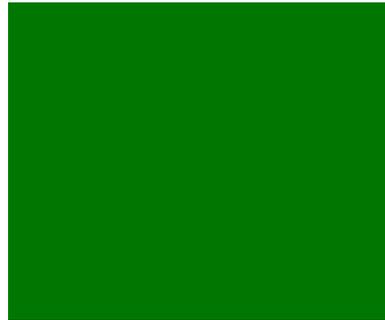
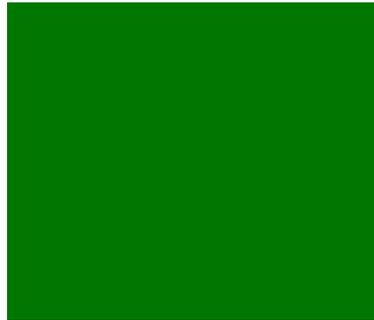
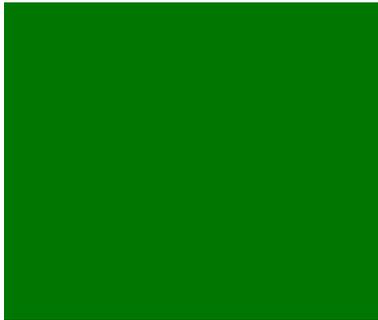




JOURNAL

of the Association
de l'Association Comenius





**Journal of the Comenius Association
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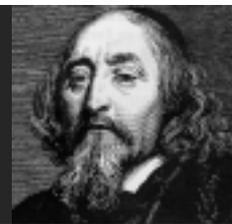


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MESSAGE FROM THE PRESIDENT OF THE COMENIUS ASSOCIATION



Inge Piryns

Arteveldehogeschool Gent
Belgium

*Man cannot discover new oceans unless he has
the courage to lose sight of the shore*

André Gide

Ask any teacher or teacher trainee, or an ex-member in one or both categories, to describe his or her school experiences as a teacher or trainee, you'll be amazed at the variety of answers you will get. You might consider that the best way to describe your findings would be: 'anything ranging from pure theory to mere practice, in a constant effort to find the right balance between academic knowledge and practical experience'. Most likely that wouldn't be too remote from reality. It certainly would match my own experiences as a teacher trainee and starting teacher. They date from the early 1990s, and I recall especially two school experiences which were part of my academic teacher training programme.

The first one took place in a secondary school in my home town, Gent, situated in the heart of Flanders, the northern region of Belgium. It was a true experience in 'Internationalisation at Home' avant la lettre, not that there were so many children of foreign origins in those days in this school, but because a vast number of the children attending classes there spoke French ¹.

I found myself in a learning environment with pupils of different linguistic, social and cultural backgrounds. To me it was both fascinating and challenging at that

time to build bridges with my pupils and pave the way for understanding and respect for the other. I still believe today that aforementioned competences are at the core of all learning and can best be sharpened in an intercultural context. When I walked into that school, I was equipped with theoretical knowledge. When I left it, I considered the practical experience extremely valuable and enriching, especially because it turned out to be the best counterbalance for and addition to the theory I had experienced.

The second experience took place in a school situated about 20km from home, in a town on the road from Gent to Brussels. My pupils were in technical education and I got the assignment to teach about a medieval ballad, which was written in Middle Dutch (a predecessor of present day standard Dutch). Poetry was not a part of their life sphere, let alone a medieval poem in a language quite remote from theirs. Spending time with my class on this topic, I realized two things; take the subject you treat into the world of your pupils and stimulate them to step into the world of your subject; take all of this into consideration when developing your

courses. This 'poem episode' got my interest raised in curriculum development and the impact pupils could have on it.

Back then, my school experiences were still based on national curricula. I was exploring cultural boundaries and got intrigued by those. It was at that time that I opted for an Erasmus adventure in France, leading undoubtedly to a more conscious awareness that education and learning were all about crossing cultural boundaries. Whether that meant frontiers between nationalities, social classes or other types of culture, was beside the point. The school/educational environment is an excellent setting for installing intercultural communication skills with both pupils and teachers or teacher trainees. Respecting the other is in my view, the most basic competence for the teacher and thus the teacher educator. If we want our teachers to be the best guides in facilitating their pupils' progress, irrespective of their culture or background, we should expose our teacher trainees right from the start of their careers to a variety of school and both curricular and extra curricular experiences aimed at maximising intercultural learning possibilities.



Nowadays employers are very keen on taking in people with intercultural competences, and gaining those competences is consciously stimulated in the school curricula more and more and at different levels. It seems that the growing presence of children of foreign origins in education has led to an increasing awareness of their added value in intercultural learning. This is why 'Internationalisation at Home' is something I can really connect with. It is not about physical travelling in the first place, yet about crossing mental boundaries when approaching the experiences, ideas, viewpoints or cultures of others nearby. It is therefore a major key to curriculum development and greater social cohesion at large.

In the end, teacher training programmes must pave the way for their students and teachers to have the best possible attitude and competences for a successful and lifelong learning

career in an intercultural context, nationally and/or internationally. School experiences definitely play a major role in this story. Because no matter how you turn things, you never truly learn something unless you experience it yourself.

¹The social background of this school is one of French speaking Flemish locals. In 1830 (Belgium became an independent country), the new Belgian government chose unequivocally for French as the official language of government. During the second half of the 19th century and the beginning of the 20th, the number of bilingual, Gallicised Flemings increased, as a result of the dominance of French in Belgian public life, to more than 10% of the Flemish population. Until today, French is still being used in the homes of many of those families.





Monika Becker

Pädagogische Hochschule
Schwäbisch-Gmünd, Germany

International Week – a suitable instrument for Internationalization?

En Avril 2007 l'Université Pédagogique de Schwäbisch Gmünd (Allemagne) a organisé pour la première fois une semaine internationale Comenius. 15 participants internationaux se sont inscrits. Pour la majorité d'entre eux, c'était leur premier séjour en Allemagne.

Le but de la semaine internationale était d'offrir des aspects le plus variés possible du système éducatif et de la vie quotidienne en Allemagne. Le deuxième but consistait à créer une ambiance internationale pour tous les participants – soit internationaux, soit allemands. Troisièmement c'était un test pour voir si un tel projet pouvait être un instrument adéquate pour développer l'internationalisation et la conscience internationale d'une institution.

Le résultat fut positif. L'article suivant essaie de motiver d'autres institutions dans la même situation (peu de ressources personnelles et financières, priorité minoritaire donnée aux relations internationales). Plus précisément l'article donne quelques idées pour voir comment utiliser les synergies d'une institution pour développer un esprit international.

In April 2007 the Paedagogische Hochschule Schwäbisch Gmünd – University of Education (PHSG) organised its first Comenius short exchange. For institutions organising such exchanges since many years, the following ideas will not be new. But for the institutions (re-) thinking this form of internationalization, the perspective of a newcomer might be helpful.

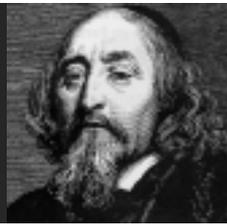
The aim of the International Week 2007 at PHSG was to give an overview of different aspects of German culture and educational system and to create an international atmosphere for the

participants. But on another level, our aim was to test if an International Week was a suitable instrument of internationalization and to raise an international awareness inside the institution.

The necessity of new ways of internationalization

PHSG shares a lot with other members of the Comenius Association: International mobility is more difficult than in other institutions: The lesser spoken language, the fact that Schwäbisch Gmünd is not very well

known – even in Germany, and just unpronounceable for international partners - and an academic calendar hardly matching with those of other European countries make it difficult for exchange students to come here. On the other hand, curricula are densely packed and not very suitable for the recognition of credits obtained at other institutions. Another obstacle is the fact that international experience does not increase the chance to get a job as a teacher. As a consequence, mobility numbers stay on a low level – too low for future teachers who are supposed to prepare their future pupils for a



globalized world and who will be teaching in classes with immigrant children. Therefore alternative ways of exchange have to be created and more members of the institution have to be involved into international activities to make the university more aware of the benefits of internationalization.

With this background the International Office of PHSG decided to organise an International Week in spring 2007 to promote internationalization and to test if such a short exchange might be a suitable way of internationalization - at home and beyond.

Organising an International Week – obstacles and ways to succeed with few resources

And in fact, the project started with problems and uncertainties:

- Wasn't all the coordination too much work for just one week?
- Would we find enough local students ready to engage in the project?
- How to involve teaching staff and schools – and motivate them to do additional work for free?
- How to find accommodation? The majority of the students live either in the hall of residence on the campus where it is impossible to host another person, or still in their parents' homes, sometimes 60 km away.
- How to use the (wo)manpower of the International Office as economically as possible?

On the 15th of April we would find out how to cope with all these questions: 10 students from different Spanish

institutions and the “regular” incoming exchange students who would stay the entire semester arrived: two girls from Hungary, two from Israel and one from India. All of these students had one thing in common: they never came to Germany before!

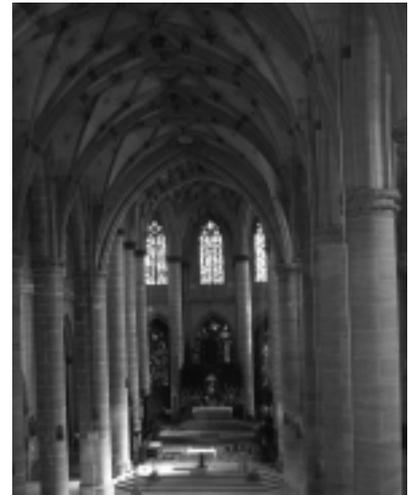
To keep the schedule flexible until the beginning of the project, the programme was intended to be as general as possible:

The educational system was covered by a presentation and by two mornings spent at (pre-) school. To make the participating students familiar with teacher training in Germany, some classes at PHSG opened for participants: they could follow lectures on “Black culture in the US”, “Songs and Rhymes in primary schools” and on “Drama in Education”.

The cultural programme included basics in German language, an intercultural workshop, a reception at the town hall and an excursion to Stuttgart, a dinner



at a medieval castle and an organ concert by the head of the music department at a very exclusive place: baroque organ of the cathedral of Schwäbisch Gmünd



The ice-breaker was the cooking evening organized on the second day. Producing “Kaesspaetzle” – a local kind of pasta with fried onions and cheese in the kitchen of the university made the barriers melt. This common activity at the beginning of the project turned out to be a crucial point: after that evening, the students formed a real community.



Another strong moment was the round-up-session. After the participants had received their certificates, the group was creating a European network consisting of blue thread with golden spots in it – and before leaving everybody cut a piece of this network to take a part of the project home.



- International and local Students could get into contact easily through common activities.
- A perfect start for the “regular” international exchange students: Integration was made easy for them – which caused less work for the International Office.
- A network of students interested in international activities, ready to engage into similar projects and functioning as multipliers for international questions.

The project was funded by the rector who was proud to see a big group of international students on his campus.

Right at the beginning of the coordination phase a new colleague came to the International Office, with a lot of experience in the organisation of international groups and a lot of motivation and idealism.

A guest lecturer from Turkey just came at the right time with her topic “Drama in Education” - and who was very glad about her surprisingly very international audience.

An extraordinary sunny weather during the entire International Week contributed a lot to the relaxed and smiling ambience.

How the hosting institution benefits from an International Week

A pleasant atmosphere alone is not enough to justify the efforts of an International Week. The benefits of the project for the institution were much larger:

- The international students and the activities of the International Office were more visible.



- Departments which otherwise would not be involved in international activities contributed in the project – a door-opener for other activities?

- A successful International Week gives a lot of energy and motivation back to the team of the International Office!

And what seemed to be a problem or at least a possibility to safe energy finally turned out to be chance:

- At the beginning of the semester the local students still had enough time to participate as much as possible.

- The fact that many of our students still live at their parents’ homes allowed to get to know real German family life.

- The intense communication before and during the project created a network of our local students and local institutions with the International Office.

- The timing of the International Week forced us to integrate the “regular” incoming exchange students. Therefore the short exchange 2007 went far beyond the geographical borders of the Comenius Association,

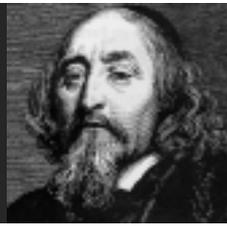
and it was quite likely the first International Week with Indian or Israeli participation!

As soon as it had become obvious that the International Week would be a success we decided to do it again – and in a similar way. Funding is guaranteed and the week already fixed (14th – 20th of April 2008). One of the tasks of the International Office until then is to keep this international spirit alive.

Resume:

No doubt, an International Week costs a lot of time and energy. Nevertheless, I can only encourage institutions to introduce such a short exchange. Especially for institutions which lay behind in internationalization, it may turn out to be a good instrument becoming more international. It will certainly not contribute to the solution of structural problems in our institutions, and students will need other measures of internationalization activities as well, e.g. teaching practice. But it creates an international awareness among staff and students, which is already a first step into the right direction.

Monika Becker



Brigitte Bruscek

Kirchliche Pädagogische
Hochschule Vienna, Austria

School experience (teaching practice)

at the University College of Teacher Education in Vienna

In our teacher training school experience is considered to be a substantial ingredient that is meant to gradually develop professionalism in the authentic setting of the classroom. Together with the experienced mentoring of a specially trained teacher of the school and the support and guidance of a professor from the university college, our students can benefit from first-hand experiences when teaching in class and afterwards from analysis of and reflection on their performance.

This process of developing and enlarging essential competences of teaching starts right at the beginning of the first semester, when students observe lessons in the light of focussed observation tasks. With time they take over short parts of a lesson until, at the end of their first semester, they are responsible for the planning and realising of whole lessons or teaching sequences. This teaching practice runs through five semesters, taking place one day (or sometimes even three days) every week, until, in the sixth semester, our students teach two full weeks.

