

## **El desarrollo de Habilidades Docentes y Asesoría Académica del alumnado de escuelas normales públicas mexicanas en colegios de Murcia España: una experiencia exitosa**

*The development of teaching school skills and academic advising of students  
of normal public Mexican schools in colleges of Murcia Spain: A successful  
experience*

*O desenvolvimento de Habilidades de Ensino e Aconselhamento Acadêmico  
de estudantes de escolas públicas mexicanas em escolas em Murcia  
Espanha: uma experiência bem sucedida*

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### **Resumen**

El presente artículo describe una experiencia exitosa sobre el desarrollo de habilidades docentes y la asesoría académica del alumnado de escuelas normales públicas de 15 estados de la república mexicana, donde se realizaron prácticas profesionales en colegios de educación infantil, primaria y secundaria de Murcia, España, con el objetivo de analizar aspectos formativos de dicho alumnado en situaciones reales de trabajo. La metodología empleada es de investigación-acción, ya que se pretende reflexionar sobre cómo resolver los problemas cotidianos e inmediatos de sus prácticas profesionales concretas, innovar e incorporar desde sus referentes, acciones y estrategias que les ayudarán en la toma de decisiones sobre sus propias problemáticas detectadas y realizar adecuaciones a las planeaciones didácticas que tenían como encomienda. Resulta interesante identificar algunas reflexiones en torno a cómo el estudiantado que proviene de distintos puntos del territorio mexicano cuentan con referentes, licenciaturas y contextos proporcionalmente distintos a los que se involucrarían; sin embargo, la perspectiva metodológica, el manejo de estrategias didácticas y algunas habilidades docentes, tales como el manejo de grupo, la interacción entre ellos y su alumnado, permitió que se insertaran

significativamente en la vida docente y dinámica escolar de los colegios donde fueron asignados.

**Palabras clave:** asesoría académica, estrategias didácticas, habilidades docentes, participación colegiada, práctica profesional.

### **Abstract**

This article describes a successful development of teaching school skills and academic advising for students from public normal schools in 15 states of the Mexican Republic, who completed professional internships at schools for early childhood, primary and secondary education in Murcia, Spain with the objective of analyzing training aspects of said students in real work situations. The methodology used is research-action, as through this is intended to reflect on how to solve the daily and immediate problems of their specific professional practices, innovate and incorporate from their referents actions and strategies that will help them in making decisions about their own problems detected and make adjustments to the didactic planning they had as commission. It is interesting to identify some reflections on how the student body comes from different points of the Mexican territory; having references, degrees and contexts proportionally different from those that would be involved; however, the methodological perspective, the management of didactic strategies and some teaching skills, such as group management, the interaction between them and their students, allowed them to be inserted significantly into the teaching life and school dynamics of the schools where they were assigned.

**Keywords:** academic advice, teaching strategies, teaching skills, collegiate participation, professional practice.

### **Resumo**

Este artigo descreve uma experiência bem-sucedida sobre o desenvolvimento de habilidades pedagógicas e o aconselhamento acadêmico de estudantes de escolas públicas em 15 estados da República Mexicana, onde foram realizadas práticas profissionais em escolas para a infância, educação primária e secundária em Múrcia, Espanha. com o objetivo de analisar os aspectos de treinamento dos alunos em situações de trabalho real. A metodologia utilizada é a pesquisa-ação, pois visa refletir sobre como resolver os problemas diários e imediatos de suas práticas profissionais específicas, inovar e incorporar seus referentes, ações e estratégias que os

ajudarão a tomar decisões sobre seus próprios problemas detectou e fez ajustes aos planos didáticos que foram confiados. É interessante identificar algumas reflexões sobre como o corpo estudantil que vem de diferentes pontos do território mexicano tem referências, graus e contextos proporcionalmente diferentes dos que estarão envolvidos; No entanto, a perspectiva metodológica, o gerenciamento de estratégias didáticas e algumas habilidades de ensino, como o gerenciamento grupal, a interação entre eles e seus alunos, permitiram que fossem inseridos significativamente na vida docente e na dinâmica escolar das escolas onde foram designadas.

