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EMPOWERMENT OF THE TEACHER'S IDENTITY, IN TIMES OF A PANDEMIC

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Abstract: The general objective of this research was to identify the characteristics of the teaching identity in the context of the pandemic. From the teachers' own voice. This is a qualitative research, which aims to rescue the personal experience of teachers in their work during the COVID-19 pandemic, to enhance their teaching identity as such. Respondents were asked to participate in the response to the data collection instrument, which was in a focus group, regardless of length of service. Some results were uncomfortable, since the computer is not my forte. Frustration, since students do not lend for possession at class time. Confusion due to lack of means of communication at the beginning of the pandemic, to unify learning criteria.

Keywords: teacher empowerment, pandemic and teachers, teacher identity in the pandemic, teacher identity and empowerment.

PROBLEM STATEMENT

What happens to the teacher's identity in the context of COVID-19, based on the teachers' experience? In other words, how they have lived their teaching lives from the perspective of the educational conditions imposed by the pandemic. The teacher's role has been radically disrupted as a result of Covid-19; more, what happens to their teaching identity, based on the experience of the teachers themselves; how he has experienced this rupture of his functions. Surprisingly, they were asked to immediately design and implement online classes; without inquiring about their knowledge and skills in it. At the same time, it was expected to see its human sense reflected in relation to its students, based on the sanitary and economic-social complications implied by the Covid-19 pandemic.

The above to serve the student population who, just as abruptly and surprisingly, had to start classes online. The important thing was for the teacher to start teaching online courses. Furthermore, what happens to him and the teacher, in his identity as a teacher, in the face of this surprising change? After having gone through numerous pedagogical upgrades to become a mediator or facilitator, in your teaching job.

In March 2020, the World Health Organization (WHO) declared a pandemic to the disease derived from Covid-19, of which, among others, as preventive measures, it was taken, to stay at home to avoid agglomerations in which, to spread the above virus mentioned and, consequently, the pandemic will claim many more lives.

As a side effect of what was written in the previous paragraphs, it was imperative to meet the needs of technology and internet connection; throughout the student community, specifically at ``Universidad de Guadalajara``. For the teacher, the first thing that was impacted was his role in relation to the group of students he attends, but it is the last thing that is said; Overvalued words, in terms of the activities they imply, are a teaching-learning process.

The distinction of teaching identity at the upper secondary level and in the first semesters of the higher level or degree; is to be in constant personal interaction with students; is to mediate the implementation and use of information and communication technologies; and for the selection and delimited study of scientific knowledge in relation to the general topics taught to a given group.

Taking into consideration the stage of life in which high school students and the first semesters of higher education or baccalaureate are found; which is adolescence, in which the personal interests of the human being deal precisely with the human, with friendship relationships, with the couple, with the formation of identity and individual

personality, different from the adults they educate. It is almost essential, with exceptions, the presence of the teacher in front of the group, it is crucial to mediate the teaching-learning process.

Plus, as already mentioned above, COVID-19 has impeded pre-specialty classrooms. So, the students, the mothers; shocked; practically demand the teacher's presence in the classroom, so that the teaching objectives are achieved; even if he and the teacher meet their group through videoconferences synchronously. So, the teacher needs to modify his work, which, inherently, modifies the attributes of his teaching identity.

The Regional Preparatory School of Jamay EPR de Jamay, and the La Barca Headquarters, of `` Centro Universitario de La Ciénega`` (CUCIenega), are located in the Ciénega region of the State, where the main source of economy are activities of a working or employed nature; with few owners of small and medium-sized enterprises. The Catholic religion is the predominant religion in that region. Likewise, there is foreign exchange revenue from the neighboring country of the United States of America.

Both educational entities mentioned above serve the student population that needs transportation to get to the school campus, most of which are located at CUC Ienega's La Barca Headquarters. Likewise, in both teaching entities, a certain percentage of student's study and work. Upper Middle Level students, a high percentage of students, are the first in their families to reach this educational level.

In the homes of the students, who attend the teachers who work at the EPR de Jamay and at the CUCIenega, there is not enough computer equipment to attend the other educational activities that the pandemic has imposed, especially in those families that have

members of the same, at different levels of education, considering from basic, medium, superior and superior level.

