



UTMACH

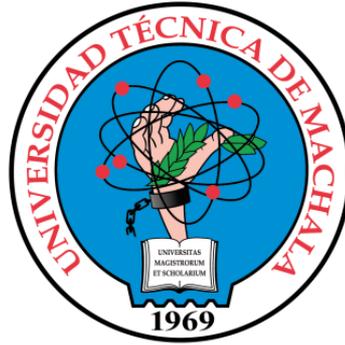
UNIDAD ACADÉMICA DE CIENCIAS SOCIALES

CARRERA DE CIENCIAS DE LA EDUCACIÓN MENCIÓN
INGLÉS

APPLICATION OF STRATEGIES SUCH AS MONITORING AND
TEACHERS MOVEMENT TO IMPROVE THE CLASSROOM
MANAGEMENT WHEN PERFORMING AN ENGLISH LESSON.

JARA PINTO MARÍA ESTHER

MACHALA
2016



UTMACH

UNIDAD ACADÉMICA DE CIENCIAS SOCIALES

CARRERA DE CIENCIAS DE LA EDUCACIÓN MENCIÓN
INGLÉS

APPLICATION OF STRATEGIES SUCH AS MONITORING AND
TEACHERS MOVEMENT TO IMPROVE THE CLASSROOM
MANAGEMENT WHEN PERFORMING AN ENGLISH LESSON.

JARA PINTO MARÍA ESTHER

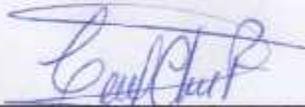
MACHALA
2016

Nota de aceptación:

Quienes suscriben CHAMBA ZAMBRANO JOHN MARCELO, CHAMAIDAN ROMERO MARIA CECILIA y ZALDUA MORAN EDDY MARSHEL, en nuestra condición de evaluadores del trabajo de titulación denominado APPLICATION OF STRATEGIES SUCH AS MONITORING AND TEACHERS MOVEMENT TO IMPROVE THE CLASSROOM MANAGEMENT WHEN PERFORMING AN ENGLISH LESSON., hacemos constar que luego de haber revisado el manuscrito del precitado trabajo, consideramos que reúne las condiciones académicas para continuar con la fase de evaluación correspondiente.



CHAMBA ZAMBRANO JOHN MARCELO
0702018177
ESPECIALISTA 1



CHAMAIDAN ROMERO MARIA CECILIA
0703774034
ESPECIALISTA 2



ZALDUA MORAN EDDY MARSHEL
0702640103
ESPECIALISTA 3



JIMENEZ BARRETO TANIA DEL ROCIO
0701906299
ESPECIALISTA SUPLENTE

Urkund Analysis Result

Analysed Document: jara pinto maria esther.pdf (D21115168)
Submitted: 2016-07-18 23:52:00
Submitted By: sebasther_86@hotmail.com
Significance: 0 %

Sources included in the report:

Instances where selected sources appear:

0

CLÁUSULA DE CESIÓN DE DERECHO DE PUBLICACIÓN EN EL REPOSITORIO DIGITAL INSTITUCIONAL

El que suscribe, JARA PINTO MARÍA ESTHER, en calidad de autor del siguiente trabajo escrito titulado APPLICATION OF STRATEGIES SUCH AS MONITORING AND TEACHERS MOVEMENT TO IMPROVE THE CLASSROOM MANAGEMENT WHEN PERFORMING AN ENGLISH LESSON., otorga a la Universidad Técnica de Machala, de forma gratuita y no exclusiva, los derechos de reproducción, distribución y comunicación pública de la obra, que constituye un trabajo de autoría propia, sobre la cual tiene potestad para otorgar los derechos contenidos en esta licencia.

El autor declara que el contenido que se publicará es de carácter académico y se enmarca en las disposiciones definidas por la Universidad Técnica de Machala.

Se autoriza a transformar la obra, únicamente cuando sea necesario, y a realizar las adaptaciones pertinentes para permitir su preservación, distribución y publicación en el Repositorio Digital Institucional de la Universidad Técnica de Machala.

El autor como garante de la autoría de la obra y en relación a la misma, declara que la universidad se encuentra libre de todo tipo de responsabilidad sobre el contenido de la obra y que él asume la responsabilidad frente a cualquier reclamo o demanda por parte de terceros de manera exclusiva.

Aceptando esta licencia, se cede a la Universidad Técnica de Machala el derecho exclusivo de archivar, reproducir, convertir, comunicar y/o distribuir la obra mundialmente en formato electrónico y digital a través de su Repositorio Digital Institucional, siempre y cuando no se lo haga para obtener beneficio económico.

Machala, 22 de septiembre de 2016


JARA PINTO MARÍA ESTHER
0704803113

GRATITUDE

I am grateful to God for giving me the opportunity to keep going with a lot of strength. To my parents for giving me their help and support which both allowed me to finish this project.

ACKNOWLEDGEMENT

The way has not been easy, but the acquired experience is invaluable. I thank everyone that has been actor in my academic-professional preparation. Especially those who have offered me their hearty help in the ups and downs of my life, my parents, my friends, teachers, and our tutor of the career who has unconditionally done his best to get ahead with it.

ABSTRACT

The present research is focused on the exploration and identification of suitable strategies used to improve the classroom management, which is led by the teacher. The right classroom management increases to the maximum level of learning opportunities in students. This is why the use of strategies plays an important role in the educational process.

The strategies that will be mentioned are: the teacher monitoring, which help to supervise, organise and enhance the instructions. It also allows a better disciplinary control in the classroom. The teacher must be prepared to face the educational environment because it is a big challenge that the teacher will show his abilities. The main aim is to educate his students and his management must be focused on the challenge of sharing his knowledge with them.

The teacher's dynamism must be significant in his performance. Monitoring the classroom is a continuous process that joins the professional practice where observation, feedback, debate, critical-reflexive and creative analysis take place over his performance in the classroom. Its objective is to achieve effectiveness in the role of the teacher in a way to improve the teaching-learning process.

Nowadays education needs qualified trainers. They have to be capable to cope with its context. They also have to be multidisciplinary and be able to satisfy the needs required by their students. Training emerges like a tool that not only transfers the legacy for current and future generations but also it is the environment whereby we must instil and arouse curiosity.

Key words: strategy, classroom management, educative process, teacher monitoring, abilities, teaching learning process, education.

RESUMEN

Este trabajo se enfoca a la exploración e identificación de la aplicación de estrategias adecuadas para mejorar el manejo del aula a cargo del maestro, el manejo efectivo del salón de clase aumenta al máximo las oportunidades de aprendizaje de los estudiantes, por ello la importancia del uso de las estrategias es relevante en el proceso educativo.

Entre las estrategias que se mencionaran es el monitoreo docente que realiza la supervisión, organización y fortalecimiento de la instrucción, además permite el mejor control de la disciplina en las aulas. El docente debe estar preparado para enfrentar el medio educativo, ya que es un gran reto en donde reflejara sus habilidades, la principal tarea es educar a sus alumnos y su gestión debe estar centrada en el desafío de transmitir sus conocimientos a cada uno.

