




Mediation in the accompaniment of students and parents in a digital context

La mediación en el acompañamiento de estudiantes y padres de familia en un contexto digital

Mediação no acompanhamento de alunos e pais em contexto digital


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Mediation, digital families, pedagogical method, mediation tools.

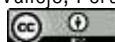
ABSTRACT. In this research, the review of scientific articles on mediation in virtual teaching in situations of new educational experience was analyzed through a systematic study of specialized literature related to mediation in the accompaniment of students and parents in a digital context. The research design used is qualitative through documentary analysis. Specialized references and documents were handled in different types of data platforms and search equations. The study focused on the mediation category and four emerging subcategories: Mediation as a pedagogical method, a mediation tool for teaching, digital families, and the mediator in the educational process, a comparison of exploration topics was made between mediation for teaching and shared responsibilities in learning. By way of conclusion, we can mention that the mediation was a means of pedagogical accompaniment for the students and their families.

PALABRAS CLAVE

Mediación, familias digitales, método pedagógico, herramientas de mediación.

RESUMEN. En esta investigación se analizó mediante la revisión de artículos científicos, la mediación en la enseñanza virtual en situaciones de nueva experiencia educativa por medio de un estudio sistemático de literatura especializada vinculada a la mediación en el acompañamiento de estudiantes y padres de familia en un contexto digital. El diseño de investigación que se utilizó es de tipo cualitativo a través del análisis documental. Se manejó referencias y documentos especializados en diferentes plataformas de datos y con ecuaciones de búsqueda. El estudio se centró en la categoría mediación y cuatro subcategorías emergentes: la mediación como método pedagógico, herramienta de mediación para la enseñanza, familias digitales y el mediador en el

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proceso educativo, se realizó una comparación de tópicos de exploración entre la mediación para la enseñanza y las responsabilidades compartidas en el aprendizaje. A modo de conclusión podemos mencionar que la mediación fue medio de acompañamiento pedagógico para los estudiantes y sus familias.

PALAVRAS-CHAVE

Mediação, famílias digitais, método pedagógico, ferramentas de mediação.

RESUMO. Nesta pesquisa, por meio da revisão de artigos científicos, foi analisada a mediação no ensino virtual em situações de nova experiência educacional por meio de um estudo sistemático da literatura especializada vinculada à mediação no acompanhamento de alunos e pais em contexto digital. O desenho de pesquisa utilizado é qualitativo por meio de análise documental. Referências e documentos especializados foram tratados em diferentes plataformas de dados e com equações de busca. O estudo focalizou a categoria mediação e quatro subcategorias emergentes: mediação como método pedagógico, ferramenta de mediação para o ensino, famílias digitais e o mediador no processo educacional, foi feita uma comparação de tópicos de exploração entre mediação para ensino e responsabilidades compartilhadas na aprendizagem. A título de conclusão, podemos citar que a mediação foi um meio de acompanhamento pedagógico para os alunos e suas famílias.

1. INTRODUCTION

The sudden change of context from face-to-face to virtual transformed teaching experiences, where mediation established an important role. At an international level, in the US in the 1980s, mediation programs called autonomous communities were introduced for problem solving, later spreading to Spain (Viana-Orta, 2019). Faced with this, international organizations established an organization system for the resolution of difficulties (Bortot & Scaff, 2020). Advancing these changes are more demanding with structured systems, generating dynamism in virtual platforms (Chong-Baque & Marcillo-Garcia, 2020). So, if information and communication technologies facilitate learning, they also generated inequality (UNESCO, 2020). But despite all this, it granted students and parents' continuity of education (OECD, 2020). Therefore, the untimely changes provoked setbacks in its members, which were mediated under strategies that improved their ways of acting.

At the Latin American level, in 12 countries in the region, 90% of the population has an internet connection, leading Brazil, Chile and Costa Rica; the second group Uruguay, Colombia with 85%, 70% Mexico, below 65% Paraguay, Peru and Ecuador; below 50% El Salvador, Dominican Republic and the lowest in the Bolivia region with 35% (Cepal, 2020). Therefore, the economic scenario in South America is not at all acceptable (Batista & Torralbas, 2018). Socioeconomic and cultural aspects are influential elements in learning (Villalta & Budnik, 2018). This inequality and need generated social discontent (UN, 2020), in that configuration the social, cultural, and economic perspective influence the reality of each country, in such a way that only those who have possibilities access the technologies.

