

Kaleidoscopic look at the Construction of Pedagogical Knowledge: Meanings of Pedagogy Students in History and Geography

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Abstract

This article presents a study focused on characterizing the meanings given by students of the Pedagogy career in History and Geography to the construction of their pedagogical knowledge in the scenario of professional practice. To this end, a qualitative study based on the comprehensive-interpretative paradigm and the phenomenological-hermeneutic method was considered. Semi-structured interviews were used as a technique to obtain information, which was applied to XX participants belonging to universities located in the South Central Zone of Chile, who were included based on internal research criteria. The analysis was carried out through the condensation of phenomenologically-based meanings, defining the following thematic units: classroom management, school discipline and educational environment, communicative interactions and curricular contextualization. It is concluded that pedagogical knowledge is constructed by practitioners through intersubjective relationships that flow rhizomatically, from the situations that arise from the multiple experiences in the school and university space, but also from the discourses that emerge from the various positions of pedagogical knowledge.

Keywords: *Pedagogical experiences, Initial Teacher Training, communicative interactions, professional practice, pedagogical knowledge.*

Introduction

Moving towards a sustained improvement in the quality of education has become one of the most relevant challenges today, leaving in the past the efforts to achieve universal educational coverage. To this end, the focus of education policies focused on improving the performance of teachers in the exercise of the profession and, consequently, on their training (Ávalos, 2004, 2014; Organisation for Economic Co-operation and Development (OECD), 2004; OECD and World Bank, 2009). In this sense, Feiman-Nemser (2001) states that, after decades of educational reforms and regulations, a consensus was reached that the quality of school institutions depends on the pedagogical actions carried out by teachers, since they are recognized as the determining actors of the school system (Claro et al., 2016; Darling-Hammond, 2010; Jackson, 2016; Maturana, 2020; Schleicher, 2012), especially in socially disadvantaged contexts (Fernández, 2018; OECD, 2018). Therefore, promoting policies aimed at teachers has been a central component of the reforms developed by countries, mainly in Latin America (Economic Commission for Latin America and the Caribbean (ECLAC), 2022).

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The education reform that began in the 1990s brought about profound institutional and pedagogical transformations in Chile, as in the rest of Latin American countries. Implicit in the reform was a conception of a minimal state based on neoliberal principles. Therefore, educational policies were organized in coherence with public policies, where the economic aspect provides a framework for this context of globalization, disintegration and reconversion of the place of the State (Cox, 2012; Di Franco, et al., 2016).

The diagnosis that "justifies" this reform is anticipated in the ECLAC document *Productive Transformation with Equity: The Priority Task of Development in Latin America and the Caribbean in the 1990s* (1996). There, they are posed as an external challenge for Latin America for the future to international competitiveness (access to modern goods and services) and as an internal challenge to the new citizenship, which implies consolidating democracy, social cohesion, equity and participation. From these challenges, the centrality of education and the production of knowledge is enunciated (ECLAC, 1996).

Thus, as part of the educational policies implemented in Chile, and considering the need to implement strategies to strengthen teacher training, the Programme for the Strengthening of Initial Teacher Training (PFIDD) was developed in 1997 and became one of the most significant policies in the field of education after the return to the democratic system in Chile (Ávalos, 2014).

Although a series of policies focused on teacher strengthening and professionalization have been implemented at the international level, Latin America and in particular in Chile, some studies show that there is still insufficient information about the effectiveness and relevance of these policies (OECD, 2018). And although there has been a substantial increase in the production of knowledge linked to teacher training in its different dimensions, it is assumed that this knowledge is insipient and needs to be deepened.

Particularly with regard to the initial training of history and geography teachers, Valledor (2009), in an analysis of the international research available in this area, concludes that it could be characterized on the basis of two fundamental features. On the one hand, there are different views about what is considered to be a good training of History Teachers and, on the other, the lack of a coherent body of research regarding their training. In addition, there is the disagreement, marked by the specialized literature, regarding the quality of the initial training programs for History Teachers (Pagès, 1997). As a result of the above, it is urgent to form and develop a body of research on the training of teachers of history, geography and social sciences (Valledor, 2009)

For its part, the Council of the European Union, as an international body, was concerned with this matter and among the conclusions drawn up in 2014, on effective teacher training, it establishes the need to promote the training of history and geography teachers. It emphasizes the processes of reflection and the incorporation of effective tutorials, and also manifests the dissociation that exists between disciplinary training and pedagogical training, exposing itself as a problem to be overcome. In the same vein, Pagès (2004), alluding to the Organization of American States (OAS), points out the existence of a proposal for the training of teachers of history and geography, in which three central axes are highlighted: (1) values and attitudes inclined to teaching, (2) academic competencies referring to history in general and that of Ibero-America in particular, and (3) pedagogical-didactic competencies that facilitate specific learning processes.

