



Original article

## Reading experiences in university students. The imprint of online classes

### Experiencias de lectura en universitarios. La impronta de las clases en línea

### Experiências de leitura em estudantes universitários. A marca das aulas on-line

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#### ABSTRACT

This study examines the trajectories and representations of reading in students of the Bachelor's Degrees in Pedagogy and Communication at the Autonomous University of Chiapas. The work seeks to identify how students conceive and practice reading in the university context, highlighting their preferences and experiences. The research used a methodology based on the contributions of Joëlle Bahloul, developing a questionnaire of open questions applied virtually to students. This questionnaire made it possible to explore the family and personal background of the participants, as well as their reading representations and experiences. Contrary to expectations, it was observed that, although students are accustomed to virtuality and digitalization, their use of these media is mainly oriented to entertainment, and not for academic purposes. The results indicate a need to promote strategies that motivate academic reading in digital environments, developing skills that integrate technological tools to strengthen reading skills in higher education.

**Keywords:** reading; higher education; reading habits; digital environments.

#### RESUMEN

Este estudio examina las trayectorias y representaciones de la lectura en estudiantes de las Licenciaturas en Pedagogía y Comunicación de la Universidad Autónoma de Chiapas. El trabajo busca identificar cómo los estudiantes conciben y practican la lectura en el contexto universitario, destacando sus preferencias y experiencias. La investigación utilizó una metodología basada en las contribuciones de Joëlle Bahloul, desarrollando un cuestionario de preguntas abiertas aplicado de forma virtual a estudiantes. Dicho cuestionario permitió explorar la trayectoria familiar y personal de los participantes, así como sus representaciones y experiencias lectoras. Contrario a las expectativas, se observó que, aunque los

estudiantes están habituados a la virtualidad y la digitalización, su uso de estos medios se orienta principalmente al entretenimiento, y no a fines académicos. Los resultados indican una necesidad de fomentar estrategias que motiven la lectura académica en entornos digitales, desarrollando habilidades que integren herramientas tecnológicas para el fortalecimiento de las competencias lectoras en educación superior.

**Palabras clave:** lectura; educación superior; hábitos de lectura; entornos digitales.

## RESUMO

Este estudo examina as trajetórias e representações da leitura em alunos dos cursos de graduação em Pedagogia e Comunicação da Universidade Autônoma de Chiapas. O trabalho busca identificar como os alunos concebem e praticam a leitura no contexto universitário, destacando suas preferências e experiências. A pesquisa utilizou uma metodologia baseada nas contribuições de Joëlle Bahloul, desenvolvendo um questionário de perguntas abertas aplicado virtualmente aos alunos. Esse questionário nos permitiu explorar o histórico familiar e pessoal dos participantes, bem como suas representações e experiências de leitura. Contrariando as expectativas, observou-se que, embora os alunos estejam acostumados com a virtualidade e a digitalização, o uso que fazem dessas mídias é voltado principalmente para o entretenimento, e não para fins acadêmicos. Os resultados indicam a necessidade de promover estratégias que motivem a leitura acadêmica em ambientes digitais, desenvolvendo habilidades que integrem ferramentas tecnológicas para fortalecer as habilidades de leitura no ensino superior.

**Palavras-chave:** leitura; ensino superior; hábitos de leitura; ambientes digitais.

## INTRODUCTION

The global pandemic began in December 2019, and in Mexico, the first case was detected in February 2020. The suspension of classes was made official in March of the same year. Although these events related to the suspension of in-person classes in educational institutions are recent, there are already numerous publications on the subject. These investigations have been disseminated mainly in articles in electronic scientific journals, with a smaller number in printed texts. The studies address the various consequences of the pandemic, including its impact on health, education, emotional well-being, and the economy, among others. In addition, topics such as social inequalities, deepening poverty, school dropouts, and connectivity problems that made access to online classes difficult are analyzed.

In higher education, the transition to online learning created certain challenges, especially among teachers accustomed to face-to-face interaction. This new modality revealed the absence of the closeness provided by traditional classes, where nonverbal communication, such as students' glances, indicated the level of understanding or confusion regarding the content. Concern about academic reading intensified, given that in the face-to-face environment teachers frequently observed that students preferred to spend more time on social networks than reading assigned texts, as Criado and Martín (2015) point out. Thus, the hypothesis arose that, if students were already accustomed to reading through electronic devices, they might find it more convenient to use those same supports for their academic reading during distance education.

