

MENTORme

Promoting social inclusion of people with fewer opportunities through the development of mentorship programme for HEIs students

DIDACTIC GUIDELINES

October 2021

CONTEXT

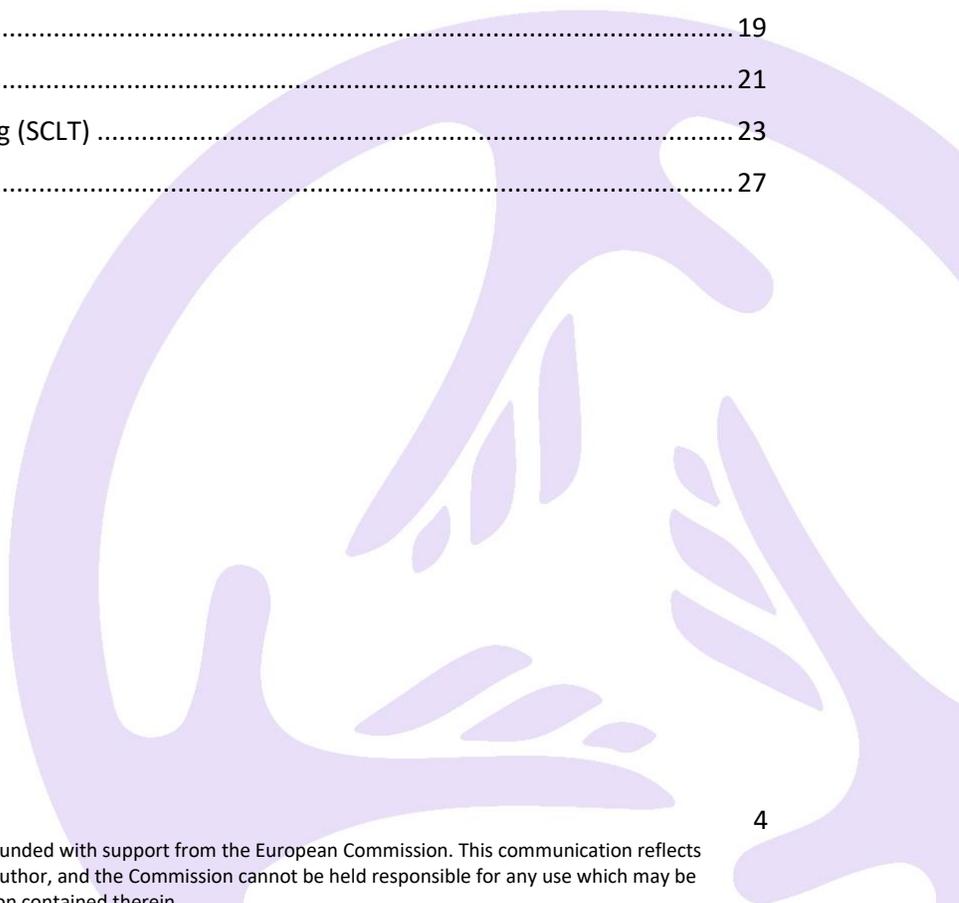
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DIDACTIC GUIDELINES

Following the IO2 tasks, the time has come for the preparation of the didactic material to be used in the training of higher education students. To facilitate the planning of the material, the following document has been prepared with information of interest to select and use the different strategies that can be used in the development of their competencies.

1. Teaching modalities

There are different ways of organizing and carrying out the teaching-learning process. It is not the same for the teacher to propose as a means of acquiring knowledge the resolution of a practical case as it is to do it through a debate. Each case has a different purpose and requires a different scenario. It is necessary to strike a balance between the diversity of modalities and teaching planning.

Several modalities of the teaching-learning process are described below.

Theoretical classes

The teacher of the contents of the subject of study understands it as the organizational modality of teaching in which the didactic strategy used is mainly the verbal exposition. It is a unidirectional teaching modality. The most common objectives of a theoretical class are:

- To expose basic contents related to the object of study.
- To explain the relationship between phenomena to facilitate their understanding and application.
- Demonstration of hypotheses and theorems.
- Presentation of experiences that illustrate a practical application of the contents.

The most used methodology to teach theoretical classes is the expository method, where the teacher exposes the contents of a subject through a presentation or explanation. Sometimes, it can be the student or an external person who makes the exposition of the content.

For the development of this class, in addition to the use of oral language, other resources or didactic means can be used to facilitate student participation and the reception and understanding of the knowledge being worked on. The facilities offered by ICT can also be used.

The development of a theoretical class implies the management of a communication process that is carried out for a specific purpose and in the specific context of a class. The teacher's task is to talk to the students. To organize a class, we must consider:

- The intentions to be achieved with the development of the class.
- What is to be transmitted to the students
- Record of information from the students
- Responses generated in the students upon receiving the information.
- Evaluation of the students' learning and of the teaching activity.

