"Virtual" education in confinement: An iceberg to study

Educación "virtual" en confinamiento: un iceberg para estudiar

Ingrid Selene Torres-Rojas* , Efraín Muñoz-Galíndez , Gloria Milena Escobar-Gutiérrez

SUMMARY

This article shows the results of a study that consists of analyzing the real-life stories of teachers at different educational levels, which express the challenges experienced in their work during confinement. The methodology is qualitative in nature, the autobiography method is used, and the stories collected are analyzed and categorized by means of grounded theory. "Finally, the results obtained lead to delving into the subjectivities that are rarely visible in educational processes, and they are presented in a selective category named "Virtual Education" "in confinement, with three axials to support it: I) From Face-to-face." education to Virtuality or Pseudovirtuality, II) Reality and Context, III) The family as a central axis in educational processes.

Keywords: *Confinement, education, virtual education, face-to-face education.*

RESUMEN

Este artículo muestra los resultados de un estudio que consistió en analizar historias de vida de profesores de diferentes niveles educativos, que expresan los retos y desafíos vivenciados en su quehacer durante el confinamiento. La metodología es de naturaleza cualitativa, usando el método de autobiografía, los relatos acopiados se analizaron y categorizaron a través de la teoría fundamentada. Finalmente, los resultados llevan a adentrarse en las subjetividades que pocas veces son visibilizadas en los procesos educativos, ellas se exponen en una categoría selectiva denominada La Educación "Virtual" en confinamiento, con tres axiales que la sustentan: i) De la presencialidad a la "virtualidad" o seudo-virtualidad, ii) Realidades y contextos y iii) La familia un eje central en los procesos educativos.

Palabras clave: *Confinamiento, educación, educación virtual, educación presencial.*

ORCID: 0000-0002-2939-1071[1]
ORCID: 0000-0002-1824-5722[2]
ORCID: 0000-0002-9375-3081[3]

[1]Corporación Universitaria Autónoma del Cauca, Programa de Licenciatura en Educación Infantil – Colombia. E-mail: ingrid.torres.r@uniautonoma.edu.co; iselenetr@gmail.com
[2]Corporación Universitaria Autónoma del Cauca, Programa de Entrenamiento deportivo -Colombia. E-mail: efrain.munoz.g@uniautonoma.edu.co; munozefrain6@gmail.com

[3]Institución Educativa Niño Jesús de Praga, Docente Primera Infancia – Colombia. E-mail: milenaescobarnjp@gmail.com milenaescobar@leninojesusdepraga.edu.co
* Corresponding author: Ingrid Selene Torres-Rojas. Corporación Universitaria Autónoma del Cauca, Programa de Licenciatura en Educación Infantil. Centro / Calle 5 # 3-85, Popayán, Cauca - Colombia. E-mail: iselenetr@gmail.com; ingrid.torres.r@uniautonoma.edu.co

INTRODUCTION

The training processes led in educational institutions, regardless of the level of training, are influenced by the pedagogical relationships that are generated between students and teachers; at the preschool and elementary levels, the caregivers are relevant agents in the learning process, since students require extracurricular support to strengthen the content-oriented in class (1). Therefore, face-to-face education dating from the fifteenth century in ancient Greece has been valid until these contemporary times, when the teacher guides and shares his knowledge from the oratory, generating direct relationships with students. However, in recent years, at the undergraduate and postgraduate levels, virtual education has been introduced, allowing shortening distances, having synchronous and asynchronous classes with students and teachers from different parts of the world, and adjusting study times to work.

This modality has been gaining strength because there are devices and connectivity to make virtual classes meaningful experiences. Without ignoring that those who choose this type of education have the means and the skills to enter the world of virtuality (2). However, the reality of confinement that is experienced today due to the COVID-19 pandemic has generated the need to migrate from face-to-face to virtuality, generating educational gaps since all students do not have the possibility of having devices to connect or if they do, they do not have connectivity, but above all, because there is no culture toward virtual education, which requires students to do their homework and be able to actively participate in the class and have the skills to manage them. ICT to go to virtual spaces and overcome the distance in the case of teachers having the pedagogical skills and management of virtual tools to plan, guide, and evaluate students. Therefore, the initiative emerged to investigate how "virtual" education is lived and the challenges entailed in times of confinement, drawing on the experiences of three Colombian teachers who work at different academic levels: preschool, elementary school, and undergraduate.

