

EJEMPLO DE SITUACIÓN DE APRENDIZAJE EN FORMACIÓN PROFESIONAL BÁSICA: LA GEOGRAFÍA EN LA VIDA COTIDIANA

EXAMPLE OF A LEARNING SITUATION IN BASIC VOCATIONAL TRAINING: GEOGRAPHY IN EVERYDAY LIFE

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Abstract

Teaching from practice, meaningful learning, problem-based learning, project-based learning, etc. has been, and it is, a constant search to improve the learning of students at all stages of the educational system. The learning situations try to bring together these concerns in an active methodology. In the case of Basic Vocational Training, the characteristics of the students and subjects to be taught make it necessary to consider methodological challenges to obtain good results. Based on our experience, we present a learning situation focused on the project based learning on Geography, meeting the challenges we face and move us towards a global education, key to the success of our students.

Keywords: Learning situations, practice, Basic Vocational Education, motivation, experience, methodology.

1. CONTEXT AND THEORETICAL FRAMEWORK

Despite the entry into force of the new Organic Law 3/2022, of March 31, on the organization and integration of Vocational Training (LOFP), Basic Vocational Training is still regulated by Royal Decree 127/2014, of February 28, regulating specific aspects of Basic Vocational Training of the vocational training teachings of the educational system, fourteen basic professional titles are approved, their basic curricula are set and Royal Decree 1850/2009, of December 4, on the issuance of academic and professional titles corresponding to the teachings established in Organic Law 2/2006, of May 3, on Education (RD 127/2014) is amended. Said Royal Decree includes the amendments established in the Organic Law 2/2006, of May 3, on Education (LOE), under the protection of the Organic Law 8/2013, of December 9, for the improvement of the educational quality (LOMCE). Among the main objectives of the LOFP, as stated in article 6 point 13, we find the intention to reduce the rate of failure and early school dropout among the student body that integrates Basic Vocational Training, favoring that students do not abandon the educational system and can develop personally and professionally (Amores Fernández and Ricatto Real, 2015; Cejudo Cortés and Corchuelo Fernández, 2018; Márquez Vázquez and Gualda Caballero, 2014; Sarceda-Gorgoso, Santos and Sanjuán Roca, 2017).

In the RD 127/2014, in its article 12, on organization and methodology of these teachings, it is indicated that these will have to be adapted to the situations and needs of the students and that the methodology will have a globalizing and lifelong learning character.

The students to whom the learning situations described in the following section are addressed have particular and differentiating characteristics with respect to the rest of the students in formal education. They are students with

different sociocultural characteristics and varied behaviors and interests, including a high rate of school failure, no great interest in studies, focused on obtaining a productive job and, in some cases, with behavioral problems (Cerdeña-Navarro et al. 2019; García Fernández, 2006; Romero Rodríguez et al., 2012). In addition, as indicated by the works referred to in the in-depth bibliographical analysis of Fernández-García et al. (2019), we find students with low self-esteem, with deficiencies in social skills, living in unstructured and violent family and social environments and with physical or psychological health problems (p. 215). Among the motivations found by vocational training students, socio-professional goals stand out, such as being useful to society and a source of pride, as well as improving their academic and professional level (obtaining the ESO degree, a specific vocational qualification or continuing an intermediate vocational training) (Martínez Carmona, 2018, p.259).

According to Organic Law 3/2020, of December 29, amending Organic Law 2/2006, of May 3, on Education (LOMLOE), learning situations are defined as “the set of situations and activities that involve the deployment, by students, of actions associated with key competences and specific competences, and that contribute to the acquisition and development of these competences”.

Empirically speaking, and from a professional perspective, learning situations, both in general and in the particular context of Vocational Training, are included within the usual mechanics of the specialized teacher, but with different names; projects, internships, action-research work, learning sequences, etc. (Gómez Parra, 2010), all of them with the common denominator of putting students in a situation in which they have to implement various mechanisms to carry out a task in which, almost without realizing it, they are going to learn the concepts and acquire the competences planned for different subjects and topics (Feo Mora, 2016; Gonzales et al., 2011; Jonnaert et al., 2008; Piraval et al., 2013).

Perhaps the practical nature of Vocational Training favors this type of learning, but, in the case of Basic Vocational Training, we have the professional modules, which are more practical, and the common modules, which deal with subjects related to Compulsory Secondary Education that, on the one hand, are less practical, and on the other, generally less motivating for the students. In this context, it becomes more necessary to create learning situations to achieve student motivation and to link with the professional modules.

In our case, the particularities of Basic Vocational Training students (García Fernández 2006, p. 199), such as low motivation and self-esteem, experience of school failure, disaffection towards the educational system or lack of attention in the family environment, make it necessary to create situations that motivate students and lead them to achieve success in the task, thus recovering their interest in learning. For this, learning situations become an ideal framework for action.

