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The Practicum in Teacher Training: Conditions for Integral Training

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Abstract: The practicum is an essential component in the initial training of Secondary Education teachers, as it is the first approach to educational practice that future teachers have. This is a fundamental element for improving the quality of education, as it is one of the objectives of the different educational reforms. This research aims to find out the educational value of the practicum for this group, as well as its advantages and limitations. For this purpose, qualitative research was carried out, using as an instrument an interview with 13 Secondary Education teachers, 2 managers of the master's degree in Secondary Education Teaching at the University of Granada, 144 students of this master's degree, and 5 specialists in the subject at a national level. The data obtained were analysed by means of content analysis, using the Nvivo12 program. The most relevant results include the importance of the alternating and interdisciplinary models and development of the activities to be developed by the students during their stay in the schools. Respecting the current model, actions to create the necessary synergies and resources (tutors, supervisors, schools and planning) that promote the training model that is intended are particularly relevant.

Keywords: *Curricular innovations, initial teacher education, practicum, secondary education, training process.*

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Introduction

The practical component in initial secondary teacher education has been in the spotlight of educational reforms (e.g., González-Sanmamed, 2015), being considered one of the most influential components in the quality of education (Esteve, 2009). These reforms seek fundamental objectives related to responding to social demands for the strengthening of quality education and proper training of professionals (Novella-García & Cloquell-Lozano, 2021).

During this period, the aim is for students to learn about the dynamics of secondary schools and to develop processes of reflection on their own practice based on the theory acquired in these modules. According to Cabrerizo et al. (2011), "it aims to provide the future teacher of these educational stages with a solid psycho-pedagogical training that facilitates the necessary interaction between the theoretical knowledge acquired throughout the degree course and classroom teaching practice" (pp. 149-150). This interaction of knowledge allows students to build their professional teaching knowledge through the theory-practice dialectic. The construction of practical knowledge requires consolidated knowledge in developmental psychology, pedagogy, sociology, etc. This requires a prerequisite which is the creation of professional ideologies coherent with the demands of the profession and appropriate beliefs about the need to possess adequate professional knowledge and types that have to do with the set of teaching functions that teachers perform (Márquez, 2009; Martín-Romera & Molina Ruiz, 2017).

Given the characteristics of the trainees, models should be developed to address these ideals from the outset in order to be of benefit (Sheridan, 2016), perhaps by including practical training throughout the training. This is a period in which students claim to have a better understanding of the profession, having acquired a more complete vision of teaching work, especially through the contact provided by teaching practice (e.g., Manso & Martín, 2014; Marcelo & Vaillant, 2009; Martínez & Villardón, 2015).

Although there are many ways of conceiving it, in line with Tejada (2020) we understand that it must be structured in such a way as to favor professional development, which goes beyond the reproduction of educational models promoted by practice with tutor accompaniment and which enables teachers to face the educational demands of a specific educational context, which requires the adoption of a role of autonomy and responsibility in the execution of

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professional teaching work during the teaching practice in centres, as well as the appropriate reciprocity between the institutions involved.

These training demands are established by defining a professional profile that becomes the reference axis for the design, development and assessment of the Practicum (Tejada & Navío, 2019). This is controversial when we talk about secondary school teachers, so diverse in terms of specializations, which can lead to the development of technical skills associated especially with teaching the teaching subject and not so much in the global and complex understanding of the profession. In relation to this, the training provided is diverse depending on the context and the university and does not seem to ensure the development of the set of competences established in the degree. The studies that have been carried out in this respect in the Spanish context show that students perceive that teaching competences involved in improving training processes, such as participation in research and innovation in teaching-learning processes and advising families about this process, are scarcely or not at all developed (Martín-Romera, 2017), which requires the development of organizational elements in the Practicum that foster them (García et al., 2011).

In this sense, in this study, we approached various agents involved in the master's degree in Secondary Teacher Training to find out what elements and characteristics they consider essential for this training component to comply with this maxim. All these points to be addressed in this research are considered fundamental for the correct training of future Secondary Education teachers.

