EDITORES
ANTONIO MEDINA RIVILLA
GÜNTER L. HUBER

MIGRANT IDENTITIES AND TEACHER TRAINING

Educational research for cross-cultural encounters

MIGRANT IDENTITIES AND TEACHER TRAINING

Antonio Medina Rivilla
Günter L. Huber

Migrant Identities and Teacher Training

Educational research for cross-cultural encounters

CONTENT

Content

Inaugural Lecture

Part I: Systemic Research Methodologies: An Opportunity for Professional Development from Intercultural Dialogue

Part II: New Perspectives of Qualitative Analysis: Contribution to Identity Analysis

Part III: Teachers' Roles in Intercultural Learning

Prologue

The theme of the 19th workshop of the Center for Qualitative Psychology (CQP) poses urgent questions to the human sciences as a whole, which have still been worked on for decades. Ignorance, prejudice, negative to hostile attitudes towards individuals or whole groups that are not perceived as WE, but as THEM or the OTHERS, complicate or prevent the dialogue with these Others, lead to rejecting behaviors and tendencies of exclusion, which in the long run lead to problematic developments of individual identity - problematic for all involved, those of the Others and the members of the WE group. Already in 2012, the 11th workshop of the CQP in Israel addressed these issues under the theme "Building Bridges" and discussed the special importance of qualitative methods in a context where linguistic, socio-cultural and historical barriers make a fruitful dialogue difficult.

Today, economic and political developments in many countries are forcing more and more people to migrate, and in the countries where they find refuge, they challenge society to find ways to help the "others" participate in society and feel a long-term sense of belonging - but also to be perceived and treated as belonging. Inter- and transcultural dialogues are therefore becoming increasingly important in order to prevent problems between groups of people with different value horizons and socio-cultural traditions from arising in the first place, or at least to help reduce them. For research in this context, it is important to apply methods that make it possible to tap into precisely these differences and their significance for successful dialogues. Quantitative analyses of answers in survey instruments seem at least suboptimal, since they can determine the extent of agreement or disagreement with statements, but they cannot capture sensitivities, attitudes, opinions, which were not foreseen by the constructors of the instruments and put into item statements. Appropriate methods of data collection must allow the research partners to participate authentically, i.e., capturing the specifics of transcultural dialogues and migratory identities must allow the specific other to express itself and be captured. The challenge for the researcher is to interpret the content in an unbiased way, i.e., to discover unexpected aspects in their meaning and to take them into account in the interpretation - in other words, to analyze the data qualitatively. The

papers of the workshop on "Migrant Identities and Cross-Border Dialogues" printed in this volume make important contributions in this regard.

The issue of Cross-Border Dialogues has been a difficult terrain for many years, especially in the educational sciences, even at the level of research methods. The final solution could be a model for problems in any cross-border dialogue. In the 1980s, the debate between representatives of quantitative research and qualitative research threatened to get out of hand. One could read mutual accusations that the representatives of the other group were merely "story tellers" or "number crunchers," but not scientists to be taken seriously. Finally, two authors in the AERA journal "Educational Researcher" recommended that the dialogue cease altogether, declaring "the end of the debate" because the others were arguing from opposing epistemological orientations and therefore mutual understanding was impossible. Sensibly, most researchers listened to each other in subsequent debates and thus developed the position of "mixed methods," according to which qualitative and quantitative methods can be combined in asynchronous or synchronous models in view of the requirements of the research questions. Finally, today many journals in educational science call for the meaningful combination of methods in their publications. The contributions of this conference volume provide many suggestions and good examples for this. Now to the contributions in detail:

- The opening lecture by *Jesús Miguel Jornet Meliá* on **"School Identity, National Identity, and Migration Dialogue"** sheds light on the influence of the school in its position between the socio-political context on the one hand and the specific context of the classroom on the other on the fulfillment of the pedagogical tasks emerging with the phenomenon of migration, concentrating on the situation in Spain. In doing so, the author also draws attention to the fact that population movements due to socio-cultural differences, even between the regions of a large country, cause problems of personal and social identity to arise not only trans-nationally, but also intra-nationally. In view of the complex influences to be expected from the various levels of reflection and impact, the author recommends methodologically the use of the "mixed methods" approach and in terms of content the concept of "social cohesion" to guide research and intervention programs.

The papers presented at the roundtable **"Systemic Research Methodologies: An Opportunity for Professional Development from Intercultural Dialogue"** are here published as a block of texts:

- *Antonio Medina Rivilla and Adiela Ruiz-Cabezas* analyze in their paper **"Applying Methodological Complementarity to Competence Assessment"** the necessary competencies of teachers for the challenges of intercultural dialogue, the complementary links between their competencies and their contribution to the development of professional identity. Methodologically, they use a questionnaire that includes open-ended questions, so that the respondents can also contribute their authentic positions.

- In their differentiated reflection on **"Research in the Field of Inclusive Education: The New Meaning of Effectiveness"** *José Antonio Torres González and Eufrasio Pérez Navío* emphasize that relevant research must follow a system of rational decisions, be anchored in the frame of reference of pedagogical values, and be committed to ethical-moral accountability. From a critical review of the shortcomings of experimental and quantitative methods in the context of research on educational inclusion, as well as an overview of necessary methodological features for this field of research, they call for: "... the research methodology to be used is based on the interpretative and critical approach, which coincides with the approaches of current didactic research, as the techniques arising from these paradigms provide us with the appropriate instruments to understand and go deeper into all the processes involved in the education of vulnerable students."

- In the article on **"Investigation Integrity in Uncertain Times"** *Emilio Álvarez Arregui and Covadonga Rodríguez Fernández* start from an overview in history of prevailing rationalization systems that were accepted in the scientific community. However, the reduction to a single one of the possible lines of thought limits the yield of research and produces only fragmentary knowledge. On the other hand, the authors warn that the proposal of an integrative methodological pluralism has often led not to a dialectical progression of knowledge through the purposeful use of conflicting methodological approaches, but rather to a permissive attitude in research design. They "consider that the 'descriptive - correlational - inferential - interpretative - explanatory - projective loop' is appropriate for developing research projects in the Social Sciences in general, and for educational institutions in particular, which integrate quantitative and qualitative methodology.

The roundtable on **"New Perspectives of Qualitative Analysis - Its Contribution to the Analysis of Identities"** is represented by two articles:

- *Miguel A. Santos Rego and Gabriela Míguez Salina* ask in their paper **"Are Narratives a Key to the (Educational) Construction of Cross-border Identities?"** The authors shed light on the meaning of "borders" and the practices of "borderization". They highlight the importance of the concept of "cross-border identities", characterized by the fact that "the border is a tool for both separation and contact...", which "...facilitates the development of identity processes that are, in some cases, opposed to each other." Biographical-narrative interviews and the life stories accessible in this way open up these processes and their individual meaning very deeply, as they provide not only information about events, but also their emotional embedding. In addition, a"... life story captures the dynamics, characteristics, and parameters of the individual culture. Through it, one is able to perceive how the sociocultural system affects individual behavior, values, and self-image." But it reveals also that "the individual has an impact on the community in which they live". From an educational point of view, the authors summarize their analysis by stating that more efforts are currently needed to recognize and strengthen the cross-border identities of young people, as well as to understand "... their cultural practices as resources of great value for a better understanding of our societies.

- Suggestions for the **"Elaboration of Categories for the Qualitative Analysis of Dialogues and Interviews"** by *Günter L. Huber* outline a framework of socio-demographic and conceptual topics suited to derive codes for marking critical units of meaning in studies where cultural diversity and questions of social identity play an important role. Accordingly, the proposals are based on socio-psychological approaches to explain in-group/out-group encounters and the difficulties that arise. The reference system is primarily intended for work on hypothesis-based research designs with differentiated research questions. However, when implementing the guidelines, it is strongly recommended to remain open to any unexpected ideas emerging from the data.

A third group of contributions are presented here under the heading **"Examples of Qualitative Methods Applied to Intercultural Studies"**

- The report on the study **"Qualitative Research Methodology Applied to the Professional Development of High School Teachers. Intercultural Approach"** by *María Concepción Domínguez-Garrido, Antonio Medina-Rivilla, Raúl González-Fernández, María Luz Cacheiro-González and María del Castañar Medina-Domínguez* describes the contribution of qualitative methods with the aim of improving the professional development of teachers of secondary education, primarily in pro-

fessional communication, sociocultural citizenship, and mathema-tical-scientific skills. The work is designed as a case study and uses self-observation of the discourse, discussion groups and narratives as complementary data sources. The data analysis followed the mixed-methods approach of triangulation.

• In their study in the framework of an international project **"Online Learning from a Playful Approach: The OLAF Project"**, *María Luz Cacheiro-González, Ernesto López Gómez and Raúl González Fernández* presented a questionnaire to the Master students of the Faculty of Education, which included two open questions - "What is your opinion about fun in online learning", and "What technological resources (information, collaboration, learning) facilitate the development of educational tasks?" The results of the differentiated evaluation of the individual answers are discussed in relation to didactic positions concerning the importance of online learning.

• The research on **"Didactic Communication: The Challenge of University Teachers to Maintain the Attention of Students"** by *María del Mar Camús Ferri, Marcos Jesús Iglesias Martínez and Inés Lozano Cabezas* captured opinions about and experiences with communication-based ways to influence students' attention. Notable from the perspective of qualitative methodology are the use of a biographical narrative approach to data collection, the expert-evaluated development of an appropriate coding system, and the clear and insightful organization of the presentation of findings.

• The study on **"The Configuration of Professional Teacher Identity: A Qualitative Study in Higher Education"** by *Mercedes González-Sanmamed, Iris Estévez, and Alba Souto-Seijo* taps into the process and conditions under which scholars without specific pedagogical training deal with the situation of having to act as academic teachers, which is initially uncertain for them. The research was designed according to the Case Study model. Data were collected in two semi-structured interviews, one biographical about the interviewees' learning process and relevant influences on it, the other about their professional practice over the course of their career. The openness of this approach to the expression of individual experiences makes it possible to trace, with testimony well corroborated, how the shaping of professional identity influences teaching practice.

• Under the title **"Immigration, Emigration, Immigrant.... Final Theses and Post-graduate Projects at the University of Jaén"**, *Javier Cachón Zagalaz, María Sánchez Zafra, Déborah Sanabrias Moreno and Mª Luisa Zagalaz Sánchez* have compiled a

paper that, based on an analysis of keywords ("immigration" "emigration" or "migration") in the titles, lists the qualification theses written between 2014 and 2022 in the different faculties of the University of Jaén. The paper shows that teachers in advanced training, but already student teachers by elaborating on migration in their qualification papers are aware of the importance of this topic. However, as a result, the authors state, among other things, "In the eight years studied, not too many works have been carried out on this topic, which, on the other hand, has great actuality."

- In their contribution on " **Language as a Key to Participation - Best Practices for Successful Integration into the Labour Market**" authors *Roswitha Klepser, Andrea Bernert-Bürkle, Monica Bravo Granström, Doris Dietrich and Lena Maria Maiß* from three different institutions have combined their joint efforts to promote the integration of migrants into the German social system. The University of Education Weingarten together with its Academy of Continuing Education and the Adult Education Association of Baden-Württemberg offer learning opportunities for migrants with paricular goals of fast-track integration in European regions, innovative learning approaches, and classes for first-orientation plus professional orientation.

Last, but not least: Without the willingness of colleagues at and with their scientific institution to take on the tedious and often laborious work of coordination and organization, an international conference would not be possible. The thanks of the CQP therefore go especially to those responsible in Melilla; the participants in this workshop and the authors of this volume are particularly grateful to

Dr. Oswaldo Lorenzo Quiles, the Vice-Dean for Research, International Projects and Transfer of the University of Granada, Melilla Campus, has gratefully proposed the theme "Migrant Identities and Cross-Border Dialogues" for the 19th workshop of the CQP, thus stimulating international exchange on this problem area.

Dr. Lucia Herrera Torres, Dean of the Facultad de Ciencias de la Educación y del Deporte de Melilla, and her colleagues for their willingness to do the work of preparing and organizing the event in Melilla, despite the difficulties caused by the Covid-19 pandemic.

Greetings

Dr. Oswaldo Lorenzo

Vice-Dean of Research, International Projects and Transfer (Faculty of Education and Sport Sciences of Melilla, University of Granada, Spain).
President of the XIX International Workshop of the Center for Qualitative Psychology "Migrant Identities and Cross-Border Dialogues".

Achieving true globalization in society today means carrying out a cross-border dialogue to close the gaps that separate and differentiate the migratory identities that make up the world in which we live. In addition, there are currently tools available that favor this cross-border dialogue, such as the Internet. Thus, through the Internet we can have direct, effective and close relations and communications between different countries, regions and ethnic groups.

The program that makes up this 2022 CQP Meeting, the XIX International Workshop of the Center for Qualitative Psychology "Migrant Identities and Cross-Border Dialogues" (https://encuentropsicologiamelilla2020.webnode.es/) has shown the importance of carrying out a dialogue between migrant identities, to develop more egalitarian and cooperative relations between countries and people, which contributes directly to the improvement of current and future society. Its objectives were as follows:

- To know what cross-border dialogue between migrant identities is and to apply appropriate and effective research methods to achieve it.
- To discover the benefits of cross-border dialogue.
- To become aware of the importance and necessity of effective communication between different migratory identities.
- To obtain resources and strategies for dialogue between migratory identities.

We must thank all the participating and collaborating institutions for the enormous help given to the Meeting. To this must be added the recognition of two key figures, both in the functioning of the CQP and in the realization of the Meeting: Dr. Günter L. Huber, President of the Center for Qualitative Psychology, and the person responsible for the event on behalf of the National University of Distance Education, Dr. Antonio Medina. To all of them, my sincere thanks.

Lucía Herrera Torres
Dean of the Faculty of Education and Sports Sciences of Melilla (University of Granada, Spain).

From March 3 to 5, 2022 we had the immense pleasure, from the Faculty of Education and Sport Sciences of Melilla (University of Granada, Spain), to organize the XIX International Workshop of the Center for Qualitative Psychology "Migrant Identities and Cross-Border Dialogues". All this, in collaboration with the Center for Qualitative Psychology and the UNED. Researchers, teachers and students from different latitudes of the world worked together, from a qualitative approach, in the educational and psychological fields related to migration, cultural diversity and cross-border reality.

The city in which it was developed, Melilla, is a cultural laboratory due to its status as a Spanish city located in North Africa, on the border with Morocco. Therefore, what better place for this debate, reflection and interdisciplinary work! Furthermore, although most of the contributions, structured around round tables, conferences and communications, were linked to qualitative educational research, certain issues related to qualitative research in psychology were also dealt with, addressing how certain social and cultural processes influence the development of identity in migrants, their level of well-being, integration, etc.

Given the close link between educational and psychological research, as well as the fortunate fact that nowadays both areas of knowledge are not perceived as exclusive but, on the contrary, complementary, with the aim of knowing with greater precision, depth and rigor complex realities in the field of Social Sciences, as in this case (migration), my

sincere congratulations for this and encouragement to continue working in this inter-disciplinary and transnational direction.

INAUGURAL LECTURE

Inaugural Lecture

School Identity, National Identity, and Migration Dialogue

Jesú Miguel Jornet Meliá
University of València, Spain

Abstract

In this paper we present a theoretical and conceptual reflection on the educational factors that influence the creation of school, social and national identities as well as their relationship with migration. It is an essay. It takes as a reference the general situation in Spain, the characteristics of the structure of the Spanish State, based on Autonomous Communities, in which there is an important richness derived from their socio-cultural diversity. The structure of the reflection is based on three levels of analysis, from the macro-analytical (socio-political) level, passing through the meso-analytical (school contexts) to the micro-analytical (the classroom). The models of Cultural Assimilation, Multicultural Assimilation and Intercultural Assimilation are taken as basic approaches to socio-educational work with regard to migration. This paper also analyzes the role of key subjects such as history, archetypes and master narratives within the school, and the role played by the family and society as a factor that reinforces or opposes the guidelines that are worked on in schools for the formation of personal and social identities. A brief reflection is provided on Social Cohesion as a criterion for orienting public policies, as assumed by the Council of Europe in the year 2000. All of this serves as a basis for presenting a synthesis of lines of research in which the role of qualitative research oriented towards the understanding of educational and social reality is presented, within the framework of a Cultural Psychology approach.

Introduction

Addressing this topic could imply asking ourselves a number of questions. It is necessarily a broad, complex issue. Each question may have different answers associated with the circumstances of migration in the geopolitical zone in which one lives. Determining factors are, among many other phenomena: the migratory pressure in the country or the rigidity or flexibility of local identities, schools, dominant ideologies or those present in the family and society.

Thus, in Spain, as a border country and representing one of the southern borders of the European Union (EU) most affected by illegal migration, many different but necessary questions could continue to be asked; for example:

- Can we address the migratory dialogue as a phenomenon that has similar characteristics in Spanish schools?
- Are schools working towards a common Spanish or European identity?
- Are migrant identities respected and integrated?
- Do the identities of the Autonomous Communities (ACs) or the Spanish one have an impact on migrants?
- Do schools decrease or increase inequalities? What role do schools play in the development of personal and social identities?
- Is migration a phenomenon in addition to other factors that favor social segregation?
- Where are the borders really located: are they geographical, socioeconomic or cultural?

From the educational point of view, the migration dialogue can take place in different scenarios: on the socio-political level (macro-analytical), in the school (meso-analytical level) and in the classroom (micro-analytical level). The inter-actions between the various levels can be convergent or divergent and, in any case, considering that migrations constitute a phenomenon in which a large number of variables concur, multiple ideological approaches can be manifested that also permeate the positions and research interests.

Considering all these aspects, in this paper we will approach the theoretical-conceptual analysis, in the form of an essay, from the context of Spain, based on the following structure of analysis:

- Contextualizing the concepts: school education, national identity and migration.
- School education.

- Approaches to school intervention with migrants.
  - The role of History.
  - Archetypes and Master Narratives.
  - The role of informal education.
- Contributions of qualitative research.
- Conclusions.

The objective is to present some elements of reflection that can help us to orient lines of research on migrations, the formation of personal and social identities, and that can contribute data for a cross-border dialogue.

Contextualizing the Concepts:
School Education, National Identity, and Migration

Individual and social identities are shaped during the development of individuals and societies. Therefore, it is difficult to analyze the role played by identities without taking into account the fact that we all develop under the influences of factors that occur in different contexts.

Can we say that two people who were born in the same place and educated in the same school have developed the same identity? Obviously, no. And in the case where they were born in different places, the contrasts in terms of personal identity may be even wider or, surprisingly, the opposite: they may have more aspects in common.

As to the context of education, it is necessary to recognize that the educational system in Spain is not a scenario that has a homogeneous identity throughout the country; not even within the same Autonomous Community (AC) such as, for example, Catalonia, Valencia, Andalusia, Galicia, the Basque Country, the Community of Madrid, etc.

The educational system represents a macro-analytical scenario influenced by different factors. Those that we can include within the 'mediated social context' are determined by the geopolitical and ideological characteristics dominant in a given area of the country: its traditions, culture, language and expectations, as well as the vision held of the other Spanish Autonomous Communities. We have to take into account that the educational system in Spain shares only the general structure, i.e. the number of years allocated to each educational grade and general conditions of education and evaluation by competencies, but does not have the same contents.

The meso-analytical scenario is represented by the *school* and is influenced by factors closer to home: those experienced in the community in which the school is located; characteristics of the population it serves, its socio-economic and cultural levels, the presence of facilitating or hindering elements that may influence the vision of the presence of migrants and their role in the society in which they live.

Finally, *the micro-analytical scenario* is represented by the *classroom*, where one can perceive the other people with whom one lives – national students, Spanish migrants and foreigners – as a reality with whom one interacts, in which one shares the events of daily life.

Together with this formal educational context, we have the direct influence of informal contexts, especially the family, as a key element in the development of personal identity, particularly in the first years of life, up to adolescence. Additionally, there is the influence of reference groups, such as extracurricular friendships or, more recently, social networks.

If we analyze the history of Spain, we can observe that it has traditionally been a country that has lived through various stages of colonization produced by people coming from different countries such as, for example, Middle Eastern, Arab, Mediterranean, European countries, etc.

In authoritarian political systems, such as the one we experienced during the Franco Dictatorship, the educational system together with the informal contexts – especially the family, the Catholic Church and, in general, society – had a great power to create a personal, social and national identity, since all efforts were oriented to create a uniform, homogeneous identity. At that time, from 1939 to 1978, the socio-educational pressure, although gradually diminishing over the years, promoted a unified and very rigid identity, with little permeability to differences, especially those coming from abroad.

Since the 1978 Constitution, the recognition of the diversity of the Auto-nomous Communities, and the different political positions, have also shaped differentiated perspectives in each Autonomous Community of Spain.

In addition to the Spaniards who had to flee Spain for political reasons and take refuge in other countries, emigration grew enormously during the Dictator-ship. The economic difficulties suffered in Spain since the post-war period meant that, especially in the 1950s and 1960s, Spain became a country from which particularly members of

many vulnerable groups of Spaniards [1] emigrated to other European countries in order to satisfy their economic needs.

The socio-political, economic and cultural development brought about by the political transition to a democratic Spain, as well as its integration into the EU, has meant that Spain has gone from being a country of origin to a recipient of migrants.

At present we can affirm that the change is consolidated and that, due to the transformations that are taking place in the labor market and in the demographic structure, transients are also beginning to enter with force: Temporary migrants of different socioeconomic level who not only come to Spain to perform low-skilled jobs (a fact that has been occurring for many years in the agricultural field), but who choose our country as a place that offers them a very attractive standard of living to people who have a high level of training and perform their work through the Internet, that is, teleworkers, or as an attractive country to live during the retirement stage.

Thus, we could say that Spain is a country of migrants throughout its history: colonized, colonizers, and transients. This is probably very similar to what happens in other countries of the European Union, especially those with a higher level of development.

Therefore, before assuming a national identity as something intrinsic to our being, it is necessary to ask ourselves where we come from. In many cases, it is very difficult for us to know only the name and place of birth of our great-grandparents (only four generations) and yet we assume a national identity as something of our own, inseparable from the conception we have of ourselves.

School Education as a Context
For Identity Formation and a Stage for Migratory Dialogue

The Spanish Educational System as a Context

As we have pointed out above, to speak today of the 'Spanish Educational System' is complicated, since it is not a unitary, homogeneous system. Although there is legislation issued by the Spanish parliament, based on the guidelines established by the

---

[1] However, there is a pending issue in Spain: highly educated and cultured Spaniards – especially in the fields of technology, health, researchers in various areas, etc. – who have to emigrate to other developed countries because they cannot find good job options in Spain, which turns Spanish educational investment into educational expenditure.

Spanish government, it must be recognized that there are seventeen specifications of educational systems corresponding to the seventeen existing ACs, as well as one more corresponding to the two Spanish autonomous cities (Ceuta and Melilla) – and which are the only ones governed exclusively by ministerial orders. In addition, it is recommended also by law – rightly so – to adapt the proposals of the educational centers to the contexts in which each school institution operates, so we are not sure how far the flexibility of the Center Plans can be given. Therefore, it can be assumed that the educational offer is quite diverse. This assertion could only be verified if we could study the educational solutions provided in each Autonomous Community and, within them, in each zone and school. We lack studies in this regard.

Overall, according to the current education law, the LOMLOE (Ley Orgánica de Modificación de la LOE – Ley Orgánica de Educación) passed in December 2020, admits that there is curricular inequality between ACs. Thus, the ACs whose only working language is Spanish must share 60% of the proposed curriculum, while those that have, in addition to Spanish, the AC's own language (for example, Galicia, the Basque Country, the Valencian Community, Catalonia or the Balearic Islands), must have at least 50% of the curricular content in common. Curricular inequality already starts from this principle and, sub-sequently, becomes more flexible depending on the context in which it is observed, based on school center plans. In the latter case, although it should not affect the curricular contents in use, there is no evidence as to whether contextual adaptation affects not only the methods, but also, even if only partially, the contents of common subjects throughout Spain – except for languages specific to the Autonomous Regions.

This unequal emphasis on teaching, according to subjects, by ACs, may be a key element in hindering or facilitating the dialogue between ACs and the cross-border areas with respect to migrants from foreign countries. The current difficulty is that, despite media reports of differences that may be detrimental within the country, the truth is that there are no systematic studies on whether these differences occur and, in any case, in which curricular areas they occur most profoundly. Nor do we know whether or not they are related to subjects that can have a more direct influence on the formation of national identity, such as history or language and literature.

The way in which migrant students and families are integrated is necessarily quite different within the educational system. This is not only a function of the characteristics of homogeneity or diversity of the identity of each AC, but also of the greater or lesser presence of migrants, their socio-economic and cultural level, national, ethnic and

religious origin, among other factors. In other words, it can be said that there is inequality within the system, by AC, and within each of them between schools.

As can be seen in Figure 1, of the almost 750000 migrant schoolchildren (representing 9.1% of the total number of schoolchildren in Spain), there is a greater concentration of migrant students in the compulsory stages (Early Childhood Education, Primary Education, Basic Vocational Training, Compulsory Secondary Education): 81.8%; of these, 60.1% between Primary and Compulsory Secondary Education. Note that in upper secondary education (Baccalaureate and Vocational Training) 9.7% of students are grouped together. This is a consequence of the fact that the greatest change that Spain has undergone in becoming a migrant-receiving country has already occurred in the 21st century.
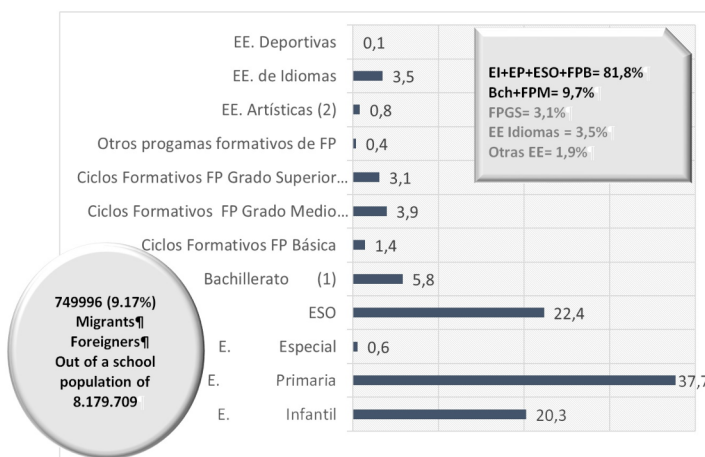
Figure 1: *Distribution of migrants in Spain (in %) according to type of education*

Source: Non-university education statistics. Subdirectorate General of Statistics and Studies of the Ministry of Education and Vocational Training (2020/21).
Note: Acronyms are presented in the figure in Spanish.
Description: EE, Enseñanzas: Teachings; Deportivas: Sports; Idiomas: Languages; Artísticas: Arts; Otros programas formativos de Formación Profesional: Other vocational Education and Training (VET) programmes; Ciclos Formativos FP Grado Superior: Higher VET Cycles; Ciclos Formativos FP Grado Medio: Intermediate VET Cycles; Ciclos Formativos FP Básica: Basic VET Cycles; Bachillerato: Baccalaureate; ESO, Educación Secundaria Obligatoria: Compulsory Secondary Education; E, Educación: Education; Especial: Special needs; Primaria: Primary; Infantil: Early Chilhood Education.
Figure: Own elaboration.

It should also be noted that there is a phenomenon of segregation (Murillo & Martínez-Garrido, 2019) that is also unequal, given that there is a greater presence of

foreign migrants in public centers than in private or subsidized private centers[2]. In any case, the type of migrants, according to their socio-economic and cultural level is also different, depending on the ownership of the schools. In public centers, students from families of medium to low socio-economic levels are preferentially integrated, while in private subsidized centers, and especially in private centers, students from families of higher socio-economic and cultural levels are enrolled. Although there is a regulation that affects public and subsidized private centers in particular, regarding the acceptance of foreign migrant students, the fact is that the enrollment of these students is concentrated in public centers (79.40%; 20.6% are enrolled in private centers (subsidized and non-subsidized) – see figure 2. It should be noted that the level of enrollment of foreign migrant students in totally private centers is the lowest (6.5%) and, additionally, they tend to be students from families with a high socio-economic level. In short, it would also be necessary to carry out studies to verify whether there is a differential approach to school or social identity between centers depending on the ownership of the institution (public, subsidized or private).

On the other hand, given the situation of diversification in ACs that occurs in Spain, it would also be necessary to consider internal migration between them, since there is a statistical control deficit: migration between ACs is not identified. This fact can be problematic in relation to the ACs that have their own language, since in them schooling takes place in educational centers in which priority is given to the language of the AC.

How is the total population of migrant students (9.7% of the total student body) distributed between monolingual and bilingual ACs? The fact that there are bilingual ACs in Spain does not seem to be an element that guides migration to monolingual ones. Note in Figures 3 and 4 that two thirds of the ACs are monolingual and, if we consider the distribution of migrant students in each of them, these have a larger total migrant population (58.71%) than the bilingual ones (41.29%). If we compare the proportion of migrants in each in relation to the total migrant population (mono-linguals: 52.4/58.1 = 0.90 – bilinguals: 47.6/41.29 = 1.16), we observe that there is a greater presence of migrants in bilingual ACs. This is probably due to the fact that migrants choose to go to live in the ACs that offer more economic opportunities, regardless of whether they are monolingual or bilingual.

---

[2] In Spain, public centers are fully funded by the State, private subsidized centers are privately owned centers that receive part of their funding from the State, and private centers depend solely on their own funding.
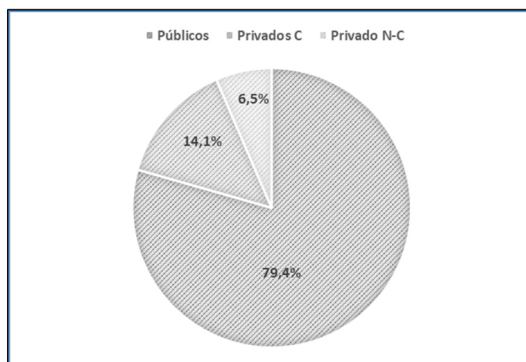
Figure 2: *Distribution of migrant students according to type of school center: public, private/subsidized and private non-subsidized.*

Description: Públicos (Public Schools), Privados C. (Subsidized private centers) & Privado N-C (Private centers).
Figure: Own elaboration.

However, in bilingual ACs, the schooling of Spanish students is trilingual (Spanish, the AC's own language and English) and in the case of foreign migrants who come from countries with another language, schooling is also trilingual, given that their mother tongue is usually omitted in schools (e.g., mother tongue: Chinese, Spanish, the AC's own language and English). This fact, if it were elaborated well in the educational centers, with sufficient means of support in the schools, would undoubtedly be a richness, but the reality is that some Autonomous Communities suffer from regional funding problems – such as, for example, Valencia – prevent the support of all students in a personalized way, according to their needs. In many cases, this leads to the fact that highly capable students are simply classified as having special educational needs, because they are migrants with a mother tongue different from Spanish or the local language of the AC. This does not ensure that they will receive the necessary support from the school system itself. Under these conditions, the dialogue towards the integration of migrant students is made even more difficult by the cognitive and socio-affective components involved in the situation.

In short, what can be observed in Spain (although there are no clear studies in this respect) is that there are diverse identities in the ACs and, within them, even by region: migration is a phenomenon added to this diversity which is produced, moreover, in an unequal manner in educational centers. The edu-cational system is not designed to

encourage schools to transmit a curriculum aimed at creating a shared identity in Spain as a whole and in the Autonomous Regions.

In this sense, it should be pointed out that language, in itself is the key instrument of social inclusion and yet, in various ACs, it is a differential element that, on occasions, is implicitly used as a tool for exclusion, which is regrettable if we consider the richness that constitutes well-used cultural diversity.

Finally, it should be noted that, associated with the linguistic problem, general history, in particular, as a central and structuring instrument of social memory[3], is at the center of the debate between ACs: common history of Spain vs. local histories of ACs, as we will comment later.
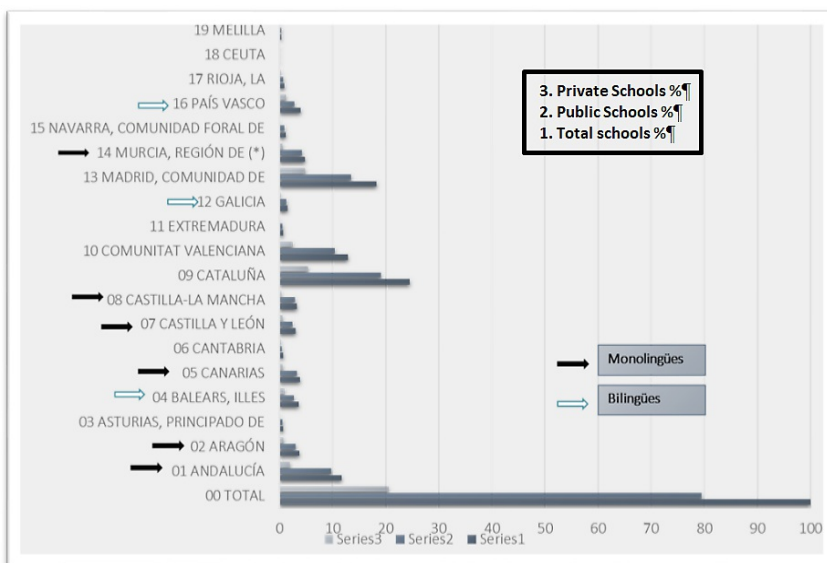
Figure 3: *Distribution of migrants in Spain by Autonomous Community (in %)*
Note: Monolingües (Monolingual AC); Bilingüe (Bilingual AC). Figure: Own elaboration

---

[3] Along with history, language and literature and geography also play an important role.

	% CCAA	% Población
Monolingües	66.67	58.71
Bilingües	33.33	41.29
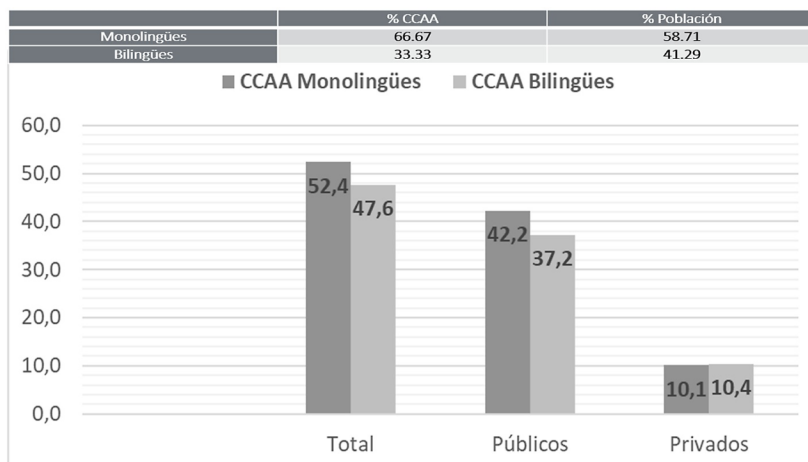
Figure 4: *Distribution of migrant students in monolingual and bilingual ACs (in %)*

Description: CCAA, ACs; Población: Population; Monolingües: Monolingual; Bilingües: Bilingual; Total: Total schools; Públicos: Public schools; Privados: Private schools.

Figure: Own elaboration.

Schools and Classrooms as Context

The school is the organizational unit in which education takes place and should be conceived as a micro-system in which various factors are integrated (Jornet Meliá, 2009):

– Personal (of all the actors involved).
– Organizational (human and material resources).
– Relational with its immediate social context, mediated by the Educational System of which it is part.

Consequently, it is the scenario of coexistence where knowledge is trans-mitted and the person is modeled in two ways:

• *Formal*: through the teaching-learning process that provides the relevant cultural and social information according to those who are responsible for organizing the

contents taught in the classrooms and the way the teaching-learning process is carried out (implemented curricular design).

- *Informal:* through the inclusion/exclusion relationships between people (teacher-student and peers), as a consequence of the interaction between people, from which they gain the experiences that help to shape the the students' perceptions about the world in which he/she lives, contributing to stamp his/her self-concept, emotional competencies, adaptation capacity (feeling of inclusion, resilience, etc.), social value given to education and culture and, most especially, their perception of social justice (Llorens, 2022; Duart, 2022; Shen, 2019).

In Spain, the school as an organizational unit of the educational system should share its objectives and values and be at the service of its aims. Thus, if it is understood that education should be inclusive, special efforts should be made to ensure that educational inclusion takes place with respect to both functional diversity (cognitive, sensory, motor disabilities, etc.) and cultural diversity. As we will comment later, cultural diversity is not respected. This does not only concern foreign migrants, but also the ACs, so that the sense of belonging to one's own AC is emphasized – more in some ACs than in others, but with an orientation that sometimes becomes very harmful, as it has supremacist connotations, especially in ACs where political parties of a nationalist and pro-independence nature are deeply rooted (such as, for example, Catalonia and the Basque Country).

On the other hand, it should contribute to improving the effectiveness and efficiency of the educational system, but the contribution at the meso-analytical level is very unequal, since the differences between ACs have been over-emphasized, leading to very negative contrasts that go against the idea of equity in the country as a whole. Additionally, this is reflected, at a micro-analytical level, in the classroom, as the basic unit in which coexistence takes place.

Schools should meet social needs, both those of their immediate community of reference and those of society in general. From the type of problems reported, it would seem that they are primarily concerned with the objectives of the Autonomous Communities and do not provide elements that favor a common or shared identity throughout Spain.

Overall, sharing objectives and values throughout the educational system (at least the basic principles), contributing to the improvement of the effectiveness and efficiency of the system, and meeting the needs of the AC and the country in general should be aspirations applicable at the level of Spain, but this does not seem to be the case. As in

the previous cases, studies are needed in this regard, since it is a central issue of social cohesion and, nevertheless, it is neglected at the research level and excessively guided by the interests of the political parties governing in each region.

We understand that education is always a political action. Politics is inherent to education. However, this does not mean that partisan positions should be prioritized, especially in schools that operate with public funds (public and subsidized). In any case, in all of them, education should be based on human rights, children's rights, women's rights, ... promoting a democratic education for a democratic society. In this case, the phenomenon of migration cannot be considered a social problem – as it is often understood – but, on the contrary, it should be conceived as an opportunity for recognition, respect and integration of cultural and social diversity.

Models of School Intervention with Migrants

In this section we will simply mention the basic models of school work with migrants. We can synthesize them into three major approaches (Aguado Odina, 2011: Vansteenberghe, 2012; Stefoni et al., 2019):

- *Assimilationist.* It is about integrating into the culture of the migrant-receiving society, the foreign population or minority groups assuming the superiority of Western culture, whether European, Spanish or from an AC of Spain. This also occurs in other non-Western countries, such as Arab or Asian countries. Under the appearance of inclusion of diversity, the exclusion or annulment of the minority group ends up being constructed (Vansteenberghe, 2012).

- *Multicultural.* It promotes the coexistence of diverse cultures. It is adorned with policies of tolerance and respect. Under the appearance of acceptance, in fact, segregation is maintained by maintaining the privileges of the group that integrates, 'tolerates', although it does not really accept the others or integrate them in an effective way (Vansteenberghe, 2012; Stefoniet al., 2019).

- *Intercultural*. It pursues real inclusion, based on communication and exchange, recognition of the other, equal rights, aims to make visible and criticize the existing relations of discrimination in the current social order. In short, it pursues "cultural miscegenation" on principles of inclusion and equality and respect for human rights (Aguado Odina, 2011; Van-steenberghe, 2012).

The Role of History

The Construction of the Past as Justification for the Present

History is of great interest to the political class, especially because it is part of the cultural power the elite articulated around the nation-state: it endows society with memory and creates the foundations of the sense of national identity.

This was already noticed in the 19th century. As Juan Pérez Garzón points out in a chapter of the book ' *Relatos de la nación*' (Narratives of the Nation) coordinated by Francisco Colom (2005). In Spain since the 19th century, public writers articulated historical knowledge at the service of the bourgeois classes that began to assume their role as bearers of modernization, liberalism and nationalism. The historian had the task of creating the foundations of the feeling of national, patriotic identity. History became a key instrument of national empowerment, reaffirming the goodness and greatness of its past as a justification for the present.

In Europe, the works of various authors – Macauly, Guioberti, Thierry, Michelet, Taine, Romey – or in Spain, Modesto Lafuente, among others – became authoritative references to substantiate the corresponding national identities.

On this point, it is very interesting what José Zaragoza points out in his speech at the Royal Academy of History, on April 12, 1852, in Madrid: "Since kings are not the only arbiters of nations, since peoples have also aspired to be absolute, history must be written for everyone, because everyone has to learn from it" (p.7). Therefore, the history of Spain had to be taught to 'all classes' of the nation, "so that they may know their past, [...] one by one and [know] what they can hope and fear, what they must seek and flee, as shown by the teachings of the past" (p.9), quoted by Pérez Garzón (2005).

As we commented in another article, in that case of divulgation, published in the newspaper Levante-El Mercantil Valenciano- (Jornet Meliá, 2022), the older people, educated in the time of Franco's Dictatorship, will remember as something frequent that in the subject of history during basic and secondary education the historical evolution of Spain was normally analyzed up to the discovery of America, the conquest of the Kingdom of Granada, the expulsion of the Jews and the praise of the Spanish Empire, under the reign of Felipe II (the empire in which the sun never set). During upper secondary education, the pride of being Spanish could be reinforced under the slogan that Spain was "One, Great and Free". A well-chosen reference to modern or con-temporary history could be included to support that same ideological position, and with

the subject of Politics, in which we were taught the fundamental principles of the National Movement (Franquist Regime).

History is a structuring instrument of the memory of the national identity of each country, which is why currently in Spain it is at the center of the debate between ACs. The memory of what has not been lived is constructed on the basis of the history we are told at school, in the family and in the media. If all narratives and stories reinforce the same identity and this helps individuals and groups to feel proud, it empowers the collective and what is transmitted finally will be assimilated as a social or national identity (Gutiérrez, 2017).

From what is observed in Spain, there is a great inequality between ACs in the school treatment of the transmission of history, language and literature and even in geography. Thus, thanks to the ambiguity of the curricular design, each AC can select history – and other contents representative of a cultural or social identity – according to their interests in the formation of their social or national idea. This inequality between ACs has been observed for years. The problem we have is that in this case we do not have serious, well-founded studies about what happens within each AC, its educational centers and, more specifically, in the classrooms. It is, therefore, another field of study open to qualitative research, because it is necessary to know whether what is disseminated through textbooks or the way in which the history and relations of one's own AC with others are treated, is a balanced and realistic educational know-ledge, based on scientific positions or, on the contrary, is influenced and biased by partisan positions interested in creating a certain national identity in each AC. The fact is striking that some politicians belonging to nationalist-independentist parties, although they were born in another Spanish AC – and, consequently, are internal migrants – are nevertheless strong advocates of the differential national identity of the AC in which they and their families have been welcomed and promote with great passion their pro-independence positions. It is obvious that human behavior does not change and the trend observed throughout history remains the same: the convert may be the best defender of a social or national identity of a given community; more so than the natives of that same community.

The current problem is that history is written on the basis of partisan interests. Some politicians arrogate to themselves the right to reinterpret history, as was done during the Franco era. They forget that there are great historians in Spain and Hispanists in Spanish and foreign universities who, from their professionalism as researchers (which includes ethics and deontology that is controlled by the debate among specialists), could reach aspects on which there would be agreement for a common history of Spain. In general,

and of the Spanish transition, in particular. However, it is obvious that due to the scarcity of information evidence there would be gaps to be investigated and explained.

When we analyze the problem of migration – internal and foreign – in Spain, we find that the cross-border dialogue must be approached from the very borders that have been culturally reinforced within our country. Appreciating the differential characteristics of education as it is imparted in each Spanish AC and even in each educational center is a challenge that must be approached by qualitative research, analyzing what is taught, how it is taught and what climate of coexistence is created internally in each center.

It is sad that in the 21st century we have the impression – although not the certainty or the complete vision of the problem – that we are trying to establish the historical bases on which the educational development of social, cultural and national identity can be manipulated. Hence the need to insist on the planes of investigation that necessarily remain open in order to facilitate a dialogue that will lead the Spanish society to a true intercultural position.

Archetypes and Master Narratives

An aspect linked to the above is the creation of what we call Archetypes and Master Narratives. They are a consequence of the combination of the uses of education in general, history in particular and other cultural elements, such as language or traditions (Gutiérrez & Núñez, 1998; Heller, 2006; Aphen, 2015). According to the Dictionary of the Royal Spanish Academy, we can understand the term 'Archetype', among other more generic meanings, as:

– Representation that is considered a model of any manifestation of reality.
– Congenital images or schemes with symbolic value that are part of the collective unconscious.
– Sovereign and eternal type that serves as an example and model for human understanding and will.

The term 'Master Narratives' was introduced by Lyotard in 1979, although we have consulted his 1987 publication; it refers to the configuration of historio-graphic narratives that ennoble the collective imaginary. They have existed since the beginning of time and have been key in the configuration of myths, legends and conceptions that legitimize the configuration of a social and national identity. For this reason, Cultural

Psychology has it included as a key instrument in the analysis of social identities (Paradella, 2016).
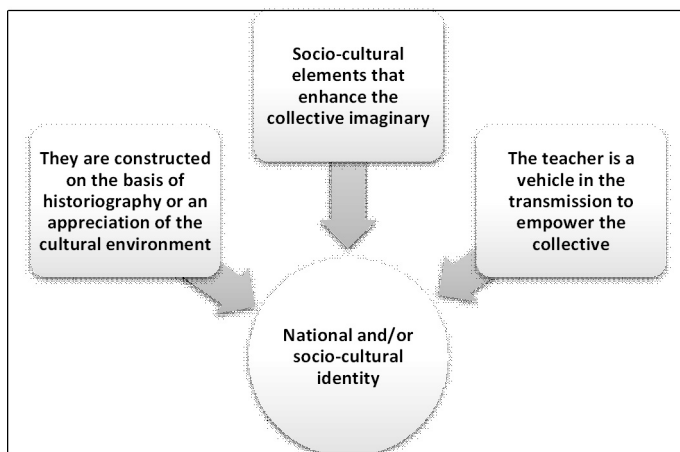
Figure 5: *Schematization of the factors that generate Archetypes and Master Narratives*

In Spain, the actual reality highlights the need for qualitative studies on how they try on the meso- and micro-analytical levels, i.e. educational centers and classrooms, to configure personal and social identities. They affect not only Spain's cross-border dialogue with the countries from which migrants arrive, but also the internal relations between ACs. The facilitation of social mobility, which has been claimed for many years as the axis of cohesion of the European Union, however, is following different and not well known paths in Spain. The enact-ment of organic laws on education will continue to proliferate and ensure that a law lasts longer than the government that proposes it, until there is an agreement in Spain on the social cohesion of the country. This will be discussed later.

If education does not follow an integrated approach in Spain as a whole, respecting diversity and treating cultural diversity as a wealth, it will be very difficult to facilitate a shared identity that can be integrated, as such, in the European Union. Another of the pending issues is precisely the educational structuring that facilitates European social cohesion, promoting the overcoming of the problems of national confrontations that occurred in the past and the sharing of European culture as something that belongs to

all its members. It is necessary to address transnational studies in the EU aimed at facing the future from a truly unitary position, in which economic and social policies are co-ordinated so that a single migration policy can be faced. If the necessary agreements are not reached in this type of macro-analytical aspects, it will be very difficult to create a real EU based on the principles of social welfare for all, equity and respect for human rights – beyond economic interests.

The Role of Informal Education

In addition to the school context, the family, friends, the media and social networks are areas in which many factors can influence the formation of attitudes. In this section, we will only review two major aspects: social cohesion as an objective of social development and the importance of the creation of public opinion.

Social Cohesion: Objective of Formal and Informal Education, An Intercultural Approach

In previous works (Jornet Meliá, 2010, 2012; Jornet Meliá, Bakieva Karimova & Sánchez-Delgado, 2020) we proposed to take the concept of Social Cohesion as a quality criterion for the development of evaluation models of educational institutions and systems. We are not going to elaborate on this here, as it is widely documented in previous publications of our research group (Gemeduco: www.uv.es/gem/gemeduco). We will only point out that at the meeting held by the Council of Europe in Lisbon in 2000, "Social Cohesion" (SC) was proposed as a guide for EU public policies. From there, a practical guide of indicators and a macro-analytical monitoring model was developed (the Laeken portfolio of 2006).

The Council of Europe defines Social Cohesion "*of a modern society as the capacity of society to ensure the sustainability of the well-being of all its members, including equitable access to available resources, dignity in diversity and personal and collective autonomy and responsible participation*" (Council of Europe, 2005; p: 23).

As a framework for the development of educational policies and practices, SC is undoubtedly a key reference for approaching intercultural education. This approach is probably the best framework to analyze the situation of the reception mode that occurs in the EU regarding the migratory phenomenon and, in turn, to reflect on how to carry out an inclusive education (in schools and classrooms) in a manner oriented to interculturality, understood as cultural mixing (Cervantes, 2009; Redón Pantoja, 2011).

Table 1 presents the dimensions and constructs that we initially considered as aspects involved in the definition of SC and that have allowed us to design various approaches to the evaluation of educational institutions (from Primary Education to University). Although we refer to approaches based on indicators, it should be taken into account that we apply mixed methods, in which together with quantitative information – which serves as a general framework – quali-tative contributions serve as key research resources to understand reality, delving deeper from strategies based on action research (in schools) or using focus groups, observation and interviews. The elaboration of information is based on approaches in which a feedback loop is established between the systemic information analyzed at the macro level and the specific information verified in basically mixed (qualitative) studies in schools and classrooms.

Within this framework, we would like to highlight three elements that seem to us to be the keys to the study of migration within the framework of SC. Firstly, the social value that each society gives to education will be a key element for the whole system (schools, families, society...) to work in a unified way to achieve SC. We have been working, for years, on the study of the social value of education (Jornet Meliá & Sancho-Álvarez, 2018):

> In the work of Jornet, Perales and Sánchez-Delgado (2011) we proposed that the social value placed on education could be approached, at the evaluative level, from two perspectives: the value placed on education by public policies, and the value recognized by individuals (students, families and teachers). In the first case, we refer to the Objective Social Value of Education (OSV-E). In the second case, we refer to the Subjective Social Value (S-S-SV) [...] This double consideration allows us to reflect on the signs and indicators that can be identified to assess the social value of education at both levels of analysis (p. 12).

For the evaluation of S-S-SVE we developed a scale that allows to evaluate this construct on the level of institutions and systems (Sancho-Álvarez, 2017; Sancho-Álvarez, Jornet Meliá, & González-Such, 2017). This scale makes it possible to address the relationship between VSE-S and other variables important for personal and social development, both in schools and in societies. In this way we may deepen the understanding of how all psychosocio-affective variables are related in educational inclusion.

Considering both perspectives (VSE-O and VSE-S), allows us to run the analysis on all levels – from macro to micro-analytical – following a systemic, holistic, globalizing approach.

Table 1: *Evaluation dimensions of classroom teaching from the perspective of evaluation of education as a promoter of CS*

Defining dimensions of the SC	Constructs involved
SOCIAL WELFARE (FOR ALL)	Social and learning climate in the classroom
	Social management of the classroom
	Conflict management in the classroom
SUSTAINABILITY (THROUGHOUT LIFE TIME)	Basic competences (indicated in the curriculum design): ✓ Competence in linguistic communication. ✓ Mathematical competence. ✓ Competence in knowledge of and interaction with the physical world. ✓ Information processing and digital competence. ✓ Social and civic competence. ✓ Cultural and artistic competence. ✓ Competence in learning to learn. ✓ Personal autonomy and initiative.
	Emotional competence and development.
	Social value of education.
	Resilience.
EQUITY (IN ACCESS TO RESOURCES AND OPPORTUNITIES)	Didactic methodology (participative, teams, the student as the protagonist of his learning...).
	Assessment methodology (diversified in methods, situations, tasks and instruments).
INTEGRATION OF DIVERSITY (PERSONAL AND SOCIAL)	Teaching collegiality.
	RESPECT, DIGNITY AND RECOGNITION.
	INCLUSIVITY: ATTENTION TO PHYSICAL, CULTURAL AND/OR SOCIAL DIVERSITY.
PARTICIPATION (SOCIAL)	Family-Teacher-School Collaboration.
	Family educational styles.
	Teachers' educational styles.
	Students' sense of belonging.
	Social responsibility: Self-image of the social role with respect to community environments (School, Family and Society).

Elaboration: Jornet Meliá (2012), p. 358

The second key element is the development of favorable attitudes towards interculturality among local students and migrants. In this line, it is very important to assume the resources that may be available in schools and class-rooms, depending on the origin of the migrant students enrolled, to work with students and families on intercultural sensitivity (Chen Guo-Ming & Starosta, 1998, 2000; Ruíz-Bernardo, 2012;

Ruíz-Bernardo, Ferrández-Berrueco & Sales-Cigés, 2012). In order to develop inter-cultural sensitivity, either in schools or in towns, collective programs of socio--educational intervention are carried out. In these programs, cultural elements (folk-lore, food, music, stories, traditions...) are shared among students and families. In short, it is aimed at working with groups, so that interculturality is experienced. The aim is that the knowledge of others and their culture serves to demystify the unknown, while helping to overcome prejudices. This can encourage the creation of psycho-socio-affective bonds that are key to the development of interculturality. Based on the measuring instruments, collective tendencies can be analyzed and the studies can be complemented with purely qualitative strategies developed during the development of the above-mentioned programs. In addition to intercultural sensitivity as an attitude conducive to improving intercultural integration, it is necessary to work on more specific attitudes depending on the type of migrants to be integrated and the initial attitudes existing in the host society.

On the other hand, there is a field that has begun to be explored, but which is still at an early stage: the evaluation of textbooks and methodological resources used in the classroom. In this line, it is worth highlighting the work carried out by Ortega-Gaite (2016) and Ortega-Gaite et al. (2020; 2021), referred to create scales of evaluation of the contents given in school texts about training of citizenship. Although working from the perspective of training for development, the approach fits in perfectly with the needs for qualitative studies in the field of migration. Establishing strategies based on expert committees that allow for an in-depth analysis of what is transmitted through school texts and resources, together with the analysis of historical content, is a fundamental area to be addressed from a qualitative perspective of cultural trans-mission. The formation of personal, school and social identity is based on all the elements used in the classroom. From our point of view, the classroom is the best laboratory for the development and analysis of coexistence and, ultimately, a key unit of analysis to understand the strategies used in education and the confrontation of school positions with those of families and the society at large. Education for citizenship (Carretero, Haste & Bermúdez, 2015) occurs among all the scenarios we have been mentioning throughout this paper.

From this perspective, as interpretative hypotheses of the general approach to migration in our socio-cultural environment we can today formulate that, preferably, we move into a dominant perspective of socio-cultural assimilation and secondly multicultural assimilation, but the reality of interculturality is quite sporadic. In Spain, the latter occurs mainly with people coming from Ibero-American countries and some

EU countries. The greatest integration problems occur with people coming mainly from Africa (associated with religious and/or economic rather than racial problems).

Finally, we will refer to a synthesis reflection (see figure 6): the role of SC vis-à-vis the assimilation model. The rejection of migrants obviously occurs and is increasingly present in connection with extremist populisms. However, among the positions of 'acceptance of migration' there are characteristics that can be identified as parts of their identities and that we have observed to be central aspects in studies on identities by various authors, among them, we highlight the contributions of Hammack (2008).

