

## THE PRACTICUM: AN EXAMPLE OF CHANGES IN THE TEACHING AND LEARNING PROCESS IN THE EUROPEAN HIGHER EDUCATION SPACE.

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***Summary** - In this article I focus on changes in the roles of both students and teachers in the EHES. In particular, this article describes the experience at UNED, the largest university in Spain, of teaching the Practicum, a flagship subject as a bridge between the present study plans and the future plans under the EHES. At UNED, the Practicum is organised on two levels: the first Practicum aims to develop the observation skills of education professionals; the second level aims to develop intervention skills. In this article I explain the features of the products that the student has to prepare for the first level of the Practicum, such as the Practice Plan, the observation diary, the report, and the portfolio. The article includes an explanation of the sense, limits and possibilities of evaluating the students' skills and learning processes through the Portfolio. This new evaluation tool has been used for training reflective education professionals since the 1980s in the North American education system and has now arrived in our university context under the European Union education guidelines. I maintain that the Portfolio may fulfil different functions and adopt different formats, but the essential element is that it reflects the students' learning processes as well as the skills that the students develop. In the last part of the article, I provide the reader with a description of the elements that a good portfolio should include for this first level of the Practicum.*

***Keywords:** practicum, education innovation, university*

### 1. Introduction

The idea of building a European Higher Education Space is to be found in the 1992 Maastricht Treaty (1992). More specifically, it started with the 1998 Sorbonne Declaration that emphasises the role of universities in the development of a European cultural dimension and a Europe of knowledge, and

was consolidated and widened by the following Declarations: Bologna (1999), Prague (2001), Berlin (2003) and Bergen (2005). In these texts, the European Ministers agreed to carry out a reform of the structure and organisation of education studies in order to build a European Higher Education Space. At present, this convergence process, known as the Bologna process, is supported by more than 4,000 universities and European Higher Education Centres in more than 40 nations, including Germany, France, Romania, Slovakia, Greece, Turkey, Estonia and Lithuania.

Since the Bologna Declaration, the priorities of the Higher Permanent Education Space are twofold: the professional training of students, and the incorporation of the lifelong education perspective. The promotion of the lifelong education area is explicitly recognised in the 2001 Prague Declaration, which considers that lifelong education is essential to ensure European competitiveness and to improve social cohesion, equal opportunities, and the quality of life. It recognises the need to create a lifelong European Education space.

In this article, I am going to explore the changes in the teaching and learning process introduced by a new subject that intends to develop students' professional skills: the Practicum. I will explain why this subject fulfils the requirements of European education. Then I will introduce the portfolio and its components as a new way of evaluating students.

## **2. The european higher education space and ECTS credits**

The building of the EHES requires significant transformations in European education systems and the introduction of three elements: a new structure of qualifications on two levels (graduate and postgraduate), a new way to acknowledge the skills acquired by students, and European credits. The adoption of the European Credit Transfer System will provide for student mobility, the development of an internationally homogeneous curriculum, and the transfer and comparability of studies abroad or in another institutions.

The introduction of credits in the new European educational architecture means the introduction of a new concept in the relation between teacher and student. This signifies a revolution in the university, as it represents not just a simple change in the name of courses and degrees, but a change in the teaching and learning process. The credits relate to different parameters such as student work, the results of learning, and the contact hours. This means that the process of teaching and learning does not rely so much on the knowledge acquired but on the skills that the students develop that will allow them to learn throughout life.

The ECTS was introduced in Europe in 1989, in the framework of the Erasmus Programme, and at present it is part of the Socrates Programme.

When the credits were created, they allowed for the recognition of periods of study abroad that helped increase the quality and the volume of student mobility in Europe. Recently, the ECTS has become an accumulation system developed at the institutional, regional, national and European level. The principles of the ECTS are the following:

- the ECTS is based on the principle that 60 credits measure the volume of work of a full-time student throughout an academic year. The total number of hours that a student studies in a university course in Europe is around 1,500-1,800 hours annually. A credit represents between 25 and 30 hours of work;
- the credits in terms of the ECTS can only be obtained after the work has been completed and after there has been a good evaluation of the work. The learning outcomes are defined in terms of skills that express what the student will know, will understand, and will be able to do once the learning process is completed;
- the work of the student measured in ECTS refers to the time needed by the student to complete all the planned activities, such as attendance in classes, seminars, private studies, preparation for projects, exams, etc.
- the credits refer to all the elements of the study programmes (such as modules, courses, practical work, dissertation work, etc.) and reflect the workload to be carried out.

