



# Reflective Practice

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# Strategies to promote generative reflection in practicum tutorials in teacher training: The representations of tutors and practicum students

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## ABSTRACT

This paper investigates the social representations (SR) of tutors and preservice teachers regarding pedagogical strategies that promote generative reflection in practicum tutorials during initial teacher training. Using a qualitative approach, individual and group interviews were conducted with tutors and preservice teachers on video recordings of classes given by the preservice teachers and tutorial sessions. The analysis was inspired by Grounded Theory. The findings reveal that the tutors favour constructivist strategies, but guided strategies are predominant in their training practices, based on their role as experts, which is consistent with the demands of preservice teachers regarding this role. These results conflict with the literature in the area, which points to constructivist strategies as promoting reflective generative practice.

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preservice teacher education

## Introduction

In this study, generative reflection is understood as professional development derived from new knowledge, which is produced by reflection and allows practice to be transformed (Ruffinelli, 2018). This understanding is based on the ideas of Schön (1998, 1992) and on the role attributed to reflection as a driver of professional development in the literature (Correa Molina, 2011), which is an argument for its inclusion in Initial Teacher Training (ITT). However, the specific form of this reflection, particularly in ITT, remains unclear. The research emphasises: i) polysemy and lack of agreement on the concept (Beauchamp, 2015; Concha et al., 2013; Correa Molina, 2011); ii) the gap between discourse on reflection and its practice (Marcos et al., 2011); iii) the lack of evidence about effective methods to develop it in ITT (Beauchamp, 2015; Concha et al., 2013; Correa Molina et al., 2014; Russell, 2012); and iv) the scant evidence about reflective practices that promote professional development in ITT (Collin et al., 2013). Ruffinelli (2018) attributes this situation to a cognitive understanding of reflection as being comparable to analysis, rather than as a complex metacognitive process; oriented towards the transformation of practice and professional development. They also argue that there is little empirical evidence to identify models of reflective development in ITT (Ruffinelli et al., 2020a; Guerra, 2009).

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The observation of this difference with the literature led us to investigate the social representations (SRs) of preservice teachers<sup>1</sup> and tutors<sup>2</sup> regarding strategies that promote reflection and the way in which generative reflective is promoted in practicum tutorials<sup>3</sup> in two training programmes. The study focused on practicum courses, considering these to be key spaces for training reflective development (Gelfuso & Dennis, 2014; Jones & Ryan, 2014).

## **Conceptual references and advances in the literature on the field**

### ***The concept of 'generative reflection'***

This research conceives the teacher as a reflective professional and reflective practice as a complex activity that involves metacognition and transformation (Schön, 1998). The generative nature of this practice (Ruffinelli, 2018) is shaped by experience informed by theory, which is capable of creating new practical knowledge and modifying the teacher's repertoire; generating professional learning and improvements in practice (Schön, 1998; Schön et al., 1992).

### ***Study of the social representations***

This research, which is in line with studies of the actor's subjectivity, addressed the SRs, which refer to the ability to attribute meaning to one's own behaviour and understand reality through a system of shared references and meanings (Moscovici, 1984) that allow the social world to be organised and communicated (Jodelet, 1986). These SRs are expressed in judgments, opinions, beliefs, knowledge, and attitudes (Moscovici, 1984). They are linked to practices that guide action and justify knowledge and practices (Wagner, 1994), and are devices that allow reality to be interpreted and acted upon (Jaramillo, 2012). This is how the actions of the subjects are associated with the SRs and, in turn, the SRs are modified according to the practices of those who participate in a certain space (Valencia & Elejabarrieta, 1994). The SRs allow us to understand the way in which tutors and preservice teachers give meaning to strategies that promote generative reflection and, at the same time, to approach the way in which this reflection affects their SRs (Duveen, 1994). This is relevant in a context where reflection constitutes an SR that is widely shared by training programmes, as shown in the literature, but it is still a vague concept because of the objectification that operates based on this SR (Moscovici, 1984).

### ***Literature review***

Systematisation of the literature demonstrates that the pedagogical strategies for reflective development in ITT show a polysemic perspective, which is not associated with the generative dimension of reflection. The studies reviewed identify four groups of strategies: i) guided, ii) constructivist, iii) a guided/constructivist progression, and iv) methodological devices, understood as a set of strategies that operate as a system.

