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*Artículos científicos*

## **Las emociones negativas vividas por los maestros en las clases virtuales en tiempos de pandemia**

*The negative emotions experienced by teachers in distance classes intimes of pandemic*

*As emoções negativas vivenciadas por professores em aulas virtuais em tempos de pandemia*

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### **Resumen**

El propósito de este trabajo fue registrar y documentar las emociones negativas que han enfrentado los profesores durante la impartición de sus clases virtuales en tiempos de la pandemia causada por la covid-19. El estudio se realizó a través de la consulta de diversos medios de divulgación social, cuya veracidad fue confirmada a través de distintas fuentes. El diseño de la investigación fue cualitativo, con alcance exploratorio, y se empleó el método de análisis de contenido tomando como muestra 20 casos que se hicieron públicos. El análisis se limitó en identificar las experiencias didácticas a través de plataformas virtuales en los niveles educativos medio superior y superior. Se evidencian los desafíos emocionales que han enfrentado algunos profesores para poder adaptarse a la enseñanza a distancia virtual. Se identificó que los docentes se centran más en los aspectos de normatividad operativa que en la facilitación del aprendizaje. De hecho, se detectaron elementos de frustración por no lograr



generar un mayor control y dominio del comportamiento de los estudiantes. Se halló que los profesores han experimentado principalmente emociones como enojo, miedo, disgusto y tristeza. El enojo presentó cuatro subcategorías en niveles progresivos de intensidad: fastidio, frustración, exasperación y propensión a discutir. El miedo presentó cinco subcategorías en niveles progresivos de intensidad: inquietud, nerviosismo, ansiedad, temor y desesperación. El disgusto presentó tres subcategorías en niveles progresivos de intensidad: descontento, aversión y desagrado. La tristeza presentó las siguientes subcategorías en niveles progresivos de intensidad: decepción, consternación, desánimo, resignación, impotencia, desesperanza, tribulación, congoja, desaliento y angustia. En esta emoción nuclear se alcanzaron diez niveles, por lo que puede considerarse la emoción dominante o nuclear en la experiencia docente. Se sugiere promover un acompañamiento psicológico a los docentes, aunque no lo soliciten, para contrarrestar los efectos de sus emociones negativas. Las autoridades educativas deben generar estrategias de manera urgente para adecuar el modelo educativo, garantizar una formación continua de los maestros, acorde a los retos actuales, y facilitar los recursos para disminuir los estragos ocasionados por las afectaciones emocionales.

**Palabras claves:** educación, emociones, enseñanza a distancia, tecnología educativa.

### Abstract

The purpose of the study was to record and document the unpleasant emotions that teachers have faced during the teaching of their virtual classes in times of pandemic, caused by Covid 19. The study was carried out through the consultation of various social media and whose veracity could be confirmed through different sources. The research design was qualitative with an exploratory scope, using the content analysis method, taking as a sample 20 cases that were made public. The analysis was limited to identifying the didactic experiences through virtual platforms at the upper secondary and higher educational level. The emotional challenges that some teachers have faced in adapting to virtual distance learning are evident. It was identified that teachers focus more on the aspects of operational regulations, than on facilitating learning, observing elements of frustration for failing to generate greater control and mastery of student behavior. Teachers were found to have mainly experienced emotions such as anger, fear, disgust and sadness. Anger presented four subcategories in progressive levels of intensity: annoyance, frustration, exasperation and propensity to argue. Fear presented five subcategories in progressive levels of intensity: restlessness, nervousness,



anxiety, fear and despair. Disgust presented three subcategories in progressive levels of intensity: discontent, aversion, and dislike. Sadness presented the following subcategories in progressive levels of intensity: disappointment, dismay, discouragement, resignation, helplessness, hopelessness, tribulation, heartbreak, discouragement, and anguish. In this core emotion, ten levels were reached, which are all subcategories, so it can be considered the dominant or core emotion in the teaching experience. It is suggested to promote psychological support to teachers, even if they do not request it to counteract the effects of negative emotions on health. The educational authorities must urgently generate strategies to adapt the educational model, guarantee continuous training of teachers, according to current challenges, providing the necessary and sufficient resources to reduce the damage caused by the emotional effects that could impact in the short term. the health of teachers.

