

Challenge-Based Learning Design in Higher Education: a New Context for Learning Beyond Competency Approach

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Institutional description

- **Online** general university
- Official qualifications within the **regulated university system**
- Many different knowledge areas within the framework of the **EHEA**

54,222 Students

58,792 Graduates

6,438 Active Classrooms

3,692 Teaching Staff

Law

Economy

E-Learning

Business

Education

Health

Computer science

Psychology

Humanities

Art

Design

Urbanism

Communication



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4. Implementation

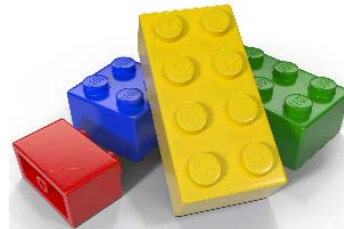
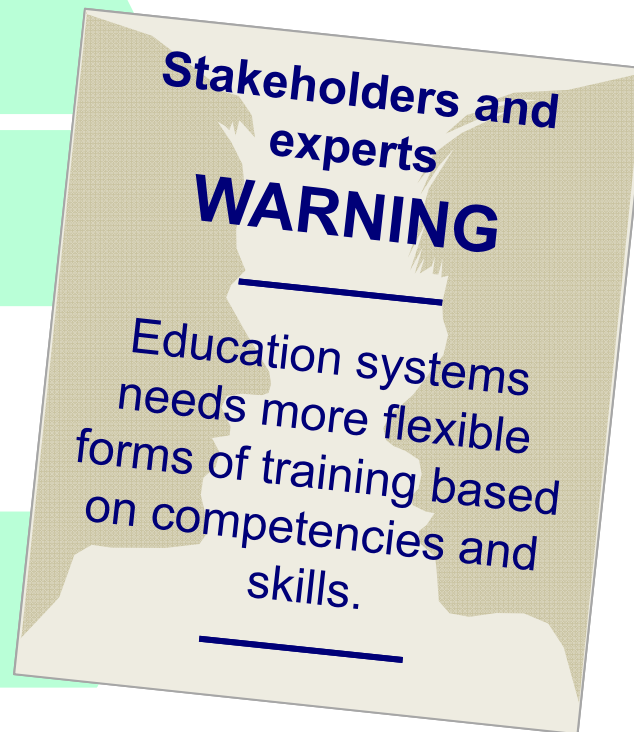
5. Results

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1. Current HE context

Gap between academic programs and the training needs



Shorter and more specific courses which enable training to be better adapted to the competencies required at any given time

Instead of

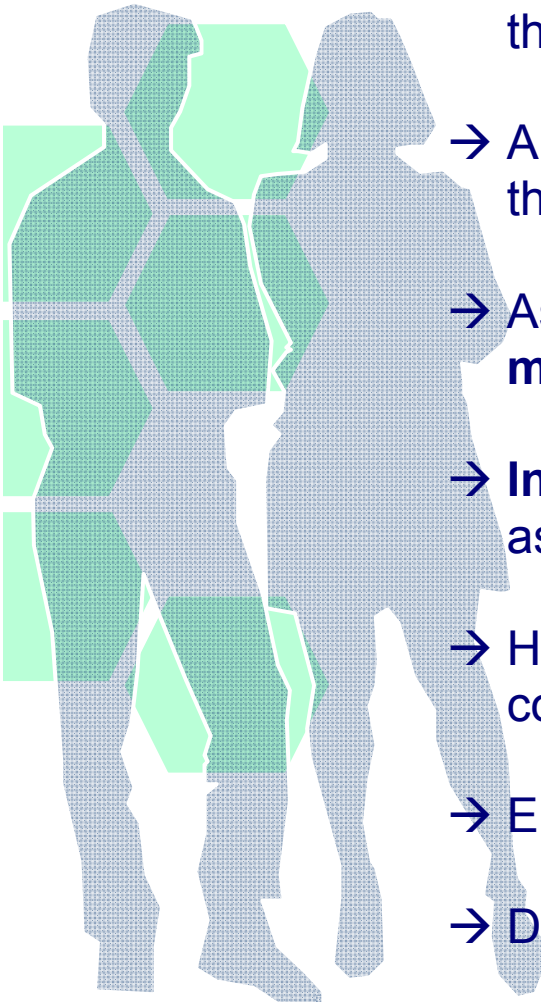
long-term bachelor's and master's degrees with general approaches





2. Starting point

- Reduce the **distance** between the training experience and the **workplace performance**.
- Aid students to **ensure academic success** and encourage their continuance.
- Assist students in their educational planning and **time management**.
- **Involve teaching staff** in the design, monitoring and assessment of the learning process.
- Highlight the design of training **based on the activity** and contextualize or inspired it by real experiences.
- Ensure **methodological quality** standard in subject design.
- Diversify the range of **educational content** and resources.



