

Perception of Professional Practices from the voice of the student body of Pedagogy

*Percepció de les Pràctiques Professionals des de la veu
de l'estudiantat de Pedagogia*

*Percepción de las Prácticas Profesionales desde la voz
del estudiantado de Pedagogía*

**Rosario Ordóñez-Sierra^a, M^a Teresa Gómez-del-Castillo-Segurado^b,
Margarita Rodríguez-Gallego^c**

Dept. Didactics and Educational Organization
Faculty of Educational Sciences
University of Seville

C/ Pirotecnia s/n (Campus Ramón y Cajal), 41013 Seville, Spain

^a <https://orcid.org/0000-0002-8563-9975>

^b <https://orcid.org/0000-0002-1320-6644>

^c <https://orcid.org/0000-0001-6959-4829>

rordonez@us.es mgomezdelcastillo@us.es margaguez@us.es

Received: 24/07/2024 | Accepted: 17/10/2024 | Published: 01/2025

Abstract

This study highlights the importance of the practicum in the training of education professionals, since it is a key moment for students to reach the specific competences of the profession in an active and reflective manner. The main aim of research in this field is to assess the pedagogy students' perception of the blog, videoconference, and peer mentoring as effective tools for reflection and communication in monitoring and evaluating professional practices. The design/methodology about the evaluation of students' perception was conducted using a mixed design, employing both quantitative and qualitative methods. It involved an already validated online questionnaire and individual blog entries submitted by the 131 participants.

It can be highlighted among the results that the blog proved instrumental in enhancing Pedagogues' knowledge of their professional tasks and fostering a more profound reflective process. Students favor its utilization for practice evaluation over traditional memory-based approaches, as it facilitates experience sharing, fosters camaraderie, and offers insights into diverse professional teams and career opportunities.

The main conclusion about the use of the blog, videoconferences and work dynamics through the Mentoring Groups is that they are favorably valued. There is unanimity regarding its use, throughout the four years analyzed; they value it very positively, for being motivating and, above all, enriching for the whole group, proposing that it be the work methodology for both third- and fourth-year students. And, the main contribution of this experience can be generalized to any of the university studies that carry out professional practices in labor scopes. The results of this research show the improvement of the theoretical-practical learning of the students, an alternative to the end-of-practicum project, compared to the traditional written memory and knowledge of other institutions where peers participate.

Keywords: Blog, Evaluation, Degree in Pedagogy, University Practices, Videoconference.

Ordóñez-Sierra, R., Gómez-del-Castillo-Segurado, M. T., & Rodríguez-Gallego, M. (2025). Perception of Professional Practices from the voice of the student body of Pedagogy. *RIDU. Revista d'Innovació Docent Universitària*, 17, 34-48. <https://doi.org/10.1344/RIDU2025.17.3>

© 2025 The authors. This is an open access article distributed under the Creative Commons Attribution 4.0 International License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited. To view a copy of this license, visit: <https://creativecommons.org/licenses/by/4.0/>



Resum

Aquest estudi destaca la importància de les Pràctiques Externes en la formació dels professionals de l'educació, sent un moment clau perquè els estudiants aconseguixin les competències pròpies de la professió de manera activa i reflexiva. Es marca com a objecte de recerca del treball valorar la percepció que tenen els estudiants del Grau en Pedagogia respecte al blog, videoconferència i mentoria entre parells com a eines eficaces de reflexió i comunicació per al seguiment i avaluació de les pràctiques professionals.

El mètode emprat per a l'avaluació de la percepció que tenen els mateixos d'aquesta experiència, s'ha dut a terme a través d'un disseny mixt, on s'utilitzen mètodes complementaris, tant quantitius com qualitius, a partir d'un qüestionari en línia ja validat, i l'última entrada al blog realitzada de manera individual pels 131 participants. Es pot destacar entre els resultats que el blog incrementa els coneixements sobre el que fer professional d'un/a Pedagoga i millora el seu procés reflexiu. Prefereixen el seu ús per a l'avaluació de les seves pràctiques enfront de la memòria tradicional ja que comparteixen experiències, genera companyonia, coneixen multiplicitat d'equips professionals i variades sortides professionals.

La principal conclusió sobre la utilització del blog, videoconferències i dinàmica de treball a través dels Grups de Mentoria és que són favorablement valorats. Hi ha unanimitat respecte al seu ús, durant els quatre anys analitzats; el valoren molt positivament, per ser motivador i, sobretot, enriquidor per a tot el grup, plantejant que sigui la metodologia de treball tant per als estudiants de tercer com de quart. La principal contribució d'aquesta experiència és generalitzable a qualsevol dels estudis universitaris que realitzin pràctiques professionals en àmbits laborals. Els resultats d'aquesta recerca manifesten la millora de l'aprenentatge teoricopràctic dels estudiants, una alternativa als treballs finals de pràctiques, enfront de la tradicional memòria escrita i un coneixement d'altres institucions on participen els companys/es.

Paraules clau: Blog, Avaluació, Grau en Pedagogia, Pràctiques Universitàries, Videoconferència.

Resumen

Este estudio destaca la importancia de las Prácticas Externas en la formación de los profesionales de la educación, siendo un momento clave para que los estudiantes alcancen las competencias propias de la profesión de forma activa y reflexiva. Marcándose como objeto de investigación del trabajo valorar la percepción que tienen los estudiantes del Grado en Pedagogía respecto al blog, videoconferencia y mentoría entre pares como herramientas eficaces de reflexión y comunicación para el seguimiento y evaluación de las prácticas profesionales.

El método empleado para la evaluación de la percepción que tienen los mismos de esta experiencia, se ha llevado a cabo a través de un diseño mixto, donde se utilizan métodos complementarios, tanto cuantitativos como cualitativos, a partir de un cuestionario online ya validado, y la última entrada al blog realizada de forma individual por los 131 participantes. Se puede destacar entre los resultados que el blog incrementa los conocimientos sobre el quehacer profesional de un/a Pedagogo/a y mejora su proceso reflexivo. Prefieren su uso para la evaluación de sus prácticas frente a la memoria tradicional ya que comparten experiencias, genera compañerismo, conocen multiplicidad de equipos profesionales y variadas salidas profesionales.

