

# OPDES

Nº16

## Pedagogia no Ensino Superior

### **Implementing active citizenship in the curriculum of teacher training education - The XIOS Story**

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### **Prática Profissional em Gerontologia**

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Serie de  
cadernos

## FICHA TÉCNICA

Direcção: Susana Gonçalves

Comissão Editorial: Susana Gonçalves, Dina Soeiro, Sofia Silva

Título da Série: Cadernos de Pedagogia no Ensino Superior

Publicação: Escola Superior de Educação de Coimbra

Paginação: NDSIM/ José Pacheco

Julho de 2011

ISSN: 1647-032X

# PROJECTO OPDES: PUBLICAÇÕES

WWW.ESEC.PT/OPDES

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A Série de Cadernos 'Pedagogia no Ensino Superior' é editada no formato de pequenos cadernos A5, incluindo-se em cada caderno dois artigos não temáticos, não necessariamente relacionados entre si.

Esta colecção teve o seu início e desenvolvimento no âmbito do projecto OPDES: Orientações pedagógicas para Docentes do Ensino Superior (ver sinopse no site [www.esec.pt/opdes](http://www.esec.pt/opdes)). Este projecto foi financiado pelo Programa Operacional Ciência e Inovação – POCI 2010, acção IV.1.2. "Projectos inovadores no ensino superior".

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# IMPLEMENTING ACTIVE CITIZENSHIP IN THE CURRICULUM OF TEACHER TRAINING EDUCATION - THE XIOS STORY

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## ABSTRACT

Active participation of citizens, and youth in particular, is a permanent concern of countries and their educational institutions. It is now agreed that citizenship should form a major part of the educational curriculum of primary and secondary schools in Belgium. Educating globally aware teachers are the key in this challenge (Elchardus et al., 2008).

In this article we present how active citizenship, as part of cross curricular objectives, became an integral part of the curriculum of teacher training.

Working on continuous development of active citizenship is an essential part of teacher competences, in order for students to become socially, democratically and politically responsible, committed, independent and powerful teachers. Moreover as a guide in learning processes, they have to be able to make the transfer to enhance active citizenship learning with their students (Keating et al., 2009).

At XIOS Teacher Training we focus on world citizenship, a subcategory of active citizenship. This article exemplifies the systematic approach of active world citizenship for all students throughout the three year programme.

The key questions we have taken as a starting point:

- How can we efficiently implement world citizenship in the curriculum of teacher training education?
- Which cross curricular competences do we want to work on?
- How do we embed cross curricular dimensions/themes into active citizenship and into different subject courses?

Combining different perspectives of teacher educators, teachers and students, we focused on redesigning the curriculum. In order to increase its robustness, we must embed the practice of the design more into a design research. A challenging set up would be "Identifying critical design principles that improve the commitment of active citizenship among aspirant teachers."

Issues to be further looked into are how to improve the perception of active citizenship among our students, how to assess their commitment to active citizenship and how to foster the links with the local community and broader world?

**Keywords:** active citizenship, world citizenship, cross curricular work, curriculum teacher training



## 1. INTRODUCTION

Active participation of citizens, and youth in particular, is a permanent concern of countries and their educational institutions. It is now agreed that citizenship should form a major part of the educational curriculum of primary and secondary schools in Belgium. Educating globally aware teachers is the key in this challenge (Elchardus et al, 2008).

Due to lack of interest and involvement of adolescents in the community, a new appreciation for civic education and active citizenship has emerged. A lot is expected from the educational system in general and citizenship education in particular (Birzea et al., 2004, in De Groof, Elchardus, Franck, Kavadias, 2010).

In the Flanders Community, the cross curricular objectives for secondary education, including active citizenship, are well defined, evaluated and adjusted (Elchardus et al., 2008). However, an international comparative ICCS-study<sup>1</sup> shows that Flanders is good at knowledge transfer, but insufficient in teaching citizenship (De Groof et al, 2010). Flanders scores significantly lower than the international average for conventional and social citizenship. At the same time the youngsters' perception of active citizenship must be more detailed, as there is often cynicism and lack of confidence in democratic and consultative structures. Students also note that in school little attention is paid to citizenship education (Elchardus et al., 2009). This was highlighted in the media (De Standaard 2010; De Morgen 2010). In other words there is still a way to go for school teams to implement cross curricular objectives into active citizenship efficiently and thoroughly in the reality of everyday school life. Civic education and education for sustainability should be more than time-limited projects. A clear vision and a thorough concept are vital. Also, projects and initiatives should focus on effectively working towards some form of continuity (DG Education and Culture, 2007).

In general when adolescents enter higher education, they no longer seem to be educated in active citizenship. Also their own perception on what active citizenship is limited (Elchardus et al. 2008, 2009). Therefore, a well developed concept of active citizenship is also profoundly needed in higher education. After all, students already

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1 International Civic and Citizenship Education Study

venture out into society and after graduating will fully participate in this society. "If citizenship education is to be accepted as important, not only for schools but for the life of the nation, it must continue beyond the age of 16" (Keating, Kerr, Lopes, Featherstone, and Benton, 2009, p.77). If higher education does not pay enough attention to active citizenship, there is a real chance that youngsters will not take the acquired skills further nor implement them in their future adult life. This implies, for all higher education institutes, the challenge to implement active citizenship in their curricula, and also the need for effective strategies to implement active citizenship education.

## 2. ACTIVE CITIZENSHIP IN SECONDARY EDUCATION

In Flanders, active citizenship is implemented and dealt with in various ways. The following can be found:

- cross curricular objectives concerning active citizenship, as formulated by the department of education
- student participation (usually student councils)
- found in all schools in one way or another
- implementation of active citizenship in certain subjects and in cross curricular activities / projects
- stimulation of students' active citizenship behaviour by schools

In 2010 the department of education of the Flanders Community formulated new cross curricular final objectives covering the 3 stages (12 – 18 years) of secondary education (see appendix 1). There is a common trunk to be combined with seven contexts. Sixty nine objectives are formulated. About 40 of which focus on or are linked to active citizenship.

Schools themselves choose how to implement those final objectives (timing, methodologies, ...). It is not evident for a school team to come up with a logical and up to par concepts spread over the 3 stages (6 years). Many good examples exist of how active citizenship is worked with in schools. But, as mentioned above, it is often restricted to time limited projects. Education for active citizenship should extend beyond such time limited projects. A clear concept, created and supported by the school team, is necessary. Therefore, strategies on how to implement cross curricular objectives in general and how to build an active citizenship concept,

should be developed. Every school should work towards what is called a citizenship-rich delivery model (Breslin and Dufour, 2006). To put cross curricular objectives coordinators at the disposal of teachers and the school management, may partly reduce their workload (Elchardus et al., 2009).

