

Preschool teacher professional development: An analysis of a pedagogical experience from action-research and mediated interaction [Desarrollo profesional en educadoras de párvulos: Análisis de un experiencia formativa desde la investigación-acción y la interacción mediada]

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There is agreement about the need to improve preschool teacher education, especially in those aspects related to the tools for reflection and change of the pedagogical practices. In this context, a formative experience was carried out from the perspective of action-research. Data included teachers' reports and an analysis of the recorded teachers' interactions from the Learning Mediated Experience approach. Results show that the experience fosters empowerment and leadership in the teachers, the relationship between theory and practice, and the reflection about the interactions carried out by the teachers. Furthermore, it is observed a significant effect of the program in the frequency of mediated interactions developed by the teachers. Several implications of this study were discussed in relation to in-service preschool teacher education. © 2017 Universidad Austral de Chile.

Interaction analysis

Mediated learning experience

Teacher education