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## ANALYTIC SUMMARY

IGLESIAS MARTÍNEZ, M. J.; LOZANO CABEZAS, I. and PASTOR VERDÚ, F. R. Discourses of novice lecturers: a study of their teaching.

The training of novice teaching staff in order to enable them to carry out their functions adequately in university classrooms still requires considerable improvement. In this research paper, and in an attempt to define a model for the development of professional training in Higher Education, attention is paid to the perspectives and judgments of novice university staff. The subjects of the research were a cohort of assistant lecturers at the University of Alicante (Spain). The research focuses specifically on the expression of their problems, difficulties, dilemmas and decisions related to their course plans and classroom contexts. The methodology applied here integrates processes of qualitative interpretation supported by the *AQUAD Seis* data processing program, and quantitative approximations in the presentation of results. These results make clear the need to integrate novices into the teaching community in order to reduce the fears they experience on starting their academic careers. It is also clear that the university community as a whole profits from ideas provided by novice staff.

*Key words:* lecturer novice, Higher Education, professional development, narratives, qualitative research.

TAMAYO FAJARDO, J. A.; NUVIALA NUVIALA, A.; HERNÁNDEZ RODRÍGUEZ, S. and COPADO MUÑOZ, I. Self-assessment of professional competences in teachers.

As part of the adaptation of university degrees to the European Higher Education Area, the competences students should acquire become one of the cornerstones of this new way of understanding the teaching-learning process. This paper analyzes the perception that students in the Primary School Teacher degree at the University of Huelva (in their different specialties) have about the acquisition of generic competences, using a scale previously used in the University of Seville, the validity and reliability have been proven.

The main results show that the valuation of the acquisition of competences among future teachers of the University of Huelva is positive to have obtained an average of 2.81 on 4, with the cooperation factor which has obtained a higher valuation. In the adjustment factor students with best academic results who show better adaptation capacity to different situations. The ability to plan is a competence that students with best academic results and students of Primary Education and Foreign Languages have expressed a greater extent than the rest. Students of Special Education have expressed to dominate design competence better than students of other specialties. While, in relation to communication older students claim to possess this competence further.

*Key words:* self-assessment, competences, teachers.

CRISOL MOYA, E. and MONTEJO GARZÓN, K. The importance of showing technological tools (like Cmap Tools) to future teachers to improve their teaching practice in school.

Concept maps have proved to be an efficient tool for learning (Novak & Gowin, 1984) but also without the pretext of making a classification, one could say that has also been found useful to: identify students' prior knowledge, summarizing what has been learned, note taking, help in the study, plan, build scaffolding for understanding, strengthen educational experiences, improve conditions for effective learning, promote critical thinking, support cooperation and collaboration, organize content (Cañas & Badilla, 2005; Coffey *et al.*, 2003). In this study, we show the opinions concerning the use of Cmap Tools as a tool for making concept maps for their future practice as teachers in primary education, students of second year of teaching at the University of Granada. The research was based on the quantitative perspective, being the instrument used, a questionnaire released by one hand, the students' opinion on the use of the methodology used: group activity and self-employment, and the application of the tool Cmap Tools, and collect other personal and academic satisfaction of students involved in this experience. As for the extracted views emphasized that although student teachers feel that using technology in their classes, can be a strategy that promotes the teaching and learning, as claimed on this experience, it is true that students who do not coexist think so, hence it is necessary to strengthen this small percentage use of technological tools in teaching.

*Key words:* concept maps, Cmap Tool, autonomous learning guides, learning-teaching, opinion.

NOS ALDÁS, E. Media Education towards peace cultures. Future professionals of the communication sector as citizens-mediators.

This paper presents a pioneering experience for Spanish University Communication degrees. It deals with the elective subject «Audiovisual Discourses and Peace Culture» offered in the fourth year of the Audiovisual Communication Degree at Universitat Jaume I of Castellón. This learning project is focused on peace research proposals that are complementary to and line with educommunication. In this course students realize their role as both citizens and professionals of communication, and, therefore, their responsibility and that of their communicative acts in the configuration of society and culture. Within the debate towards cultures for peace, the subject focuses on the possibilities and consequences of the discourses of communication professionals as mediators in public communication scenarios. The paper shares the design, development and results of this subject during 6 years as a university teaching project that can be extrapolated to other learning contexts. It is also presented as an epistemological and methodological reflection that can be applied to all main subjects in the different university communication curricula so that graduate students are prepared not only from a technical and commercial perspective but also from an educative, critical, civic, social and cultural one. This text pays special attention to the audiovisual examples (films and documentaries above all) used in the classes, to the ideas gleaned from them and to the analysis methods applied aimed at detecting communication discourse strategies to raise awareness and train citizenship in conflict transformation and solidarity following a cultural efficacy perspective.

*Key words:* communication, education, citizenship, peace, discourse, audiovisual, teaching, efficacy.

