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Permanent academic update of the teacher: Challenge in the face of the liberalization of knowledge and technological advance

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Abstract

The objective of this article is to reflect -through hermeneutic documentary analysis- on permanent and continuous academic teacher training with a view to generating emotional-affective and technological competences to face the different and accelerated changes in current social relations. The didactic-pedagogical work of educators is complex, diverse, adaptive, and challenging; It requires the instrumentalization of affective relationships with students and *stakeholders,* since the liberalization of scientific knowledge has brought with it the unequivocal use of it, due to the consequent loss of values and professional ethics. Besises, the accelerated growth of emerging communication technologies and scientific applications, their ignorance has delayed the pedagogical work, outdated it, even sometimes surpassed by students. Therefore, teacher training programs must be able to generate in teachers' emotional competencies and creation of skills for the pedagogical management of emerging technologies. In conclusion, this purpose implies overcoming traditional training plans and going towards reforms and implementation of lifelong learning programs, supported by institutional policy and the high commitment of strategic levels, to contribute to educational quality.

Keywords: Permanent education; teacher; liberalization of knowledge; Emerging technologies; educational quality.

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Actualización académica permanente del docente: Desafío ante la liberalización del conocimiento y el avance tecnológico

Resumen

El objetivo de este artículo es reflexionar –a través del análisis documental hermenéutico- sobre la formación académica permanente y continua docente con miras a generar competencias emocionales-afectivas y tecnológicas para enfrentar los diferentes y acelerados cambios en las relaciones sociales actuales. El trabajo didáctico-pedagógico de los educadores se presenta complejo, diverso, adaptativo y desafiante; requiere de instrumentalización de las relaciones afectivas con estudiantes y stakeholders*, puesto que, la liberalización del conocimiento científico ha traído consigo el uso inequívoco de este, debido a la consecuente pérdida de valores y la ética profesional. Por otra parte, el acelerado crecimiento de tecnologías emergentes comunicacionales y de aplicaciones científicas, su desconocimiento ha retrasado la labor pedagógica, desactualizándola, incluso en ocasiones superada por los estudiantes. Por lo tanto, los programas de formación docente deben ser capaces de generar en el profesorado competencias emocionales y creación de habilidades para la gestión pedagógica de tecnologías emergentes. En conclusión, este propósito implica superación de los planes de formación tradicional e ir hacia reformas e implantación de programas de formación permanente, apoyados por la política institucional y el alto compromiso de los niveles estratégicos, para contribuir sustancialmente a la calidad educativa.

Palabras clave: Formación permanente; docente; liberalización del conocimiento; tecnologías emergentes; calidad educativa.

Introduction

Training is conceived as a social and cultural process, it is of an integral nature, used to promote human development and transformative capacity (Delgado, 2019). This is dynamic, systemic, uses didactic-pedagogical for its effective application in the constructs of learning. The emotional competences of teachers are essential for the quality of education, therefore, socio-emotional learning is necessary as a tool for learning to be, to live together and to live in a world of unity (Organización de las Naciones Unidas para la Educación, la Ciencia y la Cultura [UNESCO], 2022). Affective leadership competencies are necessary for its application, which is obtained in training (Lozano-Peña et al., 2021), with clear, precise, and planned guidelines so that its conceptualization is unequivocal.

Besides, the accelerated technological development has had a significant impact on the lifestyle of citizens, being necessary to have the educational action which is responsible for training students in the use of technological resources, an essential requirement to promote the development and acquisition of digital skills (Hinojo-Lucena et al., 2019). Currently, because of the Covid-19 pandemic, *online* education has been implemented globally, it requires technological platforms for its operationalization. In the same order of ideas, students especially from universities, have found in learning by *e-learning* methods accessible adaptation behaviors (Huamán-Romaní et al., 2023), which has allowed to manage education in crisis, even established permanently as a distance education strategy.

Taking advantage of the liberalization of knowledge and the emergence of communicational technological platforms, virtual education as an educational model has been imposed by expanding the training scope that the face-to-face model has not been able to offer (Barrientos et al., 2022). The situational

problem has been that several teachers at all levels of education have not been trained to manage emerging technologies. Therefore, this study seeks to reflect on permanent training programs that generate in the teacher, the emotional and digital tools to contribute to the constructs of current learning in a globalized world, where the losses of affective perceptions and technologies as a form of social relationship, are dominant.

