Virtual pedagogical support: Systematic review

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Abstract

The virtual pedagogical support developed by the health emergency of COVID-19, has led to education in a different way, taking into account the technological resource that is most available to them. The objective of this research is to analyze the strengths, difficulties and perspectives presented by the virtual pedagogical accompaniment between 2019 and 2021. This compilation was carried out in the main databases such as Scopus and Ebsco, using descriptors and keywords related to teaching, learning, pedagogical practices, among others, as well as inclusion and exclusion criteria, leaving 21 articles to be analyzed in depth. It was identified that virtual pedagogical support becomes a fundamental line of intervention so that teachers can improve their performance with the support of different intervention strategies as long as they have relevant technological resources at their disposal for the process of developing activities Learning.

Keywords: teacher training, pedagogical support, pedagogical practice, pedagogical strengthening, pedagogical technical assistance.

1. Introduction

Education systems around the world due to the health emergency caused by COVID 19 had to rethink their modalities of face-to-face work to remote work in a synchronous and asynchronous way. This educational transformation has led to the reorganization of teacher training strategies with the support of technological resources that help to implement the intervention line of virtual pedagogical accompaniment (Sangrà, 2020).

The accompaniment starts with a virtual pedagogical leadership directed by managers and teachers predisposed to an educational empowerment based on collaborative work that will be carried out in the collected work meetings, allowing them to develop innovative methods, techniques and strategies so that all students can access without any limitation. Furthermore, this teamwork will allow teachers to reflect and become aware of the technological opportunities and risks that can be identified with the use of digital tools and virtual environments.

This leads us to think that teacher training needs to deepen domains and knowledge of the digital world by integrating online teaching as a methodology for initial teacher training (Sangrà, 2020). Given the above, it is important that we reflect with a glance at the virtual pedagogical accompaniment that represents the possibility of facing this new modality of non-face-to-face educational work, providing the conditions and pedagogical resources to be able to guide the learning activities where the integration and articulation of methods is reflected. and strategies to be used in the learning feedback process for students (Leticia & González, 2021). In addition, since there is a virtual pedagogical accompaniment structured and implemented under the framework of good teaching performance (MBDD), it will allow us to identify training needs based on identified competencies and performances to be able to address them in pedagogical consultancies, webinars, conferences, workshops, trainings or MOOC courses, from this perspective, pedagogical support is a systematic process of pedagogical disciplinary empowerment linked to the reflection of their teaching practice in their educational spaces where they will carry out the reconstruction and construction of their pedagogical practices, assuming challenges and challenges by applying diversities of teaching strategies. according to the characteristics of their students in order to obtain good learning achievements (Leticia & González, 2021)

In this sense, the pedagogical accompaniment aims to improve teaching performance and as a consequence the learning achievements of the students will be optimal. Thus, in Peru in 2018 they received pedagogical accompaniment by an educational specialist and pedagogical companion, 89.4% in urban areas and 99.7% in rural areas (INEI, 2018); Likewise, in the evaluation of teaching performance, 15,831 teachers of the Initial level were evaluated and 97% were approved in their pedagogical practice in the classroom due to the intervention line of pedagogical accompaniment (Cuenca, 2020).

In the context of non-face-to-face education, managers have a very important role, which is to carry out virtual pedagogical accompaniment to their teaching staff, assuming the responsibility of implementing the different intervention strategies such as: classroom visits, inter-learning groups and collegiate work meetings, with the purpose of strengthening pedagogical skills in virtual environments (Vásquezo, 2019).

