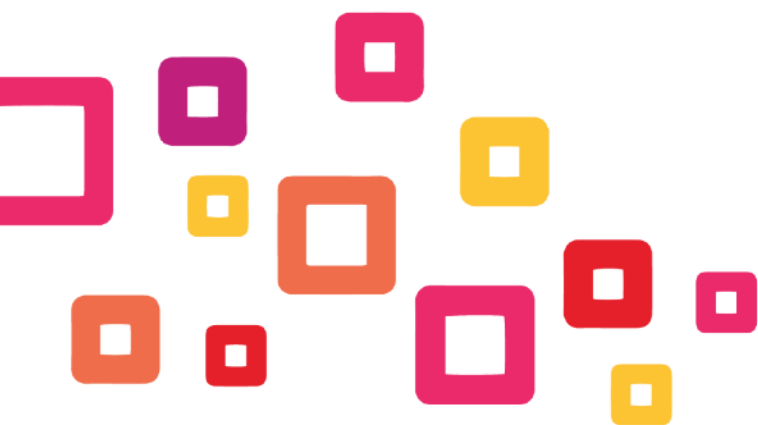


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UNIT 1

PROBLEM BASED LEARNING



Contents

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Introduction

Problem-Based Learning (PBL) is a teaching method in which complex real-world problems are used as the vehicle to promote student learning of concepts and principles as opposed to direct presentation of facts and concepts. In addition to course content, PBL can promote the development of critical thinking skills, problem-solving abilities, and communication skills. It can also provide opportunities for working in groups, finding and evaluating research materials, and life-long learning (Duch et al, 2001).

PBL can be incorporated into any learning situation. In the strictest definition of PBL, the approach is used over the entire semester as the primary method of teaching. However, broader definitions and uses range from including PBL in lab and design classes, to using it simply to start a single discussion. PBL can also be used to create assessment items. The main thread connecting these various uses is the real-world problem.

Problem-based learning (PBL) is an approach that challenges students to learn through engagement in a real problem. It is a format that simultaneously develops both problem solving strategies and disciplinary knowledge bases and skills by placing students in the active role of problem-solvers confronted with an ill-structured situation that simulates the kind of problems they are likely to face as future managers in complex organizations.

1.PROBLEM BASED LEARNING

Unit 1.1: Learning How to teach

Subunit 1.1: Learning How to teach

Learning Outcomes	Knowledge	Skills	Responsibility and Autonomy
	<ul style="list-style-type: none"> To know the theoretic bases of the PROBLEM BASED LEARNING method 	<ul style="list-style-type: none"> To identify the different teaching methodological possibilities based in PBL 	<ul style="list-style-type: none"> To select the most suitable teaching methodology to each concrete situation.
Type of activity	<input checked="" type="checkbox"/> PDF <input type="checkbox"/> PPT <input type="checkbox"/> Image/Infographic <input checked="" type="checkbox"/> Video	<input checked="" type="checkbox"/> Test/Quiz <input type="checkbox"/> Game <input type="checkbox"/> Other (specify) <hr/> -	
Duration	<ul style="list-style-type: none"> For individual work: 20 minutes For group work with other mentors: 60 minutes 		
Activity	<p>It is about a personal check list so that the smmentor who takes part in the learning processes with people from CCI can know whether they apply the Efficient Learning basic principles.</p> <p>I. To promote self-knowledge on the way a mentor teaches in the learning processes with people from CCIs</p> <p>II. To facilitate the exchange of experiences with the situation of other mentor trainers</p> <p style="padding-left: 40px;">To promote continuous improvement group actions amongst the mentors who take part in the learning processes</p>		
Assessment	N/A		
Resources	<ul style="list-style-type: none"> “Check list” Application worksheet of the Efficient Learning Principles (activity 1) 		
Further reading			

1.1- Learning How to teach

Learning is the process through which abilities, skills, knowledge, behaviour or values are learnt or modified as a result of study, experience, training, reasoning and observation. This process may be analyzed from different perspectives, so that there are different learning theories.

Learning maybe defined as a relatively permanent changing process in a person’s behaviour generated by experience (Feldman, 2005). In short, learning means a change:

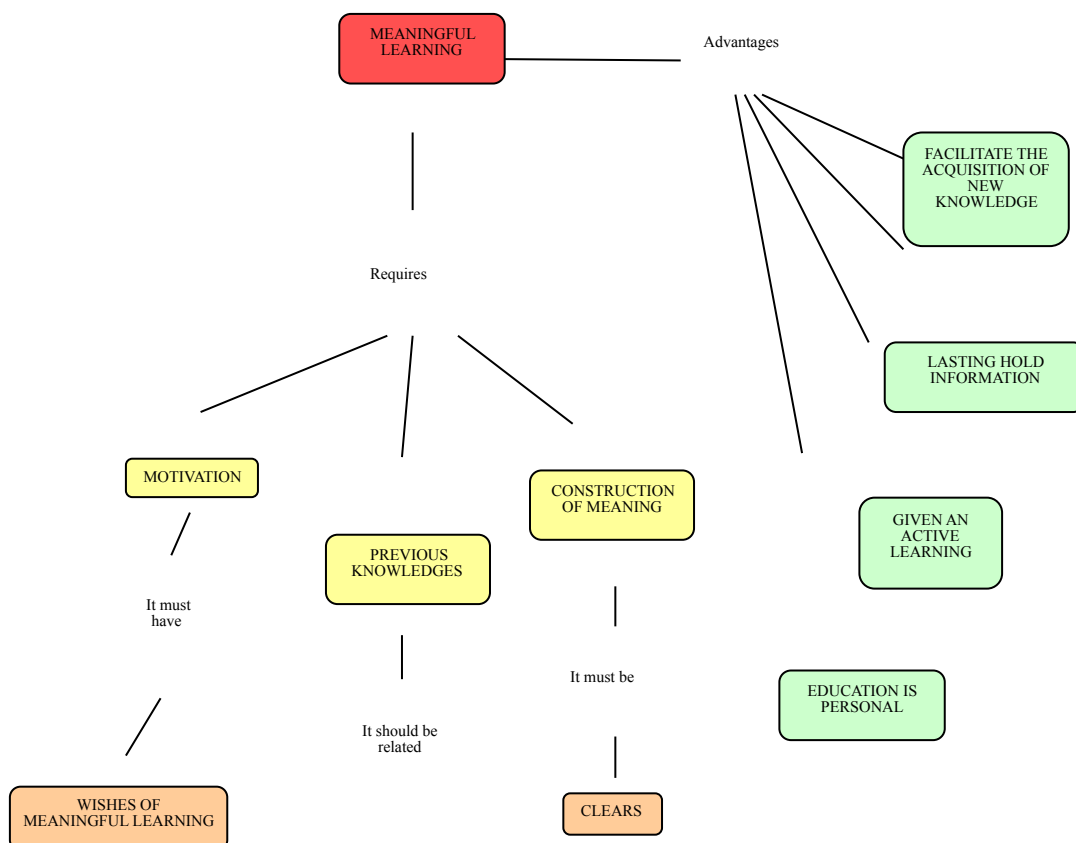
- in the behavioural capacity,
- that must be everlasting,
- that takes place through practice or other ways of experience (i.e., observing other people).

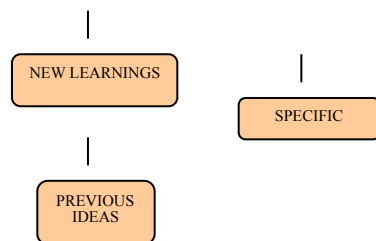
Learning - teaching process

The learning - teaching process is an individual activity that develops in a social and cultural context. It is the result of individual cognitive processes by means of which:

1. new information (facts, concepts, procedures, values) is assimilated and interiorized,
2. new meaningful and functional mental representations are built (knowledge),
3. which then can be applied to different situations to the contexts where they were learnt.

