

The Class Filming in Collegiate Context: A Strategy that Favors the Reflective Processes on the Pedagogical Practice

La filmación de clase en contexto de colegialidad: estrategia que favorece los procesos reflexivos respecto de la práctica pedagógica

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Summary

In recent decades, the reflection on the teaching practices has been considered as an important means among the teacher trainers. Nevertheless, Chilean research notes that the universities of this country have not achieved that students of Teaching Programs may develop reflections on their pedagogical procedures systematically. This situation is no far from the reality of students of Pedagogía Media en Ciencias Naturales y Biología from Universidad Católica de Temuco. They achieve only in some cases, and intuitively, reflections that may help them improve their performance. The purpose of this research is to strengthen the levels of students' reflection. In this context, the investigation is a qualitative one with a unique case study design. It points to the relevance of the use of class filming as a strategy which favors reflective processes on the pedagogical practice in collegiate contexts. It concludes that the participants appreciate the strategy of class filming, given that it favors the self-assessment of their performance. Likewise, a mobility of the levels of reflection from the descriptive to the critical one, is shown. Nevertheless, it is important to highlight that the mobility depends on the time the participants spend on the reflective process.

Keywords: Class Filming; Teacher Training, Reflection on Teaching Practice.

Resumen

En las últimas décadas, la reflexión respecto de las prácticas profesionales docentes ha sido considerada como un medio de desarrollo importante entre los formadores de profesores. Sin embargo, investigaciones chilenas dan cuenta que las universidades de este país no han logrado que los estudiantes de pedagogía desarrollen sistemáticamente reflexiones en relación a su quehacer docente. Esta situación no se aleja de la realidad que viven los estudiantes de la carrera de Pedagogía Media en Ciencias Naturales y Biología de la Universidad Católica de Temuco. Estos logran solo en algunos casos, y de forma intuitiva, reflexiones para la mejora de su mejor desempeño. El propósito de esta investigación es fortalecer los niveles de reflexión de estudiantes de pedagogía. En este contexto, la investigación es cualitativa con diseño de estudio de caso único y evidenció la relevancia de la utilización de filmaciones de clase como estrategia que favorece procesos reflexivos sobre la práctica pedagógica en contextos de colegialidad. Se concluyó que los participantes valoran la estrategia de filmación de clase dado que favorece la autoevaluación del desempeño. Asimismo, se observó una movilización de los niveles de reflexión de la práctica pedagógica desde el nivel descriptivo al crítico; sin embargo, cabe destacar que se genera la movilización señalada dependiendo del tiempo que destinen los participantes al proceso reflexivo.

Palabras clave: Filmación de clase; Formación de profesores; Reflexión práctica docente.

Introduction

Professional teaching practice is understood as an instance in which pedagogy students are integrated into the school world and constitutes a decisive point in the initial training of teachers. During the development of this practice where students develop for the first time in their new role as teachers and, therefore, it is a space that allows experiencing new professional experiences and is outlined as the starting point from which reflections are built about teaching. Thus, Correa (2011) recognizes professional practice as a space that contributes both to the professionalization and professional development of pedagogy students.

For Montecinos (2011) he highlights teaching practice as a key aspect in initial teacher training, since in it pedagogy students must mobilize knowledge, attitudes, values and functions that they have received in their university life. Other evidence of the importance of the process in

question is the fact that the majority of teachers and pedagogy students consider practical experiences as the most important component of their initial training program (Boyle-Baise and Sleeter, 2000; Bullough et al., 2002; Clift, and Brady 2005).

The teachers in the classroom point out that the teaching learning is carried out in and through professional practice and, in general, they consider the practices as the only relevant moments of their training. Similarly, professional teaching practice contributes to confronting the representation of the profession with the reality of professional practice, the possibility of integrating knowledge from theory with that of practice, the necessary professional socialization, updating of competences and progressive professional development. Likewise, the professionalizing nature of the practices makes it possible to highlight the individual and collective responsibility of professional development (Correa, 2011). These the above are characteristics recognized in the bibliography that show the importance of pedagogical practice or should occupy in teacher training programs.