The institutional pedagogical accompaniment to the teaching practice developed in virtual learning activities is implemented in order to identify the perceptions that teachers have about this intervention strategy, noting that 44.4% of teachers are satisfied with the pedagogical strengthening they receive in the accompaniment institutional, 36.6% of teachers state that the

pedagogical support they receive is not enough to face the challenges of this new modality of remote work and 20% of teachers state that they do not receive support from their managers (Ardini, et al. al., 2020). In addition, the conditions of access to technologies and tools to develop learning activities were limited due to the fact that the internet service in this context had too many technical problems that sometimes-interrupted educational actions, causing discomfort in the educational community due to not being able to finish. its activities, in view of the above, teacher training in this context should be directed to the management of technological knowledge without neglecting the continuity of training in the pedagogical field in order to improve the practice of teachers (Leticia & González, 2021)

The information collected will allow to systematize information, analyze them and identify strengths and weaknesses that is used to plan groups of inter-learning in the case of identified good practices, collegiate work meetings in case of identified weaknesses and MOOC courses in case of necessary pedagogical needs where the proposal training conforms to the requirement of current pedagogical contexts where it is decided to work under the principles and characteristics that enable virtual pedagogical strengthening (Montería et al., 2018); Furthermore, it should be recognized that one of the training strategies of pedagogical accompaniment that has contributed to knowing and identifying successful learning experiences are inter-learning groups (GIA) (Ayquipa & Valdivia, 2021).

Rodríguez (2015, cited in Ayquipa & Valdivia, 2021) reveals that 50.7% of teachers who participated in the pedagogical support groups improved their job performance. This leads us to infer that when teachers exchange learning experiences not only at the institutional level, but also at the inter-institutional level, they strengthen their pedagogical competencies. The purpose of the inter-learning groups is to strengthen the pedagogical competencies of teachers, starting with a reflective dialogue about the successful activities that make the teacher achieve significant learning in their students, for which they share their experience in a practical way with the aim of contributing to their professional growth (Ayquipa & Valdivia, 2021).

In the non-face-to-face educational context, one of the functions of the manager is to provide pedagogical accompaniment and monitoring to the teachers of their educational institution in order to identify pedagogical weaknesses that their teachers present in order to be able to address them in the collegiate work meetings (RTC); In this intervention strategy of the accompaniment, the manager has to show pedagogical leadership to promote the development of skills with tolerance and democracy where collaborative work is one of the resources that contributes to continuous improvement, the RTC are spaces for pedagogical reflection where in a way jointly, both teachers and directors make pedagogical decisions and assume commitments to put into practice all the knowledge acquired in the RTC with the aim of improving the quality of student learning (Suárez, 2018).

Taking into account the intervention strategies of pedagogical accompaniment, in a virtual context, MOOC courses are being promoted based on disciplinary and didactic knowledge that teachers require as a theoretical complement to their pedagogical strengthening; These virtual strategies of pedagogical accompaniment are intended to develop the priority competences of the framework of good teacher performance (MBDD) Teacher training to promote professional development will promote necessary conditions where teachers access virtual spaces and opportunities to develop pedagogical skills and build and producing knowledge for the proper use of tools that contribute to their teaching practice. (Rodríguez & Márquez, 2019).

The objective of this research work is to analyze the strengths, difficulties and perspectives presented by the virtual pedagogical accompaniment from the systematic review of the publications of scientific articles carried out between 2018 and 2021. This review was carried out with the purpose of knowing the impact that the virtual pedagogical accompaniment has been having on the part of the directors of the different educational institutions.

2. Method

This research work was carried out through the systematic review of academic articles from 2018 to 2021, related to virtual pedagogical accompaniment. This collection of information was carried out through an intensive search in the main scientific databases such as Scopus and Ebsco, I have found it convenient to use search equations: teacher AND training AND pedagogical AND support, pedagogical AND practice, pedagogical AND strengthening AND pedagogical technical AND assistance, and spanish: formación docente, soporte pedagógico, practica pedagógica, fortalecimiento pedagógico y asistencia técnica pedagógica. This search was carried out mainly taking into account articles from indexed journals, which provided me with information about the topic to be discussed where it was possible to establish criteria that could have quantitative, qualitative or mixed approaches. It was possible to identify 134 articles related to the subject, in the first filter 4 articles were discriminated for duplication of information, obtaining 130 scientific articles. After carrying out the selection process according to the articles excluded at the level of title, abstracts and keywords, there were 60 articles and the complete articles excluded for not meeting the inclusion criteria declared in the methodology were 39, leaving 21 articles included for the follow-up study virtual pedagogical. The data coding process was carried out by transferring the information to a matrix, regarding the name of the article, year of publication, categories, approaches, type of research, object of study, population, investigated sample and instrument applied in the study.

