Abstract
This article has been produced from an investigative network which is linked to the interlocution between research groups in relation to the studies they develop. GPFOPE, GTFORMA and KOSMOS groups, in quest of contributing for the area of teacher formation, have produced contributions for implementing and improving educational and institutional policies, seeking the qualification of classroom and distance learning courses. The purpose of this reflection is to offer alternatives to rethink the formation processes promoted by the IES and their repercussion in the organization of the pedagogical activities they develop. In this sense, we consider that the focus of teacher formation cannot be restrict to thinking and discussing the organization of teaching and its divisions but, most of all, it is to mobilize the subjects to continue learning in the different contexts of activity. This includes reflecting upon and about the pedagogical practice, understanding the problems within the teaching, analyzing curriculums, recognizing the influence of the didactic materials in the pedagogical choices, socializing the constructions and experiences exchange in order to advance in direction to new learning, within a constant exercise of reflexive, collaborative and collective practice. It is about a process that is characterized by tensions and challenges in unknown contexts in which the trainers seek professional balance. So that it happens, teachers need to be conscious that they are subjects in permanent evolution and professional development of teachers.

Keywords
Teacher formation, Teaching learning, Formation processes, Pedagogical activities.