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ANALYTIC SUMMARY

GUTIÉRREZ, M.; TOMÁS, J. M.; BARRICA, J. M. and ROMERO, I. Influence of the motivational class climate on adolescents' school engagement and their academic achievement.

The scientific literature provides empirical evidence on the relationship between school engagement and numerous important variables of the adolescents' educational context. The school engagement has been related, among other important constructs, with burnout of both teachers and students, school performance, satisfaction with the school, behavioral disruption, goal orientation and motivational climate in the classroom. Because of it, the aim of this study was to analyze the relationship between perceived motivational class climate and students' academic achievement, with school engagement acting as a mediator. A sample of 2028 teenagers completed various instruments to measure the perception of motivational climate, perceived basic psychological needs satisfaction, perceived autonomy support provided by the teacher, and academic achievement. The data were analyzed using a structural equation model with observed variables (path analysis). The results have shown a significant relationship between motivational climate and school engagement, and of this with academic achievement. It should also be highlighted the direct relationship of perceived competence and perceived autonomy support with perception of academic success. *Of the three variables to be predicted* (Portuguese and Mathematics marks *and Academic success*), the largest percentage of variance explained was the one of academic success. The results are discussed within the framework of achievement goal theory, the self-determined motivation, and in terms of contributing practical issues to adolescents' teaching-learning process.

Key words: educational process; learner engagement; classroom environment; student motivation; autonomy support; academic achievement.

MARTÍN HERRERA, I. Teacher attitudes towards curriculum integration of digital press in school centers of Compulsory Education.

With this study we aim to know the attitude of the teaching staff towards curriculum integration of digital press in school centers of Compulsory Education, as part of a process of media and digital literacy necessary for communication and teaching in the XXI century. This research presents a descriptive approach. We are also interested in finding out how a series of personal, academic and institutional variables influence the opinions of teaching staff. With respect to the sample, it is made up of 601 teachers, and data has been compiled through our own questionnaire with eight open questions; out of which a content analysis has been carried out using the software Atlas.ti 7. Results conclude that most of teaching staff has a favourable opinion of digital press and it is considered a material that can be used as a teaching tool almost in every subject of Compulsory Education and for a wide and varied range of activities. Teachers see that the critical and guiding ability and the self-taught spirit are some of the advantages to teach with these means. Although some weak points are also identified, especially referred to the lack of technological resources available in schools and the need for specific training schemes in the use of digital platforms. Finally, answering to the study implications, this diagnosis about the current relation between the school center and the digital press is presented as a reference framework for the start-up of teaching actions that allow for a quality media education in the Net.

Key words: internet; mass media; teacher attitudes; media education; Compulsory Education.

PROFANTER, A. M. Descriptive scientific analysis: progress of the educational system of Saudi Arabia.

Saudi Arabia has set itself the goal of developing a knowledge-based society. Demographic changes and economic growth within short time in the Kingdom of Saudi Arabia led to radical changes of the educational system. Higher education institutions are in expansion and international collaborations are being intensified. The policy of gender segregation based on a neo-patriarchal society favored by the tribal system is an important cultural element of Saudi society and influences the Saudi educational culture.

This article provides a scientific description and analyzes the main elements of the Saudi higher education system using the few data available due to the limited release of official statistics. Prince Mohammad Bin Fahd University is analyzed as a case study based on the author's experience who taught there as an academic years of 2006 and 2008. Being the first private institution to admit both male and female students it had to face several challenges. Furthermore, the impact of

international collaborations is identified by exploring the «King Abdullah Scholarship Programme» which gives thousands of students the opportunity to study abroad.

Education while having a global function also fulfills a national function. Therefore, collaborations with Western universities in the Kingdom have created challenges for the recent generations in balancing Western values imposed throughout their higher education with their traditional culture. Due to the policy of gender segregation, the Saudi educational system represents different obstructions and opportunities particularly for female students.

Key words: Higher education; Saudi Arabia; female education; King Abdullah Scholarship Programme; Prince Mohammad Bin Fahd University.

ORTEGA SÁNCHEZ, I.; ALBERT GÓMEZ, M. J. and GARCÍA PÉREZ, M. Human rights and education: continuous assessment through the Internet.

