ANALYTIC SUMMARY

Holgueras González, A. I. Teacher education and occupational trainers figure.

We want to know if Cordoba occupational trainers to date and what type of training method they prefer. We also wonder if there is information and/or training sufficient training activities in e-learning by the Administration and if they consider that this formation has the same status as the classroom training.

This study goes through three stages, exploratory, descriptive and explanatory, within a continuum, depending on the research phase where we are, and therefore, does not indicate clearly any of them, although it is mainly descriptive.

It uses a nonrandom sample since it requires a controlled choice of subjects with specific characteristics in particular we refer to is called the sample of experts.

The population we apply the questionnaires is the group of active occupational trainers, students who are conducting the course of Shaper Occupational and training managers.

Data collected shows that the e-learning is not fully integrated into our society, because of the lack of information, lack of supply and, also, because of «fear of the unknown», so maybe we won't consider it as a training option, further reinforced by the need for pre-literacy.

There is not trust in e-learning, because at the beginning there was a concern over the technical aspects, ignoring the methodological and pedagogical, and now, the situation is improving, although it will need time to adapt.

Key words: occupational trainer, online training, lifelong learning, training modalities, New Information Tecnologies and Communication.

Rodríguez Izquierdo, R. M.ª. Teaching as a cultural practice: managing diverse classrooms.

Teaching is a cultural process. Actions that take place in this process are influenced by some cultural assumptions which shape pre-defined objectives and affect content, educational treatment, assessments, and relationships among

participants. It is, therefore, of utmost importance not only to make explicit the cultural reality of education, but also to think critically about it. In this paper, we focus on the issue of teaching and learning in the context of cultural diversity from a socio-cultural and socio-political theoretical framework.

The keywords «classroom management» it generates over 6.5 million hits in google.com. However, when we type «managing diverse classrooms», there are only 200.000 hits. This divergence indicates that classroom management is a widely explored topic, while work about how to manage a cultural diverse classroom is still limited.

The aim of this paper is to provide a framework for teachers to use and improve their cultural knowledge to manage classrooms more effectively. This article argues that growth in cultural awareness of the teaching process improves the quality of teaching and, therefore, students' learning.

Key words: teaching, culture, expectations, cultural awareness, intercultural education.

GALLEGO ORTEGA, J. L. and GÓMEZ PÉREZ, M.ª I. Prevention of language problems in children: the effectiveness of an intervention program.

Language is an essential tool for personal and social development of children and it is perceived as the most important learning that children undertake in the early years of their lives. It is generally accepted that from birth to the age of three-four years old, children achieve a basic repertory of skills in different linguistic dimensions which allow them to communicate effectively with their environment. However, research has shown that phonemic disorders, morphosyntactic dysfunctions and semantic poverty figure prominently in the overall oral language disorders in infancy. In this respect, the review of literature informs us of the abundance of work aimed at rehabiliting the conditions already set in childlike expression, but there are significant gaps in regard to systematic prevention programs to prevent such evolutionary disorders which can become operational because of an early intervention in the field of communication. According to the above, it was developed a research project designed to establish the differential impact of a program to develop language skills in preschoolers. We worked with a sample of 32 children (5 years old) in a pretest-posttest design. The data analysis shows that the magnitude of change is significant when comparing the results obtained by the experimental and the control group before and after program implementation. The overall effect of the program allowed to determine its effectiveness to increase language skills in the morphosyntactic level.

Key words: language, children, language development, children education, language delay, program evaluation.

GARROTE ROJAS, D. and PALOMARES RUIZ, A. Differences from gender about the impact of Eating Behaviour Disorder on personality factors of students at secondary level.

This paper tries to know the obsession for the thinness or incessant search of the thinness, as essential characteristic of Eating Disorders, verify if significant differences exist according to the sex, to analyze the trend of students to have thoughts or to give them heavy meals –or gluttonies– uncontrollable, and verify the degree of dissatisfaction with the general form of their body or with the parts of the same one that more worried those who suffer Eating Disorders (stomach, hips, thighs, buttocks, etc.). For it, we have used an eclectic methodology. The samples of students who have done the test EPQ-J is 700.

The students analyzed in the sample show lacks in some areas at the personal level that they exhibit to suffer an Eating Disorders. There would be necessary to underline that, with regard to the emotional, 7.73% of the men and 9.63% of the women prove to be anxious, worried, with fast changes of mood, frequently depressed, they sleep badly, etc., obtaining their representation, at the age of 13.

There has been verified that 12.26% of the males and 6.85% of the women are unsatisfied with their own body.

Key words: Eating Disorders, anorexia nervosa, bulimia nervosa, adolescence, personality, depression, slimness, integral education.