3. Results

The information obtained according to the analysis carried out is presented below, which can be seen in table 1.

Table 1. Dimensions and contributions per revised article.

N	Authors	Virtual	Type of	Instrument,	Contribution

o.		pedagogical accompaniment				study, population and sample	technique or methodology used	
		Pedagogical support	Pedagogical strengthening	Pedagogical technical	Pedagogical practice			
1	(Laranjeiro et al., 2021)		X	X		Qualitative and quantitative Teachers	Interview Survey	This study verified the importance of the creation of MOOC courses in the educational field for the training of teachers in higher education, on innovative pedagogical practices in the context of non-face-to-face education. In addition, these courses promote the use of digital technologies in the training process that will reinforce and link scientific, pedagogical and technological knowledge, to promote pedagogical practices at the forefront of educational technology.
2	(Tamani et al., 2021)	X		X		Qualitative and quantitative 6 trainers 38 teachers	Observation Questionnaire Survey	The impact in this study occurred when they identified that distance training seems to have a positive influence on the permanent training of teachers; promoting accessibility, flexibility and professional strengthening of teachers, fostering and encouraging their participation in virtual communities.
3	(Hidalgo, 2020)				X	Quantitative Y Quantitative 29 teachers	Data collection	This research affirms that the teaching practice of novice teachers must be adapted and contextualized to a modality of remote educational work that requires the use of technological resources and virtual environments to develop their learning activities, for that it is necessary for universities to update their plans curricula with an inclusive and technological approach.
4	(Evain & De Marco, 2020)				x	Qualitative and quantitative 3 teachers 16 students	Evaluation sheet Focus group	This study led us to reflect on how to take advantage of and accept the limitations of the environment in distance education as well as how to develop a pedagogical presence through online feedback making use of different interactive technological resources that contribute to language teaching, managing the time, evaluating and self-evaluating student learning.
5	(Valeeva & Kalimullin, 2021)		X			Qualitative Documents Rules Guides	Analysis and synthesis of documents.	This research tells us about the adaptation or change of teacher training in Russia in the context of distance education, contributing that the factor introduced in the educational process of the use of new technologies in non-face-to-face education requires skills and autonomy in self-organization. of teachers to design quality content online where they provide new opportunities that attract attention and increase their interest in formative learning.

No.	Reference					Methodology / Sample	Technique	Findings
6	(Sandoval, 2020)	x			x	Qualitative and quantitative Teachers Students	Poll Bibliographic analysis	This study indicates that teachers are going through a process of digital literacy to know how to use different technological tools that will be within their reach to guide their educational activities with strategies that strengthen their practice as a teacher.
7	(Ripoll-Rivaldo, 2021)		X		X	Qualitative 120 teachers	Interview	This study addresses as results of its research that pedagogical practice has undergone great transformations, due to the self-reflection process of its teaching practice where the training process strengthens the pedagogical knowledge necessary to develop the competencies that allow it to have good learning results as results, Thus, pedagogical practice has regained a leading role, where continuous updating prevails over the changes demanded by the social, political and economic environment, marked by information and communication technologies.
8	(Agreda Reyes & Pérez Azahuanche, 2020)		X		X	Quantitative 150 teachers	Questionnaire survey	This research work makes us aware that pedagogical support with a look at the reflection of teaching practice, allows accompanied teachers to transform their practice into an innovative pedagogical action where the role of the teacher is to mediate learning in the context that is they find their students.
9	(Agreda Reyes & Pérez Azahuanche, 2020)		X			Quantitative 148 teachers	Survey	This study was given by the need to know the level of learning that teachers have to be able to work with technological resources and virtual environments in this context of social confinement. Rescuing from this research that the problem is not only to know the educational need of the teacher in technological competences, on the contrary, we must know if the entire educational population has unlimited access to internet signals to be able to participate in the different methodological and technological updates.
10	(Venegas-Loor et al., 2021)				x	Qualitative Directors Teachers Companions	Interview	This study determined that educational systems need to provide technological resources to teachers in order to open the accessibility of uses of these resources to strengthen digital pedagogical competences to be able to implement strategies to carry out effective online feedback.
11	(Nobre et al., 2019)				X	Qualitative and Quantitative Teachers	Observation analysis of information	In this study, it was carried out through the observation of online learning spaces where I identify that it is necessary to improve the structural organization of online teaching and learning by incorporating informative feedback through the confrontation of existing theories, foundations and practices.
12	(Thomas, 2020)	X				Qualitative 42 students	Survey	This research asserts that online pedagogy must reflect the fundamental commitment to diversity, equity and inclusion; culturally sensitive pedagogy. In addition, mastery and motivation in teacher training must be pedagogically promoted.

