

María Concepción Domínguez(UNED)
Antonio Medina (UNED)
María del Castañar Medina

Teachers, formation using their self experience: Emergence of contructional models of professional and international knowledge:

-Justification:

Teachers' teaching is a of basic research for the transformation of the Educational Systems. Which are the reference for the confirmation of the appropriateness of the education achieved by teachers, specially in the quality of the learning-teaching processess that they have produced, and their involvement in the continuous improvement of the learning tasks.

The model that we have developed it's based on the reflection and the evaluation of the personal-professional experience, which creates and changes each teacher. We start from a line of research linked to the design and to the development of teaching styles of young researchers. At least the introduction and consolidation of a path of advanced and continuous transformation of the professional knowledge, taking advanced of the quality of the practices and of the learning experiences.

When teachers convert their own professional experiences in a rigorous research and analysis, they lay the foundation of the constant improvement of their training. They use the action, from a critic and creative point of view, as axe of the knoweldge og being and doing in a world of constant, professional, intercultural collaboration and transformation.

Among the reflections that we have done, the most remarkable options are those in wich the multicultural complexity and the strong impact of the new tchnologies are presents. Beacuse of that we realize that each teacher and each team have a protagonist rol in their professional development.

- Main problem of the research: Assessment of the real pertinence of the experience in its practical knowledge using self experience and reflection.

The professional development of the teachers and of the new researchers requires attention from an innovative reflective approach. Which analices the quality and the projection of the experencial retrospective in the own professional development of the teacher through out the identification of the learning experiences of the biggest impact in the different ways of thinking, being and acting as changing agents of the education.

The selection of actions and formational practices that would improve integral and intercultural cacities. The contextualized selection of the most representative and relevant experiences of the previous learning has make easier the complete personal and

professional knowledge of the roots of our family and the keys of the current modalities and learning actions that we use for the improvement of the professional development teacher Programs.

- Research Objectives. We propose the following objectives:

- To evaluate the impact of the personal and autobiographical reflection about our learning experiences in the professional development.
- To identify the learning experiences which has marked our professional trayectory as teachers.
- To delimit the fundamental elements of the learning experiences: context, schedule, agents, methodology, methods, learning modalities and evaluative criteria.
- To propose in relation with the learning frame the modalities of professional development of the teachers.
- To emerge the building of the updating models of the professional and intercultural knowledge of the teachers (didactic).
- To control the learning lines more relevants in the field, which are related with the self analysis of professional character learning experiences of teachers and new researchers.

- Research Frame. Since 2000 we have developed learning programs for teachers and new research that consisted bases for a new research

Theoretical frame of training teachers self-experience and narrative biographics.

The learning models for teachers based on the professional self-development and in the reflective narrative of the continuous learning teachers. Among the works that we have done we underline (Medina (1988, 1992, 1998, 2001, 2003), and specially the one linked to the emergency and consolidation of the changing thought. At the same time we have created a professional line of development, which is completed with a reflective work in couple , following the trajectory of Huber and Roth (2004), at the same time we have developed a submodel:

- Learning teachers from a collaborative development perspective and the implication of teachers combine the action research to their own professional experience (1999-Lima), Medina y Dominguez (2001,2003) Morelia (México) y Guayaquil (Medina, 2004).

This reflective-experiential vision from the systematization of the knowledge and the institutional compromise with Schools and pluricultural Communities is the objective of our line of research applied to the developing projects:

- Comprehensive learning models in the frames of the Communities – Regions.(Bailén, Linares, Talavera).
- Models of flexibility of learners' groups in a continuous collaborative and intercultural innovation.

The theoretic foundation of this work is based on the publications Goodman (2001), Claudinin and Conelly (2003), Butt (1998-2003), Huber (2005) Kompf e Denicolo (2002)(2004).

The theoretic frame is harmonized with the propose of Cavaillé (2006) about the process of “ re-elaboration of the wisdom”, which synthesizes in the next advancing process the peculiar way of being and of sharing of the human beings in a full and generating way of being and of sharing in the Knowledge society. Which pays attention in the unusual ways of lives and of cohabitation in complex and pluricultural societies (Medina and Collaborators 2004) (Domínguez, 2006), (Touraine, 2005) and Wells (2006), among other authors.

