

APRENDIZAJE BASADO EN RETOS EN FP

CHALLENGE- BASED LEARNING IN VET

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Abstract

Vocational Training (VET) in the Basque Country has undergone a radical change in the application of new learning methodologies in recent years, establishing the collaborative methodology based on challenges as the main model. To this end, on the one hand, we have counted on the explicit support of the vice-councillor of VET, which has supported the implementation of this model with training and resources, and, on the other hand, with the support of Tknika, a center for applied innovation in VET, which depends on the vice-councillor's VET of the Basque Government, which has trained teachers and piloted experiences and work proposals. To all this we must add the effort made by all teachers to try to contextualize and adapt the model to the reality of each professional family and each center. However, although the model is clear, it is

not free of difficulties, and the evaluation process is probably one of the elements that generates the most doubts and uncertainty among teachers.

Keywords: *Collaborative learning, challenges, evaluation, feedback, technical skills, soft skills.*

1. NEW METHODOLOGIES IN THE EUSKADI VET

The incorporation of new active and collaborative methodologies in VET in the Basque Country began with some initial teacher training processes more than 10 years ago and started its implementation from the first pilot project carried out with 5 centers in the 2014-15 academic year. Since then, many others have joined the project, which has been progressively deployed, with the supervision and monitoring of a network system, which has allowed to reach significant levels of expansion.

Today no one questions the model, although the level of implementation is different, given that there are many variables that come into play when redefining a curricular project and putting it into operation, with the teachers and the pedagogical leadership of the management team standing out among all of them, due to their relevance.

1.1. JUSTIFICATION

The linking of vocational training with companies is what initially led to questioning the teaching-learning process that had been carried out to date. Evidently, this process was working because, up to then, it had nurtured workers in productive environments. However, companies were asking for something more, that added value that went beyond technical qualifications; they demanded workers with an open attitude towards change, a willingness to collaborate with the team, the ability to solve problems and adapt to new technologies, among others. In short, they requested a series of competencies that, curiously, were common to different professional sectors, however different they might be. These were the so-called transversal competencies.

This reflection on the qualities valued by the companies is what prompted

the revision of the curriculum, which showed that these transversal competencies may not be made explicit in a clear way in the learning process of the students and that a "traditional" teaching model was not the most appropriate scenario to work on them. It was therefore necessary to create other learning situations that would allow the development of technical and transversal competencies in a coherent and meaningful way for the students.

Thus, and after trying some different alternatives, we opted mainly for a **collaborative learning model based on challenges**, which incorporates diverse methodological strategies, with which the students become active protagonists in their own learning process. It is also a model that makes it possible to overcome the theory-practice dichotomy by addressing real situations or those close to it, and to integrate aspects such as ethical principles or values and the much-needed digitalization in which companies are immersed. This transformation has brought with it the reconfiguration of the centers in many aspects: spatial, temporal and, above all, organizational (Astigarraga, Aguirre, and Carrera, 2018).

After a few years, it can be said that it has been a successful experience, although as with any educational change, optimal results are always associated with the involvement of the teaching team, which does not assume the transformation as an external imposition but as a response to internal reflection on the needs of students and the corresponding productive sector to achieve versatile, creative, critical, entrepreneurial professional profiles... capable of developing their talent and adding value to companies, demonstrating the skills that will be strategic for their future.

Taking a step further, and with the VI Basque VET Plan recently published in November 022, the challenge is to train highly qualified professionals to achieve an intelligent VET that responds to emerging and in many cases still unknown environments, generating new learning situations that will facilitate it.

