




Good practices of basic education teachers during the COVID-19 pandemic

Buenas prácticas de docentes de educación básica durante la pandemia COVID-19

Boas práticas de professores da educação básica durante a pandemia COVID-19


Antonio Gómez-Nashiki¹

Universidad de Colima, Colima – Colima, México

 <https://orcid.org/0000-0001-9411-2422>
gnashiki@ucol.mx

Karin Quijada-Lovatón

Universidad Pedagógica Nacional, Tlalpan - Ciudad de México, México

 <https://orcid.org/0000-0002-1834-1626>
qlovatón@ucon.mx

DOI (Generic) : <https://doi.org/10.35622/j.rie.2021.04.001>
DOI (Document in English) : <https://doi.org/10.35622/j.rie.2021.04.001.en>
DOI (Documento en español) : <https://doi.org/10.35622/j.rie.2021.04.001.es>

Received: 25/07/2021 Accepted: 01/09/2021 Published: 01/09/2021

KEYWORDS

distance education,
elementary education,
educational strategies,
pandemics, practice
teaching.

ABSTRACT. The objective of this article was to analyze the actions that teachers from different states of the Mexican Republic implemented to give continuity to the learning activities of students during the health contingency. Grounded Theory was used as an analysis tool and interviews were conducted through video calls with an intentional sample of twenty teachers. The main findings indicate that: teachers reconceptualized their practice in a short time, adapting it to the context to face the crisis, used technological means to transmit topics and content, looked for alternatives to communicate with the students, generated didactic resources with instructional design, recorded videos and carried out activities to support the families socially emotionally, showed empathy and solidarity actions with the households. As a result of their professional experience, and knowledge, they managed to innovate in their discipline and respond to the demands of the environment, in contrast, the government strategy showed limitations.

PALABRAS CLAVE

educación a distancia,
educación básica,
estrategias educativas,

RESUMEN. El objetivo de este artículo fue analizar las acciones que los docentes de diferentes estados de la República mexicana implementaron para dar continuidad a las actividades de aprendizaje de los estudiantes durante la contingencia sanitaria. El estudio es de corte cualitativo apoyado en la Teoría Fundamentada como herramienta de análisis y se realizaron entrevistas mediante videollamadas a una muestra intencional de veinte profesores. Los principales hallazgos indican que: los docentes reconceptualizaron su práctica en un tiempo breve, adaptándola al

¹ agogy teacher. **Correspondencia:** gnashiki@ucol.mx



pandemia, prática docente.

contexto para afrontar la crisis, utilizaron medios tecnológicos para transmitir temas y contenidos, buscaron alternativas para comunicarse con los estudiantes, generaron recursos didácticos con diseño instruccional, grabaron videos y realizaron actividades para apoyar socioemocionalmente a las familias, mostraron empatía y acciones solidarias con los hogares. Como resultado de su experiencia profesional y sus conocimientos, lograron innovar en su disciplina y responder a las demandas del entorno, en contraste, la estrategia gubernamental mostró limitaciones.

PALAVRAS-CHAVE

educação a distância, educação básica, estratégias educacionais, pandemia, prática docente.

RESUMO. O objetivo deste artigo foi analisar as ações que professores de diferentes estados da República Mexicana implementaram para dar continuidade às atividades de aprendizagem dos alunos durante o contingente de saúde. O estudo é qualitativo, apoiado na Grounded Theory como ferramenta de análise, e foram realizadas entrevistas por meio de videochamadas a uma amostra intencional de vinte professores. Os principais achados indicam que: os professores reconceituaram sua prática em pouco tempo, adaptando-se ao contexto para enfrentar a crise, utilizaram meios tecnológicos para transmitir temas e conteúdo, buscaram alternativas para se comunicar com os alunos, geraram recursos didáticos com design instrucional, registraram vídeos e realizaram atividades de apoio socioemocional às famílias, demonstraram ações de empatia e solidariedade com os lares. Como resultado de sua experiência profissional e conhecimento, conseguiram inovar em sua disciplina e atender às demandas do meio ambiente, ao contrário, a estratégia de governo apresentou limitações.

1. INTRODUCTION

The rapid spread of the SARS-CoV-2 virus in the world transformed the lives of millions of human beings, so it was decreed to stay at home as the most effective measure to avoid mass infections. Schools at all educational levels brought the Easter holidays forward and a lockdown began that has lasted for several months, although the Ministry of Public Education (SEP) announced the return to face-to-face classes in basic education by the end of August 2021.

On April 20, 2020, classes were resumed virtually and the SEP's distance education strategy was launched: Learn at home, as an emerging measure to give continuity to the school year. The program has been maintained throughout the pandemic and is emerging as the basis of the hybrid learning proposal that the secretariat has announced in the next school year (SEP, 2020).

The educational challenges that the pandemic has shown are diverse, for example, "inequality in access to educational opportunities through digital means" (Economic Commission for Latin America and the Caribbean [ECLAC] and the United Nations Educational Organization, Science and Culture [UNESCO], 2020, p. 7), the infrastructure available in homes, lack of adequate spaces to carry out school activities, lack of desktop computers and cell phones, no or bad internet connection, scarce economic resources of the families to meet these requirements and, secondly, the effects of confinement on the socio-emotional attitudes of the subjects: fatigue, boredom, stress, and depression of students, parents, and teachers. Factors that widen the gaps in access to information and knowledge, as well as negative effects on health.

Preliminary data on the balances of the pandemic indicate that of the 33.6 million students between 3 and 29 years old enrolled in the last school year, 738,400 did not complete it, of which 58.9% due to situations related to the pandemic or the death of their students. tutors, 8.9% due to lack of resources, and 6.7% because they had to work (National Institute of Statistics and Geography [INEGI], 2021). Although the figures are preliminary and it is a telephone survey where rural and indigenous areas are not considered, they are alarming data that could increase once the different impacts on the education sector are known, for example, on issues such as school dropout, backwardness, and desertion in the different states of the republic

In this scenario, the basic education teachers had to modify their workspace and develop multiple meaningful practices to comply with the program's indications Aprende en Casa, how to train in the use of different virtual platforms, make curricular adjustments, obtain evidence of school assignments, show flexibility in their schedules and establish new links with students and their families (SEP, 2020). According to the latest report of the National Commission for the Continuous

Antonio Gómez-Nashiki; Karin Quijada-Lovatón



This work is under a Creative Commons Attribution 4.0 international licens.

Improvement of Education (MEJOREDU) (2021a), about 2 001 426 teachers played a central role in the implementation of distance education, mainly in sectors with socioeconomic disadvantages, populations with disabilities and indigenous schools. Similarly, the survey of Experiences of educational communities during the health contingency by Covid 19 (MEJOREDU, 2021b), in which 15 035 teachers of the preschool, primary and secondary levels participated, indicates that 75.4% of them developed Activities and teaching resources designed by themselves and 57.8% used the experience folders, likewise, 54.2% faced difficulties in guiding families and 53.2% stated that it was complex to provide emotional support to their students.

These results allow us to recognize the outstanding work of a large part of teachers in the face of new educational demands and the precariousness of technological tools, but like some less far-reaching studies (Carrillo & Flores, 2020; De Ibarrola & Zorrilla, 2020; Sepúlveda-Escobar & Morrison, 2020), the prevalence of figures that do not contribute to contextualize the information is still observed in the analysis, as well as to deepen the perceptions, attitudes, and practices of the actors. Aspects that motivated the design of qualitative research, whose general objective was: to analyze the actions that teachers from different states of the Mexican Republic implemented to give continuity to the learning activities of students during the health contingency, as well as three Specific objectives: a) Characterize the good practices that they developed with students and their families in their respective contexts, b) Identify the attitudes and professional traits that contributed to the attention of their students, c) Determine the main professional and personal challenges they faced in this process.

The concept of good practices emerged in the sixties, linked to the business environment, with the aim of improving production processes, their performance and maintaining an advantage over other competitors (Jarrar & Zairi, 2000). In education, it was quickly assimilated in the context of the reforms of the eighties and nineties as a means to achieve quality, the main objective of the aforementioned reforms.

