

## Teacher training and research for training: Theoretical and methodological choices and experiences

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# Analytic Summary

**Esteve Ruescas, Olga** (Univ. Pompeu Fabra. Dpto. de Traducción y Ciencias del Lenguaje. Roc Boronat, 138. Despacho 53.604. 08018 Barcelona): **Entre la práctica y la teoría: comprender para actuar** (Between practice and theory: understanding for acting) (Orig. es)

In: *Ikastaria*. 19, 13-36

Abstract: In teacher education, the link between practice and theory is still subject to debate. There is a need for new approaches in the theoretical modules in order to foster a meaningful interrelationship. This article presents a methodological proposal aimed at establishing anchor points between the author's own experiences, ideas and representations, and contributions from theoretical disciplines.

Key Words: Realistic training. Mediated learning. Interaction. Regulatory principles. Levels of knowledge. Working with experiences.

**Vanhulle, Sabine** (Univ. de Genève. Section des Sciences de l'éducation. Boulevard Pont d'Arve, 40. 1211 Genève): **Dialoguer avec les discours des professionnels en devenir** (Talking with future practitioners' di scourses) (Orig. fr)

In: *Ikastaria*. 19, 37-67

Abstract: Our discourse analysis grid aims to describe and understand the processes sustaining the construction of professional knowledge by future teachers. We present this grid, our theoretical grounds and methodological challenges: what about the relationships between language and knowledge, building of meaning and development? That are the questions we discuss here

Key Words: Professional knowledge. Writing. Oral interaction. Critical discourse analysis. Hermeneutic. Development.

**Ozaeta Elorza, Miren Arantzazu** (MIKER taldea. HIPREST sarea. Mondragon Unib. HUHEZI. Humanitate eta Hezkuntza Zientzien Fak. Dorleta auzoa, z/g. 20540 Eskoriatza): **Hizkuntza irakasleen prestakuntzarako eta prestakuntzaren ikerketarako proposamen bat** (A proposal for language teacher training and a research for training) (Orig. eu)

In: *Ikastaria*. 19, 69-95

Abstract: This article proposes a framework for teacher education based on a review of the “reflective teacher” approach and focused on the analysis of the activity. Self-confrontation as a training tool is proposed, while the potentialities and aspects of video training yet to be developed are pointed out. The second part of the article, proposes a framework of analysis that follows proposals of typicality and Russian linguistics in the early 20th century.

Key Words: Language teacher training. Activity analysis. Auto-confrontation. Typical activities. Typicality. Dialogical word.

**Masgrau Juanola, Mariona; Falgàs Isern, Margarida;** (Univ. de Girona. Fac. d'Educació i Psicologia. Campus Barri Vell. Plaça Sant Domènec, 9. 17071 Girona): **¿Cómo lo hago en clase? Una mirada a la acción didáctica desde la autoconfrontación y la reflexión para la formación inicial de maestras** (How do I develop in class? A look at the didactical action from the viewpoint and the reflective practice for training teachers) (Orig. es)

In: *Ikastaria*. 19, 97-137

Abstract: Our research analyzes guided reflections from students of Education regarding their *practicums* in schools, as well as an activity of the module “Language Learning and Literacy in Pre-School Education”. The aim is to provide future schoolteachers with strategies of analysis in order to elicit self-confrontation and effective reflection on their teaching. Work methodology is based on reflective practice and clinical methodologies of educational research.

Key Words: Auto-confrontation. Clinical methodologies. Reflective practice. Teacher's gestures. Didactic transposition. Teaching action. Audiovisual recordings. Analysis of teaching practices. Realistic learning.

**Plazaola Rezola, Itziar** (Geneva Unib. CRAFT taldea. Boulevard du pont d'Arve 40. Genève 4); **Elosegi Aduriz, Kristina; Ruiz Bikandi, Uri; Arregi Martínez, Ana; Badiola Uribe, Nerea; Iriondo Arana, Itziar; Zulaika Galdós, Teresa** (Euskal Herriko Unib. (UPV/EHU). BERBA taldea. Hizkuntza eta Literaturaren Didaktika Saila. Ibáñez de Santo Domingo, 1. 01006 Vitoria-Gasteiz); **Irakasle hasiberriaren esperientzia** (A beginner teacher's experience) (Orig. eu)

In: *Ikastaria*. 19, 139-169

Abstract: This research is part of the *Hiprest* Network's work, a network dealing with language teaching training. Novice teacher's *experience* is analyzed based on activity theories. The goal is, firstly, to carry out an analysis of teaching activity in order to promote teacher education and, secondly, to do research into this activity. Three classroom recordings have been analyzed self-confrontations. The author, thanks to self-confrontation and with the help of the researcher, can observe the action from the “outside” and identify aspects to be improved for new teaching actions.