### **3. New roles of teacher and student**

One of the keys for the success of the EHES is the response of teachers to the new teaching processes and their adoption of these processes. In the framework of the knowledge society, the roles of teacher and student are in the process of change. Teachers must be able to acquire the following skills:

- the mastering of processes that generate and use knowledge;
- the ability to incorporate new technologies in learning;
- the ability to instil interest, motivation and pleasure in learning;
- the ability to learn and to interact with others;
- the capacity to foster the students' curiosity, creativity, and analysis;
- attitudes to foster interpersonal communication and group work;
- the imagination to identify and diversify learning opportunities;
- moral authority.

Through the European university programmes, the students should become autonomous learners (LIVAS 2000) and should develop the following abilities:

- a) to learn about learning;
- b) to learn to cooperate, as an efficient way to acquire new knowledge;
- c) to learn to communicate knowledge and opinions;
- d) to learn to manage their own emotions in order to achieve fluid communication;
- e) to learn to analyse arguments, data and evidence that allow them to make judgements and to make consequent decisions;
- f) to learn to self-motivate, so that they are able to establish and manage their opinions.

#### **4. The links between the methodology of teaching and learning, the credits, and the practicum**

The Practicum is a new subject in university study programmes. This key subject is in perfect harmony with the European education trends and the implementation of a credit system that measures the workload undertaken by the student. Until now, the system was very much based on the memory of the student who would answer a series of questions or tests. In the Practicum, the student is involved in a considerable number of hours of practical work. The contrast with practice is made *in situ* and this permits the student to compare information from different sources, to analyse cases, to carry out indirect and direct observations of education practice, to compare professional experience, and to perform a continuous observation of centres over a certain period of time.

The students of the Practicum are conscious that they are not only reproducing knowledge, but are also researchers with a critical and reflective task. Interest for analysis is directly linked to the idea of elaborating new concepts and of intervention methods. At the end of the practice, the students should have improved the way in which they reflect on their work.

The real challenge of the Practicum is how to make the students develop a critical mind, independent thinking, and reflective analysis. Certain activities relate to the content and the ability to apply the basic process of planning, the execution and evaluation of learning activities, the ability to face personal obstacles and learning situations, etc. This type of learning requires the student to adopt an active attitude and behaviour that allow them not only to reproduce knowledge, but also to reformulate and renew knowledge and skills.

#### **5. Synthesis of objectives of the practicum**

At the Spanish National Distance Education University, the Practicum is organised on two levels. Practicum I aims to develop the students' observation skills. In Practicum II, the students have to improve their intervention skills.

This paper considers only Practicum I. The aims and the general, specific and operational objectives of the Practicum at this level are synthesised in the following table.

<p><b>AIM OF PRACTICUM</b></p> <ul style="list-style-type: none"> <li>– deep knowledge of an intervention field</li> </ul>	<p><b>AIM OF PRACTICUM</b></p> <ul style="list-style-type: none"> <li>– links between practice and theory</li> </ul>	<p><b>AIM OF PRACTICUM</b></p> <ul style="list-style-type: none"> <li>– reflection about personal aspects (self-evaluation) and professional aspects (centre, programmes, professional roles and target population)</li> </ul>
<p><b>GENERAL OBJECTIVES</b></p> <ul style="list-style-type: none"> <li>– to understand from a theoretical and practical point of view an intervention field</li> </ul>	<p><b>GENERAL OBJECTIVES</b></p> <ul style="list-style-type: none"> <li>– to practise planning, observation techniques and writing a diary to link theory and practice;</li> </ul>	<p><b>GENERAL OBJECTIVES</b></p> <ul style="list-style-type: none"> <li>– to improve self-knowledge in a professional field;</li> <li>– to observe all the elements that occur in the centre;</li> <li>– to foster an understanding and analysis of the intervention strategies between the educator and target population.</li> </ul>
<p><b>SPECIFIC OBJECTIVES</b></p> <ul style="list-style-type: none"> <li>– to look for and use diverse sources;</li> <li>– to justify from a theoretical point of view intervention in the centre;</li> <li>– to analyse from a scientific point of view intervention in the centre.</li> </ul>	<p><b>SPECIFIC OBJECTIVES</b></p> <ul style="list-style-type: none"> <li>– to understand the problems and decisions in the decision-making process about the observation methodology;</li> <li>– to design how information is collected through observation</li> <li>– to make a comparison between what is planned and what is learned; – to analyse the content of the diary;</li> <li>– to gather everything learned in a report.</li> </ul>	<p><b>SPECIFIC OBJECTIVES</b></p> <ul style="list-style-type: none"> <li>– to identify the functions and tasks of the educator;</li> <li>– to foster development of the understanding of all;</li> <li>– to become progressively familiar with the running of the centre, the administration and the organisation;</li> <li>– to reflect on the intervention strategies.</li> </ul>
<p><b>OPERATIONAL OBJECTIVES</b></p> <ul style="list-style-type: none"> <li>– to review documentation (external and internal);</li> <li>– to carry out interviews;</li> <li>– activities at home, activities in the centre, activities in the practice centre, activities coordinated by university tutors.</li> </ul>	<p><b>OPERATIONAL OBJECTIVES</b></p> <ul style="list-style-type: none"> <li>– to elaborate a plan, to write a diary and a report;</li> <li>– to design mechanisms to collect information through observation.</li> </ul>	<p><b>OPERATIONAL OBJECTIVES</b></p> <ul style="list-style-type: none"> <li>– to analyse and evaluate all information;</li> <li>– to present improved proposals.</li> </ul>

