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Abstract

The main consequence of the convergence of the European Higher Education Area (EHEA), or also known as "Bologna Process", derives in shaping a new university, which is necessary to meet the new needs of students, attending to their personal, professional and social (Romero, Gijon and Crisol, 2010). European convergence process has been a deep shift in the approach to teaching that is being developed in universities. There is a sort of speech of a new university-based on continuing education of the subject throughout its life. Now it is generating a new university student profile, which it is characterized by: having a close knowledge of technologies, use of new communication habits, and interest in new forms of education and self-learning, developing new skills, and so on. We are talking about a modern university system, quality, focusing on training of the student, where the university professor has to do more than teach, must promote creative learning by the student to think for himself. Now the priority is no longer teaching and university is the protagonist.

Resumen

La principal consecuencia de la convergencia del Espacio Europeo de Educación Superior (EEES), o también conocido como "Plan Bolonia", deriva en la configuración de una nueva universidad, en la que se hace necesario responder a las nuevas necesidades de los estudiantes, atendiendo a sus características personales, profesionales y sociales (Romero, Gijón y Crisol, 2010). El proceso de convergencia europea ha supuesto un profundo cambio en el planteamiento de la enseñanza que se esta desarrollando en las Universidades. Se habla de una nueva Universidad basada en la formación continuada del sujeto a lo largo de la vida. Ahora, se trata de generar un nuevo perfil de estudiante universitario, que los caracterice por: poseer un conocimiento cercano a las tecnologías, empleo de nuevos hábitos de comunicación, interés por nuevas formas de enseñanza y autoaprendizaje, desarrollo de nuevas competencias, etc. Hablamos de un sistema universitario moderno, de calidad, centrado en la formación integral del estudiante; donde el profesor universitario tiene que hacer algo más que dar clase, deberá fomentar el aprendizaje creativo haciendo que el alumno piense por sí mismo. Ahora la docencia deja de ser prioritaria y el universitario es el protagonista.

Keywords/Palabras clave

EHEA, role, teacher, student, teaching and learning skills.
EEES, rol, docente, estudiante, enseñanza-aprendizaje, competencias.

Citation

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1. Introduction

We are in time when that occurred and still occur throughout many changes in the structure of university education. If we look back, and the RD: 1497/1987 of 27 November of the University Reform Law (LRU) relied on the need to bring university education to the professional reality, giving the university responses to new demands of the labor market.

Discover, pass, implement, maintain and pass the knowledge from a critical approach, are functions of an institution such as college, but all these functions should always be linked to prevailing social demands at all times, being conducted independently autonomous and seeking continuous adaptation to the demands of society at any time.

The various changes undergone by the societies, training needs have arisen that require a detailed study of learning strategies, qualifications and accreditation of institutions devoted to it (Aguaded and Fonseca, 2007).

It is therefore the purpose of university education to train skilled professionals to guide and lead the intellectual, industrial and cultural society, that is, is that the training goes beyond the knowledge of the matter is that tend to develop the skills needed to sustain not only intellectually but also professional, to start on mobility in Europe and this is one of the axes of the Sorbonne Declaration (1998) and one of the pillars of the new university setting that arises through the European Higher Education Area (EHEA).

At the same pace that has transformed society, the educational objectives of university education have done so, making higher education today does not focus just on teaching, but teaching with the excuse that students can demonstrate what they learned.

Simancas and Gonzalez (1996) set a goal of university education, the training the student to achieve a high degree of autonomy in his conduct academic and later professional. Now the aims have changed from formal qualifications to obtain skills necessary to enter into the labor market.

Therefore the European convergence process represents a deep change in the approach to teaching that is being developed in universities as already cited above. Now, let's talk of a new university-based on continuing education of the subject throughout his life. It will be a modern university system quality, focusing on the formation of the student where the university professor has to do more than teach, promote creative learning by the student to think for himself. At this time, the teaching will be a priority and the university will be the protagonist.

2. Teaching-learning versus teaching

Educational reform is currently proposed in the university sector, reform-induced EHEA, not only involving structural change, but a new approach to teaching-learning relationship and therefore a restatement of the roles and responsibilities of both teacher and student (Caurcel and Morales, 2008).

