ANALYTIC SUMMARY

PALOMARES RUIZ, A. and LÓPEZ SÁNCHEZ, S. Initial Professional Qualification Programmes and attention to diversity in Castilla-La Mancha.

The aim of this article is to think critically about Initial Vocational Qualification Programs (IVQP) looking at their origin, establishment and development in depth by means of an analysis of one of the measures of attention to diversity proposed under the Organic Law of Education as a result of high dropout numbers in Spain and as an alternative to high dropout figures from Compulsory Secondary Education. In developing this article, an exhaustive documentary, bibliographic, statistical and legislative review was made within a social-cultural context.

According to the data obtained from a detailed analysis performed by the Regional Community of Castilla-La Mancha, the research approaches an transferrable regional reality that allows the appropriate conclusions to be seen and established as regards the effectiveness of the measure used to curtail dropout among students, who find many difficulties in remaining within the educational system. The methodology is based on an eclectic model, deriving from a positive, interpretative and socio-critical approach.

On one hand, this research shows that IPQP may be an interesting alternative for students with many difficulties, doomed to failure along this route, for them to be able to complete Compulsory Secondary Education, as well as the need to unite efforts and generate inclusive educational and flexible measures for attending to diversity aimed at an equality-based and quality-based education. In conclusion, according to the high number of students who return to the educational system and obtain the Compulsory Secondary Education Certificate the results are encouraging.

Key words: attention to diversity, inclusion, Initial Vocational Qualification Programs, school drop-out rate, social and employment insertion, equity.

Rosales López, C. Analysis of experiences in educational innovation.

The contexts in which educational innovation originates and develops are manifold: classroom, school, administration, community…, and its protagonists, that is, the people who plan and implement it. This paper presents an approach to the analysis of the innovative experiences in primary and secondary schools based on the memory of these held by students from the Bachelor's/Degree in Education.

The analysis provides a range of suggestions for possible improvements in teaching and is also a good exercise for stimulating the capacity for reflection of future teachers and educators in their training process.

The perspective of the main agents in teaching and learning not only provides relevant information about the reality experienced but also about the personal involvement of teachers and students. Ethnographic research in this work appears through the autobiographical account and reflections on practice, which currently offer valuable tools for research and professional development.

The research results highlight how numerous stimuli emerge for the renewal of teaching and learning practices through innovative experiences developed in classrooms and schools. Stress is also given to the need for closer administrative and community cooperation in the implementation of these innovations. It is noted that when working with documents based on memory, it is necessary to consider the temporal evolution of work contexts, which in recent decades have been marked by certain quite remarkable events.

Key words: experience, autobiographic report, innovation, improvement.

Blanco Echeverría, A. The use and knowledge of Physical Education contents on the Internet of students in the Second Cycle of Secondary School. Case study.

The use of the new Information and Communications Technologies (ICTs), namely the Internet, has allowed the quantity and quality of the contents referring to Physical Education at Obligatory Secondary Education level to be increased. At the same time it has facilitated access to them by both pupils and teachers to an enormous extent. The creation of educational websites has allowed authorities to offer those interested a vast amount of information presented as monographs, articles, blogs, discussion forums, etc., all contributed by teachers, teaching centres, secondary schools and diverse schools across Spain. It is thus possible for the experiences and knowledge of many professionals and students to be shared, leading to a better knowledge and development of Physical Education as a curricular subject.

The main goal of the study is to determine whether pupils from secondary education are aware of the contents of Physical Education available on the Internet and their willingness to use them in class. Through analysis of the questionnaire we conclude that the Internet is a very important tool for improving knowledge of

the contents of Physical Education, and that there is a need to increase its use in class during school hours.

Key words: Information and Communication Technologies, Obligatory Secondary Education (ESO), Internet, contents of physical education, questionnaire.

MORALES RODRÍGUEZ, F. M. Assessment of values in university students.

This paper reports the results of a questionnaire for assessing social values in university students (VASOL). Increasingly, society demands that its professionals must know how to cope with complexity, considering the human and social aspects of such situations. The European Higher Education Area (EHEA) has emphasized the interest in training future professionals as agents of social change, not only as regards the creation and management of new knowledge but also in the action of citizens who contribute to greater social cohesion. This research team has developed a new questionnaire to assess social justice and solidarity values. The questionnaire revealed a unifactorial configuration coherent with the theory. A sample of 945 university students completed the VASOL and these were subjected to a series of instruments aimed at evaluating the validity of the questionnaire. The VASOL proved to be a reliable and valid instrument. We discuss the usefulness of this new instrument for the screening of social justice and solidarity values, specifically for their detection, and for assessing social or interpersonal skills in the current model of the EHEA and validation of psycho-educational programs.

