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ANALYTIC SUMMARY

ÁLVAREZ ÁLVAREZ, C. and SILIÓ SÁIZ, G. Service-learning and learning communities: two innovative school projects that are mutually enriched.

This article reflects on the interrelationships that exist between two educational projects of today: service-learning (ApS) and learning communities (CdA). The ApS is an educational methodology applied worldwide where a single project combines a learning based on experience with the implementation of a service to the community. CdA is a school transformation project to achieve that the information society does not exclude any person, constituting a reality in more than one hundred and ninety schools in Spain and Latin America. Between the two, it is possible to show differences, especially in what refers to its theoretical substrates, but in actual teaching practice in schools there is some harmony, particularly in the so closely that they cultivate both projects with the school community. Therefore, we conclude that service-learning and learning communities can occur as two innovative and relevant today projects which can be mutually enriching: because for both the approach school-community-environment and volunteering is essential.

Key words: service-learning; learning community; school community; solidarity; dialogue; learning.

GUTIÉRREZ GÓMEZ-CALCERRADA, S.; SOLERA HERNÁNDEZ, E. and GARCÍA GONZÁLEZ, J. M. An approach to the reality of the virtual learning environments of Spanish universities: the first challenge for a personalized education for people with motor or visual disabilities.

The starting point to provide a university education-based custom environments online education to people with functional diversity must focus on ensuring the optimal accessibility to your web content and learning resources. At present, most of the universities now have virtual platforms of education, with an important weight for the correct development of their studies and for the optimization of learning of its students. On the other hand, the virtual environments pose a major access point to the possible enrollment in these university students with disabilities. This paper has two objectives. The first of them is to define which are

the optimal conditions for web accessibility in the virtual platforms of education and the web sites of universities for people who have visual impairment or motor disabilities, according to international standards. The second objective of this work aims to deliver a brief approximation on the degree of accessibility of the web sites of the Spanish universities for students with these two disabilities. The work follows a descriptive design based on two elements of analysis. On the one hand, the review of studies of accessibility and functional diversity; and on the other hand, the analysis of web accessibility of the web sites of the 78 Spanish universities. It is concluded that there are difficulties of web accessibility and navigation in the virtual environments of the Spanish universities, a situation that, therefore, leads to limitations in the learning from the collective of students with disabilities.

Key words: web accessibility; university; personalized education; visual disability; motor disability.

LUENGO-CERVERA, E. Learning styles and multiple intelligences in the teaching-learning of Spanish as a Foreign Language.

This paper examines two theoretical constructs: Learning Styles and Multiple Intelligences as variables in the teaching-learning process of Spanish as a Foreign Language. The group learning profile has been analyzed through the use of the Questionnaire of Honey-Alonso of Learning Styles (CHAEA, 2007) and Silver and Strong Questionnaire for Multiple Intelligences (2000) while learning journals have been utilized to triangulate the data obtained through the questionnaires. Three moderate correlations have been found among the variables of both constructs: Linguistic Intelligence-Reflexive Style; Linguistic Intelligence-Theoretical Style; and Musical Intelligence-Active Style. Both theories have been employed in a Spanish course which gives students options for the selection of activities and assignments. Using a quasi-experimental design, the implications of this intervention have been investigated, and the results have shown an improvement in the performance of the experimental group as against that of the control group. Conclusively, students with a high preference for the Reflective and Theoretical Style seem to have demonstrated a better overall performance.

Key words: learning styles; multiple intelligences; foreign language; teacher education.

LLAMAS SALGUERO, F. and RUIZ PEÑA, F. J. The ICT Coordination and teacher education as drivers of educational reform in the school.

Several current researches state that the mere presence of the Information and Communication Technologies (ICT) in the classroom does not necessarily lead educational innovation. Even some of them emphasize the limited capacity that these technologies seem to have to encourage and promote innovation processes and improving educational practices.

Moreover, others emphasize the role of ICT Coordination as a dynamic factor of innovative processes in school that contribute to change the mentality of teachers and the renovation of the teaching models that facilitate methodological change in the teaching-learning.

We believe, on the other hand, that the ongoing training of teachers in our schools is the essential element to ingrain pedagogical conceptions based on the construction of learning by students that adjust better than previous pedagogies to the new social and technological changes that require modern societies.

The political, social and economic framework that our country belongs to, forces our education system to be in accordance with modern trends of Continuing Education and development of so-called key competences that every citizen should have the end of compulsory education in which we can find the digital competence.

In this article we present a proposal of innovation based on a learning approach to teaching in which the association between the pedagogical-didactic work with Key Competences and Access to Knowledge Technologies is contemplated.

Key words: key competences; ICT Coordination; teacher training; technology access to knowledge; construction of learning.

MARINO JIMENEZ, M. E-learning and Oral and Written Communication. A perspective on the design, implementation and academic impact in the university context.

