

<https://doi.org/10.23913/ride.v12i24.1161>

*Artículos científicos*

## **Formación de estudiantes universitarios en tiempos de pandemia: un acercamiento a la etnografía virtual**

***Formation of University Student During the Pandemic: A Virtual  
Ethnography Approach***

***Formação de universitários em tempos de pandemia: uma abordagem da  
etnografia virtual***

**María Guadalupe Soto Decuir**

Universidad Autónoma de Sinaloa, México

[soto.decuir@gmail.com](mailto:soto.decuir@gmail.com)

<https://orcid.org/0000-0003-1543-6213>

**Isabel Cristina Mazo Sandoval**

Universidad Autónoma de Sinaloa, México

[cristinamazo@uas.edu.mx](mailto:cristinamazo@uas.edu.mx)

<https://orcid.org/0000-0002-8275-568X>

**Adriana López Cuevas**

Universidad Autónoma de Sinaloa, México

[adrianalopezc1989@gmail.com](mailto:adrianalopezc1989@gmail.com)

<https://orcid.org/0000-0003-1255-2374>

## Resumen

En esta investigación se buscó comprender la formación del proceso de enseñanza-aprendizaje a partir de las interacciones propias de estudiantes universitarios y el docente en los escenarios virtuales durante el confinamiento por covid-19. Desde la óptica de la etnografía virtual se estudiaron las interacciones sociales, vicisitudes académicas y valores educativos que emergieron durante el trabajo de campo. La muestra estuvo conformada por 31 estudiantes de primer semestre de la materia de Contabilidad Básica de la licenciatura en Negocios Internacionales de la Universidad Autónoma de Sinaloa durante el ciclo escolar 2020-2021. A través de la observación no participante se registraron las interacciones entre docente-estudiantes y estudiantes-estudiantes desarrollados en las sesiones en línea, grupo de WhatsApp y plataforma Moodle. Además, se realizaron entrevistas grupales e individuales a los estudiantes y a la facilitadora. La información obtenida se trianguló con la teoría para después hacer una descripción de los significados sociales. Entre los resultados destaca que las interacciones sociales en el proceso educativo virtual no fueron fáciles, existieron largos silencios. En cuanto a las vicisitudes académicas, la facilitadora fue pieza fundamental para su desarrollo, contó con la planeación de la materia desde el comienzo y activó los conocimientos previos. Por último, los estudiantes expresaron que sí aprendieron. Aunque no sin complicaciones, gestionaron su aprendizaje y tiempo. La mayoría, sin embargo, no quisiera volver a tener esta experiencia de aprendizaje.

**Palabras clave:** estudiante-profesor, interacción social, pandemia, proceso cognitivo, valor moral.

## Abstract

This research sought to understand the formation of the teaching-learning process based on the interactions of university students and the teacher in virtual settings during confinement due to covid-19. From the perspective of virtual ethnography, the social interactions, academic vicissitudes and educational values that emerged during the fieldwork were studied. The sample consisted of 31 first-semester students of the Basic Accounting subject of the International Business degree at the Universidad Autónoma de Sinaloa during the 2020-2021 school year. Through non-participant observation, the interactions between teacher-students and student-students developed in the online sessions, WhatsApp group and Moodle platform were recorded. In addition, group and individual interviews were conducted

with the students and the facilitator. The information obtained was triangulated with the theory to later make a description of the social meanings. Among the results, it stands out that the social interactions in the virtual educational process were not easy, there were long silences. Regarding the academic vicissitudes, the facilitator was a fundamental piece for their development, she had the planning of the subject from the beginning and activated the previous knowledge. Finally, the students expressed that they did learn. Although not without complications, they managed their learning and time. Most, however, would not want to have this learning experience again.

**Keywords:** student-teacher, social interaction, pandemic, cognitive process, moral value.

## Resumo

Esta pesquisa buscou compreender a formação do processo ensino-aprendizagem a partir das interações de estudantes universitários e o professor em ambientes virtuais durante o confinamento devido à covid-19. Na perspectiva da etnografia virtual, foram estudadas as interações sociais, as vicissitudes acadêmicas e os valores educacionais que surgiram durante o trabalho de campo. A amostra foi composta por 31 alunos do primeiro semestre da disciplina de Contabilidade Básica do curso de Negócios Internacionais da Universidade Autônoma de Sinaloa durante o ano letivo 2020-2021. Por meio da observação não participante, foram registradas as interações entre professor-alunos e alunos-alunos desenvolvidas nas sessões online, grupo de WhatsApp e plataforma Moodle. Além disso, foram realizadas entrevistas em grupo e individuais com os alunos e o facilitador. As informações obtidas foram trianguladas com a teoria para posteriormente fazer uma descrição dos significados sociais. Dentre os resultados, destaca-se que as interações sociais no processo educativo virtual não foram fáceis, houve longos silêncios. Em relação às vicissitudes acadêmicas, a facilitadora foi peça fundamental para o seu desenvolvimento, ela teve o planejamento da disciplina desde o início e ativou os conhecimentos prévios. Por fim, os alunos expressaram que aprenderam. Embora não sem complicações, eles conseguiram seu aprendizado e tempo. A maioria, no entanto, não gostaria de ter essa experiência de aprendizado novamente.

**Palavras-chave:** aluno-professor, interação social, pandemia, processo cognitivo, valor moral.

**Fecha Recepción:** Octubre 2021

**Fecha Aceptación:** Marzo 2022

---

## Introduction

In recent years, the training of university students has become an essential axis for the scientific and technological development of a country. The United Nations Educational, Scientific and Cultural Organization [Unesco] (sf) proposes for 2030 "to ensure equal access for all men and women to quality technical, professional and higher education , including university education" (para. 1). The training of university students has been subject to continuous assessment and reformulation; it is considered a powerful means to form a more equitable society.