Time to change our thoughts about teaching and learning of the binomial. "The new proposals for the organization of the university curriculum derived from the guidelines accompanying the rules that guide the creation of the European Higher Education curriculum follow a different logic, and we must approach them" (Goñi Zabala, 2005: 65).

The new teaching-learning process will be more focused on student learning than the teacher's teaching. It is a system that will transform the traditional teaching model, transmissive, which the teacher is the main figure, a model of teaching focused on student's independent learning. This will be one of the main challenges that the European Convergence Process will put all our universities and other institutions of higher education.

The teacher's role in the new model of teaching and learning should be to assist the student in the process of acquiring skills, passing and being a display of the matter, a supervisor of the student learning in their own training.

To elaborate on the teaching-learning models we will rely on two triangles that expose the rapport of the key elements that occur in any context of teaching and learning. It is common to be represented by triangle key elements of the communicative relationship that usually occurs in any teaching-learning process (Goñi Zabala, 2005).

Figure 1 shows the organization of the traditional teaching-learning, an organization of which we can talk in the past, since many universities through numerous pilot for the implementation of European credits (ECTS) bet more on an organization of teaching-learning process more balanced in terms of participation and ownership as seen in Figure 2.

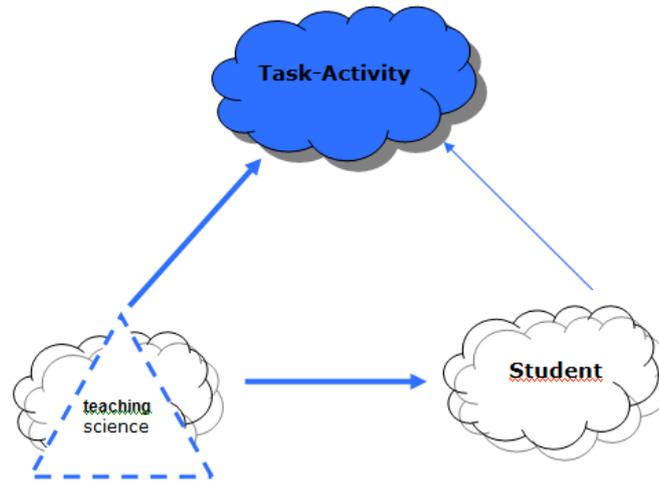


Figure 1. Process of Traditional Teaching and Learning.

Clearly can be seen that the vertices of the triangles are the teacher, student and job-pairing activity. In Figure 1, the teacher organizes tasks and learning by the students receive almost exclusively occupying the exposure of knowledge (written by him earlier) most of the instructional process. Their learning the system which is based mostly on lectures drawing on resources such as computer presentations, transparencies, notes on the blackboard, and so on. In this system, the lectures will be how to organize much of their teaching function.

The exhibition is a class method, in which teaching can be reached treated as a blank sheet of paper he hoped that the teacher write on it, being the minds of the students empty vessels into which teachers shed their wisdom.

In this process, it is common that teachers think that their work is described through three activities:

1. Imparting knowledge, the teacher is dedicated just to provide information and the student is dedicated only to receive it.
2. Sort students according to their qualifications.
3. Sort students by category.

The organization of the teaching-learning process in this model shows that teaching is to transmit the knowledge developed, and learn to receive it, so that teachers talk about "teaching" and students "attend classes" (Goñi Zabala, 2005) considering that the learning has been effective and efficient the less distorted this information goes to the student teacher. Thus it appears that a student is better when he has to evaluate a response as close to what the teacher developed their teaching.

Students will focus on activities like, attending to the explanations, gathering information, either of the explanations that the teacher gives in class or from other books or manuals, for later study, memorize and reproduce.

To date this model has been based on all university teaching, a university system that can be considered fully meritocratic, where the only way to scale is achieved through the merits and excellence in research rather than research and teaching excellence.

Now our eyes should move towards a model concerned with both teaching and learning, based on the ECTS and focused on the Work-load (student workload). In the words of Bolívar (2004) speak of:

"[...] Assessment of the overall workload of the student, expressed in hours, which includes classes, theoretical or practical, as the effort devoted to study the performance of operations, projects and reading documents, as well as preparation and conduct of examinations. "

This would be the largest change, the introduction of ECTS as a measure of value, replacing a model dominated by another instruction, which seeks a better balance between teaching and learning, as shown in the figure below.

