

GENERIC AND SPECIFIC COMPETENCES AS A FRAMEWORK TO EVALUATE THE RELEVANCE OF PROSPECTIVE MATHEMATICS TEACHERS TRAINING SYLLABUSES

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The work we present is part of a project whose aim is to design instruments to measure the quality of prospective mathematics teachers training syllabuses within the Spanish context. One of the dimensions for evaluating the quality of a syllabus is its *relevance*, that's to say, the degree to which the syllabus provides future mathematics teachers with the preparation and the qualification needed to meet the expectations that society places upon them. In order to characterize this dimension, we have made use of the following referents:

1. The list of generic competences of the Tuning Project (González & Wagenaar, 2003) that any university graduate must develop.
2. The list of specific competences that prospective mathematics teachers must develop within the Spanish context, which has been elaborated by the ICMI Spanish Subcommittee (Itermat, 2004).

On the other hand, we consider that the *aims* of a syllabus constitute the main descriptor of its training goals. Therefore, to measure the relevance of a syllabus is to evaluate the degree to which its aims contribute to the generic and specific competences agreed in our context.

From this perspective, we have analysed the aims of the syllabuses of three Spanish universities that share a common teacher training model, in order to evaluate, through measurable indicators, their contribution to the above mentioned competences. As an example of indicators, we take the number of competences that appear in the syllabuses' aims and the number of training hours dedicated to those aims.

We formulate some conclusions about the relevance of the three syllabuses. For example, they are relevant for the development of specific competences about curricular organization and the planning of mathematics topics for teaching; but they fail in taking into account the development of competences associated to the management of the mathematical contents in the classroom. Moreover, this work shows the usefulness of the competences framework as common language to state aims and to make clear the differences among syllabuses.

References:

- González, J. & Wagenaar, R. (2003). *Tuning Educational Structures in Europe*. Informe final. Fase Uno. Universidades de Deusto y Groningen.
- Itermat (2004). http://www.ugr.es/~vic_plan/formacion/itermat/index.htm.