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**PRE-SERVICE AND IN-SERVICE TEACHERS' PERCEPTIONS WHO
COMPLETED THE PROFESSIONAL PRACTICUM AT UMCE
ENGLISH DEPARTMENT THROUGH A COMPARISON OF BOTH
INDIVIDUAL AND GROUP REFLECTIVE PRACTICUM MODALITIES**

MEMORIA PARA OPTAR AL TÍTULO DE PROFESORA DE INGLÉS

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Dedication

Dedico este trabajo a mi familia por su amor y apoyo incondicional en mi vida. Finalmente, a mí misma, por nunca rendirme y perseguir mis metas.

Constanza Valentina Ojeda Leiva

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Abstract

Due to reflective practice has become one of the most relevant trends and a valuable factor in teaching, accompaniment and socializing experiences during Final Practicum reveals to be crucial strategies for future teachers. As a result, with the purpose of contributing to a Group Reflective Practicum analysis and enhancement, the current research aim is to explore pre-service and in-service teachers' perceptions based on their experience in the subject. Hence, literature provides a broad background of the process and its major influence in Chilean pedagogy programs. Accordingly, data was collected by comparing the performance of 32 UMCE English pedagogy students and teachers who completed their process through Individual and Group Reflective Practicum modalities, including a mixed methodology. Whereas the quantitative findings allow to identify whether there is a significant difference between both modalities, qualitative method cooperate to categorize which personal and pedagogical features presented in their reflections played a critical role in the process.

Keywords: *Practicum, Reflective Practicum Program, Group Reflective Practicum, Accompaniment.*

Resumen

Debido a que la Práctica Reflexiva se ha convertido en una de las tendencias más relevantes y un factor valioso en la enseñanza, el acompañamiento y la socialización de experiencias durante la Práctica Profesional Final resultan ser estrategias para el fortalecimiento profesional de los futuros docentes. Como resultado, con el propósito de contribuir al análisis y mejora de la Práctica Reflexiva Grupal, el objetivo de la presente investigación es explorar las percepciones de profesores en formación y profesores en servicio en función a su experiencia en la asignatura. Por lo tanto, la literatura proporciona una amplia base del proceso y su mayor influencia en los programas de pedagogía chilenos. En consecuencia, los datos se recopilaron comparando el rendimiento de 32 estudiantes de Pedagogía en Inglés que completaron su proceso de Práctica Profesional Final a través de modalidades de Práctica Reflexiva Individual y Grupal en la Universidad Metropolitana de Ciencias de la Educación, incluyendo una metodología mixta. Mientras que los hallazgos cuantitativos permitieron identificar si existe una diferencia significativa entre ambas modalidades, el método cualitativo ayudó a categorizar qué características personales y pedagógicas presentadas en sus reflexiones jugaron un papel crucial en el proceso.

Palabras clave: *Práctica, Programa de Práctica Reflexiva, Práctica Reflexiva Grupal, Acompañamiento.*

Introduction

Learning a foreign language is an invaluable opportunity for social, cultural and cognitive development, allowing one to appreciate the value and create an attitude of respect for other cultures. For this reason, English as a Foreign Language (EFL) teachers must study both Linguistics and policies used in educational contexts, and pedagogical processes involved in language teaching and learning. In this context, teacher training programs incorporated into their curricula practicum subjects, introducing future teachers to real-context situations in order to gradually comprehend pedagogical practices. Hence, Practicum Programs supply the gap between theory and practice mediated by the development of the reflective competence (Colén, Jarauta & Castro, 2016), being the pedagogical practicum “the opportunity to reflect on the experience and examine it carefully in every moment and circumstance” (Molina, Iranzo, López & Molina, 2008, p. 339).

Currently, reflection process in practicum is one of the strategies used to improve students' and teachers' performance, as is stated by Danielson (2007) “research has clearly demonstrated the effects of reflection improve teaching” (p.168). Indeed, Kiggundu and Nayimuli (2009) describe teaching practice as an integral component of teacher training, yet the method used to enhance reflective practicum strictly depends on the institutions aim as it helps to develop the particular curriculum to the extent that it enriches the training of students and allows them to establish links with their previous theoretical knowledge (Zabalza, 2009). As a result, reflecting on the teaching practice itself can contribute teachers to critically revise their work, explain their own actions and reorient their pedagogical practices.

In fact, Chilean universities had improved their pedagogy programs inserting reflection in practicum subjects from the early stages to the latest process (Ávalos, 2004). To support this, *Universidad de Los Lagos*, *Universidad Alberto Hurtado*, *Pontificia Universidad Católica de Chile* and *Universidad Metropolitana de Ciencias de la Educación*, established Reflective Practicum Programs in the official curricula, presenting educational innovations in the axis of their practical training. Even further, in addition to the previous programs, literature clearly indicate that group reflection had improved as a model of efficiency in teaching practice, expressing this element as a main foundation within teacher training systems due to its several

and beneficial characteristics that support teachers.

As a consequence, the main objective of the study is to examine pre-service and in-service teachers' perceptions who completed the professional practicum at the UMCE English Department through a comparison of both Individual and Group Reflective Practicum Modalities. For this, the methodology implemented to gather information was a survey compelling both quantitative and qualitative approaches, which sustain to establish the present research as a useful and representative analysis of the difference regarding both modalities.

Objectives

General objective

To examine pre-service and in-service teachers' perceptions who completed the professional practicum at UMCE English Department through a comparison of both Individual and Group Reflective Practicum Modalities.

Specific objectives

1. To create surveys for pre-service and in-service teachers who completed the professional practicum at UMCE English Department.
2. To apply surveys in both pre-service and in-service participants.
3. To analyze surveys' data from participants.
4. To identify which of both Individual or Group Reflective Practicum Modalities provides the most effective and useful skills according to the participants' opinions.

Hypothesis

Due to the accompaniment and socialization of experiences in the practicum, pre-service and in-service teachers from the *Group Reflective Practicum Modality* demonstrate more positive perceptions than pre-service and in-service teachers from the *Individual Reflective Practicum Modality*.

1. Theoretical Framework

1.1 Pedagogy

Pedagogy has always been a crucial factor within human nature due to its social impact that builds the mainstays of society, yet its visions differ depending on the socio-historic cultural background. In this context, different authors have tried to define this concept. Scientific research has focused on the etymological side by adding “Pedagogy is derived from two words, *paid* meaning ‘child’ (paediatrics/pediatrics derive from the same stem) and *agogus* meaning ‘leader’. Thus, it literally means the art and science of teaching children” (Ozuah, 2005, p.83). Hence, from the etymological origin of pedagogy, education and their disciplines, these social actions have evolved with the development of societies. For some, it can be understood as a science, for others, it is perceived as a discipline or art. The truth is that pedagogy, as a science, art or discipline, has an object of study and this is nothing more than education.

As it was mentioned before, there are many definitions of pedagogy, such as Fullat’s (1992), who assumes it as the science of education responsible for educational discourse, while Guanipa (2008) presents pedagogy as a set of knowledge that deals with education linked to the psychological aspects of the child in society. In this investigation, pedagogy is defined as “the set of instructional techniques and strategies which enable learning to take place and provide opportunities for the acquisition of knowledge, skills, attitudes and dispositions within a particular social and material context” (Siraj-Blatchford, Sylva, Muttock, Gilden, & Bell, 2002, p.10). Therefore, pedagogy is based on a set of theoretical, methodological and practical tools that allows teachers to assimilate and understand the contents of different disciplines and to interpret and transform them into true teaching knowledge.

In this sense, the role of pedagogy within the educational context is decisive for the construction of knowledge. Education is consolidated beyond the transmission of knowledge because in education the individual is trained in customs, values and forms of behavior. It is through pedagogy where the individual understands, through reflective teaching, the importance of their culture and the impact generated by their training for their life in society. Therefore,

“reflective teaching explores the implications of all these complex factors with the intention of understanding and improving teaching-learning practice” (Girija, 2010, p.331).

1.2 Pedagogy Program Components

Regarding pedagogy, university program components manage the corpus of pre-service teaching curricula to follow. As it is stated by Stabback (2016) “the curriculum represents a conscious and systematic selection of knowledge, skills and values: a selection that shapes the way teaching, learning and assessment processes which are organized by addressing questions such as what, why, when and how students should learn” (p.6). Therefore, University curricula reflect on the need and obligation to carry out instances for future teachers during their training period. These instances - called *practicum* - analyze and establish universities programs’ vision, mission and attitudes to be achieved by the students during the years of preparation. Indeed, according to López et al. (2016), teaching practicum emerges as an important variable when analyzing strengths and weaknesses of the curricular implementation of pedagogy programs, generating the necessary changes for them.

As a consequence, improving the manner teachers are trained is a substantial aspect to promote quality of education (Priya, Mathew, Prince & Peechattu, 2017). Thus, university programs are formed and structured in order to establish a focus on the universities’ social necessities and capacities that must be achieved by every student regarding their components, and structure the basis of any curricula related to pre-service teaching. This seeking process of establishing a focus becomes multidirectional due to the amount of different universities and programs, pointing at including the most important component to each of them.

1.3 Practicum

The practicum in teaching is a field visualized as one of the main areas of interest of the teaching training, and it is recognized as a tension space within the formation process of the new educators. According to Duque (2009) since education is a social, practical and historically shaped process, teaching practicum must be understood as a process of representation, formation and transformation, which frames and determines the Educational Curriculum.

The different interpretations which *practicum* can acquire are the result of the interactions that teachers experience in educational establishments. Therefore, the concept¹ is broad and alludes to the performance of teachers, as well as the components to be considered while devising processes, searching and organizing information, the preference of resources, among others. As a consequence, the teaching practicum is determined by diverse factors: from the academic formation to the peculiarities of each establishment or from the use of a precise curriculum to the attitude of the students (López et al., 2016).

Therefore, as stated by López et al. (2016), the practicum offers students the opportunity to understand the theory and practice relationship, although the process is consistently determined by student-context interaction. Indeed, practicum is also conceived as a process of self-reflection, where the future teacher collects data about teaching, and examines their attitudes, beliefs, decision-making, ethical dilemmas, among others; using the information obtained as the basis for the critical reflection of teaching. During the practicum process, future teachers must integrally demonstrate a different set of skills acquired in their teacher training. Moreover, the pedagogical practicum can also be influenced by the social, historical and institutional context, through permanent evaluation and reflective processes.

1.3.1 Reflective Practice

As teacher training is considered a global interest in education, *reflective practice* plays an important role in this process because it is a crucial process in the teacher professional improvement, both for pre-service and in-service teachers (Priya et al. 2017). In consequence, this process is one of the current advances in Practicum Programs with the purpose of exploring if teachers act in congruence with their beliefs or whether they meditate on their performance or reality, (Gnawali, 2008).

¹ With the intention to differentiate the concepts of Practicum and Reflective Practice, in the present research *practicum* is understood as the last subject presented in teacher education programs, becoming the longest exposure to the teaching profession experienced by pre-service teachers (Cohen, Hoz, & Kaplan, 2013). Otherwise, *reflective practice* is a process of continual experiential learning (Schön, 1983) where teachers are able to reflect on their teaching.

In literature, the concept of reflective practice is understood as a process where teachers are able to analyze their teaching (Molina, 2008). Likewise, Priya et al. (2017) defined it as “a process that facilitates teaching, learning and understanding, and it plays a central role in teachers’ professional development” (p.126), while Kettle & Sellars (1996) simply explained its essence as a “process of making sense of experiences in order to assign meaning to them”. Therefore, regardless of the existence of several definitions and interpretations, reflecting on the teaching practice not only includes recalling past actions and events; instead, it considers emotions, experiences, actions, and responses, using knowledge to attain a greater comprehension of the process and to improve and stimulate professional growth (Priya et al. 2017).

Reflective practice is constituted by diverse methods that may lead to particular changes and improvements in teachers, filling the gap between theory and practice. As it primarily consists of collecting information about the instances in the classroom and the following analysis of the data, the process will help teachers to recognize and examine their personal practices and underlying beliefs (Priya et al. 2017). As a result, as Gnawali (2008) stated “when teachers carry out systematic enquiry into themselves, they will understand themselves, their practices and their learners” (p.69).

In order to contribute a broad background of the process, the conceptualization of Donald Schön (1983) promotes a deeper understanding of the diverse insights and methods regarding the term. The author explains that learning occurs by reflecting both from theoretical knowledge and from observation and practical action. Three main ideas explain and describe Schön’s reflective process; ‘knowing-in-action’, ‘reflection-in-action’ and ‘reflection-on-action’. Firstly, ‘knowing-in-action’ produces results to the extent that the situation is within the limits of what teachers have learned to consider normal (Schön, 1983). Second, ‘reflection-in-action’ occurs when teachers are in the middle of an action and decide in which way they continue, by experiencing and being reflective on the situation. Finally, ‘reflection-on-action’ corresponds to a higher level of reflection, where the teacher is able to describe what happened, and after that process of reflection, be able to reflect on it. Hence, reflecting on practice enables teachers to

evaluate critically their practical theory (Kettle & Sellars, 1996) and to reflect on action in order to engage in a process of continuous learning (Priya et al. 2017).

