Management and Teaching Experiences in a Context of Spanish Crisis: A New Vocational Training Centre in Audiovisual Communication

Javier Fombona, Alberto Fernandez Costales and Susana Agudo Prado
Department of Educational Sciences, University of Oviedo

Abstract

One of the European guidelines in the field of education focuses on the efficiency of vocational training as a way to provide solutions for the current international crisis. This paper reports on the analysis of the efficient implementation of a new vocational centre in a special context of social and economic crisis in the north of Spain. As we are dealing with the Vocational Centre of Communication, we have had the opportunity to study the strategies used by media and include them in the new model of education. Some of these features have been described as opposed to traditional methodologies: entertainment, closeness, content repetition, iconic narrative, dramatization, dynamism and simplicity, among others. This experience was organised according to the new legislation that relies on the following new features: links with the production system, a flexible training offer, and the acknowledgment of the right to receive lifelong and permanent learning.

Key words: *academic performance; multimedia literacy; narration strategies; technology in education; vocational education of communication.*

Introduction

Nowadays, the systems of research and education require new regulations for the existing training models in order to respond to the approaches set by the coherent and common European Education Area (Whiting, 2008). This results from global interests, market pressures, movements of cross-border commuters who overcome geopolitical

barriers, and new technological forums that enable the exchange of knowledge. All these elements lead to the development of common norms concerning the western education systems and provide an answer to the massive socio-economic crisis.

Spanish Education Administrations have a special interest to follow the guidelines for competitiveness, according to the standards set by the Quality Assurance Reference Frameworks (Haug, 2008, p. 286). In order to face the global crisis, it is necessary to maximize goals, such as: high standards of training quality, validation and recognition of diplomas in western countries, assimilation of non-formal education, and promotion of people cross-border mobility in the global labour market (Brine, 2008). Also, the use of technology is very efficient in education, and it is believed that this should be developed intensively (Gobo, 2008).

The present[1] study presents the response that the integrated centres of higher vocational education have to such approaches. These are the education institutions created to promote "lifelong learning education", integrating different levels and stages of education, although the current study focuses on the case of higher education. The concept concerning the above-mentioned centres follows the educational guidelines developed by the Spanish legislation, as well as the proposals made by the European Council of Lisbon in 2000, which sets a ten-year term for Europe to become "the most competitive and dynamic knowledge-based economy in the world, capable of sustainable growth with more and better jobs and greater social cohesion" (Commission of the European Communities, 2001).

In this case, the approach is put into practice with flexible training focused on labour demands, with different alternatives for interrelated education. Next, we report on the results of the training test carried out at the Integrated Centre of Higher Vocational Education in Communication, Image and Sound[2], dependent on the Spanish Public Administration of Education, and we describe its implementation in Langreo (Spain). This paper is based on a project conducted from 2006 to 2010; the research development continues with the guidelines within the initial project titled *Research and Development for Training of Teaching and Management Staff at Integrated Centres*[3] coordinated by the Faculty of Teacher Training and Education at the University of Oviedo (Spain).

The project started after the foundation of the new integrated centre in 2006, with new facilities and teaching staff. Our research was aimed at analysing the Spanish law on establishing integrated centres, and the results obtained were compared to those of another similar public centre from this region (Aramo Secondary School in Oviedo[4]), offering the same training programme but on a daily basis as a secondary school with a traditional approach determined by the former legislation.

Background

Socio-Demographic Crisis

A state-of-the-art revision was made during the research with regard to previous science theories about vocational training in communication. This theoretical

reference framework encompasses training experiences with audiovisual devices, in which the teacher and his/her activity is the fundamental key to the development and interpretation of new cultural situations (Bartolome, 2005). We consider this to be a relevant study due to the current impact of media as technological resources in the educational framework: in other words, this work approaches training for media and training with the media, as they are of paramount importance in any educational setting. We reviewed the smaller number of similar experiences in the region, in Spain, and abroad, where these types of centres are linked to the university field; afterwards, their development and potential relation to our present project were revised. We also followed legislation set by the European Qualifications Framework and the 1999 Bologna Declaration regarding the free movement of workers, the exchange of knowledge across different western systems of education, and the harmonisation of approaches, levels, validation of diplomas, and the areas of education.

We considered the social background of students and the demographic characteristics which defined education policies (Coates, 1993). The social and cultural background of this centre revealed a region submerged in a social and economic crisis, targeted for industrial reconversion of mining and transferring the primary industrial activity into services. This region is an example of the aging European population (SADEI, 2006, p. 133), which influences a lack of students; this tendency highlights the importance of achieving an increase in the number of students and in promoting good satisfaction levels (Perez et al., 2000).

Table 1. *Demographic statistics 2009. Source: National Statistical Institute of Spain.*

Population in Asturias	2006	2007	2008	2009	2010
Total	1 076 896	1 074 862	1 080 138	1 085 289	1 084 341
No. births	6 899	6 857	6 592	7 709	7 661
Age: 15 to 19	45 922	43 784 (-4.6% compared to 2006)	42 700 (-7.0% compared to 2006)	41 689 (-8.3% compared to 2006)	40 496 (-10.9% compared to 2006)

We observed an on-going decrease in the region population aged between 15 and 19. This is the period when higher vocational education starts, so this reducing trend has an effect on schools and studies that cover education in this period of life.

In 2006, the Centre was opened. As it was provided with new audiovisual resources in education, its high cost involved a predictable optimization and maximization of performance. Thus, we took into account funding and commitments made by the European Structural Funds (European Social Fund) on Economic and Social Cohesion, Convergence, Training and Fight against Unemployment (Programme for reactivating the mining regions 2001-05), being the most relevant objective in Asturias, in a less-favoured part of Europe.

Table 2. *Unemployment rate in the region of Asturias, Spain.*
Source: Asturias Society of Economic and Industrial Studies.

Year	Unemployment rate
2005	10.4%
2006	3.6%
2007	3.2%
2008	8.1%
2009	9.9%
2010	17.6%
2011	17.15%

Traditionally, there have been structural difficulties in this region (Araujo, 2002, p. 68) and a lack of regional endeavour for spending in innovation and R&D, which did not attain 0.6% of the GDP; this figure is below the Spanish average (0.85%). Specifically, the *Education Facilities* within the 4.A Statement of Priorities received 115 258 019 € for the period 2000-2006, one of its objectives being the improvement of the regulated vocational training. The decline of industrial mining sector led to search for competitive business solutions with the aim to recover lost jobs, as well as to design training strategies for human resources, and comprehensive and complementary actions for boosting employment. Today, the global economic crisis requires effective and innovative practices in education – a new model giving response to expectations, and justifying the investment made.

Legal Context: New Regulations in Education

In the last years, different legislative changes and new regulations have influenced the entire Spanish education system. The complex adaptation to the European Higher Education Area (EEES), also known as the 'Bologna process' was intended to balance and harmonize teaching activities and academic achievements with the ones in the other European Union state members.

The same European Higher Education Framework set out the guidelines for putting the innovative methodology in practice, and providing the autonomy of teaching according to the above-mentioned Spanish Law (RD 1558/2005), which defines a new model of education. This law was in the focus of the first research and meetings of the project team, enabling the experience with the European Qualifications Reference Framework and the 1999 Bologna Declaration: quality enhancement of education and mobility of teachers and students due to the recognition of diplomas (Berleur, & Galand, 2005).

The autonomy of organizational and teaching models in these institutions, along with a flexible framework, enabled the development of education model, methodologies and contents of which results are described below.

Currently, at the Integrated Centre, our aim is to combine the management of regulated initial vocational training with the continuing and occupational education

for the unemployed. We have to respond with a unique and integrated model of school management, which includes the three models of lifelong learning programmes.

In this sense, the framework for non-formal education, which is to be recognised in the European Higher Education Area, is not defined in a steady way. That is a system which is sometimes supported by the Education or Social Services Administration, as well as by other diverse institutions, most of them with high European resources and uncertain diplomas (i. e. certificates issued without the rigour and standards of the European Credit Transfer Systems) recognized in the regulated education system (Greenfield, 2009). These recognitions have led us to reconsider the very model of regulated training that should be evaluated by the model of this centre.

Communication System: Some References to the Education Model

We observed that the contents on communication taught in this centre provided guidelines for managing communication between teachers and students in an efficient manner. In other words, we could analyse the efficiency of social communication media that used good strategies promoted by the interest of companies; in a nutshell, a powerful narrative is being created to transfer certain messages. Contents are introduced under proven successful formulas which have become communicative and cultural patterns worldwide, following the guidelines and strategies of marketing (Ferrell, & Hartline, 2006). These guidelines rule contents and speech of social communication to make them profitable – therefore, during a TV show, a CD, games, a film coming afterwards or t-shirts with the main characters will be promoted. So students are often tempted by attractive activities, which may interfere with the learning task and result in detrimental effects on experience and performance (Fries, & Dietz, 2007).