According to data from the Ministry of Public Education (SEP), the higher education absorption rate in Chiapas for the 2020-2021 school year was 31.8%, considerably lower than the national average of 73.2%. This reflected that a small group of young people in the region continued their studies at the university level. Higher education coverage in Chiapas was also

notably lower than the national average, with 22.4% in Chiapas compared to 43.5% at the national level (SEP, 2020, p. 77).

A survey conducted by INEGI on the impact of COVID-19 on education revealed that, rather than questioning the availability of Internet access in Mexican households, it assumed that all sectors of society had access to this service. The real challenge was identified in the lack of adequate devices. However, the data showed that not all households had an Internet connection and, in many cases, the signal was intermittent.

Regarding the use of electronic devices, the INEGI survey (2021) reported that 65.3% of higher education students in Mexico used laptops or desktop computers, while 33.4% used cell phones. In addition, 67.7% of respondents indicated that they had one device exclusively. In comparison, at the Autonomous University of Chiapas (UNACH), a higher percentage of students (41%) used cell phones, and only 61% had an exclusive device, which highlights the economic and technological lag present in the region.

On the other hand, according to Mérida and Acuña (2020) in Chiapas: "Of the 125 municipalities, only the state capital (Tuxtla Gutiérrez) reached 39.10% of homes with access to this good [internet], while in 84% (105) not even 8% of homes connected to the network were reached" (p. 73).

Given the lack of clear answers in the existing studies to date, there was a need to further investigate the reading practices of university students during lockdown, in order to answer the following questions: How were university students reading in the face of increased reading on electronic media during the pandemic? Were students completing the assigned readings in their courses? Did the understanding of academic texts reflect the socioeconomic context in which students lived? Did students undertake additional reading on their own initiative?

Bahloul (2002) was adopted, which includes three dimensions: family, school and personal biography; socialization of reading; and representations of books and reading. A questionnaire with twenty-two questions was applied to 73 students of the Bachelor's Degree in Pedagogy and Communication of the Faculty of Humanities (FH) of the Autonomous University of Chiapas (UNACH).

The article aims to provide empirical information on the educational experiences of UNACH students, contributing to the understanding of how university students adapted to reading academic texts in electronic media.

## MATERIALS AND METHODS

In order to analyze the reading practice of a group of students from the Faculty of Humanities at UNACH, a questionnaire was designed and applied to 73 students in the first and last semester of the Bachelor's degree in Pedagogy and Communication. The questionnaire was sent and answered by the students electronically, due to the health situation that was being experienced throughout the world and, of course, at UNACH, which made it impossible to conduct face-to-face interviews or dialogues.

To answer these and other questions, the methodology explained in the introduction was used, which was designed in three dimensions: 1) Family and educational biography and reading biography; 2) Socialization of reading; and 3) Representations of books and reading, the latter being appropriate to investigate interest in reading practices during the pandemic.

A questionnaire with twenty-two questions was developed for 73 students of the Bachelor's Degree in Pedagogy and Communication of the Faculty of Humanities of the Autonomous University of Chiapas (UNACH). This questionnaire sought to explore the subjective experience related to receiving online classes and reading in digital format, in addition to

finding answers to the assumption of whether they were reading more due to the ease of access to electronic books, articles, news and entertainment notes. Contrary to expectations, which assumed a preference among university students for virtuality and digitalization, it was discovered that these tools were used more for entertainment. The questionnaires were processed in Excel, and some of the findings are presented below.

## RESULTS

The pandemic led to, among other things, changes in the way research was conducted. Students remained in their hometowns, with their families, without the possibility of traveling to the Faculty headquarters, while teachers were not authorized to organize mass meetings or to invite students to the university facilities. Classes were taught online, and it was only possible to see the students' faces through the screens; often, only their voices could be heard, since they turned off their cameras with the justification that "Professor, my Internet is bad and if I turn on the camera it freezes." It could not be determined whether the lack of participation was due to not having read what was indicated or to technical problems.

### Reading Practice

Before analyzing the scenarios or trajectories of the students who explained their reading practices, it was considered necessary to point out that, of the 73 students surveyed, 4 responded, without hesitation, that they do not like to read (5.5%), while the rest, 94.5%, stated that they do like to read (Table 1).