Of course, all practical work in the classroom is based on lectures and workshops on methodology, educational science and classroom management and accompanied by the professional coaching of the mentoring teachers and college professors. This coaching is centred around the idea that, in the long run, a teacher has to find his/her own way of dealing with classroom situations, be it teaching itself or coping with pupil behaviour. Teacher trainers can certainly give their students basic didactic and theoretical knowledge and serve as models of good practice – and this is what they

responsibly do. But it has to be the student him/herself who develops his/her individual strategies and solutions that go well with his/her unique personality and ambition.

This is why we abandoned the traditional “master-apprentice-model” in teacher training in favour of a student-centred concept of reflection and coaching that gives our trainees the chance to activate their personal resources and to develop what is called “subjective didactics”.

We don’t want them to slavishly follow given “recipes”, even if these have proved successful. We want them to gain confidence and professionalism by teaching a lot (all six semesters of their studies), by trying out things and by making “mistakes”. We offer them appreciation, support and the guidance and advice they ask for. We provide them with knowledge, tools and experience – but it’s them who decide what is useful for them and how they want to realize it in class.

Brigitte Bruscek





Jette Laursen

University College CVU Sønderjylland
Denmark

Teaching Practice in Denmark

Interview with Knud Fink Ebbesen, leader of the teaching practice office in Haderslev, CVU Sønderjylland, and chairman of the Association of Teaching Practice Leaders in Teacher Education in Denmark. Knud Fink Ebbesen (KFE) is being interviewed by international coordinator at the college of teacher education in Haderslev, Jette Laursen.

How is the teaching practice organised in Danish teacher education?

KFE: When we are talking about the future teachers for the primary and lower secondary schools (- it is different in the pre-primary education and upper secondary), the teaching practice periods are integrated throughout the four years, it takes to become a teacher. There are altogether 24 weeks of practice, and there are a number of areas linked to teaching that have to be covered during the four years in a progression of demands.

What is the main idea behind the structure and organisation?

KFE: The teaching practice is organised as an integrated part of the education and based on the idea of getting into a profession: teaching. The practice periods are very important parts of the programme – actually the core idea. The teaching practice connects the various parts of teacher education: theory and practice, knowledge and experience. In the reform that we are working on at the

moment, and which will be implemented this summer (2007), there is even more focus on the practice in schools. Especially the focus is on how the involved partners can work together and cooperate: college, school and student. There is to be a dynamic relationship between the theoretical input from college – both the general pedagogical theories and the theories and skills linked to the teaching subjects – between the theoretical input and the practice in the real school world. We need to be better at making good connections and combinations.

How does the college prepare the student for practice?

KFE: There is supposed to be an ongoing cooperation between the various subjects, the college and the practice schools, and there is a direct cooperation between the college teacher and practice teacher. Both before, during and after a period of practice. The student will have to pass the practice period every year to move on to the next year. This rule is new in

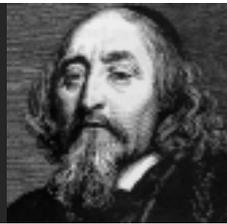
Denmark. Both the college teacher and the practice teacher have a say in the evaluation and assessment of the student – each with their perspective on the teaching.

What criteria is the assessment based on?

KFE: We do not have a fixed list of criteria that we control every year, but a number of Central Knowledge and Proficiency Areas – or you might call them competence areas – e.g. classroom management, organisation of class work, teacher-parent cooperation, consideration of individual learners. The local college decides the focus areas on the basis of the national areas – we each have our own syllabus description.

What is the division of labour – between schools and college?

KFE: The college practice office finds the schools for placement, and then a lot of responsibility is placed on the schools. Here we have a practice leader at the school, who coordinates with administration. These leaders mostly



have a short Diploma course in teaching practice and take care of the administration of the practice. After the reform we are working with mentors as well – especially trained teachers who will be the student’s key counsellor at the school. Furthermore, there are the individual teachers whose classes the student will teach. There is not yet a demand here that these teachers should have special qualifications to guide and give response to the student. However, we offer in-service courses for these teachers as well as for the mentors every year and some schools and authorities give great priority to this education, whereas other schools do not.

What are the obligations of the college?

KFE: Each college teacher has an obligation to integrate practice in his or her subjects and work – both in the preparation of the student, by visiting the student during the practice and/or keeping up a digital practice journal/web log. There could be a focus on one particular aspect in the next practice according to the demands in the curriculum: e.g. focus on evaluation and assessment – if this is a theme in the next practice – then it is also the obligation of the teacher to include it in the subject of teaching e.g. maths or Danish.

What kind of view on learning and teaching lies behind the way we do teaching practice in Denmark:

KFE: The most important aspect is the idea of integrating the two aspects of working in a profession – in a

professional way: combining in a dynamic interaction the two parts: theory and practice.

We often ask the question: why is it meaningful to work with this or that subject – where does it lead you /me as a student teacher? How can I be prepared for my future job as a teacher, etc. We want to try to anchor everything we do at college firmly in the real world of teaching in the schools – and the ideal is that the combination goes both ways. We do not use much control in DK – but more than before in the new reform. Maybe we were not good at showing and documenting our work well enough before, and now we need to employ more exact and clear aims of the practice and teaching, and assess these every year. Another important aspect is to show the students that being a teacher is a very complex job, and all the elements are needed in an overall view.

When we send students abroad for teaching practice - what then?

KFE: We would like to give them the possibility of getting into student practice in a foreign country. It has been rather difficult up until now, and only in connection with a 3-month Erasmus stay has it been accepted. Now, according to the reform, it is possible to send students out for 3 weeks in practice. They would need to live up to the Danish syllabus – in which they should focus on particular areas for the practice in each year. The areas are rather general, thus it should really not be a problem. The best time in the new teacher education to go abroad is in the 5th semester, and some

of the central areas in the 5th semester are: cooperation, the pupil’s learning conditions, support in the classroom, differentiation, observation of specific methods, etc. Elements I am certain are included in other countries’ syllabuses as well.

When we receive Erasmus students from abroad – what then?

KFE: They will naturally be treated like Danish students in practice. However, the best thing is if the Erasmus students could bring something from their home institution – an assessment log or file by which they are to be assessed. If they do not bring anything specific from their home institute, they can get a general evaluation of their practice weeks. Normally, it is not a problem to get the teachers to write these evaluations – which should then be valid in the students’ own countries.

With the new teacher education reform there seems to be more possibilities of both going out and receiving students in our system.

Thank you very much – this is what we international coordinators hope for!

Jette Laursen



Web logs – a tool for reflecting on teaching practice during the Erasmus course “Living and Learning Together” 2007 in Haderslev, CVU Sønderjylland, Denmark

This year the Erasmus students in Haderslev created their own web-logs to keep track of the many impressions and experiences during their three months abroad. The web-logs also functioned as documentation of the work done during the course along with a portfolio folder for creative products.

One of the headings for the web-log was naturally the teaching practice weeks. Below you will find some of the entries for the web-logs by three students from the course, and the extracts are reflections, not necessarily finished essays:

Practice weeks:

From Petra’s Blog: Petra Breuer, Pädagogische Hochschule, Vienna: <http://petraaustria.blogspot.com/>

One week before the Easter holidays we had the first practice week. Judith and I were teaching at Haderslev Realskole in Haderslev. We had a 7th grade for the whole practice period. The pupils are about 13 years old and in our class we had 20 students. It was a really nice class, and during the two weeks we had a very good relationship with the pupils.

We had to teach 3 different subjects in

German - German, History and Geography. The English lessons of course were in English, and I had to teach Biology too and the classroom language was English during my biology lessons. Instead of Biology Judith observed lessons in needlework.



Totally, we had to teach 12 lessons per week, and we were really busy because of preparing good materials. The problem we had was the language. We are native speakers in German, and we could see how difficult it is to teach a mother tongue. The pupils were good in German, but they have learned it just a year and a half so it was quite hard for them to follow all the time.

In German, History and Geography we tried to focus on Austria, and the pupils really liked our programme. Some of them are now better in Austrian History and Geography than some of our pupils at home!

In English we did a project and some group work. The pupils are really good at speaking English. We always had a very creative starter, and you could see how the children enjoyed doing the games and icebreakers. In every lesson the groups had time to work on a project. Our topic for the 2 weeks was “Travelling”. At the end every group did a presentation about a country (including general information, types of accommodation and types of holidays like sightseeing, sport holidays...). They prepared interesting information; orally the pupils are really good. As well, they prepared lovely folders or posters of the country they have chosen.

I was a little bit shocked with their writing skills. They were not really able to write whole sentences without a mistake. Compared to Austria they are better in speaking, but in writing the Austrian pupils are really good. In Austria we try to focus on speaking, because a lot of pupils are too shy. Here in Denmark the pupils are open and not afraid of communicating in English. It was a pleasure!

Only once a boy did not want to speak and present his work. It was in the first week, and the teacher Lisbeth told us that it is acceptable, and if he did not



like to speak then he did not have to do it. Interestingly the boy at the end of the two weeks was speaking the whole time, and I really liked that. It gave me the impression that he felt comfortable.

The climate in the staff room was excellent in this school. Every teacher was friendly and helpful. What I was fascinated with was that the teachers make a lot of photo copies. Compared to Austria we try to copy less, because we have good books in every subject which are used well. Here in Denmark you see pupils hardly using text books. Of course they have them too, but what I have seen is that they use them less on order to give the pupils a certain amount of freedom.

In Biology I decided to teach about the different kinds of behaviour of animals and human beings. The teacher liked it, although it is a topic, which is taught, in higher grades. The week after Easter the teacher was ill, so I managed to teach the pupils on my own. I did some group work, and in the second lesson we watched a movie about animal behaviour and basic instincts.

It was a real pleasure teaching this class! I got a lot of new experiences and I saw something different from what I have seen before! Some of this knowledge I can certainly use in Austria.

From Sofie's blog: Sofie van Leemputten: Karel de Grote, Belgium:
<http://fiepie.blogspot.com/>

On Monday the 26th of March 2007 we started our practice here in Haderslev at the Favrdalskolen. We

knew the school because we went there the first time we visited a school here in Haderslev. It was very nice to come back to the school that we really fell in love with the first time we visited.

We got our schedule a few days before going on our practice, so we already knew where we had to be and what we had to do. We had to follow the first grade in their Danish lessons. The children are 6 or 7 years old in Denmark in the first grade. Because as we all know, the mother tongue is really important to learn at that age and so that is the subject they have most lessons.

We also had to follow the third grade and their Danish classes, history classes and art classes. That was something totally different, but nice to see. Because then we could see how the children respond to the fact that they have more than one teacher. That's something really different with the school system of primary school in Belgium.

In the first week of practice we had many observations. We could not do a lot in the first grade because the children did not speak English. But we had a connection with them because every day they had home work to do that needed evaluating: We had to learn the names of the children which we got right every day! So those were good points for us...

In the third grade we helped a little bit, because the children could not speak English well so we could not do a lot with them.. We had to observe only. But we learnt some new things from that as well. It was still fun to do.

In the week after the holidays we could

finally do something with the children. We taught the children of the third grade something about Belgium. They could ask us everything they wanted to know about Belgium or about us. Maybe this would have been better in the first week of our practice. But I think the teacher did not know what to do with us the first week, so observation was the best option for everyone.

We also got to do a role-play with the children of the third grade. They really love to do this. That is the same as in Belgium. They love to show us what they can do.

This school is in a very green environment. This is fine when the weather is sunny as the children get the opportunity to work outside. This is what they did last Friday when they had art. It was the same task they got on the Friday before Easter. So they already knew what they had to do.



As you can see in the picture: the children are working outside the classroom, doing what they have to do.

In the first grade we taught a Flemish song. "*Een hoedje van papier*". The children loved it. The next day they wanted to sing it again. We also taught them to count in Flemish. We helped



them when they had to make something. They asked us to help them in Danish which we tried, not knowing what they meant. But most of the time it was the right thing. So it worked out well.

Here are the children talking to their teacher in Danish:



Every Friday the first grade works together with the other first grade. This is very common in Belgium. But it is the first time I saw it here in Denmark. Perhaps it is because other grade classes are not supportive of this system and therefore do not do it as well.

I have really enjoyed these two weeks of practice here in Denmark. Thank you for that!

Teaching Practice at the German School

From Sandra's blog: **Sandra Schleck, ISELL, Liege, Belgium:** <http://sandra-Denmark.blogspot.com/>

For two weeks I have attended the German School in Haderslev. I am to follow a teacher of German and English.

In the final week I observed *her way of*

teaching for some lessons and here are some of the things I noticed and experienced:

- **Wanderdiktat:** (Wandering dictation) The text hangs outside the classroom and the pupils have to go, look at the text, memorize it and come back to the classroom to write it down on a sheet of paper. I think it's a funny way of organise a dictation. The pupils can move and work at their own pace.
- When the pupils have to present something orally (dialogue, poem...), the other pupils have the opportunity to react by justifying their opinion. Then the one who has spoken can choose the next person who is going to present his work.

- When a **teacher is sick**, another teacher **substitutes** for him. I had the opportunity to give one lesson to a 5th grade. It was not planned at all so I had to improvise a lesson. I started by asking them if they knew some French words, and I was quite surprised because they knew a few words like *Merci, bonjour, mademoiselle, pardon* and one could say *Omelette au fromage!*

Then I taught them a song "*Tête, épaules et genoux pieds*". They also learnt this song in English. So it was easier to teach them because they already knew the melody.

Finally we played a game called "*Stadt, Land, Fluss*". I really enjoyed it, and the pupils were very nice and friendly.

-I gave one French lesson today. It was great. The pupils were interested in this new language. I introduced some useful sentences like how to introduce oneself, and then we sang "Aux

Champs-Élysées". I really enjoyed this lesson. It was the first time that I taught French. During the preparation I was a bit worried because I did not know how to start and what to teach them. But I think I made the right choice.

-When a pupil has his **birthday**, all the pupils stand up, and they sing a song. I think it is a great ritual to mark this special day.

-They use text **books** quite often, and **do not photocopy** that much. They have an exercise book where they write down the answers from the book.

-The activities are often in **pairs** or at least they have the choice. They often have to write **dialogues** in English and them to read them aloud in front of the class.

-To introduce a grammar point they also try to make the pupils find out the rule by themselves, like in Belgium.