The model of assimilation of migrants to the receiving culture is basically characterized by:

- *Ethnocentrism*, which assumes that the receiving culture is undoubtedly better and it is 'kind' to accept the migrants, in themselves different, and give them the opportunity to improve their cultural situation by integrating them into the better culture. Sometimes, if the migrants come from countries that have cultural traits that deny human rights or the rights of women, of children... it is clear that this is a valid and necessary solution, but it is not so if it is exercised in isolation, without considering other elements of the migrants' identities that may not be harmful to them and that partly respect their personal identity.
- *Supremacism*, when the culture of the receiving country is based on a nationalism whose identity implies an evident feeling of cultural, moral, etc. superiority.
- *Aporophobia* (negative attitudes towards poor people and poverty). Cortina (2017) makes a very accurate reflection about the 'rejection of the poor'. In relation to migration it is evident and is clearly observed in Spain. There are Spanish regions in which there are migrants who clearly maintain their identity and do not assume cultural traits of the Spanish identity. This is usually observed in regions that have been chosen to live – or to spend long periods of time – by foreigners with high purchasing power in the south and east of Spain. In these cases, for example, on the coast of Malaga the fact that Arabs live there without bothering to assume the slightest cultural trait of Spain is not annoying. Moreover, it is not even intended to assimilate them, since their high economic level is appreciated and that they contribute to the country through their purchases. Any other Arab or Muslim migrant who arrives in the country and is poor, will normally be asked socially to at least accept the customs that show their cultural assimilation to the Spanish identity. The same happens with many British people who have created real colonies in some towns on the Alicante coast. It is observed that, after many years of living in Spain,

they have not even tried to learn the Spanish language (much less Valencian). This does not happen with other Europeans (Germans, French, Dutch...). The local population accepts them as they are because they have medium-high or high economic levels. These appreciations highlight the need for more precise studies on the attitudes of individuals and groups towards the way in which the presence of migrants is valued. It should also be taken into account that on many occasions not the citizens of the receiving society resist integrating migrants, but the migrants themselves resist integration. And it is precisely along these lines that the contributions of qualitative research can be very valuable, as they would help us to better understand the reasons for the contradictory positions regarding the assimilation of migrant identities.

As an alternative, we have presented socio-educational work that is CS-oriented and, as we understand, can lead us to interculturality. It is characterized by:

– Fundamental respect for Human Rights in general, assuming the differential of migrant identities as elements that are integrated into the culture of the receiving country.
– Effective inclusion, based on respect for differences and promoting cultural and social mixing as a richness.
– Communication as a key element, so that linguistic integration is always facilitated without using one's own language (be it that of the CA or Spanish) as a tool of exclusion, facilitating endogamic behaviors, but as an instrument of progressive rapprochement between people, so that all together help migrants to learn the language of the receiving country. At the same time, the receiving citizens should show their interest in understanding and learning words or phrases of migrants as a sign of intercultural immersion. This is a pending issue in Spain with respect to the languages of the Autonomous Communities. It is regrettable that the educational system has not integrated any subject that provides the minimum bases of the co-official languages of the country so that in monolingual and bilingual ACs there is a minimum knowledge of the languages spoken in Spain. At the same time, the level of proficiency in an AC's own language should be used as a requirement to be able to work in usually public positions in the Autonomous Regions.
– Making the richness of diversity visible is a fundamental necessity for any society to be permeable to difference and encompasses all the other elements that facilitate

interculturality. It is, in short, a basic strategy of intervention programs for the socio-educational development of inter-culturality.
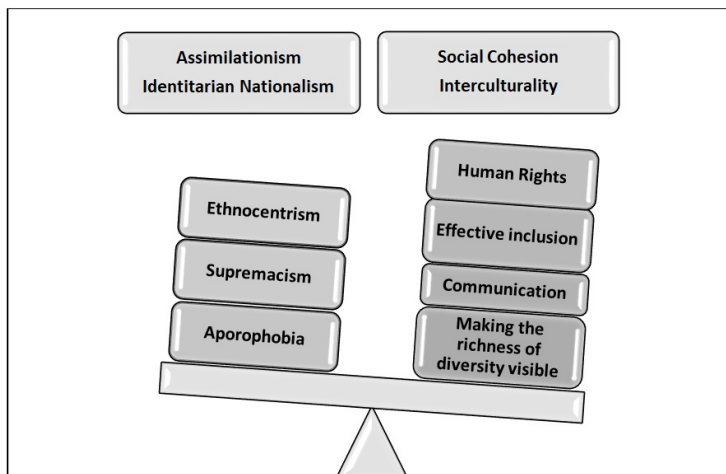
Figure 6: *Assimilationism vs. Interculturalism*

The Construction of Public Opinion: Communication and Culture

Communication is the basis for the formation of attitudes and consequently of public opinion. As we pointed out earlier, society as a whole during the Franco era clearly indoctrinated about the national identity of the Spanish people. On Spanish radio and television, the news was transmitted always oriented to magnify the image of Franco as the great savior of the homeland and all the contributions that the Franco Regime was making.

Even Franco, using Jaime Andrade as a pseudonym, wrote the plot for the script of the film Raza, directed by Sáenz de Heredia in 1941. All of this was complemented by NO-DO[4] and its characteristic, publicity-heavy and stilted locution, which served to extol the greatness of Spain. In short, in the Franco era, different educational media (school and social) were used to form the national spirit or identity.

In fact, they did not discover new strategies to manipulate the formation of opinions and ideas in society, but used what other authoritarian regimes in Europe and,

---

[4] Newsreel made by order of the Spanish government that was shown in all cinemas.

throughout history in the world, had already demonstrated about the great usefulness of communication to achieve that goal.

Today we must add the greater power of education through the media: television and social networks. The frequency with which the use of social networks has been developing shows that the term "globalization" goes far beyond the economic sphere. The globalization of culture seems to be an unstoppable fact that will probably be translated into verifiable facts in a few years. Hence, even some authors (Mongush et al., 2019) analyze how to reconcile multiculturalism and the preservation of cultural identity in educational practice.

The scenarios we have mentioned above are also immersed in very rapid changes. Reality is volatile. And citizenship education is partly immersed in a process of change whose destiny is difficult to foresee, since everything is changeable. Analyzing, for example, what content is included in the school curriculum, in textbooks or in the educational resources used in the classroom, is in part already analyzing a past. As we have pointed out above, it is very useful, but it is not enough if we do not analyze the present, excessively variable trends of change that occur through the media and, especially, through social networks. Various authors have been for some time now providing information that highlights the changes associated with the influence on communication caused by Information and Communication Technologies – ICT – are bringing (Berlanga Fernández et al., (2018).

Some Considerations about Lines of Qualitative Research

To conclude, we only want to provide an overview about possible lines of research, partially collecting some of those mentioned throughout this article and providing others derived from the aspects we have discussed.

As can be seen in Table 2, we structure the lines into three main levels of analysis: macro, meso- and micro-analytical. As general methodological con-siderations, we understand that depending on the design of analysis and the object of research, the methodological selection should be chosen in such a way that can provide adequate answers to the research questions, prioritizing in these answers the understanding of reality and the identification of facilitating and hindering elements to guide the intervention processes (psycho-socio-political and educational) to improve the pheno-menon of migration. Therefore, we are committed to mixed methodology (quanti-tative/qualitative) in which the emphasis of each will depend on their ability to provide

answers to the research questions (Creswell & Plano Clark, 2017; Sánchez-Gomez & Martín-Cilleros, 2017; Sánchez-Gomez et al., 2018; Anguera et al. 2018).

Table 2: *Synthesis of research approaches at the macro-, meso- and micro-analytical levels*

Macro-analytical Geopolitical zone, countries or regions	Meso-analytical: Schools	Micro-analytical: classrooms in an educational centre
• Quantitative demographic studies: migration flows across geo-political zones. • Socio-economic and cultural characteristics of migrants. • Global indicators of social and labour integration. • Indicators of impact on civic coexistence in receiving areas. • Mixed quantitative/qualitative studies based on data mining from social networks (big data). • Focus groups to analyse the impact and social response to migration. Development of interpretative arguments about the phenomenon in the geopolitical zone. • Socio-political studies based on strategic foresight (qualitative) derived from quantitative macro-analytical studies and/or studies based on focus groups of expert committees in various fields (economic, social, health, educational, legal, international relations...).	• Mixed models (quantitative-qualitative). • Aim of the analyses: the characteristics of the distribution of migrants and their characteristics in specific settings (e.g. schools). • Perception (positive vs. negative) of migrants. • Assessments of intercultural sensitivity of local people and migrants. • Local indicators of acceptance/rejection of migrants. • Centre studies: multicultural inclusion. • Indicators of buylling, xenophobia, sexism... • Social and educational intervention programmes for the social integration of migrants. • Mixed psycho-pedagogical and social studies, aimed at understanding the current situation and the usefulness of intervention programmes: incidence of migration, dominant integration approach (assimilationist, multicultural, intercultural). • Qualitative studies based on cultural psychology approaches.	• Mixed models (quantitative-qualitative) or only qualitative models based on action research, ethnography or cultural psychology approaches. • Incidence of migration in the classroom: ratio of migrants, characteristics (countries, language proficiency, level of behavioural-affective-social integration, levels of performance or achievement in cognitive activities in the classroom, teacher-family relationships, ...). • Inclusive methodological-didactic models in the classroom and school. • Specific cognitive and linguistic support for the integration of migrants. • Teaching strategies for social and emotional inclusion. • High and low intensity levels of bullying (buylling). • Diversity integration programmes (complementary extracurricular activities). • Intercultural sensitivity in the classroom. • Sociometric and social cohesion studies in the classroom, with emphasis on identifying rejected or isolated students and associated reasons.

For us, *the macro-analytical level is fundamental, given that it serves as a frame of reference to understand the extent of the migration phenomenon, its characteristics and associated policies.*It is the basis for understanding the definition of policies, and the configuration of public opinion about its social role and impact on social and national identity. It is configured from the positions expressed by political parties, media and

information transmitted through social networks. Statistical information can serve as quantitative indicators, although the interpretation by expert committees is very important that provide arguments for a better understanding of the phenomenon. In this type of committee, the presence of various specialists is essential, depending on the topic being worked on: economists, lawyers specializing in international law, sociologists, anthropologists, historians, psychologists, pedagogues, health professionals, philologists, journalists. Work on the basis of focus groups in which fundamental elements of understanding of the reality that has been specified on the basis of quantitative data and results can be contributed.

The meso-analytical level is essential to analyze the differential components that occur around specific educational centers given that they are located in a specific area - immediate context. Educational centers have their own characteristics, so that the phenomenon of migration will occur in particular ways, depending on each type of center and its location and the way in which it is treated globally from the closest policies (of the Autonomous Communities and municipalities) and from the center plans. At the same time, they are the most appropriate areas to assess in detail the constructs and attitudes that occur in personal identities, given that personal and school identities respond especially to the immediate context. Mixed-method approaches can be the basis both for investigating and assessing the impact of migration on identities and the social responses that occur (assimilation, multicultural or intercultural). They also make it possible to orient psycho-social intervention programs and to assess their efficacy, efficiency and functionality.

Finally, *the micro-analytical level makes it possible to further specify the situations and components that are analyzed at the meso-analytical level in the basic unit of coexistence – the classroom.* Based on action-research strategies it facilitates a better understanding of the way in which teaching methodologies and the interrelation between students, students, teachers and families constitute a space of real work oriented towards educational inclusion, positive valuation of cultural diversity and promotion of interculturality. It also helps to prevent or control school bullying. Bullying is not always of high intensity – involving aggression or physical violence – but in many cases low intensity bullying is imperceptible at broader levels, but nevertheless, in the classroom it can be evident and detectable by mixed-method analyses (sociometry, intercultural sensitivity scales, emotional competences, etc. together with teacher observation in the classroom and in the playgrounds). The consequences of *low intensity buylling*' are very pernicious and can make the difference between exclusion and integration of migrants.

Conclusions

The memory of what has not been experienced is constructed from the story we are told at school, in the family, in the media. If all narratives, stories and archetypes reinforce the same identity and empower the individual and the collective, it is assimilated as national identity. Migrants are not exempt from assimilating identity. As converts, they may be the most ardent defenders of that identity, even if at its base the identity includes fundamental cultural aspects that will lead to their exclusion. The simple fact of feeling accepted will reinforce their adherence to that identity, even if it is clearly excluding.

The national identity is exclusionary and generally supremacist and tries to include everything positive that its neighbors may have, although traditionally they do not have a common history and are not part of their community. So all in all, nationalists usually end up being imperialists as well.

The conditions for the development of the current schools are debated in several Spanish Autonomous Communities between positions whose extremes are identity nationalism and exclusionary segregationism. This does not mean that they are totally opposed positions, but rather that they are associated, sometimes mistakenly, with extremes of the inclusion vs. exclusion axis. This is so since in many occasions the assimilation model is dominant.

The recognition of Human Rights for diversity is the basis of any positive social identity and this tendency is very frequent among Spanish youth, although it is overshadowed by the more segregationist positions that are usually the ones that make the news. In the absence of better studies, journalistic information is a key element of opinion formation, so that deliberately or unintentionally by transmitting mainly negative news a predominant image of rejection of migration is created. On the contrary, there are several television companies that include their own advertisements in defense of cultural, social and sexual diversity...

On the other hand, language is the basis of communication: it should never be used as a factor that restricts or prevents integration. A pending issue in some bilingual ACs is that access to public jobs should not be endogamically restricted to the possession of an official certificate of proficiency in the AC's own language. An inclusive society facilitates personal development by eliminating barriers (including language as a barrier).

The valuing of others lies in not discriminating them on any grounds: race, sex, language, age, political, religious or sexual orientation... The integration of cultures is

a frequent historical process, which implies personal enrichment and development and a positive social transformation. Progressive thinking can only be identified if it eliminates borders and barriers to facilitate inclusion. Therefore, SC is the most appropriate frame of reference from which to integrate research, design, management and evaluation of projects and programs to be developed in the field of migration. It integrates the prevention of social exclusion, the eradication of poverty and the development of equity. It is applicable to personal and social development. Interculturality requires the bilateral integration of the groups involved in migration.

References

Alphen, Floor Van (2015). *Comprensión histórica y construcción de la identidad nacional en la representación de las narrativas maestras.* Tesis Doctoral. Universidad Autónoma de Madrid.

Anguera, Maria Teresa; Portell Vidal, Mariona; Chacón-Moscoso, Salvador; & Sanduvete Chaves, Susana (2018). Indirect observation in everyday contexts: Concepts and metho-dological guidelines within a mixed methods framework. *Frontiers in Psychology*, *13*(9). DOI: 10.3389/fpsyg.2018.00013

Berlanga Fernández, Inmaculada, Gozálvez Pérez, Vicent Eulogi; Renés Arellano, Paula & Aguaded Gómez, José Ignacio (2018). Diez años de smartphones. Un análisis semiótico-comunicacional del impacto social de la telefonía móvil. *Aula Abierta*, *47*(3), 299-306. DOI: 10.17811/rifie.47.3.2018.299-306.

Carretero, Mario; Haste, Helen; & Bermúdez, Ángela. (2015). Civic education. In *Handbook of educational psychology*. Routledge, pp. 309-322.

Cervantes, Guillermo (2009). La espiral del mestizaje. *Revista de Ciencias Sociales*, (15), 531-540.

Chen Guo-Ming & Starosta, William J. (2000). The development and validation of the intercultural sensitivity scale. *Human Communication*, *3*(1), 2-14.

Chen Guo-Ming & Starostam, William J. (1998). A review of the concept of intercultural sensitivity. *Human Communication*, *1*(1), 27-54.

Colom, Francisco (2005). *Relatos de la nación: la construcción de las identidades nacionales en el mundo hispánico*. Vol. 1. Iberoamericana Vervuert. ISBN: 84-8489-222-0

Consejo de Europa (2005). *Elaboration concertée des indicateurs de la cohésion sociale - Guide méthodologique.* Estrasburgo: Consejo de Europa.

Cortina, Adela (2017). *Aporofobia, el rechazo al pobre. Un desafío para la democracia.* Paidós.

Creswell, John W.; & Plano Clark, Vicki L. (2017) *Designing and conducting Mixed Methods Research* (2nd ed., 2011). Sage: Thousand Oaks, CA.

Duart Carrión, Cristina (2022). *Disseny i validació d'un instrument per avaluar l'inclusivitat funcional en el sistema educatiu.* Tesis Doctoral. Universitat de València.

Gutiérrez, Natividad (2017). The study of national identity. In: Dieckhoff, Alain, & Gutiérrez, Natividad: *Modern roots: studies of national identity. Modern Roots* (pp. 3-17). Taylor & Francis.

Gutiérrez, Natividad., & Núñez, Rosa María. (1998). Arquetipos y estereotipos en la construcción de la identidad nacional de México. *Revista mexicana de sociología,* 81-90.

Hammack, Phillip L. (2008). Narrative and the cultural psychology of identity. *Personality and Social Psychology Review, 12*(3), 222–247. DOI: 10.1177/1088868308316892

Haste, H., & Hogan, A. (2012). The future shapes the present: Scenarios, metaphors and civic action. In M. Carretero, M. Asensio & M. Rodriguez-Moneo (Eds.), *History education and the construction of national identities* (pp. 311-326). Charlotte, NC: Information Age Publishing.

Heller, A. (2006). European master narratives about freedom. In: G. Delanty (Ed.), *Handbook of contemporary European social theory* (pp. 257–265). New York, NY: Routledge.

Jornet Meliá, Jesús Miguel (2009). *Consideraciones metodológicas en la evaluación de escuelas.* Puntos. 2 - 11, pp. 182 - 191. México: Gobierno del Estado de Cohauila.

Jornet Meliá, Jesús Miguel (2010). Dimensiones docentes y cohesión social: reflexiones desde la evaluación. Ponencia presentada en el II Coloquio de la Red Iberoamericana de Investigación sobre la Docencia (RIIED), Valencia, septiembre. *Revista Iberoamericana de Evaluación Educativa (2012) 5*(1), 349-362.

Available inn:http://www.rinace.net/riee/numeros/vol5-num1_e/art27.pdf

Jornet Meliá, Jesús Miguel (2022). Educación y formación de la identidad nacional. *Levante-EMV* Available in:
https://www.levante-emv.com/opinion/2022/07/20/educacion-formacion-identidad-nacional-68551494.html

Jornet Meliá, Jesús Miguel, & Sancho-Álvarez, Carlos (2018). El valor social de la educación: a modo de introducción (Editorial). *Revista Fuentes, 20*(2), 11-13. I.S.S.N.: 1575-7072 e-I.S.S.N.: 2172-7775.

http://dx.doi.org/10.12795/revistafuentes.2018.v20.i2.00

Jornet Meliá, Jesús Miguel, Perales Montolío, María Jesús & Sánchez-Delgado, Purificación (2011). El Valor Social de la educación: entre la subjetividad y la objetividad. Consideraciones teórico-metodológicas para su evaluación. *Revista Iberoamericana de Evaluación Educativa, 4*(1), 51-77. Available in:

http://www.rinace.net/riee/numeros/vol4-num1/art3.pdf

Jornet Meliá, Jesús Miguel; Bakieva Karimova, Margarita, & Sánchez-Delgado, Purificación (2020). La cohesión social como objetivo de la educación: ¿Podemos especificar un modelo de calidad para realizar la evaluación de sistemas educativos? *Fronteiras, 9*(3), 239 - 260. ISSN 2238-8869. DOI: https://doi.org/10.21664/2238-8869.2020v9i3.p239-260

Llorens Ferrer, Anna Jordina (2022). *Diseño y validación de un instrumento para evaluar la justicia social percibida en la escuela.* Tesis Doctoral. Universitat de València.

Lyotard, Jean-François (1987). *La condición posmoderna: un informe sobre el saber.* Buenos Aires; Rei (Teorema. Serie Mayor).

Mongush, A.; Kudashov, V.; Yatsenko, M.; & Pfanenshtil, I. (2019). Multiculturalism and educational practice: problems of socio-cultural identity preservation. In & D. K. Bataev (Ed.), Social and cultural transformations in the context of modern globalism, vol 58. *European Proceedings of Social and Behavioural Sciences* (pp. 1493-1502). Future Academy. https://doi.org/10.15405/epsbs.2019.03.02.173

Murillo, F. Javier, & Martínez-Garrido, Cynthia (2019): Perfiles de segregación escolar por nivel socioeconómico en España y sus Comunidades Autónomas. *RELIEVE, 25*(1), art. 1. DOI: https://doi.org/10.7203/relieve.25.1.12917.

Ortega-Gaite, Sonia (2016). *Análisis de manuales escolares de educación para la ciudadanía y derechos humanos de educación secundaria obligatoria en clave de educación para el desarrollo.* Tesis doctoral. Universidad de Valladolid.

Ortega-Gaite, Sonia, Perales Montolío, María Jesús, Sancho-Álvarez, Carlos & Quintano Nieto, Judith (2021). Validación de contenidos de educación para el desarrollo para el análisis de manuales escolares. *Bordón, 73*(2), 133-148. ISSN: 0210-5934, e-ISSN: 2340-6577 • 133

Ortega-Gaite, Sonia, Tejedor Mardomingo, María & Perales Montolío, María Jesús (2020). La distribución económica y desigualdad en los manuales escolares de educación para la ciudadanía y derechos huma-nos en clave de educación para el desarrollo. In: Enrique J. Díez Gutiérrez & Juan Ramón Rodríguez Fernández (Eds.), *Educación para el Bien Común: hacia una práctica crítica, inclusiva y comprometida socialmente* (230-241). Octaedro.

Parellada, C. (2016). La dimensión territorial de las narrativas históricas: un estudio piloto en diferentes niveles del sistema educativo. En: Clío & Asociados (22): Memoria Académica. pp. 95-108. Available in:
http://www.memoria.fahce.unlp.edu.ar/art_revistas/pr.8136/pr.8136.pdf

Pérez Garzón, & Juan Sisinio (2005). Memoria, historia y poder. La construcción de la identidad nacional española. In: Colom, Francisco (2005). Relatos de la nación: la construcción de las identidades nacionales en el mundo hispánico. Vol. 1. *Iberoamericana Vervuert.* (pp. 698-727). ISBN: 84-8489-222-0

Redón Pantoja, Silvia (2011). Escuela e identidad: Un desafío docente para la cohesión social. Polis. *Revista Latinoamericana,* (30).

Ruiz Bernardo, & María Paola (2012). Validación de un instrumento para el estudio de la sensibilidad intercultural en la provincia de Castellón. Tesis doctoral. Universitat Jaume I.

Ruiz-Bernardo, Paola; Ferrández-Berrueco, Reina & Sales-Ciges, María-Auxiliadora (2012). Aplicación del modelo CIPP en el estudio de los factores que favorecen la sensibilidad intercultural. *RELIEVE, 18*(2), art. 4. DOI: 10.7203/relieve.18.2.1987.

Sánchez-Gómez, Maria Cruz; Rodrigues, A.I.; & Costa, Antonio Pedro (2018). From qualitative methods to mixed models: current trend in social science research. *RISTI, 28,* 9-12. http://dx.doi.org/10.17013/risti.28.0

Sánchez-Gómez, Maria Cruz; & Martín-Cilleros, Maria Victoria (2017). Implementation of focus group in health research. In: Costa, Antonio Pedro; Reis, Luis P.; Neri de Sousa, Francislê; & Moreira, Antonio; Eds. (2017): *Computer supported qualitative research. Studies in systems, decision and control.* Springer: Switzerland; Volume 71, pp. 49-62. https://doi.org/10.1007/978-3-319-43271-7_5

Sancho-Álvarez, Carlos (2017). *Diseño y validación de un instrumento para evaluar el valor social subjetivo de la educación.* Tesis Doctoral. Universitat de València.

Sancho-Álvarez, Carlos; Jornet Meliá, Jesús Miguel, & González-Such, José (2017). Design of scales to assess the subjective social value of education for students in primary and secondary school. *Procedia - Social and Behavioral Sciences. 237* C, pp. 527 - 534. USA: Elsevier, 2017. ISSN 1877-0428. DOI: http://dx.doi.org/10.1016/j.sbspro.2017.02.102

Shen, Meng (2019). *Diseño y validación de un instrumento para evaluar la inclusividad sociocultural.* Tesis Doctoral. Universitat de València.

Stefoni, Carolina; Stang, Fernanda; Riedemann, Andrea; & Aguirre, Tatiana (2019). Prácticas docentes en escuelas multiculturales: entre la continuidad y la superación del modelo monocultural. *Revista Temas de Antropología y Migración* Nº 11, diciembre, pp. 226-250, ISSN: 1853-354.

Vansteenberghe, Guillermo-Pablo (2012). Coexistencia de los tres modelos de integración en España. *Barataria. Revista Castellano-Manchega De Ciencias Sociales, (13),* 225-237. https://doi.org/10.20932/barataria.v0i13.124

PART I:
SYSTEMIC RESEARCH METHODOLOGIES AN OPPORTUNITY FOR PROFESSIONAL DEVELOPMENT FROM INTERCULTURAL DIALOGUE

Part I:

SYSTEMIC RESEARCH METHODOLOGIES: AN OPPORTUNITY FOR PROFESSIONAL DEVELOPMENT FROM INTERCULTURAL DIALOGUE

Introduction

Humanity evolves and devolves according to the opportunities, weaknesses, strengths, and threats that arise in the economic, social, structural, techno-logical, political, legal, and functional spheres at any given moment in history. In the past, natural persons (individuals) and legal entities (companies, institutions, associations, and foundations in all areas) had greater certainty in the execution of their life and professional projects, but since the Second World War we have been immersed in an environment that is unprecedented. Thus, macro trends – such as globalization, scientific and technological development, and neo-liberalism – have exponentially accelerated processes in all areas and increased the uncertainty of the population. In the light of these arguments, the position we have adopted in socio-educational research in recent years is to consider it potentially more appropriate to use an integral research methodology in the analysis of reality. Thus, we have found the contributions of Schwab (1960, 1978) very interesting in order to approach, from the approach we have given to our project, what he calls the Grand Strategy in terms of research methodology. In this respect, we consider that the "descriptive - correlational - inferential - interpretative - explanatory - projective loop" is appropriate for developing research projects in the Social Sciences in general, and for educational institutions in particular, which integrate quantitative and qualitative methodology. Thus, from the descriptive, correlational, and inferential analyses, we propose a qualitative methodology through delphi techniques, interviews, discussion groups etc., from which the objects of study are approached; finally, an integrated analysis is made of the results obtained, which allows us to obtain

integrated conclusions from which to propose new avenues of research and to propose lines of improvement from a systemic perspective. In this context, the methodological process could also be considered in reverse, combining qualitative and quantitative methodologies. In any case, it seems important to remember that in the current historical moment it is relevant to base research on solid referents that are accompanied by an ethical-professional component, which requires breaking down many interests, but which would help to overcome many misgivings that continue to exist between political, academic, business, and social cultures. Therefore, we must continue to deepen these questions that demand a pro-found cultural change where collaboration takes precedence over competitiveness and where it cannot be forgotten that educational research represents a process that requires researchers to analyze the particular values that underlie the actions in a particular socio-educational context; It is essential to question the limitations that favor maintenance and restrict change, to question the ways of doing things that prioritize meritocracy over development, and, in short, to understand that in and through research we are ourselves interacting with other people in a common environment that we must preserve and improve. The construction of a scenario for the promotion of integrity in research demands the participation of all actors with social and environmental responsibility as it requires acting simultaneously top-down, bottom-up, horizontally, and transversally incorporating quantitative and qualitative methodologies and providing them individually or in combination but giving them equal recognition when they are coherently approached. In our opinion, success will be measurable when we find the right balance between scientific-technological development, talent, human connection, quality, equity and living environment (Álvarez-Arregui, 2017).

The following three contributions give examples for the application of integral research methodologies. *Medina and Ruiz Cabezas* apply methodological complemen-tarity to the assessment of competencies, *Torres and Pérez* describe fundamental characteristics of an methodological approach in the field of inclusive education, and finally *Álvarez Arregui and Fernández* reflect on con-ditions of investigation integrity in times of uncertainty. Since the common topic of their contributions to this roundtable leads to considerable overlap of references, this information is presented for all three articles together at the end of this roundtable 's paragraph.

APPLYING METHODOLOGICAL COMPLEMENTARITY TO COMPETENCE ASSESSMENT

Antonio Medina Rivilla
Adiela Ruiz Cabezas
UNED, Madrid

Introduction

The evaluation of competencies, particularly professional ones, centered on the teaching staff, requires us to update and justify the most coherent research methodology, by selecting methods for understanding the meaning and progress acquired by the teaching staff in understanding, transforming and permanently improving the most valuable professional qualities, especially those linked to communication, professional identity, the dialogic encounter with diverse cultures and the performance of the tutorial task, as a theoretical-practical synthesis of a teaching that generates knowledge and a commitment to action, which transforms the approach, the life trajectory and the performance of teaching activities in the most diverse training environments in which they are involved (Medina, 2013; Domínguez et al., 2021). The development of the tetralogy of this competence is represented in figure 1, accentuating

- Progress on professional identity.
- Generator of a style of dialogue/inter-communication and climate of empathy between all the people in the center / special dedication TO THE TUTORIAL GROUP: students, families, colleagues, specialists. Projection of the trajectory of the teaching professional.
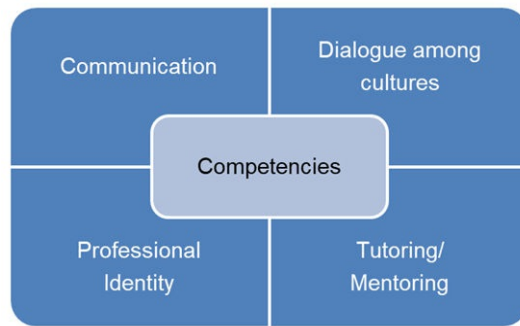
Figure 1. Relationship between selected competencies

Communication Competence (Teachers)

Communication competence is understood by teachers as the most relevant and shaping discourse used in the teaching-learning processes, acquiring an innovative and determining meaning throughout the educational system and stages.

The competence is understood as a synthesis of the processes of expression, comprehension, interpretation, application, reading, writing and use of verbal, non-verbal, paraverbal and iconic codes in the language used in teaching activities. The teaching staff will develop this competence to favor, use, adapt and generate an adequate discourse, which favors the understanding of the terms and their appropriate interpretation by the students, strengthening a didactic interaction and an educational relationship based on empathy and emotional harmony.

Communication is developed from the shared mastery of the formative actions generated between teacher and students, worked on from the following constituent dimensions of this competence:

- *To KNOW*, deep and justified knowledge of a wide semantic field and of the set of terms and metalanguage of a particular field, area, discipline - transversally of knowledge, synthesized in a communicative model.
- *To DO*, the ability to use with special skill the essential codes, scenarios,
- *To BE*, a singular attitude of special suitability, use, adaptation, and expression of a way of behavior and ethics of communication in the classroom, which promotes the full integral realization of each person in the training environment.

• *Integral Commitment,* which is made explicit in the appropriate work and updating of communication processes in educational environments, considering the cultural diversity and values of each person.

Didactic communication is the core competence for teachers, with emphasis on all stages of the education system (Domínguez et al., 2021, 2020, 2018; Yanuzzi & Martín, 2014), given that interaction is developed thanks to the discourse generated and the teaching style constructed by each teacher, team, faculty, etc.

Improvement in the mastery of communication skills helps to strengthen the socialization of students and gives teachers the ability to know themselves and better understand the impact of teaching on the intellectual development of students (Pascarella & Terenzini, 2005; Reason, 2007; Little, 2005; Baldacci, 2022). Teachers must be aware of the value of knowledge and mastery of communication skills and of the use and complementarity of codes: verbal, non-verbal, paraverbal, para-verbal, iconic, technological, etc., a focal point for the appropriate application and continuous transformation of discourse in educational institutions (Huber, 2014; Medina, 2018; Domínguez & García, 2012).

Teachers must strengthen and project communication competence, especially in the generation of a positive social climate and in the creation of new ecosystems favorable to the teaching/learning process in the classroom (Thappa et al., 2013; Darling-Hammond & Cook-Harvey, 2018; Medina, 2016; Moos & Moos, 1978). The construction of the social climate and its continuous improvement is linked to the progress and consolidation of the communication competence, which is evident and influences the design of didactic choreographies (Zabalza, 2022), in which the presence and impact of the teaching discourse presents the most outstanding and valuable forms of didactic interaction, in turn supporting the mastery of the key competence (linguistic communication) of the students, participants in the complex life of the classroom.

The competence of professional identity is characterized by reflecting the moment and evolution of teachers in the mastery and performance of teaching, defined by a synthesis of ways of being and acting in educational practices. This competence is based on the harmony between professional action and the harmonious development of personalities, which is made explicit in new ways of thinking (Allport, 1968), among the most relevant components we cite:

• Identity, unity, and personality persistence.
• Language: Means of communication, collection of represented experiences.

• Professional culture: Complex of knowledge, beliefs, art, customs, norms, rights, etc.

In this line, Huber (2022), highlights the complexity and convenience of constructing a "system of categories to analyze qualitative data that facilitate the interpretation of conversations and facilitate the recognition of migrants' identity problems in their current situation".

Professional Identity

Professional teaching identity is evidenced as "Meta-competence that expresses the degree of improvement, satisfaction, performance and commitment to the teaching profession". realization of each person, when carrying out a profession (teaching). Day (2016) defines it as: "Basis and synthesis of mastery and masterful and performed performances that are configured as a manifestation of the appropriate style of carrying out the innovative teaching task". Professional identity is evident in:

• Commitment to an innovative teaching task.
• Knowledge and in-depth knowledge of the didactic-pedagogical socio-culture.
• Behavior of transformation and empathy with the profession.
• Vital attitude of emotional harmony and continuous improvement of teaching performance.

Teachers need to permanently consolidate and strengthen their thinking, action, and professional ethics, presenting themselves to the educational community, particularly colleagues and students, as pedagogical leaders, who carry out the teaching task in a spirit of self-improvement, openness and socio-emotional development.

Tutoring/Mentoring

The singular functions of teachers, characterized by their impact and transformation of didactic interaction, are focused on tutoring, determined by the work of guiding and supporting each student in their personal, academic and professional facets, experienced from a situation of integral support: while mentoring focuses on advice and interaction, as a guide and inspirer that promotes the integral improvement of the "mentee",

understood as a collaborator and promoter of training and research processes, in a spirit of reciprocity. The tutorial/mentoring competence is a generator of:

• Self-knowledge and awareness of each student and shared design of their line of training: Tutor-mentoring.
• In-depth knowledge through project methods, case studies and pro-blem-based learning. Turning training into challenges:
- Didactic/educational knowledge.
- Practical knowledge emerging from a shared experience.
- Formative self- co- and hetero-reflection.
- Interpretation of and commitment with the challenges of the institutions (Weber, 2020).

Weber (2020, 262), considers that the mentor has to:
• Transform and improve teaching-learning climates.
• Present questions that provoke new thoughts in the person being tutored.
• Combine the actions of the tutor and the person being tutored to achieve innovative results.
• To provide processes of reflection open to thought and new strategies that resolve uncertain situations and promote deep learning and leadership positions in organizations.

Mentoring is constituted from the domain of empathy, social relations, and the return of personal identity. This competence is a generator of:

• Know how to be to support and share with each student their life project.
• In-depth knowledge of the identity and challenges of each human being, providing them with availability and integral self-development.
• Acting with responsibility, availability, and the most valuable ways to involve each person in an ethical-social behavior in responsibility.

Complementarity among Selected Competencies

The professional updating of teachers in the competencies worked on finds the focus of characterization and development in the empathy generated from emotional harmony (Medina & Domínguez, 2015, 20121), which is justified when each teacher assumes their role as a pedagogical leader, involving the entire school community.

How do these competencies complement and enrich each other to develop teachers professionally?

Domínguez et al. (2020, 2021) have proposed understanding the singularity of each of them, but in continuous synergy, improvement, and progress in permanent interaction. Communication competence is the basis for the others, while at the same time it is enriched by acting as an empathetic teacher, transforming life in the classroom (Jackson, 2001; Craig & Flores, 2020), into an ecosystem of interactions and harmony between all the people involved. By advancing in a discourse that is close, comprehensible, and continuously open to the demands of each student and culture, the simultaneous consolidation of the four competencies is achieved, together with the practice of new styles of relationship between the members of the educational center, aware of their interdependence.
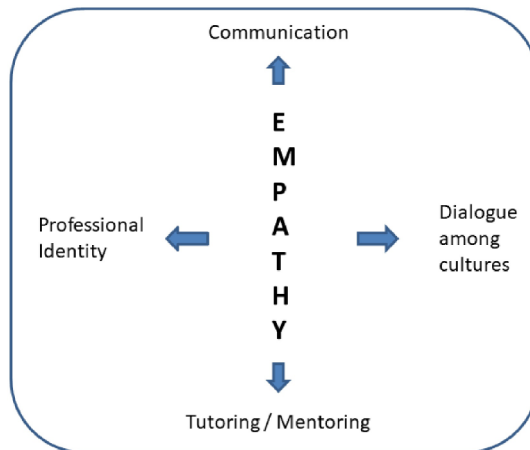
Figure 2 Harmonization of competencies to promote dialogue and meeting of different cultures

The teaching staff must respond from their sensitivity and affection to the continuous statements and expectations of students, families and the educational institution in general, highlighting the harmony between the improvement of identity with the profession and tutorial practice, while the diversity of approaches of the cultures present in the classroom and their style of communication (see fig. 2), call for creative forms of exchanges and respect that foster cultural identities and promote dialogue between

communities, regions and countries. The complementarity between the competencies lies in the priority focus:

- Empathy, requiring a verbal, non-verbal and para-verbal code, in interaction and holistically developed, in coherence with the values and singularities of each culture.

López et al. (2020) highlight that a peculiar tutorial support and a decision-making modality is necessary, based on:

- Closeness and understanding.
- Deep respect.
- Permanent collaboration.

Progress among these competencies is realized in the awareness of the value of the profession and in the reciprocity and reinforcement of each student as a person, and of cultures as meso-systems, which demand a new ethical-socio-cultural vision of didactic interaction and work in the class-room (Baldacci, 2020; Darling-Hammond & Cook-Harvey, 2018).

Design and Methodology

The research presented here aims to achieve the following objective in the context of educational institutions, with an emphasis on secondary schools.

Objective

To discover the value given by teachers to the competencies chosen, and their impact on the dialogue between people and cultures in post-pandemic times.

This research employs complementarity of methods, with an emphasis on qualitative vision and semantic network design, following Kiegelmann & Huber (2005).

Instrument and Sample

The questionnaire is composed of four dimensions, one for each competence; each dimension consists of six closed questions and one open question, which form the basis for semantic networks and for understanding, study, and dialogue between cultures, and which are generated by teams of experts and teachers to deepen the validity of the content. The reliability of the questionnaire was obtained by Cronbach's Alpha: 0.92. The sample consisted of 105 secondary school teachers, of whom 48 were male and 57

females. Regarding years of teaching experience (see table 1), most of the participating teachers are between 16 and 25 years old (mean = 44.8), followed by those with more than 30 years of teaching experience (mean = 23.8).

Table 1. *Descriptive data: years of teaching experience*

Years of experience	Percentage
1-5	7.6
6-10	6.7
11-15	9.5
16-20	20.0
21-25	24.8
25-30	7.6
+30	23.8
Total	100.0

Process of Analysis

For open-ended questions content analysis based on grounded theory was applied, allowing us to identify the main codes and an additional categorization of data using the inference (Ziskin, 2019). Similar codes were discussed and clustered to reduce them to as small number as possible. Finally, the data was organized in semantic networks using the AtlasTi 22 software and AQUAD 8, to identify the codes and meta-codes. Quantitative analyses using the software IBM SPSS version 24 were carried out as descriptive analyses and calculated the mean that teachers give to each competence.

We must underline the adaptation and richness of this research to identify the codes used by teachers to understand the meaning and contributions of each culture, particularly in border scenarios and deep encounters between students, teachers, families, and the educational institution (Gairín, 2015; Domínguez, Medina & Ruiz-Cabezas, 2017; Domínguez et al., 2020).

Analysis of Results and Interpretation of Open-ended Questions

The analysis will be made explicit in the statistical presentation of the assessment given by the teachers as a group to each of the competencies chosen, for which purpose the means have been compared using the T-test for a single sample (see table 2).

The results show that the competence most highly valued by teachers for their professional development and interaction in contexts of cultural diversity is that of communication and the least valued is intercultural, although the confidence interval shows that the lowest value in the responses to this competence is 4.97 and the highest reaches an average of 5.35. We highlight the high value obtained for the tutorial competence (arith. mean = 5.24), which symbolizes the importance of accompaniment, closeness, and the role of teachers as guides and orientators in contexts of cultural diversity.

Table 2. *Comparison of means: single sample T-test*

| | Test value = 0 | | |
| | | 95% confidence interval for the difference | |
	Mean	Lower	Upper
Profesional Identity	5.19	5.01	5.37
Communication	5.49	5.34	5.65
Tutoring/Mentoring	5.24	5.07	5.43
Intercultural	5.16	4.97	5.35

The semantic networks obtained from the analysis of the open-ended questions are presented below, advancing the emphasis, and understanding of the expressive maps and the complementarity of broader meta-codes. Thus, we highlight the following findings, during extensive and international research.
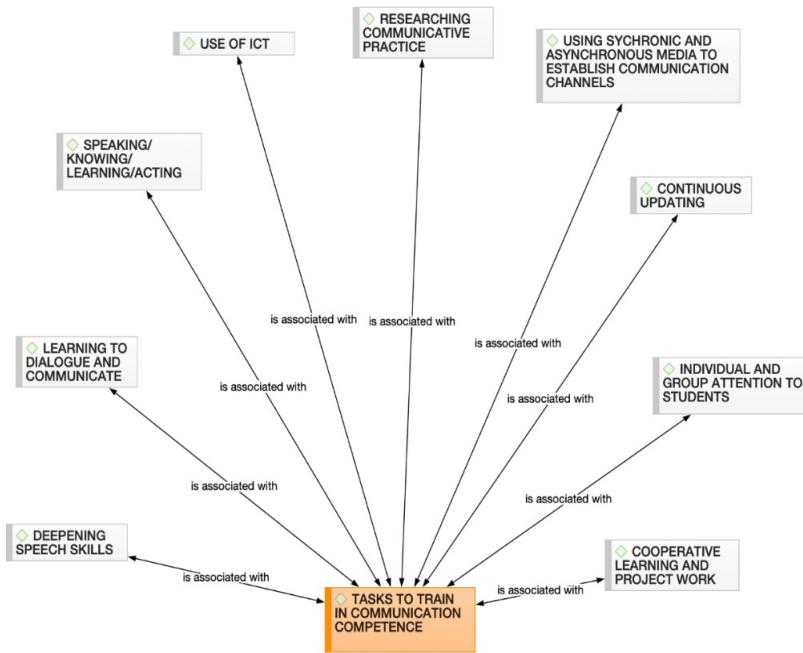
Figure 3. Task to train in communication competence

Communication Competence

According to the mean obtained (see table 2), the analysis of the open-ended questions shows the importance that the teaching staff attach to this competence. Thus, they state that to train themselves and their students, it is relevant to carry out continuous training, learn to dialogue and listen, speak, know/learn, and consider the use of ICT to be nuclear. Regarding the previous aspects, some of their statements were:

• There is a need to deepen various channels of communication.
• Active listening that favors knowledge of the students.
• Encourage reflective processes and shared research into educational practice.
• Deepen the creation of new learning environments, using synchronous and asynchronous media, as well as direct messages, making didactic use of ICT (platforms, chat, forums, web, and video conferences, etc.).
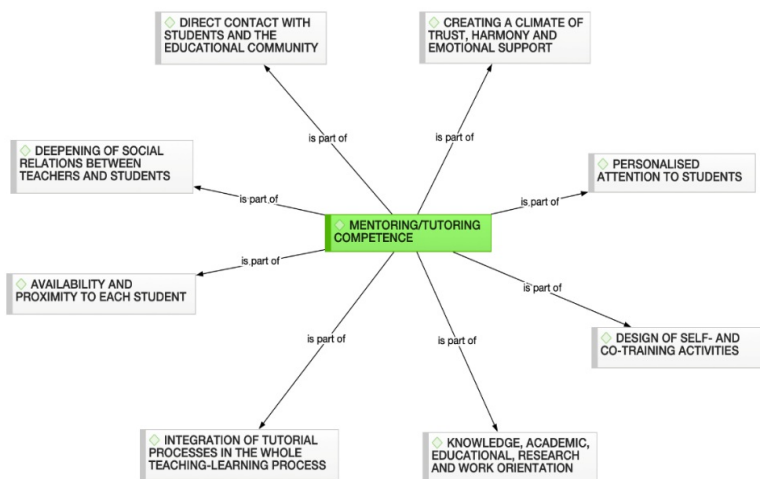
Mentoring/Tutoring Competence

Figure 4. Tasks to develop mentoring/tutorial competence.

This competence is the second most valued by the teaching staff (see table 2), in addition to the aspects indicated in the semantic network (see figure 4), the analysis of the open questions corresponding to this competence shows the following appreciations of the teaching staff about the tasks and activities to be promoted for its development:

• Design of guidance tutorials.
• Direct contact with students in an atmosphere of harmony and empathy.
• Fostering relationships and interactions with families.
• Training in social and cultural relations.
• Accompaniment in the development of projects.
• Application of team tutoring.
• Broadening dialogue with students based on their experiences and expectations.
• Proximity to each student and comprehensive support.
• Integration of tutorial action in all teaching-learning processes.
• Support in decision-making by deepening the tutoring of each student to achieve personal, academic, and professional competencies.
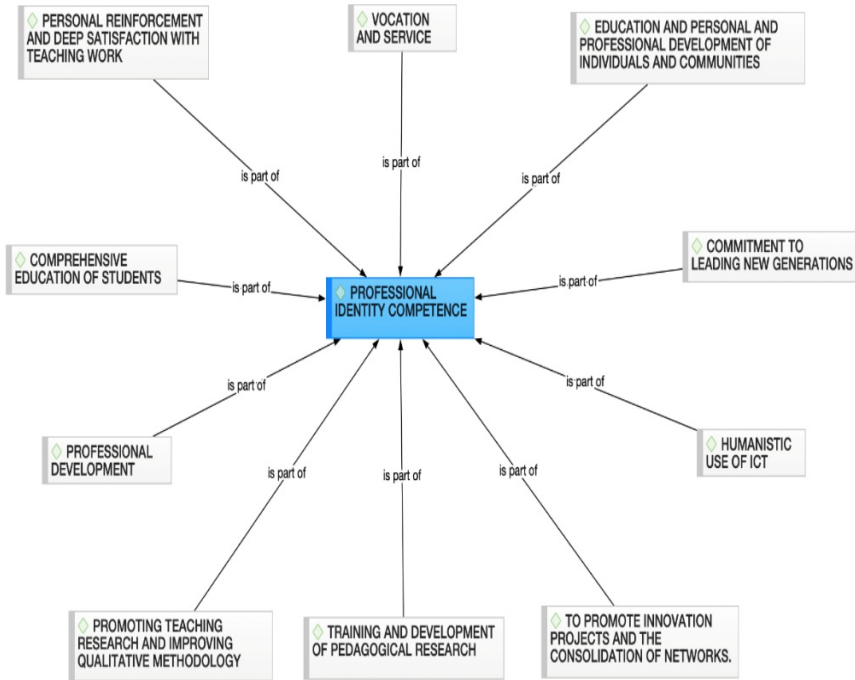
Professional identity competence

Figure 5. Tasks to develop professional identity competence.

Intercultural competence

The mean for this competence is 5.16, although it is high, it is the lowest of the competences analyzed. The teachers participating in the research consider it fundamental to address cultural diversity as a richness, accepting different cultural identities with a view to favoring inclusion. Some of their responses can be seen in the semantic network (figure 6).

This competence obtained a mean of 5.19. In their responses, the teachers participating in the research indicated that their profession is above all one of vocation and service and that they live it with deep satisfaction. In addition, they consider that there are activities that enhance their professional development and prepare them to

 offer their students a holistic and integrated education. Some of the activities mentioned were:

- Enhancing collaborative work, service learning and projects.
- Strengthening critical and reflective thinking.
- Development of research and innovation projects through reflective processes about teaching practice.
- Analysis of practice through research processes.
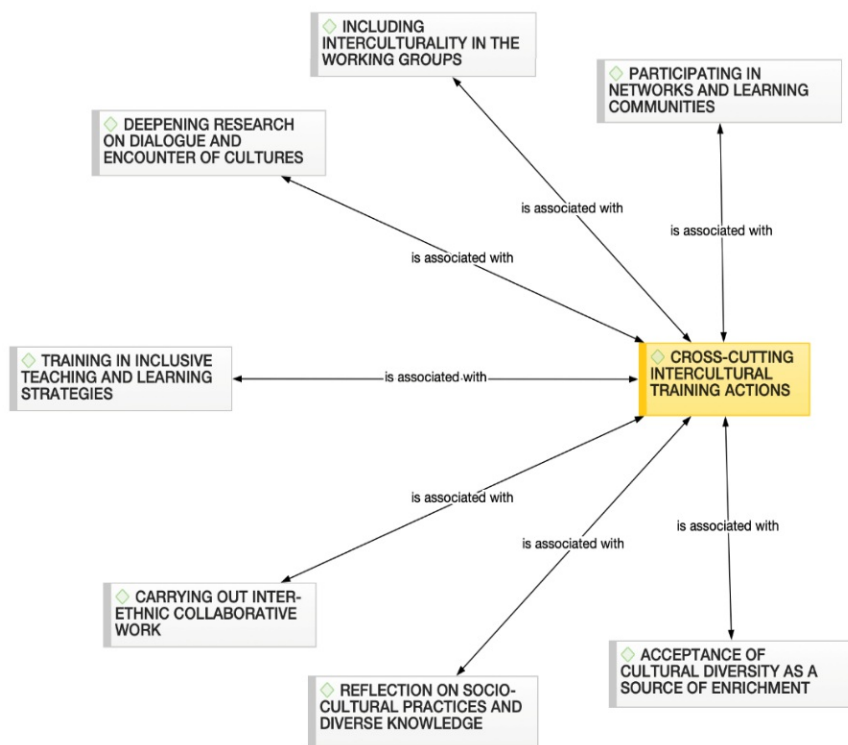- Creation of networks to promote innovative teaching-learning processes.

Figure 6. Tasks to develop intercultural competence.

The following is a synthesis of some of their responses about tasks and activities that help to develop intercultural competence:

- Avoid stereotypes and prejudices.
- Addressing diversity in different contexts.
- Creating intercultural spaces and times.
- Participation in national and international networks.
- Fostering dialogues with students from their contexts and expectations.
- Promoting an education oriented towards respect and appreciation of diversity.
- The teaching staff considers it essential to carry out workshops that allow for an in-depth study of interculturality through research, developing case studies and inter-ethnic collaborative work.

Reflections for Improving Competencies Training and Development of Mixed Methods

- We highlight the importance of the competencies chosen, especially their complementarity based on the analysis of professional experiences, focused on the development of empathy, given its holistic nature and great potential for the encounter between people and the advancement of a fruitful dialogue.
- The complementarity emerging from the data and, especially, the evident need to support teachers in this integration of conceptions and research styles are the keys to improving the teaching climate and culture.
- The semantic network-maps that emerged confirm what was presented in the vision and quantitative data, as it is necessary to understand the breadth and complexity of the social relationships between cultures, people, and communities (Darling-Hammond and Cook-Harvey, 2018).
- The synthesis and harmonization in the development of professional competencies based on that of the encounter between cultures, requires a new meaning of qualitative data and semantic networks in which to deepen, given that they imply a process to advance the analysis and credibility of this Research to strengthen migrant identities from positive attitudes and in permanent openness.
- It is necessary to deepen the complementarity of methods, with particular attention to the relationships generated in the semantic networks and to continue to deepen these competencies, applying the system of analysis and the framework of categories, presented by Dr. Huber, in his contribution to the Congress, to understand the voices and to advance in new perspectives of qualitative research concerning migrant identities.

- We point out the contributions of the semantic networks that have emerged and the necessary attention to the competence of Communication - discourse structure and collaboration, involving all the agents of the School Community.
- The challenge is increased by affecting teachers in assessment and training in this set of competencies, with emphasis on the interaction between cultural encounter and new teacher discourse, supported by a growing professional identity and the application of a tutoring-mentoring style.
- This innovative process must be based on empathy, emotional harmony, and the development of creative and assertive thinking, played in the most diverse educational scenarios and territories.

RESEARCH IN THE FIELD OF INCLUSIVE EDUCATION: THE NEW MEANING OF EFFECTIVENESS

José Antonio Torres González
Eufrasio Pérez Navío
University of Jaen, Spain

Introduction

In our field of knowledge, Inclusive Education, we have gone through a series of vicissitudes that make research tasks very complex, not only because of the problems they deal with but also because of the socio-educational load they have. The fundamental thing is to get the type of research right, basically the most appropriate to the problem you want to study... and that is what really matters.

The world of education is complex and embedded in the world of life, the task of the scientist is to reconstruct, one might say, to reconstruct bits and pieces, to build the puzzle. We are not going to invent the world of education but to discover it, to make it visible in order to understand it, conceptualize it and transform it with a view to improving it. Discovery and understanding that does not consist of speculation. Describing would consist of conceptually constructing this reality according to some system of rationality so that the construction we make is not deceptive, or has the appearance of deception.

This leads us to recover educational and evaluative practice and research as a social and public space, as a place for carrying out certain educational activities. Research, which is understood as an activity detached from the realization of educational values, leaves aside its moral or ethical responsibility. In this respect we understand that researchers in the field of educational and social inclusion should adopt a new ethic that

leads us to ask ourselves personal questions that we have faced over the last few years in our relationship and work with vulnerable people. The objectivist conception of science focuses on theories explicitly expressed in verbal or mathematical ratios. However, "science is more than this". There are many other aspects, for example, the practical.

The development of a science is built up as a result of the joint work of a number of people, each of whom applies his or her specialized knowledge, for the object is one, even if the Areas of Knowledge, as functional and control structures, are diverse. Hence, scientific knowledge is achieved through a social effort in its diverse interaction with the world. From the perspective that science is a social practice, we should go deeper into some aspects because worldviews are interpretations of reality that express the meaning and significance of life.

The Different Views in Research: Some Considerations

Science, in its most functional conception, insofar as it is applied by scientists, is a skill, aptitude, attitude, art, but not a strict rational process governed by unalterable standards of reason and using perfectly defined and stable conceptualizations. Although it could be a radical phrase, it is the beginning of the justi-fication for the fact that there are different ways, different ways of referring to the object. As Mateo (1998: 596) pointed out when talking about "The epistemological conflict", he indicated that "the polemic began in an irrefutable way in the 19th century with Diethley and Rikert, when they emphasized that the objects of study of the human sciences and the natural sciences were different". These are the objects, we insist, but seen in different ways, from different conceptions of education, not only from educational research. In the field of inclusion we are talking about standardized objects that seek to recognize human rights (Palacios-Xochipa, 2020).

The problem, in principle, was, and in some cases still is, the distinctions between "is and ought, facts and values" of the logical positivists and their successors, who argued that the application of the scientific method to the study of social phenomena would require a rigorous avoidance of normative considerations. Value judgements were not susceptible of truth or falsity; they were not rationally (scientifically) decidable (...). The failure to recognize and honor this strict separation of knowledge and morality has been one of the main causes of the delay in the development of the social sciences. This shaped the firm distinction between the empirical knowledge of positivism and value judgements.

It is perhaps the hermeneutic gaze that most makes us reflect on everything we do and "how we look" because it puts us at the origin of the creation of the meaning of all observation: it constitutes the basis of interpretation where the objectified information is then embedded.

Our intentionality, as actors in education, is bounded by a socio-historical context, the spatio-temporal and practical contextualization may be known to many, even university students from other places, but the conscious search for meaning on our part, the affects of actions (their actions, our actions), both factual and symbolic, go beyond signification. Hence, the concrete expressions, the ones we are now making, take the form of stories, of narratives, in which we synthesize, in a point of view, temporal, social and referential elements to cause effects on others, within historical situations that both confer, and receive (we receive) meaning from these same stories.

The task of research is thus to discover the nature of education through the performances that give meaning to its and our own life realizations. The qualitative character that characterizes the interpretative paradigm seeks to deepen the research, proposing open and emergent designs based on globality and contextualization (Ricoy, 2006).

From the social perspective, the researcher cannot put aside his or her common social (educational) sense as a form of knowledge of social (educational) structures. Thus, not only do the observer and the observed use a common set of interpretative procedures to identify the meanings of their lifeworld, but (...) these meanings can only be understood if they are apprehended in their practical and concrete active use; meanings that express the intersubjective nature of the world.