La principal conclusión sobre la utilización del blog, videoconferencias y dinámica de trabajo a través de los Grupos de Mentoría es que son favorablemente valorados. Hay unanimidad respecto a su uso, durante los cuatro años analizados; lo valoran muy positivamente, por ser motivador y, sobre todo, enriquecedor para todo el grupo, planteando que sea la metodología de trabajo tanto para los estudiantes de tercero como de cuarto. La principal contribución de esta experiencia es generalizable a cualquiera de los estudios universitarios que realicen prácticas profesionales en ámbitos laborales. Los resultados de esta investigación manifiestan la mejora del aprendizaje teórico-práctico de los estudiantes, una alternativa a los trabajos finales de prácticas, frente a la tradicional memoria escrita y un conocimiento de otras instituciones donde participan los compañeros/as.

Palabras clave: Blog, Evaluación, Grado en Pedagogía, Prácticas Universitarias, Videoconferencia.

1. Introduction

Considering that external internship is fundamental in the training of education professionals and a key moment for students to acquire the specific competences of the profession in an active and reflective manner, this study is focused on the experiences conducted between 2019 and 2023 in the subjects of External Internship I and II of the Degree in Pedagogy at the University of Seville (Gómez-del-Castillo et al., 2021; Ordóñez-Sierra et al., 2020; Rodríguez-Gallego & Ordóñez-Sierra, 2021; Rodríguez-Gallego et al., 2022). This period of professional practicum outside of the university allows students to establish an adequate connection and a contextualized relationship with the theory studied in the classroom and knowledge of the possible career opportunities (Mayorga et al., 2017; Ordóñez-Sierra et al., 2020). Therefore, the academic tutors offered the students a training coordinated with the practicum performed in the different educational institutions and/or companies, thereby favoring collaborative work through a blog with weekly interventions throughout the entire practicum period (Zabalza, 2016).

In the four academic years analyzed in this article, a blog was used as a means of communication and exchange of opinions, actions and experiences among students and faculty members involved in these subjects. The use of the blog is a collaborative tool that allows opening and establishing the didactic interaction that faculty members and students have maintained in classical spaces such as tutorials (Molina et al., 2016, p. 26), and it has already become a tradition in our university.

The decision of using this technological resource is based on the fact that we are immersed in a digitized society (Delgado et al., 2019; Infante-Moro et al., 2019; Sancho et al., 2018) and that faculty members must enhance the interactions that are favored by these means in order to optimize the learning offered by these tools (Alcalá del Olmo et al., 2020). That is, we advocate for making the learning process more flexible in the subjects of External Internship I and II, with the aim of promoting dialogue, collaboration and a flexible design with respect to the aims, processes and evaluation (De-Benito et al., 2020). This technological resource has already been used with students during their practicum in this very faculty (Ballesteros-Regaña et al., 2019; Casado-Rodrigo & Ordóñez-Sierra, 2017; Corujo-Vélez et al., 2021), obtaining a very positive valuation from the students in all cases. The writing of the voice of the students in the blog can enhance the reflection of the students on the competences they acquire in the context of their practicum (Cano et al., 2015, p. 13), allowing them to talk about it and compare it with that of their peers, thereby establishing networks of mutual support and peer review of the practicum (Portillo et al., 2012, p. 67). This helps students to know more institutions, profiles and professional opportunities.

Since the academic year 2020-2021, the blog experience has been expanded with seminars and tutorials from fourth-year students to third-year students. The seminars present the development of competences implemented by the different multiprofessional teams in the different institutions where the students carry out their practicum. Moreover, a closer relationship has been established among academic tutors, professionals and students, considering that it is important to rethink the relational framework between the organizations of practicums and universities from a more horizontal logic, promoting transfer processes to respond to the uncertainties about the employability of students of the Degree in Pedagogy (Martínez et al., 2016).

Furthermore, mentoring (or peer tutoring) poses an accompaniment in which the mentor is in contact with the mentee to facilitate the integration and development of the latter in a new learning situation (Alonso García et al., 2012). The benefits of the peer tutoring approach includes (Felisatti et al., 2022), for mentors: offering the peer a learning of strategies that will ensure the professional success of the latter, since they are strategies that have worked in the past; developing her/his professionalism due to experiences based on previous learning; and providing the learner with greater self-development, professional awareness and skills, self-efficacy, teamwork, communication skills, and culturally relevant ways of behaving, teaching and learning (Haber-Curran et al., 2017; Kalpazidou Schmidt & Faber, 2016). Similarly, mentors offer emotional support, personal feedback and friendship (Terrion & Leonard, 2007). For learners, the peer tutoring program improves their motivation and academic outcomes (Bacher-Hicks et al., 2020; Grewenig

et al., 2021), helps them to integrate academically and socially in the university life, offers professional guidance, prioritization of work tasks, personal satisfaction, and self-confidence (Goodman-Wilson, 2021; Hillier et al., 2019; Kalpazidou Schmidt & Faber, 2016; Naidoo et al., 2021), and it reduces dropout rates (Ragavan, 2014). Therefore, we selected the peer tutoring program for being a useful intervention tool that improves the performance of apprentice students and the skills of mentors, increasing the possibility of success and personal and professional growth.

For the development of this virtual community, a yearly blog was created with the Blogger tool, and, for the mentoring meetings, which were mostly held online, spaces were opened in the Blackboard Collaborate Ultra Platform of the University of Seville. In addition to the implementation of this activity being facilitated, the students were familiarized with its use and could share documents, videos, links, presentations, pictures, etc. Prior to the beginning of the practicum period, every year, the students are introduced to the teaching staff, the documents required to carry out the practicum, the tasks to be conducted by the students in the center and/or institution, and the experiences and problems that may emerge during said process for the search of solutions in the work group, as well as the blog and work dynamics that will be followed throughout the ten-week practicum period. Likewise, they are informed of the topics, competencies, descriptors, activities and professional fields that correspond to the four itineraries of the Study Plan of the Degree in Pedagogy.

