

NOTAS HISTÓRICAS Y GEOGRÁFICAS

Artículos

TEACHING FROM WITHIN: TEACHER'S NARRATIVES IN ANDALUCÍA (SPAIN)

**ENSEÑAR DESDE EL CONFINAMIENTO: NARRATIVAS DEL PROFESORADO EN
ANDALUCÍA (ESPAÑA)**

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Resumen

Esta investigación estudia narrativas de un grupo de profesores andaluces respecto a su experiencia de enseñanza remota en contexto de confinamiento, producto de la cuarentena generada por la pandemia COVID-19. El mundo atraviesa una coyuntura sin precedentes en la historia, lo que significa replantear la finalidad de la escuela. El método fue cualitativo enfocado desde una perspectiva hermenéutica con alcances descriptivos-densos. Se aplicaron entrevistas semiestructuradas a 10 docentes de escuelas primarias en Andalucía, España. La codificación abierta y axial permitió reducir los datos con el programa Atlas Ti, cuyos resultados permiten concluir el intenso trabajo docente que vivió el profesorado en pleno apogeo de la primera ola de la pandemia, generando agobio, cansancio y malestar docente. Los hallazgos indican que enseñar en tiempos de pandemia supone un extraordinario desafío personal y profesional para el profesorado, constituyéndose en un hito que no se olvidará en su trayectoria profesional y biografía vital.

Palabras Clave: COVID-19, enseñanza remota de emergencia, profesorado, malestar docente.

Abstract

This research studies the narratives of a group of Andalusian teachers regarding their experience of remote teaching in a context of confinement, a product of the quarantines generated by the COVID-19 pandemic. The world is going through an unprecedented time in history, which means rethinking the purpose of the school. The method was qualitatively focused from a hermeneutic perspective with descriptive-dense scopes. Semi-structured interviews were applied to 10 primary school teachers in Andalusia, Spain. The open and axial coding allowed to reduce the data with the program Atlas Ti, whose results allow to conclude the intense teaching work that the teachers lived at the height of the first wave of the pandemic, generating anxiety, tiredness and teacher's discomfort. The findings indicate that teaching in times of pandemic is an extraordinary personal and professional challenge for teachers, constituting a milestone that will not be forgotten in their professional career and whole life.

Keywords: COVID-19, remote emergency teaching, teachers, teacher discontent.

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1. INTRODUCCIÓN

Sombra hecha de luz
Que templando repele
Es fuego con nieve
el andaluz.
Enigma al trasluz,
Pues va entre gente solo
Es amor con odio
el andaluz.
Oh, hermano mío, tú.
Dios, que te crea,
Será quien comprenda
el andaluz
(Luis Cernuda, “El Andaluz”)

In December 2019 cases of severe pneumonia without a cause were detected in Wuham, China, measures were quickly taken to control the epidemic and great efforts were made in identifying the agent. By the end of January 2020, the complete genome of this new coronavirus had already been sequenced, which would become a pandemic and possibly endemic¹.

The COVID-19 pandemic has spread rapidly, the disease itself and the information about it through social networks: The consequences were remarkable: it radically changed our way of relating, working, our priorities, routines, private lives, challenging the precious scientific knowledge and the response capacities of health systems, it has also put state bureaucracies and the economic system in check, generating a situation of generalized vulnerability and fear. The fear of death became global, death became a spectacle². It has been an unprecedented global challenge, a catastrophe, understood as a «perfectly visible phenomenon, an observable discontinuity, a “patent fact”»³, different from another process with which we are used to living, such as the crisis , which "may be latent or concealed." The link between one and the other seems clear: the crisis precedes, causes or announces the catastrophe. It is not what happened in our present. The catastrophe embraced us without a “fire warning”⁴ (Lowy, 2008).

On the other hand, the global pandemic situation of COVID-19 has generated a set of adjustments to educational systems worldwide. Spain and Chile have not been the exception. The truncated beginnings of the school years have not only affected society as a whole, but have also

¹ Zou; Feng; Mingxing; Lijun; Huitao; Zhongsi; Hong, ...Jie, ARS- CoV-2 Viral Load in Upper Respiratory Specimens of Infected Patients, 2020, New Eng J Med 2020;382:12.

² Rodríguez, Pandemia por nuevo Coronavirus: El amor en tiempos del Covid 19, *Revista chilena de pediatría* vol. 91(2) 2020:1-2.

³ Thom, *Stabilité structurelle et morphogénèse*, Paris: Interédition. 1977.

⁴ Lowy, *Rebelión y melancolía. El romanticismo a contracorriente de la modernidad*, Buenos Aires, Nueva Visión. 2008.

involved forced and unprecedented adaptations of teachers to remote teaching, through redefinitions of strategic plans and emerging actions in order to maintain links and avoid, as far as possible, the interruption of the pedagogical process between teachers and students, activating teleworking. It is the splendid moment of the technical age.⁵ It is the time of computers / computers. "We can say 'yes' to the inevitable use of technical objects and we can at the same time say 'no' to them insofar as we refuse to be so exhaustively required, that they bend, confuse, and ultimately devastate our essence"⁶.

