

Education online in lockdown: limits and possibilities. The vision of families in Spain

Education
online in
lockdown

Enrique-Javier Díez-Gutiérrez

Education Faculty, Universidad de León, León, Spain, and

Katherine Gajardo Espinoza

Segovia Faculty of Education, Universidad de Valladolid, Segovia, Spain

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Abstract

Purpose – March 14, 2020, marked the beginning of an unexpected state of emergency in Spain due to the impact of the coronavirus disease 2019 (COVID-19). From that moment on, the educational system had to adapt so that millions of students could continue their education at home. Through a descriptive study, the reality and perceptions that Spanish families have about the educational actions that took place during the compulsory lockdown of the Spanish population is presented.

Design/methodology/approach – 3,400 representatives of family units from 17 autonomous communities answered a survey, the data were analyzed using descriptive and frequency statistics.

Findings – Relevant conclusions were drawn from the results. Despite the efforts of the authorities, the economic, cultural, social and digital divides leave many households without access to the fundamental right of education; families value the support of technologies but consider that they should not replace the face-to-face education that is necessary for the development process of minors; it is necessary to adapt the school content for a future postpandemic, discriminating the expendable from the essential in the school curriculum; priority must be given to the integral well-being of people in educational policies and also to the most vulnerable ones.

Originality/value – The study allows progress in the analysis of educational policy proposals in the face of future crisis.

Keywords Educational policy, COVID-19, Pandemic, Educational evaluation, Family

Paper type Research paper

Introduction

In Spain, in mid-March, a state of emergency was declared due to the coronavirus disease 2019 (COVID-19) pandemic. Educational centers across the country were closed and children, young students and the general population were ordered to remain at home. This was seen as the most effective measure to stop the spread of the disease (Kim *et al.*, 2020; Prem *et al.*, 2020).

The entire educational system had to be quickly reorganized so that during lockdown 10 million students could continue with the process of distance learning and teaching, from their homes. Teaching and face-to-face educational care were replaced by distance learning, which was the first measure declared by the Government in the Royal Decree 463/2020, of March 14 (BOE, 2020a).

The schools and the teachers had to improvise a structure that allowed a significant number of students in all educational stages to continue to study from home (Trujillo, 2020a). Using their own computers and media; sometimes continuing their teaching from the phone and WhatsApp; learning on the fly how to use video conferencing programs and using the didactic structure imposed by technology platforms (Brenner, 2020; Trujillo, 2020b).

Going from face-to-face teaching to remote work without a planned operation was not easy, especially trying to reach all the students and with little training, little experience in digital education, little experience in online learning networks and without previous experience in remote teaching (Álvarez, 2020; Hodges *et al.*, 2020).

According to studies carried out before the pandemic, the success of distance education for the entire population was already difficult due to existing social inequalities (Valentine, 2002;



[Mendoza, 2020](#)). Successful educational programs offered virtually are often planned for months and formulated by experts in the area of distance education and require greater financial resources than those programs that are offered face-to-face ([Hodges et al., 2020](#)). This last point is important since most of the successful experiences in virtual education environments tend to take place in private education, which is attended by the country's better-off students ([Agudo and Lacruz, 2012](#)).

On the other hand, some studies expose the benefits of the use of online technological resources for students learning in public education ([Martínez, 2017](#); [García, 2017, 2021](#)). However, these experiences occurred in mixed educational environments (face-to-face and virtual) where all students had access and previous training on the tools used, a fact that was impossible to replicate amid the pandemic.

Faced with the inequities of this new form of education, especially in public institutions, the educational administrations launched platforms that tried to support public schools and web spaces where they brought together educational resources for teachers, students and families, as other countries had already done ([Wang et al., 2020](#); [Zhang et al., 2020](#)). Even educational television was launched and progressively phone cards with mobile data and laptops were distributed among some students who had no telematic means ([Torices, 2020](#)).

