

## OVERVIEW

This issue of «Calidad en la Educación» consists of eight empirical studies and the presentation of a comparative international experience, which constitute an important contribution to the generation of original knowledge in terms of education. As usual, all items passed through a rigorous assessment process by disciplinary experts –external to the magazine– which contributed significantly to optimization of work.

One of the main problems affecting the quality of education in our country is related to inadequate initial training of teachers. The National Council of Education has joined to the concern of various stakeholders in the educational system, organizing in 2012 the International Seminar «New Horizons in Teacher Education: Teachers that Chile needs». Along with outstanding national exhibitors, it included the participation of international experts Mary Jo Finney at the University of Michigan-Flint, and Lawrence Ingvarson from the Australian Council for Educational Research (ACER).

At that event, Dr. Ingvarson explained the international comparative experience giving guidance about challenges that still remain. His article entitled «Standards on graduation and initial teacher certification: the international experience» presents the main features of international experience in the formulation of standards for graduation and initial teacher certification, reviewing and analyzing the cases of Australia, Saudi Arabia, England, New Zealand, Scotland, the United States and Chile, among others.

This issue also features two interesting articles about initial teacher training. The first is called «Pedagogic reflection based on cases and proficiency of academic terms in students taking the fourth year of elementary teaching formation», by researchers Soledad Concha, Carolina Hernandez, Francisca del Rio, Francesca Romo and Lorena Andrade. It accounts for the results of some projects supported by the National Council of Education in its Call to research in education

2011 and discusses the ability of students of Primary Education Teaching in Santiago for reaching conclusions based on a case study. The relationship between this capacity for reflection and proficiency of academic language constitute a contribution to initial teacher training.

The other article exploring the issue of teacher training is entitled «Contexts, eventuality and interests in the research process on teaching education: case study» written by the researcher Tatiana Cisternas. This study is understood in the context of a research goal while its object of study is the «process of researching» on initial teacher training and the position of researchers in this process. This is an interesting approach, rarely analyzed in Chile.

Another area of interest in higher education is related to University admission. In recent years, the educational agenda in our country has included innovations in seeking admission systems to ensure a greater equity in access. For example, it highlights the incorporation of the ranking of average teaching scores in the selection process of CRUCH universities. In this line, we can find the article “Good performance of students entering university through the propaedeutic program: Analysis of motivation and discourse in UCSH” by Carole Roman. This empirical study provides evidence about motivational and personal characteristics of students taking bachiller’s degrees who have entered through a propaedeutic program implemented in the Universidad Católica Silva Henríquez (UCSH).

Then we present two quantitative studies, which accumulate empirical knowledge in their respective fields of interest. These are “Taxonomy of Chilean universities” by Miguel Muñoz and Christian White proposing the taxonomy of Chilean universities through factor analysis, which is different from previously developed typologies and “The return of careers: A case study about factors affecting the income of new university graduated students” by Roberto Schurch, which aims to expand the information on factors affecting the wages of university newcomers to the labor market compared to wages received by nontraditional private university graduates in a broad set of careers in different fields of knowledge.

From a historical, international and comparative perspective, we can find the article co-authored by the Chilean professor Enrique Fernández and two European scholars, Robert Reisz and Manfred Stock. The article is entitled “Between democracy and dictatorship: higher education inclusion in countries of Latin America, Eastern and Western Europe 1950-2000” which examines the relationship between socio-political conditions and inclusion in higher education.

The competency-based training approach is studied by Rodrigo Asún, Claudia Zuniga and Maria Constanza Ayala in their article “Students and competencies formation: convergences and divergences in constructing the ideal teacher.” This research was aimed to determine the level of matching between the pedagogical demands the Competencies Formation Model (CFM) puts on university teachers and those expressed by university students.

Finally, this issue concludes with another international contribution entitled “Accreditation of quality of education and its impact on academic management: the case of a non-university institution in Mexico” by Ivan Salas, professor at the University of Guadalajara, Mexico.

We hope that the studies presented in this issue are a genuine contribution to understand and improve relevant aspects of higher education. We also hope that this magazine will continue to consolidate as a reference for the community interested in contributing to the improvement of education. We invite you to continue sending projects to nurture this publication. Finally, we thank all the external evaluators who make possible this new publication of “Calidad en la educación” through their dedication and review work.

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