

## A SOCIOLOGICAL APPROACH TO THE PATTERNS IN THE FORMATION OF UNIVERSITY TEACHERS

### Enfoque sociológico de los modelos de formación del profesorado universitario

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#### Abstract

This study focuses on the sociology present in the models of preparation of university teachers, I understand that a change in education leads to a transformation in overcoming teachers, but without forgetting the context. Therefore, the theoretical postulates that exist on the subject are presented, fulfilling the objective of presenting theoretically the scientific development on the training of teachers, the professional profile and the models that until this moment have been proposed to promote the overcoming of the Teachers in an educational institution. Recognizing the importance of Higher Education in the development of the countries, the results of the bibliographic review are presented with the intention that the next proposals of change will find support in the previous scientific production, taking into account the previous dissertations on these topics of Educational and social relevance. Therefore, approaches and perspectives are proposed that should guide the development of the teacher and improvement in the university environment. After analyzing the theoretical postulates it is concluded that the educational institutions present a determined level of development and a pedagogical and academic structure in correspondence with its functionality and the context where they are inserted. The planning of your curriculum also influences the experience, concerns and commitments to the surrounding environment. Because of this, the proposal of a teacher training model is not able to arise from a schematic question of transforming skills and competences without actually determining the professional profile sought by both the center and society in line with the development of technologies and processes.

#### Keywords

Teacher's education, professional profile, formation patterns, high education.

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### Resumen

Este estudio se enfoca hacia la sociología presente en los modelos de preparación del profesorado universitario, entiendo que un cambio en la educación conlleva a una transformación en la superación de los docentes, pero sin olvidar el contexto. Por tanto, se exponen los postulados teóricos que existen sobre el tema, cumpliendo con el objetivo de presentar teóricamente el desarrollo científico sobre la formación de los docentes, el perfil profesional y los modelos que hasta este momento se han propuesto para promover la superación de los profesores en una institución educativa. Reconociendo la importancia de la Educación Superior en el desarrollo de los países, se presentan los resultados de la revisión bibliográfica con la intención de que las próximas propuestas de cambio encuentren sustento en la producción científica precedente, teniendo en cuenta las disertaciones previas sobre estos temas de relevancia educativa y social. Por ello se proponen enfoques y perspectivas que deben guiar el desarrollo del docente y superación en el ámbito universitario. Luego del análisis de los postulados teóricos se concluye que las instituciones educativas presentan un nivel de desarrollo determinado y una estructura pedagógica y académica en correspondencia con su funcionalidad y el contexto donde se insertan. En la planeación de su currículo influye además la experiencia, inquietudes y compromisos con el entorno circundante. Debido a ello la propuesta de un modelo de formación del profesorado no puede surgir de una cuestión esquemática de transformar capacidades y competencias sin realmente determinar cuál es el perfil profesional aspirado tanto por el centro, como por la sociedad, en consonancia con el desarrollo de tecnologías y procesos.

### Palabras claves

Formación del profesorado, perfil profesional, modelos de formación, Educación Superior.

## Introduction

Society changes, is transformed and with it becomes necessary that education is adjusted to the new times, the new demands and the new ways of doing and thinking. At the pace of social transformation private and public education must walk, because it is the training and improvement of people that guarantees the future and development of peoples.

Education thus becomes the process responsible for the definition and operation of the formal relations of humanity with its natural and social environment. That is why education as a system presents the challenge of providing access to all, and of quality, so that it contributes to the achievement of a sustainable economic development, both in the productive and in the human aspects.

In order to achieve this end, all levels of education are important. However, Higher Education occupies an essential seat in the contemporary social organization of a State, which seeks to achieve a sustainable human development. Therefore, it is the Higher Education that guarantees the formation of the high level human resource, as a product of a higher quality in teaching, be it public or private.

