

<https://doi.org/10.23913/ride.v14i27.1733>

Artículos científicos

Reflexiones curriculares: procesos de formación de profesionales de la educación en tiempos de crisis. Retos y perspectivas

Curricular reflections: training processes of education professionals in times of crisis, challenges and perspectives

Reflexões curriculares: processos formativos de profissionais da educação em tempos de crise. Desafios e perspectivas

Josefina Madrigal Luna

Universidad Pedagógica Nacional del Estado de Chihuahua, Unidad 083 Parral, México

jmadrigal@upnech.edu.mx

<https://orcid.org/0000-0003-2190-31644>

Celia Carrera Hernández

Universidad Pedagógica Nacional del Estado de Chihuahua, Unidad 081, México

ccarrera@upnech.edu.mx

<https://orcid.org/0000-0002-2444-2204>

Yolanda Isaura Lara García

Universidad Pedagógica Nacional del Estado de Chihuahua, Unidad 083 Parral, México

ylara@upnech.edu.mx

<https://orcid.org/0000-0002-5250-9517>

Resumen

Este artículo analiza los desafíos educativos asociados con los procesos de formación de alumnos de la licenciatura en Pedagogía y licenciatura en Intervención Educativa de la Universidad Pedagógica Nacional del Estado de Chihuahua, México, así como los cambios drásticos generados en el contexto de la contingencia sanitaria por el covid-19 y los nuevos retos curriculares que emergieron en la continuidad pedagógica a partir de ello. Este es un estudio cualitativo generado dentro del proyecto de investigación “El campo de la didáctica en el contexto actual, desde la visión de los actores educativos de la UPNECH”. Para el análisis de los datos se utilizó el método hermenéutico. La muestra intencional estuvo



conformada por 45 alumnos, los cuales, mediante narrativas y creaciones en Word Art, expusieron sus experiencias de vida como estudiantes en tiempos de pandemia. Para ello, consideraron las vicisitudes agradables, desagradables, críticas y, en general, los diversos retos curriculares, económicos y socioemocionales que afrontaron durante la epidemia. De acuerdo con los hallazgos, se encontró que estos sucesos pusieron en riesgo la continuidad formativa de los estudiantes, así como el equilibrio socioemocional y la estabilidad identitaria, aunque también favoreció su crecimiento como seres humanos y futuros profesionistas. De igual manera, los resultados muestran que durante la pandemia se cuestionó drásticamente el postulado racional que sostiene que el desarrollo científico es el garante del progreso y seguridad de la humanidad; en contraste, la crisis mundial dejó al descubierto lo frágil de la condición humana y la necesidad de proponer nuevas formas de educación y convivencia social.

Palabras clave: formación docente, currículo, educación virtual, problemas emocionales, crisis.

Abstract

This article analyzes the educational challenges linked to the training processes of students of the Bachelor's Degree in Pedagogy and Bachelor's Degree in Educational Intervention of the National Pedagogical University of the State of Chihuahua, Mexico, the drastic changes generated in the context of the health contingency by COVID-19, and the new curricular challenges that emerged in the pedagogical continuity as a result of it. It is a qualitative study generated within the research project "The field of didactics in the current context, from the point of view of the educational actors of UPNECH". The hermeneutic method was used in the analysis of the data obtained from an intentional sample of 45 students, who, through narratives and creations in Word art, exposed their life experiences as students in times of pandemic, considering the pleasant, unpleasant, critical vicissitudes and in general the various curricular, economic and socioemotional challenges that from the perspective of the participants they faced at the height of the epidemic. It was found that these events affected the students' formative continuity, socioemotional balance and identity stability, but also favored their growth as human beings, as future professionals. Similarly, the initial results, show that during the pandemic, the rational postulate that holds that scientific development is the guarantor of progress and security for humanity was drastically questioned; in contrast, the global crisis exposed the fragility of the human condition and the need to oscillate to new

forms of education and social coexistence.

Keywords: teacher training, curriculum, virtual education, emotional problems, crisis.

Resumo

Este artigo analisa os desafios educacionais associados aos processos de formação dos alunos da licenciatura em Pedagogia e da licenciatura em Intervenção Educacional da Universidade Pedagógica Nacional do Estado de Chihuahua, México, bem como as mudanças drásticas geradas no contexto da contingência sanitária. devido à covid-19 e aos novos desafios curriculares que dela surgiram na continuidade pedagógica. Trata-se de um estudo qualitativo gerado no âmbito do projeto de pesquisa “O campo da didática no contexto atual, a partir da visão dos atores educativos da UPNECH”. O método hermenêutico foi utilizado para análise dos dados. A amostra intencional foi composta por 45 estudantes, que, por meio de narrativas e criações em Word Art, apresentaram suas experiências de vida como estudantes em tempos de pandemia. Para isso, consideraram as vicissitudes agradáveis, desagradáveis, críticas e, em geral, os diversos desafios curriculares, económicos e socioemocionais que enfrentaram durante a epidemia. De acordo com os achados, constatou-se que esses eventos colocaram em risco a continuidade educacional dos alunos, bem como o equilíbrio socioemocional e a estabilidade identitária, embora também tenham favorecido o seu crescimento como seres humanos e futuros profissionais. Da mesma forma, os resultados mostram que durante a pandemia o postulado racional que sustenta que o desenvolvimento científico é o garante do progresso e da segurança da humanidade foi drasticamente questionado; Em contrapartida, a crise global revelou a fragilidade da condição humana e a necessidade de propor novas formas de educação e de convivência social.

Palavras-chave: formação de professores, currículo, educação virtual, problemas emocionais, crise.

Fecha Recepción: Julio 2023

Fecha Aceptación: Noviembre 2023

Introduction

The purpose of this work is to analyze the curricular changes that were implemented in the training environments of education professionals at the National Pedagogical University of the State of Chihuahua (UPNECH) during the health contingency generated by covid-19, as well as to examine the challenges that arise in the training of educators in this context.



At a considerable distance in time since the start of the pandemic, on March 7, 2020, when the World Health Organization (WHO) responded to the increase in covid-19 infections around the world with a call to countries to continued their efforts to limit cases and stop the spread of the virus (WHO, 2020), it is clear that all measures were insufficient. In fact, the virus spread exponentially, altering ways of life in homes in various nations, the activities of social institutions, and educational processes.

This emergence served as support to widely question the visions of the world and life that were in force, in particular, the paradigm of modernity, which originated from the Renaissance and opposed the mythical paradigms and the theocentric worldview of the Middle Ages, in which magical explanations of the universe and the relationship between human beings and the divine were predominant. The paradigm of modernity, which still persists, was strengthened by industrialization and the pursuit of unlimited accumulation of wealth, which gave human beings a sense of omnipotence.

