

Practical Training of Students and Mentors' Evaluations

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Abstract

This article presents the practical training of students at the University of Ljubljana in Slovenia. It talks about the new features and goals of such training, and the connection between practical training and lifelong learning. In addition, international exchange opportunities for students during their practical training are described. And last but not least, there is a section about the importance of high-quality practical training based on the findings mentors have arrived at through their experience, and on a series of evaluations of practical training.

Key words: *evaluation in practical training; international exchange; practical training and lifelong learning; quality practical training.*

Introduction

Practical training is of great importance within all university study programmes as it brings the students undergoing such training in touch with the practical aspects of their chosen profession allowing them to evaluate their theoretical knowledge through practical work. High-quality practical training requires a suitable mentor at the university and within the work organisation or institution, and an appropriate, valid training plan. This is something that is very much at the forefront in Slovenia due to the current reform of study programmes. The Bologna educational reform necessitates the reform of practical training as this is a constituent part of both graduate and post-graduate study programmes.

Between 2006 and 2009, the University of Ljubljana formulated the development strategy for the creation of high-quality study programmes. Therefore, a number of guidelines for the preparation of study programmes according to the Bologna reform were adopted, which also meant that most study programmes at different university faculties had to be newly accredited. One of the goals of the strategy was that the students' basic knowledge should be supplemented more extensively with applied knowledge and thus transferred more rapidly into practice and back again. This

meant that more practical training was introduced into study programmes, creating opportunities for the development of students' competences in high-quality practical training (Repe, 2010, pp. 41-42).

The successful implementation of practical training requires a partnership between higher education institutions and employers (work organisations, institutions and institutes). This relationship must be based on trust, mutual help and responsibility by all the partners involved. Thus, one of the new features is a tripartite cooperation agreement among the university mentor, the external mentor within the work organisation or institution and the student (Kristl et al., 2007, p. 6). They are all acquainted with the *Merila za kreditno vrednotenje študijskih programov po ECTS* (Criteria for credit assignment to study programmes according to ECTS) (Ur. l. RS, no. 124/2004), as well as the criteria for the evaluation of the practical training of students, which depend on the curriculum of each university faculty. One week of practical training has been evaluated as 2 credit points (CP). The duration of training depends on the curriculum within each field. Students' health insurance during this time is legally regulated by the *Zakon o zdravstvenem varstvu in zdravstvenem zavarovanju ZZVZZ* (Health Care and Health Insurance Act) (Ur. l. RS, no. 72/2006 – official consolidated text) and *Zakon o pokojninskem in invalidskem zavarovanju ZPIZ* (Pension and Disability Insurance Act) (Ur. l. RS, no. 109/2006). In addition, students are insured against injury at work and occupational disease.

An important condition, with regard to practical training, requires suitably trained mentors both at higher education institutions and in work organisations, institutions and institutes. In addition, the student trainees themselves also play an important role, particularly the scope of their knowledge, skills, motivation, etc. Above all, the goal of practical training is linking theoretical knowledge to the students' practical abilities, thus enabling them to acquire further professional expertise.

Goals of the Students' Practical Training

Practical training is one of the many active and mandatory forms of student obligations. As practical training within individual study programmes has always been and will remain highly varied, we can only offer an overview of a few general goals of practical training at the University of Ljubljana in different fields, listed in the Guidelines for Practical Training at the University of Ljubljana (Kristl et al., 2007, pp. 8–10), and on the basis of the seminars involving practical training of mentors in Ljubljana in 2007 (Govekar-Okoliš & Kranjčec, 2007; Govekar-Okoliš, 2007), in Postojna in 2009 (Govekar-Okoliš & Kranjčec, 2009) and again in Ljubljana in 2010 (Govekar-Okoliš & Kranjčec, 2010) and 2011. There are three types of goals:

1. The goals of practical training in the social sciences and humanities:

- Supplementation of the theoretical knowledge acquired by students during the study process with practical knowledge in a specific profession;

- Acquainting students with specific professional work;
- Acquainting students with the working process;
- Students' participation in professional tasks;
- Independent performance of professional tasks;
- Improving the ability to make decisions, negotiate and work as part of a team;
- Acquiring knowledge about the opportunities for and importance of personal education and the encouragement of one's own professional development, and lifelong learning and training within a particular profession;
- Critical observation of the process of practical training within the chosen institution, drawing up a report on the training, including a description and evaluation of the activities in which the trainee has participated (Govekar-Okoliš & Kranjčec, 2010, pp. 46-47).

2. The goals of practical training in science and technology:

- Synthesis of the knowledge students acquire during the educational process through their theoretical study and through the application of this theoretical knowledge to a specific problem, either in the commercial or non-commercial organisation in which they are undergoing their practical training;
- Students' socialization in the work environment, which means that the trainee must be included in the work and the working environment just like any other employee;
- Practical resolution of a specific problem from an area chosen in advance, a solution which the trainee student seeks together with the mentor from the company involved and the person teaching this subject at the educational institution;
- Acquainting students with the characteristics of operative work within a chosen company;
- Resolving a specific problem in cooperation with both mentors at the level of professional knowledge;
- Completing practical training in line with the agreed requirements: with a final report, a portfolio, a defence, etc. (Govekar-Okoliš & Kranjčec, 2010, pp. 47-48).

3. The goals of practical training for regulated professions:

A regulated profession involves a professional activity or a number of professional activities access to which is regulated by *law or other regulations regarding special professional qualifications*. The carrying out of these activities involves the use of a professional title that is restricted by law and other regulations to the holders of a particular professional qualification. Regulated professions are: a doctor, a nurse in general health care, a dentist, a veterinarian, a midwife, a pharmacist, an architect, etc. (Kristol et al., 2007, pp. 9–10). "Practical training programmes for regulated professions must be in line with *EU Directive 2005/36/ES* and the connected *legislation in Slovenia*

(Directive 2005/36/EC of the European Parliament and of the Council of 7 September 2005 on the recognition of professional qualifications)” (Kristl et al., 2007, p. 8).

The practical training goals in this area are:

- Acquainting students with specific professional work;
- Acquainting students with the working process;
- Participation in the performance of professional tasks;
- Independent performance of professional tasks;
- Improving the ability to make decisions, to negotiate and to work as a part of a team;
- Acquiring knowledge about opportunities for and the importance of personal education, and about their personal development, lifelong learning and education in their specific professional work;
- Critical observation of the process of practical training within the chosen institution, writing a report which includes a description and evaluation of the activities in which the student has participated;
- Any training that is specifically aimed at carrying out a particular profession, which includes a programme or programmes that are supplemented when necessary with professional training or subsequent traineeship or professional practice.

Access to these professions must be conditioned by specific qualification, which ensures that the person who wishes to carry out one of these professions has undergone training that fulfils the minimum requirements (Kristl et al., 2007, p. 8).

Students' Practical Training and the Realisation of Lifelong Learning

In 2007, the University of Ljubljana issued the instructions about practical training. *Smernice za praktično usposabljanje na Univerzi v Ljubljani* (Guidelines for Practical Training at the University of Ljubljana) place practical training in the wider “learning at a workplace”, which is only one form of student work (Kristl et al., 2007, p. 7). In line with the concept of lifelong learning, the new features dictated changes in the practical training within all educational programmes. Practical training should ensure interdisciplinary connections, thus realising lifelong learning. How can practical training be connected with lifelong learning? We can answer this question after a brief description of the importance of lifelong learning.

The Importance of Lifelong Learning

There are a number of definitions of lifelong learning, going back to the 1990s, when experts around the world met, discussed and tried to establish the importance of lifelong learning. Let us mention a few of the most important events. In 1994, the first international conference on lifelong learning took place in Rome, where the European Lifelong Learning Initiative (ELLI) offered a definition of lifelong learning as a process that is constantly supporting and encouraging individuals, giving them

the strength to acquire the knowledge, values, skills and understanding that they will need throughout their life (Longworth et al., 1995, p. 34). In the 21st century learning is permanent and this new culture of learning should be introduced to all the developing nations. This is why UNESCO tried to present this notion around the world as lifelong learning for all (Longworth et al., 1995, p. 29).