For the process of transformation within the needs of today's society, this level of education must adjust its dynamics to the demands,

discarding traditional methods for students to progress in their learning. And in that sense, the role of teachers as members of a context cannot be ignored. The success of the modifications depends on their formation and, therefore, the preparation of the people. It is thus urgent to plan and coordinate projects and proposals that focus on their preparation. For this, it is necessary to turn to literature again, in the theoretical postulates in this respect is the base found, which then affects the development and implementation of modes of action, taking into account the context.

Considering this field and starting from a bibliographical revision, it is understood that a change in the education entails a transformation in the overcoming of the teachers. Under this maxim, the article aims to: determine the elements to be considered in the training of university teachers, identify the profile of the Higher Education teacher and its relationship with the curricular policies of the institution where he/she develops and to analyze the proposals of models of training accordingly with their applicability.

The fulfillment of these objectives will help in the understanding of the sociological approach of teacher education and in the determination of the choice of a model cannot be schematic. It must start from the recognition of the formative needs of the teacher and of the particularities of the context in which he/she develops. After considering this reality, one or several proposals can be chosen, as long as the maximum interest lies in materializing the transformation in relation to the training of university teachers, considering their profile, that is, his/her skills and abilities.

In response to these objectives, a comprehensive theoretical revision on the training of university teachers in times of change and new educational requirements is presented, in line with the current development of society.

## Conceptualizations, profiles and models of teacher training

### *Teacher training*

The bibliographic analysis favors knowing that “teacher training is the education of the people who will be teachers” (Woodring, 2010, p.1). Their future is not free from limitations and progress that respond to contextual situations and the curriculum designed by the educational systems of each country and by the institutions where they work.



This process responds to a constant updating, because the practices of centuries past cannot continue to be generalized in the current educational context, as this leads to a decontextualization of teaching. According to Morales (2015), if this happens, the impact of the educational process is limited by continuing to promote the dynamics of memorizing and reproducing, which is not in keeping with current demands, nor with the evolution of theoretical postulates about learning.

Taking into account this background, it is necessary to activate the innovation processes that allow introducing the appropriate changes to adapt education to the new society of the digital era, since the processes of transmission and knowledge management are being modified. Therefore, training is required in new competencies not addressed in traditional learning (Stes & Van Petegem, 2015).

However, this innovation often fails when the teacher is not prepared to assume and develop processes of such magnitude. Although it is a current challenge, the interest of analyzing the future of teacher education leads to the analysis of theories that in recent years have focused on such processes and among which those that focus on the historical perspectives of training.

For example, in the last quarter of the nineteenth century, Zeichner (2011) introduced the concept of paradigms to refer to teacher training and the trends that are assumed in relation to certain beliefs and values; distinguishing four essential perspectives.

**Chart 1**  
**Historical perspectives of teacher education**

Perspectives of teacher training	Basis
Behaviorist	It focuses on the formation of competencies in teachers so that the modes of action are then transmitted in the classroom and students decide what to do facing real situations.
Personalist or humanist	Teaching is conceived as a process of interpersonal relationship and therefore a timely profile by the teacher will positively influence the personal development of students.
Traditional	The teacher transmits cultural contents and the student assumes a behavior similar to that of his teacher, because it is argued that what happens is a process of imitation.
Critical-reflexive	Promotes research and investigation where teachers look for causes and decide procedures.

Source: (Zeichner, 2011)  
 Own elaboration from (Zeichner, 2011)

Each of these perspectives results from approaches that have historically focused on teacher education. Thus, it is evident that the model or strategies to be selected will depend on the context; since preparation implies an ideological orientation that responds to the educational system and to the institution where the process of improvement is initiated or developed (Hammond & Bransford, 2005). Therefore, there is no process related to education that is exempt from issues related to values established in societies (Castillo, 2012).

Recognition of their role will lead to the understanding that there are several styles of learning and therefore the diversity of learning modalities must be supported (Avagliano & Vega, 2013). From Kolb's theory (2012) it is understood how people construct their knowledge based on experiences that are transformed during a teaching-learning process. Therefore, a model focused on the training of university teachers should not neglect the incidence of these experiences in the construction of knowledge and in the development of skills.

