The Impact of Academic Practices on Professional Dispositions

La incidencia de las prácticas académicas en las disposiciones profesionales

Incidência de práticas acadêmicas nas disposições profissionais

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ABSTRACT

This article presents the partial results of an exploratory study on the role of the mentor in the construction of an academic community in the Social Work and English Teaching Education programs of the Universidad Industrial de Santander. In order to inquire into the changes in the initial dispositions of the students the academic practice, a mixed-methods study was adopted. A characterization of the dispositions was carried out in the courses Practice I and practice II, through a questionnaire. Then, the researchers did a preliminary analysis of the collected data and identified the students whose dispositions had significantly increased or decreased during the process. Some interviews were conducted with those participants to understand the main reasons influencing the change in their dispositions. The results revealed that dispositions can be increased, decreased or maintained during the academic practice thanks to different factors, being the role of the mentor and institution where these were carried out two of the most influential factors. Based on the results, some reflections are presented in regards to the urgent need for professional training programs in social work and teacher education to consider the central role of student dispositions, values, and beliefs in the quality of academic processes.

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RESUMEN

Este artículo presenta los resultados parciales de un estudio exploratorio sobre el papel del mentor en la construcción de una comunidad académica en los programas de Trabajo Social y Licenciatura en Inglés de la Universidad Industrial de Santander, con el objetivo de indagar la incidencia que tienen las prácticas académicas en las disposiciones iniciales de los estudiantes de los dos programas. Se realizó un estudio mixto mediante un cuestionario para caracterizar las disposiciones de los estudiantes de práctica I y práctica II al momento de iniciar y terminar su experiencia. Desde un enfoque cualitativo, se realizaron entrevistas a algunos participantes cuyas disposiciones tuvieron un incremento o una disminución durante la práctica, con el fin de comprender, desde su visión, las razones por las cuales ocurrieron los cambios. Los resultados del estudio revelaron que durante el período de las prácticas profesionales las disposiciones incrementaron, disminuyeron y en otros casos no hubo ningún cambio significativo. De igual manera, se encontró que el rol del mentor en el proceso de acompañamiento y las condiciones propias de la institución donde se realiza la práctica, son dos de los factores que más influyeron en las disposiciones de los estudiantes en práctica. Este estudio reafirma el papel preponderante que tienen las disposiciones, valores y creencias de los estudiantes en su formación y futuro desempeño profesional.

RESUMO

Este artigo apresenta os resultados parciais de um estudo exploratório sobre o papel do mentor na construção de uma comunidade acadêmica nos programas de Serviço Social e Educação Docente de Inglês da Universidade Industrial de Santander. Para averiguar as mudanças nas disposições iniciais dos alunos à prática acadêmica, foi adotado um estudo de métodos mistos. Foi realizada uma caracterização das disposições nos cursos Prática I e Prática II, por meio de questionário. Em seguida, os pesquisadores fizeram uma análise preliminar dos dados coletados e identificaram os alunos cujas disposições aumentaram ou diminuíram significativamente durante o processo. Algumas entrevistas foram realizadas com esses participantes para entender os principais motivos que influenciam a mudança em suas disposições. Os resultados revelaram que as disposições podem ser aumentadas, diminuídas ou mantidas ao longo da prática acadêmica graças a diferentes fatores, sendo o papel do mentor e da instituição onde estas foram realizadas dois dos fatores mais influentes. A partir dos resultados, são apresentadas algumas reflexões a respeito da necessidade urgente de programas de formação profissional em serviço social e formação de professores que considerem o papel central das disposições, valores e crenças dos alunos na qualidade dos processos acadêmicos.

Introduction

Students who begin training programs as English and social work teachers arrive filled with expectations and experiences accumulated in their personal history as learners, which, in conjunction with their attitudes, personal qualities, beliefs and value system, become their first source of understanding of people, the world and, above all, what it means to be a professional in these specific fields of knowledge. In the context of this study, they turn out to be factors that have a decisive influence on the formation of the dispositions of the professionals in question.

This article presents the interpretations and partial results of a study whose main objective was to know the role played by the mentor in the academic practice space of the Bachelor's programs in English and Social Work of a public university. However, it reports the results of one of the objectives, which sought to investigate how students' initial dispositions change during the academic internship experience. For this purpose, a characterization was made of the dispositions of students at the time of admission and at the end of it by means of a questionnaire. In the same way, techniques typical of the ethnographic method were used, such as individual interviews, focus groups and a workshop on the construction of alternatives carried out with students and teachers of professional practices. The study is considered pioneering in the context in which it was developed, given that there are no antecedents that allow us to reference previous studies on the subject in the professional training processes offered by the University, therefore, this represents an "inward look".

In the present study, dispositions are understood as those attitudes, values and professional beliefs that are demonstrated in interaction with colleagues, institutions/organizations, and communities (families, students) through verbal and non-verbal behaviors. Taylor and Wasicsko (2000) define dispositions as the human qualities that allow teachers and other professionals to generate positive changes in the individuals with whom they interact. The dispositions are subject to change throughout vocational training and during the practice of the profession. Thus, the dispositions can be strengthened, planted and even deteriorated or weakened from the opportunities and quality of professional training, and, particularly, from the process of pedagogical accompaniment by the mentor during academic practices during university education. In this order of ideas, the the mentor's accompaniment and the guidance methods adopted by the mentor play an important role in strengthening the dispositions during the training experience (National Council for Accreditation of Teacher Education, NCATE, 2008).

