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narrativas en el contexto de la formación docente**

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Abstract

Teacher training is a complex process that requires integrating a critical and reflective perspective to improve educational practice. In the field of curriculum, study plans and programs for teacher training do not always clearly promote processes for reflection, which is why it is crucial that teachers build a critical view based on their own experience. This study focused on teachers of five programs from a normal school, to explore the ways and forms in which they reflect on their practice through tools and objects that guide the actions of the analysis. The findings identify ways to promote critical and active teacher training, with emphasis on reflection on everyday practice. Historically, teacher training has moved from a technical and prescriptive approach to one oriented towards professional development, based on one's own pedagogical knowledge. Through the narrative approach, teachers recognize that the analysis instruments used in reflective training are flexible and must be adapted to the specific needs of each course and discipline. Likewise, reflective practice is essential for teaching improvement since it must be integrated into the entire training process and promote continuous evaluation. Furthermore, sharing reflections from collegiality enriches teaching and promotes collective improvement.

Keywords: teacher training, critical reflection, professional development


Resumen

La formación docente es un proceso complejo que requiere integrar una perspectiva crítica y reflexiva para mejorar la práctica educativa. En el ámbito del currículo los planes y programas de estudio para la formación de docentes, no siempre promueven de manera clara los procesos para la reflexión, por lo que resulta crucial que los docentes construyan una mirada crítica con fundamento en su propia experiencia. Este estudio, centró la mirada en docentes de cinco licenciaturas de una escuela normal, para explorar los modos y formas en cómo éstos reflexionan sobre su práctica mediante herramientas

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y objetos que guían las acciones del análisis. Los hallazgos identifican modos para promover la formación crítica y activa de los docentes, con énfasis en la reflexión sobre la práctica cotidiana. Históricamente, la formación de docentes ha transitado de un enfoque técnico y prescriptivo a uno orientado al desarrollo profesional, con fundamento en el conocimiento pedagógico propio. A través del enfoque narrativo los docentes reconocen que los instrumentos de análisis utilizados en la formación reflexiva son flexibles y deben adaptarse a las necesidades específicas de cada curso y disciplina. Así mismo, la práctica reflexiva resulta fundamental para la mejora docente, ya que debe integrarse en todo el proceso formativo y promover una evaluación continua. Además, compartir reflexiones desde la colegialidad enriquece la enseñanza y favorece una mejora colectiva.

Palabras clave: formación docente, reflexión crítica y desarrollo profesional

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INTRODUCTION

Teacher training is a complex and multidimensional process in which the objects and instruments used play a fundamental role in the development of a reflective perspective on teaching practice. The proposals and guidelines of current plans and programs do not end up outlining the actions clearly through methodologies and strategies that promote reflection, which is why it is necessary to build a critical view from the professional teaching work itself. The reflexive approach (Jasso and Jiménez, 2021) proposed in this study allows teachers not only to transmit knowledge, but also to rethink their practices and aspire to continuous improvement.

In the present study, the results are presented that, through a narrative approach, explored the ways in which teachers of five degrees from the same normal school reflect on their practice, based on the identification of objects, tools, and instruments. that guide their reflective processes, all with the aim of aspiring to improve their professional practice.

The analysis of the narrated experiences reveals the methodological processes and the most effective tools that teachers use in their interaction with students and with themselves. Which pursues critical and active training through the implementation of reflective practices. Normal schools represent a key space to explore and understand the ways in which instruments are chosen and used in reflective teacher training, contributing to a deeper understanding of teachers' professional development.

In the approach to literature, the repeated suggestion of thinking about training from a linear and prescriptive aspect is evident under the idea of training programs to obtain the long-awaited educational quality pursued only in recent decades (Bolívar, 2019; Vezub, 2007).

The first research on the States of the Art on training appears since the mid-1980s, which finds its origins in concerns about training problems, which correspond to the recent incorporation of concepts into public educational policies. of quality, equity, and effectiveness at least in Latin America. By the 1990s, studies on teacher training, pedagogical research, learning and evaluation predominated, where the topic of teacher training appears to occupy fourth place on the list of the most carried out States of Art in all of Latin America between 1985 and 2004, barely surpassed by studies regarding quality, equity, effectiveness and educational innovation (Valdez, Fernández and Pereira de Silva, 2005).