The International Commission on Education for the Twenty-first Century also played an important role. It emphasised that the goal of education was to help individuals understand themselves and others, with an emphasis on better knowledge about the world at large (Delors, 1996, p. 44). UNESCO's publication from 1996 entitled *Learning: The Treasure Within* also emphasised that education in the 21st century is so varied that it encompasses all the activities which enable people to acquire knowledge about the world, other people and themselves from childhood to old age. Naturally, it combines the four pillars of learning ("learning to know", "learning to do", "learning to live together", and "learning to be") (Delors, 1996, p. 21), which shows the importance of constant lifelong learning. This is considered the key to the 21st century as such an education could make a considerable contribution towards labour market requirements, equipping people to cope with shifting deadlines and working hours, and different periods in an individual's life.

The OECD also defines lifelong learning as a view of learning that encompasses individual and social developments of all kinds and forms: formally, in schools, vocational educational institutions, institutions for tertiary education and the education of adults; and informally, at home, at work and in the community. This is an open system, at the forefront of which are the standards of knowledge and skills that are needed by everyone, irrespective of age (OECD, 1996, p. 15).

The publication of the White Paper '*Teaching and Learning – Towards the Learning Society*' by the European Commission in 1995 was very important with regard to the development of the concept of lifelong learning. This publication introduces a series of guidelines for EU policies on lifelong learning and does not define the concept as such, but focuses on the responsibility of each individual. Gass (1996, p. 5) states that the European Parliament and the Council of Europe adopted a definition of lifelong learning which says that it is aimed at personal fulfilment and training for the participation in the realization of citizens' rights and economic goals. The European Parliament and the Council of Europe declared 1996 the European year of lifelong learning with the aim of encouraging discussion on the concept of lifelong learning and training in all EU member states. A particular emphasis was placed on the awareness that the world we are living in is changing very rapidly and a school classroom can no longer be the only place that provides the knowledge, education and skills to serve people their whole life. Everyone should be given an opportunity for continued learning and training in all stages of life, including times of social and economic change. Personal development and integration of every person into the community and the world should be encouraged so that everyone has a possibility

of adjusting to economic, social and technological changes. Another positive aspect is the importance of the new forms of knowledge transfer, mainly through the use of educational computer and multimedia programmes, and the promotion of educational programmes introduced by the EU (Leonardo da Vinci, Socrates, Erasmus, etc.).

In 1997, the second world conference on lifelong learning took place in Ottawa in Canada. A strategy for lifelong learning continued to be formulated from a number of contextual aspects, for the investment in economic survival, individuals, the development of communities and the state. Slovenia participated at the conference with the project *Slovenia – a Learning Country* (Jelenc, 1997, p. 17).

In 1999, the European Commission defined lifelong learning very broadly, even abstractly. It was seen as any targeted learning activity, be it formal or informal, which is continued with the aim of the participants acquiring knowledge, skills and competences. However, problems appeared when different European countries tried to transfer the concept into practice. Lifelong learning became a universal and humanistic, even profit-making, concept that was integrated into national and international policies. Peter Jarvis (1998) said that the concept of lifelong learning as seen in the 1990s was quickly accepted and became something that was taken for granted. There are very few later studies on the origin of lifelong learning. Various comparisons of educational systems in Europe are taking place in the EU through which experts are trying to identify differences and similarities, as well as potential ways of applying lifelong learning; Slovenia is also included in this process.

In 2000, the Council of Europe adopted *A Memorandum on Lifelong Learning* at one of its sessions, to encourage an all-European discussion about the strategy of introducing lifelong learning at multiple levels (individual, institutional and in all areas of public and private life). This was an incentive for experts in Slovenia to organise in May of 2001 a discussion on the theme Lifelong Learning – the Current State of Affairs and the Future. They also discussed the premises on which the *Memorandum* was based (Svetina, 2001, pp. 8–9), and emphasised the importance of modern information technology, technological culture, entrepreneurship and the social skills with which an individual would actively participate in family, social and business life. Another point discussed was the importance of “human resources” and that the co-financing of participation in lifelong learning should be more clearly regulated and distributed among the state, individuals and employers. Experts concluded that this was the area in which Slovenia is still having difficulties. Other important conclusions were that new features with regard to the methods, forms and content of learning should be introduced in a planned manner; that it is necessary to update the equipment used and promote the innovativeness of educators through various incentives (awarding high-quality work, promotion, etc.); that all the educators must be trained in an organised manner about innovation in educational practices; and that in future, programmes with which individuals would acquire the necessary skills for improving their learning strategies should also be financed (Svetina, 2001).

The concept of lifelong learning should begin to be realised in a more concrete fashion within formal education, including higher education. Around the world and in Slovenia practical training should be established as one of the key active forms of study at all educational levels mainly because this is the foundation stone of lifelong learning. Practical training should enable students in higher education to assess the applied knowledge they have gained at the university. When undergoing practical training, students should develop and strengthen their professional competences, which would facilitate their personal and professional development. Students should be offered high-quality practical training, which means that suitable organisations need to be in place which would offer enough placements for the training of students, and good and well-experienced mentors. This would also lead to competition among students as they would be directed to practical training following the principle “the best for the best, including training abroad via the Erasmus programme” (Kristl et al., 2007, p. 7).

Practical Training of Students Within International Exchange Programmes

The Erasmus programme is connected with lifelong learning as it offers students an opportunity for international exchange and thus for study at different European universities. Erasmus practical training can be taken by Slovene students abroad and foreign students in Slovenia. This possibility was introduced in Slovenia in the 2007/08 academic year and facilitates the exchange of students. The duration of the training can last from three months to a maximum of one year, depending on a student's status. During the course of their study, students may undergo practical training abroad only once (Kristl et al., 2007, p. 11). All Erasmus students must have their formal status arranged in their home country during the time of their practical training abroad. The country where this training will take place is usually chosen by students themselves, helped by the International Services of the University of Ljubljana, whilst individual faculties have already signed agreements with work organisations in various European states. After finishing their practical training, students must submit a certificate of successful completion of practical training abroad (Kristl et al., 2007, p. 11).

The Erasmus programme encourages the mobility of students for practical training in companies, training centres, research centres and other organisations in another member state, including higher education institutions, thus promoting the improvement of the quality of tertiary education in Europe. The advantages of practical training abroad are:

- Students gain work experience on the European labour market;
- Students develop their language skills and improve their understanding of the socio-economic environment through work experience;
- International cooperation is encouraged between higher education institutions and work organisations.

Additional requirements may include the suitability of the practical training which must be connected with what the student is studying, knowledge of the country where the student is going to undergo training, the student's motivation, etc. Students can undergo practical training in the EU countries, the EEA/EFTA countries (Iceland, Norway, Liechtenstein and Switzerland) and in Turkey.

Another option for students is to carry out their practical training via the Slovene branch of *L'Association internationale des étudiants en sciences économiques et commerciales* (International Association of Sciences, Economics and Commerce Students/AIESEC), which organises international training in 107 countries, and through voluntary work. For the latter, students can get in touch with the organisation *Slovenska filantropija* (Slovene Philanthropy), which enables volunteers from Slovenia to join the European Voluntary Service (EVS) and the Global Education Network of Young Europeans (GLEN). The EVS offers student projects on various themes in different fields such as culture, youth, sports, social care, cultural heritage, arts, civil protection, the environment, development cooperation, etc. The work is unpaid, non-profit making and full-time. It can last from two months to one year, but in special cases shorter time periods may be arranged (Govekar-Okoliš, Kranjčec, & Gruden, 2010, pp. 19-22).

