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MANAGING EMOTIONS OF STUDENTS IN A REMOTE LEARNING CONTEXT.

Trabajo de investigación para optar al Grado Académico de
LICENCIADO EN EDUCACIÓN

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Abstract

This exploratory study gathered information in relation to the management of emotions in the online context and the use of different tools to help students to manage their emotions. This research was conducted in a school in Buin, with a total of 20 teachers and 60 students, in which 30 students were from primary level and 30 students from secondary level. A questionnaire was sent to each group. They had to answer a series of questions that were related to the management of emotions, how they have been feeling during this type of teaching and learning processes, and create awareness in schools regarding emotions as a part of every planning that the teacher had to implement during this context. The questionnaire provided information that helped us confirm the information of the methods that need to be implemented in the online classroom (SEL, RULER method) which are the suitables tools to have a healthy management of emotions and the identification of these emotions during these last two years.

Key words: Management of emotions, Social and Emotional learning (SEL), RULER method, online context.

Resumen

Esta investigación exploratoria recopiló información en relación con el manejo de las emociones en el contexto online y las herramientas que pueden ser implementadas para ayudar al mejoramiento de la conciencia emocional en los colegios. Esta investigación fue realizada en un colegio en Buin, con un total de 20 profesores y 60 estudiantes, de los cuales 30 eran de educación básica y 30 de educación media. Un cuestionario fue enviado a cada grupo. Tanto estudiantes como profesores respondieron una serie de preguntas que estaban relacionadas con el manejo de las emociones, cómo se han sentido durante este proceso de enseñanza y aprendizaje, y la conciencia emocional de los colegios como parte de las planificaciones que los profesores deberían haber implementado durante el contexto de pandemia. El cuestionario entregó información que nos ayudó a respaldar la información de los métodos que necesitan ser implementados en la sala de clases en línea (SEL, método RULER) los cuales son las herramientas perfectas para tener un sano manejo de emociones y la identificación de estas emociones durante estos últimos dos años.

Palabras claves: Manejo de emociones, Aprendizaje socioemocional (SEL), Método RULER, Contexto remoto.

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INTRODUCTION

At the beginning of 2020, we learned of a new virus that gradually spread worldwide and we never imagined the scenario in which it would affect us globally; this is the case of COVID-19. The world has undergone considerable changes since this challenge, and it is still doing it. Many countries were not prepared for this health emergency context related to this virus, and most importantly, we were unprepared for something with these dimensions. The quarantine situation, the confinement, the world economy derived from the suspension of many of the on-site activities, and the fear that this disease generates have triggered growing anxiety and difficult emotional management. A study in China found an increase in anxiety, depression, anger, sensitivity to social risks, and a decrease in complacent emotions, tranquility, and satisfaction with life after the official declaration of the epidemic. (Li et al., 2020). The closure of schools and social isolation has hindered students' social-emotional development and, in turn, a frustration for teachers since they are the first generation that have had to deal online with them in this. In addition, the closure of the different institutions has affected 87% of students throughout the world (UNESCO, 2020). As this crisis continues, children are suffering important stress levels due to losing their normal routine as students. Face-to-face interaction with their classmates has not been possible and learning from interacting with peers and teachers has been restricted. In addition, children have been preoccupied with having been infected. Even families could have problematic financial worries as a consequence of the COVID-19 recession. Children will need not only socio-emotional support but learning support to have the capacity to face this difficult time. According to Lomeli et al. (2021), “elementary school children, ages 5 to 12 years old, seem particularly affected by the current pandemic, which has led to an increase in mental health problems and psychosocial adaptation problems" (p. 2). The pandemic that we are facing reaffirms the importance of preparing students for proper handling and managing their emotions. Emotions are a crucial part of the learning experience related to having a good relationship between both; students will fully engage when they are learning. Research was carried out in the child-adolescent population in China during social distance for managing emotions. This research found out that anxiety symptoms were developing in "18.9%, 22.0%, and 29.8%" of students of provinces of China, such as Shaanxi (Li et al., 2020), Hubei (Xie et al., 2020), and Sichuan (Tang and Ying, 2020). Within the same context, it is likely that for students, both children and adolescents, their perception about home quarantine given the

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closure of the schools could play an essential role in their mental health. Students need to reinforce their social-emotional relationships in the online classroom so that the teaching is of an adequate level. A recent study by A. Khattar, P. et al. (2020) reported that students are tired of using phones in a remote learning context; in addition, they report feeling frustrated, crushingly anxious, bored, depressed, and overworked. Teachers require to know their students and their emotional needs, and on the other hand, students need to form bonds with their classmates. It is essential to support emotional resilience in students, building strong teacher-student relationships. A study conducted by Lomeli, Mayte (2021) in South Monterey County area, through interviews with teachers, explore their perceptions and experiences with students in online teaching due to COVID-19 explained that about 90% of the students are easily distracted in the class, only 50% of the students focused on achieving their assignments. Moreover, teachers noticed that the children were very stressed out when they had to be online for a long time. They reported that kindergarten and primary students were distracted using their cellphones during school time. They did not intend to turn on their cameras or were late into class. About 10% of the students had to be muted because their backgrounds had a lot of noise or a poor internet signal in their homes. These students constantly apologized to their classmates and teachers for the constant disruptions and environment belonging to their homes. Moreover, the teachers felt concerned because the parents did not have the instance to discuss their family situation. It was noticeable that they did not tend to help their children. In addition, they reported that the students did not participate because they felt uncomfortable speaking and being observed by their classmates through web cameras. Teachers mentioned that students tended to turn off the cameras and ignore the class. That circumstance produces demotivation and frustration in teachers in this new online scenario, leading to various emotional problems, aside from the lack of stimulation from their classmates, recess time, and coexistence in general. Teachers who experience more negative emotions may have sleep difficulties, depression, and anxiety. Even overweight, they see themselves burned out and have greater intentions to leave their profession. Linked to the above, it is important to promote the emotional recovery capacity of teachers before and after remote teaching. In addition, when students have better relationships with teachers, they are more engaged and committed to school, adjust better socially, and are willing to take on more challenges, and persist in the case of difficulty. They also disrupt less, focus more, and perform better academically. According to Durlak and colleagues (2011), social-emotional learning (SEL) is a tool to identify and manage emotions, create healthy attitudes about yourself and others, interpersonal issue resolution, among other

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relevant aspects. When people, in general, demonstrate that SEL is essential, school meetings, administrators, and teachers will know the relevance of SEL and try to apply it in their online environment. Another approach that will be considered in this research related to SEL is the RULER method (Brackett & Rivers, 2013); which is an evidence-based approach that can be applied in students to comprehend their emotional development focus on five skills: recognizing emotions, understanding which caused an emotion, labeling emotions to differentiate and name it with a varied vocabulary, expressing emotions and regulating emotions with different personal resources. A study using the RULER method for one year on fifth and sixth-grade students in elementary schools (Brackett et al., 2012) reported a tremendous academic performance in students and a better socioemotional environment between teachers and students. As mentioned, students have faced different challenges which have been difficult to manage in emotional terms. Emotions and learning are interconnected. If students improve their socioemotional skills, they would regulate their feelings and make an effort when facing challenges (Bandura, 1997); this helps create positive ways to express their feelings to enjoy the learning process. This qualitative research will identify how Chilean students have experienced emotions and feelings through social distance, distinguish the relevance of using SEL in students and teachers, and analyze how the RULER method can be implemented in Chilean students' reality.

PROBLEM FORMULATION

The COVID-19 and remote education is related to various emotions and feelings that may be challenging for students. In addition, the lack of face-to-face contact between students and teachers has led to problems in their management of emotions. These challenges could significantly affect the emotional needs of students and the way they can express themselves and convey their strengths and weaknesses. This research will collect data on the socioemotional experiences of students who have had classes between 2020 and 2021 in a public school in Buin, Santiago in a remote emergency learning context.

JUSTIFICATION AND RELEVANCE OF RESEARCH

The reason that led to investigating emotional management in remote contexts corresponds to the learning experience and process of students and teachers during the pandemic in a public

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school in Buin. We are currently experiencing a pandemic that affects society in general. The national systems have been badly affected, such as the economic system, political system, and one of the most struck has been the educational system. According to Cuéllar et al. (2021), "the COVID-19 outbreak has created an uncertain scenario for educational systems, leading many countries to deploy unprecedented remote learning programs" (p.1). Chilean schools have not been the exception and have thus developed and put several actions to uphold effective pedagogical management and continuity of learning through online classes. It can be thought that established academic programs already teach online classes. This may be true; however, this is not the case for the students from primary to secondary level who do not normally have this type of education; they have been forced to attend their classes online. According to Sepúlveda and Morrison (2020), "it is important to make a difference between e-learning, that is an established program to create online classes, and distance learning caused by a health emergency" (p.1). Before the pandemic started, there were already plans and programs remotely delivered where students could attend their online classes. However, this study program is not the same as the one for the students from primary school; on the other hand, e-learning programs are prepared and analyzed according to strategies and methodologies based on teaching and learning in remote contexts. On the other hand, according to Toledo et al. (2020), "virtual education is a form of learning that has grown dramatically in practice, but the dissemination of the way the educational process that is being managed is still pending" (p.1). Remote classes were a response to the current health emergency to avoid physical contact infections, and as a consequence, study programs had to be adapted, creating instances where classes are delivered online concerning the national health emergency, due to this health emergency, students are exchanging their school programming in a remote context; these changes and the closure of the institutions resulted in social distancing and isolation from classmates, friends, and teachers.

According to Yeomans and Silva (2020), social distancing and isolation can affect the usual human behavior, influence emotional balance, and develop social and emotional skills. Also, the distress and stress aspects affect this human behavior. According to Van Slyke et al. (2020), anguish or stress harms well-being. More formally, we can define having to endure distance learning as a negative psychological response to the stressors of distance learning. According to Ponce et al. (2020), the COVID-19 pandemic has generated significant vulnerability in the emotional environment that strongly affects children's quality of life and educational conditions in confinement, increase of the stress and emotional management in children. The

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problems with the greatest incidence in children are all activities related to the provision of school activities. In addition, more basic social and emotional health problems such as aggressiveness or irritability, changes in appetite, not wanting to get up, or having sleep problems, also have very high incidences in the child population, not only in young people. Therefore, these emotional aspects may affect the students' learning process. For instance, students who were familiarized with having a routine of attending classes in a room with the interaction of the teacher, which generated a certain degree of physical and emotional closeness among students and teachers. The teacher's presence is necessary to generate learning instances to improve knowledge in the classroom. This allows the correction of academic and behavioral errors to develop skills that are fruitful for their optimal academic development, consequently, personal teaching, which is difficult to perform through a computer. According to Yeomans and Silva (2020), the lockdown encouraged adolescents and children to look for more alternatives to interact with classmates or teachers by accessing online platforms that meet educational criteria, causing even more confusion among students and increasing frustration. In addition, the emotional aspects mentioned previously may negatively affect the learning process. Related to the emotions, another relevant aspect in this pandemic context are the socioemotional skills and their development because of the social isolation we live in due to COVID-19 along with dangerous viral challenges, social media influence, cyberbullying, bullying, and many other situations that have led to anxiety and depression (Heredia, 2020). It is necessary to increase and develop the socio-emotional skills that students need to cope with these situations of constant and disturbing changes successfully; likewise, this affects the students' behavior and their learning process during the pandemic, moreover, the pandemic we are currently experiencing reaffirms the need to prepare students to manage their emotions consciously and systematically. Following the same idea, learning at home through electronic devices has had an emotional impact on students' behavior because they face feelings of loneliness, boredom, anxiety, or stress, leading to despair, frustration, and even anger. According to Nathanson (2016), social and emotional learning refers to developing social and emotional skills, which depend on the ability of the students to recognize, understand, and manage emotions. According to the Committee For children (2021), people with strong social-emotional skills are better prepared to face everyday challenges and benefit academically, professionally, and socially. From effective problem-solving to self-discipline, from impulse control to emotion management and more, Social Emotional Learning (S.E.L) provides a foundation for positive, long-term effects on kids, adults, and communities., An integral approach

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related to S.E.L. is called RULER method (Brackett & Rivers, 2013), which provides an educational framework that encompasses a set of practices for the comprehensive integration of S.E.L. into a learning environment. Likewise, it improves academic performance, as a study conducted by Brackett, that tested the method and evaluated academic performance in addition to socio-emotional competencies in fifth and sixth graders in fifteen classrooms in three schools. Academic performance was assessed using recorded grades. Socio-emotional competencies were evaluated with teacher reports on students' behavior. As a result, students in the classrooms that make up the RULER method accomplished higher grades at the end of the year and higher scores for socio-emotional competencies such as academic development compared to the students in the other study group. This study provides empirical evidence that proves the effectiveness of S.E.L. programs as RULER improves essential student's outcomes. (Brackett, M. 2012). Once this result is observed, it has been considered to implement the R.U.L.E.R. method in this current research to develop the socio-emotional skills in a sample of students in a public school who learn in an emergency remote learning context.

