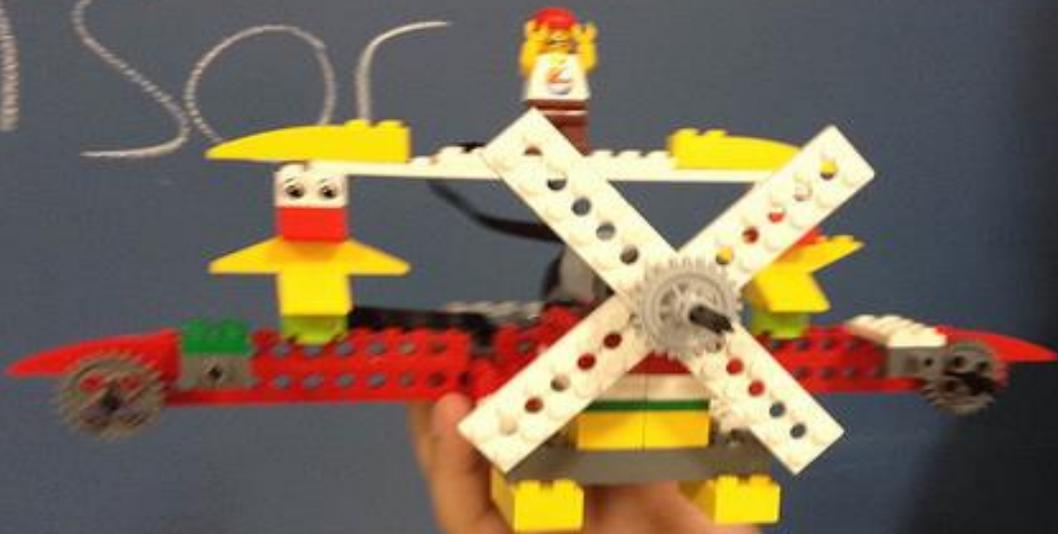
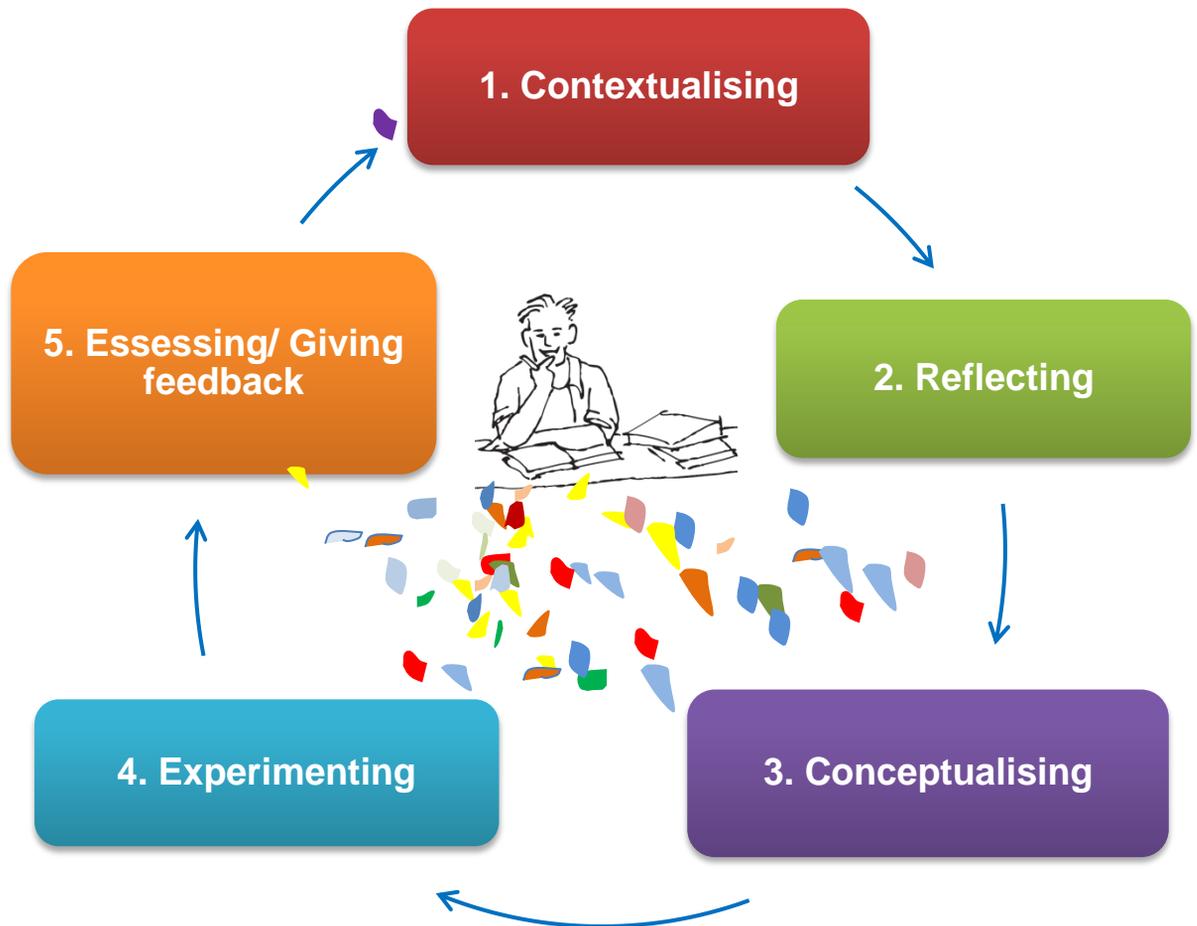


Teaching Model of the University of Deusto (MAUD)



Modelo Deusto de Formación



Here we explain the University of Deusto Teaching/Learning Model (MAUD). Work units should be structured into a number of stages to facilitate students' active construction of the learning content and the meaningful integration of that knowledge that will allow subsequent recovery, application and transfer.

