization of society from Caral to the Incas with assertiveness. The writing of the summary was oriented towards writing 250 words because it had the characteristics of an opening sentence, two argumentative sentences and a closing sentence in its document in PDF format to be assigned in the evaluation week that corresponds to the institutional platform.

In fifth order, the fifth product was framed in the development of the podcast (Ifedayo, Ziden and Ismail, 2020) which was the final exam based on a topic from the syllable of the cycle of the Andean Cultural Process. The fifth analytical rubric evaluated whether it met the five conditions established by the university, such as: *Content*, was expressed in an orderly manner, following a clear structure in the audio. The *duration* of the podcast is around 5 minutes*; Oral expression*, expressed with fluency and an adequate rhythm (1). The exposition was clear (2). Intonation (3) and vocalization (4) were correct; Interest, the podcast attracted attention for the originality by which it has been created and is funny or interesting. It entertains the public and maintains their interest; Format and quality The podcast had an interesting title, in line with the topic covered. The sound had good quality and the volume at which it was recorded was correct; and Punctuality in delivery was adjusted to the indicated time.

It was evaluated based on the analytical rubric, that is, grades starting from need to improve 0 were considered; regular 2; good 3; and excellent 4. The performance considered ideally summarizing the cultural manifestations and form of organization of society from Caral to the Incas, with assertiveness. The performance considered was effectively presenting his podcast to his colleagues virtually. The podcast helped develop critical thinking (Vendrell & Rodríguez, 2020) in accordance with the profile of the General Studies incoming student for seeking solutions in the face of reduced time and minimal access to the internet after classes.

In sixth order, the podcast was guided in the search for the script in which a standard language would be used so that it could be accessible to all audiences through Spanish-speaking social networks. Then, they looked for images related to the culture they chose, avoiding incorrect images with reality, such as the Collao plateau, which is actually a plain, or looking for the city of eternal spring, as Trujillo is presumed to be, when the true city of spring It's Huánuco. In the musicalization, vernacular music from the area was identified, avoiding commercial music that does not correspond to the Andean pentagram. In the voice-over, onomatopoeic sounds of inanimate beings in the study area were identified.

According to the final result obtained in SPSS 27, a product of the Final Grade Record, the application of the rubrics to evaluate synchronous and asynchronous work in the Andean Cultural Process course was evident, since the research generated a starting point for teachers when moment of giving the grade to his students, which allowed him to be more objective and avoid complaints from them, in this way he sought to open a gap in pedagogical reflection on the topic of ubiquity of learning in new university students.

ubiquitous learning, the interest of the study was a product of this pandemic season covid, 19, where the adaptation of the students was observed, with minimal dropout.

Firstly, changes were inferred in the university that was influenced by different current factors, among them the significant increase in ICT employment, which was transforming the students for a more competitive world and being part of the knowledge society, which requires digital citizens. The changes modified the way of strengthening learning, becoming, due to its personal significance, dominating its space-time in accordance with the fulfillment of the evaluation of ubiquitous and superficial learning at the same time, since it tried to deliver everything that the

teachers requested to be evaluated. showing willingness to ubiquitous learning (Díaz-García et al., 2020).

It was possible to submit the information to the SPSS 27 platform, obtaining the following statistical results which confirm the ubiquitous learning with good grades in the various evaluations to which the university students were subjected during the cycle in question, confirmed by the following statistical tables (table 1, 2 and 3). In the different process evaluations, the passing grades were confirmed with a score of 16, which showed that the university students were participatory and active from their mobile devices, thus demonstrating a new way of learning.

Table 2 - Partial Evaluation

Grades		Frequency	Percentage	Valid percentage	Accumulated percentage
Valid	0	1	,3	1.8	1.8
	10	1	,3	1.8	3.6
	13	1	,3	1.8	5.5
	14	1	,3	1.8	7.3
	fifteen	4	1.1	7.3	14.5
	16	4	1.1	7.3	21.8
	17	8	23	14.5	36.4
	18	13	3.7	23.6	60.0
	19	14	4.0	25.5	85.5
	twenty	8	23	14.5	100.0
	Total	55	15.8	100.0	
Lost	System	294	84.2		
Total		349	100.0		

Table 1- Evaluation Process 1

Grades		Frequency	Percentage	Valid percentage	Accumulated percentage
Valid	0	1	,3	1.8	1.8
	16	1	,3	1.8	3.6
	17	6	1.7	10.9	14.5
	18	16	4.6	29.1	43.6
	19	24	6.9	43.6	87.3
	twenty	7	2.0	12.7	100.0
	Total	55	15.8	100.0	
Lost	System	294	84.2		
Total		349	100.0		

Table 3- Evaluation Process 2

Grades		Frequency	Percentage	Valid percentage	Accumulated percentage
Valid	0	1	,3	1.8	1.8
	17	17	4.9	30.9	32.7
	18	25	7.2	45.5	78.2
	19	7	2.0	12.7	90.9
	twenty	5	1.4	9.1	100.0
	Total	55	15.8	100.0	
Lost	System	294	84.2		
Total		349	100.0		

Secondly, for the final exam, the delivery of a podcast was evaluated as an evaluation product (Quintana, Parra and Reaño, 2016). This form of academic work was carried out by the student from a cell phone or mobile device while at their work center. Of which the maximum grade (20) was achieved by 26 of 55 students, and then gradually descended with passing grades, as shown in Table 4.

