

**Model of management of
teacher accompaniment in
online and distance education
programs**

Model of management of teacher accompaniment in online and distance education programs

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Abstract

The book presents the results of the research that aimed to design a quality management model for teacher support in distance and online education programs, taking the Pedagogical and Technological University of Colombia as a case study in order to improve and follow up the process. In chapter 1, the methodology used, the problem situation and the methodological design developed for the research approach are exposed. Chapter 2 presents the theoretical and conceptual bases that support the teaching tutorial accompaniment. Chapter 3 delivers the results of the research in each of its phases and that lead to the management model of teacher support proposed for distance and online education programs. The definitions, architecture, pedagogical and support strategies, management and monitoring of the same are shown. Finally, in chapter 4, the integration of the teacher support model, the concept and scope of educational technological competence of the teacher in distance and online education is made. As a closing, some technologies and digital tools that can support the teaching accompaniment processes are delivered as a suggestion.

Keywords: teacher accompanime; tutorial accompaniment model; distance education accompaniment; online education accompaniment; tutoring in online education; tutoring in distance education.

Resumen

El libro presenta los resultados de la investigación que tuvo como objetivo diseñar un modelo de gestión de la calidad del acompañamiento docente en programas de educación a distancia y en línea, tomando como caso de estudio la Universidad Pedagógica y Tecnológica de Colombia a fin de mejorar y hacer seguimiento al proceso. En el capítulo 1, se expone la metodología utilizada, la situación problemática y el diseño metodológico desarrollado para el abordaje de la investigación. El capítulo 2, presenta las bases teóricas y conceptuales que fundamentan el acompañamiento tutorial docente. El capítulo 3, entrega los resultados de la investigación en cada una de sus fases y que llevan al modelo de gestión del acompañamiento docente propuesto para programas de educación a distancia y en línea. Se muestran las definiciones, arquitectura,

estrategias pedagógicas y de acompañamiento, gestión y seguimiento del mismo. Finalmente, en el capítulo 4, se hace la integración del modelo de acompañamiento docente, del concepto y alcances de competencia tecnológica educativa del docente en la educación a distancia y en línea. Como cierre, se entregan a manera de sugerencia, algunas tecnologías y herramientas digitales que puedan apoyar los procesos de acompañamiento docente.

Palabras clave: acompañamiento docente; modelo de acompañamiento tutorial; acompañamiento de educación a distancia; acompañamiento de educación en línea; tutoría en educación en línea; tutoría en educación a distancia.

Table of contents

Introduction.....	11
Chapter 1. METHODOLOGICAL DESIGN.....	13
Introduction.....	13
Description and Formulation of the Problem.....	14
1.1. Research Objectives.....	16
1.2. Research Approach and Methodology.....	17
Chapter 2. THEORETICAL BASES TO DEFINE THE TUTORIAL TEACHING ACCOMPANIMENT.....	19
Introduction.....	19
2.1. Background to the Investigation.....	19
2.1.1. Teacher Accompaniment in Online Education.....	19
2.1.2. On the Incursion of ICT in Distance Education: Some Institutional Experiences and their Transition to Online Education..	22
2.1.3. Considerations for Distance and Online Education in Colombia..	23
2.2. Theoretical and Conceptual Basis of the Research.....	23
2.2.1. Concept of Mentoring.....	24
2.2.2. Types of Mentoring.....	24
2.2.3. The Teacher in Online Education.....	25
2.2.4. Characteristics of the Teacher-Tutor.....	26
2.2.5. Online Education Models.....	28
2.2.6. Quality Criteria and Standards for Online Education.....	30
Chapter 3. MANAGEMENT MODEL FOR TEACHER ACCOMPANIMENT IN ONLINE AND DISTANCE EDUCATION PROGRAMS.....	33
Introduction.....	33
3.1. Results of the Diagnosis of the Tutorial Teaching.....	33

