



UNIVERSIDAD
DE GRANADA

WORKSHOP

**WP1. Integration of new
methodologies/methods/examples of best practices in the
pedagogy studies process**

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EDUCATION INSTITUTIONS AND IMPROVING THE
QUALITY OF STUDIES BY MERGING ŠIAULIAI
UNIVERSITY AND VILNIUS UNIVERSITY"

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A. ACADEMIC EMPATHY FOR HIGHER EDUCATION TEACHING

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This document offers different *tips* that, when considered, help us to become aware of the importance and the leading role of the teacher in the learning process of the students. These keys are shown below:

a. Teaching is an act of communication. Based on this premise, a teacher must know that "what is important is not what is said, but what is understood". This is what is called the arc of distortion (Cano, 2005). It refers to the "distance between what you want to say, what you think you are saying, what you are really saying, what the other person hears, what the other person thinks they hear, what the other person says, what you think the other person says" (p. 20). The teacher will have to be very attentive to ensure that the message they are conveying is understood in the sense they wish it to be understood. Are they aware of this?

b. When we enter the classroom, "we take for granted the importance, and not the interest, of the subject we teach" (Bazarra, Casanova, García-Ugarte, 2004, p.62). This is a tip that we must not forget, to generate interest and curiosity among our students. Is this really done?

c. Professional ethics and *academic empathy* with our students is part of the teaching role. Putting ourselves in the place of those who are going to learn and those who are going to use the platform or thinking about what the best way for them would be to learn the content to be worked on and what would be the best way to teach such content, would lead us to act under the parameters of *academic empathy*. "Only from an empathetic attitude will we be in a position [...] to listen, understand and try to help those around us" (Bazarra, Casanova, García-Ugarte, 2004, p.124). As these authors continue to confirm, a teacher must know that it is possible and want it to be possible. Does the teacher know this?

d. Regardless of the method we use in our classroom, teachers must *always prepare* their intervention (Cano, 2005; Gros & Román, 2004; Moore, Walsh & Rísquez, 2012). He/she will need to have:

- Knowledge of the subject matter.

¹Part of this paper has been developed in Pérez-García, P., Burgos, A. & García-Jiménez, M. (2022). Metodología Docente. Neurodevelopment ,CareforRefugees. <https://neucare.eu/about-neucare/neucare-project/#>

- A script of what is to be discussed and how the class will begin and end (either by restating what has been said previously or by announcing what will be said in later sessions).
- Supporting technological resources.
- The ability to use the blackboard with clarity, order, and good handwriting.
- The ability to speak with understandable language and explain with clarity and order.
- The ability to combine the tone of voice to mark different parts of the class and make use of silences.
- The ability to take care of the classroom climate. For example, use anecdotes or jokes or call students by name.
- The ability to consider the diverse learning styles and attention levels of the student body. For example, high-quality, uninterrupted concentration lasts no more than 15 minutes.
- The capacity to plan interactive activities that invite dialogue or small group discussion.
- The ability to put themselves in the student's shoes.
- The ability to be accessible to students.
- A willingness to arrive to class on time and show respect and commitment.

1. TEACHING AND LEARNING METHODOLOGY IN HIGHER EDUCATION

The methodologies that favor the teaching-learning process revolve around a binomial: "the teacher is the protagonist - the student is the protagonist". We find methods that emphasize teaching, so that it is up to the teacher to guide this process (expository); and on the other hand, methods that favor the learning process, with the student as the protagonist (inductive and autonomous). In short, the models are located on a *continuum* that goes from one extreme to another with different characteristics. We can develop from more expository to more autonomous models that coexist in the same classroom:

Expository

Inductive

Autonomous

The *expository model* is characterized by having a directive teacher who takes the reins of the teaching-learning process. This type of teacher does not group students and encourages listening as opposed to student participation and experimentation.

In the intermediate classification there are *inductive models*. These favor groupings among students (in small or medium groups). They stimulate cooperation and collaboration between teacher and students. They respond to problem-solving dynamics and to the achievement of learning challenges by the students.

At the extreme end is the *autonomous model*. This means that the student is able to manage his or her own learning process and works individually and independently.

Whichever model is chosen, we must not forget that our students are diverse, that they respond to different learning styles, that they must learn collaboratively, and that they must do so in a non-hierarchical classroom climate.

2. METHODS FOR THE TEACHING-LEARNING PROCESS

Models, in order to be operational and put into practice, must have well-specified methods. A method, in a general sense, is a way of doing or saying something with a certain order. Therefore, in education, a method is a way of organizing and developing the teaching and learning process aimed at achieving educational goals.

When choosing a method, we must consider certain variables that may condition our choice of one or the other. It may help us in our decision-making process to ask ourselves these questions as teachers:

-What are the characteristics of the content we are going to work on?

This means thinking about the difficulty of the content that students have to study and reflecting on the method (e.g., lecture, case studies,) that would best suit each content to facilitate its acquisition.

-In what context am I going to develop the method?

Is it face-to-face or virtual, is it in a large or small classroom or is the furniture movable? These circumstances will condition the teaching.

-Do I want the students to participate in their learning and interact with each other and with me?

This involves considering whether students will participate in the construction of their learning, whether they will work individually or in groups, or whether they will be guided by the teacher.

We present a series of applicable **methods** for our university teaching:

MASTER CLASS

The teacher presents the information, and the students listen and take notes.

This is profitable for the teacher, because in a short time he/she provides a lot of information, since he/she is the only one who speaks.

COLLABORATIVE APPROACH

Students are organized into small groups, ideally between 5 and 8 people.

The main objective is the active participation of the team members.

Versatile furniture should be available to allow for mobility.

Implementation requires the planning of the following phases:

- 1) Introduction of the members of the group to get to know each other, establishment of rules and roles within the team (secretary and moderator) and specification of the learning outcomes to be achieved.
- 2) Execution of the tasks to be performed, defining the time required for each task.
- 3) Summary of what has been done.

DISCOVERY METHOD

This consists of having students investigate and reflect on the content they are studying, favoring both induction and deduction of rules. This obliges the teacher to foresee a wide range of timings in the development of the contents. This is a student-centered method, which has three variants: 1) *case studies*; 2) *project work*; 3) *learning based on questions or problems*. All have the same common root when it comes to putting them into practice. There are only minor nuances that subtly differentiate them.

CASE STUDY (CS): This method involves an in-depth analysis of a topic or an event occurring in a specific spatial context. The case presented can be real or hypothetical, written by the teacher or extracted from other sources and presented in written or video format or in a simulation. The phases for its development are:

1. Form groups: the class is divided into small groups, and it is decided whether to distribute the same case for all so that all are working on the same content or if each group is assigned a different case to cover more elements of the topic.

2. Set aside time: to clarify doubts about the case presented, to practice dynamics that prevent them from becoming inhibited and to offer questions to guide their reflective process.

3. Working in groups: the teacher decides how long the work session will last.

4. Ordering data: students reflect on the situation presented, apply procedures they have studied, and recommend actions.

5. Oral or written report: students discuss and present their conclusions.

6. Summarize: the teacher synthesizes the information provided by the students and discusses the solution of the case presented.

PROJECT WORK (PBL): This is a method whose objective is to achieve a specific goal or product. It requires autonomy on the part of the student, the ability to assess the achievement of the objective, as well as the selection of strategies and means to carry it out. The implementation process goes through the following stages:

1. Discovery: the student chooses the topic that interests him/her, and the teacher simply helps them to understand the situation.

2. Definition and formulation: students set the objectives they intend to achieve. The teacher helps to assess the feasibility of the project and establish the limits.

3. Approach and compilation of data: students look for the most suitable work strategy and divide tasks among the group. They imagine the possible options, collect the information they need, think about what might be missing, what materials are needed, or which people to contact. The teacher helps to elaborate the action plan by showing them what difficulties they will have, and where to get information or necessary resources.

4. Execution: students organize the data and select the most relevant from what has been collected.

5. Evaluation: students check whether they have achieved their initial objectives. The teacher is just another student, whose role is reduced to translating the students' expectations.

INQUIRY/PROBLEM-BASED LEARNING (PBL): This method is based on the research and reflection carried out by the students to answer the question formulated by the teacher. It is the students themselves who acquire the necessary knowledge that will help them to provide a solution to the situation posed. Classroom furniture is required to be versatile to create various groupings (circle, U-shape, puzzle) as well as a large library that

can be consulted in person or virtually. This method requires students to be able to make decisions, to work in teams - that is, to "learn from and with others" - to be able to argue and to have a tolerant attitude. The teacher is in charge of guiding the process. The steps of this method (Exley & Dennick, 2007) are as follows:

1. Clarify concepts and terms: the group must know the scenario in which the work will take place, so that nothing is overlooked or taken for granted (rules, times, spaces).

2. Define the question or the problem: the students should be able to estimate how much effort will be required to answer the question or solve the problem posed by the teacher.

3. Analyze the question or problem: through brainstorming, the group of students ask more questions, identify their prior knowledge, offer initial explanations, formulate hypotheses, and establish connections.

4. Summarize the previous analysis in a systematic way: the group synthesizes the information provided so far.

5. Formulate learning outcomes: the group must specifically specify which aspects of the question or problem will be investigated and how far they want to go, i.e., the degree of depth with which to develop the contents.

6. Independent learning: in this phase, students individually search for the necessary information to answer all the questions. They consult materials, the library, and the web, as well as any other sources required to solve the learning situation.

7. Synthesize and present the information: the members of the group compare, discuss, and draw the final conclusions on the topic they have studied and share this with the large classroom group through an oral presentation. In this phase, the teacher will complete the missing information, may redirect the discussion, and clarify any doubts that may arise.

In addition, these methods can be accompanied by **strategies** such as seminars, workshops, or flipped learning, as well as **techniques** such as concept mapping or visual thinking to help students learn.

SEMINAR: A group of people, usually between 15 and 20, meet to discuss a topic in depth. Generally, the group is led by someone knowledgeable about the content being studied and who is in charge of energizing the session. The seminar is usually divided into small groups of 4 to 5 people who are asked a question to be studied in depth.

WORKSHOP: Requires work in small groups aimed at achieving specific results that involve active participation (Exley & Dennick, 2007), since *the workshop is learning by doing*. It can last a morning, a few hours, or a day. The phases for its implementation are:

-Presentation: the participants are informed of the idea to be worked on, the expected results, and the proposed activities. This phase can be developed in a plenary session.

- Group distribution: the large group is subdivided into small groups.

- Implementation of activities: they should encourage participation and take into consideration different learning styles, give clear instructions, and manage time.

- Plenary session for the presentation of results.

FLIPPED LEARNING: This is a way of making the students' time in the classroom profitable. Students, before going to a class, review the material previously provided by the teacher, which are usually videos and presentations. As explained by Bergmann and Sams (2016), students, as they watch the video at home, record their questions and summarize what they are learning.

Once in the classroom, the teacher answers the questions asked by the students. In this phase, doubts are clarified and mistakes and confusions in the interpretation of what they have studied are corrected. Once this part is finished, the rest of the time is dedicated to more complex practical activities or directed problem solving.

CONCEPTUAL MAP: This instrument is defined, in the words of Novak (1998), as a spatial scheme reflecting a series of concepts that are expressed through nodes or links and through the hierarchical relationships established between the nodes. He reduced the steps required to develop a concept map to the following nine:

A question referring to a problem or topic is identified. Based on that question, 10 to 20 concepts that are relevant to the question are identified, making a list of these. Usually, in a preliminary phase, they are obtained through brainstorming, while in a second phase they review the theoretical information.

The concepts are ordered by placing the broadest and most inclusive at the top of the list.

The list is reviewed, and more concepts are added, if necessary, once the literature has been reviewed and more knowledge about the topic of study is available.

The map is constructed by placing the most inclusive and general concept or concepts at the top.

They are selected from one, two, three or four sub-concepts, which are placed under each general concept.

The concepts are linked by arrows. It is essential to name these lines with one or more linking words (verbs and conjunctions), which must define the relationship between

both concepts, so that a meaningful statement or proposition is read. This conjunction creates meanings.

The structure of the map is modified, if necessary, once it has been read.

Interlinks are searched for, i.e., concepts from the various parts of the map are linked and these lines are labeled (with verbs and conjunctions).

There is no single way to make a map. As the understanding of the relationships between concepts changes, so do the maps.

The concept map allows students to express graphically their own theory on the subject of study, using the list of words that are related to the topic and that they have obtained, first through brainstorming and then after consulting the theoretical information given by the teacher or searched by themselves. Therefore, the students read the words carefully and organize their ideas on the map. In other words, the idea is to distribute the concepts around a central point and express the resulting hierarchical levels, the relationship between them, and their directionality.

VISUAL THINKING: This is a technique that helps to organize knowledge through drawings. Geometric shapes, speech bubbles, arrows, bullets or upper- and lower-case letters can be used.

This is a way to visually help us understand and store the information being studied and is especially useful for people with a sensory learning style.

B. FROM UNIVERSITY TO SCHOOL AND FROM SCHOOL TO UNIVERSITY: A JOINT COOPERATION EXPERIENCE

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1. INTRODUCTION

In recent years, numerous studies and experiences have been developed in the field of teacher education that promotes professional development. These include works that manage to create and maintain a network, a community of practice (Rubio, Vilà, & Sánchez, 2018) or other forms of collaborative work among teachers, whether from the same educational level or from different institutions and levels (García & Barrios, 2019; Latorre, García, Bermúdez, & Sánchez, 2021; Madrid & Mayorga, 2014; Martínez & Gil, 2014). Most of these are joint work experiences carried out around the practical component in initial teacher training (Madrid, Mayorga & Del Río, 2013; Mérida *et al.*, 2020) in which a methodology is used that falls within the broad field of qualitative research (e.g., action research, ethnography, biographical-narrative research).

Although all these studies reveal a field of work in which the productive relationships among the university, the educational centers, and their community are evident, none have addressed the professional growth of teachers through bidirectional training exchange between public early childhood and primary education centers and the university. This is a new format or formula that has proven to be effective and that allows further progress to be made in the field of initial and continuing teacher training. Reports of such an experience can only be found in the Autonomous Community of Aragon which, in 2019, and on an experimental basis, launched a pioneering training program entitled "HIPATIA" by which the professional development of teachers is facilitated through training exchanges, made possible by a collaboration agreement between the Department of Education, Culture, and Sport of the Government of Aragon and the University of Zaragoza.