Active Citizenship trainings seem to be needed (Keating et al, 2009) at various levels (school management, coordinators, teachers) and in several domains: how do you implement these strategies, how do you involve the whole school team, ...?

Research shows that teachers say they spend a lot of time on teaching active citizenship, whilst students say not much attention is paid to active citizenship. A possible explanation might lie in the fact that teachers approach active citizenship in an implicit matter - like creating a democratic class and school environment – a method that students will not recognize as explicit attention for citizenship (Elchardus et al., 2009).

Flanders scores lower than the Western European average for real student participation in school with regard to citizenship activities (voting for representatives, joining debates, openness of classroom climate, ...) (De Groof et al, 2010). Experiencing a democratic school climate leads to less ethnocentrism among students (Elchardus et al., 2009).

Various (student) participation councils already exist. However, the outcome of the addressed issues and the perception of the real voice in the decision making in those councils must improve (Goemans, 2010) and should be experienced/perceived by the general student population. According to Keating et al. (2009) more 'vertical' participation opportunities should be created for students, for them to (more fully) engage in the decision-making process in schools.

### 3. ACTIVE CITIZENSHIP IN TEACHER TRAINING

The curricula of the professional bachelors education – secondary education (teacher training), are based upon the professional profile of the starting teacher (see appendix 2) and on the general and profession specific basic competences of the starting teacher (see appendix 3).

Three year teacher training programmes take the final objectives for secondary education in general and the cross curricular final objectives more particularly into account as well. Within these competences and objectives many interfaces with active citizenship are to be found. Therefore it is important to embed active citizenship in the curricula.

Evaluation of the cross curricular objectives in Flanders, shows that more attention should be paid to cross curricular objectives in teacher training. That way future teachers will be able to fully explore and experience the different cross curricular themes during their study. Moreover, they can become familiar with specific teaching approaches (Elchardus et al., 2009). Forty seven of the teachers who were questioned stated that “they are insufficiently trained” to work on cross curricular final objectives. This conclusion was already reached by Standaert et al. in 2002 (as cited in Elchardus, Op de Beeck, Duquet, Roggemans, 2009).

Elchardus et al. (2009) show that the knowledge of human rights and politics makes students more tolerant and democratic. We may assume that this tendency can be extrapolated to all active citizenship domains. Teacher training programmes must show students that they benefit from active participation. Also during classes. This implies that teachers should adapt their views and competences to implement such a more active (education) participation model. From our point of view, the role of teacher training in this process is a very important one.

## 4. ACTIVE CITIZENSHIP AT XIOS TEACHER TRAINING

Active citizenship, as part of cross curricular objectives, became an integral part of the curriculum of our teacher training programme. Working on the continuous development of active citizenship is an essential part of a teacher’s competences. It encourages students to become socially, democratically and politically responsible, committed, independent and powerful teachers. As a guide in learning processes, they have to be able to make the transfer to enhance active citizenship learning with their own students (Keating et al., 2009).

At XIOS Teacher Training we focus on world citizenship, a subcategory

of active citizenship. We exemplify the systematic approach of world citizenship education throughout the three year programme, and this for all students.

The key questions we took as a starting point:

- How can we efficiently implement world citizenship in the curriculum of teacher training education?
- Which cross curricular competences in general, and world citizenship in particular do we want to work on?
- How do we integrate active citizenship cross curricular and in different subject courses?

Additionally, we looked into creating a powerful learning environment in which to embed the above.

We chose to implement our trajectory in the second year of the programme. These students are halfway their programme. This means that they have observed specific classes as well as the educational system in Flanders; are familiar with the final objectives and have been introduced to didactic

### Figure 1 – Strategy for implementing World citizenship education

- 1/ write policy statement on World Citizenship
- 2/ list of 'aimed for' competences
- 3/ inventory of above competences in existing curriculum
- 4/ choose trajectory: overall or in different subjects
- 5/ yearly evaluation of trajectory

working

methods.

We brought into existence the subject Didactic workshop - cross curricular work and team work. This complies with the tendency to increase cross curricular work in secondary schools (Elchardus et al 2008). The Didactic workshop – cross curricular work and team work is spread over one semester (10 weeks) and is taken by all the students. It equals 3 credits (90 study hours). Every week 1 afternoon (4 hours) is scheduled. Focussing on the second year, allowed us to link the first and the third

year. We created opportunities in the curriculum of the third year (see Figure 5) for students to build on (previous) acquired competences in active citizenship and so we could link the practical component to active citizenship too.

The cross curricular and world citizenship competences (objectives) in general, are based on the final objectives for secondary education as well as on the general and profession specific basic competences of the starting teacher. We also included the themes of *Kleur Bekennen*<sup>2</sup>. We created a competence matrix on world citizenship (Figure 2). Ideally, all of those competences should be worked on during the above mentioned didactic workshop. Also all colleagues were asked to mark the competences they work on in their specific subject(s).

**Figure 2 – Part of the XIOS matrix on World citizenship**

Bachelor in onderwijs - Secundair onderwijs Structureel programma deel 1													
Wereldburgerschap _ Doelen 2008-2009													
Thema's volgens <i>Kleur Bekennen</i>		AC Themes according to <i>Kleur Bekennen</i>											
Je werkt rond													
Democratie en burgerzin													
Onderlinge afhankelijkheid													
Duurzame ontwikkeling													
Sociale rechtvaardigheid													
Diversiteit													
Mensenrechten													
Vrede													
VOETen in contextgebieden		AC final objectives											
De studenten													
Context 4 - Omgeving en duurzame ontwikkeling													
1 participeren aan milieubeleid en -zorg op school													
2 herkennen in duurzaamheidsvraagstukken de verwevenheid tussen economische, sociale en ecologische aspecten en herkennen de invloed van techniek													
3 zoeken naar mogelijkheden om zelf duurzaam gebruik te maken van ruimte, grondstoffen, goederen, energie en vervoermiddelen													
4 zoeken naar duurzame oplossingen om de lokale en globale leefomgeving te beïnvloeden en te verbeteren													
5 tonen interesse en ultiem hun appreciatie voor de natuur, het landschap en het cultureel erfgoed													
6 voelen de waarde aan van natuurbeleving en het genieten van de natuur													
Context 5 - Politiek-juridische samenleving													
1 geven aan hoe zij kunnen deelnemen aan bestuursvorming in en opbouw van de samenleving													
2 passen inspraak, participatie en bestuursvorming toe in reële schoolse situaties													
3 tonen het belang en dynamisch karakter aan van mensen- en kinderrechten													
4 tonen aan dat het samenleven in een democratische rechtsstaat gebaseerd is op rechten en plichten die gelden voor burgers, organisaties en overheid													
5 tonen aan dat het samenleven in een democratische rechtsstaat gebaseerd is op rechten en plichten die gelden voor burgers, organisaties en overheid													
6 erkennen de rol van controle en evenwicht tussen de wetgevende, uitvoerende en rechterlijke macht in ons democratisch bestel													
7 illustreren de rol van de media en organisaties in het functioneren van ons democratisch bestel													
8 onderscheiden de hoofdtaak van de federale Belgische staatsstructuur													
9 beelden het samenleven in ons democratisch bestel aan het samenleven onder andere regeringsvormen													
10 illustreren hoe een democratisch beleid het algemeen belang nastreeft en rekening houdt met ideeën, standpunten en belangen van verschillende bevolkingsgroepen													
11 kunnen van Europese samenwerking, van het beleid en de instellingen van de Europese Unie de betekenis voor de eigen leefwereld toelichten													
12 tonen het belang aan van internationale organisaties en instellingen													
13 geven voorbeelden die duidelijk maken hoe de mondialisering voordelen, problemen en conflicten inhoudt													
Context 6 - Socio-economische samenleving													
1 leggen met voorbeelden uit hoe welvaart wordt gecreëerd en hoe een overheid inkomsten verwierft en aanwendt													