Education in Peru had substantial changes, economic inequalities in each region established differences but great efforts were made that required much more to close the gaps (OECD, 2016). Educational equity compensates for inequalities, favoring the less favored sectors through indemnizing policies - Chapter IV, Art.17, 18 General Law of Education - affirming that education is free of a formative, permanent, and reflective nature (MINEDU, 2003).

Teaching has a new mediating approach at school, the context for the development of their learning was established in respect and assertive climate of coexistence, as well as the interaction in this process lies in the

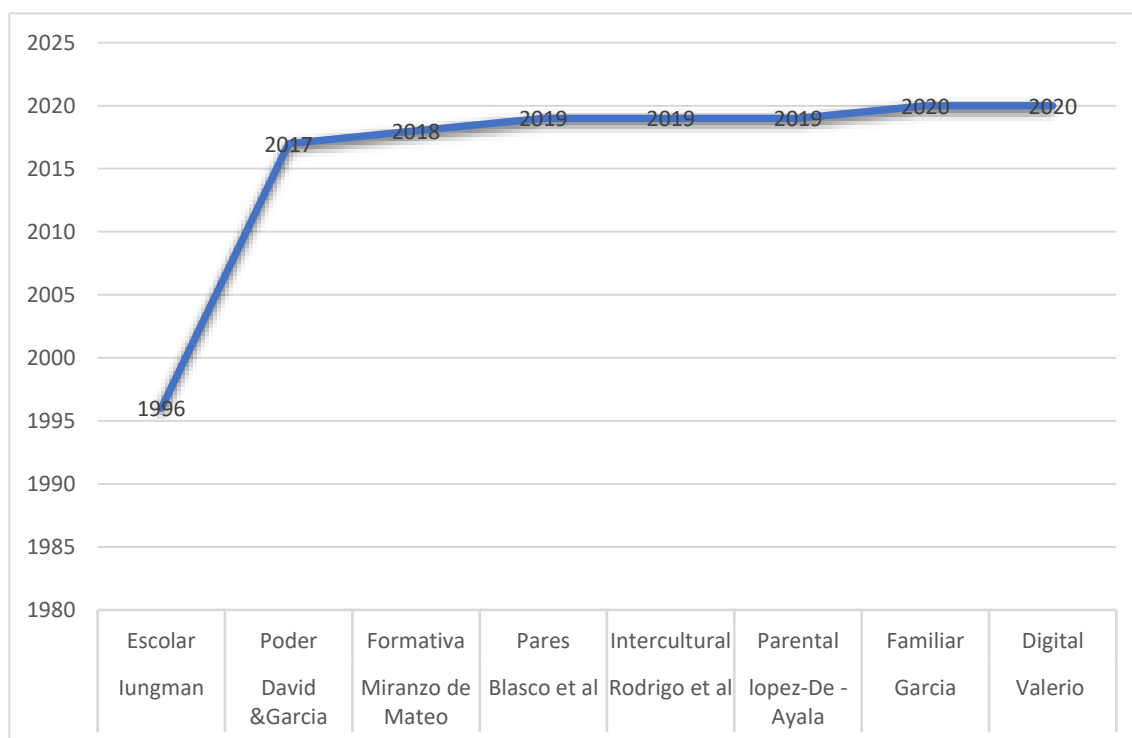
accompaniment for their learning (MINEDU, 2019). For their control, they are subject to a set of indicators that prove their quality, mentioned by IPEBA (Palomino, 2011). Thus, education seeks within a new regulatory framework to value the equity process in the less favored sectors.

