



# REFLECTIVE EXPERIENCE IN THE TEACHING NARRATIVE SEMINAR: A BRIDGE BETWEEN THE UNIVERSITY AND THE SCHOOL

EXPERIENCIA REFLEXIVA EN EL SEMINARIO NARRATIVO DOCENTE (SND):  
UN PUENTE ENTRE LA UNIVERSIDAD Y LA ESCUELA

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## Abstract

Teacher education processes traditionally follow a positivist epistemology that overvalues theory over the knowledge that is built in experience, however, this is ineffective and would explain the separation between university and school. This article analyzes the formative experience of participating in an interdisciplinary and interinstitutional Teaching Narrative Seminar (SND). The research was interpretative, and a case study was carried out with the participation of 48 teachers and 88 pre-service teachers from two universities in the Biobío region. The data were obtained through 34 interviews with a content analysis. The SND as a collective experience redefines reflective practice, enabling the construction of practical knowledge. It is concluded that the narrative experience links the university and the school through the recognition and appreciation of the practical knowledge that the education staff builds.

Palabras claves: Teacher training; practical knowledge; university and school; experience; narrative.

## Resumen

Los procesos de formación docente tradicionalmente obedecen a una epistemología positivista que valora más la teoría que los saberes construidos en la experiencia, pero esto resulta ineficaz y explicaría la separación entre la universidad y la escuela. El objetivo fue describir la experiencia reflexiva de profesores y docentes en formación en un espacio denominado Seminario Narrativo Docente (SND) basado en un enfoque interdisciplinario, colaborativo e interinstitucional. La investigación fue interpretativa; se realizó un estudio de caso con participación de 48 profesores en servicio y 88 estudiantes de Pedagogía de dos universidades de la región del Biobío. Se realizaron 34 entrevistas y se sometieron a un análisis de contenido. El SND como experiencia colectiva resignifica la práctica reflexiva, posibilitando la construcción de saber práctico. Se concluye que la experiencia narrativa vincula la universidad y la escuela mediante el reconocimiento y valoración del saber práctico que construye el personal de educación.

Keywords: Formación docente; saber práctico; escuela-universidad; experiencia; narrativa.

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## 1. Introduction

Reflective practice is valued nowadays as a predictor of professional development (Domingo, 2021; Lotter & Miller, 2017; Recchia & Puig, 2019), there is evidence that it transforms teaching, improving the learning experience (Béjar, 2021; Tajeddin & Aghababazadeh, 2018). This would explain why reflective practice is significantly present in teacher education and training plans worldwide (Brookfield, 2017; Tardif & Núñez, 2018; Zeichner, 2010).

Chilean public policy is consistent with the aforementioned, considers teacher reflection as an indicator of teacher development (Ministry of Education, 2021a). Therefore, reflective practice is part of the education standards (Ministry of Education, 2021b). However, this contrasts with reality, since teacher reflection is the least achieved aspect in the Chilean Teacher Evaluation (Ministry of Education, 2019) and its creations reach a low reflective level (Lara-Subiabre & Angulo-Brunet, 2020; Vidal & Nocetti, 2020). For its part, pre-service teachers show a superficial level of teacher reflection (Lara-Subiabre, 2019; Salinas, Rozas

& Cisternas, 2018; Salinas Quintanilla & De La Fuente Rodríguez, 2021), and confuse reflection with self-assessment (Nocetti, 2016). In addition, during pedagogical practices, pre-service teachers observe a lack of teacher reflection in educational institutions (Bawaneh, Moumene & Aldalalah, 2020), making the social learning of this pedagogical competence difficult.

This background demonstrates that the formative character of the reflective practice, a character of recognition and interaction, has been wasted (Tardif & Núñez, 2018). In addition, there are nearly no proposals that gather student teachers and in-service teachers in a common reflective space that stimulates recognition of knowledge gained by experience and interinstitutional professional learning. In this context emerged the interest for carrying out a study with the goal of describing the reflective experience of teachers and student teachers in a space called Teaching Narrative Seminar (SND for its name in Spanish), based on an interdisciplinary, collaborative, and interinstitutional approach<sup>1</sup>.

It is important to indicate that the Teaching Narrative Seminar (SND) is a methodological proposal based on writing teaching experiences that are shared in a group formed by a moderator, schoolteachers, and student teachers. The foundation of this methodological

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<sup>1</sup> This research is part of a major research Project (Initiation Fondecyt 11190899) with the goal of analyzing which mode experience and knowledge can be articulated to build practical knowledge, and in this way, develop a reflective attitude, through using narrative to improve practical training of teacher students in a collaborative and interinstitutional proposal in the region of Biobío.

proposal are the narrative, practical knowledge and reflective practice, components that are examined as follows:

## 2. Narrative in Teacher Education

The challenge of creating interinstitutional formative spaces demands strategies to enable them and facilitate the recognition of teachers, conceived as professionals that build knowledge (Tardiff, 2004). In this context, teacher narratives are an important option since they facilitate movement towards a new practical rationality of student activity. For Ricoeur (1995), narrative is a way of rebuilding experience through a reflective process that helps to give meaning to what has happened. It emerges with the purpose of contributing to a new way of understanding one own's practice where the personal and professional dimension intertwine (Connelly & Clandinin, 1995); it is then, a way of understanding and expressing life with the presence of the author's voice (Bolívar, 2002).

