




## Distance learning experience during the COVID-19 lockdown

*Experiencia de educación a distancia durante el confinamiento del COVID-19*

Experiência de ensino a distância durante o bloqueio do COVID-19


**Wanda Román<sup>1</sup>**

Universidad Autónoma de Santo Domingo, Centro UASD La Vega - Santo Domingo, República Dominicana

 <https://orcid.org/0000-0002-9205-3200>  
wroman10@uasd.edu.do


**Doris De La Cruz**

Universidad Autónoma de Santo Domingo, Centro UASD La Vega - Santo Domingo, República Dominicana

 <https://orcid.org/0000-0003-3159-0229>  
dcruz11@uasd.edu.do

**Judith Martínez**

Universidad Autónoma de Santo Domingo, Centro UASD La Vega - Santo Domingo, República Dominicana

 <https://orcid.org/0000-0002-8313-3356>  
jmartinez10@uasd.edu.do

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### KEYWORDS

internet connectivity,  
distance teaching,  
distance education,  
platform.

**ABSTRACT.** The objective of this research was to carry out a diagnosis of the development of the distance education experience through the emergence of COVID-19, at the Universidad Autónoma de Santo Domingo (UASD), San Francisco de Macorís, Santiago and Puerto Plata campuses and at the La Vega Center. The methodology implemented corresponds to the quantitative, descriptive, bibliographic and field approach. Among the most important results, it can be mentioned that 62% of the students responded that they were only receiving distance teaching in some of the subjects selected in the 2020-1 semester, while 16% indicated that they were receiving teaching in all subjects. In conclusion, the university platform is not used due to the lack of knowledge that teachers and students have about its implementation. Among the recommendations is the creation and strengthening of technological units to support teaching and students at all campuses and centers.

### PALABRAS CLAVE

conectividad a internet,  
docencia a distancia,

**RESUMEN.** El objetivo de esta investigación fue realizar un diagnóstico del desarrollo de la experiencia de la educación a distancia por la emergencia del COVID-19, en la Universidad Autónoma de Santo Domingo (UASD), Recintos San Francisco de Macorís, Santiago y Puerto Plata y en el Centro La Vega. La metodología implementada corresponde al enfoque cuantitativo, del tipo descriptivo, bibliográfico y de campo. Dentro de los resultados más importantes se pueden

<sup>1</sup> Professor in the area of Education, Psychopedagogy, Clinical Psychology, Neuropsychology and Researcher. **Correspondencia:** wroman10@uasd.edu.do



educación a distancia, plataforma.

mencionar que el 62% de los estudiantes respondieron solo estar recibiendo docencia a distancia en algunas de las asignaturas seleccionadas en el semestre, 2020-1, mientras que el 16% señaló que están recibiendo docencia en todas las asignaturas. En conclusión, no se utiliza la plataforma de la universidad por el desconocimiento que poseen docentes y estudiantes en su implementación. Dentro de las recomendaciones, está la creación y fortalecimiento en todos los recintos y centros las unidades tecnológicas de apoyo a la docencia y a los estudiantes.

#### PALAVRAS-CHAVE

estratégias lúdicas, modelo, pensamento crítico e criativo pré-escolar.

**RESUMO.** O objetivo desta pesquisa foi realizar um diagnóstico do desenvolvimento da experiência de educação a distância devido à emergência do COVID-19, na Universidade Autônoma de Santo Domingo (UASD), Campus San Francisco de Macorís, Santiago e Puerto Plata e em o Centro Vega. A metodologia implementada corresponde à abordagem quantitativa, do tipo descritiva, bibliográfica e de campo. Entre os resultados mais importantes, pode-se citar que 62% dos alunos responderam que estão recebendo apenas ensino a distância em algumas das disciplinas selecionadas no semestre 2020-1, enquanto 16% indicaram que estão recebendo ensino em todos os assuntos. Em conclusão, a plataforma universitária não é utilizada devido à falta de conhecimento que professores e alunos têm na sua implementação. Entre as recomendações está a criação e fortalecimento de unidades tecnológicas de apoio ao ensino e aos alunos em todos os campi e polos.