As a result, *reflective practice* is a transformative act where teachers face an unexpected situation that tries to give a logical meaning. In order to carry out this activity, it displays a series of cognitive skills and tools, such as recalling past situations and theoretical knowledge, that enable teachers to create understanding about what happened in such a way that it can be analyzed (Ryan, 2015). Thus, the inclusion of reflective practice is a beneficial factor when considering practicum as a main component in teaching.

1.3.1.1 Reflection

Since reflective practice remains as an essential part of the present research, the importance of presenting an expanded explanation of the process is fundamental. Thus, the term *reflection* will be presented due to the fact that it plays a significant role when defining the process.

Dewey (1910) defines reflection as the act of daring to solve a problem, bearing in mind beliefs and practices that support it and the consequences in which this act is involved. This action can be differentiated in two kinds: routine actions and reflective actions. On the one hand, routine actions are those generated in an impulsive way, without evidence or previous thinking. On the other hand, reflective actions present a prior consideration of the facts and consequences, being a form of scientific, logical, rational, systematic, rigorous and disciplined thinking. As a result, both thoughts would differ in the sense that reflective actions would entail the recognition of a problem and its consequences, promoting in teachers the need to investigate to find a solution. The author also clarifies that in a reflective act, there are two moments to differentiate. The first moment arises in the initial state of uncertainty, doubt and perplexity (when the thought originates), and the second occurs when research is carried out to answer that doubt or problem originated at the beginning. Therefore, reflective thinking depends on the type of problem or doubt, the reason being to examine ideas and become aware of them (Dewey, 1910).

Equally important, reflection can also be described as a concept based only on its implications in the personal behavior and experiences. Boyd & Fales (1983) defined *reflection* as “the process of internally examining and exploring an issue of concern, triggered by an experience, which creates and clarifies meaning in terms of self, and which results in a changed conceptual perspective” (p.100). Additionally, Barnett (1992) pointed out that reflection is the stimulating medium that allows students to self-observation and critical dialogue regarding their own thoughts and actions. In other words, a personal process where the student is able to analyze their experiences.

From a different perspective, the term can also be analyzed by its influence regarding the context. As Sanjurjo (2002) mentioned, *reflection* is the process of becoming aware of the actions and the contextual conditions that determine them. It allows to investigate and look back at the acts, establishing relations between theory and practice or between thoughts and action. In addition, Zeichner (1993) described reflection as a tool to improve and transform teaching practice from a social and contextual point of view. Indeed, it can be critical and its aim is to investigate and reflect on teaching practices, questioning social reality and the teaching experience. Later, Zeichner & Liston (1996) further emphasize this notion mentioning that it is the examination of one's beliefs, experiences, attitudes, knowledge, values, opportunities and restrictions provided from the work environment. It includes the examination of socio-political and moral aspects of education, and the factors that condition future actions.

In consequence, *reflection* is a polysemic term, having great complexity when defining it. While it is noted that even in the most recent literature there is not a combined and assumed definition throughout the scientific community, it is possible to recognize common attributes and elements about the term that most researchers accept and permit to conceptualize it from different views.

1.3.1.2 Reflective cycles

As it was previously mentioned, reflection can be analyzed from its diverse aspects and viewpoints of its principles. Nonetheless, the term is not only explained as a simple

conceptualization, yet is also developed cyclically including an advanced development. This cyclic process starts with the experience and culminates in the action, where a series of tools is developed, demonstrated as awareness about teaching-learning process, analysis of events or decision making; impacting on the final action and shaping the beginning of a new cycle. In this sense, the most commonly used models to represent the reflection cycles are those proposed by Kolb (1984), Gibbs (1988) and Korthagen (2001).

Based on the idea of experiential learning, Kolb (1984) conceives the reflective act as an instrument for decision making in a rational way; teachers use their previous experiences to convert that information into knowledge, incorporating that new knowledge into existing ones to use them in future decision making. It consists of a continuous process based on reflection, where the acquired learning is reconfigured from previous experiences. For this author, *reflection* is developed through the following stages as shown in Figure 1:

1. Concrete Experience: it entails immersion in an unknown or fortuitous event, where the context will mediate the way scenario is conceived.
2. Reflective Observation: the previous experience is reflected to a deep understanding and more information that allows teachers to establish the causes of these events.
3. Abstract Conceptualization: through the possible causes that teachers have determined, they will theorize to support and validate their thoughts on the events analyzed.
4. Active Experimentation: theories that teachers have generated will be used to understand events, influencing future experiences and decision making.

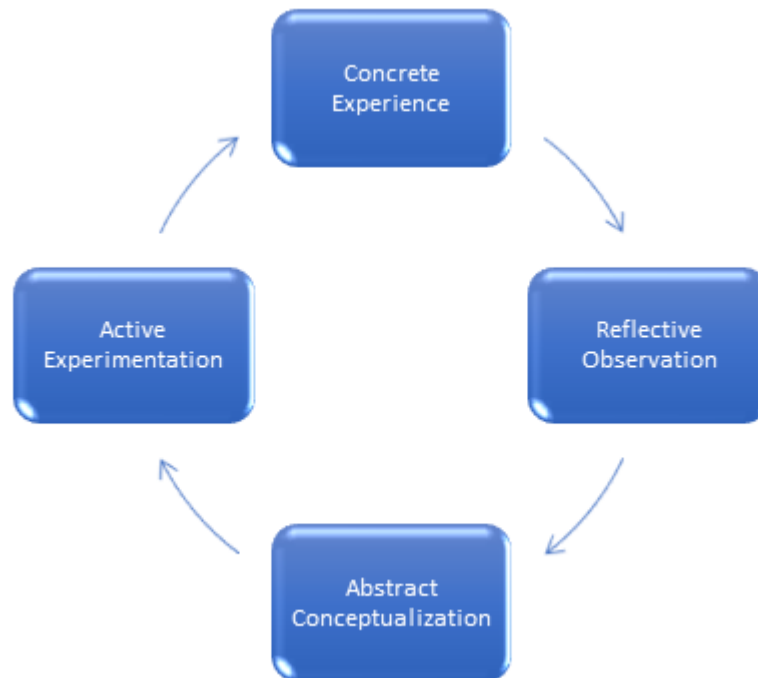


Figure 1
Kolb's Experiential Learning Cycle (1984)

Concerning the criticism directed at Kolb's model, Graham Gibbs (1988) adds in his proposal the experiential learning, step that understands reflection as a part of the learning process. Indeed, the author assumes that learning occurs through action (learning by doing), where *reflection* arises from a critical event. Gibbs Reflective Cycle (1988) describes six stages: Description, Feelings, Evaluation, Analysis, General and Specific Conclusions, and Plan of Action (as shown in Figure 2). Each of the stages presents specific objectives and questions that the reflective practitioner should try to answer as an internal report:

1. Description: trying to answer the question: *what happened?* The critical event will be described objectively by identifying the factors that come into play to understand the context where the events took place.
2. Feelings: this stage will attempt to answer the question: *how did I feel?* It requires to identify the emotions generated from the incident, being the opportunity to explore feelings in isolation and without value judgments.

3. Evaluation: this stage will analyze and evaluate what was right or wrong in the critical event. It should address not only the performance itself but people involved. At this point the teacher will ask: *What went wrong? What went well? Why?*

4. Analysis: some questions to ask will be: *What sense have I given to the experience? What was really happening? What external ideas can help me?* This is the longest stage of the cycle, where each element must be considered separately and analyzed through academic literature in order to find possible solutions.

5. Conclusion: the reflective practitioner will try to generate some conclusions of the experience, both general (from the professional point of view) and particular (from the personal point of view). In this stage, teachers will ask: *What can I conclude as a professional from the experience and analysis carried out? What can I conclude about my personal situation in relation to my performance?*

6. Action plan: taking into account all the levels examined throughout the cycle, an action plan aimed at similar future events has to be proposed. Some questions are: *Will I act in the same way or do something different? What measures or actions will I take regarding what I have learned?*



Figure 2
Gibbs' Reflective Cycle (1988)

Afterwards, Fred A. J. Korthagen (2001) criticized previous models and expressed that none of them mentioned the tacit knowledge of teachers. The reflective model proposed by Korthagen (2001) is called ALACT, which is the acronym of the five phases of the model (as shown in Figure 3). This author pays special attention to that irrational component that, according to Schön's (1992), guides the behavior of teachers in critical situations. Different from Kolb (1984) and Gibbs' (1988) models, Korthagen considers reflective practice as a social process where *reflection* is developed through the following stages:

1. Action: the experience will be generated and then reflected, contemplating an analysis of the context and the teaching task.
2. Looking Back on the Action: the action or experience will be reviewed beyond observing and describing the events, analyzing feelings, thoughts and emotions of the participants.
3. Awareness of Essential Aspects: by reviewing emotions, training and theories that support teaching, teachers can become aware of all the variables that have influenced the experience or action. In this step, the intangible knowledge from experiences which influenced our actions is included.
4. Creating Alternative Methods of Action: once teachers reflect on all the aspects which influence the action, they will be able to generate alternatives to act.
5. Trial: teachers apply or implement these actions”.

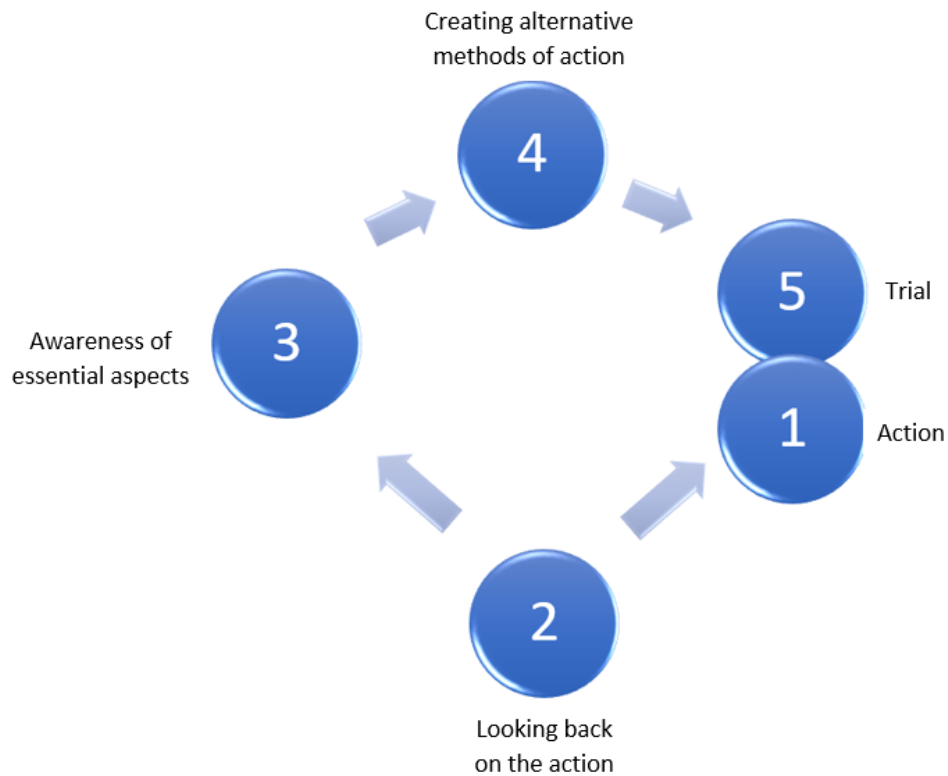


Figure 3
Korthagen's ALACT Model of Reflection (2001)

1.4 Modalities in Reflective Practicum Programs

According to Perry (2004), practicum “can be conducted in a number of forms depending on the institution” (p.2). Forthwith, Reflective Practicum Programs present different modalities: *Individual* or *Group*, with the intention to support the process in full measure. In this context, through the Individual Reflective Practicum Modality teachers experience the reflective process individually, concerning that pre-service teachers do not have the opportunity to participate in instances of discussion and reflection with their classmates; while the Group Reflective Practicum Modality embodies a **collaborative reflection** and **accompaniment** between pre-service teachers who are also participating in the practicum process. These instances of collaborative reflection may imply formal and non-formal situations; regarding whether they are formally instructed in the Practicum Programs or circumstances outside the curricula.

In this sense, Priya et. al. (2017) mention that “teacher educators can most effectively coach student teachers in reflective practice by using students’ personal histories, dialogue

journals, and small and large-group discussions about their experiences to help students reflect upon and improve their practices” (p.127). As a result, reflective practice becomes the reference of innovation in educators, teachers, authors and teaching methods, including the analysis of practicum through seminars and **socialization** groups about professional experiences to stimulate the process (Perrenoud, 2010).

Likewise, literature (Noffke & Brennan, 2005; Gelfuso & Dennis, 2014; Zeichner, 1993) shows clear benefits of *group reflection* versus *individual reflection* in terms of its effectiveness in analyzing the context in which the problem originates. For example, if the social teaching environment is not addressed, the future teacher ends up believing in the exclusivity of its problem when it actually shows that they are shared by most future teachers. Hence, it is revealed that problems have a structural or systemic origin when teachers become aware that their problems are collective; becoming a necessary step for change and progress in education (Zeichner, 1993).

