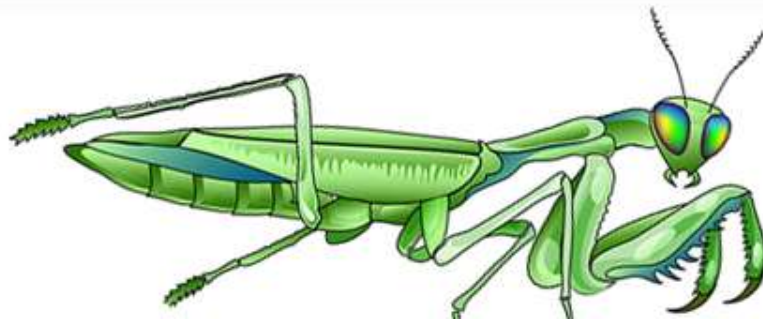


# Translating Knowledge into Practice The Student Perspective



# Introduction

## Developing a Competence



**Knowledge is the basis for competence development**



# Objective

THE STUDENT  
EXPERIENCE IN  
7 SUBJECT  
AREAS



# Agriculture

- Practical case studies
- Research
- Food technology:
  - Cooking
  - Conservation of food
- Agri-business

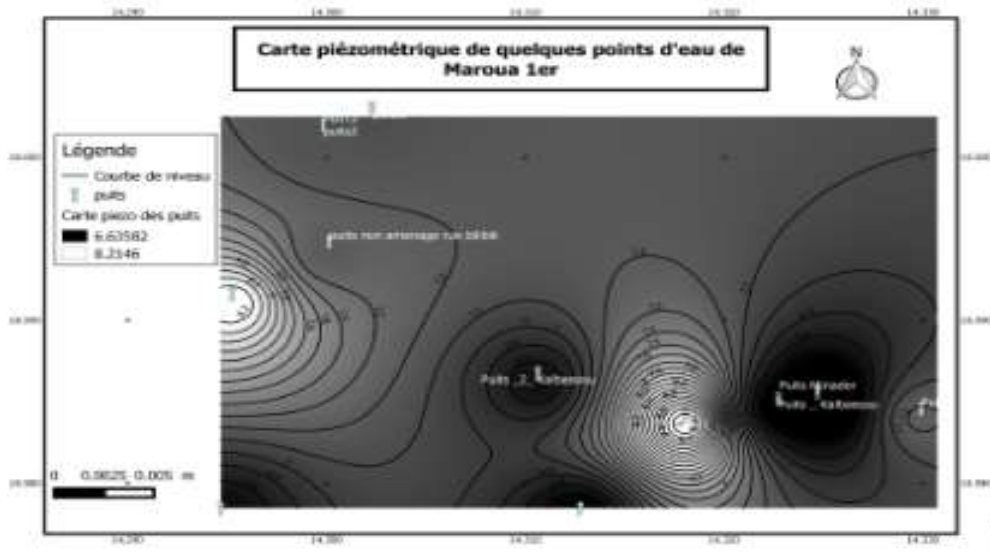


# Applied Geology

- **Allows to understand how groundwater works**
- Study of the permeability of the soil



- Study of physicochemical parameters of groundwater



- The use of groundwater for human needs



# Economics

- More Practical activity
- Consultations with professionals
- Exposure to software.g Primavera, SGA etc



# Engineering

## Mechanical Engineering:

- Practical experiments
- Using modeling and simulating software like solidworks, Autocad, epanet and arcgis.