One of the factors that influence the good results of educational and social dynamics is related to the dispositions of the different actors involved in them, among other educators and social workers. In this sense, professionals are expected to have high dispositions towards their profession and towards the individuals and communities with whom they interact on a daily basis, so that their work leads to significant transformations in the contexts in which they operate. Therefore, it is essential that training programs develop and cultivate in their future professionals the dispositions, through interaction with their teachers and regular classmates in the classrooms, and in the mentoring offered during academic practices. Mentoring understood as a pedagogical strategy of active, dialogical, comprehensive interaction that transcends the university training environment to insert itself in the professional field and in the communities with which professionals interact. Thus, mentoring does not respond exclusively to an academic focus, but stimulates the reflective and critical practice of the practitioner; while it strengthens their capacities and skills to face the challenges that the work contexts present to them.

The study allowed to assess and recognize the dispositions as a source of opportunities for the improvement of the educational projects of the programs in question, and to re-think the scenario of practices in their natural function as an enhancer of professional development. From the previously stated, practice is highlighted as the space where professional dispositions are acquired, made, modified or molded and, therefore, factors such as the previous experience of the mentored, their habits of life and thought, the actors, places, situations and facts linked to pre-professional training, as well as the areas of practice, the communities and subjects of intervention, their histories, context, reality and culture lived play a determining role in the development of such dispositions in the professional future.

Theoretical Considerations

Next, we will present a brief review of the concepts that guided the research process. For this purpose, we will discuss the concepts of dispositions, mentor and mentoring analyzed from complementary perspectives, as expressed in the following diagram.

Figure 1. Diagram of the mentoring process
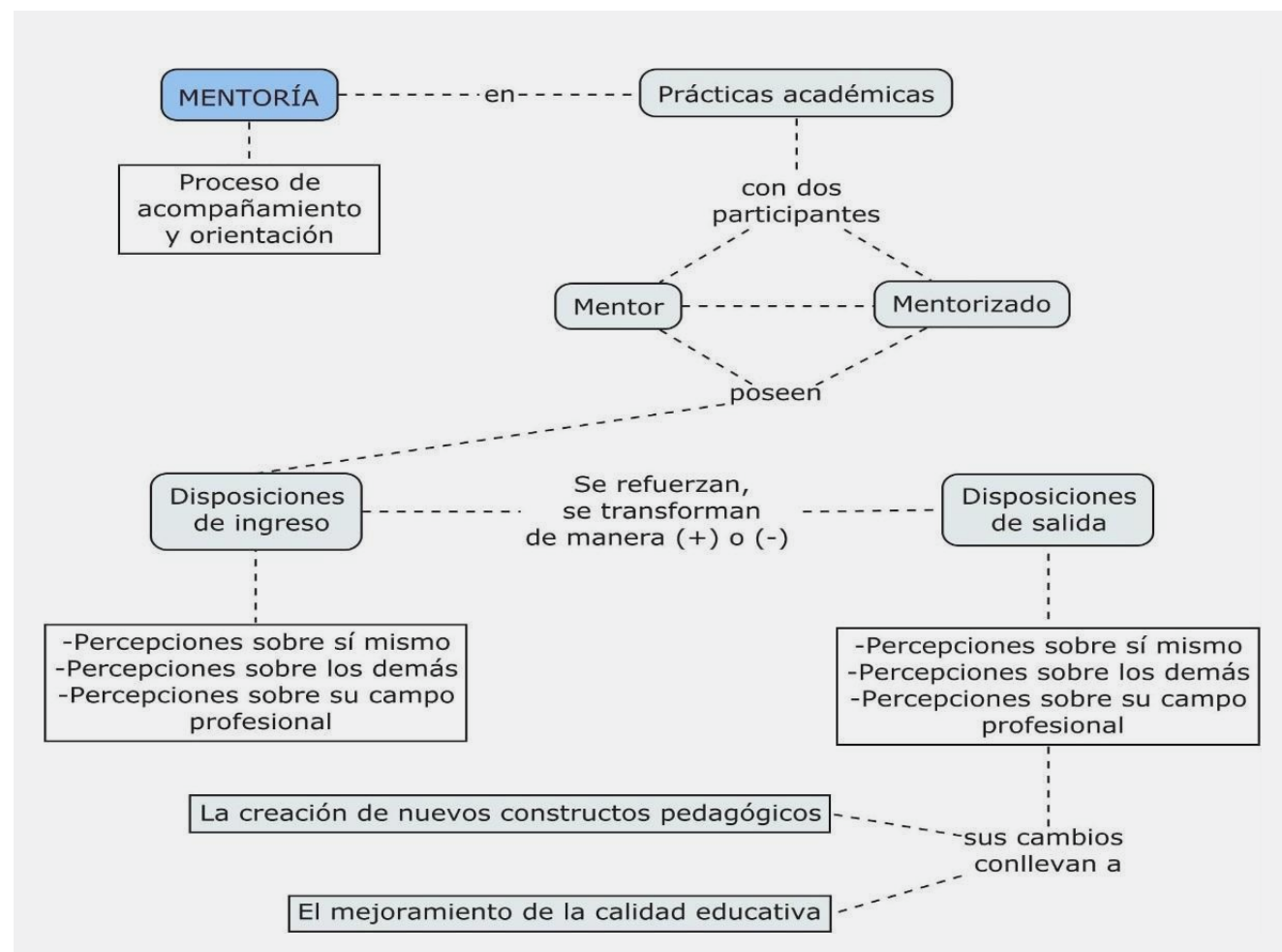
Source: Own elaboration (2018)

