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Online teaching experiences of language teachers in higher education in the confinement period

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Abstract

The inclusion of information and communication technology has been a challenge for higher education institutions in the confinement period caused by the COVID-19 pandemic. Mexican educational institutions seem not to be prepared to face that demand due to the lack of technological resources and lack of internet connection (INEGI, 2019). In the confinement period, in Mexico, face-to-face institutions turned into eLearning to continue students' education. The use of ICT demands teachers to develop digital competencies to make learning a successful process. This descriptive-exploratory qualitative study aimed to identify the online teaching experiences of language teachers in the confinement period. The results showed that some teachers became social tutors, while others were cognitive tutors. Besides, they had positive online teaching experiences, which led them to grow academically, be in touch with their students, develop, and select materials. However, the increase of time and overwork, lack of internet and computer essential tools, and students' low commitment affected teachers physically and emotionally, causing them to lived negative online teaching experiences. Teachers were having a difficult time trying to fulfill their responsibilities, and it seems that they were not considering students' learning styles in their online teaching practice.

Keywords: eLearning; experience; higher education; online teaching

[es] Experiencias de enseñanza en línea de profesores de idiomas en educación superior en el período de confinamiento

Resumen

La inclusión de tecnologías de la información y la comunicación ha sido un desafío para las instituciones de educación superior en el período de confinamiento causado por COVID-19. Las instituciones educativas mexicanas parecen no estar preparadas para enfrentar esa demanda por la falta de recursos tecnológicos y la falta de conexión a internet (INEGI, 2019). En el período de confinamiento, en México, las instituciones presenciales fomentaron el aprendizaje electrónico para continuar la educación de los estudiantes. El uso de la TIC exige que los docentes desarrollen

competencias digitales para que el aprendizaje sea un proceso exitoso. Este estudio cualitativo descriptivo-exploratorio tuvo como objetivo identificar las experiencias de enseñanza en línea de los profesores de idiomas en el período de confinamiento. Los resultados mostraron que algunos profesores se convirtieron en tutores sociales, mientras que otros fueron tutores cognitivos. Además, tuvieron experiencias positivas de enseñanza en línea, que los permitió crecer académicamente, estar en contacto con sus alumnos, desarrollar y seleccionar materiales. Sin embargo, el aumento del tiempo y el exceso de trabajo, la falta de internet y herramientas informáticas esenciales y el bajo compromiso de los estudiantes afectaron física y emocionalmente a los docentes, provocando que vivieran experiencias de enseñanza en línea negativas. Los maestros estaban enfrentando dificultades para cumplir con sus responsabilidades y parece ser que en su práctica docente en línea no consideraron los estilos de aprendizaje de los estudiantes.

Palabras claves: aprendizaje electrónico; experiencia; educación superior; enseñanza en línea

Summary: 1. Introduction. 1.1. Teaching experience. 1.2. Information and communication technology (ICT). 1.3. Types of tutors in the eLearning instruction. 2. Methodology 2.1. Research design. 2.2 Research question. 2.3. Objective 2.4 Participants. 2.5. Instruments. 2.6. Procedure and data analysis. 3.1 Positive online teaching experiences. 3.2 Negative online teaching experiences. 4. Conclusions. References

1. Introduction

The information and communication technology (ICT) help teachers construct emerging teaching and learning processes. In terms of technology, classroom transformation offers more individualized learning settings (Fedorenko, Velychko, Stopkin, & Chorna, 2019; Rodríguez & González, 2018). As technology and ICT are increasing nowadays in the educational, social, and working contexts, educational institutions need to prepare students to interact in the technological era (Rodríguez & González, 2018).

Although face-to-face classrooms are the most common place where learning occurs, teachers are implementing innovative pedagogical strategies and ICT to work with students (Buttar, 2016; González-Zamar & Abad, 2020; Sánchez, Añorve, & Alarcón, 2017). In Mexico, most of the institutions are traditional face-to-face settings. The total number of undergraduate students enrolled in face-to-face institutions is 3610,744 over 641 411 learners who study in the blended or online mode (SEP, 2019).