Aware of the benefits derived from this, the University of Granada joined this initiative in the 2020-2021 academic year with the implementation of the experimental training and

innovation program "HERMES". This project came to life due to a collaboration agreement between the Provincial Directorate of the Ministry of Education and Vocational Training in Ceuta and the Faculty of Education, Economics, and Technology of Ceuta (University of Granada) and also places the focus on the field of professional development through training exchanges. Following in the footsteps of HIPATIA, these exchanges are intended to encourage the reflection of the participating teachers on the teaching practice developed in both contexts (school and university), share teaching methodologies, and update the scientific, pedagogical, and methodological knowledge of teachers from different institutions and educational levels.

2. FOLLOWING THE FOOTSTEPS OF HIPATIA

2.1. START-UP: ESTABLISHMENT OF A PARTNERSHIP AGREEMENT

Three years ago, the Government of Aragon issued a resolution of February 7, 2019, from the General Directorate of Personnel and Teacher Training, which established an experimental basis for the "HIPATIA" training program in collaboration with the University of Zaragoza, that is, training for the professional development of teachers through training exchanges during the 2018-2019 academic year.

This is an agreement between the Department of Education, Culture, and Sports of the Government of Aragon and the University of Zaragoza, which aims to establish, on an experimental basis, the HIPATIA training program, a pioneering proposal at national level for the professional development of teachers through two-way training exchanges. These exchanges take place between public centers of Infant and Primary Education (CEIP), public centers for adults (CPEPA), rural grouped centers (ARA), rural centers of educational innovation (CRIE) and special education centers (CEE) and also the three Faculties of Education of the University of Zaragoza where teaching degrees are taught.

2.2. PURPOSE OF THE COLLABORATION AGREEMENT

The main purpose of this agreement is to create networks and working groups between teachers from schools and universities to facilitate the implementation of joint training, innovation and/or research projects in the next academic year. The aim of these projects is to promote training and research for the professional development of university and schoolteachers in their own professional skills (scientific, didactic, methodological, digital, innovation, research and improvement, teamwork, management, and organization) that may lead to methodological changes in classrooms and reference centers (schools and universities).

Program content and structure

The Program is developed through bidirectional training exchanges between the public schools that participate in the initiative and each of the three Faculties of Education of the University of Zaragoza.

The action of the Program consists of providing university teachers with the possibility of actively observing public schools of different types for three consecutive days and, in turn, allowing teachers from these schools to observe the classes of university teachers. This exchange aims to generate joint projects that improve the learning of the teachers involved (from the public centers of infant and primary education, and the university) and their respective students (from these schools and the university).

Concerning planning, a maximum of two university teachers will first exchange the proposed center, observing and training each other. Second, teachers from these centers (up to a maximum of six teachers per center) will go to the university, two per day.

More specifically, the contents of the training courses are structured as follows:

a) Initial session. The purpose of this initial session is to explain the guidelines for the proper functioning of the program and to connect teachers and centers.

In this session, teachers representing the participating schools and university professors are invited to create connections and networks to maximize the effectiveness of the exchanges and to explain the guidelines of the program.

b) Training exchange of university teachers for the active observation of good practices in the assigned educational center. The duration of the training exchange will be fifteen hours, distributed over three consecutive days. The center will guarantee that the two university teachers who they host will have the opportunity to exchange the necessary information and observe good practices and the functioning of the center.

c) Training exchange of teachers from the educational centers (CEIP, CPEPA, CRA or CEE) in each of the three Faculties of Education of the University of Zaragoza. This training exchange will be conducted across three consecutive days, with a total duration of fifteen hours. Up to a maximum of six teachers per center can go to each of the three Faculties of Education of the University of Zaragoza — two teachers per day. Each faculty will organize these training exchanges in the way it deems most convenient according to its specificity and will inform the exchanging teachers of the planning of these stays in advance.

In the time between the two stays, program participants will be able to exchange experiences, concerns, and reflections on the practices observed and on the projects that they will implement together.

d) Final session. In this session, participants will share the contributions of the program, with special emphasis on the impact of this training on their teaching practice and professional improvement process, and on the possible joint training, research, or innovation work to be carried out during the following academic year. In this session, each participant will prepare a brief document containing their reflections on the program and what they have gained from the observed actions. Each participant will be given a model template to assist in creating the document.

2.3. CREATION OF A SELECTION AND EVALUATION COMMISSION

For the selection of participating teachers/educational centers and the evaluation of the program throughout their course, a Selection and Evaluation Committee has been established. This is a collegiate body responsible for evaluating the applications submitted in accordance with the criteria established in the call for applications and for carrying out a final evaluation of the program.

This Commission will be composed of the following members:

a) President: The General Director of Personnel and Teacher Training of the Department of Education, Culture and Sports of the Government of Aragon, or the person he/she delegates.

b) Members:

Head of the Teacher Training Service or person delegated by him/her.

Coordinator of "Hipatia" in the Faculty of Education of Zaragoza.

Coordinator of "Hipatia" in the Faculty of Human Sciences and Education of Huesca.

Coordinator of "Hipatia" in the Faculty of Social and Human Sciences of Teruel.

Heads of the Educational Program Units (one representing each Provincial Education Service) or person delegated by them.

c) Secretary: an official assigned to the Teacher Training Service, with a voice but without a vote.

2.3.1. SELECTION OF TEACHERS AT SCHOOLS

Once the applications have been received from the teachers at the schools interested in participating in the program and the corresponding evaluation has been carried out by the Selection and Evaluation Commission, a provisional and a definitive list

of selected schools, substitutes and excluded schools will be published on the official website of the Department of Education, Culture, and Sports of the Government of Aragon.

Regarding the selection of educational centers, the requirements for selection are as follows: the center must have offered tutor internships to students of the Education Degrees in the corresponding academic year. In addition, they must submit the following documentation, which is included as annexes in the call for applications: application form (Annex II); details of the coordinator and participating teachers (Annex III); brief explanation of the type of center and participating teachers (Annex V); document accrediting contact and/or collaboration and/or previous work between the university teacher(s) and the teacher(s) of the educational center to collaborate jointly in "Hipatia" (Annex VI).

2.3.2. FOLLOW-UP AND EVALUATION OF TRAINING COURSES

The Selection and Evaluation Commission is also responsible for monitoring and evaluating the training placements. To this end, it may request from the educational centers the information it deems necessary for the correct evaluation of the projects.

At the end of the exchanges, the Commission will carry out a final evaluation of the program, considering the following points:

Evaluation of the program and its usefulness and impact on the improvement of teaching practice at the university.

Evaluation of the program and its usefulness and impact on the improvement of teaching practice in schools.

Evaluation of participation and collaborative work in the final session.

2.4. SELECTION OF UNIVERSITY FACULTY

The selection of university teachers and their assignment to the educational centers is subject to the previous contact made by the center interested in participating, and/or previous collaboration and/or work carried out. Therefore, at the time of submitting the application for participation, the university teacher will also have to submit Annex VI. This document is necessary for the university teacher to be able to receive teachers from educational centers at the faculty.

The selection of these teachers and their assignment to the educational centers will be carried out by each of the three Faculties of Education of the University of Zaragoza.

Program Recognition and Certification

The Directorate General of Personnel and Teacher Training will recognize the participation of the teacher/s of each center in the training and innovation program "HIPATIA" (with a recognition of 20 hours of training and 3 hours of lectures). University teachers will also receive their corresponding certification for having participated in the program.

All participating schools will receive by e-mail a graphic file of their participation, which can be downloaded and displayed in their schools, social networks, websites, or blogs.

3. COMMITTING TO HERMES

After assessing the potential of the predecessor program and the derived benefits for all involved — including teachers and educational institutions — the University of Granada joined this initiative in the 2020-2021 academic year with the launch of the experimental training and teaching innovation program "HERMES".

3.1. START-UP: ESTABLISHMENT OF A COOPERATION AGREEMENT

On March 17, 2021, a collaboration agreement was signed between the Ministry of Education and Vocational Training, through its Provincial Directorate in Ceuta, and the University of Granada (Ceuta Campus) establishing, on an experimental basis, the "HERMES" training and innovation program: professional development for teachers through training exchanges.

This agreement aims to establish, on an experimental basis, the "HERMES" training and innovation program which, following in the footsteps of HIPATIA, also focuses on the professional growth of teachers through training exchanges. These exchanges will be bidirectional between the public centers of Early Childhood and Primary Education (CEIP) and the specific center of Special Education (CEE) of Ceuta and the Faculty of Education, Economics and Technology of Ceuta of the University of Granada, where the degrees in Early Childhood Education and Primary Education are taught.

In order to select the schools that wish to participate in the experimental program, the Provincial Directorate of the Ministry of Education and Vocational Training in Ceuta will publish an annual call for participation.

In accordance with this agreement, from the 2020-2021 academic year to date, two calls have been made, with the publication of their corresponding resolutions, for the participation of public Early Childhood and Primary Education Centers (CEIP), the Special

Education Center (CEE) of the Autonomous City of Ceuta and the university Faculty of Education, Economics, and Technology at Ceuta.

3.1.1. CALL FOR PARTICIPATION IN THE HERMES PROGRAM DURING THE ACADEMIC YEAR 2020-2021

The instructions that aim to regulate the call of the "HERMES" Program during its first year of operation, in its most experimental phase (academic year 2020-2021), specify the following:

Two educational centers will be selected and will participate in this first call. A maximum of two teachers per educational center, who are career civil servants with definitive destination, may participate.

A maximum of four university professors may participate, two per school.

3.1.2. CALL FOR PARTICIPATION IN THE HERMES PROGRAM DURING THE 2021-2022 ACADEMIC YEAR.

In the second year of implementation, instructions are published again in order to regulate the call for the "HERMES" Program during the 2021-2022 academic year. These instructions specify the following:

Four educational centers will be selected and will participate in this first call. A maximum of two teachers per educational center, career civil servants with a permanent position, may participate.

A maximum of eight university professors may participate, two per school.

3.2. PURPOSE OF THE COLLABORATION AGREEMENT

Conceived and designed with the same purpose as the Aragonese agreement, the main purpose of this agreement is to contribute to the creation of connections and networks between schools and universities to generate joint innovation, research and/or action projects in the classroom. In addition, the observation of the management, planning, use of methodologies and organization of other centers during the exchanges can be a source of inspiration for implementing new teaching-learning for mats that improve the quality of teaching offered in both institutions.

3.3. PARTICIPANTS

The centers and teachers wishing to participate in the HERMES Program must be accredited and recognized as internship training centers and internship tutors, in accordance with the provisions of Order ECD/1039/2017, of October 24, 2017. In addition,

in order to be selected, they must have tutor internships to students of the Degrees in Early Childhood Education and Primary Education taught at the Faculty of Education, Economics, and Technology ay Ceuta.

University professors from the Faculty of Education, Economics, and Technology of Ceuta who teach in the Early Childhood Education and/or Primary Education degrees and who intend to develop an innovation or research-action project or action in collaboration with the selected center may participate.

Content and structure of the Program

HERMES is based on bidirectional training stays between participants from public schools and the headquarters of the University of Granada in Ceuta. The centers will exchange experiences in best practices of methodology, coordination, management, research, planning and organization.

The action of the Program consists of providing university teachers with the possibility of actively observing the work carried out in the classrooms of public schools. Moreover, it provides the teachers at these schools with the opportunity to observe the work of university teachers with the aim of generating actions and/or joint research and innovation work that will result in an improvement in the learning of the students (of the CEIPs and the university) and the participating teachers.

According to the planning of the exchanges, a maximum of two university teachers will exchange the proposed center, observing the classroom work developed by the teachers, interacting, and collaborating actively, thus ensuring that they learn from each other. Subsequently, the teachers at that school (maximum two teachers per school) will take part in a training exchange at the University.

The contents of the training exchanges adopt the same structure as in the previous program:

a) Initial session, the purpose of which will be to explain the guidelines for the proper functioning of the program and to connect teachers and centers.

b) Training exchange of university teachers* in the CEIP or CEE for the active observation of good practices in the classroom of the teacher of the participating center, as well as active collaboration in accordance with the joint project presented.

c) Training exchange of teachers* from the CEIP or CEE at the university, actively collaborating in the work of the university teacher who participates in the program.

* The duration of each of the bidirectional training exchanges will be at least three school days (fifteen hours), to be established by mutual agreement between the participating teachers (from the school and the university). These exchanges do not necessarily need to take place on consecutive days, unlike HIPATIA.

d) Final session, sharing the experiences of each participant, highlighting the benefits and improvable aspects of the experience. Special emphasis will be placed on the real impact of this training on teaching practice and the repercussions for students. Likewise, the possibility of establishing commitments to develop joint projects will be assessed. In this session, each participant will make a brief written analysis with reflections on the program, which will be submitted to the committee for evaluation.

As an innovative feature, HERMES includes the delivery of a final report of the training experience. Once the exchanges are completed, this report will be made jointly by the teachers who have developed the same project and will include a brief assessment of the experience, detailing the objectives achieved, the degree of development of the action plan set and the future lines of collaboration and repercussions of such experiences.

3.4. CREATION OF A SELECTION, FOLLOW-UP, AND EVALUATION COMMITTEE.

The Hermes call for proposals also involves the creation of a Selection, Monitoring and Evaluation Committee, which will be responsible for evaluating the applications submitted in accordance with the criteria established in each call, the monitoring of the exchanges, and the final evaluation of the program.

This Commission will be composed of the following members:

a) Chairman: Provincial Director of the Ministry of Education and Vocational Training (MEFP).

b) Secretary with voice but without vote: the Teacher Training Advisor of the Educational Programs Unit of the Provincial Directorate of the MEFP in Ceuta.

c) Members:

The Vice Rector for Teaching.

The Dean of the Faculty of Education, Economics, and Technology at Ceuta.

The Head of the Educational Programs Unit of the Provincial Directorate of the MEFP in Ceuta.

A representative of the Educational Inspection Service.