At the local level, in the face of this situation, various distance learning modalities were established, various strategies were organized for attention to connectivity, prioritizing the most vulnerable students due to COVID, who showed a worrying economic reality. Through R.V.M -088-2020, guidelines on connectivity scenarios were established (MINEDU, 2020). For example, in I.E. "Unión Latinoamericana" of La Molina district chose to work with the "Aprendo en Casa" website of the Ministry of Education, but for communication between students, teachers and parents, the EDMODO platform was chosen where they organized the evidence asynchronously, they used apps like: Zoom and Google Meet for their synchronous classes. Therefore, mediation establishes its importance in the accompaniment of students and parents (Condeza et al., 2019). The purpose of this research is to analyze the review of scientific articles on mediation in virtual teaching in situations of new educational experience through a systematic study of specialized literature to facilitate the implementation of new information searches.

Mediation is a mechanism that will help teachers to assess the daily reality in school, mainly in the teaching of learning (UNESCO, 2004). Activity carried out by a person trusted by those who have conflicting interests, in order to avoid or end a dispute. It is a procedure of a third party that seeks a solution in a dispute (lungman, 1996). Called management between students and the different media (Berger, 2020). It is the mediating action so that all the parties involved communicate (García-Raga, Bo & Mondragón, 2018). It manifests as conflict resolution through participation, empathy and the ability to understand (Cuesta et al., 2017). The action of mediation is a term that will always include coexistence and empathy among its main references.

The concept of mediation is introduced by Vygotsky where it refers to the interaction of the subject with the object in the field of knowledge (Espinosa-Ríos, 2016). They are rational procedures for organizing prior knowledge for future learning (Miranzo de Mateo, 2018). It is the interaction, mediatization of the being with its environment (Morales, et al., N.d.). There are types of mediation, the first power mediation, defined by Moore in 1995, as a neutral negotiation seeking communicative equality (Castrillón, 2017). Then, peer mediation, referring to collaborative processes between students (Blasco et al., 2019). Likewise, family mediation focused on the intervention of principles and interests of the child (Alarcón, 2020a). Also, parental mediation is the joint interaction of parents and children (López-De-Ayala et al., 2019). Digital Mediation defined as collaborative, accessible and familiar (Rodríguez, 2020). Intercultural mediation seeks the connection of people of different natures (Rodorigo et al., 2019). Thus, formative mediation as an educational effect (Miranzo de Mateo, 2018). Finally, the school mediation used for the types of conflicts between educational actors (lungman, 1996).

Figure 1. Typology of mediation



Source: self-made.

2. METHOD

The research design used is qualitative through documentary analysis. References and specialized documents were used in different types of data platforms such as Mendeley, Scielo, Dialnet, Pro Quest, Ebsco, Scopus and Boléan operators (AND, OR, NOT; quotation marks, parentheses, asterisk, question mark). In addition, two topics were used for the discussion of results.

2.1. Exploration Topic

Table 1. Generative analysis

Category	Topics	Inquiry pattern
Mediation	(3.1) Mediation for teaching.	Family influence on learning and its context.
	(3.2) Shared responsibilities in learning.	Family Models for Learning

Source: self-made.

Table 2. Systematization of Categories, Subcategories and Subtopics

Category	Subcategories	Subtopics
Mediation	Mediation as a Pedagogical Method. (Martínez et al., 2018; Augusto Gutiérrez-Rodríguez, 2018; Rodrigo et al., 2019; Miranzo de Mateo Santiago, 2018, Gravante Tommaso, 2018)	<ul style="list-style-type: none"> • The teaching role and new EVA training strategies • The action of the intercultural mediator • Mediation as a social practice • Digital citizen
	Mediation tool for teaching. (Valerio, 2020; Soares et al., 2019; Delgado-García et al., 2018; Mena-Young, 2018)	<ul style="list-style-type: none"> • Use of WhatsApp • Rules of Procedure • Digital agreements • Virtual environments • Digital technology in mediation • Teaching practices digital mediators
	Digital families. (Torrecillas-Lacave et al., 2017; Saúl De La et al., 2018; López-De-Ayala et al., 2019; Osorio Tamayo & Millán Otero, 2020; Waliño-Guerrero et al., 2018)	<ul style="list-style-type: none"> • Digital family models • Permissibility in the use of ICT • Role of the father in the virtual world • Family mediation • Lack of access to interconnectivity
	The mediator in the educational process (Ferreira et al., 2019; Espinosa-Ríos, 2016; Blasco et al., 2019; Reviglio, 2019; Echeverri-Álvarez et al., 2020; Ortuño & Ortuño Muñoz, 2018; Y Possato et al., n.d.)	<ul style="list-style-type: none"> • Dynamic learning process • Mediator in an educational process • Virtual spaces for learning • Keys to mediation in reading literacy • Mediation as a culture of peace • Virtual mediation and the educational context • Mediation as a cross-cutting issue

Source: self-made.