The quality continuous assessment is one of the current challenges in the university education for its adaptation to the European Higher Education Area. Inside the education over a distance the skills acquisition across the continuous assessment, it is necessary to design bearing in mind the educational context and the use of the technologies. Our investigation centers on the subject of «Human rights and Education» of Degree in Social Education and of the Degree in Pedagogy in the UNED. The future pedagogues and social educators have to acquire the basic knowledge on Human rights and Education and the necessary skills to transmit and to take to the practice the learned. We design a Network of Teaching Innovation to investigate on the skills acquisition across a continuous assessment over a distance. With this investigation we know how the students value the skills acquisition across the achievement of different activities of continuous assessment inside the virtual course of the subject. For it, we use an anonymous questionnaire for the students with a sample of 105 students. The students value positively the continuous assessment activities but there is necessary the reconsideration of the design of the activities to encourage the motivation, the acquisition of transverse skills, learning collaborative and the value that it must have in its learnings. Later we describe a quality continuous assessment model across the technologies.

Key words: Continuous assessment; Human Rights and Education; Skills; Virtual Course.

MIRA-GIMÉNEZ, M. J. Development of Plurilingualism Through the Electronic European Language Portfolio (EELP) at the Official Language School: a case study.

ICT have revolutionized the way we interact and inform, so that the multilingual and intercultural communication has become essential in the Information Society, an aspect that advocates the CEFR (Common European Framework of Reference for Languages). To this end, some European initiatives have been implemented in this regard with varying degrees of impact. This article presents the results of a research on the eELP (Electronic European Language Portfolio). The aim has been to analyze the development of multilingualism through this electronic document of the Council of Europe, as to attitudes and multilingual activities. The study was conducted for six months, from November 2015 to April 2016 in four groups of German students (levels A2.1, B1.1 and B1.2) at the Official School of Languages in Alicante, with a total of 109 students. A quantitative methodology was used with a pretest and posttest: students filled out a questionnaire of the 18 descriptors on multilingualism on the eELP before and after the implementation to find out the degree of achievement of goals. The data were analyzed globally and broken down by sex and age groups. According to the results, it can be concluded that the eELP has contributed to the development of multilingualism, especially in multilingual activities. However, it would take more time to implement attitudes towards linguistic and cultural variety, particularly among men and the age groups of less than 20 years and more than 50 years.

Key words: Plurilingualism; Interculturality; eELP; Language learning.

DURÁN ESCRIBANO, P. and PIERCE MCMAHON, J. The teaching of professional and academic English under European directives. The autonomous control of competencies' acquisition

After ten years of immersion in the European Higher Education convergence process, this article deals with the application of European directives to the teaching, learning and assessment of English for Academic and Professional Purposes (EAPP) to different groups of engineering students at Universidad Politécnica de Madrid (UPM) enrolled in EAPP subjects. It focuses on the Common European Framework of Reference for languages (CEFR) and the European Language Portfolio (ELP). Although these language-learning directives had been previously implemented in other contexts, with various results, their total adaptation to engineering education was pending. The paper starts by highlighting the coincidence in the principles underlying the European Credit Transfer System (ECTS), and the CEFR and ELP directives centred on the students' work to attain certain competencies, and on their autonomous and reflective learning. Next, it discusses the research and innovation projects aimed at improving teaching practices and learning skills after the

application of European directives to EAPP subjects. The main projects dealt with the development and application of language competence descriptors tailored to the specific context. The paper concludes by showing the advantages of their implementation to the improvement of teaching objectives, programme design, teaching methodology and students' evaluation, with respect to other procedures before the CEFR, based on the results of a survey obtained from the teachers and students participating in the study. Although the complete use of the ELP is not feasible, it may be considered as a useful instrument. Both the lists of adapted reference level competence descriptors and the Dossier have proven to be very valuable for the university students' autonomous and reflective learning with the acquisition of competences in mind, and for their self-assessment abilities, according to the results obtained.

Key words: EAHE; CEFR; ELP; communicative competencies; autonomous and reflective learning; self-evaluation; EAPP.

SANTÍÑO GRELO, C.; RODRÍGUEZ-GARCÍA, A. M. and HINOJO LUCENA, M. A. Research on the choice of Spanish as a foreign language in the School of Portalegre (Portugal).