The Practical Training of the master's degree: Structure, Competences and Elements for Improvement

According to Zabalza (2006, p. 316): with the Practicum "the aim is to establish an alternation or complementation of academic studies with training in the workplace". The ways in which this component is integrated are diverse. In the current master's degree in Teacher Training, it is intended to provide practical training to complement the academic learning acquired in the university institution with experience in the workplace, which is generally carried out at the end of the training period. In accordance with the Ministerial Order ECI/3858/2007 (amended on 26 December 2011), it establishes that the syllabus must include the generic and specific modules which, taken in that order, are fundamental for the development of this training period, called "Practicum Module" of 16 ECTS which is made up of two subjects: Teaching practice and master's thesis.

Within the national panorama, moreover, we find a diverse distribution of credits for this component, derived from the possibility offered by the Ministry to the universities to distribute 8 of the 60 credits of the master's degree among the modules known as generic, specific, Practicum and free configuration. In the study by Benarroch and Members APICE (2011), some universities consider a number of these credits to be part of this module, but Andalusian universities are not among them.

It is structured in a training module that aims to offer future teachers of different areas a real learning space that allows them to develop the professional competences contemplated in the degree. These competences, together with those of the rest of the subjects, will be reflected in the master's thesis, which summarizes the training acquired throughout all the courses described.

However, the evidence shows that the way in which students perceive the development of these competences is diverse (Martín-Romera, 2017), not ensuring a training that has an agreed and necessary profile as a framework. In this respect, the study by García et al. (2011) shows that among the competences most highly valued and worked on in this period are those related to the application of knowledge and problem solving in new contexts; knowing how to plan, develop and assess the teaching-learning process; knowing the contents of the specialty and knowing how to teach them according to the characteristics of the students; acquiring social and communication skills and having an ethical commitment, acting in accordance with it. To a lesser extent, those relating to participation in research and innovation in teaching-learning processes and advising families about this process stand out, which requires the development of organizational elements in the Practicum that encourage them. These results were similar to those obtained by Martín-Romera (2017).

The weight it has in the initial training of secondary school teachers is considered insufficient and with inadequate curricular integration (Manso & Valle, 2013). Prior to the current master's degree in Secondary Teacher Training, there was the Certificate of Pedagogical Aptitude (known as CAP), which was widely investigated and criticized for being insufficient as it offered little training and little practical experience (Imbernón, 2019).

Years later, the Bologna approach has shown the need to do things differently (Pérez-Valiente, 2011). However, research has pointed out that in the Spanish context its planning continues to be anchored in endemic problems (González-Sanmamed, 2015; Molina et al., 2008). Specifically, it would be advisable to improve the connection between theory, the practicum and the master's final project (e.g., Benarroch, et al., 2013; Serrano & Pontes, 2017), since it is currently considered to be a very short period, where there is a lack of motivation on the part of the expert teaching staff who tutor them, excessive bureaucratization of the report, lack of planning by the centres, as well as limited coordination between the institutions involved, and a delay in the academic information provided on this component (e.g., Flores et al., 2014).

In the Spanish context, different authors (Domínguez et al., 2015; González-Sanmamed, 2015; Medina, 2016; Peinado & Abril, 2016; Pérez-Valiente, 2011; Puentes et al., 2015; Rodríguez et al., 2019; Serrano & Pontes, 2017) have identified the desirable characteristics that a Practicum should have in order to offer quality training and provide clues regarding the design of its planning, development and assessment in a more profitable way:

- Its duration should be extended, being similar to the practical training received by students of the bachelor's Degrees in Early Childhood and Primary Education.
- Establish a much closer relationship between theory and practice, highlighting the balance between the two, as theory is much broader and epistemologically charged.
- To focus the Practicum on the professional task, for this purpose it is necessary to recognize the curriculum to avoid this disconnection and also its fragmentation.
- The work placement tutor needs to establish a close relationship with the university in order to carry out his or her work and thus know what aspects he or she needs to focus on most in order to ensure that the student acquires quality training.
- Assessment is another element to be addressed, it would be necessary to implement a new structure, planning, development of the assessment system, proposing that it be similar to the famous MIR of the specialist of Medicine proposed by López-Rupérez (2015), where his specialization as a teacher would begin in the last year of the Degree.
- Focusing training on general didactics rather than on the didactic specificity of each discipline. For all these reasons, it is considered that the model followed by this master's degree is not the most appropriate for teacher training, since the central axis of the program should be the Practicum and the master's Thesis.
- Facilitating professional counselling from universities and educational centres.
- Collaboration between both institutions that favors professional training not only focused on specific didactics but also on tutorial action and classroom and school organization and management, and on social participation in education. This collaboration must be recognized in a work plan for students on work experience that includes the details of their stay at the centre (reception, tutor assignment, student ratio and evaluation) and be evaluated annually.
- Accredited professionals involving a network of teachers and centres that have undergone a process of evaluation of their ability to undertake this training. The figure of the traineeship coordinator within the centre is highlighted.
- Student tutoring based on accompaniment. The tutor must complete a training course designed by the educational institutions.
- Student participation in the various activities of the centre and incorporating the TFM.
- Evaluation as an aspect to be taken more care of, taking care of the assessment of the student's tutor and self-evaluation.
- Recognize the work of coordinators and tutors.