We can see that the new features in practical student training in line with the Bologna study programmes offer greater interdisciplinary options and more opportunities for undergoing practical training either in Slovenia or abroad. This gives students more choice. At the same time, students are expected to make good decisions about practical training at home or abroad, which by itself dictates that students should be better motivated for specific practical training and this should result in higher quality and greater personal satisfaction.

The Quality of Practical Training and Types of Evaluation

Students' theoretical and practical knowledge, motivation, communication skills, cooperation, practical work, learning and training in a work organisation or institution are all important with regard to the quality of practical training. How quality is measured will be shown in the rest of this paper through a number of replies obtained from mentors in practical training concerning their work with students, and through a description of the types of practical training evaluation.

Methodology

Basic Research Method

The research was conducted using the descriptive method of pedagogical research.

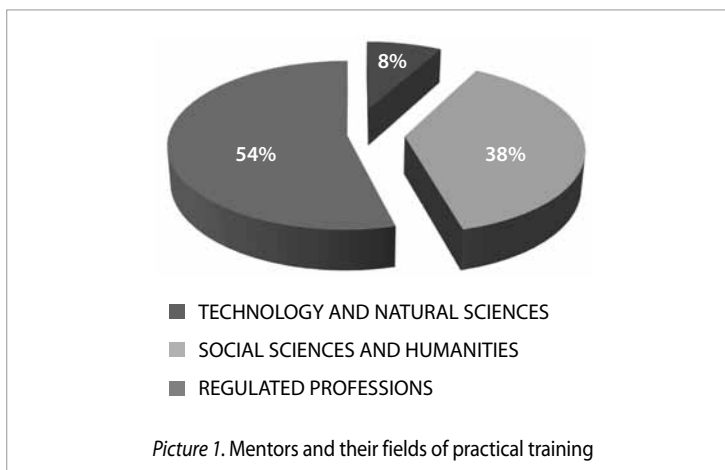
Mentors' Assessments of Practical Training

Research Sample

The study included the assessments of practical training of students at several faculties of the University of Ljubljana in the academic year 2009/2010 obtained from

29 mentors. The meeting of mentors from various organisations and institutions around Slovenia who led practical training for students were from the following university members: the Biotechnical Faculty, Faculty of Social Studies, Faculty of Pharmacy, Faculty of Mathematics and Physics, Faculty of Maritime Studies and Transport, Faculty of Arts and Faculty of Health Sciences.

Among the mentors, most (16 mentors, i.e. 54%) were involved in the practical training of students for regulated professions, 11 mentors (38%) in social sciences and humanities, and 2 mentors (8%) in technology and natural sciences.



Results and Interpretation

Twenty-nine mentors responded to the following questions in order to evaluate their experiences:

1. Do students come to practical training prepared?

Table1.

Mentors' views on how well the students are prepared for practical training

Mentors' replies	f	f%
Students are <i>very well</i> prepared for training.	2	9
Students are <i>well</i> prepared for training.	19	64
Students are <i>insufficiently</i> prepared for training.	8	27
Total	29	100

Most mentors (64%) believed that students came to practical training well prepared, 27% of mentors felt that students were not sufficiently prepared and only 9% thought that students were very well prepared. Two thirds of students thus came to practical training well prepared, whilst as much as a third were not sufficiently prepared. The mentors did not elaborate their answers.

2. Are students sufficiently active during practical training?

Table 2.
Students' activity during practical training

Mentors' replies	f	f%
Students work hard.	20	67
Students are sufficiently active.	6	22
Students are passive.	3	11
Total	29	100

The highest share (67%) of mentors thought that students worked hard during practical training. Far fewer mentors (22%) thought that students were sufficiently active and even fewer, 11%, that students were passive. The mentors did not state the reasons for their choices.

3. How do you assess the work students have done during practical training?

Table 3.
Students' work during practical training

Mentors' replies	f	f%
Students did their work very well.	6	22
Students did their work well.	23	78
Students did their work only satisfactorily or unsatisfactorily.	0	0
Total	29	100

Most of the mentors, 78%, thought that the work students did during their practical training was done well and 22% that students did their work very well. None of the mentors thought that students had done their work only satisfactorily or unsatisfactorily.

These replies tell us that most students go to practical training well prepared (64%), which means that at the above faculties within the University of Ljubljana they are prepared for practical training and are given satisfactory instructions for practical training in different organisations. Most of the mentors (67%) also thought that students worked hard during practical training and for 78% the average assessment of the work carried out during practical training was good. Taking into account the professional area in which the mentors who participated in the seminar are involved, the above applies mostly to regulated professions (54%) and to the social sciences and humanities (38%), and to a lesser extent to technology and natural sciences (8%). The guidelines obtained through the mentors' replies show that the practical training carried out until now has been evaluated as good rather than very good, which means that there is room for improvement. Achieving higher quality of practical training will require greater efforts on the part of the mentors from universities, work organisations and institutions, as well as students. However, we have mentioned only the opinions of a group of mentors from various professional fields, a sample that cannot be generalised to the whole of Slovenia.

Measuring the Quality of Practical Training – Evaluation Types

The quality of practical training can be measured on the basis of the evaluation by students, the evaluation by mentors in the work organisation or institution, and the evaluation by university mentors. Both ongoing and final evaluations of practical training are important. In reality, evaluations are carried out within individual work organisations or institutions and within individual university institutions. These evaluations are determined in advance, depending on the field and a specific practical training curriculum at a particular faculty. What is assessed (content, knowledge and experience gained) and how it is assessed (descriptively, with a grade, etc.) is also pre-determined.

The following evaluations may be carried out within a work organisation or institution:

Mentors:

- The mentor's overall evaluation of a student;
- The mentor's self-evaluation, which is important with regard to improving his or her own mentoring;
- The mentor's evaluation of the work organisation or institution, which can influence the quality of future practical training.

Students:

- The student's evaluation of the mentor: assessing the mentor, his or her knowledge, professionalism and experiences within the work organisation;
- Self-evaluation of the student, which is important with regard to measuring the quality of the acquired knowledge, experience, etc.;
- The student's evaluation of the work organisation or institution with a view to the possibility of further practical training or cooperation, or even of employment.

At the university, the following evaluations can take place:

- The mentor's evaluation, which assesses the student on the basis of the evaluation and report by the student's mentor in the work organisation or institution;
- The student's evaluation assessing his or her practical training, the mentor at the work organisation and the work organisation itself with regard to the quality of their work;
- The student's evaluation assessing the mentor at the university and his or her preparation of the student for practical training (Govekar-Okoliš & Kranjčec, 2010).

Judging by the results of the evaluations by the mentors taking part in the seminars in 2007, 2009, 2010 (Govekar-Okoliš, 2007; Govekar-Okoliš & Kranjčec, 2009 and 2010) and in 2011, consideration should be given to the fact that mentors in work organisations and institutions would like students to assess their mentoring work as this would enable them to improve the quality of their work with students. They also

expressed a desire for an organised meeting with university mentors at least once a year after the completion of practical training in order to jointly evaluate practical training within a particular academic year and agree about the potential improvements for the future. Thus a *joint evaluation by the mentors* from university faculties and from work organisations and institutions should in future also play an important role with regard to improving the quality of practical training.

Conclusion

The practical training of students in higher education has introduced a requirement for certain new features, which is also the case at the University of Ljubljana. Most of these requirements are based on the formal and legal definitions stipulated by the legislation pertaining to higher education as well as on the organisation of practical training and the significance of achieving high quality of such training. One new feature is that individual university faculties must include in their study programmes high-quality practical training curricula and a network of work organisations or institutions where their students can carry out their practical training. Another new feature is that a tripartite cooperation agreement is concluded between the university mentor, the mentor in the work organisation or institution, and the student. In addition, students have medical insurance during their practical training.