In the following, we will present a learning situation specific to the common module (Communication and Society I). It is an educational innovation carried out during several school years with the students of the 1st year of Basic Vocational Training of the CFP Juan XXIII, in Alcorcón. The results obtained have been analyzed qualitatively, based on the personal impressions and appreciations of one of the authors.

However, the situation presented is realistic and easily extrapolated to the classroom, making it possible to work on geography content on a daily basis. A quantitative analysis of the results, with systematic data collection, would make it possible to turn this work into a case study, and its results, according to the theory of refutation and falsificationism (Flyvbjerg, 2011; Popper, 2009; Ruddin, 2006; Starman, 2013), could be used as arguments to support new proposed theses.

2. LEARNING SITUATIONS EXAMPLES

Below, we will present a situation of content related to the geography of Spain within the Communication and Society Module I.

2.1. Justification

Among the subjects that we must teach in the common modules of Basic Vocational Training is not specifically included Spanish Geography, both political and physical and cultural (RD 127/2014). However, these modules must, as already indicated by the LOMCE, guarantee the acquisition of the competences of lifelong learning. Thus, the contents related to Spanish geography, which are reflected in the new Royal Decree 217/2022, of March 29, establishing the organization and minimum teachings of Compulsory Secondary Education (RD 217/2022), represent a main component of the knowledge that facilitates this lifelong learning, so they should be included among the contents to be worked on in the common module of Communication and Society. Students in Basic Vocational Training have important deficiencies in their previous training in this discipline. As several authors point out, Geography is a discipline that is especially difficult for adolescent students, among which our students are included, who see geography as something passive, names and locations on a map without any kind of interest (de Miguel González, 2013). Seen in this way, it does not tend to attract students, they do not see it as something close or meaningful for their lives.

Due to this lack of interest, the teacher must approach the discipline from an experiential methodology, which facilitates contextualized learning and increases motivation among students (Kolb, 1984). Thus, we contemplate the use of the Project Based Learning methodology in the learning situation we propose, which allows us to offer our students an autonomous and meaningful learning, according to which, they will have to make their own decisions, creating elements that they will present to the rest of their classmates, being the teacher a guide in the process

(Balcells, 2014; Bell et al, 2010; López, 2020; Rodríguez Sandoval et al., 2010). It will be important the initial motivation about the task, as well as that they understand the creation as something of their own, encouraging in the process a learning by discovery (González-Ferriz, 2012; Vergara Ramírez, 2016). This methodology forces us to trust the students and their ability to create and assimilate content in an alternative way.

2.2. Curricular concretion

The following learning situation, with an approximate duration of 9-10 sessions, is going to be carried out in the Communication and Society Module I of the 1st course of Basic Vocational Training in Computer Science and Communications.

Specifically, we will work on contents about Spanish geography present in the RD 217/2022, which, although they are not explicit in the FPB curriculum, could be included within the Formative Unit UF01: Communication in Spanish Language and Society I, for the Community of Madrid, as dictated by DECREE 107/2014, of September 11, of the Governing Council, which regulates Basic Vocational Training in the Community of Madrid and approves the Plan of Studies of twenty basic vocational qualifications (FPB curriculum decree), specifically referring to:

- Natural landscapes. General and local aspects.
- The Spanish territory. Factors and components of the natural landscape: climate, relief, hydrography, and natural vegetation.

In addition, we will work on the following key competences, as defined in the RD 217/2022 (see section 2.8. Evaluation):

- Linguistic communication competence (CCL)

- Plurilingual competence (CP)
- Mathematical competence and competence in science, technology, and engineering (STEM)
- Digital competence (CD)
- Personal, social, and learning to learn competence (CPSAA)
- Citizenship competence. (CC)
- Entrepreneurial competence (CE)
- Competence in cultural awareness and expression (CCEC)

2.3. Learning situation

The planned learning situation is based on the Project Based Learning (PBL) methodology, through which collaborative and discovery learning will also be worked on. The students involved must plan a trip through Spain discovering places, customs, traditions, etc., that will make them understand where they come from and value the heritage we have. This type of methodology is part of what is defined as active methodologies, in which students must actively participate in the teaching-learning process.

Starting from a province of origin and a province of destination, the students, divided into small groups (two or three students), will have to make a tourist route, with certain characteristics that we will give them, through Spain, crossing the provinces and autonomous communities that correspond. Once the route is completed, they will have to present it to the rest of the class, as if it were a tourist guide.

2.4. Relation with other areas and subjects

In this learning situation, students will have to use oral and written expression, in addition to the use of media and computer programs that work in the specific professional module called Auxiliary Operations for the configuration and exploitation (RD 127/2014).

