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DIGITAL IMPACT, INCREASES TEACHING LEADERSHIP, CHALLENGE IN INCREASING APPLICATION OF DIGITAL EXAMS, SUSTAINABILITY

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Abstract: The main objective of this research seeks to increase the number of professors in the design and application of digital exams, the preparation, printing, application, review and delivery of evaluations, which results in a large amount of time invested and a headache for a large number of teachers. that currently they still use the written exam application and refuse to switch to digital change, however to date almost in 2020, teachers continue to apply the written exam. How much is the expense on stationery (copies, sheets, ink) which represents, if it has 1,342 students, 4 careers where 243 subjects are taught?, applying a minimum of 3 partial exams per subject. Exploratory and descriptive research was carried out supported by a mixed, qualitative research scheme with documented foundations of type, Descriptive and Quantitative, preparation of an Instrument applying a sample of 90 surveys to students, with a confidence level of 95% and a margin of error. 10%, interviews, results of the subjects with real variables, statistical management, verification of Hypotheses, contributing to measuring the digital impact in the development of new leadership strategies applicable in the classroom regardless of the subject.

Keywords: Leadership, digital impact and Education Administration

INTRODUCTION

According to Farías in 2013, one of the ways to avoid routine, when subject plans must be developed, is the change of digital tasks, the dosage of leadership applied in teaching-learning is one of the relevant topics in the increase and evaluation of the academic quality that the teacher teaches, in addition to the preparation, he must have the capacity to convince, admire and involve his followers. Digital tools today, in addition to facilitating learning, contribute to

sustainability by saving stationery with digital exams, practices, tasks and different ways of evaluating. Which strengthens the idea that technology is a need that must be covered at all educational levels, starting with the higher level. On an international scale, in professions such as medicine, law and accounting, the use of technology-mediated exams in professional certification processes (Churyk & Mantzke, (2005) cited in Farías (2013) requires that teachers help students acquire a sense of confidence when developing learning environments that include the application of technology-mediated exams in their university studies. In 2015, Sánchez and Barraza made it clear that being a leader has a meaning and a commitment to being attentive to all their students in the classroom, concentrate on the activity of their subject, as well as have excellent academic preparation. According to the analysis of the field notes, the perceptions about leadership expressed by the informants coincide in the need for distributed leadership with emphasis on academically, where the teaching group participates to achieve common goals, there is shared responsibility in decision-making, co-responsibility in the different actions undertaken, they also warn that the leader must have a capacity for convincing to involve his followers. According to (Sammons, 1998), cited in Cifuentes, C. (2008). Three characteristics have been found associated with successful leadership: strength of purpose, involving the academic body in decision-making; and professional authority in the teaching and learning processes, Hernández (2013) maintains that academic leaders are characterized by being creative minds capable of opening new directions in the generation and transmission of knowledge. From this perspective, academic leadership would have to respond to criteria of innovation and transformation. In this perspective, and in the case of higher education, the importance

of the educational model and its effectiveness as a basis for academic quality, improvement of society and the country's economy. A constant concern of the 60s and 70s since the first European reforms according to Alvares (2003). The current educational period that began in the 90s is characterized by rapid adaptation to continuous changes and the high pace of technological evolution, forcing the teacher to adapt to new situations.

RATIONALE AND APPROACH

Increase in the largest number of updated teachers with the use of new teaching methods with technology, as well as the application of digital exam, contributes to sustainable development by avoiding generating waste and reducing costs are important factors of the main purpose in this study to generate impact on students and consequently increases teacher leadership. The methodology is based on exploratory and descriptive inquiry supported by a mixed, qualitative approach with substantiated documents, interviews with teachers and specific and limited quantitative, directed towards measurable or observable data, statistical analysis, description of trends, relationship between variables and results.

THE GENERAL OBJECTIVE

Define the most effective method that a teacher with leadership impacts the learning development of students. a) Analyze the main factors that influence a teacher with leadership when using ICT in the development of successful learning,

b) Establish the skill strategies used by teachers with leadership and the digital impact on students, c) Design a more effective method to increase the number of professors in the design and application of digital exams.