Education is a complex process whose main objective is to train people of integrity who actively contribute to the social contexts where they interact (3); therefore, it requires the attention and commitment of government entities and people who are directly involved. (teacher-student-guardian) to achieve individual and collective objectives (4). In this sense, it is appropriate to reflect on the processes of teaching and learning that are dynamized inside and outside the classroom, since disciplinary, altruistic content and interpersonal relationships that support building projects consistent with the reality of students and social demands are promoted. Education is not synonymous with schooling and must have a political character that contributes to the formation of critical, reflective, and emancipated subjects (5).

Education is a right of every citizen and public service, whose social function is to access knowledge, science, and technology from different connotations that lead to learning, with this right being mandatory between the ages of five and fifteen (6, Article 67). However, the challenge is to promote continuity until the completion of higher education, a responsibility that falls on the State, society, and the family. Therefore, the State regulates, inspects, and monitors the quality of the educational service, guaranteeing the conditions for the access and permanence of the students and granting (6, Article 69) the guarantee of autonomy in the institutions. to create their directives and be governed by their own statutes, as long as they comply with the agreements of the National Law, whose function of the state is to provide conditions for the development of scientific research, facilitating financial mechanisms that allow access to all suitable people. for higher education. Thus, the State is responsible for promoting the quality and continuous improvement of educational services, as well as the qualification and training of educators, educational resources and methods, innovation, and educational research, as expressed in the General Law of National Education (1).

Under the principle of co-responsibility between the family, society, and the state, these entities must ensure the care, care, and protection of children and adolescents (7) and must comply with the fundamental obligations of guaranteeing and providing the optimal conditions and means for the comprehensive provision of the educational system. Educational institutions must

guarantee the permanence of students, especially in special moments, such as the health emergency due to COVID-19, which has led the Ministry of National Education (8) to generate guidelines for teaching directors and teachers for the provision of the educational service at home, clarifying that, depending on the epidemiological evolution, the continuity of the academic work sessions will be determined later. In the meantime, the training processes of the students will continue with the confinement measures, to guarantee education based on strategies thought from the context of the students, since COVID-19 has achieved the desecration of the inevitable, placing us all in the moment of the possible (9).

This pandemic has led to academic activities being contemplated from the nonpresence confined in their places of residence, improvising a "virtual" education that until recently was face-to-face, making the curriculum more flexible, creating integrative and contextualized strategies with available resources that motivate reciprocal learning and involving the family in the training of students. This does not mean that the family replaces school because schooling requires a professional who has been trained for it (8).

It is time to reflect on the need to continue providing education as a fundamental right. However, the right to life prevails over any other; therefore, receiving a distance education guarantees these rights, relying on the use of technological tools, to protect one's own life since, that which equals human beings is our fragile human condition; and it teaches us, consequently, not to lose sight of ourselves, to keep ourselves in mind to continue the endless and always renewed task of educating and educating ourselves, to better care for each other and our own world (10).

"Virtual education or" "online education" "for the MEN develops training programs that have cyberspace as a teaching and learning scenario, providing training with ICT support to establish a new way of teaching and learning." The virtual learning environments (VLEs) of synchronous, asynchronous, and environment with online programming Scratch/SnapLas are the educational technologies used as collaborative spaces between the classroom teacher (remotely) and the students through computational thinking (PC), highlighting innovation as the incorporation of technologies in computers with visual programming languages to solve problematic situations, called problems located in computational thinking (PC) (11).

In addition, Cabero (12) explains that some tools that are used in virtuality and that can be rescued in these times of confinement are the technical domain of email, forums, blogs, wikis, tasks, glossaries, videos, videoconferences/audioconferences, and online questionnaires., co-evaluations and consultations or surveys. All of these, driven by the PC, promote in the student the process of problem-solving that includes characteristics such as 1) Formulating problems that allow us to use a computer and other tools to help solve them; 2) Organize and logically analyzing data; 3) Represent data as models and simulations; 4) Automate solutions through algorithmic thinking; 5) Identify, analyze and implement possible solutions to achieve the most effective combination of steps and resources; and 6) Generalize and transfer this problem-solving process to a wide variety of problems.

The objective of this study is, to analyze the life stories of teachers of different educational levels, which express the challenges experienced in their work during confinement.

