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ANALYTIC SUMMARY

ÁLVAREZ FERRÓN, M. and SÁNCHEZ CAÑIZARES, L. Knowledge, evaluation and use, by students, of *Google Drive* as a tool for cooperative work.

The legislation governing the Spanish educational system, seems apparently focused on of a constructivist approach of the teaching-learning process. The methodology of this model aims to build students' learning through interaction in the classroom, with the help of a teacher who acts as a guide. It is, therefore, consubstantial to it, the peer learning in a context of cooperative interaction.

Within the general trend towards the application of Information and communications technology (ICT) in education, there is special interest in the search for tools to facilitate collaborative learning in schools. At the theoretical level, there have been many studies on this subject. In practical terms, numerous applications have been developed based on the so-called Web 2.0 which try to encourage this type of learning.

This research describes the general assessment that a group of students from a secondary school performed on the cooperative work. It also describes the frequency of use of ICT (and specifically *Google Drive* application as a tool for cooperative work), perceived use fulness, and influence student motivation. In all cases, the assessment of students was clearly positive.

Key words: cooperative learning, *Google Drive*, motivation, ICT, utility.

DAPÍA CONDE, M. D. and ESCUDERO CID, R. Collaborative learning and the use of edublogs at university. Assessing an experience.

Blogs are one of the collaborative tools offered by 2.0 web. Their layout makes them a privileged space for communication and group knowledge construction. They are finding a niche in on-site university education against the more classical unidirectional, lecturing teaching model. Research on this subject is increased in the context of the EHEA, which aims at autonomous, student-centered, collaborative and reflective learning.

This current work analyzes the potential of edublogs in the context of higher education, from the evaluation that both students and teacher make of a group blog in the context of the subject of Health Education and its Teaching (2nd year of the Early Childhood Education Degree). For this assessment, an adapted questionnaire from Duran's (2011) was used attending regularly and the teacher an interview about the pros and cons of using a blog. A descriptive analysis of the data illustrated with graphs is presented.

The results reveals a high degree of student satisfaction in the scales checked: «dynamization of the teaching-learning process», «personal relationships», «motivation» and «content acquisition». The results also show high students' involvement in the subject, shown in the high percentage of students who visit, read entries or make comments on the blog. For the teacher it has also been a very positive and rewarding experience; the biggest drawback being the big dedication and effort required to keep the blog updated.

Key words: collaborative learning, blogs, teaching, virtual environment, virtual communities, evaluation, innovation, university.

REY-CAO, A.; TÁBOAS-PAIS, M.^a I. and GONZÁLEZ-PALOMARES, A. Criteria evaluation for the Selection of Physical activity Images for School Textbooks that are Free of Stereotypes.

This article presents a series of evaluation criteria for the selection of physical activity images for school textbooks that are free of stereotypes. School textbooks are purveyors of information that does not always maintain an unequivocal relationship with regards to the knowledge that is supposed to be imparted. The selection of textbook content should be consistent with the goals of the education system but research has shown that the visual content of textbooks does not generally achieve this aim. Images used in textbooks mask prejudices behind a facade of neutrality and they reproduce stereotypes of inequality that affect the most vulnerable societal collectives. Textbook evaluation criteria are based on the results of research that analysed stereotypes in Spanish secondary school textbooks and the perceptions of the secondary school students when shown a significant sample of the images. The evaluation criteria can be applied to the selection of textbook images for the different subject areas, taking into account the variables of sex, age, multiculturality, disability and the corporal typology of the people that are represented. The application of the system is exemplified with the selection of images for a hypothetical physical education textbook.

Key words: textbook, estereotype, prejudice, evaluation, image, physical education.

ARELLANO GONZÁLEZ, M.^a E. A virtual learning environment (VLE) to develop the subject Mathematics in the second course of Compulsory Secondary Education: case study from the students' perspective.

This article presents the design of an educational proposal for applying a blended learning methodology with a virtual classroom Moodle in order to run the full development of the subject Mathematics in the second course of Compulsory Secondary Education and analyzes and explains the effects of its implementation on the educational practices, taking the students' viewpoint who attended the experience as a reference.

The case study tries to understand the meaning that such methodological innovation had for the selected group of sixteen young students –aged 12 and 13– and the reasons that justified their behaviour regarding the use of the technology. For this purpose, the results of an assessment survey taken by the students upon completion of the course are analyzed.

The main results of the survey pointed out difficulties associated to organisational problems that obstructed access to the virtual learning environment coming basically from the organization of teaching space and time at the school and from misconceptions about ICT usage within the families.

The students appreciated the potentiality of the virtual environment to develop diverse skills through Math subject and experienced interactive and collaborative technologies to carry out mathematical tasks, but they showed little interest in collaborative practices among peers, appreciating above all the chance to communicate with the teacher beyond the face-to-face world.

It became clear the strong influence of traditional learning models –deeply rooted in the students and their families– that changed, in some important aspects, the expectations that had been set.

Key words: educational innovation, blended learning, virtual learning environment, compulsory secondary education, mathematics, students' attitudes, socio-cultural habits.

