Abstract
In Argentina, teacher education is the responsibility of two subsystems of higher education that traditionally have functioned in a disconnected manner with different scenarios, thus conditioning the teachers who work within them. This article describes the characteristics of the professors in charge of the initial education of physics teachers in Argentina, in terms of what they teach and the way they teach, the difficulties they have in using resources, and the need for training associated with seniority and the subsystem where teachers work. The results indicate that the various employment contexts in the institutions that train physics teachers in both subsystems, strongly condition the role of resources and the didactic strategies used.

Keywords
Teacher education, science teaching, physics, teaching practice, Argentina.