Dispositions

The Spanish word *disposición* (Disposition) comes from the Latin *disposure* formed by the prefix *dis-* which means 'separation' or 'divergence' and the verb *ponere* which means 'to put'. According to the Royal Spanish Academy, disposition means being fit and ready for some purpose. This word is also used to explain the ability of a person to perform a certain activity or task (**ASALE & RAE, n.d.**). In general, the literature includes a wide range of terms related to disposition, among others, innate qualities, values, beliefs, forms of behavior, mental habits, attitudes, and morals.

Dispositions have been a recurring theme in the field of education, particularly in teacher training. Despite the different positions in the definition of the concept, all the authors agree on the high importance that these play in the training and work of the teacher and, therefore, the need to be included in any teacher training program (**Fonseca-Chacana, 2019**).

The training of teachers is given in three dimensions: knowledge, skills and dispositions (**Díez, 2007**). Knowledge and skills provide educators with a solid foundation that underpins professional decision-making and judgments; the dispositions, on the other hand, guide and motivate them to the constant search for practices, materials and learning opportunities that allow students to access education in conditions of equity and social justice (**Diez, 2007**). Thus, knowledge, skills and dispositions form a relationship of interdependence which must be consolidated throughout the teacher's training. These same dimensions apply to the training of any professional in the human sciences, particularly social workers. However, for Fonseca-Chacana (2019), although all are vital in the integral formation of the teacher, the dispositions are the most important element and place them above knowledge and skills, while the dispositions allow to put into action the knowledge and skills at the service of teaching and learning in fair and equitable conditions.

According to Taylor and Wasicsko (2000), Allen, Wasicsko and Chirichello (2014) define dispositions as individual personal qualities or characteristics in relation to attitudes, beliefs, interests,

a person's core appreciations and values, demonstrated in verbal and nonverbal behaviors when interacting with others. According to the authors, from a humanistic approach, dispositions are governed by beliefs and attitudes that individuals possess regarding values such as care, equity, honesty, responsibility and social justice. Fonseca-Chacana (2019) defines them as a set of intellectual, intrapersonal and interpersonal attributes that can be cultivated, and allow knowledge and skills to materialize and put at the service of the educational community. On the other hand, the dispositions are the professional qualities of the teacher in relation to character, intellect and care, which guide their behavior and ways of acting to achieve the learning objectives and to solve the demands of the context (Sockett, 2006, p. 7, cited by O'Neill, Hansen, & Lewis, 2014). Similarly, the dispositions refer to attitudes that guide critical professional decision-making, in accordance with complex learning contexts.

In this way, dispositions are also defined as intelligent habits of reason and heart that manifest themselves in the teacher's actions, and therefore involve both the ability and the will to do (Martin & Mulvihill, 2017). This demands a critical reflective attitude of the teacher, which allows him/her to take distance to analyze the effect of the context in his/her practice and improve it (Peterson, 2016). It is important to note that the author, returning to Valli (1997), points out that critical reflection transcends reflection on classroom practices and focuses on analyzing how schools and teachers contribute to social injustices and inequities. Therefore, from this critical look at the profession, teachers and other professionals of the human sciences are characterized by attending to the voices of those marginalized and excluded individuals.

Burant, Chubbuck and Whipp (2007) define the dispositions from three complementary general categories, as well: beliefs, personality traits or characteristics and behaviors. Damon (2007) defines them as a psychological construct that determines the traits of individual temperament and disposes a person in decision-making and their behaviors. Sockett (2006) understands dispositions as moral and intellectual virtues obtained as a result of an individual's initiative; these comprise both "moral and intellectual virtues derived from the intrinsic motivation of the subject. Now, the dispositions are not innate or static, on the contrary, they can be modified, developed and transformed over time.

However, according to O'Neill, Hansen, & Lewis (2014) teacher dispositions directly affect the quality of learning, motivation and development of students, as well as the professional growth of the educator or mentor. Other authors consider that the dispositions act as an internal filter that affects the way of thinking and acting of the teacher in relation to experiences, students and other members of the educational community, problem solving, and in general everything related to particular teaching contexts. Such a filter is configured from the teacher's previous experiences, their beliefs, their culture, their values and their cognitive abilities, factors that affect the concept or belief that the teacher has about students, teaching and learning.