The Vice-Dean of the Faculty of Education, Economics, and Technology at Ceuta with competences in the field of practicum and innovation.

3.4.1. SELECTION OF EDUCATIONAL CENTERS

All deadlines and procedures for the development and selection of the centers and teachers participating in the HERMES project, both in the 2020-2021 and 2021-2022 calls, will be carried out according to a calendar that accompanies each resolution.

In both resolutions, it is agreed that schools wishing to carry out the training stay must submit the following documentation: application form (Annex I); information on the director and participating teachers (Annex II); information on the university teacher/s who will participate in the experience and an accreditation document that includes a brief summary of the project or action to be developed between the university teacher/s and the teacher/s of the school (Annex VI).

Those schools will be selected that achieve the highest score once all the applications have been evaluated according to the criteria established in each resolution.

Once the applications have been received and the corresponding evaluation has been conducted by the Selection, Monitoring, and Evaluation Committee, the provisional and definitive list of selected centers, substitutes, and excluded centers will be published on the official MEFP website.

3.4.2. FOLLOW-UP AND EVALUATION OF TRAINING PLACEMENTS

The Commission created for this purpose will monitor and evaluate the training exchanges. In the publication of the two calls for participation in HERMES, it is specified that this Commission will meet at least once at the beginning of the program (for the selection of applications) and once at the end of the program, to evaluate the impact of the applications. This final evaluation will consider the same points included in the HIPATIA Program.

3.5. SELECTION OF UNIVERSITY FACULTY

The number of university teachers who can participate in the Hermes Project has increased from one call to another.

University teachers will be selected and assigned to the centers by the Faculty of Education, Economics, and Technology at Ceuta, depending on the project or collaboration to be developed and its impact. The completion of other activities and/or previous collaborative activities with the educational center will be considered in the selection process.

3.6. PROGRAM RECOGNITION AND CERTIFICATION

The participation of teachers from each center in the HERMES training and innovation program will be recognized by the University of Granada with 20 hours of training and two hours of lectures.

As in HIPATIA, participating schools will receive by e-mail a graphic file of their participation that they can download and display in their schools, social networks, and websites.

The University of Granada, through the Vice Rectorate for Teaching, will issue the corresponding certification to university teachers, based on the report submitted, which must include, at least, a brief summary of the actions carried out during the training stay.

4. MAKING HERMES VISIBLE

All the joint and coordinated work actions that have been carried out to date by the teaching staff involved in the experience (university and external centers) are presented below. Although each of them was designed to achieve specific objectives, they all have certain outcomes in common: a more realistic and contextualized way of teaching in the university environment has been favored and it has been possible to take some of the advances generated by the university research and transfer these to the education center.

4.1. EXAMPLES OF SCHOOL-UNIVERSITY TEACHING COLLABORATION EXPERIENCES FOR THE 2020-2021 ACADEMIC YEAR

Within the HERMES Project, four school-university joint work proposals were successfully carried out in the 2020-2021 academic year, which focused on the following topics:

a) First experience of teaching collaboration entitled *"Encouraging reading Children's and Young People's Literature and the School Reading Project"*. This is an innovation and action-research project based on the observation, planning, and development of methodologies to encourage reading through children's and young people's literature (LIJ) within the framework of the Center Reading Plan. This line of action, in the area of Didactics of Language and Literature, has allowed future teachers to learn about successful methodologies for encouraging reading and developing the reading habit, as well as specific teaching practices focused on children's literature and encouraging reading.

b) Second experience of teaching collaboration entitled *"How to teach Mathematics in Primary Education: from planning to reality"*. This project, developed in the area of Didactics of Mathematics, has allowed future teachers to become familiar with, firsthand, the way in which the teaching practice is really worked on and developed, day after day, in mathematics sessions in an educational center. This includes how classes are programmed and organized, the timing, the sequencing of explanations and activities, the

methodology followed, materials and resources used to facilitate understanding of the area, evaluation, typical responses, and behaviors of students at that stage, frequent situations, possible difficulties that may arise and how to deal with them.

c) Third experience of teaching collaboration entitled *"Classes for Emocion Arte"*. This project essentially consisted of creating virtual exhibitions in the university classroom with some of the works developed by the children's education students of the participating educational center, creating bidirectionality in learning and synergies in the objectives developed. In general terms, the project, which revolved around the area of Didactics of Social Sciences, has made it possible to work on and promote emotional intelligence through art (identifying and relating different emotions with artistic works) in future teachers and early childhood education students.

d) Fourth collaborative teaching experience entitled *"Inclusive learning through physical education in primary schools"*. This innovation project, which revolves around the area of Didactics of Musical, Plastic, and Bodily Expression, was conceived to raise awareness among future teachers and students of primary education in the field of educational inclusion. Among the results obtained is the design of an inclusive didactic unit, with an innovative character, within the programming of the subject Physical Education, entitled "The guides of the colors", which is aimed at the visually impaired students at the participating school.

4.2. EXAMPLES OF SCHOOL-UNIVERSITY TEACHING COLLABORATION EXPERIENCES DURING THE 2021-2022 SCHOOL YEAR

In the current academic year, three proposals for collegial work on the following topics are also being successfully developed:

a) First experience of teaching collaboration in environmental education and sustainability. Still in the development phase, this project, framed within the area of Zoology, aims to familiarize future teachers and students of primary education with a series of educational practices and innovative teaching-learning methodologies within the field of natural sciences and their didactics.

b) Second experience of teaching collaboration focused on ICT and its didactic application. Also in the development phase, this project, which falls within the area of Didactics and School Organization, focuses on the knowledge and application of computational thinking strategies in the infant and primary education stages, the knowledge and participation in the European eTwinning initiative and the educational center involved. Finally, the project focuses on the knowledge and development of educational actions within the "Classroom of the Future" project implemented in the participating center.

c) Third experience of teaching collaboration entitled *"Teaching family diversity and its implications for teaching practice: an experience of teaching collaboration between CEIP Valle Inclán and the Faculty of Education, Economics, and Technology at Ceuta"*. This project involves aspects of training, innovation, and research, and is located within the area of Didactics and School Organization. This project revolves around the teaching and learning process of an issue of current concern among many teachers of early childhood education, that is, family diversity. Is the school prepared to deal with family diversity? What is the treatment of family diversity in early childhood classrooms? How do future early childhood education teachers evaluate the academic training they have received on family diversity? Will they know how to deal with it pedagogically in their future classrooms? These have been the key axes and questions that have shaped the lines of collaborative work. Among other sources of evidence, unpublished pedagogical materials have been created for the educational treatment of family diversity in infant classrooms in order to include, make visible, and reinforce this concept in the school environment.

5. AND AFTER HIPATIA AND HERMES....

More recently, it is known that the Faculty of Education and Sports Sciences of Melilla of the University of Granada and the Provincial Directorate of the Ministry of Education and Vocational Training in Melilla have also signed a new collaboration agreement, dated January 14, 2022, establishing the HERMES Training and Innovation Program. Under the same coordinates that have been developed in the Autonomous City of Ceuta, this program will allow professional exchanges between teachers of public early childhood and primary education centers of the Autonomous City of Melilla and the university Faculty of Education and Sport Sciences at Melilla.

From our knowledge and professional involvement in the HERMES Project in Ceuta, we encourage those responsible for the university community to get involved in these experiences. Any initiative undertaken in this line would be of great interest for the improvement of teaching practice and professional development of teachers, of any institution and at any educational level.

C. GUIDED VISITS AS A LEARNING EXPERIENCE IN THE UNIVERSITY DEGREE IN EARLY CHILDHOOD EDUCATION

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1. INTRODUCTION

Facing the new challenges that continually arise in our society implies that university education can no longer be oriented to the transmission of fragments of memorized information to be used mainly in exams and then forgotten. Instead, there is a need to promote in each individual the ability to learn how to think and learn in a practical way — critically and creatively — so that knowledge can be used in new situations that appear in a universe loaded with instability and uncertainty. In this regard, guided visits could be a key learning experience in the training of future education professionals (De la Cruz Flores, 2018).

These guided visits should constitute a training initiative that includes strategies and tools that allow students, university, academic/professional tutors, and the socio-professional context to develop future workers permeable to social changes. These exchanges should provide the maximum development of the capabilities of each individual, respecting diversity and ensuring quality in training and compensating for inequalities and, while favoring the development of autonomous professionals capable of making informed decisions about complex and/or conflictive situations and participating, in a relatively autonomous manner, in professional and social life. These objectives require, among other aspects, shifting the priority of the training process towards the learning of students in training. This implies an important change in considering guided visits as a teaching-learning methodology, the teaching staff (academic and professional tutors) as an expert guide in the design and organization of this type of meaningful, useful, and relevant learning context, and the students as the central actor in the learning process.

Each participant of the guided visit has to assume their share of responsibility depending on the needs and interests that fit with the meaning and practicality of the activity and behavior for the sake of promoting relevant and effective training. In this sense, the main function of the guided visits is to promote participation, so that together they can design a training action that is in line with the professional reality.

This participation is based on democratic decisions of the following agents involved in the process: academic and professional tutors, students, management bodies of the center and university (Purpose of the formation of the guided visits). It should be noted that to be clear about the purpose, we need to provide the reality that justifies the design and structure of the guided visit (Justification for the chosen topics). This implies defining the values of the guided visit for the socio-professional environment (García & Aguilar, 2011). This can be achieved in two ways: on the one hand, extracting the deficient reality of the work activity to reinforce the training activity, and on the other hand, highlighting the values, advantages, and considerations that can be generated by the guided visit.

2. OBJECTIVE AND COMPETENCIES

The main purpose of the guided visits is to try to raise awareness, from a critical-reflective position, on how to prevent and/or act in work situations that may result in a training action or response, while "educating" future workers (García & Aguilar, 2011). The objectives pursued from the design, organization and implementation of guided visits are:

Connect the reality of the work-professional world with the academic world.

To become familiar with the various possibilities for development of the pedagogical role.

To become aware of the different areas of professional performance in the field of education.

To observe, in reality, the internal structures and dynamics of various institutions.

Initiate the design of professional interventions.

Develop appropriate professional values.

At the same time, based on the work of García and Aguilar (2011), the professional competencies intended to be acquired by the university students themselves in their guided visits are, on the one hand, *general*, based on a critical and autonomous sense of learning (ability to guide their study, understand a phenomenon and its complexity with full autonomy, self-criticism and responsibility); oral and written communication, putting into practice the ability to express and understand ideas; interpersonal relationship skills for the exchange of experiences, feelings and information that enrich the personal, academic and professional background; and information management (applying search criteria, selection, and evaluation of data from various sources, and making ethical use of these).

On the other hand, *specific* competencies include mastering the theoretical and epistemological bases of training and educational processes and actions; knowledge of the general characteristics of the "contexts" of the professional field of education and, in

particular, of its organizational and operational structure; design, development, management and evaluation of plans, projects, programs, resources and materials for educational and/or training action in different areas and contexts; diagnosis, guidance and counseling to individuals, groups and institutions in educational and training areas; and mastery of professional values appropriate to the various contexts of intervention.

3. METHODOLOGICAL LINE OF ACTION

To this end, emphasis is placed on two fundamental ideas that any guided visit of a formative nature should reflect: analysis of the internal context of the work center and knowledge of training needs. In relation to the knowledge of the internal context, a series of conditions concerning the analysis of the work/professional situation (Borich, 2000. In Burgos-García, 2010) are the following:

Level of commitment and collaboration among the internal agents involved.

Availability of means, resources, and space.

Type of financing by the university or institutions involved.

Involvement of the rest of the socio-professional context (e.g., type of participation of regional and local entities or institutions outside the work center).

With regard to knowledge of training needs, three benchmarks are identified to assist the guided visits. These can form the basis for choosing the most significant elements when designing various training measures:

Type of training and commitment among the agents participating in the guided visit.

Practical action mechanisms for the effective development of training.

Interaction between the guided visit and the availability of resources, means, and institutional support.

One of the key contributions in this conceptual framework refers to the planning and design of measures aimed at the educational process generated by guided visits (Sleet & Mercy, 2003). At this level of action, the key didactic and formative guidelines should be shown. The planning process must be contextualized and adapted to the demands and needs that are extracted from the reality of the work center. In this sense, planning can be summarized as follows:

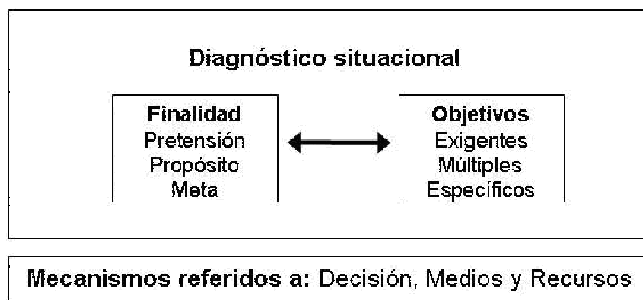


Figure 1. Planning phases of the guided visit

This first planning phase could be defined as the diagnosis of individual and social preconditions — both of academic tutors and students — to determine, fundamentally, their experiences, instruction, needs, interests, and socio-environmental and work situation. Using this diagnosis, it will be important to specify the objectives based on the professional reality in the guided visit and its main purpose (González et al., 2006). These objectives should be:

Fulfilled by the training action.

Multiple, as a consequence of the set of factors that affect the guided visit in relation to the teaching process.

Specific, referring to the particular factors of the exchange.

In the second phase involving the mechanisms of practical activities, the selection of the means and resources is a fundamental part of the planning of the training process, since this forms the support for the participants and the academic tutor to achieve the objectives proposed for the training activity. The importance of the means and resources resides both in the academic/professional tutor and students and in the type of activity, content, or objective intended in the guided visit.

Based on the previous planning phase, the design of a training program, defined as the action that makes it possible to put a teaching project into practice, must start from knowledge of the elements of the guided visit (Professional field/educational level; Pedagogical perspective/model; Type of content; Methodology; Design of activities; Means and material resources; and Information and communication processes); Methodology; Design of activities; Means and material resources; and Information and communication processes). These elements should then be organized around practical action measures so that the guided visit achieves high quality performance (Training agent; Contents for training and Prospective) (Clift & Jensen, 2005).