**Keywords:** education, emotions, distance learning, educational technology.

## Resumo

O objetivo deste trabalho foi registrar e documentar as emoções negativas que os professores enfrentaram durante a realização de suas aulas virtuais em tempos de pandemia causada por covid-19. O estudo foi realizado por meio de consulta a diversas redes sociais, cuja veracidade foi comprovada em diversas fontes. O delineamento da pesquisa foi qualitativo, de âmbito exploratório, e utilizou-se o método de análise de conteúdo, tendo como amostra 20 casos que foram tornados públicos. A análise limitou-se a identificar as experiências didáticas por meio de plataformas virtuais de ensino médio e superior. Os desafios emocionais que alguns professores enfrentaram para se adaptarem ao ensino à distância virtual são evidentes. Identificou-se que os professores se concentram mais nos aspectos dos regulamentos operacionais do que na facilitação da aprendizagem. Na verdade, foram detectados elementos de frustração por não gerar maior controle e domínio do comportamento dos alunos. Descobriu-se que os professores experimentaram principalmente emoções como raiva, medo, nojo e tristeza. A raiva apresentou quatro subcategorias em níveis progressivos de intensidade: aborrecimento, frustração, exasperação e propensão a discutir. O medo apresentou cinco subcategorias em níveis progressivos de intensidade: inquietação, nervosismo, ansiedade, medo e desespero. A repulsa apresentou três subcategorias em níveis progressivos de intensidade: descontentamento, aversão e antipatia. A tristeza apresentou as seguintes subcategorias em níveis progressivos de intensidade:



decepção, desânimo, desânimo, resignação, desamparo, desesperança, tribulação, desgosto, desânimo e angústia. Dez níveis foram alcançados nesta emoção central, então ela pode ser considerada a emoção dominante ou central na experiência de ensino. Sugere-se promover apoio psicológico aos professores, mesmo que não o solicitem, para neutralizar os efeitos de suas emoções negativas. As autoridades educacionais devem gerar com urgência estratégias para adequar o modelo educacional, garantir a formação contínua dos professores, de acordo com os desafios atuais, e fornecer recursos para reduzir os danos causados pelos efeitos emocionais.

**Palavras-chave:** educação, emoções, ensino a distância, tecnologia educacional.

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## Introduction

In these times of pandemic caused by covid-19, whose effects have caused havoc in all dimensions of the human being (World Health Organization [WHO], 2020), educational authorities in the world have had to act quickly to continue with academic programs and not slow down the educational development of millions of students. However, uncertainty has arisen as to how to maintain these processes efficiently, without diminishing their coverage and quality (Hodges, Moore, Lockee, Trust and Bond, 2020).

This has forced the world's education systems to use digital resources to facilitate distance learning until it is prudent to return to face-to-face or blended classes (Unesco, 2020). In this sense, the platforms that have registered a vertiginous increase in their use are Moodle and Microsoft Teams, while the most popular resources to transmit live or maintain links through video calls are Zoom and Google Meet. Many of the resources are open and free, so it is considered that teachers can establish an effective link with their students to achieve an adequate development of the programs. However, the management of this educational technology requires specific training and a favorable attitude for its efficient use, therefore it implies developing a very particular didactic competence, different from what is regularly done in face-to-face classes (Alí, 2020).

For this reason, teachers have had to face the pressure to continue with classes, which has generated greater stress in them, since the dynamics have been drastically modified by having to use remote teaching to guarantee a virtual education that complies with the proposed objectives. Indeed, remote teaching requires the development of various



educational activities that generally require an internet connection (Top Hat, 2020). This modality is much more flexible than face-to-face teaching, since it can be attended from anywhere and at any time, as long as you have the appropriate devices and connectivity.

