

TRANSLATION AND CULTURAL ADAPTATION OF THE CUESTIONARIO
SOBRE FORMACIÓN CONTINUADA DEL PROFESORADO

*TRADUÇÃO E ADAPTAÇÃO CULTURAL DO CUESTIONARIO SOBRE FORMACIÓN
CONTINUADA DEL PROFESORADO*

*TRADUCCIÓN Y ADAPTACIÓN CULTURAL DEL CUESTIONARIO SOBRE
FORMACIÓN CONTINUADA DEL PROFESORADO*



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ABSTRACT: The aim is to carry out the translation and cultural adaptation of the *Cuestionario Sobre Formación Continuada del Profesorado* into Brazilian Portuguese; carry out a back-translation of the instrument into Hispano-America Spanish; carry out the empirical validation of the instrument. This is methodological research. It was carried out in four stages: translation, synthesis, back-translation, committee of judges and pre-test. The pre-test was carried out with the participation of 45 high school teachers. The Alpha Cronbach of the questionnaire was 0.940. The Factor Analysis resulted in the grouping of the instrument's 46 questions into 10 factors. The translation and cultural adaptation of the instrument has been of high quality. The instrument's internal consistency was verified using Cronbach's Alpha. The Factor Analysis (FA) showed that there is an underlying dimension in each of these factors. Making the instrument available to the academic community is of great help for future research in this field.

KEYWORDS: Questionnaire. Translation and cultural adaptation. Teacher training needs. Teachers.

RESUMO: *Objetiva-se realizar a tradução e adaptação cultural do Cuestionario Sobre Formación Continuada del Profesorado para o português de Brasil; efetivar uma retrotradução do instrumento para o espanhol de Hispano-América; efetuar a validação empírica do instrumento. Trata-se de uma pesquisa metodológica. Foi realizada em quatro etapas: tradução, síntese, retrotradução, comitê de juízes e pré-teste. O pré-teste foi realizado com a participação de 45 professores do ensino médio. O Alfa Cronbach do questionário foi de 0,940. A Análise Fatorial resultou no agrupamento das 46 perguntas do instrumento em 10 fatores. A tradução e adaptação cultural do instrumento tem sido de alta qualidade. Foi verificada a coerência interna do instrumento, por meio do Alfa de Cronbach. A Análise Fatorial (AF) evidenciou que há uma dimensão subjacente em cada um desses fatores. A disponibilização do instrumento para a comunidade acadêmica é de grande ajuda para pesquisas futuras neste campo.*

PALAVRAS-CHAVE: *Questionário. Tradução e adaptação cultural. Necessidades de formação docente. Professores.*

RESUMEN: *El objetivo es llevar a cabo la traducción y adaptación cultural del Cuestionario Sobre Formación Continuada del Profesorado para el portugués de Brasil; realizar una retrotraducción del instrumento al hispanoamericano; Realizar la validación empírica del instrumento. Se trata de una investigación metodológica. Se llevó a cabo en cuatro etapas: traducción, síntesis, retrotraducción, comité de jueces y pretest. El pretest se llevó a cabo con la participación de 45 profesores de secundaria. El alfa de Cronbach del cuestionario fue de 0,940. El Análisis Factorial resultó en la agrupación de las 46 preguntas del instrumento en 10 factores. La traducción y adaptación cultural del instrumento ha sido de gran calidad. La coherencia interna del instrumento se verificó mediante el alfa de Cronbach. El Análisis Factorial (AF) mostró que existe una dimensión subyacente a cada uno de estos factores. Poner el instrumento a disposición de la comunidad académica es de gran ayuda para futuras investigaciones en este campo.*

PALABRAS CLAVE: *Cuestionario. Traducción y adaptación cultural. Necesidades de formación del profesorado. Profesores.*

Introduction

The analysis of educational needs, in the field of scientific research, began in the 1960s. From the educational reforms that intensified in European and Latin American countries in the 1990s, in which teachers' performance gained centrality, emerge studies on the continuing training needs of teachers as a discipline within the field of teacher training are strongly emphasized.

In 2017, the research project entitled Continuing education needs of basic and higher education teachers in Minas Gerais: a diagnostic study *began, funded, as of 2018, by the Research Support Foundation of the State of Minas Gerais (FAPEMIG-PPM XII-2018)*, in Brazil. The project was initially conceived as a proposal of statewide scope, but it was quickly internationalized through the Network of Studies on Education (REED: <https://www.reed-edu.org>), which allowed researchers not only from Brazil, but also from Peru, Cuba and Mexico.

The objective of the research was “to diagnose the continuing training needs of teachers in Basic and Higher Education, by establishing relationships between training policies, continuing training actions and their impact on the learning of teachers and students”. As it was in fact intended to cover a broad sample in Brazil and several Latin American countries, it was understood, as pertinent to the purpose, that the main instrument for data collection would be a questionnaire, with blocks of closed questions and a *Likert* scale with five answer options, with spaces provided so that participating teachers could explain aspects not contained in the different blocks of questions. (See Annexes I and II).

The questionnaire is an instrument widely used for data collection, when you want to obtain information about attitudes, opinions, behaviors, preferences, needs, in relation to a certain object. However, it is important to assess whether the instrument can actually measure what it aims to measure. Furthermore, as most of the literature reveals (ABRUCIO, 2016; AQUINO; PUENTES; GONZÁLEZ, 2008; RODRIGUES; ESTEVES, 1993), just one research instrument is not enough to diagnose teacher training needs, but, having the questionnaire as the main instrument, it can be combined with other techniques such as the analysis of training policies in each context, the examination of documents from educational institutions, in-depth interviews, focus groups, methodological meetings, among others, which can be completed in each specific situation instruments for diagnosing training needs. However, it is reiterated that the imperative of covering a Latin American sample led the research team to invest in the most complete questionnaire possible, which could respond to the research objectives.