THE PROBLEM DETECTED

One of the strongest problems facing teaching - learning is the change with technology when teaching the course as well as the preparation, printing, application, review and delivery of evaluations, it results in a great amount of time invested and a headache for a large number of teachers who currently still use the written exam application and refuse to digital change, however to date almost in 2020, teachers continue to apply the written exam, it is time to contribute to sustainable development by avoiding generating waste and reduce costs for the university and students. How much is the expense on stationery (copies, sheets, ink) that it represents, if it has 1,342 students, 4 careers where 243 subjects are taught?, applying a minimum of 3 partial exams per subject

THEORETICAL SUPPORT

With respect to Sánchez in 2017, teachers are accustomed to taking exams of relatively low or medium quality or sometimes the famous surprise exam. According to Cano and Lledó (1995)" they propose the following principles for an adequate learning environment: 1. Facilitate that all the people in the group get to know each other in order to create a group in synergy with objectives and goals, 2. Provide everyone with contact with diverse materials and activities that allow them to cover a broad panorama of cognitive, affective and learning. social., 3. It must be diverse, aiming to transcend the idea that all learning takes place within the four walls of the classroom, 4. Offer different scenarios so that people in the group can feel part of it, according to different states of mood, expectations and interests, 5. It must be built by all members of the group and the school, seeing in it their peculiarities and their own identity.

In 2015 González, Carrión & Palacios made it clear that "The most detailed study of

leadership began to be studied in the 50's and to do so different approaches and forms have been developed, the models consider that leadership is fundamental for the processes of quality, change, its resistance and most importantly the results. The leader must ensure that the quality of his teaching flows in the classroom and excellence is achieved. As well as the ability to adapt according to changes, seeking more specifically a more complete educational administration that encompasses more strategic planning with a diversity of practices, tasks, styles and ways to more thoroughly evaluate learning.

With regards to (Espinoza & Rodríguez, 2017). Design and organization of the learning environment: Previously, the architect of the classroom was unrelated to the teacher, currently the latter is the one who serves as designer of the space where the students' skills and competencies will be developed. Within the teaching - learning process, the teacher creates an environment to actively influence and motivate his students. The physical environment of the classroom has two main elements: the architectural installation and the arranged environment, each of them influences the student's behavior. The architectural installation refers to the organization of the place where there are interactions between people and materials in the learning process, these installations range from light, temperature and intrusion or separation between people; It also has to do with the color, texture, level of softness or hardness of the spaces. Current school facilities must provide sufficient spaces for the development of skills, through study plans and curricular design. The learning environment is more than a building, it is an understanding of the relationships in physical environments, between environmental arrangements and learning. Developed based on environmental principles, the layout of the environment

can be used as an instructional strategy complemented and reinforced by other strategies that the teacher uses to support student learning. The learning environment can be a powerful teaching instrument at the teacher's disposal or it may constitute an undirected influence, both on the behavior of the teachers and on that of the students. When the teacher understands what events are likely to occur within the framework of specific material and space arrangements, predictions regarding student behavior can be made. Teachers can easily arrange and place learning materials so that they play an active role in the teaching - learning process. Since the display of materials side by side strongly suggests relationships and the possibility of being related in some way, combinations of materials can indicate activities. Teachers can use spatial organization to design environments that encourage language interaction, protect a student's work, or encourage group inquiry.

Some aspects of the teacher's work, such as suggesting activities and stimulating connections of ideas, can be expanded through the organization of materials and space.

The arrangement of the environment can operate in association with the more direct interactions of the teacher with the students. The volume of time that the teacher invests in providing materials, supervising routine tasks and controlling the child's behavior can be reduced to a minimum, when the environment has been arranged for that purpose. Well-organized materials smooth independent transitions from one activity to another, promote students' self-confidence and self-management in routine classroom tasks and care of materials. (Ocampo, Tapia, & Espinosa, 2005).

According to Horn & Marfan, (2010). Educational leadership is a topic that has gained increasing importance in recent years, both in the educational research agenda at

