AUDIOVISUAL RECORD OF SERVICE-LEARNING FOR THE STRENGTHENING OF CITIZENSHIP COMPETENCE IN PERUVIAN UNIVERSITIES

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KEYWORDS	ABSTRACT
Service Learning *Audiovisual record* *Citizen competition* *Citizenship* *Solidarity service*	*Given the growing unwanted social stages such as the abandonment of human beings and the growing social passivity to help them, the objective was established to design and implement a socio-training program of audiovisual workshops transmitted through videoconferences, based on the Solidarity Learning and Service methodology, to strengthen low citizen competence. present in 36% of students at a private Peruvian university. Under a mixed approach, in a sample of 815 students from cycles I, II and III, the program obtained positive results by generating deep introspection, as well as clear commitments in the participants.*

1. Introduction

En today's changing, diverse, globalized, individualized and multicultural society, educational entities must assume a catalytic role in the training of their members (Gil-Gómez et al, 2015; Chiva-Bartoll et al., 2018). The application of traditional audiovisual media and new media is relevant from the perspective of the incidence of the media and remote communication technologies to propagate messages and motivate the critical citizen participation of large masses of different types and idiosyncrasies is undeniable, especially in young people in the university stage (Grijalva-Verdugo et al., 2018; Chiva-Bartoll et al., 2018). (Grijalva-Verdugo, 2019).. This leads to rethink the development of the exercise of citizenship in university students, seeking to form individuals capable of facing the diverse social and cultural realities that surround them (Blanco-Cano & García-Martín, 2021). An active, analytical, critical and conscious citizenship is required, capable of proposing actions to solve social problems. To this end, it is urgent to develop in university environments practices that link the teaching-learning processes with solidarity service actions that allow the development of professional and citizenship competencies in students for the benefit of the community. Thus, it is understood that the university has the requirement of the ethical formation of its students helped by audiovisual records, through three fundamental aspects: ethical learning identified by observation, autonomous and personal construction of values matrices; giving answers to diverse stimuli of learning and coexistence between students and professors (Martínez, 2008). Contextualizing the form to the current educational regent and that sets the tone of a learning close to reality via the inclusion of audiovisual and media as a firm path to raise critical competencies. (Triviño , 2018).

Peruvian universities tend to develop with their backs to the community, leading to poor practice of citizenship skills by their teachers and students, as evidenced in the analysis of the audiovisual records collected, despite the fact that they are the ones called upon to propose solutions to the social problems of their environment. Despite the fact that the community in which they develop presents serious social problems such as crime, drug addiction, prostitution, poverty, low educational level, malnutrition, among others (Mesa de Concertación para la Lucha contra la Pobreza, 2018). In this regard, authors such as Fuentes-Moreno et al. (2019) point out "the social and citizenship dimension hardly reaches the maximum levels of its development among students" (p. 201). Therefore, the potentiation of both conceptual and analytical civic competences must be transformed into actions, via the mobilization of emotions, highlighting for such purpose visibly as a strategic tool the audiovisual discourse (Gómez & Jodar, 2019); being the university itself the one called to form university students committed to their society, participants via an active citizenship. In this sense, the relevance of the audiovisual record as a tool that evidences the use of analog and digital videos is the implementation of projects of experiences in solidarity learning and service will allow forming professionals knowledgeable of their reality and committed to the civic and democratic values of their society (Martínez, 2006 in Chiva-Bartoll et al., 2017; Blanco-Cano & García-Martín, 2021). Thus, the purposes of the university and the needs of the community can be articulated in a coherent manner, taking into account the problems of issues prioritized in each region and in the governance agreements proposed by each region's Roundtable, in such a way as to ensure their effects on the well-being of the communities.

Service-learning is an educational methodology that combines the academic curriculum with community service, strengthening the sense of community identity, solidarity and social empathy (Asghar & Rowe, 2017). Educational institutions use it as a teaching-learning strategy, combining content, skills and abilities, attitudes and values to support vulnerable sectors. This arises in response to the demands for innovation in higher education and integrated to the formation of critical and reflective thinking in social action (CLAYSS-Red Iberoamericana de aprendizaje-servicio, 2015). Postulating that students have the integral and institutional commitment to look after the real needs of the community in terms of learning and their own academic performance (Tapia et al., 2016), likewise they have the commitment to work in the community and with its members (Ashgar & Rowe, 2016). Likewise, the exercise of projects of solidarity service nature favors and encourages leadership, teamwork, the cultivation of values such as solidarity, self-esteem, mutual respect, responsibility, punctuality, empathy, and prosociality, thus improving their level of resilience and their ability to listen and empathize.

