



EuroSoTL19

June 13-14th 2019 • Bilbao

MDAD

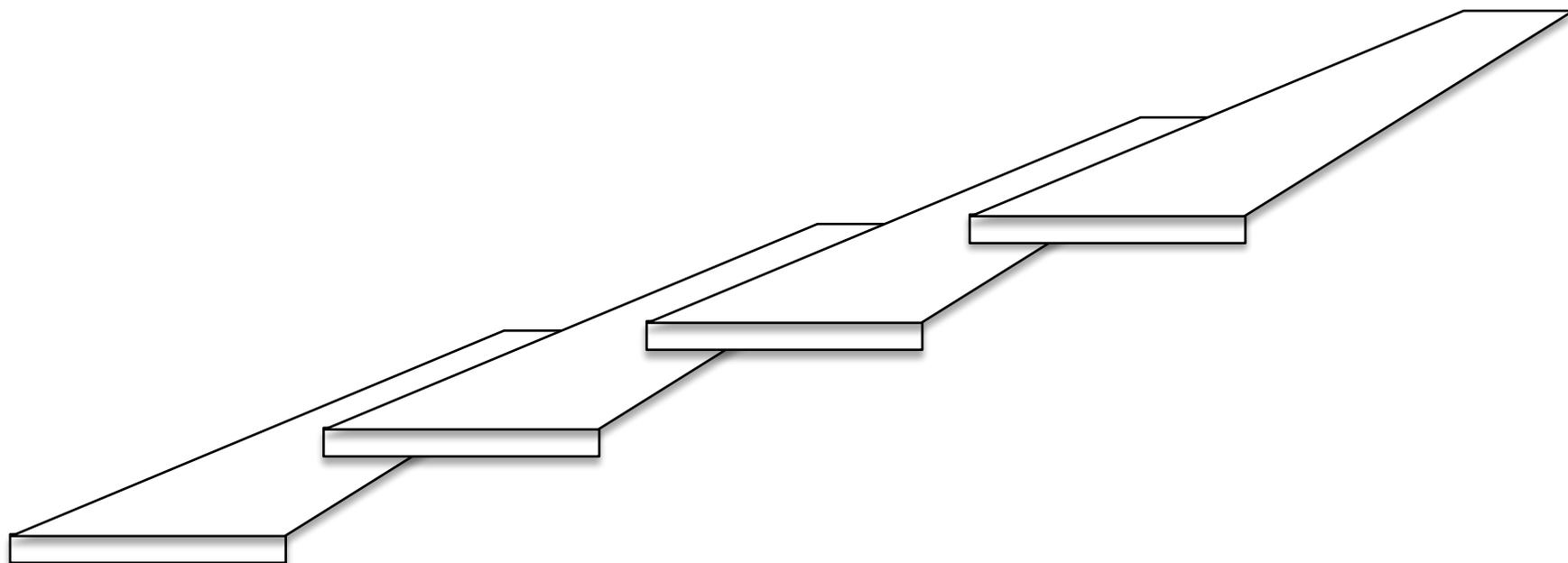
Marco de
Desarrollo
Académico
Docente

Idoia Fernández
Javier Paricio

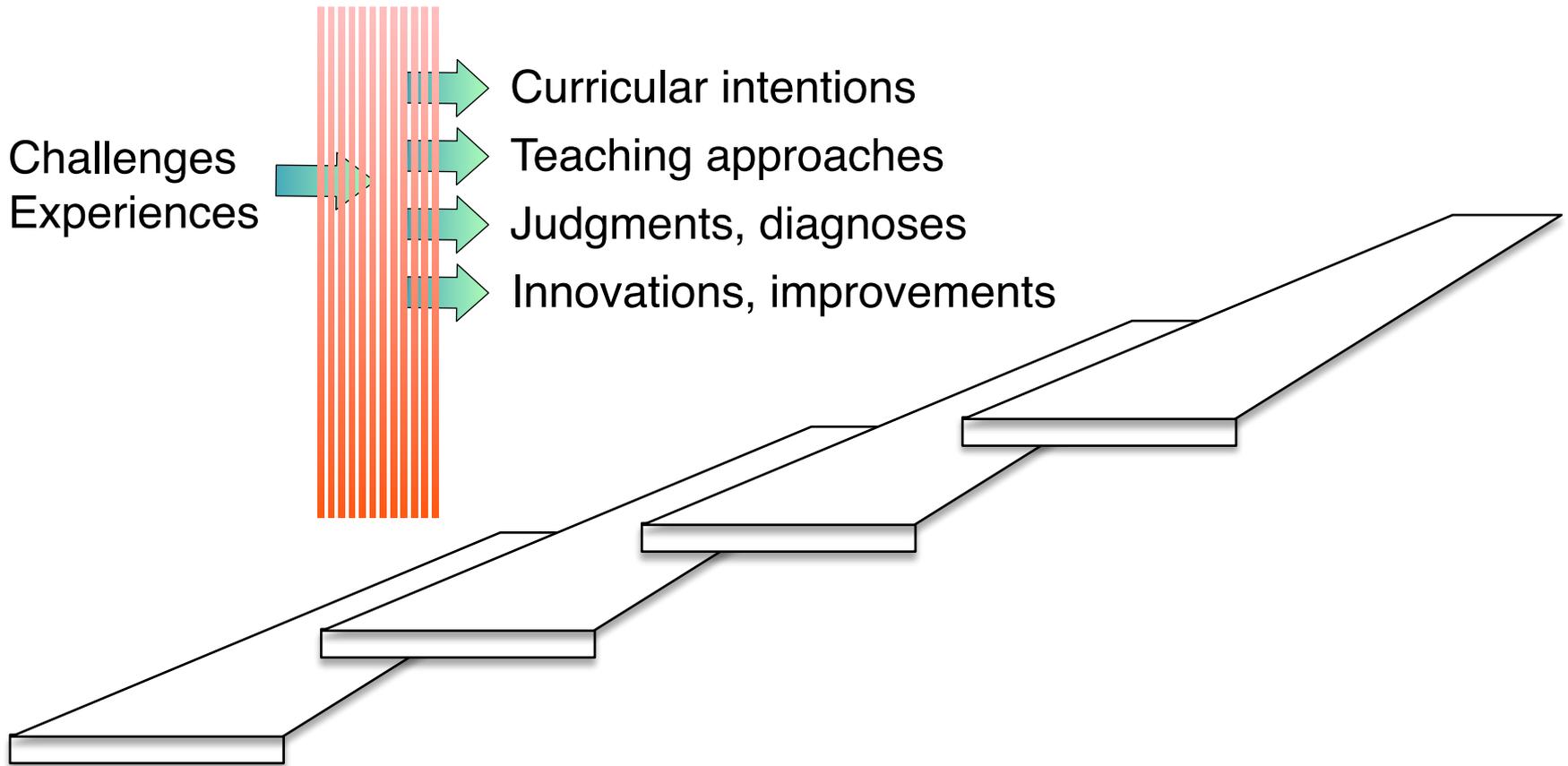


