



"La continuidad pedagógica, modelos pedagógicos y los centros de apoyo pedagógico y tecnológico de la provincia de misiones en el escenario del covid-19 [

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text (article)

Analítica

The following article is the result of a research work carried out in the Undersecretary of Education of the Province of Misiones, Argentina. The objective was to observe the educational functions and practices developed in non-formal spaces called Pedagogical and Technological Support Centers, located in strategic points throughout the province. These spaces respond to an action plan of the Undersecretariat of Education with the purpose of promoting the four axes of education policy: educational re-integration, pedagogical continuity, accompaniment to the educational trajectory and graduation of secondary-level (compulsory education) students during the COVID-19 pandemic in 2020. The methodology used was qualitative and exploratory and descriptive by means of in-depth interview instruments and documentary compilation. The temporary cut was made in the initial stage of the proposal: June 2020 - March 2021. The empirical study was fundamental to understand the meanings and minings produced by the educational actors in front of the proposal, and thus the analysis of the data could be identify underlying pedagogical models in the different headquarters of the province of Misiones. The main findings could focus on understanding the roles that a pedagogue should assume with respect to pedagogical accompaniment, when carrying out work in non-formal education areas. As well as, innovative educational experiences that could generate various proposals or thematic lines in order to strengthen educational trajectories

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