At the beginning of this paper, we mentioned the need for developing strategies that would require the customer/student and his/her "fidelization". This is a response to the market economy approaches in which supply and demand struggle to find their breakeven point. The models of *quality* management and management approaches toward the customer (Murgatroyd, & Colin, 2002) have a special connection with these marketing techniques:

– To plan in order to gain markets with limited customers/students who buy their products. The profile of profitable customers is studied, while that of minorities is discriminated. Marginalized people and particular ethnic groups are forgotten as far as great strategies are concerned.

– Clear specification and maximization of tangible objectives: number of customers, product sales, etc. Efficiency criteria for actions depend on tangible results in the short term.

– Material things are especially valued in detriment of social goods and products.

– These techniques have a great communication power; they use communicative solutions from resources and devices of other systems (theatre-related techniques, radio, music or education itself). Communication is direct, contents and forms are recreational.

Below (Table 3) are shown the aspects of effectiveness of the market strategies used by audiovisual social media, compared to those of a traditional model of education.

Table 3. *Comparative analysis between the audiovisual model and the traditional education model.*

Audiovisual model strategies	Traditional education model
Strategies focus on efficiency: data offer, entertainment, constantly assisting users (Moyer-Guse, 2008).	Goals based on support to build knowledge without assisting their users or entertaining them.
Messages from a close distance, colonizing their daily environments and homes.	Teachers seem distant from their cultural elite.
These types of media show us their immediate answers to vital questions: problems and their easy answers, repetition of similar systems of values and lifestyles (Fombona, 2008, p. 129).	Solutions provided by teachers attain a medium/long term view in the student's life.
Contents are shown from different sources (Spring, 2008), with no contradiction between each other.	Traditional teachers approach the study of science and error; their discourse (assessment of effort, perseverance) contradicts the messages received by the student from different media.
Technologic discourse is based on iconic forms and limits reading to complementary forms of expression (Gamboa, & Reina, 2006).	Traditional teachers whose teaching is based on reading and writing.
The Audiovisual model is efficient to solve questions through images, it is a *self-explaining* specification – elements will be integrated into the images themselves to explain contents (Tindall-Ford, & Sweller, 2006).	Reflexive abstraction requires deep rational thinking, imagination. It is a comparison between the typical likeliness of the iconic elements and typical cognitive abstraction.
Media overdramatize its contents. In this sense, audiovisual media focus on the sphere of feelings, fascination and fantasy (Ferres, 1996).	Contents are focused on objective logical thinking, deep and extensive analysis of data, scientific realism of traditional education.
Its procedures are very dynamic and aggressive. It is performance and exaggeration what counts.	Reality is what matters, the real dimension of problems and contextualization and deepening within phenomena.
Ephemeral, easy descriptions are provided creating a superficial, mosaic knowledge. They quickly re-organise the reality in bad and good, beauty is accepted and something antisocial is rejected (Moles, 1990).	The classroom is a framework for deep and co-ordinated knowledge (Winn, 2002), with thorough studies. Deep and long descriptions, complex thinking to understand the multiple dimensions of problems.
Multimedia provides data from the ubiquity with random, diffuse presentation. No sooner had we observed an earthquake than we watched a contest or sports game…	The classroom follows a systematic, structural, lineal planning (established in a series of documents, programmes, etc.).
Goals for media are economic and materialistic in the short term together with immediate solutions (e.g. if the audience buys a certain product they will be happy) (Robinson, & Martin, 2008).	Teachers search for achievements in the long term: development and training of the individual, and they mainly offer solutions for the individual's problems by using a thorough, extensive scientific method.
Particularly, audiovisual media do not require a response from its audience who receive messages in a passive way. It is unnecessary to think over easy and already assimilated messages (Hall, 1981).	Teachers require a response from their audience. Effort and deep thinking which require great doses of concentration.
The message is surrounded by a recreational and dynamic sphere.	Teachers are sometimes too serious, boring and *static*.

In brief, for the new media, form is as important as contents. Messages focus on feelings, on the sensitive and instinctive part of the individual where *possessions* and

the self are valued –short-term happiness, whereas the traditional education model focuses its contents on reasoning (Caspi, Gorsky, & Privman, 2005). We agree with Samaniego (2008) that there is a need for bringing entertainment strategies closer to learning, and also with Sevillano (2008), who showed that the new education design must review its approach insisting on tasks as the means for achieving education objectives, training cognitive analytic and reflexive abilities orientated toward the action. This project propounds the encounter of the two above-mentioned models of education.

New outlines Resulting from This Model: New Teaching Staff and Student Profile

This centre and the contents linked to ICTs are suitable for their development with the aid of innovative and specific approaches to education. Throughout the project and successive discussions, the basic questions regarding the methodology of education to be implemented were asked:

– What teacher model is really appropriate at the current moment and in the current context? The teacher who trains efficient workers or the one who trains versatile minds in another cognitive dimension?

– How should the teacher be ideal for students and families? The role of the new teacher responds to a new teaching process where the prospects of students are a priority. In addition, should experts be guided only by observing their patients in order to make diagnoses?

In the data collected by the teaching staff there is a coincidence when it comes to the following keys: students have been in contact with forms and contents from media since the beginning of their life and, at some very important time, during the comprehensive development of attitudes and habits. Audiovisual documents are seen at any time and in diverse technological devices. In the case of TV, there are programmes for adults all day long, whereas programmes for children disappear at this age when children have a very receptive and influential perception (Michael, & Roebers, 2008). Speaking about videogames, their influence is greater due to the addictive power which is being developed.

Method
Objective

The Spanish Law R.D. 1558/2005 on the foundation of integrated centres was the referent text to be used. Its main aspects are, as follows: close relationship with the labour and social context of institutions in education, autonomy of management and pedagogical decisions, and integration of the citizen lifelong learning systems by means of initial/regulated training, occupational training courses for the unemployed, and continuing professional training. So, autonomy development enabled an innovative activity in terms of management and pedagogical decisions in order to achieve an

on-going improvement of the process of education itself, as well as an adequate use of resources and academic results.

Objectives:

– to set out and develop new teaching methodology strategies connected with curricular contents (audiovisual) in accordance with the importance, progress and needs of the social and economic environment;

– to set out and develop alternatives for managing and organizing an educational institution, which will incorporate all sub-systems of education (initial/regulated, occupational, and continuing).

Resources

This project relies on different types of resources:

– Financial: Specific funding, dependent on the Regional Administration, and generic funding from the above-mentioned European Cohesion Funds.

– Human: Both teaching staff and students of the Centre. We have to underline a good attitude to developing this project and an appropriate degree of willingness endorsed by the interest in obtaining a steady job at the centre of education.

– Tangible: The new centre with state-of-the-art infrastructures and facilities covering more than 3,000 m², suitable for developing the contents and didactical activities in Communication, Image and Sound, which enabled the application of the new model in practice.

– Intangible: Professional expertise of the project – former professionals in the field of ICT (Spanish TV and regional RTV channels) – and their research experience at the University of Oviedo from where documentary resources, methodological support, implementation and statistic treatment are provided.

During the project, sessions for professional retraining of teachers were organized, and several educational resources supporting the initiative were created. In the present research, it was fundamental for teachers to take the new approaches into account (i.e. to have teaching staff trained and acquainted with the new ICT strategies).

Methodology

The project was developed according to the following stages:

Table 4. *Phases of the research project*

Phase 1 (2007)	Design of new education model based on new legislation (Royal Decree 1558/2005) and according to European guidelines.
Phase 2 (2008-2009)	Application of new methodologies within school management framework.
Phase 3 (2010)	Verification and discussion of data development.
Phase 4 (2011-2012)	Presentation and distribution of results.

Initially, a descriptive method was used for revising ICT-related curricular contents and education models. The method was based on a documentary revision, description of the new ICTs, as well as the strategies that made ICTs an efficient tool for the

transfer of knowledge. This study was aimed at finding significant variables and causal relations.

We also used participant observation technique in which the researcher applied the design, he/she was also a member of the teaching staff and took part in the community observed. It is a method of action research that enriches all the process but requires a proven and permanent verification of outcomes. These demands and conditions were considered as they might question the reliability of the study. We were conscious of the complexity of educational phenomena, caused by their qualitative character, which dealt with aspects such as values, beliefs or meanings, non-sensitive to experiments. Therefore, following this guideline (Latorre, 1996), we had to develop methods under a multi-methodological approach; that is, to include different observers for the same phenomena to compare results and achieve reliable measures. We tried to control the internal validity of the study, so individuals with a lower bias estimator participated: new teaching staff, students and management staff who restricted inertia and pedagogical habits which may alter the practice regarding the new model of education.

In favour of the multi-methodological approach, several simultaneous tools were used for gathering data, together with the qualitative techniques of participant observation:

– Groups of debate set out on the records of the teachers' meetings where aspects of the subjects proposed for the project were defined and discussed: potential causes, main characters, hierarchies, interrelations, rules, etc. Alternative strategies and solutions were proposed.
– Records and results of academic assessments.
– Questionnaires about samples.
– Statistic annual reports of the Centre and of the Administration of Education.
– Records of the follow-up of the teacher training courses. The teaching staff of the Centre are provided with life-long learning programmes and the results of these learning activities were considered in the study.
– Reports from the Administration of Education elaborated by education service inspectors.
– Data resulting from participant observation of the teacher's resources and methodology.