From an international perspective, some of the characteristics pointed out by different authors (Fuentes et al., 2020; Iwakuni, 2017; Lima et al., 2020; Ulla, 2016) that can lead to a successful practicum regardless of the context in which it is located can also be considered:

- Initial teacher education must be approached from the perspective of trainee teachers in order for them to recognize knowledge more effectively.
- The curriculum needs to recognize the prior beliefs and thoughts that prospective teachers have about the teaching and learning process. In addition, tutors should be aware of this in order to facilitate the acquisition of other knowledge that emerges in practice, promoting reflective learning.
- Ensure that the different domains of knowledge (knowledge of content, pedagogical, pupil, educational context and curriculum) are integrated into the curriculum design and implementation process, so that future teachers become able to link them depending on the school context. This presupposes that each tutor has acquired such domains, so that ongoing training is essential, in addition to having a fluid relationship with the school.
- Investment in the teacher training plan must be one of the most important aspects because the quality of education depends on it.
- To provide students with an orientation prior to inclusion in schools and educational practice in the classroom.

- It is corroborated that the previously acquired training is very important for their practical performance in the classroom, which helps them to implement the teaching task more easily and to gain more self-confidence.
- The improvement of the guidance provided by the tutor teacher in the school is key, as students need his or her support in the didactic preparation of the subject they are going to teach. It has the purpose of helping to integrate what has been learnt through the relationship between theory and practice. It is therefore essential to recognize the pedagogical procedure of the internship and encourage reflection on their teaching task with the aim of limiting the inconveniences that may occur during the training process. Ideally, student tutoring should be a social practice that seeks personal development and is applied throughout their educational practice.

Finally, it should be pointed out that the time dedicated to the Practicum continues to be a handicap in different countries, as it is not sufficient in Spain and students do not end up with the ideal qualifications to face the educational reality of schools.

Methodology

Research Design

We selected a qualitative methodological approach (Denzin & Lincoln, 2013; Flick, 2015; Sandin, 2013) as the most appropriate for achieving the research objective of finding out what are the desirable elements for the design of the Practicum, and which can bring improvements to the current one without losing sight of the legislative conditions in which it is defined and the context of the research that we specify below. This approach helps to gather these assessments from the experience of the protagonists and agents involved in this training.

Context of the Research

The training of secondary education teachers has been developed under consecutive professional models. Pedagogical and didactic training is developed after the bachelor's degree. Currently, in a postgraduate master's degree of 60 ECTS credits. Universities have the autonomy to establish the design of these programs. In the Andalusian context, and specifically at the University of Granada, the curricular design is recognized by the following structure:

At the University of Granada there are 19 specializations, some of which are broken down into several branches. The Practicum module consists of 16 credits, ten of which are devoted to external placements. These placements are carried out in two shifts in order to accommodate all students. The central activities in which these internships are carried out are: i) the stay in the centre, which consists of 100 hours, developing activities within a framework of action that ranges from observation and knowledge of the context to planning and final teaching intervention; ii) monitoring and debate through the development of monitoring seminars under the responsibility of the academic tutors; iii) submission of the final report and assessment of the subject.

Participants

Overall, the informant selection process was developed using the progressive snowball method (Patton, 2015), which began with the interviews of secondary school teachers and managers.

