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Erubric For The Assessment Of Skills And Content In The External Practices: Legal Aspects

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The external practices is one of the most specific research topics in the field of university education (Raposo Rivas & Martínez-Figueira, 2013). Despite the external practices long history as a topic of research, there are still some important aspects worth researching, especially following the recent degree changes, which have led to an increased importance of credits and presence in all degrees in Spain (Gallego & García, 2010), the need to study in the learning environments and collaboration between Company - University. Likewise, the boom in practices based on ICTs, such as digital portfolios, poses the need to prop up technological solutions and methods with rigorous research studies, especially due to wide popularity of ICTs in general. The supervision process in the external practices clearly requires communication and follow-up to be done remotely, by using ePortfolios (Barrett, 2006). In addition to competence-based assessment and the need for students to provide learning evidences, the supervision process in the external practices also poses the need to analyse students' ability to carry out such processes (Falchikov, 2005; Jonsson, A. & Svingby, 2007; Reddy & Andrade, 2010), as well as the need to find out the best supervision methods to be used with eportfolios. Amongst the eportfolio's elements, we find a tool for design, communication and competence-based assessment known as the eRubric. This project aims [EDU2013-41974-P][1] to consolidate a research line that has already been undertaken with other R+D+i, and which currently intends to expand to different researchers and Centres of Excellence in Spain and other countries [Harvard University –EEUU-; Colonia University –Germany-; Sined –México-; Universidad Federal do Paraná and Sta. Catalina –Brasil- y Stockholm University –Sweden-]. The previous project R+D+i [EDU2010-15432][2] was investigated on subjects with class attendance (Raposo Rivas; Cebrián de la Serna and Martínez-Figueira, 2013; Cebrián de la Serna; Serrano Angulo & Ruiz Torres, 2014), without the mediation of distance-learning. Such circumstances have therefore been exempt from the extra dimension that technology often gives human communication. In addition, no research studies have been conducted on the highly specific field of the external practices, nor on the supervision of distance-learning competences.

In this context, teachers and students exchanged numerous documents which can benefit from legal issues such as data protection and image of the child, copyrights and / or the right of access to information for all people regardless of their abilities and specific educational needs.

Distance learning, which represents a teaching method undoubtedly on the rise as a great technology mediator. eRubric evaluation falls within the concept of formative assessment; it is valuable for both the formal and non-formal education systems (vocational training, the unemployed, training of civil servants, etc.) both public and private companies.

Methodology, Methods, Research Instruments or Sources Used

The aims of the present project are as follows: 1. Characterize of technologies to assess the learning process during the external practices of different degrees at Faculties of Educational Sciences in Spain. 2. Studying the different models and processes of learning assessment by using eRubrics in the external practices. 3. Analysing the student-teacher communication generated by the use of eRubrics at University and practice center, based on an understanding of the evaluated competences and proof of learning in the external practices. 4. Development of educational products and services to federate practical company and centers with initial training institutions.

Legal issues discussed are directly related to the objective 3. It is used as study sample education qualifications, at least six Spanish universities (Autónoma de Barcelona, Barcelona, Granada, León, Málaga y Vigo).

According to the different characteristics of the goals and assumptions of our research, and nature of data to collect and qualitative - quantitative, the collection techniques and data analysis are:

1. Descriptive study using online surveys and individual interviews, focus group coordinators external practices.
2. Study contents and techniques diachronic and synchronic analysis of dialogues among tutors and students.
3. Application of usability and satisfaction instrument created (Serrano Angulo & Cebrian Robles, 2014) and validated by the research team. Along with others on digital skills.

Conclusions, Expected Outcomes or Findings

Our project is in progress and is supported by the experience of the results of the first project. So, we are confident in achieving results such as:

- a. Evaluation of the supervision model.
- b. Empirical results about supervision model and technology-mediated communication between supervisors, tutors and students.
- c. A international portal of resources, training and guidance for supervisors and tutors where they can access training programs in massive formats and use the service for formative assessment eRubric.
- d. Strengthen the network of Spanish and international partners.

In relation to the legal aspects, the end of the study hope to have more extensive information on practices concerning

data protection and image of the child, copyrights and / or the right of access to information for all people regardless of their abilities. At the same time, there will be a list of rules and strategies that participating in research institutions have to meet current legislation.

References

Notes

[1] R+D+i project: Study of the Impact of federated eRubrics on the evaluation of external practices competences EDU2013-41974-P web: <http://goo.gl/CN6lDw>

[2] R+D+i project: Servicio federado de eRúbrica para la evaluación de aprendizajes universitarios. Ministerio Economía y competitividad y Fondos FEDER. nºEDU2010-15432 web: <http://goo.gl/zHgRQD>

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