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EXPLORATORY STUDY ON TEACHING PRACTICES AND TEACHER-STUDENT INTERACTION: A VIEW FROM FUTURE PROFESSIONALS¹

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1. It is a research that was carried out at the Santo Tomás University, with the objective of measuring the differences in practices according to the type of contract of each teacher.

Abstract: One of the most important and significant interactions that occurs within the classroom is that of teacher-student, a process that is influenced by a multiplicity of factors, among which we can include attributional processes. The purpose of this article is to reflect on the teacher-student interaction from an attributionist perspective, analyzing aspects that are linked to the dynamics that the interaction acquires and the possible consequences that may arise from the attributions made. The article focuses on three specific situations: teaching practices, teaching and learning, and methodological construction.

Keywords: university, practice, teaching, interaction, teacher, student, strategies, appropriation, contents.

INTRODUCTION

This article presents a preview of the ongoing research “Characterization of teaching practices and teacher-student interaction” at the Santo Tomás University Faculty of Social Communication (USTCS), whose central objective is the description of teaching practices and forms of teacher-student interaction.

The research design is based on the guidelines of grounded theory, from which categories were constructed for the analysis of the raw material, which was obtained from the clarification of focus groups and the administration of interviews with students and teachers. third and fourth semester of undergraduate Social Communication at the Santo Tomás University².

The analysis of the components of teaching practice and teacher-student interaction is addressed taking into account the contributions of López (1999), Restrepo and Campo (1999), Gimeno (1999) and

Suriani (2003) as they allow us to reflect on the construction of the interaction between teacher and student from the perspective that it constitutes an activity or faculty according to particular rules and attitudes of those involved.

THEORETICAL CHALLENGES

The study of educational practices, especially when undertaken from the perspective of the classroom as a teaching and learning context, poses important theoretical and methodological challenges. To begin with, we must take into account the different levels involved in the configuration and analysis of school educational practices (Coll, 1994). What happens in a classroom is only partly a consequence of the factors, processes and decisions that are present or have their origin in it (particularities of the students and the teacher, knowledge, experiences, beliefs, motivations and expectations of each other; characteristics spatial and environmental, material and equipment, content, objectives pursued, nature of the activities carried out; etc.).

What happens in the classroom is also the result of factors, processes and decisions that have their origin in other areas such as, for example, the organization and operation of the educational institution of which it is a part, the current curriculum or study plan, the working conditions of the teachers, their initial training, the support available and the social valuation.

In other words, school educational practices, understood as the set of activities that teachers and students carry out in classrooms, are not autonomous phenomena that can be studied and fully understood apart from the socio-institutional contexts in which they take place. To try to understand

2. The Santo Tomás University, founded in 1580 in Bogotá, is the oldest university in Colombia and the sixth on the American continent. It is a private, national Catholic educational institution. It is inspired by the humanist and Christian thought of St. Thomas Aquinas and its mission is to promote the comprehensive training of people in the field of higher education.

what and how students learn and what and how teachers teach, it is undoubtedly necessary to study what each other does and says while addressing the learning content in the classroom, but in interpreting the results of this study it must be Many other factors, processes and decisions must be taken into account that are located beyond the walls of the classroom but that can be cardinal to understand what happens in it.

The challenges, however, do not come only from taking into consideration the different levels that intervene in the configuration of educational practices and that, consequently, it is necessary or at least convenient to contemplate in their analysis, understanding and explanation. Added to this is the intrinsic complexity of classroom dynamics and the phenomena and processes that occur there.

Many researchers have drawn attention to this complexity. Doyle (1978, 1986) highlights some particularities of the classroom that account for this complexity. Indeed, a classroom is a place where many different things happen, often simultaneously, which happen very quickly, unexpectedly and often without it being possible to predict them. Furthermore, everything the participants do or say is public, and they have a more or less long and shared history.

The fact that we want to highlight here is that this complexity makes impossible an approach to the analysis of educational practices that equally estimates all the factors and processes present in them. This means that any approach to the study of educational practices is obliged to make a choice of the factors and processes that it will consider relevant and on which it will focus attention.

