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ANALYTIC SUMMARY

LEVÍ ORTA, G. and RAMOS MÉNDEZ, E. Concept maps of the subcomponents of competences in the new university degrees.

This paper presents the results of an investigation directed to the elaboration of a dictionary of concepts, related to components and subcomponents of competences, which may be identified in the lists of competences which necessarily must include the new university degrees adapted to the European Space for Higher Education. The methodology used is based on Text mining ideas and procedures applied to a sample of documents of formulating competences of different grades taken from several Spanish universities, public and private, along with some documents used as reference by many of the universities in designing the new degrees. Based on the concepts of the dictionary, the documental corpus was endowed with a structure founded on the codification of competences formulations with these concepts. The structure introduced in the corpus of documents allowed us to identify educational profiles characteristic of each degree described in terms of the various components and subcomponents of competences. In addition, considering the corresponding coefficient of proximity between the concepts in the dictionary and the application of the techniques of multidimensional scaling and correspondence analysis allowed to create maps of concepts to represent the closeness or distance between the different subcomponents of competences, to identify cluster of similarity among them, to found neighborhood cluster in degrees and to establish levels of proximity between the various concepts and degrees. The results obtained about the similarities between grades and proximity to the various subcomponents of competencies largely agree with that expected a priori taking into account the subjects included in their curriculum and the traditional division into branches of knowledge and university schools.

Key words: competences, components and subcomponents of competences, maps of components and subcomponents of competences, university degrees, educational profiles of university degrees, proximity and similarity of subcomponents of competences, proximity and similarity of university degrees.

CORDÓN LAGARES, A. R.; CORDÓN LAGARES, E. and GARCÍA ORDAZ, F. Empirical evidence on the process of choice of a university degree.

This paper presents the results of an investigation that addresses the issue of the degree choice undertaken by students in the second year of high school in the province of Huelva, as well as the degree of satisfaction among first-year Graduate students of the University of Huelva regarding choice made. Preliminary results show that 50 percent of students chose their degree based on scarce information.

Key words: university dropout, higher education, vocation, academic performance.

JIMÉNEZ CASTILLO, D. Assimilation of contents and learning through the use of video tutorials.

The need for a change in the university educational model promoted by the establishment of the European Higher Education Area (EHEA) has promoted the implementation of numerous proposals for innovation in university teaching. These innovative practices that are based on a process of reflection and analysis of past teaching experience, are helping to improve qualitatively the teaching practice and, consequently, the learning process and outcomes of students, from a process of reflection and analysis of the teaching experience. In this context, this paper focuses on analyzing a specific teaching tool for innovation, the video tutorial, in order to assess its influence on the processes of assimilation of contents and self-learning. In particular, we attempt to show if the video tutorial allows reinforcing the understanding of practical contents that have been previously given by the classical method of masterly exposition. From the analysis of data obtained through a survey directed to a sample of students after experimenting with the teaching tool, it is shown that the video tutorial is considered a very suitable tool to improve the assimilation capacity of the contents taught previously and to acquire higher learning. After performing a regression analysis, the research also shows that students' attitudes toward multimedia tools and the perceived utility of video tutorial positively influence these capacities. On the contrary, we find that the attitude towards individual learning and the attention paid by the student to the contents of the video tutorial do not affect the level of learning obtained from this tool.

Key words: video tutorial, b-learning, multimedia, educational innovation, university context, assimilation, self-learning, attention.

Camilli Trujillo, C.; López Gómez, E. and Barceló Cerdá, M. L. Effectiveness of cooperative learning compared to competitive or individual situations and its application to technology: a systematic review.

This paper focuses on reviewing significant evidence about cooperative learning in comparison to competitive and individual situations. To do this, we identified the factors that improve or limit its application together with the impact of technology on this methodology.

This evidence was the result of 18 meta-analyses made between 1980 and 2010. Meta-analysis is defined as the statistical analysis of a large collection of results that concern a research issue and come from individual studies with the idea of integrating their conclusions.

The English and Spanish descriptors used were *aprendizaje cooperativo, aprendizaje colaborativo, cooperative learning, collaborative learning* and other terms related to meta-analysis such as *evidencias significativas, mejores evidencias, integración de resultados, revisión sistemática, síntesis cuantitativa, meta-analysis, best-evidence, integrating findings, systematic integration, systematic review, synthesis*. The search was not referred to any particular period of time. The resources and databases reviewed were extracted from the Web of Knowledge, Google Scholar, and the list of references given in the meta-analysis.