RED-U

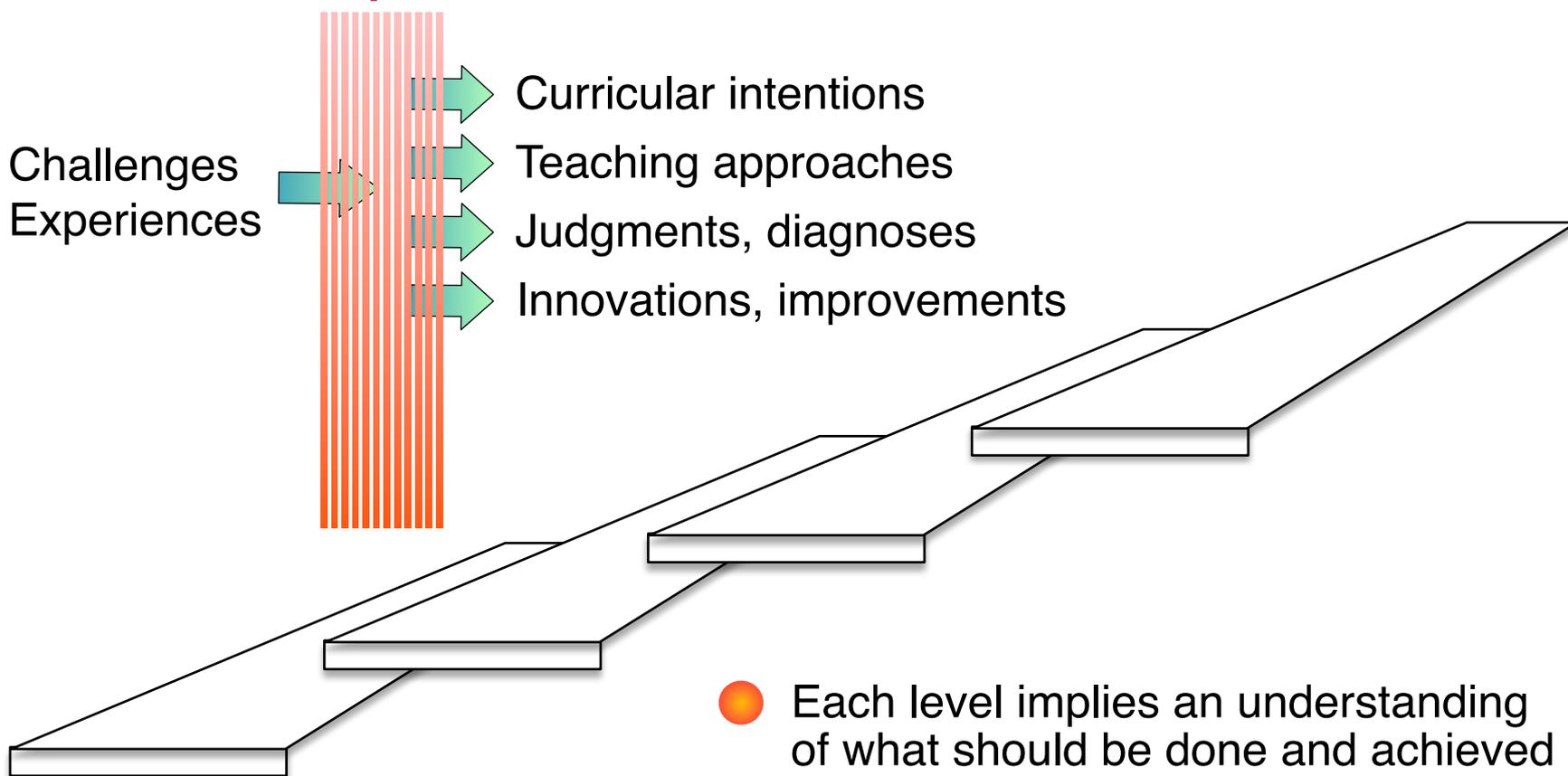
Red Estatal de Docencia Universitaria



Conceptions



Conceptions

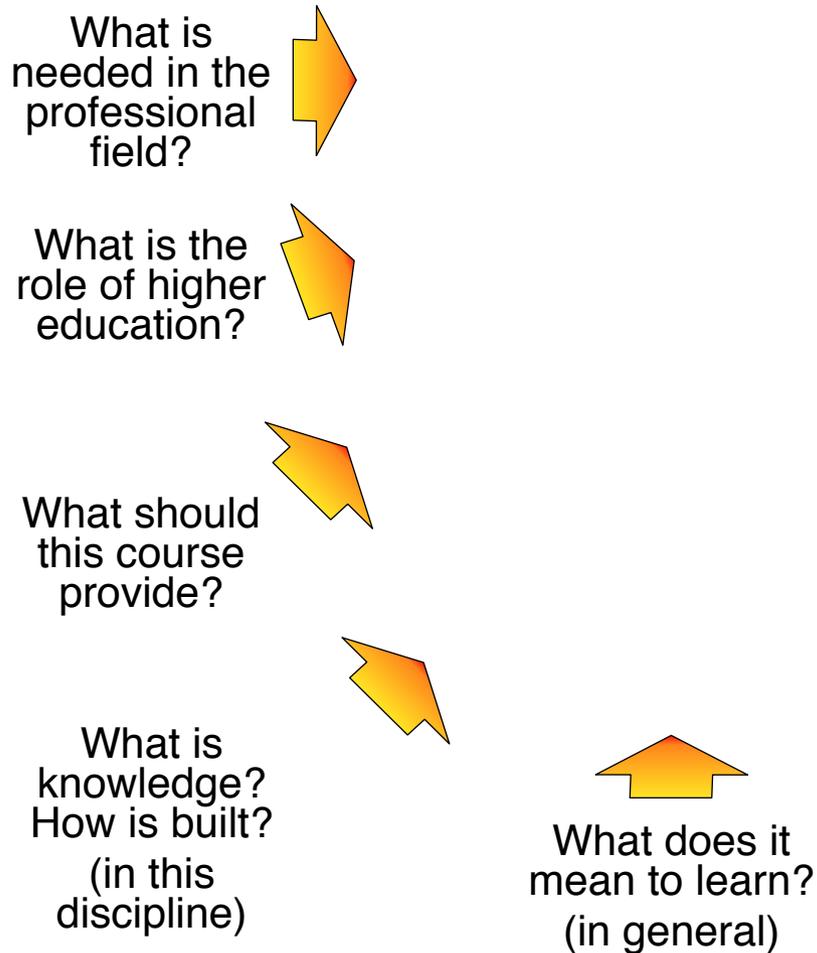


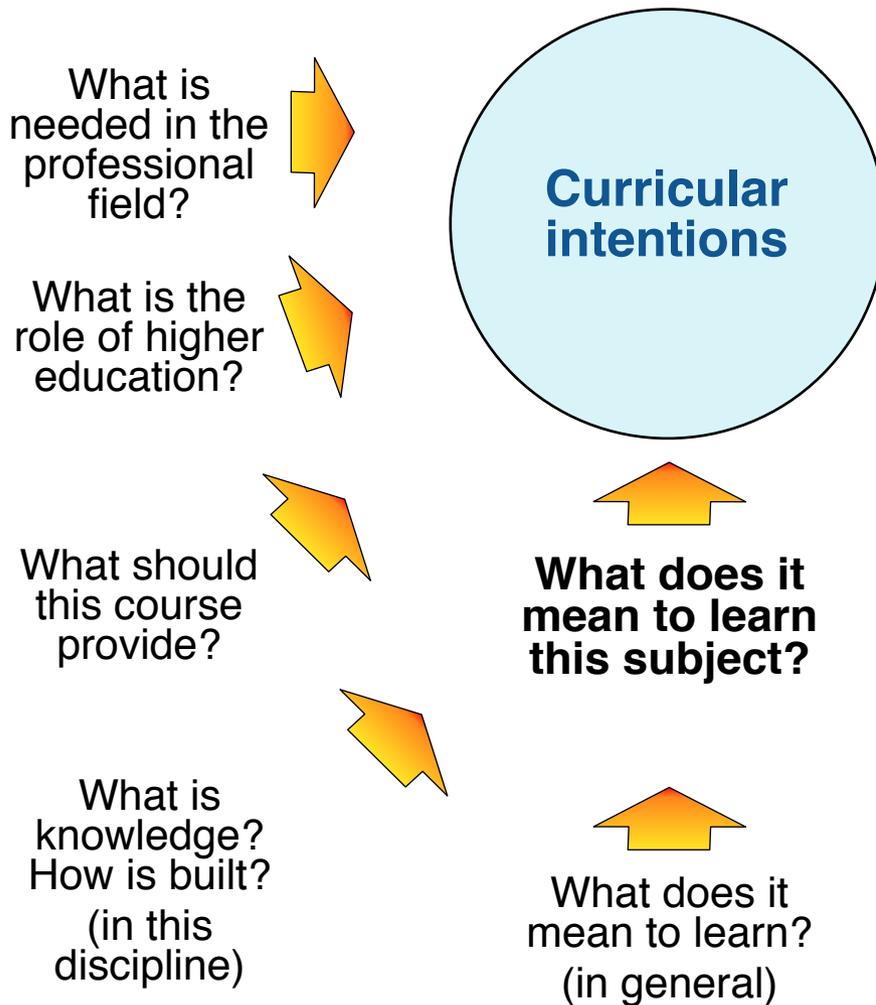