The learning sequence described below was followed throughout the ten-week practicum period:

1. Write at least one entry in the blog (max 700 words), focusing on the topics established each week, following the guidelines that were provided to them in a face-to-face seminar before initiating the practicum. The coordinator writes to the group every Monday to remind the students about the topic and the aspects about which they must write every week, as well as comments/reflections/suggestions to their peers. The entries had to meet the following requirements: a) first week: narrate the expectations, concerns, interests, doubts, projects, etc., in the face of the beginning of the external academic internship; b) second week: present the institution; c) third and fourth weeks: perform the main tasks/projects developed by the multiprofessional team to which they are assigned; d) fifth week: relationships between the different professionals of the institution; e) sixth week: resources of the institution, naming those which they have used, and state what they used them for; f) seventh week: present the type of evaluation developed in the institution; g) eighth and ninth weeks: design of a proposition for improvement; h) tenth week: general valuation of the practicum period, self-evaluation and evaluation of the blog, mentoring... etc.
2. Throughout the practicum period, face-to-face seminars were held, whose aim was to conduct a thorough study of certain aspects that were relevant to the students. Experts of the centers and institutions were invited, with the aim of showing their institution, the professional team, the tasks that were performed, and possible means for entrepreneurship. This allowed the specialists and the participants to interact, in order to address actions for planning, implementation and evaluation in the participating centers/institutions (Vilà & Aneas, 2013), turning these meetings into shared sessions to reflect based on one's own practices, actions and attitudes (Martínez et al., 2016). In the last two years, the students must attend the "Seminar on professional profiles and professional opportunities of the Degree of Pedagogy" in the morning and afternoon, which is held in the Faculty of Education Science at the University of Seville and organised by the Vice-deanship of Practicums and Entrepreneurship, and the Vice-deanship of Educational Quality and Innovation.
3. Participate in at least three videoconference sessions through the mentoring groups. The videoconference sessions were created to share doubts, experiences, knowledge and feelings, and the mentoring groups were established to allow the fourth-year students to guide the third-year students. To this end, we created groups of approximately eight third- and fourth-year students of practice centers and institutions of the same field. The groups were created based on the following

criteria: a) in each group, there had to be third- and fourth-year students; b) each group had to be coordinated by a fourth-year student mentor; c) the members of the group belonged to the same type of practice center/institution; d) in addition to solving doubts and concerns of the members, the group had to follow an agenda based on the topics established for said session, record the session, and draw up minutes, which had to be entered in the blog. The coordinator was responsible for elaborating the agenda, moderating the meetings, and drawing the minutes. Said meetings were held via videoconference on the third, seventh and tenth week of the practicum. Together with group mentoring, the students were allowed to perform individual tutorials whenever needed.

In this innovative process, evaluation was a relevant mechanism for the critical reflection on the formative period in the practicum centers/institutions. For the teaching staff, the dynamics that were carried out for the supervision and evaluation of the practicum process was very advantageous, both for the use of the blog, since it is an easy-to-use instrument that provides weekly feedback (Al-Halabí et al., 2021), and for the seminars and mentoring process, which favored a more systematized evaluation by the teacher (Ayala et al., 2020).

This experience, which was carried out throughout the last four years, was evaluated with a questionnaire that was completed by the students, with items related to the perceptions about social improvement, blog-mediated learning, and the intention to use this tool in their professional practice, as well as through the posts included in the blog and other aspects of the mentoring process.

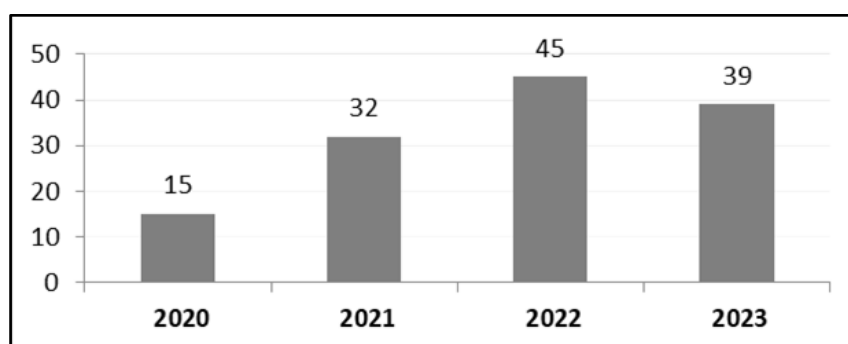
Thus, the aim of this study was to value the perception of students of the Degree in Pedagogy towards the blog, videoconferencing and mentoring among peers as effective tools of reflection and communication for the monitoring and evaluation of professional practicums.

2. Methodology

The perception of the students towards this experience was evaluated through a mixed design (Hernández-Sampieri & Mendoza, 2018), i.e., with the use of both quantitative and qualitative methods (Hernández-Sampieri et al., 2014; Pereira, 2011), from an online questionnaire and the last entry in the blog performed individually by the participants.

2.1. Description of the participants

The blog was used and evaluated as a communication and learning tool during the professional practicum from February to May of 2020, 2021, 2022 and 2023. The total number of participants during these four years was 131 (see Figure 1).



Source: Developed by author.

Figure 1: Number of participants in the blog

All participants were students of the Degree in Pedagogy of the Faculty of Education Science at the University of Seville (Spain) who carried out their compulsory practicum in foundations, NGOs, occupational centers, early childhood and primary education centers, highschools, senior day centers, online training companies, associations..., etc. The mean age of all students from the four years was 23.3 years, with 92% women and 8% men.