In Mexico, since March 2020, the educational process at all academic levels has undergone changes due to the 2019 coronavirus disease (covid-19) pandemic. Learning from home was abruptly implemented, and the primary means was information and communication technologies (ICTs). Normally, the incorporation of ICT in education has the purpose of exercising the technological skills of students, as well as the ability to innovate and transcend in professional practice, however, this time it was a health emergency situation

Regardless of the above, Narro and Arredondo (2013, p. 133) already warned some years ago that, even with the advances in educational research, traditional teaching is still valid, since the role of the teacher as the protagonist of education is not has eradicated and this makes teaching the main object of attention

However, according to Escofet, García and Gros (2011), "we find young people whose social and cultural context is highly technological, which, for many experts, leads them to think of an important transformation, not only of the place where they learn, but of how one learns" (p. 1179). Along the same lines, Silva, Muñoz and Sepúlveda (2018) mention that "one of the challenges of educational research consists in the articulation of the reflections derived from the training process, the methodologies, the competencies that are sought to be developed in the students and the course content" (p. 155).

For this reason, it is timely to understand the development of the educational process from the interactions of university students during confinement by covid-19: describe and narrate their experiences during their university education, particularly here the case of students of the Autonomous University of Sinaloa (UAS).

This research has been done with the intention that the ideas and reflections contribute to estimating the social interactions, academic vicissitudes and educational values that students and teachers experienced during the type 2 coronavirus pandemic that causes severe acute respiratory syndrome (SARS- CoV-2). The foregoing to reflect and prepare the necessary strategies for future contingencies where education must continue from home.

Educational processes must be modified based on the corresponding actions of each actor: student, teacher, director, society, market and State. In such a way that each one of them recognizes which task corresponds to him, all working to learn what is needed. In this regard, Gimeno (2005) asks: "Why not review the ineffectiveness of forcing something to be learned in order to forget it as soon as it has been evaluated?" (p.155). A questioning like this reveals how relevant it is to talk about competencies, not just content development, especially in situations such as the current health emergency, where what should be of concern is the development of abilities, skills and knowledge.

The training of university students is an important means of transforming our environment. Currently, competitive human beings are needed to generate changes, to learn to be different. Of course, this includes being a better person, since student education is not just about preparing to study for an exam and get a degree. If changes are generated in the student learning process, changes that appeal to research, to connect theory with practice and to acquire knowledge, skills, attitudes and values, a better society can be formed. Indeed, it is about preparing students for life, developing the social and cognitive skills and values that are required for professionalization.

It is clear that the training of university students must be established with inspiring teachers. Therefore, the updating and training of teachers should be promoted to further promote the cognitive and social development of students. Teachers should be seen as intellectual agents (Giroux, 1997); abandon the technocratic model that turns them into operators, not education professionals. At the same time, it is necessary to work on the innovative model, where the important thing is to develop skills, abilities and attitudes in students that help them to function in a liquid society (Bauman, 2008).

Even when there is talk of intellectual agents working in an innovative model, traditional teaching continued to a large extent with the training of university students during the covid-19 pandemic, despite technological advances and teacher training and updating. At the UAS (June 5, 2020), at the beginning of each semester, the first week is dedicated to the

training and updating of teachers, and most have already been prepared in a course on ICT management in education. Educational trends revolve around the constructivist theory of knowledge. On the contrary, the educational process still revolves around the teacher.

Although custom brings with it routines, many teachers do not reflect on their own ways of learning and teaching, which leads to not being able to improve educational practices at the university (Ventura, 2016). It also involves the university student in his way of learning, her commitment and responsibility with her learning process. Thus, finding answers based on the interpretations of the subjects of the educational process under a systemic and naturalistic approach in times of confinement due to covid-19 is an interesting way to promote educational changes from the perspective of the actors themselves.

### **Methodological strategy**

This research adopted a qualitative approach. Through social constructivism, ethnography, phenomenology and hermeneutics, this type of approach is ideal for learning about interpretations and meanings of social reality (Álvarez, 2003). To this end, various information collection and analysis techniques are used, such as interviews, participant or non-participant observation, text analysis, etc.

Social research does not seek to capture a fact; it is rather the approach of the researcher to the perspective of a social actor who, from his meanings, situates and interprets a social world (Serbia, 2007). The researcher builds social reality through a series of social, political, cultural and economic conditions that give meaning to a symbolic plane (Villar, Mora and Maldonado, 2018). And it is that in the interaction between materiality and subjectivity, what each calls reality is configured (Serbia, 2007).

In relation to ethnography, in recent years it has been extended to cyberspace in order to understand what happens in educational processes in e-learning or blended-learning spaces (Gutiérrez, Agudelo and Caro, 2016). Here it was chosen to work with the aforementioned method with the intention of obtaining an image of the group studied. The above through stories that express their ideas, perceptions and beliefs about their world. Hammersley and Atkinson (1994) state that ethnography as a method of social research uses everyday life to account for people. In this case, the educational process in times of the covid-19 pandemic.

For Ruiz and Aguirre (2015), virtual ethnography seeks to favor communication channels that enhance interactivity (asynchronous or synchronous) through emails, wikis, social networks, forums, collaboration networks and even educational platforms. such as virtual classrooms, videoconferences or instant messaging.

Under the principle that Rockwell (1994) formulated on ethnography, whose objective is comprehensive, and in order to investigate the training of UAS students in the scenario that occurred during the covid-19 pandemic, it was proposed to understand the formation of the teaching-learning process based on the interactions of university students and their relationship with the teacher in virtual settings.

