

**BARRIERS TO LEARNING DURING THE PANDEMIC FOR STUDENTS OF
SOCIOLOGY OF EDUCATION IN TIMES OF CORONAVIRUS, AT THE
UNIVERSIDAD AUTÓNOMA METROPOLITANA-XOCIMILCO, MEXICO**

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ABSTRACT

The pandemic caused by the SARS-CoV-2 virus has strongly impacted the entire life of world society particularly that of Mexico. All fields of social life were affected especially the health and education systems. The lives of students in general, and in particular of the students of the X trimester of the Sociology career of the UAM-X were altered, impacting their academic learning, as well as the other manifestations of their social life. The narrative of some of these students who participated in the research is a revelation of their positive and/or negative experiences caused by this new reality. These same experiences show us how unprepared the national education system was to deal with a circumstance such as the pandemic and in particular, most teachers of the Sociology career at the UAM to face this new educational modality: virtual education.

Keywords: COVID-19 pandemic. Online Education. Sociology students. Barriers to learning. Emotions.

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INTRODUCTION

The globalization of the economy, trade, politics, and culture has been one of the fundamental characteristics of the last decades of the twentieth century and the first decades of the twentieth century.

XXI. In the face of this societal model, numerous manifestations of opposition and discontent or disagreement with neoliberal policies have been generated in the most disadvantaged sectors of society. Education has not been on the sidelines of this global movement of communication and exchange of ideas regarding education policies in all UN member countries. Through UNESCO, global conferences and meetings have been organized to create and disseminate general guidelines to address educational difficulties and backwardness in many countries and our country's educational lag in several regions.

The pandemic caused by the SARS-CoV-2 virus (the virus that causes COVID-19), originated in China at the end of 2019 and was caused by a new strain of coronavirus, spread to other countries in Asia, Europe, and America, affecting Mexico, officially since March 28, 2020 (<https://www.bupasalud.com.mx/salud/coronavirus>, accessed on October 12, 2020).

The pandemic called COVID-19 has impacted all areas of social, political, economic, and cultural life, as well as health and education services, disrupting family life by being forced to quarantine and confined to homes whose characteristics of size, distribution of space, and functionality are very diverse, depending on social class. Of the territory, of the place occupied, and of the built space. Similarly, reactions to the forced confinement imposed by the health authorities have been very different depending on the characteristics of the households, the character of the people, the type of family relationships, and the economic conditions of the families. This new reality has directly affected face-to-face educational processes, forcing institutions to untimely launch virtual classes. Faced with this situation, students have reacted in various ways depending on the conditions of their homes and the economic situation of their parents. Thus, the narration of their experiences allows us to penetrate, albeit briefly, their experience in this model of education through ICTs, which, in the case of the UAM-X, surprised us unprepared.

EDUCATION FOR LIFE

The health policies recommended by the World Health Organization and taken up by the government of Mexico implied the protection of the population through the imperative

"Stay at home" and "healthy distance" which led to the closure of shops, restaurants, and places of mass attendance, companies, churches and, naturally, schools and educational institutions, from kindergartens to higher education. Similarly, "Healthy distance" was one of the central reasons for suspending face-to-face classes and starting online work. Given this situation, the insufficiency of internet communications in the country became very notorious, as well as the lack of preparation of the majority of the adult population for the use of new technologies beyond the use of cell phones and some of their applications. These limitations were acutely evident in the educational field since neither teachers, students, parents, nor educational authorities were prepared to face a contingency like this. Which means that we are not being educated to face life.

