LEARNING BY DOING: PLANNING AND DESIGNING

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Abstract
This work is in a Project of Innovation in Education in the University of Cádiz, linked to the ETCS experiences. We are planning different activities in the subject’s programs of Spanish Language and Theory of Literature and Comparative Literature. We are after pupils learn doing since the first day of lessons. Pupils will have to work alone and into the groups. During the academic year pupils are being after the general objectives of their subjects. All the activities mean a high level of contribution for the pupil. In this way, the teacher won’t only be an oral exposition in lecture room (a “Magistral” lecture), but he will plane presencial and no presencial lectures. Also we have a virtual space as a tool of work for the pupil (Moodle system). We have between our activities: Individual work, Work in groups (puzzle), Conferences, Courses, Conventions, Forum (virtual space) and Chats (virtual space). Many of our subjects take part in the ETCS experiences, and the others are in a methodology adapted to that kind of learning.

Keywords
Innovation, ETCS experiences, learning.

1. INTRODUCTION

First we wanted to be grateful to the organization for the opportunity that gives us to sit down here and to be able to comment to them what we are doing from this Project of educational Innovation in the University of Cadiz, at the time that there is offered to us equally the opportunity to know the experiences that other colleagues are developing in this area of work. Likewise, we are sure that we are in an excellent space that it will allow us to know the experiences that other colleagues are developing nowadays linked to the use of the new technologies in the field of the top education, and related to the European space of higher Education.

This project joins the performances that the University of Cadiz comes realizing inside the Strategic Plan in the European Project (presented in the 8/11/2005), orientated to the process of European Convergence.

Our project is orientated towards the design and planning of activities that they help the pupil to learn, so that he should be the same pupil who along the year is reaching the aims initially proposed in the subject. The designed activities pretend to do that the pupil acquires not only theoretical and practical knowledges, but develops attitudes and capacities of individual work and in group. The planning of the year wants to achieve
that the pupil feels stimulated at the moment of learning, and to wake his interest and curiosity up for learning to study, to realize practical exercises, to be employed at equipment and to develop the critical attitude.

Good part of the subjects involved in this project there are given already in the frame of the experience pilot of European convergence - some for already two years - and the remaining ones follow also a line adapted to the renovation of the educational methodology in adpatación to the European space of higher education. In all of them one uses the new technologies, having a support in a virtual classroom that helps the pupil to learn to work and to communicate with his companions. We think tha the justification of using new Technologies are: in to diversify the supports across which the pupil accedes to the information; to foment the critical capacity before different types of speech and different supports of expression and presentation.

1.1. Identification of aspects to improve

The design and planning of concrete activities in the programming of the different implied subjects tries to achieve that the pupil learns from the first day of the year doing diverse tasks, which are projected as individual work and in work-groups. The general aims of the subject it will be a goal to reaching for the pupil, who from the moment in which he initiates this programming of tasks will will to go obtaining of gradual form along the year. The specification of specific aims in every topic helps the pupil to achieve the above mentioned goal. In each of the topics a series of tasks appear to be able to achieve the specific aims.

1.2. Preferential lines of innovation

- To stimulate the active participation of the pupil.
- Alternatives to the oral exhibition of the teacher.
- Innovation to improve practical aspects of the subject.
- To stimulate the work of the pupil along the whole subject and to classify the effort of the pupil.
- Follow-up of the work of the pupil, valuation of the volume of work that he or she must develop.

1.3. Subjects involved in the project

- Teoría de la Literatura - Filología Inglesa, 1º ciclo, 2º curso, troncal.
- Teoría de la Literatura - Filología Francesa, 1º ciclo, 2º curso, troncal.
- Teoría de la Literatura - Filología Clásica, 1º ciclo, 2º curso, troncal.
- Lengua - Filología Inglesa, 1º ciclo, 1º curso, troncal.
- Lengua - Filología Francesa, 1º ciclo, 1º curso, troncal.
- Lengua - Filología Árabe, 1º ciclo, 1º curso, troncal.
- Morfología del Español - Filología Hispánica, 1º ciclo, 2º curso, troncal.
- Problemas y métodos de la sintaxis del español - Filología Hispánica, 1º y 2º ciclo, Optativa.
- Historia de la Lengua Española - Filología Hispánica, 2º ciclo, 4º curso.
- Dialectología Hispánica - Filología Hispánica, 2º ciclo, 5º curso, Obligatoria.
- Español de América - Filología Hispánica, 2º ciclo, 5º curso, Obligatoria.
- Socioligüística del Español - Filología Hispánica, 1º y 2º ciclo, Optativa.
2. SUMMARY OF THE EXPERIENCE TO DEVELOPING, METHODOLOGY AND ROLE OF THE PARTICIPANTS.

