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RESEARCH ARTICLE

THE ATTENTION OF UNIVERSITY TEACHERS IN ONGOING TRAINING PROGRAMS AND UPDATE

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ABSTRACT

The aim of the research was to analyze the attention of university teachers participating in a continuing training program. The research was conducted in October 2014. It consisted of recording the sustained attention of 30 teachers in a training process in a public university in Mexico, using the technique of participant observation. On average seven out of 10 teachers who receive training pay attention to the teacher's presentation during the first hour of class and do only six in the second hour. It concludes that teachers take literally very similar to the contemporary university student role, serving a variety of ways during exposure teacher trainer. Several teachers are indifferent to the work of his colleague.

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INTRODUCTION

The low level of use and academic performance of university students and teachers when they assume the role of students to be trained is affected largely by the organization of the teaching-learning process, specifically the time spent on the presentations made by the teacher. However, the attention span of teachers is also affected by personal variables, affecting the use and learning. The question was formulated to guide the study was: To what extent pay attention to what university teachers trained in their continuing education?

General Purpose

Analyze the effects on attention and learning in university teachers to participate in a training course through a series didactic model based on education and transitional periods, to support the proposal of an educational model to improve educational quality. The study provides empirical evidence to support the development of a new educational model for university education and teacher training, promoting the

efficiency of the teaching-learning process, by optimizing teaching resources, the time spent on training and financial investment for the development of programs.

Theoretical Foundations

The brain gets more information than can be aware. Attention is usually directed only to the things we want, however often there are stimuli that catch the eye causing a change in the interest that has on objects (Guillen, 2003). Damasio (2010) states that we can deliberately choose which objects and situations allow recording in mind and what objects and situations we waste time and attention. The term care comes from the Latin, "*attentio*" which consists of "*tendere*" that means stretching or tender and refers to strive for, implying a tendency or propensity of the subject to contact (visual, auditory, tactile, brain, etc.) with something in particular, is that something very particular and specific, focused on it or in a broader sense means to be attentive and alert to what is happening. According to Hernandez (2011) students pay more attention and work harder on academic tasks are also the most learned. However, Morillo, Gamito and Sánchez (2002) point out that to develop the attentional capacity should take into account individual differences of students.

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Attention is difficult to separate perception and memory, because once the information selected can be treated by means of perception, ie, first select what we want to deal with and remember selected information, therefore, the attention besides involving perception, memory implies. When the observer adopts a deliberate state of attentional preparation to an object, you can capture your attention another object, when a stimulus of sudden onset arises (Añaños, Estaún, Tena, Mas and Valli, 2008). Attention and concentration are important in the teaching-learning process, so one of the biggest problems of the students is the lack of these two factors. Attention refers to the ability to focus on certain stimuli deliberately want to register, can be objects or relevant aspects of these objects or activities, however, to meet some ignored or eliminates the possibility of registering (Guillen, 2003).

However, the concentration refers to the fact constantly keep attention on those predetermined stimuli. The concentration involves the control and direction of all the attention (Guillen, 2003). Therefore, attention and concentration are human skills that can be improved through the gradual and systematic training. According to Guillen (2003), attention can be studied in two dimensions: the amplitude and direction. Amplitude refers to the amount of information that serves one person at any given time, that is, if the focus is on one or more aspects is considered close, and if directed to multiple aspects attention is considered wide. The dimension of leadership is whether the focus is on internal or external aspects of the student. Attention is internal when the student focuses on thoughts, feelings, emotions, etc. Moreover attention will be outside when the focus is centered on the environment. In the courtly context, mainly it requires the student to self-regulate and close outpatient attention, moving to a close and inpatient attention, being necessary to train students in the development of attention, in order to increase service time and possible meet more demanding activities and concentration.

According to Salas (2003) there are other types of attention:

- Involuntary: effortlessly.
- Voluntary: with effort (study).

Salas (2003) provides some recommendations for maintaining attention and concentration as: Avoiding distractions, the study plan, take the recommended position, reward and promote the objectives of student interest.