Educating for life implies opening the consciences of learners and educators so that they can face the vicissitudes that arise in daily life in the community. In these circumstances, we ask ourselves if online education is achieving the objective of any educational process: to transmit values, norms, rites, and behaviors, to favor the construction of learning, that is, to build culture, among other things; And, in particular, training to care for and preserve health not only in times of COVID-19, but always throughout life. It is, therefore, a matter of learning to learn, which necessarily involves critical thinking and is encompassed in the four pillars of education (Delors: 1996): learning to know, which implies learning to learn, knowing the world around us and building new knowledge from our experience; learning to do, which entails the development of skills specific to a trade or profession, linking skill with knowledge; learning to live together, that is, with others in harmony, collaboration and mutual support, recognizing diversity and practicing interculturality as acceptance and recognition of the other as different and with the right to be as they are. Learning to live in peace with others is the previous step to learning to be, the fourth pillar of education, which prepares us to be ourselves, strengthen our identity, and face the world whose reality is changing rapidly with certainty since, according to the Delors report (1996: 106)

All human beings must be able, in particular, thanks to the education received in their youth, to equip themselves with autonomous and critical thinking and to make their judgment, to determine for themselves what they should do in the different circumstances of life.

Is current education training students to face this emergency and learn principles for life despite the barriers to learning that have been erected by the COVID-19 pandemic?

How have the students of the UAM-X of the sociology career experienced this "new reality"? How have you felt about the radical change in your personal life and your interrelationships with others, and how do you feel that it has affected your learning? It is not a question of replacing students, or speaking for them or of them, or on their behalf, because speaking in their name is the same as speaking for them (Bourdieu, 2015), but of giving them a voice, so that they express their feelings, their experiences and experiences about the pandemic and how having to interrupt face-to-face classes and enter into a dynamic affected or favored their learning through virtual education, as well as their family and social relationships.

The article contains three parts, two of a conceptual theoretical nature and one of a practical analysis of the selected narratives of the students. This means that it is about giving students a voice to narrate their experience in the transition from face-to-face to virtual education and how it has affected their learning and altered their way of life. The first theoretical part briefly deals with learning as well as the barriers that hinder learning. In the second section we address some effects that UAM-X teachers have experienced about the use of technologies for online education, and in the third, we analyze some narratives of the students of the X trimester of the Sociology career⁴. We conclude with some reflections on the teaching work and its problems with distance education.

LEARNING

Learning is a creative activity of every human being to adapt to the environment in which he lives and to the community that shelters him so that he can lead a life in harmony with all the members of society and in the environment that surrounds him. The development of human beings' intellectual capacities depends on their own experiences and the knowledge transmitted by older generations to new ones (Durkheim: 1975). Every human being is capable of learning, as Freire demonstrates in several of his works.

However

For school learning, certain conditions are required that allow study, reflection, and the construction of critical thinking. In the face of these conditions, some obstacles are erected that limit and even prevent learning. This is what some authors call barriers to learning. The pandemic may have constituted a context that does not favor a climate of

⁴ The Sociology degree at the UAM-X (Mexico) comprises 12 terms. This 10th year deals with the Sociology of Education and Culture

study and learning, which can affect the academic work and study of teachers and students at all educational levels. The UAM-X has not been an exception, so the students express their feelings experienced in this period in the face of this obstacle.

An obstacle to learning is considered a barrier that prevents the construction of relevant and meaningful learning for students whatever their age and at the educational level in which they are. Although it originally refers to the difficulties encountered by the visually impaired, deaf, or with any other disability about inclusive education (Both and Ainscow:2002), it is a fact that this pandemic revealed shortcomings that impede the learning of many children and young people of both sexes. In this sense, it seems to us that the description made by Mayra Díaz (2018) reflects the reality that many students have experienced throughout the country and the entire world:

BARRIERS TO LEARNING

An obstacle to learning is considered a barrier that prevents the construction of relevant and meaningful learning for students whatever their age and at the educational level in which they are. Although it originally refers to the difficulties encountered by the visually impaired, deaf, or with any other disability about inclusive education (Both and Ainscow:2002), it is a fact that this pandemic revealed shortcomings that impede the learning of many children and young people of both sexes. In this sense, it seems to us that the description made by Mayra Díaz (2018) reflects the reality that many students have experienced throughout the country and the entire world: Barriers can be of different aspects:

"These are all those factors in the context that hinder or limit full access to education and learning opportunities for children and young people. They appear about their interaction in different contexts: social, political, institutional, cultural and in social and economic circumstances."

