

ENSEÑANZA & Teaching

Revista Interuniversitaria de Didáctica/Interuniversity Journal of Didactic

ISSN: 2386-3919 – e-ISSN: 2386-3927 – DOI: <http://dx.doi.org/10.14201/et2016341> – CDU 37

IBIC: Educación; Pedagogía (JN) - BIC: Education (JN) – BISAC: EDUCATION /
General (EDU000000)

Vol. 34, 1-2016

ANALYTIC SUMMARY

HERNÁNDEZ GONZÁLEZ, M.; GONZÁLEZ ORNELAS, V. and PÉREZ FERRA, M. The ethical task of secondary teachers: An analysis through their attitudes and reasoning. Case study in the Mexican context.

This study focused on the analysis of professional ethics of teachers. It is considered important because this teaching is itself an ethical activity because it touches on the whole person of the learner to encourage it to be gradually a better subject.

Moral reasoning and moral attitudes: to have a professional approach to this ethic two related elements were studied. A case study located in Mexico, in the Superior Normal School of Michoacán (ENSM), initial training institution was performed, but also welcomes teachers in service for further studies and graduate. Methods of quantitative and qualitative research in the same investigation were integrated approach known as hybrid or mixed method. The instruments were built Likert scale, hypothetical and real moral dilemmas. And the implementation of group discussion with experts.

The work investigated on major ethical problems of secondary teachers, argumentation processes performed to make ethical decisions and principal values present.

The results found that ethical aspects have an important place in their educational conception. Also there is a high emotional charge in moral attitudes, which are transformed along the experience and professional cycling stage that is going through.

Moreover, the presence of the principles of justice and charity in ethical conflicts was recognized, and the importance of the ability of moral sensibility as an element that favors the appropriate educational practices and ethical development of students and educators.

The study provides knowledge of reflection to be implemented in teacher training, seeking to promote professional ethics in secondary teachers respond to the needs and demands of the current context.

Key words: professional ethics; teacher training; moral judgment; attitudes; values.

SERRANO RODRÍGUEZ, R. and PONTES PEDRAJAS, A. The development of the Teaching Professional Identity in the initial training of secondary teachers.

We present a study that aims to know how the students of the Master's Degree in Secondary Teacher Training begin to build their Teaching Professional Identity, as well as what the main implications of this identification process are, in order to improve their training. Through an open questionnaire, a total of 355 opinions of students from the University of Córdoba have been analysed. The conclusions obtained highlight: a) the students show a professional identity that is significantly less developed than in other professional groups; b) it is important to develop activities to reflect on the nature of the teaching profession by improving the identification of students with the characteristics of the teaching profession. Some of the implications from this research point to the need to take into consideration the results obtained when designing the process of initial training of future secondary teachers. Particularly, it would be necessary to include the issue of Teaching Professional Identity more specifically in the curriculum of the new model of initial training. This, moreover, should be linked to the pedagogical knowledge of the contents and the acquisition of real teaching skills according to the development of the educational curriculum for each subject.

Key words: teacher; Secondary education; initial thought educational; classroom activities; teaching professional identity.

LÓPEZ GIL, K. S. Digital reading practices of university students.

This paper presents results of research on digital reading. The main objective of the research was to analyze the reading on screens practices of university students and how their practices are guided by professors and institutions of higher education. The research design was mixed and the type of study was descriptive of cross-sectional. The data collection techniques were questionnaire, document analysis and discussion group. IBM SPSS v.22 was used for statistical treatment of data and Atlas. Ti 7.0 was used for content analysis of qualitative information. The study showed that students usually read on screens, although many of their reading practices have recreational purposes. Students have troubles to find reliable information on the Internet when they have academic pursuits and frequently consult secondary sources. When texts are on screens, students generally scan information and surf from one document to another along hyperlinks. The boundaries between academic and leisure activities are not well defined; multitasking appears frequently. Students indicate there is a little guidance received from their professors or university. These findings show that students are constantly faced with digital reading, but practices do not always allow them to achieve their academic purposes, so it is necessary to strengthen the support offered to them, mainly from the classroom language.

Key words: reading practices; digital media; students; university; teaching.

ANTÓN SANCHO, Á. and GÓMEZ ALONSO, M. Geometry through Art in preschool education.

In this paper we found that artistic expression as a teaching resource, namely the work of a painter next to students setting, allows meaningful and motivating learning of the contents of geometry in the infant stage, which also is acquired in a globalized way along to other areas of knowledge. To do this, we analyze the content of the curriculum of geometry in the infant stage, describe how children's learning of geometry occurs and provided some general methodological lines to work it. Finally, we conduct an educational intervention in the area of geometry over a group of third year students from kindergarten using the paintings of Julio de Pablo as a resource. The main objectives of the proposal are presented in a fun and meaningful way through our author's work contained the various geometric (topological aspects, projective and metric), encourage observation and exploration of the environment with geometric perspective and the development of creativity, memory, thinking and judgment. We initially evaluated geometric, artistic and reflective skills and acting ability, and following the intervention, we have re-evaluated to compare the data. The core of this paper is to describe the intervention, extract and analyze results. Of these we gather that the use of artistic expression, namely the paintings of a nearby student author, can present globalized, meaningful and motivating way the entire contents of geometry kindergarten with excellent use by students and a flexible and adaptable to their needs and interests so. Therefore we estimate that a proposal like that do is readily adaptable to other courses and groups of child Education and usable in broad outline by teachers.

Key words: educational intervention; preschool; geometry; art; meaningful learning.

TOMÁS, J. M.; GUTIÉRREZ, M.; SANCHO, P.; CHIREAC, S. M. and ROMERO, I. The adolescents' school engagement: Assessment of its dimensions.