On the other hand, the teachers stopped teaching within the traditional classroom, to which they have been using for years, teachers need to adapt their classes, methodologies and teaching strategies by applying the technological tools, according to Sanchez (2020) educational technologies during the global pandemic of COVID-19 have been the resource and the closest tool for teachers to carry out their teaching work. Teachers have to use the technological devices at their disposal to interact remotely between themselves and their students, at the same time they have to attend to the personal pressures of confinement.

RESEARCH QUESTIONS

- How can students of primary and secondary level in Chile achieve self-awareness and recognition of emotions?
- How can teachers of primary and secondary school modify their teaching methods in order to include students' emotional needs?
- In what ways are social interactions among students affected by the remote teaching program?
- How does social distance influence student's emotions?
- How can the RULER method help on managing emotions during the remote learning context?

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OBJECTIVES

General objective:

- The general objective of this research is to explain how remote teaching context has affected the management of emotions in students due to COVID-19 during 2020 and 2021 in a public school in Chile.

Specific objectives:

- Identify students and teacher's emotion in remote teaching as consequence of social distance due to COVID-19.
- Describe the relevance of social and emotional learning (SEL) when managing students' and teachers' emotions in emergency remote learning and teaching.
- Analyze the implementation of the R.U.L.E.R method as a strategy in the management of student's emotions in a remote teaching context.
- Implement the mood meter to develop socioemotional skills in children during the remote learning context

1. LITERATURE REVIEW

Emotional education and the emergency remote teaching and learning context are increasingly getting more relevant due to the arising problems that this type of education has brought alongside the social isolation and the constant concern of keeping safe and healthy from the inside to the outside. Understanding and implementing socioemotional education in this process is a must in every academic context that must face the new reality that this pandemic has brought to our daily lives. Understanding and recognizing the different emotional and social factors and the context that our students live in are essential to understand and teach in today's remote context. The lack of social and emotional awareness can create disinterest and detachment from the student's perspective. In a recent study, AlAzzam et al. ,(2020) discussed that "high school students reported serious mental health problems such as substance use and lack of social support" (p. 2). We must recognize these factors and implement different tools and methods for learners who have problems due to their social context and the emotional complications that they can face during the pandemic context.

Regarding the emotional management of teachers, they express feelings of anguish, stress, and concentration difficulties, this is linked to socioemotional conditions between each school and workload. The stress perceived by teachers can also be classified between academic stress

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and work stress. Stress is defined as an instinctive, cognitive, emotional, physiological activation reaction. Stress is a set of physiological responses that enable the body to act or that triggers fight reactions. Stress can often lead to a psychological distress disease where the nervous system is constantly alert, which is exhausting since it goes through different stages such as alarm, resistance, and exhaustion (Sánchez, 2014). Stress in work times responds to people having extra burdens and demands that often do not fit their schedules and even their skills. In this sense, teachers foresee their ability to face constant challenges and uncertain situations. The pressures and demands they face probably imply they think they are not sufficiently prepared to deal with them, and they are doubtful about their abilities and knowledge. Stress makes it difficult for the immune system when it is something constant and feeling depressed or tired makes it very difficult to fall asleep (Stavroula Leka, 2004).

Emotional factors construct the learning process, and they are fundamental in education. Researchers AlAzzam et al. (2020) concluded that "both anxiety and depression are prevalent among adolescents, and they are associated with higher risks of suicide and disease prevalence" (p. 2). Such problems are easily fixed through management and awareness of the emotional distress that our students could go through during this period. This applies to teachers' distresses, mental wellness, and emotional strength in this period that teachers and learners are facing today.

Furthermore, the perception of academic stress in this pandemic context is getting more and more unsettling, in the case of teachers, on the constant concern of creating new and better materials for their students and the stress of learning through unknown platforms for them. "The global pandemic has brought awareness to professionals who have been mandated to shift to a virtual work environment" (Pantell, 2020, para. 1). To understand and include this new type of education in our students, we must incorporate and implement different teaching strategies for our students, such as synchronous and asynchronous classes, in 2020 a survey published by MINEDUC indicated that 71% of schools provided printed material to their students, and only 54% were using the ministry's platform. As Borup et al. (2012) came through with, "asynchronous video may allow for more flexibility in timing and longer reflection on the assignments. Asynchronous video and video-mediated feedback enhance social presence" (p. 5).

There are two essential tools for better understanding and comprehending emotions in our students; these are the RULER method (Brackett, M. 2019) and the SEL tool for managing emotions. These two tools can help tremendously in managing emotions in this remote context.

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RULER stands for Recognizing, Understanding, Labeling, Expressing, and Regulating emotions (Brackett, M. 2019). This method has been proven as an excellent tool for students inside the classroom. The comprehension and application of this method can help in the awareness of their emotions and surroundings. The RULER method is grounded in theory, provides appropriate instruction across time, offers classroom instruction that engenders positive student interactions, attempts to create a caring and engaging learning environment, and involves active participation from students, parents, and the school community in the planning, learning, and evaluation process (Brackett, M. et al., 2012, p. 219). SEL has also shown that being used inside the classroom can improve the well-being and behavior of students. SEL has been explained as a method to include students' emotions inside the school. The main idea in this method is to create awareness on the principal factors that work on the learning process in students and also, SEL includes the identification and management of emotions, healthy attitudes to themselves, constructive goals, the capacity to solve interpersonal problems, maintain a positive relationship with peers, and making correct and responsible decisions according to the social-ethical construction.

In a study conducted by Marc Brackett (2013), it has been shown that the RULER and SEL methods can positively influence students' behavior inside the classroom, which can be translated to the current remote context of our educational system.

Chile has been working on creating and implementing a teacher guide that can help to improve teaching in this remote context. These were designed with the idea of helping and giving guidance to teachers on how they can use the best online tools and platforms, this means, teachers are expected to be less anxious about how to use these platforms, so they can focus on teaching their assignments. To accomplish this, MINEDUC published the “Orientaciones Mineduc Covid-19”, “Aprendo sin parar” and “Aprendo en línea” (MINEDUC, 2020), in which there are guidelines on how teachers, students, and parents can carry on with the objectives that Mineduc asked for 2020, and currently in 2021. These guidelines focus on the online context that the educational community started facing.

They strongly pointed out that teachers must guide and help students in the case of emotional distress, and problems when learning a new content. Also, this website provides tools for students to manage the confusing emotions that can appear during this type of learning. MINEDUC handed in their webpage these tools amongst others to achieve management of mostly all aspects they can formulate for the different context for the students.

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Design

The current research has a qualitative approach on how elementary and middle school students have managed and experienced their emotions and how teachers have observed this situation in emergency online classes given the social distance due to COVID-19. It is conducted with a descriptive approach that seeks to describe the nature of the emotional experiences of students. In addition, this research entails a case study design characterized to address a unit that can refer to a person, a family group, a specific group, and even an organization or an institution (Stake, 1994)

This study implemented a questionnaire composed of different sections to collect data from teachers and students based on their emotional management and emotional experience.

Population and sample

The current case study involves teachers and students from 4th grade to 12th grade from a public school located in Buin, Maipo province, Metropolitan region. The number of primary level students (from 1st to 8th grade) is 1.565, and secondary level (from 9th to 12th grade) are 992 students. The population of students in this school makes up 2.557, and they are divided into two buildings according to the level of education. Teachers are also divided into educational levels, 83 for primary and 73 for secondary level. The study is carried out in this school for specific reasons, one of these reasons were the proximity of the school with one member of the group, the facility to interact with the headmaster, the fact that the school was still in online classes at the moment of the research and the possibility to identify the students and teachers emotions. Also, the allowance by the school's principal for the development of this research, granting with this the application of different instruments to collect information in a natural context.

Participants

The participants selected for this case study correspond to 20 teachers and 30 students of primary and secondary level. As a criterion for this research, the accessibility of technological devices with internet access was considered. The target participants considered in this study are students aged 9 to 17 years old who attend 4th to 12th grade. Regarding the teachers

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considered in this sample, they teach different subjects in the same school, at both primary and secondary levels.

Sample

The sample used for the present investigation is non-probability, according to Hernandez et al. (2014), since “it shows non-probability or directed. Subgroup of the population in which the selection of the elements does not depend on probability, but on the characteristics of the research” (p.176) the procedure is not mechanical, as evidence, the research does not employ formulas, statistics of probability during the investigation process. On the other hand, it uses the decision-making of the research group and the selected samples based on the criteria previously implemented by the researchers. In addition, the sample is chosen by the same criteria mentioned above, and the level of education of the establishment (primary and secondary) to implement the instruments in students of different ages obtaining a varied and valuable sample for the investigation, besides the institution enables to know the management of the emotions not only in the students but also in the teachers based on the mood meter.

Instruments

The instruments were divided into four sections. The first one is about socioemotional experiences that teachers had during remote teaching. Through the use of questionnaires, it intends to gather data about the socio-emotional impact and the consequences lived and experimented by teachers. Moreover, a mood meter tool which was divided into four sections where teachers had to identify their most predominant emotions following the questions provided in the tool. In the case it needed more data, it was going to be used in a focus group with teachers explaining their previous experiences in online classes, but it was not required to use it. The second section gathered data about the emotional experience experienced by high school students, and they answered questionnaires and a mood meter evidencing their previous experience in remote teaching according to their emotional state.

The third section was conducted for elementary students, and they were used questionnaires and a mood meter adapted to children to their understanding and better comprehension

Ethical aspects

The questionnaires were sent the first week of August. First, the school principal signed an authorization certificate to carry out this investigation and the questionnaires were provided to

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the teachers by email, and they submitted them to their students. These questionnaires were validated with the corresponding letters and documentation given by the University Tesina department. Every questionnaire was answered anonymously for academic purposes only.

Analysis plan

In order to carry out our investigation, five steps were followed. The first step was to contact a public school with numerous students and teachers, then we continued with the creation of the instruments for data collection, once created and validated, we contacted again the authorities of the establishment to obtain authorization to then implement them to the sample, the instruments were applied through the Google form platform to facilitate data collection from students and teachers, once the results were obtained it was proceeded to analyze the responses of the questionnaire and then create graphs to classify them into categories forming codes for a better understanding, the codes are challenging online experience (COE), Positive experience (PE), Self-awareness(SAW) management of emotions (MOE). The last step was to carry out a discussion in order to draw up the final conclusions of the research.

2. Results

The results were divided into three categories: identifying emotions, the relevance of emotional management, and the relevance of the emotional meter. The categories mentioned above were organized in different codes to summarize, analyze, and compare the answers given by teachers and students in the different questionnaires such as: challenging online experiences (COE), positive experiences (PE), self-awareness (SAw), and managing emotions (MOE).