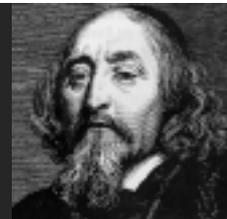
-They have **homework** to do for the next session. Usually it is a written task.

-They had a discussion in the 7th grade because an overhead projector was broken, and I think the teacher had a good attitude in solving the problem.

The pupils are polite and able to wait till one finishes talking before telling what they know.

-When they have to work in groups they are **allowed to go outside** or to the library to work. The teacher goes around seeing if they are really working and discussing their work with them.

-They regularly have to write a test, especially after a unit or a grammar point. The vocabulary test consists of a word list. They have to translate it into English. For the weaker pupils there is a list with the answers at the



end of the sheet.

-They had to present a book (summary+ read an extract+ opinion) It is a good activity to make them read books and go to a library, but I think it is not really interesting for the rest of the class because they are not really listening during the presentation, and the teacher doesn't really correct their mistakes.

-The municipality/school also organizes **visits to the dentist** or the doctor. Sometimes a nurse comes to the school. The only negative point is that if you do not live in Haderslev, then you do not go together with the other pupils. You have to make the visit in your own municipality. For the teacher it is not easy because at these times one part of the class is missing. It is the same problem with the confirmation lessons. The pupils do not go to the same priest.

My activities: 5th Grade: Language Portraits: each pupil had to draw his own language portrait. Then the volunteers could present it to the whole class. I think it's a good way to know more about the pupils and their language background (if they speak Danish/German at home/another language...) I taught again the song "tête; épaules, genoux pieds" It was funny and the pupils were enthusiastic again. Then we thought about the different languages, which are spoken among the classmates. I found the lyrics of "Brother John" in a lot of different languages. They could sing it to show to the others how their language sounds. Then I divided the class into 3 groups, and each group was responsible for one language (French, German and Danish), and they

sang all together (canon). I had a lot of fun, and I think the pupils did as well. I really like this age (12 years) because they are always motivated to do activities, and they are curious to learn more. Link: Brother John in all the languages: <http://ingeb.org/Lieder/bruderja.html>

7th Grade: Lesson Plan -Brainstorming about Belgium in groups: they didn't know a lot about it. Here are their answers: Belgian waffles, Brussels, different languages, Liège, chocolate, German minority, EU Parliament.

-Presentation of Belgium (power point): I tried to show them the most important aspects of my country. -Game: Questions. 10 questions in teams - then we corrected them together.

-Chocolate-tasting session

I think it was interesting for them because they could realise that Belgium is not so far away from their home, but they didn't know a lot about it. I hope they have learnt something as a result of my work in the German school.



Sandra working on her weblog.

The language portraits





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How does field experience influence pre-service teachers' learning?

Abstract

Cet article cherche à éclairer les possibilités d'apprentissage à travers une expérience sur le terrain dans un contexte norvégien. Notre première préoccupation est de savoir comment l'expérience sur le terrain pourrait contribuer au processus d'apprentissage des étudiants-professeurs.

The criticism of general teacher education in Norway may be summarized in one short sentence: The education does not live up to national expectations. Research and assessments indicate that initial teacher education is not highly valued and that teachers commonly perceive a gap between theory and practice in teacher education (Klette, 2002; NOKUT, 2006). This is also our own experience as teacher educators and as mentors for newly qualified teachers entering schools as qualified practitioners for the first time, and it is also accounted for through our own research (Munthe and Østrem 2001, 2002; Østrem 2007). But the gap between theory and practice is not only a Norwegian phenomenon and may constitute a challenge for teacher education all over the world (see for instance OECD 2005 for a review). In this paper, we wish to address the question of how field experience or clinical practice in schools may influence pre-service teachers'

learning.

Field experience in Norwegian teacher education

Most teacher education programmes throughout the world comprise field experience (teaching practice, school experience) and this component is seen as an essential element to teacher preparation. In Norway 20% of the total general teacher education programme consists of field practice. Pre-service teachers take part in field experience sessions right at the beginning of their first semester and are expected to teach diverse students in all subjects. Each field experience session lasts two to five weeks and takes place over four years. The teacher students are always organized in groups consisting of three to five teacher students, and this leads to fewer lessons being prepared per student during their practice sessions

than in-service teachers do in any given week. Also, because the field experience sessions only last 2-5 weeks each time, the pre-service teachers do not experience long-term planning and implementation. Throughout the period of practice the students are under supervision of the experienced teachers that normally teach the classes they come to. The supervisors are given courses in guidance and they also take part in meetings and seminars arranged by the university or the college that is responsible for the teacher education programme. These supervisors are regarded as teacher educators like the other different subject teachers at the college/university. Field experience also has its own plan in the national curriculum provided by the government.

Recently there has been a change in how field experience supervisors are recruited and employed. While they were employed individually before, it is now the school headed by the headmaster that is recruited. This places more responsibility on all staff members at the school including the headmaster. The practice schools and supervising teachers, in cooperation with subject matter teachers at the colleges / universities along with the students determine how the national principles of field experience can best be expressed in practice and in how the goals can be met within the framework of the national administrative documents.



1 st year of studies	2 nd year of studies	3 rd year of studies	4 th year of studies
8 weeks/40 days	8 weeks/40 days	4 weeks/20 days	dependent upon major

1st Year

Students are at the same school in the fall and spring

Fall: 4 weeks at elementary or middle school

Spring: 4 weeks at elementary or middle school

2nd Year

Fall: 5 weeks at an elementary or middle school

Spring : 3 weeks field experience where students take over a whole school

3rd Year

Fall: 2 weeks general/ subject area practice

Spring : 2 weeks optional advanced alternative practice

- elementary school
- middle school
- upper secondary school
- kindergarten
- practice in after-school programs
- practice in an Educational and Psychological School Services office
- training centre
- camp
- cultural and musical school
- museum practicum
- practice abroad
- private schools
- other placement, determined by subject teacher

4th Year

Is the same as for the 3rd year. (This is for students who have chosen a subject specialism)

Evaluation

Students receive a formal evaluation after each field experience period, along with a grade of pass or fail. For students who fail field experience, it is possible to repeat once. All field experience periods are obligatory and count

as an oral examination according to 1995 regulations. Throughout the school practice period students should receive clear feedback on how they are being evaluated. Students in danger of not passing the practicum must be warned in writing mid-way through the practice.

According to national standards and regulations, all responsible parties in the general teacher education program should continuously evaluate each student's suitability for the teaching profession. Teacher educators and fellow students are responsible for reporting any concerns about students' capabilities and suitability for teaching.

Supervision

For more than twenty years the guidance model developed by Handal and Lauvaas (1987) has been the ideal in Norway. These scholars stress that all guidance has to start from where the student is in his or her own thinking about practice, and the guidance aims at developing thinking about practice in more sophisticated ways. Theoretically, the model of guidance assumes relationships between thought and behaviour. The major assumption is therefore that guidance, which allows for careful consideration and reflection will have an effect on practices. Supervising teachers provide guidance on students' lesson plans, observe the actual lesson, and provide guidance after the lesson has been carried out. Pre-service teachers in Norway appear to value these periods of practice or field experience as the most influential part of their teacher education (Jordell 1986, Østrem 2007). When describing in what ways practice has contributed to their learning processes teacher students tell that they get the opportunity to "*see what's its like out there*" and to study how everything "*sticks together*". They especially mention the opportunity to observe other teachers and their ways of communicating with their pupils, which makes it possible for them to reflect upon who they themselves want to be. They also stress the importance of learning about themselves through action.



“ I have learnt about my strengths and weaknesses, and I understand more about what I have to work with to become the teacher I want to be”, one student says in an interview at the end of her teacher education course (Østrem 2007). Teacher trainees also seem to value the supervision they get during their field experience more than the teaching they receive at college/university because their supervisors often stress how they can improve. Field experience is not regarded as free from conflict, simplistic or unproblematic. Students report deliberating whether to quit teacher education following field experience due to feelings of shortcoming, lack of solutions to problems, and helplessness (op.cit. 2007). Even though it is viewed as valuable, field experience can also be a frightening experience to students.

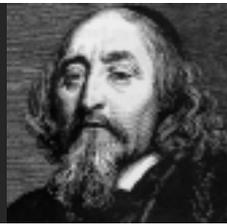
Discussion

Unfortunately, the question of how field experience influences students’ learning is a very difficult question to answer – but it is nonetheless a necessary question to study. We know very little about the effects of field experience and mentoring for Norwegian students’ classroom practices. Though students may seem to value these experiences highly, we do not know whether this experience contributes to conceptual or practical development, or whether field experience simply manifests previous attitudes and practice. Lortie (1975) drew attention to the fact that pre-service teachers (teacher students) have been engaged in an “apprenticeship of observation” during all of their previous years as pupils in schools. During this time they, often tacitly, form their understandings of teaching and learning and develop expectations for themselves and for the profession. We need to know more about what these understandings and expectations are, and how field experience influences change or development that can also be observed in practice. Sundli (2002) questions whether the mentoring provided to pre-service teachers in Norway contributes to reflection – or to control. In a small scale qualitative study that she carried out at one college in Norway, she found that scholastic models were merely transferred from supervisors to student teachers, directly and uncritically. She hypothesizes that this may in part be due to the student teachers’ needs to feel accepted and be a part of the school system. A recent review of research on methods courses

and field practice understanding of these factors. To do so, teacher educators need to engage in longitudinal research using multiple methods.

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A “Real Life Practicum” in Teacher Training Programme in Stavanger

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Abstract:

Dans cet article, un étudiant norvégien présente une variante d’un stage pratique organisé pour les étudiants de l’Université de Stavanger. Dans ce genre de stage les aspirants étudiants remplacent tout le personnel de l’école pendant une semaine et ce faisant, ils font l’expérience de la vie réelle de l’école et de la responsabilité des professeurs. A la différence de ce qui s’est fait jusqu’alors, les étudiants découvrent l’école en tant qu’organisation et voient comment celle-ci fonctionne de l’intérieur. Cette variante du stage pratique est appréciée comme une expérience précieuse avec beaucoup de travail, des défis, de la coopération et du plaisir qui aident les étudiants à devenir meilleurs professeurs.

Introduction:

In this article a Norwegian student outlines an alternative practicum which is arranged for local students at the University of Stavanger. In this kind of practicum the student teachers replace all the staff of the school for one week and doing so, they encounter real school life and the responsibility of teachers. Students learn about the school as an organisation and see how it works from the inside in a total different way than before. This alternative practicum is regarded as a valuable experience full of hard work, challenges, cooperation and joy, preparing students to become better teachers.

The second-year students at teacher programme at the University of Stavanger have in spring a 3 weeks practicum that differs from other practicums in the programme. The students actually take over the whole school while the teachers travel away to do in-service training.

The principal of the school, the vice headmaster and all the teachers leave to take a course and/or travel for study visits. Then the students come and take their role for a week. When we did this, we were at the school four days to watch and learn, and then we worked there on our own for a week. Normally the students are at the practicum school nine or ten days observing in advance, and then they teach and run the school for one week.

I was at a school outside Stavanger. It was a big school with pupils from first to tenth grade, 660 all together. We were 55 students there.

To do this requires a lot of preparation, from the university, the students and the school. We did this in February, but the preparation (for us students) started in the beginning of October. The principals came and spoke to us about their school. We had to apply for jobs as principal and vice principal. All the others who intended to work

as teachers did not have to apply. In December we had a meeting with the principal and the student-principal. We choose which class we should teach in and got the timetable of the teacher we would “be” (replace). I was in first grade with another student (there are always two teachers in first grade, in all the other grades there is only one teacher per class).

During this alternative practicum the student teachers are expected to do all work at the school and this means also to discuss internal problems concerning teaching or pupils’ behaviour within the team of student teachers. The group of student teachers has to manage everything on their own. In case of major problems (real crisis or danger) there are routines of how to handle them by asking for support from the principal of a neighbourhood school. As far as I



know, this has never been necessary.

Real teaching in a real school:

In February we went out and started the practicum. The first days were really busy. My class had 23 wonderful pupils and we had some great days when we got to know them. We also learned all the routines at the school, their rules; simply their way of doing things. Our teachers were great, they really prepared us for the work we

should do in class. When they left, I and my partner student felt ready to step in to the classroom and face the class alone. Every class is different. We were lucky and felt it went really well. That is only thanks to our pupils who were as angels all the time, and to our teachers who had helped us before they left. Of course we had some challenging episodes along the way, but in my class they were few. I know other students struggled with a lot bigger problems than me.

When you have a traditional practicum during your teacher programme you are always used to have the real teacher watching you. This has its positive and negative effects. Somebody is always watching every step you take and every word you say. You are never alone, if anything happens there's someone there to help you out. When you have a practicum like this, that skilled person isn't there anymore. Every challenge coming up, you have to deal with it; every change that needs to be done, you do it. If five kids starts going in five different

directions you must choose which one to follow. During this you learn a lot about yourself as the person in charge in the room. You are now the one to solve a conflict, end a discussion, help, care, and be there for the kid when it comes to you. During that week you are the teacher, the one 23 pupils rely on and come to if anything happens. Doing this, teaches us more about being out there as teachers in the school. You learn to take more responsibility, work with many people and cooperate with them. Me and my student partner had worked together before and knew each other and our way of doing things. We cooperated really well all the

time. We learned a lot about school as an organisation and realised how it works at the inside in a totally different way than we had imagined before.

This practicum was an experience full of hard work, challenges, cooperation, fun, joy and episodes with the kids you'll remember for life. It is a good and different way of having a practicum and in my opinion it helps you to become and prepares you to be a better teacher.

Vibeke Kvamso Mydland





Lia Frederickx

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School experience and internationalization

Abstract

When students participate in an international exchange program, school experience is always part of the deal. However this item is organised differently in the various countries (let it be observation, participation or actually teaching), you can't ignore the value of it. Of course students all want to go 'into practice' and have a look for themselves in the 'real school life', they want to meet children or youngsters of the other country, they are curious how school life will be like. Nevertheless they sometimes doubt their own capacity to effectively teach themselves in a context with a 'foreign language'. This article gives an impression on the experiences of three Erasmusstudents: two of them are students at Katholieke Hogeschool Mechelen, the third one came to Mechelen as an Erasmusstudent.