The "recent views or visions" are nothing more than the deepening, in our edu-cational field, of our current society, which, as Colás (2001: 107) points out, represent "important changes that are taking place (...). These changes do not concern and/or affect only research topics, but involve changes and transformations in edu-cational scientific thought (...), it is the incorporation of a social epistemology". Hence, all that we have been pointing out provides us (must provide us) with a vision, a much broader and less dogmatic view, as it will make us see that certain approaches that we believe to have been overcome continue to have supporters in other disciplines, whose reasons we would do well to understand, or these new visions as perspectives (visions, views?) that guide scientific and educational activity are relevant on many levels: social, in that they propose ways of seeing, analyzing and interpreting reality; scientific, in that they propose alternative scientific practices; epistemological, in that they generate new scientific discourses and languages that translate new ways of perceiving and

understanding science; teleological by proposing alternative values and aims, both scientifically and educationally, or a large part of the distortions of our views on social (educational) reality arise from our inability to recognize that the gaze is singular, concrete and creative and, for that reason, we insist on using prefabricated rules and routines (...) rather than accepting that every gaze (positioning, vision?) on reality is an act of selection, construction and interpretation made by a subject in a context. A view that comes before, and after, the work of technical organization of operational units.

Another approach that wants to achieve a certain status, from a qualitative perspective, is "biographical-narrative research".

Different studies that have influenced the field of education or its rise (Huberman et al., 1995; Bertaux, 1997; Atkinson, 1998, Goodson, 2004; Ricoeur, 2013; Landín & Sánchez, 2020) among foreigners and Fernández Cruz, 1995, 2014; Bolívar 2020, 2012; Moriña, 2017 among Spaniards) make us take into account visions and positionings arising from the hermeneutic turn that the Social Sciences and also Education have made.

This view, which the Germans called "pädagogische biographie-forschung", the French "l'approche biographique" and the Anglo-Saxons "biographical research" or "narrative inquiry", has a certain ambivalent character. On the one hand, we could say that it is a way of "giving teachers a voice" about their actions, concerns and lives, which have usually been silenced; on the other hand, it can be a "crack" in the usual ways of under-standing and researching. Some developments, especially in teacher training and development practices and attempts to construct new research methodologies in the field, have sought to enhance the figure of the teacher as a person, seeking to give them greater prominence. The authors cited above point to some of these motives:

• Narrative hermeneutic turn in social sciences. The attempt to give a "scientific" explanation of human actions has led to an understanding of social phenomena (and teaching) as "text". Instead of explaining teaching by breaking it down into discrete variables or establishing indicators of effectiveness, it is understood that the meaning of the agents must be the central focus. The significance of the explosion of narrative methodology in American educational research is probably not so much a new methodology as a form of human scientific enquiry expressed in narrative and biography. In our case, it would be an alternative methodology in inclusion research, aimed at making the voices of vulnerable people heard. Supported by narrative

research, it aims to give voice to people who are generally omitted from research in our field.

Most important, as the authors emphasize, narrativity addresses the contextual, specific, and complex nature of educational processes, giving importance to the teacher's judgement in this process, which always includes, "in addition to technical aspects, moral, emotional and political dimensions" (Bolívar, Domingo & Fernández Cruz, 2001: 59).

Moreover, there are some social sciences whose change of orientation towards narrativity and biographies has been and is patent, history or the field of sociology, where the contributions of Pujadas (2002) stand out in the field of anthropology and ethnography, with the biographical method.

• Epistemological-political reasons. There are perhaps two themes or elements that justify these reasons. On the one hand, the revaluation of the role of teachers as reflective professionals, who think, who research (teachers as researchers of their practice), agents of curricular development and organizational development, means that their central role in the field of teaching is recognized. We recognize that until now, research has only had him as a subject to be investigated or his voices - his expressions and narratives - were considered "as raw data, which had to be manipulated to acquire a scientific level of the first order" (Bolívar, Domingo & Fernández Cruz, 2001: 61). Indeed, giving the researcher a leading role is a political choice.

On the other hand, the advance of social anthropology has opened a path by "giving a voice" to the marginalized through ethnographic studies of diverse communities to make history from the grassroots. All this and the importance given to teachers as a group and making them one of the axes, the most important one, on the knowledge of teaching, for example, entails an epistemological option by transferring the objectivity of the external researcher to how the actors are inserted and live the social practice and, moreover, relate it and investigate it.

In these elements, which have sought to give voice to the protagonists, there has also been a certain intention to replace the dominant paradigm. Our concern would become clear when we replace one paradigm with another, wanting to substitute, in some way, the mode of domination itself.

This protagonism of the personal, the local, the "feminine", entails the equalization of roles and responsibilities in the field of research and, of course, of the identities of the

teacher-researcher and the researcher-teacher. It is evident that this protagonism has been creating knowledge not only about teaching but also about knowledge that is organized in narrative structures which, through stories, make it practical, personal, and tacit. As Clandinin and Connelly (1995: 62) pointed out, the "territory" of professional knowledge is narratively constructed in the form of a personal story that includes moral, cognitive, and aesthetic dimensions, which occurs in two preferential contexts: the classroom and the school.

From this arises the need to seek knowledge for teaching and social research because this is not an objective action, objectivism as a conception that emphasizes that the data of knowledge, from the simplest positions to complex theories, have properties and characteristics that transcend the beliefs and states of consciousness of the individuals who conceive and contemplate them, would only serve as an understanding, in the form of provisional models, that reflect how things work in the classroom, in the school....

It would be arduous to bring up the contributions that ethnography has made to educational research at this stage, understood as "the first stage of cultural research, it is both (...) a fieldwork (process) and a monographic study (product). It is a discipline that studies and "describes" the culture of a community from participant observation and from the analysis of the data observed, to "ethnology" (...) from the comparison of the various ethnographic contributions as a theoretical construction of culture within a triple synthesis: geographic-spatial, historical-temporal and systemic-cultural, not only because it has made us "see" another way of understanding education, but the change in the role of the researcher who has taken a radical turn by having to participate in the observation of the object of research.

Where to Situate Ourselves? The Importance of Qualitative Research

From all that has been said so far, what can we understand: has the role of the researcher become more complicated by considering new visions and at the same time expanding the number of people researching in the field of Education, or is it going to be easier every day because the narrator, the character, the observer and the researcher coincide? On the other hand, as the number of researchers expands substantially, "are we going to have the same prominence (if any) as advisors to education policy makers?

Here we introduce some more elements; on the one hand, the political aspect and its relationship with research and the role of researchers, of the Areas of Knowledge; on the other hand, the "loss of identity" at least of the university researcher (university professor) in the field of education and in many of the occupations that can be

developed not only by the pedagogue but also by other professionals working in the field of education. Or can we think that only those who are in the Higher Research Councils do research?

Regarding the political aspect and the role of the researcher, more than as individuals, as a group or collectivity, we notice that today, in education, there is a fundamental problem: the external public recognition of the contributions that researchers make to social improvement, we do not know if this is even more inclusive. If we were asked about our membership of a community of scientists (or the community of scientists) we would not be found among the great researchers, we would even be associated with teaching rather than research. A university professor is usually only asked how many hours of class he or she teaches per week, not what research he or she does or how much time he or she spends on research. It is also true that this recognition has to be earned. From this point of view, there is another important problem: the level of dependence of the scientific community on the public authorities, not only the State but also the Autonomous Communities, County Councils and City Councils.... Do we have anything to do with this collective? In a way, the scientific community is partially structured by interests that determine the social organizations with which it allies itself and the structures necessary for its functioning. What we must "sell" does not have much value! Moreover, as Bruner (1980, 35) pointed out some time ago, the expert will never have power or a certain amount of power, at least as a group, that is why "consequently and in conditions of crisis - he refers to the economy, not to education - the expert is less a neutral advisor than a historical actor involved in guiding the ship of state, more like a pilot steering a real ship in dangerous waters..." and he continues further on "educational innovation will not and cannot proceed from the efforts of the researcher operating in isolation within the constraints of classically defined pedagogical objectives". Are there priority lines on Education in R&D Programs as in other areas? No. We can always think that, in the last 15 years, great progress has been made in the field of Inclusive Education, at least we optimists can think so.

Although Bruner's article dates to 1980, we can see here and now some issues that cannot leave us indifferent. He does not predict a tragedy, but he says: "it would be a tragedy if educational enquiry were to remain divided between those who operate from within, through well-conceived research dictated by our current educational presuppositions, and, on the other hand, those who criticize from outside, working intuitively on basic questions, beyond the school, but crucial to it. Perhaps educational research working groups can integrate them, bringing them into the community to examine the powerful factors that shape our decisions about schooling - economic, social, political,

and cultural factors, as well as the technical demands of education itself" (Bruner, 1980, 41).

A Review of the Issues from the Research Processes and Our Own Experience

It is clear that personal attitude, together with overcoming the quantitative-qualitative debate and that of the other starting point of integrative pluralism are two elements to which we are going to pay interest and for this we will review different elements for discussion, thinking about our practice as researchers and in this work.

The attitude, from the contextualization to the analysis of the researcher's identity, in the framework in which teaching is fundamental, is what sustains the centers and research, basic for the development of science, have both evolved as much as the Spanish university has evolved throughout democracy. This attitude, as a product of this initial training, has been forged from different elements, and throughout our professional development it has undergone or enjoyed an evolution that we could describe and characterize in these phases in which the spatio-temporal and practical context, at the beginning, and the socio-cultural context, later, have had a great deal to do with it.

In the first phase, the more practical and experimental side of pedagogy, the control of variables and the difficulties in choosing the directors of the bachelor's and Doctoral Theses are important milestones in the final phase of the Bachelor Degree, the Bachelor and Doctoral Theses.

A second phase, as a teacher and researcher, is marked by the proposal and development of the Doctoral Thesis, in which two things take precedence: one, the approach to problems that we have appreciated in our task as a teacher and counselor, by placing ourselves in a field of concern at the end of the seventies such as the training of professionals for inclusion, the organizational structures to support students with educational needs in the classroom and the processes of adaptation of the curriculum and the entry into the field where we have subjects, not an easy task because we work in centers. Nor is it difficult to opt for the only way out: quantitative methodology. Added to this are the levels of professional and personal dependence with other universities with which we maintain contacts and joint work.

A third phase, which we are not going to call a change of attitude, but an unexpected discovery, took place when we realized: on the one hand, that research is a fundamental task in the University, and we realized this even more at the beginning of the 1990s, when our task as researchers was in Primary and Secondary Schools and with Special Education teachers and students, rather than in the university sphere itself. There we

noted professional and curricular development as fundamental elements in educational improvement; on the other hand, the demands coming from Primary and Secondary schools and teachers in the face of curricular changes in Spain and the difficulties of curricular development and inclusion that this represented for teachers at these educational levels, with the implementation of the reforms. We intertwined our concerns of the second phase, but we were forced to discover another way of researching, another way of providing "answers" to the teachers who demanded them in the face of, let us say, specific, unique problems that we had to observe and discover, under-stand, and interpret, and with which we had to commit ourselves.

All these circumstances obliged us, logically, to "study" for our own training, justification, and way of facing the daily problems of our much more con-textualized research, in which the researcher is involved and committed to a model closer to the interpretative paradigm.

The research task, then, becomes one of describing the nature of the social world through understanding how the curriculum develops, the organizational structures and how practitioners act and make sense of their life realizations.

In the interpretative paradigm, the researcher cannot put aside his or her common social sense as a form of knowledge of social structures. Thus, not only do the observer and the observed use a set of interpretative procedures to identify the meanings of their life-world, but, to a large extent, these meanings can only be understood if they are apprehended in their practical and concrete active use; meanings that express the inter-subjective nature of the world. The experience of everyday life is shared, and an investigation of this experience and these intersubjective life-worlds requires methods and practices that allow for the communicative and interactive reconstruction of this 'inner knowledge' through dialogue, direct observation, active participation and the recreation of spaces where meanings are generated from the communicative practices of the actors and not through the formalized languages of external observers".

To understand that the qualitative-quantitative debate has been overcome, we should discuss it to realize where we are, at what point we are, or to what extent this debate is more corporate/tribal than scientific. In any case, it is not simple, as it has been dragging on for too long and is manifested in the production from different areas of knowledge and different authors. We are overcoming this debate, too, little by little.

We do not want to review the dispute, we only want to present the most outstanding aspects of elements that could attract our attention in this plot that we intend to build around the researcher in Inclusive Education when we see the need to constantly

remove our concept of science, letting ourselves be guided more by the solidity, usefulness and validity of its results than by the aprioristic assumptions of its protocols.

Today, indeed, in the field of educational research there are critical aspects: the selection and work with the conceptual bases, with the approach to the research problem, the methodological approach to problem solving (subjects, dating, analysis) and globalization (with conclusions) and reporting, which would be the means or, to the relationship between theory and practice, the debate between objectivity/subjectivity or the diversity of 'knowledge' and the role of the researcher.

With regard to the conceptual bases, or the state of the question, we believe that these are the first steps in the search around the problem, perhaps the first contact with everything that seems to shed light on the approach to the problem. It is interesting to carry out two processes:

- Firstly, decide which would be the main pillars to study to clarify those points (themes) that will help us to understand the problem. Generally, these will be, in principle, major themes: innovation, inclusion, professional development. We will have to "come back" as we progress and work on other aspects of the research.
- Analyze the background, if any, regarding not only the problem but how it has been dealt with and on what pillars it has been built. This will help us to recognize other critical aspects and to begin to make decisions about methodology.
- The time has come to take a position on one methodology or another. The perspectives indicated by Parrilla (2000, 516 ff.), "Sociological and Organizational", can help us in our field.

For all these reasons, we believe that our positions on ways of knowing would have, at least, these conceptual bases:

- Theoretical scope
- Background of the problem
- Methodological field

In the last case, and both in general and in particular, the problem of paradigms and the selection of research strategies and techniques are critical points to deal with in the field of Inclusive Education and could be configured around three dimensions from a qualitative perspective: Field-Text-Reader as a reflexive process that begins with the "field work" and leaves it with two "persuasions": The scientific one, which defines and

describes the nature of social reality. The epistemological one, which determines and orients the way to grasp and understand reality. The text, with three levels of elaboration: The Field Text (set of notes, files, etc.) related to the field work; the Research Text, as a second text elaborated with first categorizations, comparisons, more precise formulations, etc. and the Provisional Interpretative Text as the interpretation of what has been captured and what is believed to have been learnt from that reality. The Reader with the Final Report, shared with colleagues and negotiated with participants.

It is curious to note that it is the entry into the field that, from this perspective, conditions everything. Therefore, in our opinion, there are no "significant" differences, in principle, between the processes presented and the one on which the Text is based, between the sociological and the educational?

Perhaps it is the idea we have, sometimes surprising, sometimes not so surprising, that the way we initially see the problem reflects the problem as it is, without realizing that it is we who attribute significance to this problem?

Perhaps it is the initial design that should clarify, as a critical point prior to the development of the research, the way forward by having to take a position on various aspects of the methodological approach, fundamentally.

We have seen in much research works how the phases are presented where the times and the instruments, the reasons why they are chosen, the hypotheses or the objectives are presented, but not an initial design where, in some way, as a first outline, we "look" at the whole process now we intend to start it. This will give us a map of how to proceed.

The definitions of research design/plan will continue to be different because the conceptions of research are different; but in all of them there will be a component of foresight-organization of the researcher's actions, another of response to the research questions-objectives and another of achieving the quality (validity/credibility) of the research (Campoy, 2019). In this sense the design is, unlike quantitative work, only provisional and consciously subject to probable changes. We are convinced that design is fundamental, and we are not concerned, in principle, with whether the paradigm that guides us is one or the other. Firstly, for these fundamental and, at the same time, paradigmatic reasons Torres González (2016, pp. 431-472):

- *Coherence:* If we see everything that occupies and concerns us in a systematic and orderly way, we will be able to see those critical points on which we need to have an impact.

- *Structuring*: This will help us to see both what we have done - theoretical and methodological bases, background, etc. - and what we need to do.
- *Sequencing:*Faced with so much "noise" that may appear and the uncertainty that may overwhelm us, placing everything we must do in a kind of map, with a certain order, will give us a sense of what we are doing.
- *Pragmatism:*Making initial decisions before starting the whole development will give us clues about, at least, the whole map of instruments to use and about a critical aspect, that of the data, in its three sub-aspects; subjects, dating and analysis. Moreover, when we have seen all the supports, when we are at the highest point in the decision-making process, when the team must make decisions about the whole process, it is logical that a design or scheme helps us to reduce the pressure.

There are three questions that we must ask ourselves and answer first and together, not sequentially. Let's think that we have already gone round the problem, in formulation and all that surrounds it; they are these:

- Who defines or defined the central point/focus of the research?
- Who defines the design objectives and strategies?
- What is the aim or purpose of the research?

Having answered these questions, Ferreres (1997) asked, after making decisions about the type of research: paradigm, contextual areas, methodological approach, etc., what prior requirements or conditions of methodological legitimacy will help us to configure the methodological scope of the research, in the case of the qualitative approach.

Requirements Regarding Representativeness, Relevance, and Plausibility.

The three basic conditions (Ferreres, 1997, 102) of the qualitative approach that are essential are:

a) To extend the context of analysis as far as possible, both in breadth and depth, so that as many variables, factors or people/professionals as possible can be incorporated into the situation under study will help us understand the process to be analyzed.

b) Describing the process we will follow in obtaining and analyzing the information. The deliberative nature of research with a qualitative approach will require us to explain, if possible, in detail, the steps of the research in such a way that it can be evaluated and contrasted.
c) The shaping of the research as a genuine deliberative research process, with all that it has of evidence and conjecture and certainty and insecurity".

This process is problematic because, although we know where we are and what we are doing, there is almost always doubt about the systematic demands that any research poses. Therefore, throughout the process, we will have to decide, depending on the dilemmas (theoretical, methodological, and practical), which situations and, above all, which data will emerge at any given moment.

Requirements with Regard to the Theoretical Basis of the Research.

From the moment a research proposal is proposed until it is taken on board by the group, there are always global concerns about what is going to be done and why. The initial design will help us to delimit objectives. In any case, all members of any group enter this process with concerns, a current understanding, and a certain interpretation of the problem. All this makes us aware that the criteria of truth are relative to the different interpretative frameworks that social agents use to guide their behaviour. We should take some precautions:

a. We must avoid the risk of "premature typification", establishing, right from the start, induced structures, which later, consciously and/or unconsciously, we tend to confirm.
b. The criteria for justifying interpretations from different perspectives:
    • From the strictest where the situation or the text is approached as closed systems whose objective literalness (what of the discourse) is to be made explicit. The objective, situation, etc. is analysed and from its own objectivity.
    • From the more open ones, their general meaning is approached, not their literalness and/or objectivity; that is, not what but the about what.

Requirements Regarding Relational Dynamics.

Two major elements of analysis. The internal problematic of the group with the elements outside it. About the first, at least three important aspects must be taken into account:

• The meaning of the research itself, which must be made explicit and assumed by the group, and
• The meaning derived from the development of the work itself.
• The relational structure within the research group.
With regard to the second, at least two elements must be borne in mind:
a. The prior negotiation process with the institutions and participants in the research, in our case, particularly sensitive. This will be easier or more complicated depending on which institutions are involved - your department, your faculty or university and teachers, students, or academic authorities.
b. The problem of audiences, which, whatever paradigm or methodological approach is guiding it, is inherently complex. The use of the information provided by the research should be agreed with the students and, where appropriate, with the parents or guardians.

Requirements with Regard to the Ethical and Social Dimension of the Research.

They will have, as a starting point, the pretensions pointed out by Habermas from the communicative perspective:

a. What we are going to declare is true.
b. What we are going to declare must be intelligible.
c. What we are going to state is sincere.
d. What we are going to state is in our reason.

At the same time, we should fulfil these three conditions with respect to this dimension:

• *Theoretical condition*: the formation and generalization of critical theorems. The critical theorems are propositions about the character and conduct of social life, the theorems, as statements about the socially considered edu-cational world, will be

contrasted in the reality of our research and must be analytically coherent and correspond to that reality, under the different contexts that determine them.

• *Hermeneutic condition*: The organization of the processes of enlightenment. Symmetrical communication theory. They should arise because of the application of critical theorems and tested through collaborative reflection processes. These processes should produce learning in the groups as they will lead to conclusions and considerations which should be:
   a.   Authentic for the participants.
   b.   Communicable or mutually understandable within the group.

This condition also implies that, when the researcher of the educational reality contemplates the actions that are carried out on the problem to be analyzed, the analyzed subjects become the object of ethical considerations and the methodology must become inseparable from ethics.

• *Emancipatory condition*: The organization of action. Theory of political action.

Once the two previous conditions have been met, we will have to develop processes guided by reflection, which will involve selecting appropriate strategies, resolving tactical questions, and translating them into the report so that they can be carried out in reality:

The criteria for the validity of this condition are:
   a.   Decisions must be sound, and decisions must not take unnecessary risks.
   b.   That they participate in the action according to their free commitment.

According to this condition, critical social science is based on a democratic theory of political action, understood as action founded on free commitment and democratic consensus.

In short, we have to say that this section is intended as an "ethical code" of the group, of the work and of all those directly or indirectly involved in it.

Thus, we are already in a position to present the initial design that we consider fundamental for research in the field of Inclusive Education from a qualitative perspective.

Final Reflection

The criticisms raised by the research method developed so far in the field of inclusive education and the specific conditions and methodological problems affecting it have

become apparent in three points. Firstly, the limitations of experimental designs and inferential statistics to address most of the problems specific to inclusive education. Secondly, the difficulties, if not impossibility, of finding the experimental prerequisites and conditions necessary to apply quantitative designs. The important source of error related to the inadequacy of the instruments and procedures for the collection of information and data and thirdly the need to look for alternatives to purely quantitative-experimental research procedures, which are better adapted both to the nature of research in inclusive education and to the needs and objectives that such research should achieve.

For all these reasons, the research methodology to be used is based on the interpretative and critical approach, which coincides with the approaches of current didactic research, as the techniques arising from these paradigms provide us with the appropriate instruments to understand and go deeper into all the processes involved in the education of vulnerable students. We need a holistic view of educational issues, and, in this sense, qualitative research offers a total, overall view of the subject or program under analysis, in its context. That is, it allows access to the complex interaction of variables that often occurs in educational processes. That is why useful and realistic research in Inclusive Education must be based on methods that enable continuous control of the situation to be investigated, considering all perspectives, in order to obtain an exhaustive knowledge and a global understanding of the objective of the research, which allows us to act accordingly, adapting our intervention to the possibilities and characteristics of the people and the contexts where it is developed.

INVESTIGATION INTEGRITY IN UNCERTAIN TIMES

Emilio Álvarez Arregui
Covadonga Rodríguez Fernández
University of Oviedo, Spain

Contextualization

Philosophy has been presented in our cultural environment as the common trunk of Science from which it is explained how knowledge is produced and how it evolves and devolves on the basis of the categories that are established and from which conceptual platforms are built. Over time, the paths of knowledge bifurcate, converge or run in parallel on the basis of the decisions taken by people who, as rational human beings, will order knowledge in a singular, elective and relative way. Reason", being able to establish itself under many forms and assumptions, can mask interests different from those apparently advocated or be implemented in practice with results different from those expected, so it will never be neutral or naïve.

Shulman reflected on these issues when he indicated that some differences may arise from different conceptions (...); others, in political commitments; and others have to do with different views on the right ways of doing research, whether considered scientific or not (1981, 72).

The scientific community will endorse, refute and catalogue this ecology of knowledge, hence we take a brief look at the systems of rationalization that at certain moments in history have been hegemonic. When we look back, we can see that in earlier times *Speculative Rationality* generated its knowledge from mythical-religious referents where direct and non-systematic observation of reality was the norm.

This paradigm will be supported in the civilizations of our cultural environment until the Renaissance, when it will be displaced by *Scientific Rationality*, typical of the Enlightenment, where the scientific method will be advocated, based on the rules of truth, reconstructivity and reproducibility. Subsequently, as a result of the industrializa-

tion process, a new construct will take shape, Technological Reason, oriented towards production, effectiveness and efficiency, which will evolve until the present day in multiple ways, although in recent decades its exponential growth will be its outstanding characteristic.

These processes do not exhaust the possibilities for human beings to understand themselves and their living environment, hence they are being complemented on the basis of other rationalization processes, we are referring to *Axiological Rationality*, which covers the space of values in their multiple manifestations; we also find *Sociopolitical Rationality*, which is based on the relations of authority and power established between people. We also find *Rationality of the common background of everyday life* where a conglomerate of information converges which generates, on and from people, states of opinion, norms and shared beliefs which are identified with what is commonly known as common sense. Finally, we cannot forget the singular organization that each individual makes of him/herself, in relation to others and in relation to the world through his/her effort and reflection; this is what can be called *Personal Rationality* (Álvarez-Arregui, 2017).

The Natural and Human Sciences have thus been building a "body of knowledge" that is nourished by the contributions of disciplines such as medicine, chemistry, sociology, philosophy, bioethics, law, sociology, history, psychology or pedagogy, among others, but in all of them they will always be impregnated by the worldview of the researcher in terms of paradigms, models, projects and lines of research used as a reference but also the way in which he/she interprets the research on the object of study.

From this point of view, it is worth considering as arrogant those proposals which attempt to cover reality from a single rationality, adopting these positions fragment knowledge and become reductionist, deliberately or not, because they limit themselves by definition, and can lead to a huge and continuous waste of resources when the defense and justification of the postulates are radicalized or attempt to impose some over others if there is no contrasted evidence to justify it. In our opinion, those currents of thought that are critical of the current models of rationality, rejecting them as valid, also end up limiting themselves, since they will only illuminate part of the field of analysis but hide or deny other forms of rationalization, which is why special attention must be paid to these issues (Álvarez-Arregui, 2018).

In this context, it seems necessary to broaden the vision of research, but when this is done, it must be done on the basis of agreed principles from the political, academic, business and social spheres, which requires co-responsibility that necessarily entails

addressing the ethics and integrity of research if we want to establish parameters of correctness that guarantee the truth, appropriateness and acceptability of knowledge.

In our cultural environment, work is being done to establish broad agreements such as the one proposed by The European Code of Conduct for Research Integrity (European Science Foundation, 2017). This code of conduct is relevant and applicable to both private and publicly funded research and recognizes legitimate restrictions in its implementation. We refer the reader to this document if they want to learn about principles, good practices, research procedures, safeguards, data management and administration, collaborative work, publications, review, evaluation, editing, violation of research integrity or malpractice. Based on these principles, we will make some assessments of the dilemmas and issues that affect research, its promoters, process, instruments and results.

Dilemmas and Debates in Social Science Research

As in all other fields of knowledge, there is an obligation in the social sciences to explain in a comprehensible way to our colleagues in particular, and to the public in general, what we research, why we do it, how we do it, for whom we do it, how we transfer the results and what their impact is. When coherent answers are given to these questions, we are attending to the logic of educational research since we know and explain phenomena that help to make informed decisions to improve the reality of the objects of study.

From this logic, educational research is justified scientifically, socially, educationally and economically. Taking these questions into account, we will reflect calmly on the dilemmas faced by researchers, as they can call into question the integrity of educational research depending on the decisions that are adopted, hence we support the contributions of different authors (Simon, 1924; Claparéde, 1931; Buyse, 1935; Piaget, 1975; Pérez Gómez, 1978; Kuhn, 1935; Kuhn, 1935), as well as those of other authors (Simon, 1924; Claparéde, 1931; Buyse, 1935; Piaget, 1975); Pérez Gómez, 1978; Kuhn, 1975; Merton, 1975; Erikson, 1989; Henningsen, 1984; Lakatos, 1978; Schwab, 1978; Shulman, 1981; Sánchez Blanco, 1997; De Miguel, 2015) that address the dilemmas of research and which we will list in view of the impossibility of going deeper into them, although we will position ourselves on some issues that we consider basic.

Firstly, we consider that when an open position is adopted in relation to research methodology to generate knowledge, we will find ourselves in the classic confrontation between Natural and Human Sciences. The systemic vision we adopt in this respect

leads us to consider that the sciences can never be presented as antagonistic but as complementary given the permanent exchange of goals, models, techniques and languages between the different scientific branches and disciplines.

Piaget (1975) already informed us decades ago that the Human Sciences become naturalized from the moment they adopt statistical and probabilistic methods developed in the domain of the Natural Sciences and, vice versa, the Natural Sciences become humanized by adopting terms, languages and schemes established from the Human Sciences. In the case of the disciplines that are integrated under the umbrella of the Human Sciences, it should be noted that the interrelationships that are produced are becoming as complex as the very reality to which they refer, which once again endorses the importance of adopting an open approach in research.

In a society as dynamic and uncertain as today's, with unprecedented technological and scientific development, it is logical that new schemes and systematizations emerge that question existing ones. In this scenario, we must flee from linear relationships and propose circular relationships since the understanding, interpretation, explanation and intervention for the improvement of any socio-educational phenomenon in our case requires the intervention of the whole space of the Human Sciences. In this respect, we share the opinions of those authors (Pérez Gómez, 1978; Morin, 1998, 2000; Arreguit & Hugues, 2019) on the need to overcome the dualistic division that is established between the various scientific sectors whatever the criterion according to which this duality has been generated: inductive-deductive, abstract-concrete, general-particular, formal-factual, nature-human, falsifiable-conjecturable, probable-exact ...

This argument supports the need for educational researchers to establish more complex classification systems, which is not usually the case when quantitative and quantifiable positions are adopted. Addressing complexity means paying attention to the interconnection between different fields, objects, methods... in order to generate interdisciplinary and transdisciplinary ecosystemic spaces that enrich and clarify reflection, debate, criticism and intervention. In this way, it will be necessary to establish a plural framework that allows both cooperation between existing areas and the incorporation of new ones or others that are in the process of systematization (Álvarez-Arregui, 2018).

Nor can we forget that people who research in the field of education have their own ideology, what we have called their worldview, which is nothing more than projecting their own points of view on what socio-educational institutions are and should be and what the role of the people who work in them is. The educational and organizational aspects combine anthropological, philosophical, symbolic, technical and political

conceptions, among others, when referring to physical and legal persons, the content of the curriculum, methodologies, the meaning of levels and evaluations, social problems, autonomy, years of training, degrees of satisfaction and efficiency or the role that the state or autonomous, local, community and institutional communities should play in this framework.

It is therefore essential to take into account the ideology that underlies the research designs and models as well as the researcher's own worldview because what we believe in, the assumptions we have about man and the interpretation we make about the desirable behaviors that should be developed in specific contexts have been shaping currents of thought to which we consciously or unconsciously ascribe. Be that as it may, we endorse the idea that the genesis of knowledge is associated with a genetic constructivism (Piaget, 1970) where the assimilation of a new scientific scheme requires the reconstruction of the previous theory, which requires a process of reculturation for its acceptance. This generates the appearance of different qualitative levels from which the elements of the old system or model are reorganized, reorienting the interpretation of all the phenomena that occur in a new sense. In this respect, we endorse the contributions of Kuhn (1975) when he referred to these questions when he distinguished between normal science, a stage in which the development of paradigms stabilizes, and revolutionary periods, which are those moments of transformation of the frames of reference, where after a crisis of the old paradigm, a new one emerges, which will necessarily generate controversy and conflicts of different signs. We cannot forget that this is where the concept of mature science arose, understood as that which allows transitions from one paradigm to another through these so-called revolutionary periods. It is important to bear in mind that after a period of instability, the emerging paradigm will struggle to reassert itself until it is accepted by the majority of the community of scientists, initiating an extension of the same, which causes a proliferation of theories, rules, laws and norms of application that give rise to new theoretical schemes and interpretative guidelines that gradually shape a new worldview that will affect the research, the researcher, the object of study, the methodology and the underlying ideology in the whole process.

The processes of adaptation will always generate anomalies derived from the non-fulfilment of the expectations provoked by the emerging paradigm, which will give rise to readjustments in the theory until the time comes when the problem becomes generalized. The major crises will occur as a result of mistrust and the gradual or sudden disintegration of the structure of the existing paradigm. This moment is relevant because when sufficient critical mass is generated, the so-called "extraordinary" or "revolution-

ary" period will emerge, which will result in a search for new interpretative systems that will give rise to new worldviews (Álvarez-Arregui, 2017).

Addressing these issues requires research in multiple fields and with qualitative and quantitative methodologies from which we can overcome the dilemmas we face from a co-responsible and multi-disciplinary approach. In this respect we agree with Shulman (1989) when he comments that Kuhn was wrong to consider that this characteristic of the social sciences was a weakness in their development since, in our opinion, the coexistence of divergent schools of thought in the social sciences and in education presupposes a natural and mature state of their evolution.

Merton's (1975) proposals also seem to us to be correct when he argues for the superiority of a paradigmatic pluralism over a single current of thought. In our opinion, the diversity of perspectives fosters the development of diverse strategies for research, overcoming the restriction caused by research from a single paradigm. Approaching socio-educational problems from different paradigms opens up perspectives and favors the discovery of the capacities and limitations of each one. In this way it becomes possible to identify the types and ranges of problems that are covered in each case and for which each one of them is useful, thus making it possible to glimpse the aspects in which they are complementary or contradictory.

The arguments provided by Erikson (1989) seem to us to be sound when he states that conflicts in educational research are not really a competition between paradigm and scientific discourse as Lakatos (1978) proposed years ago, since "...old paradigms are rarely replaced by falsification. Instead, older and newer paradigms tend to coexist, as is the case with Newtonian physics, which can be used for some purposes, despite the competition offered by Einsteinian physics, which for other purposes has displaced it. Particularly in the social sciences, paradigms do not die; they develop varicose veins and get cardiac pacemakers. The standard research perspective on teaching and the interpretive perspective are indeed rival theories – rival research programs – although it is unlikely that the latter will ever entirely replace the former" (Erikson, 1989: 198).

These and other arguments that could be made suggest that prior approaches to socio-educational phenomena - methodological, conceptual, ideological and professional - will produce different kinds of knowledge that are susceptible to integrated, exclusionary or self-interpretation by educational administrators, meaning the political, academic, social and business cultures that make decisions to deploy such knowledge in their specific domains of action. Therefore, when analyzing, interpreting and applying existing knowledge in a given field, its genesis must be taken into account. In this respect, we also find the contributions of Shulman (1981: 69) relevant when he

suggests differentiating the type of knowledge that is generated from research through empirical and moral pro-positions, conceptual inventions, clarifications and criticism, good practices and the technology or procedural protocol followed.

The repercussions of this positioning from a broad perspective are complex, but if we focus on the organization and management of socio-educational centers, we will have to take into account the previous considerations and ask ourselves about the container and the content in which we are going to move. This approach will allow us to establish common interconnected parameters in the research process. In this respect, we would like to point out that the disciplined eclectic perspective seems to us to be a powerful and appropriate strategy for research in socio-educational institutions. In this sense, those who intend to approach the reality of socio-educational institutions should be able to use alternative approaches simultaneously according to the objectives and designs of the research objects.

Thus, adopting integrative pluralism as a methodological strategy makes it necessary (De Miguel, 2015) to propose, as a starting point, the recognition of the validity and professionalism of those who work with different methodologies and to make exclusionary positions more flexible in order to accept and incorporate other methodological procedures in the way problems are approached and solutions are sought. This methodological strategy needs to be explained and agreed upon, as it does not consist of making combinations of two methodologies, nor syntheses, nor syncretisms, the product of which is something new, different from the two things we started from.

What is proposed is an improvement of the methodology that convinces us most in general or that seems most appropriate for the problem we are studying, using tools and procedures from the other that may be useful to us. In any case, the proposal oriented towards the search for an "integrating pluralism" has not had the expected response since, instead of moving towards a dialectical option where the differences between opposing methodological perspectives are used to advance in new ways of knowledge, we have moved towards a more permissive attitude similar to the radical epistemology of Feyerabend (1982) in which "anything goes". Figure 1 above shows the procedure followed in some of the research projects we have carried out using a mixed methodology.
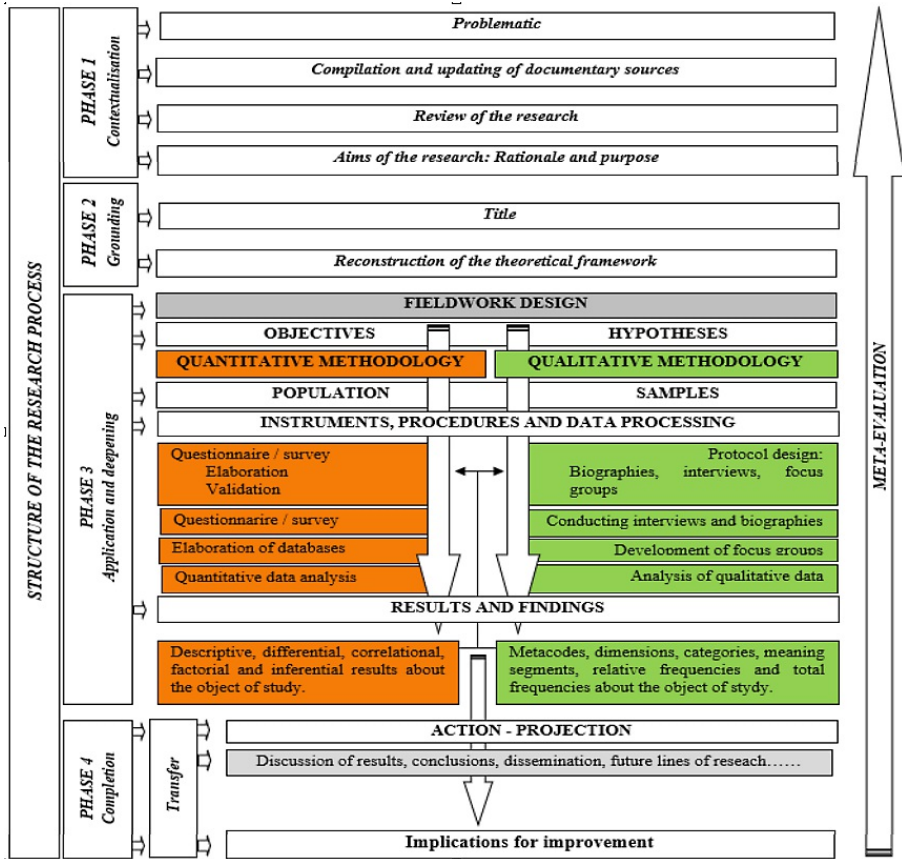
Figure 1: Mixed research design

We do not agree with this approach because the theoretical dimension that should underpin all research is thus distorted and, consequently, its rigour and coherence vanish, as can be seen in many of the educational research designs and processes that are promoted. We also want to make it clear that we do not share a wild methodological eclecticism where different research methodologies are mixed with little or no reflection on the objectives, perspectives and knowledge that are generated and even less so if they are subsequently used to make decisions that affect people's lives without having sufficiently assessed their repercussions (Álvarez-Arregui et all, 2021).

The dilemmas that arise throughout the research process cannot be simplified by adopting an ideological position that subordinates logic. The researcher cannot be detached from his or her ideology because it is part of him or herself, but once this fact is acknowledged, an attempt must be made not to adulterate the research process and the transfer of results. The social responsibility of researchers entails improving practice but also acting as rigorously and ethically as possible so as not to pervert the process, the results and the impact.

Final Reflections

As we noted in the previous section, the code of ethics on research integrity that is being deployed at the European level can help to overcome the dilemmas that researchers face in their professional actions and which transcend the paradigmatic option chosen because it will always be mediated by their ideology.

We agree with De Miguel (2015) that subscribing to an ethical or deonto-logical code does not definitively resolve the problem of the conditioning that the researcher's ideology generates on the process and usefulness of the results, since most of these codes are built on the "competencies" that are considered necessary to perform the research function or on the "standards" of quality that should guide their professional actions, but do not usually indicate the decision that should be taken in each specific case when opposing theoretical and methodological options are at stake. For all these reasons, we consider it necessary that in all research projects the promoters explain the dilemmas they have faced in their work and explain the reasons that have led them in each case to choose a particular option. Explaining these issues is an unavoidable ethical requirement if we want the options chosen in our work to be justified (Álvarez Arregui, 2018).

In view of these arguments, we would like to indicate that the position we have adopted in our research projects in recent years is to consider it potentially more appropriate to use a comprehensive research methodology in the analysis of socio-educational reality.

We have found Schwab's (1960, 1978) contributions to be useful in order to approach from the approach we have given to our lines of research what he calls the Grand Strategy in terms of research methodology. In this respect, we consider that the "descriptive - correlational - inferential - interpretative - explanatory - projective loop" is appropriate for developing research projects in the Social Sciences in general, and for educational institutions in particular, which integrate quantitative and qualitative

methodology. Thus, from the descriptive, correlational and inferential analyses, we propose a qualitative methodology through delphi techniques, interviews, discussion groups... from which the objects of study are approached; finally, a differential and complementary analysis is made of the results obtained, which allows us to obtain integrated conclusions from which to propose new avenues of research and proposals for improvement from a broader perspective. In this systemic process, the methodological process could also be approached in reverse, combining qualitative and quantitative methodologies, as reflected in different research projects that we have been carrying out in recent years (Álvarez-Arregui, 2017, 2018, 2020).

To conclude, it seems important to remember that in the current historical moment it is relevant to base research on solid referents that are accompanied by an ethical-professional component that has natural and legal persons and the environment as a reference point. Adopting this approach requires breaking many ties of interest that have been interwoven over time, as this approach will enable us to overcome many of the misgivings that still exist between political, academic, business and social cultures, which in our opinion limit individuals and legal entities in the construction of a systemic R&D&I that generates greater well-being for people and improves the environment in a sustainable way. Therefore, we must continue to explore in depth these issues that demand a profound cultural change where collaboration takes precedence over competitiveness and where it cannot be forgotten that educational research represents a process that requires researchers to analyze the particular values that underlie the actions in a particular socio-educational context; It is essential to question the limitations that favor maintenance and restrict change, to question the ways of doing things that prioritize bureaucracy over development, and, in short, to understand that in and through research we are ourselves interacting with other people in a common environment that we must preserve and improve. The construction of a scenario for the promotion of integrity in research demands the participation of all actors with social and environmental responsibility as it requires acting simultaneously top-down, bottom-up, horizontally and transversally incorporating quantitative and qualitative methodologies and providing them individually or in combination but giving them equal recognition when they are coherently approached. In our opinion, success will be measurable when we find the right balance between scientific-technological development, talent, human connection, quality, equity and living environment.

References

Álvarez-Arregui, Emilio (2017). Universidad, investigación y conocimiento: Avances y retos. *Ediuno*, 15-20.

Álvarez-Arregui, Emilio (2021). El valor de los ecosistemas de formación para el desarrollo de una educación inclusiva sostenible. En Nahia Idoiaga Mondragon, Maria Dosil Santamaría, Oihana Leonet Sieso, & Maitane Belasko Txertudi (coords,)*¡Hablemos en inclusión! Buenas prácticas comunicativas en educación*.Graó, 9-38

Álvarez-Arregui, Emilio (Coord.) (2018). *Universidad, investigación y conocimiento: Comprensión e intervención en una sociedad compleja*. Servicio de Publicaciones de la Universidad de Oviedo.

Álvarez-Arregui, Emilio, Pérez-Navío, Eufrasio. González-Fernández, Raul & Rodríguez-Martín, Alejandro (2021). Pedagogical leaders and the Teaching-Learning processes in COVID-19 times. *International Journal of Environmental Research and Public Health 18*, 5, 7731.

American Association for the Advancement of Science (2017). *The Brussels Declaration: Ethics and principles for science & society policymaking*
Disponible en: http://www.sci-com.eu/main/docs/Brussels-Declaration.pdf?58b6e4b4

American Educational Research Association (1992). Ethical standards of the American Educational Research Association. AERA.

Arreguit, Xavier. & Hugues, Jean François (2019). Competences and education for tomorrow's jobs and challenges: a company´s perspective. *Aula Abierta 48*(4), 373-392.

Bolívar Botia, Antonio Domingo, & Fernández Cruz, Jesús (2001). *La investigación bio-gráfico-narrativa en educación*.La Muralla.

Bruner, Jean (1980). El rol del investigador como consejero de quienes elaboran la política educativa. *Review of Education. Vol I, 3*, 34-41.

Buyse, Raymond. (1935). *L'experimentation en Pédagogie*.Lamertin.

Buyse, Raimond (1949). Origen y desarrollo de la pedagogía experimental.*Revista Española de Pedagogía, 28*

Campoy Tomás, José. (2019). *Metodología de la investigación científica*. Marben Editora.

Clandinin, D. Jean, & Connelly, F. Michael. (Eds.). (1995). *Teachers' professional knowledge landscape: Secret, sacred, and cover stories*.Teachers' College Press.

Claparéde, Édouard. (1931). *L´éducation fonctionnelle.* Delachaux & Niestle.

Colás, Pilar. (2001). Postmodernismo, feminismo e investigación educativa. Universitas Tarra-conensis. *Revista de Ciéncies de l'Educació. Departament de Pedagogia*,107-128

Darling-Hammond, Linda, & Cook-Harvey, Channa M. (2018).*Educating the whole child: Improving school climate to support student success*.Learning Policy Institute.

Day, Christopher. (2017). School leadership as an influence on teacher quality. Profesorado. *Revista de Currículum y Formación del profesorado, 21*(2), 139-157.

De Miguel, Mario (2015). Ideología y pedagogía empírica: cuestiones para un debate. *Revista de Investigación Educativa, 33*(2), 269-287.

Dendaluce, Iñaki. (1995). Avances en los métodos de investigación educativa en la intervención psicopedagógica. *Revista de Investigación Educativa, 26*, 9-32.

Dendaluce, Iñaki. (1998). *Aspectos metodológicos de la investigación educativa.* Narcea.

Dendaluce, Iñaki. (1999). La investigación educativa ante el tercer milenium. *Bordón, 51*(4), 363-376.

Domínguez, María Concepción, & García, Pedro. (2012). *Tratamiento didáctico de las competencias básicas.* Universitas.

Domínguez, María Concepción, Medina, Antonio, & López-Gómez, Ernesto. (2018). Desarrollo de competencias en el primer curso de universidad: estudio de caso. *Publicaciones, 48*(1), 39-62.

Erikson, Frederick. (1989). Métodos cualitativos de investigación sobre la enseñanza. En M. C. Witrock, *La investigación en la enseñanza, II. Métodos cualitativos y de observación* (pp. 195-295). Paidós.

Ferreres, Vicente Sebastián. (1997). *El desarrollo profesional en Educación Secundaria: Una revisión desde la experiencia: La reforma como estructura institucional o como mejora: Foro de Discusión.* En II Congreso de Formación del Profesorado: Formación y desarrollo de los profesores de Educación Secundaria en el marco curricular de la Reforma. FORCE/Universidad de Granada.

Feyerabend, Paul Karl (1981). *Tratado contra el método.* Tecnos.

Feyerabend, Paul Karl (1982). *La ciencia en una sociedad libre.* Siglo XXI.

Henningsen, J. (1984). *Teoría y métodos en la ciencia de la educación.* Herder

Huber, Günter (2014). Aprendizaje activo para el desarrollo de las instituciones educativas. En Autor, C., Rodríguez D., & Ansoleaga (Coords.). *Desarrollo de las Instituciones y su Incidencia en la Innovación de la Docencia* (pp. 35-48). Universitas.

Kuhn, Thomas. (1975). *La estructura de las revoluciones científicas.* F.C.E.

Lakatos, Imre. (1978). *The methodology of scientific research programmes.* Cambridge University Press

Lakatos, Imre. (1982). *Historia de la ciencia y de sus reconstrucciones racionales.* Tecnos.

Little, David. (2005). The common European framework and the European language portfolio: involving learners and their judgements in the assessment process. *Language Teaching, 22*, 257-260.

Mateo, José Luis. (1998). La investigación educativa. En AA.VV. *Enciclopedia General de Educación. Océano.* Tomo 2. Sección VI. Cap. 2., 586-647.

Medina, Antonio, Ruiz-Cabezas, Adiela, Pérez, Eufrasio, & Medina, María Castañar. (2019). Diagnóstico de un programa de formación de docentes en competencias para el primer año de universidad. *Aula Abierta, 48*(2), 239-250.

Merton, Robert K. (1975). Structural analysis in sociology. En P. Blau (Ed.) *Approaches to the study of social structure.* The Free Press.

Moos, Rudolf H., & Moos, Bernice S. (1978). Classroom social climate and student bsences and grades. *Journal of Educational Psychology, 70*(2), 263–269.

Morin, Edgard (1977). *El método. La naturaleza de la naturaleza.* Cátedra.

Morin, Edgard (1984). *Ciencia con consciencia.* Anthropos.

Morin, Edgard (2001). *Los siete saberes para la educación del futuro.* Paidos Ibérica.

Palacios-Xochipa, Javier (2020). La epistemología de la mediación y su impacto en la profesionalización de los MASC en la cultura de la paz. *Estudios de paz y conflictos, 3*(4), 25-36

Parrilla, Ángeles. (2000). *Proyecto docente e investigador.* Inédito. Universidad de Sevilla.

Pascarella Ernest and Terenzini, Patrick. (2005). *How college affects students: A third decade of research (vol.2).* Jossey Bass, Publisher.

Pérez Gómez, Ángel. (1978). *Las fronteras de la educación. Epistemología y ciencias de la educación.* Zero.

Piaget, Jean (1975). *Tendencias de la investigación en ciencias sociales.* Alianza.

Pujadas, Joan (2002). *El método biográfico. El uso de historias de vida en Ciencias Sociales.* Centro de Investigaciones Sociológicas

Ricoy Lorenzo, Carmen. (2006). Contribución sobre los paradigmas de investigación. *Educação, 31*(1), 11-22

Sánchez Blanco, Concepción. (1997). Dilemas éticos de la investigación educativa. *Revista de Educación, 31(2*, 271-280.

Schwab, Joseph J. (1978). He practical: A language for curriculum. En I. Westbury & N. J. Wilkof (Eds), *Science, curriculum, and liberal education.* University of Chicago Press.

Shulman, Lee. (1981). Disciplines of inquiry in education: An overview. *Educational Research, 12*(8), 3-9.

Simon, Théodore. (1924). *Pédagogie expérimentale.* Colin.

Torres González, & José Antonio (2016). La investigación en el ámbito de la educación inclusiva. En I. Edith (Ed.) *Voces de la inclusión: interpelaciones y críticas a la idea de inclusión escolar. Praxis Editorial* 431-472

Weber, Ellen. (2020). Brain-based mentoring to help develop skilled and diverse communities. In I. Beverly et al. *The Wiley International Handbook of mentoring* (pp. 547-566). Willey Blackwell.

Yannuzzi, Thomas J., & Martín, Daniela. (2014). Voice identity and the organizing of student experience managing pedagogical dilemmas in critical classroom discussions. *Teaching in Higher Education, 19*(6),709-720.

PART II:
NEW PERSPECTIVES OF QUALITATIVE ANALYSIS
CONTRIBUTION TO IDENTITY ANALYSIS

Are Narratives A Key To The (Educational) Construction Of Cross-border Identities?

Miguel A. Santos Rego and Gabriela Míguez Salina
University of Santiago de Compostela, Spain

Abstract

In recent years, as a consequence of the rise of important migratory movements sadly forced by extreme situations (climatic, economic, warlike...), there has been a renewed interest in the study of borders and the analysis of their meaning beyond their conception as simple spaces that divide some places from others. The main objective of the present contribution is to analyze what are these new definitions of borders, concretized in "border practices" that allow people living between them to establish cross-border identities. From such identities it is possible to recover innumerable narratives that can be considered as educational resources to optimize the development of a more inclusive education that recognizes the diverse ways of thinking and conceiving spaces and the knowledge that inhabits them. In short, from an educational perspective, it is necessary to work on spaces for the empowerment and recognition of the cross-border identities of young people, understanding their cultural practices as resources of great value for a better understanding of our societies.

Toward a New Definition of Borders

In recent decades, there has been renewed interest in the study of borders, from being considered as mere lines that separate territories (Valhondo de la Luz, 2010) to being analyzed as *practices of borderization* (Brambilla, 2015). From such a proposal,

borders are understood as processes that not only divide territories but also human groups, thereby constituting dynamic institutions that, beyond the classic demarcation of the nation-state, have much more to do with the social processes that occur around them.

Borders are, therefore, spaces in which socio-cultural processes are condensed. These tangible interfaces of national states unite and separate in different ways, both in material and symbolic terms. There are borders that only appear on maps and others that have steel walls, borders where nationality is a diffuse notion, and others where it constitutes the central category of identification and interaction. At the same time, this diversity is subject to processes and trends. Paradoxically, when the "end of borders" is announced in many regions – as Driessen showed when referring to Europe's borders with Africa – the boundaries become more prominent (Bretones & González-González, 2011).

In this sense, we should also consider the role of globalization as an incentive for the study of borders, mediated by the force of migratory flows, the power of technology, or the eagerness for large-scale trade, not to mention the total prevalence of financial capital worldwide (Santos Rego, 2013).

According to certain political and economic sectors, the idea of globalization is inevitably linked to the homogenization of instructional practices, inter-nationally standardized to produce globally competitive individuals. The global war for talent and the emergence of a new type of planetary meritocracy may lead to increased levels of inequality, since the highly educated leave their countries just when they are most needed.

The naivety of this (mercantile) perspective lies in the conviction that things could be the same in any part of the world, regardless of the traditions, habits, values, or structures of participation in a given place (Santos Rego, 2013).

In any case, the concept of *borderization practices* allows for the flexibilization of the border and glimpsing the implications and the way it affects everyday life. Understanding the border as a dynamic element of specific social practices will allow us to understand the social relationships established between the participants in the border area. These relationships will define their actions and the different *processes of borderization*, to which the participants in this scenario are exposed and then reproduce it. These social practices are the basis for the construction of identity narratives so that they become a useful concept for the examination of such narratives and the tracing of elements that, within this framework, shape personal perceptions and constructions (Bretones & González-González, 2011).

Shaping of Cross-border Identities

Among these border representations or practices, those related to identity are particularly relevant (Vila, 2000). We should not forget that, traditionally,   the construction of nation-state borders has involved the creation of unifying identities in order to maintain a separation between "us" and "them" (Wilson & Donnan, 1998). The construction and maintenance of national identities have been a relevant and even necessary manifestation at the borders of the nation-state (Wilson & Donnan, 1998). However, following the new proposals in studies on borders, the focus is not only on the processes through which the nation-state, from a top-down dimension, maintains border discourses, but also on significant bottom-up processes that perpetuate or question these constructions (Brambilla, 2015), while humanizing the border through the life experiences of specific people.

However, since the border is a tool for both separation and contact, it facilitates the development of identity processes that are, in some cases, opposed to each other. Gómez-Martínez (1994) showed that, depending on the permeability of the border, different relationships with the other side would be generated, which, in turn, would produce a diversity of interactions and perceptions. In this regard, the author pointed to the group called *core borderlanders,* who were the most involved in overcoming borders by working and collaborating toward a relationship model beyond binationalism, close to that of a third nation. The study conducted by Gómez-Martínez (1994) showed the different strategies and practices that border crossers developed when the border became a space of contact, building in them a sense of self, feelings, and an identity that are of a hybrid nature. The identities and their boundaries are ambiguous, societies are no longer equivalent to territories, and different economic systems overlap with each other.

The construction of "places of identity" also implies the mobility of identity boundaries. Therefore, while the group expands its living space through the flow of objects, messages, and people – and through the appropriation of physical spaces in different territories –, it experiences the needs and difficulties of identity boundaries, as it finds itself immersed in a multi-ethnic reality and discovers itself in an inferior position in relation to other groups (Beck & Mínguez, 2016).

One could state that we have shifted from rather fixed and separating notions of borders from a geopolitical and nineteenth-century perspective, to optimistic visions of a world without borders in the context of integration processes (European Union and Mercosur), returning, more recently, to another closure and to the emergence of fears

about those who cross them and their true intentions. The historical contingencies clearly affect the production of research studies on borders, but in no case are the results progressive or one-way. Interpretations that overlap or privilege one view over another often persist (Beck & Mínguez, 2016).