**Palavras-chave:** aconselhamento acadêmico, estratégias didáticas, habilidades de ensino, participação colegiada, prática profissional.

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## Introduction

Higher level students in charge of bringing knowledge to different educational institutions (basic, upper or higher) find themselves with certain challenges to carry out their work. Living in the present century means working in an international context of globalization of knowledge and teaching skills, with all its challenges and opportunities, where education not only plays a strategic role in economic growth, but also in the configuration of a social context diverse. In this sense, the National Public Schools of the country are favoring professional practices so that the students learn the professional work through practice. Thus, academic stays contribute to the role of training teachers in different contexts. The importance of this experience is due to the fact that, during this stay, the teacher in training puts into practice the theoretical, heuristic and axiological knowledge.

This article aims to describe the results obtained during the academic stay in Murcia, Spain, by eighth-semester students of public normal schools in 15 states of the Mexican Republic, with the aim of analyzing training aspects of these students (who were studying specialties in mathematics, English, telesecundaria and Spanish) in real work situations in five preschools (preschool), primary, special education, physical education and secondary education.

The participation program is derived from a call issued by the General Directorate of Higher Education for Professionals of Education (DGESPE), through the National Coordination of Scholarships for Higher Education (CNBES), which give opportunity to this academic stay to 96 students of almost 600 aspirants and 6 professors of 100 enrolled, in agreement between the Spanish and Mexican governments, which designate three venues to carry out these professional practices. It should be noted that a professional academic stay is that activity carried out during the development of a project through the direct participation of the student in the performance of their own profession, in order to contribute to the comprehensive education of the student, through the combination of theoretical knowledge acquired in the classroom with practical aspects of the labor and professional reality.

The participants were placed in three groups: the first consisting of 32 students and two professors in Cuenca, a province located in the center of Spain in the Castilla-La Mancha region; the second group was established with 31 students and two professors in Malaga, the sixth most populated city in Spain and belonging to the region of Andalusia, and in the third seat consisting of 33 students and two professors in Murcia, located in southwestern Spain and 441 kilometers of Madrid.

It should be noted, in the words of Pelayo (2012), that during an academic stay multiple purposes are contemplated, ranging from insertion in Spanish secondary schools and schools, to the fostering of teaching competencies that involved the management of didactic planning in the classrooms, whose purpose is to contribute to this work of teachers dedicated to education and who will start working as such, and with this experience the main objective of research is framed in the reflection and analysis of professional practices carried out from April to June 2015, by students who worked in Murcia, Spain, and focused on designing a reflective action plan, put it into practice and evaluate it, considering contextual aspects of each school zone and classroom, as well as all those elements that favor the significant learning of their student body.

It should be noted that, regarding the academic stay in general, some actions were redefined by the very nature of the program of tutoring and monitoring of the stay, since in collegiate with professors and tutors of the faculty of education of the University of Murcia were added tutoring activities, accompaniment of their professional practice and training of the substantive aspects of their own plans and study programs of each educational level in which it was incorporated to the student body, depending on the level or modality of the educational service in which they were studying in Mexico.

Tabla 1. Procedencia de los participantes en la sede de Murcia, España

| Estado              | Alumnado | Catedráticos |
|---------------------|----------|--------------|
| Baja California     | 4        |              |
| Baja California Sur | 3        | 1            |
| Chihuahua           | 2        |              |
| Durango             | 2        |              |
| Guanajuato          | 1        |              |
| Guerrero            | 1        |              |
| Jalisco             | 3        |              |
| Nuevo León          | 2        |              |
| Puebla              | 1        |              |
| San Luis Potosí     | 2        |              |
| Sinaloa             | 4        |              |
| Tabasco             | 1        |              |
| Tamaulipas          | 4        |              |
| Tlaxcala            | 1        |              |
| Veracruz            | 2        | 1            |
| Subtotal            | 33       | 2            |
| Total               |          | 35           |

Fuente: autoría propia.