However, these actions only revealed the digital gap: the students were saturated with assessments ([CEAPA, 2020](#)), forced to stay at home and follow classes online for the long lockdown period, in family environments that only helped them when they could ([Alonso, 2019](#)). Often, these students also had little storage and mobile data to search for information or to access the imposed educational platforms. All of the above became impossible when recorded videoconferences and the organization of collective video calls began to be sent from schools.

According to the latest survey by the National Statistics Institute on the use of technology, in 2019, 11% of 15-year-olds did not have access to a computer ([INE, 2019](#)). United Nations Children's Fund (UNICEF) states that 8% of minors between 10 and 15 years of age do not have Internet access from their homes ([EU Kids online, 2018](#)). Also, in the first study carried out during the coronavirus crisis in Spain of 5,600 families from public schools in the Autonomous Community of Galicia, it was discovered that two out of three students have to share a computer with their parents and siblings, and one in three lacks quality Internet ([CONFAPA, 2020](#)).

The digital divide is increased in rural areas, in the so-called "España vaciada", where the territorial gap of digital disconnection is much greater. According to the latest data published by the [Ministry of Economy and Business Affairs and Digital Transformation \(2019\)](#), only 38% of the population living in rural areas have a high-speed broadband connection (100 Mbps), while in the country as a whole this type of coverage reaches 80%. Furthermore, according to Eurostat, only half of those living in rural areas have basic or superior digital skills; while, in cities, the percentage reaches 63% ([Arias et al., 2018](#); [Skakelja and McGlynn, 2018](#)).

But above all, it is the students from families with fewer resources-one in four boys and girls living in Spain (according to [Lacort, 2020](#)) – who have seen the value of their schooling decrease. Many of the families with the most needs "lack the material conditions (technology, Internet connection, space, temperature, light, etc.), cultural tools (pedagogical skills, knowledge of the language, training, etc.), time to accompany the educational process, emotional stability (due to economic, health, housing problems, etc.) or the food resources necessary to learn" ([Martín and Rogero, 2020](#)), its "cultural capital" and its "academic language", are also more distant from the traditional academic school culture ([Alonso, 2019](#); [Martín, 2010a, b](#); [Martín and Gómez, 2017](#)). This year cannot simply be expected to continue, because today many families still do not have access to the vital minimums that allow their subsistence, living in overcrowded housing estates in an unbearable stress situation

(Makarov and Lacort, 2020). The partnership between schools and families and the involvement of parents in the process of teaching their children is fundamental to strengthening students' actual learning, their motivation to respond to the tasks required of them by the school and the improvement of their academic performance (Henderson and Mapp, 2002; Mapp, 2003; Moreno and Molins, 2020). In the middle of the pandemic, the problems that were outlined above are transformed into barriers that must be addressed urgently.

With COVID-19, the digital divide in the families adds to the social gap and the second-order digital divide (different use of technology according to social class): this is how students from families with less economic and cultural resources tend to spend more time on the Internet than their educated classmates (Vicky, 2017). Making a more undifferentiated, consumerist and passive use; while the latter, with access to a wider offering of alternative cultural and leisure activity and a family environment with more resources to understand, control and guide what they do on the screen, make a more varied, selective and educational use of technology and networks (Vicky, 2015; Fernández, 2020; L'Ecuyer, 2020).

The problem is that it is these boys and girls who most need to maintain contact with the school and are the ones who tend to lose contact the most in this situation. A number of the students with greater difficulties and fewer resources were not located by their teachers after the end of face-to-face classes (Lacort, 2020). 30% of primary students and 18% of the Compulsory Secondary Education in the Autonomous Community of Madrid did not respond to contact attempts by teachers during the lockdown (CAM, 2020).