This transition from thinking about training from the technical dimension with training and qualification programs and later as professionalization and more recently, as teacher professional development, is due to research that focused interest on going beyond the prescriptive vision of training, where Teaching was limited to thinking about educational problems later design programs to remedy these problems and difficulties of the teaching profession, that is, under a technical epistemology of practice. However, since the approaches of Schön (1992), the epistemology of practice becomes reflective, assuming that teachers are not technicians who limit themselves to the application of educational treaties or programs, but that their work demands a professional who makes decisions. in real practice, assuming it uncertain, complex, and permanently changing, what demands professional actions to direct training processes.

This is how studies and research appear that focus their interest on the knowledge of the decent supported by the ideas of Shulman (1986, 1987) where the dimensions of; the teacher's knowledge, the knowledge of the content and the pedagogical knowledge (Michelini, Santi and Stefanel 2013), for his part, Diaz (2006) analyzes teacher training in the light of pedagogical knowledge, also following the dimension of the teacher's knowledge guided by two axes of analysis; pedagogical practice and pedagogical knowledge. This vision of training (Dewey, 1998) opposes the idea that teaching is based on knowledge produced by others (technical and prescriptive vision) to focus on professionalism,

supported by the knowledge that emanates from one's own practice and therefore, these are what can allow teaching improvement.

Assuming teacher training from the perspective of teacher professional development implies thinking at least in two dimensions, the first supported by Shulman (1986 - 1987) and Tardif (2014) from the teacher's knowledge through didactics and; the second from the reflexivity supported by the ideas of Dewey (1938), Schön (1992), Perrenoud (2011) and Jasso and Jiménez (2021) which promote a professional dimension of training from the reflection of their daily work through awareness and improvement of their action in and from the practice itself, coining the vision of critical training-reflection of teaching.

This opportunity to rethink teacher training from reflexivity (Dewey, 1998) allows us to think precisely about the possibility of achieving teacher professional development (Ruffnelli, 2017; González and Barba, 2014) based on training processes that vindicate experience and situated learning.

In the particular case of Mexico, the field of knowledge production on training is recovered from the States of Knowledge of the Mexican Council for Educational Research (COMIE) of 2013, which allow us to identify a display of positions and perspectives in educational research regarding: 1) notions of training, 2) training trends, 3) initial training of teachers for basic education, 4) training and sociohistorical and institutional processes: normal and UPN, 5) training and sociohistorical and institutional processes: universities, 6) training and identity, 7) training in ethics and values, 8) training and curriculum, 9) training and technologies, 10) skills training in Mexico: a decade of advances and experiences, 11) training and policy, 12) vocational training, 13) continuing training 14) training in disciplines, 15) training and evaluation, accreditation, certification, 16) training and internships, 17) training and narrative, 18) training and tutoring, 19) Training and educational modalities and, 20) training of adolescent children and young people. These guiding lines in research on formation aim to keep multiple doors open for reflection, questioning, conceptual debate and even the confrontation of the universes of meanings in relation to the constellation of formation (Ducoing and Fortoul, 2013).

These windows to research training make it possible to question whether the route is to form, form or be formed. Take a position between discourses that identify differences and effects of the primacies between self-training, hetero-training, co-training, eco-training (Jasso and Jiménez, 2021), a discussion that starts with the approaches of the various theoretical and methodological frameworks on the implications in the subjective productions of knowledge around training. In this scientific production "the conceptual debate has challenged some of the theorists of the human and social sciences linked to education —philosophers, psychoanalysts, sociologists, historians, anthropologists, social psychologists— more than the education professionals themselves" (Ducoing and Fortoul 2013, p. 50), Phenomenon that invites us to redouble our efforts, regarding this research process that deals with the practices of trainers in a normal school that is situated from the perspective of experience to approach reflective teacher training.

Teaching practice from a reflective vision in the theoretical field implies a contribution to the professional training of the teacher, where reflective and critical capacity plays a role of vast formative value, and it is precisely at this level where training presents a serious difficulty. (Ferry, 1990) which is justified by a series of nonsense that mystifies training and distances it from its conceptual reality, stating that it is often believed that a person is trained through an institution that calls itself a trainer. In opposition to this sense and from the perspective of reflexivity that supports this work, training must be understood as work on oneself, highlighting representations and behaviors, without limiting oneself to the professional, involving all disciplinary knowledges and fields, since one is formed in every sense, as a father, as a social agent, as a worker, or at any level of responsibility in question (Larrosa, 2006).