On one side and the other of the Atlantic Ocean, the great “puddle”, we live in a state of health emergency, which means confinement in houses or apartments and, with it, suspension of all face-to-face educational activities. Currently, the majority of countries around the world (one exception was Sweden) decreed the closure of educational centers (early childhood, primary, secondary and higher education). This measure, as raised by UNESCO, has adverse social and economic consequences for society. Mainly on issues such as: interruption of learning; mental health; insufficient feeding; lack of parental preparation for home or distance learning; unequal access to digital learning platforms; inadequacies in childcare; high economic costs; mechanical incidence in the health system; increased pressure for schools that remain open, a trend towards an increase in dropout rates, professional burnout, increased vulnerability rates, and physical and social-emotional burnout of teachers⁷. The educational field was severely disrupted because, although various natural or social phenomena had affected the educational system through closures and interruptions of educational establishments, in no other circumstance in history had the activities of more than 1,215 million students been suspended. students, of all educational levels, all over the planet⁸. The effect: health emergency and proliferation of emergent and emergency pedagogical practices.

Distance education is a technical hallucination, an alternative for those who have equipment of a certain quality with internet access in their homes and a great business for the controllers of the platforms, most of them with headquarters in the United States. But, unfortunately, there are too many students who do not have the technologies, nor the material, environmental and space conditions to be able to benefit from this option. Their educability conditions are complex. At the dawn of this second decade of the 21st century, there are millions of people in Latin America, but also in Spain, who do not have electricity in their homes. More specifically, only 4 out of 10 households in Latin America have an internet connection.

⁵ Heidegger, *Caminos de bosque*. Madrid: Alianza editorial. 1950.

y Claro y Mizala, *Didácticas para la proximidad: Aprendiendo en tiempos de crisis*. Propuestas de educación, trabajo interuniversitario Mesa Social COVID-19. Santiago de Chile: Pontificia Universidad Católica de Chile y Universidad de Chile. 2020.

⁶ Heidegger, *Construir, habitar, pensar*. Barcelona: Serbal, 98. 1951/1994

⁷ Murillo y Duck, Cinthia, El Covid-19 y las brechas educativas. *Revista latinoamericana de educación inclusiva*, 2020, vol. 14(1) 2020: 11-13.

⁸ UNESCO, “Interrupción educativa y respuesta al covid-19”, 2020. <<https://es.unesco.org/covid19/educationresponse>>, consultado el 13 de mayo, 2020.

Thus, for example, with Chile being one of the countries with the highest levels of connectivity, only about 57% of households have a fixed network connection. The situation becomes more difficult for native peoples. In this context of galloping uncertainty, we update Marcuse's critical approaches:

The foundations for building the bridge between "should be" and "being", between theory and practice, are laid out within the theory itself. Knowledge is transcendent (with respect to the world of objects, with respect to reality) not only in an epistemological sense, but above all insofar as it goes against the repressive forces of life: it is political⁹.

Social pedagogy has the great ethical and moral responsibility to create conditions for students to be self-reflective, well-informed and have the ability to unite learning with individual and social change¹⁰.

The teachers already manifested professional fatigue in a context of face-to-face education, now, when developing classes and in the context of a pandemic, stress and wear and tear increased significantly. All this is coupled with the hyperconnectivity that electronic devices promote today to generate a phenomenon baptized as "infoxication", Known more" formally as 'information overload', or 'infodemic', which is the result of the oversaturation of information about what happened in this pandemic, where false news or conspiracy theories are often shared, which generates an increase in the symptoms of anxiety and perception of stress"¹¹. Thus, those teachers who have mastery in technologies with a pedagogical sense, who know how to design learning processes in virtual environments, are the minority. The reality of schools in Latin America is that most of them do not have the necessary skills to take on this tremendous challenge. Thus, in several cases both the educational systems and their educational establishments have been faced with the harsh reality of having to become "distance education" schools overnight.

2. METHOD

"Who has something to live for, is able to bear any how"
(Nietzsche, 1888)

The methodology of this research is qualitative and arises from a comprehensive-interpretive paradigm, whose procedures are linked to the Grounded Constructionist Theory (TFC) approach applied to education¹².

⁹ Marcuse, *Un ensayo sobre la liberación*. Ciudad de México: Cuadernos Joaquín Mortiz, 1969, 25.

¹⁰ Freire, *La educación como práctica de la libertad*. Buenos Aires: Siglo XXI. 1974.

¹¹ Diario La Tercera. *Hartos de la pandemia: La fatiga emocional y mental que se apodera de la crisis*, 3 de julio de 2020.