In Chile, research on the training of history and geography teachers arose from the doctoral thesis of Vásquez (2004), who based on his study is conclusive in pointing out that the initial training of teachers in this disciplinary field focuses fundamentally on the teaching of historical knowledge, to the detriment of others. In this regard, the author argues that students are trained more as historians than as teachers, evidencing, in addition, the predominance of a traditional education focused on political history. The professors participating in the research stated that their educational trajectory was of little

use when it came to teaching, therefore, the degree of influence and impact of university training on professional practice is minimal.

Another study that coincides in its results with the latent tension between the hegemony of the disciplinary over the pedagogical is that of Santibáñez (2013), who discusses aspects of the teaching exercise of teachers in history and geography, questioning education and historiography in relation to the reproduction of a statist ideology, in order to provide elements of discussion to the formative processes of the teacher in the discipline. On the other hand, studies on rationalities predominant in the curriculum in initial teacher training Valdés and Turra (2017) conclude that the role that predominant teachers in training would play in terms of the construction of their learning would be characterized by the predominance of a technical rationality of the curriculum (Grundy, 1991; Ferrada, 2004; Pascual, 1998), which leads students to assume a passive role, limiting themselves to being a receiver of knowledge.

From a more recent perspective and coinciding with the results of research previously exposed, Arrepol (2019), in a study focused on investigating the predominant disciplinary and pedagogical approach in training, concluded that a strong disciplinary approach continues to prevail as a distinctive feature in training, which, in turn, is disjointed from pedagogical training. I feel that the latter is scarcely considered as an object of questioning (Lara, 2005; Mendel and Zapata, 2019; Muñoz, 2006; Rebolledo-Rebolledo, 2020; Valdés & Turra, 2017). In addition, Arrepol (2019) concludes that in disciplinary training, a positivist approach focused on the historical discipline predominates, while in pedagogical training a competency-based approach predominates, therefore, a disciplinary training uprooted from pedagogical training and, consequently, distanced from the educational context.

As can be seen, in the processes linked to the initial training of teachers in history and geography, a marked distance between two fields of knowledge continues to be perpetuated: disciplinary (theoretical) and pedagogical (theoretical-practical), evidencing, fundamentally, an inadequate understanding of the theoretical-practical nature of pedagogy (Hirmas, 2014; Nocetti, et al., 2020; Sánchez-Sánchez, 2016). In this sense, curricular activity such as practical training is visible as the formative space that would allow this articulation to be made. The purpose of practical training within the processes of Initial Teacher Training is "to facilitate the process by which future teachers build pedagogical knowledge, develop in a personal way theory and practice of teaching and learning and, above all, learn to teach" (Ávalos, 2002, p.109).

In this regard, the reforms of teacher training programs that have been developed over the last few decades highlight the importance of the relationship between academic training and practical training. In this sense, Correa, (2011), emphasizes the importance of internships in Initial Teacher Training and points out that there is a large amount of research that declares that internships do not meet the expectations of development of pedagogical competencies, which highlights the need to be interested in this dimension. in order to improve their conditions.

Therefore, the area of practical training has become a particular focus of attention, both from the educational policy and from research, because it is valued as the training space that offers opportunities to future teachers to start learning to teach in real and situated contexts (Vaillant and Marcelo, 2015), so that it can contrast training in the profession with the reality of professional practice and integrate knowledge from theory with that from practice (Correa Molina, 2009). At the same time, practice is valued as the curricular activity conducive to the development of reflective processes leading to the acquisition of the pedagogical knowledge necessary for future professional performance (Almeyda, 2016; Vaillant and Marcelo, 2015; Sáez Núñez et. al, 2019), but, within this line of training, the so-called professional practice or practicum is the training space and time that acquires the greatest importance for training.