Bien sur que les étudiants participant aux programmes d'échange Erasmus savent que la pratique fait partie de leur travail dans le pays étranger. Les stages sont organisés différemment dans chaque institut, c.à.d. que l'accent est mis soit sur l'observation, la participation, soit sur l'enseignement. Aussi la durée peut varier. Mais l'expérience de chaque étudiant est toujours claire sur le point de ce stage: la valeur d'avoir eu la chance de goûter a la vie quotidienne d'une école à l'étranger, de voir les différences, de remarquer que les enfants sont les mêmes autour du monde, cette valeur les accompagnera pour le reste de leur vie. Dans cet article vous trouverez les expériences de trois étudiants Erasmus: deux étudiants de Katholieke Hogeschool Mechelen (Belgique) et une venant de la République Slovaque qui était chez nous pour son Erasmus.

Gerrit is in his last year Bachelor of primary education. He went to Stavanger, Norway on Erasmus for three months and however his school experience took only a week, these observations were of important value to him.

As a future teacher on Erasmus in Norway, it was interesting to compare the way of teaching both at the university and in primary school. Reflecting upon my experiences being

a student at the University of Stavanger and doing practice as a teacher provided me with new ideas I can use in my own teaching.

First of all I could notice that everything runs a lot slower than in my own country. Teachers in Norway take their time to explain certain topics. The general atmosphere is more relaxed. In kindergarten, children get a lot of free time to play. Most of the time children in kindergarten play

outside, despite any weather conditions. After all, Norwegian motto says: 'There is no bad weather, only bad clothes'. Talking with other Belgian students studying to become a preschool teacher, they also had the impression that children in kindergarten have to obtain very few cognitive goals during one day. Most of the time children play by themselves or play with their peers.

From the observations I did in Haga



Skole, a primary school in Tananger, I could notice the same. I did my observations in the fifth grade. There were 20 pupils in the class. Things run way much slower than in Belgium. In addition to this, children only have to go to school until two o'clock in the afternoon. There isn't any form of assessment as we know it in primary school. Children receive no grades and every child of the same cohort can pass to the next year despite of their cognitive level. This doesn't mean that children don't get any feedback on their achievements. The process seems to be more important than the results or the products.

I noticed more emphasize is being put on training children in social skills. They get a lot of opportunities to play with each other and to reflect upon their relationships with peers. Something very interesting and something I'm going to take home with me, is the fact that the teacher of my class arranged every Friday free space in her schedule to give the children the chance to talk about things that went wrong or problems they had. They would sit together in a circle and discuss anything concerning social relationships with peers and teacher. This is a great opportunity for the children to gain skills in social behaving. Fights between children are being solved in a proper way and the children get the chance to make there own suggestions about there own learning process.

For me this was a good example of my teachers' way of organizing her teaching. Having this talk every week, at the same time, makes it clear for

children: this moment will come and there will be time for us to talk and discuss. On top of this, the teacher also makes sure to rearrange the classroom and create an appropriate climate to talk about the concerns of the children. The setting in which these talks take place is very important in order to succeed.

Ellen is a colleague of Gerrit. She went to Madrid, Spain on Erasmus exchange and had the opportunity to do four weeks of practice. Her conclusion: 'The teaching practice had a positive influence on my self-confidence, my perseverance, my flexibility and my creativity'.

During the four weeks of my practice, I became more self-confident. It was a big challenge for me to teach in another language and in a different educational system. During the first days I needed some time to get used to teach in English and to speak Spanish with the children. I also had to get to know the Spanish school system. In the beginning I was a little bit scared to teach in English and Spanish, because it was not easy to find the right words to express myself. Sometimes I had the feeling that the children did not understand my English explanation and I could not answer all of their questions in Spanish. I used a lot of gestures to make clear what I wanted to say. Thanks to my perseverance I succeeded in solving these language problems. After a few days I really enjoyed teaching English and practicing my Spanish by talking with pupils and teachers.

I believe that I improved my own work point 'creating more discipline in a classroom' during this practice. To keep pupils quiet during the lesson is not a quality of me. That is the reason why my aim for this practice was: 'keeping the class under control when I am teaching'. So during the first week I made a few class rules and discussed them with the children, e.g. you need to raise your hand when you want to say something. I used a traffic light in order to arrange the rules. Green light meant that rules were respected. I changed it to orange if pupils started to talk amongst themselves. Red light meant too much noise in the class. This traffic light really helped me to get the attention of the children, because the aim was: 'trying to let the green light burn during most of the time.

Thanks to the experience of teaching in a foreign language and in a different school system, I became more self confident. During this practice I also learned to be flexible. When my mentor was ill for three days, I suddenly had to replace him. In the beginning of the day I received the subjects of the lessons that I had to give during the absence of my mentor, so I really had to be creative. I had to think about suitable and interesting activities. When we finished earlier then expected I had to improvise. Now I also dare to take more initiative. I didn't want to do mainly observations, so I asked my mentor if I could teach as well and if I could do some activities for my final work in Belgium. At the end of the practice my mentor told me he learned a lot from me. It was very nice to hear



that he appreciated my work and effort.

Zuzana Vlnkova was one of the Erasmus students in teacher training of Katholieke Hogeschool Mechelen, coming from Slovakia and studying to become a language and art teacher. Her reflections on her school experience are like a mirror for us: as a stranger coming into our school system she observed things starting from a different framework, pointing out some strengths and weaknesses of how we organise education in a secondary school.

It is worldwide known that the best way how to learn something is to practice it! And teaching is not an exception. If you want to learn how to teach you have to teach, practice teaching. Of course background knowledge is also important but practice is practice and always will be.

I was very glad to have the chance to experience “life” in a regular school in Belgium. It was a great opportunity for me to be able to teach in secondary school, it is a very valuable experience for me. When I first made contact with the school I was very pleased with the reaction of the teachers of English. They all were very nice and interested in having me in their class for both observation and teaching. It put me on ease and made me more stressed about teaching, of course. They made all the arrangements and they always gave me a choice. It was a very warm welcome to the school.

The most visible differences between secondary school in Slovakia and Belgium are of course school and

classroom management. I found it very strange that students did not have their own class, but moved from class to class depending on the subject of the class. In Slovakia most of the subjects are taught in one class that is like a base for the students. They stay in the class; they have their classes in that classroom and they spend their breaks in their classroom. Exceptions are classes like chemistry and biology and geography – that is when students move to specially arranged classrooms that have all the required aids and materials to work with.

The same situation is for the teachers. In every Slovak school there is a one big teachers’ room that is used for meetings of all teachers and all the paperwork is kept there. Besides that room every teacher has his/her own cabinet – little room shared with one or two more teachers, where the teacher has his/her desk and own space to work in and to spend breaks in. I find it very convenient and comfortable as opposed to Belgium where teachers are wanderers. I also noticed that teachers go to school with extremely large bags, mostly on wheel because they have to transport all their books and material – this is probably caused by the fact that they don’t have a place in the school where they could store it. The fate of the teacher in Belgium is very hard.

These are some aspects that you can see at first sight. Of course there is another aspect and that is educational process itself. I had a chance to observe a couple of classes given by several teachers, so I can say that what am I going to write, discuss and/or

compare should be objective.

I can’t help the feeling that classes in Belgium are more practical than in Slovakia where students are made to memorize a lot. Of course this is changing nowadays. Still more and more young teachers bring new light into the class, but there are still the older ones who keep on their out of fashion style.

Teachers in Belgium are more accessible; they interfere with students more than teachers do in Slovakia. Belgian teacher, I would say, fulfil more if not all, of the requirements that are nowadays assigned to teachers.

Students do a lot of group work and other methods that I have only seen described in books before. Corner work, cooperative learning – I can’t say that we have never heard of it in Slovakia, it’s just it’s not that common. That of course is a pity because it has lots of benefits for students and even for teachers. Students in Belgium are assigned to do more work, but the work is not as difficult and most of the time is fun.

Mrs. Trunchbull said in one of Roald Dahl stories: “When you’re having fun, you are not learning!” Every teacher has to know that when you’re having fun (when you’re highly involved) you learn the most! Teachers in Slovakia are aware of it but are afraid to use it. Teachers in Belgium make sure that students “are having fun”.

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How to deal with school bullying: opportunities for policy learning from Norway

Abstract

Dans cet article, je confirme avoir été reçu comme lecteur à l'Académie pédagogique de Vienne en janvier 2006. Les professeurs Maria Felberbauer et Brigitte Bruscek ont été mes hôtes et m'ont témoigné beaucoup d'affabilité. Durant mon séjour à l'Académie, j'ai donné des cours et j'ai dirigé des ateliers afin de partager l'expérience acquise à l'issue de deux programmes anti-brimades, programmes menés en Norvège et dont les résultats furent satisfaisants. L'idée principale de ces deux interventions était de mobiliser l'énergie morale potentielle qu'on trouverait chez les spectateurs passifs en les invitant (et l'école toute entière) à dire « Non aux brimades » d'une manière collective.

In this short article, I document my visit as a guest lecturer to the Pedagogic Academy of Vienna in January 2006. Professor Maria Felberbauer and Professor Brigitte Bruscek, who hosted my stay, offered me every kindness. During my time at the Academy, I lectured and held workshops on the promise of lesson-drawing from two successful anti-school bullying programmes that were developed in Norway. The Big Idea in both of these interventions is to mobilise the potential moral energy that is to be found in passive onlookers by getting them (and the school as a whole) to say collectively 'No to bullying'.

In the lecture hall, I often tell student teachers that a new and promising surgical technique is 'culture-proof' in that, if implemented properly, it can be carried out successfully anywhere in the world. I also tell them that such is rarely the case when seeking to 'transplant' a pedagogical intervention (e.g. an anti-school bullying programme) from one country to another country. Cultural variations make it difficult to graft a 'one-size-fits-all' pedagogical intervention onto unique local or national settings (Stephens et al, 2004; Stephens et al, 2005).

Notwithstanding, it would be wrong

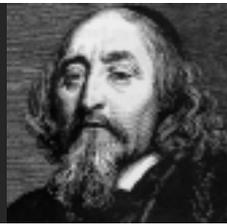
to think that lessons cannot be learnt from a little intelligent and selective policy borrowing, provided that the 'home' country is prepared to look elsewhere, and to do so *critically*, for new solutions to old problems to be solved at 'home' (Phillips & Ochs, 2004).

I was therefore delighted to accept an invitation from Professors Maria Felberbauer and Brigitte Bruscek, at Pädagogische Akademie der Erzdiözese in Vienna, to see if Austria might be interested in 'borrowing' (and adapting) some policy and practice ideas from two home-grown, Norwegian, anti-school bullying

programmes:

1. Project Zero, developed by my colleague, Professor Erling Roland, at the University of Stavanger;
2. The Olweus Programme famously named after its founder, Professor Dan Olweus, at the University of Bergen.

So, in January 2006, I packed my bags and travelled from a very cold Norwegian winter to an even colder Austrian winter, made up for, I must add, by the very warm reception I received from the two kind Austrian professors, their colleagues and their students. My mission, courtesy of the



professors, I presented one of the Big Ideas to be found in both Project Zero and the Olweus Programme – unlocking the Good Samaritan Effect. Let me explain.

While most pupils have seen other pupils being bullied, many bystanders try not to get involved (Smith & Shu, 2000). In addition, a passive audience may inadvertently ‘reward’ the aggressive behaviour of bullies, many of whom like put their reputation on public display (see Andreou et al, 2005).

Project Zero and the Olweus Programme set out to encourage ‘neutral’ pupils to react against bullying by, for example, reporting the behaviour to adults and by offering comfort to the victim. Both interventions promote classroom activities that help to heighten pupils’ concerns for the victims of bullying, thereby encouraging neutral peers to shield victims and to say “No” to bullying.

By mobilising empathetic (and sympathetic) peer support for the victims of physical and social violence, schools can unlock the Good Samaritan in the onlooker and foster a more protective school and classroom climate for everyone. How this is to be done will vary from country to country and from school to school. But getting pupils to be kind to each other must surely be a universal aim.

What do you and your students think, Brigitte and Maria? Oh, and before I forget, thank you very much for looking after me so generously during my stay in the beautiful city of Vienna. I’ll be back!

Last but not least, I must thank my colleague, Associate Professor Monika Røthle, at the University of Stavanger, for her unstinting help and support in making this teacher exchange happen.

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Paul Stephens





La formation pratique à la Haute Ecole Pédagogique du canton de Vaud (HEP VD)

Irene Lys
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Résumé

Cet article est divisé en cinq parties qui présentent chacune une perspective différente de la formation pratique à la HEP VD. La première partie énonce successivement les prescriptions nationales par rapport à son volume en regard de celui de la formation entière pour les différentes filières d'études. Puis, nous aborderons l'inscription de la formation pratique dans le cadre d'un référentiel des compétences professionnelles qui éclaire les finalités, assure la cohérence et balise l'évaluation de toutes les facettes de la formation initiale et continue des enseignants(es) du canton de Vaud. La troisième partie envisage les modalités de l'alternance intégrative entre la formation théorique et la formation pratique et la quatrième partie s'intéresse à l'évaluation des compétences professionnelles acquises. Finalement, la cinquième partie présente brièvement en exemple les trois phases de formation pratique des futurs(es) enseignants(es) préscolaires et primaires.

Summary

This article is divided into five parts which present each one a different aspect from the teaching practice training programme at the HEP VD. The first successively states the national standards of its volume compared to that of the whole training programme for the various school-levels. In the second part we will approach the inscription of the teaching practice programme within the reference frame of professional competences which clarifies the aims and objectives, ensures coherence and marks out the evaluation of all the facets of the initial and continuous teacher training of the canton of Vaud. The third part considers the methods of integrated alternation between the training in educational theory and didactics and teaching practice, and the fourth part is interested in the evaluation of acquired professional competences. Finally, the fifth part briefly presents in example the three phases of the professional teacher training of future pre-school and primary teachers.