Similarly, Milena Wetto (2018) considers that barriers to learning and participation are all those obstacles and difficulties that students have to learn concepts, integrate into the educational community, and be able to participate and interact inside and outside it.

Barriers can be:

a.- Methodological and practical

That has more to do with teachers who experienced difficulties in implementing curricula and programs adequately due to the lack of an adequate infrastructure

for distance education. However, their commitment to children and youth led them to seek solutions to this problem

b.-Socioeconomic barriers

That affects the family economy given the need to acquire electronic equipment that would allow them to follow classes either by television, internet, or cell phone

c.-Attitudinal

Although this refers to the problem of bullying in its different manifestations such as discrimination, racism, aggression, the difference in economic status, and physical appearance, among others, in this new reality, it refers to the lack of interest in classes on the part of students, apathy to help sons and daughters, on the part of the elderly people in the home, therefore, the possibility of learning is hindered. Discouragement or displeasure for not having face-to-face classes.

d.-Infrastructure

In this case, it refers to the conditions of the students' homes that do not have a space reserved for the school work of children or young people and prevent concentration to have good learning.

e.-Internships

In this case, we take up Milena's verbatim words since it has to do with "the design of curricular programs that are versatile, flexible and adaptable to each school community and even to each individual in particular; methodological practices that enhance students' capacities, school curricular modernization, changes administrative and evaluation, etc." (op.cit). That is, there should be a change in the didactics implemented by teachers to facilitate learning while maintaining interest in the topics worked on.

f.-Communicational

Neither the educational system nor society in general was prepared for fluid communication through electronic media, which constituted an obstacle to educational communication, affecting student learning in a differentiated way, since students in upper secondary and higher education have greater access to technology. Although we know from other studies that not everyone has these possibilities given the scarcity of economic resources of their families or their own.

g.-Sociocultural

These particularly affect the children of the native peoples, various peasant sectors, and even the population marginalized from culture, economy, health, and, therefore, education. (Wetto: 2018)

These seven barriers have manifested themselves during these school years during the pandemic, from March 2020 to date. However, in the case of UAM-X students of the Sociology career of the X trimester, we can add other barriers such as:

a.- The absence of socialization among peers, by not having contact with friends from school and being immersed in a family world, they lose enthusiasm for learning.

Disenchantment with the home that became the school, classroom, recreation, and study space, and also isolation and little communication with classmates.

C.- Weariness of the enclosure and isolation from their social world that does not favor a positive attitude towards learning.

d.- Emotional problems caused by domestic violence that forced confinement, stress lack of income, and permanent friction caused in many homes not only against women but also against children.⁵

EFFECTS OF THE PANDEMIC ON THE UAM-X

Due to the pandemic has affected most of the Mexican population either directly, due to the contagion of the SARS-CoV2 Coronavirus (COVID-19) and forced to stay at home or in hospital, or because they cannot leave home, due to the program implemented by the State "Stay at home" and "Keep Susana Distance" ceasing to attend their workplaces either voluntarily those who work on their own, either because they were temporarily dismissed by employers, with the well-known economic and social consequences that this new reality brought with it; or because they have contracted the virus requiring hospitalization to different degrees.

Education was no exception as schools were closed and classes were initially suspended later the implementation of the "Learn at Home" program proposed by the SEP for students in basic education: preschool, primary and secondary education, and for those

⁵ According to the organization Save the Children, during the pandemic since 2020, 3 out of 4 children have suffered violence and 1099 intentional homicides against children were registered. According to *Expansión política*, the National Public Security System registered 326,634 cases of gender-based violence between 2020 and May 2021, while the COVID-19 health crisis was ongoing

in upper secondary education dependent on the SEP through television stations and the internet. Universities had to implement their distance education programs or expand them when they already existed and make this modality the dominant and only way to continue classes so that students did not lose time or their studies. This situation highlighted the prevailing digital divide between teachers and students, on the one hand; between teachers from the same institution and teachers in general from all over the country, on the other hand, due to little or no preparation to face this new reality and respond to the educational needs of the moment, due to not mastering technology for virtual education.