The review of important studies in the area of determining/identifying and analyzing teachers' continuing education needs, which use or explain the questionnaire as a data collection instrument, both internationally (AQUINO; PUENTES; GONZÁLEZ, 2008; BENEDITO ANTOLÍ; IMBERNÓN MUÑOZ; FÉLEZ RODRIGUEZ, 2001; ESTRADA GARCÍA, 2016; GONZÁLEZ TIRADOS; GONZÁLEZ MAURA, 2007; ÖZTÜRK, 2019; PÉREZ SERRANO, 1999; RODRIGUES; ESTEVES, 1993), as national within the scope of Brazil (ABRUCIO, 2016; GALINDO, 2012; LEONE, 2012; LIMA, 2015; RAMALHO; NÚÑEZ, 2011), did not indicate solutions regarding the type of questionnaire that the research required, considering the breadth and complexity of the researched object.

Therefore, it was decided to carry out a translation and cultural adaptation from Spanish (original language) to Brazilian Portuguese (target language) of the *Cuestionario Sobre Formación Continuada del Profesorado* (Questionnaire On Continuing Teacher Training) instrument. This is because “the process of building an instrument is often more expensive when compared to the cultural adaptation of another previously known instrument” (OLIVEIRA, *et al.*, 2018, p. 3, our translation). However, epistemological vigilance is important to use the instrument in a reliable and reliable way.

The questionnaire adapted in this investigation (*Cuestionario Sobre Formación Continuada del Profesorado*) was created for a research project by the Spanish Ministry of Education and Economy (Plan I+D+I, 2012), funded by UNESCO, and coordinated by Prof. Dr. José Manuel Escudero, from the Department of Didactics and School Organization at the University of Murcia. The research was carried out in five autonomous communities in Spain, with researchers from the Universities of Granada, La Laguna, Las Palmas de Gran Canaria, Murcia, the University of the Basque Country and Santiago de Compostela.⁶

The use of the Translation and Cultural Adaptation (TAC) methodology of research instruments does not seem to be common in the area of education. In a literature review carried out in the SciELO (*Scientific Electronic Library Online*) database, in November 2022, of the eight articles selected, four fall entirely within the health area (DUARTE *et al.*, 2018; MARTINY *et al.*, 2011; ZANARDO; VENTURA, 2022), two are related to the area of education but adapt instruments for the education/assistance of people with special needs, which places them halfway between health and education (BRACCIALLI *et al.*, 2019;

⁶Professor José Manuel Escudero, in a kind and disinterested way, provided the instrument to the coordinator of this investigation for its translation and cultural adaptation in Brazil, on the occasion of the ISATT Regional Congress (*International Study Association on Teachers and Teaching*), held at the University of Minho, in October 2014.

CHAVES *et al.*, 2019); and finally two articles are methodological in nature (BEATON *et al.*, 2007; OLIVEIRA *et al.*, 2018). Even though all of these texts were of inestimable value in understanding the Translation and Cultural Adaptation (TAC) methodology, more explicit reference is made to the last two, due to the help they provided in carrying out this research.

The study by Oliveira *et al.* (2018) presents a narrative literature review, which aimed to “identify in the literature the methodological references used in studies of cultural adaptation and validation of instruments in Nursing” (OLIVEIRA *et al.*, 2018, p. 3, our translation). The research, carried out in August 2016, consisted of a bibliographic survey in the databases LILACS, BDNF, IBECs, SciELO and PubMed. In this research, 28 articles were analyzed and it was concluded that the methodological framework most used in the cultural adaptation of research instruments are the works of Beaton *et al.* (2007). These authors propose five steps for carrying out translation and cultural adaptation (TAC) research and three types of validation of the adapted instruments. This methodology follows here in general terms.

Based on these results, we decided to work with the most recent publication by these methodologists (BEATON *et al.*, 2007), which together with Oliveira's article; Kuznier; Souza; Chianca (2018), made it possible to develop the methodology for this study. The objectives of this research were: to carry out the translation and cultural adaptation of the *Cuestionario Sobre Formación Continuada del Profesorado* into Brazilian Portuguese; carry out a back-translation of the instrument into Spanish-Hispanic America; carry out empirical validation of the instrument through a pre-test; make the adapted instrument available to the scientific community.

Methodology

This is a methodological study of translation, cultural adaptation and validation of a questionnaire to determine/identify teachers' continuing education needs. The work was carried out by a team of five translators, who will be referred to as T1, T2, T3, T4 and T5.

Translator 1 (T1): T1 is a native Spanish speaker and fluent in Portuguese. He has a degree in Hispanic language and literature and a doctorate in pedagogical sciences.

Translator 2 (T2): T2 is a native speaker of Brazilian Portuguese, with command of the Spanish language. He has a degree in pedagogy and a doctorate in education.

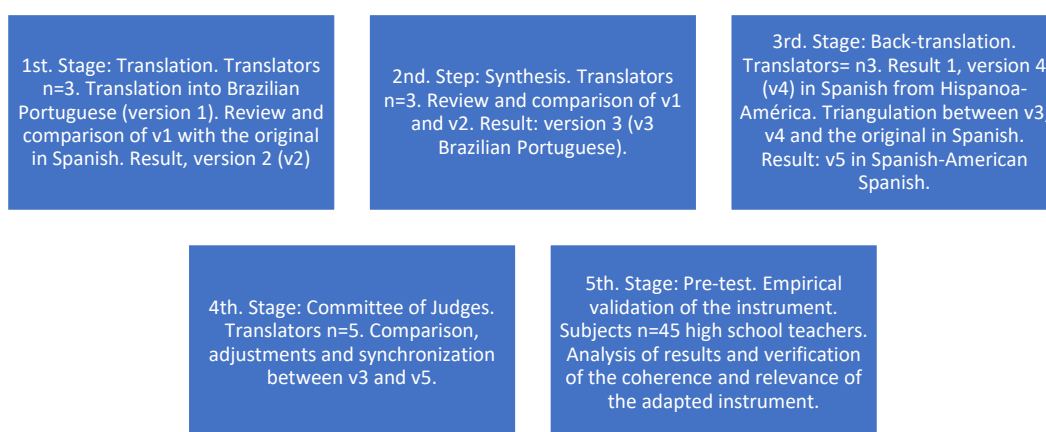
Translator 3 (T3): T3 is a native speaker of Brazilian Portuguese, with command of the Spanish language. She has a degree in mathematics and a PhD in mathematics education.

Translator 4 (T4): T4 is a native Spanish speaker, with command of the Portuguese language. He has a degree in psychology and a doctorate in pedagogical sciences.

