Perspective of Teaching in University Professors:

Case Study in A Chilean University

Eugenio Merellano-Navarro[1], Maria Muñoz-Oyarce[2], Marta Rios Chandia[3] & Manuel Monzalve Macaya[4]

[1] Grupo de Investigación EFISAL, Universidad Autónoma de Chile, Talca, Chile

[2] Doctorado en Educación, Facultad de Educación Universidad Católica del Maule, Talca, Chile

[3] Facultad de Educación, Universidad Autónoma de Chile, Talca, Chile

[4] Facultad de Educación, Universidad Católica del Maule, Talca, Chile

Correspondence: Maria Francisca Muñoz-Oyarce, Dirección: Av. San Miguel 3605, Talca, Región del Maule, Chile.

Abstract

The present study aims to critically analyse university teaching from the perspective of the actors themselves, since the exercise of teaching allows the teacher to look at their pedagogical practice, interpret it, and recreate it, also turning it into a source of learning from a perspective of change and innovation. In methodological terms, the study is based on the interpretive paradigm which is intended to understand how teachers mean the teaching process, therefore, the methodology option is qualitative through the case study. The data have been obtained through focus groups, with the participation of 16 university professors, a question that allowed the emergence of the discourse of the investigated subjects referring to their experience in the exercise of university teaching. The results point to the importance of didactics in the learning process, the establishment of good personal relationships with their students, the deep mastery of the content of the discipline taught by the teacher, the adequate theory-practice relationship, and the primary concern for the learning in their classrooms, as factors that stand out in those teachers who transcend in the lives of their students. They also open up the opportunity for a series of questions, many of them about the role of university teachers in their capacity as trainers of trainers.

Keyswords: good teachers, university teaching, teaching, learning

1. Introduction

The transformation process that education undergoes is generating constant debate about the roles teachers should have in today's society and the responsibility of universities to prepare future teachers (Anderson et al., 2020). In this scenario, there is an urgent need to update university teaching to prepare future generations of teachers that can adapt to the different scenarios and complexities of current society. Thus, it is critical to creating spaces and scenarios in which the practices of the university teacher are analyzed to help reconfigure both their pedagogical actions and the scope of their professional practice in the training of future teachers (Buskist, & Keeley, 2018), especially, in the university environment where social, cultural and political factors interact (Jääskelä, Häkkinen, & Rasku-Puttonen, 2017).

In recent years, authors such as Raitz & Silva (2014), Kedraka & Rotidi, (2017), Pérez -Cañado (2018) have studied the trajectories of university teachers, focusing on aspects such as context features, institutional dynamics, professional interactions, learning and individual factors that constantly influence and modify the professional path of these teachers. Furthermore, it is important to understand that the professional path is organized through different dimensions which include the personal dimension, training dimension, and the professional socialization dimension. The personal dimension conceives professional development correlated with the individual development process. The training dimension describes the construction of pedagogical knowledge and the organization of the teaching and learning process. Finally, professional socialization, is related to the adaptation of the teacher in the work environment, that is, in the growing complexity scenario in which university teaching is experienced (Tardif, 2013; Walder, 2017).

1.1 Literature Review

To date, there is a substantial body of research that aims to describe a good university teacher (Keeley, Ismail & Buskist, 2016; Shawer, 2017, Zabalza, 2016). However, a consensus has not yet been reached on the characteristics that a good university teacher should have because many factors interact in the process. Several studies indicate that a good university professor is characterized by knowing the discipline they teach; possess pedagogical knowledge that allows adequate teaching; have the ability to combine the pedagogical, the human and the ideological in their educational purpose; From students' perspective, the good teacher can empathize and know how to listen because they seek a close relationship with their students, generating a two-way dialogue between theory and practice (Klafke,   De Oliveira, & Ferreira, 2020; Heidmets, Udam, Vanari, & Vilgats, 2018). Current research has focused on the analysis of administrative tasks and the domain of content that the teacher must have, but not on the multidimensionality of knowledge and attributes that must be displayed. In this regard, the work of Alhija (2017) indicates that most university teachers lack effective teaching strategies. According to Casero-Martinez (2016), many university students indicated that there was no relationship between what the teacher knows and the way how they teach it. Moreover, students reported that many teachers lack strategies to verify the effectiveness of teaching and prioritize research work over teaching. These phrases are frequent, and they seem to be part of the nature or culture of any higher education institution (Päuler-Kuppinger, & Jucks, 2017). On this subject, Shulman (1986; 1987) demonstrated that the knowledge of the pedagogical content constitutes the knowledge on which teaching is based.