BELTRÁN PELLICER, P. and ASTI, A. Didactic use of cinema in Mathematics.

The use of cinema as didactical resource in the Mathematics classroom has interested several authors and teachers during the last years, mainly because of its power to motivate students. On this point, suggestive compilations of scenes containing mathematical references, detailed analysis of movies closely related to Mathematics and even didactical materials to be used in the classroom have been developed. This article proposes a theoretical framework for designing classroom sequences based on the didactical situation which can arise from movies or fiction series scenes. In order to develop such a framework, we follow a didactical

engineering process, taking into account some specific characteristics, as the one related to the didactical transposition, as it is required to consider the mathematic knowledge within the chosen scene, overall the way it appears. As well, a classroom experience is described, designed following the mentioned guidelines and implemented in the course of a collaborative project between two secondary education centers, where a significant motivation increase has been detected, due to using mathematical situations from the real world (or from fictional contexts but which can be easily assimilated by the students). There was also evidence about the fact that the designed didactical sequences allow to reduce the cognitive gap required to acquire certain mathematical concepts, because of the scenes provide additional information within an extra-mathematical context. Therefore, our proposal establishes some basic considerations in order to efficiently design didactical sequences using movie scenes as a resource, underlining its power to motivate as well as its facilitating ability when introducing new mathematical concepts to our students.

Key words: didactical situations, didactical transposition, cinema, mathematics.

MARTÍNEZ REDONDO, M.; PÉREZ FERRA, M. and SIERRA Y ARIZMENDIARRIETA, B. Incidence of the educational habits in the learning of students of preschool education.

The preschool (ages 3-6) is key for the future development the students in the society that surrounds them. It must guarantee an environment of learning based on playful and significant activities that allows the children to grow in preschool appropriate for the development of educational habits that appear in the curriculum. Teacher staff must direct their methodology to consolidate and backing of such educational habits as sports and technology, of reading and writing, moral and behavioral, environment, of hygiene and personal autonomy.

In this article we show the results of a work of our research in which gathered, information across a quantitative methodology. The opinions of the teachers of preschool of the area of Sierra de Segura, El Condado y Las Villas, where Úbeda is the head of the province of Jaén with regard to the type of educational habits that are more advisable to apply in the educational practice depending on the directives that preschool curriculum offers to us.

The results demonstrate, according to the opinions showed preschool teachers, that the recent teachers need to base their methods in the transmission and development of 3-6 years olds education, generating new approaches, knowledge, skills and indispensable disposition for their future formation.

Key words: preschool, education habits, learning, curriculum, educational process.

BUSCÀ, F.; SUÁREZ, M.^a M.; BURSET, S. and BOSCH, E. The credibility of formative evaluation systems in university teaching: a multiple case study applied to teacher training.

This study aims at analyzing some formative assessment systems applied in some degree and masters connected with teacher training following a multiple case study design. In each case, the informants were, on the one hand, the teacher in charge of the subject and, on the other hand, the students who did the teaching and learning activities and who even participated in the evaluation and assessment of these activities. Several qualitative and quantitative instruments were administered in order to identify the main characteristics of the formative evaluation systems introduced and as certain the indicators that will lead to establish up to what extent the formative and participative evaluation systems studied are appropriate and provide credible results. The results show that the credibility of these evaluation systems, regard less of the students' final marks, depend so not her indicators, such as the quality of the feedback supplied by the person evaluating (either the teacher or the students themselves) in the evaluation activities, the empowerment and the capability of these systems to contribute to the students' professional development. The main conclusion drawn from this study is that academic assessment should not be the only factor taken into account to evaluate the benefits of formative and participative evaluation systems in university teaching. In this regard, the main indicator of the credibility of any evaluation system is its power to provide evidence of the development and acquisition of competences and deep learning.

Key words: formative assessment, authentic evaluation, formative evaluation, teacher training, EHEA.

PEGALAJAR PALOMINO, M.^a C. and COLMENERO RUIZ, M.^a J. Attitudes of teachers education centers to special education inclusion.

This research aims to analyze the attitudes and perceptions towards inclusive education teacher that practices in special education centers in Andalusia. The paper has used a descriptive methodology, a total of 428 participating teachers and using data collection a semi structured questionnaire developed ad hoc. The results show how teachers of special education centers in Andalusia consider inclusive education as a pillar in education, while defining the mode of schooling in special education institutions as an educational response to students aimed at improving their quality of life and achieve greater personal independence and function in daily life activities. They also consider that the students enrolled in these schools has higher educational needs in the field of health, cognitive and social. It stands out even the existence of statistically significant differences in attitudes and perceptions of teachers as they have developed or no practical training related to the

field of inclusive education during their initial training, being more favorable in the case of those without such training. Thus, we want to know the perceptions of these teachers on inclusive education to establish proposals for improvement in teacher education that lead to the development of a process of quality teaching and learning for pupils with severe and permanent disabilities.

Key words: inclusive education, specific educational needs, severe and permanent disabilities, special education centers, attitudes, teacher.