**UNIVERSIDAD NACIONAL DE LUJÁN EXAMEN FINAL REGULAR**

**LICENCIATURA EN SISTEMAS DE INFORMACIÓN INGLÉS II**

**NOMBRE: Nahuel Quiñones**

**Nº LEGAJO: 166755**

**FECHA: 16/12/2021**

**OBRR**

RESPONDA EN ESPAÑOL OBSERVE LA ORTOGRAFIA

**Título del texto**: ******The disconnected:COVID‑19 and disparities in access to quality**

**broadband for higher education students.**

**A-Concéntrese en el Abstract:**

1-Exponga brevemente cuál fue el propósito de los autores al escribir este trabajo.

El propósito de los autores fue estimar el número de estudiantes irlandeses que están “en riesgo” de no tener una conexión de internet de alta calidad.

**B-Concéntrese en la Introducción:**

1-Según lxs autors del texto, ¿cuáles fueron las consecuencias del COVID-19 sobre la enseñanza en las Instituciones del Nivel Superior?

La consecuencia que los autores nombran es que, debido la naturaleza del virus, de constantes rebrotes y mutaciones, es que muchos institutos decidieron seguir con la modalidad virtual, o fusionar esta con la presencialidad.

2-Interprete el contraste que presenta el conector **although** en la **línea 11** de esta sección de Introducción.

Contrasta entre “the majority of colleges have adopted this approach” y “the scale of such change is unprecedented and raises a number of important issues” señalando que aunque esta realidad ya existía, nunca fue así de impredecible ni supuso grandes problemas

3-Al traducir al español las palabras terminadas en **-ing** presentes en esta sección, **todas** se traducen como **sustantivos**. SI-NO. Justifique su respuesta.

Si, ambas son parte de frases nominales, por eso son sustantivos.

**C-Concéntrese en la Conclusión:**

1-¿Cuál es la conclusión principal a la que arribaron los investigadores?

Que los institutos deben poner atención a la distribución geográfica de sus estudiantes a la hora de crear sus políticas educativas.

2-La conclusión obtenida en este trabajo: ¿Puede ser extrapolable a otros países? SI-NO. Justifique.

Según los autores, si puede ser extrapolable, porque todos los países, aunque con distintos matices, sufren la misma problemática.

3-Cite dos ejemplos de cohesión léxica (o campo semántico) presentes en esta sección y desarróllelos en español.

Students – study – HEIs / Estudiantes, estudio, institutos de educación superior.

Digital divides – connectivity issues – mass online/blended delivery methods / dispositivos electrónicos, problemas de conectividad, métodos masivos de entrega online/híbridos

[International Journal of Educational Technology in Higher Education](https://educationaltechnologyjournal.springeropen.com/)

[Published: 21 May 2021](https://educationaltechnologyjournal.springeropen.com/articles/10.1186/s41239-021-00262-1#article-info)

The disconnected: COVID-19 and disparities in access to quality broadband for higher education students

[John Cullinan](https://educationaltechnologyjournal.springeropen.com/articles/10.1186/s41239-021-00262-1#auth-John-Cullinan), [Darragh Flannery](https://educationaltechnologyjournal.springeropen.com/articles/10.1186/s41239-021-00262-1#auth-Darragh-Flannery), [Jason Harold](https://educationaltechnologyjournal.springeropen.com/articles/10.1186/s41239-021-00262-1#auth-Jason-Harold), [Seán Lyons](https://educationaltechnologyjournal.springeropen.com/articles/10.1186/s41239-021-00262-1#auth-Se_n-Lyons) & [Dónal Palcic](https://educationaltechnologyjournal.springeropen.com/articles/10.1186/s41239-021-00262-1" \l "auth-D_nal-Palcic)

**Abstract**

The COVID-19 pandemic forced many higher education institutions (HEIs) across the world to cancel face-to-face teaching, close campus facilities, and displace staff and students to work and learn from home. Given the persistent nature of the pandemic, many HEIs have continued to deliver courses online and/or use a blended learning approach. However, there are concerns around differences in student access to digital learning resources while at home, including high quality broadband connectivity. This is important, since variation in connectivity may impact the type of online/blended model that faculty can deliver or constrain student engagement with online content. In this context, this paper combines national data on the domiciles of students enrolled in Irish HEIs with detailed spatial data on broadband coverage to estimate the number of higher education students ‘at risk’ of poor access to high quality internet connectivity. Overall it finds that one-in-six students come from areas with poor broadband coverage, with large disparities by geography and by HEI. It also finds that students from the poorest broadband coverage areas are more likely to be socioeconomically disadvantaged. As a result, this paper recommends that HEIs use their detailed registration data to help identify and support at-risk students. In particular, the results suggest that some HEIs may need to prioritise access to campus facilities and services to less well-off students living in poor broadband coverage areas.

**Introduction**

In early 2020, the COVID-19 pandemic forced many higher education institutions (HEIs) across the world to cancel face-to-face teaching, close campus facilities, and displace staff and students to work and learn from home. For example, the European University Association (EUA) estimated that 90% of HEIs in Europe ‘went online’ at this time, for all or most of their classes (Gaebel, [2020](https://educationaltechnologyjournal.springeropen.com/articles/10.1186/s41239-021-00262-1#ref-CR23)). Given the persistent nature of the pandemic, and the potential threat of further waves of the virus, many HEIs decided to continue to deliver courses online and/or use a blended learning approach. Evidence from the United States (US) suggests that the majority of colleges have adopted this approach (Staff, [2020](https://educationaltechnologyjournal.springeropen.com/articles/10.1186/s41239-021-00262-1#ref-CR51)), while a similar situation exists in numerous other countries, including the United Kingdom (UK), Australia, and Ireland (Bothwell, [2020](https://educationaltechnologyjournal.springeropen.com/articles/10.1186/s41239-021-00262-1#ref-CR2)). Although these modes of delivery have existed within the higher education sector for a number of years, the scale of such change is unprecedented and raises a number of important issues.

**Conclusion**

The issues raised in this study are not unique to Ireland, with problems relating to digital divides prevalent in the majority of developed and developing countries. This study points to potential connectivity issues for different groups of students in different HEIs. This may be an issue to varying degrees across different countries but is clearly worth examining since it highlights the need for HEIs to consider the geographic distribution of their students in designing appropriate policy and supports if moving towards mass online/blended delivery methods in response to COVID-19-related restrictions.