This project departs from the idea of that the pupil has to learn and to achieve the aims of the subject for yes same, being the teacher the necessary help in order that, by means of the design and the planning of concrete activities, the result reached by the pupil is satisfactory. There is claimed that the programming of the subject contemplates the development of a series of activities in which the pupil has to take part. Thus, the development of classes will not will to limit itself only to the exhibition of the teacher (magisterial class), but he will contemplate classes of type presencial and not presencial, incorporating besides attend activities participativas for the pupil.

2.1. Programmed activities

2.1.1. Individual work:
- In every topic of the subject, the pupil will have a series of tasks programmed on the reading of texts provided by the teacher from the beginning of the year. Tasks: reading and annotation of doubts on a text, reading and summary of a text, reading and questionnaire on the text, reading and commentary on the text, reading and critical reflection on the text.
- The pupil will realize a personal work orientated about his beginning in the investigation. In this respect, he will be orientated in the search of the bibliographical opportune information.
- The pupil will will to create linguistic problems similar to the models studied in class and will to be capable of giving resolution to the same ones.

2.1.2. Work in groups:
- The technology of the puzzle: From the beginning of the year groups of pupils will be established inside the classroom, a maximum of three or four members. Along the year the groups will to meet to work as a team. Tasks of work will be programmed in group so much inside like out of the classroom. For the tasks in the classroom, the pupils will depart from the reading of a few texts (every member reads a different text), the well-read thing will be commented among them and then they will solve among all a questionnaire, or will deliver a summary of the principal ideas of the texts. The punctuation that they will receive will be the same for the whole group. For the tasks in group out of the classroom the procedure will be similar, being able in this case do that the pupils could read texts of major extension.

2.1.3. Assistance to Courses, Seminars and Congresses. Along the year the pupils will be present at days of conferences, which one will allow them to acquaint with the investigation in the own matter of every subject. As task the pupil will deliver a review of the Congress or Seminar, where he will do a summary of the presentations (papers), a commentary on the treated topics, as well as a valuation of the Congress. With the above mentioned work one tries to foment the learning and the critical attitude of the pupil.
2.1.4. Forums of debate (across the virtual classroom). On the different topics that develop in every subject, the pupils will take part in forums of debates in the space of the virtual classroom. This activity will to be orientated for the teacher, who will direct the forum to the questions that he considers they have to appear. The accesibilidad across Internet allows to the pupil to accede in a space and more flexible time for him, beside stimulating his attention on having been already accustomed to this tool in his daily life. This activity favors the communicability among the pupils and between teacher and pupil. This activity foments besides the critical attitude and the initiative of the pupil to generating ideas and questions, or to looking for information to be able to solve the doubts that appear.

2.1.5. Chat (across the virtual Classroom): Along the year diverse chats will be opened on topics directly related to the questions that appear in the program of the subject. This resource allows a more direct communication between pupil and teacher and among all the pupils. Seemingly there is established a dialogue of more informal character - without support in a bibliographical documentation - that it allows to the pupil to speak with major spontaneity. This resource foments the participation of the pupil and his direct implication in the subject.

3. FINAL OBSERVATIONS

The project that we present tries to serve besides to value in what measurement the raised activities make improve the learning of the pupil. On the experience obtained on having finished the year we will be able to consider if the above mentioned activities might serve other teachers in his subjects. We believe necessarily that the adjustment to the plan of European Convergence has to pass for the analysis and the critical review of the methodology of the traditional education, considering the advantages and the inconvenients of the design and the planning of activities that open an alternative for the explanatory class. It is our duty to know how to orientate the pupil in this new study plan that has to adapt its methodology and its philosophy of the education in the frame of the European Space.