

## **Projects r+i+i: Research**

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### **Project Name**

**Assistance to knowledge construction in student teachers' practicum: How joint reflection on action improves the theory-practice relationship**

### **Project data**

#### **Main Researcher:**

Teresa Mauri

#### **Research Team:**

Nerea Agirre Garc a

Miguel Jes s Basc n D az

Mariam Bilbatua Perez

Marc Clar  Garangou

Rosa Maria Colomina  lvarez

Mercedes Cubero Perez

Rosario Cubero P rez

Anna Ginesta Fontser 

Olaya Jim nez Arrieta

Elena L pez de Arana Prado

Agurtzane Mart nez Gorrochategui

Francisco Javier Onrubia Go i

Andr s Santamaria Santigosa

B rbara Toledo Fierro

Anna Usubiaga Arizmendi

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## Abstract

This project addresses the problem of the relations between theory and practice in teacher education, by means of a study of the processes of joint reflection on action in the subjects of Practicum. Although these processes of reflection have been shown as useful for the improvement of the relations between theory and practice, the current literature makes evident the necessity of better understanding, at least, two aspects of these processes.

Firstly, it is necessary a better understanding of how the knowledge of future teachers develops within these processes of joint reflection on action. To this regard, there is consensus in the literature about the distinction between two types of knowledge, which in this project have been called "situational representations" and "academic representations". Academic representations are the kind of knowledge typically produced and taught at universities, and situational representations are representations of specific situations of practice, and they are the kind of knowledge which mainly guides teaching practice. While this distinction is quite a common place in the current literature about teachers knowledge (although different denominations are used), the understanding of how these two kinds of knowledge are related psychologically is yet very problematic. The most extended hypothesis is a legacy of the cognitive psychology, and suggests that the relationship between these two kinds of knowledge is hierarchic. However, the processes of joint reflection on action based on this hypothesis have not succeeded on the influence of the academic knowledge (produced by educative research in universities and research centers) on teaching practice, what have leaded scholars to postulate that this influence is extremely difficult, and that the only academic knowledge which can have an important influence on practice is that produced by the teacher himself in his working context. In this project, we propose studying the relationship between situational and academic representations in processes of joint reflection on action without assuming, a priori, the hypothesis of a hierarchic relationship between them. Instead, we propose observing the relations between these two kinds of knowledge from the vygotskian theoretical frame, which permits assuming that these two kinds of representations work together at the same psychological level.

The second aspect of the processes of joint reflection on action in teacher education which is necessary to understand better regards the interactive dynamics and especially the discursive mechanisms of educational assistance which take place in these processes of reflection. Very little is currently known about how the interaction and educational assistance work in the processes of joint reflection on action, and there are really few studies which apply discursive analysis, conversational analysis, and interaction analysis on these processes. This project aims to contribute a significant advance on the description and understanding of these dynamics of interaction and educational assistance.

In order to gain a better understanding of these two aspects, the project proposes to study 8 cases of joint reflection on action in the subjects of Practicum of the Teaching Degrees, gathered in universities of Andalucía, Catalonia, and theBasque Country.

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