Key Words: Language teacher training. Analysis of the activity. Auto-Confrontation. Typification.

**Azpeitia Eizagirre, Agurtzane; Alonso Amezua, Idurre; Garro Larrañaga, Eneritz** (Mondragon Unib. HUHEZI. MIKER ikertaldea. Dorleta auzoa, z/g. 20540 Eskoriatza): **Profesionalizazio-bidea eraikitzen. Irakasle hasiberri baten autokonfrontazio-elkarrizketaren azterketa** (Building professionalization. Analysis of the self-evaluation interview of a novice teacher) (Orig. eu)

In: *Ikastaria*. 19, 171-196

Abstract: The article deals with the self-evaluation of a novice language teacher during her teaching practice. The self-evaluation comprises the following aspects: the typical actions carried out by a novice teacher, the manner in which the characterization of the same action is reformulated and remodeled, the difficulties acknowledged by the novice teacher herself and the changes and improvements she suggests for implementation. Likewise, the article analyzes the impact of the trainer-researchers' intervention. The research aims to provide insight into the practice of novel teachers in order to aid them in their path to professionalization through the analysis of real practice.

Key Words: Training of novice teachers. Typical actions. Typification. Interventions of researcher-trainers.

**Sainz Osinaga, Matilde; Ozaeta Elorza, Miren Arantzazu** (Mondragon Unib. HUHEZI. Grupo Miker. Dorleta Auzoa z/g. 20540 Eskoriatza): **Formación de profesores de lengua. Características de la actividad de un profesor experimentado y un profesor novel** (Language teacher training. Characteristics of the activity of an experienced teacher and a novice teacher) (Orig. es)

In: *Ikastaria*. 19, 197-220

Abstract: This work is set within the context of continuing language teacher training and teacher work analysis. An analysis is carried out of the utterances from two Primary Education teachers (an experienced teacher and a novice teacher) during two self-confrontation sessions in which they talked about their own activity in the classroom, where they dealt with the socio-political debate. In the analysis, particular attention is given to typical activities identified by the teachers and the arrangement of those activities. There are substantial differences between both teachers. The discussion includes potentialities of self-confrontation as a tool for teacher education.

Key Words: Auto-confrontation. Lifelong learning of language teachers. Typical actions. Social-scientific debate.

**Anakabe Onaindia, M<sup>a</sup> Jesús; Mielgo Merino, Roberto; Ocio Endaya, Begoña** (Escuela Universitaria de Magisterio. Begoñako Andra Mari. Didáctica de la Lengua y la Literatura. Barrainkua, 2. 48009 Bilbao): **La construcción de secuencias didácticas. Habilidades profesionales y dificultades en los procesos de formación del profesorado** (Designing language projects. Difficulties observed in training programmes for the development of the teaching skills involved) (Orig. es)

In: *Ikastaria*. 19, 221-237

Abstract: The lecturers from the Department of Language Teaching of the Begoñako Andra Mari Teacher Training University College from Bilbao (BAM) have carried out over the last decade extensive work on teacher training for teachers at work, as well as consultancy work for curriculum development in a number of schools in the Basque Autonomous Community. As a result of this experience the team from BAM has developed a teacher training programme which has been successful to a great extent, but has also shown some problems. This article discusses some of the difficulties encountered.

Key Words: Teacher training. Teaching approaches. Teaching skills. Teacher's previous representations. Didactic sequence. Social constructivism. Text socio-discursive functioning.

**Bilbatua Pérez, Mariam; Usabiaga Arizmendi, Ana; Artetxe Aranaz, Ainara** (Mondragon Unib. HUHEZI. Irakaste-Ikaste Prozesuak Dptua. Dorleta Auzoa z/g. 20540 Eskoriatza): **IKASKIDE, formazio eredu sistemiko baten esperientzia eskola testuinguruan** (A systemic training model of cooperative learning in the school context) (Orig. es)

In: *Ikastaria*. 19, 239-266

Abstract: This article is about a project started in 2009-2010 by Erkide, under the supervision of the Faculty of Humanities and Education, with the aim of fostering cooperation-based learning processes (*Ikaskidetza*). The training supported by this project comprises student and teacher training as well as the school cultural transformation in a systemic way. This training is based on reflective practice and it is built upon in the group.

