

ISSUES ON APPLYING FOR INTERDISCIPLINARY EDUCATIONAL PROJECTS IN THE EDUCATIONAL PARTNERSHIP OF AGRONOMY STUDENTS FOR TEACHING PRACTICE

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Abstract

According to the "Strategy of Education and Professional Training 2020" (EFP), "education and professional training of young people and adults" aims to create skills that will be necessary for their training and personal development to: "achieve their goals in life, social integration, employment and participation in the operation and development of a sustainable economy; forming a concept of life, based on scientific and humanistic values; growing sensitivity to human problems". Thus, it is important for the new educational approaches to be resized by adapting the tasks of teachers who have to become good educational managers, to develop educational operational projects, appropriate for the ethos of the school unit and to the expectations of contemporary society and that should be carried out in educational partnership. It has become a key element of modern didactics, and beyond the concept, it has become an attitude applied within UASVM Iasi.

The educational partnership developed for the initial training of agronomy students for the teaching profession (teaching practice) between university and high schools from Iasi, requires that several pedagogical requirements to be fulfilled regarding design, decision, action and collaboration between institutions and educators (pupils, students, teachers and even parents) in order to get attractiveness to the educational process. This educational partnership involves: acceptance of differences and tolerance of different options; equalization of opportunities for participation in a common educational activity; interactions accepted by all partners; effective communication between participants; collaboration (joint action that each has its role, cooperation (joint action where inter-relations and common roles take place).

The activities undertaken through educational arrangements in partnership projects have enabled pupils / students / teachers to interact differently from the framework of the classroom, to enjoy, to acquire knowledge, to be creative, to highlight their talent and to make it known to others. Their implementation has led to: designing educational extracurricular activities as embodiment of accumulated knowledge and skills and competencies formed within the studies objects; stimulating the interest of pupils / students and teachers to get involved in projects and educational curricular and extracurricular programmes; raising the quality of human resource in the educational system of agricultural specialty; ensuring the sustainability of educational projects by increasing the awareness about the potential educational partners that specialized agronomic education programmes have on the formation of the younger generation who are being integrated; transforming education in developing source attractive for educated young people.

Key words: educational projects, interdisciplinary, educational partnership, pedagogical practice, educational approaches

INTRODUCTION

The strategy of education and professional training 2020 EFP, recommends that "education and professional training of

young people and adults", and implicitly those preparing for a profession in agriculture, should lead to the acquisition of skills that will be necessary for their formation and personal development in order to "achieve their goals in life, social integration" immediately after graduation, getting a job in the domain for which they prepared, in order to take part in:

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functioning and developing a sustainable economy. This required that the new educational approaches should be resized by stimulating the creativity of the teachers to become good managers of the educational act; thus they have to develop educational operational projects, appropriate to the expectations of contemporary society which is more effective if carried out in educational partnership. It has become a key element of modern didactics, and, getting through the concept, it has become an attitude applied to UASVM Iasi.

MATERIAL AND METHODS

In order to accomplish the interdisciplinary approach of the educational project we studied the curricular areas from 10 specializations of UASVM. They were treated thematically and were unified under the title "Student for a day at UASVM, third edition of" April 2016. The themes were suggested by students attending DTT of UASVM and do the teaching practice in pre-university partners: high schools with specific profile from Iasi. The themes were proposed by the coordinating teachers. Investigations were carried out in partner high schools from Iasi on the usefulness of conducting interdisciplinary projects that should be carried out within the week "School in a different way" in April 2016.

The working methods used were investigation, documentation, questionnaires, analysis, interdisciplinary design and evaluation. Because the pupils and the teachers from the high schools of Iasi expressed their desire to come to UASVM Iasi as a result of the fruitful project activities that took place in the two previous years, it was established that the project "Student for a day at UASVM 3rd edition" to take place in the university laboratories and its Aula Magna.

RESULTS AND DISCUSSIONS

The educational partnership developed for the initial training of the agronomy students for the teaching profession (teaching practice) between the university and the high schools of Iasi, imposes the fulfillment of several pedagogical requirements regarding design, decision, action and collaboration between institutions and educational agents (pupils, students, teachers in order to get

attractiveness to the educational process). This educational partnership involves: acceptance of differences and tolerance of different options; equalization of opportunities for participation in an educational policy; interactions accepted by all partners, efficient communication between participants; collaboration (joint action in which each has its role), cooperation (joint action where interrelations and common roles take place).