Narrative in the pedagogical sense allows to expand knowledge about what happens in educational institutions through the eyes of their protagonists, individuals that contribute, through written testimony, a personal and intimate perspective of their educational process, recovering their own voice while making it public (Suárez & Metzdorff, 2018). In this way, narrative entails emancipation from a type of knowledge that is generalized, typical of conventional approaches, and enhances its value as a method of self-training, emphasizing their ability to redefine both personal and social life experiences through the content of the narrative. This content reveals the emphasis that authors assign to the narrated events so they can be interpreted by the reader, whom, just like the narration's author, reflects and reconsiders the meaning and pedagogical action. In the words of Contreras et al. (2016), it is an action of exploring and creating educational sense that is found in what is experienced, which allows to go in depth into the essential meanings of the pedagogical experience (Van Manen, 2003).

The use of narratives as a professional education method implies moving forward towards a horizontal relationship, in which subjects genuinely tell their own stories instead of creating them for the researcher (Bolívar, 2002; Landín & Sánchez, 2019). A sentient and intelligent subject is seen above a research subject, which agrees with the value assigned by Bolívar (2002) to narrative research, expressing that it lies on inquiring about life experiences that are not considered objects, but that are necessary and relevant to know to build knowledge from the same reality. The writing of teacher narratives invites to rebuild experience (Connelly & Clandinin, 1995). It has a reflective nature, that recalls and describes a meaningful experience

from memory, adding value to the story, rekindling feelings and what happens at an individual's most intimate level (Contreras et al., 2016; Larrosa et al., 1995).

### 3. Practical Knowledge

Another element that becomes especially important in the new formative view that the educational system requires is practical knowledge. Professional development is, to a great extent, a product of learning that is collected from the reflection about experience, this is, the knowledge that gives sense to what is being done (Contreras et al., 2016). It is important to acknowledge the diversity of meanings that are associated to knowledge, in some languages it is a noun and in others a verb. There are also different existing emphases: knowledge understood as content or referred to the production of meaning related to the experience and wisdom (Beillerot, Blanchard-Laville & Mosconi, 1998). This last interpretation of knowledge is hard to express and it not conscious (Connolly & Clandinin, 1995; Polanyi, 2009). Its personal character, implicit and situational, accentuates the validity that lies on what has been experienced, and therefore it always emerges in a specific professional context. Teachers trust this knowledge, which not only makes sense of what they do, but in the relationship with this knowledge other knowledges are produced, that allow for rethinking and transforming their professional world (Beillerot et al., 1998). This knowledge is shaped outside generalizable knowledge in the science field (Hizmeri, Hormazábal, Nocetti & Guzmán, 2021), has a historical nature, since it is born of the interaction between the teacher and students throughout a shared experience.

It should be noted that most authors acknowledge that the reflective examination of one's own practice favors inquiry processes that are mediated by a reflective experience (Contreras & Pérez de Lara, 2010). In this sense, narratives contribute to examine experience, favoring clarification of practical knowledge (Clandinin, 1985; Contreras & Pérez de Lara, 2010; Polanyi, 2009). It is important to consider this, since public policy in education has begun to acknowledge and value practical knowledge, but there are no available methodological proposals to develop this new approach for formative experience. Given the experiential and contextual nature of practical knowledge, progress should be made on reflective experiences that promote interaction between teachers and students in a specific territory.

### 4. Teacher Reflection

Finally, the teacher reflection experience is set as another key element in this new formative perspective, demonstrating a mediating nature, since it is present both in the narrative experience and the configuration of practical knowledge. Considering this, Schön (1998), points

out that reflective professionals are capable of a dialoguing with the professional situation and take other forms of behavior into account when reflecting post action, so professional learning is stimulated. On its part, Zeichner (2010), proposes that there should be more analysis of the consequences of one's own practice from ethical and political criteria. In this sense, teacher narratives can enable the analysis of experiences that surpass teaching effectiveness and open to a practical knowledge that emerges from reflection about the structural conditions of education.

Taking this into account, it is concerning that reflective processes in Chilean teachers only reach a basic level (Lara-Subiabre & Angulo-Brunet, 2020; Ruffinelli, 2017). In the case of student teachers, teacher reflection is characterized by its technical nature (Nocetti & Medina, 2018), with this being greatly determined by the rationality of the practice that is promoted by the educational system (Vélez, González & Bravo, 2018). Therefore, public policies value teacher reflection, but there has been neither teacher training for that nor the work conditions to move forward in this sense. It is important to acknowledge the barriers in the university and educational institution that prevent the development of a reflective stance in the future teacher (Nocetti, 2016; Vidal & Nocetti, 2020). Among the interinstitutional obstacles, we find different meanings for the reflective practice (Beauchamp, 2015; Correa, Chaubet, Collin & Gervais, 2018), a work/formative experience with the predominance of a technocratic approach to teacher education (Nocetti & Medina, 2018), and a work/formative experience with lack of time and space to develop a systematic reflective practice.

In addition to the aforementioned, we find positivist formation models that value theory over practice. Therefore, the knowledge that student teachers acquire from reflection about their experience in pedagogical practice in schools are unknown, and for their part, teachers, although building practical knowledge from experience, do not have the spaces to share it with their colleagues and future teachers. Then, the professional learning potential is wasted in interinstitutional spaces due to the dissociation between theory and practice (Korthagen, 2010) and the epistemological asymmetry of theoretical and practical knowledge that remains in study plans (Arrepol, 2019; Guevara, 2018; Iglesias, Moncho, & Lozano, 2019; Turra-Díaz & Flores-Lueg, 2019).

## 5. Methodology

### 5.1. Focus of the Study

Research was developed using an interpretative approach (Álvarez-Gayou, 2009; Flick, 2022), developing an intrinsic case study (Stake, 2013). The relevance of the case lies on the insufficient research at a national level on redefining teacher reflection from an interinstitutional experience. Furthermore, the results of this study are important since not only they help to understand what conditions keep in-service and pre-service teachers doing an instrumental and individual reflection, but also makes progress in the validation of an experience with teacher narratives that enable moving forward towards a reflective practice that ceases to be instrumental.

