

Pre-service teacher training. The case of Spain

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Child Education degree
Universitary level (240 ECTS)



Pre-Elementary&Primary
Education (3-12)

Education, Pedagogy or any
other degree (240 ECTS) +
compulsory Master in Teachers
(60 ECTS)



Secondary Education (12-16)

Spain

- Teaching regulation is open & vague when explaining the skills required to enter a teacher career:
- Skills definition in university study plans may differ
- Subjects related to media education are scarce and usually focused on instrumental issues
- Combined responsibility (national and regional)



- Curricula for teachers in training in Spain focus on the **analysis of information products and cognitive aspects** versus **emotional** ones and the **development of critical thinking**
- In general these contents have always taken **second place with respect to others**, focused mainly on the didactic use of communication media and new technologies

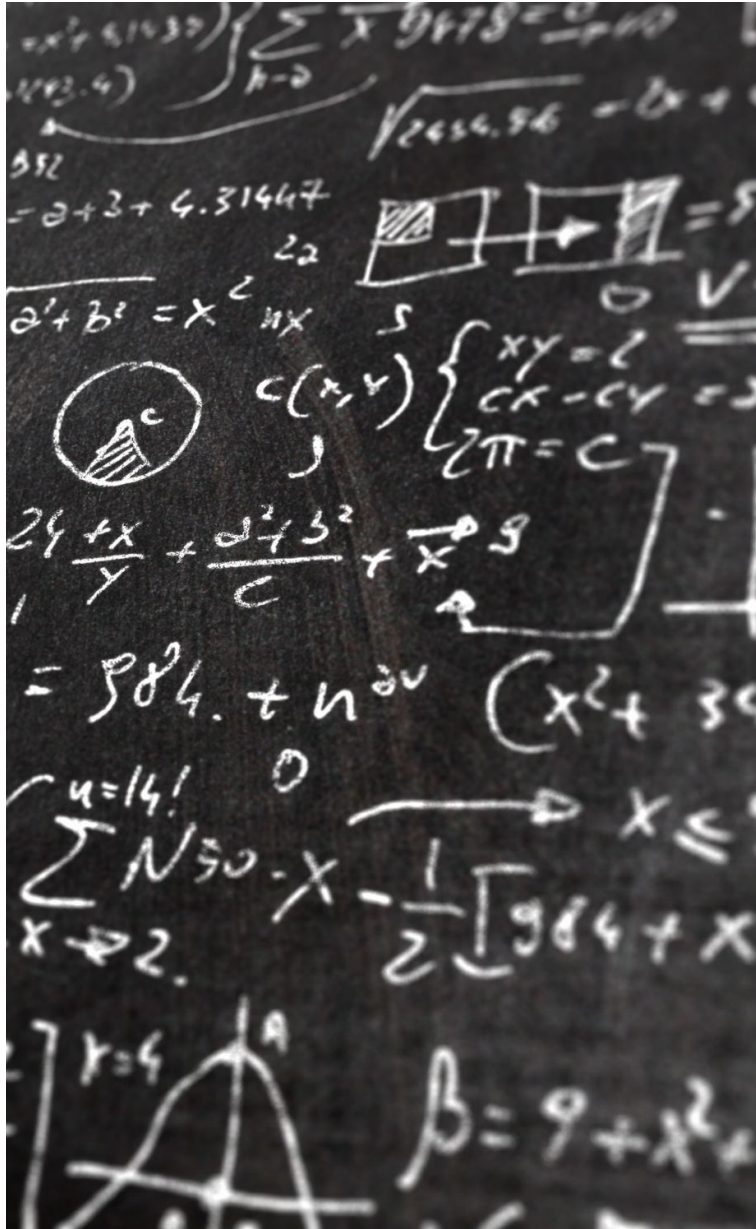


A clear gap

Table 3. School mediation, by gender and age group (%)

