Dual education in the Bachelor of Teaching and Learning at the University of Andorra

EU4Dual
THE EUROPEAN DUAL STUDIES UNIVERSITY

EU4Dual Knowledge Exchange Seminar

UNIVERSITAT D'ANDORRA

Bilbao, 15-16 October 2026

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Interdisciplinary Research Group on Education

Research Group on Languages



Nadia Azzouz



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Our background…

Bachelor of Teaching and Learning

Bachelor of Teaching and Learning
- *dual*

Bachelor of Teaching and Learning
- *dual*
- *multilingual*
- competency -based

2007 — 2015 — 2018



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Bachelor of Teaching and Learning



dual modality



Escola Andorrana de Sant Julià de Lòria. Font Wikipedia cc

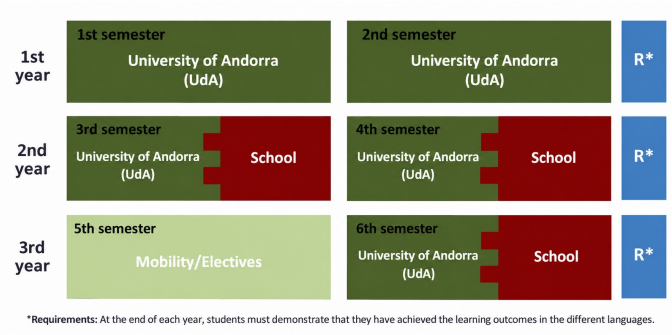
Classes at the University
3 days/week

Internship at school
2 days/week

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Bachelor of Teaching and Learning



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Internship context



20 Placement schools
4 Education systems
7 Andorran schools
7 French schools
1 Spanish school
3 Religious schools
2 Private schools

L'ÉCOLE FRANÇAISE

COL·LEGI MARE JANER
SANTA COLOMA (PRINCIPAT D'ANDORRA)

COL·LEGI SAGRADA FAMÍLIA
ESCALDES (PRINCIPAT D'ANDORRA)

COL·LEGI SANT ERMENGOL
ANDORRA LA VELLA

BCA The British College of Andorra

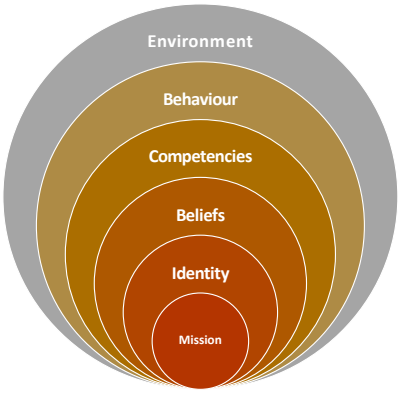
Agora International SCHOOL ANDORRA

ESCOLA ANDORRANA

COLEGIO ESPAÑOL MARÍA MOLINER

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Theoretical model

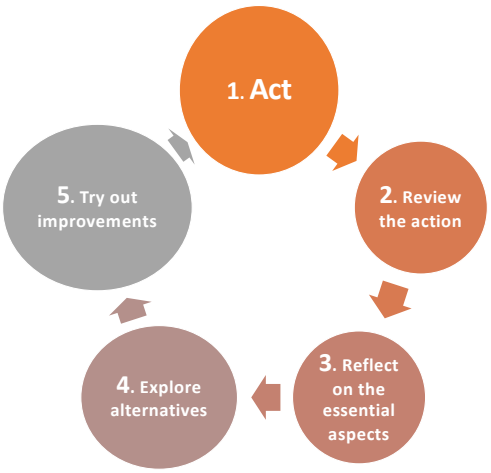


- There is a natural tendency for students' reflections on their teaching practice **focusing mainly on facts and observable behaviours.**
- **Difficulty in connecting learning at school with learning at university:** integration of learning contexts.
- We need **create specific activities** and tutorials to help students think more deeply

Fred Korthagen's Onion Model (2004)

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Theoretical model



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Fred Korthagen's ALACT model (2004)

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Levels of reflection

Third semester

Critically observe

review one's own teaching behaviours and practices.

Fourth semester

Design and carry out teaching and learning activities

move out of one's comfort zone and identify limitations and discrepancies between thoughts, beliefs, emotions and behaviours.

Sixth semester

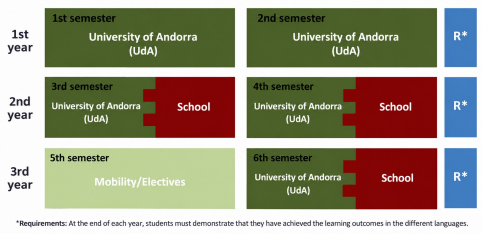
Evaluate one's own teaching practice and propose improvements

develop alternative models of action, solutions and improvements to teaching practices.