Training represents the unavoidable advent of a new order of things, the idea of training that hopes to offer answers to the disorders, anxieties and questions of individuals, in a world in constant mutation and destabilized by the economic crisis expecting individuals to master new actions and situations on the social and personal levels in the face of the inefficiency of structural changes in institutions (Ferry, 1990).

However, there are a series of difficulties in the training processes that refer to the idea of the immeasurable power of education and the all-powerful role of teacher training. The generality of the difficulties in teacher training seem to be the same in the various contexts and are summarized in six themes; 1) the need for a redefinition of training objectives; 2) the articulation of initial and continuing training; 3) balance scientific training with vocational training; 4) expand pedagogical training to vocational training; 5) initiation into new technologies and methodologies and; 6) reduce the gap between theory and practice (Ferry, 1990). These common points find a divergence at the level of institutional solutions that take each context into account.

These difficulties also recognize the discourses around training, which are supported by the different agents involved, among whom are teachers, decision makers, heads of personnel services, among others, which until now are mere nonsense to the point that it is no longer known what is really meant by the concept of training. Well, by training you can understand how; the social function of transmitting know-how or know-how, depending on the socioeconomic system or the dominant culture; It can also be understood as the process of development and structuring of the people who carry out the training; And finally, training is understood as an institution that obeys an organizational device supported by programs study plans, certifications and constructions, where training becomes a market that is bought and sold (Ferry, 1990).

Challenges around how to understand training are presented as both the problem and the solution. On the one hand, they show the serious difficulty of understanding training in different contexts and within them, but this recognition of the difficulties also makes it possible to broaden the vision of what training could be in a discourse of oppositions where divergences and convergences could obey new ways of understanding the process of training in teaching.

In this scenario of complexity, understanding the training of normal teachers implies recognizing the habits, rites and praxis of teaching action and the way to generate awareness about it from the analysis processes as an action on oneself that is conducted by the teacher. and the student desires to train professionally. Situation that requires contextual recognizing some of the difficulties and routine actions, such as basing analysis on questions or poorly structured diaries or on other instruments that, although they correspond to some of the dimensions of the practice, are not appropriately justified by the own epistemology of reflective practice.

Analyzing teaching practice implies a comprehensive effort on the particular institutionalized conceptions and practices that enable an approach to the dimensions, and the ways of doing things, the ways of recording and categorizing the practice, always framed in a socio-historical-cultural context in order to place it in a collective vision and generate interpretations, both personal and among equals, to access a vision and interpretation of greater certainty about what happens and what that knowledge implies when making decisions to mediate knowledge in the implementation. action of the institutionally suggested guidelines and those built from one's own experience for the analysis processes teaching practice mediated by objects of meaning and instruments.

METHODOLOGY

This research is based on the qualitative approach since it focuses on the understanding of lived experiences through the collection and analysis of narratives. This methodology allows us to interpret

and analyze stories to recover the meaning of the experiences of teacher trainers, promoting a reconstruction of reality from the perspective of the subjects involved. The researcher follows an inductive approach and an appropriate analytical strategy that seeks to faithfully reflect the subjective realities of the participants (Bolívar, Domingo, and Fernández, 1998; Hernández, 2016).

The study is framed in the context of an educational phenomenon linked to teaching practice, specifically in the training of normal school teachers. To collect data, observation techniques and the field diary are used, which allow capturing initial empirical elements. Subsequently, teachers are invited to write their narratives, promoting reflective dialogues that allow them to self-narrate and build their story based on organized experiences. This strategy not only makes it easier to understand your reality but also offers an opportunity for meaning and resignification of your experiences.

From a methodological perspective, qualitative research is supported by the interpretive paradigm, which favors the exploration of subjectivity through various information collection techniques (Hernández, 2016). The research is aimed at teachers of five degrees, who teach subjects related to teaching practice. The creation of a space conducive to sharing experiences and collectively reflecting on the analysis of practice was provoked with the intention of collecting information related to the objects that drive the analysis and the instruments used for such purposes.

