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RESUMEN

La sección monográfica del número 33 de *El Guiniguada*, titulada **Innovación docente en la formación inicial del profesorado** persigue dar a conocer las últimas aportaciones sobre el tema propuesto desde una perspectiva multidisciplinar y constatar investigaciones de campo o estudios teóricos centrados en diversas dimensiones del ámbito de la formación del futuro profesional de la docencia. Para ello contempla reflexiones e investigaciones en diversas áreas de conocimiento, praxis efectivas entre docentes que se encuentran en diversos estadios de su trayectoria o nuevas metodologías punteras de enseñanza y aprendizaje en distintas disciplinas.

PALABRAS CLAVE

INNOVACIÓN, MONOGRÁFICO, FORMACIÓN DEL PROFESORADO, MÁSTER HABILITANTE

ABSTRACT

The monographic section of number 33 of *El Guiniguada*, entitled **Teaching innovation in initial teacher training**, seeks to present the latest contributions on the proposed topic from a multidisciplinary perspective and verify field research or theoretical studies focused on various dimensions of the field of education. training of the future teaching professional. To do this, it contemplates reflections and research in various areas of knowledge, effective praxis among teachers who are in various stages of their career or new cutting-edge teaching and learning methodologies in various disciplines.

KEYWORDS

INNOVATION, MONOGRAPH, TEACHER TRAINING, MASTER ENABLER

As a member of the Editorial Board of *El Guiniguada* to which I belong, the director of the magazine, Dr. Juana Rosa Suárez-Robaina, offered me the exciting opportunity to coordinate the monographic section of an issue of the magazine. At that time, there were many doubts about the choice of this topic. Currently, the problems and challenges of research in Education that require a broad and rigorous approach are many and very complex. All of them, furthermore, deserving of maximum attention. The decision was far from trivial. At that moment, as on so many other occasions, a team of competent professionals, but mainly a group of people with indescribable personal quality, came to my aid. I am referring to the members of the Management Team of the Master in

Teacher Training at the Rey Juan Carlos University. Once again, I am indebted to them. My gratitude to them is infinite.

With the experience of teachers from various fields of knowledge and knowledge of different educational realities, we consider that one of the greatest educational problems is the prior training that teachers receive before joining the harsh reality of the classroom. It is evident, as has been repeated on many occasions, that any teacher learns and grows through practical experience. About this, little can be debated. However, this evidence does not contradict at all that quality initial teacher training is necessary to be able to safely practice one of the most beautiful and noble vocations that exist.

The writer of these pages considers that the excellence of this training is essential for future teachers to learn theoretical and practical knowledge in various subjects that are essential for the exercise of teaching. Likewise, in this training those who are trained must acquire certain key skills to carry out their teaching work, as well as improve certain attitudes and skills, which will accompany them in their professional career and which, as is desirable, will extend for decades.

On too many occasions, it is thought that a vocation is enough to be the best teacher and, unfortunately, this idea is a great fallacy. Although one may have personal virtues suitable for being a teacher, without the knowledge, skills and appropriate tools, the vocation ends up deflating. From that moment on, the only thing left to do is to be a burned out teacher or a teacher who abandons and looks for another professional role. Unfortunately, more and more colleagues find themselves in these groups.

Some of us are convinced that this happens due to various factors (as happens with the most difficult problems we face). Without a doubt, one of them is closely related to training deficiencies in the initial stages of the professional career. The vocation is fundamental, of course, but no one thinks that a soldier can be taken to the front without knowing how to handle weapons, knowing the structure of the military system or having a certain physical shape. There are no reasons to do so with a profession as demanding and entailing such a high responsibility as that of the teacher.

While I was reflecting on this, I was immersed in reading the essay *Dear student, we are deceiving you* (2023), whose author, Daniel Arias Aranda, Professor of Business Organization, deals with these problems with great mastery. In this book the author reproduces the situation in which a Secondary Education and Baccalaureate teacher finds herself after years of performance; situation that sadly is not an exception. I reproduce this testimony below for the reader:

Los años fueron pasando y, tras innumerables fracasos, Marina decidió hablar para quien quisiera escucharla. Como un autómatas, expulsa en el aula a los que molestan e ignora a los que atienden a sus dispositivos móviles. El brillo de sus ojos se ha ido apagando con el tiempo, llevándose consigo la ilusión por la enseñanza. Se siente como la vigilante de un zoo que ha de controlar a los animales a base de voces y gritos. Levantarse por las mañanas tan solo merece la pena por un puñado de chicos que la escuchan. [...] Abandonada por el sistema educativo, que le ha arrebatado cualquier viso de autoridad, anhela volver a sentir la ilusión de sus días de opositora. (Arias Aranda, 2023, p. 57)

After reading these words, doubts arise about what expectations university students of the degrees in Education and the Master in Teacher Training have about their professional future. Uncertainty also arises about the prior knowledge they have about

what education is and how it can be done today. Being a great teacher of any subject undoubtedly requires knowing a lot about it and the more the better. However, this is not enough to be a competent teacher, as was thought not so many years ago. On many occasions, the lack of teaching skills causes many Primary, Secondary and Baccalaureate teachers to experience levels of demotivation and frustration that are not tolerable and that a responsible and mature society should not ignore.