Based on this premise, we expressed the need to complement the guided visit with specific objectives derived from concrete situations involved in the training process that would answer the following questions: What do we intend to achieve, who should participate, how should we do it, when should we do it, what justification do we have for what, who, how and when? How do we want to set out the visions, values, objectives, and action?

Along these lines, a guided visit such as a training experience, for example, in occupational health and safety, could have an action plan of an evaluative nature with the aim of achieving continuous improvement (process evaluation). Any program or plan must be clear about the concept of "evaluation" since this element is defined as a systematic process of collecting information based on previously established criteria (value judgments) and is oriented toward decision making as a permanent training process (Tejada, 2006). This type of evaluation can gather practical information on each of the integral elements in the didactic exercise extracted from the reality of the guided visit with the idea of undertaking conceptual and procedural reformulations in the various actions. This situation can allow for:

Critical points in the development of the program to be identified through guided visits.

Optimization of the program for its development in the short and medium term.

Improvement of the participants' potential.

Increased information for subsequent decisions.

Gathering information on its evolution and progress.

In this regard, three types of decisions arise regarding the development of the action plan to be implemented in the guided visits:

Adaptation of the various teaching-learning activities in guided visits (e.g., time, resources, motivation, strategies, and teaching role).

Relocation of students and professional tutor.

Incorporation of new resources.

Considering each of the components involved in the development of guided visits for future education professionals, it is necessary to show, in a graphic way, a defined conceptual framework to guide and develop a training process through guided visits.



Figure 2. Conceptual framework in the development of guided visits as a training action.

4. KEY GUIDELINES TO ENSURE THE SUCCESS OF THE TRAINING PROCESS THROUGH GUIDED VISITS

A series of key factors (when used in a coordinated and collaborative manner) can optimize the competencies to be acquired by students through the integration of guided visits in their educational process. These factors are divided into six phases (information, planning, decision, realization, evaluation, and follow-up) that are interconnected through a logical-temporal sequential process. If these phases are followed, the quality of the guided visits and their results in the training of students should be improved. In the following brief summary of the phases, based on Burgos-García et al. (2011), we describe some of the results extracted from the experiences developed at present, in addition to other sources of information:

Phase 1: Information

Collect the necessary information before starting the guided visit, e.g., in some experiences, data was collected on accidents involving children and young people, number of teaching hours devoted to safety in schools, or working conditions in schools and other educational institutions. Experience gained in the framework of similar projects should also be considered.

Phase 2: Planning

Clarify in advance who will participate in the guided visit to enrich the training process. The experiences and structure of other socio-professional contexts may prove useful, e.g., networks for health outreach, collaboration with health and safety authorities and their training centers. The issue of financing should also be addressed at this stage.

The active involvement of all possible intermediaries is necessary to develop a comprehensive formative approach to the guided visit and to have broad-based support. This involvement should encompass a wide range of stakeholders, including university administration officials, union representatives, employers, students, academic/professional tutors, school principals, and administrators. Potential local stakeholders include schools, employers, peer education professionals, recruitment agencies, healthcare providers and local groups/entities.

The professional center has the direct responsibility of ensuring the training conditions of the students during the exchange, since specific risks/situations may arise. The center is also directly or indirectly responsible for responding to specific problems. Among these responsibilities is to collaborate and take responsibility for the actions and behaviors to be adopted.

Site managers have direct responsibilities and are therefore important partners in these guided visits. Although they are familiar with the legislation, they are often unsure of how to supervise and guide students effectively. In order to establish contact with the managers of these centers, it is necessary to:

Identify professional entities or centers that employ education professionals.

Provide printed information and organize meetings with them.

Establish contact with the centers participating in internships and with local socio-professional organizations.

The person in charge and the workplaces must collaborate in preparing the student for the guided visit to the work environment. The appointment of efficient on-site supervisors or instructors (professional tutors) is essential for guiding the students and welcoming their comments and observations. Pedagogical knowledge, a broad vision, and the ability to work in a team are important characteristics. In addition, these tutors are effective trainers because they teach with energy and enthusiasm, speak the language of their professional peers and academic discipline, serve as functional role models for

students, and offer a new perspective on the workplace. In order to promote the training provided through the guided visits by professional tutors, it is necessary to:

Identify the programs or persons interested in the intermediation between university and professional tutors.

Provide materials and training to the advisors of these professional tutors.

Another key aspect to highlight is financing since this is a substantial and important part of the educational process in guided visits. Projects or programs should take into account the following resources: public-private financing, public-private partnership agreements, and sponsors.

These first two phases are evident in the various training experiences developed. In this sense, guided visits have been conducted for education professionals related to the educational intervention program on occupational health and safety. To contextualize this program, the guided visits started in 2013, and exchanges were made to the Science Park or to the Center for Occupational Risk Prevention of Granada (Junta de Andalucía). These exchanges were proposed by the Faculty of Education Sciences of the University of Granada under the institutional campaign "Learn with Safety". This campaign aimed to integrate the culture of prevention in the field of education through the General Collaboration Protocol signed between the Ministries of Employment and Education of the Andalusian Regional Government, for the promotion of Occupational Safety and Health of its workers in formal and non-formal educational centers in Andalusia. This Protocol, still in force, includes actions related to the "Learn with Safety" program, general teacher training, editing of teaching materials, and advice and professional training in skills and training capabilities in this area within the framework of the European, Spanish, and Andalusian Strategy for Occupational Safety and Health 2017-2022.

Phase 3: Decision

Once the first two phases have been completed, the type of structure and formative development of the guided visit can be decided. In this phase, the general purpose of the tour and its operational objectives should be defined, creating an action plan in which deadlines and competencies are specified.

In this sense, it is essential to define the purpose, measures, operational objectives, and initiatives for integrating the guided visit into the overall training process. The action plan should include several key elements such as cooperation agreements, management of the guided visit and collaboration with the workplace, as well as a series of actions such as measures, costs, timetable, and responsibilities for implementation.

In any case, before a guided visit is implemented, it should be tested in a pilot exchange. This pilot exchange can be used to analyze existing resources or to test new materials in the workplace. This aspect underlines the need for a gradual participatory and competency-based approach, which requires a commitment on the part of academic,

professional, and university tutors to guided visits and a clear allocation of responsibilities among the various stakeholders.

Phase 4: Realization

This is the execution phase of the guided visit. The success of this training action will largely depend on the following factors: recognition of the characteristics and areas of professional development of the center to be exchanged as a substantial component of initial and continuous learning; analysis of the space and competencies to be acquired; direct relationship between the technical-professional measures and the job position; and participation of academic and professional tutors with experience in the development of the exchange and its materials/resources.

In any case, in this phase the methodological process implemented by both the academic and the professional tutor is carried out through theoretical-expository classes in large groups for the presentation of the program's contents and to clarify doubts raised during the autonomous work required by the student. It is possible to implement various methodological models in the different tasks that the students carry out, such as cooperative learning through small working groups; project-based learning (design and, where appropriate, presentation of a pedagogical intervention project); problem-based learning, based on the systematic treatment of problems posed by the centers exchanged; and conferences, seminars, and lectures on topics related to the subject, which provoke debate and reflection. Also necessary is the collaboration and intervention of professionals from the world of pedagogy that are significant and of interest for the training of future students, and that complement, from a real perspective, the theoretical vision provided in the theoretical-expository classes.

An example of this is the experience carried out in the area of occupational health and safety. This issue is addressed in the workplace from a transversal approach, as it is part of all aspects of daily and working life. In order to promote good behavior in this area, before the students (who are part of the educational intervention program "Learn with Safety") enter working life, it is necessary to include health and safety issues in the school curriculum, considering the age and educational level of the students at various educational stages. Since prevention is considered a cross-cutting subject, the guided visit is proposed as a training action that will optimize the integration of safety and health throughout the process, so that it is not an activity without continuity with other activities and/or educational actions. In addition, activities were adjusted to their context, adapting flexibly to the educational-local environment and to the different learning needs.

In this phase, it is important to point out the need for optimal didactic means and resources so that the guided visit is a realistic exercise in the training process. Emphasis should be placed on the constructive nature of learning, which means that the means and resources act as instruments to support the experiences mediated through the guided visits. Logically, their importance will depend both on the learner in training and on the type of activity, content, or objective. Given the variety of specific media and resources, we

have chosen to offer a brief analysis of some of these. For the selection, the following are considered:

Grouping: the resources are grouped in a very simple but practical way: print media, audiovisual media, and media based on new technologies.

The level of implementation and versatility: they are selected according to the scope of the academic/professional tutors and have to be susceptible to use in more teaching-learning situations. Accordingly, the selection is as follows: *Printed media*: didactic guides, printed material developed by the academic and professional tutor; *Interactive audiovisual media*: e.g., OBS, Kaltura Media, H5P. *Media based on new technologies*: ITS systems (teaching assisted by "intelligent" tutorial systems), expert systems (computer programs that simulate the problem-solving techniques of human experts in a specific area), hypertext, hypermedia, and open training media.

The programming carried out for the guided visit to the Science Park recognized the interactivity between media/resources and professional tutors involved in the training process, becoming a fundamental principle aimed at transferring the different work and professional realities of the education professional. The interactive approach demanded an active and creative contribution from the students. However, interaction also requires cooperation between academic/professional tutors, students, and expert agents.

During the guided visit to the Granada Occupational Risk Prevention Center, students interacted not only with their classmates but also their academic tutors and the professionals who designed evacuation and health emergency situations based on the simulation of specific "problematic" and "conflictive" workspaces taken from the reality of the workplace. In this type of guided visit, it is important to have qualified professional tutors to advise the academic tutors in outlining relevant and effective responses and actions to the different work situations that arise, since the latter may require specific training due to their lack of practical experience or insufficient knowledge on how to transmit health and safety information adapted to specific situations.

Phase 5: Evaluation

Evaluation should be a key element in the process of developing guided visits, since it is a component that can be planned. This situation implies that we must:

Organize the various elements involved.

Systematize the phases in the development of the guided visit.

Time the sequences of the exchange.

Provide the necessary resources so that the evaluation can be carried out during the guided visit.

All this implies, in addition to overcoming the resistance and obstacles that may be encountered in planning and development, providing an evaluation organization chart (assignment of tasks and responsibilities, technical competence), promoting the instruments, techniques and methodologies that are suitable at any given time. In this sense, evaluation measures should be included in the guided visits so that they can be improved. Likewise, the results obtained from the exchanges themselves should be evaluated in terms of their sustainability and their possibility of extrapolation to other institutions and professional contexts.

The evaluation of the guided visits is important for measuring the effectiveness of the training process. In this sense, for the various experiences described, the applied evaluation criteria were aligned with those proposed by the European Network of Health Promoting Schools. These criteria, which can serve as a practical example, were the following:

The existence of data showing the level of impact of the development of guided visits on the student body.

Possibility of maintaining the good practices exercised by the academic/professional tutor.

Type of participation of the various agents involved in the training process.

Satisfaction of professional and academic tutors.

The community's response as confirmation of the work carried out.

External recognition of the exchange.

The integration of evaluation as a routine part of school activities.

The evaluation should be carried out continuously during the guided visit and should have a positive effect on the training process. Periodic evaluations allow the academic/professional tutors and university to redefine goals and reorient the process. The evaluation of the guided visits should consider the comments and observations of all stakeholders. Empirical studies are also required to evaluate good practices over the long term in order to make optimal use of the training, bureaucratic, and administrative infrastructure that serve as the basis for the development and implementation of guided visits.

Phase 6: Follow-up

A plan should be developed to promote the guided visits before the end of the training process in order to actively follow up on them. In the case of the experiences described above, the theme of occupational risk prevention is part of the transversal axis

in permanent professional practice, and therefore, guided visits should not be without continuity. This requires:

The extrapolation of the existing model of guided visits to other centers and/or professional entities, organizations, etc.

Improving guided visits based on existing tools.

The development of complementary resources adapted to the idiosyncrasies of the host work center.

Finally, the continuous integration of guided visits in the educational process is necessary to prepare university students for their future working (and personal) life and to improve the learning and working environment of schools and other workplaces.

5. IMPACT OF THE GUIDED VISITS ON THE EDUCATIONAL PROCESS

The question of impact is in itself an expression of a certain concern for the effects of teaching and training in guided visits. It includes an attempt to overcome the usual habit of considering the validity of the training provided in the exchange without considering its instrumental nature in the process of change and transformation that the students should undergo during their training process.

Considering the effects of guided visits on training therefore makes organizational and social sense, regardless of the difficulties that accompany the evaluation of a process that should be carried out diachronically. The effect produced can be personal or contextual. When we consider the first two levels mentioned above, we can speak of a personal effect, since the consequences of the training have an impact on personal capacities that do not necessarily translate into external changes and manifestations. But the guided visit can have an effect on the contextual reality, affecting the job position, the organization where the work activity is performed, the economic reality it serves and even the impact it may have on socio-cultural aspects (De la Cruz Flores, 2018).

Reducing the impact of guided visits to the analysis of results for the organization or the verification of behavioral changes in the students therefore equates to reductionism. This approach can be explained, but not justified, by the greater development of impact evaluation on training processes. This type of evaluation is essential if we understand that guided visits must be geared towards change. A guided visit is of no use if it is not taken to the workplace or if it does not serve to address the needs detected at the time of elaborating the training process at the university.

Evaluating the conduct of the academic/professional tutor in the development of the guided visits includes the verification of the desire to change and of the learning achieved (do they know how to do things?) but also the real possibilities of putting these learnings into practice during the exchange itself (Nielsen, 2004). It is possible that the lack of resources (obsolete, inadequate, or insufficient infrastructure), the existence of a human climate that opposes innovation, or a deficiency in the training process prevented the learning acquired in the guided visit from being put into practice. We can conclude from the above that it is more difficult to analyze the results of change than at previous levels, since this involves, as a minimum, the following:

Having the opportunity to apply the acquired learning.

Changes do not occur immediately and take some time to measure. In fact, there is always an inevitable process of adapting the acquired knowledge to the conditions of the job and, often, it is necessary to incorporate changes in the processes and resources applied to the job.

