Initial Teacher Training In Colombia: Reflections And Perspectives From A Systematic Review

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Abstract

Educational policy in different regions of the country evidences the need to address teacher qualification processes. From this referent, this article aims to reflect on the initial teacher training in attention to pedagogical, didactic, and curricular dimensions, giving a perspective from different concepts that support the analysis. The methodological component is based on a review of documentary sources that lead to unveiling the theoretical treatment that different authors make of categories such as training, profiles, teaching competencies, and pedagogical practice. This review implies observation and content study processes that allow systematizing and arguing the findings. Among the main results, the authors agree that the initial teacher training is oriented towards the understanding of the educational reality, contemplating attributes that help them to perform adequately with marked qualities that support meaningful learning in the student. It is concluded that these processes allow emerging views on the role of the teacher in his/her practice.

Keywords: teacher training, Pedagogical practice, competency-based profiles, education policy.

Introduction

Initial teacher training should address pedagogical, didactic, curricular, and emotional dimensions. This is why, from a critical viewpoint, the authors' perspective related to pedagogical practices and their implications in the processes of didactic mediation is addressed; likewise, it seeks to reflect on teacher training as a key category to understand the process of knowledge construction and the development of meaningful learning in the student. These ideas are reflected in what is stated by Conde et al., (2018) when they affirm that: "Education is a constant and changing process. These changes in education lead to permanent studies and transformations in the designs of educational practices in institutions, from the macro aspects to the didactic elements of the task, taking into account the educational reality" (P.1)

Because of the above, it should be noted that the essential fundamentals to be implemented by the teacher in the classroom correspond to the teaching-learning methodology, the didactic strategies that enhance the development of skills in students, the formative and summative evaluation processes, and the emotionality of the

educator's educational discourse in the relationship with the students (Linero et al., 2021).

Through the teaching-learning process, the aim is to benefit the knowledge acquired by the student and to affect the relationship with the teacher through intervention and with it, the implementation of didactics. Authors such as Espinoza (2016) based on the postulate of Fainholc (2004), in the first instance, the intervention process implies communication between the students and the mediator, in such a way that it favors reasoning and understanding of ideas through the senses. Thus, it is proposed to relate the intervention put into practice in a participatory education that potentiates both skills and competencies that students have, calling them to be rational, creative, and spontaneous; whose participation counts within the learning process.

Likewise, it is worth paying attention to what Marcelo (2009), who points out that "the concern for knowledge as an object of work and inquiry in initial teacher training is leading to question what knowledge is most relevant for learning to teach, as well as the way in which the processes of learning to teach are organized" (p. 8). The way of imparting knowledge to training in a globalized world is then analyzed, attending to the teaching practice and teaching through didactics and pedagogy according to the essential knowledge that sustains its bases in quality education.

The apprehension of the contextual plot for the new teacher follows a route no less complex; although rationality threw the text as a linear and even standardized construct, no less certain is the uncertainty under the support of Bauman (2017), the same era of emptiness, in the view of Lipovetsky (2002), the criticism of Byung Chul Han (2021), among others, which account for an unfinished modernity project and where fragmented and diffuse information proliferates. This new reality puts on the educational field and teacher training, the meaning of learning, the ways to promote it, and the mediations, without falling into an instrumentalization since within the teacher's task is the cultivation of knowledge and the facilitation of the development of competencies. Hence, it is possible to question

from the initial teacher training and under the view of Statistic Brain (2018) with his thesis on the ability to sustain the attention of a student in the reading processes reflected in the eight seconds and the repercussions of the fact in the formative field; but also emerges the view of Nicholas Carr (2004) and the incidence of the internet for mental processes, where the fact of distancing the students from those forms of knowledge that require reflection and contemplation prevails. This in itself is a challenge for the educator who is starting, because although he/she comes from a "Y" generation, he/she has the critical capacity to deepen in the implications of this interaction with knowledge and its actors.

