



Pedagogical Model of Education Studies at the University of Málaga

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- What professional teacher identity is being constructed in today's training systems?

What account of the world is hidden behind training practices?

A story about the school and
the processes that take place
in it

A story of the world
offered to learners
through the training
curriculum

Assumptions

The work of teachers concretises the social, cultural, political, academic and educational tensions in today's society.

Teaching is a job regulated by the state and social and political (and economic-financial) consensus.

Neoliberal epistemology

Knowledge:

social/political construction

- Market (neoliberalism/management)
 - De-localised / timeless / dystopian knowledge
 - De-linked from the product
- Truth (rationalism/ecclesial matrix)
 - Rupture with truth
 - Independent of the subject
- Utility (technical thinking)
 - Utilitarianism - technocratic - management
 - Validated by evaluation - protocolisation
- Individualism (Egology)
 - Individual rights in conflict

Research design

Methodological Strategies

- Own training story
- Interviews
- Focus groups
- Documentary analysis

Research Subjects

- Teaching staff (12)
- Student body (12)
- Graduate students (8)
- Academic Managers (7)

1. Path to the teaching profesión: “vocational” tensions

How teachers view their own profession is crucial, as this conception influences the way they teach their subjects and interact with students.

Therefore, how do they see themselves in their work? Do they do what they want to do?

I never wanted to be a teacher (EMPTHEHYMIDE),

This profession means everything to me (EPDIDCISOC),

Life takes you from one place to another and in the end I ended up here (EMPTHEHYMIDE).

The motivation was economic (EMPTHEHYMIDE).).



2. What is considered 'teaching'? Conceptual Tensions

Teachers play a key role in the holistic education of students, as they not only teach content that is considered purely theoretical, but also aim to educate students holistically to help them face the challenges of life. The profession is a task that goes beyond the mere transmission of knowledge.

Being a teacher is not only teaching your subject, but also teaching how to face life (EPDIDCISOC)

There are teachers who know a lot, but do not know how to transmit it. This is where didactics comes in (EPDIDCISOC)

I believe that I must train future teachers to fight against injustice. Against injustice, against discrimination, and not to look the other way.

(EPDIDCISOC)

3. Time and commitment: Organizational Tensions

The dedication of the teaching staff, as well as the work of the students, is mediated by the conditions of the organisation of teaching at the university. This implies: an excess of bureaucratic tasks that multiply throughout the academic year; scarce time for the development of training activities; an extensive teaching load that requires an excess of tasks,...

I think our first objective would be to be quality teachers and teachers who are committed to their students. And then, of course, taking into account this panorama, the training, where is it, as you can (EPDIDCISOC)...

Limitations, for now, mainly time because I don't see what it is, because in terms of information I think we are doing very well, but time is what you don't have to be able to assimilate it and then apply it (EPPSIDIDCIEXP).

4. Relationships: Personal tensions

Collaboration: Tension between the demands of teaching collaboration and the complexity of professional and personal relationships.

Dialogues play a crucial role in the training process.

I feel privileged at the faculty in Malaga. And I feel privileged, I have grown professionally, hand in hand with colleagues (EMPDIDYORGESC)... For me, my job is when I walk through the classroom door because I don't like what I have seen outside (EMPTHEEDYMIDE).

You always learn, you always learn, I see every class as a learning opportunity (EPDIDCISOC).

5. Around the management:

Between the pedagogical view and the institutional framework.

A centralised system with a bureaucratic administrative logic and political guidelines. This generates tensions between personal pedagogical expectations and teacher training processes. Tension between the demand for a democratic environment and bureaucratic endogamy.

Some nodes

Trayectoria de mujer

Sentido democrático del bien común y diálogo

Aspiraciones académicas

6. Some nodes.

Successes and achievements

Confusion between education and pedagogy

Teacher self-criticism

Management as a service

Yearnings for cooperation and unity

Importance of practice, centres and mentors

Technical and bureaucratic reproduction

Self-referential individualism

Discipline-specific contents

A woman's career

Teaching commitment

Curriculum at the service of practice

Academic ambitions

Democratic sense of common good and dialogue

Administrative weight

Confusion between achievement and professional future

By way of conclusions

- Persistence of the school-based model in the construction of teacher identity

School experience ----- Teacher training ----- teacher socialisation

- The lived school narrative does not change, nor does the institutional one.
- Tension between banking education and constructivist idealisations
- Tension between democratic practice or authoritarian ways of doing
- Absence of a shared pedagogical project
- Personal references that allow us to think of a different school narrative.
- Relevance of relationships and personal commitments as opposed to theoretical constructions