Translator 5 (T5): T5 is a native Spanish speaker, with command of the Portuguese language. She has a degree in education and a PhD in educational psychology and human development.

The research was developed in five stages, as recommended in the bibliography (BEATON *et al.*, 2007; OLIVEIRA *et al.*, 2018): translation, synthesis, back-translation, committee of judges and pre-test.

Figure 1 – Flowchart of the methodology of this research.



Note: Details of the methodology
Source: Prepared by the authors

1st. Stage: Translation. The questionnaire was translated from the original language (Spanish) to the target language (Brazilian Portuguese), with the participation of three translators. T1 made the first version, focusing on the literal translation of the questionnaire contents into Brazilian Portuguese. Version 1 (v1) of the translation was thus obtained. Taking v1 as a basis, translators T2 and T3 compared the translation of T1 with the original in Spanish, pointing out important adjustments to educational culture, semantics, as well as understanding the denominations used in the educational system in Brazil. This contribution was essential for the cultural adaptation of the instrument. The result was obtaining a second version (v2) of the translation.

2nd. Step: Synthesis. With the two versions of the previous translations (v1 and v2), translators T1, T2 and T3 made reconsiderations and adjustments to prepare a third version (v3), which would be the synthesis of the previous two, more improved and adjusted to the

educational culture, denominations and structures of the Brazilian educational system, as these elements differ considerably from the Spanish context, but preserving the contents of the original version. This phase also included the participation of master's and doctoral students, participants in the main project, who helped in the preparation of v3 of the translation. In this way, the summary version of the questionnaire adaptation (v3) was obtained.

3rd. Stage: Back-translation. Starting with v3 (synthesis in Brazilian Portuguese), T1 back-translated it into Spanish-American Spanish, resulting in version 4 (v4). Translators 5 (T5) and 6 (t6) participated in the review and synthesis of v4. Taking versions 3 and 4 as a basis, translators T4 and T5 carried out a triangulation with the original Spanish version to adapt it to Spanish and Spanish-American educational culture, thus creating version 5 (v5), intended for its application in the educational systems of Spanish America.

4th. Stage: Committee of Judges. The five translators formed a Committee of Judges, considering their involvement in the research and their status as experts in the area of teacher training. At that time, it was a question of comparing/adjusting versions 3 (in Brazilian Portuguese) and version 5 (in Spanish from Spanish America), to avoid, above all, problems of understanding among teachers from Brazil and Spanish America, to guarantee the identity of the content collected, as well as the internal coherence of the instruments for both audiences and educational contexts.

5th. Stage: Pre-test. In Brazil, in October-November 2017, a pre-test of the *Cuestionario Sobre Formación Continuada del Profesorado* (v3) was carried out, with the participation of 45 teachers who worked in high school, from the State Education Network, in the city of Uberaba, MG, with 18 in philosophy and 27 in physics. The purposes were to evaluate the understanding of the instrument by the researched subjects, as well as the reliability, validity and coherence of the instrument. The results are explained in the next subtitle.

Results and discussion

It is considered that the translation and cultural adaptation of the *Cuestionario Sobre Formación Continuada del Profesorado*, carried out in accordance with the methodology explained above, complied with the quality parameters and requirements of the most up-to-date literature on the topic. The team of five project researchers had the necessary qualifications to successfully carry out the task.

The *Cuestionario Sobre Formación Continuada del Profesorado* consists of 46 statements (questions), integrated into five blocks, which are evaluated by the subjects using a five-point Likert scale “very low, low, medium, high, very high”, aiming to understand the degree of satisfaction of teachers in relation to continuing education content and activities; as well as its impact on teachers’ learning, their performance in the classroom and student learning. (See Annexes I and II).

According to Matthiensen (2011), when a scale is used for measurement, as was done in the case of the questionnaire under study, a numerical value is associated with each point on the scale, which together are used as a measuring instrument. "However, these scales need to have internal consistency, that is, the items that make up their structure must correlate with each other." (p. 9). To do this, it is necessary to measure its reliability.

The reliability of the instrument was assessed based on data obtained from a sample of 45 Brazilian high school teachers, as previously mentioned. The analysis presented below regarding the internal coherence of the instrument and the factorial grouping of its questions was carried out using the SPSS *software (Statistical Package for the Social Sciences)*.

Validation refers to the coherence of the instrument with respect to the reality analyzed. Reliability, according to Field (2009), refers to the consistency related to the construct⁷ being measured. According to the author, *Cronbach's Alpha* is the most common measure of reliability, making up the average of values “equivalent to separating the data into two in all possible ways and with the correlation coefficient calculated for each part” (FIELD, 2009, p. 594, our translation). α values range from 0 to 1.0; the closer to 1.0, the greater the reliability of the indicators.

The *Cronbach 's Alpha value* for the questionnaire used was 0.940. Kline (1999) highlights that, for this test, the cutoff point is 0.7, which is suitable for psychological constructs, as they encompass a diversity of conceptions to be measured. From this perspective, the instrument used in this research presents high reliability and is suitable for verifying the needs of teachers' continuing education.

Data from the questionnaire based on Factor Analysis (FA) were also explored. According to Damásio (2013), FA concerns a set of statistical techniques that contribute to the evaluation of how a group of certain items (statements) grouped/explained and in a smaller number of variables (factors) can be used in the analysis of the results.

⁷Construct is a concept constructed by the researcher and which can be defined in theoretical terms, but which cannot be measured directly or without errors, only measured by one or more indicators (MATTHIENSEN, 2011).

To carry out the PA, the adequacy of the sample used (45 teachers) in carrying out this procedure was verified. The Kaiser-Meyer-Olkin (KMO) statistic was calculated, which varies between 0 and 1.0, the closer to 1.0, the better the approximation. The value was 0.822 – values greater than 0.5 are considered acceptable (KAISER, 1974). Furthermore, Bartlett's test of sphericity was performed, analyzing the significance of correlations in a data matrix, presenting significance levels $p < 0.05$, which indicates the adequacy of the matrix to carry out a factor analysis.

FA was also carried out using orthogonal rotation – *Varimax* -, suppressing the values with the smallest loads and maximizing the load of each variable, which makes it possible to clarify which variables relate best to each factor (FIELD, 2009).