As a consequence, the key to implement a favorable practicum process is to develop a model based on teachers’ experiences and not only on theoretical knowledge (Esteve, 2007). In this sense, *accompaniment* in the Group Reflective Practicum Modality plays a fundamental role as it promotes the change of the traditional teaching practice towards a critical and constructive perspective (Cantillo & Calabria, 2018). According to García (2014), accompaniment is a flexible process guided by personal context in which people interfere, where teachers experience significant improvements in their profession and the understanding of responsibilities. This process can be conducted in diverse forms, but its essence remains in the pedagogical support accomplished during the experience. Similarly, Yáñez & Soria (2017) emphasize on the value of analyzing the reflective capacity of those who teach. Thence, a dialogic context in which the discussion and socialization of pedagogical experiences is promoted, undoubtedly, improves the vision of the teacher about the teaching practice. Following this, Olivencia, García & Galán (2014) stated that *socialization* between teachers should be characterized as spaces of freedom and pedagogical cooperation, where they participate with critical deliberation and combine their knowledge in favor of the construction and validation of collective knowledge.

As a result, accompaniment does not promote the solution of teachers’ problems, but

rather provides an orientation towards the resolution of challenges presented in the practicum in order that teachers can autonomously improve and innovate in the classroom (Lessard, 2012); enhancing teachers to learn from their classmates' experiences and integrate these new ideas to their practice.

1.5 Reflective Practicum Programs in Chile

The relevance of teaching training in Chile has been confirmed by the abundant research on this subject, where teaching practicum gains special relevance in the field of initial training due to their social nature in the construction of teaching knowledge. In this sense, literature has shown that one of the focuses on research refers to the historical tension between theory and practice within the nature of the pedagogy. According to Hirmas & Cortés (2015), a way to address this tension was the implementation of *Programa de Fortalecimiento de la Formación Inicial Docente* (PFID) (1997-2002) promoted by the Ministry of Education. This decision had a great impact on the practical training and the early insertion of pedagogy students in schools, since it was considered essential to articulate the theoretical contents in the university with the experiences lived in the practicum centers: the most important criticism pointed out to an excessive theorization that generated a gap between the curriculum and the requirements of the educational system (Ávalos, 2004). Hence, this decision explained that teacher training would not be generating the necessary conditions to understand and face the complexity of classroom situations. Therefore, different educational faculties in Chile decided to solve this separation and address the challenges faced by initial teacher training during 2013 and 2015.

Currently, several programs have valued their *Proyectos de Mejoramientos Institucionales* (PMI), as a necessary impetus in teacher training. These programs allow to maintain the discussion on the practicum experience, problematizing the reality. In this context, the actions incorporated in the actual national teaching policy are diverse. One of the first initiatives was *Marco para la Buena Enseñanza* (MBE), which establishes the regulations as a criterion on the teaching performance and scientific knowledge (Cornejo, 2003; MINEDUC, 2008). The MBE aims to favor teachers in order to analyze their own teaching practicum, generating the necessary conditions for an effective teaching action. On the other hand, regarding the accreditation processes, the current reform establishes pedagogical and

disciplinary standards, which will be the basis for the accreditation process and will guide the entire system at the same time (Ávalos, 2004; MINEDUC, 2001).

The aforementioned situations justified the country's need to make fundamental transformations in its curricular axis, through educational innovation initiatives in the field of pedagogy Practicum Programs. According to Cortés and Hirmas (2016), among the universities that presented diverse but beneficial educational innovations in the axis of practical training were *Universidad Católica de la Santísima Concepción, Universidad de Los Lagos, Universidad Diego Portales, Universidad de Chile, Universidad Academia de Humanismo Cristiano and Universidad Alberto Hurtado*. In this way, in order to analyze and demonstrate a precise description of some of the Reflective Practicum Programs that display innovations in their curriculum, the following will be presented; *Universidad de Los Lagos, Universidad Alberto Hurtado and Pontificia Universidad Católica de Chile*, incorporating the Practicum Program of *Universidad Metropolitana de Ciencias de la Educación*.

1.5.1 Universidad de Los Lagos

The Practicum Program of Universidad de los Lagos (Cruzat et al., 2017) seeks to articulate pedagogy and discipline as its main foundation. It is oriented to the critical-reflective practicum in order to create pedagogical knowledge; promoting and facilitating in them sequenced, progressive, coherent and integrated experiences in the curricular trajectory at practicum centers. This model also pursue contributing teachers with training an integrated work, linking university students and academics with the educational environment through bidirectional alliances that promote critical-reflective practicum in all contexts, stimulating teachers capability of performing at different levels of the Chilean education system.

Furthermore, Universidad de Los Lagos (Cruzat, et al., 2017) is attached to a reflective practicum model that privileges experience as a source of knowledge about teaching. Indeed, since this university based its program on Schön (1983) and Dewey's (1910) models, teaching training is defined as the analysis and interaction with one's own practices. In this context, Universidad de Los Lagos (ULagos) aim is to develop a teacher whose profile would be flexible,

open to change, critical of their methodology, in addition to present a high level of intellectual and relational skills. The Practicum Program presents parameters of the practicum training, stated as:

- **Sequentiality:** every moment of the practicum training process is recognizable and identifiable from each other. This implies that each level of practicum provides complementary training to the teacher.
- **Progression:** the process of introduction to practicum training and the approach to educational units is gradual. Hence, the student gradually increases its level of incorporation with respect to the teaching centers in terms of hours spent in the school, etc.
- **Dialogic and Contextualized:** practicum students discuss with students from other programs during the training process. This dialogue occurs internally, between programs; but at the same time, it is also generated with other external instances such as the educational institutions in which the students interact.
- **Diversity:** practicum process does not refer only to the classroom. It requires knowing about other teaching environments. These environments contribute to the educational system, plus other social development institutions, both rural and urban.
- **Integration:** practicum must break with the status quo of teaching training with a single department to work collaboratively with other programs or disciplines, incorporating diverse visions regarding a common work in the practicum center.

Furthermore, ULagos presents two main aspects in the development of its program: pedagogical reflection and professional identity. On the one hand, professional identity is constructed based on the personal identity and its adaptation according to the context provided by the experiences lived in the placement, stated in three phases through the practicum subjects: Personal Identity, Pedagogical Identity and Pedagogical-Disciplinary Identity. On the other hand, pedagogical reflection is developed in a broad description characterized by a permanent reflective cyclic program. The main objective of this program is to enhance reflection from the first practicum subject, contributing to the construction of professional identity and maintaining the methodology during the process. This cyclic reflective program is organized in the following steps:

- **Action:** In this phase, teacher training during the years of study is the main factor, thus pre-service teachers learn pedagogical and personal experiences from their guide teachers through the practicum subjects. Is the first phase where students had the opportunity to reflect on their own feelings and attitudes towards their classroom performance.
- **Revising the action:** This phase refers to the awareness development in teachers, since the description of both experimental and rational mental systems, as it is expressed in the program.
- **Awareness of essential aspects:** During this phase, pre-service teachers analyze the diverse complications about teaching. Indeed, the emphasis is on the teachers' conflict between personal beliefs and the adopted behavior.
- **Alternative action:** Regarding this phase, teaching training become the crucial factor, as pre-service teachers integrate the skills and knowledge learnt in order to explore new action plans.
- **Essay:** The last phase ends when teachers implement the action plan, taking into consideration the previous experiences and the new approaches adopted.

Regarding the diverse agents present in the process, ULagos establishes internal and external agents that influence the practicum. While general practicum coordinator, practicum coordinator, lead teacher, guide teacher are designated by the institution; placement and the diverse features regarding the practicum subject are the external agents influencing the practicum, process divided into three procedures:

- **Reflective workshops:** instances of individual and group reflection where pre-service teachers share their personal experiences, along with the pedagogical and disciplinary issues involved within the process. Accordingly, this system is based on Korthagen' reflection model (2001), encouraging the active participation with individual and group reflection during the practicum process.
- **Practicum Portfolio and Registration Book:** both instruments are used to demonstrate students' advancement and the monitoring of their reflection on metacognitive abilities. Whereas the registration book allows students to write their experiences, activities and

reflection during their personal and workshop experiences; portfolio concerns a written evaluation of the complete process considering the elements previously mentioned.

- Practicum Alternative Activities: These activities can be the formal acts regarding the Practicum, as well as those experiences obtained in non-formal situations that improve their pedagogical skills.

1.5.2 Universidad Alberto Hurtado

As it is expressed in *La Formación Práctica en la Universidad Alberto Hurtado* (Aramayo, Pardo & Gorichon, 2013), the main foundations of the practicum model in the university are established from a formative proposal named 'ELAB: *Experiencias Laborales*', developed of a study based on the authors Freinet, Schön and Perrenoud, in addition to the results of Diagnóstico FID 2001 and Dual Formation. The Practicum Program acts crosswise between the Faculties of Education and Philosophy and Social Sciences, where the Dual Formation characteristic enable pre-service teachers to improve the reflective skills of teaching, learning from the situations presented at schools.

In order to complete the practicum process, undergraduate students of Universidad Alberto Hurtado (UAH) have a set of expected goals that must be reached during the experience. The analysis of the scheme may imply context as a primary factor in the program, stated by the following aspects:

- Learning from the experience of the teacher's role in relation to the establishments' characteristics, students' culture and labor conditions.
- Applying current methodologies and approaches regarding EFL and students' necessities.
- Developing a professional identity from the diverse activities experienced through the entire process.
- Developing collaborative work and reflective pedagogical skills from the activities experienced inside and outside of class.

Consequently, the previous features are reached due to the precursory training students have passed throughout their four years of study. Indeed, the lineaments stated in the program

are strictly related to the disposition gained from the process, and its commitment in facing reality and providing advantageous solutions to the situations. Likewise, UAH (Aramayo et al., 2013) also describes a list of essential attitudes pre-service teachers must fulfill in order to face the process:

- Reflective attitude: identifying obstacles presented during the process and understanding its reasons.
- Proactive attitude: the need of solving the complications experienced in the establishment.
- Positive attitude: willingness to perceive institutions as complex scenarios and to comprehend them from a different point of view.
- Enthusiastic attitude: motivation to find new challenges.
- Committed attitude: facing the process with responsibility and formality, by considering the event as a formal work experience.

Additionally, Universidad Alberto Hurtado (2018) states that during ELAB instances students not only must achieve the expectations already detailed, but also comply with certain requirements and rules to successfully complete the Practicum Process. On the one hand, among the particular observations presented in the program, there are two features portraying a basis for pre-service teachers: the importance of reflection on the pedagogical performance and experiential learning from the understanding of the circumstances and background where the placement is held. Indeed, a part of the students obligations is to attend group reflective workshops, where pre-service teacher performing their process share their experiences and reflection on the process in order to face an assisted, progressive and regulated experience within real contexts. On the other hand, it specifies regular principles: 100% attendance record at establishment and institution according to dates and periods formerly appointed, to complete with tasks requested by teachers and supervisors, and presenting the official documents along with the correct information and forms.

1.5.3 Pontificia Universidad Católica de Chile

Pontificia Universidad Católica de Chile Practicum Program (2016) shares its central organization in preschool, primary and secondary pedagogy students from the Faculty of Education. Their main goal is to train teachers to provide them lifelong learning, offering learning opportunities in different contexts. The Pontificia Universidad Católica de Chile (PUC) Practicum Program is based on Pam Grossman' study (2009), who takes as reference teachers, priests and psychologists training programs. In this context, PUC's program propose a practicum learning cycle, based on McDonald, Kazemi and Schneider (2013) model, which consists of four parts:

- 1) Introduction**, which refers to opportunities to introduce practicum through video analysis, class interactions transcripts, student-learning evidence, among others.
- 2) Preparation** for implementation, which includes collaborative planning, micro teaching, tutoring, simulations, essays, among others.
- 3) Put into effect in real life contexts** with students, that is to say, co-teaching activities, and assistance in the field.
- 4) Performance analysis** to improve practicum through videos and transcripts analysis about teaching itself, reflective writings, improvement steps, among others.

Pontificia Universidad Católica de Chile Practicum Program (2016) also points out different dimensions of teaching, such as interactions for learning, planning, evaluation, management and pedagogical leadership, communication, and reflection. While the previous dimensions are formulated from the perspective of what is expected for the teacher to do, the focus is to achieve quality learning in students. These practicums can be rehearsed in previous contexts such as courses and practicum workshops, in this way, future teachers and educators feel better prepared in real contexts.

On the other hand, PUC Practicum Program aim is to develop a self-critical and reflective capacity on its performance; during the course of each practice, teacher and educator have the opportunity to reflect and analyze their work with the purpose of improving their work. This reflection is based on performance evidence (watching the video of an experience of implemented learning, for example), that allows students to generate proposals to improve their

pedagogical practicum. Some tools that promote this reflection are the diagnosis of teaching carried out in some practices, reports, cycles and peer evaluation, among others.

In this context, PUC's reflective practicum process can be individual or in groups, where students analyze segments and entire lessons, often recorded on videos. The formative or summative evaluation of teaching considers different agents; supervising teacher, collaborating teacher, and self-evaluation. In the same way, when in-service teachers are in practicum process, supervisors play an important role. Since receiving oral and written feedback from supervisors, students improve their teaching by reflecting on their pedagogical practicum.

It is important to mention that, in PUC Practicum Program, in-service teacher experiences in the practicum process are not enough for teaching in different contexts. Frequently, most future teachers deal with the practicum for the first time, and the class require certain strategies in contexts of maximum complexity, without having the opportunity to gradually approach the teaching experience. That is why PUC Practicum Program ax is to try a gradual approximation in the curriculum through practicum pedagogies. These practicums are not restricted to formal instances, they involve all courses of the practicum at different levels. This situation implies generating different opportunities for students which approach successively to the teaching experience, integrating theory and practice.