According to the author the causes of distraction are:

- External Distraction: Environmental factors (noise, etc.), improper time, go with the passivity, undue hardship, too easily, monotony and different to the classroom by the students expectations.
- Internal Distraction: Conflict, anxiety, lack of interest, issues to be resolved, accumulation of tasks, physical or mental fatigue and weakness of will.

The psychologist Juan Vaello (2007), in his book "How to teach those who do not want to learn", considers that in schools two types of care are distinguished: The student, who must be concentrated around the task or the teacher, and the

teacher, to be distributed among all students equally. Vaello pointing different strategies to grab attention and keep it:

- Attention ensure all students and not start class until I have succeeded.
- Warn the student distracted I do individually, call it by name. If this step is ineffective, should make a public personal warning.
- Identify the elements that can distract students and try annulment.
- Place the students of lower yields closer teacher.
- Start class activities leading attention as brief questions about the previous class or practical exercises.
- Use different forms of presentation of the contents of the subject, such as readings, videos, etc. Varying the tasks to be performed by students to avoid monotony.
- Identify what are the methods that achieve a higher level of attention to students and use them at key moments, such as at the end of the class, when they are generally more tired.

Attention can be regarded as a social construct that in the context of classes is connected and represented in specific ways. Students during their transit through the school was appropriate and recreate certain bodily signs expressing who are paying attention to class and learn to identify these signs in other people, especially their peers. But the forms of "pay attention" are also co-constructed by them moment to moment depending on the interactive context (Naranjo, 2009). In an ethnographic study in basic education using the technique of participant observation Naranjo (2009) he found that is not the same pay attention to reading a paragraph from the book that conducting an experiment. Copy the text from the board requires students a flow of specific body movements. These movements are analyzed as semiotic modes and depending on how students relate to their peers and other objects present. Naranjo (2009) obtained descriptions of various moments when the students' attention seemed to be focused on the academic task, finding a great diversity of situations and behaviors.

Even with these differences, we may say that students are on task, since all modal expressions described are structured around it, which can be seen both in the sequence of actions that occur as reactions with co. "In addition, the teacher does not prevent or punish movements described flows, which can be interpreted as that for him all these ways of acting are permitted, as part of the completion of the task and could be included in what for him It means being attentive. It's a validation that students attend class "(Naranjo, 2009). "The forms of "pay attention" are produced in specific interactive contexts, they vary from student to student and from moment to moment; factors such as type of task, the spatial arrangement of the classroom, the complexity of the interactions that occur, visibly influence on these achievements" (Naranjo, 2009).

Hidalgo, Gil and Rodríguez (2001) confirm that there is a relationship between the capacity of attention and the level of student performance. Studies with college students, senior levels of ability to focus is on most of the students who passed all biomedical subjects in the first semester. It also emerged

that, within each subject separately, those who passed the ordinary examination were mostly those who had the highest levels of attention span. It should be noted that the results in different subjects is similar. Gavotto (2014) confirmed that learning is affected by the method used to improve attention in class, in addition to the physical exercises as a transitional stage between learning series, it favors attention above the self-study and the video game. Empirical studies conducted by Gavotto (2014) can confirm that attention and concentration form the basis for the teaching model based on series of didactic training because it is considered essential for the teacher-student communication connection and expected to achieve understanding.

MATERIALS AND MATHEDS

The research was conducted based on a non-experimental, descriptive and design mixed approach. Taking into account the contributions of Naranjo (2009) participant observation technique was developed during the month of October 2014, to record the level of attention of teachers in regular classes using the expository method and teaching through the use of videos. A group of 30 teachers was selected in a process of civil protection training, for the purpose of measuring time in serving instructions, explanations and activities requested by the teacher. The criteria established to determine the attention was through sustained eye contact participant to the trainer and to the teaching resources provided. The method of participant observation is intended to increase the accuracy and objectivity, in order to obtain adequate representation of the phenomenon studied. The observations were made during 10 lessons in a time of 120 minutes each class, representing 1200 minutes of observation. The observations were conducted every five minutes for 30 seconds continuously, identifying the activities carried out by teachers during that time, establishing the criteria for care directly observe teachers or intermittently to annotate your notebook or notebook so.

