

ENSEÑANZA & Teaching

Revista Interuniversitaria de Didáctica/Interuniversity Journal of Didactic

ISSN: 0212-5374 - CDU 37

Vol. 32, 1-2014

ANALYTIC SUMMARY

ALEGRE, O. M.; VILLAR, L. M. and PESTANO, M. A. Students' attitudes towards virtual reality technology in a compulsory school in a municipality of isla de Tenerife.

The purpose of this study was to determine students' attitudes towards ICT. Participants of this study were 486 students from eight elementary and secondary grades. Reliability and validity of the attitude instrument was shown. Overall age cycle and grade level variables affected students' attitudes.

Key words: Information and Communication Technology, attitudes, community, diversity, compulsory education school.

LLAMAS SALGUERO, F. and PAGADOR OTERO, I. Study of social network and its impact in the adolescence.

In the following article the social networks and his implication are analyzed and approach in the teenagers since, nowadays, to belong to a social network in certain ages is a need to be able to be in touch with the company and the environment that surrounds us. This term, social network is linked to the integration of the technologies, technologies that accompany the teenagers in every moment since these have turned into the principal actors/consumers of this opportunity arisen in the Internet bosom. It has turned into a risky fact for a generation who are in a growing period, setting out values and forming their personality. It is here where the problems appear, these social networks could become a major enemy to youngsters.

For it there will be approached each of the following questions: what sound the social networks and that you differentiate can we find between them?, how is friendship constituted in the social networks and the privacy?, what risks can they find when these social networks are in use with acquaintances or strangers?

Key words: social networks, communication, adolescence, family, educational community, society, new tecnologies, dangers.

CAYÓN COSTA, M. and FUENTES AGUSTÍ, M. Incidence of portfolio in the academic performance of college students.

This paper aims to address the concerns about whether students' academic results improve with the introduction of new teaching methodologies. This is a recurrent issue in the specialised forums devoted to teaching innovation at college level. In particular, we analyze the evolution of the marks obtained by the students of five different subjects related to diverse degrees, where the student's portfolio have been introduced as a new methodology and following common guidelines. It has been compared the marks before and after the introduction of the new methodology and they have been analyzed to establish if the difference in these results presented statistical robustness. We also compared the progression in the design of the student's portfolio proposed by the professors during its implementation. The results obtained confirm that the academic performance of students clearly improves in the cases analysed, dramatically reducing the fails, and improving remarkably the proportion of merit marks.

Key words: meaningful learning, educational innovation, student, University, student's portfolio.

MARTÍN SÁNCHEZ, M. Á. and GARCÍA BRAVO, W. Institutions, public policy and practice of ethno-education in Colombia.

The politics, the legislation and the institutions which emerged after the 1991 Constitution in Colombia were notoriously influenced by a new agenda. In the academic arena, language and culture began to play a central role in the new epistemologies and theoretical productions. As far as social practices are concerned, the cultural dimension was not only contemplated but demanded, as a fundamental and essential component of national, regional or local development plans. Certainly, most of the contemporary education studies and public education systems have come to engage this new culturalist tendency. With the aim of constructing a more detailed criticism with respect to the concept and practice of certain cultural categories within public education in Colombia, an analysis can be done from the four previously mentioned perspectives: juridical-legal, political, institutional and academic. For a country like Colombia, the philosophical, theoretical, political and pedagogical reflection on the subject of education and culture is an immediate imperative to improve the public education system and the stabilization of society.

Key words: politic, practice, education, culture, development, Colombia.

GUTIÉRREZ CÁCERES, R. and LUQUE DE LA ROSA, A. Analysis of the writing processes in deaf and hearing students from Spain and Italy.

In this paper we present some of the most relevant results from research that focused on the analysis of cognitive and metacognitive processes involved in written composition by the deaf and hearing students from two school contexts (Spain and Italy).

Research participants were 84 students: 72 hearing and 12 deaf; 44 from Spanish context and 40 from Italy. The data collection process consisted of the application of an adapted questionnaire on self-evaluation of the processes in writing. Regarding the procedure of analysis has been carried out a comparison and confrontation of cognitive skills of students in terms of status «deaf/hearing» and school context.

