



**UTMACH**

**FACULTAD DE CIENCIAS SOCIALES**

**CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y  
EXTRANJEROS**

**EFFECTIVIDAD DE LAS PRACTICAS PRE PROFESIONALES EN LA  
CARRERA PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y**

**MADRID JIMENEZ MIGUEL ALEXANDER  
LICENCIADO EN PEDAGOGIA DEL IDIOMA INGLES**

**MARTINEZ MARTINEZ SERGIO AUGUSTO  
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**SISTEMATIZACIÓN DE EXPERIENCIAS PRÁCTICAS DE INVESTIGACIÓN Y/O  
INTERVENCIÓN**

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**MACHALA  
2021**

# Effectiveness of pre-professional practices in the National and Foreign Languages Pedagogy career.

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## **DEDICATION**

I dedicate this work to those who have supported me throughout my higher education process, especially to my brother Diego Armando Martínez Jiménez, who has been a pillar in my professional development.

Sergio Augusto Martínez Martínez

I dedicate this work to those people who have supported me throughout my education process, especially my mother, father, brothers and sisters, and teachers who have been a fundamental pillar in my professional development.

Miguel Alexander Madrid Jiménez

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Sergio Augusto Martínez Martínez

I would like to thank my mother María Sol Jiménez Vélez, and my father Miguel Ángel Madrid Cornejo for their unconditional, moral and economic support during my higher education process. They have sacrificed a lot to see me succeed and thus become a valuable professional.

Miguel Alexander Madrid Jiménez

## **ABSTRACT**

The main aim of this research is to improve pre-service practices based on a micro-curricular redesign of the subject Cátedra Integradora: Applying Approaches to educational needs, where it is presented as an object of study the process of professional training in the degree Pedagogy of National and Foreign Languages, from a qualitative methodological perspective of the descriptivetype, with a participatory action approach, and a reflective practice, through the collaborative workof the teacher of the Integrating Chair and the 16 students of the seventh semester of the aforementioned degree, In addition, interviews, surveys and a grading scale were used as an instrument, in this way revealing certain disagreements with the subject. Therefore, it wasconcluded that a proposal for a micro-curricular redesign should be made, in which the four unitswere modified, with the aim of making students capable of solving and identifying problems withdifferent educational needs in their professional training process.

**Keywords:** Pre-service practices, micro-curricular redesign, professional training process, reflective practice, educational needs, grading scale.



## RESUMEN

Esta investigación tiene como fin principal el mejorar las prácticas pre profesionales basándose en un rediseño micro curricular de la asignatura Cátedra Integradora: Applying Approaches to educational needs, donde se presenta como objeto de estudio el proceso de formación profesional en la carrera Pedagogía de los Idiomas Nacionales y Extranjeros, desde una perspectiva metodológica cualitativa del tipo descriptivo, con un enfoque de acción participativa, y una práctica reflexiva, por medio del trabajo colaborativo del docente de la Cátedra Integradora y los 16 estudiantes del séptimo semestre de la carrera antes mencionada, además se utilizó como instrumento entrevistas, encuestas y escala de mediciones, de esta forma se evidenciaron ciertas disconformidades a la asignatura, por lo tanto se concluyó en realizar una propuesta de rediseño micro curricular, donde se modificó las 4 unidades, con la finalidad de que el estudiantes sea unapersona capaz de resolver e identificar problemas con las diferentes necesidades educativas en suproceso de formación profesional.

**Palabras clave:** prácticas pre profesionales, rediseño Micro curricular, proceso de formación profesional, práctica reflexiva, necesidades educativas, escala de valores.

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## INTRODUCTION

Nowadays the study of the English language has become a fundamental resource because it is considered the most important language in the world. This has happened thanks to globalization; from our point of view, we consider that the student practitioner should have agile processes and be guided to the reality of what is the classroom.

“En el ámbito mundial se han producido transformaciones que abarcan todas las esferas de la sociedad; el conocimiento avanza a niveles exponenciales de rapidez, en consecuencia la formación de un profesional de educación y particularmente de la especialidad de inglés, que responda a las exigencias de estas transformaciones, demanda un currículum que logre de manera sistemática el desarrollo de contenidos que se traduzcan en una actuación eficiente, frente a los problemas concretos que le plantea la práctica educativa”. (Rosero, J, Mena, N. Romero, V., 2017, p1)

With the constant changes in education, methodologies had to be adapted to the educational system. Continuously, it is necessary to look for new means for the correct training of future teachers. In order to be a qualified professional, in search of excellence as the main goal of the pre-service practices, one must be aware of moral and professional ethics and be a sociable and productive servant in order to be able to handle the different methods or complications that arise in the classroom.

France, A & Burton, C, (2019)., affirm “As institutions pursue online formats to attract more students and increase capacity, instructors are encouraged to increasingly enhance their online classrooms but may find it daunting to incorporate certain engagement strategies, such as community engagement activities.” (P. 21)

It is of vital importance that the syllabus be more oriented to what happens within the classroom environment, there are many times that theory and practice differ from each other, and the syllabus of the Cátedra Integradora is usually biased more on the theoretical part.

Extremera, N, Merida, S, & Sánchez, M., (2019), afirma que: “El sistema educativo debe entender el ecosistema en el que habita para poder ofrecer al estudiante recursos que le ayuden a desenvolverse en esta era frenética y cambiante, ayudando así a responder a las exigencias planteadas por la sociedad.” (P. 75)

It is necessary that the syllabus of the subject that is taught in the pre-service practices be adapted to what the classroom is, so that when the teacher, once he exercises his profession, does not have any problems with classrooms with behavior that is not adequate to the normal.

In the labor field of the present, it is of utmost importance to take into account the performance of the above mentioned, because in every labor field it is required that there are efficient people so that they can develop and develop in different areas of work. These are essential processes to achieve the standards required by the current educational model. To have a good academic performance at work, there are several determinants; in the first place, there is a correct academic formation, the acquisition of knowledge obtained at the Universidad Técnica de Machala (UTMACH). In addition, it is essential to develop techniques and proper classroom management, which are not developed at the university, but are acquired and enhanced in the context of pre-professional internships

“...no study has been undertaken to scrutinize the effect of joining the EP on PSETs’ professional development and to explore their experiences of the EP. The present study thereupon targets investigating the role occupied by the program in PSETs’ professional development, their experiences in the program, and uncovering their suggestions for improving it.” (Kosar, G., 2020, p1)

The pre-service practices have a close relationship between the educational and research processes with society, this establishes reflexivity that is directed to the integrity of the future professional teacher in the identification of the needs, problems and demands involving in real scenarios the above mentioned so that there is the application of the acquired knowledge, as far as the students can intervene.

From another point of view, the formation of the professional in the different areas of knowledge of teaching, continues to be governed in the current educational context, has an increasing demand in the preparation of students for the realization of practical activities within the educational institutions in the province of El Oro - Ecuador, also emerges significantly for the modification of the space where all the theoretical knowledge acquired are put into practice in the subject of English language, with the corresponding requirements of the institution, where they get to exercise a professional position, and seek the acceptance of the students to whom they will be taught.

According to Ajila A. & Toro V. (2016), “the different methodologies implemented by teachers of English have not been appropriate, so the learning and use of the English language has had serious limitations, the difficulties they have in mind are the adaptations that have changed every day in which they are immersed in the professional environment.”

The experience of the authors of this work as students of the Pedagogy of National and Foreign Languages degree during which they had to participate in the pre-service practices of the subject *Cátedra Integradora: Applying approaches to special educational needs*, listening to the opinions of their peers who consider that this practice has been insufficient from its design and conception, is formulated as a **research problem**: Pre-service practices in the Pedagogy of National and Foreign Languages degree in English teaching.

The **object of study** is the process of teaching and learning English as a foreign language.

The **general objective** of this research is to elaborate a proposal for the micro-curricular redesign of the course Cátedra integradora: APPLYING APPROACHES TO SPECIAL EDUCATIONAL NEEDS 2020 D2 that contributes to the improvement of the pre-service practices of the Pedagogy of National and Foreign Languages degree.

This objective is delimited in the **field of action** of micro-curriculum design. This work presents the following specific objectives:

- To support Theoretical foundation on how the micro curricular design has evolved in the process of teaching and learning English as a foreign language.
- To diagnose the current state of the subject matter Cátedra integradora: *Applying approaches to special educational needs*.
- Elaborate a proposal for the micro-curricular redesign of the course Cátedra integradora Cátedra integradora: APPLYING APPROACHES TO SPECIAL EDUCATIONAL NEEDS 2020 D2 that contributes to the improvement of the pre-service practices of the Pedagogy of National and Foreign Languages degree.
- To evaluate the relevance of the proposed micro-curricular redesign of the course. Cátedra integradora: APPLYING APPROACHES TO SPECIAL EDUCATIONAL NEEDS 2020 D2 through socialization with English teachers.

The present project is carried out from a descriptive qualitative methodological perspective, from a participatory action research approach that seeks to establish a reflective practice through the collaborative work of the teacher of the Cátedra integradora: APPLYING APPROACHES TO SPECIAL EDUCATIONAL NEEDS 2020 D2. and the students in that group who are training as English teachers in order to improve their pre-service practices.



The **research** is conducted with the teacher and the 16 students of the subject Cátedra integradora: Applying approaches to special educational needs.

The **importance** of this research work is that it contributes to the improvement of the training process as English teachers of the students who become active agents of their transformation.

The **innovation** of the work lies in the incorporation of students who are being trained as English teachers to the curricular transformation of a subject, incorporating a reflective critique of their pre-professional practice to improve these and their training.

The **practical contribution** of the research lies in the micro-curricular redesign of the subject Cátedra integradora: APPLYING APPROACHES TO SPECIAL EDUCATIONAL NEEDS 2020 D2.

The current project is structured in an introduction where the following aspects of the research topic are detailed. The first chapter deals with the theoretical framework, which is essential for the development of the present work, and explains in detail the methodological framework, which determines the type of research, the goals to be achieved, the different methods and techniques used for data collection and analysis, and thus verify the corresponding results. Finally, conclusions and recommendations are offered, supported by the pertinent bibliography

## Chapter 1

### **Micro Curricular Redesign for the professional training process in the Pedagogy of National and Foreign Languages degree.**

This chapter explores the background of micro curricular design in a higher education curriculum context. It mentions issues about the professional training process in a social, physical and cultural environment. Also, the same degree of Pedagogy of National and Foreign Languages, i.e., English major, was used as an example, describing the past and current curriculum of the degree, to facilitate the explanation, the chapter is divided into 3 epigraphs that will be described below.