However, the health crisis called into question the viability of this paradigm. The excessive reliance on material goods and science to ensure safety and well-being was called into question when we observed how scientific advances could not offer an immediate solution to stop the spread of the virus and prevent deaths. In other words, the promises of modernity turned out to be illusions.

On the one hand, humanity remains vulnerable to the unexpected; despite scientific advances, the risk persists. Science cannot provide immediate or absolute certainties, which means that fear, anguish and anxiety continue to be companions of human beings when faced with new and inexplicable events, which must be addressed to guarantee the survival of the species. On the other hand, the pandemic confirmed something that Friedrich Engels mentioned in his writing *The Role of Work in the Transformation of the Ape into a Man* (1876):

The men who in the 17th and 18th centuries worked to create the machine steam, No they suspected that were creating a instrument that there would be of subvert, more than any other, the social conditions throughout the world, and that, above all in Europe, by concentrating wealth in the hands of a minority and by depriving all property to the vast majority of the population, it would first have to provide domain social and politician to The bourgeoisie (p. 15)

What this sociologist enunciates has to do with the paradigmatic posture underlying the ambitious and exploitative vision that emerges in modernity. That is to say, the destiny of the world has not been in the hands of man to make it a better place; on the contrary, those subjects with power who essentially promote their own development predominate, and far from their geographical domain they have provoked crisis, misery, environmental destruction and exploitation. The pandemic reaffirms this and confronts human beings with their weaknesses.

At the same time, Engels warns of the high expectations of a profound social change that would break the patterns of exploitation and domination of man by man. However, more than a hundred years after he put forward these postulates, the following concerns are still present today: when is man going to change from an attitude of domination to a more solidary one? how can we encourage human beings to become aware of the need to be friendly with others and with nature in order to achieve a better world?

The pandemic confronted humanity with both its deepest fears and its ability to show its best version. In this context, the world of ideas is a set of abstract concepts that interact in the sociocultural environment (Vygotsky , 1995) to shape the lives of future educational professionals and, in a unique way, to influence the perception they have. of themselves and the world, which ultimately makes them who they are. These ideas act as paradigms that come from the family, the community and the media, and play a fundamental role in defining their identity. In this scenario, the educational institutions responsible for training these future education professionals become the main space to analyze and debate these ideals, values and ways of life with the aim of building a better world. Therefore, it is crucial to examine and improve these processes.

From this perspective, this work seeks to answer the following questions from a curricular perspective: what are the most pressing challenges that university students face in their professional training process during and after the pandemic ? What have been your most significant school experiences during the pandemic and your return to the classroom? After

the health contingency, what curricular expectations and challenges arise in the new educational landscape for the training of education professionals?

The analysis of these questions will allow us to identify the predominant perspectives that guide young people in the current environment, understand the strategies and alternatives they used to face critical moments during the pandemic, and recognize the areas where they require specific curricular attention to continue their studies. in the various scenarios they face or will face. This understanding of the aspects raised opens the door to the reorientation of the teaching practices involved in the training of education professionals, through the adoption of new curricular forms that have been developed in response to the transition towards virtual education.

Conceptual references

Teacher training and curriculum

Teacher training is not a process that culminates with initial education, but is constitutes a way of life for educators who want to improve their pedagogical practice and the understanding of the socio-educational reality in which they carry out their work; that is, the training teacher is "a conception that express a permanent relationship between the theory and pedagogical practice" (Hernández, 2010, p. 13). In this regard, Pérez (2010, cited by Snows and Martinez, 2016) refers to the training teacher as a process generated with the purpose of promote "the Union intimate between theory and practice, in to rewrite and restructure the everyday life of the subject and their interactions, feedback and transformation staff" (p. 17). For his part, Hernández (2010) puts it in the following terms:

The teacher training process is conceived as the set of guidelines and Actions directed to the acquisition, structuring and restructuring of knowledge, skills, values and of others formations of the personality that stimulate his personal development, the satisfaction of your needs, as well as the elevation of the quality of his performance in it fulfillment of your social responsibility (p. 13).

Based on the above, it can be stated that the teacher training required of those who wish to enter the field of education or those who are already involved in teaching is comprehensive in nature, as it requires the simultaneous integration of various elements, covering the theoretical, methodological, as well as the acquisition of skills, abilities and values that contribute to the promotion and promotion of the development of all dimensions

of the learner's life. In the words of Martín (2015), "it is a set of processes, through which teachers learn to learn and understand, to analyze and reflect in their daily work and, undoubtedly, to teach" (p. 341).

Training processes demand from education professionals a constant predisposition and an essential commitment to develop the ability to "learn to learn." This is fundamental in their continuous task of professional self-education, since they must acquire the necessary tools to address the unexpected that may arise in the implementation of the school curriculum, since social circumstances are dynamic, and can never be completely foreseen.

De Alba (1995) refers to several theorists and highlights that the curriculum can be seen from various perspectives. It can be considered as a formal or real entity, but also as something hidden. Furthermore, it is a social practice that can favor social, political and ideological reproduction, or be an element of resistance and social struggle. Ultimately, the curriculum is a tool that can be used for transformation.

The synthesis of cultural elements (knowledge, values, customs, beliefs, habits) that make up a political-educational proposal conceived and promoted by various groups and social sectors whose interests are diverse and contradictory, although some tend to be dominant or hegemonic, and others tend to oppose and resist such hegemonic domination (De Alba, 1995, p. 59).

With respect to the curriculum, it can be said that it is in constant change, as are all social-historical processes. That is to say, at times it is offered as an organized proposal; at other times it goes by the wayside, it advances with stumbles and jolts generated in the course of history, in a social context with vertiginous economic, social, cultural and technological transformations such as those experienced in times of pandemics.

Therefore, curriculum and teacher training (like any social phenomenon) share the ups and downs caused by temporary circumstances; however, it is a duality that the more it is in tune with each other, the better the educational results will tend to improve because they nurture each other. In this sense, both are shaped in a space where groups of subjects with visions of the world and of life act, imprinting on them their own stamp or their paradigmatic perspective.

Materials and methods

The present study, of an exploratory nature, was carried out during 2021 with students of the Pedagogy and Educational Intervention degree programs of the National Pedagogical University of the State of Chihuahua Parral Unit. It was a qualitative research developed within the project "The field of didactics in the current context from the point of view of the educational actors of UPNECH".

With a curricular approach, experiences present in the training processes of education professionals during the pandemic period, when pedagogical practices assumed the virtual modality, were analyzed. Likewise, anecdotes and significant experiences experienced by students during online education and upon their return to school were examined. For data collection, field diaries, free texts and narratives accompanied by images designed with Word Art were used in which the young people captured significant words that defined transcendent moments in their lives during the pandemic.