The teachers who will be invited to participate in this research are teachers who work at the EPR in Jamay and at the La Barca Headquarters of CUCIenega; those who have teaching experience from 2 to 25 years. And that they serve the student population described above.

This protocol aims to interview teachers of upper and higher secondary level, assigned to the Regional Preparatory School of Jamay and `` Centro Universitario de La Ciénega``; from ``Universidad de Guadalajara``. It will be a qualitative, ethnographic research, with a focus group interview, which will be carried out virtually. Or, interview through questionnaire that will be sent electronically. Upon reaching the saturation point, in the case of the focus group, and upon receiving the completed questionnaires, the established date is reached; the information obtained will be reviewed and categorized; for its systematization and elaboration of results and conclusions.

The research questions are:

What are the attributes of teaching identity in the context of the pandemic?

How has the COVID-19 pandemic changed the teacher's identity?

"The qualitative process is not linear, but iterative or recurrent, the supposed steps are, in fact, actions to deepen the research problem and the task of collecting and analyzing data is permanent" (Hernández Sampieri, 2008: 523). Therefore, the qualitative method is ideal for carrying out the research proposed in this document. Taking as reference the experience of the teachers themselves.

GENERAL OBJECTIVE

identify the characteristics of the teaching identity in the context of the pandemic.

SPECIFIC OBJECTIVES

1.- Encourage teachers to reflect on their identity in times of the Covid-19 pandemic.

2.- List the characteristics of the teaching identity in the context of the pandemic. From the teachers' own voice.

JUSTIFICATION

It is said that teaching is the mother of all professions; since it is who is responsible for "teaching", the other professions; Therefore, the figure of the teacher becomes crucial in the teaching-learning process; be timeless and disrespect social, economic and cultural conditions. In addition, what happens to the role of this teacher figure in times of the COVID-19 pandemic? where teachers and students were forced to live classes online, and this, in an abrupt and surprising way; which prevented any possibility of preparation, at least in the first months of 2020; in which the suspension of face-to-face classes is decreed to safeguard everyone's health.

While every pandemic brings devastating effects, especially when it comes to human life; On this occasion, they intend to rescue the positive effects for the identity and, therefore, for the figure of the teacher in front of the group. In the historical development of the teaching activity, its identity and functions were modified according to the technological and scientific advances in the area of knowledge. In his beginnings he was the possessor of all the knowledge he taught; Later, he became a mediator, facilitator of knowledge.

And, suddenly, as a side effect of the current pandemic, both students and parents; they ask for the teacher's presence in the classroom, his presence in front of the group; That it is

the teacher who explains, advises, guides, the teaching-learning activity, but in person. Of course, many people will be able to say that this need for your presence is momentary; In addition, however, global demands dictate the prevailing need for online studies.

If the teacher becomes essential in the classroom in times of a pandemic, his identity is disrupted and modified. Digital skills are needed such as managing platforms, searching and using virtual learning resources, managing groups virtually.

Both Upper Middle Level (SMN) and Higher Level (LS) teachers were abruptly and eruptively forced to teach online or virtual classes; Although, teachers at both levels have gone through teacher refresher courses regarding the delivery of virtual classes; In concrete and direct practice with students, there was little and, in some cases, no experience.

The ``Universidad de Guadalajara`` immediately implemented training strategies for the faculty, conducting virtual classes and, as far as possible, giving priority to health care. Also, what happened to the teacher's identity during this process? How did the teacher experience his work with students during the COVID-19 pandemic?

It is precisely the questions raised above that give rise to this work. With the task of elucidating the experience of teachers of their teaching identity, during and after the aforementioned pandemic. With the results, it is intended to elaborate a map of characteristics of this identity, to serve as a reference to the teachers themselves, as well as to their teaching peers; implement pedagogical strategies, so that the learning objectives pursued by each level of education are achieved; in the light of what their teaching identity demands of them.

At the same time, the results will also serve to provide vector elements for teacher updating courses and teaching needs, which

the teaching staff is urgent to attend to. That, the human sense will be reflected, of ``Universidad de Guadalajara``, for its workers in front of the group, that is, the professors.

