

ENSEÑANZA & Teaching

Revista Interuniversitaria de Didáctica/Interuniversity Journal of Didactic

ISSN: 0212-5374 - CDU 37

Vol. 28, 2-2010

ANALYTIC SUMMARY

RODICIO GARCÍA, M.^a L. The university teaching in the process of adjustment to Europe: the perception of the students.

In this paper we present part one study conducted with students from the University of A Coruña (UDC) in which we try to find out their perceptions about the teaching they receive, planned along the lines of Bologna.

Initially working with all students of the Degree in Psychology they were asked about various issues regarding the adaptation of materials to ECTS credits as well as their perception of the process that is being generated in the universities and in a second phase, press the views of students in a particular subject.

Our contribution, this time, focuses on the second stage and, specifically, on research carried out with the students of the subject «Models of Counselling and Psychoeducational Intervention», core subject of the first year of the Psychopedagogy degree (n = 20).

The methodology used is a qualitative approach, using structured interviews as data collection technique.

The results allow us to conclude that the changes advocated by the reform are to the liking of the students, feeling more and more targeted and active in their learning process.

Key words: university teaching, autonomous learning of the student, educational planning, autonomous learning, active methodologies.

RAPOSO RIVAS, M. and SARCEDA GORGOSO, M.^a C. Work in the classrooms with European perspective: materials and resources for autonomus learning.

One of the key principles set forth in the Bologna process is to focus teaching on students, by getting involved actively and independently in their learning process and in developing their skills. This requires the use of teaching and learning methods together with materials and resources to motivate and guide them. In this paper, we present three of them, from our experience in adapting the subject of «New Technologies Applied to Education» to the ECTS system, which we have found

useful for guiding and evaluating the learning process and promote the intended learning. These materials and resources are: «learning guides», the portfolio and the rubric.

Key words: EHEA, autonomous learning, portfolio, rubric.

TRUJILLO TORRES, J. M. and HINOJO LUCENA, F. J. Appropriation of resources and strategies 2.0 for educational innovation in university teaching.

This is a moment in which the website belongs to the group of users who receive information and also create it. They have access to the knowledge but they share it too. And finally, they make the knowledge go around the network, thanks to a new attitude that promotes the change and improvement of the world. The web tools 2.0 are facilitating those advantages. They are interconnected as, for example, the base of processes to improve the quality in the educational institutions. The complexity of the inner technology is disappearing in favor of the data and the final user. To conclude, the permissibility shows what the user is developing and at the same time gives him or her autonomy and knowledge as the base of a participative framework.

Key words: web 2.0, integration TIC, EHEA, teaching innovation, e-learning, Educational Net.

HERNÁNDEZ DE LA TORRE, E. Change and innovation in secondary education: «Integrated Projects» to build a shared understanding.

«Integrated Projects» are a new optional subject following the Decree 231/2007 of July 31th, establishing management and lessons for compulsory secondary education in Andalusia (BOJA, n.º 156, August 8th 2007), Orden of August 10th (BOJA n.º 171, August 30th 2007). These Integrated Projects are based on the idea that students will attend an elective practical and related to the maturity and personal development of students. In this work, we present a proposal to design and plan integrated projects to learn the necessary skills to carry out planning for this area where students have to use a practical knowledge of different subjects taught in their curriculum such as physics, mathematics, economics, language, etc. Students with this subject should be taught to different content courses taken to date to develop new knowledge. To give an adequate response to the students in the construction of new knowledge, we facilitate these connections through Projects to link the foreground and encourage their practical functionality. Teachers must plan for student learning, using teaching and organizational strategies to develop content in

a practical way, regardless of knowledge tight plots and promote the development of interdisciplinary knowledge from their level of competence curriculum.

Key words: learning projects, Integrated Projects, interdisciplinary planning, practical knowledge, teaching strategies, cooperative work.

HERRADA VALVERDE, R. I. The concept of race used by preservice teachers. Basic training experience for teaching in multicultural schools.

Over the past years, the arrival of foreign immigrants to our country has caused a considerable increase in the number of students, sons and daughters of these immigrants, in Spanish schools. Educational institutions are devoting considerable resources to address the cultural diversity of students. However, it is also necessary to promote reflective and critical attitudes among preservice teachers about their multicultural conceptions. In particular, this paper presents an ethnographic study on how a group of preservice teachers reflect about the concept of race. After attending this course, most of them problematize their concept of race, even rethinking about their behavior and attitudes.

