

Towards the strengthening of the teaching role from its professionalisation

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Abstract

This paper focuses on analyzing the relationship between pedagogical content knowledge (PCK) and teaching professionalization, through the use of different technological tools. As a result, the teaching professionalization was strengthened since the teacher was evoked to plan her teaching practices based on the aspects that make up the PCK, refining her disciplinary knowledge, technological competences and highlighting the importance of the emotional aspect in the teacher professionalization.

Project description

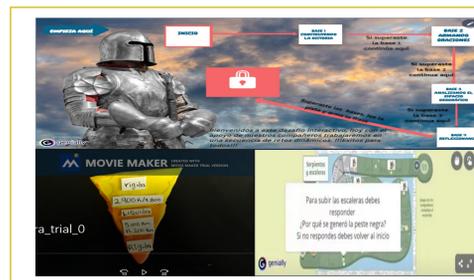
The research was conducted in a public school. This proposal was focused on the social sciences subject for sixth grade students. The teacher is interested in improving her teaching professionalization by designing, implementing and valuing the elements of the PCK in her pedagogical practice mediated by ICT, to address various topics of social sciences.



Materials and methods

The research is qualitative. It is structured in three phases: a diagnostic phase from the collection of information and conceptual analysis, a second phase of intervention where the teaching proposals related to social science topics are applied for the students and finally an analysis phase or validation of the data triangulation. The proposal was adapted to virtual context. During the implementation of the proposal, it was taken into account the curricular standards, and guidelines proposed by the Ministry of National Education.

The following are the tools that were used in the classes: Movie Maker, Genially, Interactive PowerPoint, Wheelofanes and Flippity, Digital Tommy, Padlet.



Technological applications used in the classes

Results

The pedagogical practice of the teacher was strengthened with the implementation of diverse didactic strategies taking into account the elements of the PCK such as content, curriculum, evaluation, pedagogical and students' knowledge. It was possible to recognize the weaknesses and strengths of the teaching process from the reflection and feedback, bearing in mind the topics, the student's prior knowledge and context.

Conclusions

The research allowed us to recognize the importance of teacher professionalization, which was strengthened from reflection, digital literacy, the recognition of emotions and the implementation of the different elements of the PCK in her pedagogical practice. As a result, the teacher has a critical point of view of the education and can generate notable changes in her immediate environment and develop social transformations.