- (a) *Guided strategies*: These include practices such as assessment and feedback and usually imply a judgment, recognising the strengths and weaknesses in the performance of the preservice teacher (Ruffinelli, 2020b; Crichton & Valdera Gil, 2015; Dickerson et al., 2018; Jons, 2019; Nagro et al., 2017; Russell, 2018). Also identified is the strategy to confront or describe and show the performance of the preservice teacher from the perspective of the tutor. This description implies an implicit judgment (Ruffinelli, 2020b; Ciavaldini-Cartaut, 2015; Jons, 2019; Mena et al., 2017; Yagata, 2017). These strategies also include modelling or teaching by showing how it is done (Ruffinelli, 2020b) and suggestion, indicating what to change, leaving little room for autonomous reflection on the part of the student (Ruffinelli, 2020b).
- (b) *Constructivist strategies*: These entail a first group of dialogic strategies, which include actions such as: reflecting (Svojanovsky, 2017), listening (Mena et al., 2017), verbal interactions based around questions, genuine dialogue, reflection groups, and debates (Correa Molina et al., 2014). Also in this category are questions, which can be: probing (tell me) (Mena et al., 2017; Yagata, 2017); description (what?) (Nagro et al., 2017); confrontational (why?) (Hernández, 2015; Mena et al., 2017), to justify, substantiate, explain, and/or link theory and practice, and reformulative, to propose future improvements (Jons, 2019). Another dialogic strategy is structuring, which guides reflection, providing dimensions or criteria under which it can be organised (Ruffinelli, 2020b; Chung & Van Es, 2014). Here we can also find non-guided feedback, such as opportunities to rationalise the knowledge, beliefs, and positions that steer practice, guiding but without directing the conversation (Nocetti & Medina, 2018; Svojanovsky, 2017). Lastly, this group also includes dialogic and interpretive supports, and help with linking theory and practice (Mauri et al., 2016), which are aimed at finding a balance to help promote reflection, without steering it, via strategies for greater involvement that require certain expertise in this role.

A second group of constructivist strategies are aimed at linking theory and practice, using case studies, analysis of practices, protocols, videos of classes, didactic analysis, reflective journals, critical incidents, portfolios, and logs (Körkkö et al., 2016; Mauri et al., 2016; Nagro et al., 2017). Finally, a third group of constructivist strategies emerge in a real and protected context such as micro-teaching (Karlström & Hamza, 2019), problematising practice (Nocetti & Medina, 2018) and self-assessment (Nagro et al., 2017).

*c) Progressive strategies*: which advance in a continuum from guided strategies towards greater autonomy and constructivism (Ruffinelli, 2018; Svojanovsky, 2017).

*d) Methodological devices*: These tend to coincide in three basic phases or strategies: i) describing, ii) signifying/confronting, and iii) reformulating (Crichton & Valdera Gil, 2015; Díez-Fernández & Domínguez-Fernández, 2018; Foong et al., 2018; Körkkö et al., 2016; Russell, 2018; Weber et al., 2018).

Although there has been prolific research on reflection over the last decade (Ruffinelli et al., 2020a; Beauchamp, 2015), it is not always linked to transformations in teaching practice, which neglects its generative aspect. In this respect, the findings of the literature focus more on strategies associated with metacognition and cognition, and, to a lesser extent, on transformations in practices through reflection on experiences and available theory.

This paper is intended to generate knowledge regarding strategies to promote generative reflection in the penultimate practicum of basic pedagogy students, identifying the strategies, the pedagogical principles that support them, and the transformations that they promote in the practices of teachers in training and in the SRs of the various actors.

The research questions that guide this article are: What are the strategies that are implemented in practicum tutorials to promote generative reflection? What social representations are mobilized in the different actors regarding the strategies that promote generative reflection in practicum tutorials?

## Methodology

This research design is qualitative, because it investigates the meanings that the subjects give to their practices by monitoring basic pedagogy students during their penultimate professional practicum,<sup>4</sup> analysing the strategies reported by the actors themselves during tutorials to promote reflection.

The data were produced through individual and group interviews with preservice teachers and tutors from two training programmes,<sup>5</sup> following two dyads from each university (see Table 1). Each pre-service teacher was interviewed twice – about the strategies for promoting reflective practice in tutorials – first after reviewing a video of the implementation of one of their classes and, secondly, after reviewing a video of their tutorial and a second class after this tutorial, in order to identify possible transformations in practice after the reflective work done in the tutorial. Their tutors were also interviewed after they reviewed the video of the tutorial. The videos were only used as input for the individual interviews (see Figure 1). In addition, group interviews were conducted with pre-service teachers and tutors who were not part of the aforementioned dyads.