Identifying emotions

To the extent of categorizing and identifying emotions, they were used likert scales, mood meter, and three final questions to identify the previous experience of the participants. The Mood Meter was divided in four quadrants: The Red quadrant is about unpleasant emotions with high energy such as anger or fury; the blue quadrant is about unpleasant emotions with low energy such as sadness and discouragement; the yellow quadrant is about pleasurable emotions with high energy such as happiness and enthusiasm and the green quadrant is about

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pleasant emotions with low energy such as relaxation and tranquility. The results showed that most of the teachers and students have experienced negative emotions related to the red and blue quadrant. In the case of teachers, 50% of them felt negative emotions with strong energy located in the red quadrant and 31,8% felt negative emotions located in the blue quadrant related to when few students were connected in their online classes. In addition, 40,9% of teachers felt emotions related to the green quadrant in the question “How do you feel when your students do not turn on their webcams?” and in this part, teachers had a tendency of emotions as tranquility where they specified that they were more concerned about doing classes and catching the attention of students than watching them through their webcams. One of the teachers explained: “Tranquilidad porque no puedo obligarlos a encender sus cámaras, pero cada vez que les pido a la mayoría que lo hagan, el resto no puede hacerlo por un problema de conexión." (Teacher 1). On the other hand, 40,9% of teachers felt emotions located in the blue quadrant with a tendency of emotions as loneliness and down. In addition, as it is shown in Figure 1, these emotions are provoked when no student answers questions in online classes. 50.0% of teachers felt emotions located in the red quadrant as frustration, discomfort, and anxiety and 42,9% felt emotions located in the blue quadrant mainly discouragement and worry. These results explained the relevance of identifying emotions, because teachers did not feel connected with their students, long hours in front of the computer every day, and the lack of interest of students in their classes.

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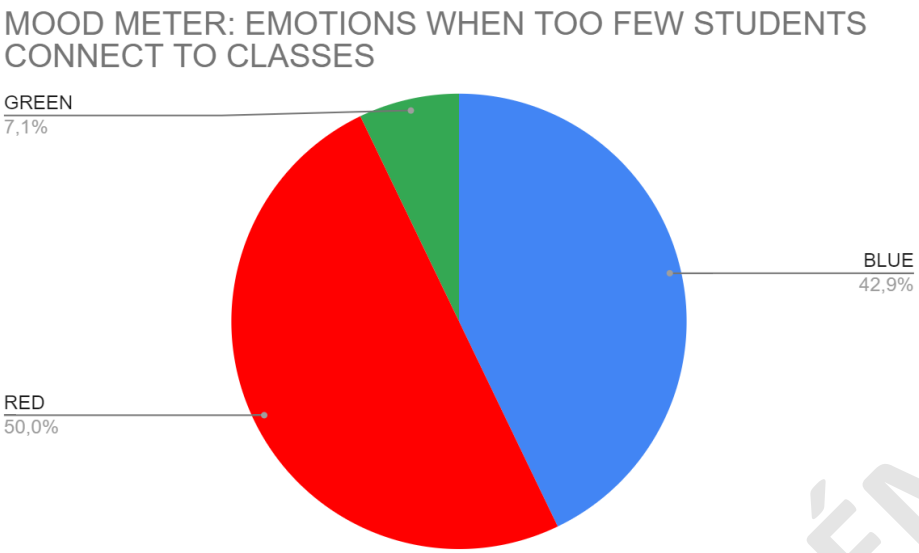
Figure 1.



Source: own elaboration, 2021

Another relevant aspect is the teacher's feelings when students give several answers to their online classes. As it is shown in Fig. 2, 59,5% of the teachers felt emotions in the yellow quadrant, mainly emotions such as motivation, enthusiasm, and joy. 37,8% felt emotions located in the green quadrant mainly emotions such as complacency, pride, and satisfaction. 2,7% of them have felt emotions in the blue quadrant as tiredness.

These results demonstrate that teachers feel more engaged and comfortable when their students give answers and opinions several times in their classes.

Figure 2.

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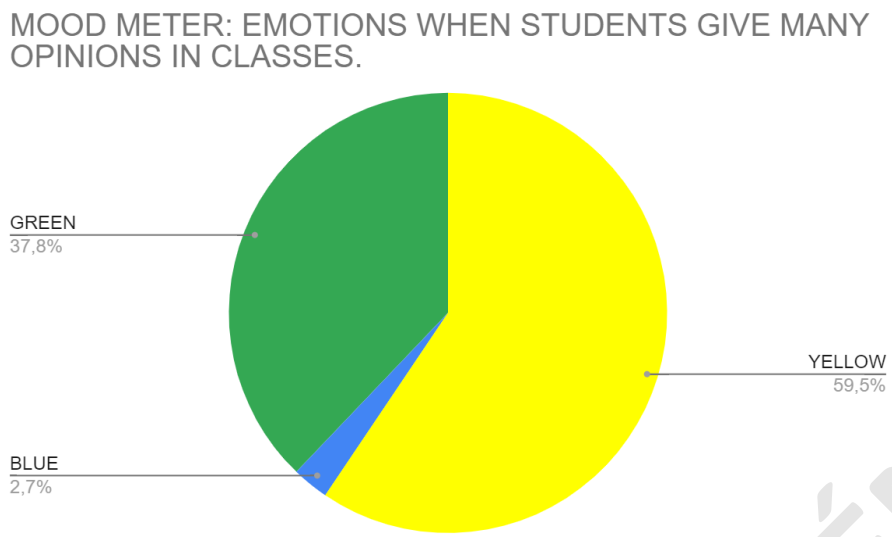

Source: own elaboration, 2021

In Fig. 3 the case of secondary students, when they had to select the most common emotions in online classes, they reported that a 38,5% felt emotions located in the red quadrant such as frustration, nervousness and anxiety: “Me siento frustrada porque hay momentos en que no entiendo una asignatura y el hecho de no entender me hace sentir mal y ver que mis notas van bajando, además me siento nerviosa por saber las notas que me van a dar y esto también me lleva a estar tensa pues tengo mucha impaciencia y angustia en algunas ocasiones dentro de las clases” student 1.

33,3% of emotions are located in the blue quadrant, such emotions as listless and down. On the other hand, 20.5% selected emotions in the yellow quadrant such as positiveness and pride and 7,7% selected emotions in the green quadrant such as comfort and capacity.

Figure 3.

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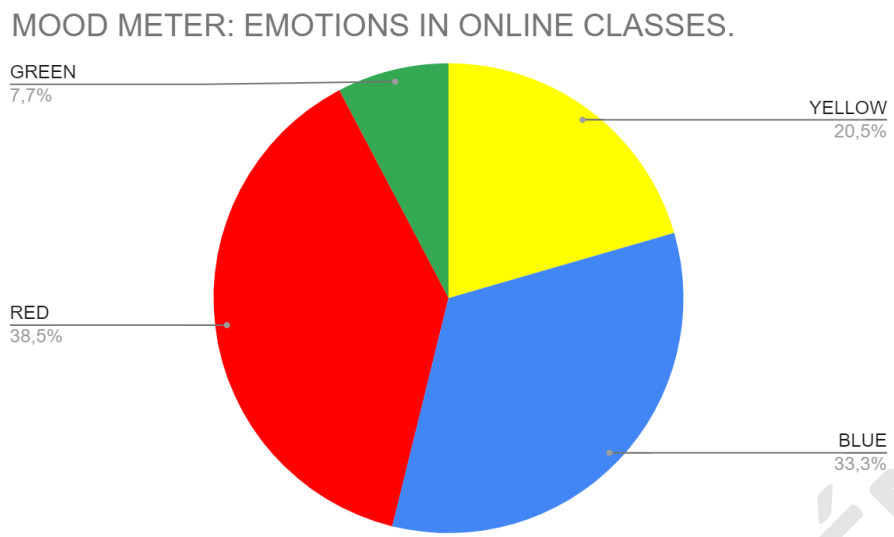

Source: own elaboration, 2021

The social distancing has been one of the aspects that have affected in a considerable extent the socioemotional environment of students during this pandemic context. Reinforcing students' relationships is vital to help them understand that they are not on their own during remote learning (Berman, 2020). Figure 4. Demonstrates that students have experienced 56.0% of emotions in the blue quadrant with a tendency of boredom, isolation, loneliness and sadness “El aislamiento social en general me ha causado decaimiento y me siento triste y sola. Siento que estoy sola, ya que a veces no tengo con quien hablar o hacer trabajos. Es algo totalmente aburrido el sentirse así”. (Student 2).

26,7% of the students selected emotions in the green quadrant with a tendency of tranquility and relaxation “me siento tranquila ya que mi curso era muy ruidoso y me costaba mucho concentrarme cuando estábamos en clases presenciales” (Student 3). 9,3% felt emotions in the red quadrant such as grumpy and upset and 8.0% felt emotions in the red quadrant such as positive.

Figure 4.

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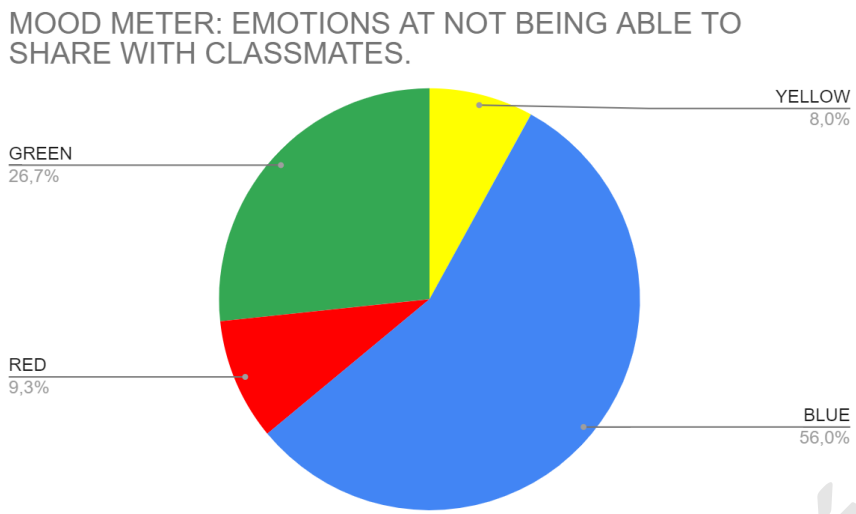

Source: own elaboration, 2021

In the case of elementary school students, the mood meter was adjusted to young learners, so that they could identify their emotions simpler than the original one conducted by Brackett & Rivers, (2013). In Figure. 5 results indicated that 39,8% of students felt emotions in the yellow quadrant such as: nice, cheerful, happy, 26,1% of them selected emotions in the blue quadrant such as fatigue, depression and loneliness, 18,2% selected emotions in the red quadrant such as nervousness and frustration. Finally, 15,9 of students selected emotions in the green quadrant such as tranquility and relaxation.

Figure 5.

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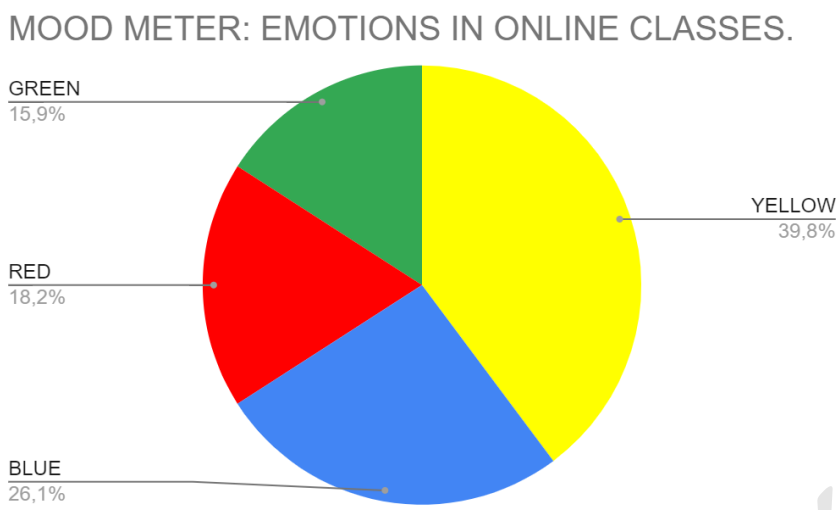

Source: own elaboration, 2021

Relevance of emotional management

Social and emotional learning has been described as one of the most important aspects at the moment of learning, as a matter of fact, 99% of the teachers answered that they have been aware of the needs that their students have had during the last two years. As we can see in the figure 7, the tendency on the implementation of methods and techniques to manage their emotions and the student's emotions is on the side of agreement. 70% of teachers agreed that they have implemented methods to have better management of emotions during this pandemic.