For this purpose, a hermeneutic methodology has been used, with which an attempt is made to interpret specialized texts and thereby construct elementary and significant notions that contribute to the debate around the use of emerging technologies in the educational field.

1. Teacher training as a precept of quality

There is a clear correlation between educational quality and educational management, since academic efficiency is partly the result of the fluidity of administrative management processes (Vélez et al., 2023). However, this premise is only one element of the set of actions that lead to academic quality in educational institutions. In the opinion of Santibañez (2007), teacher training recovers the gap of knowledge needs significantly, when they are obtained through academic updating programs and under experience in pedagogical application, even so, there will be deficiencies, therefore, training must be permanent and systemic.

It is essential attention that teacher training programs are considered updating from an integral vision, since many educational institutions at all levels apply inherited programs with traditionalist structures, of normativist cut, only transmitters and reproducers of knowledge (Cano & Ordoñez, 2021). The integral vision of educational quality is a reference point for educational transformation processes, where academic efficiency is the key element for change (Hurtado et al., 2023), which is why

comprehensive teacher training plays a frontline role in educational quality.

There are multiple approaches in the definition of educational quality, one should not fall into only academic approaches of the concept treated, because the quality of final education, especially in higher education places its application in a historical context that serves to produce knowledge that impacts social reality in the future. Therefore, this research agrees with what was expressed by Marchesi & Martín (2000) in his definition of educational quality, which expresse:

> Quality as an academic precept, is one that enhances the development of cognitive, social, affective, aesthetic and moral abilities of students, contributes to the participation and satisfaction of the community, promotes the professional development of teachers and influences with its educational offer in its social environment, that is, it is a seal of guarantee of the territorial reality where it is applied. (p. 30)

UNESCO, for its part, declares a multiple approach in the definition of educational quality, placing it in three elements: first, focused on the receiver of knowledge, that is, on the student; second, on the contributions of the educational process and its resulting products, finally, on the multidimensional social interaction with impact communities and *stakeholders* (Tawil, Akkari & Macedo, 2012). In many countries, school boards are used at the initial, primary, and middle levels of education, which have a central position in governance and educational quality (Honingha, Ruiter, & Van Thiel, 2020), however, there are many inconsistencies in the impact that these boards have.

The definition and application of precepts of educational quality is so complex that there are many determining factors linked to the style of society, a political position, the development of science, history, and culture, immersed in human, technological, scientific, cultural, and economic indicators (Sánchez, Castillo-Pérez & Martínez-Lazcano, 2022). The conclusive thing in this sense is that the continuous improvement of academic processes so that it responds to social needs is a main component of educational quality

(Bolaño & González, 2023), since students are the main recipients of the construction of knowledge and will build the future the new social fabric.

In a recent study by Burga (2023) found that educational quality is the result of multidimensional linkages between academic, social, and affective factors, such as quality relationships with: School board management, continuous teacher training, relevance of curricular and pedagogical processes, democratic and intercultural coexistence, and links between the school, the family, and the community. In this study, the ideas of Romero (2022) were briefly addressed on the impact of teacher training, also encompassing other dimensions related to the institutional management model, educational curriculum, affective didactics, and technologies used for the construction of learning.

Everything leads that among the most essential elements that affect educational quality is teacher preparation and training, in this regard, studies conducted by Caballero-Cobos & Llorent (2022) indicate that the formation of competences in teachers through neuroeducation, improves reading skills, mathematical reasoning and empathy towards students. Similarly, the evaluation model, especially self-evaluation and co-evaluation, improves the quality of the training process (Cartaya et al., 2022) since the student under this scheme is the administrator and mediator of the qualification of the learning process.

From everything said above, it is proposed to understand educational quality as that measure to which an educational system or an educational institution manages to meet its objectives or goals, guaranteeing effective, meaningful and equitable learning for all. It includes aspects such as infrastructure, curriculum, teacher training, evaluation, the learning environment and the participation of the educational community.

2. Teachers, educational quality, and liberal paradigms

Undoubtedly, the historical nation of a good teacher has rested based on technical knowledge, his traditional training has gained importance – in the common imaginary – in the identity of knowledge, this tendency has moved political, academic, and organizational decisions (Zaccagnini, 2003). This paradigm has increased in the current knowledge society, gaining importance of such magnitude that all social and economic systems rest on scientific knowledge, depending entirely on this basis (Aguerrondo, 1999). However, academic quality is constituted by multidimensional factors, which must be considered for the training of teachers.