Learning does not only consist on memorizing information, but it is also necessary other cognitive operations that imply: matching, adjusting, knowing, understanding, applying, analyzing, synthesizing and assessing. That is what we call “Meaningful Learning”





Teaching goes further on than the simple knowledge transmission. It is a complex activity that needs for its exercise, the understanding of the educational phenomenon. Any person who knows of a matter, who knows it very well, can teach it, but this does not mean he or she can do it in the most suitable way for the group. The only fact of dominating a discipline does not provide with the required elements to fulfil top-quality teaching.

It is necessary to emphasize the methodological and practical teaching aspects, as well as the social and psychological ones which will determine the characteristics of the groups in which they will practice their profession

Factors in the learning process.

There are three factors that guarantee good results:

1. Intelligence (or capacity to learn)
2. The method I follow in order to learn
3. Motivation that leads me to study

There must be said that the mere combination of the three makes possible to obtain good results.

It can be said that a minimum intelligence makes up an essential condition to obtain good learning results, but intelligence by itself, is not decisive for such purpose.

A basic element in the learning process: Motivation.

All success has the same common basis: motivation. For example, if a student attends a course just because “he has got nothing else to do”, he will hardly get good results. On the contrary, if a person intends to become a workshop manager and attends a ten - month course on “basic commercial knowledge”, he will undoubtedly complete the course successfully. He has got a motivation while the former student did not.

This principle on the importance of motivation obliges the teacher to act and show his knowledge in the most attractive possible way.

If learning is associated to unpleasant emotions, very little will be assimilated. That’s why the teacher who takes part as teacher-tutor-trainer in learning processes, should always make the effort to present the subject in a positive way, enabling students to produce

“pleasant emotions”. The positive emotional presentation of the subject is as important as the teaching method for learning success.

Bases and principles of learning

The person who teaches must know something about learning for this firstly he must be informed about some basic bases and principles:

- a) Nobody comes with “0” knowledge. We all know something
- b) We all have a significant amount of knowledge
- c) Learning is meaningful. We all have a significant amount of knowledge
- d) People learn more when they are motivated
- e) Learning is a personal option, an individual decision. No one learns if he/she is obliged to do so, or because he was sent to be trained
- f) The teacher must repeat things in order to teach. Things cannot be taken for granted
- g) Intimidation does not favour learning, annuls the participant’s capacity in the process. Nero Principle; said of that one who burns, destroys everything, as did the Roman Emperor Nero. It is put into practice by those trainers who intimidate their students by saying sentences such as “you are 20. 17 are already out, because with me almost nobody passes”.
- h) We all learn in a different way, because we have different intelligence.
- i) All senses must be used in order to learn. Therefore, the trainer, who only uses his voice, is missing many resources which could be used to get better results.
- j) Motivation is the key that favours learning. Mozart Principle must be applied; “I have given my first concert, and it was superb; I was intensely applauded by the audience, only six people attended, though”, wrote down Mozart when he was only six. Applying Mozart Principle means to say good things first, admit strengths, look on the bright side of things first, and then see the bad side, the poor things. It is to recognize the aptitude people have to learn, their identity with their organisation, the spirit of responsibility to better development of their work for the organisation; it means to admit all that is good, noble, admirable within them, without stopping seeing their limitations, but without giving too much importance too them either.
- k) All learning must be checked with the results (assess)
- l) Truth is an element of social construction, so the trainer is not the owner of the truth

Every training process is a “Systemic Process” in which everything is interrelated. There are not non-systemic training processes.

THE 9 BASIC PRINCIPLES OF EFFICIENT LEARNING

Basic principles	Definition	In what grade do I take into account this Principle when I act as a mentortrainer? (1 nothing – 5 a lot)					Individual improvement Plan
		1	2	3	4	5	
1 The principle of preparation	<p>There is a preparation for every learning phase. Each person has his/her own rhythm and according to it he/she learns better or worse, depending on how he/she has completed the previous phases.</p> <p>Example: if we want someone to learn how to make some good shoes, first we will have to teach him/her on how to cut the leather.</p>						
2 The Principle of finality	<p>The person has to know the objectives of the task he/she is performing, this will help him/her not to lose his/her bearings and know the finality of what he/she does.</p> <p>Example: In the former case, if the person does not know that he/she has to make shoes, he/she may find stupid or purposeless a whole theory on dye absorption in leather.</p>						
3 The Principle of active exercise	<p>One learns by acting and doing. It is important to take into account the student participation when the teaching materials are being prepared, so that he/she does not feel neither lost nor come off. This can be done by practical exercises in case of theoretical material or crafts if the person is being prepared for a more active work. Through this two objectives are achieved, to see what kind of mistakes are made and get speed and skill.</p> <p>Example: If we continue with the future shoemaker, a good idea would be to give him/her the opportunity of getting dirty mixing dyes and checking their results in the different types of leather.</p>						

4	<p>T h e Principle of affection</p> <p>People tend to accept those answers with pleasant results and avoid those which are unpleasant. Therefore it is necessary that the person sees soon the results of what he/she has learned and he/she is congratulated for his/her advances and good actions.</p> <p>Counter-example: And to finish with the shoemaker, it is possible that he abandons his hope to become a good shoemaker if he is not told how his task is being done, whether the mixtures are correct or if the dye has been correctly applied.</p>						
5	<p>T h e Principle of periodicity</p> <p>Learning requires time, pauses and rhythm. It is important that the contents are scheduled to be taught, starting from the easiest part and increasing the difficulty progressively.</p> <p>Counter-example: If we explain a new student all the General Plan of Accounts in just one day, it is very probable that at the end of the day he/she only remembers his/her own name and surnames</p>						
6	<p>T h e Principle of innovation</p> <p>Unusual things are easier to be retained than routine and boring things.</p> <p>Example: If one day you go to teach wearing clown clothes, it is possible students will tell that class to their grandchildren</p>						
7	<p>T h e Principle of understanding</p> <p>What is understood is remembered. The mere repetition does not facilitate understanding and does not guarantee memorization</p> <p>Example: The person who knows how a computerizing programme works will learn more and better about it (because he/she investigates and discovers new functions) than that one who memorizes orders and commands.</p>						
8	<p>T h e Principle of primacy</p> <p>The first impression is very important, the first thing is better remembered, therefore we must stress on it, explaining at the beginning of the unit the most important and most general part of the subject, giving a general view.</p>						
9	<p>T h e Principle of transference</p> <p>A fixed learning is applied to the learning of analogous or similar things.</p> <p>Example: To know how to operate a specified cutter facilitates to work with a similar tool.</p>						
<p>CONCLUSIONS</p>							



1.1 Learning How to teach

Subunit 1.1.2: Teaching Atmosphere

Learning Outcomes	Knowledge	Skills	Responsibility and Autonomy
	<ul style="list-style-type: none"> To know the theoretic bases of the PROBLEM BASED LEARNING method 	<ul style="list-style-type: none"> To identify the different teaching methodological possibilities based in PBL 	<ul style="list-style-type: none"> To select the most suitable teaching methodology to each concrete situation.
Type of activity	<input checked="" type="checkbox"/> PDF <input type="checkbox"/> PPT <input type="checkbox"/> Image/Infographic <input checked="" type="checkbox"/> Video	<input checked="" type="checkbox"/> Test/Quiz <input type="checkbox"/> Game <input type="checkbox"/> Other (specify) <hr/> -	
Duration	<ul style="list-style-type: none"> For individual work: 20 minutes For group work with other mentors: 60 minutes 		
Activity	<p>In this exercise, each student of the group thinks about his/her own learning; for example, about the factors that stimulate and limit him/her. At the end of the exercise ideas are exchanged which generates a common positive atmosphere that favours learning.</p> <p>OBJECTIVE:</p> <ul style="list-style-type: none"> The objective of the exercise is to generate a positive learning atmosphere within the class. <p>METHODOLOGY:</p> <ol style="list-style-type: none"> Students think about and take down their ideas, answering to questions such as the ones shown below: <ul style="list-style-type: none"> How can I stimulate learning in my class? How can my tutor or trainer help me learn and achieve my objectives? What can I do to learn more? What encourages me to learn? The team members choose one classmate whom they have not interacted with for some time. The pair members exchange their ideas with each other. The leader of the exercise takes down every pair's ideas on the flip chart. Students discuss the ideas and agree on how to stimulate learning. The team may agree, among other measures, provide feedback, support others or raise questions. 		

