UNIVERSITY TEACHERS: CONSTRUCTION OF THEIR PEDAGOGICAL KNOWLEDGE AND PROFESSIONAL IDENTITY BASED ON THEIR COGNITION AND BELIEFS

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ABSTRACT
This paper aims to examine the system of beliefs and teaching practices of Chilean university teachers and its implications on the teaching-learning process. To elicit data, different instruments have been used in the context of a case study, that is to say, a semi-structured interview and an autobiographic narration as they reflect teachers’ pedagogical and professional conceptions and the origin of beliefs moving their instructional practices.

Key words: beliefs, pedagogical practices, cognition, teachers

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