

Secuencias Educativas: el docente digitalizado y la percepción de la enseñanza

Educational Sequences: digitized teacher and the perceptions of teaching

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Resumen

El alumnado universitario que se prepara para el ejercicio docente se encuentra, mediante las prácticas externas, con la oportunidad de contrastar en la realidad práctica los conocimientos teóricos y procedimentales que adquieren en las aulas universitarias. Al otro lado del pupitre, de pie en el aula, se encuentran por primera vez frente a niños y adolescentes sentados que les miran y esperan de su capacidad para trasladarles conocimientos empleando múltiples fuentes de información.

Tomando como referencia esta situación de las prácticas externas, se presentan los resultados de una investigación basada en la percepción que sobre la competencia profesional docente tienen 120 estudiantes, futuros maestros y profesores, en el ámbito de la educación primaria y secundaria en centros educativos asturianos a lo largo de 3 cursos académicos. Interesa conocer las relaciones causales y considerar críticamente como ven y experimentan las prácticas docentes reales, como piensan que es educarse hoy en la era digital de qué forma valoran el rol del profesorado en activo, el modelo curricular, el método didáctico, las posibilidades efectivas para la innovación educativa y, finalmente, su propia competencia para afrontar los procesos de enseñanza-aprendizaje con un grupo-clase.

Palabras-clave: didáctica, competencia, prácticas externas, enseñanza digitalizada

Abstract

University students preparing for the teaching practice is through external training, with the opportunity to compare the practical reality and procedural knowledge acquired in university classrooms. Across the desk, standing in the classroom, meet for the first time in front of children and teenagers sitting watching and waiting them of their ability to pass on knowledge using multiple sources of information.

Drawing on this situation of internships, we present the results of an investigation based on the perception on teacher professional competition have 120 students, future teachers, in the field of primary and secondary education in Asturian schools to over 3 academic years. Interest to know the causal relationships and consider critically as they see and experience real teaching practices, as they think it is to educate today's digital age how teachers value the active role, the model curriculum, the teaching method, the actual possibilities for educational innovation and, ultimately, its own competence to meet the teaching-learning process with a-class.

Key words: teaching, competition, internships, teaching digitized

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Introduction

At the European level of education, educational convergence process called Bologna process (http://es.wikipedia.org/wiki/Proceso_de_Bolonia) encourages change old patterns of teaching to adapt teaching methods to the needs both current college students and the overall competitiveness of the labor market. Perhaps the most visible aspect of this change resides in the progressive abandonment of traditional education, content-oriented learning, to stimulate the development of educational processes based on learning skills, trying to make sense of what is learned (Martinez and Escarbajal, 2011). While this change covers all university degrees, is in the area of pedagogy where penetration has greater assurance of social importance. The Education Sciences have always been interested in revealing the characteristics of educational fact. Addressing the teaching learning process, learning how to teach, is an underlying concern of educational research. From this point of view, teacher

education becomes a priority objective of the conceptual and methodological changes that today's digital society requires. Thus, from the University, is pleased to see the number of young, future education professionals (Vaillant and Manso, 2012) who enroll in college degrees by taking the pedagogy and teaching first choice. If we add them to students from other disciplines who approach teaching profile through specific accreditation, we find a competent and reliable bag that guarantees personal resources generational change in classrooms and new perspectives that will produce learning gains and innovative teaching approaches that we will all benefit. We human material. Our commitment is to offer the best possible learning opportunities (Puelles, 2009; Marcelo and Yot, 2011).

During the learning process, those studying to become teachers go through different stages. One that always attracts stress and excitement are the external practices in schools. The duration of the training varies from other undergraduate degrees and are located in a range of from 44 ECTS Grade Primary to 13 ECTS of the Master's in Teacher Education (ECTS: European Credit System Transfer, the European Credit Transfer system is a measure of work 25 to 30 hours, which makes the student to meet the goals of the curriculum). External practices facilitate the initial contacts with the teaching practice, with the everyday reality of school, this time the / the student assumes the role of teacher / a (Marcelo, 2009). To analyze and assess the functioning of the school and classroom dynamics by developing the habit of constructive observation and systematic analysis (Dopico and Garcia-Vázquez, 2010). Represent the frame where part of teaching contrasting existing skills with those applied in the space of the class group (Valle and Manso, 2011). In this context, university students preparing for the teaching practice is first across the desk, standing in classroom, in front of children and sitting teenagers watching them and waiting for their ability to pass on knowledge using multiple sources. Teachers who participate in training try to optimize the practical training of students from the study of transfer of skills in practice centers and wonder about the educational landscape to be found in the centers receive about this mutation student and teacher trainees drawn from all this learning for their future professional development. }

