



Construyendo docentes críticos a través del método biográfico-narrativo

Building critical teachers through the biographical-narrative method

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RESUMEN.

El método biográfico narrativo es el foco de esta investigación de corte cualitativo. El objetivo es mostrar la validez de este método como estrategia de formación para futuros docentes. Una estrategia que mejora la capacidad de análisis crítico y con ello de reformulación de los presupuestos de la cultura escolar. La muestra está compuesta por 383 estudiantes del Máster Universitario de Formación del Profesorado de Educación Secundaria de la Universidad de Extremadura (España). Al aplicar este método en los programas de formación del profesorado aparece una alternativa a la investigación tradicional, a la formación y a la acción social. Como resultados, se cultivan tres recursos para capacitar a futuros docentes al mismo tiempo; a medida que los alumnos aprenden el método, realizan un proceso de evaluación, que resulta útil para su formación y competencia futura como profesionales. Por lo tanto, los propios estudiantes adquieren un proceso heurístico y hermenéutico para evaluar y convertirse en investigadores de su propia experiencia y prospectiva profesional.

PALABRAS CLAVE.

Narrativa, Método biográfico-narrativo, Metodología cualitativa, Docencia, Docentes, Enseñanza del alumno, Evaluación.

ABSTRACT.

The narrative biographical method is the focus of this qualitative research. The objective is to show the validity of this method as a training strategy for future teachers. A strategy that improves the capacity of critical analysis and with that, of reformulation of the budgets of the school culture. The sample is composed of 383 students of the Master's Degree in Secondary Education Teaching of the University of Extremadura (Spain). When applying this method in teacher training programs, there is an alternative to traditional research, training and social action. As a result, three resources are cultivated to train future teachers at the same time; As the students learn the method, they carry out an evaluation process, which is useful for their



Fecha de recepción: 22-05-2019 Fecha de aceptación: 16-10-2019

García-Sánchez, J. M, Cáceres-Muñoz, J & Martín-Sánchez, M. Construyendo docentes críticos a través del método biográfico-narrativo

International Journal of Educational Research and Innovation (IJERI), 14, 225-240

ISSN: 2386-4303 DOI <https://doi.org/10.46661/ijeri.4143>





training and future competence as professionals. Therefore, the students themselves acquire a heuristic and hermeneutical process to evaluate and become researchers of their own professional prospective and experience.

KEY WORDS.

Narrative, Biographical-narrative Method, Qualitative methodology, Teaching, Teachers, Student teaching, Assessment.

1. Introduction

A worthy teacher training program is an essential constituent so that education systems are in good health (Abbott et al., 2019). Therefore, if educators are well trained, it will increase the quality of instructors, who will be the guides for students in Secondary Education. A virtuous educator is a person with a special way of being that allows them to get involved in reflection of their practice in, with and from their students (Abrandt & Hammar, 2009).

Since we respect this premise, the main objective of this work is, from a qualitative perspective and using the biographical-narrative method, to reflect and propose an initiative of preliminary teacher training for High School Education teachers. The way to approach this formative perspective is by pointing towards the methodological key. If we apply the biographical-narrative method, we could have a teaching-learning strategy for student teachers in Education (Rodríguez-Gutiérrez et al., 2019). Álvarez, Porta and Sarasa (2010) point out that this approach allows us to rebuild and reorganize pupils' experiences through their stories, which brings meaning to past events in relation to the present and to personal conceptions of each subject. Litwin (2012) adds value to the reconstruction of insightful practices as a framework of thought to study educational practices. The narratives also include references to culture and tradition understood as a cultural process (Garbula, 2015). However, it should be recalled that narratives cannot be taken as a precise and objective reconstruction of reality, but as a reflective construction of the subject that intervenes in them.

The object on which the method is performed, or is carried out, is what provides novelty to this activity proposal. We are of the opinion, increasingly shared and valued (Christodoulou & Spyridakis, 2016), that the biographical-narrative method can offer us the opportunity to know and understand, in terms shared by the main actors, indicators of the existing entities in the educational system.

