



Training Methodologies

2nd Training in Saltillo, MEX

December 17-20, 2018

JOAQUÍN GAIRÍN SALÁN (UAB)

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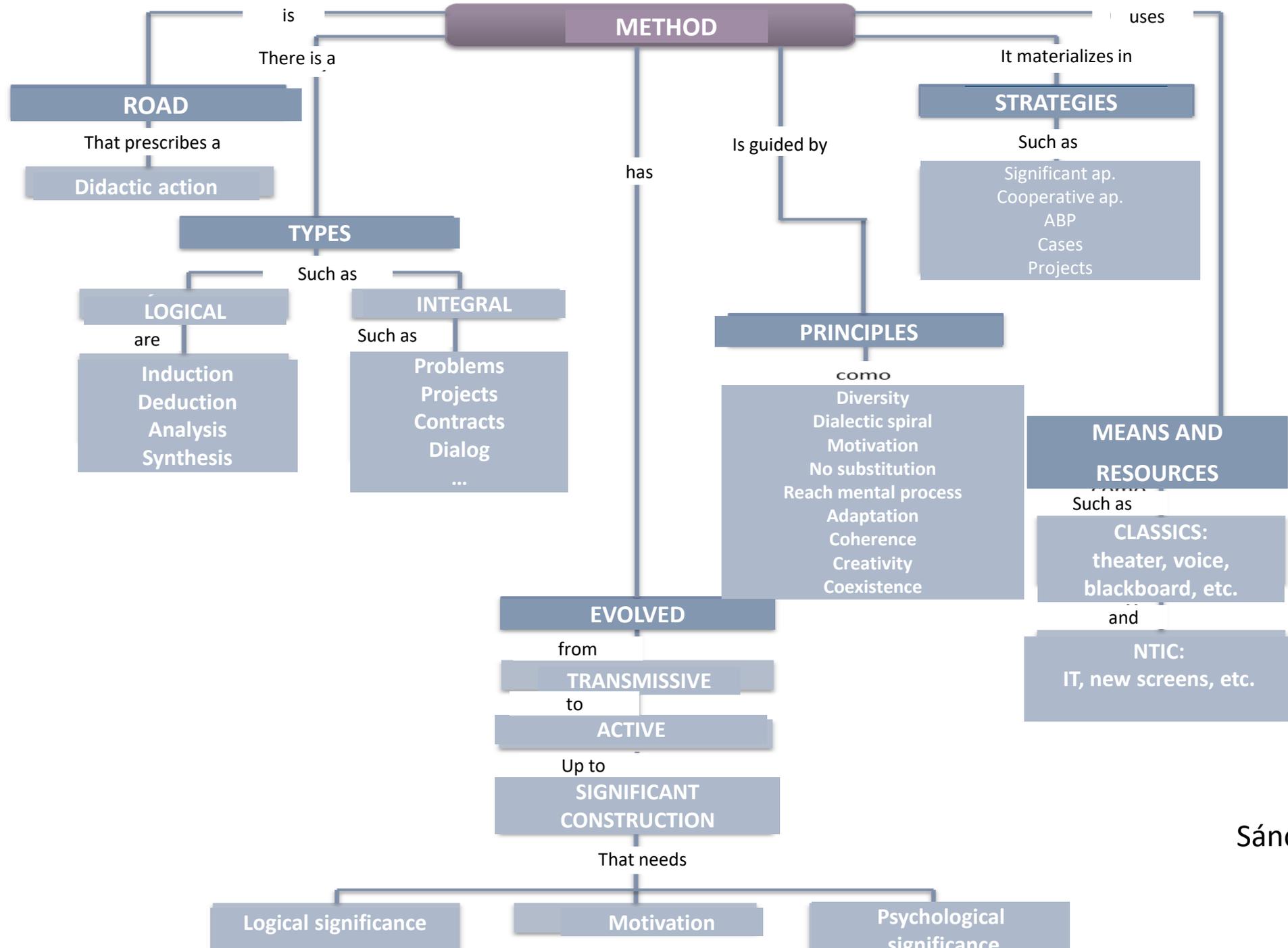


Some Issues to Consider

- Work with a method
- Choose the most appropriate proposal
- Look for significant learnings
- Apply usual methodological principles



