



El cuaderno de bitácora y la formación de los psicomotricistas. Sobre cómo fomentar el encuentro entre la cultura académica y la cultura experiencial [

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Analítica

From our own experience in training university students we believe that the methodology in the process of higher education convergence should allow to include socio-affective competences in university teaching, integrating emotional aspects and self-reflection, breaking down dualisms such as body-mind and rationality-feelings, and adopting emotional education. For this reason, the authors of this article believe that the European Higher Education Area (EHEA) should contribute to considering emotions as essential in training every professional, regardless of whether the professional is a doctor, a psychologist, a teacher, a physiotherapist, an educational therapist, etc. Within this context the teaching experience described aims at highlighting the possibilities of the "logbook" as an educational resource in university teaching, pointing out its methodological foundations and results. It is a tool that we have used for many years in different courses and studies (the Postgraduate Master's in Psychomotricity, the degrees in Teacher Education, Psychopedagogy, Social Work and Physiotherapy). In this article we focus on its implementation on the Postgraduate Masters' in Psychomotricity and Education of the Universidad de Zaragoza (Spain)

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