Similarly, given the fracture of the modern project, it is up to the initiate in this scenario of uncertainty, to mitigate those actions that can quickly lead to Burnout, since the educational context points to accelerated growth of work stress levels, both in Colombia and in Latin America, due to the mere fact of taking care of other people (Sánchez et al., 2019).

The teacher from his professional knowledge must act as a mediator and trainer reflecting on his pedagogical practice that supports building from theory and in turn strengthen the student's knowledge so that the teaching given in the different academic scenarios helps in his practice. That is why the learning approach from the educator's point of view is focused on different ways, to achieve a pedagogical knowledge that not only leads to their practical life but also work and to reflect on learning as a field of action, taking into account the historical moment. This coincides with what is stated by Sánchez et al. (2019), when they affirm that "the contemporary context of Secondary Education in Colombia presents a panorama characterized by great challenges that are framed in the needs identified in the analysis of the closing of educational gaps at the national level, together with the comparative performance of the country in the development of competencies compared to international measurements" (P.29).

This is also expressed by Rodriguez (2006) when he mentions that a permanent relationship between theory and practice must be established from the didactic component, a key element to dynamize the teaching and learning processes from the actions and reflections generated from the educational praxis. In this way, priority is given to the need to link elements that enable the development of skills, emotions, and necessary competencies, to produce transformations in their work. That is why creating an atmosphere of trust is part of the overall purpose of a teacher, to generate a motivating classroom scenario, although, "what characterizes a teacher is his or her ability to spread enthusiasm for the class (content, task, point of view); his or her confidence in the potential of the students; his or her empathy to listen, attend and accept them, or his or her availability to meet, chat about the subject or other topics. In the end, the learner must be treated as an equal" (Cassany, 2021 p.14).

On the other hand, education faces great challenges, as it requires involving students in a relevant way in the opportunities that the world has, in such a way that allows them to become integral citizens who contribute to society, with defined and diverse competencies, which requires teachers to be in tune with the demands of globalization, equity and a universalization within the spectrum of the democratization of education.

In Colombia, educational policies have outlined guidelines for teacher training by personal competencies, social constructions of meaningful learning, useful not only for the exercise of the actor of normal schools but also for that professional who delves into the pedagogical and didactic work, considering the added value of the process both for the national and international level. The acquisition of professional competencies in teachers must allow them to adopt and adapt to new work scenarios to respond to socio-educational needs; in such a way that it contributes to responding to the challenges faced by the education sector in Colombia, in its purpose of accelerating economic growth and offering greater possibilities of well-being to the population (Delgado, 2014).

Law 115 of 1994 (Congress of the Republic of Colombia, 1994) and Law 30 of 1992 (Congress of the Republic of Colombia, 1992), establish education in Colombia as a process of integral personal, cultural, and social formation based on a conception of the human person, his dignity, rights, and duties that guides the full development of the student's potential. In this sense, education is a fundamental value for citizens, where the State permanently seeks to adopt measures to ensure access to a high-quality training system and to guarantee good teaching practice for the community through control and surveillance mechanisms that lead to the achievement of an effective training generation.

On the part of the Ministry of Education in Colombia (MEN, 2015), the Basic Learning Rights constitute criteria that validate the degree to which the different entities that are part of the educational system achieve their objectives and goals; carrying with them the performance evaluation process from a macro (educational policy), meso (curriculum management) and micro (didactic - pedagogical mediation) level (Marín-González et al., 2018).

Methodology

Based on an analysis of the theoretical and normative foundations of teacher training, pedagogical practice, and competency profiles, the research is based on a methodological design of review of documentary sources that lead to revealing the treatment of data based on various authors. It is based on the systematic review process considering the observation and content analysis that allows systematizing and arguing the findings with the use of high-impact research mechanisms.

The epistemological paradigm on which the research was based was qualitative, since it transcended from the descriptive to critical analysis, addressing a theoretical component according to the research study where a process of qualification of the conceptual categories was generated from the documentary findings. This qualitative analysis allowed to generate an amplitude in the vision that should be contemplated to work on the need to improve the

problems of teachers in their teaching practice and attending first to the analysis of the training itself that they should have.