In the development of professional practice, it is expected that teachers in training will be able to exercise their teaching role with greater propriety as they are completely immersed in the school reality, receiving guidance and guidance from experienced professionals: a teacher assigned by the school institution called a guide, mentor or collaborator, and the other, a teacher appointed by the training institution called a supervisor or tutor (Hirmas and Cortés, 1999). 2015), thus constituting the so-called "triad of practices" or "formative triad" (Charles et al., 2012; Goodnough et al., 2009). According to Correa et al. (2014), this practice constitutes a propitious space for the development of competencies of these three actors who interact in the process: student, collaborating teacher (guide) and supervising teacher. And, despite the fact that research on the subject shows that immersion in the reality of the school classroom and contact with the daily life of the profession are represented as highly significant formative experiences, it is currently also the subject of controversy because the available research shows that in its development the transmission of decontextualized and distant data prevails with respect to the real requirements of school contexts (Marcelo and Vaillant, 2018), assuming this activity from a technical-applicationist approach (Hirmas & Cortés, 2015; Hinojosa-Torres et al., 2020). Consequently, future teachers are not being prepared to problematize, reflect and construct knowledge based on their own experience (Kolb, 1984; Avalos, 2002; Perrenoud, 2004).

Thus, based on the above, the present research aims to go in search of the significant experiences that emerge from students of Pedagogy in History and Geography at the time of living their professional practice. In this way, this article aims to characterize the meanings given by students of the career of Pedagogy in History and Geography to the construction of their pedagogical knowledge in the scenario of professional practice, through the intersubjective links they establish with the other actors of the formative triad, the nature and construction of pedagogical knowledge.

Theoretical foundation

Approach to the notion of pedagogical knowledge

In the first place, it seems important to point out that the conception of pedagogical knowledge for this study will be considered by taking distance between the implications of knowledge and knowledge. To this end, knowledge is categorically considered from the thought of the philosopher María Zambrano (1989), given that her conceptions of knowledge and experience bring us closer and inspire us to address the dilemma. For Zambrano, knowledge and knowledge have different origins and purposes, knowledge being a becoming of experience and what is lived, and, therefore, "the fruit of the experience sedimented in the course of life" (García Huidobro, 2019, p.17). On the other hand, knowledge comes from and arises from thought and questions, it is rather of an intellectual nature, and therefore acquired. Thus, from Zambrano's perspective, the fundamental difference between knowledge and knowledge is the method, or as García-Huidobro (2019) describes it, knowledge is transmitted and reproduced, on the other hand, it is experience that gives rise to knowledge, being unrepeatable, temporal, concrete and contingent, as it reflects what is mobilized in the course of life. And it is contingent on what happens to us in the course of life.

Based on the previous distinction, the notion of pedagogical knowledge is considered from the approach of Tardif (2004), who states that the knowledge of teachers is not something that wanders in space in an abstract way, but is a knowledge that a subject possesses in a concrete context, consequently, it is subjective and situated. For Blanco (2006), the relevance that this knowledge acquires is such that it reflects what it is to be a teacher and gives meaning to teaching, as he states:

A teacher – whatever the level of education at which he or she is taught – is when he or she has a great command of the knowledge to be taught and, moreover, knows how to teach it. Knowing and knowing how to teach are inseparable in such a way that, if we are not able to make this knowledge accessible to students, our task not only fails, but also ceases to make sense (Blanco, 2006, p. 173)

The author points out that a condition for being a teacher is the management of the knowledge that is taught and transmitted, therefore, it is appropriate to ask ourselves what that knowledge is, what it is and how it means for teachers to master it. On the other hand, Charlot (2008), alluding to the notion of knowledge, questions and reflects on the value of teachers' knowledge, highlighting that the knowledge that is taught, by itself, has no value if each teacher does not seek to give a meaning to what and how he or she teaches it. This is so, precisely, because the knowledge of a teacher is not just any knowledge, or, as Tardif (2004) explains, it is not an abstract and isolated knowledge, but has a body, and is shaped by a concrete life that, in addition, is lived, experienced and taught in different ways in men and women and unfolds as an interweaving of subjective experiences (García-Huidobro, 2019).

Construction of Pedagogical Knowledge: Pedagogical Knowledge as a Constitutive of Teaching Knowledge.

Tardif (2004) defines pedagogical knowledge or teaching knowledge as "a plural knowledge, formed by a more or less coherent amalgam of knowledge from professional training and disciplinary, curricular, and experiential knowledge" (p. 29). In this sense, for this author, teaching practice would not be a mere function of transmitting knowledge, but rather relating and transiting between other diverse knowledge and elements.