The results show that cooperative learning, as a methodology, is more appropriate than other traditional methodologies. Its application in the new higher education context, as a result of the European Higher Education Area, can open the way for the inclusion of active and innovative teaching methodologies. So, the challenge for the faculty consists on integrating research, innovation and evaluation in their teaching in order to improve educational quality levels. In short, cooperative learning becomes a valuable indicator and a suitable tool to forecast positive results.

Key words: cooperative learning, cooperative learning through technology, teaching methods, meta-analysis, performance, educative innovation, higher education.

Rebollo Catalán, M. Á.; García Pérez, R.; Buzón García, O. and Barragán Sánchez, R. Virtual communities as educational potential of collaborative learning through ICT.

This paper presents some results of an educational innovation based on the use of ICT as a learning environment. The main aim of this study is to describe an experience based collaborative learning in virtual communities of learning and reciprocal teaching and assessing students' knowledge. For that, we design an educational proposal with three didactic units, which includes a kit of tasks and resources for

learning. This study adopts a quantitative and qualitative methodology, applying attitudes scales, interviews and analysis of messages from online discussion forums. The study involved 56 students in first year of Pedagogy. We apply a Likert scale and a semantic differential about the learning experience and the methodology used. Also we conducted semi-structured group interviews to understand the perceptions and students' evaluations about the methodology. The results show a very positive assessment about the learning experience and the methodology used. Peer interaction is focused on resolving technical queries, although there are also other forms of collaboration focused on joint interpretation and understanding of learning activities and assessment of the learning process. The results show that the intervention centers on teacher feedback and monitoring of learning tasks, reinforcing positive actions of the students and guiding the learning process. Finally, as to the benefits received by students, the results show that not only is development of social and communication skills, but also conceptual and emotional changes related to the subject.

Key words: educational innovation, collaborative learning, reciprocal teaching, virtual learning communities, e-learning.

HERNÁNDEZ AMORÓS, M.ª J. and CARRASCO EMBUENA, V. Students' perceptions of the Master in Secondary Teacher Education: Strengths and weaknesses of the new training model.

This paper is the result of a research process developed to know which the students' perceptions about the program of Secondary Teachers Training are, during the academic course 2011/2012, when it has already been developed for three years. For that, we have reached some information from 227 students who have completed an anonymous open questionnaire. It has been used an evaluative methodology which is typical of qualitative paradigm. The information has been analyzed by *AQUAD 6* software program (Huber, 2006), which has allowed the classification of the different codes in nine categories that help us to organize the information and reach some conclusions. These dimensions are: assessment time and teachers, teachers' development through training, training difficulties, benefits of training, concept of education, interest in teaching, expectations of professional development, basic principles of educational work and suggestions for improvement. Results, therefore, are useful for doing several reformulations in curriculum and for enhance strengths of curriculum, identified by the students.

Key words: initial teachers training, master of secondary teachers, assessment teacher training, teacher training programs.

RIAL SÁNCHEZ, A. F. and BARREIRA CERQUEIRAS, E. M. The Practicum of the degree of Pedagogy from the professional point of view.

Through a research focusing on the professional profile of Pedagogue, it was possible to capture the vision that these professionals have about the *Practicum* for the degree. Firstly, the article tackles the issue of professionalism in college to establish after the understanding of the *Practicum* by giving its notes more characteristics. Secondly, the reader will approach to the research work, focusing in the professionals and the research tool (interview). Finally, the results and main conclusions are integrated in relation to the data about the *Practicum*.

Key words: Practicum, Pedagogy, higher education, professionalization, university, professionals.

RODRÍGUEZ HERRERO, P.; DE LA HERRÁN GASCÓN, A. and CORTINA SELVA, M. History of Pedagogy of death in Spain.

Pedagogy of death is defined as a field of research, training and educational innovation emerging. It is based on their possible educational inclusion and its importance to formation. In just over ten years, the work of a small group of authors has pointed Spain as one of the few countries where development of the field has been intense, consistent and with a growing demand. The works invite to envision a more open Pedagogy, deeper and guided by a teleology that takes into account the essential characteristics of human beings and their own evolution. In this article, a theoretical review of work made by leading Spanish authors is done, discussing some of their contributions and implications. The article is divided into three parts: introduction, studies and proposals for Pedagogy of death in Spain, and conclusions. The proposals are discussed in terms of whether they are focused on the educational value of death for evolution as a perennial field in human beings, normalization of death in education, palliative intervention or analysis of learning experiences and teacher training. The conclusions reflect on some challenges that can contribute to future developments in Pedagogy of death. Among them, the international exchange of experiences and development of joint scientific research that support the curricular inclusion of death as a formative element.

Key words: pedagogy of death, didactics of death, training, education, history, Spain.