When thinking about pedagogical innovations, the teacher must take into account the different problems and interests of the learner, pointing out the initial teacher training (ITT) in the gender perspective of the future educator, to contribute to the progress of a community in which the traditional gender models and relations are modified. Lleixa, Solar and Serre (2020). That is why continuous teacher training and consequently, the professional development process, must be decisive factors in improving the quality of education; when speaking of the need to innovate and improve teaching practices, the training that supports this process must be considered. Teachers must look for the necessary tools for students to learn and generate significant learning in them; that is to say that they can apply it in their daily lives (Ospina, 2016).

It is worth highlighting the process of analysis taken into account in the research, seeking to unveil the components through a series of procedures such as the identification and selection of the documents under study, documentary observation, interpretation of the content, construction of inferences, and the explanatory argument (Marín-González, 2012)

Results and discussion

A fundamental element that must be taken into account is the awareness of the global environment and with this, the changes in the different social, economic, political, and cultural fields; the continuous training of the teacher should not be limited to the communication of updated information, but to the adoption of capacities that allow adapting to future modifications, coming from the evolution in the technological, scientific and cultural environment (Vanegas & Fuentealba, 2019; Dumitru, 2015). It becomes necessary to analyze the educational realities and trends, in their different levels and modalities through the development of research and innovations and course on the educational interests of the same society.

As a result, there are currently greater training needs, which give rise to new disciplines and professions that require teachers with the necessary competencies and skills to perform in new learning environments through the use of innovative didactics demanded by society. As stated by the United Nations Educational, Scientific, and Cultural Organization, "education is a fundamental right and the basis for progress in any country" (UNESCO, 2015).

With what has been addressed in the present research, the highlighted results are detailed where the authors agree that the initial teacher training is oriented towards the understanding of the educational reality contemplating attributes that help him/her to perform adequately with marked qualities that support meaningful learning in the student. The most relevant quality that the teacher must possess is attitude, which predisposes to dialogue, tolerance and mediation, which generates spaces of trust and encourages the group to learn. Additionally, the aptitude, which is the mentor's ability to transmit his knowledge and relate it to real facts, contrast it with examples of everyday life, and make the theoretical space an opportunity for change that allows the transformation or modification of his work (Pérez, 2017).

The matrix presented unveils the findings located concerning the object of study of the research.

Year	Authors	Title	Central category of analysis	Argumentative position
2022	Garcia-Vila, Elena Sepúlveda-Ruiz, M. Mayorga-	Emotional competencies of students of the Teacher's Degrees in Early	Emotional competencies Emotional education Initial training	The changes produced during the last decades in the social and educational context make it essential for teachers to have an adequate level of emotional competencies, to be able to respond to the

	Fernández, María Josefa	Childhood and Primary Education: an essential dimension in initial teacher training	Teacher training	uncertainties and educational demands they face in their profession. For this reason, an attempt was made to determine the self-perceived level of emotional competence of 227 first-year students of the Teacher Training Degree in Early Childhood Education and Primary Education at the University of Malaga. For this purpose, a quantitative study based on a descriptive and correlational ex post facto design was carried out using the Adult Emotional Development Questionnaire (CDE-A), designed by Pérez-Escoda et al. (2010). This study reveals, on the one hand, that participants have a poorly developed emotional awareness, i.e., they have little ability to identify their emotions and those of others, as well as to grasp the emotional climate. On the other hand, students show an adequate perception in dimensions related to the management of emotions, the development of good self-esteem and a positive attitude, establishing and maintaining good relationships with the social environment, and following responsible behaviors in life
2021	Martínez Palmera, O. M., Crissien Borrero, T. J., Granados Ospina, A. D. C., Guerrero Cuentas, H. R., Martínez Royert, J. C., Parra Cera, V. E., ... & Britton Huffington, A. F.	Realities and trends in higher education from globalization, innovation, and educational management	Education Globalization and innovation Educational management	Globalization and technological changes in the last decade require educational institutions to innovate in their academic and administrative processes and rethink their work to provide timely and relevant responses to the training requirements of individuals in the current industrial revolution 4.0, which requires new profiles in this changing environment. This situation requires educational institutions to carry out research and real interventions that generate transformations in management systems and their educational practice through the periodic review and redefinition of their IDP (Institutional Development Plan), as well as to monitor and evaluate the quality of management processes and the most efficient way of using physical, financial and human resources to face the challenges imposed by a change in a competitive manner, remain in the market, train individuals in a comprehensive