2.2. Instruments

Two instruments were used to measure the perception of the students towards the use of the blog. The first instrument was an adaptation of the “Perception of the Use of the Blog for Learning” scale (PUBLS), designed by Muñoz-Carril et al. (2020). After modifying some minor aspects, this adaptation consisted in a Likert scale of 29 items that refer to: blog use, perceived ludic character, personal outcome expectations, attitude towards the blog, perspective about social improvement, intention to use blogs; and blog-mediated learning and evaluation. All items are responded in a scale of 1 (totally disagree) to 6 (totally agree).

Moreover, the students were asked to value the blog globally with a score of 1 to 10, considering that it replaces the traditional “practicum report” that students are usually requested to complete at the end of the external internship period outside of the university.

The second instrument used was the blog entry of the last week of the practicum, in which they had to write about the self-evaluation of the learnings acquired, difficulties encountered, improvements they would propose in the academic tutoring of the practicum..., etc. The texts of the 131 students were categorized, recovering those that referred to the valuation of the blog (positive aspects to improve), videoconferences and mentoring groups, that is, those texts directly related to the valuation and academic monitoring of the students in their practicum. The dimensions and classification codes of these texts are presented in Table 1.

Evaluation of the Blog	
Dimensions	Codes
POSITIVE VALUATION (PV)	Weekly entry PVWE Companionship PVCO Job opportunities PVJO Support of the academic tutor PVAT Group evolution PVGE Knowing Professional Teams and project development PVPT Report replacement PVRR
NEGATIVE VALUATION (NV)	Proposition for improvement NVPI Weekly entry comments NVEC Technical problems NVTP
VIDEOCONFERENCES (VC)	Positive valuation of videoconferences PVVC Negative valuation of videoconferences NVVC
MENTORING GROUPS (MG)	Positive valuation of mentoring groups PVMG Negative valuation of mentoring groups NVMG

Source: Developed by author.

Table 1: Dimensions and codes about the evaluation of the blog

3. Results

We next present the analysis of the quantitative data obtained from the questionnaire and the mean of the items of each of the four years, as well as the means of all academic years in each of the items. This scale is shown in Table 2 and Table 3. Table 2 gathers the items related to the use of blog, perceived ludic character, personal outcome expectations and the attitude towards the blog, whereas Table 3 presents the

items that, according to the authors of the instrument (Muñoz-Carril et al., 2020), refer to the perspective about social improvement, intention to use the blog, and blog-mediated learning and evaluation.

The responses of the students were very similar across the four academic years analyzed. In fact, the mean standard deviation of all four years was 0.71, which indicates that the responses are quite concentrated. All items obtained a score above 5, except two: “The blog has improved my knowledge about the use of ICTs” (4.86) and “ Blogging is a pleasure” (4.69), which obtained a greater standard deviation.

The highest scores appeared in items related to the block of blog-mediated learning and evaluation, specifically (from highest to lowest score): “I prefer the blog for the evaluation of the practicum, rather than the traditional report” (5.92), “If it were possible, I would prefer to keep using the blog in the practicum of the fourth year” (5.85), “I would recommend other students to use blogs for the external internship” (5.85), “It is a way of writing the practicum report step by step and continuously with constant feedback” (5.84), and “The use of the blog allowed me to reflect on my practicum” (5.70).

	2020	2021	2022	2023	MEAN
I use the blog easily	5.33	5.59	5.67	5.69	5.57
In general, I think it's easy to use blogs for university learning	5.27	5.72	5.64	5.77	5.60
The blog has improved my knowledge about the use of ICTs	5.00	4.91	4.89	4.64	4.86
With the use of the blog, I have improved my communication skills	5.07	5.09	5.09	5.03	5.07
I consider that the use of the blog has improved my imagination	5.00	5.03	5.09	4.95	5.02
I observe that the use of the blog has stimulated my curiosity	5.33	5.20	5.27	5.33	5.28
Using the blog was fun	5.40	5.91	5.77	5.82	5.72
Using the blog made me enjoy the work	5.33	5.66	5.67	5.69	5.59
If the information I provide is good, I will improve my image in the group	4.67	4.94	5.33	5.13	5.02
If my contribution in the blog is good, I will be recognized by the academic tutor	4.93	5.31	5.51	5.36	5.28
If the work done in the blog is good, I will be rewarded for my effort	5.60	5.56	5.71	5.46	5.58
I like to participate in blogs	5.13	5.09	5.40	5.23	5.21
Blogging is a pleasure	4.40	4.56	4.78	5.00	4.69
I like the idea of blogging for learning	5.33	5.56	5.49	5.46	5.46
In my opinion, blogging is motivating	4.80	5.06	5.11	5.18	5.04

Source: Developed by author.

Table 2: Mean scores of the adapted version of PUBLS (Muñoz-Carril et al., 2020). Part I

	2020	2021	2022	2023	MEAN
Blogs are beneficial tools for the scope of Education	5.47	5.69	5.73	5.74	5.66
I think that they can promote personal and community interactions	5.60	5.72	5.71	5.64	5.67
Blogs can help me to establish closer relationships with my peers	5.13	5.19	5.38	5.23	5.23
If I could, I would like to keep using blogs in my learning activities	5.13	5.63	5.51	5.36	5.41
If it were possible, I would prefer to keep using the blog in the fourth-year practicum	5.73	5.97	5.79	5.92	5.85
I would recommend other students to use blogs for the external internship	5.67	5.97	5.82	5.92	5.85
I intend to use blogs in my academic and/or professional future	5.13	5.34	5.45	5.31	5.31
I have increased my knowledge and/or learnings after learning about different institutions	5.53	5.63	5.70	5.62	5.62
The propositions of my peers have enriched me as a pedagogue	5.67	5.69	5.69	5.59	5.66
Participating in the blog has enriched my professional development	5.47	5.34	5.51	5.41	5.43
I have acquired a more realistic view of the world of working	5.33	5.66	5.58	5.41	5.49
It's a way of building the practicum report step by step and continuously, with constant feedback	5.80	5.91	5.82	5.82	5.84
Using the blog has allowed me to reflect on my practicum	5.70	5.69	5.73	5.67	5.70
I prefer the blog for the evaluation of the practicum, rather than the traditional report	5.92	5.97	5.93	5.85	5.92
ANNUAL MEAN OF ALL ITEMS	5.31	5.47	5.51	5.46	5.43

Source: Developed by author.

