

We present part of the results of the Innovation Project "Ecologies of learning, training and community participation in higher education. Articulating academic knowledge and experiences" (PIE-193, 2019-2021) that we are developing at the Faculty of Education Sciences of the University of Malaga. The project investigates a training model based on co-involvement and commitment to educational and social projects that are sustained in the democratic school, social inclusion, coexistence and community.

We understand that higher education does not lie in the transmission from experts but in the professional awareness-raising based on reflection-on-action (Korthagen, 2010; Schön, 1998; Zeichner & Liston, 1996) or research in practice (Stringer, 2007; Stenhouse, 1987; Leite, Marquez & Rivas, 2018). In this sense, we start from the sequence research-action-participation to take a step further by enabling a way to link participants from different contexts, (academic and community), in pursuit of the transformation of education and society from dialogical relations in a double direction: the construction of shared knowledge and the horizontal relationship between university-public school with a common agency as well as advancing in teacher education from dialogic learning and social co-involvement (Rivas, Leite & Cortés, 2015; Rivas, Cortes & Marquez, 2018).

The collective work in the implication in the transformation of public schools linked to our teaching in the university, allows us, jointly, to establish firm foundations from two different cultures, the academic and the popular. This makes us go beyond the borders of the university institution to respond, together with other professionals, to the particular needs of the population, to advance in decision-making and in participation in common projects. As well as creating new areas of development for university teachers in relation to professionals in the social and educational field regarding their field of knowledge (Miller, 2003; Leite, Márquez & Rivas, 2018). Therefore, university learning in collaboration with social and educational democratic projects constitutes a rich field for critical training, analysis and thinking, forming part of the construction of the public.

Specifically, in the project that we present, we set two objectives: on the one hand, to investigate, based on experience narratives, how students who collaborate in projects of socio-educational transformation, learn. On the other, to develop spaces for practical communities for horizontal training between university, non-university and teachers in training, which allow a permanent dialogue to contribute to the improvement of public education.

In this way, we understand that collaborative learning and commitment from teacher training promotes:

- 1) Place experience as the center of learning in teacher training. Multiple and real learning contexts produce greater interactivity and relationship with diversity, as well as an exchange and dialogue of theoretical, practical and popular knowledge. The experience is situated as the axis of reflection in the training process and in the socio-affective dimension of professional learning. In this way they learn to cope and reflect on action in real contexts and emerging situations, taking part in challenging educational situations to ask ourselves questions, find resources and create materials. It allows you to share deeper thought by exchanging arguments and bringing them up for debate.

- 2) Territorial engagement and commitment to the public. We understand collaboration in school projects, or other public organizations, as a key piece to advance in the curriculum and in the teacher education. We share with Santos (2019) his perspective on the importance of university extension in higher education, highlighting the need to strengthen the relationship and link the faculties of education with the public school from the perspective of each academic subject.