Assessment	Once the exercise is finished, the team works to generate a positive learning atmosphere. It is recommended to keep the ideas that are noted down, because they could be useful as the teamwork advances.
Resources	Required material for the exercise: <ul style="list-style-type: none"> • Paper • Ballpoint pens or pencils • Flip charts • Felt-tip pen
Further reading	

1.1 Learning How to teach

Sub Unit 1.1.3- Teaching methods

By teaching methods we understand “different ways of organizing and carrying out teaching – learning processes”. In the learning different ways to organize teaching maybe used according to the purposes the teacher considers and the resources he/she counts on with.

From the purpose point of view it is not the same that the teacher suggest as objective of his/her action teaching:

- supply students with knowledge,
- show them how they can apply their knowledge to solve practical problems,
- get participation and discussion with students,
- in the exchange and cooperation among them.

Each case represents a different purpose and requires, consequently a suitable scenario.

Logically not all possible scenarios can be implemented in all learning. It is worthless to make a proposal on non operating methods when it comes to help the teacher’s teaching activity.

Subunit 1.1.3 Teaching methods			
Learning Outcomes	Knowledge	Skills	Responsibility and Autonomy
	<ul style="list-style-type: none"> •To know the theoretic bases of the PROBLEM BASED LEARNING method 	<ul style="list-style-type: none"> •To identify the different teaching methodological possibilities based in PBL 	<ul style="list-style-type: none"> •To select the most suitable teaching methodology to each concrete situation.
Type of activity	<input checked="" type="checkbox"/> PDF <input type="checkbox"/> PPT <input type="checkbox"/> Image/Infographic <input checked="" type="checkbox"/> Video		<input checked="" type="checkbox"/> Test/Quiz <input type="checkbox"/> Game <input type="checkbox"/> Other (specify)
Duration	<ul style="list-style-type: none"> • 30 minutes 		
Activity	Theoretical part of different teaching methods		
Assessment	Multiple choice		
Resources			
Further reading			

Method	THEORETICAL CLASS	Purpose	Speak to students
<p>Organizational teaching method in which oral presentations of the subject contents which are being studied are mainly used as a teaching strategy by the teacher.</p> <p>The essential characteristic of this teaching method is its unidirectionality – to speak to students – as both the selection of the contents to be explained as well as the way of doing it constitutes the teacher’s decision.</p> <p>Among the deficiencies which are usually stated in relation to theoretical classes the following may be noted:</p> <ul style="list-style-type: none"> a) explain the contents in a very unstructured way without relating them to previous knowledge, b) not emphasize the important ideas and not summarize, c) facilitate too much information too fast using technical language, d) not take breaks so that the student can process information, take notes and link the subjects, e) take little care over clarity of speech and the usage of expressive resources, f) misuse teaching resources and audiovisual presentations, g) stimulate little students’ attention and participation, h) neither give suggestions nor complementary activities for the student’s personal work. 			

Method	SEMINARS AND WORKSHOPS	Purpose	Build Knowledge through interaction and students activity
<p>Generically Seminars and Workshops are known as “the physical space or scenario where a specific knowledge subject matter is built in depth in the course of its development and through personal exchanges among the assistants”</p> <p>The fundamental characteristic of these teaching methods is interactivity, the exchange of experiences, criticism, experimentation, application, dialogue, discussion and reflexion among participants whose number cannot be large</p> <p>In seminars the leading role is in the activity developed by the group. It is a collective work area, usually with an active, participative and interpersonal methodology. The work success is all due to everyone’s collaboration.</p> <p>Resources normally used in seminars: readings, previous or instant essays, dialogues, short presentations, case studies, simulations, games, discussion groups, visualization of audiovisuals, debates, representations, group dynamics, life stories, etc.</p>			

Method	PRACTICAL CLASSES	Purpose	Teach students how to act
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The term “practical classes” refers to an organizational method in which they are developed knowledge applications to specific situations and the acquisition of basic and procedural skills related to the topic being studied.

Practical classes maybe organized both within the spaces used for teaching purposes (classrooms, laboratories, etc) or external spaces (country practices, visits, etc).

A series of common characteristics in the practical classes may be distinguished:

1. They are usually organized in medium or small groups.
2. They demand the teacher and students’ attendance.
3. They are linked to a specific topic.

Method	TUTORSHIP	Purpose	Personalized attention to students
<p>Tutorship is a teaching method in which it is established a personalized helping relationship in the training process between a facilitator or tutor, in our case a teacher, and one or several students. The tutor more than “teaching” assists and guides the student in the training process, being able to be the object of attention any of the aspects or dimensions that affect it (training, attitudinal, personal, social aspects...).</p> <p>From a pedagogic point of view, we find two basic types of tutorship organization:</p> <ol style="list-style-type: none"> 1. As teaching strategy; focussed in the teaching - learning process it consists of a relationship establishment between the tutor and the student, whether it be individual or in a group, in order to facilitate learning in an specific training field, where the tutor is an expert 2. As guidance, support and complement of the training the student receives; the tutor tries to facilitate the student a personalized guidance and support to improve his/her integration and progress in his/her studies 			

Method	GROUP WORK	Purpose	Make students learn among them (Cooperative Learning)

The group work means an interactive approach of work organization within the class by which students learn one from another, from the teacher and from their own environment. Every student's success depends on whether the group achieve their fixed goals. The incentives are not individual but group matters.

It is of vital importance to fix a suitable number of members for the correct group functioning; we need a minimum to guarantee diversity and wealth exchange, and a maximum to facilitate heterogeneous participation of all the members. In this way, as for size, the ideal number would range between 4 and 6 elements.

This teaching method is ideal for the methodology application based on "Problem Based Learning". In any case, Cooperative Learning is very suitable for the competence development of social interaction.

The most important and characteristic components that define or distinguish effective cooperative learning are (Johnson, Johnson & Holubec, 1999).

- Positive interdependence: each member clearly perceives the bond with the mates so that one cannot success if all the rest do not have made so. Strategies to get this target:
 - Group incentives
 - Distribution to each group member of different elements (resources, information...) that are only really useful if they are shared and interacted.
- Assign complementary roles (secretary, moderator, host...) to the different group members, for example using [BELBIN Methodology](#) on roles in Work Teams.
- Co-responsibility: each student is not only responsible for his/her own learning but also for his/her mates'.
- Direct interaction: The task dynamic implies continuous and direct interactions amongst the members.
- Social and Relational Skills: the student must acquire, develop and use basic group working skills.
- Results and Process Assessment: The group must carry out reflection and assessment activities of the work in the group.

Elements that must be taken into account when organizing a Cooperative Learning Group:

- The Physical Space: the room is organized to facilitate the simultaneous work of small groups (chairs and tables mobility, suitable, appropriate acoustic)
- Duration: Large sessions are recommended to allow the complete deployment for this method (2-3 hours)
- Set the Codes of Conduct: in the initial phase it is recommended to explain students what group work means (respect, active listening, empathy, etc.) and set some minimum functioning rules. This will avoid frequent frustration attitudes, anger and parasitism
- Students' previous training requirement in the basic interaction and cooperative skills
- The teacher must show real and transmissible confidence that students will be able to learn autonomously, responsibly.