No.	Author					Type / Participants	Technique	Contribution
13	(Maldonado-ruiz et al., 2021)		X		X	Qualitative Teachers	Analysis of data	This study places the coordination process and tutoring as important axes in the virtual teaching-learning process that occurs through the analysis of learning experiences, at the same time they reveal the difficulties and impossibility of the initial teacher training in the virtual context.
14	(Rivera-Vargas et al., 2021)	X				Qualitative and quantitative Teachers Students	Survey Interview	This research contributed as a result of its research positive perceptions regarding the integration and adoption of technological competences, contributing that online education generally serves as a receptive model to the emerging needs of students. However, they also make known the concerns perceived by teachers regarding the pedagogical and institutional support provided in the virtual context.
15	(Faith & Pyle, 2021)		X			Qualitative and quantitative 81 teachers	Survey Interview	This research communicates as a contribution that in the training process, the meaningful participation of principals with teachers has the power to change the quality of teachers' practice and, therefore, the experience of students. In this sense, the perspective that teachers have of supervision and leadership changes due to the pedagogical accompaniment that is a support, guide and orientation that teachers receive from their directors.
16	(Doll et al., 2021)				X	Qualitative 61 teachers	Survey	This research in its contribution lets us know that technological challenges in times of crisis play a fundamental role in the education of students, in addition, teachers have the ability to adapt in a virtual educational context, assuming challenges of learning the proper use of technological tools to guide their students, finally, we mention that pedagogical leaders strengthen these educational changes.
17	(Marqués et al., 2021)	X			X	Qualitative teacher Students	Observation	This research work allowed to have evidence of the reflective processes linked to the pedagogical practice developed by a teacher in the company of a critical pedagogue friend. Providing that monitoring the teaching practice is materialized in the recovery, analysis and appropriation of educational practices.
18	(Dorinda Mato-Vázquez y Denébola Álvarez-Seoane, 2019)				X	Qualitative Teachers Students	Interview and classroom observation	This study mentions that teacher training in IE must develop a pedagogical level of integration of ICT to promote the development of complementary digital didactic materials to improve practices in classrooms with high-level educational heights where learning with creativity and autonomy was developed.
19	(Zeballos, 2020)		X		X	Qualitative Teachers Tutors	Observation Document analysis	This research study contributes that the success of pedagogical accompaniment depends on the predisposition of teachers within the accompaniment process. It requires openness to criticism, an interest in learning, unlearning and critical analysis of the assumptions of their teaching practice. In addition, the educational technology tools in the educational institution must have a previously institutionalized methodology focused on the didactic and pedagogical use of the technologies that

							teachers must know.
20	(Valencia et al., 2020)	X			Quantitative 65 teachers	Survey	This research contributes in its results that pedagogical support has a significant impact on the training process of teachers in an educational institution, as well as on training policies, pedagogical practices and experiences of academic production.
21	(Chávez & Oseda, 2021)	X			Cuantitativa Quantitative 24 teachers	Survey	In this research it was determined that the pedagogical accompaniment does not significantly influence the teaching performance of the teachers of the local educational management unit of Santiago de Chuco. Because this process requires a true interaction between the companion and the companion, where healthy interpersonal relationships are provided and generated based on respect and consideration for authentic reflection and improvement of professional performance.