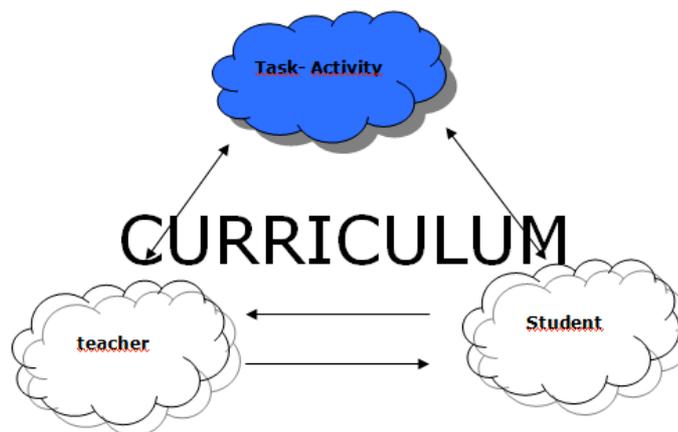


Figure 2

In this figure, the organization is governed more by a balance of both participation and leadership in each and every step of the process of teaching and learning. On the one hand, the teacher chooses and prepares the work required of the student and the other interacts with the student (left). This entire process occurs in a particular way context so that both teachers and students, give meaning to their work based on a curriculum to be developed leading to a teaching-learning process balanced.

The teacher has changes in their tasks. One of these tasks and most important is to find, select and organize the tasks proposed to the student. This new feature makes learning or tilting of the act. As noted Goñi Zabala (2005) must resist the temptation to tell everything he knows to focus on what the student has to learn and you have to do to do it. Now the important thing is the competition that has to teach staff promotes learning in students who will be fully attached to the proposal of their tasks. The new task that is presented to the teacher is difficult, because when the teacher organizes tasks, not all students do the same task while the proposal is the same for everyone. We are heading towards a new profile of a college student, where students have a close knowledge of technologies, employ new communication habits, are interested in new forms of teaching and self-learning online, demand systematization of knowledge transfer and care about the competitively.

Now be required to provide students with a great capacity to learn on their own within working groups. We are talking about a process of "learning to learn" (make the knowledge acquired by students is significant, so that you can use it effectively and know where to apply it when you need it and apply it throughout their life), which seek to promote responsible autonomy of future career, develop skills to locate, evaluate, manage and synthesize information in order to successfully face the changes in the knowledge society.

3. The new roles of teacher and student

The philosophy of the European Higher Education Area (EHEA) represents a change in education that relate to the various elements. On one hand, the harmonization of higher education systems, mobility of students and teachers and the quality of teaching and on the other hand, as previously

developed, changing teaching to learning in which students are taught to think, speak and do, which is an opportunity for improvement of university teaching practices (Goñi Zabala, 2005 and Labrador, Andreu, Ribes, 2008). Besides that, we must not forget one of the main changes introduced by the EHEA and the subject of our work, changes affecting the traditional modus operandi of many teachers and students (Benito and Cruz, 2005).

Up to now, the faculty, the lecture was the way they do in teaching, but it is being replaced by sessions in which there is greater student participation, thus giving rise to what is known as participatory lecture, which will use the so-called active methods¹. The teacher will spend some of the time to follow or to accompany the students. It is not thought to matter only and now should allow the students to learn and this proves it. This new practice will focus on teaching (Benito and Cruz, 2005):

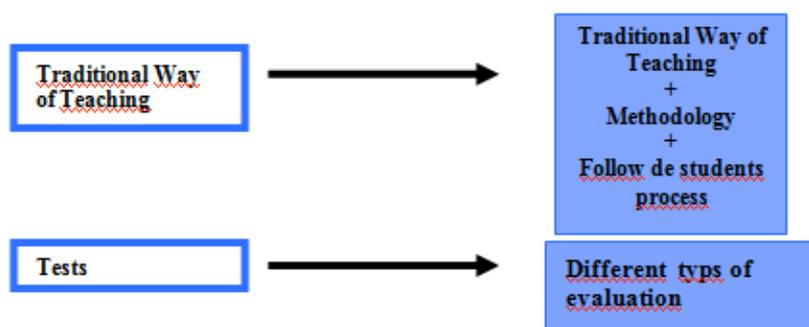


Figure 3

These new educational implications that the EHEA is prepared for teachers require the development of part of a series of professional skills in adjusting to the new profile should focus on (González, 2005):

