Contextualized Teaching & Learning as a Fundamental Educational Model

Abstract

This paper aims to offer a scientific contribution to the clarification of some of the final training objectives that need to be achieved by a professional educator in reference to the relational and temporal dynamics of the different educational contexts. Starting from a critical examination of the explicit skills that a university teacher in pedagogy (the primary professional model for the students of the 5-19 Graduates Class) needs to have, we move to the question of the internal and external dynamics of the training experience. We propose an educational model that turns around the relationship between the students and the teacher, taking into account the relationship between the teacher and the curriculum, the role of the teacher as a mediator of the students’ educational experience, the educational system, and the role of the teacher as a facilitator of the students’ learning process.

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