After fifteen days of lockdown, the regional administrations began to send the schools instructions on how to carry out the educational process during the lockdown. These instructions presented different variants, which could be framed by two approaches (Diez-Gutiérrez and Gajardo, 2020):

The first approach was focused on basic competencies, "avoiding the need and pressure to finish the programs", with tutorial follow-up, emotional support and a formative assessment adapted to the training and personal limitations of each student, taking into account that the assessments and activities carried out had to be valued but not rated, because this non-face-to-face period was considered "not school and not gradable" (Generalitat de Catalunya, 2020). The second approach focused on continuing to advance content, choosing to address the situation by adapting the "established timing" and the "telematic mechanisms" to "guarantee the continuity of the teaching-learning processes". It was considered that evaluations must be carried out and be continuous, formative and inclusive (Junta de Andalucía, 2020).

After a month of lockdown and seeing that the situation was continuing, eyes turned to the political leaders of education, demanding clear instructions on how to approach the last school term, as well as the end of the year.

In this situation, the Ministry of Education and Vocational Training of Spain, in the Sectorial Conference of Education, established a general action framework to guide the actions of educational communities and schools to enable them to finish the third quarter of the school year 2019/2020 and its global evaluation. These instructions, initially assumed by the regional governments, began to be questioned by some of the educational leaders of the regions with conservative governments. However, these regions eventually sent very similar instructions to their educational centers (Sánchez *et al.*, 2020). They were officially published in the Official Gazette of Spain on Friday, April 24, Order EFP /365/2020 (BOE, 2020b).

As a result of this situation, this study was conceived to explore the vision of families, the part of the educational community that has suffered in this situation, and that is not always taken into account when educational policy decisions are made that affect them. To discover their assessment of how to organize the educational system during the COVID-19 situation, what responses they consider the most successful when dealing with this crisis and the lockdown situation in education, how they value the decisions and actions that are being

taken by the Educational Administration in this new context, and what solutions they consider the most appropriate.

The research carried out in this study is structured in the following way: first, the methodology used is described, including the objectives of the study, the description of the sample, the description of the data collection instrument and the procedure for data analysis. Second, the publication of the results, describing the characteristics of the participants and their evaluation regarding education during COVID-19. Finally, a discussion is undertaken on the main findings and the suggestions for action for the near future are explored.

Method and materials

Objectives

This research aims to communicate the ideas that families have on facing education and evaluation during the COVID-19 pandemic.

The research was carried out using a descriptive approach and seeks to expose information about a new social phenomenon. It also aims to ask questions that could give rise to new research directions in the future.

For this study, family units living in Spain were studied. People who voluntarily expressed their opinion were asked for their assessment and level of agreement on the different meanings of educational measures. There were 3,400 people for this survey who were considered as family units (one person per household). Household sample surveys are used for the collection of detailed and varied socio-demographic data regarding conditions under which people live, their well-being, activities in which they engage, demographic characteristics and cultural factors, as well as social and economic change (Deaton, 1997). During this pandemic, families struggled in dealing with different aspects of life but particularly education. The present study aims to analyze the educational process for the school year in Spain during the COVID-19 crisis. It also aims to work out the design and planning for the start of the year after the crisis. The main concern for research was to focus on the opinion of people on education, the system of assessment and school evaluation during COVID-19 and the anticipated future at the end of this crisis.

Sample

The “Educational Research and Social Justice” group of the University of León created and applied a questionnaire from mid-April to early May, a period when Spanish inhabitants were in lockdown. Due to the national emergency, an incidental nonprobabilistic sampling was performed. The rationale behind using this technique was situational because only nonprobability sampling was possible during the pandemic. Convenience sampling is also widely used because of the simplicity of implementation. There are many examples of a convenience sample (Navarrete, 2000), though it is not often applied in household surveys. However, it was used in this survey as it was the only possible source of data from a population in a pandemic situation and with social distancing.

A questionnaire was developed and is the instrument through which the information needs of the users are expressed in operational terms as well as the main basis for input into the data processing system for the particular survey. The questionnaire form, hosted by the survey management app Google Forms, was disseminated through social media ads, website posts, networking and institutional media across the country. The announcements contained an introduction on the background and objectives of the investigation, an explanation of the voluntary nature of participation and a statement of anonymity and confidentiality for those who decided to participate, as well as a clarification that the investigation was specifically aimed at members of family groups (only one member per family).