Work with a method



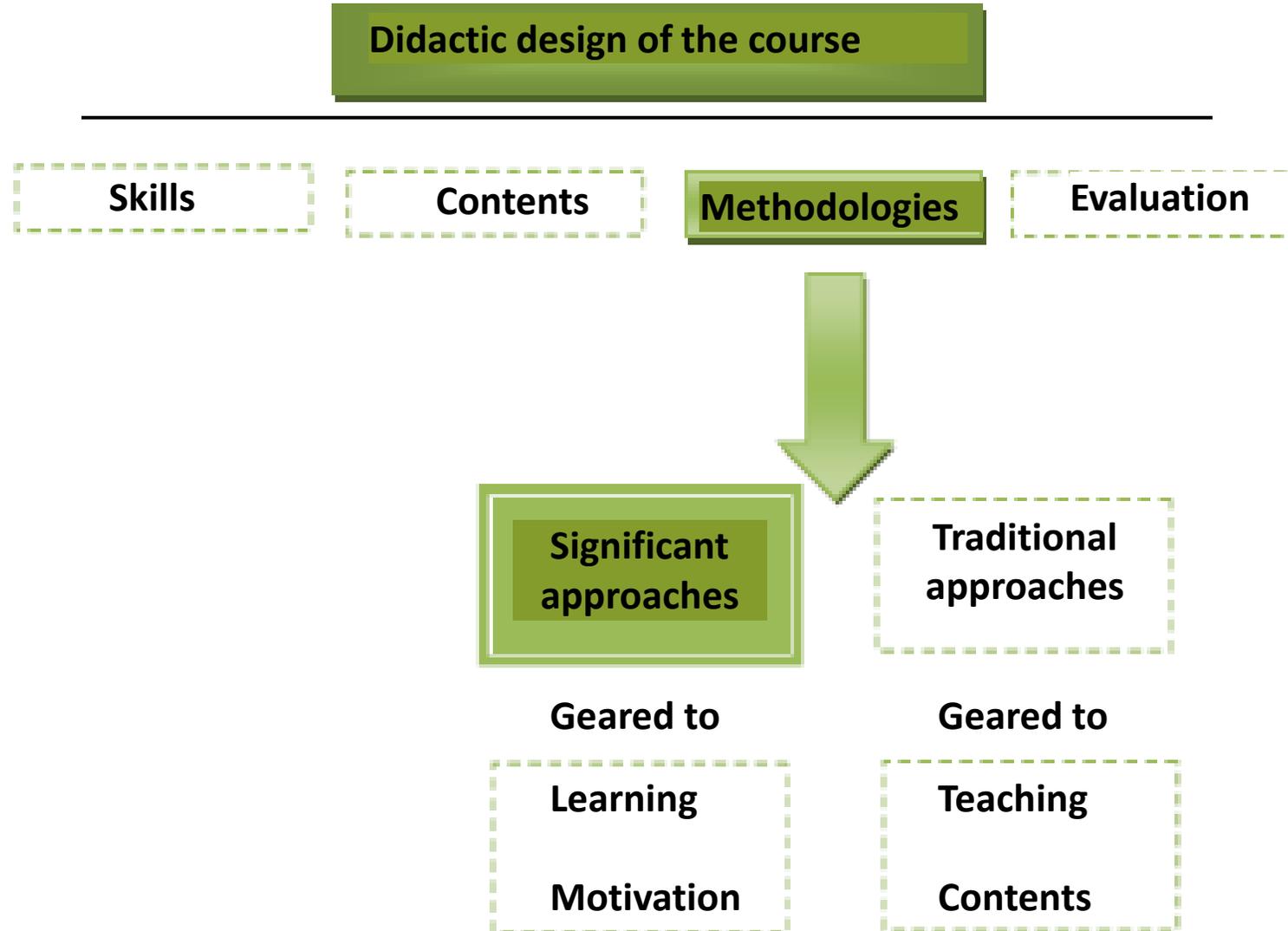
Sánchez, P. (2017)