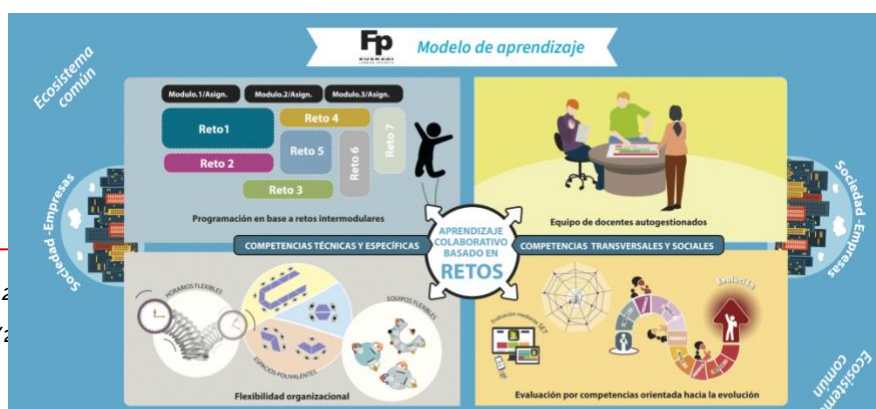
1.2. CHALLENGE-BASED COLLABORATIVE LEARNING

Collaborative learning based on challenges aims to approach the reality of the productive sector starting from some premises that are considered advantageous for students, since they promote group work, team organization, task planning, problem solving, decision making, personal involvement in how to face the challenge, justification of the work done or evaluation of the final result and the process followed.

In short, the aim is not only to obtain a result that involves learning from the technical point of view, but also to internalize many other elements that are part of the personal and social competences so important for the personal and professional development of students. In any case, these are aspects that, when properly developed, will help students to maintain lifelong learning.

According to this model, the self-management of the teaching team acquires special relevance: the value of autonomy and coordination. This implies a change in the leadership model of the centers, from a unipersonal leadership to a participative model. These teams are born with a shared purpose: the design of a new learning model.

As a result, there has been a profound change in the organizational culture of educational centers, where trust has become the main protagonist of the management model. It has also allowed schools to become flexible organizations, open to change, innovation, and improvement.



Source: <https://tknika.eus/areas/aprendizajes-y-alto-rendimiento/>

Many advantages of collaborative learning have been identified for students (Tknika, s.f.):

- Develops students' **interpersonal intelligence**.
- Creates a **learning community** in which all students learn together. The knowledge of one person enriches and enhances the knowledge of others.
- Contributes to **collaboration**, fostering solidarity, mutual help, generosity, an aspect that visualizes the effectiveness of teamwork and generates personal and social commitment.
- Develops the ability to **learn to learn**, being as important the cognitive development as the learning process and strategies.
- Increases **motivation towards learning**, understood as the degree to which students strive to achieve the proposed goals.
- Both teachers and students find it easier to find the **meaning** of the learning process, being active and involved.

2. CHALLENGES: LEARNING SITUATIONS

The challenge-based collaborative learning model has brought about many changes in the teaching-learning process. Probably one of the most important has been the change in the way teachers have had to look at the design of the learning context, moving from the transmission of knowledge, where the focus was on teaching, to a context based on the development of competencies, where the focus is on learning.

Likewise, this change of perspective has forced the teaching teams to

carry out a previous reflection on the professional profile of the students, which must integrate both the technical and transversal competences required to meet both the present and future needs of the productive sector.

Challenges, in general, are learning situations that are designed for students to acquire a series of competencies, specific to their cycle, and which, therefore, must generate learning. They favor an active, integral, and interdisciplinary learning context that promotes the development of knowledge (knowing), skills (knowing how to do), aptitudes (being able to do) and attitudes (wanting to do). They are the result of defining which competencies to learn (Zabala and Arnau, 2014).

Within the same challenge, the teaching team can propose different learning situations and the use of different methodologies since there will be great differences between the different professional families and their closeness or not to the real world.

In short, challenge-based learning allows students (Tknika, s.f.):

- Learn experientially.
- Reflect and engage in their own learning process.
- Process the learning obtained.
- Endow learning with a logic.

The backbone for the design of this learning strategy is the evaluation process: a process that focuses on the reflection, evolution, and improvement of students to achieve their professional profile, moving from a qualification-based approach to an evaluation-based approach.