The analysis of the narratives was conducted using an approach that combined grounded theory (Glaser and Strauss, 1967) and hermeneutical guidelines (Arráez, Calles and Moreno de Tovar, 2006). This process included three moments: the initial understanding of the narratives, the interpretation of the stories and the construction of theories from the data collected. The importance of theoretical sampling and the constant comparison method is highlighted to generate conceptual categories that allowed us to understand the experiences lived.

The selection of participants was conducted under specific criteria, considering full-time trainers and student advisors in degree processes. This ensured the relevance of the narratives collected for the study, allowing a deep exploration of analysis practices in the educational field.

RESULTS

Object of reflection on practice from the teaching perspective

Through the analysis of the stories, it is possible to identify that the analysis of teaching practice is presented as a heterogeneous process, although a predominant trend towards continuous improvement is observed. This approach is based on an epistemology that conceives teaching practice as an unfinished activity, supported by experiential knowledge that facilitates the construction, deconstruction, and reconstruction of teaching methodologies.

Teacher Lourdes¹ points out that "the teacher must constantly question his teaching work, to improve his performance in the classroom, if he does not do so he will remain in the abstraction of 'good work'" (D:3, N2, P5). This comment highlights the need for constant reflection to avoid falling into self-deception about the quality of one's performance.

Along the same lines, teacher Nora states that "one of the most transcendental purposes of continuous meditation on praxis is the improvement of teaching work based on the evaluation of educational practice" (D:7, N2, P4), emphasizing that reflection should be seen as a means to improve teaching practices in the classroom.

Teacher Aaron contributes that "practice analysis is a way to improve teaching, it is a way that is activated by having the conscious action of recognizing to act" (D:10, N2, P9), reinforcing the idea of that reflection on practice implies awareness of one's own educational actions and decisions.

In turn, teacher Martín adds that the improvement of practice must be intrinsically linked to reflective analysis, commenting that "one cannot speak of analysis of practice if the act of thought revolves around an intention different from that of improvement" (D:2, N2, P7). This approach reflects how reflection has as its ultimate goal the continuous improvement of teaching and learning, in addition to contributing to the professional development of teachers.

Another relevant aspect is the relationship between reflection and the transformation of practice. Teacher Lourdes asks herself: "why do I do what I do? how do I do it? why do I do it?", to later recognize the importance of modifying their teaching performance based on these reflections (D:3, N2, P6).

It is important to mention that under the ethical criteria of narrative and experiential research, the subjectivities of the participating subjects are recovered, with the intention of understanding and redefining the facts of the practice. However, the names used in the analysis of results do not correspond to the real names of the participants, in their case only gender is respected, that is, women are assigned fictitious names of women and for men names corresponding to their gender.

The objective of understanding teaching practice is also important. In this regard, teacher Martín argues that "the purposes have to do with the understanding of practice in an interplay that goes from the general to the particular and from the particular to the general. without trying to understand the aspects separately" (D:2, N2, P4). In this way, it is emphasized that a deep understanding of the practice is necessary to achieve both teaching improvement and transformation.

Furthermore, evaluation is another objective that was related to the analysis of practice. In this regard, teacher Pedro mentions that "evaluation is linked to analysis to identify some achievements in one's own and students' performance, regarding achievements in educational purposes" (D:5, N2, P2), showing that reflection on teaching practice also encompasses the continuous evaluation of educational results, although from a formative and not merely qualifying perspective.