To teach effectively, the teacher must understand the subject, its concepts, and its structure. Then, they must transform it. This includes preparing the topic, preparing themselves with a repertoire of representations (analogies, metaphors, examples, etc.), and selecting the appropriate teaching strategies. Finally, they also need to adapt the content to the characteristics of their students, taking into account the ideas, preconceptions, difficulties, motivations, cultural origin, for later; verify the learning achieved by their students, among other aspects. This is why higher education institutions should reflect on the multidimensionality what being a good teacher includes; in that it is not only enough to have mastery of the subject or discipline, but rather, human and personal elements must be incorporated transversally in the conception of good pedagogical practices, that is, those aspects associated with the social dimension of training (López Solé, Civís Zaragoza, & Díaz-Gibson, 2018).

The discussion on preparing university teachers should focus on the training process that university teachers receive to carry out their work. Some studies address this topic, highlighting the research carried out by Shawer (2017), Pérez-Cañado, (2018), Keeley, Ismail, & Buskist, (2016), Jääskelä, Häkkinen, & Rasku-Puttonen, (2017), who warns of the lack of institutional support to promote the pedagogical training of teachers who work in higher education and are responsible for the training of future teachers. This reflects the culture of the devaluation of the pedagogical, highlighting the theoretical and practical weaknesses of the training of future teachers. Studies also indicate the need for higher education institutions to assume and consolidate pedagogical training policies for university teachers by developing training initiatives based on teaching needs including teaching processes such as learning, planning, evaluation, and methodologies (Barnett, & Hodson, 2001; Marcelo, & Vaillant, 2012; Buskist, & Keeley, 2018).

The current university context requires a new profile for trainers to train in service teachers. Consequently, this requires teachers to rethink the way of organizing the teaching and learning process from a pedagogical perspective (Orellana-Fernández, Merellano-Navarro, & Almonacid-Fierro, 2018). Universities (including university teachers) need to prepare to transform this new reality, an issue that demands a new profile of the professor who is in charge of the training of the teachers of the XXI century. In other words, this change involves a new paradigm of what teaching in tertiary education implies (Wood, & Su, 2017). Likewise, it requires rethinking the way of organizing the teaching and learning process to overcome the reproduction and transmission of knowledge through the search for the production of knowledge. To achieve this, it is also crucial to offer more flexible and dynamic learning processes, less rigid and more receptive to innovations, integrating research and communication, to achieve better quality in learning, teaching, and performance students' professional (Walder, 2017).

From this perspective, teaching at the university level is a process whose complexity requires specific epistemological knowledge which makes sense when it is possible to understand the field in which the university teachers develop their practices. Thus, the purpose of the present study was to critically analyze university teaching from the perspective of the actors themselves, that is, university teachers who work in a college of education at a Chilean university.

3. Method

3.1 Design

The present study is qualitative-interpretive (Flick, 2009). In terms of design, theoretical sampling was used (Glaser and Strauss, 1967), which consists of cases or groups of cases according to specific criteria about their content instead of using abstract methodological criteria. Methodologically, the case study is chosen because it is a qualitative method that consists of a way of delving into an individual unit, which for the present research represents university teachers. The case study can make an important contribution to research development in education because it allows a deep review of educational processes, in their contextual complexity and direct observation and data collection in natural environments (Simons, 2009). Therefore, the case study turns out to be an interesting form of research for teaching practice, including research that concerns the teaching of each teacher in their classes.

