



THESIS SUMMARY
Pedagogic Practices
Orientated to the Problems of
Education - Learning
developed by Teachers
of F. O. R.*



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It is well known that knowledge is one of the fundamental engines for society development. For this reason the structures, processes situations that delimit the academic policies should aim to consolidate and enhance the knowledge.

The teaching-learning process assumes an interaction between the psychological structure of the learner and the didactic structure that the psychology dynamics arouses.

This interaction is a communication process that makes teaching and

learning possible and that should be considered as an element of vital importance, since putting it in play at all the other curricular components (organization, objectives, contents, media, relation communication and evaluation) it, in some way conditioned them.

Indeed, there is not a universal regulation for the functions that teachers and institutions must adopt, due to the diversity of contexts even in the same community.

Therefore, the teaching task shows up as a difficult path to face, because teaching in an institution is not only a matter of "know and do" but also, and mainly "be"; it is not only a question of practical and theoretical knowledge, not of mere skills, but also of attitudes and values.

In general, the teachers neither update in the use of didactic resources that favour the integral training of the future deontologists nor of a team work, between the subjects that related and enrich the contents, in order that they could work the previous competences with the development of the procedural and attitudinal knowledge, that would help to achieve the profile of the wanted professional.

On the other hand, the conjuncture of the University raises changes in the plans of study, seeking to adapt the professional profiles to the changeable socio - political - cultural reality, which inevitably affects the pedagogic relationship modification.

The concept of integration calls to interaction among teachers of the different areas of knowledge with the patients, with the intention to go beyond the evaluation of the signs and symptoms to look for the relation between the elements where people act with the intention of breaking with the homogeneous protocols and of rescuing the subjectivities.

Thinking about the role that is assigned to teachers refers to analyze the socio-economic, political and cultural conditions of our country. This goes beyond the dichotomy between the "must be" teacher and the real teacher.

The teacher is to a great extent a tributary of the society that shapes him, as a worker whose area of performance is placed in the intersection of two axes: on the one hand that of the student for whom an educational project is constructed and on the other hand, that of the society, which claims the training of a subject that favors their expectations.

It is a question, then, of departing from real and concrete problems and from them to provoke a consideration based on wide information, to return to overturn the results in the practice. In synthesis, it says, is a process of "Action - Consideration - Action".

Teaching is a socio-communicative activity built up as a synthesis of the actions between teachers and students; it completes the curriculum and submits it under judgment having to state its possibilities of application and potentiality to improve the quality of the learning process.

This leads teachers to face the teaching practice as "something else" than what it is done in the institutional area, because it turns out that "what they do" is mediated by another type of practices: political, social, economic, that shape a set of possibilities and limitations that give an specific cultural sense to the design and development of the education.

Nowadays epistemological proposal is intended as educational paradigm to the paradigm integrating socio - cognitive or cognitive - contextual, where actor and stage stay reasonably where the students are considered to be protagonists of their learning.

Regardless which learning theory is followed, the teachers are considered to be the privileged partners of the didactic offers. The current interpretation of the evolutionary processes of the subject is much more distinguished by dimensions of cultural development than for the rules of individual evolution.

That is why the corporative work is considered to be unavoidable. The perception that the solution to collective problems can not be resolved individually, demands new forms of cooperative learning, peer learning.

In any subject two sides of education can be taken:

The contents presented to the students are very structured and do not need any interpretation from them; the interpretation work belongs to the teacher.

The education involves the students in the process, in the interpretation work and in the structuring of the content.

The distinction between both education actions is estimated in the selection, sequence and organization of the contents of every subject.

The teaching methods and technologies are tools available to the teachers to make effective the didactic process, which consists of three elements: planning, implementation and evaluation, though it should be mentioned that the methods and technologies are related, in a predominant way, to the execution.

The method of cooperation consists in the joint work of teachers and students, and of these, the work in groups by means of exhibition, directed study, investigation and discussion.