Some of the features that have been considered to define them are, among others, the following: as a means of solving a problem (Díaz, Borges, Valadez & Zambrano, 2015; Rodríguez, 2008). The activities that the teacher carries out, mainly from teaching, both in their daily exercise and in the training process of students: ethical and motivational aspects (Bain, 2007 and 2014; Biggs, 2006; Imbernon, 2007; Perrenoud, 2008). Specifically, from didactics and the generation of alternatives with the passage from wise knowledge to taught knowledge (didactic transposition) (Camillioni, 2016; Chevallard, 1988; Pla & Molins, 1997), as a constitutive part of learning and development of practice everyday life (Carter, 1990; Elbaz, 1983). Product of the knowledge that the teacher possesses, as well as of the set of knowledge that he puts into play to effectively teach a specific school subject, following a research process or not (Shulman, 2005; Wilson, Shulman & Richert, 1987). Part of the cognitive, reflective, and experiential component that allows you to implement original solutions in concrete and unexpected situations: "indeterminate areas of practice" (Jackson, 2001; Schön, 1998), actions linked to tacit knowledge that, despite being semi-explicit as it is not formalized, it constitutes novel solutions to problems (Elbaz, 1983), as a result of mastery of the subject and a manifestation of expertise and effectiveness (Rodríguez, 2008), strategic actions that have proven their success in achieving solutions concrete and effective (Armijo, 2004; Cid-Sabucedo, Pérez-Abellás & Zabalza, 2009), experiences supported by specific evidence that are referents of good results and considered as examples of "wisdom" that need to be properly contextualized for their application (Blake et al., 2020), that is, "(...) pertinent to the needs of the subjects whom it wishes to serve and consistent with the purposes it pursues" (Ornelas, 2005, p.3).

From the reviewed literature, two axes are identified, the first focused on the development of competencies for the teaching exercise: mastery of the subject, constant updating, good communication when teaching the subject, knowledge of the context, detection of training needs of the students, teaching planning, different ways to assess student learning and secondly, the promotion of socio-emotional skills: responsibility, resilience, creativity, teamwork, empathy, leadership, organization, critical thinking, problem-solving, that is, a set of skills and competencies that are complemented by professional and personal traits that lead to good results in teaching-learning in the training of students (Marieke & Helms-Lorenz, 2019).

In Spanish, the term of good practices has become popular to identify a series of processes, strategies, recommendations, and actions, for example, the concept of didactoeugenia is used focused on good teaching practice, since it seeks to achieve a good through of didactics, through it (Gutiérrez, Villarreal & Espinosa, 2017). Of course, there is also its counterpart, called didactogenia to identify the errors of teaching and the inexperience of the teacher (Cukier, 2000). In the international literature review, it is emphasized to use greater precision in its use, because although best practices, it alludes to a set of proven examples and successful solutions that help to solve management dilemmas, which emphasizes that in its application It does not work in the same way, so it is necessary to contextualize the different proposals and avoid that the practices are conceptualized as recipes to be followed in an uncritical way.

For this reason, they suggest using the term good practice, which seeks to highlight its particularity, limitations and avoid being identified as something perfect, finished and utopian (Blake et al., 2008). It is important to note that another of the arguments to emphasize the difference is that, from the business and business point of view, the best practices are called benchmarking, defined as a systematic and continuous process of evaluating products and services, aimed at organizational improvement (Blake et al., 2020).

In countries with great social contrasts and deficient schools, the study of good practices has sought to make visible those exemplary and extraordinary actions that serve as a reference to teachers who are in similar situations and guide the design of less superficial public policies, with a more meaningful sense. human and in favor of social justice (Chen et al., 2019), for example a permanent preparation, academic accreditation and mastery of the content (Min et al., 2019; Quijada, 2019), metalinguistic skills and emotional intelligence (Maulana & Van Veen, 2018), self-efficacy, vocation, and enthusiasm for the career (Anderson, 2015), school leadership, versatility and management of technology (Owens, 2015), where it is highlighted that success and/or effectiveness in teaching presents different connotations that vary according to the demands of the school context and society, making their functions expand and not only subscribe to the classroom but mainly to create new learning spaces that contribute to the attention of the multiple educational needs.

We consider that good practice is one in which the teacher carries out actions that are based on the competencies, knowledge, and knowledge that they possess, and that they mobilize through exemplary experiences, recommendations, didactic strategies, and socio-emotional skills, the product of their professional experience. , to innovate in the subjects taught and facilitate the teaching and learning process for the benefit of its students in a specific context (Gómez-Nashiki, 2008; Ministerio de Educación de Perú [MINEDU], 2018; Prats & Reventos, 2005)

2. METHOD AND MATERIALS

The study was qualitative and relied on the Grounded Theory method, whose main objective is to create knowledge based on empirical information, which is compiled rigorously and systematically, from constant comparisons and a non-linear analysis (Strauss y Corbin, 2002). In this way, a theoretical sampling in Mexico and three coding stages were proposed for the deconstruction of the object of study in five central categories.

Semi-structured interviews

They were developed as a dialogue, from a script composed of five questions, around the strategies and teaching aids that were used in online education, interaction with students, and communication with parents, as well as the emotional aftermath of confinement and work at home.

The validation of the instrument was carried out from the judgment of three experts on the subject, who made observations and suggestions that were implemented in the final version. The application of the interviews concluded as the saturation of the categories was achieved, as it was carried out in parallel with the transcripts and the coding process.

Theoretical sample

Twenty teachers from eight states of the republic and three educational modalities were interviewed: primary, secondary, telesecundaria, and indigenous education. The sampling technique was intentional, since statistical representativeness was not sought, but rather to identify teachers with significant experiences that will contribute to the understanding of the subject (Charmaz & Thornberg, 2020), based on three basic criteria: 1) working in the sector public, at the preschool, primary or secondary levels, 2) a minimum time of three years in the educational field and 3) develop functions of teaching, direction or pedagogical technical advice.

At first, a directory was used that was prepared for the research project: Educational Inclusion and Equity in Free Basic Education Textbooks, PRODEP, 2019-2020, but as the first categories were defined, the snowball technique and the support of some key interviewees was requested, to contact other teachers who enriched the analysis.

Table 1

Sample characteristics

Gender	Age	Service	Educational level	School grade	Municipality and city
M	45	10 years	Public primary	6 ^o	Mexico state
F	45	15 years	Primary	3 ^o	Gustavo Madero Mayor's Office, Mexico City
M	31	10 years	Primary school	6 ^o	Gustavo Madero Mayor's Office, Mexico City
F	38	7 years	Primary school	6 ^o	Gustavo Madero Mayor's Office, Mexico City
F	25	3 years	Federal elementary school	1 ^o	El Colomo, Colima
M	31	7 years	Primary school	2 ^o	Tecomán, Colima
F	30	6 years	School	6 ^o	Tecomán, Colima
M	43	9 years	primary	4 ^o	Comala, Colima
M	31	8 years	Federal elementary school	Technical advisor	Manzanillo, Colima
M	33	9 years	School supervision	4 ^o	Cofradía de Morelos, Colima
M	31	8 years	Primary	director	Municipio de Lerdo, Durango
F	26	3 years	Indigenous Telesecundaria	1 ^o	León, Guanajuato
F	34	7 years	Telesecundaria	1 ^o	Tejaban, Guanajuato
F	40	16 years	Telesecundaria	Initial education	Santa María, Oaxaca
F	33	12 years	Indigenous initial school	2 ^o primary	San Isidro, Puebla
F	51	20 years	General school center	6 ^o primary	San Isidro, Puebla
M	41	16 years	General school center	2 ^o high school	San Isidro, Puebla
M	40	17 years	General school center	1 ^o y 2 ^o high school	San Isidro, Puebla
M	24	5 years	School center	6 ^o	Querétaro, Querétaro
F	33	10 years	Bicentennial Primary	Director	Loreto, Zacatecas