This concept of remote teaching is used to distinguish between the type of instruction that is offered in person and that that is given in virtual environments (online teaching). However, it is necessary to clarify that there are differences between emerging remote teaching (which is the result of a global health crisis) and planned remote teaching (Hodges et al., 2020). In fact, although the distance modality can be developed with a mixed design, where a percentage of the time is face-to-face and the other online (blended learning), due to the pandemic it has had to be fully implemented online.

Therefore, it is necessary to reflect on the use of information and communication technologies as indispensable means to face the current health emergency and guarantee educational continuity, since in this way the deficiencies and difficulties of the operation of the hospital can be recognized. educational systems (Portillo, Castellanos, Reynoso and Gavotto, 2020).

In addition, there are other factors (not only technological ones) that must be considered to generate processes that are truly formative in students. It is required, for example, that the teacher is in optimal conditions to implement a distance educational model, which requires adequate preparation for the use of the digital platform and a favorable emotional state.

Emotions are a response to the perception that one has of a certain experience framed in a particular context, the result of the interpretation of what the person feels at that moment. Emotions have an adaptive function of our body to what surrounds us and are physically expressed through some physiological function (Leperski, 2017). The basic emotions proposed by Ekman and Friesen (1971) are joy, sadness, anger, surprise, fear and disgust, and were established in pioneering studies based on the system of facial codes that human beings have and that are presented independently of the culture.

According to Paul Ekman (1999), "basic" emotions deserve this qualification for three fundamental reasons: a) because there is a limited number of them; b) because they have been selected by evolution due to their adaptive value, and c) because they can combine to form complex emotions. Ekman establishes that basic emotions have a universal communicative

value, since it is possible to interpret their expression in a similar way, regardless of the context and sociocultural variables.

The behavior of a person is to a large extent the result of the dominant emotion that the subject registers at the moment. Faced with the same stimulus, people can feel different emotions and act in a particular way, responses that will be associated with information from the context and cultural background (Ekman and Lama, 2016).

Even so, Ekman and Lama (2016) have proposed an emotional atlas that consists of ordering the responses associated with emotional states from less to greater intensity. Next, the progressive breakdown of the five core emotions as the main category and the associated subcategories is presented (See table 1 and 2).

**Tabla 1.** Nivel de intensidad progresivo en que se viven las emociones (parte 1)

Categoría emocional	Nivel de intensidad progresivo en que se viven las emociones					
	1	2	3	4	5	6
Enojo	Fastidio	Frustración	Exasperación	Propensión para discutir	Amargura	Vengatividad
Miedo	Inquietud	Nerviosismo	Ansiedad	Temor	Desesperación	Pánico
Disgusto	Descontento	Aversión	Desagrado	Repugnancia	Aborrecimiento	Asco
Tristeza	Decepción	Consternación	Desánimo	Resignación	Impotencia	Desesperanza
Gozo	Placer sensorial	Regocijo	Compasión/allegria	Burla	Alivio	Paz

Fuente: Elaboración propia

**Tabla 2.** Nivel de intensidad progresivo en que se viven las emociones (parte 2)

Categoría emocional	Nivel de intensidad progresivo en que se viven las emociones					
	7	8	9	10	11	12
Enojo	Furia					
Miedo	Horror	Terror				
Disgusto	Abominación					
Tristeza	Tribulación	Congoja	Desaliento	Angustia		
Gozo	Fiero/Despiadado	orgullo	Orgullo por otros	Asombro	Excitación	Éxtasis

Fuente: Elaboración propia

Lovos and Aballay (2020) have carried out studies with higher-level teachers about their perception regarding the emotions of students that influence dropout and dropout in courses that follow the e-learning modality. In this sense, they conclude that frustration is the main emotion that negatively influences learning, and can be the cause of abandonment or desertion of the participants.