In the case of the UAM, the rector proposed the PEER (Emerging Remote Teaching Program). With this

"The UAM presents creative and innovative solutions to the university community in the face of the complex context of the COVID-19 pandemic. It takes the best of the face-to-face model that sustains its prestige and enriches it with technological mediation to comply with the provisions of the Ministry of Health and the punctual application of the National Day of Healthy Distance. The UAM is committed to the health of the university community and reaffirms its social function by opening its doors in the digital environment. (UAM, 2020).

With this educational modality, the UAM faced the educational crisis caused by the pandemic, launching training courses for teachers so that they could handle different platforms and resort to videoconferences through ZOOM, MEET, Internet, YouTube, in short, different electronic and cybernetic means so as not to suspend the courses.

The problems that had to be overcome to maintain the courses uninterruptedly were very significant due to the lack of preparation as a faculty to use distance communication technologies to satisfy the institutional commitment of teaching to the student population. These difficulties not only affected teachers but also students both in the courses and in the administrative procedures they had to do. In this perspective, it is necessary to consider the problems faced by teachers and students in order not to lose school quarters.

PRACTICE OF SOME-PROFESSORS OF THE UAM-X OF THE DIVISION OF SOCIAL SCIENCES

The freedom that PEER gave to teachers to work with any technology for distance learning forced many teachers to demand training in the use of the platforms in use at UAM-X, ENVIA in use for several years and MOODLE as an alternative; others decided to work with Zoom, Classroom, Meet-Google, or with the internet directly. The problem that manifested itself is that those who worked with Zoom or with Meet or classroom, did so as

if it were a face-to-face class, which added more anguish to the students, who were overwhelmed by academic work and household chores, since being at home it was necessary to participate in the daily activities of the family. For teachers, life was complicated since they had to learn to use technology with a certain disadvantage compared to students. This took a whole quarter, the 20/I⁶, a quarter with a duration of 9 weeks instead of the 11 that comprises a normal quarter, then the 20/P, 20/O, and the 21/I and 21/P until October this year. So 2020 was the year of learning for teachers not accustomed to the technology of new ICTs. Even for those who had knowledge and mastery of these, since it is not the same to know them, use them in other fields or for other purposes than applied to online education. It is important to note that the UAM-X has set up a ZOOM room for each professor, for exclusive use for their undergraduate and graduate courses if applicable, which has facilitated communication and monitoring of students who remained at home even if they were physically and geographically distant from the institution. For many students in the province, it represented the opportunity or the need for economic reasons, to return to their homes and from there follow the virtual courses in real time, although this caused other types of problems.

Although it can be considered a deep digital divide in the field of computer science and, consequently, in digital education, what we could call e-teaching, due to the complementarity of **e-learning**, components of **d-education**, teachers have responded in a differentiated way to this new educational demand, not always in the most appropriate way to the professional ethics that must prevail in all professional practice. The use of platforms means that once the program is prepared, once the readings are uploaded, the tasks and deadlines have been established, as well as the evaluations, they no longer worry about opening the forums and having a dialogue with the students; which creates uncertainty and, possibly, is a cause of temporary dropout or permanent school dropout. Dialogic communication, whether synchronous or asynchronous, is a central component of online education. This is so taking into account the two main components of this educational modality.

E-learning fundamentally comprises the following aspects:

1. The pedagogical, referring to Educational Technology as a discipline of educational sciences, linked to technological means, educational psychology, didactics sociology of education, and even the anthropology of education. As

⁶ The UAM works in trimesters: I=Winter; P=Spring; O=Autumn

well as the philosophy of education of the UAM and the modular system of the Xochimilco Unit.