Different authors agree that reflection on pedagogical practice allows its actors to consider different perspectives, achieving, on the basis of this, creating meanings and conceptualizing their work (Brockbank and McGill, 1999; Fraile, 2000). In this way, future teachers start from their own experience and manage to enter into a process of constructive criticism. Huerta (2011) adds that the practice favors the processes of change and renewal of the teaching practice, both of the teacher and of the group in general.

It follows from the previous paragraphs; reflection can have a wide range of meanings, depending on the way it is used in the field of teacher professional development. The literature describes numerous phases, levels, stages, types, or dimensions of reflection, with characterizations ranging from simply considering a simple aspect of a lesson to the ethical, social, and political implications of pedagogical practice.

The various definitions, which have evolved over several decades, commonly reflect three levels of reflection. Thus, Jay and Johnson (2002) propose the following levels: (i) descriptive, which focuses on the teaching strategies and methods used to achieve predetermined educational objectives; teachers are more concerned with what works in the classroom to keep students in order than with any consideration of the value of such goals and ends in themselves; (ii) comparative, oriented to reflect on educational objectives, the theories that underlie different teaching approaches and the connections that exist between theoretical principles and practice; (iii) critical, whose focus is reflection on the consequences of educational practices on students, together with the relationship with the ethical and moral implications of their practices.

Teachers with third level reflections are those who extend their considerations to problems beyond the classroom to include democratic ideals. They are the teachers involved in pedagogical reflection who seek to understand the theoretical basis of practice in the classroom (Villalobos, 2009), which would allow them to extrapolate to the field where the educational act is taking place.

In addition, to understand the way in which teachers in training are learning and developing their own identity as teachers, it is necessary to adopt practical methodologies that focus on explaining the causes and influence aspects such as the actions of the teacher and students, activities of learning and its evaluation, among others, as suggested by Pedder (2011).

However, achieving reflection from professional practice programs is a challenge, since in universities there is a shortage of instances and processes that allow developing systematic reflection from professional practices (Labra, 2011; Nocetti de la Barra, Mendoza, Contreras, Sanhueza and Herrera, 2005).

Therefore, it is not surprising that these reflections originate out of individual attitudes and not from a collective work, guided by the questions: about what, how and for what purpose to teach, as Labra (2011) warns. In this sense, the studies of this author indicate that the level of reflection of the practice reached by students of pedagogy is basic, that is, the students in practice employ strategies based on technical knowledge and on the reactions of their own students, existing description of situations and actions. Now then, the students of the degree of Media Pedagogy in Natural Sciences and Biology of the Catholic University of Temuco present difficulties to reflect on their pedagogical practice based on epistemological and empirical arguments that allow for significant changes to be made in it.

The problem accounts for the need to incorporate strategies to strengthen the reflective processes of pedagogy students. Therefore, it is they who have the leading role in the analysis of their practice since they are the interlocutors of their action (Correa, 2011). In this way, when the protagonist of a video analyzes his own action, he fosters an understanding of his actions, speeches or attitudes.

According to Rich and Hannafin (2009), the video has been used to capture episodes of micro-education, illustrate cases and practices in the classroom, and review teaching practices. Therefore, the video makes documentation possible, while supporting reflection on classroom work, making it easier to examine changes and skill development over time. Along these same lines, Altet (2000) positions video recordings as triggers of “stimulated memory” or of the explicitness of the practices carried out, of the know-how, of knowing how to do and knowing how to be used.

This filmic material allows recording the teaching trajectory and the ability to associate the captured video with the development evidence of both the teacher and the students. It is both characteristics that make it ideal for promoting both teacher analysis and reflection.