## 5.2. Study participants

Participants of the study were 48 schoolteachers and 88 student teachers of two regional universities in the Biobío region. The selection criteria for students were students in their intermediate or professional practice and having participated of at least two Teaching Narrative Seminars (SND). In the case of teachers, the invitation was extended to guiding professors that had participated in two SNDs.

## 5.3. Teaching Narrative Seminars (SND)

This methodological proposal is part of a work model with teacher narratives that includes Writing, Reading and Re-writing (ELR, for its name in Spanish), which was designed within the framework of the Fondecyt Initiation Project 11190899. The SND is the reading space for teacher narratives that takes place in an online meeting, where groups of five participants are formed: three student teachers, a teacher from an educational institution and a moderator that could be an in-service teacher or a teacher educator from the university. All participants must write a teacher narrative, except for the moderator of reading and narratives, and they also must sign an informed consent, since these meetings are recorded.

In Table 1, instructions are presented for the writing, guiding participants to write the narrative they will share in the SND.

**Table 1**

*Steps for teacher narrative individual writing*

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|                                   |   |
|-----------------------------------|---|
| Step 1<br>Teacher Narrative       | First, narrate a situation experienced at the practice center or classroom that results meaningful. |
| Step 2<br>Interpretation of event | Then, explain why this experience is relevant from the perspective of learning how to teach.        |

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Step 3 Finally, describe the knowledge that can be taken from the Practical knowledge and narrated experience and relate it to the theoretical concepts dialogue with the theory covered at the University.

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**Source:** Created by Authors based on the results of research projects NIEDUC 02/2017 and DINREG 02/2018.

The Teaching Narrative Seminar (SND) begins with a general welcome to participants, and then groups are formed, and the experience considers the three steps described in Table 2.

**Table 2**

*Steps for Reading Teacher narratives*

|   |  |
|---|--|
| Step 1<br>Reading of teacher narrative          | <ol style="list-style-type: none"> <li>1. Reading of Narrative. One of the participants reads their teacher narrative, it is recommended that it is projected if it is a session developed through a virtual platform.</li> <li>2. As the narrative is read, participants select a meaningful phrase. In addition, they think about personal experiences that connect with the narrative being shared.</li> </ol>  |
| Step 2<br>Conversation about the narrative      | <ol style="list-style-type: none"> <li>1. Active listening. The participant that read their narrative actively listens and takes notes of ideas from other participants.</li> <li>2. Narrative repercussions. The moderator invited participants to present, by turns, the phrase they selected and explain why said expression is meaningful to them. Then, in a second round they will comment on pedagogical experiences that are connected to the teacher narrative.</li> <li>3. Configuration of a pedagogical theme. Once phrases and experiences are shared, the group looks for agreement regarding the central theme of the narrative and also, each participant independently decides if the analysis of the teacher narrative leaves them with a lesson or a professional challenge.</li> </ol> |
| Step 3<br>Regaining control of the conversation | <p>Repercussions of the conversation</p> <p>The student that read and shared their narrative takes up the word again to answer three questions: what happened to you when you heard the group comment on your teacher narrative? How was the experience enriched with the contribution of participants? And, finally, if you re-wrote the narrative, what theoretical concept would you go in-depth narratively?</p>   |

**Source:** Created by Authors based on results of stage 2021 of Fondecyt Initiation Project 11190899.

## 5.4. Data collection strategy

The data generation techniques used were the semi-structured interview and the focused interview (Kvale, 2012); 20 pedagogy students and 14 in service teachers were interviewed. The goal was to establish what happened regarding the reflective experience that occurred from the participation in the Narrative Teaching Seminar (SND). The script was based on prioritized categories that emerged from the objectives of the study. The interviews lasted about six months and led to the origin of the following categories: Meaning of the reflective experience, Barriers to reflective practice, Re-signifying the reflective experience in the SND and Narrative experience, reflection and practical knowledge. Interviews finalized when theoretical saturation was achieved, this is, no new elements were established for the dimensions or features of the categories. It is important to mention that ethical criteria were considered, and all participants signed the informed consent.

## 5.5. Data Analysis

The data emerged from qualitative interviews that were subjected to first-order coding. Table 3 below presents an example of first-order coding, i.e., we proceeded to identify units of meanings to which we attribute codes that represent them.

**Table 3**

*First order code exemplification*

|  | Label                                      | Code    |
|--|--|---------|
| ...What is reflection, is to judge or evaluate the performance of a particular class, the strengths and weaknesses, what went well and what went wrong, what can be improved... (P. 2, Personal interview, August 2021). | Meaning of reflection-evaluative character | SR-Eval |

**Source:** Created by Authors.

As the coding was being carried out, a codebook that included 523 codes was built, as shown in Table 4.

**Table 4**

*Codebook example*

| Code    | Description  | Frequency |
|---------|--|-----------|
| SR-Eval | Refers to the meaning of reflection that references a process of self-evaluation.                                  | 8         |
| SR-AOb  | Refers to the meaning of teacher reflection that references a process of self-observation.                         | 10        |
| SR-AM   | Refers to the meaning of teacher reflection that references a process that connects self-analysis and improvement. | 25        |

**Source:** Created by Authors.

Subsequently, by means of the second-order coding, categories and subcategories were identified, as shown in Table 5.

**Tabla 5**

*Second order coding example*

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**Category: Barriers to achieve a reflective practice**

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|  |   |
|--|---|
| Confusing reflection with similar concepts | ...What is reflection, is to judge or evaluate the performance of a particular class, the strengths and weaknesses, what went well and what went wrong, what can be improved... (P. 2, Personal interview, August 2021).  |
| Competitive school culture                 | ... When there are two English teachers and it is known that they are going make one leave, then they are competing a lot, because the management teams generally compare teachers a lot and that discourages collaboration and reflection, you can't share anything (F. 3, Focused interview, September 2021). |

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**Source:** Created by Authors.