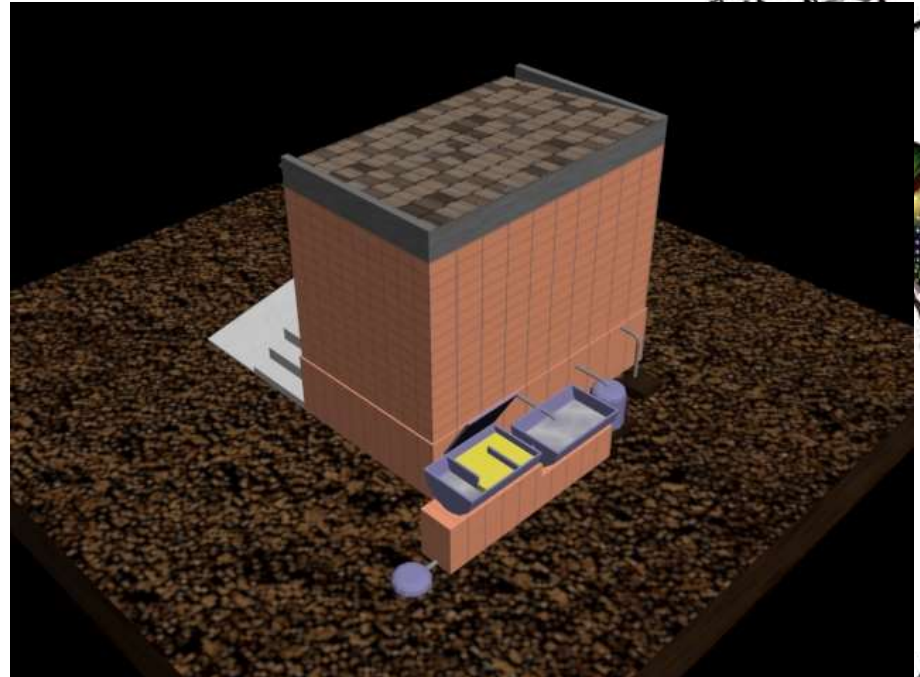
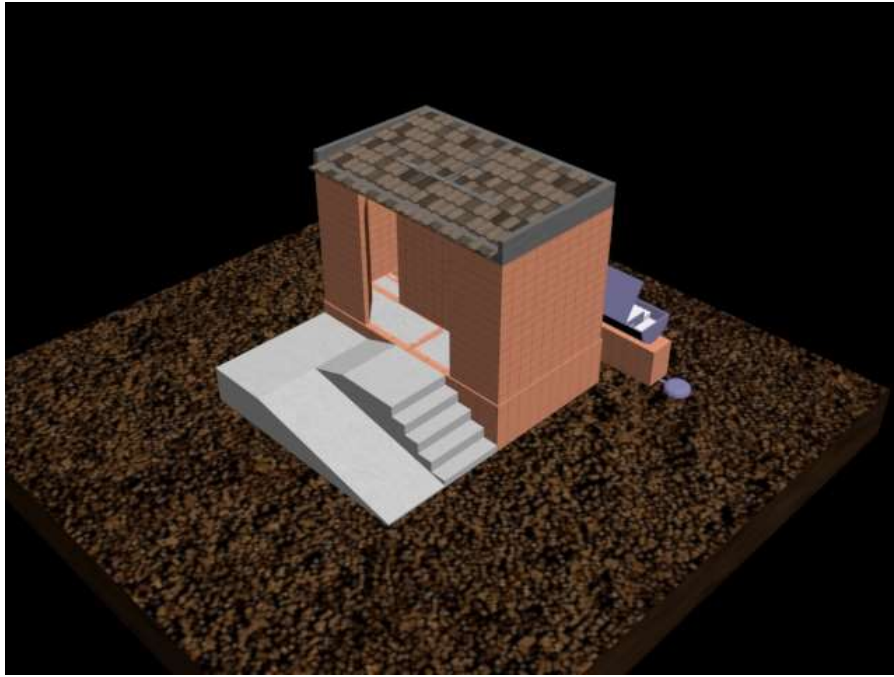
## Civil Engineering:

- Practical experiments
- Using modeling and simulating software like Autocad, epanet and arcgis.