Key words: values, assessment, psychometric properties, university.

MORALES LOZANO, J. A.; BARROSO OSUNA, J. and PUIG GUTIÉRREZ, M. Collaboration and citizenship education from the perspective of Andalusian teachers.

From approaches to lifelong learning and core competencies, our aim is to determine how teachers from Andalusia assess the educational collaboration process and its influence on social and civic training. To accomplish this, we distributed an online questionnaire to all non-university schools of Andalusia through the institutional network, the number of teachers forming the sample being 766. The results show that although teachers value collaboration favourably and are willing to engage in educational projects and open up to the community, when the usual relations of collaboration are particularized a only moderate network of contacts emerges and such relations are of low intensity. About half of the participants are involved in networking and collaborative projects, with the support of information technology, and more than two thirds would be willing to participate in these initiatives focused on collaborative work. Regarding their needs for the development

of social and civic processes, in first and second place respectively are the need for specialized training in competence and the availability of materials and resources. In third place their identification of the need for collaboration among members of the educational community and with civic organizations. In short, the importance of providing resources, materials and strategies to promote and facilitate the development of educational collaborative networks is paramount.

Key words: collaboration, cooperation, citizenship education, civic education, core competencies, learning communities, network.

MENA MARCOS, J. J.; OLMOS MIGUELÁÑEZ, S.; TORRECILLA SÁNCHEZ, E. M. and IGLESIAS RODRÍGUEZ, A. Evaluation of Moodle in a b-learning context in higher education.

The Moodle virtual platform is a tool that complements on-site teaching at all levels of the education system because it enables the use of graphs and web sites, broadcast videos and the use of Java and ActiveX technologies to reinforce on-site lessons. Despite its potential, it has often been used as a mere repository, its possibilities and interactive potentials being ignored.

This article gathers the initial results of a wider study. Its main objective is to describe how professors and students use the Moodle platform in a context of on-site teaching in higher education, and to assess the impact of this tool on students' learning.

The research methodology used was non-experimental, ex-post-facto and descriptive. Specifically, the study was carried out by means of a survey which used an instrument of quantitative data collection, built *ad hoc* and composed of 20 multiple-choice items, with a structured electronic survey format.

The results show that, on the one hand, the use of the platform by students focuses on tools that facilitate file exchange. On the other hand, the effects of the use of Moodle on learning are valued positively, allowing greater involvement in the material in hand and the acquisition of new knowledge.

In conclusion, Moodle is a resource of interest in teaching. Its benefits for learning need to be studied further because students see the platform in a very positive light.

Key words: Moodle, evaluation, ICT, b-learning, higher teaching.

GALLEGO ARRUFAT, M. J.; CRISOL MOYA, E. and GÁMIZ SÁNCHEZ, V. Concept map as a strategy for learning and assesment in Higher Education. Influence on students' performance.

In Higher Education, students rely on strategies that will facilitate their «learning to learn». In turn, university professors need evidence that student performance does improve with such strategies. The aim of this research is to discern whether building concept maps of the contents of a subject during the teaching period helps students to better assimilate the contents and therefore to improve their grades. The influence of this learning and assessment strategy in students' performance can be seen in the results of three courses given at the School of Education of the University of Granada. Here we report an analysis of the overall grades of all the groups (N = 196 students), in which a similar methodology was developed. The results confirmed our hypothesis. A higher score on the maps led to higher test scores. The concept map as a teaching strategy allows students not only to analyze concepts to achieve a more effective study mode, but also improves their academic performance.

Key words: Higher Education, concept mapping, assessment, academic achievement, students.

TONDA RODRÍGUEZ, P. and MEDINA RIVILLA, A. Training teachers in evaluating competencies: the path to high-quality education.

The Spanish educational system changes as often as the governing political party does. This not only affects teachers, who can barely keep up with the ceaseless changes, but also the students. However, it is mandatory to find a way to integrate these changes in the curriculum, since according to this new competency-based system such changes open the path to the learning of competencies. This investigation aims to determine how teachers feel about the evaluation processes and show *that evaluation competencies* are the key skill for the current situation. We combined qualitative and quantitative research methods and surveyed both students and teachers. After designing and applying the survey instruments (a Likert attitude test, as well as detailed questionnaires and interviews), the data compiled allow us to draw some conclusions. On the one hand, our research shows that teachers have not yet become fully adapted to the functional model that aims to evaluate basic competencies, whereas they consider the *educational model* essential. On the other hand, our results reveal that teachers with experience in *collaborative research and educational innovation* are more likely to apply these evaluation competencies correctly to reach the desired goal. *Collaborative teaching training* must be considered the key to the implementation of all changes in the educational system.

Key words: basic competencies, evaluation competencies, evaluation, teaching training.