3.1.1. Teachers who, by Enabling Access to the Virtual Classroom, Send a Welcome Message and Indications to Start the Learning Process to the Student.....	35
3.1.2. Socialization of the Learning Guide (Syllabus) of the Course, Schedule, and Contents.....	36
3.1.3. Teacher Communication through the Virtual Classroom and E-Mail.....	37
3.1.4. Availability of Communication Alternatives to Address Student Concerns and Explanations.....	38
3.1.5. Addressing Concerns and Difficulties in The Learning Process...	39
3.2. The Pedagogical Model for Online and Distance Learning Programs.....	40
3.3. Proposal for a Quality Management Model for Accompaniment.....	39
3.3.1. Background and Justification of the Need for a Quality Management Model for Accompaniment.....	46
3.3.2 Definition and Description of the Quality Management Model for Accompaniment.....	47
3.3.3. Actors in the Proposed Management Model.....	49
3.3.4. Elements of the Management Model.....	50
3.3.5. Pedagogical and Accompanying Strategies.....	53
3.3.6. Management and Monitoring System for the Management Model.....	57

Chapter 4. TECHNOLOGIES AND DIGITAL TOOLS FOR TEACHER ACCOMPANIMENT IN ONLINE AND DISTANCE EDUCATION PROGRAMMES.....

Introduction.....	63
4.1. Technological Competence for Tutoring and Teaching Support.....	63
4.2. Digital Technologies to Support Tutoring and Teaching Support.....	65

Conclusions.....

Bibliographical references.....

Table list

Table 1. Summary of teacher roles and functions in online and distance education.....	26
Table 2. Advantages and disadvantages of online training.....	29
Table 3. International overview of standards for e-learning.....	30
Table 4. Axes and their criteria and indicators of quality in education.....	31
Table 5. Determination of the study program.....	34
Table 6. Determination of the study semester.....	35
Table 7. Teachers who perform accompaniment at the first stage of the course.....	36
Table 8. Teachers who socialize guide, calendar and course contents.....	37
Table 9. Teachers communicating by Virtual Classroom and by email.....	37
Table 10. Communication alternatives for addressing concerns and explanations.....	38
Table 11. Attention to concerns and explanations provided by teachers to students.....	39
Table 12. Checklist for preparing a subject or module remotely or online...57	57
Table 13. Checklist for starting a subject or module remotely or online.....	58
Table 14. Checklist for the development and progress of a subject or module at a distance or online.....	59
Table 15. Checklist for closing and completing a course or module remotely or online.....	61

List of illustrations

Figure 1. Key dimensions of the pedagogical model for online and distance education.....	40
Figure 2. Communication and interaction model in the Web 2.0.....	45
Figure 3. Quality management model for tutorial support.....	49

Introduction

This book presents the results of the research that was carried out to design a quality management model that allows for the improvement and monitoring of the process in reference. Starting from establishing how the process of teaching accompaniment in the distance and online education programs is, in the case of the Universidad Pedagógica y Tecnológica de Colombia.

This project arises as a need to improve the quality of distance and online education and seek to reduce dropout due to academic causes such as lack of support or attention to students in this modality.

The research is of a quantitative and qualitative type, where the researcher sought to determine the perception of the student body in terms of accompaniment by their teachers based on an institutional diagnosis aimed at students and teachers, and then to design a management model that improves the quality of accompaniment and contributes to reducing the dropout rate in undergraduate programs under these modalities.

Regarding the dropout analysis of the SPADIES system at the University for the Distance Learning Faculty in a 10-semester measurement, it results in a 62.06 to December 2014 (Universidad Pedagógica y Tecnológica de Colombia [UPTC], 2015b).

To this end, measurement instruments were designed and developed for diagnosis and later a monitoring model using analysis instruments that allow changes to be generated in the way teachers develop their accompaniment process throughout each course taught. A platform was designed for the management of these results.

Keywords: quality of online support, distance learning support, quality of online tutoring.