A total of 3,456 people answered the questionnaire, of which 3,400 people represented residents of 17 autonomous communities in Spain. In the sample, the majority of the participants were identified as women, who were adults between the ages of 35 and 54 years, and were active workers.

A large-scale sample survey is usually a demanding and complex operation. Therefore, the need for judicious, effective and efficient management of activities at various levels cannot be overemphasized. There was a clear and well-defined line of command for the survey. It should be noted that control forms for monitoring the progress of the survey were found to be useful.

Instrument design and validation

The questionnaire "Educate and evaluate in coronavirus times" was designed by researchers from the University of León with 27 indicators, divided into five sections. To validate the content of this, a Delphi method of consultation with experts was applied (Ruiz, 2014). At this stage, eight people, who were well-known for their lines of research in educational policies and curriculum evaluation, analyzed the suitability of the indicators and introduced a set of changes, that were basically related to content and structure. The new version underwent a second validation process to test its reliability (Ruiz, 2014) by using a group of 42, selected for convenience as a pilot test.

When the results of the pilot test were analyzed two attributes were found that facilitated the improvement of the survey in its final version and contributed to its understanding.

The final questionnaire consists of five sections with 24 questions in total. In the first section, here are six questions of demographic characterization (related to age, sex, family status, education level, income, occupation). In the second section, there are four questions about material household conditions (subdimensions: income, consumption and material living conditions). The third section of the questionnaire is about academic teaching methods during lockdown (the mode of teaching, online teaching, etc.). The fourth section contains six opinion questions on appropriate education and evaluation strategies during COVID-19 and four opinion questions on post-COVID-19 educational and evaluative actions. Lastly, there is an open-ended question about current problems and their personal experience.

There are certain ethical issues in the context of online research: i.e. informed consent; privacy, anonymity and confidentiality; and data quality. Our research group tried to overcome these considerations and adopted a Google form storage for future data retention. Individual ids were assigned to every form so that respondents can be identified from data when needed.

Data analysis

The data obtained from the survey were analyzed with the support of the IBM® SPSS Statistics version 26 statistical computer program. The initial database (offered by Google Forms) was exported and its variables and cases were encoded and recoded. The initial sample was composed of 3,456 cases segmented by locality. Cases that did not originate in Spain and duplicate cases were ruled out, resulting in a general sample of 3,400 cases. The data were analyzed using descriptive and frequency distribution statistics. It provides simple summaries about the sample and measures. A large data sample was administered in this study and descriptive statistics were used for general simple summaries of data.

Results

Descriptive characterization of the sample general

The general sample was made up of all those cases that claimed to be part of a family unit and who live in some Autonomous Community of Spain (see [Table 1](#)).

EDI		
		Percentage
Table 1. Descriptive characteristics of the sample in percentages	<i>Gender</i>	
	Female	76.6
	Male	23.4
	<i>Age</i>	
	13–16 years	1.3
	17–20 years	4.6
	21–24 years	2.9
	25–29 years	2.7
	30–34 years	4.1
	35–39 years	10.4
	40–44 years	21.4
	45–49 years	23.0
	50–54 years	15.5
	55–59 years	7.4
	More than 60 years	6.5
	<i>Education</i>	
	Unschooling	0.1
	Elementary school	2.4
	Middle school	8.8
	High school	16.6
Vocational training	4.6	
Undergraduate degree	25	
Degree	37.3	
Postgraduate	5.2	
<i>Occupation</i>		
Student	10.5	
Employed	73.4	
Unemployed	9.7	
Retired	4.8	
Homemaker	1.2	
On leave	0.7	

It is evident that there is a higher participation of women compared to men. Adults between the ages of 35 and 49 years represent the most prevalent group, as do working men and women.