The criteria for selecting cases, programmes, and tutors (proposed by their programme directorates) involved intensity sampling, ensuring interesting cases. In order to select the pre-service teachers, we used sampling of typical cases, or students with average performance, making it possible to extrapolate the results (Flick, 2004).

Three group interviews were also carried out, one with tutors and two with pre-service teachers on each training programme (Table 2).

The analysis was inspired by the principles of Grounded Theory (Strauss & Corbin, 2002), oriented towards the meaning of social action from the perspective of the participants. The interviews were transcribed and analysed using the ATLAS.ti 9 software, combining open and axial coding. That is, we performed inductive coding derived from the discourse, and deductive coding, grouping and relating these codes with categories linked to the literature

**Table 1.** Participants in individual interviews.

Programme	Participants	Tutors Training/Experience	Pre-service teachers Degree course
A	Dyad 1	Pedagogy in basic education, master's 5 years	Pedagogy in basic education, year 1–2
A	Dyad 2	Teacher of basic education, master's, doctorate 9 years	Pedagogy in basic education with specialisation in mathematics
B	Dyad 1	Pedagogy in secondary education, master's 3 years	Pedagogy in basic education with specialisation in mathematics and science
B	Dyad 2	Teacher of basic education, master's, doctorate 4 years	Pedagogy in basic education with specialisation in language and mathematics

Prepared by the authors.



**Figure 1.** Fieldwork phases, year 1. Source: Prepared by the authors.

**Table 2.** Participants in group interviews.

Role/Programme	No of participants	Training
Tutors, A*	4	Teachers, master's and doctorates
Pre-service teachers, B	4	Pedagogy in basic education, specialisation in science and first stage of basic education
Pre-service teachers, B	5	Pedagogy in basic education, double specialisation

Prepared by the authors.

reviewed and the conceptual framework, seeking discursive saturation using the constant comparative method (Lincoln & Guba, 1985). In this way, the codes for strategies and devices were generated, considering criteria of discursive recurrence shared by the actors and for significance in the field, according to the literature.

This coding was subjected to coherence assessment based on 15% of the research corpus, producing a moderate index: a Cohen's kappa coefficient of 0.48. Ethical safeguards were also ensured with approval of the study by an authorised Ethics Committee.

## Results

The findings are presented in two areas: a) SR according to each actor: focused on shared and divergent meanings given to the strategies, and reported according to pedagogical orientation, and b) devices: two or more strategies that are systematically used in a recognizable sequence, reconstructed from the discourse, as this seems to be a practice that is not necessarily conscious or which has shared common meanings.

### ***Social representations of tutors and pre-service teachers on strategies for reflection***

The actors have a noted difficulty to identify pedagogical strategies: 'I don't know which strategies I use, as I don't identify them' (Tutor, Dyad 2, University B, 2019). In addition, SRs about these strategies tend to be different for tutors and pre-service teachers. The tutors state that they predominantly use guided strategies, which are also preferred by the pre-service teachers, although the tutors report a preference for constructivist strategies, particularly questions. The pre-service teachers are also critical of certain strategies mentioned. Finally, the devices are identified.

### **The predominance of guided strategies**

Five types of predominant guided strategies can be identified: suggestion, judgment, confrontation, challenging question, and guided linking of theory and practice, with the predominant strategies being suggestion and judgment.

- (a) *Suggestion*: According to their expert role, the tutor indicates what the pre-service teacher should do, changing back and forth between conditional verbal forms ('you could') and imperatives ('take note'). The suggestions including 'giving tips', which are recommendations that are assumed to be highly infallible regarding material changes in performance, such as time or voice management: '[the tutor] also gave me tips about how to speak louder because ... I was shouting, I didn't have good voice management' (Group interview, pre-service teachers, University B, 2019). The pre-service teachers believe that suggestions are opportunities to increase awareness and expand their repertoire.
- (b) *judgment*: Statements of value (frequently negative) about a performance. According to their expert role, the tutor gives a detailed assessment of the performance of the pre-service teacher, identifying aspects to be improved.
- (c) *Confrontation or stimulated recall*: According to their expert role, the tutor shows or describes the performance of the pre-service teacher, reconstructing the 'scene' as a 'mirror' of the situation that allows them to look back at and become aware of their performance. This is valued for its ability to show what the student does not see, as well as for its neutrality of judgment; however, the implicit judgment of the tutor is evident in the choice of what is 'shown', explaining difficulties or aspects that can be improved, which usually precedes the judgment. Another form of this strategy is self-confrontation using videos as evidence, reported in order to demonstrate what the tutor wants to state – usually a performance that is questioned – when the student does not show awareness of it: 'Something that's also good sometimes ... if you have the possibility to record them ... because sometimes they say: -no, I don't do that- so you show it to them' (Group interview, tutors, University A, 2019).
- (d) *Directed or challenging question*: This is on the boundary between guided and constructivist strategies. This strategy is valued by pre-service teachers and tutors for promoting the pre-service teacher's self-awareness by mobilising their own resources and linking theory and practice in an apparently neutral manner, although it usually contains a veiled judgment, generally negative, about the performance that is intended to guide reflection. It differs from direct judgment in that it is formulated as a question, rather than a statement:

So I asked [the student] several times: -But do you think that way is right?- I never told [the student] it was bad ... I think I wanted [the student] to see that there were also other ways to be able to dialogue with the students (2019, UMCE. Tutor, Dyad 2).

- (e) *Guided linking of theory and practice*: This strategy is rarely mentioned. The tutor, and not the student, links an action of the pre-service teacher with theoretical knowledge. Despite the fact that the pre-service teachers demand the evaluative judgment of the tutor, the actors generally see the tutorial as a space that does not have the punitive burden of judgment, even though it is a space for assessment.

### ***The predominant discourse of constructivist strategies among tutors***

Five types of constructivist strategies can be identified: a) dialogic, b) linked to individual written products, c) posing challenges (stimulating to demonstrate a point), d) interpreting, and e) listening.

- (a) *Dialogic strategies:* Questions are predominant. The tutors value them because of their transformative potential. 'I think the question specifically feeds more complex skills in cognitive terms ... that they can understand ... it specifically helps them to be able to transform their practice' (Tutor, Dyad 1, University B, 2019).

Using the classification of Mena et al. (2017), confrontational questions are reported, which are intended to substantiate and mobilise professional knowledge that links theory and practice. This question assumes that the student has the relevant knowledge:

Something that we talked about that wasn't present in the class ... I tell [the student]; -do you remember the skills?- I cite them and I say: -Which of these skills do you feel wasn't present?- so [the student] says to me -reasoning and communicating- (Tutor, Dyad 2, University A, 2019).

Probing questions also appear, which mobilise broad dialogue, as well as reformulative questions, which allow the performance to be reconsidered theoretically, an issue that implies becoming aware of the aspects that can be improved and the use of relevant knowledge that acts as an alternative to the tutor's suggestions: 'If you could correct something, how would you do it or what would you do?' (Tutor, Dyad 2, University A, 2019). The least frequent questions are descriptive, which are aimed at leading the student to give an account of processing their own performance.

A special group of strategies used by tutors when the questions do not work involves the transition from constructivist to guided strategies. Another type of dialogic strategies, mentioned infrequently, are follow-up agreements, which involve jointly recognising aspects to be improved, establishing associated objectives and forms of verification.

- (b) Strategies linked to individual written products: *In Programme A, the pre-service teachers are asked to send a reflection of the class implemented, prior to the tutorial, as an input.*
- (c) Posing challenges: *This strategy is infrequently mentioned. It is an invitation to demonstrate a way to solve a pedagogical problem in the practicum.*
- (d) Listening: *This is not commonly mentioned and valued by the pre-service teachers on Programme A.*
- (e) Interpreting: *This is also rarely mentioned by the pre-service teachers on Programme A and it is distinguished from description by assuming that it is a subjective view that is subject to the judgment of the pre-service teacher.*



### ***Social representations on variable guided pedagogical strategies: the critical view of the preservice teachers***

Strategies associated with reflective development in the literature, such as creating a log or analysis of videos, or others such as taking notes of the tutorial or linking with planning, could be associated with constructivism, but the way in which they are implemented differs from this approach. The tutors tend to mention the promotion of progressive reflection through a log, but the preservice teachers criticise its descriptive and non-mediated use. This strategy is valued when it is used in a mediated and analytical way: 'It's a great incentive that, in the log itself, we've been defining a way of recording observation of their practicum experiences ... so they progress from description to analysis and to explanation and transformation' (Tutor, Dyad 1, University A, 2019).

Another strategy, the pedagogical orientation of which remains undetermined, is to use videos of the preservice teachers' classes. One preservice teacher reports having received video clips of her classes from her tutor, material on which she did not reflect, undermining the potential of this strategy for professional development. Another strategy, highlighted by tutors on both programmes, is to take note of the central themes of the tutorial. This is a natural practice for some preservice teachers, while others need to be asked to do so, and some may actually resist.

