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## Online education and the challenges faced by teachers in a pandemic situation: case of FCA San Juan del Río

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### ABSTRACT

This work presents the different challenges that teachers had to face as a result of the pandemic in the Faculty of Accounting and Administration, teachers faced techniques that they did not master, or with which they had not worked on a daily basis, since the common scenario was a face-to-face scenario. The research methodology used is documentary and qualitative, with a descriptive study that is also cross-sectional, since it was based on information at a specific moment of the study phenomenon. To teach teaching through the Internet, a great effort was made by the academic community, starting with the teachers. The area of computer science and information technology was at the disposal of the teachers, opening courses with the necessary tools to develop this teaching through the Internet so urgently. The new way of teaching classes with the pandemic crisis, allowed the training of teachers in the Accounting Faculty, it was taken as an opportunity to provide a way to replace the master class, with which each teacher chose the technique and tools that seemed most appropriate to do his job.

**KEYWORDS:** Challenges, education, online, technology, teaching.

### I. INTRODUCTION

The objective of this work is to present the different challenges that teachers had to face, as a result of the pandemic, in the Faculty of Accounting and Administration of the San Juan del Río campus of the Autonomous University of Querétaro, as well as the need to in the delivery of online education, teachers faced techniques that they did not master, or else, with which they had not worked on a daily basis, since the common context was a face-to-face setting. It all started a year ago (2020), with a message from the rector, where she reported the suspension of face-to-face classes at the baccalaureate, undergraduate and graduate level, from March 17 to restart classes on April 20, it was mentioned that the weeks of suspension of work would be recovered in the month of June, however, it is already a new year and the face-to-face classes have not recovered. (Gasca, 2020) After a year that the pandemic began, a change was generated in the Faculty of Accounting and Administration of the Autonomous University of Querétaro, once the new semester began, various training courses had already been scheduled for the start of online classes, where teachers were able to meet the requirements that are needed to create, plan and master to some extent, an online class. Teachers had to face different challenges, and in this way there was a radical change in the way of teaching and all activities related to the academy. The methodology used in this work is documentary and qualitative, with a descriptive approach. Teaching is going to change in some aspects, the first and most obvious, has to do with the greater degree of knowledge of computer tools and new teaching methodologies, a change that should be both in the teachers and in the students. We all need to be prepared to face new challenges in the future, so this situation must be seen as an opportunity to continue improving the quality of teaching at the University.

The current situation of education in Mexico is mainly related to the changes that both educational centers and instructors have had to make, although it is true that teacher training is a constant in universities, since teachers are asked to be trained to teach his chair, currently such training has been seen in the need to turn to information technologies, due to the urgent need for teachers to be prepared to teach an online chair and thus have a greater chance of success in the teaching of classes with the situation of the pandemic.

## II. METHODOLOGY

The research methodology used in this work is documentary and qualitative, with a descriptive study, since the characteristics of the aforementioned phenomenon are presented, it is also cross-sectional, since this research was based on information at a specific time that the phenomenon of study.

## III. ONLINE TEACHER SKILLS

Options for teaching in times of Pandemic as the pandemic progressed, it was already difficult to return to the classrooms, so the authority reported the return to classes after the Easter holidays, but virtually. A necessary training was then implemented by the University for all teachers, where courses were opened on virtual platforms to be able to serve students, however, the semester was about to end and many teachers concluded the semester with the tools they achieved. implement at the beginning of the contingency, email, WhatsApp messaging, or videoconferences.

**Table 1.** Comparative table of tools to teach virtual classes  
**Source:** Own elaboration based on: [www.docentesaldia.com](http://www.docentesaldia.com)

COMPARATIVE		
DISTANCE CLASSES	VIRTUAL CLASSES	ONLINE CLASSES
A platform is used, so an Internet connection is necessary. the teacher shares with the students various reference materials through the platform. Students can download materials and upload activities. It is an asynchronous modality (the teacher and the students do not coincide in the schedule). Communication between the teacher and the students is through the platform or by email.	A platform is used, so an Internet connection is necessary. the teacher shares with the student's various reference materials through the platform. Students can download materials and upload activities. It is an asynchronous modality (the teacher and the students do not coincide in the schedule). Communication between the teacher and the students is through the platform or by email.	A platform is used that allows group video calls, so an Internet connection is necessary. It is a synchronous modality, that is, the teacher and the students coincide in the schedule. The classes are live, you can implement various techniques such as debate or forums. The resolution of doubts and feedback is in real time.

**Online teacher skills:** To teach an online class requires knowledge of various technological tools, but also to develop certain skills that are mentioned below:

**Experience:** In addition to having experience as a professional in a certain subject, you must now have experience in the use of information technologies, the tools necessary to deliver online training.

**Dynamism:** The teacher must demonstrate his passion for what he does, motivate his students to get the best out of each student.

**Communication:** To communicate, it is necessary in addition to skills such as reading, writing, speaking or listening, you must know the rules of the Internet that allow effective communication.