The next stage focused on the practical application of the educational design and the comparison of results to those from another institution (control group), where a quasi-experimental approach was used. The sample data were provided by students from two public centres of Image and Sound in Asturias: the Integrated Centre of Langreo, and another control group at Aramo Secondary School (Oviedo). These groups had been already formed and considered as equal, because variables comprising characteristics, number, composition and other aspects of students were the same. We were aware of not having completed the corresponding randomization because the study scope did

not allow us to consider the whole population of Spanish students who corresponded to the same profile. Thus, we considered the external validity as limited and it must be taken into account that the integrated centres were created as Spanish Education Reference Institutions. Therefore, this experience aimed to become a model for real and significant practice for the rest of the population, that is, students and teaching staff of Communication, Image and Sound.

We considered academic results as dependent variables, the features that determined them were regarded as independent variables resulting from the new training model used in the integrated centre, and regulated by the Spanish Law (RD 1558/2005).

Results

Tendencies in the New Teaching Method

We carried out a study[5] with students, and *the good teacher profile resulted from their* own *experiences* stressed the following aspects:

1) A close person, without a sense of superiority, someone we can talk to (i. e., a teacher who is available for students).
2) Someone who knows the updated contents very well.
3) Someone who helps everyone (and every student) any time (even beyond school schedule).
4) Someone who is pleasant.
5) Someone who teaches in a clear and interesting manner.
6) Someone who energizes the course with diverse activities, debates…
7) Someone who is sure of his/her role, who "knows how to gain respect without reprimands".

Students also assessed the following aspects although to a lower extent:
– Being motivated and enthusiastic about the teaching/learning process, and also competent as regards evaluation methods.
– Having a good communication with students.
– It does not matter if the teacher is demanding or not.
– Being able to understand and appreciate different opinions and subjective aspects (creativity, effort…).
– To be quiet, attentive, sincere, encouraging, reflexive, practical, non-repressive…

Therefore, this is a significant insight into the satisfaction of students considered as customers within the ISO 9001 trends of enhancement and quality, which also started in this Centre from a concept of positivism with achievements to be proven at the short term. Nevertheless, we realized that the education activity will render results in the medium/long term; this is clearly in contrast with the fast-paced process in which the market demands results without considering the time required in order to get feedback in the teaching/learning process. During the project, this Centre responded by providing a model of comprehensive teacher who paid attention to the aspirations of his/her audience/customer, that is, students who would give an assessment.

Trends in the New Model of Student

Once again, these models created a new profile of student, as the above-mentioned measurements showed:

– Student's quick response to incentives, with gradual increase in information, positivist and practical insights.

– Decrease in the reading habit.

– Diffuse, inconstant attention, resulting from a limited ability of concentration, saturated with never-ending incentives typical of the audiovisual narrative.

– Habit of understanding without any effort, without boosting the ability of thinking and deeply limited comprehension of problems.

– A superficial understanding of the reality, shaped as a poorly structured mosaic.

This project suggests that it is important to combine the tendencies described in the new teaching model with the strategies of the audiovisual model described in Table 3 in order to create an optimized and more efficient educational method.

Results of the New Model of School Management

This integrated centre was founded to assess formal and non-formal education in the near future, putting into practice the European directive (Bjornavold, 2001) that considered training areas beyond the regulated formal sector.

The following actions related to school management were developed:

Table 5. *Comparison of the aspects of the Spanish Law R.D. 118/205.*

Aspects of the school management stated in Law *RD 1558/2005*	Integrated Centre (YES/ NO)	High-school Control Group (YES/ NO)
Development of links to the production system of the environment regarding the training of students during internships…	YES. Students went on an internship for 3 months.	
… the participation of professionals of the production system, such as teachers…	YES	NO
Boosting and development of actions and R&D projects in collaboration with companies of the environment and social mediators…	YES. Processes of self-evaluation and innovation were established.	NO
Development of links to the production system of the environment regarding the training of the teaching staff…	YES. Meetings and peer learning activities take place.	NO
Areas and particular facilities (…) based on locations different from the Centre will be used…	YES. Activities in libraries, outdoors, complementary and extracurricular visits to professional labour areas are organized.	NO
To guarantee the quality of actions of the functional project, a system of continuing enhancement in each centre will be implemented, whose standards for quality and indicators will be connected to the objectives (…) and will assess the degree of satisfaction of both students and users…	YES. Put into practice with the implementation of ISO 9001 standards.	NO

Competent administrations will be able to delegate in governmental organizations of the Public Integrated the hiring of experts, acquisition of goods, building works (…) in order to obtain complementary resources through the supply of services...	YES. The Centre has autonomy for the administration of HR, hiring experts, and starting activities (renting of areas) which create incomes.	NO
These centres will set out a flexible, modular offer, assisting all the existing sub-systems in order to give response to the training demands of productive sectors…	YES. Occupational and continuing training is provided in accordance with labour demands.	
Providing services of career guidance…	YES.	
Integration of assessment of competences acquired through other non-formal learning and work experience...	NO	NO
Recognition of the right to lifelong learning…	YES. Qualified adults commonly register in courses offered by this Centre.	
Providing easy access of adults and employees to training offers…	YES. When training offer is free, with flexible timetables and offering activities out of the working hours.	
Social Council will be made of Union and companies' representatives…	YES	NO

Summary of the Quantitative Data of Academic Performance

The academic achievements of the experimental group at the Integrated Centre – compared to those of the control group – showed no significant differences in measuring the official academic performance (Table 6).

Table 6. *Academic results. 2006-2008 promotion in Vocational Education in Image.*

Academic performance	Variable	Control group	Integrated centre
1st year 2006/07	No. registrations	56	**20**
	Result average mark	6.1	**6.0**
2nd year 2007/08	No. registrations	51	**15**
	Graduated	43 (76.7%)	**15 (75%)**
	Result average mark	6.84	**7.78**
Sole objective test Result (0 to 100 points)		**27.6**	**23.3**

Applying a sole objective test, we confirmed that the degree of knowledge of the experimental students at the Integrated Centre was similar to that of the control group, with the total of 27.6 and 23.3 points respectively, out of a maximum of 100 (8.4% in favour of the control group), which was not considered as statistically significant and was included in the typical reliability random error in measurement.

This figure seems to demonstrate that the new approach to education does not have a direct impact on the level of student academic performance.

Table 7. *Total number of students registered in education centres.*

	2006	2007	2008
No. students in control school	76	83 (+9.2% **compared to** 2006)	**80 (+5.26% compared to 2006)**
No. students in experimental centre	45	**129 (+186.6% compared to 2006)**	**179 (+397.7% compared to 2006)**

The results showed an increase in the number of students despite the current socio-economic crisis and the sharp demographic decrease (Table 7). This was an indicator of the satisfaction level of students and the integration of the Centre in its social and working environment. This is a relevant issue in the objectives of vocational training centres.

Conclusions

This experience still continues in Asturias, Spain, and can be shared with the rest of education community.

The current project explored the needs of citizens. Media-used strategies were analysed and compared with the traditional school. The analysis shed some light on the first aim (Table 3). It should be mentioned that school had original management (Table 5); this contributed to a fast response to the needs resulting from the context.

Some of the main strong points of the project can be summarised in the following: Firstly, the proposed model for the convergence with the European Higher Education Area was implemented at the Integrated Centre; we achieved the integration of different education sub-systems and levels; and we approached methodologies regarding the professional sector. We observed that some strategies of social communication media could be applied in order to optimize and streamline the efficiency of the learning process;

Secondly, the Centre autonomy enabled the establishment of management guidelines, previously available only to private centres, such as the possibility of making profit or the free management of equipment and human resources at public centres;

Thirdly, the administration is implementing the standard ISO 9001 in order to adopt and unify management rules and meet the demands of users/students. Teaching staff self-evaluations are included in this process of improvement. In this sense, the interests of students have a special significance, as they must access a professional market where there are tangible objectives in the short term, consequently displacing intangible aspects such as values.

Regarding its possible weaknesses, the unification of norms, branches and systems has not been achieved yet nor the recognition of different levels of education, such as regulated and non-formal education. These proposals are defined in the guidelines of the European Common Education Area, and they represent pending objectives to be developed during the gradual process of implementation at the Centre.

Speaking about the conclusions on the new curriculum related to new ICTs, this project confirms that training in these subjects entails certain features:

- – ICTs, applied to education, are dynamic; they develop their own devices, contents, communication techniques, so that every approach quickly becomes old-fashioned.
- – Students require dynamic and updated contents, connected to the technological advancement of the environment, as social media offer them daily.

– Both students and teaching staff must be aware of professional profiles, required by their own context and their audiovisual culture trend.

