Abstract

In this paper we are providing an overview about the existing literature on practicum within education for university teaching. We drew the attention on the different relations between school and university, theory and practice as well as acquisition of professional competences through practicum experience. We have described a collaborative research-action approach being implemented in the practicum I of early childhood education degree at university of Córdoba, Faculty of Education. This innovative experience lies on the collaborative relation among: (1) Teachers' Centre; (2) Infants' Schools and (3) University. The early childhood education network Teachers' Centre - Infants' Schools -University (hereafter, RIECU) starts growing stronger from 2004/05 based on work Projects Approach (hereafter PA). During the academic year 2011/12 357 people -16 teachers, 16 students, 2 advisors, 6 university professors and 317 kids 3 to 6 years old -joined RIECU. Students' practicum essays as well as interviews and focus groups have been utilized as information gathering tools. The most relevant findings have been the following: (1) the evidence that the development of networks between schools and university is possible and achievable; (2) RIECU fosters the acquisition of professional competences for all the groups envolved; (3) the engagement for collaborative research-action improves the process of reasoning on how to act.

Keywords

Practicums, educational practices, student teachers, communities of practice, Action Research.