The results of all classes were averaged for graphing.
Fieldwork guide

- Previous study or survey.
- Selection of the participant group
- Preparation of materials for data collection.
- Data collection, whether primary or secondary.
- Preparation of the report of fieldwork.

RESULTS

The results of care recorded by teachers during the first hour of class (see Figure 1) is presented graphically:

On average 7 out of 10 teachers who receive training pay attention to the teacher's presentation during the first hour of class. The trainer began developing teaching course content directly, it did not make a diagnostic test to identify prior knowledge of the participants, nor assessed the mastery of course content.

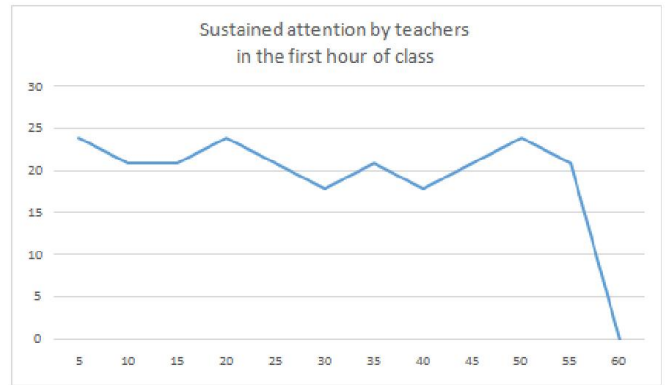


Figure 1. Results of registered attention by the teachers during the first hour of class

The results of attention at teachers registered during the second hour of class are presented (see Figure 2):

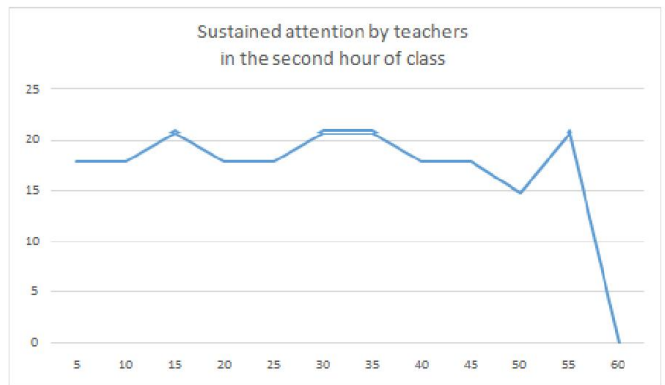


Figure 2. Results of registered attention by the teachers during the second hour of class

On average 6 out of 10 teachers who receive training pay attention to the teacher's presentation during the second hour of class. Teachers and students participating at some point no attention during the two-hour class, held various activities were common, as constantly reviewing the phone, leave the room, find objects in their briefcases or backpacks and talk to peers. In the second hour of class a teacher tried for more than 30 minutes, do not fall asleep during exposure of the trainer.

Conclusion

It concludes that teachers take literally very similar to the contemporary university student role, serving a variety of ways during exposure teacher trainer. Several teachers are indifferent to the work of his colleague. Naranjo's findings (2009) stating that the focus on formal education processes varies from student to student and from moment to moment is confirmed; factors such as type of task, the spatial arrangement of the classroom, the complexity of the interactions that occur, visibly influence on these achievements. It is confirmed that the training and updating does not take into account the attention and focus of its participants, can hardly achieve its purposes. The lack of a diagnostic evaluation participants identified, so that hardly could be identified if the lack of

attention resulted not have previous knowledge that allowed connect new information, or where applicable, to master the contents covered. Besides the lack of evaluation is a factor that may have affected the commitment of the participating teachers to appropriate the contents covered. It is recommended maximum one hour sessions of training, since the attention of teachers in their role as students began to decline in the second hour of training, trainer wasting effort to transmit knowledge. No moments where all participants were recorded simultaneously put attention. It is also recommended that the trainer, make short explanations, about 10-15 minutes to achieve grab the attention of the audience and I agreed these intervals with recovery times and reinforcement activities.

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