



INVITED SESSION SUMMARY

Title of Session:

Models of Professional Practice in Higher Education

Name, Title and Affiliation of Chair:

1. Emeritus full professor Djordje Nadrljanski, dean at College of inspection and personnel management, Split
2. Full professor Vladimir Šimović, dean at University of Applied Sciences Baltazar, Zaprrešić
3. Full professor Mila Nadrljanski, Faculty of Maritime Studies, Split

Details of Session (including aim and scope):

Practical training is a basic opportunity for expanding the knowledge base of all future employees, but many employers in the current situation use the opportunity for their own development. The main purpose of the research presented in this paper is to encourage action, to prove the theory and to contribute to the development of knowledge in the field of student practical training. The aim of this paper is to evaluate various factors that influence the development of professional values among students and managers. Employees conducting practical training also miss working hours that may delay the completion of projects. However, in spite of these potential disadvantages, practical training and development give an individual (a student) and organizations as a whole benefits that make cost and time a valuable investment. The return of investment in training and employee development is insignificant in the long run. Continuous professional development is important because it ensures that you are still competent in your profession. It is a continuous process that continues during a professional career. The end result of well-planned continuous professional development is to protect the public, the employer, and the professional career of students. Depending on the profession - practical training contributes to better protection and quality of life, environment, sustainability, property and economy. This particularly applies to areas with high risk or areas of specialized practice that are often not practiced individually for each case.

Defined effective professional development as a structured professional practice that results in changes in teaching practices and improved student learning outcomes. To define the characteristics of an effective practice process, several studies were reviewed that met the methodological criteria that have emerged from an extensive literature search over the last three decades. Using this methodology, we have found that effective professional development includes most, if not all, of the following elements:

- The question of whether the content of the practical training programme is focused on teaching strategies related to the specific content of the curriculum supported by teaching in the context of theory. This element involves deliberately focusing on the development of specific curricula in a particular discipline and pedagogy of the profession in areas such as mathematics, science or literacy.
- Engaging in active learning that involves mentors directly in designing and trying out teaching strategies, giving them the opportunity to engage in the same learning style they design for their students. This approach uses authentic artefacts, interactive activities and other strategies to deliver deeply embedded, highly contextualized professional learning. This approach is different from traditional teaching-based learning models and environments that that have no direct connection to classroom and student teaching.
- Support of the principle that high-quality practice creates space for mentors to exchange ideas and collaborate in learning, often in contexts that are embedded in practice. In collaboration, teachers can create communities that positively change the culture and teaching of the entire student education process of a particular profile.
- Using effective practice models: Curriculum models and teaching modelling provide teachers with a clear vision of what best practices look like. Teachers can see models that include

lesson plans, unit plans, a sample of student work, observations from a practice leader, and examples of teaching in video or writing.

- Providing mentoring and professional support: Mentoring and professional support include sharing expertise on content and practice that are evidence-based, targeted directly to the individual needs of teaching.
- Providing feedback and reflection: High-quality professional learning often provides a built-in time for teachers to reflect, receive input and make changes to their practice by facilitating reflection and seeking feedback. Feedback and reflection help teachers think carefully toward a professional vision of practice.
- Sustained duration: Effective practical training provides teachers with plenty of time to learn, practice, implement and think of new strategies to facilitate changes in their practice.

Main Contributing Researchers / Research Centres (tentative, if known at this stage):

College of inspection and personnel management, Split

University of Applied Sciences Baltazar, Zaprešić

Website URL of Call for Papers (if any):

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