It is necessary to integrate new strategies in the model of education where new multimedia contents and education methodologies are coherent and closely related to each other. These new approaches to education do not have a direct impact on the level of student academic performance, but they respond to cultural demands, new technological devices, and forms of knowledge which differ from traditional resources and schemes in education. From this insight, contents, forms and methodologies gain the same significance, and the model of education should use any of the efficient strategies being described in the social media field.

References

Bartolome, D. (2005). *Periodismo educativo.* Madrid: Sintesis.

Berleur, J., & Galand, J. M. (2005). ICT policies of the European Union: From an information society to eEurope. Trends and visions. *Perspectives and Policies on ICT in Society, 179*, 37-66.

Bjornavold, J. (2001). La visualizacion del aprendizaje: deteccion, evaluacion y reconocimiento de los aprendizajes no formales. Comision Europea Direccion General de Educacion y Cultura. *Revista Europea de Formacion Profesional*, *22*, 26-35.

Brine, J. (2008). Education and training in Europe. *Journal of Education Policy, 23*(3), 339-340.

Caspi, A., Gorsky, P., & Privman, M. (2005). Viewing comprehension: Students' learning preferences and strategies when studying from video. *Instructional Science, 33*(1), 31-47.

Coates, G. (1993). Education, demography and youth-training, Education and Europe. *Educational* & *Training Technology International, 30*(1), 39-49.

Commission of the European communities (2001). *Making a European area of lifelong learning a reality.* Brussels: COM (2001) 678 Final 21/11/2001.

Ferrell, O. C., & Hartline, M. D. (2006). *Estrategia de marketing.* Mexico: Cengage Learning Editores.

Ferres, J. (1996). *Television subliminal. Socializacion mediante comunicaciones inadvertidas*. Barcelona: Paidos.

Fombona, J. (2008). *Lectura de imagenes y contenidos.* Madrid: Cep.

Fries, S., & Dietz, F. (2007). Learning in the face of temptation: The case of motivational interference. *Journal of Experimental Education, 76*, 93-112.

Gamboa, C., & Reina, M. (2006): *Habitos de lectura, asistencia a bibliotecas y consumo de libros en Colombia.* Bogota: Fundalectura.

Greenfield, P. M. (2009). Technology and Informal Education: What Is Taught, What Is Learned. *Science,* 323(5910), 69-71.

Gobo, A. (2008). Teachers' education within the framework of human resources management in schools. *Educational sciences*, *10, 2* (16), 369-381.

Hall, S. (1981). *La cultura, los medios de comunicacion y el «efecto ideologico»*. In J. Curran et al. (Eds.) *Sociedad y comunicacion de masas*. Mexico: Fondo de Cultura Economica.

Haug, G. (2008). European legislation and national legislations. *Revista de Educacion***,** 285-305.

Latorre, A, Del Rincon, D., & Arnal, J. (1996). *Bases metodologicas de la investigacion educativa*. Barcelona: Grafiques 92.

Araujo, L. (2002). Las acciones estructurales comunitarias en España y sus comunidades autonomas – Periodo 2000-2006. Madrid: Comision Europea.

Michel, E., & Roebers, C. M. (2008). Children's Knowledge Acquisition Through Film: Influence of Programme Characteristics. *Applied Cognitive Psychology, 22*(9), 1228-1244.

Moles, A. (1990). *El Kitsch*. Barcelona: Paidos.

Moyer-Guse, E. (2008). Toward a theory of entertainment persuasion: Explaining the persuasive effects of entertainment-education messages. *Communication Theory, 18*(3), 407-425.

Murgatroyd, S., & Colin M. (2002). *La gestion de la calidad total en el centro docente.* Madrid: Ramon Areces.

Perez, R., Lopez, F. Peralta, M., & Municio, P.(2000). *Hacia una educacion de calidad: Gestion, instrumentos y evaluacion.* Madrid: Narcea.

Robinson, J., & Martin, S. (2008). What Do Happy People Do? *Social Indicators Research, 89*(3), 565-571.

SADEI (2006). La poblacion de Asturias en 2006 segun las estadisticas demograficas. *Revista Asturiana de Economia Oviedo*. RAE (37), 40-44.

Samaniego, M. (2008). Television and education: from entertainment to learning. *Teoria de la Educacion, 20*, 205-224.

Sevillano, M. L. (2008). *Nuevas tecnologias en educacion social*. Madrid: McGraw Hill.

Spring, J. (2008). Research on globalization and education. *Review of Educational Research, 78*(2), 330-363.

Tindall-Ford, S., & Sweller, J. (2006). Altering the modality of instructions to facilitate imagination: Interactions between the modality and imagination effects. *Instructional Science*, *34*(4), 343-365.

Whiting, J. (2008). Prospects for European research and development in training & education. *British Journal of Educational Technology, 39*(2), 268-286.

Notes

1. Law O. 5/2002, Qualification and training (Art. 11.4), organizes the creation of these centres of Vocational Education.

2. Langreo, Spain. imagenysonido@educastur.princast.es www.cislan.es

3. BOPA 20-IX-2006 (12-9-2006). Asturias – Counselling Education.

4. Oviedo, Spain. aramo@educastur.princast.es   web.educastur.princast.es/ies/aramo/

5. Questionnaire completed by 200 students of the Integrated Centre.

Javier Fombona
University of Oviedo,
Department of Educational Sciences
Campus of Llamaquique. C/Aniceto Sela, s/n. 33005 – Oviedo, Spain
fombona@uniovi.es

Alberto Fernandez Costales
University of Oviedo,
Department of Educational Sciences
Campus of Llamaquique. C/Aniceto Sela, s/n. 33005 – Oviedo, Spain
fernandezcalberto@uniovi.es

Susana Agudo Prado
University of Oviedo,
Department of Educational Sciences,
Campus of Llamaquique. C/Aniceto Sela, s/n. 33005 – Oviedo, Spain
agudosusana@uniovi.es

Upravljačko-nastavna iskustva u kontekstu španjolske krize: novi centar stručnog osposobljavanja u području audiovizualne komunikacije

Sažetak

U središtu jedne od europskih smjernica u području obrazovanja nalazi se učinkovitost stručnog usavršavanja kao načina rješavanja trenutne međunarodne krize. U ovom radu analizira se učinkoviti rad novog stručnog centra u posebnom kontekstu društvene i ekonomske krize na sjeveru Španjolske. Budući da predstavljamo Stručni centar za komunikaciju, imali smo mogućnost proučiti strategije kojima se koriste mediji i uključiti ih u novi obrazovni model. Opisana su neka od tih obilježja kao suprotnost tradicionalnim metodologijama: zabava, zatvorenost, ponavljanje sadržaja, ikonička naracija, dramatizacija, dinamika i jednostavnost. To je iskustvo organizirano u skladu s novim pravnim propisima koji počivaju na ovim karakteristikama: povezanost sa sustavom proizvodnje, fleksibilna programska ponuda i priznavanje prava na trajno, cjeloživotno učenje.

Ključne riječi: *akademski uspjeh; multimedijska pismenost; narativne strategije; profesionalno komunikacijsko obrazovanje; tehnologija u obrazovanju.*

Uvod

Danas znanstveno-obrazovni sustavi zahtijevaju nova pravila za postojeće modele stručnog usavršavanja da bi mogli reagirati na pristupe unutar cjelovitog i zajedničkog europskog sustava obrazovanja (Whiting, 2008). To je rezultat globalnih interesa, tržišnih pritisaka, prekograničnih kretanja putnika koji svladavaju geopolitičke prepreke, te novih tehnoloških foruma koji im omogućuju razmjenu znanja. Svi ti elementi vode prema razvoju zajedničkih standarda obrazovnih sustava na Zapadu i daju odgovor na masovnu društveno-ekonomsku krizu.

Obrazovnim vlastima u Španjolskoj poseban je interes slijediti smjernice za konkurentnost, usklađene sa standardima Referentnog okvira za osiguranje kvalitete

(Haug, 2008, str. 286). Da bi se suočilo s globalnom krizom, potrebno je maksimalno definirati ciljeve, kao što su: visoki standardi kvalitete obrazovanja, vrednovanje i priznavanje diploma u zapadnim zemljama, asimilacija neformalnog obrazovanja i promidžba prekogranične mobilnosti ljudi na globalnom tržištu rada (Brine, 2008). Primjena tehnologije vrlo je učinkovita u obrazovanju i postoji uvjerenje da bi je trebalo intenzivno razvijati (Gobo, 2008).

Ovo istraživanje sadrži odgovor integriranih centara visokog obrazovanja na navedeno. Riječ je o obrazovnim ustanovama osnovanim[1] radi promidžbe „cjeloživotnog učenja" koje povezuje različite razine i stadije, iako se ovo istraživanje odnosi na visoko obrazovanje. Osnivanje takvih centara slijedi smjernice španjolskog zakonodavstva o obrazovanju, kao i prijedloge Europskog vijeća iz Lisabona iz 2000. godine, prema kojima će Europa u roku od deset godina postati „najkonkurentnije i najdinamičnije svjetsko gospodarstvo utemeljeno na znanju i sposobno za održivi razvoj, s još više boljih radnih mjesta i jačom društvenom povezanošću" (Komisija Europskih zajednica, 2001).