Because teaching knowledge is plural, heterogeneous and unfolds as a process of diverse sources, numerous researchers have tried to organize this diversity by proposing different classifications or typologies of this knowledge (García-Huidobro, 2019). Tardif's (2004) proposal understands knowing how to cross experiences that cling to what has been lived. Thus, he proposes five types of sources of knowledge:

1.- Personal knowledge of teachers

They take into account the personal aspects of the teachers, it is a dimension that can encompass very broad experiences. However, Tardif does not specify, exactly, what he means by personal experiences or knowledge and only points out that they are those that are learned or experienced through the family and primary socialization.

2.- Knowledge from previous school training

Many researchers consider it essential to take into account the experiences of teachers' school education, since they shape knowledge that then affects their way of teaching (Goodson, 2004). That source is made up of experiences and references that mark their professional sense of how they want to teach.

3.- Knowledge from vocational training (educational sciences)

They correspond to the set of pedagogical knowledge transmitted by teacher training institutions.

4.- Knowledge from didactic programs and books

It corresponds to the school programs (objectives, contents, methods) that teachers must learn and apply in the institutions where they work.

In contrast to the knowledge coming from vocational training and the knowledge from didactic programmes and books, Tardif (2004) points out that they are located in a position external to the teacher, where the teacher learns them as knowledge already defined in their form and content. This is also the case of the pedagogue Milagros Montoya (2006), who shares, by way of problem and concern, that the selection and

transmission of school knowledge is something fixed from the outside, outside our capacity, where our work, many times, is simply to transmit those established contents. Hence, he reminds us that "abstract knowledge, detached from the life and personal experience of students and teachers" (Montoya, 2006, p. 98)

5.- Experiential knowledge

This latter knowledge originates in daily practice and is the vital core of the teacher, an aspect Tardif (2004) highlights as the epistemology of teaching practice. They correspond to the previous knowledge in our daily work. This knowledge is not based on theories or doctrines (such as knowledge from vocational training, curricular knowledge or didactic programmes and books) but is practical, interactive, temporary and open.

Methodology

Methodological approach:

This study was based on the comprehensive interpretative paradigm (Bisquerra, 2016; Flick, 2004; Lincoln & Guba, 2000), using a qualitative methodology for its development. As a method, Phenomenology-Hermeneutics was considered from the perspective of Van Manen (2003), because the main interest was focused on achieving an approximation to the essential meaning of phenomena as they are presented in experience and in the world of life to the subjects, as well as the sense and meaning that they have in the purpose of the context of application (Ayala-Carabajo, 2018).

Participants

In qualitative research that is developed from an interpretative paradigm and a hermeneutical phenomenological method, the researcher experiences a sustained and intense relationship with the participants (Cresswell, 2009; Vasilachis, 2014), as they co-construct the data from which the research is developed (Pernecky & Jamal, 2010). Therefore, the choice of participants must be made based on clearly defined criteria, since the relationship established between interviewer and interviewee is based on mutual trust and credibility.

The participants, as in any qualitative research, will integrate a small number of subjects, since what they seek is to deepen the understanding of the phenomenon studied and not to ensure a representativeness that allows generalizations (Ruiz, 2012). For this reason, it was carried out under a purposive sample.

The research was carried out with students of Pedagogy in Secondary Education of History and Geography who were doing their professional internships in two higher education institutions, located in the regions of Ñuble and Biobío, Chile. The total number of participants in the study is 14 students in total. Distributed as follows: 7 from University 1 and 7 from University 2.

Regarding the inclusion and exclusion criteria, students of Pedagogy in History and Geography who belonged to university institutions and who were carrying out their professional practice were considered. Participation in the study was voluntary and subject to the signing of informed consent by the participants.

Data collection techniques

To collect the necessary information to address the purpose of the study, the semi-structured interview technique was used due to its flexibility and adaptability (Burgos, 2012). During the intervention, an interview guide was followed, previously developed in close relation to the specific objectives established. The choice of this technique was based on the objective of exploring the meanings that participants attribute to pedagogical knowledge from different perspectives. The script of questions was constructed using

descriptions, theoretical and empirical analyses related to the topic, and was validated using the expert judgement technique, evaluating the criteria of clarity, relevance and coherence. The collected data were recorded in field notes, digital recordings of the interviews, and electronic documents in .rtf and .pdf formats for further analysis. The analysis of the interviews was carried out using the method of condensation of meanings (Kvale, 2011), which consists of summarizing the extensive fragments of the interviewees' discourse into brief, objective statements and relevant categories.