THEORETICAL FOUNDATIONS

Identity is a social construction, permeated with meanings, signifiers, expectations, desires and functions. Therefore, the teaching identity is socially constructed, in relation to what is expected of it, added to the teachers' own imaginaries and, of course, what the theoretical guidelines of the teaching profession indicate. "... Multiplicity of identities: the identity of the educator, specialist in design, didactics, methodology and disciplinary content. It informs the existence of identity representations associated with the role and professional functions..." (Guzmán Palacios, 2017: 5).

> Zabalza (2009, p. 2) postmodern times seem less conducive to the construction of exemplary and attractive teaching figures, such as those described by Ridruejo and Marañón. There is a lot of intergenerational disruption, a lot of fractals in infinite combinations, a lot of chaos. Management prevails over wisdom and speed over calm. Not a good time for teachers, experts are asked.

The university ecosystem has been changing at the same pace that the world, reality, and life have changed. It is difficult to be a teacher, it takes a lot of time, effort and luck. And then, when it looks like some survivor is approaching that shore, then the institution pre-retires them. It needs young and energetic people. And young people need holes to open up for them.

> The teacher must act as a learning mediator, moving beyond the model of informing and explaining the traditional model. This means that he can properly select the basic learning processes in each discipline and subordinate

mediation to their development, through the use of cognitive and metacognitive strategies. Ángeles Gutiérrez (2008: 1).

> ... It's not easy being a teacher today. It is difficult to combine tradition and post-modernity in our professional practice. The university, like any other social space, is full of opposing dynamics and pressures. The classic references have been blurred and there is unlikely to be a replacement for them. Not, at least, as clear and defined options. Many paths open up and polychromy triumphs in acting scripts. We are definitely at another university. And it can be deduced that we will have to adapt to a new profile of teachers. That's where we are, and with all the bewilderment and disquiet that any change of roles brings. Zabalza (2009: 2).

..."when they tell us that we have to move from teaching focused on teaching to one that is focused on our students' learning" (Zabalza, 2009: 9). Add to that the presence of the COVID-19 pandemic; that forces the totally virtual teaching-learning process, whether with synchronous virtual videoconferences, asynchronous instructional videos; with written instructions in such a way that students, regardless of the type of learning they have, can understand them and carry out learning activities, which, in turn, will lead them to the apprehension of knowledge.

Thus, the teacher imperatively demands the deployment of all his teaching skills. "Studies on the identity of teachers point to the construction of professional identity, understanding it as a dynamic structure, the result of a process of biographical and relational socialization, more or less stable" (Alonso Sáez, 2015: 4).

Fortunately, for this occasion, this context is global, which generates hegemony in teaching demands and, therefore, peer support is fruitful, and the sharing of successful experiences, in relation to the online teaching-learning process.

Ángeles Gutiérrez (2008:1), mentions that the changes that occur in society and that determine the displacement of the traditional training model, generate the need to redefine the role of the teacher and, consequently, propose new alternatives for their training and professional development. The need for a new role for the teacher occupies a prominent place in current educational rhetoric and practice, given the need to build new training models and renew institutions. The profile and role of this «new teacher» began to configure a long list of «desirable competences», in which both postulates derived from efficient approaches to education converge, as well as others proposed by progressive currents, critical pedagogy or educational renewal movements.

The COVID-19 pandemic generated a strident and powerful movement, which demanded the immediate implementation of the teaching skills already learned and the development of those necessary in each teacher for the performance of their work.

..:"At the beginning with uncertainty, because I had never taught online and I didn't know if I would do well, but little by little I gained more confidence in what I do" (Miguel Román, 2020) found that teachers show a feeling " I adapted perfectly, I feel comfortable and work at ease. However, with doubts about whether my students are learning correctly", "The truth is a new experience, I believe that new technologies have helped a lot to facilitate the education process to distance" (Interview with higher education teachers, May 4-8, 2020:9).

As can be seen, those who feel good and comfortable consider that technological tools contribute to facing health contingency, their students are participatory and capable of adapting to the new context; However, the quality of the training process remains in doubt; That is, ask if students are really learning effectively and efficiently. On the other hand,

those who see a challenge and an opportunity in the current context of Covid-19 say they are enjoying learning about the use of different digital tools. Miguel Román (2020: 9).