¹² Corbin, & Strauss, Grounded theory research: Procedures, canons and evaluative criteria. *Qualitative Sociology*, vol. 13 1990, 3-21.

The TFC refers to the development of an emerging conceptual-theoretical corpus of data collected in a systematic and inductive way from field work¹³. The spiral and flexible character of the eminently inductive category construction process is recognized as a fundamental feature¹⁴. The design corresponds to an instrumental case study¹⁵. Along these lines, the emphasis on the discursive field is explained by understanding that “when communicating with each other, people inform about the context, and define it at the time of reporting; that is, far from being a mere backdrop or a frame of reference on what happens out there, language constructs the interaction situation and defines the frame that gives it meaning”. The work included three different phases in the process of producing results:

- 1) critical bibliographic review; 2) capture and treatment of new data from the application of semi-structured interviews; and 3) reduction of verbal data through open and axial coding with the use of the Atlas Ti software, version 7.5., in order to discover the concepts from the data revealed in the study; Subsequently, the unfolded codes resulting from the hermeneutical analysis were integrated to relate the categories, subcategories and codes in a work network.

The subjects participating in the study were 10 teachers, belonging to educational centers, chosen intentionally in the autonomous community of Andalusia, located in Spain. The interview is, for this research, the central instrument for collecting verbal data, which, with prior informed consent, was guided by a script of semi-directed questions to obtain open and dense responses from the participants, regarding a focus thematic of interest, which were carried out remotely¹⁶. For the transcription of data, the Jeffersonian conventionalism was used:

Table 1. Jefferson description conventions

Symbol	Name	Use
[text]	Clasp	Indicates the beginning and end of overlap between speakers.
(.)	Micropause	I think I [can't] [can't] do it A short pause, typically less than 0.2 seconds.
,	Coma	Indicates a temporary rise or fall in intonation.
UPPERCASE	Uppercase text	Indica grito o expresiones más sonoras que el resto.
underlined	Underlined text	Indicates scream or expressions louder than the rest.
:::	Two points	They indicate the prolongation of the immediately preceding sound. Fantastic.
? o (.hhh)		Audible inhalation.
(texto)	Paréntesis	Incomprehensible or uncertain fragment. It can be empty not to put what is believed to have heard. May be accompanied by time specification (not understandable 3.4)

Source: Maxwell Atkinson & John Heritage, 1984.

¹³ Denzin, & Lincoln, *The Sage Handbook of Qualitative Research* (3ed.). California: Sage Publications. 2005.

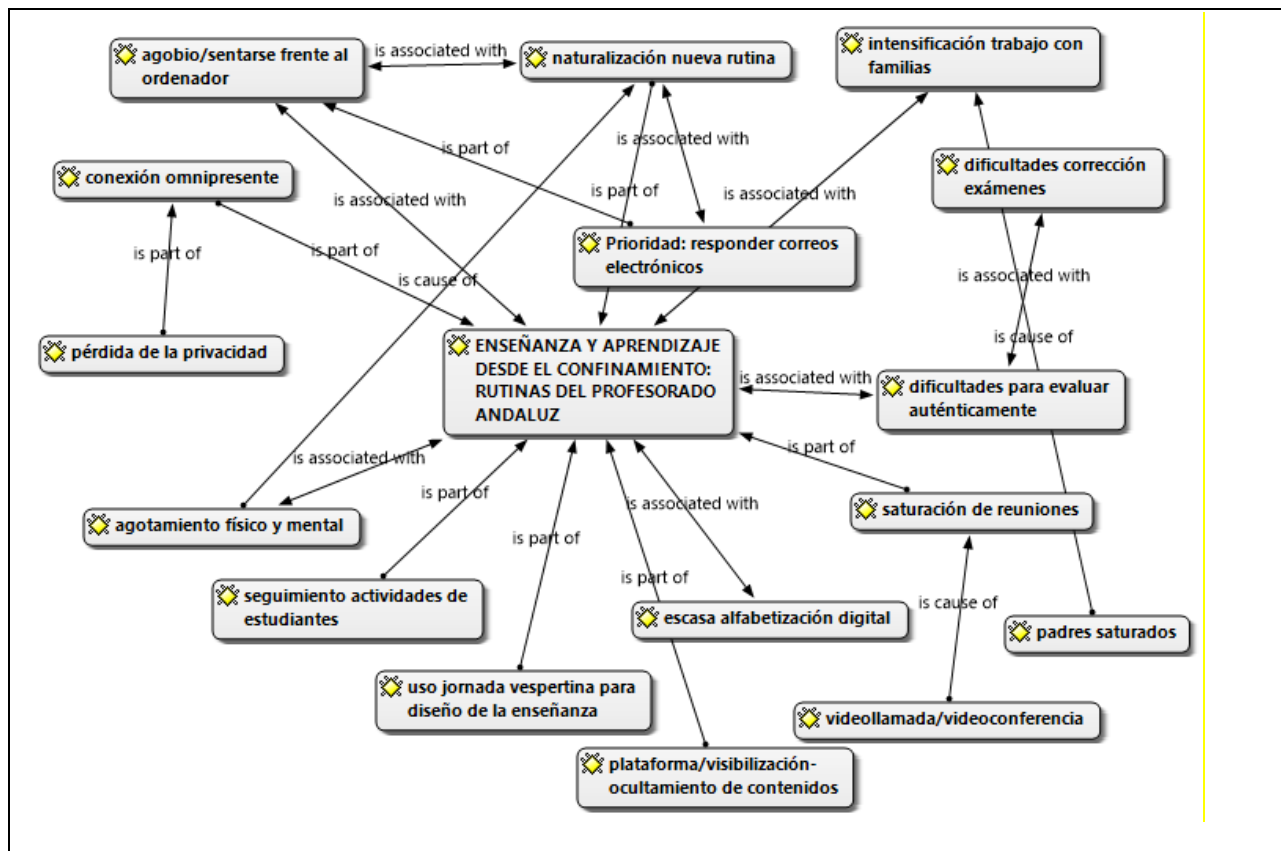
¹⁴ Flick, *Introducción a la investigación cualitativa*. Madrid: Morata. 2007.

