



TOOLS FOR THE VALIDATION OF THE ESTABLISHMENT OF THE NEW DEGREES (THE LEARNING GUIDE STRUCTURE)

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CONTEXT

SOCIAL CONTEXT
Society of Knowledge
Society of Learning

UNIVERSITY CONTEXT
European Convergence
and Change

GOAL: UNIVERSITY INNOVATION

Moving from Education focused on
TEACHING

Education focused on **STUDENT LEARNING**
AUTONOMOUS and **SIGNIFICANT** Learning

METHODS

**COMPETENCE-BASED
TEACHING**

**EUROPEAN
CREDITS**



Planning Process

Guidelines of the European Convergence Plan

Legislation

UD Documentation

Academic-Professional Profile

**Study plans:
Integrated Educational Project
Map of Competences**

Course Programme Development



STUDENT LEARNING GUIDE



• *Planning of a Course or Module*
OFFICIAL TOOLS

PROGRAMME

Reflects Planning in an abbreviated form

- developed by a teacher or a team of teachers
- in the framework of the Degree
- approved by the responsible Department
- public document
- published in an unrestricted format and medium (Web)

LEARNING GUIDE

To communicate the planning of the students' teaching-learning process

- compulsory complement of the Programme (specifies its elements)
- access restricted to registered students
- developed by the teacher/s of the course
- communicated and made available to students

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JUSTIFICATION

Contribution

- To profile
- To Project

PRE-REQUISITES

COMPETENCES

- Generic
- Specific

CONTENT

TEACHING / LEARNING STRATEGY

- Methods and Techniques
- Resources
- Distribution of Time (ECTS)

SYSTEM OF EVALUATION

- Indicators
- Techniques & tools
- Grading System

DOCUMENTATION

STUDENT LEARNING GUIDE

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STUDENT LEARNING GUIDE

**DEVELOPMENT OF
COMPETENCES**

- Competences Definition
- Contents
- Teaching-Learning

**SYSTEM OF
EVALUATION**

- Indicators
- Techniques & tools
- Grading System

**STUDENT WORK
PLAN**

- UD: Competence
- Activity – Type
- Documentation
- Times & Calendar

**ACADEMIC
TUTORIALS**

- Guidance & Work Follow-up
- Tutorials



| SPECIFIC COMPETENCES | GENERIC COMPETENCES | CONTENTS | TEACHING-LEARNING STRATEGY |
|----------------------|---------------------|----------|----------------------------|
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THE DEVELOPMENT OF COMPETENCES IN THE COURSE OR MODULE



CONCEPT OF COMPETENCE (University of Deusto)

“ Successful performance in diverse and authentic contexts based on the integration and activation of knowledge, rules, techniques, procedures, abilities and skills, attitudes and values” (Rules and Guidelines for the Development of Learning Programmes and Guides, 2006: 9)

FORMULATION OF COMPETENCES

ORIENTATIONS

Expressed in

VERBS OF ACTION
(analyse, design, evaluate
...)

Reference to the
CONTENTS
to which the action
refers (the context of a
company, a multimedia
material...)

Reference to the
APPLICATION,
to the contextual
conditions in which
it is developed
(justifying the options taken...)



Specific Competences. Examples

- ✓ Design the **PROJECT OF A TRAINING ACTION** for a company as a function of the needs detected and the profile of the target, selecting, preparing and adapting the objectives, contents, methodology, resources and evaluation that are most appropriate in each case.
- ✓ Design and develop a project of **EDUCATIONAL RESEARCH**, with a fundamentally qualitative methodology and a narrative focus, applying the research methodology as a means to construct learning and share it with others.



Specific Competences

Levels of specification

- ✓ **Develop multimedia didactic material to be used in a socio-educational context.**
- ✓ **Develop multimedia didactic material to be used in the context of Social Education, exploiting to the greatest extent the possibilities offered by technology and justifying from an educational point of view the options taken with respect to the objectives, contents, activities and formal aspects of the programme.**



Course COMPETENCES

GENERIC COMPETENCES

PROJECT MANAGEMENT: Design work with project structure focussed on the short term, with guidelines given (planning without execution) .