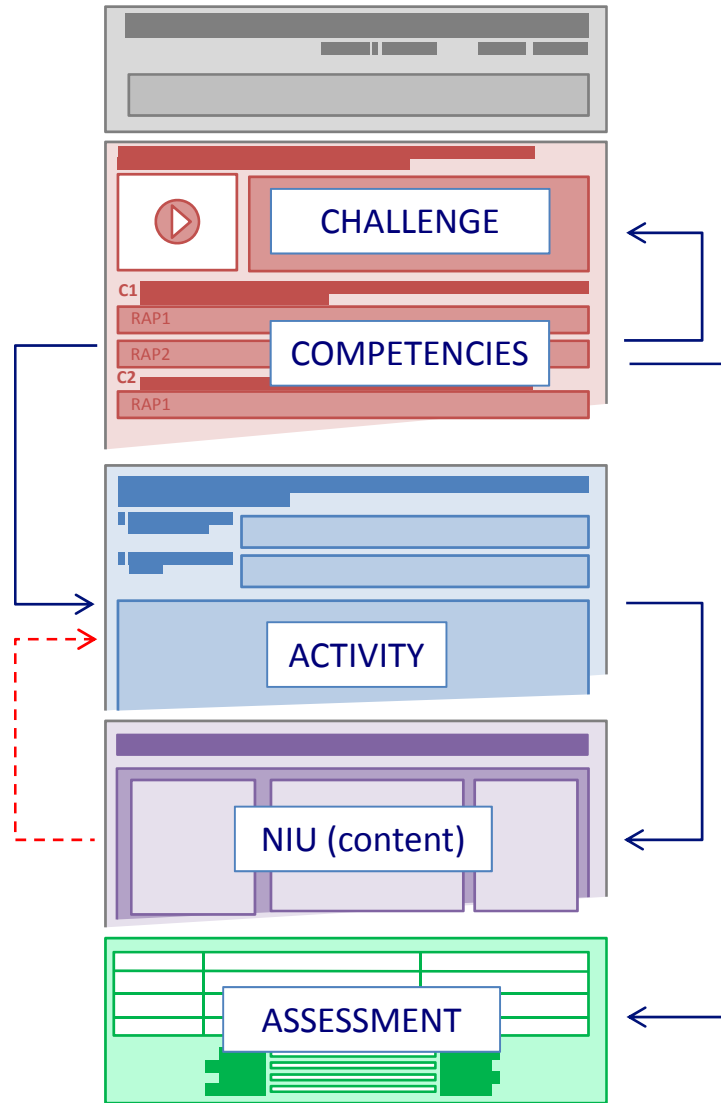
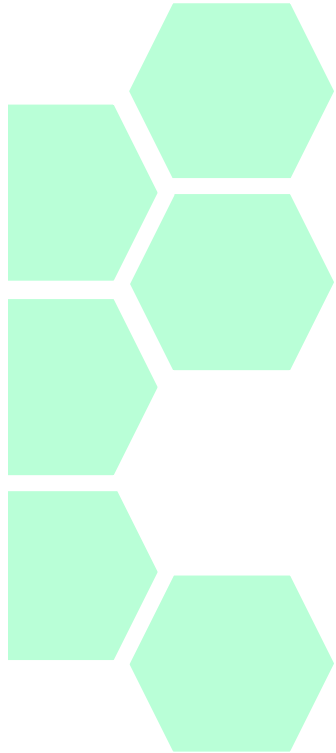


3. What does PLA-Niu means?

P (PERFORMANCE)	L (LEARNING)	A (ACTIVITY)
The student is guided by a professional or training situation in order to obtain a result related to a challenge.	The aim is to master the skills, knowledge, attitudes and values that arise from the competencies in the programme.	The learning process is guided by a continuous assessment activity.



3. What does PLA-Niu means?



B2.622 Aliments, cuina i esport

Repte 01 Com ha de ser el plat saludable de l'esportista?

Accedeix al vídeo



Enunciat

[Consulta l'enunciat de la PAC](#)

Disponible a partir de 21/10/17



Recursos



Qui acompanya l'estudiant en el procés d'aprenentatge i com ho fa?

5 min



Dedicar temps al disseny és invertir en un millor aprenentatge

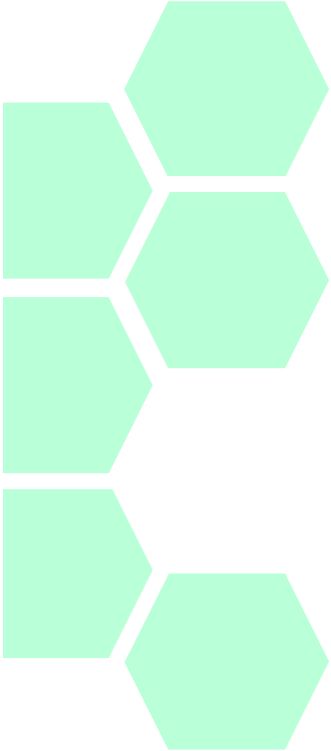
3 min



El disseny d'una assignatura en línia en set fases

50 min





Competencias asociadas	Resultados de aprendizaje
Elaborar propuestas gastronómicas saludables de acuerdo a las necesidades nutricionales del deportista.	Identificar los nutrientes y grupos de alimentos, y sus propiedades aplicadas en el deporte. Saber las bases de un menú saludable para un deportista o persona activa. Saber la composición de la hidratación. Pautar una adecuada composición y distribución de las comidas.
Comunicación efectiva a través de diferentes medios y en varios contextos.	Saber representar gráficamente las recomendaciones nutricionales de forma pertinente, comprensiva y comunicativa...

Formació bàsica per a la docència a la UOC (eLC License)

Quines responsabilitats tinc com a PRA?

2 h Temps mínim de dedicació recomanat



El disseny: El professor com a dissenyador tecnopedagògic.

Accedeix al contingut



Orientacions

No és més important el disseny dels continguts que el disseny metodològic o que la tecnologia que s'utilitzarà, sinó la capacitat d'integrar totes les estratègies i els recursos al servei de les necessitats d'aprenentatge i d'acord amb el perfil professional al qual ens adreçem en cadascun dels programes. El disseny tecnopedagògic proposa una estratègia de treball organitzada en set fases per a ajudar a prendre decisions fonamentades i planificar millor les accions que formen part del procés. Les set fases són anàlisi, planificació, disseny, creació, *management*, docència i avaluació.