About the teaching identity, Segovia and Soriano in 2009 presented research results, in which they asked:

> What elements of teaching and intersubjective practice constitute the identity of the distinguished professor at the`` Universidad autonoma de hidalgo`` (UAEH)? • What institutional elements are part of this identity? • How do teacher training processes influence the construction of their identity? • How are teachers involved in Academic Bodies and how do they influence identity construction?

> These factors show the need to understand ourselves from the logic of individuality, because although academies exist and they are required to be within the academic bodies, often the factors exposed above, the training processes prevent their integration within the faculty and takes them to manage within their teaching practice so that they reach the recognition of the students, which decisively influences the relationship they establish with them and which largely defines their professional development and their training processes.

> Generating solidarity, tensions, conflicts, inclusions, exclusions, social rearrangements, definitions and learning processes, social identities drive stories in different ways, reflecting part of social reality. (pg. 2).

This makes it difficult to build a teaching identity in times of a pandemic due to Covid-19, where collegiate and academic work also needs to be carried out virtually. Training for management of virtual platforms, development and implementation of virtual courses, are also online. The teacher's identity is then constructed through the development of their work with students and collegiate work. As described so far in this work.

Elkington and Lawrence, in their article, mention that "recognizing the implications of non-specialist teaching in terms of support structures was a key and primary conclusion to enable the team to manage the tensions and conflicts arising from its increasingly fragmented and multifaceted work " (Elkington and Lawrence, 2012: 1). Just like the COVID-19 pandemic is doing to the work of teachers.

In 2013:1 Fitzmaurice mentions that, "...of course becoming an academic is experienced as a cognitive and emotional process, and is a moral endeavor based on virtues of honesty, care and compassion", especially in times of pandemic of COVID-19, where the teacher faces the delivery of virtual classes for students who do not always have computer and internet equipment; situation where even several teachers are involved.

> On the above, ECLAC-UNESCO (2020, p. 4), points out that,

> The pandemic has transformed curriculum implementation contexts, not only because of the use of platforms and the need to consider conditions different from those for which the curriculum was designed, but also because there is learning and skills that become more relevant in the region. the current context. A series of decisions and resources have to be taken that challenge school systems, schools and teachers.

> This is the case of curricular adjustments and prioritization and of the necessary contextualization to guarantee the relevance of the contents to the experienced emergency situation, based on the consensus of all the relevant actors. It is equally important that these adjustments prioritize the skills and values that emerged as priorities in the current situation: solidarity, autonomous learning, self-care and care, socio-emotional skills, health and resilience, among others.

> Likewise, curriculum adaptations and pedagogical resources developed must consider the needs of groups that have specific requirements. For example, it is essential to adjust and provide the necessary support to students with disabilities or in different conditions and situations that have made it difficult for them to continue their studies. The linguistic and cultural diversity of migrant populations and indigenous communities must also be addressed. Likewise, it is necessary to incorporate a gender approach, which allows to give visibility and eradicate situations of inequality or gender violence that may be deepening in the context of confinement. ECLAC-UNESCO (2020: 4).

> The choice of teaching as a professional career in life is not easy; On the contrary, it is a challenge in the face of teacher training problems and social problems that are manifested today in Acercer's daily life. Being a teacher requires much more than mastering a subject or discipline; It implies valuing and producing knowledge in students, making them think, generating in them the desire to continue learning; it also implies putting the soul and intellect into play when teaching; It is a work of building knowledge, vocation and heart. Given this, there is no single model that results in the formation of a good teacher. Piña Robles et al (2017: 1).

On the other hand, virtual or distance education offers the possibility of implementing and implementing an educational process as broad and complex as necessary. It keeps us in continuous contact with the students through multimedia resources that make it a powerful and attractive means of communication that works based on previously defined objectives.

> In this context, the role of the teacher becomes fundamental for achieving a meaningful, effective and quality teaching-learning process. The teacher must have specific characteristics that allow him to perform the necessary functions to achieve the educational objectives to be achieved. (2015, p. 1).

Furthermore, what happens to the teacher

who conceived and graduated as a face-to-face teacher, in constant interaction with students and, abruptly, invited to become a virtual education teacher?