Regarding the origin, cases were identified in all the Autonomous Communities, highlighting the Community of Castile y León (46.6%), the Community of Catalonia (13.15%), the Valencian Community (10.2%) and the Community of Madrid (8.6%), these being the ones with the highest representation. In the characterization of the regions of origin, we observed valuable representations of both urban and rural environments ([Table 2](#)):

Household conditions during lockdown

To understand the particular situation of the representatives of the different family groups surveyed, questions were asked regarding the conditions of the homes during lockdown.

	Percentage
Type of locality	
Rural area – less than 100 inhabitants	2.7
Rural area – between 100 and 500 inhabitants	3.5
Rural area – between 501 and 1000 inhabitants	3.4
Rural area – between 1001 and 5000 inhabitants	10.3
Rural area – more than 5000 inhabitants	12.9
Urban area	67.1

Table 2.
Representation percentages by region of origin

8.6% declared that they did not live with anyone during the quarantine; 55.3% said they lived with another person; 20.6% said they lived with up to two people and the remaining 15% said they lived with more than two people. Of the 3,108 people who shared their lockdown with others, 76% stated that they did so with at least one boy or girl.

In the section that indicated access to certain key tools for teleworking, studying or connecting with others during lockdown, it was identified that the vast majority of households had basic tools (Figure 1):

Follow-up of the school year during the lockdown

Regarding the evaluations and opinions on the follow-up of the educational process during lockdown, it is identified that a large number of the respondents did not have major problems. However, there is an important group that had difficulties (see Figure 2):

The respondents' perceptions of the follow-up of the distance school year during the lockdown were varied (Figure 3):

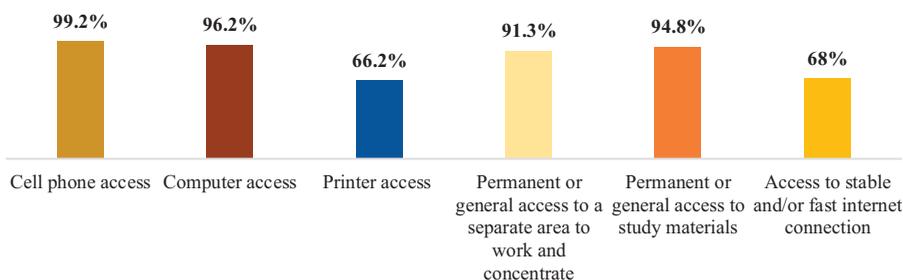


Figure 1.
Basic tools at home (%)

- They have not kept up with the pace or performed the tasks due to a lack of means
- They have been able to do some things, but with many difficulties
- They have kept up with the pace and performed the tasks quite well
- They have been able to follow the rhythm and the accomplishment of tasks without any problem
- They have kept up the pace and performed the tasks without any problems

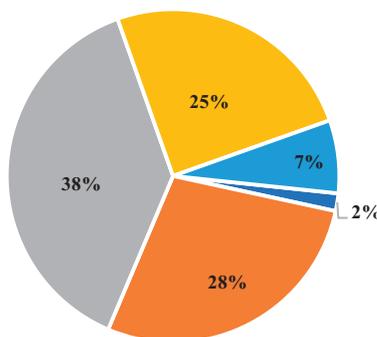


Figure 2.
Have you been able to keep up and do the tasks you have been given during the lockdown? (%)



Figure 3.
Has the remote school year been able to be followed adequately? (%)

In terms of the availability and preparation of adults to accompany minors during their educational process, important information is observed:

- (1) 5.2% ($n = 177$) of people indicate that they have time to accompany the students from their home; 65% ($n = 2210$) indicate that they can sometimes do so; 16.2% ($n = 552$) indicated that they did not have time and 13.6% (461) did not respond.
- (2) 80.2% felt partially or fully prepared to accompany others in their educational processes and 19.8% felt they had little or nothing prepared.

