

# LEARNING SITUATIONS: CONCEPT, PARTS AND PHASES FOR THEIR DESIGN

## LAS SITUACIONES DE APRENDIZAJE: CONCEPTO, PARTES Y FASES PARA SU DISEÑO

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### **Abstract:**

This article tries to offer an overview of learning situations, starting from their concept up to the phases for their design. In this sense, it begins with the definition of the learning situation and the basic guidelines for its design offered in the Royal Decrees, also considering the currents that have served as the basis for its approach by the Ministry as the optimal option for the design and implementation of the competency-based perspective in the classroom. Next, it presents a proposal of the fundamental parts that they must contain, taking as a reference the orientations that in this respect offer the curricular developments of the different Autonomous Communities; to finish with a last proposal on the phases to follow for their design, together with advice or suggestions for an adequate preparation.

**Keywords:** *learning situations, specific competencies, evaluation criteria, Universal Learning Design, tasks, methodological approach, competency profile.*

### **1. INTRODUCTION.**

The information society of the 21st century, characterized by continuous scientific advances and the trend towards economic and cultural globalization, as well as by the development of information and communication technologies and the Internet, has given rise to a new era distinguished, among other aspects, by the easy access of population to huge amounts of information immediately, aspects that demand a profound remodeling of the current educational system to adapt to this new era from a social, economic and labor point of view.

In the same vein, the Lisbon European Council held in 2000 set a new strategic objective for the first decade of this century: "To become the most competitive and dynamic economy, based on knowledge, in the world. Able to grow economically in a sustainable way with more and better jobs and with greater social cohesion", which materialized in the educational field in specific goals such as increasing the rate of schooling at an early age and in post-compulsory education, achieving success for all students in compulsory education and promote lifelong learning, citizenship, equal opportunities and social cohesion.

The establishment of these goals led in 2006 to the incorporation of basic competencies into our curriculum, a fact that took effect with the promulgation of Organic Law 2/2006, of May 3, on Education and its corresponding regulatory development. This was the first step towards the competency-based educational approach that we are currently committed to. However, although it was a first step towards the current path, the proposed curricular structure did not present a clear correlation of the basic competences with all the curricular elements beyond the approach of the contribution of the curriculum of each area or subject to the aforementioned competencies. Thus, the achievement of the stage objectives from the achievement of the area or subject objectives continued to be the basis of education, while there was no clear relationship between the

evaluation proposed in the curriculum and the assessment of achievement of basic competencies through it.

It was for this reason that this curricular and legal change did not have a real impact on the school culture<sup>1</sup> and in the teaching-learning process in the classroom, taking into account, on the one hand, that the contents continued as key element of the curriculum, that a clear and real connection was not established between the basic competencies and the rest of the curricular elements and, finally, that the methodological change was not accompanied by a change in evaluation.

A few years later, the concept of basic competencies was reformulated and transformed into key competencies with the modification of the LOE promulgated by Organic Law 8/2013, of December 9, for the improvement of educational quality. The changes proposed by this modification, based on those proposed by the European 2020 Strategy, materialized in the educational field in the improvement of education levels, with the reduction of school dropouts and the increase of people with higher education studies or equivalent. For this purpose, the Commission pointed out that Member States needed to improve educational outcomes, addressing each segment (pre-school, primary, secondary, vocational training and university) through an integrated approach that works on key competencies and aims to reduce early school leaving and ensure the skills required to continue training and access the labor market. However, once again the promulgated and reformulated vision of competencies suffered from the same deficiencies mentioned above. That is the reason why this educational model continued without being fully established in our system.

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<sup>1</sup> The key competencies are established in accordance with Recommendation 2006/g62/EC, of the European Parliament and of the Council, of December 18, 2006, on the key competences for lifelong learning. Based on it, the concept and typology of competencies is reviewed and reformulated in Organic Law 8/2013, of December 9, for the improvement of educational quality and Order ECD/65/2015, of 21 of January, which describes the relationships between the competences, the contents and the evaluation criteria of primary education, compulsory secondary education and the baccalaureate.

It has been the modification of the LOE implemented by Organic Law 3/2020, of December 29, within the framework of the 2030 Agenda to "guarantee inclusive and equitable quality education and promote lifelong learning<sup>2</sup> opportunities for all" and in compliance with the guidelines established by the Council Recommendation of May 22, 2018 on key competencies for lifelong learning, the one which is more clearly committed to a competency-based approach that takes as a reference the acquisition of specific competencies from each area or subject in the first instance, which in turn contribute to the acquisition of the competency profile of each cycle and stage, contemplating changes from the methodological point of view that have a direct correlation in evaluation.

To that end, the learning situation is determined as the basic unit of work, the axis of the design and implementation of the teaching-learning process. It is at this point where the problem arises for teachers and educational centers: how to carry out their planning and design for the subsequent implementation of the didactic programming, for which this article tries to offer some tips. In the first place, the concept of learning situation and the basic guidelines for its design in the Royal Decrees will be considered, as well as the currents that have served as the basis for its approach by the Ministry as the optimal option for the design and implementation of the competency perspective in the classroom. Next, a proposal of the fundamental parts that it must contain will be proposed, taking as a reference the guidelines offered in this respect by the curricular developments of the different Autonomous Communities; to end with a final proposal on the phases to follow for its design, along with advice or suggestions for proper preparation.

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<sup>2</sup> This recommendation urges all the states of the European Union to include and develop the key competencies in all their educational systems.

## **2. THE CONCEPT OF LEARNING SITUATION: FOUNDATIONS AND BACKGROUND.**

The Ministry of Education and Vocational Training defines in its web learning situations as units that "represent an effective tool to integrate the curricular elements of the different areas through significant and relevant tasks and activities to solve problems<sup>3</sup>". At a higher level of specificity, article 2 of the Royal Decrees of minimum teachings developed by Organic Law 3/2020, of December 29, for each of the educational stages: Royal Decree 95/2022, of February 1, by establishing the organization and minimum teaching of Early Childhood Education, Royal Decree 157/2022, of March 1, which establishes the organization and minimum teaching of Primary Education, Royal Decree 217/2022, of March 29, which establishes the ordering and minimum teachings of Compulsory Secondary Education and Royal Decree 243/2022, of April 5, which establishes the ordering and minimum teachings of the Baccalaureate defines them as "situations and activities that involve the deployment by students of actions associated with key competencies and specific competencies, and that contribute to their acquisition and development".

In line with this definition, the respective annexes III of each of the referenced Royal Decrees offer a series of guidelines for their design, contextualized for each of the educational stages. As key elements that must be present in these situations for all stages, we can highlight those that are detailed below:

1. The student must become the agent of his/ her own learning.

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<sup>3</sup> <https://educagob.educacionyfp.gob.es/curriculo/nuevo-curriculo/menu-curriculos-basicos/ed-primaria/situaciones-aprendizaje.html>

2. These situations must be stimulating for the student, significant, integrating and must be well-contextualized.

3. They have to be designed based on the interests of students, taking their concerns and needs as a reference.

4. They have to pose a challenge or problem that mobilizes what they have learned in the areas or subjects worked on in an integrated way.

5. In the proposed activities and tasks they have to work in different groups: individually, in pairs, in small groups, etc...

6. They must encourage the development of a critical and reflective approach and address aspects related to common interest, sustainability, coexistence and respect for differences.

7. The application of the Universal Design for Learning (UDL) principles should be fostered to avoid the elements and barriers that generate exclusion.

As differentiating aspects in the orientations offered for each of the stages, we find how in Primary Education putting into practice in learning situations oral production and interaction is emphasized, at the same time that from this stage on the use of authentic resources for their development. In the case of Compulsory Secondary Education, a further step is taken, oriented towards the implementation of verbal production and interaction -involving in this not only oral but also written ones-. Ultimately, the Baccalaureate stage is directed towards the planning and application of complex tasks whose resolution implies the construction of new learning and prepares students for their personal, academic and professional future.

From what has been previously stated, both in the definitions of the referred learning situation and in the orientations offered in the different basic regulations mentioned, it can be deduced that the new methodology proposed for the design and implementation of learning situations is basically identified with the proposal of project-based learning (PBL) and task-based learning, in which, as Vergara Ramírez (2015) notes, elements and proposals from a wide

variety of currents come together. On the one hand, it has its roots in neuroscience (Davidson et al., 2012), in its conception of learning, taking as point of departure the idea that the brain works to guarantee the survival of the human being, to cover and satisfy their interests and needs and, therefore, always works and learns with a subjective intention. On the other hand, it considers principles postulated by enactivism (Varela, 1999), which proclaims that learning is subject to all moments of our lives and not only to the formal learning context in the classroom. In this sense, he points out that when we investigate, believe, communicate or create, among other of the multiple actions carried out by the individual, we learn. We cannot forget the similarities with assumptions raised by connectivism (Downes 2007; Siemens, 2005), such as the fact that human beings learn by participating in networks for the exchange of information, knowledge and experiences and not in a unidirectional way in the formal school environment of the classroom. Last but not least, situationalism (Claxton, 2008; Nuthall, 2005) is considered as one of the fundamental axes of PBL and, therefore, of the methodology proposed in learning situations: the need for contextualization, because for learning to be functional and meaningful, it must be acquired through an immersion process, that is, to learn and understand the elements of a culture, one must live in it and detect, apply and transform the observed patterns.

Likewise, the design and operation of PBL and learning situations is also based on experiential learning and the 4 stages of its cycle (Kolb, 1984). According to this, to learn, first of all, we have to live a specific experience through an immersion process, which we observe and analyze (reflection) to formulate abstract concepts (conceptualization), whose validity is later verified by applying them in new situations (application), in order to generate new experiences that serve as a starting point for the beginning of a new learning cycle.