Darling (2012) recommends that action-based training be developed where meaningful learning is sought. According to Schön (2011), the function of this strategy lies in conceiving faculty not as a receiver and reproducer of knowledge, but as a professional capable of evaluating conditions and making decisions about it.

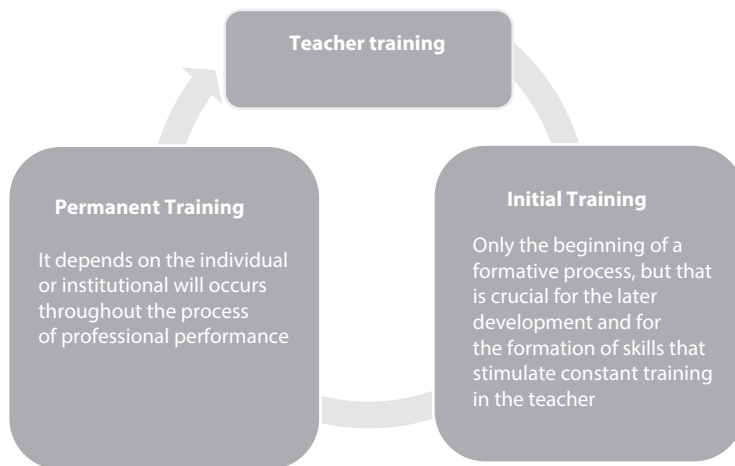
The promotion of scientific and creative research in the educational setting, specifically in the teaching-learning process, constitutes a need for initial and continuous training. Action research as a proposal of the critical-reflexive perspective encourages such practice by ensuring that research facilitates the improvement of education and the relationship between theoretical and practical knowledge.

The authors Hargreaves & Fullan (2012) defend the link between training and innovation, manifesting the incidence of two phases. In the first stage occurs the implementation of innovations and for this it is required that the teacher incorporate how to do new things. While, what is needed from the center or external agents is identified to promote transformation.

From the above, it is concluded that training implies innovation where the context cannot be forgotten, and teachers cannot be conceived as entities disconnected from a social scenario that obligatorily affects the ways of developing pedagogical practice and its development. The promotion of scientific and creative research in the contextualized educational scenario in the surrounding society is a necessity that must be promoted from the beginning.



**Figure 1**  
**Stages of teacher training**



Source: (Hammond & Bransford, 2005)  
 Own elaboration from (Hammond & Bransford, 2005)

For Hargreaves & Fullan (2012), from the initial training teachers must receive a teaching that links innovation where teachers are conceived as connected entities in a social scenario that obligatorily affects the ways of developing pedagogic practice and its development. As already stated, training cannot focus solely on reproduction, research is also needed. In addition, the university professor, due to the certain autonomy that distinguishes him/her, should not leave the responsibilities in the hands of those who coordinate or design the strategies. Among its needs, the socio-economic reality and personal interest must be configured into the training process.

For Delors (2013) during the training of teachers a change of position should be bet on, which would help their viability and the management of the following transformations:

- From directional teaching to participatory and formative teaching
- Perception about the role of the teacher and his flexibility in the new educational scenario
- New content focused on competence-based training
- Student-centered process
- Use of new media and teaching materials
- New structure and strategy for competency-based evaluation
- Promotion of collaborative learning among teachers

Therefore, it is recognized that the training of teachers is a complex process and therefore, not only should focus on initial training, but also on the continuous, that is, that preparation that has to continue once teachers graduate from educational institutions. The essential characteristic of this formative process is the satisfaction of the needs of personal, social and institutional learning from the structuring of formal programs in different modalities, which are directed to the pedagogical formation of the teachers and, consequently, to increase the quality of the student's education.

It agrees with Camargo (2011) to mention that with the new times, with the influence of the new technologies and the increasing extension of the constructivist paradigm, has been impelled the redefinition of new objectives in relation to the teacher training, which does not lose the necessary and balanced link between scientific and professional improvement within the context.