Analysis of information

As indicated in the previous section, the analysis of the results was carried out using the method of condensation of meanings, with the aim of exploring and characterizing the meaning attributed by the students of the career of Pedagogy in History and Geography to the construction of pedagogical knowledge. This method made it possible to identify and group emerging units of meaning in the participants' responses, in order to gain a deep understanding of their perspectives and experiences in relation to this process. Through this analysis, we sought to capture the essence and key concepts that emerged from the students' narratives. For this reason, it was possible to identify three units, which are detailed below:

Units of Meaning

- 1) Management in the classroom: maintenance of discipline and educational environment.
- 2) Ability to establish communicative interactions.
- 3) Curricular contextualization to classroom reality.

Results

This section presents the results derived from the analysis of the interviews conducted in the context of the research. The results are presented in a structured way, highlighting the main categories identified and using relevant citations to support the findings. The analysis of the collected data provides a deeper understanding of emerging themes and patterns, allowing for a fundamental interpretation and discussion of the results obtained. Through this organized presentation of the results, we seek to offer a clear and coherent view of the key findings, providing substantial evidence to support the conclusions and contribute to the existing body of knowledge in the area of study.

First approximation of the results

In the speeches of the participants, there is evidence of a positive assessment of professional practice, as it represents the central space to acquire learning related to their work as teachers, where the interactions that are generated directly with the teacher guide or collaborator who is in the school are fundamentally highlighted, as well as, those who manage to establish with the other actors of the school community in different instances outside the classroom, which for them turns out to be enriching within their training process, as can be seen in the following quotes;

[...] the professional practice was a super enriching process, I consider, more than anything like being directly related to the teachers, in the different types of instances, department meetings, teacher meetings, parent meetings, that I think is what marked me the most, the direct link with all those who are in the educational institution (E3U1)

[...] For me it was a very nice experience, very enriching, actually because we were going through a crisis in the global context, because of the pandemic and for example personally I was losing my vocation a little, because in this career there is not much

approach to the classroom, so this practice made me rethink things well and get closer to the children, In addition, I really like the subject of education (E4U2)

Characterization of the experience lived during the professional practice

1.- Classroom management: maintenance of discipline and educational environment.

According to the participants, one of the knowledge they managed to acquire within their professional practice corresponds to the ability to manage different aspects of the class, among them, the generation of an adequate climate to favor learning, trying, in the first instance, to establish a close relationship with the students and then look for strategies that would allow them to maintain order in the room and make classes more entertaining. where the development of their own creativity became an important challenge, because they recognize that pedagogical action is not something simple, but that it has certain difficulties that demand teachers to deploy their mental and emotional capacities, as can be seen in the following quotes;

(...) The first class I had with them they told me that they didn't like history, so for me it was a challenge to be able to make history classes more entertaining, to make them more didactic. Then, I knew that I had to use all my creativity to maintain an adequate learning climate. (E4U2)

(...) There was a certain difficulty in being able to carry out pedagogical work, to be able to generate a climate of order, the first thing was to establish closeness with the students and therefore, I experienced the exhaustion that it also means for teachers to be doing classes, a very strong wear and tear is generated, mental, emotional, etc. (E7U1)

2.- Ability to establish communicative interactions.

Professional practice students consider that establishing communicative relationships, a permanent dialogue with both the tutor and the guide teacher are essential for the successful achievement of their practice. By digging deeper into the quotes and analyzing their testimonials, you highlight key aspects that influence their experience. Among them, they highlight the importance of having systematic meetings with their tutors to discuss and reflect on their progress and difficulties. Through this reflective process on their practice experience, it allows them to gain a deeper understanding of their role as preservice teachers.

Likewise, the relevance of the discipline of history in pedagogical practice becomes evident. Students recognize the importance of mastering the contents of the discipline and knowing specific teaching methodologies for this area. They highlight the need to adequately carry out a didactic transposition, that is, the ability to adapt historical content to the level and context of the students, in order to achieve meaningful learning, as can be seen in the following quotes;

My guide teacher, the one from the school, told me "let's have a meeting in the free blocks" and I told him -I agree- and we talked and we had a very deep, enriching reflective process, my first practices with him were super great, learning to reflect on my experience as a history teacher was very meaningful. (E5U2)

In the case of the tutor teacher, he focused purely on the specialty, well I think that all of us in history too, we came out with this very professorial knowledge, so it is difficult for us to give examples to the students, so that they can better understand history, this didactic transposition, that - that was difficult for us - and that is where the guidance of the tutor teacher was fundamental. (E3U1)

Within the testimonies collected, the relevance of classmates or peers as fundamental agents in the communicative interactions of students in practice is highlighted. In several quotes, mention is made of the importance of having a space for dialogue and collaboration with other students who share the same training experience. These

interactions with peers are perceived as enriching and stimulating, as they allow for the sharing of ideas, reflections and pedagogical resources.