We start from the assumption that the different school experiences of the student-teacher relationship influence the conscience of future teachers. Their teachers' influence will determine how they will teach in the future. Obviously, their training as teachers, which they will receive at the college level, will complement these experiences and the experience will polish their daily practice. With the design of this strategy, we propose a reflection on the instruction they received as children. In that way, they will remember their experiences with the "nice", "grumpy", "hard", "easy", "fun" teachers they had. If we do this, we will promote a hermeneutics research aimed at making sense of and understanding the lived and narrated experience (Bolívar, 2002).





The purpose of using the biographical-narrative method is to assess school practices. The term *biographical-narrative*, as such, is important since the recognition of the former (Bolívar, Domingo & Fernández, 2001) places us critically with respect to the processes of construction of teacher identity. The work for the construction of this kind of identity is well-known in different training experiences and research (Korthagen, 2004), (Bolívar, 2007) (Pontes, Ariza and Del Rey, 2010), It is a very important object of study for teacher training actions in the pre-service, initial and continuing phases of the professional career (Nghia & Le, 2019). Thanks to the implementation of the autobiography as a means of remembrance of past educational experiences, there will be a process of introspection. The aim of that practice of anagnorisis, in Aristotelian terms, is to review the methods and educational practices which make up what has been called the school culture. Such experience has been built up over the years and has been a solid shield or containment barrier on educational reforms and macro-reforms from the political administrations. In many cases, instead of consulting the main agents involved, the teachers, the government in office imposes the ideas on educators, hoping that teachers will comply with the changes without disputing them. This defense, which can be positive, has a negative component too, as it often prevents generating processes of educational innovation. What is more, it does not let innovative teachers exercise a more modern educational practice.

As an example of the application of this method, an activity was carried out that was placed in the initial formation of Secondary Education teachers, specifically in the course Educational Processes and School Reality of the University Master's Degree in Teaching Secondary Education at the University of Extremadura (Spain).

One of the purposes of this method is to generate a strong consciousness of change (Hollstein, 2019). Future teachers will be encouraged to develop the ability to modify the internal structures of the school, to follow the postmodern model of relativity and to change the school culture from inside (Martín-Sánchez, 2014). This does not imply that the change is promoted by outsiders unfamiliar with the school environment, but from the consistent hermeneutics of someone involved in the educational process and starring in it (Viedo Kich & Martins, 2019). Narratives are vital actions, which allow us to put on trial the moral and social condition as a form of social action with others (Atkinson & Delamont, 2006).

2. Method.

The narrative phenomenon is not new, but a subsequent development of the Poststructuralist theories of the 60s which expanded into all fields of research. According to González Monteagudo (2009), the biographical methods were introduced in the educational world in the 1980s. Furthermore, they had very specific purposes, such as teacher training and adult education.

The biographical-narrative research, within a qualitative methodology, has acquired a dimension in which educational practice is framed by the logic of language and the story of subjects, configuring a powerful tool for working the world of identity (Bolívar, 2016).

This method is under the umbrella of the qualitative research paradigm in education. It passes from the positivist instance to an interpretative perspective, where the role of the actors gains prominence, becoming the main focus of the research.





To understand a text involves the interpretation of the message providing details of its production; the author creates a discursive context for intervention and interpretation by the reader, creating a singular action (Cubero et al., 2008). While we cannot say that everything human is interpreted through space and time, it is accepted that we are set in a time and are actants of a story, from a culture or a space-time viewpoint which is not free from any perspective (Mèlich, 2008). Therefore, the contexts, the stage, the audience, the actors, reveal what can be narrated and how it should be done (Taylor, 2006).

Education, as a social phenomenon which can be narrated, takes place in a space where the educational experience, as well as the interaction between instructors and students, are narrated frequently. Furthermore, it is consistently reinterpreted by its protagonists and by other actors who have access to the text. It is placed in focus, ready to be interpreted. Such texts are interpreted intimately because the subjects recount their experiences in first person, with the limitations of a pedagogic hermeneutical paradigm (García-Bravo & Martín-Sánchez, 2013), offering an outstanding relevance to the temporal and biographical dimension (Bolívar, 2002). The richness of the method is one of the principles to consider. In this regard, Asihvif (2005) distinguishes a triple strand within the narrative component: research, training and intervention. In the case of research, whose attractiveness is that it represents a tool for thinking about the experience, and deals with identity, meaning and practical knowledge (Álvarez, Porta & Sarasa, 2010), its purpose is the production of knowledge. Regarding the training, such an act helps the actors to present meaning to their own life. Finally, and in relation to the intervention, it helps individuals to become actively involved in social action.