For the analysis of the data, the hermeneutic method was implemented, which allowed the interpretation of the discourses on their experiences and educational challenges in pandemics, as well as their subsequent experiences. This method allows the analysis of texts for the understanding of human behavior (Álvarez-Gayou, 2003). In the words of Behar (2008), "today hermeneutics has taken on a broader meaning: it is the science or art of understanding a document, a gesture, an event, capturing all its meanings, even those not noticed by its author or actor" (p. 48).

The choice of subjects was made through a purposive sample, since "the only one who decided about the number and the way to select these professionals was the researcher, a particular discretionary, intentional criterion, also called opinionated, because it is an opinion, in this case, personal" (Supo, 2014, p. 53). The number of participants amounted to 45 students with ages ranging from 19 to 28 years. At the end of the August-December 2021 semester, they were asked to write a narrative of their life in pandemic, their educational experiences at home, as well as the vicissitudes of virtual education and, in general, all those critical events they faced during the health contingency. The text was complemented with a Word Art design. On the first day of their return to school, they were asked to write a short free text, prepared by hand, in which they were to write down the significant aspects of their return to face-to-face classes.

In their writings they described revealing experiences of their daily lives, as well as

the most significant aspects during the most critical stage of the pandemic and the process of returning to the classroom. In this way, it was possible to learn about different curricular expressions from some categories constructed by De Alba (1995), as well as the concept of explicit and hidden curriculum worked by Torres (1998).

Presentation of results

Teacher training as a state commitment

One of the first systematic teacher training projects by the State materialized in the normal schools of the Porfiriato. The first of these institutions (Escuela Normal del Estado de Veracruz), was founded in 1887 in the city of Jalapa, with the support of Enrique Rébsamen. This school, with a positivist and liberal orientation, had a strongly scientific curriculum for the training of teachers and a civilizing mission in the construction of the Nation-State (Arteaga and Camargo, 2009). Throughout the Republic, other similar institutions emerged.

In contrast, in the same year 1887, and following the instructions of Justo Sierra, the Normal School of Mexico City was born, supported by Ignacio Manuel Altamirano. Over time, this became the Escuela Normal Superior, offering an alternative for teacher training with a positivist approach, but with a more liberal perspective. Both proposals shared the objective of training teachers through a rigorous academic curriculum and with the common belief that education was a powerful tool to lift Mexico out of backwardness and direct it towards civilization and progress (Arteaga and Camargo, 2009).

At the beginning of the 20th century, the momentum of institutions such as the Escuela Normal Superior was maintained with some adjustments, and at the same time new proposals for teacher training emerged. Public policy leaders began to imprint their distinctive approach on teacher training to promote education in Mexico. In the second decade of the 20th century, the Mexican Rural School project marked the beginning of the emerging training of educators destined to serve marginalized communities in rural regions of Mexico. Initially, this training was carried out in a hasty manner through cultural missions. However, this work was soon formalized with the creation of new institutions (Rural Normal Schools). Unlike the previous normal schools, which accepted students from both the countryside and the city, these mainly accepted low-income young people from marginalized regions. This training was presented to them as an attractive opportunity to overcome the backwardness they experienced in their environment.

These institutions, with a curriculum impregnated with a strong ideology centered on the utopia of social justice, emerged during the government of Álvaro Obregón and were strengthened during the socialist educational proposal of Cardenismo, when they were renamed Regional Peasant Schools. In both cases, the emphasis shifted from the scientism characteristic of the normal schools of the late 19th century to the promotion of social justice and attention to various problems that affected indigenous people and peasants with the purpose of improving living conditions in regions. rural and far from cities (Flores, 2019).

From their inception, the Rural Normal Schools stood out for their commitment to fighting alongside the disadvantaged and showed resistance to capitalist forms of government power. According to Flores (2019), “the ENRs located in rural areas are They showed solidarity with the agrarian movements. The reasons that led the students to participate as activists were he knowledge of the conditions of poverty and of injustice social of their communities” (p. 7).

However, over time and gradually, educational reforms focused on economic “development”, to the detriment of social justice, have influenced the ideology of teachers, reducing the role of the teacher to pedagogical and didactic issues. The idea has been promoted that it is “relevant” and “comfortable” for teachers to set aside their essential role in supporting the marginalized in matters of development and social management. They are encouraged to maintain a neutral stance in the face of forms of exploitation that persist among vulnerable groups, under the threat of political reprisals.

Due to their connection with socialist ideologies and their participation in social movements in defense of peasants against landowner exploitation and the promotion of social rights, Rural Normal Schools have been stigmatized. Some of them have faced closures and political persecution, a situation that intensified during the presidency of Gustavo Díaz Ordaz, which almost led to the extinction of the fighting spirit and social commitment of teachers (Flores, 2019). In this regard, Ducoing (2004) mentions:

The 20th century saw the birth and growth of the different normal schools in the capital and in diverse entities of the country (primary, preschool, education special, education physical), So as he Institute Federal of Training of the Magisterium, subsequently converted into the General Directorate of Training and Professional Improvement of the Magisterium, instances all that they would have of boost so much the training initial as heimprovement of the staff in service, achieving with it do of the profession magisterial, a profession of

State (p. 4).

In the 20th century, at the end of the seventies, during the presidential term of Mr. José López Portillo, the National Pedagogical University (UPN) was created by agreement issued by the government of Mexico in the Official Gazette of the Federation (DOF) of the August 29, 1978. This curricular proposal, of a humanist nature, conceives the education as a determining factor for national development, which is why it is consolidated as tool for training professionals of The education.

In this regard, it holds "that the evolution of the system educational is No only necessary, but indispensable for contribute to the conformation of the individual, of the society and of a system social and economic, more participatory, freer and fairer" (DOF, 08/29/1978). From its creation, several UPNs gradually emerge throughout the country, as in he state of Chihuahua, where to from 2011 HE gives a process of decentralization and happensto be called the National Pedagogical University of the State of Chihuahua.

The UPN, even When in its beginnings its mission was to offer continuous training processes and professionalize teachers in service, it soon began to diversify and offer postgraduate courses, as well as initial training programs for professionals in the field. education (as of 2002), such as the degree in Educational Intervention and the degree in Pedagogy, programs in the which ones centers this work.

In short, as in any nation, the curricular proposals for teacher training they acquire the vision of the groups responsible of lead he country, well they insert in he resume ideals economical, politicians and social; by so much, the programs of training Teachers change according to each government.

A student perspective on curricular expressions in training processesof professionals of the education in pandemic time

During the pandemic, the school curriculum experienced significant transformations in various dimensions, including the social, the institutional, the real, the hidden, the didactic-classroom and the axiological. These changes generated profound curricular restructuring processes. However, despite the chaos experienced, opportunities opened up for achieving progress, as well as the formulation of new challenges and expectations regarding the training of future education professionals.