L'estratègia es basa en els estàndards de l'IBSTPI i està adaptada al context de la UOC.

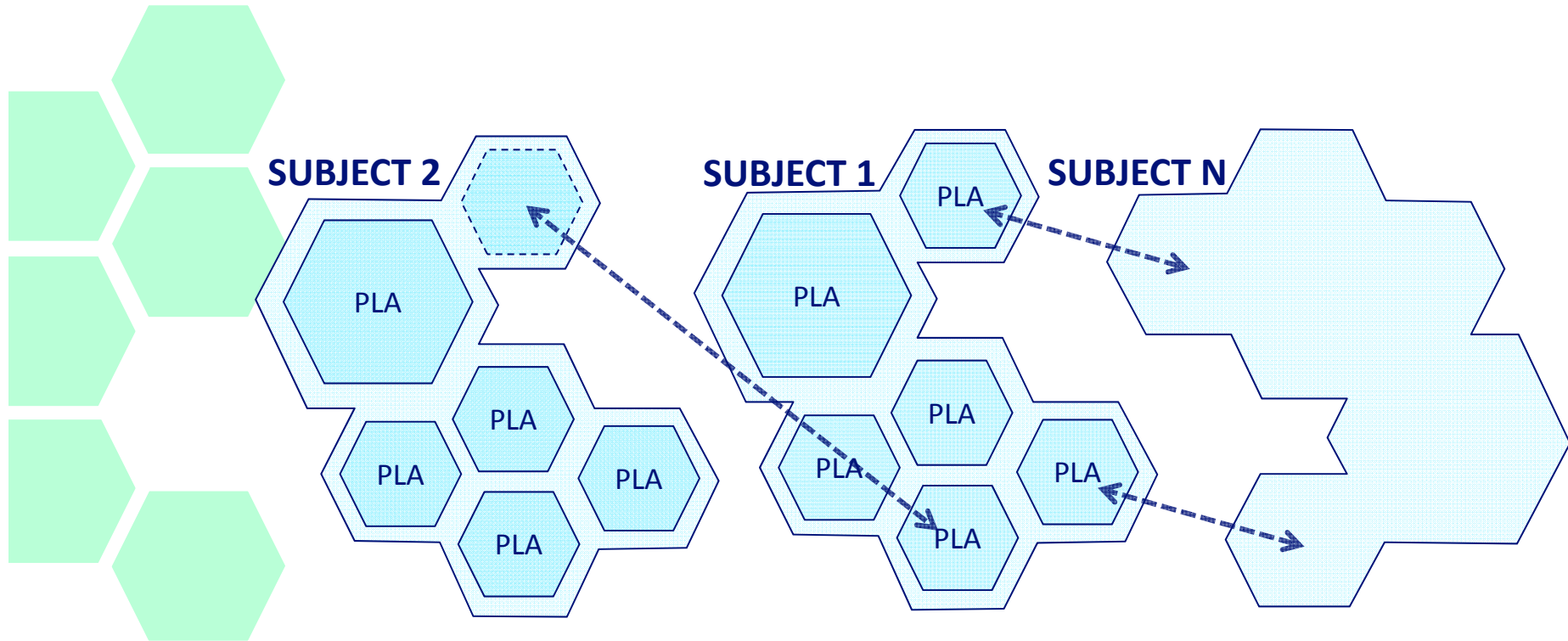
Font: L. Guàrdia (2016). *El disseny: El professor com a dissenyador tecnopedagògic*. PID_00245624 [Web]





