

Incursion of ICT in distance teaching from COVID-19¹ in Spain.

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(Introduction and purpose) In March, COVID-19 caused the closure of schools in Spain. Immediately, the educational administrations, schools and their teachers, but also civil society, families and companies took various actions to ensure that the suspension of classes would have the least negative consequences on student learning. Of all these actions, in this paper we are especially interested in the incursion of technology companies and their effect on the work of teachers during the period of school closures, the current hybrid modalities and what is to come. This whole process of "modernization" of the educational system has a series of consequences that are intended to be analyzed in this work based on the teachers' opinions.

(Method and limitations) To carry out this work, an online survey study was carried out in which 3700 teachers from all over Spain participated between April 14 and May 5, 2020. In this paper, we only access to teachers' perceptions and opinions that should be contrasted with other research techniques.

(Main findings) There are 36% of teachers who do not work with platforms provided by their educational administration or school. This means that only completely private platforms are used. This data adds to the negative evaluation that teachers make of the role of the administration and their low training in digital teachers competences.

(Conclusions, implications and recommendations) Technology companies have increased their capacity to influence in the educational system. This has great implications for the entire system; however, it also has consequences for the teachers' practices. It is necessary that educational administrations, as the main supporters of the right to education, have a strong involvement and commitment in the new educational scenarios that are to come.

Keywords: teacher education practice, distance teaching, ICT, COVID-19.

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