U ovom je slučaju taj pristup primijenjen u praksi s pomoću fleksibilnog usavršavanja s fokusom na radnim zahtjevima, raznih međusobno povezanih obrazovnih mogućnosti. Zatim se daju rezultati testa primijenjenog u Integriranom centru za komunikaciju, sliku i zvuk[2], prema španjolskim pravilima o javnom obrazovanju, a njegovu uporabu opisujemo u Langreu (Španjolska). Ovaj se rad zasniva na projektu provedenom između 2006. i 2010. godine; zatim slijede smjernice za inicijalni projekt pod nazivom Istraživanje i razvoj usavršavanja nastavnog i upravljačkog osoblja u integriranim centrima[3] u koordinaciji s Visokom učiteljskom školom Sveučilišta u Ovijedu (Španjolska).

Projekt je započeo nakon osnivanja novog integriranoga centra 2006. godine, s novim sredstvima i nastavnim osobljem. Cilj našeg istraživanja jest analizirati španjolski Zakon o osnivanju integriranih centara, a zatim dobivene rezultate usporediti s rezultatima jednog sličnog centra u toj regiji (Srednja škola Aramo u Ovijedu[4]) koji nudi isti program, ali je srednja škola s tradicionalnim pristupom definiranim prijašnjim zakonskim aktom.

Kontekst istraživanja

Društveno-demografska kriza

Tijekom istraživanja provedena je revizija stanja s obzirom na prethodne znanstvene teorije o obrazovanju u području komunikacije. Polazeći od tog teorijskog referentnog okvira, prikupljena su iskustva s tehničkim pomagalima, a nastavnik i njegova aktivnost promatrani su kao temeljni ključ u razvoju i tumačenju novih kulturnih situacija (Bartolome, 2005). Ovo istraživanje smatramo značajnim s obzirom na trenutan utjecaj medija kao tehničkih pomagala u odgojno-obrazovnom okruženju. Drugim riječima, ovaj rad pristupa poučavanju za medije i poučavanju uz pomoć medija s obzirom na njihov ključni značaj u svakom odgojno-obrazovnom okruženju. Usporedili smo

manji broj sličnih iskustava u navedenoj regiji, Španjolskoj i inozemstvu, gdje su centri takve vrste povezani sa sveučilištima; dali smo pregled primjera, njihova razvoja i moguće poveznice s našim sadašnjim projektom. Također smo pratili pravne propise definirane Europskim kvalifikacijskim okvirom i Bolonjskom deklaracijom iz 1999. godine o slobodnom kretanju radnika, razmjeni znanja između različitih zapadnih obrazovnih sustava i ujednačavanju pristupa, razina, diploma i obrazovnih područja.

Razmotrili smo društvenu povijest studenata i demografske karakteristike koje određuju obrazovne politike (Coates, 1993). Društvena i kulturna slika ovoga centra upućuje na regiju itekako zahvaćenu društvenom i ekonomskom krizom, usmjerenu prema oživljavanju rudarstva kao usluge umjesto primarne industrijske aktivnosti. Navedena je regija primjer starenja europske populacije (SADEI, 2006, str. 133), što utječe na nedovoljan broj studenata; ta tendencija ujedno rasvjetljava važnost povećanja broja studenata i promidžbe njihova zadovoljstva (Perez i sur., 2000).

Tablica 1.

Primjećujemo kontinuirano opadanje broja stanovnika u navedenoj regiji u dobi između 15. i 19. godine. To je razdoblje kada započinje daljnje obrazovanje tako da trend smanjenja u odnosu na navedenu životnu dob ima utjecaja na školske i studijske programe.

Centar je otvoren 2006. Budući da je bio opremljen novim audiovizualnim i nastavnim tehnološkim pomagalima, njegovi su visoki troškovi predviđali postizanje najboljih rezultata. Uzeli smo, dakle, u razmatranje sredstva i obveze Europskih strukturnih fondova (Europski društveni fond) prema ekonomskom i društvenom povezivanju, konvergenciji, školovanju i borbi protiv nezaposlenosti (Program za ponovno oživljavanje rudarskih regija 2001.-2005.) jer je to bio najvažniji cilj Asturije u manje poželjnom dijelu Europe.

Tablica 2.

U toj regiji tradicionalno postoje strukturne teškoće (Araujo, 2002, str. 68) i nedovoljno se teži za ulaganjem u inovacije te istraživanje i razvoj, što nije dosegnulo ni 0,6% BDP-a; taj je podatak ispod španjolskog prosjeka (0,85%). Specifično gledajući, obrazovne su institucije u sklopu 4.A Izvještaja o prioritetima dobile 115 258 019 eura za razdoblje od 2000. do 2006. jer je jedan od ciljeva bio unaprijediti obrazovanje. Pad u rudarskom sektoru doveo je do traženja konkurentskih poslovnih rješenja, kako bi se povratila izgubljena radna mjesta i kreirale strategije za obrazovanje ljudskih resursa, te sveobuhvatnih i komplementarnih aktivnosti s ciljem intenzivnoga zapošljavanja. Danas globalna ekonomska kriza zahtijeva učinkovita i inovativna praktična rješenja – novi model koji će odgovoriti na očekivano i opravdati uloženo.

Pravni kontekst: nova pravila u obrazovanju

Posljednjih se godina mijenjala legislativa i nova su pravila utjecala na sve razine španjolskog obrazovnog sustava. Cilj kompleksnog procesa prilagodbe Europskom

prostoru visokog obrazovanja, poznat kao Bolonjski proces, bio je ujednačiti nastavne aktivnosti i akademska postignuća s onima koja vrijede u ostalim zemljama članicama Europske unije.

Isti Europski okvir za visoko obrazovanje odredio je smjernice za projekt primjene nove metodologije u praksi, te omogućio nastavnu autonomiju prema navedenom španjolskom Zakonu (RD 1558/2005) koji definira novi obrazovni model. Taj je zakon predmet prvog istraživanja i sastanaka projektnog tima, a omogućuje stjecanje iskustava kada je riječ o Europskom kvalifikacijskom referentnom okviru i daljnje unapređenje kvalitete obrazovanja, te mobilnost nastavnika i studenata zbog priznanja diploma, u skladu s Bolonjskom deklaracijom iz 1999. (Berleur i Galand, 2005).

Autonomija organizacijsko-nastavnih modela na tim institucijama, kao i fleksibilni okvir, omogućila je razvoj obrazovnog modela, metodologija i sadržaja čiji su rezultati opisani u ovom radu.

Trenutno nam je cilj u integriranom centru povezati upravljanje reguliranog inicijalnog obrazovanja s kontinuiranim profesionalnim usavršavanjem nezaposlenih. Moramo odgovoriti s pomoću jedinstvenog i integriranog modela školskog upravljanja, ujedinjujući sva tri modela s pomoću cjeloživotnog obrazovnog programa.

U tom smislu okviri za neformalno obrazovanje nisu čvrsto definirani da bi ih se priznalo unutar europskog sustava visokog obrazovanja. Riječ je o sustavu koji je ponekad podržan s pomoću upravljanja obrazovnim ili društvenim uslugama, kao i zahvaljujući drugim različitim institucijama, od kojih većina raspolaže velikim europskim resursima i neizvjesnim diplomama (odnosno izdanim diplomama koje nisu bile usklađene sa strogim standardima Europskog sustava prijenosa bodova) priznatim u reguliranom obrazovnom sustavu (Greenfield, 2009). Ta su priznavanja dovela do ponovnog promišljanja samog modela reguliranog obrazovanja koje bi trebao vrednovati model obrazovnog centra.

Komunikacijski sustav: neke reference za obrazovni model

Primijetili smo da komunikacijski sadržaj poučavan u navedenom centru daje smjernice za učinkovito upravljanje komunikacijom između nastavnika i studenata. Drugim riječima, mogli bismo analizirati učinkovitost društveno-komunikacijskih medija koji se koriste dobrim strategijama za promidžbu interesa kompanija. Ukratko, u prijenosu određenih poruka dolazi do snažne naracije. Sadržaj se uvodi pod okriljem dokazano uspješnih formula koje su postale komunikacijski i kulturni obrasci širom svijeta, prateći marketinške smjernice i strategije (Ferrell i Hartline, 2006). Te smjernice upravljaju sadržajem i govorom društvene komunikacije da bi ih učinile profitabilnim, pa će se tijekom nekog TV-šoua reklamirati CD, igre, film koji se poslije prikazuje ili majice s glavnim likovima. Studenti su tako često u iskušenju zbog primamljivih aktivnosti od kojih se mnoge poklapaju sa zadatkom učenja te konačno imaju štetne učinke na iskustvo učenja i uspjeh (Fries i Dietz, 2007).