METHODOLOGY

Qualitative approach

For the development of this article, the qualitative approach was chosen, since its objective is to investigate intangible, perceptions, experiences, or beliefs (13). In this case, the experiences of three teachers who work at different academic levels during the "virtual" classes that have been developed in the confinement generated by COVID-19.

To study the challenges and challenges in the work of the teacher in these atypical spaces, it was necessary to opt for the qualitative approach, since it is interested in the lives of people, their subjective perspectives, stories, behaviors, experiences, interactions, actions, and senses. to interpret them in a way situated in the context (14). It is worth clarifying that it focuses on experiences to reveal the feelings and emotions that begin to be

part of their professional experience. Therefore, the biographical method was used, which uses the life trajectory and stories of the subjects to be investigated to know first-hand the object of study (15). Taking into account the flexibility of the method and the interest of the researchers who were in turn the subjects to investigate, autobiography was used. In other words, the three researchers who are classroom teachers made field journals record their experiences during their work in confinement and perform a rigorous exercise of systematization and data analysis.

Data collection techniques

The technique to collect the data was through field journals, with the records of the professional and institutional experiences of each teacher as part of the experiences with the students and/or their guardians during the pedagogical practices from virtuality, as a reflection of the research process (15). These were systematized, coded, and categorized to fulfill the objective of the study.

Research subjects

As the method used in this research was an autobiography, the experience of three teachers who shared their experiences working with populations at the preschool, elementary and undergraduate levels was analyzed. Table 1 specifies the coding of the field journals, the level of studies, and the biographical note of each one.

Table 1

The population of teachers who carried out field journals

Coding	Educational level	Teaching level
D # Inv 1	Bachelor of Basic Education with Emphasis in Physical Education, Recreation, and Sports Master in Education with a Mention in Educational Policy and Management	Basic Primary
D # Inv 2	Bachelor of Preschool Education Master in Education from diversity Candidate for Ph.D. in Educational Sciences	Preschool
D # Inv 3	Psychologist University Teaching Specialist Master in Educational Management Ph.D. in Educational Sciences	University

Note: D Field diary; Inv: researcher. Code that is placed in the stories to identify the source and the researcher. Source: Own elaboration. The stories are accompanied by the coding found in Table 1 and are written in italics to highlight them within the text.

Analysis technique

The data were analyzed under the technique of content analysis, following the guidelines of grounded theory, a methodology that is performed through coding and categorization: open, axial, and selective categories. Subsequently, the discussion is made where the stories, the theory, and the analysis or interpretation of the researcher are addressed (16). The results show the selective category called "virtual" education in confinement and the axial categories that support it: from face-to-face to "virtuality" or pseudovirtuality, realities and contexts, and the family as a central axis in the processes. educational.

RESULTS

"Virtual" Education in confinement

Confinement has been the strategy to counteract the contagion of COVID-19 as a preventive measure, reducing physical contact but maintaining social interactions with the use of technological tools (17). In the educational field, they have facilitated the continuity of academic processes at a distance, without ignoring that this has widened educational gaps because not all families have electronic devices, access to connectivity, or lack skills in the proper use of technological tools. To delve into this educational reality as a result of confinement, three axial categories that support this selective category are presented below.

From presence to "virtuality" or pseudovirtuality

Distance education throughout history has had a rebound in higher education institutions (HEIs), generating greater coverage, educational inclusion processes, innovation, and access to technological tools (18). "These advances of" "virtual" "education have been taken up by several educational institutions that offered face-to-face education, to assume the challenges that the pandemic has generated in these moments of confinement, involving the three actors of education (student, teacher, and teacher." parents or significant adults). However, these processes are limited when there is no availability of technological resources or connectivity. "These educational processes have been harmed because the distance is widened when there are no means for all of us to connect to do an exercise of pedagogical feedback" (D # 3; Inv 1).

Another of the realities that are woven during these times of the pandemic is the interpersonal relationships between students and teachers, which have been diminished and have a negative impact on training processes.

Communication is an essential element of connection from the looks and expressions of the students in the classroom. However, it is impossible to know when a student is connected and intertwined in the learning process, so I

believe that a new concept emerges "the virtual spoken word", which still presents a greater degree or level of complexity to understanding (D # 2; Inv 3).

University students require personal accompaniment within the classroom, fostering that communicative affinity where the need of each student is known, which generates greater concern in the scenario of virtual methodology because it is much more difficult or impossible to promote it (D # 8; Inv. 3).