In addition, diagrams were constructed to favor the delimitation of meanings and relationships between categories, as proposed by Gibbs (2012). The analyses were supported by the Atlas-ti 9.0 program.

## 6. Results

### 6.1. Category 1. Meaning of the reflective experience

Teachers that participated of the Teaching Narrative Seminar (SND) acknowledge that the meaning of teaching reflection changed. They defined teacher reflection considering two central elements: a retrospective and evaluative perspective, as outlined in Figure 1.

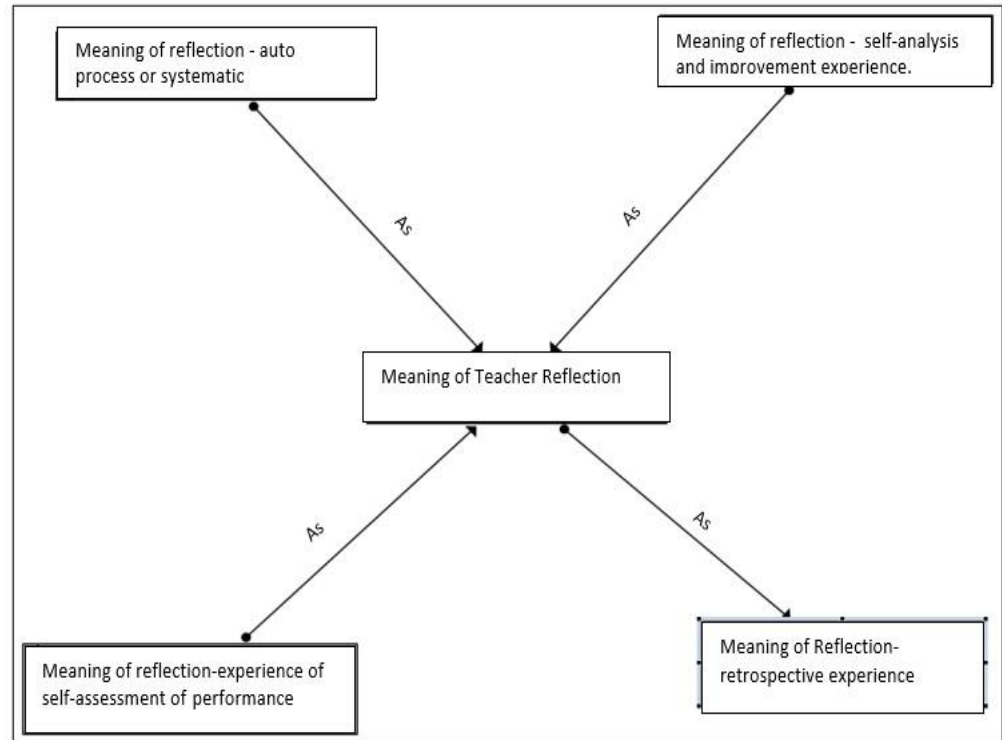


Figure 1: Meaning of Teacher Reflection

**Source:** Created by Authors based on data analysis.

The retrospective dimension refers to the process of coming back to yourself through an experience of self-analysis of the teaching practice with the purpose of improving it.

...it's about observing and analyzing yourself. If an event has occurred, either positive or negative, it is about looking at yourself against the finish line and achieve improvement of our classes (F.4, focalized interview, December 2021).

The evaluative dimension is evident in the determination of strengths and weaknesses of teacher action as part of an analysis oriented towards improvement.

What is reflection, is it judging or evaluating the performance of a specific class, of their strengths and weaknesses, what turned well and what did not, what can be improved (P.2, personal interview, August 2021).

When analyzing the two dimensions described as part of the meaning of teacher reflection it is evident that there is a predominance of a formative tradition characterized by a technocratic or applicationist approach (Korthagen, 2010), that divides theory and practice (Contreras et al.,

2016). This is also strengthened by the setting of standards and guidelines that regulate the professional performance of teachers. In addition, the same understanding is replicated when standardizing teacher practices in educational institutions. In sum, instrumental rationality affects the initial definition of teacher reflection, and it is important to acknowledge that the building of meaning of teacher reflection understood as a judgement of one's own teaching practice, at a local level, obeys to structural reasons that teachers cannot control and that explain the marked evaluative nature that is observed in the teacher's discourse.

## **6.2. Category 2. Barriers to achieve a reflective practice**

The experience of teachers in educational institutions that are governed by a technical rationality that is committed with the compliance of standards and the achievement of a certain teacher effectiveness, become school cultures that form a barrier for reflective practice, as it can be observed in Figure 2.