2.5. Didactic sequencing and methodology

In order to work on these contents, a learning situation has been designed to analyze natural landscapes, general and local aspects, related to the geography of Spain.

Activity 1. Previous knowledge and motivation (1 session)

We will establish a discussion with the students asking what places they usually visit on vacations, where they have gone in the past and what specific aspects they have liked, if they usually visit any town, village, etc. After this we will present them with photographs of very striking places in the Spanish geography (both cultural and natural), telling them that they are closer than they think and "challenging" them to discover more places like these.

Activity 2. Choosing the route (1 session)

The students are provided with the provinces of origin and destination, which will be as follows:

- CADIZ – LA CORUÑA
- ASTURIAS – ALICANTE
- GRANADA – SANTANDER
- PONTEVEDRA – GERONA
- MURCIA – SAN SEBASTIÁN
- ALMERÍA – NAVARRA

- HUELVA - HUESCA
- CASTELLÓN - BADAJOZ

With the provinces distributed, each group should look for a political map of Spain and decide freely which will be their route, deciding the provinces they will cross and they will have to investigate their cultural, natural and gastronomic heritage.

Activity 3. Search for information about the provinces that their route will go through (4 sessions)

Students will have access to computers with internet connection, books, and geography atlases so that they can search and compile the most relevant information about each province. They will have to indicate from each province: a natural place, a cultural historical place, and a typical dish, mentioning a place where we can taste it and indicating the price of it. They will gather information about the places and dishes chosen (where is it, what is special about it and why, photos, in the case of the dish: what is it made of, etc.), and any information that seems relevant to them. In addition, they should indicate the rivers and mountain ranges they will have to cross on their route.

Activity 4. Choosing the presentation format of their route (1 session)

Students should choose the presentation format for their route. It can be a Power Point or Prezzi, a brochure, a collage of images, etc.

Activity 5. Creation of the presentation (5 sessions)

During these sessions the students will freely create their presentation by obtaining images from the Internet, brought from home, magazines, etc., depending on the chosen format. They will have to prepare the material and their presentation to the rest of the class.

Activity 6. Presentation of the routes and evaluation (2 sessions)

Each group will present their route to the class, the rest of the class will be able to ask them questions about it. At the end of the presentation the students will have to answer questions that the teacher will ask them on a map of Spain to check the acquired knowledge.

2.6. Didactic resources

The students will have at their disposal several guides, encyclopedias, as well as the necessary digital resources for the consultation of necessary information, together with the necessary electronic devices (computer and projector), so that they can present their work to the rest of their classmates.

2.7. Measures for addressing diversity issues

The work will be done in class under the supervision of the teacher, who will give specific support to those students who need it. In the event that a student is unable to do the work with computer media, an alternative presentation with other types of materials (cardboard, photographs, etc.) will be considered.

2.8. Evaluation: Key and specific competences worked on and evaluation criteria fulfilled

The evaluation of the activity includes the evaluation of the resulting product and the student's ability to present it to the rest of the classmates. In both cases, it will be analyzed if the work complies with the evaluation criteria, linked to the key and specific competences (table 1), established in the current regulations.

Specific competences of Geography and History	CC	CE
1. Search, select, process, and organize information on relevant topics of the present and the past, using critically historical and geographical sources, to acquire knowledge, elaborate and express contents in various formats. 2.	CCL3, STEM4 CD1, CD2	1.1 1.3
3. Know the main challenges that different societies have faced over time, identifying the causes and consequences of the changes that have occurred and the problems they face today, through the development of research projects and the use of reliable sources, to make proposals that contribute to sustainable development.	STEM3, STEM4, STEM5 CPSAA3, CC4, CE1 CCEC1	3.1 3.3
7. Identify the foundations that support the various identities of our own and others, through knowledge and appreciation of the tangible and intangible heritage that we share to preserve and respect the feelings of belonging, as well as to promote processes that contribute to territorial cohesion and solidarity to the values of Europeanism and the Universal Declaration of Human Rights.	CP3 CC2 CCEC1	7.1

Table 1. Relation between specific competences and evaluation criteria.

However, we must clarify that the regulation referred to is that of secondary education (RD 217/2022), since the evaluation criteria established for FPB (RD 127/2014) do not allow the evaluation of student performance in Geography.

1.1 Elaborate, express and present own contents in the form of diagrams, informative tables, and other formats through the development of search strategies, selection and treatment of information related to relevant processes and events of the present and the past. (1st and 2nd) and 1.3 Transfer information and knowledge adequately through narratives, posters, presentations, oral presentations, audiovisual media, and other products. (3rd and 4th).