This has meant that new interactions not only involve different management of time and space, changing the model where the teacher teaches and the student learns, generating virtual interactions that require reciprocal learning, from the new forms of communication (19). On the other hand, the levels of preschool and primary education should rethink their training processes by resorting to asynchronous jobs, where responsibility should be shared between managers, teachers, students, and the family (20).

The first virtual meeting with parents was planned at a time when most of them would be at home, with the directors of the institution and the teacher attending, with the expectation of meeting and greeting us through the screens. After thirty minutes of waiting, only three parents arrived from a group of twenty-five, who expressed not having access to the internet and the knowledge to enter a virtual meeting (D # 12; Inv 2).

Going from the classroom to the virtual classroom has been a challenge that brings with it circumstances to challenge, this new way of working has generated transformations, which in the words of (21) are nothing more than symptoms of changes in the process.

When the classroom methodology was implemented, I feel that it has been like a new world to which teachers and students are not accustomed; it feels like a challenge that will bring challenges and anguish, which can generate resistance in the processes of education. everything that the infrastructure of educational establishments does not comply 100 % with this process (D # 1: Inv.3).

I have connected with the students to greet them and respond to concerns of the workshops that are sent to solve at home, where they show

attention and participation that expresses the joy on their faces when seeing their friends on a screen. In the first meeting, everyone said they wanted to go back to school and wanted to talk; this caught my attention because, paradoxically, in face-to-face classes on some occasions, they shy away from exposing their ideas, something totally different from virtual meetings (D # 2; Inv 1.)

The two stories reveal two realities, the first is called "desired" by elementary school children, who experience virtual spaces as an opportunity to share with their peers and teachers, evidencing "a positive point of view of use [...]. teaching of ICT (attitude)" (22, p. 22). The second is conceived as "undo" because some university students express a lack of motivation or "boredom" during synchronous classes, and their attitude is "not present". In a study by Torres-Rojas (23), he alludes that university students do not have the necessary responsibility, commitment, or discipline, showing conformity and discouragement, requiring a constant struggle to motivate them.

Well, in some cases, I feel that this virtual space is taken as a routine in which the student connects to the class and verifies that he or she does not have the absence (or absence), does not attend the class that in many cases is the result of an exercise. improvised situations such as the pandemic (D # 1; Inv 3).

On the other hand, there are preschool children who, through socialization, pedagogical and recreational experiences, should receive training in comprehensive development in its biological, cognitive, psychomotor, socio-emotional, and spiritual aspects (1) requiring the adaptation and accompaniment of the entire educational community team to facilitate their socio personal development, which unfortunately is restricted by an involuntary situation such as this pandemic (4).

Children who suddenly had to be explained that they would return home and the dream of sharing and growing with their new friends has to wait for now, along with the uncertainty of not knowing How to teach children between four and five years that for the first time arrived at a formal educational establishment to socialize with their peers and now, will they be at home waiting for an adult to read a learning guide? (D # 4; Inv 2).

Confinement has generated changes in training processes, and ICTs have contributed to meeting one of the objectives of UNESCO (24): "the achievement of education for all". However, the conditions of the vulnerability of some families prevent making this use of ICT, leading the teacher to rethink and innovate in their pedagogy (although sometimes it does not have the expected success).

One of my big mistakes was to start sharing at the beginning of the quarantine, through the WhatsApp group that was agreed upon with the transition grade parents, the video links that seemed appropriate for both self-care and for daily motivation before the development of the learning guide that the children perform each week, but did not expect to receive messages where they claimed not to be able to see the videos through YouTube because their recharge of one thousand pesos (0.25 dollars) only allowed them access to social networks with limited navigation (D # 3; Inv 2).

The learning guide is an alternative resource available for students without virtual access; It has allowed me to think of a design with illustrations, explicit for each day, pleasant, and clear from my point of view. However, a mother caught my attention saying, "Professor, do you have to transfer what is there to the notebook or develop it there in the sheets? Or what is it like? The truth is, I do not understand anything about the guide you sent". At that time, the work of several days was questioned and even more so, when listening to the voice of a worried and anguished mother without knowing what to do with her five-year-old daughter to fulfill an academic responsibility". (D # 1; Inv 2).