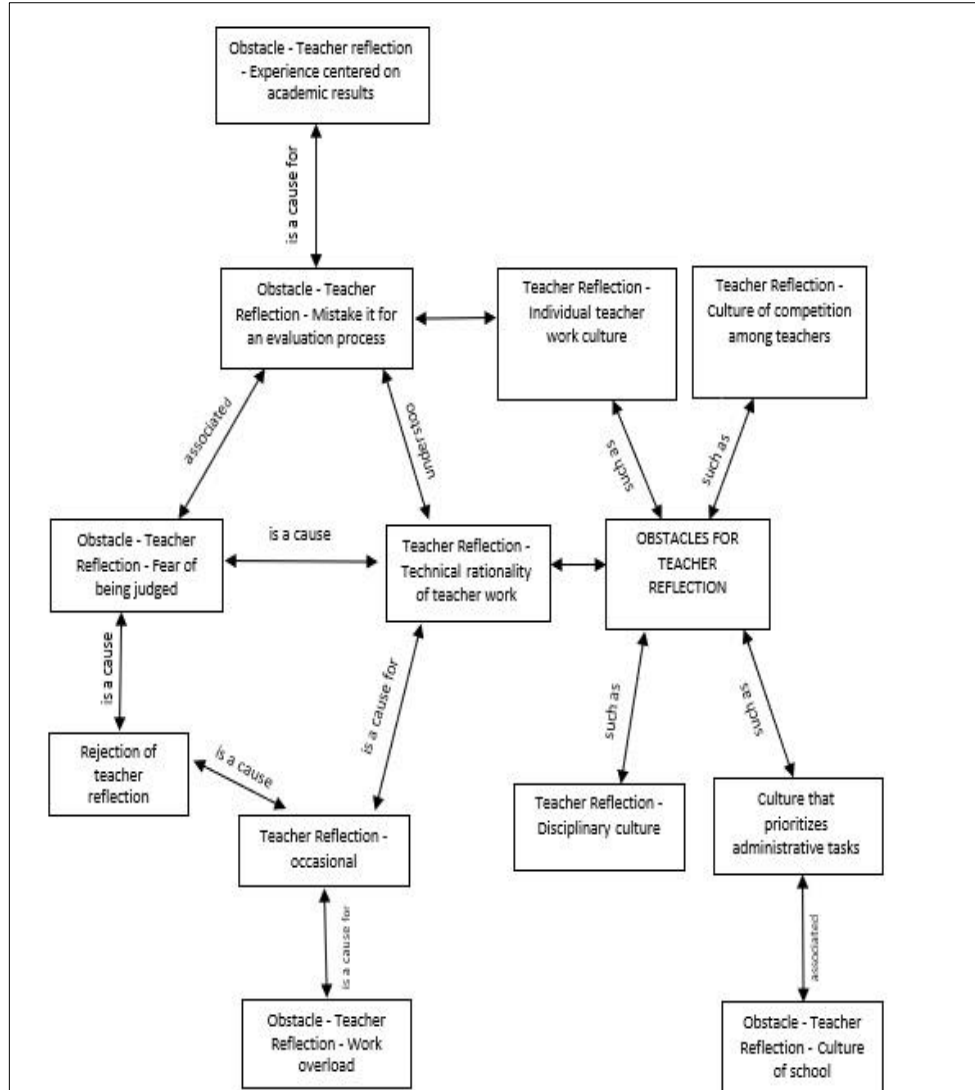


Figure 2: Barriers to achieve a reflective practice

Source: Created by Authors based on data analysis.

Figure 2 shows that technical rationality enhances the idea of a reflective practice understood as a systematic self-assessment process that generates a culture of competition among teachers, making it difficult to question their own teaching action for fear of being judged, as it shows below:

When you are a beginner, you tend to understand reflection as a process of class evaluation, despite the occurrence of an event, either positive or negative (F.1, focalized interview, July 2021).

...There is little space for collaboration, and even less among colleagues... When there are two English teachers and it is known that they are going to make one leave, then

they are competing a lot... and that discourages collaboration and reflection, you can't share anything (F.3, focalized interview, September 2021).

Likewise, the applicationist model explains several technical orientations set for teaching, validating control actions and an increase of the administrative tasks in educational institutions, since it is very difficult to allocate time for individual or peer reflection among, as it is illustrated below:

As teachers we have our non-teaching hours and in general, non-teaching hours are loaded with administrative issues, lots of paperwork that prevents us from performing reflective analysis, individually or with other teachers (F.5, focalized interview, January 2022).

At the workplace, teachers experience fear in the face of a reflective examination because they feel exposed to sanctions and judgement from the leadership technical team, which at occasions could endanger job continuity, especially in novel teachers, as it shows below:

Fear of sanctions, because if I start reflecting publicly, normally this has to do with things that haven't turned out so good and therefore, I could be seen negatively or even fired, then one doesn't reflect publicly (P.3, individual interview, August 2021).

The previously described experience, allows to understand that teachers do not develop a favorable attitude towards teacher reflection and therefore, this practice becomes occasional and associated to improvement that responds to a pressure to comply with external indicators, as we can see below:

Reflective moments are created, but there is no continuity, for example, right now the UTP (Pedagogical Technical Unit), is pressuring us to have a reflective session about the results of the SIMCE (National Evaluation System of Learning Results), but in the end she seeks to put blame on teachers for the results and you end up rejecting these activities (E.10, individual interview, October 2021).

### **6.3. Category 3. Re-signification of the reflective experience at the SND**

From their participation in the Teaching Narrative Seminar (SND), teachers mentioned they experienced a transformation of the sense of teacher reflection, so it is no longer an evaluative process, but it becomes an experience oriented to identify the practical knowledge formed by collective reflection that stimulates professional learning, as it can be observed in Figure 3.