When investigating the effect of watching videos on the reflection and development of teaching skills, Rosaen, Lundeberg, Cooper, Fritzen and Terpstra (2008), found that analyzing videos of their work enables trainee teachers to do a deeper reflection on how they manage the classroom and not only on the behavior of children.

As Jay and Johnson (2002) put it, reflection on pedagogical practice involves spaces for individual as well as collaborative construction. It is then that collegiality work becomes relevant in strengthening the reflective processes of pedagogy students.

In this specific case, collegiality refers to the participation of actors such as supervising teachers and pedagogy students tutored by the same supervising teacher. Correa (2011) expresses that “reflecting in community on their own practice and that of another couple can, to a certain extent, have a positive effect on becoming aware of their own actions and thus modify the practice without this being the explicit intention of the researcher”(p.86).

In this way, the aforementioned problem was addressed through the implementation of a didactic proposal that incorporated the filming of class and its observation in contexts of collegiality as strategies to strengthen reflective processes on pedagogical practice in students of pedagogy.

There are various meanings to refer to didactic proposals, Salinas (1990) defines it as an existing way to build and organize knowledge, which arises from the identification of a problem, before which strategies are proposed to address it. In a didactic proposal, all the elements that intervene in the teaching-learning process must be considered coherently, as well as the time of development (Antúnez, 1992).

Thus, objectives, content, learning and evaluation activities together with elements that contextualize the process (level of student development, sociocultural and family environment, curriculum project, available resources) organize knowledge and teaching-learning experiences (Coll, 1991).

The proposal was articulated based on a constructivist approach to learning (Ortiz, 2015) that allowed us to identify prior knowledge and build new meanings by carrying out the process of assimilation and accommodation of information, here the students acquired an active role and the teacher was a guide.

The objective of the proposal was to strengthen the levels of reflection of pedagogy students. The strategy that the guide is the observation, analysis and reflection of filming of classes in contexts of collegiality, involving students in professional pedagogical practice and the supervising teacher of this practice.

The resources considered by the proposal were: four worksheets created to guide research participants to: (i) self-evaluate the initial level of reflection based on their performance in professional practice; (ii) filming classes considering methodological and ethical aspects and (iii) observing classes considering collegiality, a situation that makes it possible to identify strengths, challenges in the pedagogical performance of the classroom and guide the reflective process of the participants.

For evaluation purposes, the strategy used is the portfolio that allowed us to measure the learning built and the levels of reflection reached by the participants. The supervising teacher is the one who implemented the proposal, guiding and monitoring the process of self-evaluation, filming and observation of classes and, in the same way, fed back the reflection on pedagogical practice.

Method

The research is of a qualitative type, it is oriented to analyze concrete cases in their temporal and local particularity and from expressions and activities of people in their local contexts (Flick, 2004). The design corresponds to a single case study, considered by Stake (2005) as one that allows the understanding of the reality under study. The level of study is descriptive. The participants were intentionally selected and correspond to two students of professional practice of the career of Media Pedagogy in Natural Sciences and Biology of the Catholic University of Temuco.

The following data collection techniques were used:

Documentary analysis. According to what was stated by Peña and Pirela (2007), “it is understood as a process devised by the individual as a means to organize and represent the knowledge recorded in the documents” (p. 59). This technique facilitated the investigator's cognitive approach to the content of the information source "self-evaluation" and "portfolio".

Self-evaluation is understood by Cabero and Gisbert (2002) as a set of self-reflective activities accompanied by solutions that allow the type and degree of learning to be identified with respect to the objectives of the training action. This was prepared by the participants based on the review of the first portfolio delivery they made. This source of information identified the initial level of reflection perceived by the participants

The portfolio “is constituted as a learning improvement tool based on critical thinking about daily practice facts, to favor the acquisition of knowledge and skills in a reflective, self-directed and personalized way” (Universidad Católica de Temuco, 2017, p. 50), the portfolio was prepared by the participants. It was structured according to what was expressed by the Ministry

of Education (2001) in the Performance Standards for Initial Teacher Training, expressed in the facets: A "Preparation of teaching"; B "Environment for learning"; C "Teaching for all students" and D "Teaching Professionalism".

