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Perception of Professional Practice in Students and University Teachers of Physical Education

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Abstract

The study focused on professional practice, which can be understood as the process in which students apply theoretical knowledge in real contexts, contributing to the development of skills and abilities necessary to apply in their work. The objective was to identify the perception of the actors involved in the professional practice of the Bachelor's Degree in Physical Education, Recreation and Sports of a university institution in Medellín-Colombia. Methodologically, a qualitative approach was used, based on case analysis. Nineteen students and 11 practice advisors participated. Data collection was carried out through semi-structured interviews and discussion groups, the information was analyzed through ATLAS.ti v. 22.2 software. The results show that for the students the components related to the practice process, accompaniment and academic component are fundamental, while for the advisors, the curricular structure, administrative conditions, attributes of the advisors, interns and practice center are central components. It is concluded that the pedagogical practice includes three factors, namely, relationship between theory and practice, roles of the actors and opportunities for improvement.

Keywords: Teacher Training, Professional Practice, Physical Education Training.

Introduction

In the curricular structure of the Bachelor's Degree in Physical Education (LEF) programs, of the different Colombian universities, issues related to pedagogy, theories derived from the sciences of education, general didactics, specific didactics and professional and pedagogical practice are contemplated, issues that are addressed from the country's teacher training policy (Colombia. Ministry of National Education, 2013). This curricular structure is designed and executed from educational policies and pedagogical theories, without sufficiently considering the voices of teachers, teacher trainers, students and other actors involved in the day-to-day of education. This disconnection can result in programs and strategies that do not adequately respond to the real and contextual needs of those who are directly involved in professional practice. With respect to professional practice, an issue that is of interest in this research, it can be understood as "a fundamental subject that offers the student the possibility of experimenting in real contexts and situations, while reflecting and putting into practice the knowledge acquired in other subjects of the degree" (Ruiz Gutiérrez et.al., 2021, p 145).

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Along the same lines, other authors prefer to talk about teaching practice (Merellano-Navarro et.al., 2019; Torres Cajas et.al., 2020) or practicum (Ayala Zuluaga & Orozco Sánchez, 2020; Ruiz-Gutiérrez et.al., 2021; Vera-Assaoka & Castro Ceacero 2022) although the importance is the same as an essential element of the future teacher training process, in this case, the internship scenario is a real context *in situ*, where the student-practitioner will test the knowledge acquired; however, this "does not imply a process that has already been completed, but neither does it imply an approach to the field of the future professional role without adequate basic training" (Montoya Grisales & Arroyave Giraldo, 2023, p. 6).

Based on the above, this research is used as professional practice, since it is understood as the process where the theory learned is strengthened, tested in practice, reflected and researched from it, executing it with various population groups, being the final link in the training process of future professionals graduated in Physical Education. taking into account that both teaching practices and those of community projection are immersed there.

Adding to the above, the context in which this research was carried out, a higher education institution recognized for its trajectory in Physical Education, which also has faculty in this discipline; in the curriculum of the Bachelor's Degree in Physical Education, Recreation and Sports program, the professional practice process is planned to be carried out in semesters 8, 9 and 10. During the first year it is conceived as a research teaching practice I and II respectively, making it clear in its guidelines that it must be developed in the school context; and the third called community practice, in which the student-practitioner is allowed to choose a context other than the school, according to their interests and the wide field of action that the Bachelor's Degree in Physical Education, Recreation and Sports has.

However, in this process it was necessary to involve the teachers of the HEI who for the purpose of this research will act as an advisor and whose function is to accompany the students during the practice, in theoretical aspects from pedagogy and practical from didactics, so that the different knowledge is strengthened (Tardif, 2010). These actors are decisive in the training process of the future teacher, since "they intervene in all the teaching-learning processes of teachers in training in the exercise of their practice" (Hinojosa-Torres et. al., p. 534), since they must be present throughout the path that the student-practitioner will travel and are the ones who, with experience in the educational or professional field, provide them with the necessary tools to have a process of practice successful.