Statistical data indicate that in Mexico, students commonly select traditional face to face institutions. Mexican institutions can not move to the online modality since less than 50% of its population has the technology and the Internet at home. Specifically, in Puebla State, only 45% of families have internet connectivity, 44.9% have a computer, 73.5% have a cell phone. In total, 89.0% of people with cell phones connect to the Internet using a data connection or mobile connection. A minor number of cell phone users (11.0%) access the Internet via WiFi. These data suggest that the modality online in Mexico would be exclusive, taking into account the high number of students who do not have the sources and requirements that come along with it (INEGI, 2019).

The current health problem caused by the COVID-19 pandemic obliged people to confine in their houses to turn traditional face-to-face classrooms into online ones. After considering these data, a research question arose: What online teaching experiences teachers of a high education institution have lived in these months? They have to work with students enrolled in face-to-face programs. The purpose of this study was to explore the online teaching experience that teachers have lived in the online modality with students whose school context was the face-to-face classroom.

1.1. Teaching experience

Commonly teaching experience is seen as the number of years teachers have dedicated to teaching; they are inexperienced or experienced teachers in this respect. In this study, teaching experience refers

more to a temporary event that occurs to a teacher in the abetted process to promote learning, which affects and uniquely transforms teachers through the interaction with their environment.

That idea came out after seeing the definitions of teaching and experience separately. Edel (2004) considers teaching as a process where teachers transmit knowledge to students about a subject. In this view, it seems that the educator's role is more appropriate to a teacher-centered approach to teaching where the teacher's primary function is to convey knowledge. Another proposal suggests that teaching is "a set of events, outside the learners designed to support the internal process of learning" (Sequeira, 2017, p.4). In the same vein, Mohan (2019, p.83) considers that teaching is "the process of assisting other people in learning the things you already know." The three definitions suggest that teaching is an abetted process to promote learning.

Regarding experience, it is the totality of the individual's relationships with their environment composed of an active and passive element (Dewey, 2010). In Larrosa's (2009) view, the experience happens, transforms, and allows individuals to relate to something that involves, affects, and uniquely transforms the individuals. As far as Zambrano (1989) concerns, the experience is knowledge linked to a lived and temporal happening. Thus, the researcher considers that experience is a temporal event that affects and uniquely transforms individuals through interaction with their environment.

1.2. Information and communication technology (ICT) in education

Higher education institutions have changed since teachers began using ICT in their classrooms since four decades ago (Conceição, 2006; Islam, Mok, Gu, Spector, & Hai-Leng, 2019; Molla, 2020; Zia, Ilahi, & Khan, 2018). The ICT emerged in industrial countries; it is a sophisticated tool system that offers a wide range of communication possibilities. It challenges to higher education institutions to try a new educational paradigm. This paradigm arose up-to-date interactions between teachers and students, emerged synchronous and asynchronous communication, provided information fast and cheaply, and disappeared time barriers (Albero, 2002).

The introduction of ICT in the classroom resulted in eLearning (Bair & Bair, 2011; Singh, O'Donoghue, & Worton, 2005). It brought flexible schedules for teachers and students, synchronous and asynchronous interactions, and working place selection. Students use distance education at their interest and time convenience (Conceição, 2006). Despite the benefits ICT offers, some higher education institutions reject eLearning (Singh et al., 2005). The ones who accepted it must pay attention to financial limitations and technology implementation (Hartley, 2007; Kim & Bonk, 2006). Moreover, it must be adequate to prevent dropouts (Bair & Bair, 2011). The use of ICT demands teachers to develop digital competencies to make learning a successful process, to train in the ICT field, to supply material and resources to reach the learning objectives, to help students become independent and autonomous learners, and to interact with students (Rodríguez & González, 2018).

Information and communication technology plays four different roles in education. ICT can be informative since students can obtain information through different audio and visual sources. It can be situational when students can perform some tasks as if they perform in a real context. It also can be constructive when students can work and analyze information. Moreover, fourth, ICT can be communicative since it helps establish communication no matter the distance and time (Zia et al., 2018).