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Teaching and Learning Content through a Foreign Language II

- 6th semestre
- 15 European credits (11 at the University + 4 at the School)
- focuses on the implementation of **Content and Language Integrated Learning (CLIL)**
- design, implement, and evaluate CLIL-based learning activities in authentic educational contexts.



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Metodology

- The student ***design, implement and redesign*** a Content and Language Integrated Learning (CLIL) proposal and carry out a specific classroom activity in their language of specialization.
- **The classroom activity** ***must be recorded for subsequent analysis.***
- The student write a ***critical analysis*** of classroom activity considering CLIL theories.



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Shared assessment

Classroom mentor

- Participates in the educational activities of a school with commitment and responsibility.
- Actively participates in a work team, contributing improvements.

University tutor

- Continuously reviews their work with the aim of guiding it towards continuous improvement.
- Makes decisions regarding the management and planning of the work.

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Benefits for students

They are able to develop alternative models of action, solutions, and improvements to their teaching practice.

They reflect on their professional and personal identity and their mission as teachers.

They look towards the future, considering the competencies they will need for their professional development.

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Challenges

coordination between the university and partner schools

mentoring student teachers in alternating learning environments

consolidating a shared competency-based assessment framework

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Publications on Dual Education

- Gili, S., Cerrato-Rodríguez, B., Saz, A. & Larraz, V. (2026). ***La evaluación por competencias en la formación dual: la experiencia del bàtxelor en Ciències de l'educació de la Universitat d'Andorra***. *Revista Practicum: Formación Dual y Prácticum 11*(1), 37-50.
- Gili, S., Saz, A., Cerrato, B., & Larraz, V. (2026). ***La reflexión en el bàtxelor en Ciències de l'educació de la Universitat d'Andorra***. VIIIè Simposi DualECA 2026, Universitat Jaume I , Castelló. Març 2026
- Gili, S., Saz, A., Cerrato, B., & Larraz, V. (2026). ***La formació dual en el bàtxelor en Ciències de l'educació***. X Seminari web de la Revista Catalana de Pedagogia. Març, 2026
- Gili, S., Saz, A., Cerrato, B., & Larraz, V. (2025). ***La formació dual en el bàtxelor en ciències de l'educació de la Universitat d'Andorra. Revista Catalana De Pedagogia, 28,*** 46–67.
- Ozaeta A., Lersundi A., Coiduras, J., Saz, A. & Gili, S (2025). ***Evaluación de la percepción de la formación dual de la formación inicial de maestros***. XVIII Symposium Internacional sobre el Practicum y las prácticas externas. Juliol 2025
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- Gili, S., Saz, A., Cerrato, B. & Larraz, V. (2025). ***La formació dual en el bàtxelor en Ciències de l'educació de la Universitat d'Andorra***. Congrés Internacional de la Societat Catalana de Pedagogia i Institut Estudis Catalans. La Seu d'Urgell i la Universitat d'Andorra 8, 29 i 30 de novembre de 2024.
- Larraz, V., Saz, A., Gili, S., & Cerrato, B. (2024). ***La alternancia en la formación de maestros en la Universidad de Andorra***. En J. Gil Gómez & J. Martí Contreras (Coords.), *Las prácticas curriculares en alternancia: Propuestas para el ámbito universitario* (pp. 152–162). Graó.
- Saz, A., Monné, A. & Larraz, V. (2023). ***La formación de maestros basada en la práctica reflexiva: la experiencia de la Universitat d'Andorra***. Dins Avelar, M. E., Carranza, M. R. & Delgado, M. C. (Coords.). Reflexiones y experiencias innovadoras de educación en el nivel medio y superior en la modalidad virtual. (pp. 165-179). Editorial Dykinson
- Curto-Reverte, A., Larraz-Rada, V., Sabriá-Bernadó, B., & Fortó-Areny, J. (Junio 2022). ***¿Qué opinan los grupos de interés de la formación dual universitaria? Estudio de caso sobre la formación dual universitaria en Andorra***. XX Congreso Internacional de Investigación Educativa. Santiago de Compostela, España.
- Saz, A., Larraz, V. & Gisbert, M. (2017). ***Improving the quality of Initial Teacher Training through the implementation of a dual system: the case of the University of Andorra***. 42nd Annual ATEE Conference 2017 Conference 2017 in Dubrovnik, Croatia. Faculty of Education, Josip Juraj Strossmayer University of Osijek and Association for Teacher Education in Europe (ATEE)

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Thank you!

Moltes gràcies!

Eskerrik asko!

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