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ANALYTIC SUMMARY

ÁLVAREZ ÁLVAREZ, C. and SAN FABIÁN MAROTO, J. L. Perspectives for understanding the relationship between the theory and the practice in teacher training.

This article reflects the main theoretical proposals about the relations between theory and practice that have been formulated in the field of teacher training. The problem that is at the bottom of the theory-practice relationship: professional alienation of teachers in education. To overcome this mostly two responses have been: focus on the theory: convert to the teacher in an intellectual, and the proposal focus on the practice: assess the importance of the personal practical knowledge of teachers. Halfway between both perspectives it is possible to raise three current and relevant lines of research for studies to illuminate the relations between theory-practice in teacher training: (1) teacher's thought and implicit theories, (2) the reflective teacher and (3) the formulation of principles of procedure and action research and theories experienced. This review has the objective of reveal the complexity of linked thought, research and teaching action; but it also allows us move forward in building a comprehensive framework covering various forms of approach to a subject which lies at the base of any discussion on the teaching profession and advance in the challenge of achieving a practical domain and a critical awareness in the teaching.

Key words: relationship between theory and practice, teacher professional development, professional knowledge, teacher training, teacher profession.

CABERO ALMENARA, J.; LÓPEZ MENESES, E. and JAÉN MARTÍNEZ, A. Educational e-portfolios in university classrooms. Didactic tools for teaching innovation and quality of teaching and learning process.

This study is part of the 2.0 Teaching innovation with Information Technology and Communication in the European Higher Education Area, implemented in the framework of the Innovation Projects and Faculty Development at the University Pablo de Olavide, funded by the Vice President for Teaching and European Convergence of the university.

The article describes an innovative approach to teaching electronic portfolio group character developed by 102 students belonging to the first course of two qualifications: Degree in Social Education and Social Education Double Degree in Social Work, for the academic year 2010/11. Its objectives include: enhancing critical thinking and self-critique of student progress and know the process followed by students in the implementation of a MEM, meet applications related to social software (weblogs/blogs), conduct self-assessment processes educational practice, among others.

Through a methodology of qualitative and descriptive, it can highlight the following conclusions: the use of university digital portfolio as a teaching strategy facilitates knowledge by the teaching learning processes, methodology of work of their classes, processes tutoring, the degree of acquisition of the skills of students, potential difficulties of students working in teams, among others. And from the perspective of students, provide information about the learning progress of the group itself and its partners, helps the structural planning of the subject matter of study, and encourages shared responsibility. Finally, the university digital portfolios can facilitate a formative assessment and holistic educational processes.

Key words: electronic portfolio, methodological strategies, formative assessment, social software, Web 2.0.

AGUADED GÓMEZ, J. I. and CALDEIRO PEDREIRA, M. C. Axiological dimension media literacy. The screens impact in adolescent of Lugo.

Exponential increase in the screens number in audiovisual age is a major concern of contemporary citizenship. The content and information transmitted exert a significant influence and impact especially on young even to change their scale of values and therefore their behaviour.

Literature review and analysis of information from a pragmatic study conducted in 2003 and repeated in 2011 with adolescents in Lugo, justify the development of competition as a form of media literacy of citizens, especially adolescents.

Establishing the information like a base that justifies the slight advance in the media education field, it urges the development to prospective studies focusing on the design of training strategies, using as reference the identified gaps; it can be implemented as a spring to the improvement and autonomous and critical persons' development.

Key words: screens, adolescents, axiology, media literacy, critical.

DOMINGO COSCOLLOLA, M. and MARQUÈS GRAELLS, P. Experimentation of the didactic use of an interactive whiteboard (IWB) in the classroom: Training plan and results.

In the research we present, Mimio Interactive Spain, we intend to encourage the integration of information and communication technology (ICT) in classrooms, from the use of Mimio interactive whiteboard (IWB) with a plan for lifelong and contextualized training. This use of the IWB is supplemented with 3 accessories (a Wacom wireless interactive tablet, a Gyration wireless mouse and a Gyration wireless keyboard). Mimio Interactive Spain is a collaborative research in close connection with the action research statements in which 25 primary and secondary educational centers in Spain take part for an academic year (13 centers are primary schools and 12 are secondary schools). In the workshops performed in each one of these centers, the teachers involved progressively receive a didactical and technological training oriented toward experimentation and reflection of the teaching practice with the use of the IWB. We provide meaningful ideas about the training plan given from this research. We also provide results about the experimentation of the teachers with the IWB in their classrooms. Specifically, about the intensity of use of the IWB, about the use of the accessories of the IWB, about the most common activities performed in the classroom, about the advantages and disadvantages of the use of the IWB in educational practice and about the assessments of students' learning processes with the use of IWB in the process of teaching and learning done in the classroom. In the outcomes, we analyze and evaluate the results to move forward in the teaching practice of the twenty-first century. Nowadays, this is an important challenge for all.