Dispositions have been associated with effective teaching and learning in the classroom. Therefore, they must be an indisputable part of the training curriculum of teachers of any discipline and the training programs in human sciences. Thus, teacher trainers should create ample opportunities for future teachers to critically examine their initial beliefs about education and their actions in the classroom from the beginning of the program (Villegas, 2007). In the same vein, Schussler, Stooksberry, and Bercaw (2010) propose that teacher training programs should provide opportunities to learn about the dispositions with which future teachers enter the program; and plan opportunities and situations of learning and reflection that allow them to develop the dispositions during their training at the university. However, work on disposition should not be limited to the academic spaces of formal subjects; adding one or more subjects on social responsibility or social justice to the curriculum does not mean that teachers are more socially responsible, it is necessary to make it an integral part throughout the entire training curriculum (Fonseca-Chacana, 2019). Reflective practical experiences in real educational contexts of working with students, parents and other stakeholders represent an opportunity to reinforce the dispositions of future teachers as they are mentored.

The concept of mentor has taken a central role in education, especially in higher education, as well as in other contexts of business, entrepreneurship, among others, it has also had an important development. However, we will focus on reviewing the concept of mentor, the characteristics that it must have and its role in mentoring in the context of higher education. The dictionary of the Royal Academy of the Spanish Language (ASALE & RAE, n.d.) defines a mentor as "counselor", "guide" or "ayo". For its part, the dictionary ("The American Heritage Dictionary entry", n.d.) defines mentor as a wise and reliable counselor or teacher, who guides someone, in work contexts or in the highest spheres of knowledge. In the

previous definitions several characteristics that are preserved in the collective imagination can highlighted about the mentor's work, including directing, advising, protecting, caring, and educating.

The Role of Mentors and Mentoring

The term mentor comes from Greek literature, in Homer's The Odyssey. When Ulysses embarks on his journey to go fight in the Trojan War, he decides to entrust the protection and education of his son Telemachus to his faithful mentor friend. Before leaving for Troy, Ulysses asks him to prepare his young son Telemachus to succeed him as king of Ithaca. Thus, mentor becomes a figure of vital importance to Telemachus, advising him in difficult times, taking care of him and preventing him from external and internal dangers, guiding and teaching him from a position of greater experience and wisdom. Therefore, he had to act as a father, teacher, model, affordable and reliable counselor, inspiring and stimulator of challenges, so that Telemachus would become a wise, good and prudent king. According to Grassinger, Porathb & Zieglera (2010) the mentor model, as it appears in the literary work, appears in modern times with an intention of pedagogical use in 1699 in *the adventures of Telemachus*, written by Francios de Salignac de la Mothé Félenon.

Wisker, Exley, Antoniou, & Ridley (2012) define the mentor as a person with experience who, in addition, enjoys the recognition of the academic and professional community, and who, therefore, guides and orients another person with less experience to enhance and train them in order to acquire the necessary skills to be effective and to reinforce their own personal strategies that allow them to overcome the various situations of their professional and work field. They add that the role of the mentor in general is played by a person who has more professional or social experience than the guardian, often a person from the same professional or social group who has already lived experiences similar to those faced by the guardian. Similarly, Vélaz (2009) assures that mentoring –especially in the professional field– consists of a process of accompaniment in the task and the integration of the reference group or institution. In this context, mentoring becomes a relationship of shared reflection on problems, a process of professional dialogue in which the greatest experience is the main trait that configures the role of mentor. These same functions are the ones carried out by the mentor in the university academic context, a topic that has been worked on extensively in teacher training programs and has been extended to all professional programs.

In the context of higher education, the mentor supports the professional development of the teacher or beginner professional through the accompaniment for the construction of different types of knowledge associated with the work and professional culture where it is inserted (Domínguez & Pineda, 2010, p.374). For these purposes, the mentor teacher collaboratively organizes and develops scaffolding processes that, focused on real life situations and the experience of the beginner teacher, provide tools to interpret and analyze professional situations (Inostroza de Celis, Jara, & Tagle, 2010). In addition, the mentor teacher is characterized by being a professional who mobilizes his own and others' resources for the formation of networks that facilitate the insertion of the beginner professional in their performance contexts.

There are various approaches to the definition and functions of mentoring (Vélaz, 2009), for example, ensures that one of the main objectives of mentoring is to increase in the beginner a permanent attitude of inquiry, to face problems as professional challenges and not as personal risks, and to formulate tentative solutions, debate and contrast them. Quintero (2016) on the other hand, points out that with mentoring the professional socialization of the understanding of the academic environment, the intellectual stimulus, the development of specific knowledge and skills, constructive feedback, expert counseling, permanent support and constant observation of the evolution of the performance of the professional in training is achieved. In the same order of ideas, both Domínguez & Pineda (2010) and Vélaz (2009) define mentoring as the learning relationship established between two people, one with greater experience, knowledge and relationships in a field, the mentor; and a second, the disciple or mentor, who learns from the mentor in order to develop their skills. Thus, mentoring aims to help build or improve the set of intellectual, personal, social, and technical skills that the professional in training or new has to put into play in their work context or even in their university professional practices.

Methodology

The present study was carried out from the mixed research approach with emphasis on the ethnographic model, whose purpose seeks to explore the particular nature of social phenomena from a case or small cases that allow an analysis and interpretation of the meanings of the human actions in their daily lives based on data from systematic observation (Hammersley and Atkinson, 1994; cited in Sandoval, 1996). For the case, five data collection instruments were used: an online questionnaire, focus groups with teachers (mentors of the internships) and students in practice,

non-participating observations, semi-structured interviews, and a collaborative workshop on the construction of alternatives.

