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Artículos científicos

Bienestar emocional y el docente: un diario creativo en emociones

Emotional Well-Being and the Teacher: A Creative Journal on Emotions

O bem-estar emocional e o professor: um diário criativo sobre as emoções

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Resumen

A raíz de la pandemia por la covid-19 y las medidas sanitarias tomadas por las autoridades educativas para desacelerar el número de contagios, entre ellas la educación desde casa, uno de los temas que se posicionó en el centro de interés fue el de las emociones. Particularmente, al enfrentarse a nuevas condiciones de vida, de trabajo, de transmisión de conocimientos a los estudiantes, los docentes comenzaron a ser más conscientes de su estado emocional y la manera en que afecta su desenvolvimiento tanto profesional como personal. El presente trabajo se propone indagar cómo está viviendo este momento de prolongada pandemia una muestra de docentes y estudiantes, analizar las emociones principales que están experimentando y crear un material de apoyo para el reconocimiento y manejo emocional. Esto a través de la investigación acción. Entre los resultados se encontró que el gremio docente requiere de tener herramientas que lo nutran para enfrentar los desafíos que se tienen por delante. Hay que considerar que la virtualidad es un área de oportunidad para hacer llegar a más personas el conocimiento, tal como sucedió con el producto de esta investigación, que terminó con una *master class* para los 80 sujetos de investigación y tiene casi 300 visitas en



YouTube, además de un diario creativo para expresar emociones que se obsequió a los participantes.

Palabras clave: bienestar pedagógico, bienestar psicológico, emociones.

Abstract

As a result of the COVID-19 pandemic and the health measures taken by educational authorities to slow down the number of infections, including home schooling, one of the topics that was positioned in the center of interest was that of emotions. In particular, when facing new conditions of life, work, and transmission of knowledge to students, teachers began to be more aware of their emotional state and the way it affects their professional and personal development. The present work aims to find out how a sample of teachers and students is experiencing this time of prolonged pandemic, analyze the main emotions they are experiencing and create support material for emotional recognition and management. This through action research. Among the results, it was found that the teaching union requires having tools that nurture it to face the challenges that lie ahead. It must be considered that virtuality is an area of opportunity to make knowledge reach more people, as happened with the product of this research, which ended with a master class for the 80 research subjects and has almost 300 visits on YouTube and with a creative journal to express emotions that was given to the participants.

Keywords: pedagogical well-being, psychological well-being, emotions.

Resumo

Como resultado da pandemia covid-19 e das medidas de saúde tomadas pelas autoridades educacionais para diminuir o número de infecções, incluindo educação em casa, um dos tópicos que se posicionou no centro de interesse foi o das emoções. Em particular, ao se deparar com novas condições de vida, trabalho e transmissão de conhecimentos aos alunos, os professores passaram a ter mais consciência de seu estado emocional e da forma como ele afeta seu desenvolvimento profissional e pessoal. O presente trabalho tem como objetivo investigar como uma amostra de professores e alunos está vivenciando esse período de pandemia prolongada, analisar as principais emoções que estão vivenciando e criar material de apoio para o reconhecimento e manejo emocional. Isso por meio da pesquisa-ação. Dentre



os resultados, constatou-se que o sindicato docente requer ferramentas que o nutram para enfrentar os desafios que se avizinham. Deve-se considerar que a virtualidade é uma área de oportunidade para fazer com que o conhecimento chegue a mais pessoas, como aconteceu com o produto desta pesquisa, que terminou com uma master class para os 80 sujeitos da pesquisa e tem quase 300 visitas no YouTube. a um diário criativo para expressar as emoções que foi transmitido aos participantes.

Palavras-chave: bem-estar pedagógico, bem-estar psicológico, emoções.

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Introduction

As a result of the covid-19 pandemic and the health measures taken by educational authorities to slow down the number of infections, including home schooling, one of the topics that was positioned in the center of interest was that of emotions . In particular, when facing new conditions of life, work, and transmission of knowledge to students, teachers began to be more aware of their emotional state and the way it affects their professional and personal development.

Why delve into the emotions of teachers? Because a lot is said about what the students live, the more the teacher is left aside. Emotions are an inherent part of life and one lives with them until the last moment of existence. Hence, this research investigates the emotional and psychological well-being in the teacher and what are the emotions that he faces at this time of prolonged pandemic.

Objectives

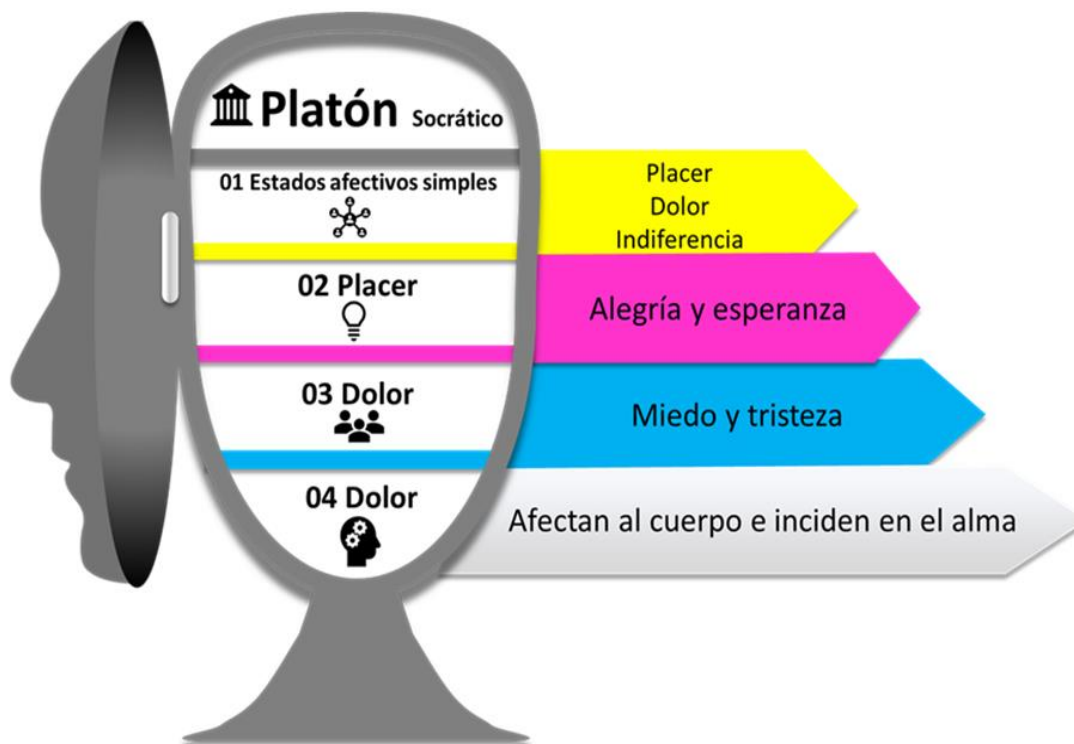
- Focus a group of students and also practicing teachers or officials to verify how they are living this moment of pandemic.
- Analyze the main emotions that are present in this group of teachers.
- Create a material that supports them in the recognition and management of their emotions.

The brain in ancient times, a philosophical view

The study of emotions dates back thousands of years. The classical philosophers did not stop wondering about emotions and how they were linked to the brain. For example, in his theory of the three parts of the soul exposed in the Republic, Plato represents the first systematization of the emotional phenomenon, which contributed significantly to the study promoted later by Aristotle (Fonseca and Prieto, s. F.). The soul, according to Plato, is divided into the reasoning part (*logistikón*), the spiritual part (*thumoeides*) and the appetitive part (*epithumètikón*) (Fonseca and Prieto, s. F.).

According to Sellés (2010), Plato visualizes emotions as simple affective states, namely: pleasure, pain and indifference, from which other emotions emerge, recognized at the time as passions. Thus, pleasure contains joy and hope; pain, fear and sadness, which have a high degree of impact on the soul and the body (see figure 1).