Taking into account the above, this research is crucial to address problems that affect the quality of training and the performance of future graduates in the workplace. Some of the problems that can be encountered are the disconnect between theoretical and practical training, a phenomenon where the knowledge acquired in the classroom is perceived as minimal or not very applicable in real contexts, which limits the ability of students to face the challenges of the real context. The development of professional competencies must be addressed as an issue of importance, since students and graduates often face situations for which they do not feel fully prepared, evidencing a lack of alignment between the competencies developed and the current demands of the teaching work, to this is added the conditions of the practice environment, including the infrastructure and resources that the practice centers have, that directly impact the training experience, these conditions can reduce the effectiveness of practical learning and student motivation. Finally, the relationships between the actors, including teachers, students and cooperators, become determining factors in the training process.

For the aforementioned and after making a documentary review in the academic databases

Dialnet, Scielo, Google Scholar and Redalyc based on the categories defined for this research: professional practice, teacher training and training in physical education, resulting in a review of 24 documents, in which 9 investigations were found that in their object of study show the perception of the actors about the process of professional practice, which is why it has been decided to address the issue. The objective that guided this research was to understand the perception that university students and professors in physical education have about professional practice.

The theoretical categories that supported the research are teacher training, professional practice and physical education training. Teacher training is understood as the first link to improve the processes of professional work in all areas of knowledge, in addition "it must develop new competencies and capacities aimed at developing the potentialities to learn, unlearn and relearn, that is, to "learn to learn" and adapt to the new demands of society" (Bennasar-García et.al., 2021, p. 3).

Professional practice takes a fundamental role in the teaching work, Parra Bernal et.al., (2021) mentions that from an ontological point of view, pedagogical practice is "developed from being; In this sense, it is related to human nature, with an intentionality of the formation of the individual, to generate processes of educability, with projection to continuous and permanent learning having as a context, the school" (p. 80), from an epistemological perspective "it is aimed at building knowledge around the objects of study, with implications in the processes of teaching and learning" (p. 80). giving the student a leading role in their own learning.

Training in Physical Education (PE) plays a fundamental role in the development of the individual, allowing them to interact with various forms of movement and the possibilities offered by their own humanity from cognitive training and values, it is also the subject in charge of teaching students the importance of carrying out actions that direct their passage through the earthly world. by acts that keep them healthy, vigorous and that contribute through the production of hormones such as dopamine, happiness, positivism and awareness of the decisions and actions executed in all spheres of life, for this reason, it is important to mention that "physical education teachers, at the end of their academic training, must have a solid epistemological base that allows them to establish the relationship between theory and practice, physical activity and health" (Martínez Benítez et.al., 2017, p. 84).

Methodology

This research had a qualitative approach that, according to Hernández-Sampieri and Mendoza Torres (2018), "focuses on understanding the phenomena, exploring them from the perspective of the participants in their natural environment and in relation to the context" (p. 390). Focusing this research on the perceptions of the actors involved in the professional practice of a Bachelor's Degree in Physical Education, Recreation and Sports in a university institution, that is, on the students who are enrolled in them and the advisors who act as guides and companions of the process.

In addition, a case study was carried out with the intention of illustrating in detail the Professional Practices, from their regulation, intention, planning, organization, execution, scope, results and evaluation, understanding the case study, from the vision of Durán (2012), as a way of addressing a fact, phenomenon, event or particular situation in a deep way and in its context. which allows a greater understanding of its complexity and, therefore, the greatest learning of the case under study.

Sampling

Regarding the fieldwork in the qualitative component, an intentional sampling was carried out (Sandoval Casilimas, 1996), since in this study students who were studying one of the professional practices of the Bachelor's Degree in Physical Education, Recreation and Sports program participated, in addition, the advisors who had the availability and interest to participate in the research. Thus, it was possible to collect information from 11 advisors and 19 interns distributed as follows: 12 from practice 1, two from practice 2, three from practice 3 and two who are studying simultaneous practice, that is, 2 and 3 jointly, a possibility that the university institution presents to those who are in the last academic semester.