The "advantages" of Cooperative Learning:

- High development of competences related to transverse abilities and skills as well as development of attitudes and values
- Real application of what students know, what they know and what they feel
- Motivating Learning factor as social interaction is emphasised, in the group components union around common goals.
- Social competences development such as communication, relationship among equals, coping the difference, etc.
- Student active and responsible role encouragement towards the task, which implies a higher and better understanding of the task objective and of the processes implied for its achievement

Teaching methods

As we have already advanced before, the decisions towards the methodology of work related to the teaching-learning processes development do not finish with the selection of teaching methods; it is also necessary to decide about the methods the teacher is going to use for its execution, as the same teaching method can be carried out with different procedures.

A seminar, for example, can be explained through a case study, a problem resolution or through a cooperative work among students.

That's why, besides methods, we must specify the particular methods the mentor employs to develop a teaching-learning activity.

Each trainer conceives and executes his/her teaching task following fundamental basic guidelines based on his/her personal ideas on teaching or professional environmental habits. The lack of information about other procedure ways recognized as successful has brought about that the so called "master lesson" constitutes a methodological strategy most frequently used, in spite of being other more effective procedures to get students implication in their own learning process.

Next we present a brief description of the main methods a teacher can use depending on the competences he intends students to achieve and the environment characteristics in which the learning activity is put into practice:

Method	EXPOSITORY METHOD / MASTER LESSON	Purpose	Transmit knowledge and activate knowledge processes in the student
Definition	It is "the presentation of a logically structured topic in order to facilitate organized information following suitable criterions to the intended goal" This methodology fundamentally focuses in the verbal presentation of the contents of the topic under study.		
Description	<p>Making a presentation consists of supplying students with essential and organized information from different sources with some predefined specific goals being able to use for such purpose, apart from the oral presentation, other teaching resources, too.</p> <p>Regarding the goals to get through a presentation it is worth noticing the following:</p> <ul style="list-style-type: none"> • Motivate students, • Present the topic contents, • Explain knowledge, • Make theoretical proof, • Present experiences, etc. <p>As regards to resources, the oral presentation can be supported on learning resources (audiovisuals, documents, etc.) that facilitate communication and allow students register further information and activate more learning strategies. Among these ones it is noteworthy the ones offered by new information technologies and, what's more, the student participation in the classes. For such reason it is recommended to alternate doing the presentation with other teaching techniques (documents usage, discussion in groups, presentations, etc.) that allow neutralize the disadvantages of this type of methodology and, however, boost the advantages.</p>		
Advantages		Disadvantages	

<ul style="list-style-type: none"> • Time and sources saving. • Teacher presence. • Assists large groups. • Facilitates much elaborated information. • Vitalizes facts and ideas that appear in an impersonal way in books. 	<ul style="list-style-type: none"> • Poor student participation. • Offers little feedback. • Does not assist individual progress. • Does not control student progress. • Does not facilitate autonomous learning.
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Metho d	CASE STUDY	Purpose	Learning acquisition by means of analysis of real or simulated cases
Definition	Intensive and complete analysis of a fact, problem or real happening in order to know it, interpret and solve it, generate hypothesis, contrast data, reflection, complete knowledge, diagnose it and, at times, train in the possible solving alternative procedures.		
Description	<p>The process consists on the presentation of a specific case by the trainer, of different length depending on the organizational design, for its study together with a working guide to help guiding in such process.</p> <p>Independently of the typology of the case studies chosen three developing stages might be differentiated:</p> <ol style="list-style-type: none"> 1) <u>Initial presentation and familiarization with the topic</u>: once students make an individual study, they make an initial analysis in a group session, guided by the teacher, interpreting and clarifying the different points of view; 2) <u>Detailed case analysis</u>: problem formulation and identification, strong and weak point detection, trying to give partial or total answers, to each of the elements that makes it up and the nature of decisions to be taken, tasks that can be done in small groups or as a full class, and 3) <u>Preparation of conclusions and recommendations</u>: in a cooperative way, focussed on decision-making, assessing different alternatives for its solution and trying to make an individual reflection. 		
	Advantages	Disadvantages	
	<ul style="list-style-type: none"> • The training for the analysis in depth of the specific topics. • Intrinsic motivation to learn. • Training in problem solving (real cases). • Connection with reality and profession. • Communication abilities development. • Acceptance and motivation on the part of students who have to rehearse solutions for real situations. • Possibility of experimenting authentic learning and assessment, linked to real facts. 	<ul style="list-style-type: none"> • Its utility maybe limited by the complexity of certain cases in some knowledge areas, without correct solutions. • Difficulty for its achievement in large groups, • Dependence on the teacher's ability to generate empathy and interface among students. 	

Metho d	EXERCISES AND PROBLEM SOLVING	Purpose	Training, rehearsing and put into practice previous knowledge
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Definition	Situation in which students are asked to develop appropriate or right solutions through routine exercises, formula or algorithm applications and results interpretation. It is usually used as a complement of the master class.	
Description	<p>Its complementary nature of the master class is justified by the need of the existence of a previous explanation by the teacher. It allows the teacher “supervise and monitor” the student’s work and its application of theoretical knowledge in the practical situations arisen.</p> <p>The usual sequence of this method utilization by the teacher is:</p> <ol style="list-style-type: none"> 1) Teacher explanation, 2) Situation approach, 3) Application of what has been learnt for its solution. <p>From the student’s point of view the exercise or problem solving stages are:</p> <ol style="list-style-type: none"> 1) Problem acknowledgement. Understanding. 2) Analysis, search, and selection of procedure or plan solving. 3) Selected procedure or plan application. 4) Result checking and interpretation. 	
	Advantages	Disadvantages
	<ul style="list-style-type: none"> • Teacher presence. • Facilitates training in problem solving • Considered in the right terms, can promote both autonomous work and collaborative work. • Connection with reality and profession. • Student motivation as he/she has to rehearse specific situations. • Possibility of attention to individual rhythm. 	<ul style="list-style-type: none"> • Need of small groups. • Artificial situations can be suggested. • The volume of correcting work for teachers

Metho d	LEARNING GUIDED TO PROJECTS	Purpose	Problem understanding and knowledge application for its resolution
Definition	Method in which students carry out the execution of a Project in a certain time to solve a problem or to tackle a task through planning, design and fulfilment of a series of activities, and all from the development and application of acquired learning and the effective use of resources.		

Description	<p>The projects are focussed on problems or topics connected with concepts and basic principles of one or several topics. The projects deal with real problems or topics, not simulated ones, being solutions open.</p> <p>Its structure may be established in 4 stages:</p> <ol style="list-style-type: none"> 1) Information: Students compile, by different sources, required information for the planned task solving. 2) Planning: Preparation of a working plan, the methodological procedure structure, tool and working environment planning, and choice among the possible variables or strategies of solutions to be followed. 3) Fulfilment: It supposes the experimental and research action, exercising and analysing the creative autonomous responsible action. 4) Assessment: Students report of the obtained qualifications and discuss them with the teacher. 	
	Advantages	Disadvantages
<ul style="list-style-type: none"> • Students learn to make their own decisions and to act independently. • Improves motivation to learn because it leans on experience and favours the set of targets related to the task. • Allows apply knowledge, abilities and acquired attitudes related to specific situations, with the consequent improvement of the corresponding competences. • Favours integrated learning (Knowledge learning, methodological, social and affective). • Strengthens student's confidence in themselves. • Strengthens ways of research learning. 		<ul style="list-style-type: none"> • Difficulty of acting with other students little motivated or with negative experiences in their academic achievement. • Difficulty to apply the method with students lacking knowledge and experiences related to the contents on which they want to apply the method.

