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General Systems Theory
“competent person in a triple dimension”

Challenges...
...are what makes life interesting; overcoming them is what makes life meaningful.
— John A. Kirkby

DESAFÍOS
SIGLO
XXI
Aprendizaje Basado en Proyectos
ABP o PBL (Project-based learning)
Methodology based on our pupils as the principal actors of their own process of learning. The learning of knowledge has the same importance as the acquisition of abilities and attitudes.
2. THE BACKGROUND: take a U turn (model of education)

“LEARNING HOW TO BE COMPETENT”

IT’s inspired by different psychological & pedagogical theories
3. IN THE BEGINNING..., OBJECTIVE

MAIN IDEAS

BACKGROUND

OBJECTIVE

TO DEVELOP PEOPLE WHO ARE ABLE TO UNDERSTAND PHENOMENON AND EVENTS THAT HAPPEN AROUND.

Self - learning

MAIN ASPECTS

RELATIONSHIPS

COMMUNICATION

LEARNING FOCUSED ON PUPILS
4. REQUIREMENTS

Enough knowledge previous

Well defined design and delimitation of roles

Autonomous and cooperative working
PBL in our Educatve Project

Our teachers must ensure pupils have all what they need to solve a problem
To hook pupils in a process
5. CHARACTERISTICS

ACTIVE LEARNING

Exley y Dennick (2007) confirm PBL involves key words

COOPERATIVE LEARNING
(5-8 members)

LEARNING OF INTEGRATED CURRICULUM
6. BENEFITS

6. BENEFITS: COMPETENCES that PBL develops
Miguel, 2005; Engels & Wood citados en Prieto, 2006; & Benito y Cruz, 2005

- Critical thought
- Agreement to feed the process
- Making decisions
- Working in group
- The connection of learning at schools and the real world
- Effective reasoning and creativity
- Permanence of learning
- The ability of assessment & self-assessment
- Self-directed learning
- Consciousness of their own learning
- Resolution of problems-the ability to problem solve
- Abilities of communication
- The development of attitudes & values
- PBL develops mental abilities located on upper order according to BLOOM’S TAXONOMY

...
7. ROLES: TEACHER & PUPIL

Cfr. Documento Servicio Innovación Educativa Universidad Politécnica de Madrid, 2008
8. OPINIONS REGARDING THE COMPARISON BETWEEN TRADITIONAL LEARNING VS. PBL

-CLASSROOM DISCUSSIONS: the teacher usually talks more than the student.

-LEARNING PROCESS: the learning is conducted with the whole class participating; there is almost no group or individual study.

-SUBJECT MATTER: the teacher conducts the lesson according to the study program and the existing curriculum.

-EMPHASES IN THE LEARNING PROCESS: the students learn “what” and not “how”, the students and the teachers are busy completing the required subject matter quota; the students are not involved in inquiry-based education and in solving problems, but rather in tasks set by the teacher.

-MOTIVATION: the students’ motivation is low, and the subject matter is “distant” from them.

-TEACHER’S ROLE: the teacher is the authority.

-LOCATION OF LEARNING: the learning takes place within the classroom and the school.

-LESSON STRUCTURE: the teacher dictates the structure of the lesson and the division of time.


Rashly, D – Traditional Learning Vs PBL

-CLASSROOM DISCUSSIONS: the student talks at least as much as or more than the teacher.

-LEARNING PROCESS: most of the learning process takes place in groups or by the individual student.

-SUBJECT MATTER: the student participates in determining the subject matter; the studying is based on various resources of information, including web data banks and net-experts located by the student.

-EMPHASES IN THE LEARNING PROCESS: the students learn “how” and less “what”; the learning includes research study which combines searching for and collecting information from web data banks and authorities on the communications network; the learning is better connected to the real world, the subject matter is richer and includes material in different formats.

-MOTIVATION: the students’ motivation high due to the involvement in matters that are closer to them and to the use of technology.

-TEACHER’S ROLE: the teacher directs the student to the information.

-LOCATION OF LEARNING: the learning takes place with no fixed location.

-LESSON STRUCTURE: the structure of the lesson is affected by the group dynamics.
Methodological line

The reference in our PC:

PBL + cooperative learning

1.-THE TEACHER COACH SETS THE STAGE FOR STUDENTS WITH REAL-LIFE SAMPLES OF THE PROJECTS THEY WILL BE DOING.

2.-STUDENTS TAKE ON THE ROLE OF PROJECT DESIGNERS, POSSIBLY ESTABLISHING A FORUM FOR DISPLAY OR COMPETITION.

3.-STUDENTS DISCUSS AND ACCUMULATE THE BACKGROUND INFORMATION NEEDED FOR THEIR DESIGNS.

4.-THE TEACHER-COACH AND STUDENTS NEGOTIATE THE CRITERIA FOR EVALUATING THE PROJECTS.

5.-STUDENTS ACUMULATE THE MATERIALS NECESSARY FOR THE PROJECT.

6.-STUDENTS CREATE THEIR PROJECTS.

7.-STUDENTS PREPARE TO PRESENT THEIR PROJECTS.

8.-STUDENTS PRESENT THEIR PROJECTS.

9.-STUDENTS REFLECT ON THE PROCESS AND EVALUATE THE PROJECT BASED ON THE CRITERIA ESTABLISHED IN STEP 4.
CLIL TIMES

by Pimentel

NEW CLIL TEACHER

CLIL

LANGUAGE

CULTURE

MULTIPLE

FOCUS

CONTENT

COMMUNICATION

LEARNING
10. ASSESSMENT & evaluation in PBL

- The mistake is an important part in the process of teaching & learning
- Formative assessment is a great value to consider
- The self-assessment makes sense
- The co-assessment or the pair's evaluation appear in the process
- Pupils participate to evaluate tutor or dynamic groups
- There are many techniques: practical case, exhibition, explanation, ...
- Three different areas have to be evaluated: pupils, teacher and project
TEXTURE OF HUMAN RELATION

THAT MAKES BILINGUALISM COMES TO LIFE

PRESENCE IN OUR DAILY ROUTINES

CONNECTION WITH THE ENVIRONMENT: NETWORK BILITRAMS

INTEREST ON COMMUNICATIONAL USE OF L2
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MARKS STANDARS
3.5. La esencia de los elementos invisibles

11. THE INVISIBLE ELEMENTS

MAGIA

amor

COMPROMISO

INTROSPECCIÓN (INSIGHT)

EL TRABAJO EN EQUIPO

SUPERACIÓN

Empatía

Confianza

EQUILIBRIO

ILUSIÓN

meditation

yoga

health

esencia
EXISTE UN PROVERBIO CHINO QUE AFIRMA QUE “EN TODO ANÁLISIS NEGATIVO SE ESCONDE LA OPORTUNIDAD”

NO ES CUESTIÓN DE SUERTE, MÁS BIEN DE “BUENA SUERTE” CON LA CREACIÓN DE LAS CIRCUNSTANCIAS...