Pedagogical Model MP_CompDocHibrid: A Focus on Building Teaching Competencies for Hybrid Instruction in Initial Teacher Training

Giovanna Gabriela da Rosa Suárez, Universidad Tecnológica (UTEC), Uruguay
Patricia Alejandra Behar, Universidade Federal do Rio Grande do Sul (UFRGS), Brazil
Ketia Kellen Araújo da Silva, Escola Naval (EGN/RJ), Brazil

The Paris Conference on Education 2025
Official Conference Proceedings

Abstract

This article introduces and analyzes the MP_CompDocHibrid pedagogical model, created to develop teaching competencies for hybrid education scenarios. Through a constructivist and competency-based education approach, the model integrates a pedagogical architecture with pedagogical strategies to prepare future educators in Uruguay. Conducted from 2022 to 2024, this qualitative multiple case study involved 20 teaching trainees responsible for 543 secondary school students. The study utilized semi-structured interviews, surveys, and participant observation. The pedagogical model is presented with its key elements and contributions. It encompasses the epistemological foundations, the specific characteristics of the participants, a pedagogical architecture, a competency chart used as a framework, a repertoire of pedagogical strategies, and an analysis of the model's impact on the development of those teaching competencies.

Keywords: pedagogical model, hybrid modality, teacher training, blended learning

iafor
The International Academic Forum
www.iafor.org

Introduction

In recent years, the rapid integration of digital technologies into various aspects of everyday life has transformed how individuals learn, interact, and engage with information. Educational institutions have not remained immune to these transformations, with the COVID-19 pandemic serving as a pivotal moment that intensified the urgency to adopt digital and hybrid teaching modalities. The transition, often abrupt and unplanned, revealed significant gaps in institutional readiness and teacher preparedness to navigate hybrid educational environments. In Uruguay, the necessity of equipping future educators with the competencies required to thrive in this new context prompted the design and implementation of the MP_CompDocHibrid pedagogical model. This study presents and analyzes this model, developed within the context of initial teacher education for English teachers. Through a case-study methodology, the model's contribution to developing teaching competencies in hybrid learning contexts is examined, offering insights for future curricular innovation and policy.

The Importance of Teacher Training for Hybrid Environments

The process of teacher education can be broadly divided into two main phases: initial training and continuous professional development. The initial phase, typically conducted at formal teacher education institutions, focuses on equipping aspiring educators with foundational pedagogical knowledge and practical teaching experience. In Uruguay, this training primarily takes place in the institutions affiliated with the Consejo de Formación en Educación (CFE), under the aegis of the Administración Nacional de Educación Pública (ANEP). The training extends over four years and incorporates a significant component of classroom-based practicum in secondary education settings (CFE, 2023; Da Rosa Suárez et al., 2025; Vaillant, 2019).

Digitalization, accelerated by the pandemic, made evident the importance of teacher preparation for hybrid environments—a modality that blends face-to-face instruction with synchronous and asynchronous online learning (Bacich et al., 2015; Horn & Staker, 2015). Literature highlights the importance of training that transcends technical skill acquisition to include pedagogical integration, reflective practice, and curricular innovation (Behar, 2013; Castañeda et al., 2018). Behar and Silva (2022) suggest that pedagogical models grounded in constructivist epistemologies can facilitate the development of these complex competencies.

Constructivist theories advocate for learner-centered environments where knowledge is co-constructed through active engagement, collaboration, and reflective processes (Da Rosa Suárez et al., 2025). In this context, the pedagogical model serves not only as a planning tool but as a dynamic system that guides teaching practice, adapts to learner needs, and fosters the development of both cognitive and socio-affective competencies (Silva & Behar, 2022). The integration of digital competence frameworks, such as DigCompEdu (Redecker & Punie, 2017), provides a structured basis for identifying and cultivating relevant teaching competencies within hybrid modalities.