2. The technological, referring to Information and Communication Technology, through the selection, design, customization, implementation, hosting, and maintenance of solutions where proprietary and open source technologies are integrated.
3. A third aspect is dialogic communication which allows students to confront ideas and resolve doubts. (<https://www.classonlive.com/blog/Que-es-elearning-Definition-of-the-concept>)

THE FEELINGS OF THE STUDENTS OF MODULE X: EDUCATION AND CULTURE OF THE SOCIOLOGY DEGREE AT THE UAM-X

One of the most relevant aspects of this time of pandemic when confinement has been one of the measures proposed by the State to prevent the spread of contagion in the bulk of the population, through the "Stay at Home" program, has been the feeling of isolation, of lack of communication with friends, with classmates, friendships in general, but it also led to a lack of communication between family members; domestic violence against any member of the family, particularly women, wives and daughters or sisters. According to INEGI (2020), violence against women rose by 5.3 between 2019 and 2020. The National Network of Shelters, A.C. (RNR) registered an increase of more than 50 percent in admission to its shelters due to violence against women, girls, boys, and adolescents during confinement. According to the same organization, this phenomenon increased in general at the national level by 12.71 percent. Most of the aggressions were by the husband and 40% by the sons and daughters. 2022) The absence of entertainment, group outings, and attendance at restaurants, clubs, and cultural or sporting events, had a certain impact on student youth. However, the perception and meaning with which they live this situation is very different, depending on the characteristics of the families and the character of the subjects, as well as their ideals and life projects.

The resentful emotions of frustration, fear, fear, sadness, joy, and resignation are present in the students, 10 out of 16, which is illustrative although we cannot say that it is representative of a student population as large as the one that attends the UAM-X who have made a simple, simple narrative, free of what they have experienced in this situation that the country is going through. The city and their families.

METHODOLOGY

The students of Module X "Education and Culture", of the sociology career, of the UAM-X were asked to make a small free account of what they felt, lived, and experienced as active students in the situation of isolation and restriction of going out to the street, of going to school, of going out to have fun, of not having face-to-face contact with their friends, with teachers. This request was based on the theory of Narrative as the biographical space, recovering the narration of something felt, lived, and experienced without any ontological or epistemological support conditioning its scientificity. It is a personal experience, concretized in a narrative written in the silence of the solitude imposed by the pandemic.

5.1 ANALYSIS OF NARRATIVES

The analysis of thematic content with which we interpret the stories of some students, which seem representative to us, is an exercise in hermeneutics that aims to give the narrators the floor, trying to recover the meaning of their experiences, taking into account both Weber's theory on the meaning of action (2014) and the methodology of the narrative of the biographical space of Leonor Arfuch (2007). The content analysis of these brief narratives can be concentrated in three groups:

- 1.- The optimists, who have seen in this pandemic an opportunity to get closer to the family, work, and cooperate with the family economy.
- 2.- Those who have lived this period as an opportunity to study calmly, at their own pace, and to be able to do other things, carry out other activities
- 3.- Those who have lived it with fear, fear and frustration

Feelings and Imaginaries

The theory of emotions helps us to understand the stress in which many of the students of the UAM-X live, as well as the concern of teachers when they do not have a pedagogical and technical preparation that allows them to develop activities that students can do at home, at their own pace and in their own time. Family problems that can translate into violence are more pressing due to living together in conditions different from those considered "normal" when the pandemic did not exist.

Fear

It is a feeling of distrust that produces something that we do not expect, surprises us, can represent a danger, and causes an uncontrollable fear that can reach terror in its maximum expression.

A student expresses how unpleasant the change to virtual education was for her:

Since the university decided to continue with classes virtually, I was terrified and anguished because it meant a new challenge for my educational training.