**Presence:** Students must know at all times how and when they can contact the teacher, taking into account that the participation of the students depends on the presence of the teacher and this will make the course work.

**Charisma:** It implies having the ability to attract the attention of students.

**Compassion:** You will not always work with digitally trained students, so problems and emergencies that arise in students must be overcome and addressed and understood.

**Time management:** Very long online courses are not to the liking of students; time must be optimized to cover the information in the shortest possible time.

**Training:** An online teacher must have knowledge of information technologies, but also be updated in them.

**Adaptation:** Ability of the teacher to carry out content that serves students in the online environment, considering the different types of learning, culture and ways of seeing reality (Sánchez, 2019). The aforementioned skills are directly related to the tools that teachers require to teach an online class, since these aspects that teachers surely have, it has been more difficult for them to show them in an online class, since they have You have to concentrate on technology, that is, that the camera works, that the microphone works, etc. Noticing if the students are capturing the message through this means represents a challenge in itself, since sometimes some students do not turn on their camera and the fact of not being face to face does not help to see their reaction to the presentation of a class. (Morales, 2018)

**Courses offered at the Autonomous University of Querétaro :** The first courses that were offered were related to the enabling and knowledge of platforms such as Classroom and Moodle, the following courses were related to the ability to prepare course materials in this new format, (Courses, 2020) materials with significant content for students, and something very important, such as conducting distance evaluations, since the preparation of exams was something that really represented a challenge for teachers:

**Image 1.** Virtual platform UAQ

Source: [www.uaq.mx](http://www.uaq.mx)

**Sobre el uso de cuentas institucionales de Alumnos y Docentes UAQ**

A todos los alumnos y docentes que requieran el uso de la plataforma Google Classroom:

- Solo cuentas de los dominios [@alumnos.uaq.mx](mailto:alumnos.uaq.mx) y [@uaq.edu.mx](mailto:uaq.edu.mx) pueden participar en UAQ Google Classroom.
- Los docentes que requieran cuenta de classroom primero deben solicitar su correo en el dominio [@uaq.edu.mx](mailto:uaq.edu.mx) enviando dicha solicitud a [buzon@uaq.mx](mailto:buzon@uaq.mx), posterior a ello notificar a [cvirtual@uaq.mx](mailto:cvirtual@uaq.mx) el nombre de la cuenta para ser validados como docentes en classroom.
- Todo alumno de Bachillerato o Licenciatura tiene cuenta en [@alumnos.uaq.mx](mailto:alumnos.uaq.mx), el alta es automática.
- Los datos de la cuenta de alumnos se encuentran en la Hoja de Seguridad al inscribirse por primera vez o.
- Los pueden consultar en la siguiente liga:  
<https://comunidad.uaq.mx:8011/ema?l>

• Este es el único canal para validar que son alumnos y entregarles sus datos en forma segura.

• Solo necesitan contactar a [buzon@alumnos.uaq.mx](mailto:buzon@alumnos.uaq.mx) en caso de ya haber usado su correo y no recordar la contraseña.

**Image 2.** Course for Teachers

Source: [www.uaq.mx](http://www.uaq.mx)

**FCA** CURSO: Técnicas Didácticas con Google Classroom  
FACULTAD DE CONTADURÍA Y ADMINISTRACIÓN  
UNIVERSIDAD AUTÓNOMA DE QUERÉTARO

**Técnicas Didácticas en Google Classroom**

**MODALIDAD**

Instructor: Dr. Luis Rodrigo Valencia Pérez  
Modalidad: Virtual 100%  
Duración: 25 horas.  
Sesiones por videoconferencia: 3 de 3 horas cada una. Actividades: 16 horas.  
Fechas: Las programará el área de capacitación de FCA.

**DIRIGIDO A:**

Docentes de la Universidad Autónoma de Querétaro (UAQ) activos ya sean PTC, tiempo libre o por honorarios, tengan nociones de computación y con un curso preparado terminado o en proceso (temario y contenidos) ya sea en digital o en papel y que tengan mail con terminación [@uaq.edu.mx](mailto:uaq.edu.mx) que les fue proporcionado por el Departamento de Sistemas de la UAQ

**Image 3.** Course for Teachers

Source: [www.uaq.mx](http://www.uaq.mx)



Image 4. Course for Teachers  
Source: [www.uaq.mx](http://www.uaq.mx)



But it was not only a matter of attending to the teaching function, but the teachers also attend to another very important function which is tutoring, which is registered through the "Information System of the Institutional Tutoring Program" (SIPIT, 2020), which is an online application for the registration and monitoring of attendance, developed as part of the strategy that allows organizing the tutorial action in the faculties, this function also represented a challenge, since many tutors had no way to contact their tutors, since they did not They are your students, speaking of individual tutoring. In the case of group tutoring, the tutor is also a group teacher and in this case it was a bit easier to attend the tutorial function. In the case of the Tutorials, the sessions were carried out using Zoom or Meet, and the session records were made using Zoom, TeamViewer and Anydesk.