Methodology

A qualitative, interpretive case-study methodology was employed to investigate the development and application of the MP_CompDocHibrid model. The study was conducted from 2022 to 2024 and involved twenty trainee teachers enrolled in the English teacher

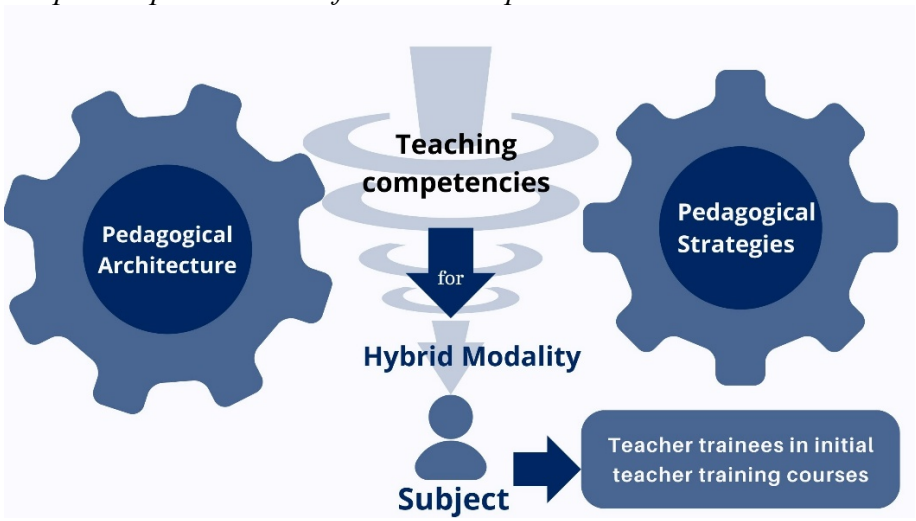
education program of the CFE. These participants were responsible for a combined total of 543 secondary school students, distributed in groups ranging from 25 to 30 students (Da Rosa Suárez et al., 2025).

Data collection methods included participant observation, semi-structured interviews, and the administration of surveys. The research was implemented in four phases: the design of the initial model based on literature and contextual needs; implementation through the Schoology platform and face-to-face interactions; evaluation through feedback and observational data; and refinement to develop a final, context-responsive version of the model. Teaching competencies were adapted from the DigCompEdu framework and complemented by additional indicators relevant to hybrid teaching as defined by Bernardi et al. (2022).

Results and Discussion

The MP_CompDocHibrid model (Figure 1) comprises several interrelated components: epistemological foundations, subject profile, pedagogical architecture, a competency framework, and specific pedagogical strategies.

Figure 1
Graphic Representation of the MPCompDocHibrid



Source. Da Rosa Suárez et al. (2025)

The model is rooted in a constructivist approach, emphasizing active learning, collaboration, and reflective practice. Trainee teachers are viewed as active participants in their own professional development, engaging with theoretical and practical components in a manner that is responsive to their lived experiences and professional challenges. The model's flexibility, accessibility, and relevance were crucial in supporting meaningful engagement and learning.

The pedagogical architecture included organizational (course structure, objectives, duration), content (hybrid teaching models, use of digital resources for hybrid teaching), methodological (planning, activities, assessment), and technological (digital resources, virtual learning environments, such as Schoology, Google Meet, CREA) elements. This comprehensive framework facilitated both structured learning and adaptive practice.

Competencies were organized into five domains: Professional Commitment (collaboration, professional development), Digital Resources (curation, creation, organization), Teaching (curricular design, pedagogical foundation, mediation), Assessment (evaluation strategies, feedback), and Management (organization of teaching documentation) (Da Rosa Suárez et al., 2025). These were operationalized through targeted pedagogical strategies, such as online discussion forums, portfolio development, peer evaluations, and classroom observations. Table 1 presents the framework of competencies named CompDocHibrid.