Figura 1. Platón y las pasiones



Fuente: Elaboración propia con base en Sellés (2010)

A characteristic added by Aristotle in relation to emotions is that they are experiences accompanied by pleasure (*hedonē*) and pain (*lupē*), because a slight liking or aversion is experienced as a consequence of the emotion (Fonseca and Prieto, nd). Likewise, Aristotle (

2016) refers to happiness as a virtue that is accompanied by prudence and wisdom to achieve a complete life. Consequently, virtuous acts are the arbiters of happiness. When everything is in perfect harmony, a “picture without reproach” is formed (Aristotle, 2016, p. 17). It should be noted that for Aristotle (2016) the soul is endowed with an irrational part and another with a rational principle.

In relation to these philosophers of the classical period, Bisquerra, Pérez and García (2015) comment:

Greek thinkers such as Hippocrates and Plato, later Galen, placed part or all of the mental functions (then called powers of the soul) in the brain. (...) The soul or anima (etymologically air, wind or breath of life), was immortal and immaterial and only inhabited the body temporarily to give it life and govern its functioning, instead they thought that the brain was just a gland that Aside from looking unpleasant, it must have had little functionality. However, the French Descartes (1649) even suggested that the soul was located exactly in a small part of the base of the brain that had been identified by Galen (p. 88).

Following Bisquerra et al. (2015), table 1 identifies the parts of the soul and their location in the body according to Plato and Aristotle (the virtue achieved by mastering each type of soul is indicated in parentheses), (see table 1).

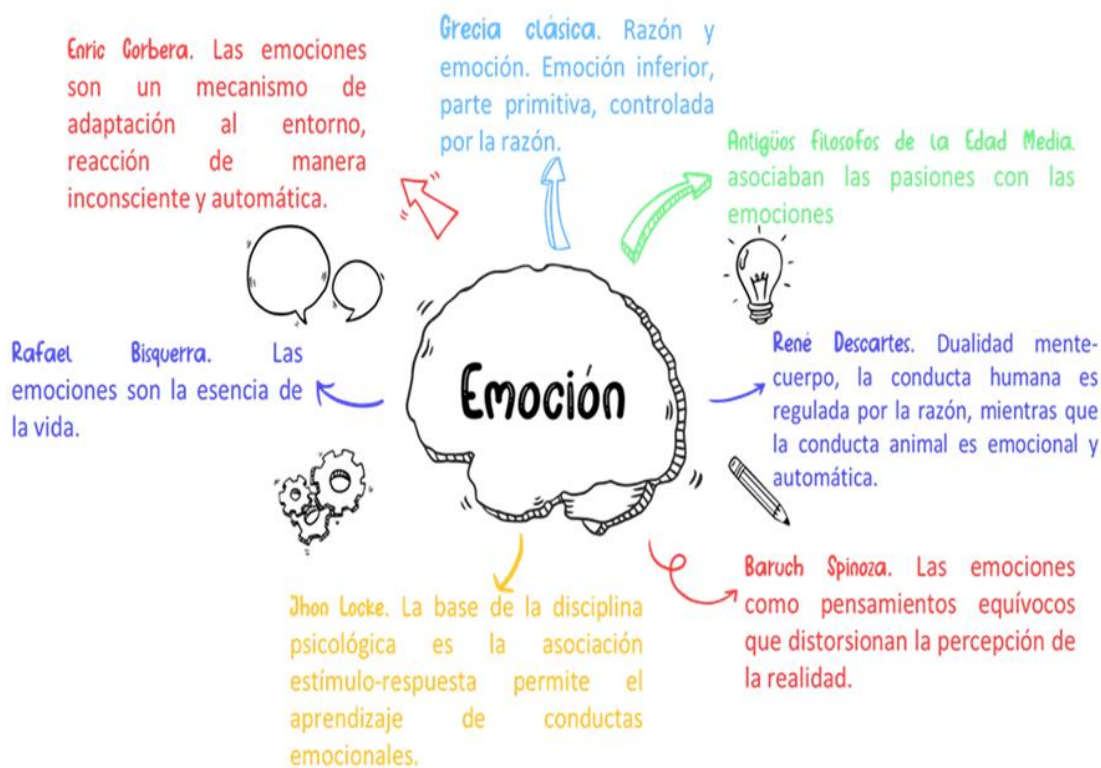
Tabla 1. Inteligencia emocional en educación

Platón	Ubicación	Aristóteles
Racional (prudencia/sabiduría)	Cerebro	Intelectiva
Irascible (fortaleza/valor)	Corazón	Sensitiva
Concupiscible (templanza)	Vísceras/estómago/hígado	Vegetativa

Fuente: Bisquerra *et al.* (2015)

Now, what is shown below is a journey of emotions from classical Greece to the most recent studies, among them Enric Corbera's bioneuroemotion (see figure 2).

Figura 2. Cerebro y emociones un recorrido en la historia



Fuente: Elaboración propia con base en Bisquerra *et al.* (2015) y Corbera (2017)

Wellness

Claudia Esperanza Corredor Rojas (2016) highlights the importance of recognizing pedagogical well-being as the cognitive and emotional assessment of the teacher where happiness, the feeling of fullness, self-esteem, motivation and satisfaction with their work, performance in the classroom, influence notably in their levels of well-being.

Emotions are presented as a personal response to events in the teacher's life that constitute the expression of needs, the most important of which is to be loved and recognized (...). Therefore, a fulfilled, happy, motivated teacher will provide a better educational environment, their methods, strategies, didactics and innovations will have significant advances for their students (...). "At the same time, teachers combine their personal responsibility and their professional identity, turning the classroom into the main stage where their self-esteem and personal fulfillment are developed, but also their vulnerability" (Corredor, 2016, pp. 8-9).

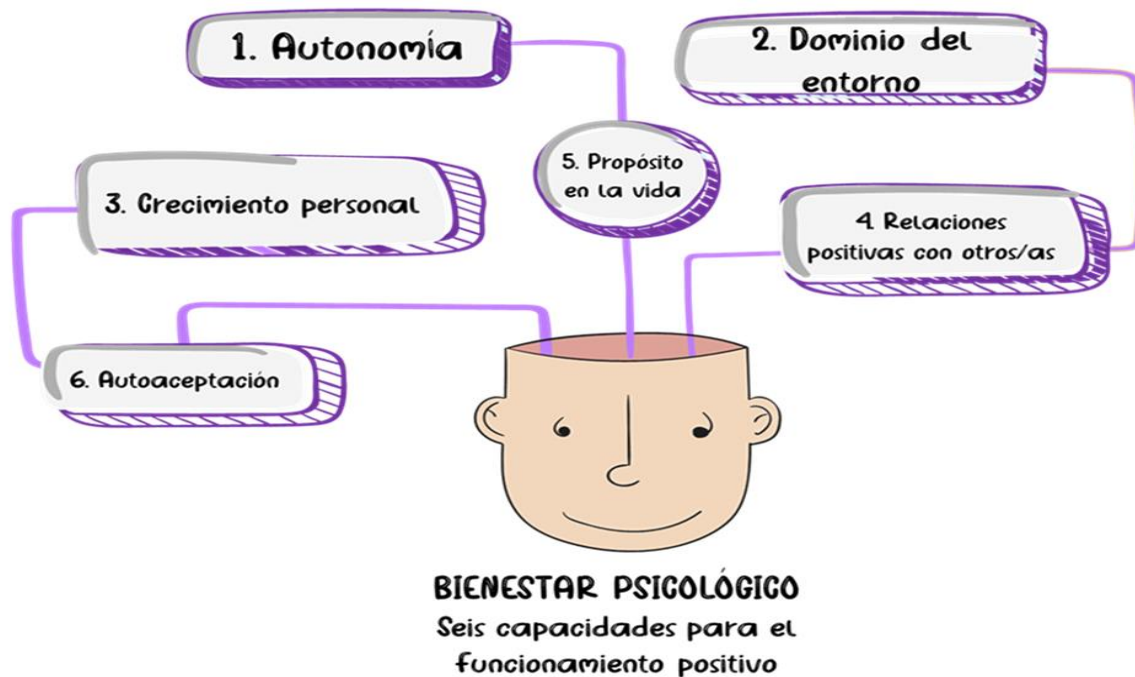
For his part, Juan Dávila (2019) establishes the following:

In recent decades, the psychological well-being construct has become one of the fundamental concepts for positive psychology. This construct corresponds to the philosophical current of eudaemonism that gives us a vision of the human experience in full. It implies a person who performs congruent activities, has deep values and is committed to its optimal functioning.