## Didactic workshop - cross curricular work and team work

2 an organisation created and subsidised by the Flemish Community to support initiatives on world citizenship in education

The content we start from in the *didactic workshop* will always be related to one or more of the seven themes, as described by Kleur Bekennen: democracy and citizenship, interdependency, sustainable development, social justice, diversity, human rights, peace. We use a broad general topic (such as the millennium development goals), for there to be different entry points for students to start from. The general topic is decided upon by the guiding lecturers.

The powerful learning environment consists of a parallel group work over a period of 9 weeks. The students are divided into small groups of 6 – 8 members. 8 different cases, within the chosen topic subject, are introduced to the students. Each presentation takes 10 minutes. The students rotate from case to case, with their small groups over a 2 period time stretch. After they have witnessed all the cases, they choose and rank (in consensus) the 3 cases they would like to work on. They are then appointed one of their choices, for which they write a research question. Every group is assigned to a coach (= guiding lecturer). From then on and for several weeks they work on their own small research project about a “world or multicultural issue”. The content of their research is posted on a wikipage. After a midway evaluation, they have to translate the content of their research / subject into a secondary school or class situation. This can be a lesson, a lesson activity, a brochure, a game, a festival, ... This is also promoted by a wikipage.

In the final week, the products of the different groups are presented to and evaluated by the first and third year students over the course of a half day morning programme. This way the first year students are introduced to world citizenship and the didactical workshop for the next year. The third year students have gone through the same learning and working process the previous year, have had more practical experience and should already be more critical towards “world and multicultural issues”. So they should be well positioned to co-evaluate. These co-evaluations are taken into consideration by the responsible lecturer.

The evaluation of the whole module is outlined in Figure 3.

In the afternoon of that same day all students attend 2 sessions (each session taking 1 hour 30 minutes) presented by NGO’s that present their educational materials and support for schools. That way students can compare their products, developed methodologies or educational

materials to those of the NGOs. At the same time students get acquainted with existing organisations that work on world citizenship and which they can rely on in their own professional future. Teachers, coordinators, directors of secondary schools are also invited to attend those sessions.

### Follow up

In 2010 we have run this module for the third time. The evaluation of the module by the students shows that some competences are still not integrated.

The plan is to take part of the ICCS 2009 survey from our students to get a general idea of their perception on active citizenship and active citizenship education. We will then be able to compare these results with those of their target group, secondary school pupils.

Competences related to active citizenship include cognitive, affective as well as behavioural competences (De Groof et al., 2010 and DG Education and culture, 2007). Some of those

**Figure 3 - Evaluation of the subject Didactic workshop - cross curricular work and team work (extract from manual)**

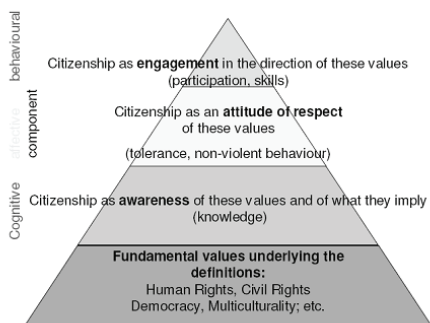
Team grade for product		individual grade for process	
<b>wikpage - content</b> <i>evaluated by educationist</i> <u>criteria:</u> - relevance research question - completeness - critical approach of content - creativeness of the content - integration of new views - language	/10	The functioning of the group and everyone's personal contribution is evaluated on the basis of your own chosen criteria (5-7)  <i>This grade is given by the guiding lecturer                      The last peer-assessment of the team members will be taken into account.</i>	
<b>session/presentation:</b> written <i>evaluated by educationist</i> session <i>evaluated by guiding lecturer</i> <i>evaluation by 1<sup>st</sup> and 3<sup>rd</sup> year students will be taken into account</i> <u>criteria:</u> see list with criteria for mini projects	/7		
<b>wikpage - for pupils/students</b> <u>criteria:</u> - lay out is inviting. - point of entry is original - clear structure - balanced - adapted use of language for target group. - well thought selection - criteria for good website	/3		
<b>total for product</b>	/20	<b>total for process</b>	/20
<b>grand total</b>	<b>/40</b>		
<b>reduced to</b>	<b>/20</b>		



behavioural competences are described in the final objectives for secondary education and in the basic competences for the starting teacher. However, it is not easy to cultivate these in our student population. Therefore, we strive to implement those competences not solely in one subject course (didactic workshop) but also in other parts of the curriculum. It is also our strong believe that behavioural changes in students can only be reached, when we ourselves (the lecturers), show "active citizenship behaviour".

**Figure 4 - Building blocks of active citizenship education**

(taken from DG Education and Culture, 2007, p68)



### Within subjects

In different subjects - in more or lesser ways - active citizenship is worked on. As students choose two subjects with teaching qualification, there is a wide range in intensity with which students get in touch with or are educated in active citizenship and world citizenship.

### Cross curricular teaching practice

During the cross curricular teaching practice which takes place in the second semester of the third year, students work in

a divers team, preparing a project week for a school of secondary education. They produce activities based on the principles of the project method, intercultural education and student participation. Teamwork is an important aspect of this module: working together as a team of students, communicating successfully with the project school as well as with the guiding lecturer at XIOS. This cross curricular teaching practice is a nice follow up on the didactic workshop the students had in their second year.