### **3. LEARNING SITUATIONS' PARTS.**

As a previous step to consider a proposal regarding the parts that a learning situation should include, it is necessary to carry out an analysis of whether the different curricular developments of the Autonomous Communities<sup>4</sup> propose guidelines on this matter. For this purpose, the following table is proposed, in which the curriculum regulations of each Autonomous Community are presented and together with them the existence or not of the two elements that are detailed: on the one hand, a specific annex with guidelines for the design of learning situations and, on the other, guidelines on the parts that these situations should contain, inside or outside the first (table 1).

Table 1. Guidelines for the design of learning situations and on the parts that these must contain in the curricular development of the different Autonomous Communities, Ceuta and Melilla.

AACC	LEGISLATION	ORIENTATIONS FOR THE DESIGN OF A LEARNING SITUATION/ PARTS OF A LEARNING SITUATION
<b>ANDALUCÍA</b>	Instruction 11/2022, of June 23, of the General Directorate of Educational Planning and Evaluation, which establishes aspects of organization and operation for centers that provide early childhood education for the 2022/2023 academic year. Instruction 12/2022, of June 23, of the General Directorate of	Infant E.- ANNEX III- guidelines for the design of learning situations- <b>parts of a learning situation</b> : 1. Identification (course, title, timing). 2. Justification of the proposal. 3. Description of the final product, challenge or task to be developed. 4. Curricular concretion. 5. Didactic transposition. 6. Measures of attention to diversity and individual differences. 7. Evaluation of the results and the process. Primary E.- ANNEX IV- guidelines for the design of learning situations- <b>parts of a learning situation</b> : 1. Identification (course, title, timing). 2. Justification of the

<sup>4</sup> In this regard, it should be pointed out that both Andalusia and the Basque Country have not yet published their respective curricular developments. In the case of the Canary Islands, the regional regulations for the Compulsory Secondary Education and Baccalaureate stages remain to be promulgated.



	<p>Educational Planning and Evaluation, which establishes aspects of organization and operation for centers that provide primary education for the 2022/2023 academic year</p> <p>Instruction 1/2022, of June 23, of the General Directorate of Educational Planning and Evaluation, which establishes aspects of organization and operation for centers that provide compulsory secondary education for the 2022/2023 academic year</p> <p>Instruction 13/2022, of June 23, of the General Directorate of Educational Planning and Evaluation, which establishes aspects of organization and operation for centers that teach Baccalaureate for the 2022/2023 academic year</p>	<p>proposal. 3. Description of the final product, challenge or task to be developed. 4. Curricular concretion. 5. Didactic transposition. 6. Measures of attention to diversity and individual differences. 7. Evaluation of the results and the process.</p> <p>Compulsory Secondary E.- ANNEX VII- guidelines for the design of learning situations- <b>parts of a learning situation</b>: 1. Identification (course, title, timing). 2. Justification of the proposal. 3. Description of the final product, challenge or task to be developed. 4. Curricular concretion. 5. Didactic transposition. 6. Measures of attention to diversity and individual differences. 7. Evaluation of the results and the process.</p> <p>Baccalaureate- ANNEX V- guidelines for the design of learning situations- parts of a learning situation: 1. Identification (course, title, timing). 2. Justification of the proposal. 3. Description of the final product, challenge or task to be developed. 4. Curricular concretion. 5. Didactic transposition. 6. Measures of attention to diversity and individual differences. 7. Evaluation of the results and the process.</p>
ARAGÓN	<p>Order ECD/853/2022, of June 13, which approves the curriculum and the characteristics of the evaluation of Early Childhood Education and authorizes its application in the educational centers of the Autonomous Community of Aragon.</p>	<p>Infant E.- ANNEX III- guidelines for the design of learning situations- <b>parts of a learning situation</b>: specific skills, basic knowledge, sequencing of activities (including final task and for each activity: spaces, times, methodology, groupings and resources ), evaluation (including evaluation criteria), attention to diversity and examples of learning situations.</p> <p>Primary Education- ANNEX II- guidelines for the design of learning situations within each area- <b>parts of a learning situation</b></p>

	<p>Order ECD/1112/2022, of July 18, which approves the curriculum and the characteristics of the evaluation of Primary Education and authorizes its application in the educational centers of the Autonomous Community of Aragon.</p> <p>Order ECD/1172/2022, of August 2, which approves the curriculum and the characteristics of the evaluation of Compulsory Secondary Education and authorizes its application in the educational centers of the Autonomous Community of Aragon.</p> <p>Order ECD/1173/2022, of August 3, which approves the curriculum and the characteristics of the Baccalaureate evaluation and authorizes its application in the educational centers of the Autonomous Community of Aragon.</p>	<p>introduction and contextualization, didactic objectives, curricular elements, connections with other areas, description of the learning situation (activities, attention to individual differences, guidelines for formative assessment and bibliographic references) and examples of situations by area.</p> <p>Compulsory Secondary Education- ANNEX II-guidelines for the design of learning situations within each subject- <b>parts of a learning situation</b> (introduction and contextualization, didactic objectives and curricular elements, connections with other subjects, description of the activity, methodology and didactic strategies, attention to individual differences and recommendations for formative assessment) and examples of situations by subject.</p> <p>Baccalaureate- ANNEX II- guidelines for the design of learning situations within each subject- <b>parts of a learning situation</b> (introduction and contextualization, didactic objectives and curricular elements, connections with other subjects, description of the activity, methodology and didactic strategies, attention to individual differences and recommendations for formative assessment) and examples of situations by subject.</p>
<p><b>PRINCIPADO DE ASTURIAS</b></p>	<p>Decree 56/2022, of August 5, which regulates the organization and establishes the Early Childhood Education curriculum in the Principality of Asturias.</p> <p>Decree 57/2022, of August 5, which</p>	<p>Infant E.- ANNEX III- guidelines for the design of learning situations- <b>elements of a learning situation</b> (identification and technical data - title, level, areas that are worked on, timing, educational intention, contribution to plans and projects of the center- , curricular foundation -specific competences, basic knowledge, evaluation criteria, key competencies, attention to individual differences- and</p>

	<p>regulates the organization and establishes the Education curriculum Primary in the Principality of Asturias. Decree 59/2022, of August 30, which regulates the organization and establishes the Education Curriculum Compulsory Secondary in the Principality of Asturias. Decree 60/2022, of August 30, which regulates the ordination and establishes the Baccalaureate curriculum in the Principality of Asturias.</p>	<p>methodological specification and didactic sequence -title of each task, sessions, description of each task, the intervention of teachers and students, the product and evaluation instruments-). Primary E.- ANNEX III- guidelines for the design of learning situations- <b>elements of a learning situation</b> (identification and technical data - title, level, areas that are worked on, timing, educational intention, contribution to plans and projects of the center- , curricular foundation -specific competences, basic knowledge, products resulting from the different tasks, weighting of each product, evaluation criteria, descriptors of key competences, access or significant adaptations and methodological specification and didactic sequence -title of each task, sessions , description of each task, the intervention of teachers and students, the product and evaluation instruments-). E. Compulsory Secondary and Baccalaureate- ANNEX III- guidelines for the design of learning situations- <b>elements of a learning situation</b> (identification and technical data - title, level, subjects that are worked on, timing, educational intention, contribution to plans and projects of the center-, curricular foundation -specific competences, basic knowledge, products resulting from the different tasks, weighting of each product, evaluation criteria, descriptors of key competencies, access or significant adaptations and methodological specification and didactic sequence -title of each task, sessions, description of each task, the intervention of teachers and students, the product and evaluation instruments-).</p>
<b>ISLAS BALEARES</b>	Decree 30/2022, of August 1, which establishes the curriculum and the	Infant E., Primary E., Secondary E. and Baccalaureate- ANNEX III- Guidelines for the design of learning situations and Structure of learning situations: 1.

	<p>evaluation of education children in the Balearic Islands Decree 31/2022, of August 1, which establishes the Primary Education curriculum in the Balearic Islands Decree 32/2022, of August 1, which establishes the compulsory secondary education curriculum in the Balearic Islands Decree 33/2022, of August 1, which establishes the high school curriculum in the Balearic Islands</p>	<p>Identification. Stage, level and area of knowledge. 2. Title, preferably posed in the form of a question, in such a way that it anticipates the challenge. 3. List of specific competencies and related evaluation criteria that are dealt with in the area in the learning situation. 4. List of basic knowledge of the curriculum. 5. Context. 6. Initiation activities and awareness raising dynamics. 7. Instructions and material that have to allow students to overcome the challenges that arise. 8. Summary of the description and planning of the task or tasks that the students have to carry out within the learning situation. Type and characteristics of the product or products of the task or tasks. 9. Procedures for feedback, review and supervision by teachers while carrying out the task or tasks in order to favor student self-regulation. Procedure and dynamics of final evaluation, qualification and knowledge transfer.</p>
<b>ISLAS CANARIAS</b>	<p>Decree 196/2022, of October 13, which establishes the management and Early Childhood Education curriculum in the Autonomous Community of the Canary Islands. Decree 211/2022, of November 10, which establishes the organization and curriculum of Primary Education in the Autonomous Community of the Canary Islands</p>	<p>Infant E. and Primary E.- ANNEX III- guidelines for the design of learning situations. <b>The elements or parts that a learning situation must have are not established.</b></p>
<b>CANTABRIA</b>	<p>Decree 66/2022, of July 7, which establishes the curriculum</p>	<p>Infant E.- ANNEX I.B- guidelines for the design of learning situations. <b>The elements or parts that a learning</b></p>

