

## **Reading and Writing Practices supported by the Hypertext in Teacher Formation\*.**

Internet development among young people is causing critical changes in the way they relate themselves with reading and writing competences. What is the level of incidence of information fragmentation caused by Internet in low level academic literacy? How do university students interact with the hypertext? What skills (competences) should teachers develop to encourage speech skills in students? Answers to these questions are analyzed in a qualitative phenomenographic research.

A sample of 40 students belonging to the career of Primary Education of the Faculty of Education of the University of Concepción, Concepción, Chile was chosen to work with. Data was recorded by means of meetings with students and Faculty professors as well as examination and analysis of written reports and oral presentations of the students. All of these tasks were generated with Internet support.

The goal of the research is to determine in what way hypertext use influences the quality of teaching students academic literacy and from this starting point to generate suggestions to be used in a didactic way to be able to optimize comprehension processes and text production in the initial teacher formation.

*Phenomenographic variation* theory not only provides the possibility to describe *common aspects* of students perceptions in their interaction processes with the hypertext but also to detect *variant aspects* in the phenomenon experimentation. Critical information is obtained from these last aspects to generate methodological suggestions related to current needs and technological potentialities from the hypertext perspective with the purpose of improving academic literacy in the formation of the Chilean primary teacher formation.

Key words: academic literacy, hypertext, teacher formation.

Researchers:

Dra. Beatriz Figueroa S. bfiguero@udec.cl

Dra. Lucía Domínguez A. ldomingu@udec.cl

Dr. Luis Ajagán L. luis.ajagan-lester@lhs.se

Mg. Verónica Yáñez M. veyanez@udec.cl

Mg. (c). Mariana Aillon N. maillon@udec.cl

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