Key words: research, interactive whiteboard (IWB), training, experimentation, teaching practice.

GUTIÉRREZ ESTEBAN, P. and IBÁÑEZ IBÁÑEZ, P. How are transmitted cultural and sexist stereotypes through images of ICT in textbooks?

Today, despite the different activities being carried out on equality, still remain in force some gender and social groups' stereotypes. In educative textbooks we found some allusions to the role of woman, man and socials groups that will be assimilated by people who built the tomorrow society. In this paper, we analyses the message that transmit pictures from textbooks of the subject *Education for Citizenship*, in Primary and Secondary Education, related to Diversity and Intercultural Education and Information and Communication Technology. It's noted that gender and social groups' stereotypes still remain in pictures.

Key words: stereotypes, textbooks, pictures, gender, intercultural, ICT.

FOMBONA CADAVIECO, J. and AGUDO PRADO, S. Relocation of the academic context: renewal and unification of the Erasmus program.

The socio-economic problems are affecting the development and progress in Europe. This changes the form and the content of the academic systems. Teaching is delocalized, have blurred the boundaries of schools. Also, international mobility contributes to expanding the school context and the exchanges of students drive to renew their methodological approaches. The educational community begins to see the possibilities of mobility, these mobilities driving the professional and personal future, therefore, is important to disseminate these initiatives. Mobility enriches the training options and employment opportunities. Actually, the educational framework is conducive to spread the Lifelong Learning Programme. This program helps to relate the people. A time period in another country supports empowerment, skills, adaptability, and easy access to the first job. Since its inception in 1987, Erasmus sub-programme moved to three million college students in 33 European countries. This growing success has great social and educational impact. Currently, to the European guidelines for 2020 and the complexity of the LLP, has designed a new program «Erasmus for All», more efficient and unifies the various actions complementary and mobility is possible worldwide. The proposal enhances the educational policy reforms and the international relations. It also helps innovation and cooperation between educational institutions and companies. It will expand the supports to sporting activities, and non-formal learning experiences, such as volunteering.

Key words: mobility, internationalization, International Cooperation, European Higher Education Area, Erasmus program, socio-economic crisis, EU2020.

CORCHÓN ÁLVAREZ, E.; RASO SÁNCHEZ, F. and HINOJO LUCENA, M. A. Historical-legislative analysis of rural Spanish schools' organization from 1857 to 2012.

This article aims, through a detailed and thorough analysis of all the laws and official texts that have regulated Spain's education system since 1857, to analyse and to understand, as far as possible, why we have been keeping, for a one hundred and fifty three years term, the situation of marginalization and despair that rural schools are suffering in our country. Is it maybe the time for a change for rural environment, now that the moment to catch the train of the Knowledge Society is getting closer?

Key words: rural school, Moyano Law, school areas, compensatory education, Knowledge Society.

GONZÁLEZ-PEITEADO, M.; LÓPEZ-CASTEDO, A. and PINO-JUSTE, M. Psychometric analysis of a scale to evaluate teaching styles (ESEE).

The knowledge of learning styles conceptions and opinions related to interrelationships in the classroom, gives revealing comprehensive keys as far as the professional development and future teachers' beliefs can be reconceptualized and changed from teachers' initial training to make the teaching-learning process easier. However, practically there is no existence of evidences that can measure this. Thus, the aim of this study is to design a scale for assessment the teaching styles.

For the process of validation of scale ESEE (Scale to Evaluate Teaching Styles) is used a sample composed by 555 students aged from 19 to 31 years old, representing college population in Galicia in the School Teacher Training Degree. The psychometric properties of the scale realized realizing a statistic analysis of the items, a factorial analysis and an estimation of the reliability coefficient through Cronbach alpha. In order to evaluate the adjustment of sampling and the possible sphericity of data obtained, the tests of Kaiser-Meyer-Olkin (KMO) and Bartlett were applied.

The information points out that the scale (ESEE) presents a structure of 6 factors that explain 53.26% of the variance. Cronbach's consistency alpha was 0.886. The study aims at gathering empirical evidence to recognize its metric qualities.

Key words: teaching styles, teaching role, teacher/pupil interaction, belief, educational investigation.