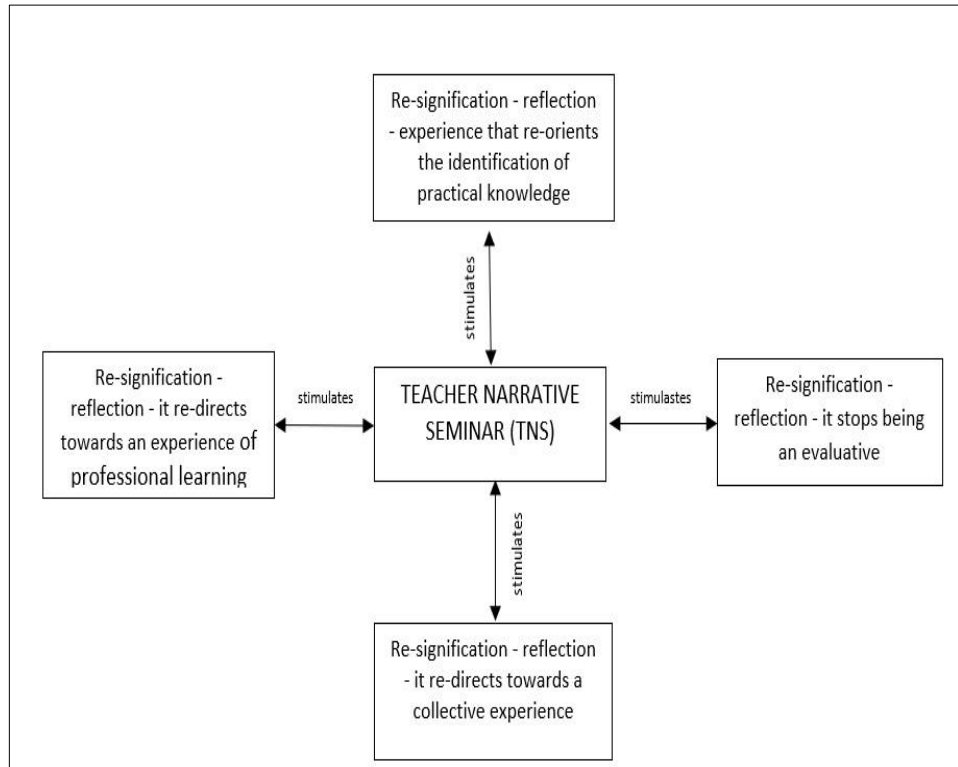


Figure 3: Re-signifying the reflective experience in the SND

**Source:** Created by Authors based on data analysis.

Participants of the Teaching Narrative Seminar (SND) define reflection as a space in which reading and listening to teacher narratives fosters standing in front of yourself and examine your own teaching practice to extract practical knowledge, as it shows below:

The girls' narrative makes me reflect and learn; in the way they see it. The phrases that other colleagues selected, for example, made me acknowledge that in our teaching work we build knowledge that emerges from one's own experience (F.2, focalized interview, August 2021).

In the same way, teacher mention that during their initial training and in educational institutions teacher reflection typically has an individual nature. By contrast, in the Teaching Narrative Seminar (SND), reflection takes place in a collective formed by pre-service and in-service teachers, as it is shown below:

For me this is new, I mean reflecting together with other colleagues of other disciplines or education students. This way turns to be much more meaningful than

when one reflects individually, so I find it very interesting. This is very original; I didn't experience it before in college and even less in High School (P.10, individual interview, December 2021).

Participants of SND indicate that reflection produces a greater understanding of meanings (concepts) that are identified in professional action, then, there is recognition of new meanings for terms that used to stay within the discourse, far away from experience, through a reflective experience, as it shows bellow:

It changed the meaning of teacher reflection and now I value it more. I feel it is more important than what I thought. It helped me to become aware of the meaning of concepts that I used carelessly, so now I started connecting theory to experience (F.7, focalized Interview, February 2022).

#### **6.4. Category 4. Narrative experience, reflection, and practical knowledge**

According to the experience, teachers and students that participated in the Teaching Narrative Seminar (SND) experienced a shifting of their awareness towards experience and their professional interpretation. In addition, they acknowledged that this experience helps not only to visibilize practical knowledge, but it also strengthens the value that they have within the framework of professional action, as it can be observed in Figure 4.