Learning should not clash head-on with rules, procedures, hierarchical structure, or situations of privilege.

In short, the guided visit that is implemented within the training process requires a context that, according to Scheerens (2000), has the following elements:

The work center must be in favor of the implementation of apprenticeships; the person in charge of the unit in which it is to be implemented must consider the change as an improvement,

students should feel a sense of satisfaction, pride, and achievement when they put their learning into practice, and

the workplace and the university must support extrinsic motivation through recognition of their contribution, greater freedom of action, and appropriate resources and materials.

The effective evaluation of guided visits must also consider the need to clearly define the exchange, the object of the evaluation, determine the procedures that allow us to know the relevant information, ensure the responses of all the necessary informants, and establish quality standards and the communication of the appropriate measures. It will be important to consider the establishment of controls before and after the exchanges and to repeat the evaluation at the time points considered appropriate according to the type of exchange/professional space.

In addition to the satisfaction questionnaires and performance tests related to the evaluation and the lessons learned from the guided visits, observations and information from peers, superiors and subordinates should be collected as a minimum. These performances can be evaluated from statistics, observation processes, checklists,

discussion groups, nominal groups, simulations, surveys, and other similar instruments focused on the changes produced by the exchange in terms of achieving the proposed objectives of the training process (Burgos-García, 2019).

The evaluation of different experiences in health and safety in the exchanges that have been carried out does not differ substantially in its approach from what might occur in other types of evaluations. The differences are established, in any case, when considering the nature and content of the object of evaluation (specific thematic and/or according to specific situations).

A key element in the evaluation of the guided visit will be to refer to quality as a situational reference. The current challenge is to improve quality and to achieve this, it is necessary to determine what is happening (and consequently to evaluate) and to introduce the appropriate changes from there. The objective is to improve the quality of the exchange and the evaluation should report on whether this has been achieved, even if there are still many questions: what quality is being discussed, quality in what and for whom, and who determines the levels of quality.

We must therefore understand and make explicit the frame of reference for evaluation within a guided visit. According to different experiences of guided visits shared in this document, if the program is scheduled to take place in professional centers that promote the teaching of prevention in the classroom and is aimed at improving the level of safety and health culture among students, it will be effective when, during the exchange itself, we detect a greater and better dynamic in classroom training and not so much when those who participated state that the actions carried out have satisfied them personally. It is worth considering in this case that if the offer of institutional guided visits were only aimed at covering individual expectations, collective proposals of social interest or minority individual demands would surely be left aside, calling into question assumed principles such as equal opportunities or the integral development of students in training (Burgos-García, 2013).

Finally, it is important to clearly specify the conditions of the guided visits (e.g., time, person in charge, and cost) in which the evaluation takes place, but also the role of negotiation and how to overcome resistance to change. Thus, we need to ask ourselves some of the following questions: what the limits of negotiation are, how is the academic/professional tutor aware of the problem, and how do we avoid getting involved. Other questions that we could ask ourselves in the development of the guided visits are:

Why is it important to measure the impact of guided visits in work/professional centers?

How can we measure the impact of the teacher training obtained?

What elements can contaminate the evaluation?

What questions allow for evaluating the feedback and the lessons learned?

What controls can denote a change in behavior?

What indicators can we use to determine the results?

Finally, and as another element for reflection, the problem of determining the opportune moment to carry out the evaluation of the exchanges can be raised, given that it is not always possible due to time, economic, or other problems. In particular, its importance can be analyzed when changes of orientation have been generated in professional centers and universities, new systems and technologies are incorporated, or cultural changes are generated.

6. CONCLUSIONS DERIVED FROM THE GUIDED VISITS WITHIN THE TRAINING PROCESS

Guided visits are intended to be a key component in the excellence and quality of the training process of future education professionals that can be transferred to their future working life, based on commitment and participation. A necessary, but not sufficient, condition for success is the participation of all the agents that make up a work center and, furthermore, such participation should be supported by the visible commitment of all the agents involved in the university (Early et al., 2010). We can conclude that to achieve an effective integration of guided visits in the training process of our students, it will be necessary to follow a series of lines of action aimed at the academic/professional tutor (Burgos-García, 2015). These are:

They must adopt a "facilitating" attitude of knowledge and values and awaken the interest of the students towards the contents and activities that will be dealt with during the exchanges.

They must always provide training with reference to the possible "professional opportunities" that are realized and that allow the development, application, and updating of the knowledge acquired from a divergent and holistic perspective.

Apply pedagogical principles when programming the educational activities to be developed in the guided visits. Among them, "attention to the students", which implies the convenience of adapting the activities to the needs, interests, and level of development of the students themselves and proposing goals, making these explicit through specific objectives.

Adopt a transversal training methodology centered on students and based on their interests and motivations.

The tutor's work should be aimed at training students in an environment of experiences and practices that are of interest to them, making it interdisciplinary among

various subjects and involving advisors and/or expert agents from various professional disciplines integrated in the same workspace to achieve a global and integrated approach.

To use technological resources that make the guided visit more dynamic within the training process.

To achieve quality training, it is necessary to evaluate the methodologies used in the guided visit, the adequacy of what is taught with the proposed objectives, and the means and/or resources based on criteria of quality, quantity, use, and interest.

D. PARTICIPATORY AND ARTISTIC STRATEGIES IN TEACHER TRAINING: PRACTICAL EXPERIENCES

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1. INTRODUCTION

In this communication we describe the development of a theater experience applied to the university environment, implemented in two subjects of the Teaching Degrees of Early Childhood and Primary Education of the University of Cadiz during the academic year 2020/21. We will evaluate the achievements of this experience by analyzing the narratives of the participating students. According to the characterization of authors such as Ackroyd (2000), Motos & Ferrandis (2015) or Sedano-Solís (2019), this innovation project falls under the category of "Theater in Education", one of the possible variants of "Applied Theater". Also, it should be noted that in this experience the arts are the means, the educational tool, rather than the end in itself. Therefore, this experience is one of education *through* art, since in it "the arts point out the processes, the arts are part of the resources and means that education uses to be recreated and constructed" (Pérez-Muñoz, 2002, p. 292).

To this end, we will first describe the logic and development of a series of innovative teaching experiences based on theater and then we will focus on the narratives of the students, which were collected through open-ended questionnaires with the aim of studying the educational repercussions of the experience and thus highlighting the role of the arts in the teaching-learning processes in higher education.

2. THE THEATER AS AN EDUCATIONAL TOOL: THEORETICAL FOUNDATIONS

An extensive scientific literature demonstrates the immense possibilities of the performing arts applied to the world of education in a broad sense. Performing art, due to its integrative potential, favors strategies of social cohesion and empowerment, promotes collective and individual development, allows the learning of new codes of expression and dialogue (Allan, 2014; Cordero Ramos & Muñoz Bellerin, 2017) and prepares individuals to face situations of conflict in a peaceful and creative way (Fernández-López, 2015).

The growing interest in expanding knowledge about the potential of art at different social and educational levels and spaces is reflected in the high profusion of scientific journals and publications focused on the subject in recent years, both nationally and internationally. In this vast area of research, studies on the impact of artistic methodologies for professional development and teacher training are particularly notable (Dobson & Stephenson, 2018; García Gómez & De Vicente Hernando, 2020; Moral-Barrigüete & Massó-Guijarro, 2022; Tomas Motos & Navarro-Amorós, 2011; Anguita-Martínez, Pradena-García & Fernández-Rodríguez, 2021). Some works have also focused on the applicability of theater in school improvement and its contribution to the development of creativity in primary school students (Flensner et al., 2019; Nuri & Topdal, 2014), while others study the various educational and social effects of theater and dramatization (Méndez- Martínez & Fernandez-Rio, 2020; Onieva, 2011), music (Lage-Gómez & Cremades-Andreu, 2020; Palkki, 2020) or dance (Conesa & Angosto, 2017; Rokka et al., 2019) for secondary school students.

This research is based on the conception of art as a platform and educational resource of great relevance for its ability to invite participation and embrace differences, considering these as opportunities rather than deficiencies (Gjærum & Rasmussen, 2010). Thus, the arts make it possible to escape from discourses of deficiency and allow the potential of human beings to emerge. In this sense, the arts are understood as facilitators of educational processes where the cognitive-valuative and praxeological development of people takes place and human competence is expressed to develop the creative and critical capacity to question what is assumed about the world and to deconstruct prejudices (McKenna, 2014).

Performing arts as an educational and social tool is a broad and diverse field that is difficult to define. The wide variety of practices and disciplinary approaches it encompasses requires a general framework that facilitates its rigorous study. *Applied Theater* offers us a formidable example focused on the systematization of the theories and practices that make use of theater for different purposes. The concept of Applied Theater emerged in the 1990s in England and is currently in a phase of full expansion in the academic arena (Massó-Guijarro, 2022). Applied Theater (or AT), according to Nicholson (2005), encompasses those "dramatic activities that exist primarily outside conventional

theatrical institutions and are specifically intended to benefit individuals, communities and societies" (Sedano-Solís, 2019, p. 106). AT proposes "a praxis that generates critical knowledge from practice to guide it to practice, with the will to contribute to social change in favor of respect, equality, access to goods and solidarity through the educational capacity of the arts" (Motos & Ferrandis, 2015, p. 11). It consists of three essential features: intentionality (it seeks to influence, to transform human activity), hybridity (it refers to theater and something else, forming an intrinsically interdisciplinary field) and otherness (it focuses on the needs of people and communities). In an educational context such as the one we are dealing with, theater applied to education is put at the service of educational objectives in various contexts, both formal and non-formal.

3. TEACHING EXPERIENCES

The experience we studied was developed in the context of two subjects ("Systematic observation and analysis of contexts" and "Educational Treatment of Learning Differences") of the Teaching Degrees of Early Childhood and Primary Education during the 2020/2021 academic year at the University of Cadiz. The experience consisted of applying a battery of games and theatrical improvisation dynamics, in order to:

Discover the expressive potential of the participants' bodies and to work on the physical activation necessary for theatrical work.

Encourage creativity and the imaginative capacity of students from a perspective of play and enjoyment.

Establish the theoretical contents of the subjects

Generate debate and provide strategies for critical reflection among students.

Work on the theoretical and practical contents of the subjects from a playful, active, and participative perspective.

Provide students with practical tools for their future professional performance.

The following is a list of the activities carried out during the work sessions, including a brief description of these together with their specific application in our context, after which we will describe the students' evaluation of the experience undertaken.

3.1. SALADS

The objective of this exercise is to mobilize the group, facilitate the physical activation of the participants, awaken attention, generate a relaxed atmosphere and work on intra-group trust. Participants are asked to walk freely around the classroom. Lively music is

used to mark the times and also to facilitate relaxation within the group. When the facilitator stops the music, she shouts a slogan: "Salad of...", and according to the number she states (1, 2, 3, etc.), the participants will have to group themselves in pairs, trios, quartets, etc.

3.2. LOOKING FOR THE GAZE

In this activity, the group is divided into pairs, and these are distributed around the classroom. The idea is that one member of the pair will look for the gaze of the other at all costs, while the latter will ignore him/her completely. To ensure that the person who is ignoring the other does not feel uncomfortable, and to work on the imagination, it is suggested that he/she visualizes themselves walking through a park quietly, without noticing the presence of the person who is looking for his/her gaze. In our context, this activity was useful to reflect on the importance of the gaze in education.

3.3. PRISONERS AND GUARDS

The objective of this game is to work with attention, risk, and interpersonal listening, as well as with the physical and mental predisposition necessary for theater. This activity is a variant of the traditional "Prisoners and jailers" game but includes the use of chairs. Thus, the game consists of creating a figure with chairs in the shape of a square, with the chairs facing the inside of a circle. Half of the participants will sit on the chairs, leaving two of them (if the group is very large, more chairs will be left free) unoccupied. The rest of the participants will stand with their backs to the chairs, that is, on the back of the chair, standing upright. The people seated will assume the role of prisoners, and the people standing behind them, the role of guards. The following basic rules must be applied to ensure the correct functioning of the exercise:

The chairs where there is no prisoner must have a jailer behind them, whose objective will be to capture the prisoner of another jailer at all costs. The method of capturing the prisoners will be to wink at them in a covert way. When a prisoner sees that they are being winked at, they will choose the most suitable moment (when their jailer is most distracted) to get up from their chair and run to the chair of the jailer who winked at them.

Prisoners cannot escape from the circle and can only switch from one chair to another.

The jailers cannot be in direct contact with the chair, nor touch it. The way to prevent their prisoners from escaping is to touch them before they get out of range.

Prisoners should avoid hitting, grabbing, or forcefully touching their prisoners when they try to escape. The objective is not to hold prisoners by force, but to work on attention and listening to prevent them from escaping.

This activity can be carried out with a varying number of people. Depending on the number of participants, more or fewer chairs will be used. It should be noted that to complicate the exercise, more chairs can be left empty, so that there are more jailers looking for a prisoner, and thus keeping the prisoner is more complicated.

3.4. THE BLIND AND THE GUIDE

The objective of this exercise is to enhance senses other than sight, to work on trust in one's partner and to discover the world in an extraordinary way through perceptive channels that we are not accustomed to using. At the beginning of the game, participants are asked to distribute themselves in pairs. One of the members of the pair will be the blind person (preferably covering their eyes with a blindfold to avoid traps) and the other will be their guide. The exercise consists of the guide leading the blind person around the room, avoiding collisions with objects or the other pairs that will be performing the same action. The exercise can have several phases or variants:

In the first phase, the guide leads the blind person normally.

In the second phase, the blind person can walk alone, without being led by the guide. The guide will simply hold the blind person by the shoulders at all times and follow the blind person's movements. If at any time the guide sees that the blind person is going to collide with something, they will squeeze the blind person's shoulders to immobilize them. The blind person will not walk again until the guide squeezes their shoulders twice in a row. In some cases (for example, in an imminent collision with a wall) the guide will have to redirect the blind person's gait.

Other variants can be to change the walking speed (in the case that the blind person is led by the guide). It can be a very interesting experience for the blind person to go very fast with their eyes closed, blindly trusting that their companion is watching over them to safeguard their physical safety.