SPECIFIC COMPETENCES

To analyse the present situation of a company and its environment and to detect training needs to plan the training of its staff, on the base of its culture and in coherence with the development of its vision and strategic planning.

To design a Project for Training Action for the company, based on the needs detected and the target profile, selecting, preparing and adapting the most appropriate objectives, contents, methodology, resources and evaluation in each case.

To construct a theoretical frame of reference to develop the work in the area of Training in the Company, using the concepts, principles, models and specific theories and vocabulary of this area accurately.



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LEARNING GUIDE

CONTENTS

- Are the object of learning
- which the student will work with
- to convert into their own knowledge
- to achieve the competences of a degree

REFERENCES SELECTION

Academic-Profesional Profile
(Competences)

Study Plan

Prior knowledge



CONTENTS

- **KNOWLEDGE:** theoretical knowledge appropriate for each scientific or academic area.
- **KNOW-HOW:** practical and operational application of knowledge to given situations.
- **KNOWING HOW TO COEXIST AND TO BE:** attitudes and values



CONTENTS: brief description

To design a Project for Training Action for the company, based on the needs detected and the target profile, selecting, preparing and adapting the most appropriate objectives, contents, methodology, resources and evaluation in each case.

LEARNING GUIDE:

Reference to each competence

UNIT 4: DEVELOPMENT OF THE TRAINING. DEFINITION OF the TRAINING ACTIONS

- 4.1. Concept of the development of training
- 4.2. The training action project
- 4.3. Initial analyses
- 4.4. The formulation of objectives
- 4.5. the selection of contents and the definition of the competences to develop
- 4.6. The methodology and design of activities
- 4.7. The evaluation

UNIT 5: THE EVALUATION, RECOGNITION and ACCREDITATION OF TRAINING

- 5.1. The evaluation of training
- 5.2. The process of evaluation and certification of competences
- 5.3. The recognition and certification of the training based on labor competence. The case of the Basque Country



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Teaching-Learning STRATEGY

- Design of an adjustable process to efficiently achieve the competences pursued, incorporating the appropriate methods and techniques.