This study analyzes the experience developed in the course of *Comunicación Oral y Escrita* in a virtual system of adult education at the Universidad San Ignacio de Loyola in Lima (Perú) through a quasi-experimental pre-test and post-test study. This proposal is a revision of the virtual program in an andragogic environment, the design evaluation according to the position of various researchers, the main features of the products generated by students, the academic impact and the student's opinion. The result of this analysis shows that there is no significant difference in the development of language skills between physical classrooms and virtual systems; also reveals the possibility of incorporating the development of digital skills in the andragogic environment described above. Finally, these results

suggest the possibility of a promising development of virtual education in the Peruvian university context.

Key words: e-learning; linguistics competences; andragogy; digital skills.

MEGIA CUELLIGA, C. Competencies of the practicum mentor.

This article is the result of research centered on the figure of the primary school teacher practicum mentor. The article aims to determine and identify the main professional competencies that these mentors should assume and acquire and that will contribute to the future primary school teachers training during their teacher-practicum period. Additionally, we wish to explore how prepared the teachers' mentors feel to undertake their role as mentors.

The research specific goals are:

- Determine which competencies the mentors of future primary school teachers should assume and acquire.
- Contribute to the training of the mentors in order enable them to fulfill their roles.

This research uses a quantitative analysis methodology. A questionnaire utilizing the Likert scale has been elaborated and applied to practicum mentors of the Community of Madrid with the purpose of collecting as much information as possible about the specific competencies assumed by the mentors during the practicum period. During the 2012-2013 school year, 105 schools took part in the research. The real sample consists of 674 teachers. The reliability of the questionnaire was obtained by Cronbach's Alpha with a 0,859 reliability in the blocs: the tutor and the teaching institutions on one hand and the tutor and the development of the teacher's specific competencies during the practicum. SPSS 20.0 software has been used to analyze the results and back-testing has been done with ANOVA. For segmentation analysis, Chaid's growth method has been used in order to identify the mentor's level of satisfaction with their ability to exercise their role as mentors.

Among the results obtained, we emphasize the importance of the relationship between mentor and student on one hand that will establish an atmosphere of trust and counseling that will facilitate their further professional development. On the other hand, we have corroborated the mentors' abilities and professionalism in the performance of their roles. The conclusions and suggestions focus on the necessity of offering mentors continued training that will enhance their performance as mentors and advisors for the future primary school teachers.

Key words: Mentor; tutor; competencies; Practicum; practicum; training.

CASILLAS MARTÍN, S.; GONZÁLEZ SÁNCHEZ, M. and SERRATE GONZÁLEZ, S. Students perception about Pedagogy and Social Education degree related to the Practicum organization, usefulness and training.

The current article shows the main results obtained from a study which aim was to know the student body's valuation with respect to the process of development and management of the subject called Practicum, the assessment criteria, the initial perception related to the external practices utility and the evaluation students do about the training acquired to confront the practices of the degree.

For the development of the study, which has a descriptive correlational design, a questionnaire created ad hoc and applied through the Internet was used. The participating sample filled out the questionnaire before starting the external practices. A descriptive and exploratory analysis was carried out throughout the SPSS v.21 statistical method for the interpretation of the data.

The results confirm that, in general, the students who participate in this study seem to be satisfied with the centre assigned to do the practices. Among the utility criteria that the external practices will yield, it is noticed that students believe that this period will let them to create and develop professional attitudes, to learn and employ the typical interpersonal abilities of a Pedagogue or Educator, to develop practical competences and aptitudes as well as they will offer them a wider vision of the work setting related to their degree. Regarding to the training received to confront the external practices, students of both qualifications express that it is inadequate in the sense that they do not feel qualified to deal with this new situation that is presented: learning from the own personal reality.

Key words: practice; vocational training; pedagogy; social education; perception; professional satisfaction.

ESTRADA MOLINA, O.; BLANCO HERNÁNDEZ, S. M. and CIUDAD RICARDO, F. Á. Instructional Exigencies in Instructional Design Task for the Development of Research Skills.

This paper addresses the formation of the research competence associated with the software industry from the University-Industry. Deficiency in the existing educational research in the area of teaching to address the development of research competence in students of careers related to computing in the development of industrial software is presented. To provide a solution to this educational deficiency, a theoretical systematization of the formation of the research was performed. The didactic particularities of industrial software development were determined. Its presents, didactic requirements for industry professionals in the instructional tasks design for the development of the research skill; actions to contribute to its development from the University-Industry. It's

presents exploratory evaluations of 120 students and 40 industry professionals as the level of acceptance that students about his training in the industry, level of knowledge and skills in instructional design task by industry professionals, the level of acceptance about the proposal presented in this research, and the level of professional commitment to student training. The development of this competence is determinate for the different levels of communication that is evident in the industrial software.

Key words: didactics; computer engineering; research competence; research skills; software industry.