Na početku rada spomenuli smo nužnost razvijanja strategija koje zahtijevaju korisnika/studenta i njegovu „vjernost". To je odgovor na tržišnu ekonomiju u kojoj

se ponuda i potražnja bore kako bi dosegnule pozitivnu nulu. Modeli kvalitetnog upravljanja i upravljačkih pristupa prema korisniku (Murgatroyd i Colin, 2002) na poseban su način povezani sa sljedećim marketinškim tehnikama:

- – planirati tako da se osvoje tržišta s ograničenim brojem korisnika/studenata koji kupuju njihove proizvode. Proučava se profil profitabilnih kupaca, dok se profil onih manje važnih diskriminira. Zaboravljeni su marginalizirani i pojedine etničke skupine kada su u pitanju velike strategije.
- – odrediti jasnu specifikaciju i najviše ciljeve koji se mogu ostvariti: broj kupaca, prodaja proizvoda, itd. Kriteriji akcijske učinkovitosti ovise o konkretnim kratkoročnim ciljevima.
- – posebno se vrednuju materijalne stvari na štetu društvenih dobara i proizvoda
- – takve tehnike imaju veliku komunikacijsku moć; koriste se komunikacijskim rješenjima iz resursa drugih sustava (kazališne tehnike, radio, glazba ili samo obrazovanje). Komunikacija je izravna, a sadržaj i forma su zabavni.

U Tablici 3. prikazani su aspekti učinkovitosti tržišnih strategija kojima se koriste audiovizualni društveni mediji u usporedbi s onima tradicionalnog obrazovnog modela.

Tablica 3. *Komparativna analiza audiovizualnog i tradicionalnog odgojno-obrazovnog modela*

Strategije audiovizualnog modela	Tradicionalni odgojno-obrazovni model
Strategije su usmjerene na učinkovitost: ponuda podataka, zabava, neprekidna pomoć korisnicima (Moyer-Guse, 2008).	Ciljevi se temelje na podršci kojom se povećavaju znanja bez podrške i zabave za korisnike.
Poruke su vrlo blizu, koloniziraju svakodnevno okruženje i domove korisnika.	Nastavnici se čine udaljenima od vlastite kulturne elite.
Ovi oblici medija daju svoj neposredni odgovor na ključna pitanja vezana uz probleme i jednostavne odgovore, ponavljanje sličnih sustava vrijednosti i životnog stila (Fombona, 2008, str. 129).	Rješenja koja nude nastavnici pružaju studentima srednji ili dugoročan pogled u budućnost.
Sadržaji koji se prikazuju dolaze iz različitih izvora (Spring, 2008), ali nisu međusobno kontradiktorni.	Tradicionalni nastavnici pristupaju proučavanju znanosti i pogrešaka; njihov diskurs (vrednovanje uloženog napora i ustrajnosti) u suprotnosti je s porukama koje studenti dobivaju iz različitih medija.
Tehnički diskurs temelji se na ikoničkim oblicima i ograničava čitanje komplementarnim oblicima izražavanja (Gamboa, & Reina, 2006).	Tradicionalni nastavnici temelje svoje poučavanje na čitanju i pisanju.
Audiovizualni model učinkovit je u rješavanju problema kroz slike, to je samoobjašnjavajuća specifikacija – elementi će biti integrirani u same slike kako bi se objasnio sadržaj (Tindall-Ford i Sweller, 2006).	Refleksivna apstrakcija zahtijeva duboko i racionalno razmišljanje, maštovitost. Ovdje se radi o usporedbi između tipične sličnosti ikoničkih elemenata i tipične kognitivne apstrakcije.
Mediji previše dramatiziraju svoj sadržaj. U tom smislu audiovizualni mediji usmjereni su na područje osjećaja, fascinacije i mašte (Ferres, 1996).	Sadržaj je usmjeren na objektivno logičko mišljenje, detaljnu i opsežnu analizu podataka, znanstveni realizam tradicionalnog odgoja i obrazovanja.
Postupci koji se koriste izrazito su dinamički i agresivni. Naglasak je na izvedbi i pretjerivanju.	Naglasak je na stvarnosti, stvarnoj dimenziji problema i kontekstualizaciji i produbljenju unutar fenomena.

Pružaju se prolazni, jednostavni opisi na temelju kojih nastaje površno i mozaičko znanje. Brzo dijele stvarnost na dobru i lošu, ljepota je prihvaćena, a odbacuje se ono što je antisocijalno (Moles, 1990).	Učionica je okvir za duboko i koordinirano znanje (Winn, 2002) koje se stječe temeljitim učenjem. Detaljni i dugi opisi, kompleksno mišljenje s pomoću kojeg se mogu razumjeti višestruke dimenzije problema.
Multimediji osiguravaju raznovrsnost podataka kroz nasu-mične, difuzne prikaze. Tek smo svjedočili potresu, a već gledamo natjecanje ili sportsku utakmicu…	U učionici se slijedi sustavno, strukturno i line-arno planiranje (određeno nizom dokumenata, programa itd.).
Ciljevi medija su kratkoročno gledano ekonomski i materi-jalistički i nude trenutna rješenja (npr. ako publika kupuje određeni proizvod, bit će sretni) (Robinson i Martin, 2008).	Nastavnici žele dugotrajna postignuća: razvoj i usavršavanje pojedinaca i uglavnom nude rješenja za poteškoće pojedinca uporabom detaljne i opsežne znanstvene metode.
Audiovizualni mediji ne zahtijevaju odgovor od publike koja pasivno prima poruke. Nije potrebno razmišljati o jednostavnim i već asimiliranim porukama (Hall, 1981).	Nastavnicima je potreban odgovor publike. Napor i duboko razmišljanje koji zahtijevaju veliku dozu koncentracije.
Poruku okružuje rekreacijska i dinamična sfera.	Nastavnici su ponekad preozbiljni, dosadni i *statični.*

Ukratko, tim je novim medijima forma važna kao i sadržaj. Poruke su usredotočene na osjećaje, onaj osjetljivi i instinktivni dio pojedinca u kojemu se vrednuje *ono što posjeduje i njegovo vlastito „Ja"* – kratkotrajna sreća, dok tradicionalni obrazovni model fokusira sadržaj na zaključivanje (Caspi, Gorsky i Privman, 2005). Slažemo se sa Samanijegom (2008) u pogledu nužnog približavanja strategija zabave domeni učenja, kao i sa Sevillanom (2008) kada ukazuje na to da novi obrazovni model mora ustrajati na zadacima kao sredstvu postizanja obrazovnih ciljeva, usvajanju kognitivnih sposobnosti pomicanja fokusa s analitičkog i refleksivnog pristupa na djelovanje. Ovaj projekt predlaže povezivanje tih dvaju obrazovnih modela.

Novi prikaz proizašao iz navedenog modela: novi profil nastavnika i studenata

Navedeni obrazovni centar i informacijsko-komunikacijsko gradivo koje se u njemu poučava odgovaraju razvoju utemeljenom na inovativnim i specifičnim obrazovnim pristupima. Kroz projekt i uzastopne rasprave iskristalizirala su se osnovna pitanja o metodologiji koja bi se primjenjivala:

– Kakav model nastavnika doista odgovara sadašnjem trenutku i kontekstu? Nastavnik koji poučava učinkovite djelatnike ili onaj koji poučava razne umove u jednoj drugoj kognitivnoj dimenziji?

– Kakav bi trebao biti nastavnik idealan studentima i obiteljima? Uloga novog nastavnika predstavlja odgovor na novi nastavni proces u kojem su mogućnosti studenta prioritet. Međutim, pitamo treba li se profesionalac voditi samo promatranjem pacijenata da bi uspostavio dijagnozu?

U podacima koje su prikupili nastavnici postoji koincidencija kada se naglašavaju sljedeći ključevi: studenti su u doticaju sa sadržajem i formama iz medija od početka života i u vrlo važnom razdoblju kada potpuno razvijaju svoje stavove i navike. Audiovizualni dokumenti dostupni su stalno i na raznim tehnološkim uređajima.

U slučaju televizije, postoje cjelodnevni programi za odrasle, dok programi za djecu nestaju u dobi kada djeca imaju vrlo receptivnu moć i snažnu percepciju (Michael i Roebers, 2008). Kada govorimo o video igrama, njihov se utjecaj povećava jer imaju dodatnu moć u procesu razvoja.

Metode

Cilj

Španjolski Zakon R.D. 1558/2005 o osnivanju integriranih centara korišten je kao referentni tekst. Njegova su glavna obilježja: bliska povezanost s radnim i društvenim kontekstom obrazovne institucije; autonomija u upravljanju i donošenju pedagoških odluka; integracija cjeloživotnog obrazovnog sustava s pomoću inicijalnog/reguliranog obrazovanja, profesionalne obuke nezaposlenih i stalnog stručnog usavršavanja. Razvoj navedene autonomije omogućio je, dakle, novu aktivnost u smislu upravljanja i pedagoškog odlučivanja s ciljem trajnog poboljšanja obrazovnog procesa i odgovarajuće primjene resursa i akademskih postignuća.