¹⁵ Stake, *Investigación con estudio de casos*. Madrid: Morata. 1998.

¹⁶ Kvale, *Las entrevistas en investigación cualitativa*. Madrid: Morata. 2002.

3. ANALYSIS OF DATA

Network 1. Teaching and learning from confinement: routines of Andalusian teachers



Theoretical empirical sampling from axial coding

" Education is what remains after forgetting what has been learned in school". "True education is not content-based". (Albert Einstein).

The main codes surveyed from axial coding are the following: loss of privacy, physical and mental exhaustion, monitoring of student activities, use of the afternoon shift for teaching design, platform / visibility-concealment of content, video call / videoconference , saturated parents, low digital literacy, saturation of meetings, difficulties in authentically evaluating, difficulty in correcting exams, priority in answering emails, intensification of work with families, naturalization of new routines, overwhelmed / sitting in front of the computer and omnipresent connection.

Next, we present the empirical sampling of material (fragments extracted from the textualities transcribed with the Jeffersonian conventionalism) through the association code / empirical citation. Subsequently, the theoretical sampling is presented, whose function is to support or refute the empirical sampling from the accumulation of knowledge linked to the coded construct.

The "**new routine naturalization**" code is reflected in the following empirical quotation:
(...) Now I get up seven thirty = eight (.) I have near £ the class £ eh :: and at nine I am = nine = nine and something I am sitting in front of the ordinate (.hh) until the do = the do and pico = I do (.) the same class schedule (.hh) At twelve I make a :: one stop (E1: 45).

The expression "learn at home" has been the focus of various criticisms. The most repeated are based on the lack of equity in their deployment, the exacerbated use of technological resources and the density of activities and tasks that children and adolescents must perform. The premise assumes that all households have conditions for the study; for example, having a place to carry out tasks and concentrate on them, which is more complex in slums and informal settlements, where overcrowding is frequent. A certain principle of homogeneity is estimated, distant from the construction of adaptive, inclusive and collaborative learning environments¹⁷.

Regarding the code "**I use the evening shift for teaching design**", this is visualized in the following account of one of the interviews applied:

(...) And what is left without correcting I present it = I correct it the next day (.h) and the afternoon I dedicate it to programming eh :: the whole = the week :: next = the following week (.hh) because has a hard work :: = everything has to be prepared = pass it to :: PDF (.hhh) coordinate with the level (.h) and that's my route :: tina (.) (E1: 67)

The school has become an institution that is mainly responsible for the confinement of children and young people, within the framework of a rigorously established schedule, they internalize a study plan, using as a source of knowledge based school texts delivered by the state, and not necessarily the focus is on the development of meaningful learning. The other kinds of knowledge, those that life is demanding, those that arise from the need to obtain food to live, the dynamics of daily coexistence and what is said with certainty or error about the pandemic, simply are not part of the learning significant aspects of the student's life. As Durkheim assertively said, the object of education is not to give students more and more numerous knowledge, but to "create in him or her a deep and inner state, a kind of polarity of the soul that guides him or her in a defined meaning not only during childhood, but for the entire life"¹⁸.

For its part, the code "**overwhelm / sit in front of the computer**" is manifested in the following narrative:

"Well, I can tell about a day at home :: from confinement with my student = pu :: is (.) Is that life has ended (.) It turns out that I am ↑ all :: do the day sitting in front of the computer (.) (E2: 36).