Even Becerril (2015, p. 5) concludes that "the virtual teacher must not be improvised, but must have the necessary skills and competencies to face the context of current virtual education". The teacher who intends to venture into the field of online education must take into account that the teacher's basic knowledge in the face-to-face modality or being a scholar in their object of study are not enough, but they must also be able to implement teaching and learning strategies that enable collaborative work and the construction of knowledge in a virtual learning community. Although to be a good virtual teacher you have to master certain pedagogical, social and technical skills and abilities, they are not the only thing that is required.

Most of the teachers who are teaching during the pandemic mentioned in the previous paragraphs are teachers prepared for face-to-face teaching, so they may not have the necessary skills for virtual teaching.

METHODOLOGICAL ORIENTATIONS

Since, quantitative research is based on the use of statistics for data analysis, and "the field of statistics is the set of procedures to systematically collect, measure, classify, compute, analyze and summarize the numerical information acquired" (Ritchey, 2006: 2).

And what this work intends to do is rescue the personal experience of teachers in their work during the COVID-19 pandemic, to enhance their teaching identity as such, within the framework of the indispensable implementation of online classes. That is, giving voice to teaching actors is the ideal qualitative method for carrying out the same.

A qualitative, investigative and descriptive research will be carried out.

> The fundamental distinction between quantitative research and qualitative research lies in the type of knowledge that is intended, the distinction is not directly related to the difference between quantitative and qualitative data, but with the difference between search for causes versus search for events. Qualitative researchers emphasize understanding the complex relationships between everything that exists. Stake (2010: 42).

"The best methods for collecting qualitative data are observation, interviews, focus groups, collection of documents and materials, and life histories." (Hernández Siampieri, 2008: 581). And it is precisely the teachers' personal stories, such as their work, that we intend to rescue for analysis, because that is where the knowledge that we intend to elucidate is found, through its exploration, systematization, analysis and description of what will be found.

Professors from ``Universidad de Guadalajara``, both Upper Middle and Higher Levels, who work at the EPR in Jamay and at the La Barca headquarters of CUC Ienega, will be invited to participate. They will be asked to participate in the response to the data collection instrument, which can be through the focus group technique; or, by written response with subsequent return thereof. "Data collection takes place in the participants' natural and everyday environments." (Hernández Sampieri, 2008: 583).

As the pandemic has forced us to stay at home, direct exploration in the field will be relegated to later investigation. Teachers will be interviewed virtually, regardless of seniority as teachers, the important thing is that they have taught before and during the COVID-19 pandemic.

The invitation will be personalized-virtual and through snowball. A date and time will be agreed for a virtual focus group, in which participation will be free and, if necessary, questionnaires will be sent electronically, to be answered by key informants, and returned, on a defined date, one month after sending.

After data collection, in the focus group, until reaching the saturation point; or, by returning written questionnaires. The data will be analyzed, with their respective categorization, for later elaboration of the results, through pattern coding. And it will culminate with the elaboration and elaboration of conclusions. Therefore, there is no set number of participants.

"Qualitative research is based, first of all, on the collection and analysis process itself. Remember that it is interpretive, since the researcher makes his own description and evaluation of the data." (Hernández Sampieri, 2008: 527). " There is no specific time to start analyzing data. Analysis is about making sense of first impressions as well as final summaries. Analysis essentially means putting something aside. We put our impressions, our observations aside" (Stake, 2010: 67).

RESULTS

CONCLUSIONS

As it can be seen in Table 1, it seems that the SARS-COV-19 pandemic raised awareness in the human sphere, by developing in teachers a predisposition to tolerance towards students in terms of their performance. academic; always being mediating said academic performance by the same teacher. Which meant a development and practice of values and competencies, related to the support of students' personal skills. At the same time, it broadened the teaching-learning horizons, thanks to the use of digital resources, available for years, moreover, given the face-to-face classes, the teacher had them inactive in his teaching practice. The foregoing, despite the fact that they had received teacher refresher courses, where their use was promoted. In other words, the pandemic forced teachers to execute what they had received training for a long time, with the intention of meeting national and international requirements on the use of information and communication technologies in education.

Added to the above, teachers developed tolerance to frustration, when faced with little or no response from students in the delivery of activities through digital platforms. And, when facing the apathy of the students during the virtual synchronous class.