Thus, in parallel to the system of teaching activities in the form of lessons, the agronomy educational process also has other forms of organization and teaching design such as: *interdisciplinary projects*. The name project comes from the Latin: *projectus* which means to launch something new in advance, something based on inventiveness, creativity, which is to be objectified in an action or product useful to the human society. The curricula of technical and vocational education institutions provide hours of teaching activity in projects in the final years of study. [3].

The projects specific to the agronomic education: are forms of teaching activity which are extremely important and effective in the professional training, because it is considered as one of the fundamental teaching activities of the training for the job the agronomy pupils / students prepare for[4].

The educational projects are organized and designed as a didactic activity – working meetings between the educational partners for the pedagogical practice of students (coordinator teachers from the university, mentor teachers, students and pupils) and have the following protocol:

- The professors from UASVM Iasi, together with those from the partner high school in charge of the teaching practice, proposed the project theme to the student practitioners: showing its essential points, with the necessary approaching explanations; bibliography and recommending that investigations should be used to solve the project in another way than the classroom at school, namely: at university, in a laboratory, or in the didactic farm;
- It was stressed the need to develop several alternatives for solving, of which the best could be chosen;

- It was established the schedule of developing the educational interdisciplinary project;
- They discussed the questions and issues raised by the involved agronomy pupils / students by giving them proper answers.

The workshops for the proposed interdisciplinary project taking place in the educational partnership have a timetable. During these: the agronomy students actually worked on the project and the coordinating teachers had the opportunity to observe, analyze and provide guidance necessary to be able to verify, correct, enhance the data that was obtained independently, in their free time, through documentary or personal inquiries: home, laboratory, field, teaching farm under the guidance of teachers. Thus there is the possibility to notice some difficulties in time, because at the end of the phase, their removal is almost impossible.

The presentation of the finished product of the educational project was done by DTT students, pupils invited from high schools of Iasi, in the Aula Magna and in the laboratories of UASVM under the form of: animations, 2D and 3D designs, PowerPoint presentations, virtual photo albums, workshops, live demonstrations. [5] The educational partners used as an effective collaborative way for dialogue, the collaborative software applications that ensured the exchange of information between teachers / university students and teachers / pupils from the partner high schools for the teaching practice [2].

Didactic requirements of the management staff regarding the elaboration of projects of agronomic specialty:

The project topics had to be chosen in such a way as to lead to the necessity of solving actual problems of contemporary society with practical purposefulness, in order to stimulate the interest of agronomy pupils / students in their approach. Within the educational partnership which we developed we recommended that the topics to be of varied themes; the pupils / students had to choose to achieve only those that reflect their concerns, inclinations and skills. Effectiveness is ensured only if the project themes are a continuation of the approach of the theoretical topics that they taught in the

classical system in the first semester of teaching practice [1].

The coordinator of the educational project in an interdisciplinary approach at the university had to prove competence and be ambitious in guiding the project, manifest himself so as to boost the so needed independent work of agronomy students through: further personal documentation, investigation and experimentation which should lead to innovative teaching breakthroughs and their presentations [6]. The students agronomy coordinated acquired the teaching design capabilities and skills so as to objectify them in a final paper with a coherent logical structure in order to ensure a solid and effective training. The project had to include in the approach (and resolution) at a reasonable scale, all the objectives required to be met by a project and the project authors had to know the contents of all aspects, being able to support it, carry out discussions, accompanied by arguments about the progress in addressing the topic, objectives, methodology, documentation and experimental investigation, the resulting solutions, practical efficiency and prospects of further approach of the topic.

The poster of the activity "Student for a day at UASVM Iași, 3rd edition", april, 2016

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- CELE MAI FRUMOSE SAȚI AGRICULTURISTICE DIN ROMÂNIA
- TEHNOLOGIA DE OBTINERE A CEREALILOR
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- COZONACUL, PRODUS TRADITIONAL ROMÂNESC
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CONCLUSIONS

Using the interdisciplinary educational projects in educational partnership regarding the teaching practice of agronomy students led to:

1. Planning the extracurricular educational activities as embodiment of accumulated knowledge, skills and competencies formed within the objects of study;

2. Stimulating the interest of pupils / students and teachers to get involved in curricular and extracurricular projects and educational programs;

3. Rising human resource quality in the specialized agronomic educational system;

4. Ensuring sustainability of the educational projects by rendering aware the educational partners that specialized agronomic education programs has great potential on the formation of the younger generation who are to be integrated;

5. Transforming education in source of attractive development for young people.

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