CARRASCO EMBUENA, V. and GINER GOMIS, A. V. Evaluative research of a learning experience within the Secondary Education Teachers' Training Master.

This paper contributes the results of the evaluative research of a didactic experience contextualized within the Master on Secondary Education Teachers' Training, developed at the University of Alicante during the 2009-2010 year and related to the subject Curricular Design and Adaptation, which belongs to the General module. An active learning methodological proposal has been offered to guarantee the students' motivation, to train them in competences and to help their learning process. What has been researched is the incidence these methodologies have on learning, from a subjective perception, through the analysis of the results of a questionnaire offered to two different groups of students, which gave their opinion about the class development and about what it has contributed to their own training. On the other hand, the students' level of achievement has been objectively analyzed. In both cases, the results show important percentages of achievement success and a high degree of satisfaction towards the class activities and the learning carried out. In addition, some suggestions to improve this curricular proposal are also set out.

Key words: Higher Education, collaborative learning, assessment, curricular design, Secondary Education teacher training.

Hernando Gómez, Á.; Aguaded Gómez, J. I. and Tirado Morueta, R. Online cooperative learning via the Campus Andaluz Virtual. An analysis of interactions.

One of the most important aspects of cooperative group work is the type of interactions that take place within the group, either among students or between students and the teachers responsible for the group dynamic. If the quality of these interactions is the key element in face-to-face teaching, then it is even more so when tasks are performed out online. This research aims to analyse empirically the phases of cooperative work, its timeline development and the structural factors of the interactions in the learning processes that occur in the performance of cooperative work and in activities within distance learning contexts via digital platforms. To meet this objective, the teachers responsible organized the students into eight secondary groups from the nine universities in the region of Andalusia enrolled in academic year 2008/09, within the framework of the «Intervening in risky behaviour» elective course offered on the Campus Andaluz Virtual. The methodology used was the analysis of activity registers in discussion forums. This article describes how the investigation developed, the tools and resources used, the methodological strategies, and the main results and conclusions. The latter highlight the importance of the teacher-tutor's actions as the dynamic element in online cooperative work, the fact that the frequency of interactions within the group is a winning factor in the success of learning communities, and the confirmation of the potential of the Net and virtual teaching for the performance of collaborative tasks in which processes of shared reflection are developed.

Key words: Information and Communication Technologies (ICT), learning environments, online cooperative learning, virtual campus, digital platform, discussion forum.

Cardona Andújar, J. The INDITIC project, a social network for methodological innovation in the UNED.

In the current work we present a report about INDITIC, a research project in networks oriented to offer teachers and pupils a new methodological model for teaching-learning that improves the personalized tutorship for the former and the autonomous learning for the latter by integrating both attending and virtual characteristics (TIC, according to its initials in Spanish) within the framework of a subject of the study plan of the Pedagogy Degree. The principal aim is to build a personalized active learning itinerary based on a series of activities carried out. We also present the evaluation performed by the participants based on variables such as their own motivation, level of effort of the problems investigated and their formative incidence, the methodology used, its possibilities of generalization and the appropriate evaluation model.

Key words: project networks, methodological model, personalized tutorship, autonomous learning, active learning, motivation, evaluation.

SPANHEL, D. An approach for integrating media education into everyday school-life and instruction at secondary school level.

The new media as a challenge for school education require to redefine its aims and methods. It is no longer sufficient to transmit knowledge and help young people to build up special competences. In addition and primarily they must learn to deal with unknown problems in the future, with uncertainty and insecurity, with an increasing lot of information, changing knowledge and truth and with the unknown. Therefore school must help students to build up flexible structures of operational thinking and orientation, abstract conceptual frames, phantasy and creativity and acquire the capability of learning to learn, to reorganize learning structures and knowledge and the ability for lifelong learning.

Within this context media in schools have two fundamental functions: they are instruments of teaching-learning-processes as well as subject matter helping students to acquire media competence. Our approach to *integrated media education* for secondary schools can be characterized as follows: It should imply all sorts of media, it should involve all teachers and embrace all subject matters (lessons). There should no longer be made a distinction between media education and computer literacy because of the integration of all media on the basis of ongoing digitalization. The different media with their specific capacities should be used naturally as a means of improving teaching and learning, as tools for problem-solving and coping with tasks, and as instruments of communication and self-reflexion, of documentation and formation, of expression and publicity. The realization of a sustainable media education is confronted with two difficulties: 1. Most teachers mostly are not trained for media education and they fear the great burden of this task. 2. Media education requires open forms and varying methods of instruction and specific media facilities must be at hand at any time and everywhere.

Key words: integrating, media education, instruction, secondary school.