### Alternative teaching practice

At some point in their third year students will have to complete an Alternative teaching practice. This means, something other than, but related to the teaching profession. Students are free to choose the form of this practice. Possibilities include working for/helping out NGOs, organise fair trade activities in school, developing educational materials for world citizenship, ...

### International internship

Students can choose to complete an International internship linked to international development.

Figure 5 - Implementing active citizenship: Needs and pitfalls

Needs	Pitfalls
<ul style="list-style-type: none"><li>- vision / policy of the institute</li><li>- time and space in programme</li><li>- no stand alone approach</li><li>- embedded in every subject</li><li>- cooperation between colleagues</li><li>- participation and activation of students</li></ul>	<ul style="list-style-type: none"><li>- only time limited projects</li><li>- no overall approach</li><li>- no continuity</li></ul>

### Internationalisation@home

This module is taken by XIOS students who choose for an international experience as part of their final year of training, and for those students who are interested in international/intercultural experiences but prefer to not go abroad at this stage. As such, we strive for an open , communicative atmosphere in which different cultures meet. The module is divided up into workshop session on the one hand and a practical part on the other hand. The workshops aim to raise intercultural awareness and to provide a theoretical framework for insight and reflection. For the practical part, there are two options:

- eTwinning: kindergarten/secondary school classes within Europe working together on a project via ICT and
- a project week in a class of 'newcomers' (objective: Dutch as a second language embedded in a motivating, active learning environment).

The workshops are organised in the first semester (mostly in English), the practical part takes place in the second term. Depending on the language skills of the exchange students and willingness of schools, exchange students can participate in the project work (eTwinning or newcomers class) and link up with XIOS students to turn it into a successful and rewarding project.

### Other aspects of active citizenship that exist

- student council
- participation council
- student surveys
- XIOS policy statement on World Citizenship

Figure 6 – World Citizenship education and the position of Didactic workshop - cross curricular work and team work

Stage	1 Introduction and learn	2 Learn and do	3 Do
Programme		Inviting to Learn (supportive subject linked to the didactic workshop)	
		Didactic workshop: cross curricular work and team work (9 weeks)	
		W1	W6 -> W8
		W2-> W4	W9
		W5	Own presentations NGO sessions Final evaluation
Programme		Cases + Research question	
		Research Content oriented	
Programme	1 full day "World citizenship" - attend and evaluate presentations / sessions of the Didactic workshop - attend sessions by NGOs that present their educational materials and support	1 full day "World citizenship" - presentations / sessions of the Didactic workshop - attend sessions by NGOs that present their educational materials and support	1 full day "World citizenship" - attend and evaluate presentations / sessions of the Didactic workshop - attend sessions by NGOs that present their educational materials and support
	- spread in various subjects - fair trade in school	- spread in different subjects - fair trade in school	- spread over various subjects - subject "life keys" - cross curricular practice (1 week) - alternative practice (1 week) -> ngo, fair-trade, ... - international internship - final assignment
Competences			

## 5. CONCLUSION

Active Citizenship trainings seem to be needed at various levels (school management, coordinators, teachers) and in several domains.

Teacher training has a key role to play in active citizenship education.

Integrating different perspectives of teacher educators, teachers and students, we redesigned the curriculum with a stronger focus on world citizenship, as part of active citizenship. In this way, we aim to improve the commitment of our aspirant teachers to become more active citizens. In order to increase the robustness of the curriculum, we must embed the practice of the design more into a design research. A challenging set up would be "Identifying critical design principles that improve the commitment of active citizenship among aspirant teachers."

Issues to be further looked into are: how to improve the perception of active citizenship among our students; how to assess their commitment to active citizenship; and how to foster the links with the local community and broader world.

Additionally, there is the challenge of implementing active citizenship in all higher education programmes.

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## APPENDIX 1

Education in Flanders – Cross-curricular final objectives for secondary education (1st, 2nd and 3rd stage – 12-18 years).

For cross-curricular final objectives about Active Citizenship: see mainly in contexts 4 – 5 – 6 – 7

Common trunk - Learning to learn Final Objectives - competences	Contexts
<p>The pupils:</p> <p>(communicative ability)</p> <p>1 bring important aspects of communication into practice;</p> <p>(creativity)</p> <p>2 can develop original ideas and solutions and put them into action;</p> <p>3 take steps themselves to implement innovation;</p> <p>(perseverance)</p> <p>4 strive to reach a goal, despite difficulties;</p> <p>(empathy)</p> <p>5 take into account the situation, views, and emotions of others;</p> <p>(aesthetic ability)</p> <p>6 can experience beauty;</p> <p>7 can create beauty;</p> <p>(explore)</p> <p>8 make use of learning opportunities in diverse situations;</p> <p>(flexibility)</p> <p>9 are willing to adapt to changing demands and circumstances;</p> <p>(initiative)</p>	<p>1. physical health and safety</p> <p>2. mental health</p> <p>3. socio-relational development</p> <p>4. environment and sustainable development</p> <p>5. political-legal society</p> <p>6. socio-economic society</p> <p>7. socio-cultural society</p>

10 engage themselves spontaneously;

(critical thinking)

11 can bring up for discussion data, actions and reasoning based on relevant criteria;

12 are capable of weighing alternatives in making a conscious choice;

13 can look at subjects from different angles;

(media wisdom)

14 are alert in dealing with media;

15 participate thoughtfully in public life through media;

(open and constructive attitude)

16 consider their own development and those of others in society and the world;

17 assess their own opinion about social occurrences and trends with reference to various points of view;

(respect)

18 behave respectfully;

(work together)

19 actively contribute to realizing common targets;

(responsibility)

20 take responsibility for their own actions, in relationships with others and with reference to the society;

(self-image)

21 gain an insight in their strengths and weaknesses;

22 develop an identity as an authentic individual, belonging to different social groups;

(self-reliance)

23 appeal to social services and institutions;



- 24 use the appropriate channels to express their questions, problems, ideas or opinions;

(meticulousness)

- 25 require quality for their own work and that of others;

(considerateness)

- 26 deal with diversity;

- 27 take care of their own future and that of others.

