Universidad de Oviedo
Universidá d'Uviéu
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1st International Joint Staff Training Event
Transversal competences development
for inclusion people in situation of vulnerability

Methodologies for the development of competences

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What are we going to talk abou

1 Methodologies to work by competences

2 An example of a methodology for competencies:
LBP: Project-Based Learning

3 Some tools for LBP

Methodology

- The **methodology** defines how to develop <u>daily practice</u>

- It answers the question: To promote the development of competences from educational contents... how can I do with my students in a specific context?, to favor in them the development of competences from a teaching content?

- How is the work of the teacher and the student during the teaching-learning process?

- Does it give a sense of unity in all the steps of teaching and learning?

It doesn't exist

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There are principles and trends that seem more appropriate for this type of education

| ✖	✔
Methodologies based on the transmission of knowledge not applied	Prioritize **reflection and critical learning**, as well as the application of knowledge
Teaching based on knowledge	Teaching focused on know-how and acting
Routines to develop what is programmed	Promotion of student motivation and multidisciplinary work
	Propose **different learning situations** that put in place in the student body varied cognitive processes
	Involvement of students in their own learning

- Empowerment of reading and processing of information as a learning strategy.

- Promotion of the knowledge, that students have about their own learning.

- Search, selection and elaboration of diverse curricular materials.

- Promotion of a school climate of mutual acceptance and cooperation.

-Diversification of the situations and instruments of assessment and enhancement of their formative character
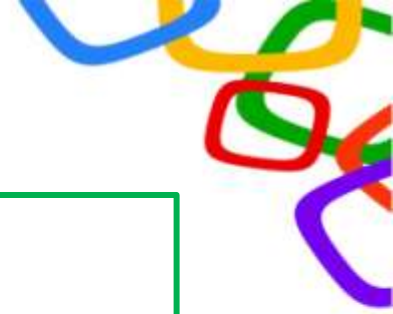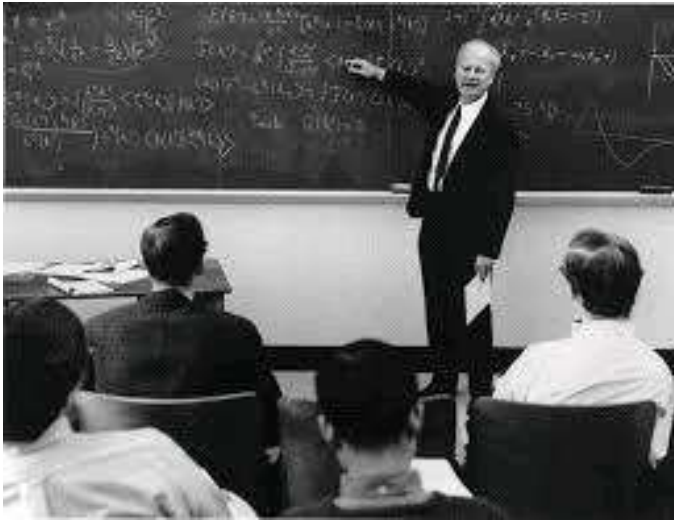
Efects of "direct teaching"

Memory learning, short duration, repetitive and uncritical

Low contribution to the development of competencies

It does not facilitate inclusion or attention to diversity

Other options

Different way of teaching

The teacher raises

⬇

- Challenges
- Problems
- Questions
That students must overcome

Students learn "doing".
Student protagonist of his learning process, develops his autonomy and responsibility

Project Based Learning

Planned projects in the classroom

It requires the integration of interdisciplinary knowledge to achieve the objectives of the project

The LBP promotes actions such as:
TO Seek, choose, discuss, apply, err, correct, rehearse

It establishes 3 different conditions with respect to Direct Teaching:

1 Knowledge is the result of a process of SHARED WORK between students and teachers, through questions which are asked, information is sought to reach conclusions and a tangible final product and MEMORABLE

2 The student's role is related to higher-order cognitive processes:
Recognition of problems, prioritization, structuring of information, critical review of preconceptions

3 The main function of the teacher is to create the learning situation that allows the development of the project

Phases (LBP)

1. Selection of the theme and approach of the guide question
2. Training of teams.
3. Definition of the final product or challenge.
4. Planning.
5. Research.
6. Analysis and synthesis.
7. Elaboration of the product.
8. Presentation of the product
9. Collective response to the initial question.
10. Evaluation and self-evaluation.