Researchers are investigating different issues of online teaching. They present the roles of technology in online environments (Ellis & Bliuc, 2019). Besides, others searched for successful online teaching practices (Baran, Correia & Thompson, 2013). Others show the roles and types of online tutors. Those studies used categories proposed in studies carried out from 1992 to 2003 (Cornelius & Higgison, 2000; Conceição, 2006; Guasch, Alvarez & Espasa, 2010; Rosell-Aguilar, 2007). Other studies present frameworks to guide teachers to work online in general (Bair & Bair, 2011; Smits & Voogt, 2017) and specifically in the COVID-19 contingency (Reimers, & Schleicher, 2020). They have also studied teachers' attitudes and engagement towards online preparation (Zhang & Liu, 2019). Those are the topics researchers are inquiring; it is convenient that among the studies, researchers are providing insights to new online teachers, so they know about their roles as online tutors.

1.3. Types of tutors in the eLearning instruction

An online tutor helps online students learn efficaciously (Cornelius & Higgison, 2000). There are different types of online tutors, it depends on how they interact with students in online environments, and the ICT tool they employ to work. Lamy & Goodfellow (1999) distinguished two types of tutors while working online non synchronically, the cognitive, who focuses on knowledge construction, and the social one who pays more attention to interaction. Hauck & Haezewindt (1999) distinguished specific roles in each type of tutor and realized that the roles tutors assume are mainly social. Shield, Hauck & Hewer (2001) added another type of tutor, the administrative one. Also, Goodyear, Spector, Salmon & Tickner (2001) suggest different kinds of tutors.

Table 1
Online Tutor styles and roles

	Tutor style	Tutor's Roles
Shield et al. (2001)	Cognitive	content expert observer co-learner
	Social	human being compere nervous parent co-learner
	Administrative	troubleshooter convenor Time keeper Nervous parent
Goodyear, Spector, Salmon & Tickner (2001)	Content facilitator Technologist	Verifies students' understanding Selects and prepares the learning environment
	Designer Manager	Creates learning material Concentrates on administrative issues
	Process facilitator	Provides online learning resources
	Advicer Assesor Researcher	Assists learners individually Supervises, grades, feedbacks Contributes to new knowledge on online teaching practices

Note: Retrieved from Shield et al., 2001. p.79-82 and Goodyear, et al., 2001. p. 69

Thanks to those contributions, teachers can know what to do and conduct in an online environment. In this sense, Berge (1995) pointed out four conditions that can make tutors succeed in online teaching. The pedagogical condition where tutors inquire students, promote discussions and feedback. The social condition ensures the members' interaction and collaboration in the group. The managerial condition allows the organization of timetables, norms, and ways of working—moreover, the technical condition where teachers select the technological tools to make online working cozy. Berge suggests online tutors how to work efficiently in each of the four conditions.

The studies showed some guidelines for online teachers to set the basis to promote learning in a mode where some societies are not ready to work. They mentioned some requirements online teachers

must fulfill, displayed the amount of work that teachers have to carry out in the online mode, and presented online teachers' qualities, roles, and types of online tutors.

2. Methodology

This descriptive-exploratory qualitative study was done in a higher education institution to identify the online teaching experiences of language teachers in the confinement period who were working in a new teaching context. The way teachers perceived this phenomenon was reflected in the experiences they shared in the interviews. The data was analyzed traditionally using the content analysis technique to grasp the participants' meaning regarding the study phenomenon. That technique took the research to recognize patterns in which the data emerged through careful and repetitive readings of the participants' texts. Those texts described the teaching experiences the participants were living; then, the main topics were classified in categories based on the similarities found in the interviews. Consequently, the results were sent to the participants to corroborate meaning, and the results were compared and confronted with similar studies (Monje, 2011).