He experienced a feeling of dislike for working through technological means because

- There is no face-to-face communication with colleagues even if it is by Zoom
- There is no closeness with colleagues
- Distraction is more constant
- No room to relax a bit
- Your home becomes your means of school and family coexistence. There you do your schoolwork, in my case, I work: taking care of the administration of patient files in my charge and I can't differentiate my spaces of interaction
- I like to work with cardboard, and physical material, expose and look my classmates in the eye, and communicate through body language
- Everything is learning and I must adapt and learn to exploit the media. Use PowerPoint creatively. Searching for doubts on the net while my colleagues are exposing
- I have invested more time, dedication, and effort in these two online quarters than in the 9 that I have taken in person. (student 1)

For this student, the online work has been very heavy, also because she works through this same medium and things are complicated for her. She prefers to work in person and use body language in her communication, which she cannot do via Zoom. However, despite that feeling, he sees it as something that must be learned in life even if he has to dedicate more effort to it, "work with greater effort and heavier than face-to-face".

A feeling of fear and at the same time of resignation and a conscious response that in life everything is learning and you have to make an effort. It may be that we are facing a case of the ethics of work, proposed by Weber of self-exploitation to achieve an end, a desirable goal.

Frustration

It is a feeling of importance for not being able to reach or achieve a goal proposed either by a third party or by oneself as a personal goal. It is experienced when how it was intended to be achieved is distorted undergoes a radical change, or simply disappears. That is why for other students who live in the provinces, returning home and spending all the time with the family, after having lived alone in Mexico City, it is conflicting and a little frustrating not to be able to adapt to the rules of family life. In the case of student 2, this is how she experiences it, resents it, and relates it.

I am from Acayucan, Veracruz.⁷

- Living with the family implies more friction since you have to face many obligations and rules of the home, which in Mexico City I did not have since I live alone.
- They don't understand that I have to dedicate myself to studying and I can't help them in everything like I do when I'm on vacation. It is a problem that has to be faced
- The work through the media is heavier.
- There were several clashes of fights since they did not understand that I had to apply to school if I wanted to pass, after a few months like this, my relationship began to have many problems due to the distance and I felt stagnant since I could not get a job and I had classes.
- Another aspect that affected me a lot was that my parents had to continue paying me rent so as not to lose my place in case we returned to classes, then my parents, my boyfriend, and I reached an agreement so that I could return to the city and continue my classes, it has been a very exhausting, complicated and annoying process, since emotionally I do not consider myself stable because of the situation,
- We had to overcome the digital divide very quickly and thoroughly to be able to learn how to make videos, didactic presentations, make Zoom rooms, and communicate everything by call or message or video call, it is very complicated and I feel that one wears out twice as much

⁷ Veracruz is located in eastern Mexico, on the coast of the Gulf of Mexico

About face-to-face school work, he resents it as something heavier, more demanding, and exhausting. Learning how to use these means has been full steam and exhausting, which, together with family difficulties, represents a problem that must be overcome.

The reality that this student lives is very frequent and is accompanied by feelings of rejection by family members; of dropping out because they do not feel understood and pressured because they have to respond to the demands of the university in a more rigorous way than face-to-face education. In the same way, she is aware of the economic situation that her parents face by continuing to sustain the expenses of her stay in Mexico City so as not to lose her room when face-to-face classes resume, which is a source of conflicts and arguments.

This experience is important to reflect on because it means that online education is not responding to the theoretical characteristics of learning at its own pace and in its moments, since a transfer from the face-to-face mode to the online modality is taking place without any modification. Therefore, there is no adequate pedagogy for this educational modality, producing these conditions of anguish and anxiety. For this reason, the pedagogical training of teachers is a need that must be addressed immediately.

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In this sense, a student narrates the conditions in which he is at home to study, which are not favorable for learning. This reality allows us to advance the hypothesis of lower learning performance with virtual education, so that the question "Were you reluctant to have online classes, it did not seem like a viable option to continue your teaching-learning process?" The answer was categorical:

No, because in face-to-face classes it was already difficult for me to pay attention because as I said, it is pure theory, reading texts and the teacher was dictating and so on. Through the computer or online, I knew that it was going to be more difficult for me because more things could (distract) me.