When we drive ourselves into the implementation and use of narratives in education, we must bear in mind that the term *narrative* can generate certain difficulties caused by its prolific terminology. This is because, on the one hand we are dealing with the phenomenon, and on the other hand we are observing the research methods (Hornillo & Sarasola, 2003). In this sense, Booth (1996) considers narrative as a descriptive form of the individuals' subjective experience, in the true sense in which they perceive their own lives. However, within the narrative, there are different typologies. First of all, the autobiography as such, which Booth (1996) describes as the most faithful narrative, where the subject is the only author of the product. Secondly, reminiscence, which is the unorganized memory of past facts and feelings with no attempt to be inclusive or exhaustive regarding lifetime (Hornillo & Sarasola, 2003). Another category is the life review, which is the protagonist's autobiographical narration (Álvarez & Porta, 2012). Finally, the life history, which elaborates on the life review as narrated by the protagonists, based on information obtained by the researchers from other notes and sources. Such notes and sources lend greater validity to the story (Álvarez, Porta & Sarasa, 2010).

Taking into account the nature of each of the methodological procedures, which fall under the biographical-narrative term, we take autobiography as a specific method to design our activities for future teachers. And in this particular case, the educational autobiography, as González Monteagudo (2009) points out, is an instrument which enhances sensitivity and critical reflection. In addition, it establishes itself as an innovative element in college teaching. Gil and Jover (2000) set out that the biographical dimension of education has endless opportunities by connecting the experiences of life, or in this case of academic life, and the





formation of identity. As Ruokonen-Engler and Siouti (2016, 748) indicates: “the reflection of the researcher’s own involvement and encounters with the topic of the research can be done by formulating sensitizing concepts out of one’s own embodied biographical experience”.

2.1. Population and Sample.

As an example of the application of this method, in this work an activity was carried out with students from the Educational Processes and School Reality course of the University Master's Degree in Teaching Secondary Education at the University of Extremadura (Spain). In the activity participated the population of students from the cohorts in the Faculty of Teacher Training and the Faculty of Philosophy and Letters of the University of Extremadura. The sample consisted of 383 students from majors of Socio-Community Intervention, Health Sciences, Physical Education, Information Technology, Language and Literature, Modern Language: English, Modern Language: French, and Geography and History; during two academic school years 2017/2018 and 2018/2019.

2.2. Instrument.

The students were asked voluntarily to carry out an educational autobiography of an individual character that would capture those academic experiences established and lived with the figure of what for them was their memorable teacher. For this, they were given a script with a series of open items that served as a guide for the narrative action. This script was aimed at focusing first on the approximate age of the teacher and the subject taught. Then they were asked for a description of the teaching style, how the content was explained, the promotion of cooperative learning, autonomous learning, the contextualization of activities and the ways of developing and monitoring them on a day-to-day basis. That script could also contain aspects about the use of materials, resources and spaces. The evaluation section is always a section that raises interest among the students, therefore they were also encouraged to write a description about the way of evaluating their outstanding teacher. From a more emotional and social perspective students were asked to include a description towards that teacher: a portrayal of aspects that have to do with the forms of communication and interaction in the classroom, the management of awards and punishments, the attention to diversity, the management of the participation, the generated climate, and the emotional attachment from a perspective both individual and collective. Finally, the possibility of recalling data related to the role of this teacher in activities that go beyond the educational center and the relationship with the family of the student is added to the script.

After describing the reflective framework of the activity, we continue the trend started by the works of West (1996), Merrill (1999), Dominicé (2000, 2002), Demetrio (2003) and Goodson and Sikes (2001), who build bridges between learning and narratives. They focus on the educational stages from 0 to 6 years, from 6 to 12 ages and from 12 to 18 years. From this position, university students, who are future teachers, will develop the exercise based on their personal educational history. As a result, they will try to find critical sense in the teaching process, they will build useful knowledge and they will achieve a reflective competence.