Population

The participating population that contributed to the fulfillment of the objective were 19 students of the bachelor's program in English and Social Work of a public university, enrolled in the subjects Practice I and Practice II. At first, an invitation was made via email for the students and mentor teachers interested in participating in the project. For this purpose, a meeting was held in which the project was presented and explained, at which time, 35 students were linked by signing the informed consent. At first the 35 answered the initial questionnaire, however, when applying the final questionnaire the number decreased to 19 due to different factors and mainly because of the academic calendar of the university that prevented them from continuing. For this reason, and in order to obtain reliable results, the research team decided to perform the analysis of the 19 participating students who answered the questionnaire of the dispositions at the beginning (entry) and at the end (exit) of the practice.

As for the participating mentor teachers, an open invitation was also made to participate through the presentation and explanation of the project in each of the programs. Once the presentation was made, 11 decided to sign the informed consent and be part of the project.

Data Collection Instruments Online Questionnaire

The questionnaire was designed from three categories proposed by Wasicsko (2007) perceptions about oneself, perceptions about others and perceptions about their professional field (Allen et al., 2014) which were adapted for the purpose of the study and contemplate other subcategories distributed in 65 items. The purpose of the questionnaire was to assess the degree of appropriation (high, medium, low) that students have in practice of the two programs at the time of starting their professional practice and at the end of it. At the time of applying the questionnaire of initial dispositions, the students were presented the meaning of the concept, and the intention to identify the dispositions was clarified in two moments: before and after having experienced the accompaniment process (academic practice). For this reason, the first questionnaire was applied at the beginning of the practice process I and the second at the end of practice II; in this way, transformations or permanencies in the process of the students were sought, while identifying what were the factors that influenced the degree of appropriation of said dispositions.

Semi-structured Interview

The interview was carried out with the aim of corroborating the information collected in the questionnaires and delving into those items in which the students showed a low appropriation at the beginning and at the end or that the degree of appropriation decreased or significantly increased during the practice. In this interview it was also inquired to what extent the role of the mentor influenced reaching a greater or lesser degree of appropriation of the dispositions. Therefore, first, a pre-elimination analysis of the results of the questionnaires that measured the entry and exit dispositions was carried out and the significant cases were chosen. Then the interview was carried out during the conversation, it was sought to explore the factors that influenced the dispositions.

Results

The analysis is presented in three parts: In the first section, the dispositions that most students had at the time of starting their practice and that they maintained until the end (potentialities) are highlighted; in the second section, those that few had at the time of starting or that decreased during the process (weaknesses or critical aspects) are deepened; in the third section, those that improved (evolutions) due to the influence of different factors, such as the accompaniment of the mentor and the institution where the practice was developed, among others. Each of the sections starts from the answers of the questionnaires and is nourished by what was identified in the interviews.

Potentialities

Regarding the high degree of appropriation of the dispositions that students have at the time of starting and finishing their professional practice, in the category "*Perceptions about oneself*" those aspects that have to do with: interacting in an educated and respectful manner, taking into account the cultural and social differences of the individuals involved in the practice are highlighted with 94.7%, as well as and keeping

composure during feedback sessions and field practices with 100% of students with a high degree of appropriation. In the category "*Perceptions about others*", between 85 and 100% of students were placed with high appropriation of the following items: Interacting positively and professionally with students and colleagues; using language in accordance with professional standards; maintaining a positive working relationship with their peers; working with others to achieve common objectives; avoiding engaging in illegal or unethical behavior; recognizing and valuing the diversity of the subjects; having a fair and equitable treatment with all individuals and appreciating the culture of the group and the community that is being accompanied. Finally, with regard to the last category "*Perceptions on professional field*", the planning and preparation of the sessions, meetings and group work stands out with 89.5%.

Table 1 presents the items described above with their respective percentages at the time of entry and at the time of exit of the students participating in the project:

Table 1. Dispositions with a high degree of appropriation determined as potentialities

ITEMS	Entry Questionnaire			Exit Questionnaire		
	Hig	Mediu	Low	Hig	Mediu	Low
CATEGORY: PERCEPTIONS ABOUT ONESELF						
4. Keeping composure during feedback sessions and field practices.	19 1	0	0	19 100%	0	0
9. Interacting in an educated and respectful manner taking into account the cultural and social differences of the individuals involved in the practice.	18 94,7%	1 5,3%	0	0,947	0,053	0
CATEGORY: PERCEPTIONS ABOUT OTHERS						
15. Engaging positively and professionally with students, colleagues, faculty, university staff and others.	16 0,842	3 15,8%	0	17 89,5%	2 10,5%	0
18. Using language in line with professional standards.	17 89,5%	2 10,50%	0	17 89,5%	2 10,5%	0
19. Maintaining a positive working relationship with peers.	17 89,5%	2 10,50%	0	18 94,7%	1 5,3%	0
20. Working with others to achieve common goals.	16 84,2%	3 15,8%	0	17 89,5%	2 10,5%	0
32. Avoiding engagement in illegal or unethical behavior.	19 100%	0	0	19 1	0	0
37. Recognizing and valuing the diversity of subjects.	18 94,7%	1 0,053	0	19 100%	0	0
38. Having a fair and equitable treatment with all individuals.	19 100%	0	0	19 100%	0	0
41. Appreciating the culture of the group and the community that is being accompanied.	18 94,7%	1 0,053	0	18 94,7%	1 5,3%	0
CATEGORY: PERCEPTIONS ABOUT YOUR SUBJECT OR PROFESSIONAL FIELD						
59. Planning and preparing sessions, meetings and group work.	17 89,5%	2 10,50%	0	17 89,5%	2 10,5%	0

