Challenge-based learning

Introduction

Reasons why…

New needs
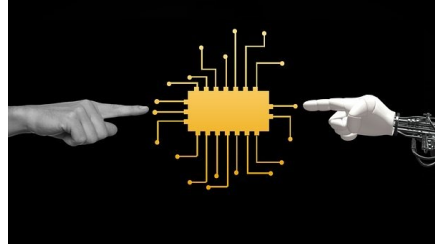
New technologies

Changing cultural, economic and social environments

CUSTOMER NEEDS

WORKPLACE ORIENTATION
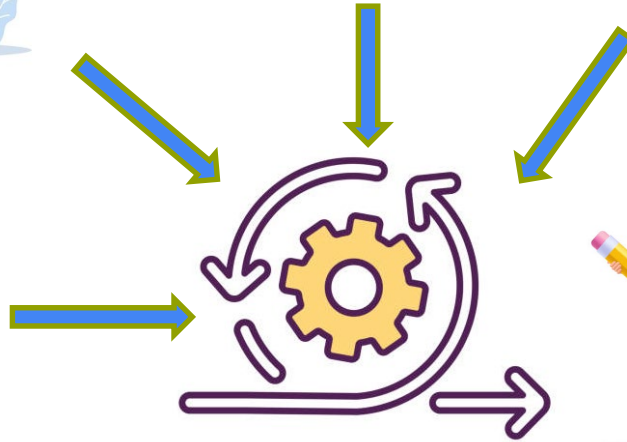
Educational models have to adapt to new business needs due to the development of technologies, cultural changes, economic and social environments, and the needs of consumers. It implies adapting to respond to them. This implies changes in material and human resources. Therefore, the training of future workers has to be linked to these changes and educational models have to be designed with these changes in mind.

How?
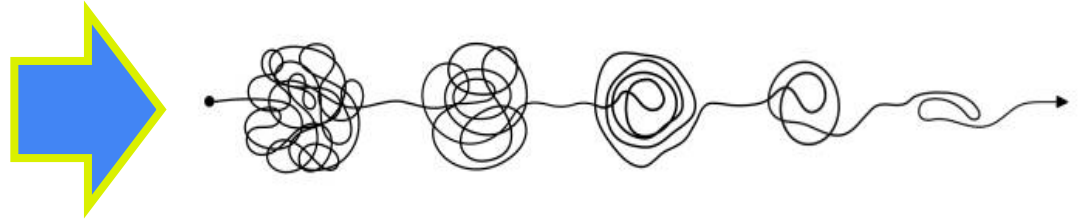
Challenge-based learning (real situations).

To achieve these challenges, it is necessary a change in the teaching-learning models towards active methodology by which learners work with real situations. An example of it would be the challenge-based learning (CBL) model.

What changes?

VS

Traditional teaching-learning models used to be individual. Each learner had to make their own work. This is contrary to what is proposed with the new methodologies by which the work is carried out in teams.

Before

Now

VS

Master classes, where the educator is the only person who speaks and the learners just listen, change to multidirectional classes, where dialogues between learners and educators are the usual situation.

Before

Now

VS

There is also a change in the independence of the modules or subjects, going from a total separation of them to an intermodularity, where all modules are mixed to carry out the proposed challenge.
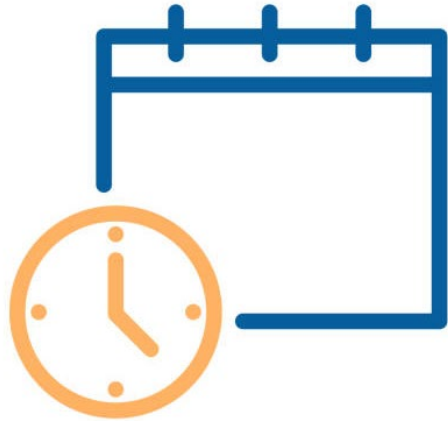
Before

Now

VS

To carry out the changes, the spaces must also be adapted, going from traditional classes, where the chairs and tables were always in the same place, to classes with movable furniture to adapt to the different work teams depending on the needs.
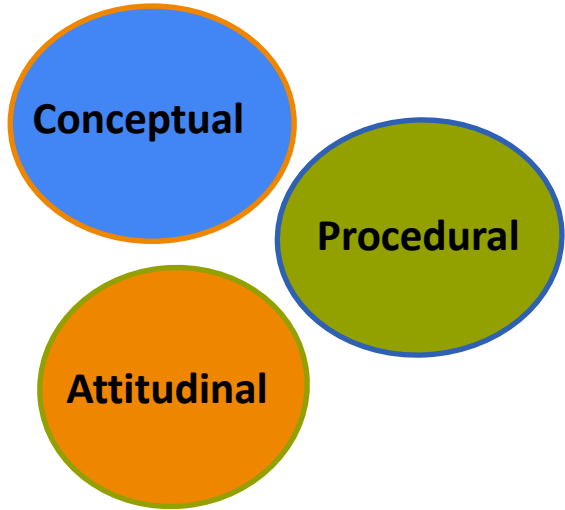
Before

Now

VS

Due to the intermodularity of the new methodology, the traditional timetable loses strength and becomes an open timetable, that is, each work group decides which module or subject should be carried out at each moment.
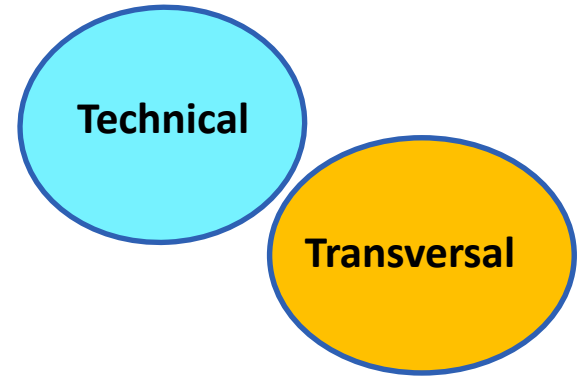
Before

Now

Conceptual

Procedural

Attitudinal

VS

Technical

Transversal

The skills that are worked on with the learners also change, going from the three traditional ones to two unique skills. Learners work on the technical skills of each module and the transversal ones that are intermodular.

Before

o Traditional assessment (by educators): Heteroassessment

VS

Now

o Assessment by different agents (learners and educators) Self-, Co- and Heteroassessment

All the changes seen so far, imply a modification in the evaluation of the modules, going from the traditional evaluation, carried out only by the educators (hetero-evaluation), to an evaluation in which both, educators and learners take part.

In addition to the educator´s evaluation, a self-evaluation of each learner and a co-evaluation, in which each learner evaluates their teammates, are taken into account.

Who participates?

Who participates?

- **Learners, who manage their own learning.**
- **Educators, who become guides in the learning of the learners.**
- **And, also, the companies, which transmit the real needs that have to be worked on with the learners.**