#### **1.1 Historical background of the curriculum design in the process of professional formation of the National and Foreign Languages Pedagogy degree.**

Speaking about curriculum design has a certain level of complexity, since it is a process, whose result is the planning of a number of indispensable elements in order to fulfill certain training objectives in an institution of higher education. This can help to give guidelines to qualified teachers and to graduate students with a certain level. These models have had a great participation in the educational entities, elaboration of proposals and programs and its objectives have to do with:

“¿Qué fines desea alcanzar la escuela? ¿Cuáles experiencias educativas ofrecen mayores posibilidades de alcanzar esos fines? ¿Cómo se pueden organizar de manera eficaz esas experiencias? ¿Cómo podemos comprobarnos si se han alcanzado los objetivos, propuestos? Para estudiar estas interrogantes sugiere un modelo que se apoya en una filosofía de la educación y en una psicología del aprendizaje para que actúen como elementos que guíen las decisiones educativas.” (Vélez, G & Teran, L., 2010, p2)

At the beginning, the appearance of curricular models as a historical concept in the 19th century had to do with how and with what contents to educate for a correct educational plan, responding at that time to the quantitative positivist logic that dominated science and to which pedagogy was no stranger.

According to Naranjo, T, Arvelo, M, Sotelo, A (2016) a curriculum is a dynamic procedure, whose main requirement is to be constantly recontextualized in three parts: the student's training goals, the student's world and the pedagogical approach that inspires it. In this sense, the curriculum provides tools to understand the context, the purpose of education, and the evaluative processes that occur in educational institutions.

In order for us to understand the evolution of the curriculum, it is necessary to know its definition. Curriculum design is a practical theoretical proposal based on experiences, pluralized and innovative that can be used to obtain the maximum development of skills and management of competencies that allow it to be effectively incorporated into the context, thus achieving an equitable and democratic society.

“Tyler resalta la necesidad de hacer un estudio de la vida contemporánea de la escuela, con la finalidad de enseñar los conocimientos actualizados y útiles para la sociedad y que exista una flexibilidad en el “adiestramiento” del estudiante para que éste pueda aplicar sus conocimientos, ya que muchas de las situaciones de la sociedad son similares a las que se presentan en la escuela.” (Vélez, G. & Teran, L., 2010, pag 2,)

The curriculum design can be conceptualized in several ways, although there are some people who consider as didactic concretion (theories, principles, etc.) highlighting its particularity by focusing the teaching-learning process to a specific educational reality, in turn, there are other points of view that appreciate it differently as a global, integrated and flexible project responsible for creating meaningful learning. The different approaches

described by the authors in their own models are presented below:

#### Tyler's model

Although there are several options today, the old model is still valid, since it has as a proposal a rational method to face and interpret the curriculum and therefore its teaching system in any educational environment and meet the required purposes, then the author thinks that educating means modifying or changing the behavior of the individual.

#### Taba's model

It mentions that all curriculum design should be based on culture, society, content and learning, working both practice and theory, thus diagnosing the needs that can be defined, having clear objectives with broad content so that the study material can be translated into an optimal learning experience.

#### Arnaz model

Starting from a small definition as curriculum says that it is a plan of rules that lead to an explicitly determined process, then the curriculum is a set of concepts that is structured in an anticipated way to meet the needs of the student through the development of a curriculum through evaluation procedures and characterization, then it can be said that it is a model that trains teachers to adjust them to a curriculum system.

#### Glazman and Ibarrola's model

This proposal was elaborated in 1971 and 1974, which implies an information analysis and recovery, it also lacks alternatives, but it is a formative and informative content, it is important to mention that this curriculum is objective and systematically verifiable that will allow to respond to the modifications that will be incorporated in the future.

## Pansza's model

It was applied in the 70's, it was focused on educational technologies, wanting to overcome the classical teaching by discipline, creating units based on objects and questions about it, in the same way, having a critical historical analysis of the pre-service practices, as the main object to have a relationship in the theory-practice and the role of educators and students.

## The model of Diaz and collaborators

These authors recommend a thorough investigation of the knowledge, techniques and procedures required, which will be called the basis for a professional profile. This model has been successful in the rise of constructivism and has been one of the most used in the last decades that have left a very important mark in the curricula, but it should be mentioned that nowadays importance is given to the curricular designs by competencies.

In order to understand the creation of curricular designs, the following models were described, which were applied at different times with the same purpose of trying to provide a curriculum design as close as possible to the reality of the educational environment. Each of the models reviewed above mention their advantages and shortcomings to address problems and provide possible solutions that affect the professional field.

## **1.2 Conceptual foundations of the curricular design the process of professional formation in the degree of Pedagogy of National and Foreign Languages.**

### **1.2.1 Pedagogical and didactic foundations of curriculum design**

From a pedagogical point of view, the curriculum must answer the following questions: What is valid knowledge, how is knowledge, skills and attitudes acquired, how to evaluate

achievements, and how to design a curriculum is nothing more than making decisions that lead to processes of academic restructuring.

When curriculum design is mentioned, it refers to the alignment that will be put into effect as to what is going to be done in the classroom and for what academic purposes it will be carried out, then it will be taken into account that it is to replace the idea of providing the curriculum or training for the use of both, which aims to facilitate teaching-learning.

“Each institution has their own social, historical, economic and political contexts. These impact on how the curriculum is developed locally. The modularization of Irish higher education has allowed for the development of student mobility and choice in learning; however, it has also had an impact on how staff struggle to develop building blocks within the curriculum.”  
(O’Neill, G., 2015, p15)

The development of a curriculum should take into account the development of useful techniques such as attitudes and personal values, which are often overlooked and therefore should not replace professional and personal judgment, and should therefore be focused on developing learning with students.

“As educational researchers struggle to clarify this research method, they continue to raise significant questions such as how is design research different from the process of design? What are appropriate methods and processes that can be used in design research? How do we systematically create, test and disseminate design or teaching interventions that will have maximum impact on practice capitalizing on design research? How do we generate both theoretical and practical knowledge related to complex educational settings?” (Bannan B., 2013, p115)

In order to know the meaning of the term curriculum design, it is necessary to know the origin of the two words that make it up "disegno" which refers to the action of "drawing", and curriculum which can be simplified in the following words as "life plan". When analysing

the different conceptions, for the purpose of this work, the pedagogical foundations refer to the teaching-learning on the basis of education that allows the construction of face-to-face instruction.

According to the RAE, Pedagogy is the "Science that deals with education and teaching, especially that of children", then education is that meticulous process that tries to facilitate learning or undoubtedly the acquisition of knowledge, as well as following values, respect, etc., then it is so it starts from home, and the first ones are the parents. The root of the word is derived in the ancient Greek *paidagogós*, term that was composed by *paidos* ("child") and *gogía* ("to lead" or "to carry").

“In an increasingly technologically driven world, there is proliferate discussion among education and government authorities about the necessity to rethink education in the twenty-first century. The evolution of technology and its pervasive influence on the needs and requirements of society is central to this mindset.” (Crawford, R, 2017, p. 1)

In this way the term pedagogy is related to the whole process of teaching and learning, in an educational context, pedagogy can be understood as something that "teaches", but it is also necessary to have a tutor who constantly guides, that is to say, a sender and a receiver, by nature. Every moment that is lived is a continuous learning and this is where teaching is born, own experiences, or theories, history, therefore, then one can teach, or, that is, those people in their social environment become teachers for some time.

“Las ideas que actualmente tenemos sobre el currículo han sido el resultado de un proceso largo, complejo, contradictorio y tenso de construcción, al que ha hecho aportes significativos las más variadas escuelas del pensamiento pedagógico. Es la historia de una idea, que, como todas, tiene un origen, un desarrollo y un proceso cargado de contradicciones y tensiones. Posee una filogenia y una ontogenia, como suelen decir los psicólogos evolutivos.” (Samper, J, 2013, p2)

### **1.2.2 Characteristics of the current curriculum in the degree of Pedagogy of National and Foreign Languages in function of the development of the pre-service practices.**

In the new regime of education in the 21st century, it has been characterized by the inclusion and inclusion of simultaneous learning experiences; there are immersed pre-professional practices, dialogues, debates, games, social dynamics; a great number of activities that facilitate and help the development of the future teacher, who in turn can mention through dialogue the problems that arise in life.

The curriculum of the degree of Pedagogy of National and Foreign Languages: English specialization, carried out in 2016, was planned in nine semesters, which has the noble function of cradling the students or guiding us to the working path, turning them into people capable of looking for feasible solutions to any situation presented in the educational environment, whose main objective of the curriculum is to have capable, responsible and critical people.

The main function of the educational community is to socialize the internal or external changes that exist in the current curriculum, so it is considered as a model of student life in this case, it forms the behavior and produces changes in the students, this is achieved with a real curriculum redesign, that is to say that we will talk about the current curriculum that is governed in the degree Pedagogy of National and Foreign Languages, which has eight semesters that will help us face professional life, always keeping ethics and the application of human values.

The teachers are the guide to promote coexistence and the formation of conscience in the future professionals, at the same time the student's main obligation is to perform his duties



and exercise his rights. The educator is the main socializer of the development of the curriculum to be taken into account, on the other hand, the current curriculum of the year 2019-2029, is characterized by focusing on and envisioning the correct procedure in the pre-service practices, it is inclusive because it incorporates and introduces the student to the educational needs.

Starting from the real world, it can be noted that the school curriculum has two disciplines that carry out educational activity in schools: school organization and the intentionality of carrying out certain educational processes aimed at curriculum planning.

### **1.3 Contextual characteristics of the professional training process in the degree of Pedagogy of National and Foreign Languages in relation to the design of pre-service practices.**

The universities of Ecuador face a great challenge which is to have the ability to respond to social demands, preparing future professionals to fully include in the social and scientific processes that have a high complexity, the changes that technology is undergoing and the extensive cultural diversity.