Less frequently, the tutors mention making links with class planning during the tutorial, checking implementation. One recurring aspect of the tutorials is the emergent and idiosyncratic development of the strategies that are implemented, which depend on the 'duty' of the tutor. Although the majority acknowledge the use of guidelines for class observation, no such use was recorded in the tutorials filmed: 'Normally the tutorial emerges from what I observe, I don't prepare a tutorial in advance' (Tutor, Dyad 2, University A, 2019). With regard to this point, it should be noted that the tutors have varying experience in the role and although all of them hold Master's or PhD degrees, none of them have specific training for this position.

### ***Devices for reflection in the tutorial***

Although it is difficult to recognise a structure to the tutorial, strategies are mentioned that would constitute devices as systematic sequences, although they are not recognised by the actors as devices that promote reflection. They vary in their pedagogical orientation, with a predominantly mixed approach, followed by guided and then constructivist devices.

Guided devices are structured on the basis of three strategies: description/judgment/suggestion, while constructivist devices, which are less frequently mentioned, involve questions about what has been observed, generating dialogue and establishing agreements. In general, devices with two to three strategies are reported, although there are also more complex devices, with instances of collaborative reflection (before and after the class) and individual reflection (during the class).

The mixed device involves the tutor describing episodes that they choose from the observed class and then asking questions about that description. Another mixed device is based on a dialogue, followed by a description by the tutor. These devices generally include descriptions by the tutor about episodes of the observed class, dialogues about

those episodes, questions, judgments, contrasting judgments, and suggestions. The description strategy has been categorised as guided, since it generally involves an implicit judgment.

In cases where the tutorial is deferred, on Programme A, the preservice teachers are usually asked to submit a written reflection about the class implemented before the tutorial. It is noteworthy that there is little mention of class planning and prior discussion of that with the tutor. The preservice teachers report that these strategies of preparation for the tutorial gain value when they are considered during the tutorial and not merely as a bureaucratic formality. A more complex device is to send planning for/judge/implement the class/send written reflection prior to the tutorial/judge and contrast/reach a joint conclusion.

## Discussion and Conclusions

There is a shared SR on the value of reflection and of the teacher as a reflective professional. However, when investigating the SRs of tutors and preservice teachers, we find divergences and few common meanings regarding the promotion of generative reflection in the tutorials.

In spite of this, there is a strong shared SR of the tutor as an expert and the preservice teacher as inexperienced, with little autonomy and resources, which would strengthen the SR of requiring guidance and traditional practices on the part of the tutor. In this respect, although the tutors discursively value constructivist strategies, in practice they resort to guided strategies based on their role as an expert, which receives feedback from the preservice teachers' demand for these guided strategies (Ruffinelli, 2020b). This would make it difficult to implement progressive and structured strategies that promote reflective autonomy, which would also be in conflict with the literature, which demonstrates greater capacity of constructivist strategies to promote reflection. The findings show that directive strategies are even used when constructivist ones do not work, thus showing the value attributed to guided strategies.

On the one hand, we find a core of SRs that are strongly anchored in the ideas and practices of tutors and preservice teachers regarding the tutor's role as an expert and guide, and, on the other, SRs on the part of tutors regarding constructivist strategies as promoting reflection. However, the preservice teachers value the tutorial space as is not judgmental or punitive, even though it is evaluative, and that it allows them to become aware of aspects that need to be improved, although it is operationalized more from external judgment than from reflection. This is because even though the transformative dimension does appear in the discourse of the actors, it tends to be related to guided strategies and focuses particularly on material aspects of practice, and not on substantive, pedagogical, and/or didactic matters.

Added to this is the idiosyncratic and emergent nature of tutorial work (Ruffinelli, 2020b), which is supported by the absence of specific training for the role or to promote reflection. There is an appeal to the 'duty' of the tutor and the legitimisation of a view of the role as being for guidance, far removed from the promotion of generative reflection. This is an anchored form of representation (Moscovici, 1984), since if the natural imprecision of SRs is compounded by institutional work that has little intention of a shared vision (particularly in Programme A), we can expect to find SRs that are disconnected from generative reflection, leading to strategies that are not well systematised and shared considering the aforementioned lack of specific preparation for the role.

