



**CEIP Rectora Adelaida de la Calle**  
**Encarnación Jurado Olmedo**

**“METHODOLICAL UPDATING L2”**

**“PBL & CLIC  
DANCE  
IN UNISON”**

**GROWING ILLUSIONS**  
**ACADEMIC YEAR 2018/2019**



**26th NOVEMBER, 2018**

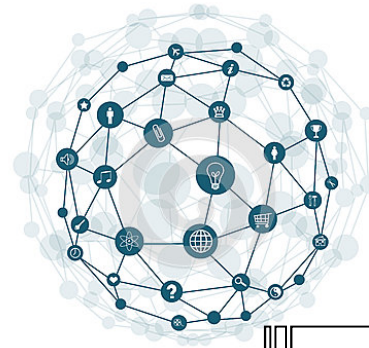
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# General Systems Theory

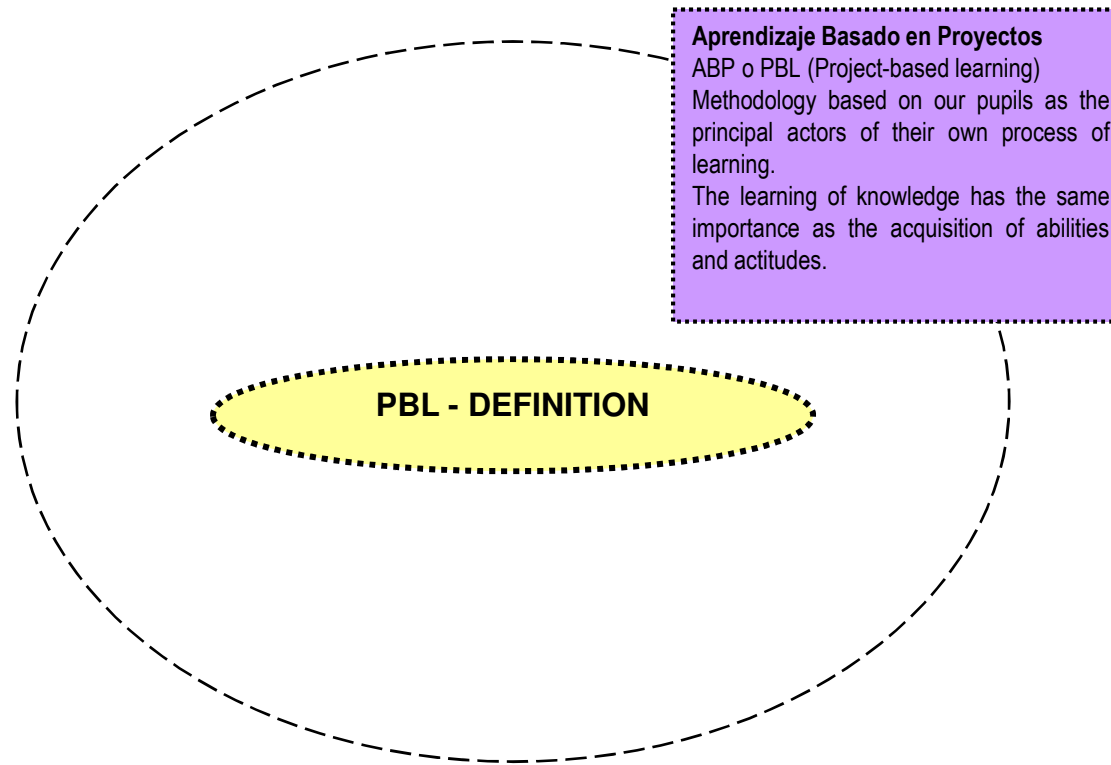
“competent person in a triple dimension”



**DESAFÍOS  
SIGLO  
XXI**



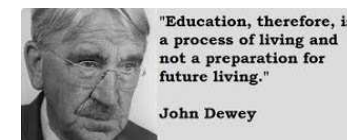
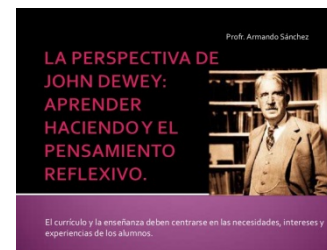
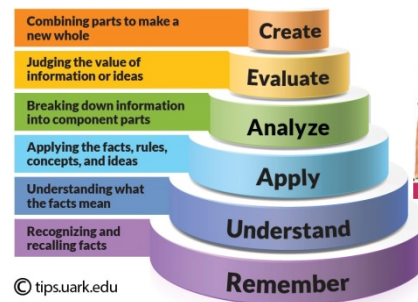
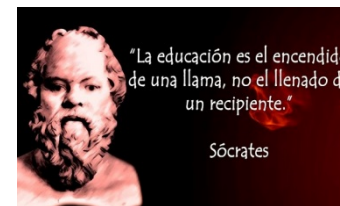
## 1. DEFINITION - PBL