According to table 1, 95.3% of the articles analyzed are related to the subcategories of the virtual pedagogical accompaniment study. 19% belong to the pedagogical support subcategory (4 of 21 articles analyzed). 52% belong to the pedagogical strengthening subcategory (11 of 21 articles studied). 10% correspond to the pedagogical technical assistance subcategory (2 of 21 articles considered for the research). Finally, 57% correspond to the pedagogical practice subcategory (12 of the 21 articles analyzed for the research). In addition, 31.1% of articles correspond to a mixed approach research, on the other hand, 42.9% of articles considered for research correspond to qualitative approaches and 20% to the quantitative approach.

4. Discussion

The results of the analysis of the selected articles have allowed us to know the strengths, difficulties and perspectives that teachers have on virtual pedagogical support, generating the following axes for discussion:

In this non-face-to-face educational context, teachers assumed responsibilities to guide the teaching-learning processes of virtual training, for which the educational field is of great educational need, the creation of MOOC courses for teacher training in education, on implementation Innovative pedagogical education in the context of non-face-to-face education. In addition, these courses promote the use of digital technologies in the training process that will reinforce and link scientific, pedagogical and technological knowledge, to promote pedagogical practices at the forefront of educational technology (Laranjeiro et al., 2021).

Distance teacher training, in its line of intervention of virtual pedagogical accompaniment, seems to have a positive influence on the permanent training of teachers; that during the process they are promoting accessibility to the different virtual courses, flexibility in the participation process fostered and encouraging their participation in virtual educational communities. In order to promote their professional development as teachers (Tamani et al., 2021).

In this context of remote educational work, teachers are going through a process of digital literacy to know how to use different technological tools that will be within their reach to guide their educational activities with strategies that strengthen their practice as a teacher (Sandoval, 2020). That is why the training process has the responsibility of strengthening the pedagogical and technological knowledge necessary that allow good learning results, that is why the pedagogical practice has regained a leading role, where continuous updating prevails over the changes demanded by the social, political environment and economic, marked in information and communication technologies (Ripoll-Rivaldo, 2021). Therefore, educational systems need to provide teachers with technological resources in order to open the accessibility of uses of these resources to strengthen digital pedagogical competences by implementing strategies to carry out effective online feedback (Venegas-Loor et al., 2021). In addition, the success of pedagogical accompaniment depends on the predisposition of teachers within the virtual accompaniment process that requires openness to criticism, an interest in learning, unlearning and critical analysis of the assumptions of their teaching practice. In addition, the educational technology tools in the educational institution must have a previously institutionalized methodology focused on the didactic and pedagogical use of the technologies that teachers must know for their didactic use (Zeballos, 2020).

That is why teachers must adapt and contextualize their strategies, techniques and methods to a modality of remote educational work that requires the use of technological resources and virtual environments to develop their learning activities, for that it is necessary that teacher training programs update the pedagogical knowledge to be implemented with an inclusive and technological approach (Hidalgo, 2020). In addition, limitations have been identified in the context of distance educational work

such as time management at work since not all students have limited access to the internet, this situation led to reflection that we must effectively organize pedagogical work in processes such as development of the activity, feedback, evaluation and self-evaluation (Evain & De Marco, 2020). Given the above, online learning spaces have been observed where the need to improve the structural organization of online teaching and learning was identified by incorporating descriptive feedback through the confrontation of existing theories, foundations and practices (Nobre et al., 2019). Therefore, teachers have the ability to adapt in a virtual educational context, assuming the challenge of learning to incorporate technological tools into their teaching practice as a resource to guide the learning of their students (Doll et al., 2021). assuming that pedagogical practices with a predisposition to educational changes and constant innovation help to change the educational context related to curriculum planning, methodology, evaluation, management, relationships between different actors, educational resources (Silva & Romero , 2015). In addition, teacher training in IE must develop a pedagogical level of integration of ICT to promote the development of complementary digital didactic materials to improve practices in classrooms with high-level educational heights where learning was developed with creativity and autonomy (Dorinda Mato -Vázquez and Denébola Álvarez-Seoane, 2019).