¹⁷ Universidad Nacional Autónoma de México, *Educación y pandemia: una visión académica*. Ciudad de México: Instituto de Investigaciones sobre la Universidad y la Educación (IISUE). 2020.

¹⁸ Durkheim, E. (1890). *L'Evolution pédagogique en France*. París: PUF. 1890, 38.

The work / professional burden of teachers is correlated with the relevant increase in mental health problems and professional discomfort in the teaching profession, cited in specialized empirical evidence at a global level¹⁹.

Regarding the code "**physical and mental exhaustion**" this is evidenced in the following story:

(..) = because already (.) everything hurts (.) (.hh) eh incredible, let's go! One exhausts (hhh) I lie (.hh) physical and mental (.) because we are not used to (.hh) so well, then = the day :: becomes :: more and more (.) ↑ long ↑ - (...) (E2 / E6: 54/88).

This exhaustion is triggered by the demand for new tasks and roles that require more time for professional activities now at home, which translates into an increase in the chronic fatigue of teachers, as a result of overwork. The concept of intensification reduces rest time during the working day, even leaving no space to eat, leads to a lack of time to reform one's skills and keep up-to-date in one's own disciplinary field, causing chronic overload, it reduces adequate discernment, inhibits long-term planning and control over it favors dependence on the expertise of third parties²⁰.

The code corresponding to "**work with families**" is displayed in the following text obtained from the interviews:

(...) Every week I send a: n Word (.) So that :: and I send a series of activities (.) Throughout the week (.) ↑ and ↑ a challenge every week to :: motivate a little more the parent (.) eh :::

The main obstacles and challenges that families have faced in accompanying their children in school activities in confinement situations are related to at least three aspects, namely: a) lack of

¹⁹ Esteve, "Identidad y desafíos de la condición docente", en Tenti, E. (comp.). *El oficio de docente: vocación, trabajo y profesión en el siglo XXI*. Buenos Aires: IPE-UNESCO, siglo veintiuno editores. 2006; Esteve, Franco y Vera, *Los profesores ante el cambio social*. Madrid: Anthropos. 1997; Montgomery & Rupp, A meta-analysis for exploring the diverse causes and effects of stress in teachers". *Canadian Journal of Education*. vol. 28, n° 3, 2005, 458- 486; UNESCO, "Segundo estudio regional comparativo y explicativo: Los aprendizajes de los estudiantes de América Latina y el Caribe. Primer reporte". Santiago de Chile: Laboratorio Latinoamericano de Evaluación de la Calidad de la Educación-LLECE. UNESCO/OREALC. 2008; Valdivia; Avendaño; Bastías; Milicic; Morales y Scharager, *Estudio de la salud laboral de los profesores en Chile*. Santiago de Chile, Pontificia Universidad Católica de Chile. Escuelas de Medicina y Psicología. Facultad de Medicina y Ciencias Sociales. 2003; Kyriacou, Teacher stress: Directions for future research. *Educational Review*. vol. 53, n° 1,2001, 27-35; Hargreaves, *Profesorado, cultura y posmodernidad. Cambian los tiempos, cambia el profesorado*. Madrid: Morata. 2005; Cornejo, Variables y factores asociados al aprendizaje escolar: una discusión desde la investigación actual. *Revista Estudios Pedagógicos*, vol. 34, n°2, 2007, 155-175 y Travers y Cooper, *El estrés de los profesores: la presión en la actividad docente*. Buenos Aires: Paidós. 1996.

²⁰ Hargreaves, *Profesorado, cultura y posmodernidad. Cambian los tiempos, cambia el profesorado*. Madrid: Morata. 2005.

knowledge of strategies and techniques for active learning processes significant, b) difficulty in communicating from a formal academic language with their children, and c) little understanding of the intentionality, sequencing and timing of content and learning objectives, as well as the methodologies that teachers use in synchronous and asynchronous classes²¹.

The code "**difficulties for authentic evaluation**" is displayed in the following fragment of the interview:

(...) The stimulation activity: tion (.) Eh :: I am not seeing that this has benefit (.) Since it normally evaluates: mo: s for = through observation and dealing with the small and :: with this measure we cannot :: we cannot do it (E6: 98).

The fact that teachers have technological resources does not necessarily guarantee optimal learning results. It should be considered that one of the critical issues in teaching practices is evaluation, which in a situation of educational "normality" is complex and presents problems for teachers. In the case of distance education, it becomes more difficult because the model that underlies the Western educational system is schooling, and a shift towards a mentality more linked to authentic education and learning assessment implies having presents that premise in which to thinking about reforms, thinking must be reformed²².