3. RESULTS

3.1. Mediation for teaching

Subcategory 1: Mediation as a Pedagogical Method

Virtual mediations are influenced by their context, their importance is based on the intervention of the mediator (Martínez et al., 2018). Regarding the teaching role and the new training strategies in virtual environments. It

states that the first learning models are acquired at home, called pre-basic skills, these must be improved in schools, the characteristics learned are transformed, they must be linked to the virtual environment, be more dynamic and motivating (Gutiérrez-Rodríguez, 2018). Therefore, whoever assumes the mediating functions will become a modeler, transforming the first basis of their learning.

When referring to intercultural mediation, it reflects it from an external aspect towards the institution itself, this form highlights the interposition of society on the school nucleus (Rodrigo et al., 2019). Mediation as a social practice, showed that its spectrum is broader, it is interrelation for harmony, personal safety, control of emotions and its greatest performance is learning to live together (Miranzo de Mateo, 2018). Being a digital citizen is the adaptation of thought to a new paradigm that generated a new form of communication (Gravante et al, 2018). It is pointed out that social transmissions are interveners in the learning process.

Subcategory 2: Mediation Tool for Teaching

"Mobile learning" or mobile learning, has been considered a very important mediator, this personalized virtual interface mechanism overcame many barriers and this tool became a mediator for education (Rodríguez, 2020). These mediating interventions are effective through mobile devices due to their capacity for interaction between teacher and student (Soares et al., 2019). This form of mediation facilitates reflection and inquiry for their new learning.

Virtual tools in ICTs have forced mediators to apply them in environments such as: WhatsApp, Moodle, Facebook, Edmodo, Google Site, Canva (Delgado-García, García-Prieto & Gómez-Hurtado, 2018). For example, the radical change in teaching practices promoted the management of platforms, having Moodle as an online teaching scenario for the creativity of asynchronous learning (Mena-Young, 2018). Then the teacher becomes a facilitator and strategist for the development of teaching according to the circumstances that arise.

In this way, virtual spaces provided greater autonomy, improving the communicative aspect among their peers, being protagonists of their own learning (Blasco-Serrano et al., 2018). Digital technology in mediation is a technological exercise according to its performance (Alarcón, 2020b). Thus, mediation and virtual environments have their own rules for communication and interaction in networks, generating different interpretations, where digital mediators will be able to resolve emerging conflicts (Bibiana, 2018). Adapting to the new space and respecting the label is an agreement of all users.

Subcategory 3: Digital Family Models

The typology of family models emerges (Table 3) and they are defined as absent concerned parents, their children are more familiar than they are, in the use of ICT, the concerned counselors, with the high degree of participation in the use and consumption of the Internet, the children do not resort to control measures; the permissive carefree, a group of parents who are characterized by not giving importance to the type of relationship that their children establish. And finally, there are the carefree controllers, parents who give greater importance to ICTs for the social relations of their children and have little training to be able to exercise mediation (Torrecillas-Lacave & Morales, 2017). Therefore, the lack of information limits the good use of information and communication technologies, recognizing permeable family groups for the game and other impervious ones for

the study (De la Serna et al., 2018). Indeed, the lack of digital literacy in parents is a difficulty for mediating their children's learning.

Likewise, the role of parents, it was understood that their commitments is to control the virtual world of their children depending on the degree of maturity and to support them, to protect their well-being in cyberspace. Therefore, their responsibility is to supervise them without reaching negative intrusion, but this must be mediating and binding (López-De-Ayala et al., 2019). In addition, family mediation is a response to the excesses of the use of the internet, were focused on a restrictive access control communicative as a preventive measure (Osorio & Millán, 2020). It was also understood that worldwide there are families that do not access educational platforms due to economic situations, preventing digital interconnection (Waliño-Guerrero et al., 2018). Obviously, the accompaniment in the education of their children was biased by virtual disconnection and its economy.