Key Words: Cooperation-based learning. Systemic way. Participation. Reflective practice. Key competences. Learning to learn. Learning to live together.

**García Martín, Maite; Iñurrategi Irizar, Nagore** (Mondragon Unib. HUHEZI. Dorleta Auzoa z/g. 20540 Eskoriatza): **Konpetentziak hasierako irakasleen prestakuntzan. Zein eragin izan dezakete aldagai metodologikoez ikasten ikasi konpetentziaren garapenean?** (Competences in pre-service teaching education. What is the effect of methodological variables in the development of *learning to learn* competence?) (Orig. eu)

In: *Ikastaria*. 19, 267-284

Abstract: Research work carried out in recent years reveal that it is not possible to speak about development in and work on competences within an academic context unless we assume an approach to "active" methodologies (i.e. methodologies based on problems, cases, projects, etc.). These methodologies require that the student actively engages and takes responsibility in the learning process; and these are exactly the conditions necessary for the development of the *learning to learn* competence. These two core ideas, active methodologies and the *learning to learn* competence, are the main components of this article.

Key Words: Initial teacher education. *Learning to learn* competencies. Active methodologies

**López de Arana Prado, Elena; Rekondo Rodríguez, Zaine; Salegi Arruti, Eider** (Mondragon Unib. HUHEZI. Dorleta auzoa, z/g. 20540 Eskoriatza): **Ziurgabeak diren testuinguruaren erabilera Haur Hezkuntza Graduko ikasleen formazioan** (The use of uncertain contexts in Early Childhood Education Degree students' training) (Orig. eu)

In: *Ikastaria*. 19, 285-310

Abstract: This article presents an approach to the second year subject *Methodological Strategies and Assessment* (10 ECTS) at the Faculty of Humanities and Learning Sciences of Mondragon Unibertsitatea. Within this subject, uncertainty contexts arise in which students are faced with new challenges that are based on reality. In order to be able to confront these challenges, students have to develop a complex thinking that requires a cross-disciplinary methodology.

Key Words: Education Pre-School Education Student Training. Uncertainty. Complex thinking. Cross-disciplinary methodology.

**López-Goñi, Irene** (Nafarroako Ikastolen Elkarte. San Anton, 3-1. 31001 Iruña); **Goñi Zabala, Jesús M.** (Euskal Herriko Unib. (UPV/EHU). Filosofia eta Hezkuntza Zientzien Fak. Didaktika eta Eskola Antolakuntza. Tolosa Hiribidea, 70. 20018 Donostia): **Irakasleriaren etengabeko prestakuntza, lanbide konpetentziak garapen bidean: esperientzia bat** (Teacher training, development of professional competencies: an experience) (Orig. eu)

In: *Ikastaria*. 19, 311-325

Abstract: This article presents some experiences of and reflections on professional teacher education. The first part deals with the theory about the effectiveness and potentiality of educational programmes related to professional practice. Representations and beliefs concealed behind teacher's activities and the way in which these take shape, and strategies for change. In summary, the goal is to find the most interesting option for teacher education. In the second part, an experience based on the described theories is detailed. The goal is to know the role taken on by a group of teachers upon implementing a curriculum innovation project.

Key Words: Faculty. Lifelong learning. Research-action. Childhood education. Primary education. Secondary education. Professional skills.

**Sarobe Egiguren, Aitziber; Arregi Murgiondo, Xabier; Azkue Lete, Iker; Elorza Dorronsoro, Oihana; Uriarte Arostegi, Jaione** (Mondragon Unib. ZITEO Ikertaldea. Humanitate eta Hezkuntza Zientzien Fak. Dorleta auzoa, z/g. 20540 Eskoriatza): **Zientzia-, Teknologia- eta Osasun-kulturarako gaitasuna Lehen Hezkuntzako Gradu ikasketetan** (Competence in Scientific, Technological and Health culture in Primary Education Degree) (Orig. eu)

In: *Ikastaria*. 19, 327-343

Abstract: The Science-Technology and Health competence is one of the core competencies emphasized by the Educational Decree. Recent research shows that in the last few years young people are showing less and less interest in this field of knowledge, and it is believed that this fact may have consequences for the development expected in higher education. In this article, planning and opinions are shown from students of the education degree programme, that is, future Primary Education teachers.

Key Words: Science. Technology. Competence. Sustainability. Curriculum. Primary Education Degree.