Abstract
Incorporating e-learning technology in a college implies, intellectually: knowledge and an assertive use of technology; logistics: platform available 24/7 and technical support online; emotionally: student and teachers’ sensitivity towards educational distance processes before, during and after it. Any academic experience implies social interaction, interpersonal communication and emotional transactions: friendship feelings, joy, happiness, love, confidence and a feeling of success can be some of the positive ones; while frustration, failure, shyness, envy and rivalry can play a negative role. This research describes and emphasizes the emotional and interpersonal states lived among 123 students and teachers involved in a distance learning experience from three of the most important mexican universities with distance learning programs: UNAM, IPN and ITESM. A hybrid methodology was employed: an open survey as a research technique and a qualitative-quantitative analysis of data obtained. Results show that interpersonal and emotional experiences play a very important role while succeeding or failing a distance learning program.

Keywords
Education technology, e-learning, emotional states.