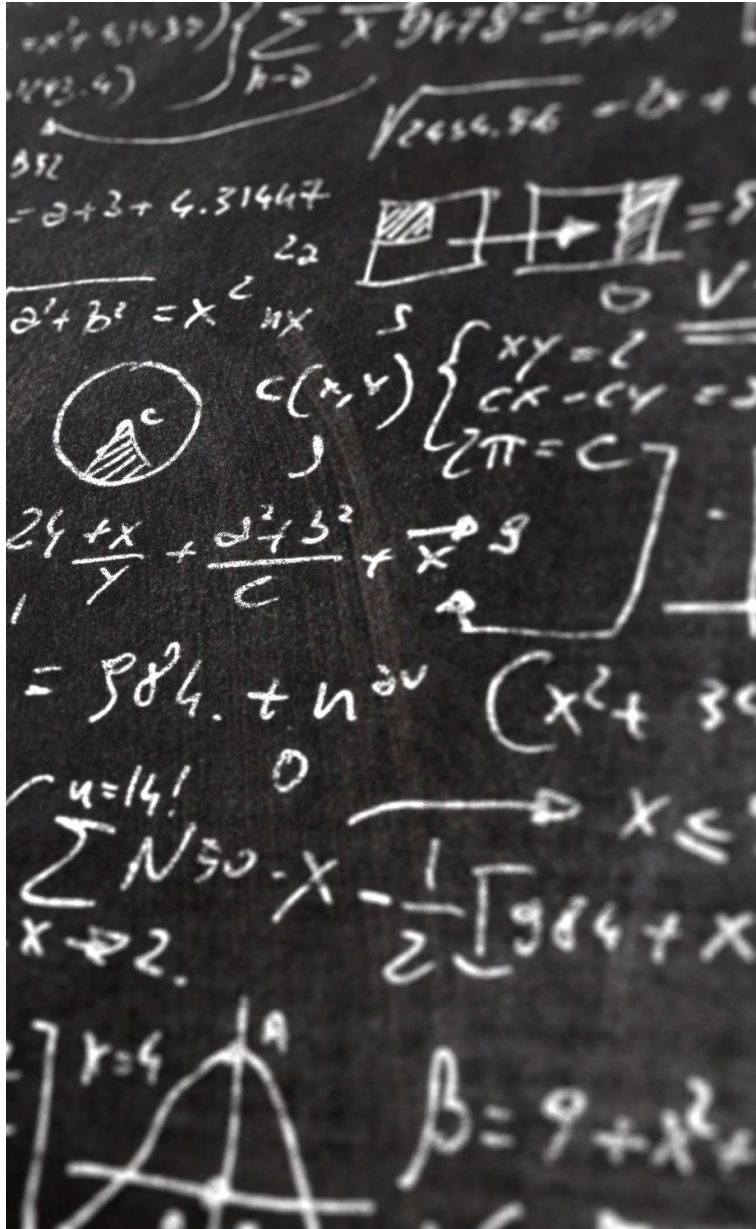
% of those who answer "Often" or "Almost always"	9–12 years old		13–17 years old		Total
	Boys	Girls	Boys	Girls	
My teacher has suggested ways for me to use the Internet safely (N = 2,852)	26	24	22	24	25
My teacher has encouraged me to discover and learn things on the Internet (N = 2,847)	30	28	29	29	29
My teacher has established rules about what I can do online at school (N = 2,844)	34	33	42	46	39
My teacher has helped me in the past when something bothered me on the Internet (N = 2,828)	13	10	11	10	11

EU Kids online 2018 (Garmendia et al., 2019): QJ2a–c, h. Have any of the teachers at your school done any of these things? Source: Children and young people aged 9–17 years (N = 2,900)



Dimensions of media literacy (Ferrés&Piscitelli, 2012)

- **Language:** Knowledge and use of the codes through which languages are used to produce audio, written, visual and audiovisual messages.
- **Production and diffusion processes:** Understanding the processes of creation and diffusion by the mass media and social media.
- **Interaction processes:** Understanding the processes that are activated when media messages are received.
- **Ideology and values:** Reading and critical use and understanding mass and social media messages.
- **Aesthetics:** Extracting pleasure and the production of attractive media messages.
- **Technology:** The use of tools enabling media communication



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Technology

Dimension	Indicator	Present %	Absent %
Technology	Social function of technologies	79.9%	20.1%
	Skills to work in multimodal, hypermedia or transmedia environments	40.8%	59.2%
	Managing multimedia and multimodal tools	62%	38%

Table 3. Percentages of the indicators of the dimension technology present/absent in the guides.

Hoyos, C. R., & Gutiérrez, A. F. (2018). Media training for future education professionals: A study of the Spanish Context. *Digital Education Review*, (33), 217-234.

Interviews

Dimension	Indicator	Present %	Absent%
Ideology and values	Assessment of the reliability of sources of information from different environments	9.5%	90.5%
	Identification explicit or latent of ideology and values	20.7%	79.3%
	Ethical attitude when downloading products from the internet	4.5%	95.5%
	Identification stereotypes and harmful messages	9.5%	90.5%
	Management of emotions in interaction with screens	7.3%	92.7%
	Use of new communication tools to transmit values and contribute to the improvement of the environment	20.7%	79.3%

Table 1. Percentages of the indicators of the ideology and values dimension present/absent in the guides.

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Possible solutions



Link theory to practice



Reduce the gap between what students take to the classroom and what teachers do methodologically with technologies



the importance of adequately combining analysis and media production



A more active role of education authorities in defining and managing initial teacher training curricula in order to ensure that those contents necessary for meeting the demands of an interconnected world are addressed

Thank you!

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