In a natural way, the students and the professors joined the academic activities of the University of Murcia, since, from their organization, the school practices are in charge of the faculty of education of the university, who at the beginning informed about the structure and operation of the Spanish educational system and on the organization of the contents and competences of each level and degree according to each specialty.

During the arrival in the region of Murcia, began the development of a training program to diversify the activities of professional practice, while the student was assigned to each school and began to know the socio-educational context and development of the classes of their tutors in each classroom.

The schedule of the students during their internship was the same as that of a Spanish school teacher, including recess and meetings with teachers and management teams considered appropriate. They also participated in the extracurricular activities organized by each school.

In order to explain more precisely in the following lines I will expose some interesting topics that support the research, in order to obtain an adequate teacher training.

### **Collegiate participation**

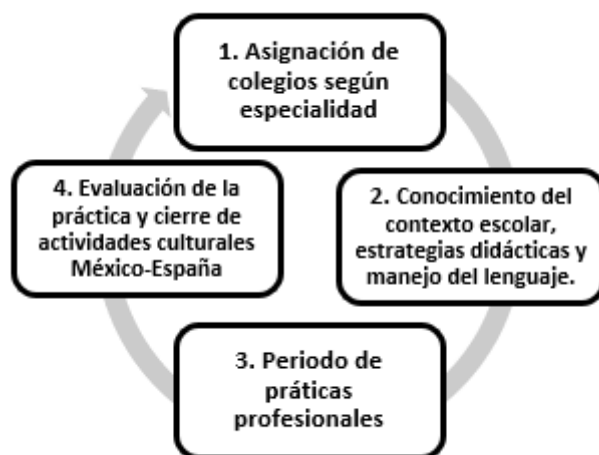
The work in Murcia, Spain, was developed under a proposal of action research, work very developed today in the educational field, since it allows to take advantage of coarse resources in the task inside and outside the classroom. This means allows generating, in the words of Álvarez-Gayou (2003), research procedures focused on the search for better results, aided by the participation of the actors, who at the same time learn and develop as people.

Some characteristic aspects that this program considered, within the professional practice of the eighth semester students of the different bachelor's degrees and specialties involved, basically consisted of giving continuity to the training process that both they and the professors who had as references (Secretariat of Public Education, 1997, 1999 and 2012). It should be noted that those involved in this follow-up served as academic advisors for the seventh and eighth semesters in Mexican public normal schools, as well as the students, who attended the same semesters, thus incorporating aspects such as the development of teaching skills, tutoring and professional practices, represented a known and defined ground for the professors, at least in the scope and field of action.

The work aimed to guide the students during the visits to the assigned schools, however, they were also allowed to innovate and incorporate from their referents, actions and strategies that will help them in making decisions about their own problems detected and make adjustments to the planning didactic that they had as a task, since designing, applying and evaluating the participation of 33 students of normal schools of 15 states of the Mexican Republic in schools of Murcia was not an easy task.

Figure 1 aims to illustrate the work process that allowed structuring from April to June 2015 the design of participation in the schools of Murcia.

**Figura 1.** Diseño básico de la investigación-acción en los colegios de Murcia, España



Fuente: autoría propia.

The perspective that stands out is essentially "to promote social change, transform reality and make people aware of their role in the transformation process" (Sandín, 2003, p.161).

The students came from different points of the Mexican territory, so their referents, degrees and contexts were proportionally different from those that would be involved, therefore, the chosen methodological perspective favors and is inserted in what is considered a predominantly pragmatic position of the daily teaching life, where it is intended to find immediate solutions.

The perspective of action research is based on technical-scientific methodology, since, as mentioned by Lewin (1946), action research was defined as a form of self-reflexive questioning, carried out by the participants themselves, in certain occasions with the purpose of improving the rationality and justice of situations of the own educational social practice, with the aim also of improving the knowledge of said practice and on the situations in which the action is carried out.

