Chapter 6
The Practices of Learning Assessment in the Initial Teacher Training: A Glance From the TPACK Model

Berenice Morales González
Benemérita Escuela Normal “Enrique C. Rébsamen”, Mexico

Rubén Edel Navarro
Universidad Veracruzana, Mexico

Genaro Aguirre Aguilar
Universidad Veracruzana, Mexico

ABSTRACT
The purpose of the chapter is to disseminate a comparative study developed in an institution dedicated to teacher training in the state of Veracruz, Mexico. The study led the follow-up of two teachers responsible for a course of bachelor’s degree in Preschool Education called Learning Environments during a semester. Three interviews were applied to two participating teachers. Through inductive analysis, MaxQDA software was chosen to identify categories of analysis. The work is analyzed from the TPACK model, as a systemic and integral proposal to investigate teacher training practices as a complex and necessary phenomenon to continue studying.

INTRODUCTION
The studies of learning assessment practices in a teacher training institution explain the interest in looking at professional teacher training as a complex space in which didactic, social, cultural, economic, political and technological dimensions are intertwined. In contrast with an instrumental vision of teaching, assessment of learning is considered as an intrinsic process of teaching, with a constructive value, “implied in the appropriation of knowledge and values from all the subjects -teachers and students- who

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are involved in the pedagogical situation” (Litwin, Palou, Calvet, Herrera, & Pastor, 2003, p.168): an interesting research field to investigate from a perspective informed by pedagogical, technological, and content knowledge aspects.

This perspective of study of assessment practices underlines the participation of all the subjects in the process of teaching and learning in some form and calls for a comprehensive approach. In this regard, it has been found in Margalef (2014) that in-service teachers’ beliefs are linked to organizational culture and institutional conditions. On the other hand, Cebrián (2014), Tay (2015), Wanner and Palmer (2015) emphasize the importance of locating the results of learning assessment in the context of evaluation. This complex perspective of assessment is mentioned by Carless (2014) as an integral process intertwined in the nature of learning and teaching, where technology represents a tool for dialogue and feedback.

According to the systemic view of assessment, the Technological Pedagogical Content Knowledge model, widely known as TPACK (Koehler & Mishra, 2009; Koehler, Mishra, & Cain, 2013), was selected as a referential frame of analysis for this work, given the fact that it underlines the reflection on Technological Pedagogical Content Knowledge necessary for all professors to efficiently incorporate technology into their teaching.

This chapter reports a qualitative study that completed a follow up of two case studies with the objective of identifying how teacher knowledge defines teaching practices in the process of learning assessment. In the structure of this piece, there is a contextual framework for the research project, the political educational frame for pre-service teacher education, the theoretical framework where the analysis is grounded, the methods, findings and some important conclusions.

BACKGROUND

This piece of research took place at Benemérita Escuela Normal Veracruzana “Enrique C. Rébsamen” (BENV), in the state of Veracruz, Mexico. It was founded in 1886 and is considered the first Normal School in Mexico. It is a public higher education institution whose mission is the professionalization of educators through pre-service education and professional development programs. Its graduates are professionals who identify and are committed to the philosophical principles and objectives of Mexican Public Education, have developed skills and values such as advocacy, equity, respect of diversity, appreciation for science and a rational use of technology (BENV, 2017).

Currently, BENV offers five bachelor degrees on teacher education in the following levels: preschool, elementary, secondary, physical education and special education. Through the Graduate School, BENV also offers two Master’s degrees and two specialization programs.

This work is part of a PhD project finished in 2017 at Universidad Veracruzana. It reflects the analysis of three interviews with two teacher educators in the Preschool Education Program whose courses took place in the same term.

Political-Educational Framework

Normal schools have fulfilled an important role in teacher education in Mexico. According to Arnaud, Barrón, Lira, Maya and Torres (2014) these institutions were created with a solid pedagogical, humanistic, social and scientific foundation. However, given the complexity of modern society, now they face...