	<p>of Early Childhood Education and Primary Education in the Community Autonomous of Cantabria.</p> <p>Decree 73/2022, of July 27, which establishes the curriculum for Compulsory Secondary Education and Baccalaureate in the Autonomous Community of Cantabria.</p>	<p><b>situation must have are not established.</b></p> <p>Primary E.- ANNEX II.B- guidelines for the design of learning situations. <b>The elements or parts that a learning situation must have are not established.</b></p> <p>Compulsory Secondary Education- ANNEX I.B- guidelines for the design of learning situations. <b>The elements or parts that a learning situation must have are not established.</b></p> <p>Baccalaureate- ANNEX II.B- guidelines for the design of learning situations. <b>The elements or parts that a learning situation must have are not established.</b></p>
<p><b>CASTILLA Y LEÓN</b></p>	<p>Decree 37/2022, of September 29, which establishes the organization and curriculum of early childhood education in the Community of Castilla y León.</p> <p>Decree 38/2022, of September 29, which establishes the organization and curriculum of primary education in the Community of Castilla y León.</p> <p>Decree 39/2022, of September 29, which establishes the organization and curriculum of compulsory secondary education in the Community of Castilla y León.</p> <p>Decree 40/2022, of September 29, which establishes the organization and</p>	<p>Infant E.- ANNEX II.C- guidelines for the design of learning situations- <b>indications for the planning of learning situations-</b> title and contextualization, curricular foundation - objectives of the stage, key competences, specific competencies, evaluation criteria, contents , transversal elements, methodology -methods, organization of students and groups, schedule and organization of time, organization of space, materials and resources-, planning of activities and tasks, evaluation process -achievement indicators into which the criteria of success are subdivided. evaluation, evaluation techniques and instruments, criteria and tools for qualification, moments in which it will be evaluated and evaluation agents - and assessment of the learning situation.</p> <p>Primary E., Compulsory Secondary E. and Baccalaureate- ANNEX II.C- <b>guidelines for the design of learning situations-</b> indications for planning learning situations- title and contextualization, curricular foundation -stage objectives, operational descriptors, competencies criteria, evaluation criteria, contents, transversal contents, methodology -</p>

	curriculum of the baccalaureate in the Community of Castilla y León.	methods, organization of students and groups, schedule and organization of time, organization of space, materials and resources-, planning of activities and tasks, attention to individual differences, process of evaluation - achievement indicators that subdivide the evaluation criteria, evaluation techniques and instruments, criteria and tools for qualification, moments in which it will be evaluated and evaluation agents - and assessment of the learning situation.
<b>CASTILLA- LA MANCHA</b>	Decree 80/2022, of July 12, which establishes the organization and curriculum of Early Childhood Education in the autonomous community of Castilla-La Mancha. Decree 81/2022, of July 12, which establishes the organization and curriculum of Primary Education in the autonomous community of Castilla-La Mancha. Decree 82/2022, of July 12, which establishes the organization and curriculum of Compulsory Secondary Education in the autonomous community of Castilla-La Mancha. Decree 83/2022, of July 12, which establishes the organization and curriculum of Baccalaureate in the autonomous community of Castilla-La Mancha.	Infant E. and Primary E.- ANNEX III- guidelines for the design of learning situations- <b>elements of a learning situation</b> - justification and contextualization, course and areas, timing, curricular foundation -specific competences, evaluation criteria and basic knowledge- , evaluation instruments, methodology, groupings, resources, spaces and activities. Compulsory Secondary E.- ANNEX III- guidelines for the design of learning situations- <b>elements of a learning situation</b> - title, subject and course, objectives, context, curricular foundation -specific competencies, evaluation criteria and basic knowledge-, timing, methodology, resources, tasks and activities and evaluation. Baccalaureate- ANNEX III- guidelines for the design of learning situations- <b>the parts of a learning situation are not contemplated.</b>
<b>CATALUÑA</b>	Decree 21/2023, of February 7, on the organization of early	Infant E.- ANNEX III- guidelines for the design of learning situations. <b>The elements or parts that a learning</b>



	<p>childhood education. Decree 175/2022, of September 27, on the organization of basic education teachings. Decree 171/2022, of September 20, on the organization of Baccalaureate education.</p>	<p><b>situation must have are not established.</b> Primary E. and Compulsory Secondary E.- ANNEX V- guidelines for the design of learning situations. <b>The elements or parts that a learning situation must have are not established.</b> Baccalaureate- no guidelines are offered for the design of learning situations. <b>The elements or parts that a learning situation must have are not established.</b></p>
<p><b>CEUTA Y MELILLA MEFP</b></p>	<p>Order EFP/608/2022, of June 29, which establishes the curriculum and regulates the organization of Early Childhood Education in the management area of the Ministry of Education and Vocational Training. Order EFP/678/2022, of July 15, which establishes the curriculum and regulates the organization of Primary Education. Order EFP/754/2022, of July 28, which establishes the curriculum and regulates the organization of Compulsory Secondary Education in the management area of the Ministry of Education and Vocational Training. Order EFP/755/2022, of July 31, which establishes the curriculum and</p>	<p>Infant E, Primary E., Compulsory Secondary E. and Baccalaureate- ANNEX III- guidelines for the design of learning situations. <b>The elements or parts that a learning situation must have are not established.</b></p>

	regulates the organization of the Baccaureate in the management field of the Ministry of Education and Vocational Training.	
<b>COMUNIDAD DE MADRID</b>	Decree 36/2022, of June 8, of the Governing Council, which establishes the organization and curriculum of the Early Childhood Education stage for the Community of Madrid. Decree 61/2022, of July 13, of the Governing Council, which establishes for the Community of Madrid the organization and curriculum of the stage of Primary education. Decree 65/2022, of July 20, of the Governing Council, which establishes the organization and curriculum of Compulsory Secondary Education for the Community of Madrid. Decree 64/2022, of July 20, of the Governing Council, which establishes the organization and curriculum of the Baccaureate for the Community of Madrid.	Infant E., Primary E., Compulsory Secondary E. and Baccaureate- a specific annex is not offered with guidelines for the design of learning situations. <b>The elements or parts that a learning situation must have are not established.</b>
<b>COMUNIDAD FORAL DE NAVARRA</b>	Foral Decree 61/2022, of June 1, which establishes the	Infant E., Primary E., Compulsory Secondary E. and Baccaureate- ANNEX III-guidelines for the design of learning



	<p>curriculum for the Early Childhood Education stage in the Foral Community of Navarra. Foral Decree 67/2022, of June 22, which establishes the curriculum of the teachings of the Primary Education stage in the Foral Community of Navarra.</p> <p>Provincial Decree 71/2022, of June 29, which establishes the teaching curriculum of the stage of Compulsory Secondary Education in the Foral Community of Navarra.</p> <p>Foral Decree 72/2022, of June 29, which establishes the curriculum of the teachings of the Baccalaureate stage in the Foral Community of Navarra.</p>	<p>situations. <b>The elements or parts that a learning situation must have are not established.</b></p>
<p><b>COMUNIDAD VALENCIANA</b></p>	<p>Decree 100/2022, of July 29, of the Consell, by the which establishes the organization and curriculum of Early Childhood Education.</p> <p>Decree 106/2022, of August 5, of the Consell, of organization and curriculum of the Primary Education stage.</p> <p>Decree 107/2022, of August 5, of the Consell, which establishes the organization and the</p>	<p>Infant E.- ANNEX III- guidelines for the design of learning situations. <b>The elements or parts that a learning situation must have are not established.</b></p> <p>E. Primary, E. Secondary Compulsory- ANNEX III- section 5 of the curriculum of each one of the areas- guidelines for the design of learning situations. <b>The elements or parts that a learning situation must have are not established.</b></p> <p>Baccalaureate- ANNEX II AND III- section 4 of the curriculum of each of the subjects- guidelines for the design of learning situations. <b>The elements or parts that a learning situation must have are not established.</b></p>

	<p>curriculum of Compulsory Secondary Education.</p> <p>Decree 108/2022, of August 5, of the Consell, which establishes the organization and the Baccalaureate curriculum.</p>	
<b>EXTREMADURA</b>	<p>Decree 98/2022, of July 20, which establishes the management and the Early Childhood Education curriculum for the Autonomous Community of Extremadura.</p> <p>Decree 107/2022, of July 28, which establishes the organization and curriculum of Primary Education for the Autonomous Community of Extremadura.</p> <p>Decree 110/2022, of August 22, which establishes the organization and curriculum of Compulsory Secondary Education for the Autonomous Community of Extremadura.</p> <p>Decree 109/2022, of August 22, which establishes the organization and curriculum of the Baccalaureate for the Autonomous Community of Extremadura.</p>	<p>Infant E, Primary E., Compulsory Secondary E. and Baccalaureate- ANNEX II- guidelines for the design of learning situations. <b>The elements or parts that a learning situation must have are not established.</b></p>