Advantages

- Introduce students to a topic by providing an overview of the subject matter
- Facilitates clarity of content
- Teacher can motivate students in the subject matter
- Good option for people who learn more by listening than reading

Inconveniences

- Little organization in the content to be taught
- Much of the content is in books
- Students study to get a good grade in class
- A lot of new content with little time to understand
- Facilitates the development of a passive attitude on the part of the student.
- Reduction of the student's attention span
- Subject matter aimed at memorization
- Does not promote the development of students' creativity and critical thinking

Seminars and workshops

They are understood as a space where a specific subject of knowledge is built in depth during its development and through personal exchanges among participants. Its organization will depend on the objectives and the conditions in which it will be developed. Its main characteristics are interactivity, exchange of experiences, criticism, dialogue, and discussion.

There are differences between seminars and workshops. Seminars offer more options for debate, reflection, exchange and discussion on a specific topic, the presentations, and conclusions of which can be unpredictable, depending on the involvement of the participants. Workshops are a participatory methodology that focus on the acquisition of skills on a specific aspect with the assistance of a teacher. The aspect that these two techniques share is the active participation of the student and their organization in work groups.

The generic structure of this type of activity would consist of the following phases:

- Connection with the participants through data, ideas... that capture their attention and interest.
- Deepening of the content to be discussed.
- Incorporation of the new knowledge with the consequences or the reality with another vision.

It is necessary to know how to connect in the different phases with the degree of development of the students' skills and their transformation into knowledge. The teaching action must be open to the students' interaction.

It is also necessary to consider when organizing the session, the distribution of the room and prepare it for the task to be developed.

The role of the teacher in these seminars is to oversee moderating and developing actions related to knowing how to ask questions, managing groups, linking theoretical and practical knowledge, and contributing to the knowledge by arguing ideas with a critical vision.

On the other hand, the student's role is more active. In addition to the activities requested, he/she must actively participate in the debates and discussions that arise. With these activities, students are expected to acquire specific competencies based on knowledge, skills, abilities, attitudes, and values. It is necessary, for subsequent evaluation, to establish indicators to report on the degree of achievement of these competencies.

Advantages

- Enhances the acquisition of learning and competencies
- Motivation of the student for learning and effort

Inconveniences

- Involves constant work on the part of the student
- Makes it difficult to go unnoticed in a group.
- Requires a lot of preparation on the part of the teacher
- Usually the size of the groups is small

Practical classes

In a practical class, activities are developed to apply knowledge to concrete situations and to acquire basic skills and procedures related to a subject. They can be organized within the teaching spaces (classrooms or laboratories) or outside them (field practices or visits). These classes are usually organized in small teams, have the presence and supervision of the faculty and work on content taught in the subject.

In this type of class, the leading role is shared between the teacher and the student since the teacher can take different degrees of participation in it. Depending on the teaching methodology used (problem solving, case studies...) the teacher and the student will have to assume different roles.

For their preparation, it is necessary to select and design the processes to be executed by the students (problems or exercises). The teacher is the person who will explain or demonstrate the subsequent activity to be carried out by the students and will review the development of the tasks to be followed. The evaluation of this activity will depend on the methodology used. On many occasions, it is required to review the work or reports presented by the students.

Advantages

- Usefulness
- Allows to develop knowledge and apply it in a controlled manner
- Practicing basic and procedural skills related to the topic
- Facilitates problem solving
- Promotes both autonomous and collective work
- Increases student motivation

Inconveniences

- Organization of small groups
- In some cases, specific spaces are required
- Requires a lot of work on the part of the teacher
- Artificial situations can be created that are far from reality

Mentoring

Tutoring is understood as an organizational modality of teaching in which a personalized relationship of assistance in the training process is established between a teacher and one or more students. It consists of a periodic meeting with the student. It allows to individualize the formative process. The function of the teacher is to develop the student's abilities through personalized guidance, considering the student's characteristics and needs. Tutorial actions are intended to deal with the development of studies, helping to overcome learning difficulties by recommending necessary readings, experiences and works. The student decides the topic and the situations to work on. The advantage of the development of ICT, there is the possibility of offering this resource online. Tutoring should be a scheduled activity, with a specific content and offered to the student with the aim of achieving their academic development.

Advantages

- Basic activity that accompanies the classes
- They are used to resolve doubts about learning
- Teaching model based on active learning
- Personalized attention on the learning process

Inconveniences

- Low effectiveness and poor assessment
- Teachers do not take tutoring into account at the time of teaching planning.