La dinámica del maestro debe ser significativa en su desempeño, el monitoreo es un proceso continuo que acompaña y forma parte de la práctica profesional donde tiene lugar la observación, retroalimentación, el debate y análisis crítico-reflexivo y creativo sobre su desempeño en el salón de clase. Tiene como objetivo lograr la eficiencia en el ejercicio del docente por mejorar la calidad del proceso enseñanza-aprendizaje.

La educación actualmente requiere de formadores competentes capaces de desenvolverse en su contexto, multidisciplinarios y puedan satisfacer las necesidades requeridas de sus alumnos. La instrucción surge como una herramienta que no solo traslada el legado a las actuales y futuras generaciones, sino también es el entorno por medio del cual se debe inculcar y despertar la curiosidad.

Palabras claves: estrategias, manejo del aula de clase, proceso educativo, monitoreo docente, habilidades, proceso enseñanza aprendizaje, educación.

TABLE OF CONTENTS

GRATITUDE.....	1
ACKNOWLEDGEMENT	2
ABSTRACT.....	3
RESUMEN	4
INTRODUCTION	6
THEORETICAL FRAMEWORK	8
CONCLUSIONS.....	15
REFERENCE	16
ANNEXES.....	17

INTRODUCTION

Education is relatively in a permanent change in its different areas. That is why teachers have always needed a big gallery of strategies and techniques leaded to the perfection of teaching activity. It must set its methodology to adapt these changes including teaching strategies that promote important goals in the students.

Strategies are essential tools that must be managed in the classroom since they give support to both teacher and student. They also follow a determined purpose which is learning, problem solution, and academic necessities, because it is not an easy task that teachers perform, although many of them leave apart the application of these procedures. The used methods are traditional and they do not satisfy the contemporary student's needs. They are not committed to lead a purpose.

Such is the case this research is guided to determine how lack of strategies performance affects, such as monitoring and teacher movement to improve the classroom managing when an English lesson is performed in Dr. Modesto Chavez Franco high school since it is a very important factor in the teaching-learning process. To get the required information, a bibliographic research will be done. It will give us a wide pursuit in reliable scientific documents.

On the other hand, English is a foreign language which requires many skills to learn it. That is why students find it difficult and they lose interest, so the lesson is not essential for them anymore. This is the reason why teachers must encourage the learning process with appropriate techniques. These strategies are guided to information research of pedagogical process and it also verifies the set activities to be done in the classroom supervised and controlled by the teacher.

Establishing strategies is required in the teacher performance of the Dr. Modesto Chavez Franco high school, according to influence them with efficiency and motivation to use every tool they have to reflect their strengths and human skills in the classroom educating students with enterprising ideas, using effective strategies at monitoring.

THEORETICAL FRAMEWORK

TOPIC: Application of strategies such as monitoring and teachers movement to improve the classroom management when performing an English lesson

They are techniques, activities and resources that the teacher applies with objectives that achieve a determined and successful goal, they also have important components such as contents, objectives and evaluation and they tend to perform the learning process more effective.

According to Herrera, learning techniques and learning strategies are not similar terms. Learning techniques are determined activities mechanically developed by the student. For example: repetition, underlining, schemes, questions, deductions, etc. while learning strategies are a way of actions to follow since they are linked with the achievement of objectives led to learning.

It is said that there is another kind of teaching strategies that the teacher applies in the classroom such as: conceptual maps, analogies, videos, among others. The innovative strategies are those focused in the authentic problem solution. The teacher is the one that chooses which strategy to apply. However, there are many situations which do not involve the learner, so it plays a passive role in the process. Because of that, it is important to master the application of new methodologies in the classroom. (MA.Damaris Cordero, 2011)

All those teaching tools mentioned above are useful because they visualize how planning activities are organized and lead with the use of all didactic resources and are matched to the process. It means, the explanation of how and what that will be done without leaving apart the students' activities. Worth considering the context where learning is produced, the concatenation between the individual and group work, teacher-student and student-student communication need to strengthen their self-learning because the teacher is the lead manager.

The diversity of criteria related to this terminology like essential characteristics for both a learning conception and for a strategic process, is recognized the following ones:

- Subordination of teaching actions that leads students' activity to achieve the set objectives.
- The selected methods are guided to questioning, searching, processing of information, recognition of identity, learning self-regulation, development of critical thinking, and problems solution.
- Metacognition value, the student must be able to have control on the learning process and identify its strategies, its methods to solve problems and the knowledge to do it.
- The importance of communication and the social interactions in the process.
- Development of a positive attitude guided to learning and student's autonomy respect. (Nancy Montes de Oca Recio, 2011)

Classroom management is a term used by teachers to describe the methods to prevent misbehaviour and to treat it if required. It is one of the most feared parts for new teachers in education. For students, the minimal classroom managing may mean that learning is reduced in a limited space like the classroom. (Reddy, 2014)

On the other hand, classroom management is an effective discipline that prepares the lesson with motivation and student self-esteem building, it creates a safe and comfortable learning environment and it shows teacher creativity in every lesson.

According to the studies in the last decades, there are five strategies for classroom management. These strategies are called "Las Cinco Grandes"; every aspirant teacher must learn and practice them.

1. Rules

Teachers must develop a limited set of expectations positively declared to behaviour. These expectations should not be limited to be shown in the classroom; on the other side of the fence, they must be taught in an explicit way through discussion, practice, and the rules have to be applied equally and transparently.

2. Routines

Teachers must teach routines and procedures, including specific patterns about how to act in various situations for instance, coming in the classroom, homework submitting, etc. These routines must be taught at the beginning of the scholar year and they must be checked through the academic period.

3. Compliment

Teacher must enhance positive behaviour using compliments and others rewards. They must be specific, for example: “You are good for finding your sit rapidly”, “well done for sharing your pens”

4. Misbehaviour

Misbehaviour must be punished, and consequences must be applied typically according to the severity level.

5. Engagement

This technique is tightly attached to the education quality. Teachers must participate constantly with their students either preparing an interesting lesson that catches students’ attention or creating common opportunities for the participation. Students who are involved in that lesson generally have a great deal more inclination to act out. (Julie Greenberg, 2014)

Education nowadays is focused to recognize that it is essential to have a different education that allows people to face new and diverse situations with such a successful guarantee. Experts in education propose promoting learning environments that are a way to increase knowledge. Israel (2005), proposes instructional strategies to improve the metacognition in the classroom, within them a checklist is considered, which includes three main categories (planning, monitoring, and evaluation), it will allow the control of the classroom performance. (Fatemeh Khonamri, 2011)

Strategies application such as monitoring and teacher movement in the classroom development must predominate in the classroom, they are the ones that supervise, organize and enhance the student's education. They involve knowledge feedback to filling in gaps, to control interclass task development to look out the students' behaviour.

The teacher assumes skills and attitudes that allow creating an active and solid environment. Teacher knowledge must supply questioning in a way to promote confidence to enhance students' understanding, and to get excellent results. Appropriate teacher control on the space will make lesson development effective, considering the following aspects:

Planning

- What is the lesson nature?
- What is my goal?
- What kind of information and strategy do I need?
- How much time and resources will I need?

Monitoring

- Do I have a clear idea about what I am doing?
- Does this task make sense?
- Am I reaching my goals?
- Do I need to make changes?

Evaluation

- Have I reached my goals?
- Would I make something different next time?

