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# ANALYSIS AND COMPARISONS ABOUT EUROPEAN TEACHER TRAINING PROGRAMS THE SPANISH CASE





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IUCE is the University Institute of Education  
Science of Salamanca University, Spain

The University of Salamanca (USAL) is the oldest  
public institutions of higher education in Spain

Founded in the thirteenth century, has 800 years

More than 2,300 teacher and 30,000 students



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The USAL offered teacher training program for university teaching staff for over twenty years now

This program is offered annually in a voluntary manner

This program is organized into modules based on competences required to teachers



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IUCE is also an education research center

It has a doctoral program that I form part of with my PhD thesis about the development of training plans for university professors at a national and international level

Thesis directed by Prof. María José Rodríguez Conde and Prof. Susana Olmos Miguelañez

The purpose of this research is to understand the extent in which training plans respond to the current needs of teaching staff



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The IUCE also forms part of a Spanish National Network of university Teaching named REDU

REDU is carrying out a study on current university teacher development

The aim is to provide information on the phases that university teaching staff professional development should have



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In Spain, teaching and research are strongly correlated

University lecturers being responsible for both teaching and research

All the professor training activities are evaluated in the light of the accreditations that the teaching staff has to be promoted



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Training is a way of proving the “up-to-date” of teachers

All Spanish universities carry out a VOLUNTARY teacher training program

In the training plans there is a difference between training aimed at expert and novice

For the latter there is specific training associated with the mentoring process that brings a senior and a junior professor together



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My thesis is focused on what is being done in Spanish and European universities regarding teacher training

We are also investigating how teacher training plans can help to implement and develop a Scholarship of Teaching and Learning

The work done has led us to reflect on the use of this SoTL approach in Spanish plans for public universities

The objective is that this approach begins to be well-known in Spain as it already is in English-speaking countries.





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## CONCLUSIONS

1. Improving the teaching-learning process in higher education can contribute to increase knowledge about relevant learning
2. This represents an important goal in the reform process of the European Higher Education Area
3. Update, improve and develop such training plans is a challenge for all universities to take action to foster a real European convergence in education