Therefore, we will introduce students to the world of narratives as a research and training method in education; specifically, we will use the educational autobiography as a methodological focus of this teaching-learning strategy. What is more, this method is not only worthy of in-depth research, but is also a way to transform education (Porta, Álvarez & Yedaide, 2014). Thus, as González Monteagudo (2009) states, this method will favor personal self-awareness, along with the ability to analyze and criticize the scenarios and circumstances related to such educational experiences (Herrera-Pastor, 2018). Moreover, it will connect the personal biography to the social, family and cultural context.

2.3. Procedure.

When in college, those students who want to be teachers today can remember those life experiences with proper guidance. They will remember the characteristics of those teachers who taught them different subjects such as English, Mathematics, Science, Foreign Language, Music, Art and Physical Education, but also others who distinguished themselves from the rest. They will realize how each of them relied on a series of common strategies. Some of these strategies had to do with their character, their training, but all such acts had consequences on educational practices and students; sometimes in a general way and others in a specific manner. This return to adolescence, which we all have done, is not a contemplative look. This process of anagnorisis represents the search for our consciousness, which engages changes in our identity. It is an opportunity to manage the coherent educational change from inside, under the thoughtful support of those who take the didactic practice as an act with consequences for the present and future subjects.

With the design of a learning experience focused on future high school teachers, we try to take another step toward a quality teacher training. Perrenoud (2001) makes a list of several criteria to achieve excellence in teacher training. Some of these criteria have to do with what the future educators should be able to perform in their daily practice; for example: making a didactic transposition based on the analysis of practices and their transformations; possessing a set of abilities which update a series of knowledge and skills; designing a training plan around competences; or linking theory with practice. To these criteria, we add the creative and independent capacity of their teaching with the application of the next autobiographical activity. We propose developing a nonconformist attitude (Kareepadath, 2018). The practice of this activity aims to help break with a teaching system based on the repetition of teaching models experienced in childhood or learned from peers. The aim is to develop critical thinking in the new faculty using the real knowledge learned in the university to carry out a critique of what has been experienced as a student in the past.

We want to provide students' narratives with qualitative standpoints in order to draw firm conclusions and to make an interpretation consistent with the educational interests we seek with this strategy. As far as Bolívar (2002) is concerned:

"A good narrative research is not just one which collects or interprets the different voices in the field but also one which gives rise to a good narrative history, which is, basically, the research report. From this perspective, what in conventional research is called "explanation", would just be the best way a story is organized to make it understandable and compelling" (p. 19).





Our purpose is to retrieve data consistently through a narrative. In order to do so, we will use what Bassi (2014) considers one of the most significant advantages of this way of working: the fact that the information is more detailed and richer than in closed methods. Subsequently, sharing those experiences among peers (future teachers), will be crucial to this joint reformulation. Thanks to that mutual assessment, students' consequent practice as teachers will be transformed and shaped. It is, as Suárez (2007) points out, returning to what students have done through writing, reading, conversation and discussion among equals.

3. Results.

The results of applying this method in the university classrooms offer the possibility of knowing the validity of the educational autobiography as an exercise of criticism and reasoning of the teaching practice for the students. After analyzing the educational autobiographies carried out by the students of the Master's Degree in Secondary Education Teaching of the University of Extremadura, there are many traits narrated about the practice that we have categorized into various teaching profiles. Next, we will list and describe these profiles:

Teacher Profile	Description
Well-organized, systematic teacher	Teacher systematic, disciplined, with a highly planned and studied methodology, which is recycled, such a profile perceived by the students. This offers them a safety net. This teacher is also able to weave a network of knowledge with other fields or establishes extrapolations with other disciplines.
Teacher promoter of participation	Such a figure encourages participation and active learning. Teachers who focus their vision on the construction of independent learning in students, which affects the participation of students through different methodological ways, with different materials and forms of communication. In these cases, the elimination of the monopoly of the textbook of the subject prevails due to the diversity of materials, sometimes elaborated by the teacher and in other occasions elaborated daily by the students. The protagonist of a center of interest or a topic of investigation is habitual, making the students construct their knowledge with significance.
Close, emotional teacher	The emotional teacher, who leaves the purely academic question in the background if necessary, for the benefit of the collective classroom and individual student climate. It is represented in experiences that students have experienced and that have to do with an outstanding action of recovery of the interest and academic performance of students who at the beginning are aimed at school failure. The interaction with family members is also normal in this category.
Substitute teacher	The substitute teacher, breaker of the predominant and monotonous methodology of the teacher that he/she substitutes or with the classmates who teach in the same group of the teacher being substituted.