It aims at:

- To contribute the cooperative work between teachers and students.
- To contribute the cooperative work between students by means of team work.
- To teach the learning process.
- To initiate the students in autonomous tasks, so that they acquire confidence in themselves, working from an interdisciplinary approach.

Among the "cooperation", the interdisciplinarity is one of the theoretical and practical essential problems for science progress. The concept of internal unification of the different branches of knowledge and their reciprocal relationships and actions have more and more importance in the philosophical, methodological and sociological analysis of the scientific progress of the nowadays world.

This leads to the necessity of evaluation of the teaching methods, taking into account not only the didactic point of view of each discipline but also the pedagogic process of communication. The conditions for the transmission of knowledge are rapidly changing through networks, databases and systems of distant education. This assumes that the quality of university training depends, nowadays, on the aptitude to process information and on the aptitude to understand the theoretical links of the science.

The quality of the students training depends on the quality of teachers training and, at the same time, the teaching-learning process is enhanced if the students have pedagogic control of the contents they are being taught.

As regards the teacher role in the students training, the ideal expectations to be achieved when the degree is obtained are:

A clear, integrated, updated overall view of the completed knowledge (theoretical-epistemological approach)

A perspective set in the context of their scientific - technological - cultural and sense of integration of their activity in groups (interdisciplinary approach).

Adequate training to handle a scientific thought that facilitates them to achieve more objective interpretations of the reality, together with the necessary preparation in the methodologies of the investigation that makes possible the production of a new knowledge (scientific and investigative approach)

A tendency to generate new lines of thought, to approach problems from a new point of view (creative approach).

An easy awareness of the fast production of new knowledge, of the changes in the structure of the profession and the strengthening of the need of constant update (approach related to the need of constant update).

In order that the students achieve the above mentioned approaches, the education in the institution must possess a methodological integration system, where 3 important situations can be distinguished during the learning – teaching process:

1. Formative learning: The teacher must try to find the key of communication with the students, who more than learning the subject, they will manage to modify their attitude, enjoying the contents.
2. Self-study: to manage to motivate the student to realize his protagonism in the learning-teaching process, as an autonomous learning.
3. Cooperative learning: every student co - learns with each other, guided by the teacher, who has a moderator role in the integration of the information.

The above mentioned integration is achieved taking advantage of the socialization space of the institution, through the socio-cognitive paradigm, where the model of teacher has a double dimension: on the one hand, he is a mediator of the learning

and for the other one, he is a mediator of the social and institutional culture: The Curriculum is opened and adaptable; the contents are articulated in the curriculum development in a constructive and significant way; the evaluation have two basic aspects: formative or evolving evaluation, focused on the appreciation of reaching the aims, using qualitative techniques; and using improve and quantitative evaluation of contexts and methods/procedures depending on the aims (evaluation of aims or abilities); the education must be understand to be a mediator in the learning process and therefore, it must be subordinated to it; the professor training is complex, since it must endure from a teaching-learning model to a learning-teaching one.

The underlying model is named learning-teaching, since the method of education, understood as mediator, stems from both, cognitive and socialized learning theories; therefore, the education must be subordinated to learning.

Like this, this research investigates the teaching- learning problems in Rosario's Odontology College, taking into account the opinion of the teachers and students of the different courses.

Due to the answers to a questionnaire specifically designed and class observations, the intention was to relate teaching methodologist, didactic methods, didactic resources, the cooperative work and role of the student in class, pedagogic interventions, appropriation of knowledge, with the pedagogic model teachers subscribe.

The general results allowed verifying that, though teachers claim to follow the constructivist model, they adhere the behaviorism one. The other variables also agreed with the behaviorism theorist.

Also, it was verify the teacher's pedagogic interventions, related to their own practice, with their students and colleagues, founding that only half of the teachers carry them out.

These findings allow to think about the Institution teaching-learning problems and likewise to re-define the work on two axes: the conceptual one and the evolving-attitudinal one, with the intention of improving qualitatively and quantitatively diverse aspects as regards the new profile of "School Hospital "of Rosario Odontology Faculty.