2.1. Research design

This qualitative research explored the experiences of face-to-face teachers who have performed as online teachers. With this approach, the researcher could "deepen about knowledge and understanding of why social life is perceived and experienced as it occurs" (Bautista, 2011, p. 35). A qualitative study allows the researcher to reveal the meaning of participants' experiences in an objective, accurate and precise way (Monje, 2011).

2.2. Research question

What are the online teaching experiences that language teachers have lived in the online modality with students whose school context was initially the face-to-face classroom?

2.3. Objective

The purpose of this qualitative research was to explore the online teaching experience that teachers have lived in the online modality with students whose school context was the face-to-face classroom. Thus, this study's objective was to identify the online teaching experiences of language teachers in the confinement period.

2.4. Participants

The process to select the participants was the volunteer participant sampling; teachers of the language teaching school received an invitation to participate in the study, which 25 teachers accepted. This kind of sampling is non-probabilistic since it does not look for statistical generalization (Hernández Sampieri, Fernandez Collado & Baptista Lucio, 2014). The size of the sample consists of 5 men and 20 women. Their ages range from 33 to 58. Their degrees are bachelor, master, and doctorate. They are teachers of an English language teaching major, a public higher institution located in Puebla city, in Mexico. This institution offers mainly traditional face-to-face classes, but there are a few online and blended programs. The majority of participants were not involved in the online mode; however, since March 23, the participants must be working online for the sanitary measures taken to prevent the outbreak of the COVID-19. Teachers must work online on their regular schedules and report the advance and work done in the sessions.

2.5. Instruments

Considering the study's objective, the researcher selected the interview to gather the data. With this research tool, the interviewer and the interviewees construct the phenomenon's meaning through questions and answers (Janesick, 1998 as cited in Hernández Sampieri et al., 2014, p. 403). In the interview, 13 questions were asked. The first three questions were to collect sociodemographic information, such as age, sex, and education level. Questions 4-7 asked for the way teachers were working in the confinement period. Questions 9-12 looked for the positive and negative online

teaching experience in the confinement period; they were vital to answer the research question (9. As an online teacher, have you had any favorable teaching experiences in this contingency period. Which have they been? 10. As an online teacher, what has been the best thing you have experienced in the different subjects you teach? 11. As an online, have you had any negative teaching experiences in this contingency period? Which have they been and 12. As an online teacher, what has been the worst thing you have experienced in the different subjects you teach?). Question 13 asked for extra information that participants considered as an essential part of their teaching experience. The instrument was sent along with the informed consent to the participants. The participants received the documents online. The researcher received their answers from May 30 to June 13.

2.6. Procedures and data analysis

In the treatment of the data, the researcher respected the participants' voices since the researcher's point of view was put aside and kept anonymous and confidential the participants (Gibbs, 2007). The content analysis technique was selected; it allows the researcher to analyze phrases or words, extract their meaning; to classify and code different topics, phrases, and words into categories (López, 2002). The type of coding was open: the researcher read the interviews several times to identify segments and content units. Some scrutiny techniques were employed to make the categories; those techniques were the repetition, the similarities, the differences, the examples, and material related to the theory (Hernández Sampieri et al., 2014). The coding allowed two categories by retrieving sections of data linked thematically (Gibbs, 2007). In the decoding process, the researcher read the participants' answers several times. Then, she started labeling the information with words that were later classified by topics. The topics were then integrated into two categories that correspond to experiences that facilitated and those that hindered online teaching experiences. The selected data directly answered the research question.

3. Results and discussion

3.1. Positive online teaching experiences

The results showed positive and negative teaching experiences. In the positive ones, teachers gained some benefits in their teaching field since they tried a new teaching method, learned about ICT, became material designers, and kept communication with students (See figure 1). The informants mentioned a lack of information and tools to give online classes; this condition is similar in other contexts (Zambrano Acosta, Arango Quiroz & Lezcana Rueda, 2018). Some researchers consider that some institutions are not prepared to move from face-to-face mode to online mode (Garrison & Vaughan, 2008). Other researchers affirm that teachers have insufficiencies regarding the existence and the use of different technological resources such as educational software, presentations, video conferencing, and webpages (Fandiño Parra, Cardona Serrano & Galindo Cuesta, 2014). In this study, those opinions were confirmed since teachers mentioned that they must explore and learn about ICT to work online.