**Table 1-** Reading pleasure

Answer	Frequency	Percentage
Yeah	42	57.5%
Yes, but...	27	37%
No	4	5.5%
Total	73	100%

Source: Questionnaire prepared and applied by the authors

As observed, 94.5% of the respondents answered that they did like to read. More than half of them said "yes" without reservation, arguing the benefits of this practice to expand their knowledge of the world. However, a considerable percentage (37%) answered that they did like it, but only if they found time to do it, if it was of interest to them or if it involved topics, genres, types of text, formats and media that they liked. Due to space issues, the analysis of the group of students was not carried out in depth in the particularities of the four who said they did not enjoy reading. Although they represented a very low percentage, the fact that they were university students studying degrees in the area of Humanities, where reading is central to their education, should not be ignored.

### Students of the Faculty of Humanities UNACH

In order to analyze the educational and family background of the students, the categories of sex, age, place of residence, occupation and educational level of the parents were defined. Of the total of 73 students, 67% were women and 27% men. Their ages ranged between 17 and 25 years, with 32% being 20 years old and 29% 18 years old. These figures indicated that they were young people of the regulatory age to attend university, with the majority without academic delay. The first semester students entered at 17 years old, and more than 90% were not older than 22 years old; only 9.6% were older than this age.

<https://mendive.upr.edu.cu/index.php/MendiveUPR/article/view/3917>

It was considered that between 18 and 22 years of age, young people usually attend a university program. This age range is used to calculate the absorption and coverage rates of the educational system (Secretaría de Educación Pública, n.d., p. 7). A key element in the absorption and coverage in higher education is the concentration of Higher Education Institutions (IES), where 77% are located in only three municipalities of the state, and almost 50% in the capital, Tuxtla Gutiérrez (Sistema de Información Cultural). This implies that young people from Chiapas with economic resources and family support must move to one of the 15 municipalities where the 103 universities of the state are located.

The place of residence of the respondents reflected this inequality: 49% lived in Tuxtla Gutiérrez, 20% in four municipalities (two of them neighboring the capital) and 31% in 19 rural municipalities.

In terms of gender, women predominated (67%), a proportion consistent with the records of students enrolled in the Faculty in 2020 (59.1% women and 40.9% men) and with national statistics where, according to the SEP, more women (50.8%) than men (49.2%) pursue higher education. However, in Chiapas this proportion was reversed: 48% women and 52% men (SEP, 2020).

Although progress has been acknowledged, cultural elements that hinder women's access to higher education still persist. These same factors influence the choice of careers. Despite the challenges, the increase in women enrolled in the Faculty of Humanities is a significant progress that invites us to reflect on its origin and meaning.

Parents' educational level was uneven: 29% of men had completed a bachelor's degree and a high school diploma, while 44% of women had completed high school, followed by secondary school (18%) and a bachelor's degree (14%). Only 31.7% of fathers had completed university studies (undergraduate and postgraduate), a

figure that dropped to 15.3% in the case of mothers.

These data indicated that the habitus and capital necessary to enter and remain at the university level were practically unknown to most students, who had to acquire them without the direct support of their parents. This habitus and capital were developed mainly through the practice of reading, since other cultural sources, such as museums, conferences or cinema, were limited in the Chiapas context.

Seventy-one percent of students had a higher level of education than their fathers and 86% higher than their mothers, reflecting significant changes in educational levels, culture, and family structures in the state. Parents and children were committed to social mobility through university education, despite the challenges posed by structural inequalities and gender stereotypes, as shown in table 2.

**Table 2-** Economic occupation of the parents

Occupation	Father		Mother	
	Frequency	%	Frequency	%
Businessman	17	23.2	10	13.7
Assistant in administrative activities	9	12.3	7	9.6
Professional	7	9.6	0	0
Driver	7	9.6	0	0
Farmer	6	8.2	0	0
Trades	6	8.2	1	1.3
He didn't answer	6	8.2	2	2.7
Housewife	0	0	36	49
Others	15	20.7	17	23.7
Total	73	100	73	100

Source: Questionnaire prepared and applied by the authors

79.3% of parents were engaged in six economic activities, five of them in the tertiary sector and one in the primary sector. At the state level, the

main occupations were agriculture, work supporting agricultural activities, and employment in sales, dispatchers, and shop assistants (National Institute of Statistics and Geography, 2021). Regarding the mother of the family, there was a clear predominance of the housewife, followed far behind by commerce and, finally, by administrative work. It was found that in approximately 50% of families there was only one provider, the father, and that he was engaged, first of all, in commerce, followed by other activities in the service sector and, finally, in agriculture.