To begin with, we take up the broad social dimension of the curriculum that De Alba (1995) conceptualizes as the "set of multideterminations that make up the social totality, in

which educational processes are part of it" (p. 69). In other words, every school curriculum is rooted in a social dimension, given that it is developed in the context of a complex and constantly evolving society, marked by a series of factors that converge within it. This was clearly illustrated during the global health crisis unleashed by covid-19. The critical and historical circumstances that arose during the health contingency radically transformed social practices worldwide, altering traditions, customs and routines. Daily life experienced a 180-degree change, affecting sectors such as education, the economy, health, and social and family dynamics. In this regard, a student expressed in his narrative:

At the beginning, the authorities confined us to our homes and it was easy to comply with everything, since we all thought it would be a passing thing, that it would last only a few days, and we were wrong. The first few months were a frantic mourning. Going from a social life in which we could walk freely through the streets, greeting people and, in my case, having to move away from my life and my hobbies such as basketball or baseball, sports that helped me to channel my energies and get away from the routine of daily life (NE, 12/16/21).

Another relevant aspect to consider is the institutional dimension of the curriculum, widely recognized as its privileged space (De Alba, 1995). In this sense, the institution is understood as a set of cultural elements that encompass values, habits, knowledge, beliefs and attitudes that are intertwined and shaped throughout the educational processes. Until before the pandemic, these processes took place mainly in their natural environment: the school building. Although in Mexico some institutions already offered online educational programs before the health crisis, this practice was still in its early stages of development, but with the arrival of the health contingency, everything changed.

The home, traditionally considered a refuge, became the epicenter of significant changes. Now, the unthinkable became reality: the institutional space moved to the home. This underlines the fact that the institution is created by the subjects and the processes they carry out to achieve educational objectives, rather than simply being a physical structure. The house has been transformed into an environment with multiple virtual rooms operating simultaneously. In this space, students of various educational levels coexist, from preschool to higher education, depending on the requirements of each one. Whether in large spaces or in small environments, students, teachers, and teachers' families work hard to stay connected with their study groups. As one student points out in her story:

I begin this small reflection on life in times of pandemic, representing it in a house, because that is what the pandemic really meant, since the call "Stay at home!" which, although for many sounded illogical, for others it was more than reality, practically the house was everything, it became a school for all the students that regardless of the distance, decided to continue studying; it became an office, for all those who must work from home -that without counting that everything that is done inside the home is a job-; it became a nursery, a hospital for many people, who were constantly struggling to get out of the terrible disease, where people got strength they did not think they had, always with faith and hope to be able to live peacefully. The house was a playground, a restaurant, a gym, a movie theater, a library, it was the one that united and housed millions of families (NE 11/12/21).

Apparently, the pandemic made the dream of many students and teachers come true, that is, to have days off. However, not everything was happiness, because little by little that dream became a nightmare that is difficult to bear: "One day I was so lazy to go to school that I desperately wanted to all my forces that HE will cancel the classes by it less that day, had hopes of that this it will happen, there was listened rumors about he coronavirus" (NE 12/16/21). In that same sense, other student points out:

I arrived at school and what I wanted so much happened, classes were canceled and not only by a day but 40 days, all we were very happy and grateful, without we figure out that that day would be the beginning of a great nightmare that would last more than a long year (NE 12/16/21).

The relocation of the school institution to the home also had a significant impact on the didactic-academic dimension of the curriculum, which, according to De Alba (1995), is traditionally the space where teacher and student meet to carry out the implementation of the curricular proposal. Indeed, the educational crisis triggered by the covid-19 health contingency brought new challenges for the training of education professionals, and the existing curricular proposal was subjected to significant tensions.

Traditional groups with students seated in rows disappeared, as well as groups organized in circles to foster dialogue, share knowledge, experiences and personal reflections from a sociocultural perspective. Virtual education gave rise to new schemes of educational practice, with other ways of promoting education. The figure of the teacher, who used to be among the students, in front of the group or moving among the desks, ceased to be part of this

scenario. In its place, the teacher became just another figure on the screen of virtual classrooms.

The pandemic not only introduced the concept of *home office*, but also home school. Now, young people no longer had to travel to school because it was in their own home. Some of them even got straight out of bed to join the class, sat in front of the computer, opened the link sent by their instructor, and logged into the virtual room. Others preferred to take classes lying down, as discussed in virtual sessions. However, despite the apparent convenience of virtual classes, for some UPENECH students this experience was distressing, as recounted in some of the shared narratives.

For me, adapting to this new class mode was not so easy, being imposed always going to the in-person class made me struggle. There were times when I had to be in front of the computer until almost a day whole and, that toward that I will stress very much and that it would tire both my eyes and my mind. There were times when my jobs came together. and was there when further they went up the levels of stress, HE I was starting to to do a lot further heavy he be So with the classes in line that be as before (NE 12/14/21).

The online classes were the ugliest stage, since as previously we had not used so much the technology for the school, No knew as use the computer, the platforms to upload jobs, it was very complicated for me to learn behind a screen (NE 11/12/21).

A lot of time sitting and at the computer, it's something that affected me, I didn't do physical activation from being in classes and doing homework in the afternoon. That was all the days, it was something that became a very annoying and stressful routine, I even bad mood, I wanted to run away and stop doing what I was doing, I felt a despair, a impotence, but No I I gave up because my purpose is can achieve my dreams and my longings (NE 12/14/21).

Being in class was difficult, the internet sometimes failed, teamwork the I hated, well No knew to nobody and No could interact for know. In beginning of school year I was too stressed, the pressure I felt was a lot; well during several weeks felt that No I was going to can with the school, were too many jobs and Nowas prepared for so much pressure (NE 8/12/21).

These comments show that UPNECH's efforts to offer quality virtual education were insufficient due to various factors. These include lack of technology, lack of knowledge of information and communication technologies (ICT) among teachers and students, scheduling conflicts at home, and academic rigidity in the implementation of virtual education. In this sense, a student expressed in her narrative: “The teacher of course He only sent us tasks via platform, even though we requested virtual meetings via he cluster of WhatsApp, for that us will explain doubts about the jobs, during he semester never “He agreed to assist us” (NE 7/12/21).

These new forms of remote teaching tend to promote pedagogical individualism and limit or exclude social interaction. This phenomenon is not limited to this region, but is also observed in various areas of Latin America, as demonstrated by the case cited in a narrative by a teacher from the Puno region in Peru, as reported by Huanca-Arohuanca (2022):

We can see the issue of learning that involves a lot of individualism for reasons of the quarantine and of the different means by which receives education, which does not allow the development of skills that involve teamwork as is exchange (p. 7).