These new features result in the realisation that the practical training of students in line with Bologna study programmes is only one of the active forms of student work which takes place at all levels of higher education. We have seen that the practical training of students is dictated by the concept of lifelong learning. This should facilitate greater interdisciplinary connections in higher education (Kristl et al., 2007, p. 7), including practical training. It can be understood in the light of the concept of lifelong learning. It is undoubtedly important for every mentor to know the purpose of lifelong learning and how to realise it. The fundamental message of this concept is that, in view of the changes in social development and the fact that knowledge and skills can quickly become obsolete, people must keep learning throughout their life. This is why everyone should have the opportunity of continuing education and training at all stages of their lives. This encourages individual development, facilitating integration into society and the world at large. The importance of the transfer of knowledge must also be emphasised, particularly in applied educational programmes (computers, multimedia) and in the European Union programmes (Socrates, Erasmus, etc.).

The adoption of the *Memorandum on Lifelong Learning* in 2000 by the Council of Europe was an important new development for the whole European Union, including Slovenia, as it marked the actual beginning of a pan-European discussion about the strategy of the introduction of lifelong learning at different levels. As elsewhere, Slovenia has begun putting this concept into practice and it has become a part of the practical training of students, allowing them to evaluate the applied knowledge they had gained at the university in actual practical training. The concept has also opened

up the possibility for students to carry out their practical training either in Slovenia or abroad, facilitated by various programmes, such as Erasmus.

Within the scope of their practical training, students can thus develop and strengthen their professional competences, contribute to their personal and professional development, and achieve high-quality practical training. Another aim is to help students realise the importance of lifelong learning within a work organisation or institution where there is a process of an ongoing supplementation of the employees' knowledge in order to improve the quality of the work they perform. This enables students to see the real importance of lifelong learning and accept it as part of the modern way of life.

Practical training requires the best possible implementation. In addition to the curriculum drawn up at the university and the tripartite contract, another important factor is the cooperation between mentors at the university and in the work organisation. The answers to a questionnaire given to practical training mentors involved in the practical training within the University of Ljubljana have shown that the mentors' overall assessment of practical training was good. This assessment covers the degree to which students were prepared for the training, their level of activity during the training and the quality of their practical work. Of course, this assessment cannot be generalised to the whole of Slovenia as it shows the opinions of only one group of mentors, and can merely serve as a sample and a guideline.

We have already concluded that the high quality of the implementation of practical training and the final evaluation of the whole process are very important. We have also presented the possible types of evaluation in relation to practical training. Such evaluations can contribute towards the improvement of practical training, which is the aim not only at the University of Ljubljana but generally in higher education. Furthermore, the international exchange of students also requires an improvement in the professional cooperation among mentors in Slovenia and abroad.

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Praktična izobrazba studenata i mentorska evaluacija

Sažetak

Ovaj članak govori o praktičnom osposobljavanju studenata Sveučilišta u Ljubljani u Sloveniji. Predstavljene su nove značajke i ciljevi praktične obuke, zatim veza između praktičnoga osposobljavanja i cjeloživotnoga učenja. Osim toga, opisane su mogućnosti međunarodne razmjene za studente tijekom njihove prakse. Na kraju, ali ne manje važno, u radu se govori i o važnosti kvalitetne stručno-pedagoške prakse s obzirom na spoznaje do kojih su mentori došli na temelju svojih iskustava i niza procjena praktičnoga osposobljavanja.

Ključne riječi: kvaliteta praktične izobrazbe; međunarodna razmjena; vrednovanje praktičnoga osposobljavanja; praksa i cjeloživotno učenje.

Uvod

Praktično je osposobljavanje od velike važnosti na svim sveučilišnim studijima jer pruža studentima koji prolaze takvu obuku kontakt s praktičnim aspektima izabrane profesije, omogućujući im da ocijene svoje teorijsko znanje u praktičnom radu. Kvalitetna praktična obuka zahtijeva odgovarajućeg mentora na sveučilištu i unutar radne organizacije ili institucije, kao i odgovarajući, valjani plan obuke. Tome se daje velika važnost u Sloveniji zbog aktualne reforme studijskih programa. Bolonjska reforma obrazovanja zahtijeva reformu praktične nastave, jer je to sastavni dio diplomskih i poslijediplomskih studijskih programa.

Između 2006. i 2009. Sveučilište u Ljubljani oblikovalo je strategiju za stvaranje kvalitetnih studijskih programa. Stoga je usvojen niz smjernica za izradu studijskih programa u skladu s Bolonjskom reformom, što je značilo da je većina studijskih programa na različitim fakultetima u sklopu Sveučilišta morala biti iznova akreditirana. Jedan od ciljeva strategije jest da osnovna znanja studenata treba u većoj mjeri dopuniti s primijenjenim znanjem, što će rezultirati bržim prijenosom znanja u praksi, ali i teoriji. To je značilo da je u studijske programe uvedeno više praktične izobrazbe, čime su stvorene mogućnosti za razvoj kompetencija studenata posredstvom kvalitetne praktične izobrazbe (Repe, 2010, str. 41-42).

Uspješna provedba stručno-pedagoške prakse zahtijeva partnerstvo između visokoškolskih ustanova i poslodavaca (radnih organizacija, institucija i instituta). Taj se odnos mora temeljiti na povjerenju, uzajamnoj pomoći i odgovornosti svih

uključenih partnera. Tako je jedna od novih značajki sporazum o trostranoj suradnji sveučilišnog mentora, vanjskog mentora unutar radne organizacije ili institucije i studenta (Kristl i sur., 2007, str. 6). Svi su oni upoznati s dokumentom *Merila za kreditno vrednotenje studijskih programov po ECTS* (Kriteriji za dodjelu bodova studijskim programima u skladu s ECTS sustavom) (Ur. I. RS, br. 124/2004.), kao i kriterijima za ocjenjivanje praktične izobrazbe studenata, što ovisi o nastavnom planu i programu svakog pojedinačnog fakulteta u sklopu sveučilišta. Jedan tjedan praktične nastave nosi 2 boda. Trajanje prakse ovisi o nastavnom planu i programu u svakom polju. Studentsko je zdravstveno osiguranje za to vrijeme zakonski regulirano dokumentom *Zakon o zdravstvenem varstvu u zdravstvenem zavarovanju ZZVZZ* (Zakon o zdravstvenom osiguranju i zdravstvenoj zaštiti) (Ur. I. RS, br. 72/2006. - Službeni pročišćeni tekst) i dokumentom *Zakon o pokojninskom in invalidskom zavarovanju ZPIZ* (Zakon o mirovinskom i invalidskom osiguranju) (Ur. I. RS, br. 109/2006.). Osim toga, studenti su osigurani od ozljeda i bolesti na radu.

Važan uvjet, s obzirom na praktičnu nastavu, jesu primjereno educirani mentori na visokoškolskim ustanovama i u radnim organizacijama, institucijama i institutima. Osim toga, studenti polaznici prakse također imaju važnu ulogu, jer je važan osobito opseg njihova znanja, vještina, motivacije itd. Iznad svega, cilj je praktične nastave povezivanje teorijskoga znanja s praktičnim sposobnostima studenata, čime im se omogućuje stjecanje daljnjega stručnoga znanja.