One of the main researchers of psychological well-being is Carol Ryff, who developed the concept focusing her attention on the development of capacities for personal growth, which in turn are conceived as the main indicators of positive functioning of people (p. 7)

Likewise, Dávila (2019) mentions that the individual functioning characteristics present in the dimensions of Ryff's model of psychological well-being delineate a person who stops to observe their development, to appreciate both their positive and negative characteristics, which has a positive assessment of their individual history and that they are able to anticipate and commit to new goals for their growth. Dimensions for achieving psychological well-being are outlined (see Figure 3).

Figura 3. Bienestar psicológico



Fuente: Elaboración propia con base en Dávila (2019, p. 8)

What are emotions?

Bisquerra et al. (2015) provide the following answer: “Emotions have a motivating, adaptive, informative, social, personal function, in mental processes, in decision-making and in well-being where positive emotions are their essence and result in the need for an emotional education ”(p. 140).

The impact of emotions on the body is such, Enric Corbera (2017) tells us, that a reaction occurs with a range of physical changes: from increased heart rate and shortness of breath to weak legs, trembling lips or goosebumps. The brain assimilates the changes and translates them into the language of emotions: that is when we feel (Corbera, 2017, p. 22).

Unraveling the word emotion

As Bisquerra et al. (2015), to learn a little more about the concept of emotion it is worth resorting to its etymological root. The word emotion comes from the prefix e (a variant of the prefix ex, which means ‘out’) and the term motio (‘movement’), and together they mean ‘move’ or ‘movement out’.

Another word that accompanies emotions is motivation. It is always being mentioned how important it is to motivate students in the classroom, face-to-face or virtual. By also unraveling this term, Bisquerra et al. (2015) indicate that it comes from motivus (which means ‘motive’, ‘that moves or has the virtue of moving’) and the suffix tion (action or effect), that is, ‘the reason for the action’. Thus, the word emotion contains the concepts of outside + movement, while the word motivation contains those of movement + action. Emotion suggests movement "towards", while motivation suggests movement "to act" (Bisquerra et al., 2015, p. 153)

In short, taking into account the above, we can say that the motivation is to cause movement. And within education, emotion and motivation can be considered as obverse and reverse of the same coin to consolidate learning (Bisquerra *et al.*, 2015, p. 139)

Are we totally cerebral?

Néstor Braidot (2012) It says that everything is written in the brain: the ability to feel and think, to get excited and reason, to learn and memorize, to fall in love and forget. Also

inscribed is the predisposition to attack or conciliate, to forgive or hold a grudge, to win or lose, to be happy or depressed, to achieve success or fail.

For this reason, the brain is an organ that must be “trained” and cared for more than any other, (...) since, as the experts well explain to those who imagine scenarios in which science will do everything possible, “ there will be heart, liver and lung transplants, but there will never be brain transplants ”.

This is mainly due to the fact that the hallmark of the brain is neuroplasticity, that is, the phenomenon that causes this organ to change throughout life in response to environmental conditions, learning and experiences. that are being incorporated and, above all, to what we do with those experiences (Braidot, 2012, p. 19)

What is the goal of adding neuroeducation to this process?

Codina (2015) comments that the goal of neuroeducation, unlike the goals of cognitive neuroscience and neuropsychology, is not only to understand how human beings learn best, but also to determine how they can be taught to maximize their potential. The novelty is that the brain bases of the teaching-learning process are beginning to be studied, not only of learning (Codina, 2015, pp. 16-17).

In this regard, Jensen (2010) points out that the cognitive side of learning generally achieves a great deal of attention; while, in the field of emotions, the so-called affective side, is normally seen as a distraction for learning. In fact, some people continue to believe that teaching and emotions are at opposite ends (Jensen, 2010, p. 103).

Three discoveries in the realm of emotions have changed the way we think about them. First, of the physical pathways and priorities of emotions. Second, the findings on the chemical components of the brain involved in emotions. Third, a link between these pathways and chemical components with everyday learning and memories (Jensen, 2010, p. 104).

The different types of emotions

Although there have been various attempts to make a single typology of emotions, a consensus has not yet been reached. One of the most used classifications is to distinguish between basic emotions and complex or secondary emotions. Basic emotions, also called primary emotions, are recognized by a characteristic facial expression.

Basic emotions start quickly and last a few seconds at a time. Researchers disagree regarding the number of them, but in general they are recognized as such: joy, grief or sadness, anger, fear, surprise and disgust. There is no culture from which these emotions are absent. They are not learned, but are part of the configuration of the human being. This is evidenced by the presence of the same facial expressions in congenital blind men. Different words or concepts can be used to describe a certain emotion, but the facial expression is the same. Basic emotions are recorded in the nervous circuits of genes and not through culture. Only once consciousness is activated, after a few hundred milliseconds, do the culturally determined display rules take over the elemental biological response (Vivas, Gallegos y González, 2007, pp. 23-24).

Methodology

Evans (2010) indicates that action research promotes a new way of acting, initiates an effort to innovate and improve teaching practice that must be permanently subjected to analysis, evaluation and reflection. Action research is a spiral process of action research cycles that has the following stages: planning, action, observation and reflection (Evans, 2010, p. 21). The step-by-step of action research: first you must plan what will be done, to give rise to action, observe the results and make a deep reflection. An investigation spiral (see figure 4).

Figura 4. Investigación-acción: el proceso

Fuente: Elaboración propia

The method used for this research is action research. To do this, in the first place, the question that would guide the entire process was formulated, namely: how does the teacher experience his emotions and what is the importance of achieving well-being?

The instrument applied is a Google Forms document (electronic survey) that was applied before to find out the relevance of the topic and later for the assessment of the master class that was taught (it is detailed in the procedure and materials section).

The answers were graphed with the help of the same instrument, Forms, since it has the function of working on the answers, processing them, presenting them in graphs and thus facilitating the research work.

Participants

80 students participated in the University of Los Angeles, Puebla campus, with a universe of three masters and three doctoral groups. Due to the characteristics they have, they are at the same time students and work as teachers or educational officials (see table 2).

Tabla 2. Participantes del estudio

Alumnos	Total	Respondieron el Forms
Maestría en Innovación Educativa	50	44
Doctorado en Excelencia Docente	40	36