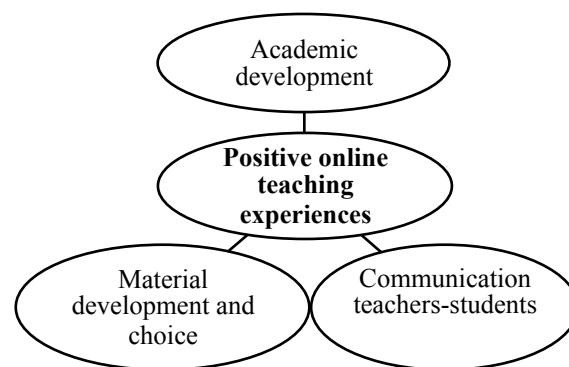


Figure 1. Positive online teaching experiences. Source: own creation

Some informants mentioned that working online made them learn to use applications and platforms to work in the contingency period. The knowledge they gained about ICT tools were the source of positive online teaching experiences. Four participants said:

"I Explore and use different applications and digital resources." (I2)

"I have learned a lot about technology for academic purposes." (I10)

"I learned to use platforms, and in some cases, I felt that my students had accepted this way of work." (I11)

"I have learned to use an-app." (I24)

Teachers mentioned that they were using different platforms and applications, which allowed them to work synchronously and asynchronously. Some teachers used Google Classroom, Edmodo, Schoology, where they provided material and checked homework mainly. The platforms they selected coincide with a study where inexperienced online teachers focused on providing enough content to the learners (Conrad, 2004). This information reflects the participants became cognitive tutors whose primary role is linked to a content provider (Shield et al., 2001) or a process facilitator (Goodyear et al., 2001). On the other hand, some teachers established direct communication with students. Thus they selected Zoom, blackboard, Google meets, and Microsoft team to have video conferences.

Some participants agreed that the source of positive teaching experiences was communicating with their students through emails, Whatsapp, and video conferences. They became social tutors whose role was as a human being because some teachers were flexible to interact with their students at any time (Shield et al., 2001). They mentioned:

"I have been in contact with my students and have provided feedback and activities. We have spoken through messages or video calls and in this way I have explained some issues or resolved some doubts." (I13)

"The communication with my students was excellent, by phone, WhatsApp, Facebook, Edmodo, or by mail. We continue working, as usual, we do not see each other." (I15)

"The part of getting to know the students a little more in a different way has helped me a lot. Their response, in other words, many have thanked me for giving explanations and not just leaving tasks." (I21)

Teachers became advisors, assessors, technologists, content facilitators. Based on the roles they assumed, it can be seen that they considered the pedagogical, social, and technical condition which help teachers obtained successful learning results in the online environment (Berge, 1995).

Some teachers pointed out that teaching online let them create learning material and choose the activities and materials. These months, teachers became online material developers and designers (Goodyear et al., 2001). Three participants said:

"The best of this period was the design of activities and extra-material to work on the course content." (I16)

"Design new activities and material according to the course content." (I17)"The freedom to choose content and create activities and materials that allow students to interact and learn at their own pace." (I19)

According to Baçal (2013) and Izquierdo (2011), designing materials is common to online teachers, but creating the material must be based on online material development principles. Teachers must be aware that their material needs to be clear and instructive enough for their students to work independently (Baçal, 2013).

The positive online teaching experiences showed that teachers could adapt to the new way to work with their students. Online teachers have to select materials to provide the necessary materials. According to López Berlanga, Vieira Barros, & Sánchez Romero (2019), digital inclusion is

successful when the selection is appropriate. Based on the teachers' experiences, it seems that the selection of the applications and platforms was appropriate to keep teachers and students in touch and work asynchronously. Their decision made it possible to continue working through the term. Moreover, the participants did similar things to the ones found in (Baran et al., 2013) that helped teachers succeed in online teaching, such as designing materials, knowing their students, matching the class design to their students' needs and communicating frequently.