Table 3. Typology of parents

	Types of parents	Characteristics	
		Parents	Sons
Worried	Missing	Absent	Familiar with the use of Tics
	Guidance counsellors	High degree of participation	They do not resort to control measures
Carefree	Permissive	They do not give importance to the type of relationship of their children on the internet	They do not resort to control measures
	Controllers	Little training to practice mediation	Greater importance only for social relationships

Source: self-made.

Subcategory 4: The mediator in an educational process

In this perspective, learning was shared, built, activated, energized, discussed and held responsible in solidarity, that is, it was transformed into a dynamic process which involves all our senses and affects (Ferreira et al., 2019).

Therefore, the mediator in an educational process is related to the learning of knowledge and intrinsic motivation (Espinosa-Ríos, 2016). For example, the keys to mediation in reading generated a pleasant, collaborative, autonomous space for mediation in the development of reading competence (Blasco et al., 2019). In addition, reading and writing skills were skills that developed competencies (Reviglio, 2019). In other words, the mediator's action is to seek a strategic location between the student and what he is going to learn.



In addition, mediation as a culture of peace was included in the educational field, overcoming differences among its participants (Echeverri-Álvarez et al., 2020). From this perspective, mediation is considered as an alternative resource, suggesting a social intervenor (Iglesias & Ortuño, 2018). Seen in this way, mediation is incorporated into the curriculum as a cross-cutting issue in the educational system (Possato et al., 2016). Finally, mediation must have the conditions for its development associated with its context.

3.2. Shared Responsibilities in Learning

Research from the last five years in different countries was reviewed for comparison.

Table 4. Anthology of research sources

Investigation	Author	Country
Design teaching strategies for a new generation. The teaching role and the link with the student within the framework of ICT.	Coppo (2020)	University of Palermo – Argentina.
Theoretical models of family educational involvement: shared responsibilities between educational centers, families and the community.	Álvarez (2020)	University of Oviedo – Spain
Intercultural Mediation as a tool for inclusion: analysis of a school experience	Rodrigo et al (2019)	University of Almería-Spain
Influence of factors on the manifestation of digital citizenship	Torres-Gatelú et al. (2019)	University of Cuenca - Ecuador
Technological Tools Adjusted to the Teaching and Learning Process	Conopoima (2020)	Metropolitan University Matrix of Guayaquil. Ecuador
Family mediation in the use of digital services by minors in school	Torrecillas-Lacave et al. (2017)	University CEU San Pablo - Spain
Theoretical models of family educational involvement: shared responsibilities between educational centers, families and the community	Álvarez (2020)	University of Oviedo – Spain
School disruption: a good pretext for teacher reflections	Vásquez et al. (2019)	Universidad Peruana Unión, Lima-Peru.
The teacher as a cognitive mediator and promoter of meaningful learning	Ferreira et al. (2019)	University of Costa Rica, Costa Rica
Pedagogical Strategies Applied to Education with Virtual Mediation for the Generation of Global Knowledge	Martínez et al. (2018)	University of La Costa-Colombia

Source: self made

4. DISCUSSION

Subcategory 1: Mediation as a Pedagogical Method.

Regarding the teaching role and new training strategies, the educator is committed to participating in the teaching process, this is the case of the so-called generation of predominant students of technology who demand innovation and creativity from the teacher. Therefore, he is prepared to learn new learnings and face the new challenges driven by technologies (Coppo, 2020). In this responsibility, the involvement of the family is also very important because they share a common goal of education (Álvarez, 2019). Regarding the role as an intercultural mediator, he is identified only as a facilitator (Rodorigo et al., 2019). On the other hand, within mediation, the management of technology for inclusion as a digital citizen must be facilitated (Torres-Gatelú, Cordero-Guzman, Soto-Ortiz, & Mory-Alvarado, 2019). The commitments of the teacher and parents is to become familiar with digital technology, to get involved to understand the new form of communication and to find the appropriate space to practice mediation both at home and at school.

Subcategory 2: Mediation tool for teaching.