We selected relevant subjects for each context: (i) professional practice, 13 secondary school teachers (called Prof), from the province of Granada, with long and medium professional experience selected on the basis of a set of analytically relevant variables to represent the heterogeneity of the collective (initial training, specialist, teachings where they teach), allowing us to gather as broad a view as possible; ii) initial training, with potential informants being the general coordinators of the master's degree at the University of Granada, who are also coordinators of the Practicum (Gest), and the students of this (Est); iii) research, from the point of view of five scholars in the field of initial teacher training in the national context (Expert). They were selected through a procedure aimed at collecting the voices of experienced researchers in the field with a proven professional career in the field, scientific production and transfer to relevant training.

Data Collection and Analysis Procedure

We used the qualitative interview, allowing us to unveil their lived world and taking into account their experience as coordinators and tutors of teaching practices, and the experts, and in which the criterion of the interviewee's competence to report on the subject of the research prevails (Anduiza et al., 2009; Kvale, 2011).

The interview guide aims to collect the opinions and assessments of the interviewees on elements they consider desirable in teaching practices (training principles; planning and curricular structure; activities and tasks to be carried out by students; agents involved; training of the agents involved [coordinators, tutors and supervisors]; resources; assessment). This will make it easier to collect all the important information from the study and give the best results and conclusions.

For the students we used open-ended questionnaire questions, integrated in the instrument designed by Martín-Romera et al (2021). For this study we analysed the question “How would you improve the master’s degree? Suggest measures to improve the master’s degree”, which was completed after the end of the Teaching Practice periods, as it gave us access to a complete assessment of the training period.

Analysis procedure

The technique used was content analysis (Flick, 2015; McMillan & Schumacher, 2011). The process was inspired by the contributions of Miles et al. (2014), providing guidance for the development of a process that was recognized by being flexible and increasingly complex, approached in four phases: 1. Data collection recognized by a preliminary interpretation of the data favored by transcription and preparation for analysis in the software used for its analysis (Nvivo12); 2. Data reduction through the identification and labelling of units of meaning using a previously defined system of categories that was enriched by the contributions that emerged from the data, a process developed thanks to the tasks of constant comparison and the use of memos and analysis notes that favored the process of defining the units of meaning from the data (see Table 1); 3. Arrangement and transformation of data for interpretation consistent with meaning (Hernández et al., 2014), using examples of recording units and frequency in the analysed material through the use of matrices that allowed recognized coded fragments into various categories for different interviewees (Miles et al., 2014); 4. Obtaining results through the tasks of “comparison” and “contextualization”, and conclusions by applying strategies aimed at their integration into broader theoretical and empirical frameworks (Goetz & LeCompte, 1988; Hernández et al., 2014). The stability in the categorization process was analyzed by means of a validation process consisting of comparing the coding of the material from two researchers, analyzing the stability of two categorizations of the material after a period of one month. The percentage of agreement obtained for the first categorization was 89%, and 91% for the second.

Results

The results are presented according to categories of analysis and agents (Table 1). A total of 434 recording units were coded, 175 by students, 158 by teaching staff, 43 by managers and 58 by experts.

Table 1. Results by categories and agents

Elements	Est (144)	Prof (12)	Gest (2)	Expert (5)	Total
Principles	25 (25)	29 (12)	6 (2)	18 (4)	78
Linking theoretical knowledge and practice	9 (9)	12 (12)	2 (2)	6 (4)	29
Professionalization benchmarks	0	7 (6)	1 (1)	5 (3)	
Positive institutional relations	1 (1)	4 (4)	2 (2)	6 (4)	
Dialogue as a means of coordination	15 (15)	6 (5)	1 (1)	1 (1)	
Structure	105 (105)	20 (12)	11 (2)	6 (5)	
Alternating and interdisciplinary model	8 (8)	12 (12)	9 (2)	4(4)	
More hours	97 (97)	8 (6)	2 (2)	2(1)	109
Objectives	10 (10)	18 (8)	4 (1)	4 (3)	
Building teacher identity	0	4 (4)	1 (1)	1 (1)	
Non-locked view of knowledge	0	2 (2)	1 (1)	0	
Importance of pedagogical knowledge	0	1 (1)	1 (1)	1 (1)	
Living in a centre	10 (10)	11 (7)	1 (1)	2 (2)	
Contents	0	9 (7)	5 (2)	5 (5)	
Educational organization	0	4 (3)	0	0	
Knowledge gained in practice	0	5 (5)	4 (2)	5 (5)	
Ag. Trainers	8 (7)	47 (12)	8 (2)	15 (5)	
Theoretical knowledge of the profession	0	5 (4)	1(1)	1 (1)	
Knowledge of each other’s context	1 (1)	4 (4)	2 (2)	4 (4)	
Involvement in improvement	2 (2)	3 (3)	1 (1)	2 (2)	8
Generate diverse training spaces	0	2 (2)	1 (1)	1 (1)	
Accompany	1 (1)	3 (3)	1 (1)	3 (3)	8
Linkages knowledge “of” and “for” learning	0	4 (4)	1 (1)	4 (4)	
Selected for their good practices	4 (4)	2 (2)	1 (1)	0	
High ethical commitment	0	5 (5)	0	0	5
Students	0	6 (4)	0	0	
As a teacher	0	6 (4)	0	0	
Activities	17 (17)	18 (9)	8 (2)	9 (3)	52
Explicit knowledge of the school stage	0	1 (1)	1 (1)	2 (1)	
Progress towards autonomy	0	2 (2)	2 (2)	2 (2)	
Case studies	0	0	1 (1)	0	1