Sending and receiving the workshops that are sent by email or WhatsApp as a strategy to guide the contents proposed in the classroom plan has been a titanic task because not all children or caregivers have the technological tools, connectivity, or skills they use ICT. Faced with this situation, the educational institution has assigned an item for children who cannot download and send the workshops to stationery that has agreed to provide the service at no cost (D # 1; Inv 1).

Thus, it is emphasized that in this confinement, it has been necessary to resort to the use of

several strategies in favor of compliance in the training of students, and this is revealed in equal measure at the preschool, primary, and university levels. Emphasizing the use of devices in training environments allows teachers to significantly improve motivation, support, and communication and simplify the use of time (25).

Realities and contexts

While it is true that education is a fundamental human right, situations such as those that lead to confinement today allow us to recognize the reality of different educational contexts, affected by the family and socioeconomic conditions of students, where education leads to frustration and increases educational inequalities (26), it is then when the reality of the context is reflected in the ignorance of the classrooms and begins to present complex family situations.

Juan is the son of separated parents, and only when the father can go to visit him does he take photos of the work he sends me, and thus, I can accompany his academic process by complying with the development of learning guides; other times, he makes a call. For the mother of the child to answer me (for now, it is the only thing I know about her, her voice), she expresses how they are at home, to then listen to the guidance that I consider appropriate at the time (D # 5; Inv 2)

It is evident that family dynamics were immediately affected by trying to convert a certain space of the house into the classroom, while the teacher manages how to make the family the promoter of new learning through minimal possibilities. Access to technological devices such as connectivity, a situation that exposed the technological gaps and the lack of effectiveness of government programs aimed at the digital world (2). Despite the lack of resources, teachers continue to make efforts to make their pedagogical practices more flexible in the different areas of learning and make use of basic tools that are supposed to be knowledgeable for the student and his family.

I called the mother of a student and after greeting her I asked her why her son has not sent the video, she responds that she does not know how to handle the cell phone well, that to send it she needs data and that the situation does not allow her to recharge (D # 2; Inv 1).

These scenarios highlight the inequality and reality of socio-educational contexts, where academic support is frustrated by poor technological skills and/or pedagogical capabilities (26), replicating itself at different levels of training.

Three weeks had passed when I again had communication with one of the families of the transition grade to listen to the explanation and request of the mother of the family alluding: "Professor, only when I come to the town will I be able to have a signal to call her and to read the messages that you sent me to WhatsApp, I will try to leave on Wednesdays, so I can download the guide" (D # 2; Inv 2).

At the beginning of the confinement, a student calls me and says that she does not have a computer or data and that she does not know how she will be able to carry out her semester, which she wants to complete successfully. However, days later, she thanks the university for having included her in the support plan, taking a computer to her home, she says that it is a fortune that life gives her to continue with this process (D # 4; Inv 3).

The educational communities have had to find in different ways the strategies to continue the educational processes; these are times in which, despite the circumstances, the new challenges are transformed to see from another perspective the fulfillment of goals and strategies, both teachers and students. strive for the implementation of online learning, which must be broad and effective (12).

It is wonderful to see the qualities and potential that students develop when they construct activity exercises with the help of ICT as a result of their curiosity, creativity, and innovation (videos, timelines, puzzles, word searches, etc.) allow one as a teacher to rethink pedagogical strategies using ICT (D # 5; Inv 3).

This reality of confinement has generated new competencies, contributing to the critique of the social imaginary that has been created regarding digital transient teachers, who, by being born at a certain historical moment, would become less experts in technology in relation to digital native students (12). Therefore, teachers require

a number of pedagogical tools that require the updating of technological skills for the use of audiovisual learning environments.

Students as teachers experience the impact of confinement that forces them to learn and/or enhance the use of ICT tools to meet academic expectations and needs. Families, according to their possibilities, accompany and guide their children (27), but there are those who, due to their vulnerability, find it difficult to fulfill the academic commitments of their children "I work in a public school, and it is evident that the economic situation of the vast majority of children is precarious, which directly or indirectly influences their ability to connect. teaching and learning" (D # 2; Inv 1).

The assumptions of ICT as mentioned by Teruel and Teruel (27) have led teachers who did not know or make adequate use of ICT to have to update themselves in a minimum time, as well as students who do not have such tools for internet connection. have fewer learning opportunities than those who have such devices.

