

Technical and academic pedagogical advice. A innovation strategy

Ivory Mogollón ^[1 0000-0003-2223-5567] Ana María Castro Antonio ^{2[0009-0006-4290-3509]} Diego-Mendoza^{3[0000-0002-9638-3426]} Kely Quiros ^{4 [0000-0002-7205-1515]} y Angela Hahn ^{5 [0009-0006-2824-6959]}

¹ UNESCO IESALC. Calle 8 Acueducto, Sebucán Caracas, Venezuela ² UNESCO IESALC. Calle 8 Acueducto, Sebucán Caracas, Venezuela. ³ UNESCO IESALC. Calle 8 Acueducto, Caracas, Venezuela. ⁴ UNESCO IESALC. Calle 8 Acueducto, Sebucán Caracas, Venezuela ⁵ UNESCO IESALC. Calle 8 Acueducto, Sebucán Caracas, Venezuela
ivorymogollon@campusiesalc.org

Abstract.

Hybrid educational systems have prompted Higher Education Institutions, HEIs, to continue focusing on teacher development in innovative digital and pedagogical skills due to changes in academic-pedagogical management. In this context, UNESCO IESALC has implemented various training programs for teachers in this area with an innovative methodology that includes the implementation of quality technical and pedagogical advice in its execution that represent a determining factor to meet the objective of designing appropriate strategies. to *blended* mode. The UNESCO IESALC methodology contributes to strengthening educational quality by incorporating agile methodologies and change management together with pedagogical strategies. Consequently, the consultancies serve as support and guidance to the teacher, who seeks to optimize the teaching and learning processes; They are supported by various methods and activities of reflection, active and collaborative learning. Combining them with design thinking, analysis based on Wilber and Cynefin models, achieves maximum performance in this changing world that demands innovative processes from the teacher. In conclusion, UNESCO IESALC relies on technical and pedagogical advice, as gear to build a quality learning experience.

Keywords: Counseling, Learning, Competition, Quality, Higher Education

1 Introducción

When the COVID 19 pandemic was declared, most of the efforts of higher education systems around the world focused on guaranteeing pedagogical continuity. Therefore, attention to the specific needs of higher education teachers was directed towards those areas in which it was essential to support to guarantee pedagogical continuity. Then, with the perspective of a progressive return to the classroom, in the post-pandemic scenario, the HEIs were directed to maintain the hybrid modality, consequently, higher education teachers were called to play a critical role. UNESCO IESALC has implemented various teacher training programs applying its methodology that contributes to

strengthening educational quality by combining pedagogical strategies and agile methodologies and change management.

During the execution of these programs, technical and academic-pedagogical advice represented a determining factor in meeting the fundamental objective of training teachers to guarantee educational quality. In this sense, for the implementation of the consultancies, strategies were designed based on active, reflective, social and collaborative learning, various collaborative methods and tools were used such as the Mural for the application of design thinking, models such as Wilber and Cynefin, with the aim of introducing changes in the way of working. As shown in fig.1.

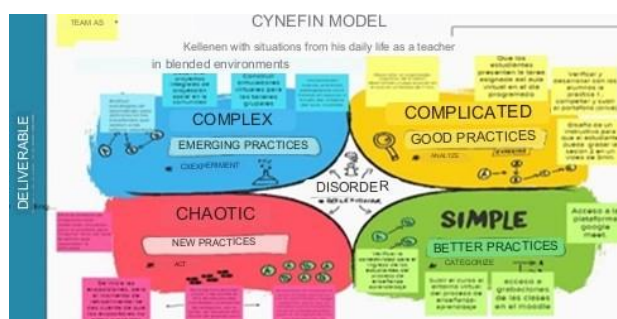


Fig.1 Cynefin Model Mural

2 Theoretical framework

The development of projects by UNESCO IESALC is based on the Theory of Change. This theory supports the different levels of intervention in which the institute participates. This means that projects are defined and developed based on the particular needs of each case, which are identified, seeking to satisfy them associated with the idea that they allow the production of results that contribute to achieving impact.

Technical and pedagogical advice includes interaction, a shared experience and a common vision to improve and empower teachers in research and updating their own pedagogical practices (Murillo,2004).

With this premise, UNESCO IESALC conceives technical and pedagogical advice as that meeting space that shares and builds with the teacher their own learning experience supported by the continuous improvement of educational quality. Therefore, stimulating and advising on the design of innovative learning and teaching strategies is one of the objectives to achieve academic excellence. Offer support and advice to the actors in the educational process so that they can give the best of themselves, knowing that they are accompanied at all times in managing change. In summary, counseling is: a) a process of help and support; b) oriented towards change or improvement; c) the responsibility falls on the advisees; d) the expertise of the support agent; f) the credibility of the support agent; g) collegiality. (Rodriguez, 1996).