This vision of a good teacher is part of the paradigms of neoliberal pedagogies, which are rooted in society, have an enormous influence on teacher training programs, also on diagnoses about the performance of teachers, students, and managers. The new education of the XXI century demands an emotional education, focused on scientific humanism and the rational use of neurosciences (Naidorf & Cuschnir, 2019). By virtue of this, new educational policies must close ranks with the neoliberal paradigm that promotes education as a consumer good, an educational service commodity, it must focus on its inclusive practice as a social right (Alarcón & Donoso, 2018).

In other words, concepts of collective participation in education are introduced, therefore, teacher training must be comprehensive. This introduces the neuro-configurational scientific paradigm in twenty-first century education, which implies a holistic and systemic conception, where teachers and students assume the complex and dialectical character of thought in learning constructs (Ortiz, 2011). It is therefore necessary to focus on educational quality, not only as a knowledge problem, here factors such as support for pedagogy, technology, bureaucracy in processes, cultural traits of the student (Pérez-Sánchez, 2022) and even teacher evaluation, among others, intervene.

In Latin America, the liberalization of knowledge has been misunderstood, there have been reforms, especially in higher education, where privatization has been promoted,

subjecting knowledge, academic autonomy, school choices and even self-management (Canaza-Choque, 2022). Of course, the region does not represent a center for the generation of innovative technologies and knowledge, rather it seeks to simulate educational models of developed countries. This interest in education of neoliberalism obeys policies whose thinking is based on allowing the freedom of the market, underpinning education as a commodity (Castelao-Huerta, 2021). This fact has been deeply debated, having links with the governance model.

The liberalization of education, with it the knowledge and technology generated rapidly, is a complex issue, it has political rather than academic overtones (Palacio et al., 2020). Scholars of the subject such as Escribano (2018), conclude that building a free-market order affects education, since it as a public good hide the intention of delegitimizing the right of the human condition to education, leaving it to the whim of investors and the swing of the market. Although many universities in the region are private and offer a relative status of quality, private management does not necessarily imply educational quality linked to the permanent training of teachers.

In general terms, it is considered that the liberalization of education leads to:

a. Commercialization of education: Under the neoliberal approach, education is conceived as another market service, where students are seen as clients and educational institutions as companies. that compete to attract more "customers". This leads to a reductionist vision of education, where economic profitability is prioritized over the comprehensive development of individuals.

b. Inequality and exclusion: The neoliberal approach to education tends to perpetuate and deepen social inequalities, since it favors the privatization and segmentation of the educational system. This leads to further exclusion of those students who cannot access quality education due to their socioeconomic conditions.

c. Standardization and homogenization: Under educational neoliberalism, the standardization of educational processes is promoted through the imposition of standardized evaluations and uniform curricula. This limits cultural diversity and creativity in learning, since it privileges a single and homogeneous approach that does not take into account the specific needs of each student.

d. Teacher deprofessionalization: The neoliberal approach tends to devalue teaching work by reducing the figure of the teacher to a mere transmitter of standardized content. The evaluation of teachers is promoted through quantitative indicators, which does not reflect the complexity of their work or its real impact on student learning.

In summary, educational neoliberalism promotes a mercantilist and reductionist vision of education, which favors inequality, exclusion, standardization and teacher deprofessionalization. Therefore, it is important to question this approach and look for alternatives that promote a more inclusive, equitable education focused on the comprehensive development of individuals.

3. Requirements of continuing teacher training

The studied definitions of educational quality and the imprint of paradigms as subjects of education law in neoliberal systems was discussed to relate this with the objective of this study, the permanent training of teachers at all educational levels. It is considered that the great contribution of teacher training has been differentiated and distinctive according to the diverse types of educational institutions. That is why Cruz (2020) debates and reflects in his discourse as a result of his research, concluding that teaching updating – at least in the university – is fundamental for the improvement of educational quality, relativizes it as an integral formation, transposed with a load of continuous training, since, education is dynamic, changing and subject to the evolution of globality.

Each institution requires a diagnosis

of teacher training needs, executed from an ontological, axiological, and methodological approach, whose principles are holistic, human, and technological training. Many researchers propose to direct teacher training for the mastery of reading, writing, numerical analysis, and the development of pedagogical competences (Delgado, 2019), adding with priority the development of critical thinking and the epistemic function of their area of specialty. An ideal framework for the permanent training of teachers is the mixed methodological design, of massive open online training, planned in their working time and face-to-face training (Amado et al., 2022). These programs should be generated from the educational policy, with the high commitment of the strategic management levels.