The main objective of this research was, through the development of a group of audiovisual workshops transmitted through videoconferences, to implement a socio-training program based on the methodology of solidarity learning and service (SSA) that allowed strengthening the citizenship competence of students at a private university in the city of Chiclayo, Peru; In order to generate an innovative proposal to sensitize and make students aware of the importance of being linked to the problems of their social reality under the vision of an educational culture based on citizenship values, which allows building an integral formation of the student, putting at the service of society their academic knowledge and attitudes in order to contribute to the solution of problems and prioritized social needs. In such a way as to ensure the formation of professionals who exercise their citizenship in a critical and reflective manner, capable of committing themselves to their immediate environment.

2. Theoretical approach

2.1. Solidarity Learning and Service in Education

Solidarity learning and service is a pedagogical methodology designed to cover real needs of a community, institutionally planned in an integrated manner with the curriculum, based on student learning (Tapia et al., 2016; Blanco-Cano & García-Martín, 202; Grotrian-Ryan, Ryan & Jackson, 2016). In the case of learning, the character of the projects is linked to their formal academic impact of students' personal development; based on the study of educational risk improvements and degree of student participation in the design and development of the projects (Tapia, 2004). Service-Learning is not an isolated methodology or one that arises without foundation. On the contrary, it receives a solid foundation from pedagogical currents such as Paulo Freire's critical pedagogy, John Dewey's learning by doing and Lev Vygotsky's social learning (Zarzuela, 2020). Thus, Dewey's Experiential Learning postulates the importance of learning and experience. This implies that, through a situation that needs to be changed, the student performs the service and articulates a process of experience, practice, processing and reflection that leads to the acquisition and/or reinforcement of useful competencies. Likewise, Ausubel's Significant Learning contributes to SSA by interrelating theory with practice based on a real need (Escoda, 2017).

According to Torío et al. (2014), the methodology is framed in three areas: the academic curriculum, values formation and the link with the community. The learning to learn technique requires ability and skill to take advantage of all our senses and interaction with the environment to build knowledge. Learning and experience are inescapable in SSA. It proposes the stimulus, initiative, creativity and capacity for participation of the student conglomerate. This type of project requires teacher leadership, teaching quality, valuing the commitment with the community. In addition to defining a device for students to participate in all phases of the project, applying measures prior to the process (Tapia et al., 2016). Solidarity service is key in the education of future citizens: children and adolescents with an early experience of their potential, and of their possibility to make a difference in their community, not accepting to be "passive recipients". Thus, the development of this type of projects contributes to provide a civic education more focused on the exercise of citizenship and a proactive participation, leading to effective solutions to neglected problems. If every crisis is an opportunity, this may be a good time for service learning to become a contribution to the growth of a nation (Yupanqui, 2016).

2.2. Citizenship training and competence

Citizenship education seeks that the individual acquires knowledge, skills and attitudes necessary for the democratic life of their society, developing intellectual and moral capacities to reflect and act, ensuring that students understand their society, their culture and the cultures around them, so that they are able to coexist and participate in social and cultural life in conditions of equity (Bermel et al, 2014; Salazar-Jiménez, 2019). It seeks to strengthen the importance of intra-community relations, having the school and universities as formative elements and generators of legal, civic and historical knowledge of the peoples, with academic purposes, social projection and participation in public life (Ollarves & Salguero, 2010).

For Restrepo (2006), citizenship competencies are attitudes, procedures and effects that are exercised in a community and whose purpose is social change, economic and cultural development of

its people, seeking critical and active participation. Citizenship competencies are strengthened through education, political and civic training that citizens receive in the educational system. According to Gil-Gómez et al. (2016), citizenship competencies include respect, acceptance of the rules of coexistence, social sensitivity and empathy towards others; help and collaboration, ability to defend rights and dialogue to solve conflicts; prosocial leadership that implies the ability to mobilize others, to suggest and contribute ideas; social responsibility to act in the face of social problems accepting them as part of one and accepting individual responsibility and the ability to assume obligations.