Note. Own elaboration

App

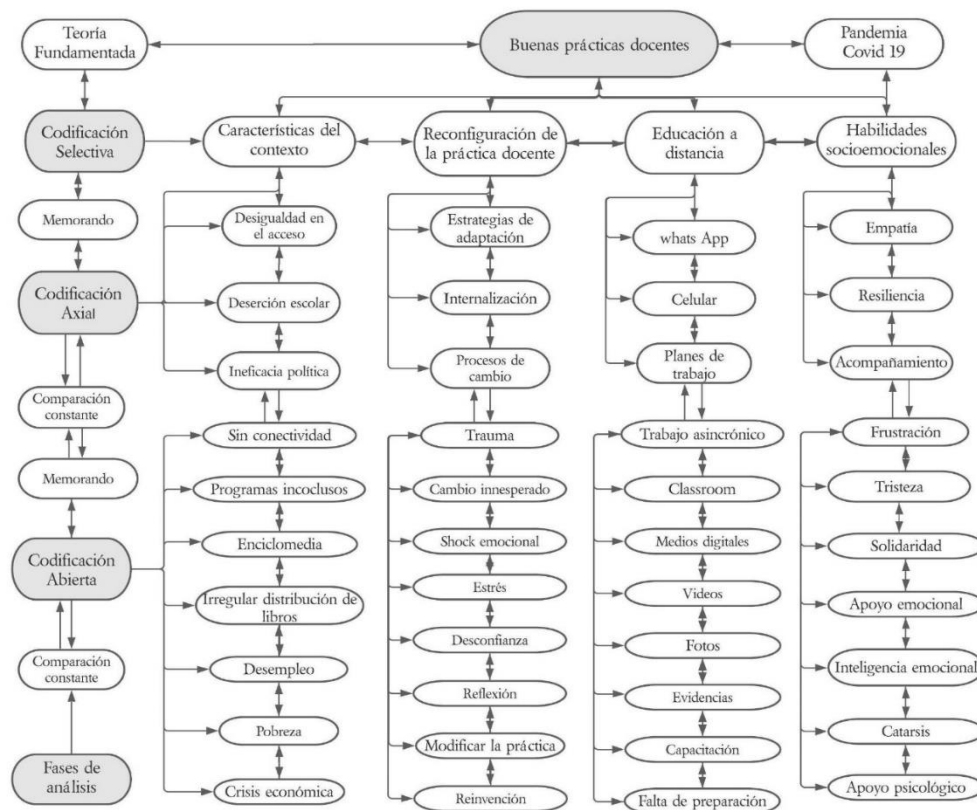
The interviews were conducted from May 2020 to January 2021, through video calls through the platform *Zoom* y *WhatsApp*. Previously, an email was sent to the participants with the informed consent of the project, which contained the objectives, scope, and limits of the research, in addition to requesting their authorization for the recording of the interview and subsequent publication, taking care of the anonymity of their information personal. All agreed unanimously and proposed date for the meeting, which lasted approximately forty-five minutes and was only extended in five cases due to connectivity problems.

Analysis

The transcription and review of the interviews were carried out simultaneously, to obtain a preliminary grouping of categories that contributed to the systematization of the information. Throughout the coding process, memos or records were used to record the reflections, questions, and interpretations that arose during the three stages of analysis: open, axial, and selective (Charmaz, 2017). In the first, the most relevant words, phrases, and sentences were manually highlighted, later, a color and code were assigned to the sentences that shared similar ideas or meanings, through constant questions and comparisons. In the second, relationships were established between the codes for the delimitation of semantic fields, in each of them the differences were maximized to reduce similarities and biases, and in the third, the categories and subcategories were organized through schemes. This procedure was developed with each interview sequentially, retaking the previous categories and contrasting them with the new ones, until the central ones were formed: characteristics of the context, reconfiguration of teaching practice, distance education, and socio-emotional skills.

Figure 1

Analysis Categories



Source: self-made

3. RESULTS

Next, the results obtained for each of the explored categories are presented and that respond to the actions that the teachers took to continue with the teaching-learning activities in their respective contexts, subsequently, the results obtained with studies that have been carried out at the national and international level and finally the studies that would be pertinent to promote.

Context features: the tip of the iceberg

The pandemic exposed much of the deficiencies in education in Mexico, which had been pointed out by some politicians, academics, and civil organizations more than two decades ago, such as insufficient school infrastructure, lack of connectivity, and access to education technology (National Council for the Evaluation of Social Development Policy [CONEVAL], 2018). However, this information was not very visible to the bulk of teachers, students, and parents who did not seem to foresee its short-term scope, but with the sudden onset of the health crisis, it became more evident due to systematic journalistic reports and reports. Multiple communication problems that limited or frustrated the continuity of school activities, confronting them with a reality that has affected them in different ways and made them more aware of the precariousness that exists in distance education, as described by a teacher from the community of Colón, in Manzanillo:

(...) we realized how limited we are as a country, of this type of distance education, not all homes have computer equipment (...). It is something that maybe you did not notice so much, but right now it is as if it were opened and we were exposed, it is a reality that we did not see and it is a bit sad to see that the government not long ago.

In their reports, various conditions of inequality faced by schools to adapt to technology-mediated education were identified, since, in the different states of the country, families live in situations that are opposed to the measures implemented by the SEP, since a large part of Basic education students do not have a computer, most share a cell phone with a family member and others lack fixed internet, as pointed out by a fourth-grade teacher in Tecomán:

The pandemic has shown us the great inequality we have (...), the government has not thought that my school is in a rural area (...), no one has a computer, of my twenty-three students, only four have internet in home and the rest, most of them buy data to be able to use the cell phone, and there are three students that I could not locate, I am thinking that where they live there is no signal.

These testimonies coincide with the figures reported by INEGI in March 2021, where it is estimated that approximately 5.2 million students did not enroll in the 2020-2021 school year due to the poor functionality of distance classes, economic problems, the lack of a device or internet connection. However, these problems are not new and neither are they a direct consequence of the pandemic, but rather the last link in a chain of unsuccessful policies and unfinished digital education programs, as pointed out by a teacher from Mexico City: "We still have children. without the internet at home (...), we don't have a technology program in schools, from the Peña Nieto tablets (...), the government doesn't enable our technologies! "

Although between 2013 and 2015, the government distributed 949,824 tablets to managers and students in the fifth and sixth grade of primary school, as part of the Inclusion and Digital Literacy Program, at present their importance has been limited due to the deficient follow-up that is provided them, which paid for the inoperativeness of the equipment, their irregular employment and that some parents got rid of them before the pandemic (Ceballos, 2016), as can be seen in the story of a teacher from Guanajuato:

In basic education we have very few technological tools, very little training (...), I remember that there were programs where they were given tablets, maybe they are saving the lives of many students, but many parents also sold them because they were not useful for your life.

The marked socioeconomic differences and the geographic location of some households were factors that reduced the effectiveness of the strategies established by the SEP for students who do not have internet, this through the diffusion of educational programs through television and radio. The main reason is due to the marginalization conditions experienced by rural and indigenous communities to access an adequate electricity and telecommunications service, in addition to the fact that in most cities students must share the use of these devices with their siblings or school-age family members. As a teacher at a multigrade school in Oaxaca refers:

Here it is an indigenous community (...), it is very complicated (...), the children do not have a computer or a cell phone to work (...). The television, the channels that are working here, do not catch, as it is blocked (...), it is not to justify, but the electricity is not good.

The complex communication conditions motivated the public education authorities to insist on the use of the free textbook to address these disadvantages. The managers and teachers interviewed reaffirm their effectiveness and point out that they were very useful even in online education, as they contributed to expanding theoretical content, exercising mathematical learning and guiding parents. However, its late distribution and the lack of copies in a large part of the state schools forced some schoolchildren to use prints, photocopies or past editions to continue with their classes, as mentioned by a teacher at a Puebla school:

They did not reach us in their entirety and we were recycling books, in a certain way, of students who in past cycles used, but they are answered, that is our big problem (...), in mathematics and Spanish we could not reuse those books (...), it was more complicated.

Along with the multiple setbacks that were registered on the technical level, there were also those of an economic nature as a result of confinement and unemployment, which significantly influenced the absence of students who found it necessary to take over homework. from home or go to work. For this reason, some teachers chose to make their schedules, class planning, and homework more flexible, to avoid their failure or dropping out of school, as mentioned by an interviewee from the Tecomán community:

Some go out to work with their father (...), in the field, they have to go to work and if their son is there, they take advantage of it (...), after they return from work, they start to do their homework (...), and they send me a message at six o'clock at night, teacher, I'm coming home from work (...) or as soon as the cell phone arrived at the house.

The teachers agree that the adversities they face in their distance classes are due to the characteristics of the context in which they work, where poverty and the neglect of the government prevail, which frequently develops strategies unrelated to their main needs, forcing them to face two distant realities daily: those they live with their students and those posed by policies. For this reason, many of them developed strategies that allow them to articulate these demands, even at the expense of the mental exhaustion that it represented for their teaching practice, as mentioned by a teacher who works in a primary school in Comala:

The strategy that is being proposed at the national level does not make equity possible. You realize that there is also a lack of information from the regions because they are putting together programs on the air (...); They are a "Frankenstein" (it has no form) because sometimes it does not end, it is not followed up or it is not evaluated and those of us who fight are the masters (...) and suddenly you say, how do you have to do this? and you do it, even if they do not have much benefit in children.