Instruments for reflective teacher training

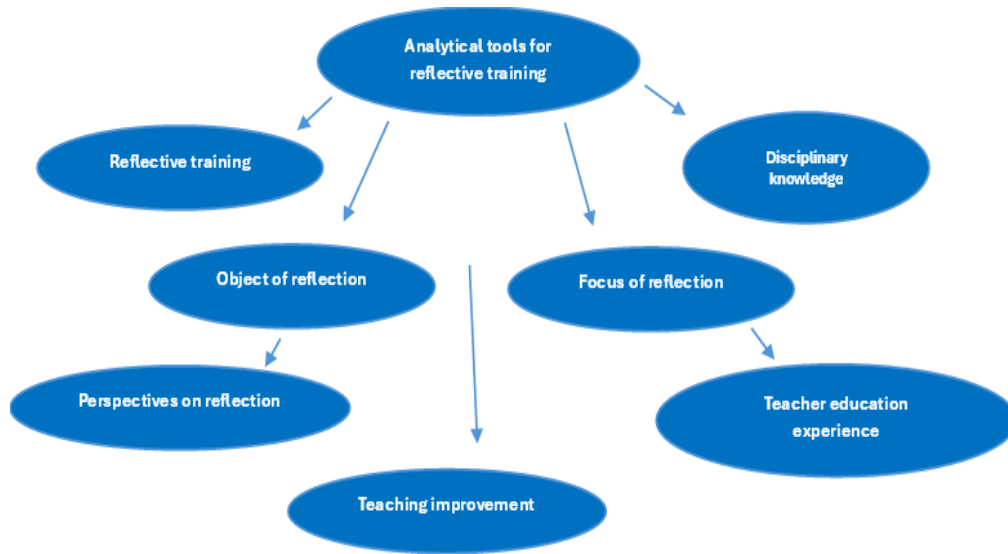
According to the analysis of the narrative line that is directed towards the tools used for analysis, the group of teachers recognizes that these tools and instruments contribute to reflective training and have direct implications for disciplinary knowledge. From this analysis, a necessary classification emerges that considers generic or general tools and specific tools for the analysis of practice.

From this vision, it is important that teachers recognize that the use of tools is not reduced to the generic, but rather it is necessary to recognize that within each discipline, area or course there are needs that guide the use of said tools.

The analysis suggests that in the process of using tools, teachers identify instruments, spaces, mechanisms, and moments for which they suggest the concept of analytical tools for reflective training, which are necessary for the materialization of said processes, orienting themselves towards the objective of improving practice.

Figure 1

Instruments for reflective training



Source: own elaboration.

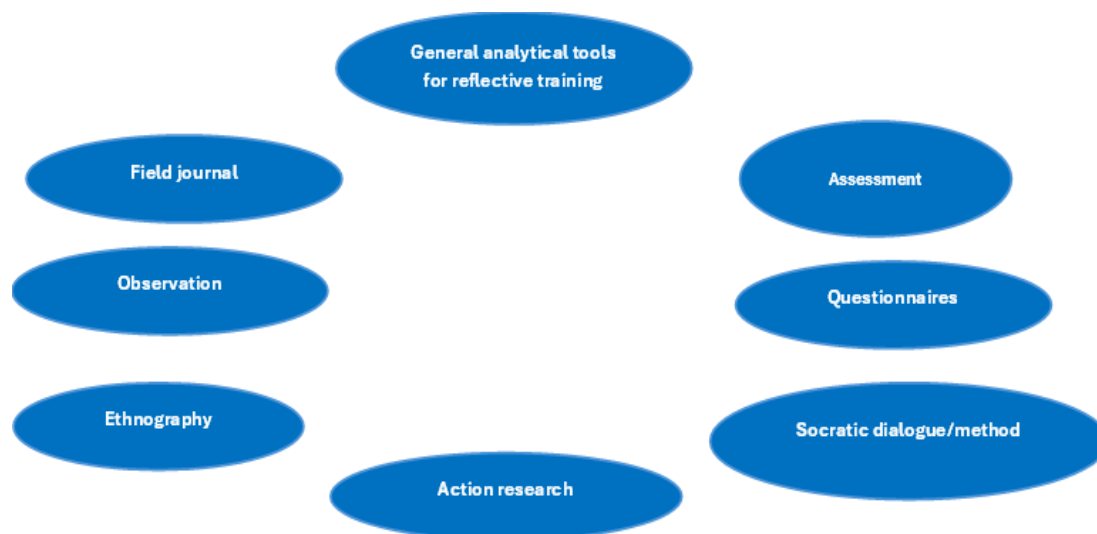
In general, the concept of analytical tools is proposed from collective dissertations instead of tools for reflection since the latter is limited to the instrumental issue; however, when referring to analytical tools for analysis, the possibility to a broader concept that implies not only the tool in the abstract, but also implies spaces, moments, ends and means for reflection, as constructed by teachers in reflective sessions. Presentación de los Datos: Muestra los hallazgos de manera estructurada.