Rather than explanations, questions were posed in light of these data: since agriculture is the main occupation in Chiapas, why was this same occupational structure not found in the parents of the students in this research? Did high school students in rural municipalities, whose parents were farmers, have the opportunity to continue their university studies? Why did there continue to be a high percentage of women not incorporated into the labor market? Previously, there had been talk of various social changes due to women's access to higher education, changes that this occupational structure called for further research.

### **Representations of university students about reading**

Table 3 shows that the reading representations of the students surveyed corresponded to the substantive functions of the university. Almost half (49.31%) of the students maintained that reading implied learning, and that teaching was precisely for students to learn the knowledge of the profession in which they were being trained. Next in importance was doing science: research (45.3%), which, as was known, was a function of the university itself, which had been promoted since the 1990s and was linked to the evaluation of the performance and productivity of university academics (implemented by the SEP and the Council of Science and Technology).

Only a quarter (26.02%) of students said that reading was for thinking activities, reflecting and

questioning the reality in which they lived, but they pointed out that they did not have enough time. These were students who openly declared that they liked to read, and that they read literary, historical and philosophical texts.

It was striking that the words representing action were included in 52.05% of the cases in the displeasure of young university students with the reality in which they lived. They indicated that they read for pleasure when reading allowed them to relax and get away from reality, for which they preferred texts with romantic stories, science fiction, horror to get excited or personal improvement.

In this world of individuality, of the self-referential subject who had been promised that with education he could transform his world, disenchantment reigned: few people thought that reading could guide them towards change (8.21%). Reading was no longer as promising as it had been in the age of the Enlightenment, because it did not lead individuals to progress, to culture or to development.

It seemed that young people did not care much about knowing what was happening in the world, in this networked and information society where short written messages predominated. Few people thought that reading was a way of communicating (19.01%), of interacting with others, of connecting with the world. The idea of the lack of interest in reading to listen to others who were telling them something stood out. Young people liked to read to find out about new things, to have fun and be entertained, but not to be with someone who was different, but with someone who "had the language of the kids," who told anecdotes, as they themselves expressed in their answers to the questionnaire that was applied to them (Table 3).

**Table 3-** Representations of reading (reading)

Words that represent action	Categorization	%
Imagine, travel, create, fantasy, dream, get out of reality, rest, distraction, entertain, fun, forget, get out of the routine, escape, forget, relax	Get out of reality	52.05
Learn	Learn	49.31
Know, know, discover, awareness	Science	45.3
Interpret, comprehend, understand, reflect, decode, intelligence, think, question, build ideas	Thought	26.02
Inform, communicate, interact, connect to the world, conversation, messages	Communication	19.01
Experience, live, need, identify, freedom, memory, taste, experiment, liberation, open the mind	Subjectivity	19.01
Feel, emotion	Feeling	13.69
Occupation, Process, Habit, Exercise, Task, Routine, Build	Do	9.58
Development, growth, progress, transformation, cultivation	Change	8.21

Source: Questionnaire prepared and applied by the authors

It can be observed how the gender issue was present in these representations: while for 73.46% of female students, reading represented an escape from reality, for less than half of men, this was what reading represented. This was an inverse proportional relationship when analyzing the category of learning, since more than two thirds of men related reading with learning, while

half of women also established this relationship. The difference was not as marked between men and women when reading was represented with feelings, as can be seen in table 4.

**Table 4-** Reading representations by sex

Categorizations	Women (%)	Men (%)
Get out of reality	73.46	41.66
Learn	51.00	70.00
Science, academy	42.80	50.00
Thought	24.48	29.19
Feeling	14.28	12.50

Source: Questionnaire prepared and applied by the authors

The gender culture of the context determines, to a certain extent, the representations that the university students surveyed had about reading, since this gender culture constituted specific dispositions in men, which established certain differences in relation to women.

**Table 5-** Representations of reading and place of origin

Categorizations	Tuxtla Gutierrez (%)	Other municipalities (%)
Get out of reality	52.77	72.97
Learn	50.00	50.00
Science, academy	47.22	43.24
Thought	24.48	29.16

Source: Questionnaire developed and applied by the authors in 2023

There was a clear contrast in the representations of reading among students from different municipalities, suggesting that geographic origin influenced perceptions about reading and the use of free time. For those who came from rural areas or municipalities where educational provision was limited, reading was more associated with escaping reality (72.97%), while

students from the capital, Tuxtla Gutiérrez, also shared this view, although to a lesser extent (Table 5).