Choose the Most Suitable Proposal



Look for Significant Learnings

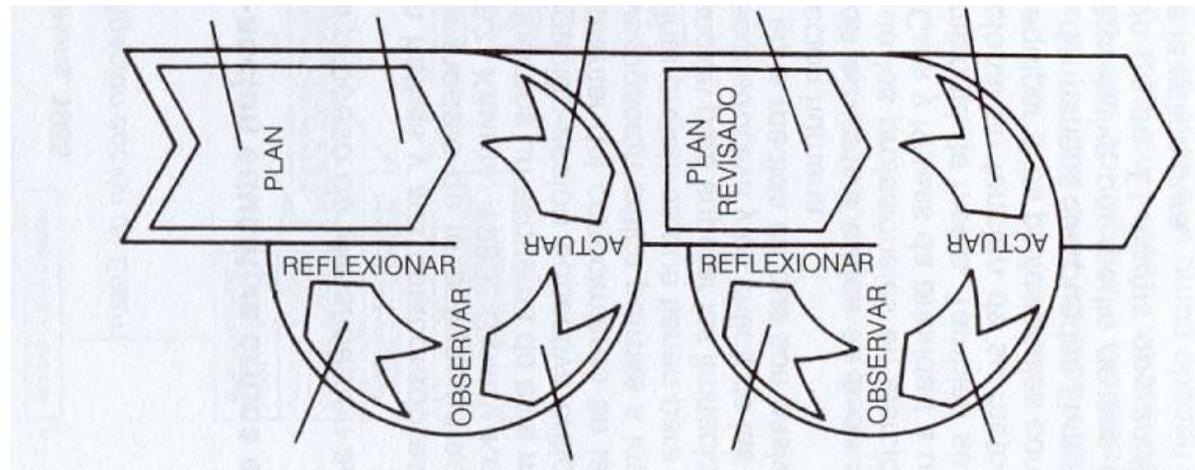


Apply Usual Methodological Principles*

1. *Methodological diversity*, comprises:

- Diversity of work strategies and procedures, of activities to carry out, of application sequences, grouping modes and different ways to organize time and spaces.
- Geared to cater for the diversity of training participants: students, teachers, and any other staff taking part.

2. *Formulation of the dialectic spiral of the process*: every design is an intervention hypothesis, that should contrast with practice and modify according to the conceived assessment as a critical reflection on the action.



* Sánchez, P. (2017)



3. *Motivation*: it is advisable to start with the idea that the students are not interested in what we are going to suggest they learn and we should do something to make them interested.
4. *No substitution*: what the student can do should not be done by the teacher.
5. *Development of rich mental processes*: in face of learning by heart and repetition, look for superior mental operations such as analysis, synthesis, comparison, selection, application, innovation, transformation ...
6. *Adaptation*: translate the scientific knowledge to knowledge adapted to the recipients.
7. *Coherence*: among the educational process elements, between theory and practice (theory with no practice is sterile, practice without theory is blind) between the process and the context ...
8. *Creativity*: knowledge and action beyond where the teacher left. Transference as a basis for real learning and of innovation.
9. *Coexistence*: it is essential to have sufficient order, a relational ecosystem that minimizes interferences.





DIDACTIC STRATEGIES IN THE EDUCATIONAL CONTEXT



Some Realizations

- ↑ Connection with reality -
- Traditional participative methodology
 - Cooperative learning
 - Problem based learning
 - Case study
 - Projects realization
 - Service learning
 - The learning contract
- + ↓

- ↑ Student involvement +
- ↓



Diversification of Activities in the Classroom/Workshop*

- *Questions*: for students to make clear questions, concise, relevant, creative...
- *Visits*: they make the course alive by relating theory to practice.
- *Images*: bring to the classroom representations as faithful as possible of reality, enabling to analyze it in a critical way.
- *Group dynamics*: brainstorming, debates, panels, “diamond” ...
- *Inquiries/research*: adapted to the subject and to the characteristics of training participants.
- *Text comments*: with texts of any area of knowledge.
- *Simulations*: from hazardous chemical experiments on a computer to dramatization of human and social processes.
- *Presentations*: written, graphical, oral ... sharing them in the virtual campus, in the classroom...

* Adapted from Sánchez, P. (2017)



Traditional Participative Methodology

IT IS:

Promotion of students involvement processes in the traditional formats of master lectures.