- Each level implies an understanding of what should be done and achieved
- Each step requires a "conceptual change"

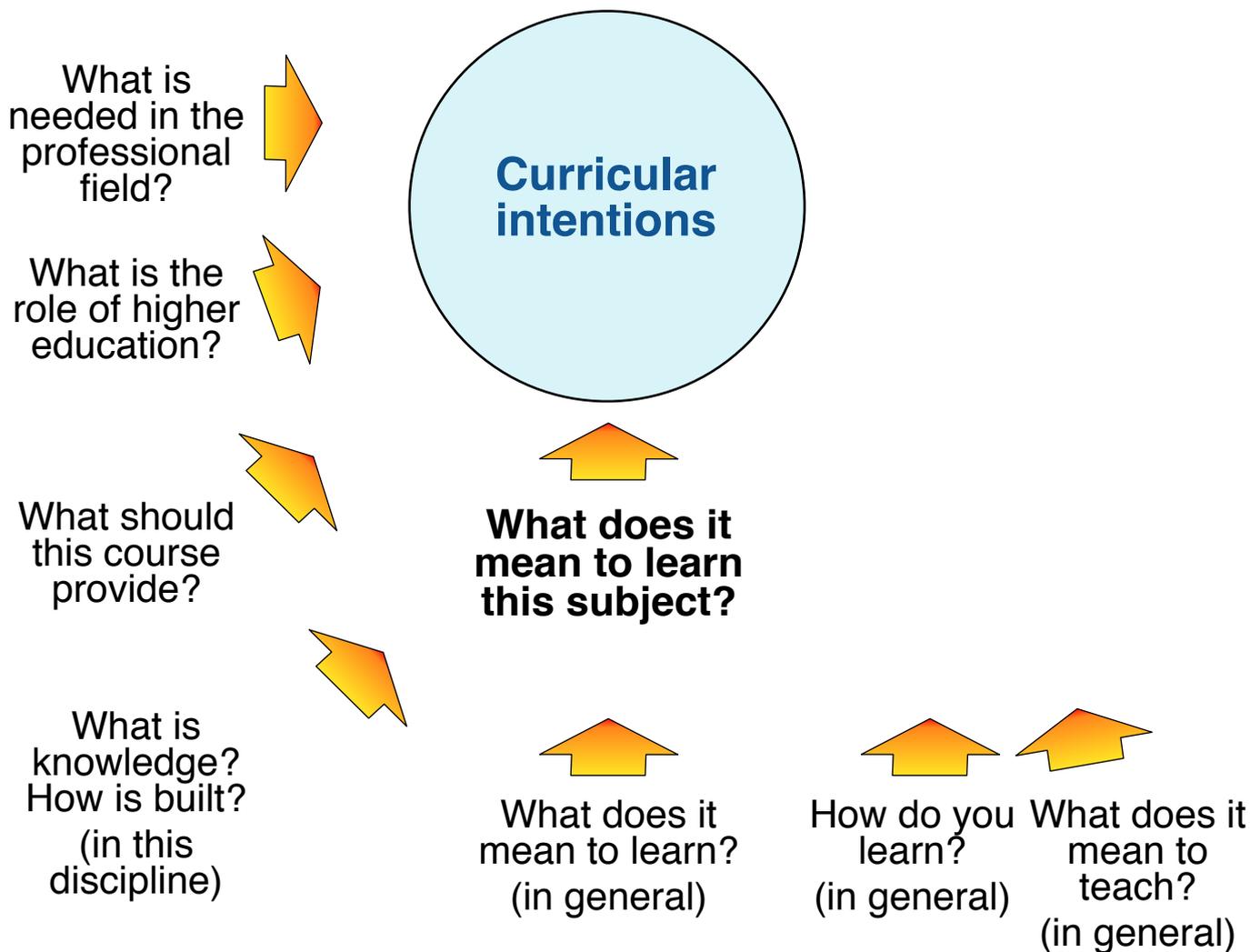
What is
knowledge?
How is built?
(in this
discipline)