However, the abandonment was never complete , as teachers made the most of their knowledge, skills and educational experiences to carry out the task in the best possible way. They answered questions in the WhatsApp groups and even organized meetings outside of regular hours. Furthermore, support among colleagues was essential; There were always people willing to help their colleagues: “ When I didn't know how to do a job, the group leader He always supported us when we had questions, he explained to us how to do the work, Brisa also guided us, She is very studious” (NE 12/14/21).

From another perspective, some students valued their experiences in virtual classes as an opportunity for growth. They strived to take advantage of these opportunities to improve and enrich their training processes.

On the other hand, in my case the classes changed to what I was used to, I had than taking online classes. This helped me a lot so that I could learn to use technology better, I realized the amount of programs and information that exist, which helped me reinforce my knowledge that I already had and has helped to be more creative (NE 12/15/21).

I see this as something positive within the pandemic, since I, being a person which has no great relationship with technology, I was able to develop

intellect, skills that neither I knew that had about the technologies (NE 9/12/21).

It that ha been he learning, it considered very Well. I have I have be further participatory in the classes in general, it that is in the delivery of tasks, always I was and I follow being very responsible (NE 8/12/21).

I managed to acquire new knowledge, things that I did not know today I use, I learned to create and use digital device tools that I needed for my school, I achieved improve my grades (NE 6/12/21).

Despite the significant transformation in the didactic-classroom dimension of the curriculum, virtual education continued to advance, with its successes and failures, but managing to maintain pedagogical continuity.

During the pandemic, times of educational ambiguity were experienced. Although there were apparently moments of academic rigor, there were also periods of confusion that led to chaos and uncertainty, allowing for a certain laxity in education. Teachers found themselves dealing with the difficult task of organizing the didactic-classroom dimension of the curriculum in an institution fragmented into multiple pieces. Maintaining control was a constant challenge, as circumstances varied from home to home and student to student.

Many students found ways to take control of the virtual room at their convenience. Some attended classes intermittently, deciding when to attend and when to be distracted by chatting friends or family activities. Sometimes, they avoided classes on the pretext of connection, microphone or camera problems, which increased their educational gap. However, others made the most of each activity to improve their learning and enhance their training processes.

In the virtual rooms, there was no murmuring and laughter from peers; instead, there were fluctuations in Internet connection, stalling, and family intervention, which contributed to a different and challenging educational environment: "Learning and concentration from home was complicated, I had many distractions" (NE 9/12/21). One student expressed the following:

Education has an inadvertent twist, students of all levels must to be at home like all the teachers, and that is how we were on pause as when someone stops watching a movie without finishing, and so it was that we couldn't continue seeing her and we didn't know until when It would pause (NE 12/15/21).

Continuing the analysis of students' narratives on their professional training processes in times of pandemic, we delve into both the explicit or official dimension of the curriculum and the hidden dimension (Torres, 1998). Regarding the explicit or official dimension of the curriculum, Torres (1998) points out: "The explicit or official curriculum is clearly reflected in the intentions that, in a direct manner, are indicated both by legal norms, minimum compulsory contents or official programs, as well as by the educational projects of the center and the curriculum that each teacher develops in the classroom" (p. 198). On this aspect, even though in the students' contributions there is no generalized concern for thinking about the teaching work in the educational practices in virtual education, some appreciations acquire great value because they are perceptions that offer an idea of how the classes were seen by the students and in general the work developed by the teachers. As evidenced in the following excerpts, students observe the difficulty that teachers had in attending virtual classes:

It has taken a lot of patience from both parents and children, and even from the teachers towards the students, since they have had to make a big change to be able to socialize and face the new normality (NE 14/12/21).

The teachers, like us, had to learn to use everything that was required to teach their classes, and there were times when they were twice as stressed as we were, since attending to so many students was a cause for more stress (NE 7/12/21).

On the other hand, in terms of contributions, perhaps one of those that expresses with more acuity, empathy and sensitivity the dilemmas curricular lived is the one that exposes to continuation:

They also went through hard battles, first, like everyone, they fought against the disease, they took care of their families in their homes, but they also suffered and They spent their time thinking about how they could continue teaching, how way for the students to continue learning, always concerned so that we would understand in the best way. And I say this as a pedagogy student, a student who wants to become a teacher, while I was taking the classes I was account of the martyrdom that the teachers suffered for not participating (their students), for not turn on the cameras, by No understand the topics and No reach to see them all in he time planned. AND further, because are forming people that probably be teachers and feel the

responsibility of do it right and give he greatest example (NE 12/16/21).

As evident in the previous story, the teachers trainers of During the pandemic, education professionals experienced the challenge and curricular conflict of what content to work on, which ones to prioritize, how to work on them, how to promote their appropriation and, above all, how to evaluate them. In short, they were committed to perceiving the future challenges they had to face:

We start from the consideration that the change to pedagogical practices in other non-face-to-face environments entails a modification in how the curriculum is thought, what is prioritized, what is selected and what are the criteria for content selection in a new teaching scenario (Bertello and Paredes, 2021, p. 29).

On the other hand, the hidden curriculum must be mentioned, which “tends to influence a reinforcement of the knowledge, procedures, values and expectations more in line with the needs and interests of the hegemonic ideology” (Torres, 1998, p. 198). In our society, this has been characterized by an implicit indifference of those who hold economic power to the detriment of the less fortunate. This makes the human relations in force in the world capitalist are predatory, since they are characterized by the exploitation of man by man. In this regard, a student expressed :

During this illness my family was also affected financially; since, my dad exports wood and the companies were closed, this lasted approximately half year. But thanks to the fact that my father has other economic activities, he was not so critical" (NE 7/12/21).

However, not all students were so fortunate. At the beginning of the pandemic, "the recognition of inequalities in the technological infrastructure that hinder connectivity and the fulfillment of activities" (Dussel, 2020, p. 16) was obligatory. According to these narratives, it was common to find that some students only had desktop computers at home, so they had to make great efforts to acquire computer equipment. Another difficulty was paying for internet, another economic burden in this time of economic stagnation. In fact, sometimes students took classes from cell phones or laptops connected to a neighbor's network or at the school. Two students express their views on the matter:

One thing I would propose is to change, now that we are back to online classes, is that teachers should not focus so much on leaving so much work on computers, because due to the pandemic there are people who do not have

enough money for a computer, many are unemployed or others are not paid the same as before (NE 11/12/21).

When it was time to go back to school, they declared that we would continue online, it was when it affected me, because in my ranch there is no signal or internet, and every day that I had class I had to travel to a neighboring ranch to take classes, sometimes in this ranch the internet also failed due to bad weather. When I was struggling a lot, my parents decided that I should go to the city to take classes there (NE 8/12/21).