This study is of great significance for teaching practice by focusing on perceptions of Portuguese students who decide to opt for learning Spanish as a foreign language, on which can be made educational and organizational changes to adapt to the different motivations of the classroom. So it helps you understand and identify the reasons and considerations that this language has, thereby re-thinking curriculum; and incorporating the possibility of transferring this same study to other contexts, both geographically, and socio-economic and cultural. In this manner, the present paper aims to analyze the perceptions that explain the progressive increase of Spanish language study by students of higher education in Portugal, specifically, through on the School of Education of Portalegre (ESEP). So it was applied a descriptive and mixed methodology in which quantitative tools are integrated (Likert scale questionnaire) and qualitative (semi-structured interview), with a non-experimental design by survey method. As the main results and contributions, they were found that, practically the majority of students who has received a previous training of Spanish consider that Spanish is easier than other languages, they can get easily a good job and high marks and they have chosen this language because they go to Spain so much. Thus, the geographical proximity to Spain, as well as, the professional outputs and the Romanic origin of Spanish, are as the main reasons for their choice.

Key words: learning; Spanish as a foreign language; higher education; motivation; students.

ZAPATERO AYUSO, J. A.; GONZÁLEZ RIVERA, M. D. and CAMPOS IZQUIERDO, A. Teaching intervention in physical education: contribution to competencies in secondary.

The aim of the research is to know in depth the contribution and importance of the competencies from a group of Physical Education (PE) teachers in secondary, and explore the relationship with the educational contents in the subject. The methodology is part of a broader study that followed the evaluation method. Participants were six teachers in four schools from different directions territorial area of the Community of Madrid (Capital-Madrid, East-Madrid, North-Madrid and South-Madrid). Qualitative (content analysis, group discussion, observation and interviews) and quantitative techniques (survey) were triangulated. The information was obtained from different sources (students, teachers and external researcher). The qualitative data were analyzed with Atlas.ti and the quantitative data with SPSS. The principal research findings suggest that participants provide higher value the most transversal competences, such as social and civic competences, autonomy and personal initiative and knowledge and interaction with the physical world. It is shown linearity between the importance on competencies and its contribution. In addition, we found that the participants contributed to the competency categories, defined for the study by analysing the curricular developments, with different intensity. In relation to content, the contribution to certain competencies appeared more linked some contents of, while others do not. Despite the evidence from previous studies on the research problem, which found a reduced implementation of the model in practice, it appears that there seems to be some treatment of competencies in the contexts investigated. Consequently, it seems interesting to know in depth the particular reality of the EF classrooms as a possible starting point to promote the model.

Key words: life skills; Physical Education; secondary education; teachers; educational policy.

CARLOS, A.; CARDOSO, S.; GALANTE, S.; LAMY, F.; MASSANO, L.; SILVA, P.; GASPAS, M. I. and SEABRAS, F. Supervision in continuous teacher training.

The concept of Supervision is not new, however, in the XXI century, it has been reframed and gained a more relevant status in Portugal, because it operates in a changing context of the exercise of the teaching profession, emerging associated with a new paradigm of teachers' intervention and action.

In this sense, continuing education is assumed as a determining factor, and therefore the present study searched for i) evidence of implementation of supervising processes at School Association Training Centres (CFAES); ii) information on the nature of supervision practices and iii) perceptions / opinions of those involved in the CFAES, in order to establish the concept of supervision of its stakeholders.

We followed a multiple case study design, selected and characterized five CFAES geographically dispersed in the Portuguese mainland (North, Centre, Lisbon and South), we developed instruments for opinion collection, with a sample of directors, trainers and trainees with a mixed methodology: qualitative through interview with the directors of the CFAE's and quantitative (the predominant approach) through a questionnaire applied to trainees and trainers (who do not accumulate those two functions in the period of analysis). Results of both the interviews and the questionnaires were presented by category.

The relevance of pedagogical supervision in order to present a recognized and respected praxis is therefore assumed, with the purpose of making it essential to the efficient and effective balance of the Education and Training system(s) in Portugal.

Key words: Supervision; Continuing teacher training; Supervising practice; Teacher Training Center.