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ANALYTIC SUMMARY

RODRÍGUEZ HERNÁNDEZ, M.^a M. and DOMÍNGUEZ FERNÁNDEZ ARROYO, J. Language difficulties that affect the resolution of problems.

Solving mathematical problems causes frustration to the pupils and generates great concern on teachers due to their complexity and difficulty. In order to overcome these difficulties a new methodology is needed.

In this paper we present a methodology applied to the classroom in order to respond to these difficulties and improve our students' achievement in the field of mathematics.

We suggest a study of the difficulties that our students may have in language such as reading comprehension, verbalization of the problem, identification of relevant data, identification of the question and expression of the solution and its impact on problem solving.

The methodology presented consists of a part based on the development of the linguistic competence, where language comprehension and linguistic reasoning are worked, and a part based on mathematics, which is made up of five stages: completing math problems, inventing the question of a statement, inventing statements, inventing problems and solving problems.

After methodological implementation, a statistical study with third grade students is accomplished in CEIP Romero Peña in La Solana (Ciudad Real), with two different groups of students: an experimental group in which this proposed methodology has been applied, and a control group that has been following a traditional methodology using their textbook.

Statistical analysis reveals that the difficulties in problem solving diminish significantly after the implementation of this new approach, verifying that the treatment focused on language difficulties has positive repercussions on problem solving.

Key words: problem solving; language difficulties; methodological application; observation of classroom; understanding language; primary education.

DÍAZ FERNÁNDEZ, S. M. Virtual worlds. Meta-analysis of educational experiences from its beginnings.

Over a decade has passed since the specialized scientific literature presented in 2004 the first educational experience with virtual worlds. An evolutionary period that requires analysis to determine the adequacy of the developed experiences so far, enabling the formulation of guidelines and / or aspects to consider in future experiences to achieve better adjustment and adaptation to the specific framework.

The investigation lies within the meta-analytic paradigm, with a quantitative and systematic review of the results of the 36 experiences that have been accessed, projecting an analysis and review of the same by using a form of observation, new and validated, in which a number of desirable compliance parameters are set, based on the current framework established by different experts.

The results show a high degree of adaptation in didactic and pedagogical aspects, as well as communication and interaction, being lower in technical and support aspects, which can influence the work in virtual worlds. On the other hand, errors not meet the characteristics of the participants are detected. Failure to take into account their degree of socialization, their digital knowledge or communication skills in these environments, determines the validity of the designs and implementations, being important to consider in future experiences with virtual worlds.

Key words: virtual worlds; educational experience; teaching; learning; design; interaction; communication; second life.

BERENGUER SÁNCHEZ, R.; LLAMAS SALGUERO, F. and LÓPEZ FERNÁNDEZ, V. Relationship between creativity and laterality in Early Childhood Education

In primary education is essential to know and develop methodologies using the development of creativity and laterality in the process of teaching and learning in our student. It is an ideal place to study the relationship between these variables period. As we understand creativity as an integral part of all the languages in which student in early childhood education (verbal and written language, plastic body...) are expressed, for all languages represent a creative process, a way to communicate with others, either verbal or written form, plastic. All these forms of communication is also related to another concept as laterality. It is essential to identify and examine the importance of laterality and dominations in kindergarten because all these processes are required before accessing other languages such as literacy. The objective of this study is to describe the relationship between creativity and laterality in Early Childhood Education. This has been evaluated 60 children in the second cycle of Infant Education and creativity variables defined and undefined laterality. In the development of this research test Torrance Creative Thinking (1974) of figurative expression and the test of laterality of the neuropsychological test (2011) it was applied. The results show that most of the student have defined

laterality with 75%. These student earn higher average scores on each component of creativity, the group with undefined laterality and more creativity than the group with undefined laterality.

Key words: creativity; laterality; early childhood education; innovation; training teachers.

AZORÍN ABELLÁN, C. M.^a. Responding to student diversity in the English context: case studies.

Reflection on how to respond more effectively to student diversity and make schools more inclusive is a constant of the current literature. The aim of this paper is to present some of the impressions received by a Spanish researcher after visiting three English schools classified as Academies (independent public schools that manage their budget and are free to innovate in the curriculum they teach). This casuistry makes new ways of carrying out the teaching-learning process and the attention of students, which is relevant to their inquiry reconsideration. In this regard, case studies descriptive nature with the most significant data from interviews with several of the components of the management and teaching equipment of these schools is presented. Under the annotations in the field diary used, the findings indicate a number of areas for concern to the Spanish reality. Including: (1) diversity management in the English context includes teaching programming from a multilevel perspective, with which it is most appropriately responds to different levels of curricular presented by the students and a coordinator special educational needs, which favors teachers shared responsibility of the supports; (2) the development of networks of cooperation between establishments enables schools to share experiences and resources, which can be very beneficial for attention to student diversity; (3) the movement of school without walls commitment to active participation local community, families, volunteers and other agents and services, and (4) collaborative teacher training school team gives teachers the opportunity to update skills with their colleagues.

