DOSSIER INITIAL TEACHER EDUCATION

DOSSIÊ FORMAÇÃO INICIAL DE PROFESSORES

DOSSIER FORMACIÓN INICIAL DEL PROFESORADO

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Background

The contemporary global environment has experienced economic, technological and social reorganization of special relevance for global transformation and harmonization, during which, we are dealing with a health pandemic as a result of the Covid-19 that accounts for this new order, health and social responsibility of humanity; in particular, it has transcended in the redefinition of the postmodern society two inherent and indispensable conditions for education, which acquire a preponderant value in and for social development: Being a teacher and Training teachers.

Being a teacher, a current and nodal topic for discussion and activities at UNESCO headquarters on the occasion of World Teachers' Day; the above, as a result of the saturation of students in classrooms, insufficient quality for teacher training, as well as the lack of professional development in teachers' careers, variables associated with negative effects on learning (UNESCO, 2018).

The second condition associated with training teachers is that, due to their demand for social responsibility, they should be placed at the same level of demand as in the training of any other profession, by virtue of considering them fundamental social pieces for modern society.

In view of the search for a new revaluation of the teaching profession, to contribute to the debate on its relevance, viability, foresight and relationship with the knowledge society, in

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addition to contributing to the collection and management of knowledge on Initial Teacher Training, five axes or fields of knowledge are proposed for the foundation of the works that make up this thematic issue, and which are summarized below.

Fields of knowledge of the dossier

Innovation in teaching practice

This field contemplates the contributions that reflect the transformative attitude that teachers put into play with the intention of innovating in a certain reality, to improve the formation processes of the students, "the need to deepen its analysis with the purpose of specifying the strategies that allow the strengthening of the teacher's formation and thus respond to the educational requirements of the transformations that current societies are experiencing" (GARCÍA; EDEL, 2019, p. 179).

It should be noted that innovation is focused on teachers, their motivations, training and evaluation; in other words, on those who make it possible.

Teaching and learning processes

Axis of knowledge of concluded or ongoing research, which includes the implementation and analysis of the various teaching methods and their evaluation, as well as the impact on the context of student learning at different levels and educational modalities, both at the basic level, as well as higher education.

To this end, it considers the aspects of knowledge about the evaluation of learning, the cognitive and socio-affective dimensions that affect learning, the external factors that affect learning, such as poverty, violence, family and media, and learning in non-formal contexts.

Use, incorporation and integration of information technologies, communication, knowledge and digital learning (TICCAD)

This is a thematic field designed to compile research, contributions and content that reflect current and emerging educational trends on these technologies, whose focus is directed to the uses and applications that institutions, teachers and students make everyday.

The purpose of the above is to reflect on its contribution to the construction of knowledge, digital literacy, digital knowledge and the empowerment of educational actors, which will allow them to approach a culture "for the relevant use of technological devices in

various formats, in which computers and the use of the Internet are technological resources that facilitate teacher mediation" (Edel, Aguirre and Esquivel, 2020, p.107) and its effects on the curriculum of basic and higher education, for inclusion, diversity and equity in digital contexts.

Policy, evaluation and foresight in teacher education

The recent national and international transformations in the field of education, place its actors in a prominent place within the current epistemological, pedagogical, legal and political debates. In the sociopolitical-educational relationship, it is a priority -as well as necessary- to incorporate theoretical and empirical studies that allow us to understand the political implications of the educational fact, as well as the effects of educational policies in concrete and real situations.

In this sense,

> the change comes from two fundamental issues: 1) the implementation of a new curriculum that requires transforming academic and management practices to meet its objectives; 2) the implementation of a public policy that demands changes in the academic career, as well as in the forms of management and administration of the organization (FERRA-TORRES; DE VRIES; EDEL, 2018, p. 86).

In the above scenario, educational evaluation continues to be a controversial process that, from the political and legal point of view, defines a large part of the work, institutional and student behavior; in issues such as accreditation, certification, design, curriculum development, among others. On the other hand, from the psycho-pedagogical perspective, the same process acquires another dimension, orienting the teaching intervention, as well as the decision making for improvement in learning and performance processes.

The purpose of this thematic area is to generate a space for reflection on the present and future of education in terms of policy and evaluation, presenting contributions developed in the institutional, teaching, curricular or learning environments, as well as those oriented towards the basic or higher education levels.

Attention to diversity and vulnerable groups in the social environment

Today, respect and attention to diversity in the educational and social context is seen as one of the goals for achieving equal opportunities for all people.

In this field, we consider the work derived from teaching experiences, documentary or applied research that addresses projects of teaching intervention in areas such as interculturality, indigenous education, migrant populations, care for people with disabilities, bilingualism in education, people with outstanding skills, etc.

It also refers to the knowledge about social inclusion, special education and inclusive education from the epistemological dimension, as well as its possibilities of dialogue to move towards a transdisciplinarity in the attention to diversity.

The aim of this thematic area is to analyze the value of attention to diversity and the relationships established around it in educational processes and different contexts. To this end, the experiences on the subject that the practices of the schools expose in order to respond to the student population are considered.

On the other hand, research that accounts for the interaction of the contexts: school, family and social in the attention to diversity and vulnerable groups, as well as, theoretical investigations that address the epistemological support of social and educational inclusion, as well as those central concepts that organize this knowledge in construction, from the perspective of transdisciplinarity and complex thought.

Therefore, the articles presented in this collection invite reflection on the work of teachers, innovative educational practices and the establishment of public policies in education that favor the majority, but above all, that allow the harmonious development of all actors involved and lead to the improvement of educational institutions.

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