International borders, beyond the theoretical assumptions and metaphors used (barriers, porous filters, containers, junction points, etc.), are demonstrations of power and distinctions between what is one's own and what is foreign, inherent to an objectified territory. The analysis of these contexts allows us to observe processes, dynamics, and confrontations not only related to territorial demarcation, but also the processes of identity ascription, reaffirmation, and negotiation as well as the processes of appropriation and use of material and symbolic resources, reinforced, reproduced, and generated by the borders themselves (Beck & Mínguez, 2016).

The individual trajectories in a given frame of reference shape the construction of identity, which is a phenomenon that arises from an individual-society dialectic relationship. In places where ethnic, linguistic, national, and cultural diversities coexist, the sense of belonging is important because each person who feels that they are a part of a place wants to get involved and work for the well-being of that particular community and to exercise control of the space, especially in border territories.

We should not leave aside the structural inequalities in their multiple manifestations, which give rise to exclusion, discrimination in both migrant and national populations, given the need for employment and quality basic public services, such as education, health, or access to water that is fit for human consumption. However, ties of solidarity may also appear as a response to exclusionary inequality, thereby leading to attitudes and behaviors of cooperation and communication.

The purpose of the above-mentioned ideas is to show how the historical, natural, and cultural elements between the two populations have been building a process of cross-border territorial identity (Chacón et al., 2017).

Cross-border territorial identity (Valero, 2017) is built on a daily basis, based on the coexistence of people in their environment and in their neighborhood, where interaction allows the development of family, social, commercial, cultural, educational, gastronomic, and even health-related ties that are maintained over time. Therefore, this cross-border territorial identity ends up defining the unique components or features.

One of them is "everyday practices". We could say that they nurture this process in the same way as the opportunities and circumstances offered by the "here" and "there"; the subjective and collective conditions of cross-border coexistence; the provision of basic services that may affect them positively or negatively; their territorial

claims and struggles as well as the effects that they may suffer from natural or human disasters, such as earthquakes, floods, landslides, drought, or wars.

Another component is the so-called "integrational characteristics". Social integration makes it possible to identify some aspects that occur when crossing the border without requiring official documents that regularize their migratory situation, but at the same time allows them to carry out exchanges or have a reciprocal relationship, as in the case of gastronomy, making products based on corn, beans, rice, and milk, a source of support for economic activity in the shared cross-border territory.

We also refer to the transit of people in and out of the territory on foot or using horses or other animals for transport in the absence of a collective public transportation service that complies with the provisions established by the competent authorities.

The following integrational aspects are also noteworthy: The formation of "cross-border families", whose members were born in both bordering countries; a political and administrative division that, in the perception of its inhabitants, can benefit or harm those who remain or have resided for different periods spanning even decades in the cross-border territory under study; land tenure that defines a rootedness to the territory, regardless of whether they have legitimate property titles; the daily need to affirm their identity by means of an identity card or a residence permit.

In any case, since they are facing an assimilation process, one should consider, in host societies, a multiculturalism in which migrants and their descendants create new identities, based on aspects of the host society and the society of origin, and not in a dissonant manner but rather as a unity of their own ("from neither here nor there"). This new identity is not homogeneous in all individuals and has a strong situational component.

In some cases, the identity process begins during the journey. The person already begins to receive a new identity definition ("immigrant", or "illegal") that, until that moment, they had not had or perceived. However, it is especially upon arrival in the new host country that this identity clash ("what I was and what I am") begins to develop and becomes more acute in the first months, until it is finally internalized. The new identity is strengthened as the person gains autonomy and stability in the new society, and where family references are no longer so close or important (Chacón et al., 2017). Therefore, we understand that this process of identity re-construction comprises several stages (Soriano-Miras, 2008). First, there is the discomfort generated by life in their country of origin (family and social networks play a very important role in the migration process). The arrival in the host country is the next stage, where the emigrant experiences being assigned to an ethnic group of which they do not feel that they are

a part of as well as a great feeling of uncertainty toward a new reality that they do not know.

In any case, the person experiences, despite this initial rejection of the new social label, an entire process of social integration with their new reference group (their peers, immigrants in the host society) that provides them with support in terms of work, housing, education, and health, facilitating their adaptation and minimizing this uncertainty. All of these processes involve a continuous readjustment of their personal and social identity. This new identity is obviously not only constructed through individual processes but also through social interaction with other members of the out-group, as pointed out by Margaret Mead by means of the current of symbolic interactionism. It is often accompanied by feelings of xenophobia and racism toward the new inhabitants of the territory. In this sense, cultural values are the elements that contribute to constructing and reconstructing people's identity.

In addition, faced with the imposition of this new identity, the person begins to carry out a series of adaptive processes, especially external and physical ones, ranging from the concealment of identity marks to changing the clothes that they wear or their physical appearance. This is what Triandis (1994) called "multi-culturalism or subtractive identity", the identity which is formed by the loss or subtraction of cultural elements of origin in order to adopt new ones, while maintaining some of them. However, this rupture is not always experienced as a traumatic process. It may be felt as a process of "liberation" from rigid social norms in such a way that this assumption of the new identity is often verbalized in the form of criticism of other people of the same nationality. One should note their new adopted identity (positive) as opposed to negative features or attributes of the national identity of other compatriots so that a split is produced between personal and social identity, emphasizing the elements of the new identity that set them apart from the group.

This fact points out how complicated the process is, given that, in order to participate in the host culture, one has to deny, disapprove, or reject one's own culture. In other cases, the strategy involves the rejection of the negative identity, making the identity values of the culture of origin more extreme. In many cases, these values manifest themselves through confrontational behaviors toward the values of the host society. The acquisition of a new identity may reflect a process of "segmented assimilation" (Portes & Zhou, 1993) especially in the case of the second generation where this assimilation process is neither linear (from less to more) nor monolithic, but segmented. In other words, the person maintains some aspects of their identity of family origin and incorporates other new ones, obtaining different results in each case

depending on several variables, such as the education level, immigrants' skills, type of reception, or proximity to co-national groups. Immigrants not only feel different from the host societies, but also from their societies of origin, thus creating and generating a new type of personal and collective identity (that of an immigrant).

Vila (2000) doubts the hybridization or racial mixing advocated by some of his predecessors. In his study, with focus groups in Ciudad Juárez and El Paso, he found discourses or narratives that characterized those on either side of the border with a marked separation. Among the results found, Vila (2000) showed that diverse discourses of Anglos or Mexican Americans reinforce the border, while they negatively qualify everyone coming from Mexico; however, the so-called 'Mexicans' maintain narratives linked to crossing and to the other side, being more inclined to a blending contact and feelings. Vila questions not only the existence of hybridization processes, sometimes glorified, allowing us to understand the narratives of separation that are maintained at the same time and to rethink the implicit power differences.

The issue of cross-border identity, precisely in this geographical area, had also been addressed from approaches based on the anthropological theory, such as the "Funds of Knowledge" (González et al., 2005). The idea for the study was generated in the Mexican-US border region, based on the analysis of the bodies of knowledge that migrant families carried with them and that their sons and daughters inherited as skills and attitudes to survive and to know how to adapt to scenarios as complex and quickly changing as borders (Santos Rego et al., 2022) as well as "different social networks that connect families with their social environments and make it possible to share or exchange resources, including the knowledge, skills, and work essential for their functioning and well-being" (Moll et al., 2001, p. 186). The aim of the study is the recognition and legitimization by the education institutions of these concepts, in seeking the improvement of the inclusion and academic success of the student as well as a greater role and the possible involvement of their families within the networks of the edu-cational community.

Using this approach as a basis, the study of "funds of identity" would be more focused on studying the internalization of the funds of knowledge when an individual uses them to define what is important and meaningful to them. In short, they are pieces that make up the individual by offering meanings that one appropriates, uses, and expresses. More specifically, five types of funds of identity should be pointed out: geographical funds of identity, identity practices, cultural funds of identity, social funds of identity and, finally, institutional funds of identity. The aforementioned funds are the ultimate constituents of human identity or, in other words, the frame-work through

which a person defines and builds their identity (Esteban-Guitart, 2012; Esteban-Guitart & Llopart, 2017).

Narratives of Cross-border Lives

Through words and other categories of speech acts, people exchange mental contents with which they trace paths in the world and make reality accessible. This narrative ability is a state of mind to "reconstruct" the self, the we, and everything else. In the conception of this biographical narrative, each event is not only included in the information produced, but its meaning is also constructed within the emotional framework since the individual participated in the event and the socially assumed interpretative schemes (García Carrasco, 2013).

A narrative axis in this context is women's life stories, as they are the ones who allow for reconstructing the historical time frame of family migration, family and individual trajectories, up to the period of abandonment of the land in the neighboring country. Their stories juxtapose spaces and chronological time and reveal a multifaceted reality that transcends the sequential and systematic order of the official colonization project. The forms of family organization, work and socialization adopted by migrant families point to the creation of different strategies of production and social reproduction. They show that, although all families are part of the same colonization program, their trajectories are diverse, paving the way for the diversity of experiences and individual and collective positioning, permeated by gender relationships.

In the stories told by women, the migration journey stands out, along with family arrangements and questions about a journey whose itinerary used to be totally ignored. Some stories describe the mechanisms used in the process of dislocation, settlement, and encampment.

Within the act of evoking memories, life stories are properly rescued, bringing up the most significant aspects of memory, revealing affective ties in the process and, above all, experiences. Sometimes, these images emerge from the "rubble" of memory as a recovery of what was lived or thought to have been lived, or was lived, but slightly different from the way it was explained. Individuals and groups interact dynamically, making up a network of social relationships constituted by conflicts and ways of overcoming them, neighbor-hood ties, and experiences of a common daily life.

Those who narrate their reminiscences recreate and communicate experiences marked by the differentiations established by gender constructions. However, saying that to remember means to recreate experiences also marked by gender is something very

different from stating something specific to women's memory, anchored in nature, in the social sphere or in gender roles.

In these transnational border spaces, identities and nationalities are resignified at all times. It is important to explore and understand these local demographic requirements, as they directly influence the daily lives of the people coexisting there. According to José de Souza Martins: What are the limits to the dissemination of private life on the border and what are the difficulties for everyday life to emerge from the narrow confines of routine and habit to unfold into what could properly be called expressions of everyday life? (De Souza Martins, 200, p. 681).

Therefore, identity issues involve a cultural adaptability that permeates language, religion, ethnicity, a wide range of customs, habits, practices and representations. We understand that social identity implies a whole system of representation of the past, of present behaviors, and of the formation of ideas for a possible future.

Identity formation in a border area requires the existence, or not, of recognition. This coincides with the statements of Kathryn Woodward (1999), who pointed out that identity was based on the recognition of difference, on the recognition of the other. What is happening on the Brazil-Paraguay border clearly demonstrates this. Different cultural contexts and practices coexist there and, in a certain way, individuals are involved and exposed to numerous thoughts and behaviors, reshaping identity, which is constantly constructed and reconstructed within cultural and social practices. Social relationships and practices are mobile and dynamic in the course of history, leading to an adaptation of behaviors and thoughts. Cultural identity at the border is the result of this encounter between different individuals. In all cases, identity is perceived that it cannot exist and be constructed without difference, without the other. The border is permeable in many ways: border of civilization, space border, border of culture and world-views, ethnic border, border of history, and of the historicity of the groups inhabiting it. It is also a liminal space and a process of symbolic interaction, the weaving of ties that build the difference and memory of migrant men and, above all, of women.

This frame of reference shows that memory is structured by social roles and that there is a whole set of elements involved in the construction of the past, such as different personal trajectories, and objective and subjective factors, which should not be ignored.

A life story captures the dynamics, characteristics, and parameters of the individual culture. Through it, one is able to perceive how the sociocultural system affects individual behavior, values, and self-image. On the other hand, the individual has an impact on the community in which they live, acting as a source of significant cultural

transformations. A life story provides a social and psychological aspect as well as an interface between the two.

Parry Scott (2011) pointed out that the issues related to women's mobility and return demonstrated that women's migrations, alone or through solidarity networks, involve collective strategies with different purposes, always charac-terized by the search for autonomy and freedom in an attempt to redefine power and gender relationships. Therefore, the dynamics of the women under study is linked to the movements and changes that occur, via the networks, among their members, located in different geographical areas on the border. These elements — displacements, networks, and changes — are presented as important axes in the research that takes into account women's narratives of displacement.

On the other hand, De Souza Martins (1988), studying migrations in Brazil, emphasized that migrating means more than going and returning, it means living in different areas, which stand out as "between-places", temporalities torn by social and cultural contradictions (1988, p. 45). Being a migrant woman involves living contradic-tions in duplicity; it is about being two people at the same time, each one constituted by historically defined social relationships, marked by gender representations; it is about living with the present and dreaming of the past, about the process of "becoming, undoing, and remaking oneself as a migrant". They feel "not at home", "out of place", absent, and the same happens when, in demo-graphic terms, they have migrated for good.

A great influx of questions about the construction of personal and cultural identity has arisen with the rise of migratory movements. It is precisely in inter-national migration that wide ground has been paved to question the relationship between identity, culture, and territory, together with the identity processes of racial mixing and diaspora, given the contact between different cultural communities. There are many studies that place an emphasis on, among other aspects, the creation of images and perceptions of spaces of origin and the transposition of the vision of oneself with respect to the new experiences, meanings, and relationships created in the host context, as well as the way in which individuals face these situations and position themselves when en-countering others. These contributions help to understand the processes of restructuring one's own identity in new contexts and the relationship with the host communities, clarifying the way in which people picture these encounters between cultural commu-nities that are considered different.

Velasco and Contreras (2011) proposed an experiential typology around the diversity of experiences that condition the border area. Analyzing life stories, different

groups of people linked to the border area expressed their experiences within this relational framework according to their interaction with it. The aforementioned authors encourage the reflection on the importance of global and local logics in border control, together with the production of life experiences, the consideration of hybridization as a direct result of crossing and the need to review the strategies of invisibility of the border by those who do not want to cross it. This makes us understand the influence of the border beyond the crossing process, considering its impact on the entire population, given the economic and social relationships that structure the border system and how people will adapt in very different ways to this territorial delimitation, according to their own experience and identity.

Given the conditions in which they are forced to live, in a high degree of uncertainty, transnational families have to face the challenge of constant and un-expected redefinition of their life projects. This redefinition can obviously be thwarted by a deportation or even by the onset of a disease. Or, if there is luck, they may be successful thanks to a family reunification or job placement opportunity.

That is why, the introduction of the criterion of maximizing similarities and minimizing differences in the cultural contents of training is necessary. The aim is that difference, as an authentic feature of identity, becomes a motivation for new and interesting communicational spaces between individuals and groups.

In short, the basic training of people in intercultural contexts has to be cardinally communicative and reflective on the process that prevents the trans-formation of difference into inequality and is able to approach the ideal of mutual recognition (García Carrasco, 2013).

Conclusions

This study has collected different perspectives on the study of borders and the identities that take place around them. These are certainly complex scenarios that thousands of people around the world have to face on a daily basis, in the hope of improving their living conditions and/or those of their families.

From an educational perspective, effort is needed toward the empowerment and recognition of the cross-border identities of young people, understanding their cultural practices as resources of great value for a better understanding of our societies. Therefore, there is an urgent need for more commitment from open educational systems to cover the development of attitudes, skills, and knowledge, aiming at online communication and learning. We should take into account the fact that the educational

and employment profile of our graduates is really optimized by enhancing, wherever possible, a solidly intercultural capital (Santos Rego, 2013).

In short, the objective of this study is to encourage reflection on the need to act in favor of effective confluences in the way of understanding learning and knowledge, beyond cultural singularities and without losing sight of the most genuine aspect of diversity, which is precisely what gives value to a cosmopolitan perspective, focused on principles that value diversity and cognitive openness toward new community ties. The educational fabrics of such cosmo-politanism involve learning to live and coexist in a world without borders, which undoubtedly will give rise to privileged circumstances for those who know how to make the most of the opportunities provided and the wealth of treasured experiences.

References

Beck, J. M., & Mínguez, L. A. H. (2016). La apertura de la frontera: ¿nuevas identidades transfronterizas?. *Boletín de la Asociación de Geógrafos Españoles, 72*, 271-284.

Brambilla, C. (2015). Exploring the critical potential of the borderscapes concept. *Geopolitics, 20*(1), 14-34.

Bretones, F. D., & González-González, J. M. (2011). Identidad y migración: la formación de nuevas identidades transculturales. En H. M. Cappello y M. Recio (Eds.), *La Identidad Nacional. Sus Fuentes Plurales de Construcción* (pp. 137-164). Madrid: Plaza y Valdés Editores.

De la Luz, J. V. (2010). Reflexiones sobre el concepto de fronteras. *Etnicex: Revista de Estudios Etnográficos, 1*, 133-145.

De Souza Martins, J. (1988). *Não há terra para plantar neste verão: o cerco das terras indígenas e das terras de trabalho no renascimento político do campo.* Vozes.

De Souza Martins, J. (2002). Representing the peasantry? Struggles for/about land in Brazil. *The Journal of Peasant Studies, 29*(3-4), 300-335.

Esteban-Guitart, M. (2012). La multimetodología autobiográfica extendida y los fondos de identidad. *Revista de Ciencias Sociales, 18*(4), 587-600.

Esteban-Guitart, M., & Llopart, M. (2017). La inclusión educativa a través de la aproximación de los fondos de conocimiento e identidad. *Revista de Educación Inclusiva, 9*(3), 145-157.

García Carrasco, J. (2013). El proceso formativo de reconstrucción del ideal cosmopolita. En, M. A. Santos (Ed.), *Cosmopolitismo y educación. Aprender a trabajar en un mundo sin fronteras* (pp. 129-148). Valencia: Brief

Gómez-Martínez, J. L. (1994). *"Mestizaje" y "frontera" como categorías culturales ibero-americanas.* https://www.tau.ac.il/eial/V_1/martinez.htm

González, N., Moll, L. C., & Amanti, C. (Eds.). (2005). *Funds of knowledge: Theorizing practices in households, communities, and classrooms.* London: Routledge.

Grimson, A. (2000). Pensar fronteras desde las fronteras. *Nueva Sociedad, 170* (6), 1-5.

Gutiérrez Chong, N. (2020). *Fronteras de género, Subjetividades e interculturalidad.* Universidad Nacional Autónoma de México: Instituto de Investigaciones Sociales.

Martínez, M. (2017). Paisajes apropiados: La reconfiguración de otras identidades transfronterizas. En, J. C. Ramírez (Coord.), *Fronteras latinoamericanas: ejemplo para su comprensión* (pp. 17-38). Universidad Nacional de Costa Rica.

Moll, L., Tapia, J., & Whitmore, K. (2001). "Conocimiento vivo: la distribución social de los recursos culturales para el pensamiento". En G. Salomon (Comp.), *Cogniciones distribuidas. Consideraciones psicológicas y educativas* (pp.185-213). Ediciones Amorrortu.

Morales, R., Calderón J., & Chacón, A. (2017). Construcción de la identidad territorial transfronteriza: Caso Santa Elena de Santa Cecilia de La Cruz de Guanacaste, Costa Rica y Cárdenas de Rivas, Nicaragua. En J. C. Ramírez (Ed.), *Fronteras latinoamericanas: ejemplo para su comprensión* (pp. 74-87). Universidad Nacional de Costa Rica.

Mummert, G. (2012). Pensando las familias transnacionales desde los relatos de vida: análisis longitudinal de la convivencia intergeneracional. *Métodos Cualitativos y Migración Internacional,* 151-184.

Nogueiro A. (2018). Narrativas identitarias en la frontera entre Ceuta y Tetuán: Un análisis desde la psicología cultural. *Tesis doctoral,* Universidad de Sevilla.

Portes, A., & Zhou, M. (1993). The new second generation: Segmented assimilation and its variants. *The Annals of the American Academy of Political and Social Science, 530* (1), 74-96.

Santos Rego, M. A. (Ed.). (2013). *Cosmopolitismo y educación. Aprender a trabajar en un mundo sin fronteras.* Valencia: Brief.

Santos Rego, M. A., Lorenzo Moledo, M., & Míguez G. (2022). *Fondos de Conocimiento e Intervención Educativa. Comprender las circunstancias sociohistóricas de los estudiantes.* Madrid: Narcea

Scott, P. (2011). Families, nations and generations in women's international migration. *Vibrant: Virtual Brazilian Anthropology, 8,* 279-306.

Soriano-Miras, R. M. (2008). Inmigración e identidad social: similitudes y diferencias en el proyecto migratorio de mexicanas a EE. UU. y mujeres marroquíes a España. *Migraciones. Publicación del Instituto Universitario de Estudios sobre Migraciones, 23,* 117-150.

Triandis, H. (1994). *Culture and social behavior.* New York: McGraw-Hill.

Velasco, M., & Contreras, O. (2011). *Mexican voices of the border region.* Philadelphia: Temple University Press.

Vila, P. (2000). Tropos identitario en la frontera México/Estados Unidos. Araucaria. *Revista Iberoamericana de Filosofía, Política y Humanidades, 2* (3), 89-111.

Wilson, T. M., & Donnan, H. (Eds). (1998). *Border identities: Nation and state at international frontiers*. Cambridge, UK: Cambridge University Press.

Woodward, K. (Ed.). (1997). *Identity and difference*. London: Sage Publications.

Elaboration of Categories for the Qualitative Analysis of Dialogues and Interviews

Günter L. Huber

University of Tübingen, Germany

Preliminary Observation

The validity of a research design is measured in terms of the effectiveness of its methods used to collect and analyze the data to answer the research questions. This also applies to qualitative research. Therefore, on the one hand, the category or coding system for analyzing qualitative data is of crucial importance; on the other hand, it seems rather foolhardy to approach the development of such systems without reference to the specific research questions.

Therefore, the following contribution can only elaborate very general suggestions for the development of a category system for interpreting verbal data from conversations with immigrants about their social situation and their identity problems in their current situation. However, the suggestions are of little help if those conversations have other research objectives, for example, if one wants to tap the situation of the family left behind and the meaning of financial transfers.

Nevertheless, I hope that the following considerations can provide suggestions, even at the necessary abstract level, on how analytical categories can be derived from the theoretical background of a study.

When searching for units of meaning in the files, one should be open to everything that comes up in terms of meanings and contexts of meaning. Many would like to have a recipe that would facilitate the categorization process and help to shorten the phase of greatest uncertainty during the first steps of the analysis. On the other hand, the price to be paid for certainty and time savings may prove too high: Concrete guides lead only to those units of meaning that are predictable and captured in the guidance, while surprising, exceptional but possibly extremely interesting aspects are in danger of being

passed over by further analysis. The following hints should be understood as heuristics, i.e., as general hints on how to identify meaning units and find appropriate codes, but not as rules that lead step by step to the goal. Three strategies suggest themselves:

- Using *predefined category systems* lends itself to replication of research or comparative studies.
- *Hypothesis-based categorization* is the rule case when one has already established differentiated research questions from hypotheses about the content area. The following suggestions in this paper are primarily aimed at this approach. However, when implementing them, it is strongly recommended to remain open to what unexpected ideas emerge from the data.
- *Theory-constructing categorization* is the most demanding form; it dispenses with all predefined reduction rules in the form of category systems and with structuring the analysis process by hypothetical framework concepts. In addition, the researcher must be attentive to his or her own subjective experiences, presuppositions, or prejudices regarding the experience and behavior of the research subjects, and must try to avoid premature solidifications by constantly comparing the principles that emerge in the analysis process with the statements in the files. Glaser and Strauss (1967; 1979) have called this approach the discovery of a "grounded theory."

Introduction

Inter-individual differences have always proved to be a problem in the educational system on a smaller scale. The migratory movements of recent years have added a new dimension to the tasks involved. Here are some key words about the most important differences to which education should pay more attention. I refer here to Allport (1968):

(1) Ethnicity: membership and identification with a group characterized by common attributes, e.g., physical traits, cultural traditions, belief systems, language, etc.
(2) Gender: biological and socialization-related differences (e.g., role identification).
(3) Social class: attribution of social position (according to income, edu-cation, occupation, family history).
(4) Culture: complex that includes knowledge, beliefs, art, customs, law, norms, etc. that one adopts as a member of a society.
(5) Language: means of communication, but also collection of symbolically represented experiences, interpretations, patterns of interpretation.

(6) Cognitive styles: relatively consistent patterns of individual mental response to specific situations. The most frequent categories are abstract vs. concrete style, field independence vs. dependence, uncertainty vs. certainty orientation.

(7) Temperament: relatively consistent emotional response patterns charac-teristic of an individual. Aspects of temperament are often mentioned in the literature, such as rhythm, adaptability, energy expenditure, mood, attentive-ness, etc.

(8) Identity: Unity and persistence of personality.

(9) Motivation: Traditionally a personality variable representing a person's ability to exert effort even in the absence of extrinsic reward.

(10) Condition, physical: The state of biophysical equilibrium of the organism in its environment.

Depending on the *actual research questions*, there are of course many other characteristics of participants in a study that may serve as profile codes for an individual member of the sample. In interviews with students, for instance, the years of pro-fessional experience may be of interest (cf. Cámus, Iglesias & Lozano, in this volume), the number of children, level of language proficiency, etc.

Given that racist and sexist attitudes and practices seem to be widespread, it is difficult to have an emotionally neutral discussion about differences between individuals when differences in status are also attributed to them. Thus, in the debate about gender differences, the suspicion is repeatedly raised that the motivation for addressing certain characteristics is the desire to discriminate. In the United States, recent approaches to describing the possible different learning styles of African American and Latino populations (with the goal of improving instructional delivery) have become the subject of heated controversy. Several factors come into play here:

(1) Any attempt to generalize a conclusion to all members of a group is frivolous and suspect.

(2) Historically, every effort has been made to promote the idea of equality, so any focus on possible differences is immediately misconstrued as an argument for inequality.

(3) Difference is often identified with deficit. Attitudes such as Eurocentrism and/or masculinism often color the identification of difference, i.e., otherness, with valuations such as "inferior" or "deficit."

(4) In the field of education, developments that can guide educators on how to deal optimally with group and individual differences are still lacking.

Given the political sensitivity of the issue of differences and the pedagogical ambiguity of possible solutions, it should come as no surprise that this area of research and its proposals have been rather neglected. However, three approaches can be identified:

- The most ancient tradition, born of ignorance and misunderstood equity, advocates dispensing with differences, treating everyone equally, and accepting the "survival of the best."
- The second tradition demands that all receive the best and most adequate of the educational opportunities available. From this follows the need to provide equitable access to the best developmental supports.
- The third tradition seeks to tailor opportunities for learning experiences to the unique characteristics of different individuals or groups.

The last two approaches have generated the most heated debates, as both have quite a few implications for educational practice, the economy, and society in general. The third approach, however, is the one that best reflects the growing efforts for social justice, according to which equitable distribution (to give everybody an equal share, i.e. "to apply the watering can " for distribution) is not enough, but rather a distribution of resources that meets the needs of specific groups is necessary (examples: medicine; individualized education).

Behind this problem lies a more fundamental one, that of taking into account both individual style (specific to the situation) and individual behavior patterns (trans-situational) and harmonizing them with socio-cultural norms (specific to socialization).

However, "the" socioculture is a fiction: subpopulations with specific back-ground experiences are the reality. Consequently, experiences with the ingroup, experiences with members of out-groups and, in the case of a minority, also experiences with the majority group (and other minorities) have to be taken into account. In addition, there are intragroup differences: gender, age, status, etc.

The Contribution of Social Psychological Theories

The interaction of people from different social backgrounds has been an important topic of social psychological theory for decades. Explanatory approaches to the problems and their solution in in-group/out-group encounters range from actual conflict theory to reinforcement theory, the similarity-attraction hypothesis, the contact

hypothesis, the ignorance hypothesis, expectancy theory and self-categorization theory, and social identity theory. The last two approaches, in particular, provide fruitful clues for the qualitative analysis of interactions between members of different groups.

The *cognitive process of self-categorization* (Turner, 1985; Turner et al., 1987) highlights similarities with members of the same category as well as differences with members of other categories. Relevant are the similarities or differences that one considers important for categorization. Through this process, the social world acquires subjective meaning, aspects relevant to action are elaborated. Three levels of abstraction are particularly important:

• The higher level of humanity (human identity);
• the intermediate level of ingroup/outgroup (social identity);
• the subordinate level of the self as unique from other in-group members (personal identity).

Social identity theory (Abrams & Hogg, 1990; Tajfel, 1978, 1981, 1982; Tajfel & Turner, 1985) starts from four assumptions that contribute to the development of analytical categories:

• The basic need to establish and stabilize a positive personal identity (emotional aspect).
• Identity includes social and personal components. Social identity refers to those aspects of the self that reflect the social categories to which one ascribes and which one shares with others (gender, age, race; religious, political orientation, etc.). Personal identity refers to those aspects of the self that are more unique, by which one is distinguished from others.
• Focusing the attention on social or personal identity, both in perception of others and self.

Implications for the Development of Analytical Categories

Descriptive Categories of Interlocutors

Descriptive categories are generally derived from the list of characteristics proposed by Gordon (1988; see above). In particular, they should be supple-mented with categories that can be derived from the individual characteristics that are the subject of

the present study (e.g., migration route, asylum status, etc.). These categories can be used as profile codes to form subgroups.

Categories for interpreting statements

For qualitative analysis it is advisable to develop theory-based categories for the interpretation of the dialogues on the one hand and for the derivation of action steps on the other hand. The distinction between cognitive and motivational-emotional processes in social identity theory is especially important here:

- The *cognitive component of social identity theory* postulates a categorization process in which the similarity between objects within categories is exaggerated as much as the dissimilarity between categories. An intergroup situation occurs when people observe the presence of members of more than one social category (e.g., children in the classroom, immigrants and members of the majority group in the work team). When category member-ship is addressed, a unity is formed between the perceiver and others of the same social category: "we". The same happens with the members of the other category, they become the unit of the "others" or "them". When this social categorization is activated, information processing is distorted threefold:

    (1) People who coincide in the thematized critical characteristic are assimi-lated, i.e., the similarity of these people is assumed in other characteristics as well.
    (2) A contrast is created between the groups, i.e., it is assumed that the members of the groups also differ in other characteristics.
    (3) Thus, although within the in-group as well as within the out-group the similarity of the members is exaggerated, the perceptions of the out-group are relatively undifferentiated, the members of the out-group are perceived as similar, homo-geneous. This homogeneous perception depersonalizes or deindividuates out-group members.

- The *emotional-motivational component* is based on the search for a positive identity and postulates a competitive social comparison process. In this process, the person differentiates and distances him/herself from members of other groups. To this end, the comparative dimensions are selected ethnocentrically on the one

hand, and weighted accordingly on the other, i.e., greater importance is given to the dimensions on which the ingroup performs better. Finally, there is the "ultimate attribution fallacy" (Pettigrew, 1979), according to which identical behavior is evaluated positively by the ingroup and negatively by the outgroup (e.g., assertiveness in men versus women).

Categories for the analysis of behavioral tendencies
(as a special case of interpretation)

From the dynamics of the comparative processes of self and group categorization, important clues arise as to the action tendencies of the interlocutors and thus also to the recommended interaction strategies in the corresponding dialogues and interviews. Particular attention should be paid to the contents and evaluations of comparisons of groups and oneself with others, because they allow action-relevant interpretations, e.g.

- Tendencies to distance oneself from one's own group vs. tendencies to favor one's own group.
- Devaluation of one's own group norms vs. revaluation of one's own group norms.
- Construction of an idiosyncratic system of reference and values,
- Search for alternative orientations,
- Perception and evaluation of individual and/or group disadvantages.

This results in tendencies that are recorded as categories that aim to change one's own position and/or the position of one's own group in the surrounding social system. Corresponding indications result from

- Talking about disadvantages (versus advantages) when talking about belonging to one's own group (versus not talking about it);
- Frequent comparisons with lower status groups versus the dominant majority group;
- Criticism of the rejection of dominant comparison criteria (preferably dominant group criteria);
- Attempts to construct alternative comparison criteria.

Proposal for a System of Categories

The following draft of a category system for the analysis of conversations and interviews with immigrants must necessarily be relatively abstract and be concretized and probably also expanded by the research question of the respective research project.

(1) *Sociodemographic profile codes*
- age
- gender
- Ethnic origin
- Physical condition
- Social class affiliation
- Linguistic ability to communicate

(2) *Interpretive profile codes*
- Cultural background (e.g., knowledge, beliefs, norms)
- Cognitive orientation style (e.g., certainty vs. uncertainty oriented, i.e., reference to clear structures vs. openness to the new)
- Emotional reaction patterns.

(3) *Conceptual codes for general interpretation of statements*
    (to be differentiated according to the specific research project question).
- Perceptions and evaluations of the internal group:
    Selection of comparison categories
    Weighting of comparison categories
- Perceptions and evaluations of the external group:
    Selection of comparison categories
    Weighting of comparison categories

(4) *Conceptual codes for special interpretation of statements*
    (to be differentiated according to the specific question of the research project)
- Attitudes and behaviors towards own group (distancing vs. favoritism).
- Devaluation vs. revaluation of the norms of one's own group.
- Construction of an idiosyncratic reference and value system.
- Search for alternative orientations
- Perception and evaluation of individual and/or group disadvantage

- Perspectives regarding te future)
- Intentions to act in specific ways

References

Abrams, D., & Hogg, M. A. (Eds.) (1990). *Social identity theory. Constructive and critical advances.* New York: Harvester/Wheatsheaf.

Allport, F. H. (1968). The historical background of modern social psychology. In G. Lindzey & E. Aronson (Eds.), *The handbook of social psychology. Vol. 1* (pp. 1-80). Cambridge, Mass: Addison-Wesley.

Brown, R. (1996). Intergroup relations. In M. Hewstone, W. Stroebe & G. M. Stephenson (Eds.), *Introduction to social psychology* (pp. 530-562). Oxford: Blackwell.

Crisp, R. J., & Hewstone, M. (1999). Differential evaluation of crossed category groups: Patterns, processes, and reducing intergroup bias. *Group Processes & Intergroup Relations, 2,* 307-333.

Glaser, B. G. & Strauss, A. L. (1965). T*he discovery of grounded theory. Strategies for qualitative research.* Chicago: Aldine Publishing Company.

Glaser, B. G., & Strauss, A. L. (1979). Die Entdeckung gegenstandsbezogener Theorie: Eine Grundstrategie qualitativer Sozialforschung. In C. Hopf & E. Weingarten (Hrsg.), *Qualitative Sozialforschung* (S. 91-111). Stuttgart: Klett-Cotta.

Miller, N., & Brewer, M. N. (Eds.) (1984). *Groups in contact. The psychology of desegregation.* Orlando: Academic Press.

Miller, N., & Harrington, H. J. (1990). A situational identity perspective on cultural diversity and teamwork in the classroom. In S. Sharan (Ed.), *Cooperative learning. Theory and research* (pp. 39-76). New York: Praeger.

Pettigrew, T. F. (1998). Intergroup contact theory. *Annual Review of Psychology, 49,* 65-85.

Pettigrew, T. F., & Tropp, Linda R. (2011). *When groups meet. The dynamics of intergroup contact.* New York: Psychology Press.

Tajfel, H., & Turner, J. (1979). An integrative theory of intergroup conflict. In W. G. Austin & S. Worchel (Eds.), *The social psychology of intergroup relations* (pp. 33-48). Monterey, CA: Brooks/Cole.

Turner, J. C., Hogg, M. A., Oakes, P. J., Reicher, S. D., & Wetherell, M. (1987). *Rediscovering the social group: A selfcategorization theory.* Oxford: Blackwell.

PART **III:**
TEACHER'S **R**OLES IN **I**NTERCULTURAL **L**EARNING

QUALITATIVE RESEARCH METHODOLOGY APPLIED TO THE PROFESSIONAL DEVELOPMENT OF HIGH SCHOOL TEACHERS INTERCULTURAL APPROACH

María Concepción Domínguez-Garrido,
Antonio Medina-Rivilla,
Raúl González-Fernández,
María Luz Cacheiro-González and
María del Castañar Medina-Domínguez
(Universidad Nacional de Educación a Distancia, UNED, Spain)

Abstract

This research has focused on the qualitative methodology applied to a training program for teachers in the second year of high school, in the construction and professional development through awareness of the progress in teaching skills, and its projection to the training of students in key competencies, focused on people who are preparing in the last year of secondary education and their training to access the University.

The research focuses the training of teachers at this level, prior to the University, on converting the performance of the practice into a qualitative research approach, reaching the nuclear objective: to train the teachers of secondary education centers in three autonomous regions of Spain (Andalusia, Castilla La Mancha and Madrid), to advance professional development, primarily in professional communication, socio-cultural-citizenship, and mathematical-scientific skills.

The qualitative methodological approach used was case study, self-observation of the discourse, discussion groups and narratives as complementary data collection methods. Triangulation and analysis of intersubjectivity have been carried out in the analysis of the teachers' discourses and their teaching practice developed using

statistical data analysis programs (AQUAD 8 and Atlas.ti 8), which promote and deepen the analysis of the texts. with more data from more teacher-student situations.

The most relevant reflections that emerged from the data analysis process and the study of the formative experiences developed in educational institutions have been the following:

- The work in dyads and teams of teachers and researchers to analyze the domain achieved in professional skills, has made it possible to verify that the qualitative research approach is the most relevant and pertinent.
- The professional development of teachers must be supported by a collaborative research-innovation practice, focused on understanding and self-analysis of their own knowledge and teaching skills.

Introduction

Teacher Professional Development

The professional development of teachers is one of the bases for the innovation of educational systems and underpins the performance of quality teaching, promoting the creation of a climate of understanding and acceptance of people from different cultures. This development favors the identity of migrants and promotes a dialogue of encounter and integral development among all students and educators in educational institutions (Domínguez-Garrido et al, 2017, 2020, 2021 and 2022; Rodríguez-Diéguez, 1976). For his part, Baldacci (2019, 2021) emphasizes the role of educational institutions in promoting the moral and intellectual education of people, considering these organizations as an example of creating an ethical-social curriculum and advancing training and democratic climate from which to promote collaboration, mutual acceptance and social performance oriented towards a fruitful understanding of mutual acceptance and integral encounter.

The research developed in the framework of the ComProfeSU project (EDU2016-78451-P) has focused on fostering the training and professional advancement of teachers in the competencies: communication, citizenship, scientific, digital and tutoring, with emphasis on high school teachers and linked to the preparation and access to the University.

Teacher training in social orientation to promote the search for competencies and training objectives as a common goal for all members of the school demands a process and practices that stimulate closeness and define common educational projects in which

we must participate and focus all members of the school as a basis for accessing and consolidating an education in intense civic harmony.

The encounter between people and respect for the plurality of identities, requires generating in educational institutions a climate based on empathy coma emotional balance and the generation of attitudes open to cooperation between teachers coma families and diversity of cultures as advancing in our common instructions essential to increase the professionalization of teachers the most valuable interactions between how many people make up the socio-relational ecosystem of each training institution (Darling-Hammond & Cook-Harvey, 2018; Álvarez-Arregui et al, 2021).

The generation of the results of the project with process 2021 has represented a singular opening to internalization and research, through which to share the numerous findings of this project, represented by a line of opening to teachers of the last year of secondary education, with emphasis on several institutions in Spain, representing a broad overview of life and new ways of assuming the preparation of teachers and their involvement in the comprehensive training of students coma who have to access the University, assumed the enormous challenges of the pandemic and post-pandemic. These scenarios of great uncertainties are an ecosystem that favors a new way of understanding resilience, globalization and the application of the principle of complexity, aspects of great interdependence (Medina-Rivilla and González-Fernández, 2022).

The openness and closeness to the teachers of the three relevant institutions of secondary education in various regions (Madrid, Castilla La Mancha and Andalusia) bring to the project and to the dialogue between cultures its great variety and relevance of case studies, which have formed the main ecosystem of this research (Domínguez-Garrido, González-Fernández, Medina-Rivilla and Cacheiro-González, 2022). This has provided a variety of expressive forms, dialogues and critical text commentaries, which have made possible a peculiar way in which high school teachers are working on communication competence and dialogue between cultures (Domínguez-Garrido et al., 2020, 2021; Ruiz-Cabezas et al., 2020).

From these contributions evidence the closeness between both competences and the richness of a line of training, which has broadened the formative focus, advancing in the development of an emancipatory critical conscience (De la Herrán-Gascón, 2020). The urgent openness and the transforming sense in and from which teachers have to provide the basis for a deep and open encounter of all people and the breadth of human beings, true citizens of the world (Mallart and Mallart, 2021).

Theoretical-Methodological Foundation

The research conducted is oriented both from the research questions and from the approach of transforming the teaching practice from and through the inquiry and interpretation of the performances and the performance style of the teaching-learning processes. Teaching, experienced as an act of responsibility and awareness, makes it possible to advance in the construction of knowledge and in the comprehensive improvement of training actions, increasing professional development and guiding the most valuable actions, which make up a creative personality and permanent advancement (Day, 2018).

The formative processes developed in collaboration with high school teachers have been based on the mutual acceptance of the sense and implication of professional competencies to improve professional development and advance in the culture of didactic innovation (Domínguez-Garrido et al., 2021; Medina-Rivilla and Ruíz-Cabezas, 2021), aware of the impact of reflection and research of collaborative teaching practices.

Work has been done incorporating into classroom life a singular commitment to self-observation and co-observation of the formative processes of training competencies of both faculty and students (Jackson & Cobb, 2013, 2001; Craig, Flores, Marcondes, & Parker, 2020). This commitment is aimed at understanding the breadth and richness of each teaching performance, expanding its meaning and analyzing both the social relations, the content of the discourses and the constituent codes (verbal, nonverbal, paraverbal, iconic, digital) advancing in the incidence of new resources in didactic interaction: platforms, mini videos, apps, video calls, hybrid learning environments, etc., which have characterized the adaptation of educational institutions in the transition between pandemic and post-pandemic, generating new concepts that require new perspectives in teacher training (Solares-Gallego, Rodríguez-Martín and Álvarez-Arregui, 2021).

The research on the training process and the professional development of teachers constitutes the main contribution of this framework of bridging study between the needs experienced by teachers in the period of pandemic, as well as in the period of greater uncertainty that is characterizing the dialogue and encounter between cultures at the present time, focusing the intensity and urgency of a new vision and inquiry to make decisions for the comprehensive improvement of the teaching task and the implementation of models, tests and instruments, which promote the formative and comprehensive evaluation of the programs and actions carried out in the centers. The actions to be carried out in the educational centers are aimed at strengthening the transforming role

of each educator and the commitment to advance in the integral improvement of the practices, assuming the most relevant decisions to achieve the continuous improvement of the essential competences: communication, dialogue between cultures, digital and tutoring whose complementarity will favor the culture of innovation of each institution and its teaching staff and the research of the teaching practices in collaboration.

Harmonization Between Qualitative Methodology, Teacher Training And Inquiry in Their Practice

The line of research, oriented to the professional development of teachers and their training, should be based on qualitative methodology, harmonizing the case study (secondary education centers and unique classrooms, with intense participation), self- and co-observation of knowledge and mastery of the intended competencies, discourse analysis and interpretation of the metaphors, concepts and attitudes contained in the expressive structure.

The case study broadens and intensifies the process of interpretation and contextualization of educational practices, as it is analyzed and interpreted in close relation to the needs and demands of the real protagonists of the didactic act (teacher and students, communities and cultures in interaction, characteristic scenarios of each class and didactic ecosystem) (Hamilton, 2015; Domínguez et al., 2018). This methodology allows to deepen the understanding of didactic acts and to continuously expand the interpretation of the repercussion which such method propitiates to each teacher, given that the close characteristics of the classroom ecosystem are harmonized with the most valuable forms of didactic interaction and advancement in self-analyzed, observed and perceived competencies in all their situational complexity of the class-room.

This research has focused on the formative processes of the teaching staff, oriented to improve the encounter of cultural diversities and identities of teachers and students, which propitiate a new vision for their integral development. This is intended to advance in the design and development of a social ethical curriculum, which provides each teacher with the basis for a harmonious professional advancement and the stimulation of colleagues in the dialogue between people and cultures, promoting the right to the uniqueness and identity of each culture and human being.

New visions and dialogue between people and cultures require a culture of collaboration that increases professional identity and the promotion of an image of

search and full support to teachers, students and families in their cultural richness and breadth.

The implementation of the qualitative methodology and the advancement of migrant identities have to be supported by some theoretical vision comma thus among others we highlight the theoretical proposal of Gut, VanDerveer, Trube and Beam (2020) whose components are based on different theories (Bandura's social theory, 1989; Crain's socio-cultural theory, 2011; Crosman's knowledge throughout life, 2016 and Nodding's personal identities, 2002).

The set of visions provides an overview of the foundations that have facilitated teachers' dynamic-collaborative professional knowledge and expert mediation, as well as the values presiding over the research, the commitments made and the patterns and roles, expected to be accepted by the leaders of the teacher professional competency training program.

The training and professional development of teachers from the ecosystem of the institution and self-observing practice, has to be based on mentoring processes and actions, which compose teachers and experts as a collaborative team, consistent with the values and roles assumed, laying the foundations for learning and continuous improvement in the chosen competencies.

Decision-making to improve teacher competency training requires a mentoring process based on collaborative mediation, the values of ethics and inquiring practices, a commitment based on reciprocal mentoring, an enabling pattern of mental habits and shared leadership (Turbe et al., 2020).

Methodology

Research Questions

- How to improve the research methodology to promote and consolidate the professional development of senior high school teachers?
- What reality of methods and instruments have propitiated us the adequate information to improve the training of teachers in professional competencies promoting the basic keys of students?

Emerging Objectives and in Response to the Research Questions

- To justify the most relevant methods and techniques to train teachers of the last year of secondary education.
- To discover the typology of practices most valuable and coherent with the needs of qualitative research as the core of teachers' professional development.
- To identify the most relevant qualitative research methods and instruments to advance in the culture of teacher competency training.

Methodological Approach: Case Study

- To offer a methodology close to the development of educational institutions in their globality (Yin et al., 2014; Hamilton & Corbett, 2012; Medina-Rivilla & Medina-Domínguez, 2015).
- Being focused on the secondary school as a unit of innovation programming innovation of a new knowledge deep interpretation and special commitment to the transformative sense of the center and the educational community as a whole.
- To allow a singular and deep study of each educational institution attending to the culture and climate of collaboration.
- Of the educational practices in a singular way and within the framework of the understanding and deep interpretation of the typology of social relations and of the dialogue between the cultures present in them.
- To interpret in a singular and committed way the experiences of all the participants and collaborators in the center with high responsibility and ethical commitment. The complementary methods applied to the development of the case study: Teacher training in IES, are classified as follows:

Observation: Self- and Co-Observation

- Creation of mini-videos resulting from class recordings for self- and co-observation.
- Design of a scale to identify teaching-learning situations and evaluation of teaching practice.
- Self-analysis of teaching practice.
- Message quality, discourse structure,
- Mastery of didactic interaction,
- Use of verbal, non-verbal and para-verbal codes.

Professional Trajectory

- Narrative of some relevant practices of the center.
- Self-analysis of the teaching experience narrated.
- Complementarity of teaching-didactic experiences.
- Assessment and understanding of the discourse used.
- Narrative of some relevant practices of the center.
- Self-analysis of the teaching experience narrated.
- Complementarity of teaching and teaching-discourse experiences.
- Assessment and understanding of the discourse used.
- Quality and repercussion of the experience lived and described.

Interviews and Focus Groups

- Could you define the concept of competence?
- Do you think that teachers are clear about teaching by competencies?
- Does the educational community value education by competencies?
- Is competency-based education planned?
- What methods are most appropriate to train competencies?
- Do teachers design appropriate tasks and resources for students in the centers?
- Is a model applied to assess competencies?
- What implications do teachers identify for teaching by competencies?
- Do they demand training based on what specific aspects, what training content and what methodology would be most appropriate?
- What are the challenges of teaching oriented to the development of competencies?

Instruments

- Center scales and co-observation of the practice and the interaction between teachers and students.
- Mini-videos such as websites and platforms.
- Analysis in pairs of teachers and student collaboration of the situations observed by means of cell phones, platforms, websites, portfolios,...
- Analysis of the mini-videos recorded in collaboration with teachers, students, managers, school supervisors,...
- Expressive biograms of the classes observed and analyzed.

- Relevant of all the centers analyzed.
- Elaboration of a bank of questions and personalized and team extension.
- Application of contextual, unreflective ecological questions: where, when, why, how, what,...
- Design of essential questions to be shared in interviews, questionnaires, lists of critical incidents.
- Emergence of singular aspects of the diversity of processes consubstantial to the interviews.
- Application of questionnaires.

Results

The emergence and analysis of the texts have been treated with computer programs, applied to:

- Focus groups and in-depth interviews before the question posed to the teachers from the recordings.
- Comprehensive teacher training based on selected and interpreted competencies.

The sub-dimensions of the content analysis of the texts are exemplified below providing assessment and promotion of the credibility of the content analysis among experts of the texts and speeches.

Comprehensive and Transversal Training

Responses
- Implement competency-based education in all phases of the school period by promoting competency-based training for teachers and students (D.5, A).
- Integral and cross-cutting training singularly focused on the preferred area and subject of teaching and learning, harmonizing initial and ongoing training, emphasizing dialogue and encounter between cultures" (D.3, M).
- To have the necessary time available for such training "to focus training on the attention to each student in their uniqueness and cultural potential demands a new ratio and a more personalized tutoring" (D.8, A).
- Involve the entire educational community. "The value of the cooperation of all members of the educational community in achieving the objectives and values with

piles to the diversity of projects and the demands of educational agents shared with every human being in its globality is highlighted" (D.3, A).
- Encourage the autonomy of students and make them protagonists in the development of competencies (Management Team, CM).
- Increase teaching flexibility and take advantage of students' initiatives and knowledge, generating understanding and respect between teachers and students (Management team, CM).
- Generate resources to improve evaluation in order to explore competencies and work on them with the support of platforms (M).

New Lines for Teacher Development in Basic and Professional Competencies Training.

Responses
- Comprehensive and ongoing training on competency-based education is needed (D.20, M).
- Specific training related to the subject area and context is required (D.22, M).
- Importance of analyzing digital competence in a transversal way considered as the easiest to apply in any subject (D.21, M).
- Work and interest in student participation in the teaching process. I would have to learn to give more space to students in the class so they will talk more and expressed their views about dialogue and encounter between cultures (D.16, CM)
- Promote autonomy, self-regulation and involvement of each person in the educational process with emphasis on dialogue between cultures (D.17, CM).
- We emphasize the typology of training situations and methods with permanent adaptation to the needs of professional practice (D.7, A).

Value of Formative Situations and Methods
(working groups, collaborative practice realities and scenarios in which to apply theoretical concepts)

Responses
- Promote work groups respecting the experience with peers in order to produce a positive interaction between experienced colleagues who exchange their knowledge and practical reflections, thus advancing in training (D.7, A).
- Selecting and transforming instructional content to facilitate students' performance of competencies (D.18, CM).

- Generate situations and experiences among colleagues advancing in the knowledge and culture of training in key competencies (Management team, A).

Analysis of the Texts
(that emerged in the Dimension "Teaching practice and planning to develop competencies")

Responses

A line of reflection is proposed in the orientation and planning of teaching practice for the development of students' competencies. The baccalaureate teachers unanimously state:

- That the teaching practice is not oriented to the development of students' competencies.
- The reality of high school teaching in most subjects follows the traditional method of taking notes (CM).
- The didactic contents, not the development of competencies, are planned based on criteria specific to the second year of the baccalaureate, which is an overwhelming and burdensome course (D.6, A).

Methods applied by the teaching staff
(to develop the students' competencies are oriented towards student participation)

Responses
- Student self-training and support for self-training (D.12, C-M)
- Decision-making and responsibility (D.4, A)
- Problem design (D.14, CM)
- Active method of inquiry discussions (D.5, A)

Tasks, application of methods and resources

The teaching practice to train students focuses on tasks, an essential curricular component for their development (Medina, 2020). The analysis of the teachers' expressions evidences in general lines a development of tasks through diverse didactic resources that help students acquire competencies.

Responses
- Although they are not directly focused on the development of competences (D.18, CM)
- Especially in the more technical physical-chemical subjects such as laboratory practices (D.8, A).
- Each subject has and develops its own tasks and resources, some more applied such as technical drawing (Management team, CM).
- Whenever I can I bring some resource or instrument to see things that are theoretical and help students arrive through experience to the theoretical result (Management team, A).
- Some teaching tasks are oral presentation of research papers, debates, critical comments (D, A, CM and M, 2, 3, 7, 8, 12, 14, 15, 19, 21, 22).
- I believe that faculty in general try to do varied activities that develop competencies (D.12, CM).
- We all have projects, presentations and our approach, that's great (D.21, M).
- Each team generates its banks of questions and presentations (D.23, M).
- The virtual classroom is used videos concept maps digital books (D, A, CM and M, 3, 7, 10, 11, 16, 22, 23).

Discussion and Conclusions

The last year of secondary education is a challenging educational period, in that it has a propaedeutic value for university access, which entails outstanding needs for continuous teacher training. We point out, as a result of this study, that the comprehensive development of high school teachers requires the recognition and deepening of cross-cultural encounter and professional identity competencies, consistent with the contributions of Domínguez et al. (2022; 2022) and Day (2018).

The training of secondary education teachers has to be approached from awareness, self-analysis of practice and personal and collaborative research. Thus, the demand for adequate time for continuous training is emphasized from the recognition of each teacher's own line of teaching improvement, which becomes the guarantee of innovation in education and teaching (Gil et al., 2021). The value of the collaborative involvement of the entire educational community in the advancement and development of a culture of innovation and commitment of each teacher and teams to the transformation of professional practice is strengthened (Medina-Rivilla, De la Herrán & Domínguez, 2014; Medina-Rivilla, 2015).

The complexity and impact of the pandemic has influenced the awareness of the relevance of the quality of ICT resources, hybrid learning environments and the didactic design of innovative teaching materials (Cacheiro-González, et al., 2019, 2020; Ricardo-Barreto et al., 2021; Vázquez-Cano, 2021).

Qualitative methodology, with emphasis on the case study, evidences a very relevant line of research on practice to generate professional knowledge (Hamilton & Corbett-Whittier, 2012). From this perspective, it is relevant to enrich the case study with focus groups and in-depth interviews, also with observation (self-observation, co-observation and hetero-observation), resulting in narratives that synthesize stories and life trajectories of participating teachers (Gut et al., 2020).

The qualitative methodology focused on content analysis of discourse and classroom climate, constitutes the unique way to understand and make decisions for the awareness of the relevance of the teaching developed. The complexity of culturally diverse educational contexts and practices requires a culture of colla-boration as empathy and commitment for the adequate training of each person in the institution. We highlight the plurality of discourses issued that are materialized in the didactic interaction, which highlight the relationship links between the members of the educational community. It is considered relevant to continue deepening in the quali-tative data that emerge in the dialogue, in the discussion groups and the observations of the formative processes carried out in the classrooms of the case studies presented.

References

Álvarez-Arregui, Emilio, Arreguit, Xavier, Hugues, Jean François, Arreguit O'Neill, Stephanie, & Rodríguez-Martín, Alejandro (2021). Ecosistemas de formación continua y dual en competencias transdisciplinares y sistémicas para evolucionar en un mundo complejo. En María Concepción Domínguez-Garrido, María Luz Cacheiro-González, & Ernesto-López-Gómez (Eds.), *Investigación e internacionalización en la formación basada en competencias* (pp. 43-66). Dykinson

Baldacci, Massimo (2019). La tecnologia e il pensiero critico. En María Concepción Domínguez-Garrido et al. (Eds.), *Formación en competencias a lo largo de la vida y diversidad educativa* [Recurso electrónico] (pp. 174-174). Actas InterEstraTIC 2019. UNED, Facultad de Educación.

Baldacci, Massimo (2021). La competencia en la educación escolar. En María Concepción Domínguez-Garrido, María Luz Cacheiro-González & Ernesto López-Gómez (Eds.), *Investigación e internacionalización en la formación basada en competencias* (pp. 19-28). Dykinson

Ricardo-Barreto, Carmen, Llinas-Solano, Humberto, Medina-Rivilla., Antonio, Cacheiro-González, María Luz, Villegas-Mendoza, Alexander, Lafaurie, Andrea., & Navarro-Angarita, Vanessa. (2022). Teachers' perceptions of culturally appropriate pedagogical strategies in virtual learning environments: a study in Colombia. *Turkish Online Journal of Distance Education*, *23*(1), 113-130.