Figure 7.

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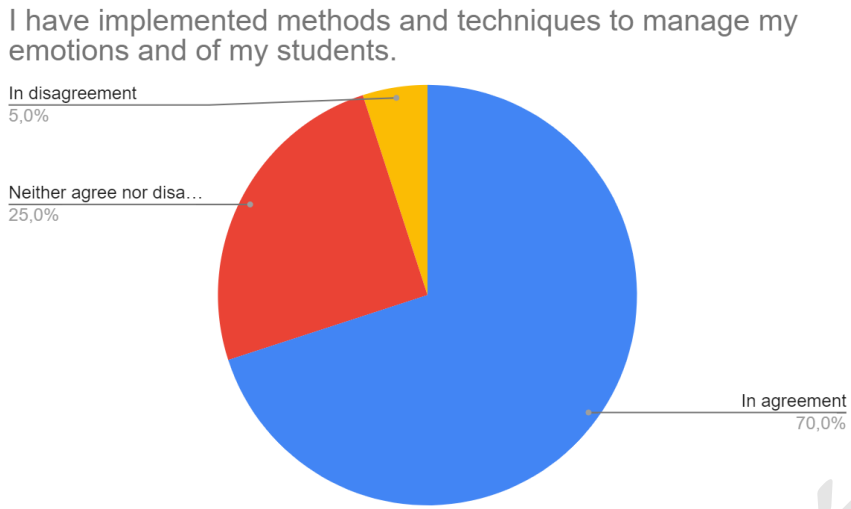

Source: own elaboration, 2021

Students and teachers have been struggling during this pandemic because of the implementation of remote teaching and learning which has brought difficulties and hardship for the students as for teachers, we can demonstrate this on the answers delivered by students and teachers from the questions formulated in the research questionnaire. The main problems observed in the answers are the overwhelmed state of emotional and psychological stress due to online classes.``Es preocupante lo agotador y abrumador que se han vuelto las clases online y el no poder ver a los estudiantes'' Teacher 5 , mentioned a teacher from the school, another teacher pointed out that “Mal, ya que al pensarlo en detalle muchas de las emociones son negativas, pese a que amo mi carrera e interactuar con les alumnes esta situación a distancia ha perjudicado las relaciones e interacciones humanas” (Teacher 2).

Relevance of emotional meter

The RULER method stands for five skills of emotional intelligence, which are *Recognizing* our own and other people’s emotions, *understanding* why we feel different emotions, *Labeling* the emotions accurately, *Expressing* in different ways the emotions that we feel and *Regulating* emotions correctly. The RULER method is not only effective in students, but also it can be used by anyone who wants to learn to identify and regulate their emotions. In order to achieve academic success, students not only need to learn the contents, but they also

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need to learn how to express and regulate their emotions, the emotional factor is as important as their knowledge in order to achieve a successful academic performance.

This section aims to expose the data obtained by analyzing qualitative responses provided by teachers and students in the current research. Strategic questions were conducted related to the objectives and research questions, where the sample can express in written form their opinion about the implementation of the ruler method and the mood meter in this remote learning and emergency remote teaching context. Based on the data collected in the questionnaires, it was observed that 84 % of the teachers felt positive and comfortable with the application of Mood Meter to know and understand their emotions in this context of remote learning and teaching process. According to teacher 5 “Bien ya que me permite identificar mis emociones en diferentes momentos y de esa manera buscar estrategias para mejorar.”

Furthermore, it is possible to realize that 4% of the sample felt confused about their emotions and teachers had no knowledge of some emotions mentioned in the mood meter, they did not know they existed, therefore, they could not identify. This instrument taught them to understand and manage the emotions in more depth and to know how to recognize them in future instances. According to teacher 4” Super complicado, ya que creí sentirlas todas en un momento”

Despite the large majority of positive responses, there were 12% of responses against the implementation and use of this instrument and method. According to teacher 20 “No, creo que es más importante una conversación entre pares o con especialista que un medidor, es demasiado frío. Pensando sobre todo en alguna persona que esté pasando por un mal momento emocional”.

Likewise, 90% of students of primary and secondary level, felt comfortable with the implementation of the method and the mood meter to recognize and understand their emotions. According to primary student 4 “Si porque así uno puede expresar sus emociones y aprender un poco más, ya que así uno puede ver si le gusta o no o si está contento o no”. Students focused on personal problem-solving and on behavior in remote context towards others, which points to the research objective on the Implementation of the ruler method and the mood meter to develop the socioemotional skill in children during the remote learning context. According to primary student 7 “Si, porque al conocer nuestras propias emociones podemos darnos cuenta de nuestros comportamientos y ayudar a manejar nuestros problemas”. According to secondary student 9 “Siendo sincera me sentí mucho mejor, ya que puedo expresar mis pensamientos y

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emociones esta encuesta fue muy asertiva, ya que te permite expresarte y saber que es lo que realmente sientes".

They also emphasize that through the application of this method they were able to manage their emotions, promoting self-knowledge of their emotions in the remote context according to secondary student 3 "Si es importante por qué con ellos puedes identificar cuál es tu estado de ánimo si eso nos ayuda de múltiples maneras una de ellas es estar bien con nosotras o nosotros mismos nos permite conocernos mejor"

Despite the positive responses, 10% of students found it confusing to respond through the mood meter, according to the student 6 "Me sentí confundida, no sé qué sentía, no sé qué pasaba, pero logré encontrar sentimientos que se asemejaban más a lo que siento". This can be interpreted as the difficulty that students present when identifying and expressing their own emotions, and the lack of strategies provided to solve these situations.

Discussion

Due to the closure of the different institutions which has affected 87% of students worldwide (UNESCO, 2020) it was predicted at the beginning of the research that the emotions of both students and teachers would be most unpleasant such as sadness, frustration, and loneliness. The social isolation has hindered the socio-emotional development of students and additionally the frustration of teachers that they have felt because they are the first generation to had to deal with online teaching. In relation to this idea, it is shown that this change in the interaction between students and teachers has revealed previous and contingent needs of the establishments, in terms of infrastructure and preparation of human capital. When the teaching process takes place at a distance, the teacher will require a greater and better use of technological, social and emotional support tools, compared to environments in which students have face-to-face support. (Ramos et al.2020, p.4).

This research intends to find a way to thoroughly investigate this problem that seeks to reinforce and improve the emotional understanding of students, since this allows them to understand that they are not alone in this remote teaching process. One of the tools that were used was the mood meter (Bracket, 2013) which, through its different quadrants, allowed an exhaustive identification of the emotions felt by students and teachers, where 84% felt comfortable using it and understanding better the emotions that they were feeling in this process of remote classes. Teachers were asked how they felt when few students connected to their classes and when they did not answer their questions in class, the majority declared feeling

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unpleasant high-energy emotions such as anger, frustration, rage, sadness, apathy, and discouragement. According to Yeomans and Silva (2020), social distancing and isolation can affect habitual human behavior, influence emotional balance, and develop social and emotional skills. It is vitally important to take into account the emotional needs of teachers in this regard, since many of them have felt negative emotions, which affects their overall life performance in this period of pandemic and social distancing. According to teacher 4 “En general no es común que mis estudiantes no se comuniquen, lo lamentable es que no son todos y siempre son los mismos los que participan. Un caso excepcional es uno de mis cursos, en el que las sesiones no funcionan, los estudiantes se niegan a participar y esto me produce una tristeza tremenda.”

In the case of high school students, the most predominant emotions regarding social distancing with their classmates were mainly emotions such as depression, loneliness, sadness, anger, and rage. High school students experienced higher levels of emotional loneliness during the COVID-19 pandemic. This result confirms that young students tend to feel emotionally alone during the coronavirus pandemic (Bu et al., 2020; Rauschenberg et al., 2020). In this sense, social distance greatly impaired students' socio-emotional performance, so if students improved their socio-emotional skills, they would regulate their feelings and make an effort to face challenges (Bandura, 1997). This helps create positive ways to express your feelings to enjoy the learning process.

In the case of primary school students, no lesser percentage indicated feeling pleasant emotions in online classes such as pleasure, joy, happiness and some explained that they are happy without face-to-face classes because they feel comfortable at home, which is contrary to Yeomans and Silva's findings (2020), who indicated that social distancing and isolation can affect habitual human behavior, influence emotional balance and develop social and emotional skills. This may be due to the comfort of being at home and the lack of maturity that elementary students have when having online classes and not being able to measure the times in which we are living.

After verifying the results that were applied at the end of the process, they provided information about the emotions that teachers and students experienced exhaustively, choosing emotions from a total of 20 for each quadrant and in this way, it was possible to group them. It was possible to show that both teachers and students had various problems in controlling their emotions, showing negative emotions such as sadness, loneliness and frustration mainly. As indicated by a recent study conducted by A. Khattar, P. et al. (2020) students are tired of using phones in a remote learning context; furthermore, they report feeling frustrated, overwhelmingly

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anxious, bored, depressed, and overworked. The identification and regulation of emotions in students and teachers are very important since they are the main characters in this context since according to Bandura (1997) if students improve their socio-emotional skills, they will regulate their feelings and make an effort in the face of challenges. On the other hand, a small number of elementary school students mentioned they felt emotions such as happiness or tranquility demonstrated in very specific cases.

BENEFITS OF RECOGNITION OF EMOTIONS AND CONTRIBUTION.

First, through the contribution of the mood meter demonstrated that there is a very strong link between the emotional state of the students, the teacher's performance, and learning. The emotional state, the performance by the teacher, and the various factors surrounding learning such as educational and social interactions, really have an automatic influence on the learning process and its results. Emotions play a role in attention, learning, memory, decision-making, judgment, cognitive resources and motivation, both intrinsic and extrinsic (Artino et al., 2012; Gluck et al., 2016). When adolescents have more developed management of their emotions, they have better physical and psychological health which is manifested in lower levels of anxiety, depression, suicidal ideation and attempt, somatization, atypicality and social stress, and greater use of positive coping strategies to solve problems. Here the emotional intelligence of the students plays a very important role since when they identify their emotions, they manage and channel them in a better way.

Emotional intelligence can be defined as “the ability to perceive, value and express emotions accurately, the ability to access and/or generate feelings that facilitate thinking; the ability to understand emotions and emotional knowledge and the ability to regulate emotions promoting emotional and intellectual growth” (Mayer and Salovey, 1997). This is also evidenced in the research results demonstrated that students have experienced 56.0% of emotions in the blue quadrant with a tendency of boredom, isolation, loneliness, and sadness. This is reinforced by the results of the students in the blue quadrant mainly depressed, lonely and sad, and 9.9% of students selected emotions in the red quadrants such as fury and anger, the high percentage of results evidenced how they felt when having online classes, also the social distancing affected the learning process, there was an alarming number of teachers who agreed on the same idea, the students were affected by the social distancing due to the outbreak of COVID-19.

CHALLENGES AND LIMITATIONS

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The predominant limitation that our investigation was that some students did not have access to internet connection, or they had problems receiving the questionnaires, due to this issue, we could not receive more answers to our questions and therefore, we could not reach a wider population in order to create a more concrete and comprehensive data collection regarding emotional management. The different social and geographical context that students have, can vary enormously, but because of this limitation we found it difficult to access a wider range of data.

Following the previous idea, the most challenging part of our investigation was the contact and the correct spread of the questionnaires to the students. We had to be constantly contacting the school, and some teachers to help us send the questionnaires to the students to obtain the sample that we wanted to accomplish.