Sometimes, agrees that a student / teacher trainees to go to perform externships at the same center where he attended primary or secondary school. This time, with his memories of

student / a, carry the skills learned in the Faculties of Education: precise theoretical knowledge about teaching practice, observation and rigorous criteria for patient education and clear guidelines for teaching performance (Novella et al, 2012). Being digital natives (Prensky, 2001), accompanies them his considerable digital competition in environments 2.0, their experiences with visual languages and virtual networking space 3.0 and its capabilities in the processing and transfer of information (Snyder, (2004) . to all this add up to their previous ideas about the teaching role (Barbera, 2008), to accommodate the practice to the image they have of themselves and stereotypes teacher who want to imitate or shunned. despite efforts to clarify to be teaching is not easy and requires a solid, there is a belief that teaching is easy to prepare to teach is to learn how to do things and learn from experience (Woolfolk and Murphy, 2001). the feed back (feedback) we received when returning from the external stays in places of practice, helps us reflect on the subtleties and gaps that structure our educational systems. a building knowledge and reformulate what has been learned and gained significance in the company of others (Florio-Ruane and Rosaen 2008), for further progress towards knowledge not yet possess. Set among teachers that we train future teachers and students themselves balance, reduces the gap between what they know and what they should know, including how to know and how to know when the school should already have them effectively (Ruiz and Martinez, 2010).

MATERIAL AND METHOD

With reference to the Placement, a research strategy based on the case study (Stake, 2005), to approach the perception on teacher professional competence has students-teacher trainees in the field of education arises primary (to students from 6-12 years) and secondary (aimed at students aged 12 to 16 years). Following its concrete individual experience, is taken as a framework for analysis, external stays (Practicum) students of Degree in Elementary (68 students / as) and Master in Teacher Education (52 students / as) in Asturias over 3 academic courses schools. Of the 120 students taken as a representative sample, 27 were students and 93 female students (Figure 1).

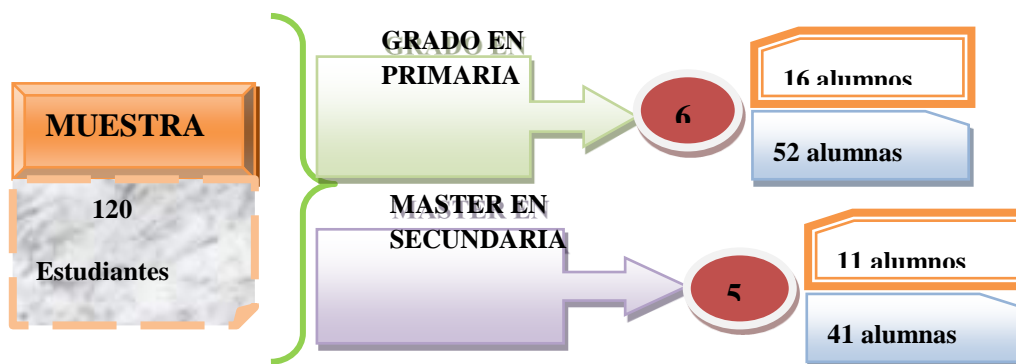


Figure 1: Sample Analyzed

Interesting to know the causal relationships and critically considered see and experience each other actual teaching practices, as they think it is to educate today's (Pérez Gómez, 2012) digital era, how they value the role of teachers in active, the model curriculum, the teaching method, the actual possibilities for educational innovation and ultimately their own competence to meet the teaching-learning process with a group-class. To analyze reliable and valid data from a qualitative and quantitative approach to a rigorous analysis of the information provided by the generating sample data, a questionnaire substantive research questions that is made through dichotomous items and categorized (Hernández et al, 2000; Olmo Martinez, 2002), can collect relevant information in a systematic and orderly (Table 1) way. This questionnaire was anonymous last-face and both groups of students after each stage of its practices over 3 academic years (2009-2012) mode.

| | |
|---|--|
| PERCEPCIÓN DEL ALUMNADO DOCENTE EN PRÁCTICAS 2009-2012 ETAPA EDUCATIVA | _ Qué característica/s piensas que definen el rol docente |
| | _ Señala los modelos curriculares que te parecen más adecuados en la enseñanza |
| | _ Cuáles son los métodos educativos con los que más te identificas |
| | _ Elige una sola opción: el profesorado elige el método más adecuado para conseguir los objetivos didácticos |
| | _ Elige una sola opción: en los Centros escolares no se puede hacer innovación porque lo impide... |
| _ Elige las opciones que mejor definan si durante las prácticas en el Centro pudiste comprobar... | |

Table 1: Questionnaire

To determine the reliability of the data provided by the questionnaire and trends in the relationship between items, the internal consistency coefficient Cronbach followed by measuring the response of each element of the sample with respect to the instrument items for later through the Pearson correlation coefficient, measuring the magnitude of the relationship between these items. In both tests, reliability coefficients with values ranging about 0.9 give credence to the designed instrument (Gil Pascual, 2006; Visauta, 2007). For the statistical treatment of the data sample of the population dichotomized - target (future / as teachers / as primary and secondary, respectively), subjecting each questionnaire a descriptive analysis using SPSS 19 (Pérez, 2005 package; Rodriguez et al., 2007)

RESULTS

As stated earlier, the questionnaires are passed once the students return to school after their stay at the schools of practice. Collecting this information, the tabulated data presented by these results (Tables 2 and 3).