Image 5. Course for Teachers  
Source: [www.uaq.mx](http://www.uaq.mx)



#### **IV. TEACHERS' WILLINGNESS TO UPDATE**

The Autonomous University of Querétaro is an educational institution focused mainly on face-to-face training, which has established a Virtual Campus as a tool to support traditional teaching, development of online postgraduate courses and the teaching of virtual subjects in the undergraduate degree. However, it has been a long time since the buildings of the San Juan del Rfo campus of the Autonomous University of Querétaro, were empty due to the coronavirus pandemic, which forced the closure of its facilities, however, academic activity has continued through digital media. Students and teachers had to face a very different dynamic from the one they had been handling at the beginning of the semester, planning had to wait, because they had to work in a very different environment, which many teachers did not handle and which also stopped many students was unknown. Since then, students and teachers meet, discuss and share knowledge through the screens of their computers, cell phones or tablets.

From this experience, several challenges arose for the teachers, who realized their need to prepare to teach classes in other settings and not only in the "face to face", and it was here that many of the situations that arose were revealed. With the teachers when teaching the courses, the students, not being prepared to take online classes, expected from their teacher a class "similar" to the face-to-face classes, which was neither possible nor appropriate. If there is already a generation gap between teacher and student, this gap became even greater when giving "virtual classes", it was tried, since there was no previous training, each teacher interpreted their way of teaching classes of Very different way and if we add to this that the deadlines that were given at the beginning were 15 days, many teachers decided to send some content only to cover those two weeks of work and not fall behind in their planning established at the beginning, later it was reported by the authorities that it would not be 15 days, but a month, the time that would be worked online, and then the Easter holidays would come, which would surely give a break to the situation, believing that this time would be enough for the pandemic will advance and perhaps one could still return to recover face-to-face classes, where many teachers naively continued to postpone the explanations of more difficult topics, thinking that there would already be time to explain them in person, without having to look for a virtual tool that could support the content of more complex topics.

For many years the University has lived with technology, but not fully, both elements have operated at different frequencies, but at this time it is time to integrate technology into the performance of the system. Take advantage of its possibilities to optimize research and the learning experience. Confined training is an imposed and temporary mode of distance education. While it is true that we have adapted to the crisis, but now we have to introduce method and strategy. It is not yet known if what has been called the "new normal", really becomes the "normality" and the virtual aspect that we have feared and avoided so much, is the path that must be followed not only in education, but also in research and in the main functions of the University (Pineda, Andrade, Muriel, 2019) and in this way we can continue with the new lines of the university community. At first, the main concern of the teachers was the lack of knowledge of computer tools and not knowing how to adapt the teaching content to the virtual setting. For this reason, the priority of the virtual campus and Technologies and Innovation area was to organize training sessions for teachers and advise them at all times. However, we have moved on to a second phase: that of "professionalization". Teachers use and know some tools and now they want to get the most out of them: experiment, try new tools, make more didactic content, now is when the concept of the "new role of the teacher" makes the most sense: the teacher as tutor, facilitator, advisor and creator of virtual content (Del Campo, 2018). Until now, learning has focused on the student, this as part of the educational model implemented in our University, a pedagogical approach, educational innovation and principles and values, all of this that revolves around the student, however, current conditions have led to In the light that the students have felt protected and to some extent dependent on the teachers, in virtual education it is required that the students manage themselves with some independence, managing and organizing their time, planning their homework assignments and somehow taking off a little of a relationship as dependent as that generated in face-to-face classes (Álvarez, 2020).

#### **V. CONCLUSIONS**

If there is an element of change right now to higher education, it is that of the new way of teaching classes with the coronavirus crisis, many of the universities in many regions of the world, will have to take as an opportunity to provide a form of replacement of the master class, favoring the learning process of a certain topic, with a minimum intervention of the teaching team during the course. Teaching is going to change in some aspects, the first and most obvious, the greater degree of knowledge of computer tools and new teaching methodologies, a change that should be both in the teachers and in the students. We all need to be prepared to face new challenges in the future, so this situation must be seen as an opportunity to continue improving the quality of teaching at the University. (Torres, 2019) Currently there is an exponential development in the scope of educational technologies, it being essential that the different institutions accompany the change that has been taking place, both in terms of continuous teacher training, new models of distance learning, either in terms of instruments available, new

learning environments and associated technologies. Taking into account the most recent learning environments that aim to support distance education modalities and the constant need for continuous training of teachers, it should be considered as a relevant aspect, to develop a study that allows investigating not only the importance of virtual learning models, but also the feasibility of using it in the context of continuous training actions or workshops. For this reason, it is the responsibility of teachers to keep constantly updated that it is not only related to their specialty but also to teaching strategies, since its pedagogical nature should not be isolated. In the work of each university teacher, the use of technologies that are undoubtedly a great support in their practice must be evidenced. Workshops, courses available on the web, that contribute with the content that you are developing. In such a way that the student also has the support of experts, to be able to experience new forms of learning, where in some cases the roles of the actors of the educational task change, since they will not only build their own knowledge, but also that of their classmates and the teacher. (Legorreta, Ortega and Suárez, 2013).

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