3. What does PLA-Niu means?

Some ideas about what we can do with it

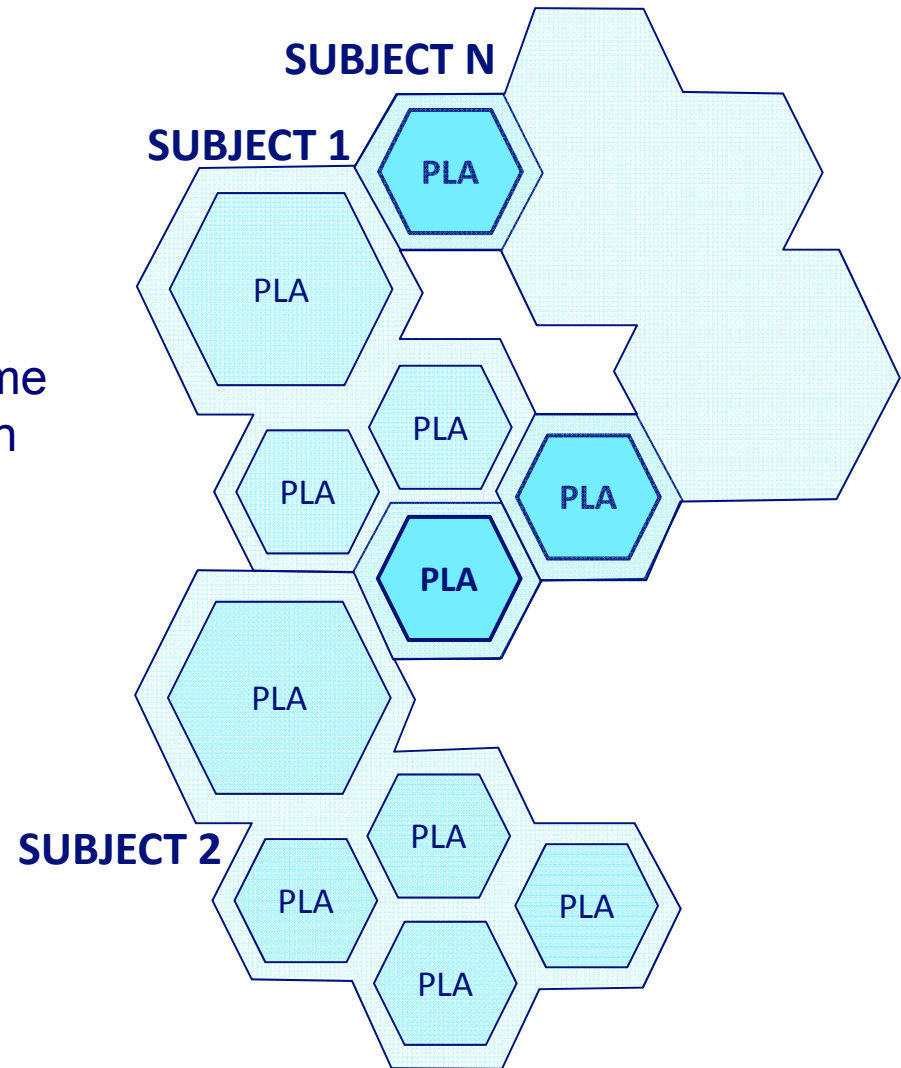




4. What does PLA-Niu allow?

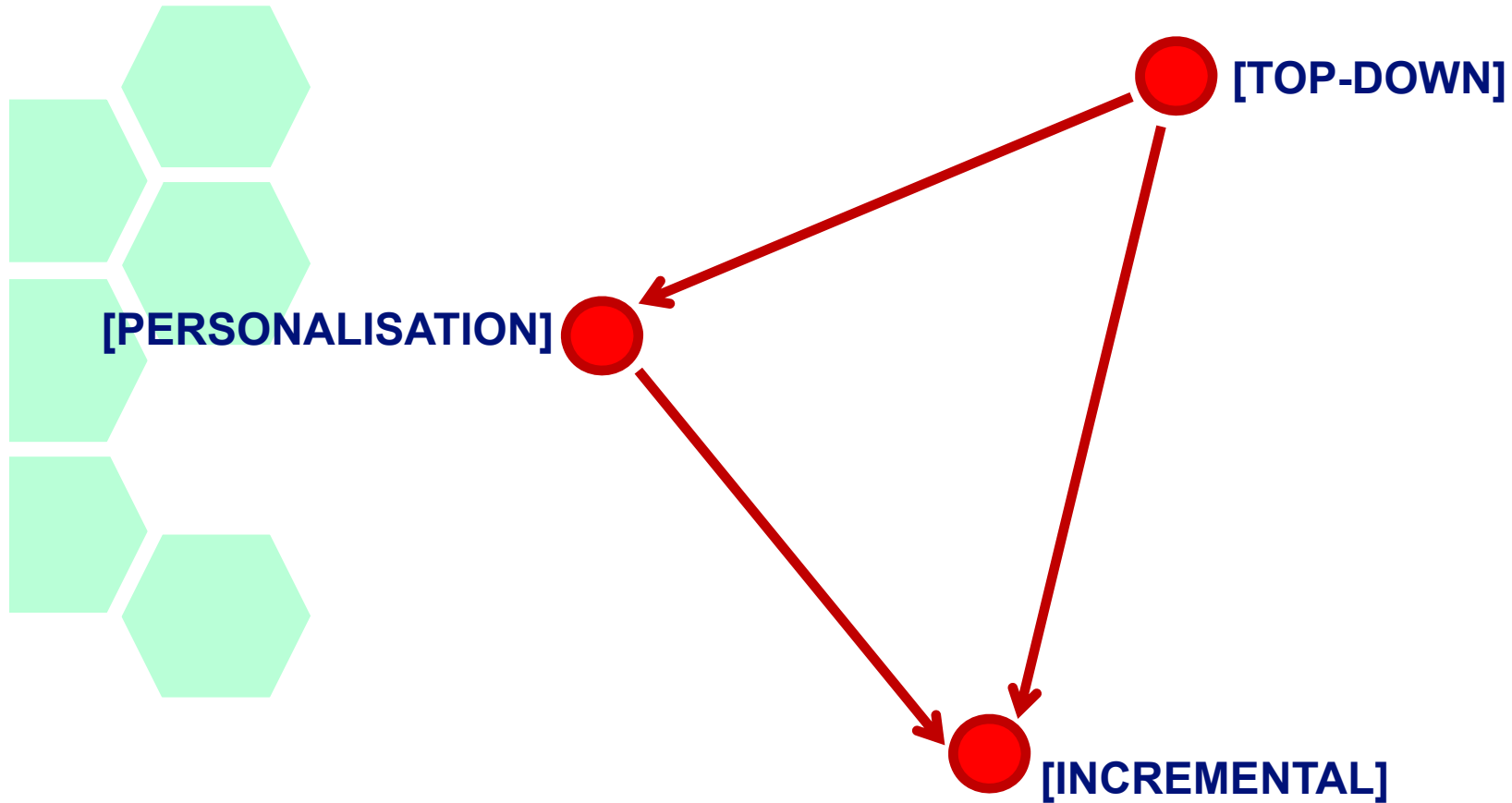
Some ideas about what we can do with it

- Enrolment to a **single activities**.
- **CBT** courses.
- Liquid and **adaptive** programs.
- **2 for 1 evaluation** (asses the same activity from different subjects with different criteria).
- **Keep save the mark** got in one activity.