| PERCEPCIÓN DEL ALUMNADO DOCENTE EN PRÁCTICAS 2009-2012 | | | | | |
|--|-------------|-------------|------------|-----------|--------------|
| GRADO EN PRIMARIA | | | | | |
| | Alumnos | Alumnas | Total | | |
| Alumnado | 16 (23,5%) | 52 (76,5%) | 68 | | |
| Qué característica/s piensas que definen el rol docente | | | | | |
| | Profesional | Comprensivo | Competente | Motivador | Comunicativo |
| Alumnos | 6 (37,5%) | 2 (12,5%) | 12 (75%) | 5 (31%) | 4 (25%) |
| Alumnas | 10 (19%) | 15 (29%) | 31 (60%) | 16 (31%) | 11 (21%) |
| Total | 16 (23,5%) | 17 (25%) | 30 (44%) | 21 (31%) | 15(22%) |

Señala los modelos curriculares que te parecen más adecuados en la enseñanza

| | Alumnos | Alumnas | Total |
|--|------------|------------|----------|
| El Modelo tecnológico (<i>por objetivos</i>) | 8 (50%) | 12 (23%) | 20 (29%) |
| El Modelo de investigación en la acción | 5 (31%) | 16 (31%) | 21 (31%) |
| Los Modelos situacionales (artísticos) | 5 (31%) | 19 (36,5%) | 24 (35%) |
| Los Modelos Socio-críticos | 10 (62,5%) | 35 (67%) | 45 (66%) |

Cuáles son los métodos educativos con los que más te identificas

| | Alumnos | Alumnas | Total |
|---|-----------|------------|----------|
| El método Expositivo / Lección Magistral | 8 (50%) | 2 (3,8%) | 10 (15%) |
| El método de Simulación y Juego | 12 (75%) | 48 (92%) | 60 (88%) |
| El método de Estudio de Casos | 2 (12,5%) | 19 (36,5%) | 21 (31%) |
| El método del Contrato de Aprendizaje | 1 (6,25%) | 16 (31%) | 17 (25%) |
| El método del Aprendizaje Cooperativo | 13 (81%) | 34 (65%) | 47 (69%) |
| El método del Aprendizaje Basado en Problemas (ABP) | 11 (69%) | 36 (69%) | 47 (69%) |

Elige una sola opción: el profesorado elige el método más adecuado para conseguir los objetivos didácticos

| | Sí | No | Tiene que seguir el método |
|--|----|----|----------------------------|
|--|----|----|----------------------------|

| | | | |
|---------|-----------|---------|---|
| | | | que ya se está desarrollando en el Centro |
| Alumnos | 2 (12,5%) | 1 (6%) | 13 (81%) |
| Alumnas | 26 (50%) | 5 (10%) | 21 (40%) |
| Total | 28 (41%) | 6 (9%) | 34 (50%) |

Elige una sola opción: en los Centros escolares no se puede hacer innovación porque lo impide

| | | | |
|---------|---|---|----------|
| | El tiempo que tienes para dar tu asignatura | La dinámica de trabajo creada ya en el centro | Se puede |
| Alumnos | 9 (56%) | 6 (37,5%) | 1 (6%) |
| Alumnas | 9 (17%) | 9 (17%) | 34 (65%) |
| Total | 18 (26%) | 15 (22%) | 35 (51%) |

Elige las opciones que mejor definan si durante las prácticas en el Centro pudiste comprobar

| | Alumnos | Alumnas | Total |
|---|-----------|----------|----------|
| Que puedo afrontar el reto de llevar una clase y seguir una programación | 16 (100%) | 38 (73%) | 54 (79%) |
| Que aún me queda mucho para llegar a ser el / la profesor/a que quiero ser | 5 (31%) | 44 (85%) | 49 (72%) |
| Que siguen enseñando con las mismas técnicas que emplearon cuando yo estaba en esta etapa educativa | 15 (94%) | 49 (92%) | 64 (94%) |

Table 2: Net Results of Questionnaire Primary Grade

| PERCEPCIÓN DEL ALUMNADO DOCENTE EN PRÁCTICAS 2009-2012 | | | | | |
|---|-------------|-------------|------------|-----------|--------------|
| MASTER EN SECUNDARIA | | | | | |
| | Alumnos | Alumnas | Total | | |
| Alumnado | 11 (21%) | 41 (79%) | 52 | | |
| Qué característica/s piensas que definen el rol docente | | | | | |
| | Profesional | Comprensivo | Competente | Motivador | Comunicativo |
| Alumnos | 8 (73%) | 5 (45%) | 9 (82%) | 5 (45%) | 6 (54,5%) |
| Alumnas | 13 (32%) | 10 (24%) | 33 (80%) | 18 (44%) | 11 (27%) |
| Total | 21 (40%) | 15 (29%) | 27 (52%) | 23 (44%) | 17 (33%) |
| Señala los modelos curriculares que te parecen más adecuados en la enseñanza | | | | | |
| | Alumnos | Alumnas | Total | | |
| El Modelo tecnológico (por objetivos) | 9 (81%) | 11 (27%) | 20 (38%) | | |
| El Modelo de investigación en la acción | 2 (18%) | 19 (46%) | 21 (40%) | | |
| Los Modelos situacionales (artísticos) | 1 (9%) | 17 (41%) | 18 (35%) | | |
| Los Modelos Socio-críticos | 4 (36%) | 29 (71%) | 33 (63%) | | |
| Cuáles son los métodos educativos con los que más te identificas | | | | | |