Fuente: Elaboración propia

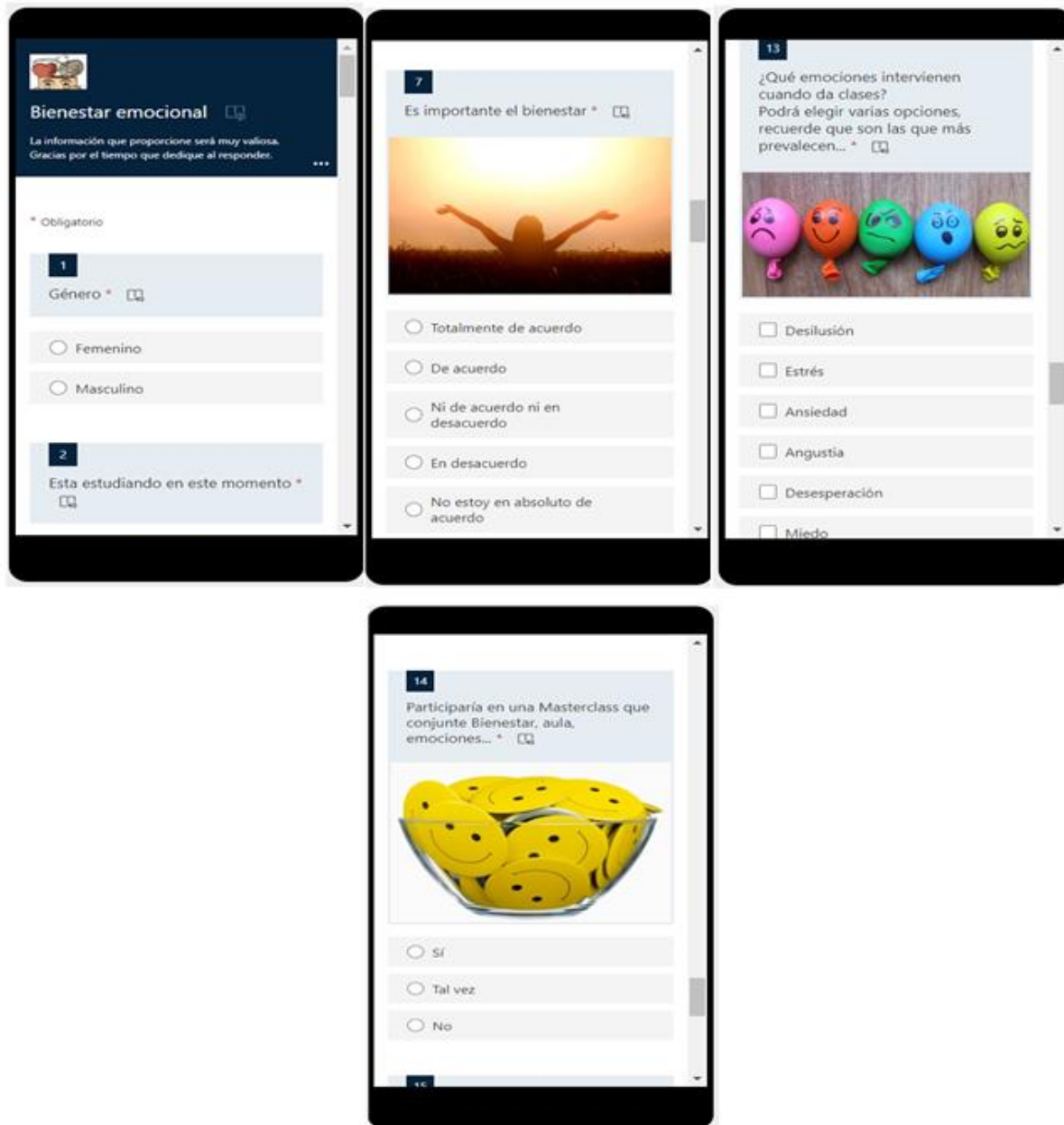
Procedure and materials

The research process was planned in two stages. In the first stage, an instrument with 12 items was applied, through Google Forms, since it allows the construction of questions and insertion of images, which is attractive for those who respond. The invitation to fill out the instrument was sent by email. It had the following questions:

- 1) Gender
- 2) Are you studying right now?
- 3) I am dedicated to ...
- 4) Is wellness important?
- 5) Do you recognize what emotions are and how they intervene in the classroom?
- 6) How many emotions are there?
- 7) Do you apply didactic strategies to promote well-being in the classroom or workplace?
- 8) Teaching strategies to promote well-being in the classroom:
- 9) Do your emotions intervene at the time of teaching?
- 10) What emotions are involved when you teach? You can choose several options, remember that they are the most prevalent.
- 11) Would you participate in a master class that combines well-being, classroom and emotions?
- 12) What time would you have to attend a master class or training?

The students of the master's degree in Educational Innovation and the doctorate in Teaching Excellence visualized the Forms on their cell phone or computer, which was constructed in an attractive way, both the questions and the images and color (see figures 5 and 6).

Figura 5. Vista del instrumento Forms desde el celular



Fuente: Elaboración propia

In the second stage, a master class and its starting instrument were designed for its evaluation, as well as a creative diary to express emotions, which was given to the participants. All of the above was via asynchronous, from a YouTube channel.

Figura 6. Vista del instrumento Forms desde la computadora

The figure displays five sequential screenshots of a mobile form titled "Masterclass: Bienestar emocional docente".

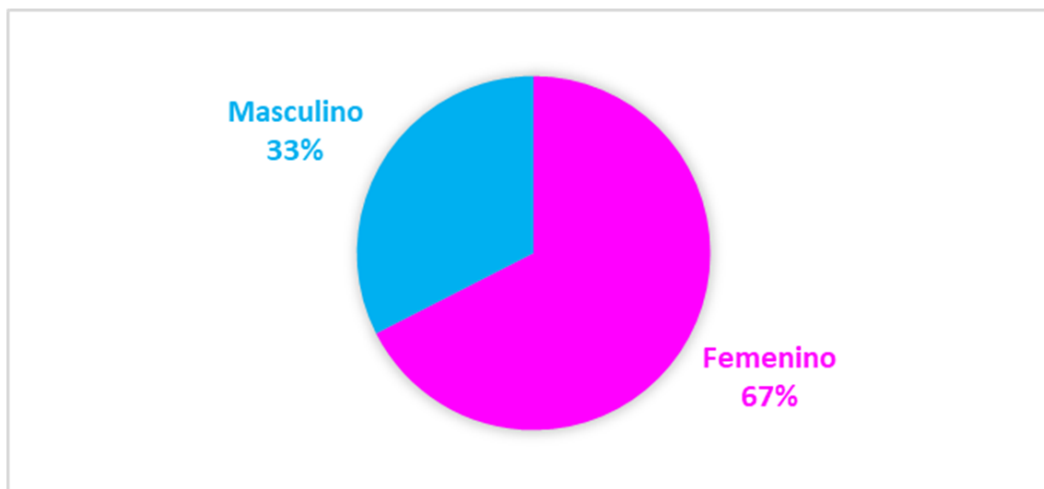
- Screen 1:** Shows the title, a thank-you message, and question 1: "Si quieres los materiales de la Masterclass, anota tu correo electrónico para enviártelo. *". It includes a photo of yellow smiley balls.
- Screen 2:** Shows question 2: "El contenido de la Masterclass resulta" with radio button options: Excelente, Muy bien, Bien, Regular, and No satisfactorio. Below it is question 3: "¿Qué le gusto más de la Masterclass? *".
- Screen 3:** Shows question 4: "Aplicarías en el aula lo aprendido en la Masterclass *". It includes radio button options: Totalmente de acuerdo, De acuerdo, Ni de acuerdo ni en desacuerdo, En desacuerdo, and No estoy en absoluto de acuerdo. Below it is question 5: "Tomarías otra Masterclass *".
- Screen 4:** Shows question 5: "Tomarías otra Masterclass *". It includes radio button options: Sí, No, and Tal vez. At the bottom is a blue "Enviar" button.

Fuente: Elaboración propia

Results

From the initial Forms instrument, the following graphs were obtained, starting with the gender of each of the participants as shown below (see Figure 7).

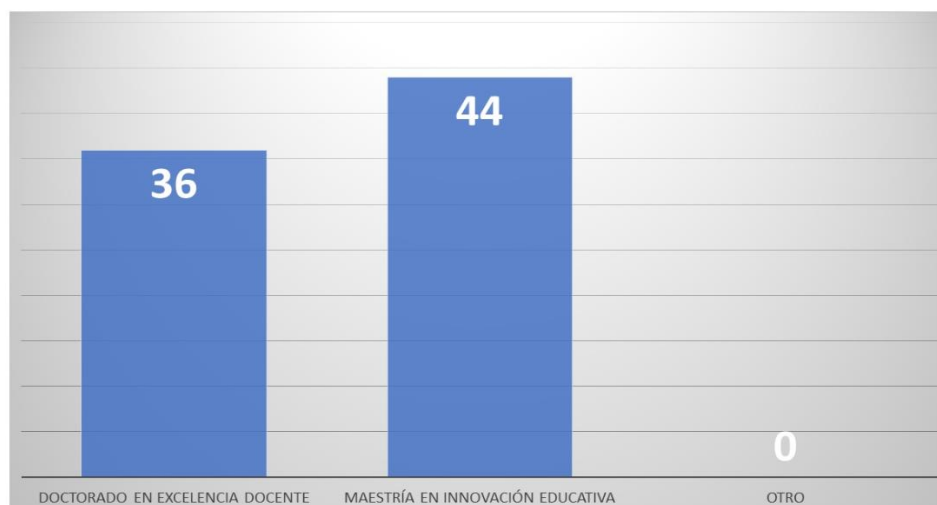
Figura 7. Género



Fuente: Elaboración propia

The presence of the female gender prevails in areas of educational training at the University of Los Angeles, Puebla campus, or at least this is what the sample of this study indicates.