Table 1. Continued

Elements	Est (144)	Prof (12)	Gest (2)	Expert (5)	Total
Periods of joint reflection	0	5 (4)	2 (2)	2 (2)	9
Activities all related to the centre	17 (17)	10 (7)	2 (2)	3 (3)	
Resources	8 (8)	3 (3)	0	0	
Select centres and tutors	2 (2)	2 (2)	0	0	
Centres in diverse contexts	6 (6)	1 (1)	0	0	
Evaluation	2 (2)	8 (5)	1 (1)	1 (1)	
Evaluating internship tutors	1(1)	2 (2)	1(1)	0	
Include the ethical component	0	1 (1)	0	0	1
Equity in training	1(1)	4 (2)	0	0	5
External tutor recognition	0	1 (1)	0	1 (1)	
Total	175			58	434

Principles: Professionalization Benchmarks and Care for the Centres

They consider that the most desirable feature is “to find a way in which this pedagogical knowledge is reflected in practice, and the student can recognize it when they take it” (Gest1), and in order to meet this principle, there are various alternatives for planning the structure, either simultaneously or continuously. “Practice should be understood much more as a space of active experimentation with the guidance of experienced colleagues where the teacher begins to explore his or her own practice, to generate and begin to build didactic knowledge of the content” (Expert5).

Another of the aspects highlighted is the “establishment of two-way institutional relations between the two institutions involved and, specifically between the people who are most responsible for its development”, and that this involves giving more autonomy to the professionals involved and the establishment of “a much more two-way relationship, where the centre, where the institute and its team” (Expert5). The task of supervision must have an intentionality, be shared between both tutors and be recognized in a training plan that “must be explicit, must be agreed” (Gest2), which requires dialogue and “coordination” on the part of both agents. In order for students to experience what teacher action means in practice, integrating the essence of the teacher’s daily activity in the Internship program, a greater role is needed for secondary school teachers in its planning, which requires “creating spaces and times so that these teachers can work, can coordinate, can monitor and get recognition in terms of credits, a system that values this effort, this work” (Expert3).

Furthermore, they stress the importance of transferring the activity carried out in the placement, as it must “have some kind of benefit for the student and for the centre” (Expert3). Thus, the work carried out by the centres and professional tutors could have an impact on improvement or innovation processes.

Alternating and Interdisciplinary Model

They consider it desirable to have some kind of academic structure that allows for moments of return and recovery of the knowledge that is being generated in practice, making it possible to deal with aspects of theory that are only understandable in practice, as highlighted in some studies: “one gives meaning to practices when you are able to reflect and have theoretical frameworks that support them, and give structure to the different types of intervention and to the problems that arise in reality” (Gest2). It also favors earlier self-evaluation with regard to motivation and interest in the teaching profession (Est_140). To this end, they consider an integrated and alternating structure with the subjects from the beginning to be desirable, although conditions such as the teacher-student ratio are not currently conducive to its implementation (Expert2).

Understanding that in reality, knowledge is not something that appears disintegrated and that teaching actions involve combining different pedagogical knowledge, teaching practices should “respond to an organization of an interdisciplinary nature” (Expert3).