Given this panorama, the monographic section presented has full justification, meaning and validity. Within it, research is published by teachers from international universities who train future teachers on a daily basis. This is a group of researchers backed by years of experience in the classroom, solid knowledge of didactics and extensive knowledge of the current teaching situation at various educational levels. Therefore, the union of these nine investigations will allow the reader to have at their disposal an essential consultation tool on initial teacher training that extends to various areas, themes and approaches. Without further ado, below is the list of the nine investigations that make up this monographic section (in alphabetical order of the first signing author).

The article that introduces the section, entitled **Reconceptualizing the teaching profession in higher education**, signed by Jon Díaz Egurbide and Nagore Guerra Bilbao (**University of the Basque Country - EHU**), allows us to rethink what the teaching functions are in the current University and where the institution should go in order to improve university teaching.

Margarida Castellano-Sanz and Rocío Domene-Benito (**Universitat de València**) publish the research **School library and gender: initial training of ILE teachers in Secondary School**. This research addresses a space that should be essential in every educational center: we are referring to the library. This should be a place of learning, promoting culture and enhancing intellectual debate. This article shows that the library can also be a space to promote values and, more specifically, those related to gender equality.

The article **How does teaching support affect the classroom climate in students of the Master of Teacher Training?** is published signed by the researchers Clara Isabel Fernández-Rodicio (**Universidad Internacional de la Rioja**) and Laura Abellán-Roselló (**Universidad Internacional de la Rioja**). This research demonstrates the importance of an adequate work environment for obtaining the educational achievements that are intended to be achieved, in this case, within the master's studies to train future teachers. This is a research focused on the emotional and psychological aspects that affect the development of work group management in the classroom.

The achievement of real equality through education is a topic of great importance and topicality. In this monographic section, researchers Almudena Santaella Vallejo and Ana María Romero-Iribas (**Universidad Rey Juan Carlos**) present the research **Study on the initial training of teachers in matters of ethics and equality**. In this theoretical research, we analyze the real and truth-based knowledge that teachers in training have about ethics and equality. The data from this research are essential to be able to develop training plans in the medium and long term in the future that truly cover the training deficiencies found in this area by future teachers.

The teaching of science through active methodologies, which manage to improve the degree of experimentality of the disciplines, is the basis of current teaching. In this direction, the research published by specialists Pablo Melón Jiménez, Miguel Portolés Reboul, Jesús María Arsuaga Ferreras and Arcadio Sotto Díaz (**Universidad Rey Juan Carlos**) with the title: **Discovering the fauna and flora of our campus: an example**

of PBL in teacher training represents a great contribution to this line of research.

This is the presentation of an empirical investigation, based on the use of new active methodologies, in this case in PBL. The design of this research presents a learning proposal that allows students of the Education Degrees to acquire knowledge about biology actively and with excellent learning results, thanks to experiential learning.

The legal and administrative aspects radically affect the management of the centers and the day-to-day teaching work. For this reason, research such as that published by María Teresa Mateo Girona and Teodoro Álvarez Angulo (**Complutense University of Madrid**) is very necessary. The research **Innovate and investigate in Language: transformations in initial teacher** training proposes an approach to the possibilities that from the curricular level can be incorporated into the teaching of a compulsory subject at all pre-university educational levels such as Spanish Language and Literature. The researchers Rakel Gamito Gómez (**University of the Basque Country - EHU**), Soledad Rappoport and Elena López-de-Arana Prado (**Autonomous University of Madrid**) have signed a study titled **PLE in initial teacher training: an instrument for reflection and self-regulation**. This research, framed within the psychological aspects that condition professional practice, is of great interest for teachers in training to acquire skills so that they can know themselves and improve their abilities to know how to manage the emotional difficulties that they will encounter in their daily lives.

The teaching of English in an internationalized world like the present becomes an essential concern for all educational systems. For this reason, outstanding progress has been made in research on effective methodologies for learning. Along these lines, the research carried out by researcher Laura Torres Zúñiga (**Autonomous University of Madrid**) entitled *Flipping the pages of Children's Literature: Flipped learning in pre-primary ELT teacher training* develops a proposal based on the application of the flipped class, active methodology about which we already know excellent application results. Finally, the monographic section presented closes with the article signed by Gloria Macarena Toledo Vega (**Pontifical Catholic University of Chile**), Karina Cerda-Oñate (Talca University) and Andrea Lizasoain (**Pontifical Catholic University of Chile**) with the title *Proposals for initial teacher training for multilingual classrooms in Chilean schools*. Without a doubt, both multilingualism and multiculturalism are already, today, an existing reality in pre-university classrooms. This context, furthermore, is going to increase exponentially in the coming decades, as we move towards an increasingly globalized world. Therefore, as proposed in this research, it is necessary to train future teachers to acquire the appropriate skills in this situation.

As the reader can see, they are faced with a monograph that is rich in terms of the diversity of research and proposals it presents, as well as of great academic quality and rigor. We hope that reading it will be useful in a very special way to those teachers who train the new generations and, by extension, to all teachers who cannot conceive their life without being one.