According to the Constitución de la República Ecuador, (2008) Art. 342.- El Estado asignará, de manera prioritaria y equitativa, los recursos suficientes, oportunos y permanentes para el funcionamiento y gestión del sistema.

According to the Ley de Educación Superior (LOES), Article 93, talks about the principles of quality, self-reflective improvement, always based on the balance of the teacher, inclusion, democratization of access and equity. Article 94, has as its main objective the adequate fulfillment of the Quality Principles enshrined in the Constitution of Ecuador, here the permanent self-evaluation of the educational entities will be supported. Article 97, higher

education, degree s or programs will be the result of a process of self-evaluation.

“Inclusión de criterios de creación de instituciones del Sistema de Educación Superior en procesos de evaluación y acreditación. - Para garantizar la calidad de las instituciones de educación superior, los procesos de evaluación y acreditación deberán incluir todos los criterios establecidos en esta Ley y en el Reglamento para la creación de este tipo de instituciones.” (Ley Orgánica de Educación Superior, 2018, Art 105.)

The main point of higher education is to foster the development of the individual's integral capacities, among them, the introduction to pre-service practices, this entails a teaching and learning process, which can then be evaluated by educators and establish parameters that help to meet the institution's quality standards.

“El currículo puede ser conceptualizado de muchas formas, hay quienes lo identifican como una “concreción didáctica (teorías, principios, categorías, regularidades), en un objeto particular de enseñanza-aprendizaje”,<sup>1</sup> donde se aplica una concepción teórico metodológica a una realidad educativa específica, ya sea para una carrera universitaria, un curso escolar, de posgrado, etc.” (Vidal, M., & Pernas, M., 2007, p1)

To characterize the student's professional training process, field observation, tutor-apprentice accompaniment, and teaching practice were used. It was found that, although these processes follow a guide designed by the curriculum, they present certain weaknesses that make it difficult to solve the problems that may arise in the classroom regarding special needs.

“Pre-professional identity is a complex phenomenon spanning awareness of and connection with the skills, qualities, behaviours, values and standards of a student's chosen profession, as well as one's understanding of professional self in relation to the broader general self. It is an important, yet under-explored, aspect of graduate employability and can influence academic success, well-being and productivity. This study investigates the role of Work-Integrated Learning (WIL), more specifically work placements, in developing pre-professional identity among undergraduates.” (Jackson, D., 2017, p. 1)

Based on the curriculum established in the National and Foreign Languages Pedagogy degree, mention English, in the professional training process, it is considered essential to specify the problems that lie therein, and on this basis the appropriate intervention is sought through a curriculum redesign that produces a higher percentage of acceptance and favourable results of the same.

### **1.3.1 Diagnosis of the current state of the teaching and learning process of the subject Cátedra Integradora: Applying approaches to special educational needs in relation to the Micro-curricular redesign of the degree in Pedagogy of National and Foreign Languages in the students of the Seventh Semester.**

Once the application of the data collection instruments had been completed, the next step was to analyse them, which was done by means of student surveys (ANNEX 2). Subsequently, a Likert scale survey was applied (ANNEX 3), and finally the interviews were carried out by means of the Discussion Groups with the teachers of Cátedra Integradora (ANNEX 4), therefore, all the information will be detailed in the following headings in order to corroborate the high scientific value of the results obtained.

#### **1.3.1.1 Analysis of the results of the application of the instruments.**

##### **- Student Likert scale surveys (ANNEX 2 - 3)**

The surveys applied in the Likert scale measurement table have an approach based on the interpretation of the information obtained, which is represented in the following graph. The results of this research show the different points of view that the students of the seventh semester have related to the work practice of the subject Cátedra Integradora.

What are the challenges faced by students about the pre-professional internship?

The results of the surveys indicate that the majority of seventh year students say that the

biggest challenges faced by future professionals in the school environment are the students, problems of disinterest found in the classroom and problems of socialization in the educational environment of pre-professional practice.

What are the most common limitations that students have for pre-professional development?

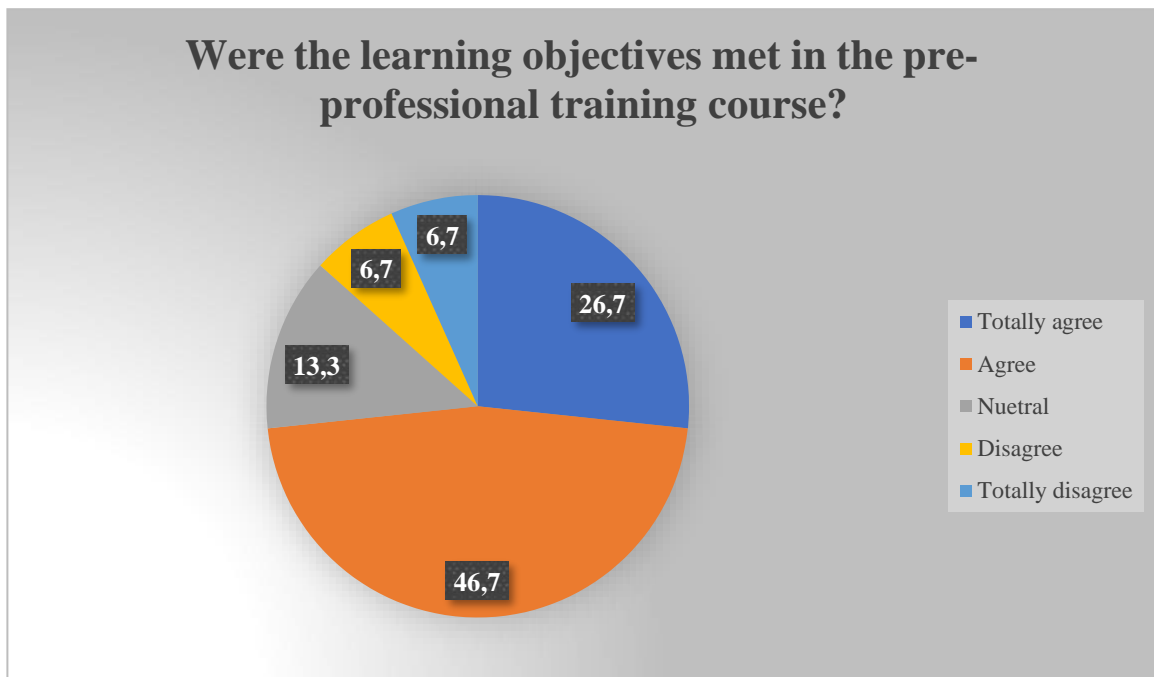
According to the information collected through the surveys applied, the seventh-year students agree that one of the main limitations is the distance to the educational institutions where they are going to carry out the relevant internships, where the aforementioned institutions do not provide the necessary resources to develop a quality class, represented by the corresponding group of students. On the other hand, they also mention that another limitation is time, which they consider to be too short and cannot be developed in the teaching process.

Were the learning objectives met in the pre-professional practice course?

The results obtained in relation to the work placement affirmed that the majority of the respondents agree that the learning objectives of the Cátedra Integradora: Applying approaches to special educational needs are fulfilled, considering the group of students as an important axis since they will have several opportunities to carry out the respective pre-service practices. At the same time, they motivate the researchers to propose a micro-curricular redesign for a good professional performance.

**Figure 1**

**Question 1 Likert scale - Do you meet the learning objectives in the pre-professional practicecourse?**

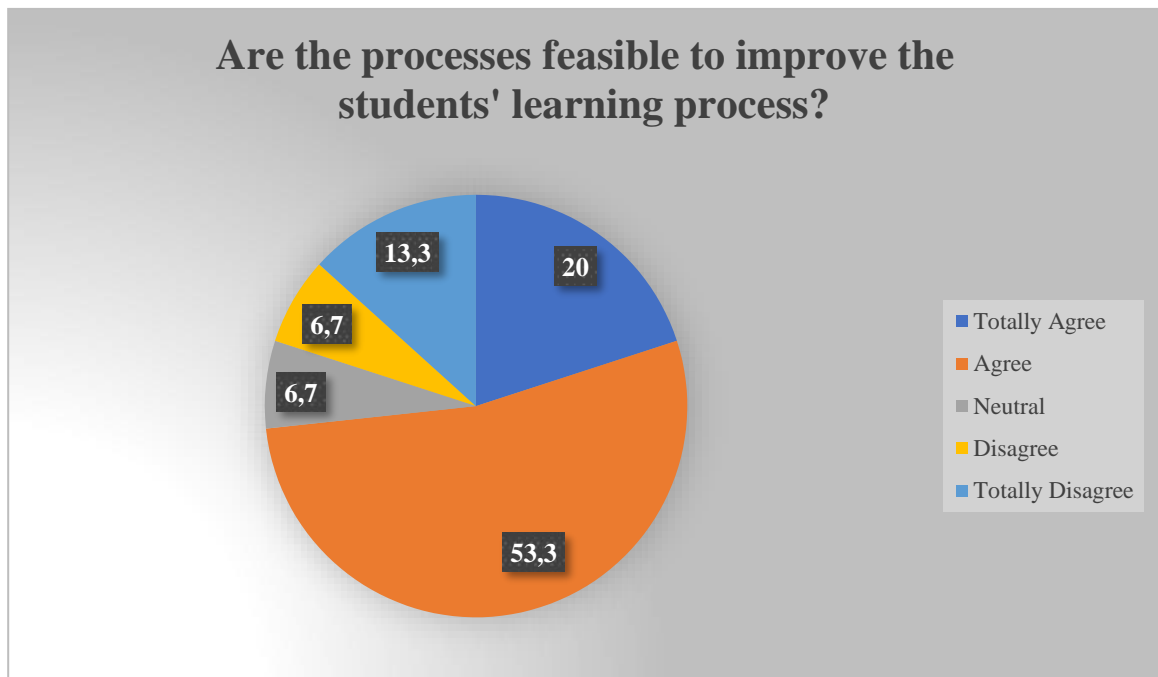


Are the processes feasible to improve the students' learning process?

The following question has as its main purpose the collection of data regarding the opinion expressed by the students, related to work practice, with the aim of finding out the criteria of the group in question, in the learning process. So, the position of the students is that they consider that these processes are not fulfilled, which is reflected in a pie chart where the corresponding tabulation can be visualized.