Another important point is the challenges and limitations that our research can have in the future regarding tools and methods for managing emotion in an online context. Our research reckoned that the main emotions are more related with unpleasant energy, which indicates that students and teachers are facing the Covid-19 pandemic with lots of difficulties in their contexts and their accessibility to internet and electronic devices that can let them connect to the class and to teach/learn the best. The main challenges that we observed at the moment of receiving the questionnaires are that students need an approach that can combine their emotions, to the learning process, and to accomplish this it is necessary to work with teachers and with educational community inside the schools, to provide the methods that we used on the creation of our questionnaires. Also, there is a substantial concern regarding emotional awareness from the schools that we investigated, more precisely, the school where we sent the questionnaires to, since we gathered information that teachers and students from that school are having lots of issues on managing and identifying their emotions during these complicated and strenuous times.

Furthermore, one last limitation is the willingness of the school to implement the tools that we have been mentioning on this study; whereas the main tools have to do with implementing the approaches that MINEDUC provided on March the 15th, 2020, yet we saw in the questions we asked, students and teachers were having complications with managing their emotions.

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Appendices

Expert Judgment Validation Record

I, *Miqueias Rodrigues*, PhD in arts and professor at Universidad Mayor, hereby report my validation of the data collection instrument(s) attached for the research project **" MANAGING EMOTIONS OF STUDENTS IN A REMOTE LEARNING CONTEXT"**, a prerequisite for the Bachelor's Degree in Education of the teaching program Pedagogía en Inglés para Educación Básica y Media.

Validation criterio	**Validated**	**Validated with comments**	**Insufficient**
Congruence of the instrument with the proposed objectives.	**x**		
Relevance of the instrument to answer the research questions/hypotheses.	**x**		
Clarity and precision in the instructions.	**x**		
Clarity and precision of questions or items.		**x**	
Language appropriate for the study population.	**x**		
Spelling and writing.		**x**	

Date: 09/06/2021

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Signature of Expert Validator

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Consentimiento informado para participar en un proyecto de investigación

MANAGING EMOTIONS OF STUDENTS IN A CHILEAN REMOTE LEARNING CONTEXT.

(GESTIÓN DE LAS EMOCIONES DE LOS ESTUDIANTES EN UN CONTEXTO DE APRENDIZAJE REMOTO.)

Estimada/o: Marcela Muñoz Ramírez, nuestros nombres son, José Berrios, Álvaro Pizarro, Karen Gamboa, Francisco Acevedo, y somos estudiantes de la carrera Pedagogía en Inglés de la Escuela de Educación en la Facultad de Humanidades de la Universidad Mayor. Actualmente, nos encontramos llevando a cabo un proyecto de investigación para obtener el grado de *Licenciada(o) en Educación*, el cual tiene como objetivo explicar cómo el contexto de la enseñanza a distancia ha afectado la gestión de las emociones en los estudiantes debido al COVID-19 durante 2020 y 2021.

Usted ha sido invitada/o a participar de este proyecto de investigación académica que consiste en responder un cuestionario entregado de manera digital con el fin de recoger información acerca del manejo y gestión emocional, experiencias y vivencias tanto suyas como la de sus estudiantes. Este cuestionario será enviado con dos semanas de anticipación.

Debido a que el uso de la información es con fines académicos, la participación en este estudio es completamente anónima y los investigadores mantendrán su confidencialidad en todos los documentos, no publicándose ningún nombre y resguardando la identidad de las personas.

Si usted tiene preguntas sobre sus derechos como participante puede realizarla directamente a las(os) investigadoras(es), o bien comunicarse con el Coordinador de Tesinas de la Escuela de Educación de la Universidad Mayor, al correo electrónico: marcos.lopez@umayor.cl, o concurrir a la dirección Manuel Montt Oriente 318, Providencia, Santiago de Chile.

.....

ACTA DE CONSENTIMIENTO INFORMADO

Yo Marcela Muñoz Ramírez , Rut:12.243.378-1, **acepto** ser participe voluntaria y anónimamente en la investigación managing emotions of students in a remote learning context, dirigida por las(os) estudiantes José Berrios, Álvaro Pizarro, Karen Gamboa y Francisco Acevedo de la Escuela de Educación de la Universidad Mayor.

Coordinación de Tesis de Licenciatura
Universidad Mayor
Manuel Montt Oriente 318, Providencia, Santiago de Chile

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Declaro haber sido informado/a de los objetivos y procedimientos del estudio y del tipo de participación que se solicita, así como saber que la información entregada será **confidencial y anónima**. Entiendo que la información será analizada por los investigadores en forma grupal y que no se podrán identificar las respuestas y opiniones de modo personal. Por último, la información que se obtenga sólo se utilizará para los fines de este proyecto de investigación.

Firma

10/06/2021_
Fecha

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Facultad de Humanidades
ESCUELA DE EDUCACIÓN

Declaro haber sido informado/a de los objetivos y procedimientos del estudio y del tipo de participación que se solicita, así como saber que la información entregada será **confidencial y anónima**. Entiendo que la información será analizada por los investigadores en forma grupal y que no se podrán identificar las respuestas y opiniones de modo personal. Por último, la información que se obtenga sólo se utilizará para los fines de este proyecto de investigación.

Firma

10/06/2021_
Fecha

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Cuestionario para profesores: Implicancias y experiencias socioemocionales en el aula online.

Este cuestionario tiene como objetivo recolectar información acerca de implicancias socioemocionales que han tenido Usted y sus estudiantes en un contexto remoto de enseñanza.

Sección 1: Información personal

Género:

- Masculino:
- Femenino:
- Preferiría no contestar:

-Indique dependencia administrativa de su establecimiento educacional:

-Particular pagado:
-Particular subvencionado:
-Municipal:
-Rural:
-Otro:

Indique su grupo etario:

- 23 -35 años
- 36-45 años
- 46-54 años
- Sobre 57 años
-Otro:

Indique años de experiencia en docencia en el presente establecimiento:

- 1 a 5 años
- 6 a 10 años
- 11 a 20 años
- 20 a 25 años
- sobre 25 años
- otro

Curso en el que realiza sus clases:

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Asignatura que desempeña en este momento:

Sección 1.1: Emociones durante la enseñanza remota.

Este cuestionario es sobre las Implicancias y experiencias socioemocionales en el aula online y tiene como objetivo recolectar información acerca de implicancias socioemocionales que han tenido Usted y sus estudiantes en un contexto remoto de enseñanza.

	Totalmente de acuerdo	De acuerdo	Ni de acuerdo ni en desacuerdo	En desacuerdo	Totalmente en desacuerdo
He planificado instancias para que mis estudiantes tengan la oportunidad de expresar sus emociones.					
Mis estudiantes han identificado cómo se sienten en mis clases.					
La expresión de emociones de mis estudiantes se ha manifestado de manera espontánea.					
He estado atento a las necesidades emocionales de mis estudiantes.					

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Me gustaría implementar métodos y/o técnicas para la gestión de mis emociones y las de mis estudiantes.					
He notado que el aprendizaje y motivación emocional de mis estudiantes se ha visto mermado impartiendo clases online.					

Sección 1.2: Consecuencias y experiencias que ha tenido como docente en un contexto remoto de enseñanza

Las siguientes preguntas tienen como objetivo recolectar información acerca de cómo Usted ha experimentado y vivido este contexto de enseñanza remota de emergencia dada la distancia social por el COVID-19.

	Casi nunca	Raramente	Algunas veces	Frecuentemente	Casi siempre
He tenido dificultades gestionando mis emociones en este contexto de clases online.					
He tenido dificultades para planificar clases.					
Me he sentido muy agotado mental y físicamente.					
He sentido frustración cuando mis estudiantes no siguen mis clases.					
He sentido que el distanciamiento social con mis					

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estudiantes ha afectado mi estado emocional.					

Sección 1.3: Medidor emocional para profesores

MOOD METER (MEDIDOR EMOCIONAL)

La siguiente imagen pertenece al MOOD METER (Medidor emocional) el cual es una herramienta para registrar y etiquetar emociones creada por Marc Brackett y Robin Stern del Centro Emocional de Inteligencia Emocional de la Universidad de Yale. Esta herramienta está dividida en cuatro cuadrantes los cuales marcan:

* Nivel de energía alto con emociones desagradables (ROJO)

* Nivel de energía alto y emociones agradables (AMARILLO)

Nivel de energía bajo y emociones desagradables (CELESTE)

Nivel de baja energía con emociones agradables (VERDE)

Tome un momento para ver cada cuadrante y examinar cada emoción. Luego de eso, responda la siguiente pregunta y explique brevemente el porqué de su elección:

1) Al momento de planificar clases me he sentido....

IRA	PÁNICO	ESTRESADO	AGITADO	CONMOCIONADO	SORPRENDIDO	EXITADO	FESTIVO	DICHOSO	EUFÓRICO
CON COLERA	FURIOSO	FRUSTADO	TENSO	ATURDIDO	NERVIOSO	ALEGRE	MOTIVADO	INSPIRADO	EXALTADO
ENFURECIDO	ATEMORIZADO	ENOJADO	NERVIOSO	INQUIETO	ENERGETICO	ANIMADO	ENTUSIASTA	OPTIMISTA	EMOCIONADO
ANSIOSO	APRENSIVO	PREOCUPADO	IRRITADO	MOLESTO	COMPLACIDO	FELIZ	ESPERANZADO	ORGULLOSO	ENCANTADO
DISGUSTADO	IRRACIBLE	ALARMADO	DESASOSEGADO	TOCADO	AGRADABLE	JUBILOSO	CONCENTRADO	A GUSTO	POSITIVO
DISGUSTADO	SOMBRIO	DECEPCIONADO	DECAIDO	APATICO	CAPAZ	CÓMODO	COMPLACIDO	AMOROSO	PLENO
NEGATIVO	MALHUMORADO	DESALENTADO	TRISTE	ABURRIDO	CALMADO	SEGURO	SATISFECHO	AGRADECIDO	CONMOVIDO
AISLADO	MISERABLE	SOLITARIO	DESCORAZONADO	CANSADO	RELAJADO	TRANQUILO	SOSEGADO	AFORTUNADO	EQUILIBRADO
ABATIDO	DEPRIMIDO	SIN GANAS	EXHAUSTO	FATIGADO	APACIBLE	PENSATIVO	PACÍFICO	CONFORTABLE	DESPREOCUPADO
DESESPERADO	DESESPERANZADO	DESOLADO	DEVASTADO	AGOTADO	SOMNOLIENTO	COMPLACIDO	TRANQUILO	QUERIDO	SERENO

Respuesta:

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2) Cuando hago preguntas en mis clases remotas y ningún estudiante responde, me siento:

IRA	PÁNICO	ESTRESADO	AGITADO	CONMOCIONADO	SORPRENDIDO	EXITADO	FESTIVO	DICHOSO	EUFÓRICO
CON COLERA	FURIOSO	FRUSTADO	TENSO	ATURDIDO	NERVIOSO	ALEGRE	MOTIVADO	INSPIRADO	EXALTADO
ENFURECIDO	ATEMORIZADO	ENOJADO	NERVIOSO	INQUIETO	ENERGETICO	ANIMADO	ENTUSIASTA	OPTIMISTA	EMOCIONADO
ANSIOSO	APRENSIVO	PREOCUPADO	IRRITADO	MOLESTO	COMPLACIDO	FELIZ	ESPERANZADO	ORGULLOSO	ENCANTADO
DISGUSTADO	IRRACIBLE	ALARMADO	DESASOSEGADO	TOCADO	AGRADABLE	JUBILOSO	CONCENTRADO	A GUSTO	POSITIVO
DISGUSTADO	SOMBRIO	DECEPCIONADO	DECAIDO	APATICO	CAPAZ	CÓMODO	COMPLACIDO	AMOROSO	PLENO
NEGATIVO	MALHUMORADO	DESALENTADO	TRISTE	ABURRIDO	CALMADO	SEGURO	SATISFECHO	AGRADECIDO	CONMOVIDO
AISLADO	MISERABLE	SOLITARIO	DESCORAZONADO	CANSADO	RELAJADO	TRANQUILO	SOSEGADO	AFORTUNADO	EQUILIBRADO
ABATIDO	DEPRIMIDO	SIN GANAS	EXHAUSTO	FATIGADO	APACIBLE	PENSATIVO	PACÍFICO	CONFORTABLE	DESPREOCUPADO
DESESPERADO	DESESPERANZADO	DESOLADO	DEVASTADO	AGOTADO	SOMNOLIENTO	COMPLACIDO	TRANQUILO	QUERIDO	SERENO