General instruments for reflective training

In the analysis of the stories, it is found that teachers refer to general and specific analytical tools. In the following diagram, the generic instruments for reflective training are organized in order of importance, according to the testimonies obtained in the narratives.

Figure 2

General instruments for reflective training



Source: own elaboration.

General instruments for the analysis of practice

In the analysis of teaching practice, it is essential for continuous improvement in the educational field. Among the instruments used for this task, the field diary is presented as one of the most recurrent. According to Professor Martín, this diary allows monitoring educational and research processes, offering a portrait of the phenomena that occur in practice, both positive and negative: "portraying phenomena that occur as negative experiences, things that do not go well, or well, as positive things, things that work" (D:2, N3, P,3). This perspective is supported by teacher Cecilia, who emphasizes that the field diary is key to identifying achievements, difficulties and areas of opportunity in each class: "it has been one of the first and main instruments that allowed me to identify achievements" (D:4, N3, P,4).

The use of the diary is not only limited to the identification of situations but also facilitates a process of reflection on teaching practice. Teacher Alan maintains that the teacher's diary is "one of those essential tools" that allows the teacher to capture his daily work and free himself from emotional burdens: "it frees him from burdens that arise in his work" (D:9, N, 3 P,1). Furthermore, teacher Aaron highlights the evolution of the field diary, considering it a device that has maintained its relevance throughout his professional career: "it has prevailed, it has positioned itself in a place where the relationship it has with the personal, its structure and usefulness have made it remain a relevant device" (D:10, N,3 P,4).

Another outstanding instrument in the analysis of teaching practice is evaluations, in the form of questionnaires. Teacher Martín explains that the questionnaires are used to evaluate both the teaching-learning process and the teacher's performance: "questions are posed in anonymous questionnaires that deal with the achievements achieved in terms of skills and knowledge" (D:2, N3, P,4). In turn, teacher Aaron mentions that he uses these evaluations to identify achievements and areas for improvement: "I rescue the objective and accompany it with a series of questions" (D:10, N,3 P,6).

Rubric is also an important instrument in this context. Teacher Cecilia highlights its value as an analysis tool that allows identifying difficulties and strengths in teaching practice: "it has also been an analysis instrument" (D:4, N3, P,7) that allows identifying aspects of practice. In this sense, Master Cruz

mentions that the rubrics are simple to use and facilitate the observation of the level of compliance with activities (D:8, N,3 P,3).

Moreover, the Socratic method is mentioned as a strategy that promotes metacognition and reflective analysis of practice: "ask questions aimed at the search for metacognition" (D:8, N,3 P,8). Dialogue, according to teacher Aaron, becomes a crucial agent for the confrontation of ideas and the explanation of content: "it allows the explanation and confrontation of different ideas" (D:10, N,3 P,9).

Also, other instruments are recognized such as observation, action research, ethnography and checklists, which, although specific to each area or degree, contribute to the reflective analysis of teaching practice (D:7, N,3 P,4; D:9, N,3 P,8; D:10, N,3 P,5; D:8, N,3 P,3). The diversity of tools used for reflective training reflects the need to adapt the instruments to the particularities of each educational context, which enriches the process of analysis and improvement of teaching practice from an interdisciplinary vision.

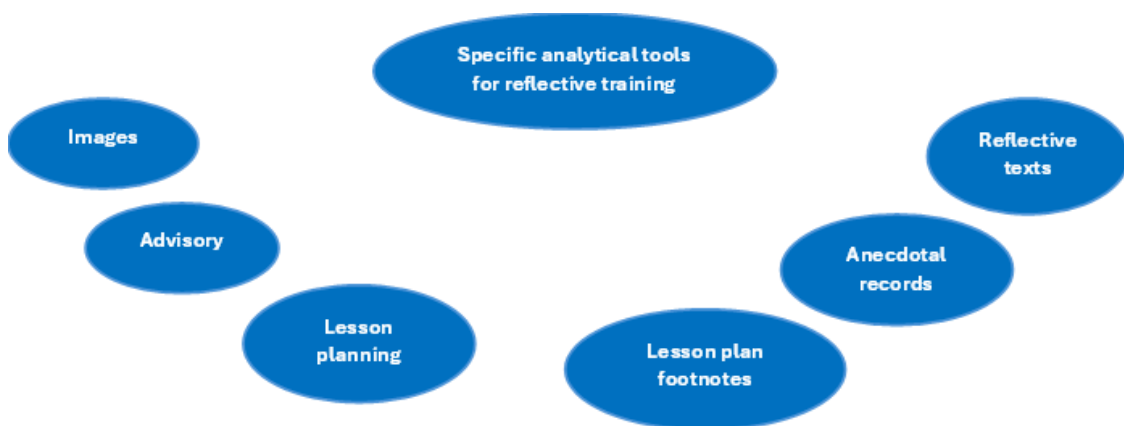
Specific instruments for reflective training