With regard to the specific strategies reported in the tutorials (Table 3), constructivist and guided strategies can be identified, with a predominance of guided strategies (Ruffinelli, 2018, 2020b), particularly judgment and suggestion, and guided strategies that are not described in the literature, such as the challenging question or the guided linking of theory and practice, which reinforces the tutor's role as a guide. Other guided strategies are supported by the literature, such as judgment (Ruffinelli, 2020b; Díez-Fernández & Domínguez-Fernández, 2018; Jons, 2019), suggestion (Ruffinelli, 2020b), and confrontation (Ruffinelli, 2020b; Ciavaldini-Cartaut, 2015; Jons, 2019; Mena et al., 2017; Yagata, 2017), although in our findings the purpose of self-confrontation is aimed at seeking evidence to prove a point on the part of the tutor, based on a guided approach.

With regard to constructivist strategies, it is questions that predominate. Among the constructivist/dialogic strategies, some new ones appear compared with the literature: jointly identifying aspects to improve, defining follow-up agreements, and posing challenges and interpreting the preservice teacher. The first of these reveals a focus on the student's progress indicators, closely related to the generative aspect of reflection, which can be seen solely in Programme B, where institutional work has been developed that is more in line with reflection and practice. Other strategies confirm the previous findings in the literature: listening (Mena et al., 2017), probing questions (Mena et al., 2017; Yagata, 2017), descriptive questions (Nagro et al., 2017), confrontational questions (Hernández, 2015; Mena et al., 2017), and reformulative questions (Jons, 2019).

Previous findings in the literature are also supported among the strategies that are constructivist/aimed at linking theory and practice: using videos of classes (Mauri et al., 2016; Nagro et al., 2017), critical incidents (Perrenoud, 2001), and logs (Korthagen et al., 2001), with purposes that are less reflective and instead more focused on mechanical performance. Analysis of planning, transcending the implementation of classes, as well as strategies related to written products, such as prior written reflection, also emerge as new strategies, which serve as inputs for the tutorial and which go beyond reflection on the implementation of classes.

**Table 3.** Pedagogical strategies for reflection.

*Guided	Constructivist
*Suggestion	a) Dialogic
*Judgment	*Questions
**Challenging/directed question	*Confrontational
Confrontation/Stimulated recall (describing/showing)	*Probing
**Guided linking of theory-practice	*Reformulative
	Descriptive
	*Joint identification of aspects to improve and follow-up agreements
	b) *Written products: prior reflection
	c) *Posing challenges
	d) Listening
	e) Interpreting

**Potentially constructivist, indeterminate in actual practice**

Log: for descriptive and unmediated implementation only

Analysis of videos of classes: for individual, unmediated implementation

\*Predominant

\*\*New finding of the study with respect to the literature

One finding of the study that is potentially useful to address the lack of structure of tutorials consists of the identification of devices that combine two or three strategies, with a predominantly mixed approach, and then guided and constructivist devices. The most complex devices, which are less frequently mentioned, involve processes that combine individual and collaborative reflection, prepare the tutorial, and go beyond it. These devices, identified especially in training Programme B, which offers specific courses and mainstreams reflection, are implemented in an isolated, guided manner and with a focus on material aspects rather than substantive aspects of the performance.

All things considered, the main conflict shown by the results of the study lies in the weak capacity of guided strategies to achieve the two conditions of generative reflection: the creation of new knowledge and the transformation of practice. These findings may make it possible to constitute learning for the professionalisation of the tutorial based on scientific evidence, which implies building a core of strong SRs around the relationship between tutors and preservice teachers, and the pedagogical strategies that mediate this relationship. Progress could be made in this direction through the development of progressive strategies, graduating from guided to constructivist strategies, promoting reflective autonomy in accordance with progress in training and individual needs, and through training contexts where systematisation and progression of processes predominate. In this respect, systematic and deliberate institutional work is required for evidence-based practices that promote reflection and a shared sense of that reflection.

## Notes

1. Students of basic pedagogy in their penultimate practicum, before entering professional service.
2. University lecturers that guide the practicums of pedagogy students.
3. A formative meeting between the practicum student and the university lecturer guiding the practicum.
4. The penultimate practicum or pre-service usually takes place one year or one semester after the end of the ITT. It usually has a pedagogical focus, while the professional practice, which takes place at the end of the training process, usually has a disciplinary and didactic focus.
5. Programme A: traditional public university, prestigious, large, specialised in ITT, providing specific and transversal courses on reflection. Programme B: private university, prestigious, specialised in social sciences, smaller size and less experience, has cross-cutting reflective training.

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