**Figure 2**

**Question 2 Likert scale - Are the processes feasible to improve the learning process of the students?**



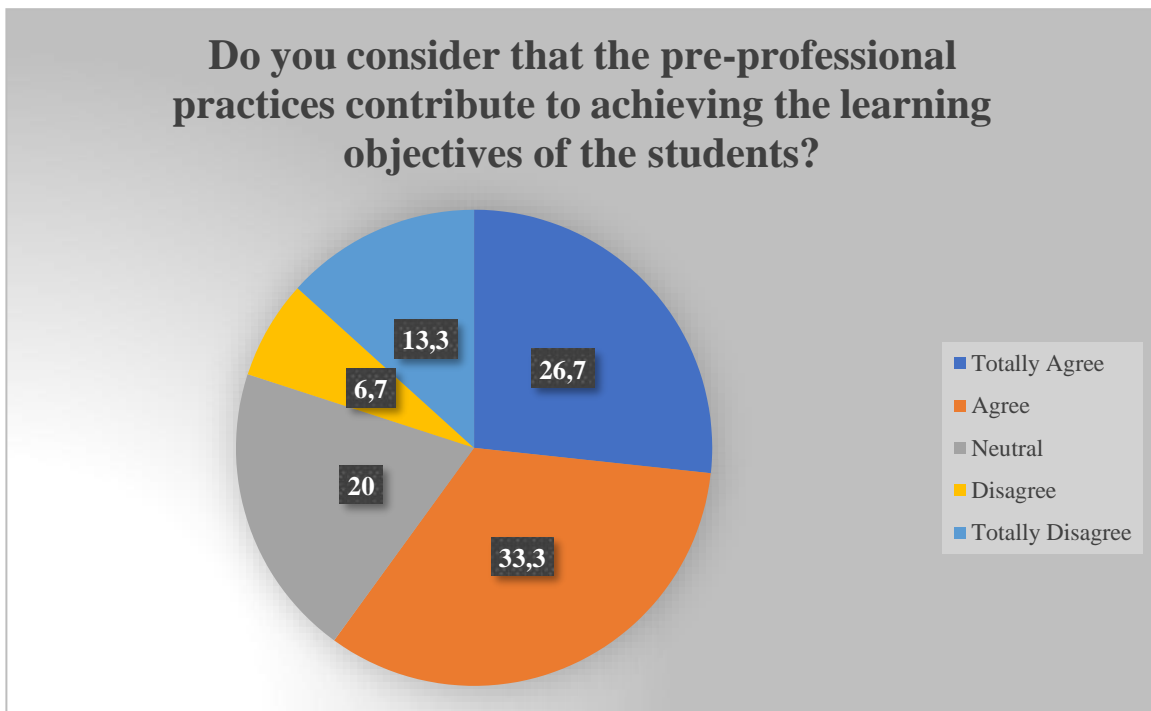
Do you consider that the pre-professional practices contribute to achieving the learning objectives of the students?

Due to the information collected through the question that was focused on knowing whether or not the learning processes are fulfilled in the subject of Cátedra Integradora: Applying approaches to special educational needs taking into account the important participation of each of the students think that in the practices is where the

knowledge acquired from school learning is executed. Since it is a degree that needs to meet the educational standards so that there is a good development in the teaching and learning process.

**Figure 3.**

**Question 3 Likert scale - Do you consider that pre-professional practices contribute to achieving the learning objectives for learners?**



Discussion groups(Annex 4)

The purpose was to analyse the interaction of the teachers of the subject who participate in the pre-professional practice process, by means of a discussion group using a qualitative method in which the importance of the participants' answers is

established.

With regard to the teachers' perception of the contents that should be included to improve the subject, they perceive that it is necessary to add more curricular content, relate it to educational needs and at the same time that there should be more training and inclusion in order to be able to deepen and manage the teaching tools. The following is illustrated by the participation of one of the teachers:

KSL: "That the teacher knows how to recognise certain special needs that students have".

JMCZ "The problem is that there is no training for teachers in order to include students".

According to the teachers' experience, regarding the correct use of educational resources in the process of acquiring knowledge, they consider that technological tools have facilitated the teaching and learning process in the classroom, which is why they consider that it is good to take advantage of the use of technology. As mentioned by the participants:

KSL: "The use of technology, technology facilitates a lot and supports as a working tool to the teaching and learning process".

JMCZ: "State policies that allow, given the circumstances, to have tools that facilitate better interaction with teachers".

Given the resulting data and categories, according to the teachers interviewed they will establish the weaknesses and strengths that involve putting into practice the



knowledge acquired through established contents they consider that the students do have a good management of the school classroom, but there is another part where they consider that they lack more experience. As a result, the participants interviewed argued:

KSL: "It influences too much the personality one has when teaching, the strong points for some are the methodology aspects, for others the language aspects."

JMCZ: "That the students who have had face-to-face placements since the first semester are influenced a lot by their personality and the limitations are the virtual classes, as they are not in a face-to-face environment".

In conclusion, after evidencing the results of the data obtained, a course of conformity and disagreement was observed by means of the people surveyed, related to work practice, analysing the opinion about the professional training process in the subject of Cátedra Integradora: Applying approaches to special educational needs where they maintain a favourable percentage in the fulfilment of the main objectives that they do have in the students of the seventh semester.

## **Chapter 2**

### **Methodological framework**

This chapter describes the main aspects of the methodological framework, such as the type of research, its non-experimental design, paradigm, population, object of study, its methods and the way of conducting the data analysis, however, a detailed explanation will be given in the following headings that was carried out in the research by putting into consideration the established approaches.

#### **2.1 Paradigm and type of investigation**

The present project is carried out from a qualitative methodological perspective that seeks to elaborate a proposal of micro curricular design in the subject Cátedra Integradora: Applying approaches to special educational needs which helps the development of the practices of teacher training in the degree of Pedagogy of National and Foreign Languages, mention in English.

As argued Giovanni M., Iafrancesco V., (2011) “En la actualidad, el paradigma cualitativo interpretativo de carácter tipológico - comprensivo nos ha hecho entrar al mundo de las investigaciones educativas cualitativas, fenomenológicas, naturalísticas y etnográficas, buscando hacer oposición al positivismo”.

If we consider the realization of a proposal of curricular redesign in the degree Pedagogy of National and Foreign Languages, mention English, it is about promoting collaborative work processes where a deep analysis is carried out and the understanding of the needs and interests of students and teachers is incorporated to the methodological perspective aimed at improving the micro curriculum of the subject.

## **2.2 Research design**

The present study follows a descriptive, non-experimental design, with a reflective critique of teacher training practices.

“Se basa en categorías, conceptos, variables, sucesos, comunidades o contextos que se dan sin la intervención directa del investigador, es decir; sin que el investigador altere el objeto de investigación. En la investigación no experimental, se observan los fenómenos o acontecimientos tal y como se dan en su contexto natural, para después analizarlos.” (Investigación No experimental, p1)

The present work aims at promoting a change in the micro-curricular redesign with an action research approach in order to be useful and become a reference for researchers interested in carrying out pedagogical proposals for educational purposes, from a participatory action research (PAR) process.

“La IAP constituye una opción metodológica de mucha riqueza, ya que, por una parte, permite la expansión del conocimiento, y por la otra, genera respuestas concretas a problemáticas que se plantean los investigadores y coinvestigadores cuando deciden abordar una interrogante, temática de interés situación problemática y desean aportar alguna alternativa de cambio o transformación, ...” (Colmenares, A., 2011, p104)

## **2.3 Population and object of study**

For the development of the research, the population is considered to be the teacher and the 16 students of the subject Cátedra Integradora: Applying approaches to special educational needs.

“Para algunos el objeto de estudio es la población, para otros, como los agrónomos serán los árboles frutales, parcelas o para los médicos la muestrason pacientes con determinados síntomas patológicos; para los comunicadores la población de estudio no sólo son personas sino también videos, películas, artículos de prensa, programas de radio, programas de televisión, cartillas informativas y otros.” (Lopez, P, 2004, p64)

## **2.4 Research methods**

### **2.4.1 Theoretical level methods**

Theoretical methods allow systematizing, explaining and analyzing the results obtained,thus describing what the different theories of knowledge have in common, allowing for researchwith a high scientific value, thus making it possible to reflect on the way in which it can be achieved.

#### Historical Method

It is a theoretical method because it is based on how the micro curricular design has evolved in the process of teaching and learning English as a foreign language in Ecuador. According to Armando (2016) “Está vinculado al conocimiento de las distintas etapas de los objetos en su sucesión cronológica, para conocer la evolución y desarrollo del objeto o fenómenode investigación se hace necesario revelar su historia, las etapas principales de su desenvolvimiento y las conexiones históricas fundamentales.”

#### Logical Method

The purpose of this method is to investigate the trajectory of real events, based on data provided by historical methods, Armando (2016) states that. “Consiste en inferir de la semejanzade algunas características entre dos objetos, la probabilidad de que las

características restantes sean también semejantes. Los razonamientos analógicos no son siempre válidos.” (p. 10).

### Systemic Method

This method focuses on the processes that are aimed at forming certain components that consist of identifying the events of a unique theoretical form of various elements. In turn, it consists of shaping the object by obtaining its components in the field of action. The systematic approach is the guide to support the research project which is "To elaborate a proposal of microcurricular subject redesign that contributes to the improvement of the pre-service practices in the Cátedra Integradora: Applying approaches to special educational needs of the degree Pedagogy of National and Foreign Languages".

According to Armando (2016) “Está dirigido a modelar el objeto mediante la determinación de sus componentes, así como las relaciones entre ellos. Esas relaciones determinan por un lado la estructura del objeto y por otro su dinámica.” (p. 12)

### **2.4.2 Empirical Level Methods**

Empirical methods are defined as a method used to search for the answer found in the phenomena, given that it is based on people's experiences, it is a research process that through strategies facilitates the validation of hypotheses by means of observation, experimentation, surveys, interviews. Interviews and discussion groups directed to the professors of the Cátedra Integradora.

### Surveys

The instrument to be used for data collection is a type of scale that is directed to teachers and students in a meaningful way about the research topic where the selected population is surveyed to measure the reaction of attitudes and behaviors. Then it was determined to use Likertscale to determine the level of agreement or disagreement that the respondents have. in a manner according to the respondent's thoughts.