Table 3: Mean scores of the adapted version of PUBLS (Muñoz-Carril et al., 2020). Part II

As can be observed in Table 3, the mean scores of all items range between 5.31 in 2020 and 5.51 in 2022, which confirms the highly positive valuation of the students about the blog. To value the blog of the external internship as a “shared report” with a score of 1 to 10, the mean score of the four years was 9.43.

Regarding the analysis of the qualitative results of the blog entries, in the tenth week of the practicum, the students had to carry out a general valuation of their practicum, with a self-evaluation of their personal and professional achievements, and an evaluation of the blog, development of the videoconference sessions and mentoring groups. In the presentation of these results, we focus on the actions and reflections performed on these three last aspects during the academic years 2019/2020, 2020/2021, 2021/2022 and 2022/2023.

In regard with the use of the blog, the students responded unanimously in all four years, with a very positive valuation, stating that it was motivating and, above all, enriching for the entire group. They were grateful for being requested to write a weekly entry about an established topic, as it allowed them to monitor their work without an excessive work load, preventing them from leaving everything to the last minute. The participants also valued favorably the establishment of a commitment to read the posts of their peers and write at least one weekly comment about their contribution.

Regarding the methodology we used, that is, the blog, I must admit that it is one of the best I have used in the degree, if not the best. It is a dynamic and easy way of learning and communicating through the weekly entries with my peers, so I would keep using it in the next years (2022-PVWE).

BLOG *To me, it has posed an approximation to more possible working areas that I also found interesting, as well as a very fun way of weekly reporting what we have learned in the practicum (2022-PVWE-PVPT).*

PV *With regard to the dynamics of the blog, to me it was something totally new, since I was not introduced to it last year, and the only option I had was the report, which was quite boring and long; besides, I didn't learn with the traditional report as much as I have with the blog (...) I think it is a very effective, positive and enriching tool, so I would recommend it to any student in the university (2023-VPES).*

The participants considered that they had the chance to know the working and development dynamics of the practicum in a wide diversity of centers and institutions, which allowed them to learn about different professional teams and the projects carried out by them and the students. These working dynamics offered the opportunity to know what each student did in each center, while monitoring the progress of the group, comparing experiences through a broad range of possibilities, and thus, reading their peers' entries in the blog, knowing multiple and varied professional opportunities.

Furthermore, the blog has been a very useful tool to know the experience of other colleagues and contemplate other professional opportunities. The feedback from the peers also made the practicum feel like a network to share and learn rather than just a job (2020-PVJO).

Through this methodology, you can gather information of the experiences of the rest of the students and know different practicum centers, where you can observe that the work of the pedagogue is always different (2021-PVJO).

BLOG *The methodology used in the blog was very adequate and correct, as it fosters feedback among the students that carry out their practicum, thus showing their experiences, the different centers and how people work in these (2022-PVPT).*

PV *Regarding the methodology in the blog, I must say that I had never heard about it and that, from the very beginning, it caught my attention, since I see that it is a much more dynamic way of writing our practicum report, (...) by reading the entries, commenting, and knowing the possibilities we have as pedagogues, which is not limited to education (2022-PVPT).*

It is a tool that opens the field of learning to us; by knowing different institutions, we enrich each other, and I could say that I have contacted the reality of the pedagogue's world of working for the first time (2023-PVJO).

Sharing their experiences prevented the students from feeling lonely and disconnected from their duties in the practicum center/institution. By interacting almost daily through the blog, they felt more unified thanks to the feedback provided, which generated a good working climate and allowed for a closer space of exchange and communication among those who had the experience of the practicum.

Thanks for reading both Ana and me, and for sharing your ideas and your process. I also consider that the experience in the blog was optimal; it has kept us all united and attentive, as good colleagues (2020-PVCO).

BLOG
PV

As for the use of and participation in the blog, I found it very interesting and positive, since, as we all share our practicums every day, we can know how everybody else is doing at all times. However, in the traditional methodology, we are not as united, and we do not know whether our doubts, uncertainties and concerns are unique or if anybody else is going through the same and we may be able to help each other (2022-PVCO).

What I liked the most about the blog was the possibility of sharing with the rest of the students how I felt and what I did every week (2023-PVCO).

The students considered that the blog is a very effective evaluation tool, since they can see, in a very organized manner, the progress through the comments of their academic tutors, which is a feedback that helped them to improve and reflect on each entry.

As self-evaluation, I will start talking about the practicum report through the blog. From my perspective, it is a great novelty that I loved, and, with the different comments of my tutor, I could observe what I had to improve in some aspects, which I have corrected step by step (2020-PVAT).

BLOG
PV

You tutors have done a great job with the entries. These have been very useful, because we were able to address different branches that we may have not thought about without this dynamic activity (2020-PVAT).

I thank my academic tutor for her disposition with all my doubts, and all my colleagues of the peer tutorials. It was a pleasure (2022-PVAT).

Lastly, I would like to thank all the peers in the blog and, especially, the academic tutors for their attention and involvement (2023-PVAT).

Many of the students who were part of the present working dynamics appreciated especially the replacement of the traditional report with the development of their work during the external internship in the blog. The students who participated in this methodology in the third year of the Degree in Pedagogy requested to be mentored in the fourth year by the same academic tutors and repeat said methodology, as they allowed them to carry out their duties in a constant and dynamic manner, using different means and constantly interacting with their peers and academic tutors, being much more connected and engaged.

I consider that I have been very lucky for participating in the blog the two years of the practicum, since I think that this methodology is fun and not tedious at all (2021-PVRR).

BLOG
PV

We agree that it was a very good working tool as a replacement of the traditional report, which we think is obsolete (2021-PVRR).