In some aspects, such as the ease of adapting to educational work in a virtual way, the teachers of the Upper Middle Level have skills developed in advance, as can be deduced in tables 2 and 3. While the teachers of the Higher Level, they required learning and implementing them, at the same time as the pandemic developed. These teachers restructured their way of organizing the class, which allowed them to analyze the teaching practice they had been carrying out, to refocus it for the benefit of the student and their learning process. In the teachers of both educational levels, the ability to select essential thematic contents to be learned by the student was developed, and leave aside the thematic contents, somehow secondary or complementary. The foregoing with the objective of promoting the mental and family health of the student, by reducing the saturation of activities, use of the Internet and computer system at home; thus leaving availability for the other members of the family.

As well as the use of social networks and smart cell phones, tablets and laptops, in the educational field, both inside and outside the classroom. The use of the Internet was key,

with which, necessarily, the students had to learn the search and selection of scientific, effective, concise, and specific information. In addition, the students learned to carry out academic work as a team, virtually. As well as the teacher, I develop the flexibility of not having control over said teamwork in a virtual way, and the management of scientific information through the internet. Which, entails the indirect benefit for the ecology, by reducing the use of paper, by implementing massive conferences in a virtual way; Also, sustainability was developed within the educational establishments.

As for promoting scenarios for students to develop academic skills, through virtual classes, there are teachers who, if they had the ability to do so, while for others it was complicated due to their inexperience in this regard. The student indirectly developed proactivity, responsibility and autonomy in their own learning process. Between teachers and students, it narrowed the generation gap in the use of information and communication technologies. Innovating their own performance in the part they play in the teaching-learning process.

Derived from the abruptness of the situation in the educational field that generated the transition from face-to-face to virtual, teachers also developed group cohesion among teachers, which allowed sharing experiences and tips, which contributed to the fulfillment of the respective educational objectives for At each level, teachers also learned to develop virtual meetings for collegiate, departmental and emergent work, to address issues related to the teaching-learning process in a virtual way, and later hybrid.

All of the above, left both students and teachers, skills for face-to-face academic work, using information and communication technologies, and new information and communication technologies. The SARS-COV-II pandemic marked a before and after in face-to-face education. It triggered changes that innovated the educational system, which will last until new theories and didactics on face-to-face education emerge. In the same way, it made possible the constant and emerging updating of teachers; given the urgency with which it was required to implement didactic strategies to enable student learning; the teachers were students as well as teachers. Somehow, the pandemic put into practice the learning and theoretical postulates about education.

Teachers had to invest financial resources in technological equipment to carry out online education. "Obligation to renew or die". The essence of teaching practice was palpable on a day-to-day basis, during the pandemic. Updating, implementation of didactic strategies according to the needs of each group, reducing content, the use of ICTs in teaching, was required. The identity of the teacher was shown in its maximum splendor. An identity that had been dormant on some edges, given the comfort zone in which the teachers found themselves. The SARS-COV-II pandemic shook the teacher's identity, reformulated it and strengthened aspects that already counted.

ANNEXES

Annex 1. Interview script.
Instrument for Data Collection (guiding questions)

1.- What are the characteristics of your identity as a teacher displayed during the pandemic?

2.- What elements of being a teacher were put into practice during the pandemic?

3.- How did the pandemic help you practice what you learned in teacher refresher courses on the teacher's profile?

4.- What technological skills learned in

teacher refresher courses did you put into practice after the pandemic?

5.- How did you feel as a teacher, when teaching online classes?

6.- How easy was it for you to promote scenarios where students developed or practiced academic skills?

7.- What academic competencies did you foster for their development or practice, in your students, during the pandemic?

8.- How do you think the pandemic vindicated your teaching identity?

9.- In what way do you consider that the pandemic required you to put into practice teaching skills that are considered to belong to traditional education?

10.- In what way do you consider that the pandemic required you to put into practice teaching skills belonging to active education?

11.- How did the pandemic help you strengthen your teaching skills belonging to the digital age?

12.- How did the pandemic help you strengthen your teaching skills pertaining to hybrid education?