Key words: responding to diversity; schools; inclusion; networking; teaching-learning; case studies.

RODRÍGUEZ PULIDO, J. and ARTILES RODRÍGUEZ, J. Case study in the university management and devices.

This paper presents the different aspects that affect the development process of access and the governance of the managers at the university. It carried out an investigation under a qualitative research approach through semi-structured and the

development of an interpretative analysis based on experiences of the managers who perform their interaction in the university context. We found the existence of devices using university management at the University of Las Palmas for each of the investigated areas. The results are grouped around six dimensions, with their respective categories, called: period, election, powers, conflicts, outcomes and precepts. Detect the need to enhance cooperation and group culture of teachers, reduce the excess workload, teachers and researchers encompass aspects and promote the training of managers.

Key words: higher education; university management; university managers; training.

CARDONA ANDÚJAR, J. Training in communicative competences of primary school teachers.

This article presents a descriptive research work from the modality called *cross-sectional survey*, using a quantitative instrument as is the (valid and reliable) questionnaire, which allows quick access to the subjects of the study sample. Sample is composed of a set of Primary School teachers (n = 75) who practice in schools located in Talavera de la Reina (Toledo, Spain) and its region. The aim of the research is to understand the perceptions of Primary School teachers about their proficiency in their disciplinary competences (communicative), and based on this knowledge, inform and describe areas of improvement in their initial (Grade) and continuing (during the exercise of their profession in schools) education.

The results show an acceptable command of communicative competence. While this is so, there have been equal or less than 3 (out of a maximum of 4) average ratings, so we can conclude that this training has some areas for improvement, particularly with regards to the following communicative competences: a) First: *Understanding the language development and designing teaching strategies tailored to the enrichment of communicative competences* (21%), in which 5% of responses were recorded with a score of 2 (incompetence), b) Second: *Understanding the linguistic and educational foundations of language learning and assessing their development and communicative competence* (49%), with a 21% of responses perceived as incompetent.

Key words: communicative competences; disciplinary competences; primary education; cross-sectional survey; descriptive research.

GONZÁLEZ FERNÁNDEZ, R.; MEDINA DOMÍNGUEZ, M.^a C. and DOMÍNGUEZ GARRIDO, M.^a C. Advantages of inclusive diversity treatment: perspective of the principal agents responsible for its development.

Recent studies have suggested an initially favorable teacher attitude towards inclusive diversity treatment, with these teachers being the true authors of its development, while at the same time, the numerous advantages of educational inclusion are apparent for both students and the educational system itself. Therefore, using a mixed methodology that combines the search and analysis of quantitative and qualitative data, a study was conducted in order to determine the perception of Early Childhood, Primary and Secondary school teachers regarding the advantages and positive effects of educational inclusion, while at the same time verifying whether or not significant differences exist based on educational stage and years of teaching experience. The data obtained via a questionnaire and interview designed for these purposes reveals that teachers find inclusive diversity treatment to have multiple advantages: for students with special needs, particularly in the area of affective, emotional and social development; for students without special needs, contributing to the development and optimal formation of their ethical and moral values; and, finally, for the functioning of the educational institution itself, mainly in the area of pedagogical renewal and teacher updating. However, significant differences were revealed in this perception based on the educational stage taught by the teachers, and to a lesser degree, based on their years of teaching experience.

Key words: advantages; inclusion; diversity; teacher perception; attitude.

BARROSO OSUNA, J. and CABERO ALMENARA, J. Evaluation of objects of learning in Augmented Reality: pilot study in the degree of Medicine.

The article turns around the educational utilization of contents in Augmented Reality (AR) in contexts of university education, technology which is considered emergent and that will have a strong level of penetration in our educational centers and universities to a nearby horizon. In order to analyze the perceptions that the pupils were showing with regard to the technical and aesthetic quality, and the facility of utilization, of objects produced for the students of the degree of Medicine who were dealing the subject of «Human Anatomy I», given in the first course of the above mentioned Degree, a pilot study was realized where the students intergesticulated with the same ones and finally they had to evaluate them, for it, it was created and reliabited a specific instrument. The opposing results show different aspects that go from: the significant perceptions that the produced objects have woken up in the students, its facility of use and its possibility of joining the education. The opposing results coincide with the reached one in other works.

Key words: augmented reality; design, production and evaluation of means and materials; experience in the classroom; integration curricular of the TIC; emergent technologies.