				manner and have a positive impact on society

2021	Ros, Germán Rodriguez Laguna, M. Teresa	Influence of the inverted classroom in the scientific training of future teachers: Benefits in the teaching-learning process, attitudes, and expectations towards science	Teaching methods Academic performance Student attitudes Higher education	The flipped classroom methodology is becoming more widespread in the university environment but its implications have not yet been fully analyzed. This study highlights the key aspects of a successful implementation of the flipped classroom and formulates didactic objectives that are essential for meaningful learning in Experimental Sciences. The study was carried out in the context of the subject Matter and Energy Sciences in three grades linked to the Primary Education Teaching Degree, and covers more than 200 students, both in the experimental and control groups. This study was approached through three instruments: the academic performance of the different parts of the subject; discussion groups of the teachers involved; and the final questionnaire completed by the students. The analysis shows a significant improvement in the academic results of the majority, as well as positive results in their expectations of future science teachers and the development of positive attitudes towards science. In addition, the benefits achieved during the teaching-learning process are analyzed, such as the development of metacognitive capacity, the change of roles of teachers and students, better feedback, and a higher level of cognitive achievement
2019	Alsina, Ángel Batlloni, Rose Falgás, Margarida Vidal, Isabel	Marks of self-regulation for the construction of the teacher profile during initial teacher training	Learning Cognitive Process Realistic-reflective learning Teacher training Teacher profile	The aim is to identify self-regulation traits that can contribute to the transformation of didactic and disciplinary knowledge, fundamental for professional development in the field of initial teacher training. The participants of the study were 231 future teachers of the Early Childhood Education and Primary Education Degrees of the University of Girona (Spain), who answered a questionnaire during different subjects planned within a realistic/reflective approach to training. Through the mixed categorization process, some self-regulation features are

				identified in the evaluation, identifying the cognitive processes related to the deconstruction of implicit knowledge: previous experiences; beliefs about oneself; beliefs about the functioning of the classroom; implicit disciplinary knowledge; and implicit didactic knowledge and the other features promote processes of co-construction and reconstruction of professional knowledge: interaction with the context I (at school); interaction with context II (the university); interaction with self; interaction with peers; interaction with experts; interaction with theory; and critical professional knowledge.
2018	Julio Cabero Almenara Mª del Carmen Llorente Cejudo Juan Antonio Morales Lozano	Evaluation of teaching performance in virtual training: ideas for the configuration of a for the configuration of a model	Teaching e-learning/b-learning. Teaching staff Teacher training Teacher evaluation	Aware of the significance of teaching performance in training processes and in virtual training contexts, in particular, this paper deals with the evaluation of the performance of teachers who carry out their professional activity either under the e-learning or b-learning modality. Based on the bibliographical review, a conceptualization and characterization of the teaching processes and characterization of the teaching processes in virtual training and its evaluation, as well as the analysis of different studies and proposals that allow identifying the elements and strategies to be considered in the construction of an evaluative model. It is necessary to propose a model that integrates the perspectives of the different agents (teacher, students, and directors) and a combination of instruments (questionnaires, self-reports, portfolios, and learning outcomes), structured around the following dimensions: Disciplinary Knowledge, Pedagogical Knowledge, Technological Knowledge and Compliance with Standards. The analyses carried out will allow the establishment of teacher performance evaluation policies in training processes under blended or online mode; at the same time, evaluation models can be established to serve as a pedagogical and research practice, contemplating the visions of the different