Eloquent teacher	Characterized by a way of transmitting the message that connects and influences practically the whole group. The disconnections are barely produced, and the teacher is able to get her/his explanation without resistance, growing the curiosity of the students with their oratory.
Teacher who contextualizes	This figure introduces the content with examples of daily life. This teacher usually initiates and / or accompanies the explanation of phenomena with circumstances of daily life, making the students connect with their reality, bringing the new and making it something that was there but whose existence or nuances had not yet been realized by the students.
Multi-spatial teacher	The figure of the multi-spatial teacher, who changes the space, distributing the students in the classroom in alternative, changing ways, favoring cooperative learning and the interrelation among students. He also uses other environments: the playground, the corridor, different classrooms of the educational center, the street, a park or a museum, and even the teacher's own home, are the possibilities used. This sends a message to the students that the classroom is not a static place, immobile and is not even subject to the educational center. The classroom is the place where there is an educational relationship between someone who teaches and someone who learns.
Scholar teacher	The figure of the scholar teacher, absolute dominator of the subject, with a demonstration of depth on the content that imparts what students perceive and that confers confidence. The students' doubts are resolved in a high percentage of occasions because the teacher offers different forms, examples and views when explaining a concept or procedure thanks to its enormous domain.
Passionate teacher	The teacher way of dealing with the day to day, security, the ability to transmit to their students not only knowledge but curiosity and the desire to learn are their hallmarks. This teacher is also able to influence to such extent that the student often chooses the career that he/she teaches as a university specialization. They demonstrates their excellence with constant updating as far as their subject is concerned, offering students the perspective of recycling and continuous training as something natural.

Table 1 Synthesis of data obtained from the educational autobiographies of the study sample.

The learning and/or training objectives which students have developed in the endeavor are the following:

- Develop a better understanding of themselves.
- Acquire a more mature understanding of their teaching practices.
- Elevate the value of the teaching profession by doing an exercise of professionalism and criticism.





- Familiarize themselves with the biographical-narrative methods, its possibilities and guidance in education.
- Know and appreciate the limits of school culture.
- Use students' experiential involvement in the teaching learning process.

The inclusion of these positive examples is intended to reinforce the possibility that students in training implement these traits, the fruit of reflective memory in teaching practice. With this we will be closer to promoting a change in the school culture from within, also reinforcing the personality of the future new teachers and avoiding the alienation of the profession.

As far as Hargreaves (1994) is concerned, school culture is absorbed by new and inexperienced participants who arrive at a school community. This community provides solutions which have emerged over the years in response to problems or circumstances at the school and have been shared collectively in the community. This means that when novice teachers are first introduced into a teachers' community or a school, they inevitably undergo a process of immersion in this micro-community. Therefore, Hargreaves (1994) also claims that if we want to understand what teachers do and why they do it, we must understand the educational community, and the culture of work where they participate as well as its influence on them and on their personality as teachers. Thus, approaching the concept of school culture will mean getting closer to a greater understanding of the school environment and teachers' professional culture.

The price paid by the educational community to surrender to that school culture is the loss of improvisation. This situation creates a lack of flexibility and renewal in the faculty which is worrisome nowadays when societal demands are changing vertiginously, which produces an alarming distance between the society and the school. This barely addressed demand derives from the existence of a growing chasm between the characteristics of our schools and those of society. At a time when postmodernism is at work, when it is necessary to examine and comprehend the complex and plural ways of thinking as well as to understand the cultural influences which permeate the life of the school (Pérez, 1998), education remains anchored in the Modernity of the 19th century, while the aspirations of the citizens of our time have risen to settle in a post-materialist stage of values (Inglehart, 1987, 2000). Suddenly, the demands of the average citizen surpass the material and ascend to a spiritual level, with emotional desires and a growing concern for the social and environmental problems of their surroundings. Given this, school systems do not offer an effective response. Many authors point out here the origin of the global educational crisis that we are going through and where this dissatisfaction with institutions appears (Ayuste & Trilla, 2005, Moral, 2009, Ruíz, 2010, Zatarain, 2015). In this regard, from a postmodern philosophy, we must take into account the term *educational disenchantment*, based on the philosophical traditions of Nietzsche, Heidegger, Lyotard, Vattimo and others, as well as on the epistemic insurgency and school resistance movements, led by Ivan Illich and Everett Reimer, where they find a detachment and opposition to school and pedagogy (Martín-Sánchez, 2014).