The teacher has been the only protector and giver of knowledge since immemorial times. The teacher role depends primordially on the adopted methodology for knowledge diffusion. That is why teacher quality must be an essential element, another aspect of the institutional quality, such as the quantity, the output level, skills, attitude, environmental consciousness, and abilities for life, etc. Teacher quality involves the minimal qualifications to perform the profession. (Dr. Balju k.nath, 2010)

The teacher is who manages the lesson, and uses adequate strategies to make it successful. Classroom organizations determine the teacher-student interaction and at the same time the way to teach and learn. For that reason, monitoring and teacher movement are very important, and the teacher ought to apply some points in the classroom organization, for example:

- Teacher movement in the classroom space organization.
- Making physical and visual contact with students.
- Encouraging the teacher-student interaction.
- Facilitating group works.
- Creating learning corners as a way to attend the diversity.
- Allow students to see the board with no difficulties.
- There should not be permanent sit arrangement. Every now and again, it can vary.
- Moving in the smallest spaces, it is necessary to explore every space in the classroom to show them.

These points encourage the developing and managing the class in any subject. Teacher attitude is what should predominate.

Within the effectiveness in the teacher role, we have to point out the “teacher leaders”. They are experienced with a well-respected behaviour model. They are innovative, organised, facilitators of collaboration and confidence to learn. They own communication skills. They show their high level of professionalism and their commitment with the student. They also show their learning passion with the students. They take the initiative of eliciting people to reach a purpose. (Angela Lumpkin, 2014)

We have to know that every movement and sound has a communication purpose. Here is where the teacher realises that their own presence and non-verbal communication is used. It involves everything that is not specifically verbal (expressed by words). It means, the way how a person expends time and space, body movements (eye contact, visual expressions, gestures and posing), voice and objects are essential part of all the messages sent. (Fernandez J. M., 2007)

The teacher must be conscious of the sent messages in verbal or non-verbal way. He must improve and not contradict them. The body movement message must show vivacity and animation, calm and security. To make it possible he needs to put into practice the knowledge, skills and sensitivity in the non-verbal communication.

Every strategy that can be used in a classroom to improve its managing must be used correctly, always considering the context in which we are going to work.

Some researches in the educative field have tried to define the main characteristics in the effective classroom practice. These characteristics go further than the specific aspects of behaviour in teaching to cover another important such as planning and organization, student comprehension, evaluation and teacher-student relationship. (Ko, 2013)

To determine how it affects when we do not know strategies for a better classroom management, we have to consider the main cause that makes it appear in the educative field. After doing the researching, the teacher is the main character in the knowledge construction, motivator of learning, creator of means and instruments, and the strategist to prepare a class. It means that the teacher preparation is a fundamental element to continue teaching.

Teachers' preparation is a continuous, systematic and organised process. It involves their entire career. It is also a complex social process and it can go through various levels: training, updating, specialization and professionalization. This preparation shows conditions to be accomplished such as, knowledge and abilities required in the teaching-learning process. The purpose of the preparation of the teacher is to train him in pedagogy and didactics that allow him to increase his conceptual and theoretical frame. (Laredo, 2013)

If the teacher is not integral-prepared, it means that he will not be able to take over a lesson. He will not apply the strategies correctly, even worst he would not know neither the meaning of a strategy nor what it involves. Finally, his lack of knowledge would affect deeply the teaching-learning process.

CONCLUSIONS

Strategies are essential tools to improve the development of a lesson and its influence is transcendental in the teaching learning process. The main character is the teacher because they are their own shield to protect themselves in the educational field, which is a challenge to deal constantly due to its permanent changes and for that reason the teacher must have an integral and progressive preparation.

Didactic strategies design represents an integrated point of the procedures that allows student to build their knowledge. Thence their importance in teaching is responsibility of the teacher to manage the essential elements to design it.

Teacher monitoring and movement are effective strategies to manage the classroom. At his stage the teacher shows his creativity, calm and harmony and he will put into practice his skills and his wide didactic-pedagogical knowledge.

Finally, the teaching profession requires the domain of a set of elements and procedures to reach the goals with success. Making them work is a big challenge, but it is not impossible to achieve it.

REFERENCE

- Angela Lumpkin, H. c. (2014). *Key characteristics of teacher leaders in schools*. Recuperado el 15 de July de 2016, de eric: <http://files.eric.ed.gov/fulltext/EJ1058520.pdf>
- Dr. Balju k.nath, M. M. (may de 2010). *Teacher-pedagogy approach for sustainable proficiency*. Recuperado el 9 de julio de 2016, de eric: <http://files.eric.ed.gov/fulltext/ED507759.pdf>
- Fatemeh Khonamri, E. M. (30 de april de 2011). *Metacognitive awareness and comprehension monitoring* . Recuperado el 28 de junio de 2016, de eric: <http://files.eric.ed.gov/fulltext/EJ1051525.pdf>
- Fernandez, J. M. (june de 2007). *El comportamiento no verbal en el aula*. Recuperado el 15 de julio de 2016, de scielo: http://www.scielo.org.ve/scielo.php?script=sci_arttext&pid=S0798-43242007000100010
- Julie Greenberg, H. P. (january de 2014). *Training our future teachers*. Recuperado el 22 de june de 2016, de eric: <http://files.eric.ed.gov/fulltext/ED556312.pdf>
- Ko, J. (2013). *effective teaching: a review of research and evidence*. Recuperado el 15 de July de 2016, de eric: <http://files.eric.ed.gov/fulltext/ED546794.pdf>
- Laredo, M. M. (julio-diciembre de 2013). *una aproximacion a la profesionalizacion docente*. Recuperado el 17 de July de 2016, de dialnet: <https://dialnet.unirioja.es/servlet/articulo?codigo=4746093>
- MA.Damaris Cordero, M. G. (julio-diciembre de 2011). *Estrategias de enseñanza innovadoras: un reto para el docente actual*. Recuperado el 28 de junio de 2016, de dialnet: <https://dialnet.unirioja.es/servlet/articulo?codigo=5409409>
- Nancy Montes de Oca Recio, E. F. (septiembre-diciembre de 2011). *Estrategia docentes y metodos de enseñanza-aprendizaje en la educacion superior*. Recuperado el 28 de junio de 2016, de scielo: http://scielo.sld.cu/scielo.php?script=sci_arttext&pid=S1727-81202011000300005
- Reddy, L. A. (november de 2014). *Teacher progress monitoring of instructional and behavioral managment practices: an evidence-based approach to improving classroom practices*. Recuperado el 25 de june de 2016, de eric: <http://files.eric.ed.gov/fulltext/EJ1089170.pdf>

ANNEX N#1

<https://dialnet.unirioja.es/servlet/articulo?codigo=5409409>



[Buscar](#)

[Revistas](#)

[Tesis](#)

[Congresos](#)

[Registrarse](#)

Estrategias de Enseñanza Innovadoras

un reto para el docente actual

Autores: Damaris Cordero Badilla, Gineth Pizarro Chacón

Localización: *Ensayos Pedagógicos*, ISSN-e 2215-3330, ISSN 1659-0104, Vol. 6, N.º. 2, 2011, págs. 189-203

Idioma: español

[Texto completo \(pdf\)](#)

Resumen

El trabajo presenta una visión moderna del proceso de enseñanza que requiere que los docentes se adapten a las nuevas técnicas metodológicas que le permitan estimular, enriquecer y fomentar actividades académicas útiles y efectivas en el proceso de aprendizaje de los estudiantes. Por eso el propósito de este trabajo es analizar aspectos que influyen negativamente en la enseñanza, y sobre estrategias de enseñanza innovadoras que sirvan como herramientas para lograr maximizar el potencial académico de los estudiantes. Primero, se presenta el proceso de enseñanza tradicional y el proceso de enseñanza actual para las estrategias metodológicas. Después se presenta este desarrolla su proceso de aprendizaje. El comprender e implementar estos estilos ayudará a visualizar la diversidad en el aprendizaje como parte de cualquier salón de clase. Finalmente, se mencionan diferentes estrategias de enseñanza innovadoras y efectivas que permiten al docente visualizar al educando como un ente activo en el desarrollo de sus habilidades académicas.