## 1. INTRODUCTION

The pandemic caused by the coronavirus COVID-19 touches everyone, not only as individuals but as organizations: security, health, education, the economy, institutions, and national and global governance without distinction. At a minimum, the crisis affects everyday actions taken for granted. Confinement and physical distance are on the opposite side of freedom. Moving, relating, acquiring goods and services enjoyed without asking any questions is no longer possible.

As of the declaration of a pandemic on March 11 by the World Health Organization (WHO), the agencies in charge of governing higher education systems in Latin America and the Caribbean announced the measures to be taken depending on the alerts established in each country, to minimize the impact of the Coronavirus COVID-19.

Like other countries in Latin America and the world, a state of emergency has been declared in the Dominican Republic. What has brought a series of measures that include social distancing, curfew, confinement, closure of schools and universities? With the emergency, the educational communities changed the dynamics and the teaching and learning processes, the social and extracurricular supports. In the immediate term, the challenge of keeping academic communities healthy is achieved with the measures to close schools.

At the Autonomous University of Santo Domingo, the closure of academic activities has not meant stopping the learning process. However, this measure could particularly affect the most vulnerable students, widening existing gaps. It is evident that inequality is widespread, that it increases with age and schooling, and is manifested both in basic skills, such as social skills, motivation, and educational aspirations of young people.

In countries like Peru, it was sought to respond adequately to the contingency from an ingenious and rapid perspective to create the necessary mechanisms that allow continuity in teaching to reduce desertion and reduce the inequality gaps experienced for decades (Inga & Aguirre 2021). The Higher Education Institutions (HEIs) in the Dominican Republic did the same.

The way it has been implemented, overnight, without training, and often without sufficient bandwidth, has many, many teachers overwhelmed. The pandemic forces them to think critically about how to conduct their classes. They must be creative and more agile in this new way of teaching. The decision to give continuity to HEIs was made to continue the training processes amid the COVID-19 emergency (United Nations Educational, Scientific and Cultural Organization-UNESCO-/International Institute for Higher Education in Latin America and the Caribbean-IESALC-, 2020).

The use of information and communication technologies came to transform university educational contexts, where traditionally face-to-face teaching changed completely to virtual and distance learning (Solari & Monge, 2004). This also allowed to change even how teachers communicated with their students and thus, in the same way, the whole world.

The training support that teachers have broadens their intentions. Many of them have had to migrate their classes to the virtual modality in record time, even unintentionally facing the challenge that this implies (Sepúlveda, 2020). Due to this, HEIs carried out in-depth training and monitoring of teachers to guide teaching and make that leap from face-to-face to virtual modality.

A very particular aspect was the teachers' flexibility so that the students could complete their assignments. All this happened at the beginning of the confinement; there were many ways and forms to make this a reality since the students lacked technological devices to keep up with their assignments. Teachers became advisers to their students even though they lacked mastery of technology.

Ávila, as cited in Sepúlveda (2020, p.6) agrega:

... A technocentric view assumes that you only need to learn to use the available programs to teach the same course as always, which indicates the academic. On the contrary, online education responds to a specific pedagogical logic: it requires a design of sequences that the learner can explore autonomously to access the content (readings, short videos, links to websites) and that the interaction is the way to build knowledge together (tutorials, discussion seminars, participation in forums, joint problem solving).

Without a doubt, the support that has had to arise to respond to the instructions of the tasks assigned during virtuality has led teachers to also insert themselves in the search for strategies that facilitate the entire understanding of the activities that students must carry out. It was assumed that most students had a personal computer, unlimited and good quality internet access, available space to study, and a family that could take care of household chores, care for children or siblings, or generate income (Sepúlveda 2020).