In the case of university education, UNESCO (2009) at the World Conference on Higher Education, held in Paris, proposed the training of trainers with an elevated level of quality, through study programs with an ethical, emotional, and scientific approach that provide them with suitable tools to educate students as responsible citizens. Many universities educational institutions insert their teachers in the technical area in the methodology of human training combined with the STEM model, which includes training in Science, Technology, Engineering and Mathematics (Brouwer, Joling & Kaper, 2022). These programs offer learning experiences integrating various areas of knowledge, to develop multiple competencies.

Consequently, in the face of accelerated technological advance, even more so with the overwhelming development of artificial intelligence, a mandatory field of teacher training is digital training. Recent studies have shown that teachers with technological training develop superior skills to deal with complex problems, and open the academic offer online tutorial (Ruiz-Palmero, Guillén-Gámez & Tomczyk, 2023). This type of competence is often obtained through formal and non-formal methods (Souto-Seijo et al., 2020), common characteristics today obtained by "millennial generations"*,* in which learning is not properly

developed in environments of formation of specific educational spaces.

Teachers at all educational levels must also receive training in research, essential knowledge to promote critical analysis, reflection, and the transformation of their theoretical knowledge, turning knowledge into an epistemic space for social interaction (Cervantes, 2019). A specific case of this competence to be acquired, are the teacher training programs in the health area, which share the training in hospital centers permanently and continuously, usually maintain a professional and scientific scope of high standards (Philips & Adashi, 2023), this being a modeling for resident students in postgraduate courses.

The training areas of emerging technologies and Information and Communication Technologies (ICT) should also be areas of permanent and continuous training for teachers, due to their accelerated progressivity. Many teachers sometimes obtain learning and training transferred online, which induces self-motivation, allowing at the same time to innovate in their classes with the use of technologies, generating self-efficacy in the pedagogical act (Fauth & Gonzalez-Martinez, 2021). Therefore, teacher training in technology, didactics, and emotional pedagogy in a process of permanent training, which should be considered as the starting portal of educational quality (López-Altamirano et al., 2020), capable of strengthening the institutional educational system, which must be complemented with other elements at stake.

Currently, the main requirement for teacher training is the ability to adapt to a constantly changing educational environment, where diversity, inclusion and equity are valued. Teachers must possess skills to foster critical thinking, creativity, collaboration and problem solving, as well as digital and emotional competencies to meet the needs of all students. Furthermore, it is essential that teachers commit to their continuous professional development and reflective practice that allows them to improve their educational work.

4. Emotional and digital competences of teachers

Since the globalization of markets, which resulted in accelerated technological progress and the knowledge society, lifelong learning is a right of teachers at all levels of education, it is also a duty of the administration of the institution. As a result, teacher training programs constitute an opportunity to generate competencies for the management of emotions (Pamies, Gomariz & Cascales, 2022). Both teachers and recipients of learning are emotional beings, who need to face the paradigms of reason for the development of consciousness (Álvarez, 2018), hence training in emotional competencies will allow the mental-corporal relationship for a better professional development.

Such arguments impose that teachers not only require techno-disciplinary training, but they also need human-emotional development to face the challenging situations emerging in the society of the XXI century (*Organización para la Cooperación y el Desarrollo Económicos* [OECD], 2013), hence the training in emotional skills, such as emotional leadership, empathy and emotional intelligence must be permanent. Moreover, in an educational system full of violence, aggression and conflicts that may occur during the pedagogical process, structured preparation is required under the approach of theories of emotion, neuroscience, multiple intelligences, and emotional intelligence (Mórtigo & Rincón, 2018). This will allow the emotional regulation of students contributing to well-being, facilitating pedagogical processes.

A teacher with a humanistic approach, acting with students under socio-affective and socio-formative principles, allows the student to generate in the student – under modelling – the configuration of a future professional profile, capable of handling indicators of intrapersonal and interpersonal relationships (Tolentino, 2021). In Latin America and the Caribbean, UNESCO (2022) declared the bases of emotional learning, confirming forcefully that pedagogy under the socio-emotional learning approach, generates positive effects in the learning environment and maximizes academic achievements, this being a key factor to navigate assertively in educational environments marked by violence, bullying and racism, which impair the indicators of psychosocial well-being in the student.