The elaboration of the professional knowledge and the creation of a productive reflection from and in the personal collaborative learning reality has to take in consideration:

- The peculiar way and knowledge and learning style of each research and of each teacher in different contexts.
- The contribution of the direct, strong, rich of knowing, being and sharing.
- The development and the personal, professional transformation that each teacher achieves by itself and in collaboration with the institution in which works and by his projection with the cultural community of his environment.
- The personal harmonize and the institution one in the community and the opening with the different cultures present in the class and in the organization.
- The peculiar way of taking advantage of the professional practice through out a creative, reflective, evaluating effort of decision and its impact in the consolidation of the institutional life.
- The power of interrelation and collaboration among all the members of the institution, its teaching philosophy, its didactic model and its investigating, reflective model which makes grow the professional knowledge and the innovative style of school and community.
- The progress lived and shared by each teacher as a reflective protagonist and agent of the institutions, the teaching projects, the most value tendencies in the changing education.

These bases support the continuous learning of the teachers and also the teaching researchers when they live the learning action as the base of their own learning. Teachers discover in their own reflective practice and in the rigorous, contrasted narrative the keys of itself a suitable path for the complete improvement of each teacher, his line life and the institution as a whole. Which create a complete culture of improvement of teacher, of teaching institutions, and the pluricultural institutions which support them.

Teachers' learning from the self-experience and from the building of the professional , intercultural knowledge:

The model of professional development for teachers that we have created is based on the reflective practice potencial as pillar for understanding the challenges of the

teaching work in a pluricultural, technological society, which is characterized by the globalization.

The teaching practice improves the professional development of teachers, due to its innovative way. Which is taken and evaluated as a purpose of full advance in the knowledge and in the action of teachers, that is reconstruct with a changing methodology of the thought, and the action of teaching staff, but it's compromise with the complete improvement of the communities and of the society as a whole.

The practice must carried out with a real reflective base, which is supported in theoretic models, that are based on the learning institutions which are the object of debate in the Scientific Community.

The reflective practice is based in didactic models, which are widely discussed among teachers and researchers and analysed in the Learning Institutions. The daily task of teachers will tend to reduce itself in a simple set of routine, and it will be more automatic. It's important in order to avoid that to life it and to make it part of themselves, the practice must be worked and understood in its amplitude, human wealth and creativity.

The practice, in opinion Van Manen (2002), is the expression more genuine of the way of producing organized knowledge and of the way of acting. Which required a emergencing, transforming frame, and the involvement of the actors. The practice as synthesis of the justifies actions and the advance of the professional knowledge must be understand in his complexity and as the most particular way of understanding and developing of each teacher in itself and in collaboration with colleagues and students.

The self-experience for being an authentic source of knowledge should be part and object of perfection. In relation with the object we have to identify and to justify which practice has marked us deeper and which have influence so intensely in our way of create practice, professional knowledge, and in the process that we have started.

The concept "Good Practice" requires us to select those actions which their objects have been the compromise, and projects that have happened in a concret context and make us part of them. Because of that we extend in a continuous way their means and their impact in the improvement of the way of thinking of the teachers, and its real projection on the students and in the institutitons.

The self-learning of the experience is possible if we achieve a deep reflective transformation of the practice action, which extends its sense and its learning value and the impact in teaching.

We learn our line of professional development when we identify the practices that have been object of research, and to apply the methodology of the reflective cycles. We synthesis the propose that we have done in other work (Medina, Dominguez 2003):

- To assume and to convert practice in a problematic, innovative situation.
- To re-define the learning sense and the changing mean of the practice.
- To specify the learning modalities.

- To design the methodology and the process most suitable for understanding and for solving the learning situation:
 - 1) Thorough narrative of the problematic reality.
 - 2) Focus group with teachers, students, families, and psychologist.
 - 3) Analyse of the quality of the speech and the quality of the items used in the learning process.
 - 4) Complementariness and methodological synthesis.
- The impact of the practice in the learning process.
- Global projection of the practice in the personal, professional development of the teacher and group.

The practice is the most appreciate base for building professional knowledge and for acting with rigor in the intercultural society in which we live. The practice locate the teacher in the core scenary of the activities and as main protagonist of the learning process, and it requires a compromise in order to solve the learning-teaching situtation in which it is present.

The professinal Knowledge is a synthesis of the knowledge and the action of the teachers in the learning realities, which is being consolidated when the practice is developed as a reflective process which is based on the most rigorous ways of being and thinking. Which acts in relation the learning skills and pay attention with the cultural challenge and the institutional life.