Table 4 - Final Exam

Grades		Frequency	Percentage	Valid percentage	Accumulated percentage
Valid	0	1	,3	1.8	1.8
	13	1	,3	1.8	3.6
	16	8	23	14.5	18.2
	17	8	23	14.5	32.7
	18	5	1.4	9.1	41.8
	19	6	1.7	10.9	52.7
	twenty	26	7.4	47.3	100.0
	Total	55	15.8	100.0	
Lost	System	294	84.2		
Total		349	100.0		

Thirdly, the various grades until the completion of the cycle (Table 5) showed ubiquitous learning which was consolidated, since Peru and the world were still in a stage of the covid pandemic since March 2020, where students They faced the management of the academic platform, new schedules, choosing their work groups, doing it in this way from a mobile device, overcoming the problem of connectivity, etc.

Table 5 - Final Average

Grades		Frequency	Percentage	Valid percentage	Accumulated percentage
Valid	0	1	,3	1.8	1.8
	16	1	,3	1.8	3.6
	17	7	2.0	12.7	16.4
	18	24	6.9	43.6	60.0
	19	17	4.9	30.9	90.9
	twenty	5	1.4	9.1	100.0
	Total	55	15.8	100.0	
Lost	System	294	84.2		
Total		349	100.0		

DISCUSSION

In this section, the perception of the ubiquity of learning in new students of the General Studies Program of the Legal Sciences Area 2020-2-UNMSM Recovery in the Covid 19 season was contrasted. First of all, the situation and the work they were doing was considered. students both in their other personal spheres, in some cases it was also their workplace, and at the same time in the university formally assume ubiquitous learning, considering an evaluation system with rubrics, for the benefit of the students (Altamirano, Méndez & Rojas, 2022).

For Lagos and Garcés (2020) they stated that the use of digital tools and platforms (ICTs) promoted and benefited Ubiquitous Learning by the student, mainly because in these times of pandemic many were economically affected and in turn forced to continue their studies. virtually, therefore it implies a new way of learning where connectivity and the management of mobile devices were important to comply with all academic obligations. All of this generated their autonomy by managing information through (Dropbox, Onedrive, Gdrive, etc.), resorting to the use of tutorials, presentation tools such as Canva, Prezi, etc. and I also develop strategies for teamwork with the creation of virtual platforms (Blackboard, Zoom, Meet, Teams, etc.) at each university. The final averages demonstrated this with grades of 16 (1.8%), 17 (12.7%), 18 (43.6%), 19 (30.9%) and 20 (9.1%).

The results of the evaluation of ubiquitous learning in the study subjects of the selected university were reflected in their high scores in continuous evaluation 1, continuous evaluation 2, partial evaluation and final evaluation, which led to the final average. The rubrics determined high compliance in their collaborative work using recommended free software or that they already managed on their mobile phones. The difficulties found as connectivity were solved by themselves,

which reflects social skills to solve problems with calculated risk given that they were in their respective homes which were not equipped for individual study rooms (Vilela, Sánchez & Chau, (2021).

Secondly, the ubiquity of learning in the study subjects was reflected as a lower number of grades in the course, which led to the final average above 15. Thus, they had problems with editing or timely presentation within each course. academic working group, however, corrected them before final delivery. In each session, the materials were assigned to the meet platform, therefore they used the just in time methodology to make the products before the established deadlines.

Thirdly, the ubiquity of learning in the study subjects was reflected as an individual construction and reinforced by the collective production of each product high due to their grades in continuous evaluation 1, continuous evaluation 2, partial evaluation and final evaluation, which led to the average final. It was individual because it required meeting the minimum knowledge of the course combined with skills in using software such as canvas for graphic organizers, anchor for podcast creation, among others. Also, it was collective because it required establishing consensus and making continuous improvement which are met for the preparation of texts in each academic product.

Regarding the conclusions, the research was reflected in a prospective vision of the post-pandemic university, since the grades show university students fully adapted to change and uncertainty (Díaz-Garay, Noriega-Araníbar & Ruiz-Ruiz, 2021). At the selected university, the health emergency problem was assumed with emphasis on the changes in teaching-learning, which were noticeable to both the teacher and especially the students.

A first conclusion was that the ubiquity of learning in new students of the General Studies Program of the Legal Sciences Area 2020-2-Recovery was reflected as high by their grades in continuous evaluation 1, continuous evaluation 2, partial evaluation and final evaluation which leads to the final average.

A second conclusion was that the ubiquity of learning in new students of the General Studies Program of the Legal Sciences Area 2020-2-Recovery was reflected as a lower number due to their grades in the course, which leads to the final average above 15.

A third conclusion was that the ubiquity of learning in the novice students of the General Studies Program of the Legal Sciences Area 2020-2-Recovery was reflected as an individual construction and reinforced by the collective production of each high product due to their grades in continuous evaluation 1, continuous evaluation 2, partial evaluation and final evaluation which leads to the final average.

Therefore, for the students of the General Studies cycle, it was necessary to enhance their skills in the management of ICTs, since currently students with skills for this century are required, who manage virtual information between network colleagues, important for future professionals of Legal Sciences, for this reason the teacher must manage a series of skills, use of teaching materials aimed at knowledge of the Internet. On the other hand, it was recommended to university teachers to guide their students in the management of the different courses taught at the faculty under study, since this allowed them to have Ubiquitous Learning useful in the moments of their academic and professional life in society. current.

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