1.5.4 Universidad Metropolitana de Ciencias de la Educación

According to Universidad Metropolitana de Ciencias de la Educación (UMCE, 2016) the educational model is based on the teaching practice learned by the student's formative experiences. Indeed, practicum is recognized as the foundation of professional formation, where the process allows students to experience real-life situations considering the importance of the analytic and rational function, and the professional behavior acquired through students' participation. Therefore, practicum is not merely assumed as a fundamental moment during the study plan, but it is pointed out as the application of pedagogical and disciplinary knowledge learned through the teacher training and the reflection of these experiences, focusing on the students' needs.

Subsequently, UMCE (2016) states the importance of a contextualized instance of practice by giving students the opportunity to experience a formal and professional process in full measure of a real experience. Likewise, the idea of practicum also includes the connection between the teacher training skills and tools improved during the program with its implications in order to decide the most appropriate outcomes regarding the sociocultural context of each establishment. Yet, pre-service teachers shape their professional identity by the analysis and reflection on each of the previous aspects mentioned in relation to the context and teacher training; responsibility shared by each member of the educational system. The model (UMCE, 2016) describes five formative components which constitute the Practicum Program: Discipline, Investigation, Innovation, Holistic Development and Reflection.

Firstly, the disciplinary area of the formative component reveals that pre-service teachers receive essential practical and theoretical knowledge from the undergraduate program and be able to apply them in singular and diverse situations when teaching. Secondly, the investigative area is linked to searching for additional pedagogical methods which stimulate the construction of new strategies that would be implemented in diverse realities and conditions. Thirdly, the innovation area implies the willingness of change in the diverse models of each establishment, designing and applying projects in accordance with its educational programs. Fourthly, the holistic development determines the identity constructed by the social relations in the university, where pre-service teachers have the opportunity to learn from their classmates' experiences. Finally, the reflective component is related to the students' critical reasoning during the entire process. Since reflection must be a part of the teachers' role, the analysis of the experiences becomes a crucial element to understand the course of teaching and that new resources and methods can be learned in benefit of the professional development. These five formative components promote reflective practice as a crosswise feature to make responsible and professional decisions upon the pedagogical phase.

Apart from the above, López et al. (2016) declares that the documentation available to the process is highly important. These documents will be a support to teachers experiencing the practicum, which consists of the compilation of information from both: the placement and the activities to be accomplished by the practitioner. Hence, teachers must complete a series of forms that lead to reflect critically during the three phases of the professional practicum:

diagnosis, teaching and evaluation of learning. The materials available in the *Manual de Materiales para la realización de la Práctica Profesional Final* (2016): documentation regarding instructions and guidelines, which guide pre-service teachers during the process, were teachers of different specialties that forms the commission of methodologists of the Geography and History faculty, along with the general coordinator of professional practicum, integrating the specialty, orientation and course leadership.

Manual de Materiales para la realización de la Práctica Profesional Final (López et al., 2016) also separates the professional practicum into three processes: first, teachers make a diagnosis and evaluation of strengths, weaknesses, opportunities and threats of the placement, as well as the levels assigned, including an analytical study with the purpose of contributing to their own processes of learning. Second, teachers complete the process with a total of eight hours per week minimum and 11 maximum, including an hour corresponding to Orientation and Course Management, in 12 weeks. Third, the last phase refers to the evaluation process of the courses attended within the practice center, integrating and a self-assessment. In each moment of the professional practice, teachers perform critical-reflective essays about the teaching-learning process, allowing them to observe the daily work, as well as apply their acquired knowledge from the practicum process, and contrast it with the knowledge learned through the five years of university. Indeed, apart from the areas reflected in the portfolio, the analysis and experience in the practicum contributes to develop cognitive, professional and attitudinal skills that serve as support in their future teaching work.

Likewise, López et al. (2016) establishes to validate the learning achieved during the years of study, demonstrating the didactic transposition of pedagogical and disciplinary skills in the classroom as the main objective of the professional practicum. In fact, teachers must improve and apply the acquired and developed skills during the training process in their respective program, in order to demonstrate the expertise gained and build new knowledge to achieve them in real educational contexts.

1.6 Practicum Programs Analysis

Based on the description of the Practicum Programs from *Universidad de los Lagos*, *Universidad Alberto Hurtado*, *Pontificia Universidad Católica de Chile*, and *Universidad*

Metropolitana de Ciencias de la Educación, it is possible to recognize that even though they differ in some aspects, they also share central elements in the axis of their practical training as shown in Table 1:

	U Lagos	UAH	PUC	UMCE
Practicum Type	Reflective	Reflective	Reflective	Reflective
Reflective model	Korthagen (2001)	Freinet (1896), Schön (1987) and Perrenoud (2010)	McDonald, Kazemi and Schneider (2013)	Gibbs (1988)
Practicum Modality	Individual and Group	Individual and Group	Individual and Group	Individual
Practicum aim	To promote critical- reflective practicum in all contexts , stimulating teachers to perform at different levels of the Chilean education system according to their teacher training .	To develop a professional identity, collaborative work and reflective pedagogical skills from the activities experienced in the teacher training , inside and outside of class in different contexts .	To develop a self-critical and reflective capacity on its performance during the teacher training ; where teacher and educator have the opportunity to analyze their work with the purpose of improving it in the Chilean context .	To develop a professional identity by the analysis and reflection , in relation to the context and teacher training ; responsibility shared by each member of the educational system.

Table 1
Practicum Program Analysis

Consequently, considering the further analysis of the Reflective Practicum Programs aim, it is possible to determine their comparable components: *context, teacher training and reflection*. These elements, apart from expressing the objectives of each institution, are considered an utmost factor in the methodology section of the present research. Thus, in order to present a broad and clear understanding of the main components, each concept will be properly defined for the purpose of the investigation in accordance to literature.

1.6.1 Context

Based on the definition stated by Heneman and Milanowski (2004), Context is distinguished in two main categories:

- The role of physical characteristics, such as security, educational resources and infrastructure, and
- The characteristics of organizations, such as school and district leadership, teacher interaction and group dynamics, the relationship with parents and the relationship with students.

In addition, the concept also considers the implications established in each Practicum Program, regarding its main definitions presented and its influence in the process.

1.6.2 Teacher Training

According to Richards & Farrell (2005), the term *training* can be defined as the activities directly focused on a teacher's present responsibilities and is typically aimed at short-term and immediate goals. In addition, these activities are focused on particular outcomes that may be reached through a stated sequence of steps, usually within a specified period of time (Freeman, 1989). Hence, *teacher training* refers to the development of students during the years of study, concerning the theoretical and practical knowledge learned from the institution curricula.

1.6.3 Reflection

As this concept plays a significant role in the reflective practice, its definition can be understood as a process which aims to develop a broad understanding and analysis based on the experiences presented in the different contexts of Teaching Practice (Dewey, 1910; Boyd & Fales, 1983; Zeichner, 1993). As a result, reflection process itself depends on each reflective Practicum Program and its characteristics, which in this case has a strict relationship according to participants of the present study.

With this in mind, the official document named '*Documento 8: Pauta de Auto Reflexión*' (UMCE, n.d.) presented to UMCE English pedagogy students (research participants) and delivered in early stages of the professional practicum subject, is considered the reflection guidance while facing the process. This document (as shown in Image 1) stipulates a sequence

of questions and instructions which pre-service teachers must reflect on class by class, including a final reflection in the portfolio concerning the same information when the practicum ends.

PAUTA DE AUTO REFLEXION

Reflexiones acerca de su proceso de Práctica, considerando las siguientes interrogantes:

- 1.- ¿En qué medida lograron los estudiantes los objetivos que se propuso en las planificaciones?, ¿Cómo comprobó el logro de los objetivos?
- 2.- ¿Las actividades de aprendizaje y de evaluación que usted seleccionó para sus clases fueron efectivas?, ¿Por qué?
- 3.- ¿Los recursos didácticos que usted usó fueron apropiados para las actividades de aprendizaje desarrolladas? ¿Por qué?
- 4.- ¿Considera usted que las estrategias metodológicas utilizadas durante sus clases fueron efectivas? ¿Por qué?
- 5.- ¿Si tuviera la oportunidad de desarrollar nuevamente este proceso de Práctica, qué haría en forma diferente?, fundamente.
- 6.- ¿Considera usted que su proceso de práctica contribuyó a una mejor formación de los estudiantes?, fundamente.
- 7.- Agregue otros comentarios reflexivos sobre logros alcanzados en su proceso de Práctica.

Image 1
UMCE Self-Reflection Rubric (n.d.)

As it is presented in Image 1, Document 8 demonstrates steps that teachers must develop throughout the Reflective Practicum in order to achieve a complete reflection regarding the process. Comparatively, after a profound analysis of the document, it is possible to recognize that the characteristics presented in it shared some features of Gibbs Reflective Cycle (1988) stages.

Gibbs Reflective Model (1988)	UMCE Self-Reflective Questions (n.d.)
1. Description	Q1: ¿En qué medida lograron los estudiantes los objetivos que se propuso en las planificaciones?,

	¿Cómo comprobó el logro de los objetivos?
2. Feelings	Q7: Agregue otros comentarios reflexivos sobre logros alcanzados en su proceso de Práctica.
3. Evaluation	Q3: ¿Los recursos didácticos que usted usó fueron apropiados para las actividades de aprendizaje desarrolladas? ¿Por qué? Q4: ¿Considera usted que las estrategias metodológicas utilizadas durante sus clases fueron efectivas? ¿Por qué?
4. Analysis	Q2: ¿Las actividades de aprendizaje y de evaluación que usted seleccionó para sus clases fueron efectivas?, ¿Por qué?
5. Conclusion	Q6: ¿Considera usted que su proceso de práctica contribuyó a una mejor formación de los estudiantes?, fundamente.
6. Action plan	Q5: ¿Si tuviera la oportunidad de desarrollar nuevamente este proceso de Práctica, qué haría en forma diferente?, fundamente.

Table 2

As a result, the comparison of both reflection methods in Table 2 established a clear relation among their stages and questions. Nonetheless, it is indispensable to emphasize that this postulation is based on the analysis of the documents available, because since the beginning of the present research the official UMCE Practicum Program and Regulations could not be obtained. Therefore, reflection process is perceived as a primary property that each reflective Practicum Program provides to its pre-service teachers, which in the development of the research methodological design and instrument will be exposed on the basis of Gibbs Reflective Cycle (1988).

2. Methodological Design

2.1 General considerations

As the purpose of the present study is to examine perceptions regarding the practicum process, it is necessary to use an approach which allows the analysis and understanding of opinions and judgements described by the participants. Consequently, the implementation of a *mixed* methodology guides this research to fit the main objective and procedures of the design, in order to examine pre-service and in-service teachers' perceptions through a comparison of both Individual and Group Reflective Practicum Modalities at UMCE English Department.

With this intention, the **mixed methodology** used in the present research is framed on a pseudo-experimental design throughout an *ex post facto* study, which demonstrates possible **cause-and-effect** relationships by observing an existing condition, searching back in time for plausible causal factors (Cohen, Manion & Morrison, 2011). In view of that, the quantitative section permits to explore if there is a significant difference experienced by the participants in their process through the comparison of both modalities; while the qualitative section intends to analyze teachers' perceptions in both modalities, establishing categories which emerge from the practicum experiences and summarize their performance during the process, in addition to the results reflected in the quantitative part.

Last, two determinations were considered for the implementation of the survey. First, it was decided to apply the survey in the participant's mother tongue in order to favor pre-service and in-service teachers feel comfortable, since they tend to worry excessively about the lexicon and grammar of their speech as words in the second language express less emotional weight than those from their mother tongue (Laguzzi, 2014). Nonetheless, the answers expressed in the qualitative part of the survey which will be introduced in the results discussion were translated, in order to illustrate the participants' opinions. Secondly, in order to validate the instrument, it was evaluated by both UMCE English Department teachers: María Eugenia Hernández and Cristian Sánchez, concerning a written analysis and rubric (see Appendix B, C & D).

2.2 Data collection methods

In order to develop this research, data was obtained through a questionnaire to those pre-service and in-service teachers who completed their professional practicum at UMCE English Department. This questionnaire was sent by email using Google Forms.

2.3 Participants

The participants were pre-service and in-service teachers who completed their professional practicum at UMCE English Department, divided into two groups according to their experiences in the process. To start with, group one included pre-service and in-service teachers who completed their practicum in the formal course development only. Hence, this group followed the Practicum Program established according to its standards and components; that is to say, teachers who had an *individual* experience in the reflection process and performance during the professional practicum. Then, group two was composed by pre-service and in-service teachers who during the professional practicum experienced a *group* reflective practicum, since they participated a ‘Reflective Practicum Seminar’. In other words, teachers who experienced non-formal socialization processes regarding the official Practicum Program, where they shared experiences with classmates who were also completing the professional practicum. Additionally, it is vital to point out that the names of each candidate were not addressed, since it was decided that their identities would remain anonymous.