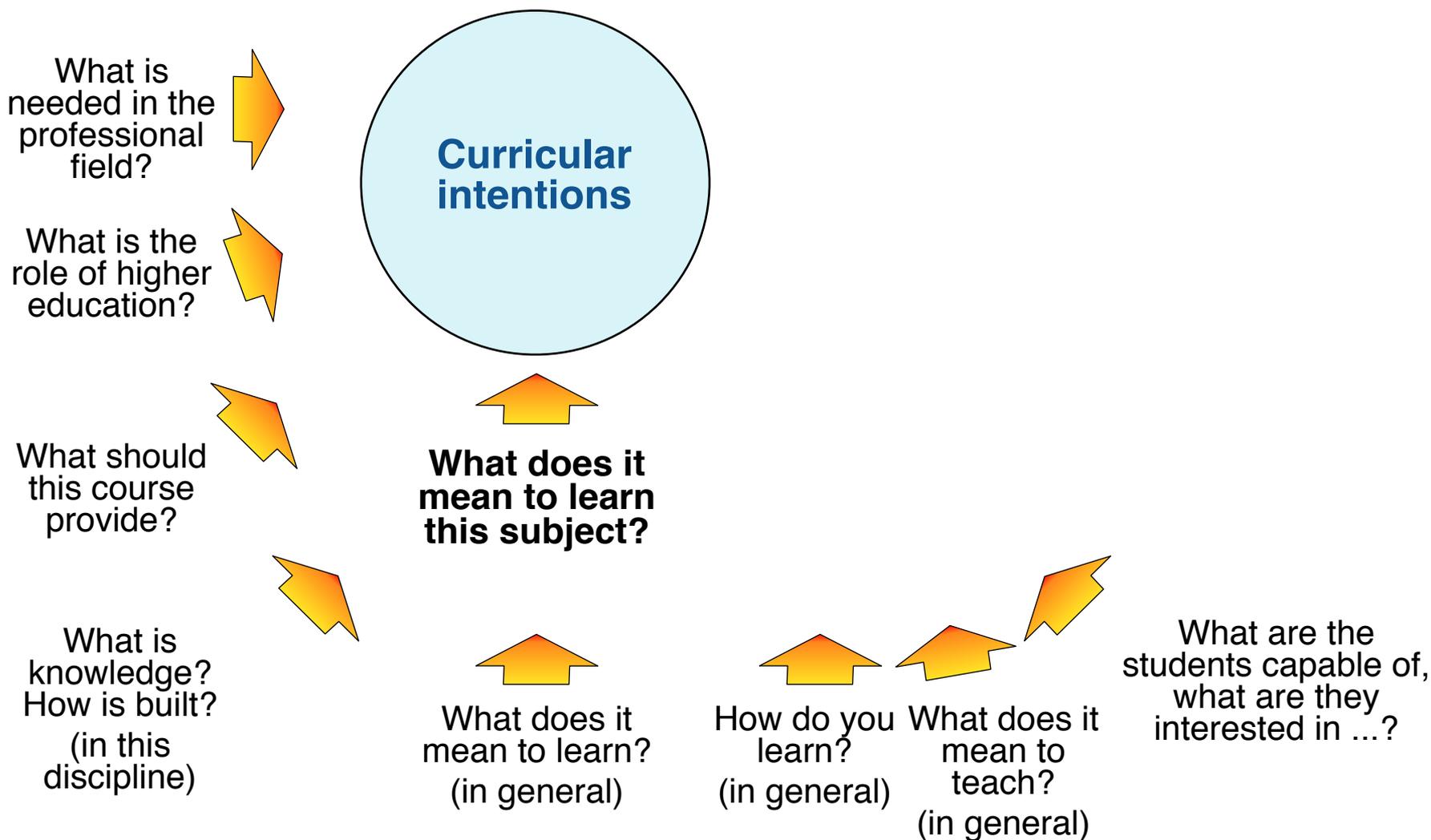


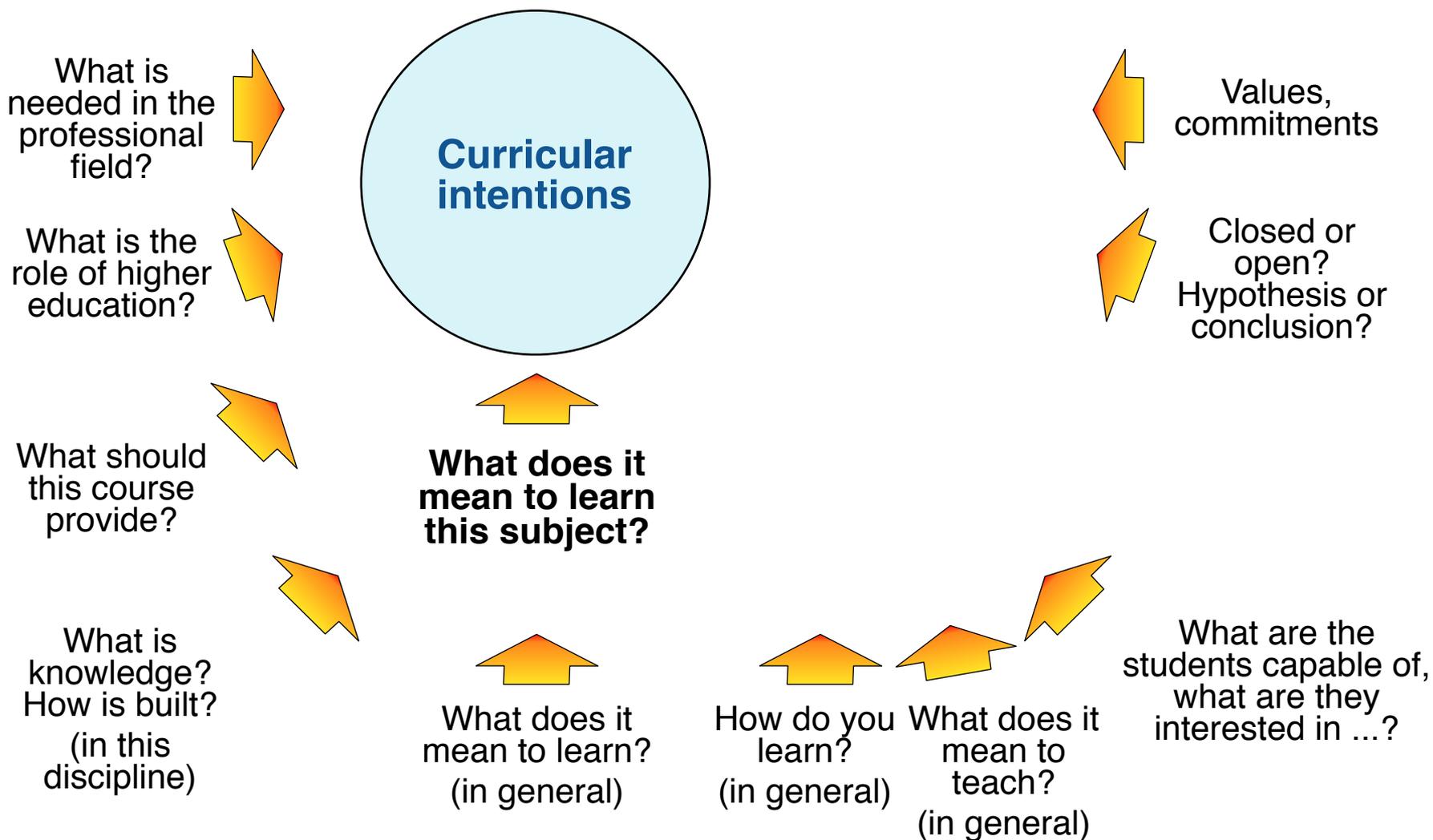
What does it
mean to learn?
(in general)