There is a case that I have in mind, I ask the child why he has not sent the workshops? To which he responded: "my dad is the only one who has WhatsApp and he goes to work and comes every fifteen days, and when he is at home I take the opportunity to review the workshops sent, does the teacher give me a little wait for my dad to come? catch up? (D # 1; Inv 1).

A reality that changes according to the particular context of the families for many with the desire to continue their studies satisfactorily, but perhaps for others, only to survive this health emergency.

The family is a central axis of educational processes

Thinking about distance education as a result of the confinement generated by the COVID-19 pandemic is a daunting task that requires the commitment of the entire educational community and government entities. Leaving responsibility exclusively to the teacher and the student, as has been done historically (28), is an act of irresponsibility that affects the teaching and learning processes.

Although I work with fifth-grade children aged 10 to 12 years, it is evident that the accompaniment of parents in the learning process is necessary, which is confirmed in the resolution of the workshops; most of them send them with failures that are committed due to a lack of reading comprehension. This leads me to question, do parents accompany them in their academic tasks? The answer is in the words of some parents when they say I have not studied, I do not know the subject, and/or I do not have time because I spend it working (D # 3; Inv 1).

This story demonstrates the importance of the accompaniment of parents (29, p. 15) and how their level of training is decisive to help carry out the workshops. This reality shows that distance education is relevant for families that have the technological means and knowledge to guide their children (26), showing that there are educational gaps that affect the learning of children and young people, which is corroborated by the testimony of a transitional teacher:

When trying to communicate with a mother, I am struck by the fact that her adolescent daughter, who works daily in a marketplace, always answers the phone, when she asks her to contact the girl's mother to know how she is doing, she explains. that the mother does not have a telephone, so she gave me hers and ends by saying "teacher, I want to tell you the truth, what happens is that my mother does not worry about helping my sister, she has not done anything, now when "I finished working, I will try to help him because I truly love my siblings but I know they are alone" ", while some live a family sharing, others experience abandonment" (D # 8; Inv 2)

It is difficult to think about how to help do homework and dedicate time to their children when there are primary needs to be satisfied; this is more evident in vulnerable families who live day to day and who must challenge the dangers of COVID-19 to find something to eat. Romagnoli and Cortese (30) state that many times the long working hours make it difficult for families to be involved in the education and training of their children. To this is added the absence of knowledge of parents to perform teaching tasks that were previously in charge of teachers, in the words of Rogero (26) the isolation that protects us from COVID-19 is, paradoxically, what exposes

the most vulnerable students to another disease: educational asphyxia, writing analogically in these cases educational ventilators are required

Sara is a 5-year-old girl who in time of confinement learned to take coffee and weed with her grandfather; now the grandmother says that: "the girl is happy because she had never been here on the farm, but I have no education and I understand nothing of what to do, sometimes the brother explains but the girl does not want to study, she only likes to go with her grandfather to the garden, I have told her that if she does not learn when she has to go to sell coffee for not knowing, they will steal it" (D # 9; Inv 2).

However, it must be recognized that some parents in the company of teachers have sought ways and means to support their children in this new educational challenge (26).

We must highlight the work of some parents, who are counted on the fingers of the hand because, in the resolution of the workshops, it is possible to observe that the children have accompaniment in their homes. The tasks are ordered, are delivered in the stipulated times, and are solved well; in this sense, it is appropriate to state that in the learning process, there is a triad that must be in constant synergy so that everything goes well; this triad is made up of teachers. student-guardian (D # 1; Inv 1).

The time that parents dedicate to their children to respond academically is essential for them to feel supported and respond to their commitments as students (31). In the analysis carried out by Rogero (26) of distance education as a result of COVID-19, he concludes that "teachers and families have made (and continue to do so) a great effort: the former to adapt the contents and methodologies to the confinement of their students. and the latter to respond to school demands" (p.175), some families have taken advantage of confinement to share and dedicate more time to their children because in "normal" times work or other commitments rob them of the possibility of being at home with loved ones.

As soon as the mandatory preventive isolation began, José's mother had to remain at home, leaving no other option than to accompany him in the development of the learning guide, as evidence of his work he shares photos and videos, where the child is observed. calm and happy, in one of his videos, he says "teacher, when I go back to school, I will be the most judicious". Seeing the face of this child accompanied by his mother allowed me to understand that the only thing he needed was attention, his mother became visible and his son today presents academic advances of which both are proud (D # 7; Inv 2)

In "normal" times, it was difficult to perceive the accompaniment of families in the training processes of their children, especially of the most disadvantaged social classes (26). Just as confinement has been traumatic for many households, others have taken advantage of it to share more with the family and realize that they are an important agent in the educational process of their children and that their motivation and academic performance depend to some extent (32-34).

