

Editorial

In March of this year, Colombia faced mandatory isolation due to COVID-19, under a health emergency measure. This is an infectious disease caused by the SARS-CoV-2 virus, which spreads from the mouth or nose of an infected person in the form of small liquid particles. In this sense, the country, although somewhat late, joined the global trend of isolation given the lack of knowledge of the virus, the absence of treatments and/or vaccines, and the lethality in the most severe cases. This situation has spread on several occasions, and as of the publication of this issue of the journal (July 2020), it continues.

This new situation has brought about a total change in the way the country's institutions, including educational institutions, carry out their daily activities. It is impossible to enter the usual workspaces, and a face-to-face class in a closed classroom with more than 20 students is simply unthinkable. In the case of higher education institutions, the problem has been faced with the support of Information and Communication Technologies (ICT), and face-to-face attendance has been replaced by digital classrooms, in which students and teachers meet remotely thanks to cameras, digital equipment, and the Internet. In some cases the institutions already had some infrastructure that allowed this type of solution, in others, the institutions had to reinvent themselves quickly.

Unfortunately, this type of strategy, adopted in a hurry and forced by the situation, brought with it problems that had not been analyzed before by educational institutions. In addition to the connection requirements imposed on students (not a few of whom lacked data connection), teachers had to completely change their methodological strategies to adapt to the new context. Shortly, new problems related to the inability of young people to socialize, or their low performance gave their inexperience in performance evaluation schemes in distance models, will probably come to light soon. No less important are the doubts regarding the costs of an academic semester in a modality different from the one agreed upon in the initial enrollment, or whether it is correct for a face-to-face program to be offered in a distance modality.

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