Estrategias de aprendizaje

Brandt (1998, p. 56) define a las estrategias de aprendizaje como "las estrategias metodológicas y técnicas de aprendizaje que varían de acuerdo con los objetivos y contenidos del estudio y aprendizaje de la formación previa de los participantes, posibilidades, capacidades y limitaciones personales de cada quien". En otras palabras, todas aquellas actividades, técnicas y recursos que se planean según los objetivos que se pretende alcanzar y con la finalidad de hacer más efectivo el proceso de aprendizaje. Este representa a su vez componentes fundamentales del proceso de aprendizaje en conjunto con los contenidos, los objetivos y la evaluación de los aprendizajes (Herrera, 2004).

Mientras tanto, aclara Herrera (2004), existe diferencia entre lo que son técnicas de aprendizaje y estrategias de aprendizaje. Las técnicas de aprendizaje son todas aquellas actividades específicas que realizan los estudiantes de forma mecánica cuando aprenden tales como repetición, subrayar, esquemas, preguntas, deducciones e inducciones,

ANNEX N#2

http://scielo.sld.cu/scielo.php?script=sci_arttext&pid=S1727-81202011000300005



Humanidades Médicas

versión On-line ISSN 1727-8120

Rev Hum Med vol.11 no.3 Ciudad de Camagüey sep.-dic. 2011

REVISIÓN BIBLIOGRÁFICA

Estrategias docentes y métodos de enseñanza-aprendizaje en la Educación Superior

Teaching strategies and teaching-learning methods within Higher Education

Nancy Montes de Oca Recio^I, Evelio F. Machado Ramírez^{II}

I. Doctora en Ciencias Pedagógicas, Licenciada en Educación especialidad Matemática, Máster en Investigación Educativa, Profesora Titular, Universidad de Camagüey Ignacio Agramonte y Loynaz, Centro de Estudio de la Ciencia de la Educación Enrique José Varona, Circunvalación Norte Km 5 ½, Camagüey, Cuba, CP. 70600. nancymdeoca2002@yahoo.es

II. Doctor en Ciencias, Doctor en Ciencias Pedagógicas, Licenciado en Educación especialidad Lengua Inglesa, Profesor Titular, Universidad de Ciencias de la Cultura Física y el Deporte Ramón Piti Fajardo, Facultad de estudios e Investigaciones Pedagógicas de la Cultura

A pesar de la diversidad de criterios en cuanto a la terminología utilizada e independientemente de las diferencias en la nomenclatura, como características esenciales de las estrategias docentes tanto para una concepción del aprendizaje como para un proceso estratégico se reconocen las siguientes:

- Las acciones de enseñanza se subordinan al aprendizaje y guían la actividad de los alumnos para alcanzar los objetivos propuestos.
- Los métodos seleccionados están orientados a propiciar el cuestionamiento, la actitud de búsqueda, el procesamiento de la información, el reconocimiento de la propia identidad, el aprender a autorregularse, el desarrollo de un pensamiento crítico y la solución de problemas.
- El importante valor de la metacognición, pues el estudiante debe ser capaz de tener un control de su proceso de aprendizaje e identificar sus estrategias, sus métodos para resolver problemas, así como el conocimiento que necesita para ello.
- La importancia de la comunicación y las interacciones sociales en el proceso de enseñanza-aprendizaje, donde se socializa el conocimiento individual, enriqueciéndolo y potenciándolo en el conocimiento colectivo que surge como producto de la actividad grupal, por lo que se debe estimular la cooperación entre los participantes y el desarrollo de habilidades de trabajo en grupo.
- El desarrollo de la actitud positiva hacia el aprendizaje y el respeto por la autonomía del estudiante.

Por último se realiza una breve referencia a los métodos de enseñanza-aprendizaje, ya que ellos constituyen la vía, o el camino, que se adopta en la ejecución del proceso de enseñanza-aprendizaje para que, haciendo uso del contenido, los estudiantes puedan alcanzar el objetivo. Constituyen el elemento más dinámico de este proceso que concreta la relación de los sujetos en cada eslabón por los que transita.

Los métodos de enseñanza-aprendizaje se diferencian de las estrategias docentes por su carácter práctico y operativo, mientras que las estrategias se identifican por su carácter global y de coordinación de acciones a mediano y largo plazo. Las estrategias docentes tienen mayor alcance que los métodos de enseñanza-aprendizaje, y como parte de la estrategia docente es necesario seleccionar de forma armónica los métodos que implican acciones productivas en el aprendizaje para alcanzar los objetivos.

Sin embargo, en la práctica no siempre resulta fácil delimitar claramente las fronteras que separan las estrategias docentes de los métodos de enseñanza-aprendizaje, ni de estos con las técnicas y los procedimientos que componen un método. Por ejemplo, algunos prefieren utilizar el término *estrategia de enseñanza-aprendizaje* por el de *métodos de enseñanza-aprendizaje*, otros lo usan indistintamente, lo cual puede limitar el alcance de las primeras, como ya ha sido argumentado.

Entre los métodos de enseñanza-aprendizaje que en los últimos tiempos han sido reconocidos por la Didáctica y que deben estar en el repertorio de los docentes, se encuentran: el aprendizaje basado en problemas, el aprendizaje basado en proyectos, el método de casos, las simulaciones dramatizadas o través de las tecnologías, el método de situación, las discusiones, las dinámicas de grupo y el aprendizaje colaborativo en el que los estudiantes pueden combinarse con técnicas participativas, analogías, demostraciones, mapas

ANNEX N#3

<http://files.eric.ed.gov/fulltext/EJ1089170.pdf>



Collection Thesaurus
teacher progress monitoring Search Advanced Search Tips
 Peer reviewed only Full text available on ERIC

[Back to results](#)

Teacher Progress Monitoring of Instructional and Behavioral Management Practices: An Evidence-Based Approach to Improving Classroom Practices

Reddy, Linda A.; Dudek, Christopher M.

International Journal of School & Educational Psychology, v2 n2 p71-84 2014

In the era of teacher evaluation and effectiveness, assessment tools that identify and monitor educators' instruction and behavior management practices are in high demand. The Classroom Strategies Scale (CSS) Observer Form is a multidimensional teacher progress monitoring tool designed to assess teachers' usage of instructional and behavioral management strategies in elementary school. The present article briefly describes the CSS methodology and psychometric properties. The CSS consists of a three-part assessment: (a) direct classroom observation, (b) Strategy Rating Scales of instruction and behavioral management, and (c) a classroom checklist. A teacher case example is presented to illustrate the CSS's clinical utility in schools. Implications for school psychological practice are outlined.