Generally found that deaf and hearing students integrated in schools from Spain and Italy saying that perform the processes related to planning, transcription, review and metacognition needed to develop the quality of written texts. However, it should be noted that there are some significant aspects given the variety in the answers to each item and diversity among students. In the lack of this type of research is required continue to undertake studies focusing on the analysis of the cognitive components of writing in deaf students, depending on individual and contextual characteristics.

Key words: writing, cognitive processes, metacognition, hearing impaired, school context, bilingualism.

BENAVENTE SANGUINO, M. J.; LUCERO FUSTES, M. and CUBO DELGADO, S. Analysis of verbal interaction between teachers and students of nursing in classroom and hospital contexts. A descriptive study.

The fundamental objective is to identify, describe and document the discourse produced in the teaching and learning of nursing. From a methodological viewpoint, an observational strategy of case study of two cases is adopted and a method of analysis based on several units and levels is proposed. Specifically, the explanations which teachers of the Degree in Nursing give regarding two clinical procedures are described and compared: taking blood pressure and venipuncture; in two different contexts of teaching: nursing units in hospitals and nursing schools. In order to do so, all the interactions surrounding the tasks in each procedure have been examined; the subtasks in the pre-, while- and post-practice activities have been explored; the participation with different degrees of difficulty have been compared and an attempt has been made to elucidate the process of control transfer to the students. The results show significant differences in the explanations of teachers depending on the context (university or hospital):

a) the teachers at the nursing school give more importance to the learning of critical points established for each procedure, b) technical aspects take precedence in the nursing school whereas those regarding the comfort and well being of the patient do so in the hospital, c) in the nursing school hardly any episodes were found that showed a more or less symmetrical interaction or a high level of participation of students. On the contrary, in the nursing units, the level of responsibility and autonomy of the students increased.

Key words: higher education, taking blood pressure, venipuncture, joint activity, educational support, educational discourse, educational interaction, educational practices.

PIÑA SARMIENTO, R. Development of permanent training of teachers in the province of Guadalajara: a case study.

One time finished his career, cannot be content with the initial training received. The attempt to adapt the education system to the cultural and socio-economic future the need arises for the permanent teacher training. This model of lifelong learning should start with a reflection of the teachers about their teaching practice. With this article we wanted to analyze the model of permanent teacher training in the community of Castilla-La Mancha, and specifically in the province of Guadalajara, as a quality factor in the performance of the educational functions of today. To this end, we have carried out a case study based on a descriptive and quantitative methodology where we proceeded to describe not only the properties of the CEP, but also courses that have been developed over the last years in these centres (focusing mainly on courses related to ICT and music education in Primary education). The conclusions of the study show how over the years there have been a variety of courses, mainly related to ICT, but a shortage of music-related course offerings.

Key words: training, faculty, continuing education, CEP.

GARCÍA HERRERO, J. L. Compulsory secondary education teachers astronomical knowledge and methodological preferences for astronomy teaching.

Astronomy is part of the scientific curriculum in compulsory education. It includes some basic traditional concepts as seasons, lunar phases, the movements of the Earth, eclipses..., but leaves aside some other more contemporary concepts such as exoplanets and cosmology.

In the first place, this paper focuses on the level of basic knowledge on astronomy basic concepts by secondary education (ESO) teachers, in order to detect possible training gaps and alternative conceptions. The study included teachers of scientific and non-scientific specialities from ESO. Afterwards a correlation analysis

was carried out based on several variables, including a comparison with the results obtained by a large group of ESO students.

Secondly, the article focuses on studying the methodological preferences for teaching and learning Astronomy, with the same participants as in the previous case, aiming to know their ratings on various proposals, some of them quite innovative.

The results can be of use as guidance for further studies of larger samples, in order to determine specific training needs in Astronomy in the case of teachers of science subjects. In addition, they will also be useful as methodological guidance in addressing the teaching of astronomy.

Key words: Astronomy, knowledge, teaching-learning methodology, teachers, students, compulsory education.