| | Alumno s | Alumna s | Total |
|---|-------------|-------------|-------------|
| El método Expositivo / Lección Magistral | 10 (91%) | 6 (15%) | 16 (31%) |
| El método de Simulación y Juego | 2 (18%) | 14 (34%) | 16 (31%) |
| El método de Estudio de Casos | 2 (18%) | 18 (44%) | 20 (38%) |
| El método del Contrato de Aprendizaje | 1 (9%) | 16 (39%) | 17 (33%) |
| El método del Aprendizaje Cooperativo | 3 (27%) | 31 (76%) | 34 (65%) |
| El método del Aprendizaje Basado en Problemas (ABP) | 3 (27%) | 36 (88%) | 39 (75%) |

Elige una sola opción: el profesorado elige el método más adecuado para conseguir los objetivos didácticos

| | Sí | No | Tiene que seguir el método que ya se está desarrollando en el Centro |
|---------|-------------|---------|--|
| Alumnos | 2 (18%) | 0 | 9 (82%) |
| Alumnas | 23 (57%) | 4 (10%) | 14 (34%) |
| Total | 9 (17%) | 5 (10%) | 38 (73%) |

Elige una sola opción: en los Centros escolares no se puede hacer innovación porque lo impide

| | El tiempo que tienes para dar tu asignatura | La dinámica de trabajo creada ya en el centro | Se puede |
|---------|---|---|----------|
| Alumnos | 4 (36%) | 7 (63,6%) | 0 |

| | | | |
|---------|----------|----------|-------------|
| Alumnas | 11 (27%) | 10 (24%) | 20 (49%) |
| Total | 15 (29%) | 17 (33%) | 20 (77%) |

Elige las opciones que mejor definan si durante las prácticas en el Centro pudiste comprobar

| | Alumnos | Alumnas | Total |
|---|--------------|---------------|-------------|
| Que puedo afrontar el reto de llevar una clase y seguir una programación | 11 (100%) | 35 (85%) | 46 (88%) |
| Que aún me queda mucho para llegar a ser el / la profesor/a que quiero ser | 3 (45%) | 34 (83%) | 39 (75%) |
| Que siguen enseñando con las mismas técnicas que emplearon cuando yo estaba en esta etapa educativa | 11 (100%) | 40 (97,5%) | 51 (98%) |

Table 3: Net Results of Questionnaire Secondary Master

Consider these data yield the 120 questionnaires more accurately:

√ Features teaching role (Figure 2)

71% / as 120 students responding to the questionnaire, think that the trait that best defines an / a teacher is the fact that it is "Proficient". If you look at the other features identified by students, "Professional" value chosen by more than half of the students and the profile of "Motivator" chosen by 36.5% of the students stands

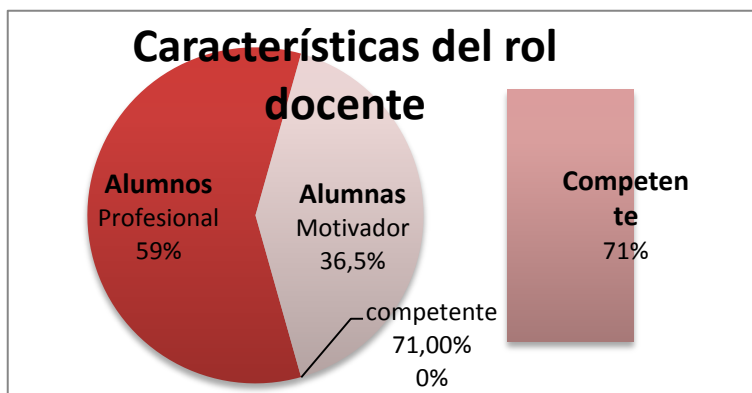


Figure 2: Characteristics of the teaching role

√ favorite curricular models (Figure 3)

Among the different curriculum models that are studied in the Faculty of Teacher Training and Education, students followed during their teaching practices along these 3 academic years shows a clear gender bias by picking the curricular model of your choice. If for students, the classical model goal-oriented, Technological model is the more followers (63%), the students open the curricular field sociocríticos selecting the most current models (69%)