Key words: initial teacher education, university education, ethnographic research, multiculturalism, race.

ESPUNY VIDAL, C.; GONZÁLEZ MARTÍNEZ, J. and GISBERT CERVERA, M. About the digital competence of new University students. An initial assessment.

Planning how to teach nuclear competence in ICT in the new EHEA adapted degrees is a new challenge that implies different actions: among them stands out an initial, necessary evaluation about the digital competence, by the means of a questionnaire, to design the process of ICT-learning along the whole degree, focusing on the Campus Terres de l'Ebre at the Universitat Rovira i Virgili.

Key words: first evaluation, digital competence, EEES, ICT.

DOMINGO SEGOVIA, J.; GALLEGO ORTEGA, J. L.; GARCÍA ARÓSTEGUI, I. and RODRÍGUEZ FUENTES, A. Communicative competence in students of Foreign Languages teaching specialization in University of Granada.

This article sets out that communicative competence in teaching is an indispensable aspect in a society characterized by a constant rhythm of change. However, this aspect has been unattended until present day. An important role of teachers

specialized in teaching other languages is to make pupils from primary school understand that foreign languages must be studied in order to be able to communicate with other people, not just for passing the subject. Furthermore, the teacher must be leader of the students learning process by making creation of significances easier and through the application of metacognitives schemes with pupils such as teaching them to think, to learn and by to arrange sources of information.

From this premise and according to the research made by Faculty of Teaching in University of Granada, we have tried to establish the level of communicative competence of students in this Faculty.

Starting from a quantitative study research through questionnaire, we can see the perception that students from third course, who are about to end their initial formation in Teaching, have their own communicate competence. Also, it is presented here an analysis of the comparison between the perception that students from first course and students from last course have about this point.

After the rate analysis, this article talks about the widespread lack of communicate competence of students from Faculty of Teaching. This lack exists notably at the beginning and, to a lesser extent, at the end of their studies.

Key words: communicative competences, initial formation, foreign languages students, novice students, last year students, teaching, professor guides, creation of significances.

ESCARBAJAL FRUTOS, A. The inclusive school in a multicultural society and the importance of collaborative work.

This article tries to place an inclusive school in multicultural societies as a valid alternative to the varied challenges of diversity. It makes a route through the concepts of inclusion, education and inclusive school connected to what we understand as multiculturalism and intercultural in Europe. The parameters that gives us the theory and practice of action research, bets for collaborative work as the appropriate methodology for the classroom and also for the group of teachers, in order to get some of the targets of the inclusive school.

Key words: inclusion, inclusive education, inclusive schooling, multiculturalism, interculturalism, research-action, collaborative work.

RIAL SÁNCHEZ, A. and MARIÑO FERNÁNDEZ, R. Analysis of the formative trajectory of the woman in the industrial branches of Professional Formation in Galicia and its socio-professional insertion.

The persistence of the gender discrimination in the labour and social scene, is a reality that even persists in several developed countries such as Spain. Such discrimination is made explicit in both horizontal and vertical levels and can be seen easily in standardized indicators quarterly offered by the EPA or the INE or in more qualitative indicators that verify the persistence of such discrimination such as the social recognition of the work and career opportunities. Therefore a first assessment of women enrolled in an advanced vocational Galician statistics in the past ten years, we see the training students chose professional families that had traditionally been performed by women, while the students chose those exercised by men. This linking professions to rose the masculine and feminine professions responds more to a historical process of socio-cultural stereotypes transmission than to a rigorous catalogue associated to one gender or another. Therefore, the object of this study consisted of analyzing paths of training and employment of women who had chosen training and work in professional sectors of industrial branches in Galicia. To run this study we used a data triangulation methodology combining qualitative and quantitative data collection instruments. As general conclusions we emphasized the little interest that thus provoke the problematic of equality as well as the little initiatives to promote equality in the formative centers and the reluctance of the enterprises to modify and/or to eradicate the clichés and stereotypes that make difficult the attainment of a total equality, in the formative plane as in the socio-professional one.

Key words: professional training, women and work, employment, gender, education for equality inequalities.