Method	LEARNING "CONTRACT"	Purpose	Develop the Autonomous Learning
Definition	<p>It is a "Formal Agreement" established between teacher and student for securing some learning through a proposal of autonomous work, with teacher supervision and for a specific time. In the learning contract a formalized agreement is essential, a relationship of reciprocal consideration, personal implication and execution time frame.</p>		

Description	<p>It is a technique to facilitate learning individualization. It is a written formal agreement between teacher or tutor and student who details his/her expectations: what he/she is going to learn, how learning is going to be monitored, the period of time established, and the assessment criterions to be used to consider how his/her learning was fulfilled.</p> <p>A learning contract usually contains the following elements:</p> <ol style="list-style-type: none"> 1) Learning goals in terms of competences that must be achieved by students to do a task or tasks. 2) Learning strategies student must apply to reach the objectives. 3) Resources or means to be used 4) Self-assessment references, traces, signs, proofs, so that the student permanently contrasts the learning he is attaining in relation to the formulated targets. 5) Assessment criterions to verify learning evidences presented by the student. 6) The task schedule with the agreed temporality or dateline. 	
Advantages	Disadvantages	
<ul style="list-style-type: none"> • Stimulates autonomous and responsible student work. • Allows paying attention to level and maturity student diversity. • Makes possible to learn at a suitable rhythm according to personal possibilities and contexts. • Stimulates teacher-student relationship and communication • Favours student maturing • Provides development of student training projects 	<ul style="list-style-type: none"> • A certain level of autonomous learning and some personal motivation by the student is required. 	

1.2 Diagnosing Starting Situation and Forecasting future situations

Subunit 1.2.1 concepts about evaluation and diagnosis in Learning processes

Learning Outcomes

Knowledge Skills Responsibility and Autonomy

- Understand the relevance and use of the different evaluation methods, kinds and modalities.
- Describe the concepts of the area of effective development and the area of potential development.
- Define different tools to evaluate the Real Development Area and the Potential Development Area.
- Distinguish the different kinds, modalities and methods of evaluation; depending on their use and conditions.
- Distinguish the concepts of effective development and potential development
- Identify the learner's starting situation and his/her needs. Develop correctly the steps of the evaluation process: aim, indicators, criteria, instruments, referents..
- Use different tools to detect the Real Development Area and the Potential Development Area.
- Carry out a starting diagnose of needs and resources.
- Put the learning needs in order of priority according to the analysis carried out

Type of activity

PDF

PPT

Image/Infographic

Video

Test/Quiz

Game

Other (specify) _____

- Duration *For individual work: 20 minutes*
- *For group work with other mentors: 60 minutes*

Activity

Main concepts about the evaluation and diagnosis

Assessment *Multiple choice*

Resources

Further reading

Evaluation Concept: What is to evaluate?

Evaluation is an activity or identification, collection and data treatment systematic process on educative elements or facts, with the objective of assessing them first, and over this assessment, taking decisions (García Ramos, 1989).

This sentence applied to this case means the obtaining of information with the goals of:

- Optimizing the teaching-learning process, understanding that there is no teaching if learning is not produced.
- Optimizing the process results: learning.
- Avoiding undesired effects: demotivation.. abandons or insufficient learning.

Subunit 1.2.2 Success test

Learning Outcomes	Knowledge	Skills	Responsibility and Autonomy
	<ul style="list-style-type: none"> • Understand the relevance and use of the different evaluation methods, kinds and modalities. • Describe the concepts of the area of effective development and the area of potential development. • Define different tools to evaluate the Real Development Area and the Potential Development Area. 	<ul style="list-style-type: none"> • Distinguish the different kinds, modalities and methods of evaluation; depending on their use and conditions. • Distinguish the concepts of effective development and potential development • Identify the learner's starting situation and his/her needs. 	<ul style="list-style-type: none"> • Develop correctly the steps of the evaluation process: aim, indicators, criteria, instruments, referents.. • Use different tools to detect the Real Development Area and the Potential Development Area. • Carry out a starting diagnose of needs and resources. • Put the learning needs in order of priority according to the analysis carried out
Type of activity	<input checked="" type="checkbox"/> <input type="checkbox"/> PDF <input type="checkbox"/> PPT <input type="checkbox"/> Image/Infographic <input checked="" type="checkbox"/> Video		<input checked="" type="checkbox"/> Test/Quiz <input type="checkbox"/> Game <input type="checkbox"/> Other (specify) <hr/> -
Duration	<ul style="list-style-type: none"> • For individual work: 20 minutes • For group work with other mentors: 60 minutes 		
Activity	<p>There are not two people who are identical psychologically in the world. Personality and character, temperament or mood is always difficult to define because personality depends on multiple factors, many times unknown. The intention of this activity is to measure in which situation is the student you are going to tutor according to his/her personal and professional goals. It is a Guide Test which is useless for professional practice but it can provide a lot of information to define the student's personality, interests, and goals and, from there, proceed to design an adapted itinerary to help him/her develop as a person and professional.</p> <p>OBJECTIVE:</p> <p>Know the basic aspects of the student personality so as to know the initial point from which he /she can undertake its transition towards the Next Development Area</p>		

<p>Assessment</p>	<p>N/A</p> <p>Once the test has been answered the teacher will have to analyze each of the replies made by the student. Once the results are analyzed a PERSONALIZED REPORT is recommended. For that purpose, it is probable that the mentor requires some guidance professional collaboration.</p>
<p>Resources</p>	<p>Test for making the diagnosis</p>
<p>Further reading</p>	

SUCCESS TEST	
1	From these three characteristics, which one would you prefer when choosing a job?
	A Getting it near home so that it does not imply commuting
	B Having a safe job
	C Getting a well-paid job
2	Succeeding is for you:...
	A Earning a lot of money
	B Developing myself and be happy in my job
	C Social promotion
3	Are you emotive or impulsive?
	A Yes, I am
	B I am able to keep a relaxed appearance
	C No, I control my feelings
4	You attend a job interview and after doing different tests, they tell you that you must pass a medical and psychiatric examination and even a lie detector, where they make you intimate personal questions. Would you accept?
	A Yes, without doubt
	B No, it seem unacceptable to me
	C I would only allow them to make me the classical attitude tests and perhaps a medical examination if the job required so.
5	Are you optimistic and embarking without pessimism, trusting that soon or later you will get your target?
	A Si
	B Moderately
	C No
6	Do you have steady wish of reaching success in the profession you have chosen?
	A Yes, totally
	B I do not mind
	C I hope to succeed
7	At work, when there are different opinions, you defend your point of view...
	A With stubbornness
	B Reasonably.
	C No. I accept my superiors' opinion
8	Do you think success is compatible with a harmonious personal life or a happy family life together?
	A Yes, of course
	B It is incompatible with both

	C	That will depend on every person and circumstance
9	Would you mind sacrificing rest and leisure in order to dedicate yourself to your profession and succeed?	
	A	No
	B	Only if it is absolutely necessary
	C	Si
10	I am very untidy...	
	A	And it makes me anxious
	B	Yes, but I do not mind
	C	I am not.
11	You show symptoms of fatigue, anxiousness, apathy...?	
	A	Yes, often
	B	No, rarely
	C	Occasionally
12	I like my job	
	A	Yes
	B	It can be better
	C	I do not like it much or nothing at all
13	When I work in a team...	
	A	... most part of decisions taken are my suggestions
	B	... I contribute with ideas, but they are not the ones accepted at last
	C	...a bit of everything
14	I think of my colleagues...	
	A	...as friends
	B	... as rivals for promotion
	C	... in an indifferent way
15	I usually get work home...	
	A	Yes
	B	No
	C	No, but I think about work problems at home
16	Success for me is...	
	A	... to love and be loved
	B	... to enjoy of a good professional position.
	C	... to enjoy of a good economical position
17	At work I prefer...	
	A	Less responsibility and less money.
	B	More responsibility and more money
	C	More security and less money