The FA result consisted of grouping the 46 variables into 10 factors, with a high degree of correlation, assuming that these sets of variables (factors) measure the same underlying dimension (FIELD, 2009). Therefore, below we present the grouping of the 46 statements into 10 factors (groups), in a significant way, that is, that the responses present in each of these factors present the same behavior, that is, they are correlated.

The tables that follow are presented solely as scientific evidence of the internal coherence, methodological usefulness and relevance of the instrument to measure the construct that responds to the general objective of the research, however, an interpretation of the data is not carried out, as this is not within the objectives of this article. At another time, the researchers will carry out the detailed analysis and make it available to the scientific community.

The SPSS *software* presented 10 groups of questions (factors), internally correlated.⁸ The researcher-translators deduced from these groupings the underlying dimension that unifies each of them, being:

Factor 1: Impacts of continuing training on improving teaching-learning.

Factor 2: Training content perceived as needs by teachers.

Factor 3: Social and institutional relationships of the profession.

Factor 4: Classroom management and pedagogical innovation.

Factor 5: Interpersonal relationships in the teaching-learning process.

Factor 6: Organization of teaching-learning and pedagogical practice.

Factor 7: Learning modes and conditions.

Factor 8: Students' need for knowledge.

Factor 9: Other aspects related to teaching methodology.

⁸Based on the groupings generated by the software, researchers, in each case, can introduce some readjustments.

Factor 10: Understanding the theoretical and methodological foundations of training.

Table 1- Frequency of responses, in percentage ⁹, of the statements that make up Factor 1 - Impacts of continuing education on improving teaching-learning

No. of the question	Description of questions	Very low	Low	Average	High	Very high
21.1	Courses or workshops taught by teacher trainers.	8	13	42	23	15
28.	Participation in seminars with the aim of analyzing and reflecting on teaching practice.	5	12	43	33	7
41.	Ability to achieve a good classroom environment and maintain positive relationships with students.	5	8	33	48	5
45.	Improvement of the classroom climate and relationships with students.	8	13	43	31	5
46.	Greater student involvement, interest and motivation.	15	15	33	28	8
47.	Improving student learning and performance.	12	20	33	28	7
48.	Improved attention to low-performance students, offering alternatives to improve their performance.	10	18	40	27	5
49.	Changes in the conception of teaching and the teaching profession.	10	8	33	38	10

Source: Prepared by the authors

Table 2 – Frequency of responses, in percentage, of the statements that make up Factor 2 – Training contents perceived as needs by teachers

No. of the question	Description of questions	Very low	Low	Average	High	Very high
9.	Scientific or disciplinary content from your area of expertise to facilitate your teaching.	5	27	37	24	7
12.	Knowledge and educational applications of ICTs (Information and Communication Technologies).	7	36	30	18	10
19.	Criteria and procedures for self-assessment of your teaching and assessment of your peers' teaching.	9	24	48	17	2
21.4	Observation, analysis and discussion of case studies, examples, teaching materials, videos, experiences, etc.	2	16	40	40	2
24.	Specific group planning activities for teaching units that will later be worked on in the classroom.	13	25	38	20	4
33.	Learning practical skills related to how to teach the contents of the subjects in which you work.	8	30	32	23	7
37.	Mastery of criteria and procedures to organize teaching-learning.	3	16	44	33	3
44.	Better use of teaching methodologies, such as cooperative learning, project work, problem-based learning, teaching for understanding, among others.	5	23	39	23	10

Source: Prepared by the authors

⁹The values presented in these tables are rounded, which is why all lines do not necessarily add up to 100%.

Table 3 - Frequency of responses, in percentage, of the statements that make up Factor 3 – Social and institutional relations of the profession

No. of the question	Description of questions	Very low	Low	Average	High	Very high
15.	Contents related to social diversity and the inclusion of subjects in the school context.	8	29	39	22	2
16.	Contents related to the formation of skills in students at the corresponding educational level.	9	16	55	16	5
17.	Topics relating to the management of the educational institution, the preparation and management of the PPP/PDI, management bodies (collegiate bodies) and other institutional matters.	10	16	48	21	5
20.	Approaches and proposals for teamwork, coordination and collaboration between teachers.	10	19	42	27	2
21.5	Group work among participants.	15	17	41	22	6
32.	Analysis of conditions and institutional support in your school to improve teacher training.	13	27	46	12	2
42.	Awareness of the importance of relationships with families and the students' social environment, working to ensure that these relationships are positive.	8	10	37	38	7
43.	Openness and commitment to the changes necessary to improve education.	7	7	36	46	5

Source: Prepared by the authors

Table 4 - Frequency of responses, in percentage, of the statements that make up Factor 4 – Classroom management and pedagogical innovation

No. of the question	Description of questions	Very low	Low	Average	High	Very high
18.	Classroom management: organization, coexistence, conflict resolution.	10	15	51	22	2
21.6	Closing of the course or workshop with the development of its proposals in the classroom, with the presence of participants and teacher trainers.	8	17	55	15	6
27.	Participation in pedagogical innovation projects at the school itself or in conjunction with others, holding monitoring meetings and evaluating results.	11	17	51	19	2
31.	Reading in groups of teachers (magazines, books, internet, etc.) about content and methodologies related to their area of knowledge and activity.	18	18	51	12	2
34.	Willingness and ability to coordinate groups and collaborate with other teachers.	3	14	47	29	7

Source: Prepared by the authors

Table 5 – Frequency of responses, in percentage, of the statements that make up Factor 5 – Interpersonal relationships in the teaching-learning process

No. of the question	Description of questions					
		Very low	Low	Average	High	Very high
35.	Ability to motivate and insert the student into the teaching-learning relationship.	3	3	46	39	8
36.	Improvement of their concepts and attitudes towards teaching-learning.	2	10	42	37	10
38.	Understanding, sensitivity and ability to understand students' individual, social and cultural differences.	0	18	42	28	12
40.	Development of attitudes and skills to think individually and collectively about teaching practices.	2	5	51	36	7

Source: Prepared by the authors

Table 6 - Frequency of responses, in percentage, of the statements that make up Factor 6 – Organization of teaching-learning and pedagogical practice