This complementation must be continuous and include the approach of quality training from initial training and all stages of professional practice where a permanent improvement must be developed. In this regard, Hargreaves & Fullan (2012) argue that:

Continuous teacher training is related to teaching, but it cannot focus solely on the characteristics of this process. Teaching occurs at all times, however, being a teacher involves more than transmitting knowledge. There are other broad conceptual concerns that contribute to the teacher's configuration: to be a teacher involves dealing with other people (teachers) working in organizations (schools) with other people (students) to get these people to learn something in harmony with society educate) (p. 41).

Only then will the teacher be able to develop skills and competences in tune with the demands of education and the students of these times. But how is it achieved? What is referenced in the literature on the subject?

### *Teacher Profile*

The theoretical criteria are multiple; but similar to teacher training, there is a common point in referencing that the profile is related to the teacher's skills and readiness, as well as the context and institutional policies of the center where he/she works.

According to Bozu (2010) it is a term with theoretical and practical implications that is also mediated by the skills that the teacher possesses. The profile does not only respond to specialization in a subject. The teacher "must be able to identify and solve a series of cognitive, attitudinal, value and skill issues" (Castillo, 2012, p. 52).



Caballero & Bolívar (2015) argue that to know the profile of 21st century teachers, the analysis cannot focus only on teachers. It is essential to consider the particularities of students and the demands that society makes on education systems. The change of values and behaviors is what drives to conceive this look of transformation; otherwise a decontextualized profile would be promoted.

According to Hargreaves & Fullan (2012) the profile should allow that:

- The teacher accompanies and guides the student throughout the teaching-learning process.
- The teacher stimulates the integral development, without interfering in it personal and human mediocrities.
- The teacher is able to design scenarios, processes and experiences of meaningful and relevant learning.
- The student adapts to the current culture, without reproducing stereotypes. This challenge should be focused on preparing for the future.

In order to meet these requirements, an up-to-date and coherent profile with the teaching function in an institution must be developed. For example, Alvarez (2011) focused on the university context indicates that the design or development of profiles is closely related to broad knowledge in the disciplinary and pedagogical.

In spite of this recommendation, it is considered that what is proposed in the theory should be complemented by the active reflection of the teachers on the subject. The profile depends on a number of factors, including the teacher's perception of the requirements of his/her work. Therefore, in any training proposal in favor of a transformation of the profile cannot be overlooked the individuality, specialization and experience of teachers.

Chart 2  
 Knowledge of the teaching profile

Pedagogical knowledge	Disciplinary knowledge
Know and understand the diverse ways a student learns, and the appropriate assessment systems to respond to new challenges	Dominion of the contents of the respective areas of knowledge, as well as demonstrated competence regarding their role of creator and builder of knowledge

Source: (Álvarez, 2011)  
 Own elaboration from (Álvarez, 2011)



Personal, social and institutional issues are involved in the formation of the profile. However, fundamentally it results from the willingness of teachers to grow individually and stimulate the development of the educational community, starting with the consolidation of two concepts: capacity and competence.

### *Capacity*

A university professor must present knowledge, procedures, attitudes and values to develop a teaching-learning process of quality. For this reason, in its formation the following capacities he following must be promoted:

**Chart 3**  
**Capacities to be developed by a university professor**

Capabilities	Basis
Communicative	Acquisition of linguistic or non-verbal skills to exchange and socialize experiences that influence student motivation.
Social	Interaction with members of the educational community. It promotes teamwork and leadership, which directly affects the teaching-learning process.
Metacognitive	It stimulates the teacher to evaluate their performance constantly, which favors the promotion of transformations in problematic situations.
Technological	Skills to use new technologies as an indispensable support for professional development.