				actors: students, teachers, and directors or academic managers
2018	Escobar Botero, Alejandra Torres Nieto Joselyn	Profile of teaching competencies to strengthen educational quality processes in elementary education.	Educational quality Competencies Academic performance Pedagogy	To analyze the profile of teaching competence in Elementary Basic Education to achieve an educational process that guides the improvement of educational quality. The development of the research was carried out through the observation of classes and accompaniment in the pedagogical practice of the teachers of the María Inmaculada Educational Institution in the city of Barranquilla, to see how the basic competencies are evidenced to improve the academic performance of the students, strengthen their pedagogical practice, and therefore improve the educational quality of the educational institution. It is important to understand, analyze, and apply competency-based education. In the first place because the educational approach is within the Colombian policy at different levels and this makes every teacher perform with competence in their educational work, secondly because the competencies are necessary to promote projects inside and outside the educational institution, and thirdly because the competencies are the fundamental basis to guide the curriculum, teaching, learning and evaluation from a quality framework that provides new principles, indicators and tools to make this approach the best quality proposal
2018	Gallardo-Fuentes, Francisco López-Pastor, Víctor M. Carter-Tuhillier, Bastian	Effects of the application of a formative evaluation system on the self-perception of competencies acquired in initial teacher training.	Early Childhood Education Shared assessment Higher education Primary and higher education	This study aimed to analyze the students' assessment of the formative and shared assessment system (F&SA) used in the subject "Fundamentals and didactics of body education in early childhood education", as well as their self-perception of the professional skills acquired during the course. It was carried out in a Faculty of Teacher Training of a Spanish university using a pre-and post-test design with a sample of 93 students, which was composed of two groups and subjects: (a) Degree in Early Childhood Education Teaching (TCHE) and (b) Joint

			Curriculum of Early Childhood Education and Primary Education (JCCH & PE). The results show a high rating of the "advantages" of the F&SA system, while most of the "disadvantages" received lower scores. Regarding self-perception of skill acquisition, most students indicated higher scores on the post-test, so we conclude that the F&SA system helped to improve their skills. The data collected confirm the advantages of the use of F&SA systems in initial teacher education and their possible contribution to the development of professional competencies.
2018	Barberousse-Alfonso, Paulette Vargas-Dengo, Marie Claire Corrales-Bastos, Pamela	Initial teacher training and socio-educational action: Building a proposal for the implementation of the Community Teachers Program (CTP).	Community and social education Community teachers Education teaching	From a critical and transformative approach, this essay presents relevant inputs and conclusions obtained during the first stage of the project Construyendo una propuesta de implementación del Programa Maestros Comunitarios (PMC-Constructing a proposal for the implementation of the Community Teachers Program), Code number 0166-15 DEB-UNA (UNA, DEB, n. d.), carried out in 2016. Considering our perspective as researchers and teachers of the Division of Basic Education, the article addresses a current issue within the socio-educational field to face the challenges of contemporary educational models in the formal and non-formal areas of basic education in the Rich Coast context. Our purpose is that students and teachers of the Pedagogy career with an emphasis on the I and II cycles of General Basic Education have an overview of the national, social and educational reality, trying to involve them in the application of pedagogical actions to find a solution to school dropout in the Finca Guarari School, Heredia, Costa Rica.

2017	Torrico, María García-Cano Pareja, Eva Francisca Hinojosa Santiuste, Elba Gutiérrez	Building academic and citizenship learning beyond the classroom: University innovation in initial teacher education	Educational innovations Higher education Social organizations Social participation Teacher training	This study contributes to the area of university innovation in teacher training. It first describes the implementation of a didactic project that includes research on social collectives carried out by students of early childhood and primary education; then the paper analyzes the impact on the education of the participants. The evaluations of 234 students, before and after the experience, are studied through questionnaires and focus groups. The analysis focuses on knowledge, membership, and participation in the organizations, the relevance attributed to this participation, and the evaluation of the teaching method. The results confirm a contribution to academic, personal, and professional development, as well as increased knowledge about the groups, although no evidence shows an increase in subsequent participation
2016	José Antonio Nieva Chaves C. Orietta Martínez Chacón	A new look at teacher training	Teacher training Teacher apprentice Education	Teacher training and its different components are conceptualized from a cultural-historical approach, where the cognitive and affective aspects are considered as a unit. Emphasis is placed on the importance of teacher training capable of assuming the challenges that emerge from the social processes of culture and its dynamics, which imply a social transformation. Training that takes into account not only the external aspects but also the person as an integral subject, in the evolution with his fellows and in a search process, which is not exhausted in the work of the classroom, but transcends the barriers of the immediate to address the human condition as a potentiality, in the determining role of the transmitter of culture and transformer of society

