



Placement in Teacher Training. An Experience of Connection between Secondary Schools and University

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Quality in teaching depends on many elements and variables which can not always be improved by teachers (i.e. resources, facilities, etc.) Nevertheless there is at least one that depends exclusively on teaching staff: It is the coordination of modules. And one of the most important stages where coordination should be essential is connection between Placement and Theoretical modules [1].

In the particular case of the Master degree in Teaching of Secondary Education in the *Universitat Jaume I*, after the initial assessment both by the first student cohort and the management team, we believed that the following issues still needed to be addressed [2]:

Is the training we offer in line with the reality of the Secondary Schools? Are Secondary Schools in line with the reality of the 21st century?

The practicum, where the potential teacher can show the knowledge acquired in the course, allows us to examine this and provide solutions. It was therefore our main goal to design the programme and an evaluation plan of the practicum for the Master at *Universitat Jaume I* based on the principles of action-research [3] [4]. This allowed us to consider the needs of all those implied and combine the contents taught at university with the reality of the classroom and thus, be in a position to suggest specific improvements for quality.

The result of the first approach was positive, not just by the comments of students and teachers in the assessment, but for the provision to the existing collaboration, despite the enormous difficulties between the two contexts: The master needs Secondary schools to train students in everyday practice. Secondary schools need university to train teachers to be part of their workforce strategies and resources at the 21st century.