2.4 Instrument

To start with, questions addressed in the survey (see Appendix A) are focused on gathering information about specific data, which was analyzed from each of the Practicum Programs previously described in the theoretical framework: *Universidad de Los Lagos*, *Universidad Alberto Hurtado*, *Universidad Católica* and *Universidad Metropolitana de Ciencias de la Educación*, meeting the research objective. Therefore, the instrument is divided into three parts: Experience during the Professional Practicum, Practicum Model and General Observations on the Process.

Thus, the purpose of the first part of the survey was to identify the modality presented in the professional practicum. Indeed, the variation is a binary question, where teachers must select between an *individual* or *group* model developed in the reflective practicum. Then, the following part is presented through three main categories provided from the principal characteristics of the Practicum Programs: *reflection* based on Gibbs *Reflective Cycle* (1988), *context* and *teacher training*; section of the survey based on a Likert Scale which helped to examine teachers' opinions and attitudes. The range of options were the following: Strongly Disagree, Disagree, Neutral, Agree and Strongly Agree; where each option is measured with a score from 1 to 5 points respectively. Finally, the last part of the survey is an open-ended question, providing pre-service and in-service teachers the opportunity to describe their personal opinion about the reflective process experienced in their Reflective Practicum Modality.

3. Results

3.1 General Considerations

To begin with, it is important to mention that results are presented in two separate manners: quantitative and qualitative data as shown in Table 3 and 4. On the one hand, quantitative data are divided in two main parts firstly: *individual* and *group* practicum modalities results. Later, each practicum modality introduces its two parts, as stated by the survey organization: whereas part one introduces the modality of the participants in the professional practicum (*individual* or *group*), part two presents three main categories provided from the principal characteristics of the Practicum Programs; *reflection* based on Gibbs *Reflective Cycle* (1988), *context* and *teacher training*.

Quantitative Data

Part 1	Part 2
Individual Reflective Practicum	Category 1: Reflection Category 2: Context Category 3: Teacher Training
Group Reflective Practicum	Category 1: Reflection Category 2: Context Category 3: Teacher Training

Table 3

On the other hand, qualitative data are separated in two levels of analysis for each practicum modality: *individual* or *group* reflective practicum. The first level classifies the data identifying keywords in their answers. In other words, the keywords obtained in the replies expressed if pre-service and in-service teachers had a positive, negative or neutral response according to the question. Later, the second level consisted of analyzing the arguments teachers provided in the positive, neutral and negative answers, in order to organize them and create categories.

Qualitative Data

Practicum Modality	First level	Second Level
Individual Reflective Practicum	Positive Negative Neutral	Positive Categories Negative Categories
Group Reflective Practicum	Positive Negative Neutral	Positive Categories Negative Categories

Table 4

Furthermore, out of a total of 44 people to whom the questionnaire was sent, 32 people answered it. From the 32 replies, there were 16 participants in each practicum modality. That is to say, the same amount of participants in both groups, as it is presented in Chart 1.

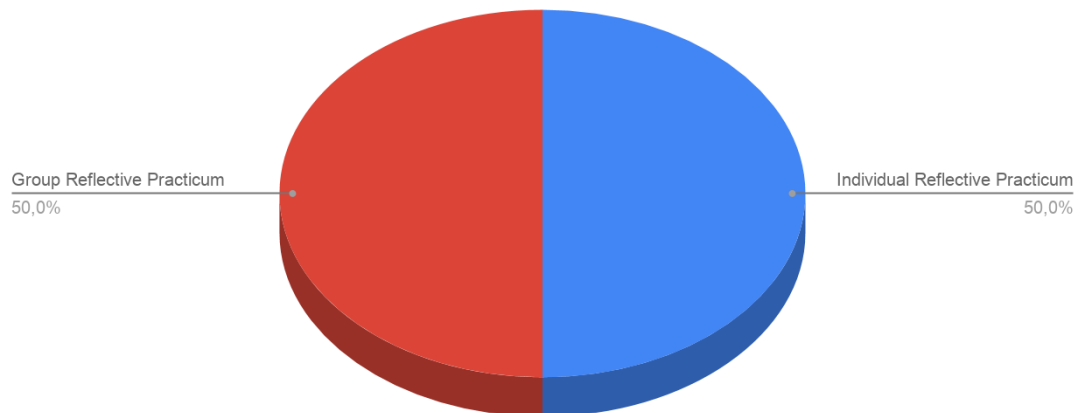


Chart 1

3.2 Quantitative Results

3.2.1 Individual Reflective Practicum

3.2.1.1 Individual Reflective Practicum - Part one

The first part of the survey inquired about the modality of the participants in the Professional Practicum. The objective of this question was to identify if the participants were aware of their practicum process. As it was mentioned before, there were 16 participants in this group, where 13 answered they experienced an Individual Reflective Practicum Modality and the remaining 3, experienced a Group Reflective Practicum Modality.

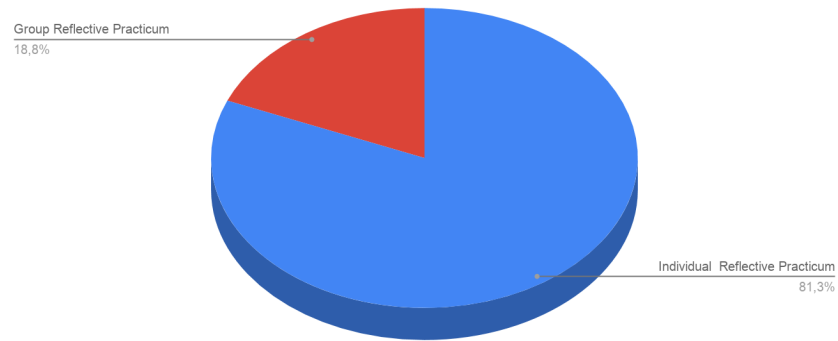


Chart 2

3.2.1.2 Individual Reflective Practicum - Part two

The second part of the questionnaire was divided into three main categories provided from the Practicum Programs; *reflection*, *context* and *teacher training*. This set of questions was presented with a Likert Scale, while the range of options was: Strongly Disagree, Disagree, Neutral, Agree and Strongly Agree; where each option was measured with a score from 1 to 5 respectively.

3.2.1.2.1 Individual Reflective Practicum - Category one: Reflection

In this category, out of the 16 participants, the total score was 356 points.

Participant N°	Q.1	Q.2	Q.3	Q.4	Q.5	Q.6	Total Score
1	5	5	5	5	5	5	30
2	3	3	3	3	2	2	16
3	5	5	5	5	5	5	30
4	2	2	2	2	2	2	12
5	4	5	4	4	5	4	26
6	2	2	2	3	2	3	14
7	4	4	4	3	3	3	21
8	4	3	4	3	2	2	18
9	4	4	5	4	4	5	26
10	4	3	4	4	4	3	22
11	4	4	3	3	4	4	22
12	4	3	4	3	3	3	20
13	4	3	5	4	4	3	23
14	4	5	5	3	5	3	25
15	4	4	3	4	4	2	21
16	5	5	5	5	5	5	30
Total Score							356

Table 5

3.2.1.2.2 Individual Reflective Practicum - Category two: Context

In this category, out of the 16 participants, the total score was 224 points.

Participant N°	Q.1	Q.2	Q.3	Q.4	Total Score
1	5	4	5	3	17
2	2	2	3	3	10
3	5	4	4	4	17
4	3	3	2	3	11
5	2	3	2	4	11
6	2	4	3	3	12
7	2	3	3	4	12
8	3	3	3	3	12
9	4	5	3	4	16
10	2	3	4	3	12
11	4	4	4	4	16
12	3	3	3	3	12
13	2	4	3	4	13
14	5	4	3	5	17
15	4	3	5	4	16
16	5	5	5	5	20
				Total Score	224

Table 6

3.2.1.2.3 Individual Reflective Practicum - Category three: Teacher Training

In this category, out of the 16 participants, the total score was 376 points.

Participant N°	Q.1	Q.2	Q.3	Q.4	Q.5	Q.6	Total Score
1	5	4	5	5	5	3	27
2	3	2	2	3	4	3	17
3	5	5	4	5	4	4	27
4	4	3	3	2	2	3	17
5	5	5	5	5	5	3	28
6	2	2	2	2	3	3	14
7	4	5	4	4	4	4	25
8	4	4	2	2	2	2	16
9	5	5	3	3	5	3	24
10	2	4	5	5	5	3	24
11	4	5	5	5	5	4	28
12	4	4	3	3	3	3	20
13	4	5	4	4	3	3	23
14	5	5	4	5	5	5	29
15	4	4	4	5	5	5	27
16	5	5	5	5	5	5	30
Total Score							376

Table 7

3.2.2 Group Reflective Practicum

3.2.2.1 Group Reflective Practicum - Part one

As it was indicated before, the first part of the survey inquired about the modality of the participants in the professional practicum. The objective of this question was to identify if the participants were aware of the practicum process. In this part there were also 16 participants, where 11 answered they experienced a Group Reflective Practicum Modality and the remaining 5, experienced an Individual Reflective Practicum Modality.

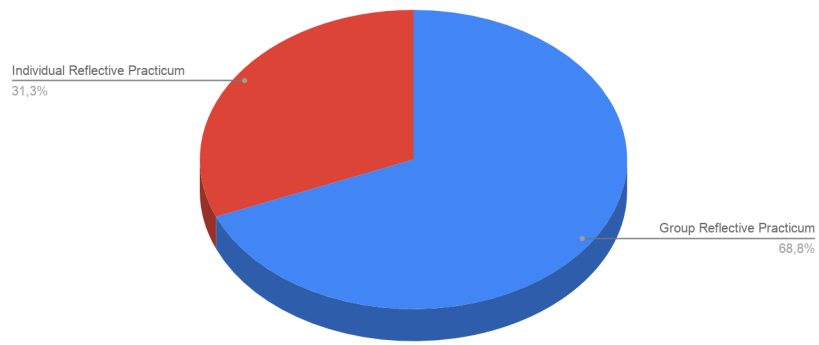


Chart 3

3.2.2.2 Group Reflective Practicum - Part two

3.2.2.2.1 Group Reflective Practicum - Category one: Reflection

In this category, out of the 16 participants, the total score was 385 points.

Participant	Q.1	Q.2	Q.3	Q.4	Q.5	Q.6	Total Score
1	3	4	5	1	4	2	19
2	4	4	5	4	4	4	25
3	4	4	5	5	5	4	27
4	1	1	1	1	1	1	6
5	5	5	5	5	5	5	30
6	2	4	2	2	1	2	13
7	4	4	4	4	4	3	23
8	5	5	5	5	5	4	29
9	4	4	5	4	4	2	23
10	4	3	4	4	4	4	23
11	5	5	5	5	5	5	30
12	3	3	4	3	3	4	20
13	5	5	5	5	5	5	30
14	5	5	5	5	5	5	30
15	4	4	5	5	5	4	27

16	5	5	5	5	5	5	30
Total Score							385

Table 8

3.2.2.2.2 Group Reflective Practicum - Category two: Context

In this category, out of the 16 participants, the total score was 247 points.

Participant	Q.1	Q.2	Q.3	Q.4	Total Score
1	5	4	5	5	19
2	5	5	5	5	20
3	4	4	5	4	17
4	1	1	1	1	4
5	3	3	3	3	12
6	4	4	3	3	14
7	4	4	3	3	14
8	4	4	5	4	17
9	5	4	5	4	18
10	3	4	3	4	14
11	5	3	4	3	15
12	4	4	4	4	16
13	4	5	5	4	18
14	4	4	5	5	18
15	5	5	4	5	19
16	4	4	2	2	12
Total Score					247

Table 9

3.2.2.2.3 Group Reflective Practicum - Category three: Teacher Training

In this category, out of the 16 participants, the total score was 407 points.

Participant	Q.1	Q.2	Q.3	Q.4	Q.5	Q.6	Total Score
1	5	4	4	5	3	4	25
2	5	5	5	5	5	5	30
3	5	5	4	5	5	5	29
4	1	1	1	1	1	1	6
5	5	5	3	4	4	4	25
6	4	4	4	4	3	4	23
7	4	4	4	4	4	4	24
8	5	5	5	5	5	5	30
9	5	5	4	5	5	5	29
10	5	4	5	3	5	5	27
11	5	4	4	5	5	3	26
12	3	4	5	4	4	3	23
13	4	4	4	5	5	5	27
14	4	5	5	5	5	5	29
15	4	4	5	5	5	5	28
16	5	5	2	4	5	5	26
Total Score							407

Table 10

3.2.3 Quantitative Analysis

According to the results already mentioned, there is clear evidence which demonstrates that some participants of both groups were not aware of the practicum modality they joined. While *individual* reflective practicum teachers presented 13 out of 16 answers expressing their awareness of the individual practicum modality they had experienced, *group* reflective practicum teachers had the lowest amount: only 11 out of 16 expressed their awareness of the practicum modality they experienced. However, though the latter presented the results already

mentioned in the first part of the survey, *group* reflective teachers showed a superior performance during the remaining parts.

Subsequently, it is demonstrated there is a high average in the participants who joined the Group Reflective Practicum Modality in the 3 categories provided from the Practicum Programs: *reflection, context* and *teacher training*.