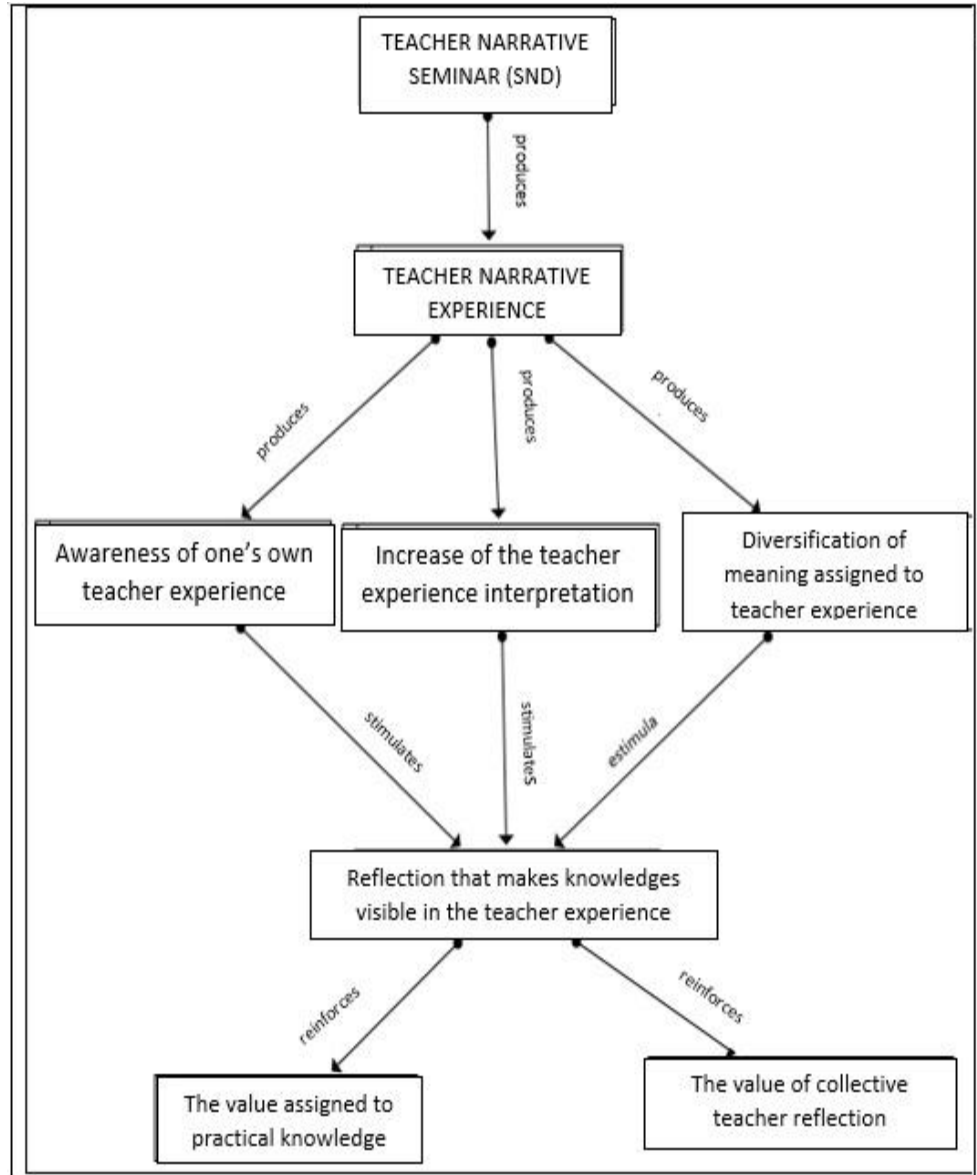


Figure 4: Narrative experience, reflection and practical knowledge

**Source:** Created by authors based on data analysis.

In general, participants acknowledged that typically, each of them experiences situations that result meaningful in a specific moment and time, but that on many occasions these situations are not considered professional experience and the potential for learning is lost. In this sense, the narrative experience activates the awareness of what has been experienced and, especially, comments from participants increase the interpretation of what has been lived, by connecting it with personal experiences, and this activity diversifies meanings of the experience, as it shows below:

The benefits of the participation in the Narrative Seminar, is first to be able to perform my own reflection and recognize learnings in my own experiences. Also, one opens up to other interpretations with the help of group participants. This has stood out for me, both when I read it and when I connected the story of my colleague with my own experience (E.15, individual interview, November 2021).

The teacher narrative experience, according to participants, when activating the awareness and interpretation of what has been lived, generates a reflective experience that helps to identify and value practical knowledge, which is achieved through collective reflection, as it is seen below:

I had not imagined to be able to work with reflection in this way. When I listen to the narration, awareness is activated, and one starts to review own experiences and the knowledge about your work, that is there but has not been verbalized, becomes clearer. Within the group interaction, reflection is achieved with colleagues and students, it was surprising for me, we were all the same (F.8, focalized interview, February 2022).

Teachers in training suggested that sharing their stories favors the identification of their own experiences with the pedagogical concepts or topics mentioned at university. This occurs when the group links the other's story with their own teaching experiences, as illustrated below:

When writing my teaching story I did not realize that the underlying theme was school exclusion. I recognized this as I listened to colleagues and teachers who linked my story to their own teaching experiences. And, although I had seen the concept at university, now I was more aware of its meaning (E.20, individual interview, January 2022).

Likewise, the teachers in training stated that the exchange of the reported experiences promotes the opening to new understandings generated in the group of participants that come from different disciplines, as illustrated below:

Then, not only the concepts taught at the university are identified in the experience, but also new meanings are internalized and, with the help of the perspective of other disciplines, new interpretations that enrich the pedagogical training itself are obtained (E.15, individual interview, November 2021).

The experience of participants –students and in-service teachers– is accounting for an epistemological turn in the practical sense (Perrenoud, 2004; Schön, 1992), by placing the teacher experience at the center of the analysis. Is an opportunity for practical knowledge to circulate and be redefined by the reflective experience, in agreement with previous findings of experiences with narratives at teacher training level (Nocetti, Hizmeri & Arriagada, 2019).

## 7. Discussion

The Teaching Narrative Seminar (SND) is a methodological proposal that stimulates and redefines the experience of reflective practice in participants (Perrenoud, 2004; Schön, 1992), favoring the connection of teacher reflection with the building of professional knowledge, as it has been evidenced in other research that works with teacher narratives (Brookfield, 2017; Contreras et al., 2016; Elbaz, 1981; Nocetti et al., 2019; Perrenoud, 2004).

On the other part, since SND gathers pre-service and in-service teachers, the act of reflection transforms itself as a collective experience that increases the options of building practical knowledge from the experience of other, distancing itself from the personal and implicit nature with which other authors have characterized this type of knowledge (Connelly & Clandinin, 1995; Contreras & Pérez de Lara, 2010; Elbaz, 1981; Polanyi, 2009). In addition, this experience with narratives of teacher experiences strengthens the proposal of that the explanation of knowledge generates new knowledge, which transforms the meaning of teaching, accentuating the significance reconstruction process attributed to teaching (Beillerot et al., 1988; Iglesias et al., 2019).

Likewise, the collective nature of the experience emphasized the perception that the SND has a co-formative function, i.e., all participants learn from the teaching experience narrated, regardless of their level of training (student or in-service teacher). This finding differs from the results of other studies in which the use of teaching narratives maintains an only self-formative function (Clandinin, 1985; Landín & Sánchez, 2019; Larrosa et al., 1995; Suárez & Metzdorff, 2018). In this way, training occurs in the frame of these narratives that are shared and interpreted in the group, which makes the focus of learning no longer an individual one (Anijovich & Cappelletti, 2019; Bolívar, 2002; Guevara, 2018) and makes room for a collective formative experience.