The virtual pedagogical accompaniment promotes the use of new technologies in the non-face-to-face educational context, assuming the responsibility of guiding the progressive development of technological skills where teachers can independently design quality content online, provide new opportunities that attract attention and increase their interest in discovering new learning (Valeeva & Kalimullin, 2021). In addition, it is very important to know the level of learning that teachers have to be able to work with technological resources and virtual environments in this context of social confinement, but we must also think that the problem is not only to know the educational need of the teacher in technological skills, on the contrary, we must know if the entire educational population has unlimited access to internet signals in order to participate in the different methodological and technological updates (Agreda Reyes & Pérez Azahuanche, 2020).

In any teacher training process, the participation of the directors as pedagogical leaders is important, being the promoters in the collegiate work meetings and the inter-learning groups in order to fulfill the perspective that teachers have and turn the page of the wrong image that have the teachers of their directors looking at them as monitors of their work in educational classrooms (Faith & Pyle, 2021). With the intervention of the directors in the intervention lines of the pedagogical accompaniment, favorable results will be obtained in the teaching performance (Valencia et al., 2020). In the research of (Chávez & Oseda, 2021) it was determined that the pedagogical accompaniment does not significantly influence the teaching performance of the teachers of the local educational management unit of Santiago de Chuco. Because this process requires a true interaction between the companion (director) and the companion (teacher), where healthy interpersonal relationships based on respect and consideration are provided and generated for authentic reflection and improvement of professional performance.

Finally, we can say that the online pedagogical accompaniment must reflect the formative commitment of the diversity of teachers, equity and inclusion; culturally sensitive pedagogy (Thomas, 2020). In addition, positive perceptions regarding the integration and adoption of technological competencies, as a contribution to online education, generally serve as a receptive model to the emerging needs of teachers. However, they also let us know the perceived concerns regarding the pedagogical and institutional support provided in the virtual context (Rivera-Vargas et al., 2021).

5. Conclusions

The pedagogical, normative and organizational aspects so that the pedagogical support programs work in coordination with the responsible bodies of other educational levels so that the training can be continued based on collaborative and horizontal learning. In addition, the functions should be decentralized to specialists in the educational field and to the directors of educational institutions to favor the realization of these processes. Therefore, teacher training must be a fundamental principle of educational policies in the countries since it is related to educational quality, taking into account that this training must be continuously contextualized and updated with pedagogical contributions from the classrooms.

The virtual pedagogical accompaniment promotes the progressive development of pedagogical competences, strengthening the disciplinary knowledge of teachers in the different curricular areas, as well as strategies to systematically collect information on the achievements and difficulties of their students in the learning process. Likewise, it promotes direct communication, with confidence and security to jointly seek to solve a situation of a pedagogical or emotional nature with the purpose of pedagogical communities with professional autonomy where collaborative work among their peers prevails.

One of the most relevant difficulties in virtual pedagogical accompaniment is the little theoretical disciplinary mastery that managers have regarding the pedagogical approaches, strategies, resources and materials for the different curricular areas, as well as the curricular evaluation and planning approaches. This point is very important because the directors fulfill the function of developing virtual pedagogical accompaniment to their teachers in order to provide pedagogical advice in relation to the identified training needs. In addition, to be able to carry out pedagogical accompaniment in the virtual context, both teachers and managers must know how to use the various technological tools that help them access a synchronous interaction between accompanied and companion, giving the possibility or a fluid and proactive interaction.

The perspective of teachers in relation to pedagogical accompaniment is to make this a line of intervention with a view to a shared accompaniment where the companion and the companion can interact both in the teaching-learning processes with the

purpose of sharing experiences, strategies and knowledge. In addition, this shared action will allow us to have a real panorama of the achievements and difficulties since they will be participants in the educational actions observed, with this intervention the space for teacher reflection will allow us to deconstruct real educational events where, in the light of the theoretical, we can build knowledge that helps improve the pedagogical practice of teachers.

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