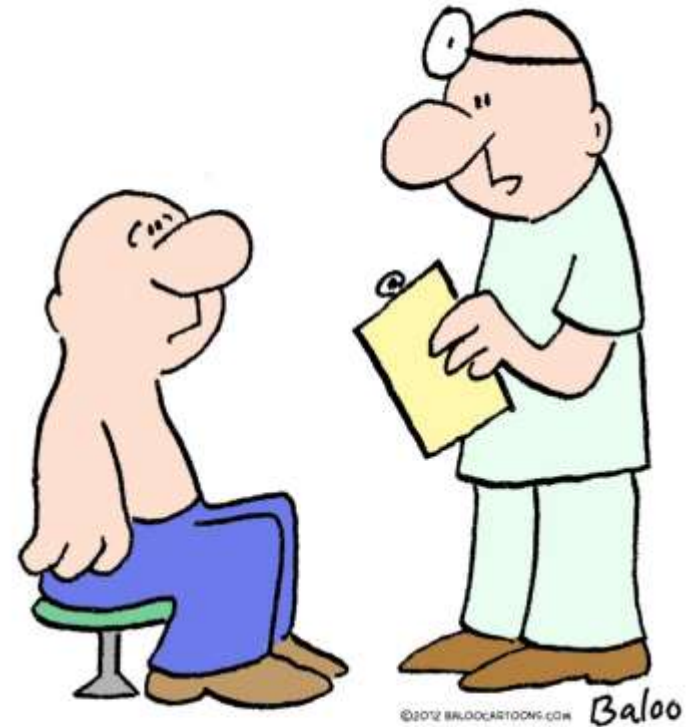


# Civil Engineering



# Medicine

- Medical knowledge is very diverse.
- Knowledge anatomy is a major base unit and essential for practical procedures eg. appendectomy.
- Psychology teaches us how to speak to patients , and how to have compassion, and doctor-patient relationship based on trust.



"I'll give it to you straight — This disease is almost *impossible* to pronounce."



# Higher Educational Management

- Desire and the motivation to develop competence.
- Curriculum development and practical activities with participation of students.
- Two-sides assessment.



# Teacher education

- Communication skills
- Teaching practice and simulation of studying programs



# Activities that develop competence inside class:

- Case discussions
- Research and assignments
- Simulation and role playing
- Practical experiments
- Team projects
- Demonstrations
- Problem Solving
- Critical reviews
- Peer teaching and assessment



# Formal activities that develop competence outside class:

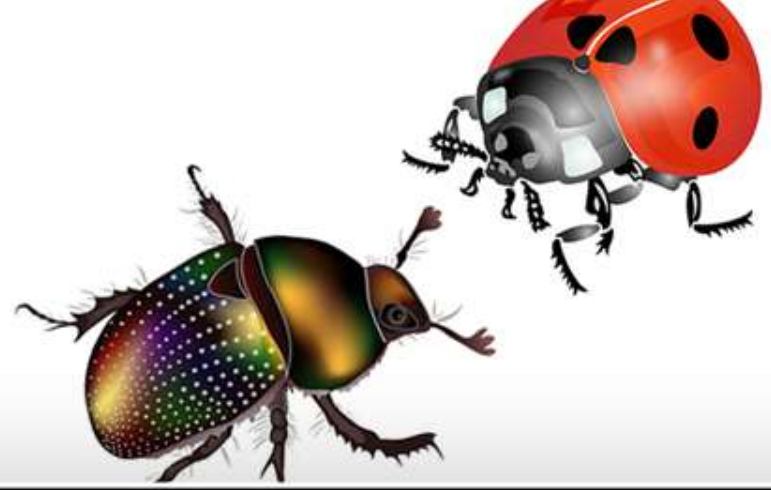
- Field trips to different workplaces
- Internships – work placement
- Conferences and workshops
- E-learning
- Public & private training events



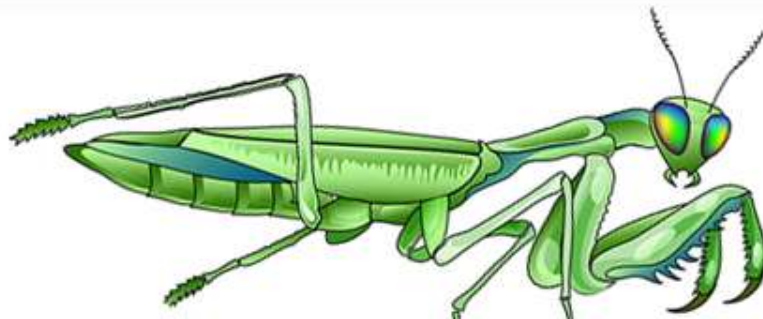
# Informal activities that develop competence outside university:

- Informal E-learning
- Social media interactions
- Volunteering in charity and environmental activities





# Similarities and differences





# Similarities:

- Need for more emphasis on practical aspects of courses.
- Competence development is on-going



# Differences:

- Level of education among students created different perspectives.
- Facility requirements for the different fields
- Nature of practical activities
- Some resources are not available in all countries.



# Conclusions

- Learning environment should be aligned with working environment.
- Collaboration and exchange of facilities and staff among universities.