In general, the reports of the interviewees describe multiple factors of a formative, economic and sociocultural nature that hindered their work at a distance and influenced the exclusion of the most vulnerable groups from basic education, mainly pre-school students, indigenous schools, CONAFE, and telesecundarias. However, they converge that a good part of these problems is not recent, but were aggravated by the pandemic and its financial consequences, which triggered others of a later nature, such as the lack of biosafety equipment in schools, few sinks, and bathrooms, overcrowding in classrooms, among others.

Reconfiguration of teaching practice

The pandemic was an unexpected event that generated significant emotional reactions in most of the teachers, as a consequence of working at home, the accelerated transition to online classes, family losses, and health problems, coupled with conflicts in the field. that originated from the overload of teaching activities and the limitations experienced by their students, as mentioned by a teacher who works in a primary school in Gustavo a Madero:

(...) At first, it is a drastic change, because it is a lifestyle that I already had (...), now living with the twenty-four-seven family, apart from fulfilling the responsibilities of the "home office" (work at home) (...); the anxiety process begins of when is this going to end? (...). It is an emotional shock and it is also a shock professionally because it is exasperating to see the situation of our students and it generates impotence for me.

It can be said that for most of the interviewees it was a traumatic process that disrupted the most internal fibers of their professional self and that, according to Zizek (2014), it altered the symbolic order of their activities and personal priorities, with changes at the level. psychic and functional that influenced their attitudes and perceptions about themselves and their work; as described by a teacher who works in a primary school in Tecomán:

Yes, it took us by surprise, for me it has been a difficult situation to meet the dates to deliver the evidence, the reports (...), in a certain way it was a job that was already being done, but now it is more exhausting because I listen, one that there are new cases (...), moms who tell me, teacher, they fired me from work (...), that is affecting your work, it is being kept in here (points to her head with her index finger).

In the search to regain stability, many of them found it necessary to restructure their knowledge and teaching practice, according to their material possibilities, professional experience, and the ability to face the challenges of a career that requires subtlety and skill. human quality to attend to the vicissitudes and institutional demands; This is what a teacher who works in a Tejaban telesecundaria points out):

At first, we were in despair of not knowing what to do (...), because both teachers and students are not prepared for distance education (...). I now have a blackboard that I use in video calls (...), if there are doubts the mothers send me audios and send the photos of the evidence, the children also send me messages when they don't understand something.

Even though each one assumed the change differently, most agree that it has provided them with new learning opportunities, where personal beliefs, a good support network and flexibility in teaching positively influenced their adaptation; as seen in the comment of a teacher from a school:

It has not made me heavy, I see that many people complain (...), these days have not been anxious or idle, on the contrary, I am trying to learn, for example, the Zoom or Classroom, I have already been practicing with my husband. I miss what he did in school, because it was a routine, but we have to be learning something.

The search for evidence of school activities represented the other side of the coin since this situation became an extra burden that was difficult to specify due to the communication problems presented by their students and that caused fatigue and stress in some of them. were accentuated by the pressure exerted by their authorities, as pointed out by a teacher at the secondary level in Puebla:

The truth is a lot of work, I already feel stressed (...). The authorities send me emails and emails, they tell me: "Have you sent me your evidence yet? I need your evidence", they do not think that I am suffering to get in touch with the parents and I can grab them and show them a photograph that if I am working.

This new work dynamic also modified the strategies of the directors, who tried to compensate for the distance with meetings through video calls and recurring messages, in an attempt to keep an eye on teaching activities, although in some cases the lack of judgment and excessive control generated discomfort and a feeling of mistrust among the teachers, which had an impact on their relationships and the dynamism of their functions. The story of a teacher from the State of Mexico exemplifies this situation:

Our director sends us some information that we have to analyze, which is suddenly a lot and we have to be reading and reading. Look, the director is just sending us a message! (He looks at his cell phone and sighs) There is a lot of work today! (laughs), as if we don't work.

This new working modality promoted a series of structural changes that the teachers internalized during the march, although in contrast to other situations the confinement gave rise to self-reflection and criticism, but also fueled confusion and despair, through a spiral of emotions that reconsidered their knowledge and attitudes; building from the crisis, disenchantment and self-learning, a renewed version of themselves, with which they guide their teaching and the relationship with their students and co-workers from a distance.

Long distance education

The cell phone was the main means of communication that the interviewees used for the transmission of their classes, the revision of tasks and the accompaniment of their students, since it is the device that is available to most of them and their access to the internet is less cumbersome, either from telephone recharges and the use of open signals; as mentioned by a primary school teacher:

I tried to consider equity, seeking that all children could fulfill their educational process, and what is the means that all children have? a cell phone, they may not have an iron or a refrigerator (...), or the grandfather has it, or the father, the cousin, in each family, there is at least one cell phone.

According to INEGI (2021), about 70.2% of primary school students and 70.7% of high school students used a smartphone in their remote classes, which was shared in more than half of the cases. For this reason, the most used digital application was *WhatsApp*, because it allows the saving of mobile data and the sending of documents, photos, audios, and videos, in addition to the fact that a large part of teachers, students, and parents use it in their daily life, as pointed out by an elementary school teacher:

There is a national strategy for working in Classroom, but given the conditions of the community, it is difficult for them to gain access, the most effective way to work is *WhatsApp*. From the outset, the first strategy was to create a group and, later, we began to plan and share it with the parents.

A relevant fact of distance education is that more than half of the interviewees developed their classes asynchronously, due to the multiple problems that their students presented to access the internet, as stated by a secondary-level teacher:

Here we work with *WhatsApp*, but out of forty-five, only thirty! They answer me, of those thirty, eight they answer me whenever they want, and the others are regular (...), imagine I tell you, class starts at eight, I want them connected at eight, no one is going to connect me at eight because not everyone has internet at home.

The communication strategy consisted of sending “guides” or “plans” of activities on a monthly, weekly, or inter-daily basis, with theoretical content and exercises that had a flexible delivery margin, according to the socio-economic conditions of the minor and the number of members. using the device. These files were sent in PDF or Word format and, in some cases, were accompanied by audios with more detailed explanations. The experience of a teacher from Zacatecas serves as an example:

Before the planning, we included that the competencies, that the learning, the style (...). Here I try to incorporate the subject, the expected learning and the well-detailed activity and the product that they are going to give me (...), I try to get it to the parents so that they understand it, because some ask, and then they translate them to children with simpler words, right?

At the preschool, elementary, and, less frequently, high school levels, plans were shared with parents to ensure understanding and completion of tasks. To the same extent, activities from the free textbooks and others recommended by the SEP were integrated to complement the expected learning, as stated by a high school teacher in Puebla:

It's all through *WhatsApp* (...), very concise activities (...), they mainly take into account the textbook (...), let's go with the diameter, for example, what is Pi, I send you information from a book by Santillana (...), then you answer the textbook.

Among the most relevant interventions, short video recordings stand out, with specific explanations on the topics to be studied and tasks that, in some cases, were accompanied by musical backgrounds, diagrams, scenes from films and documentaries; This is how a fourth-grade primary school teacher describes it:

I am working with my children's videos, every day I design three videos, based on didactic planning (...), it was the possibility that I found to be able to communicate with them (...), in the video I suggest them what activity they are going to do (...), If you have a question, you can call me or leave me an audio message.

The evidence of the activities carried out by the students in the notebook and the books were sent mainly through photos. A sixth-grade primary school teacher detail:

I am in contact by WhatsApp (...), the evidence that they are sending me are photographs of their work, photographs (laughs), some jobs did allow me to send emails with letters, I am seeing letters in Spanish or they are sending me poetry reading videos.

However, they point out that in the review of the submissions, difficulties were observed due to the poor resolution of the images and spellings, as well as the inadequate support of some parents who made the originality of the tasks questionable. The experience of a primary school teacher allows us to understand this situation:

Honestly, I have students where the mother is working, in my case, I explain the activities that I send them (...), you have to do them, even if it takes you an hour or two, so you can learn, because if no, after a while they send you a grade ten, and you have to share it between your mom and dad.

Although the use of technology allowed them to innovate their teaching practice, the absences, the telephone interferences, and the scarce interaction with their students have generated doubts about the effectiveness of the adopted strategies, mainly in the subjects that require previous knowledge and greater support, as pointed out by a mathematics teacher who works at the secondary level:

I am concerned about the children who did not enter the network or who did not receive the information or who simply did not want to connect (...), although they did do the activities, they did not have someone who was leading them, especially in my subject that is abstract, my concern is that they will leave the school year without having achieved the learning.