One of the objectives of virtual ethnography is to study the social, cognitive and affective relationships that occur in cyberspace (Ruiz y Aguirre, 2015).

An Internet ethnography can look in detail at the ways in which the use of a technology is experienced. In its basic form, ethnography consists of a researcher immersing himself in the world he studies for a given time and taking into account the relationships, activities and meanings that are forged between those who participate in the social processes of that world. The objective is to make explicit certain ways of constructing meaning of people, which are usually tacit or taken for granted. The ethnographer inhabits a sort of in-between world, simultaneously being an outsider and a native. (Hine, 2000, p. 13).

Given the above, and with a rigorous methodology and technique, each of the situations was observed and analyzed during the field work, an immersion in the educational context of the subjects. One of the strengths of ethnography is the lack of recipes (Hine, 2000) and that it does not have a protocol to apply.

The field work was carried out with the first semester students of the Basic Accounting subject of the International Business degree of the Faculty of Economic, Administrative and Technological Sciences of the UAS in the 2020-2021 school year.

To obtain the information, the researcher begins as an observer who is interested in understanding the perspective that unfolds in that social setting, studies the group and maintains an emotional distance from the object, so that he is with them but is not part of it. (Pineapple, 1997). He was present in the online sessions (SL), Moodle platform (PM), discussion forums (FD), WhatsApp group (GWA) and a field diary (DC) was recorded. In addition, group (EG) and individual (EI) interviews were conducted with the students and

the facilitator (EF), which were recorded with his authorization and later transcribed. In this way, he accompanied the 31 students in a virtual educational environment, without intervening in their development or without them feeling observed.

## Information analysis and results

Hine (2000) establishes that in virtual ethnography activities are recorded and analyzed, meanings that are forged among those who participate. It is recorded what the study subjects comment on, experience, their attitudes and reflections as they are expressed by themselves. Qualitatively analyzed 15 instruments:

- 1) A field diary that emerged from the online sessions and another from the Moodle platform (feedback between the teacher and the students about their activities required as evidence, as well as the discussion forums),
- 2) The speech of two WhatsApp groups (one where all the students of the subject were, the conversation was from September 7, 2020 to May 26, 2021, and another where they voluntarily joined to receive extra advice, whose global period was from November 3 to April 24, the duration of the conversations varied, since, when starting a dialogue, some students responded almost immediately and others took from one to four hours to respond),
- 3) Two group interviews were also analyzed (one intermediate with 29 students and another at the end with 25 students), in addition to nine individual interviews at the end of the field work, which lasted between 20 and 50 minutes, approximately.

The theoretical and empirical information collected was incorporated into the Atlas.ti program to systematize it. The treatment of the field work instruments, after reading them several times, was that of inductive coding. Through an analytical process, the data was fragmented, conceptualized and integrated. Each code was given a name according to its nature and meaning.

The previous procedure is explained in more detail: first all the instruments were read; in a second step, the main ideas of the speech were identified with codes; they were then grouped into similar ideas (categories). Once the categories were grouped, if new codes (meaning units) arose, they were compared in the previously created categories to see if it was appropriate to include them in them; or else, to create a new one and integrate the code. Then, the codes assigned to the categories were filtered. Once the above was done, and with



preliminary reading and underlining of the theoretical information, links were made that supported each of the codes to subsequently reduce them and form the categories of analysis. The previous process was carried out in a collegiate manner by the members of this investigation.

The validation of the information was carried out as proposed by Hammersley and Atkinson (1994): the observation record was triangulated with interviews conducted with the study subjects through virtual channels, in such a way that the information of the same phenomenon was compared. at different moments of the fieldwork and from different participants with the theory, which allowed deepening the description of social meanings and then making a thick description, as suggested by Geertz (1991) for ethnographic studies.

Due to the confinement by covid-19, the subjects of the educational process lived a new experience. To this we must add that they were first-semester students, so they were going through a new phase and, therefore, they shared the same purpose: to start their university career, now virtually.

As general information, it can be said that the students are on average 18 years old. The majority attended high school at the UAS; in second place were students from the Technological and Services Baccalaureate Center (CBTis) No. 45. In the UAS high school curriculum (2018) it is stated that one of the skills of its graduates is digital, as established by the Common Curriculum Framework derived from the Comprehensive Reform of Upper Secondary Education. And the graduates of CBTis No. 45 have technological training. Regarding their technological accessibility, the majority took classes from their cell phones or shared a computer with their siblings or relatives; Not all of them had Wi-Fi Internet, so they took their classes with data.

The teacher (at the time of the investigation) was 32 years old. She completed two bachelor's degrees, the first in Fiscal Public Accounting and the second in Educational Sciences, and a master's degree in Teaching. She has 10 years of experience in front of a group, of which eight have been face-to-face and two virtual. Before the start of the pandemic, she had used the Moodle platform for two years as a means of support. In her master's degree, she studied subjects to implement the online courses and applied them on a daily basis as a didactic resource; however, it was not until March 23, 2020 that she fully implemented them. During the pandemic, she had online education updates and webinars.

Regarding the accessibility of ICTs, the teacher had all the facilities: her own computer, Internet and cell phone.

From the above we can say that we are facing a novel teacher in the use of educational technology. According to Buzo (2010), this type of teacher is “a recent university graduate who teaches for the first time in an educational institution. He is characterized as having little or no prior teaching experience” (p. 58). Indeed, the subject of study is a teacher with at least five years of experience in the use of technology, although he knows how to use didactic-technological means such as creating and designing virtual courses on the Moodle platform, includes YouTube videos, has the domain of office automation (Word, Excel, PowerPoint), Windows applications, desktop video conferencing systems such as Zoom, Google Meet and also uses WhatsApp to communicate with their students.