Source: (Hargreaves & Fullan, 2012)

Own elaboration from (Hargreaves & Fullan, 2012)



From another perspective, Parra (2014) states that capacities are related to cognitive, biological, corporeal, emotional, ethical and political aspects. Their construction occurs in the context of human development that occurs during teacher training. Related to the subject of the current study, this author acknowledges the following:

- Control over the personal environment: it refers to the self-concept that is presented on the role played in the educational context. Therefore, when the teacher has this control is able to participate, issue criteria and make decisions.

- Practical reason: supposes the respect to the diversity and to assume the work of active and critical form.
- Affiliation: refers to the bond with other people in an adequate condition of personal development.
- Emotions: stimulates affective bonds with others, no matter what position they occupy in the organizational structure of the institution.
- Imagination and thought: this will enable the teaching-learning process not be limited to literacy and training in basic subjects. In addition, it favors that the teacher does not focus on the promotion of memorization and that the creative dynamic is contextualized. It is about assuming education from innovation and creativity.

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If during the process of ongoing formation each of these skills are developed, then, the teacher will be able to support with his/her practice the education that is pursued and that gives the students protagonism in the construction of their knowledge. It is for this reason that the development of the teaching capacities cannot be limited only to an administrative scheme posed by a certain institution. Although the interests of the center have influence, the consolidation will depend on the teacher's disposition; the response offered in the scheme to his/her opportunities and the link he establishes with the surrounding society.

In this regard, Parra (2014) reports that:

The question of teaching capacities refers to the way in which doing emanates from a concern for the human being that includes not only a practical professional dimension, but also an emotional and contextual-social dimension, within a framework of justice and social welfare (p. 63).

After the exposition of the previous postulates the relevance of the teaching capacities is recognized, since these will allow that:

- The teacher develops a formative process focused towards the practice.
- There is a teaching performance that recognizes the importance of teamwork and human relations, either with their peers or with their students.
- A work that promotes institutional development and projects towards the community happens.

A restricted view of professional teacher development as training for the development of work skills linked to “doing” blocks the possibility of developing teaching capacities much more linked to their intellectual and human capital. Likewise, the teaching capacities, linked to “being” and “doing”, could have greater effects on student training and school development.

Because of this, the model to be proposed should focus on the formation or consolidation of a professional profile promoting the capacities, skills and abilities that allow its implementation.

### *Competences*

The competences are acquired as the professional work takes place. In the case that it occupies depends on its active participation in a process of continuous formation and in the strategies that look for the consolidation of the capacities of the teacher. According to Fernández (2011), it is “the general capacity or potentiality acquired by a person, which allows him to continue learning and use this learned base to face situations and solve real problems, as well as to develop personal, civic and professional projects”. Moreno (2013), starting from the distinction between competences and abilities, points out that a teacher must develop the interest of being involved in processes to deepen not what is known, but what one wishes to know.

In this sense, it can be considered that the development of competences is reached when participating in a formative process where the individual is the protagonist in the construction of knowledge. So much so that Torres (2014) argues that teachers’ competences are not in line with their qualification, rather they are oriented toward know-how in correspondence with social behavior and the response to certain problems. Other authors such as Barrio (2010) point out that it is about the willingness to work in a team, the capacity for creativity and the willingness to take risks.

Thus, competencies are not only acquired in the educational setting, but also in the exchange with the social environment. This interrelation of factors is incident because the competences are “values, beliefs, knowledge, abilities and attitudes, which both individually and in collaboration with other teachers, has teachers on aspects related to the teaching-learning process” (Bozu, 2010, p.23).

Taking into account each of these criteria, it may be considered that during the training of university teachers the following competences



must be developed which not only respond to the demands of the academic field.