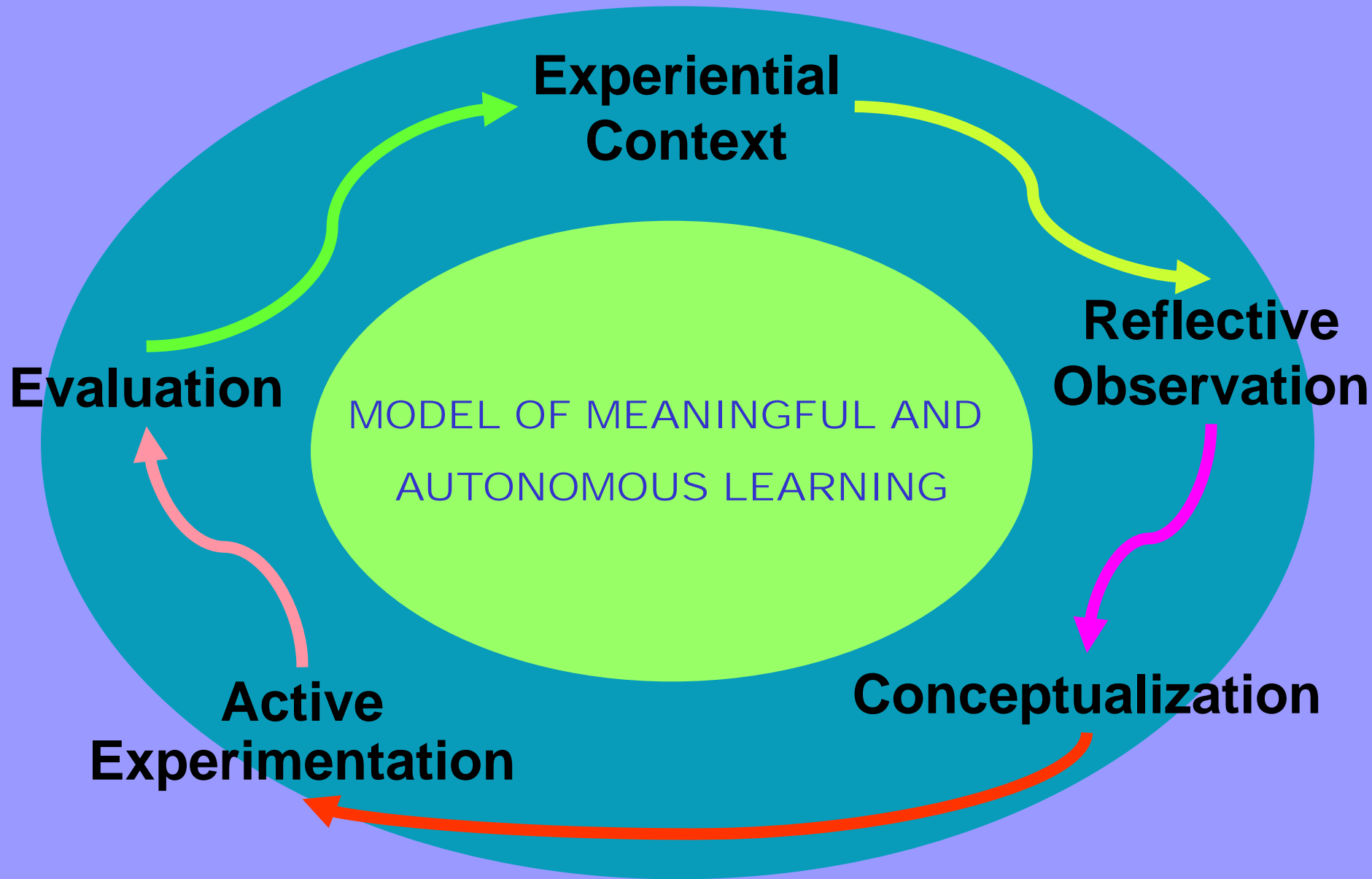
**HOW STUDENTS
LEARN**



**WHAT THE
STUDENTS NEED
TO LEARN TO
DEVELOP THE
COMPETENCES**



**CRITICAL PATH TO
ACHIEVE THE DESIRED
LEARNING OUTCOMES**





Experiential Context

LEARNING ORIGINATES

Based on prior conceptions,
ideas and experiences

In the personal, social and
academic context

DEALS WITH

placing the student before the
question to be developed

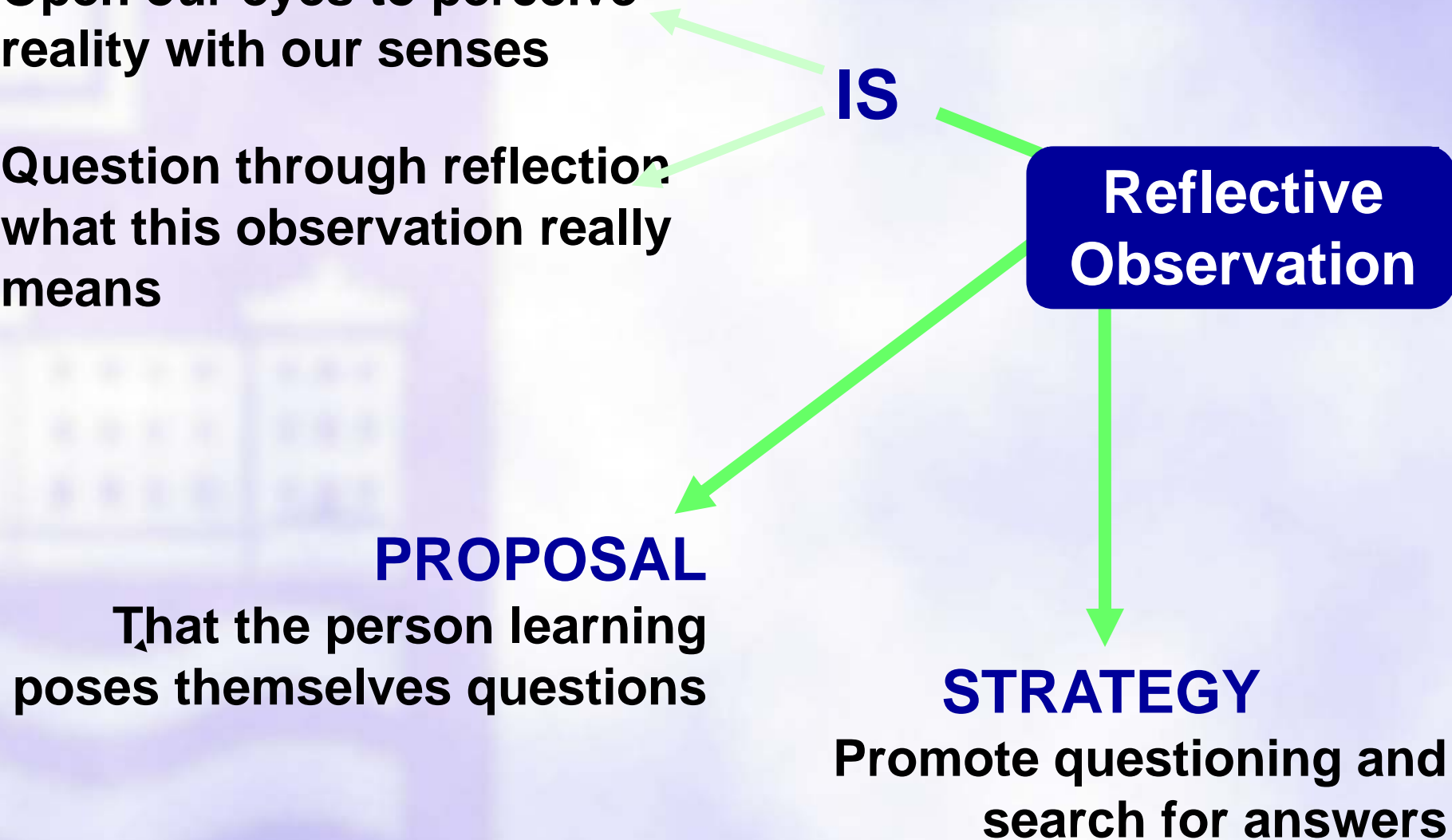
SEEKS TO

motivate the student through experience



Observation is a natural method of learning

- Open our eyes to perceive reality with our senses
- Question through reflection: what this observation really means





Profound knowledge of theoretical positions IS THE ACQUISITION OF:

- Knowledge
- Terminology
- Facts / Data
- Methods / Strategies
- Principles / Theories

LEARNING BASED on

- Comprehension
- Analytic-Synthetic Thinking
- Critical Thinking
- Divergent Thinking

STRATEGY

- 1st Phase: individual confrontation
- 2nd Phase: integration in a team

Conceptualization



Theoretical-practical linking phase

- Activities
- Exercises
- Practices
- Projects
- Designs
- Research work

INCLUDES any activity that develops skills and abilities:

APPROPRIATE Phase for collaborative work

Active Experimentation

REQUIRES application of different capacities, which various team members can carry out