From the analysis of the instruments, the metacategory called Way of life of university students emerged and the categories of "Social Interactions", "Academic Vicissitudes" and "Educational Values" were generated.

### **Way of life of university students in times of covid-19 pandemic**

Both students and teachers had to reorganize their lives (personal, social, professional, etc.) to adjust to a confinement that had no expiration date. Loss of social contact and isolation disturbed the shape of the educational process. Health, economic, emotional, family, educational, technical, technological problems, to name a few, flowed constantly during the present investigation. So the student way of life was affected in many ways. The three categories that emerged from the analysis are presented below.

### **Social interactions in the virtual educational process in the modality from home**

In the school environment, the social relationships that are established lead us to learn to live and coexist with others, it is a way of regulating coexistence and forming society. Who does not remember their first day of class, at any level, whether primary, secondary, high school or university. You have an emotion, whether positive or negative, it marks the human being, it is a new adventure. Interactions are established that can be consolidated over time, friendships are formed, affinities are identified, with whom to do teamwork. However, now the face-to-face experience has been replaced by virtuality. The first moment, the first interaction is key in the future of the interactions between teacher and students.

Like every beginning of the school year, semester and subject, the facilitator begins with a presentation to make herself known and give the members of the group the opportunity to introduce themselves and integrate. It was not easy, there was a moment when "everyone was very quiet" (DC). In fact, the majority expressed themselves through the chat on the Google Meet platform when asked if they worked and where they had studied: "I left the UAS high school" (E1, E2, E3, E9, E10); "Me from CBTIS" (E4, E5). The other students did not answer. Having no more interaction, and after a long silence, the class began with the first topic. As exciting as the first day of school can be, it's not easy to establish social interactions online. Although the cameras are on, you can't observe the body language, the interest of others to get to know each other and start a relationship. When interviewing some students during the course of the research, they mentioned that they had already known each other since kindergarten (E3, E7, E29), however, the emotion or interest in meeting their classmates who would be part of their educational process did not it was established. The first online session did not create the relationships that are developed on the first day of a face-to-face class.

In the other online sessions, the interaction began in the chat. The students began by saying good morning. Their participation was more written (E5, E7, E8, E9) than verbal (E1, E2, E3, E9, E10) and almost always the same. As part of the socialization process, the facilitator started the conversation of the online session from the WhatsApp group, she said hello and sent the link as a reminder. Veytia and Bastidas (2020) indicate that these groups are a useful technological tool to organize work, develop efficient communication between students and between students and teachers; thus interpersonal relationships can be strengthened (p. 73). However, this time it was not easy to establish social relationships.

### **Academic vicissitudes during the covid-19 pandemic**

In the training of university students, it is essential to forge subjects who are capable of developing basic, analytical and critical thinking skills, with the intention of empowering them and allowing them to reflect on their own way of learning for their own person and professional work. Regarding how the students were trained in learning from home, their expressions, emotions and feelings about their experiences in this process are shown below.

The teacher is a fundamental piece for the educational process to be consolidated. At the beginning of the classes, the facilitator seeks to activate previous knowledge by asking:

"What is accounting?". As in the category of social interactions, the answers were through chat (E5, E7, E8, E9) and voice (E1, E2, E3). It is part of the teacher to encourage participation, seek strategies to know their prior knowledge, and it is up to the student to want to share what he knows, his ideas and concepts on a subject. Thus, the student must also commit and participate in each of the activities of the educational process, in this case, if they cannot communicate verbally through the device they are connected to, it can be done through chat, which must be kept active. The teacher, since not all students had the same technological infrastructure to connect to the online sessions. In fact, at the end of the session on the first day, the course facilitator had problems with the Internet (DC).

Another activity in the online sessions that the facilitator did was to review the exercises required as homework. Before starting a new topic, the previously submitted task and the mistakes they had made were explained. For this, the teacher had already reviewed the tasks, knew the errors and established a dialogue (most of the time only five students participated) until there were no doubts. In the interactions between the teacher and students there were technological difficulties, since the facilitator asked questions randomly, for example, to E10 and she did not answer: after a while she answered in the chat that the Internet had gone (DC). The facilitator expressed that "of the 24 or 25 works that have been sent there are errors. It has been going wrong for most of them, so, before qualifying them, I am telling them to correct them" (DC). Once this matter was finished, and without having any comments, she continued the class.

Some students were also asked to present their homework. For example, the teacher mentioned E9 to share the screen, introduce and explain (DC). E9 said that she could not because she was connected to the cell phone; the facilitator, in order to show the task, enters the Moodle platform to look for the student's task and shares it. Thus, E9 has the possibility of explaining it. With the patience of the facilitator, the educational process is established, since both the students and the teacher had technical difficulties. Without a doubt, in the mode of learning from home, you have to look for the attitude and empathy to overcome problems.

In another online session, the facilitator asked, "Who would like to share her homework?" No one answered. E29 said he could share it, but her computer doesn't have a camera; E15 says that she would like to, but she is sharing a computer with E20 and the latter, that she cannot share a screen, that she does not know. The facilitator explains the procedure;

however, even with her explanation, it cannot be projected. She asks E27, she says that she can't because she's connected from her cell phone because her computer doesn't work. Finally, the facilitator mentions E13. She says that she is on the computer, she projects it and between E5, E23 and E30 they participate in the review of the task.