IT INCLUDES:

- Vary the formats of the presentation of information.
- Improve teacher's competences as a strategic lecturer, that includes the combination of knowledge communication, communication with the students and regulation of the interaction.
- Motivate students to make and answer questions.
- Proper use of own resources in the classroom.
- Use of the flipped classroom model.



Cooperative Learning

IT IS:

Making every participant in the training feel responsible for him/herself and for others' progress.

APPLICATION GUIDELINES

- Form heterogeneous and balanced teams of 3 to 6 individuals.
- Organization of the team based on the learning tasks.
- Individual commitments and by subgroups of the tasks to perform.
- Self-regulation.
- Self-testing and co-testing.



Problem-Based Learning

IT IS:

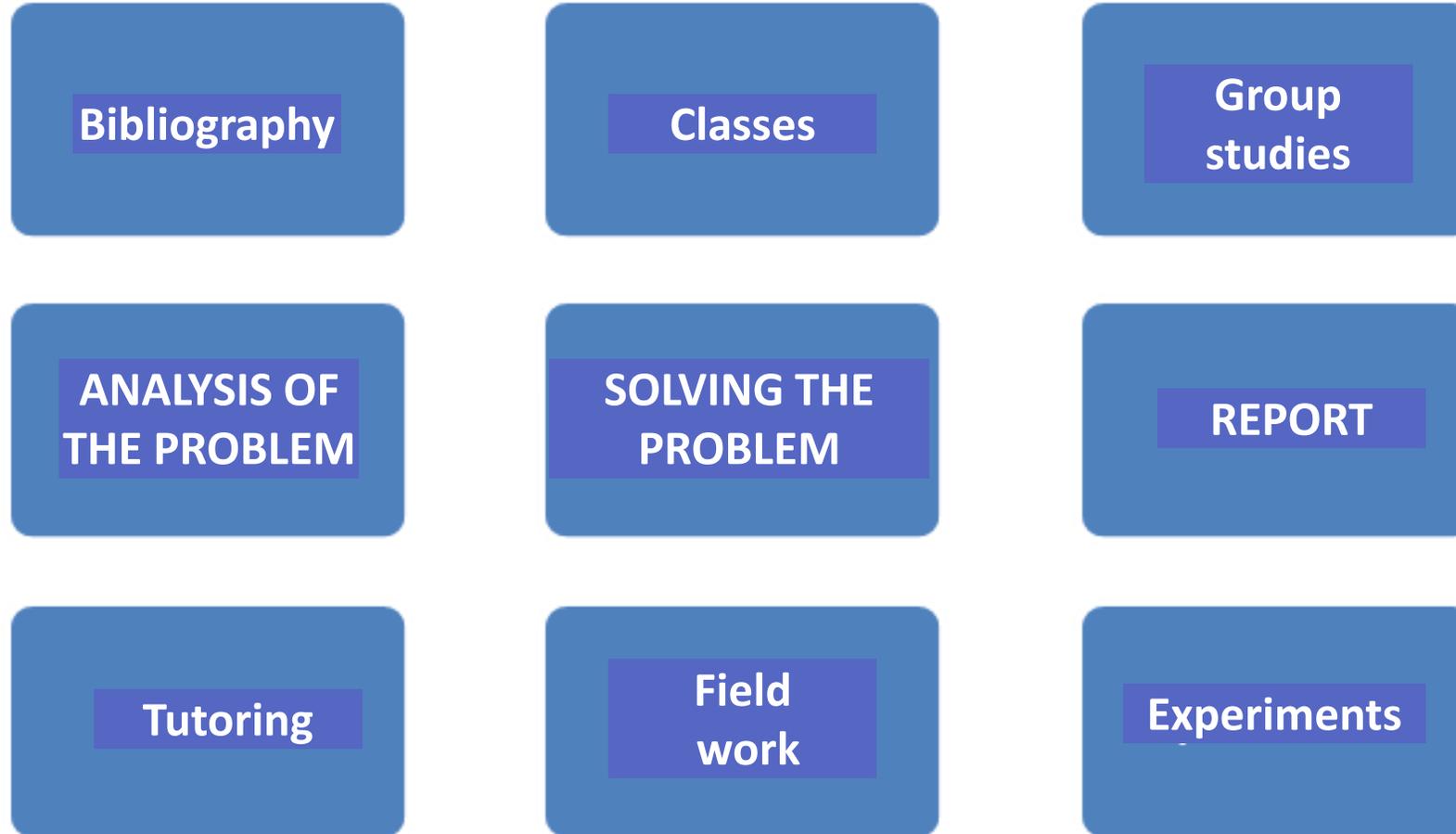
Trying to provide a coherent explanation to a group of related data within a specific context.