#### Context 1: Physical health and safety

The pupils:

- 1 take care of themselves and behave hygienically;
- 2 get to know their own body and react adequately to the body's signals;
- 3 find a balance between work, free time, rest and exercise;
- 4 adopt an ergonomic and varied standing, sitting, working and lifting posture;
- 5 make healthy choices for their daily diet;
- 6 use guidelines for dealing with food hygienically;
- 7 make time for daily exercise;
- 8 assess the risks and consequences of stimulants and medication and react assertively to supply;
- 9 take precautions against hazardous physical contact;
- 10 participate in health and safety policy at school;
- 11 apply safety guidelines and take precautions for a safe living and working environment;
- 12 call for help and administer first aid and cpr;
- 13 apply the traffic rules;
- 14 use their own and public transportation in a safe way;
- 15 realise that social phenomena have an impact on safety and health.

#### Context 2: Mental health

The pupils:

- 1 cope with work load and stressful situations;
- 2 deal appropriately with joy and grief, fear, anger, loss and mourning;
- 3 recognise problem situations and ask for, accept and offer assistance;
- 4 accept and deal with their sexual development and changes in puberty;
- 5 can express themselves about and deal respectfully with friendship, being in love, sexual identity and orientation, sexual feelings and behaviour;
- 6 act assertively;
- 7 use images, music, drama or media to express themselves;
- 8 recognise the impact of cultural and art appreciation on their own emotions and behaviour and that of others.

#### Context 3: Socio-relational development

The pupils:

- 1 can build, maintain and end a relationship;
- 2 recognise the existence of power relations and the importance of equality, agreements and rules in relationships;
- 3 accept differences and value respect and caring within a relationship;
- 4 can admit to be in the wrong and apologise;
- 5 act discretely in situations that require discretion;
- 6 expose prejudices, stereotyping, inappropriate influencing and abuse of power;
- 7 discuss views on medical, psychic, and social aspects of forms cohabitation, safe sex, family planning, pregnancy and abortion;
- 8 express uninhibitedly and constructively their wishes and feelings within relationships and set and accept boundaries therein;
- 9 search for constructive solutions for conflicts;
- 10 argue, in dialogue with others, the dynamics of their preference for certain cultural and artistic manifestations;
- 11 use cultural and artistic manifestations to understand the world of others.

#### Context 4: Environment and sustainable development

The pupils:

- 1 participate in environmental policy and care measure at school;
- 2 recognise in problems of sustainability the intertwining of economic, social, and ecologic aspects and recognise the influence of technology and policy;
- 3 search for possibilities to use space, resources, goods, energy and transportation in a sustainable way themselves;
- 4 search for sustainable solutions to influence and improve the local and global environment;
- 5 show interest and express their appreciation for nature, landscape and cultural heritage;

- 6 sense the value of experiencing and enjoying nature.

#### Context 5: Political-legal society

The pupils:

- 1 indicate how they can participate in the process of decision making and the construction of society;
- 2 apply participation, involvement and decision making in real school situations;
- 3 show the importance and dynamic character of human rights and children's rights;
- 4 devote themselves actively to their own rights and those of others;
- 5 indicate that living together in a democratic constitutional state is based on both rights and duties that hold for citizens, organisations and the government;
- 6 recognise the role of control and balance between the legislative, executive and judicial power in our democratic order;
- 7 illustrate the role of the media and organisations in the functioning of our democratic order;
- 8 discern the main outlines of the federal Belgian state structure;
- 9 compare living together in our democratic order to living together in other forms of government;
- 10 illustrate how democratic policy pursues the common good and takes into account ideas, views and interests of various parties concerned;
- 11 can explain the meaning of European cooperation, policy and institutions for their own world;
- 12 show the importance of international organisations and institutions;
- 13 illustrate how globalisation entails benefits, problems and conflicts.

#### Context 6: Socio-economic society

The pupils:

- 1 explain with examples how prosperity is created and how a government obtains and uses income;
- 2 compare their own views to the various views on welfare and the division of wealth;
- 3 dedicate themselves to improving well-being and welfare in the world;
- 4 in buying goods and using services consider price – quality and sustainable development as well as consumer rights;
- 5 give examples of the changeable character of labour and economic activity;
- 6 give examples of factors influencing the value of goods and services;
- 7 can manage their own budget and personal administration;
- 8 indicate characteristics, possible causes and consequences of poverty;
- 9 explain the role of companies, employers' federations and trade unions in a national and international context.

Context 7: Socio-cultural society

The pupils:

- 1 describe the dynamic in ways of living and interacting, opinions, values and standards in their own and other social and cultural groups;
- 2 constructively deal with differences between people and philosophies of life;
- 3 illustrate the importance of social cohesion and solidarity;
- 4 learn from historic and present-day examples of intolerance, racism and xenophobia;
- 5 give examples of the potentially constructive and destructive role of conflicts;
- 6 actively deal with the culture and art that surround them;
- 7 illustrate the mutual influence of art, culture and technology, of politics, economics, science and philosophy of life.

## APPENDIX 2

The professional profile of the starting teacher

A professional profile describes the professional activities for a certain profession and the qualifications needed to be able to perform that profession (the competences)

### Typical functions

- Typical function 1 - The teacher as guide of learning and developing processes
- Typical function 2 - The teacher as educator
- Typical function 3 - The teacher as expert
- Typical function 4 - The teacher as organiser
- Typical function 5 - The teacher as innovator - The teacher as researcher
- Typical function 6 - The teacher as partner of parents
- Typical function 7 - The teacher as member of a school team
- Typical function 8 - The teacher as partner of extern
- Typical function 9 - The teacher as member of the education community
- Typical function 10 - The teacher as participant of culture
- Professional attitudes

## APPENDIX 3

The general and profession specific basic competences of the starting teacher: Functional parts:

- Functional part 1 - The teacher as guide of learning and developing processes
- Functional part 2 - The teacher as educator
- Functional part 3 - The teacher as expert
- Functional part 4 - The teacher as organiser
- Functional part 5 - The teacher as innovator - The teacher as researcher
- Functional part 6 - The teacher as partner of parents
- Functional part 7 - The teacher as member of a school team
- Functional part 8 - The teacher as partner of extern
- Functional part 9 - The teacher as member of the education community
- Functional part 10 - The teacher as participant of culture Attitudes

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# PRÁTICA PROFISSIONAL EM GERONTOLOGIA

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A Gerontologia (do grego *gero*, envelhecimento, e *logos*, ciência) surgiu como um campo de estudo multidisciplinar, com o contributo de várias disciplinas como a biologia, as ciências políticas, a educação, a psicologia ou a sociologia (Bengtson, Rice & Johnson, 1999). A colaboração entre profissionais de diferentes áreas (tanto social como da saúde) foi essencial para a afirmação da Gerontologia no panorama do conhecimento, integrando os diversos saberes espartilhados em torno das pessoas idosas e do envelhecimento. Na tentativa de descrever e explicar os seus determinantes biológicos, psicológicos e socioculturais, foi-se impondo como o estudo científico das mudanças no processo de envelhecimento e da velhice (Bengtson, Putney & Johnson, 2005). Todavia, este percurso foi reflectindo uma alteração de paradigma. Antes constituída por um campo de conhecimento multidisciplinar (colaboração entre diferentes disciplinas, com fronteiras bem demarcadas), a Gerontologia passou a revestir-se de uma natureza interdisciplinar, cujos conteúdos resultam da integração de conhecimentos das distintas áreas de estudo implicadas (Hagestad & Dannefer, 2001).