Descriptors: [Progress Monitoring](#), [Classroom Techniques](#), [Instruction](#), [Teacher Evaluation](#), [Classroom Observation Techniques](#), [Elementary Schools](#), [Rating Scales](#), [Check Lists](#), [Case Studies](#), [Psychometrics](#), [Likert Scales](#)

Routledge. Available from: Taylor & Francis, Ltd., 325 Chestnut Street Suite 800, Philadelphia, PA 19106. Tel: 800-354-1420; Fax: 215-625-2 Web site: <http://www.tandf.co.uk/journals>

CLASSROOM STRATEGIES SCALE

The CSS-Observer Form is grounded in models of effective teaching from over 50 years of research (e.g., Brophy & Good, 1986; Gage, 1978; Marzano, 1998; Marzano, Pickering, & Pollock, 2001; Wittrock, 1986; Walberg, 1986). This body of work has highlighted general features of effective instructional practice linked to positive student learning (e.g., Bennet, 1988; Creemers, 1994; Good & Brophy, 1980; Harris, 1998; Hattie, Biggs, & Purdie, 1996; Scheerens, 1992; Walberg, 1986; Wang, 1991; Wang, Haertel, & Wahlberg, 1993). Under the umbrella of effective teaching, the CSS has been conceptualized to include dimensions of instructional and classroom management practices (e.g., Alberto & Troutman, 2003; Horner, Sugai, Todd, & Lewis-Palmer, 2000, 2005; Kounin, 1970; Schloss & Smith, 1998; Stage & Quiroz, 1997; Walker, Ramsey, & Gresham, 2003).

Based on research, the CSS was developed as a user-friendly multidimensional assessment of instructional and behavioral management strategies. The CSS generates scores that: (a) assess educators' use of empirically supported instructional and classroom behavioral management strategies, (b) identify practice goals for improvement, (c) monitor educators' progress towards practice goals following intervention, (d) provide evidence for professional development and supports (e.g., professional learning committees), and (e) help refine school-wide teacher professional development plans.

ANNEX N#4

<http://files.eric.ed.gov/fulltext/ED556312.pdf>



ERIC

Collection

Thesaurus

training our future teacher

Search

Advanced Search Tips

Peer reviewed only

Full text available on ERIC

[Back to results](#)

Training Our Future Teachers: Classroom Management. Revised

Greenberg, Julie; Putman, Hannah; Walsh, Kate

National Council on Teacher Quality

This report examines traditional teacher preparation in classroom management, which is a struggle for many teachers, especially new ones. 122 teacher preparation programs—both elementary and secondary, graduate and undergraduate—were examined to review the full breadth of the professional sequence. The following conclusions are made as a result of including lecture schedules, teacher candidate assignments, practice opportunities, instruments used to observe and provide feedback on teaching episodes, and textbooks in this examination: (1) Most programs can correctly claim to cover classroom management, with only a tiny fraction (less than 3 percent) in the sample ignoring instruction altogether; (2) Most teacher preparation programs do not draw from research when deciding which classroom management strategies are most likely to be effective and therefore taught and practiced; (3) Instruction is generally divorced from practice (and vice versa) in most programs, with little evidence that what gets taught gets practiced; and (4) Contrary to the claims of some teacher educators, effective training in classroom management cannot be embedded throughout teacher preparation programs. The report identifies the classroom management strategies that garner the strongest research support and looks at the extent to which programs teach and offer practice in these strategies in instructional and clinical coursework, as well as in student teaching. Considerable research exists on classroom management, much of it consolidated into three authoritative summaries of 150 studies conducted over the last six decades. The agreement among studies that some classroom management strategies are more likely to be effective than others helped isolate the five most important strategies on which to train teacher candidates. The following training strategies are known as the "Big Five": (1) Rules; (2) Routines; (3) Praise; (4) Misbehavior; and (5) Engagement. The "Big Five" serve as the yardstick for this study, measuring the extent to which teacher preparation programs are training teachers in research-based classroom management strategies. [This January 2014 version of the report includes minor revisions of the original December 2013 version. Listed appendices are not included in this report: (1) Teacher preparation programs included in this study; (2) Methodology; (3) Inventory of research on classroom management in PK-12 classrooms; (4) Crosswalk of classroom management models and the Big Five; (5) Cross-program analyses; (6) How NCTQ [National Council on Teacher Quality] develops standards for the "Teacher Prep Review"; and (7) Sample demographics. Numerous organizations sponsored this work. The full list can be seen in the document.]

Considerable research exists on classroom management, much of it consolidated into three authoritative summaries relevant to the PK-12 grade span: a 2008 summary by Simonson, Fairbanks, Hensch, Myers, and Suggs; a 2011 summary by Osher, Wadley, and Reschly; and another summary published in 2008 by the Institute of Education Sciences, *Reducing Behavior Problems in the Elementary School Classroom*. (See Appendix C for our analysis of this research.) Together these summaries examine over 150 studies conducted over six decades.

Despite the wide variation in research citations in these sources, there is congruence in their findings on essentially five strategies for classroom management. These five carry significant evidence of their effectiveness. For that reason we label them the "Big Five."

THE BIG FIVE

Research-based classroom management strategies that every teacher candidate should learn and practice:

1. RULES

Teachers (or teachers and students collaboratively) should develop a limited set of positively stated expectations for behavior. These expectations should not simply be posted in the classroom; rather, they should be explicitly taught by discussion and practice and applied transparently and equitably.

2. ROUTINES

Teachers should teach routines and procedures, including specific guidelines for how to act in a variety of situations (e.g., arriving in the classroom, turning in homework, working in groups). These routines should be taught at the beginning of the school year and then revisited periodically throughout the year. In turn, teachers should sustain momentum for instruction by orchestrating the management of time and materials by themselves and students, especially in transitions between activities.

3. PRAISE

Teachers should reinforce positive behavior using praise and other rewards. Intangible rewards such as praise¹⁷ should be specific (e.g., "Good job finding your seat quickly," "Great work sharing your crayons," "Asha, Henry, and Dominic all have their homework ready to turn in — well done!") and abundant.¹⁸ Rewards also may be tangible (e.g., a

Training our Future Teachers: Classroom management

No one can learn when the learning environment is not under control, whatever that looks like for each grade and age.

— 3rd grade teacher
Respondent to

prize like a sticker or pencil, or a privilege like extra free time). Rewards can be used for individual or group behavior and may be phased out over time as students' behavior improves by habit.¹⁹ (See the textbox below for more on praise.)

4. MISBEHAVIOR

Just as every parent learns that children will not always follow rules and has an mind consequences for noncompliance, so, too, do teachers's need to determine the appropriate consequences for misbehavior and apply these consequences consistently. Consequences generally follow different levels of severity, escalating to one-on-one conferences with the teacher, detentions, meetings with parents or guardians, and so on.

5. ENGAGEMENT

This technique is closely linked to the quality of instruction. Teachers should consistently engage students in the lesson, whether through creating an interactive lesson that holds students' attention or through building in frequent opportunities for student participation. Students who are involved in the lesson generally have less inclination to act out.

