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ANALYTIC SUMMARY

DE VICENTE RODRÍGUEZ, P. S.; ROMERO LÓPEZ, M.^a A. and ROMERO MARISCAL, L. Professional knowledge of teacher educator: a case study focused in the area of «Didáctica de la Lengua y la Literatura».

This case study refers to teacher educators in the area of «Didáctica de la Lengua y la Literatura». We intend to describe the knowledge and the capacities this subject has and puts into practice during the design, development and evaluation of the teaching, and what is his thinking about the professional development of teacher educators. We review the related literature, we explain the methodology used, we show the results, and we include the conclusions.

Key words: teacher educators, teacher education, teacher educator professional development, teachers' knowledge, teacher professional knowledge, teacher educators' professional knowledge.

TRUJILLO TORRES, J. M. and RASO SÁNCHEZ, F. Initial teacher training and digital competences in the European convergence process.

The European convergence process demands and promotes a transformation of the teaching-learning processes in favour of a centred-on-competences model that gives our students a higher profile in the action. The competences for the treatment of information, learning and digital integration are an important task in the training processes of future teachers if we really want that our schools walk at the same time as society. From the standpoints of other researches and the thoughtful opinions of students, we go deeply into these tasks, assessing necessities, chances and restrictions that promote these actions.

Key words: ICT competences, digital literacy, teaching training.

RAPOSO RIVAS, M. and GONZÁLEZ SANMAMED, M. The creation of EHEA from the point of view of teachers and managers.

Once the goal has been achieved, European Higher Education Area (EHEA) in 2010, many initiatives has been launched for its development: one in the shape (structure), other in the background (university teaching), some financed, other free services, some collective, other individuals, some easy, other difficult... In any case, most of them carried out, promoted or carried out with the involvement of teachers and managers of universities. We present here the views and assessments that members of management teams and teachers have about the creation of the European Higher Education Area, particularly as it relates to elements that enhance and difficulties that arise.

Key words: EHEA, European convergence, university, university management, university teachers.

RODICIO-GARCÍA, M. L. and PRIETO-VIGO, N. The *Departmental Quality Groups* in the UDC: the mark for the adjustment of the tutorship to the EEES.

We present a study partly conducted with professors from the University of A Coruña (UDC) involved in an initiative consisting of the Rector's group formation intra and inter-departmental working to adapt the materials to ECTS. This initiative took the name of *Departmental Quality Groups* (GDC).

This is a research, divided into two phases, which aims to gather the opinions of teachers about developing the tutorial task. Initially press the opinion of those working on different issues related to mentoring at the university, using a quantitative methodology, particularly through a questionnaire prepared *ad hoc*. Experiential group is established (with teachers as part of GDC), and one control (trainers not the experience), and in both cases it investigates their perceptions of reality of mentoring and what they think should be. In a second phase is performed in-depth interview faculty experiential group.

In this paper we focus the first phase of this research and specifically in the study of the experiential group, to which was attended by 111 teachers. The instrument used a Likert scale of 5 points. The levels of internal reliability ($\alpha = 0.883$) are optimal.

The results allow us to conclude that the needs of teachers in the organization and operation of mentoring refers pass it as a continuous process, the students must attend a comprehensive manner, adapt to new scenarios offered by ICT and requires that the governing legislation.

Key words: guidance, higher education, tutoring, European Higher Education Area, NEEDs study.

PEREIRA DOMÍNGUEZ, C. and VALERO IGLESIAS, L. F. Cinema in Social Education studies as driving force for the construction of the keywords European Higher Education Area.

This article introduces us to an inner and outer journey toward that old world, Europe. It regards to the importance of discovering this world through its landscape, its culture, its people and its values. In this sense, the film can be a vehicle to that encounter. Therefore, we use a repertory of cinema, performed in Europe and about Europe, which will help analyze, understand, think, discuss and assess on the construction and integrity of this context.

Besides, we embrace the film *Ça commence aujourd'hui*, a clear example that enriches the human being's inner and promotes the European integration.

We think that educational theories as these mentioned above are needed in the areas of Social Education, are now essential for the European Higher Education Area and for helping this society needed of communication and intercultural coexistence.

Key words: Social Education, cinema, pedagogical proposals, values, European higher education area.

RIVERA PATRÓN, Y. P. Evaluation of the WebQuest as teaching resources in higher education.

This paper tries to present a strategy for training university teachers in the design, implementation and evaluation of the WebQuest as a teaching resource in their teaching methodology. The specific objectives that have guided this research are: to evaluate a teacher training strategy aimed at acquiring the skills necessary to make use of the WebQuest in their teaching and to evaluate the use of this tool in university teaching practice in relation to the performance of pupils in terms of satisfaction. In addition to defining the characteristics and importance of technological tools applied to higher education, the structure and components of a WebQuest and some experiences using this tool in the university context, this paper discusses the formation of teachers in the design and implementation of the WebQuest, the results of students in the satisfying about working with this tool and the opinion of teachers with respect to its implementation as part of their teaching methodology.

Key words: teacher education, technology tools, skills, WebQuest, ICT at university.

VILLANUEVA ROA, C. Results of a drug prevention program in the changing attitudes of students.

Drug abuse is a problem that the population is highly sensitive. On the other hand, it is clear that in the field of education, together with the family, the ideal room to articulate prevention programmes.

One of the aspects which many educational programmes have not had the expected results has been for not taking into account the family environment and not control his influence.

With this research we have found that there are significant differences in the 2nd ESO students attitude, regarding the rejection of tobacco, alcohol and other drugs, depending on which the prevention programme is applied or not to students.

Research has been done with quasi experimental pretest posttest to not equivalent control group. The analysis of results, shows that the implementation of the programme has been effective as far as the students attitude has highly improved with regard to the prevention of drugs, mainly tobacco which is the most widely abused drug at these ages.

Regarding the expected differences in students attitude by the implementation of a prevention programme with parents, we have not seen significant differences in the results possibly because the initial attitudes are very positive and is very short period of time.

As a result of the study we believe it is important to recover the educator family role since its influence is decisive in prevention.

Key words: prevention, family attitudes, education, drugs.

PROFANTER, A. Desert frontiers. *The devil of education: a blessing and a curse.*

Observations and insight into Muslim and Gulf State Nations after years of serving as an onsite, teacher and consulting professor in Education and Psychology are presented. The dramatic increase in literacy in Saudi Arabia and the problems associated with a country adjusting to this change are analyzed.

The consequences of an illiterate, nomadic, tribal nation discovering colossal wealth and its influence on their traditions and economy are described. Unique insight into the struggle of newly-educated women to achieve greater freedom and opportunity in a culture known for its gender-based political ideology is offered. Gender barriers to university education and subsequent employment, and the tactics used to maintain them, are identified in some detail. The practical problems in teaching students from tribes in which truth and knowledge are secondary to desert survival through unchallenged leadership and loyalty are presented.

The consequences of a government system in which there is no separation between State and religion are discussed. The importance of feminine values in a world where their absence could be devastating is explained in detail. The information contained herein can provide insight for countries changing from nomadic, tribal institutions to integrated, industrialized nations during the 21st Century.

Key words: education, Saudi Arabia, neopatriarchy, gender politics, segregation.