O desafio que actualmente se coloca reside na sua conceptualização enquanto campo de investigação e ensino ou enquanto campo de trabalho prático (Cortelletti, 2005; Gonçalves & Martín, no prelo, a). Se a profissionalização é um processo dinâmico, através do qual muitas ocupações podem ser observadas até serem delineados os determinantes mais adequados para o desenvolvimento de uma profissão (Carreras, 1995), é a epistemologia da prática que permite desenvolver o cerne dessa mesma profissão. O conjunto de conhecimentos, competências, habilidades e atitudes expostas na prática permitem aos estudantes actuar em situações concretas, tanto em serviços de saúde como na comunidade, revelando a natureza e a sua identidade profissional (Cortelletti, 2005; Lima, 2009).

No que concerne aos planos curriculares europeus em Gerontologia, estes tendem a ser heterogéneos (Meyer, 2003). Contudo, a sua grande maioria incide exclusivamente em programas de pós-graduação e mestrado, à excepção de Portugal, Holanda e Finlândia, que também direccionaram os programas de formação em Gerontologia para o nível de graduação inicial.



A linha orientadora central da Licenciatura em Gerontologia da Escola Superior de Saúde da Universidade de Aveiro (ESSUA) considera a via da ciência e da investigação, com vista à construção de conhecimento teórico, mas também enfatiza a via da profissão e da prestação de serviços, através de intervenções úteis para a qualidade de vida das pessoas idosas e no processo de envelhecimento. Os estudantes desenvolvem competências em torno da pessoa idosa e sua família, das organizações sociais e de saúde e da comunidade (Figueiredo et al., 2004). No procedimento da adequação do plano de estudos da Licenciatura em Gerontologia ao Processo de Bolonha foi elaborado o documento 'Perfil e competências da prática profissional do gerontólogo em Portugal'. Dentro dessas competências, considerou-se que o estudante deve desenvolver e colocar em prática capacidades consideradas fundamentais para o exercício da sua futura profissão, seja ao nível instrumental (análise e síntese, organização, cultura geral básica, comunicação), interpessoal (trabalho em grupo, crítica e auto-crítica, integrar grupos interdisciplinares, apreciar a diversidade e multi-diversidade) e sistémica (aplicar conhecimento na prática, aprender, adaptar-se a novas situações, gerar ideias novas, liderar, realizar trabalho autónomo). A partir do ano lectivo 2008/2009 esta licenciatura passou integralmente para o plano de Estudos Pós Bolonha, pelo que uma parte significativa do processo de formação dos estudantes dos 2.º e 3.º anos, após a aquisição de competências ligadas à formação de base, decorre sob a forma de estágio em ambiente de prática profissional (Lopes et al., 2011). É fundamental para a realização da Prática Profissional a aprovação nas seguintes unidades curriculares: i) Avaliação das Necessidades do Idoso; ii) Contextos Sociais e Familiares do Envelhecimento; iii) Envelhecimento Patológico e Intervenção Geriátrica I e II; iv) Psicopatologia do Idoso; v) Gestão e Equipamentos Sociais I e II; vi) Necessidades Especiais e Tecnologias de Apoio.

Apresenta-se neste trabalho os objectivos gerais da Prática Profissional da Escola Superior de Saúde da Universidade de Aveiro (ESSUA), as respectivas competências exigidas, o critério de selecção dos locais de estágio e os moldes em que se processa o acompanhamento dos estudantes por parte dos diversos profissionais responsáveis.

## COMPONENTES DA PRÁTICA PROFISSIONAL DA LICENCIATURA EM GERONTOLOGIA DA ESSUA

Na Licenciatura em Gerontologia da Escola Superior de Saúde da Universidade de Aveiro (ESSUA) proporciona-se aos estudantes a realização da prática profissional em três componentes: (1) a avaliação multidimensional da pessoa idosa, (2) a gestão de casos e transição para as respostas na comunidade, e (3) a análise institucional no âmbito dos serviços gerontológicos (perfazendo estas três componentes, na sua totalidade, 900 horas de contacto de carácter profissionalizante).

No que concerne à primeira componente, a avaliação multidimensional da pessoa idosa, os estudantes avaliam a capacidade funcional, os aspectos sociais e a morbilidade - onde se inclui a saúde física e mental – dos utentes, com vista à sua qualidade de vida (Rowe, 1985; Fillenbaum, 1986). Desenvolvem, deste modo, aptidões em diversos âmbitos, como a compreensão do contexto, percurso e narrativa da pessoa idosa (análise e compreensão dos antecedentes, da idiossincrasia das suas experiências e da relação com a família); a recolha de dados relacionados com a gestão da intervenção (prestação de cuidados); o manuseamento e aconselhamento de tecnologias de apoio para a população idosa; e, por fim, a obtenção de informação relevante para a tomada de decisão nas áreas biomédica, psicológica, social, legal e ambiental. Esta componente implica a realização de 210 horas de prática no terreno. Os estudantes desenvolvem-na em instituições que possuam respostas na área da saúde e/ou de âmbito social (situadas no Centro e Norte do país) por forma a elaborar plano(s) de acção em função das necessidades observadas: valência de apoio domiciliário (ADI), de serviço de apoio domiciliário (SAD) e/ou Centro de Dia.

No que respeita à gestão de casos e transição para as respostas na comunidade (a segunda componente), os estudantes devem, numa perspectiva interdisciplinar, avaliar as opções, serviços e recursos disponíveis de acordo com as necessidades de saúde dos utentes (Frankel & Gelman, 1998; Philp, 1994). Neste sentido, os estudantes analisam a dinâmica de funcionamento e de prestação de cuidados instituídos numa unidade de saúde e elaboram um projecto de intervenção com vista ao acompanhamento de gestão de casos de utentes, à sua transferência e à sua integração familiar e/ou comunitária no pós-internamento. Esta componente (denominada

por Módulo Cuidados Continuados) envolve 200 horas de prática no terreno. Distribuídos por instituições que possuam equipamentos sociais para pessoas idosas e outras que desenvolvam actividade na área dos Cuidados Continuados situadas no Centro e Norte do país, os estudantes realizam tarefas e procedimentos próprios da sua especialidade sob a supervisão de vários profissionais.