## 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 Y MAIN IDEAS

BACKGROUND

OBJECTIVE

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

Self - learning

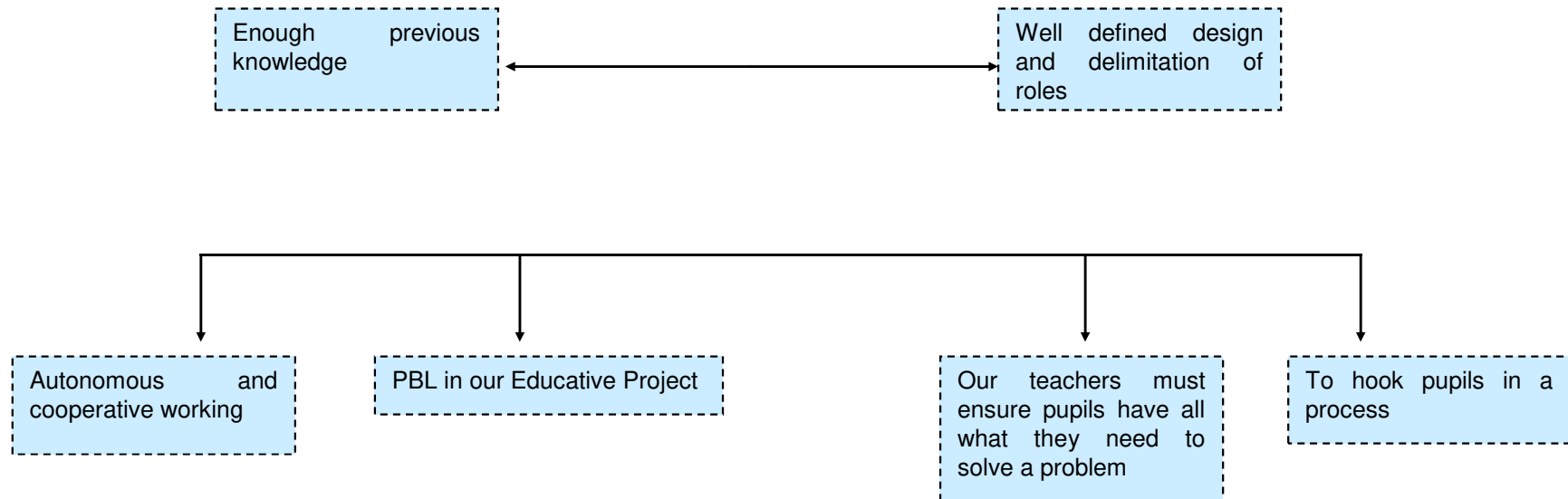
RELATIONSHIPS

COMMUNICATION

MAIN ASPECTS

LEARNING  
FOCUSED ON  
PUPILS

## 4. REQUIREMENTS





## 5. CHARACTERISTICS

ACTIVE LEARNING

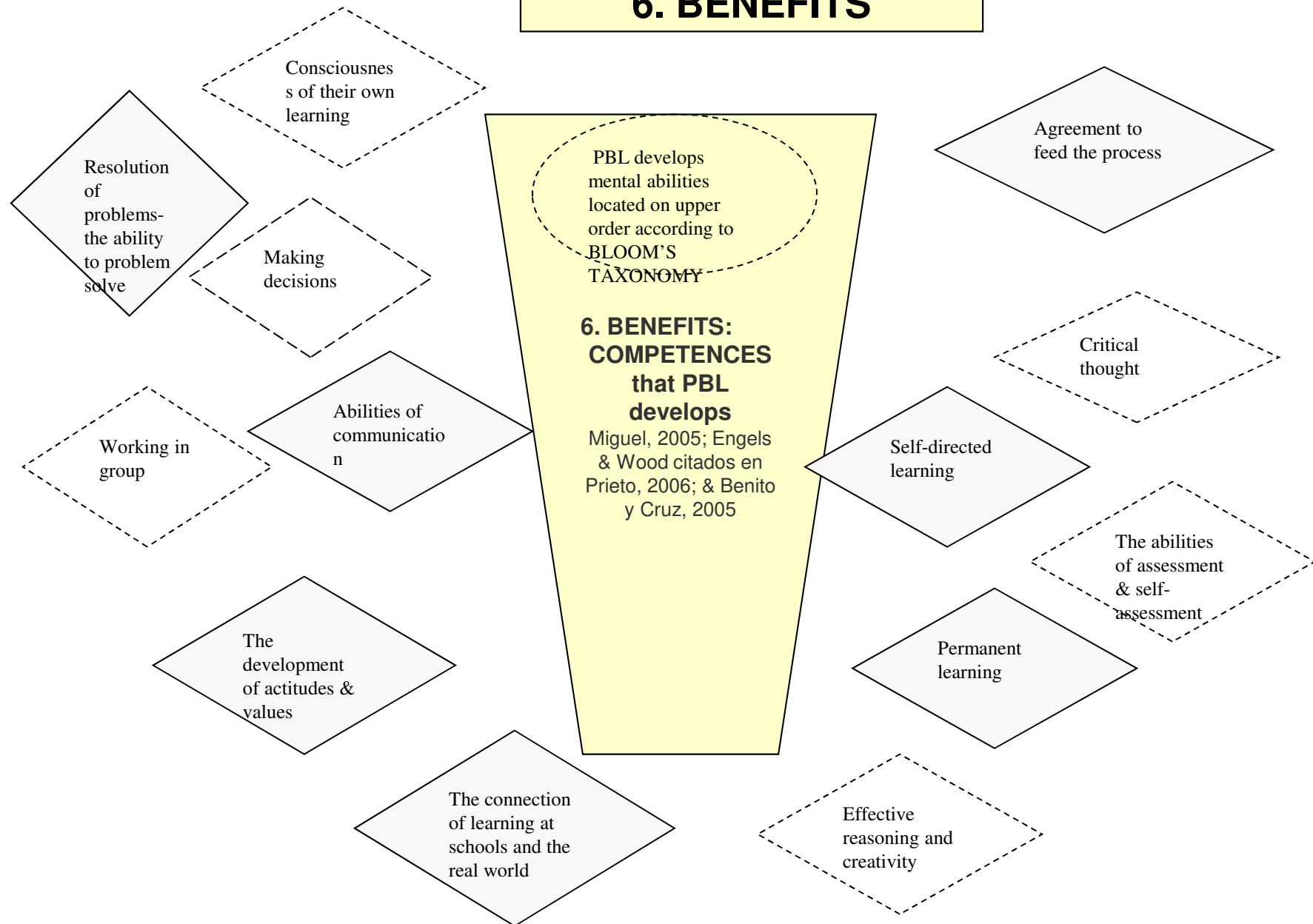
Exley y Dennick (2007)  
confirm PBL involves key  
words

COOPERATIVE LEARNING  
(5-8 members)

LEARNING OF INTEGRATED  
CURRICULUM



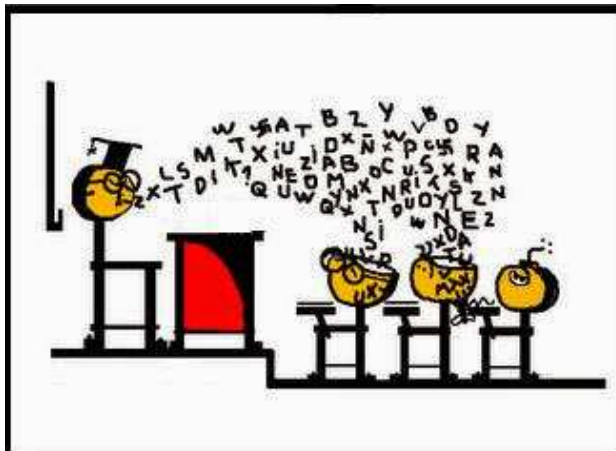
## 6. BENEFITS



## 7. ROLES: TEACHER & PUPIL

### 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 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.

Gómez Penalonga, B. Coord.  
“Competencias para la Inserción Laboral. Guía para el Profesorado”.  
Ministerio de Educación, Cultura y Deporte. Unión Europea. Junio 2012, pp. 25-26.  
Rashty, 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.

## 9. PBL & CLIC DANCE IN UNISON



**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 HE CRITERIA ESTABLISHED IN STEP 4.

# CLIL TIMES

by PINO



## 10. ASSESSMENT & evaluation in PBL

**A & E**

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

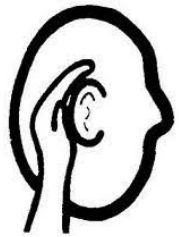




L2	SKILLS	1ST C	2ND C	3RD C
	Listening	55%	40%	30%
	Speaking	15%	20%	15%
	Oral Interaction	15%	15%	15%
	Reading	10%	15%	20%
	Writing	5%	10%	20%
				

MARKS STANDARS

## 11. THE INVISIBLE ELEMENTS



amor

MAGIA

COMPROMISO



Confianza  
Confianza

INTROSPECCIÓN  
(INSIGHT)

EL TRABAJO EN  
EQUIPO

ilusión

EQUILIBRIO

ILUSIÓN

meditation

yoga

Empatía

SUPERACION

esencia



~~IMPOSSIBLE~~