In its results (Conopoima, 2020), it indicates that the use of new technologies favors teachers and students, motivating them, encouraging them to learn, investigate through different tools. On the other hand, the communicative interaction between study pairs is positive, facilitating collaborative work, increasing their knowledge, improving their baggage and digital skills for managing virtual environments.

Regarding the disadvantages, its excessive use in many cases produces distraction to the student, for the following reasons, such as a lack of internal control at home or school, later becoming a psychological problem such as anxiety, gambling (De La Serna et al., 2018; Conopoima, 2020). For digital teaching practices to be effective and efficient, they must incorporate new teaching-learning methods with continuous interaction (Morales, 2020). The responsibility falls on the teacher to unlearn and learn new strategies to meet the various demands of the student in the digital field and know how to mediate in their accompaniment of learning.

Subcategory 3: Digital families.

In their report Torrecillas-Lacave and Morales (2017) mention the scarce knowledge that parents have about digital environments to exercise mediation. What is contradictory is the requirement for the control of their offspring in the use of digital technology, the unfortunate thing in this task they are not prepared. This is reflected where there is a lack of knowledge of the parents, there is evidence of discomfort, because in situations as direct responsible they had to assume the accompaniment in the learning of their children.

On the other hand, Álvarez (2019) states that parental involvement has the role of supporting the learning progress of their children, without indifference, with adequate supervision, generating family educational involvement with the school in cooperation and interaction.

Regarding the disruptive factors where the school, the teacher and mainly the families are involved, the latter presents interruptions, it is the behaviors of the parents that operate impulsively and without premeditation according to the parental upbringing style, generating in their children too much stress and at the same time the rejection of family control (Vásquez et al., 2019). Technological ignorance generated, in some families, discrepancies between parents, children and the school.

Subcategory 4: The mediator in the educational process.

Likewise, Ferreira et al. (2019), in their inquiries, manifest for learning to be real, the requirement must be daily, flexible and dynamic. It is based on two conceptual models, the first Vygotsky's Zone of Proximal Development determined by the mediation of adults and the second is Feuerstein's Model of Intervention, which affirms the predisposition to modify or be modified according to their social and cultural variety.

Therefore, the information acquisition processes influenced by society become the new important factors for development and from the constructivist model. Its foundation is progressively built on this approach, both teachers, parents and students get involved, this active interconnection allowing the improvement of learning and knowledge (Martínez et al., 2018).

5. CONCLUSIONS

The mediation for teaching in this new virtual context as a pedagogical method reaffirms that the first models of mediation are established at home, these patterns being the basis for the development of their learning at school. Likewise, society continues to be a factor that is established as a mediating element, influencing our students and in the same way in schools. Then, regarding mediation as the main category, it is established that their ancestry in the educational aspect is very important under this new experience, but factors that influence learning are mobilized in it.

Mediation for teaching mobile learning becomes an important mediator due to its ability to interact and learn new knowledge, mainly in students, but it needs regulatory protocols for the best management and control that must be assigned by the parents. The scenario from the face-to-face to the virtual has generated an interest in students and families, but unfortunately the reality in many of them depends on their access due to their economy.

Regarding the models of digital families, different characteristics are established that mainly differentiate them into two types: those of are permeable to the negative demands of their children and others that are impervious, because they exercise strict control over the use of technologies. But the mediation exercised by these families in terms of management and supervision are limited, first because of the economic issue, then because of the digital ignorance and finally because of the various forms of use that they give to virtual environments, concluding that the misuse of the internet between parents and children does not affect any type of mediation.

Finally, to the mediator in an educational process, his participation is made dynamic by the intervening role between the student and the object, becoming a social facilitator within the educational community. Thus, mediation is not only linked to the student but also to the family, which according to their characteristics are integrated or related to the learning competencies. The sole purpose of this articulation between family, student

and school is to establish the achievements and difficulties regarding the purpose of their learning and that through the influence of the mediation of the parties involved, the student himself manages his own learning autonomously.

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José Torres: conceptualización, análisis formal, investigación, metodología, administración del proyecto, recursos, software, supervisión, validación, visualización, escritura - preparación del borrador original, escritura - revisar & edición.

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