A topic that in the last years is getting relevance in school and students research is school engagement. This topic has been related, among other important constructs, with burnout of teachers and students, school performance, satisfaction with the school, behavioral disruption, goal orientation and motivational climate in the classroom, students-teachers relationships, and life satisfaction of the students. School engagement may be defined as the participation of the student in academic achievements, and it is understood as a multidimensional construct. The most repeated typology of dimensions recognizes three specific and overlapping dimensions: cognitive, behavioral, and emotional (affective). Frequently, education professionals have reported the lack of instruments to measure some students' characteristics and psychosocial and behavioral variables in the classroom, as it is the case of school engagement. Recently, a fourth new dimension,

personal agency, has been proposed (Reeve and Tseng, 2011). Veiga (2013) has been the first to present a self-report instrument, in Portuguese, to measure these four components, the Student Engagement Scale-4 dimensions (SES-4DS). Taken all this into account, the aim of this research was to study the reliability and validity of the aforementioned scale in two versions, Spanish and Portuguese, in large samples from the Dominican Republic and Angola. Results have shown a clear factor structure (after deleting two items), and adequate criterion-related and nomological validity. Accordingly, the SES-4DS scale was considered a valid instrument to be applied in studies measuring school engagement of teenagers.

Key words: learner engagement; educational process; measurement techniques; school satisfaction; motivational climate; autonomy support.

RITACCO REAL, M. and AMORES FERNÁNDEZ, F. J. Students at risk of educational exclusion in secondary education. Perceptions of teachers involved in special programs about prevention of school failure.

School failure in Secondary Education is one of the most serious problems that carries the Spanish educational system today. Initial vocational qualification programs (PCPI) were designed to offer a second chance to failed students (or at risk of educational exclusion) in this educational stage. This study, for which has been used a mixed or hybrid method research, has provided a number of results that offer a more complete vision on the usefulness of these «Educational reclosing» programs (now Vocational Basic Training), in the centers of the province of Granada, showing viewpoints as interesting as the teachers and students involved in the study. Here the perception of teachers is summarized on these students at risk who, due to several reasons, have been excluded from the mainstream educational system, and doomed to failure. Students that fail not only for learning difficulties or personal problems related to their family, also crash into an educational system that has not been able to provide adequate answers to their needs.

Key words: Secondary Education; students at risk; educational exclusion; school failure.

PASCUAL SEVILLANO, M. Á.; DÍAZ MENÉNDEZ, S. and RODRÍGUEZ PÉREZ, C. Employability and occupation of graduates of the Master's Degree in Secondary Secondary Education and Training Bachelor.

We present here the results of a study developed in the University of Oviedo to know the employability and the working improvement which are enjoying the postgraduates from the professional Master's Degree in Secondary, Languages and Vocational Training Teaching. The aim of this research is to study the tendencies

related to the occupation, revenue and the time that they need to find their place in the labour market. Moreover, we would like to find out up to which extent the qualification received and the implementation of the competences acquired meet their needs in their position.

This type of study of postgraduates has been implemented at a university level in order to introduce elements of quality in assessment systems, and this is how it is conceived in the AUDIT Programme by the National Agency for the Assessment of Quality and Accreditation (ANECA) for the Spanish state. For our study a cohort of four generations of postgraduates has been considered from the master's degree in Secondary Teaching. The methodology consisted on descriptive and transversal quantitative work. The population which has constituted the object of our study comprehended 682 postgraduates. For this purpose, a structured survey has been used, designed *ad hoc* with 13 items (EnEgMfp). In the case of the University of Oviedo (UO) the procedure PD-SGIC-UO-1.2.4.vo7 has been authorised. The most relevant conclusions are certainly hopeful, albeit negatively influenced by the economic crisis, since 52% of the surveyed postgraduates assert to have found a post, although just half of them in the field they have qualified for with the master's degree. Half of these posts are temporary.

Key words: monitoring of graduates; postgraduate degrees; working situation; master's degree in Secondary Teaching.

MELLADO, Lucía; LUENGO, María Rosa; MONTAÑA, Juan Luis de la and BERMEJO, María Luisa. The emotional metaphors of Prospective Childhood, Primary, and Psychopedagogy Teachers.

This study analyzes the personal metaphors related to emotions of students in the first year of *Maestro* degree studies, and students of Psychopedagogy degree in the last year, from the Faculty of Education of Badajoz. The sample comes from 35 students of *Maestro* degree of Childhood Education, 50 students of *Maestro* degree of Primary Education, and 46 students of Psychopedagogy degree, during the year 2010/2011 where he raised two open questions. In research conducted metaphors in the four categories of Leavy, McSorley and Boté (2007): transmissive/behavioral, cognitive/constructivist, situated and self-referential.

The results indicate that most of the prospective teachers were able to conceptualize their roles in the form of metaphors. The greatest number of metaphors expressed by the prospective primary and childhood teacher, belonged to the behaviourist/transmissive category, followed by the cognitivist/constructivist, self-referential, and situative categories. However the psychopedagogy group, expressed the same number of metaphors in the categories behaviourist/transmissive and cognitivist/constructivist, followed by the situative and self-referential categories. In emotional metaphors the result is very different: The greatest number of

emotional metaphors expressed by the three groups belonged to the cognitivist/constructivist category, especially in prospective primary and childhood teacher, followed by the self-referential category, with fewer in the behaviourist/transmissive and situative categories. For preservice teachers, reflecting on their own metaphors, both cognitive and emotional ones, can be a powerful tool to conceptualize their ideas, attitudes, emotions and teaching roles and to initiate changes in them.

Key words: metaphors; emotions; teacher training; nursery and primary education; psychopedagogy.