an international level and in public policies. There is a widespread belief among political actors and the general public that educational leaders can make a big difference in the quality of schools and the education that children and young people receive. This is how in the countries that make up the OECD there has been a change in the school system aimed at providing greater autonomy to schools in their decision-making, so that they can adapt more easily to changing environments and respond to needs of today's society, but what is educational leadership? Leadership in general terms has been conceptualized in multiple ways. The idea that leadership has to do with "influence" is frequently present in international research. Thus, leadership would consist of the ability to propose principles so that they are taken by others as their own objectives, thus creating a shared meaning that mobilizes the organization in favor of these common principles. In fact, Contreras & Castro in (2013) mention that this way of seeing power and influence as sources of organizational wealth in which learning and innovation are enhanced currently takes on special relevance if permanent changes are taken into account and unpredictable things of the modern world. Leaders, then, must recognize individuality, enhance diversity and distribute power, so that the organization moves towards states of productive imbalance that favor the adaptation of the organization. The above implies rethinking the figure of the leader who knows and decides the best path and new ways, which will implicitly have the effect of his influence, but not exclusively. Thus, leaders must enhance people's capabilities through the recognition of their competencies, needs, motivations, interests and everything that makes them unique. Having this will allow the organization's chances of survival potentially, being essential for companies today. The main qualities of a Leader James

Hunter does not offer the following list of who is suitable to exercise leadership: he is honest, trustworthy, exemplary, attentive to others, committed, demands responsibility from his employees, encourages people, possesses a positive and enthusiastic attitude, appreciates people and treats them with respect, finally, boldness in decision, perseverance and strength in command are basic factors of the boss's humble attitude. In 2008, Llano made clear the importance of humility for the exercise of true leadership. To be a leader you need to be humble, which means thinking about others. A teacher with leadership has to do with the development of his students, must be complemented with the fact that the capacity to be developed is not only one that enables their employability, but also and above all their being an entrepreneur, that they are suitable to undertake their own work as an entrepreneur, their work is largely carried out by at their own risk, generate creativity in them, make decisions in a balanced way, so that young people in higher education learn to take responsibility for themselves.

According to Ramsden (2007), you are expected to be an excellent teacher, to design courses and apply appropriate teaching methods to meet the requirements of a heterogeneous student population, to know how to deal with large groups of students, to appropriately use new information and communication technologies, which inspire students with zero tolerance for frustration. For this reason, Rodríguez Porrás does not advise paying attention not only to verbal and written language, but also to body language that is based on gestures, movements, postures and face to convey, sometimes it is complementary distant and significant, first of all, the look that can transmit a wide range of fleeting, sustained, open, warm, cold, luminous, expressionless, sad, happy, serene and restless, healthy and pathological feelings.

Being thus an expression of personality, frank people look directly into the eyes, distrustful people avoid eye contact and it is sometimes more than an oral or written word. It is easy to deceive with words and more difficult with looks. Another important facial gesture is the smile, most of us know how to recognize the frank and spontaneous smile of the mechanical and studied one. It is the shortest distance between two people. Likewise, attention must be paid to the hands and arms, the pointing finger, however, listening is a difficult art and depends on the circumstances. Listening is being silent, looking into the eyes, being attentive to what is said and what you feel, giving time and being patient, repeating what the person says, to be sure you have understood, listening is not passing judgment or arguing, interfering, nor completing sentences, assuming that I know what the other is going to tell me and saying it ahead of time, distracting oneself by doing other things at the same time, giving solutions instead of assuming that the other is capable of discovering them on their own. The need for the leader knows how to communicate, but it is more necessary that he know how to listen, seeming paradoxical, but it is not, the best way to communicate is to remain silent, the objective of this study is to analyze and measure how much a teacher with leadership influences the teacher's learning results. the leadership styles that he proposed (Kurt Lewin) since 1939, since he is one of the first to study the concept of leadership in the field of social psychology, leaving aside personalist theories, which were based on the characteristics of the individuals who exercised leadership in isolation and began to emphasize the concept of a leader in the environment of an organization or group. This point of view is what gives meaning to the concept of leader and leadership, since as some of the authors cited in this work indicate,

it does not make sense to talk about a leader without followers, the Leadership Test (Kurt Lewin), obtained from Create Coaching.

(Garcia et al., 2023) made it clear that the perception of university teachers in the main positive experiences that virtual educational practice meant as a result of the pandemic, the impact and the desire to move forward caused rapid training, achieving show the advantages of continuing to work in a hybrid way. (Villafuerte, bello, Pantaleon & Bermello in 2020) highlights that the pandemic crisis has allowed us to value communication between teachers, students, institutions and parents in order to overcome the obstacles presented in the development of the educational process.

(UNESCO, 2020) this global phenomenon opened new paths in the educational area as an opportunity for improvement, therefore it opens new lines of research, allows the exploration of new technological tools of innovation to convert strengths into opportunities for transformation of teaching for the benefit of students.

