Abstract

The article collects the meanings and value of pedagogy students on a reflexive tutoring experience in teaching practices in an educational institute within the context of initial education of teachers and particularly in the teaching practices’ system performed in higher education institutions in Chile. Based on establishing different conditions and ways to act to obtain a real educational approach of reflexive practice, the qualitative-nature study shows the sense and impact of reflexive tutoring in professional education and in pedagogy students’ disposition, along with critic visions and future possibilities assigned by the subjects as part of their teacher education. The results state the plausibility of experience as mediation form and highlight the possibility condition to build practical and discoursive communities in teachers’ initial education.

Keywords

teaching practices, practicum, reflexive tutoring