Ciljevi:

– uspostaviti i razvijati nove strategije poučavanja, povezane s nastavnim sadržajem (audiovizualni), u skladu sa značajem, napretkom i potrebama društvenog i ekonomskog okruženja.

– uspostaviti i razvijati druge mogućnosti vođenja i organiziranja obrazovne ustanove koje će povezati sve obrazovne podsustave (inicijalni/regulirani, stručni i kontinuirani).

Resursi

Ovaj se projekt oslanja na različite tipove resursa:
- financijske: specifično financiranje – ovisi o regionalnoj upravi – te osnovno financiranje iz spomenutih Zajedničkih europskih fondova.
- ljudske: i nastavnici i studenti u središtu. Moramo istaknuti dobar stav o razvoju projekta i odgovarajuću spremnost, potaknutu interesom za dobivanjem stalnog zaposlenja u obrazovnom centru.
- realne: novi obrazovni centar raspolaže najnovijom infrastrukturom i opremom na više od 3,000 m², pogodnom za unapređenje gradiva i nastave u području komunikacije, slike i zvuka, što je omogućilo praktičnu primjenu novog obrazovnog modela.
- nerealne: profesionalna ekspertiza članova projekta – bivši stručnjaci u području IKT (na španjolskoj TV i regionalnim RTV kanalima) – i njihovo istraživačko iskustvo na Sveučilištu u Ovijedu, odakle potječu raspoloživi dokumentarni izvori, metodička podrška, provedba i statistički pristup.

Tijekom projekta organizirana je stručna obuka za nastavnike i pripremljeno je nekoliko obrazovnih resursa kao potpora zacrtanim inicijativama. U ovom je istraživanju nastavnicima bilo najvažnije razmotriti nove pristupe (to jest imati

osposobljeno nastavno osoblje, upoznato sa strategijama koje se koriste u novim informacijsko-komunikacijskim tehnologijama).

Metodologija

Faze projekta prikazane su u Tablici 4.

Tablica 4. *Faze istraživačkog projekta*

Faza 1 (2007)	Izrada novog obrazovnog modela utemeljenog na novim zakonskim odredbama (Kraljevska Uredba 1558/2005) i u skladu s Europskim smjernicama.
Faza 2 (2008-2009)	Primjena novih metodologija unutar okvira školskog upravljanja.
Faza 3 (2010)	Provjera i diskusija rezultata.
Faza 4 (2011-2012)	Prikaz i distribucija rezultata.

U početku se koristila deskriptivna metoda radi usporedbe gradiva i obrazovnih modela koji se odnose na IKT. Ta se metoda zasniva na dokumentarnom uvidu, opisu novih informacijsko-komunikacijskih tehnologija i strategija koje navedene tehnologije čine učinkovitim alatom za prijenos znanja. Istraživanje je provedeno radi utvrđivanja važnih varijabli i uzročno-posljedičnih odnosa.

Koristili smo se također tehnikom promatranja ispitanika u kojoj istraživač primjenjuje nacrt istraživanja, on/ona je ujedno član nastavnog osoblja i sudjeluje u promatranoj zajednici. To je metoda akcijskog istraživanja koja obogaćuje cjelovit proces, ali sadrži potrebu za trajnom verifikacijom rezultata. Takvi su zahtjevi i uvjeti razmatrani jer mogu dovesti u pitanje važnost istraživanja. Bili smo svjesni složenosti fenomena obrazovanja zbog njegova kvalitativnog karaktera, koji ima veze s aspektima kao što su vrijednosti, uvjerenja ili značenja neosjetljiva na eksperimentiranje. Dakle, slijedom tih smjernica (Latorre, 1996), morali smo primijeniti više metoda; to jest koristeći se raznim promatranjima istih pojava, tako da se usporede rezultati i postignu pouzdana mjerenja. Nastojali smo kontrolirati prijetnju internoj vrijednosti istraživanja s pomoću sudjelovanja pojedinaca manje sklonih procjenama: novi nastavnici, studenti i članovi uprave koji ograničavaju inerciju i pedagoške navike koje mogu mijenjati praksu novog obrazovnog modela.

Radi primjene više metoda istraživanja korišteno je istovremeno nekoliko alata za prikupljanje podataka, zajedno s kvalitativnim tehnikama promatranja ispitanika:

– na sastancima nastavnika formirane su debatne skupine radi predlaganja profila projektnih sudionika; one se ujedno raspravljale o potencijalnim uzrocima, glavnim značajkama, hijerarhiji, međusobnim odnosima, pravilima i sličnim pitanjima; također su predlagale alternativne strategije i rješenja
– bilješke i rezultati akademskog uspjeha
– upitnici i ispitanici
– godišnji statistički izvještaji Centra i obrazovnih vlasti
– bilješke poslije obuke provedene za nastavnike (nastavnici Centra imaju mogućnost sudjelovati u programima cjeloživotnog učenja. Rezultati tih aktivnosti učenja prikazani su u ovom istraživanju)

– izvještaji obrazovnih vlasti o nalazima prosvjetnih inspektora
– podaci proizašli iz ispitanikovih promatranja nastavnih resursa i metoda rada.

U sljedećoj je fazi fokus bio na praktičnoj provedbi plana i usporedbi rezultata s onima iz drugih kontrolnih obrazovnih institucija, uz primjenu kvazi-eksperimentalnog pristupa. Uzorci podataka dobiveni su od studenata iz dvaju javnih obrazovnih centara Zvuk i Slika u Asturijasu; Integriranog Centra u Langreu i druge kontrolne skupine iz Srednje škole *Aramo* (Oviedo). Te su skupine bile već formirane i smatrane jednakima jer su varijable koje su sadržavale karakteristike studenata, broj, sastav i druge aspekte bile iste. Svjesni smo da nismo do kraja proveli odgovarajući slučajni odabir zato što nam opseg istraživanja nije dopustio obuhvatiti cjelokupnu populaciju španjolskih studenata koji odgovaraju istom profilu. Tako smo smatrali da je vanjska valjanost ograničena, pa se mora uzeti u obzir da su integrirani centri nastali kao obrazovne referentne institucije u Španjolskoj. Ovo iskustvo stoga cilja na to da postane model za stvarnu praktičnu primjenu na ostatak populacije, odnosno na studente i nastavnike Komunikacije, slike i zvuka.

Razmotrili smo akademska postignuća kao ovisne varijable, dok se obilježja koja ih određuju smatraju neovisnim varijablama koje proizlaze iz novog obrazovnog modela integriranog centra, osnovanog prema španjolskom Zakonu (RD 1558/2005).

Rezultati

Tendencije u novoj obrazovnoj metodi

Proveli smo istraživanje na uzorku[5] studenata, a *profil dobrog nastavnika* prema njihovim iskustvima pokazuje sljedeća obilježja:
1) bliska osoba, bez osjećaja nadmoći, s kojom se može razgovarati (netko tko je na raspolaganju studentima)
2) netko tko vrlo dobro zna najnovije gradivo
3) netko tko pomaže svima (i svakom studentu) u bilo koje vrijeme (čak i izvan školskog rasporeda)
4) netko tko je prijatan
5) netko tko jasno i zanimljivo poučava
6) netko tko oživljava nastavu raznim aktivnostima, debatama …
7) netko tko je siguran u svoju ulogu, tko „zna zadobiti poštovanje bez puno strogih ukora“.

Učenici su, iako manje, također vrednovali sljedeće aspekte:
– biti motiviran i strastven u procesu poučavanja/učenja, biti kompetentan kada su u pitanju metode vrednovanja
– imati dobru komunikaciju sa studentima
– nije važno je li nastavnik zahtjevan
– znati razumjeti i cijeniti različita mišljenja, odnosno subjektivna obilježja (kreativnost, napor…)
– biti tih, pažljiv, iskren, poticajan, refleksivan, praktičan, nerepresivan…

Ovo je, dakle, važan uvid u zadovoljstvo studenata koji se promatraju kao korisnici u sklopu ISO 9001 sustava usavršavanja i kvalitete, koji se također počeo razvijati u opisanom obrazovnom centru iz koncepta pozitivizma, u kojem se rezultati moraju pokazati u kratkom roku. Ipak, shvatili smo da nastava donosi rezultate srednjoročno/ dugoročno, što je u suprotnosti s brzim procesima u kojima tržište zahtijeva rezultate, a ne uzima u obzir vrijeme koje je potrebno da bi se dobile povratne informacije o procesu poučavanja/učenja. Zahvaljujući projektu, ovaj integrirani centar reagira tako što pruža model cjelovitog nastavnika koji poklanja pažnju očekivanjima publike/ korisnika, odnosno studenata koji će mu dati svoju ocjenu.