	D	Less security and more money
18	To appointments...	
	A	I am usually late
	B	I get on time
	C	Sometime I am on time and sometimes late
19	My personal life has suffered ups and downs due to my profession...	
	A	Yes
	B	No
20	At work or on business...	
	A	...there are not personal questions
	B	...there must be a human treatment and never pass over people

Subunit 1.2.3 Expectation Evaluation

Learning Outcomes	Knowledge	Skills	Responsibility and Autonomy
	<ul style="list-style-type: none"> • Understand the relevance and use of the different evaluation methods, kinds and modalities. • Describe the concepts of the area of effective development and the area of potential development. • Define different tools to evaluate the Real Development Area and the Potential Development Area. 	<ul style="list-style-type: none"> • Distinguish the different kinds, modalities and methods of evaluation; depending on their use and conditions. • Distinguish the concepts of effective development and potential development • Identify the learner's starting situation and his/her needs. 	<ul style="list-style-type: none"> • Develop correctly the steps of the evaluation process: aim, indicators, criteria, instruments, referents.. • Use different tools to detect the Real Development Area and the Potential Development Area. • Carry out a starting diagnose of needs and resources. • Put the learning needs in order of priority according to the analysis carried out
Type of activity	<input checked="" type="checkbox"/> PDF <input type="checkbox"/> PPT <input type="checkbox"/> Image/Infographic <input checked="" type="checkbox"/> Video		<input checked="" type="checkbox"/> Test/Quiz <input type="checkbox"/> Game <input type="checkbox"/> Other (specify) <hr/> -
Duration	<p>Strictly speaking, the activity extends throughout the course, as the sheet of paper will have to remain available and visible so that the group can add expectations that may arise. In any case, the activity duration, strictly speaking will be:</p> <ul style="list-style-type: none"> • Part I: from 30 to 40 minutes. • Part II: from 10 to 20 minutes. • Part III: from 15 to 20 minutes. • Part IV: from 25 to 35 minutes. 		

Activity

It is an activity by means of which the training team and tutors of a students' group will know the expectations they have with regard to the training process. In this way, it will allow us to know the students as well as outstanding practical information to adapt ourselves to the expectations and requirements of the students group.

OBJECTIVES:

- Locate tutors and trainers before the expectations of our students' reality, which will allow us to adapt action strategies both pedagogical and emotional.
- Locate students before themselves and opposite their group members, in relation with their expectations of the course.
- Frame the training process before students, bringing the principles that constitute the basis of the course nearer.

METHODOLOGY FOR THE DEVELOPMENT:

Part I:

Extending a continuous paper on the floor, the tutor explains the group that the training process is a constant interaction among trainers, tutors and students. From that "strength idea", guides the expression of individual expectations of what each student expects to get from the course.

It explains how it is necessary to set a tool that facilitates trainers and tutors know the group, the group members know each other and have a space, as far as possible, to adequate the training process (contents, methodology, etc) to the group expectations.

Given that a training action has to respond to some students group expectations participants are requested to reflect in the continuous paper their answers to the following questions:

1. What is your motivation to participate in the course?
2. What are the most important targets you would like to reach?
3. What do you expect of this training course?
4. What should not happen in any case?
5. What do you expect of trainers?
6. What do you expect from the rest of the group?
7. What limits and rules should be expected in any case?
8. What are you ready to offer to this course so that it is a success?

The paper roll, on the floor is divided into 8 columns. Each question heads one column. Participants are requested to answer all questions. In this moment, the tutor puts an enough number of felt-tip pens of different colours on the floor and along the paper. The tutor gives participants a limited time to write down their expectations in the corresponding column, avoiding repetitions.

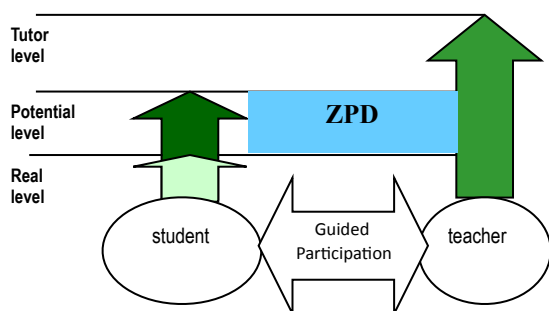
Assessment	<p>Being tutors and trainers we can proceed to do an intuitive global assessment once the activity has been performed, being able to base on what the group has transmitted during the dynamics.</p> <p>We highlight the idea that the fact that makes of this an assessment activity, does not mean that it is not subject to an assessment process both by the teaching team and by the students.</p> <p>It is recommended that the trainers group encourage students to update the expectations noticeboard throughout the course.</p>
Resources	<p>Trainers: An only tutor trainer is enough to develop the activity. The trainer team must decide if they will take part in the activity reflecting their expectations on the course. It is recommended that the decision is by consensus and obeyed by all the team. It is convenient that the tutor – trainer who develops this activity creates a confidence environment enough for participants not to fall in self-censorship neither at the time of expressing their expectations nor when marking the fulfilled expectations.</p> <p>Materials:</p> <ul style="list-style-type: none"> • A continuous paper roll. • Scissors or similar. • 1 marker. • Colour felt-tip pens. At least one per student. <p>Adhesive tape, drawing pin, magnets, strings or other appropriate material to fix the continuous sheet papers to the walls.</p>
Further reading	

Subunit 1.2.5 Identifying knowledge issues and Discovering Potentials: Our students' Zone of Proximal Development (ZPD)

As it has already been explained before, two of the main assessment functions are:

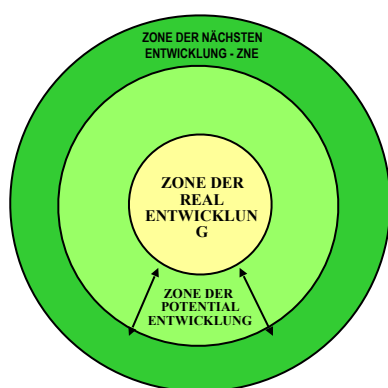
- **Diagnosis function:** pretends to bring to light the knowledge students have regarding some content at a certain moment. It allows knowing, for example, if they have former knowledge in relation with the topic, the level of motivation, some special interests... in order to get these data as starting point for the teaching process design that is going to take place.
- **Forecast function:** it means to be able to, from the provided information, forecast what is going to happen, and therefore, the possibility to maintain or change teaching strategies according to what is observed.

Reached this point we should mention Vygotski's Theory which presents the concept of "Zone of Proximal Development - ZPD". In any learning process, this is the distance between the student's real development level, determined by his/her capacity to solve a problem or task independently; and his/her potential development level, by means of task or problem solving through a facilitator's interaction, in our case a more experienced. To conclude, the Zone of Proximal development refers to what the student can do on his/her own, and what he/she can do with a's support, ZPD, is the distance from one point to the other one.



In these cases, the student supported by the tutor assistance "covers" that zone constructing knowledge, and new levels of real and potential development are established, to delimit a new Zone of Proximal Development.

With the assistance of the tutor in ZPD students can achieve certain knowledge that before was potential. This permits to obtain not only a new level of real development, but also and, most important, a new level of potential development that makes possible a new and more advanced ZPD, in which before they did not manage to do any activities neither alone nor accompanied.



In this sense and taking advantage of the principles of Vygotski's theory, tutors are recommended to participate in learning processes that try to make a personalized diagnosis of the students,

identifying their current situation and defining their potentialities. This will permit us adapt the learning rhythms to our students' special features.