Each of the participants reflected on their pedagogical performance in contrast to the stipulations of the criteria and indicators of the facets mentioned above. For evaluation purposes, this portfolio is delivered in four moments during an academic semester. However, the information collected from the portfolios was the level of reflection at the beginning and end of the investigation, that is, it works with the first and last installment. For this analysis, the indicators for the Jay & Johnson reflection levels were used: descriptive, comparative and critical.

Semi-structured Interview. According to Flick (2004), this type of interview reconstructs the subjective theory of the interviewee about the study problem. The instrument incorporated ten 10 questions aimed at identifying participants' perceptions regarding the incorporation of the use of class footage in the context of collegiality to strengthen the process of reflection on practice and the level of reflection they achieve.

The validation process of the pedagogical proposal and semi-structured interview was through expert judgment. For data recording and analysis, informed consent was obtained from the participants and confidentiality of identity was respected.

The methodological triangulation allowed obtaining information in various sources, forms and moments. The analysis of the research results was carried out with the ATLAS ti7.5 software, using the open coding process, described as "the analytical process by which concepts are identified and their properties and dimensions are discovered in the data" (Flick, 2004, p. 193). Data was read by coding and categorizing them.

The analysis categories were:

(i) Pedagogical proposal perceptions: understood as the appreciation of the participants regarding the elaboration and implementation of the proposal that incorporates the strategy of use and analysis of the class footage to strengthen reflection on pedagogical practice.

(ii) Reflection level: understood as the type of reflection that participants achieve. Considering what Jay and Johnson (2002) stated, they were categorized as descriptive, comparative and critical. This level of reflection was analyzed at the beginning and end of the investigation.

Results

The results of the research are presented from the following categories of analysis: Perceptions of the didactic proposal and Levels of reflection.

Category Perceptions didactic proposal

The perceptions of the participants were grouped into two subcategories: (i) perception of the elaboration of the didactic proposal and (ii) perception of the implementation of the didactic proposal.

Subcategory perception elaboration of didactic proposal

When analyzing the information, the perceptions of the participants regarding the elaboration of the didactic proposal are related to the writing codes, structured procedure and projections.