To determine to what extent the university's closure has affected student learning, strategies, activities implemented by teachers to teach distance classes, the Research Unit of the UASD La Vega Center initiates a virtual investigation entitled: Education remotely during the confinement of COVID-19 (EDUCA COVID-19).

Its main objective is to diagnose the development of distance teaching due to the COVID-19 emergency at the Autonomous University of Santo Domingo (UASD), San Francisco de Macorís Santiago and Puerto Plata Campuses, and the Vega Center. The results were to show the perceptions before COVID-19 related to this type of study, which were notoriously far from the conventional designs about quality distance education, which

involved making mistakes, which generated various negative perceptions. By a high percentage of students, teachers, and families.

## 2. MATERIALES Y MÉTODO

The present work had a quantitative approach since it gathers the necessary characteristics to achieve precise and reliable objectives starting from an initial idea and seeking verification of the assertions by collecting data through a sample.

The quantitative approach can be carried out in the short term and follows a specific pattern, making it possible to determine the relationship between distance teaching and COVID-19 (Hernández et al., 2010). It was based on a non-experimental design since it is carried out without the need to manipulate variables because they have already happened deliberately. It is descriptive since a diagnosis was made of the development of distance teaching due to the emergency of COVID-19 at the Autonomous University of Santo Domingo (UASD), San Francisco de Macorís, Santiago, and Puerto Plata Campuses. and in the La Vega Center, which have a population of 140,000 students and 4,200 teachers. To Hernandez et al. (2014): "Non-experimental research, studies that are carried out without the deliberate manipulation of variables and in which the phenomena are only observed in their natural environment to analyze them" (p.152).

The instruments were sent via WhatsApp to the groups of teachers of the Center and Sub-center Campuses of the Autonomous University of Santo Domingo (UASD), destined to be completed randomly. Instead, they sent their students with the same objective, who had to consent to completing the form, making up the sample of 136 teachers and 2,584 students active during the pandemic.

Two instruments were used in virtual format for data collection; these instruments were developed exclusively for this study by the research team and validated by the UASD Research Unit, La Vega. The first was aimed at students, a survey type test developed to be applied during the state of emergency and confinement due to the declaration of quarantine by COVID-19. This contains 54 items designed in response to the achievement of the objectives set out in the research.

The students participating in this survey belonged to careers and to the basic cycle of the nine faculties that make up the Autonomous University of Santo Domingo (UASD): Faculty of Arts, Faculty of Sciences, Faculty of Education Sciences, Faculty of Health Sciences, Faculty of Economic and Social Sciences, Faculty of Legal and Political Sciences, Faculty of Humanities, Faculty of Engineering and Architecture and Faculty of Agronomy and Veterinary Sciences

Until item 14, they corresponded to collecting general contextual and economic information. Similarly, from 15 to 32, they were designed to show the use of the UASD-VIRTUAL platform, the different tools, and digital learning applications. Finally, the emotional and psychological state information was collected from item 33, designed to determine emotions and dynamic functions during confinement.

The second instrument, aimed at teachers, consisted of 47 items with a structure similar to the previous one. Up to number 15, concerning general information and economic status. From 16 to 33, academic level and use of the UASD-VIRTUAL platform and digital tools and applications for teaching. Finally, starting from item 33, it collects information on the emotional and psychological state of the teaching staff.