METHODOLOGY

The methodology is based on descriptive and explanatory inquiry supported by a mixed, qualitative research scheme with documented descriptive and quantitative foundations using interviews with 20 teachers considered to have leadership, a field study with real variables, development of objectives and statistical management. relevant, an instrument was applied to 90 students from different subjects based on the Leadership instrument (Kurt Lewin), with a confidence level of 95% and a 10% margin of error, the reliability of the instrument is 0.80 according to Cronbach's alpha formula.

HYPOTHESIS

H1: The digital impact in the classroom increases teaching leadership, sustainability and Administration in education.

H0: The traditional classroom lecture impacts teacher leadership, sustainability, and is more effective in educational administration.

POPULATION AND SAMPLE

Sample's size calculation $N Z^2$

$$n = \frac{p(1-p)}{(N-1) e^2 + Z^2 p(1-p)} = 90$$

Where:

z	Confidence interval	95%
p	True proportion	50%
e	Acceptable margin of error	10%
N	Population size	1,342

RESULTS

READING AND INTERPRETATION

The variable according to the last subjects you took that used ICT (Teams, Sway, Forms) (1) and "Do you consider that the subjects you took with ICT had a greater impact on your study learning" (2) is found within the average limit of normality, resulting in the most significant of this representative study for the phenomenon under study, however variables 8, 9 and 10 are above the upper limit of normality. It is important due to the relationship that exists with the digital impact. teacher leadership in studio learning, however the variable (3) Ideally, teachers would teach their class in a traditional way. It is outside the Lower Limit of Normality, which indicates that it is a Variable that is not very representative of the Phenomenon under study, which does not strengthen the proposed hypothesis. The rest of the variables (4,5,6 and 7) are within normality to $\pm 1\delta$.

According to the proposed hypothesis, 52.22% of the students surveyed responded between almost always and always, the subjects they took with ICT had a greater impact on their study learning, which is significant and the null hypothesis is rejected. Being one of the most significant variables of this study. The dependency relationship between variable 1 and variable 2 is high, according to Arce (2017) regarding cross tables or contingency tables, he states the strength of the relationship as follows: 0 to 0.25 There is little dependence, 0.25 to 0.5 The dependence is medium, 0.51 to 0.75 The dependence is high and > 0.76 there is a very high dependence.

DISCUSSION

Based on the results found to be more significant and according to student interviews, it is interesting to know the digital impact that increases teacher leadership not only impacts their charisma and knowledge, one of the important factors found in this study is the good relationships that promote the development of students in an enriching, harmonious and efficient way with the creativity of bringing different skills (cases, dynamics, videos, standards, etc.) using ICT. compared to other studies. According to Horn & Marfán, (2010) Educational leadership is a topic that has gained increasing importance in recent years, both in the educational research agenda at an international level and in public policies. There is a widespread belief among political actors and the general public that educational leaders can make a big difference in the quality of schools and the education that children and young people receive. This is how in the countries that make up the OECD there has been a change in the school system aimed at providing greater autonomy to schools in their decision-making, so that they can adapt more easily to changing environments and respond to needs. of today's

