



Title of the Case Study: **ULLL for pre-university teachers**

DIALOGUE thematic group: Access and Progression

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Abstract:

The case study proves that research and practice may complete each other if they both are professional duties for the same teacher in higher education. It illustrates an alternative on adult learning, realised through the continuous teachers` training program "Studium" which has been initiated in 2008 by The Teacher Training Departemt of „Lucian Blaga” University of Sibiu. The direct communication between the academic staff who has designed the curricula and the practitoners from higher education who are conducting the training activities makes the program relevant as a case study of dialogue between the researchers and the practitioners in the field of Adult Education, especially in ULLL. „Studium" also ensures the access and progression of its target group, adult teachers, in their professional competencies as they have been statued through the newest teaching standards by the education policy makers.

Introduction:

The concept of University Lifelong Learning includes the issues of teachers` training and that of access and progression with adult learners, which are both illustrated by our case study. The program „Studium” is based on an active dialogue between the scientific research on education and the training activities achieved by the same university teachers who are acting as researchers or as practitioners. The research they develop on education process stimulates university teachers to organise modern and active training activities, structured on adult education and on ULLL. Theoretical course materials, but also practical training activities and instruments, such as workshops or teaching portfolios are important outcomes of this dialogue between research and practice, aimed to improve the teachers` teaching skills. The case study is also relevant because the teachers in the target group are also practitioners who are expected to apply the researchers` findings on education to their own teaching activities. Thus, the case study shows that teachers` training activities are efficient solutions for improving links between research in education and its direct beneficiaries, practitioners in higher or in pre-university education.



General background:

The European Commission policy on education promotes the principles of adult and lifelong learning for all of the Member States, including Romania. It encourages the access and progression for all kinds of people, including the ones who finished their initial training and have to refresh their professional skills, as for instance, younger or older teachers involved in pre-university level of education. The development of innovative teaching practice in adult education and information on ICT usage are common objectives, both for LLP and for the continuous teachers' training programme "Studium", which is the subject of our case-study. The Romanian legislation related to the continuous training of the teachers in secondary and high school has frequently been completed during the last two decades. Some of the most important documents regulating the continuous training of the teachers are: The Law of Education (84 /1995), The Teacher Status (The Law 128/1997), The Methodology of Continuous Training for School Teachers (MO, 3370/1998) and the Ministry Order on the Organization of Regular Training of the teachers working at secondary and high school levels (MO 3533/2002), completed by the corresponding methodologies. All these documents state that secondary and high school teachers have to attend a training programme of 90 professional transferable credits, every 5 years. The continuous training programme "Studium", accredited by the national responsible authority, falls within these legislative provisions. The target audience is represented by the teachers in secondary and high schools who want to undergo this periodic training programme in the field of pedagogy, classroom management and teaching activities. The programme is organised on three modules on Teaching Design and Organization, Classroom Management and ICT. The first and the second modules include compulsory, optional and facultative disciplines, thus some subjects may be chosen by the auditory according to their interests and training needs.

Objectives and Purposes:

The most important objectives of the programme are related to:

- updating the teachers' basic educational and specialty skills;
- developing new teaching skills;
- applying the teaching skills by designing teaching activities in their specialty;
- initiating the teachers in using new strategies, teaching materials or assessment methods.

Links between Research and Practice:

The programme is offered by The Teaching Training Department from „Lucian Blaga” University of Sibiu. The academic staff which has designed the curricula has attended a long period of psycho-pedagogical research, both on educational policy and on practical teaching activities. The programme was designed on the results of SWOT analysis, conducted at regional and local levels, as well as on the questionnaires applied to the teachers who sustained the colloquium for the first teaching degree exam. The academic staff involved in the programme is currently working with students at the initial training level for the teaching



profession and is conducting the students' teaching practice, thus they are simultaneously practitioners as teachers and trainers. Additionally, the target audience is composed of experienced teachers who are supposed to apply the theory they are assimilating during the courses to organize their current teaching activities.

The programme is organized on basis of the latest findings of scientific research in pedagogy and teaching methodology. The newest scientific data are provided through theoretical course materials, models of modern teaching, documents of teaching design or evaluation and self-evaluation instruments. The academic staff in The Teacher Training Department organises training activities based on computer or ICT tools and expects its students (teachers in secondary and high schools) to use them also during the workshops they participate in. Thus, the practitioner academic staff involved in training is stimulated to drive more nuanced teaching activities, structured on adult education and on lifelong learning. The programme also stimulates the teachers' interest in using computer and ICT in teaching. The portfolios prepared by the teachers in the target group are of high quality, including teaching designs, educative projects, reviews on pedagogical books, questionnaires and essays that prove that the authors have reflected on their teaching activities and style. The access and progression of the secondary and high school teachers is entirely realised and their teaching competencies are really improved after attending this programme. The dialogue between research and practice is effective as the researchers are also the practitioners who apply the theory about teaching .

Linking Researchers and Practitioners: The link between the researchers and practitioners is achieved by direct communication during the courses, by workshops and by networking.

Transferability of the case: Interactivity, direct communication, training by concrete teaching activities developed in workshops are easily transferable.

Recommendations from the Case Study:

The direct communication between researchers in the field of adult learning, practitioners and the teachers in the target group is a good example of dialogue. The activities of teaching design and workshops and of elaborating teaching portfolios increase the experienced teachers' interest in training, improve their teaching skills and make their access and progress in the professional field to be real.

Further Reading: http://www.ccdsibiu.ro/userfiles/file/2011_2012_Oferta_de_formare.pdf.