3.2 Participants

Before selecting the sample, the following inclusion and exclusion criteria were established: a) teachers who were working in the college of Education of the selected University; b) university teachers who work in a teacher preparation program; c) university teachers with at least three years of experience at the University; d) university teachers with three years of teaching experience in elementary or high schools and (e) university teachers with a full-time or part-time contract. As exclusion criteria, university teachers with less than three years of experience in university teaching, part-time professors, were established. The research was carried out at a private university in the Maule region in Chile in August and November 2018.

3.3 Data Collection

The focus group was chosen as a methodological resource due to its flexible characteristics (Gatti, 2005). The interview script was prepared by the research team and the validation was carried out by a panel of five expert judges. The focus groups were held in a room at the University. During each focus group, the researchers presented the purposes of the research and each of those involved was consulted about their willingness to participate in the study. Before data collection, the researchers obtained written informed consent to guarantee the confidentiality of the names of people, taking into account privacy and emphasizing voluntary participation, and their authorization was requested to record the group interview, to assure the ethical aspects of the study. Two focus groups were held, in which a total of 16 university teachers participated.

The interview script was then applied with questions such as: from your perspective, what would be the characteristics of an effective university teacher ?; What do excellent teachers do that allows them to distinguish themselves from other teachers ?; How relevant is the professional expertise of the university teachers when teaching ?; What value do you give to the pedagogical relationship established by the teacher with their students? What are the pedagogical practices that stand out the most in good teachers? How do good teachers manage to impact the learning of their students? However, as the focus group progressed, other questions were asked based on the discourse of the investigated subjects. In addition to using an audio recorder, manual observations were taken to clarify the possible intentions of the teachers given at the time of the group interview, which had an average duration of 90 minutes.

3.4 Data Analyses

The collected narratives were analyzed using content analysis (Gibbs, 2007; Bernard, Wutich, & Ryan, 2016). Likewise, the categorization process began with the review of the theoretical framework as expressed by Moreira y Costa, (2016). Subsequently, through open coding, primary categories were obtained that emerged from the two previous categories (a question that is explored in the results chapter). To ensure the reliability and rigor of the data, the Guba y Lincoln (1994) criteria were used. Credibility was achieved when the participants reviewed the transcripts of the focus groups, collecting from the informants what they think and feel; confirmability refers to how one researcher can keep track, or route, of what another did, consequently, a peer review of the work process and the results of the investigation was made; the transferability or applicability, gave an account of the possibility of extending the results of the study to other populations, for this a dense description of the place and the characteristics of the investigated subjects was made, emphasizing the methodology and context. Finally, the participants were asked to sign the written informed consent, and they were also informed about the ethical aspects of the study in terms of confidentiality (anonymity in the publication).

4. Results

In the next section, categories and codes that emerge from the content analysis and the coding work of the narratives obtained from both focus groups are presented. Through the literature review, two previous categories emerged:

teaching work and characterization of the university teacher. Then, different primary categories of analysis emerged which are presented in Table 1.

Table 1. Categories

Core Category	Previous Category	Primary Category
University Teaching	Teaching work	Impact on learning
		Attributes of a good university teacher
		Teacher who trascends
	Characterization of the university teacher	Quality teaching
		Relation theory and practice
		Teaching Strategies

Each narrative fragment presented has a code, which is expressed through the following nomenclature: focus group number (FG1 or FG2), subject number (Teacher n), and page number (page n). Then, the code will be expressed as follows: "Textual narrative extracted from the focus group" (FG 1; Teacher 2; p. 88). To obtain a better understanding of the results, we will proceed to present the most relevant narratives of each of the primary categories.