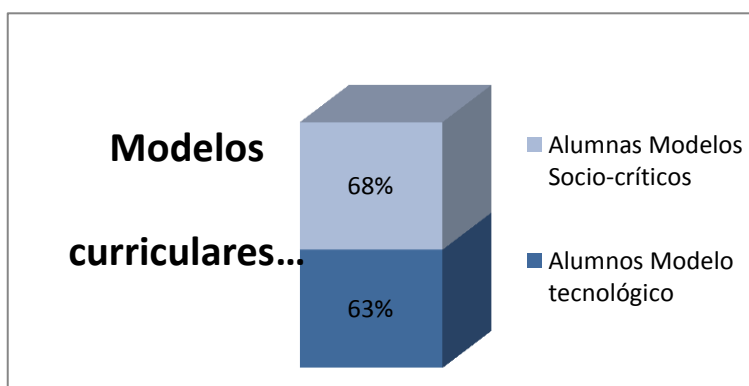
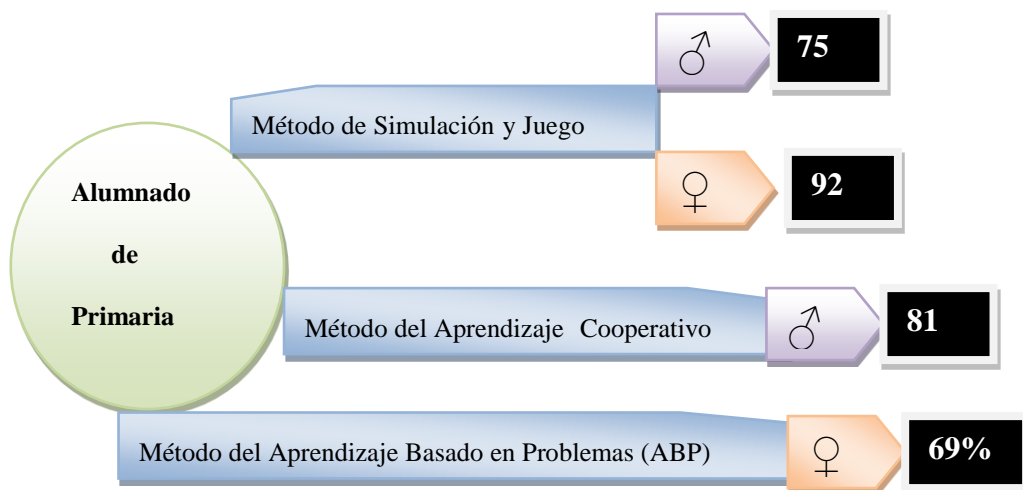


Figure 3: Selected curricular models

√ educational methods with which you identify

Future Teachers of Primary Education stage opt for the method of Simulation and Game (75% and 92% respectively), when you think about the didactic approach they like. If we introduce the gender variable in methodological choice, we see 81% of students in favor of using as a reference for teaching practice Cooperative Learning (81%) are also shown. The students of this teaching specialty also choose Project Based Learning (69%) as a teaching strategy (Figure 4).



4: Among future teachers preferred Primary Educational models

Meanwhile, students of the Master in Training reveal something old perception of the teaching profession. It is clear from the methodological choice: almost all (91%), decanted by the discursive method of Magistral Lesson. Not so among the students. They open up the possibility for other ways to teach. So, consider the method of cooperative learning (76%) and the method of problem-based learning (88%) and methodologies more akin to his understanding of teaching (Figure 5) education.

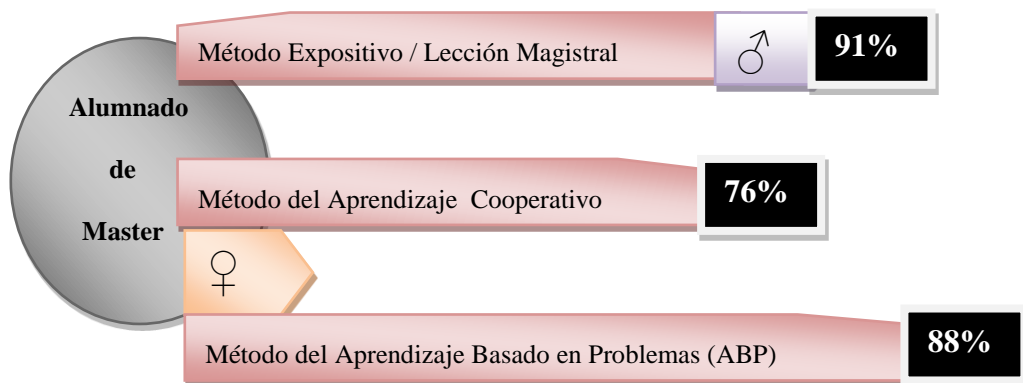


Figure 5: Preferred Among future teachers for secondary educational models

√ Does the teacher chooses the most appropriate method to achieve the objectives it intends to achieve with their students / os? (Figure 6)

One thing is for / as alumni / ae have ideas about how to exercise and other teaching, observing reality through practice. Here they were put in the dilemma of teachers choose to

clarify whether the teaching method or the standard has to play at school. Both Primary and the Master (78%), students seem to have understood that they must adapt to the method already developed in the Education Center. However, the students of the two stages give teachers greater autonomy and methodological performance (53%)

