



# Acompañamiento pedagógico en prácticas de estudiantes normalistas en la enseñanza remota de emergencia [

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text (article)

Analítica

Teacher training requires teaching practices of trainee teachers in schools of basic education. Pandemic conditions propitiated the abrupt transit from face-to-face to virtual education and moved organization schemes for the performance of the teaching practices and the mentorship done by teachers of basic education working as tutors in this process. In this research, an exploratory study is presented about how the pedagogical mentorship was carried out by tutors in a context of Emergency Remote Teaching (ERT). The results retrieve experiences during the process of planning, intervention and learning evaluation done by trainee teachers. The findings refer to the effort and commitment of participant tutors to overcome the challenge of carrying out their function as teachers in their elementary school but also of sharing the experience with a learner that they had to guide, correct, supervise and evaluate in a context of ERT

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