

Abstracts

A closer look. Evaluating online resources for adult refugees

Gabriella Agrusti, Stephen Dobson

This article presents the results of the trials carried out within the Advenus project – Developing online resources for adult refugees (funded with the support of the European Commission, project ref. no. 2016-1-NO01-KA204-022090). Advenus aims at improving and extending the offer of high quality, culturally sensitive open access e-learning resources to adult refugees between the age of 18-40 and their trainers and teachers in EU countries. In detail, some preliminary considerations are made on the trials of five e-learning courses carried out in four countries, i.e. Norway, Italy, Portugal, and Former Yugoslav Republic of Macedonia, for a total number of 267 refugees and asylum seekers involved in the project. Results show an high variability of the starting levels of learners with reference to the language of the hosting country, to basic e-skills and to education levels, and therefore the crucial need to design eLearning resources for different entry levels, connected with learners’ needs and daily life experiences, preferably in hybrid forms of ICT supported learning, with face-to-face interventions.

Keywords

Refugees, literacy, e-learning, Italy, Norway.

Students’ argumentation at university/arguing at university

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This article presents the analysis of the Performance Task (PT) of the TECO test, developed from the Council for Aid to Education’s Collegiate

Learning Assessment Plus (CLA+) and administered in 2015 by the Italian National Agency for Evaluation and Research (ANVUR) to 6323 university students enrolled in the third year of the bachelors' degree.

The objectives of this contribution are twofold: one the one hand, through lexicometric analysis, it aims at providing an overview of students' written texts with a focus on lexicon. On the other, it offers an in depth investigation of the manuscripts in order to highlight strengths and weaknesses of the argumentative essays students were asked to draft for the test.

Results highlight students' difficulties in analysing critically the information provided, in adopting the appropriate lexicon and, more in general, in developing an argumentative essay following its main features.

Finally, some recommendations on the enhancement of university students' writing skills are provided.

Keywords

TECO, ANVUR, argumentation, lexicometric analysis.

Analysis of professional practice in nursing education and resilience

Olivier Morenon, Marie Anaut, Bernard Michallet

This article presents a research in education's psychology about resilience in nursing education. We have studied the learning context of French nursing students and we have demonstrated that nursing students may experience a period of vulnerability. We've shown that sometimes psychopathologies were an expression of this vulnerability. Thanks to 30 semi-structured interviews, we were able to confirm these findings and we have observed evidences about a resilient process. The analysis of professional practice in nursing training has been cited many times as a decisive pedagogical time to initiate a resilient process, or a time when protective factors or defense mechanisms are involved. From verbatims, the following article allows us to approach the analysis of professional practice in nurses training as a pedagogical tool of resilience.

Keywords

Nursing, student, practice analysis, résilience.

Design of an instrument of analysis for heritage educational resources

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The re-conceptualization of museums towards a more human-centered view has led to the proliferation of publications by the museums themselves of educational material intended to provide interpretative keys to their collections. This article aims to disseminate the research for cataloging and subsequent evaluation of a collection of museum-learning resources, these ones have been collected unsystematically from different geographical origins and different time periods. Through the analysis of the didactic structure and heritage dimension of this resources, we want to know the reflection of the different educational theories on them, and to establish guidelines for the development of teaching resources to determine better practices.

Keywords

Education, cultural heritage, museum education, cultural identity, evaluation.

Tablets in the classroom: perceptions of Spanish teachers as agents of change in pedagogy and technology use

Juan Luis Fuentes, Jesús Albertos

A growing number of researchers points out the importance of teachers on the education processes mediated by ICTs. The case of Tablets is not an exception. Therefore, the evaluation of its integration in the school should take into account teachers perceptions. This article analyzes the use of Tablets in the classroom from the perspective of Spanish teachers who work in more than 30 schools. A validated by experts and online test is applied, which included five dimensions paying attention to those critical aspects identified by the current scientific publications. Main results of this study show that is convenient to review the coexistence between analogic and digital resources and the high level of acceptance of Tablets on the educational community, to promote the teacher's creation of didactic materials and to include an objective evaluation system which is coherent with the teaching methods.

Keywords

Tablets, teachers, teaching methods, technological change, innovation.