### 3. RESULTS

**Table 1**  
*During lockdown*

		Teachers		Students	
		F	%	F	%
You were confined to your home	Yes	131	96	136	5
	No	0	0	214	8
	Partially	5	4	2234	86
<b>Total</b>		<b>136</b>	<b>100</b>	<b>2584</b>	<b>100</b>
Confinement time	1-7 days	1	0	64	2
	8-14 days	2	1	71	3
	15-21 days	6	4	822	32
	More 22 days	127	95	1627	63
<b>Total</b>		<b>136</b>	<b>100</b>	<b>2584</b>	<b>100</b>
Residence environment	Rural	7	5	1060	41
	Urban	129	95	1524	59
<b>Total</b>		<b>136</b>	<b>100</b>	<b>2584</b>	<b>100</b>
Permanent job	Yes			641	25
	No			1943	75
<b>Total</b>				<b>2584</b>	<b>100</b>
Job continuity	Yes			308	12
	No			1925	74
	Sometimes			351	14
<b>Total</b>				<b>2584</b>	<b>100</b>
Place of confinement	House	78	57	360	14
	Apartament	57	43	2196	85
	Others	1	0	28	1
<b>Total</b>		<b>136</b>	<b>100</b>	<b>2584</b>	<b>100</b>
Family members living in the home	1 a 3	60	44	932	36
	4 a 6	72	53	1435	56
	7 a 9	4	3	200	8
	More 10 days	0	0	17	1
<b>Total</b>		<b>136</b>	<b>100</b>	<b>2584</b>	<b>100</b>

**Source:** Questionnaire applied to teachers and students

8% of the students were not confined to their homes, and 86% were partially determined. This is because 75% of the students do not have a permanent job and must go out to seek the family's sustenance, exposing themselves to contagion and that of their relatives.

According to this study, 2% of students suffered from COVID-19 or a family member. In addition, 85% were confined to apartments with 4 to 6 people, a space that did not allow the privacy and concentration that remote

study required, often having to do housework and take care of children or siblings. Pedró (2020) states that: "students have had to reorganize their daily lives to adjust to a situation of confinement" (p.6).

**Table 2**  
*Academic status and connectivity*

		Teachers		Students	
		Frequency	%	Frequency	%
Number of	1 to 3 subjects	30	22	531	21
Subjects taught in	4 to 6 subjects	32	23	1145	44
the period 2020-1	6 to 8 subjects	24	18	569	22
	9 or more	50	37	339	13
<b>Total</b>		<b>136</b>	<b>100</b>	<b>2584</b>	<b>100</b>
Was he / she	Yes	116	85	1576	61
	active in all	No	20	1008	39
subjects?					
<b>Total</b>		<b>136</b>	<b>100</b>	<b>2584</b>	<b>100</b>
He was able to	Yes	104	76		
	continue teaching	No	12		
	his classes	Sometimes	20	15	
<b>Total</b>		<b>136</b>	<b>100</b>		
To take classes	Before the quarantine	30	22	689	27
	virtually, you have	After quarantine	106	78	1895
done it					
<b>Total</b>		<b>136</b>	<b>100</b>	<b>2584</b>	<b>100</b>
Fixed Internet in	Yes	131	97	1401	54
	your residence	No	3	1131	44
		Otros	2	52	2
<b>Total</b>		<b>136</b>	<b>100</b>	<b>2584</b>	<b>100</b>
I used the	Si	51	38	1906	74
	university	No	85	678	26
platform					
<b>Total</b>		<b>136</b>	<b>100</b>	<b>2584</b>	<b>100</b>

**Source:** Questionnaire applied to teachers and students

When inferring whether they have fixed internet in their homes, 56% answered yes and 44% no. Those who do not have improved connectivity in their homes obtained it by using an account borrowed from a neighbor or with the purchase of prepaid packets, which generated an increase in the family budget between RD\$1,500 and RD\$2,000 per month in households; According to this study, 75% did not have a permanent job and saw their income decrease due to the situation of social isolation.

In cities such as San Francisco de Macorís, with a high incidence of contagion and deaths from COVID-19, shortages were particular of prepaid packets. Moreover, the sellers of this good could not access the city's stores, specifically in rural areas, because it has been closed due to quarantine.

A load of subjects selected by the student body was 66% between 4 and 8, 21% between 1 and 3, and 13% had more than nine subjects enrolled in the 2020-1 semester. However, when asked if they were virtually active in all matters, 62% answered no, only in some of them, 38% received virtual teaching in all their subjects, so it can be understood that there were teachers who did not abide by the resolution of the honorable University Council, to continue the semester virtually.