Cacheiro-González, María Luz, González-Fernández, Raúl & López-Gómez, Ernesto. (2020). Experiencias, situaciones y recursos para el desarrollo de habilidades: un enfoque cualitativo con estudiantes de posgrado. *Texto livre: Linguagem e Tecnologia*, *1*(3), 1-24.

Cacheiro-González, María Luz, Medina-Rivilla., Antonio, Domínguez-Garrido, María Concepción, & Medina, María. (2019). The learning platform in distance higher education: student's perceptions. *Turkish Online Journal of Distance Education*, *20*(1), 71-95.

Craig, Cheryl J., Flores, Maria Assunçaõ, Marcondes, Maria Ines, & Parker, Darlene Ciuffetelli (2020). The Impact of Reform Policies on Teachers and Their Practices: Case Studies from Four Countries. En Daniela Roxana Andron, & Gabriela Gruber (Eds.), *Education beyond Crisis. Challenges and Directions in a Multicultural World* (pp. 3-31). ISATT Conference Series, Volume: 1. Brill

Darling-Hammond, Linda, & Cook-Harvey, Channa M. (2018). *Educating the whole child: Improving school climate to support student success.* Learning Policy Institute. https://learningpolicyinstitute.org/product/educating-whole-child.

Day, Christopher (2018). *Educadores comprometidos. Qué son, qué hacen, por qué lo hacen y lo que verdaderamente importa* Narcea.

De la Herrán-Gascón, Agustín (2020). ¿Qué estamos haciendo mal en la Universidad? En Agustín De la Herrán-Gascón, Javier M. Valle-López, & José Luis Villena-Higueras (Eds.) *¿Qué estamos haciendo mal en la educación? Reflexiones pedagógicas para la investigación, la enseñanza y la formación* (pp. 331-391). Octaedro

Domínguez, María Concepción., López-Gómez, Ernesto., & Cacheiro, María Luz. (Eds). (2021). *Investigación e internacionalización de la formación basada en competencias.* Dykinson.

Domínguez-Garrido, María Concepción, Ruiz-Cabezas, Adiela, Medina-Domínguez, María del Castañar, Loor-Dueñas, María Cecilia, Pérez Navío, Eufrasio, & Medina-Rivilla, Antonio (2020). Teachers' Training in the Intercultural Dialogue and Understanding: Focusing on the Education for a Sustainable Development. *Sustainability*, *12*(23), 9-34.

Domínguez-Garrido, María Concepción, González-Fernández, Raúl, Medina-Rivilla, Antonio, & Cacheiro-González, María Luz (2022). Formación del profesorado de bachillerato en las competencias clave. *Revista Mexicana de Investigación Educativa*, *27*(94), 779-802.

Domínguez-Garrido, María Concepción, Medina-Domínguez, María del Castañar, & Medina-Rivilla, Antonio (2018). Estudio de caso: Método y reto para la investigación educativa. In Domínguez-Garrido, et al., *Metodología de investigación para la educación y la diversidad* (pp. 85-131). UNED.

Domínguez-Garrido, María Concepción, Ruíz-Cabezas, Adiela, & Medina-Rivilla, Antonio (2017). Experiencias docentes y su proyección en la identidad profesional: el caso de las maestras de Santa Marta y su entorno. *Revista Historia de la Educación Latinoamericana, 19*(29), 111-133.

Gil, Alfonso Jesús., Antelm, Ana María, & Cacheiro-González, María Luz. (2018). Análisis de la capacidad de innovación escolar desde la perspectiva del profesorado de educación secundaria. La escuela como organización que aprende. *Educar, 54*(2), 449-468.

Gut, Dianne M., VanDerveer, Beth.J., Trube, M.Barbara, & Beam, Pamela C. (2020). *Creating and sustaining a collaborative mentorship team: A handbook for practice and research* Information Age Publishing Inc.

Hamilton, Lorna (2015). Early professional development in the scottish context: pre-service high school teachers and the management of behaviour in classrooms. *Teacher Development, 19*(3), 328-343.

Hamilton, Lorna, & Corbett-Whittier, Connie (2012). *Using case study in education research* Sage.

Jackson, Kara, & Cobb, Paul (2013). Coordinating professional development across contexts and role groups. *Teacher Education and Pedagogy: Theory, Policy and Practice*, 80-99.

Mallart-Navarra, Joan, y Mallart-Solaz, Albert (2021). Derechos y deberes de la infancia en relación con la educación. *Revista DH/ED: derechos humanos y educación*, 4, 27-50. https://dialnet.unirioja.es/servlet/articulo?codigo=8126361

Medina-Rivilla, Antonio, de la Herrán, Agustín, Domínguez-Garrido, & María Concepción (2014). *Fronteras en la investigación de la didáctica* UNED

Medina-Rivilla, Antonio (2015). *Innovación de la educación de la docencia* Ramón Areces.

Medina-Rivilla, Antonio, & González-Fernández, Raúl (2022). Aportaciones de la didáctica al desarrollo de la Educación Social ya la formación permanente de los formadores. *Teaching & Technology Universitas Tarraconensis*, 1 70.

Medina-Rivilla, Antonio, Medina-Domínguez, & María Concepción (2015). El proceso de enseñanza-aprendizaje formativo: acto didáctico. In *Didáctica general: formación básica para los profesionales de la educación* (pp. 169-204). Universitas.

Medina-Rivilla, Antonio, & Ruiz-Cabezas, Adiela (2021). El proceso de enseñanza-aprendizaje formativo. Acto didáctico, interacción didáctica, procesos socio-comunicativos y el clima social del aula. In Antonio Medina-Rivilla et al. *Didáctica general: formación teórica y práctica para educadores. Grado de educación social y pedagogía* (pp. 139-187). Universitas.

Rodríguez-Diéguez, José Luis (1976). Las funciones de la imagen en la enseñanza. *Aula abierta, 13*, 10-14.

Ruiz-Cabezas, Adiela, Medina-Domínguez, María del Castañar, Pérez-Navío, Eufrasio, & Medina-Rivilla, Antonio (2020). Formación del profesorado Universitario en la Competencia Digital. *Pixel-Bit, 58*, 181-216

Solares-Gallego, Laura, Rodríguez-Martín, Alejandro, & Álvarez-Arregui, Emilio (2021). La mediación comunicativa en el aula: una herramienta para su valoración. *Prisma Social: Revista de Investigación Social, 33*, 48-71.

Vázquez-Cano, E. (2021). *Medios, recursos didácticos y tecnología educativa.* UNED

Yin, Hongbiao, Lu, Genshu, & Wang, Wenyan (2014). Unmasking the teaching quality of higher education: Students' course experience and approaches to learning in China. *Assessment & Evaluation in Higher Education, 39*(8), 949-970.

Agradecimientos

THE CONFIGURATION OF PROFESSIONAL TEACHER IDENTITY: A QUALITATIVE STUDY IN HIGHER EDUCATION

Mercedes González Sanmamed
(University of A Coruña, Spain)
Iris Estévez
(University of Santiago de Compostela, Spain)
Alba Souto-Seijo
(University of Santiago de Compostela, Spain)

Abstract

The configuration of the professional identity of higher education teachers is understood as a complex, multifaceted and ambiguous process, whose influence on teaching practice is undoubtedly significant, so it continues to be a concern for the academic and research community. Likewise, the branch of Health Sciences is one of the areas of knowledge at the university level in which the teaching staff combines to a greater extent the field of health care with research, teaching and management tasks. Consequently, the aim of this study is to analyze how the best teachers of Health Sciences at the University of A Coruña configure their professional identity. To this end, and given the nature of the phenomenon under study, we have opted for the development of a qualitative research, specifically through the methodological tradition of the Case Study. The semi-structured interview was selected as the technique for the collection of information. For data processing we resorted to content analysis using data triangulation strategies. The results show that the process of construction of professional identity of the best health sciences teachers is embedded in and co-occurring with the processes of professional socialization, acquisition of teaching knowledge and professional development. In addition, the influence of people from the academic sphere (faculty mentors and colleagues) during the induction stage in the profession is identified as a key element.

Introduction

There has been an evolution in the professional profile of higher education teachers as research has been consolidated as one of the most valuable tasks to be developed in the academic career. Today, university professors are occupied with research, teaching, and management tasks. However, performing these tasks is inexorably mediated and moderated by the value and recognition that the university environment attributes to each of these occupations (Caballero & Bolívar, 2015).

As Zabalza (2009) points out, the university has changed the direction of its main goal, which is now placed in the epicenter of research rather than in valuing pedagogical results. Undoubtedly, if the objectives change, so do the processes that precede them, which is evident in the analysis of evaluation systems (both in those dedicated to select academics, who want to access the profession, and those linked to contractual promotion), and in the processes of design and development of initial and continuing training for the improvement of professional practices (Caballero, 2013; Caballero & Bolívar, 2015).

Thus, it can be inferred that there is a clear imbalance between the value assigned to teaching and research. This differential valuation between one occupation and the other has a great impact on the construction of professional identity of university teachers, as well as on their professional development and on the evolution of socialization processes. Hence, in general, teachers invest their time and effort in those tasks that will be more recognized and rewarded (Caballero, 2009) and at the same time are performed with greater frequency, involvement and intensity, which in the long run are defining the individual to a greater extent.

There is a diversity of approaches to the concept of professional identity, which determines that it has been and continues to be an object of concern for the research community. This is an ambiguous, confusing and multifaceted term (Esteban-Guitart & Moll, 2014), so it is not easy to address this issue. Therefore, below several definitions are presented with the aim of conceptually clarifying some of its meanings.

One of the contributions that we can mention is that of Gysling, who states that the concept of teacher professional identity "constitutes the mechanism by which teachers recognize themselves and are recognized by others as members of a certain social category, specifically, that of teachers" (1992, p. 12).

Caballero (2009) is another researcher who has studied the professional identity of university teachers. According to her, this is identified with a series of functions of the individual who exercises a certain profession, as well as the way in which he or she performs them.

Finally, Solar and Díaz (2009) explain in their work that "professional identity refers to an individual entity that the teacher constructs based on his or her relationship with his or her work space and professional reference group" (p. 211). They also add that it is a "phenomenon of appropriation of models that come from the social policies and political options of a society" (p. 211). This means that professional identity must be analyzed and understood within a specific social, political and educational context.

According to these authors, identity is essentially based on the distribution of subjective (internal) and global (external) representations of the teaching profession. Thus, on the one hand, subjective (internal) representations are identified with the cognitive configuration of beliefs, values, ideas and judgments made by teachers based on their social experiences as teachers. These representations have a subjective and idiosyncratic character, because they are biased by teachers' interpretations of the educational reality and their teaching task. On the other hand, global (external) representations are linked to common ideas that occur in a particular context (Solar & Díaz, 2009).

This idea that the process of construction and evolution of professional identity also has a collective character as result of interaction with other individuals who share a profession in a given context, is defended by a variety of researchers (e.g. Caballero, 2009; Gewerc, 2011; Henkel, 2005; Lobato et al., 2012; Marcelo and Vaillant, 2009; Martín-Gutiérrez et al., 2014). In the case of university teachers' professional identities, it can be inferred that the contexts supporting their configuration are established by the research group, the department, the faculty, the university, and all the interactions that derive from these environments. And we should not forget the role of subjective representations that come from their own beliefs, experiences and valuations related to their teaching and pedagogical work, as well as the meaning of being a university professor (Borg, 2003).

Gewerc (2011) also points out that the construction of identity begins to take shape in the first phase of the professional socialization process, which could be identified with primary socialization linked to the early stage of an university career, that is, the experiences of the future teacher as a student at the university (Marín, 2005). The first experiences of new teachers will constitute the pillar on the basis of which they reflect, organize and interpret the university reality in which they are immersed. This is going to give rise to a professional identity model that "will condition the personality traits, motivations, teaching style and attitudes of the university teacher" (Martín-Gutiérrez et al., 2014, p. 145). Therefore, the teaching identity is constructed and reconstructed in

parallel and in line with the different stages of the process of socialization and acquisition of professional knowledge, throughout the entire work trajectory.

Once a first approach to the concept of professional identity has been made, it is necessary to refer to the factors of diverse nature that, according to Caballero (2009), converge and interact giving rise to the configuration of professional identity. Based on the summary outline of Caballero's work (2009, pp. 78-79), these elements are described below:

External Elements

Collective and global representations of the profession of the university professor:

Prestige of the profession

This is the recognition or reputation of the university teaching profession by society as a whole in a given context. At the national level, the CIS (Centro de Investigaciones Sociológicas) in 2016 published the results of the CIS Survey on Occupational Prestige and Social Structure, with data collected between October 2013 and March 2014. The results indicate that among the professions with the highest prestige, the university chairholder is on the fourth position, and the university professor on the fifth. Likewise, taking into account that in this work we focus on the study of university teaching staff in the field of Health Sciences, it is necessary to look at the field of health services. A large percentage of the teaching staff in the area of Health Sciences combine their teaching and research work with their work in health care. To this effect, we can see that in the results of the survey, specialist physicians occupy the first place, family doctors third place, and nursing, veterinary medicine, physiotherapy and dentistry are also among the 40 most prestigious professions. It is for this reason that we can expect university teachers in the health sciences to range on high levels of popular esteem.

Professional category

This is the rank held by an individual within a profession by way of official recognition, which necessarily implies a certain economic reward or promotion. It is not always proportional to the recognition of the professional group. In the case of university teachers there is a wide range of contractual figures among which we can find: University chair, chair substitute, full professor, associated professor, assistant professor, visiting professor, Emeritus, post-doctoral fellow, junior research fellow,

senior lecturer, lecturer, PhD candidate, etc. among other possible specific figures of public and private universities.

Professional recognition

This is the status of the teacher within the profession for the purpose of social recognition and by the professional collective. It differs from the professional category, because it does not necessarily imply official recognition, economic gratification or promotion.

Professional interaction

Professional interactions are also established as one of the external elements that help in the construction of university teachers' professional identity. These interactions are identified with the networks of relationships that the subject establishes with colleagues, students, administrative and service personnel, research group coordinators, and all persons within the work sphere.

Internal Elements

Subjective representations linked to the cognitive organization of beliefs, values, ideas and judgments made by the teacher based on his or her social experience as a teacher.

Vocation

Understood as the relevance between our inclinations and interests and what we do, that is, the degree to which we do what we want to do. This element is really linked to intrinsic motivation towards teaching and is positioned as an important element to get involved in professional work. Individuals with a vocation consider that their work contributes to a greater good. Therefore, they pursue high quality of training and education of their students, since the generation of highly qualified, critical, reflective, educated, democratic and supportive professionals and citizens depends on it (in the case of university teachers).

Conception of the profession

These are the principles that shape a certain line of thought as to how to be, think and act within the profession. In the field of higher education, these conceptions revolve

around the instructional elements and the teaching-learning process, ethical and moral commitments, etc.

Knowledge

This element is linked to the knowledge we have about our pro-fession and how to put it into practice. This knowledge and professional teaching knowledge are of diverse nature and are in line with the competencies that a university professor should possess.

Integration into the professional culture

This element is linked to the extent to which teachers identify with the practices of colleagues in the profession and the forms of organization and functioning at the institutional, departmental or group level.

Teacher self-concept and self-esteem

These are two different, but closely related concepts. Self-concept is a construct that designates what one thinks of oneself, that is, the set of ideas and beliefs that constitute the mental image of what the individual is as a teacher according to his or her own perception. This would be identified with the "I". On the other hand, self-esteem is the essentially emotional and evaluative response to the idea that people have of themselves (self-concept). That is to say, it is the way in which an individual judges himself or herself. It is therefore linked to the degree of similarity or difference perceived between the self-concept (self) and the image that has been created of the "ideal self".

As mentioned at the beginning of this paper, the concept of identity is of great interest to the research community. However, most of the published studies focus on the analysis of the professional identity of non-university teachers (van Lankveld et al., 2017). Therefore, this study aims to determine how top university teachers of Health Sciences shape their professional identity. This branch of knowledge has been selected, because the faculty of Health Sciences combines to a large extent the scientific-academic field with the field of health care. The fact of having to face this amalgam of tasks differentially influences the configuration of the university teachers' professional identity. The research question that has driven the development of this research is the following: What key elements are present in the configuration of the professional identity of excellent university teachers of Health Sciences?

Methodology

The present study is framed within a qualitative research methodology, specifically in the research tradition of Case Studies (Stake, 2005, 2010). This research design allows in-depth analysis of particular social realities and contributes to the study of well-defined systems in action (Jorrín-Abellán et al., 2021).

Participants

Our case study has been called "The configuration of the identity of excellent teachers in Health Sciences at the University of A Coruña". Thus, the institution of the University of A Coruña (UDC), the scientific field of Health Sciences and teaching excellence are the three elements that delimit the boundaries of the study. Teaching excellence is defined by the results of the annual evaluation *Docentia*, run by the instituion itself. Thus, the main goal of the study is based on the analysis of the configuration of the professional identity of university teachers in the area of Health Sciences who obtained the best results in the *Docentia* program. Consequently, the participants in our case are the five best teachers of Health Sciences at the UDC: Mª Cruz, Emilio, Iago, Cristian, and Irene. Taking into consideration the ethical principles of research regarding the protection of the participants' privacy, we used fictitious names, thus safeguarding their anonymity (Creswell & Poth, 2018).

Instrument

The data collection technique employed in the study that best suited our research claims was a semi-structured interview. For this case study we had an interview script composed of a battery of questions based on prior knowledge of the topic. However, in its application it is not necessary (nor convenient) to follow a rigid order, but the planned questions should be adapted to the answers of the interviewees during the process. Following these premises, two semi-structured interviews were designed and applied for each participant in the case study. The first one – of a biographical nature – tried to identify the most relevant aspects of the teachers' training process throughout their life trajectory, highlighting the influences (of people, contexts, and processes) that have marked them and that have shaped their way of learning and developing at a personal, academic and professional level. The second interview delt with the professional practice from the early years to the present time trying to understand how the

interviewee gained access to university teaching, how his or her early years in the profession unfolded, which values and beliefs surround the profession, what are the informant's current teaching tasks. Additionally we tried to assess some aspects that are not directly related to university teaching, but which may have some influence on the configuration of his or her teaching identity.

Procedure

To select the informants, taking into account the criteria of excellence, university and field of knowledge, we resorted to the Rectorate of the University of A Coruña, since the data generated by the *Docentia* Program are confidential. Thus, the Rectorate of the UDC previously contacted each of the professors in order to know their willingness to participate in the research. After the five best teachers in the area of Health Sciences had accepted, we proceeded to direct contact. Following the ethical principles established in the Declaration of Helsinki and the indications of the ethics committee of the University of A Coruña, the participants were informed of the objective of the research, the confidentiality of the data to be obtained, the anonymity of their participation, and the scripts of the interviews. The two interviews were conducted in individual sessions (with each teacher) and at different times, due to the duration and the degree of cognitive and emotional demand required to conduct them. All interviews were audio-recorded, under the informed consent of the five case participants. Subsequently, the data collected were transcribed for analysis.

Data Analysis

For data analysis, we resorted to the model proposed by Miles et al. (2014) that facilitates to approach a set of textual data. This model presents three recurring steps that define the basic analytical process in most qualitative studies: a) data reduction, b) representation of the data in a synthesis format, and c) drawing of conclusions.

The entire analysis process was supported by Atlas.ti software (Version 7.3), and carried out by two researchers. In order to facilitate the initial data reduction process in a rigorous, consistent and coordinated manner a preliminary category scheme was developed. The creation of this scheme was based on the objectives, research questions and previous theory on professional teacher identity. It is essential to clarify that it served as a flexible and open structure and was not used, in any case, as a rigid framework.

Next, we proceeded with the strategy of content analysis (Jorrín-Abellán et al., 2021), following a process of inductive-deductive analysis based on the previously created scheme. Thus, textual portions were selected and identified with different codes associated with some categories and subcategories of the system. This scheme underwent changes as the material was iteratively coded and read again.

Likewise, it is worth mentioning that data triangulation and inter-researcher triangulation strategies were used to generate consistent and reliable results. The triangulation between researchers is materialized in the process of joint analysis of the data and in the achievement of theoretical saturation by both. In the case of the data triangulation strategy, the arrangement of verbatim quotes from participants has been used to illuminate some of the core results and network diagrams. This product emanating from the Atlas.ti software serves us to visualize quickly and graphically the connection between codes and textual quotations identified in the data analysis, the frequency of occurrence, and also the saturation density of categories and subcategories.

Results

At this point, we describe those aspects that have emerged from the data analysis and that allow us to determine how university teachers in the field of knowledge in Health Sciences configure their professional identity.

First of all, it should be mentioned that the teaching staff in the case study started out in university teaching without having received specific pedagogical training. Thus, professionals entering this new profession must manage to build an identity, now as teachers in the health area. Thus, they face numerous dilemmas and insecurities as they must adapt to a different professional and academic culture.

In light of the results obtained we can determine that the personal dimension of the participants' professional identity is complex, unique, singular and irreplaceable, since it is configured based on multiple opportunities and contexts (external elements) that are specific to each person. These personal traits (internal elements), which define each of our interviewees, are determined as influential factors in the configuration of identity.

Similarly, the findings show that two of the aspects that play a critical role in the configuration of professional identity are school experiences as students and the beginnings of professional practice. With regard to experiences as students, it should be noted that a key issue is the identification of teaching models to imitate or reject. Thus, all the participants allude to teachers from different educational stages, who have had a decisive influence on the configuration of their teaching selves. Mª Cruz, for example,

highlights the figure of a teacher from her childhood in the most positive sense: *"Later, there was also the way in which some teachers taught: working in a team, under-standing leadership skills as positive, I think it has helped me throughout my later training and even now, maybe it all stems from there"* (CS-UDC.1. .1., p.2), and also in the university stage: *"Sometimes I recognize in my own speech as a teacher aspects that were transmitted to me by my professors at that time"* (CS-UDC.1.1., p.2). Emilio also explains that he has adopted some ways of acting, selecting and adapting them to his own teaching style: *"I had been a student here at the faculty itself, and well yes, there were teachers that I had liked more and, logically, I think that part of their ways and so on, I assumed them, then you adjust them to your own subject and to your own way of being, of course"* (CS-UDC.2.2., p.8). On the other hand, Cristian opted for the maxim of rejecting some teaching models of his university stage: *"Then I said, 'I am NEVER going to be like these teachers'"* (CS-UDC.4.1., p.13). Similarly, Iago reports: *"For me, it helped me to know what I didn't want. I never thought I was going to teach, but I think it helped me later to understand that teaching has to be done differently"* (CS-UDC.3.1., p.10).

Continuing with the beginnings of the professional practice, the our results show the importance of one or several figures, who have encouraged our participants to the practice of university teaching. This (or these) person(s) – belonging to the university sphere – detected in our participants some of the skills necessary to dedicate oneself to teaching and research and have pushed them to cross the frontiers of the clinical-care field to the university sphere. This is reflected in the words of our participants: Mª Cruz explains that *"this group of professors at the time were influential because they made a clear commitment to generate a substrate with a nursing degree"* (CS-UDC.1.1., p.2). For his part, Emilio determines that *"Some of my current colleagues were, at that time, professors who did influence me when it came to attracting me. The environment of teachers who at that time considered you to be valid"* (CS-UDC.2.1., p.7). In the same vein, Iago comments, *"My department colleagues. Knowing that they trusted me, eh let's say it helped me to believe in me, too"* (CS-UDC.3.1., p.10). Finally, Cristian states: *"Then, perhaps, this person JMM. He was the one who focused me a little bit towards that line. I think he was a person who, in that sense, trusted me a lot."* (CS-UDC.4.1., p.13).

Focusing on the present, it is necessary to clarify that only one of the case participants reports the care dimension as one of the main tasks in his professional performance (Cristian, CS-UDC.3.2., p.2). The other four persons in our case study claim to dedicate their time and work space to teaching, research and management

tasks. Iago explains *"we are not people who divide ourselves into teaching, research, management... we are all in one. So, whatever we develop in one facet has an impact on the other"* (CS-UDC.3.3.p.12). Some devote more time to management or research, but one of the most revealing and significant results is that teaching is established as the central task in the work performance of our interviewees *"I am a teacher, I am a researcher, I am also a manager. Because I am in charge of academic management. But teaching is fundamental"* (CS-UDC.3.2.p.11). It is necessary to highlight – as the most positive aspect – the conception that our interviewees have of their profession and the importance they attribute to it (external elements). In the words of Mª Cruz *"The fact of having awakened this interest in research. For participating in the teaching of the profession. For going beyond the practice of health care. It was something that I liked, that I wanted, that seemed to me a challenge and I was motivated to be part of that which seemed important to me"* (CS-UDC.1.2.p.1). Iago, for his part, adds: *"It is a profession in which you are not going to be judged by your beauty, your height, or your physical strength. They will judge you by this (he points to his head), by what you have in your head. And I think that's fantastic"* (CS-UDC.3.2.p.13). Irene refers to the important social role played by the university and the faculty as one of the main actors in it: *"To me it seems a management committed to social responsibility, the university has an immense role to play there, an incredible potential to energize, to provide meetings, to provide dialogues with other social actors"* (CS-UDC.5.2.p.3).

Focusing now on the beliefs about the teaching role (external element), it is noteworthy that the conceptions held by our informants follow the same tone. In the first place, they all recognize the importance of the work they perform and the responsibility that this entails. The words of Mª Cruz shed light on this issue: *"I believe that I am part of the training of professionals with great responsibilities in society"* (CS-UDC.1.2.p.3).
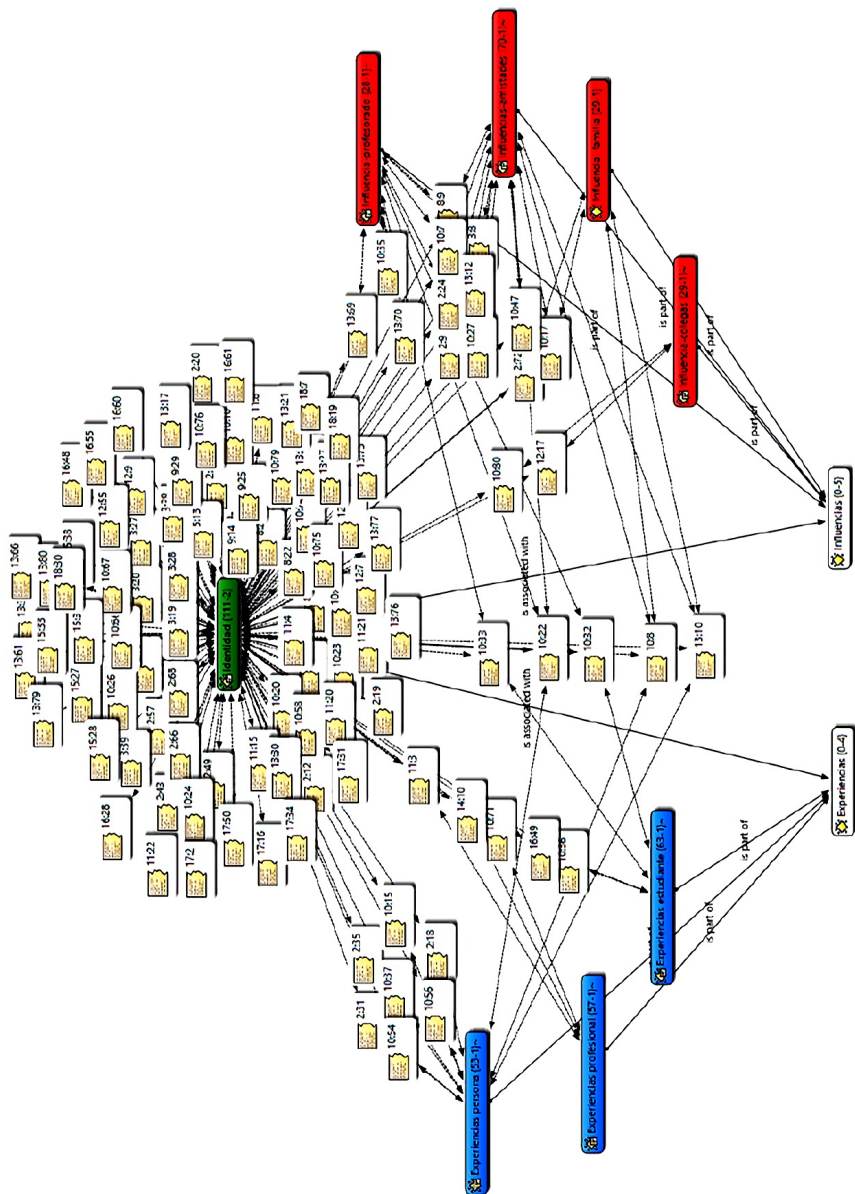
Figure 1: Network diagram

That is why our participants declare that the principles guiding their teaching practice are rigor, responsibility (Iago, CS-UDC.3.2.p.11), competence, effort (Cristian, CS-UDC.4.2.p.2), and the consideration of the student as the main agent in the teaching-learning process. We can use Cristian's words to illuminate this last idea: *"I assume that my student is the most important part of my activity. I believe that it is logical, that I am a teacher and I have an obligation to my students"* (Cristian, CS-UDC.4.1.p.17).

Once the most relevant results have been synthesized, Figure 1 shows the network diagram created with the help of Atlas.ti software (version 7), through which the relationships between the different codes, their frequency of occurrence and their density are represented. Thus, the existence of a high triangulation of the observed data is evidenced.

Discussion and Conclusions

The aim of this study was to determine how university teachers in the Health Sciences field of knowledge configure their professional identity. The findings support that the configuration of the professional teaching identity is a complex process that includes the acquisition of professional knowledge and the sociali-zation of teachers in the institution of Higher Education. As evidenced in previous works, this evolution occurs synchronously and concurrently with these two processes (Tardif, 2004). As González-Sanmamed (1995) already stated, teacher learning cannot be isolated from the influences and mechanisms of socialization that affect the other subjects who are learning to teach. In this sense, the acquisition of teaching knowledge through socialization processes has certain peculiarities in the case of university teachers that should be taken into consideration.

As mentioned above, most university teachers have not been specifically trained in pedagogical matters; therefore, as our data show, teachers learn to be teachers essentially through a secondary socialization process that is unconscious and irrational. This idea is in line with Imbernón (2011) and his critique of the ways of access and promotion of university teachers.

The information provided by the Health Sciences teachers of the University of A Coruña is in line with the contributions of different authors (e.g. Caballero, 2013; González-Sanmamed, 1995; Lortie, 1975; Tardif, 2004; Zeichner & Gore, 1990) who establish certain stages in the process of shaping pro-fessional identity. On a first stage the learning derived from school experiences as a student leaves an imprint on the

imaginary of the future teacher. This first stage is identified with the influences exerted by the experiences of the individual's academic life, but giving special relevance to the period of the university career (Marín, 2005). This is followed by a subsequent stage linked to professional induction, in which the individual makes the transition from student to teacher. It is at this moment when the behavioral models acquired as a student are consolidated or restructured. Several authors agree in describing this stage as the most powerful and influential, because here occurs what Veenman (1984) calls "the reality shock". This is the phase in which the teacher develops certain skills and attitudes, by virtue of the demands of day-to-day life. This fact is also reflected in our data, where this stage appears as a determinant in the course of teachers' professional careers. Finally, a third stage of progress and development of university teachers is linked both with their students and with the rest of the educational and social community.

It is clear that the following elements play a key role in the socialization process: The individual's previous experiences, people, training and the institutional culture of the university, which will have a decisive influence on the definition of professional identity. Thus, our results support the idea that identity is a dynamic process that happens over time, which can be interpreted and reinterpreted according to the experiences lived by the subject and the relationships with others (Jara & Mayor-Ruiz, 2019). Similarly, the subjective (internal) perceptions that influence the shaping of teacher identity exceed the barriers of the work sphere. Thus the data derived from this study reflect that a person's life history and individual experiences (external) influence how university teachers identify themselves as such throughout their professional careers (Knight, 2002).

Indeed, the configuration of a certain professional identity will shape the teaching practice and the notions about all the elements that surround the work sphere. The concept that teachers articulate of themselves and their profession is a foundation on which they project and understand their development and their commitment to educational improvement (Day & Gu, 2010).

Finally, it is considered appropriate to mention the main limitations of this study. First, it is worth mentioning that the information was collected exclusively through interviews. Therefore, future research will complement the interview data with information obtained through other techniques such as observation.

References

Bolívar, A. (2006). *La identidad profesional del profesorado de secundaria. Crisis y reconstrucción.* Aljibe.

Borg, S. (2003) Teacher cognition in language teaching: A review of research on what language teachers think, know, believe and do. *Language Teaching 36*(2), 81-109. https://doi.org/10.1017/S0261444803001903

Caballero, K. (2009). *Construcción y desarrollo de la identidad profesional del profesorado universitario* (Tesis Doctoral). Universidad de Granada, Granada, España.

Caballero, K. (2013). Nivel de satisfacción del profesorado universitario hacia los sistemas de evaluación. *Revista de Educación*, 360, 483-508. https://doi.org/10.4438/1988-592X-RE-2011-360-124

Caballero, K., & Bolívar, A. (2015). El profesorado universitario como docente: hacia una identidad profesional que integre docencia e investigación. *REDU: Revista de Docencia Universitaria, 13*(1), 57-77. https://cutt.ly/JroDvgp

Creswell, J. W., & Poth, C. N. (2018). *Qualitative inquiry and research design: Choosing among five traditions* (5th Ed.). Sage Publications.

CIS (2016). *Encuesta sobre Prestigio Ocupacional y Estructura Social.* Estudio nº 3004. Recuperado de https://cutt.ly/Jro3iK0

Day, C., & Gu, Q. (2010). *The new lives of teachers.* Routledge.

Esteban-Guitart, M., & Moll, L. C. (2014). Funds of Identity: A new concept based on the Funds of Knowledge approach. *Culture & Psychology, 20*(1), 31–48. https://doi.org/10.1177/1354067X13515934

Gewerc, A. (2011). Identidades docentes en contextos turbulentos. Espacios, tiempos y afectos. En C. Monereo, & J. I. Pozo (Coords.), *La identidad en Psicología de la Educación: necesidad, utilidad y límites* (pp. 189-212). Narcea.

González-Sanmamed, M. (1995). *Formación docente: perspectivas desde el desarrollo del conocimiento y la socialización profesional.* Editorial Ppu.

Gysling, J. (1992). *Profesores. Un análisis de su identidad social.* CIDE

Henkel, M. (2005). Academic identity and autonomy in a changing policy environment. *Higher Education*, 49, 155-176. https://doi.org/10.1007/s10734-004-2919-1

Jorrín-Abellan, I., Fontana, M., & Rubia, B. (2021). *Investigar en Educación.* Editorial Síntesis

Knight, P. T. (2002). Learning from schools. *Higher Education, 44*(2), 283-298. https://doi.org/10.1023/A:1016330531437

Lobato, C., Fernández, I., Garmendia, M., & Pérez, U. (2012) ¿Se puede construir la identidad del profesorado en la universidad? Una experiencia desde la formación del profesorado novel en la Universidad del País Vasco. *Revista del CIDUI, (*1). Recuperado de https://cutt.ly/Pro2PaM

Lortie, D. (1975). *Schoolteacher.* The University of Chicago Press.

Marcelo, C., & Vaillant, D. (2009). *Desarrollo profesional docente.* Narcea.

Marín, V. (2005). El inicio de la vida profesional del docente universitario. Hacia la determinación de los elementos que marcan la socialización del profesor universitario principiante. *Docencia e Investigación*, 5, 191-209. https://cutt.ly/bro9Dgi

Martín-Gutiérrez, Á., Conde-Jiménez, J., & Mayor-Ruiz, C. M. (2014). La identidad profesional docente del profesorado novel universitario. *REDU. Revista de docencia universitaria*, *12*(4), 141-160. https://cutt.ly/dro0Pwk

Miles, M. B., Huberman, A. M., & Saldaña, J. (2014). *Qualitative data analysis: A methods sourcebook and the coding manual for qualitative researchers* (3rd Ed.). Sage Publications. https://doi.org/10.1080/10572252.2015.975966

Solar, M. I., & Díaz, C. (2009). El profesor universitario: construcción de su saber pedagógico e identidad profesional a partir de sus cogniciones y creencias. *Calidad en la Educación*, 30, 208-232. https://doi.org/10.31619/caledu.n30.178

Stake, R. E. (2005). Qualitative case studies. En N. K. Denzin, & Y. S. Lincoln (Eds.), *The Sage handbook of qualitative research* (3rd Ed.) (pp. 443-466). Sage.

Stake, R. E. (2010*). Qualitative Research: Studying How things work*. The Guilford Press.

Tardif, M. (2004). *Los saberes del docente y su desarrollo profesional*. Narcea.

van Lankveld, T., Schoonenboom, J., Volman, M., Croiset, G., & Beishuizen, J. (2017). Developing a teacher identity in the university context: a systematic review of the literature. *Higher Education Research & Development*, *36*(3), 325–342. https://doi.org/10.1080/07294360.2016.1208154

Veenman, S. (1984). Perceived problems of beginning teachers. *Review of educational research*, *54*(2), 143-178. https://doi.org/10.3102/00346543054002143

Verd, J.M. & Lozares, C. (2016). *Introducción a la investigación cualitativa. Fases, métodos y técnicas.* Síntesis

Zabalza, M. A. (2009). Ser profesor universitario hoy. *La Cuestión Universitaria*, *5*, 69-81. https://cutt.ly/XroMZGt

Zeichner, K., & Gore, J. (1990). Teacher Socialization. En W. R. Houston, M. Haberman, & J. Sikula (Eds.), *Handbook of research on teacher education* (pp. 329-372). McMillan.

DIDACTIC COMMUNICATION – THE CHALLENGE OF UNIVERSITY TEACHERS TO MAINTAIN THE ATTENTION OF STUDENTS

María del Mar Camús Ferri,
Marcos Jesús Iglesias Martínez
and Inés Lozano Cabezas
(University of Alicante, Spain)

Abstract

The qualitative research related to this study allows us to understand the importance of didactic communication to guide the attention of students in university educational contexts. Without attentional capacity, the student's learning process in Higher Education training sessions is superficial and competence training is minimal. In this sense, this study is addressed in which it is possible to know the conception that Higher Education teachers have about the concept of didactic communication and its relationship with the ability to maintain attention in university students in the classroom, as well as to identify what beliefs motivate students in their desire to maintain attention in university training sessions, the difficulties they encounter during the communication process to sustain it and that their learning is successful and the alternatives that can improve their attentional capacity.

Introduction

The didactic communication process established in Higher Education classrooms involves, among other aspects, maintaining the attentional capacity of university students in the classroom (Ajjawi & Boud, 2019; Álvarez, 2017; González & Triviño, 2018; Khan, Khan, Zia-Ul-Islam & Khan, 2017). If students' attention is not sustained

during learning sessions, cognition, which is primarily responsible for processing information and accommodating it in our thought structures, is deactivated (Alonso, 2019; Hendrie & Bastacini, 2019; Gozalo, León del Barco & Romero, 2022). Thus, the students' selective attention process goes from focusing their ability to focus on their professional training to directing their interest towards other aspects that may be more suggestive, inevitably affecting their professional training process.

One of the purposes of the university teacher is, therefore, to have resources, strategies and didactic-communicative skills so that students do not divert their attention from the training tasks that will help to structure their thinking based on their future professional work (Camús & Iglesias, 2020; Martínez & Rogero, 2021; Morrison & Evans, 2018). The professional competencies that the European Higher Education Area (EHEA) proposes as a basis for the start of training in a profession acquire meaning when, in the classroom, learning situations and a study climate have been designed in which students are able to focus their attention on their professional training activity (Orakci, 2020).

Teacher communication has a transcendental weight on this capacity since it acts as a motivational engine between the curiosity of the students, who have to channel their attention to take advantage of the learning process that occurs in university classrooms, the learning process and the didactic intentions of the faculty (Álvarez, 2017; Jaramillo-Baquerizo, Valcke & Vanderlinde, 2019; Van den Bos & Brouwer, 2014). Through the communicative teacher-student interaction, students promote their interest in learning and their ability to self-regulate their behavior towards it at each moment of their university education (Ajjawi & Boud, 2017).

In this sense, although academic self-regulation depends on factors intrinsic to the higher education student: his/her learning strategies, perceived emotions about the training subject or motivational beliefs towards his/her profession affect the process of sustained attention during the training sessions he/she enjoys in the classroom, most of these factors are driven by the impact produced by the teacher on the student when interacting with him/her and motivating his/her training (González & Triviño, 2018; Hendrie & Bastacini, 2019). In other words, although the students can self-regulate their attentional process and divert the line of interest towards the learning activity, the teacher is the one who directs the process, and can encourage, to a greater or lesser extent, depending on his/her resources, strategies and didactic-communicative techniques, that the students' attention is sustained during the lessons he/she designs for their learning and professionalism.

The communicative process between the teacher and the student that takes place in university classrooms is crucial for the attentional process to be successful and for university students not to disconnect their thinking from the task or the knowledge they are acquiring for their training (Jaramillo-Baquerizo, Valcke & Vanderline, 2019; Orakci, 2020). Without atten-tional capacity, no learning process is possible since attention is the basic cognitive process that allows attending to stimuli, both internal and external, to respond and learn based on them (Hendrie & Bastacini, 2019). The problem lies in the fact that the teacher, in general, assumes that sustained and selective attention must be part of the skills to be provided by the student for his/her learning process to be effective, while it is also the responsibility of the teaching professional, who must be responsible for motivating it (Valerio & Rodríguez, 2017).

Certainly, for the attention span of university students to be sustained and maintained on the formative tasks designed for that purpose, the teaching commu-nicative competence must be nourished by three of the elements that turn the act of communi-cating into a humanizing activity: the clear and concise verbal and non-verbal language, which facilitates the understanding of the information that reaches the student; the enthusiastic attitude on which he presents the content and the practical activities to be developed; the empathy towards the students to generate a learning climate of proximity, closeness and trust (Gozalo, León del Barco & Romero, 2022; Jaramillo-Baquerizo, Valcke & Vanderlinde, 2019). It is not enough to master the subject matter and to focus on it in a teaching session, since the monotonous teaching discourse undermines the surprise factor that encourages the focus of attention on the training task (Álvarez, 2017).

In order to compensate for these lectures in the teaching sessions, it is necessary that our teaching discourse is accompanied by didactic methodologies that, when applied, produce attraction in the students (Iglesias-Martínez, Lozano-Cabezas & Sarmiento, 2020), by dealing with aspects related to the professional context for which they are being trained, in addition to activating their participation in the classroom, awakening their language and their thinking. Didactic communication does not only involve the use of verbal language, but communicates everything that interacts with our students; and one of the main ways to capture their attention is, indeed, the use of didactic and interactive methodologies (Hendrie & Bastacini, 2020).

In short, attentional capacity is essential for students to maintain their curiosity and interest in professional training and to start acquiring the skills that will enable them to perform their profession in future jobs. The academic performance of students also depends on the quality of the didactic communication process of Higher Education teachers, who, with their resources, will promote, to a greater or lesser extent, their

attentional process in the classroom (Ajjawi & Boud, 2019; Camús & Iglesias, 2020; Khan, Khan, Zia-Ul-Islam & Khan, 2017).

Therefore, this study aims to analyze the conception that Higher Education teachers have about how to sustain the attention of their students during the development of the didactic communication process in the classroom. In addition, it tries to know the difficulties that the teacher experiences to be able to maintain it in the classroom, as well as the motivational beliefs that they have about the maintenance of this formative process in the learning sessions designed for it and some proposals for improvement that achieve that the communicative process and the sustained attention of the students in the university classroom is successful.

For this purpose, a qualitative research methodology has been used whose relevance, in the field of qualitative psychology, is to examine one of the most relevant cognitive processes to attend to learning in the Higher Education classroom: the process of selective attention and the faculty's ability to sustain it in the students for an excellent and quality education in the university classrooms. Importance is also attributed in this field, when improvement proposals are addressed based on the meanings that teachers themselves give to this cognitive process and the relevance of communication for/with them.

Methodology

The purpose of this study is the analysis of the cognitive process of sustained attention of university students during the communicative inter-action produced between them and the Higher Education faculty, based on the voices of the teachers and their involvement and commitment to it. For this purpose, the qualitative research methodology has been employed given that the search for meanings and the study of experiences related to didactic communication and sustained attention in the classroom that go beyond the plausible is intended (Flick, 2004; Kelchtermans, 2014). The biographical-narrative is chosen since it brings us closer to an adequate understanding of the study phenomenon and, in addition, it is a specific strategy of qualitative methodology in education (Bolivar & Domingo, 2019). As stated, the goal is to understand how university faculty perceive didactic communication as an opportunity for the maintenance of student attention during learning sessions designed for university education (Huber et al., 2013; Vasilachis, 2006).

Specifically, this research was conducted during the academic year 2021-2022, and 28 teachers dedicated to university teaching at the Faculty of Education of the University

of Alicante and the University of Valencia participated. Of the total number of teachers, 50% are women (n = 14), and 50% are men (n = 14). The sample, therefore, is intentional and non-probabilistic.

In order to obtain the sample of participants, we contacted teachers engaged in teaching at the undergraduate level. Likewise, considering the purpose of our study and the methodology employed, the semi-structured interview was used as a technique for data collection. This has been designed with open-ended and pre-established questions, in relation to the research objectives proposed for the work.

Finally, having informed the participants about the purpose of the study and having assured their voluntary participation and the anonymity of the data, the interviews were collected via e-mail, with their consent. Once the data had been collected, the coding system was designed using the deductive method, validated by three experts in qualitative research, which allowed the narrative sequences to be analyzed using the AQUAD software (Huber & Gürtler, 2012). In this way, each code and subcode has been described in the subsequent section, where the results are found.

Results

The results have been organized around 4 themes organized according to the approach of our research objectives. They are shown below in tables with the codes and subcodes found after the analysis of the 483 narrative sequences of the participants. Likewise, in order to analyze and describe the results, the percentage of Absolute Frequency (%AF) has been evaluated.

Topic 1: Conception of the cognitive process of attention and its relation to the communicative teaching act

With regard to the first code, it can be observed that Higher Education teachers clearly understand that attention is a cognitive process that is part of the students' thinking resources and that consists of maintaining their ability to fixate or select the stimulus that favors their learning during the process of communicative interaction established with them in the class-room (*1.1 Cognitive process*):

Table 1 shows the codes related to topic 1: Conception of the cognitive process of attention and its relation to the communicative act of teaching.

Table 1: *Conception of the cognitive process of attention and its relation to the communicative act of teaching.*

Topic 1. Inferential codes	Frequency	%
1.1 Cognitive process	48	31,17%
1.2 Concentration activator	36	23,38%
1.3 Thought development	28	18,18%
1.4 Teacher communication	22	14,28%
1.5 Student commitment	20	12,99%
TOTAL	154	100%

When we communicate with the student, it is necessary for him or her to pay close attention to what he or she is learning as a way of directing his or her thinking to the task (Participant 012).
The process of attention is the learner's resource to focus on what is being learned while we communicate with them. (Participant 021).

Code *1.2 Concentration activator* is significant, with which the university teacher explains that the cognitive process referred to attention is important in the learning of university students since it enables concentration on the task and, therefore, the communicative and formative process that is generated between teachers and students acquires a deeper dimension:

That concentration is activated as long as attention is maintained when interacting with the student body, that is important and communication is much better. (Participant 006)
In the moments of communication with the student, it is necessary that the student is concentrated while attending and, in this way, the interaction is more relevant to him (Participant 018).

It is also notable, in light of the findings, that it is pointed out, through code *1.3 Development of thinking,* that the attention paid by the students in the learning activities that unfold in the classroom is essential to be able to develop critical thinking about the professional subject matter on which the university students are being trained:

As teachers, we have to consider that attending to their attention is important when we interact with them because if they don't attend to their learning they are not going to learn to think critically and professionally.(Participant 006)
Your students' thinking can only take shape if they pay detailed attention to what we communicate in the classroom and learn (Participant 023).

Regarding code *1.4 Teaching communication,* we can see that the Higher Education teachers notice, although in a milder form, that in order to sustain the students' attention in the classroom, good teaching communication is necessary, capable of activating it and diverting it towards the training that is intended to be achieved during the lessons in the classroom:

It is about approaching our students and communicating with them, having the ability to make them pay attention to us (Participant 012).
Trying to pay attention to them in class and bringing our speech closer to theirs will divert their attention and curiosity to the task (Participant 028).

Under the conception of code *1.5 Student commitment,* it is more subtly manifested that maintaining the attention of the students in the classroom is also the responsibility of the student, who must acquire the commitment to pay attention to his or her learning process, especially in the formative situations dedicated to reflection and resolution of practical exercises:

The student has to take responsibility for the attention he gives to the communicative process and to the exercises he has to think about in order to become a good professional.(Participant 027).
It is not only the teachers who have to make the student pay attention in the communication process, he/she has to make an effort and commit him/herself as well (Participant 011).

Topic 2: Motivational beliefs of university students about maintaining attention and their relationship with teacher communication

Table 2 shows the results of topic 2 on the motivational beliefs of university students and their relationship with teaching communication.

Table 2: *Motivational beliefs of university students about sustaining attention and their relationship with teaching communication.*

Topic 2. Inferential codes	Frequency	%
2.1 Intrinsic motivation	**69**	**57,50%**
2.1.1 Professional interest	28	23,34%
2.1.2 Perseverance and effort	24	20,00%
2.1.3 Positive attitude	17	14,16%
2.2 Extrinsic motivation	**51**	**42,50%**
2.2.1 Teacher enthusiasm	19	15,84%
2.2.2 Teacher communication	17	14,16%
2.2.3 Didactic methods	15	12,50%
TOTAL	**120**	**100%**

The codes on the intrinsic motivational beliefs of the students that manage to drive their attention towards the training tasks designed by the Higher Education faculty (*2.1 Intrinsic motivation*), as well as the extrinsic motivational beliefs, which encourage their detention in the process of learning and in the desire of wanting to train to be a good professional, are collected.

In relation to the first code (*2.1 Intrinsic motivation*), it is found that Higher Education teachers consider that sustaining attention in the classroom is the result of the motivational beliefs intrinsic to the students they guide during the learning sessions.

Thus, it is noteworthy that, according to their perceptions and experiences in the classroom, university teachers perceive that students consider that the process of communicative interaction between students and teachers is successful when attention is sustained due to the professional interest they show during the training sessions, as can be seen in the results associated with sub-code *2.1.1 Professional interest*

The learner himself knows that without their interest in their profession the communication process we initiate with them is meaningless.(Participant 009).
If they are not interested in their own profession, the students indirectly know that what we communicate in class is doomed to failure. (Participant 023).

Constancy and effort is also relevant, and, as shown in Table 2, it is understood that, in addition, university professors state that university students are aware that, without their own effort and constancy to participate in the communicative process established for their training, it is difficult to direct their attention and concentration towards the didactic objective set for the given training context:

Our students know that they have to make an effort to maintain their attention in each activity.(Participant 018).
When interacting, the student knows that they have to be constant in maintaining their attention in learning (Participant 020).

Although in smaller proportion, in addition, it is perceived, according to the voices of the participants, that, in the classroom, the same student body warns to believe that without a positive attitude towards the training tasks in Higher Education it is complicated to maintain the process of attention during the communicative interactions (*2.1.3 Positive attitude*):

In order to attend and for didactic communication to flow, your own students tell you that they must be the ones with a good attitude.(Participant 006).
I have heard many times my students say that they believe that when they don't attend it is really because of their negative attitude towards university education. (Participant 010).

Referring to the second code *2.2 Extrinsic motivation*, and in contrast to the first one, the participants assert, in a lighter but also notorious way, that the extrinsic motivational beliefs that university students have about the importance of maintaining attention during the communicative interaction in the classroom also contribute to sustain it in the formative contexts dedicated to learning in Higher Education.

According to the findings, it is exposed, on the one hand, that one of the extrinsic motivational beliefs that students have about the relevance of maintaining attention in the classroom is the enthusiasm that the teacher shows in relation to the subject he/she teaches, with the professional experiences related to it, as well as with what he/she is able to transmit in the presentation of the professional practical activities to be performed (*2.2.1 Teacher enthusiasm*):

Your students demand you to be enthusiastic about the subject you teach, for example, to be more interested and with their attention better focused in class.(Participant 007).
It is important for them that in your intercommunicative sessions you enthusiastically relate experiences related to the professional subject being taught, and in your presentations. (Participant 027)

On the other hand, and being represented with a lower percentage, the participating teachers indicate that, certainly, the students who are trained in the university environment consider that it is crucial, in order to sustain their attentional capacity, a teaching communication of excellence and quality that generates a reflective learning environment, close and of professional interest (*2.2.2 Teacher communication*):

You have to have a good communicative disposition as a teacher because the student values very much that with this you have the ability to create a good environment for their training.(Participant 014).
As they point out, your students believe that they need a teacher who controls their communication well and makes you think about something in their profession that interests them (Participant 019).

In a less representative but valuable way, it is stated that didactic metho-dologies are a resource that, in the light of the narratives, university students believe influences in keeping their attention in the classroom because they activate their active participation in the classroom, as well as their critical thinking (*2.2.3 Didactic methodologies*):

They believe that your methodological forms matter for them to attend in the communicative process because it makes them participate and not be passive, it does not give them time to disconnect.(Participant 021).
Attention, according to the students, is not lost if your methodologies do not give them time to deactivate and they participate and think all the time (Participant 024).

Topic 3: Difficulties of university professors in maintaining the students' attention during the process of communicative interaction.

Table 3 organizes the results of topic 3, which deals with the difficulties of university professors to keep the students' attention during the communicative interaction process.

With code *3.1 Passive participation*, the teachers express, through their narratives, that one of the greatest difficulties they experience when they have to act to capture the students' attention in the classroom is related to the passive participation, which they perceive, on the part of the students, given that if they are not involved in the lessons they are preparing to be trained, their attention is dispersed towards other aspects that may be more relevant to them and there is no possibility of sustaining it in order to achieve deep and critical learning:

Table 3: *Difficulties of university professors in maintaining student attention during the communicative interaction process*

Topic 3. Inferential codes	Frequency	%
3.1 Passive participation	35	30,70%
3.2 Professional disinterest	26	22,81%
3.3 Technological media	22	19,30%
3.4 Curricular rigidity	19	16,66%
3.5 Methodological barriers	12	10,53%
TOTAL	114	100%

The student participates in our interaction so passively that the attentional process is lost and does not learn.(Participant 012).
How are they going to sustain attention and focus their learning if they have no initiative to think and participate and exchange ideas in the classroom? (Participant 018)

It is also understood that their lack of interest in training in their professional field collaborates in the loss of attention, making the communicative process not very valuable (*3.2 Professional lack of interest*):

If they have no self-interest in their own profession, there is little we can do in our act of communicating to make them attend. (Participant 007)
The lack of interest in learning how to manage in their profession radiates in the classroom and prevents them from being attentive, obviously. (Participant 015).

As shown in Table 3, there are some results, less significant, which establish that it is also a tedious task to attract the attention of Higher Education students if they focus it on distracting media such as the Internet, cell phones, social networks, chats, tablets or laptops that are not used for learning (*3.3 Technological media*):

If in class they use cell phones and the Internet or social networks to distract themselves, there is little we teachers can do to make them attend. (Participant 008)
Now it is fashionable to chat while one is supposed to be learning, attention is diverted to the maximum and there is no real teacher-student communicative encounter. (Participant 023).