Sa part dans le volume global de la formation : les directives à l'échelle nationale

La Haute Ecole Pédagogique du canton de Vaud (HEP VD) est une des 15 hautes écoles pédagogiques qui, depuis le début de ce siècle, prennent en charge la formation des enseignantes et enseignants en Suisse à différents niveaux. Bien qu'essentiellement du ressort des cantons, la Conférence suisse des Directeurs cantonaux de l'Instruction Publique (CDIP) est l'instance qui règle la reconnaissance des différentes

filières d'études sur l'ensemble du pays en définissant les conditions minimales de cette formation à l'échelle nationale.

Ainsi, les 13 hautes écoles pédagogiques qui offrent la filière d'études *Bachelor of arts* menant généralement à l'enseignement préscolaire et primaire doivent consacrer 36 à 54 des 180 points ECTS à la formation pratique (42 points ECTS à la HEP VD). La formation menant à un *Master en enseignement secondaire I* qui est proposée par huit hautes écoles pédagogiques, deux instituts universitaires et une autre institution du niveau tertiaire,

correspond à un total de 270 à 300 points ECTS. Dans chacune des disciplines didactiques, cette formation doit comprendre au moins 48 points ECTS pour la formation pratique professionnelle (50 points ECTS à la HEP VD). Finalement, dans les neuf institutions qui, consécutif à un Master ou diplôme(s) équivalent(s) attesté(s), proposent une formation *Master of advanced studies* menant à l'enseignement au secondaire 2, la formation pratique doit comprendre au moins 15 des 60 points ECTS (20 points ECTS à la HEP VD, partagés entre stages, séminaires d'intégration et une partie du mémoire professionnel).



Son cadre : le référentiel des compétences professionnelles

La HEP VD a choisi d'inscrire tous ses parcours de formation dans le cadre d'un référentiel de compétences professionnelles qui comprend onze compétences-clés d'un(e) enseignant(e) expert(e) et leurs composantes. Elaboré par l'ensemble des formateurs et formatrices en compatibilité avec le référentiel en cours de développement au plan suisse romand et avec les standards internationaux, ce référentiel veut englober toutes les dimensions de la profession.

Ainsi, il détermine aussi bien les dimensions théoriques de la formation initiale et continue que leurs éléments pratiques. Différencié par niveaux de maîtrise, le référentiel dicte également le principe général de l'évaluation des acquis théoriques et pratiques tout au long de la formation initiale.

Son profil : l'alternance intégrative entre théorie et pratique tout au long du parcours de formation

Dans la HEP VD, la formation pratique s'effectue en trois phases moyennant des stages- blocs et des stages-filés dans les « établissements partenaires de formation » (EPF) sous la direction de praticiennes formatrices et de praticiens formateurs engagés par la HEP. L'alternance entre la formation théorique et pratique permet à l'étudiant(e) de structurer progressivement ses compétences en prenant appui sur les apports propres à chacun des pôles de formation : le «

terrain « devient objet d'analyse, la réflexion théorique se propose d'être l'activateur des pratiques de classe, leur articulation étant ainsi un élément moteur d'une pratique réfléchie.

Les professionnels(les) de l'enseignement sont chargés(es) de l'accueil des étudiants(es), de leur formation pratique progressive sur la base d'un contrat de stage établi avec l'étudiant(e) au début de chaque stage, de l'évaluation formative continue ainsi que du bilan certificatif à la fin de chaque phase de formation.

Plusieurs éléments visent à articuler les pratiques effectuées dans les établissements partenaires de formation et les modules de cours en HEP. Voici quelques exemples :

- les objectifs, thématiques et consignes des stages sont élaborés en collaboration avec les praticiennes formatrices ou praticiens formateurs pour favoriser les allers-retours avec le terrain ;
- certaines activités plus ponctuelles à réaliser en stage pour des didactiques spécifiques sont préparées avec les formatrices et formateurs de la HEP ;
- des récoltes de données effectuées et des travaux produits durant les stages sont exploités et évalués dans le cadre de modules de formation.

Son évaluation : l'auto-évaluation, l'évaluation formative et certificative en regard de niveaux de maîtrise différenciés selon chacune des phases de formation

En cours de stage, un ou plusieurs

retours d'informations sont offerts à l'étudiant sur le niveau de ses acquisitions par rapport au contrat de stage : les praticiennes formatrices ou praticiens formateurs transmettent à l'étudiant une évaluation formative dans le *document de suivi formatif des stages*. Ce document, géré par l'étudiant(e), est conçu de manière à ce que l'étudiant(e) puisse se constituer, tout au long de ses études, un dossier de formation pratique, dossier dans lequel il(elle) aura construit son processus de formation pratique en regard du référentiel de compétences commun, de ses besoins particuliers de formation et sur la base des recommandations faites à l'issue des précédents stages.

A l'issue de chaque phase, l'évaluation certificative détermine l'attribution des crédits ECTS du stage. Cette évaluation sommative mesure l'atteinte des niveaux de maîtrise des compétences professionnelles fixés par le plan d'études et mentionnés dans le descriptif du stage, en relation avec chacune des compétences travaillées. Le résultat de l'évaluation certificative est communiqué aux étudiants(es) sous forme de notes correspondant à l'échelle européenne de A à F.

Un exemple : stages dans les trois phases de formation de la filière Bachelor Préscolaire – Primaire

1^e phase : Sensibilisation (1^e année)

Les stages de la première phase ont pour but de donner l'occasion à l'étudiant(e) de découvrir la profession, d'identifier différentes modalités d'enseignement et



d'expérimenter des dispositifs d'enseignement. Ces premiers stages permettent à l'étudiant(e) de découvrir le champ professionnel, d'entraîner les gestes professionnels de base et d'explorer d'autres cycles d'enseignement. Ces stages sont organisés sous la forme de stages-blocs d'une ou plusieurs semaine(s) et totalisent 12 crédits ECTS.

2^e phase : Pratique guidée (2^e année)

Les stages de la deuxième phase permettent à l'étudiant(e) de mettre en oeuvre des principes didactiques et d'intégrer les aspects transversaux de l'enseignement. Ces stages amènent l'étudiant(e) à lier didactiques et aspects transversaux, à observer et analyser une procédure de décision et à réaliser une à deux études de terrain. Ces stages sont organisés sous la forme de « stages-blocs » et de « stages-filés » (un jour par semaine sur toute l'année scolaire). Ils totalisent 12

crédits ECTS.

3^e phase : Pratique autonome (3^e année)

Deux stages « professionnels » permettent d'exercer la gestion complète de la classe dans un enseignement à temps partiel de 30 à 50%. Selon les places de stage disponibles et le plan de formation de l'étudiant(e), ce(cette) dernier(ère) peut accomplir ce stage dans des classes tenues par des praticiennes formatrices ou des praticiens formateurs ou tenir une classe en remplacement d'un enseignant(e), sous la supervision d'une praticienne formatrice ou d'un praticien formateur. Les stages de dernière année sont organisés sous la forme de « stages filés » (plusieurs journées par semaine sur toute l'année scolaire) et totalisent 42 crédits ECTS.

¹ Cet article est une compilation de différents documents qui peuvent (en partie) être téléchargés sur Internet.

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‘Children can be sitting in groups but not necessarily working in groups’ Beginning Teachers reflecting on talk in Denmark and the United Kingdom.

'Now we are a big group together with me in the chain' Danish student teacher

What do beginning teachers think about talk in the classroom? This article describes some attempts to reflect on talk with undergraduate students in Denmark and the UK around four main areas. Teacher talk and how to get lessons started, the challenges involved in promoting small group work and how to organise the plenary or feedback at the end of a lesson. The teachers were also asked to comment on what measures might assist them in promoting small group learning.

The trainee teachers completed these questionnaires in Denmark, at CVU Sonderjylland, during an Erasmus teacher exchange in October 2006, and in the United Kingdom, at Kingston University, in October and November 2006.

"Maintenant, nous sommes un grand groupe tous ensemble avec moi" Une future enseignante danoise, "Que doit dire l'enseignant aux étudiants", lorsqu'il commence sa leçon ? Cet article décrit les points de réflexion à discuter avec les étudiants aux Danemark et en Grande Bretagne. Quatre domaines sont abordés. La parole de l'enseignant et comment commencer une leçon, les défis de l'organisation du travail en petits groupes, comment prévoir le retour en grand groupe à la fin de la leçon. Les professeurs ont été également invités à réfléchir sur les mesures qui pourraient les aider dans la promotion de l'apprentissage en petits groupes.

Les futurs enseignants ont complété ces questionnaires au Danemark, au CVU Sonderjylland, durant un échange d'étudiant Erasmus en octobre 2006, et en Grande Bretagne, à l'Université de Kingston, en octobre et novembre 2006.

What do beginning teachers think about talk in the classroom? This article describes some attempts to reflect on talk with undergraduate students in Denmark and the UK around four main areas. Teacher talk and how to get lessons started, the challenges involved in promoting small group work and how to organise the plenary or feedback at the end of a lesson. The teachers were also asked to comment on what measures might assist them in promoting small group learning.

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Danish schools / the Folkeskole

Danish children start school at 6 and leave that school for a new school at 16. Primary schools and Secondary schools are joined together and called Folkeskole. The school I visited in Haderslev, Favrdalskolen, was divided into 3 houses or blocks for the different age groups but the teachers taught their specialist subjects to the full age range of children.

The atmosphere in the school was very relaxed and informal. The teachers were called by their first names in all teaching groups. The children wore no uniform, a feature of all schools in Denmark. The mood in the classroom was friendly and



relationships were good and confrontations seemed rare. This was a school in a small town. Others have also commented on the informal relationships in Scandinavian schools (Simpson, K and Haydon, B, 2006) who visited a school in Kristineholm, south of Stockholm, point out that 'Sweden is a long way further down the road to developing children's responsibility for learning than we are in the UK'.

The standards of English spoken by the children in the main stream Grade 7 class (12/13 year olds) were high. The teacher started her English language lesson by talking to the children about their weekend and their football team and getting them all to introduce themselves to me before focusing on what the children were going to do, which was a creative writing task. The teacher spoke for quite a long time and then the pupils asked lots of questions about the task and they appeared set up for the week. The approach was child centred and relaxed, the staccato rhythms and voices of the secondary classrooms I am more familiar with in urban settings were absent. The atmosphere reminded me more of a relaxed Year 6 classroom before the SATS era. Some of the female children were very confident in speaking English and came over to talk to me about fashions of school wear and how I felt about the tube bombings in London.

The small special needs group of four 14/15 year olds was preparing a power point about themselves and their ambitions and they were able to construct simple sentences in English.

The pupils in Grade 7 had completed a Reading test and were told that they had all done well but no grades were awarded. Grades are not given until

Grade 8. Some of the pupils expressed a little dismay about this. There are no exams in Denmark until Grade 9 (14/15 year olds) but there is great interest in pupil reflection and evaluation and children are encouraged to set their own targets.

Change

The Danish government is making some changes to teacher education, amalgamating colleges and encouraging teachers to specialise in fewer subjects. The soft Danish education system is being subjected to closer evaluation and management. There are European wide influences on teacher education and schools that are present in Denmark. One Danish student, writing during an Erasmus exchange to Kingston University, suggested that there was pressure on Higher Education in Denmark to be more self-financing, that kindergartens and nursery and reception classes were being pressured to have a stronger instructional/educational focus rather than an educational focus based on play and that a debate on setting children by ability was beginning similar to the debates in Britain. 'Pupils,' she argues, 'from a government perspective are observed as future investments' (2005).

Issues involved in reflection on talk

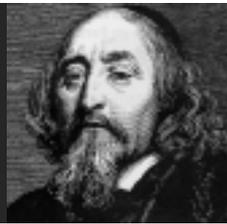
My experience as a teacher in several London schools stimulated my interest in pupil reflection on talk as a way of students gaining more knowledge of different talk repertoires and a deeper understanding of how we really learn. Sustained talk tasks and reflection on talk seemed to have a positive effect on student self-confidence, strengthening group identity and trust

amongst students and between students and teachers (See Coultas, 2006a).

Teacher trainees in the UK and in Denmark also seemed to welcome the idea of more reflection on talk. In Denmark the lecturers were very interested in the concept of pupil and student reflection, as self-evaluation has become an important theme of discussion in debates on assessment. Encouraging pupils to reflect reinforces the idea of children taking responsibility for their own learning.

In the lectures on collaborative learning and whole class dialogue, I was able to use a training loop that allowed participants to identify and analyse the methods used to teach them. This training loop involves participants taking part in an experience, an example of group work or a whole class discussion, and then reflecting and thinking about how to use this model in devising talk-based lessons for children.

The planning frames and models for talk used in the lectures was therefore made very explicit. This included examining the five stages of engagement; exploration, transformation and review in planning for effective talk. This model is based on the work of the National Oracy Project, (See Norman, K, 2002), and is developed in Chapter 11 of *Constructive Talk in Challenging Classrooms* (Coultas, V, 2006b) where *Training Teachers for Talk* is discussed. These frames and models of learning are not restrictive. They are aimed at empowering teachers to plan for interactive lessons using the pupil's prior knowledge, direct experience, building on and developing pupils' existing skills in



Context of this enquiry

The lecturer was an active participant in the process of discussion and the elicitation of students' responses to the semi-structured questions. The themes of the lectures will therefore have influenced some of the answers. Given the scope of the investigation it was not possible to observe these students teaching. It was clear, however, that some of the Year 3 undergraduates had tried to promote learning in small groups during several school placements.

While it would have been preferable, from the point of view of a full response, if the Danish could have been placed alongside the English, the Danish lecturers welcomed the 'real' reading and writing opportunity for students studying English as a Foreign language.

The questions that prompted students to reflect on talk included a consideration of the problems that students and others encounter in getting the attention of the whole class. This is an area that has not featured centrally in the literature on small group learning and dialogic talk.