Teamwork

It is another way of working in a participatory way the contents that have been worked on in class. By working in groups, students can solve practical problems, apply theoretical knowledge, and receive guidance from the teacher. Teamwork is understood as the method that allows students to form groups to perform or discuss a specific work to find a solution to the problem to conclude with some alternatives that are embodied, sometimes, in a report.

The groups are usually formed with 4 or 5 people. The teacher is limited to solving questions and guiding the elaboration of the work. Using this method allows students to

- Participate actively
- Learn to work in a team
- Develop critical thinking
- Develop oral and written expression skills

The essential elements of teamwork:

- Positive interdependence: each member must have a bond with his/her teammates.
- Individual responsibility: each student is responsible for the learning of the rest of the classmates.
- Face-to-face interaction: continuous interactions among team members.
- Group skills: the learner acquires, develops, and uses group work skills.
- Evaluation of results and process: the group must develop activities of reflection and evolution of teamwork.

The phases to be followed in teamwork are:

- Definition of the problem
- Presentation and selection of all the ideas contributed by the group members.
- Carry out the tasks required by the activity: search for information or resources, search for data, obtain results and prepare a final report.
- Presentation of the report and drawing of conclusions

Advantages

- Development of cross-cutting activities
- Social interaction with peers
- Working toward common goals, motivating learning
- Active role of the student

Inconveniences

- It requires training in interaction and cooperative work.
- Students do not always learn autonomously.
- Teachers do not take tutoring into account at the time of teaching planning

Student's autonomous work

At this point, the student is responsible for the organization of his work and the acquisition of competencies at his own pace. The student has the responsibility and control of his learning process. The new systems of tutoring, e-mail, forums, etc. represent a new scenario that enhances autonomous learning. It is necessary to teach students to learn how to learn and to be able to act considering the objectives they want to achieve.

The teacher's role is to ensure that students are autonomous, that they can cope with the different situations that occur in the context and generate their own work as autonomous professionals. Here the teacher is the one who will design the learning itinerary considering the student, accompany him/her in the process and evaluate the process. The student needs to know his/her training needs, establish

objectives to be achieved, initial and develop the learning itinerary, develop strategies, and elaborate a learning portfolio where he/she reflects on him/herself.

For the organization of autonomous work, the teacher must provide the students with all the necessary resources to promote autonomous learning. For the evaluation, the mastery of the content, the degree of learning and the use of competences and learning strategies must be considered.

Advantages

- It allows the development of basic skills and autonomous work
- It is a way to train a professional to act autonomously.

Inconveniences

- Complex activity requiring high cognitive level
- Lack of culture related to autonomous learning.
- Lack of financial support for this type of initiative.

2. Teaching methods

When developing a teaching-learning process, it is not only necessary to choose a teaching modality but also to decide on the methods that the teacher will use for its execution, since the same teaching modality can have several teaching methods associated with it. By method, we mean the way in which the teacher carries out his or her teaching activity.

Below, we detail different methods that can be used in the classes considering the competencies that are intended to be developed in the students.

Expository method or master class

It is known as the presentation of a structured subject with the purpose of providing information organized according to certain criteria. The teacher of the contents of the subject centers it on the verbal exposition. The teacher is the person who masters the subject and has the skills to convey this information to the students. To achieve the expected objectives, it must be organized. In the first part, in the exposition, the teacher must be able to capture the attention in view of the importance of the subject. The development should be done in a structured way to allow observing the coherence of the contents and elaborate a conceptual map with it. In the final phase, the closing should facilitate the elaboration of a summary of all the information and facilitate the acquisition of the new knowledge with the previously acquired. The effectiveness of this methodology depends on what the teacher uses to convey the information to the students.

Competencies	<u>Knowledge</u>	General for learning	Processing of the information provided: selection and organization of data, recording and memory, etc...
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		Academics linked to a subject	Acquisition, comprehension, and systematization of specific knowledge related to a subject.
		Linked to the professional world	Application and use of knowledge for the solution of professional problems.
	<u>Skills and abilities</u>	Intellectuals	Acquisition of reflection, synthesis, and evaluation strategies.
		Communication	-Communication of ideas and elaboration of conclusions. -Relationship with the teacher/speaker.
		Interpersonal	-Learning to listen. -Discussing with others the ideas put forward
		Personal organization/management	Acquisition of strategies for planning, organization and management of time and resources for learning.
	<u>Attitudes and values</u>	Professional development	Developing skills related to lifelong learning.
		Personal commitment	-Development of motivation, attention, and effort for learning. -Development of autonomy.