Table 1

Teaching Competencies for Hybrid Modality in the CompDocHibrid

1. Professional Commitment
Collaboration
Professional development
2. Digital resources
Educational curatorship
Creation of digital resources
Organization of digital resources
3. Teaching
Curriculum design
Pedagogical Foundation
Mediation
4. Assessment
Assessment of learning processes
Feedback
5. Management
Organization and administration

Source. Adapted from Da Rosa Suárez et al. (2025)

A series of pedagogical strategies were proposed to give dynamism to the proposed PA and promote the construction of the desired competencies (See Table 2). These aim to encourage the participants' active learning, in which the teacher mediates the process.

Table 2

Pedagogical Strategies From the MP_CompDocHibrid That Support the Development of Competencies for Hybrid Teaching

Competence	Pedagogical Strategies
Collaboration	Establish discussion spaces for participants to share teaching materials, insights, classroom experiences, and reflections related to hybrid teaching. Encourage mutual classroom observations—both online and in-person—among colleagues. Facilitate peer review of teaching plans. Organize interactive discussions during in-person and virtual sessions.
Professional Development	Promote ongoing learning by providing information on relevant training opportunities, such as courses or webinars. Share digital resources like web links and videos that support further exploration of hybrid teaching topics.

Competence	Pedagogical Strategies
Educational Curatorship	Offer guidance on how to evaluate and choose appropriate digital tools and resources. Provide access to collections of freely available educational content.
Creation of Digital Resources	Introduce tools and platforms that assist in developing digital teaching materials tailored for hybrid settings. Foster collaborative exchanges of tools and experiences within forums. Encourage students to reflect on and share their own processes in creating digital content.
Organization of Digital Resources	Demonstrate functionalities of platforms like Schoology through tutorial videos. Provide concrete examples of content organization strategies. Design activities that require learners to structure digital spaces (e.g., organizing folders, creating forums, uploading assignments). Promote discussions on how emotional and relational aspects can be integrated into digital content organization. Use model examples from instructors to showcase different organizational approaches.
Curricular Design	Showcase diverse lesson planning formats suitable for hybrid contexts. Invite participants to develop and adapt their own lesson plans. Encourage them to share and receive peer feedback on their planning efforts.
Pedagogical Foundation	Stimulate the articulation of theoretical underpinnings in both oral and written formats. Encourage reflective practices linking theoretical concepts with real-world application. Provide spaces for individual and collaborative reflection about theory-practice connections.
Mediation	Support the implementation of hybrid teaching lessons within participants' classrooms. Observe and jointly reflect on these lessons with the teachers involved. Encourage critical thinking and reflection on hybrid teaching practices. Facilitate peer lesson observations and enable remote viewing via platforms like Google Meet. Record teaching sessions to allow for collective review and feedback.
Assessment of Learning Processes	Model various assessment techniques suitable for hybrid contexts, integrating digital tools. Lead conversations on strategies for evaluating learning in blended environments. Support the design and use of performance-based assessments that combine online and face-to-face elements. Invite participants to contribute assessment ideas through forums and live discussions.
Feedback	Demonstrate diverse feedback approaches, such as rubric-based assessments and personalized comments using platform features. Create opportunities for teachers to discuss and exchange feedback strategies through different formats, including forums and in-person discussions.
Organization and Administration	Ask participants to compile digital teaching portfolios that include lesson plans, resources, and reflective entries. Provide sample portfolios and a guide for assembling them. Share an evaluation rubric for portfolio assessment. Encourage participants to make their portfolios accessible by sharing links.

Source. Adapted from Da Rosa Suárez et al. (2025)

Participants highlighted several benefits of the model. It effectively bridged theory and practice, enabling them to apply conceptual knowledge in real-world contexts. Reflective

activities encouraged critical engagement with their teaching practices, while peer collaboration fostered a sense of community and professional solidarity. Exposure to a variety of hybrid teaching methods empowered participants to innovate and adapt. Emotional support mechanisms embedded in the model further enhanced participant well-being and receptivity to change.