Another strategy that the facilitator carried out as part of the educational process was that when she projected a new exercise on the screen and the students had to solve it, she gave them a certain amount of time and later a student explained how to do it. This strategy was not easy. The teacher asked who wanted to explain it and no one answered. On one occasion, after a lapse of time, the facilitator mentioned E21, who claimed to have finished it, but she could not explain it because she had problems with the microphone. Thus, between different strategies and techniques to develop the cognitive process, together with technical and technological problems, virtual sessions were developed.

Part of the evaluation of the subject was participation. The facilitator exposed it from the first session, however, the students who participated were almost always the same (E1, E2, E3, E5, E7, E8, E9). The facilitator reminded them that it was 15% of their grade. In a new topic they began to ask about the theoretical concepts, nobody answered, the facilitator asked them to look for the definition on the Internet, she asked E19 to explain and she did not respond, neither by voice nor by chat, in this situation three other Students read the concept and expressed, from their perspective, how they understood it. Now, what happened to E19: she did not respond and over time she commented that she had problems with the Internet. How to establish the educational process with technological problems? It seeks to give the best effort, however, the conditions and infrastructure are not always optimal.

Although there were ups and downs in the educational process, E16 expressed the following: "I did learn something even though it was online"; E20: "I feel good, although it is complicated, it is fine"; E1, E13, E20 and E21: "Yes I learned, maybe not 100% but more than half". Another had to give more effort and manage their own learning (DC). E14: "I did learn some things, I also looked for them on my own to corroborate." Thus, the self-management of learning was presented in this teaching-learning process.

Just as in the face-to-face modality work groups are made to carry out the tasks, in the virtual one they also did it, since a group of four people was formed, and when they had doubts in the exercises they asked their colleagues, not in the WhatsApp group official, but

in one in which four people were present, they did Zoom sessions to do the exercises and explained themselves (EG).

However, some would not like to have this learning experience again. E13 said she would “never enroll in an online course again”; E20 that “face-to-face is not the same as virtual, besides, it was complicated for me, because my laptop does not have most of the functions that we needed in class.” E15 had to buy a computer. In addition, he comments that “it was very heavy, it was seven hours of work and two hours of rest”. E17 said that “I spend more than 10 hours a week in class in front of the computer, I doubled my hours sitting in online classes, because after finishing the class I would start doing homework”. E30, which he didn't like, but it's part of the adaptation that we have to have. E28: “I didn't like the online classes, it's a bit difficult to pay attention :(” (GWA). In short, the resilience of the students was put to the test in the period of online education due to covid-19.

Others felt better. For example, E15 says that she did like it, that she regularly has to get up at 4:30 a.m. m. because it takes her 90 minutes to get from her house to school and now she gets up and goes to class. E1: “I liked it only because I am an introverted person, but my academic performance has decreased a lot”. E2 says that he would like the class to stay like this. And most will enroll in the following semester (DC).

The facilitator also experienced changes in her professional work, since she mentioned that before she did not take her work home and now she has everything at home. During the interview, he commented that he was uncertain about what the first semester students would be like, if the planning would be effective or if it had to be changed, since he did not get to know them like the students from last semester, who had a face-to-face part and another. virtual, and that as we advanced in the course it was inevitable to make comparisons. When you are in face-to-face classes, on many occasions it is not necessary to call the roll, a visual check is made and, as the students are physically identified, it is only necessary to locate who is absent to register the absence and ask about them, to see if there is a justifiable reason. of his absence. In addition, they are given individual advice or in teams depending on their needs while the others are working, the tasks are reviewed in class when the students are put to work, after class advice is given for those who want (EF).

He also expressed that, in the face-to-face modality, he only takes home the work of reviewing exams or final papers and planning; Dealing with students is direct and close, which helps them feel confident in asking questions and asking for help. While at a distance,

the teaching work triples or more, having to work on the design of the Moodle platform, review tasks outside class hours, attend to students in a more extended schedule, there are times that they call after 10:00 p.m. m., even when they are students on the morning shift, and it is not time to be making calls to teachers, and that is how they were attended (EF). With the above, it can be affirmed that the social commitment to support students is present, although the results are not as expected.

In the interview with the facilitator, he also shared that in learning from home it is difficult to face the student's apathy, coupled with the fact that there is a lack of interest in online classes; a good number of students do enter, but there is no way of knowing if they are all paying attention or understanding, since they are asked and only a small number answer. Participation is minimal even though they are told that it is part of their evaluation and sometimes they are asked directly to participate even so they do not do it, there are even those who do not bother to say something (EF). If there is no interest on the part of the student, the motivation intrinsically, how to establish the educational process; Although there are updated teachers and they plan different teaching-learning strategies, it is not easy to prevent students from feeling bored when they are in front of a computer.

Given the above, Barrón (2020) points out that online education alone is not enough to change educational paradigms, what he proposes is a deep analysis of the curriculum, of the encyclopedic content. ICTs by themselves do not have a pedagogical function.

### **Values in the teaching-learning process in times of the covid-19 pandemic**

As part of the explanation of the teaching-learning process during the learning unit, the content of the Moodle platform was presented. It consisted of a welcome, study plan, program, didactic guide, which details the topics to review by date, the readings and exercises to deliver each day, as well as how to evaluate each activity. Despite this, the students did not read. When starting the online session, the facilitator asked about the topic and no one answered. In the field diary, the facilitator's words were recorded very often: "Since they did not read, it begins with the explanation of the topic."

From the above, the values that students develop for the learning process are rescued. González and Cardentey (2016) state that the values that are developed in the educational process are not presented as isolated events, but rather are a systemic process, depending on the social, economic, political circumstances and the physical environment.