In the words of Moser (1978), "practical knowledge is not the goal of action research but the beginning", that is, although the Spanish context and the practices in Spanish schools was a very different scenario for them, their experience in classrooms Mexican women allowed to guide the course of their new actions in this pedagogical experience.

The fundamental part was to understand the teaching and reflect on it, and that eighth-semester students, as participants in this process, were practically considered as teachers, since they were potentially a few days away from their training schools in Mexico.

### **Tutor-tutored relationship**

Carrying out your own search process, by reflecting on your own practice, and as a result, introducing progressive improvements in your teaching process, was another great task.

Tutoring, in the words of Padilla, Bravo, Padilla Muñoz and Castellanos (2004), is understood as individual support and teaching support, offered to students as one more activity of their formation, and may be the lever that serves to a qualitative transformation of the educational process at the top level.

I must admit that at this stage of tutoring and monitoring of professional practices the participation of five professors from the faculty of education of the University of Murcia allowed to support improvement actions and contribute to the performance of all participants in each school, substantially here an excellent communication and coordination was generated between them and the Mexican tutors, who made the follow-up visits to the student's practices in each school or students that according to their specialty of the degree in secondary education, were incorporated to an institute called Compulsory Secondary Education (THAT).

The teaching practice is a dynamic and reflective activity that includes the events that occurred in the interaction between the teacher and the students, it is the role that the teacher plays day by day in the classroom. In the words of Fierro, Fortoul y Rosas (1999):

The work of the teacher is located at the point where the school system is located (with a specific curricular and organizational offer), and the particular social groups. In this sense, its function is to mediate the encounter between the educational political project, structured as an educational offer, and its recipients, in a work that is carried out face to face (p. 85).

In this context, the teaching skills as a set of resources that allow the teacher to develop the training action tries to favor classes with quality, in such a way that the student learns the significant knowledge and manages to reach the pedagogical objectives raised in the didactic sequences of the day a day.

An unexpected factor that favored tutoring and naturally allowed the visit and access to classrooms to observe and perform the feedback to each student was that these schools are part of the scenarios to perform the professional practices of those who study the different specialties

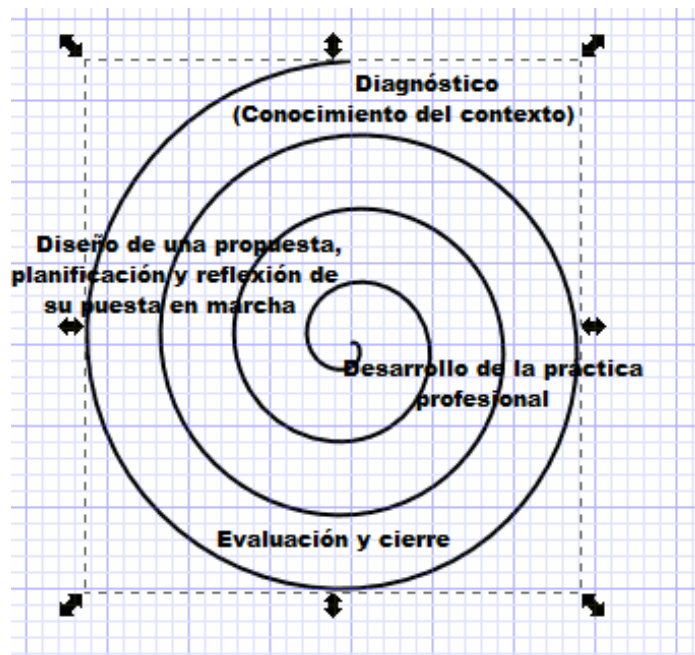


in the faculties of the University of Murcia, therefore, all the teachers (teachers linking to the teaching practices, tutors in each classroom and the same managerial staff) have as assiduous this area, which greatly facilitate these processes and contribute to the achievement of a tutoring space and effective follow-up.