Paraphrasing Shulman (1989), given the impossibility of an approach that includes all the elements that would ideally make up the complete “map” of what happens in the classroom, it is necessary to select the

elements or parts of the “map” that will be the subject of investigation. The selection carried out will depend on many actors, among which it is worth highlighting the research program in which the study of educational practices is included, the specific objectives pursued with said study and the theoretical approach adopted regarding to learning, educator-learner interaction, teaching and teaching and learning processes. Whatever selection is made, what we want to emphasize here is its inevitability.

The study of educational practices in the classroom – or in any other situational scenario of educational praxis – requires choosing one or another “basic analysis scheme” (Coll, 1999), and this knowing that this choice involves leaving out the focus of attention and analysis on some or many aspects of these practices.

METHODOLOGICAL PROCEDURE

This section explains the “forms of treatment” of the research. The approach adopted, the context of the study, the instrument used along with its epistemological references and the type of analysis of the data obtained are explained.

KIND OF INVESTIGATION

This study corresponds to the investigative-qualitative approach (Rodríguez, Gil and García, 1996), “there are no objective observations, only socially contextualized observations in the worlds of observer and observed.” To construct this characterization, three sources were integrated: the theoretical-conceptual production obtained in the bibliographic search process; the analysis and systematization of the evaluations issued by the participating teachers and students and the knowledge and experience of the researcher.

The perspective is inductive, since we do

not aim to validate preconceived theories, but rather, to understand the phenomenon based on data, developing concepts and analysis. From this idea, the method corresponds to the interpretive one, from the moment in which a meaning is observed and sought that can have different interpretations (Martínez, 2006).

RESEARCH CONTEXT

This research was carried out at the Santo Tomás University (Bogotá headquarters), Faculty of Social Communication. The institution has a vision that contemplates the cultural diversity of the country, represented in the variety of regional customs, the sociodemographic attributes of the population, mostly young, the current living conditions and cultural production. The students of this establishment are largely young people between 17 and 20 years old, it is a population of equal numbers of men and women.

DATA COLLECTION PROCEDURE AND INSTRUMENTS

According to Stake (1999), research questions, defined categories and interpretations must guide what is done in the field, otherwise there is a risk of getting lost in the process itself.

In the interview method Data can be obtained from a variety of sources and using various techniques, both quantitative and qualitative. For this particular case, two techniques were used as instruments for collecting information: focus groups and interviews. Both tools are categorized in the dimension of what and how and in the incidents from which the practitioner's reflection derives and the teacher about the teacher-student interactions. These categories emerged after the development of the conceptual framework.

SEMI-STRUCTURED INTERVIEW

The semi-structured interview The applied objective was to identify the perceptions, feelings and representations of those interviewed regarding the teacher-student interactions in the classroom.

The participants reflected, through the questionnaires, on their experiences and learning within the framework of the educational practice of the Social Communication career of the University Santo Tomas, and on the relationships they establish with the context of their professional performance. The information provided was designated as confidential and anonymous.

The questionnaire consisted of two parts. The first was for general sociodemographic information that allowed us to describe the characteristics of the study participants. The second corresponded to questions related to the three categories of analysis established from the design of this instrument and related to the teacher-student interaction. Table 1 shows the initial categories into which the units of analysis are grouped.

Code	Category	Definition	Number of items
PE	Teaching practice	Contents on which students reflect during educational practice	12
A.E.	Teaching and learning	Examines how reflection is done and the processes that mediate and facilitate different forms of reflection.	eleven
CM	Methodological construction	Student perceptions regarding how educational practice promotes the development of competencies	13

Table 1. Analysis of variables

Source: self made.

The categories that were used in the research project arose from the design of the instruments (semi-structured interview). They emerged from wanting to establish the characterizations of teacher-student interactions and they allowed “using the findings raised as a source to organize the data” (Gil, 1994, p. 48).

INTERVIEW ANALYSIS PROCESS

Once the interviews with students and teachers were carried out, they were uploaded in digital format to the Atlas.ti® version 5.0 data analysis software.