These subjects were not active virtually, including in the laboratories that were not being taught. Only 73% of 2,528 students were receiving remote teaching after the quarantine, although not in all the subjects enrolled in that period 2020-1.

Regarding the information collected from the teachers about those who were active in distance teaching, 85% said they were active virtually, while 15% said they were not. Of the assets, 78% worked in a virtual format after the quarantine, and 7% currently work before and now. The data of the teachers who were in the exercise of their functions from virtuality after the quarantine are close to the data of the students who are receiving distance teaching.

**Table 3**  
*Devices*

		Teachers		Students	
		F	%	F	%
What technological devices did you use to teach? (You can mark more than one option)	PC	45	33	975	26
	Tablet	24	18	206	6
	Smartphone	46	34	2446	66
	Others	19	14	53	1
	Neither	2	1	12	0.3
<b>Total</b>		<b>136</b>	<b>100</b>	<b>3692</b>	<b>100</b>
Virtual contact with students	Yes	122	90	493	19
	Usually	0	0	601	23
	Sometimes	13	10	1235	48
	Never	1	0	255	10
<b>Total</b>		<b>136</b>	<b>100</b>	<b>2584</b>	<b>100</b>
Do you prefer classes?	Virtual	28	21	2019	78
	Face-to-face	108	79	565	22
<b>Total</b>		<b>136</b>	<b>100</b>	<b>2584</b>	<b>100</b>

**Source:** Questionnaire applied to teachers and students

The most used technological devices by students and teachers were smartphones and PCs. According to data from the Dominican Telecommunications Institute (INDOTEL), 89 Dominicans out of 100 have a cell phone, equivalent to 9.3 million people.

The National Survey of Multiple Purpose Households (2016) shows that when referring to the sex of the people, the figures indicate that the proportion of women who use computers (49.1%) is more significant than that of men (45.7%). New technologies have played a leading role during confinement to deal with the pandemic, giving teaching continuity (Pasquale et al., 2021).

When asked if the teachers had contact with the students, 90% answered yes, which contrasts with the students' response, who indicated that only 58% of the teachers were in touch with them sometimes or never.

**Table 4**  
*Platform use*

		Teachers		Students	
		F	%	F	%
Format in which the teaching activities were developed	Face-to-face (then and now)	15	11	1811	70
	Telecommuting (then and now)	21	15	384	15
	Before face-to-face and now virtual	91	67	176	7
	I'm not working	9	7	213	8
<b>Total</b>		<b>136</b>	<b>100</b>	<b>2584</b>	<b>100</b>
Frequency of use of the University platform (You can mark more than one option)	1 to 3 hours per week	39	29	2173	83
	4 to 8 hours	9	6	306	12
	9 to 12 hours	5	4	131	5
	White	83	61		
<b>Total</b>		<b>136</b>	<b>100</b>	<b>2610</b>	<b>100</b>
Utility of the university platform	Yes	53	39	1471	57
	No	22	16	188	7
	Telecommuting	13	10	0	0
	Sometimes	48	35	925	36
<b>Total</b>		<b>136</b>	<b>100</b>	<b>2584</b>	<b>100</b>
Training to use the university platform?	Yes	27	20	713	28
	No	109	80	1871	72
<b>Total</b>		<b>136</b>	<b>100</b>	<b>2584</b>	<b>100</b>
Use the university platform to:	post grades	10	7		
	teach	6	4		
	See teaching load and schedule	4	3		
	None	12	9		
	Combinations (self-assessment, information, ratings, load, schedule)	104	77		
<b>Total</b>		<b>136</b>	<b>100</b>		
Use of the university platform to:	Both are correct			230	9
	None			106	4
	To complete the teacher evaluation			153	6
	to sign up			1929	75
	To receive teaching			57	2
	to see my grades			109	4
<b>Total</b>				<b>2584</b>	<b>100</b>

**Source:** Questionnaire applied to teachers and students



When asked if they receive teaching through the UASD-VIRTUAL platform, 74% answered no. Even though 28% responded that they had received training in the use of the platform, the most frequent service that the student body gave to the venue was only to register, see grades and evaluate teachers.