It seems that teachers consider the conditions (Berge, 1995) necessary to have successful teaching practices. The pedagogical with video conferences; the social with video conferences and communication; the managerial with the norms of working, and the technical with selecting the platforms and technological tools to fit students' needs. Despite their effort and changes to keep on teaching, teachers lived negative online teaching experiences, too.

3.2. Negative online teaching experiences

There were different causes of why online teaching experiences became negative. The main one was the lack of equipment and connectivity to the Internet and internet service failures. Another source of negativity was students' non-engagement in the new way of working. Some students did not appear in the synchronous classes; participated a little in the online sessions; did not do homework. Teachers suffer from lack of communication, physical pain, stress, anxiety, administrative pressure, increased workload, an increase of time, and problems to feedback students (Figure 2.)

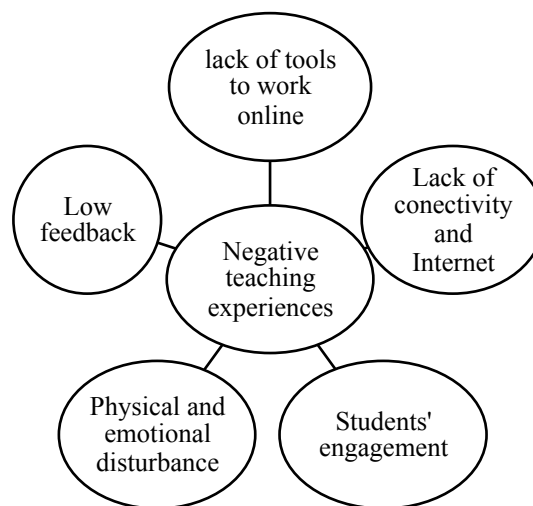


Figure 2. Negative online teaching experiences. Source: own creation

It was anticipated that the lack of technological resources and connectivity would affect students' attendance and stay in online work. INEGI (2019) results showed that less than the population has a computer. A higher amount of Puebla population has cell phones, but connectivity to the Internet is restricted, and Internet users have to pay for it. Some participants mentioned that the classes' attendance was affected because their students did not have the primary sources to work online. The participants commented:

"Not all students have access to the use of the platform or Internet." (I2)

"Not all students connect; the internet fails." (I4)

"The lack of infrastructure on the part of the students since some do not have computers to carry out activities remotely. Some students live in communities where access to the network is complicated". (I7)

In those experiences, some students were automatically excluded from the online sessions since the beginning of the contingency. Those who could attend classes online did not engage in them; their participation was low, and cheated on the tasks. Four informants said:

"That some students only entered the session, but they did not participate" (I10)

"When students cheated on the tasks, they asked some relatives or friends to do their homework, they handed in perfect tasks and in Zoom meeting where we talked about the exercise experiences, they couldn't say their name or good morning in English" (I22)

"I scheduled my classes at 7 in the morning and that 50% of the students did not connect" (I11)

Online teachers need to consider that the success of the teaching-learning experience depends on them. They must be able to communicate and keep the pace and attention of students (Rosell-Aguilar, 2007). They can promote learning using ICT if they consider students' needs, concerns, skills, personality, and learning styles (Agrawal & Mittal, 2018). Besides, some online tutors' role is to identify the strategies and techniques that promote learning and raise and keep students' attention as they do in face-to-face teaching (Rosell-Aguilar, 2007).