Subunit 1.2.3 Expectation Evaluation			
Learning Outcomes	Knowledge	Skills	Responsibility and Autonomy
	<ul style="list-style-type: none"> • Understand the relevance and use of the different evaluation methods, kinds and modalities. • Describe the concepts of the area of effective development and the area of potential development. • Define different tools to evaluate the Real Development Area and the Potential Development Area. 	<ul style="list-style-type: none"> • Distinguish the different kinds, modalities and methods of evaluation; depending on their use and conditions. • Distinguish the concepts of effective development and potential development • Identify the learner's starting situation and his/her needs. 	<ul style="list-style-type: none"> • Develop correctly the steps of the evaluation process: aim, indicators, criteria, instruments, referents.. • Use different tools to detect the Real Development Area and the Potential Development Area. • Carry out a starting diagnose of needs and resources. • Put the learning needs in order of priority according to the analysis carried out
Type of activity	<input checked="" type="checkbox"/> PDF <input type="checkbox"/> PPT <input type="checkbox"/> Image/Infographic <input checked="" type="checkbox"/> Video	<input checked="" type="checkbox"/> Test/Quiz <input type="checkbox"/> Game <input type="checkbox"/> Other (specify) <hr/> -	
Duration			

Activity	<p>The Diagnosis tool “My Personal Goals” starts with an introductory part on what goals are then organizes them into a hierarchy in the academic, professional and personal development fields and, concludes with an action plan. It is aimed to students with a certain maturity degree although it can be adapted according to our students’ characteristics. And it can be directly used by the student and/or be of help to the tutor in the identification and clarification tasks of the students’ goals.</p> <p>OBJECTIVE: To facilitate relevant information on the students’ personal goals, what it is intended and what their goals and aims are</p> <p>METHODOLOGY:</p> <p>The tutor will have very clear the meaning of “PERSONAL AIM” in order to transfer it to the student. In this sense:</p> <ol style="list-style-type: none"> 1. Aim is understood as the finality towards which personal actions or desires are headed, it is what it is intended to get. 2. The personal goals clarification is important for the following: <ol style="list-style-type: none"> a) The clearer and more precise I have my personal goals, the more efficient I will provide the means to get them and viceversa. b) Some clear and achievable goals generate an important motivating strength in the person. c) The goals clarification fights apathy, indecision, low self-confidence..., giving rise to an improvement in the academic performance. d) The goals –a certain aim- are what move us to act, without them there would not be intelligent conduct, but instinctive or reflex one. e) The important thing is to have clear in your mind what I want, as that clarity will appear in the daily conduct, too. 3. The typical characteristics of the goals are: <ul style="list-style-type: none"> • That they are verifiable, that is that one can objectively state that they have been gained or not. • That they are made temporary, that is they have a certain time to be gained. For such reason, we can speak of short-term goals, as it covers weeks or some months, the limit would be on an academic course. Long-term goals may cover several years. <p>Once they are identified, the tutor will proceed to elaborate a worksheet “MY PERSONAL GOALS” together with the student, supporting him/her in any doubt that might rise. The worksheet elaboration is the student’s responsibility, although depending on his/her maturity level and autonomy there will be required the facilitator’s intervention at a lower or higher extent.</p>
Assessment	
Resources	<p>Diagnosis worksheet “MY PERSONAL GOALS” Ball-tip pen</p>
Further reading	

WORKSHEET: MY PERSONAL GOALS

EDUCATION / ACADEMIC / TRAINING FIELD GOALS

- They make reference to studies, to what I want to reach by means of the courses I am attending: for example, pass all subjects in next evaluation, get an average grade in June...
- Think over and write about your goals in the academic field. In the level section write 1st, 2nd...

Education / Academic / Training Goals LEVEL

PROFESSIONAL FIELD GOALS

- They make reference to the type of job I would like to have, what sort of professional I want to be ...: for example, I would like to become a computerizing specialist, be a good automobile mechanic, be a Government Administrator Employee...
- Think over and write down what your goals in this professional field are:

Professional goals LEVEL

PERSONAL DEVELOPMENT GOALS

- They make reference to what I intend to obtain as a person, in different fields from the previous ones: for example, being a good mate and having many friends, being a good tennis player, having personality and deciding by myself...
- Think over and write down what your goals in this personal field are:

Personal development goals LEVEL

ACTION PLAN

1. Check all the goals you have written down in previous sections are verifiable and made temporary.
2. Decide from among all previous goals the ones you are going to apply yourself as priority ones:
 - 1st Goal
 - 2nd Goal
 - 3rd Goal

3. Now try to write down all the means and strategies that come to your mind – the more the better- in order to reach the intended goals. In the same way, write down all difficulties or barriers that prevent you from gaining the goal.

1st Goal

Means or strategies I intend to reach it:

Difficulties or barriers that can prevent me from reaching the goal:

2nd Goal Means or strategies I intend to reach it:

Difficulties or barriers that can prevent me from reaching the goal:

3rd Goal Means or strategies I intend to reach it:

Difficulties or barriers that can prevent me from reaching the goal:

1.2 Mentoring and Supporting learning process

1.2.1- The Guiding and Accompanying Students Strategy

There are many types of supporting and guiding strategies in learning processes in which, among other things, the essential transfer of values from mentor to students. We refer to:

1. Mentoring action: the tutor helps the junior gain certain objectives
2. Accompanying actions: the tutor and the student develop a confidence mutual relationship through which a knowledge transfer is produced
3. Tutorship actions: The tutor supports the student in the acquisition process of certain learning.

The tutorship function in the Learning processes is based in the search of the students' comprehensive training, considering those ones not only must receive a technical training, but also must develop appropriately as persons. In a Learning frame, tutorship has the aim to influence on the student's aspects that prevent him/her from gaining a suitable development during his/her studies, and stop delays, disapproval and abandonment.

Guidance and tutor action aims

- Favour knowledge of the student's own characteristics, assuming every student is unique
- Personalized student monitoring with a preventive approach that avoids, if it is not impossible, the appearance of dysfunctions and clash.
- Adequate organization, teaching and assessment to the student's diversity
- Improve coordination of teachers who train the same group of students, with the purpose of unify criteria and action guideline.
- Coordinate resources to tend to the student's needs searching for the complementarity of the different training actions
- Help students who present special characteristics searching the resource optimization and the maximum student's integration.
- Favour an appropriate atmosphere for coexistence and team work of students.
- Favour the students advance according to the set pedagogical guidelines in its socio-professional development.
- Mediate in conflictive situations.

Tutorship in the Problem Based Learning process

In BPL the trainer in charge of the group acts as tutor instead of being a conventional teacher expert in the area in which he/she intends to work. The tutor will help students to reflect, identify information necessities and will motivate them to continue with their work, that is, will guide them to gain their proposal learning goals.

The tutor is not a passive observatory, on the contrary, he/she must be active monitoring the learning process and making sure the group does not miss the objective drawn, and besides identifies the most important topics to fulfil the resolution of the problem.

The main tutor's task is to make sure students progress in a suitable way towards the achievement of the learning objectives, apart from identifying what they need to study in order to understand better. For such reason, one of the tutor's basic abilities consist of the production of questions to facilitate learning; in this methodology it is fundamental to make suitable questions in the suitable moment as this helps to keep the group's interest and students to compile the suitable information in the precise way.

To sum up, the tutor must support the ability development in students to search for information and learning resources to help in their personal and group development.

TUTOR CHARACTERISTICS IN PROBLEM BASED LEARNING PROCESSES (ABP-PBL)	
Tutor “pedagogical” characteristics	Tutor “personal” characteristics
<ul style="list-style-type: none"> • Be aware of the thematic on which PBL works and become deeply familiar the learning objectives of the analytic programme. • Know in full depth the different roles performed within the PBL dynamic. • Know different strategies and methods to assess the students’ learning • Be aware of the necessary steps to promote PBL, and therefore the abilities attitudes and values stimulated with this way of working. • Be an expert on different strategies and group work techniques, apart from knowing the way to giving feedback to work in a group. 	<ul style="list-style-type: none"> • Must be ready to consider PBL as an effective method to acquire information and to develop the ability of critical thinking. • Consider the student as a main responsible of his/her own education. • Conceive the group as an integration space, direction and feedback. • Must be available for students during the team work period without abandoning the tutor’s role. • Must be ready and available to have individual consultancies with the students when it is required • Assess students and groups in the right time, and keep in touch with the rest of teachers and tutors. • Coordinate students’ feedback activities along the group wok period.

