Abstract. The crisis caused by COVID-19 has placed the school in an unprecedented scenario. From one day to the next, teaching -when this has been possible- has moved from being face-to-face to being virtual. It remains unknown what percentage of teachers and students may be teaching and learning telematically and to what strategies they are resorting. Under these circumstances, the differences among students in terms of economic and cultural capital are aggravated. If radical measures are not taken, it is likely that this period without face-to-face teaching may take its toll on an entire generation. Teachers, students and parents are now accessing educational content - of the kind provided by the Khan Academy - which shows that it is possible to learn in a different autonomous way. This can lead to a creative and innovative redefinition of the role of the teacher. It is possible that, as of the return to face-to-face teaching, it will not be necessary to spend so many hours in the school and, very especially, in the classroom. The university, likewise, should take advantage of the fact that it has more resources and a student body that is more easily connected to the Internet than that of the rest of the educational levels, in order to undertake a deep transformation of its teaching.

Keywords. Online teaching. Educational innovation. Cultural capital. Educational inequalities. University teaching