Cognitive processes to be developed in students and teaching strategies	Cognitive processes to be activated in the student	Teaching strategies
	Perception and motivation towards learning	<ul style="list-style-type: none"> -Good introduction -Outline of the topic -Interest in the topic -Enthusiasm for the topic -Contextualizing the content -Use resources to capture their attention

	Adequate acquisition and processing of the information provided	<ul style="list-style-type: none"> -Selection of content to be taught -Structuring content -Clear exposition -Use pauses -Provide notes/notes -Emphasize concepts and summaries
	Development of the student's own thinking	<ul style="list-style-type: none"> -Propose questions, problems, or hypotheses -Stimulate personal reasoning -Suggest activities -Facilitate outlines -Promote participation -Relate knowledge and applications

	Timing	Teacher's tasks	Students' tasks
Planning and development of a lesson: tasks to be performed by the teacher and the students	Before teaching a class	<ul style="list-style-type: none"> - Select objectives and contents. - Prepare the presentation. - Decide on strategies to use. - Plan activities. 	<ul style="list-style-type: none"> - Review knowledge. - Carry out previous activities. - Prepare class materials.
	During implementation	<ul style="list-style-type: none"> - Convey information. - Clearly explain the contents. - Maintain attention. - Execute activities. - Facilitate participation/effective use of questions. 	<ul style="list-style-type: none"> - Listen and take notes. - Contrasting information. - Generate own ideas. - Conduct activities.
	After a Class	<ul style="list-style-type: none"> - Reinforcement of learning through tutorials. - Evaluating learning. - Evaluate lessons. - Propose improvements. 	<ul style="list-style-type: none"> - Carry out activities. - Complete information. - Organize and integrate knowledge. - Self-study

Procedures from Evaluation	Object to be evaluated		Timing	Procedure
	Evaluation of the students	Of the learning obtained	Short term	- Oral tests. - Short answer tests. - Objective questions.
			Long term	- Objective tests. - Short answer tests. - Execution tests.
		Activities and tasks performed	Short and medium term	- Checklist and Scales. - Interspersed questions during the lesson. - Development of the lesson. - Self-assessment techniques. - Reports on activities carried out.
	Evaluation of the tasks performed by the teacher.		Short term: Development of an exhibition	- Observations in class. - Reactions of the students. - Evaluation scales.
Medium term: Review of teaching practice			- Peer review. - Supervision by a mentor. - Self-evaluation. - Student surveys. - Portfolio/Teaching portfolio.	

Advantages

- Time savings
- Teacher's face-to-face presence
- Allows to attend large groups

Inconveniences

- Little student participation
- Little feedback
- Lack of attention to individual pace

Case study

The case study consists of an intensive and complete analysis of a real problem or event to learn about it, interpret it, solve it, generate hypotheses, contrast data, reflect, complete knowledge, diagnose it and, sometimes, train in possible alternative solution procedures.

The process consists of the presentation of the case, elaborated by the teacher. The **stages** of which it is composed are the following:

- Presentation and familiarization with the subject: together with the teacher, an initial group analysis is carried out to interpret and clarify the different points of view.
- Analysis of the case: identification of the problem, detection of strengths and weaknesses, approach of answers, and decisions to be taken.
- Preparation of conclusions and results: in a cooperative manner, all the alternatives are considered to propose a solution.

The case selection process is important, as it must be related to the objectives and study topics being worked on at the time. There are three types: focused on case analysis, on the application of principles or on training, giving resolution to the situation.

The teacher must be familiar with the case. At the beginning, he/she should present the case and clarify the tasks to be performed by the students, follow up the development of the activity and, if necessary, help with the conclusion. Techniques such as brainstorming can be used to energize the development of the activity. With its completion, you can record the students' contributions for evaluation.

In the case of the students, they should analyze the details of the case, raise alternatives and debate with the rest of the classmates, arguing their ideas, to reach a conclusion.

Competencies	<u>Knowledge</u>	General for learning	-Observation, identification, situations, and real cases. -Analysis, reasoning, and decision-making.
		Academics linked to a subject	-Interpretation of the cases from the point of view of the specific knowledge of a subject, theoretical approaches or applied solutions. -Generate new knowledge of the subject from case studies.
		Linked to the professional world	-Knowing, using, and acquiring employability skills and competencies required in a professional field. -To make informed judgments about complex situations in the professional world.

			-To make informed judgments about complex situations in the professional world. -Knowledge of uses, processes, terms and context linked to professional competences
	<u>Skills and abilities</u>	Intellectuals	Ability to generate, design and implement applied and instrumental knowledge that adjusts to the needs of cases and the real world.
		Communication	Skills of communication of ideas, argumentation and ideas, argumentation, and elaboration of conclusions in an effective way different situations and audiences.
		Interpersonal	Ability to listen, respect the ideas of others, dialogue, etc.
		Personal organization/management	-Skills to solve, manage techniques, procedures, resources, or approaches that contribute to successful case development. -Know how to distribute tasks according to competency criteria within a professional group. -Recognize key moments in the planning and execution of a case, predicting times, means and resources.