Source: GAVARI 2005

## 6. Evaluation of the practicum: the portfolio

The methodology of evaluation of the Practicum is based on the concept of a Portfolio that allows the processes and the results of the students and other agents involved in the Practicum to be taken into account. The use of portfolios is an educational process in itself. In contrast to traditional evaluation through exams where the entire programme is selected by the teacher, in the Practicum the students choose part of the contents and objectives. The portfolios may be used for both personal and professional development. It involves the students in the learning process, which in turn makes the students responsible for their own continuous learning process.

Even though the production of a portfolio is a complex task, when the process is over, the self-esteem, self-satisfaction and autonomy of the student is increased many times over. It encourages the students to be active, to make their own decisions, to think, etc. The elaboration of the portfolio requires the students to clarify their ideas, their education philosophy, and teaching strategies. Ultimately, we can list the virtues of the portfolio as follows:

- it develops the students' independence and creativity, and promotes their thinking abilities, reflective thinking and metacognitive strategies;
- it fosters student awareness of progress and individual learning;
- it makes students select contents and materials;
- it allows for self-evaluation;
- it promotes scaffolding processes to build new concepts and knowledge;
- it promotes skills such as reading and writing;
- it increases the professionalism of students;
- it helps the student to develop working habits, the ability to organise information, and promotes self-evaluation and a valuation of learning;
- it promotes the development of discussion and interaction strategies (DELMASTRO: 2004).

However, we must also mention the limits of the evaluation of students through the portfolio. One of the risks is the lack of coherence between the actors involved in the evaluation of the student:

Type of evaluation	Who evaluates	Who is evaluated	What is evaluated	Evaluation criteria
Heteroevaluation	University professor	Student	The accomplishment of the learning objectives of the learning proposals for each subject	The student's academic achievement, products, results, learning processes

Heteroevaluation	Student supervisor	Student practice	Practice in the centre	Involvement of the student in practice
Self-evaluation	The student	Student evaluates himself/herself	The ability of the student to establish an evaluation of his participation and involvement in the Practicum	Analysis of the student about his/her learning process

Secondly, the practice centres are not comparable and no mechanisms have been established to resolve this situation. From this perspective, it is very difficult for supervisors to be able to gain objective information from a supervisor practice report.

Concerning the Portfolio, sometimes the brilliant manner of presenting the Portfolio takes precedence over the work content. Some students buy from stationery shops materials that they include in the Portfolio such as expensive folders. These glamorous materials may distract the evaluator from what is really important, the real work of the student based on relevant scientific data.

However, we must bear in mind that an attractive and neat presentation is always something desirable. Often, a good organisation and skeleton of work help us follow the students' mental processes and the decisions they have made. The Portfolios must be easy to read and follow. They should be concise and include only relevant information.

Sometimes students feel the need to include pictures and records. They should only include them as annexes when their presence is well justified and when they prove an educational theory or a personal educational perspective.

The portfolio may include the following documents that the student elaborates: the student's Practice Plan, diary, student report, student supervisor report, etc.

Components of the Portfolio
Practice Plan
Observation
Diary
Student report
Student Supervisor report

### 6.1. Student work plan at the practice centre

The students provide information about the area where their practical work takes place. I suggest that the students give information on the following: the identity of the centre or resource; an introduction to the social-educational work that has taken place in that area; the activities that need to be developed,

the population; the justification of the choice by the student of the place where they will carry out their practical work.