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High school	Degree
More tolerance and flexibility with students.	Empathize with students.
Taking jobs at the wrong time.	Adequacy in the courses I teach.
Active listening through social media	Know the support routes.
and educational platforms.	Database management.
Flexibility in granting qualifications.	Use of digital libraries.
Review of work during rest hours.	Implementation of virtual courses and
Explain the bare minimum.	updates on their development.
	Development of new teaching skills.
	Character strengthening in terms of teaching practice.
	Be patient.
	Provide examples.
	Prudence.
	Active listening.
	New teaching method.
	Adaptation.
	Preparation.
	Resilience.
	Innovation.
	Learn new techniques that promote learning in students.
	Pedagogical update
	Analysis of the way of teaching classes.
	Order in the way of teaching classes.

Table 1. What are the characteristics of your identity as a teacher implemented during the pandemic?

Own creation table.

High school	Degree
Mainly the use of ICTs.	Personalized service.
Creativity.	Dedication of more time to the development of
Conflict resolution.	the courses, since they are virtual.
Different preparation of classes.	Caring does not lose the purpose of the class (learning).
Way of teaching. Empathize	Teach responsibility to ICTs to achieve student permanence.
with students.	Video calls through different digital platforms.
	Learning about the use of technologies for teaching.
	Innovation, training and updating of teachers.
	"desire" to work, using new ways of teaching.
	Order, organization, use of methodological tools,
	both technological and analytical.

Table 2. What elements of being a teacher were put into practice during the pandemic?

Own creation table.

High school	Degree
By force I had to implement what I learned about the various digital platforms.	Use of virtual platforms.
Use of distance learning strategies.	Responsibility for carrying out teaching activities according to current needs.
Adequacy of thematic contents.	Need to use ICTs.
Use of ICTs.	Teacher's need to update the use of virtual platforms for learning.
Search for new strategies for the assimilation of contents by students.	Expansion of teaching experience.
Use and implementation of technological tools for the teaching-learning process.	Synchronous sessions for delivering online classes.
	Implementation of what was learned in terms of ICTs for teaching.

Table 3 How did the pandemic help you practice what you learned in teacher refresher courses, about the teacher profile?

Own creation table.

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High school	Degree
Classroom management.	Development of online courses.
Management of Google tools for education.	Development of synchronous virtual classes.
Management of virtual platforms	Information search.
to have contact with students.	Design of learning objects for the virtual environment.
	Planning virtual lessons with meaning for each
	particular course, according to current needs.
	Knowledge of virtual platforms that serve as
	a tool for good teaching practice.
	Virtual exhibitions of teachers and students.
	Using office software for online education.
	Use of cell phones and their applications for learning.
	Development of online courses.
	Development and application of virtual tests.
	Videoconferences through various virtual platforms.

Table 4 What technological skills learned in teacher refresher courses, have you put into practice since the pandemic?

Own creation table.

High school	Degree
Incomplete due to lack of personal	Motivated to continue professional training despite adversity.
interaction with students.	Comfortable given that I already made use of
Comfortable, though not satisfied.	technologies in teaching practice.
Useless and powerless because they	Shock, frustration, given that the use of technologies
cannot help students learn.	for education had been underestimated.
With less communication, since,	Fear, due to the transition from face-to-face to virtual
students give little response.	teaching, without adequate training for this.
	Discomfort, since the computer is not my forte.
	Frustration, since students do not lend for possession at class time.
	With challenges, and I took a liking to virtual education.
	Confusion due to lack of means of communication at the
	beginning of the pandemic, to unify learning criteria.
	New experience, initially with uncertainty and fear.
	Development of self-confidence for proper
	development in virtual teaching.

Table 5 How did you feel as a teacher teaching online classes?

Self-created table.

High school	Degree
Complicated by limited resources to achieve it.	Very easy.
Easy, given that I've dealt with information technology before.	Easy, as a teacher, only the connectivity failed, so some students were left out of this learning process.
Complicated, since it was the first time that this problem was faced.	It was not easy. Until I got to know the platforms and knew how to adapt them to the needs of the students.
Difficult, because students don't like to study online.	A little complicated.
	At first difficult.
	Easy.
	Complicated and laborious, given the inexperience in using platforms for learning, both for students and teachers.
	Complicated due to the lack of tools to implement virtual teaching (lack of computer equipment and internet signal reception).