I was already lucky last year for being able to carry out my practicum through this method, and I requested to do it again this year. I think it helps us to keep contact with the rest of the students, to know their experiences, to share our fears, insecurities,

achievements... Thus, I think that it is a very good and beautiful way for our tutors to evaluate us (2022-PVRR-PVCO).

The working methodology of the blog is a great resource, since last year I had to write my practicum report with the feeling that I was doing it for someone to evaluate my work, whereas this year I could learn from other students some professions that I am interested in, as well as other things that I did not know (2022-PVRR).

I think that this working methodology should replace the traditional report, since, in my opinion, the blog allows for better cohesion in the work group and it is more didactic (2023-PVRR-PVCO).

In general, the participants did not make negative valuations about the use of the blog. Only in a few cases, the students made some proposition for improvement or change, which were taken into account by the academic tutors and, in numerous occasions, their implementation was transmitted to the next academic year.

As a proposition for change, some students have commented the need to explain some of the activities in more detail, such as the proposition for intervention (2021-NVPI).

As a proposition for future academic years, I would contribute with the creation of a blog or meeting prior to the third year, in which these people can read the students from later years talking about their experiences in the practicum, as well as their recommendations (2022-NVPI).

BLOG

NV

If I have to change something, it would be to allow the students to write the entries comfortably without deadlines, for all those students who are combining a job with their studies (2022-NVPI).

It is true that I have had problems uploading entries, but these are technical problems that are not related to the method. Last year, I also used it, and this year I requested to do it again, because I liked it a lot (2023-NVTP).

Furthermore, during the ten-week practicum period, three virtual meetings were held through videoconference and, for these working sessions, mentoring groups were created. Said peer tutorials (mentoring groups) were created to consensuate doubts, experiences, knowledge and feelings.

The videoconferences were organized for the third week of the practicum (introduction to the institution and multiprofessional team), seventh week (design of a proposition for improvement), and tenth week (self-evaluation and evaluation of the practicum and blog). Both the videoconferences and the working dynamics through the mentoring groups were valued favorably, since the students benefited from sharing their experiences and being supported by the group.

Through the videoconferences, it was very rewarding to work, as we identified with our peers and learned from each other's experiences (2022-PVVC).

Moreover, regarding my videoconference group colleagues, we maintained contact through a WhatsApp group, where we helped each other and had no trouble scheduling the videoconferences (2022-PVVC).

I was lucky to have the chance to mentor the third-year students of Pedagogy and help them solve all the doubts that emerged throughout the practicum period, especially in the videoconference sessions (2023-PVVC).

Videoconferences

VC

The videoconferences with the colleagues is something I also liked a lot, knowing from their own writing how they were doing in their practicum and the problems that appeared, and identifying with many of them was a relief and fun (2023-PVVC).

Mentoring groups
 MG

We also talked about the mentoring sessions, and all the students are very happy with these small meetings, which allow solving doubts and finding support regarding problems and achievements (2021-PVMG). The mentoring sessions were successful, without technical problems, and they were always held the day we all agreed. Honestly, Laura and I had a mentoring group that barely had any doubts (2021-VPGM) With respect to the videoconferences and having small groups with mentors, in my opinion, this was fundamental, since we have solved our doubts among the members of the group when difficulties appeared in certain activities (2022-PVMG-PVVC).

Lastly, Figure 2 shows the cloud of most repeated words, which was generated using Word Cloud, taking as reference the data provided by the 131 participants in the intervention.



Source: Word Cloud generator.

Figure 2: Word cloud

4. Conclusions

We can state that the perception of the students towards the use of the blog for learning was very good, with emphasis on those items related to the perceptions about social improvement, the intention to use the blog in their professional practice and the blog-mediated learning. The students valued the blog very positively, as it allowed them to know different centers/institutions in which they could work in the near future as pedagogues, providing the opportunity to implement what they had learned and to acquire a more realistic view of the world of working.

The reading of the weekly entries of the colleagues facilitated their time management and continuous reflection about their participation in the educational centers, in addition to knowing the working and development dynamics of the practicum in different centers and institutions, thus being able to meet more varied professional teams and projects. These dynamics offer the chance to perceive what each student is doing in each center, observe the progress of the group, share experiences through a wide range of opportunities, and, by reading their peers' comments, learn about multiple and varied job possibilities. To

sum up, they can be in direct contact with other students, thanks to the entries and comments, thereby feeling accompanied and more united during the process.

The evaluation made an important turn, as the traditional use of the final practicum report has been replaced with a weekly intervention and reflective analysis, thus removing space-time barriers, since the collaborative tool allowed for constant participation. The students declared that this methodology encouraged them to keep their work up to date and prevented them from leaving everything to the last minute, as was the case with the practicum report. These dynamics allowed for continuous supervision and very personalized contact with the academic tutors and their peers, as they received their entries and reflective comments of encouragement, help, etc. These results are in line with those of previous studies conducted by Gómez-del-Castillo et al. (2021), Mayorga et al. (2017), Molina et al. (2016), Muñoz-Carril et al. (2020), Ordóñez-Sierra et al. (2020), Rodríguez-Gallego & Ordóñez-Sierra (2021) and Rodríguez-Gallego et al. (2022).

With respect to the videoconferences and having small groups with mentors, the participants considered these to be very useful, since they could solve doubts and difficulties among the members of the group at any time.

The students who participated in this working methodology in the third year of the Degree of Pedagogy requested to be mentored again in the fourth year by the same academic tutors and to repeat the same methodology, which allowed them to carry out their practicum in a constant and dynamic manner, using different means and constantly interacting with their peers and academic tutors, thereby being much more connected and engaged.

In regard with the limitations, it is important to highlight that the use of the blog requires delimiting the number of participants (15-20 people), to ensure the efficacy of the monitoring and mentoring process for everyone. Since there are numerous people involved, it is arduous to find the entries of other students and follow them every week.

The improvements proposed by the students include the realization of tutorials using the blog, videoconferences and mentoring groups, as well as creating a forum where students ask questions and write about experiences of potential interest after completing the practicum.