In general, the majority agree that the incorporation of technology represented a challenge that some had postponed or avoided for fear of getting out of the routine, the known, and that until that moment it had worked for them. Despite this, the stories show an active and creative position that helped to integrate new strategies that "are here to stay" and "continue with classes" in the "new normal"; this is what an interviewee points out:

Not all of us have the same capacity with technology (...) we don't know how to use it for educational purposes (...), we have to direct it to that aspect (...). You can get more out of the phone with a video call (...). In the beginning, the platform was closed, it was something exasperating (laughs), this health contingency showed us that we are very "chafes" (of poor quality) to handle the technologies.

Although there were limitations in the use of cell phones and the Internet, they were largely compensated by the design of novel strategies that enhanced their work from a distance, among which the use of *WhatsApp* as a means of teaching, as well as telephone calls, stand out. and flexibility in the hours of attention, which was not only limited to school subjects, but also of a personal nature that has been key to the socio-emotional health of their students and, in some cases, even their families.

Socio-Emotional Skills

The suspension of activities reinforced the image of the teacher before the parents, as well as with the students, first, as a guarantor of the institution and as the axis capable of giving continuity with the teaching-learning process in a difficult situation that repeatedly demanded the use of resources and social skills, for example, building trust in families,

establishing better communication and empathy with parents, supporting students who expressed fear, anxiety or anguish at certain times, even intervening in problems family members, but above all, assuming the commitment to the teaching profession, as expressed by a teacher from Mexico City:

It seems that we teachers are part of their families because there are mothers who tell me: teacher, how do I do it? (She lifts her shoulders). One has to be very emotionally intelligent and we were not prepared for that, it did take us by surprise (...), although I am already more adapted, because one adapts to everything.

In this transition, the experience and ingenuity of the teachers were incentives for their adaptation to an unconventional educational modality in the public sector, where they became motivators and guides for students and parents through virtual platforms, emails, and calls; diversifying their professional skills with new functions that were landed based on the characteristics of the school population and their socioeconomic conditions. The response of several teachers during the contingency is what is called a heroic group, because "(...) it self-generates as a saving group of the threatened project, claims the lineage of the founders, retakes the illusion of origin, and is effectively precluded by terrible events" (Kaës, 1977, p. 24).

The socio-emotional impact on teachers was also one of the aspects that were frequently manifested in the interviews, for example, expressed by a teacher from Tecomán:

I try to be calm, but sometimes I feel sad when I am not with my students when I see the parents how they are working to get ahead (...), I have a mother who is a nurse, she has to work a double shift, I don't see the girl practically it's complicated.

On the other hand, the unprecedented experience, put to the test not only their skills and knowledge related to the subjects but the need to train and develop socio-emotional skills as part of the teaching-learning process, as stated by a teacher:

You need training processes where you can share concrete experiences (...), gradually recognize the mental barriers that one has as a teacher when you realize, you say, how could I be able to feel sorry for (a child with a disability), you analyze it and you ponder it, and you say, that's not right.

In the same way, it is pointed out by a teacher, emphasizing the strategies that must be developed emotionally with students and teachers:

I believe that we have to be prepared before reaching them, from the fact of taking therapy to look for the strategies of how you are going to talk about this with them, through stories, through music, through art, from where they are going to be able to do catharsis, it will be a good opportunity, first to heal one, because you cannot get wrong to pound twenty "heads" (children).

The teacher throughout the confinement put his knowledge and skills to the test, but, derived from the conditions, he questioned himself about the type of relationships he established with his students, showing the importance of building channels of trust and bonds of solidarity within the group in the face of an adverse situation, for example, the empathy noted in the testimony of a secondary school teacher from Mexico City: "I see it with my children (the online classes) and I say no, you have to be empathetic with the students. We have to be tolerant, patient and flexible, not all of us have the same learning capacity (...)"

Even with co-workers, this is how a director of a rural elementary school in Zacatecas describes it:

They caught us in the curve, we even ran into teachers who had not had so much technological approach, nothing more than the basics (...), that's where the head of the leader is seen, so I need to be empathetic to know how to attack that reluctance and see the needs of the context.

The confinement established a radical change in educational institutions, since de facto interrupted the daily dynamics that gave meaning to the subjects, causing tensions of various kinds "(...) the contradictions are exacerbated (...) violating the institutional identity, at the same time time that for various reasons, there is the invalidation of cultural constructions that allow assigning meaning "(Fernández, 2001, p. 220), for which parents, teachers and students were forced to make forced adjustments in the spaces, times and activities related to teaching and learning tasks; a critical situation, preceded by social deterioration in a context of uncertainty.

4. DISCUSSION

Similarly to that indicated by Plá et al. (2020), the analysis of the experiences and reflections of the teachers reaffirms that a good part of the measures established by the SEP to attend the health emergency was implemented without a careful diagnosis that took into account the different educational systems and socioeconomic contexts of the country, in addition to the lack of coordination with the different state educational entities to address the situation, which triggered moments of uncertainty and a feeling of helplessness among teachers, students, and parents.

Although the official instruction was to give continuity to the teaching and learning activities, a clear official strategy was not established, so like Gajardo-Asbún et al. (2020) the teachers interviewed indicate that they acted autonomously and in response to the established bond they maintain with the school, assuming moral leadership and in correspondence with the context and available tools.

The emphasis of the SEP on the control of the administrative management of the teachers, which resulted in the multiple reports, evidence and virtual meetings, was not consistent with the organization of the contents, and activities to be developed, since it tried to attend through the strategy *Aprende en casa*, that on several occasions, it has been pointed out as a proposal that does not adjust to the conditions, sequence, and rhythms of daily learning of the students (De Ibarrola and Zorrilla, 2020), hence in their testimonies the teachers highlighted the resources, knowledge, and skills that they had to implement to respond to the teaching and learning process.

Recent studies on the subject describe the context of Mexican education and the multiple problems that have had an impact on the low effectiveness of the *Aprende en Casa* program, which, like our interviewees, show its null follow-up and ineffectiveness in rural areas (MEJOREDU, 2021a, Navarrete, Manzanilla & Ocaña, 2020). However, one aspect that these investigations lack are the testimonies of the actors, valuable information that helps to understand their daily lives, the different roles they play in school, as well as the reflection and self-reflection processes that they developed and, as we have seen, made it possible to respond to the different educational and social challenges they faced (Fernández and De la Rosa, 2020).

In the literature reviewed, the practice of teachers is the center of analysis of the advances and disadvantages of distance education, from an external view that allows identifying competencies for curricular adaptation, technology management, and virtual accompaniment that has benefited student learning (Baptista, Almazán, & Loeza, 2020). Aspects that are analyzed in this study from a propositional point of view, which seeks to describe the process of professional reconfiguration faced by teachers at the intrapsychic level as a consequence of the change in their functions and workspace, where until now there is little documentation.

The study of socio-emotional skills has gained momentum in Mexico, from its incorporation in the study plans and the role it has played for the attention of students and parents during the contingency, as a result of the emotional consequences that it has generated. the confinement and death of teachers and principals (Álvarez, 2020). A relevant aspect that emerges from the systematization of this category, like the results found in other investigations, is that the interviewees insist on the design of programs and courses for the emotional orientation of students and teachers, as well as interdisciplinary care brigades in schools that provide follow-up to possible post-traumatic symptoms of the health contingency.

The behavior of the pandemic over the months has been uneven and combined in the country, so although general guidelines are required at the federal level -as is the case with the study plans that have not been released. Despite the announcement of the return to face-to-face classes at the end of August 2021, it is necessary that it be complemented with state coordination and actions that allow the implementation of curricular proposals that consider the characteristics and particularities of the various contexts, an evaluation that allows to know what was achieved by students and teachers during the suspension of face-to-face activities, as well as qualitative studies that recover, on the one hand, the conditions of the schools, the place where the events take place, but also of their protagonists, that is, , the position of the subjects: students, parents, teachers and managers, in relation to their points of view, assessment ones, aspirations, challenges, fears, in order to configure a narrative about the conditions in which teaching develops and acquires specific connotations.