2.1. HOW TO CREATE A CHALLENGE

In order to generate a good challenge that provides an interesting challenge for the students and at the same time allows the development of both

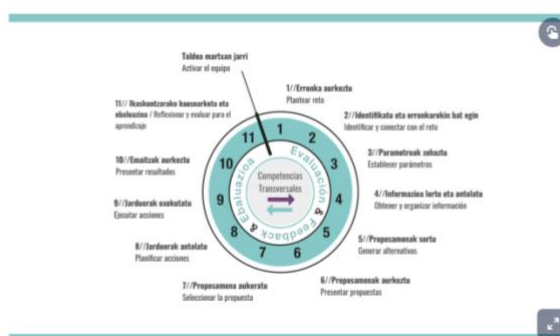
technical and transversal competences, it is necessary to take into account a series of considerations, as shown in the graph below:



Source: <https://www.efepeando.com/>

In general, the challenges must relate to the real world and the productive sector in each case. For this reason, the professional experience of the teachers is fundamental, but in the absence of this, the company itself can provide challenge ideas. Likewise, it is necessary to connect with the students' immediate area of knowledge so that the final objective is attainable for them, while at the same time not having an immediate resolution but requiring the implementation of a search process.

On the other hand, the model requires a systematic approach for the development of the challenge, which goes through different phases, as shown in the infographic that in many cases presides over the classrooms of the centers:



Source: <https://ethazi.tknika.eus/es/>

This system integrates skills such as collaborative work, problem solving, creative and critical thinking, information management, decision making and communication, among others. These skills must be demonstrated by the students themselves through the different tasks set by the teaching team in the phases of the challenge.

The important thing is to be clear about what the students must learn: knowledge, skills, aptitudes, and attitudes for professional performance. It is essential that, during the process of designing the challenges, the teaching team does not lose sight of the purpose of the challenges in coherence with the cyclist's exit profile.

2.2. HOW TO EVALUATE A CHALLENGE

Although there have been great changes in terms of the implementation of new methodologies, there is not the same innovation in the evaluation process and this aspect is essential to address from the beginning of the design of the challenge itself (García, Olmo, and del Toro, 2018). According to Casanova (2021):

[...] it is necessary to consider that assessment responds—or should respond—, as any of the other curricular elements, to the purpose that the educational system proposes for its citizens. And the educational system has to offer valid answers for the society in which it is developed. (p.2)

Designing the evaluation: evaluation criteria

Evaluation is a complex process that needs to be taken into account from the very beginning because it must ensure the acquisition of the objectives. The criteria determined must provide sufficient evidence that the

competencies have been acquired. Through it, information is obtained on the learning achieved, decisions are made focused on what should be reinforced and feedback is given on what needs to be strengthened in the pursuit of competence (Casanova, 2021). Therefore, it would be necessary to incorporate an approach of qualitative assessment processes that would provide more complete information on the level of achievement of the required learning outcomes, beyond the final numerical grade (Nieto-Ortiz and Cacheiro, 2021).

Likewise, the evaluation requires the agreement of the teaching team and that it acts in a coordinated manner, so that the individual proposal contributes to collective decision-making. The team is the one who defines the evaluation process from the beginning, giving answers in each case to the following questions: what for, what, who and when to evaluate, as well as what strategies and instruments to use to evaluate the learning process. The latter (assessment strategies and instruments) must find the optimal balance between formative and summative assessment, considering how and when to assess students individually and in groups" (Servicio de Innovación Educativa de la UPM, 2020).