Participant N°	Cat. 1	Cat. 2	Cat. 3	Total Score
1	30	17	27	74
2	16	10	17	43
3	30	17	27	74
4	12	11	17	40
5	26	11	28	65
6	14	12	14	40
7	21	12	25	58
8	18	12	16	46
9	26	16	24	66
10	22	12	24	58
11	22	16	28	66
12	20	12	20	52
13	23	13	23	59
14	25	17	29	71
15	21	16	27	64
16	30	20	30	80
Total Score	356	224	376	956

Table 11
Individual Reflective Practicum

Participant	Cat. 1	Cat. 2	Cat. 3	Total Score
1	19	19	25	63
2	25	20	30	75
3	27	17	29	73
4	6	4	6	16
5	30	12	25	67
6	13	14	23	50
7	23	14	24	61
8	29	17	30	76
9	23	18	29	70
10	23	14	27	64
11	30	15	26	71
12	20	16	23	59
13	30	18	27	75
14	30	18	29	77
15	27	19	28	74
16	30	12	26	68
Total Score	385	247	407	1039

Table 12
Group Reflective Practicum

Furthermore, in order to present a broad analysis, results were also evaluated with the T-Test. This statistical analysis demonstrates whether the two sets of average scores: Individual Reflective Practicum Modality and Group Reflective Practicum Modality are significantly different from each other.

In order to determine the possible difference between both groups, T-Test establishes two hypotheses that according to the results will be possible to distinguish which one can be supported:

- *T-Test Null Hypothesis (H0)*: There is not a significant difference between Group Reflective Practicum and Individual Reflective Practicum Modalities.

- *T-Test Alternative Hypothesis (H1)*: There is a significant difference between Group Reflective Practicum and Individual Reflective Practicum Modalities.

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Mile time	Equal variances assumed	4,099	,052	-2,240	29	,033	-8,450	3,773	-16,166	-,734
	Equal variances not assumed			-2,275	24,913	,032	-8,450	3,715	-16,102	-,798

Image 2
T-Test

Hence, Image 2 indicates that the p-value associated with the T-test is equal to 0.33, assuming equal variances. Thus, it establishes that Alternative Hypothesis (H1) is supported, implying a statistically significant difference between the *group* reflective practicum average scores and the *individual* reflective practicum average scores.

3.3. Qualitative Results and Analysis

3.3.1 First Level of Analysis

During the first phase, to classify the data obtained in the qualitative part of the instrument (see Appendix E), the main criterion that separates the results into positive, neutral or negative answers was achieved by identifying keywords in their responses according to the following question:

Considerando mi experiencia y vivencia durante este proceso, el modelo reflexivo -individual o grupal- al cual se adscribió mi Práctica Profesional, ¿Me permitió realmente llevar a cabo una reflexión profunda sobre la Práctica Profesional y mi desarrollo como docente?

Survey Question
Part 3

As a result, in this level, answers were analyzed based on whether pre-service and in-service teachers performed a deep reflection on their professional practicum. In fact, in order to

recognize if teachers had a positive, negative or neutral response, replies were classified by the keywords expressing their opinions about the question.

According to the classification and organization of the Individual Reflective Practicum Modality in this level, the analysis was the following:

Participant N°	Criteria
1	Positive
2	Neutral
3	Positive
4	Negative
5	Positive
6	Negative
7	Negative
8	Negative
9	Positive
10	Negative
11	Neutral
12	Neutral
13	Negative
14	Positive
15	Neutral
16	Positive

Table 13
Individual Reflective Practicum Modality

Likewise, according to the classification and organization of the Group Reflective Practicum Modality in this level, the analysis was the following:

Participant N°	Criteria
1	Neutral
2	Positive
3	Positive
4	Positive
5	Positive
6	Neutral
7	Negative
8	Positive
9	Neutral
10	Positive
11	Positive
12	Positive
13	Positive
14	Positive
15	Positive
16	Positive

Table 14
Group Reflective Practicum Modality

3.3.2 Second Level of Analysis

Since the first level only analyzed the first part of the question, the second level analyzed the arguments pre-service and in-service teachers provided. As it is expressed in Part 3 of the survey, it is possible to observe that teachers had the opportunity to support their opinions in order to complete their answers:

*Considerando mi experiencia y vivencia durante este proceso, el modelo reflexivo -individual o grupal- al cual se adscribió mi Práctica Profesional, ¿Me permitió realmente llevar a cabo una reflexión profunda sobre la Práctica Profesional y mi desarrollo como docente?
Justifica tu respuesta.*

Survey Question
Part 3

Therefore, this level consisted of categorizing those positive, neutral and negative answers into subcriteria according to the argument participants expressed. In the same vein, it is important to mention that even though neutral replies were evaluated separately in the first level, in the present one, neutral replies were joined to the positive and negative categories respectively, since neutral pre-service and in-service teachers' perceptions shared a negative and positive posture regarding the subcriteria mentioned in this level.

3.3.2.1 Results Discussion

In this line, the discussion of the results will be presented, where pre-service and in-services teachers responses were subcategorized according to the arguments they provided. At the same time, subcategories are presented as stated by each practicum modality as it is seen in Table 15.

On the one hand, Individual Reflective Practicum Modality presented the following subcriteria:

Individual Reflective Practicum Modality				
Positive	Negative			
<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">Personal Reflection</div>	<table border="1" style="margin: 0 auto;"> <tr> <td style="padding: 2px 5px;">Self-Sufficiency and Lack of Support</td> </tr> <tr> <td style="padding: 2px 5px;">Need to Socialize Experiences</td> </tr> <tr> <td style="padding: 2px 5px;">General Context</td> </tr> </table>	Self-Sufficiency and Lack of Support	Need to Socialize Experiences	General Context
Self-Sufficiency and Lack of Support				
Need to Socialize Experiences				
General Context				

Table 15

- **Individual Reflective Practicum - Positive category**

1. **Personal Reflection**

In this case, 4 out of the 16 participants in the Individual Reflective Practicum Modality referred to this subcriterion. For **Participant 1**, personal reflection was an essential piece of

information saying that: *“Every day at the end of my classes I was able to analyze the things that went well, and those that did not go as expected based on my lesson plans. I was able to analyze the different factors which influenced and look for different solutions to implement in the following classes”*. In the same way, **Participant 3** stated that: *“My professional practice process helped me to analyze both, my teaching practice as well as the relationship established with the students in order to be a real contribution and establish significant knowledge and bounds with the educational community as a whole”*. Following this, **Participant 5** supported its personal reflection with literature revision: *“For example classroom culture, students emotionality, etc. are issues that turned in my head a lot. Looking for information in literature that may or may not necessarily influence my reflection at the end”*.

- **Individual Reflective Practicum - Negative category:**

1. **Self Sufficiency & Lack of Support**

Concerning this subcriterion, 4 out of the 16 participants in the Individual Reflective Practicum Modality referred to this claim. Even though **Participant 2** effectively carried out the reflective process in its practicum modality, it did not meet its expectations, *“Reflective Practicum model makes you think autonomously on things we used to do in a group, so they leave you alone from one minute to another. I reflected on my process, but not as expected”*. Moreover, **Participant 4** expresses a lack of support regarding the practicum modality: *“It was a lonely process to complete what was requested ”*. Besides, **Participant 6** referred to the complex manner in which the reflection was performed: *“The way in which the reflections and portfolios were delivered was difficult to do it all alone, since I did not have a great support from my guide teacher”*.

2. **Need to Socialize Experiences**

In this case, 4 out of the 16 participants in the Individual Reflective Modality referred to this subcriterion. As **Participant 8** mentioned, the desire of sharing its experiences to other teachers was present: *“I applied the contents but I did not have the space to analyze and learn from other teachers or classmates who could also work as study”*. Indeed, the need to socialize

was not only a response in the sense of sharing their experiences, yet it can be related to the lack of experience of the future teacher, as **Participant 12** pointed out: *“I did not have the opportunity to integrate everything in the classroom, since there are many things that are going to be learned along the way and things that are learned based on my relationship with my peers and colleagues, which was not done effectively in my practicum”*. In the same way, peer learning and feedback appeared as an essential missing factor with **Participant 13**, who expressed: *“Since I did not have instances of discussion with my classmates who were developing the same activity, I could not objectively criticize my performance and development as a teacher”*.

3. General Context

This subcriterion was reported only once relating the complications during the process with the conditions presented in the placement, as it was explained by **Participant 7**: *“Due to the different factors and hostilities present in the placement, in addition to the supervisor and guide teachers”*. On the other hand, the subcriteria presented in the Group Reflective Practicum Modality were the following:

Group Reflective Practicum Modality				
Positive	Negative			
<table border="1"> <tr> <td style="text-align: center;">Reflection based on Socialization of Experiences</td> </tr> <tr> <td style="text-align: center;">Accompaniment and Peer Learning</td> </tr> </table>	Reflection based on Socialization of Experiences	Accompaniment and Peer Learning	<table border="1"> <tr> <td style="text-align: center;">Need of Extra Socialization</td> </tr> </table>	Need of Extra Socialization
Reflection based on Socialization of Experiences				
Accompaniment and Peer Learning				
Need of Extra Socialization				

Table 16

- **Group Reflective Practicum - Positive category**

- 1. Reflection based on Socialization of Experiences**

Regarding this subcriterion, 4 answers mentioned how the process of reflection was influenced by the socialization of experiences. **Participant 8** supported this claim declaring: *“Yes, since my seminar was about reflective practice, therefore I had the opportunity to share and reflect on experiences in the practicum”*. Together with this, it is possible to find that the process is also developed since its continuity, as **Participant 2** evidenced: *“I reflected, since I was lucky to have many opportunities for reflection with my supervisor teachers and my thesis partners. These reflexive instances remained constant during my months of practicum (...)”*.

In addition, reflection is also pointed out as a integrated process concerning diverse perspectives and improvement in their personal and professional development. **Participant 10** confirmed that: *“These meetings allowed me from time to time, to be able to share my experiences, my feelings and of course, to be sure that I was carrying out my process correctly. In this way, I felt that it was quite enriching and useful for my development and the end of this important event”*. Likewise, **Participant 16** claimed: *“Thanks to the support received in the collaborative sessions I have been able to realize positive factors within my process, as well as the possible threats and / or situations that must be addressed”*.

2. Accompaniment and Peer Learning

In this case, 7 out of the 16 participants from the Group Reflective Practicum Modality referred to this subcriterion.

For **Participant 3**, accompaniment in the practicum concerned a great opportunity to reflect on the process, saying that: *“Undoubtedly, reflecting in a group allowed me to implement diverse strategies to improve my pedagogical practice (...) and in this way, look for solutions or better ways to understand what students live today”*. Similarly, **Participant 15** added the importance of being accompanied, stating: *“I analyzed every step I took in the process and my colleagues in the seminar were very supportive”*.

Likewise, **Participant 4** mentioned: *“My experience was group focusing on the Reflective Practice, which allowed not only my reflection but also my classmates”*, implying that accompaniment is not only vital to the personal experience, but also to their classmates who were experiencing the same process. In the same vein, **Participant 12** added: *“We had the*

chance to share with our classmates, which facilitated reflection and peer support based on the experience". In consequence, through the Group Reflective Practicum Modality an important factor as peer learning was developed in order to achieve the process in a more appropriate way, as **Participant 11** expressed: *"(...) Through the reflective sessions I had the opportunity not only to share my teaching experience but also to listen to those of my classmates. This instance allowed us all to nurture and learn from our mistakes and successes"*.

- **Group Reflective Practicum - Negative category**

1. **Need of extra socialization**

Lastly, although this subcriterion was raised only once, it implies that the Group Reflective Practicum Modality plays a beneficial role in the practicum and its amount of instances should be increased, as it is stated by **Participant 7**: *"Even so, I think that more group instances are needed where the group can reflect as they would help to see how the other classmates improved in their teaching practice and would create an environment of learning and peer accompaniment "*.

As a result, when analyzing the qualitative section of the survey, opinions from both groups were organized according to positive and negative categories. Most important, the subcriteria described correspond to the pedagogy programs analysis, and support the significant difference expressed in the T-Test analysis.

4. Limitations

Significantly, the main limitation of the research was the difficulty to obtain Practicum Programs from institutions where English pedagogy is offered; the central reason for selecting these programs exclusively. Actually, UMCE Practicum Program prevailed the leading obstacle while requesting bibliography and references, due to the official document was not easily available as it should be for students and teachers of the institution. In fact, from the beginning, the research team attempted to find the official version, but it was not possible for an extended

period of time as UMCE coordination did not declare where to find it and which was the actual final version of the document. Overall, despite analyzing the current programs only, they provided an important scenario regarding the Group Reflective Practice Modality. Although, obtaining more information about Practicum Programs would have more representativity concerning the Chilean context.

5. Further Research

With the intention to explore the practicum fields and improve Chilean pedagogy programs, further research could be mainly related to insist on the importance of reflective practice whether first-year to fifth-year students are involved in the process, because reflection is fundamentally considered during the last years of teachers' training.

First, presenting lines of research concerning the professional practicum may support and guide in-service teachers who are experiencing the process; therefore, the proposal is a justification of the most critical findings in this research. To begin with, as it was previously described in the practicum programs analysis and comparison, it is possible to argue that the relation between teaching practice and context is crucial. Nevertheless, participants from this research did not portray it as a central element, simply concerning its influence as a general complication presented only once in the investigation. Hence, further research on the influence of context in the practicum field could present the way in which pre-service and in-service teachers experience the process. In addition, these further investigations at an English Department and University level could lead to the transversality along pedagogy degrees, in order to achieve awareness of cross-curricula factors presented nowadays in the Chilean education system. Consequently, the last proposal is to study the gradual progress of reflection performed by pre-service teachers throughout the program, according to their improvement from the general to the specific levels that the process of reflecting involves. Thus, it would prove that teachers learn and understand the positive effects of reflection, which improve the pedagogical practice throughout instances as practicum subjects.