## DISCUSSION

The COVID-19 pandemic introduced significant changes to the ways of reading and studying, leading students to explore more online content, both academic and recreational. Lockdown forced many to adapt to online classes, which generated a mix of reading experiences, from information overload to the enjoyment of more personal readings, such as novels or texts on health and well-being. However, challenges also arose, such as difficulties with digital texts, which affected reading comprehension and enjoyment.

Regarding academic texts, students experienced an ambiguous relationship: some saw them as a tool for their professional training, but few perceived them as a way to develop critical thinking or to generate new scientific questions. Academic reading was associated more with the need to meet academic requirements, rather than contributing to deep or meaningful learning.

Seventy-one percent of the students surveyed came from families where they were first-generation college-goers, reflecting the pivotal role higher education played in their social mobility. Parents' school backgrounds, often limited in terms of cultural capital, influenced students' reading strategies, with students often struggling with complex academic texts and technical jargon. This suggested that students needed more support to navigate academic texts, which they often perceived as boring or inaccessible.

One of the authors who was frequently consulted as a teacher in the Specialty in Cultural Processes for Readers and Writers (EPCLE) was Bahloul, who in her sociological study on the "few readers" (2002) conceptualizes reading as a sociocultural practice and also develops a

proposal for qualitative analysis from this perspective: understanding reading as a practice implies understanding it in terms of a process and not a condition. Therefore, the author proposes analyzing the trajectories that lead a person to be a reader or not, to read a certain type of reading material and at certain times in their life.

Bahloul understands reading as a total social practice, "whose logic must be sought in the reader's family and educational biography, [...] in the practices of socialization of reading and representations of the book" (2002, p. 30). Thus, following Bahloul, the questionnaire was developed with 22 open questions that responded to these three axes, in addition to adding questions about the supports of reading and the changes in reading practices following the pandemic.

Bahloul's work, as well as most of the literature on reading practices, was written before the widespread use of the Internet and reading in digital formats, and of course before the pandemic. Therefore, the inclusion of questions about these new conditions that substantially influence reading was considered a methodological and empirical contribution.

According to Bartolucci (1994), the age of the students reflected that they were regular students, which, among other elements, contributed to them forming "an image of themselves as successful students", which was also helped by the fact that they were "a group of young people who were able to successfully overcome the obstacles that prevented others from continuing in the same direction" (p. 65).

The second axis of analysis proposed by Bahloul (2002) to understand reading practice was that of representations about reading. Reading is a historical practice in a specific space, and representations are linked to subjectivities and contexts, therefore, they guide the meaning of reading in some way. Although university students read when they are told to do so, professors maintain that university students



must know how to read academic texts, texts in which "... their writing is invested with a meaning and a new status when the devices of the typographic object that proposes their reading change" (Chartier, 1992, p. 51).

It might be thought that reading on an electronic medium when previously reading was preferred on a printed medium would change the representation of reading; however, we were not convinced of this, since the university institutionality implies a reader who is defined and contained in the history of university work and context.

On the other hand, what was expressed by Estienne and Carlino (2005) was confirmed, in the sense that reading, like writing, is not something that is learned in a technical and universal way applicable to all types of texts. For this reason, they spoke of "readings" and pointed out that each type of text required a particular approach. Thus, a person could be a reader of certain texts and not of others.

The social history of the students surveyed, all from Chiapas, was constructed during colonial times, which only recognized the subjects as a labor force, denying them any possibility of schooling, reading and writing. This representation was accompanied by a mandatory reading of academic texts in PDF format given by the teachers, which was sometimes left unfinished and was not pleasant for the formation and generation of new questions about their reality. Family and personal backgrounds were of great influence; most liked to read "illegitimate readings" for entertainment, for information that did not involve questioning the social order, and the search for complementary readings that would expand disciplinary training was cancelled.

The students' representation of reading was associated with university work, as a practice for learning, knowing, understanding, doing science and cultivating thought.

Representations were dispositions that could account for the meaning of university students' reading, which led to the need to reflect on how university professors taught the practice of reading academic texts.