It's just that look: in my house you feel, well, you know that for you to be comfortable, calm and you can have good, as they say, concentrate better, it's

being in a place with a good atmosphere and all that, right? Well, here in my house you feel the heat a lot, the sun hits it a lot, so the house is boiling almost always, and more because of my dad's business, well my uncles, hamburgers. The oven also makes the house hot, so when it's very hot, it's unbearable to be in my room, and since my house is very small, there's no other place where I can study, because if you go to the kitchen at the table, you get in the way, and in the living room you don't get comfortable sitting on the floor and being there always, So I felt that no, it was not a good place here in my house. (Interview conducted by Diana).

This feeling causes irritation which is another feeling of helplessness, and anger, From a psychological perspective, the same thing happens when we do not achieve a goal, we do not satisfy our needs, or when someone threatens our self-esteem.

Irritation is a hostile emotion, directed against a specific cause. While the first impulse lasts only a few seconds, the state of irritation lasts longer, so the emotion is rekindled again and again. Although this state is unpleasant for us, the irritation itself – especially its experience – also has a fun side. (Thomas Hülshoff)

Enthusiasm and Frustration

Enthusiasm is an inner feeling that makes a person feel the desire to do activities (Source: <https://concepto.de/entusiasmo/e>), feel optimistic, and see the future with hope. Although this positive feeling allows him to see the future in a promising way, he does not fail to express some frustration due to the conditions in which he finds himself at home, which is not ideal for personal study, a deep learning due, in part, also to the need to fight so that his family life is peaceful and compensatory for the frustrations experienced by the pandemic. In this sense, a third student narrates that for him it has been beneficial not to have to attend university, which has allowed him to work, but he is not satisfied with online education due to the stress he experiences, coupled with the complicated family situation.

I have been able to work since all my needs are covered thanks to my parents. School has kept me quite busy, and it's what has made me feel stressed and frustrated, with so many activities and to-dos to do. On the family side, having to spend more time together and in contact, I think it has caused more conflicts since some of my relatives (siblings and parents) have been more affected by the confinement and the worry of leaving without the correct measures.

We have had to learn to live together so that confinement does not become a bad experience, and in the time we have been in the pandemic, it has been like this, a peaceful coexistence in which we have learned to handle situations in the best way. On the other hand, my daily routines and short and medium-term plans have been completely modified, but I consider that my long-term plans are the same and I will be able to achieve them.

Learning to live together in the new reality of social isolation has allowed them to cope with the family difficulties of life and to a certain extent, she sees them with optimism, taking into account that their long-term plans have not changed due to the pandemic. This opens the way to hope as a feeling that something positive will be achieved in the future and can be

A source of optimism. The stress experienced can be overcome by a good, peaceful coexistence based on dialogue. This relative tranquility is due to the support of their parents who continue to face her needs, which has allowed her to dedicate herself to her studies.

Optimism and Good Opportunities

Optimism as defined by the dictionary of the Royal Academy of the Spanish Language indicates that it comes from the French *optimism*, and this from the Lat. *optimus* 'optimal' and fr. *-isme* '-ism' by which means "Propensity to see and judge things in their most favorable aspect".

"Optimism is the value that helps us face difficulties with good courage and perseverance, discovering the positive things that people and circumstances have, trusting in our abilities and possibilities along with the help we can receive." (UMAN: 2007). In any case, it is the positive vision of life as opposed to the pessimistic vision in which everything is seen as difficult, impossible, or negative. With this optimistic feeling, a fourth student considers that not attending university has been beneficial for him, since it has allowed him to work more than when he had face-to-face classes. She has saved money by not having to travel by public transport and using the bicycle to commute to work. She misses face-to-face classes as she does not have direct contact with the teacher and with her classmates, however, she is aware that we are all a potential danger to others:

Undoubtedly, the current health crisis has drastically modified different lifestyles, making us a potential danger to others. For many, as in my case, the biggest change was reflected in the fact that I did not move to school and of course no longer seeing and living with my classmates and friends (something difficult). The online classes allowed me to work for almost 5 months in a row and therefore earn a higher income, and the best thing about this is that to commute to work I did it by bicycle reducing the chances of contagion. This does not mean that I prefer online classes, for me classes must be face-to-face, because, in my opinion, that way

more knowledge is generated since opinions from different perspectives are usually more frequent.