According to Alvarado & Mieles (2012), citizenship competence seeks the ethical interrelation between social and cultural aspects, respecting established norms and values, duties and rights, and in search of social justice. It involves cognitive, affective and social dimensions. Thus, citizenship competence is the capacity that the educational system seeks for an individual to be able to make autonomous decisions, to have a critical stance in the face of problems and to take a position in a political and social context that is adverse to community development and that seeks the benefit of minorities over the majority. In short, the great challenge of the 21st century is to create this social citizenship, where the social responsibility of universities is citizen training. Therefore, the role of universities in the formation of citizenship competence is fundamental since it allows individuals to organize themselves and become aware of the political and social life that each one of them must achieve in the search for the common welfare (Campo-Cano, 2017; Bartolomé-Pina et al., 2002). When the educational system fails in this endeavor, we have anarchist, nihilistic citizens, who do not respect the rule of law or the condition of citizenship of others For this reason, it is necessary to reestablish the link between higher education in Latin America with social and human development (Bartolomé-Pina et al., 2002).

2.3. Audiovisual tools for education

The intermediation of audiovisual techniques as functional tools in the learning-teaching processes has been proven in various subjects, thus in the case of social sciences, due to their dialectic nature, the strengthening of capacities such as cognitive ones has been tested in various circumstances, one of them was the use of short films transmitted via the Youtube network to establish the improvement of preliminary knowledge (Chávez et al., 2023). (Chávez et al., 2023).. Similarly (Yánez and Moreano, 2023). (Yánez and Moreano, 2021) demonstrated how the design and implementation of educational short films based on the TPACK model generated positive adherence and the desire on the part of university students (82%) and teachers (83%) to implement this teaching technique as an introduction, process, or reaffirmation of the knowledge of each learning session, given its outstanding attributes of capturing attention, stimulating learning, and facilitating review.

3. Development of the research

3.1. Approach and type of research

The research was experimental in nature and combines quantitative and qualitative approaches, given that it seeks to measure the level of citizenship competence presented by the students of the Universidad Señor de Sipán and the impact of the audiovisual workshops, as well as to issue a qualitative assessment of the perception of the workshops conducted, gathering through direct observation the feelings of the actors involved and their commitments based on the proposal of the socio-educational program of SSA.

The following methods were used:

a. Systemic-structural method. By means of which it has been possible to relate the sociocultural theories of Lev Vigosky, the theory of social conscience, meaningful learning and solitary service learning as the basis of the proposal.

b. Paradigmatic method. It has made it possible to take as a basis the proposal of María Nieves Tapia in the learning and social service of university students.

c. Methods of analysis and synthesis. By means of this procedure, the research results obtained from the surveys have been interpretatively and critically processed and related to the hypothesis and the established proposal.

d. Interpretative Method. By means of which the numerical and statistical information has been processed cognitively and empirically to be able to give it a scientific evaluation in accordance with the

problem under study and the proposal put forward. It was convenient to begin by establishing the percentage intervals (quantitative) of the different levels of citizenship competence of the students in order to know in what range (qualitative) they are.

3.2. Population

The population consisted of all students of the Universidad Señor de Sipán, from the first to the third cycle, for a total of 4,500. The sample consisted of 815 students from first to third cycle, as shown in Table 1.

Table 1. Faculty of the students of the Universidad Señor de Sipán participating in the study.

Faculty	Students	%
Faculty of Health Sciences	369	45.3
Faculty of Business Sciences	80	9.8
Faculty of Law and Humanities	151	18.5
Faculty of Engineering, Architecture and Urban Planning	215	26.4
Total	815	100.0

Source: Own elaboration

The selection of the sample followed a simple random design, within the probability sample. The sample elements were determined by random criteria, each one had the same probability of being selected and being part of the sample.