<b>GALICIA</b>	<p>Decree 150/2022, of September 8, which establishes the organization and curriculum of early childhood education in the Autonomous Community of Galicia.</p> <p>Decree 155/2022, of September 15, which establishes the organization and curriculum of primary education in the Autonomous Community of Galicia.</p> <p>Decree 156/2022, of September 15, which establishes the organization and curriculum of compulsory secondary education in the Autonomous Community of Galicia.</p> <p>Decree 157/2022, of September 15, which establishes the organization and curriculum of the baccalaureate in the Autonomous Community of Galicia.</p>	<p>Infant E., Primary E., Compulsory Secondary E. and Baccalaureate- there is no specific annex with guidelines for the design of learning situations, although some are included in the lines of action in the teaching and learning process of each one of the areas and subjects. <b>The elements or parts that a learning situation must have are not established.</b></p>
<b>LA RIOJA</b>	<p>Decree 36/2022, of June 29, which establishes the Early Childhood Education curriculum and regulates certain aspects of its organization and evaluation in the Autonomous</p>	<p>Infant E., Primary, E. Compulsory Secondary E. and Baccalaureate- ANNEX III- guidelines for the design of learning situations. <b>The elements or parts that a learning situation must have are not established.</b></p>

	<p>Community of La Rioja Decree 41/2022, of July 13, which establishes the Primary Education curriculum and regulates certain aspects of its organization, evaluation and promotion in the Autonomous Community of La Rioja</p> <p>Community of La Rioja Decree 42/2022, of July 13, which establishes the Compulsory Secondary Education curriculum and regulates certain aspects of its organization, evaluation, promotion and qualification in the Autonomous Community of La Rioja</p> <p>Community of La Rioja Decree 43/2022, of July 21, which establishes the Baccalaureate curriculum and regulates certain aspects of its organization, evaluation, promotion and degree in the Autonomous Community of La Rioja</p>	
<b>PAÍS VASCO</b>	NO CURRICULAR DEVELOPMENT HAS BEEN PUBLISHED	
<b>REGIÓN DE MURCIA</b>	<p>Decree no. 196/2022, of November 3, which establishes the curriculum for the Early Childhood Education stage in the Autonomous Community of the Region of Murcia.</p> <p>Decree no. 209/2022, of November 17, which</p>	<p>Infant E. - ANNEX III- guidelines for the design of learning situations. <b>The elements or parts that a learning situation must have are not established.</b></p> <p>Primary E.- ANNEX IV- guidelines for the design of learning situations. <b>The elements or parts that a learning situation must have are not established.</b></p> <p>Compulsory Secondary E.- ANNEX V- guidelines for the design of learning situations. <b>The elements or parts that a</b></p>

	<p>establishes the organization and curriculum of Primary Education in the Autonomous Community of the Region of Murcia. Decree no. 235/2022, of December 7, which establishes the organization and curriculum of Compulsory Secondary Education in the Autonomous Community of the Region of Murcia. Decree no. 251/2022, of December 22, which establishes the organization and curriculum of Baccalaureate in the Autonomous Community of the Region of Murcia.</p>	<p><b>learning situation must have are not established.</b> Baccalaureate- ANNEX VI- guidelines for the design of learning situations. <b>The elements or parts that a learning situation must have are not established.</b></p>
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From the analysis carried out in the previous table on those Autonomous Communities that offer a specific annex or part of it with guidelines for the design of the situations and those that offer guidance on the parts that must be considered, the following results are obtained:

Table 2. AACC with guidelines for the design/on the parts of learning situations.

ORIENTATIONS LEARNING SITUATIONS		
AACC	For the design	About the parts
Andalucía	✓	✓
Aragón	✓	✓
Principado de Asturias	✓	✓
Islas Baleares	✓	✓
Islas Canarias	✓	⊗
Cantabria	✓	⊗
Castilla y León	✓	✓
Castilla-La Mancha	✓	✓
Cataluña	✓	⊗
Ceuta y Melilla	✓	⊗
Comunidad de Madrid	⊗	⊗
Comunidad Foral de Navarra	✓	⊗
Comunidad Valenciana	✓	⊗
Extremadura	✓	⊗
Galicia	⊗	⊗
La Rioja	✓	⊗
País Vasco		
Región de Murcia	✓	⊗
<b>18</b>	<b>15</b>	<b>6</b>

Diagram 1. Number of AACC that offer guidelines for the design/ on the parts of learning situations.

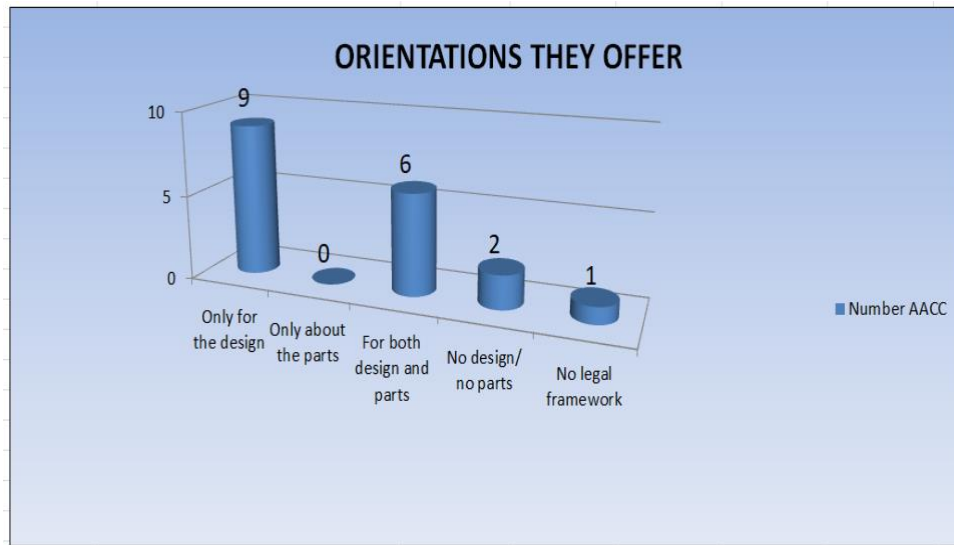
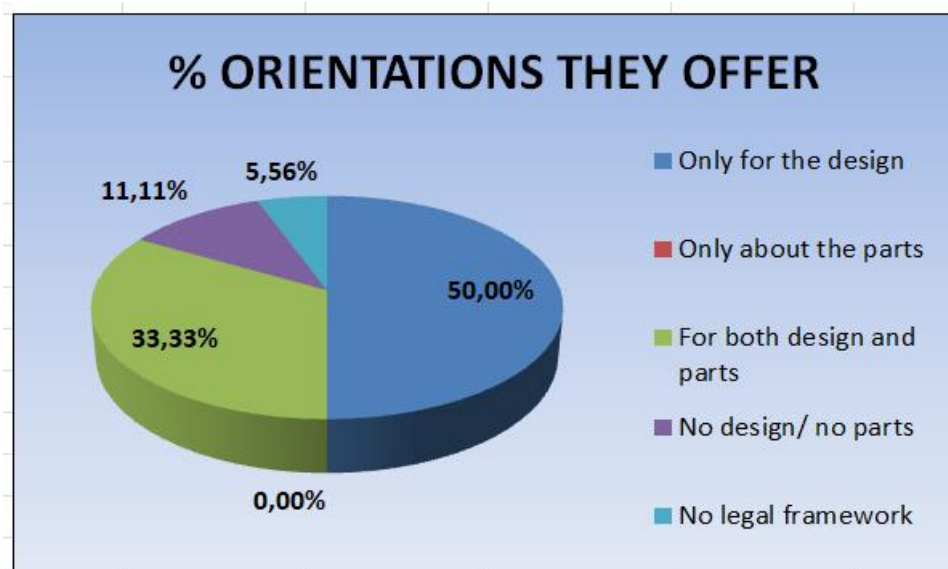


Diagram 2. Percentage of Autonomous Communities that offer guidelines for the design/ on the parts of learning situations.



From the data analyzed, it can be deduced that 15 Autonomous Communities -including Ceuta and Melilla-, that is, 83.33% of these, offer specific guidelines for the design of learning situations, of which only 6 ( which

corresponds to 33.3% of all Communities) propose recommendations on the parts that such situations should contain.

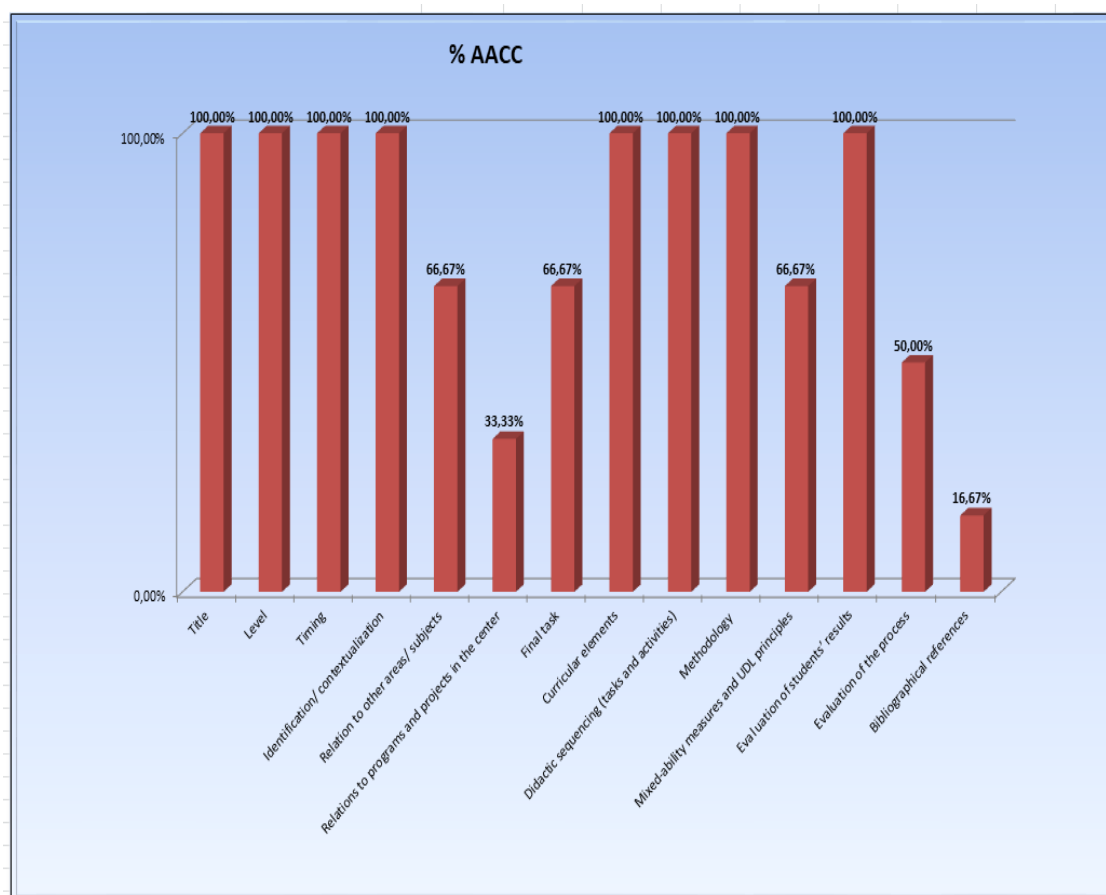
Next, we will analyze the parts that these 6 Autonomous Communities collect, to end with a diagram that shows the degree of recurrence of each of them.