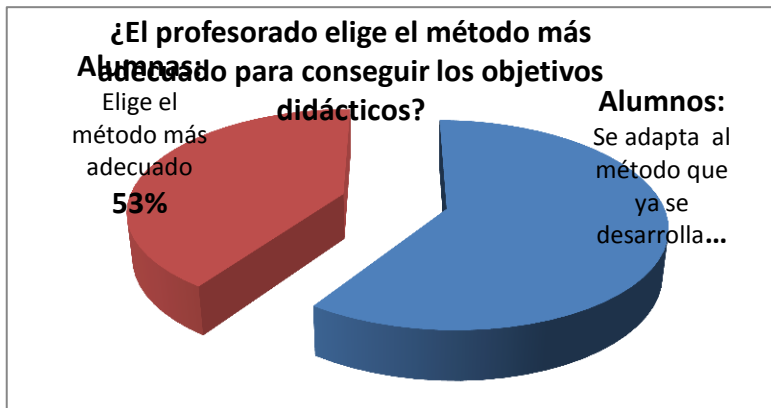


Figure 6: Choice of teaching method

√ Centers In school you can not do ... because inhibited innovation.

When considering whether or not educational innovation (Figure 7) arises, we again see a gender bias: 45% of the students believe they can innovate. Striking that even among students is considered the opportunity to innovate in the classroom. Only one student chose that option Primary. Students do not have it all clear. In fact 27.5% of them believed that prevents the time you have to teach the subject and 27% think that prevents workflow created in the center

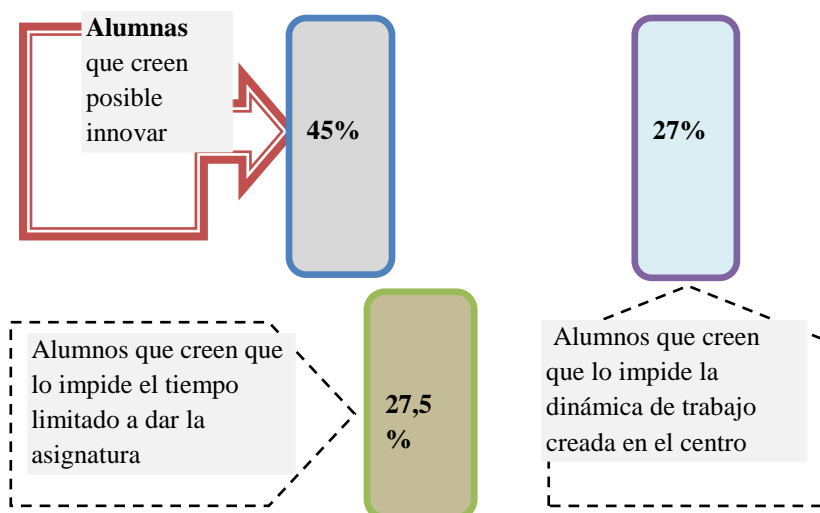


Figure 7: Opportunities for innovation

√ Choose the options that best define if you could check during practice ... Center.

Students from one level to another security shown in their ability to be at the forefront of the classroom group: 100% of students and 78% of the students, is convinced of their competence to do so (Figure 8).

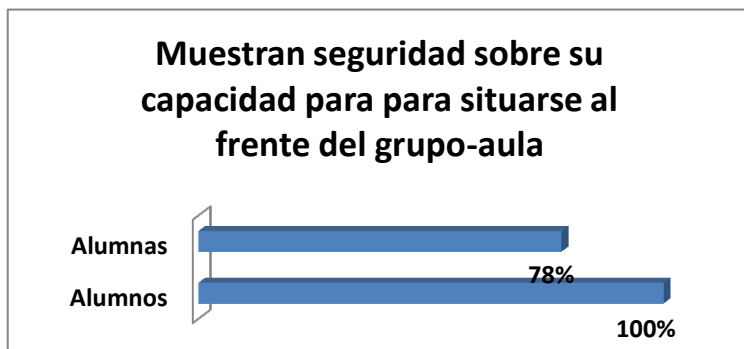


Figure 8: Perception of own teaching skills

As we deal with trainees, you question them on how to value the acquired competence itself gives us a clear picture of the effect of the external practices cause them. Thus, 70% of students resounding notes already the teacher who wants to be. The students again reveal a more sensible approach: 83% still think he needs to improve his competence as a future teacher (Figure 9).

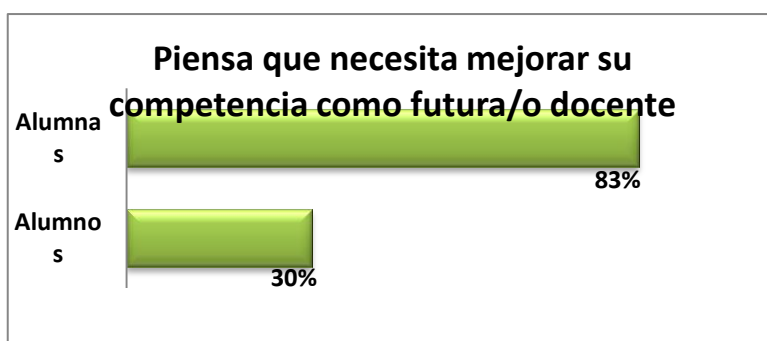


Figure 9: Perceived needs improvement

Where there is no doubt is the perception that men and women have the stagnation in teaching practice. 96% of students followed during their externships returns to ensuring that university classrooms in primary and secondary education continues to be taught with the

same techniques used their former teachers when they were taking them and these stages (Figure 10)