Assessments about the future of education and evaluation

Regarding those indicators that invited people to select alternatives between advancing or not advancing the content on the school agenda, in the hypothetical case of continuing in lockdown or not returning to schools during the third quarter, it can be summarized:

- (1) 60% suggest that the trimester should be for recovering, reinforcing and reviewing content already worked through, while 31% suggest moving forward with the curriculum.
- (2) 69.8% do not agree with the development of exams on the content of the third trimester.
- (3) 59.6% agree that the third trimester should be passed by taking into account the tasks carried out. 28.6% suggest taking into account an evaluation of the tasks from the trimester to make an average with the previous ones. 11% suggest not grading the trimester and only considering the previous work.

Regarding the option to extend the school year, during some of the summer months, 74% of the study participants agree the school year should not be extended beyond June.

In this section, the sample indicated a level on a scale in accordance with some of the phrases that explain the decision not to extend the academic year beyond the usual school term. In this sense, there is a general agreement with not extending courses into the summer months (July and August) so as not to deprive students of their vacation, after such a long time in lockdown (Figure 4):

In the item regarding how to evaluate the students during the pandemic, the respondents chose a level on a scale according to the statements that referenced the processes for the qualification and promotion of the students (Figure 5):

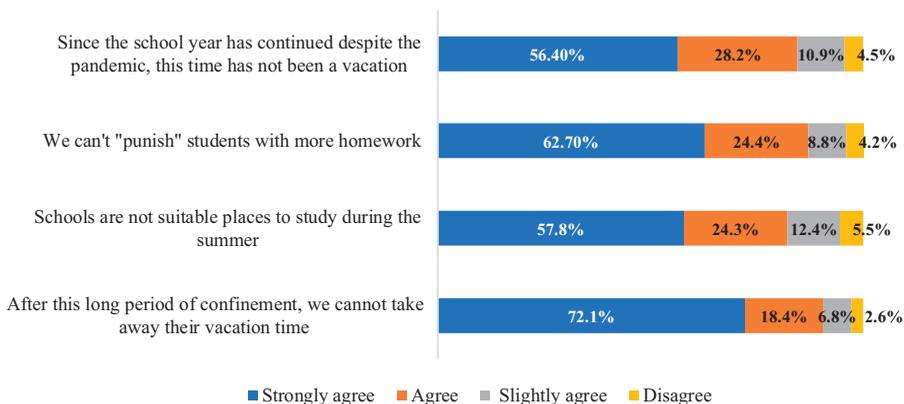


Figure 4.
To what extent do you agree with these reasons for not extending the school year beyond June? (%)

In this section, the views were heterogeneous, although there is significant agreement that the promotion of students should be decided by the experts, there is a group of respondents who do not agree that promotion is the general norm.

For the use of summertime to support students in this situation, especially those who have suffered the most from their socio-economic or cultural conditions, 46% of the study participants agree with the opening of school premises during the summer months so that boys, girls and young people can access activities that are fundamentally playful and recreational. There is a moderate interest (15.4%) in schools developing reinforcement and compensation plans for students who may have lagged behind.

To present their opinion on the measures to be followed in the next academic year in an uncertain context, the respondents selected their opinions on different scales (Figure 6):

Discussion and conclusions

Some people are sure that the current pandemic will become the disruption that will accelerate change and awareness; that is, this will be an element for accelerating social transformation (Raya, 2020). Also, that nothing will ever be the same: the way we move, work, consume or relate (Lichfield, 2020). But also, what our priorities and wishes will be when we regain the freedom to return to “normal”. This is what we wanted to investigate, in the educational field, when asking families for their opinion of the teaching and learning processes in the current crisis.