Source: Own elaboration

Weaknesses

On the other hand, as for the items that stand out by a medium or low degree of appropriation, the first category highlights those related to: acting positively even when unexpected changes occur during the practice process and fulfilling duties and tasks on time, with 47% and 36% of students respectively, represented in a medium degree of appropriation. The second category highlights the items related to the use of strategies to respond with adequate emotion in emergency situations with 47.4%, which means average appropriation; and proposing an intervention plan that meets the different needs with 31.6% in average grade and 5.3% with low appropriation. As for the third category, there are items that are of concern due to their high average score with percentages between 25% and 50% and in the low category with percentages between 5% and 10%. These are: committing to be updated with new advances in their area of training, delivering the planning within

the agreed time limit, managing effectively, establishing routines and procedures to maximize time, seeking professional development opportunities in organizations and associations related to the professional field, and managing the resources needed. Table 2 presents the items described above with their respective percentages at the time of entry and at the time of exit of the students participating in the project:

Table 2. Dispositions with a low degree of appropriation determined as weaknesses

ITEMS	WEAKNESSES					
	MEDIUM INPUT			EXIT QUESTIONNAIRE		
	HIGH	QUESTIONNAIR	LOW	HIGH	MEDIU	LOW
CATEGORY: PERCEPTIONS ABOUT ONESELF						
8. Acting positively even when changes occur	11 57.9%	8 42,1%	0	9 47,4%	9 47,4%	1 5,3%
13. Fulfilling duties and tasks on time.	12 63,2%	6 31,6%	1 5,3%	12 63,2%	7 36,8%	0
CATEGORY: PERCEPTIONS ABOUT OTHERS						
31. Using strategies to respond with an emotion	8 42.1%	10 52,6%	1 5,3%	10 52,6%	9 47,4%	0
44. Proposing an intervention plan to meet the different needs.	13 68.4%	5 26,3%	1 5,3%	12 63,2%	6 31,6%	1 5,3%
CATEGORY: PERCEPTIONS ABOUT YOUR SUBJECT OR PROFESSIONAL FIELD						
55. Commiting to stay up to date with the new	12 63,2%	6 31,6%	1 5,3%	13 68,4%	4 21,1%	2 10,5%
60. Delivering planning within time limit	15 78,9%	2 10,5%	2 10,5%	13 68,4%	6 31,6%	0
62. Managing time effectively.	9 47,4%	8 42,1%	2 10,5%	10 52,6%	7 36,8%	2 10,5%
63. Establishing routines and procedures to maximize	12 63,2%	5 26,3%	2 10,5%	11 57,9%	7 36,8%	1 5,3%
64. Seeking professional development opportunities in organizations and associations related to the professional field.	12 63,2%	5 26,3%	2 10,5%	8 42,1%	9 47,4%	2 10,5%
65. Managing the resources that are needed.	11 57,9%	7 36,8%	1 5,3%	11 57,9%	6 31,6%	2 10,5%

Source: Own elaboration

Evolutions

Regarding the items that stood out for having shown a significant increase, which was evident in the exit questionnaire compared to the entry questionnaire, and which represent what we call *evolutions* in the students participating in the project, the following are highlighted as shown in table 3:

In the last question of the questionnaire, referring to the aspects that influenced the increase in the appropriation of the dispositions presented above, the students in practice of both programs pointed to the role of the mentor as one of the most important, along with the role that the institution plays in the practice process and the relationship with the social subjects with whom it was developed. In this sense, one of the dispositions that evolved during the practice process and denotes great interest, is linked with the protagonists of the practice, such as having high expectations of the subjects of intervention and giving them the opportunity to express different points of view, which requires a critical recognition of the reality of the subjects, a process of prior knowledge about their culture, their history and the context that affects them. Thus, programs must prepare students to know and interpret the reality where they act, which favors the development of capacities, ensuring an intervention with full knowledge of the situation (Bastacini, 2004, p.9). Let's look at the results mentioned in Table 4.