	<u>Attitudes and values</u>	Professional development	To have the necessary skills for professional practice autonomous professional practice, with instrumental initiatives (adjustment, tolerance, flexibility) applicable to a wide range of unpredictable situations.
		Personal commitment	To have the initiative to know how to solve problems with responsibility and autonomy, weighing advantages and disadvantages.

For the **evaluation** of this activity depends on the objectives pursued, in this case, the development of knowledge and skills related to social commitment. It can be evaluated by the quality of the students' contributions or by their participation. A continuous and processual evaluation should be carried out, using exploration strategies such as observation, a record sheet, or the completion of checklists with the items of the competencies and the objectives to be achieved.

Advantages

- analysis of specific topics
- motivation for learning
- training in problem solving
- connection with reality
- development of communication skills

Inconveniences

- Complexity in some cases without possible concrete solutions
- Difficulty to carry out with large groups of people
- Dependence on the teacher's ability to generate empathy and humanit

Resolution of exercises and problems

For the resolution of this type of exercises, the student is asked to develop the appropriate solutions taking into account routines, formulas, interpretation of results or transformation of the available information. The teacher can use it as a complement to a master class, since it requires a previous explanation. It is used to put previous knowledge into practice. It awakens the interest of the students. It is a way to evaluate learning.

There are many types of exercises depending on their solution, procedure, or task. They can be elaborated with different degrees of complexity and information. The intention of this exercise is to put into practice

what has been learned and to consolidate this knowledge and strategies. The necessary **stages** for the development of this activity are:

- Recognition of the problem and its understanding
- Analysis, search, and selection of the resolution process
- Implementation of the resolution plan
- Verification and interpretation of the results

Competencies	<u>Knowledge</u>	General for learning	Processing of the information selection and organization of data, recording and data, registration, and memory, etc...
		Academics linked to a subject	Acquisition, understanding and systematization of specific knowledge related to a subject.
		Linked to the professional world	Application and use of knowledge for the solution of professional problems.
	<u>Skills and abilities</u>	Intellectuals	Development of skills that facilitate the student's own thinking.
		Personal organization/management	Development of planning, organization and planning, organization and management time and resources for learning.
	<u>Attitudes and values</u>	Professional development	Acquisition of habits of professional rigor.
		Personal commitment	Development of motivation, attention, and effort for learning.

	Object to be evaluated	Timing	Procedure
Procedures from evaluation	Students learning	Short term	-Short answer test -Classroom observations -performance test
		Long term	-Execution test
	Teaching activity	Development of the session	

		Review of teaching practice	-peer review -microteaching -clinical supervision -self-evaluation
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Advantages

- need for teacher presence
- facilitates training in problem solving
- can work autonomously or in groups
- connection with reality
- student motivation