4.1. Previous Category: Related to Teaching Work

4.1.1 Primary Category: Impact on Learning

The category impact on learning refers to the aspects that according to university teachers intervene or impact on student learning. One of them is the performance of the teacher, who intervenes in the academic achievement of students. Another aspect is the degree of readiness that students have to learn. In this regard, narrative fragments are presented below that show these two aspects:

> "Teacher performance greatly affects student learning, that is, good teachers are capable of generating significant learning in their students, and this far exceeds the qualification achieved in a subject" (FG 2; Teacher 2; p. 15).

> "It must be remembered that even though the teacher has an incredible performance if the student does not want to learn, he will not learn. You can have Einstein teaching mathematics and significant learning is not generated if the student is not interested in the class" (FG 2; Teacher 3; page 15).

According to the participant teachers, the impact that their teaching process relies on the motivation and interest in learning of students, and then surpasses the qualifications achieved in the course. Learning is a complex process and only good teachers manage to generate and build really meaningful learning with their students.

> "I would just like to add that it would be good to remember that we are at the University, we are no longer with high school or elementary school students, here are certain attitudes that students must manifest, they must present an adequate attitude and motivation to achieve the proposed learning, and we must support the achievement of meaningful learning "(FG 1; Teacher 4; page 17).

According to the narratives presented, university teachers need to understand the context of higher education in all its dimensions by seeking from its pedagogical deployment to develop different strategies and actions for their students to learn, recognizing that it is in the classroom space where they exchange knowledge.

4.1.2 Primary Category: Attributes of a Good Teacher

The attributes of a good teacher category describe the characteristics of a good university teacher, from their peers. Among the attributes that are pointed out are attitudinal aspects, personal and vocational characteristics. Regarding attributes, university teachers indicate:

> "The good teacher shows a lot of patience, good communication, the general vision of where I want to go, he has to be a curious person, and that he transmits that curiosity to his students" (FG 1; Teacher 7; p. 4).

> "Qualitatively speaking, undoubtedly as the colleague says, it is the passion with which one can face teaching, it also implies a lot if one is in a college of education if one is training teachers to become a role model of how one addresses teaching" (FG 2; Teacher 5; page 3).

In this sense, teachers point out that the attributes of a university teacher transcend the domain and transmission of content, and that personal characteristics emerge to support the teaching process.

> "I think that a good teacher is the one who first has a vocation. Personal skills that relate to capacities not only of an empathic type and with that empathy they also come to be respected as a role model" (FG 2; Teacher 1; p. 4).

> In terms of their attributes, the investigated subjects indicate that university teachers should be able to build a special type of professionalism, in which learning with passion and vocation are promoted; that they develop curiosity, the desire for change and, fundamentally, that as teachers of future teachers become a model to follow.

4.1.3 Primary Category: Teacher Who Transcends

Within the category of a teacher who transcends, we find narratives associated with how the teacher overcomes the instruction phase and fosters significant experiences and learning that last overtime in their students. Likewise, these teachers promote a permanent dialogue with their students going beyond class time and the subject they teach. That is, their characteristics and the close relationship that they build with their students manage to captivate their students' desire to learn. These aspects are found in the following testimonies:

> "I must say that because of my work I had to see many university teachers, and there was a teacher who called my attention. She was a teacher who taught in the elementary school teacher training program. She wrote on the blackboard while everyone worked, and when the class ended, the students stayed in the classroom talking with her, she was a teacher who showed respect, understanding, and empathy with her students" (FG 2; Teacher 6; page 20).

> "Generally the teachers who transcend are those who probably have certain personal characteristics and that even go beyond the subject they teach. These teachers generate a close relationship with their students and are a role model. I think that is the important point, that is, how much that teacher transcends, and what pedagogical strategies is using" (FG 2; Teacher 1; page 21).

This category is marked by terms such as empathy, understanding, respect, dialogue, close relationship, and similarity between what the teacher is inside and outside the classroom. These personal characteristics are considered as desirable and describe the profile of a teacher who transcends the classroom and the subject.

