ANALYTIC SUMMARY

Lopes Menino, H. A. and Blázquez Entonado, F. Teaching practice in the initial training of teachers in the first cycle of Primary Education in Portugal.

Being centered in the context of initial teachers' education this article describes and analyzes the speech about the role of the pedagogic practice in the point of view of the different elements that participate in that process. The developed investigation was drawn in both quantitative and qualitative paradigms, involving futures teachers, cooperative teachers (tutors) and supervisor teachers. The analysis was essentially descriptive and interpretative. Our greater preoccupation is to understand the meaning that the participants give to a set of questions in the context of the pedagogical practice. The data gathered by the instruments were analyzed with a methodology of content analysis. The analysis allowed obtaining a conceptual picture guided by several categories that show: the conceptions concerning the expectations and fears about profession; the function and organization of the pedagogic practice; and, the cooperative teachers' role and supervisors' role. The main results evidence that the component of practice is very important in the pre-service teachers' education. The students in initial formation show positive expectations about profession, but they also point fears. The students value the roles of the tutor and the supervisor, like agents of mediation of the processes of understanding and integration of the different knowledge, and advisors of the dialectic processes of analysis of processes and syntheses associated to the reflection that the young professor must do in his practice. For the agents of the practical education (tutorial and supervisors) the practice is defined as a context of fundamental formation in the preparation of the young teacher. With respect to its roles we saw that these are not exactly coincident, but complementary.

Key words: Pre-service teacher's education, teacher's practice, University students, teaching and training.

FERNÁNDEZ BATANERO, J. M. and BERMEJO CAMPOS, B. Teachers' attitudes toward ICT in good practice teaching in schools with inclusive orientation.

The present paper puts forward the result of a study aimed at analysing teachers' attitudes towards the use and integration of Information and Communication Technologies (ICT) in the classroom, as well as identifying the factors that favour ICT based good educational practices.

This is a multiple case study developed in two public compulsory-secondary-education centres in Seville (Spain). The following criterion was born in mind for case selection: both centres focus on guidance for inclusive education and their good practices have been certified by the Andalusian Educational Authority. The techniques for information collection include a questionnaire and a discussion group.

Results point out that, on one hand, teachers generally have positive attitudes towards ICT, particularly male teachers and those more usually in contact with these technologies. On the other hand, counting with enough materials and resources, giving importance to constructivism, adapting activities and exercises to the students' features, and stimulating their learning autonomy and collaborative work –as well as the promotion of inclusive policies and cultures in educational centres– are proven important factors to develop ICT based good educational practices.

Key words: teaching attitudes, information and communication technologies, inclusive education, good educational practices, educational innovation, secondary education, education.

GOIG MARTÍNEZ, R. M. The Webquest and educational innovation in the field of Road Safety Education.

The Road Safety Education in the early ages can be implemented through stories, workshops, Kids' corner, playgrounds, school outings, psychomotor activities. However, it is important to emphasize the role of Information Technologies and Communication in the enrichment of the proposed class in relation to road safety education, taking them as a resource, in our context, the Webquest. Not forgetting the need to continue working with children related to real situations in their life experiences Driver Education, as the real world should never be displaced by the virtual world in any case, especially bearing in mind that this is Stage of Education.

The overall objective of this paper is to confirm that the Webquest is a real opportunity to innovate in the field of road safety education, providing learning experiences to students consistent with and complement from the stage of primary education.

The methodology, quantitative and qualitative, was developed through the application of a questionnaire, interview, documentary analysis and triangulation, and ending with the analysis of the data.

One of the conclusions states that the Webquest is a resource that provides us with the teaching-learning process and increases motivation in both students and educators.

Key words: Webquest, educational innovation, driver education, early childhood education.

Escofet Roig, A. and Marimon Martí, M. Indicators of analysis of collaborative learning processes in university virtual environments.

Collaborative learning is characterized for the fact that pupils work together to help itself in the resolution of problems, the exchange of information, the production of knowledge and the improvement of the social interaction. The challenge of the collaborative learning mediated for virtual environments consists of finding ways of organizing the tasks and of forming the resources that his point of view leads the participants to modifying by means of the development of skills and competitions in order to reach commitments and to obtain the shared aims (Crook, 1998; Gros, 2005; Johnson, Johnson and Holubec, 1999; Monereo, 2005). The aim of this article is to present the results of a research that tried to obtain the indicators of collaborative virtual learning processes at the university. We studied the answers to a questionnaire of 56 students of degree of the Open University of Catalonia, organized in 15 groups of collaborative learning. The results obtained state the presence of a few organizational phases in the collaborative learning process and of a few indicators for every phase, which, in addition, they relate significantly to a better academic result of the group. We would emphasize, in this respect, the related indicators of a priority way with the process of formation of the work-groups that is realized during the phase of beginning; the agreements taken inside the group during the phase of planning; the aspects of communication and of attitudes that have to be given during the phase of development; the positive valuation of the results of the collaborative learning during the phase of closing; and, finally, the utilization of a technological resource. We can affirm that the collaborative learning is possible in a social environment and of relation that prioritizes the communication and the exchange, and it is in this context that ICT facilitates some characteristics of learning environment.

Key words: Computer Supported Collaborative Learning, learning mediated by computer, virtual learning, higher education, blended learning.