Table 3. Parts of a learning situation considered by each Autonomous Community.



	Parts included in learning situations													
	Title	Level	Timing	Identification/ contextualization	Relation to other areas/ subjects	Relations to programs and projects in the center	Final task	Curricular elements	Didactic sequencing (tasks and activities)	Methodology	Mixed-ability measures and UDL principles	Evaluation of students' results	Evaluation of the process	Bibliographical references
<b>AACC</b>														
Andalucía	✓	✓	✓	✓	✓	⊗	✓	✓	✓	✓	✓	✓	✓	⊗
Aragón	✓	✓	✓	✓	✓	⊗	⊗	✓	✓	✓	✓	✓	✓	✓
Principado de Asturias	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	⊗	⊗	⊗
Islas Baleares	✓	✓	✓	✓	⊗	⊗	✓	✓	✓	⊗	✓	⊗	⊗	⊗
Castilla y León	✓	✓	✓	✓	⊗	⊗	✓	✓	✓	✓	✓	✓	✓	⊗
Castilla-La Mancha	✓	✓	✓	✓	✓	✓	⊗	✓	✓	⊗	✓	⊗	⊗	⊗
<b>6</b>	<b>6</b>	<b>6</b>	<b>6</b>	<b>6</b>	<b>4</b>	<b>2</b>	<b>4</b>	<b>6</b>	<b>6</b>	<b>6</b>	<b>4</b>	<b>6</b>	<b>3</b>	<b>1</b>

Diagram 3. Percentage of Autonomous Communities that propose each part.



After the analysis carried out on the parts considered by each of the Autonomous Communities, it is concluded that all of them consider the following sections as essential in the design of learning situations:

1. The identifying data: title, level and timing.
2. Its justification and contextualization.
3. The curricular concretion: basic knowledge that is worked on, associated evaluation criteria, specific competencies and operational descriptors with which the latter are related.
4. Didactic sequencing: including the tasks and their distribution in sessions.
5. Methodology: groups, spaces, times and resources.
6. Evaluation of the results of the students.

For their part, 4 of them (66.67%) also include interdisciplinarity (the relationship with other areas or subjects), the final product (also understood as a challenge, task or final problem that must be solved) and the measures of attention to diversity (general, specific and those aimed at guaranteeing compliance with the UDL principles). Although the last two ones are not explicitly presented as a specific part of some Communities, they do remain implicit within the situation or as an element that necessarily impregnates them.

Finally, the evaluation of the teaching process and practice, considered by 3 Communities (50%), the relationship with the plans and projects of the center, considered in two (33.33%) and the bibliography, recognized only one of them (16.67%), become the least recurrent in all cases.

Once carried out this previous study of the Communities that offer suggestions on the sections of the design of learning situations and the frequency with which each one appears in them, the following proposal is made on the sections that these should include :

1. Identification: course, title or center of interest and timing.
2. Justification: the choice of a center of interest must be based on the objectives we want to achieve, the motivation and interests of our students and the pedagogical principles.
3. Description of the final product: challenge or contextualized task in which the student must put into practice everything learned during the situation for its development. It must be well contextualized and be an open task that recognizes different forms of expression as possible. Likewise, it must be mainly a performance, that is, a task in which knowledge, skills and attitudes are put into practice.

4. Relationship with other areas and subjects as well as with the plans and projects developed in the center.

5. Curricular support: basic knowledge and specific competencies worked on, evaluation criteria to measure the degree of achievement of specific competencies and relationship with the operational descriptors of the output profile or the corresponding competency profile.

6. Didactic sequencing and methodology: tasks that are carried out in each of the sessions indicating approximate times for each one, materials, resources, groupings and spaces for their implementation.

7. Mixed-ability classes' measures: general and specific diversity attention measures that will be applied during the situation, together with the strategies to guarantee the Universal Design for Learning and the elimination of access barriers to it, fulfilling the principles of representation, action and expression and implication.

8. Evaluation of the results and the process: techniques, evidence and evaluation instruments to measure the degree of achievement of the specific competencies by students through evaluation criteria, as well as the evaluation of the process (of the situation and teaching practice) through the achievement indicators included in the didactic programming.

#### **4. PHASES TO FOLLOW FOR THE DESIGN OF A LEARNING SITUATION.**

Once we have determined the proposal of the basic elements that a learning situation must contain, it becomes unavoidable to propose recommendations on the phases for its design, which serve to make the work of teacher planning easier.

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**Step 1.** As step number one, the curricular concretion should be considered. In this sense, it must be guaranteed that from each subject or area all the specific competencies included in each of the curricular developments are worked on throughout the school year. Although the latter become the backbone of the curriculum, a good starting point could be a timing of the basic knowledge of each area or subject. Once divided by terms, the teacher would consider the learning situations that he is going to design and implement in each of them and the basic knowledge that would be integrated in each situation. In the second instance, we would relate this knowledge to the evaluation criteria that we would evaluate<sup>5</sup>, which in turn would lead us to the specific competencies that we have to work on and the operational descriptors of the exit profile -or of the competence profile for the Early Childhood Education, Primary Education and Baccalaureate<sup>6</sup> - to which each of them would contribute.

However, if we do not want to continue again in the traditional approach, focused in this case on basic knowledge, we must focus attention on the methodology in the teaching-learning process, for which we have to propose new and different typologies of activities to achieve our goal. For this purpose and once we have assembled the concatenation of curricular elements of the learning situation, we will refer to the evaluation criteria, the specific competencies that we are going to work on and the orientations that accompany

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<sup>5</sup> The curricular proposal offered by Autonomous Communities such as Andalusia for the current school year in the Instructions published for its development, facilitate this process, since they offer a relationship between basic knowledge and evaluation criteria, simplifying the planning and teacher evaluation task.

<sup>6</sup> The curricular proposal offered by Andalusia for the present school year in the Instructions published for its development, facilitates the reference of the operational descriptors, proposing more specific competency profiles within each of the educational stages. Thus, a competency profile is offered at the end of the first and second cycle of Early Childhood Education, as well as at the end of the second, fourth and sixth in the Primary Education Stage and at the end of the second of ESO, maintaining the output profile at the end of the Basic education and the competency profile at the end of Baccalaureate

each one of them to find them; without forgetting that the source that should further nourish the typology of activities that we are going to propose should be the operational descriptors of the output profile -or corresponding competency profile- to which the competencies worked on in the learning situation contribute, since they are formulated in terms of performance and constitute the benchmark of what the student should know how to do in each key competence for each educational stage -or part of it-. Of these three curricular elements, we will obtain the evaluable actions and, therefore, standard activities to develop in the corresponding situation, which once we have chosen both the center of interest and the final task with which it will culminate, we will specify.

**Step 2.** As a second step and key phase in this design, the choice of an adequate center of interest arises, which serves as a link for the entire situation, that is, the consideration of a common context to the entire learning situation that connects with the interests, motivations and close reality of the student. For this, it is appropriate as a previous step that the teacher reflects on the relevance that this may have for students. For an optimal choice, the teacher can pose a questionnaire at the beginning of the course as part of the initial evaluation, from which he/ she can extract relevant and precise information about the tastes and interests of the students and thus involve them in the choice of the centers of interests. In this sense, the same generic center of interest ("We are going on a trip") can be oriented towards multiple perspectives according to the expectations of our students: it could be planning a trip to London if they feel highly motivated to learn English and have always been curious to visit the city, but it can also be turned into planning an excursion to a closer place, for students who see other countries far from their context and motivation or who see more realistic this second option. Besides, it would be necessary for teachers to take into account centers of interest connected with the programs and projects developed in the center, so that these last ones are worked on in practice transversally from all areas and subjects and have a real connection with curriculum development in the classroom.

**Step 3.** Inextricably bound to this second phase, the third step arises: the description of the final task or final product. This task should be outlined as a final product in which schoolchildren must use what they have learned throughout the situation to carry out a real-life task or to find the solution to a challenge or problem. To this end, this must involve a creative and collaborative resolution, have a real application and be extrapolated to other situations, be a task of increasing complexity and that complies with the UDL principles, apart from recognizing students as the center of their own learning.