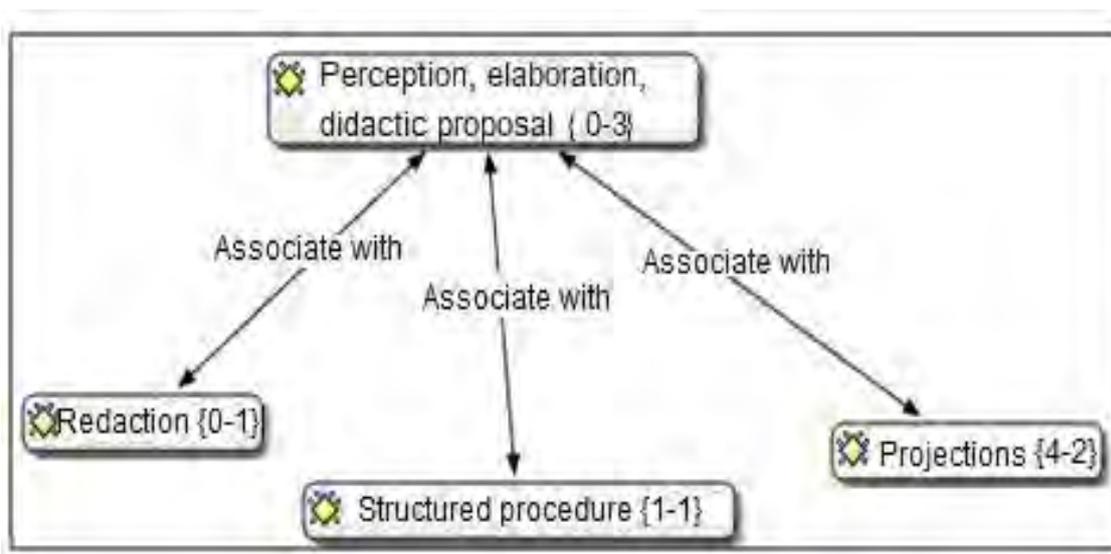


Figure 1. Perception of didactic proposal elaboration

In relation to the writing code, the participants indicate the need to review the clarity of the instructions, in order to make the task to be carried out much more understandable. Attending to this suggestion is relevant, according to Cassany (1990), the wording is of great importance so that the content is interpreted unequivocally.

In this way, when making the changes suggested by the participants, there will be an interpretation of what is requested with certainty, which will directly affect the achievements of the participants. It should be noted that the supervising teacher during the implementation of the didactic proposal was clarifying doubts which allowed fluency in the development of the actions to be carried out by the participants.

The structured procedure code shows that the didactic proposal was organized, as noted in the quotations: P1: "First one observes and we are reflecting, I did it in the portfolio. I was commenting and thinking about what my colleagues and supervising teacher were saying to me, if I do this I can improve it and there one self-criticizes and self-evaluates".

The content of the quote reaffirms what was expressed by Rosaen, Lundeberg, Cooper, Fritzen and Terpstra (2008), who point out that the reflective process is strengthened by observing footage of pedagogical practice.

Although this opinion exists, the third code is raised, projections for the pedagogical proposal P2: "I would have liked that in the work meetings we had we had sat down to work on the portfolio, but we did not do so"; Q2: "what I always had weak was the closing of class. So I think the work should also be focused on that stage of the class." As can be seen, there is a need for structured support for the preparation of the portfolio and also to approach strategies that strengthen the moments of the class in a specific way the closing of these. Therefore, it is necessary to incorporate in the didactic proposal worksheets that guide the process of developing the portfolio.

Although the participants acknowledge that the didactic proposal with the use of filming in the context of collegiality allowed them to structure their reflections, they express their concern about the permits from educational establishments to carry out filming, P1: "Yes, the only bad thing there is that some establishments filming classes prevent what would play against some students but if it is necessary to record" Garcia (2008) affirms the importance of the use of filming

since it contributes to the representation and construction of reality to the extent that they capture, transform and rework facts, situations and characters, turning them into products, whether documentary or informative or fiction.

Therefore, and despite the possible difficulties with educational establishments, their existence is vital for reflection on pedagogical practice. According to what has been stated, the supervising professors must socialize in detail the filming protocols of class and informed consents in the practice centers to protect the confidentiality and integrity of the participants, a fact that, without a doubt, corresponds to the field of professional ethics.

Subcategory perception implementation of didactic proposal

The information analyzed regarding the perceptions of the implementation of the didactic proposal informs, on the one hand, the existence of the codes: self-observation, explicit evidence and organization that are related to the strengthening of reflection code and, on the other hand, the projections and supervisor's guide. The latter linked to feedback codes and structured style.