The generation of knowledge provided by the blog to the students about the tasks and projects they carry out, as well as the critical reflection of all students on the action for these teaching practices in the institutions where they conduct their practicums, allow them to know and work in a more inclusive environment, since they are required to participate in all the educational scopes that affect them. In fact, one of the principles of inclusive education is the involvement of the students and the construction of an educational community that promotes active reciprocity among its members, connecting them in a more profound manner to the action plans of the centres (Sandoval, 2011).

This study is a contribution about the perception of the students of the Degree of Pedagogy during the development of their external internship, and it can be generalized to any university degree in Spain, since all degrees in this country include a practicum in the labor scope. The results of this investigation show the improvement of the theoretical-practical learning of the university students, who consider this methodology as an alternative to the final practicum report, given the fact that it provides greater learning for them, as they learn about the functioning and work of other institutions where other students participate.

References

- Alcalá del Olmo, M. J., Santos, M. J., & Leiva, J. J. (2020). Competencias digitales en el proceso formativo de futuros profesionales de la educación. *RIDU Revista d'Innovació Docent Universitària*, 12, 22-31. <https://doi.org/10.1344/RIDU2020.12.3>

- Al-Halabí, S., Gómez, L. E., López-Navarro, E., López-Núñez, C., & García, T. (2021). El blog como herramienta de desarrollo profesional en el Grado de Educación Infantil. *Revista de Innovación y Buenas Prácticas Docentes*, 10(1), 29-36. <https://doi.org/10.21071/ripadoc.v10i1.13262>
- Alonso García, M. A., Calles, A., & Sánchez, C. (2012). *Diseño y desarrollo de programas de mentoring en organizaciones*. Síntesis.
- Ayala, N., Mora, R., Lora, A. J., Molina, A. M., & Moyano, M. R. (2020). Desarrollo e implementación de un blog colaborativo como instrumento de coevaluación en el Grado de Veterinaria. *Revista de Innovación y Buenas Prácticas Docentes*, 9(1), 61-70. <https://doi.org/10.21071/ripadoc.v9i1.12610>
- Bacher-Hicks, A., Goodman, J., & Mulhern, C. (2020). Inequality in household adaptation to schooling shocks: Covid-induced online learning engagement in real time. *NBER Working Papers*, 27555. National Bureau of Economic Research, Inc.
- Ballesteros-Regaña, C., Siles-Rojas, C., Hervás-Gómez, C. & Díaz-Noguera, M. D. (2019). Improving the quality of teaching internships with the help of the platforms. *European Journal of Educational Research*, 8, 1101-1112. <http://doi.org/10.12973/eu-jer.8.4.1101>
- Cano, E., Portillo, M. C., & Puigdemívol, I. (2015). Evaluación de competencias en los entornos de practicum de los estudios de magisterio mediante el uso de blogs. *Tendencias Pedagógicas*, 23, 9-28. <https://revistas.uam.es/tendenciaspedagogicas/article/view/2068>
- Casado-Rodrigo, J., & Ordóñez-Sierra, R. (2017). El blog: herramienta de comunicación en las prácticas de enseñanza. *Revista Prácticum*, 2(1), 80-96. <https://doi.org/10.24310/RevPracticumrep.v2i1.8266>
- Corujo-Vélez, C., Barragán-Sánchez, R., Hervás-Gómez, C., & Palacios-Rodríguez, A. (2021). Teaching innovation in the development of professional practices: use of the collaborative blog. *Education Sciences*, 11(8), 1-18. <https://doi.org/10.3390/educsci11080390>
- De-Benito, B., Moreno-García, J., & Villatoro, S. (2020). Entornos tecnológicos en el codiseño de itinerarios personalizados de aprendizaje en la enseñanza superior. *EduTec. Revista Electrónica de Tecnología Educativa*, 74, 72-93. <https://doi.org/10.21556/edutec.2020.74.1843>
- Delgado, A., Vázquez, E., Belando, M. R., & López, E. (2019). Análisis bibliométrico del impacto de la investigación educativa en diversidad funcional y competencia digital: Web of Science y Scopus. *Aula Abierta*, 48(2), 147-156. <https://doi.org/10.17811/rifie.48.2.2019.147-156>
- Felisatti, E., Rivetta, M. S., & Bonelli, R. (2022). Formación de mentores: el proyecto “Mentoring Polito Project” dirigido al profesorado universitario. Rol, competencias y prácticas formativas. *Revista Electrónica Interuniversitaria de Formación del Profesorado*, 25(3), 191-205. <https://doi.org/10.6018/reifop.532581>
- Gómez-del-Castillo, M^a T., Rodríguez-Gallego, M. R., & Ordóñez-Sierra, R. (2021). Implicación de los universitarios en la participación de un blog. En E. Colomo, E. Sánchez, E. Sánchez, & A. Cívico (Ed.), *La tecnología educativa hoy* (pp. 542-546). Universidad de Málaga Editorial.
- Goodman-Wilson, M. (2021). Individual differences in student perceptions and utilization of undergraduate mentoring. *Mentoring & Tutoring: Partnership in Learning*, 29(3), 328-348. <https://doi.org/10.1080/13611267.2021.1927439>
- Grewenig, E., Lergetporer, P., Werner, K., Woessmann, L., & Zierow, L. (2021). Covid-19 and educational inequality: how school closures affect low- and high-achieving students. *European Economic Review*, 140, 1-21. <https://doi.org/10.1016/j.euroecorev.2021.103920>
- Haber-Curran, P., Everman, D., & Martinez, M. A. (2017). Mentors' personal growth and development in a college access mentorship program. *Mentoring & Tutoring: Partnership in Learning*, 25(4), 485-503. <https://doi.org/10.1080/13611267.2017.1403558>