Information Collection Techniques and Instruments

In the first instance, the semi-structured interview technique was used, understood by De Toscano (2009), as an instrument that goes beyond simply collecting information, being a process of interaction between individuals that allows reading, understanding and analyzing their perceptions, their contexts and the social situations that surround them, placing the person or persons interviewed as protagonists. from a flexible design when compiling information.

In addition, the discussion group technique was used, which according to Canales and Peinado (1994), "is a social research technique that works with speech" (p. 289), where the researcher provokes discussion among peers based on previously constructed approaches, granting participants the possibility of exercising their right to express themselves, issuing opinions that are regulated during the group exchange, in addition to acting as an authority that validates the opinions it considers relevant and true (pp.292-295).

Results

Next, the results obtained are accounted for, based on the objectives set in the research, thus, the identification of the perception that advisors and students have about professional practice was carried out through semi-structured interviews, determining categories and subcategories that make it possible to understand their discernments, finally, the voices of both actors are articulated, finding points of encounter and disagreement.

The perception of professional practice by the advisors (see Figure 1) was analyzed through semantic networks that represent the connection between the 5 categories found, which are: curricular structure, administrative conditions, attributes of the advisors, interns and practice centers. These categories are fundamental to understand the dimensions that influence the experience and effectiveness of the advisory process according to the advisory teachers, highlighting administrative, academic, and contextual aspects.

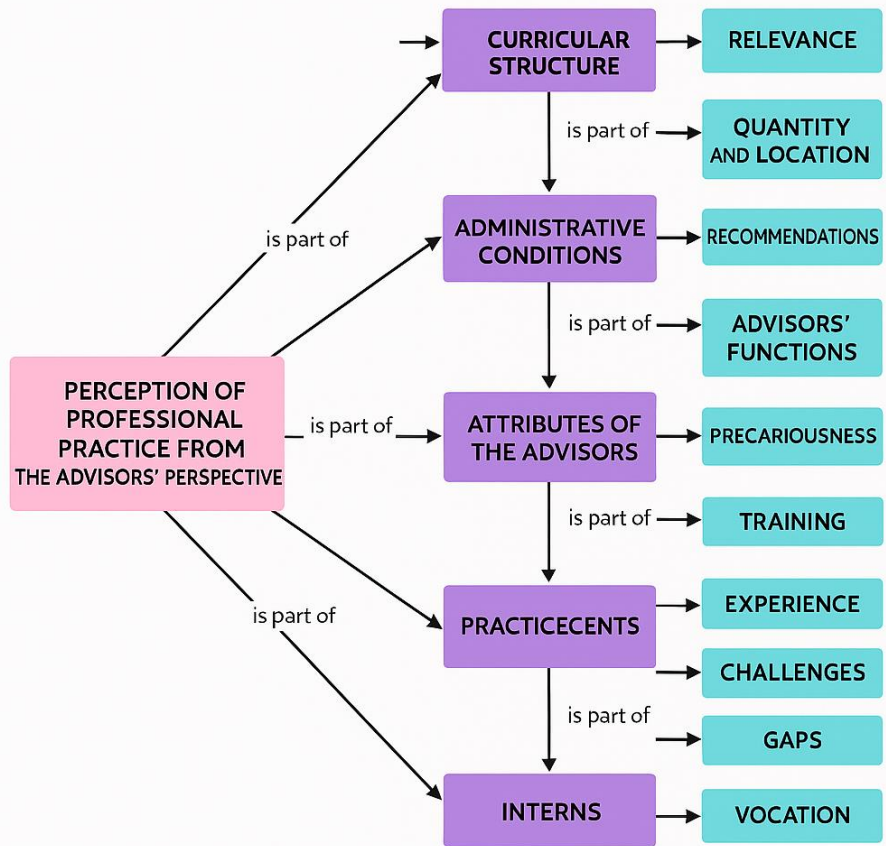


Figure 1: Advisors' Perception Network of Professional Practice

In the subcategory, it is stated that a restructuring of the program is required that talks with the objectives that are intended to be achieved with the students who carry out the professional internships at the gates of practicing in the real labor context, highlighting the importance of addressing these aspects in the curricular reform that is being carried out, with the intention of strengthening the program and ensuring that students acquire the necessary competencies, benefiting from a complete training from the theoretical, practical and human aspects, responding to the changing demands of the labor market.