Respuesta:

3) Cuando se conectan muy pocos estudiantes a mis clases remotas, me siento:

IRA	PÁNICO	ESTRESADO	AGITADO	CONMOCIONADO	SORPRENDIDO	EXITADO	FESTIVO	DICHOSO	EUFÓRICO
CON COLERA	FURIOSO	FRUSTADO	TENSO	ATURDIDO	NERVIOSO	ALEGRE	MOTIVADO	INSPIRADO	EXALTADO
ENFURECIDO	ATEMORIZADO	ENOJADO	NERVIOSO	INQUIETO	ENERGETICO	ANIMADO	ENTUSIASTA	OPTIMISTA	EMOCIONADO
ANSIOSO	APRENSIVO	PREOCUPADO	IRRITADO	MOLESTO	COMPLACIDO	FELIZ	ESPERANZADO	ORGULLOSO	ENCANTADO
DISGUSTADO	IRRACIBLE	ALARMADO	DESASOSEGADO	TOCADO	AGRADABLE	JUBILOSO	CONCENTRADO	A GUSTO	POSITIVO
DISGUSTADO	SOMBRIO	DECEPCIONADO	DECAIDO	APATICO	CAPAZ	CÓMODO	COMPLACIDO	AMOROSO	PLENO
NEGATIVO	MALHUMORADO	DESALENTADO	TRISTE	ABURRIDO	CALMADO	SEGURO	SATISFECHO	AGRADECIDO	CONMOVIDO
AISLADO	MISERABLE	SOLITARIO	DESCORAZONADO	CANSADO	RELAJADO	TRANQUILO	SOSEGADO	AFORTUNADO	EQUILIBRADO
ABATIDO	DEPRIMIDO	SIN GANAS	EXHAUSTO	FATIGADO	APACIBLE	PENSATIVO	PACÍFICO	CONFORTABLE	DESPREOCUPADO
DESESPERADO	DESESPERANZADO	DESOLADO	DEVASTADO	AGOTADO	SOMNOLIENTO	COMPLACIDO	TRANQUILO	QUERIDO	SERENO

Respuesta:

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4) Cuando mis estudiantes opinan mucho en mis clases remotas, me siento:

IRA	PÁNICO	ESTRESADO	AGITADO	CONMOCIONADO	SORPRENDIDO	EXITADO	FESTIVO	DICHOSO	EUFÓRICO
CON COLERA	FURIOSO	FRUSTADO	TENSO	ATURDIDO	NERVIOSO	ALEGRE	MOTIVADO	INSPIRADO	EXALTADO
ENFURECIDO	ATEMORIZADO	ENOJADO	NERVIOSO	INQUIETO	ENERGETICO	ANIMADO	ENTUSIASTA	OPTIMISTA	EMOCIONADO
ANSIOSO	APRENSIVO	PREOCUPADO	IRRITADO	MOLESTO	COMPLACIDO	FELIZ	ESPERANZADO	ORGULLOSO	ENCANTADO
DISGUSTADO	IRRACIBLE	ALARMADO	DESASOSEGADO	TOCADO	AGRADABLE	JUBILOSO	CONCENTRADO	A GUSTO	POSITIVO
DISGUSTADO	SOMBRIO	DECEPCIONADO	DECAIDO	APATICO	CAPAZ	CÓMODO	COMPLACIDO	AMOROSO	PLENO
NEGATIVO	MALHUMORADO	DESALENTADO	TRISTE	ABURRIDO	CALMADO	SEGURO	SATISFECHO	AGRADECIDO	CONMOVIDO
AISLADO	MISERABLE	SOLITARIO	DESCORAZONADO	CANSADO	RELAJADO	TRANQUILO	SOSEGADO	AFORTUNADO	EQUILIBRADO
ABATIDO	DEPRIMIDO	SIN GANAS	EXHAUSTO	FATIGADO	APACIBLE	PENSATIVO	PACÍFICO	CONFORTABLE	DESPREOCUPADO
DESESPERADO	DESESPERANZADO	DESOLADO	DEVASTADO	AGOTADO	SOMNOLIENTO	COMPLACIDO	TRANQUILO	QUERIDO	SERENO

Respuesta:

5) Cuando mis estudiantes no encienden sus cámaras, me siento:

IRA	PÁNICO	ESTRESADO	AGITADO	CONMOCIONADO	SORPRENDIDO	EXITADO	FESTIVO	DICHOSO	EUFÓRICO
CON COLERA	FURIOSO	FRUSTADO	TENSO	ATURDIDO	NERVIOSO	ALEGRE	MOTIVADO	INSPIRADO	EXALTADO
ENFURECIDO	ATEMORIZADO	ENOJADO	NERVIOSO	INQUIETO	ENERGETICO	ANIMADO	ENTUSIASTA	OPTIMISTA	EMOCIONADO
ANSIOSO	APRENSIVO	PREOCUPADO	IRRITADO	MOLESTO	COMPLACIDO	FELIZ	ESPERANZADO	ORGULLOSO	ENCANTADO
DISGUSTADO	IRRACIBLE	ALARMADO	DESASOSEGADO	TOCADO	AGRADABLE	JUBILOSO	CONCENTRADO	A GUSTO	POSITIVO
DISGUSTADO	SOMBRIO	DECEPCIONADO	DECAIDO	APATICO	CAPAZ	CÓMODO	COMPLACIDO	AMOROSO	PLENO
NEGATIVO	MALHUMORADO	DESALENTADO	TRISTE	ABURRIDO	CALMADO	SEGURO	SATISFECHO	AGRADECIDO	CONMOVIDO
AISLADO	MISERABLE	SOLITARIO	DESCORAZONADO	CANSADO	RELAJADO	TRANQUILO	SOSEGADO	AFORTUNADO	EQUILIBRADO
ABATIDO	DEPRIMIDO	SIN GANAS	EXHAUSTO	FATIGADO	APACIBLE	PENSATIVO	PACÍFICO	CONFORTABLE	DESPREOCUPADO
DESESPERADO	DESESPERANZADO	DESOLADO	DEVASTADO	AGOTADO	SOMNOLIENTO	COMPLACIDO	TRANQUILO	QUERIDO	SERENO

Respuesta:

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6) Las emociones que más he experimentado en este periodo de clases remotas son:

IRA	PÁNICO	ESTRESADO	AGITADO	CONMOCIONADO	SORPRENDIDO	EXITADO	FESTIVO	DICHOSO	EUFÓRICO
CON COLERA	FURIOSO	FRUSTADO	TENSO	ATURDIDO	NERVIOSO	ALEGRE	MOTIVADO	INSPIRADO	EXALTADO
ENFURECIDO	ATEMORIZADO	ENOJADO	NERVIOSO	INQUIETO	ENERGETICO	ANIMADO	ENTUSIASTA	OPTIMISTA	EMOCIONADO
ANSIOSO	APRENSIVO	PREOCUPADO	IRRITADO	MOLESTO	COMPLACIDO	FELIZ	ESPERANZADO	ORGULLOSO	ENCANTADO
DISGUSTADO	IRRACIBLE	ALARMADO	DESASOSEGADO	TOCADO	AGRADABLE	JUBILOSO	CONCENTRADO	A GUSTO	POSITIVO
DISGUSTADO	SOMBRIO	DECEPCIONADO	DECAIDO	APATICO	CAPAZ	CÓMODO	COMPLACIDO	AMOROSO	PLENO
NEGATIVO	MALHUMORADO	DESALENTADO	TRISTE	ABURRIDO	CALMADO	SEGURO	SATISFECHO	AGRADECIDO	CONMOVIDO
AISLADO	MISERABLE	SOLITARIO	DESCORAZONADO	CANSADO	RELAJADO	TRANQUILO	SOSEGADO	AFORTUNADO	EQUILIBRADO
ABATIDO	DEPRIMIDO	SIN GANAS	EXHAUSTO	FATIGADO	APACIBLE	PENSATIVO	PACÍFICO	CONFORTABLE	DESPREOCUPADO
DESESPERADO	DESESPERANZADO	DESOLADO	DEVASTADO	AGOTADO	SOMNOLIENTO	COMPLACIDO	TRANQUILO	QUERIDO	SERENO

Respuesta:

7) Las emociones que menos he experimentado en este periodo de clases remotas son:

IRA	PÁNICO	ESTRESADO	AGITADO	CONMOCIONADO	SORPRENDIDO	EXITADO	FESTIVO	DICHOSO	EUFÓRICO
CON COLERA	FURIOSO	FRUSTADO	TENSO	ATURDIDO	NERVIOSO	ALEGRE	MOTIVADO	INSPIRADO	EXALTADO
ENFURECIDO	ATEMORIZADO	ENOJADO	NERVIOSO	INQUIETO	ENERGETICO	ANIMADO	ENTUSIASTA	OPTIMISTA	EMOCIONADO
ANSIOSO	APRENSIVO	PREOCUPADO	IRRITADO	MOLESTO	COMPLACIDO	FELIZ	ESPERANZADO	ORGULLOSO	ENCANTADO
DISGUSTADO	IRRACIBLE	ALARMADO	DESASOSEGADO	TOCADO	AGRADABLE	JUBILOSO	CONCENTRADO	A GUSTO	POSITIVO
DISGUSTADO	SOMBRIO	DECEPCIONADO	DECAIDO	APATICO	CAPAZ	CÓMODO	COMPLACIDO	AMOROSO	PLENO
NEGATIVO	MALHUMORADO	DESALENTADO	TRISTE	ABURRIDO	CALMADO	SEGURO	SATISFECHO	AGRADECIDO	CONMOVIDO
AISLADO	MISERABLE	SOLITARIO	DESCORAZONADO	CANSADO	RELAJADO	TRANQUILO	SOSEGADO	AFORTUNADO	EQUILIBRADO
ABATIDO	DEPRIMIDO	SIN GANAS	EXHAUSTO	FATIGADO	APACIBLE	PENSATIVO	PACÍFICO	CONFORTABLE	DESPREOCUPADO
DESESPERADO	DESESPERANZADO	DESOLADO	DEVASTADO	AGOTADO	SOMNOLIENTO	COMPLACIDO	TRANQUILO	QUERIDO	SERENO

Respuesta:

Sección 1.5: Focus Group (Instrumento alternativo)

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Este Focus Group a través de estas preguntas tiene como objetivo recolectar más información acerca de la situación y vivencias en el aspecto de los profesores en un contexto de enseñanza remota.
Por último, este Focus Group puede ser no aplicado si como grupo llegamos a la conclusión de que, con los demás instrumentos e intervenciones, logramos cumplir con toda la información propuesta en los objetivos y las preguntas de investigación por lo que la aplicación de este instrumento será solo una alternativa.

Pregunta	
1. ¿Qué ha sido lo más desafiante como profesor haciendo clases en línea? ¿Por qué?	
2. ¿Cómo ha afectado las clases en línea en su vida personal y las labores del hogar al realizarse dentro de un mismo espacio?	
3. ¿Cómo se siente cuando sus alumnos no participan en clases? ¿Cómo aborda esta situación?	
4. ¿Desarrolla actividades en donde los alumnos pueden expresar sus emociones y hablar sobre cómo la pandemia y el contexto remoto les ha afectado?	
5. ¿Ha visto afectada las relaciones interpersonales entre los estudiantes de cada curso? ¿De qué manera?	
6. En el caso que usted haya encontrado y utilizado algún método para el manejo de las emociones ¿Ha visto una mejora en el estado de ánimo de sus estudiantes?	
7. ¿En el último tiempo, ha visto un alza o una baja en la motivación de sus estudiantes?	
8. ¿Cómo ha afrontado el manejo de sus emociones y las de sus alumnos en el contexto actual?	
9. ¿Ha realizado búsquedas en relación con diferentes métodos que incluyan la educación socioemocional en sus estudiantes? ¿Qué métodos ha encontrado?	
10. ¿Cómo percibe la situación socioemocional de sus estudiantes hoy en día?	