Ciljevi praktičnoga osposobljavanja studenata

Praktična je izobrazba jedna od brojnih aktivnih i propisanih studentskih obveza. Kako je praktično osposobljavanje unutar pojedinih studijskih programa uvijek bilo i ostat će vrlo raznoliko, možemo samo ponuditi pregled nekoliko općih ciljeva praktične nastave na Sveučilištu u Ljubljani u različitim područjima, koji su navedeni u Smjernicama za praktično osposobljavanje na Sveučilištu u Ljubljani (Kristl i sur., 2007, str. 8-10), kao i na temelju seminara koji uključuju praktično osposobljavanje mentora, a koji su održani u Ljubljani 2007. godine (Govekar-Okoliš i Kranjčec, 2007; Govekar-Okoliš, 2007), u Postojni 2009. (Govekar-Okoliš i Kranjčec, 2009.), ponovno u Ljubljani 2010. (Govekar-Okoliš i Kranjčec, 2010) i 2011. godine. Postoje tri vrste ciljeva:

1. Ciljevi praktične izobrazbe u društvenim i humanističkim znanostima:

- Dopuna teorijskog znanja studenata stečenog tijekom procesa studiranja praktičnim znanjima u određenom zanimanju
- Upoznavanje studenata sa specifičnim stručnim radom;
- Upoznavanje studenata s radnim procesom;
- Sudjelovanje studenata u stručnim zadacima;
- Samostalno obavljanje stručnih poslova;
- Poboljšanje sposobnosti donošenja odluka, pregovaranja i rada u timu;

- Stjecanje znanja o mogućnostima i važnosti osobnoga obrazovanja, poticanje vlastitoga profesionalnoga razvoja i cjeloživotnoga učenja i usavršavanja u okviru određenog zanimanja;
- Kritičko promatranje procesa praktične nastave u izabranoj ustanovi, izrada izvještaja o praksi, uključujući i opis i vrednovanje aktivnosti u kojima je vježbenik sudjelovao (Govekar-Okoliš i Kranjčec, 2010, str. 46-47).

2. Ciljevi praktične izobrazbe u području znanosti i tehnologije:

- Sinteza znanja koja su studenti stekli tijekom odgojno-obrazovnoga procesa putem teorijske nastave i primjene teorijskoga znanja na određeni problem, bilo u komercijalnim ili nekomercijalnim organizacijama u kojima pohađaju praktičnu obuku;
- Socijalizacija studenta, što znači da specijalizant mora biti uključen u rad i radnu okolinu kao i bilo koji drugi zaposlenik;
- Praktično rješavanje određenoga problema iz unaprijed odabranog područja, čije rješenje student vježbenik traži zajedno s mentorom iz tvrtke i osobom koja poučava taj predmet u obrazovnoj ustanovi;
- Upoznavanje studenata s obilježjima operativnoga rada unutar odabrane tvrtke;
- Rješavanje određenoga problema u suradnji s oba mentora na razini stručnoga znanja;
- Dovršetak praktičnoga osposobljavanja u skladu s dogovorenim uvjetima: sa završnim izvještajem, portfolijem, obranom itd. (Govekar-Okoliš i Kranjčec, 2010, str. 47-48).

3. Ciljevi praktične izobrazbe za regulirana zanimanja:

Regulirano zanimanje uključuje profesionalnu aktivnost ili niz profesionalnih aktivnosti kojima je pristup reguliran *zakonom ili drugim propisima o posebnim stručnim kvalifikacijama*. Obavljanje tih djelatnosti uključuje upotrebu stručnoga naziva koji je određen zakonom i drugim propisima, a odnosi se na nositelje određene profesionalne kvalifikacije. Regulirane profesije su: liječnik, medicinska sestra u općem zdravstvu, stomatolog, veterinar, primalja, farmaceut, arhitekt itd. (Kristl i sur., 2007, str. 9-10). „Programi praktične nastave za regulirane profesije moraju biti u skladu s Direktivom EU-a 2005./36/ES i povezanim *zakonskim odredbama* u Sloveniji (Direktiva 2005./36/EC Europskoga parlamenta i Vijeća od 7. rujna 2005. o priznavanju stručnih kvalifikacija)” (Kristl i sur., 2007, str. 8).

Ciljevi praktične izobrazbe u ovome su području:

- Upoznavanje studenata sa specifičnim stručnim radom;
- Upoznavanje studenata s radnim procesom;
- Sudjelovanje u obavljanju stručnih poslova;
- Samostalno obavljanje stručnih poslova;
- Poboljšanje sposobnosti donošenja odluka, pregovaranja i rada u timu;

- Stjecanje znanja o mogućnostima i važnosti osobnoga obrazovanja, osobnom razvoju, cjeloživotnom učenju i obrazovanju u specifičnom stručnom radu;
- Kritičko promatranje procesa praktične nastave u odabranoj ustanovi, pisanje izvještaja koji sadrži opis i vrednovanje aktivnosti u kojima je student sudjelovao;
- Svaki oblik praktične izobrazbe koji je posebno usmjeren na rad unutar određene profesije, koji uključuje program ili programe koji se dopunjuju kada je to potrebno profesionalnom obukom ili naknadnom vježbeničkom praksom ili stažiranjem.

Pristup tim zanimanjima mora biti uvjetovan određenom kvalifikacijom koja jamči da je osoba koja se želi baviti jednim od tih zanimanja prošla obuku koja ispunjava minimalne zahtjeve (Kristl i sur., 2007, str. 8).

Praktično osposobljavanje studenata i ostvarenje cjeloživotnoga učenja

Sveučilište u Ljubljani je 2007. godine izdalo upute o praktičnom osposobljavanju. *Smernice za praktično usposabljanje na Univerzi v Ljubljani* (Smjernice za praktičnu izobrazbu na Sveučilištu u Ljubljani) smještaju praksu u širi kontekst 'učenja na radnome mjestu', što je samo jedan od oblika studentskoga rada (Kristl i sur., 2007, str. 7). U skladu s konceptom cjeloživotnoga učenja nove značajke diktiraju promjene u praktičnoj nastavi u svim odgojno-obrazovnim programima. Praksa bi trebala osigurati interdisciplinarnu vezu, što bi omogućilo ostvarivanje cjeloživotnoga učenja. Kako praktična izobrazba može biti povezana s cjeloživotnim učenjem? Na to pitanje možemo odgovoriti nakon kratkoga opisa važnosti cjeloživotnoga učenja.

Važnost cjeloživotnoga učenja

Postoji nekoliko definicija cjeloživotnoga učenja, od kojih su prve nastale 1990-ih, kada su se stručnjaci iz cijeloga svijeta sastali, razgovarali i pokušali utvrditi važnost cjeloživotnoga učenja. Spomenimo neke od najvažnijih događaja. Na prvoj međunarodnoj konferenciji o cjeloživotnom učenju održanoj 1994. godine u Rimu Europska je inicijativa za cjeloživotno učenje ponudila definiciju prema kojoj je cjeloživotno učenje proces koji stalno podržava i potiče pojedince, dajući im snagu za usvajanje znanja, vrijednosti, vještina i razumijevanja koja će trebati tijekom cijeloga života (Longworth i sur., 1995, str. 34). U 21. stoljeću učenje je neprekidno i novu kulturu učenja trebalo bi predstaviti svim narodima u razvoju. To je razlog zašto je UNESCO pokušao predstaviti tu ideju u cijelome svijetu kao cjeloživotno učenje za sve (Longworth i sur., 1995, str. 29).

Međunarodna komisija za obrazovanje u dvadeset prvom stoljeću također je imala važnu ulogu. Ona je naglasila da je cilj obrazovanja pomoći pojedincima da razumiju sebe i druge, s naglaskom na unapređenju znanja o svijetu u cjelini (Delors, 1996, str. 44). U UNESCO-ovoj publikaciji iz 1996. *Učenje: Unutarnje blago* također se naglašava da je obrazovanje u 21. stoljeću toliko raznoliko da obuhvaća sve aktivnosti koje omogućuju ljudima stjecanje znanja o svijetu, drugim ljudima i sebi od djetinjstva

do starosti. Naravno, time se kombiniraju četiri stupa učenja („učiti da bismo znali”, „učiti da bismo činili”, „učiti živjeti zajedno”, i „učiti biti”) (Delors, 1996, str. 21), što pokazuje važnost trajnoga cjeloživotnog učenja. To se smatra ključem 21. stoljeća jer takvo bi obrazovanje moglo znatno doprinijeti zahtjevima tržišta rada, pripremom ljudi da se nose s pomicanjem rokova i radnoga vremena, kao i različitim razdobljima u životu pojedinca.