Trendovi u novom modelu studenta

Dakle, navedeni modeli kreiraju novi profil studenta, kao što pokazuju navedena mjerenja:

– studentova brza reakcija na poticaj, s postupnim povećanjem količine informacija, pozitivan i praktičan uvid
– slabija navika čitanja
– rasplinuta, promjenljiva pažnja kao rezultat ograničene sposobnosti koncentracije, prožeta stalnim poticajima tipičnim za audiovizualnu naraciju
– navika razumijevanja bez napora, snažnije sposobnosti mišljenja i ograničeno dublje razumijevanje problema
– površno razumijevanje stvarnosti, oblikovano poput slabo strukturiranog mozaika.

Ovaj projekt sugerira važnost kombiniranja trendova opisanih u novom modelu poučavanja sa strategijama audiovizualnog modela opisanog u Tablici 3, s ciljem kreiranja optimalnog i učinkovitijeg odgojno-obrazovnog modela.

Rezultati novog modela školskog upravljanja

Ovaj je integrirani centar zacrtan radi vrednovanja neformalnog i formalnog obrazovanja u bliskoj budućnosti, primjenjujući u praksi Europsku direktivu (Bjornavold, 2001) koja se odnosi na područje obrazovanja izvan reguliranog formalnog sektora.

Razrađene aktivnosti vezane uz školsko upravljanje prikazane su u Tablici 5.

Tablica 5. *Usporedba aspekata španjolskog Zakona R.D. 118/205.*

Aspekti školskog upravljanja definirani Zakonom *RD 1558/2005*	Integrirani centar (DA/NE)	Srednjoškolska kontrolna skupina (DA/ NE)
Stvaranje poveznica sa sustavom proizvodnje u okolini kako bi studenti mogli odraditi staž…	DA. Studenti su stažirali 3 mjeseca.	
… sudjelovanje stručnjaka u sustavu proizvodnje, kao npr. nastavnika …	DA	NE
Poticanje i razvoj aktivnosti i istraživačkih i razvojnih projekata u suradnji s tvrtkama u okruženju i socijalnim posrednicima …	DA. Uspostavljeni su procesi samovrednovanja i inovacije.	NE

Razvoj poveznica sa sustavom proizvodnje u okruženju s ciljem usavršavanja nastavnika…	DA. Omogućeni su sastanci i aktivnosti učenja s vršnjacima.	NE
Upotreba područja i posebnih objekata (…) smještenih izvan Centra …	DA. Organiziraju se aktivnosti u knjižnicama, na otvorenom, dodatni i izvannastavni posjeti područjima stručnjacima na njihovim radnim mjestima.	NE
S ciljem osiguranja kvalitete aktivnosti unutar funkcionalnog projekta primijenit će se sustav trajnog unapređenja u svakom centru, a standardi i pokazatelji kvalitete povezat će se s ciljevima (…) i njima će se procijeniti stupanj zadovoljstva studenata i korisnika…	DA. Primijenjeno u praksi s uvođenjem ISO 9001 standarda.	NE
Kompetentne uprave moći će pri vladinim organizacijama javne integracije zagovarati zapošljavanje stručnjaka, nabavu roba, građevinske radove (…) kako bi se stekli komplementarni resursi ponudom usluga...	DA. Centar ima autonomiju za provođenje kadrovskih poslova, zapošljavanje stručnjaka i pokretanje aktivnosti (najam prostora) koje stvaraju dobit.	NE
Ovi će centri pružiti fleksibilnu, modularnu ponudu, osigurati pomoć postojećim pod-sustavima kako bi odgovorili na potrebe usavršavanja u proizvodnom sektoru…	DA. Profesionalno i trajno usavršavanje osigurano je u skladu sa zahtjevima tržišta rada.	
Pružanje usluge profesionalne orijentacije …	DA.	
Integracija vrednovanja kompetencija stečenih preko drugih oblika neformalnog učenja i radnog iskustva...	NE	NE
Prepoznavanje prava na cjeloživotno učenje…	DA. Kvalificirane odrasle osobe redovito se prijavljuju na tečajeve koje nudi Centar.	
Omogućavanje odraslima i zaposlenicima jednostavan pristup ponuđenim oblicima edukacije …	DA. Kada je ponuda edukacije besplatna, omogućuje fleksibilan raspored i nudi aktivnosti izvan radnog vremena.	
Socijalno Vijeće sačinjavat će Sindikati i predstavnici tvrtki …	DA	NE

Sažet prikaz kvantitativnih podataka o akademskim postignućima

Akademska postignuća eksperimentalne skupine u integriranom centru, u usporedbi s rezultatima kontrolne skupine, ne pokazuju značajne razlike kada je u pitanju službeni uspjeh (Table 6).

Tablica 6.

Oslanjajući se na objektivni test, potvrdili smo da je razina znanja studenata (eksperimentalna skupina) u integriranom centru slična onoj studenata u kontrolnoj skupini, s ukupno ostvarenih 27,6, odnosno 23,3 boda od maksimalnih 100 (8,4% u korist kontrolne skupine), što se ne smatra statistički značajnim, te čini tipičnu slučajnu pogrešku u mjerenju.

Čini se da taj podatak pokazuje kako novi obrazovni pristup nema izravan utjecaj na stupanj akademskog postignuća studenata.

Tablica 7.

Rezultati pokazuju veći broj studenata unatoč trenutnoj društveno-ekonomskoj krizi i oštrom demografskom padu (Tablica 7), što ukazuje na zadovoljstva studenata i integraciju centra u njegovu društvenu i radnu okolinu. Riječ je o važnom pitanju pri razmatranju ciljeva koje trebaju ostvariti centri stručnog usavršavanja.

Zaključci

Ovo je iskustvo još uvijek u tijeku u Asturiji (Španjolska) i može se podijeliti s ostatkom obrazovne zajednice.

Uz pomoć projekta istražene su potrebe građana. Analizirane su strategije kojima se koriste mediji i uspoređene su s tradicionalnom školom. Opisana analiza dodatno baca svjetlo na prvi cilj (Tablica 3). Vrijedi spomenuti da se školom također originalno upravljalo (Tablica 5), što je ubrzalo reakciju na kontekstualne potrebe.

Neke od glavnih prednosti projekta sažete su na sljedeći način: prvo, predloženi model za konvergenciju prostora europskog visokog obrazovanja primjenjuje se u integriranom centru; postigli smo integraciju različitih obrazovnih podsustava i razina te pristupili metodologiji za stručni sektor. Primijetili smo da se mogu primijeniti neke strategije društvenih komunikacijskih medija radi povećanja maksimalne učinkovitosti nastavnog procesa.

Drugo, autonomija centra omogućila je uspostavu smjernica za upravljanje koje su prije bile dostupne samo privatnim centrima, kao što je mogućnost ostvarivanja dobiti ili slobodno upravljanje opremom i ljudskim resursima.

Konačno, uprava primjenjuje standard ISO 9001 da bi se prilagodila jedinstvenim pravilima upravljanja i odgovorila zahtjevima korisnika/studenata. U proces provedbe uključeno je samovrednovanje nastavnika. U tom smislu interesi studenata imaju osobitu važnost jer studenti moraju imati pristup stručnom tržištu na kojem postoje kratkoročno ostvarivi ciljevi, pa samim tim zamjenjuju nematerijalne aspekte kao što su vrijednosti.

S obzirom na moguće nedostatke tog obrazovnog modela, može se reći da još nije postignuto usklađivanje standarda, podsustava i sustava niti su priznate različite obrazovne razine, kao što su regulirano i neformalno obrazovanje. Ti su prijedlozi definirani u smjernicama zajedničkog europskog obrazovnog prostora i predstavljaju još neriješene ciljeve koji će se razviti tijekom postupne provedbe u ovom centru.

Kada je riječ o zaključcima o novom kurikulu koji se odnosi na nove informacijsko-komunikacijske tehnologije, projekt je potvrdio da usavršavanje u tim područjima podrazumijeva određene značajke:
– informacijsko-komunikacijske tehnologije u obrazovanju su dinamične; razvijaju vlastite uređaje, sadržaje, komunikacijske tehnike, a svaki pristup brzo zastarijeva
– studenti traže dinamične i osuvremenjene sadržaje povezane s tehnološkim napretkom okoline jer ih društveni mediji nude svakodnevno
– i studenti i nastavnici moraju biti svjesni stručnih profila koje zahtijeva njihov kontekst i trend audiovizualne kulture.

Potrebno je ugraditi nove strategije u obrazovni model u kojemu su novi multimedijski sadržaji i nove obrazovne metodologije koherentni i blisko povezani. Ti novi obrazovni pristupi nemaju izravan utjecaj na akademska postignuća studenata, ali odgovaraju na kulturne zahtjeve, nove tehnološke uređaje i oblike znanja koji su različiti od tradicionalnih obrazovnih resursa i shema. Na temelju tog uvida, sadržaj, forma i metode postaju važni, dok bi obrazovni model trebao koristiti bilo koju dokazano učinkovitu strategiju opisanu u području društvenih medija.