Por fim, na terceira competente, a de análise institucional no âmbito dos serviços gerontológicos, os estudantes devem ter em consideração três princípios basilares nas instituições: o regulativo (hierarquia, regras, leis, sanções), o normativo (certificação, acreditação) e o cultural e cognitivo (lógica de acção, valores, crenças institucionais) (Pearce, 2000; Scott, 2008). Neste âmbito, os estudantes analisam a dimensão funcional e orgânica da instituição, o funcionamento e a gestão dos serviços específicos das diferentes valências existentes, assim como analisam e avaliam criticamente a elaboração, operacionalização e adequação do plano de cuidados prestados aos utentes. Acompanhar a intervenção dos diversos profissionais implicados no plano de cuidados e analisar a adequação da sua operacionalização é essencial para a elaboração de um plano de cuidados. Esta análise visa a identificação de possíveis áreas de intervenção considerando uma prestação de cuidados de qualidade, com directrizes individualizadas para promover a recuperação ou estabilização dos utentes. Tendo por base o Modelo de Avaliação de Qualidade da Segurança Social, elaboram, implementam e avaliam um projecto de intervenção, propondo uma contribuição para a melhoria dos serviços prestados, especificamente nos cuidados pessoais e de saúde. Afecta a esta componente estão 440 horas de prática no terreno (denominada por Módulo Qualidade em Serviços Gerontológicos). Os estudantes são colocados em instituições que possuam equipamentos sociais e que prestem apoio biopsicossocial a pessoas idosas, com respostas na área da saúde e/ou de âmbito social. Também por forma a elaborar plano(s) de acção em função das necessidades observadas, as instituições devem ter as valências de apoio domiciliário (ADI), serviço de apoio domiciliário (SAD) e/ou Centro de Dia e de Lar.

## OBJECTIVOS GERAIS DA PRÁTICA PROFISSIONAL EM GERONTOLOGIA DA ESSUA

Os objectivos gerais, definidos de acordo com as quatro dimensões cognitiva, comunicacional, atitudinal e técnica (e onde se inserem outros específicos), são os seguintes (CE/ESSUA, 2011a, 2011b).

No Quadro 1 são descritos os nove objectivos gerais integrantes da dimensão cognitiva.

### **Quadro 1 – Objectivos gerais da dimensão cognitiva da Prática Profissional**

Dimensão cognitiva
<ul style="list-style-type: none"> <li>• Conhecer e caracterizar as dimensões funcional e orgânica das instituições prestadoras de cuidados (de saúde) a pessoas idosas, bem como a dinâmica de acompanhamento à própria pessoa idosa/ utente;</li> <li>• Identificar os problemas/ necessidades do idoso de acordo com metodologia inerente à avaliação multidimensional;</li> <li>• Analisar e elaborar possíveis propostas com vista à satisfação das necessidades do idoso;</li> <li>• Analisar e reflectir sobre o plano de cuidados prestados;</li> <li>• Elaborar um projecto de intervenção;</li> <li>• Implementar um projecto de intervenção;</li> <li>• Avaliar o projecto de intervenção;</li> <li>• Reflectir sobre o progresso pessoal durante a prática profissional;</li> <li>• Participar activamente na avaliação do estágio.</li> </ul>

No que respeita aos três objectivos gerais da dimensão comunicacional, estes apresentam-se no Quadro 2.

### **Quadro 2 – Objectivos gerais da dimensão comunicacional da Prática Profissional**

Dimensão comunicacional
<ul style="list-style-type: none"> <li>• Desenvolver a capacidade de comunicação adequada a cada situação;</li> <li>• Comunicar de forma assertiva;</li> <li>• Dominar o vocabulário técnico.</li> </ul>

Quanto à dimensão atitudinal, os três objectivos gerais constam no Quadro 3.

### **Quadro 3 – Objectivos gerais da dimensão atitudinal da Prática Profissional**

Dimensão atitudinal
<ul style="list-style-type: none"> <li>• Desenvolver atitudes de integração na equipa técnica;</li> <li>• Desenvolver atitudes éticas e deontológicas perante utente/família e outros profissionais;</li> <li>• Desenvolver competências de relacionamento institucional.</li> </ul>

Por fim, no que concerne aos onze objectivos gerais da Prática Profissional no que diz respeito à dimensão técnica, este podem observar-se no Quadro 4.

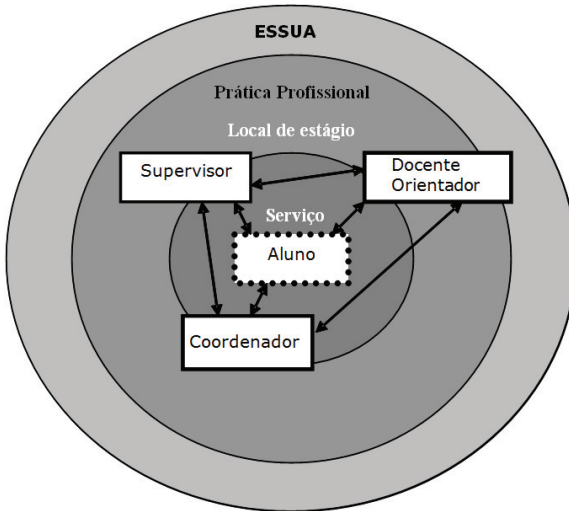
### **Quadro 4 – Objectivos gerais da dimensão técnica da Prática Profissional**

Dimensão técnica
<ul style="list-style-type: none"> <li>• Analisar os diferentes serviços no âmbito das respostas sociais de apoio às pessoas idosas (resposta social de enquadramento) / Analisar a dinâmica de prestação de cuidados desenvolvida na Unidade de Cuidados Continuados;</li> <li>• Caracterizar a população alvo das diferentes respostas;</li> <li>• Conhecer o papel, perfil e área de actuação dos diferentes profissionais nas respostas visadas;</li> <li>• Aplicar as competências adquiridas na utilização de instrumentos standardizados de avaliação;</li> <li>• Aplicar as competências adquiridas na utilização de instrumentos não standardizados de avaliação;</li> <li>• Analisar a intervenção dos diferentes profissionais na elaboração, operacionalização e avaliação do Plano de Cuidados (PC) prestados;</li> <li>• Analisar e reflectir sobre a elaboração/adequação/operacionalização do PC;</li> <li>• Elaborar um projecto de intervenção tendo por base Modelo de Avaliação de Qualidade da Segurança Social (Processo-chave 5/ Cuidados pessoais e de saúde) que vise a melhoria dos serviços prestados à população / Elaborar um projecto de intervenção que vise a transferência do utente (regresso ao domicílio e integração familiar) de dois utentes da Unidade de Cuidados Continuados;</li> <li>• Implementar o projecto de intervenção;</li> <li>• Aplicar técnicas de análise de dados;</li> <li>• Analisar os resultados e avaliação.</li> </ul>