Different types and moments of assessment can be distinguished, depending on the objective pursued:

| | | |
|-----------------------|--|---|
| Diagnostic evaluation | At the beginning, to know the previous knowledge and the students. | Customization: grouping, leveling, deepening, resources, student autonomy |
| Formative evaluation | Ongoing guidance at all stages of the challenge | Continuous feedback |
| Summative evaluation | At agreed intermediate points and at the end of the challenge. | Evaluation of the competence level with evidence |

Source: own elaboration based on the Educational Innovation Service of the UPM

In Vocational Training in the Basque Country, a deep reflection has been made on what are the keys of evaluation in a collaborative learning model based

on challenges, starting from a 360° proposal, and determining the relevance of (Tkніка, s.f.):

- Have a shared vision of the cycle among the teachers.
- Take care of the classroom environment, since mistakes are a source of learning (no one comes to class to learn what he/she knows).
- Generate opportunities for improvement.
- Making thinking visible to be able to evaluate learning.
- Evolutionary monitoring of the learning process with general rubrics.
- Feedback confirms, expands, restructures, or adjusts the student's information on clear and concrete personal learning objectives, helping it to settle in the memory.

The value of feedback in the assessment process

Although feedback is continuously present throughout the learning process in its different modalities, it is the oral feedback given in a formal and planned manner that is most important in challenge-based collaborative learning.

Feedback can be defined as a conversation for learning, an essential conversation within the formative evaluation of the students' learning process. This conversation provides students with information about their own learning, from which, after a process of reflection, they can establish commitments for the improvement and evolution of their professional performance. To this end, they are constantly accompanied and guided by the teachers.

The main objective of this conversation is to make students responsible for their own learning. Therefore, feedback should:

- Encourage self-evaluation and co-evaluation.

- Allow the identification of the strengths that students should maintain and enhance, as well as their areas for improvement.
- Invite students to reflect.
- Conclude with an individual improvement plan and follow-up of the commitments agreed with the students during the conversation. It is important that the conversation is prepared by the teaching team, in order to achieve the objectives set for it.

And to prepare the conversation well it is necessary to:

- Generate a space of trust between students and teachers. As Rodriguez and Arbonies (2018) state, feedback is given and received much more comfortably in a climate of trust and mutual respect. In addition, the student must perceive that, together with the teaching person, they form a team that aims at their own learning (Jiménez, 2015). To generate this trust it is necessary to generate a non-judgmental space, where all the people participating in the conversation feel safe and non-judgmental. Thus, feedback should be descriptive, simple, objectively clear and focused on the task (Jiménez, 2015), and/or on the learning process, based on clear and specific learning objectives, defined prior to the conversation by the teaching team.
- Engender a conversation that is meaningful, and fosters reflection, learning for improvement and engagement. It is necessary for the teaching team to prepare the conversation with a battery of questions aimed at collecting evidence of learning. In fact, the question is a valuable tool to be considered in the feedback process, since it is not a question of giving advice, but of accompanying the students in the search for the answer that contributes to learning and improvement. These questions should be formulated in a clear and concise manner, and most importantly, they should be open questions that invite the process of reflection.

In order for students to reflect on their own learning process, it is necessary for them to be clear about where they are starting from, where they want to get to, where they are and the most important thing they must do to reach the goal they have set for themselves.

In short, the feedback process must be, on the one hand, planned within the learning strategy itself, not as an isolated element, but as a continuous process, which is carried out several times throughout the course in order to provide an overview of the evolution and development of professional skills. It is up to the teaching team to decide whether the feedback is to be individual or group, the moments when it is to be given, as well as its frequency. These moments must be present in the schedule of challenges and must be known by the students from the very beginning.

Learning evidence

In challenge-based collaborative learning, evidence of learning is especially important for the process of assessing professional competencies, both technical and transversal. These evidences may vary depending on the context and on what is to be verified within the students' learning process.

The important thing to keep in mind is that they must be relevant to demonstrate the evaluation criteria associated with the different competencies. In fact, it is the evidences that make it possible to know the level of achievement of the competencies and to place the students at one level or another.

In this learning context, the following can be used as evaluation evidences:

- **Written or oral tests** oriented to the achievement of knowledge, and evidence the first levels of competence.
- **Written work:** project report, reports, notes, among others that can show the level of understanding of the knowledge acquired and serve to

evaluate another level of competence of greater complexity.