A slightly worrying fact is that 22% are not receiving teaching or have had contact with the teachers of their registered subjects. On the other hand, e-learning tools allowed the opening of knowledge portals, the potential use of social networks and platforms that allowed work, allowing teachers and students to gradually obtain skills in their use (Jiménez et al., 2021).

When asking if teachers were trained to use the platform, 80% say no, only 20% have received training. Teachers give the venue 96%, see the assignment, publish grades, and self-assess; only 4% used the platform to teach.

**Table 5**  
*Faculty*

		F	%
<b>Faculty of Arts</b>	Faculty of Arts	27	1%
	Sciences	116	5%
	Educational Sciences	1023	40%
	Health Sciences	708	28%
	Economic and Social Sciences	239	9%
	Legal and Political Sciences	88	3%
	Humanities	197	8%
	Engineering and architecture	103	4%
	Agronomic and Veterinary	34	1%
	<b>Total</b>	2535	100%

**Source:** Questionnaire applied to teachers and students

Table 5 shows that the Faculty of Education Sciences answered the questionnaire with 40%, the Faculty of Health Sciences with 28%, the Faculty of Economic and Social Sciences with 9%, the Faculty of Humanities with 8%. %, the Faculty of Sciences 5%, the Faculty of Engineering and Architecture 4%, the Faculty of Legal and Political Sciences 3%, and the Faculties of Arts and Agronomy 1%, respectively.

#### 4. DISCUSSION

The COVID-19 lockdown will be an experience remembered for many years. Without a doubt, it has been and will be the greatest challenge of adaptation and transformation that has generated a paradigm shift, especially in the educational field, that is, in the methodology, strategies, and evaluation processes, in which teachers have expressed in some instances that have not been satisfactory (Hernández & Alvarez, 2021).

The faculty where more students answered the questionnaire is the Faculty of Education Sciences, which answered the questionnaire with 40%, the Faculty of Health Sciences with 28%, and the Faculty of Economic and Social Sciences with 9%. Therefore, it is observed that the faculty providing the most excellent virtual follow-up of the teaching and learning process to its students is the Faculty of Educational Sciences, fulfilling a large

percentage of teleworking with distance education. Furthermore, since the arrival of the pandemic, HEIs have made adaptations to the subjects offered to students, which were carried out according to the characteristics of each of them (Di Domenicantonio & Langoni, 2021).

(Picon et al., 2021) stated that the unforeseen interruption of routine academic activities implied the application of the distance modality as the only immediate solution option to offer continuity in the teaching and learning process.

It is appropriate to note that the teachers of this Faculty completed a Diploma in Virtual Learning Environment and participated in the Digital Republic government project called One to One, taught by Microsoft, with the vast majority of the teachers having a laptop. Another essential factor to highlight is that it is the faculty with the highest student enrollment, which is why it is the one with the highest participation in this study.

Due to the pandemic, teachers were forced to reinvent how to conduct classes in virtual classrooms, directly affecting the effort to manage new technologies. Therefore, teachers must know and care about ICT, which educational institutions increasingly request, allowing teachers who do not have ICT skills to have the possibility of acquiring them so that those who already have them can reinforce them (Ferrada-Bustamante et al., 2021).

In Paraguay, as in other Latin American countries, the Ministry of Public Health and Social Welfare and the Ministry of Education and Science decreed the suspension of face-to-face educational activities at all levels, which brought the distance modality as an alternative, which requires teachers to have to make use of new technologies, opening the question whether teachers had skills in the use of digital tools.