No. of the question	Description of questions					
		Very low	Low	Average	High	Very high
11.	Learning assessment theories, instruments and procedures.	3	20	44	29	3
14.	Family and social characteristics of students and their importance for the organization of the teaching-learning process.	13	30	39	15	3
23.	Planning curriculum and teaching activities.	4	23	42	26	6
25.	Observation activities or video recording of classes, for subsequent analysis and collective discussion, with the aim of improving teachers' pedagogical practice.	26	26	30	14	4

Source: Prepared by the authors

Table 7 – Frequency of responses, in percentage, of the statements that make up Factor 7 – Learning modes and conditions

No. of the question	Description of questions					
		Very low	Low	Average	High	Very high
22.	online training activities.	4	23	42	26	6
39.	Conviction that all students can learn as long as conditions are favorable to achieving objectives.	3	3	26	57	10

Source: Prepared by the authors

Table 8 – Frequency of responses, in percentage, of the statements that make up Factor 8 – Students' need for knowledge

No. of the question	Description of questions					
		Very low	Low	Average	High	Very high
13.	Psychological characteristics of students and their importance for the organization of the teaching-learning process.	7	22	57	13	2

29.	Work activities with families and other agents of society, aimed at improving relationships and their effective participation in school learning.	21	25	33	12	10
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Source: Prepared by the authors

Table 9 – Frequency of responses, in percentage, of the statements that make up Factor 9 – Other aspects related to the teaching methodology

No. of the question	Description of questions					
		Very low	Low	Average	High	Very high
10.	Didactic or methodological aspects of teaching, teaching materials and their use in the teaching-learning process.	5	27	43	18	7
26.	Analysis of the results of assessments of series, cycles or subjects, with the aim of improving the assessment process and student results.	11	22	50	13	4
30.	Individual reading (magazines, books, internet, etc.) about content and methodologies related to your area of knowledge and activity.	5	11	55	23	5

Source: Prepared by the authors

Table 10 – Frequency of responses, in percentage, of the statements that make up Factor 10 – Understanding the theoretical and methodological foundations of training

No. of the question	Description of questions					
		Very low	Low	Average	High	Very high
21.2	21.2 Explanation of the theoretical basis of the course by the teacher-trainer.	0	20	41	32	7
21.3	21.3 Explanation of the methodology, materials and others by the teacher-trainer.	0	23	46	28	4

Source: Prepared by the authors

Final remarks

In view of the objectives established in this study, the importance of the translation and cultural adaptation of research instruments, carried out by professional teams, stands out, due to the possibility that this methodology brings in terms of scientific advances to the area of Education.

The analysis of teaching needs should be considered as a strategy that precedes the planning of actions and training programs, because it allows gathering useful information for decision-making, with respect to the objectives, content, skills, competencies and capabilities that need to be developed with the teachers. Most of these studies focus on unveiling the needs felt by subjects in training and require their active participation in both detecting and overcoming needs. These studies conceive teachers as creative subjects, subjects of their own

training. Their results are consistent with teachers' self-education, awareness and overcoming of gaps, problems and personal and professional motivations.

To achieve the objectives proposed by studies on teaching needs, it is important to construct and use solid scientific research instruments and techniques that allow for better data collection and analysis of results. It is considered that the *Cuestionario Sobre Formación Continuada del Profesorado*, here translated into Brazilian Portuguese and Latin American Spanish, is a contribution to improving the research tools in this field.

As has been demonstrated, the translation and cultural adaptation of the instrument by the team of researcher-translators has been of high quality, which was proven in the second phase of the research, that is, in the empirical validation of the instrument.

The empirical pre-test of the questionnaire carried out with 45 high school teachers (18 philosophy and 27 physics) made it possible to determine its internal coherence with a high *Cronbach's Alpha* of 0.940, with an instrument measuring 0.70 already considered acceptable. Likewise, factor analysis made it possible to group the 46 questions in the questionnaire into 10 factors, showing that there is an underlying dimension in each of these factors, which facilitates the interpretation and analysis of the data.

The authors feel satisfied with the possibility of making available to the scientific community in Brazil and Hispanic America a robust instrument for different research aimed at determining and analyzing teacher training needs. (See Annexes I and II).

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Author contributions: The first author conceived the research and coordinated the team's work in all phases of it. He literally translated the contents of the questionnaire from Spanish into Brazilian Portuguese. Version 1 of the translation was thus obtained. She also back-translated Hispano-América, version 4, into Spanish. The second and third authors compared version 1 with the original in Spanish, resolving semantic and cultural adaptation problems. These authors prepared the second and third versions of the translation. The fourth and fifth authors triangulated versions 3 (Brazilian Portuguese) and 4 (Hispanic-American Spanish) with the original in Spanish from Spain, thus achieving version 5, intended for application in educational systems. of Hispano-America. The five authors participated in reviewing and completing the final version of the manuscript.

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ANNEX I

LOGO AND NAME OF THE UNIVERSITY/INSTITUTION

Research line:

Investigator(s):

ADVISOR):

Search title:

QUESTIONNAIRE ON CONTINUING TEACHER TRAINING

INSTRUCTIONS:

When carrying out this investigation, we considered it essential to know the point of view of the participating teachers on the continuing education carried out in recent years. We ask you to complete this questionnaire, the results of which will be used in the subsequent phases of this research. The questionnaire is organized into five blocks, which are quick and easy to complete. For each question, only one alternative must be selected. We also hope to have your contribution to the open questions at the end of each block.

BLOCK I. SOCIODEMOGRAPHIC DATA:

1. Gender: 1. Male 2. Female
2. Years of teaching experience:
- 1. Between 0 and 5 years
 - 2. Between 6 and 15 years old
 - 3. Between 16 and 25 years old
 - 4. More than 25 years
3. Academic training:
- 1. Graduation student
 - 2. Graduate
 - 3. Specialist
 - 4. Teacher
 - 5. Doctor

If you have a postgraduate degree (specialization, master's degree and doctorate), specify the area of knowledge:

() 1. YES () 2. NO. WHICH: _____

4. Type of academic training to work as a teacher:

- 1. Authorized (CAT – Securities Valuation Certificate).
- 2. Bachelor's degree or qualified in the field of activity.
- 3. Bachelor's degree or qualification in another area, different from the one in which you work.