RESOLUTION GUIDELINES

- Understand the problem
- Draw a plan to solve it
- Put the plan into practice
- Check the results



Elements Related to Problem-Based Learning (PBL)



Teacher and Students in PBL

Teacher	Students
<ul style="list-style-type: none">• Give the student a leading role in building his learning.• Must be aware of his students' achievements.• He is a guide, a tutor, a facilitator of learning that turns to his students when needed and offers them information when they need it.• His main role is to offer the students different learning opportunities.• Helps the students to think critically, guiding their thoughts and formulating significant questions.	<ul style="list-style-type: none">• Take up their responsibility towards learning.• Work with different groups managing the possible conflicts that may arise.• Have a receptive attitude toward the exchange of ideas with other students.• Share information and learn from others.• Be autonomous when learning (search information, confront it, understand it, apply it, et.) and be ready to ask for help and orientation when needed.• Have the necessary strategies to plan, control, and assess the steps carried out in this learning.

* UPM Educational Innovation Service, 2008)



Case Study

IT IS:

“The examination of an instance in action” (Walker, 1983).

THREE MODELS:

Model centered on the analysis of cases posed and solved by specialists. Goal: understand, analyze and appraise intervention processes.

Model centered on the application of principles and standards. Goal: exercise the selection and application of more suitable procedures for the situation posed.

Model centered on situation solution training. The aim is to solve specific situations starting from a theoretical framework and practical prescriptions. The important issue is the process.



Case Study Decalogue

1. Study the case posed, positioning it within the specific context where it takes place.
2. Analyze the case from different perspectives trying to point out the main variables that describe the situation raised.
3. Identify the additional information required to know the case deeply and indicate the main necessary data to be gathered.
4. Detect the strong and weak points of the situation, as well as the interactions produced among them, the most significant roles, and the theoretical and ideological approaches from which the interventions at stake in the case are raised. Finally, starting from these considerations, list the problems posed stating a hierarchy based on their importance and/or urgency.
5. Study each problem separately, describing the main changes that should be performed in each situation to solve those that have been selected.
6. Generate different alternatives to address each of the changes.
7. Study the pros and cons of each and establish a selection process until reaching a couple of alternative decisions, choosing the one that is more coherent with the stated aims, that is feasible, and that involves the smaller number of difficulties and negative effects.
8. Implement the decision made, pointing out the necessary strategies and resources to carry it out.
9. Determine the procedure with which the evaluation of the decision made will be carried out and its effects.



Work by Projects

IT IS:

Formative and long work (several months) and implies strong student participation.

PHASES:

- *Preparation*: limit the subject and the development.
- *Development*: implementation. Generate synergies and debates. Follow-up and control mechanisms.
- *Communication*: delivery to the teacher, communication to the group (trying to learn from others) and/or external communication (geared to motivation).



Service Learning

IT IS:

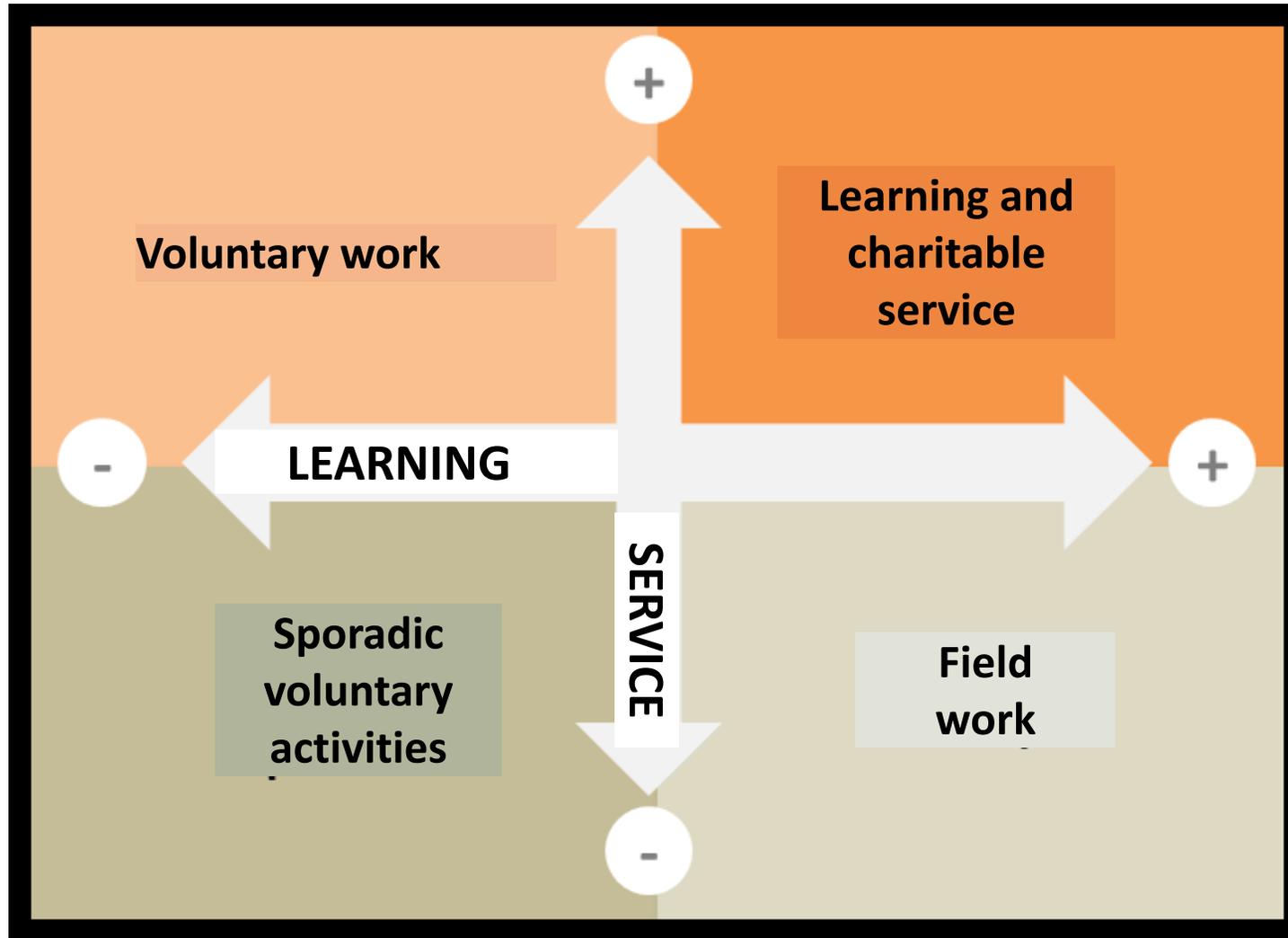
A formative proposal combining learning processes and community service in a sole project.

IT IS NOT:

- A social activity developed mainly by teachers.
- A voluntary project or a youth action developed and posed sporadically, haphazardly and occasionally.
- Field work, a center of interest or a learning project, nor a problem based learning centered more on course content projects.
- A voluntary institutional community service.



