

## Chapter 99

# Evaluation Results of Initial Training Teachers Programs in Mexico Based on the Performance of Their Students

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### ABSTRACT

*The study aimed to evaluate the proficiency levels of students of programmes of initial teacher training in the areas of planning, evaluation, use of ICT, didactics, and research competences in institutions of higher education in Mexico. The research approach used was non-experimental because there was not a deliberate manipulation of the variables. This paper was worked with a cross-sectional design. Initial teacher training programs evaluated based on the results of their students (521 subjects in total). For the collection of data was used a questionnaire to assess competencies and get information that would make the diagnosis of initial teacher training programmes. The instrument responded in a single application and it was composed of two sections: Respondents' general data and professional skills: structured under teaching domains of planning, assessment, management, ICT usage and research. Questions were evaluated using a scale of frequency of five degrees the scale used corresponds to a Likert-type.*

DOI: 10.4018/978-1-5225-5631-2.ch099

## **OVERVIEW**

The chapter focuses on the results of the evaluation in the programs of initial teacher training in Mexico. The aim of the study focused on four main areas: planning, evaluation, use of ICT, didactics and research competences. The methodology used was a quantitative research with an exploratory approach to reach a sample of 521 students studying in the fourth year of the degree. The instrument used was a questionnaire with a Likert scale. The main results of the study show the importance of considering the development of four areas of training future teachers: 1) Training for teaching; 2) disciplinary knowledge; 3) Teaching laboratories where they carry out the planning, analysis and simulation of teaching activities and 4) Training in practice related to the development of experiences carried out in schools to integrate theory into practice.

## **INTRODUCTION**

Currently the development of Nations has become more important as a consequence of the process of economic globalization in which we live, which has established various challenges for global education systems and that each country needed to face such the formation of human capital with quality, efficiency and effectiveness as far as the assessment of educational programs permit to obtain valuable results on the performance of students, teachers, managers as well as the degree of operability of the supporting infrastructure and equipment in order to measure their level of impact, as well as to identify strengths and weaknesses of such program.

Thus, from the perspective of the knowledge economy is emphasized the importance not only of human resources but also the related to the management of the new knowledge, innovation and the development of human capacities as sources of sustainable economic growth so that if the results of an educational program are quality then ensures that its graduates contribute to add value to the economy, to the cultural heritage, as well as preserving the environment and increase their ability to continue grown.

In this sense, economic globalization has led a technological change and openness to a global economy based on knowledge, which has generated the redefinition of competencies that societies must teach and learn. Thus, the education systems of countries have changed the traditional approach by one based on skills, so you are facing a change of paradigm in the various components of their programs of study from the basic level to the postgraduate.

In this way, it has been reoriented that student is the center of learning, with a proactive role, while the role of the teacher has to be a manager of learning; criteria and assessment tools now have to be designed to evaluate the students' performance, so to achieve it is necessary for teachers to acquire and develop a set of teaching competencies oriented to promote learning outcomes expected in students based on performance standards and thus be able to determine the performance of teacher training programs.

In this regard, UNESCO (2006) established that teachers are one of the most important factors of the educational process where internationally initial training as well as permanent faculty is a component of quality of first-rate in educational systems.

As mentioned by Poggi (2011): Educational reforms will have little or no impact but are accompanied by an acceptable degree of commitment of teachers as key actors in the process and without the skills

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