Those above, forced to evaluate the competence performance of teachers, who expressed that assuming teaching is a necessary commitment. However, essential adaptations must be made to the needs presented by the students. All this made them reflect on the teaching work, and the importance can overcome the barriers that technology imposes on them (Picon et al., 2021). However, in that exact order Anglas (2020) confirmed how teachers did not show confidence in their abilities to respond to virtual teaching, thus feeling little valued for their performance, accompanied by little support from the authorities who directed their institutions at that time.

A study published by the Science and Society Magazine (2019) on the digital divide in the Dominican Republic raises the profiles of households and people who access computers and the Internet. They correspond to the strata with the best socioeconomic conditions and are strongly skewed towards urban and residential areas. Likewise, a gender gap is detected in the use of the Internet.

Tejedor et al. (2020, p.7) express in their study:

Most students have considered the transition from face-to-face to virtual as a negative change. In Spain (93%), Ecuador (83.3%), Italy (64.8%), students consider that the change has harmed. The assessment of the shift from face-to-face to virtual teaching offers very similar results between the teachers who think it has benefited them (37.8%) and those who argue that it has harmed them (35.7%). In comparison, 26.5% value said change as an indifferent modification.

Some have fixed internet in their homes, although others state that they do not have improved connectivity, that they use an account borrowed from a neighbor or buy prepaid packets. This shows the increase in the family budget between RD\$1,500 and RD\$2,000 per month. According to this study, 75% do not have a permanent

job and have seen their income decrease due to situations of social isolation. Orozco et al. (2021) concluded in their study: "The current situation generated by the pandemic has brought inequality among students in terms of Internet access, availability of data packages and devices for communication connection and realization of learning activities" (p.22).

In Peru, mandatory confinement brought psychological factors to the social level that caused stress, depression, and anxiety in university students, especially women (Apaza P. et al., 2020).

Acevedo et al. (2020) revealed how among the effects of the pandemic, shown as indicators of educational exclusion, was that households that lacked equipment such as a computer, internet access, and television, where there were up to 3 students in the family who had to take teaching virtually and sometimes even simultaneously, which meant a high cost in paying for connectivity and equipment, which families could not afford.

In cities such as San Francisco de Macorís, where until then there was a high incidence of contagion and deaths from COVID-19, shortages are particular of prepaid packets since the sellers of this good cannot access the city, specifically in rural areas, because it has been closed due to quarantine.

Feria et al. (s.f.) showed how, during the pandemic, students and professors from two University Centers belonging to the Network of the University of Guadalajara expressed that teaching and learning conditions should be improved, implement strategies that will enhance the learning environment connectivity, and provide opportunities to strengthen or improve the use of new technologies.

## 5. CONCLUSIONS

This study allows direct information to be obtained on the process of monitoring teaching from the moment of confinement due to the arrival of COVID-19, this measure was established by the World Health Organization (WHO) throughout the planet, and all processes have been detained since then, including teaching at all educational levels. These measures are established as prevention to eradicate or minimize contagion spread by this virus. However, there was no precise information since its inception except for its rapid spread.

It was determined that the students were partially confined to their homes since many of them, not having a permanent job, had to go out to seek support for their families, exposing themselves and their relatives to contagion. These were confined to apartments with more than six people, where there was no privacy and concentration for their studies, added to the fact that they had to attend to household chores, take care of their children or siblings. This indicates that many students had to reset and adjust to the current situation. Family dynamics were forced to change due to the effect of confinement.

They had fixed internet in their homes, and those who did not have to buy the so-called packets could connect to their virtual classes, which caused them to have expenses that were not recovered since the vast majority did not work and did not have a permanent job. It was verified that the San Francisco de Macorís Campus was where the country's first case of COVID-19 was detected, which generated a high rate of contagion and deaths. Consequently, it led to a decrease in the programming of the subjects offered by the University, where the number of courses did not exceed 9.

Most of the teachers did not follow up on the continuity of their virtual classes, meaning that many subjects did not finish. However, contrary to this, many teachers answered that they did follow up on their issues.