At an international level, the academic production of the impact of COVID on education has been diverse, we can point out the emphasis on digital aspects and the equity of students' homes (Ferguson, 2021). The conditions of the context and their influence on school activities (Lennon, 2020), as well as the widening of the gaps between students from different social sectors (Mendoza and Fernández, 2021). The influence of socioeconomic variables of families (Bokayev, Torebekova, Davletbayeva & Zhakypova, 2021), as well as of students and teachers in rural contexts (Annessi and Acosta, 2021; Ribeiro et al, 2021). The digital skills of teachers to face the new scenario and the training actions to undertake (Howard, Tondeur, Siddiq & Scherer, 2020; Cutri, Mena & Whiting, 2020; Nazari & Seyri, 2021). Curricular adaptations, design of programs, and emerging educational resources by governments and educational institutions (Reimers & Schleicher, 2020; Van der Spoel, Noroozi, Schuurink & Van Ginkel, 2020; Gómez, 2021). The role of parents and/or collaborators at home in the educational actions of their children (Anderson, Hughes & Trivedi, 2021; Price, Peersman & Matherne, 2021). The first evaluations of experiences in distance activities, as well as learning in some subjects (Ley et al, 2021) and, of course, the teaching response to the health emergency to continue with the educational work, through different means and not exclusively digital, as part of innovative examples used by teachers (Carrillo & Flores, 2020; Sepúlveda-Escobar & Morrison, 2020).

The works show an emphasis on the quantitative, however, it is important to promote the study of the experiences that both teachers and students have faced throughout the pandemic and that are indispensable references to know how good educational practice develops in this situation, for example, the strategies, recommendations, and actions of which it is difficult to register and are rarely socialized, hence the relevance of presenting the narrative of teachers, their voices and showing the daily innovations they carry out in their testimonies to give an account of the problems of the dynamics they face, the reasonable adjustments of the contents and the decisions implemented to carry out the teaching-learning process and that implies new challenges in the short term.

Among the limitations of this work, we can highlight the difficulty of obtaining more interviews with teachers from different states of the country, which would help to have a broader vision of how school activities have continued at this juncture. Deepening the analysis of good practices, based on variables such as socioeconomic conditions in different regions and areas, the attention given by teachers to marginalized, disabled, and ethnic populations. Studies on the processes of self-reflection and change experienced by teachers. Incorporate the gender perspective in future works, as well as the longitudinal and transdisciplinary analysis of distance learning.

5. CONCLUSIONS

The sequential and comparative analysis of the strategies and actions implemented in distance education allowed organizing good teaching practices into three groups: teachers who have previous knowledge or experience in the use of virtual platforms, apps educational and online video creation, which maintain the constant search for digital media at their fingertips to innovate their distance classes, second, teachers who are in the process of learning and whose use of technology subscribes to communication, sending, the reception and storage of assignments, but who try to compensate for these limitations with the systematic accompaniment of their students, and finally, resilient teachers who compensate

for the scarce access to the internet and technological equipment, through the design of integrative educational materials, such as brochures. and manuals distributed at strategic points in the community and/or through home visits.

In most of the cases analyzed, distance education developed asynchronously because most of the students were unable to connect to the internet in real-time, so school activities were planned in detail, measuring their duration and delivered with accessible language and the support of parents, who acted as monitors of the teaching-learning process. A good part of the contents and tasks were supported by the free textbook and complementary activities to include students with disabilities and/or speakers of indigenous languages.

Although the interviewees come from different educational contexts, creativity, solidarity, and empathy are qualities that stand out in a large part of the measures they developed to continue their teaching practice, where teamwork contributed positively to the design. of novel interdisciplinary didactic strategies for educational intervention and socio-emotional support of students, parents, and co-workers, as well as the formation of collaborative learning networks for their foray into educational technology.

At the professional level, there is a weak preparation for the use of technological resources in distance education and the instructional design of their classes; as well as scant support from the authorities due to the lack of a diversified educational program that is close to the socioeconomic and cultural conditions of its students. The situation that has motivated them to create communication strategies and alternative educational materials to the official discourse, with activities that have been restricted to the reinforcement of learning already acquired, mainly at the preschool and primary levels, where there is less autonomy and individualized counseling via *WhatsApp* was insufficient.

On a personal level, the interviewees consider that in some cases the stress has intensified as the confinement was prolonged, the delivery of evidence of work online became bureaucratized and the asynchronous classes extended their working hours. On the other hand, raising children and family life have generated an overload of activities, more frequently in the female gender as a consequence of the prevalence of asymmetric functions in the home, which has significantly influenced the emotional exhaustion of some teachers.

It is suggested to carry out qualitative studies that, through a comparative education approach, at the local, national, regional, and international levels, provide data to understand the modifications and adjustments made by teachers in their daily lives, in the same way, identify the implications and changes posed by public policies and programs of different governments on the teaching practice before returning to classes.

Agradecimientos / Acknowledgments:

Expresamos el agradecimiento a los docentes programa de educación, de la Facultad de Pedagogía de la Universidad de Colima, México.

Conflicto de intereses / Competing interests:

Los autores declaran que no incurrir en conflictos de intereses.

Rol de los autores / Authors Roles:

Antonio Gómez: conceptualización, curación de datos, análisis formal, adquisición de fondos, investigación, metodología, administración del proyecto, recursos, software, supervisión, validación, visualización, escritura - preparación del borrador original, escritura - revisar & edición.

Karin Quijada: conceptualización, investigación, metodología, administración del proyecto, recursos, software, supervisión, validación, visualización, escritura - preparación del borrador original, escritura - revisar & edición.

Fuentes de financiamiento / Funding:

Los autores declaran que no recibieron un fondo específico para esta investigación.

Aspectos éticos / legales; Ethics / legals:

Los autores declaran no haber incurrido en aspectos antiéticos, ni haber omitido aspectos legales en la realización de la investigación.

REFERENCES

- Álvarez, E. (2020). Educación socioemocional. Del enfoque igualitario, al crecimiento personal y social. *Controversias y Concurrencias Latinoamericanas*, 11(20), 388-408. <https://ojs.sociologia-alas.org/index.php/CyC/article/view/163>
- Anderson, D. (2015). The Nature and Influence of Teacher Beliefs and Knowledge on the Science Teaching Practice of Three Generalist New Zealand Primary Teachers. *Research in Science Education*, (45) 395–423. <https://doi.org/10.1007/s11165-014-9428-8>
- Anderson, J.R., Hughes, J.L., & Trivedi, M.H. (2021). School Personnel and Parents' Concerns Related to COVID-19 Pandemic's Impact Related to Schools. *School Psychology Review*, 1-11. <https://doi.org/10.1080/2372966X.2020.1862626>
- Annessi, G. J. y Acosta, J. I. (2021). La educación rural en tiempos de COVID-19. Experiencias de continuidad pedagógica en las escuelas primarias de Maipú, provincia de Buenos Aires, Argentina. *Revista Iberoamericana de Educación*, 86 (1), 43-59. <https://doi.org/10.35362/rie8614145>
- Armijo, M. (2004, del 2 al 5 de noviembre). Buenas prácticas de gestión pública en América Latina. *IX Congreso Internacional del CLAD sobre la Reforma del Estado y de la Administración Pública*, Madrid, España.
- Bain, K. (2007). *Lo que hacen los mejores profesores universitarios* (O. Barberá, Trad., 2ª ed.). Universidad de València. (Trabajo original publicado en 2004).
- Bain, K. (2014). *Lo que hacen los mejores estudiantes de universidad* (O. Barberá, Trad.). Publicacions de la Universitat de Valencia.
- Baptista, P., Almazán, A. y Loeza, C. A. (2020). Encuesta Nacional a Docentes ante el COVID-19. Retos para la educación a distancia. *Revista Latinoamericana De Estudios Educativos*, 50(Especial), 41-88. <https://doi.org/10.48102/rlee.2020.50.ESPECIAL.96>
- Biggs, J. (2006). *Calidad del aprendizaje universitario* (P. Manzano, Trad., 2ª ed.). Narcea. (Trabajo original publicado en 1999).
- Blake, O., Glaser, M., Bertolini, L., & Brömmelstroet, M. (2020). How policies become best practices: a case study of best practice making in an EU knowledge sharing project. *European Planning Studies*, 29 (7), 1251-1271. <https://doi.org/10.1080/09654313.2020.1840523>
- Bokayev, B., Torebekova, Z., Davletbayeva, Z., & Zhakypova, F. (2021). Distance learning in Kazakhstan: Estimating parents' satisfaction of educational quality during the Covid-19 pandemic. *Technology, Pedagogy and Education*, 30(1), 25-37. <https://doi.org/10.1080/1475939X.2020.1865192>
- Camilloni, A. (2016). *Leer a Comenio. Su tiempo y su didáctica*. Paidós.
- Carter, T. (1990). *Teacher's knowledge and learning to teach*. Macmillan.
- Carrillo, C., & Flores, M.A. (2020). COVID-19 and teacher education: a literature review of online teaching and learning practices. *European Journal of Teacher Education*, 43(4), 466-487. <https://doi.org/10.1080/02619768.2020.1821184>
- Ceballos, F. I. (2016). *La implementación de "micompu.mx" en Colima. Cómo las escuelas cambian a las reformas*. [Tesis de maestría, Facultad de Pedagogía, Universidad de Colima].
- Charmaz, K. (2017). Special Invited Paper: Continuities, Contradictions, and Critical Inquiry in Grounded Theory. *International Journal of Qualitative Methods*, 16: 1–8. <https://doi.org/10.1177/1609406917719350>
- Charmaz, K., & Thornberg, R. (2020). The pursuit of quality in grounded theory. *Qualitative Research in Psychology*. <https://doi.org/10.1080/14780887.2020.1780357>