3.3. Instrument

A Likert-type questionnaire was used as an instrument, which consisted of five dimensions: Student participation in the community context (x1,x2,x3,x4) Student participation in the university context (x5,x6,x7,x8), Practicality of learning and professional training (x9, x10), Organization in social projection activities (x11,x12,13) and Ethics and values (x14,x15,x16). In general, it is composed of 16 items, the scale had as response the attributes Always, Sometimes Never, with punctual valuations of 3,2 and 1, respectively.

The methodology was based on two procedures: sample selection and data collection. For data collection, a Likert-type questionnaire with 32 items was applied. The virtual questionnaire was sent to each student and then, after having the data, the data quality stage was carried out, in which the consistency of the questionnaire completion was verified. Univariate tables and graphs were used to process the data. Likewise, the respective interpretations were made. On the other hand, data processing was carried out using SPSS version 26.

4. Results

Based on the research carried out, the results are presented in which we sought to determine the level of development of citizenship competence, as shown in Table 2.

Table 2. Citizen audiovisual record based on citizen competencies according to dimensions in students of the Universidad Señor de Sipán.

Dimensions		Under	Medium	High	TOTAL
Cognitive	Students	304	241	270	815
	%	37%	30%	33%	100%
Affective	Students	314	275	226	815
	%	39%	34%	28%	100%
Social	Students	343	250	222	815
	%	42%	31%	27%	100%

Source: Own elaboration

Analyzing the responses obtained to the citizenship competencies instrument according to its dimensions, it can be affirmed that in Table 2, in the Cognitive sub-variable, 37% (304) of the students

presented a low level of development, 30% (241) reached a medium level and 33% (270) reached a High level. Likewise, the review of the Affective dimension revealed that 39% (314) of the students presented a low level of development, 34% (275) a medium level, and 28% (226) showed a High level. In the Social dimension, 42% (343) of the students were classified as low, 31% (250) as medium, and 27% (222) as high.

Table 3. Citizenship competencies of students at Universidad Señor de Sipán according to the audiovisual register

Citizenship Competencies	Students	%
Under	293	36
Medium	280	34
High	242	30
Total	815	100

Source: Own elaboration

The results shown in Table 3 regarding the state of development of citizenship competencies in the 815 students of cycles I, II and III of the Universidad Señor de Sipán indicated that 36% (293) of them obtained a Low level of development of this construct, while 34% (280) obtained a Medium level, and 30% (242) reached a High level.

Table 4. Level of development of Citizenship Competencies according to Faculty of the students of Universidad Señor de Sipán

		Faculty									
		Faculty of Health Sciences		Faculty of Business Sciences		Faculty of Law and Humanities		Faculty of Engineering, Architecture and Urban Planning		Total	
		Est.	%	Est.	%	Est.	%	Est.	%	Est.	%
Citizenship competencies	Under	130	35.2%	27	33.8%	52	34.4%	84	39.1%	293	36.0%
	Medium	132	35.8%	31	38.8%	52	34.4%	65	30.2%	280	34.4%
	High	107	29.0%	22	27.5%	47	31.1%	66	30.7%	242	29.7%
Total		369	100.0%	80	100.0%	151	100.0%	215	100.0%	815	100.0%

Source: Own elaboration

Table 4 shows that in the Faculty of Health Sciences, 35.8% (132) of the 369 students showed a Medium level, 35.2% (130) a Low level, and 29% (107) a High level. In the case of the Faculty of Business Sciences, 38.8% (31) of the 80 students showed a Medium level, 33.8% (27) a Low level, and 27.5% (22) a High level. In the Faculty of Law and Humanities, 34.4% (52) of the 151 students showed both a Low and a Medium level, and 31.1% (47) a High level. And in the Faculty of Engineering, Architecture and Urban Planning, of the 215 students, 39.1% (84) showed a Low level, 30.7% (66) a High level, and 30.2% (65) a Medium level.