They consider that becoming a “good teacher” requires more practice time (Sánchez & Boix, 2008), currently “not enough time” (Gest1). Teaching practice is “where you really learn” (Est_003) and, therefore, “that is where the bulk of the master’s degree should be articulated” (Est_007). They understand that its current duration prevents a more complete socialization or immersion in the educational centre, having a complete training experience on the different dimensions and functions developed in a centre, “developing your competences” (Est_116), or even gathering the necessary information for the preparation of the master’s Thesis (Est_005,014). It is also highlighted that it is positive to develop practical training processes shared between students grouped “in pairs”, considering that “the possibility of training is richer” (Gest2).

Objectives: Living a Centre

It is an ideal time to develop a professional teaching identity and to learn about the importance of coordination in the profession. It is “the fundamental element for the student to see that education is a complex entity and that it is transversal in all departments and that this requires coordination, it requires”. They must allow candidates “in contact with the reality of education”, promoting “an overall view of the disciplines, each discipline can also be worked on in a multi- or multi-disciplinary way, and in coordination with other subjects, and this generates a vision of knowledge that is not watertight” (Gest2).

Another of the objectives highlighted is to provide a complete training experience in all areas of an educational center, “in order to be able to face all teaching and learning situations that may arise” (Gest1), “to learn to integrate into the professional culture” (Expert3), which implies participating in the various activities that take place in a centre, not only at the classroom level, and in the construction of their professional knowledge.

Both consider that the “Teaching Practices” are decisive for students “come to admit the importance of pedagogical knowledge”. In them, and coinciding with what Márquez (2009) indicates, the student begins to see “how one thing is to know the square root, and another is the process by which another person learns what the square root is, gives it meaning and uses it” (Gest2), and a broader vision of the teaching task.

Knowledge and Activities: Knowing the Various Dimensions of Professional Action

They understand that a set of knowledge related to the functions of a teacher are present, with special emphasis on those aimed at: diagnosing the context in which Secondary pupils are inserted, such as those related to research in teaching and professional ethics.

The activities are designed with a structure that allows the integration of these contents with the intention of favoring professional learning. The practical and research dimension could also be included in the training at the beginning, so that the teacher also begins to train in an active way and gives value to continuous learning in the teaching profession (Gest2).

Specifically, they consider that structures that focus “on case studies on real contents recognized in different periods and in different contexts and themes, may be appropriate”. Other proposals include “periods of joint reflection between the professional tutor and the student after the didactic intervention”. They should be focused not only on classroom performance but on all areas of the teacher’s professional performance; it should not “giving four little classes on a subject that you have prepared yourself very well, and that’s it. That doesn’t make sense” (Prof3).

They indicate that bringing their perceptions to a conscious level contributes to their understanding of the training they need to become competent teachers. They believe that this tacit knowledge “is very powerful to the extent that we make it visible or explicit because it is something we do for ourselves and for those we work with” (Expert1).

As for the development of the internship report, they indicate that it often becomes an exercise that is not very reflective and very descriptive rather than an analysis, interpretation or justification of the experience. They allude to the need to reflect on the “type of experiences we are going to guarantee the trainees in order for them to acquire these competencies” (Expert4). Participation in the range of activities that a teacher carries out in the school is essential. Students should have the opportunity to participate in everything that happens in the school, always with the support and accompaniment of experienced colleagues: being involved in innovation projects by supporting and collaborating, in staff meetings, going to the staff room at break time, assessment sessions, etc. (Expert3).

They consider that activities should be graded “from a situation of minimal decision-making capacity and full active participation to a situation of full assumption of responsibility” (Expert3).

Selected and Trained Training Agents, and Students as an Additional Teacher

They state that good tutors are professionals with the capacity to learn and with a track record and involvement in educational improvement; and that, in addition, they generate “more diverse and positive learning spaces for students” (Gest2).

“They should be professional experts, not only those who are competent, and therefore solve all their professional problems, but also those who are able to teach the competence they have mastered” (Expert4). However, they express the difficulty of determining what a good tutor is, considering that it goes beyond being a good teacher. They believe that the criteria for determining it should be similar for academic and professional tutors, without losing sight of the context in which each one operates. For some, good tutors are those who are able to establish links between knowledge of and or teaching (Gest1): “I have never taken on Master’s students because I didn’t think I had anything to teach, and my colleagues tell me: “it’s a kind of false modesty, you know that you do it well, that you are a competent teacher” (Prof11).