- Chen, L. C., Akin, S., & Goodwin, L. (2019). Teacher candidates' intentions to teach: implications for recruiting and retaining teachers in urban schools. *Journal of Education for Teaching*, 45, 525-539, <https://doi.org/10.1080/02607476.2019.1674562>
- Chevallard, Y. (1998). *La transposición didáctica. Del saber sabio al saber enseñado* (C. Gilman, Trad., 3era. Ed.). Aiqué. (Trabajo original publicado en 1991).
- Cid-Sabucedo, A., Pérez-Abellás, A. y Zabalza, M. (2009). Las prácticas de enseñanza declaradas de los mejores profesores de la universidad de Vigo. *Revista Electrónica de Investigación y Evaluación Educativa, RELIEVE*, 15(2), 1-29. http://www.uv.es/RELIEVE/v15n2/RELIEVEv15n2_7.htm
- Comisión Económica para América Latina y el Caribe (CEPAL) y La Organización de las Naciones Unidas para la Educación, la Ciencia y la Cultura (UNESCO) (2020). *La educación en tiempos de la pandemia de COVID-19. Informe COVID-19*. https://repositorio.cepal.org/bitstream/handle/11362/45904/1/S2000510_es.pdf
- Comisión Nacional para la Mejora Continua de la Educación (MEJOREDU) (2021a). *Experiencias de las comunidades educativas durante la contingencia sanitaria por Covid-19. Educación Básica. Cuadernos de Investigación Educativa*. MEJOREDU. <https://www.mejoredu.gob.mx/publicaciones/informe-de-resultados/experiencias-de-las-comunidades-educativas-durante-la-contingencia-sanitaria-por-covid-19-eb>
- Comisión Nacional para la Mejora Continua de la Educación (MEJOREDU) (2021b). *Comunidades escolares al inicio del confinamiento por SARS-CoV-2. Voces y perspectivas de los actores*. MEJOREDU. <https://www.gob.mx/mejoredu/articulos/comunidades-escolares-al-inicio-del-confinamiento-por-sars-cov-2-voces-y-perspectivas-de-los-actores?idiom=es>
- Consejo Nacional de Evaluación de la Política de Desarrollo Social (CONEVAL) (2018). *Estudio Diagnóstico del Derecho a la Educación 2018*. https://www.coneval.org.mx/Evaluacion/IEPSM/Documents/Derechos_Sociales/Estudio_Diag_Edu_2018.pdf
- Cukier, J. (2000). Didactogenia. *Contexto Educativo Revista Digital de Educación y Nuevas Tecnologías*, (11), <https://dialnet.unirioja.es/ejemplar/100063>
- Cutri, R.M., Mena, J., & Whiting, E.F. (2020). Faculty readiness for online crisis teaching: transitioning to online teaching during the COVID-19 pandemic. *European Journal of Teacher Education*, 43(4), 523-541. <https://doi.org/10.1080/02619768.2020.1815702>
- De Ibarrola, M. y Zorrilla, M. (2020). La debacle educativa. *Nexos. Distancia por tiempos. Blog de educación*. <https://educacion.nexos.com.mx/la-debacle-educativa/>
- Díaz, M. C., Borges, A., Valadez, M. D. y Zambrano, R. (2015). Valoración de buenas prácticas docentes a través de observación sistemática. *Universitas Psychologica*, 14(3), 913-922. <http://dx.doi.org/10.11144/Javeriana.upsy14-3.vbpd>
- Elbaz, F. (1983). *Teacher Thinking: A study of Practical Knowledge*. Croom Helm.
- Ferguson, L. (2021). Vulnerable children's right to education, school exclusion, and pandemic law-making. *Emotional and Behavioural Difficulties*, 26(1), 101-115. <https://doi.org/10.1080/13632752.2021.1913351>
- Fernández, L. M. (2001). *Instituciones educativas. Dinámicas institucionales en situaciones críticas*, Paidós.
- Fernández, M.A. y De la Rosa, R. (2020). Ante la precaria inclusión digital ¿Aprender en casa? *Nexos. Distancia por tiempos. Blog de educación*. <https://educacion.nexos.com.mx/ante-la-precaria-inclusion-digital-aprender-en-casa/>
- Gajardo-Asbún, K., Paz-Maldonado, E., Salas, G. y Alaluf, L. (2020). El desafío de ser profesor universitario en tiempos de la COVID-19 en contextos de desigualdad. *Revista Electrónica Educare*, 24(Suplemento), 51-54. <https://dx.doi.org/10.15359/ree.24-s.14>

- Gómez, C. (2021). Las brechas entre la política educativa y las prácticas de los actores escolares en el contexto de la pandemia. El caso de los bachilleratos rurales en México. *Revista Iberoamericana De Educación*, 86(1), 153-168. <https://doi.org/10.35362/rie8614360>
- Gómez-Nashiki, A. (2008). La práctica docente y el fomento de la lectura en Colima. Estrategias y recomendaciones de los docentes de educación básica. *Revista Mexicana de Investigación Educativa*, 13(39), 1017-1053. <https://www.comie.org.mx/revista/v2018/rmie/index.php/nrmie/article/view/590>
- Gutiérrez, M. I., Villarreal, M.A. y Espinosa, M. (2017, del 20 al 24 de noviembre). Análisis de las mejores prácticas docentes (didactoegeña): el caso de una universidad privada de la Ciudad de México. *XIV Congreso Nacional de Investigación Educativa*, San Luis Potosí, México. <https://www.comie.org.mx/congreso/memoriaelectronica/v14/doc/0833.pdf>
- Guzmán, J. C. (2018). Buenas Prácticas de Enseñanza de los Profesores de Educación Superior. *Revista Iberoamericana sobre Calidad, Eficacia y Cambio en Educación, REICE*, 16(2), 133-149. <https://doi.org/10.15366/reice2018.16.2.008>
- Howard, S. K., Tondeur, J., Siddiq, F., & Scherer, R. (2020). Ready, set, go! Profiling teachers' readiness for online teaching in secondary education. *Technology, Pedagogy and Education*, 30(1), 137-154. <https://doi.org/10.1080/1475939X.2020.1839543>
- Imbernón, F. (2007). *La formación y el desarrollo profesional del profesorado. Hacia una nueva cultura profesional* (7ma. ed.). Colección biblioteca del aula. Número 119, Graó.
- Instituto Nacional de Estadística y Geografía (INEGI) (2020). *Encuesta para la medición del impacto COVID-19 en la educación (ECOVID-ED)*. https://www.inegi.org.mx/contenidos/saladeprensa/boletines/2021/OtrTemEcon/ECOVID-ED_2021_03.pdf
- Jackson, Ph. W. (2001). *La vida en las aulas* (G. Sosa, Trad., 6ta. ed.). Morata. (Trabajo original publicado en 1991).
- Jarrar, J., & M. Zairi (2000). Best Practice Transfer for Future Competitiveness: A Study of Best Practices. *Total Quality Management*, 11(4-6), 734-740. <https://doi.org/10.1080/09544120050008147>
- Kaës, R. (1977). *El aparato psíquico grupal: Construcciones de grupo* (H. Acevedo, Trad.). Gedisa.
- Lennon, M. (2020, 15 de junio). How the Covid-19 Crisis Has Affected the Children's Right to an Education. *Children's Commissioner, News and Blogs*. <https://www.childrenscommissioner.gov.uk/2020/06/15/how-the-covid-19-crisis-has-affected-childrens-right-to-an-education>
- Ley, T., Tammets, K., Sarmiento-Márquez, E.M., Leoste, J., Hallik, M., & Poom-Valickis, K. (2021). Adopting technology in schools: modelling, measuring and supporting knowledge appropriation. *European Journal of Teacher Educatio*, 1-24. <https://doi.org/10.1080/02619768.2021.1937113>
- Marieke, V. D., & Helms-Lorenz, M. (2019). Regional school context and teacher characteristics explaining differences in effective teaching behaviour of beginning teachers in the Netherlands. *School Effectiveness and School Improvement*, 30(2), pp. 231-254. <https://doi.org/10.1080/09243453.2019.1592203>
- Maulana, R., Helms-Lorenz, M., & Van de Grift, W. (2015). A longitudinal study of induction on the acceleration of growth in teaching quality of beginning teachers through the eyes of their students. *Teaching and Teacher Education*, 51, 225-245. <https://doi.org/10.1016/j.tate.2015.07.003>
- Melgar, M.F. y Elisondo, R. (2017). Metacognición y buenas prácticas en la universidad ¿Qué aspectos valoran los estudiantes? *Innovación educativa*, 74(17), pp.17-38. <https://www.ipn.mx/innovacion/abstracts/ie-74/ie-74-a1.html>
- Mendoza, C. J., y Fernández, A. (2021). Modalidades de atención y desigualdad educativa en tiempos de pandemia: la experiencia de la Sierra Tarahumara. *Revista Iberoamericana De Educación*, 86(1), 169-185. <https://doi.org/10.35362/rie8614342>