However, to ensure a better educational process, attention must also be paid to the emotions of teachers during the development of virtual courses, since most of them are not trained for a distance educational process, as has happened due to the current situation. pandemic by covid-19.

The general objective of the study, therefore, was to record and document the negative emotions that teachers have faced during the teaching of their virtual classes in times of pandemic so that the competent authorities can offer specific support to reduce the emotional impact generated.

## Method and material

The study was carried out through the consultation of various social media to identify situations where it was possible to verify its veracity and confirm the information through different sources. The research design was qualitative, exploratory in scope, and based on the case method. The sample obtained was for convenience. The selection parameter was that each case had been published in three formal journalistic media. In total, 20 cases were collected from Latin America (Colombia, Peru and Mexico) during the months of September to November 2020. The names of students, teachers, institutions and cities have been omitted to preserve anonymity, although the information can be verified in the referenced sources.

A theoretical sampling process was developed to obtain more information based on the first analyzes of the data in order to confirm the primary findings; In this way, it was verified whether what was initially found was really consistent and had empirical support. In summary, information was obtained to consolidate the categories through the precise and systematic selection of key codes that confirmed and supported the formation of the categories (Gavotto, 2019). Finally, the WordArt.com program was used to generate word clouds in the structuring of the figures presented in the article.

## Results

From the exploration and review of information on social networks and internet pages, the following cases were highlighted:

### Medium superior level

Problems related to transmission, the quality of the internet signal and connectivity were identified: "You can't hear well, miss, I don't understand anything, put your equipment, your Internet in order (...). It's not my problem that his microphone doesn't work for him" (Cultura Colectiva, October 30, 2020, para. 5). Although these limitations of technological equipment and connectivity generate a tense educational environment between teachers and students, the reactions to this situation have been unsympathetic and cordial.

In another case, early in the recording, a teacher approached the group of students to ask them to turn on their cameras. However, one of them explained that he could not activate it because she was damaged:

"It's broken, it's totally broken, I can't get my video out," said the student. "So what's the point of taking class if they can't have the elements?" The teacher answered angrily. So the student replied: "Professor, that is very little considered, considering that many classmates do not have access to their cameras. Many of their families cannot even afford a webcam. " To which the teacher replied: "That roll is left over, the poor have already stayed" (párr. 6).

On the other hand, in an explanation, the camera of one of the students who was listening to the class from his bed, covered with the blankets and blankets, was unexpectedly activated, so the teacher exclaimed the student's name with admiration and surprise (Clarín,



September 29, 2020). The teacher showed maturity and resignation to the situation, and did not confront the student.

In social networks you can see comments like this: "I remember when I fell asleep in the middle of an online class with the camera on because it was mandatory, the teacher woke me up at the end of the class, hahaha" (Clarín, September 29, 2020, para. 9).

On the other hand, a video broadcast on social networks shows a teacher maintaining a strict attitude with his students and lacking all those who did not have the camera turned on, a reason for removing them from the scheduled meeting (Esquivel, October 1, 2020; SINEMBARGO.MX, 2020). In this regard, the teacher repeatedly expressed: "Open your camera, I need to see you, right? Ok, bye, bye —said the teacher and seconds later he eliminates those students that he does not see—"(SINEMBARGO.MX, 2020, para. 3). One student expressed to his classmates on Facebook:

Friends, help me to report this teacher from the beginning we have been having problems with him, he did not put us in the Classroom group and he made a video call to us outside of class hours in addition to requesting material with very little time, I will tell you about minutes and to finish it today he made us this is not fair please help me to report it please (...). Teacher told you that I am leaving class because he is not teaching, and it is recorded that my classmates have the camera open and you are eliminating them (Esquivel, 2020, párr. 6).

### Upper level

I do see others and you are the only one I don't see. Is my internet bad because I can't see you? Get in there, kid! Turn off your microphone, I'm not interested, you have a need. Class entry time is at 2 o'clock.