According to Sullivan, A., and Artino, A., (2013), when you want to conduct research necessarily measure the data either samples or population with the total interest of all members of the population, the tests that are applied parametrically, make assumptions from which results are obtained by collecting adequate information. Normally these information data are normally distributed with normality, the tests applied parametrically make a certain assumption on the form of the population, in which the information of study has been extracted.

#### Discussion groups

It is a group interview technique that is in charge of collecting relevant information on a research topic, where some people give their answers simultaneously to a systematic questionnaire. It is a type of conversation that is carefully designed whose atmosphere should be pleasant, relaxing and comfortable, where participants respond and discuss their ideas.

“... utiliza la expresión “entrevistas grupales”, pero describe un enfoque al que es más común hacer referencia bajo la denominación de “de antes de grupos de discusión”, que se basa en generar interacción entre los participantes y analizarla, más que en plantear sucesivamente la misma pregunta. (o lista de preguntas) a cada participante en el grupo, que sería el enfoque favorecido por lo que más habitualmente se denomina “entrevista de grupo”.” (Barbour, R., 2013)

## Interviews

The interview is defined as a direct technique, which serves to collect necessary information between the interviewer and the interviewee. There are 3 types of interviews: structured, semi-structured and unstructured.

“La entrevista es una técnica de recopilación de información mediante una conversación profesional, con la que además de adquirirse información acerca de lo que se investiga, tiene importancia desde el punto de vista educativo; los resultados a lograr en la misión dependen en gran medida del nivel de comunicación entre el investigador y los participantes en la misma.” (Armando, R., 2016, p19)

### **2.5 Form or realization of the data analysis.**

#### **2.5.1 Content analysis**

All the data collection process was carried out from a qualitative perspective with a descriptive non-experimental design through the application of the empirical methods that were detailed previously, this data analysis was applied in the discussion groups with the professors of the PINE course and the students, its main objective is "To elaborate a proposal of micro curricular subject redesign that contributes to the improvement of the pre-service practices in the subject Cátedra Integradora: Applying approaches to special educational needs of the course Pedagogy of National and Foreign Languages".

According to Schettini, P., Cortazzo, I (2015) “Znaniecki resaltó un tipo de análisis de datos que considera la importancia de la percepción de la experiencia analizada por los participantes. Afirmó que todos los hechos sociales son creados por los actores sociales y sólo pueden entenderse desde su propia perspectiva, a esto lo llamó el coeficiente humanista.”

### **2.6 Working with research variables.**

The research process is determined with two variables, of the study and of

employment in the Effectiveness of the pre-service practices in the degree Pedagogy of National and Foreign Languages in the students of the aforementioned degree.

Then for being qualitative research of descriptive type, non-experimental, with a reflexive type criticism to the practices of teacher training, two variables are studied:

1. Curricular redesign
2. Pre-service practices: An essential component of the training of higher education students, thanks to which they are prepared for their insertion in the labor world, with knowledge, attitudes and values characteristic of the performance in their profession.

The pre-professional practice variable is operationalized in the following units of analysis:

**Table 1.**

**Units of analysis and indicators for the improvement of pre-service practices.**

<b>Variables</b>	<b>Analysis Units</b>	<b>Indicators</b>
	Knowledge of the profession	<ul style="list-style-type: none"><li>- Master the objectives of the semester</li><li>- Communicates in English</li><li>- Basic knowledge of regular and intensive internships.</li></ul>



Improving pre-professional internships.	Professional skills	<ul style="list-style-type: none"> <li>- Develop pedagogical materials</li> <li>- Basic knowledge of receptive and productive skills.</li> <li>- Creativity and innovation.</li> <li>Ability to adapt.</li> </ul>
	Professional values	<ul style="list-style-type: none"> <li>- Knowledge of the National Plan for Good Living.</li> <li>- Basic knowledge of assessment standards</li> </ul>

## Chapter 3

### **Curricular design of the subject Cátedra Integradora: Applying approaches to special educational needs**

This chapter shows how we proceeded to carry out the micro-curricular design focused on the subject Cátedra Integradora: Applying approaches to special educational needs of the degree in Pedagogy of National and Foreign Languages with a specialisation in English.

#### **3.1 Theoretical basis of the curriculum design**

The main purpose of this curricular design is to improve the professional training process through the subject Cátedra Integradora: Applying approaches to special educational needs of the degree in Pedagogy of National and Foreign Languages focused on work practice.

As Bernal, C, (2007) argues “... el currículum se refiere al conjunto de conocimientos disciplinarios que se materializa en un plan de estudios, esto es, en un modelo de formación profesional específica en el que confluyen un sin número de factores filosóficos, sociológicos, psicológicos, jurídicos, históricos, administrativos, etc.” (p. 46).

A curricular design is the creation of the different disciplinary steps that will be materialised in the curricula to be elaborated by the teachers focused to be applied to a unit of study that would consist of 4 weeks of classes which would be divided between 6-3 hours per week where the group of students will have the duty to acquire knowledge by means of their teachers who will impart the established contents.

“El carácter del currículum del nivel superior es complejo y multidimensional, lo que impide aproximarse a su definición o análisis desde un solo punto de vista. En sentido amplio, el currículum puede concebirse como núcleo o centro de la educación, en tanto constituye el factor normativo y regulador de los procesos educativos que ocurren y deben ocurrir en una institución.” (Bernal, C., 2007, p46)

A curriculum design has to do with the center of the educational process, it is organized to achieve the goals established in the institutions where it is to be applied, on the other hand they are not only procedures that occur in the work area but it is also a way for the group of students to form their own learning criteria and at the same time achieve the pre-established objectives.

The characteristics of a curriculum design are based on the following aspects, taking into account what is to be planned, as well as the variants present in the educational context, it should be borne in mind that a design adopts a fundamentally open structure where constructivist learning will be reflected, in turn, a pedagogical intervention. In other words, it is to concretize the educational intentions through the learning objectives set. The following points will be highlighted below:

- To take into account how the learner will learn.
- To emphasise the teaching process in the way learning takes place: How? What? When?
- Flexible methods.
- To master general knowledge.
- Necessary assessment criteria.

### **3.1.1 Elements of curriculum design.**

The choice to make a curriculum design is not random, certain elements must be

fulfilled that will be aligned to the objectives, contents, assessment criteria, didactic methodologies, learning standards and competences.

Time:

According to Recio, R, (2007) " el tiempo está relacionado directamente con el rendimiento académico del alumnado; un par que se ha fijado como un indicador de calidad para medir el funcionamiento de las organizaciones escolares " (p. 1). Then it is considered necessary that the activity is planned so that they can reduce failures while implementing them, subsequently positivist results were evidenced.

Learning objectives:

They are sets of behaviours of attitudes or knowledge that the group of pupils must learn to execute or become aware of the results of a selective learning, it is also understood that this is a method that allows us to measure the knowledge of the cognitive aspects, and affective aspects that are acquired throughout the school process.

Planning aspects:

“Los planes rígidos representan la idea de camino único para alcanzar un objetivo Frente a los planes únicos, informes y rígidos, la flexibilidad curricular no es otra cosa que la expresión programática de la variedad de instrumentos y de formas que el hombre de hoy admite para alcanzar un resultado...” (Ezequiel, A., 1993, p186)

Skills:

It is the technical or practical knowledge that helps us to facilitate the development to reach favorable achievements, where we will seek to empower the student so that they can perform certain activities as long as they are applied in a systematic, conscious and planned way in an educational process.

On the other hand, it is also considered as a process of development of cognitive, motor, social and perceptive skills that the group of students have, which will be identified through observation, classification, analysis and other ways in the learning area.

Experimentation:

It is a phenomenon that consists of putting the learner in direct contact in order to feel engaged with whose purpose is to acquire, master and use certain knowledge, where participation and verification of preliminary data is required.

Reflection:

It is to deepen pedagogical actions of a reflective practitioner training through different tools that will help to organize to understand or comprehend the teaching-learning training in a progressive way to modern educational paradigms.

Conceptualisation:

“Una propuesta educativa en constante proceso de construcción y contextualización, que mediante la interacción práctica-teoría-praxis se enlace a la sociedad y la educación, potenciando el involucramiento de sus actores en la problemática socioeducativa, como generadora del aprendizaje, en la formación del ciudadano crítico-reflexivo en una cultura democrática.”  
(Santacruz, S., 2017, p478)

Adaptation:

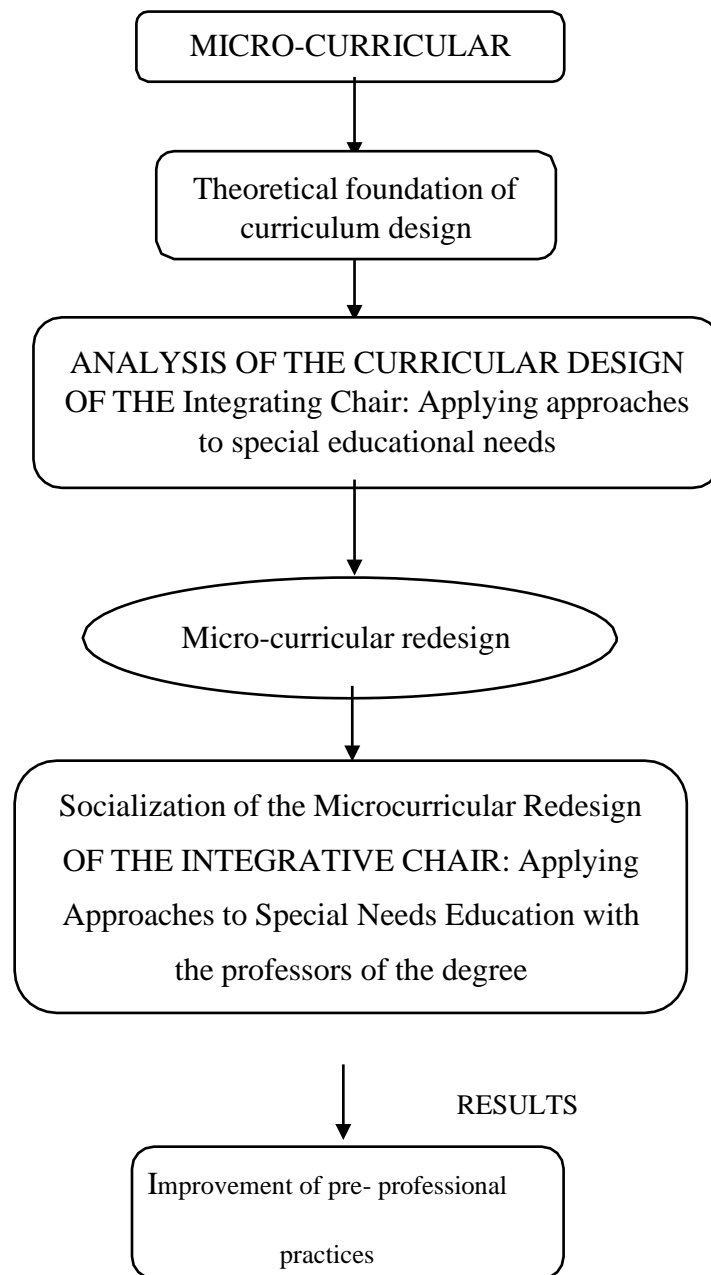
It is considered as a type of strategy, which is aimed at a group of students who have special educational needs, which will facilitate a teaching process by the teacher and provide an adaptation of certain content, where it will offer accessibility to the whole group, modify some topics and elements that are not understood by students, in

other words, it is accommodation or adjustment to the levels of perception of the student.