OECD također definira cjeloživotno učenje kao učenje koje obuhvaća individualni i društveni razvoj svih vrsta i oblika: formalno, u školama, strukovnim obrazovnim institucijama, ustanovama za visokoškolsko obrazovanje i obrazovanje odraslih; i neformalno, kod kuće, na poslu i u zajednici. To je otvoreni sustav koji u prvi red stavlja standarde znanja i vještina koje su potrebne svima, bez obzira na dob (OECD, 1996, str. 15).

Objavljivanje dokumenta *Bijela knjiga 'Poučavanje i učenje prema društvu koje uči* od Europske komisije 1995. godine bilo je vrlo važno s obzirom na razvoj koncepta cjeloživotnoga učenja. To je izdanje uvelo niz smjernica za politiku EU-a prema cjeloživotnom učenju i ne definira pojam kao takav, ali se usredotočuje na odgovornost svakoga pojedinca. Gass (1996, str. 5) navodi da su Europski parlament i Vijeće Europe usvojili definiciju cjeloživotnoga učenja prema kojoj je ono usmjereno na osobno ispunjenje i osposobljavanje za sudjelovanje u ostvarivanju građanskih prava i gospodarskih ciljeva. Europski parlament i Vijeće Europe proglasili su 1996. godinu Europskom godinom cjeloživotnoga učenja s ciljem poticanja rasprave o konceptu cjeloživotnoga učenja i usavršavanja u svim državama članicama EU. Poseban je naglasak stavljen na razvijanje svijesti o tome da se svijet u kojemu živimo vrlo brzo mijenja i da školska učionica ne može više biti jedino mjesto koje pruža znanja, obrazovanje i vještine potrebne ljudima tijekom njihova života. Svakome treba dati priliku za kontinuirano obrazovanje i osposobljavanje u svim fazama života, pa tako i u vrijeme društvenih i ekonomskih promjena. Treba poticati osobni razvoj svakoga pojedinca i njegovu integraciju u zajednicu i svijet, tako da svatko ima mogućnost prilagodbe ekonomskim, društvenim i tehnološkim promjenama. Još jedan pozitivan aspekt je važnost novih oblika prijenosa znanja, uglavnom putem upotrebe obrazovnih računalnih i multimedijских programa, kao i promicanjem obrazovnih programa koje predstavlja EU (Leonardo da Vinci, Socrates, Erasmus, itd).

Druga svjetska konferencija o cjeloživotnom učenju održana je 1997. godine u Ottawi u Kanadi. Strategija za promicanje cjeloživotnoga učenja nastavila se razvijati na temelju niza kontekstualnih aspekata, ulaganja u gospodarski opstanak, pojedince, razvoj zajednica i države. Slovenija je sudjelovala na konferenciji s projektom *Slovenija – zemlja koja uči* (Jelenc, 1997, str. 17).

Godine 1999. Europska komisija definira cjeloživotno učenje vrlo široko, čak i apstraktno. Prema toj definiciji ono je bilo koja ciljana aktivnost učenja, formalna ili neformalna, koja se nastavlja s ciljem pružanja sudioniku mogućnosti stjecanja

znanja, vještina i kompetencija. Međutim, pojavili su se problemi kada su različite europske zemlje pokušale primijeniti koncept u praksi. Cjeloživotno je učenje postalo univerzalno i humanističko, čak i profitno, koncept koji je integriran u nacionalne i međunarodne politike. Prema Peteru Jarvisu (1998) koncept cjeloživotnoga učenja predstavljen 1990. brzo je prihvaćen i postao je nešto što se uzima zdravo za gotovo. Poslije se javio vrlo malen broj studija o podrijetlu cjeloživotnoga učenja. Različite se usporedbe obrazovnih sustava u Europi odvijaju u EU i putem njih stručnjaci pokušavaju identificirati razlike i sličnosti, kao i potencijalne načine primjene cjeloživotnoga učenja. Slovenija je također uključena u taj proces.

Vijeće Europe je 2000. godine na jednoj od svojih sjednica usvojilo *Memorandum o cjeloživotnom učenju*, potičući sveeuropsku raspravu o strategiji uvođenja cjeloživotnoga učenja na više razina (individualnoj, institucionalnoj i u svim područjima javnoga i privatnoga života). To je bio poticaj stručnjacima u Sloveniji da u svibnju 2001. organiziraju raspravu s temom *Cjeloživotno učenje – trenutno stanje i budućnost*. Također se razgovaralo o pretpostavkama na kojima se temelji *Memorandum* (Svetina, 2001, str. 8-9). Naglašena je važnost suvremene informacijske tehnologije, tehnološke kulture, poduzetništva i društvenih vještina s kojima pojedinac može aktivno sudjelovati u obiteljskom, društvenom i poslovnom životu. Još jedno pitanje o kojemu se raspravljalo jest važnost 'ljudskih resursa' i da bi sufinanciranje sudjelovanja u cjeloživotnom učenju trebalo biti jasnije regulirano i distribuirano između države, pojedinaca i poslodavaca. Stručnjaci su zaključili da je to područje u kojemu Slovenija još uvijek ima poteškoća. Ostali važni zaključci su da nove mogućnosti s obzirom na metode, oblike i sadržaje učenja treba uvesti na planiran način; da je potrebno ažurirati opremu koja se koristi i promicati inovativnost onih koji poučavaju putem raznih poticaja (nagrađivanjem kvalitetnoga rada, promocijama i sl.); da svi učitelji moraju proći organiziranu poduku vezanu uz inovacije u odgojno-obrazovnoj praksi; i da u budućnosti programi, uz čiju bi pomoć pojedinci stekli potrebne vještine za poboljšanje vlastite strategije učenja, trebaju također biti financirani (Svetina, 2001).

Koncept cjeloživotnoga učenja treba početi realizirati na konkretniji način unutar formalnog obrazovanja, uključujući i visoko obrazovanje. Diljem svijeta i u Sloveniji praktičnu nastavu treba organizirati kao jednu od ključnih aktivnih oblika učenja na svim razinama obrazovanja, uglavnom zato što je to temelj cjeloživotnoga učenja. Praksa treba studente u visokom obrazovanju osposobiti za procjenu primijenjenih znanja stečenih na sveučilištu. Kada prolaze praktičnu obuku, studenti bi trebali razvijati i jačati svoje stručne kompetencije, što bi olakšalo njihov osobni i profesionalni razvoj. Studentima treba ponuditi kvalitetnu praksu, što znači da su potrebne odgovarajuće organizacije koje će ponuditi dovoljno mjesta za obuku studenata, kao i dobre i iskusne mentore. To bi također dovelo do konkurencije među studentima s obzirom na to da bi na taj način bili usmjereni na praksu prema principu „najbolje za najbolje, uključujući i usavršavanje u inozemstvu putem programa Erasmus” (Kristol i sur., 2007, str. 7).

Praktično osposobljavanje studenata u međunarodnoj razmjeni

Program Erasmus povezan je s cjeloživotnim učenjem jer studentima daje priliku za međunarodnu razmjenu i omogućuje studij na različitim europskim sveučilištima. U Erasmus praktičnoj izobrazbi mogu sudjelovati slovenski studenti koji žele odraditi praksu u inozemstvu i strani studenti koji žele doći u Sloveniju. Ta je mogućnost uvedena u Sloveniji u akademskoj godini 2007./08. i olakšava razmjenu studenata. Trajanje prakse je od tri mjeseca do najviše jedne godine, ovisno o statusu studenta. Tijekom studija studenti mogu samo jednom proći praktičnu obuku u inozemstvu (Kristl i sur., 2007, str. 11). Svi Erasmus studenti moraju imati uređen formalni status u svojoj domovini za vrijeme svoga praktičnog osposobljavanja u inozemstvu. Zemlju u kojoj će se praksa održati obično biraju sami studenti uz pomoć Službi za međunarodna pitanja Sveučilišta u Ljubljani, a pojedini su fakulteti već potpisali ugovore s radnim organizacijama u različitim europskim državama. Nakon završetka stručnoga osposobljavanja studenti moraju dostaviti potvrdu o uspješnom završetku prakse u inozemstvu (Kristl i sur., 2007, str. 11).