There are several components of the school culture which stand out. First of all, the actors, who play their role within a school, are the teachers, parents, students, administrative and support staff. In addition, we have other components which are more abstract but equally





important such as speech language and modes of communication used in the academic and school world. Finally, we have the spatial, organizational and material aspects (Viñao, 2002). In this sense, teachers are the most outstanding part of the school culture because they are supporting the weight of responsibility. Moreover, they have to make a coherent act of reflection on attitudes, beliefs and habits, reviewing the partnership and interaction models so that schools are more efficient, creating new ways of management suitable for the new ways of understanding the social act. In short, what Hargreaves (1994) calls the content and form of school culture is revealing. Teachers are responsible for coping with the stagnation and decline of the practice, which is comfortable but outdated. Therefore, we take into account the statement made by Escudero and Bolivar (1994) when they mention that if the school culture generates a comfortable climate for teachers, it is the main source of the problem, and therefore the place where change must be born. In this sense, the school must earn its own legitimacy, avoiding the constant arrival of reforms. It must take control of the situation, it must establish itself as the root of the reform. In this regard, teachers have much to say. Innovation must come from the school itself, rather than from dependent approaches of how to implement changes which have been introduced externally (Bolivar, 1996). Therefore, the changes will be more successful if they come from the school in response to a problem (Marcelo & Estebarez, 1999) than if they are imposed from outside of the educational institutions. In this framework, teachers and the school itself are faced with the challenge of building a broader, more flexible cultural framework to integrate values, ideas, traditions, customs and aspirations to embrace diversity, plurality, critical reflection and tolerance (Pérez, 1998). However, as Flores, Porta and Martín-Sánchez (2014) have specified, the education and culture is interpretive, placing protagonists' historical experience above abstract deduction, as well as all that is transcendental (Maliandi, 2004). In other words, making the school culture become permeable for society and for individuals.



Graph 1. Synthesis of Teacher Profile.





4. Discussion.

We have started this work alluding to the premise that a well-trained teacher will influence the good work of education and of the school. In this sense, students' training should be adapted in order to meet that premise. Therefore, the good training practices in higher education centers have an important role to play. Moral development, and ethics in teacher training necessitate a paradigm shift towards a narrative metaphor involving an autobiographical reflection relating the moral, ethical and pedagogical action (Bullough, 2011). Consequently, from an ethical point of view, we understand that the reflection about the practices is the thoughtfulness concerning what we want to do, the motives about what we are to do and the reason to do it (Pérez-García et al, 2015).

On the other hand, we have dealt with the phenomenon of school culture, which is the different ways teachers work, think, feel and communicate. Thus, it is something related to teaching practices, which become real every day in the classroom. The school culture is somewhat like teachers' immune system, which defends itself against external agents, but which can also generate negative consequences.

Those consequences, such as the lack of innovation or the convenience of continuing to use the old methods, slow down the educational development and its regeneration, it can also cause episodes of alienation in members of the school community (Greco et al., 2019) whereas society demands a school adapted to a social context which is constantly moving. However, the reason teachers let themselves be carried away by the school culture may be the deficient training teachers received in higher education. As Ojeda (2006) points out, new teachers have to face circumstances for which they are not prepared. What is more, they have to ask their colleagues or learn independently in order to solve the lack of knowledge, tools, techniques and resources when they have a problem or everyday situation like preparing plans, teaching or managing the group of students.

Therefore, it may be necessary to search our own hearts and minds regarding teacher training. Under this premise, we have proposed a teaching and learning strategy for those new professionals. The aim is to assess the old school methods by recollecting their learning experiences during Secondary Education. Perhaps a necessary characteristic of valuable teaching goes beyond a broad view of human learning based on practical wisdom and a theoretical reflection that requires a complex array of virtues that is beginning to be explored in detail (Cooke & Carr, 2014).

