



INICIA test: Uncovering the influence of internships on pedagogical knowledge

The government's project "Career in Teaching" initially sought to rank teachers into distinct categories based on seniority and successive certifications. This proposal opened a wide debate among teachers in Chile, the controversy of which resulted in protests and modifications of the original proposal. Among the discussed subjects was the evaluation of pedagogy students during their undergraduate studies and after graduation through the INICIA test.

One of the areas evaluated by INICIA is the pedagogical knowledge acquired by future teachers during their teaching internships. This aspect is the focus of studies carried out by Dr. Carmen Gloria Zúñiga, investigator at the Education Research Nucleus of the Faculty of Education, Universidad Andrés Bello.

The project, entitled "Influence of General Elementary Education teaching internships on the development of pedagogical knowledge evaluated by the INICIA test," is financed by the Jorge Millas Project Grant DI-731-15/JM. This study aims to identify and understand the features of teaching internships related to good results obtained on the INICIA test by graduates in General Elementary Education at the Universidad Andrés Bello.

The curricular structure of this degree program, explains Dr. Zúñiga, centers on progressive and early internships for undergraduates from the start of their formation, thus promoting instances for reflection and active learning.

"Identifying and understanding these features could lead to the development of tools for better training processes. Our project seeks to determine the central elements of internships that influence the development of pedagogical knowledge," adds Dr. Zúñiga.

This project, based on a qualitative research paradigm, applies various techniques for data collection and analysis. Specifically, two phases are considered: the first phase, classroom observation during teaching internships and document analysis (curriculum programs, required reading bibliography, and evaluation matrices), and the second phase, collecting data through interviews and focus groups (supervising teachers, mentors, undergraduate students, graduates, and employers). Analysis of these data will establish relationships between identified elements and the corresponding perceptions of key actors.