Table 3. Dispositions with changes during the process are determined as evolutions

ITEMS	EVOLUTIONS					
	ENTRY QUESTIONNAIRE			EXIT QUESTIONNAIRE		
	HIGH	MEDIU	LOW	HIGH	MEDIUM	LOW
CATEGORY: PERCEPTIONS ABOUT ONESELF						
7. Having emotional control in all circumstances that may arise during practice.	10 52,6%	8 42,1%	1 5,30%	16 84,20%	2 10,50%	1 5,30%
12. Having high expectations of the subjects participating in the pedagogical practices or social intervention processes.	9 47,4%	9 47,4%	1 5,30%	12 63,20%	6 31,60%	1 5,3%
CATEGORY: PERCEPTIONS ABOUT OTHERS						
14. Listening attentively to others in different contexts.	15 78,90%	3 15,8%	1 5,3%	19 100%	0	0
17. Using appropriate nonverbal expressions.	13 68,4%	4 21,10%	2 10,50%	14 73,7%	5 26,30%	0
22. Making contributions to teamwork.	15 78,90%	4 21,10%	0	16 84,20%	3 15,80%	0
25. Distributing responsibilities appropriately.	14 73,7%	4 21,10%	1 5,30%		1 5,30%	0
26. Having judgment when making decisions about what is considered good or bad.	15 78,9%	3 15,80%	1 5,30%	17 89,50%	1 5,30%	1 5,3%
29. Responding appropriately to actions and reactions of others.	14 73,70%	5 26,30%	0	17 89,5%	2 10,50%	0
33. Keeping a positive and enthusiastic attitude towards the profession you carry out and your teaching discipline.	13 68,40%	5 26,30%	1 5,30%	16 84,20%	2 10,50%	1 5,3%
39. Having emotional intelligence.	14 73,70%	5 26,30%	0	16 84,20%	2 10,50%	1 5,3%
43. Giving the subjects involved the opportunity to express different points of view.	16 84,20%	3 15,80%	0	19 100%	0	0
47. Planning and developing the practice in a way that motivates subjects to value their life circumstances.	15 78,90%	4 21,10%	0	17 89,50%	1 5,30%	1 5,3%
CATEGORY: PERCEPTIONS ABOUT YOUR SUBJECT OR PROFESSIONAL FIELD						
52. Having an open stance towards ideas, suggestions or proposals from others.	17 89,50%	1 5,30%	1 5,30%	19 100%	0	0
54. Seeking opportunities to learn new skills.	14 73,70%	5 26,30%	0	16 84,20%	3 15,80%	0

Table 4. Factors affecting the appropriation of dispositions

66. Select the factors that you consider influenced the degree of appropriation of the items previously answered:						
The accompaniment of the mentor	The institution where the practice was developed	The School (University) colleagues	Th colleagues of practice	Subjects with whom developed the intervention	Attendance to courses, seminars, Workshops,	Oth
17		9	11	14	4	3

Source: Own elaboration

The results revealed that the dispositions can be increased, decreased, or maintained during the professional practices thanks to different factors, being the role of the mentor and the field of practice or institution where these two factors are evidenced as the most influential.

Discussion

Once the analysis of the questionnaire and the most relevant items of each category has been made, we highlight certain aspects identified from these results. The discussion will be presented in the same order in which the results were presented.

Regarding the potentialities, it should be noted that these represent the strengths that practitioners possess for professional life and in which they demonstrate a high degree of appropriation and continue to be strengthened with the accompaniment and guidance by the mentor teacher during the development of the practice. In the category of *"Perception about oneself"* it is reflected that there is correspondence of the dispositions with the level of higher education that students have, and in turn, it coincides with the graduation profile proposed by the training programs, while they hope that they will be able to demonstrate a high ethical and moral sense attached to the educational principles of the training of social workers as well as teachers, related to maintaining a professional composure related to the development of autonomy, critical thinking, discernment and the ability to respect, appreciate and value the other in all its dimensions taking into account differences. Mentoring as a personalized and continuous process during the development of the practice represents a constant interaction and a potential for professional and human development, and allows the student to become aware of their responsibility in autonomous and independent learning product of the confrontation of knowledge, but above all of the incidence of their behaviors, practices and attitudes in a context of reality and in the world of life of the actors and protagonists of their intervention.

Among the dispositions with the lowest level of appropriation, we find acting positively. This is one of the dispositions that most attracts attention, since we start from the assumption that the training programs for teachers and social workers require a high level of demand and comprehensiveness, given that they work in a context of contradictions, interests, and demands both of an individual and collective nature, in the institutional and community spheres that in turn require an eminently political action. Therefore, curricula should seek to build a profile in their students with the ability to assume the globality, uncertainty, change and mutation of social reality from a perspective of totality.

The disposition of *acting with adequate emotions in emergency situations*, can be considered as a capacity that is directly related to the complexity of socio-educational processes and the problems that underlie an increasingly convulsive and chaotic social world that puts teachers and social workers in training to question how scientific knowledge and theoretical reference frameworks can be applied in practice, serve to solve specific situations, and solve human and social problems. The limited capacity to act in a context of uncertainty with limitations and scarce resources produces greater states of frustration in the professional in training, including their personal and emotional situations. In addition, it is also possible to see the human side of the professionals in training, because, although they cannot effectively control their emotions in the face of certain circumstances in occasions of social injustice, it does show us how much the situations of the other moves them and, at best, challenges them to work for the most disadvantaged. This can be evidenced in one of the interviews:

> ...that gentleman looked very bad, he gave me a lot of sadness and I began to cry; but I was far away. I walked away, went to the bathroom, calmed down and then came back. But yes, it's very difficult to control emotions, in that sense. So one always has to be located, to show tranquility and serenity in these situations and not let oneself be carried away by emotions, although there are cases that are inevitable, because sensitivity is something that one must connect with other people in order to understand their situation (Social Work Student, 2017, our translation).

