

ECE Virtual Presentations

Primary & Secondary Education (cont'd)

58414

Increasing Reproduction of Territorial and Social Inequalities in Public Education in Hungary: Causes, Components, Practices and Mechanisms

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In the lecture, I examine the development and reproduction of socio-spatial inequalities through the system of education, learning and training. I consciously approach phenomena from a "bottom-up" perspective as they become perceived by people and their communities getting in contact with educational institutions. In this vein, in my analysis spatial representations of the world economy, regional and national institutional frameworks, practices and local-regional social influences are closely intertwined with the everyday behaviour of certain actors in certain places. Findings of the presentation are based on my research pursued in Hungarian settlements in the past five years about the materialisation, causes and consequences of school selection and pupil segregation. I interpret institutional education as a large, bureaucratically organised system in which the state distributes services through designated regulatory authorities and mechanisms it controls and supervises, which consequently appear to users as "accessible services", but in different ways to individuals and groups in different situations. Applying the concept of Lefebvre's social space and the interpretation of Soja's spatiality, I distinguish between services universally available in principle and those actually available for different people with distinct socio-economic backgrounds. With this differentiated approach, I interpret the role of the state, local government and local elites in shaping the provision of education amidst increasing selection and segregation of pupils based primarily on their family background, socio-economic status and ethnicity.

Professional Training, Development & Concerns in Education

55489

Self-evaluation of The Success of the Main Clinical Skills Given in Medical Faculty

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Background: The aim of medical education before graduation is to train qualified physicians who have the knowledge, skills and attitudes that can provide qualified services, who can improve themselves continuously, acquire problem-solving skills and have clinical competence. We would like to determine how the interns feel about their practice and knowledge and just before the field. Methods: A questionnaire was developed by the medical education specialist according to the curriculum. Every skill was majored from 1 (insufficient)-10 (sufficient) points. The questionnaire was tested with 10 students. The forms made of 25 questions were sent by Google forms and 172 (51%) interns replied. Ethical approval was taken from the university committee. Results: Of the participants 62.3% was female and 61.1% was born in 1995. 18.1% of the students repeated the class. 29.2% of interns gave a score of 5 and below to the question of gaining the ability to make the diagnosis of the patient. 40.3% didn't gain the ability to make decisions on both the therapy and the tests; %93 didn't gain the implementation of intrauterine device skill, 20.9% didn't gain the ability to suture, %15.3 didn't gain the ability of CPR. 40.3% thought that they're not clinically sufficient. Conclusion: The medical education and the curriculum might be revised and the theoretic burden on students can be reduced. Moreover practical skills can be thought on more simulators and simulated patients.

57683

Application of Adult Learning Principles to High Risk Equipment Operations Training

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This paper considers the application of adult learning principles in training learners to operate high-risk equipment such that they develop a sense of responsibility and accountability for the choices they make for themselves both during and post training. A literature review was utilised to review currently applied adult learning principles and the discussion considers these with reference to high-risk work particularly from a safety development perspective. Vocational Education and Training sectors throughout the world are traditionally responsible for training delivery in these areas where generally andragogical principles, as defined by Knowles (1970), are applied and with, in some cases, application of a heutagogical approach, as outlined by Hase & Kenyon (2000). Aside from considering these approaches, a new approach is proposed, referred to as authology, with a basis of including notions of responsibility and duty of care in adult learning. Collins (2004) suggests that all theories of adult education are based on building on prior learning and using methods that treat learners with respect, whilst recognizing that people learn differently. This involves learners taking responsibility for their own learning however does not overtly address developing an ongoing sense of responsibility, as is critical to those working in high-risk occupations. There are numerous training programs in vocational education and training, such as those related to equipment and plant operation, for which development of learner responsibility is a critical component in the training, particularly given the potential to cause harm, injury or fatality.

58354

Trends in Practical Undergraduate Training of Future Primary School Teachers

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The aim of the paper is to outline the development and current trends in practical aspects of undergraduate training of future primary school teachers. The research is based on the requirements of schools which need thoroughly trained students prepared for practical educational work. For a long time, university education has primarily focused on teaching theoretical knowledge without practical applications. Currently, the authors of the present paper aim to implement the "lesson study" method in practical teacher training courses in universities. According to this method, the system of practical training involves several actors – supervisor (expert from university), teacher trainer (expert from elementary school), and a group of students. The paper presents an analysis of practical educational requirements for the implementation of this method. The paper is a partial outcome of the project Development of the concept of undergraduate training of primary school teachers with an emphasis on communication competences.