Iglesias Alonso, C. and Lezcano Barbero, F. Teaching teamworks with Internet collaborative tools.

This article presents an innovative educational experience developed during the past academic year, 2010-2011, in the framework of arce (Association of Education Centres) of the Ministry of Education. Experience has allowed the formation of an educational group formed by three schools of secondary education and geographically distant from three different regions: the cifp Juan de Colonia from Castilla y León, ies Virgen de la Esperanza from Andalucia and Extremadura ies from Extremadura. The information and communication technologies (icts) have become an essential tool in education today and should be applied to all players in the field of education: students, teachers and families. This experience focuses on teachers' fundamental role in education and specifically in the use of collaborative tools on their part to develop a common project. The use of these collaborative tools, such as a wiki, has allowed on one hand to carry out the activities that are part of the project and to monitor the project status at any time, the enabling each center to know, in real time, the status, and the difficulties encountered in the activities. The accomplishment of a joint project among several schools allows the exchange of experiences to know the educational practices that are carried out in other schools, in other regions, thus enriching the educational process of the center itself and therefore the education that students receive.

Key words: educational innovation, vocational training, group learning, information society, action research.

González Jara, D. Collaborative multimedia project for teaching the nervous system and pain to students of the Third year of Obligatory Secondary Education.

Society is deeply immersed in a new paradigm where Information and Communication Technologies (ict) are modifying and conditioning the way which we interact with our surroundings and with our peers. All the facets of the world in which today's citizen operates are gradually adapting to this new paradigm and yet, in many aspects, teaching remains firmly attached to the past and we teach twenty-first century students with the methodology used in the nineteenth century. The classic teaching methodology, with the teacher set up as the only and vital source of information, has been a complete failure for the teaching of certain topics whose contents are highly abstract and complex, as is the case with the topics being worked on by students of the third year of eso (the period of compulsory secondary education in Spain) on the subject of the nervous system. This research article applied an innovative collaborative methodology for learning in the classroom, backed up by icts; the objective is to improve the acquisition of knowledge and skills in students of the third year of secondary education, at a point where

the students are facing one of the most complex topics amongst those explored in the subject of biology and geology. A multimedia CD has been prepared to this end, which, in combination with text, images, videos and interactive activities, together with the indispensable guidance of the teacher in the classroom, will allow students to work cooperatively, so as to understand and assimilate each part of the contents explored in the topic of the nervous system. Analysis of the results obtained after the application of this collaborative methodology showed a significant improvement in the academic performance of the students, showing better results than those obtained when the methodology used in the classroom was more classic in style.

Key words: ICT, education, group learning, biology, multimedia system.

DELGADO BENITO, V. and CASADO MUÑOZ, R. Google Docs: an experience in collaborative work in the University.

The educational environment contains multiple reasons to make use of the new possibilities that Information and Communication Technologies (ICT) as an educational resource offer. The educational experience presented here has been realized in the subject of New Technologies applied to Education, which forms part of the study plans for primary school teachers in the University of Burgos (UBU), and which has as its main goal to facilitate the acquisition of generic competences of ICT to work online.

To reach this proposed goal, we have cultivated active learning of the students, from individual to collective learning. At first, they were given a text to work individually, to read and review. After that, groups were created to work on the document cooperatively, online, through the use of the office tool Google Docs. After sharing and editing the document, every group made a multimedia presentation in which all of their contributions are bundled. Finally, all of the presentations made by every one of the groups were made public.

When the practical part of the course was done, the students answered a short questionnaire in which they were asked about their initial knowledge, and the level of dominion and didactic usefulness of the tool Google Docs. It is worth noting that 75% of the class did not know the application before the course and that, after using it, 92% say they would use it in the educational and professional future.

This educational experience has been very satisfactory for students and professors alike.

Key words: Google Docs, collaborative work, Web 2.0, cloud computing, Information and Communication Technologies (ICT).

MORALES CALVO, S. and SÁNCHEZ SANTAMARÍA, J. Teaching experience on learning to research in social education: design and development of socio-educational research projects.

With the introduction of the competency-based approach, university teaching has to face new challenges into the convergence process by the European Higher Education Area (EHEA). This situation involves a series of pedagogical implications related to: the emphasis on student learning, the changing role of the teacher as manager of the learning process, and the development of the ECTS methodology of «Other Teaching Spaces» such as teaching small groups (seminars) or group works in the same classroom. The intention is to harness the educational potential of other teaching tools than those of lectures, for two reasons: better development in the acquisition of competence and greater concern for the quality of teaching, where ECTS credits, the competency as one of the axes of the curriculum, independent learning as aim and mean of higher education, learning throughout life as a synthesis of student learning and creating teaching materials as means of access to knowledge, are the benchmark in the construction of a university adapted to the EHEA. Similarly, we analyze the perceptions of students leading to curriculum development and methodology of the subject, comprising the high degree of satisfaction with the objectives, methodology and resources used in the subject, highlighting the tutorial and teamwork for effective learning. In this context, the aim of this paper is to show a teaching experience in the subject of Research Methods in Education, adapted to the requirements of the EHEA within the degree of Social Education in Talavera de la Reina (Toledo) Campus of the University of Castilla-La Mancha. Likewise, we analyze the perceptions of students on the curricula and methodological development of the subject.

Key words: learning space, quality of teaching, research methods in education, European Higher Education Area, learning processes.