This was the expression of a teacher in a degree program in Psychology who was upset because her students did not turn on the camera: "They fix their camera problems or with me they will continue to have a lack and on the third offense I will withdraw them from my subject" Said the teacher with an angry tone (SIN EMBARGO.MX, 2020, para. 15). The educational authorities of the university suspended the teacher for her aggressive behavior after the video went viral on social networks.

Likewise, another law teacher was suspended from his teaching activities for classist and xenophobic comments:

If they had asked me, I took all [referring to migrants] to a concentration center and we burned or bathed them like Hitler. Eye, eye! Please understand the economic issue, not social, not human, not pretty ", said the teacher in a virtual class (24 Horas el Diario Sin Límites, 1 de octubre de 2020, párr. 3).

In another case in a law program, the teacher was the only one who had his camera on, so he expressed the following to the indifference of his students:

I have come to teach you and you are not responding. What would they feel? Discouragement, really, nor do I want to teach and at this moment that I no longer want to teach them, I have had enough. I've had enough, really. And this system is to move forward next year and I don't want to feel bad because tomorrow or later they are going to say "this teacher didn't teach me anything." It's not that I didn't teach you anything, it's that you didn't read. That's how it is. So students, I am going to evaluate, for next week, submit my resignation from the chair and I am fed up with all this. No one of you studies, poor country (Megamedia, 28 de octubre de 2020; *El Tiempo*, 30 de octubre de 2020, párr. 7).

Another teacher was separated from his academic duties in an Engineering program for being insensitive to the class participation of one of his students:

"You have health problems that you have to fix, that you and your family have to solve (...). I am not going to give a positive result with someone who is not in conditions"—exposed the teacher—. The student tried to explain the condition of his speech, however, the teacher interrupts him, and a classmate tries to defend the young man, but the teacher attacked the student whom he asked not to interfere. "No, miss, there are other problems, lawyer, don't be a lawyer, you don't get involved," said the teacher sarcastically. — (Cultura Colectiva, 30 de octubre de 2020, párr. 10).

On the other hand, a university in Mexico announced the temporary suspension of a professor who mocked and humiliated a student with Asperger's syndrome, for which the professor asked to be excused for his actions and attributed his behavior to the stress caused

by the confinement and distance classes due to the covid-19 pandemic (Diario Contra Réplica, October 1, 2020).