With reference to the second category of administrative conditions, understood as the duties that advisors must fulfill when assuming such a relevant commitment to accompany, guide, teach and motivate students in the practice process, of which two subcategories are broken down (functions of advisors and precariousness), which offer a broader perspective on the crucial role of advisors in the training of future graduates in Physical Education.

Category number three accounts for the attributes of the advisors, understood as the qualities and/or particularities that make up the interviewed advisors, thus, it is broken down into three conditions: training, experience and challenges. The first, training of advisors, most of whom have postgraduate training in master's degrees in the area of Education, a positive situation to

the extent that the advisors not only have a solid academic background, but are also contextualized with the processes involved in the teaching exercise, in addition, they are endowed with knowledge in terms of pedagogical principles. teaching methodologies and physical and motor development.

Along the same lines, the condition of experience that advisors have acquired throughout their professional work in educational institutions and their visions regarding that they must have expertise in them, to accompany students from the knowledge experienced, which allows them to better understand the dynamics and challenges faced by students, is well highlighted. Finally, there is a third condition that points to the challenges that advisors have when accompanying interns in the closing of the training process and opening up to work contexts, emphasizing that students must be required, with the intention of guaranteeing the fact of graduating future colleagues who present fewer gaps and more mastery of the area from the conceptual point of view, the attitudinal and the practical.

The fourth category focuses on practitioners, from the advisors' point of view. From there arise two elements, one from the voids and or two from the vocation. Regarding the gaps with which they perceive that students arrive to carry out their professional internships, alluding to the fact that it seems that they begin them without knowing or understanding contents that are relevant to the teaching work, such as the regulations that govern them, the organization of a curriculum, the realization of a didactic guide and the projection of a planning, in addition, with shortcomings in skills, abilities and abilities that must be counted on to accompany the group at the educational level.

Regarding the vocation that is evident in the students when executing their practices, taking into account that it is clearly constituted when entering into a relationship with the events of the context, not only from the doing, but from the documentation that must be presented, the academic community to which it must respond, situations of coexistence, accidents and others, evidencing students who perform them without conviction and others to whom enjoyment is perceived.

Finally, the fifth category points to practice centers, places that provide real educational contexts in which practitioners can apply their knowledge and skills in specific situations, being fundamental for the completion of the training of future graduates in Physical Education. From the aforementioned category, the cooperators emerge as an important element, highlighting that communication with these actors is essential for the success of the training process, recognizing the importance of carrying out a joint work of the training triad, composed of practitioner, advisor and cooperator, finding that, also from the specific cases, it is fruitful or not.

The testimonies presented highlight the need for a more solid collaborative approach and strategies that promote constant and enriching communication between all the actors involved in the internship process, ensuring the quality of training in general, valuing the results of the cases in which such collaboration is evidenced.

From the students' perception of professional practice (see Figure 2), three main categories emerged: internship process, accompaniment, and academic component, each with its respective subcategories. From these categories, the students' vision of professional practice was understood. Detailed findings for each are presented below, along with semantic networks that show the interrelationship between the concepts.