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Sección 2: Cuestionario de experiencias emocionales para estudiantes de Enseñanza Media:

El siguiente cuestionario y preguntas son para saber cómo te has sentido con las clases en línea a causa del distanciamiento social por el COVID-19.

Sección 2.1: Información Personal:

Género:

- Masculino: ….
- Femenino: ……
- Preferiría no contestar: ……

Edad:

Curso:

Sección 2.2: Emociones durante las clases en línea

En relación con la experiencia que has tenido en las clases en línea, responda el siguiente cuestionario:

	Totalmente en desacuerdo	En desacuerdo	Ni deacuerdo, ni en desacuerdo	De acuerdo	Totalmente de acuerdo
Las clases en línea me han permitido lograr los contenidos que mi profesora/or me han presentado.					

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Las clases en línea me han permitido tener más flexibilidad en mis estudios.					
He necesitado ayuda psicológica durante el confinamiento y distanciamiento social.					
Me he sentido con más confianza al presentar oralmente un trabajo en línea.					

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Me siento cómoda/o cuando la profesora/or me pide que prenda la cámara al inicio de las clases.					
He sentido que la pandemia y el distanciamiento social ha afectado mi relación con mis compañeras y compañeros.					
Me he sentido comprendido/a por mis profesores acerca de mis emociones durante la enseñanza remota.					
Las clases en línea han cambiado mi estado de ánimo					

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cuando aprendo.					

Sección 2.3: MOOD METER (MEDIDOR EMOCIONAL)

La siguiente imagen pertenece al MOOD METER (Medidor emocional) el cual es una herramienta para registrar y etiquetar emociones creada por Marc Brackett y Robin Stern del Centro Emocional de Inteligencia Emocional de la Universidad de Yale. Esta herramienta está dividida en cuatro cuadrantes los cuales marcan:

* Nivel de energía alto con emociones desagradables (ROJO)

* Nivel de energía alto y emociones agradables (AMARILLO)

Nivel de energía bajo y emociones desagradables (CELESTE)

Nivel de baja energía con emociones agradables (VERDE)

Toma un momento para ver cada cuadrante y examinar cada emoción. Luego de eso, responde las siguientes preguntas y explica brevemente el porqué de tu elección:

1) ¿Cuáles han sido tus emociones teniendo clases en línea? Selecciona 3 emociones de los recuadros del medidor emocional:

Respuesta:

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IRA	PÁNICO	ESTRESADO	AGITADO	CONMOCIONADO	SORPRENDIDO	EXITADO	FESTIVO	DICHOSO	EUFÓRICO
CON COLERA	FURIOSO	FRUSTADO	TENSO	ATURDIDO	NERVIOSO	ALEGRE	MOTIVADO	INSPIRADO	EXALTADO
ENFURECIDO	ATEMORIZADO	ENOJADO	NERVIOSO	INQUIETO	ENERGETICO	ANIMADO	ENTUSIASTA	OPTIMISTA	EMOCIONADO
ANSIOSO	APRENSIVO	PREOCUPADO	IRRITADO	MOLESTO	COMPLACIDO	FELIZ	ESPERANZADO	ORGULLOSO	ENCANTADO
DISGUSTADO	IRRACIBLE	ALARMADO	DESASOSEGADO	TOCADO	AGRADABLE	JUBILOSO	CONCENTRADO	A GUSTO	POSITIVO
DISGUSTADO	SOMBRIO	DECEPCIONADO	DECAIDO	APATICO	CAPAZ	CÓMODO	COMPLACIDO	AMOROSO	PLENO
NEGATIVO	MALHUMORADO	DESALENTADO	TRISTE	ABURRIDO	CALMADO	SEGURO	SATISFECHO	AGRADECIDO	CONMOVIDO
AISLADO	MISERABLE	SOLITARIO	DESCORAZONADO	CANSADO	RELAJADO	TRANQUILO	SOSEGADO	AFORTUNADO	EQUILIBRADO
ABATIDO	DEPRIMIDO	SIN GANAS	EXHAUSTO	FATIGADO	APACIBLE	PENSATIVO	PACÍFICO	CONFORTABLE	DESPREOCUPADO
DESESPERADO	DESESPERANZADO	DESOLADO	DEVASTADO	AGOTADO	SOMNOLIENTO	COMPLACIDO	TRANQUILO	QUERIDO	SERENO

2) Cuando tienes evaluaciones en línea, ¿Cómo te sientes al momento de dar una prueba? Selecciona 3 emociones de los recuadros del medidor emocional:

Respuesta:

IRA	PÁNICO	ESTRESADO	AGITADO	CONMOCIONADO	SORPRENDIDO	EXITADO	FESTIVO	DICHOSO	EUFÓRICO
CON COLERA	FURIOSO	FRUSTADO	TENSO	ATURDIDO	NERVIOSO	ALEGRE	MOTIVADO	INSPIRADO	EXALTADO
ENFURECIDO	ATEMORIZADO	ENOJADO	NERVIOSO	INQUIETO	ENERGETICO	ANIMADO	ENTUSIASTA	OPTIMISTA	EMOCIONADO
ANSIOSO	APRENSIVO	PREOCUPADO	IRRITADO	MOLESTO	COMPLACIDO	FELIZ	ESPERANZADO	ORGULLOSO	ENCANTADO
DISGUSTADO	IRRACIBLE	ALARMADO	DESASOSEGADO	TOCADO	AGRADABLE	JUBILOSO	CONCENTRADO	A GUSTO	POSITIVO
DISGUSTADO	SOMBRIO	DECEPCIONADO	DECAIDO	APATICO	CAPAZ	CÓMODO	COMPLACIDO	AMOROSO	PLENO
NEGATIVO	MALHUMORADO	DESALENTADO	TRISTE	ABURRIDO	CALMADO	SEGURO	SATISFECHO	AGRADECIDO	CONMOVIDO
AISLADO	MISERABLE	SOLITARIO	DESCORAZONADO	CANSADO	RELAJADO	TRANQUILO	SOSEGADO	AFORTUNADO	EQUILIBRADO
ABATIDO	DEPRIMIDO	SIN GANAS	EXHAUSTO	FATIGADO	APACIBLE	PENSATIVO	PACÍFICO	CONFORTABLE	DESPREOCUPADO
DESESPERADO	DESESPERANZADO	DESOLADO	DEVASTADO	AGOTADO	SOMNOLIENTO	COMPLACIDO	TRANQUILO	QUERIDO	SERENO

3) ¿Cómo te sientes al tener que trabajar en un trabajo en grupo a través de una plataforma online? Selecciona 3 emociones de los recuadros del medidor emocional:

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Respuesta:

IRA	PÁNICO	ESTRESADO	AGITADO	CONMOCIONADO	SORPRENDIDO	EXITADO	FESTIVO	DICHOSO	EUFÓRICO
CON COLERA	FURIOSO	FRUSTADO	TENSO	ATURDIDO	NERVIOSO	ALEGRE	MOTIVADO	INSPIRADO	EXALTADO
ENFURECIDO	ATEMORIZADO	ENOJADO	NERVIOSO	INQUIETO	ENERGETICO	ANIMADO	ENTUSIASTA	OPTIMISTA	EMOCIONADO
ANSIOSO	APRENSIVO	PREOCUPADO	IRRITADO	MOLESTO	COMPLACIDO	FELIZ	ESPERANZADO	ORGULLOSO	ENCANTADO
DISGUSTADO	IRRACIBLE	ALARMADO	DESASOSEGADO	TOCADO	AGRADABLE	JUBILOSO	CONCENTRADO	A GUSTO	POSITIVO
DISGUSTADO	SOMBRIO	DECEPCIONADO	DECAIDO	APATICO	CAPAZ	CÓMODO	COMPLACIDO	AMOROSO	PLENO
NEGATIVO	MALHUMORADO	DESALENTADO	TRISTE	ABURRIDO	CALMADO	SEGURO	SATISFECHO	AGRADECIDO	CONMOVIDO
AISLADO	MISERABLE	SOLITARIO	DESCORAZONADO	CANSADO	RELAJADO	TRANQUILO	SOSEGADO	AFORTUNADO	EQUILIBRADO
ABATIDO	DEPRIMIDO	SIN GANAS	EXHAUSTO	FATIGADO	APACIBLE	PENSATIVO	PACÍFICO	CONFORTABLE	DESPREOCUPADO
DESESPERADO	DESESPERANZADO	DESOLADO	DEVASTADO	AGOTADO	SOMNOLIENTO	COMPLACIDO	TRANQUILO	QUERIDO	SERENO

4) ¿Cómo te ha afectado no poder estar junto a tus compañeras y compañeros en la sala de clases? Selecciona 3 emociones de los recuadros en el medidor emocional:

Respuesta:

IRA	PÁNICO	ESTRESADO	AGITADO	CONMOCIONADO	SORPRENDIDO	EXITADO	FESTIVO	DICHOSO	EUFÓRICO
CON COLERA	FURIOSO	FRUSTADO	TENSO	ATURDIDO	NERVIOSO	ALEGRE	MOTIVADO	INSPIRADO	EXALTADO
ENFURECIDO	ATEMORIZADO	ENOJADO	NERVIOSO	INQUIETO	ENERGETICO	ANIMADO	ENTUSIASTA	OPTIMISTA	EMOCIONADO
ANSIOSO	APRENSIVO	PREOCUPADO	IRRITADO	MOLESTO	COMPLACIDO	FELIZ	ESPERANZADO	ORGULLOSO	ENCANTADO
DISGUSTADO	IRRACIBLE	ALARMADO	DESASOSEGADO	TOCADO	AGRADABLE	JUBILOSO	CONCENTRADO	A GUSTO	POSITIVO
DISGUSTADO	SOMBRIO	DECEPCIONADO	DECAIDO	APATICO	CAPAZ	CÓMODO	COMPLACIDO	AMOROSO	PLENO
NEGATIVO	MALHUMORADO	DESALENTADO	TRISTE	ABURRIDO	CALMADO	SEGURO	SATISFECHO	AGRADECIDO	CONMOVIDO
AISLADO	MISERABLE	SOLITARIO	DESCORAZONADO	CANSADO	RELAJADO	TRANQUILO	SOSEGADO	AFORTUNADO	EQUILIBRADO
ABATIDO	DEPRIMIDO	SIN GANAS	EXHAUSTO	FATIGADO	APACIBLE	PENSATIVO	PACÍFICO	CONFORTABLE	DESPREOCUPADO
DESESPERADO	DESESPERANZADO	DESOLADO	DEVASTADO	AGOTADO	SOMNOLIENTO	COMPLACIDO	TRANQUILO	QUERIDO	SERENO

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Sección 3: Cuestionario emocional estudiantes de Enseñanza Básica:

Las siguientes preguntas son para saber cómo te has sentido con las clases en línea a causa del distanciamiento social por el COVID-19.

Sección 3.1: Información personal:

Género:

- Masculino: …..

- Femenino: ……

- Preferiría no contestar:……

Edad:

Curso:

Sección 3.2: Emociones durante las clases en línea

El siguiente cuestionario mide del 1 al 5, donde 1 es una sensación desagradable por las clases online, 2 es una sensación medianamente desagradable, 3 no es ni agradable ni desagradable, 4 es una sensación medianamente agradable y 5 es una sensación agradable por las clases online.

	1	2	3	4	5
¿Cómo te has sentido con las clases en línea?					

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¿Cómo te sientes al no poder conectarte a las clases en línea por mala conexión?					
¿Cómo te sientes cuando la profesora o el profesor te pide que participes prendiendo el micrófono?					
¿Cómo te sientes cuando la profesora o el profesor te pide que participes prendiendo la cámara?					
Si pudieras volver al colegio ¿sentirías que puedes aprender de mejor manera?					