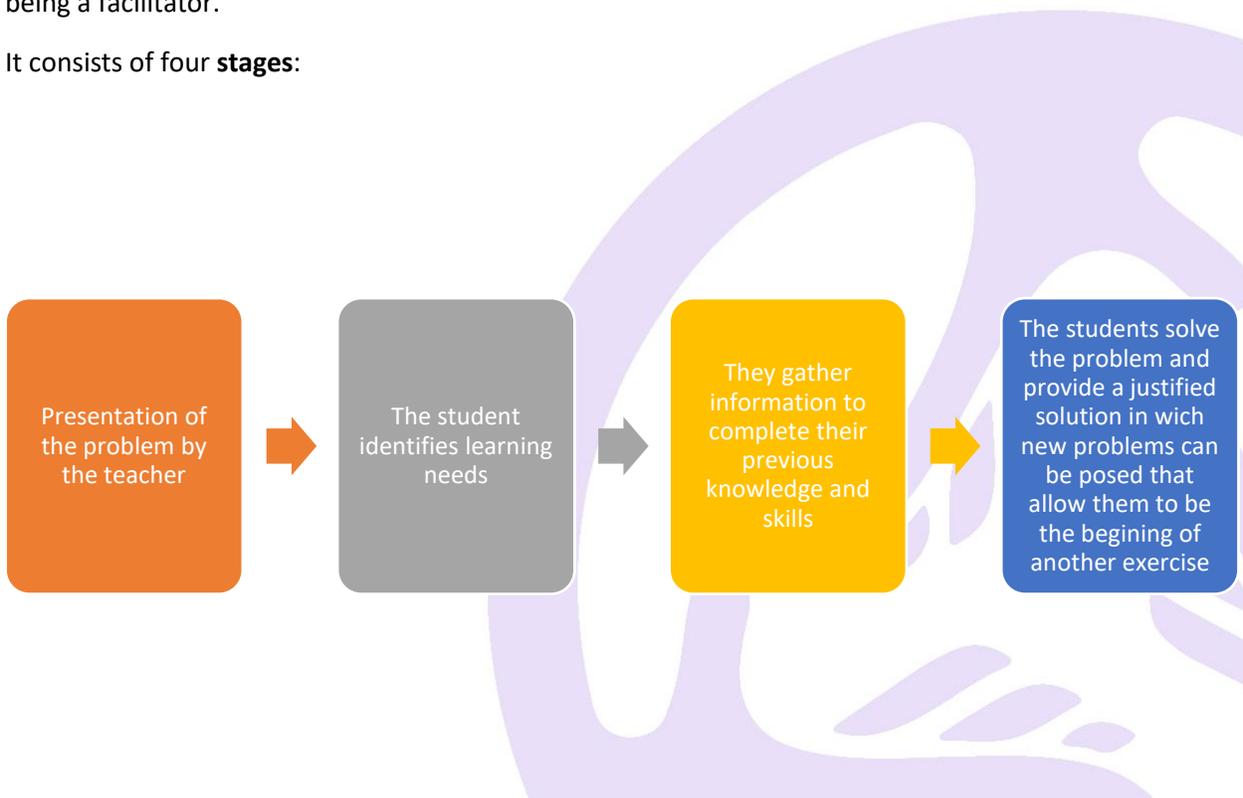
Inconveniences

- need for small groups
- artificial situations
- a lot of correction work for the teacher

Problem-based learning

This is a teaching-learning method that has as its starting point a problem that the student must solve in order to develop previously defined competencies. It is based on the idea that the student learns best when he/she must inquire about everyday real-life activities. Students are the ones who must identify, find, and use the necessary resources to solve that situation, which sometimes arises with little information. In addition, collaboration in solving the problem facilitates learning. The teacher is limited to being a facilitator.

It consists of four **stages**:



The **competences** that are worked with the development of this type of activity are:

- Problem solving
- Decision making
- Teamwork
- Communication (argumentation and presentation of information)
- Attitudes and values: revision, tolerance, precision, or contrast.

The **evaluation** of this activity can be done in three different ways:

- Monitoring the work of the group and the participation of each component.
- Analysis of the final product of the group or of the report elaborated by the group.
- Assessment of the presentation made by the group and the answers given to the questions asked by the rest of the students or by the teacher

Advantages

- allows the analysis of issues of professional practice
- facilitates the learning of complex competencies related to teamwork, problem solving and decision making
- promotes teamwork

Inconveniences

- difficulty in understanding the situation at hand
- can lead to misunderstandings among students
- requires work on the part of the teacher

Project-oriented learning

This is a teaching-learning method in which students must carry out a project in a given time to solve a problem by planning, designing and carrying out a series of activities. This activity is based on the development and application of the knowledge that has been acquired and a correct use of resources is necessary.

It involves a research process related to a topic to solve the problem from open solutions or difficult topics that allow the generation of new knowledge and the development of new skills. It allows the student to be more responsible for his own learning and to apply the knowledge and skills he has acquired in the learning process; he learns by doing something.

The problem posed must be related to the topic being worked on. These problems address real situations. It consists of 4 **phases**:

- **Information:** students gather information for the resolution of the task.
- **Planning:** preparation of the work plan, the methodological structure, the instruments and means of work and the choice of possible solution alternatives.
- **Realization:** experimental and investigative action, exercising and analyzing the creative, autonomous, and responsible action.
- **Evaluation:** students report the results achieved and discuss them with the teacher.

Competencies	<u>Knowledge</u>	General for learning	-Analysis -Synthesis -Conceptualization
		Academics linked to a subject	Development and deepening of knowledge, skills, and abilities techniques
		Linked to the professional world	-Research and innovation of technical solutions -Transfer of general and specific knowledge and procedures to practical situations.
	<u>Skills and abilities</u>	Intellectuals	-Systematic thinking -Critical thinking
		Communication	-Information management -Oral and written expression
		Interpersonal	-Teamwork -respect for others -Individual and group responsibility
		Personal organization/management	-Planning, organization, and work -Research design -Decision making
	<u>Attitudes and values</u>	Professional development	-Initiative -Consistency -Systematization
		Personal commitment	-Personal and group responsibility

For the **evaluation** of this activity, students must:

- Deliver a written report on the project as a team.
- Present a team presentation on the project to the teachers.
- Present and discuss the project to the teachers.

Advantages

- students must make their own decisions
- improves motivation
- allows them to apply knowledge, skills and attitudes to improve their competencies.
- promotes integrative learning
- increased self-confidence
- encourages research

Inconveniences

- low student motivation
- difficulty in using the method without the acquisition of the necessary prior knowledge.