### **3.2 Micro-curricular redesign of the subject Cátedra Integradora: Applying approaches to special educational needs**

As a main proposal, it is highly recommended to use the following model: Diaz's collaborators. Here, these authors suggest a thorough investigation of the knowledge, techniques and procedures required, which will be called the basis for a professional profile. This model has been successful in the rise of constructivism and has been one of the most used in the last decades and has left a very important mark in the curricula, but it should be mentioned that nowadays importance is given to the curricular designs by competences.

### 3.2.1 Description of the structure of the micro curriculum redesign process.



**Note:** The procedure followed for the micro-curricular redesign reflected in the previous scheme was aimed at analysing the information obtained in order to know the current state of the design and detect the shortcomings, in which the improvement of the units was proposed with its respective evaluation of relevance.

### **3.2.2 Student needs**

Once the data provided by the group of students has been analysed, the needs raised in the answers to the surveys applied were observed, which led to the obligation to make a proposal for a micro-curricular redesign in the subject of Cátedra Integradora: Applying approaches to special educational needs, which will aim to add contents that were not detailed.

“Frente a los enfoques que entienden la situación meta como un análisis de condiciones comunicativas, o la propuesta de Brindley (1989), que sugiere comenzar a establecer los contenidos y los objetivos de aprendizaje a partir del análisis de necesidades comunicativas y vincular las decisiones metodológicas a las necesidades subjetivas del alumno, en este trabajo consideramos que todas las necesidades del alumno están interrelacionadas y todas se reflejan en la situación meta.” (Cambronero, M., 2015, p1073)

In order to arrive at a redesign proposal, it was necessary to compare the different answers given by the students, by means of the surveys, the focus was on modifying the four units of the subject Cátedra Integradora: Applying approaches to special educational needs, which will be shown in ANNEX 5.

### **3.2.3 Time, place and population**

The means of data collection was a type of survey that was applied to a group of students of the degree in Pedagogy of National and Foreign Languages, to a population of 16 students of the seventh semester who are taking the subject of Cátedra



Integradora: Applying approaches to special educational needs.

Group 1 teacher A 16 students (model)

### **3.2.4 Instruments**

The form of data collection was based on a Likert scale type of research survey, about how the subject Cátedra Integradora: Applying approaches to special educational needs contributes to the teaching-learning process in the different activities carried out by the teacher. When analyzing the results, the survey showed different answers provided by the students, so it was decided to group them into two categories in order to allow for a quicker interpretation.

### **3.2.5 Redesigned syllabus of the subject Cátedra Integradora: Applying approaches to special educational needs**

#### **GENERAL OBJECTIVE**

To value the importance of inclusive education by recognising the different special educational needs associated or not with disability in order to promote democracy and justice that favour students with vulnerable characteristics and encourage interrelation in a given educational community, regardless of their personal, social or cultural conditions.

#### **MINIMUM CONTENTS**

Characterization of inclusive education. Legal basis of inclusive education. Special educational needs associated with a disability. Special educational needs not associated with a disability. Curricular adaptations.

#### **LEARNING OUTCOMES**

Characterizes and highlights the importance of inclusive education Analyzes the legal foundation of inclusive education Recognizes the special educational needs associated with a disability to make curricular adaptations Identifies the special educational needs not associated with a disability to make curricular adaptations.

**Note:** The data provided are those approved by the CES (Higher Education Council).

**3.2.5.1 Proposed redesign of the subject Cátedra Integradora:  
Applying approaches to special educational needs.**

**UNIT I - Characterizations of Inclusive Education.**

**Objective - To characterise the importance of the foundations of inclusive education.**

**Note:** In the educational environment, the teacher will face great challenges such as the care and attention of students with special needs, the foundations of the subject will motivate the search for inclusion on the part of the professional (Mission: critical thinking, analytical skills, ability to acquire new knowledge, ability to solve and identify problems).

Topic 1.1: What is inclusive education?

Objective. - To explain what inclusive education is. Topic 1.2: Inclusive education.

Objective. - To characterise inclusive education.

Topic 1.3: Legal framework on inclusive education in the national context.

Objective. - To describe the legal basis for inclusive education in the national

context. Topic 1.4: Legal framework on inclusive education in the international context.

Objective. - To describe the legal basis for inclusive education in the international context.

## **UNIT II - Special educational needs associated with a disability.**

**Objective – To recognise the special educational needs associated with a disability and analyse the concepts of curricular adaptations according to the national curriculum.**

**Note:** In the educational environment, the teacher will face great challenges such as the care and attention of students with special needs, the foundations of the subject will motivate the search for inclusion on the part of the professional (Mission: critical thinking, analytical skills, ability to acquire new knowledge, ability to solve and identify problems).

Topic 2.1: Special educational needs.

Objective. - To analyse the general concepts of special educational needs. Topic 2.2: Pedagogical strategies in teaching students with learning difficulties.

Objective. - To develop pedagogical strategies according to the different learning difficulties. Topic 2.3: Physical disabilities.

Objective. - To analyse special educational needs related to physical disabilities.

Topic 2.4: Intellectual Disabilities.

Objective. - To analyse the educational needs related to intellectual disabilities. (Autism, Asperger's Syndrome and Rett Syndrome).

## **UNIT III - Special educational needs not related to a disability**

**Objective - To identify the different special educational needs not related to a physical disability and to carry out exercises of curricular adaptations.**

**Note:** In the educational environment, the teacher will face great challenges such as the care and attention of students with special needs, the foundations of the subject will motivate these search for inclusion on the part of the professional (Mission: critical thinking, analytical skills, ability to acquire new knowledge, ability to solve and identify problems).

Topic 3.1: Programme of curricular adaptations associated with special needs.

Objective. - To identify special educational needs in the school environment. Topic

3.2: Educational needs with specific learning difficulties.

Objective. - To recognise the different learning needs of students. Topic 3.3:

Classification of educational needs.

Objective. - To analyse the differences between educational needs associated with a disability and those not associated with a disability.

Topic 3.4: Specialised education.

Objective. - To analyse the current educational plan with regard to the treatment of special needs in pupils in the different subjects with special attention to the subject of English.

#### **UNIT IV - Curricular Adaptations.**

**Objective - To propose possible curricular adaptations that the teacher could use in the classroom with students with special needs.**

**Note:** In the educational environment, the teacher will face great challenges such as the care and attention of students with special needs, the foundations of the subject will motivate the professional's search for inclusion (Mission: critical thinking, analytical skills, ability to acquire new knowledge, ability to solve and identify problems).

#### Topic 4. 1: Curricular Adaptations

Objective. - To identify curricular adaptations according to the different educational needs in the teaching-learning process.

#### Topic 4.2: What do curricular adaptations mean?

Objective. - To make curricular adaptations according to the learning needs of students. Topic 4.3: Curricular Adaptations General and Conceptual Aspects.

Objective. - To deepen the concepts about the different special educational needs that are manifested in the school environment.

#### Topic 4.4: Final Assessment.

Objective. - To apply a summative evaluation by means of a written test, where students will have to demonstrate the knowledge, they have acquired in the subject throughout the whole school period, in a global way about special educational needs.

### **3.3 Socialization and evaluation of the Microcurricular Redesign with the professors of the degree**

Later in this part of the paper, we proceed to the evaluation by experts of the Cátedra Integradora: Applying approaches to special educational needs, which

provides more veracity, so that it helps to exemplify the predominant characteristics of a micro-curricular redesign. On the other hand, through the socialisation, some helpful suggestions and opinions were collected for the improvement of the teaching-learning process.

In order to achieve the objectives, set out at the beginning of this thesis, a proposal for the micro-curricular redesign of the subject Cátedra Integradora: Applying approaches to special educational needs was socialised, where information was collected through a matrix of expert judgement by means of the analysis and interpretation of results.

According to the results obtained, there was a considerable degree of acceptance on the part of the expert teachers, in accordance with the micro-curricular redesign proposal for the improvement of the four units related to the semi-professional practice, where it is considered an important factor to make the student a person capable of solving and identifying problems with the different educational needs in the school training process.

**Table 2**

*Expert judgement matrix*

Criteria	Indicators	Deficient 1 point	Regular 2 points	Good 3 points	Very good 4 points	Excellent 5 points
----------	------------	----------------------	---------------------	---------------------	-----------------------------	-----------------------

Clarity	It is written in appropriate language					
Objectivity	Expresses observable issues					
Organisation	Its parts are logically ordered					
Sufficiency	It covers the necessary aspects of the subject					
Intentionality	It is suitable for a					

	subject on special education al needs.					
Relevance	It is useful for the purpose for which it is intended					
Actuality	It is written in current terminolo gy on the subject.					



Finally, in order to carry out the micro-curricular redesign proposal, each of the proposed topics that were elaborated took into account the results obtained by those evaluated, as presented in the previous chapters, in order to improve the teaching-learning process.