> "A teacher that I knew explained a question with sticks, started with four matchsticks, and ended up explaining derivatives. The students were fascinated with the teacher, before seeing it, I would not have imagined what could be done. I am sure that this strategy of learning transcended in that class" (FG 1; Teacher 4; page 18).

According to the key informants' narratives, the teacher who transcends is the one who manages to seduce his students, that is, the students perceive the dedication, perseverance, and motivation to teach, qualities that are highly important in teachers who teach at the university.

4.2 Previous Category: Characterization of the University Professor

4.2.1 Primary Category: Quality Teaching

According to the teachers who participated in this study, teaching with quality implies having certain characteristics, including mastery and experience in what they teach, having the ability to research in their discipline, combining the theoretical with the practical, being able to establish empathic relationships with their students and master pedagogical and didactic strategies, as shown in the following narratives:

> "From my perspective, a teacher who develops his teaching with quality is one who has the capacity and expertise in the discipline, as well as the research skills, and, on the other hand, the ability to bond or empathize with the students, and perhaps the most relevant that he handles not only the theoretical but also the practical aspects of the subjects he teaches "(FG 1; Teacher 4; page 18).

According to the reports, it is essential that, in higher education institutions where future teachers are trained, quality teaching is a core aspect of the training. Furthermore, the theory of subjects must be combined with practical strategies that allow future teachers to achieve all the competencies included in their curricula.

> "I think that the experience in the area is first to train future teachers. Then the specialization in the area of knowledge, and then mastering the teaching competencies that involve a set of aspects, such as group domain, psychological strategies, and didactic strategies" (FG 1; Teacher 7; page 11).

"I believe that to do good teaching, you have to be an expert in the area, therefore, content knowledge is critical, and also everything that has to do with the didactics associated with the content knowledge based on the subject that one he is teaching, aspects that reflect the quality of teaching "(FG 2; Teacher 2; page 21).

In this line, those who have the responsibility of training future teachers, must from their practice, coherently articulate the pedagogical-content aspects. On the other hand, the didactic aspects of teaching stand out, understanding that quality teaching implies mastering varied teaching strategies.

4.2.2 Primary Category: Theory-Practice Relationship

The category theory-practice relation refers to the ways that university teachers must articulate between the theory and the practical aspects of content. In this regard, three testimonies are presented.

"The practice without theoretical foundation is an empty practice, the more practice the easier it will be to learn, and if the student does these two things, the more experience he will have, the more the teacher leads the student towards the relation of theory and practice, it will be better for student learning "(FG 1; Teacher 5; page 16).

This relation should not be different, but rather reciprocal, however, as a result of the fragmentation of knowledge, there is an inability - on the part of future teachers - to integrate the theory of what is learned in higher education institutions with practice:

"For me, the theory is important because each profession has its professional language, so a student who is studying pedagogy and who is going to be a teacher must acquire the language of his profession, practice is the moment in which everything that I know I carry it to the classroom with my students "(FG 1; Teacher 8; page 17).

"I believe that theory and practice have to always be united, it would be almost a philosophical mistake if they were to separate. It is impossible to know a theory without practice. Something that greatly validates the teacher in front of his students, is the experience. That is a crucial component in teacher training" (FG 2; Teacher 5; page 7).

In this regard, the investigated subjects explicitly state the importance of the theory-practical relation and how that influences the performance of the university teacher because this allows them to validate themselves in front of their students.

4.2.3 Primary Category: Teaching Strategies

The continuous training process of university teachers should include the development of actions that ensure mediated teaching strategies and knowledge of content to improve the training of future teachers. In this regard, participants presented the following narratives associated with teaching strategies used in university teaching.

"I teach mathematics, which is not a discipline that kids like. So to innovate in teaching strategies we have to make more difficult content easier to understand. That is, the content must be understandable for the student by using various teaching strategies" (FG 1; Teacher 4; page 14).

"From my perspective, conducting university teaching is to understand that when the process ends, the student perceives that the teacher met their expectations, using various teaching strategies, for example, through a case study. The teacher can do or achieve that the student understands the content, that is the most important thing for the teacher (FG 1; Teacher 1; page 15).