**Chart 4**  
**Types of competences to be developed**

Types	Ends
Pedagogical-didactic competence	It encourages teachers to facilitate the processes of teaching-learning from an increasingly personal and not a mechanistic approach. In order to do this, he must know how to plan, motivate, lead and use the benefits of new technologies in favor of the teaching-learning process.
Institutional competence	It will allow the curriculum guidelines to be related to the personal interest of making the teaching process a more dynamic moment. Thus, institutional policies would be combined with the true academic situation of the members of the classroom.
Productive Competence	To know how the world around them works and where society is headed to train and orient its students in line with this context.
Interactive competence	Increase relationships from understanding and respect for the feelings of others, their culture, way of life and family environment.
Specifying competence	Beyond a degree in a particular subject or level of Institutional competence with others of great importance for the training of students

Source: (Bosu, 2010)

Own elaboration from (Bozu, 2010)

Other authors such as Galvis (2010) summarize the types of skills in intellectual, social and interpersonal. However, beyond classifications, it is considered opportune to develop and understand them according to the following conceptualization:

A teacher will be competent when he possesses and practices a democratic and social position, conviction of freedom, responsibility and respect for all people and human groups, with solid ethical principles expressed in an authentic experience of values. In addition, it must present a consistent educational and academic training, personal and professional autonomy (Berbaum, 2010, p.15).

It is recommended that in its training also be considered cultural issues, knowledge of the scenario that surrounds it socially and educationally, because only this way will be able to assume in a timely, coherent manner the challenges that are present in Higher Education. From this perspective, the preparation of teachers should support the formation of a high profile to materialize the transformations required in teaching. For this, it is necessary to assume a timely and quality training model or design.

### *Models*

The educational institutions present a determined level of development and a pedagogical and academic structure in correspondence with their functionality. In the planning of their curriculum, also influence the experiences, the concerns and the commitments to the surrounding environment. Because of this, the proposal of a permanent teacher training model cannot arise from a schematic question of transforming skills and competences without actually determining the professional profile sought by both the center and society in line with the development of technologies and processes (Barrio, 2010).

Nevertheless, it is assumed that before knowing the professional profile one has to consider what a model and training are. In this regard, it is agreed with Morales (2015) that training is a permanent process of acquiring, structuring and restructuring behaviors (knowledge, skills, values) for the performance of a given function. Meanwhile, Barrio (2010) points out that the training model is a guideline or a plan that is used to direct the curricula. It is a design to promote learning, which links a set of orientations, strategies and activities.

For Tapia & Medrano (2016), the models historically have been based on two approaches or conceptions, which are theoretical models and critical-reflexive models. The first one has aimed at the training of integral teachers, while the second focuses on the promotion of curricular renewal, where the teacher not only teaches classes, but also investigates.

For this reason, according to Castillo (2012), the proposal to be developed cannot be the result of theoretical speculations on a given topic. A study on this implies the exposure and understanding of the main models of permanent formation that exist; taking into account their main conceptual characteristics and operational issues.



The interest for the improvement of the teacher must correspond with an educational model that contributes to the professional growth of the teachers, but that grants teaching participation in its development, generalization and efficiency. From this perspective it is recommended that the theoretical basis be based on the cultural historical approach of Vygotsky (2010). This author understands and assumes that learning is a social process related to the development of each individual due to the relationships between personality and activity, learning and development, as well as between the social being and the individual being.

The Avagliano & Vega (2013) criterion should also be followed on how any suggestion or proposal for model action for teacher education should first respond to an innovative vision regarding teaching and the profile of teachers, as well as the determination of concrete activities to work with teachers.

Each of these actions can be focused from the proposal made by Portilla (2012) on the basic perspectives of teacher training models, which are related to teaching are and presented below:

- Academic perspective: directs its attention to the transmission of knowledge and towards the socialization of cultural elements known by the teacher and therefore their training should be focused towards that end.
- Technical perspective: it gives the learning process a new dynamics, enhancing the study of teaching practice, but proposing modes of action that only consider technical issues that the teacher must assume.
- Practical perspective: it represents an overcoming of the previous one and based on the critic proposes to understand teaching as a dynamic process that requires the teaching staff not to be governed by recipes.
- Perspective of reflection: in practice for social reconstruction, teaching is understood as a critical activity governed by values and ethical issues.