The five proposed stages of the Pedagogical Framework are described below briefly.

1. Contextualising



Experiential context (EC)

This first stage seeks to give students an insight into the topic or issue under study. The aim is to motivate students through their experience and context so that they can have an initial general overview on the subject and the context in which it is especially relevant, or where the contents to work on can be applied.

The main task of the teaching staff is to *help* students to construct knowledge, by combining the logical structure of each subject area with students' psychological and social perspective. To do this, it should be borne in mind that a person's learning stems from their previous conceptions or *preconceptions*, ideas, experiences; that is, from their personal and academic context and their own social environment; this can be expanded to a wider and more international political, economic, cultural and historical context.

Learning should be related to personal experience (analysis of concerns, diverse experiences, information on the subject to contextualise it, relationship with other contexts, future expectations, issues on how we learn, participants' common and differing perceptions). This can be done collaboratively, by exchanging and contrasting individual experiences and approaches on the subject.

Furthermore, it is also important to share the objectives of the process from the very beginning, define the problem under study, the competences to be enhanced and the contents and activities to be developed so that students become fully involved in their learning process.

2. Reflecting



Reflective Observation (RO)

The aim of this stage is to encourage students to ask questions, to question themselves, as there cannot be significant learning if one does not ask oneself or questions about it. It can be a question, a number of questions, a conflict, or a gap between what I know and what I need to know or do; all that drives students into action and hence, to the construction and reconstruction of knowledge.

It is therefore desirable and necessary to encourage students 'questioning skills, the formulation of their own questions and search for answers prior to others' questions and answers: What happens here? What is this topic or situation about? What are its keys? What are the reasons or factors? Why? What for? What reaction does this observation produce on me? What am I interested in? What contradiction does it cause on me? How does it affect my convictions? How does it challenge me? What is it that I do not understand? What thought or reflection does it suggest? What could I do?

Sharing your questions and reflections can also be a first step to start working as a team: What are my key questions? What are those of my classmates? What questions have been raised by the authors and specialists on the subject? How do we value these contributions?

Reflective observation consists of opening students' eyes to perceive the surrounding reality and question, through reflexion, the considerations of what this observation really means.

3. Conceptualising



Conceptualisation (C)

The next step is to help students gain an insight into the theoretical approaches to the topics under study. The aim is to bring students closer to the theoretical approaches that have been developed in a specific scientific or technical area: the answers given by authors and schools to key issues in each discipline. Conceptual learning is based on the acquisition of knowledge, scientific terminology, facts and data, methods and strategies, principles and theories that make up the scientific and technical knowledge of each discipline.

The aim is to foster learning based on the use and application of cognitive skills such as understanding, analytical and synthetic thinking, critical thinking or divergent thinking, which provide an integrated learning approach (allowing to place the concept, fact, data, scientific principle or theory in one's own intellectual structure) and a meaningful learning (adding or incorporating relevant knowledge to one's own personal development related to our attitudes, values and competences).

4. Experimenting



Active Experimentation (AE):

In this fourth learning stage, we consider how students can apply the contents they have just worked on. It refers to the theoretical/practical relationship and includes any activity (exercises, internships, projects, research work, designs or any other active proposal to be carried out by students on a specific subject, year or degree) that promotes the development of students' competences concerning the application of concepts, theories or models in order to strengthen them, use them for problem solving or to design or implement a model or strategy.

This stage is well-suited to collaborative work, as it requires applying a wide range of skills and competences by different team members.

The questions that can help to develop this stage refer to two areas: technical area (issues on the best approaches, procedures, strategies, methods, resources to carry out a task or project); social and human area (how these activities affect people; their social, human, environmental, political, teaching, sociological impact, among others).

5. Assessing / Giving feedback



Assessment (A)

We cannot complete a learning cycle without asking ourselves what we have done and what we have achieved. To do this, we can distinguish three assessment levels:

Personal level: It seeks each person's self-assessment on the acquired knowledge and skills, their limitations, personal motivations, and individual attitudes, beliefs and values. It also includes a personal contribution and the value students attach to learning: What do you think you have learnt? What has this learning given you? What difficulties have you encountered?

Academic level: It is based on feedback as a key element for students' progress. Receiving feedback on how we learn, what the main difficulties and obstacles to overcome are, the main flaws to correct, is the basis for improvement and optimal performance.

Summative level: Its aim is to balance students' work and study. It is therefore forming a judgement or assessing a student's attainment of knowledge, which is assessed with a mark and shows the **level of competence achieved**.



Teaching Innovation Unit. 2016
innovacion.docente@deusto.es