- Miles, M. y Huberman, M. (1994). *Qualitative data analysis: a source book of new methods*. Sage.
- Min, M., Akerson, V., & Aydeniz, F. (2019). Exploring Preservice Teachers' Beliefs about Effective Science Teaching through Their Collaborative Oral Reflections. *Journal of Science Teacher Education*, 31(3), 245-263. <https://doi.org/10.1080/1046560X.2019.1690818>.
- Ministerio de Educación de Perú (MINEDU) (2018). *Guía para sistematizar buenas prácticas*. MINEDU. <https://repositorio.minedu.gob.pe/handle/20.500.12799/6010>
- Moreno, T. (2020, 07 de mayo), Televisa transmitirá Aprende en casa de la SEP a partir de este 8 de mayo, *El Universal*, Sección Nación. <https://www.eluniversal.com.mx/nacion/televisa-transmitira-aprende-en-casa-de-la-sep-partir-de-este-8-de-mayo>
- Navarrete, Z., Manzanilla, H. M. y Ocaña, L. (2020). Políticas implementadas por el gobierno mexicano frente al COVID-19. El caso de la educación básica. *Revista Latinoamericana De Estudios Educativos*, 50(ESPECIAL), 143-172. <https://doi.org/10.48102/rlee.2020.50.ESPECIAL.100>
- Nazari, M., & Seyri, H. (2021). Covidentity: examining transitions in teacher identity construction from personal to online clase. *European Journal of Teacher Education*. <https://doi.org/10.1080/02619768.2021.1920921>
- Ornelas, C. (Coordinador) (2005). *Buenas prácticas en educación básica en América Latina. Un proyecto del Consejo Empresario de América Latina y del Instituto Latinoamericano de la Comunicación Educativa. Tomo I*. Centro de Enseñanza y Aprendizaje de Lenguas, Instituto Latinoamericano de la Comunicación Educativa.
- Owens, T. (2015), Practising what they preach? An investigation into the pedagogical beliefs and online teaching practices of National Teaching Fellows. *International Journal for Academic Development*, 20(1), 76-92. <http://doi.org/10.1080/1360144X.2014.983112>
- Perrenoud, P. (2008). *La evaluación de los alumnos. De la producción de la excelencia a la regulación de los aprendizajes. Entre dos lógicas* (M.A. Ruocco, Trad.). Colihue.
- Pla i Molins, M. (1997). *Currículo y educación. Campo semántico de la didáctica. Colección UB 15*. Ediciones Universitarias de Barcelona.
- Plá, S., Buenfil, R., Zabalgoitia, M., Gallardo, A., Constante, A., De la Cruz, G., González, E. y Orozco, B. (2020). La educación entre la COVID-19 y el emerger de la nueva normalidad. *Perfiles Educativos*, 42(170). <https://doi.org/10.22201/iisue.24486167e.2020.170.60181>
- Prats, J. y Reventós, F. (Coordinadores) (2005). *Los sistemas educativos europeos ¿Crisis o transformación?* Fundación la Caixa.
- Price, D.P., Peersman, J., & Matherne, S. (2021). It's Not Homeschool, It's School at Home: Parents' Experiences as Teachers during the COVID-19 Pandemic. *Educational Media International*, 1-22. <https://doi.org/10.1080/09523987.2021.1930486>
- Quijada, K. (2019). Profesores excelentes de la Universidad Nacional Autónoma de México: aciertos y desafíos. *Revista EDETANIA de la Universidad Católica de Valencia*, (55), 79-96, <https://revistas.ucv.es/index.php/Edetania/article/view/359/449>
- Reimers, F., & Schleicher, A. (2020). *A framework to guide an education response to the COVID-19 pandemic of 2020*. OECD Publicaciones. <https://doi.org/10.1787/6ae21003-en>
- Ribeiro, L. P., Alves Leal, A. Á., Oliveira, L. y Sanches, R.S. (2021). Educación, pueblos rurales y pandemia de la COVID-19: reflexiones a partir de un proyecto de extensión de una universidad pública brasileña. *Revista Iberoamericana De Educación*, 86(1), 79-96. <https://doi.org/10.35362/rie8614259>
- Rodríguez, D.J. (2008). Buenas prácticas en el ámbito educativo y su orientación a la gestión del conocimiento. *Educación*, 17(32), 29-48. <https://revistas.pucp.edu.pe/index.php/educacion/article/view/1537>

- Secretaría de Educación Pública (SEP) (2020), *Boletín no. 114. Avanza Aprende en Casa de SEP con el estudio de todos los niños en sus Libros de Texto Gratuitos*. <https://www.gob.mx/sep/es/articulos/boletin-no-114> (Consulta: 04 de mayo de 2020).
- Schön, D.A. (1998). *El profesional reflexivo. Cómo piensan los profesores cuando actúan* (J. Bayo, Trad.) Paidós. (Trabajo original publicado en 1983).
- Sepúlveda-Escobar, P., & Morrison, A. (2020). Online teaching placement during the COVID-19 pandemic in Chile: challenges and opportunities. *European Journal of Teacher Education*, 43(4), 587-607. <https://doi.org/10.1080/02619768.2020.1820981>
- Shulman, L. (2005). El saber y entender de la profesión docente. *Estudios Públicos*. No. 99. <https://www.cepchile.cl/cep/estudios-publicos/n-91-a-la-120/estudios-publicos-n-99-2005/el-saber-y-entender-de-la-profesion-docente>
- Secretaría de Educación Pública (SEP) (2020). *Boletín no. 114. Avanza Aprende en Casa de SEP con el estudio de todos los niños en sus Libros de Texto Gratuitos*. <https://www.gob.mx/sep/es/articulos/boletin-no-114>
- Strauss, A., & Corbin, J. (2002). *Bases de la investigación cualitativa. Técnicas y procedimientos para desarrollar la teoría fundamentada* (E. Zimmerman, Trad.). Editorial Universidad de Antioquia Facultad de Enfermería de la Universidad de Antioquia (Trabajo original Publicado en 1998).
- Van der Spoel, I., Noroozi, O., Schuurink, E., & Van Ginkel, S. (2020). Teachers' online teaching expectations and experiences during the Covid19-pandemic in the Netherlands. *European Journal of Teacher Education*, 43(4), 623-638. <https://doi.org/10.1080/02619768.2020.1821185>
- Wickman, A. (2021), Best Practices in Engagement and Research to Practice. *Journal of Agromedicine*, 26 (1), 73-74. <https://doi.org/10.1080/1059924X.2021.1849514>
- Wilson, S.M., Shulman, L.S., & Richert, A.E. (1987). 150 different ways of knowing: Representations of knowledge in teaching. En J. Calderhead (Coord.), *Exploring Teacher Thinking*. Cassell. (pp. 104-124).
- Zeichner, K. (1999). The new scholarship in teacher education. *Educational Researcher*, 8(9), 4-45. <https://doi.org/10.3102/0013189X028009004>
- Zizec, S. (2014). *Acontecimiento* (R. Vicedo, Trad.). Editorial Sexto Piso.