3.5. LEADERS

This game is a classic from the theater of the oppressed and is listed in the book "Games for actors and non-actors" (2011) under the name of "Colombian Hypnotism". Applied to our context, this dynamic was useful to reflect on the dynamics of power circulation in educational contexts in which education students must assume a leadership role. Participants are asked to organize themselves in pairs and distribute themselves around the space, while standing. One of the members of the pair will be the leader and the other will be the common person, the led, or however we wish to designate it. Then, the exercise will be carried out in reverse. Thus, the leader will have to guide the other person through the movement of their right hand (if they are right-handed). The person being guided has to follow the movement of the hand without losing eye contact with the

palm while constantly maintaining a similar distance between her head and the leader's hand. Participants will be advised that the movements should be slow and fluid, so as not to violate the person being guided. They will also be invited to explore different possibilities of movement in space. This exercise has many variations. Below we will detail some of them, which we developed during the workshop session:

When both members of the pair have been leaders at least once, the second variant will be proposed, which consists of the two participants leading the other simultaneously, each with a different hand.

The third variation is to break up the pairs completely and divide the whole group into two large subgroups that stand on either side of the room. A volunteer is asked to be the leader of the whole class. Thus, the leader will lead the entire group to their right with their left hand and all the people to their left using the left hand.

3.6. WHO IS WHO

This activity can be used to reinforce theoretical contents that the students have previously worked on. In this exercise, a group of volunteer students must go to the front of the class. The teacher should have already randomly assigned a character, or a specific role, to each of them.

Given the subjects taught in the Early Childhood and Primary Education Degrees, the characters or roles were related to key figures in the school context.

To proceed, a poster identifying the person or role they represent must be pasted on the back of each volunteer. Since the volunteer students are not aware of the content of their poster, their mission is to guess which person or role has been assigned to them. To do so, they have to ask "yes" or "no" questions to the rest of the class group, who must be familiar with the theoretical content of the subject in order to respond appropriately to their classmates. As an example, this dynamic can be used to work with students on the functions of the various school bodies, such as the members of a management team. A variant of the activity could be that, instead of assigning relevant people in the school, roles or styles of action are assigned. Continuing with the previous theme, various leadership styles could be distributed among the volunteer students, who should guess these by asking about their characteristics.

3.7. THE HAT EXERCISE

This is a well-known group work activity, which is very relevant in university teaching and is readily adaptable to different contents and subjects. The resource of having several hats allows students to analyze a topic or respond to a case proposed by the teacher from different possible perspectives. One hat is needed for each of the perspectives being

worked on, and the grouping of students can be organized in different ways, depending on the needs of the task.

The students, organized in groups, must try on the hats and, in doing so, embody each of these perspectives by providing the group with their analysis or their response to the case presented. It is possible to arrange the activity so that all the members of the group experience the same perspective (each group specializes and works with the same hat) or, within the group, each of its members represents a different perspective (using the different hats available within each group).

After the exercise, an interesting large group debate and reflection takes place.

3.8.A STEP FORWARD FOR EDUCATION

This is a version of the valuable exercise *Take a step forward*<https://www.coe.int/en/web/compass/take-a-step-forward>, adapted to the education context. Its implementation allows students to put themselves in the position of people who find themselves in situations of social vulnerability, alongside others who are privileged, and to reflect on the opportunities that society affords to one or the other. First of all, a group of volunteer students goes to the front of the class where they are assigned a specific life story (given our scope of work, we focus on cases of children or young people of school age). After a few minutes in which the students are asked to close their eyes and imagine being the person they are going to represent, the teacher begins to present different situations contextualized in the school environment that allow them to follow a successful educational path (for example, "if you have doubts about schoolwork, you have a family member to help you solve them", "your family and teachers trust in your academic future and encourage you to study"). Each time the volunteer is able to answer "yes", he or she steps forward. This activity eventually lays bare the educational inequalities present in our society and prompts the students to reflect on this issue.

3.9. CASE RESOLUTION THROUGH THEATRICAL IMPROVISATION

It should be noted that the structure of the theatrical improvisation activities implemented is a simplified adaptation of the theater-forum method developed by Augusto Boal (2011, 2015). For this exercise, a group of volunteer students occupied the classroom space in front of their peers to represent various everyday teaching scenarios. The dramaturgy of each of the scenes had been previously designed by the teacher, so that they were in direct connection with the contents of the subjects to be studied.

Thus, scenes of various and interconnected topics were depicted. For example, in the subject of Systematic Observation and Analysis of Contexts, scenes of evaluation were exemplified; while in the subject of "Educational Treatment of Learning Differences",

situations of tutoring and interviews with parents were staged, as well as various classroom conflicts and strategies for their resolution. In these scenes, the teacher tried to represent different archetypes of attitudes and bad practices to be avoided in the teaching profession (for example: someone who did not practice active listening when having a conversation, someone who did not respect another person's pedagogical style, or someone who established unnecessary and harmful comparisons among students).

Regarding the development of the activity, once the group had designated the volunteer actors and actresses, the teacher met with them privately to explain the scene to be acted out.

The teacher also met with each one of them individually to give them a specific role. It should be noted that it was essential that none of the volunteers knew the role of the other participants. This was the reason for the unexpected nature of the dynamics since the students/actors had to react in an improvised way to the partner's stimulus.

Thus, each group performed its scene and the rest of the class acted as the audience. However, the role of the student spectators was not passive, since they were given the task of recording as thoroughly and systematically as possible the content of the scene they were observing, identifying the essential conflict and management strategies applied by each of the characters. Likewise, they had to evaluate the degree of goodness or correctness of the attitudes and practices observed, identifying errors, and thinking of other options for acting more correctly in relation to the scene observed.

Finally, after the staging, each actress or actor revealed to the rest of the group the character he/she had been playing. At this point, the teacher/theatrical mediator stimulated a discussion between the students who acted as audience and those who had participated as cast, posing different questions that generated debate and critical reflection. Collectively, the aim was to reach a consensus on the best solution to the conflict. In this process of joint reflection, part of the theoretical syllabus of the subject was being addressed, and the students were able to achieve this on their own. This strategy made it possible, therefore, to limit the use of an expository methodology on the part of the teacher.

4. PARTICIPATORY EVALUATION OF THE EXPERIENCE: THE STUDENTS' VOICE

The research methodology implemented to study the experience that concerns us is the "practice as research" approach, which is the most frequently used methodology in the field of applied theater research (Nicholson, 2005). This method assumes that the investigator is actively involved in the research scenario, and this is what happened in our case, since Amelia Morales, the first author of this article, was the teacher who

implemented the project in the context of her classes. Thus, in our context, "practice as research" was a methodological approach that more closely resembles "participation with observation" or "observant participation" than the usual participant observation, since in the research scenario Amelia assumed the triple role of teacher, theatrical mediator, and researcher. This type of research allowed us to work collaboratively and interconnectedly on various objectives, such as producing new knowledge through research techniques, modifying specific realities as a result of innovative practices, or promoting social learning and the participation of the agents involved (Sales-Oliveira et al., 2019).

Regarding the data collection techniques, we made use of typical ethnographic tools, such as the field diary and the anecdotal record. In addition, all students were provided with final open-response questionnaires through the Google Forms tool, with the aim of collecting in a more organized and systematic way their perceptions about the experience lived during the classes and to open a space for expressing suggestions for future improvements. In these questionnaires, they were asked about the extent to which the methodology, the materials offered, and Amelia's teaching performance met their expectations and whether this favored their learning process in the context of the subject. The questionnaires were anonymous and optional. Finally, these questionnaires were completed by 46 students of the Early Childhood Education degree and by 22 students of the Primary Education degree, producing a total of 66 questionnaires.

4.1. STUDENT PERCEPTIONS

Several works (Fernández-López, 2015; Massó-Guijarro et al., 2020) discuss the exceptional possibilities of the arts to convene educational spaces based on dialogue, which break the monological structure - or "banking", as Freire (2012) puts it – and instead create spaces where students assume a leading role. In our case, in fact, we see how the incorporation of improvisation techniques allowed the students to assume an active role in their own learning process: "I have learned a lot and the methodology used has been quite dynamic, since the teacher has offered us an active role in all the classes" (Freire, 2012).

In this sense, the various educational activities proposed through theatrical techniques followed a dialogic approach, thus trying to break the educational relationship based on monologism (Kazepides, 2012). We chose an educational approach based on joint knowledge creation, aligned with the theory that was being addressed within the framework of the subject.

In general, the questionnaires reveal that the students had a remarkable sense of satisfaction with the methodology implemented in the course and with the inclusion of participatory and playful theatrical techniques in the classroom context.

Specifically, the students pointed out that the theatrical improvisation dynamics made it possible to establish synergies between theory and practice, something that was valued by many in a very positive way. Thus, through the various educational-artistic strategies

put into play, it was possible to transit from the usual dichotomy between theory and practice to what might be called "theory in practice" (Forgasz, 2015, p. 116), as highlighted by one of the participants:

"The classes are very enjoyable when the theory is explained first and then activities are carried out to support the explanation".

This dialogue between theory and practice facilitates the understanding of concepts and enriches the teaching-learning process, generating motivation and the desire to learn:

"Without starting to study, many concepts have already stayed in my head, since I have been interested and I have put a lot of impetus in knowing and learning".

Likewise, the playful nature of the proposed activities was also perceived as a factor that boosted motivation and the desire to learn: "I loved the dynamics and they also helped us to acquire knowledge in a fun way".

Likewise, the participatory nature of the methodologies was regarded as an exciting factor that facilitated learning and interest in the subject:

"I loved it not only for the content but also for the methodology used, since it made us participate and we were able to learn and put our knowledge into practice".

On the other hand, an issue that convincingly emerges with in most of the students' dialogues is the central relevance of the predisposition and attitudes of the teacher towards the students, as well as the quality of the educational connection:

"The teacher's work has been very good, she has always been attentive to us, she wanted us to participate with her and always listened to us".

The students emphasized the value of the teacher's attitudes such as kindness and empathy, which generate a pleasant atmosphere during classes to facilitate learning:

"It is worth mentioning the role played by the teacher, who has always put herself in our place, guiding us and giving us the necessary help to acquire the new knowledge".

The students valued these attitudes of empathy, listening, and understanding in a particular way due to the context of uncertainty and social unrest that the university community was experiencing as a result of the COVID-19 pandemic:

"In these times we live in, we appreciate both the great personal skills in the way she treats us and her professionalism in teaching".

Likewise, the students valued very positively the fact that the teacher had experience as an early childhood teacher. As shown in the questionnaires and confirmed during the

classes in numerous interactions between the students and the teacher, the professional background of the teacher in the educational field was perceived by the students as a factor of constant enrichment during the classes. The fact that the teacher had previous professional experience allowed her to exemplify with fluency both in the theatrical improvisation exercises and during the theoretical classes, telling the students about her real experiences of contact with children and families in different contexts. All of this added greater realism and experiential richness to the sessions and facilitated a better dialogue between theory and practice:

“It is a pleasure for the infant education students to have teachers who have taught in Early Childhood Education Centers, since we feel we can identify more and connect with our future profession. It is noticeable when a teacher has worked as a kindergarten teacher because they are more active, dynamic, alert, and friendly”.

“He explained the theory with support from several examples and that helps a lot”.

On the other hand, the students shared a feeling of pleasant surprise after having discovered, through the methodology implemented, that the classes could be different, that is, that the curriculum of the subject was broader than they had initially expected, as shown in the following narrative fragment:

“I have learned things that I never thought would go into the Early Childhood Education syllabus”.

5. CONCLUSIONS

Analysis of our experience suggests that the arts played a central role in enhancing the educational process for the future education professionals who participated. The acquisition of knowledge, skills, and attitudes was facilitated through the instructional contents of the activity developed (the contents of the curriculum of each subject) and the structure of the proposed space (where the students played an active role in their own learning process, and where activities of collective and creative construction were proposed). Thus, the theater in this experience acted as an educational mediator that made it possible to incorporate an ethical and critical-social dimension, the value of affective mediation, and pleasure (Acaso & Megías, 2017) in the teaching-learning processes.

In the case described above, we also see how the application of theater in the educational sphere allows us to dispel certain preconceived ideas and broaden the students' horizons. The arts can operate as a platform for the development of critical processes of subjectivation that allow the exploration of different ways of approaching knowledge. Thus, we see how art (in our case, theater) can subvert certain

conventionalisms common in academia, restoring meaning and significance to the educational experience (Acaso & Megías, 2017).

As we have tried to emphasize in our communication, theater presents multiple possibilities to promote and enhance the communicative, social, and emotional competencies of future educators. Theater and dramatization have a direct impact on affectivity, provoking truly significant and transformative learning within a playful environment. Likewise, theater, as an activity where the individual and the collective converge, can help the development of ethical attitudes, commitment, and respect towards others, which are the basic competencies required for future teachers and educators.

E. THE CLASSROOM-LABORATORY IN EARLY CHILDHOOD EDUCATION: EXPERIENCE OF INNOVATION AND KNOWLEDGE TRANSFER IN THE FACULTY OF EDUCATION, ECONOMICS, AND TECHNOLOGY AT CEUTA, UNIVERSITY OF GRANADA.

Asunción Ríos-Jiménez

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1. INTRODUCTION

This communication describes an experience implemented during the training of teachers at the University of Granada (Faculty of Education, Economics and Technology at Ceuta), in collaboration with the Department of Education and Culture of the Autonomous City of Ceuta known as the Classroom-Laboratory of Early Childhood Education from the first years of the course.

In 2015-2016, the project began with a pilot experience, in two subjects of the Degree in Early Childhood Education, and in 2016-2017 the improvement measures were formalized through a teaching innovation project called "Enjoying and learning to teach "live" in the Early Childhood Education Classroom during University Training". Since then, this classroom-laboratory has been formed and established as a pre-professional learning space for future teachers, supported by several innovation projects and good teaching practices. This initiative has followed the recommendations of the Evaluation and Accreditation Directorate (DEVA in its Spanish acronym) of the Andalusian Knowledge Agency and the evaluations and considerations made by the tutors (professional and academic) of the Practicum. In the various meetings, evaluations, and documents, it has repeatedly been emphasized that the training practices (curricular or not) should have a longer duration and could be carried out from the first years of the course, before the final stretch of the degree.