- **Oral presentations** that serve to demonstrate the ability to synthesize information and communicative competence.
- **Debates** that can evidence skills to apply knowledge and critical thinking.
- **Concept maps** that can evidence skills to structure information, relate and classify concepts,
- **Hands-on simulations** that serve to demonstrate higher levels of competence, more related to skills related to procedural aspects.

As with feedback, evidence should be integrated into the learning process and should be part of the strategy design. The teaching team must make an effort to define what the students must demonstrate in each phase of the challenge and the tool that will be used to achieve it.

Assessment tools

The challenge-based collaborative learning assessment must be authentic, that is, must reflect the skills, knowledge, aptitudes, and abilities needed to solve the challenges posed.

Next, we present some tools that can be useful to evaluate challenge-based learning:

Rubrics: these are guides that describe the levels of competencies and the evaluation criteria expected for each of them.

Portfolios: they are collections of evidences that show the student's progress in the learning process over time.

Checklists: a list of evaluation criteria that describe what is expected from students.

Interview: is a conversation that includes open and closed questions, as

well as questions that require the learner to evidence their thinking and learning process.

Observation: can be a valuable tool for assessing transversal competencies.

It is important to keep in mind that these assessment tools should be adapted to the needs and learning objectives. In addition, it is advisable to use more than one to have a richer vision of the process followed by the students.

3. EXAMPLE OF CHALLENGE AND ITS ASSESSMENT

Challenge proposal to be developed in the last four weeks of the 1st course of the cycle: HIGHER TECHNICIAN IN EARLY CHILDHOOD EDUCATION.

The challenge includes the following modules of the first course:

- personal autonomy and child health.
- cognitive and motor development
- expression and communication
- socio-affective development
- social skills
- FOL

The objective pursued is to unify and integrate the knowledge acquired throughout the course and to develop the ability to communicate it adequately. The learning situation requires the mobilization of all the basic knowledge acquired so far, on the one hand, and the implementation of a series of procedures linked to some transversal competences such as communication,

teamwork, and digital competence. The presentation must be motivating in order to attract attention and motivation.

The challenge will be developed in groups of 3-4 people over 4 weeks, of which the last week will be used for the group presentations and their final evaluation.

CHALLENGE: OPEN DAY IN OUR NURSERY SCHOOL

In our nursery school we organize informative meetings with families before the start of the school year in September. They are a transcendental moment!

The purpose of the presentations is to let them know, on the one hand, what kind of work we do, and on the other hand, what are the most important considerations to take into account to ensure that the attention given to the children is the most appropriate and that the routines and habits they need for their development are established.

The presentations will be carried out by the entire teaching team (three people) for each of the classrooms into which the students are divided according to their age. Thus, we will have the following groups:

- *Cribs (0-6 months)*
- *Crawling (6-12)*
- *12 months*
- *18 months*
- *2 years*

- The students who do not make the presentation must assume an active role, since from their role as family members, they must subsequently evaluate the presentation they have attended.

- The team that makes the presentation must take into account all the elements that influence the achievement of the objective, which include, beyond the content,

the spatial organization, the resources used and the time, which in no case may exceed half an hour, including possible questions.

For the design of the challenge, we must not lose the reference of the Competence Units that the students must acquire, as well as the **General Competence of the Cycle**. This global vision is an important change of perspective, thus overcoming a compartmentalized model by modules. It consists of designing, implementing, and evaluating educational projects and programs for childcare in the first cycle of early childhood education in the formal setting, according to the pedagogical proposal prepared by a teacher with a specialization in early childhood education or equivalent degree, and throughout the stage in the non-formal setting, generating safe environments and in collaboration with other professionals and families.