Praise can be used effectively and appropriately

ANNEX N#5

<http://files.eric.ed.gov/fulltext/EJ1051525.pdf>



Collection Thesaurus

metacognitive awareness

Search

Advanced Search Tips

Peer reviewed only Full text available on ERIC

[Back to results](#)

Metacognitive Awareness and Comprehension Monitoring in Reading Ability of Iranian EFL Learners (Monitoreo de la conciencia metacognitiva y de la comprensión en la habilidad lectora de estudiantes iraníes de inglés como lengua extranjera)

Khonamri, Fatemeh; Mahmoudi Kojidi, Elahe

PROFILE: issues in Teachers' Professional Development, v13 n2 p99-111 Oct 2011

We report an investigation on the relationship between metacognitive awareness of reading strategies and comprehension monitoring of language learners in English as a foreign language context. Participants were thirty first year university students majoring in electronics. They completed a questionnaire aimed at discerning the strategies that readers use when coping with academic reading tasks. Participants were then divided into six groups according to their reading proficiency and metacognitive awareness. Think-aloud protocol analysis, error detection and retrospective questions were used to examine the comprehension monitoring of readers. The data were analysed through descriptive statistical procedures as well as t-tests. The results indicated the combined effect of metacognitive awareness of reading strategies and reading ability of academic reading texts on language learners' comprehension monitoring.

Descriptors: [Foreign Countries](#); [Metacognition](#); [Second Language Learning](#); [Reading Ability](#); [Reading Comprehension](#); [Language Proficiency](#); [Protocol Analysis](#); [Statistical Analysis](#); [Academic Discourse](#); [Second Language Instruction](#); [English \(Second Language\)](#); [Reading Strategies](#); [Undergraduate Students](#); [Coping](#); [Error Patterns](#); [Qualitative Research](#)

Universidad Nacional de Colombia. Carrera 30 No. 45-03 Ciudad Universitaria, Bogotá, Colombia. Tel: +571-3165000 Ext. 16760; Fax: +571-3165000 Ext. 16760 or 16773; e-mail: iprofilo_fcbog@unal.edu.co; Web site: <http://www.revistas.unal.edu.co/index.php/profile>

Publication Type: Journal Articles; Reports - Research

Education Level: Higher Education; Postsecondary Education

Authoring: ISB

Koehnert, 2007; Tang, 2002) then started to conduct studies related to comprehension monitoring.

In the same vein, Block (1992) indicated that most research related to comprehension monitoring has been conducted with native English speakers. She claimed, though, that comprehension monitoring is more important for L2 readers, as they will probably encounter more linguistic difficulties than L1 (native speaker) readers do and thus need

strategies that contribute to their knowledge about cognition and what contributes to success or failure on intellectual tasks.

Moreover, Israel (2005) stresses the point that because metacognitive activities involve higher level cognitive processes, teachers should be more aware of their students' cognitive abilities and basic knowledge/skills development. In addition to that, it is important to measure both awareness

PROFILE Vol. 13, No. 2, October 2011. ISSN 1657-0790. Bogotá, Colombia. Pages 99-111

101

Khonamri & Mahmoudi Kojidi

and monitoring because of the plausible reciprocal relations and the effects on successful comprehension through independent strategic processing. Each allows for instructional decision making.

Research Questions and the Hypotheses

For the purpose of this study, the following

It provides information regarding comprehension monitoring of readers which is difficult to obtain by any other procedure. To compensate for the limitations that are associated with this technique, think aloud was accompanied with two other methods (error detection and retrospective questions) in order to have multiple measures of the readers comprehension monitoring.

ANNEX N#6

<http://files.eric.ed.gov/fulltext/ED507759.pdf>



ERIC

Collection

Thesaurus

teacher pedagogy approach for susti

Search

Advanced Search Tips

Peer reviewed only Full text available on ERIC

[Back to results](#)

Teacher-Pedagogy Approach for Sustainable Proficiency

Nath, Baiju K.; Balan, Meera

Online Submission

Quality concerns of an institution shall be explained in terms of hardware and software. The hardware comprises of building and other infrastructural facilities and software involves teachers, students and administrative staff. Various agencies such as National Council for Educational Research & Training (NCERT), National Council for Teacher Education (NCTE), National University for Educational Planning and Administration (NUEPA), State Institute of Educational Management & Training (SIEMAT), Institute for Advanced Study in Education (IASSE), College of Teacher Education (CTE), District Institute of Education for Teacher (DIET) etc. are functioning in our country for the monitoring of school education. First of all, it is essential to identify the major quality determinants for attaining and sustaining quality. Hence the present study attempts to throw light into one of the key aspects of institutional quality namely Teacher and Instructional strategies. The present study follows the procedure of descriptive research. Document analysis was the important tool for the study. Interview with teachers, Head of the Institutions, observation and discussion with experts were also used. Quality of a teacher should be an essential input for institutional quality. Other aspects such as quantity, level of performance, attitude, environmental awareness, peace concerns, life skills acquisition, technological skills, etc. are also highly influential in this regard. Teacher quality involves teacher qualifications, personal professional attributes, and technical ability. Institutional mechanism for teacher effectiveness and aspects of instructional strategies that have influence on quality were also discussed.

Descriptors: [Educational Experience](#), [Educational Quality](#), [Institutional Characteristics](#), [Teaching Methods](#), [Educational Strategies](#), [Teaching \(Occupation\)](#), [Performance Factors](#), [Teacher Effectiveness](#), [Teacher Qualifications](#), [Educational Planning](#), [Educational Research](#), [Educational Administration](#), [Computer Software](#)

TEACHER:

Teacher is the sole custodian and distributor of knowledge from the time immemorial. The role of a teacher mainly depends on the methodology adopted for knowledge dissemination. Hence quality of a teacher should be an essential input for institutional quality. Other aspects such as quantity, level of performance, attitude, environmental awareness, peace concerns; life skills acquisition, technological skills, etc are also highly influential in this regard. Different schedules and appraisal reports are essential for assessing these aspects of teachers at various levels

Teacher Quality

This involves teacher qualifications, personal professional attributes, and technical ability

Teacher qualifications

Minimum qualifications required for the profession to specific levels. There exist common norms at national level for teacher qualifications. There of course will be teachers having additional qualifications in most of the schools. Acquiring

ANNEX N#7

<http://files.eric.ed.gov/fulltext/EJ1058520.pdf>

 Collection Thesaurus
key characteristics of teacher Search [Advanced Search Tips](#)
 Peer reviewed only Full text available on ERIC

[Back to results](#)

Key Characteristics of Teacher Leaders in Schools

Lumpkin, Angela; Claxton, Heather; Wilson, Amanda

Administrative Issues Journal: Education, Practice, and Research, v4 n2 p59-67 2014

Teacher leaders who share their specialized knowledge, expertise, and experience with other teachers broaden and sustain school and classroom improvement efforts. Teacher leaders can transform classrooms into learning laboratories where every student is engaged in relevant and well-designed curricular content, every teacher embraces the use of more effective instructional strategies, and authentic assessments provide evidence of rich student learning. This work describes four essentialities associated with teacher leaders: a focus on student learning, along with the importance of empowerment, relationships, and collaboration. In addition to gleanings insights from the literature, examples of the impact of teacher leaders in schools are provided to demonstrate the importance of each.