A deductive-inductive categorization was made possible. Deductive in the way that the macro categories of the study, such as teaching practices, influenced the nature of the data; and inductive, since these data configured the categories of teaching and learning and the methodological construction, typical of the recurrences evidenced in the analysis of the interviews, corresponding to the particular forms of the interviews of each student and teacher.

For the study, Gil Flores (1994) was used as a reference, who exposes a qualitative data analysis method, which was considered the most appropriate for the particular research purposes. Operationally, the analysis process complies with the following phases: establishment of units of analysis, data segmentation, coding and categorization.

Technique	Instrument	Aim	Reference authors
Interview	Questionnaire	Identify the teaching practices of the teachers selected for the research	Tamayo (1996)
Focus groups		Describe the appropriation of student learning	Bonilla (1997)
Open interview	Scripts	Identify the educational practices of the teachers of the Faculty of Social Communication of the Santo Tomás University	Alonso (1997)

Table 2. Types of data collection instruments

Source: self made.

The field work was divided into two moments: a) application of the interview with a large sample of students (36) and b) development of a meeting between volunteer students (8) who participated in the focus group.

Different data were collected that help identify and detail the form of interaction between teacher and student in the classroom. With the information acquired, several processes have been executed, among which the organization, coding and analysis of the data obtained from each instrument used stand out.

RESULTS

The research characterizes the elements of teaching practices and teacher-student interaction from a didactic perspective. It proposes two dimensions of analysis that are approached from three categories: university teaching, learning and teaching method. It must be taken into consideration, that this study, following the line of an interpretive-qualitative research, was consistent with the evaluation of the focus group samples, which, having used the semi-structured interview

instrument, involved supporting the results in the argumentative apparatus of the background and the theoretical framework, since lacking quantifiable results as a result of the present study, it is necessary to support the interpretation with concepts and categories, which cover not only pedagogy but also the literature referring to studies related to the topic proposed by this work.

This way, the results of the approach described above are presented below, trying to offer as fair a sample as possible, linked to those concepts and categories offered by specialists and that were decisive for the implementation of this research:

- Based on the findings found, the conceptual references addressed, the institutional educational project (PEI) of ``Univers and the triangulation made between the results of the interviews and field observation, it can be concluded that there are not enough elements that allow characterize the practices that teachers carry out in the classroom, as teaching practices.

The need to differentiate the notions of educational practice and teaching practice is evident, since on the one hand, educators start from a common framework, which adheres to the criteria of the program for which they are responsible, in which they are not totally free, since they must comply with the orientation and proposals of the institution; and on the other hand, the true teaching practice is evident in the interactions they establish with their students based on the method, subjectivity and their own professional experience, all of which configures the ways and circumstances in which the teaching interaction finally occurs. student in the classroom.

- Starting from the previous criterion,

in the majority of the practices of the teachers who participated in the sample, there is a marked difference between the epistemological and methodological assumptions stated in the university proposals (constructivism) and the practices that they actually develop in the classroom. This responds, first, to a professionalism and own capabilities, which higher education teachers generally display and which allows them to couple the institutional framework, which they represent, with methodological approaches that, as seen in the testimonies, represent the results of their research, their teaching practices, their achievements and failures. It is these elements that determine their teaching practices, and this has a profound implication in the interactions that they have established in the past in their teaching practices, which constitutes a professional framework of reference that guides their processes from now on, and is, as Pérez (1999) states, a sample of personalities that, for teachers and students, is in continuous evolution.

- Throughout the research, the need to build knowledge that bases the teaching practices of teachers and the knowledge that students have of these was evident. This reality evokes the transcendental nature of the training of members of the educational community, regarding the values and cognitive and personal dispositions that are required to achieve a common framework and is the achievement of teaching-learning. It is understandable that there are teachers who adapt their educational practices to principles that have been productive and successful; but taking into account the diversity and sometimes, as seen, contrariety of imaginaries that students

manage regarding learning and method, it is important that within the classroom, the teacher-student interaction is based on a consonance of purposes and minimums of understanding, that although they do not encourage total conformity and uniformity of criteria – which would be something very pretentious –, they could establish frames of reference that foster a more shared meaning among members of the academic community.