The most significant thing was the work with peers in which we could cooperate with the practices of others, because individual problems were made visible and we could share them, it was super rich when, sometimes, someone was sad because something in the class did not work out and when listening to classmates and they ended up crying, it was sad, or because the conditions of the establishment where they were doing the practice were not the best. That's where we all support each other. (E14U2)

3.- Curricular contextualization to the classroom reality.

Another aspect that students in professional practice highlight is the curricular adaptation to the learning context, both the abilities of the students, the cultural and family influences and the contexts of origin are a relevant factor when carrying out a curricular planning. This competence is considered elementary for future teachers. However, it is also one of the most lacking with which students of Pedagogy come into practice. Here's how a student intern recounts it:

At first I was frustrated because the students had a hard time acquiring the content; then, I was playing content for three whole weeks and I felt that I was not advancing, so the teacher guide of the high school helped me to go slower, to understand that the students have their own rhythms and their personal contexts. (E1U2)

Discussion and conclusions

It can be concluded that pedagogical knowledge is built through endless relationships that flow rhizomatically, they are experiences that are shaped from multiple experiences, but also from discourses, which emerge from the various positions of pedagogical knowledge. From the stories expressed by the participants of this study, it is evident that the practice scenario constitutes a space where diverse knowledge converges, which often generate resistance between theory and practice. This is manifested in the generation of new subjective ways of constructing knowledge, the conflict manages to open up areas that allow and give other possibilities to the construction of such knowledge, becoming spaces for dialogue, accompaniment and mediated learning.

On the other hand, the results show that the significant experience is linked to the assessment of the communicative interactions generated by the students of Pedagogy in History and Geography with the other determining actors for the construction of pedagogical knowledge. Thus, both meaningful experience and communicative interactions will be situated from the perspective of neurophenomenology and specifically on the enactive approach (Varela et al., 1991; Varela, 2016). That is, with a profoundly phenomenological gaze, not fragmentary, which is oriented towards the experience of subjectivity or an in-active or in-action approach.

En-action (Varela, et al., 1991) for the aforementioned authors is produced by putting a phenomenon into action, or by specifying it in the one that emerges or unfolds. Thompson (2007) delves into its meaning by mentioning that it is a performance, a concrete action in different dimensions or aspects depending on the context and the sensory-emotional repercussion that is generated in the actor. This is precisely what stands out in the results of this study in that the emotional, theoretical, practical and experiential component, in a unified way, achieves the emergence of pedagogical knowledge at the cognitive level. However, the phenomenon that emerges in acting is personal and responds to the personal experiences of each actor and the meaning that he or she gives to it.

From this perspective, it is the actors who create their experiences through their actions, they are not receptive to information from the environment, but they are actors in the

environment. Therefore, what they experience is determined by the way they act. When exploring the discourses of students in practice about their pedagogical knowledge and its relationship with it, they mention the relevance of practical or experiential knowledge, agreeing with the knowledge exposed by Tardif (2004), as experiential knowledge is characterized by emerging in daily practice, in the exercise of the profession and pedagogical knowledge is validated in this scenario. In this way, the enactive pedagogical knowledge would emerge, which implies that knowledge that emerges from practice or experience and that is coupled with the cognitive knowledge lived or experienced during the academic period and that generated during all life experiences.

Everyday educational practices lay the foundation for both theoretical and practical knowledge of what is done in educational work. A knowledge of experience that, with the theoretical contribution, gives meaning, becoming knowledge that transforms. It is the experience that enables and gives a new meaning to the experiences, relationships and transits of knowledge, which converge in an assessment marked by the interactions that the student manages to establish in practice with the other actors of the educational action, such as the tutor, guide teacher and his or her own classmates. Becoming more than a formative triad of practices, it becomes a tetrad that also incorporates a fundamental component to these interactions, such as emotional experience and affective assessment.

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