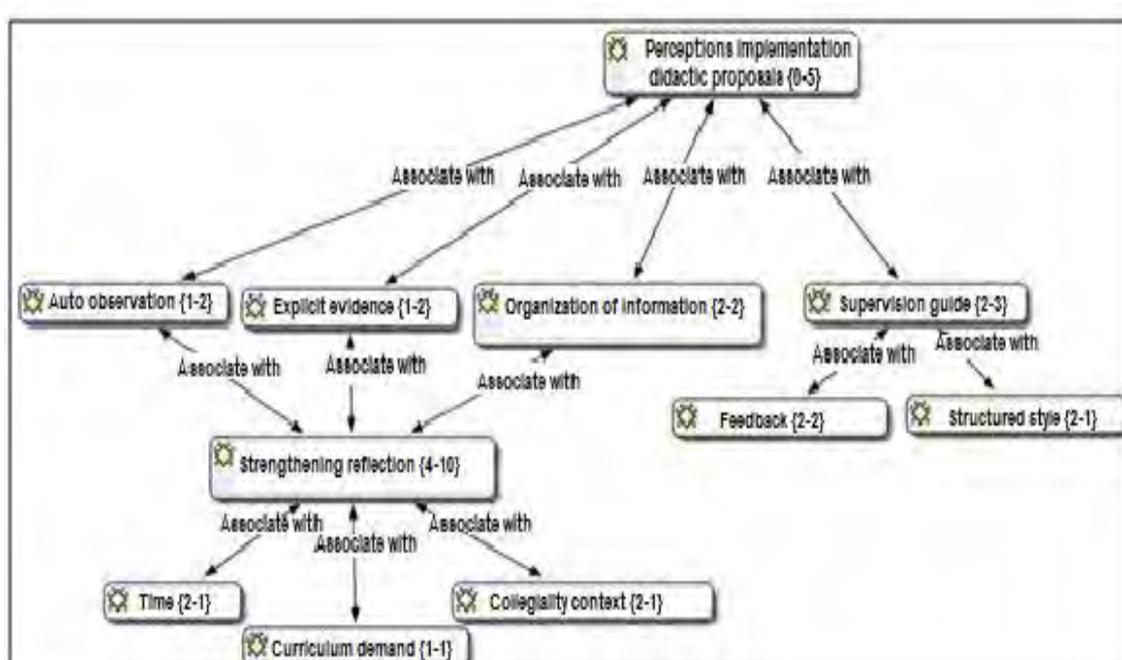


Figure 2. Perception of the proposed didactic implementation.

For the self-observation code, the quote “P2 the video work allowed me to observe myself. I had never seen a class of mine out of embarrassment, because it made me laugh, because I knew that I was probably not going to like it, ”reports that the participants attribute that the use of the filming allows them to observe their performance; however, the presence of insecurity in the leading role of the classroom is inferred. For its part, the explicit evidence code supported in the following quote "P1: if it is necessary because it strengthens a process since one does a class, one can do the anecdotal record but the video supports what is actually done in the classroom" the importance is verified the use of class footage as it represents the performance of the teacher without the intervention of third parties.

As for the information organization code, it makes it possible to identify difficulties in organizing the information, as can be seen in the following fragment: “Q2: For example, I know that in the activation part of previous knowledge, it goes in facet C, but I did not know where to add it to. to serve as a clue. I think I lacked reflection, sitting down to analyze and see the guidelines and criteria and indicators of the Initial Teacher Training Standards ”. In this regard, Marcelo (2008) points out that novice teachers, by not concretizing their own expectations, in

addition to the teaching load and the lack of time to reflect on their work, doubt their ability to solve problems and feel insecure in their work. teacher.

The citations corresponding to the aforementioned codes warn of a consensus in relation to the didactic proposal since this strengthened the reflection on teaching practice. However, both participants mention the difficulty of making high-level reflections with the personal work times and curricular demands of their study plan with which they must work. "P1: time influenced the development of the portfolio and the time required is essential" "P2: the time was not enough for deep reflections". This is consistent with what Zabalza (2007) stated, who comments that students, in addition to learning in specific situations, have other activities that involve time and dedication; that is why on many occasions there is no real commitment to the tasks assigned to it.

Participants point to work in the context of collegiality as an important factor in strengthening reflection: "P1: Sometimes one does not like to hear what they think of themselves, but what their colleagues can contribute in the process of each is necessary. a"; "P2: the fact that my other classmates observed me and told me this is what you are not doing indicated to me that there were things that should improve what was reflected in the classes that were supervising me, for example, how to work on knowledge activation previous, how to introduce new strategies but what I always had weak was the closing of class". This is supported by Correa (2011), since working in the context of collegiality is a strategy that strengthens reflective processes with a common goal, which is known and shared by the students in teacher training and the supervising teacher who guides the process.