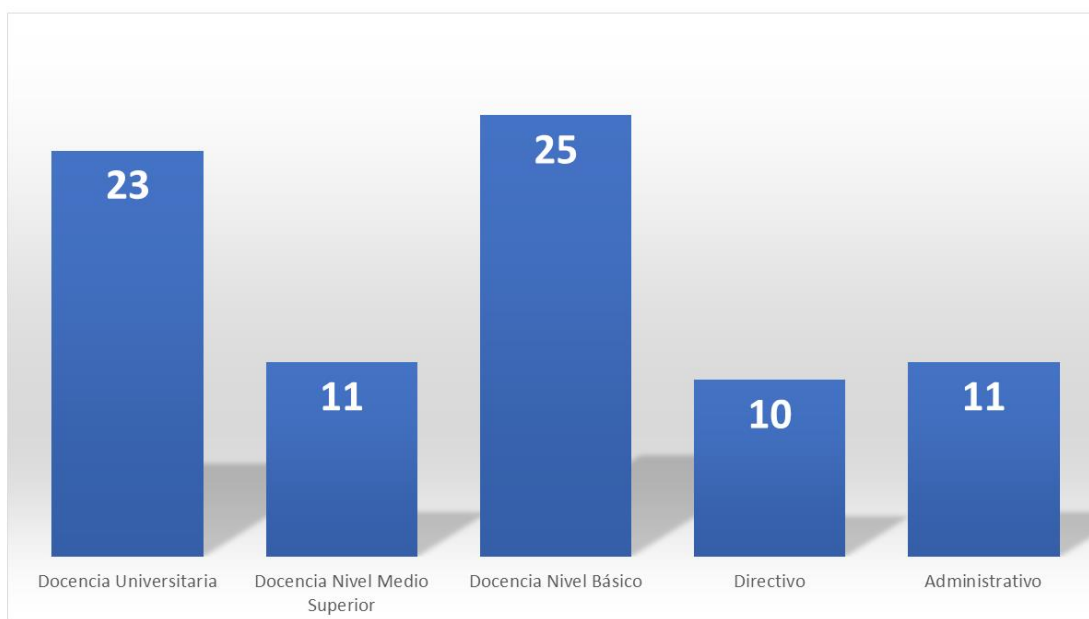
Figura 8. ¿Está estudiando en este momento?



Fuente: Elaboración propia

As can be seen in figure 8, most of the students answered the form; Those who did not do so were due to symptoms of covid-19, to be coming out of the disease or in quarantine (see figure 8).

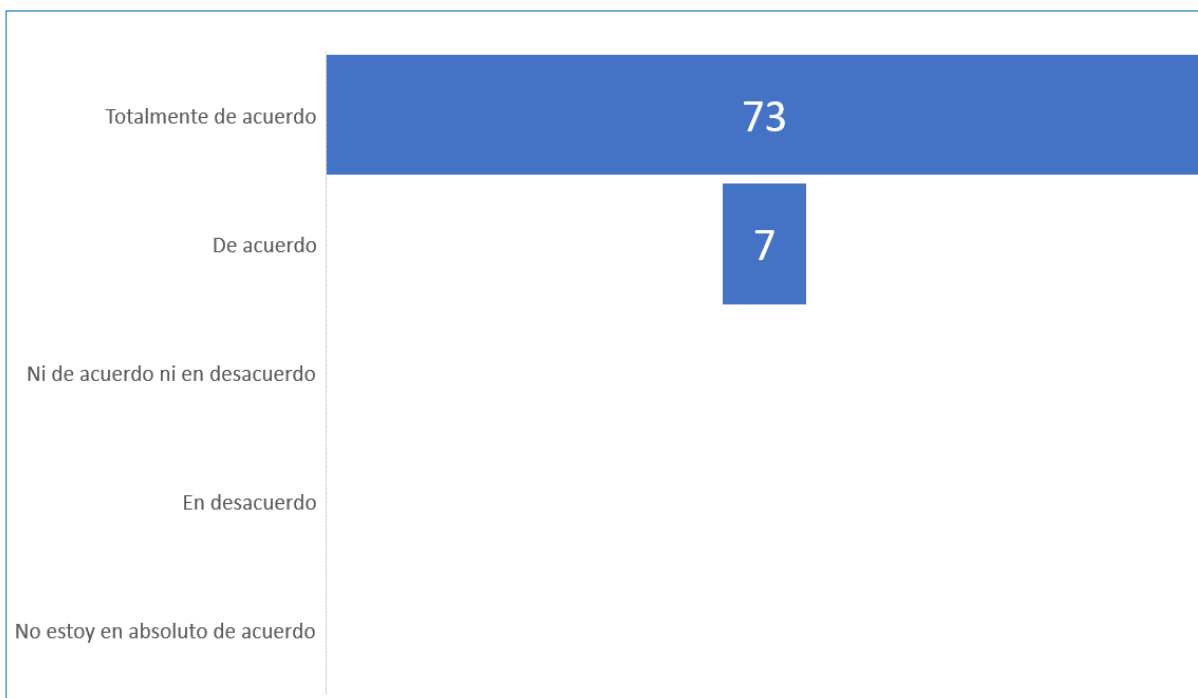
Figura 9. Me dedico a...



Fuente: Elaboración propia

The population that participated is mainly dedicated to teaching at the basic level, followed by teaching at the university, administrative and managerial levels (see figure 9).

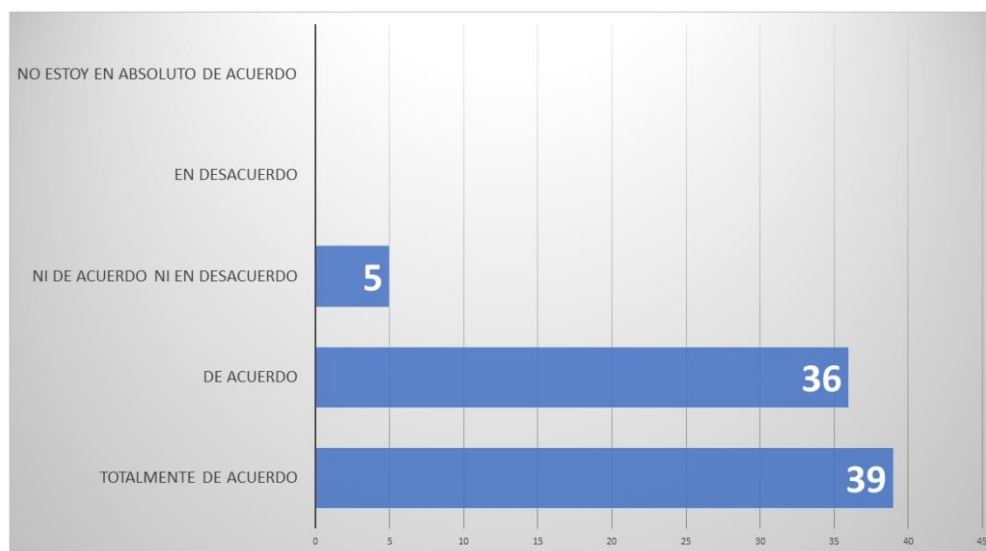
Figura 10. ¿Es importante el bienestar?



Fuente: Elaboración propia

When asked if well-being is important, the majority of the participants answered that they fully agreed with a participation of 73 students and 7 that showed agreement (see figure 10).