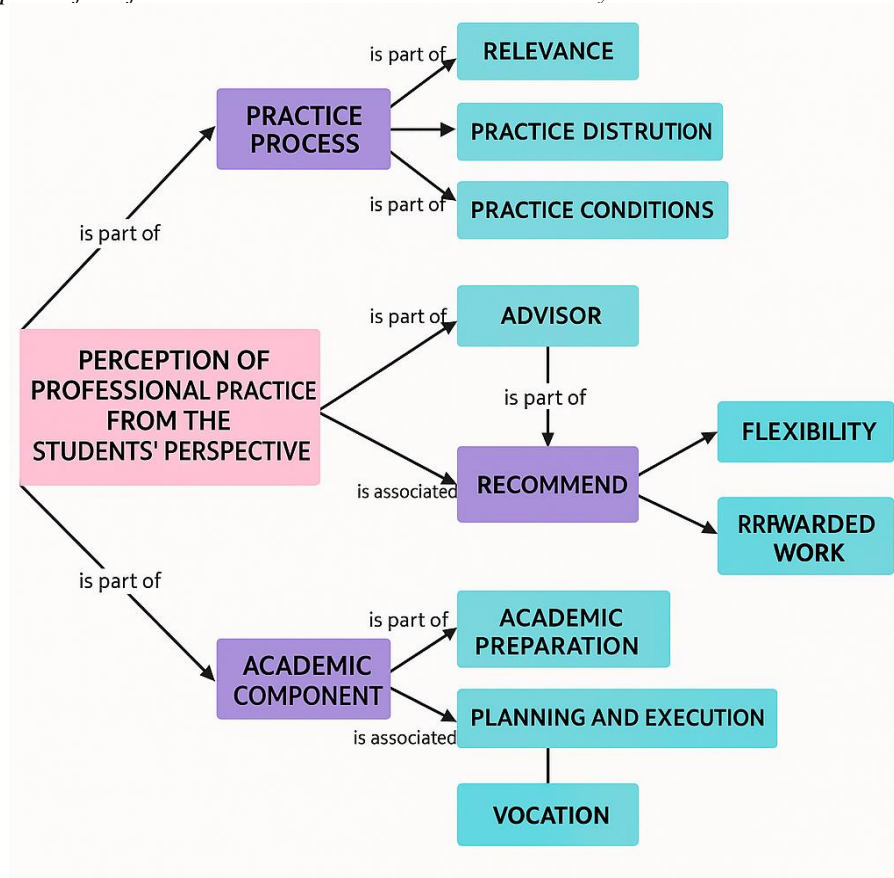


Figure 2: Students' Perception of Professional Practice

The first category of practice process refers to the students' vision of what is experienced during the practice and the elements necessary to have a good experience during it. Three elements emerge from this first component, namely, relevance, distribution of practices and coordination of practices. With regard to relevance, professional practice is perceived as essential, since it is the time to face the real context, to put into practice the knowledge acquired and to gain experience for their teaching work. In the distribution of the internships in the curricular structure, the interns refer to the fact that the number of professional internships, which in this case are three, distributed in two practices with a teaching focus and a community internship in which the student can choose between different contexts to carry out their intervention, are adequate, considering that with that time they manage to obtain the necessary experience for when they graduate to be able to do their work in the best way. Despite this, some students mention that the internships could start earlier and that the subjects already seen should be taken into account for the assignment of the groups to intervene. To close the practice process component.

To close the category of practice process, practice coordination arises, arguing that this administrative body could improve the experience during this process, however, this aspect is found as a limitation from the demands of the practice and that falls directly on the coordination. Thus, coordination is directly involved and must ensure that the objectives of the internship are

clear, ensuring an environment of support and continuous supervision that facilitates the development of the necessary competencies for professional work.

The second category, accompaniment, allows us to delve into the role played by the other two actors within their professional practice: advisor and cooperator. The functions of the former are: accompanying, visiting, reviewing and being aware of everything that happens with the student, not only in the internship center, but also in the academic process and the products that it requires. The students recognize that the accompaniment of the advisors is continuous, they are present to solve doubts and generate interpersonal connections that help the practice to develop in a better way. However, within the arguments, there are situations that disfavor the accompaniment of the advisors, disagreements with the way the process is assessed, the time dedicated to visits at the practice center and some differences in the rigor required by the advisors and that definitely interfere in the academic process that each student undertakes.

Regarding the cooperator, they should have more effective communication and who, as those responsible for the internship process within the educational institution or internship center, should be more present and help resolve concerns and doubts directly, not only be a bridge between the university and the internship center.