There is recognition from the participants to the supervising teacher, which translates into the lifting of the code. Guide of the supervisor, who promotes feedback. but I had to realize how to do it. It should give me the job of formulating a strategy for improvement "; "P2: Maybe they would have told me to do it like this, but no, here it was, maybe you can do this, but you must figure it out, it was a cooperative process." Montecinos (2011), states that systematic feedback enhances reflection, giving teachers in training confidence in their abilities to take on challenges and complexities proper to the educational task.

From the quotes, it can be inferred that the participants relate the supervising teacher with a structured style "Q1: How they guided us, it was in a structured way and that makes one better guided. No to the lot "; "P1: The guide was focused on the points that should be strengthened and concerned with the achievements made so that they were not lost"; "P2: That the supervising professor guides the process even more." In this regard, Ugartetxea (2002), states that encouraging the teacher in training to take charge of their own learning is essential for them to become aware of their pedagogical skills and competences and, with it, increase their beliefs of self-efficacy.

Category Reflection level

The results for the level of reflection category on the one hand, accounts for the level of reflection that the participants are able to self-assess in the first installment of their portfolio and, on the other hand, reports the initial and final level of reflection that the researcher identifies in portfolio deliveries. As mentioned above, the analysis is performed from the reflection levels of Jay and Johnson (2002).

Table 1.

Levels of reflection of research participants identified in self-evaluation and initial and final delivery of portfolio.

Facet	Criterio n	Participant 1 Level of reflection			Participant 2 Level of reflection		
		Autoevaluación	Initial delivery	Entrega final	Autoevaluación	Initial Delivery	Final Delivery
A	A1	Descriptive	Descriptive	Crítica	Comparativa	Crítica	Crítica
	A2	Descriptive	Descriptive	Crítica	Descriptive	Comparativa	Comparativa
	A3	Descriptive	Descriptive	Crítica	Comparativa	Crítica	Crítica
	A4	Descriptive	Descriptive	Crítica	Comparativa	Crítica	Crítica
	A5	Descriptive	Descriptive	Crítica	Comparativa	Comparativa	Comparativa
B	B1	Descriptive	Descriptive	Crítica	Comparativa	Comparativa	Crítica
	B2	Descriptive	Descriptive	Crítica	Comparativa	Comparativa	Crítica
	B3	Descriptive	Descriptive	Crítica	Comparativa	Comparativa	Crítica
	B4	Descriptive	Descriptive	Crítica	Comparativa	Comparativa	Crítica
	B5	Descriptive	Comparativa	Crítica	Descriptive	Comparativa	Crítica
C	C1	Descriptive	Descriptive	Crítica	Descriptive	Comparativa	Comparativa
	C2	Descriptive	Descriptive	Crítica	Descriptive	Comparativa	Comparativa
	C3	Descriptive	Comparativa	Crítica	Descriptive	Comparativa	Crítica
	C4	Descriptive	Descriptive	Crítica	Descriptive	Comparativa	Crítica
	C5	Descriptive	Descriptive	Crítica	Descriptive	Descriptive	Comparativa
D	D1	Descriptive	Descriptive	Comparativa	Without reflection	Descriptive	Comparativa
	D2	Descriptive	Descriptive	Comparativa	Without reflection	Without reflection	Without reflection
	D3	Without reflection	Without reflection	Comparativa	Without reflection	Without reflection	Without reflection
	D4	Without reflection	Without reflection	Crítica	Without reflection	Without reflection	Without reflection
	D5	Without reflection	Without reflection	Comparativa	Without reflection	Without reflection	Without reflection

The results shown in the table 1, report that the participant one in the self-evaluation categorizes their reflection in all facets at the descriptive level. It should be noted that facet D of the portfolio only reflects on two criteria. Regarding the level of reflection reached in the initial delivery, this participant presents in all the criteria of the facet A descriptive level. The same is true for the criteria of facets B, C and D. However, criteria B5 and C3 show a rather comparative level. In the case of the final delivery, the level of reflection reached in facets A, B and C is

critical. In the D facet the existing reflection in criteria D1, D2, D3 and D5 is of comparative level and in criterion D4 it is critical.