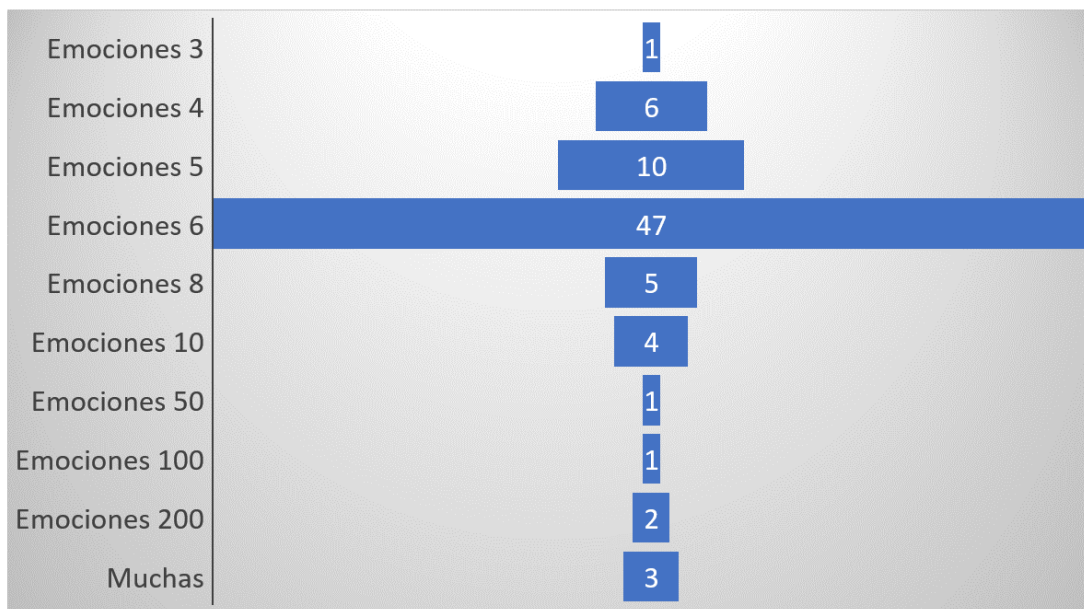
Figura 11. ¿Reconoce qué son las emociones y cómo intervienen en el aula?



Fuente: Elaboración propia

The vast majority of participants acknowledge that emotions are involved in the classroom and five do not agree or disagree (see Figure 11).

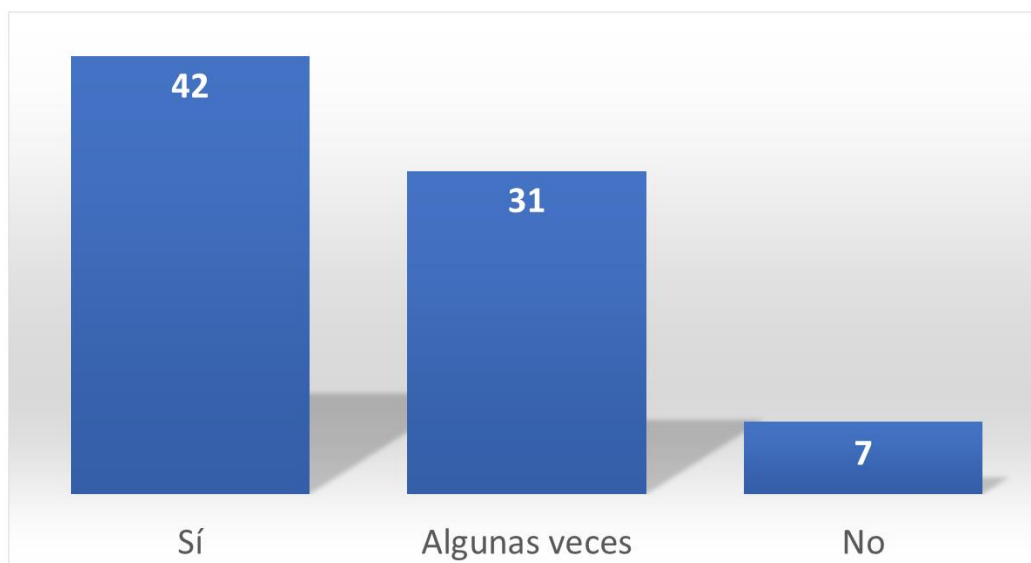
Figura 12. ¿Cuántas emociones existen?



Fuente: Elaboración propia

When faced with the question “How many emotions are there?”, The answers count from three to two hundred emotions, as clearly realized (see figure 12).

Figura 13. ¿Aplica estrategias didácticas para fomentar el bienestar en el aula o lugar de trabajo?



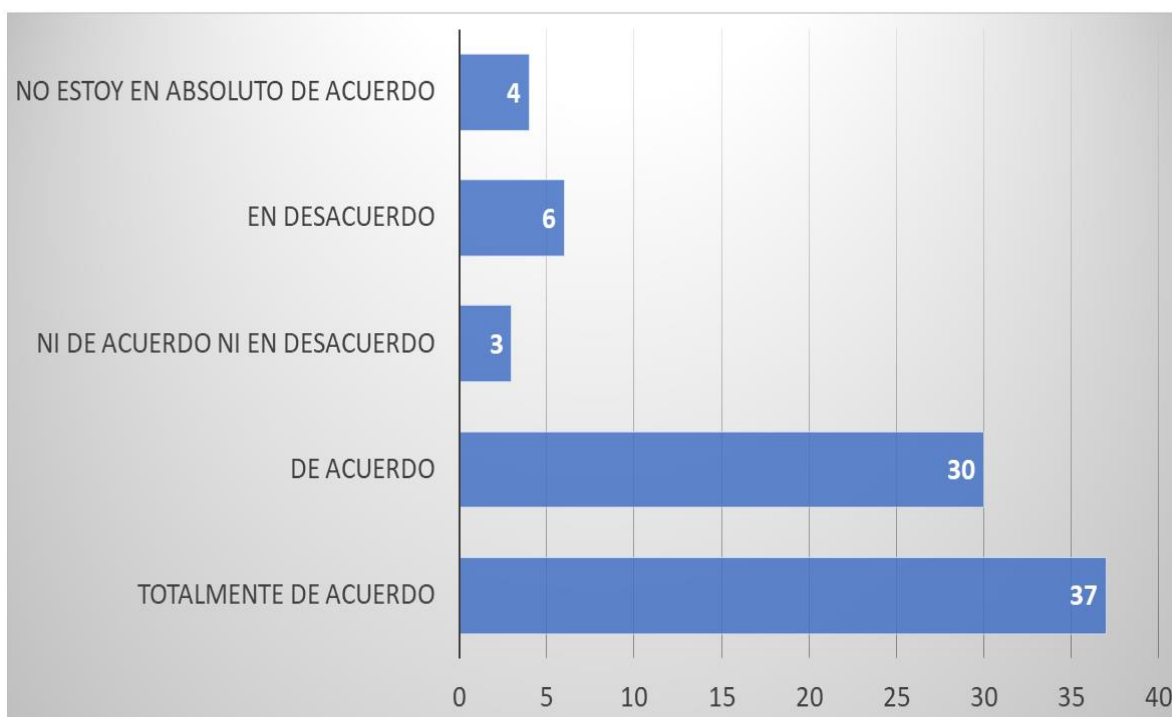
Fuente: Elaboración propia

It is observed that the majority respond that they do apply strategies, even sometimes. At the opposite pole, seven participants answered no (see figure 13).

And among those didactic strategies to promote well-being in the classroom, the following were specified:

- Assertiveness and empathy.
- Active listening.
- Healthy coexistence.
- Teaching strategies.
- Motivation.
- Good attitude towards students.
- Positive emotions.
- Interactive games.

Figura 14. ¿Sus emociones intervienen en el momento de dar clases?