Normality

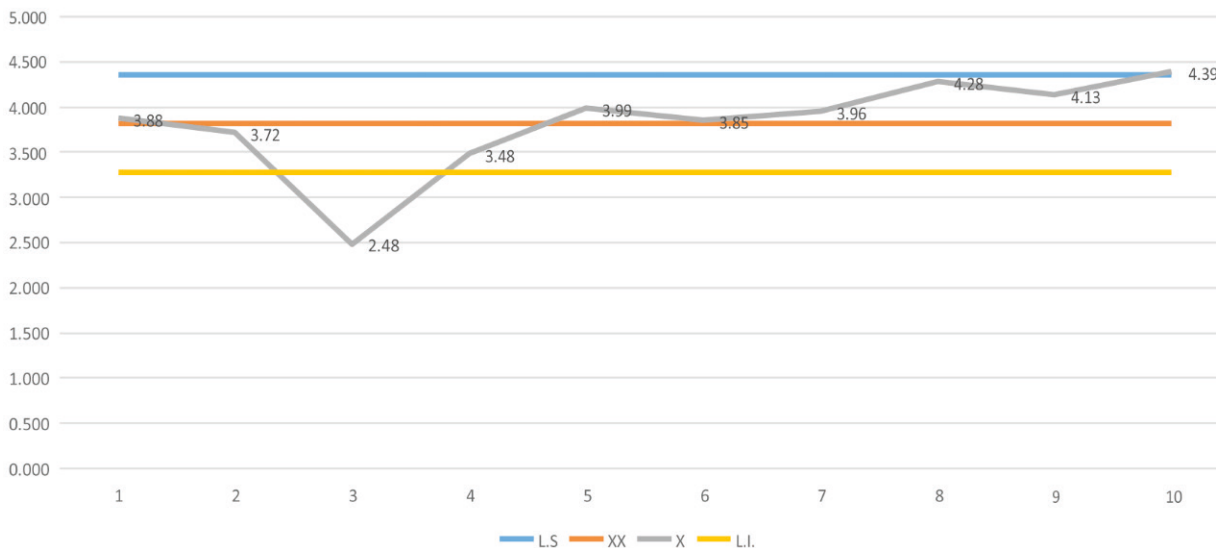


Figure 1. Normality analysis of values obtained.

Cross table According to the last subjects you took that used ICT's (Teams, Sway, Forms) *Do you consider that the subjects you took with ICT's had the most impact on your study learning?

Count

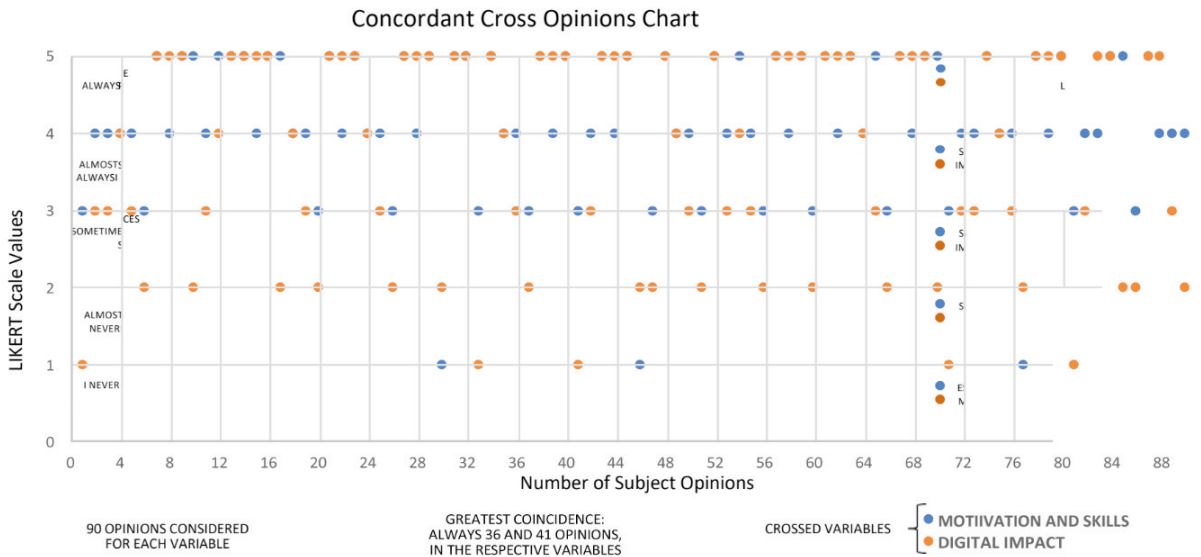
Do you consider that the subjects you took with ICT had a greater impact on your study learning?

		NEVER	ALMOST NEVER	SOMETIMES	ALMOST ALWAYS	ALWAYS	Total
According to the last subjects you took, you used ICT (Teams, Sway, Forms)	NEVER	2	2	2	0	1	7
	ALMOST NEVER	0	3	1	0	0	4
	SOMETIMES	2	5	8	2	1	18
	ALMOST ALWAYS	0	3	4	4	13	24
	ALWAYS	1	4	2	3	27	37
Total		5	17	17	9	42	90