1.1.THE CREATION OF THE EARLY CHILDHOOD EDUCATION LABORATORY-CLASSROOM

The priority was to create a new space for teaching experimentation for research and innovation as a way of learning the teaching profession "in situ" at the early childhood and primary education levels. Therefore, the creation of this space allowed for didactically planning different sessions and creating the necessary material and resources, while intervening directly in the classroom with children in kindergarten and primary education, allowing future teachers to self-evaluate their performance. This allowed for acquiring the competences of the degree while transforming the practices inherent to the subjects of the degree program.

The Children's Education Classroom-Laboratory is a space that is furnished and structured as if it were an early childhood education classroom in an educational center. It currently has the following resources: 1) standard furniture with chairs and tables suitable for infants; 2) a library of children's literature and specific materials for dramatizations (kamishibai, puppet theater, dramatic, and symbolic play materials); 3) multisensory stimulation room (bubble tube, flow projector, star projector, fiber optic light, lighting kits with different objects that light up, fiber optic, multicolored ducks that light up when in contact with water, and dynamo flashlights and stands with balls of different colors); 4) various ICT resources (two iPads, a digital whiteboard with projector, Bluetooth speakers, Skoog music system, and two cameras for observation in different areas of the classroom); 5) other materials for psychomotor stimulation, including mats of various types and sizes, tunnels, tents (circus or castle type), games of wooden pieces and abacuses, as well as other materials for exercising fine motor skills.

2. THE USE OF THE EARLY CHILDHOOD EDUCATION CLASSROOM-LABORATORY AS A SPACE FOR INNOVATION AND KNOWLEDGE TRANSFER

Micro-teaching proposals have been put forward for designing and developing activities based on the training of specific competencies, with the intention of improving the training of future teachers by maintaining and reinforcing the culture of teaching innovation. Moreover, direct contact with schoolchildren and real practices in a simulated context is encouraged as far as possible from the moment they enter the faculty.

Using collaborative work and project-based learning as methodological pillars, an educational project has been implemented for which an active teaching-learning methodology has been employed. This project has been supported and mediated by the use of technologies, integrating various subjects in a coordinated way, combining the

principles of project-based learning, cooperative learning, integrated learning, gamification while also being aligned with the purposes of service-learning in terms of transfer to society.

Under the supervision of the teachers, the students have planned, in small collaborative work groups, teaching interventions for the children's classroom-laboratory, designing and creating resources, which they have then implemented, while also observing the activities carried out by other groups of students and completing self-observations from the audiovisual materials generated. This has required collaborative work with the teachers and the active role of the undergraduate students who, in a creative and guided way, have developed materials, instruments, tools and resources to apply them "live" with schoolchildren in the Early Childhood Education Classroom-Laboratory. This — beyond the typical university methodologies of lectures, simulations, case studies or exemplification — has provided the opportunity to apply teaching in practice. This has turned such practice into a real and contextualized learning experience (quasi-professional in nature), which has undoubtedly helped to enhance the quality of teaching preparation.

The teaching innovation and intervention experiences described below have been (and are currently) managed, coordinated, and directed by a multidisciplinary team of university teaching professionals, whose areas of expertise range from General Didactics and Research and Diagnostic Methods in Education to Specific Didactics.

2.1. THE PRELIMINARY STEPS

A sample of 112 children aged under 5 took part in the first pilot experience with second year students of the Degree in Early Childhood Education. The students of the subjects "Attention to Diversity in Early Childhood Education" and "Systematic Observation and Analysis of Contexts for Innovation and Improvement in Early Childhood Education" were organized into groups of six students who planned, developed, and evaluated a series of activities with which they put into practice knowledge and skills for attention to diversity and observation/evaluation in the early childhood education classroom.

The students were distributed in each of the following corners: Assembly, Storytelling, Manual activities, Dances and songs, and Breakfast and children's cinema. Each group of students was responsible for a corner in which they implemented their activities, observed them, and analyzed them objectively with the instruments designed (estimation scales, checklists, and anecdotal records).

Each group of students conducted a group and individual assessment reflecting on the knowledge acquired and contributions of the activity and compared their planning during the course. The centers, on the other hand, expressed their satisfaction with the activities carried out by these students and with the way they were executed.

Overall, the evaluation was very positive in all aspects, the objectives were met, particularly the improvement of their professional skills by interacting and practicing "live and direct".

2.2. THE ORGANIZATION OF THE CLASSROOM-LABORATORY AS A SPACE FOR PRE-PROFESSIONAL LEARNING: INSTITUTIONALIZING INNOVATIVE EXPERIENCES

2.2.1. BASIC TEACHING INNOVATION PROJECTS (2016-2018)

In subsequent years, this innovation experience was formalized as a competitive teaching innovation project within the framework of the Training and Teaching Innovation Plan of the University of Granada, under the name: Enjoying and learning to teach "live" in the Early Childhood Education Classroom during University Education.

In compliance with the recommendations of the European Higher Education Area (EHEA), university training was offered that was closely related to the profession, using professional initiation tasks and practices, as well as the use of active teaching methodologies to encourage student participation and motivation.

The objectives of the project were:

- To contribute to the transformation of university teaching towards practical and contextualized learning in a real professional space with early childhood education students.
- To put into practice, in an integrated manner, the knowledge acquired in the degree by systematizing the realization of teaching practices in different subjects
- To appreciate and respond to the diversity of early childhood education students, adapting the timings and activities proposed, according to their abilities and needs.
- To design and implement instruments and tools for systematic observation, learning to observe and analyze educational practices in early childhood education.
- To put into practice resources and strategies to encourage reading and writing.
- To be familiar with the fundamentals of early care and the bases and developments that allow for understanding the psychological, learning and personality building processes in early childhood, contributing to the optimization of development and risk prevention.
- To know how to use games as a didactic resource, as well as design learning activities based on ludic principles.

- To know how to design and use teaching and learning tools based on images and the various aesthetic uses of different languages.
- To have real contact and interact with infant students in the development of teaching.
- To reflect on classroom practices to innovate and improve teaching.
- To increase the degree of motivation of the student body towards university learning and the profession of early childhood education teacher.

The project was carried out during class hours, in a "small group" modality, under the guidance and supervision of the teachers of each of the five subjects included in the curriculum of the Degree in Early Childhood Education (2nd year-2nd semester), constituting a practical component of these degrees.

The students were again organized into groups of 4 or 5 members to design the various micro-sequences for the early childhood education students. The Aula-Laboratorio de Educación Infantil was maintained as a reference center while also using other facilities of the faculty. The *micro-sequences* were developed according to five subjects of the Early Childhood Education degree:

- The subject "Attention to diversity in early childhood education" was developed in a workshop in which each group of students took part in a different activity based on the planning and implementation of group activities of a manipulative and sensory nature, and relaxation, which lasted 50 minutes.

- For the second subject "Didactics of language and literature in children's education II", the following activity was developed: each group of students made a selection of works of children's literature, to be presented through oral communication framed in storytelling, recitations, and dramatizations. The duration of this activity was 30 minutes.

- The next subject was "Visual Arts in Childhood", whose activity revolved around the preparation and development of puppet plays, a total of five creative and original works adapted to the early childhood education stage. The characters were developed using different materials. The duration of this activity is 30 minutes.

- For the subject "Optimization of development and risk prevention in educational contexts", two activities were developed, the first related to healthy breakfast, where each group of students had to plan and develop five sessions in which 3-, 4- and 5-year-old students had to prepare their own breakfast, which lasted 40 minutes. The second activity was related to playful physical activity, which consisted of planning and running five sessions aimed at developing healthy physical habits, including games in the playground, yoga, relaxation and/or simulated excursions both to the bush and to the jungle, lasting 30-35 minutes.

-Finally, for the subject of "Systematic observation and analysis of contexts for innovation and improvement in Early Childhood Education", an activity was carried out involving the design and application of various observation instruments to evaluate the workshops in the different subjects mentioned above, such as scales, checklists, and anecdotal records.

The strategy that allowed the achievement of the *micro-sequences* presented to the students was the organization of exchanges of the educational centers to the Faculty of Education, Economics and Technology at Ceuta. These exchanges were scheduled according to the activities distributed during the morning schedule, in which two infant classrooms (3 to 5 years old) exchanged the classroom-laboratory and each group of students was responsible for implementing each sequence, as well as observing the rest of the groups, with the aim of evaluating and reflecting on learning and teaching practice. Every five sessions all students implemented and observed their peers. This teaching is regarded as realistic and contextualized learning experience of a quasi-professional nature.

The participants were students from the second year of the Degree in Early Childhood Education of the aforementioned faculty during the 2016/2017 and 2017/2018 academic years, as well as the university teachers of the subjects involved in the experience. The ten infant classrooms that participated belonged to educational centers of the Autonomous City of Ceuta, with a total of 500 infant education students exchanging the Classroom-Laboratory together with their tutors. In order to carry out the project, agreements were made with the schools, as well as the management of transportation. In the various editions of the experience, an Early Childhood Education teacher was involved as a consultant.

2.2.2. BASIC TEACHING INNOVATION PROJECTS (2018-2022)

The Early Childhood Education Classroom-Laboratory was presented as an advanced teaching innovation project (Project 479) within the Training and Teaching Innovation Plan of the University of Granada, and after its approval it was implemented for two years (2018-2020). Subsequently, the continuity of the project was presented and granted under the name "*Aula-Laboratorio de Educación Infantil: innovación, buenas prácticas y transferencia en la formación universitaria*" (*Early Childhood Education Classroom-Laboratory: innovation, good practices, and transfer in university education*), and it is currently in the development phase (Project 20-120).

During the first years of the 2018-2019 project, the objectives and the line of work that had been developed previously were maintained, incorporating teaching practices related to inclusion and equality, sustainability, and the development of a healthy life. Therefore, innovative practices and the development of experiences related to peer counseling and guidance were promoted. The participating students were from the third

and fourth year of the Primary Education Degree, and students from the first year of the Early Childhood Education Degree (they were in charge of an initial experience, of a didactic-musical nature). This proposal brought together more than 70 students organized in small groups (4 or 5 students per group), as well as the teaching staff of the subjects mentioned and the participation of five schools, the association Autismo Ceuta and the school of Special Education San Antonio, of which 300 students attended, together with the tutors in charge. Exchanges to the educational centers were also established for the development of more specific practical proposals related to the subjects.

The activities planned for the academic year 2019-2020 in the second semester could not be carried out after the suspension of all classroom activities due to the COVID-19 pandemic. This led to adaptations being made to continue with the practices, generating audiovisual materials (videos aimed at students of early childhood and primary education on the measures to take in the pandemic situation, oral presentations of texts from children's literature, as well as adaptation of practices of each subject). These adapted materials are of great utility for teaching at the university level and for the training of students in schools.

It should be noted that the activities developed in the different editions of the project were aimed at social and educational transfer and institutional cooperation (López-Martín, 2017). The experiences favored the active involvement of students from the beginning of their professional career, contextualized in a real practice, fostering their motivation, teacher coordination, and collaborative relationships and transfer activities with schools. Therefore, the proposed experiences were well received and attracted more teachers and students.

At present, they are still working on the extension, consolidation, and institutionalization of this teaching innovation project in the center and in other university degrees, establishing inter-campus actions with the Faculty of Education Sciences of Granada. As previously mentioned, the situation of the COVID-19 pandemic has shaped the experiences that were being developed, so the project revolves around two main axes. First, it aims to continue with the previous work concerning micro-sequences (Bermúdez, 2018; Bermúdez et al., 2020), which, using appropriate measures, can be implemented in small groups in the Early Childhood Education Classroom-Laboratory and with the collaboration of the Provincial Directorate of Education of the MEFP in Ceuta. Second, the aim is to develop and disseminate digital material on the good innovative practices used within the previous experiences, on the project website (<https://sites.google.com/view/1608disfrutaryaprender/página-principal>) and linked social networks, with a view to transferring the information to educational centers and society.

3. RESULTS

The various teaching innovation projects facilitated the development of more active teaching, establishing relationships between theory and practice in the professional development of students (Cebrián, 2011).

Evidence includes the evaluation scales completed by the students, the interviews with tutors and some members of the management team of the educational centers, all of which demonstrate the impact of these experiences on professional teacher training. The systematization and organization of practices in a quasi-real context has allowed the integration of previously acquired skills, knowledge, and domains into the Practicum carried out in the degree of Early Childhood Education. The aforementioned interviews confirmed the high satisfaction of the educational centers, highlighting the high level of preparation of the university students, expressing the explicit intention to continue participating in future experiences.

Likewise, attention should be paid to the results presented regarding direct observation and the resources generated, and discussion groups among students and faculty. These discussions reflected upon issues such as the contribution to the transformation of university teaching (practical and contextualized learning); development of innovative teaching and learning techniques and strategies (creation of didactic resources and teaching materials such as digital resources); linkage between theory and practice between subjects in university training and the professional teaching reality; improvement in horizontal and vertical coordination between teaching staff from different areas of knowledge; improvement in academic performance and reduction in the rate of school absenteeism; and satisfactory results in social and educational transfer.

Moreover, the students have learned to attend to the capacities and needs of early childhood education students (adapting timings and activities); to design and implement instruments/tools for systematic observation; to implement strategies to encourage reading and writing; to learn the basics of early attention, the bases and developments that allow the understanding of psychological processes, learning and construction of the personality very present in this educational stage; the use of games as a didactic resource; and, finally, to design, implement and evaluate didactic activities aimed at Early Childhood Education students. Likewise, the observations made by the university professors during the course of the activities has allowed them to verify the degree of autonomy and professional preparation of the students, highlighting the increase in professional qualities and skills during the evaluation meetings.

The instruments and procedures used for student monitoring and evaluation have allowed dissemination of the experiences carried out, particularly the audiovisual report of Docencia en Red of the UGR Channel (<https://www.youtube.com/watch?v=BvwUZ-ojk64>) and podcast of RadioLab UGR (<https://www.spreaker.com/user/radiolabugr/7-campus-ceuta-y-melilla?autoplay=1>).