In a meeting with parents, to which only 3 out of 25 people came, a mother expressed "from a very young age I have left my son in the care of other people, there were many things that I did not know that he knew them. I truly liked having to be at home and be able to dedicate myself to him" (D # 10; Inv 2).

This account allows us to glimpse the families that have made processes of resilience in the face of the adversities generated by confinement, creating formative processes that contribute to the learning of their children. This motivates teachers to continue with the arduous task of teaching at a distance because they are aware of the families who care about the education of their children and recognize the work that teachers do:

During the isolation, I have performed catharsis, and I corroborate that the teacher is thanks to the students, they and the school are missing, and when I communicate with the children, I realize that the teachers also miss the children, and the parents of family recognize the role of the teacher who is so criticized for their actions. Therefore, I am not able to dimension a virtual education at the primary level, especially when they say that virtuality is here to stay (D # 3; Inv 1).

Families that are linked to the school and have good relationships with teachers improve the self-esteem of children and their school

performance (28), hence the importance of articulating solid processes between the teacher and the student. family, a triad that must work synchronously to advance educational processes that contribute to the integral formation of the student.

In higher education, the topic of virtuality is not far from the questions and needs to be satisfied to provide an education that meets the expectations of teachers and students:

After a process of training, preparing, and rethinking the classes from the virtual methodology, which would allow the transformation of the didactics, as a university professor, she asked the students how they felt with this new methodology and with the pedagogical strategies used. They respond that they do not like it at all, that they feel "stolen" justifying that they have not acquired the same knowledge of the face-to-face methodology and that it is very difficult to learn in this way (D # 8; Inv 3).

This leads us to reflect that there are two scenarios to analyze. The first is the perspective of the student, who ignores the work of the teacher to rethink the methodology because he does not know that this new process requires self-learning by relying to a greater extent on his commitment to the agency of their learning processes. The second is the perspective of the teacher, who, due to his inexperience in the management of ICT, improvises in his classes, leading him to feel ethically responsible for the teaching of his students, as if it were the face-to-face methodology. In this regard, Domínguez et al. (3) suggest that bringing changes in training processes generates resistance in some groups because they must accommodate situations to which they were not accustomed and that require efforts to acquire skills that allow them to perform well.

CONCLUSIONS

It is appropriate to expose what has generated the confinement in the educational field; it was not known or was prepared to lose physical contact with the other, the freedom to move to different places, being prevented from going to the classrooms and seeing the students. students

by a screen. This health catastrophe forces us to learn, explore and manage new training processes to overcome obstacles that allow us to envision a new education that is available to all without distinction of social class and that articulates the triad of teacher-student-family, in favor of inclusive and quality education.

In distance education, the most disadvantaged families or families lacking the skills to work with technological tools have been the main victims who are left without oxygen to fulfill their academic obligations, which suggests that despite living in the 21st century, there are many educational gaps, especially in the technological field; therefore, one of the main challenges after the pandemic is to seek strategies to counteract this gap that restrict training processes and leave quality education in limbo. Along with the above, it is important to highlight that families have been and continue to be an indispensable agent in the educational processes of their children, although many of them were unaware of their role, distance education has allowed them to question and reflect that the educational processes they do not fall exclusively on teachers and students. The family is undoubtedly the first and main formative nucleus, which today is affected and perhaps has the need to unlearn to be able to participate in the educational transformations related to a new digital generation, while the different government entities and educational spaces are in the obligation to recognize the different socio-economic contexts that mark national inequality.

Distance education has generated traumas without distinction of educational level and sector (public or private); however, in preschool and elementary school, the educational gaps are more notable because students require family support and most lack skills for the management of communication devices. Without ignoring that, university students have found it difficult to adapt to the challenges of virtual education.

To understand the educational vicissitudes that confinement has generated, it is necessary to study the life histories of the people who are involved in this process, since they become visible when they are heard and highlighted, but above all, because they allow knowing the unknown, revealing what is that fog hides on cold and dark days. This is because the iceberg

of "virtual" education has not been studied in depth to understand the realities generated by this pandemic that leave the educational community without oxygen and waiting for fans to educate.

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