The demand for the amount of time that teachers spent in the online mode and the over workload were other negativity sources of the experiences. Some informants considered that they spent less time working face-to-face. In the online mode, their working time multiplied. The workload increased, so teachers did not have time to review and feedback students' tasks. However, feedback is necessary to obtaining successful learning results, that finding was obtained in (Baran, et al, 2013). Some informants commented:

"This modality requires more time to prepare classes and follow up with each student in a personalized way, especially in large groups. It has been difficult for me to give personalized feedback. It takes a long time." (I3)

"Distance education is too flexible for the student but very demanding for a teacher in terms of time." (I6)

"The working time quadrupled. I started to form groups and send emails. I received emails at all hours and my 25 hours of work per week increase in more hours." (I8)

The amount of work, time, and expenses made the online teaching experiences negative for some teachers. In other contexts, teachers experienced the same problems since online teaching is more time and work demanding than face-to-face classes (Cladellas & Castelló (2011) Comas-Quinn, (2011); Weasenforth (2001). In Cladellas & Castelló (2011) and Weasenforth (2001), the researchers showed that extra work and time in online classes generated adverse mental conditions such as stress and anxiety. The informants in this study mentioned that they feel stress, anxious, mentally tired, tired, uncomfortable, overwhelmed, pressured, frustrated, inexperienced, unsatisfied, angry, terrible. Negative emotional states affect teachers' performance and health. According to some researchers, work overload, responsibilities, administrative pressure harm efficacy, job fulfillment, and general welfare, and cause anxiety and stress (Houlihan, Fraser, Fenwick, Fish, & Moeller, 2009). In the experiences that teachers shared, some causes generated stress and anxiety in online teaching experiences. Since last March, teachers are exposed to cognitive pressure. Apart from the conditions mentioned previously. The participants have also suffered from physical pain such as eyesore, wrist pain, and hand pain. In the negative experiences, teachers refer to a lack of technology, and the Internet affected negatively online teaching. As well as time constrains since working online can be time-consuming and stress generator.

4. Conclusions

It is concluded that online teaching experiences have been both positive and negative. Every aspect mentioned in both types of online teaching experiences must be seriously reconsidered because they

play an essential role in the teaching-learning process. The positive experiences have helped teachers developed academically in the use of ICT. Teachers committed to fulfilling their responsibility in this emergency period even when they were inexperienced in online teaching; they found the way to face this challenge. However, the institution must provide professional help to prepare its teachers in the online teaching mode apart from developing ICT competencies. Teachers have to understand that their attitudes and beliefs towards online teaching print how they apply technology (Fandiño Parra et al., 2014). Moreover, if teachers do not use ICT correctly, it can affect the teaching process.

Teachers became material developers, but just like the previous point, material development is a serious issue. According to Tomlinson (2011), material development requires that language teachers create the material based on language principles and procedures to provide a rich language experience to facilitate learning. In this sense, teachers who developed online material must be sure that students would benefit their learning outcomes and help them work independently, which is one characteristic of online teaching that contributes to online learners' autonomy work (Başal, 2013).

Based on the way teachers interact with students, there are two types of online tutors, the cognitive and social ones. This condition can be dangerous in the teaching process because the way teachers promote learning can benefit some students. However, harmful to others since students have as well a different learning style. According to Redondo Marin, Pulido Guerrero, Jiménez Ruiz & Olivella López (2019), teachers limit the way students learn because their learning style is not considered.

Considering the causes that turn online teaching experiences in negative ones, the researcher concluded that some negativity sources are not in the teachers' hands to get rid of them, the ones related to connectivity and unavailability of technology.

Besides, it is concluded that teaching online resulted in stress, anxiety, and physical problems to teachers due to the adverse conditions that online work generated, such as increased workload, student absenteeism, and the time spent working on the computer. All in all, Mexican institutions seem not to be ready for online mode. It was an excellent option to try to care for students' academic development. However, the economic situation prevents students and some teachers from having the essential tools that online education requires. Teachers are having difficulty trying to fulfill their responsibilities; nevertheless, they act professionally to overcome the obstacles that online education represents for them. The actions they are doing showed their greatness for having been working no matter the unfavorable circumstances.

Finally, it is concluded that the results can not be generalized; the results represent the institution under research. Some studies must be done to corroborate them in other types of institutions. There are some suggestions for further research. It seems necessary to retrieve students' voices about the online learning experiences in the confinement period regarding their learning style profile and deepen on the teacher's styles and material decision making to teach online.

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