> ...In fact, a totally unexpected change occurred in practice II. Obviously, the first reaction was to get angry, because they totally changed the entire basis of the project, they totally changed it (Bachelor's student, 2017, our translation).

The above statements demonstrate the importance of taking a process of guidance and accompaniment to students from their initial training and with greater reason during the development of academic practices. Initially, they are very likely to arrive with concerns, insecurities, expectations, and fears that do not allow them to develop effectively, even more so when it is possibly the first approach to the field and the world of work that they have had in their university training. However, with the passage of time and the complete development of the training process, the accompaniment through mentoring in the practices, as well as the learning acquired in an experiential way in the fields in which they take place, among other factors, will improve their professional performance.

Therefore, mentoring provides other training possibilities for which the university professor has a leading role in the learning process with characteristics other than the traditional classroom teacher, and legitimizes it and highlights it as an advisor, motivator and inspirer, roles focused more on the relational dynamics (of socialization, confrontation, and construction of knowledge) and not so much in the reproduction and transmission of knowledge, a function already widely questioned.

The results of the study showed evolutions and changes in the dispositions that represent learning typical of the interaction with the field of practice or institutional field, which translates into a representative improvement in the skills and competences necessary for professional performance. For example, in aspects such as: effective communication, teamwork, problem solving and decision making, ethics, personality/ attitude characteristics with respect to their area of performance and behavior, and forms of professional thinking. We believe that professionalism is a constituent element of professional identity, which allows us to transmit credibility and trust in the groups, communities, organizations and individuals, active subjects of the intervention process, which implies dealing with the issue explicitly in the training of future professionals. Forming professional awareness in the student, particularly when studying professions for which today's society demands and demands a high degree of social and human responsibility, since, among others, social workers and teachers are seen as managers of change, social transformers and thinkers with capacity for reflection and comprehension of reality.

Conclusions

The results of the project revealed that the dispositions are dynamic, therefore, they are constantly changing according to the significant references that the individual appropriates of their reality in their socialization process. This generally occurs in academic environments at the university with professors and peers; in internship spaces and their experiences such as educational institutions, social organizations, public entities, among others, and the different actors involved (mentors, participants, managers); and communities and their belonging to defined social groups such as their families, friends, churches, etc. All the above spaces have a significant impact on the configuration of dispositions. Therefore, it is crucial that university training programs, especially during the academic practices, consider the factors that can influence in enhancing or impairing professional dispositions, and promote a comprehensive training of the student from the cognitive, metacognitive, volitional and moral axiological point of view.

 Universities and training programs tend to care more about the knowledge and skills that students will have when they finish their programs. Consequently, the evaluation they carry out is aimed at accounting for declarative and procedural knowledge and those related to attitudes and dispositions tend to be left aside, perhaps because the importance they have in future professionals has not been sized or because there is no clarity on how to evaluate them. Thus, it is crucial that, as part of the training of future professionals, key actions are proposed to make it possible to know the development of the dispositions from the beginning of the program until its completion. Ideally, conditions, opportunities and learning experiences should be created to facilitate the systematic development of the arrangements from the outset of the training programs and be maintained throughout them (Wadlington & Wadlington, 2011). Understanding that dispositions are not developed in a linear way, nor in stages of development, and, therefore, each learning opportunity in authentic contexts can bring with it the development of multiple professional dispositions (Kerr & Andreotti, 2019).

 On the other hand, it can be concluded that the student of academic internship is faced with reality without sufficient preparation and tools to provide adequate responses to the multiple demands and challenges that contexts and individuals require. It was evident the low control they have over their emotions and how these can be easily affected by adverse situations, which could be handled more effectively. This is the case of the times when it was necessary to change the outline of their practice or take control of the group due to the absence of their partner and in general in cases where they had to change their initial plans or in unknown situations. Emotional emotional should be a quality that identifies teachers and social workers in action even in moments and scenarios of uncertainty.

This situation lies, in part, in the little or very little approach to reality contemplated in the basis of academic programs, and which represents an urgent call to rethink vocational training.
Therefore, it is necessary to build spaces for dialogue between theory and practice that allow students to confront the knowledge acquired in university classrooms with reality from the first semesters and bring them closer to the exercise of the profession and the construction of their own identity from praxis. This approach will allow them to face the complexity, uncertainty, diversity as well as inequities present in local and global contexts; and to imagine ways to transform such realities (Kerr & Andreotti, 2019). It is here that accompaniment and mentoring is necessary so that professionals can achieve at least small transformations in real contexts and observe the development of their own dispositions (Martin & Mulvihill, 2017). Therefore, the practice should be lived from the initial training of social workers and teachers in training.

The subjects or programs must be formally complemented with a component of the experience and the knowledge lived that exceeds the theoretical deduction of reality and the management of intuition or common sense to interpret the experience with the subjects and in the groups where the practices and interventions are carried out. It is urgent to configure a professional identity far from hopelessness, the loss of ideals or utopia, assuming academic practice and its profession from a horizon of construction of the future, which makes the crisis a resource, an opportunity that allows the discovery and constant reinvention of the professional, human, and social.

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