## CONCLUSIONS

According to the results obtained, it is concluded that it is necessary to carry out a micro-curricular redesign that involves the subject Cátedra Integradora, where the process of pre-service practices of the students of the seventh semester is involved, which will help in a positive way to have the capacity of analysis and critical thinking to solve problems of special educational needs.

Therefore, it is known that the micro-curricular design has evolved over the years, in search of a purpose, which is to improve the educational process, where the student is the main beneficiary of the acquisition of knowledge.

On analysing the results of the student surveys, it became clear that some students have some degree of disagreement with the way in which the subject is being developed.

Finally, it should be noted that the work on the educational proposal for micro-curricular redesign was emphasised by experts on the subject, as their professional and work experience was taken into account and they demonstrated their professionalism when evaluating the proposal for the Cátedra Integradora, and there was also a considerable degree of acceptance by the professionals of the proposal to modify the four units of the subject in order to achieve the objectives set.

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## ANNEXES

### Annex 1

<b>Units of Analysis: Improving pre-professional practice.</b>
<b>Category: Use of English language to express ideas or opinions</b>
<ul style="list-style-type: none"><li>● Master the objectives of the semester</li></ul>
<ul style="list-style-type: none"><li>● Communicates in English.</li></ul>
<ul style="list-style-type: none"><li>● Basic knowledge of regular and intensive internships.</li></ul>
<ul style="list-style-type: none"><li>● Meets quality standards</li></ul>
<b>Category: Professional skills</b>
<ul style="list-style-type: none"><li>● Develops pedagogical materials</li></ul>
<ul style="list-style-type: none"><li>● Basic knowledge of receptive and productive skills.</li></ul>
<ul style="list-style-type: none"><li>● Creativity and innovation.</li></ul>
<ul style="list-style-type: none"><li>● Ability to adapt</li></ul>
<b>Category: Professional values</b>
<ul style="list-style-type: none"><li>● Knowledge of the National Plan for Good Living.</li></ul>
<ul style="list-style-type: none"><li>● Basic knowledge of assessment standards</li></ul>

Annex 2

Student Interviews

<b>Unit of Analysis:</b> Improvement of pre-professional internships.	
No.	Questions Students
1	- What are the challenges faced by students about pre-professional placements?
2	- What are the most common constraints that students face in pre-professional development?

Annex 3 Likert scale

<b>Unit of Analysis:</b> Improvement of pre-service practices.						
No.	Questions	Totally Disagree	Disagree	Neutral	Agree	Totally Agree
1	- - Does it meet the learning objectives in the pre-professional practice course?					
2	- - Are the processes feasible to improve the learning process of students?					
3	- Do you consider that pre-vocational placements contribute to achieving the learning objectives for learners?					



Annex 4

Group Discussions - Questions

<b>Unit of Analysis:</b> Improving pre-professional internships.	
<b>No.</b>	<b>Teaching Questions</b>
1	- According to your perception, what contents would you suggest to improve the teaching-learning in the subject of Cátedra Integradora: Applying approaches to special educational needs?
2	- What resources will contribute to facilitating student learning based on your pre-professional internship experience?
3	- What are the strengths and weaknesses that you can identify in the students at the time of the pre-professional internship?

Annex 5

Subject framework Cátedra Integradora: Applying approaches to special educational needs.

<b>UNIT NAME LEARNING</b>	<b>OBJECTIVES LEARNING</b>	<b>LEARNING CONTENTS</b>	<b>LEARNING RESULTS</b>
<p>I- Characterization of inclusive education.</p>	<p>To characterise the importance of the foundations of inclusive education.</p>	<p>Characterization of inclusive education. Legal basis of inclusive education</p>	<p>Identify and characterise the importance of inclusive education in a school environment.</p>
<p>II -Special educational needs associated with a disability.</p>	<p>To recognise the special educational needs associated with a disability and analyse the concepts of curricular adaptations according to the national curriculum.</p>	<p>Special educational needs associated with a disability</p>	<p>Recognise the educational needs associated with a disability and make a curricular adaptation according to the national curriculum.</p>

<p>III - Special educational needs not associated with a disability</p>	<p>To Identify the different special educational needs not related to a physical disability and carry out curricular adaptation exercises.</p>	<p>Special educational needs not associated with a disability.</p>	<p>Identify the different special educational needs not related to a physical disability, carry out a programme of curricular adaptations.</p>
<p>IV. Curricular A daptations.</p>	<p>To identify and apply curricular adaptations according to the different educational needs in the teaching-learning process.</p>	<p>Curricular Adaptations</p>	<p>Identify and apply curricular adaptations to encourage the participation and inclusion of students with different educational needs.</p>



adaptations	2	2	4	0	4	0	0	4	36	0
-------------	---	---	---	---	---	---	---	---	----	---

**Annex 7**

Structure of the Didactic Unit by Themes

<b>UNIDAD I: Characterisation of Inclusive Education.</b>		
<b>Topic: What is inclusive education?</b>		
<b>Study Weeks</b>  ---/---/--- - ---/---/-		<b>Hours CD &gt; SC: 1   ASC: 0</b> <b>Hours CAE &gt;SC:1  ASC: 0   P: 0</b> <b>Hours CAA: 1</b> <b>Hours PPP: 9</b> <b>Hours PPPSC: 0</b>
<b>ORDER</b>	<b>CONTENT</b>	<b>LEARNING STRATEGIES</b>
<b>01</b>	General orientation of the subject.  Socialisation of the syllabus.	Theoretical-Practical Lesson
<b>02</b>	Special educational needs: definition and characteristics. What you need to know first: specific orientations.	Workshop: Group and pair work.
<b>Topic: Inclusive education.</b>		
<b>Study Weeks</b>  ---/---/--- - ---/---/-		<b>Hours CD &gt; SC: 1   ASC: 0</b> <b>Hours CAE &gt;SC:1  ASC: 0   P: 0</b> <b>Hours CAA: 1</b> <b>Hours PPP: 9</b> <b>Hours PPPSC: 0</b>
<b>ORDER</b>	<b>CONTENT</b>	<b>LEARNING STRATEGIES</b>
<b>01</b>	Characterisation of inclusive	Workshop

	education	
<b>02</b>	Practical exercises.	Pair and group work
<b>Topic: Legal framework on inclusive education in the national context.</b>		
<b>Study Weeks</b>		<b>Hours CD &gt; SC: 1   ASC: 0</b>
		<b>Hours CAE &gt;SC:1  ASC: 0   P: 0</b>
---/---/--- - ---/---/-		<b>Hours CAA: 1</b>
		<b>Hours PPP: 9</b>
		<b>Hours PPPSC: 0</b>
<b>ORDER</b>	<b>CONTENT</b>	<b>LEARNING STRATEGIES</b>

<b>01</b>	Legal Framework on Inclusive Education (Ecuadorian Context)	Workshop
<b>02</b>	Practical exercises	Practical exercises Pair and group work
<b>Topic: Legal framework on inclusive education in the international context.</b>		
<b>Study Weeks</b> ---/---/--- - ---/---/-		<b>Hours CD &gt; SC: 1   ASC: 0</b> <b>Hours CAE &gt;SC:1  ASC: 0   P: 0</b> <b>Hours CAA: 1</b> <b>Hours PPP: 9</b> <b>Hours PPPSC: 0</b>
<b>ORDER</b>	<b>CONTENT</b>	<b>LEARNING STRATEGIES</b>
<b>01</b>	Legal Framework on Inclusive Education (International Context)	Workshop
<b>02</b>	Practical exercises.	Pair and group work
<b>UNIDAD II: Special educational needs associated with a disability.</b>		
<b>Topic: Special educational needs.</b>		
<b>Study Weeks</b> ---/---/--- - ---/---/-		<b>Hours CD &gt; SC: 1   ASC: 0</b> <b>Hours CAE &gt;SC:1  ASC: 0   P: 0</b> <b>Hours CAA: 1</b> <b>Hours PPP: 9</b> <b>Hours PPPSC: 0</b>
<b>ORDER</b>	<b>CONTENT</b>	<b>LEARNING STRATEGIES</b>
<b>01</b>	Special educational needs associated with an intellectual disability: physical-motor and	Workshop



	auditory.	
<b>02</b>	Practical exercises	Work in pairs and in groups.
<b>Topic: Pedagogical strategies to address the different learning difficulties of students.</b>		
<b>Study Weeks</b>  ---/---/--- - ---/---/-		<b>Hours CD &gt; SC: 1   ASC: 0</b> <b>Hours CAE &gt;SC:1  ASC: 0   P: 0</b> <b>Hours CAA: 1</b> <b>Hours PPP: 9</b> <b>Hours PPPSC: 0</b>
<b>ORDER</b>	<b>CONTENT</b>	<b>LEARNING STRATEGIES</b>

<b>01</b>	Learning disabilities.	Workshop
<b>02</b>	Behavioural disorder and sensory disability.	Group and pair work
<b>Topic: Physical Disabilities</b>		
<b>Study Weeks</b>  ---/---/--- - ---/---/-		<b>Hours CD &gt; SC: 1   ASC: 0</b> <b>Hours CAE &gt;SC:1  ASC: 0   P: 0</b> <b>Hours CAA: 1</b> <b>Hours PPP: 9</b> <b>Hours PPPSC: 0</b>
<b>ORDER</b>	<b>CONTENT</b>	<b>LEARNING STRATEGIES</b>
<b>01</b>	Physical disabilities - motor	Workshop
<b>02</b>	Physical disability: What is it?  How many types are there?	Group and pair work
<b>Topic: Intellectual Disabilities</b>		
<b>Study Weeks</b>  ---/---/--- - ---/---/-		<b>Hours CD &gt; SC: 1   ASC: 0</b> <b>Hours CAE &gt;SC:1  ASC: 0   P: 0</b> <b>Hours CAA: 1</b> <b>Hours PPP: 9</b> <b>Hours PPPSC: 0</b>
<b>ORDER</b>	<b>CONTENT</b>	<b>LEARNING STRATEGIES</b>
<b>01</b>	What are the signs of intellectual disability? Mild, moderate, severe and profound intellectual disability.	Theoretical and practical lesson.