The school-university link was strengthened according to the teachers' experience, by sharing a formative reflective experience with the participation of actors from both institutions, since, according to the results of the study, the understanding of the teaching task increased with the knowledge of the other's experience. Thus, there is a rupture of the epistemological asymmetry

represented by the university's provision of theoretical knowledge. And, contrary to the above, it is no longer a matter of a knowledge greater than the other, but a dialogue that connects theoretical knowledge, experiences and teaching learnings. Consequently, this space for the construction and reconstruction of teachers' narratives responds to one of the most relevant challenges of public policy: the disconnection between the formation plan and the requirements of school realities (Tenorio, Jardi & Ibáñez, 2020; Zeichner, 2010). The participation in the Narrative Teaching Seminar of in-service teachers, teacher trainers and teachers in training constitutes a reflective, collaborative and formative experience, since it is a space in which all the actors interact in a horizontal relationship that favors the exchange of shared experiences, which means an increase in teacher learning, generating a greater willingness to understand and experience teaching, not only in the university, but also in the school. Thus, there is a relationship in which the group constructs and reconstructs knowledge and teaching knowledge.

It is worth noting that as a result of this collaborative training experience, where everyone learnt from each other, the teachers felt valued and recognized as subjects who construct practical knowledge that can give meaning to the teaching practice. Likewise, in the group, the circulation of practical knowledge was made explicit and encouraged, which on itself is an experience that stimulates teacher development, matching the results of the Narrative Documentation of Pedagogical Experiences, event that has usually been carried out with in-service teachers and that demonstrates a strong impact on the process of teacher professionalization (Suárez & Metzdorff, 2018).

Finally, practice training usually promotes the use of different devices to stimulate reflective exercises, but they maintain an individual character. In the light of current knowledge, it is necessary to devise inter-institutional, interdisciplinary, and collective training experiences that enrich the development of teachers in two directions, i.e., in the university environment and in the educational field. In this sense, the SND can be installed as a device that articulates and enhances the formative role that has the teaching experience on its own.

## 8. Conclusions

According to the experience of teachers and students that participated in the Teaching Narrative Seminar (SND), it changed the meaning of teacher reflection, being no longer seen as an evaluative and individual process. This is a topic to be surveyed, because it counteracts important barriers for the reflective practice that are present in educational institutions: the fear of being judged and the strong competition among teachers.

Furthermore, this methodological proposal demonstrates that the reflective analysis of narrations of shared experiences between teachers and student teachers generates a space that increases understanding and interpretation of the professional action, which opens to the collective building of new meanings for teaching. In this way, reflection that invites to participation in the Teaching Narrative Seminar favors identification and construction of knowledge within the framework of reflective dialogue that is produced at all stages of reading and conversation around shared teacher narratives.

The participants point out that they could perceive the theoretical concepts taught at the university in their own experiences, opening themselves, with the help of others, to new understandings within the framework of a conversation that arises in a group with teachers who take part in different disciplines. This increase of conceptual understanding because of the reflection on one's own experience shows a reflective formative process that goes beyond proposals based on the application of the theory. In this way, the Narrative Teaching Seminar enables the re-signifying of concepts and their recreation from personal experiences.

In the previous context, the co-formative potential of narrative, when done in an interinstitutional mode, becomes especially clear. According to this, the concepts taught at the University are recognized in the shared teaching experiences and are redefined when connected to the interpretations of the other participants of the collective. Likewise, the shifting of awareness towards experience helps in-service and pre-service teachers to recognize themselves as subjects and builders of professional knowledge.

The formative experience lived at the SND offers an alternative option for a connection between the School and the University, by favoring the articulation between practical knowledge that is born of experience and theoretical knowledge taught at the university. Similarly, the epistemological asymmetry between these knowledges decreases, increasing the consistency between the learning objectives of the university-offered training programs and the knowledge and skills that are required to carry out a good formative work in educational institutions. Consequently, this research shows that it is possible to change the type of relationship traditionally established between university and educational institutions, in other words, the former provides the prescriptions for teaching practice, and in the scholastic space, effectiveness is sought in accordance with the theoretical principles established in the educational sphere. In short, teachers begin to recognize themselves as generators of practical knowledge that are appreciated and recognized by trainers and trainees, and by doing so, the reported experience challenges the theory and makes possible new understandings of teaching that transform the meaning of professional action.

The findings of the research pose challenges in three realms: public policy, teacher education institutions and educational institutions.

- At a public policy level, it is suggested that the meaning of reflective practice that is being transmitted is examined, in order to acknowledge the barriers that said understanding could be generating, especially when one considers that technical rationality does not agree with the development of a reflective stance.
- At the university level, the findings show that it is possible to change the way in which to connect with the educational staff, when acknowledging that the practical knowledge they are building is valuable for teacher initial training.
- At the educational institution level, the results of the study demonstrate that teachers are builders of pedagogical knowledge, and it is necessary to generate spaces to expose this publicly, with the purpose of being validated by the education staff.

This work presents certain limitations. Firstly, there were no studies found with an interinstitutional and inter-disciplinary experience that analyzed the implications of writing narratives related to reflective practice and the building of practical knowledge, which made difficult the discussion of the results. Secondly, the qualitative sampling developed for the selection of in-service teachers did not consider the criterion of years of experience, missing the possibility of triangulation of the experience. Finally, this study is limited to a group of teachers and student teachers that belong to particular contexts, which limits the transference of these findings to other contexts.

In terms of projection, future research should analyze the experience of a greater number of cases at a national level, to estimate the scope of the findings in other regional universities of the country. In addition, we plan to perform a study that analyzes the changes guiding professors experience in relation to their formative role after participating of the SND. Finally, it would be convenient to describe what happens with the disposition to reflective practice in pre-service teachers after they participate of the SND.

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