Table 5. Level of development of Citizenship Competencies according to Cycle of studies based on audiovisual recording

	Cycle								
	I cycle			II cycle		III cycle		Total	
	Level Est.	%	Est.	%	Est.	%	Est.	%
Citizenship competencies	Under 132	33.5%	122	40.9%	39	31.7%	293	36.0%
	Medium 146	37.1%	91	30.5%	43	35.0%	280	34.4%
	High 116	29.4%	85	28.5%	41	33.3%	242	29.7%
Total	394	100.0%	298	100.0%	123	100.0%	815	100.0%

Source: Own elaboration

Table 5 shows that of the 394 students in the first cycle, 37.1% (146) had a medium level of citizenship competencies, 33.5% (132) a low level, and 29.4% (116) a high level. Of those in the second cycle (298), 40.9% (122) had a low level, 30.5% (91) a medium level, and 28.5% (85) a high level. Subsequently, 35% (43) of the students in the third cycle (123) obtained a medium level, 33.3% (41) a high level, and 31.7% (39) a low level.

According to the research objectives, the proposal shown in Figure 1 was developed.

Figure 1. Diagram of the socio-training program.

Note: Design of the proposal for the socio-training program based on the Solidarity Learning and Service methodology to improve citizenship competencies.

Based on the proposal, the first phase of the program was implemented through the development of audiovisual awareness workshops to improve the levels of citizenship competence of the students of the Universidad Señor de Sipán. The following are the evaluations collected during the execution of the workshops:
- Title of activity: Workshops to strengthen citizenship skills and cultural identity.
- No. of hours per workshop: 3 chronological hours/ total hours of training: 21.
- Average number of participants per workshop: 815 students, divided into blocks of 205 students, 10 teachers.
- Number of rooms organized per workshop: 3-6 team work rooms.

- Methodology: introductory motivation, prolegomena of contents, interaction of the workshop leader with students, homework with debate and discussion of results, product of discussion exposed by the students.
- Impact on society/community

Through videoconferences, students from different Peruvian realities and multiple cultures were connected, who during the workshops and under the methodology of Solidarity Service Learning (SSA) were able to interact and express their opinions to strengthen the citizenship competence and cultural identity of USS students. In the same way, they sought to sensitize and raise awareness of the social institutional responsibility of managers, teachers and students. The purpose of the workshops was to generate attitudes of an experiential approach of the student with the community, to respond to the social task and their vocation of service to society with their academic knowledge and attitudes in order to contribute to the solution of problems and social needs prioritized. In this way, it will allow the formation of professionals who exercise their citizenship in a critical and reflective manner, capable of committing themselves to their immediate environment.

Description of the workshops

Workshop No. 1: Learning Serves, Serving Teaches: Solidarity Service-Learning in Higher Education - May 7, 2021. - Double day: 11.00 a.m. - 2.00 p.m. - and / 2.30-5.30 p.m. Sebastián Puglisi (CLAYSS-Argentina- Latin American Center for Learning and Solidarity Service) and Gerardo Bridi (CLAYSS-Argentina). Under the slogan "Learning serves, serving teaches", they explained the nature and essence of the SSA methodology, which stands as a new way of thinking about education and teaching, since it generates significant learning and allows students to connect with their community and the problems that affect it. The speakers pointed out that service-learning is an innovative pedagogical proposal that promotes student solidarity activities in which knowledge is applied to solve specific problems and needs of the community. Service-learning projects simultaneously contribute to local development and improve the quality of academic learning, the development of appropriate skills for insertion into the world of work, personal training in values and responsible citizen participation.

In this workshop, students were able to analyze the importance of SSA, reflect on the academic and social impact of this methodology and collaboratively propose ideas for projects that they could develop in their communities.

2. Workshop Nº 2: Transparency Portals - Friendly Consultation. Sonia Arteaga - Representative of the Technical Committee for the Fight against Poverty of the Lambayeque Region. - May 10, 2021. / 2.30-5.30 p.m.

Three thematic axes were worked on: Transparency, integrity and citizen participation, Access and use of public information systems for follow-up and monitoring, Access to the friendly consultation of the Ministry of Culture. The content of the axes addressed basic concepts on transparency, integrity and citizen participation, public information, investment monitoring systems, Controller's Infobras, open data portal. Modeled applications were made to access the friendly consultation and access to each one of the aspects of the friendly consultation of the Ministry of Economy, describing each one of its aspects so that later in the group work they could do the practice. At this moment, the following searches were made in the system:

a) How much of the budget has been allocated to the Lambayeque Region
b) Analysis of the Public Budget of the department by levels of government
c) Weight of the Budgetary Programs in the overall Regional Public Budget

Workshop No. 3: Transhumanism and new citizenship competences - May 11, 2021. Dr. Mario Sagobal Aquino - Principal teacher Universidad Nacional "Pedro Ruiz Gallo"-Lambayeque.