Program Erasmus potiče mobilnost studenata s obzirom na praktičnu obuku u tvrtkama, centrima za obuku, istraživačkim centrima i drugim organizacijama u drugoj državi članici, uključujući i visokoškolske ustanove, pa tako promiče poboljšanje kvalitete visokog obrazovanja u Europi. Prednosti su praktičnoga osposobljavanja u inozemstvu:

- Studenti stječu radno iskustvo na europskom tržištu rada;
- Studenti razvijaju svoje jezične vještine i poboljšavaju svoje razumijevanje socio-ekonomskog okruženja zahvaljujući radnom iskustvu;
- Potiče se međunarodna suradnja između visokih učilišta i radnih organizacija.

Dodatni zahtjevi mogu uključivati prikladnost praktičnoga osposobljavanja koje mora biti povezano s onim što student studira, znanje o zemlji u kojoj će student proći osposobljavanje, motiviranost studenta itd. Studenti se mogu osposobljavati u zemljama EU-a, zemljama EEA/EFTA-e (Island, Norveška, Lihtenštajn i Švicarska) i u Turskoj.

Druga je mogućnost da studenti obavljaju praksu preko slovenskog ogranka *L'Association Internationale des étudiants en sciences économiques et commerciales* (Međunarodne udruge studenata za znanosti, ekonomiju i trgovinu/AIESEC), koja organizira međunarodnu obuku u 107 zemalja preko volonterskog rada. Poslije studenti mogu stupiti u kontakt s organizacijom Slovenska filantropija, koja omogućuje volonterima iz Slovenije da se pridruže Europskoj volonterskoj službi (EVS) i Globalnoj obrazovnoj mreži mladih Europljana (eng. Global Education Network of Young Europeans, GLEN). EVS nudi studentske projekte s temama iz različitih područja, kao što su kultura, mladi, sport, socijalna skrb, kulturna baština, umjetnost, civilna zaštita, okoliš, razvoj suradnje itd. Rad se ne plaća, neprofitan je i

traje puno radno vrijeme. Može trajati od dva mjeseca do godinu dana, ali u posebnim je slučajevima moguće dogovoriti i kraće vrijeme (Govekar-Okoliš, Kranjčec i Gruden, 2010, str. 19-22).

Možemo vidjeti da nove značajke u praktičnom osposobljavanju studenata u skladu s bolonjskim studijskim programima nude veće mogućnosti s obzirom na interdisciplinarnost i više mogućnosti za sudjelovanje u praktičnom osposobljavanju u Sloveniji ili u inozemstvu. Na taj se način studentima omogućuje veći izbor. Istodobno se od studenata očekuje da donose dobre odluke o praktičnoj nastavi kod kuće ili u inozemstvu, što samo po sebi nalaže da studenti trebaju biti više motivirani za određeni oblik praktičnoga osposobljavanja, a rezultat bi trebala biti bolja kvaliteta i osobno zadovoljstvo.

Kvaliteta praktičnoga osposobljavanja i oblici vrednovanja

Studentska teorijska i praktična znanja, motivacija, komunikacijske vještine, suradnja, praktični rad, učenje i usavršavanje u radnoj organizaciji ili instituciji važni su čimbenici kvalitete stručnoga osposobljavanja. Način mjerenja kvalitete bit će prikazan u nastavku ovoga rada preko nekoliko odgovora mentora o njihovu radu sa studentima na praksi i preko opisa oblika evaluacije praktičnoga osposobljavanja.

Metodologija

Osnovna metoda istraživanja

Istraživanje je provedeno s pomoću deskriptivne metode pedagoškog istraživanja.

Vrednovanje praktičnoga osposobljavanja od mentora

Uzorak istraživanja

Istraživanje je uključivalo vrednovanje kvalitete stručnog osposobljavanja studenata na nekoliko fakulteta Sveučilišta u Ljubljani u akademskoj godini 2009./2010. na temelju procjene 29 mentora. Mentori koji su vodili praktičnu nastavu za studente bili su članovi ovih članica Sveučilišta: Biotehnički fakultet, Fakultet društvenih znanosti, Farmaceutski fakultet, Fakultet za matematiku i fiziku, Fakultet za pomorstvo i promet, Filozofski fakultet i Zdravstveni fakultet.

Od ukupnog broja mentora većina (16 mentora, tj. 54%) je bila uključena u praktičnu obuku studenata za regulirane profesije, 11 mentora (38%) za društvene i humanističke znanosti i 2 mentora (8%) za tehnološke i prirodne znanosti.

Slika 1.

Rezultati i interpretacija

Dvadeset devet mentora odgovorilo je na sljedeća pitanja kako bi ocijenili svoja iskustva:

1. Dolaze li studenti pripremljeni na praktičnu izobrazbu?

Tablica 1.

Većina mentora (64%) vjeruje da su studenti došli na praktičnu nastavu dobro pripremljeni, 27% mentora misli da studenti nisu bili dovoljno pripremljeni, a samo ih 9% misli da su studenti bili jako dobro pripremljeni. Dvije trećine studenata došlo je na praksu dobro pripremljeno, a čak trećina nije bila dovoljno pripremljena. Mentori nisu obrazložili svoje odgovore.

2. Jesu li studenti dovoljno aktivni tijekom praktične izobrazbe?

Tablica 2.

Najveći udio (67%) mentora smatra da su studenti naporno radili tijekom praktične izobrazbe. Daleko manji broj mentora (22%) smatra da su studenti bili dovoljno aktivni, a čak ih 11% misli da su studenti bili pasivni. Mentori nisu obrazložili svoja mišljenja.

3. Kako ocjenjujete rad studenata za vrijeme praktične izobrazbe?

Tablica 3.

Većina mentora, 78%, misli da su studenti dobro odradili posao tijekom praktične izobrazbe, a 22% smatra da su studenti posao obavili vrlo dobro. Nitko od mentora ne misli da su studenti odradili posao zadovoljavajuće ili nezadovoljavajuće.

Ti nam odgovori pokazuju da većina studenata dolazi na praktičnu izobrazbu dobro pripremljena (64%), što znači da su studenti na navedenim fakultetima u okviru Sveučilišta u Ljubljani pripremljeni za praktično osposobljavanje i da su im dane zadovoljavajuće upute za praktično osposobljavanje u različitim organizacijama. Većina mentora (67%) smatra da su studenti naporno radili za vrijeme praktične nastave, a 78% ocijenilo je rad za vrijeme praktične izobrazbe prosječnom ocjenom dobar. Uzimajući u obzir profesionalno područje u koje su uključeni mentori koji su sudjelovali u radu seminara, navedeno se odnosi uglavnom na regulirane profesije (54%), društvene i humanističke znanosti (38%), a u manjoj mjeri na tehničke i prirodne znanosti (8%). Smjernice dobivene na temelju odgovora mentora pokazuju da je do sada provedeno praktično osposobljavanje ocijenjeno kao dobro, ali ne i vrlo dobro, što znači da bi se moglo poboljšati. Postizanje bolje kvalitete praktične obuke zahtijevat će veće napore mentora na sveučilištu, ali i u radnim organizacijama i institucijama, kao i veće napore studenata. Međutim, spomenuli smo samo mišljenja manje grupe mentora iz raznih struka, odnosno uzorak je premalen da bi se mišljenja mogla generalizirati na cijelu Sloveniju.

Mjerenje kvalitete praktičnog osposobljavanja – načini vrednovanja

Kvaliteta praktičnog osposobljavanja može se mjeriti na temelju studentskog vrednovanja, vrednovanja mentora u radnoj organizaciji ili instituciji, kao i na temelju

vrednovanja sveučilišnih mentora. Vrednovanje za vrijeme provođenja prakse važno je kao i završno vrednovanje praktične izobrazbe. U stvarnosti, vrednovanje se provodi unutar pojedinih radnih organizacija ili institucija i unutar pojedinih sveučilišnih institucija. Te su procjene unaprijed određene, ovisno o području i određenom programu praktične izobrazbe na određenom fakultetu. Elementi koji se ocjenjuju (sadržaj, znanje i stečeno iskustvo) i način na koji se ocjenjuju (opisno, ocjenom itd.) također su unaprijed određeni.