The Flipped Classroom

DURING

IN CLASS

Students practice applying key concepts with feedback

GOAL

GOAL

GOAL

Students prepare to participate in class activities

BEFORE

OUT OF CLASS
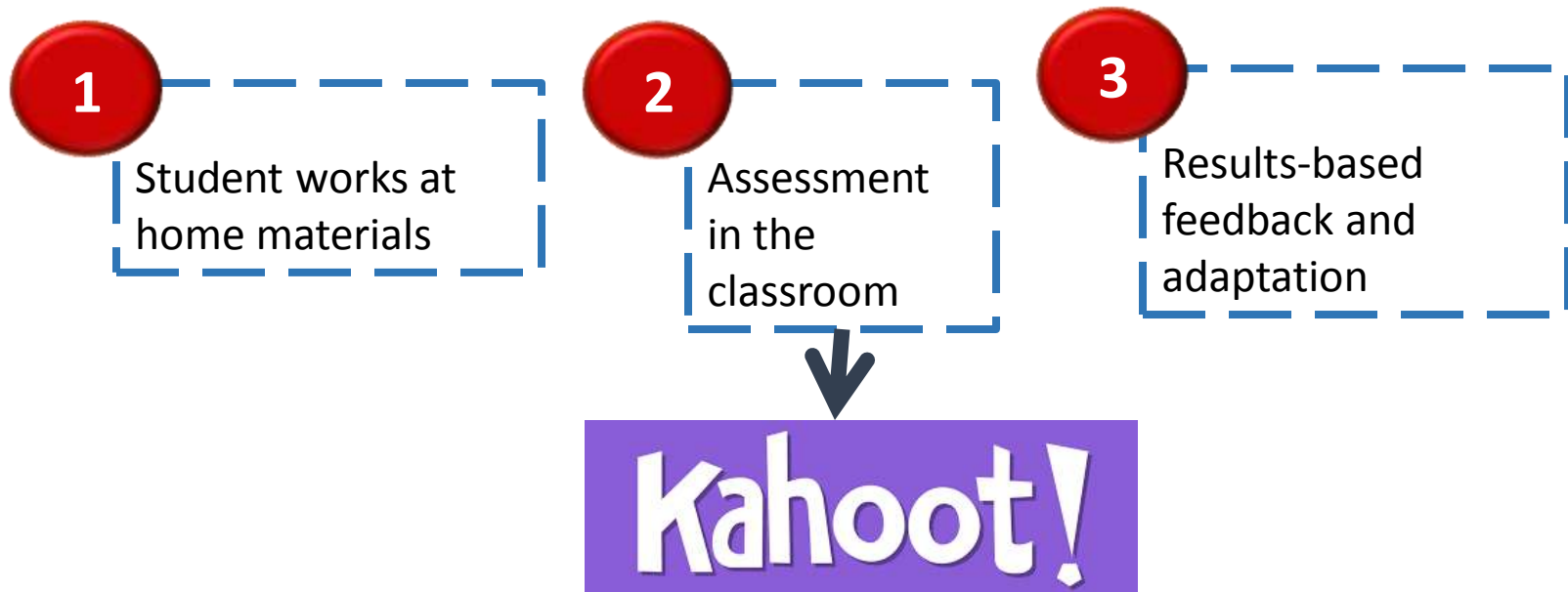
Students check their understanding and extend their learning

AFTER

Just-in-Time Teaching

It is based on using the work done by the students before the class so that the teacher adapts the session to the needs of these

1 Student works at home materials

2 Assessment in the classroom

3 Results-based feedback and adaptation

Kahoot!

Information that the teacher can download after the application of Kahoot

STUDENT	CORRECT ANSWERS	INCORRECT ANSWERS	SCORE	"curriculum" se introduce en	de Aula es elaborada por:	estudiante det alcanzar al fin
UO81970	6	0	5194	La LOSGE	El/la profesor/a del a	Los Objetivos
Jose A Campos	6	0	5084	La LOSGE	El/la profesor/a del a	Los Objetivos
uo215156	5	1	4539	La LOSGE	El/la profesor/a del a	Los Objetivos
Uo179743	5	1	4408	La LOSGE	El claustro	Los Objetivos
UO182671	5	1	4256	La LOSGE	Departamento de O	Los Objetivos
uo194420	5	1	4255	La LOE	El/la profesor/a del a	Los Objetivos
UO139 2	5	1	4030	La LOCE	El/la profesor/a del a	Los Objetivos
Villano	5	1	3980	La LOSGE	El/la profesor/a del a	Las Competer
uo70324	5	1	3813	La LODE	El/la profesor/a del a	Los Objetivos
David Menendez	5	1	3659	La LOSGE	El/la profesor/a del a	Las Competer
AFB	5	1	3578	La LOSGE	La Comisión de Coc	Los Objetivos
uo201532	4	2	3582	La LOSGE	El claustro	Las Competer
uo204242	4	2	3575	La LOE	El/la profesor/a del a	Los Objetivos
uo224943	4	2	3555	La LOCE	El/la profesor/a del a	Las Competer
uo22001	4	2	3483	La LOSGE	La Comisión de Coc	Las Competer
uo16068	4	2	3012	La LOE	El/la profesor/a del a	Las Competer
uo204614	4	1	2949	La LOSGE		Las Competer
UO175720	4	1	2934		El/la profesor/a del a	Los Objetivos
UO16636	4	1	2573	La LOSGE	El/la profesor/a del a	

One Minute Paper

This technique allows to obtain feedback from the students in a simple but very effective way.
It only takes 1 minute, usually at the end of the class.
It focuses on two basic questions that students should answer:

1.- What is the most important / meaningful thing you learned in lesson today
2.- What is the main question you still have about today's lesson