Abstract

This paper is a collection of experiences related to the pedagogical orientation process offered to teachers in training at the University of Los Andes, in Venezuela, through the Teacher Actualization Program (PAD, by its Spanish initials). It is based on the influence that is exerted by the teachers experience, knowledge and values with respect to his/her role as educator on personal classroom practices, and which will lead to the generation of theories about his/her teaching. In consequence, this personal ideology or practical theory of the teacher must become the starting point in the process of pedagogical orientation with the purpose of encouraging spaces for recognition, differentiation, study, and experimentation with the contents of his/her subject.

Keywords

practical theory, experiences, knowledge, values, pedagogical orientation.