Conclusion

This study addressed the urgent need to prepare future educators for hybrid teaching environments. By presenting and evaluating the MP_CompDocHibrid model, it demonstrated how thoughtful integration of pedagogical, technological, and contextual elements can foster meaningful competency development.

The MP_CompDocHibrid model represents a framework for developing hybrid teaching competencies within initial teacher education. Its foundation in constructivist pedagogy, integration of digital tools, and emphasis on reflective and collaborative learning make it a valuable resource for curriculum designers and teacher educators.

The findings suggest that the MP_CompDocHibrid model is adaptable and scalable across different disciplines and educational contexts. Its emphasis on collaborative learning, reflective practice, and digital fluency positions it as a robust framework for both initial and continuing teacher education.

While the study offers valuable insights, it is limited by its implementation within a specific national context (Uruguay). Further research is needed to assess the model's applicability across diverse educational settings.

References

Bacich, L., Tanzi Neto, A., & Trevisani, F. M. (2015). *Ensino híbrido: personalização e tecnologia na educação* [Hybrid teaching: personalization and technology in education]. Penso.

Behar, P. A. (2013). *Competências em Educação a Distância* [Competencies in Distance Education]. Penso.

Behar, P. A., & Silva, K. K. A. (2022). *Competências digitais em educação: do conceito à prática* [Digital competencies in education: from concept to practice]. Artesanato Educacional.

Bernardi, M., Zank, C., & Moresco, S. (2022). Competências Digitais Docentes no Ensino Híbrido [Digital Teaching Competencies in Hybrid Teaching]. In Behar, P. A. & Silva, K. K. A. *Competências digitais em educação: do conceito à prática* (pp. 121–140). Artesanato Educacional.

Castañeda, L., Esteve, F., & Adell, J. (2018). ¿Por qué es necesario repensar la competencia docente para el mundo digital? [Why is it necessary to rethink the teaching competency for the digital world?] *RED. Revista de Educación a Distancia*, *56*(1), 1–20. http://dx.doi.org/10.6018/red/56/6

CFE. (2023). *Marco Curricular de la Formación de Grado de los Educadores* [Curricular Framework for Undergraduate Teacher Education]. https://cfe.edu.uy/images/stories/pdfs/documentos_aprobados_cfe/2022/AE11_R2993_CODICEN.pdf

Da Rosa Suárez, G. G., Behar, P. A., & Silva Araújo, K. K. (2025). Pedagogical Model for Teacher Training Courses: Developing Teaching Competencies for Hybrid Modality. In *Proceedings of the 19th Latin American Conference on Learning Technologies (LACLO 2024).* Springer-Verlag, Berlin, Heidelberg, 271–286. https://doi.org/10.1007/978-981-96-3698-3_20

Horn, M. B., & Staker, H. (2015). *Blended: Usando a inovação disruptiva para aprimorar a educação* [Blended: Using Disruptive Innovation to Improve Schools]. Penso.

Redecker, C., & Punie, Y. (2017). *European framework for the digital competence of educators: DigCompEdu*. Publications Office of the European Union. https://doi.org/10.2760/159770

Silva, K. K. A., & Behar, P. A. (2022). Parâmetros para construção de modelos pedagógicos baseado em competências digitais transversais na educação a distância [Parameters for the Construction of Pedagogical Models Based on Transversal Digital Competencies in Distance Education]. *Research, Society and Development*, *11*(8), e12411830287. https://doi.org/10.33448/rsd-v11i8.30287

Vaillant, D. (2019). Formación Inicial del Profesorado de Educación Secundaria en América Latina: Dilemas y Desafíos [Initial Teacher Education for Secondary School Teachers in Latin America: Dilemmas and Challenges]. *Profesorado. Revista de Curriculum y Formación del Profesorado*, *23*(3), 35–52. https://doi.org/10.30827/profesorado.v23i3.10766

Contact email: gdarosasuarez@gmail.com