Implications for beginning teachers

Teacher Talk

Off task talk was the key problem for both groups of students in getting the attention of the class. English beginning teachers tended to emphasise the use of formal cueing systems. Danish students placed more emphasis on 'being authentic' or 'using the teacher's gaze' 'lowering your voice' highlighting the psychological dimension of teacher self-confidence. Whilst the Danish

students were studying Rhetoric to develop their skills in oral presentation and the English students had experienced storytelling and drama, all the students were interested in learning more about developing the most effective modes of teacher communication in the classroom.

Small group learning

Overall the response of beginning teachers in both countries revealed strong support for promoting small group learning and a realistic understanding of some of the problems that this type of learning can present.

The problems students identified in promoting small group talk included 'the class teacher's attitude' and the fact that 'there is little evidence of oral work' because of its transitory nature. Students from both countries reiterated the point that pupils were often reluctant to work outside their friendship groups and that some pupils had poor social skills. Some students in the UK said that they had had to look outside the literacy hour for opportunities for collaborative and explorative talk using discussions in science and circle time.

Students from the UK and Denmark demonstrated a shrewd understanding of what constitutes 'real' group work, where the children have to negotiate meanings, discuss, decide and give reasons for their choices and opinions. The Danish students suggested the task had to be an exciting one and that the children needed to be given the independence to find things out on their own. UK students noted that having children sitting in groups did not necessarily constitute real group work. Both groups of students focused on the need to teach pupils to work in

groups effectively.

The UK students mentioned the role of the teacher in managing the groups as they were working and also discussed the role of a second adult in supporting and developing group work for example for assessment. spoken language.

A range of strategies

A range of strategies was suggested for promoting group work in schools and classrooms by both groups of students.

Collaborative planning and reflection by teachers:

- Careful planning for group work, including visual cues where appropriate
- Planning with another adult/teacher to make group work more effective
- Breaking up teacher talk with partner talk to make the introduction more interactive
- Teacher choosing the groups and creating mixed ability groups for some tasks
- Clear learning outcomes for the groups
- Telling pupils in advance that they will be presenting in the plenary

Rehearsal and practice by students and teachers:

- Making group work a regular feature of lessons
- Rehearsal of group work
- Thinking prompts to promote equal participation in group discussion
- Explicitly teaching sharing skills,



modelling group or pair work, using praise and rewards for good listening and co-operation in groups

Whole school approaches:

- A whole school approach/ethos to speaking and listening e.g. common cueing systems, talking heads, an appreciation that promoting small group talk was not a sign that the teacher was not in control of the class
- More action research in this area to support teachers in developing this mode of pedagogy

The Plenary

For the plenary there were many common responses. The theme of bringing the pupils together and sharing knowledge so that pupils could learn from each other was strong in both groups of students. Open-ended questions were advocated and pupil led plenaries were favoured. Strategies for the plenary mainly focused on planning for open-ended discussion through questioning. The students did not develop this into a closer discussion of the types of talk available to the teacher at the end of a session for example speculative comments or the teacher playing devil's advocate or encouraging the pupils to generate questions.

For Teachers in Initial Teacher Education

The Danish lecturers I met during my exchange were eager to discuss the models for learning in small groups, the issues posed in the questionnaire

in terms of their own pedagogy in lectures and the challenges of promoting small group work in urban schools. The 3 lecturers I spoke with all used group work in their sessions and they often asked students to choose a point that they would like to discuss with other students. To improve conditions for the use of this type of pedagogy in universities, they wanted enough room for group work, similar approaches from other colleagues and better tools for developing activities for English as a Foreign Language students to talk in small groups.

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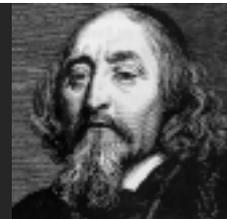
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Creating an Interactive Virtual Network to Mentor and Evaluate Students on Mobility

Les Déclarations de Sorbonne (1998) et Bolonia (1999) ont été un point de départ dans la création d'un Espace Européen pour l'Education Supérieure qui doit atteindre avant le 2010.

Notre université, et plus concrètement notre Faculté, a participé activement depuis le début dans des programmes de mobilité. Après beaucoup d'années d'expériences satisfaisantes, on aperçoit l'importance d'une coopération entre les institutions universitaires d'Europe.

On a lancé un projet, dans lequel on travaille déjà, pour faciliter la mobilité internationale à travers l'utilisation de nouvelles technologies. Utilisant une website virtuelle on veut établir plus de canals de communication interactive entre les élèves, professeurs et coordinateurs internationaux qui offrent des lien d'intérêt et la possibilité d'ouvrir des forums.

Pour Septembre 2008 on pourra offrir une avance du projet pour qu'elle soie d'utilisation commune pour tous les membres de l'Association Comenius.

Introduction

Within the European Union, the Sorbonne (1998) and Bologna (1999) Declarations have started the process to promote the convergence between educational national systems that will allow the creation of the European Space for Higher Education before 2010. The Communicate of Prague (2001) signed by 32 countries supports the mentioned goal, putting together conclusions from the meeting organised by the CRUE (Spanish University Rector's Conference, Salamanca, 2001), the Student's Convention (Goteborg, 2001) and the EUA (European University Association). Some of the main points

to take account of will be the adoption of a system of easily readable and comparable degrees and the implementation of the Diploma supplement based on three cycles (Bachelor, Master, and Doctorate, the last two being at the Postgraduate level) in order to promote European citizens employability and the international competitiveness of the European Higher Education Space.

Most would recognise the importance within all this process to stress the Universities' central role in developing European cultural dimensions through mobility promotion and eliminating barriers to reach the freedom to choose for students, certified staff and non-certified personnel.

Since the beginning of the mobility programmes the University of Valencia (Erasmus, Séneca-SICUE, mobility in Latin America, Leonardo, etc.), has actively participated in all of the programmes and after many years of satisfactory experiences, we have proved that is a real priority to promote European cooperation to ensure a level of quality to develop comparable criteria and methodologies. The quantitative evolution of the mobility has permitted within the last ten years that we have passed from twelve students, zero professors and two coordinators in 1996 to the current situation in 2006 of a campus coordinator, five different career coordinators, more than one hundred



fifty students and a tenth of professors among Erasmus, Leonardo, SICUE, and the Latin America mobility. This evolution, highly positive from the point of view of participation increase, makes us think about many questions and also causes some issues, especially related to the impossibility of paying attention and carefully following the student's progress from coordinators. This has generated extra work during the last few years and has raised the difficult issue of doing qualitative evaluation that enables devising adequate programmes suited to our student's needs.

Our proposal with this project is the use of new technologies taking as a base our virtual classroom platform to facilitate from a socio-constructivist perspective, the integration of students and staff who arrive to our institution as well as the mentoring and evaluation of members of our university who are abroad.

Providing this tool, we think we will improve the teaching-learning process incorporating the use of technological support in our institution's life, having as a priority individual attention of students who present "special needs" due to the fact of being in a different cultural and linguistic atmosphere.

Aims of the project

1. Promote international mobility improving the quality of the educational process through the usage of new technologies.
2. Reach better student and staff integration at the hosting Universities.
3. Use the virtual network as a multilingual support to incorporate ECTS through its adaptation and the creation of virtual community groups

in terms of mentoring the mobility of students' adaptation and progress.

4. Facilitate first survival information abroad and academic counselling using institution resources and other interesting links through the virtual network.

5. Allow coordinators and staff better supervision of mobility students' academic achievement by creating some tools for qualitative evaluation of students.

6. Create channels to communicate, especially chat-rooms where students and staff can contact and participate in discussions about diverse academic topics.

7. Integrate in virtual folders different documents and relevant students' information (contract, learning agreement, student's personal data, mailing, etc) in order to facilitate the coordinator's job.

8. Create a multilingual bank of resources from which students and staff in mobility can benefit wherever they are, according to the documents used more by incoming and outgoing students: policies, guides of diverse programmes of studies, interesting links, etc.

PROPOSED ACTION TO BE TAKEN:

a). Technical phase:

This first part will take place during June to September 2007 and it will consist in the adaptation of our institution's virtual class room system in order to create our international network. We will depend on the professionals of the new technologies working at our campus.

b). Pedagogical phase :

This second part of the project will start once we will be able to use the

virtual system. We will offer online resources, fora and more interactive communication.

Conclusion:

By September 2008 we will be able to offer a first draft online tool that will be used by any member of the Comenius Association in order to improve our personal and professional international interaction.

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Irene Verde

Joan Maria Senent



Rachel Labeye

ISELL Sainte-Croix
Belgium

Winner of the Comenius Prize 2007

The Path to Glory!

After having stayed in Norway for four months (from 16th January to 20th May 2006), if I had to play the game « TABOO ¹ » and would pick up the card “Norway”, I wouldn’t have any difficulties anymore of people guessing this magic and marvellous word that will be engraved forever on my mind.

FIRSTLY, I would cry out «**Equality**». This concept is indeed found back in several aspects of the Norwegian everyday life.

Undoubtedly, equality is the key word of the *Education System* in Norway, which is better known under the name of “Inclusive Education”. Coming from Belgium, I was completely innocent about this Education Policy. However, I have benefited greatly by the course «Inclusive Education» offered in the Norwegian programme. Starting from theoretical researches enriched by an experience on the field really helped me to gather some relevant and fruitful information about the Education System that can sometimes be a real brain-teaser.

In fact to distinguish “Inclusion” and

“Integration” is not as simple as that for outside education. To explain it in simple terms, integration involves coming from the outside. Integration programs aim to involve children with diverse abilities into the existing classes and structures within a school. They attempt to “normalise”, i.e. to help a child to fit into a pre-existing model of schooling. Inclusion differs in that it assumes that human differences are normal and that all children are from the beginning of schooling a part of the regular school system. The need, therefore, for children to adapt to a school setting is not an issue as they are already a part of that system.

In this connection, a metaphor has particularly attracted my attention: *while integration (cf. picture1) is the square peg struggling to fit the round holes, inclusion (cf. picture2) is a square containing many different shapes and sizes, all interrelating with the whole, and with a caption reading “Come in. We celebrate differences here. You can be yourself and not struggle to fit in!”*²

Moreover, the understanding of the

assumption that says that “*all pupils*” should be included in the same school is also ambiguous.

To put it plainly, this statement means that schools should offer equal opportunities by accommodating *all* pupils whatever their age, gender, ethnicity, race, colour, disability, religion, nationality, attainment or background, regardless of their physical, intellectual, emotional, social, linguistic, or other characteristics. This is based on the Salamanca³ Statement and Framework for Action (UNESCO, 1994) that reaffirms the right to education of every individual, regardless of individual differences.

I am full of admiration for the great deal of energy and willpower that is used to offer equal opportunities by accommodating all pupils whatever their characteristics. In fact, in Belgium there is still a strong tradition of special schools and the resistance to Inclusive Education is still very high⁴ in our country. The only system known in our country is *the system of ‘integrative-education’* where children with certain limitations can be



integrated from the special school-system to the regular school-system. However, the idea of inclusive education is becoming more widely accepted throughout the country. Mostly, inclusive education has been provided for persons with motor, visual or auditory disabilities. Yet, more emphasis needs to be placed on inclusive education for persons with an intellectual disability.

Furthermore, **equality** is present *in the relationship between the teacher and the pupils*. This topic became the subject of my practice-based report, after one-month school experience as an extension module at Gosen Skole in Stavanger with the supervisor, Professor Bjørg Toril Klokk from the University of Stavanger and the mentor, Randi Andersen from Gosen Skole.

Very quickly after my arrival in the country of the Vikings, I understood that the relationship between the teacher and the pupils was totally different from the one encountered in Belgium.

The classroom management style of Norwegian teachers is in fact that of an “indulgent persuader” rather than “sergeant major”. In Norway, there is indeed a consensus that to be a teacher is to be a member of a caring profession rather than a strict disciplinarian. There is also a culture that seems to support non-combative class management and to place more emphasis on cultivating empathy with students than on discipline and control.

That is how I was surprised on several

different occasions by the teacher-student relationship. The icing on the cake was when I heard the students call their teachers by their first name. In my home country, the relationship between teachers and students is indeed hierarchical and teachers are perceived as superior. A student might be rebuked for calling them by their first name.

Consequently, the relationship between the teacher and the students is much closer than in Belgium. The accent seems especially put on the affective level, which I think is of the uppermost importance since the affective is the starting point of the cognitive. In fact, feeling well in the school environment, feeling secure, equal and confident are powerful affective factors in human learning.

I would like to mention here a statement from the Principal of Gosen Skole, Ingrid Rønneberg, which I think is really relevant to explain their school system “If they can’t reach me, how can they teach me?”

SECONDLY, I would try to have people guess the word “Norway” with the word **“Nature Loving”**. In fact, Norwegians live surrounded by a magnificent landscape shaped with impressive mountains and sheer cliffs, scattered with lakes, beaches, waterfalls, and offering uncountable other unrestricted views. But what I particularly admire is their gratefulness for this majestic environment. From this viewpoint, Stavanger will be elected as the capital of nature in 2008!

Moreover, children are put in contact with nature from their earlier ages since in “barnehager”, they usually spend up to 60% of the time playing outside - whatever the weather! - and even have a nap outdoors after lunch! I think that most of the Belgians would get scared at the thought of allowing their lovely little defenceless offspring to be outside in so many hours of cold. Belgians are indeed overprotective. However, I am convinced now that it’s a very positive aspect of the Norwegian mentality to trust the children, to let them experience and overcome obstacles by themselves. It is the best way to learn.

THIRDLY, I would simply say **“A person who is holding a beer (even two or three!) in one hand, a piece of pizza in the other hand and shouting “I like to party!”**.

I have never seen people able to eat so many pizzas in one week and drink so many beers in one minute! By the way, I think it is profitable, especially for foreigners, that they can drink so many beers. In fact, Norwegians are quite reserved people but fortunately, alcohol brings them out of their shells and you can finally get to know them and uncover very friendly and helpful personalities ... as I discovered my Norwegian boyfriend!

FINALLY, after four months, I came back to Belgium with a mind full of rewarding and unforgettable memories, idyllic pictures but also and above all with a miracle cure that is simply the most used motto in Norway: **“ Slapp**



av!” which means “Relax”. This last attempt to have people guess the word “Norway” would certainly put those taking part in the game “Taboo” on the right track!