At a higher level of delicacy, it is necessary to specify that this final task must therefore be mainly a performance (task in which both knowledge, skills and attitudes are put into practice, such as a choreography prepared by the students) or a product (in which the application of knowledge and skills would materialize, as is the case of the preparation of a triptych on healthy lifestyle habits), the former being preferable, so that it acquires a broader and holistic sense.

If we focus on the approach of that final task as a product or performance, a wide range of possibilities of proposals opens up for the teacher, among which they must choose according to the center of interest, the context and motivations of students and even their age, always raising the possibility of several or multiple forms of expression to encourage students' creativity and comply with the principle of expression of the UDL. For illustrative purposes, the following taxonomy of final tasks is proposed:

1. Tasks that lead to a digital product: among them are the creation of a podcast, a flyer, a blog entry, a questionnaire through any computer application, an infographic, video, photographic montage, creation of a computer application or a digital presentation in multiple formats.

2. Tasks that lead to an analog product: a poster or mural, a diptych or triptych, a lapbook, a comic or an essay.

3. Tasks that involve staging: here we would place oral presentations, debates, monologues, choreography, role-plays, tutorials or interviews, among others; as well as creating radio programs or theatrical performances.

4. Others: design of an escape room, design of a complete advertising campaign, planning of the different parts of a trip, preparation of a stand for a fair, etc.

Based on the proposed typology, types 1 and 2 would coincide with tasks whose result are a product (in which knowledge and skills of the students are put into practice and can be evaluated) while in typology 3, the attitudes displayed by schoolchildren could also be evaluated. Lastly, number four would encompass final products that do not expressly fit entirely into any of the previous categories and that imply, in most cases, more complex tasks made up of a series of subtasks.

**Step 4.** Once all these previous aspects have been considered, we arrive at the key phase: the planning and design of the didactic sequencing activities, which go through, firstly, the choice of an appropriate typology of tasks and, secondly, the order of presentation, so that students' induction of learning is favored through their own experience, in accordance with the Kolb cycle.

Taking as a starting point the principles established by M. David Merrill (2009) for the distribution of the sequence of activities, it should be organized into the phases detailed below:

1. Capturing students' attention and centralizing the task: To guarantee the first part, it is necessary to include an activity to break the ice, through the use of



different resources such as videos, in which the students carry out a first reflection on the center of interest of the situation, while serving as a connection with the final task that the teacher is going to present. The second part of this first phase would go through the detailed description of the elements of the learning situation and its final task: the presentation of the objectives (specific competencies) that are going to be worked on and the evaluation criteria that will be taken as a referent; to pass to the last stage of the process, that is, the detailed description of the final task. The latter must include each and every one of the steps for its realization, preferably through a well-defined roadmap that is delivered to the students, thus complying with another of the UDL principles: that of fostering the involvement of students to avoid the barriers of access to learning.

2. Activation phase: in this phase, an initial evaluation of the situation must be carried out to start from the students' previous knowledge and favor the acquisition of functional and significant learning. To this end, the initial activity can be taken as a basis to break the ice, so that from this activity another is generated that serves for individual and group reflection and diagnosis. Among the catalog of activities that can be considered for this purpose, we can highlight the brainstorming and the development of a subsequent group debate, among others.

3. Demonstration or exploration phase: this would consist of the presentation of models of concepts and processes through adequate resources and clear instructions, which serve as a previous experience for the induction of knowledge by the student. Among the tasks that can be proposed in this phase, we can highlight the presentation of practical cases for the search for solutions (individually and cooperatively).

4. Structuring phase: knowledge is presented in a structured manner based on the student's experience and sufficient tasks are applied in a controlled manner so that they acquire the routines.

5. Application phase: everything learned is put into practice to carry out the final task, following the steps outlined in the roadmap provided by the teacher.

6. Reflection and conclusion phase: students reflect on what and how they have been learned and activities are introduced to demonstrate the acquisition of learning, through techniques such as self-assessment and peer-assessment.

**Step 5.** The next stage that we are going to introduce is not presented in chronological order, but must be parallel to the consideration of the final task and of the entire didactic sequencing: the planning of activities and strategies that guarantee the UDL.

This approach tries to eliminate the obstacles and barriers that prevent or hinder student access to learning and each of the three principles that it encompasses corresponds to one of the three neural networks that are involved in it: recognition networks, strategic and affective ones. In relation to recognition networks, the first principle is framed, which postulates the need to provide multiple forms of representation to students. They have different ways of capturing and understanding the information that is presented to them, an aspect that becomes especially evident with students with special educational needs and, more specifically, within this with those who present sensory disabilities, cultural differences or various difficulties of communication. For its part, in correspondence with the strategic networks, the second principle emerges, which upholds the need to provide students with the possibility of multiple forms of action and expression, since each one of them presents different skills and abilities, both strategic, organizational and communicative ones. Finally, and in relation to affective networks, we find the third principle: that of providing

multiple forms of student involvement in the teaching-learning process to favor their motivation, which is intrinsically linked to their emotions and expectations.

To eliminate the aforementioned barriers and promote access to learning for all students, multiple strategies and methodological guidelines can be proposed for each of the three principles, some of which are presented below as an example:

1. For principle I (provide multiple forms of representation):

a) Provide alternatives to facilitate oral comprehension: subtitles, printed transcriptions of videos and audios, visual clues or visual descriptions.

b) Offer alternatives for visual information: videos or conversion of digital text to audio.

c) Clarify the vocabulary and symbols: present the vocabulary and symbols in advance, establish a glossary of terms with their definition or translation to facilitate the understanding of texts or in digital texts, include the definition of terms by clicking on the word.

d) Clarify the structure: proposing diagrams and conceptual maps.

e) Promote the understanding of foreign languages: link keywords to their definition and pronunciation in various languages, provide translation tools, links to dictionaries, non-linguistic visual aids, subtitles in the same or different languages in a video, etc.

2. For principle II (provide multiple forms of action and expression):

a) Provide multiple forms of response: alternatives in the pace, in the terms and in the action that must be carried out to answer the questions or allow physical or selection responses to be given.

b) Use tools and assistive technologies: use keyboard commands for mouse actions or offer adapted keyboards.

c) Use multiple forms of communication: expressing oneself through voice, text, music, cinema, etc.

d) Use of multiple tools for composition: use of a calculator, provide sentence beginnings, use the spelling and grammar checker, etc.

e) Facilitate the organization of information and resources: through graphic organizers, templates for collecting information or guidelines for taking notes.

3. For principle III (provide multiple forms of engagement):

a) Minimize the feeling of insecurity: use reminders and calendars.

b) Establish several levels of difficulty and challenge: differentiate degrees of difficulty to complete the tasks, vary the levels of demand within an acceptable result, highlight the process, the effort and the improvement of the student, etc.

c) Encourage collaboration: promote tutoring among students, create expectations for group work through rubrics or create collaborative groups.

d) Provide targeted feedback: offer adequate feedback, identifying the most common errors and establishing clear and appropriate guidelines for improvement.

e) Optimize relevance, value and authenticity: use contextualized activities in real life and adapted to the interests of the students.

For the planning of teaching practice and its development in the classroom, the teaching staff will start from the generic guidelines and the orientations for its implementation that are offered in each principle -some of which we have previously exemplified-. In the first instance, the specification of guidelines and orientations must be reflected in didactic programs of the cycle or department once the initial evaluation has been carried out and the diagnosis of the characteristics of the students has been made (different learning styles, tastes and interests, curricular level, specific educational support needs, etc.). To this end, a section for the UDL guidelines will be included in the diversity attention

section of the programming, which will be adapted to the type of student, as well as the needs and specificities of the area, subject or field. Starting from the didactic program, the teacher will include these strategies in the didactic sequencing of each learning situation.

**Step 6.** Last but not least, we find its evaluation. We will start from García Ramos' definition (1989) of evaluation as "an activity or process of identification, collection and treatment of data on elements and educational facts with the aim of evaluating them first and, based on evaluation, making decisions". From this definition, it can be deduced that any evaluation implies the collection of information, the issuance of a value judgment and the decision-making for improvement, since it must be eminently formative. But what are the elements that need to be evaluated throughout a learning situation and, in a broad sense, throughout the entire teaching-learning process? The answer to this question is found in the Royal Decrees in which the ordering and minimum teaching of the stages of Early Childhood, Primary, Secondary and Baccalaureate Education are determined, in which it is provided that "The teaching staff will evaluate students' learning, teaching processes and their own teaching practice in order to improve them". Consequently, these three elements will be the main object of evaluation: teaching practice and the teaching process -including teaching planning and didactic programming- on the one hand, and student results on the other.

If we focus on the first two aspects, the didactic programming of all departments and cycles should contain achievement indicators to measure teaching practice, such as its planning and didactic programming, which in turn would have to establish measurable and quantifiable performance parameters in at least the following dimensions: results of the evaluation of the subject, didactic and pedagogical methods, adequacy of the didactic materials and resources, effectiveness of the measures of attention to diversity and individual differences

and use of varied, diverse, accesible and adapted instruments and evaluation methods<sup>7</sup>.

With regard to student assessment, there are three adjectives that must be highlighted, both in the Royal Decrees and in the regional specification: the assessment must be criterial, continuous and formative, that is, it must take as a reference the evaluation criteria to measure the specific competencies of each subject/area, through precise evidence that is recorded regularly throughout the entire process and should facilitate the improvement of the teaching-learning processes.