The second part of the planning concerns their objectives and phases. The first thing that the students have to do is to revise the three main basic elements of their practical work:

- the students themselves with their own personal characteristics and interests
- the stage centre: the spaces and people (professionals and target population) implied in the collaboration/participation tasks;
- the subject of the Practicum as designed by the university, with its own requisites and objectives. These objectives have to be understood from the theoretical and practical point of view of the intervention area.

Once the student understands the objectives of the subject and the elements of the Portfolio, the student may adapt and contextualise the objectives of the subject. In reality, the objectives have to be adapted to each individual Practicum. The objectives of the student's Plan are organised around three phases: the preparation of the plan, the implementation of the Plan, and the evaluation of the Plan.

PRACTICUM AIMS					
GENERAL OBJECTIVES OF THE PRACTICE PLAN					
Specific Objectives PREPARATION PHASE		Specific Objectives IMPLEMENTATION OF THE PLAN		Specific Objectives EVALUATION OF THE PLAN	
<b>Operational Objectives</b>		<b>Operational Objectives</b>		<b>Operational objectives</b>	
Evaluation criteria Diagnosis of the situation	Resources and evaluation	Evaluation criteria Development of the activity	Resources and evaluation	Evaluation criteria Evaluation of the activity	Resources and evaluation
Horizontal final of phases I, II and III					
Vertical evaluation of the objectives					

Finally, we carry out an evaluation on two planes: horizontal and vertical. The horizontal evaluation refers to the evaluation of each of the phases: the preparation, the implementation of the plan, and the evaluation. The vertical evaluation refers to the evaluation of the achievement of the general objectives of the practicum. These two types of evaluation are decisive in the elaboration of the report. The students include their own remarks and suggestions about continuity, improvement, etc...

- **Preparation phase:** In this phase, the students organise and plan their stage. It is suggested that they should establish a calendar of activities, the duration, etc. The calendar must include the time allowed for tutorials, seminars and working hours at home.

- **Implementation of the plan:** this is an approach to reality in macro and micro dimensions. It is the central phase where observation is the main skill. The students decide to analyse the centre, the professionals, the programmes, and the population targeted by the education process. The students may carry out interviews. The key to the process is that the students have to select the relevant information in the education process. This information is recorded through the diary.
- **Evaluation of the plan:** this is the third and final stage of the student work where students must clarify what objectives and tasks have been achieved. This means that students should explain clearly in what way they expect to achieve the objectives, what tasks they intend to carry out, the resources they need, and the praxis. At the beginning of the process, the students write their plan, including how they will evaluate it. At the end of the process, plan and reality are brought together.

## 6.2. Observation in the Practicum

In attempting to observe all the elements involved in our placement, we realise how complex this task is. Since none of the approaches to the study of the practice can capture all the details, we need to select and focus on some aspects or indicators: “the different parts of the map”. Everything taking place in the practice centre is determined by a wide variety of factors, processes, decisions, and values that are born inside and outside the centre. Certain difficulties are listed below:

- the increasing quantity of indicators that appear in the planning, development and results;
- not all the variables have the same importance or relevance when efforts are made to understand or explain what is to be developed, and the results to be achieved. The work of the professionals in the centres is characterised by: simultaneity; the inability to predict; and history (everything that happens is in some way dependent on what happened before).

In the case of the Practicum, we may establish two levels of observation: self-observation and hetero-observation.

### 6.2.1. Self-observation

We can establish two levels of self-observation: macroscopic and microscopic. Before entering the scenario where the practice takes place, the student may start with self-observation to take account of the starting point. This requires introspection which will not show results immediately, but *a*

*posteriori*. The students may establish, for example, some general questions to help guide them towards first a theoretical and then a practical approach;

- what are the strong and weak points in my personality that may interfere in the observation?
- what are my expectations, emotions, desires that I aspire to accomplish through my selected field?
- what values guide my behaviour?
- what experiences may bias my peculiar vision of education?
- what are the values that guide my education action?

But the students should look at themselves not only at the beginning, but also throughout the entire practice, making an effort to understand themselves and to understand what is happening from an educational point of view:

- how do I feel in the educational centre and with reference to what I intend to observe?
- what kind of relations, working-educational-professional, do I maintain with other professionals?
- what previous ideas do I recognise as having some influence on me?....

To end the self-observation, a final evaluation is made:

- how has my own thought evolved?
- what have I learnt?....

### **6.2.2. Hetero-observation**

Hetero-observation can be carried out on two observation levels. The observation of the macro level (analysis of the scenario, the actors and their activity) and the micro level (the individual case).