- Hernández-Sampieri, R., & Mendoza, C. P. (2018). *Metodología de la investigación: las rutas cuantitativa, cualitativa y mixta*. Mc Graw Hill Education.
- Hernández-Sampieri, R., Fernández, C., & Baptista, M. P. (2014). *Metodología de la investigación*. Mc Graw Hill Education.
- Hillier, A., Goldstein, J., Tornatore, L., Byrne, E., & Johnson, H. M. (2019). Outcomes of a peer mentoring program for university students with disabilities. *Mentoring & Tutoring: Partnership in Learning*, 27(5), 487-508. <https://doi.org/10.1080/13611267.2019.1675850>
- Infante-Moro, A., Infante-Moro, J. C., & Gallardo-Pérez, J. (2019). The importance of ICTs for students as a competence for their future professional performance: the case of the Faculty of Business Studies and Tourism of the University of Huelva. *Journal of New Approaches in Educational Research*, 8(2), 201-213. <https://doi.org/10.7821/naer.2019.7.434>
- Kalpazidou Schmidt, E., & Faber, S. T. (2016). Benefits of peer mentoring to mentors, female mentees and higher education Institutions. *Mentoring & Tutoring: Partnership in Learning*, 24(2), 137-157. <https://doi.org/10.1080/13611267.2016.1170560>
- Martínez, S., Rajadell, N., Aneas, A., & Vilà, R. (2016). Repensar la profesión desde la formación y la práctica: Las Prácticas Externas de Pedagogía. *RIDU. Revista d'Innovació Docent Universitària*, 8, 98-108. <https://doi.org/10.1344/RIDU2016.8.11>
- Mayorga, M. J., Sepúlveda, M. P., Madrid, D., & Gallardo, M. (2017). Grado de satisfacción y utilidad profesional de las prácticas externas del alumnado de la Facultad de Ciencias de la Educación de la Universidad de Málaga (España). *Perfiles Educativos*, 39(157), 140-159. <https://doi.org/10.22201/iisue.24486167e.2017.157.58446>
- Molina, J. P., Valencia, A., & Suárez, C. (2016). Percepción de los estudiantes de una experiencia de uso didáctico de blog docente en Educación Superior. *Educación XXI*, 19(1), 91-113. <https://doi.org/10.5944/educxx1.15579>
- Muñoz-Carril, P. C., González-Sanmamed, M., & Fuentes-Abeledo, E. J. (2020). Use of blogs for prospective early childhood teachers. *Educación XXI*, 23(1), 247-273. <https://doi.org/10.5944/educxx1.23768>
- Naidoo, K., Yuhaniak, H., Borkoski, C., Levangie, P., & Abel, Y. (2021). Networked mentoring to promote social belonging among minority physical therapist students and develop faculty cross-cultural psychological capital. *Mentoring & Tutoring: Partnership in Learning*, 29(5), 586-606. <https://doi.org/10.1080/13611267.2021.1986794>
- Ordóñez-Sierra, R., Rodríguez-Gallego, M. R., Gómez-del-Castillo, M^a T., & Piñero-Virué, R. (2020). Uso del blog como herramienta colaborativa en las Prácticas Externas. En E. Colomo-Magaña, E. Sánchez-Rivas, J. Ruiz-Palmero, & J. Sánchez-Rodríguez (Coords.), *La tecnología como eje de cambio metodológico* (pp. 1814-1817). Universidad de Málaga Editorial.
- Pereira, Z. (2011). Los diseños de método mixto en la investigación en educación: Una experiencia concreta. *Revista Electrónica Educare*, XV(1), 15-29. <http://www.redalyc.org/articulo.oa?id=194118804003>
- Portillo, M. C., Cano, E., & Giné, N. (2012). La escritura de blogs para la evaluación de competencias del prácticum de formación del profesorado. *Bordón. Revista de Pedagogía*, 64(4), 63-81. <https://recyt.fecyt.es/index.php/BORDON/article/view/22059>
- Ragavan, S. K. (2014). Peer mentoring for international students in a United Kingdom law school: lessons from a pilot case study. *Innovations in Education and Teaching International*, 51(3), 292-302. <https://doi.org/10.1080/14703297.2013.785254>

- Rodríguez-Gallego, M. R., & Ordóñez-Sierra, R. (2021). Metodologías activas desarrolladas en la supervisión de las Prácticas Externas del Grado en Pedagogía. *RIDU. Revista d'Innovació Docent Universitària*, 13, 1-8. <https://doi.org/10.1344/RIDU2021.13.1>
- Rodríguez-Gallego, M.R., Gómez-del-Castillo, M. T., & Ordóñez-Sierra, R. (2022). Liderazgo compartido por los tutores académicos de prácticas a través de una herramienta colaborativa. *Revista Practicum*, 7(1), 72-87. <https://doi.org/10.24310/RevPracticumrep.v7i1.12568>
- Sancho, J. M., Ornellas, A., & Arrazola, J. (2018). La situación cambiante de la universidad en la era digital. *RIED Revista Iberoamericana de Educación a Distancia*, 21(2), 31-49. <https://doi.org/10.5944/ried.21.2.20673>
- Sandoval, M. (2011). Aprendiendo de las Voces de los Alumnos y Alumnas para Construir una Escuela Inclusiva. *REICE. Revista Iberoamericana sobre Calidad, Eficacia y Cambio en Educación*, 9(4), 114-125. <http://www.redalyc.org/articulo.oa?id=55122156008>
- Terrion, J. L., & Leonard, D. (2007). A taxonomy of the characteristics of student peer mentors in higher education: findings from a literature review. *Mentoring & Tutoring*, 15(2), 149-164. <https://doi.org/10.1080/13611260601086311>
- Vilà, R., & Aneas, A. (2013). Los seminarios de práctica reflexiva en el Prácticum de Pedagogía de la Universidad de Barcelona. *Revista Bordón*, 65(3), 165-181. <https://recyt.fecyt.es/index.php/BORDON/article/view/23171/11597>
- Zabalza, M. A. (2016). El Practicum y las prácticas externas en la formación universitaria. *Revista Practicum*, 1(1), 1-23. <https://doi.org/10.24310/RevPracticumrep.v1i1.8254>