"I had an experience that caught my attention from a teacher at the university, I had a philosophy class in which the teacher presented himself with a question. Another experience, in a physics class the teacher experimented there in situ, catching our attention. Those are for me teaching strategies that promote learning" (FG 1; Teacher 6; p. 15).

According to the report of the teachers interviewed in the focus groups, the teaching strategies used by university teachers should be diverse, innovative, creative, in such a way that students understand the content and consequently, their future professional development in the classroom is more effective.

5. Discussion and Conclusion

The purpose of this study was to critically analyze university teaching from the perspective of the university teachers themselves. It is possible to identify characteristics and attributes that build the work of the university teacher who prepares future teachers. In this sense, it is relevant to deepen the role of the teacher to improve training processes, recognizing that the positive experiences of university teachers impact the quality of the trained teacher.

University teaching is a complex process in which diverse fields converge, such as the didactic transposition of knowledge, the organization of activities that support the understanding and transfer of knowledge, the link between theory and practice, and the evaluation of the learning process. All this complex network of functions requires specific training different from the basic training that gives legitimacy to the university teacher (Gros et al., 2020; March, 1987). Furthermore, assessment of teaching and, fundamentally, the impact on student learning, appears as an emerging concern on the part of the investigated teachers. In recent years, there is a process underway that aims to make the work of the teacher in university institutions more evident, thus advancing towards a greater appreciation of teaching, in close agreement with the learning that students achieve (Alhija, 2017). Consequently, the challenge is precise that the teaching content is not only assimilated by the student but also gives it meaning and meaning in their training process, favorably impacting the learning that students achieve. However, for learning to take place, the student's readiness to learn is also required; it is not only the teacher's task to create an environment conducive to learning, but the teacher and student build this climate (Marcelo, & Vaillant, 2012).

Pérez-Cañado (2018) and Marcelo, & Vaillant (2019) point out that the university teacher, in addition to obtaining the specific knowledge of the discipline, must possess behavioral and cognitive skills that promote the ability to evaluate, resolve conflicts, analyze the context, understand phenomena complexes in the face of the cultural and social diversity of the 21st century. Also, this teacher must have mastery of aspects of the hidden curriculum and the curriculum in action. All this is confirmed by the results obtained in the present study. In this way, about the levels and components of the professional knowledge of teachers, Shullman (1986) suggested that this knowledge should be developed in the following dimensions: psychopedagogical knowledge, content knowledge, didactic content knowledge, and knowledge of the context. The foregoing is understood as the attributes that a good university teacher must possess because the category of good teachers allows the visibility of personal and professional aspects that allow a teacher to stand out for the excellent teaching they deliver (Orellana-Fernández, Merellano-Navarro, & Almonacid-Fierro, 2018).

In this context, Zabalza (2016) indicate that educators are role models for students to imitate. "More than the disciplinary content that we explain to them, what remains for them is what they see us do, the way we think, the way we treat them and resolve conflicts, the way we live our professional experience with them and with our colleagues" (p.64). Consequently, the task of educating requires seriousness, responsibility, and preparation from university teachers, both in the management and mastery of the knowledge of the specialty, as well, it demands the development and cultivation of physical, emotional, and effective capacity, since teachers are involved and educate in their integrity. A university teacher who transcends the lives of the students is a teacher who manages to captivate their students not only by mastering the discipline but also by his qualities. That is, it is a teacher who motivates, provokes, instigates, maintains the attention of their students (future teachers), and creates an intellectually stimulating atmosphere (Porta, & Flores, 2017).