In the different fragments of the different narratives it is possible to find a second classification that refers to the specific tools or analytical tools for the development of the analysis of practice, which, according to some fragments, are structured "with greater precision and specialization, when working with a subject from the teaching and learning training path" (D:4, N3, P,5). Although it is recognized that each course, whether from the practice path or not, is linked in a differentiated way with the analysis of practice.

Figure 3

Specific instruments for reflective training

Source: own elaboration.



In the analysis of teachers' reflective sessions, it is stated that the analysis process should not be restricted only to practical subjects, but it is essential that all courses promote reflective training. This entails the need to differentiate between general instruments, applicable to most courses, and specific ones, which are useful for more specific purposes.

For example, teacher Cecilia mentions that images allow us to analyze "procedural strategies in areas such as mathematics", where students' levels of achievement and conceptual mastery can be identified (D:4, N3, P6). These specific tools allow students' knowledge to be evaluated in a more in-depth way, showing how the specialization of the instruments leads to a more detailed and disciplinary analysis.

The use of reflective texts is also a key tool in the analysis of practice, according to teacher Pedro these texts are “personal productions that recover learning or experiences in teaching” (D:5, N3, P1), which makes them specific instruments that allow a more subjective and in-depth evaluation of educational processes.

Another interesting story is that of teacher Javier, who explains that, in the degree in Physical Education, the analysis instruments focus on practice reports. These reports reflect the results of the teaching intervention and show evidence of the achievement of knowledge in practice with basic education students (D:6, N3, P2). Furthermore, the report acts as a self-assessment tool that allows us to reflect on the teaching intervention itself throughout the semester (D:6, N3, P3).

Master Aaron offers a reflective perspective on the use of instruments in the analysis of practice, where he points out that these tools, which he calls analytical tools, are not simple technical elements, but means to improve the understanding and meaning of his own practice. As teachers delve deeper into the use of these analytical tools, teacher Aaron has observed that “they become common and are not only used temporarily when returning from practice sessions” (D:10, N3, P2).

For his part, teacher Alan introduces an important aspect by pointing out that planning, as an instrument of analysis, is transformed from the reflective evaluation that is conducted before starting the courses. Affirms that this evaluation is essential to align teaching with educational objectives and continually improve teaching practice (D:9, N3, P9). For teacher Alan, counseling is also a means for reflection, since it allows obtaining a broader vision of the students' mastery of disciplinary content (D:9, N3, P11).

DISCUSSION

The objects of reflection in teaching practice are mainly oriented towards the continuous improvement of educational work, considering that teaching is an unfinished process and in constant construction, distancing itself from a technical dimension. From the analysis of the stories, it is observed that teachers reflect on their performance, their pedagogical decisions and the relationship between theory and practice, in order to optimize educational action in the classroom. As teachers Lourdes and Nora point out, reflection allows us to permanently question our own practices and evaluate their effectiveness, avoiding falling into the illusion of “good work” and promoting the improvement of teaching work based on a critical and conscious evaluation of the pedagogical actions. This approach implies that the objects of reflection not only include immediate practice, but also the epistemological, methodological, and experiential foundations that support educational decisions.

Another central object of reflection is related to the deep understanding of the practice and its transformation. According to teachers Martín and Lourdes, reflecting involves analyzing the meaning of actions, their purposes, and the effects on learning, integrating a general and a particular vision, in order not to fragment the understanding of the educational process. Likewise, formative evaluation becomes a key object of reflection, as teacher Pedro points out, since it allows identifying scope and challenges in both teaching performance and student learning. In this way, reflection on practice is configured as a complex process that articulates improvement, understanding, transformation and evaluation, becoming a central axis for professional development and the consolidation of reflective and critical teaching.