Sljedeći se oblici vrednovanja mogu provesti unutar radne organizacije ili institucije:

Mentori:

- Mentorova ukupna ocjena studenta;
- Samovrednovanje mentora, što je važno s obzirom na poboljšanje rada mentora;
- Mentorova ocjena radne organizacije ili institucije, što može utjecati na kvalitetu budućega praktičnog osposobljavanja.

Studenti:

- Studentova ocjena mentora: ocjena mentora, njegova ili njezina znanja, stručnosti i iskustva u radnoj organizaciji;
- Samovrednovanje studenta, što je važno s obzirom na mjerenje kvalitete stečenih znanja, iskustva itd.;
- Studentova ocjena radne organizacije ili institucije s obzirom na mogućnost daljnjeg praktičnog osposobljavanja ili suradnje, ili čak i zaposlenja.

Na sveučilištu se mogu odvijati sljedeći oblici vrednovanja:

- Vrednovanje od mentora koji ocjenjuju studenta na temelju ocjene i izvještaja studentova mentora u radnoj organizaciji ili instituciji;
- Vrednovanje od studenta kojim ocjenjuje svoju praktičnu izobrazbu, mentora u radnoj organizaciji i samu radnu organizaciju s obzirom na kvalitetu njihova rada;
- Vrednovanje od studenta kojim ocjenjuje mentora na sveučilištu i njegovu/njezinu pripremu studenata za praktičnu izobrazbu (Govekar-Okoliš i Kranjčec, 2010).

Sudeći prema rezultatima vrednovanja mentora koji su sudjelovali na seminarima 2007., 2009., 2010. (Govekar-Okoliš, 2007; Govekar-Okoliš i Kranjčec 2009 i 2010) i 2011. godine potrebno je uzeti u obzir činjenicu da bi mentori u radnim organizacijama i institucijama voljeli da studenti ocijene njihov mentorski rad, jer bi im to omogućilo poboljšanje kvalitete rada sa studentima. Također su izrazili želju za organiziranim sastankom sa sveučilišnim mentorima najmanje jednom godišnje nakon završetka praktične izobrazbe kako bi zajedno vrednovali praktičnu obuku unutar određene akademske godine i dogovorili se o mogućim poboljšanjima za budućnost. Tako bi *zajedničko vrednovanje od mentora* s fakulteta i iz radnih organizacija i institucija trebalo u budućnosti također imati važnu ulogu u poboljšanju kvalitete praktičnog osposobljavanja.

Zaključak

Praktično osposobljavanje studenata u visokom obrazovanju postavlja zahtjeve za uvođenjem određenih novih značajki, što je također slučaj i na Sveučilištu u Ljubljani. Većina se tih uvjeta temelji na formalnim i pravnim definicijama utvrđenima zakonskim propisima koji se odnose na visoko obrazovanje, kao i na organizaciju praktičnog osposobljavanja i važnost postizanja visoke kvalitete takve obuke. Jedna nova značajka jest da pojedini fakulteti u sklopu sveučilišta u svoje studentske programe moraju uvrstiti kvalitetne nastavne planove i programe praktične izobrazbe i mrežu radnih organizacija ili institucija u kojima njihovi studenti mogu obavljati svoje praktično osposobljavanje. Još jedna nova značajka jest sklapanje sporazuma o trostranoj suradnji između sveučilišnog mentora, mentora u radnoj organizaciji ili instituciji i studenta. Osim toga, studenti su zdravstveno osigurani za vrijeme praktične izobrazbe.

Te nove značajke dovode do spoznaje da je praktično osposobljavanje studenata u skladu s bolonjskim studentskim programima samo jedan od aktivnih oblika studentskoga rada koji se odvija na svim razinama visokoga obrazovanja. Vidjeli smo da je praktično osposobljavanje studenata određeno konceptom cjeloživotnoga učenja. To bi trebalo olakšati veću interdisciplinarnu povezanost u visokom obrazovanju (Kristl i sur., 2007, str. 7), uključujući i praktično osposobljavanje. To se može shvatiti u svjetlu koncepta cjeloživotnoga učenja. Bez sumnje je važno da svaki mentor zna svrhu cjeloživotnoga učenja i kako je ostvariti. Temeljna poruka toga koncepta jest da, s obzirom na promjene u društvenom razvoju i činjenicu da znanja i vještine mogu brzo zastarjeti, ljudi moraju nastaviti učiti tijekom cijeloga života. To je razlog zašto bi svatko trebao imati mogućnost nastavka obrazovanja i osposobljavanja u svim životnim fazama. Učenje potiče osobni razvoj, olakšava integraciju u društvo i svijet u cjelini. Važnost prijenosa znanja mora se također naglasiti, osobito u primijenjenim obrazovnim programima (računala, multimedija), kao i u programima Europske unije (Socrates, Erasmus itd).

Usvajanje *Memoranduma o cjeloživotnom učenju* 2000. godine Vijeća Europe važna je novost za cijelu Europsku uniju, uključujući i Sloveniju, jer je označilo stvarni početak paneuropske rasprave o strategiji uvođenja cjeloživotnoga učenja na različitim razinama. Kao i drugdje, Slovenija je započela primjenjivati taj koncept u praksi i on je postao dio praktične izobrazbe studenata, omogućujući im da vrednuju primijenjena znanja koja su stekli na sveučilištu u stvarnoj praksi. Koncept je također otvorio mogućnost da studenti obavljaju svoju praktičnu obuku u Sloveniji ili u inozemstvu, što im je olakšano zahvaljujući različitim programima, poput Erasmusa.

U okviru praktične izobrazbe studenti tako mogu razvijati i jačati svoje stručne kompetencije, pridonijeti svom osobnom i profesionalnom razvoju, kao i postići visoku kvalitetu praktične obuke. Drugi je cilj pomoći studentima da shvate važnost cjeloživotnoga učenja unutar radne organizacije ili institucije u kojoj postoji proces

kontinuirane dopune znanja zaposlenika u cilju poboljšanja kvalitete rada koji obavljaju. To omogućuje studentima da vide pravu važnost cjeloživotnoga učenja i prihvate ga kao dio modernoga načina života.

Praktično osposobljavanje zahtijeva najbolju moguću provedbu. Osim nastavnoga plana i programa sastavljenoga na sveučilištu i trodijelnoga ugovora važan je čimbenik i suradnja između mentora na sveučilištu i onih u radnoj organizaciji. Odgovori na upitnik koji su popunjavali mentori praktične izobrazbe u okviru Sveučilišta u Ljubljani pokazali su da je ukupna ocjena prakse prema procjeni mentora dobra. Ta je ocjena uključivala podatke o pripremljenosti studenata za praksu, njihovoj razini aktivnosti i kvalitetu njihova rada tijekom prakse. Naravno, dobivene se ocjene ne mogu generalizirati na cijelu Sloveniju jer pokazuju stavove i mišljenja samo jedne skupine mentora, zbog čega mogu poslužiti samo kao primjer i smjernice za daljnja istraživanja.

Već smo zaključili da su visoka kvaliteta provedbe praktične izobrazbe i konačna ocjena cijeloga procesa vrlo važni. Također smo predstavili moguće oblike vrednovanja praktične izobrazbe. Te ocjene mogu doprinijeti poboljšanju praktične izobrazbe, što je cilj ne samo na Sveučilištu u Ljubljani već općenito u visokom obrazovanju. Nadalje, međunarodna razmjena studenata također zahtijeva poboljšanje stručne suradnje među mentorima u Sloveniji i inozemstvu.