The third and last category, academic component, refers to the pedagogical and didactic aspects with which students arrive to exercise their professional practice. Here three subcategories emerge, academic preparation, planning and execution and teaching profile. These components, which include academics, have a direct impact not only on the development of teaching skills and competencies, but are essential for the comprehensive development of future teachers, in this category the importance of solid and structured training that allows practitioners not only to acquire the necessary knowledge, but also to also apply them effectively in real contexts, allowing them to discover their vocation or professional interest will make future graduates in Physical Education face educational challenges effectively and with a higher level of professionalism.

Finally, the significant relationship between the perceptions of students and their advisors in the context of professional practice is shown (see Figure 3). In it, there is evidence of a dynamic interaction in what is said by the students and by the advisors, from which three categories emerge that account for the fact that the practice process must have key factors for its development, such as the theory-practice connection, a situation that, in part, depends on the fulfillment of the functions of the actors, In addition, it is necessary to talk about the opportunities for improvement in which the importance of motivation and the willingness of students to make the most of practical experiences is highlighted, allowing to identify both strengths and areas for improvement in the construction of professional competencies.

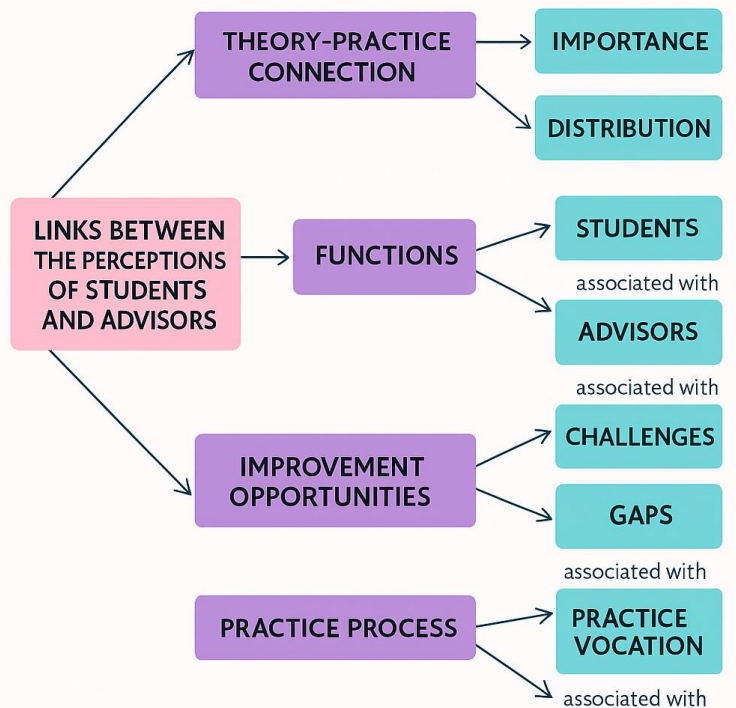


Figure 3: Network of Connection Between the Perceptions of Students And Advisors

The first category is the theory-practice connection, which refers to how the actors recognize that this is fundamental for the comprehensive training of future graduates, since practice is the opportunity to apply the knowledge obtained in their academic training, in real contexts. In this way, theory provides a structured basis to guide practice, while practice allows validating, enriching and contextualizing the theory, strengthening significant learning and the professional growth of the student, for this it is important to mention that the distribution of the practice in quantity and location must be taken into account, since for the linked actors it is necessary to have the approach with the real population from the first semesters.

The second category has to do with the functions of the actors involved in the practice, it is important that each one fulfills these to achieve a successful practice process that allows the future graduate to obtain from this experience competencies for professional performance. As for the cooperators, it is essential that they maintain continuous supervision and close accompaniment that allows students to strengthen their teaching skills, so that the training process is more enriching.

The third and last category refers to the opportunities for improvement reported by students and advisors so that the internship process is strengthened and the needs of the contexts are addressed. To consolidate this process, it is crucial to create more favorable conditions that not only strengthen the vocation, but also ensure a more solid and effective learning and accompaniment environment, a contribution, as mentioned in previous sections, to carry out micro-practices early, allowing students to define more clearly if their vocation is in teaching. This strategy could help strengthen their training and ensure that future teachers develop in a

context of greater vocational confidence and clarity.