Descriptors: [Teacher Leadership](#); [Teacher Characteristics](#); [Academic Achievement](#); [Cooperation](#); [Educational Improvement](#); [Teacher Empowerment](#); [Interprofessional Relationship](#); [Teacher Collaboration](#); [Teachers](#); [Elementary Secondary Education](#)

Southwestern Oklahoma State University, 100 Campus Drive PAX 208, Weatherford, OK 73096. Tel: 580-774-7175; Fax: 580-774-7020; e-mail: ajj@swosu.edu; Web site: <http://www.swosu.edu/academics/ajj/index.aspx>

Who are teacher leaders? They are experienced and respected role models, who are innovative, organized, collaborative, trustworthy, and confident facilitators of learning. They model integrity, have strong interpersonal and communication skills, display the highest level of professionalism, a commitment to students, and expertise, and demonstrate a passion for student learning, while taking the initiative as influential change agents (Bowman, 2004; Danielson, 2006; Katzenmeyer & Moller, 2001; Muijs & Harris, 2003; York-Barr & Duke, 2004). Teacher leaders use data and other evidence in making decisions, recognize opportunities and take the initiative, mobilize people around a common purpose, identify resources and take action, monitor progress and adjust the approach as conditions change, sustain the commitment of others, and contribute to a learning organization (Danielson, 2006). Teacher leaders may be district appointed staff who fulfill specified roles of leadership, like instructional coaches, or they may be confident teachers who naturally assume or are asked to lead their grade level or department team members.

The purpose of this work is to describe four essentialities associated with teacher leaders: focus on student learning, empowerment, relationships, and collaboration (See Figure 1). In addition to gleanings insights from the literature, examples will be provided to demonstrate the importance of each.



Figure 1. Four Ways Teacher Leaders Impact other Teachers

ANNEX N#8

http://www.scielo.org.ve/scielo.php?script=sci_arttext&pid=S0798-43242007000100010



EPISTEME

versión impresa ISSN 0798-4324

EPISTEME v.27 n.1 caracas jun. 2007

El comportamiento no verbal en el aula

JOSÉ MANUEL GUTIÉRREZ FERNÁNDEZ

Catedrático de Filosofía en el I.E.S. Calderón de la Barca

Presidente del centro de Filosofía para Niñ@s del Principado de Asturias

filonenos@hotmail.com

Resumen:

La comunicación no verbal en la interacción alumno-profesor es de gran importancia para comprender y mejorar el proceso de enseñanza-aprendizaje. El/la profesor/a al saber interpretar y manejar las funciones de la comunicación no verbal que cotidianamente las personas emplean, podrá comunicarse con los alumnos de manera más eficaz.

Palabras clave: comunicación no verbal, alumno, profesor, proceso enseñanza-aprendizaje.

Nonverbal behavior in the classroom

Cabe señalar que todo movimiento y todo sonido sirven a un propósito de comunicación. Gran parte de la comunicación no verbal existe a un nivel muy bajo de conocimiento. Con frecuencia enviamos y recibimos sugerencias no verbales de manera inconsciente. Los elementos no verbales incluyen todo aquello que es comunicado y que no es específicamente verbal (expresado por medio de palabras); es decir, la manera como una persona utiliza el tiempo, el espacio, los movimientos del cuerpo (contacto ocular, expresiones faciales, gestos, poses y ademanes), la voz y los objetos son parte esencial de todos los mensajes que una persona envía. Albert Mehrabian, escritor especializado en comunicación no verbal, determinó con sus investigaciones que el noventa y tres por ciento del impacto del mensaje depende de la comunicación no verbal.

El maestro/a, profesor/a debe ser consciente de los mensajes que envía tanto a nivel verbal como no verbal; ambos deben reforzar sus mensajes y no contradecirlos como a menudo sucede. Con el mensaje de sus movimientos corporales, el profesor/a debe proyectar vivacidad y animación, calma y seguridad; para ello requiere que pose los conocimientos, habilidades y sensibilidad en el campo de la comunicación no verbal.

Mi experiencia me ha revelado que al maestro/a se le puede capacitar en el descubrimiento de sus propias expresiones faciales, movimientos corporales, como si la relación que guardan con sus propios sentimientos y pensamientos y, a la vez, poder descubrir mensajes que envían otros a través del análisis de las señales no verbales emitidas.

Las sesiones llevadas a cabo con el profesorado asistente a mis cursos a lo largo de los últimos años, me ha dado pautas de valoración en lo referente a la comunicación no verbal, para explicar los significados de la conducta y la expresión tanto de sí mismos como de sus alumnos.

Asimismo, la calidad de las relaciones entre profesores/as y alumnos/as, de cercanía o distanciamiento, de resistencia e inmovilidad, inclusión, de compromiso y seriedad, de congruencia o contradicción entre lo que se dice y se siente están determinados por la calidad de los contactos no verbales. Los hechos no verbales que tienen mayor importancia en las clases son:

Espacio: las clases están, por lo regular, en territorios donde el maestro/a y un estudiante ocupan áreas dadas. Los lugares que ambos elijan van a determinar sus actitudes de interés o desinterés, acercamiento o alejamiento, participación, etc.

En el momento que un estudiante entra en la clase se enfrenta a una decisión que está relacionada con la manera en que utiliza el espacio. Tiene que decidir donde va a sentarse. Es posible que decida por la última fila y pretender pasar desapercibido; pero también es posible que elija las primeras filas debido a que desea que le presten atención o tal vez, no pasar por alto ninguna explicación del profesor.

El profesor debe tener la capacidad de interpretar el lugar donde se sientan sus alumnos desde el primer día de clase como indicadores de sus sentimientos en relación al curso.

Por otro lado, existen profesores/s que no se mueven de su escritorio, como si fuesen islas de seguridad, donde los

ANNEX N#9

<http://files.eric.ed.gov/fulltext/ED546794.pdf>



Collection Thesaurus
effective teaching a review of researc Search Advanced Search Tips
 Peer reviewed only Full text available on ERIC

[Back to results](#)