Perhaps the most immediate finding that this research brings us is the confirmation of the existence of the social gap suffered by a section of the population since in Spain 2.1 million children are living in poverty and social exclusion (Jorquera, 2020). Their families do not have the resources and means to support them academically when education is transferred to the

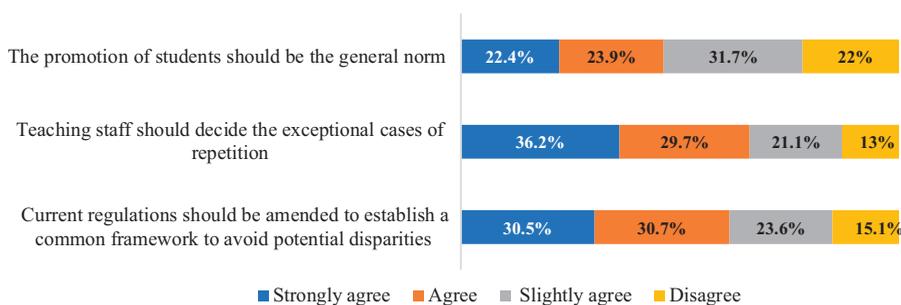


Figure 5.
To what extent do you agree with these proposals for the evaluation? (%)

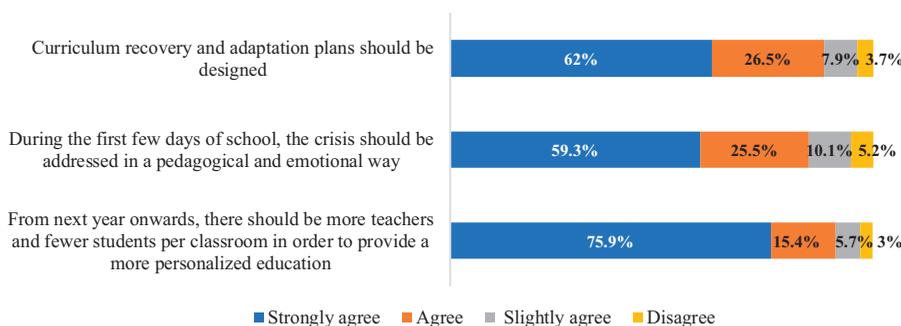


Figure 6.
To what extent do you agree with these proposals? (%)

home. We think that the data are not very visible, but they exist, although there are authors who assert that this is a quantitatively residual social minority, exaggerating the deficiencies which “serve some teachers to justify their inaction and some students to avoid assessments and exigencies” (Fernández, 2020).

A second observation is that the digital divide adds to and amplifies the social gap, further increasing inequality in times of crisis. This digital divide is not just to do with basic tools, such as having an Internet connection or a computer or a tablet available at home – we already see that a section of the sample of this study lacks material elements. The added problem is the fact that despite having basic materials, a large number of people (in this study, 38% of the total sample) have or have had great difficulties in following the academic year. Furthermore, this section feels that they have been unable to make adequate progress working from home. As numerous investigations show, many of the families with the most needs lack not just the material conditions but also the cultural, pedagogical tools, cultural capital, training, language, time or even emotional stability to accompany the educational process of their children and daughters in the family home (Alonso, 2019; Martín, 2020; Martín and Gómez, 2017; Martín and Rogero, 2020).

At this point, we want to stop because educational policy and administration has focused primarily on the delivery of technological tools and materials (Torices, 2020) to families and schools over other support that is related more to meeting the need for guidance for the acquisition of an active role in the education of young people at home. If the schools knew and acquired facilities for educational administration to accompany the families in an active and participative way, and, on the other hand, the social policy was in charge of facilitating the time and resources so that parents could accompany their children, there is no doubt, that the data exposed in this investigation would be different. We cannot forget that the Family–School relationship is fundamental to the improvement of children’s learning (Mapp, 2003).

Educational policy in terms of the educational curriculum in times of the pandemic as set forth by Díez-Gutiérrez and Gajardo (2020) was developed from two approaches that depended on the political orientation of each Autonomous Community: one progressive and one conservative. The progressive model (applied in regions such as Catalonia) focused on the review of contents already addressed before the crisis. The conservative model (applied in regions such as Andalusia) preferred to advance the previous plans and thus continue with a curriculum generated before the pandemic. In our study, the demand from families is more oriented to not advancing the agenda during the lockdown and opting for the review, recovery and reinforcement of essential learning. Therefore, the progressive alternative would be the most appropriate.