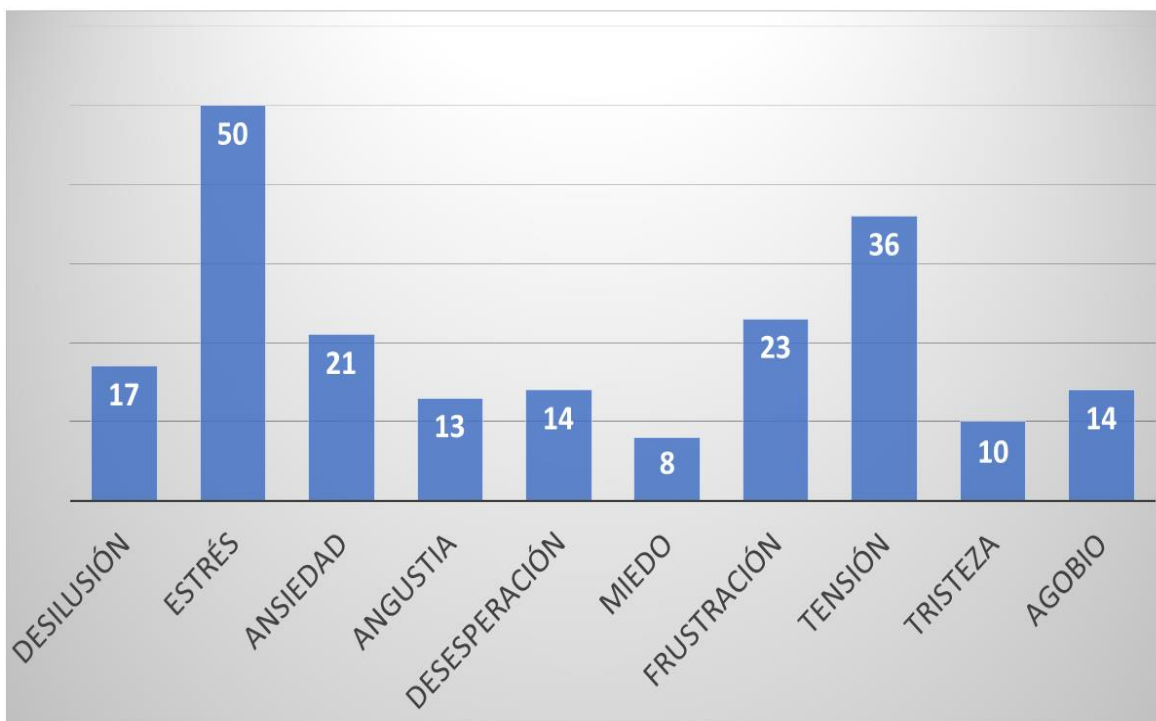


Fuente: Elaboración propia

What is surprising about the graphed responses is that ten participants indicated that their emotions were not involved when teaching (see Figure 14).

In addition to this, in figure 15 we have indicators that show the need for a master class in emotions accompanied by support material. Clearly, it is identified that the majority of the participants suffer from stress, as well as tension, frustration and anxiety.

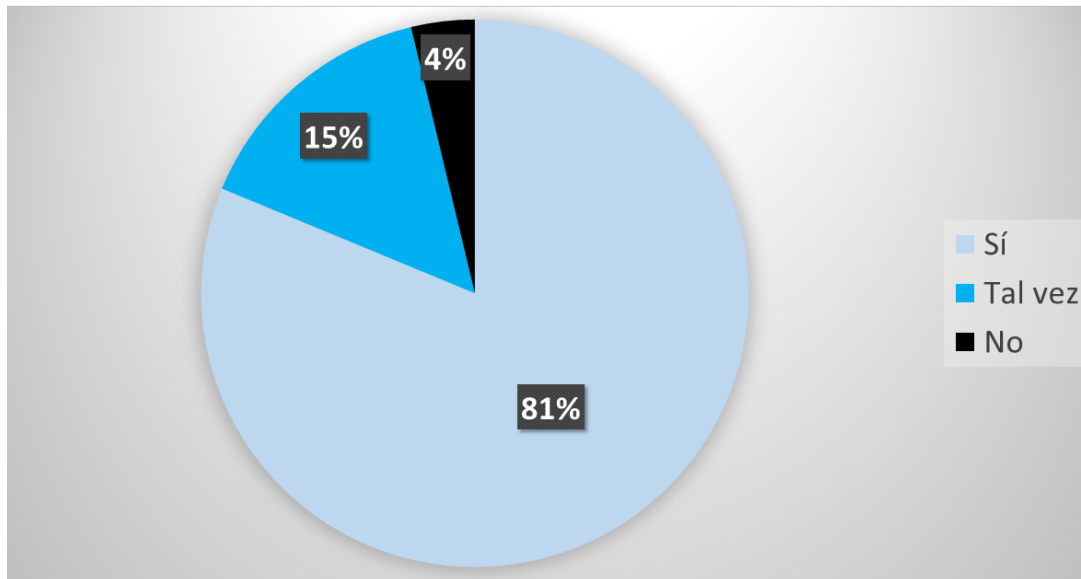
Figura 15. ¿Qué emociones intervienen cuando da clases?



Fuente: Elaboración propia

It is clear that the predominant emotion is stress first, followed by tension second, frustration third, anxiety fourth, and emotions of despair and overwhelm fifth (see Figure 15).

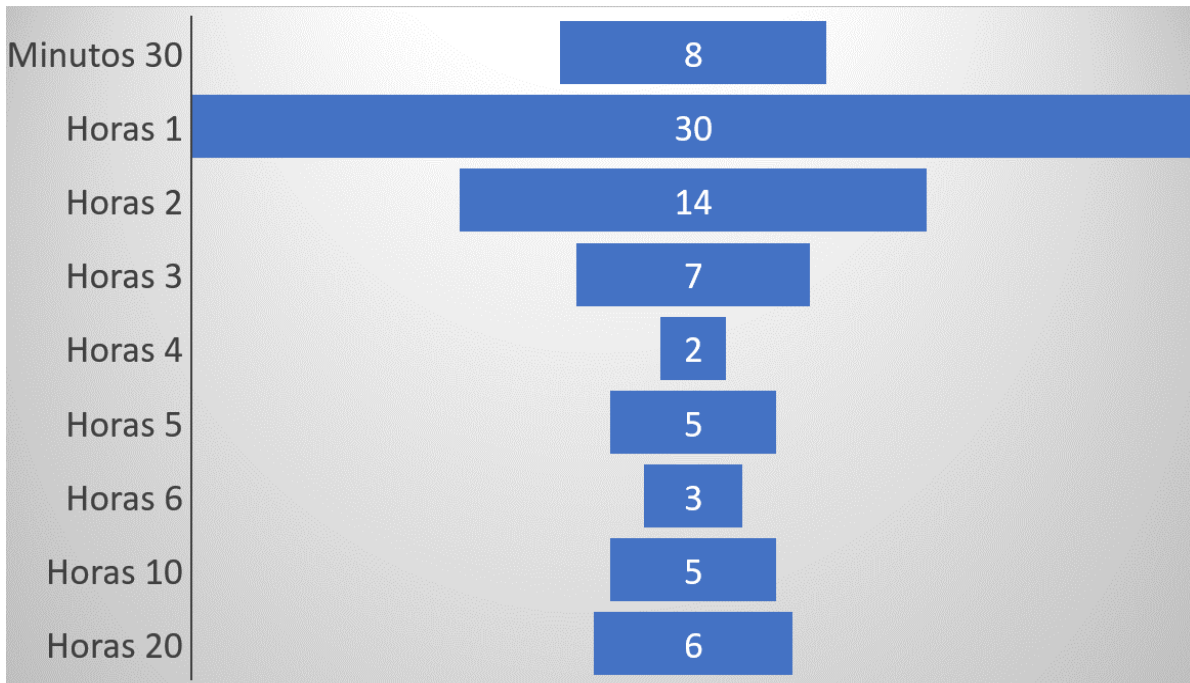
Figura 16. ¿Participaría en una *master class* que conjunte bienestar, aula y emociones?



Fuente: Elaboración propia

We found the rationale for triggering the master class, since 81% of the research subjects answered that they would participate, against 4% who indicated that they would not (see figure 16).

Figura 17. ¿Qué tiempo dispondría para asistir a una master class o capacitación?



Fuente: Elaboración propia

We denote that the results obtained are contradictory with what is made visible in item nine. In the end, the participants agree on the importance of emotions, the recognition and management of them and ask for up to 30 hours of training (see figure 17).

As a result of the emotions experienced by the participants, their characteristics and management are identified for better work and attention to each one of them (see table 3).