Evaluation

LEVELS

PERSONAL

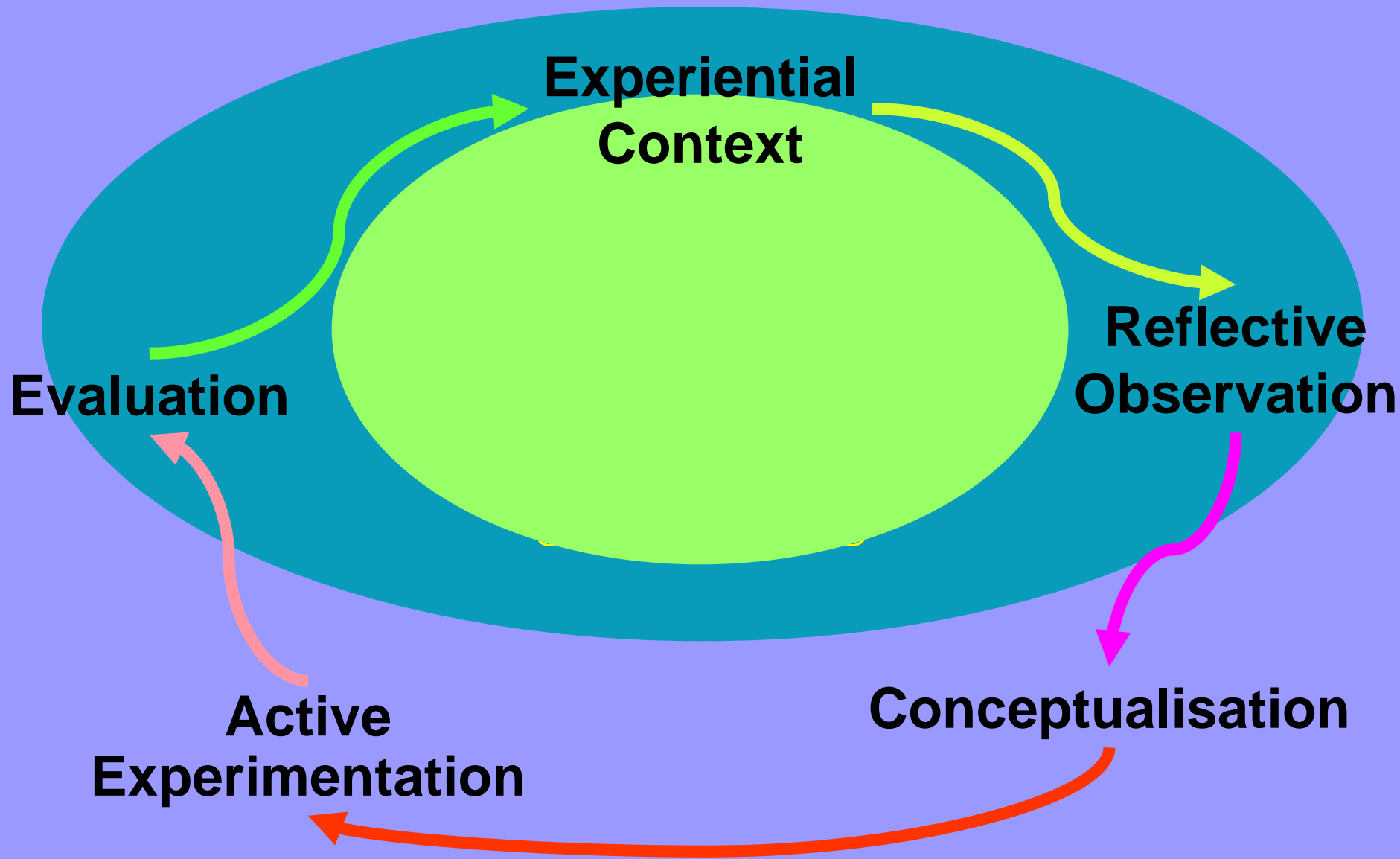
Seeks valuation by the interested party which reflects on what has been learned

FORMATIVE

Based on the consideration of *feedback* as a key element for the student's progress

SUMATIVE

Valuation of work and study of each student: *rendering accounts*





WHAT THE TEACHER WANTS
THE STUDENTS TO LEARN

COMPETENCES



SELECTION OF A TEACHING-LEARNING STRATEGY

ORGANIZED IN

A METHOD



A SET OF
ACTIVITIES

Selection Criteria:

- **Validity** helps develop competences
- **Adequacy** appropriate for the characteristics of the students
- **Relevance** permits applying what is learned to reality
- **Variety** to favour different forms of learning
- **Comprehensiveness** permits developing all the competences

ACTIVITIES

Specific experiences that we propose in each case as a means of achieving results and in congruence with them

IN THE CLASSROOM

- Lecture by teacher
- Exercises
- Individual Activities
- Group Activities
- Group Presentations
-

OUTSIDE CLASS

- Study
- Search for sources
- Readings
- Laboratory
- Empirical studies
- Reports
-



TEACHING-LEARNING STRATEGY

**ANALYSIS OF
PREVIOUS IDEAS**

**ANALYSIS AND
EVALUATION**

EXPOSITION

**FORMAL
PRESENTATION**

**STUDY OF
DOCUMENTS**

**FORMAL
REVISION**

**ANALYSIS OF
CASES**

**SHARING RESULTS
(Partial)**

**APPLICATION TO
THE PROJECT**



COMPETENCES



T-L STRATEGIES

To analyse the present situation of a company and its environment and to detect training needs to plan the training of its staff, on the base of its culture and in coherence with the development of its vision and strategic planning.