Regarding the "**low digital literacy**" code, it is displayed in the following textuality:

(...) Is the introduction in = in the a: mbien :: tell you :: digital (.) Some parent has a lot of trouble: chí: simo (.) There is po: ca al: literacy digita: l in general :: And then I can: many times my role is reduced (.) to :: I can a bit as a manager :: Gem account :: password (.) :: ña :: of: navigator> that are compatible with the pass- <with the (.) platform :: rma = other than so: n (.) (E5: 54)

Undoubtedly, we are facing a new generation of children and young people who, in most situations, are linked to digital technology, which has transformed their ways of learning, interests and abilities. However, this does not translate into automatic learning with the use of technology; they know how to use it to communicate, interact on various social networks, but they do not necessarily use it as a resource to learn school content. In this sense, the school system lags behind in this task²³.

On the other hand, the "**saturated parents**" code is expressed in the following fragment narrated in one of the interviews:

²¹ Berrios; Buxarras y Garcés, Uso de las TIC y mediación parental percibida por niños de Chile. *Revista Comunicar*, vol. 45, 2015 161-168.

²² Morin, *La mente bien ordenada. Repensar la reforma reformar el pensamiento*. Barcelona: Seix Barral. 2004.

²³ Chul-Han, *En el enjambre*. Barcelona: Herder Editorial. 2014.

(...) Also: I wanted ::: re: strapping that: the parent is very = very = very saturated (0.2) there is little coordination, it seems to me: e: n ::: what not ::: the guideline that we di: eron when (.) the pandemic was declared (.) there is no guide: common: n: (E7: 23).

The mothers of families state how their work has multiplied in the face of the “new responsibilities assigned to them”; It is no longer just taking care of their home and work, but also supporting children of different ages in the tasks that they request²⁴.

Another code that appears, not only frequently, but with a manifest illocutionary relevance is “**priority: answering emails**”. This coded label is evidenced in the following fragment of the sampling of the material obtained from the interviews:

(...) :: now :: after ↑ do month ↑ (.) Yes :: pue when I get up (.) In the morning: eh :: me :: I approach: the table I have at work :: jo I turn on the computer and the first thing I do is: check the email (.) since I work :: with the classroom platform and: each :: comment: o = each :: task that the student does (.) for me an email arrives = [...] (E6: 23 / E4: 56 / E7: 101).

In relation to the code “**student activities monitoring**”, this is visualized in the following empirical fragment:

Once you see that I have (.) All the :: that = that I do all the answer to all the doubts about :: what :: the exercise of the alumno (.) And yes = class by class (.) I start looking at task (.) because a = daily a (x) a ha: ce :: once they were all day (.) now already (.) the front (.) is a = open a lot (.) and every: do: day = every third day: (E9: 23)

This code is directly related to the assessment processes and cultures that are installed in schools. The monitoring of children's activities must be consistent with the idea that people in early training processes are going to make multiple mistakes, the creative impulse is born from the relationship between what is known and what is ignored. " Children's doubts and mistakes, in interaction with their acquired knowledge and skills, are what can mobilize the new moments of school learning²⁵.

Another code closely linked to the bureaucratic activities of the schools corresponds to what we have labeled as “**meeting saturation**”, which is visualized in the following empirical quote:

²⁴ Universidad Nacional Autónoma de México. *Educación y pandemia: una visión académica*. Ciudad de México: Instituto de Investigaciones sobre la Universidad y la Educación (IISUE). 2020.

²⁵ Calvo, Del mapa escolar al territorio educativo. *Revista de Pedagogía*, vol.34, n°14, 1993, 51-77 y Lacueva, La evaluación en la escuela; una ayuda para seguir aprendiendo. *Revista da Faculdade de Educação*, vol.23, n°1, 1997, 1-12.

(...) When ↑ I do not have any meeting that normally every day (.) There is a meeting of some hour = either tutor: or department :(.) Or have: mo ::: la: reu: ni: : number of educational team :: eh ::: n: normally a week I have (.) three: to four meetings (.) (E1: 24).

The basic object of all organizational design refers to the division of labor within an organization and how to ensure that units remain coordinated in their efforts to achieve the institutional mission. The purpose of the division of labor is to streamline the work performance of the school organization by allowing people to specialize in a certain task or function. In this way, the division of labor implies a differentiation of the tasks to be carried out and a degree of specialization of the units in an organization, and this implies holding quality meetings, better professional conversations, so as not to waste time²⁶.

Another relevant code in this research is what has been called "**exam correction difficulties**", which is corroborated in the following narrative:

(...) Then (.) I began to correct: r fifty-five I examined the ::: Friday morning and I have put = and I have finished today at sei (.) All day a ra: to = a ra: : to quite long = because they are a document (.) they are a Word file and you have to correct the spelling :: a = the expression :: n (.hh) in the end (.) and :: then later if they are well contained: : do and all (.) with which it is very difficult to = to correct (.)