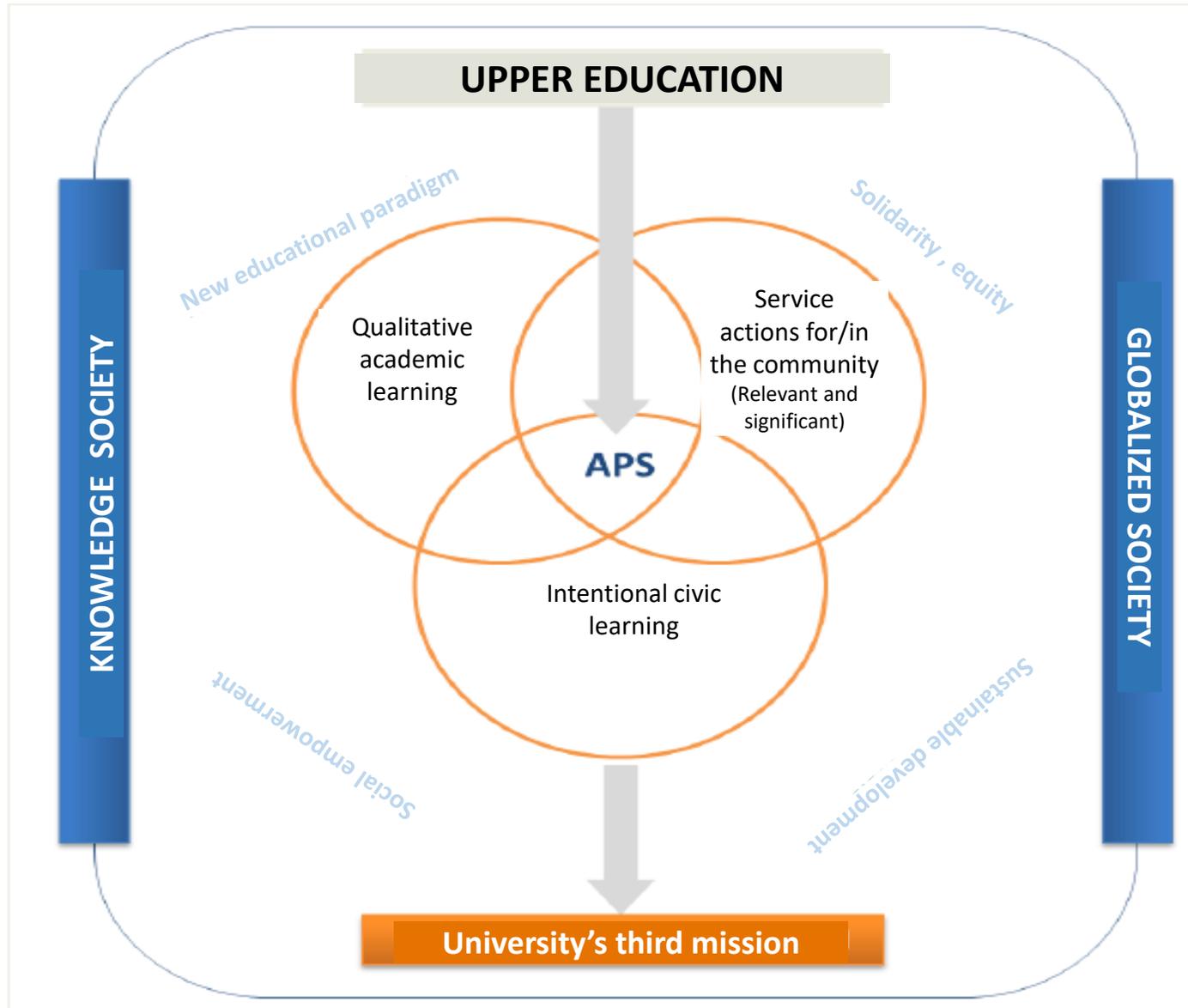
Service Learning Position



Proposal adapted from Rubio (2008)



Service Learning in the University Context



Del Arco, I (2017)



The Learning Contract

IT IS:

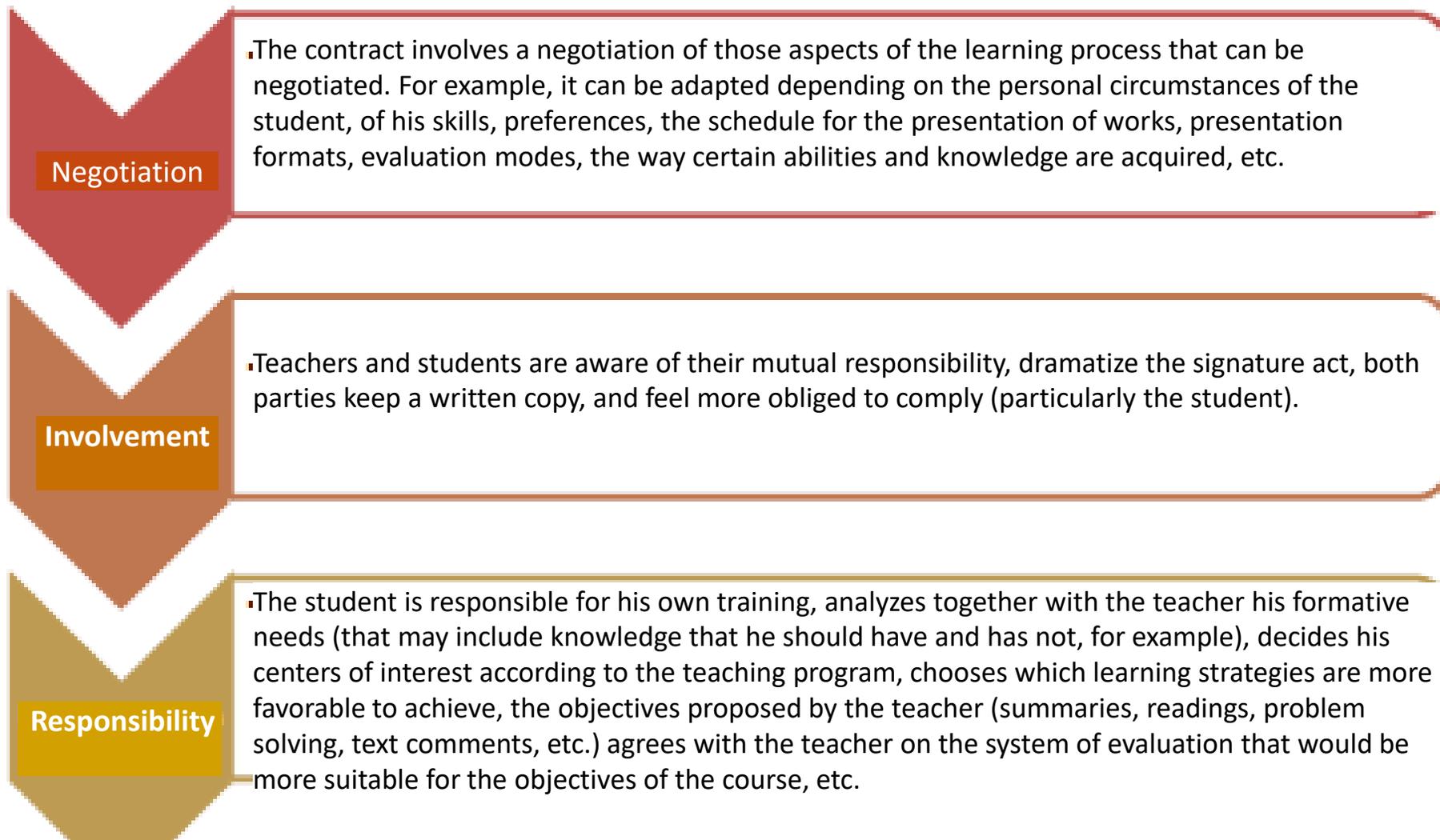
A commitment agreement between the training teacher and the participants to accomplish quality formation and achieve its goals.

POSSIBLE CONTENTS:

- Teacher's name.
- Name of the student or of the students as a whole.
- Dates of validity of the contract and process program.
- Name of the course (or of the group of courses).
- Teacher's guide for the course.
- Portfolio as the preferred assessment system: its contents and quality criteria.
- Students' signature and teacher's signature.



Characteristics of the Learning Contract*



* Bernabeu y Castro. (2017)



Characteristics of the Learning Contract

Autonomy

Learning contracts provide the students with autonomy, motivates them to participate and to be responsible for their learning, provide them peace of mind that if they comply with the contract and the steps contained therein they will be able to pass the course. The teacher, on his part, warrants his student his help to correct, guide, and perform a follow-up of his progress.

Structure

The learning contract provides a formal scheme to structure learning activities, which is highly important for many students who lack study habits, need to sequence the tasks to address them or need to know beforehand the scheme that their process shall follow.





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