Analysis of previous ideas -

Act.1: Previous Ideas -

Act. 3: The Place of Training

Initial presentation in the class of the theoretical contents to be developed

Personal reading of the documents that develop these theoretical contents

Cases of the scope of the company that exemplify and demonstrate the practical work to be done will be presented

The students will apply what has been learned in the completion of the activities, developing their own Case Project:

- Act. 2: Creation of a Company: Analysis of the company and sector

- Act. 4: Analysis of the Culture of the Company

- Act. 5: Mission, DAFO, Strategic Vision, Lines

- Act. 6: Development Strategic Plan -

Act. 7: Prioritization of Training Needs

- Act. 8: Development of Tools for the Analysis of Positions and Analysis of Competences

Sharing with the class to review and exemplify the correct accomplishment of parts of the work.

Formal review

Formal presentation of Case before the class, which will be the object of evaluation.



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STUDENT WORK PLAN

- UD: Competence
- Activity – Type
- Documentation
- Times & Calendar



What is the Student Work Plan?

It is the detailing of the specific activities that students are going to do to develop the competences, with the times considered for accomplishing them, according to the ECTS, and their scheduling in the calendar of the course



The Work Plan is articulated around the time axis, giving the student a complete and sequential vision of the process to follow from the first day of class until their evaluation is completed

It is used as an agenda and referent of the work in each subject and across the whole of the semester.

Promotes the habit of continuous work and the organization to carry out the subjects/ courses well



DISTRIBUTION OF TIMES

According to the **3,5 ECTS** assigned, the dedication of time required of the student for the pursuit of the subject and the fulfilment of its requirements is **90 hours**, which will be distributed according to the following estimated work times:

- **Work in the Classroom: 26 hours**
 - Lectures by the Teacher: 11 horas
 - Work and Practical Activities: 15 hours (personal reflections, group activities, presentation and review of work done outside the classroom)

- **Autonomous Work Outside the Classroom: 64 hours**
 - Personal reading and study of documents: 15 hours
 - Activities and Work contained in the Project Dossier: 30 hours (15 + 15).
 - Face-to-face Tutorials: 1 hour (2 formal reviews)
 - Preparation of the Examination: 16 hours
 - Completion of the Examination: 2 hours



Estimated time distribution of the different phases of the MAUD

| Experiential Context | Reflective observation | Conceptualization | Active Experimentation | Formative & Summative Evaluation |
|----------------------|------------------------|-------------------|------------------------|----------------------------------|
| 4 hours | 9 hours | 34 hours | 30 hours | 13 hours |

STUDENT WORK PLAN

- **The teacher may have a Follow-up File.**
 - **The format that each professor proposes for his Follow-up File will depend on the type of activities proposed for their students**
 - **The File allows the students to regularly register the time dedicated to the activities.**
 - **The teacher will decide how often to ask the students to register.**
-

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**SYSTEM OF
EVALUATION**

- Indicators
- Techniques & tools
- Grading System



LEARNING GUIDE - III

FRAMES: European - State - Institutional

DEVELOPMENT OF COMPETENCES

STUDENT WORK PLAN

SYSTEM OF EVALUATION

- **INDICATORS:** Behaviours through which the student demonstrates the competences obtained as a result of their learning.
- **TECHNIQUES:** How or with what techniques the information will be collected (oral – written examination, observation during the learning process, analysis of work carried out...). Who is going to evaluate it and when
- **GRADING SYSTEM:** weight of each competence in the final grade.

PROFESSIONAL PROFILE -
MAP OF COMPETENCES

| GENERIC COMPETENCES | TECHNIQUES | GRADE |
|---------------------|------------|-------|
| GC1 | | |
| Indicators: | | |

| SPECIFIC COMPETENCES | TECHNIQUES | GRADE |
|----------------------|------------|-------|
| SC1: | | |
| Indicators: | | |
| SC2: | | |
| Indicators: | | |