In this hidden dimension of the curriculum, as mentioned, reside the values present in a society, which exist as abstract concepts in the social imaginary and come to life in human relationships within microsystems, such as the family and the school. In addition, this dimension encompasses emotions and attitudes.

A close analysis of the students' Word Art creations reveals significant words that defined their lives during the pandemic: values, attitudes, emotions, and negative ontological aspects. Some of these words are recurrently mentioned, as they had a profound impact on the lives of certain students at critical moments. Among these words are uncertainty, panic, fear, stress, chaos, sadness, risk, helplessness, anxiety, low self-esteem, depression, and illness. However, most often mentioned are loneliness, death, loss and farewell. These feelings have their origin in the departure of loved ones due to covid-19 or other complications.

The training processes of education professionals experienced significant alterations and, in some cases, were paralyzed due to traumatic family experiences and emotional dilemmas caused by risk situations during the pandemic, because "affectivity and intelligence are, therefore, inseparable and constitute the two complementary aspects of all human behavior" (Piaget, 2005, p. 28).

In this regard, a student mentions: "When I had my anxiety attacks, I just locked myself in, I did not go to class, I did not do homework, in my head only bad things happened, and I also put aside my career" (NE 14/12/21). Another student stated: "We all felt that we could not go on any longer, either because of the loss of a family member, economic or health problems, or family problems derived from the unhealthy coexistence that some families experienced" (NE 11/12/21). These were testing times that pushed the world to the limit:

“Death in life” can refer to what confined people experienced, depressed, with stress caused by all the worries one was going through going on, anxiety, material loss or loss of a loved one and other things that happened in half of all this tragedy (NE 6/12/21).

There was a rupture in the daily way of life. Overnight, a rupture with the outside world was generated, since the conviviality and fun with the group of friends was cancelled. Shelter became confinement. Communication became only through WhatsApp, Twitter, Facebook, etc. In other words, visual interaction, kinesthetic messages or gestures typical of human relationships, which define the character of young people, are over:

We are in a terrible crisis that has consumed the little we had, both economically and mentally, this pandemic has pushed us to the limit in all aspects. Sometimes we can say that we are even going crazy with all this global crisis that we are living today and without having a concrete answer. The pandemic has separated us so much from those around us that it is increasingly difficult to socialize with them; however, we can communicate through social networks, but this separates us so much from the love we have for others (NE 6/12/21).

During the pandemic, the affectionate contact of hugs, glances and smiles, essential elements for the achievement of emotional stability and affective support of the other, key elements in human coexistence, was missing. In short, sometimes we had the sensation of living the pandemic in solitude:

I started to go into depression, because I could not see my friends, I was bored because they did not let me leave the house, I stopped going to the gym where I had started going months before. On the news all the time they were talking about the contagions, the dead, the only topic they talked about was the coronavirus. All the people panicked and started shopping, the lines at the supermarkets were impressive, this caused a horrible fear in me (NE 6/12/21). All of the above led me to depression, there were days that I cried in the evenings when I was alone at home, well, in the company of my three year old niece, who only saw me without knowing what was going on. Depression was the fusion of everything I felt; stress, anxiety, etc., derived from school pressure. Little by little I got used to it, it was not easy, but I made it (NE 6/12/21).

From another perspective, Word Art creations and inspiring narratives are identified, with axiological reflections of the university students, abstract aspects that enhance an energetic element to face the challenges of the pandemic; they recurrently mention patience, optimism, love, affection, coexistence, resistance, courage, solidarity, empathy, care, peace, tranquility, faith, opportunity, hope, gratitude.

Getting out of this (which unfortunately is not over yet) implied resisting, being insistent, brave, putting hope above anguish. We had fear, physical and emotional pain, we felt sad, we went through crises, depression, poverty, despair, uncertainty, changes of all kinds... All this, what for, to prove to ourselves how amazing we are and that if we could overcome this, we can overcome many more things. At the end of the day, we are here and we are alive for a purpose and a role to fulfill (NE 6/12/21).

Obviously for all of us, both teachers and students, it's a big challenge that we have to face. And I'm lucky to have access to the internet and a device that allows me to be connected, but not everyone is that lucky, so I'm always a grateful person. I wish everyone could say the same, even though we know there will always be the unpleasant. I wake up every day thinking about when this will be the end of it, but I am optimistic and I know that soon I will be able to tell it as a part of our history and it will remain in our memory, and it will not only be remembered for me, but for the whole world. I can only continue and learn that everything leaves us a lesson, for now there is still a lot to say and to live (NE 6/12/21).

On the other hand, the pandemic also made it possible to reevaluate the meaning of living in a family, as the students placed their loved ones at the center of their concerns, although the longing for friends was also present:

It was nice to spend time with my family, we learned many ways to live together and spend time together. But after a while this started to become more complicated, it bothered us to only spend time with the same people, and we wanted to go back to our friends, it was necessary to go out with friends or other family members (NE 6/12/21).

Discussion

Paradigms in crisis: curricular perspectives and challenges at the beginning of the third millennium in the training of education professionals

Since the middle of the 20th century, a crisis of paradigms has been evident in which the ideals of modernity, which originated in the Renaissance, have not been fulfilled. In fact, the arrival of the pandemic and the difficulties in controlling this unprecedented phenomenon exacerbated the feeling of human vulnerability, which undoubtedly affected educational systems, which were already fragile in themselves.

Indeed, the utopias that originated in the Renaissance and that gained strength in Mexico at the beginning of the 20th century (De Sunrise, 1995), like the Mexican Revolution of 1910, have weakened. This revolution, recognized as one of the most significant social movements in Latin America in the fight for individual guarantees, gave rise to government reforms committed to the search for a better life and social justice for vulnerable groups. These reforms include the Mexican rural school and socialist education, which focused on offering more equitable curricular proposals.

The crisis caused by the presence of Covid-19 has made it clear that it is necessary to rethink almost from scratch. The social reforms of the early 20th century could not counteract the harmful effects of capitalism in Mexico. More than ever, social inequality is present, and forms of exploitation have diversified, some hidden and others obvious. The social crisis and human fragility are persistent aspects in a world where the exploitation of man by man and the constant destruction of nature by “civilized man” prevails.

The global health crisis questioned the metanarratives of modernity. At this time, the current paradigms were inverted or, rather, coexisted with greater intensity. This was clearly manifested in the group of students, where blind faith in science and reason typical of modernity receded. In its place, the need to trust in something transcendent (for example, in God) emerged strongly in the absence of a quick response from science to cure the new disease. Pre-modern fear and confrontation with death resurfaced due to an unknown epidemic.