The values of responsibility and commitment are paramount, since it is important that students read the readings of each topic prior to the virtual sessions, better said, in any modality, whether face-to-face or online. It is from the previous knowledge of the students that the facilitator can establish a scaffolding and present a fluid dialogue and transform the information into knowledge, given that the educational model seeks that the information is not mechanically transmitted or memorized, but built from prior knowledge.

Although the covid-19 pandemic resulted in schools being closed and classes being taught from home, not all students had that opportunity; some took classes without the necessary infrastructure or technology; others took advantage of mobile technology to connect and be present without actually being present, as on several occasions it was observed that some students were at work and in class at the same time. This last situation leads to the following reflection: the covid-19 pandemic caused some family members to become unemployed (fathers or mothers) and students who had a set schedule for face-to-face education had to combine that time between a paid work and study. Thus, the student had to develop the value of responsibility and commitment to their studies along with the need to be in a job that would help them financially solve personal and family situations.

The values of commitment and responsibility were present by the facilitator. In her desire to consolidate the educational process, she created a WhatsApp group for extra counseling, one day a week, made up of 12 students, who joined voluntarily. On the first day of counseling, the facilitator sent a message to the group that she had problems with her computer; the students were ready, because they all answered that "it was fine", that "they would wait for it to be fixed"; an hour later she sends the teacher another message that she has to take the computer to a technician (CD). The messages reflected the teacher's concern to comply with the assessment with the students. The next day she sent a message again: that she had already restored her computer and she scheduled the consultation for that day.

Regardless of the educational modality (face-to-face, hybrid or online), the values must be applied in the same way. The value of responsibility as a moral value of knowledge, coupled with commitment, leads to building a better teaching-learning process, in which both teachers and students are involved.



## Discussion

From the field work carried out with the young people of the first admission to the degree in International Business of the Faculty of Economic, Administrative and Technological Sciences of the UAS during the 2020-2021 school year, it was observed that the majority had an Internet service unstable, communication was cut off and there was interference, so it was a limitation for the educational process. It must be remembered that the study subjects are from both rural and urban communities.

Thus, since there is no fluid communication, the question arises: how to establish social relations? Although there were times when the communication between the facilitator and the students was written, there was no link as established in the face-to-face mode. In this way, ICTs during the covid-19 confinement were just an instrument, a tool, a window that gave opportunity to connectivity between the facilitator and the students. The most important part of the educational process was missing: the link between the teacher and the student. In fact, in the analysis of the results, affective relationships were not observed. And it is that learning spaces should not be understood only with a volume or performance of activities, but that their concept goes beyond a mere architectural object (González and Abad, 2020).

Now, the students fulfilled the activities required in the planning of the subject program, however, this is not enough.

According to the findings, it is not enough to know how to search for and access information, what is important in the academic process is the capacity for critical analysis that the subject can do with the information found, but also take into account the reality in which he is immersed so that, in a critical analysis, you can process the information and select it until it becomes knowledge with educational and social value (Gutiérrez *et al.*, 2016, p. 57).

These same authors found, as in the present investigation, that "students used both synchronous and asynchronous tools to complete tasks, without promoting interrelationships" (Gutiérrez *et al.*, 2016, p. 58). Just as young people use social networks to establish relationships, it is important that they do so on virtual educational platforms to strengthen and consolidate their learning process. Both intrinsic and extrinsic motivation serve to consolidate the educational process.

On the other hand, it was found that the facilitator reviewed the tasks before the online sessions, seeking teacher-student accompaniment. Regarding the accompaniment of the student in virtual learning environments, Mora and Aguado (2016) emphasize that "the educator must undertake constant feedback and guide the participants (...). Understand that each of them has characteristic differences in the way they learn and relate to knowledge" (p. 53).

However, the online sessions had an impact on student participation. Although they were asked to participate actively, to share their tasks on the screen to discuss how they did the exercises and tasks required to see the successes and errors, they did not. There was a lack of initiative on their part, added to the fact that not all of them had the appropriate computer equipment to present, many connected from their cell phones, which prevented their exposure. Something similar happened in the investigation by Sánchez et al. (2020), since, for the most part, the participants refer to requiring technological support and didactic advice.

Regarding the learning they obtained, although most of the students answered that they did learn although with difficulties, Schmelkes (2020) states that university students must have greater self-regulation and self-discipline that helps them manage their time and do things by themselves. themselves, even despite living in confinement.

It was also found by the facilitator that her professional work increased. The same result was shown in another investigation. The following is stated in this:

The contingency generated from the covid-19 pandemic causes the working conditions of teachers to be transformed with an increase in working hours, immobility in the workplace (...). Teachers show affectation in their physical and mental load due to the contingency due to the covid-19 pandemic, relating the working day, work intensity, interpersonal relationships with respect to the different types of loads from the usual to the special context given by the contingency, where the physical-mental effort, the stressful situations in the work activity and outside work are factors attributed to the professional burnout of the teacher, the virtual modality has generated that the teachers have changing physical and psychological behaviors (Galvis *et al.*, 2021, p. 1).

In addition to that, the apathy of the students for the online sessions has to be faced.

Speranza, Recalde and Paciello (2020) mention that “values are essential to overcome the multiple challenges that this pandemic presents us; the solidarity that implies fraternity, empathy, understanding, channeled by cooperation, reciprocity towards others” (p. 252). In the present investigation, the values of responsibility and educational commitment were shown at different levels by the students. It must be remembered that the values must be the same in any educational modality (face-to-face, blended or online). A student must comply in any scenario.