The analysis of the instruments used in the reflective training of teachers reveals that their use is not limited to subjects linked to professional practice but extends to the entire educational curriculum. This transversality of reflection is based on the need for systematic integration between theoretical and practical courses, which favors a more holistic understanding of the educational process that demands an interdisciplinary vision.

Throughout the study, it is evident that the instruments applied, both general and specific, are fundamental in this reflective process. Instruments such as questionnaires, interviews, reflective texts, field diaries, and images play a crucial role in the evaluation and analysis of teaching practice, while allowing teachers to generate and organize relevant information for a deep understanding of his work. The use of these instruments is adapted to different disciplinary contexts, which shows that their application varies not only depending on the course, but also on the training needs and improvement goals of each teacher. Likewise, the teachers' stories show an interrelation between the instruments used in different fields and disciplines.

Regarding the individual and collective dimensions of the analysis, it is highlighted that it is not possible to develop exclusively isolated or individual analytical processes, since to promote a perspective of reflexivity it is necessary to move towards an analysis from the community. This is based on the perspective that reflective training (Jasso and Jiménez, 2021) is not limited to technical actions, since it is a process that goes beyond self-evaluation and, consequently, requires processes of subjectivation. In this sense, analytical tools, such as field diaries, videos or planning, are not simply technical tools, but represent a set of pedagogical decisions based on professional experience, which allow the purposes and purposes of teaching to be objectified.

It is important to emphasize that the choice of instruments is not arbitrary but rather responds to a need for disciplinary contextualization. Each course presents particularities that demand specific tools according to its objectives and field of knowledge.

CONCLUSION

From the findings presented, it is possible to conclude that teachers recognize that the analysis instruments used in reflective training are not exclusive to a discipline or context. On the contrary, its applicability varies depending on the area of knowledge and the needs of the course. This demands flexibility in their use and the teacher's ability to adapt them to specific teaching and learning situations, as well as an interdisciplinary vision that allows identifying the interaction needs between different courses and disciplines.

On the other hand, it is important to recognize that reflective practice is a pillar for teaching improvement, since reflection is not only taken into action in courses of the training path of the practice, but must be integrated into the entire training process. Likewise, teachers recognize that the systematization of analysis instruments promotes a continuous and detailed evaluation of their work, which is key to improving educational practice. It is recognized that there are general tools, such as questionnaires and interviews, that serve as a basis for delving into more specific aspects of the practice; However, as teachers advance in their analysis, they appropriate more specific instruments, such as reflective texts or field diaries, which allow them to monitor their educational intervention in more detail.

By incorporating the perspective of objects of reflection to the teaching practice, it is highlighted that teaching analysis not only involves the use of instruments but also focuses on clear purposes: understanding one's own practice, continuous improvement, transformation of pedagogical actions and learning formative evaluation. These objects guide reflection, giving meaning to the data collected and the experiences lived in the classroom, and connecting the action with theory and pedagogical intention. In this way, instruments become means to achieve broader objectives that seek comprehensive professional development and a more conscious and critical educational practice.

Additionally, it is recognized that the analysis of practice can initially be promoted individually; However, it is essential that teachers share their reflections in teaching groups, since through interaction more enriching feedback is promoted that favors the collective improvement of teaching. The nature of the

discipline in which the courses are developed directly impacts the selection and use of analysis instruments, making it essential that teachers master the specific approaches and tools of their field (Tardif, 2014; Shulman, 1986) to carry out an effective reflective analysis that leads to the transformation and improvement of your teaching practice.

To achieve critical reflective training (Jasso and Jiménez, 2021) it is necessary to achieve a balanced combination among the general and specific instruments, as well as an appropriation of said instruments according to the context and discipline, without leaving aside the collective spaces for the analysis and the objects with which reflection is mobilized. In this way, trainee teachers are built as critical and conscious actors of their own practice, guided not only by the instruments, but also by the objects of reflection that guide understanding, transformation, and continuous improvement in educational work.

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