For the implementation of this evaluation of students' learning through a clear, objective and appropriate procedure, the following considerations must be taken as a starting point:

It is necessary to start from the evaluation criteria and determine the precise evaluable evidence or activities that will help us to measure their degree of achievement because, if we do not follow this procedure, we can make decisions based on perceptions and not on reliable evidence. There is no predetermined number of pieces of evidence per learning situation, but it can be affirmed that they must be accurate to fully measure the evaluation criteria included.

Secondly, and once the evidence has been chosen to measure the corresponding criteria, it is time to consider the most appropriate instruments to record what is observed in that evidence: checklists, anecdotal records, observation scales or rubrics, among others. One of the instruments most adapted to competency evaluation are rubrics, since they allow us to know what

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<sup>7</sup> Seneca management system in the Autonomous Community of Andalusia proposes these five dimensions of indicators for the evaluation of teaching practice and teaching planning.

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the student knows and what remains to be acquired, which means that, in addition to being a good assessment instrument, it is a fantastic formative evaluation instrument. Therefore, defining and using rubrics with five levels of achievement adapted to the five levels of assessment determined from the LOMLOE, would be a very functional instrument, adjusted to this new typology of evaluation.

Finally, we would consider what techniques we would take as a reference: observation, interviews or analysis of documents or other students' productions, as well as the procedures to be used, being convenient to include both the hetero-evaluation carried out by the teacher, as well as the self-evaluation of the student and the co-evaluation with the rest of the classmates, in order to guarantee the UDL principle of providing students with multiple forms of involvement.

## 5. CONCLUSIONS.

To sum up, we can extract several reflections that deserve to be taken into account both for the implementation of the new curriculum and for possible and plausible future regulatory changes:

- The LOMLOE does not propose another legislative change that again entails a change of nomenclature, but goes further: it provides a new methodological approach and a new evaluation that responds to supranational guidelines, which advocate competency education, adjusted to the new reality of the 21st century, so its spirit should transcend beyond possible future legislative changes.

- Many of the Autonomous Communities offer guidelines for the design of learning situations to a greater or lesser extent, an issue that in most cases is translated into a specific annex in the regulatory provisions for this purpose. From all of them, we can extract an idea that permeates them: without a

methodological change and in the type of activities, no transformation can be implemented in the teaching-learning process.

- We must look for these new types of activities in what is stated in the evaluation criteria, the specific competencies and, above all, in the operational descriptors of the exit profile or the corresponding competence profile, since the latter are formulated in the form of performances, specifying essentially what students should know how to do in each key competency.

- The tasks that are part of the didactic sequencing must be impregnated by the three UDL principles and be based on the elimination of barriers to access to learning, so students must be involved and motivated as the backbone of the process, propose multiple possibilities and forms of representation in accordance with the characteristics of the students and propose tasks that encourage creativity and are not closed, but allow different ways of expression on their part.

- Without a change in evaluation, a true methodological transformation cannot be established. For this, evaluation must be criterial and the evidence that will accurately measure these criteria must be determined, considering which are the most appropriate instruments to record what is observed in them, among which the rubric acquires a fundamental relevance both for the summative and formative assessment.

- The Educational Administrations must prepare training plans adapted to this new reality, which must focus on three main aspects: training in the preparation of learning situations (advancing step by step towards more specialized courses in their design by specific areas or subjects ), training in the implementation of a clear and functional procedure to carry out the criterial evaluation and guarantee objectivity in it and, finally, in methodologies that go hand in hand with this new competence approach, such as the PBL or cooperative work.



• In the same way, it is convenient that the Administrations organize repositories of learning situations that allow cooperative work among teachers and that provide examples of rubrics or other evaluation instruments adjusted to the new evaluation approach, which serve as orientation and guide for the teaching staff.

In this task, the Education Inspection plays a substantial role in advising educational centers and teachers in the design of learning situations and their implementation in the classroom, mainly through interviews with management teams and teaching coordination bodies, visits to the classroom and return of information through appropriate feedback to teachers on what was observed, within the framework of the functions conferred by article 151 of Organic Law 2/2006, of May 3, on Education.

## **6. LEGAL REGULATION ANALYSED.**

The legal regulation analysed in this research is included in the following sections.

### **6.1. EUROPEAN LEGAL REGULATIONS.**

- Council Recommendation of May 22, 2018 on key competencies for lifelong learning. Official Journal of the European Union. C 189/1, of June 4, 2018.

### **6.2. STATE LEGAL REGULATIONS.**

- Organic Law 2/2006, of May 3, on Education. *Official State Gazette*, 106, of May 4, 2006.  
<https://www.boe.es/eli/es/lo/2006/05/03/2>

- Organic Law 8/2013, of December 9, for the improvement of educational quality. *Official State Gazette*, 295, of December 10, 2013. <https://www.boe.es/eli/es/lo/2013/12/09/8/con>
- Organic Law 3/2020, of December 29. *Official State Gazette*, 340, of November 30, 2020. <https://www.boe.es/eli/es/lo/2020/12/29/3>
- Order ECD/65/2015, of January 21, which describes the relationships between the competences, the contents and the evaluation criteria of primary education, compulsory secondary education and the baccalaureate. *Official State Gazette*, 25, of January 29, 2015. <https://www.boe.es/eli/es/o/2015/01/21/ecd65>
- Order EFP/608/2022, of June 29, which establishes the curriculum and regulates the organization of Early Childhood Education in the management area of the Ministry of Education and Vocational Training. *Official State Gazette*, 158, of July 2, 2022. <https://www.boe.es/eli/es/o/2022/06/29/efp608/con>
- Order EFP/678/2022, of July 15, establishing the curriculum and regulating the organization of Primary Education. *Official State Gazette*, 174, of July 21, 2022. <https://www.boe.es/eli/es/o/2022/07/15/efp678>
- Order EFP/754/2022, of July 28, which establishes the curriculum and regulates the organization of Compulsory Secondary Education in the management area of the Ministry of Education and Vocational Training. *Official State Gazette*, 187, of August 5, 2022. <https://www.boe.es/eli/es/o/2022/07/28/efp754>
- Order EFP/755/2022, of July 31, which establishes the curriculum and regulates the organization of the Baccalaureate in the management area of the Ministry of Education and Vocational Training. *Official State Gazette*, 187, of August 5, 2022. <https://www.boe.es/eli/es/o/2022/07/31/efp755>

### 6.3. LEGAL REGULATIONS IN AUTONOMOUS COMMUNITIES.

## ANDALUCÍA

- Instruction 11/2022, of June 23, of the General Directorate of Educational Planning and Evaluation, which establishes aspects of organization and operation for centers that provide early childhood education for the 2022/2023 academic year.
- Instruction 12/2022, of June 23, of the General Directorate of Educational Planning and Evaluation, which establishes aspects of organization and operation for centers that provide primary education for the 2022/2023 academic year.
- Instruction 1/2022, of June 23, of the General Directorate of Educational Planning and Evaluation, which establishes aspects of organization and operation for centers that provide compulsory secondary education for the 2022/2023 academic year.
- Instruction 13/2022, of June 23, of the General Directorate of Educational Planning and Evaluation, which establishes aspects of organization and operation for centers that teach Baccalaureate for the 2022/2023 academic year.

## ARAGÓN

- Order ECD/853/2022, of June 13, which approves the curriculum and the characteristics of the evaluation of Early Childhood Education and authorizes its application in the educational centers of the Autonomous Community of Aragon. *Official Bulletin of Aragon*, 116, of June 17, 2022.
- Order ECD/1112/2022, of July 18, which approves the curriculum and the characteristics of the evaluation of Primary Education and authorizes its application in the educational centers of the Autonomous Community of Aragon. *Official Bulletin of Aragon*, 145, of July 27, 2022.

- Order ECD/1172/2022, of August 2, which approves the curriculum and the characteristics of the evaluation of Compulsory Secondary Education and authorizes its application in the educational centers of the Autonomous Community of Aragon. *Official Bulletin of Aragon, 156*, of August 11, 2022.
- Order ECD/1173/2022, of August 3, which approves the curriculum and the characteristics of the evaluation of the Baccalaureate and authorizes its application in the educational centers of the Autonomous Community of Aragon. *Official Bulletin of Aragon, 157*, of August 12, 2022.

## **PRINCIPADO DE ASTURIAS**

- Decree 56/2022, of August 5, which regulates the organization and establishes the Early Childhood Education curriculum in the Principality of Asturias. *Official Bulletin of the Principality of Asturias, 156*, of August 12, 2022.
- Decree 57/2022, of August 5, which regulates the organization and establishes the Primary Education curriculum in the Principality of Asturias. *Official Bulletin of the Principality of Asturias, 156*, of August 12, 2022.
- Decree 59/2022, of August 30, which regulates the organization and establishes the Compulsory Secondary Education Curriculum in the Principality of Asturias. *Official Bulletin of the Principality of Asturias, 169*, of September 1, 2022.
- Decree 60/2022, of August 30, which regulates the organization and establishes the Baccalaureate curriculum in the Principality of Asturias. *Official Bulletin of the Principality of Asturias, 16*, of September 1, 2022.

## **ISLAS BALEARES**

- Decree 30/2022, of August 1, which establishes the curriculum and evaluation of early childhood education in the Balearic Islands. *Official Bulletin of the Balearic Islands*, 101, of August 2, 2022
- Decree 31/2022, of August 1, which establishes the Primary Education curriculum in the Balearic Islands. *Official Bulletin of the Balearic Islands*, 101, of August 2, 2022.
- Decree 32/2022, of August 1, which establishes the compulsory secondary education curriculum in the Balearic Islands. *Official Bulletin of the Balearic Islands*, 101, of August 2, 2022.
- Decree 33/2022, of August 1, which establishes the high school curriculum in the Balearic Islands. *Official Bulletin of the Balearic Islands*, 101, of August 2, 2022.