I think it is important that a real bond is generated with the teacher. Through technoeexperience, many sensations and senses are lost that also help to learn.

Techno-viviality has led us to sustain our classes from the visual, and a little from the auditory, leaving aside, for example, the smell and touch characteristic of face-to-face learning.

In my opinion, this will generate learning gaps, especially since we live in a society that is not familiar with the use of communication and information technologies.

Despite the economic benefit of the pandemic, she is aware that learning decreased considerably due to the lack of experience in the use of ICTs as a society, regardless of the personal skill that each teacher and/or student may have in their use for learning. Technoviviality and techno-coexistence can be an impediment or barrier to learning, since the dialogic that is achieved in the personal relationship face-to-face is a source of knowledge due to the concurrence of the other senses such as hearing and touch, feeling the presence of the interlocutor, of the other, is a source of personal affirmation and one's own identity. As well as the means of verifying our ideas and knowledge in face-to-face dialogue with the teacher and with classmates, realities that may be absent in virtual education.

For another student, it has not been easy to face this situation that has affected her emotionally, both in terms of study and family relationships.

School has kept me quite busy, and it's what has made me feel stressed and frustrated, with so many activities and to-dos to do. Have my mind very busy, especially in this quarter which in my experience has been the heaviest. On the family side, having to spend more time together and in contact, I think it has caused more conflicts since some of my relatives (siblings and parents) have been more affected by the confinement and the worry of leaving without the correct measures. We have had to learn to live together so that confinement does not become a bad experience, and in the time we have been in the pandemic, it has been like this, a peaceful coexistence in which we have learned to handle situations in the best way. On the other hand, my daily routines and short and medium-term plans have been completely modified, but I consider that my long-term plans remain unchanged and that is what keeps me happy having more time to rethink my goals and my life objectives.

About school, they prefer face-to-face classes because they generate more exchange of ideas and proximity with the teacher, which they consider to be important for learning. The use of learning techniques is seen as a limitation due to the lack of familiarity

that the population as a whole has with modern means of communication and the limitations of the communications service in this social emergency.

CONCLUSIONS

These narratives respond to many other experiences lived by most families in the country and in particular, the families of students in the UAM_X of the Sociology career, even though they are only a few cases.

Fear, frustration, restlessness, stress, and anguish are the emotions that students experience when facing an unexpected school reality, without remote or immediate preparation to take advantage of the learning process at home in a fruitful way. Although they have been instilled and trained in "learning to learn", when this is maintained for a long time (more than one year, three quarters) exhaustion is present and causes a notable drop in learning.

We cannot consider that it has been a lost year, it is always possible to learn something, because learning and the management of social networks applied to learning, the software used, and the management of the platforms, is also a learning process and prepare for the labor market, which today demands the knowledge and management of these technologies.

Online learning requires the personal responsibility of students and family support to sacrifice hours of entertainment and create a climate of tranquility for the study of children at any school level.

The problems generated by a continuous coexistence in a situation of confinement or isolation from community social life must be faced with seriousness, generosity, and a spirit of building a peaceful and bearable relationship, not as something that happens by itself, but as a construction of a family space with the collaboration of all the members of the family.

It is a fact that the teachers who are indirectly alluded to in these narratives must look for a pedagogical method that allows them to transmit the message of the need to build their learning, through learning to learn, but with a safe guide, a gradual dosage of the contents, and a knowledge of docimology to evaluate the academic progress of students in the most objective way possible.

The consequences of this long period of online education will be seen in the coming months when face-to-face classes are returned and the learning shortcomings that will have remained in each of the students can be detected, depending on the level they are at.

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