In my house we began to feel desperation, frustration, fear, but everything got out of control when we were told that my maternal grandfather had just passed away, it broke my heart to see my mother so devastated, we did not

know what to do, because my grandfather had passed away in Sinaloa and they would bury him there. At that time, Sinaloa was the state with the most Covid infections and deaths in the country, we were too afraid (NE 6/12/21).

Figure 1. words Art Elaborated by a student



Source: Research data bank

The experience of covid-19 has triggered a debate on the promises of modernity. Both the infallibility and the limits of science, which sometimes slows down in its search for answers, have become evident. This reminds us that the ancient uncertainty about the destiny of the human being is ever present and that the secure future promised since the dawn of modernity is far from being achieved. "During the days I experienced in pandemic, my life was in a deep void. Locked in the four walls of my house I felt only a deep despair, wanting to run away" (NE 8/12/21).

In the student narratives, critical postmodernist postulates have been expressed. These approaches show that, despite scientific advances, we have not yet achieved the utopia of societal development. Social inequality and poverty have become evident in the family life of young people during the pandemic.

The pandemic is something that has turned everyone upside down since day 1 when began, many losses, much unemployment, much need, etc. It changed our life to all, ha side stand a lot job learn to live So. But thank you bye _ _ and to My parents, no one in my family has been infected until now. But there is also much which to thank; thank science, doctors, and ourselves for the effort so big that we make by respecting the indications (NE 12/13/21).

In their narratives they debate the discourses of modernity, because in spite of science, the risk in mankind does not yield, it is always there. "I was thinking about the risk

that my parents were running when they went to work" (NE 8/12/21); another opinion goes in the same direction and points out that even with the vaccine the danger was still there: "This nightmare is not over yet, we have been able to cope with it, but we are not totally safe, with the vaccine it only reduces the possibility of contracting the disease" (NE 16/12/21). The future is uncertain for man:

Having to be in confinement, locked in my house due to the virus that became a pandemic, I did think in the future uncertain that as I expected to all, but about all in my family and my close circle (NE 7/12/21).

In short, they view their training processes with some suspicion: "I want to get away from the technologies, but No I have many expectations of my return to the school for No disillusion me" (NE 8/12/21).

The narratives have also made it possible to identify the challenges and curricular perspectives that arise as a result of the disease, as well as the pending tasks in the educational agenda in charge of training education professionals who will work with the young generations of the 21st century. Some aspects to highlight are the following. Firstly, the pandemic marked the definitive entry of technologies into education. Virtual education, which at the beginning of the pandemic was imposed as the only option, evolved into a hybrid modality and it seems that it is here to stay. Technologies have become essential tools for the construction of learning.

This poses new challenges, such as overcoming traditional educational practices that are often disguised as modernity with the presence of ICT. Furthermore, it is essential to respond to the need to implement alternative teaching approaches that make the most of the capabilities of new technologies. Finally, it is crucial to address assessment requirements in this new environment, professionally differentiating genuine, creative and original evidence of learning from those that are artificially generated or based on dishonest academic practices, such as plagiarism. This will provide adequate guidance to improve the training process of young students.

Therefore, in the first decades of the 21st century, as Montaña (2020, cited by Huanca-Arohuana, 2022) states, it is imminent to address these challenges.

The need to build new pedagogies not only in times of pandemic, but in diverse contexts; to recognize the benefits and limitations in the use of technologies as a means for teaching in the face of socioeconomic and cultural conditions of regions in countries with enormous inequalities (p. 2).

Secondly, an issue of great relevance arises. The social crisis that became evident during the health emergency revealed a glaring contrast. Despite the current efforts of universities to provide an education with a humanistic approach, aimed at fostering critical visions, social awareness and commitment in their students, the reality shows a society where values more aligned with dehumanized capitalism, such as competitiveness and individualism, prevail. Thus, the need arises to promote values that foster a more just society through a humanist-oriented education, which becomes a challenge in a predominantly capitalist socioeconomic context.

"For me empathy has been fundamental in this pandemic, many people were left without jobs, therefore, entire families were left without food; it is sad and difficult this situation" (NE 12/14/21). Some people see solidarity and empathy as options to build a better world: "It is so important to help each other to make this world a better place" (NE 9/12/21).

The third aspect to consider is the need for education to become an alternative whose purpose is to renew hopes for a better future, foster new utopias and promote values. However, it is essential to understand that the construction of a better world does not happen magically, but through collaboration and people's willingness to serve. This implies breaking with excessive selfishness, which pursues the satisfaction of individual needs regardless of the cost or damage to the world and its inhabitants. In this context, one of the students poses a relevant question while studying the topics of Mexican rural school and socialist education: "Teacher, will we ever be able to achieve that world they talk about, a better world, because I see that this has not changed at all, it is the same as before, or worse" (DC/A10/2023).

Future education professionals pin their hopes, faith and confidence in their careers as tools to challenge the pandemic crisis and advance to better ways of life: "All of this is one more test for us human beings, that we have to deal with and evolve to be able to face this type of problems that arise" (NE 13/12/21). Anxiety, depression, anguish and fear channeled positively open doors: "The individual must be prepared to break more or less completely with the past, if necessary, and consider new courses of action that cannot be guided simply by established habits" (Giddens, 1997, p. 96).

In summary, education is a fundamental tool in the search for ideal social coexistence and improved ways of life. To this end, education professionals must adapt to communication technologies, as they have become essential and permanent tools in this field. However, they must also understand that -unless education is based on solid, humanistic and sustainable principles- the world will continue to await more promising times.

Conclusions

The pandemic affected various facets of the daily lives of young university students and caused profound changes in their professional training processes. The school moved into their homes, which became multifunctional spaces, used for study, entertainment, communications and even, sometimes, battlegrounds between siblings for space during classes or free time.

Like the rest of the world, students were deeply affected as they recognized the risk and vulnerability of themselves, their loved ones, family and friends, as well as humanity in general, as they observed the increase in cases and deaths from covid-19.

In this context, the educational curriculum was altered in several dimensions. On the social aspect, the curriculum faced significant contradictions due to the multiple influences exerted on it and the resulting social complexity. In the institutional dimension of the curriculum, a transformation was observed in learning environments, with the creation of improvised classrooms in homes, which challenged the notion that the educational institution is defined by its infrastructure. This revealed that it is actually a group of individuals who meet in a specific space to achieve common goals.

In the didactic-classroom dimension, technological, pedagogical and attitudinal challenges were presented in the construction of knowledge and in educational practice in general. However, despite these, virtuality allowed education to continue. Regarding the explicit dimension of the curriculum, dilemmas arose in the selection of educational content and programs to follow. Furthermore, a conflict was evident in which the hidden curriculum exposed social inequalities, crises and student anxiety, often overtaking the explicit curriculum due to the constant need to choose between the urgent and the valuable.