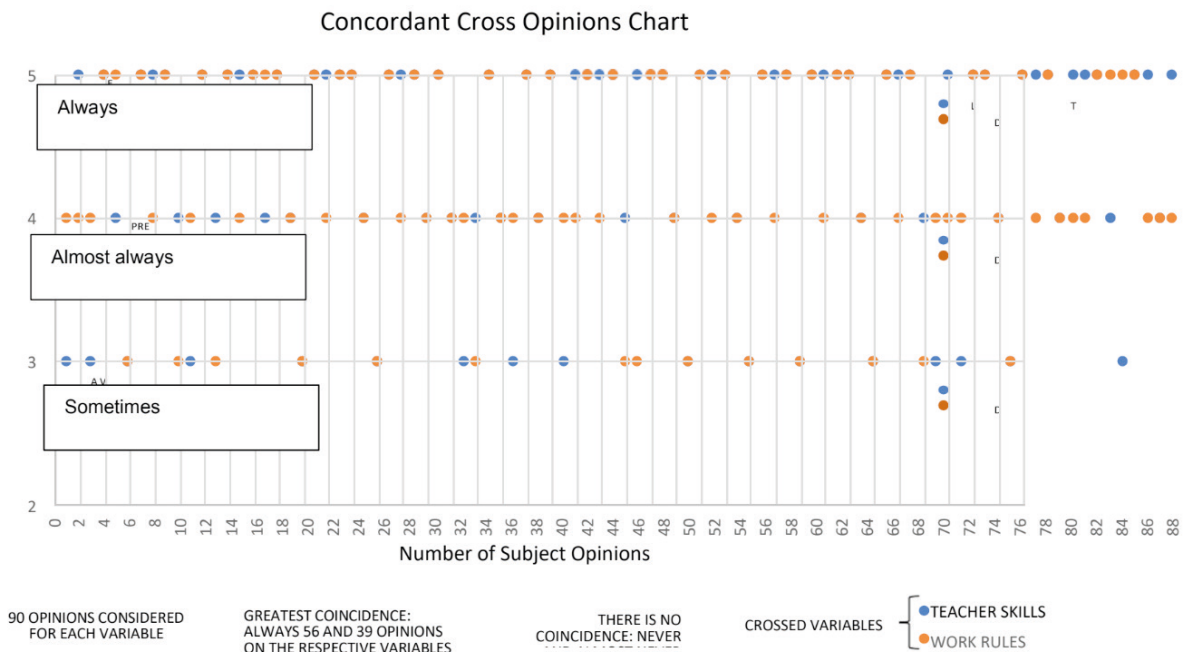
Table 1. Impact of teachers with leadership on students Cross Tables

	CATEDRA_DIC IMPACTODIGITAL	CATEDRATRA/A	ACEPTACIONI	ESTRATEGIAS	CASOSESTRAI	VALORESDOC	NORMASDETI	ESTIMULOCO	HABILIDADESDOCENTI
Digital Chair	0.54826948								
Digital impact	0.11786588	0.127208825							
traditional chair	-0.0788369	-0.243968984	-0.05657755						
Acceptance and digital exam	0.24790089	0.401843132	-0.09318931	0.15740276					
Learning strategies	0.12775967	-0.405549625	-0.20815292	0.57332768	0.23343046				
Cases and strategies	0.03496321	0.025839222	-0.05594052	0.2996949	0.24681485	0.09584892			
Teaching values	0.27837371	0.545812659	-0.10411056	-0.1643516	0.20052204	-0.14680675	0.01855943		
Work standards	0.33081693	0.677451371	0.11341503	-0.28356705	0.20239501	-0.36157414	-0.01902098	0.60127733	
Stimulus and skills	0.51188328	0.7878694	0.05772716	-0.02216021	0.43800288	-0.24677793	0.11553788	0.61260888	0.58611021
Teaching skills									

Figure3. Digital impact on students correlation



Graph 1. As seen in the agreement graph with respect to the correlation shown by the variables COMPETITION STIMULUS and DIGITAL IMPACT, the highest degree of coincidence is loaded at values 5 (ALMOST ALWAYS) and 4 (ALMOST ALWAYS) of the scale of Likert used, providing greater detail and as a complement to the simple correlation analysis carried out between these two variables. Resulting in a GOOD correlation, proving that digital impact increases teaching leadership for students, valuing skills, standards and competencies that contribute to the teacher's leadership and recognition in the classroom.

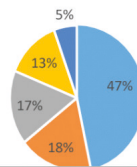


Graph 3. As seen in the previous agreement graph, with respect to the correlation shown by the variables TEACHER SKILLS AND WORK RULES, the highest degree of coincidence is loaded at values 4 (ALMOST ALWAYS) and 5 (ALWAYS) of the Likert scale used, providing greater detail and as a complement to the simple correlation analysis carried out between these two variables. For the value 3 (SOMETIMES), the agreement is medium; on the other hand, it is indicated that no scale values were found for 1 (NEVER) and 2 (ALMOST NEVER).