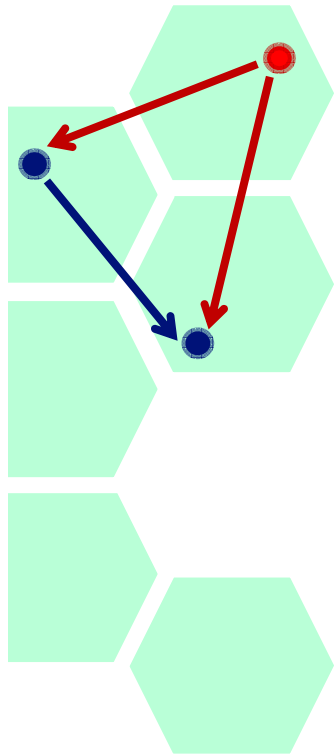


5. Experience of implementation





5. Experience of implementation [TOP-DOWN]

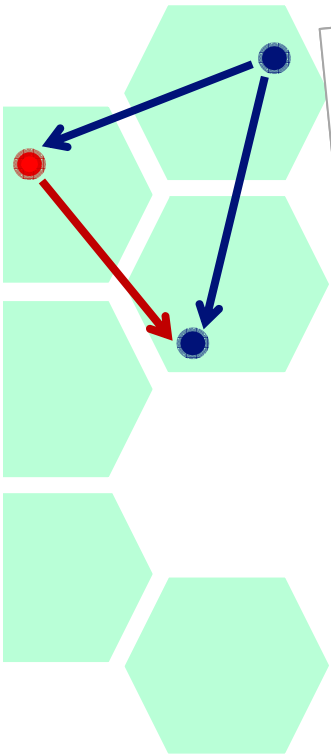


→ According to the University's strategy (2020).

- **Driven** by the Office of the Vice President for Teaching and Learning.
- **Lead** by the eLearn Center.
- **Supported** by the Library and Technology areas.



5. Experience of implementation [PERSONALIZATION]



Personalized advisory sessions

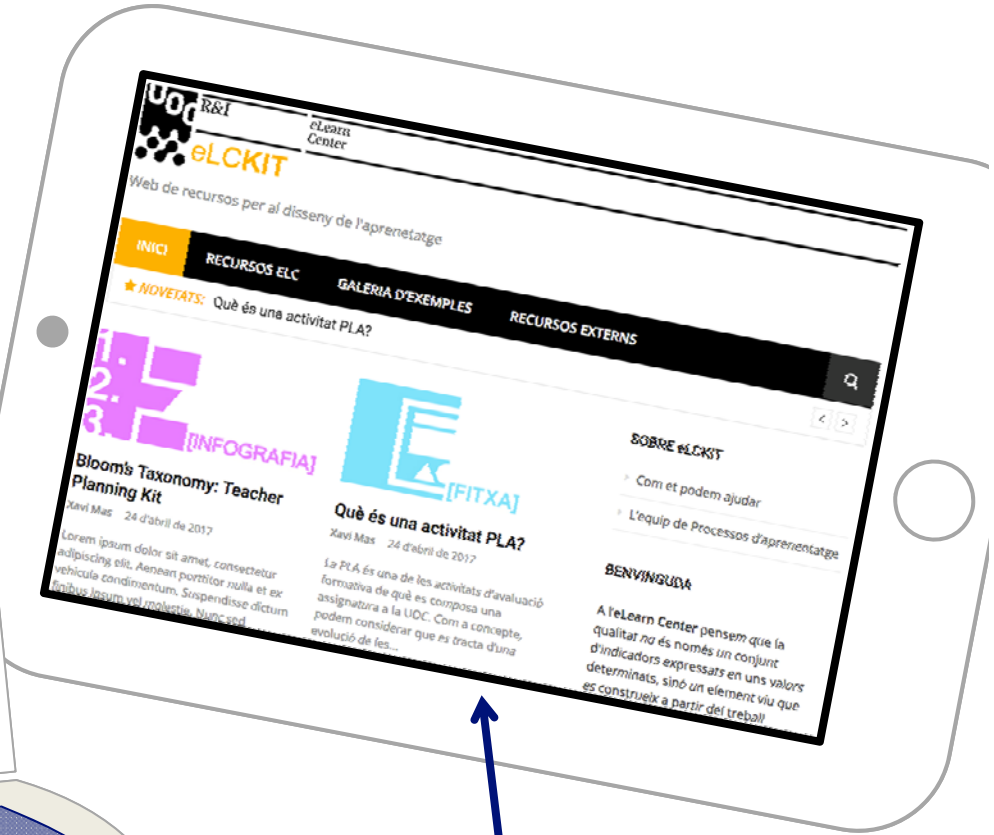
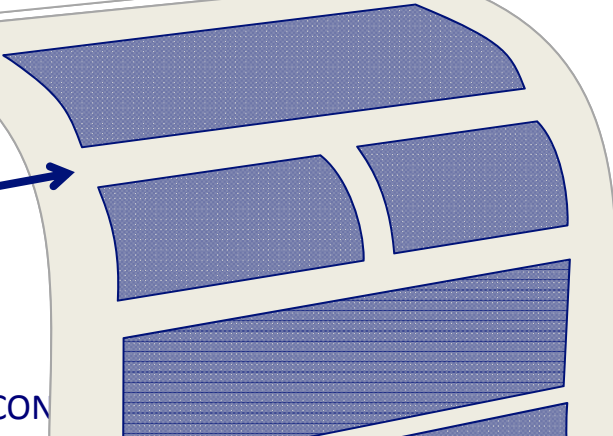