## DOCENTES ORIENTADORES, COORDENADORES E SUPERVISORES NO LOCAL DE ESTÁGIO

Para Gonçalves e Martín (no prelo, b), o melhor modo de desenvolver competências de ensino é através do exercício da prática profissional, supervisionada num processo colaborativo e interactivo. Tal dinâmica proporciona uma constante comunicação entre os estudantes, o docente orientador e o supervisor em ambiente profissional, sendo possível monitorizar atempadamente as dificuldades, questões e decisões tomadas. Por si só, a situação de exposição a tarefas e procedimentos não é suficiente para a existência de potencial formativo. É também necessário que a interacção dos intervenientes colocados nessa situação faça sentido não só em termos pedagógicos, mas também relacionais (Courtois, 1992). Por esse motivo, este processo deve implicar um tratamento dos estudantes como um par, assim como um encorajamento de estilos comunicacionais e de ensino individualizado revestidos de uma comunicação verbal e não verbal frequentes (Gonçalves & Martín, no prelo, b).

No que concerne ao corpo docente e funções de acompanhamento dos estudantes da Licenciatura em Gerontologia da Escola Superior de Saúde da Universidade de Aveiro (ESSUA), existem três figuras de acção (Figura 1): a de docente orientador, a de coordenador no local de estágio e a de supervisor no local de estágio.



**Figura 1-  
Interação entre  
estudantes e  
profissionais  
implicados na  
Prática  
Profissional**

(Fonte: Lopes et al., 2011)

No respeito à primeira, o *docente orientador* (pertencente à ESSUA) define as concepções de formação da prática profissional. Ou seja, estabelece os objectivos, as metodologias de ensino - aprendizagem, os critérios e os instrumentos de avaliação. Orienta, de forma sistemática, o processo de aprendizagem e avaliação do estudante, assumindo um papel dinamizador da prática reflexiva (como, por exemplo, promovendo seminários com vista à análise teórico-metodológica da prática profissional). Promove, ainda, o debate e a discussão com os profissionais de saúde e de acção social intervenientes no processo de educação/formação dos estudantes. O docente orientador está em contacto permanente com os estudantes e com o coordenador e supervisor no local de estágio, deslocando-se às instituições com periodicidade regular.

Em relação ao *coordenador no local de estágio*, o profissional responsável pela gestão do serviço (director técnico ou alguém delegado pela direcção), participa na organização da prática profissional juntamente com o docente orientador responsável pela mesma, fazendo a articulação entre o local onde decorre a prática profissional e a ESSUA. O coordenador da instituição define, em conjunto com o docente orientador responsável, a organização da prática na sua instituição: distribui os utentes pelos estudantes e organiza e coordena os profissionais que cooperam na prática profissional. O coordenador da instituição acompanha vários estudantes, pelo que poderá delegar noutros colegas de trabalho essa função, nos supervisores no local de estágio. Em casos que assim o justifique, o coordenador pode acumular as suas com as funções de supervisor.

Por fim, a terceira figura, a de *supervisor no local de estágio*, a quem compete a coordenação e organização da prática profissional na instituição. O supervisor orienta e avalia o processo de aprendizagem dos estudantes, informando-os acerca dos seus percursos individuais. Participa ainda, em conjunto com o docente orientador, na avaliação dos estudantes para atribuição da nota final. O supervisor serve como referência profissional e socializa os estudantes para uma filosofia de unidade e de integração numa equipa multidisciplinar.

Antes de se dar início à Prática Profissional, têm lugar duas reuniões de preparação dos diferentes *stakeholders* - dos coordenadores e supervisores no local de estágio e dos próprios estudantes. Em ambas

as reuniões, conduzidas pelos docentes orientadores da ESSUA, são descritos os objectivos, as competências a adquirir, o modelo de acompanhamento e de avaliação dos estudantes ao longo e no final do processo da formação prática. Os diferentes *stakeholders* envolvidos na Prática Profissional (I e II) da Licenciatura em Gerontologia da Escola Superior de Saúde da Universidade de Aveiro (ESSUA) (Quadro 5) permitem satisfazer os princípios da aprendizagem em contextos diversificados, da relação interpessoal e intercontextual e da organização de matriz conceptual que, numa perspectiva ecológica, facilitam a uma interacção dialogante entre os diferentes intervenientes (Sá-Chaves & Alarcão, 2000).

**Quadro 5 – Stakeholders envolvidos na PPI e PPII desde o ano lectivo 2008/2009 até ao presente**

Ano	PP	Alunos	Instituições	D o c . Orient.	Coordenadores	Supervisores
2010/ 2011	PPI	20	10	6	10	5
	PPII	20	18	6	18	3
2009/ 2010	PPI	24	12	7	11	8
	PPII	17	14	7	12	6
2008/ 2009	PPI	23	9	7	8	4
	PPII	22	13	6	13	5

(Fonte: Centro de Estágio da Escola Superior de Saúde da Universidade de Aveiro, 2011)

## CONSIDERAÇÕES FINAIS

O processo de formação, sendo dinâmico, está dependente dos percursos pedagógicos colocados à disposição dos estudantes. Se a construção da identidade profissional está ligada à experiência prática, a formação deve permitir que o desenvolvimento do indivíduo se possa realizar também em contextos de acção/reflexão, de forma a ampliar a sua capacidade de contribuir para a transformação e mudança do real. É também em contextos de prática profissional que o espantilho da formação fragmentada e especializada é quebrado, permitindo que a relação entre os diferentes saberes se estabeleça.



A filosofia da interdisciplinaridade está subjacente na prática profissional concebida pela Escola Superior de Saúde da Universidade de Aveiro (ESSUA). Os estudantes adquirem conhecimentos e competências conjugando diversas perspectivas, compreendendo circunstâncias específicas que, de outro modo, se tornariam reducionistas. Apesar de incorporarem equipas multidisciplinares já existentes no terreno profissionalizante, o seu trabalho final deve-se à sua capacidade de integração dos diferentes saberes: a elaboração de planos de cuidados e gestão de casos implica, necessariamente, a existência de um conhecimento transversal e interdisciplinar (Gonçalves & Martín, no prelo, a), cada vez mais premente e que é criado e desenvolvido pelos estudantes em ambiente da prática profissional.

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- Recursos multimédia
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