

Teresa Guasch



Teresa Guasch is Associate Professor at the Department of Psychology and Education of the [Universitat Oberta de Catalunya \(UOC\)](#) since 2002. She lectures in the International Masters on e-learning and the Master of Secondary School Teacher Training. Since February 2011, she is Visiting Researcher at [CELSTEC](#), Open University of the Netherlands.

She has a PhD in Psychology, [Ramon Llull University](#), Barcelona (2003), with European PhD accreditation. Her dissertation is focused on teaching and learning strategies.

She has a degree in Psychopedagogy, Ramon Llull University (1996), Postgraduate in Curricular guidance in the field of learning and teaching strategies (Ramon Llull University; [Autonomous University of Barcelona](#); Open University of Catalonia, 1998), and a Postgraduate in Psychopedagogical treatment of school diversity (Autonomous University of Barcelona, 1997). She has also collaborated with a number of foreign university departments: University of Leeds (UK), University of Nebraska and University of Kentucky (USA), and University of Helsinki (Finland).

Her main research area is the processes of teaching and learning in online learning environments, and especially on teachers training; and educational supports in writing processes in virtual learning environments, as the e-feedback and peer feedback. For more details and publications visit: <http://edon.wordpress.com>

Guillermo Bautista



Guillermo Bautista is Associate Professor at the Department of Psychology and Education of the [Universitat Oberta de Catalunya \(UOC\)](http://www.uoc.edu) since 2000. He is Director of Master in Secondary School Teacher Training and lectures in the International Masters on e-learning.

He has a PhD. in Educations Sciences (Pedagogy), [Universitat of Barcelona](http://www.upf.edu) (2007). His dissertation is focused on collaborative learning with ICT in the schools. Member of the UOC's [eLearn Center](http://www.uoc.edu/elearn) and the [EMA Research Group](http://www.ema-research.com).

He develops his research on ICT didactic integration in the teaching and learning process in different levels of education (face to face and distance education), but especially in compulsory education. Specifically he is interested in the innovation of space and time in the school and the improvement of learning space. He is interested in how ICT in the schools allows educational co-responsibility and complete educational activities by means of methodologies such as project-based learning, curricular globalization and collaborative learning. He received a grant from the Ministry of Education of Spain to study the integration of ICT in Swedish schools. His research stay was at the Department of Didactic Science and Early Childhood Education of the University of Stockholm ([Didaktik Design Research Group](http://www.didaktikdesign.com)).

Demo Abstract:

Secondary teachers' training has become one of the key elements in educational policies in Spain. For more than a decade, university and secondary education teachers have claimed the need to design specific and quality based training for professionals that wanted to become teachers in this specific level, giving special emphasis on the didactics and the psychological aspects involved in the process of teaching and learning with adolescents. In order to cope with this demand, a Master of Secondary School Teacher Training was designed at a national level with specific criteria.

This master, as in other European countries, pretends to contribute to the development of the teaching competencies that are necessary to succeed in teaching at this complex educational level. It is addressed to different teaching disciplines, with a general psychopedagogical approach and specific teaching competencies for each domain (i.e. Mathematics, English, etc.)

Specifically, at the Universitat Oberta de Catalunya (UOC) the master's programme wants to contribute to the development of particular aspects such as: (a) Collaboration between novice teachers from different disciplines simulating the real context at schools. UOC's programme, as coordinator of the psychopedagogical training modules addressed to students of different disciplines, has designed specific tasks that teach and demand students to collaborate between them as interdisciplinary teams. (b) ICT integration into the teaching and learning processes.

Students move from a face to face to an online learning environment and vice versa, where communication and interaction has different characteristics and request specific teaching and learning competencies. In these sense, they have the opportunity to reflect about their own process of learning and teaching with and throughout ICT (i.e. Practicum, Master's thesis). (c) Innovative teaching practices. Students learn different ways to implement the curriculum beyond traditional methods of education. This approach sometimes provokes frictions with their own conceptions about teaching and learning and needs to be discussed to build new educational perspectives. (d) Finally, these particular competences are embedded into a reflective practice promoting students' professional development. This reflection in-and-about-action with the ICT support is a transversal competence developed into the different modules and specifically assessed through the practicum. However, this training proposal has some limitations that will also be covered in the presentation.

This Master's degree programme is a significant improvement in teacher's training as it provides a new scenario to build the professional knowledge required to teach in secondary education. It solves part of the gap between the Bachelor's degree and the teaching practice in secondary education, but specially, and the most relevant contribution, integrates the reflection of psychopedagogical knowledge into the different disciplines (i.e. mathematics, biology, language...) throughout computer-supported methodologies that should be the message to be transferred into secondary school teaching practices.