Do you consider that the subjects you took with ICT had a greater impact on your study learning?

	FREQUENCY	PERCENTAGE
ALWAYS	42	47%
ALMOST ALWAYS	16	18%
SOMETIMES	15	17%
ALMOST NEVER	12	13%
NEVER	5	6%

Do you consider that the subjects you took with ICT had a greater impact on your study learning?



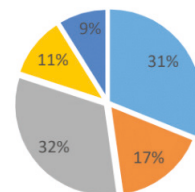
■ ALWAYS ■ ALMOST ALWAYS ■ SOMETIMES ■ ALMOST NEVER ■ NEVER

Table 2. 82% of the students surveyed consider that the subjects taken had a greater impact on their study learning, considering the teacher with leadership and mastery of their subject of study.

It is easier for you to present a digital exam

	FREQUENCY	PERCENTAGE
ALWAYS	28	31%
ALMOST ALWAYS	15	17%
SOMETIMES	29	32%
ALMOST NEVER	10	11%
NEVER	8	9%

It is easier for you to present a digital exam



■ ALWAYS ■ ALMOST ALWAYS ■ SOMETIMES ■ ALMOST NEVER ■ NEVER

Table 3. 80% of students always, almost always and sometimes consider it easier to take a digital exam.

society. 48% of the students surveyed almost always (15) and always (28) find it easier to take a digital exam, which is representative for this study. managing to show the advantages of continuing to work in a hybrid way. (Villafuerte, bello, Pantaleon & Bermello in 2020) highlights that the pandemic crisis has allowed us to value communication between teachers, students, institutions and parents in order to overcome the obstacles presented in the development of the educational process.

(UNESCO, 2020) this global phenomenon opened new paths in the educational area as an opportunity for improvement, therefore it opens new lines of research, allows the exploration of new technological tools of innovation to convert strengths into opportunities for transformation of teaching for the benefit of students.

CONCLUSIONS

The study contributes to administrative sciences by contributing to a more effective method of a teacher leader that impacts the learning development of students. In interviews with 20 teachers with leadership, we found that 60% of those surveyed use ICT, some of them mentioned that today using technology and different applications makes it easier to teach their classes with better results in the learning development of their students. students, adding current information each semester and improving the teaching program, as well as avoiding the monotony of the traditional class. It is difficult to start the change, however, once you change you no longer want to go back, using ICT with different simple, practical and productive applications impacts the results of

the students, taking attendance with the QR code, causes impact on students when doing it with their cell phone and a great benefit for the teacher to use applications in which learning and innovation are enhanced, as mentioned, Contreras & Castro in (2013) currently takes on special relevance, taking into account the permanent and unpredictable changes of the modern world. Leaders, then, must recognize individuality, enhance diversity. The limitation due to technological advances is indisputable, however, a good educational leader constantly updates himself. The main strategies of a teacher with leadership are influence, diversity of teaching, skills and creativity using different applications of technology to successfully carry out teaching-learning contributes to being a very in-depth investigation addressing analysis of results of subjects in different periods. with or without diversity of professorship in future research. The application of digital exams is easier for students and a great help for teachers, the system issues results, the exam is random which means not copying the exam from one student to another, the preparation is simple and once designed It is feasible to modify it, it has to open and close the exam for a certain time, in short, countless wonders of benefit for the teacher and significant savings for the country's universities, as well as mainly

contributing to sustainability with the saving of printing. 40,000 to 50,000 copies for the exam application per semester. The most effective strategies used by teachers with leadership are to use the digital application with a platform to develop forums, conferences, delivery and review of tasks, allowing files to be uploaded, case development, problem solving, videos, exhibitions, self-made videos. In accordance with the theme, teamwork, resulting in more effective educational administration in each of the subjects taught using ICT today.

PROPOSAL

This research will continue with the development of a project "Challenge to increase teachers in the application of digital exams for the next semester of the current year" with the support of social service students, contributing to savings and sustainability. The method begins with a support center for social service students in simple teacher training with the preparation of digital exams, contributing to savings and sustainability, monitoring progress and evaluating the results at the end of the semester. Currently, 20% of teachers apply a digital exam, an invitation to the project will be made and the results obtained will be evaluated at the end of the semester.

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