## Conclusions

The pandemic has caused situations that have affected both teachers and students, which has represented a challenge for both actors at the beginning of a new school year under the virtual modality. Although virtuality is a tool that has advantages, such as shortening distances and reducing costs, it also causes economic problems as it requires investment in equipment and high-speed connectivity.

However, a face-to-face program, adapted to virtuality due to the extraordinary situation derived from the covid-19 pandemic, leads to interaction problems between teacher-student and student-student, so that social relations and the academic process do not They developed ideally. This is due to various technological, family, economic and emotional factors: anxiety, stress, boredom, demotivation and other types of emotional conflicts that are reflected in low interest, decreased performance and school dropout.

Here is an important point, the teacher's work in virtuality is nodal, he must be prepared to know how to solve the difficulties that can arise day by day with the development of this teaching modality.

When developing this research concerns arise, areas of opportunity are generated and pending debts remain to be addressed, both by the teacher and by the students. The relationship between the facilitator and the students is fundamental, and not only because of the cognitive process, but also those of socialization and culture.

The start of classes virtually, after losing hope that the new school year would return as much as possible to the old normality, was discouraging, especially when the experience of last semester was already had. This is not to say that it was bad, but rather that, being unprepared (both the teacher and the students), it was complicated. Now, how to verify their

learning and facilitate the process? It is a question that to date is part of the continuous thoughts for student training and updating and teacher training.

### **Future lines of research**

This analysis opens the space for the development of future research on virtual learning and all that it contains, such as teaching planning, strategies to develop meaningful distance learning, mechanisms and instruments for evaluating learning in online education, motivation towards learning in virtual education, topics that are important to analyze in greater depth and that will surely provide elements for reflection in the educational task that mark the development of virtual ethnography after the pandemic. The line of educational values is opened in distance education, a subject little studied and that leads to forming better citizens and subjects within a more just and equitable society.

## References

- Álvarez, J. (2003). *Cómo hacer investigación cualitativa. Fundamentos y metodología*. Ciudad de México, México: Paidós.
- Barrón, M. (2020). La educación en línea. Transiciones y disrupciones. En Casanova, H. (comp.), *Educación y pandemia. Una visión académica* (pp. 66-74). Ciudad de México, México: Instituto de Investigaciones sobre la Universidad y la Educación- Universidad Autónoma de México. Recuperado de <http://www.iisue.unam.mx/nosotros/covid/educacion-y-pandemia>.
- Bauman, Z. (2008). *Los retos de la educación en la modernidad líquida*. Barcelona, España: Gedisa.
- Buzo, Z. (2010). El profesorado universitario novel: estudio teórico de su proceso de inducción o socialización profesional. *Revista Electrónica de Investigación y Docencia*, (3), 55-72. Recuperado de <https://revistaselectronicas.ujaen.es/index.php/reid/article/view/1161>.
- Escofet, A., García, I. y Gros, B. (2011). Las nuevas culturas de aprendizaje y su incidencia en la educación superior. *Revista Mexicana de Investigación Educativa*, 16(51), 1177-1195. Recuperado de [http://www.scielo.org.mx/scielo.php?script=sci\\_arttext&pid=S1405-66662011000400008&lng=es&tlng=es](http://www.scielo.org.mx/scielo.php?script=sci_arttext&pid=S1405-66662011000400008&lng=es&tlng=es).
- Galvis, G., Vásquez, A., Caviativa, Y., Ospina, A., Chaves, V., Carreño, L. M. y Vera, V. (2021). Tensiones y realidades de los docentes universitarios frente a la pandemia covid-19. *European Journal of Health Research*, 7(1), 1-13. Recuperado de <https://doi.org/10.32457/ejhr.v7i1.1396>.
- Geertz, C. (1991). *La interpretación de las culturas*. Barcelona, España: Gedisa.
- Gimeno, J. (2005). *La educación que aún es posible. Ensayos acerca de la cultura para la educación*. Madrid, España: Morata.
- Giroux, H. A. (1997). *Los profesores como intelectuales. Hacia una pedagogía crítica del aprendizaje*. Barcelona, España: Paidós.
- González, M. D. y Abad, E. (2020). Diseño del espacio educativo universitario y su impacto en el proceso académico: análisis de tendencias. *Revista de Estilos de Aprendizaje*, 13(25), 1-13.

- González, R. y Cardentey, J. (2016). Educación en valores de estudiantes universitarios. *Humanidades Médicas*, 16(1), 161-174. Recuperado de [http://scielo.sld.cu/scielo.php?script=sci\\_arttext&pid=S1727-81202016000100011&lng=es&tlng=en](http://scielo.sld.cu/scielo.php?script=sci_arttext&pid=S1727-81202016000100011&lng=es&tlng=en).
- Gutiérrez, M., Agudelo, N. y Caro, E. O. (2016). La etnografía educativa virtual y la formación de docentes. *Praxis & Saber*, 7(15), 41-62. Recuperado de <https://dialnet.unirioja.es/servlet/articulo?codigo=5773705>.
- Hammersley, M. y Atkinson, P. (1994). *Etnografía. Métodos de investigación*. Barcelona, España: Paidós.
- Hine, C. (2000). *Etnografía virtual*. Barcelona, España: Editorial UOC.
- Mora, D., y Aguado, G. (2016). Prácticas educativas en ambientes virtuales de aprendizaje. *Aletheia*, 8(2), 48-63.
- Narro, J. y Arredondo, M. (2013). La tutoría: un proceso fundamental en la formación de los estudiantes universitarios. *Perfiles Educativos*, 35(141), 132-151. Recuperado de [http://www.scielo.org.mx/scielo.php?script=sci\\_arttext&pid=S0185-26982013000300009](http://www.scielo.org.mx/scielo.php?script=sci_arttext&pid=S0185-26982013000300009).
- Organización de las Naciones Unidas para la Educación, la Ciencia y la Cultura [Unesco]. (s. f.). Educación superior. Recuperado de <https://es.unesco.org/themes/educacion-superior>.
- Piña, J. (1997). Consideraciones sobre la etnografía educativa. *Perfiles Educativos*, 19(78), 39-56.
- Rockwell, E. (1994). La etnografía como conocimiento local. En Rueda, M., Delgado, G. y Zardel, J. (coords.), *El aula universitaria. Aproximaciones metodológicas* (pp. 55-72). Ciudad de México: México: Universidad Nacional Autónoma de México.
- Ruiz, M. y Aguirre, G. (2015). Etnografía virtual, un acercamiento al método y a sus aplicaciones. *Estudios sobre las Culturas Contemporáneas*, 21(41), 67-96. Recuperado de <https://www.redalyc.org/articulo.oa?id=31639397004>.
- Sánchez, M., Martínez, A., Torres, R., de Agüero, M., Hernández, A., Benavides, M., Rendón, V. y Jaimes, C. (2020). Retos educativos durante la pandemia de COVID-19: una encuesta a profesores de la UNAM. *Revista Digital Universitaria*, 21(3), 1-24.