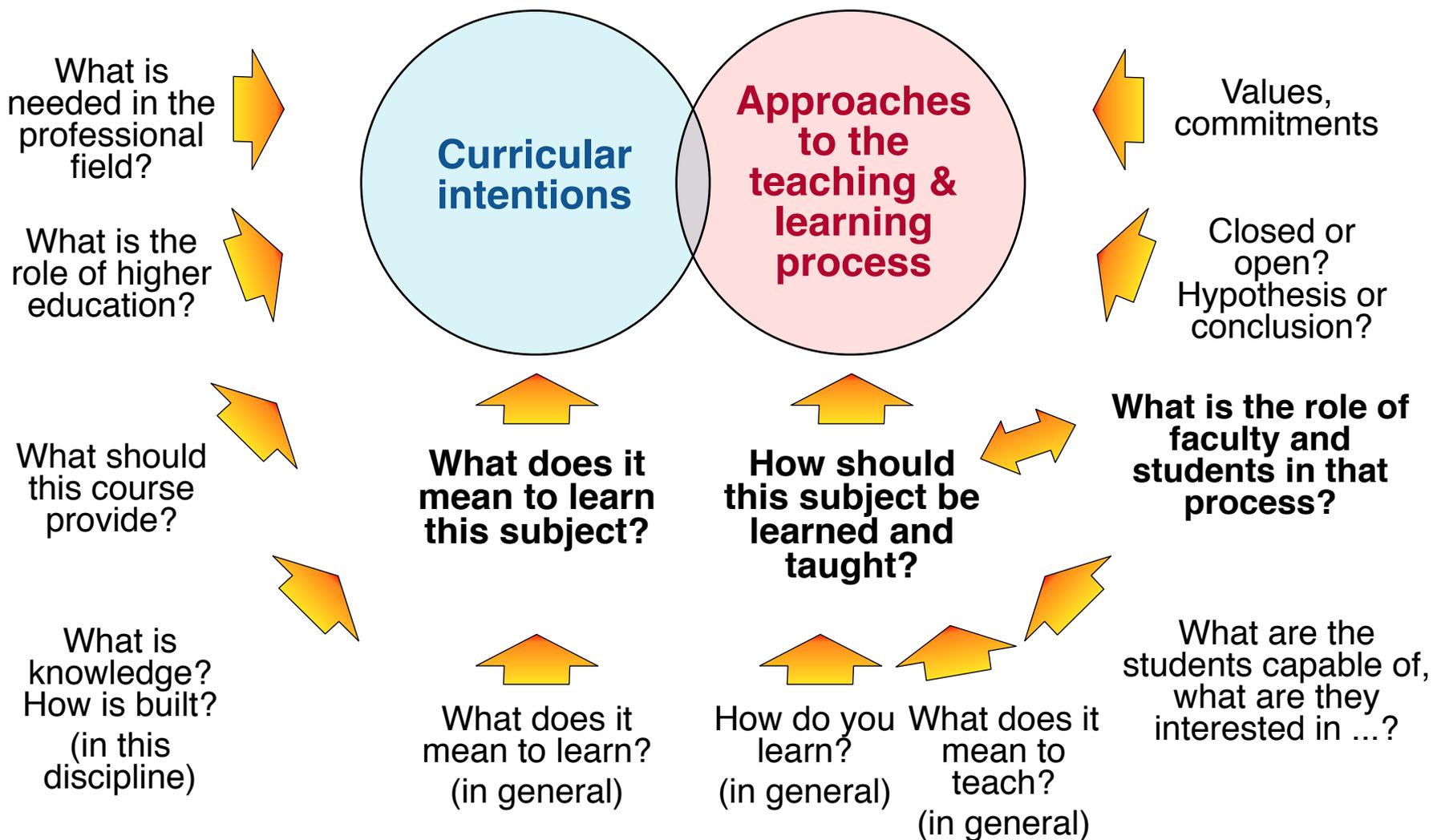








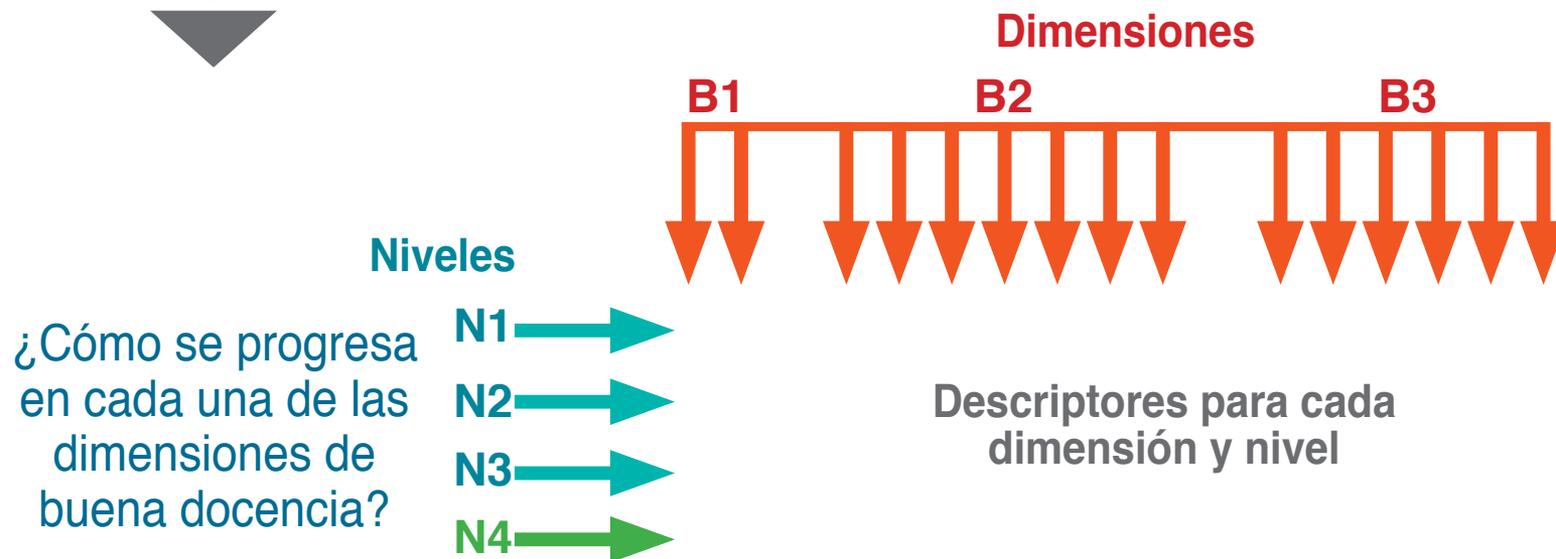




¿Qué significa
progresar como
docente en la
universidad?



¿Qué cualidades caracterizan la buena
docencia universitaria?



BLOQUE I Currículo: ¿qué enseñamos?

Dimensión 1.1.

**Definición y
coherencia
curricular**

Dimensión 1.2.

**Valor y
sentido del
currículo**

BLOQUE II Procesos: ¿cómo aprenden?, ¿cómo enseñamos?

Dimensión 2.1.

**Aprendizaje
activo y
constructivo**

Dimensión 2.2.

**Aprendizaje
colaborativo**

Dimensión 2.3.

**Orientación
al aprendizaje
profundo**

Dimensión 2.4.

**Interacción
profesorado-
estudiantes**

Dimensión 2.5.

**Auto-
regulación**

Dimensión 2.6.

**Evaluación
como
aprendizaje**

Dimensión 2.7.

**Entornos de
aprendizaje
constructivos**

BLOQUE III Fundamentos: ¿por qué hacemos lo que hacemos?