Tabla 3. Emociones experimentadas por los que respondieron el Forms para esta investigación

Emoción/ identificación	Características
Estrés	Es una descarga de adrenalina y de cortisol para responder a una situación de urgencia o de presión (Jomard y Petitcollin, 2017, p. 5).
Tensión	Estado anímico de excitación, impaciencia, esfuerzo o exaltación (Laymuns y Bisquerra, 2016, p. 135).
Frustración	Emoción que se experimenta cuando un obstáculo se interpone en el camino y nos impide el logro de nuestros objetivos (Laymuns y Bisquerra, 2016, p. 91). Es desencadenada por un acontecimiento que se opone a nuestros deseos (Ras, 2014, p. 18).
Ansiedad	Es una aceleración interna, una agitación nerviosa y palpitante. Dispara las pulsaciones cardíacas de manera alarmante (Lomas, 2018, p. 47).
Desilusión	Pérdida de la esperanza de conseguir algo que se desea, o de la ilusión al saber que algo o alguien no es como se creía (Laymuns y Bisquerra, 2016, p. 70).
Agobio	Preocupación, abatimiento. Sentirse abrumado impotente (Laymuns y Bisquerra, 2016, p. 45).
Desesperación	Pérdida total de la esperanza. Alteración extrema del ánimo causada por cólera, despecho o enojo (Laymuns y Bisquerra, 2016, p. 70).
Angustia	Temor opresivo sin causa precisa (Laymuns y Bisquerra, 2016, p. 48).
Tristeza	Sensación de pesadez, baja las pulsaciones cardíacas (Lomas, 2018, p. 47)

Miedo	El miedo resulta dañino si se extiende en el tiempo más de lo necesario (Corbera, 2017, p. 27).
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Fuente: Elaboración propia

Thus, taking into account the results of the applied form, material was prepared and a master class was prepared. A master class of 37 minutes and 40 seconds was created, with visual material, in a video that can be seen at any time, not only by the participants who applied for this research, but also by those who show some interest on the subject, at the following link: <https://www.youtube.com/watch?v=1jwIVMfffxQ>.

In addition, as had already been advanced, a creative diary was made to express emotions, the purpose of which is to recognize, manage and work on them, applicable both for teachers and their students, if that were the case. The creative journal to express your emotions is divided into two sections: the well-being and emotions. A list of activities is presented for each of these sections (see Table 4).

Tabla 4. Actividades del diario creativo para expresar tus emociones

Bienestar	Emociones
Tarjeta de presentación	Lo que me hace Feliz
Autorretrato	Diseña un cartel emocionante
¿Dónde habitan mis emociones?	Prepara una bebida de emociones
Mándala emocionante	Entrevista a mis emociones
Palabras que me brindan bienestar	¿Qué te hizo llorar y cuándo fue la última vez?
Mensaje de bienestar	Pensamientos preocupaciones y miedos
Frasco del agradecimiento	¿Qué me molesta en este momento?
Receta para el bienestar docente	¿Cuánto peso emocional cargo?
Momentos de orgullo	Emocionarte
Dibujar mis metas	Encantamiento de las emociones
	Calendario emocionante
	Notas emocionantes

Fuente: Elaboración propia

The creative journal to express your emotions is a reference, first for teachers, and then to apply it to students, with some modifications according to the educational level. It can be found digitally at the following link: <https://es.calameo.com/read/006624258af9a58c3c23c>

Returning to the theme of the master class, attendance was verified by means of exit forms, that is, after seeing it on YouTube. In addition, if they wanted the material in PDF with Creative Commons registration, when they responded they would leave their email and by return of email they obtained it, which was very attractive.

The responses were favorable to the activity carried out and the format was attractive to those who accessed it. And all the participants said that they would take another master class. The impact of this resulted in the attendance of twice as many participants in the beginning, who in turn recommended other participants to take it.

Discussion

In the master class it was thought of going further with a support material that can be delivered to teachers, a creative diary to express your emotions, so that they, at their own pace and without interrupting their time, develop it. The newspaper had a great acceptance on the part of the teaching assistants.

Among the works closest to the one carried out here are that of Keri Smith (2015): *Destroza este diary* is a book that is interesting, with many exercises, although it is not oriented to work on the emotions that teachers present for their recognition, management and work of these. Capacchione (2016), for his part, addresses a creative journal where art helps to meet; It is a source of inspiration for the work carried out here, due to the formality of keeping a diary, and although the proposed exercises are very interesting, they do not quite match the ones carried out here. Fortunately, we found the work of Llenas (2016), *Diary of emotions*, which gave us this opportunity to know that we were on the right track. The one by Llenas (2016) is undoubtedly a source of inspiration to carry out their own, with exercises aimed at study group teachers and all those who require it.

It is considered that the study would be more enriching for the attendees in a face-to-face way, in a workshop format, to carry out the exercises of the creative journal to express your emotions and share experiences and how they live emotions more closely.



Time is asynchronous as a limitation, because everyone spends long hours in front of the monitor, even so, they gave themselves the opportunity to attend; Furthermore, those who had a certain resistance to the subject at the end agreed with what was presented and gave a clear account of the importance of recognizing and achieving teacher well-being and work on emotions.

This research began as a detection of emotions in teachers and their well-being, more with the results obtained thanks to the instruments before and after they denote, it was identified as a line of action to continue the work started with the creative journal to express your emotions, already that the comments were of excellent material.

Although it is true that this issue is taking a very strong position, it is still necessary to consider the sum of several elements to strengthen: pedagogical and psychological well-being, emotions and motivation, creativity and technology, to reach more interested in the subject and achieve an even wider dissemination of the research.

Conclusion

First, this research made a 360-degree turn when obtaining the results, which reflected that it is difficult to recognize the importance of emotions or that they are dismissed as an unimportant factor or with no importance. When emotions are brought together with emotional states and well-being, we have a relevant and interesting picture that implies wanting to learn and to go deep. In addition, as soon as they were told that they would obtain the material, the proposal was totally attractive. The teaching union requires having tools that nurture it to face the challenges that lie ahead. The result was a success when combining all the observed elements: emotions, pedagogical and personal well-being and didactic material. It must be considered that virtuality is an area of opportunity to make knowledge reach more people, as happened with the product of this research, which ended with a master class for the 80 research subjects and has almost 300 visits on the channel quoted from YouTube.

Second, happiness is multiple. It acquires different forms for each person (Thalman, 2014, p. 14). As Aristotle said, we should make this principle a maxim, because we are here to be happy. It is perhaps one of the most complicated points, finding fulfillment, and more in hard work such as teaching, where life is given and the deserved recognition is rarely given. It goes without saying that pedagogical well-being is built through recognition.



Third, try to identify what the emotion is and adapt it to the action to be taken. It is also necessary that you consider adapting it to the situation to achieve the expected results and achieve well-being (Dugay, 2017, p. 39). And, finally, perform the necessary exercises through the creative journal to express your emotions, since it is not always easy to achieve this identification and see yourself as is.

Fourth, the recognition of the emotions that emerge. These are part of us, we must take them as allies and learn from them to grow, express them and have a more extensive vocabulary of emotions.

Fifth, our thoughts and our emotions are closely related. A thought can trigger a difficult emotion like anxiety. And, conversely, a state of anxiety can also be at the origin of certain negative thoughts. A particularity of our thoughts is also that they are often automatic and repetitive, so we must practice mindfulness and learn to free ourselves from the slavery of negative thoughts and attract positive ones (Kotsou, 2014, p. 28).

Sixth, achieve fullness and pedagogical and psychological well-being to strengthen the work in the classrooms and also in the students. To take care of these aspects in a time of contradictory emotions.

Seventh, learn to fully live the beauty of emotions to achieve well-being (van Stappen, 2014, p. 46). The recognition of the emotions that are most present in each one, which is the one that is most deeply rooted, making a record to know if it strengthens or weakens daily actions, at work, in classes, with the family.

Future lines of research

Once the investigation has been carried out, the following lines of investigation emerge to consider in the future:

- Incorporate emotional education at all educational levels for better psycho-emotional development.
- Positive psychology as an area that should be explored extensively to reinforce themes related to the socio-emotional area.
- Investigate in depth about pedagogical well-being and the impact it has on the teaching sector as a possibility for its growth and strengthening.
- Explore the didactics of emotions, didactic strategies that involve emotions to work on their identification and management. Clear example, the creative journal to



express your emotions, which is growing in activities due to the good reception it has and the need to have a resource like this to work.

- Delve into the philosophy of education to reinforce the areas of study.
- Consider neuroscience and the brain in these studies as the main actor in educational processes and, of course, in emotions.
- Analyze in the future what is the impact of emotions on the body through bioneuroemotion and biodecoding. Without a doubt, it will be surprising to approach and unravel the way in which emotions heal us and also make us sick.

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