#### **MACROSCOPIC LEVEL – PRACTICE CENTRE**

##### **Environment:**

- social political and economic context;
- type of population;
- social and community resources...

##### **Practice centre:**

- type of centre;
- origin and development of the centre in the community;
- external links of the centre with the administration;
- links with other bodies;
- culture of the centre...

##### **Characteristics of the population:**

- social and economic characteristics;
- cultural and educational level;

- identity and the objectives of the centre;
- training of staff working in the centre;
- infrastructure and organisation materials;
- coordination between entities;
- social and educational needs...

**Professional educators:**

- role and tasks of educators;
- difficulties encountered in their job;
- professional ability to identify problems;
- capacity to make their own decisions;
- evaluation of team work, abilities and attitudes;
- educational strategies.

**Formal structures:**

- distribution of roles and tasks;
- evaluation of working groups and commissions;
- associations and working groups;
- spaces...

**Informal structures:**

- management style; the characteristics of communication (vertical and horizontal);
- links in staff and personal interaction;
- team work.

**HETERO-OBSERVATION – MICROSCOPIC LEVEL:  
EDUCATIONAL CHANGE**

- relationship between educator and student;
- basic characteristics;
- educational strategies;
- educational justification of the intervention;
- unforeseen activities;
- routine performances or activities;
- problematic performances or activities;
- kind of change proposed;
- media available for change;
- mechanisms available for permanent change;
- articulation of change;
- participation of other professionals in change;
- involvement of the institution in change;
- system of evaluation of the change and its results;
- following-up improvements according to a schedule.

### **6.3. The diary**

The diary is a personal document where information is recorded. It is a document that relates everything that happens at a certain time and in a specific place. As an instrument for research and evaluation, the diary is a tool for the development of research based on practical knowledge. It allows unexpected situations to be captured and surpasses the limits of purely standardised instruments. It may be supplementary to the instruments used under a positivist paradigm.

Writing a diary is an important activity in itself. It obliges students to translate the educational activities they have used, thus increasing awareness and reflection. The aim is to rethink and to examine the conclusions about the educational events.

Elaboration of the diary also helps us to know ourselves and to examine our mental processes, skills and attitudes. There is a strong link between our professional behaviour and our thoughts, and the evolution of the way in which we decide to intervene at a particular moment. The diary of the Practicum will help us define our own professional profile, to increase our consciousness, and to question the way we act.

The diary must be in harmony with all the other documents: the plan, the report, etc. It is not an isolated or annexed element, but responds to the same objectives and complements the rest of the actions. Before we start our work in the practice centre, we should know what type of contents would be important for our work. We should ask ourselves basic questions about the most important themes:

- What information do we need to gather? What other kind of aspects do we need to gather through other means?
- What aspects have priority in our project?

Posing these questions should allow us to maintain our own scheme, to write the basic lines and to avoid dispersion. Every day, with the diary and a pen in hand, we should ask ourselves a further basic question:

- What reasons justify the need for such information?

If we maintain this question through the writing of the diary, it will help us reflect on the importance of the events, even events that have not been planned.

## **7. The basic elements of the student report**

In this section we propose elements that the student can include in the report. What is offered in this section is only a suggestion of the elements that may be included. The student may add or eliminate elements as necessary. The students' suggestions will be valued very positively.

1. FIRST PAGE: personal data; academic data; the day the work is delivered;
2. INTRODUCTION: the origins, the motivations and work objective. We suggest that students include an explanation of the work: the different sections and the motivations, parts of the work, etc. Some acknowledgments may also be included.
3. INDEX
4. ANALYSIS AND EVALUATION OF THE ELEMENTS OF THE PRACTICE PLAN

In this section, the students can compare what they have really planned and what has happened through practice. They may justify possible changes and readjust them. The students must analyse thoroughly each of the elements included in the Practice Plan: intervention, objectives, tasks, calendar and evaluation.

As has been pointed out, it is important to say to what extent the objectives have been achieved, or at least to include an evaluation in order to explain the changes introduced. It will be very difficult to perform this task according to the general objectives; it will be easier to carry it out to explain the changes in the operational objectives.