eLC Specialists + Library Specialists



Teachers involved

Teaching Pre-Project Template

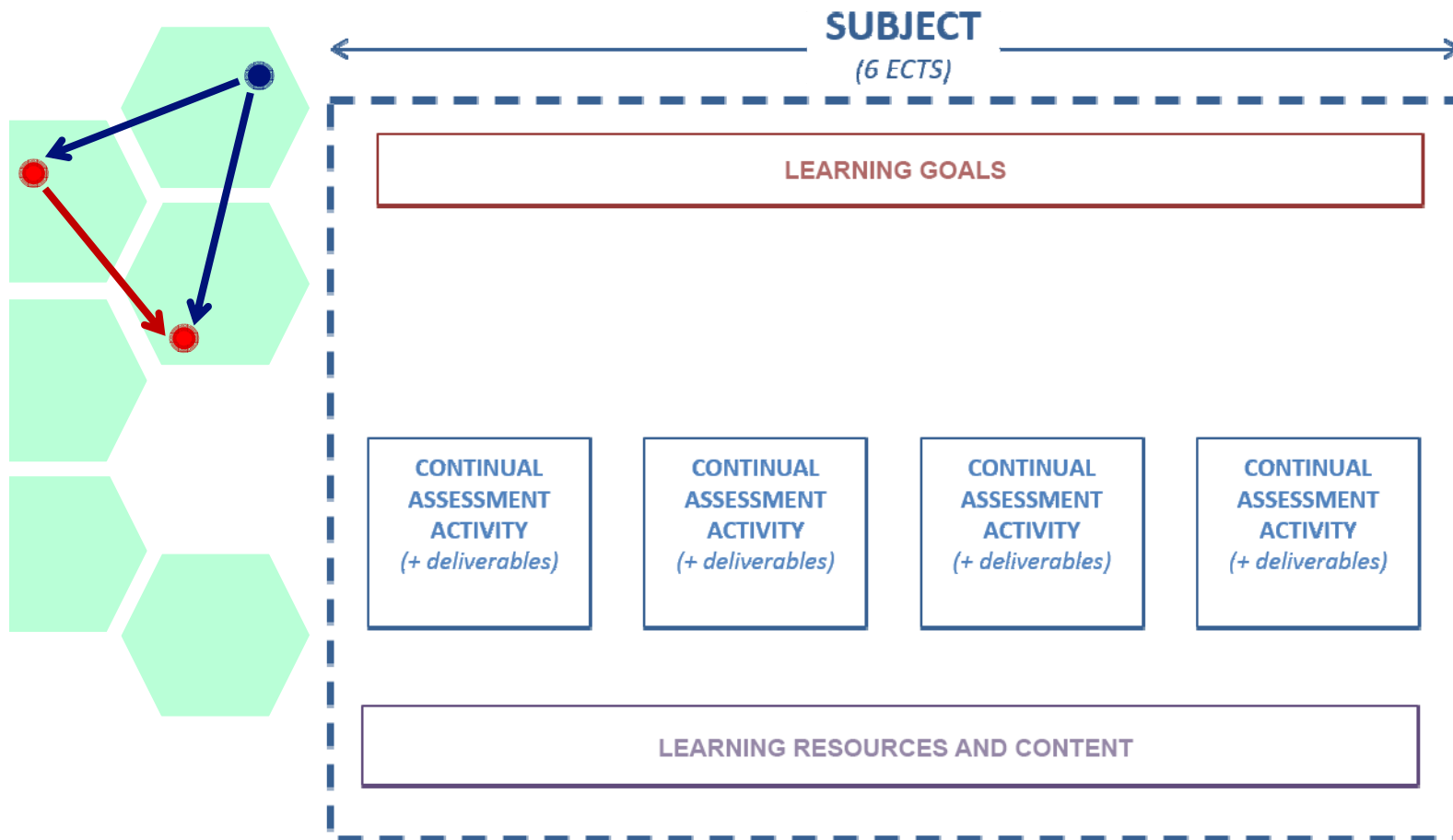


Resources for learning designing



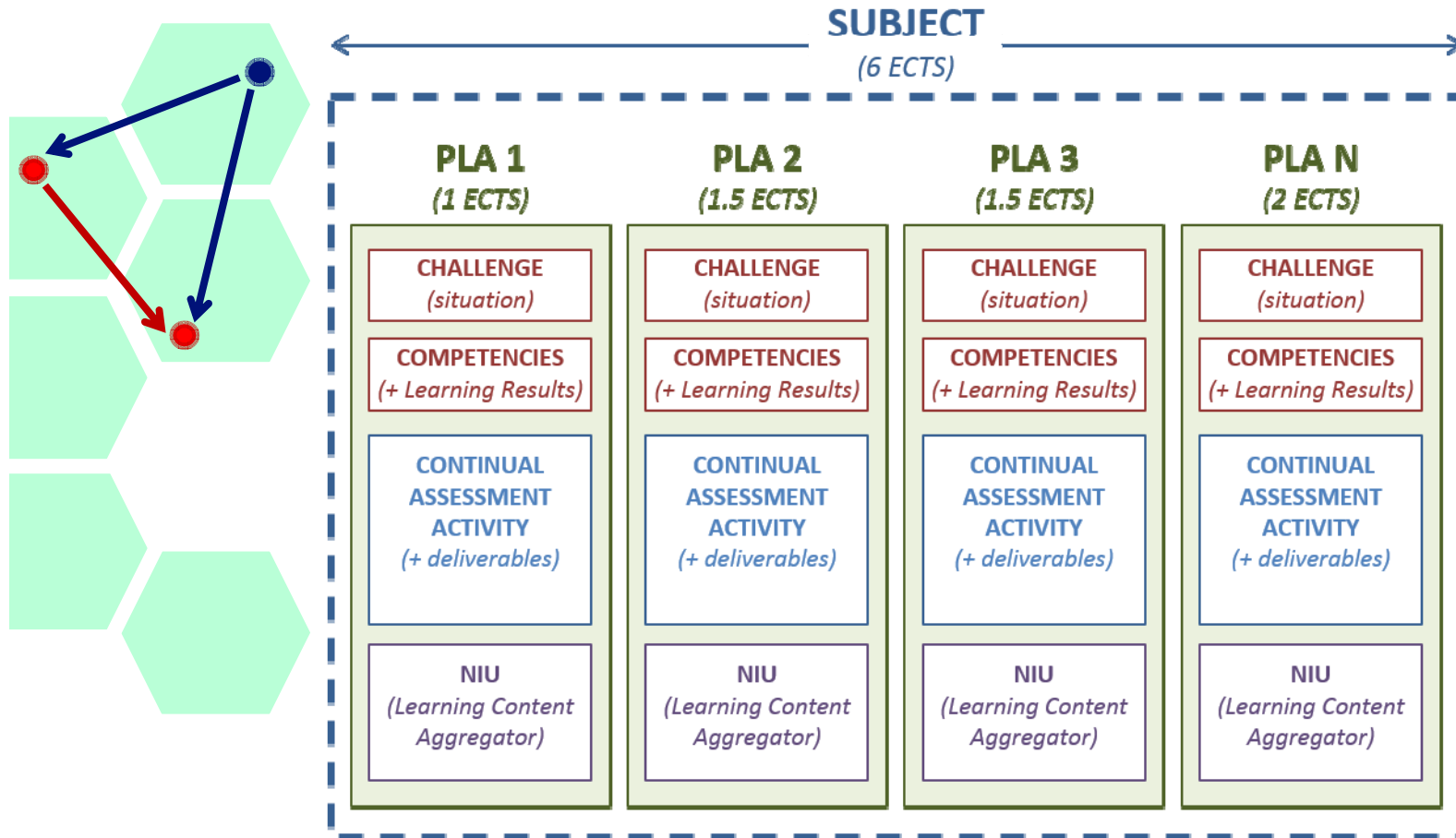


5. Experience of implementation [INCREMENTAL]



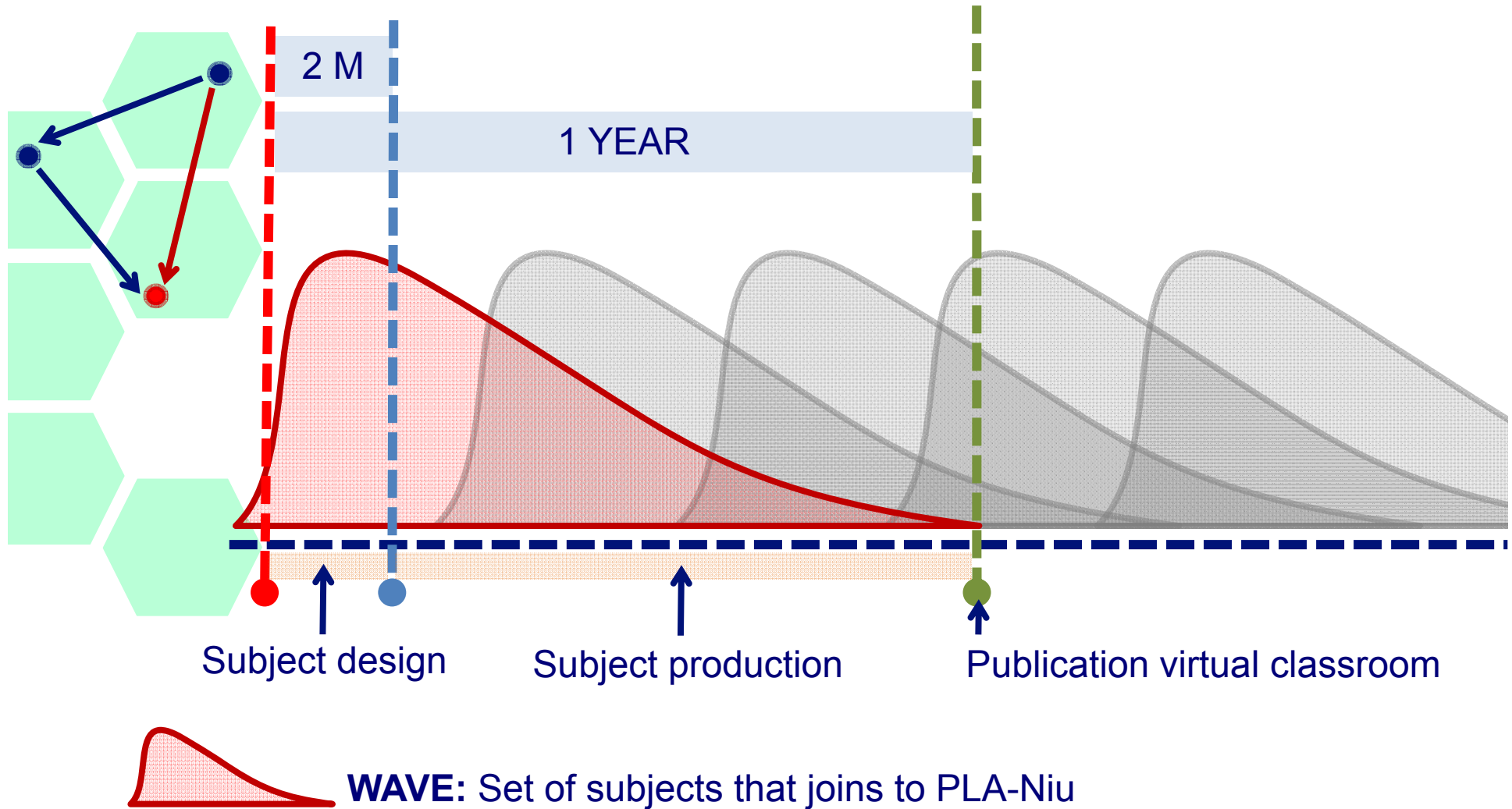


5. Experience of implementation [INCREMENTAL]





5. Experience of implementation [INCREMENTAL]





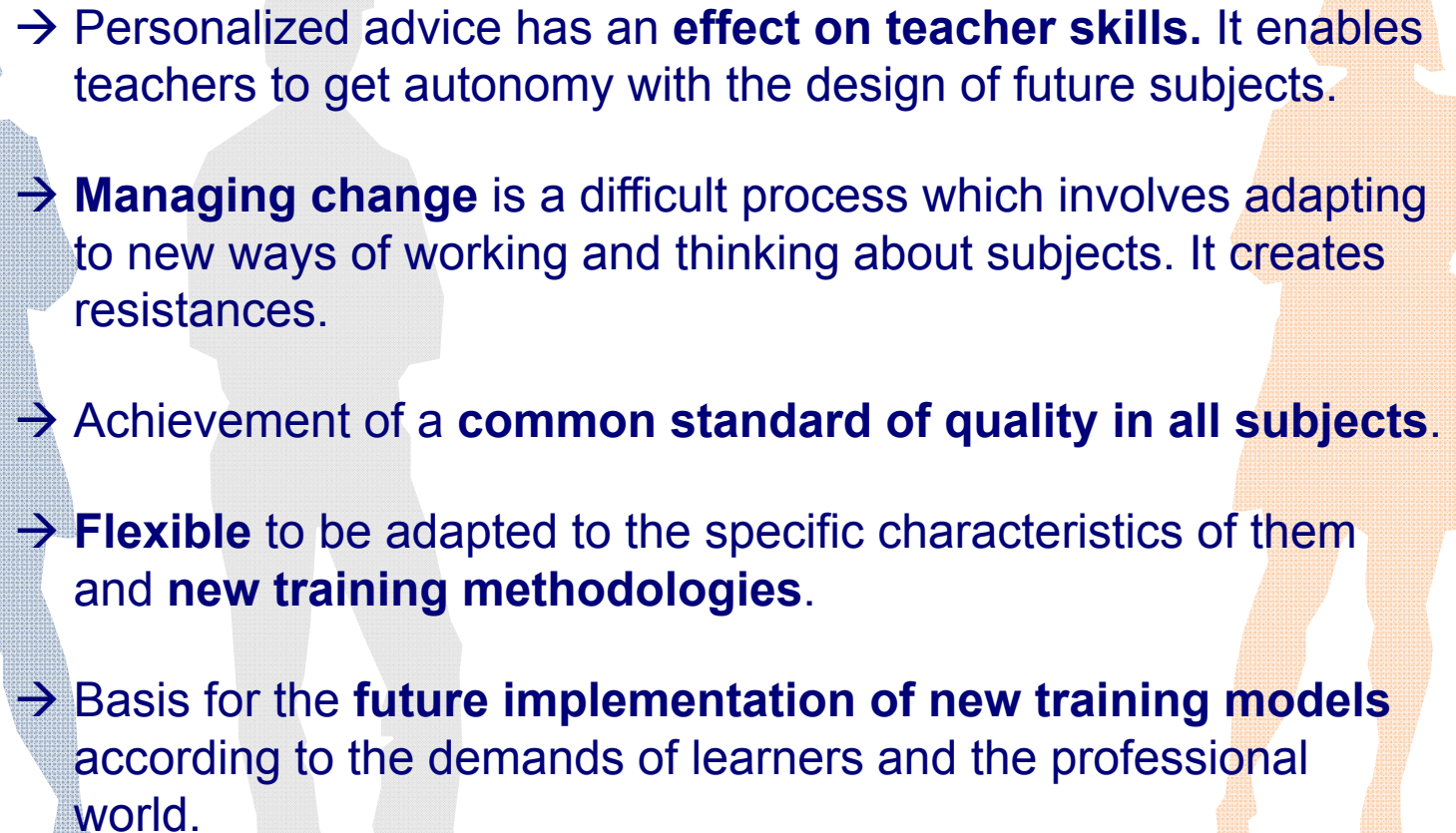
6. The PLA-Niu project in figures

	FACULTIES	PROGRAMMES	SUBJECTS	TEACHING STAFF (*)	ADVICE SESSIONS
Phase 1 (Nov.- Dec. 2016)	5	12	13 bachelor's degrees 38 master's degrees	37	150
UOC Total	7	24 bachelor's degrees 78 master's degrees 249 postgraduate diplomas, specialisations and courses	262		

(*) The UOC has 262 faculty members responsible for subject design and 2,991 teachers involved in classroom teaching.



6. Lessons learned and next steps

- 
- The background of the slide features four stylized silhouettes of people in various colors: a brown one on the far left, a blue one, a grey one, and an orange one on the far right. The silhouettes are semi-transparent and overlap slightly. The text is overlaid on the right side of the slide.
- Personalized advice has an **effect on teacher skills**. It enables teachers to get autonomy with the design of future subjects.
 - **Managing change** is a difficult process which involves adapting to new ways of working and thinking about subjects. It creates resistances.
 - Achievement of a **common standard of quality in all subjects**.
 - **Flexible** to be adapted to the specific characteristics of them and **new training methodologies**.
 - Basis for the **future implementation of new training models** according to the demands of learners and the professional world.



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Center

***THANK YOU FOR YOUR
ATTENTION → 😊***



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