4. CONCLUSIONS

The teaching experiences presented here have helped to meet the demands of initial teacher training, to implement a practical component (Zeichner, 2010); achieve a close relationship between theory and practice in the university degree of Early Childhood Education (Cebrián, 2011); and promote institutional relations between the university (degrees in Education) and the educational centers of the City of Ceuta. From an innovative perspective, these experiences have allowed students to take advantage of the spaces and resources provided by the Faculty of Education, Economics and Technology of Ceuta, more specifically the Aula-Laboratory; and finally, promote the dissemination of research and innovation in the university environment to society (Tejada & Ruiz, 2013), visualizing a transfer of knowledge, and allowing the creation of networks with educational centers.

F. TRAINING AND INTERNSHIP SEMINARS AS A DIDACTIC STRATEGY TO PROMOTE PROFESSIONAL ETHICS IN THE EARLY CHILDHOOD EDUCATION DEGREE: A PRACTICAL EXPERIENCE

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Training and internship seminars are a methodological teaching strategy implemented in the subject of School Practices (50 credits), which is composed of Practicum I of the third year (20 credits), Practicum II of the fourth year (24 credits) and the Final Degree Project of the fourth year (6 credits). The entire degree consists of 240 credits.

During the seminars, contents are worked from a theoretical-practical perspective and will last 2 hours per week, will be held at the Faculty of Education Sciences and be taught by an academic tutor, who is a professor of the faculty. The student, from Monday to Friday, will be at the educational center each morning from September to December (Practicum I), or from February to June (Practicum II), from 9 am to 2 pm and will have the support of a teacher, who will be their professional tutor.

The objective of the seminars is to redirect the practical content that the student is acquiring through their stay in the school, to compare this with the theoretical content and to favor the connection of practice with theory in a reflective and critical way. This mission is to be carried out by the academic tutor.

² Información del proyecto I+D+I del Ministerio titulado "La formación ética docente de los futuros profesionales de los grados de educación infantil y educación primaria como elemento de selección: diagnóstico y análisis (FED)", con referencia PID2021-129018NB-I00, financiado por MCIN/AEI/10.13039/501100011033/FEDER Una manera de hacer Europa,

1. OBLIGATORY NATURE OF THE SEMINARS

Seminars are mandatory for students. And academic tutors are responsible for addressing competencies, objectives, and mandatory contents in each subject, according to the official academic regulations.

The objectives of the Practicum are to:

Observe the elements that favor the adaptation period.

Describe the context in which the educational center where he/she carries out his/her teaching practice is located.

Discover classroom routines and their distribution throughout the school day.

Identify the Center's spaces

Provide solutions to conflicts in the classroom

To identify the child's social, cognitive, linguistic, and motor development stage.

Recognize teaching methodology and planning.

Explain collaboration with attention to diversity in the classroom.

The specific competencies of the Internship are to:

Acquire a working knowledge of the classroom and classroom management.

To know and apply the processes of interaction and communication in the classroom, as well as to master the social skills and abilities necessary to foster a climate that facilitates learning and coexistence.

Control and monitor the educational process and, in particular, the teaching and learning process by mastering the necessary techniques and strategies.

Relate theory and practice to the reality of the classroom and the center.

Participate in the teaching activity and learn to know how to do, acting and reflecting on practice.

Participate in the improvement proposals in the various fields of action that may be established in a center.

To regulate the interaction and communication processes in groups of students from 0-3 years old and 3-6 years old.

To identify ways of collaboration with the different sectors of the educational community and the social environment.

The contents of the course are prescriptive and are oriented towards reflection on the complexity of teaching practice, observation, reflection, and guided intervention on aspects of such practice. These include:

The adaptation period

The relationship with the family through parent associations and parent schools

The contextualization of the Center

The Center's spaces, particularly the classroom

Observation of routines and the distribution of the school day

Classroom management in relation to conflict resolution

The evolutionary development of the child

Attention to diversity in the classroom

Teaching methodology and planning

Importance of evaluation

The application of the legal framework for Early Childhood Education

Code of ethics of the profession.

2. METHODOLOGICAL PROPOSAL FOR THE SEMINARS

Broadly speaking, we can ensure that the methodology developed in the seminar is face-to-face and is composed of (1) the collaborative method and (2) discovery learning and within this category, case studies and learning based on questions or problems.

The guiding principle of the seminars is to achieve a reflective, critical, ethical teaching practice, which calls for a creative, inquiring, and methodological integration style of action, where each student relates their practical experiences, including anecdotes, and the rest of the group adds elements and opinions (building together, collaboratively). Each session is closed by means of theoretical development (comparison), specific pedagogical and didactic recommendations, with the objective of encouraging students to reflect on

their practices, which are evidenced through the creation of: mental maps, synopses of stories, collage, photographic displays and individual and group oral presentations, among others.

2.1. TIMELINE

We present the example of the Practicum I course, which has 20 credits. This takes place during the months of October (from the 14th), November and December (until the 22nd).

The key milestones considered within this timeline are as follows:

Initial presentation of the syllabus. The content, evaluation, criteria, and requirements for passing the subject are discussed, while they are also asked about their expectations, aspirations, and degree of commitment to the subject. Specifically, they are encouraged to answer the following two questions: What are the skills needed to work in this profession? What do they think it is to be a teacher?

Development of theoretical and practical contents. In this period, the theoretical contents are developed in line with the experience in the practice center, so that they reflect on the existing connection between them. This is the time for seminars, group work, inquiry, independent study, the student's active involvement, commitment and attitude, and acquisition of the necessary skills to collaborate with "others".

Group meeting with all students in an intermediate seminar. A practicing professional is usually invited to share his or her experience with the students.

Time for reflection on what has been studied so far. In these sessions, we review what has been studied so far, we see what the contents are, why it has been useful and what they think will be useful for them in the working world. They themselves write down what worries them about each topic, what they would like to go deeper into if they had the opportunity to ask a teacher (through an interview) or go into a classroom (through observation). This is the moment to awaken the figure of the research teacher. They reflect on the theory offered and the practice they observe, and in particular on the cognitive competencies and processes stimulated in both theoretical and practical content. According to Muñoz, Cifuentes and De la Fuente, (2001) simple processes are distinguished, with analysis, synthesis, comparison, and cause-effect relationship, while more complex processes are studied through the formulation of hypotheses, transfer, questions, critical judgment, and evaluation. The idea is that they "reformat the contents" (Monereo & Pozo, 2003, p. 29), that is, they relate them to each other, and do not simply accept them as they are presented.

Moment of final reflection on the usefulness, applicability, and difficulty of the subject. We hope that with these moments of reflection, the students reach the maximum levels of

reflection proposed by Muñoz Cifuentes and De la Fuente, and in line with Bazarra, Casanova and García-Ugarte (2004).

The course is delivered across 10 weeks, with a 2-hour seminar each week. The following table shows the course breakdown.

Table 1. Breakdown of seminars, contents, and activities.

Se minar	Content	Activity
1	Subject and Training	PowerPoint Presentation
2	Adaptation period	Debate
3	Contextualization Center	Conceptual map
4	Observation of routines and daily distribution	Group recording
5	Center and classroom spaces	Teaching attitude
6	INTERMEDIATE GROUP SEMINAR	
7	Classroom management: conflict resolution	Prejudice
8	Attention to diversity	Deontology Cazo Lorenzo Reflection on being a teacher
9	Methodology and planning	Debate. Editorial vs. design
10	Evolutionary development	The issue of self- esteem Final evaluation of classes

The first seminar is dedicated to explaining the sections that they will have to complete in the reflection report, they are told the activities that we will follow, they are informed of the deadlines and the commitments that this subject entails. Their attitude must already be that of a teacher and they must think like a teacher. In addition, they are trained in academic debate.

The rest of the seminars are sequenced in two parts. **The first hour** is divided into **two parts**. *The "first part"* usually takes 5 minutes. Each week a topic is offered — one of the eight programmed contents — which they need to compare with reality. It is explained to the students that they are provided with a theoretical support of a couple of sheets of paper, so that they can refresh what they have already studied in theory throughout the course; an electronic resource; or/and a bibliographical reference. Then, by way of tables or questions, they are guided on the aspects on which they will focus their observation during the week at the center. They have at their disposal all the material that is hosted on the University's teaching platform. In *"The second part"*, which lasts 55 minutes, we share the learning experiences they have had throughout the week. The students have to select from the week the event that most caught their attention, because they did not know how to react, or they did it very well. Everyone has to bring the week's reflection, exemplified by a real situation that has happened to them in the classroom. The information that is exchanged is very rich, because when a student reveals something, the rest must give their opinion and say how it has been resolved in their classroom. A recurring theme is discipline.

The second hour is concerned with studying professionalism —both attitudinal and ethical components. For this, we opted for case presentations, story readings and academic debate because these are ways of learning to become aware of and reflect on decisions (Bas-Peña, Ferre-Jaén & Maurandi-López, 2020; Cherubini, 2008; Cushman & Greene, 2012; Escudero, 2006, 2011; Greene, 2012; Palomera, Briones, & Gómez-Linares, 2017; Warnick & Silverman, 2011; Yost, Sentner, & Fortaleza-Bailey, 2000).

The books are read in the seminar and the students position themselves on what they contribute to the education professional, what activity they would carry out with the book, what it has been useful for, what they have learned and why they would recommend reading it. These are very short books designed to work on the teacher's attitudes towards violence in the classroom, self-esteem, patience, diversity-immigration, adoption, sexual reproduction, and fears.

3. TWO EXAMPLES OF HOW TO WORK ON ATTITUDES TO PREJUDICE AND PROFESSIONAL ETHICS IN TEACHING

3.1. PREJUDICE

One activity designed to address prejudice is implemented through an academic scenario such as drawing a map (Pérez-García, 2015a). The students are asked to draw a world map without looking at the internet, based on memory. They are left for a few minutes and are then presented with the image of a map so that they can determine the child's age, educational stage, and the area of the curriculum being worked on. We ask them to remember when they studied the world (in Secondary School or High School), Europe (in Secondary), Spain (in Secondary), and Andalusia (Primary).



They usually identify the child as being in 6th grade, middle school, and some in 3rd grade. We ask them to compare their drawing with the image.

This is followed by reading the story from Garrido (2010), presented below:

"On a lake in a northern European country, two children were skating on the ice. At one point, the ice broke and one of the children fell into the lake and was under the thick layer of ice. The other boy called for help, but there was no one around. Then the boy thought about what he could do to get his friend out. He took off one of his skates and hit the ice hard until he managed to break it so that his friend could stick his head out. From

then on it was easier to get him out. In the meantime, people came, and everyone was amazed at how they had managed to get out of trouble.

No one could explain how such small children could think about and achieve success. Einstein happened to pass by and heard what was going on and said:

- I know why they were saved.

They all paid attention to the wise man's explanation. He said:

- The kids have been able to do it because there was no adult to tell them they couldn't."

After the reading, we reveal the history of the map. When they finish talking, they are told that the map was drawn by a boy who was just 6 years old, in 1st grade, since he was born in November. He made the map to talk about Gandhi, as it was Peace Day. He started the drawing, freehand, by drawing India and from there completed the rest. He told his teacher that he did not draw Polynesia or Melanesia because they were very small islands. He went on to Primary school against the wishes of his Infant school teacher who wanted him to retake because he was a child who did not speak to them or answer their questions, as the child made selective mutism. The teacher thought he was an immature, insecure and antisocial child. Fortunately, in primary school, with a new teacher and in the absence of stereotyping, he began to be himself. The paradox is that he came to be considered as a child of advanced abilities, and they wanted him to follow the stipulated program. The parents refused to do so.

Subsequently, the students divide a sheet of paper into two columns. In one column they reflect on the consequences of the Pygmalion effect for children and in the other column, how to prevent teachers from succumbing to this effect.

Consequences for children of having prejudices against them	How can we avoid succumbing to prejudice as teachers?

3.2. PROFESSIONAL TEACHING ETHICS

The students are asked about the competency of ethical commitment or professionalism. They are asked about the skills that are required of a person engaged in teaching. At this point, we explore the teaching competencies in such a way that the student analyzes the demands to which the teacher responds.

We will focus on the competence of reflection and professional ethics as two key elements of which teachers must be aware in the exercise of their profession. Teachers must subject their own practice to continuous analysis in order to update it and must be committed to their work.

We should not forget that the goal of a profession is service, that is, the achievement of important social ends. This means that practitioners working in the various professions must develop a moral understanding capable of directing and guiding their practice. Any training program must start from the premise that the goals of professionalism imply social purposes and therefore entail responsibilities of an academic, moral, and ethical nature. Hence, it is important to enter into deontological fields when it comes to training for the professions.

It is proposed that with the reading of a series of stories and the application of a battery of questions, the future teacher reflects on topics that stimulate professional responsibility (Pérez-García, 2015b). Day (2005) specifies that one must not only be professional, but also behave professionally. With regard to the former, "being professional" implies, among other things, assigning importance to training, knowledge, skills, specialized degrees, and the contemplation of certain standards. With regard to "behaving like a professional", this implies showing a degree of dedication and *commitment*, developing relationships with students, relating "professionally" with colleagues, parents, and other external events and responding intelligently to the multiple demands of a complex and changing environment.

In our seminar, Lorenzo's dipper (Carrier, 2010) is screened. From there, the students, in groups, fill in a template and work on the code of ethics of the teaching profession.

The story is a book designed to work on attitudinal contents for the future teacher, as it implies ethical positioning and personal commitment.

Story title:
What is the subject matter?
What values/ideas/learnings does it bring to the education professional?
Do you have a real example of where that issue is appreciated? What was your reaction and performance?
In what classroom situation or routine do you think you can work on this

value/idea/learning? At what point in the school day would you work on the story?
Who would you recommend reading it to? □ Teachers □ Parents □ Children Why?
What attitudes does this story require from you as a teacher in order to be able to work with it?
With which section of the code of ethics does it have a connection?

4. CONCLUSIONS

Internship seminars undoubtedly constitute an academic space where, with the guidance of the academic tutor, the practical exercise that the student is carrying out throughout their stay in the school is reoriented and compared with the theoretical content. This is accomplished through the development of group and individual activities that promote reflection and criticism, which is the role of the academic tutor.

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