They understand that the tutor's task is "accompanies", which means reflecting on the student's teaching practice and together with the student, taking a distance (Expert1). They understand that the development of this task requires abandoning the concept of training from the deficit, understanding that the uncertainties and insecurities experienced by teachers in the first moments of teaching are part of natural professional development.

They consider that the development of this task "requires knowledge that has to be generated and built"; however, in general, the attitude of teachers is to deny the need for such training: "I think the position is": "I know how to be a supervisor" and "I know how to be a tutor", "they 'don't bring me students for nothing, right?" (Expert1). In this sense, it is considered that training should be aimed "t "learning how to manage the task of accompanying future teachers" (Expert5).

They express the need for "specific training for tutoring", both academic and professional, understanding that this should be joint and can be based on formats that allow both teaching knowledge to be connected. Fundamentally, they demand that both professionals should know each other's context. Thus, the academic tutor must approach the context of practice and get to know it, the professional tutor, the initial pedagogical training. They understand that this is a way of favoring mutual knowledge and the change of possible beliefs that may be idealistic or inadequate in both contexts, and they also defend joint training that is developed in the centers and that is based on joint reflection, understanding that they need "a minimum of training and then, workspaces and continuous training. So..., you 'can't play it by ear, or" (Gest1).

In the opinion of the two tutors, they believe that they both need training, stating that they are "artisan teachers, pure and simple" (Prof7), indicating that neither of the two groups have a defined and assumed professional profile. They state that the centers and professional tutors involved should be selected in order to ensure good practical training, understanding that it would be necessary to identify those who can collaborate well with the master's degree.

They consider it necessary for the tutor to have clear instructions about his/her work and the role of the trainees, and a procedure that meets certain recognized condition, "so that a trainee receives the same training regardless of the teacher who takes care of him/her, and does not depend on 'I got a good teacher, because he/she teaches me this" (Prof6). They ask for teachers to be selected who are concerned about tutoring students, in order to ensure a more attentive follow-up of students.

Regarding the "students", they indicate that one of their obligations is to comply with the same timetable and the same tasks as the professional tutor, understanding that this famous "being seen as another teacher" (Prof10).

Selection of Diverse Educational Establishments

In "resources", it would be desirable to develop processes to select the best schools, stating that the recognized by good practice should be selected. Furthermore, they suggest that training should take place in different types of schools, and in different contexts.

Evaluation aimed at Fairness in Training and Recognition of the Actors Involved

Finally, for "evaluation" as already mentioned, they stress the need to evaluate tutors:

So, any teacher says: "I'll sign up and they'll give me a practical". No, I think that's where I think we should do a job "if do you want to be an internship tutor, 'we'll give you some guidelines and check that 'you're doing it right' I'm telling you, there are many who take a practicum and are... well!" (Prof8).

Regarding student assessment, they highlight the importance of including the ethical component, understanding that it is a central element in promotion. They demand greater control of the activities carried out in the placements, indicating that the training experiences and tasks developed seem to vary from one student to another (Est_043).

They demand some kind of external recognition of the work done by the lecturers who take part in the placements, indicating that these are tasks that are poorly valued and have little weight in the assessment and promotion processes of the teaching staff, which may condition their degree of involvement (Expert3). They consider that "the work carried out by tutors should be compensated", indicating that the best way to do this is recognized a job well done by means of a more stable and secure link with the university over time (Prof10).

Discussion

The implementation of the master's degree in Teacher Training in Secondary Education has marked a turning point in the training of secondary school teachers. This paper deals with its study in the context of the University of Granada. The principles mentioned by the informants are related to the theoretical-practical link (Cabrerizo et al., 2011), with the idea that there is a reconstruction of knowledge and that there is a connection with the educational reality (Tejada, 2020). Furthermore, two-way communication is needed between educational centres and the University, so that there is an eminently useful contribution which offers practical competences that serve as an ideal complement to training and theoretical knowledge, offering a plus in the training of our students (Marcelo & Vaillant, 2009; Tejada, 2020). All of

this would lead to a model of alternation and interdisciplinarity that helps the future professional to reflect on practice and self-evaluate (Zabalza, 2011). In order for this to be carried out, the interviewees mention the need to be able to have more time for teaching practice, as they see the need to train and acquire the competences necessary for their professional development.