2 Method

The technical and pedagogical advice goes beyond a tutorial or a mentoring process, since the advice takes place within the framework of a rational, logical and orderly process. It is oriented to new planning, execution and evaluation of the educational process mediated by technology, complying with quality standards. It is supported by synchronous and asynchronous sessions. Synchronous sessions promote adaptation to change, applying agile methodologies, reflection-action methods where new ways of teaching and understanding reality are discovered from the concept of active learning that is conceived as a set of methods that share and involve the teacher in tasks such as analysis, synthesis and evaluation. In the asynchronous sessions, the flipped classroom strategy is applied, which consists of providing the materials and resources for the study through various tools, mainly recorded videos or podcasts, and the meeting time is used to resolve doubts and real related situations. (Berenguer, 2016) The transfer of knowledge acquired in a real context is carried out in a collaborative work environment. Counseling allows co-creation adapted to the needs of each teacher.

4 Results

UNESCO IESALC, through the technical and pedagogical advice implemented in different training programs, has managed to meet the proposed objectives in an outstanding and satisfactory manner, as can be seen in the Capacity Building Program in the use of pedagogical strategies for the teaching process. learning in virtual and hybrid environments Fig.2.

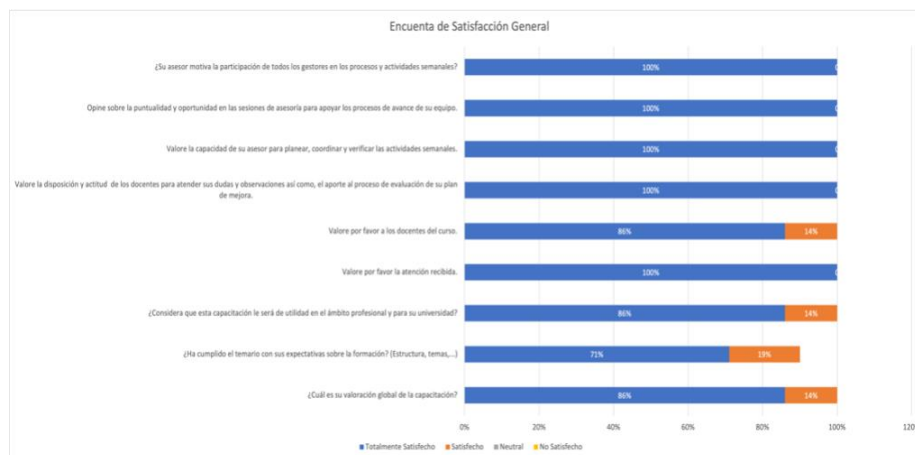


Fig.2. Results of the satisfaction survey.

5 Discussion

The contribution of the implementation of technical and pedagogical advice by UNESCO IESALC, is a learning space that increases teaching skills and abilities, which

strengthen teamwork, collaboration and dialogue. They promote and stimulate the use of new ways of working. Teachers experience how to apply new processes of how to learn and teach.

6 Conclusions

Technical and pedagogical advice has favored increasing commitment and reducing dropout in training. The encouragement and personalized attention adapted to the needs of teachers contributes to continuous improvement and a sense of belonging. In this sense, counseling acquires a leading role due to the commitment and direct connection between the teacher and the program. Additionally, a speedy and timely response to doubts or incidents is established, which clearly impacts the results obtained. In this way, the quality of the training is guaranteed.

7 Limitations and Future Research

The pedagogical technical consultancies have been very appropriate in this context of training towards the continuous improvement of the HEI. New interventions with good results in teaching management are heralded. Therefore, the UNESCO IESALC pedagogical technical advisory methodology is considered to be applicable in future development projects in academic pedagogical management in HEIs; and in support programs in training design, research and extension for the assurance of educational quality.

References

- Murillo, P. (2004). *Strategies focused on advice for innovation* . https://www.academia.edu/2570200/Estrategias_centradas_en_el_asesoramiento_para_la_innovaci%C3%B3n
- Berenger, C. (2016) About the utility of the flipped classroom. C oords. by Tortosa MT, Ybáñez, S. and Álvarez, J. *I nnovation and university teaching: multi-disciplinary approaches* pp.1466-1480 <https://dialnet.unirioja.es/servlet/articulo?codigo=5601467>
- Rodríguez, Ma.M. (nineteen ninety-six). *Counseling in education*. Cistern Editions.