### Method: development of teaching skills

An important issue within the school environment is the skills that the tutors teachers (teachers of each group of Spanish schools) use to carry out the learning process. Likewise, the teaching function and its contribution so that the evaluation has an impact on better teaching practices is vital in these tutoring processes, since it is favored the update, while improving the performance levels for work inside and outside the classroom. lessons.

**Figura 2.** Modelo de trabajo y seguimiento de las prácticas profesionales en Murcia, España



Fuente: autoría propia.

This working model was discussed with the faculty of the Faculty of Education of Murcia, at the time of elaborating the plan of professional practices, with the argument of having experience in the process of management of schools, incorporation of the student body for the knowledge of the school context and needs of their students, development of their didactic planning, monitoring, evaluation and closure of activities, so they agreed to incorporate it as their own work model.

Another outstanding aspect is the domain of didactic strategies and the management of groups that the student knew and applied in Mexican contexts (Díaz, 2016, Pimienta, 2012); Institute of Technology and Higher Education of Monterrey [Itesm], 2000), since it would allow to put into practice said knowledge in each school, since the work for nature and the times determined for the time or stage of the school year was intended by . It would be necessary to consider the dates, the school cycle was almost finished, so it was necessary to apply strategies and classes that would result in practicality and meaning, both in teaching, as in tutoring and management, according to the needs identified through these processes and the educational level where they carried out their professional practice.

There is no single model within the framework of action research, since it is about adapting the research process in each specific case to the unique conditions of each specific situation (Damiani, 1994). However, for the purposes of this intervention, some phases or stages will be required following a spiral model, in successive cycles (Carr and Kemmis, 1988), which vary according to the complexity of the problem.

### **Results: monitoring of professional practices**

Some formative aspects in which the student body of Mexican normal schools stood out were validated by means of an applied instrument; It should be noted that for reasons beyond the study, only 22 of the 33 participants answered and it has an informative nature, in which it is not intended to generalize any aspect, but to describe and reflect on each process, since the work focuses on recognize that each student had to make a series of methodological adjustments according to their specific academic needs, since in some cases young people may present problems to learn in the same way as the rest of their classmates; the approach to the context, their opportunity to practice permanently in their classrooms, as well as time, different materials of study, aid in different or new techniques and learning strategies and activities or dynamics inherent to the school or the assigned school, were aspects that many times they were out of reach.

Much of the interest of this process lies in knowing how they set in motion the teaching skills learned during their professional practices in a context different from the one they commonly practiced, as well as identifying if planning and learning activities generate an impact and favorable environment for the Basic education student from Murcia, Spain.

**Tabla 2.** Nivel, especialidad o servicio educativo de procedencia y asignado para el estudiantado en Murcia, España

|                                    |                        |           | No. Alumno | Catedráticos |
|------------------------------------|------------------------|-----------|------------|--------------|
| Licenciatura                       | en                     | educación | 10         | 1            |
| Primaria                           |                        |           |            |              |
| Licenciatura                       | en                     | educación | 3          |              |
| especial (audición y lenguaje)     |                        |           |            |              |
| Licenciatura                       | en                     | educación | 7          | 1            |
| Preescolar (Infantil)              |                        |           |            |              |
| Licenciatura en educación física   |                        |           | 2          |              |
| Licenciaturas en<br>Educación Sec. | Especialidad en Inglés |           | 3          |              |
|                                    | Lengua (español)       |           | 1          |              |
|                                    | Matemáticas            |           | 3          |              |
|                                    | Biología               |           | 2          |              |
|                                    | Telesecundaria         |           | 1          |              |
|                                    | Historia               |           | 1          |              |
| <b>Total</b>                       |                        |           | <b>33</b>  | <b>2</b>     |

Fuente: autoría propia.

The student manifests different styles and forms of learning and before this the teacher must play a very significant role; it is considered vital, in terms of teaching work, that the Mexican tutor be able to develop the skills and attitudes necessary to be a fundamental guide in the teaching-learning process by imparting theoretical-methodological knowledge inside and outside the classroom.