- From the processing of the information collected through the interviews, it is worth highlighting that there is no relationship that explicitly indicates uniformity of institutional methodological criteria that determine the teaching practices of the teachers who participated in the sample (three). It is not evident that there is a methodological correlation between the different subjects in terms of theoretical content and the way in which teachers develop their practices. However, feedback to the teachers is visible, from the directors based on the evaluation mechanisms determined by the university, and the professional training purposes that the Tomasio PEI intends to achieve.

- Faced with their teaching practices, and following the guidelines of the PEI Tomasio, the interviewees (teachers and students) reflected on the possibility of including certain emotional elements in the teaching situation itself, since, for some, it is clear that the empathetic aspect and human is cardinal to achieve an interaction conducive to achieving the final purpose that is teaching-learning.

- Formula enriched by the objective of guiding students towards an adaptation of their life project, with the environment and reality, as well as the search for better

social development, and which means, in turn, taking into account in pedagogical strategies implemented by the teacher, their cognitive, cultural and creed differences, all of which, as was meant in the student-centered mediational model, is a factor to take into account when evaluating results.

- Regarding the category of teaching method, the need that teachers, in addition to their professional and intellectual training, requires the participation of pedagogical, methodological and didactic elements within the classroom, which are not They can always be linear, but require the use of different tools, resources, space arrangements and others, implementing alternatives that not only the teachers but the students themselves agreed to categorize as essential to foster a teaching environment that responds to the needs of each individual student.

- Teachers reiterate that students at the beginning of the courses have cognitive and skill gaps (especially reading and writing) that do not allow them to develop a teaching practice, in the way that is proposed in principle by the institutional program. The teachers recognize the disadvantage of the shortcomings that the students show in terms of the pre-knowledge necessary for the proper development of the teaching process, at the same time that they see this factor as an element against 100% compliance with the program and methodology. since university education is nowadays spending a lot of time resolving or leveling these cognitive deficiencies that students bring from their basic and secondary education.

- The students consider that the teachers assume that they all have the minimum

theoretical-conceptual elements for understanding the themes of each subject, when it is clear that this inconsistency regarding the understanding and assumption of knowledge and skills becomes a of the main difficulties for the development of the teaching process in the classroom.

- Regarding the resources and techniques used, there is agreement that the most widely used resources are books and specialized texts. The technique most used is the master class and its focus is theoretical-practical. On this point, it is worth emphasizing that students admit that when teachers allow them to participate in class through presentations, debates or case studies, the classroom space is much more pleasant and positive. However, paradoxically they demand the master class, attributing to it the most important value within the practice that teachers carry out, especially when it is accompanied by a high level of demand and a teaching method that is concrete and effective. In fact, this element implies respectability, which is developed and solidified in the teacher-student interaction, and this constitutes one of the most relevant criteria of significance that can be concluded from the samples collected.

- It is observed that from the characterization of university teaching proposed by the institution, but above all from the preconceptions that bring together the teachers' practices, as well as from the subsequent imagination of their students regarding their methodology, that is, regarding the results that Their interaction has shown that there is a general purpose – which is clear to the members of the educational community –: to achieve an effective implementation

of teaching-learning, which is achieved from an element that has recently been very valuable in approaches. of teaching: the meaningful method.

The way in which this teaching approach is evident in the present study is given in that from the program and the PEI proposed by the institution, there is a reference to the construction of learning, in a context based on the application of theory with real practice, as well as the exchange of students with the environment. This approach then guides teachers' budgets regarding their teaching practice, taking into account that it is essential to involve the learning process in the social reality and changes in the contemporary world, to adapt their methods and their interaction with students. students.

- The students stated that the way in which they easily access each of the purposes and objectives of the program is based on the way they conceive their own learning process, and this is what they call "significance." They assume that when a teacher, their relationship with him or her and the teaching-learning that they are receiving from him, generates a sense in them personally and intellectually, that is, a meaning, it is more accessible to them to achieve knowledge, and it is to start of the successful completion of this practice, who judge the way of interacting with this or another teacher.

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