Code *3.4 Curricular rigidity* indicates that the large amount of theoretical content established in the curriculum that teachers are forced to teach in university training sessions turns classes into theoretical presentations that do not motivate the students' attentional capacity due to their monotonous and routine development, encouraging boredom:

> *A dense curriculum that does not allow us many times to attract the student's attention beyond the master classes.(Participant 010).*
> *Our way of interacting is often to present all the theoretical content that is in the curriculum (Participant 019).*

Through code *3.5 Methodological barriers*, it is slightly noted that, in addition, Higher Education teachers perceive difficulties in sustaining the students' attention in class since they do not know how to introduce other methodologies that favor their focus on their training, being a barrier in the process of interaction among them:

> *There are very good methodologies that we can apply so that their attention is sustained by their dynamism, but we are not trained and this is a problem.(Participant 013).*
> *In order for them to pay attention to us, we have to use other didactics, the question is, how if we do not really know how to extrapolate them to the university context (Participant 028).*

Topic 4: Proposals for improvement to sustain the attention of Higher Education students in the communication process

The codes that deal with topic 4 are shown in table 4. In it, some proposals for improvement are presented to sustain the attention of Higher Education students in the communication process that Higher Education teachers put forward according to their didactic and pedagogical perspective.

Thus, in the narratives corresponding to code *4.1 Contextualized activities*, the teachers indicate that the activities carried out in the classroom and designed in accordance with the practical professional context that arouses their interest acquire meaning for the students because they are meaningful and linked to real situations of their profession, activating, in this process of communicative interaction that takes place in the classroom, the attentional component required for learning:

Table 4: *Proposals for improvement to sustain the attention of Higher Education students in the communication process*

Topic 4. Inferential codes	Frequency	%
4.1 Contextualized activities	28	29,47%
4.2 Active teaching techniques	20	21,05%
4.3 Varied training sessions	17	17,90%
4.4 Reflective group practices	16	16,84%
4.5 Humanizing teacher communication	14	14,74%
TOTAL	95	100%

If your activities are real and they see that they make sense for their future, the students pay attention, and your didactic communication is fantastic then. (Participant 014)

When you design a situation or an activity that has to do with reality, the students pay attention because they are interested in knowing how to solve the problem tomorrow. (Participant 027)

It is recurrent, moreover, that Higher Education teachers propose the use of active methodologies since they consider that it breaks with the routine of the theoretical teaching discourse, promotes their thinking and interest, in addition to having to get involved and thus activate their attentional capacity (*4.2 Active methodologies*):

Active methodologies are always welcome because it allows them to think, and they are no longer bored with so much theoretical content with which we bombard them.(Participant 007).

Another way they can pay attention in class are active methodologies(Participant 024).

Despite its lower presence in the findings, code *4.3 Varied training sessions*reveals that university teachers consider it crucial to design training sessions with varied activities that include theoretical learning and the application of practical knowledge, since our mind's capacity needs to change in order to sustain attention for a considerable time:

You have to make changes of activities in your sessions to awaken their attention (Participant 001).

Learning situations in which there is a variety of activities because our mind requires different things to attend to the stimuli that are presented (Participant 019).

With a lower percentage, it is considered that another option that makes it possible to sustain students' attention in the classroom is to carry out reflective practices in groups since, by sharing ideas, the attentional focus falls on the different stimuli that arise in the learning environment and the loss of interest in the learning process is avoided (*4.4 Group reflective practices*):

Having them reflect in group practices is very useful that different focuses of interest emerge, and they are attending (Participant 013).
Reflecting in a group way so that they can attend to each other (Participant 024).

Finally, although in a less manifest way, code *4.5 Humanizing teaching communi-cation* shows that, certainly, having strategies and resources to develop a more humanizing teaching communication favors students to keep their attention in the university training context, since it generates an understanding, empathetic, positive atmosphere, close to the students, showing the most humanizing part of the teacher:

The teacher's communication has to show humanity, for example, empathy, understanding, closeness to the student, this activates his/her attention on you and the process (Participant 008).
Your way of communicating has to transmit proximity, you have to be human above all (Participant 025).

Discussion and Conclusions

After this study, it has been proven that, indeed, didactic communication is a transcendental component to motivate students and their attentional capacity in the training sessions designed for learning their profession. In addition, the objectives set for the study have been achieved, according to the research questions posed, the analysis of the narratives that correspond to the voices of the participants and the organization of the findings in four themes.

In this sense, with respect to the first theme and the contributions of the university teachers who participated in this work, it is pointed out that attention is an elementary cognitive process in the university educational context, since it activates the students'

concentration on the learning task being performed and promotes the development of thinking by selecting the stimuli that offer relevant information in their learning (Hendrie & Bastacini, 2020). However, in order to be sustained during the process of communicative interaction established by teachers in the classroom, the active communicative participation of the teacher is necessary (Álvarez, 2017; Camús & Iglesias, 2020; Khan, Khan, Zia-UI-Islam & Khan, 2017), as well as the commitment of the students themselves, who must be interested in their own professional training. In other words, the students' attentional capacity allows them to focus on the training activities that the Higher Education teacher proposes for this purpose, as long as the teacher, with his/her didactic-communicative skills, has sufficient skills to attract their interest and the students respond in a committed manner, achieving a selective and conscious attention in the learning process.

With regard to the second theme, and from the analysis of the narratives associated with it, it is understood that, as indicated by the Higher Education teachers, there are certain beliefs on the part of the students that motivate them, intrinsically or extrinsically, to maintain their attention in the classroom. On the one hand, it is verified that university students consider that, in order to attend in the classroom and make the most of university education, it is necessary to have an intrinsic interest or curiosity for their profession (Gozalo, León del Barco & Romero, 2022; Martínez & Rogero, 2021). It also requires constancy and effort to be, continuously, deciding, consciously, the task of attending and paying attention, at every moment, to the communication process that they experience with the teacher in the classroom; being, essential, a positive attitude that encourages and drives them towards their training (Morrison & Evans, 2018). However, on the other hand, it is also essential for this, as revealed by the participants in this study, that sustaining attention during university training sessions also depends on other factors extrinsic to the student, such as . the teacher's enthusiasm about the same discipline and the activities that he/she invites to perform in the classroom, the communicative process that I develop or the use of active methodologies that can awaken, to a greater or lesser extent, curiosity for the communicative act that unfolds during the learning sessions (Hendrie & Bastacini, 2020). In other words, students consider intrinsic and extrinsic motivation as a regular axis of their academic behavior in the classroom as transcendental.

In the findings on the third theme, it is evident that teachers experience difficulties during the university training process related to maintaining students' attention due to different factors, among which we highlight the tendency to passive participation of students and the professional disinterest they feel towards the task (Jaramillo-Baquerizo, Valcke & Vanderlinde, 2019; Martínez & Rogero, 2021). However, it is also a result of

techno-logical distracting media such as cell phones and social networks, which makes him lose the thread of his training, as well as the curricular rigidity to which he is subjected and prevents him from concentrating on a routine activity such as mono-tonous university teaching discourse (Ajjawi & Boud, 2017). In other words, keeping the students' attention in the communicative process that is established in university classrooms is a challenge that Higher Education teachers face given that it is, relatively, easy to deviate from training to other centers of interest.

Finally, after the analysis of the narratives related to the fourth theme, and in compensation for these difficulties, it is elucidated that there are several alternatives to facilitate that university students can sustain their attentional capacity on the training tasks related to their profession. Consequently, it is established that it is possible to encourage students' attention if contextualized activities are designed, given that they awaken curiosity and interest in the learning situation and are contextualized in real professional environments that can serve as a means to learn to solve problems in situ (Alonso, 2019; Orakci, 2020). The use of active didactic techniques is also mentioned, given that students in higher education are not used to learning while enjoying them, thus activating the surprise factor that attracts and provokes attentional fixation (González & Triviño, 2018; Iglesias-Martínez, Lozano-Cabezas & Sarmiento, 2020). It is pointed out that varied formative sessions and reflective group practices are significant in breaking the monotony of theoretical learning (Martínez & Rogero, 2021). Finally, humanizing teaching communication promotes a learning environ-ment based on proximity to students, which is so necessary to encourage their participation and attentional orientation in their learning process (Brooman, Darwent & Pimor, 2015; Camús & Iglesias, 2020).

In short, the process of communicative interaction that unfolds in the university classroom is the responsibility of the Higher Education faculty, as well as of the students committed to their training, and it is through didactic communication as an element that favors the learning process that there is the possibility of fostering the attentional capacity of students so that they do not divert their interest in their professional training during the teaching sessions and achieve a university education of excellence and quality.

It is considered vital to find results related to the university training process, especially if the purpose is to study the components that affect the improvement and promotion of university students' learning, in order to achieve a competent professional training. In this sense, as a methodological consequence for qualitative social research, we can note that this study on the attentional capacity of students and its relationship

with the communication process that takes place in university classrooms favors the understanding of the meaning and importance of this cognitive process for thinking and focusing concentration in university training sessions. Qualitative social research seeks to find meanings beyond what is visibly plausible, and, through the analysis of the voices of the participants and the findings that have resulted from this research, we can understand the phenomenon of didactic communication as a substantial component for the maintenance of student attention in university educational contexts and extend this study to other educational research fields, selecting a different or larger sample of participants, in order to expand the possibilities of improving our teaching practice and, especially, university professional training.

References

Ajjawi, Rola, & Boud, David. (2017). Researching feedback dialogue: an interactional analysis approach. *Assessment and Evaluation in Higher Education*, 42(2). https://doi.org/10.1080/02602938.2015.1102863

Álvarez, Carmen (2017). ¿Es interactiva la enseñanza en la Educación Superior? La perpectiva del alumnado. *Revista de Docencia Universitaria*, 15(2), 97-112. https://doi.org/10.4995/redu.2017.6075

Alberola-Mulet, Ivan, Iglesias-Martínez, Marcos Jesús, & Lozano-Cabezas, Inés (2021). Teachers' beliefs about the role of digital educational resources in educational practice: A qualitative study. *Education Sciences*, 11(5), 239. https://doi.org/10.3390/educsci11050239

Alonso, Pilar (2019). El perfil del buen docente universitario desde una perspectiva del alumnado. *Educação e Pesquisa*, 45, 1-22. https://doi.org/10.1590/S1678-4634201945196029

Brooman, Simon, Darwent, S., & Pimor, Alexandra (2015). The student voice in Higher Education curriculum design: Is there value in listening? *Innovations in Education and Teaching International, 52*(6), 663-674. https://doi.org/10.1080/14703297.2014.910128

Bolívar, Antonio, & Domingo, Jesús (2019). *La investigación (auto) biográfica en educación.* Barcelona: Octaedro.

Camús, María del Mar, & Iglesias-Martínez, Marcos Jesús (2020). La comunicación didáctica en el aprendizaje universitario: un estudio cualitativo. En: Roig-Vila, R. (ed.). *La docencia en la Enseñanza Superior. Nuevas aportaciones desde la investigación e innovación educativas* (pp. 52-63). Barcelona: Octaedro.

Flick, Uwe. (2004). *Introducción a la investigación cualitativa.* Madrid: Morata.

González, Sebastián, & Triviño, María Ángeles. (2018). Las estrategias didácticas en la práctica docente universitaria. *Revista de Currículum y Formación del Profesorado*, 22(2), 371-388. https://doi.org/10.30827/profesorado.v22i2.7728

Gozalo, Margarita, León del Barco, Benito, & Romero, Mirian. (2022). Buenas prácticas del estudiante universitario que predicen su rendimiento académico. Educación XX1, 25(1), 171-195. https://doi.org/10.5944/educXX1.30565

Hendrie, Karina Noelia, & Bastacini, María del Carmen (2020). Autorregulación en estudiantes universitarios: Estrategias de aprendizaje, motivación y emociones. *Revista de Educación, 44*(1), 327-444. https://doi.org/10.15517/revedu.v44i1.37713

Huber, Günter L. & Gürtler, Leo. (2012). *AQUAD 7*. *Manual del programa para analizar datos cualitativos (1. Ed. 2003, Tübingen: Ingeborg Huber Verlag).* Tübingen: Günter Huber. Retrieved from www.aquad.de [24/09/2022]

Huber, Janice, Caine, Vera, Huber, Marilyn, & Steeves, Pam (2013). Narrative Inquiry as pedagogy in education: The extraordinary potential of living, telling, retelling, and reliving stories of experience. *Review of Research in Education, 37*, 212-242.

Iglesias-Martínez, Marcos Jesús, Lozano-Cabezas, Inés, & Sarmiento, Martha (2020). Las acciones didácticas del profesorado novel universitario: un estudio cualitativo desde una perspectiva interdisciplinar. *Revista Paradigmas Socio-Humanísticos*(12), 26-41. https://doi.org/10.26752/revistaparadigmassh.v1i2.468

Jaramillo-Baquerizo, Christian, Valcke, Martin, & Vanderlinde, Ruben (2019). Professional development initiatives for university teachers: Variables that influence the transfer of learning to the workplace. *Innovations in Education and Teaching International, 56*(3), 352-362. https://doi.org/10.1080/14703297.2018.1479283

Khan, Alamgir, Khan, Salahuddin, Zia-Ul-Islam, Syed, & Khan, Manhoor (2017). Communication skills of a teacher and its role in the development of students' academic success. *Journal of Education and practice, 8*(1), 18-21. Retrieved from https://files.eric.ed.gov/fulltext/EJ1131770.pdf

Kelchtermans, Geer. (2014). Narrative-biographical pedagogies in teacher education. In C. Craig & L. Orland-Barak (Eds.). *International Teacher Education: Promising Pedagogies* (Part A) (pp. 273-291). London: Emerald Group Publishing Limited.

Martínez, Jaume, & Rogero, Julio (2021). El entorno y la innovación Educativa. *REICE. Revista Iberoamericana Sobre Calidad, Eficacia y Cambio En Educación, 19*(4). https://doi.org/10.15366/reice2021.19.4.004

Morrison, Bruce, & Evans, Stephen (2018). University students' conceptions of the good teacher: A Hong Kong perspective. *Journal of Further and Higher Education, 42*(3), 352-365. https://doi.org/10.1080/0309877X.2016.1261096

Orakci, Senol. (2020). Postgraduate students' expectations of their lecturers. *The Qualitative Report, 25*(1), 199-215. https://doi.org/10.46743/2160-3715/2020.4010

Van den Bos, Paul, & Brouwer, Joyce. (2014). Learning to teach in Higher Education: how to link theory and practice. *Teaching in Higher Education, 19*(7), 772-786. https://doi.org/10.1080/13562517.2014.901952

Valerio, Gabriel, & Rodríguez, María del Carmen (2017). Perfil del profesor universitario desde la perspectiva del estudiante. *Innovación Educativa, 17*(74), 109-124. Retrieved from https://dialnet.unirioja.es/servlet/articulo?codigo=6120977

Vasilachis, Irene (2006). *Estrategias de investigación cualitativa.* Barcelona: Gedisa.

ONLINE LEARNING FROM A PLAYFUL APPROACH THE OLAF PROJECT

María Luz Cacheiro González,
Ernesto López Gómez and
Raúl González Fernández

(Universidad Nacional de Educación a Distancia, UNED, Spain)

Abstract

Online learning from a playful approach is a didactic strategy research line developed by OLAF project based "Open Learning and Fun" coordinated from the Open University (UK) (Okada, & Sheehyii, 2020) with the participation, among others, of distance higher education institutions from Indonesia, Brazil, Portugal and Spain. Each partner focuses on one aspect, the specific theme of the UNED deals with "Evaluating attractive technological resources to favor the didactic communication of students and university professors of education degrees in Spain". The objectives of this contribution are focused on: (1) Knowing the perception of postgraduate students about online learning from a playful approach, and (2) analyzing the role of technological resources in the development of training tasks. A qualitative approach has been applied to the open answers of the questionnaire applied to master students of the Faculty of Education (n = 97). The results offer a positive view of the application of fun in hybrid scenarios, favoring teacher-student closeness in academic life. From the analysis and discussion of the results, different proposals are proposed in line with Okada and Sheehy (2020) on the value of fun in distance education to promote student success and retention.

Introduction

Competencies

The competency-based approach has become a reference in the European Higher Education Area. We start from the concept of competence understood as "an integral performance capable of articulating, activating, integrating, synthesizing, mobilizing and combining knowledge (knowing, doing and being) with its different attributes" (López-Gómez, 2016, p. 36). The literature review conducted in the framework of the ComProfeSU Project has allowed the consolidation of a map of teaching competencies that includes, among others: planning, didactic communication, active teaching-learning methodologies, technological resources, tutoring and evaluation (Cacheiro-González, López-Gómez, González-Fernández, & Medina-Domínguez, 2017; Domínguez-Garrido, Leví-Orta, Medina-Rivilla, & Ramos-Méndez, 2014).

One of the competencies identified as key for lifelong learning by the European Union is digital competence (EU, 2018), which involves "the safe, critical and responsible use of digital technologies for learning, at work and for participation in society, as well as interaction with these" (p. 9). Within this European scope, the recommendations for the development of digital competence (Redecker, 2020) stand out, which have been adopted and adapted to the context of the Spanish educational system through the Frame-work of Reference for Teaching Digital Competence (GTTA-INTEF, 2022), which constitutes a clear recognition of this key competence at different educational levels. For its part, teaching digital competence has been con-solidating in the field of university teacher training through technopedagogical models such as TPACK (Mishra, 2019), which integrates different types of knowledge: peda-gogical, curricular, technological and contextual. Teachers are in a position to identify their profile regarding the use of technologies in the classroom (reluctant, learner, manager and e-innovator) and act accordingly in their professional develop-ment (Sosa-Díaz, & Valverde-Berrocoso, 2020, p. 151).

Teaching Platforms

A teaching platform is a means of structuring instruction in order to promote optimal organization of content and interaction with students (Gómez-Ortega, 2016). The role of the teaching platform and the open educational resources are an essential ally in the academic context of the UNED in Spain both for its model of blended teaching in undergraduate courses (with the support of the network of associated centers), and

virtual in graduate courses (without giving up hybrid sessions (Cacheiro-González, 2011, 2016; Cacheiro-González et al., 2019). The teaching platform constitutes the learning interface that together with digital resources promotes permanent didactic interaction, diminishing distance and growing closeness.

The use of the teaching platform should be based on didactic-technological models such as the one proposed by Medina-Rivilla & Domínguez-Garrido (2015) in which not only the integration of knowledge converges with other components such as transdisciplinarity, culture, climate, socio-educational relationships and closeness, but the latter two components are close to the playful learning approach described in this article. The teaching platform responds to the functionalities required to promote the teaching-learning process, adapting itself according to the instructional design to the different personal and professional scenarios of the students.

Open Educational Resources

On the other hand, the different types of open educational resources contribute to the design of playful activities that promote informal learning, contributing to its transfer to formal and non-formal contexts - increasingly interchangeable - in the academic life of universities. Technological resources are available to teachers for application in the virtual classroom (Perraton, 2020) through different typologies such as the so-called "technologies for web-based learning" (Bower, & Torrington, 2020) or the so-called "RICA: information, collaboration and learning resources" (Cacheiro-González, 2011, 2016) (Figure 1).

In the study conducted by McKinsey & Company (2021) on "How technology is shaping learning in higher education" the responses of faculty members (n = 184) to the question on "What is the main reason why students are excited about using technology in classroom interactions in the future ?" high-light that learning is more entertaining (35%), more effective (28%), improves ability to master content (17%), gives access to resources (11%), and helps personalize learning (9%).
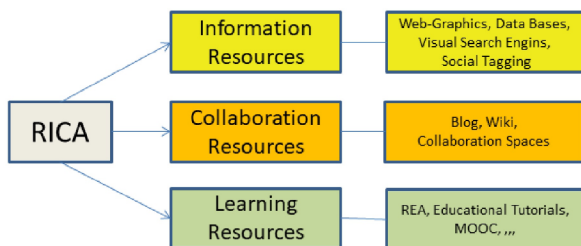
Figure 1. RICA typology (Cacheiro-González, 2011, 2016)

Playful Approach

The present contribution is part of our participation in the OLAF project "Open learning and fun" involving higher education institutions for distance learning in Brazil, Indonesia, Portugal and Spain, among others, led by the Open University (UK) [http://www.open.ac.uk/blogs/rumpus/index.php/projects/olaf/] and focused on analyzing the value of a playful approach in distance education to promote students ' success and retention. The line of work of the UNED team is "Evaluating attractive technological resources to promote didactic commu-nication between students of education and their university teachers in Spain".

This has allowed us to contrast in our context the theoretical contributions according to which courses of teachers, who apply humor in their online teaching, are valued as more interesting, more stimulating, offering more enjoyable content and less stressful evaluations; additionally, they are considered by students as better available and more effective (Lovorn, Augustine, & Dutton, 2015; Makewa, Role, & Genga, 2011).

Following the results of different studies, it is found that fun and humor as didactic strategies contribute to reduce anxiety and stimulate critical thinking (Lovorn, Augustine, & Dutton, 2015; Makewa, Role, & Genga, 2011). Other authors find that playful approaches are allies in addressing topics that may be complex for students, stimulating reflection and participation, in which students do not appear to be defensive or disinterested (Ellingson, 2018; Huss & Eastep, 2016).

A model proposed to further deepen the playful approach to university learning in virtual contexts suggested by Okada, Alexandra, & Sheehyii, Kieron (2020) in the framework of the OLAF project (Figure 2).

Each one of the dimensions of this model, as pointed out by its authors (Okada, & Sheehyii, 2020), are in connection with different learning theories for each of the types of fun, some referents being: Freire (emancipatory fun), Vygotsky (collaborative fun), Piaget (individual fun) and Csikszentmihalyi (optimal fun).

In addition, it should be noted that the role of online learning has been reinforced and enriched in its potentialities due to the need for its use because of the pandemic.

Levels of playful online learning

Emancipatory fun		Optimal fun
AWARENESS		ALIENATION
Empowerment		Feeling good
	Fun	
	AUTONOMY	
	Happiness	
PROXIMITY		BALANCE
Feeling supported		Feeling productive
Collaborative fun		Individual fun
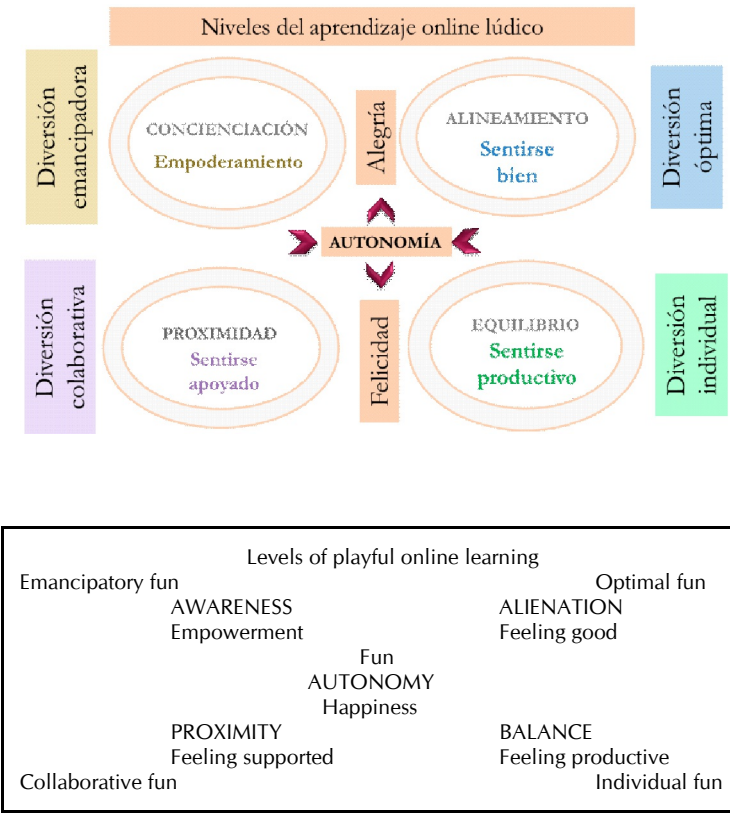
Figure 2: OLAF Model (Okada & Sheehyii, 2020)

Methodology

Objectives

The objectives of this contribution are focused on:

(1) To know the perception of graduate students about online learning from a playful approach, and

(2) To analyze the role of technological resources in the development of learning tasks.

Methodological Approach

Although in the context of the OLAF Project the validated questionnaire contains rating items and open questions, in this study we focus on the qualitative analysis of the answers to the open questions completed voluntarily by master degree students of the Faculty of Education (n = 97). The statements of the open questions asked were:

(PA1) What is your opinion about fun in online learning, and

(PA2) What technological resources (information, collaboration, learning) facilitate the development of educational tasks?

Results

Results of PA1: What is your opinion about fun in online learning?

The results obtained from the analysis of the responses to this open question were organized into 10 categories: teacher involvement, teacher training, stimulating materials, motivation, facilitator, academic-playful pairing, challenge, fundamental, socialization and distraction (Figure 3).

Some examples of the answers provided by the participants are presented here, differentiating advantages and difficulties, identifying the key informant and the category to which he/she belongs (Table 1).
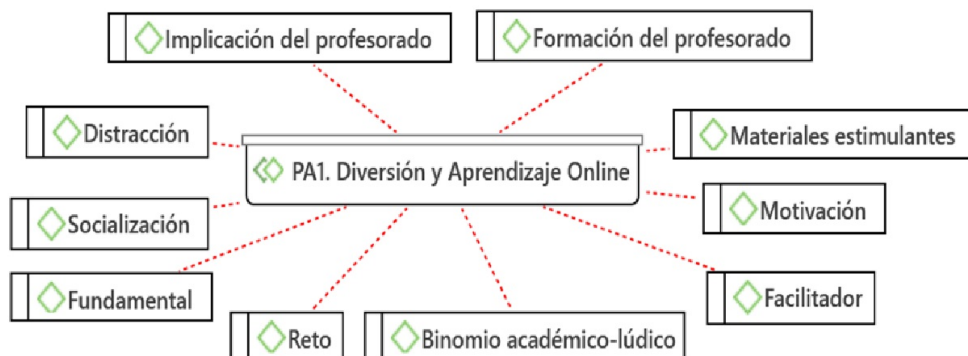
Figure 3: Results of PA1. What is your opinion about fun in online learning?

Among the advantages mentioned, along with those exemplified in the table, are autonomous learning, expressed in the following terms "*Online learning requires more determination and motivation, as there is not as tight control of how time is spent. Fun can be an incentive to encourage autonomous learning*" [E92] or stimulating materials, expressed in the following terms "*If learners are motivated and the material is attractive, learners have fun. If you anticipate what they are going to see without giving them the result, they show more interest and work super happy both inside and outside the classroom, they come to class super happy with their answers*" [E25].

Regarding the proposals for improving online learning from a playful approach, the need for teacher involvement is raised in contributions such as "*I believe that we currently have a multitude of tools to make online teaching fun and thus connect with students*" [E31]; as well as their initial and continuous training in the use of technological resources as pointed out by the participants when they consider that "*Today there are many online teaching tools, but due to lack of knowledge about the potential of these, teachers do not know how to promote fun in online teaching*" [E43].

Table 1. *Quotes from PA1 What is your opinion about fun in online learning?*

Advantages	Difficulties
"Fun in online learning should include that the learner feels good, accepted, and in an environ-ment of empathy, trust, and freedom [E7][facilitator]. *"Online learning is fun when there is motivat-ion and results. In this way the learner feels that his or her work, which is usually solitary is paying off. Digital learners look for sociali-zation and accompaniment with different tools in order to have fun"* [E16][socialization]. *"Playful teaching connects with the students' interests"* [E31][motivation]. *"It is very important that there is a fun com-ponent, and more so in the online format, which already disconnects us a lot from the object of learning"* [E93] [fundamental].	*"I find it hard to think of fun via online for-mat. But if it could be achieved, I consider it a very positive fact because fun being present in any teaching-learning process, regardless of the edu-cational stage, should be fun-damental"* [E26][challenge]. *"Fun in online learning is possible but it needs a greater involvement of teachers, students and families in the case of early childhood and primary education"* [E32][teacher involvement] *"Difficulty in combining fun learning and necessary effort. I associate fun more with relaxation and studying requires concen-tration"* [E83] [Academic-playful binomial]. *"Online learning is challenging, for the stu-dent and the teacher, as capturing attention and helping motivation costs more. When "the class" becomes a flat monologue the disconnection of attention "is easier" as enjoyment is more difficult"* [E87] [motivat-ion].

Results of PA2: What technological resources (information, collaboration, learning) facilitate the development of educational tasks?

From the qualitative analysis altogether 17 categories emerged, six concerning information resources, five concerning collaboration resources, and six concerning learning resources (Figure 4).

Some examples of these contributions are presented for each of the proposed components: information (PA2A), collaboration (PA2B) and learning (PA2C) resources, identifying the key informant and the category most repre-sented, although there are many interactions between the different types (Table 2).
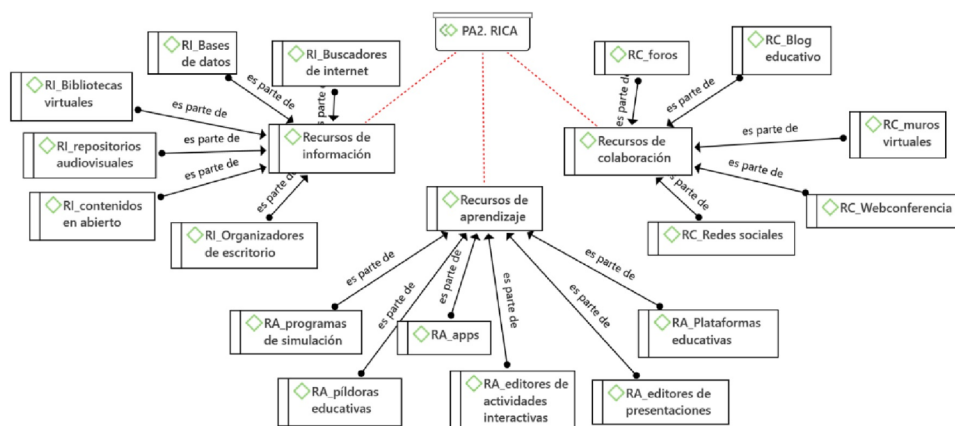
Figure 4: Results of PA2. What technological resources (information, collaboration, learning) facilitate the development of educational tasks?

The results mostly offer a positive view of the application of fun in hybrid and virtual scenarios, favoring teacher-student closeness in academic life. This is expressed, for instance, when they say: "*Resources that enhance interaction with the "machine" in a continuous and multisensory way*" [E23].

Improvements are also proposed when they point out that "   *It also facilitates the development of educational tasks that the teacher makes a good approach to the activity, I have observed that most of them are extremely brief and not very detailed, giving rise to different points of view and many doubts*" [E47].

To integrate and give authentic meaning to the value and possibilities of technological resources represents a great challenge for the educational community. Although these resources are essentially just a valuable means, they require literacy, training and equal opportunities of availability in the teaching-learning process, as can clearly be seen in the great variety of categories that emerged in the analysis.

Table 2. *Quotations of PA2 ¿Wich technological resources (information, collaboration, learning) promote the development of educational tasks?*

PA2A. Which information technology resources facilitate the development of educational tasks?	PA2B. Which collaborative technological re-sources facilitate the development of educational tasks?	PA2C. Which techno-logical learning resources facilitate the development of educational tasks?
"*Internet access to search for experiences from other schools, applications for virtual classes, blogs, youtube resources,..*". [E27] [audiovisual repositories]. "*A lot of digital resources and tools (most of them learned during my Primary Educa-tion Teacher Degree). Live worksheets (interactive work-sheets), StoryJumper, YouTube, Quizlet...*" [E33] [Open Content]. "*I make use of databases for the search of documents that is the fundamental one*" [E47] [Database]. "*Internet for searching infor-mation, as well as social net-works with specific study groups*" [E72] [Internet search engines].	"*Undoubtedly the resources of collaboration among peers are of great impor-tance for long--term studies, and not feeling alone on the way (...), I value a good tutoring with clear guide-lines and great motivational skills*" [E16] [forums]. "*Being able to communi-cate with teachers not only by email, but by other plat-forms that allow several users to connect at the same time and solve problems in a more dynamic way*" [E18] [educational blog]. "*A good videoconferencing system, a well organized and updated content plat-form and the resolution of doubts and participation in forums*" [E38] [Webconference]	"*I use symbaloo a lot to collect resources, canva and genially for the develop-ment of materials, and with students I use kahoot, storybird for stories, QR codes*" [E31] [interactive activity editors]. "*The educational platforms that offer both theoretical and practical materials, collaborative spaces, to upload tasks ...all of them are very useful to promote learning*" [E54] [educational platform]. "*The presentation of content through educational pills is made enjoyable (...). Web conferences are a collabora-tive resource that makes you feel part of the knowl-edge con-struction, which leads to learning and per-sonal in-volvement*" [E58] [educational pills] [E58].

Discussion and Conclusions

In this section, the research questions are taken up again for discussion and conclusions in the light of the results and literature review.

Regarding PA1: *What is the perception of graduate students about online learning from a playful approach?*

The results found are in line with the study of (Okada & Sheehy, 2020), which concludes that the fun-based learning approach contributes to design materials corresponding to this didactic approach. Likewise, the contributions of Vega-Lebrún et al. (2021) are reinforced, which confirm the promotion of playful online learning experiences in hybrid virtual environments.

The importance of migrating playful family activities for students to virtual classrooms is also highlighted (Moore-Beyioku, 2021) as well as disposing of educational models that favor transdisciplinary work through a creative use of the communication functionalities of teaching platforms (Cacheiro-González et al., 2019).

Concluding from our the study, the relevance of applying a didactic-playful approach in the virtual classroom is underlined – in line with Okada and Sheehy (2020) and their work on the importance of fun in distance education to promote student success and retention.

Regarding PA2: *What is the role of technological resources in the development of formative tasks?*

The answers to this question have been broken down based on the typology of technological resources proposed to facilitate the development of formative tasks, namely: information, collaboration, learning.

The progress in the use of technological resources is one of the indicators of digital competence, which has already been noted in the study by Cacheiro-González, González-Fernández, & López-Gómez (2020) identifying several groups of resources:

(1) Already consolidated resources such as: educational platforms, websites, blogs, video-tutorials, social networks.

(2) Tools that are progressively integrated such as: virtual learning communities (edmodo), digital content creation (socrative), interactive activities (kahoot, jclic), use of PDI, infographics, etc.

(3) Finally, emerging technologies in their educational application such as robotics, gamification, escape room or augmented reality.

The results of this study – focused on the didactic-playful approach to online learning – encourages teachers and researchers to design materials according to this approach, and to promote learning based on the enjoyment of didactic interaction. This is an impulse to enrich pedagogical proposals in virtual environments, by promoting learning based on enjoyment through the functionalities of the teaching platform and the availability of open educational resources to carry out didactic interaction.

References

Bower, Matt, & Torrington, Jodie (2020). *Typology of Free Web-based Learning Technologies* https://library.educause.edu/media/files/library/2020/4/freewebbasedlearntech2020.pdf

Cacheiro-González, María Luz (2011). Recursos educativos TIC de información, colaboración y aprendizaje. *Pixel-Bit, 39*, 69-81. https://recyt.fecyt.es/index.php/pixel/article/view/61451/37464

Cacheiro-González, María Luz (2016). Didáctica y TIC: diseño de medios y formación de docentes. En Ernesto López-Gómez (coord.), *Didáctica general y formación del profesorado* (pp. 159-196). UNIR.

Cacheiro-González, María Luz, González-Fernández, Raúl, & López-Gómez, Ernesto (2020). Experiencias, situaciones y recursos para el desarrollo de habilidades: un enfoque cualitativo con estudiantes de posgrado. *Texto livre: Linguagem e Tecnologia, 13*(3), 1-24. https://doi.org/10.35699/1983-3652.2020.24900

Cacheiro-González, María Luz, López-Gómez, Ernesto, González-Fernández, Raúl, & Medina-Domínguez, María del Castañar (2017). *The teaching competences of the university teacher: a theoretical approach* 17th International Educational Technology Conference (IETC2017). In A. Isman (ed.), IETC017 Proceedings Book, Vol. 2 (p. 705). Cambridge, MA, USA, 16-18 Agosto 2017

Cacheiro-González, María Luz, Medina-Rivilla, Antonio, Domínguez-Garrido, María Concepción, & Medina-Domínguez, María Concepción (2019). The learning platform in distance higher education: student's perceptions. *Turkish Online Journal of Distance Education, 20*(2), 71-95. https://doi.org/10.17718/tojde.522387

Domínguez-Garrido, María Concepción, Leví-Orta, Genoveva, Medina-Rivilla, Antonio, & Ramos-Méndez, Eduardo (2014). Las competencias docents: diagnóstico y actividades

innovadoras para su desarrollo en un modelo de educación a distancia. *REDU, Revista de Docencia Universitaria, 12*(1), 239-267. https://doi.org/10.4995/redu.2014.6431

Ellingson, Laura L. (2018). Pedagogy of laughter: Using humor to make teaching and learning more fun and effective. In C. Matthews, U. Edgington, & A. Channon (Eds), *Teaching with sociological imagination in Higher and further education* (pp. 123-134). https://doi.org/10.1007/978-981-10-6725-9_8

Gómez-Ortega, Juan (ed.) (2016). *UNIVERSITIC 2016. Análisis de las TIC en las Universidades Españolas.* CRUE Universidades Españolas. https://tic.crue.org/publicaciones/informe-universitic-2016/

GTTA-INTEF (2022). Marco de Referencia de la Competencia Digital Docente. Grupo de Trabajo de Tecnologías del Aprendizaje. Instituto Nacional de Tecnologías Educativas de Formación del Profesorado (INTEF), Ministerio de Educación y Formación Profesional, España. https://intef.es/wp-content/uploads/2022/03/MRCDD_V06B_GTTA.pdf

Huss, John, & Eastep, Shannon (2016). The Attitudes of University Faculty toward Humor as a Pedagogical Tool: Can We Take a Joke? *Journal of Inquiry and Action in Education, 8*(1), 39-65. https://files.eric.ed.gov/fulltext/EJ1133593.pdf

López-Gómez, Ernesto (2016). En torno al concepto de competencia: un análisis de fuentes. *Profesorado. Revista de currículum y formación del profesorado, 20*(1), 311-322. https://recyt.fecyt.es/index.php/profesorado/article/view/49881

Lovorn, Michael G., Augustine, David, & Dutton, Lauren (2015). Humor in higher education: a research brief. *History of Education, 7*(1). http://rus-ameeduforum.com/content/en/?task=art&article=1001117&iid=21

Makewa, Lazarus Ndiku, Role, Elizabeth, & Genga, Jane Ayiemba (2011). Teachers' use of humor in teaching and students' rating of their effectiveness. *International Journal of Education, 3*(2), 1–17. http://dx.doi.org/10.5296/ije.v3i2.631

McKinsey & Company (2021). How technology is shaping learning in higher education. https://www.mckinsey.com/industries/education/our-insights/how-technology-is-shaping-learning-in-higher-education?cid=eml-web

Medina-Rivilla, Antonio, & Domínguez-Garrido, María Concepción (2015). Modelo didáctico-tecnológico para la innovación educativa. In M.L. Cacheiro-González et al, *Recursos tecnológicos en contextos educativos* (pp. 27-54). UNED.

Mishra, Punya (2019). Considering Contextual Knowledge: The TPACK Diagram Gets an Upgrade. *Journal of Digital Learning in Teacher Education, 35*(2), 76-78. https://doi.org/10.1080/21532974.2019.1588611

Moore-Beyioku, Cheryl (2021). COVID-19 Transition to Online: Quick! Bring the Fun. *Journal of Teaching and Learning with Technology, 10*(1). https://scholarworks.iu.edu/journals/index.php/jotlt/article/view/31107

Okada, Alexandra, & Sheehyii, Kieron (2020). The value of fun in online learning: a study supported by responsible research and innovation and open data. *Revista e-Curriculum, 18*(2), 590-613. https://doi.org/10.23925/1809-3876.2020v18i2p590-613

Perraton, Hilary (2020). A theory for distance education *Distance education: International perspectives* (pp. 34-45). Routledge.

Redecker, Christine (2020). *Marco Europeo para la Competencia Digital de los Educadores: DigCompEdu* (Trad. Fundación Universia y Ministerio de Educación y Formación Profesional de España). Secretaría General Técnica del Ministerio de Educación y Formación Profesional de España (Originally published in 2017). https://sede.educacion.gob.es/publiventa/marco-europeo-para-la-competencia-digital-de-los-educadores-digcompedu/competencia-digital/24685

Sosa-Díaz, María José; Valverde-Berrocoso, Jesús (2020). Perfiles docentes en el contexto de la transformación digital de la escuela. *Bordón. Revista de Pedagogía*, *72*(2), 151-173. https://doi.org/10.13042/Bordon.2020.72965

UE (2018). *Recomendación del Consejo de 22 de mayo de 2018 relativa a las competencias clave para el aprendizaje permanente* (Texto pertinente a efectos del EEE) (2018/C 189/01). https://eur-lex.europa.eu/legal- content/ES/TXT/PDF/?uri=CELEX:32018H0604(01)&from=SV

Vega-Lebrún, Carlos Arturo, Sánchez-Cuevas, Mariano, Rosano-Ortega, Genoveva, & Amador-Pérez, Silvia Elena (2021). Competencias docentes, una innovación en ambientes virtuales de aprendizaje en educación superior. *Apertura*, *13*(2), 6-21. https://doi.org/10.32870/ap.v13n2.2061

Acknowledgements

IMMIGRATION, EMIGRATION, IMMIGRANT.... FINAL THESES AND POSTGRADUATE PROJECTS AT THE UNIVERSITY OF JAÉN

Javier Cachón Zagalaz,
María Sánchez Zafra,
Déborah Sanabrias Moreno
and Mª Luisa Zagalaz Sánchez
(University of Jáen, Spain)

Abstract

Based on the Spanish emigration-immigration situation, this study collects the various final theses found in the TAUJA repository related to this topic from among all the academic disciplines offered by the University of Jaén (UJA). Another descriptor, migration, was added to emigration and immigration and the search was carried out for the time span between 2014 until the beginning of 2022. We found 51 final theses and nine thematically related doctoral theses.

After defining the concepts (immigration, emigration, immigrant), a review of the literature applied to the TAUJA repository is carried out with the condition that the findings will correspond to the UJA.

The largest number of final theses corresponds to the Bachelor theses, followed by the Master theses. The discipline with the highest number of Master theses is Social Work/Social Education, followed by Geography and History. The largest number of papers are grouped around the descriptor Immigration.

This work is interesting for future teachers who will encounter students from different countries in the school context.

Introduction

Spain has gone from being a country of emigration to a country of immigration in a period of three decades. Emigrating has become a process with stress levels so high that they exceed the adaptive capacities of human beings. Immigration entails for individuals a set of cognitive, motivational and affective processes that mediate their adaptation to the new society. People who initiate the migratory process become candidates to suffer from the Chronic Multiple Stress Migrant Syndrome, also known as "Ulysses Syndrome". These processes can be modified through intervention strategies aimed at these groups, as stated by some authors, especially Gálvez-Montalbán (2019).

In this situation, it seems logical that universities should study and analyze how this topic is dealt with in the Bachelor (tesis final grado, TFG) and Master Theses (tesis final master, TFM), as well as in doctoral theses. Especially in the Faculties of Education Sciences, where intercultural relations should be studied in order to promote through them the integration of students (Álvarez, 2008). Likewise, knowing the socializing value of sport, some works have been carried out on emigration and physical activity, such as the one referred to the analysis of the integration of immigrant students through Physical Education classes (Ruiz-Valdivia et al., 2012). In this line, by the various studies analyzed and explained (Checa, Arjona, Pardo, & García-Arjona, 2012), the scientific com-munity has accepted that the practice of sports by immigrants serves as a good indicator of health (Ahmed et al., 2009), strategy and economic advancement (Agergaard, 2008), and also becomes an instrument for intercultural commu-nication and acculturation (Afable-Munzuz, Ponce, Rodríguez, & Pérez-Stable, 2010).

Defining the concepts to facilitate the understanding of the data, a paper on emigration-immigration studies at the University of Jaén (UJA) is presented. Immigration is the inflow and emigration the outflow. All persons involved in these migratory movements are called migrants.

The TAUJA repository contains various TFG and TFM of all the academic disciplines offered by the UJA. We proceeded to a generalized search of those works that have been carried out on "immigration" "emigration" or "migration". From the academic year 2014-15 to 2021-22, 50 papers appeared, to which the following filters were applied:

• **FIRST FILTER:**
Papers containing the word "IMMIGRATION" in their title. The search returns a total of 23 papers corresponding to the following disciplines:

Bachelor:

11 papers in *SOCIAL WORK* and 1 in *SOCIAL EDUCATION* A total of 12 papers with a similar nature, more than 50% of the total number of papers were found with this descriptor.

4 papers in *GEOGRAPHY* and *HISTORY* (it is possible that this is due to the tutors working in this line).

2 in *PSYCHOLOGY*

1 in *LAW*

2 in *PRIMARY EDUCATION* (It is striking that so few theses on this subject are carried out in Primary Education).

Total 21 TFG

Master:

1 Master theses in Research in Physical Activity and Health Sciences (although the work is in language and literature);

1 in Spanish Language and Literature;

1 in Teaching (MAES);

Total 3 TFM

- **SECOND FILTER:**

Papers with the word "EMIGRATION" in their title. We found only 5 papers.

1 in *SOCIAL WORK*,

1 in *LAW*,

3 in *GEOGRAPHY* and *HISTORY* (the same as in the previous selection of the first filter, it is likely that it is the teaching and the characteristics of the teaching staff that attract papers on this subject in Geography and History).

Total 5 TFG. No TFM

- **THIRD FILTER:**

Search for all those papers with the word "IMMIGRANT" in their title, considering as such any person who moves out of his/her usual place of residence, either within a country or across an international border, temporarily or permanently, and for various reasons.

With this search, the results were expanded and 22 papers were obtained whose titles allude to the term immigrant or immigrants, 14 of them were bachelor theses and 8 master theses.

Bachelor:

2 in *CHILDHOOD EDUCATION* : Pedagogy Department.

2 in*PRIMARY EDUCATION*1 Department of Business Organization, Marketing and Sociology; 1 Department of Didactics of Musical, Plastic and Corporal Expression (EF).

4 in *SOCIAL WORK* 2 from the Department of Economics,

1 in *GEOGRAPHY*and *HISTORY,*

1 in *PSYCHOLOGY*

2 in *PSYCHOLOGY*Department of Psychology.

2 in*SOCIAL EDUCATION* Department of Didactics of Musical, Plastic and Corporal Expression (Musical Didac. Exp. Area).

2 in *NURSING*: Department of Nursing.

<u>*Total 14 TFG*</u>

Master

2 theses in Dependence and Equality in Personal Autonomy. Department of Psychology.

1 in Advanced Studies in Cultural Heritage: History, Art and Territory;

1 in Spanish Language and Literature.

1 in Research and Physical Activity Sciences. Department of Spanish Philology.

2 in Teacher Training. Department of Public Law and Special Private Law and Department of English Philology.

1 Specialization and Postgraduate Diploma in Cooperation for Development with Sub-Saharan Africa (Master Degree).

7 official TFM, 1 own TFM

Doctoral Theses

In addition, there is an Inter-University Doctorate in Migration Studies (UJA-UGR-UPO) in Jaén, which has been taught since the academic year 2013-14. The largest number of Doctoral Theses were defended in the Departments of Psychology and Law, where 9 theses have been defended since 2014, distributed as follows:

Defended in 2021

1. Immigration dynamics in Spain (1998-2008): determining factors. Depart-ment of Economics.

2. Employment, work and social protection of foreign women in Spain: a gender approach to migration policy. Department of Public Law and Special Private Law.
3. The case of Moroccan women providing care in Andalusia and its analogy with multiple exclusive processes in the host society, in times of economic recession. Department of Psychology.
4. Legal regime of recognition in Morocco of marriages celebrated abroad and foreign decisions of dissolution of marriage. Department of Public Law and Special Private Law.

Defended in 2020
Cultural contrast in the teaching of Spanish with Chinese-speaking students in the P.R. China. Department of Spanish Philology.

Defended in 2019
Analysis of the training needs of primary and secondary school teachers in the attention to immigrant students. Department of Pedagogy.

Defended in 2017
The first moments of family caregiving: the process of becoming a caregiver for an elderly dependent relative. Department of Nursing.

Defended in 2015
Fundamental procedural rights in criminal proceedings in the European Union. Department of European Public and Common Law.

Defended in 2014
"A vueltas con las migraciones". Transnational family migration strategies. A look from Social Work regarding Bolivian families. Department of Psychology.
Total 9 Doctoral Theses

Methodology

The study has been carried out exclusively with a review of the specific literature of the UJA database. This process is an essential phase in any research work, since it helps to situate the research and to support it theoretically and con-ceptually on the basis of what other researchers have previously written on the subject.

It involves locating the most relevant contributions on the topic of study and defining the main concepts and theories that serve to support and understand the problem and assess how it fits into a more general research framework. Generally, the literature review is usually carried out at the beginning of the research, the critical interaction with the literature occurs throughout the process, although in this case the work consists exclusively of the review and is intended to serve as a basis for further work and as motivation to expand this topic of study at UJA (Arnau & Sala, 2020).

The main steps that have been followed in this review, already described in the introduction, are:

1. To design the search strategy for TFG, TFM and Doctoral Theses at UJA.
2. Identify and select the relevant papers.
3. To register the search results.
4. Organize the selected references.
5. Analyze and interpret the results of the selected articles.

Results

Among all the TFG with the descriptors " IMMIGRATION-IMMIGRANT" reviewed, the following related to Education and Physical Education stand out (22):
1. Immigration under debate.
2. School and Immigration. Analysis of school segregation and academic performance of immigrants. Reflection for a real inclusion.
3. From the Spain that emigrates to the Spain that welcomes: a socially relevant problem for Primary Education.
4. Processes of adaptation to the country of arrival and mental health in immigrants.
5. Inclusion of immigrant minors and their families in educational centers.
6. Recent migratory trends in Spain and in the Province of Jaén (XX-XXI Centuries).
7. Prejudices towards the group of immigrants.
8. Awareness-raising project for the social integration of the immigrant population in the city of Jaén.
9. The crisis on the environment of immigrant children: a bibliographic review.
10. Prevalence of social anxiety disorder in the immigrant adolescent schooled population in Jaén.
11. Educational inequalities of the immigrant population: the use of co-operative games as a means to help and speed up inclusion.

12. Intervention project to promote self-esteem and motivation of the immigrant group in the pro-immigrant association of Cordoba (APIC).
13. Processes of adaptation to the country of arrival and mental health in immigrants. Involvement of immigrant families in school.
14. Integration of the immigrant student through Physical Education.
15. The processes of divorce in the immigrant families: proposal of study for the analysis of how they affect the minors.
16. The teaching of Spanish to immigrants in Andalusia. didactic proposal: approach by tasks labor exploitation in immigrants.
17. Schooling and integration of immigrant students.
18. Analysis of web resources for teaching vocabulary to immigrant children and didactic proposal.

With the descriptor "**EMIGRATION**", the following stand out (4):
19. Emigration as an exit strategy for the current Spanish youth: the case of young people from La Mancha.
20. Emigration of young Spaniards in the 21st century.
Neither from here nor from there". The limbo of Spanish emigrants in the 20th century.
21. The integration of migrant students ' languages and cultures in the classroom.

Among the the following are highlighted:
1. Demography, immigration and racism.
2. The teaching of Spanish to immigrants in Andalusia. didactic proposal: task-based approach.
3. The teaching and learning of the lexicon in foreign students in Primary Education: an innovative didactic proposal from the lexical approach.
There are two theses that deal with this topic in the educational field.
The results show that there are many more TFG than TFM. There is only one TFG in Physical Education.

Conclusions

1. In the eight years studied, not too many works have been carried out on this topic, which, on the other hand, has great actuality.

2. The number of TFG is much higher than the number of TFM. We understand that there is no defined line of research at UJA and that is why fewer TFM are carried out.

References

Afable-Munzuz, A., Ponce, N., Rodríguez, M., & Pérez-Stable, E. (2010). Immigrant generation and physical activity among Mexican, Chinese and Filipino adults in the US. *Social Science and Medicine, 70,* 1997-2005.

Agergaard, S. (2008). Elite athletes as migrants in Danish women's handball. *International Review for the Sociology of Sport, 43,* 5-19.

Ahmed, A., Quinn, V., Caan, B., Sternfeld, B., Haque, R., & Van den Eeden, S. K. (2009). Generational status and duration of residence predict diabetes prevalence among latinos: the California men's health study. *Public Health, 9,* 392.

Álvarez, J.L. (2008). La investigación en Educación Intercultural. *Actas de las I Jornadas Internacionales y VI Jornadas sobre diagnóstico y orientación*. Jaén.

Arnau, L. & Sala, J. (2020). *La revisión de la literatura científica. Pautas, procedimientos y criterios de calidad.* Departament de Teories de l'Educació i Pedagogia Social. Universitat Autònoma de Barcelona.

Checa, J.C., Arjona, Á., Pardo, R., & García-Arjona, N. (2012). *Deporte e integración. Variables que intervienen.* Barcelona: Icaria.

Gálvez-Montalbán, C.V. (2019). *Procesos de adaptación al país de llegada y salud mental en inmigrantes.* TFG, Grado de Piscología. Universidad de Jaén.

Ruiz-Valdivia, M., Molero López-Barajas, D., Cachón-Zagalaz, J., & Zagalaz-Sánchez, M.L. (2012). Análisis de la integración del alumnado inmigrante a través de las clases de Educación Física. *Apunts. Educación Física y Deportes, 108,* 26-34.

Language as a Key to Participation -
Best Practices for "Successful Integration into the Labour Market"

Roswitha Klepser,
Andrea Bernert-Bürkle,
Monica Bravo Granström,
Doris Dietrich
and Lena Maria Maiß

Abstract

Our globalized society is changing in several dimensions, sometimes at high speed. Profound and interconnected changes in the globalized labour market, with newly created professional fields and job profiles, bring new challenges along. Some areas are also suffering from a pronounced shortage of skilled workers, due in particular to demographic change, which has been exacerbated by the Covid-19 pandemic. Employee qualification therefore plays a key role, and the importance of "lifelong learning"is growing, with the goal being increased participation in society. In the current European educational policy debate, the concept of lifelong learning has received a strategic and functional intensification. The European Commission sees lifelong learning as a key competence and the *Memorandum on Lifelong Learning* (2000), a still influential educational policy document, states: "**lifelong learning**is no longer just one aspect of education and training; it **must become the guiding principle**provision and participation across the full continuum of learning contexts."(emphasis in the original).

In Baden-Wüttemberg (BW), where the projects in this article are carried out, the aim of lifelong learning is to support immigrants by promoting German language skills and consequently successful integration (Bündnis für Lebenslanges Lernen 2015; 2020). This

article shows how two actors, the University of Education Weingarten (Pädagogische Hochschule Weingarten, PHW) with the Academy of Continuing Education (Akademie für Wissenschaftliche Weiterbildung, AWW) and the Adult Education Association of Baden-Wüttemberg (Volkshochschulverband, vhs-Verband) take on these challenges in cooperation. With the AWW, the PHW aims to promote lifelong learning by offering in-service training courses both in companies and at university. The AWW thus tackles global challenges at the local level, responding to a broad range of local needs. The regional adult education centres (Volkshochschulen, vhs) are the most important providers of German language courses, for integration as well as for professional usage, in Baden-Wüttemberg.

Around half of all integration courses in BW, funded by the German Federal Office for Migration and Refugees (Bundesamt für Migration und Flühtlinge, BAMF), are held at 90 accredited adult education centres. For example, in the past three years, the vhs have taught around 53,000 participants in vhs integration courses. Around 9,000 people have attended a job-related German course (DeuFö) at a vhs in the last two years. In 2022, 3,600 refugees who had just arrived in Germany were looked after as part of initial orientation courses (Erstorientierungskurse, EOK). Thanks to many years of work in language, educational and career advice, the vhs association and the vhs also have extensive experience in the needs-based assignment of immigrants to suitable course formats. The providers of German-language-courses and integration-offers in Baden-Wüttemberg and Germany are currently facing considerable challenges. More than 1,000,000 Ukrainian refugees with diverse educational backgrounds and work experience have come to Germany since the outbreak of war in Eastern Europe. In 2022, 244,000 asylum seekers were also registered (Mediendienst Integration. Flucht & Asyl), significantly more than in previous years. EU citizens also make up a large group, with more than 550,000 people immigrating each year (Statista. Zugewanderte nach Herkunftslädern 2021). In order to counteract the expected shortage of jobs and skilled workers, the immigration of qualified job seekers from abroad needs to be expanded further.