6. Conclusions

From the beginning of the present investigation, one main and four specific objectives were determined in order to serve the purpose of guiding the research. As a consequence, provided from an in-depth analysis of UMCE pre-service and in-service teachers' perceptions regarding their experiences in the practicum process, the main conclusions are presented.

To start with, the significant difference expressed in the quantitative results between both Individual and Group Reflective Practicum Modalities, established the improvement of the reflective process as a consequence of having an accompanied practicum. In addition, pre-service and in-service teachers from the Group Reflective Practicum Modality through the qualitative findings demonstrate that accompaniment features, such as *socialization of experiences* and *peer learning* strictly affected their experience in order to reach a meaningful outcome; factors that analyze and determine possible solutions, taking into account adaptations based on pedagogical decisions with the purpose of combining theory and practice. In addition, teachers require to share their experiences not only for their personal process, but also in order to collaborate with other pre-service and in-service teachers experiences.

Additionally, *teacher identity* was undoubtedly a major concern of both practicum modalities and an unexpected consideration, since it was not the research intention to identify what teachers did reflect on, but the manner in which they improve their reflection. Hence, it was possible to analyze that both modalities granted teachers to reflect on their personal and professional development, implying that independently of the modality established, pre-service and in-service teachers reflect on the construction of the teacher identity. Notwithstanding, the *group* modality shows a more representative amount of samples concerning the matter, demonstrating that identity is constructed by social relations and learnings from their classmates' experiences, as effectively confirmed by UMCE Practicum Program (UMCE, 2016). As a result, reflection proves that teacher identity is a cross-curriculum aspect considered by educators, which includes the relevance of teacher training and collaboration when performing Pedagogical Practice.

Conclusively, the present research achieved the main objectives and support the research hypothesis by examining pre-service and in-service teachers' perceptions through the comparison of both practicum modalities. Findings precisely imply the teachers' need to analyze their experiences in the practicum by creating conditions for reflection between peers, in a continuous effort to learn from real contexts and their classmates experiences. Thus, the priority of implementing a Group Reflective Practicum Modality is determined as a positive strategy in the reflective process, by virtue of accompaniment and socialization of experiences supporting the process of becoming a teacher. Indeed, throughout the Group Reflective Practicum, educators are not conceived as individuals who act independently in isolation, but as teachers who permanently build and reconstruct their teaching practice, integrating new knowledge, visions and perspectives to improve their pedagogical reflection. Consequently, Chilean universities have the opportunity to implement favorable methods in order to upgrade their Practicum Programs and benefit their students, who in the future may persist on transforming the current educational system weaknesses, since group reflection provides them with a fundamental guidance to complete it.

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Appendices

Appendix A

Research Survey



UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACIÓN
FACULTAD DE HISTORIA, GEOGRAFÍA Y LETRAS
DEPARTAMENTO DE INGLÉS

Estimado/a estudiante,

Agradecemos tu participación en este estudio y tu opinión es sumamente valiosa, por lo que te pedimos que contestes esta encuesta con toda libertad, además de recordarte que es completamente anónima.

La presente encuesta es parte de nuestra memoria de título, la cual pretende examinar las percepciones de estudiantes y ex estudiantes de Pedagogía en Inglés de la UMCE que hayan realizado su Práctica Profesional.

I. En base al desarrollo de mi práctica profesional final, puedo decir que:

_____ Mi experiencia durante el proceso se realizó a partir de un proceso reflexivo **individual**, es decir, sin procesos de socialización formales junto a compañeros y compañeras, en donde pude compartir mis vivencias.

_____ Mi experiencia durante el proceso se realizó a partir de un proceso reflexivo **grupal**, es decir, tuve procesos de socialización formales junto a compañeros y compañeras, en donde pude compartir mis vivencias.

II. Modalidad Reflexiva de Práctica Profesional:

Enunciados	Totalmente en desacuerdo	En desacuerdo	Ni de acuerdo ni en desacuerdo	De acuerdo	Totalmente de acuerdo
<p>Categoría I: Sobre la Reflexión y la Práctica Profesional Considerando mi experiencia y vivencia durante la práctica profesional, el modelo reflexivo -individual o grupal- al cual se adscribió la misma me permitió:</p>					
<p>1. Identificar aquellos problemas disciplinarios y/o académicos presentados en el aula que afectaron en mi desempeño como docente.</p>					

2. Describir de forma objetiva aquellas dificultades disciplinarias y/o académicas manifestadas en la sala de clases que impactaron mi desempeño como profesor/a.					
3. Describir cómo me sentí frente a aquellas complicaciones disciplinarias y/o académicas ocurridas durante la clase que afectaron en mi desempeño como educador/a.					
4. Evaluar aquellos problemas disciplinarios y/o académicos presentados en el aula que afectaron en mi desempeño como docente.					
5. Analizar aquellas dificultades disciplinarias y/o académicas manifestadas en la sala de clases que impactaron mi desempeño como profesor/a, en base a la reflexión de los mismos.					
6. Encontrar soluciones a aquellas complicaciones disciplinarias y/o académicas ocurridas durante la clase que afectaron en mi desempeño como educador/a, en base a la reflexión de los mismos.					
<p>Categoría II: Sobre el Contexto y la Práctica Profesional Considerando mi experiencia y vivencia durante la práctica profesional final, el modelo reflexivo -individual o grupal- al cual se adscribió la misma me permitió:</p>					
1. Reflexionar sobre los aspectos personales (mis valores, conocimientos, actitudes y experiencias) entregados en el aula.					

2. Reflexionar sobre los aspectos propios del establecimiento , tales como: sus restricciones, libertades y valores.					
3. Reflexionar sobre el currículum establecido por el programa educativo del establecimiento.					
4. Reflexionar sobre las necesidades de los estudiantes , conforme a sus realidades escolares (desempeño académico y/o disciplinario).					
5. Reflexionar sobre la cultura de aula , entendiendo esta como las dinámicas sociales relacionada a la diversidad e integración entre los diferentes agentes educativos.					
6. Reflexionar sobre los deberes y características presentes en el programa de Práctica Profesional que la Universidad designa.					
<p>Categoría III: Sobre la Formación Docente y la Práctica Profesional Considerando mi experiencia y vivencia durante la práctica profesional, el modelo reflexivo -individual o grupal- al cual se adscribió la misma me permitió:</p>					
1. Reflexionar sobre los conocimientos teóricos aprendidos en mi proceso de formación docente durante la Práctica Profesional.					
2. Integrar aquellos conocimientos teóricos aprendidos en mi proceso de formación docente durante la Práctica Profesional.					

3. Reflexionar sobre los aprendizajes adquiridos en las experiencias prácticas previas de mi formación docente durante la Práctica Profesional.					
4. Integrar los aprendizajes adquiridos en las experiencias prácticas previas de mi formación docente durante la Práctica Profesional.					

III. Comentarios finales acerca de la Modalidad de la Práctica Profesional

Considerando mi experiencia y vivencia durante este proceso, el modelo reflexivo -individual o grupal- al cual se adscribió mi Práctica Profesional, ¿Me permitió realmente llevar a cabo una **reflexión profunda** sobre la Práctica Profesional y mi desarrollo como docente?
 Justifique su respuesta utilizando entre 3 a 4 líneas.

Lista de Cotejo

Tema	Indicador	Logrado	Medianamente Logrado	No Logrado	Retroalimentación y/o Comentarios
I. Estructura y Organización de los Enunciados	1. Existe cohesión entre enunciados y categorías abordados.				
	2. El orden de los enunciados es comprensible respecto a las categorías abordadas.				
	3. El contexto de los enunciados está desarrollado lo suficiente para entender su objetivo.				
	4. No existen juicios de valor en el planteamiento de los enunciados.				
	5. La reiteración de parte de los enunciados no interfiere con la comprensión de la encuesta.				

II. Coherencia entre el instrumento de evaluación y el objetivo de la investigación	6. Las categorías son atinentes al desarrollo y cumplimiento del objetivo de investigación.				
	7. Los enunciados son atinentes al desarrollo y cumplimiento del objetivo de investigación.				

Comentarios:

Appendix C

Theoretical Justification



UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACIÓN
FACULTAD DE HISTORIA, GEOGRAFÍA Y LETRAS
DEPARTAMENTO DE INGLÉS

Justificación Teórica Encuesta

La presente encuesta tiene como propósito examinar las percepciones de estudiantes y ex estudiantes de Pedagogía en Inglés de la UMCE en torno al desarrollo de la Práctica Profesional Final.

Para el desarrollo de esta encuesta, existe un eje temático:

- **Desarrollo de la Práctica Profesional Final**, es decir, la experiencia vivida durante el proceso de práctica profesional.

Junto a tres categorías principales:

- **Reflexión:** Modelo establecido a partir del “Ciclo Reflexivo” (Gibbs, 1988).
- **Contexto:** Conjunto de circunstancias que afectan mi entorno, considerando factores internos y externos (por ejemplo, mi interacción con el medio), del establecimiento educativo en el que se desarrolla este proceso y de la Universidad.
- **Formación Docente:** preparación recibida para el ejercicio del quehacer docente.

Parte 1: Experiencia durante la Práctica Profesional Final

La primera parte tiene como propósito la identificación de modalidad de práctica reflexiva que cada estudiante y/o ex-estudiante desarrolló durante el proceso. Para ello, existen dos alternativas:

- **Individual:** Proceso en el cual el o la estudiante **no socializa** sus problemáticas relacionadas a la práctica profesional junto a compañeros y compañeras en situaciones formales.
- **Grupal:** Proceso en el cual el o la estudiante **logra socializar** sus problemáticas relacionadas a la práctica profesional junto a compañeros y compañeras en situaciones formales.

Parte 2: Modalidad de Práctica Profesional

Categoría I: Sobre la Reflexión y la Práctica Profesional

Para comprender la modalidad reflexiva desarrollada durante la Práctica Profesional Final, la primera categoría se refiere a la reflexión llevada a cabo durante el proceso. Para ello, el concepto de reflexión se encuentra basado en el “Ciclo Reflexivo” (Gibbs, 1988), el cual consiste en “una **serie de procesos para el logro de la reflexión** de situaciones encontradas en el aula”. Este proceso consiste en los siguientes pasos:

1. **Describir** el hecho, tal como sucedió.
2. **Describir** cómo me sentí durante el evento.
3. **Evaluar** esta situación, creando una lista de los buenos y malos aspectos de lo sucedido.
4. **Analizar** el evento, comprendiendo lo que pasó en consideración de los aspectos anteriores.
5. **Encontrar soluciones** a partir del evento, considerando la experiencia y análisis del mismo.
6. **Proponer un plan de acción** para integrar lo aprendido, en base a las soluciones propuestas anteriormente.

De la misma forma, basado en el modelo de Gibbs (1988), como grupo de investigación nos resulta oportuno agregar “**Identificar**” como el primer paso a seguir. Esta decisión se debe a que con el objetivo de reflexionar sobre una problemática presentada en el aula, se necesita de antemano la identificación de ella para comenzar el proceso reflexivo.

Categoría II: Sobre el Contexto y la Práctica Profesional

La segunda categoría se refiere al contexto presente durante este proceso. Para ello, el concepto de contexto se refiere a la **interpretación de la situación** en la cual cada estudiante se encuentra, tomando en cuenta todos los factores que influyen en ella. Este concepto abarca las siguientes tres dimensiones:

- Conjunto de antecedentes que forman mi entorno, considerando factores internos (mis creencias, valores, conocimientos) y externos (mi vinculación e interacción con el medio).
- Conjunto de antecedentes del establecimiento educativo en el que se desarrolla este proceso: comunidad, currículum, reglamento y libertades.
- Conjunto de antecedentes de la Universidad, cuáles influyen en mi proceso de Práctica Profesional: Modelo educativo, programa de práctica, etc.

Categoría III: Sobre la Formación Docente y la Práctica Profesional

La tercera categoría se refiere a la formación docente y su influencia durante este el desarrollo de la Práctica Profesional. Para ello, el concepto de formación docente se refiere la preparación recibida para el ejercicio del quehacer docente. Asimismo, este concepto abarca las siguientes dimensiones:

- **Saber pedagógico:** acumulación y reproducción de conocimientos, además de su reflexión para una implementación y reconstrucción en el aula.
- **Hacer pedagógico:** formación práctica a partir de actividades previas (prácticas de observación e intervención en aula).

Parte 3: Comentarios Finales acerca de la Modalidad de la Práctica Profesional

La tercera y última parte hace referencia a la opinión personal de cada estudiante y/o ex-estudiante para la modalidad de práctica reflexiva (individual o grupal) llevada a cabo durante el proceso. Este ítem tiene como propósito recoger los comentarios generales que se deseen compartir, para complementar las percepciones personales de los participantes.