There are relevant elements of student participation, as an opportunity to reflect on the performance of their professional practices in different contexts and their level of mastery, for which the following two graphs, without pretending to generalize, were asked:

- According to your academic background in the normal school of origin, at what level of proficiency do you find yourself in order to complete your internship at the school or practice institute in Spain?

**Gráfica 1.** Prácticas en otro contexto escolar

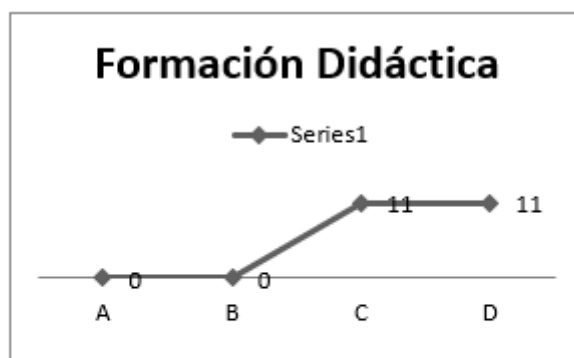


- a) con grandes dificultades
- b) con algunos retos y limitaciones
- c) en buenas condiciones
- d) en excelentes condiciones

Fuente: autoría propia.

- According to the educational level, modality or specialty with which you are forming in the normal school of your origin, how do you consider the didactic training that is offering you to make an academic stay in the school or institute assigned?

**Gráfica 2.** Formación didáctica



- A. Limitada
- B. Regular
- C. Buena
- D. Excelente

Fuente: autoría propia.

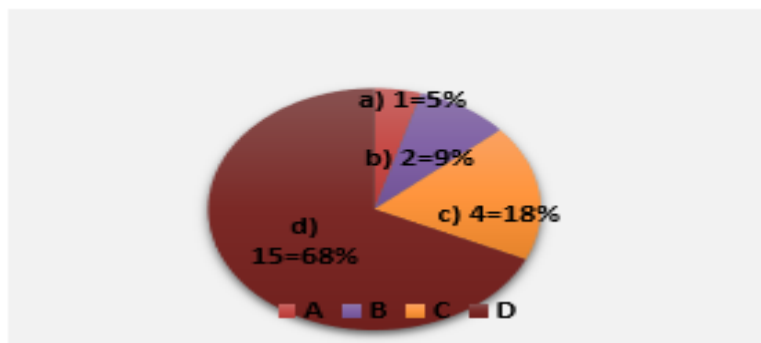
There are, implicitly, several concerns about the achievement of the graduation profile and the development of professional skills, especially in the face of the current situation of the Mexican educational system and in particular that of the normal schools as teacher educators.

With the indicators present in these two questions of the follow-up instrument is encouraging, since a part of the radiography presented by the students who answered this section, puts in the best results both their didactic training, and their congruence in the development of their practices professionals.

Some indicators that allow us to reflect on the challenges and tensions of this process, in which we observe reciprocity and even a certain co-responsibility with the level of expected performance during the students' professional practices, are reflected in the following questions in the instrument, in which there are reflected goodnesses of this action research approach, such as:

- a) Identification of the social forces and relationships that lie behind their experience in previous practices in differentiated contexts.
  - b) The generation of new knowledge for the researcher and the groups involved.
  - c) The mobilization and strengthening of grassroots organizations.
  - d) The optimization of the use of available resources, based on the critical analysis of needs.
  - e) In some cases, after checking the results in reality, it is possible to start a new cycle of action research.
- Did you receive advice from your Mexican tutor who will support your professional practices in the assigned school or institute?