2015	Lorenna S. O. Costa Victor F. A. Barros Márcia C. R. Lopes Luciana P. Marques	Teacher Training and Youth and Adult Education: Analysis of Pedagogical Practice for Science Teaching.	Science education Environmental education Youth and adult education Teacher training	The process of elaboration and implementation of a project that proposes the interdisciplinary teaching of science considering discussions on social problems in a course of the National Program for the Integration of Professional Education with Basic Education in the Modality of Youth and Adult Education, PROEJA, in the area of Informatics of the Federal Institute of Education, Science, and Technology of Goiás in Brazil, is discussed and analyzed. The first three stages of the study are detailed, focusing on the elaboration and application of a didactic-pedagogical proposal for the teaching of science, by teachers in training and teachers in initial and continuing education, in which the interaction among the participants made possible the integration between theory and practice. This project demonstrated that the contents can be worked in a contextualized and interdisciplinary way so that the curricular contributions can reduce the duality between general and technical training existing in technological education.
2014	Freddy Marín-González Lorena de J. Cabas Luis C. Cabas Ana J. Paredes-Chacín	Integral Formation in Engineering Professionals. Analysis in the Educational Quality Plan.	Competence Educational Quality Integral Formation	With the different conceptions for the integral formation of professionals corresponding to the academic program of engineering in Colombia, the aim is to create cultural spaces that allow to identify and address common needs, transfer and exchanges of basic applied knowledge, in a key way for the development of competent, enterprising individuals, capable of adapting to the environment. In this way, Higher Education Institutions conceive the development of integral competencies, articulated to the axiological, socio-affective, cognitive, and attitudinal dimensions in consideration of quality standards.

2013	Rodrigo Asún Inostroz Claudia Zúñiga Rivas María Constanza Ayala Reyes	Competency-based training and students: confluences and divergences in the construction of the ideal teacher.	Competency-Based Training Model Competent teacher Demands on teaching University students	The objective of this research was to determine the level of coincidence between the pedagogical demands that the Competency-Based Training Model (CBM) makes of university teachers and those expressed by students. A model of what would constitute a "Competent University Teacher" according to the CBM was constructed for comparison with the students' discourses, collected in eight focus groups in which 54 students from the University of Chile participated. The results indicate that although there are numerous areas of coincidence between both demands, there are also important divergences in terms of planning, evaluation, expected results, responsibility and didactics of the educational process, finding that students are more traditional in their demands than the CBM.

Conclusions

In synthesis, this study allows concluding that the main challenge (which encompasses the others) consists of enriching the training of the teacher educator as an agent that not only represents generational replacement but also allows articulating the reality that society demands today, enriching the competencies of this teacher with didactic components, an adequate management of emotionality and orientation in the formative evaluation processes for the assurance of learning.

On the other hand, all this process contributes to teachers, taking charge professionally of the coexistence dimension of the school, allowing the configuration of a classroom climate under the perspective of a deliberative and inclusive curriculum, which harmonizes with the configuration of the type of man that the nation aspires to form.

Other formative challenges and curricular strategies for their incorporation have been made visible, proposing to favor the trainers of trainers themselves and the valuation of the teacher as a manager and researcher who sets an important guideline in the preservation of culture.

It is proposed that future research should consider the new trainers of trainers in the framework of the Colombian Educational System, given that, because of the reduction of enrollments in degree programs in the country, it is necessary to reflect on the future and thus provide feedback to current public policies.

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