4.1 Other (specify): _____

5. Levels of teaching in which you work. (You can select more than one option if applicable):

- 5.1 Early Childhood Education
- 5.2 Elementary Education
- 5.3 High School
- 5.4 Higher Education
- 5.5 Postgraduate *lato* or *stricto sensu*

Other(s) (specify): _____

6. Management functions performed in the last 5 years. (You can select more than one option if applicable):

- 6.1 None
- 6.2 Direction
- 6.3 Secretariat
- 6.4 Coordination
- 6.5 Deputy director
- 6.6 Responsibility for projects developed at the Institution

Other(s) (specify): _____

7. Participation in the last 5 years in official/institutional continuing teacher training activities (training courses, workshops, study and research groups, seminars, innovation projects and others):

- 1. Yes
- 2. No (if selected No, please go to BLOCK V of this questionnaire and disregard all others)

8. Write your email if you want to receive the results of this investigation.

BLOCKII. PARTICIPATION IN OFFICIAL/INSTITUTIONAL TRAINING ACTIVITIES:
II.1. CONTENTS:
The following list contains various content that may have been discussed in the course(s) / activity(ies) in which you have participated in the last five years.

Evaluate only the content in which you participated and indicate the **DEGREE OF SATISFACTION** with them:

	very low	low	average	high	very high
9. Scientific or disciplinary content from your area of expertise to facilitate your teaching.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Didactic or methodological aspects of teaching, teaching materials and their use in the teaching-learning process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Theories, instruments and procedures for assessing learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Knowledge and educational applications of ICTs (Information and Communication Technologies).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Psychological characteristics of students and their importance for the organization of the teaching-learning process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Family and social characteristics of students and their importance for the organization of the teaching-learning process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- | | | | | | |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 15. Contents relating to social diversity and the inclusion of subjects in the school context. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 16. Contents related to the formation of skills in students at the corresponding educational level. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 17. Topics relating to the management of the educational institution, the preparation and management of the PPP/PDI, management bodies (collegiate bodies) and other institutional matters. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 18. Classroom management: organization, coexistence, conflict resolution. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 19. Criteria and procedures for self-evaluation of your teaching and evaluation of your peers' teaching. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 20. Approaches and proposals for teamwork, coordination and collaboration among teachers. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Comments. (Write any comments you think are relevant about the content that was not covered in this block).

II.2. TRAINING ACTIVITIES:

Evaluate your **SATISFACTION DEGREE** with training activities you have participated in over the last five years. Just check the ones you participated in, leaving the rest blank.

- | | very low | low | average | high | very high |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 21.1 Courses or workshops taught by teacher trainers. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 21.2 Explanation of the theoretical basis of the course by the teacher-trainer. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 21.3 Explanation of the methodology, materials and others by the teacher-trainer. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 21.4 Observation, analysis and discussion of case studies, examples, teaching materials, videos, experiences, etc. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 21.5 Group work among participants. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

- | | | | | | |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 21.6 Closing of the course or workshop with the development of its proposals in the classroom, with the presence of participants and teacher trainers. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 22. Participation in online training activities. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 23. Planning curriculum and teaching activities. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 24. Specific group planning activities for teaching units that will later be worked on in the classroom. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 25. Observation activities or video recording of classes, for subsequent analysis and collective discussion, with the aim of improving teachers' pedagogical practice. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 26. Analysis of the results of evaluations of series, cycles or disciplines, with the aim of improving the evaluation process and student results. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 27. Participation in pedagogical innovation projects at the school itself or in conjunction with others, holding meetings to monitor and evaluate results. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 28. Participation in seminars with the aim of analyzing and reflecting on teaching practice. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 29. Work activities with families and other agents of society, aimed at improving relationships and their effective participation in school learning. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 30. Individual reading (magazines, books, internet, etc.) on content and methodologies related to your area of knowledge and activity. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 31. Reading in groups of teachers (magazines, books, internet, etc.) about content and methodologies related to their area of knowledge and activity. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 32. Analysis of conditions and institutional support in your school to improve teacher training. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Comments. (Write any comments you deem relevant on aspects that were not covered in this block of questions).

III. THE IMPACT OF TRAINING ON TEACHERS' LEARNING:

Now, please indicate the POSSIBLE IMPACT of the training you participated in on your learning as a teacher.

	very low	low	average	high	very high
33. Learning practical skills related to how to teach the contents of the subjects in which you work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
34. Willingness and ability to coordinate groups and collaborate with other teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
35. Ability to motivate and insert the student into the teaching-learning relationship.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
36. Improvement of their concepts and attitudes towards teaching-learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
37. Mastery of criteria and procedures to organize teaching-learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
38. Understanding, sensitivity and ability to understand students' individual, social and cultural differences.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
39. Conviction that all students can learn as long as conditions are favorable for achieving objectives.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
40. Development of attitudes and skills to think individually and collectively about teaching practices.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
41. Ability to achieve a good classroom environment and maintain positive relationships with students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
42. Awareness of the importance of relationships with families and the students' social environment, working to ensure that these relationships are positive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
43. Openness and commitment to the changes necessary to improve education.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments. (Write any comments you deem relevant on aspects that were not covered in this block of questions).

IV. IMPACT OF TRAINING IN THE CLASSROOM AND ON STUDENT LEARNING

Answer now about the DEGREE OF INFLUENCE that continued training has had on the aspects listed below:

	very low	low	average	high	very high
44. Better use of teaching methodologies, such as cooperative learning, project work, problem-based learning, teaching for understanding, among others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
45. Improvement of the classroom climate and relationships with students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
46. Greater student involvement, interest and motivation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
47. Improving student learning and performance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
48. Improved attention to low-performance students, offering alternatives to improve their performance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
49. Changes in the conception of teaching and the teaching profession.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments. (Write any comments you deem relevant on aspects that were not covered in this block of questions).

V. OTHER TRAINING ACTIVITIES

If you participated in UNOFFICIAL continuing education activities, mark their content. You can select more than one option.