By searching for relevant information, using a variety of available resources (mentioned above), and by creating a presentation format appropriate to the characteristics of their project and their listeners, students work on the specific competency of creating a resource that will serve, engage, and hold the attention of the listeners.

3.1 Acquire and build relevant knowledge of the current world and history, through inductive processes, research and project work, challenges, or problems, through the development of products that reflect the understanding of the phenomena and problems addressed (1st and 2nd) and 3.3 Adequately represent geographic and historical information through various forms of graphic, cartographic and visual representation.

These criteria are translated into identifying the geographical limits of Spain, the name and location of autonomous communities and cities, provinces, and capitals on the map of Spain, as well as the main rivers, their source, mouth and most important tributaries, and the main mountain ranges and mountains. To do this, the student will indicate on a map the geographical information previously mentioned, according to the provinces he/she is crossing.

7.1 Recognize the features that shape one's own identity and that of others, the richness of multiple identities in relation to different spatial scales, through research and analysis of their geographical, historical, artistic, ideological, and linguistic foundations, and the recognition of their cultural expressions (3rd and 4th grades).

A través de la creación y exposición de la ruta, el alumnado reconocerá el variado patrimonio cultural, natural y social español, ejemplificando con un lugar cultural, un paraje natural y gastronomía típica de cada provincia por la que pasa.

Finally, table 2 shows the evaluation rubric used by the teachers as a specific evaluation instrument for the project.

2.9. Results obtained from the implementation of the learning situation in the classroom

As teachers, the planning exposed above was carried out from the 2017-2018 academic year to the present, with minor modifications or extensions. During the development of the activity and the expositions, the teacher was taking notes, following the rubric previously described. In addition, during the exposition, they are asked about the provinces in a disorderly way to check the acquisition of knowledge with satisfactory results. The result of the experience is quite satisfactory, since the students show a high level of involvement in the task, looking for curious places, researching about provinces they know, discovering typical foods and, in general, learning about their environment without realizing it. They are generally able to identify the provinces through which their route crosses, as well as geographical features without any problems. Among the extensions we highlight the inclusion of links in their presentation that lead to extra information about aspects of the presentation (restaurants where to taste the gastronomy, etc.).

Criteria	Very Satisfactory (4)	Satisfactory (3)	Acceptable (2)	No Acceptable (1)	Points
Identification of provinces	Identifies all the provinces through which it crosses, including bordering provinces.	Identifies 90% of the provinces through which it crosses, mentioning any bordering provinces.	Identifies 80% of the provinces through which it crosses.	Identifies less than 50% of the provinces through which it passes.	
Identification of physical geography	Identifies all rivers and mountain ranges along its route. Includes some tributaries.	Identifies all the rivers and mountain ranges that cross its route.	Identifies 80% of the rivers and mountain ranges that cross its route.	Identifies less than 50% of the rivers and mountain ranges that cross its route.	
Culture, nature and gastronomy	It shows more than one cultural and natural site, and a typical dish of each province, identifying them on the map.	Shows a cultural place, a natural place, and a typical dish of each province, identifying them on the map.	Shows a cultural site, a natural site and a typical dish of each province but does not identify them on the map.	It shows less than one cultural site, one natural site and one typical dish of each province, not identifying them on the map.	
Creativity	The organization, presentation and quality of the work is innovative and creative, departing from the usual presentations.	The organization, presentation and layout are clear and show some creativity.	The presentation has most of the elements that allow for exposure.	The presentation lacks elements to be clear and coherent.	
Presentation of your work	Presents information in an interesting and understandable way. Maintains the motivation and attention of the audience.	The information is presented in a logical way, keeping the audience's attention.	The information is presented in such a way that the audience understands most of the exposition.	The audience cannot understand the information, causing disorder and lack of motivation.	
TOTAL POINTS					

Table 2. Evaluation rubric of the product created by the students.

3. CONCLUSIONS

Learning situations can be very varied, both in terms of the contents to be dealt with, as well as in their complexity and methodological development.

However, they all have in common the need to work according to the key and specific competences to be achieved, as well as the need to apply a methodological approach based on the personal and daily experience of the students to whom they are addressed, increasing their motivation, especially when they present psychosocial characteristics of high demotivation and lack of confidence in the educational system, as is the case of students in Basic Vocational Training.

The experience proposed here has been carried out for several years by one of the authors of the work, obtaining highly satisfactory results. The participating students were actively involved in the task, living the reality of being able to create something and to learn playfully, being able to expand the complexity of the tasks as the course progresses.

As teachers of Basic Vocational Training, working with learning situations on a regular basis allows us to address the intrinsic problems of our students, a high rate of school failure caused by a manifest disinterest in education, which often leads to early dropout from the Educational System.

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