5. ANALYSIS OF THE DIARY
  - a synthesis of the diary;
  - an explanation and analysis of the content of the most relevant aspects included in the diary;
  - self-observation;
  - hetero-observation on the (macro) level: the relations between professionals and users, the professional skills, the institutional project, the users, the target-population of the programme;
  - hetero-observation on the (micro)level: the educational change of the student.
6. EVALUATION

This is the core of the work where the students have to prove that they are able to justify from an academic point of view what has happened at the work centre where they have conducted the practice. There are two basic moments: the description and the critical and constructive development. In the first place, we may refer to a lack, deficiencies, problems and opportunities to improve, the detection of requisites, the determining of risk factors, the establishment of priorities, and the finding of resources. Secondly, the students must analyse practice from a professional position in the sense of critical and constructive development. Therefore, they need a line of objective explanation; they need to plan the relations and implications and establish answers about how to improve the proposals. The concepts of their

education intervention maybe analysed, and they should review the aspects that link theory and practice and the theories that support the intervention. They should invest a considerable amount of time on this task, arguing, explaining, relating, justifying, etc.

#### PROPOSAL

- macro-dimension (institutional), micro (intervention with cases); social dimension;
- educational dimension; personal dimension.....

#### STUDENT LEARNING

- personal level; institutional level (macro); level of educational change (micro)...

#### 7. CONCLUSIONS

- self-knowledge; professional aspects learned; problems; final conclusions of the process; future possibilities...

#### 8. BIBLIOGRAPHY

#### 9. ANNEX

Only documents that have been directly used by the student for the purposes of the Practicum may be provided. It is strictly forbidden to include annexes such as legislation or other documents that have not been explained or mentioned. In the summary, only material that explains the work of the student in the work centre can be presented and included in the portfolio.

## 8. Conclusions

The Practicum is a compulsory subject in Spanish university study plans, not only at Faculties of Education, but also at other faculties, such as Law, Psychology... The Practicum has become a flagship subject with regard to the EHES. The most important change brought about by this subject is evaluation through the Portfolio. The basic elements of the Portfolio allow an evaluation of the skills developed by the student at the practice centre through the materials that the student elaborates: the Practice Plan, the diary as a record of observation (self-observation and hetero-observation), and the student report. For an elaboration of these documents, a deep study and review of many texts is necessary. Otherwise it is not possible to fulfil some of the aims of the subject, such as developing an understanding and deep knowledge of an education intervention area, establishing links between theory and practice, and reflecting on personal aspects (self-evaluation) and other professional aspects during the practice period (centre, programmes, professionals and users).

Finally, it is important to insist that responsibility in the Practicum is shared both by professors and students. The teacher leads the learning process of the students in order to involve them in the learning process. This involves great efforts from teachers to assume a role far removed from the traditional way of teaching. Otherwise, the risk in the learning process is that students elaborate very simple written work and do not develop basic skills that will allow them to learn how to learn for the lifelong learning process.

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## **PRAKTIKUM: PRIMJER PROMJENA U PROCESIMA PODUČAVANJA I UČENJA NA EUROPSKOME PROSTORU VIŠEG OBRAZOVANJA**

Elisa Gavari Starkie

***Sažetak** – Glavna su tema ovoga članka promjene u ulogama studenata i nastavnika u Europskome prostoru visokoga obrazovanja. Posebno se osvrćem na iskustvo podučavanja Praktikuma, glavnoga predmeta kao mosta između sadašnjih i budućih planova podučavanja u Europskome prostoru visokoga obrazovanja, na UNED, najvećem sveučilištu u Španjolskoj. Praktikum je na UNED organiziran u dva stupnja: prvi Praktikum ima za cilj razviti opažajne sposobnosti obrazovnih stručnjaka; na drugome stupnju potrebno je razviti sposobnosti posredovanja. U članku objašnjavam vrste radova koje student mora pripremiti za prvi stupanj Praktikuma, kao što je plan prakse, dnevnik praćenja, izvješće i portfelj. Nadalje su objašnjeni smisao, granice i mogućnosti procjene studentskih vještina i procesa učenja kroz portfelj. Ovaj novi instrument evaluacije korišten je od 1980-ih u sjevernoameričkom obrazovnom sustavu za izobrazbu reflektivnih obrazovnih stručnjaka te je sada u ponudi našega sveučilišta pod obrazovnim smjernicama Europske Unije. Portfelj može ispunjavati različite funkcije i biti drugačijeg oblika, ali osnovna je njegova sastavnica da odražava procese učenja kao i vještine koje studenti razvijaju. U zadnjem dijelu članka navodim reader s opisom elemenata koje bi dobar portfelj za prvi stupanj Praktikuma trebao sadržavati.*

***Ključne riječi:** praktikum, obrazovne inovacije, sveučilište*