- Schmelkes, S. (2020). Contingencia de covid-19 convertirá brecha digital en brecha de aprendizaje. Ibero. Recuperado de <https://ibero.mx/prensa/contingencia-decovid-19-convertira-brecha-digital-en-brecha-de-aprendizaje>.
- Serbia, J. M. (2007). Diseño, muestreo y análisis en la investigación cualitativa. *Hologramática*, 3(7), 123-146.
- Silva, L., Muñoz, G. y Sepúlveda, C. (2018). Experiencia formativa y percepciones de estudiantes universitarios frente a la formación humana. *Actualidades Pedagógicas*, (71), 153-173. Recuperado de <http://dx.doi.org/10.19052/ap.4003>.
- Speranza, S., Recalde, N. y Paciello, A. (2020). Valores en época de coronavirus (covid-19). *Academic Disclosure*, 1(1), 252-261. Recuperado de <https://revistascientificas.una.py/index.php/rfenob/article/view/86>.
- Universidad Autónoma de Sinaloa [UAS]. (2018). *Currículo del bachillerato UAS 2015. Modalidad escolarizada, opción presencial. Orientado al Marco Curricular Común*. Culiacán, México: Universidad Autónoma de Sinaloa. Recuperado de [http://dgep.uas.edu.mx/programas2015/MATERIAL\\_DIRECTIVOS/PLANDEESTUDIOS\\_BUAS2015\\_V3.pdf](http://dgep.uas.edu.mx/programas2015/MATERIAL_DIRECTIVOS/PLANDEESTUDIOS_BUAS2015_V3.pdf).
- Universidad Autónoma de Sinaloa [UAS]. (5 de junio de 2020). Tercer Informe de Labores 2019-2020, Dr. Juan Eulogio Guerra Liera, Rector. (Video de YouTube). Recuperado de <https://www.youtube.com/watch?v=bdctlx-g300>.
- Ventura, A. C. (2016). ¿Enseño como aprendí?: el rol del estilo de aprendizaje en la enseñanza del profesorado universitario. *Aula Abierta*, 44(2), 91-98. Recuperado de <http://dx.doi.org/10.1016/j.aula.2016.05.001>.
- Veytia, M. y Bastidas, F. (2020). WhatsApp como recurso para el trabajo grupal en estudiantes universitarios. *Apertura*, 12(2), 74-93. Recuperado de <http://www.udgvirtual.udg.mx/apertura/index.php/apertura/article/view/1911>.
- Villar, M., Mora, M. y Maldonado, A. (2018). Un acercamiento a la investigación cualitativa en la disciplina del diseño. *RIDE Revista Iberoamericana para la Investigación y el Desarrollo Educativo*, 8(16), 535-556. Recuperado de <https://doi.org/10.23913/ride.v8i16.357>.

Rol de Contribución	Autor (es)
Conceptualización	María Guadalupe Soto Decuir (Principal)
Metodología	María Guadalupe Soto Decuir (Principal)
Software	No aplica
Validación	María Guadalupe Soto Decuir (Principal)
Análisis Formal	María Guadalupe Soto Decuir (Principal)
Investigación	María Guadalupe Soto Decuir (Principal) Adriana López Cuevas (Apoyo)
Recursos	María Guadalupe Soto Decuir (Principal) Isabel Cristna Mazo Sandoval (Igual) Adriana López Cuevas (Apoyo)
Curación de datos	María Guadalupe Soto Decuir (Igual) Isabel Cristna Mazo Sandoval (Igual) Adriana López Cuevas (Igual)
Escritura - Preparación del borrador original	María Guadalupe Soto Decuir (Principal) Isabel Cristna Mazo Sandoval (Apoyo) Adriana López Cuevas (Apoyo)
Escritura - Revisión y edición	María Guadalupe Soto Decuir (Principal) Isabel Cristna Mazo Sandoval (Apoyo) Adriana López Cuevas (Apoyo)
Visualización	María Guadalupe Soto Decuir (Igual) Isabel Cristna Mazo Sandoval (Igual) Adriana López Cuevas (Igual)
Supervisión	María Guadalupe Soto Decuir (Principal)
Administración de Proyectos	María Guadalupe Soto Decuir (Principal)
Adquisición de fondos	María Guadalupe Soto Decuir (Igual) Isabel Cristna Mazo Sandoval (Igual) Adriana López Cuevas (Igual)