One of the tasks that occupies the teacher the most time is the correction of contests or exams. This practice is overwhelming, not only in distance education, but also in face-to-face classes. The new and senior teachers, faced with this reality, are permanently trapped, disarmed and bewildered when they find that they must correct endless batches of tests, and happiness comes when they have managed to correct that "pile of exams" (the maximum mess happens when they misplace one). And it is that the real practice of teaching does not respond to the ideal schemes with which it had been formed. Veenman²⁷ uses the concept of reality shock to describe that rupture of the idyllic image that is going to enter into crisis due to the contradiction between his real self, what he sees that he is achieving, and his ideal self, what he would want to do or what he thinks he should do. Being a teacher is more sacrificing than people outside the pedagogical field think they know.

Another code that appears repeatedly is "**video call / video conference**", which is evidenced in the following story:

(...) Then I had a :: at die (.) I had a videoconference with the classmate: of :: class of the :: of the ::> of the = of the <ESPA adult education = of what = from what- of

²⁶ Bess & Dee, *Understanding College and University Organization: Dynamics of the system*. Virginia: Stylus Publishing, LLC. 2008.

²⁷ Veenman, Perceived problems of beginning teachers. *Review of educational research*, vol. 54, n°2, 1984, 143-178.

what graduated in ESO (.hhh) because :: there we work by area and then we had a conference between the four :: tro = a video call (.hh) to see: how were we going to :: a evaluate: lo (.) that lasted :: about an hour :: ra and a half: day out there (.) that is = I did not put the die = pue until the on: ce and a half (.) (E10: 56) .

Video calls have become a daily practice since it spread around the world thanks to Covid-19, to support teleworking or to chat with friends and family. But it has also become a support for the health emergency, through emergency video calls, allowing live access with people with coronavirus symptoms, helping to reduce contagion by contact²⁸.

The code "**platform / visibility-concealment of content**" is expressed in the following text:

(...) I have finished correcting it ↑ but :: ro ↑ with care not :: that the :: kid: they will not see :: the: note = because (.hh) eh :: nor give the exam in his = on your :: the platform (.hhh) because: what ::> in class when I see it I examine it :: I like to show it to you one by one to explain <what :: it :: the doubt and fail it (.) but here they start hiring n: ota = I don't agree with this> and such and what <then (.hh) do you: nía: put me on the platform: rma pa :: ra (.h) hide the note (.) (E7: 94).

Currently one of the most widely used platforms for developing online classes and managing instruction is Blackboard Collaborate, a real-time video conferencing tool that allows teachers to add files, share applications and use a virtual whiteboard to interact. The collaborate experience opens directly in browsers without the need to install any software to join a session (https://help.blackboard.com/es-es/Blackboard_App/Collaborate). Another code that appears in the interviewees' account is "**omnipresent connection**", which is displayed in the following text:

(...) Now everything I have online = everything I have course (.) Virtua :: le = your course through the re :: eh :: and apart (.) Publicize: through the: platform Colabo :: ra de everything that is done :: in the center: = size: re = I don't know how: nto :: good: everything ↑ no ↑ eh :: and then this forces you to be (.) continuously: you connected (.) the twenty-four hour of the day (.) (E8: 54).

For many families, screen time increased dramatically. To support remote learning, a large number of schools distributed laptops or tablets to each student, so access to screens has increased exponentially. Being connected most of the day to cell phones and computers will end up corrupting the character of the teacher. In this context, it is argued that job insecurity and character fragility, which due to the omnipresent connection could corrupt the teacher's character²⁹.

²⁸ Diario La Tercera, *Videollamadas de emergencia: monitoreo por el Covid-19*, 26 de mayo, 2020.

²⁹ Sennet, *La corrosión del carácter. Las consecuencias personales del trabajo en el nuevo capitalismo*. Barcelona: Anagrama. 2006.

Finally, we have the code "**loss of privacy**", which is expressed in the following empirical boot:

(.) then- is that ya = it is as if :: ya la :: in your intimidation and in your private life
t: ie :: ne (.) completely involved in the subject of work (.) in the other way = you
finished at three (.) and in the afternoon (.hhh) well- you continued working = but
not yes or = yes or = without that invasion ↑ no ↑ of intimacy = but now it is that-
the virtual invasion I have : continues from today morning until afternoon (.) (.hh)
because :: the student (.) and the: partner and I do it too ↑ no ↑ like :: n: o: for virtual
communication = there is no ↑ schedule ↑ then that disconnection (.) digital (.) does
not exist (.) before maybe it existed (.) on weekends for example (.) but :: no longer
exists (.) and hemo cue = the :: we are fully :: fully connected = we are (.) toi :: side
but not disconnected (.) continuously: te (.) (E8: 90).

Today, for the teachers and also for the students, the private life of the home has become blurred. The particularities of commitment are evident in teachers who firmly believe that they can make a difference in the learning and results of their students because of who they are, what they know and how they teach, and from their private spaces they teach generating a new and unprecedented symbolic interaction, albeit foreshortened in nature, with his students³⁰ (Day, 2009).