On the other hand, the quality, development and educational improvement must be reflected in all areas, emphasizing the vertiginous growth of technological development, which currently goes through a higher stage with artificial intelligence, therefore, the teacher of educational institutions must be trained in emerging technologies, which constitutes the fundamental link in the value chain of education (Mayorga, Madrid & Núñez, 2011). This is how the digital competences of the teacher are essential today, happening that sometimes advanced students surpass the teacher, since these "millennials" are in frank learning of new emerging technologies (Girón, Cózar & González-Calero, 2019), therefore, any permanent teacher training program must be established.

Today's society finds its social and economic action in technological globalization, where social relations constitute a technological ecosystem of communicative character, being omnipresent in business, marketing, work and education, it is the new form of social organization, consequently the new professionals trained in formal and non-formal educational fields require digital skills (Fernández-Márquez, Leiva-Olivencia & López-Meneses, 2018). In the same order of ideas, digital competences are a factor related to academic performance in students, there is a proportional relationship between the management of technologies and improvement in academic performance (Ramírez et al., 2022), so there is a clear global trend in building learning in virtual environments.

In the bibliometric research conducted by Reyna-Alcántara (2022), it was determined that in Latin America teachers have difficulties in the development and application of digital skills, this assertion has been demonstrated in the recent health crisis of Covid-19 where

education became virtual, showing institutional and teaching weaknesses in the subject of distance education. Not only management of communication learning platforms must induce teachers, other technological dimensions as well, such as management of social networks, specific software and specialized applications also need to be taught to the teaching staff, so that they adjust to the new scenarios and respond to a kind of technological habituation (Soto, Dörner & Parada, 2022), typical of current generations training in the educational field.

Emotional competencies are essential for teachers to establish positive relationships with their students, manage conflicts, promote a favorable classroom climate, and support the emotional well-being of students. On the other hand, digital skills are essential in the current digital era to effectively integrate technology into the teaching-learning process, promote students' digital literacy and prepare them for an increasingly technological world. Both competencies are key so that teachers can respond effectively to the educational demands of the 21st century and contribute to the academic and personal success of their students.

Conclusions

One of the recurring paradigms to be clarified is educational quality and its relationship with traditional teacher training in the disciplinary area, which has been understood as the only element in the set of actions necessary to achieve the objective of quality, a concept that has been imposed by liberal society to reproduce useful professionals only in the labor market. The truth of the case is that the disciplinary training of teachers does play a significant role in the matrix of integral participatory actions in the co-construction of learning, however it must be from ontological and epistemological approaches. This implies reforms, implementation, and high political commitments necessary to transform the traditional methods of teacher training

programs into more humane and technological.

The complexity shown in emotional and technological training is represented by the loss of values, the decay of empathy, little recognition of the emotions of others and the vertiginous advance of emerging communication and information processing technologies. These assertions imply academic and professional updating of the teacher of a permanent and continuous nature, capable of generating emotional and digital competences, necessary to face the critical didactic-pedagogical act through human-affective tools, emerging communicational and learning technologies, such as: patience, empathy, practice of emotional intelligence, enthusiastic, strong skills in the use of communication technologies, solid knowledge, disciplinary and bearer of values and professional ethics.

Despite technological advances in current teacher education, there are still several challenges to be addressed. Some areas that can continue to be worked on include: Continuous training: It is important that teachers receive continuous training in digital skills to be able to stay updated in the face of constant technological changes. Professional development programs should include learning opportunities in emerging technologies and their application in the classroom. Effective integration of technology: Despite having technological tools, many teachers still face difficulties in integrating them effectively into their pedagogical practices. It is necessary to provide them with support and resources so that they can use technology in meaningful and enriching ways for student learning.

Likewise, Impact evaluation: It is essential to evaluate the impact of technology on teacher training and student learning. Research should be conducted that examines how technology use affects academic performance, student motivation and engagement, as well as teacher professional development. Equitable access: Ensuring that all teachers have access to the necessary technological tools and resources is crucial to avoiding the digital divide between schools and educators. Policies must be implemented

to ensure equitable access to technology and corresponding training. Finally, Focus on Focus on socio-emotional competencies: In addition to digital competencies, it is important to continue strengthening the socio-emotional competencies of teachers so that they can respond effectively to the emotional and social needs of students in an increasingly digitalized environment.

In summary, to meet the challenges of technological advances in current teacher education, it is necessary to focus on continuous training, effective integration of technology, impact evaluation, equitable access and the development of socio-emotional competencies. These actions will contribute to improving the quality of education and preparing teachers to face the challenges of the 21st century.

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