INDICATORS. Generic Competences

EXAMPLES

| | |
|--|---|
| <p>PROJECT MANAGEMENT</p> <p>To design work with a project structure, oriented to the short term, with guidelines set out (planning without execution).</p> | <ul style="list-style-type: none">✓ Describes the situation that justifies the necessity of the project.✓ Establishes clear objectives for the project.✓ Plans the actions to undertake for the attainment of the objectives and who is in charge of them.✓ Anticipates and assigns the necessary time to complete the actions proposed.✓ Plans an evaluation of the project results. |
| <p>CREATIVITY</p> <p>To generate and transmit new ideas or to generate innovative alternatives to the problems or known situations that are set.</p> | <ol style="list-style-type: none">1. Contributes own suggestions to the ideas, situations, cases or problems set.2. The ideas proposed are innovative as regards content, mode of accomplishment, etc.3. Considers that there are various ways to achieve things. "Shows a certain non-conformism".4. Based on what is already known, generates new ideas or solutions to situations or problems.5. Transmits or express to others the newly generated ideas. |



INDICATORS. Specific Competences

TRAINING ACTION PROJECT

To design of a Project of a Training Action for a company based on the needs detected and the target profile, selecting, preparing and adapting the most appropriate objectives, contents, methodology, resources and evaluation in each case.

- ✓ Carries out an initial analysis that contextualizes the educational action to be developed.
- ✓ Formulates the competences that it is sought to develop in the targets.
- ✓ Selects and organizes the contents to be worked on
- ✓ Designs activities that permit a significant construction of the content, paying attention to the different phases of development of the teaching – learning cycle.
- ✓ Designs the evaluation system, specifying: the object of the evaluation, the criteria-indicators of evaluation, the moments, the agents, the techniques and tools to use, and the system of grading (where relevant).



SYSTEM OF EVALUATION

OBJECT

What to evaluate?

HOW

Techniques, who, why? Grading?

Competences INDICATORS

G: PROJECT
MANAGEMENT

S: ANALYSIS OF A
COMPANY

S: PROJECT OF AN
EDUCATIONAL ACTION

S: THEORETICAL
FRAMEWORK

Teacher

Students

JOINT EVALUATION

Self-evaluation - Other-evaluation

TECHNIQUES

PROCESS - RESULTS



System of Evaluation

| INDICATORS | GENERIC COMPETENCES | TECHNIQUES | GRADING |
|-----------------------|-------------------------|---|---|
| | PROJECT MANAGEMENT | PROJECT DOSSIER -Cont.:Activities -Final: Product | 20% of the Grade – 10%: Teacher – 10%: Students (Self - Other) |
| | SPECIFIC COMPETENCES | | |
| | ANALYSIS OF THE COMPANY | PROJECT DOSSIER -Cont.:Activities -Final: Product | 50% of the Grade (25% each) – 40%: Teacher – 10%: Students (Self - Other) |
| | TRAINING ACTION PROJECT | | |
| THEORETICAL FRAMEWORK | EXAM | 30% Grade (Teacher) | |



System of Grading

| COMPETENCES | TECHNIQUES |
|------------------------|----------------------------|
| GENERIC 20% | PROJECT WORK 70% |
| SPECIFIC 80% | EXAM 30% |
| 100 % | 100 % |

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TUTORIALS

- Guidance & Work Follow-up
- Tutorials

ACADEMIC TUTORIALS

WHERE, HOW, WHEN

▪ ORIENTATION AND FOLLOW-UP OF WORK:

- In what space and how will the **Instructions for the accomplishment of work** be communicated to the students
 - Where, how and when they will have to **hand in the work carried out**
 - Where, how and when will their work be reviewed and **the relevant results and guidance will be communicated to them for the improvement** of the work
-

ACADEMIC TUTORIALS

WHERE, HOW, WHEN they can have access to the teacher for

- **TUTORIALS:**

- Ask about doubts
 - Ask for complimentary guidance
 - Seek support
 -
-



| | FUNCTIONS | METHODS - How | SPACES - Where | TIME - When |
|--|---|----------------------|-----------------------|--------------------|
| FOLLOW UP OF ACTIVITIES, ESSAYS, PROJECTS ... | 1. Instructions for the activities, projects ... | | | |
| | 2. Submission of activities, projects ... | | | |
| | 3. Revision of the work produced, communication of results and guidelines for improving | | | |
| TUTORIALS | | | | |



Thank you for your attention