It was found that the most used technological devices were smartphones and PCs by both teachers and students, which indicates that teachers did not use any platform for teaching. It should be noted that the University currently has the UASD platform - VIRTUAL (Moodle), which they did not use, and a smaller percentage had the training to use it. Since its only use was to record, see grades, and evaluate teachers in the case of students. In the case of teachers, they only used it to follow up on their teaching schedule, publish rates, and self-evaluate.

The Faculty of Education Sciences, followed by the Faculty of Health Sciences and the Faculty of Economic and Social Sciences, showed that they were the ones that we're providing the most excellent virtual monitoring of the teaching and learning process to their students, which also revealed that the students that most consented to the completion of the instrument belonged to the Faculty of Education Sciences.

The teachers of this Faculty, which by the way is the one with the most students enrolled, had completed a diploma in the virtual learning environment and participated in the Digital Republic government project taught by Microsoft, to whom they had been given electronic equipment, allowing This makes virtual teaching more feasible after the arrival of the COVID-19 confinement.

However, they were affected by the tremendous effort that led them to implement what they had learned about new technologies, which allowed them to observe and verify the competence performance of the teachers, especially those who had completed their training, who expressed that assuming the teaching was a significant commitment, on the part of the students the responsibility has been greater since they come from low economic strata, without work and the vast majority did not have electronic equipment that would allow it to be easier to take and fulfill their virtual classes.

## 6. RECOMMENDATIONS

After analyzing the data and converting it into information for decision making, we dare to contribute ideas to give a happy end to the 2020-1 semester and take actions for the organization of the 2020-2 semester to prioritize the fundamental right to life, without violating the right to free and quality free education for students. Immediate needs must be met. There are actions that the institution can take now to ensure education for its students, so some administrative and teaching measures are recommended below.

1. Generate open channels, have a "Consultation" space where any student, academic or member of the university community can enter and be immediately oriented by the institution's staff.
2. That the return to classes be gradual in the month of June, to complete the subjects of the 2020-10 semester.
3. Carry out a medical evaluation of those teachers who belong to the faculties, whose subjects have practical hours, to determine vulnerability to the spread of COVID-19.
4. Suspend the summer intersemester course to protect the educational community from a possible spread of COVID-19.
5. Maintain the running water service for handwashing and sanitizing the classrooms.

6. Request the Ministry of Higher Education, Science and Technology (MESCYT), Dominican Institute of Telecommunications (INDOTEL) to install and expand Wi-Fi coverage in the Campuses, centers and Subcenters, and thus contribute to closing the digital divide in the most vulnerable social sectors. vulnerable.
7. Request Student Welfare to manage the expansion of social assistance programs and financial aid for students.
8. Design a permanent training program, through the Permanent Education units of the Campuses, centers and Subcenters in the use of ICTs and distance education tools, aimed at the educational community.
9. That the University implement the three educational levels: face-to-face, semi-face-to-face and virtual, in order to make the leap to distance education.
10. The creation of economic incentives for virtual work while teaching lasts.
11. Equip classrooms with technological equipment that increases the quality of classroom processes and allows us to maintain physical distance.

Constant virtual training for all teachers on the UASD-VIRTUAL platform and Office 365 and other tools to strengthen the development of distance teaching.

**Conflicto de intereses / Competing interests:**

Los autores declaran que no incurren en conflictos de intereses.

**Rol de los autores / Authors Roles:**

Doris de la Cruz: 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.

Wanda Román: conceptualización, análisis formal, investigación, metodología, administración del proyecto, recursos, software, supervisión, validación, visualización, escritura - preparación del borrador original, escritura - revisar & edición.

Judith Martínez: conceptualización, análisis formal, investigación, metodología, administración del proyecto, recursos, software, supervisión, validación, visualización, escritura - preparación del borrador original, escritura - revisar & edición.

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