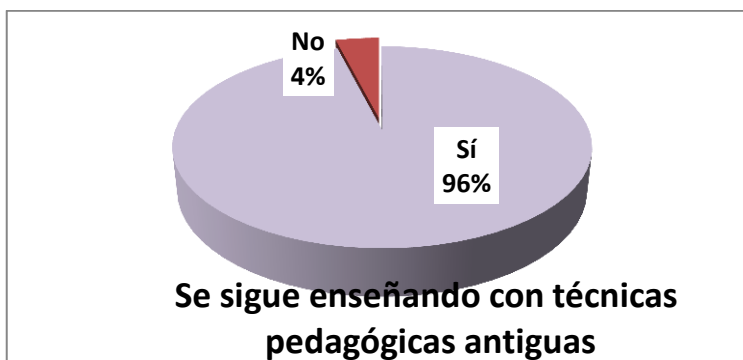


Figure 10: Assessment of observed teaching methods

Conclusions

With external practices, students, future teachers have the opportunity to compare in practical reality the theoretical and procedural knowledge acquired in university classrooms. Because they need to value the skills are obtained, they can view their significance and degrees of dominance they already have to exercise them before a class group. The formative experience involving hours spent in practice as teachers in schools closer to understanding them from the inside how the teaching-learning process works, how the instructional scaffolding (Bruner, 1996) is constructed and how the field evolves professional teacher (Latorre and White, 2011). It will be once they return to the faculty when they start really aware of what I experienced and give value received for prior learning. While not all. Some of them, when they return from the external practices, especially those studying in secondary master, show little appreciation for the background in the training programs offered and give full credit to the teaching program the opportunity to experience the Practicum (Shkedi and Laron, 2004).

The interest of the students surveyed characterized as competent image with the best teacher is observed. That professional competence reflects tighter to human reality of the class group and the vital moment we live teacher profile. A competent teacher is one who can adapt to the needs and rhythms of student learning / as to the conditions of the context and the educational program. One who is able to reflect on the didactic communication setting. Well understood by 71% of the sample. However, students dichotomize between

students see how the 63% of students dilutes the idea of competent teacher to prefer a curriculum model as the Technology Model, based on objective and represented by the discursive teaching and lectures. Fortunately the students make choices most consistent with the views expressed and 69% of them prefer manifests sociocríticos models to develop the processes of teaching and learning, recognizing the need to implement different methodological approaches and coded absorbing potential date knowledge to encourage and support the most effective learning for their students (Day, 2006).

When the questionnaire raises an item in question is intended to subject the sample concrete opinion among its defaults. In this case, on the ability of teachers to choose the most appropriate methodology for teaching practice. As seen above, the competence-based learning connects with the requirements to put the clock a day teaching, updating the methodology and organization of teaching (Murillo, 2007). Students in both the teaching specialty in Primary and Secondary schools still reveal a herd mentality when 78% of them said that we must adapt to the method already developed in the Education Center. The students are more convinced of the autonomy of judgment and the ability to methodological performance of teachers.

Another modalities chosen for the development of items in the questionnaire was the negative formulation of the issues. In this section, to treat the appearance of innovation. We know that in these cases the highest score is typically the most awaited disagree with the opinion expressed in item (Morales Vallejo, 2011) and thus occurs between students, where 45% of them see innovation feasible. But here we return to see a gender bias. The agreement with the inability to innovate in schools is almost complete among students: just a student of Primary Education Degree innovate thought was viable. When difficulties in forming a cutting methodological innovation in the classroom is based on the limited time you have to teach the subject or argue that prevents workflow created already in the center, a compromise position was adopted that playing educational ills are criticized. In many cases, innovation has to do with working with pre spend time preparing lessons, content, activities, introduce dynamic new educational tools, different approaches.

Dedicate 44 ECTS credits or 13 to perform internships in schools also helps trainee teachers adjust their image of themselves as teachers. Professionalizing content of subjects

enrolled in the Faculty of Education grant them self-confidence. This was revealed when we analyzed the data as 100% of students and 78% of the students reported feeling qualified to assume the role of teacher. Of course, assuming the role does not mean being a teacher, and this course the students have more students. While most of them think it still needs further training to get fit their image of the ideal teacher, excessive self-confidence among the 70% of the students when they say and be the teacher they want to be, is fatuous.

When the question to the students of the sample by educational methods which are identified, it is trying to validate the question on preferred curriculum models again. But speaking of the method, the influence of the training is revealed as a factor to consider, at least among students. Students in Grade Primary think that participatory methodologies that require permanent classroom dynamics, such as the method of Simulation and Game or the method of cooperative learning best describe your personality as future teachers. These students still enrolled in the Bachelor degree. Not so the Secondary Master students, and all who are university graduates. They chose mainly the method of discourse Master Lesson as a reference for their future role as teachers. You could set up some motivated by educational level bias, but this circumstance is not between the students of both specialty. There is also a gender differential notoriety as we see. Perhaps the closest to certainty fix the explanation is made to the individual characteristics of the respondents to the question.