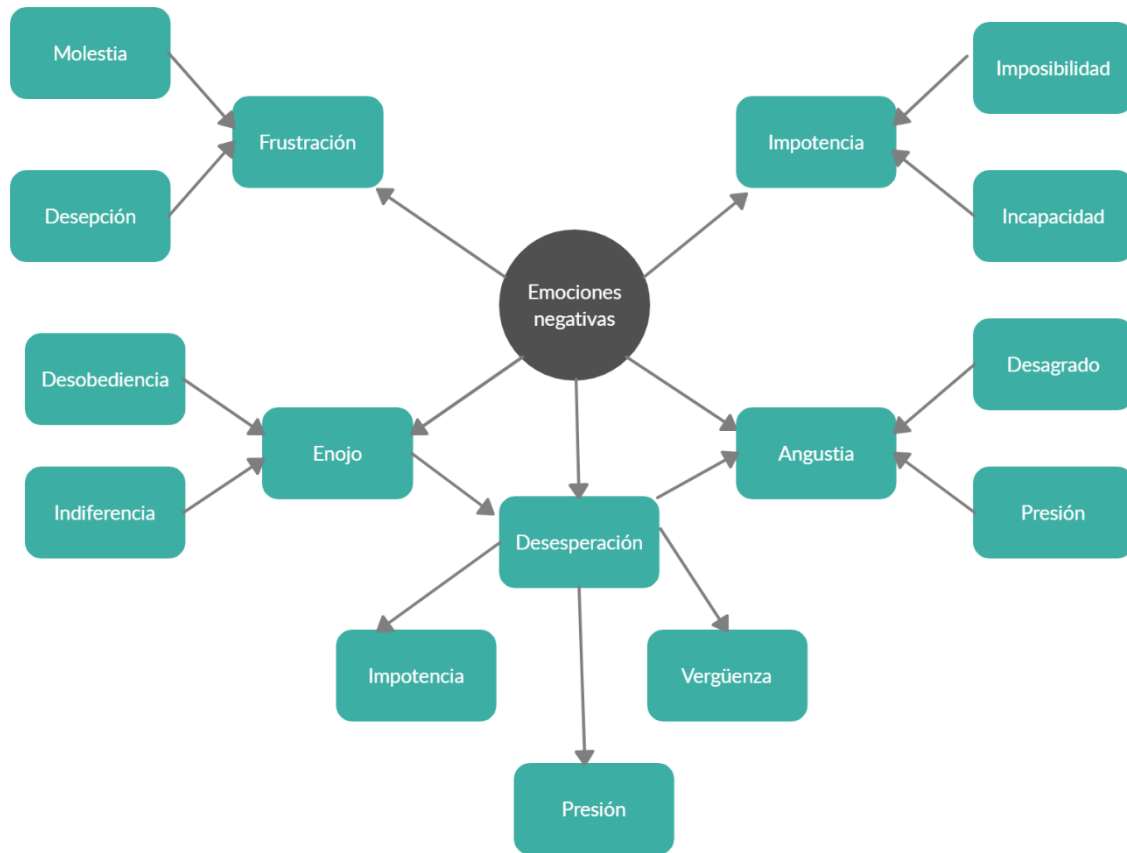
A different case arose when a teacher expressed frustration over problems he had in teaching his virtual class due to lack of technological ability. However, his students instead of reproaching him gave him his support: "Thank you very much. Thank you, I am on the verge of tears ", commented the teacher, who was grateful and smiled at the phrases of encouragement received by his students, some of whom recognized the quality of his classes and told him that he should not worry:" Nothing else tell him not to worry, do not worry. We here support you and you can upload the videos to Drive or whatever you send us the link and we help you to put it "(Millennium Digital, August 21, 2020, para. 5).

It is important to note that at both educational levels, students communicate through social networks to comment on personal aspects and aspects related to the performance of the teachers. Some, in fact, have recognized in Facebook that they have blocked their teachers and classmates so that they cannot enter classes or have silenced them so that they cannot be heard, an example of the negative use of technological skills.

In addition, there have been different cases that involuntarily leave the class link open, thereby airing the privacy of the home and exposing compromising situations such as family violence and inappropriate comments that may give rise to other investigations.

Next, the structure of categories and subcategories of the unit of analysis negative emotions is presented (See figure 1).

**Figura 1.** Emociones negativas como principal unidad de análisis de la investigación



Fuente: Elaboración propia

## Discussion

Teachers - when facing new situations, such as uploading files in different repositories - may be limited by the lack of adaptation to virtual environments due to the fact that for a long time they had repeated face-to-face practices with a high level of mastery, and did not require technological innovation. . However, given the need to teach distance classes, the demand for adaptation has been pressing.

The educational model is a determining factor in the way of operating to develop educational programs, since from the official assignments teachers must develop their classes. Consequently, teacher-student interactions will largely depend on the established means and regulations for the accreditation of courses. The teacher's perceptions of how the

class is developing and the students' performance, as well as the emotions they experience are affected by the teaching and technological resources available to them.

Therefore, it is confirmed that the educational model of the upper and upper secondary levels that is operating is the result of vertiginous adjustments to guarantee the development of the different study programs through strategies that combine behaviorist, constructivist and connectivist elements ( See figure 2).

**Figura 2.** Nube de palabras del modelo educativo adaptado para el desarrollo de los contenidos de los programas educativos



Fuente: Elaboración propia

On the other hand, it is worth noting that there is confusion among teachers and the authorities of the educational systems when they assume that the student body must listen to the explanations of the teachers in a set schedule, since many digital resources (eg, videos ) allow a flexibility that could not be achieved with face-to-face classes.