However, an increasingly crucial question accompanies the integration process of refugees and immigrants: Why is Germany currently not in a position to quickly and sustainably bring the potential workers that are currently urgently needed into employment that is subject to social security contributions and that meets their qualifications? Despite the fact that there is actually a well-developed system of initial orientation, integration and professional language courses? This comprehensive language qualification process, which usually precedes access to the labour market, does however

not seem to provide sufficient support for finding jobs quickly. Further development of the existing funding programs is therefore necessary. In various pilot projects, the AWW and the vhs have tested concepts which can be summarized under the keyword "Fast-track Integration". All these projects have in common that they:

1. enable quick access to the labour market.
2. in a dual approach, combine established language courses such as initial orientation courses, integration
3. courses and professional language courses with initial work experience in companies and institutions.
4. enable –in addition to pure language acquisition – the learning of cultural codes and the acquisition of professional expertise.
5. build on close collaboration between language mentors in the workplace and teachers/language coaches, helping with the daily challenges of entering the workforce.
6. are part-time, side to side with professional occupation, and thus anchor the principle of lifelong learning in the integration process.

In the following graphic, three projects (FIER, PEP and EOK-PLUS) are presented as examples of this approach. In these projects, dual fast-track concepts were designed, piloted, evaluated and further developed in different contexts.
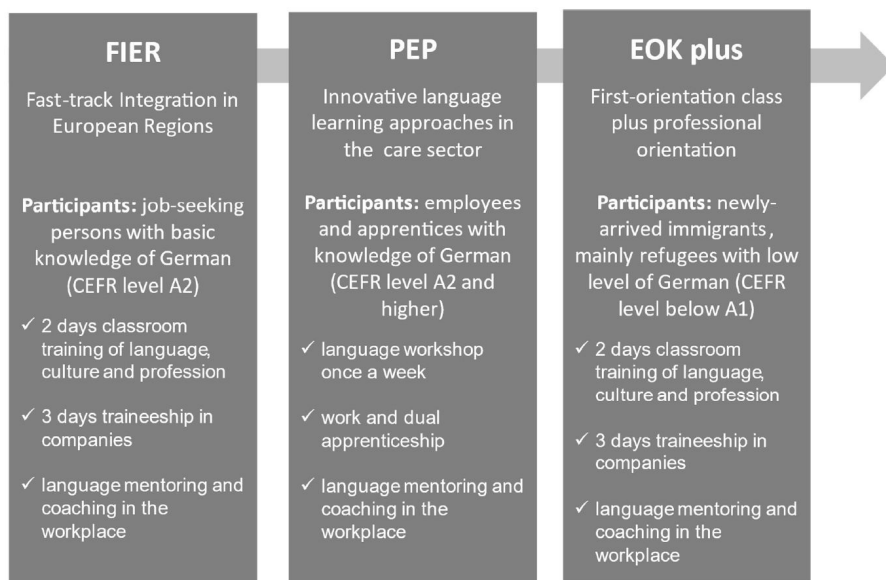
Figure 1: Dual fast-track integration concepts in different contexts in the projects FIER, PEP and EOK-Plus

Fast-track Integration (FIER) - a new Concept of Language, Culture and Profession Trainings

Project	Fast-track Integration in European Regions (FIER)
Project duration	2018 - 2019
Target group	Immigrants and refugees with basic knowledge of the German language
Goal	Entering full-time employment or vocational education and training
Qualification	Preparation for assistant jobs, branches hospitality, warehouse and logistics, construction
Training format	Language- and professional training (2 days a week) and parallel internship (3 days a week)
Train-the-Trainer	Training for language mentors in companies employing trainees

Figure 2 Project FIER -- Overview

Why Fast-track?

The Fast-track training schemes focus on a new form of comprehensive language, culture and professionaltraining for immigrants and refugees geared towards supporting fast access to employment – as jobs areconsidered to be the most important basis for successful integration and certainly an important arena for learning the language, culture and necessary professional skills of a new country.

The research on refugees'pathways to the labour market shows that the longer refugees wait for a decisionon their status and the option to enter jobs, the worse their subsequent employment prospects are, with each year of waiting reducing their likelihood of employment by 4 to 5 percentage points (Hainmueller et al.,2018). Stronge and Guizzo go far beyond this assumption in their analysis of strategies for integrating immigrants and refugees into employment and society. According to them, the initial thesis is that immigrants and refugees in a position to work do not need to be professionally upskilled *before* entering the labour market: first school or vocational training, first language learning and then work. A propaedeutic solution increases the risk of closing the "integration window"(Stronge & Guizzo, 2018). Thus, including refugees in educational institutions' formal programmes can be supported for reasons based on particular policy options but not onevidence related to their lack of knowledge and skills (Federighi, 2023). In this light, the need to accelerate a first labour market integration of immigrants is urgent, however, with the perspective to improve language, cultural and professional skills while working.

The FIER Training Scheme and Cooperation Model in Stuttgart

In the course of an international project with partners from Sweden, Norway, Belgium, Turkey and Germany, fast-track training schemes were piloted in Stuttgart, the capital of Baden-Wüttemberg (Germany). The heart and driving force of the FIER classes was an innovative fast-track training scheme for immigrants and refugees that combines vocational and language training with practical experience in the workplace. The program prepares participants for a first job within a short period of several months and builds a direct track to the labour market. In addition to the dual, alternating structure of trainings, an important success factor of the fast track concept is a close cooperation of main stakeholders in the field of integration, mainly language schools, vocational training providers, labour market services and Universities. In Stuttgart, in the centre of the fast tracks, the *Jobcentre*of the City of Stuttgart, the *adult education school vhs*

Stuttgart and the *adult education association vhs-Verband Baden-Wüttemberg* were the main actors. They organised training, selected participants, and built networks with companies. In addition, the *University of Education Weingarten* took a supporting role and developed a language mentor training for company staff.

Jobcenter City of Stuttgart
- Guidance, competence balancing, selection of **participants**, close contact with trainees during traineeship
- Acquisition of **companies**, close contact with companies during traineeship

Volkshochschule Stuttgart and vhs-Verband
- Organisation of **language, cultural and professional training**
- **Involvement of external partners** in the classroom training (vocational training providers, branch associations and stakeholders)
- Language teachers work as **language coaches** and closely cooperate with companies and the jobcenter

AWW / University of Education Weingarten
- **Language mentor training** for company staff
- Close **cooperation** with Volkshochschulen and vhs-Verband – **common development of a concept of workplace related German language training** including classroom sessions as well as language mentoring (by company staff) and language coaching (by the classroom teacher)

Figure 3: Co-operation of stakeholders as a key success factor of fast-track training

FIER pilot classes

The FIER qualification programme in Stuttgart was piloted with job-seeking participants with a migration background with different educational backgrounds and professional experience from their home countries and from Germany. The participants had usually completed preparatory language courses. The German language level of most of the participants was at least level A2 (Common European Framework of Reference for Languages, CEFR), but the language skills of some participants were significantly lower.

The FIER classes aimed to further develop the participants' practical and especially communicative language skills in professional contexts and at the same time to create direct access to assistant-level jobs, including the hotel and catering. The qualification programme, which lasted only a few months, was intended to result in full-time employment subject to social security contributions. This would enable the participants to make a living without public support. In addition to the trainings in the hotel and catering sector, other pilot courses were held in the warehousing and logistics sectors and in the construction industry.

The key features of the FIER qualification concept are the following:

- It enables migrants to be quickly integrated into the labour market – the training courses only last three to five months. It further includes language and technical knowledge simultaneously, which is sufficient for entry into simple jobs.
- The combination of theory and practice in a dual structure.
    - Job-related German-language skills for jobs in the hotel and catering sector (e.g. assistants in the kitchen, service and housekeeping), in which the language classes are methodically and didactically geared towards participants with different proficiency levels. They can be adapted to the special needs of groups who are unfamiliar with learning. It is possible to enter the classes at different language levels. The classes are focusing on the communicative requirements of the companies in which the participants are doing an internship.
    - Sector-specific knowledge, taught in the classroom in close connection with professional practice, thus enabling an on-the-job approach since the internship runs parallel to the classes.
    - The integration of sector-specific qualifications, such as instruction in accordance with the Infection Protection Act (Infektionsschutzgesetz) in the hotel and catering classes and the forklift driver's license in the warehouse and logistics classes.
    - Cultural characteristics and job-related soft skills

Curriculum of a fast-track course in the hotel and catering sector

The course took place during 16 weeks, consisting of 300 teaching units (45 minutes each) with language and specialist lessons in the course and, partly parallelly, 240 hours of internship in the company.

The course started with an initial school course block (six weeks, 6 units per day). During these six weeks, instructions according to the Infection Protection Act and other important technical modules also take place. The technical modules were carried out in cooperation with the *DEHOGA Academy Baden-Wüttemberg* as follows.

200 teaching units of 45 minutes each (UE), of specialized German lessons
- Specialized German lessons
- General linguistic and grammatical principles integrated into the subject context
- Use of subject-related textbooks
- Incorporating authentic materials and scenarios into the classroom

60 units of practical work topics, accompanied and prepared/followed up by a language lecturer

- Food hygiene and personal hygiene (16 units)
- Hygiene when handling devices and work equipment (8 units)
- Occupational safety, hazards and toxins (8 units)
- The most important manual skills in the kitchen, at the buffet and in room service (16 units)
- General guest-oriented behaviour (8 units)
- Instruction according to the Infection Protection Act (health authority – 4 units)
- Hogafit online course "Fundamentals at the restaurant table"

40 units of soft skills/basic skills

- Intercultural topics (8 units)
- Communication at work (4 units)
- Rights and obligations as an employee (4 units)
- Basic IT knowledge (16 units)
- Application, job interview and trial work (8 units)

In the pilot courses in the hotel and catering sectors, the classes are as earlier mentioned accompanied by an internship, from the seventh week onwards. During the internship phase, the participants have classes two days a week and spend three days in the internship company. School and company work together in designing the lessons and knowledge transfer at the internship site and jointly define content and learning goals. The internship, which takes place parallel to the course, is an important success factor in order to achieve a high proportion of full-time employment subject to social security contributions after the course.

Further features of the program concept

- The participants are being accompanied by coaches in the classroom and on the internship site in order to identify, discuss and solve typical questions and problems of the participants, teachers and employers. In the current project, the language teachers simultaneously took on the role of coaches and regularly visited the interns' workplaces. They were also able to create synergies between the workplace and the classroom.

- A selection of companies potentially interested in employing the interns. The Stuttgart Jobcentre had excellent contacts with companies looking for entry-level workers and skilled workers. Overall, the companies showed themselves very interested in the fast-track offers. The project made it possible for them to get to know potential employees who, in a short but effective training course, would be prepared linguistically and technically for their specific job. The companies should be willingly to in the supplementary AWW project and have German-speaking employees who could act as "language mentors in the workplace". Such an approach enables improvement and support of language acquisition in the workplace.
- The close cooperation and coordination of the respective vhs partners (designing the course), Jobcentre (acquisition and support of the participants and the companies), AWW (accompanies the language learning process through language mentoring at the workplace) and other external partners in the hotel and catering sector e.g. the industry association DEHOGA.
- The teaching of linked qualifications in the areas of language and work:
  - In the language area, participants had the opportunity to acquire language certificates (level B1 CEFR for those who do not yet had a B1 certificate)
  - In the professional area, some certificates were already acquired in the course (e.g. overall certificate vhs/DEHOGA, hygiene certificate and recognized specialist modules).

1. The goal was further qualification alongside work after taking up employment in the entry-level labour market. The partners are also developing further training modules that can be completed part-time. Participants received targeted advice and were actively motivated:
   - To attend further language courses.
   - To complete part-time professional qualifications and to acquire recognized professional qualifications, e.g. initially simple qualifications such as "waiting staff in a restaurant", later also full qualifications such as cook, hotel manager, etc.

The effectiveness of learning language, culture and profession in the workplace

The fast-track training programmes are focused on the main barriers that have to be overcome through learning provision. These barriers concerned the language of the host country and certain professional skills. In addition, the fast-track classes also focus on cultural backgrounds of companies and workplaces. Experiences from the pilots showed

that all three fields of competence need to go hand in hand. In the FIER classes, language, culture and profession were closely linked and, when possible, related to practical actions. In such a way, different senses and learning channels can be involved in the learning process.

Language

Several studies agree upon that knowledge of the host country language and, in particular, the specific language used in the relevant profession, has a significant impact on both labour market integration and the general social integration process. Although the impact of this problem varies according to the kind of job that will be offered to the immigrant or refugee, language instruction is important if it does not delay the refugees' entry into the labour market and matches their occupational needs (Robila, 2018). The FIER training concept linked language training to professional actions.

➡ *Examples from the field*: *Specialist and language training combined in the vhs training kitchen*

The specialist teaching in the hotel and catering class included the introduction of various preparation and cutting techniques for different foods, including fruit and vegetables. The lessons were given by a specialist trainer, who practised preparing canapé with vegetable decorations and preparing a fruit salad together with the participants in the vhs training kitchen. The necessary kitchen appliances such as cutting boards and knives were presented as well as various types of bread and cheese, fruit and vegetables. The corresponding vocabulary was first introduced orally and the individual preparation and cutting techniques were accompanied by language training. Vocabulary and related "hunks" were checked in a simple final test **.**

Culture

Cultural barriers can be the biggest obstacle for successful integration in the workplace. Cultural hurdles affect a refugee's personal, social and working life. Studies agree that cross-cultural misunderstandings cause hostility. For these reasons, over-coming cultural barriers is the main impetus of the whole training process.

➡ *Examples from the field: Feedback rounds on misunderstandings in the workplace*

During lessons in the classroom, weekly feedback rounds with the participants took place. They reported difficult situations in dealing with colleagues, superiors and customers. Together with all participants, the teachers analysed whether cultural factors

were the reasons for the misunderstandings and how these issues could be avoided in the future. Typical topics relate to communication with colleagues and superiors (e.g. participants perceive instructions as impolite), clothing and dress code, greetings in the workplace, passive and overly cautious attitudes of participants in the workplace and the question of how they can become more active and who they can meet and address in case of problems or questions .

Professionalisation and labour market:
The lack of work experience in the host country and the lack of appropriate expertise in matching a refugee's current experience to the jobs they apply for is a pertinent obstacle to accessing the labour market. Even in this case, however, the answer is not to separate training time from working time. The solution adopted by pilot projects is to anticipate a refugee starting work and base the entire learning process around their learning while working. The challenge is to create the preconditions for learning and working simultaneously.

➡ *From practice: Room cleaning in the hotel*
 The cleaning of a hotel room was part of the programme lessons. The specialist trainers and the course participants visited a hotel room and worked out the order of cleaning, usage of tools, cleaning agents and cleaning techniques in the room, both technically and linguistically. In addition, possibilities were presented on how the participants could record the demonstrations and explanations in order to use the information again if necessary, e.g. through their own video and audio recordings, private notes or photographs. Learning to learn "on the job" was also taught as an inter-disciplinary competence.

Summary of the fast-track course

 The structure of parallelly alternating classroom-based language training on the one hand, and professional training and internships in companies, on the other, led to promising results. High employment rates of participants proved that the concept is effective and a suitable measure for increasing employment rates among those with a migration background. The teaching of language, culture and profession at the same time can be considered the second main success factor of the concept. Especially cultural and communicational issues turned out to be of great relevance. In interviews, teachers, employers and the participants mentioned problems at the workplace that

mainly had a cultural background, e. g. employers blaming trainees for a lack of self-initiative, while participants reported that they acted shy and in a reluctant way in order to be polite. Participants also reported being afraid of their colleagues and bosses because they shouted in the workplace, whereas the company staff considers that way of communication effective and normal in their specific field. Thirdly, the roles of the staff in the FIER trainings differs from other concepts. The trainings are characterized by close relations between trainers, coaches, company staff, staff of the Jobcentre and last but not least the participants. Regular communication between these groups helps to avoid misunderstandings and solve problems. As an important add-on, the FIER program was accompanied by additional qualifications for company staff. Staff members were trained as language mentors in the workplace (see below). Like this, the workplace can become a learning arena with a pedagogical approach.

Last but not least, the political and organisational framework and a multi-stakeholder approach are a success factor in fast-track labour market integration programmes. These findings are in line with studies that state that, "in order to achieve an overall coherent policy framework and to increase efficiency, it is vital to ensure that [...] actors work together, despite sometimes different institutional goals."(OECD, 2017) On the one hand, communication, coordination, and cooperation between all relevant actors allow a smooth and effective implementation of training and internship programmes with good outputs and results. On the other hand, they are a driving force for the constant improvement and innovation of Fast-track labour market integration programmes.

Overcoming Language Barriers in the Company –
Successful Language Promotion in the Employee Team

Informal language learning in authentic environments is an important part of any language learning process. The workplace is a typical area in which communication skills in particular can be further developed. However, in order to actively and consciously promote language in the company, employees who recognize language learning processes and can teach language in the workplace are needed. This is where training for language mentors in the workplace comes into play. The training was designed by the AWW and offered and carried out by AWW trainers in companies. Considering (time) resources, the training program was determined in exchange with the participating companies (needs analysis). In two face-to-face modules of two days each, the prospective language mentors were introduced to the diagnosis of language proficiency through profile analysis, the design of video-assisted learning arrangements,

competence orientation, the planning, implementation and reflection of language learning processes as well as the topics of interculturalism and workplace communication. In the training, scientific-based content was used in a practical way, always with the aim of making the research findings useful for the individual practice of the future mentors.

Learning a language at work through language mentoring

The term "language mentoring" is an adapted derivation of the term *mentoring* (cf. Rauen, 2014). Language mentoring on the workplace appropriates the concept of mentoring with the addition of language and develops it further with the aim of promoting language as part of integration in the organization (Klepser et al., 2020). The language mentors are put in a position to promote language support processes in the workplace. They will be trained to plan and reflect on learning environments in a learner-oriented and needs-oriented manner. They will learn to appreciate the linguistic and cultural diversity in the workplace and can also face intercultural challenges sensitively. They are role models for their colleagues and give them appreciative feedback at equal conditions. The actions the mentees have to learn are accompanied by spoken language. In this
way, the mentee is not only trained to carry out the action, but also to use the necessary technical terms and to express the action verbally, using appropriate verbs and suitable sentence patterns. Actions that are normally carried out in silence in authentic work scenarios are used as an opportunity for communication and language support. The mentee learns the necessary technical terms, gains confidence in speaking and can exchange ideas with others about what they are doing. The mentees learn to understand actions accordingly and to use technical terms for communication. Language mentoring in the workplace promotes technical and technical skills, the ability to express oneself in language and self-efficacy (Bandura, 1971).

From needs analysis to competence-oriented language training

The development of additional training programmes, in our case the development of language mentoring training, requires thorough preliminary work. Innovative further training models are geared towards the learners and their needs. When analysing needs, the discrepancy between existing knowledge and skills and desirable competencies should be determined (Schlutz, 2006). Based on Schlutz's definition, that means

developing goal dimensions/categories in order to be able to record the further training interests of all future language mentors as well as all language mentors' superiors. The development of the needs analysis took place in several meetings in cooperation with colleagues from the hotel and catering industry "German as a second language in continuing education and psychology". Interdisciplinary goals such as understanding and generating oral and written communication, work assignments, duty rosters, appraisal interviews and professional goals such as diagnosis and support as well as methodological didactics of DaZ/DaF teaching (German as a temporary language/German as a foreign language) were discussed and documented. Derived from this, a category-based questionnaire was developed and data collected by means of interviews. Respondents were persons in management positions in the hotel and catering industry. Categories were derived inductively from the data material (expert knowledge and planning elements of the new language mentoring training course to be developed) in order to be able to collect further training needs and wishes and implement them within the training course. Based on these categories, the context in the modules were developed, which are presented as examples. During the training, the participants were able to acquire a university certificate.

➡ Examples from the field: Learning scenario housekeeping
Ms. Müller works as a housekeeping specialist and is a prospective language mentor. Ms. Masry has been in Germany for six months, her language skills are at a low level, which is why she avoids conversations between her colleagues that take place in German. She hardly understands verbal assignments. Ms. Müller (mentor) now wants to teach Ms. Masry (mentee) how to change the dust bag of the vacuum cleaner. She slowly demonstrates the actions and accompanies her actions verbally: "I open the hood.", "I remove the dust bag.", "I dispose of the dust bag.", "I take a new dust bag." ... and so on.

From language profile analysis to targeted language support

Language mentors are not trained language teachers per se. However, in order to be able to promote language in a targeted manner – e.g. the language skills of the mentees, at the workplace –, the language mentors acquired both the basics of language acquisition from DaZ and the theoretical background of a language profile analysis according to Grießhaber (2013). During the training, the language mentors carried out a language analysis with the support of the language experts from AWW in order to

counteract an arbitrary, purely subjective assessment. The results of the language profiles were presented and discussed in the course and improved where necessary. The profile analysis is a proven diagnostic tool that – based on the position of verbal elements, primarily the finite verb –, allows statements about the language level of the learners and the corresponding support horizons. This parts from the assumption that basic word order patterns are acquired in a specific order. The profile analysis is suitable for German-speaking and multilingual learners indifferently. Oral statements constructed by the learners themselves are the preferred basis for carrying out the analysis.

Language acquisition levels according to Grießhaber

Grießhaber defines the levels 0 to 7, where 0 is the level with the lowest and 7 the level with the highest grammatical complexity. The mentee's language level determines the consequences for action-related speaking. Language support for level 0 learners should not be promoted to level 3, but at most to level 1. (Video: „Profilstufen 0-3" https://youtu.be/BQfSS_TLgN4)

➡ Examples from the field: Language profile analysis

With support of the AWW personnel, Ms. Müller carries out a language profile analysis according to Grießhaber. In the analysis, it becomes visible that Ms. Masry repeatedly uses the same sentence pattern in her linguistic accompaniment: the verbs used are in the same position for each utterance. Ms. Müller notes that Ms. Masry is currently at language acquisition level 0, "Open the hood, remove the dust bag", ... but had already tried to use level 1 constructions, "I open the hood., I remove the dust bag.", ... Ms. Müller thus starts supporting her according to level 1, offering Ms. Masry constructions at level 1 to reproduce (finite verb after the subject: "I open... / I remove..."). Ms. Masry recognizes this structure, started using it herself and would soon start transferring it to her own constructions.

Video-assisted learning

Within the language mentoring training, video-assisted learning is the central tool for teaching language at the workplace (Klepser et al, 2020) in addition to the other contents of the modularized training (Fig. 4). Video-assisted learning is experiencing a major upswing in the course of digitization in the education sector, partly thanks to the COVID-19 pandemic. Classroom attendance was not possible for a long time. The

amount of research on video-enhanced learning has increased significantly, especially in the last decade, especially in the field of language learning (see e.g. Gumawang, 2018; Persike, 2020). The advantages of video-assisted learning include the possible asynchrony usage, that is an independence of time and place, the flexible design of one's own learning pace, as well as reaching a large group of learners. The so-called "mLearning" is developing in which mobile digital devices such as smartphones or tablets are used for learning (e.g. Mitschian, 2010; Romrell et al., 2014). This has the added benefit of situatedness by virtue of the devices being portable and connectivity by being linked to mobile networks (ibid.). Sample videos are available for the language mentors, who can use them to get ideas for their own productions. The necessary technical requirements for the production of learning videos in language mentoring are given by any commercially available smartphone, subsequent assembly (editing, background music, etc.) is not planned. Further editing – such as adding subtitles – is possible, but is subject to the individual interests and abilities of the participants. As soon as the learning video has been planned accordingly, it can be recorded with simple means and used for learning as often as necessary. The quality of the resulting videos is checked and discussed in the classroom through category-led peer and trainer feedback.

Use of the learning videos The use of videos in language mentoring is not just limited to showing and listening to a model, the videos can also be used as a diagnostic tool. According to the theories of embodied cognition, language and actions are closely linked neuronally and partly share activity in the same brain areas (e.g. Barrett & Lindquist, 2008). Some studies indicate that the recall of newly learned words is more durable when they are accompanied by movement or gestures (e.g. Macedonia, 2013; Macedonia et al., 2014). According to these theories, everyday, professionally relevant actions in the new language should be linguistically accompanied. These steps first take place in the intermediate phase, the practical phase of the language mentoring training and are accompanied and supervised by the AWW trainer as required. Following the language mentoring training, these steps should be continued independently and, if necessary, further developed.
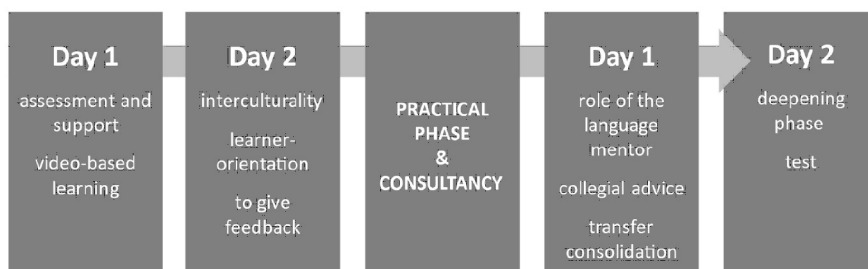
Figure 4: Programme Language Mentoring – Train the Trainer

➡ Examples from the field: Learning on the model (Bandura, 1971)

Let's return to our example: Ms. Masry should continue to learn how to change the dust bag using the video. Ms Müller formulates the goal, thinks about the steps to take and how she can verbalize them appropriately at language acquisition level 1. Then she records herself or a specialist with her smartphone and shows how the dust bag is changed professionally. She accompanies the action verbally. After the video recording, Ms. Müller makes the video available to Ms. Masry, who then can both reproduce the action and practice the accompanying speech. Self-organized, she carries out the action several times while accompanying the speech. Ms. Müller does not have to be present all the time while Ms. Masry is studying. Ms. Masry can watch the video again and again, independent of time and place.

➡ Examples from the field: Feedback culture

In our example, Ms. Müller now records Ms. Masry changing the dust bag, once on the first day of practice and then again after a week. Using this data, Ms. Müller and Ms. Masry can document and reflect on the development. Ms. Masry also has the opportunity to hear herself and compare her pronunciation with Ms. Müller's.

Evaluation of language mentoring

In an evaluation of language mentoring training (Dam, 2019), 16 language mentors and 6 mentees (hotel from cohort 1-3 were interviewed in semi-structured interviews. These interviews took place after the end of the training session (approx. 30 minutes). The interviews were recorded, transcribed (Mayring, 2010) and anonymized.

The goals of language teaching/promotion in the workplace are to improve language skills, action skills and social skills. These training goals were used as guidance for the interview. The partial results are presented in table 1 below.

Summary with a long-term perspective

The aim of the language mentoring training is to provide professionals with a practical didactic model as well methods that can be implemented in everyday work in order to be able to support employees with a migration background and refugees with little knowledge of German with regard to their professional language and action skills – which is not only limited to the training itself. The participation of refugees and employees with a migration background in language mentoring in the company is based on the principle of voluntariness. The company's time resources were considered. Time emerged as a key challenge. Despite limited time resources, a solid scientific-theoretical foundation such as language profile analysis, subject-related basic knowledge and intercultural communication were not dispensed with. The unique key aspect of the presented concept lies in the fact that the colleagues, supporting the staff with a migration background in learning the technical language, are primarily addressed. Sustainably successful integration cannot be "one"exclusively from the outside – it has to happen from within the company/organization and requires cooperation and joint work. For this, the entire staff is an indispensable factor. The training to become a "language mentor at work" helps to ensure that jointly developed integration can be successful. Companies that decide to have employees trained as language mentors in the workplace not only show social commitment and interest in the social and professional integration of staff with a migration background, but above all that they stand for a corporate culture in which all employees are addressed and valued and promoted in their potential and in which the company is perceived and recognized as a place of language learning. The language mentoring developed, tested and evaluated by the AWW in the hotel and catering industry can be carried out independently of the industry. This initially requires a needs analysis of communication situations and working conditions. It must be noted that the language mentoring presented does show some limitations. For example, it is not possible to work with videos at every workplace. There are workplaces where recording is prohibited or the noise level is too high. Regarding the diagnostics, the profile analysis can be difficult for "laypersons" and support from another person with deeper linguistic knowledge might be required.

Table 1: Insights in some of the evaluation results (Dam, 2019)

Categories/Competences	Language Mentor	Mentee
Language proficiency 1. Changes after carrying out language support 2. Helpful tools in teaching the language skill	Expansion of language skills in relation to the new role as a language mentor: being able to instruct, practice, advise and evaluate. AE 107: "What was really great is this realization of how important it is with language if you speak a little slower, speak more clearly, that you can use a lot more facial expressions and you can get that across much, much better, explaining how quickly, quickly and three or four times, that's always the point."	Anchoring, expansion of linguistic means of speech and technical terms. Increase in professional language. Conscious, appropriate use of language in the workplace.
Social competence **1.** Contact between language mentor and mentee. 2. Additional qualification for language mentors	Respectful, appreciative interaction with mentee "learning together in equal conditions". Confidence in yourself to master even difficult situations. Critical rethinking of attitudes/expectations. AE10: "Exercise restraint and become aware of the need for it. You are often tempted to do the work yourself because it would be faster. However, important learning opportunities are missed here, which then has a negative effect on the learning process of the mentees." Broaden your professional horizon Contribute to the integration in my company	Understanding other cultures better by working closely with language mentors. Language mentors accompany/help in difficult situations.
Action competence 1. Use of learning videos with a selection of work orders 2. Helpful Methods	Learning videos can be used and viewed independently of time and place. Repeatability, flexibility, usable at any time. Work orders should not be complex, especially if you are using them for the first time. Select smaller work steps from a large action sequence, such as setting the table, polishing cutlery, etc. The method of working with short learning videos was rated positively by all language mentors. This method was new to most. The concrete implementation was reported by almost everyone as feasible. AE104: "Because I shot two videos with S. and I managed it. But the video didn't show that it was a stressful day, as always. But you can do it with patience and time." Actions that take place in the presence of the guest, such as the correct serving, were named as difficult videos.	Fast implementation of the learned tasks. Extension of professional tasks and the language to do so. Fast learning as the videos can be watched over and over again, even on the bus going home.

The analysis according to Grießhaber can only be used in German. The Grießhaber approach builds on the Processability theory by Pienemann (1998), which have been further developed in other languages, for example Håkansson (2003), for Swedish. Such models can be used for other languages. For a transfer into another second language, an exchange with experts for the corresponding national language is therefore indispensable.

Although the analysis provides important insights, it is ultimately only a snapshot. It shows which learning processes were initiated by the language mentors immediately after completing the training. However, both a long-term perspective and comprehensive statements by the mentees are missing, and they would be necessary in order to be able to make a well-founded and differentiated statement about the effect of the training on language learning processes, integration processes and organizational processes. There is still need for further research. The concepts developed and tested by the BW team to improve the job-related language skills of employees for refugees and persons with a migration background were critically discussed with the project partners. Rapid integration into the labour market can be advantageous through an integrative concept with the components language course, language mentoring and language coaching. The aim is increasingly to support the personal, linguistic and communicative ability of immigrant employees through individualized learning, to optimize work processes, to improve intercultural cooperation and to increase the job satisfaction of all employees in a company. We see added value for a quick integration of "the company as a language learning location" in the networking of job-related language courses with individualized learning scenarios from everyday working life.

The DaZ teacher takes on a double function (see Fig. 6 PEP). DaZ teachers (external consultants) are language experts. They support the language mentors in analysing the language of the mentees and advise the language mentors in their role as language coaches in designing a support concept to teach language in the workplace. Learning scenarios from the immediate professional environment are to be integrated into language learning in the language course through video-assisted learning.

Mentees deepen their knowledge and language skills directly at the workplace. They receive support from their language mentors. This creates a close link between individual learning processes in specific learning settings at the workplace and in the classroom. The advantage of this model is that learners and their personal needs are the focus of learning. Social interaction is encouraged.

In-service German language training -- PEP

Project	Piloting of innovative language learning strategies in nursing (PEP)
Project duration	2020 - 2023
Target group	Immigrants and refugees working in the nursing sector as employees or trainees
Goal	Keep full-time employment or successful vocational education and training
Qualification	Language certificate
Training format	Language-workshop and language mentorng/coaching in the workplace
Train-the-Trainer	Training for language mentors in companies and language coaches (teachers)

Figure 5: Overview on PEP

Following, the FIER concept was further developed on behalf of the Adult Education Association of Baden-Württemberg e.V. in the project PEP (Personalisierte Deutsch-sprachförderung in der Pflege), which serves as a preliminary study for EOK-Plus (Klepser, 2021). Funding for the implementation of PEP was provided by the Ministry of Health and Social Affairs in Baden-Württemberg and the vhs-Verband BW, project time one year.

Due to Covid-19, the project could only be carried out in the second quarter in cooperation with the vhs Heidenheim and the Haus der Pflege. Important funding time was lost since there was no project extension. The goal of PEP was to support staff with a migration background who have or are being trained as nursing assistants (2 years) and nursing specialists (3 years) with a permanent position. In PEP, not only employees of the company were trained to become language mentors, but also the teachers were trained to become language coaches. Previously, DaF/DaZ teachers had rarely been trained in the dual role of teacher and language coach. In accordance with the net-working principle and to create synergies, they were prepared for the new role both in separate and joint meetings.

The PEP concept

The project was specifically geared towards the nursing profession. The vhs Heidenheim team, including two DaF-DaZ teachers, embarked on the adventure of planning and testing the PEP concept. The Haus der Pflege participated with 5 em-

ployees who were trained as language mentors and 12 persons with a migration background.

Preparation

In two online meetings of 90 minutes, the "FIER" concept was presented and explained to the vhs-Heidenheim team. The networking of the language school (or teacher respectively) in their double function with "Best Practices" from FIER, such as the recording of the language profile according to Grießhaber and the training of specialists in language mentoring, was further developed and discussed interactively.

Needs analysis

Based on the criteria of the FIER needs analysis (see the section on the FIER needs analysis), the goal of promoting German in the care home in Heidenheim was determined. In nursing homes, interpersonal relationships and thus communication play a crucial role. "Language is care and care is language" because relationships with fellow human beings are built up through conversations. People in the nursing profession therefore need particularly high conversational skills (Thiem, 2020). Specifically, the task was to develop and implement a support concept to promote operational communication between:

2. Staff with a migration background and persons to be cared for
3. Staff with a migration background and staff colleagues
4. Staff with a migration background and clients or relatives

Language mentoring, language coaching, language learning workshops

The concept of networked cooperation between language mentors and teachers in the dual function of "teacher in the language workshop & language coaching in the company" has not yet been established across the board. This requires further development.
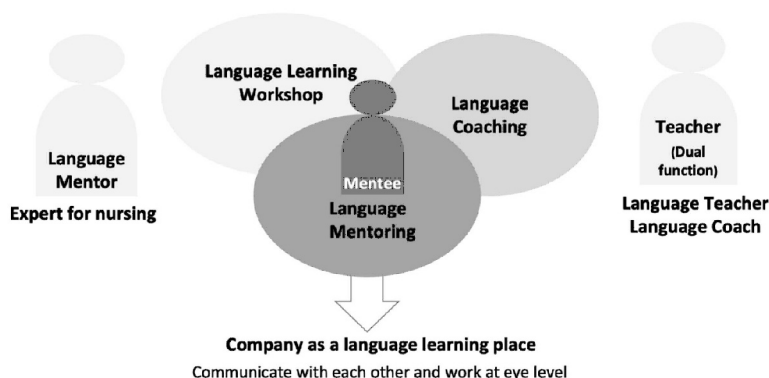
Figure 6: Concept -- Language Mentoring, Language Coaching,
Language Learning Workshops

Language mentoring

Based on the concept developed in FIER (see Fig. 5), the training was adapted and modified to the organizational framework of PEP – without the final exam, since the language mentor training was not fully implemented due to COVID-19. The training enables German-speaking employees of companies to support employees with a migration background in practical integration, especially in job-related language acquisition. The workplace serves as a valuable place for language learning. In the context of professional language promotion, natural language promotion events should be favoured. Language mentoring in the workplace does not aim to replace institutionally organized language teaching, but to create an opportunity to supplement it.

Language coaching

The concept of coaching was extended with the factor "anguage" Language coaches support companies in the development and implementation of language promotion in the workplace. Teachers who previously taught language in the classroom support the companies with language coaching and train the future language mentors. They leave the course room and train the company or employees (future language mentors) who work closely with the mentees directly at the workplace. The aim of the language coach training is to train them in a defined window of time. Language coaches are enabled to support companies in language teaching in the workplace. They help with the analysis

of language professionals, support language mentors who are not language experts in planning, implementing and reflecting on the language promotion process. They appreciate the linguistic and cultural diversity in the workplace and support the mentors also in dealing with intercultural challenges.

Language learning workshops

The language learning workshops essentially differ from "normal, standardized language classes" in that the classes here are specifically geared towards the needs of the learners. The teacher knows the principle of internal differentiation and learning strategies in order to be able to support learners in a language-sensitive way in accordance with the language requirements (Leisen, 2016). Learning scenarios in the form of learning videos from everyday working life are an important teaching method. Learning videos are processed according to the questions and problems of the mentees in workshop lessons or videos are recorded in the language learning workshop. Collaborative learning and cooperative learning methods characterize the workshop lessons. The teacher, acting as a learning guide, supports the learners in individual learning processes and gives appreciative feedback at equal condition. Group dynamic processes can be designed in homogeneous or heterogeneous groups depending on the learning goals. It is characteristic of the workshop classes that they do not only take place in the classroom, but also include training units directly at the workplace (Klepser, 2023).

➡️ Examples from the field: Learning scenario making an appointment with a doctor
Learning goals: The participants can make an appointment for the residents of the house. The learning scenario is developed in the plenum. The language skills of the mentees are considered. The teacher has prepared the following learning settings:

Service provider organisation	*Identify service organizations*
Written Record	*develop important technical terms and expressions.* *prepare language prompts in writing,*
Role play	*practice in role-playing scenarios,*
Record a video	*Record video,*
Error analysis	*Error analysis for linguistic accuracy (if necessary, re-record the corrected video).*
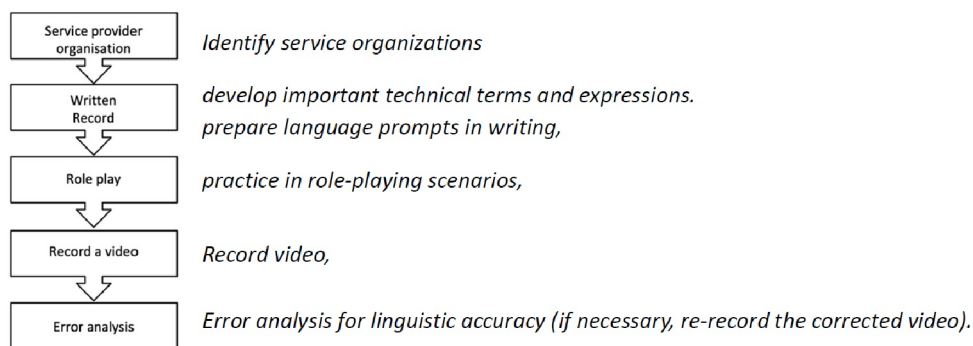
Video material: "Making an appointment" `https://youtu.be/yYKJM2mYEtg`

Concept PEP – key features:

5. The teachers (external consultants) are language experts. They support the language mentors for the profile analysis of the mentees and create a support concept together with the language mentors.

6. Several benefits can be identified when staff take on the double function as a teacher in the classroom (language learning workshop) and as a language coach in the company; the company benefits when determining the language competence of the mentees, and the teacher/language coach benefits from the expertise of the future language mentors. They are experts for subject-specific actions and can provide information about which language skills the persons with a migration background should have.

7. In the language learning workshop, authentic scenarios from practice are promoted in depth in all areas of support (receptive: listening/reading, productive: spea-king/writing) in a learner-oriented manner.

Implementation based on the pilot results

As described at the beginning, the PEP funding concept started three months later as planned. An extension of the grant was rejected. The training to become a language coach and language mentor and the teaching design of the language learning workshop, which are designed for face-to-face teaching, started with a delay. The concept therefore had to be adapted to the time conditions. Based on the results from FIER, we have developed a training program that includes language coaching and language mentoring (see Fig. 7). The modules marked in dark grey and light grey are trained separately, the ones marked white together.

The training of the language coaches (LC) includes: New role perception coaching, needs analysis, creating a support framework for mentoring & language workshops.

The training of the language mentors (LM) includes: New role perception, teaching language in the workplace according to need, communication, in the intermediate phase, coaching the mentee.

In the intermediate phase, teachers in the role of a coach support the mentors in creating needs-based language learning in the workplace. They observe the training and give feedback. The LM are in close contact with the LC and train the mentees based of the support framework. This creates a win-win situation. The LC gain deeper insight into the job description. LM are guided by experts in creating a needs-oriented support framework.
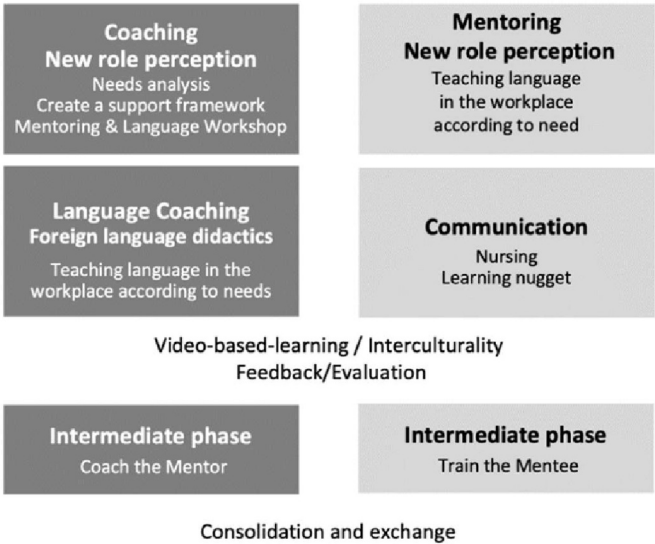
Figure 7: PEP Language mentoring: Train the Trainer

Evaluation

In PEP, no accompanying research was carried out. For the conference in Melilla, Spain (2022) on "Migrant identities and cross-border dialogues" mentees and teachers were interviewed in their new roles by category (see Dam, 2019; Pieles, 2022; Plebst, 2022). After more than a year after the end of the project, Maiß (Pedagogical Management Debut e. V.) conducted interviews with a mentee, two teachers, management and a nurse from the DRK (Hildenbrand, Brandhuber). In the interview, she uses the catalogue of questions from the project phase (Melilla, 2022). Categories about a) consequences for lesson planning, b) everyday work of the mentees in cooperation with colleagues and c) communication with superiors are added. The results are summarized according to project phases, category-based and presented with quotes from the actors, see Tab. 2 below. A trained language mentor was not available for an interview due to time constraints.

Preparation Phase

Categories	Teacher/language teaching/language learning workshop/	Mentee
Motivation	Teacher 1: "To improve care in Germany. Teacher 2: "Not offering a normal language course, but contact with language mentors, training, getting an insight into the everyday work of the mentees".	Mentee 1: "Being able to talk to colleagues or patients better.") Mentee 1: "Often I don't understand the patients very well. You speak Swabian. Then I ask her to repeat it again with different words." Mentee 1: "I was at the very beginning of my training. That helped me a lot, I may have heard a lot of technical terms, but only understood them at school."
Selection process	Teachers were approached by the vhs.	Mentees were chosen by the centre directors.
Preparation	Teachers were prepared for their role as language coaches through training units (online and face-to-face). Interviews were conducted and evaluated according to Grießhaber. In addition, the BAMF test was carried out. Results serve the learner-oriented teaching design. Test carried out to determine whether language certificates from the home country (e.g. B1/B2) match actual language skills. Teacher 2: "The needs of the participants were determined directly, where they themselves see their weaknesses and need support (self-assessment)."	

Management/Colleagues

Motivation	The project was a long-awaited answer to the problem of the language barrier, as there are so many employees with a migration background – and the trend is increasing. Management: "An essential building block for success is language – communication. If that doesn't fit, the quality can't be what it should be."	
Selection	Selection of participants by DRK, mostly trainees who still need support. Management: "Participants felt exposed at the beginning. They thought they were chosen because they were too bad."	
Preparation	Adaptation of the shift plans so that mentees have enough time for the language learning workshop.	

Table 2: Interview Results -- Maiß (2023)

Active Phase

Categories	Teacher/Language teaching/Language learning workshops/	Mentee
Class planning	Mentees could participate in designing the classes by choosing the focal points. Self-assessment: – What can you do/what do you need (e.g. calling doctors, patients, pharmacies). The challenge of internal differentiation could be overcome by the helper principle.	*The exchange among each other was important for the mentees, as they often didn't have much to do with each other otherwise.* *Mentee 1: "The helper principle is good. I was weak at the beginning too, then I was able to help others."*
Materials	*Teacher 2: "Use of learning videos, for example to make appointments (EOK material KV...). First vocabulary, chunks, content worked out, then practiced in scenarios. The instructor decides when the participants are ready and a dialogue can be recorded as a video. Then he presents the results and distributes the videos (it is possible to repeat the content regardless of time and place)."* *Teacher 1: "The videos were less difficult to make than expected because all the preparatory work had already been done. The videos were then the results of the UE."*	Interesting learning experience, as the videos can be watched over and over again, even on the bus ride home. You can also see and hear your own mistakes and learn from them better.
Challenges	Dealing with other cultures. Most of the conflicts with colleagues were less about the language and more about acceptance. That mentees see the cultural misunderstandings as opportunities for learning growth (learning through mistakes).	
Difficulties		Mentee 1: "Only very little actual language mentoring took place. There was no time for a meeting. The language mentor asked about topics and offered exercises, but weren't implemented into everyday work and then they didn't happen anymore."

Management/Colleagues

Challenges	*After the training, the LM time for the mentees was planned in the company. Topics that interested the mentees were discussed.* *Management: "All colleagues are mentors, everyone is addressed."*
Difficulties	*No cooperation between language coach and language mentor, and just as little cooperation between language mentor and mentees.* *Nurse 1: "Mentor meetings didn't work that well. Something was scheduled twice, but nobody came."*

After the project ended

Categories	Teacher/Language Teaching/Language Learning Workshops	Mentee
Feedback	Teacher 1: "Great cooperation with the mentees. They always look forward to the lessons and come regularly." Teacher 2: "You can tell if there is no language mentoring because then there isn't any practical application".	Mentees are less afraid to ask patients to rephrase something. Mentee 1: "The communication with colleagues has improved, they have a lot of patience and like to explain."
Consequences for Language Learning Workshops	Teacher 1: "Videos are a good thing. I have included them in the current course."	

Management/Colleagues

Feedback	One reason to continue is the appreciation of the employees. Nurse 1: - "You're a worker and I don't care how you manage it" is a useless approach. It is the responsibility of the employer to make this possible. Of course, everyone is also responsible for themselves, but so is the employer." Visible cooperative changes during the project. Quick implementation of the learned topics. More security in the communication of the mentees, especially in the handover talks. Management: "Since PEP I have the feeling that a wall has been dismantled".

Results of the interviews about language mentoring:

In the care home, language mentoring was not pursued after the end of the project due to external conditions such as the influence of the pandemic, illnesses and a shortage of skilled workers. Employees were trained, but the implementation in everyday work was not sufficient. Five employees took part in the training. They were not selected, but participated voluntarily.

The interviews show that the teachers, mentees, nursing staff and management see great added value in "the company as a language learning location". The uncomplicated access to the language learning workshop inspires mentees and management. After initial reluctance on the part of the mentees, they quickly realized that the language workshop was not about testing language skills, but about promoting them. The teachers appreciated the openness and good cooperation with the mentees. The video-assisted learning was enthusiastically received and continued by teachers and the mentees. The DRK management also agrees: "The quality of the work increases through PEP! There is

added value for everyone – colleagues, residents, management and of course participants!"

Summary

The benefit of language learning lies in networking. Language learning does not only take place in language learning workshops, but also individually in the company, through language mentoring, during normal everyday work. The company needs to be prepared to implement language mentoring during the regular working hours of the language mentors and mentees, e.g. 2 units per week. Language is taught in a learner-oriented manner with authentic workplace scenarios through video-assisted learning. The teacher/language coach networks closely with the language mentors. They fall back on learning scenarios of language mentoring. A workshop for teaching in this double function was not possible due to the shortened duration of the project. During self-study, the teachers critically examined the facts they had worked out. They familiarised them-selves with the procedure of speech analysis according to Grießaber and also carried it out and evaluated it. Additionally, the BAMF language test was carried out and analysed. The results of the tests form the basis for developing the funding concept.

Table 3: Analysis based on Grießhaber (2012)

Mentee	BAMF/GER	Grießhaber/Level of Oral Communication	Level required
Mentee 1	A2	1	B1
Mentee 2	A2	1	B1
Mentee 3	B1	3	B2
Mentee 4	B1	1	B2
Mentee 5	A2	1	B1
Mentee 6	B1	3	B2
Mentee 7	A2	1	B1

Table 3 shows that no mentee has sufficient language skills to meet the language requirements of the nursing profession. In the course of the project, all participants should reach the next higher language level (care assistant CEFR/B1/nursing specialist CEFR/B2) in order to be able to communicate adequately. The analysis according to Grießhaber clearly shows that only two mentees have level 3 according to Grießhaber at the beginning of the course. That language level is sufficient for oral communication. The DRK Heidenheim Pflegedienste gGmbH continued the project in sub-disciplines after the completion of PEP. Weekly language learning workshops take place in the company (Haus der Pflege) and no longer externally. This change of location was

warmly welcomed by the mentees and the house management. This means that distances are shorter and management has an overview of who is participating. The new understanding of the role of teacher as language coach benefits language teaching in the language learning workshop and in the company: The teacher can design the language learning workshop with a focus on "the company as a language learning location". Through the on-site teaching, the teacher in the double function of teacher/language coach gets to know the company and the different areas of work better and can support the mentees according to their needs. Any "mbarrassment"(through interviews/ superiors/selection process) can be counteracted by providing information about the aim and purpose of employees with a migration background participation in the PEP project. In addition, the principle of voluntary participation should be guaranteed.

Due to time restrictions, the work with language mentors was not pursued further. Research results from FIER (see Tab. 1/FIER) show that language mentoring is an important factor for successful integration. Quote: "Successful integration must come from within the company. Integration requires the entire staff to work together" (see sector FIER/ Summary with a long-term perspective).

Trained language mentors are mediators for extensive social interaction. They are trained in how to support the mentee in the prevailing company language in a learner-oriented manner. Employees without language mentoring qualifications/training can support the mentees in carrying out the action, but they lack the knowledge about promoting the professional language in the workplace. In order to be able to promote employees with a migration background in a goal-oriented approach, companies must develop an understanding of sustainable integration (investment integration). We assume that networked learning, as envisioned in PEP, is a clear added value for language learning in the workplace. The investment in language training in the workplace does not pay off immediately, but companies that implement adequate support concepts in everyday working life are ambassadors for successful, sustainable integration. Language is the key to participation. Networked learning in the sense of language mentoring with an integrated language learning workshop has hardly been researched until now.

Career orientation "Right from the start" -- Job-related acquisition of language, culture and professional skills in initial orientation courses (EOK)

After a model phase in 2017, so-called initial orientation courses (EOK) were introduced throughout Germany on behalf of the Federal Office for Migration and Refugees (BAMF). EOK differ significantly from other language, politics, orientation or

integration courses: Experience shows that the teachers are faced with particular challenges due to general conditions such as high fluctuation or strong heterogeneity among the participants. In order to support the teachers in the implementation of the classes and in dealing with such challenges, a handout for teachers in EOK was developed and evaluated in a one-year project with the support of linguists and integration scientists and more than 60 authors with teaching experience.

Firstly, the concept of the initial orientation courses in general and the newly designed handout for teachers in particular will be described. This introductory part offers extensive insight into the methodology and didactics of the EOK. Following, the EOK-Plus course concept, which is currently being developed, will be described. It uses elements of fast-track training even in the initial orientation course, in particular the integration of a company internship parallel to the EOK as well as language coaching and mentoring in the workplace.

Target group

Initial orientation courses "re-aimed at those who want an introductory and orientation offer after their arrival. The courses focus in particular on those seeking refuge."(BAMF, 2022). Most participants have only been in Germany for a few weeks and are not yet familiar with the customs and usual social conventions here, which is why the relevant content and language should be made accessible to them in a safe space. Course size is at least 10 participants (eight in rural areas or in women-only courses), which is why courses can now be held that previously failed due to low participation. (Syspons, Monitoring Report, 2020). Since the COVID-19 pandemic, it has also been possible not only to conduct EOKs in pure face-to-face classes, but also to design it as a hybrid or fully online course. This means that even more participants can be reached, for example parents who have no childcare facilities and would otherwise not be able to attend a language course.

Concept

The new handout for teachers in EOKs is a "practical work for practitioners", not only for face-to-face teaching, but also for online EOKs. Asylum seekers are supported in a practical way, so they can adapt more easily to their new everyday life and social environment and will be able to find their way back to a self-determined life. The concept allows for a lot of organizational and pedagogical freedom and can be fully adapted to the different needs and circumstances on site and the heterogeneous structure of participants. Competence-oriented, low-threshold teaching materials for planning and imple-menting the EOKs were developed, tested and evaluated at three levels (see Fig.

10). In a total of 300 teaching units (25 units per week/12 weeks), the participants deal with a selection of various modules relevant to everyday life, such as shopping, health, orientation on site, work, etc. Together with the participants, the teacher selects six modules that are particularly important for the everyday life of the respective target group. Courses are designed individually and adapted to the heterogeneous composition of the participants. The participants of the EOKs not only differ in terms of their educational biographies and experiences (in addition to illiterates, there are second-writing-system learners and participants with high educational qualifications), but also in terms of their living situations, their age or their residence status. Nevertheless, the course should offer all participants practical everyday relevance, which is why the focus of the courses is on orality and internal differentiation. Audio and video material or excursions are some possibilities the teacher can use to differentiate, building on the individual learning levels of the participants. Participants who are unused to learning should be carefully introduced to daily lessons, while participants who are used to learning study at a higher level. The social interaction the EOK offer should also not be underestimated: the lessons are particularly important for many participants because they get structure in their everyday life through the daily appointments, can exchange ideas and network with other people. Participation in the EOKs is voluntary, which is why participants and teachers must constantly work together to make the course relevant and interesting for the participants. The teacher is not only a language expert, but also an expert for the individual needs of the participants. There is no exam at the end of the course, which allows for stress-free learning without pressure to perform. These so-called "Learning goals checks" (Lernzielchecks), which take place during or after the completion of a module, e.g. as a final repetition of a learning goal, are deliberately not designed as standardized tests, but allow the teacher to evaluate the learners' progress and the participants to self-evaluate and review their individual learning status. A minimal standard must be achieved, however, i.e. it has to be recognizable that the participants have achieved the corresponding EOK learning goal. However, factors such as linguistic accuracy or correct reproduction of what has been learned are not important, the content and knowledge must only have been understood or acquired on principle.

➡️ Examples from the field: Before Ms. M. starts planning her new EOK, she gets an overview of the living situation and the level of education of her participants, e.g. with a diagnostic sheet (see Tab. 4). The diagnosis sheet gives the teacher an initial orientation about the participants. This form will be collected by the coordinator during registration. Ms. M. therefore knows before the beginning of course that both nonliterate

and second-writing-system learners will participate, which is why she is increasingly focusing on teaching orally and will work with audio and video material. Over the next few weeks, she will assess the participants' media skills, for example by creating videos or audio files with them, or by accessing online learning tools such as `Learningapps.org` She selects materials that are learner-oriented in order to constantly promote language and media skills. She also adapts the course times to the participants.