The questionnaire ends with a statement so strongly by those who filled in for educational stagnation, worries. 96% of students who participated in the study (115 of 120 students), claims to have found, in person, in elementary and secondary education continues to be taught with the same techniques used their former teachers when they were taking these steps and they . The permanence of old educational models based on the discursive teaching, merely finding evidence of educational failure. Teachers inhibits student participation in the classroom taking school time teaching contents, memory retention data and proposing routine and boring tasks. Resistance to change, accommodation or reluctantly let time elapse between teaching routines that were old when they started to develop. Free Reviews and assume that the ICT in the classroom can represent the transfer of an addiction (Adès and Lejoyeux, 2003) the educational space, can not deny that digital literacy (Snyder, 2004) is a necessary core competency in our cultural environment and to

design and implement teaching-learning in the classroom, encourages the link between the life experience of students and educational content. It also provides an active learning, where students do not just listen or take notes, also stimulates thought, read, write, discuss, reflect. Digital tools are teaching aids that provide efficiency. We have to use them and even take them out of the pockets. We can not continue to deny the possibility that students use laptops (laptop) or phone with internet class (Smartphone) are useful tools that may at first can be used for leisure activities but eventually will be integrated into the dynamics of class and learning tasks. ICT resources and facilities are around technological materials linking the responsibility of both the teacher and student teaching with their own learning (Dopico, 2010).

DISCUSSION

When / as alumni / ae will perform external practices to schools, are assigned a tutor from the School. Your task is to serve as a reference for easy access to the center and maintain assets previously acquired knowledge to the student-teacher trainee can compare them in daily practice with their own conceptual and methodological aspects of professional performance. The guardian of the Faculty acts in coordination with the tutor of the School. This is the teacher that the student-teacher will contact the educational program with the rules governing the operation of the system and the class group to which it is assigned. Levels of cooperation established between the two tutors, the Faculty and School, the benefit of adequate training of teachers in practice. Not always the case. Faculty tutors not visit their trainees agreed times. The guardians of Primary and Secondary schools do not have the humor and long enough to serve as a youth full of enthusiasm and knowledge to ask a lot and wants to teach desirable.

One of the disturbing findings obtained by analyzing the data is directly related to the design of training programs in teacher education. Among the students of the Master (remember that this is university graduates), seems to have a certain detachment towards learning content. This emerges most noticeably when they return to do internships in schools, where many of the prior beliefs (belief is not the same idea, so we consider them as weak pedagogical reasoning) that students have about the practice of reaffirms teaching after staying in schools (Latorre, 2007). If formal knowledge does not help them solve the

problems encountered, reject, resume opinions derived from their individual experience and argue their decisions based on personal reasons.

In a quick reading of the data presented in this research could make a simplistic conclusion: Placement is an essential component of training (Gonzalez and Fuentes, 2011) and are also harmful because they lead to accept the provisions (Zeichner, 1980) . Both views can be appreciated on responses by students. Part of it is rightly so because there is no one-sided view of education no single pattern of understanding teaching. Still, you need to have at least two clear indicators that help provide a good practical training for those preparing to be a teacher / a for the external practices: firstly, the fact of knowing what the functions and tasks that teachers are in practice can and should do during your stay in schools; otherwise, what are the skills (experience, skills ...) to acquire in the last interval these practices. You can not, under any circumstances, give up the idea of the continuing need for training has the staff. Having teaching vocation is important, be attracted to the profession encourages students to form with a high level of motivation and this makes finally get to become the best educators (Manso and Ramirez, 2011). In fact from the viewpoint of the competent teacher, the teacher is the only student in the classroom. As students arrive, they are an academic course and then go on their way, the good teacher contracts ongoing responsibility to continue studying, to continue acquiring teaching skills that prepare you to develop your task with responsibility (Larrosa Martínez, 2010).

Clearly, the information society, both analog populations (Ortoll, 2005), as digital natives, must be literate. That is, be proficient in legal culture, electronic texts, digital technologies, audiovisual languages in information management (Coll, 2005). The student-teacher trainees attending schools perform external practices come from this digitized world. Students in Primary and Secondary that will make your group-reference class and expect them in the classroom, they also share the digitization of your living space. But teachers working in schools is still reluctant to widespread use of ICT in the educational space. And when it does, it associates this with the simplicity of putting ppt slides to present his speech. This is one of the most significant strictures that make the student-trainee teachers when they return to the classrooms of the Faculty. The impact of ICT have made in educational theories, has boosted interest in the construction of knowledge units and the

study of teaching and student learning in both classroom and virtual environments (Moreno Bailliere, 2002, Ruiz and Lopes López Martínez, 2010). But we can not yet speak of generalization in the classrooms of schools and institutes. And everything, even though the learning environments they generate are highly motivating, they also represent a way of organizing the teaching process and give responsibility to the student to actively participate in the construction of their own learning.

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