For this reason the systems of teacher training are now focused and defended in this model with the interest of contributing to the development of competent teachers with a great capacity for analysis, creativity and resolving power. For Vélaz (2010) this model is very popular because it emphasizes “the relevance of a process of awareness-raising, intellectual and analytical training” (p. 23).

**Chart 5**  
**Models for teacher training**

Model	Basis	Strengths	Weaknesses
Individually oriented training	Part of a common sense observation. Teachers learn by themselves, through reading, conversation with colleagues, testing new teaching strategies, reflective confrontation with their own daily practice and their own personal experiences.	Reconoce la independencia del docente para definir las actividades que inciden positivamente en su formación.	The absence of an “organized program” creates risks of not assuming coherent and timely training.
Observation-evaluation	It responds to the educational need to know how its performance in front of a classroom, which are deficiencies and opportunities.	It seeks to reinforce the critical self-evaluation of teachers.	If lifelong learning has not developed at the individual level, the value of criticism is not understood. Observations from third parties can cause harshness when viewed as an unwarranted questioning.
Development	It focuses on the conception that adults learn more effectively from the requirement to know or solve specific problems.	Strategies to develop teaching are encouraged.	It is oriented towards decision makers, without considering that a transformation in the educational scenario must emerge from the bottom up, i.e from the teachers.
Of training	The administrative structure recognizes a problem, establishes a plan of action and guides its implementation.	With the base of the training teachers can modify their performance and learn to reproduce behaviors that previously did not show.	It gives too much preponderance to management in delimiting training strategies.
Research	It envisages teachers as researchers.	It does not require the fulfillment of administrative orders and it favors the development of capacities and competences.	It does not link research with other options for improvement.

Source: (Sparks and Loucks, 2005)  
Own elaboration from (Sparks & Loucks, 2005)

However, there are other classifications and broader proposals, which are presented below and are based on continuous education as a process focused on improving the actions, knowledge, values, strategies and attitudes of the members of the faculty of an educational institution, in order to contribute to the quality of teaching and to the academic and professional growth of students. Following the study elaborated by Sparks & Loucks (2005) in relation to the permanent formation, it is possible to identify models that serve like point of support to elaborate others. In each of them are determined proposals, activities and strategies to consider, without falling into the mechanismism or the copy of theory and without performing a previous contextualization.

The models that are determined from the study of Sparks & Loucks (2005) have common parameters, but differ in relation to the conceptions that they raise about teaching. Due to this, it is necessary to evaluate them from a critical perspective, analyzing how the execution of each one will influence the dynamics of the classroom, what is its relevance and what elements show that it will lead to a change in the profile and competencies of the teaching staff.

The presented training models have to be adjusted to the practice, that is to say, their choice can not be schematic, nor decontextualized. It must start from the recognition of the formative needs of the teacher and of the peculiarities of the society where it is inserted. After considering this reality, researchers, professionals or institutions can choose one or several proposals, as long as the maximum interest lies in materializing the transformation in relation to the training of university teachers, without forgetting a sociological approach that presents.

## Conclusions

The training of university teachers should be based on action research, which seeks to obtain meaningful learning and the teacher is conceived as a professional capable of evaluating conditions and making decisions about it; so the promotion of scientific and creative research in the educational scenario, specifically in the teaching-learning process, is a necessity that must be promoted from the initial and continuous training of teachers.

The profile of the Higher Education teacher is related to his/her skills, the context and the curricular policies of the institution where he/she works; but also depends on their willingness to grow individually and



stimulate the development of the educational community, based on the consolidation of their skills and competences.

The educational institutions present a determined level of development and a pedagogical and academic structure in correspondence with its functionality. In planning of the curriculum, the experience, concerns and commitments to the surrounding environment are also an influence. Because of this, the proposal of a model of teacher training cannot arise from a schematic question of transforming skills and competences without actually determining the professional profile sought by both the center and society in line with the development of technologies and processes.

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