### **ISLAS CANARIAS**

- Decree 196/2022, of October 13, which establishes the organization and curriculum of Early Childhood Education in the Autonomous Community of the Canary Islands. *Official Bulletin of the Canary Islands*, 212, of October 26, 2022.
- Decree 211/2022, of November 10, which establishes the organization and curriculum of Primary Education in the Autonomous Community of the Canary Islands. *Official Bulletin of the Canary Islands*, 231, of November 23, 2022.

### **CANTABRIA**

- Decree 66/2022, of July 7, which establishes the curriculum for Early Childhood Education and Primary Education in the Autonomous Community of Cantabria. *Official Bulletin of Cantabria*, 135, of July 13, 2022.

- Decree 73/2022, of July 27, which establishes the Compulsory Secondary Education and Baccalaureate curriculum in the Autonomous Community of Cantabria. *Official Bulletin of Cantabria*, 151, of August 5, 2022.

## **CASTILLA Y LEÓN**

- Decree 37/2022, of September 29, which establishes the organization and curriculum of early childhood education in the Community of Castilla y León. *Official Bulletin of Castilla y León*, 190, of September 30, 2022.
- Decree 38/2022, of September 29, which establishes the organization and curriculum of primary education in the Community of Castilla y León. *Official Bulletin of Castilla y León*, 190, of September 30, 2022.
- Decree 39/2022, of September 29, which establishes the organization and curriculum of compulsory secondary education in the Community of Castilla y León. *Official Bulletin of Castilla y León*, 190, of September 30, 2022.
- Decree 40/2022, of September 29, which establishes the organization and curriculum of the baccalaureate in the Community of Castilla y León. *Official Bulletin of Castilla y León*, 190, of September 30, 2022.

## **CASTILLA-LA MANCHA**

- Decree 80/2022, of July 12, which establishes the organization and curriculum of Early Childhood Education in the autonomous community of Castilla-La Mancha. *Official Bulletin of Castilla-La Mancha*, 134, of July 14, 2022.
- Decree 81/2022, of July 12, which establishes the organization and curriculum of Primary Education in the autonomous community of

Castilla-La Mancha. *Official Bulletin of Castilla-La Mancha*, 134, of July 14, 2022.

- Decree 82/2022, of July 12, which establishes the organization and curriculum of Compulsory Secondary Education in the autonomous community of Castilla-La Mancha. *Official Bulletin of Castilla-La Mancha*, 134, of July 14, 2022.
- Decree 83/2022, of July 12, which establishes the organization and curriculum of the Baccalaureate in the autonomous community of Castilla-La Mancha. *Official Bulletin of Castilla-La Mancha*, 134, of July 14, 2022.

### **CATALUÑA**

- Decree 21/2023, of February 7, on the organization of early childhood education. *Official Bulletin of the Generalitat de Catalunya*, 8851, of February 9, 2023.
- Decree 175/2022, of September 27, on the organization of basic education teaching. *Official Bulletin of the Generalitat de Catalunya*, 8762, of September 29, 2022.
- Decree 171/2022, of September 20, on the organization of Baccalaureate education. *Official Bulletin of the Generalitat de Catalunya*, 8758, of September 22, 2022.

### **COMUNIDAD DE MADRID**

- Decree 36/2022, of June 8, of the Governing Council, which establishes the organization and curriculum of the Early Childhood Education stage for the Community of Madrid. *Official Bulletin of the Community of Madrid*, 136, of June 9, 2022.
- Decree 61/2022, of July 13, of the Governing Council, which establishes the organization and curriculum of the Primary Education stage

for the Community of Madrid. *Official Bulletin of the Community of Madrid*, 169, of July 18, 2022.

- Decree 65/2022, of July 20, of the Governing Council, which establishes the organization and curriculum of Compulsory Secondary Education for the Community of Madrid. *Official Bulletin of the Community of Madrid*, 176, of July 26, 2022.
- Decree 64/2022, of July 20, of the Governing Council, which establishes the organization and curriculum of the Baccalaureate for the Community of Madrid. *Official Bulletin of the Community of Madrid*, 176, of July 26, 2022.

## COMUNIDAD FORAL DE NAVARRA

- Foral Decree 61/2022, of June 1, which establishes the curriculum for Early Childhood Education in the Comunidad Foral de Navarra. *Official Bulletin of Navarra*, 112, of June 7, 2022.
- Foral Decree 67/2022, of June 22, which establishes the teaching curriculum for the Primary Education stage in the Comunidad Foral de Navarra. *Official Bulletin of Navarra*, 130, of July 1, 2022.
- Foral Decree 71/2022, of June 29, which establishes the curriculum for the Compulsory Secondary Education stage in the Comunidad Foral de Navarra. *Official Bulletin of Navarra*, 155, of August 4, 2022.
- Foral Decree 72/2022, of June 29, which establishes the curriculum for the Baccalaureate stage in the Comunidad Foral de Navarra. *Official Bulletin of Navarra*, 170, of August 26, 2022.

## COMUNIDAD VALENCIANA



- Decree 100/2022, of July 29, of the Consell, which establishes the organization and curriculum for Early Childhood Education. *Official Bulletin of the Generalitat Valenciana*, 9402, of August 10, 2022.
- Decree 106/2022, of August 5, of the Consell, of organization and curriculum of the Primary Education stage. *Official Bulletin of the Generalitat Valenciana*, 9402, of August 10, 2022.
- Decree 107/2022, of August 5, of the Consell, which establishes the organization and the curriculum of Compulsory Secondary Education. *Official Bulletin of the Generalitat Valenciana*, 9403, of August 11, 2022.
- Decree 108/2022, of August 5, of the Consell, which establishes the ordination and the Baccalaureate curriculum. *Official Bulletin of the Generalitat Valenciana*, 9404, of August 12, 2022.

## **EXTREMADURA**

- Decree 98/2022, of July 20, which establishes the organization and curriculum of Early Childhood Education for the Autonomous Community of Extremadura. *Official Bulletin of Extremadura*, 143, of July 26, 2022.
- Decree 107/2022, of July 28, which establishes the organization and curriculum of Primary Education for the Autonomous Community of Extremadura. *Official Bulletin of Extremadura*, 151, of August 5, 2022.
- Decree 110/2022, of August 22, which establishes the organization and curriculum of Compulsory Secondary Education for the Autonomous Community of Extremadura. *Official Bulletin of Extremadura*, 164, of August 25, 2022.
- Decree 109/2022, of August 22, which establishes the organization and curriculum of the Baccalaureate for the Autonomous

Community of Extremadura. *Official Bulletin of Extremadura*, 164, of August 25, 2022.

## **GALICIA**

- Decree 150/2022, of September 8, which establishes the organization and curriculum of early childhood education in the Autonomous Community of Galicia. *Official Bulletin of Galicia*, 172, of September 9, 2022.
- Decree 155/2022, of September 15, which establishes the organization and curriculum of primary education in the Autonomous Community of Galicia. *Official Gazette of Bulletin*, 183, of September 26, 2022.
- Decree 156/2022, of September 15, which establishes the organization and curriculum of compulsory secondary education in the Autonomous Community of Galicia. *Official Bulletin of Galicia*, 183, of September 26, 2022.
- Decree 157/2022, of September 15, which establishes the organization and curriculum of the baccalaureate in the Autonomous Community of Galicia. *Official Bulletin of Galicia*, 183, of September 26, 2022.

## **LA RIOJA**

- Decree 36/2022, of June 29, which establishes the Early Childhood Education curriculum and regulates certain aspects of its organization and evaluation in the Autonomous Community of La Rioja. *Official Bulletin of La Rioja*, 125, of July 1, 2022.
- Decree 41/2022, of July 13, which establishes the Primary Education curriculum and regulates certain aspects of its organization, evaluation and promotion in the Autonomous Community of La Rioja. *Official Bulletin of La Rioja*, 135, of July 15, 2022.

- Decree 42/2022, of July 13, which establishes the Compulsory Secondary Education curriculum and regulates certain aspects of its organization, evaluation, promotion and qualification in the Autonomous Community of La Rioja. *Official Bulletin of La Rioja*, 135, of July 15, 2022.
- Decree 43/2022, of July 21, which establishes the Baccalaureate curriculum and regulates certain aspects of its organization, evaluation, promotion and degree in the Autonomous Community of La Rioja. *Official Bulletin of La Rioja*, 140, of July 22, 2022.

## **REGIÓN DE MURCIA**

- Decree no. 196/2022, of November 3, which establishes the curriculum for the Early Childhood Education stage in the Autonomous Community of the Region of Murcia. *Official Bulletin of the Region of Murcia*, 255, of November 4, 2022.
- Decree no. 209/2022, of November 17, which establishes the organization and curriculum of Primary Education in the Autonomous Community of the Region of Murcia. *Official Bulletin of the Region of Murcia*, 267, of November 18, 2022.
- Decree no. 235/2022, of December 7, which establishes the organization and curriculum of Compulsory Secondary Education in the Autonomous Community of the Region of Murcia. *Official Bulletin of the Region of Murcia*, 283, of December 9, 2022.
- Decree no. 251/2022, of December 22, which establishes the organization and curriculum of the Baccalaureate in the Autonomous Community of the Region of Murcia. *Official Bulletin of the Region of Murcia*, 296, of 24 December 2022.

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