Dimensión 3.1.

**Conocimiento
disciplinar y
profesional**

Dimensión 3.2.

**Conocimiento
de educación
superior**

Dimensión 3.3.

**Valores
éticos y
compromiso**

Dimensión 3.4.

**Coordinación
y contribución
al proyecto
común**

Dimensión 3.5.

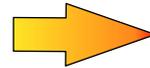
**Mejora e
innovación
docente**

Dimensión 3.6.

**Investigación
en educación
superior**

OBJECT

Information set
(theories, concepts,
technical
procedures, etc.)



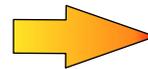
ASSIMILATION

Reproduction
(re-explain once
"internalized",
execute once
practiced)

**Facilitate that
assimilation:
Make contents
accessible**

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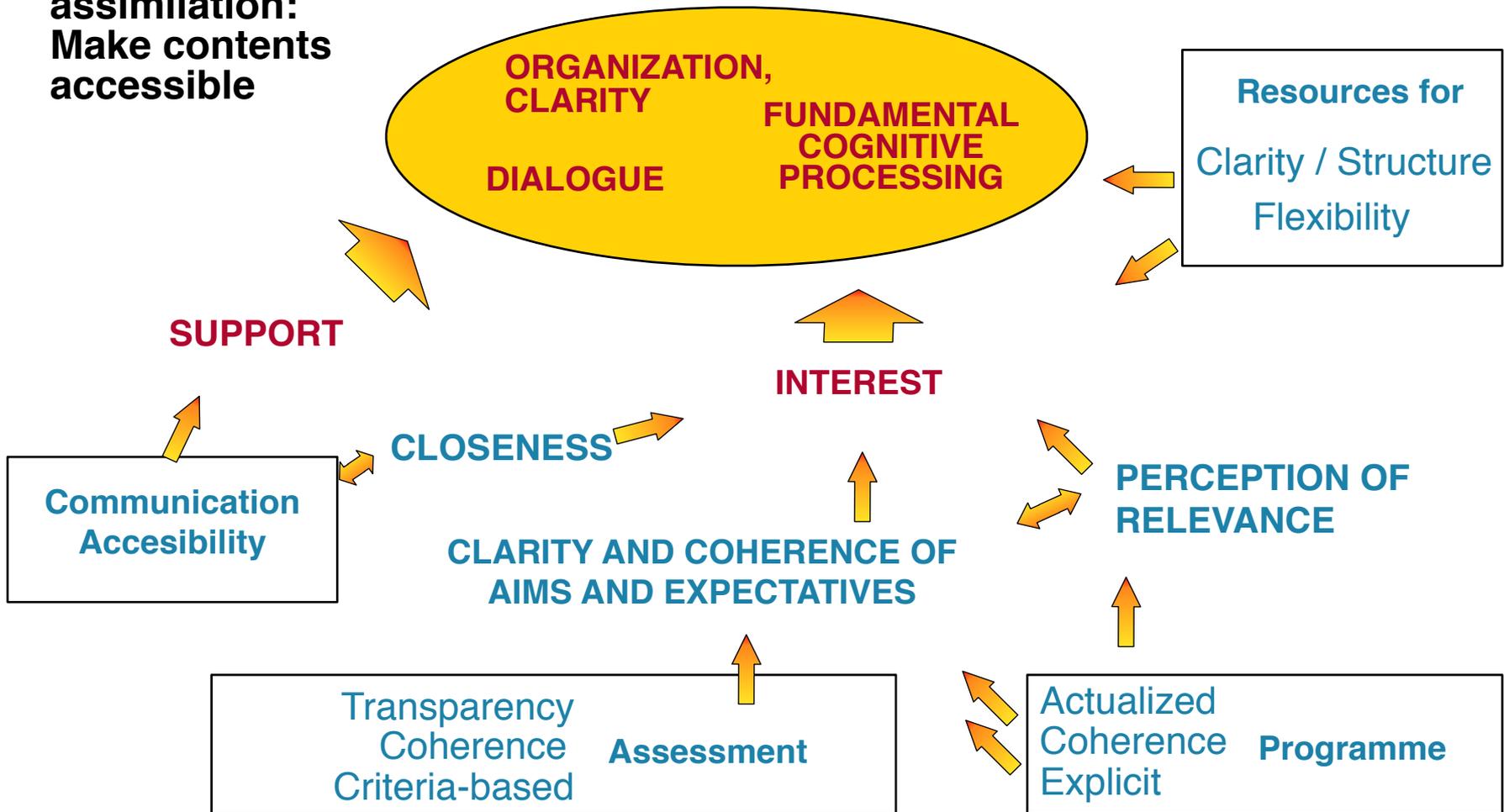
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COMPETENCE (SKILLS)

