Research of the Practicum and externships has a long history and involves important aspects for analysis. For example, the recent changes taking place in university settings that involve the Practicum course in all grades, and the Company-University collaboration has exposed the need to study in new learning environments. The rise of ICT practices like ePortfolios, which require technological solutions and methods supported by experimentation, study and research, require particular examination due to the dynamic momentum of technological innovation.

Tutoring the Practicum and externships requires remote monitoring and communication using ePortfolios, and competence-based assessment and student requirement to provide evidence of learning require the best tutoring methods available with ePortfolios. Among the elements of ePortfolios, eRubrics emerge as a tool for design, communication and competence-assessment.

This project aims to consolidate a research line on eRubrics, already undertaken by another project -i+D+i [EDU2010-15432]- in order to expand the network of researchers and Centres of Excellence in Spain and other countries: Harvard University in USA, University of Cologne in Germany, University of Colima in Mexico, Federal University of Paraná, University of Santa Catarina in Brazil, and Stockholm University in Sweden.

This new project [EDU2013-41974-P] examines the impact of eRubrics on tutoring and on assessing the Practicum course and externships. Through technology, distance tutoring grants an extra dimension to human communication. New forms of teaching with technological mediation are on the rise and are highly valuable, not only for formal education but especially in both public and private sectors of non-formal education, such as occupational training, unemployed education and public servant training.

STUDY OF THE IMPACT OF FEDERATED ERUBRICS ON ASSESSING COMPETENCES IN THE PRACTICUM

http://erubrica.org
Pedagogical Model for Tutoring the Practicum and Externships

In this pedagogical model, eRubrics are used to assess evidence of learning, Webquest to create teaching materials for student programmes and Video Annotations (OVA) to document and analyse evidence.

Access to CoRubric tool
http://corubric.com

Objectives

1. The possibility to assess people, products or services by using rubrics.
2. Ipsative assessment.
3. Designing fully flexible rubrics.
4. Drafting reports and exporting results from eRubrics in a project.
5. Students and teachers talk about the evaluation and application of the criteria.

1. University tutors assess—with eRubrics—evidence presented by students during their externships.
2. Tutors in practice centres assess the interventions with eRubrics.
3. Tutors assess student projects in theoretical courses with eRubrics.
4. Tutors negotiate eRubrics to assess evidence in externships.
5. Students attending theoretical courses at university develop collaboration projects together with students doing their externships.
6. Students attending theoretical courses at university learn good practices from their tutors at their practice centres.

Groups of students doing their externships
Tutors in practice centres
Groups of students attending theoretical courses
Tutors from university departments
Webquest
Collaborative
Open Video Annotations

Obj. 1.
Obj. 2.
Obj. 3.
Obj. 4.
Obj. 5.