

# The role of Work – based Learning in promoting and enhancing student – centered approach / Uloga učenja temeljenog na radu u promicanju pristupa učenju i poučavanju usmjerenoga na pojedinca



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**Education for personal and professional development**

**Number of the paper: 32**

## **Abstract**

Numerous authors have recognized the Work-based Learning model (WBL) as an integral part of the competency-based and student-oriented approach to education. It has been noted that WBL can help students at all levels to be more motivated, engaged and more satisfied with the teaching process resulting with more competent students in a personal and professional sense (Boud and Symes, 2000; Boud, Solomon and Symes, 2001; Raelin, 1997; 2008; Kis, 2016). At the same time, the literature points out that WBL reduces the shortcomings of content-oriented teaching and teachers (Boud and Symes, 2000; European Training Foundation, 2013; Lester and Costley, 2010; Sweet, 2013), as well as the fact that WBL is implemented in teaching process to enable the rapid adaptation of students to the labor market (Boud and Symes, 2000; Avis, 2002; Lester and Costley, 2010; Heyler, 2015; Riga Conclusions, 2015).

In this paper, the features of WBL that contribute to the promotion of a student-centered approach and transformative learning are analyzed, and didactic guidelines for their effective application in teaching practice, for achieving positive climate and learning environment as well as the methods of self-evaluation and evaluation are proposed. A special emphasis is placed on the importance, role and methods of curriculum planning and programming, which is characterized by flexibility in curriculum creation and individualization of the learning process. Furthermore, the role of participants in WBL are analyzed with special emphasis on intergenerational learning. The importance of WBL in the development and improvement of professional and generic competences is analyzed with special emphasis on the competences of learning how to learn, innovation, responsibility, independence, creativity, and critical thinking.

## Key words

*competency-based approach of education; quality of contemporary education; student -centered approach; Working - based Learning Model*

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**Odgoj i obrazovanje za osobni i profesionalni razvoj**

**Broj rada: 32**

## Sažetak

Brojni su autori prepoznali učenje temeljeno na radu (Work – based Learning Model) kao sastavni dio kompetencijskoga i na pojedinca usmjerenoga pristupa obrazovanju. Uočeno je da učenje temeljeno na radu može pomoći učenicima na svim razinama da budu motiviraniji, zadovoljniji nastavnim procesom i kompetentniji u osobnom i profesionalnom smislu (Boud i Symes, 2000; Boud, Solomon i Symes, 2001; Raelin, 1997, 2008; Kis, 2016). Istovremeno, u literaturi se ističe kako primjena učenja temeljenoga na radu umanjuje ili u potpunosti otklanja nedostatke nastave usmjerene na sadržaj i nastavnika (Boud i Symes, 2000; European Training Foundation, 2013; Lester i Costley, 2010; Sweet, 2013) te pridonosi bržem prilagođavanju ljudi tržištu rada (Boud i Symes, 2000; Avis, 2002; Lester i Costley, 2010; Heyler, 2015; Riga Conclusions, 2015).

U ovom su radu analizirane značajke učenja temeljenoga na radu uključujući didaktičke smjernice za njihovu učinkovitu primjenu u praksi. Poseban naglasak je stavljen na važnost, ulogu i načine kurikulaskog planiranja i programiranja u procesu učenja temeljenog na radu koje karakterizira fleksibilnost u izradi kurikula i individualizacija procesa učenja. Nadalje, analizirana je uloga sudionika u procesu učenja temeljenog na radu s posebnim naglaskom na intergeneracijsko učenje te su ponuđene smjernice za postizanje kvalitetnoga ozračja i okružja za učenje, kao i proces, važnost i načini samovrednovanja i vrednovanja. Također, analizirana je uloga učenja temeljenoga na radu u razvijanju i usavršavanju profesionalnih i generičkih kompetencija s posebnim naglaskom na kompetencije učiti kako učiti, inovativnost, odgovornost, samostalnost, kreativnost i kritičko mišljenje.

## Ključne riječi

*kompetencijski pristup obrazovanju; kvaliteta suvremenoga sustava odgoja i obrazovanja; učenje i poučavanje usmjereno na pojedinca; učenje temeljeno na radu*

**Revizija #3**

**Stvoreno 20 rujna 2024 23:29:05 od Martina Gajšek**

**Ažurirano 21 rujna 2024 10:40:40 od Martina Gajšek**