The above is coupled with how they perceive what the evaluation process should be this year, in this exceptional situation. It seems clear, in this study, that the people surveyed mostly agree with the political proposals initially agreed by the educational administrations, which have tended to propose an evaluation focused on the diagnosis of difficulties in guiding educational action and attention to the diversity facing the beginning of the following year. They clearly support a “continuous, formative and integrative” assessment model, with a focus on “general promotion of the year” for all students and that “finish the year should be standard practice. Where only the grades obtained in the first two face-to-face quarters are considered, where the teaching and learning process developed regularly, with the intention of not harming students who did not have digital devices or Internet connection at home” (Torres and Zafra, 2020). Or, in any case, take into account what was done in the third quarter to improve the grade and not to penalize any students in this anomalous situation. And that the year repetition is a truly “exceptional” and clearly justified measure, given that, as international evidence shows, it is neither good for the student nor good for the educational system (OCDE, 2012). In this way, the coronavirus crisis has allowed a radical change in the

traditional link between evaluation and qualification, where “passing still had more weight to learn” (Zubillaga and Cortázar, 2020, p. 6).

Concern about technological means and resources has also been confirmed in this investigation. With this crisis, we have seen the value of online education as a complementary tool to face-to-face education (Jowsey *et al.*, 2020; L’Ecuyer, 2020). However, it is clear that a model of online education outside of school cannot replace a face-to-face model, especially in the infant, primary and compulsory secondary stages. Contact, direct relationships, communication, interaction, coexistence and emotion are key and essential in the teaching and learning process for this period in life. It is difficult to share with the computer the impact of this period of lockdown (Zhang and Ma, 2020) and to be able to pedagogically and emotionally address the situation experienced, before continuing to advance school subjects, as demanded by most of the people who have participated in the investigation.

After the lockdown, the will to live resurfaced, and 46% of the participants supported opening spaces to offer all the students who want it, or need it, a wide and varied program of recreational-educational activities, more focused on activities of “leisure and sports” than in reinforcing academic content for those who have lagged behind, as proposed by Zubillaga and Cortázar (2020) or Save The Children (2020). This was something that was only supported by 15.4%, clearly stating that the holiday period has other objectives.

Limitations and suggestions for future research

Our study has strengths, such as a large number of family unit representatives who participated and the novelty of the topics covered; but it also has weaknesses, since our study, being conducted during a strict lockdown of the population, did not have the opinion of family units without Internet access.

We invite the scientific community to analyze the results of this study and to contribute new ideas about the analyzed context. Research studies on how policies have addressed the needs of students and their families or how families can be adequately involved in student learning in lockdown and quarantine contexts are particularly needed in the current pandemic.

As a last point, we must not forget that to start a cycle that is comprehensive with the new experiences that have emerged from the crisis, we must listen to the opinion of the families and their evaluations, given that they are directly affected and have experienced it on the frontline of intervention. Asking families, who are a fundamental part of the educational community, should be used as a more common strategy by educational administrations since they can offer many first-hand viewpoints to help make decisions in such complex times.

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About the authors

Enrique-Javier Díez-Gutiérrez is Ph.D. in Educational Sciences. B.A. in Philosophy. B.S. in Social Work. B.S. in Social Education. He is a full-time professor at the University of León's Education Faculty (Spain). He is an educational organization specialist. He is currently performing his teaching and research tasks in the field of intercultural education, gender and education policy.

Katherine Gajardo Espinoza is a doctoral student in education transdisciplinary research. She has a master's degree in social science research and a degree in education. She is a researcher at the University of Valladolid, professor at the University of Santiago (Chile) and an inclusive education specialist. She is currently performing her tasks in the field of education for social justice. Katherine Gajardo Espinoza is the corresponding author and can be contacted at: katherine.gajardo@usach.cl

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