

Projects r+i+i: Research

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Project Name

The evaluation of the practical knowledge in the practicum. A collaborative proposal between school and university based on reflection.

Project data

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Abstract

Research on teachers training shows that, when teachers think and act in practice, they rely not only in academic knowledge, but also in practical knowledge, a particular kind of knowledge which is linked to specific situations and related to action and personal experience. Opposite to academic knowledge, practical knowledge typically considers situations in an holistic way, involves emotional and moral issues, and is “at least partially--”, implicit and tacit.

Research also shows that practical knowledge is not usually taken into account when students are assessed during field experience, or that it is considered in a very different manner by the mentor teachers at the school and the university supervisors of field experience at the university. This different consideration diminishes the coherence and the formative value of the field experience. It also reinforces the feeling of disconnection between university and school, and makes difficult for student teachers to make sense of field experience and to learn from it. From this situation, the project aims to design, develop and evaluate a proposal of how to assess practical knowledge during student teachers field experience, which is carried out in a collaborative way by mentor teachers and university supervisors.

The core of this proposal is establishing a number of spaces in which student teachers, mentor teachers and university supervisors jointly reflect on practical situations experienced by the student teachers in their field experience. Within these spaces, a reflective conversation with the situation is promoted, and a joint, collaborative practice of formative and learning-oriented assessment of practical knowledge can be developed.

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