In this same direction, teachers have considered it essential that students turn on the cameras to be able to teach their classes, which has generated tension in the student-teacher relationship. However, they do not perceive that with this attitude they seek to replicate the face-to-face model, in which it is assumed that eye contact enhances teaching. In this sense, the student body has expressed their preference for not turning on the camera during their distance classes, and that it only activates when they feel obliged to do so at the request of the teacher, which could constitute an attack on the freedom of the students, who perceive said order as a control mechanism. For the teacher, however, this attitude of the student increases his frustration, since he is used to observing the reactions of his students while he explains a content. However, in this virtual environment it is easier for the student to register

the teacher's failures or aggressions, hence it can be indicated that in some cases the teacher's performance is being more observed by the students than the content of the class itself.

In summary, it can be indicated that in the cases analyzed, the rigidity of the teachers in complying with what they consider essential (eg, turning on the camera during class), coupled with the lack of ability to self-regulate their reactions has generated emotions unfavorable for adequate educational development. In fact, and based on the classification proposed by Ekman and Lama (2016), it was identified that anger reached four subcategories in progressive levels of intensity: annoyance, frustration, exasperation and propensity to argue. Likewise, fear presented five subcategories in progressive levels of intensity: restlessness, nervousness, anxiety, fear and despair, while disgust presented three subcategories: discontent, aversion and dislike. Finally, sadness was the emotion with the most subcategories in the following progressive levels of intensity: disappointment, consternation, discouragement, resignation, helplessness, hopelessness, tribulation, anguish, discouragement and anguish (See figure 3). It is worth noting that emotions within the joy category were not studied in the present study.

**Figura 3.** Nube de palabras de las principales emociones de los maestros identificadas durante las clases a distancia



Fuente: Elaboración propia

## Conclusions

As a conclusion, it can be indicated that the teachers studied at the higher and higher education levels (university) have experienced during the distance classes the product of the pandemic generated by the covid-19 mainly emotions such as insecurity, frustration, anxiety, boredom, disgust, shame and fear. In fact, the ambiguity of the instructions offered by the teachers, the little participation of the students and the fact that the latter did not turn on their cameras to make the virtual links were the main categories identified as triggers of negative emotions.

Likewise, there is no noticeable difference between men and women, and the exacerbation of didactic problems and the interpretation of experiences is attributed to the lack of mastery of technological resources and the deficit of social skills such as empathic listening and assertive communication. In this sense, it is highlighted that most of the teachers did not have the technological skills or adequate internet connectivity to develop classes from their homes.

In the cases analyzed, a lack of self-regulation of the teachers' emotions is identified to maintain a more favorable attitude towards the development of the class. In fact, negative emotions greatly affected the environment of the educational process, which generated tension and confrontational responses with students.

It is suggested, therefore, to offer teachers more training in the design of virtual teaching-learning environments and to provide more advice and support in the acquisition of technological, social and emotional self-regulation skills. The educational authorities must urgently promote activities to guarantee the continuous training of teachers to reduce the damage caused by the emotional effects that could affect their health in the short term. In addition, the dissemination among teachers of programs of healthy lifestyles and habits for the development of physical, mental and social well-being is recommended.

Finally, it is suggested that educational authorities encourage psychological support to counteract its effects on the health of teachers who have experienced negative emotions in their distance classes.

## Future lines of research

It is suggested to continue investigating the emotional state of teachers, giving priority to those aspects that may affect their health, since the chronic stress experienced in the new distance educational scenarios will be exacerbated by the lack of emotional intelligence of the educational actors.

Therefore, it is recommended to carry out more research in this regard through longitudinal studies that can describe the adaptive mechanisms of teachers and students to self-regulate their emotions and the way they react to situations of group conflict. This information generated will facilitate the educational authorities the implementation of preventive support and strategies.

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