The practice of reading during the pandemic increased due to the ease of access to digital texts and the lack of coexistence, although it was undeniable to say that there was information saturation due to excessive reading, which did not necessarily imply the construction of knowledge.

It was necessary to recognize that in a state like Chiapas, marked by poverty and marginalization, students had frequent connectivity problems; some suffered more than others, which in a certain way meant fostering inequalities.

Physical isolation had meant disruption to everyday school and family life; ways of being with friends, classmates and teachers; uncertainty and fear; stress; health and vision problems; but students' complaints persisted that academic texts were difficult to read, and sometimes impossible to understand.

In consulted research (Mérida and Acuña, 2020; Casanova, 2020), it was stated that one of the main obstacles to online teaching was the unequal access to the distribution of Internet services that existed in Mexico; likewise, these investigations affirmed that in the country these inequalities had been pre-existing to the pandemic and that the pandemic had only increased them, because economic inequality in the country was a determining factor for access to the Internet, electricity and/or electronic devices.

Larrosa (2003) referred to the experience as "what happens to me", it is from what I am not to what I am, in this case intertwined with the stories of each one, the representation, thoughts, emotions and knowledge that were put into play in the selection and understanding of the reading.

The answers to the question about the preference of the reading genre, following Bahloul (2002) and Larrosa (2003), were related to the cultural and constructed subjectivity and to the possibility of socializing what was read.

For young people from Chiapas, the university space represented a possibility of social mobility and of developing their linguistic and cultural capital. Therefore, by reading academic texts, many young people put into play the habit of reading, which was not achieved when they studied other educational levels. A constant that was found was that it was difficult for students to understand academic texts. The answers to the question about access to reading and use of academic texts during the pandemic showed how the student focused their consumption only on what was given or recommended by the professor of the subjects they were studying, which was worrying at this time, in the era of knowledge, when readers multiplied, written texts diversified (Ferreiro, 2001), and when books that had migrated to digital media "were increasingly more affordable (...) the possibility that anyone could read any book at any time was dizzying, something whose true cultural significance had not yet been assessed. The change was drastic, immediate and irreversible" (Volpi, 2011). The results reinforce the idea that, despite the increasing digitalization in higher education, electronic devices are mostly used for recreational purposes, and not so much for academic purposes, as had been initially anticipated.

The reading experience during the pandemic was the supremacy of PDF texts, because paper could not be used due to the possibility of contamination by the virus. It was enough to click on the links that directed to complete electronic books, articles, essays or the semester's courses. Professors facilitated access to book publications, articles, blogs, videos, which transformed the reading practice of university students, in which the preference for short texts predominated, with four or five pages maximum, so that they would be attractive to young people and their reading would not be left unfinished.

The changes in mentality regarding these two actions had taken a categorical and decisive turn in such a way that readers and written texts multiplied and diversified, respectively, in such a way that new ways of reading and new ways of writing appeared (Ferreiro, 2001), but as far as readings were concerned, the figure and guide of the teacher was predominant, although not all followed the dynamics that this required, as mentioned by some students.

- It was good, but sometimes they used to give them several books to read, which could confuse them a lot.
- It wasn't that good, they felt that by not being in face-to-face classes they were unable to have that motivation to want to read their academic texts, so during the pandemic they were distracted by any book when they were reading and were unable to correctly grasp the information.
- The texts were eye-catching and interesting, as they allowed them to gain new knowledge and learning.
- They were interesting because reading these types of academic texts helped them gain new knowledge and further develop their learning, as well as their language.
- The texts they provided were very good, as they explained the ideas in detail.
- During that semester, the teachers had shared different readings on academic texts, whether they were about evaluation, institution, etc., which helped them to know even more, to be able to carry out and delve into their education.
- They were easy to read when the teacher provided and sent them.

Finally, regarding students' experiences with online education, it had been mentioned in several forums that online education was originally designed for students who had received prior training. However, due to the pandemic, online education was provided to students who had received in-person training, so certain difficulties were to be expected, as was indeed stated by the students surveyed. The students expressed difficulties, although they

also acknowledged that they had learned to use the platform on the fly, to organize their time, to do research on their own and not to depend on the teacher to resolve doubts.

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The authors declare not to have any interest conflicts.

**Authors' contribution:**

The authors participated in the design and writing of the article, in the search and analysis of the information contained in the consulted bibliography.

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