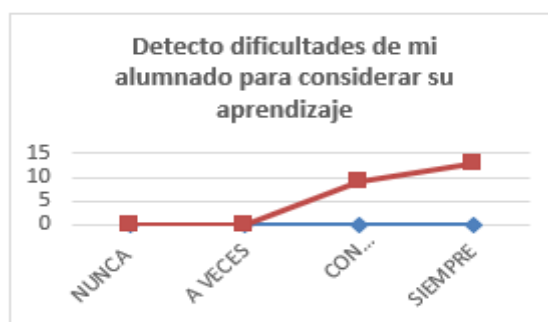
**Gráfica 3.** Asesoría académica



- a) Casi nunca
- b) Algunas veces
- c) Frecuentemente
- d) Siempre

Fuente: autoría propia

**Gráfica 4.** Dificultades de los tutorados



|                |    |
|----------------|----|
| Nunca          | 0  |
| A veces        | 0  |
| Con frecuencia | 9  |
| Siempre        | 13 |
| Total          | 22 |

Fuente: autoría propia.

The conditions to offer advice and follow-up to the students were ideal, both in infrastructure, as in the times, since we counted on the part of the University of Murcia, with a specialized classroom in evening shift, with projector, computer and work tables, which allowed the feedback of the activities carried out, as well as the suggestions on the type and amount of pedagogical help that they offered or requested for the classes of their students.

Regarding the assessment of their professional practices in each school or institute, a visit plan was designed in which the total number of students had at least three follow-up, establishing a first moment destined to review the diagnosis and describe the context in which who got involved; The second visit consisted of observing their work in front of the group and reviewing whether the strategies planned in their practice book corresponded to what was suggested and, finally, the closing visit, in which the student designed a cultural activity linking Mexico-Spain where highlight cultural activities such as dead altars, skull rhymes, exhibitions of Mexican currency, presentation of famous Mexican characters, among other actions that were of great interest to all people involved in the colleges and professors of the University of Murcia.

## Conclusions

Without a doubt, a program or research will always have improvement actions; This experience is not the exception, however, it must be recognized that during the actions carried out in the different scenarios of this work model and the monitoring by all involved, the mother of all the professional skills was the attitude and disposition to cooperative work and mutual help.

Based on the sections of this article, below, some conclusions are noted.

Regarding collegial participation, contributions were presented among all those involved in the process, characterized by horizontality in the interaction, since the contributions made to collegiate work were considered valuable; It was not a process of managerial participation, but to maintain an effective communication, respect for individual differences and assume a role of teacher that really formed part of both communities, the school or institute assigned and the faculty of education of the University of Murcia.

Regarding the tutor-tutored relationship, the perspective of tutelary work was addressed in a very diversified way, since there were three types of tutors, the group's full professor, who was full time with the student body and could suggest the adjustments to the work permanently during his educational intervention; the tutor of the University of Murcia, who considered his participation with the management and teaching staff of each school, in the case of who was assigned to an institute, his performance was discussed with the heads of the department (specialty or area) of each degree of the student body, and the Mexican tutor, who interacted permanently with the students and managed to flow academic communication among the other

tutors and managed to incorporate their professional practices, both the recommendations and the learning products for making decisions in their own practice. professional.

Regarding the development of teaching skills, a frame of reference is always valid if it is related to the levels of performance achieved, and for this, it will be synthesized based on having complied with the work model and monitoring the professional practices presented, in which it highlights the fulfillment of the learning objectives and curricular goals; the design of the work plan presenting its intervention proposal and the evaluation and monitoring of the student body. The follow-up of the professional practices was verified in the registers, as well as in the follow-up visits in each school, with 100% of attendance and compliance of the students, not even by illness or accident a student missed the delivery of their didactic plans or of its plan of action and evaluation, for which having fulfilled in schedules, dates and with the four stages of the process determined for this participation model, corroborates in a lot the success and motivation towards the whole process.

The educational authorities of the own schools and the tutors of the university commented that the stay exceeded in much the expectations that they had of the academic experience; In addition, the student body for Mexican tutors was also new, since only two students were from Veracruz, Mexico, and had never been students in the Normal School.

These reflections refer to the intellectual efforts of a successful experience linked to an academic stay with normalist students abroad, and it should be noted that those who are or wish to go through similar situations are expected to consider these concerns in order to improve the conditions of the academic experience.



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