What do we propose?: adopt the bamboo philosophy

But where there is danger / what saves us grows. / In the darkness live
the eagles / and intrepid the children of the Alps / flank the abyss / on
fragile bridges (Holderlin)

Bamboo is an incredible plant, full of unique characteristics that make it an excellent image to draw for the new teachers that we yearn to train. The first thing that strikes you is its vitality: the intense green, sometimes mottled with citrus and pistachio colors, makes its steely trunks an evocation of life. It is like a spiral of energy contained within a cylinder with a simple, glossy surface. To contemplate how they rise in silence, section by section, towards the sky with dignity and nobility, it really moves. The bamboos side by side share light, water and their arms and leaves intertwine without getting in the way or hoarding energy. Each one has its originality and space, but at the same time they are part of a harmonious set, full of beauty. If we look at its trunk in more detail, we see that its molecular structure makes it capable of adapting to different weight and climate circumstances of its surroundings, but it is firm at the same time, it is not gelatinous. It is as if it had thousands of vertebral columns within its trunk, giving consistency and shape to its stylized and resistant silhouette³¹.

³⁰ Day, A Passion for Quality: Teachers Who Make a Difference. *Schrift voor lerarenopleiders*, vol.30, n° 3, 2009, 4-13.

³¹ Ried, *La filosofía del bambú. Personas firmes y flexibles para el mundo de hoy*. Santiago de Chile: Ediciones B. 2016.

The seven lessons of bamboo are as follows: 1) Strong, better than great, 2) flexibility in the face of adversity; 3) Grow down first; 4) the reflection is seen only in calm waters; 5) fall seven times, get up eight; 6) continuous growth and 7) sometimes the simplest is the most useful. Bamboo does not grow rapidly no matter how much it is watered and fertilized, in fact, it does not come to the surface during the first seven years. This would make any grower think that the seed is not fertile, but nothing is further from the truth, after seven years the Bamboo begins to grow strongly until it reaches thirty meters in height in just six weeks. This is because the bamboo during the first seven years is dedicated solely to strengthening and developing its deep roots, and after those years it is when it begins to really grow. If in the seven years it is not cared for and pampered, it is not watered and fertilized every day, it will never grow and the bamboo will end up dying. Life is like bamboo. Things do not bear fruit overnight. They need patience, perseverance, to carry out each and every day small actions, which tomorrow will end up bearing fruit³².

4. CONCLUSIONS

It is possible to verify that a peculiar transition has been experienced from the school classrooms and the spaces for recreation, leisure and rest, to the bedrooms and dining rooms of the houses and, in the case of primary, preschool and differential education (especially, it has been This new and temporary normality (because the pandemic will cease its mission) started from the premise that in each home there were enough computers and optimal internet connections required of the unavoidable participation of mothers and fathers of the family to address problems of a strictly academic nature.

Too many questions arise. Does the curriculum have a mobile and transferable condition to develop didactic transpositions at home? Do mothers and fathers have the basic knowledge to accompany children in the fulfillment of their tasks? Can it be transferred to the daily coexistence screen? Formal school life, including the hidden curriculum, takes place between screens, emails, chats (Whats App), meet, zoom and classroom.

Learning to live requires not only knowledge, but also the transformation of people's own being, learning to face uncertainty and complexity. The social distancing proposals that have emerged from the states have been concerned with designing and proposing digital programs and even open television with content aligned with the school curriculum, which again means going to school in another way and losing the opportunity to bring schools closer to wealth. of the various worlds of life that the school is unaware of. Today the most important challenge is the learning that we can obtain from this painful situation, which implies that the linear coverage of the curriculum should not be the most relevant.

The pandemic has revealed inequity from a digital divide that has become even more visible in this time of emergency distance education. Likewise, we consider that the outdated idea that the

³² Ried, *La filosofía del bambú. Personas firmes y flexibles para el mundo de hoy*. Santiago de Chile: Ediciones B. 2016.

school should educate for an education of the future failed, because in a certain way the future has arrived and in a certain way the prophecies raised by Ivan Illich with his work *The deschooling school* or by Everett Reimers *The school has died*, sentences carried out with the provisions associated with social distancing.

The task of teachers is problematic, complex and difficult. But it is especially overwhelming in this exceptional situation. An unpredictable situation that will last in time is unknown how long, increasing uncertainty. We want to ask these dedicated and silent professionals the admiration, affection and gratitude they deserve. They do not save lives physically, but they cultivate the mind, teach values and take care of the heart. Although deep learning is something that is always talked about, this scenario, in which we find ourselves outside the classrooms, further highlights the need to identify the fundamentals and have meaningful, authentic learning experiences with the protagonist of the student.

This research is a first approach, by way of an inquiry carried out in the midst of a pandemic, necessarily unfinished, that we make available to the international scientific community.

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