A historical retrospective was presented, taking as examples the biblical creation and the definition of human being, passing through the Greek thinkers. As well as a self-critical look at the evolution of man, where we gave more strength to the reification rather than the philosophy and intellectualization of human development. A line of historical-labor-cultural and economic evolution of man was developed. It was urged to develop a redefinition of the profiles of both teachers and students in a process of transdiciplinarization, seeking the development of new citizenship, human and professional skills from an awareness of service and social responsibility of students and the national teaching profession. Transhumanism is materialized in technology, in the improvement of the human being.

4. Workshop No. 4: Integrity and anti-corruption. - May 12, 2021. Dr. Elías Daniel Pinglo Risco - General Manager of the Bar Association.

A conceptual and historical synopsis was made on corruption in Peru, as an organizational deficiency of our community that places us in a very uncomfortable position in international consideration. It was urged to initiate with the new generations an urgent policy of integrity, which will be the lifeline for the immediate future of the country. It was urged that each country should live articulated in a global society that will only admit those who do good business and act within the norms of good faith. The concept and value of integrity in acting as indicated in the laws and respecting others was addressed. It is therefore necessary to create a general climate of integrity. To this end, a distinction was made as to what is INTEGRITY, what is MORAL and what is ETHICS. It was emphasized that the laws are given, it is only a question of attitude. We cannot lose sight of the current environment in pandemic crisis that affects us seriously and at the same time becomes a trigger of opportunities. The pandemic has taken us to virtuality from one day to the next, but it has also placed us in a situation in which our decisions have to be taken imposing values and avoiding falling into corrupt practices as it is being identified in these times.

Workshop No. 5: Look who I am: Dialoguing on the levels of cultural identity - May 14, 2021 / 2.30-5.30 p.m. Dr. Julio César Sevilla Exebio- Head Professor FACHSE Universidad Nacional Pedro Ruiz Gallo-Lambayeque.

Cultural identity is a construct that has a double dimension: personal and social. The social context influences the system of personal behavior and the attitude of acting in society. Globalization has generated a phenomenon of cultural alienation and influences people's attitudes. The Sipanense students demonstrated -in their participation with the workshop leader-, to point out their image as their preferences of modern nature in their preferences of clothing fashions, music and food consumption. Cultural identity is deeply rooted in social, family and historical tradition. Personal self-esteem depends a lot on how proud and identified they are with their family, local, regional and national social environment.

Workshop No. 6: Personal Excellence and Success in Life. May 17, 2021 / 2.30-5.30 p.m. Armando Perleche Reaño, Master & Coach in P.N.L.- Executive Director of the Retreat House Santa María de la compañía de Jesús (Jesuit Fathers).

It focuses on personal and professional development based on the planning of goals and objectives in life to achieve success. The components of excellence and self-esteem were addressed as pillars of human development. The precept that excellence is built and that success in life depends on our attitudes towards life and others, with good human relations, strengthened self-esteem, assuming a commitment with our environment, taking on challenges, drawing a life plan.

Student commitments

The students assumed that their profile should be oriented not only to the development of their cognitive, communicative and investigative competence, acquisition of new humanistic and scientific knowledge, but also a citizenship competence. Therefore, they committed themselves to improve their attitudes and sense of belonging, their historical and traditional cultural identity, showing responsibility towards their environment, respect for nature, for their culture and differences, and being involved in the service of problems with real and pertinent solutions.

The following results were obtained regarding the level of satisfaction with the workshops of the program based on the service-learning methodology:

Table 6. Evaluation of the solidarity learning workshop to strengthen citizenship competence in students at Sipan University, 2021.

Rating	Student	%
Good	238	47.1
Excellent	267	52.9
Total	505	100.0

Source: Own elaboration

Table 6 clearly shows the rating recorded by workshop participants. It can be seen that 52.9% of the participants gave an excellent rating, while 47.1% gave a good rating. As can be seen from the results, the workshop has been able to meet the expectations of the participants; consequently, we can indicate that the workshop has been able to generate satisfaction with the topics developed.