Effective Teaching: A Review of Research and Evidence

Ko, James; Sammons, Pamela
CFBT Education Trust

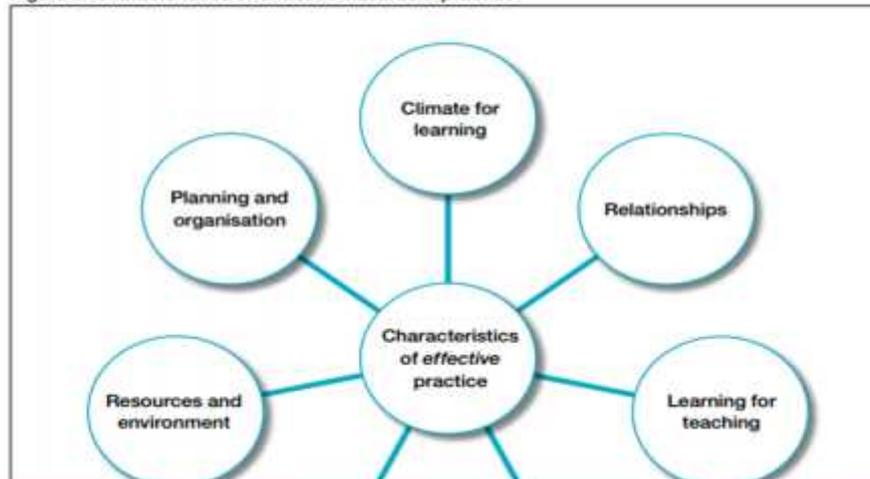
Teachers are one of the key elements in any school and effective teaching is one of the key propellers for school improvement. This review is concerned with how to define a teacher's effectiveness and what makes an effective teacher. It draws out implications for policymakers in education and for improving classroom practice. Teacher effectiveness is generally referred to in terms of a focus on student outcomes and the teacher behaviours and classroom processes that promote better student outcomes. This review, based upon research evidence, suggests that effective teachers: (1) are clear about instructional goals; (2) are knowledgeable about curriculum content and the strategies for teaching it; (3) communicate to their students what is expected of them, and why; (4) make expert use of existing instructional materials in order to devote more time to practices that enrich and clarify the content; (5) are knowledgeable about their students, adapting instruction to their needs and anticipating misconceptions in their existing knowledge; (6) teach students meta-cognitive strategies and give them opportunities to master them; (7) address higher- as well as lower-level cognitive objectives; (8) monitor students' understanding by offering regular appropriate feedback; (9) integrate their instruction with that in other subject areas; and (10) accept responsibility for student outcomes. The review shows that in order to achieve good teaching, good subject knowledge is a prerequisite. Also, the skilful use of well-chosen questions to engage and challenge learners, and to consolidate understanding, is an important feature, as is the effective use of assessment for learning. It goes on to identify a number of characteristics of good schools, suggesting they: (1) establish consistency in teaching and learning across the organisation; (2) engender a culture of professional debate and developmental lesson observation; (3) rigorously monitor and evaluate what they are doing; (4) prioritise the teaching of literacy, especially in a child's early years; and (5) focus on the needs, interests and concerns of each individual learner. [This report was written with Linda Sakkum.]

[Keywords:](#) Teacher Effectiveness; Teacher Characteristics; Teaching Methods; Classroom Techniques; Pedagogics; Educational Research

However, the distribution patterns of the factor scores of the various confirmatory factor analysis models of the two instruments shown there was variation across teachers in the sample for most factors, although this was greater in some areas measured than in others. This also provided some support for a differentiated concept of teacher effectiveness in revealing that variation may exist in teachers' teaching behaviours when the students, working environments, and subjects taught are different.

Combining quantitative evidence derived from analyses of the two systematic observation schedules with detailed analyses of teacher interview data, pupil surveys and qualitative field notes, the ECP research sought to distinguish the main features that are important in creating Effective Classroom Practice, as outlined in Figure 2. These features go beyond the specifics of teaching behaviours to cover other important aspects including planning and organisation, understanding of pupil needs, assessment and teacher-pupil relationships. The research also pointed to the role of professional development and support from other colleagues and senior staff in school in supporting the conditions for effective classroom practice.

Figure 2: Characteristics of effective classroom practice



Una aproximación a la profesionalización docente el caso de la Facultad de Enfermería

Autores: Martha Marín Laredo

Localización: Praxis Investigativa ReDIE: revista electrónica de la Red Durango de Investigadores Educativos, ISSN-e 2067-5111, Vol. 5, N.º 9, 2013, págs. 15-23

Idioma: español

[Texto completo \(pdf\)](#)

Resumen

Español

La profesionalización académica es un proceso que implica formación, capacitación, actualización y especialización orientada hacia la profesionalización de la práctica docente, la investigación y la extensión en las dimensiones disciplinar, metodológico-instrumental, pedagógico-didáctica, humanística y filosófica. Marín (2012) realizó un diagnóstico de necesidades de formación docente de universitarios del área de la salud: Enfermería, Odontología y Psicología y cuyos resultados muestran que más de la mitad de los profesores encuestados (217) refirió que el nivel de necesidad de formación docente era necesaria, más que necesaria y vital, en relación a las dimensiones: planificación de la enseñanza, métodos didácticos, estrategias de enseñanza, relación profesor-estudiante, tecnologías en la enseñanza y evaluación educativa. La Facultad de Enfermería en el 2008 diseñó su plan de estudios por competencias profesionales, el cual está vigente a partir de esa fecha. Este plan no tiene descrito y documentado el Perfil de Docente Universitario, se desconoce cuáles son los conocimientos, habilidades y actitudes pedagógicas y didácticas que deben tener los profesores para responder a los retos de este siglo. Las convocatorias internas y abiertas que emite esta institución educativa para cubrir las materias definitivas e interinas, no contemplan como requisito de ingreso la formación docente, el perfil que se solicita es disciplinar, en algunos casos se toman en consideración la experiencia en la docencia y laboral. A partir de este diagnóstico se diseñó el curso-taller denominado "Introducción a la Formación Docente con Enfoque de Competencias Profesionales Integrales dirigido a profesores definitivos, interinos y de nuevo ingreso". Este contempla las competencias genéricas y transversales, docentes, los saberes teóricos, heurísticos y axiológicos que son necesarios para fortalecer las competencias de los profesores universitarios. Se diseñó en ocho módulos en cada uno de ellos se precisa: escenarios, estrategias y evidencias de aprendizaje y la evaluación. Se impartió a 76 profesores con una duración de 60 horas (teoría y práctica).

docentes es un proceso permanente de aprendizaje en comunidad, en comunidades de aprendizaje, en organizaciones que aprenden.

El profesor de educación superior enfrenta un desempeño profesional complejo: ser un experto de un campo de conocimiento, con pleno dominio de sus avances, ser un investigador capaz de generar y aplicar conocimiento, tener competencias reconocidas para guiar y conducir a sus estudiantes y propiciar en ellos aprendizajes significativos, contar con conocimientos y habilidades sobre el currículo, la pedagogía, la epistemología, el uso y aplicación de las nuevas tecnologías, entre muchas otras demandas que debe atender y resolver.

La formación docente como elemento principal de la profesionalización de la docencia universitaria

La "formación del profesorado universitario debe entenderse como un proceso continuo, sistemático y organizado; lo que significa entender que la formación del profesorado abarca toda la carrera docente. Así, esta formación deberá englobar tanto la formación inicial como la permanente" (Mayor, citado en Perales, Sánchez y Chiva, 2002: 51). El docente universitario conoce el proyecto político-académico en el que se involucra, el modelo educativo del que forma parte, participa en academia, reconoce la importancia de su quehacer en la universidad y la necesidad de formarse en los aspectos pedagógico-didácticos.

Al hablar de formación del profesorado es importante analizar el contexto político y social como elemento imprescindible en la formación, esto implica examinar el concepto de profesión docente, la situación de las instituciones educativas (normativa, política), la situación actual de la enseñanza, del aprendizaje de los estudiantes, entre otros factores (Imberón, 2007).

Otros teóricos de la educación señalan que la formación docente es un proceso social complejo, "que alude al uso que se puede hacer del conocimiento y en algunos casos a su producción" y que puede ser analizado desde distintas perspectivas. (Farfán et al, 1997, citados en Padilla, 2007:38). Los mismos autores sostienen que, en tanto proceso, puede pasar por distintos niveles: la capacitación, la actualización, la especialización y la profesionalización (ésta última como una tendencia en las instituciones educativas de educación superior).