Discussion

An analysis is presented that explores how the results of the perceptions of students and advisors regarding the process of professional practice have points of convergence that reinforce the understanding of the experience as discrepancies that suggest opportunities to align expectations and objectives in the training of future graduates in Physical Education.

Both advisors and students agree on the relevance of professional practice as an essential training space. For both, the internship is the moment in which the student faces a real work context that allows them to apply the knowledge acquired during their training. The students describe the internship as a first approach to reality, which allows them to acquire the tools and skills necessary for their future work, in turn, the advisors consider it a key stage for students to strengthen their competencies, recognize institutional dynamics and experience teaching work in an authentic environment. This convergence underscores that both groups value professional practice not only as an academic requirement, but as a bridge connecting theory with lived experience.

This perception is aligned with the statements of Menino and Entonado (2012), who highlight that pedagogical practice is the space where knowledge is consolidated and skills are acquired that can only be developed in a real context, being a process that not only benefits students in terms of acquiring teaching competencies such as carrying out their own reflective processes with respect to their work, but also allows them to understand and adapt to the institutional dynamics in which they will be inserted as professionals.

Also, Quero (2006) carries out a study in which he examines teacher training from two fundamental pillars: pedagogical practice and pedagogical knowledge, concluding that training people implies going beyond the mere reproduction of ignorance, being essential that teachers reflect on their work, analyze the results of their practices, conduct research on these aspects and transform them. Emphasizing that it is the teachers themselves in the classroom who must be trained and assume the responsibility of researching education, since they are the ones who experience the processes, identify the deficiencies and must develop new strategies that allow education to adapt and evolve.

Despite the agreement regarding the importance of the practice, there are significant differences in the perception of academic preparation. The advisors express a strong criticism of the current curriculum, considering it insufficient to prepare students for the challenges of professional practice, they believe that students arrive with limited knowledge in specific competencies necessary for the contexts they face in practice. They underline the need for a prompt curricular restructuring that allows the development of specific skills and practical competencies from the beginning of the career, proposing the inclusion of micro-practices and early experiences with the real population from the academic program. On the other hand, students show divided opinions: some consider that they arrive at the practice with adequate theoretical preparation, while others feel that there are gaps in crucial competencies such as the ability to design didactic units, structure a lesson plan and execute learning experiences.

Conclusions

The conclusions of this study derive from the results obtained throughout the research process. These conclusions reflect the perceptions mentioned by the actors involved in professional

Professional practice in teacher education is essential, it goes beyond theory. It allows students to face real scenarios, this process promotes the development of competencies and practical skills, adaptation and problem-solving in authentic contexts, becoming a learning space where theory and practice must be effectively integrated.

The actors highlight the importance of adjusting the curriculum of the Bachelor's Degree in Physical Education so that it responds to the demands of the current educational context. It is essential to include micro-practices and experiences applied with the real population from the first semesters, to avoid the disconnection between theoretical training and its application in the workplace.

The vocation and personal commitment of the students have a direct influence on the quality of their learning during the training process, including practice. Those students with a clear and genuine interest in their professional development tend to make better use of academic training, showing a more effective adaptation to the challenges of the classroom.

The research identified that the training and experience of advisors is a starting point for effective accompaniment, advisors with direct experience in school educational contexts can provide more effective tools that allow interns to face the challenges of the classroom and face the challenges of professional work.

Recommendations

It is essential to implement strategies that optimize the experience of all the actors involved: students, advisors, internship centers and university institutions.

It is essential that students receive more concrete guidance before starting professional practice to know, review and have clarity about what they should develop.

It is necessary for students to internalize a reflective approach during their practice and develop a critical and self-evaluation mindset.

It is recommended that advisors follow a unified protocol of accompaniment, which includes periodic observations, feedback, and individual meetings.

Regular meetings between representatives of the university and the internship centers will ensure the alignment of the objectives and thus the student will be able to take advantage of the professional experience in a better way.

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