The Practicum is seen as an ideal training space where new learning and the contrast of others that should have been acquired previously are favored. To this end, it is essential to guarantee an interrelationship between subjects, avoid compartmentalization and clearly define the contributions of each of them (Martínez & Villardón, 2015; Márquez, 2009). With regard to knowledge and activities, the interviewees mentioned that knowledge related to the teacher's functions should be known, especially those related to teaching research and professional ethics. In addition, the interviewees commented that it is necessary to go deeper into the different areas of teacher performance, so that it is not only about preparing a class and teaching it, but that it goes beyond that. The future teacher should be able to participate in all the activities that the teacher carries out at the school (García et al., 2011). As with the internship report, it should not be just another exercise, but should be reflected upon so that there is significant learning (e.g., Benarroch et al., 2013).

Regarding tutors, they comment that it is necessary for them to be good professionals and that they should be selected for their good work, considering the idea that specific training is necessary to be able to act as a tutor. These ideas are highlighted in some research studies such as those of Medina (2016), Puentes et al. (2015), López-Rupérez (2015), and Serrano and Pontes (2017), in which they must be accredited professionals and recognized centres and have undergone a process of evaluation of their training to be able to undertake this training. In addition, the idea of recognizing the work of tutors is mentioned, as this could strengthen the link between Secondary Education professionals and the University.

Students consider that the practicum brings them closer to professional reality and contributes to their training in general and, in particular, to testing and applying their theoretical knowledge, understanding and providing solutions to different practical problems, and learning to use new work methodologies, not having access to the same training experiences in the form of tasks.

Conclusions

The main conclusions of this work can be summarized as follows:

Firstly, it is essential that the practicum is conceived as a process of practical experience in the centres that goes beyond a simple inclusion in the educational reality. A constant relationship between the university and the centre must be promoted in order to become involved in the evolution of the student's professional knowledge. Therefore, we are committed to making this period of practical experience much longer, dedicating more time to it during the initial training. Thus, the selection of the centres for the practicum is key, considering those that are qualified as "the best educational centres" to carry out this learning task.

Among the main objectives of the practicum are to increase and improve the development of the professional identity of trainee teachers. This being integrated by acquiring learning in all areas contemplated in the educational centre, beyond the academic one.

During this task, it is understood that the practicum tutor has an elementary function, which is why it cannot be just any teacher, but one who has a real involvement in educational improvement and a great capacity to continue learning and perfecting him/herself over time.

Furthermore, the evaluation of the work carried out by the teacher must be directed and coordinated in order to achieve a quality process, as part of the student's learning process will depend on it. Along these lines, it would be very pertinent to provide a certain value to this task, offering recognition to the teachers who carry it out.

Recommendations

The results of this study should be applied to the context in which the research was carried out, the University of Granada, and could be extended to other contexts, which would allow other realities to be collected that could be transferred to the one that is the object of analysis in this work. It is advisable to continue researching this subject through the different educational agents to find out their opinions and interests. It would be necessary to go deeper into the different variables of motivation, training, etc. in order to have a more generalized and exhaustive study. It is recommended as a future line of research to study the different factors and variables that help to enhance teacher training in the master's degree in Secondary Education

Limitations

The main limitations of the study are related to the collection of information, which should be extended in future studies, of a mixed methodological nature, to a broad population of teachers who act as tutors for this training period in the master's degree, which would allow more complete information to be collected on this situation, giving greater

validity to the information presented. Furthermore, it could be extended to graduate students working as Secondary School teachers.

Authorship Contribution Statement

Ana Martín-Romera: Concept and design, data acquisition, data analysis / interpretation, drafting manuscript, critical revision of manuscript, statistical analysis, admin, technical or material support, supervision, final approval. Estefanía Martínez-Valdivia: Data analysis / interpretation, drafting manuscript, critical revision of manuscript, securing funding, admin, technical or material support, supervision, final approval. Lina Higuera-Rodríguez: Data analysis / interpretation, drafting manuscript, critical revision of manuscript, securing funding, admin, technical or material, final approval

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