Appendix D

Survey Validation

Lista de Cotejo

Tema	Indicador	Logrado	Mediana mente Logrado	No Logrado	Retroalimentación y/o Comentarios
I. Estructura y Organización de los Enunciados	1. Existe cohesión entre enunciados y categorías abordados.	X			
	2. El orden de los enunciados es comprensible respecto a las categorías abordadas.	X			
	3. El contexto de los enunciados está desarrollado lo suficiente para entender su objetivo.	X			
	4. No existen juicios de valor en el planteamiento de los enunciados.		X		
	5. La reiteración de parte de los enunciados no interfiere con la comprensión de la encuesta.		X		
II. Coherencia entre el instrumento de evaluación y el objetivo de la investigación	6. Las categorías son atingentes al desarrollo y cumplimiento del objetivo de investigación.	X			
	7. Los enunciados son atingentes al desarrollo y cumplimiento del objetivo de investigación.	X			

Comentarios:

Quien suscribe, Profesora del Departamento de Inglés de Universidad Metropolitana de Ciencias de la Educación, UMCE, y en relación a la solicitud de validación del instrumento Encuesta del proyecto de investigación: Percepciones de estudiantes y ex estudiantes de Pedagogía en Inglés de la UMCE que hayan realizado su Práctica Profesional Final, expongo:

Habiendo completado el cotejo enviado por los Seminaristas del mencionado proyecto, **valido** el instrumento con observaciones.

Observaciones:

El punto 4 sustenta que no hay juicios de valor en los enunciados. En mi opinión, el uso de la palabra realmente en la pregunta final de desarrollo pudiese indicar el cuestionamiento de que dicho proceso ocurra de una manera u otra, incidiendo en la respuesta.

El punto 5 solicita opinión sobre si la reiteración de los enunciados interfiere en la comprensión de la encuesta. En mi opinión, esta reiteración puede tender a confundir y obliga a realizar dos o tres lecturas para entender la diferencia entre un enunciado y otro.

Mag. Prof. María Eugenia Hernández
Coordinadora de Prácticas
Departamento de Inglés
Universidad Metropolitana de Ciencias de la Educación


Santiago, 23 de agosto, 2019

Lista de Cotejo

Tema	Indicador	Logrado	Mediana mente Logrado	No Logrado	Retroalimentación y/o Comentarios
I. Estructura y Organización de los Enunciados	1. Existe cohesión entre enunciados y categorías abordados.	/			
	2. El orden de los enunciados es comprensible respecto a las categorías abordadas.	/			
	3. El contexto de los enunciados está desarrollado lo suficiente para entender su objetivo.	/			
	4. No existen juicios de valor en el planteamiento de los enunciados.	/			
	5. La reiteración de parte de los enunciados no interfiere con la comprensión de la encuesta.	/			
II. Coherencia entre el instrumento de evaluación y el objetivo de la investigación	6. Las categorías son atingentes al desarrollo y cumplimiento del objetivo de investigación.	/			
	7. Los enunciados son atingentes al desarrollo y cumplimiento del objetivo de investigación.	/			

Comentarios:

Es un instrumento bien diseñado, con coherencia interna y pertinencia en relación al ámbito de estudio. Permite, además, un análisis efectivo de las percepciones de los sujetos de estudio en cuanto a sus prácticas. Por todo lo anterior, el instrumento es válido a mi juicio.



Prof. Cristian Sanchez

List of answers from the qualitative part of the survey

- Individual Practicum Modality

Participant	Answer
1	Totalmente. Todos los días al finalizar mis clases pude analizar las cosas que salieron bien, y aquellas que no salieron como esperaba en base a mis planificaciones. Pude analizar los distintos factores que influenciaron y buscar distintas soluciones que puse a prueba en las clases siguientes. Puse a prueba la teoría, y me llevé grandes sorpresas al descubrir que cosas que yo creía ineficaces, generaban un impacto real en mi clase. De todas maneras, en ocasiones me fue necesario compartir lo que estaba viviendo con mis compañeros para buscar distintos puntos de vista o soluciones, pero especialmente para compartir las emociones que surgieron durante el proceso.
2	El modelo de práctica te hace reflexionar autónomamente de cosas que antes las hacías en grupo, por lo que te dejan solx de un minuto a otro. Reflexioné sobre mi proceso pero no como esperaba.
3	Mi proceso de práctica profesional sí me ayudó a analizar tanto mi labor como docente, así como también, la relación establecida con las y los estudiantes en pos de ser un real aporte y establecer conocimientos y lazos significativos con la comunidad educativa en su conjunto.
4	No mucho. El modelo no fue reflexivo correctamente porque mis únicas reflexiones eran resúmenes de las clases que mi profesxr guía me pidió. Al final hice reflexión con mis compañerxs cuando nos juntamos, el proceso en sí fue muy solitario para realizar todo lo que se pedía.
5	Antes, creo que una breve definición de estas modalidades habría sido un poco más clarificadora. Asumiendo que entendí bien a lo que se refieren; logre hacer un análisis lo necesariamente profundo, con esto me refiero a que aquellos aspectos que me marcaron o generaron mayor interés, por ejemplo la cultura del aula, la emocionalidad de los estudiantes etc. son temas a los que les "dí vuelta en mi cabeza" bastante. Informandome y buscando patrones en literatura atingente que puede o no necesariamente influenciado mi reflexión on final.
6	Siento que no fue un proceso totalmente reflexivo en el que se me permitió analizar todo. El tiempo que se le asignó al análisis y la forma en la que se entregaban las reflexiones y portafolios fue difícil hacerlo todo solo, ya que no tuve gran apoyo de mi profesor guía.
7	No al nivel en el que me hubiese gustado, debido a los diferentes factores y hostilidades presentes en el lugar de práctica además de los docentes supervisores y guías del proceso.
8	No de la mejor forma, ya que apliqué los contenidos pero no tuve el espacio para analizar y aprender de otrxs profes o mis compañerxs que podrían servir como estudio también.
9	Totalmente. La práctica profesional es un proceso en donde toda la teoría adquirida en la universidad se desarrolla en un plano real y tangible, donde los desafíos emocionales, sociales

	y profesionales nutren sistemáticamente consciente o inconscientemente el auto-descubrimiento de nuestra propia visión como docente. Creo que el factor más importante es el descubrirse desde la experiencia del cómo queremos ser, que tipo de relaciones queremos construir, y que tipo de actividades queremos llevar a cabo, adecuándonos al contexto en el que nos desenvolvemos como docentes.
10	La forma en que se llevó el acompañamiento del proceso de práctica profesional, desde una perspectiva dialógica y dialogante, definitivamente me permitió explorar momentos de mi práctica docente, ya sea en mi propio trabajo como en lo que ocurría con lxs estudiantes y la escuela en sí. El poder no solo escribir sino decir lo que sentía y pensaba sobre situaciones y recibir una reflexión de vuelta, por ejemplo, ayudó a depurar mis propias reflexiones y la de la compañera con quienes practicamos.
11	Creo que el real desempeño de práctica profesional que se evalúa por parte de profesores por parte de la universidad las veces que van no consideran realmente el desempeño día a día como lo hace tu profesor guía del colegio, ya que al ir a evaluar 3 veces una clase de dos horas no ven tu desarrollo docente en general y real, en cambio con tu profesor guía del colegio con esa persona es la verdadera fuente para poder ir reflexionando profundamente tu desempeño ya que va viendo tu progreso clase a clase, por lo tanto, para mi la reflexión profunda nunca se dio con un grupo de compañerxs asignados por un profesor en común o con mi profesor guía de práctica, pero si existió una reflexión siempre personal y con mi profesora guía.
12	Reflexioné sobre los aspectos más superficiales que viví en la práctica, pero no tuve la oportunidad de integrar todo en el aula ya que hay muchas cosas que se van aprendiendo en el camino y cosas que se aprenden en base a mi relación con mis pares y colegas, lo que no se realizó efectivamente en mi periodo de práctica.
13	Mi experiencia con el modelo reflexivo individual sobre la práctica profesional no me permitió llevar a cabo una reflexión profunda de esta, ya que al no tener instancias de discusión con mis compañeros que estuvieran desarrollando la misma actividad, no pude criticar objetivamente mi desempeño y desarrollo como docente.
14	Creo que fue un proceso personal muy reflexivo en el cual fui capaz de integrar conocimientos previos, cuestionar mis conocimientos teóricos para lograr adaptarlos al contexto escolar. Hubieron muy pocas instancias de socialización con otros practicantes de mi carrera, pero si conté con el apoyo de mi profesora guía cuando me vi enfrentada a situaciones más complejas.
15	Creo que fue la instancia real de desapego universitario y transición al trabajo profesional. Con respecto a las reflexiones grupales, tuve la suerte de contar con profesores y profesoras generosas y pacientes quienes a su manera contribuyeron con algún feedback, comentario, sugerencia o palabra de ánimo. Las reflexiones individuales eran de varios tipos; instantáneas, semanales, diarias, mensuales y el todo del final del proceso. Principalmente porque eran un cúmulo de sentimientos diferentes.
16	Dentro de las dificultades y facilidades que se dieron durante mi proceso de Práctica profesional, todo pudo ser descrito de manera reflexiva, la cual fue considerada en todas sus aristas para poder lograr un aprendizaje concreto en base a las mismas y poder buscar soluciones en los de mi desarrollo como docente.

- Group Practicum Modality

Participant	Answer
1	El proceso reflexivo fue una instancia proporcionada por la universidad que no necesariamente se enmarcaba en instancias formales, si bien estas existían, fueron justamente los procesos 'no formales' los que ayudaban a ser conscientes del proceso y de las experiencias del contexto
2	Sí, tuve la suerte de tener muchas oportunidades de reflexión junto a mis profesoras supervisoras y mis compañeros/as de tesis. Estas instancias reflexivas de mantuvieron constantes durante mis meses de práctica, lo que sin duda, me hizo una profesional mucho más atenta a mi estadía en el colegio.
3	Sí, sin duda reflexionar en grupo me permitió poner en acción diversas estrategias para mejorar mi práctica pedagógica y a la vez compartir las problemáticas que existen actualmente en las aulas y de esta forma buscar soluciones o mejores formas de comprender lo que viven los estudiantes hoy en día.
4	Mi experiencia fue grupal con foco en la Práctica Reflexiva lo que permitió no sólo mi reflexión sino la de compañerxs también. Logrando una reflexión y desarrollo docente mucho más amplio, variado y profundo, considerando distintos puntos de vista y posibles soluciones.
5	Considero que lo que realmente me ayudó fue el proceso de reflexión. La práctica en sí misma es poco realista y sólo presenta un modelo testigo de lo que realmente significa trabajar como docente. Esto debido a las responsabilidades otorgadas a los practicantes en los colegios y a la visión que tienen los estudiantes sobre estos mismos.
6	El modelo individual sí me permitió reflexionar sobre la práctica, el problema es que solo pude compartir mi experiencia con la profé guía y eso me hizo sentir sola frente a problemas reales en el aula.
7	Creo que las reflexiones escritas ayudaban a crear un reflexión sobre la práctica profesional, no sé si profunda sea la palabra adecuada. Aún así creo que se necesitan más espacios en donde de manera grupal se pueda reflexionar ya que ayudarían a ver cómo los demás compañeros mejoraban en su ejercicio docente y crearía un ambiente de aprendizaje y acompañamiento entre pares.
8	Sí, ya que mi seminario constaba sobre la práctica reflexiva, por lo tanto tuve la oportunidad de compartir y reflexionar sobre experiencias en la práctica profesional.
9	Considero que la reflexión llevada a cabo durante mi proceso de Práctica Final me permitió crear una idea de mi desempeño como docente en respecto a mis propias vivencias, pero al no poder compararlo con experiencias de otrxs compañerxs, creo que carece de una reflexión aún más profunda que considero muy importante para este proceso.
10	Sí, ya que mediante las sesiones reflexivas tuve la oportunidad de no solo compartir mi experiencia docente si no que también escuchar las de mis compañeros. Esta instancia nos permitió a todos nutrirnos y aprender de nuestros errores y aciertos.

11	Si, ya que mediante las sesiones reflexivas tuve la oportunidad de no solo compartir mi experiencia docente si no que también escuchar las de mis compañeros. Esta instancia nos permitió a todos nutrirnos y aprender de nuestros errores y aciertos.
12	Creo que el proceso de la práctica profesional es un momento muy decisivo dentro de la carrera que no debería ser realizado en solitario. En práctica anteriores, teníamos la posibilidad de compartir con nuestros compañeros, lo que facilitaba la reflexión y apoyo entre pares en base a la experiencia, lo que en mi caso es mucho más valioso que un paper o una opinión desde fuera del contexto nacional.
13	Si, logré reflexionar sobre el proceso general y mi desempeño en clases. Fue una experiencia que aproveché de práctica y de aprender de mis compañeros y profes en la U.
14	No reflexioné solamente si no que también aprendí bastante. Desarrollé habilidades que se fueron construyendo a medida de los años de carrera y en conjunto con mi desarrollo y reflexión grupal ambos me permitieron un análisis profundo de lo que espero ser como docente.
15	Totalmente, porque analicé cada paso que di en el proceso y mis compañerxs en el seminario fueron un gran apoyo.
16	Las instancias de reflexión me han permitido ver con distancia, y por ende mayor claridad, el desarrollo de mi práctica profesional, analizando de esta manera mi desempeño profesional, académico y personal. Gracias al apoyo recibido en las sesiones colaborativas he podido darme cuenta de factores positivos que están dentro de mi proceso, así como las posibles amenazas y/o situaciones que deben ser atendidas.