Cooperative learning

Students are responsible for their own and their peers' learning. It prioritizes cooperation and collaboration over competition. It is an appropriate activity for the acquisition of competencies related to peer interaction, problem solving and the acquisition of attitudes and values. It emphasizes peer interaction to achieve active and meaningful learning.

A method can be developed inside and outside the classroom with groups of students between four and six people. The groups receive some instructions from the teacher and, from this; they begin to develop the task. The work is more enriching when the group is more heterogeneous. Once finished, each group can share its results.

Competencies	<u>Knowledge</u>	General for learning	Search, selection, organization, and evaluation of information.
		Academics linked to a subject	Deep understanding of abstract concepts essential to the subject.
		Linked to the professional world	Adaptation and application of knowledge to real situations.
	<u>Skills and abilities</u>	Intellectuals	-Creative problem solving. -Summarizing and synthesizing.
		Communication	-Oral expression; planning and structuring of the speech, management of assertiveness, clarity in the exposition, readjustment of the

			speech according to the feedback received. -Invite to express oneself. -Raising questions, etc.
		Interpersonal	-Playing of roles (leader, facilitator, secretary...). -Acknowledging contributions. -Expressing disagreement. -Encouraging others. -Expressing support. -Ask for clarification. -Reducing tensions. -Mediating conflict.
		Personal organization/management	-Coping with uncertainty. -Verify existence of consensus. -Verify understanding. -Focus the group on its work. -Elaborate on the ideas of others. -Follow instructions. -Regulate work time. -Sticking to the task
	<u>Attitudes and values</u>	Professional development	-Express feelings. -Showing appreciation. -Successfully experiencing interaction with individuals or groups. -Approach the perspectives and contributions of others as opportunities to learn.
		Personal commitment	-Practice active listening. -Commitment to change and social development. -Awareness of the community,

			cooperation versus competition. -Assuming the difference and the pluri-identity.
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Regarding the evaluation, we can perform several **evaluations** depending on the moment in which the activity is being developed:

- Initial evaluation: to know the basic competences of the members of the group to establish activities that allow to reach those competences.
- Continuous evaluation: moment of individual and group reflection on the procedures for the development of the activity for the proposal of improvements and reorientation of the work.
- Final evaluation: evaluation of the results or reports of the working groups, of the procedures used and of the competences achieved.
- Closing evaluation: evaluation to assess the achievements of the program and the teacher's performance.

Advantages

- motivation in the task
- attitudes of involvement and initiative
- understanding of the procedure and concepts
- development of critical thinking
- acquisition of argumentation strategies
- learning of social competences

Inconveniences

- the active participation of all members of the group is necessary to enrich the intervention and the work.
- requires perseverance on the part of the teacher

Student centred learning and teaching (SCLT)

In addition to presenting teaching modalities and teaching methods, it is also worth presenting contemporary concepts present in higher education. One of them is the so-called **student-centred learning and teaching (SCLT)**.

According to the report “Learning and teaching in the European Higher Education Area. Trends 2018” European policies and instruments have stimulated the take-up and implementation of learning outcomes and student-centred learning (SCL) at the system and institutional level (Gaebel, Zhang, 2018).

There are many definitions and ways in which SCL is implemented by higher education institutions in Europe. According to the report “Mapping and analysis of student-centred learning and teaching practices: usable knowledge to support more inclusive, high-quality higher education” student-centred

learning and teaching is “an overarching approach to designing learning and teaching in higher education, which is founded on the concept of student agency”. SCLT can be also define as “pedagogical concepts wherein students and their learning are placed at the heart of the educational process, with the aim of fostering deeper learning processes and outcomes for students to become self-directed, lifelong learners” (Hoidn 2017a, 2019, as cited in: Klemenčič et al., 2020). It concerns the capabilities of students to participate in, influence and take responsibility for their learning pathways and environments, to have a transformative learning experience and thus achieve deeper learning outcomes. There are three elements often used as a foundation for defining student-centred learning and teaching: student satisfaction, student engagement and student agency (Klemenčič et al., 2020).

To understand the SCLT concept in more depth, it is useful to know its basic principles (adapted from Hoidn and Klemenčič forthcoming; Klemenčič et al., 2020):

- There is a partnership based on interdependence and mutual trust between teachers and students in the teaching-learning processes.
- Students have increased responsibilities in the learning process and develop stronger learner autonomy.
- The role of teachers is to provide students with access to knowledge and enable students to actively participate in the construction of knowledge.
- Both students and teachers strive towards self-regulation, which includes purposeful reflection on and adjustment of their learning and teaching strategies.
- Assessment is divided into multiple assessments that include formative assessment with timely feedback, self-assessment, and peer-to-peer assessment.
- SCLT teaching-learning processes are adjusted to the knowledge area and the expected learning outcomes in this knowledge area.