Figure 2. Rating of workshop participants according to school of study.
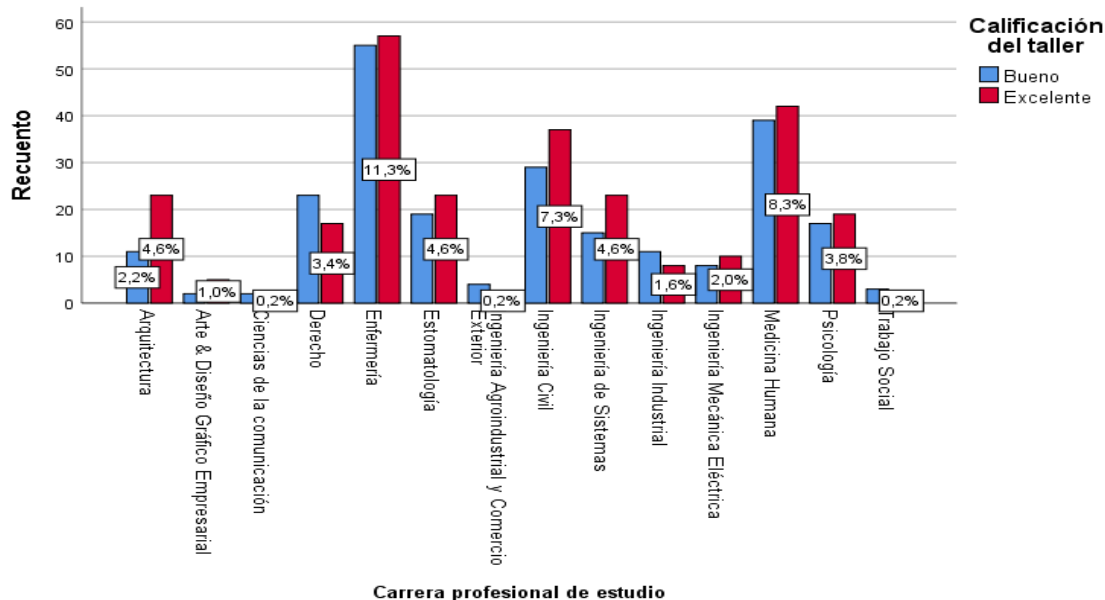

Figure 2 shows that the students rated the workshop as good and excellent. Likewise, from these results, we should highlight that 10.9% of the nursing students rate the workshop as good, while 11.3% rate it as excellent. On the other hand, 7.7% of the medical students rated the workshop as good, while 8.3% rated it as excellent. Evidently, these results demonstrate the positive impact that the workshop with the topics developed has had on the students.

5. Discussion

From what was obtained in the diagnosis it can be deduced that the level of citizenship competence of the students in the sample is predominantly low (36%) and medium (34%), accumulating 70% of the 815 consulted; evidence that corroborates the need for the implementation of the socio-training program. Meanwhile, the study according to its subcomponents revealed that in the social dimension it was more frequent (42%) in the students to find low values, while in the cognitive dimension 37% and affective dimension 39% repeated such level. These data showed the lack of training in citizenship competencies in university classrooms and the urgency of their development and promotion in their curricula.

In this sense, the diagnosis established on citizenship competencies must be addressed in order to be optimized, as indicated by Ramos (2017), university students show deficiencies in the development of their social awareness, resulting in limitations to address social intervention projects. But there is undoubtedly an urgent need for improvement, since it is impossible to build a just society, as indicated by Yupanqui (2016) who found that service learning allows building values and social awareness in university students. Or as Martinez (2019) sentences who indicates that it is necessary to encourage participatory processes of young men and women so that they can be pondered active subjects in the construction of citizenships. This implies the development of their citizenship competencies. In each case, being able to generate a change in young students is the basis for the construction of a new, more humane society.