The university teacher who develops quality teaching needs to be up-to-date at all times. Thus, the quality of teaching depends on, among other indicators, training, self-training, and assessment of the teacher, considering that they are is, at the same time, subject and object in the pedagogical relation that he establishes with the student. In this context, the teacher needs to rethink his practice (e.g., how they organize their content). Also, university teachers need to organize effective teaching plans that address all students´ needs (Wood, & Su, 2017). It is the university professor's task to cultivate critical thinking in students, in such a way that the new knowledge should provoke doubts, questions, and reflections in the student, so that many of the university teacher's teaching practices will have to be rethought (Buskist, & Keeley, 2018). The literature indicates that there is a substantial body of research that describes what is an effective university teacher. However, there would not be a consensus on the characteristics that they must have because being an effective university teacher could be focused on optimally developing administrative tasks, without fully considering the mastery of the content he teaches (Casero- Martínez, 2016; Alhija, 2017). In the narratives collected by the teachers, central characteristics are showed including knowledge, research, theory-practice relation, empathy, and didactics. This last aspect is one of the most common criticisms pointed out by university teachers. In other words, the lack of effective teaching strategies to answer all needs presented by students and lack of a close relationship with their students.

As the participating university teachers indicated, there can be no practice without theory and theory without practice. The important thing is that these processes develop simultaneously and in an integrated way (Rasmussen & Rash-Christensen, 2015). This is understood in association with initial teacher training programs because institutions provide knowledge through various courses (often fragmented), while in schools, teachers are expected to integrate everything they have learned into their teaching practice.   In this regard, policies on initial teacher training seem to be in line with this other way of conceiving training because the curricular proposals developed seek to break with the previous model of technical rationality, revealing a scheme in which practice is understood as the core component of training

(Milner-Bolotin, 2018). In this way, the practice should be included from the initial stages of teacher training programs so that future teachers can be exposed to a situation that requires them to analyze and discuss real situations (Russel, 2018). By isolating theory from practice or practice from theory, not only does it prevent future teachers to think about pedagogical action from the theoretical and practical, but also to understand the structure of the school, to clarify the purposes of education, to elucidate the forms of existence and social organization in all their complexity and historicity (Korthagen, 2010).

The pedagogical practice of teachers in the 21st century has been challenged by several variables that show the complexity of the teaching phenomenon. In this sense, university teachers become professionals who act in school with a critical-reflective attitude about teaching, visualizing the possibilities that it generates in terms of transformative teaching methodologies to approach learning with meaning and significance for their students (Anderson, et al., 2020).

On the other hand, authors such as Buskisty Keeley (2018); Zabalza (2016); Daumiller, Dickhäusery Dresel (2019), state that university teachers need to be trained and assume new teaching practices and strategies that can make a difference in the training of teachers for today. If the role of university teachers is to train teachers for today, they must be the first to adopt new professional positions more consistent with the educational needs of today's society. In this sense, the weakest point is not in their knowledge, but in the teaching strategies and practices, they use to teach. Consequently, the urgency of change includes the use of new teaching strategies and, an essential point, a greater interaction with students and the realities for which they are being trained (Walder, 2017).

In this context, it is expected that university teachers will be able to identify and reflect together on what is specifically important for the development of skills and attitudes that help in carrying out activities appropriate to the educational context in which their students will act. Knowing how to explore together the nuances and specificities of the bases and means in which information is made available: texts, images, videos, sounds, etc. - using them according to the available conditions and respecting the different learning styles of students (Hawk, & Shah, 2007). On the other hand, based on our findings, we recognize that university teachers should use several teaching strategies to make the content comprehensible for students, catching their attention and motivation.

The beginning of the teaching career is a space and time in which the teacher has to recognize themselves as a professional, which implies visualizing and assuming the responsibilities and commitments of teaching-learning. From this perspective, it can be stated that teaching is a complex process that not only stresses the teacher at the beginning of their career at the University, but that developing quality teaching implies reaching high standards that make sense and meaning for his students (Gitomer, & Zisk, 2015; Marcelo & Vaillant, 2012).