As a very stressed person, I think I was told that expression ten times a day. In fact, many Belgian people need to learn to live in a calmer way. In our society, performance, pressure and hard working are indeed central elements.

However, I do not want to completely adopt their level of relaxation especially in the classroom. In fact, it is not uncommon to see pupils with their feet on the benches or their hoods or caps on. You can also see teachers and pupils in slippers. They work on the principle that everybody should feel in the best conditions to work properly. So if a pupil needs to listen to music to be able to concentrate better on the test, why should we forbid that pupil to use his or her iPod?

I still do think that the teacher should show that he is still in charge of the class and that there should be some strict rules. The discipline in the Norwegian classrooms was indeed in my view too often missing. Pupils are allowed so much freedom that they are hardly ever reprimanded!

However, I admire the atmosphere they try to give to their schools: music to welcome the students in the morning, flowers in the corridors, no bell to indicate the beginning or the end of the lessons in order to remove the severity of the school aspect, open classrooms so they feel at home, newspapers at their disposal every

morning, benches and tables in the halls so that the pupils can sit in small groups and learn to socialize. Thereby they are also more prepared to dialogue with the teachers.

In conclusion, there are positive and negative elements to both sides. Many times in life, one has to just find a balance. I think that it is what we have to do here in Belgium. We can take some elements from both pedagogical approaches. The most important, I think, is to be aware all the time of the reasons why we are opting for that type of method or behaviour in the classroom. To teach is to learn twice. You learn about yourself and you learn about others. So you should take that into consideration, to question yourself all the time in order to improve and to teach as effectively as possible. But you also have to accept that to teach is never done without errors and defeat... Every artist was at first an amateur!

LOOKING BACK ... THE START OF A NEVER ENDING DREAM...

When I decided to become a Language Teacher, in my mind, I only wanted to become a Dutch teacher. That language had always been my favourite. Unfortunately, I was obliged to choose two languages and I chose English. That was **my first sacrifice**...

Then, there was another condition to fulfil those studies: going abroad for three months in the third year in the country of your weakest language ... it was a foregone conclusion. I was for sure going to stay in an English-

speaking country ... great! Don't you have farther than English-speaking countries? That was **my second sacrifice**...

Icing on the cake ... My Dutch teacher, Mrs Emmanuel, proposed me to stay four months instead of three to have the possibility to go on one-month practicum. “You will be the first one going through that experience!” she said very excited! “Great ... thanks to be used as a guinea-pig” I thought at that time. Saying “No” to a teacher is never a good idea ... “Of course! Great idea” was my answer. That was **my third sacrifice**...

But, be assured that there weren't only sacrifices. The fairy tale was only going to start from then on!

Among several destinations, there was Norway. I didn't know anything about that country except the fact that Scandinavian countries are said to be beautiful and that studies (e.g.: PISA) have proved that they have a very good Educational System. I also knew about the delicious salmon but my gluttony couldn't be a reason to motivate my choice on the application form!

Beginning of September, my request to go to Norway and Alone – to immerse myself better in the foreign language and to be forced to open up myself more – had been taken into consideration. It was now an absolute certainty, I was going to Norway! That was **my first delight**. ...

Besides, I lived in Ugleveien, which is a nice village with thirteen lovely



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yellow wooden two-level houses with International students as well as Norwegian students and situated seven minutes by bus from the University!

My biggest fear of staying in a foreign country was being far away from my family and friends. I was more anxious about not learning enough from my stay in term of culture and language. But this proved quite easy to implement. I wanted to learn a lot and I consider I did even more than I thought. I encountered the Norwegian culture and language (21 hours to learn the everyday expressions in order to be able to cope in the shops and streets) but also many other cultures from all over the world: Denmark, Ireland, Austria, Czech Republic, Pakistan, Romania, Germany, Spain, America, Sweden, Finland, Madagascar, China, ... Nevertheless, I'm still craving to learn more and more. That was **my second relief**.

...AND AN ENDLESS EXPERIENCE.

Only back to Belgium for nine days, I received an email from Monika Röthle, the International Coordinator at the

University of Stavanger. She announced that several of my teachers at UIS and my mentor at Gosen Skole had agreed to say that I was the best Erasmus Student they had ever had. They therefore wanted to nominate me as a candidate for the Comenius Prize 2006-2007. It was of course an honour for me to accept to take part in that contest. Since the prize uses the notion of "Research", the assignments based on observations in schools had to be given the priority and I chose: "Inclusive Education" and "Pupil-teacher relationship in the Norwegian classroom".

Seven months later, during the Christmas period, I received a letter from the Comenius Association, written by Wim Friebel, the foreman of the Jury of the Comenius Prize, letting me know that the Jury had decided to award me the Prize. He also proposed to hand it to me personally with a delegation of my family and friends on 31st January at the ISELL Institution. That is how, as a big family, we took part in that ceremony and drank a toast to friendship!

My favourite supporter and fan was of course there to represent the marvellous country, that is and will always be Norway!

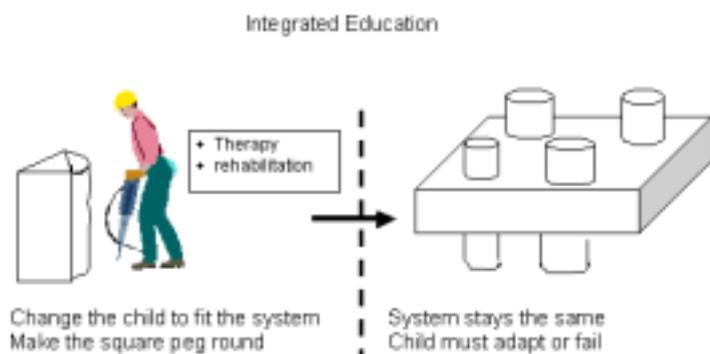
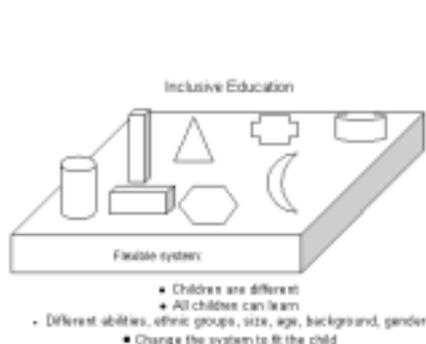
Notes:

1 Board game very well known in Belgium. The aim of this game is to make guess a word without telling it.

2 Inclusive Education, Policy, Contexts and Comparative Perspectives, F. Armstrong, D. Armstrong & L. Barton, Great Britain, 2000 (p.133)

3 In June 1994, representatives of 92 governments and 25 international organizations formed the World Conference on Special Needs Education, held in Salamanca, Spain. This report called for Inclusion to be the norm.

4 Approximately 3.90% of children of the primary school and 3.40% of the children of the secondary school are visiting special schools (OECD 1995, p.41).





European Heritage: Traditional Crafts

Professors:
Amparo Alcaraz (La Salle) M^a Montserrat Pastor (ESCUNI)
Spain

Students:
Pablo Moreno and Valentín López (ESCUNI); Irene Rodriguez-
Manzanares and Juan Jose Zapater (La Salle) Spain



methodologies, the different ideas and opinions flowed to create an amalgamation of diverse points of view.



The Intensive Program “European Heritage”, consisted of three courses of a two week duration, starting in Louvain la-Neuve (Belgium) and ending in CVU Sønderjylland in Haderslev in the east of Denmark from 19th to 30th of March of 2007. Participants were from Universities of Professional Education in Belgium, Rumania, Denmark, Norway, Portugal and Spain.

The program, coordinated by Birgit Schultz (Denmark) and Anne Deroitte (Belgium), had as its main objectives an analysis of and knowledge of the aspects of our European Heritage though the exploration of and participation in traditional crafts.

The program proposed character learning under the motto: “to learn through our own body”. The activities began through working with our bodies and its senses, using traditional tools, modeling native materials and making common every day objects that are a cultural and aesthetic part of our heritage.

On the first day, Tove Heidemann, the Director of the International Department at CVU Sønderjylland, welcomed all the participants of the course and presented the four main concepts of Heritage.

Biological Heritage, that makes reference to the biodiversity.

Natural Heritage, that includes terms like geologic or geographic accidents.

Cultural Material Heritage is the reference to elements like buildings or tools i.e. man made.

Immaterial Heritage, that includes the traditional Philosophy or celebrations.

Having settled down in their new environment, the participants worked on a visual representation of the city by exploring their environs on foot looking for the four elements of Heritage ending up with a visit to the City Museum

The second day focused on searching for a definition of the concept of Heritage by research into different

On the third day a visit to the Vehicle Museum was made (Schleswigsche Wagensammlung). This visit showed the evolution of the vehicle through history, its functions, technology and aesthetic value. The museum offered other activities like the manual assembly of a carriage, and a guided investigation into other details of the museum.



The last days of the week were dedicated to traditional handmade



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jewelry and wickerwork, by learning through our own bodies and senses, using natural materials (silver and willows) and tools.



The afternoons were dedicated to finding out about the Natural and Cultural Material Heritage by traveling through a fiord, exploring the Danish Baltic Coast, and visiting the city of Haderslev and its cathedral.



During the second week the program was centered on the Danish Iron Age Way of Life in the Historical Work Center of Vingsted (Vingsted Historiske Værksted). We worked as the Vikings had done so long ago in the forge, making knives, logging trees, carving wooden spoons and making benches.

The last days were dedicated to creating teaching materials and presenting an exhibition that showed all we had learnt during the programme. The team from Madrid (Spain) created an educational game based on



Vygotsky's learning theories.

Every evening the group evaluated the day's activities presenting them in a pictorial way. All participants were encouraged to present their feelings in answer to three questions. What did I learn? How did I learn it? How can I

teach it?

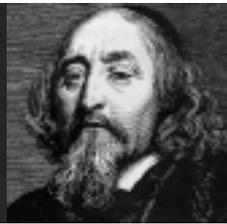
It was not all intellectual work, every evening the participants from a different country presented their culture through a range of activities and the tasting of traditional foods.

The Spanish group presented the city of Toledo and the route of Don Quixote as Material Heritage and "Las Fallas" as Immaterial Heritage, as well as showing traditional games, tongue



twisters and traditional dances. The presentation ended in full flavour with the tasting of Manchego cheese, Irian Ham, traditional Spanish potato omelet, sweets washed down by Sangria.

We have noticed that the most important thing about Heritage is people; there is no Heritage without people. We want to thank the Danish people for their hospitality and their warmth to the participants, because the most important part of the program was living together and working really hard in groups. Now, we are people who have learned what friendship means and that is really meaningful learning.



Comenius Prize 2008

Who can win?

Each year the Comenius Association offers two prizes of five hundred Euros each to **students** who have displayed **intercultural competences** by producing a piece of work of high quality in the field of education.

There will be one prize of 500 euros for each of the following categories:

Short Exchange Programmes (2 to 4 weeks): Comenius Short Exchanges, the so-called International Weeks, or Intensive Programmes.

Erasmus Programmes (13 weeks to 1 year).

Rules and Conditions

The prizes are awarded to students responding to the following criteria:

1. Their work should be based on the students' **international experiences** in one of the partner institutions of the Comenius Association or in their own institution through cooperation and contacts with incoming students.
2. Both their home and host institution are **official partners of the Comenius Association**.
3. They present a study, essay or piece of applied research of publishable standard related to intercultural educational practices. This may be **individual or group work**.
4. In the case of Intensive Programmes and Erasmus Programmes their work must be produced during the academic year 2007 – 2008. The Comenius Short Exchanges (International Weeks) are normally of two weeks duration spread over two academic years. In the case of the Comenius Short Exchanges the work should be based on the two consecutive years in which the exchanges have taken place: the academic year 2006 - 2007 and 2007 – 2008.
5. **Three copies** should be sent to the Chair of the Awarding Panel of the Comenius Association, Offenbachstraat 31, NL – 1817 JA, The Netherlands
6. The **final date for submission** is **June 1st 2008**.
7. The submission may be done in the **form** that best suits the work: essay, video/DVD, CD-ROM.

8. Formal criteria:

- Word processed documents: 5000-10.000 words in English, French, German or Spanish. Accompanied by a one to two page summary in the native language.
- Video/DVD/CD-ROM: Playing time 15 to 30 minutes maximum. Accompanied by: a suitable commentary in English, French, German or Spanish to help the understanding of the images and a one to two page summary in the native language.

9. A **letter of recommendation** by a member of staff of the home-institution responsible for the exchange must be included. Other letters of recommendation may be added as well, but not instead of.

10. A CV in which at least birthdate and birthplace, full home and institute's address, telephone number and e-mail address are mentioned must be included as well.

11. The **Awarding Panel**, composed of educationalists, will take into account:

- the technical quality of the work linked to the objectives of the mobility programmes of the Comenius Association
- the originality of the work: innovative, critical, reflective, daring,
- the link between theory/research and own experiences of the author(s)
- the educational orientation
- the intercultural dimension
- the degree in which it is useful or inspiring to educationalists

12. The official decision concerning the winners will be announced during the first semester of the academic year 2008 - 2009.

13. All candidates will be informed on the results of the judgement by the Awarding Panel. Appeal against the decision of the awarding panel is not possible nor will any further correspondence be entered into.

14. An article on the winning contributions will be published in the official Comenius Journal, which appears annually.

Do not hesitate to consult the international coordinator of your home or host institution for further information on the Comenius Prize. Take a look at www.associationcomenius.org for the exact conditions and criteria on the Comenius Prize .



Mona Vintila

West University of Timisoara
Romania

Initial Training of Students in Psychology and Educational Sciences according to the Bologna Process in the West University of Timisoara

Abstract

Romania as a signatory of the Bologna declaration, in order to ensure high quality, has organized, starting with the academic year 2005 – 2006, a common programme of study cycles in each academic institution, public or private, in the entire country. The latest regulations were introduced so that the education system in Romania should comply with the European one, namely to the 3+2+3 Bologna system.