The study shows that a mix of emotions and feelings occurred during the pandemic, including chaos, fear, risk, confusion and hopelessness, as well as faith, love, hope, empathy and solidarity. As students managed to balance and focus on more positive reflections at the ontological level, they expressed a more committed and positive attitude toward continuing their studies.

On the other hand, those students who had difficulties dealing with chaos, anguish and anxiety were at risk of experiencing stagnation, emotional and educational crises. The findings of the study, therefore, indicate that people who possess a strong foundation of security tend to face challenges with greater courage (Bowlby, 1998). One student sums it up this way: "I am so lucky to have family and friends who help and encourage me." about all

things. “Pandemic or no pandemic, I know they will always be there for me.” (NE 12/14/21) .

In summary, this study highlights the importance of the teacher's role in the comprehensive care of students. During the pandemic, teachers who showed sensitivity were able to comprehensively identify and address the effects of the phenomenon on their students, which helped keep their educational trajectories and emotional well-being on track. However, like students, teachers also experienced confusion and were not always able to provide assertive attention to the academic and social-emotional aspects of their students.

Future lines of investigation

The future lines of research that emerge from this study present a wide range of opportunities. First, there is a need to delve into a deeper study of student identities in order to understand more fully the characteristics of the student generations of the new millennium.

Secondly, it is crucial to analyze the successful experiences of both teachers and students that have emerged in the field of virtual education, which can serve as educational models to be followed. Finally, the challenges related to the curriculum in higher education in the current context and in various environments, particularly with regard to the training of future education professionals, should continue to be explored in depth. All these efforts are aimed at improving the training processes of these future professionals, who will have the important task of sowing the seed of education in the minds of children..

Bibliography

- Alvarez-Gayou, J. L. (2003). *How to do qualitative research. Fundamentals and methodology*. Ed. Paidós.
- Arteaga, b. and Camargo, S. (2009). The emergence of teacher education in Mexico as a state profession: Enrique C. Rébsamen and the creation of the first Normal Schools. *Journal of Educational Research* , 2 (3), 121-133.
http://www.scielo.org.bo/scielo.php?script=sci_arttext&pid=S1997-40432009000300006
- Behar, D.S. (2008). *Methodology of the Investigation*. Editorial Shalom.
- Bertello, NP and Walls, S. (2021). Currículum and pandemic : reflections about the prioritization and selection of contents. *Kairos. Magazine of Social Issues* , __ 25 (48), 27–41. <https://revistakairos.org/wp-content/uploads/CURRICULUM-Y-PANDEMIA.-Reflexiones-sobre-la-priorizacion-y-seleccion-de-contenidos.pdf>
- Bowlby, J. (1998). *He attachment and loss* . Paidós.
- De Alba, A. (1995). *Curriculum: crisis, myth and perspectives*. My no and Dávila Editors
- DOF Decree: 08/29/1978. That creates the National Pedagogical University. August 29, 1978. Mexico. https://www.gob.mx/cms/uploads/attachment/file/30837/decreto_upn.pdf
- Ducoing, Q. (2004). Origin of the School Normal Superior of Mexico. *Magazine of History of Latin American Education* , 6 (3), 1-14.
- Dussel, YO. (2020). Teacher education and the challenges of the pandemic. *Magazine ScientificEFI. DGES* , 6 (10), 13-25.
- Engels, F. (1876). The role of labor in the transformation of the ape into man. *Magazine Die Neue Zeit*, 2 (44), 1-18.
- Flores, Y. (2019). Rural Normal Schools in Mexico: student movement and guerrilla warfare. *Magazine of Science _ and Humanities* , 40 (87), 1-10. https://www.researchgate.net/publication/334476423_Escuelas_Normales_Rurales_in_Mexico_student_movement_and_guerrilla
- Giddens, A. (1997). *Modernity and identity of the self. The self and society in contemporary times*. Ediciones Península.
- Hernández, A. (2010). Training for the teaching profession: a view from the Cuban experience. In P. Carnicero, P. Silva and T. Mentado (coords.), *New challenges for*

- the teaching profession*. II RELFIDO International Seminar (pp. 12-22). FODIP.
- Huanca-Arohuanca, J.W. (2022). "We have learned the hard way to do this type of education". Narratives about education in time of pandemic. *Education Science e Culture*, 27 (1), 1-13.
<https://revistas.unilasalle.edu.br/index.php/educacao/article/view/9783/0>
- Martin, D.R. (2015). University teacher training in Cuba: its foundations from a developmental perspective of learning and teaching. *Pedagogical Studies*, , 41 (1), 337-349. <http://www.redalyc.org/articulo.oa?id=173541114020>
- Nieva, J. A., y Martínez, O. (2016). A new look at teacher education. *University and Society*, 8 (4), 14-21. http://scielo.sld.cu/scielophp?script=sci_arttext&pid=S2218-36202016000400002
- World Health Organization (WHO) (2020). Statement of the WHO after overcome the 100 000 cases of COVID-19. <https://www.who.int/es/news/item/07-03-2020-who-statement-on-cases-of-covid-19-surpassing-100-000>
- Piaget, J. (2005). *Intelligence and affectivity*. Aique Group Editor.
- Supo, J. (2014) *How to choose a sample. Techniques to select a representative sample*. Ed. Biostatistician EIRL.
- Torres, J. (1998). *The hidden curriculum* (6th e.d.). Morata Editions.
- Vygotsky, L. (1995). *Thought and language. Theory of the cultural development of psychic functions*. Editorial Fausto.

Contribution Role	Author(s)
Conceptualization	Josefina Madrigal Luna
Methodology	Josefina Madrigal Luna
Software	Does not apply
Validation	Josefina Madrigal Luna, Celia Carrera Hernández and Yolanda Isaura Lara García. (Equal)
Formal Analysis	Josefina Madrigal Luna (Principal), Celia Carrera Hernández and Yolanda Isaura Lara García. (They support)
Investigation	Josefina Madrigal Luna (Principal), Celia Carrera Hernández and Yolanda Isaura Lara García (Support)
Resources	Josefina Madrigal Luna (Principal), Celia Carrera Hernández and Yolanda Isaura Lara García (Support)
Data curation	Josefina Madrigal Luna (Principal), Celia Carrera Hernández and Yolanda Isaura Lara García (Support)
Writing - Preparation of the original draft	Josefina Madrigal Luna (Principal), Celia Carrera Hernández and Yolanda Isaura Lara García (Support)
Writing - Review and editing	Josefina Madrigal Luna, Celia Carrera Hernández and Yolanda Isaura Lara García (Igual)
Display	Josefina Madrigal Luna, Celia Carrera Hernández and Yolanda Isaura Lara García (Igual)
Supervision	Josefina Madrigal Luna
Project management	Josefina Madrigal Luna
Fund acquisition	Does not apply