- A thorough understanding and deep learning process focused on quality and innovation. It's about thinking on how to build and plan learning situations, acquire a longitudinal view of the training objectives to be achieved, as defined and concrete tasks for different learning situations designed, how to manage the progression of learning, and so on.
- The management of didactic interaction and relationships with students in a compelling and not just rules, that is to involve students in their learning and their work.
- Know and use teaching methods appropriate to the nature of the processes designed and implemented differentiated evaluation procedures to make decisions on achievements at different stages of the process of teaching and learning.
- Integrate ICT into learning processes designed.
- The teacher autonomy and ability to work in teams and networks. Several studies in Spanish university teacher preparation for European convergence in higher education show that the idea that the involvement of teachers is the most relevant and important factor in the convergence process and highlight the lack of adequate training of teachers as the main obstacle to it (Valcarcel, Marin Teruel, Sola Fernandez Martinez Bonafe, 2004; Margalef, 2005 and López López, 2006).

Rodríguez Espinar (2003) considers that a good university professor will have the following powers:

¹ The active methods are needed to integrate into the process of adapting university education to the EHEA. For active methodologies are understood today those methods, techniques and strategies used by teachers to make the teaching activities that encourage active student participation and lead to learning. An appropriate change of teaching practices may allow the company to offer professional creative, thoughtful, with a solid base of expertise and technology, able to learn throughout life and communication skills essential today (Labrador, Andreu, Ribes, 2008).

- Master both the knowledge of their discipline as the management.
- Innovate on their own practice, which involves thinking and investigating integrating disciplinary knowledge and teaching as a way of continuous improvement.
- Master the tools related to the curriculum (design, planning and management thereof).
- Know foster among students an atmosphere of motivation for quality learning. Ability to work collaboratively with colleagues and promote collaborative learning among students.
- Possess communication skills and relationship for the teaching profession require.

Be committed to the ethical dimension of the teaching profession. For students, going to class and will not be passive, go to copy notes for study after more or less reasoned and tasks they are not, now go to school students to engage in tasks that allow you to learn Furthermore, as search and information integration, teamwork, report results, and clear decisions also consider, etc. Appear in their learning in many situations he will have to navigate autonomously. Schematically it would be a change that would focus on (Benito and Cruz, 2005):

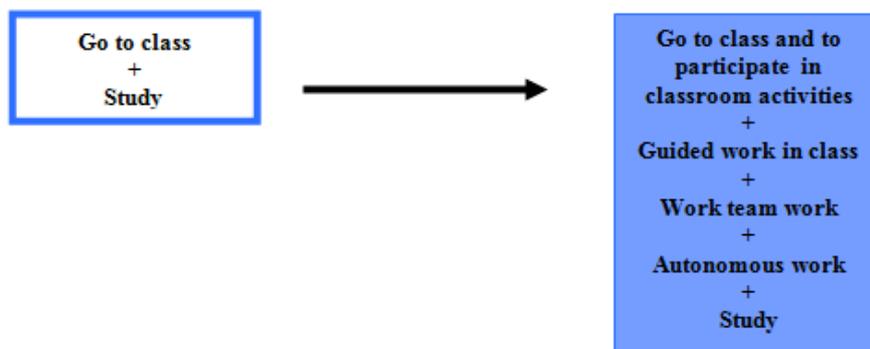


Figure 4

As a conclusion, students will learn to be active, engaging with the demands and challenges that will offer their own learning. They should improve their communication, participation and responsibility, thus learning to construct meaning and manage their learning that means, that they take responsibility for their own learning and learn to learn.

And teachers will be able to work in general knowledge in different learning environments and be sensitive to the demands, needs and expectations of students and society. In its role of support and guidance, their active role to convince students of the need for involvement and personal and professional benefits that this will be crucial to them.

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