There is a consensus that the work of the university teacher is to facilitate, empower, and sustain the ability of students to think critically. As a consequence, it will allow students to be able to achieve self-determination, and continue learning throughout life, issues that have been identified as the central tasks of teaching in the University of the XXI century. Consequently, the difficulty and controversy will be in how to proceed to carry out such intentions, by not taking into account the global complexity of the training process, nor the training contexts and the limitations imposed on them, end up being very far from the results. Thus, there would be serious limitations for the co-construction of knowledge through pedagogical practices that favor the more constructivist perspective of learning (Miller-First, & Ballard, 2017).

In this regard, the role of the university teacher is central to contribute to the formation of future professionals as reflective, critical, and creative subjects. Consequently, if the accentuation of thought is one of the objectives of teaching, teachers must dedicate themselves to creating opportunities for students to think, express, and criticize a question that requires, in a certain way, that teachers can be permanent learners of their profession (Zabalza, 2016).

Furthermore, the pedagogical training of university teachers must go through a change in academic culture, which implies assigning meaning to each of the activities that make up the work of the university. Thus, the evaluation of the teaching and pedagogical training of the university teacher will require, in the first place, a change in the way of understanding and treating pedagogical issues at the university. Also, it will allow to overcome the belief that to be an effective teacher is enough to know deeply the subject or being able to transmit a certain content and fulfill administrative tasks but rather, to reveal that being a good teacher implies a multiplicity of dimensions, ranging from administrative aspects, from content management or the ability to captivate students (Scartezini, & Monereo, (2018).

Findings from this study demonstrate that learning takes place in the interrelation of dialogical processes stimulated through the idea of unleashing and becoming aware of the need for permanent training. In this perspective, the understanding of the term education and training increases because it allows it to be configured as a dynamic process that subjects develop throughout life. The professional learning of teaching, at the university level, must be understood

from a process perspective, that is, the learning that takes place during the life trajectory of teaching and not just as an isolated stage. (Bergström, 2010).

Likewise, they point out the relevance of developing quality teaching and its impact on the initial training of future teachers; they determine the characteristics that define a good teacher; point out the aspects that impact on the achievement of their students' learning. As well as, the importance of generating a close relationship between theory and practice is reiterated; also, of the interactions and exchanges that university teachers must establish with their students, since generating meaningful learning not only implies learning content but also transcending the classroom and the subjects.

6. Implications and Recommendations

A significant percentage of university teachers in Chile have been integrated into higher education because of the specific training in their content area; however, there is a deficit in the pedagogical training of teachers in higher education. The effectiveness of teaching depends more on the personal qualities of the teachers than on their professional skills. Underlying this situation are some tendencies, assumptions, and ways of looking at higher education, among them the one that considers that the good teacher is the one who masters the contents, methods, and teaching techniques. Furthermore, the learning and motivation of students are seen as a matter of interest only to the teacher himself.

In this context, and as a result of the research work in this study, it is expected that teachers (a) prepare their classes by varying the content of their courses from one year to the next, (b) introduce new questions for students, (c) include in their disciplinary area with the most significant innovations, (d) conduct research relevant to teacher training and with their students, (e) are vigilant to encourage innovation and creativity in the classroom, (f) become a role model, (g) can properly connect the theory-practice relationship from their own professional experience and that as a consequence of their teaching they manage to implement various pedagogical strategies in their teaching to generate meaningful learning with all their students.

Learning to teach is a process that can be developed by supporting teachers with training spaces and professional socialization, on the other hand, it is evident to invest in the pedagogical training of teachers. Hence, the need to stimulate and develop training actions that can meet the needs of teachers in the various stages of their careers, to improve the quality of teaching, in the context of higher education, and consequently, student learning according to the principles and assumptions inherent to the educational paradigm shift of the XXI century. As suggestions for future research, it would be important to carry out a study with university professors at various stages of their careers, to understand, on the one hand, the training needs and expectations, and, on the other hand, the way they have experienced teaching at every stage of their lives.

The authors are aware of the limitations of the case study. According to Stake (2007), case studies do not allow establishing generalizations or elaborating general explanations because only a particular case or a small number of cases are studied in depth.

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