Ability / effectiveness to solve / face certain types of challenges or problems characteristic of a certain field (well-determined **learning outcomes**)

PRACTICE

Theoretical knowledge associated with problems and concrete actions



Transfer capacity to practical situations

“TO DO”, AN EFFECTIVE PRACTICE:
Opportunities / experiences to test and develop the ability to face these challenges effectively and efficiently

**Provide the opportunity /
experience**

**Offer the necessary
resources, support and
guidance**

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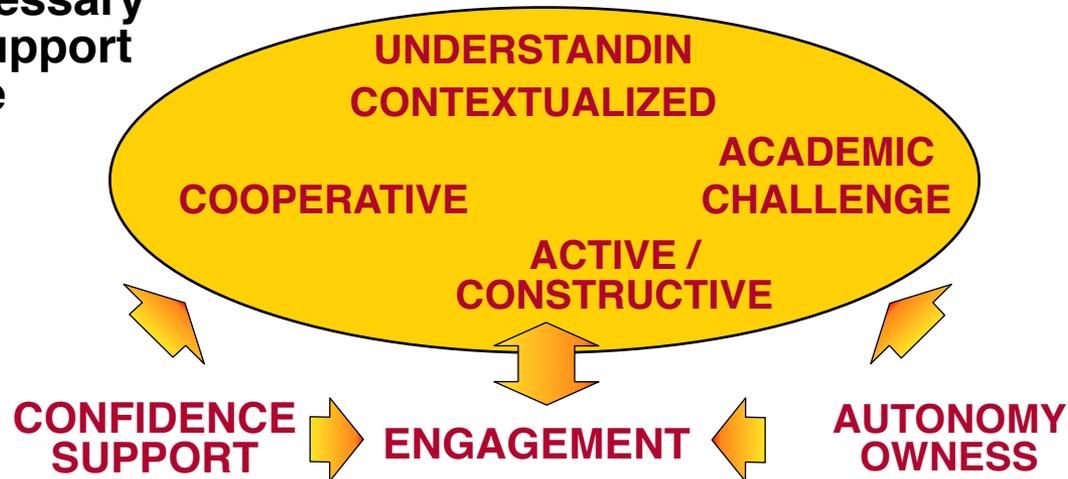
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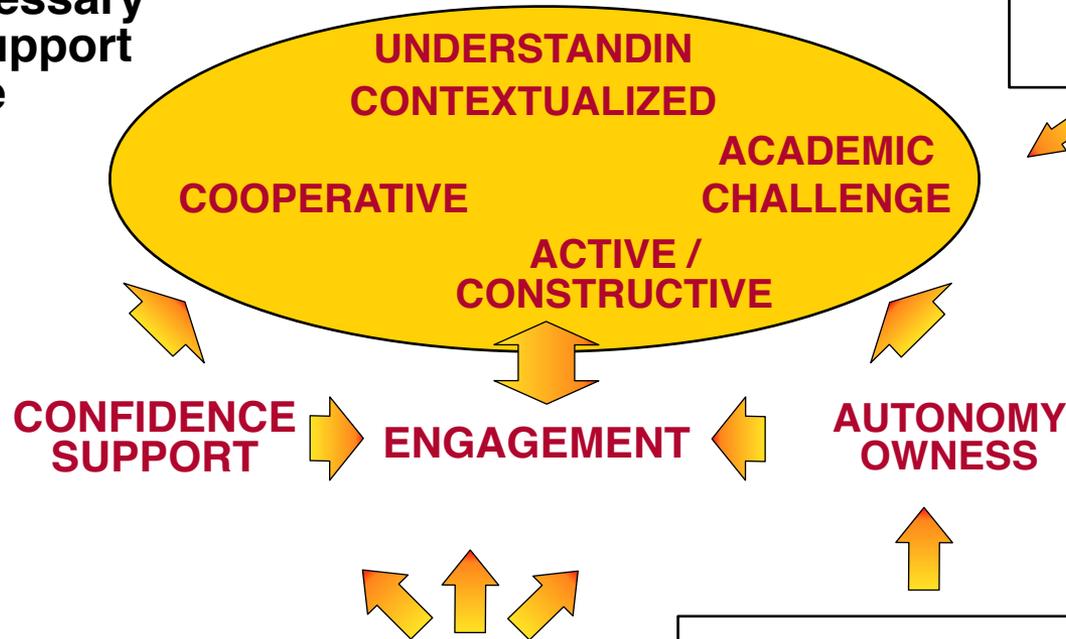
**Provide the opportunity /
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and guidance**

Cognitive
support
(scaffolding)

Commitment
with student
success

Social
climate



Constructivist
learning
environments

Assessment

Authentic
Shared
Formative

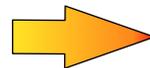
Ownness of
aims, activities
and criteria

Beliefs of
auto-efficacy

Flexibility
(authority,
responsibility)

TRANSFORMATION

Ways of thinking,
practicing and being
proper to an expert



DEVELOPMENT

Knowledge
structure, dense,
organized and
contextualized



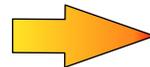
Ability to face
complexity
and **novelty**

**Integration in a community of
practice** (criteria, values,
relationships, ways of being and
acting, references ...)

Offer / enable high-level challenges
Encourage and support individual development
Build a learning community