Table 4: EOK diagnostic sheet, Klepser (2022)

Diagnostic sheet Location				Participants (P): 8						
Name	Country/ Language	Work experience	Language	Age	Male	Female	Education/duration	Ill	L2WS	Learner
P 1	Iran	Painter	Kurdish	39	X		4 years/ can read and write	X		
P 2	Afghanistan	Student	Dari	18	X		7 years/ can read and write		X	
P 3	The Gambia	Salesperson	Englisch, Wolof	23	X		3 years/ can read and write	X		
P 4	Afghanistan	Housewife	Dari	23		X	4 years/ can read and write a little	X		
P 5	Syria	Architect	Arabic, English	45	X		12 years/A-levels/ university degree in architecture			X
P 6	Guinea	Housewife	French	26		X	2 years/cannot read and write	X		
P 7	Cameroon	Salesperson	French, English	35		X	12years/A-level			X
P 8	Iraq	Housewife	Kurdish	24		X	cannot read and write/has never been to school	X		

*Ill= Illiterates ; L2WS = Second Language Writing System Learner; Learner= full knowledge of the German Writing System

Didactics and teaching methods of the handbook of initial orientation EOK:

Since 2017, BAMF has initiated and supported Initial orientation courses for asylum applicants with unclear prospects to remain (EOK). These courses take place throughout Germany and follow the concept of "Initial orientation and learning German for asylum applicants"(BAMF, 2016/2021), covering 11 topical areas of everyday life in Germany. Asylum applicants get important information and an initial knowledge of Germany. Learning German idioms and vocabulary at a low level is the intention. The "Handbook" includes basic chapters describing framework conditions of the courses, teaching methods and didactics and especially teaching materials, copy templates, videos, audio files and exercises in a learning application called LearningApps.org.

Because of the heterogeneous courses, the principles of this "Handbook" are based on action-orientated teaching:

• learner orientation
• learning goals and communication skills
• action-oriented teaching for communication in daily life.

This differentiation is learner-centered and involves learners in authentic activities which suit individual learning progresses.

Heterogeneity in Initial orientation courses is a daily challenge for teachers and arises from

• different preconditions and previous experience
• different levels of formal education
• different languages
• different escape experiences and traumas
• different living conditions in Germany.

The "Handbook" contains three language levels and offers additional exercises for illiterate people, so the teacher can use different-level-tasks. One of the principles of the "Handbook" is the approach of "easy access" to learning, so that each learner's challenges can be individually adequate. The teaching material contains a large collection of photos and pictures which allow learners to visually connect their own experiences with new words and language chunks.

The three language levels of the handbook referring to the different and heterogeneous groups of learners

3 | Leraners with advanced formal education, the have advanced learning stragegies and knowles of forgein languages, with higher school diplomas or a higher advance degree

2 | Learners with some basic experiences in formal education, who are to read an writ, ,maybe using another writing system (seconde writing system learners)

1 | Learners without any formal education, who are not able to read an write (illiterate people)
Or with a low level formal education, who are not able to read an write (illiterate people

Figure 8: Three language levels, Dietrich (2021)

Oral tasks are considered to be the most important. They train speaking and listening/understanding in everyday-life situations. The learners focus on communication skills more than on writing and reading, because oral competences encourage integration processes. The "Handbook"uses dialogues and role plays, projects and excursions to simulate and experience everyday-life-situations. This method is called action-orientated teaching. The learning goals are:

- Simulation of real-life situations through dialogues and role plays
- Training of speaking German via dialogues and role plays
- Using language in projects and excursions
- taking steps in new surroundings via language competence

Teachers all over Germany use the new "Handbook" of EOK; new editions are quickly sold out. Not only teachers in initial orientation courses use the teaching methods and materials, but also teachers in other integration formats make use of it. The online material was expanded and will continue to be expanded so it can be adapted to the need of the learners. The "Handbook" can thus be viewed an important contribution to didactics and teaching methods and materials in integration contexts.

Initial orientation courses in practice:

In the work module, the learning goal "participants have a rough overview of the main fields of work and common professions in Germany and can talk about them in simple sentences" should be developed. Here the teacher always needs to take the needs of the heterogeneous group of participants into account. In the course, she/he has both non-literate people and second-writing-system learners, as well as participants with higher educational qualifications. It is important for everyone to know about potential jobs in Germany and to be able to talk about them. Firstly, the teacher sifts through and searches for suitable materials from the EOK handout, which she/he then records in a planning grid and prepares individually for each learning group. She/he has various ways of introducing new vocabulary, e.g., start with a museum tour. She/he distributes picture cards of common professions in the course room and asks the participants to look at them and choose a profession that they can either name in German, find interesting or have already practiced themselves. In the plenum, the vocabulary is collected, named, described and discussed on the blackboard.

Weak and strong learners support each other in working on the materials (helper system). During the consolidation phase, each participant can work at their own pace. The teacher provides additional materials for quick learners, (see "That is good teaching" Meyer 2011). As soon as a certain modular vocabulary is available, chunks (patterns of

words that are used regularly together in the same -- or nearly the same -- order.) are used to develop language skills. Working materials in audio and print format are used for this purpose. The teacher supports the participants in mastering everyday situations with the limited linguistic resources at their disposal by, among other things, working on authentic material in the course and providing assistance on learning appropriate behavior in everyday social situations. Through excursions or discussions with experts, the participants can apply the knowledge they have acquired promptly, thereby not only gaining further linguistic and content-related knowledge, but also increasing their self-confidence in dealing with the language.

➡ Examples from the field: Consolidating new vocabulary

After Ms. M. has worked out job titles for common professions in the plenary session and written them down on the blackboard, she checks whether the participants can match the vocabulary to the corresponding picture cards.

To do this, she selected material from the EOK handout. She uses the master copies for occupations (KV 02/02), which are available in two different versions: one for participants with little literary knowledge (level 1) and the other for participants who are used to learning (level 2/3).

Figure 9: KV/the professions/Level 1

The participants who are unaccustomed to learning now have to trace the vocabulary that was prescribed in light gray writing under the picture cards. Ms M. then

asks them to name the picture cards and, if necessary, to read them out. Participants who are used to learning have to cope with a higher level of difficulty. You have to match job titles from a word box to matching picture cards and write them correctly under the picture. Learners who cannot trace letters yet name the picture cards orally. The helper principle could be applied.

Figure 10. KV02/02 Professions/Level 2-3

➡ Examples from the field: Reviewing new vocabulary

After a short break (e.g. in the last lesson or the next day), Ms M. reviews whether all participants can repeat the new vocabulary. She has chosen a fun exercise for repeating the lesson content without any pressure to perform. One person stands in front of the group and is shown the picture/word card of an occupation. Now she has to pantomime the profession and the other participants of the course have to guess it. After the question: "What is the name of my job?" the participants call out "gardener", "cook", "tailor" etc. out loud. The first person to guess correctly is allowed to present the next profession. Ms. M. differentiates at this point: she shows illiterate or low-literate participants the job as a picture card or photo, advanced learners are presented with a

word card. In this exercise, participants of all learning levels can review together whether they have understood the vocabulary and can use it.
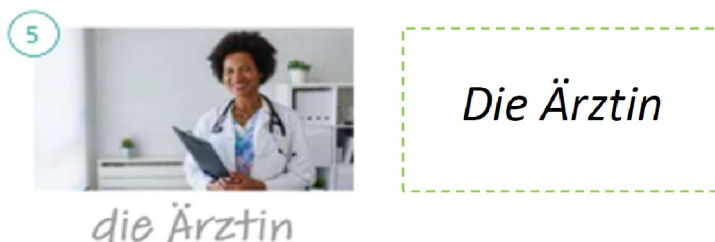
Figure 11: Example picture and word card

➡ Examples from the field: Matching occupations and workplaces

In the previous teaching units, the participants have worked out both the vocabulary for occupations and places of work. Now they need to assign professions to their corresponding workplaces. Ms. M. has selected material from the EOK handout for this purpose. It uses the master copy Who works where? (KV 02/24), which is available in two different versions: the first template has a corresponding image for visual support in addition to the vocabulary (level 1/2), the second template has no pictures (level 3).

Participants who are unfamiliar with learning, those who are learning a second writing system and illiterates can now allocate professions and places of work with an arrow connection. In the second exercise they practice by talking to a partner: "The clerk works in the office" or "The gardener works in the garden centre".

Advanced learners do the same exercise, just without the pictures. In this way, all learners can work and speak together. Exercise three is optionally available for experienced learners, here sentences similar to those in exercise two are recorded in writing.

Figure 12: Who works where? KV 02/24 Level 2-3

Learning objectives check

The success of the handbook in use in Initial orientation courses for asylum applicants with unclear prospects to remain is controlled by so called learning objectives checks. Minimum standards of learning knowledge and skills are the basis of these control checks, which the teacher uses at the end of every topic. The standards-based exercises are oral exercises to check if the learners are able to handle initial orientation steps in new surroundings via oral communication.

These learning objectives checks are not an exam but give feedback and make self-evaluation and externalevaluation possible, without stress in the classroom. After the step of developing the learning objectives checks, they were tested in pilot situations and then evaluated by two master students (University of Education Weingarten).

Figure 13: Who works where? KV 02/24 Level 1-2
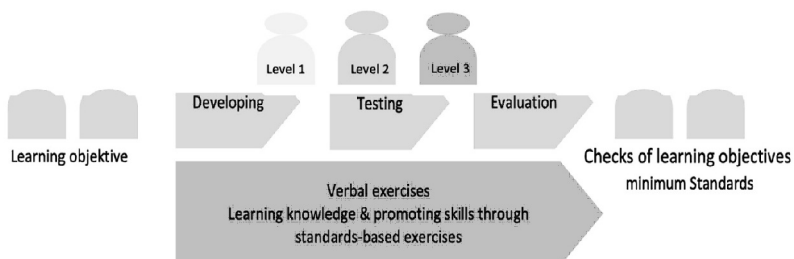
Figure 14: Learning objective checks

Research: Learning objectives check for EOK by the University of Education Weingarten

The University of Education Weingarten has developed exemplary learning objectives checks that serve as systematic performance controls based on the specified minimum requirements (Klepser et al., 2021). The learning objectives checks were tested and evaluated in a multi-state pilot phase in 5 locations using the three modules "daily life", "talking about yourself and other people/social contacts" and "values and co-existence". The learning processes were checked for effectiveness in semi-structured interviews (Pieles, 2022) and by qualitative video analysis (Plebst, 2022). In the following, research results from both research areas are presented as examples.

Data overview:
• 5 locations in Germany (3 modules of 12)
• 10 participants (interview & video)
• 5 teachers (interviews)

Research design

To ensure valid results, the research team uses the defined minimum standards of the learning objectives checks (Fig. 14). The studies focus on the following question: Can the effectiveness/acceptance of initial orientation courses be determined by goal criteria of oral communication? The semi-structured interview collects data on a) the quality of the teaching material, b) the working atmosphere and c) recommendations from EOKs. The aim is to gain better insight into the effectiveness/acceptance of the learning objectives checks among participants. The interviews were carried out using established guidelines (Kuckartz et al., 2008) and evaluated using a qualitative analysis according to Mayring (2010). A qualitative video analysis complements the study. In addition to the interview, audiovisual material provides a wealth of further observable data. (Tuma, Faster & Garlic, 2013). The participants were videotaped while carrying out the learning objectives checks based on criteria-based minimum requirements (Klepser et al., 2020). Videographic materials open up access to different interactions and make specific aspects of the object of investigation accessible. They represent the combination of sound and single-image recordings and enable real-time imaging. The study addressed the question of whether the effectiveness of EOKs can be worked out using deductive and inductive categories of video analysis. The following data were collected:
a) Course of Action of learning objectives checks and

b) Correctness of language requirements during oral communication.

The results of the interviews with 10 participants and the results of the video recording using the module "Values and coexistence" (location 1/6 participants) are presented below.

Results: Semi-structured interview

Table 4: Interview results -- Pieles (2022)

Participants	Code: Lesson material	Participants
10	Picture- Words are helpful	B1-10
3	Work on LM at home	B2, B5, B9
6	Collecting the material	B2, B5, B7,B8, B9, B10

Participants	Code: Evaluation	Participants
10	Learning goal checks are helpful	B1-10
3	Good for self-evaluation	B2, B5, B9
6	Get Feedback	B2, B5, B7, B8, B9, B10

Participants	Code: Working atmosphere	Participants
10	Family atmosphere	B1-10
10	Teacher is friendly	B1-10
10	Supporting/Feedback	B1-10

Participants	Code: Reference	Participants
8	Refer to the EOK	B1-8
2	Do not refer to the EOK, because they cannot read or write. They would like a special course according to their needs	B9, B10

Results: Video analysis using the example of the "Values and coexistence" module (location 1)

Learning objective: "Participants can arrange a doctor's appointment." The "values and coexistence" module was taught in cross-section with other modules. For the learning objectives checks, a short dialogue from the field of healthcare with the phrase "I would like to have an appointment" is used. In the role-play scenario, the participants take on the role of the patient, while the teacher acts as the doctor's office (registration). The content-related aspects of the learning goal refer to whether the participants know the components of an appointment (category: course of action). This includes greeting, stating your name, asking for an appointment, confirming the appointment and saying goodbye. The linguistic aspects are characterized by the use of the means of speech by

the participants (category: correctness of linguistic requirements). For the sake of simplicity, sentences can also be abbreviated, for example "appointment" or "Appointment please" or at the level of a more complex sentence: "I would like to have an appointment".

Table 5: Partial results module "Values and coexistence" -- Plebst (2022)

Participants	Code: Course of Action	Participants
6	All participants were able to implement the correct procedure for making a doctor's appointment.	B1-6

Participants	Code: Correctness of linguistic requirements	Participants
6	2 out of 6 participants had problems pronouncing difficult words (e.g. dentist, physiotherapy).	B1, B4

The results of the studies conducted as part of masters' theses (Pieles, 2022; Plebst, 2022) show:

- that the participants in the initial orientation courses (EOK) for asylum seekers, who had mostly only been in the courses for four weeks, were able to deal with initial orientation dialogues orally or to reconstruct typical processes in everyday life in Germany,
- that the participants also used the German language intuitively in learning goal checks with reconstruction tasks,
- that people without formal education or with a low level of formal education (level 1) were also able to cope with their tasks in order to achieve the learning objectives,
- that participants rated learning goal checks consistently positively because they allowed them to assess themselves and demonstrate their competencies.

Summary of EOK

Initial orientation courses follow the concept of initial orientation and learning beginner-level German idioms and vocabulary (BAMF 2016/2021). The research results of the learning goal checks show that the handbook with its teaching materials and copy templates can successfully support the learning processes of the participants.

The results show that participants rate learning goal checks consistently positively. The learning goals check is an instrument of self-evaluation and external evaluation and shows the participant what language skills s/he has already acquired or what s/he still has to learn. Considering the didactic principles of EOK, EOKs are particularly suitable for providing employees with a migration background with different occupational and

educational experiences through a competence-oriented introduction to the German language and value systems. Through the intensive, three months long work, internally differentiated in small courses, all topics of daily life can be conveyed in terms of content and language at the participants'own learning pace (Meyer, 2011). They are supported in facing the challenges of everyday life (Bandura, 1971). Empowerment pursues the (re)appropriation of self-determination of one's own life. The supposedly strenuous task of teaching heterogeneous groups can prove to be an enrichment for the course through internal differentiation and by using the individual strengths of the learners. An atmosphere of trust has also turned out to be a decisive success factor for good work (Syspons, 2020, 11). Voluntary participation and the lack of exam stress can awaken intrinsic motivation and self-determined learning (Deci & Reyn, 2017) in the participants. Being able to freely choose topics and the direct references to everyday life also increase motivation. Here the focus lies on the learner and the promotion of their personal learning.

EOK-Plus: The workplace as a language learning location

Project	First Orientation Class - Plus (EOK-Plus)
Project duration	2023 ff.
Target group	Newly arrived immigrants and refugees
Goal	Entering full-time employment, vocational training or an education
Qualification	Certificate
Training format	Language training, traineeship and language mentoring/coaching in the workplace
Train-the-Trainer	Training for language mentors in companies and language coaches (teachers)

Figure 15: Overview EOK-Plus

EOK-Plus combines best practices from FIER, PEP and EOK. Since spring of 2022, the team of Klepser (Consulting Integration), Peylo (Managing Director of the Diakonisches Werk Tübingen), Torre (EOK Project Manager vhs-Verband BW) and Maiß (Pedagogical Director of Debut e. V.) have been developing a target-specific funding model for the successful integration of refugees and employees with a migration background in the German/regional job market. The aim of the funding model is: securing a permanent position through a Fasttrack internship for skilled workers with vocational qualifications, semi-skilled job seekers (helper professions) or people willing to train in a target-specific

occupational sector. In contrast to the FIER and PEP projects, EOKPlus is not highly dependent on project financing. The orientation phase with a language learning workshop is financed by the BAMF, the internship by the Jobcentre. The vhs association of Baden-Württemberg financed the development of the concept. However, the training for language mentors and the language coaching during the internship have not yet been funded. The momentary teachers (Klepser, Maiß) take on the dual function of training and advising on a voluntary basis. The project is to be scientifically accompanied by the PHW (master theses).

Investment Integration

Targeted, job-related language as a prerequisite for the successful integration of employees with a migration background or refugees into the regional labour market is taught by educational institutions such as vhs in language courses and occupational language courses (Berufssprachkursen - BSK). In contrast, the opportunity for more systematic and efficient language acquisition has so far been largely ignored (Efing, 2014; Kimmelmann & Berg, 2013; Zimmer, 2014). This includes the coupling of a) language support based on the analysis of language acquisition needs in authentic work situations in the company, b) the interlinking of language courses, e.g. language learning workshop with real-world connection to company-based language courses. Within the international FIER project, occupation-related language was successfully promoted both in language courses and through "professional language in the workplace through language mentoring" programs, but without networking opportunities. The resulting evaluation results (FIER project) and practical experiences (PEP project) served as the basis for the development, planning, implementation and evaluation of EOK-Plus. In the EOK-Plus model, language mentors are seen more as learning companions at equal conditions than as omniscient lecturers. They are not only experts on specific subject matters, but also colleagues who are able to accompany and support refugees/Employees with a migration background in language learning at work in authentic scenarios.

EOK-Plus - the concept

Skilled workers are increasingly scarce in many occupational sectors nationwide. Given the ongoing demographic change (Wunsch, Conny & Buchmann Manuel, 2019), this development will only continue to intensify. EOK-Plus is to be piloted in Tüingen in autumn. All organizations/persons interested in the project will be invited to an information event. Potential participants will be provided a translated version of the information brochure (pitch) in their native language. During the three-month fast-track

internship, companies are willing to dispense employees for language mentoring training. They will implement demand-oriented language mentoring in their day-to-day operations. They should be willing to take on language mentoring as a fixed training model for further integration in the company. Integration requires the entire staff to work together (see section FIER/summary). The workplace is a place of social interactions, where many forms of communication, networking, contact and thus participation happen constantly. Knowledge of the predominant company language is essential for extensive social interaction. The social component is particularly important for language acquisition, because professional language is best learned through constant and repeated use in a variety of work-related and communication-based situations at the workplace. In most cases, the employees are willing to accept refugees into the team. However, they understandably lack the background knowledge to teach them better language skills.

EOK-PLUS

Selection
(Sector specific)
• Jobseeker
• Companies

Orientationphase
9 weeks EOK a 5 TU per weekday

Training language mentoring
2 days training
actical phase (internship)

Fast track Intership
3 months
Per workday:
3 days Intership full time
2 days L LW a 5 UE + SOL (2-3 TU)

Sprachmentoring
Sprachcoaching

Language learning workshop
Sprachcoaching
Sprachmentoring
Exchange
Consulting
Networking

Figure 16: EOK-Plus concept

Selection process for workers/companies

Refugees, employees with a migration background from third countries and immigrants from the EU can take part in the project if their residence status meets the legal requirements (BAMF, 2023). Job interviews are conducted on a criteria-oriented basis, with motivation being an important factor in addition to professional and interdisciplinary skills. Here a diagnostic sheet is used (see Fig. 8). During the interview, an oral sequence (duration approx. one minute) is recorded and evaluated according to Grießhaber. The Jobcentre in Tübingen uses this data pool to create a list of job-seeking refugees, employees with a migration background and EU immigrants, sorted by industry. The number of jobseekers in a sector determines which companies are selected.

Support and fostering

Support should be targeted and sector-specific. The advantage of this is that the participants all have similar levels of professional qualifications. They can support each other as colleagues both in carrying out professional activities and, if necessary, in learning the professional language (helper principle). Promoting job-specific language in the workplace is highly effective, since teaching settings are adapted to operational needs and newly developed to suit the company' requirements. The participants pledge to attend their classes continuously. They need to be prepared to complete the entire course (300 units) and also to practice the new language in self-study time, e.g. through video-assisted learning.

Orientation phase

EOK-Plus starts with an orientation phase lasting 9-10 weeks. Everyday language as well as job-specific language is internally differentiated (level 1-3) and learner-centred. When designing the classes, the teacher uses the data from the diagnostic sheet and the results of the language profile analysis as a basis (see Tab. 4/EOK; FIER/language profile analysis). During the orientation phase, not only do the participants get to know each other, but the companies and the participants also get to know their language mentors: Excursion 1: module work/mobility, excursion 2: module my workplace / environment / health.

Fast-track internship

A three-month internship with an integrated language workshop follows the orientation phase. Language is taught at the workplace over three days per workweek, analogous to FIER. The language mentors accompany the mentees in learning the language directly at the workplace, with a focus on oral communication. Training units are integrated into everyday working life. Video-assisted learning is a central teaching principle. Scenarios from occupational practice are worked out and then recorded: Either a) language mentors create a learning video or b) videos are created in the language learning workshop (see practical example PEP/ Learning scenario making a doctor' appointment). The language workshop is included during the internship on two days per week with five teaching units (UE) each, plus self-study time in the afternoon. The teacher benefits from the expertise of the future language mentors. They are experts for the implementation of subject-specific actions and can provide valuable information about the language skills employees with a migration background should have. The teacher imparts language skills according to the needs of the mentees. Here the teacher

performing a dual function and the language mentors are networked. This provides learner-centred, targeted support both in language mentoring and in the language learning workshop.

Language mentoring training

During the orientation phase, the future language mentors are trained over two days per week, as detailed in PEP (see PEP Fig. 8). Ideally, the language coach takes over the training of the language mentors. The teacher performing a dual function carries out the training and advice in the Tüingen pilot project on a voluntary basis by Klepser/Maiß. In the practical phase – in this case the internship – the language mentors are accompanied by the language coach in an advisory capacity. Future language mentors will learn to design language support processes in the workplace. They go through a modular training process, where they acquire the necessary tools for designing learning environments in the workplace that are learner- and needs-oriented, and reflect their own learning process. They appreciate linguistic and cultural diversity in the workplace and learn to respond sensitively to intercultural challenges. Video-assisted learning is the central teaching method in language mentoring. The language coach as a language expert uses the diagnostic sheet and the language profile analysis as the basis for successful language support. Language mentors will learn working with these diagnostic tools as the basis for targeted language support in the workplace. Language coaches support the language mentors in designing interactive language learning settings in the workplace. Language mentoring in the workplace needs to be perceived as a supplement to and support for language learning in the language learning workshops (see PEP/language learning workplace). Their training is a contribution to successful integration at work. A close cooperation between language mentoring and learning in the language learning workshop should be aimed at.

➡ Examples from the field/industrial professions:
 Drilling the marked strips with the box column drill.
The teacher has determined the language acquisition levels according to Grießaber. Result: Two of the mentees are at level 1 and two at level 0. The teacher knows the technical terms and knows the course of action for "rilling marked strips"because they were taught about it by the language mentors. In the language learning workshop, the teacher takes up the scenario and promotes the mentees in a differentiated way.

Video 1: *The language mentor made a video. Accompanying their spoken instructions, they demonstrate how to operate the box column drill. With the support of the video, the teacher practices in the plenum how to pronounce and write the technical terms correctly. For the correct pronunciation, the teacher creates an audio file with the smartphone and makes it available to the mentees for self-study.*

Pronunciation is practiced in various interactive learning settings, e.g. a) listen/repeat, b) record yourself and practice the pronunciation c) compare the voice coach's audio with your own audio for correct pronunciation. Spelling is practiced with fill-in-the-blank-texts (Schlangenwöter) corresponding to levels 0 and 1. With level 1 mentees, the language coach also practices describing and explaining the column drill in their own words and understanding "imple work orders" Here idioms and/or chunks are practiced, if a) the order was not understood (Answer: Please repeat, I did not understand the order.) b) the order was understood (Answer: Yes, I understood. I will drill the marked strips.) Useful methods are e.g. image/text assignment, role-playing games.
Video "Ständerbohrmaschine" `https://youtu.be/4rUjmxnu_gs`

Video 2: *Similar to the PEP unit "Make an appointment", creating a video for "Task: drilling marked strips" is worked out. In the plenary session and in homogeneous and heterogeneous working groups, this linguistically accompanied action is practiced: "I check the drill, the drill is replaced, switch on the drill press," or "Check drill, replace drill, switch on machine" (simple sentence structure), until finally that video is recorded and then checked for errors in the plenum. If necessary, it will be recorded again.*

Language mentoring in the workplace

In the company, directly at the workplace, what the participants have learned in the language learning workshop is repeated, practiced and consolidated repeatedly. The mentees are asked to accompany their action verbally, as they have learned in the language learning workshop. The language mentor provides support if necessary. In consultation with the mentee, who has practiced carrying out the work assignment repeatedly, he performs the task. The mentee has the opportunity to compare what s/he has learned with the video recordings of the language mentor (video 1). The language mentor gives feedback on what the mentee can already do and what he still needs to practice.

Summary

In our view EOK-Plus can provide a lot of added value for successful occupational integration "ight from the start" Already in the course of the orientation phase, "job-specific language" is promoted with authentic learning scenarios from everyday working life in combination with language mentoring, language learning workshops and language coaching. The DaZ teacher takes on a dual function. She is available to the companies in an advisory capacity (advice from an external perspective) on the implementation of EOK-Plus. The teacher (language expert) also supports:

a) the language mentors when drawing up a teaching plan based on the results of the diagnosis,

b) when designing adapted learning arrangements at the workplace.

Video-assisted learning is the central teaching tool in both language mentoring and the language learning workshop. This creates a close link between individual learning processes in specific, authentic learning settings at work and in language mentoring. Mentees deepen their knowledge and language skills directly at the workplace. Participants receive support from their language mentors. The learners and their personal needs are the focus of the training. They need to take responsibility for their learning progress. Social interaction is encouraged. The unique selling point of EOK-Plus is that it can start without third-party funding, provided that the training of teachers to become language coaches and the qualification of company employees to become language mentors is enabled and financed. Further clarification and weighing of options is required here. A qualification in form of a "Language Mentoring" certificate can be granted as proposed in FIER (see above), if e.g., the IHK (Chamber of Industry and Commerce) includes the training to become a language mentor in its "further education format integration" and thus finances it. In addition, organizations that coordinate language classes should be willing to enable and finance paid language coach training for their teachers. EOK-Plus is the product of research results from FIER, EOK and empirical data gained from PEP.

If the assumption of the EOK-Plus' added value for successful integration are confirmed by qualitative research, EOK-Plus could be implemented nationwide in all federal states as a component for reducing the shortage of skilled workers by providing initial occupational orientation and job qualification for non-Germanspeaking immigrants. EOK-Plus will be scientifically evaluated in the near future.

Strengths and weaknesses: Fast-track as a strategy for successful, rapid integration into the German and regional job market

Discussion

Whether care, IT or crafts: the lack of skilled workers is a challenge to many sectors in Germany, it is becoming more difficult to find (enough) qualified staff. When looking for workers, skilled workers and trainees, companies increasingly have to search for candidates outside of Germany and recruit employees from abroad. However, closing the labor and skilled worker gap through migration brings linguistic, cultural and professional challenges. In Germany, there is already a well-developed and nationwide system of initial orientation, integration and professional language courses. However, this comprehensive language qualification, which usually precedes access to the labor market, does not seem to provide sufficient support for finding jobs quickly. The further development of the so-called overall language program (Gesamtprogramm Sprachen), the provision of structural financing for an expanded range of qualifications and qualitative research as scientific and empirical support for new concepts should be aimed at. People arriving to Germany need good education and careers advice, job and lifelong educational opportunities as well as attractive prospects for employment that suits their qualifications and interests. This is the only way that workers and skilled workers who are in demand around the world will decide in favor of Germany and remain in the country in the long term.

Fast-track offers with dual elements, i.e. consisting of language classes in the classroom alongside with learning settings at the workplace or in other everyday contexts, are one way of effectively teaching migrants the German language, culture and job-specific knowledge in a well-founded and practical way. All of the projects presented in this article have the common goal of teaching migrants professional language as quickly as possible, with the intention of gaining a foothold on the German job market.

FIER: Concept for quick access to training and helper activities – strengths and weaknesses

The FIER concept aims to promote job-related language skills in "ssistant"occupations. Professional language should be learned where it is needed. In FIER, advice from the job center, coaching of teachers, language courses and language mentoring were taught largely independently without collegial networking. In this first

fast-track model, time, experience and financial resources were too scarce for an integrative concept.

In order to achieve an increase in the quality of teaching professional language, the aim was to further link the individual modules: language course in the form of an individualized language learning workshop, language mentoring and language coaching should be closely intertwined. In addition, the aim was to support the personal, linguistic and communicative ability of migrant employees to act through individualized learning, to optimize work processes, to improve intercultural cooperation and to increase the job satisfaction of all employees in a company. We also see added value for rapid integration in the networking of job-related language courses in the form of language workshops with individualized learning scenarios from everyday working life. The teacher has a dual function (see Fig. 6): language experts in the classroom as well as external advisors in the workplace. They support the language mentors from the company with the language analysis of the mentees. They also advise the language mentors on how to design a language promotion concept at the workplace. Language mentoring is seen as in-depth support in the professional language development. In FIER, we were only able to persuade a few companies to have their employees trained as language mentors. Companies that decide to do this not only show social commitment and interest in the social and professional integration of immigrants, but above all that they stand for a corporate culture in which all employees are addressed, valued and encouraged in their potential.

Sustainably successful integration can however not be achieved exclusively from the outside, it must derive from the inside of a company or an organization. This requires good cooperation and working together. It is also important that the company is perceived and recognized as a language learning location. The opportunity for systematic and efficient language acquisition, such as linking a) language training with language needs analysis in authentic work situations in the company or b) intertwining of language courses, such as language learning workshops with real-world connection to internal language training, has so far been largely ignored (Efing, 2014, Kimmelmann & Berg, 2013; Zimmer, 2014). Within FIER, professional language has been successfully promoted both in language courses and in the workplace through language mentoring, but without networking. In the follow-up project PEP, which is presented below, a concept that closely intertwine the different modules was thus developed and tested on the basis of empirical research.

PEP: Concept for company language training for employees –strengths and weaknesses

The PEP project focuses on employees who have been employed in a company for a long time or who are doing an apprenticeship and (still) need language support. The aim of the program was to develop innovative models for professional language training in nursing professions. In PEP, not only company employees were trained to become language mentors, but also teachers were trained to become language coaches. A networking principle was thus established, but testing could only be partially implemented due to a lack of funding time (see Fig. 8). In online sessions, the teachers dealt with the concept of language coaching and language learning workshops. Language coaches support companies in the development and implementation of language promotion in the workplace, i. e. you leave the course room and train the employees in companies (future language mentors), who work closely with the mentee (employees or trainees), directly at the workplace. Language coaches are experts, empowered to support companies with language teaching in the workplace.

Language workshops in companies differ essentially from "ormal, standardized language classes"in that the classes are geared towards the needs of the learners. As within FIER, learning scenarios in the form of learning videos from everyday working life are an important teaching method and this was thus further developed. Learning videos are processed according to the questions and problems of the mentees in workshop lessons or videos recorded during language mentoring. Both the teacher and the language mentor are considered learning companions. They help learners with the individual learning process and they give appreciative feedback at eye level. Group dynamic processes can be designed in homogeneous or heterogeneous groups depending on the learning goals. The workshop work is characterized by the fact that it does not only take place in the classroom, but also includes training units directly at the workplace. (Klepser, 2023).

EOK-Plus: Dual language support for new immigrants – strengths and weaknesses

EOK-Plus builds upon the experience and best practices from FIER and PEP. The project has a dual structure. Learning the language is intertwined to work experience right from the start, because it is mainly new migrants who take part in initial orientation courses (EOK). Coaching and mentoring are key tools in such dual learning. The EOK concept is particularly well suited to combating labor shortage, since newcomers are given quicker access to the labor market. Language is taught where it is needed, namely directly at the workplace. A targeted promotion of the language should already take place in a sector-specific manner. The advantage of this is that participants with the same professional backgrounds take part. Participants can support each other in the practice

of professional activities as well as in the acquisition of the professional language. Promoting job-specific language in the workplace makes sense, since teaching settings are adapted to operational needs and newly developed.

The participants in the EOK-Plus continuously take part in the classes and the internship. They are ready to go through the entire teaching time of an initial orientation course (300 units) and also to learn the new language individually, e.g. through video–supported exercises. EOK-Plus is currently being further designed and prepared. Practical experience and empirical results are not yet available. However, studies are aimed at, in order to examine the (added) value of well-linked concepts of language support with job-related language workshops, internships, language mentoring and language coaching for new immigrants .

Conclusion

The above projects show that parallelly alternating classroom-based language training on the one hand, and professional training and internships in companies, on the other, lead to promising results. If they are backed up by language mentoring and coaching positive effects can be accelerated. High employment rates amongst participants proved that the concepts are effective and a suitable measure for increasing employment rates among those with a migration background. The teaching of language, culture and profession at the same time can be considered the second main success factor of the concept. Close communication and not only training the migrants, but also colleagues of them, were further key points of the successful approach.

References

Bundesamt für Migration und Flüchtlinge (BAMF)(2017). *Erstorientierungskurse für Schutz-suchende und Zugewanderte.*
https://www.bamf.de/DE/Themen/Integration/ZugewanderteTeilnehmende/ErsteOrientierung/Erstorientierungskurse/erstorientierungskurse-node.html (downloaded 13.05.2023).
Bundesamt für Migration und Flüchtlinge (BAMF)(2020)*Erstorientierungskurse für Asylsuchende mit unklarer Bleibeperspektive.*
https://www.bamf.de/EN/Themen/Integration/ZugewanderteTeilnehmende/ErsteOrientierung/Erstorientierungskurse/erstorientierungskurse-node.html (downloaded 14.01.2022).
Bundesamt fü Migration und Flühtlinge (BAMF)(2000*Erfolgskontrolle in Erstorientierungskursen.*

https://www.bamf.de/DE/Themen/Integration/TraegerLehrFachkraefte/TraegerProjektfoerder ung/Erstorientierungskurse/EOK-Erfolgskontrolle/eok-erfolgskontrolle-node.html (downloaded14.01.2022)

De Paiva Lareiro, Cristina (2019). *BAMF-Kurzanalyse: Ankommen im deutschen Bildungssystem. Bildungsbeteiligung von geflüchteten Kindern und Jugendlichen* https://www.bamf.de/SharedDocs/Anlagen/DE/Forschung/Kurzanalysen/kurzanalyse2-2019-ankommen-im-deutschen-bildungssystem.pdf;jsessionid=1524878B12A36A0902EE1 E9F53707B06.internet571?__blob=publicationFile (downloaded 18.01.2022).

Bandura, Albert (1971). Lernen am Modell. http://www.lern-psychologie.de/kognitiv/bandura.htm (downloaded 01.03.2023).

Bandura, Albert (1977). *Selbstwirksamkeit und Selbstwirksamkeitserwartung* https:// www.researchgate.net/profile/Josef-Egger-2/publication/359025528_Selbstwirksamkeit_und _Selbstwirksamkeitserwartung_-_ein_wirkmachtiges_kognitives_Konstrukt_fur_gesundheitli ches_Verhalten/links/62232aa3a39db062db80fe6c/Selbstwirksamkeit-und-Selbstwirksamke itserwartung-ein-wirkmaechtiges-kognitives-Konstrukt-fuer-gesundheitliches-Verhalten.pdf (downloaded 01.03.2022)

Barrett, Feldmann Lisa , & Lindquist, Karen A. (2008). The embodiment of emotion. In Gü R. Semin & Eliot R. Smith (Eds.), *Embodied grounding: Social, cognitive, affective, and neuro-scientific approaches* (pp. 237–62). Cambridge: University Press. https://doi.org /10.1017 /CBO9780511805837.011. (downloaded 18.01.2022).

Dam, Esther (2019). *Entwicklung eines Evaluationskonzeptes im Rahmen des Integrations-projektes FIER* Bachelor thesis: University of Education Weingarten.

Deci, Edward L. & Reyn, Richard M. (2017). *Die Selbstbestimmungstheorie der Motivation und ihre Bedeutung für die Päagogik* https://www.pedocs.de/frontdoor.php?source_opus=11173 (downloaded 18.01.2022).

Dietrich, Doris (2021). *Erstorientierungskurse. Allgemeine Kurs- und Unterrichtsgestaltung.*

Efing, Christian (2014). "Wenn man sich nicht sprachlich ausdrücken kann, kann man auch keine präziseren qualifizierteren Arbeiten ausführen." – Stellenwert von und Anforderungen an kommuni-kative(n) Fähigkeiten von Auszubildenden. leseforum.ch, 1/2014. https://www. leseforum.ch/sysModules/obxLeseforum/Artikel/510/2014_1_Efing.pdf (downloaded 1.02.2019).

European Commission (2000). *A Memorandum on Lifelong Learning.*

Erstorientierungskurse. Handreichung für Lehrkräte (2022). *Unterrichtsmaterialien, Vorschläge für Exkursionen, didaktische Empfehlungen und Rahmenbedingungen* Chapter 3: Allgemeine Kurs- und Unterrichtsgestaltung, P. 41-45 and attachment 4.

Federighi, Paolo (2018). The fast track labour market integration oof immigrants. The otential of work-based and workplace learning. In: Bernert-Bükle, Andrea, Federighi, Paolo, & Torlone, Francesca (Eds.). *The fast track labour market integration oof immigrants. Work-related Learning of Culture, Language and Profession* Bielefeld: wbv, 13-29. file:///C:/Users/bernert--buerkle/Downloads/6004812w-1.pdf (downloaded 15.05.2023)

-262-

FIER - Fast-track Integration in European Regions 2018-2019. https://www.earlall.eu/project/fier/. (downloaded 11.02.2019).

Grießhaber, Wilhelm (2012). Die Profilanalyse. In: Ahrenholz, Berndt (Ed.). *Einblicke in die Zweitspracherwerbsforschung und ihre methodischen Verfahren*. Berlin, Boston: De Gruyter, 173 –193.

Grießhaber, Wilhelm (2013). *Die Profilanalyse fü Deutsch als Diagnoseinstrument zur Sprachföderung*. https://www.uni-due.de/imperia/md/content/prodaz/griesshaber_profilanalyse_deutsch.pdf (downloaded 30 .12 .2020).

Gumawang, Jati (2018). The use of smartphone applications in English language teaching and learning. *Journal Sosioteknologi*, *17*(1), 144 –153.

Hainmüler, J., Hangartner, D., & Lawrence, D. (2018). The long-term impact of employment bans on the econmic integration of refugees. *Science Advances*, *4*(9).

Håansson, Gisela (2003). *Tvåpråighet hos barn i Sverige*. Malmö Studentlitteratur.

Klepser, Roswitha et al. (2020). Sprachenlernen am Arbeitsplatz durch Mentoring. Manual zur Ausbildung von Sprachmentoren am Arbeitsplatz. Weingarten: Akademie für Wissenschaftliche Weiterbildung der Päagogischen Hochschule Weingarten. https://www.researchgate.net/publication/342903051_SPRACHENLERNEN_AM_ARBEITSPLATZ_DURCH_MENTORING_MANUAL_ZUR_AUSBILDUNG_VON_SPRACHMENTORINNEN_AM_ARBEITSPLATZ (abgerufen am 31. 03. 2021).

Kimmelmann, N. & Berg, W. (2013). Wie viel Deutsch darf's sein? Das Projekt "Deutsch am Arbeitsplatz". In: U. Faßauer, B. Füstenau, E. Wuttke, (Eds.). *Jahrbuch der berufs- und wirtschaftspäagogischen Forschung 2013* (S. 87-97). Opladen: Verlag Barbara Budrich. https://doi.org/10.3224/978384740127 (downloaded 19.01.2020).

Kuckartz, Udo et al. (2008). *Qualitative Evaluation. Der Einstieg in die Praxis* (2., aktualisierte Auflage). Wiesbaden: VS Verlag für Sozialwissenschaften.

Leisen, Josef (2016). *Sprachsensibel unterrichten.* http://www.josefleisen.de/downloads/sprachbildung/42%20Sprachsensibilität%20im%20Fachunterricht%20%20-%20Pädagogik-leben%202016.pdf. (downloaded 19.01.2019).

Lukas, S., Klepser, R., Bernert-Bükle, A., & Bravo Granströ, M. (2021). Lebenslanges Lernen im Betrieb: Integration am Arbeitsplatz durch professionelle Qualifizierung und alltagsnahes Sprachmentoring. In I. Sander, & C. Efing (Eds.) *Der Betrieb als Sprachlernort* (p. 216-237). Tübingen: Narr.

Mayring, Philipp (2010). *Qualitative Inhaltsanalyse*. Beltz: Weinheim.

Mediendienst Integration. *Flucht & Asyl.* https://mediendienst-integration.de/migration/flucht-asyl.html (downloaded 15.5.2023)

Meyer, Hilbert (2011): *Was ist guter Unterricht?* Cornelsen Verlag: Berlin.

Ministry of Employment, Government Offices of Sweden (2016). *Fast track – a quicker intro-duction of newly arrived immigrants*. https://www.government.se/fasttrack (29 / 12 / 2020).

Mitschian, Haymo (2010). *m-Learning – die neue Welle? Mobiles Lernen fü Deutsch als Fremd-sprache.* Kassel: University Press.

OECD (2017). *Finding their way. Labour market integration of refugees in Germany*. International Migration Division - Directorate for Employment, Labour and Social Affairs. Paris: OECD Publishing. https://www.oecd.org/els/mig/Findingtheir-Way-Germany.pdf (downloaded 15.05.2023)

Persike, Malte (2020). Videos in der Lehre: Wirkungen und Nebenwirkungen. In: Niegemann, Helmut, & Weinberger, Armin (Eds.) *Handbuch Bildungstechnologie*. Berlin: Springer, 1 –31.

Pieles, Pia (2022). *Evaluation von Erstorientierungskursen – eine Erforschung der Lernprozesse von Asylbewerberinnen und Asylbewerbern durch Interviews*. Masterthesis: University of Education Weingarten.

Pienemann, Manfred (1998). *Language processing and second language development*. Amsterdam: John Benjamins.

Plebst, Simon (2022). *Qualitative Videoanalyse einer Lernstandsanalyse – eine Untersuchung der Effektivitä von Erstorientierungskursen für Asylbewerberinnen und Asylbewerber mit unklarer Bleibeperspektive*. Masterthesis: University of Education Weingarten.

Rauen, Christopher (2014). *Coaching*. 3. ed., Götingen: Hogrefe.

Romrell, Danae, Kidder, Lisa, & Wood, Emma (2014). The SAMR model as a framework for evaluating mLearning. *Online Learning Journal, 18*(2). (online) https://www.learntechlib.org/p/183753/ (downloaded 30 .12 .2020).

Statista. *Anteil von Migranten unter den üermittelten Tuberkulose-Erkrankten in Deutschland in den Jahren 2001 bis 2021* https://de.statista.com/statistik/daten/studie/152635/umfrage/tuberkulose-anteil-migranten-unter-den-erkrankten-seit-2001/ (downloaded 28.4.2023).

Statista. *Zugewanderte nach Herkunftslädern 2021*. https://de.statista.com/statistik/daten/studie/157446/umfrage/hauptherkunftslaender-der-zuwanderer-nach-deutschland-2009/ (downloaded 15.5.2023).

Stronge, Will, & Guizzo Archela, D. (2018) . Exploring our latent üotential. Moving towards an economy of freedom. *IPPR Progressive Review, 25*(2), 220-229.

Syspons, Monitoring Bericht (2020) https://www.bamf.de/SharedDocs/Anlagen/DE/Integration/Erstorientierung/eokevaluation_monitoring_vernetzung.pdf;jsessionid=31D78FF2BD5B2F3E10932496ED6B0950.intranet241?__blob=publicationFile&v=9) (downloaded 02.03.2023)

Schlutz, Erhard (2006). *Bildungsdienstleistungen und Angebotsentwicklung*. 1. ed. Münster: Waxmann.

Thiem, mixed Media Product (2020). Kommunikation in der Pflege 2. ed. https:// www. thieme.de /de/pflegepaedagogik/care-1-auflage-151676.htm (downloaded 01.03.2021).

Wunsch, Conny, & Buchmann Manuel (2019) . (online) https://dievolkswirtschaft.ch/content/uploads/ 2019/04/19_Buchmann_Wunsch_DE.pdf.

Zimmer, Veronika (2014) *Nutzenorientierte Zweitsprachföderung am Arbeitsplatz – möglich und gewünscht?* DIE Aktuell des Deutschen Instituts für Erwachsenenbildung. http://www.die-bonn.de/doks/2014-arbeitsplatz-01.pdf (abgerufen am 10.02. 2019).

Subject Index

Authors' Notes

Álvarez Arregui, Emilio

Professor at the University of Oviedo, director of the Unesco Center of the Principality of Asturias, Secretary Administrator of the Iberoamerican Network for Research on the Quality of Higher Education and Ambassador of the Circular Economy for ASATA. He has been director of the Institute for Educational Research and Innovation (2016-2021) and of the European Forum of Education Administrators of Asturias (2010-2015). He has been principal investigator in regional, national and international projects and currently designs and implements R&D&I models with universities, research institutes, companies, administrations, councils, social agents and innovation acceleration platforms in different institutions. He has more than three hundred publications.

Email: alvarezemilio@uniovi.es

ORCID: https://orcid.org/0000-0002-4657-753X

Bernert-Bürkle, Andrea

is the Head of EU project management at the Adult Education Association of Baden-Württemberg (Volkshochschulverband Baden-Württemberg- e. V.) Among other things, she coordinates projects for the promotion of German, the professional integration of migrants and intercultural communication in companies and public institutions. Other key areas of work are: Educational and career counselling, qualification of German teachers.

E-mail: bernert-buerkle@vhs-bw.de

Bravo Granström, Monica

Dr., is the Managing Director of the Academy for Continuing Education at the University of Education Weingarten. Her work and research focus on multilingual and digital teaching/learning processes.

E-mail: bravo@ph-weingarten.de

Cacheiro González, María Luz

Doctor in Education. Professor of Didactics and School Organization at the Faculty of Education of the UNED (Spain). Her line of research is related to teaching digital competence and open educational resources for the training of university teachers.

E-mail: mlcacheiro@edu.uned.es

Cachón Zagalaz, Javier

Universidad de Jaén

Email: jcachon@ujaen.es

Camús Ferri, María del Mar

Master in Educational Research. Degree in Primary Education. Teaching staff and predoctoral researcher in the Department of General Didactics and Specific Didactics of the University of Alicante (Spain). Her line of research is related to didactic communication in Higher Education.

E-mail: mar.camus@ua.es

Dietrich, Doris

M.A., linguist, lecturer (PH Weingarten, VHS-BW and further institutions) and teacher, one of the authors and editors of "andbook for Initial Orientation Courses"(subjects: teaching methods and didactics, teaching methods for illiterate people), trainer for culture communication skills, lecturer in IGEL (qualification program for refugee teachers, PH Weingarten, AWW) Other key areas of work: qualification of German teachers and teachers teaching illiterate people; Honorary work: President of Freundeskreis Flühtlinge Winnenden e.V., an association for refugee aid.

E-mail: dorisdietrich.ma@web.de

Domínguez Garrido, María Concepción

PhD in Education. Professor Emeritus of the Faculty of Education of the UNED (Spain). Her line of research is related to the didactics of social sciences, intercultural competence and teacher training.

E-mail: cdominguez@edu.uned.es

Estévez, Iris

University of Santiago de Compostela

E-mail: iris.estevez.blanco@usc.es

Fernández Rodríguez, Covadonga

Professor in the area of Didactics, School Organization and Innovation at the University of Oviedo and responsible for educational innovation and strategic consulting in the educational sector in ASATA-Patronal de la Economía Social en Asturias. For more than 15 years he has been carrying out studies and development of educational and training projects in Primary and Secondary Schools, Regulated Vocational Training, Vocational Training for Employment, Dual Training. Basque Country, Asturias, Madrid, Catalonia. In the last decade it also executed projects in national professional associations: National Association of Distance Training Centers, National Association of Centers for Certificates of Professionalism. Asociación Maestros Industriales y Técnicos de Formación Profesional. As well as collaborator in the Education Commission; CEOE-confederation of companies at national level.

Email: rodriguezcovadonga@uniovi.es

ORCID: https://orcid.org/0000-0002-1082-528X

González Fernández, Raúl
D. in Education. Professor of Didactics and School Organization at the Faculty of Education of the UNED (Spain). Secretary of the European Association Leadership and Quality in Education. His main lines of research focus on practical teacher training, educational diversity and leadership and improvement of educational quality.
E-mail: raulgonzalez@edu.uned.es

González Sanmamed, Mercedes
University of A Coruña
E-mail: mercedes.gonzalez.sanmamed@udc.es

Huber, Günter L.
Prof. em., Dr. phil., Dr. h.c., retired Chair of Educational Psychology at the Deptartment of Educational Psychology, Institute for Science of Educarion, University of Tübingen. Among his publications are books and training materials on co-operative learning and teaching / learning problems, on interindividual differences, and software for the analysis of qualitative data.
E-mail: huber.paedpsy@uni-tuebingen.de

Iglesias Martínez, Marcos Jesús
Doctor in Educational Research. Professor of Didactics and School Organization. Academic Secretary of the Department of General Didactics and Specific Didactics of the University of Alicante (Spain). His research interests are oriented to initial teacher training and professional development, educational process design, gender, student and teacher mobility, higher education and qualitative research in education.
E-mail: marcos.iglesias@ua.es

Jornet Meliá, Jesús Miguel
Dr., Catedrático de Medición y Evaluación Educativas
Evaluation and Measurement Group (GemEduco): Education for Social Cohesion, included in the Register of Research Groups of the University of Valencia (GIUV2016-290); Dpto. Mètodes d'Investigació i Diagnòstic en Educació (MIDE), Universitat de València (Spain).
Lines of research: Design of scales for measuring and assessing competencies – students and teaching staff, projects, services and programs. Evaluation of educational institutions and systems. Mixed research and evaluation methodologies in educational sciences. Migrations.
E-mail: jesus.m.jornet@uv.es

Klepser, Roswitha
Managing Director of the Academy for Continuing Education (AWW) at the University of Education Weingarten (PHW) until March 2019. In addition, until April 2020, project manager of the integration projects FIER and IGEL (Integration of Refugee Teachers in Teacher Training in Baden-Württemberg) of the AWW. Since her retirement, she has been a lecturer at the

AWW and the Volkshochschulverband Baden–Württemberg eV. (vhs) in the area of integration.
E-mail: r.klepser@web.de

López Gómez, Ernesto
PhD in Education. Professor of Didactics and School Organization at the Faculty of Education of the UNED (Spain). Coordinator of the Master's Degree in Strategies and Technologies for the Teaching Function in the Multicultural Society. His lines of research are oriented to teacher training, university tutoring and higher education, and pedagogical leadership.
E-mail: elopez@edu.uned.es

Lozano Cabezas, Inés
Doctor in Educational Research. Professor of Didactics and School Organization. Vice-Dean of the Degree of Teacher in Early Childhood Education at the University of Alicante (Spain). Her main lines of research, from a qualitative approach, are: differentials in education and gender, teacher training at university and non-university levels, student and teacher mobility.
E-mail: ines.lozano@ua.es

Maiß, Lena Maria
Coordinator and teacher in EOK and pedagogical supervisor as well as member of the board of directors at Debüt e.V. One of the authors and editors of "andbook for Initial Orientation Courses"(focus on the development of materials) and lecturer for the Volkshochschulverband Baden-Wüttemberg e.V.
E-mail: maiss@debuet.org

Medina Domínguez, María del Castañar
Doctor in Education. Collaborator UNED (Spain). Professional and personal development consultant. Expert in mentoring and coaching. Her line of research is related to professional and personal competencies, especially in Leadership, Emotional Intelligence, Change Management, Life Purpose and Planning and Organization.
E-mail: tatina@invi.uned.es

Medina Rivilla, Antonio
Dr. Emeritus and Honorary, UNED and President of CQP, hereinafter CQRPE and Vice President of RIAICES, Co-director and member of numerous expert-scientific committees of 16 journals. He has directed more than 150 doctoral theses and similar number of TFM and TFG, in several countries and is a member of doctoral programs of six Universities of European and Latin American countries, promoter of the Research Group-125 of UNED, and directed more than twenty research projects, educational innovation and intense transfer, widely funded by the EU, AECI and various European agencies, institutions and national ministries with special international support. Doctor Honoris Causa, by three Universities in addition to many other recognitions.

Email: amedina@edu.uned.es
ORCID: https://orcid.org/0000-0002-1483-0668

Míguez Salina, Gabriela

Graduate in Pedagogy from the University of Santiago de Compostela, Master in Advanced Studies in Social and Cultural Anthropology from the University of Madrid and PhD in Education from the University of Santiago de Compostela. Her lines of research focus on issues of social inclusion of groups at risk of exclusion. She is currently Assistant Professor at the Department of Pedagogy and Didactics of the USC. She is part of the ESCULCA Research Group.
Email: gabriela.miguez@usc.es
ORCID ID: https://orcid.org/0000-0002-3703-1543

Pérez Navío, Eufrasio

PhD in Philosophy and Educational Sciences, Bachelor in Psychopedagogy and Teacher. He has been international cooperant of the AECID and, currently, he is full professor at the University of Jaén -UJA-, in the area of Didactics and School Organization, director of the Department of Pedagogy of the UJA (2020-present), member of the Governing Council and the Board of Faculty of Humanities and Education Sciences. He has been Vice-Dean of Education (2016-2020), Secretary of the Department of Pedagogy (2012-2016).
Email: epnavio@ujaen.es
ORCID: https://orcid.org/0000-0001-8688-9602

Ruiz Cabezas, Adiela

Doctor in Education by the UNED, Master in Didactics of French as a Foreign Language (FLE), Degree in French Philology. Professor-tutor of the UNED in the Master's Degree in Strategies and Technologies for the teaching function in the multicultural society and in the Master's Degree in Teacher Training for Secondary Education, Baccalaureate, Vocational Training and Language Teaching. Teacher at the Antonio de Nebrija University in the Master's Degree in Information and Communication Technologies for Education and Digital Learning. Lines of research: teacher training in competences, digital teaching competence, intercultural competence.
Email: carca03@yahoo.es
ORCID: https://orcid.org/0000-0002-2977-0485

Sanabrias Moreno, Déborah

Universidad de Jaén
Email: dsmoreno@ujaen.es

Sánchez Zafra, María

Universidad de Jaén

Email: mszafra@ujaen.es

Santos Rego, Miguel A.
    Professor at the University of Santiago de Compostela. Coordinator of GI ESCULCA. He has been Vice-Rector of Teaching Staff, Member of the Galician School Council and Director of the Institute of Education Sciences (ICE) at the University of Compostela. Currently, he is Director of the Department of Pedagogy and Didactics at USC and President of the Galician Commission of Reports, Evaluation, Accreditation and Certification (CGIACA-ACSUG). His lines of work focus on Theory of Educational Processes, Intercultural Pedagogy and Service-Learning.
    Email: miguelangel.santos@usc.es
    ORCID ID: https://orcid.org/0000-0002-8593-6881

Souto Seijo, Alba
    University of Santiago de Compostela
    E-mail: albamaria.souto@usc.es

Torres González, José Antonio
    Ph.D. in Educational Sciences. University Professor at the University of Jaén. Coordinator of doctoral programs in different Latin American countries as well as advisor to various international organizations. His lines of research focus on curricular innovation for inclusion, teacher training in contexts of diversity and the organization of educational institutions for social and educational inclusion. Author of more than 200 publications and director of 125 doctoral theses.
    Email: jtorres@ujaen.es
    ORCID: https://orcid.org/0000-0001-6242-1191

Zagalaz Sánchez, María Luisa
    Universidad de Jaén
    Email: lzagalaz@ujaen.es