Table 6 How easy was it for you to promote scenarios where students developed or practiced academic skills?

Own creation table.

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Preparatory	Degree
Mainly the competences that have to do with ICTs. Self-investigation and understanding, without the help of the teacher. Learn to learn.	Very easy. Use of technology, respect for others by having the cameras on. The tolerance. Virtual teamwork. research tasks. Certain readings on topics, to later be discussed and resolve doubts of the students about what they read; virtually. Reasoning on the topics exposed in each class. The investigation. Proactivity. Previous reading on the subject, in each class. Patience and self-assessment. Online research. Creation of virtual presentations. Production of audiovisual materials.

Table 7 What academic competencies did you foster for their development or practice, in your students, during the pandemic?

Table of own creation.

Preparatory	Degree
It tested my ability to innovate and break my own paradigms. Importance of constant training. Adaptation to different teaching-learning scenarios. Become aware of the dependence on a system to practice teaching. Be more compressive and flexible.	Professional training, stops at nothing. Generational approach, to reduce gaps between the technological knowledge of students and teachers. Teach students to use social networks for the benefit of education. Development of ICT skills. Recognition of deficiencies in skills in the management of ICTs. Reflect on the criticality of obtaining tools abruptly, both students and teachers, to move forward with the course. Much more knowledge and skills to teach. I don't quite understand the question, but I have never felt less of a teacher when teaching remotely. At first it was difficult, but I never stopped feeling capable in teaching, I even developed new skills. I do not consider this qualifier to claim, since something of what is known continued to be taught, and being a teacher was maintained all the time. I do not consider claiming, the spirit of serving and teaching was never abandoned. I believe that this is left to the qualification of the students, but I do believe that it allowed us to update ourselves and acquire new knowledge and tools that can be very useful.

Table 8 How do you think the pandemic vindicated your teaching identity?

Table of own creation.

Preparatory	Degree
The fact of working in a predetermined textbook promotes traditional education. Roll call, teamwork, feedback and review of activities. Have students look up on their own the topics that the teacher cannot help them understand. Provide the information for the student to carry out her activities.	Approach and motivation in students. Virtual explanation by the teacher on the topics to be reviewed. Social distancing, propitious delay in the use of technologies. Constant updating of the teacher. Use of knowledge about the profession or subject to teach, to replicate it in the hybrid teaching-learning process.

Table 9 In what way do you think the pandemic required you to put into practice teaching skills that are considered to belong to traditional education?

Own creation table

Preparatory	Degree
Students by force, they had to acquire self-taught systems for their learning, since they did not have a mentor in face-to-face classes.	Development to the maximum of their personal capacities for learning.
Generate virtual spaces that allowed interaction between the students themselves.	Updating of knowledge through virtual courses, which led to rethinking education, to take advantage of teamwork and collaboration.
	Taking into account the economic capacity of each student.
	Potentiating the personal capacities of the students and considering their influence on their learning.
	Computer update.
	Know students' skills on previous research.
	Considering the ability of each student to develop their learning through technology.
	Organization of times for learning by students.
	Innovation and interaction through information technologies, both between teachers and students.

Table 10 In what way do you consider that the pandemic required you to put into practice teaching skills belonging to active education?

Table of own creation.

Preparatory	Degree
Obligation to renew or die.	Practice of teaching-learning with the use of the tools of the digital age.
Practice of almost two years, teaching class using technology.	Having critical thinking, assertive communication, teamwork.
Practical constancy of these.	There is much more to learn.
Constant research.	Learning the use of virtual platforms for learning.

Table 11 How has the pandemic helped you strengthen your teaching skills for the digital age?

Table of own creation.

Preparatory	Degree
Very exploited this type of teaching.	By building blended virtual courses and at the same time transmitting them through virtual platforms.
Go to the face-to-face at specific times required.	Developing my ICT skills, due to social distancing.
Inclusion of online jobs.	Creating flexible educational models in line with the new educational times.
Ease of dialogue between teachers about the experience in this type of teaching.	By combining learning activities.
	By knowing and mastering different skills in handling platforms and self-learning.
	Use of tools belonging to the digital age.

Table 12 How has the pandemic helped you strengthen your teaching skills pertaining to hybrid education?

Table of own creation.