Participant 2 in the self-evaluation evaluates in facet A their level of reflection that is mostly comparative, only in criterion A2 does it indicate having a descriptive level. In facet B, it reports reaching the level of comparative reflection with the exception of criterion B5, which is descriptive. In Facet C, for all the criteria the level of descriptive reflection is evident. Facet D shows no reflection. In relation to the level of reflection reached in the initial delivery, this participant presents criteria A1, A3 and A4 of the facet A critical level. In criteria A2 and A5 the comparative level is observed. In the five criteria of facet B there is a presence of the comparative reflective level. The same situation is presented in criteria C1, C2, C3 and C4; however, criterion C5 identifies the descriptive level. Facet D, in criterion D1, accounts for the level of descriptive reflection. Criteria D2, D3, D4 and D5 do not present reflection. In the final delivery, the level of reflection in facet A does not show mobilization, that is, it remains at the levels reported in the initial delivery. In facet B, in all the criteria the level of reflection reached is critical. The level reached in facet C, criteria C1, C2 and C5 is comparative; criteria C3 and C4 account for a critical level. In facet D, as in the initial delivery, criterion D1 accounts for the level of descriptive reflection. Criteria D2, D3, D4 and D5 do not present reflection.

Discussion

According to the results of the application of the didactic proposal with a constructivist approach that incorporated the class filming strategy in the context of collegiality, it allowed the structuring of the reflection process in relation to practice. According to what Rodrigues has stated, (2013) reflection in practice supposes an active and deliberative cognitive process that must necessarily be organized to adopt a more critical position of teaching performance. According to Richards and Lockhart (2007), when reflecting critically, the teacher feels more confident in incorporating different didactic options and evaluating their impact. Along these same lines, Correa, Chaubet, Collin and Gervais (2014) argue that "the presence of an" other ", which questions and reassures at the same time, would contribute to the explicitness of the action and to reflection on the action" (p. 79).

The use of filming as stated by Rich and Hannafin (2009), Altet (2000) and Rosaen, Lundeberg, Cooper, Fritzen and Terpstra (2008), allows to extract explicit evidence of classroom practices that stimulate memory and with it the reflective process of the knowledge that supports the teaching performance. Therefore, it is necessary that this self-observation action be installed and strengthened in the training process of students in teacher training.

The collegial work between supervising professor and students in practice was highly valued since the supervising professor accompanied, guided and fed back the reflective process. In other words, it encouraged reflection on pedagogical practice, allowing mobilization of levels of reflection. Larrivee (2008) points out that reflection is not a linear process, but that a subject could be at different levels simultaneously. However, it is imperative to incorporate the guided accompaniment of the supervising professor when the portfolio is being prepared in the collegial work sessions. In this way, students would be encouraged to dedicate specific times to carry out this action. For this effect, the practical argumentation strategy promoted by Fenstermacher (1996) becomes relevant, since it encourages the identification and verbalization of action premises that underlie teaching, among these we can find theoretical knowledge, knowledge of experience, values, and contextual elements.

For subsequent implementations of the didactic proposal, the wording must be clear, which will allow the development of activities in the shortest possible time, with part of this being redirected to the development of the portfolio in the context of collegiality, a situation that gives

greater security to the participants time to analyze their performance considering epistemological aspects.

The information gathered in this investigation, realizes the need to continue with the process, projecting it to other cohorts of the Media Pedagogy career in Natural Sciences and Biology. Likewise, it is considered important to be able to carry out a study of the style of supervising teachers who accompany the Pedagogical Internship students of this same career, given that it is the participants of this study who completed professional practice who valued the role of the supervising teacher as a guide for feedback and it accompanies processes from a structured but non-directive style, which manages to provide spaces for student reflection.

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