50. Types of unofficial activities.

- 50.1 Courses taught by experts on scientific topics in their area of knowledge or activity.
- 51.2 Courses taught by experts in pedagogical or methodological issues related to learning assessment.
- 50.3 Training activities related to pedagogical resources and their applications in teaching, including ICTs (Information and Communication Technologies).
- 50.4 Training actions related to diversity, multiculturalism, ethnic minorities, social inclusion, etc.
- 50.5 Training activities related to classroom management, coexistence and conflict resolution.
- 50.6 Participate in pedagogical, scientific or didactic improvement groups, whether in person or virtually.
- 50.7 Professional development projects in the institution itself, or in other institutions.
- 50.8 Individual reading (magazines, books, internet, etc.) on scientific and pedagogical issues in your area of knowledge or activity.

Comments. (Write any comments you deem relevant on aspects that were not covered in this block of questions).

THANK YOU FOR YOUR PARTICIPATION.

ANNEX II

LOGO Y NOMBRE DE LA UNIVERSIDAD/INSTITUCIÓN

Línea de investigación:

Investigadores:

TUTOR (a):

Título de la Investigación:

CUESTIONARIO SOBRE FORMACIÓN CONTINUADA DE PROFESORES

ORIENTACIONES:

Para realizar esta investigación, consideramos esencial conocer el punto de vista de los profesores participantes sobre la formación continuada que han realizado en los últimos cinco años. Le solicitamos, por favor, que responda este cuestionario, cuyos resultados serán usados en las etapas posteriores de la investigación. El cuestionario está organizado en cinco bloques, que son de fácil y rápido llenado. Sólo una alternativa debe ser indicada en cada pregunta, al menos que se solicite lo contrario. Esperamos contar, también, con su valiosa contribución en las preguntas abiertas que aparecen al final de cada bloque.

BLOQUE I. DATOS SOCIODEMOGRÁFICOS:

3. Sexo: 1. Masculino 2. Femenino

4. Años de experiencia docente:

5. Entre 0 e 5 años
 6. Entre 6 e 15 años
 7. Entre 16 e 25 años
 8. Más de 25 años

3. Formación académica:

6. Estudiante de pre-grado
 7. Graduado (a)
 8. Diplomado
 9. Máster
 10. Doctor

Caso tenga pos-graduación (diplomado, maestría y doctorado), especifique el área de conocimientos:

() 1. SIN () 2. NO CUÁL: _____

4. Tipo de formación académica para actuar como profesor:

4. Autorizado (Sin el título correspondiente).
 5. Bachiller o habilitado en su área de actuación.
 6. Bachiller o habilitado en otra área, diferente de la que actúa.

4.1 Licenciatura y otra(s) (especificar): _____

5. Niveles de docencia en que actúa. (Puede marcar más de una opción, si fuera el caso):

- 5.1 Educación Infantil
- 5.2 Enseñanza Primaria
- 5.3 Enseñanza Media y Media Superior
- 5.4 Enseñanza Superior
- 5.5 Posgraduación (Diplomado, Maestría y Doctorado).

Otro nivel (especificar): _____

6. Funciones de gestión desempeñadas en los últimos 5 años. (Puede marcar más de una opción se fuera el caso):

- 6.1 Ninguna
- 6.2 Dirección
- 6.3 Secretaría
- 6.4 Coordinación (carreras, colectivos, departamentos.)
- 6.5 Vice Dirección
- 6.6 Responsable de proyectos desarrollados en la Institución

Otra (s) (especificar): _____

7. Participación en los últimos 5 años en actividades oficiales/institucionales de formación continuada de profesores (cursos de formación, talleres, grupos de estudio e investigación, seminarios, proyectos de innovación y otras):

- 1. Sí
- 2. No (si selecciona No, por favor, pase para el BLOQUE V de este cuestionario y desconsidere todos los otros).

8. Escriba su e-mail caso quiera recibir los resultados de esta investigación.

BLOQUE II. PARTICIPACIÓN EN ACTIVIDADES OFICIALES/INSTITUCIONALES DE FORMACIÓN:
II.1. CONTEÚDOS:
En la lista abajo hay varios contenidos que pueden haber sido tratados en los cursos /actividades en las que usted ha participado en los últimos 5 años.

Evalúe, solamente, los contenidos en que usted participó y señale el grado de satisfacción con los mismos:

	muy bajo	bajo	medi o	alto	muy alto
9. Contenido científico o disciplinar de su área de actuación para facilitar su enseñanza.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Aspectos didácticos o metodológicos de la enseñanza, materiales didácticos y su uso en la enseñanza-aprendizaje	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Teorías, instrumentos y procedimientos de evaluación del aprendizaje.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Conocimientos y aplicaciones educativas de las TICs (Tecnologías de Información y Comunicación).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Características psicológicas de los alumnos y su importancia para la organización del proceso de enseñanza-aprendizaje.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Características familiares y sociales de los alumnos y su importancia para la organización del proceso de enseñanza-aprendizaje.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- | | | | | | |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 15. Contenidos relativos a las diversidades sociales y a la inclusión dos sujetos en el contexto escolar. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 16. Contenidos relacionados con la formación de competencias en los alumnos en el nivel educacional correspondiente. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 17. Temas relativos a la gestión de la institución educativa, la elaboración de su plan de desarrollo, de los órganos de gestión (Consejos) e otros asuntos institucionales. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 18. Gestión del grupo clase: organización, convivencia, solución de conflictos. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 19. Criterios y procedimientos para la autoevaluación de su enseñanza y de la enseñanza de sus colegas. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 20. Abordajes y propuestas de trabajo en equipo, coordinación y colaboración entre docentes. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Observaciones. (Redacte los comentarios que encuentre pertinentes sobre los contenidos de la formación continuada que no fueron tratados en este bloque. ¡Reflexione y escriba, por favor!)

II.2. ACTIVIDADES DE FORMACIÓN:

Evalúe su GRADO DE SATISFACCIÓN con las actividades de formación en las cuales participó, en los últimos cinco años. Basta verificar aquellas en las que participó, dejando las demás en blanco.