Taking into account what we have laid out, we embrace the narrative approach as the methodological guide of our activity. If we apply this method in education, it will be an alternative to research, to training and to social action. As a result, three assets to train teachers emerge; as students learn the method, they perform a process of criticism and of self-reflection, which will be useful for their training and future capacity as teachers. Therefore, students will furnish a heuristic use to reflection, and thus the informant subjects, in our case future teachers, become researchers of their own life (Bolívar, 2002). When we speak of biographical-narrative research oriented to initial -and continuing- teacher training, we understand it as the study of human experience, the lived and happened, for making sense of providing theories to human life, seeking to understand what interactions were lived and developed.



Fecha de recepción: 22-05-2019 Fecha de aceptación: 16-10-2019

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International Journal of Educational Research and Innovation (IJERI), 14, 225-240

ISSN: 2386-4303 DOI <https://doi.org/10.46661/ijeri.4143>





With this ode to reflection, we want to provide tools; both to understand the phenomenon of education and to shape the structure and facets of daily practice, which is likely to be renewed because of the passage of time and the evolution of social approaches. We are of the opinion that instruction, and teacher education are ethical acts that are impossible to separate from a pedagogical action, where assessment of the instructor is an important part of being a good teacher, and where the narratives have much to contribute (Tyson, 2016). In short, breaking with the establishment of the old models and changing school culture from within. As Suárez (2007) states, we propose the beginning of that change through the development and dissemination of new and increasingly dense descriptions and self-descriptions about what teachers and other school actors do, think and say. In our case, about what high school students have lived. New ways of naming the phenomena, objects, actors and relations of daily school life will be generated thanks to the narration of those events that happened when they were in school between the ages of 12 and 18.

The application of the method in future teachers can generate an educational potential. In the words of Connelly and Clandinin (1995), “both teachers and students are storytellers and characters in others’ stories and their own” (p. 11-12). Children’s experiences with teachers crucially influence future ways of teaching. These experiences impact the formation of and are recorded in the subconscious. By remembering those experiences, telling the remarkable events which happened, we may get a written product rich in information. This product can also be written in digital format what would be called digital storytelling causing greater possibility of dissemination and reflective capacity among people (Skidmore et al., 2019). Moreover, it will allow us to describe characteristics and attributes which can help us to define which educational practices to use, or rather continue using, and which to dispose of because they are not suitable for teaching. Therefore, it spurs action to build a pedagogical model, which constitutes an ideal to be met by the students who in their future will emulate it as teachers. Goodson (2003) discusses the capacity the figures of the favorite teachers have to influence the formation of their students, who grasp them as a role model. A model, which as the author claims, can even guide their future specialization.

We agree with Suárez (2007) when he points out that teachers, educators and college students can also become narrators of stories and school educational stories through a writing process. Students can become authors of their own experiences and offer a constructive critique of your own initial training (Anspal et al., 2019). As a result, this leads to an interpretation, construction and re-creation of meanings, to readings of the world and of life itself. Hence, we have a new way to deal with the problems in education from these performance criteria. The main goal is to avoid an explanation of teaching, breaking it down into discrete variables or establishing indicators of effectiveness. The aim is to give value to the actors, in this case students, and their experiences in the Middle or High school setting; they are the focus of attention, and their story will build a specific approach to research-but also to formation- with their own credibility and legitimacy to build knowledge in education (Bolívar, 2002).





Bearing in mind what we have said, the dual approach to the narrative of learning experiences received involves the memory of different areas which deal with pure teaching and with other areas of pedagogy surrounding the educational phenomenon. Teachers in training should place their social, cultural, family, and political-education in context to evoke the events so as to implement the critical competence and thus a more professional vision of the educational act will be attained. This strategy will provide a greater value to the teaching profession from an individual point of view. As a result, it will raise teachers' professional self-consciousness.

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Fecha de recepción: 22-05-2019 Fecha de aceptación: 16-10-2019

García-Sánchez, J. M, Cáceres-Muñoz, J & Martín-Sánchez, M. Construyendo docentes críticos a través del método biográfico-narrativo

International Journal of Educational Research and Innovation (IJERI), 14, 225-240

ISSN: 2386-4303 DOI <https://doi.org/10.46661/ijeri.4143>



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