To implement student-centred learning and teaching ecosystems fully and successfully, ecosystems must encompass 10 mutually reinforcing core elements. One of them is "Student-centred curriculum and pedagogy", which is most related to the topic of **teaching methods and techniques**. SCLT classroom approaches include (Klemenčič et al., 2020):

- collaborative learning,
- inquiry-based or research-based learning,
- peer-to-peer learning,
- project-based learning,
- self-regulated learning,
- technology-supported learning.

According to the document “Student-Centred Learning Toolkit for students, staff and higher education institutions” there are plenty of learning methods in SCLT, which can be divided into those that can be used within and outside the classroom (Attard et al., 2010):

Inside the Lecture Format

Outside the Lecture Format

<ul style="list-style-type: none"> • buzz groups (short discussion in twos) • snowballing (turning buzz groups into larger groups) • crossovers (mixing students into groups) • use of tutorial groups • rounds (giving turns to individual students to talk) • quizzes • writing reflections on learning (duration of 3-4 minutes) • student presentations • poster presentations • role play • students producing mind-maps 	<ul style="list-style-type: none"> • independent projects • group discussion • peer mentoring of other students • teamwork • debates • fieldtrips • practicals • reflective diaries, learning logs • computer-assisted learning • writing media articles • portfolio development
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Source: Attard, A., Di Iorio, E., Geven, K., Santa, R. (2010). Student Centred Learning: Toolkit for students, staff and higher education institutions, The European Students' Union: Brussels. https://www.esu-online.org/wp-content/uploads/2016/07/4-SCL_toolkit_ESU_EI.pdf

Moreover, in the same document we can find useful tips and strategies for teachers while implementing SCLT (Attard et al., 2010):

- Making students more active in acquiring knowledge and skills: This can take the form of activities in class, fieldwork, and the use of computer-assisted learning packages, among others;
- Making students more aware of what they are doing and why they are doing it: This can be done by using learning logs, analytical presentations, and the like.
- Focusing on interaction: Such as using tutorials, buzz groups and larger discussion groups.
- Focusing on transferable skills: Looking beyond the immediate course requirements to other benefits to students later in their careers and in life
- consider reducing the amount of contact hours, to have more SCL formats where possible.

SCLT techniques encourage students to solve problems, answer questions, formulate their own questions, debate, discuss, explain, evaluate, analyse and reflect on their learning. These techniques also engage students with the learning material, with the goal of making them think about the material they are studying and evaluate their own level of understanding and skill in the subject matter (Klemenčič et al., 2020).

Now let's present in more detail some student-centred learning and teaching techniques that have not been presented before (Klemenčič et al., 2020):

- **Brainstorming** is a strategy for teaching in which students participate in classroom activities by responding to or presenting views on various topics. Brainstorming provides a relaxed, informal approach to problem-solving that enhances critical thinking. It encourages students to generate innovative ideas.

- **Buzz group** is an SCLT strategy that encourages students to think in pairs and discuss their ideas with each other. The buzz group allows students to reveal their thinking in a safe forum before presenting their ideas in public.
- **Jigsaw** is an SCLT technique that divides students into groups, assigning an individual task to each group member. After completing their assignments, students must present their findings to the other group members. Using the jigsaw teaching strategy is one way to help students understand and retain information while they develop their collaboration skills.
- **Roleplay** is an SCLT method that enables experimental learning. For example, students at Harvard University used role-playing during a case study to demonstrate narrative leadership and improvise how they would handle a difficult situation if it arose in the workplace.
- **Small group work** is an SCLT technique applied by teachers to highlight students' key characteristics. Usually, the tutor divides students into small groups and assigns a project to each group. The students then choose the specific roles they will take to implement the task.

Finally, we would like to present the results of a survey of higher education institutions in 48 European countries conducted by European University Association on useful approaches for enhancing student learning. The survey asked about the different active teaching approaches that institutions found useful in enhancing student learning: teaching in small groups, problem-based learning, peer learning (students learning with each other), community projects, flipped classrooms. Results show that all the approaches were found useful (“fully” and “to some extent”) by at least half of the respondents. Teaching in small groups was found useful by practically all institutions (91% “fully” and “to some extent”), closely followed by problem-based learning (87%), peer-learning (75%), community projects (72%), and the flipped classroom (54%) (Gaebel, Zhang, 2018).

We strongly recommend exploring the other SCLT techniques and good practices described in the report: “Mapping and analysis of student centred learning and teaching practices. Usable knowledge to support more inclusive, high-quality higher education: analytical report”, which can be found here:

<https://op.europa.eu/en/publication-detail/-/publication/4cce61a7-6736-11ea-b735-01aa75ed71a1/language-en>

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