02	Characterisation of inclusive education. Legal aspects of inclusive education. Special educational needs associated with a disability.	Written Evaluation
<b>UNIDAD III: Special educational needs not associated with a disability</b>		
<p><b>Topic: Programme of curricular adaptations associated with special needs.</b></p> <p><b>Study Weeks</b></p> <p>---/---/--- - ---/---/-</p> <p><b>Hours CD &gt; SC: 1   ASC: 0</b>  <b>Hours CAE &gt; SC: 1   ASC: 0   P: 0</b>  <b>Hours CAA: 1</b>  <b>Hours PPP: 9</b></p>		

<b>Hours PPPSC: 0</b>		
<b>ORDER</b>	<b>CONTENT</b>	<b>LEARNING STRATEGIES</b>
<b>01</b>	Inclusive education Theoretical- practical lesson	Theoretical-practical lesson
<b>02</b>	Curricular adaptations according to the level of concreteness Pair work and group work	Pair work and group work
<b>Topic: Educational needs with specific learning difficulties.</b>		
<b>Study Weeks</b>  ---/---/--- - ---/---/-		<b>Hours CD &gt; SC: 1   ASC: 0</b> <b>Hours CAE &gt;SC:1  ASC: 0   P: 0</b> <b>Hours CAA: 1</b> <b>Hours PPP: 9</b> <b>Hours PPPSC: 0</b>
<b>ORDER</b>	<b>CONTENT</b>	<b>LEARNING STRATEGIES</b>
<b>01</b>	Interpretation of learning disability concepts.	Theoretical-practical class.
<b>02</b>	Cognitive difficulties	Work in pairs and in groups.
<b>Topic: Classification of educational needs.</b>		
<b>Study Weeks</b>  ---/---/--- - ---/---/-		<b>Hours CD &gt; SC: 1   ASC: 0</b> <b>Hours CAE &gt;SC:1  ASC: 0   P: 0</b> <b>Hours CAA: 1</b> <b>Hours PPP: 9</b> <b>Hours PPPSC: 0</b>
<b>ORDER</b>	<b>CONTENT</b>	<b>LEARNING STRATEGIES</b>
<b>01</b>	Classification of special	Theoretical and practical class.

	educational needs.	
<b>02</b>	Basic needs and specific needs.	Work in pairs and in groups.
<b>Topic: Specialised education.</b>		
<b>Study Weeks</b>		<b>Hours CD &gt; SC: 1   ASC: 0</b>
---/---/--- - ---/---/-		<b>Hours CAE &gt;SC:1  ASC: 0   P: 0</b>
		<b>Hours CAA: 1</b>
		<b>Hours PPP: 9</b>
		<b>Hours PPPSC: 0</b>
<b>ORDER</b>	<b>CONTENT</b>	<b>LEARNING STRATEGIES</b>

<b>01</b>	Specialised and inclusive education  Theoretical-practical class	Pair and group work -
<b>02</b>	Pedagogical bases of curriculum  design according to special  educational needs.	written evaluation.
<b>UNIDAD IV: Curricular Adaptations</b>		
<b>Topic: What curricular adaptations mean</b>		
<b>Study Weeks</b>  ---/---/--- - ---/---/-		<b>Hours CD &gt; SC: 1   ASC: 0</b> <b>Hours CAE &gt;SC:1  ASC: 0   P: 0</b> <b>Hours CAA: 1</b> <b>Hours PPP: 9</b> <b>Hours PPPSC: 0</b>
<b>ORDER</b>	<b>CONTENT</b>	<b>LEARNING STRATEGIES</b>
<b>01</b>	Curricular Adaptations: What are they and how to make them?	Theoretical and practical lesson
<b>02</b>	Origin of curricular adaptations	Analysis and composition of maps.
<b>Topic: Curricular Adaptations General and Conceptual Aspects</b>		
<b>Study Weeks</b>  ---/---/--- - ---/---/-		<b>Hours CD &gt; SC: 1   ASC: 0</b> <b>Hours CAE &gt;SC:1  ASC: 0   P: 0</b> <b>Hours CAA: 1</b> <b>Hours PPP: 9</b> <b>Hours PPPSC: 0</b>
<b>ORDER</b>	<b>CONTENT</b>	<b>LEARNING STRATEGIES</b>
<b>01</b>	Changes and modifications in content. Methods Structures and	Theoretical-practical lesson

	Strategies.	
<b>02</b>	Types of curricular adaptations.  Legal framework of curricular adaptations.	Debate
<b>Topic: Identification and assessment of educational needs</b>		
<b>Study Weeks</b>		<b>Hours CD &gt; SC: 1   ASC: 0</b>
---/---/--- - ---/---/-		<b>Hours CAE &gt;SC:1  ASC: 0   P: 0</b>
		<b>Hours CAA: 1</b>
		<b>Hours PPP: 9</b>

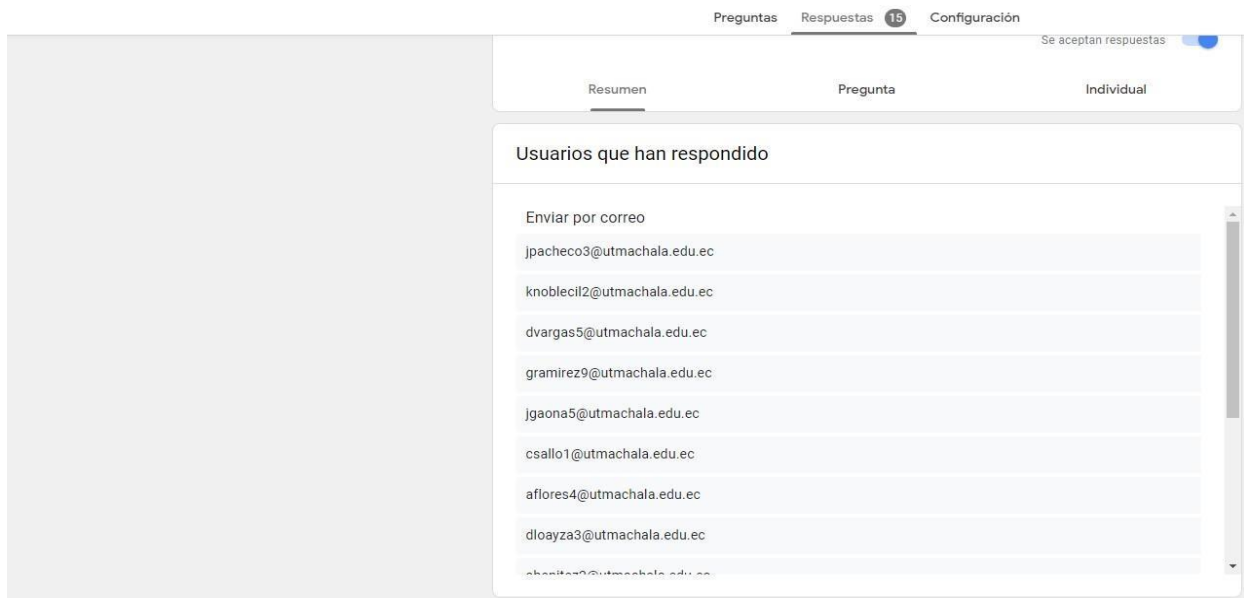
<b>Hours PPPSC: 0</b>		
<b>ORDER</b>	<b>CONTENT</b>	<b>LEARNING STRATEGIES</b>
<b>01</b>	Classification of educational needs:  according to type and interest.	Analysis
<b>02</b>	Development and Inclusion  Programmes when participating  and achieving quality learning	Structuring
<b>Topic: Curricular Adaptations Process.</b>		
<b>Study Weeks</b>  ---/---/--- - ---/---/-		<b>Hours CD &gt; SC: 1   ASC: 0</b> <b>Hours CAE &gt;SC:1  ASC: 0   P: 0</b> <b>Hours CAA: 1</b> <b>Hours PPP: 9</b> <b>Hours PPPSC: 0</b>
<b>ORDER</b>	<b>CONTENT</b>	<b>LEARNING STRATEGIES</b>
<b>01</b>	Techniques and procedures when  making a curricular adaptation	Workshop
<b>02</b>	Special educational needs,  curricular adaptations, general and  conceptual aspects,	Written exam



# PHOTOGRAPHIC ANNEXES

## PHOTOGRAPHIC ANNEXES 1

Mejora de las prácticas pre profesionales  



The screenshot shows a Q&A interface with the following elements:

- Navigation tabs: Preguntas, Respuestas (15), Configuración
- Status: Se aceptan respuestas (with a blue toggle)
- Sub-tabs: Resumen, Pregunta, Individual
- Section: Usuarios que han respondido
- Option: Enviar por correo
- List of email addresses:
  - jpacheco3@utmachala.edu.ec
  - knoblecil2@utmachala.edu.ec
  - dvargas5@utmachala.edu.ec
  - gramirez9@utmachala.edu.ec
  - jgaona5@utmachala.edu.ec
  - csallo1@utmachala.edu.ec
  - aflores4@utmachala.edu.ec
  - dloayza3@utmachala.edu.ec
  - chaita2@utmachala.edu.ec

## PHOTOGRAPHIC ANNEXES 2



Mejora de las prácticas pre profesionales - Escala Likert



Preguntas Respuestas **15** Configuración

15 respuestas



Se aceptan respuestas

Resumen

Pregunta

Individual

Usuarios que han respondido

Enviar por correo

nanaluisa1@utmachala.edu.ec

aflores4@utmachala.edu.ec

jpacheco3@utmachala.edu.ec

dvargas5@utmachala.edu.ec

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jgaona5@utmachala.edu.ec

esalla1@utmachala.edu.ec

**PHOTOGRAPHIC ANNEXES 3**



## PHOTOGRAPHIC ANNEXES 4

The number indicates the teachers who rated in favour in the corresponding column.

Criteria	Indicators	Deficient 1 point	Regular 2 points	Good 3 points	Very good 4 points	Excellent 5 points
Clarity	It is written in appropriate language			4	1	3
Objectivity	Expresses observable issues				5	3
Organisation	Its parts are logically ordered			3	2	3
Sufficiency	It covers the necessary aspects of the subject				5	3

Intentionality	It is suitable for a subject on special educational needs.			1	4	3
Relevance	It is useful for the purpose for which it is intended				5	3
Actuality	It is written in current terminology on the subject.			1	5	2