1.3.2- STRUCTURE AND CHARACTERISTICS OF THE TUTORSHIP IN A LEARNING PROCESSES

Structure in a Tutor Action

Guidance and Tutor Action must be specified, get systematize and organize in a guiding plan and tutor action. In this sense, every tutor action, including the one the tutor must make in learning processes, consists of 3 phases which are sequenced as follows:

1st PHASE PLANNING

Objetive We are talking about organizing and planning tutoring actions foreseeing the appropriate techniques, strategies and resources to make sure the consecution of the previously established qualification objectives.

- a) Planning Activity Proposal Justification: prior necessities analysis.
- b) Define pursued objectives.
- c) Define contents (conceptual, procedural y attitudinal).
- d) Establish specific tutoring activities
- e) Programme the methodology to be used (strategies, techniques to be used).
- f) Necessary means and resources and those one the centre has
- g) Timing.
- h) Define the assessment process (see phase 3)

2nd PHASE IMPLEMENTATION

Objetive We are talking about implementing tutoring actions, supervising the tutored learning process with the corresponding practical explanations and demonstrations.

Implementation Activity Proposal The tutoring activities must invite to action and participation. For this reason, in the development of tutoring action it is necessary to escape from monotony and routine, breaking with the traditional learning structure (paper, pencil and blackboard). In this sense, tutoring activities must be: attractive, dynamic, participative, imaginative, integrated, integrating, attainable, that they promote commitment.

As a suggestion, we propose the following activities grouped in sets of contents:

- a) Group activities and dynamics
- b) Personal guidance
- c) Training guidance
- d) Vocational and professional guidance

3rd PHASE ASSESSMENT

Objetive We are talking about assessing the reached levels by tutored as well as the plan and their own performance, putting into practice criteria and pertinent techniques and optimizing the tutoring model permanently.

Assessment Activity Proposal As an inherent learning - teaching process, the tutoring action must submit to monitoring and assessment. In this sense, it is interesting to know the starting point, monitor the guidance process, find out difficulties and value the results to introduce corrections in the process, improve performance and so contribute to the student's integral training development

The means for assessment (questionnaires) will have to be prepared depending on the collective,

Subunit 1.3.2 : Guide for the design and development of a tutorial interview

Learning Outcomes	Knowledge	Skills	Responsibility and Autonomy
	<ul style="list-style-type: none"> Describe the role and tools to be used in the problem solving process: analyse the problem, reasoning, identify shortages, explore knowledge and evaluate the process 	<ul style="list-style-type: none"> Suggest questions, proposals and pieces of information to favour discussion and to favour the identification of needs. Classify and select facilitation tools: use of open problems, Sum up, Summarise, Generate and evaluate hypotheses, Select ideas, Detect the need for new knowledge, Favour the construction of visual representations. 	<ul style="list-style-type: none"> Deploy different facilitation tools. Identify each participant's starting situation and put the needs in order of priority. Select individual learning strategies. Select the most suitable resources and supports for each learning situation. Establish the action plan adapting it to each person. Provide guidance.
Type of activity	<input checked="" type="checkbox"/> PDF <input type="checkbox"/> PPT <input type="checkbox"/> Image/Infographic <input checked="" type="checkbox"/> Video		<input checked="" type="checkbox"/> Test/Quiz <input type="checkbox"/> Game <input type="checkbox"/> Other (specify) <hr style="border: 1px solid red;"/> -
Duration	Not applicable		
Activity	<p>OBJECTIVE: Facilitate the instruments that permit a tutor to structure in a suitable way a tutorial interview with his/her students Present some aspects to be taken into account in the design of a tutorial interview in learning processes, as well as suggestions in order to care for the application of this instrument in the tutors' activity.</p>		
Assessment	N/A		
Resources	Sheet		
Further reading			

ASPECTS TO BE CONSIDERED	SUGGESTIONS
Objective	<ol style="list-style-type: none"> 1. Define and have a clear purpose on the interview, what do we intend?: <ul style="list-style-type: none"> • Obtain information on the student and his/her conditions, • Guide or give information to the student, • Intervention at the interested request, • Planning and commitment for future actions. 2. The abovementioned implies to define interview participants: student, student and teacher and/or parents.
Location	<p>According to the objective and the specific case situation, the place for the interview must be defined:</p> <ul style="list-style-type: none"> • A more formal place: school, the teacher’s office, etc. • A more informal place: the cafeteria, park, etc.
Stuff to be used	<p>It is very important to predict and have enough material for the interview: interview plan, register form, notebook, pencil, and so on.</p>
Starting the interview	<p>At the beginning of the interview we have three fundamental goals:</p> <ol style="list-style-type: none"> 1. Introduce ourselves, 2. Present and clarify the objective of interview and 3. Create a confidence atmosphere. <p>The foregoing requires being relaxed and sincere.</p>
Interview development	<p>We must pay attention to the following behavioural aspects:</p> <ul style="list-style-type: none"> • According to our objective define the attitude in the interview: explorer, reassuring, empathic, etc. • Verbal language: adapt the vocabulary to the individual and the circumstances. • Paraverbal language: try to inspire confidence in them through intonation, volume, rhythm, quiet voice so that we do not sound threatening. • Non verbal language: our body posture, gestures and expressions can indicate interest and confidence or just the opposite and the interviewee or an observer’s comments help to develop abilities in that sense. • Empathic attention towards the student: the tutor’s interest authenticity and his/her determination to put in “the other’s shoes”, is the best warranty to get a good communication.
Closing the Interview	<p>Finally three questions must be tackled:</p> <ul style="list-style-type: none"> • Summarize all points dealt at the interview • Clarify and note down any agreement and commitment taken • Fix next interview

CHECK LIST FOR THE ASSESSMENT OF A TUTORIAL INTERVIEW

PHASE OF THE INTERVIEW	QUESTIONS TO BE ANSWERED	YES	NO
Preparation	<ul style="list-style-type: none"> Is the place where the interview takes place suitable for gaining the objective? 		
	<ul style="list-style-type: none"> Does the tutor have ready the material to be developed in the interview: interview plan, register form, notebook, pencil, etc.? 		
Start	THE TUTOR:		
	<ul style="list-style-type: none"> Does he say hello and initiate with the introduction of the possible assistants (if there was any)? 		
	<ul style="list-style-type: none"> Does he make a presentation and clarifies the purpose of the interview? 		
Development	<ul style="list-style-type: none"> Does he try to create a confidence atmosphere so that the student can express himself freely? 		
	<ul style="list-style-type: none"> Is the attitude adopted by the tutor in agreement with the interview objective (explorer, reassuring, empathic, etc.)? 		
	<ul style="list-style-type: none"> Is the vocabulary used appropriate to the individual and his/her circumstances? 		
	<ul style="list-style-type: none"> Do the intonation, volume, rhythm and quietness in the tutor's voice facilitate the interviewer's confidence? 		
	<ul style="list-style-type: none"> Do the tutor's body posture, gestures and expressions indicate interest and confidence for the interviewee? 		
Closing	Finally, the tutor:		
	<ul style="list-style-type: none"> Did he summarize the dealt matters in the interview? 		
	<ul style="list-style-type: none"> Did he/she clarify and take notes on agreements taken and commitments? 		
Closing	<ul style="list-style-type: none"> Did he/she fix any appointment for the following interview? 		
	<ul style="list-style-type: none"> Did the tutor register the most relevant data in the interview? 		
Register of Data	<ul style="list-style-type: none"> Did the tutor register the most relevant data in the interview? 		