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Cuando la profesora o el profesor hacen una pregunta y tú quieres dar la respuesta, pero una compañera/o la dice primero, ¿cómo te hace sentir?					
¿Cómo te sientes al no poder jugar con tus compañeros/as en el colegio?					

Sección 3.3: Medidor emocional:

La siguiente imagen muestra un medidor emocional, en el cual podrás encontrar lo que has sentido con las clases en línea. Responde las preguntas con la imagen de abajo.

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1) ¿Cuáles han sido tus emociones teniendo clases en línea? Selecciona 3 emociones de los recuadros del medidor emocional.

Respuesta:

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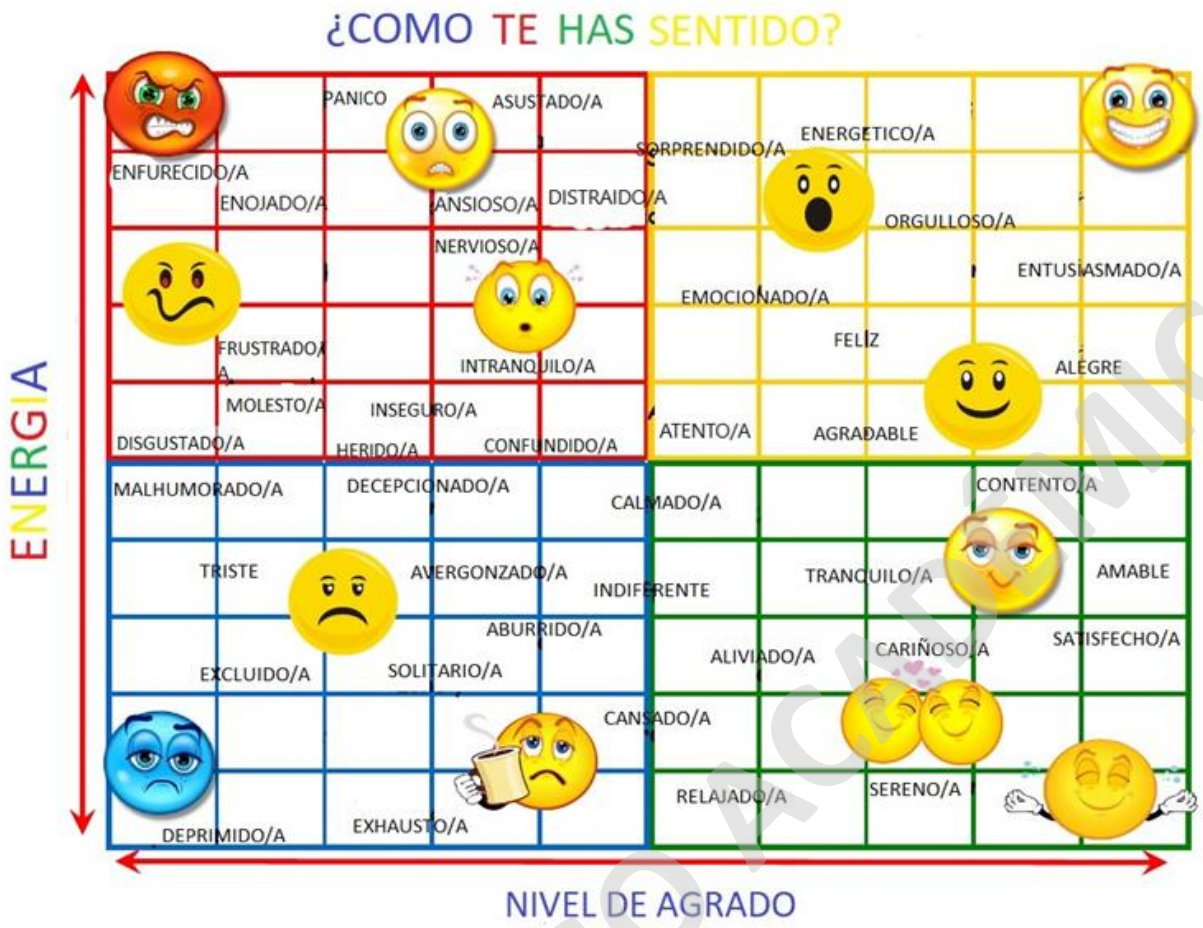

2) Cuando tienes evaluaciones online, ¿Cómo te sientes al momento de dar una prueba? Selecciona 3 emociones de los recuadros del medidor emocional.

Respuesta:

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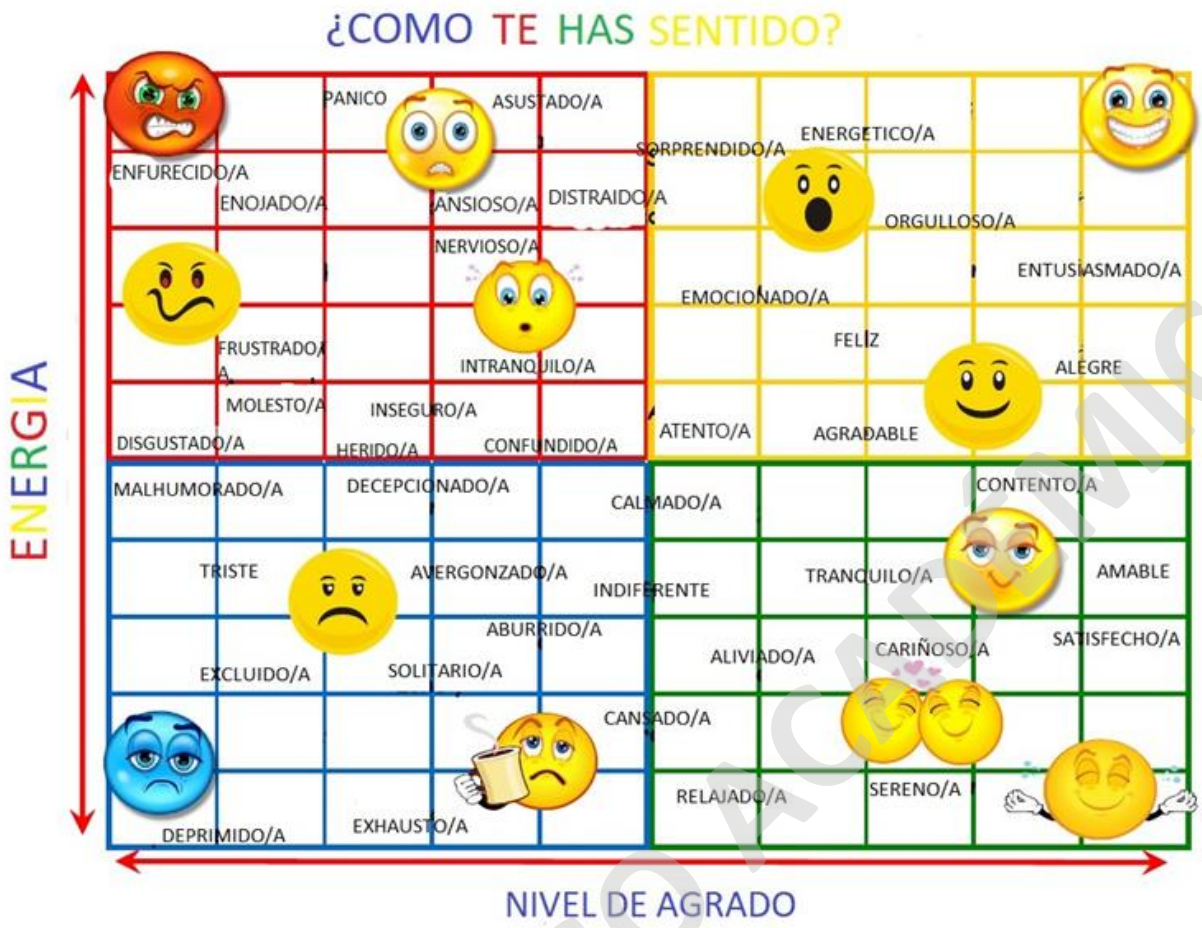

3) Cuando tienes evaluaciones online, ¿Cómo te sientes al momento de dar una prueba? Selecciona 3 emociones de los recuadros del medidor emocional.

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Respuesta:

4) ¿Cómo te ha afectado no poder estar junto a tus compañeras y compañeros en la sala de clases? Selecciona 3 emociones de los recuadros del medidor emocional.

Respuesta:

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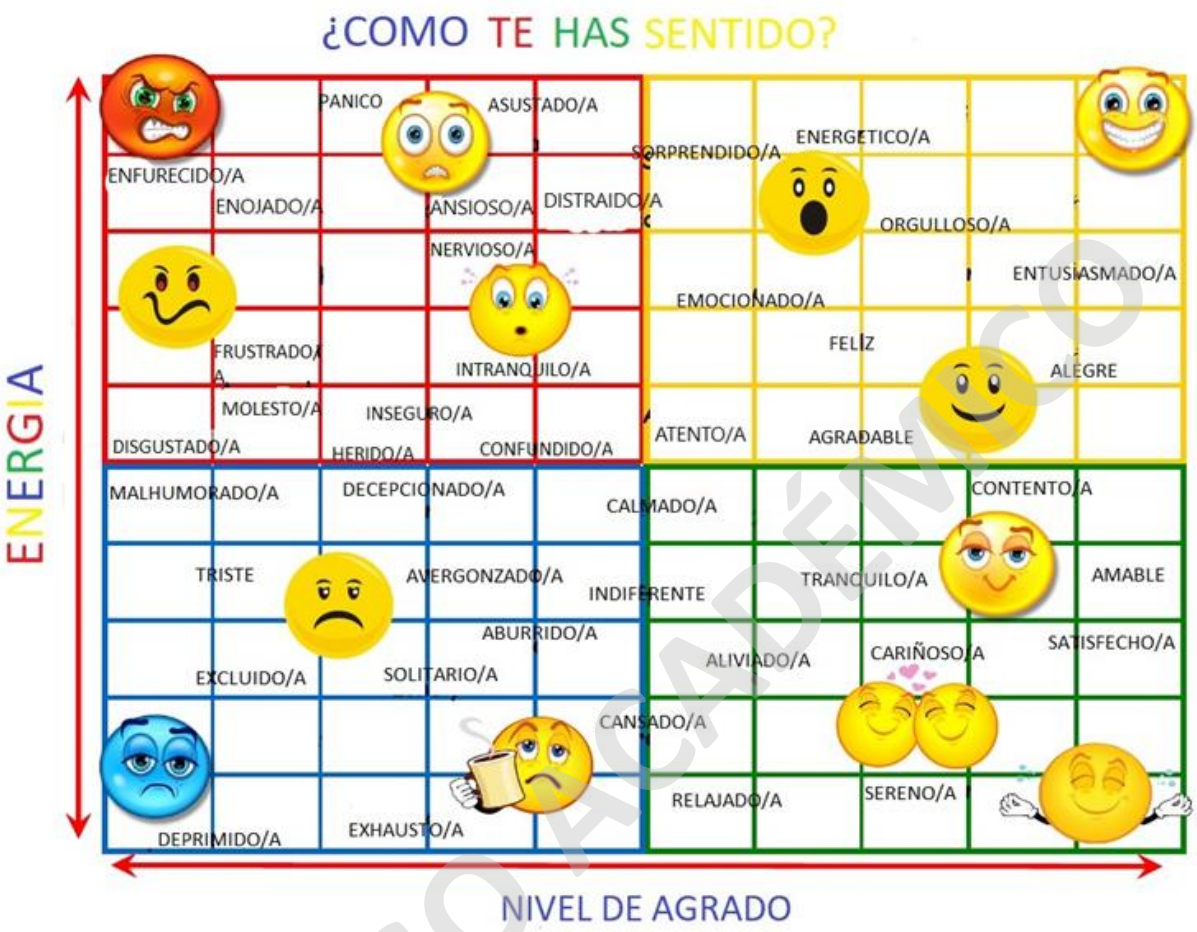

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