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practicing and being
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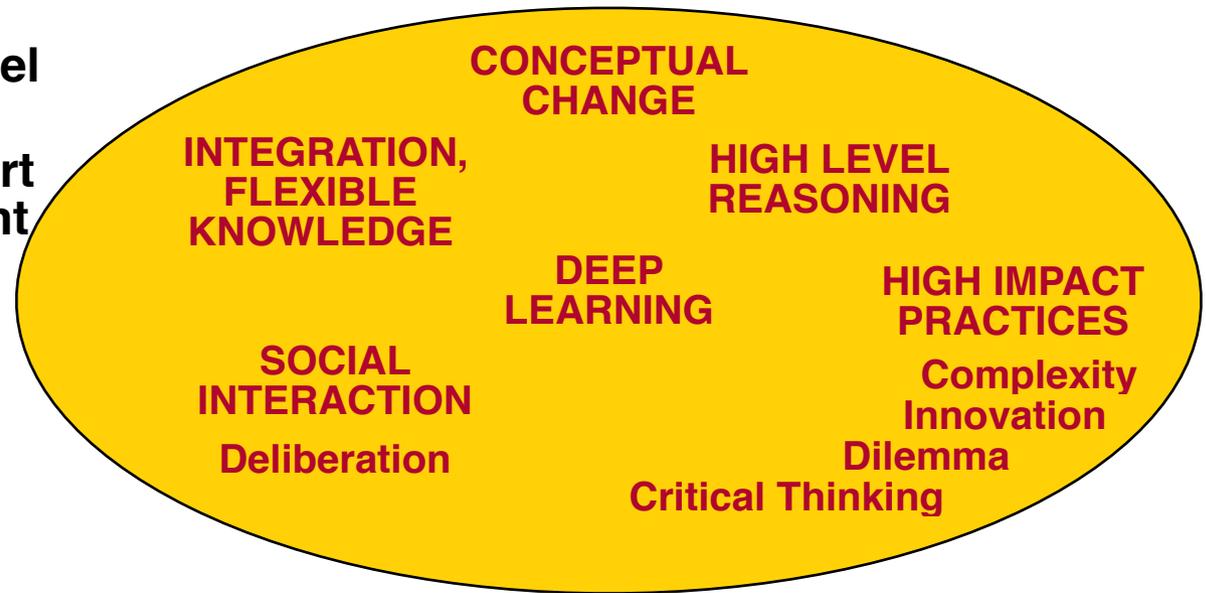
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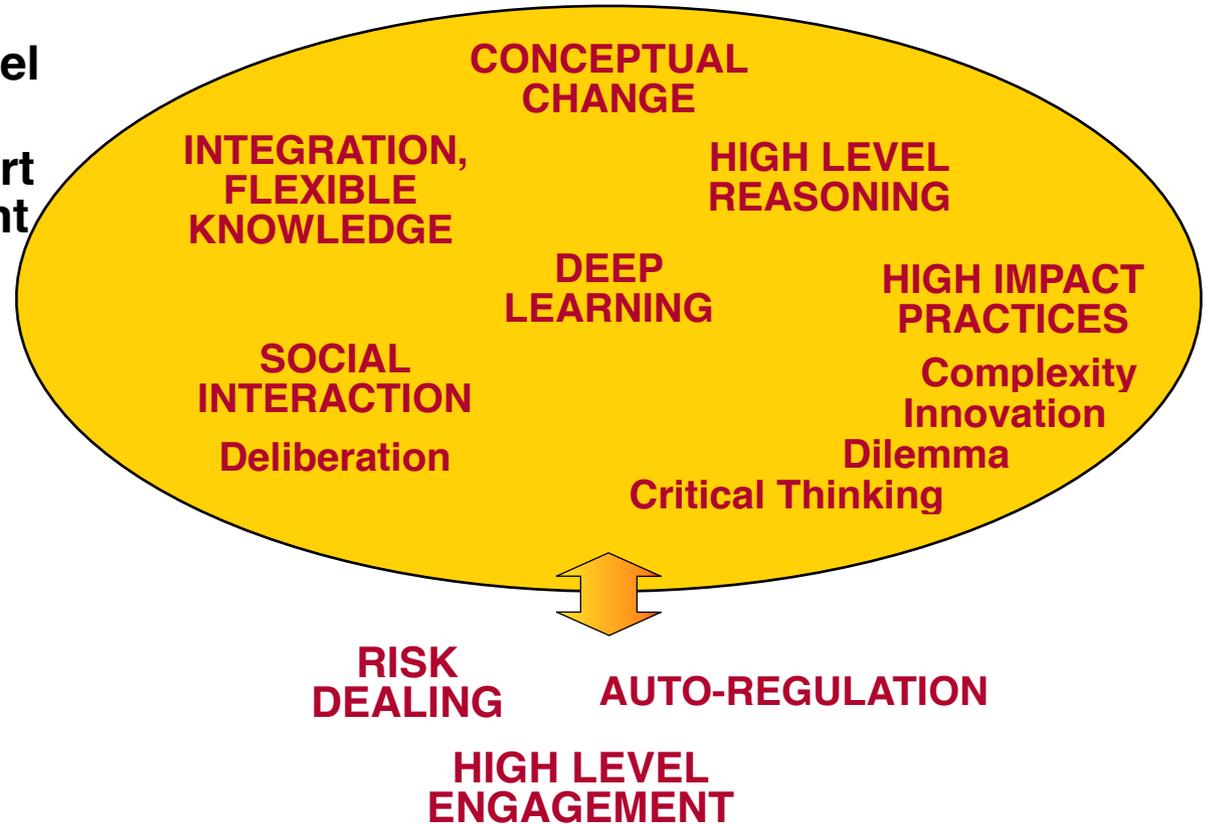
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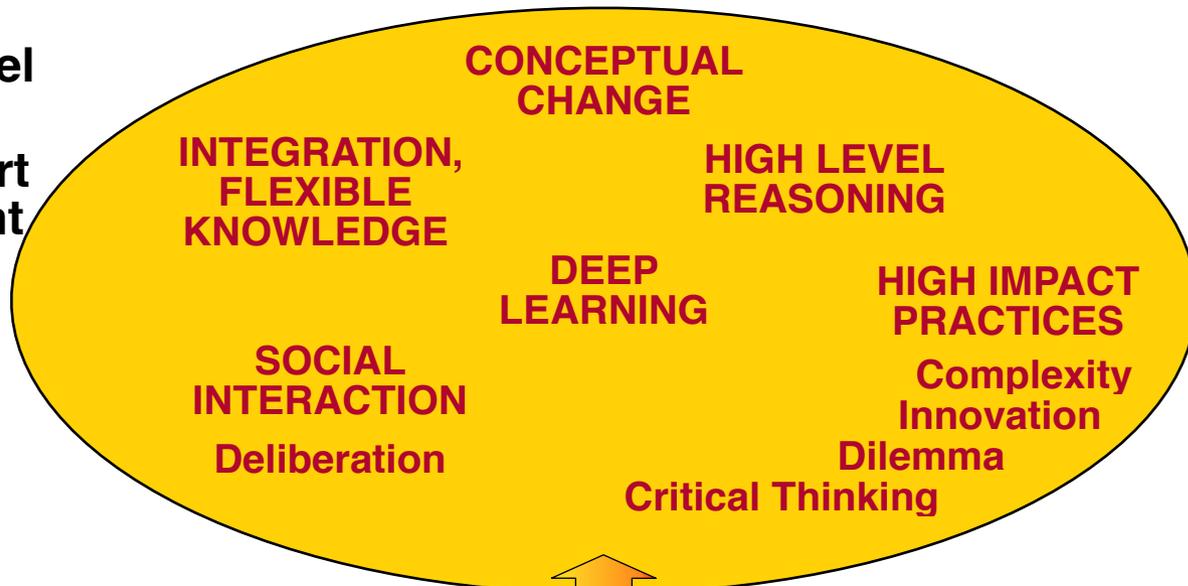
Offer / enable high-level challenges
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Offer / enable high-level challenges
Encourage and support individual development
Build a learning community

Safe environment
Emotional and social support

Learning communities
Communities of practice



RISK DEALING

AUTO-REGULATION

HIGH LEVEL ENGAGEMENT

Assessment

Challenging Metacognitive Shared, Agreed

Responsability

Auto-regulation strategies

Metacognition