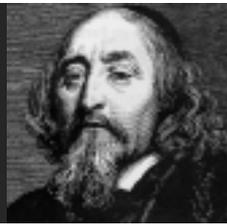
Within the West-University of Timisoara, the field of Educational Sciences has been introduced since autumn 2005. This is a complex field which consists of 3 specialisms: Teaching –of pre-school and primary school, Special Psycho-Pedagogy and Pedagogy. The 1st academic study year is common to all 3 specializations, whereas at the end of the 1st year, the students have the possibility to choose the specialism they want to study.

The pedagogical practical training within the specialism of Pedagogy – pre-school and primary school education takes place in schools with first to fourth grades and kindergartens (groups of children aged 2-3 years, 3-4 years, 4-5 years and 5-6 years - in a school-preparatory group), with qualified personnel, and mentors for practical training. The second year of study is planned for observation. In the third study year the emphasis is set on designing, conducting and evaluation of the lessons, if possible in all disciplines; designing and conducting of certain extra-curricular activities; the use of information and communication technologies in the developing activities; also participation in the process of solving some educational situations by applying negotiation techniques, observation of some child-care and special education units; participation in activities involving educational partnership (families, NGOs, other bodies).

***The Professional Training Program**, organised by the **Psychology Department**, is intended to prepare our license degree students for a very professional labour market, trying to offer them an informed position based on practical experience, alongside their theoretical preparation.*

We will emphasize the first semester of our Professional Training Program, which brings a completely new and original approach in the Romanian university system. It offers an introductory module of three days (the first three days of their university career), which allows them to understand and to adapt to the requirements of university life.

La Roumanie, dans sa qualité de signataire de la déclaration de Bologne, a organisé, à partir de l'année universitaire 2005-2006, un programme commun pour les études de licence dans toutes les universités du pays, publiques ou privées. Les réglementations finales de la convention de Bologne ont été introduites pour que notre système universitaire d'éducation s'aligne au système européen, dans la formule 3+2+3.



A partir de l'automne 2005, l'Université de l'Ouest de Timisoara a introduit, parmi ses études, le domaine des Sciences de l'Education. C'est un domaine complexe, englobant 3 spécialités : Enseignement pour l'école maternelle et l'école primaire, Psychopédagogie spéciale et Pédagogie. La première année est commune pour toutes les spécialités. A la fin de cette première année, les étudiants ont l'opportunité de choisir une de ces trois spécialités.

La formation pratique dans le domaine de la Pédagogie se déroule dans les écoles primaires (organisées en 4 degrés) et dans des écoles maternelles (avec des enfants de 2-3 ans, 3-4 ans, 4-5 ans et 5-6 ans). Les étudiants travaillent sous la coordination d'un personnel très spécialisé, dans un système de tutorat. La deuxième année suppose des observations pratiques. Durant la troisième année, les étudiants doivent préparer et soutenir des leçons (si c'est possible, pour toutes les disciplines curriculaires) et faire des évaluations sur leurs activités. De même, ils doivent organiser et conduire certaines activités extra-curriculaires. Ils doivent utiliser, dans leurs activités, des techniques modernes d'information et de communication. Ils sont placés dans des situations éducatives pratiques et ils doivent utiliser des techniques de négociation, argumentation et contre-argumentation pour résoudre ces situations. De plus, ils ont également des visites dans des centres d'éducation spécialisée et travaillent avec d'autres partenaires dans le domaine de l'éducation : famille, ONG, etc.

La pratique de la spécialité choisie dans le Département de Psychologie est destinée à préparer les étudiants pour un marché professionnel exigeant et compétent. La préparation théorique est ainsi complétée par une très bonne formation pratique.

Le premier semestre représente une nouveauté absolue dans le système universitaire roumain. La pratique suppose un module d'introduction de trois jours (les premiers trois jours de la première année universitaire de chaque étudiant). Ce module est destiné à faciliter la compréhension du système universitaire et une bonne adaptation aux exigences de ce système pour chaque étudiant.

The Bologna Declaration is a key-document which marks a turning point in the development of higher education at European level, due to the fact that it has been signed by 29 countries, Romania being one of them.

Each signing country is committed to enforce reform processes within its academic education system, so as to create a convergent perspective on this kind of education at European level. In this case, it is not about the equalizing or the standardization of these systems, but about complying with a number of fundamental principles, namely **AUTONOMY** and **DIVERSITY**.

Romania, in its quality of signer of the before mentioned declaration, has organized, starting with the academic year 2005 – 2006, the graduation studies cycle according to study fields in each academic institution, public or private, from the entire country. The latest regulations were introduced so that the education system in Romania should comply with the European one, namely to the 3+2+3 Bologna system.

The implementation of the Bologna Agreement has imposed a series of radical changes on the organization of academic studies, of the specialist fields and evaluation methods. Academic training undergoes now three study cycles: bachelor degree 3 years, master's degree 2 years, PhD degree 3 years. The academic master studies provide the specialism in the field of the bachelor degree studies or in a field close to them, the enhancement of scientific research abilities and stand for a compulsory preparatory basis for the doctoral studies.

Within the West University of Timisoara, the field of Educational Sciences has been introduced since autumn 2005. This is a complex field which consists of 3 specialisms: Teaching – at pre-school and primary school, Special Psycho-Pedagogy and Pedagogy. The first academic study year is common to all three specialisms, whereas at the end of the first year, the students have the possibility to choose the specialisms they want to

submit to.

For the specialist Teacher – of pre-school and primary school education, all the candidates, except for those who are graduates of the Pedagogical high-school, have to take some eliminatory tests, such as: music, sports, drawing, diction.

The pedagogical practical training within the specialism of Pedagogy – of pre-school and primary school education takes place in schools with first to fourth grades and kindergartens (groups of children aged 2-3 years, 3-4 years, 4-5 years and 5-6 years - in a school-preparatory group), with qualified personnel, and mentors for the practical training. The second study year is planned for observation practices, whereas the main categories of activities are:

1. Acquaintance with the school and the kindergarten system :

- o Presentation of the school facilities: objectives, social and cultural environment, personnel chart, relationships and connections of the



institution with other bodies from the local community;

- o Analysis of the curricular documents: educational layouts, curricula, alternative handbooks,
- o Acknowledgment of the entire system of teaching methods pursued within the education unit.

2. Observation and implication in setting up certain school and extra-school activities

- o Analysis of the documents elaborated by teachers mentoring the student: lesson drafts, lesson plans, psycho-pedagogical charts;
- o Attendance to all didactical activities performed by the mentor, in all disciplines and categories of activities, writing down and keeping record of the observations, in accordance with the indicators given by the academic coordinator;
- o Participation at the sessions of lesson analysis;
- o Setting-up of certain didactical activities, in cooperation with the mentoring teacher.

3. Designing, conducting and evaluation of the didactical activities

- o Preparing support-materials for the didactical activity;
- o Designing, conducting and assessing, in cooperation with mentor teachers, of certain sequences of the didactical activity.

In the third year of study the emphasis is set on designing, conducting and evaluation of the lessons, if possible in all disciplines; designing and conducting of certain extra-curricular activities; the use of information and communication technologies during

the activities developed; implication in the process of solving some educational situations by applying negotiation techniques, arguments for and against; observing some child-care and special education units; participation at activities involving educational partnership (families, NGOs, other bodies).

Within the specialisms in Pedagogy, the practical training takes place during one study year, in special units, where it is possible that the future graduates can find a proper working place. In this respect, the West University of Timisoara has set up some partnerships with the following institutions: the Pedagogical High School of Timisoara, where the students can teach special disciplines: curricula theory, training theory and methodology, educational theory; the County Center for Psycho-Pedagogical Assistance, a partner for counseling and orientation activities in schools from urban and rural areas; gymnasia where civic education classes are held; various adult education institutions and organizations from the local area. The students specializing in Pedagogy have participated as volunteers in various projects developed by educational institutions: the County Office for Youth, the "Hope" Foundation, various counseling centers for parents and pupils etc.

The Psychology Department has been launched in 1990, since then it has grown to be the largest Department of our faculty, having above 1000 students in the bachelor years of study and over 300 in master level studies.

The Professional Training Program, organized by the Psychology Department, is intended (intends) to

prepare our license degree students for a very professional labor market, trying to offer them teaching practice, alongside their theoretical preparation.

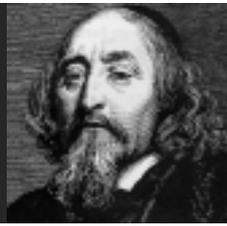
This program is structured on three modules, corresponding to the first three years of study. The first two years include 4 semesters of practical activity, with 4 hours per week and the third year includes a compressed practical program, totalizing 90 hours of practical activity. After this level in the master's program there is specific practical training according to their specialist field

The first two modules are more general, allowing our students to adapt to the scientific and practical demands of the university studies. We are trying to get our students acquainted with a few basic psychological abilities (learning and using some important psychological assessment methods, team working etc.) or to familiarise them with the knowledge of project design, for practical reasons in different psychological fields.

In the third year of study, the program supposes the accommodation of the students with the main practical fields of psychology. The students have the opportunity to practise some psychological activities in different institutions, corresponding to these main fields: Clinical Psychology, Organisational Psychology and Educational Psychology.

We offer a short description of the programs for each semester.

The first semester of our Professional Training Program brings a completely new and original approach in the Romanian university system. It offers an introductory



module of three days (the first three days of the first university year/ of their student life), which allows them to understand and to adapt to the requirements of the university system.

During these three days, we organize training for each student group. Our educational objectives are: facilitating the interpersonal relations between the students, understanding the differences between their previous duties and activities, as pupils, and the new demands addressing to them as students, understanding the scientific demands of their future profession. As well, a basic administrative organisation is realised (establishing the study groups, finding a common work strategy for the entire group, learning of working together).

At the same time, we facilitate our students some meetings with practitioners from different fields of psychology, which present them the specificity of their activity as psychologists.

The second semester supposes the use of some basic methods in the psychological assessment: the biographical method, the psychological observation applied to a child and the psychological interview. Our objectives are to develop the observational abilities of our students and to complete their knowledge in Developmental Psychology.

The students have to observe a child, aged between 0 and 7, during several sessions (4 or 5 sessions). They must also use the psychological interview for the parents or other relatives or persons involved in the child's raising. The purpose of this

interview is to complete their psychological information about the child. Finally, the students have to realize a psychological profile of the child, following three dimensions: the intellectual development, the socio-relational functioning and the affective dimension.

For the third semester, their task is to realize a comparative psychological evaluation between two adults, following some offered criteria. The educational objective of this activity is to develop their abilities in working with adult subjects, assessing and comparing them, by using: the biographical method, the psychological interview, psychological tests and questionnaires. The design of this study is entirely made by the students, following the given criteria in choosing subjects and methods.

The fourth semester brings a new task for the students. They have to design a prevention or intervention project, on a psychological topic: for example, drugs abuse or alcohol abuse at the teenagers etc. Our objectives are: applying the theoretical knowledge on this topic in practical activities and learning to design an eligible prevention or intervention project, as well as exercising the team work. The students work in micro groups (3 or 4 students in each micro group) and they have to create a prevention or intervention project, observing the international criteria in project design. The best project is applied in practice, with our department's financial support.

Each semester also assumes a visit to an institution, such as a prison, child protection services, schools, non-governmental institutions etc., in

order to meet psychologists working in these institutions and understanding their work.

The key-person for the students in this activity is the mentor of the practical training, usually a young member of the academic staff.

The third year of our Professional Training Program means a step forward in the practical activity of our students. The students have to practice psychological activities, for a period of three weeks (90 hours), under the supervision of a practitioner and of a teacher, in an institution which offers psychological services. They can choose, in accordance with their professional interests: an educational institution, a clinical institution or an organization in business market.

We do hope that the new organisation system of studies included in the initial training of the students will ensure an informed and competitive training of our students, eligible at national and European level.

Bibliographical references:

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3. www.europa.eu.int/comm/education/policies/educ/bologna

Mona Vintila

Participating Institutions

AUSTRIA

Kirchliche Pädagogische Hochschule in Wien

Web site: www.kphvie.at

BELGIUM

Arteveldehogeschool

Web site: www.arteveldehs.be

Haute Ecole Léonard de Vinci

Web site: www.vinci.be

Ecole normale Catholique du Braqbant Wallon

Web site: www.encbw.be

Institut Parnasse Deux Alice

www.parnasse-deuxalice.edu

Haute Ecole de Namur - Département Pédagogique Champion

Web site: www.henam.be

Institut Supérieur d'Enseignement Libre Liégeois ISELL - Sainte Croix

Web site: www.isell.be

Katholieke Hogeschool Mechelen

Web site: www.kmh.be

Karel de Grote Hogeschool

Web site: www.kdg.be

DENMARK

CVU Sonderjylland - Centre for Higher Education

Web site: www.cvusonderjylland.dk

GERMANY

Pädagogische Hochschule Schwäbisch Gmünd

Web site: www.ph-gmuend.de

IRELAND

Saint Patrick's College

Web site: www.spd.dcu.ie

THE NETHERLANDS

Inholland University - School of Education Noord PABO - Haarelm and Alkmaar

Web site: www.inholland.nl

NORWAY

University of Stavanger

Web site: uis.no

PORTUGAL

Escola Superior de Educação de Santarém

Web site: www.eses.pt

ROMANIA

Universitatea de Vest din Timisoara

Web site: www.uvt.ro

SPAIN

Centro Superior de Estudios Universitarios La Salle

Web site: www.eulasalle.com

Escuni - Escuela Universitaria de Magisterio

Web site: www.escuni.com

Universitat Catolica de Valencia San Vicente Martir

Web site: www.ucv.es

Universitat de Valencia

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Universidad Ramon Lull

Web site: www.url.edu
www.blanquerna.url.edu

SWEDEN

University of Gävle

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University of Örebro

Web site: www.oru.se

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Haute école pédagogique du canton de Vaud

Web site: www.hepl.ch

UNITED KINGDOM

Kingston University - School of Education

Web site: www.kingston.ac.uk