DELGADO DE PAIVA, M. and RODRÍGUEZ RODRÍGUEZ, J. Attention to learning difficulties in a sample of primary school textbooks and didactic materials in Portugal.

This article presents the most relevant findings from a study carried out at the Dept. of Didactics and School Planning in the University of Santiago de Compostela for the purpose of determining whether primary school textbooks, which are often used in schools in Portugal, provide adequate work proposals and resources for students with learning difficulties.

The study methodology consisted of a content analysis. Toward this end, we elaborated a guide-tool for identifying the strategies and resources contained within textbooks and didactic materials. The guide includes a total of 10 dimensions or analysis blocks that correspond to the study's main points of inquiry. A total of 21 textbooks were assessed, of which 18 included a handbook of working «note cards». Before presenting the process of elaborating the evaluation guide-tool and

the research findings, we will briefly describe the main aspects that, in our opinion, should characterize attention to learning difficulties in textbooks and curricular materials. Our findings show that the materials analyzed are limited in terms of strategies and resources for fostering attention to students with learning difficulties. The activities and proposals that they contain do little to help teachers address this group of students and do not provide alternatives for adapting the work proposals for students with learning difficulties. The study also provides some recommendations regarding the measures to be adopted by institutions and professionals involved in the process of designing and using school textbooks.

*Key words:* curricular materials, textbooks, learning difficulties, educational resources, didactic guides, evaluation models and guides.

PIERCE MCMAHON, J. and CUADRADO ESCLAPEZ, G. Development of language competencies through the «Academic and Professional Portfolio».

The implantation of the European Higher Education Area requires a change of methodology from an emphasis on teaching to an emphasis on learning in which the evaluation system acquires a determining relevance. In the area of second language acquisition, Common European Framework of Reference for Languages (CEFR) has established levels of communicative competencies for all the Member States facilitating the student mobility. The Department of Linguistic Policy of the Council of Europe has also developed the European Portfolio of Languages (ELP) to enhance self-evaluation and reflection on the part of the student. It serves two fundamental functions: pedagogical and the informative one. Nevertheless, the existing versions of portfolios do not consider the specific aspects of the use of languages in the university and professional context. For this reason, our research group has developed a specific portfolio for the of Academic and Professional context. This portfolio has been elaborated to determine the linguistic competencies at all the levels of the CEFR. In this article, after a brief description of competencies put forward by the Council of Europe and Bologna, the process of elaboration of the Academic and Professional English Portfolio as an instrument for the evaluation student learning in the context of architecture and engineering students is detailed. This paper also deals with the development of a bank of more than 350 descriptors, arranged by skills, which describe concrete degrees of skill in performing academic and professional language tasks. The competencies range in difficulty from A1 to C2 Common European Framework of Reference for Languages (CEFR) levels. They describe language learning outcomes in terms of 'can do statements', therefore becoming a useful instrument for language learning.

*Key words:* self evaluation, competencies, second language acquisition, higher education, portfolio.

MONGE CRESPO, C. Peer mediation encourages student learning and context interaction.

Teenagers share time with «peers», with friends, while enjoying and feeling understood and accepted by them. For students of ESO, peers hold a central place in their life, hence their multiple and diverse experiences, for the most part, are performed along with them. During one course, the 2009/2010 academic year, I proposed that they also should share their educational tasks, support each other, help one another, and together achieve better and more efficiently the proposed objective: to pass learning together.

Nowadays before this society, framed by new technologies of information and communication, it becomes very necessary for students to work in teams, think critically and creatively and think about their own learning process. Likewise, many studies hold that learning is most successful when it meets certain requirements such as: Taking place in real situations, having a direct and qualified feedback about learning, working together in solving a problem, reflect on their performance and being able to perceive one's self as competent persons capable of action. Relying on these conditions and knowing that learning is primarily a social process in which students learn best in collaboration with: peers, teachers, parents and/or other context agents where they live and interact provided they are actively engaged in meaningful and interesting tasks. This research was conducted with students from 2º ESO.

*Key words:* mediation, reflection, self, cohesion, team.

TULODZIECKI, G. and GRAFE, S. Competency model and standards for media education.

In Germany, educational standards for key school subjects have been developed as a consequence of the results of international comparative studies like PISA. Subsequently, supporters of interdisciplinary fields such as media education have also started calling for goals in the form of competency models and standards. In this context a competency standard model for media education will be developed with regard to the discussion about media competence and media education. In doing so the development of a competency model and the formulation of standards is described consequently as a decision making process. In this process decisions have to be made on competence areas and competence aspects to structure the model, on criteria to differentiate certain levels of competence, on the number of competence levels, on the abstraction level of standard formulations and on the tasks to test the standards. It is shown that the discussion on media education as well as on competencies and standards provides different possibilities of structuring, emphasizing and designing a competence standard model. Against this

background we describe and give reasons for our decisions and our competency standards model. At the same time our contribution is meant to initiate further developments, testing and discussion.

*Key words:* media competence, media education, educational standards, media literacy.