It was therefore inferred the urgent requirement for the development of suitable proposals that help the university student, within their academic and integral formation; that manage to potentiate their civic competence, their social sense and their human solidarity, establishing a reciprocity with what is

expressed by Asghar & Rowe (2017), regarding the positive of combining and amalgamating the academic curriculum with the community service under the denomination of service-learning, and hoping to obtain the reinforcement of the feeling of belonging to the community, and the reinforcement of the sense of belonging to the community. Rowe (2017), regarding the positive of combining and amalgamating the academic curriculum with community service under the denomination of service-learning, and hoping to obtain the reinforcement of the feeling of belonging to the community, promoting solidarity and fostering social empathy; so that when they perform professionally in their community, they fulfill the social task that education demands of them: To be agents of change and human beings with an ethical profile.

The proposal of this research considered the use of audiovisual resources as learning strategies distance and large-scale teaching (Grijalva-Verdugo, 2019)based on the sociological linked to the social, pedagogical of learning and solidarity service, humanistic philosophical, social-historical and axiological. Based on theories such as the sociocultural, the theory of learning and solidarity service, the systems theory, the theory of multiple intelligences and the citizenship approach, it proposes to place the trinomial university student, its community and the university as its main axis.

All of this must be supported by an exhaustive analysis and theoretical mastery on the part of teachers and university directors in order to incorporate these theories into the curricular plans of the courses taught. This is related to Clayss (2015), who postulates that service-learning is an educational methodology that combines the academic curriculum with community service. As well as Martínez (2008), who indicates that the university is a good space for ethical learning in which to learn democratic values and political socialization of its students.

The results obtained on the implementation of the first phase of the socio-educational program based on the use of audiovisuals under the methodology of solidarity learning and service, show a positive impact on the strengthening of citizenship competence and cultural identity of students from I to III cycle of the USS; showing communion with what was expressed by (Chavez et al., 2023) (Chávez et al., 2023); achieving sensitization and awareness of their citizenship competence to respond to the social task and their vocation of service to society with their academic knowledge and attitudes in order to contribute to the solution of problems and prioritized social needs, exercising citizenship in a critical and reflective way that allows them to commit themselves to their environment, as expressed by the students in their commitments at the end of the execution of the workshops. In addition, all participating students perceived as excellent and good the execution of these workshops for the development of their citizenship competence, opinions similar to those obtained by (Yánez and Moreano, 2021)and in tune with the proposal of Clayss (2015) on the implementation of programs based on SSA as a response to the demands of innovation in higher education and integrated to the formation of critical and reflective thinking in social action.

6. Conclusions

A diagnosis of the level of citizenship competence of the 815 students of cycles I, II and III of the Universidad Señor de Sipán before the application of the program showed that 36% of them obtained a low level of development of this construct, while 34% (280) obtained a medium level, thus evidencing a need to strengthen this competence. In the Cognitive dimension, 37% of the students presented a low level of development, while 30% reached a medium level. Likewise, in the Affective dimension, 39% presented a low level and 34% a medium level. Finally, in the Social dimension, 42% of the students were at a low level and 31% at a medium level.

A program of Socio-formative audiovisual workshops was designed based on the methodology of learning and solidarity service of María Nieves Tapia, to improve the citizenship competence of the student of the Universidad Señor de Sipán and through the execution of this a positive result was obtained since the students analyzed the dimensions of their citizenship competences and recognized the importance of the development of these and assumed as a commitment to show greater responsibility towards their society and the problems that afflict it; As well as developing a greater respect for nature, for their culture and differences, and being involved in the service of problems with real and relevant solutions. Because of the current situation caused by covid 19, it has been impossible to carry out the other phases of the program, since due to biosafety regulations the students cannot go

to the community; however, it was possible to raise awareness among the student community so that they value the importance of these projects.

The first phase of the program was implemented through the development of audiovisual awareness workshops to improve the levels of citizenship competence of the students of the Universidad Señor de Sipán. Students from I to III cycle of the Faculties of Health Sciences, Faculty of Engineering, Architecture and Urbanism, Faculty of Law and Humanities and the Faculty of Business Sciences participated. In these workshops, students were able to interact with various specialists in topics related to SSA and citizenship, identity and social commitment. Under the guiding principles of 21st century learning-teaching, the use of audiovisual resources and connectivity raised the initial levels of citizenship competence. Thus, at the end of the workshops, 52.9% of the participants rated the workshops as excellent, while 47.1% rated them as good. This indicates that the perception of the impact of the workshops has a very positive level and a certain degree of impact.

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