- | | muy bajo | bajo | medi o | alto | muy alto |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 21.1 Cursos o talleres impartidos por profesores-formadores. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 21.2 Explicación de la base teórica del curso por el profesor-formador. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 21.3 Explicación de la metodología, materiales y otros por el profesor-formador. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 21.4 Observación, análisis y discusión de estudios de caso, ejemplos, materiales didácticos, vídeos, experiencias, etc. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 21.5 Trabajo en grupo entre los participantes. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 21.6 Encerramiento del curso o taller con el desarrollo de sus propuestas en el aula, con la presencia de los participantes y profesores formadores. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

- 22. Participación en actividades de formación *online*.
- 23. Planeamiento de actividades de currículo y enseñanza.
- 24. Actividades específicas de planeamiento, en grupo, de unidades didácticas que más tarde serán trabajadas en el aula.
- 25. Actividades de observación o de grabación en vídeo de aulas, para posterior análisis y discusión colectiva, para mejorar la práctica pedagógica de los profesores.
- 26. Análisis de los resultados de las evaluaciones de grados, ciclos o disciplinas, con el objetivo de mejorar el proceso evaluativo y los resultados de los alumnos.
- 27. Participación en proyectos de innovación pedagógica en la propia escuela o en conjunto con otras, realizándose reuniones de acompañamiento y evaluación de resultados.
- 28. Participación en seminarios con el objetivo de analizar e reflexionar sobre la práctica docente.
- 29. Actividades de trabajo con las familias y otros agentes de la sociedad, destinadas a mejorar las relaciones y la participación efectiva de las mismas en el aprendizaje escolar.
- 30. Lectura individual (revistas, libros, internet, etc.) sobre contenidos y metodologías relacionadas con su área de conocimientos y actuación.
- 31. Lectura en grupos de profesores (revistas, libros, internet, etc.) sobre contenidos y metodologías relacionadas con su área de conocimientos y actuación.
- 32. Análisis de las condiciones y del apoyo institucional en su escuela para mejorar la formación de profesores.

Observaciones. (Redacte los comentarios que juzgue pertinentes sobre aspectos que no fueron tratados en este bloque de preguntas. ¡Reflexione y escriba, por favor!)

III. IMPACTO DE LA FORMACIÓN EN EL APRENDIZAJE DE LOS PROFESORES:

Señale, ahora, por favor, el POSIBLE IMPACTO de la formación en que usted participó en sus aprendizajes como profesor (a).

	muy bajo	bajo	medio	alto	muy alto
33. Aprendizaje de habilidades prácticas referidas a cómo enseñar los contenidos de las disciplinas en que actúa.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
34. Disposición y capacidad de coordinar grupos y colaborar con los demás profesores.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
35. Capacidad de motivar e incorporar al alumno a la relación enseñanza-aprendizaje.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
36. Mejoría de sus conceptos y actitudes en relación con la enseñanza-aprendizaje.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
37. Dominio de criterios y procedimientos para organizar la enseñanza-aprendizaje.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
38. Comprensión, sensibilidad y capacidad para entender las diferencias individuales, sociales y culturales de los	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
39. Convicción de que todos los alumnos pueden aprender desde que las condiciones sean favorables para el alcance de los objetivos	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
40. Desarrollo de las actitudes y habilidades para pensar de forma individual y colectiva las prácticas docentes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
41. Capacidad de crear un buen ambiente en el aula y mantener relaciones positivas con los alumnos.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
42. Consciencia de la importancia de las relaciones con las familias y con el entorno social de los alumnos, actuando para que esas relaciones sean positivas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
43. Abertura y compromiso con las mudanzas necesarias para la mejoría de la educación.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Observaciones. (Redacte los comentarios que juzgue pertinentes sobre aspectos que no fueron tratados en este bloque de preguntas. ¡Reflexione y escriba, por favor!).

IV. IMPACTO DE LA FORMACIÓN EN EL AULA Y EN EL APRENDIZAJE DE LOS ALUMNOS

Responda, ahora, sobre el GRADO DE INFLUENCIA que la formación continuada ha tenido sobre los aspectos listados abajo:

	muy bajo	bajo	medio	alto	muy alto
44. Mejor utilización de las metodologías de enseñanza, tales como: el aprendizaje cooperativo, trabajo por proyectos, aprendizaje por problemas, enseñanza para la comprensión, entre otras.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
45. Mejora del clima del aula y de las relaciones con los alumnos.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
46. Mayor comprometimiento, interés y motivación de los alumnos.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
47. Mejora del aprendizaje y del desempeño de los alumnos.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
48. Mejoría de la atención de los alumnos de bajo rendimiento, ofreciéndoles alternativas para mejorar su desempeño.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
49. Mudanzas en la concepción de la enseñanza y la profesión docente.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Observaciones. (Redacte los comentarios que juzgue pertinentes sobre aspectos que no fueron tratados en este bloque. ¡Reflexione y escriba, por favor!).

V. OTRAS ACTIVIDADES DE FORMACIÓN

Si usted participó de actividades NO OFICIALES de formación continuada, marque su contenido. Uste podrá marcar más de una opción.

50. Tipos de actividades no oficiales.

- 50.1 Cursos impartidos por especialistas sobre temas científicos de su área de conocimiento o actuación.
- 51.2 Cursos impartidos por especialistas en cuestiones pedagógicas o metodológicas relacionadas con evaluación del aprendizaje.
- 50.3 Actividades de formación relacionadas con los medios o recursos pedagógicos y sus aplicaciones en la enseñanza, incluyendo las TICs.
- 50.4 Acciones formativas relacionadas con la diversidad, el multiculturalismo, las minorías étnicas, la inclusión social, etc.
- 50.5 Actividades de formación relacionadas con la gestión del aula, la convivencia y la solución de conflictos.
- 50.6 Participar de grupos de perfeccionamiento pedagógico, científico o didáctico, sea presencial o virtual.

- 50.7 Proyectos de desarrollo profesional en la propia institución, o en otras instituciones.
- 50.8 Lectura individual (revistas, libros, internet, etc.) sobre cuestiones científicas y pedagógicas de su área de conocimiento o actuación.

Observaciones. (Redacte los comentarios que juzgue pertinentes sobre aspectos que no fueron tratados en este bloque de preguntas. ¡Reflexione y escriba, por favor!)

¡GRACIAS POR SU VALIOSA PARTICIPACION!