The professional qualifications included are the following:

- **program, organize**, carry out and evaluate processes of educational intervention of center and group of boys and girls.
- **develop programs** of acquisition and training in habits of autonomy and health, as well as others of intervention in risk situations.
- **promote and implement** play situations as the axis of activity and child development.
- **develop the expressive and communicative resources** of the child as a means of personal and social growth.
- **develop actions to favor the exploration of the environment** through contact with objects, relationships of the child with his or her peers and with adults.
- **define, sequence, and evaluate learning**, interpreting it in the context of child development from zero to six years of age.

The **evaluation criteria** to be used to assess the challenge, directly related to the **Learning Outcomes** of each module, will generally be as follows:

- **Technical competencies:**

- Shows knowledge of child evolutionary development at each age: motor development, cognitive development, social-emotional development, and language development.
- Shows knowledge of student needs at each stage: feeding, grooming, health.
- Shows knowledge of the organization of a nursery school: time management, classroom management, activities (initial level since it will have an impact in 2nd grade).
- Identifies the risk situations involved in their task.
- Shows the ability to evaluate a process and its results (initial level, as it will be emphasized in the 2nd year)

- **Transversal competences:**

- Manifests communication skills, adapting them to the target group: verbal and non-verbal language.
- Manifests digital skills: digital support for presentation.
- Manifests people management skills: teamwork and attention to "users".

The fact that the focus is specifically placed on some aspects, on some evaluation criteria, does not mean that others are excluded, but evaluation is a complicated process, so it must necessarily be limited in order to properly manage the evidence that is collected.

While the technical competencies are defined by the current curriculum, the transversal competencies must be specified by the teaching team, adapted

to the corresponding sector, and evaluated at all times in a collegial manner by the teachers.

If we start from the concept of evaluation as an assessment of the evolution followed by the students, it is logical to think that the evaluation process should be developed over time to monitor the process from the beginning. On the other hand, evaluation will be the backbone of the design, as mentioned above. Thus, we can distinguish:

Initial assessment

As this is an end-of-course learning situation, we have information regarding the acquisition of knowledge and the level of competence of the students. The knowledge is essential for competent learning and we have been able to obtain **evidence throughout the course**. The learning already acquired is what will allow us to face increasingly complex challenges. In addition, the students have received individual and group guidance regarding the strong points that should be maintained and those that could be improved, agreeing on the commitment and guidelines to achieve it.

Before starting any challenge, it is interesting to promote a **self-assessment** process to make them aware of what they know how to do and what they must learn to be able to respond to the challenge, as well as to try to define with what emotion they face it.

Evaluación inicial de la Competencia Intrapersonal

Para responder ten en cuenta que:
1- Nunca
2- Rara vez
3- Mayoría de las veces
4- Siempre

1. Me describo con amabilidad, reconociendo mis potencialidades, gustos, sueños, motivaciones, pasiones, debilidades, aficiones, etc.

1 2 3 4

2. Conozco mis valores y los pongo en práctica

1 2 3 4

3. Gestiono las emociones de forma adaptativa (las reconozco, las pongo nombre, las transito y las transformo)

1 2 3 4

4. Identifico las sensaciones corporales que acompañan a cada una de las emociones que siento

1 2 3 4

Process assessment

For an optimal development of the challenge, and as we will have been working during the course, a good planning of the whole process is essential. Being able to plan, manage time and regulate team and individual work is one of the main challenges we face. Therefore, using tools such as a **Reflective journal** is a way to collect evidence of the whole process, including achievements, difficulties, proposed solutions, or conflicts that have arisen.

Example of a journal:

1. MI TARJETA DE PRESENTACIÓN

Una vez realizada tu tarjeta de presentación, ¿Cómo la titularías? y ¿Cuál es relato que acompaña a tu tarjeta de presentación?. Relato que tendrás que exponer en tu entrevista de trabajo (mínimo 20 líneas).

- ¿Cuáles son las cualidades o las habilidades que te hace única y empleable?
- ¿Cuáles son tus aficiones?
- ¿Qué te motiva o apasiona?
- ¿Qué te ves haciendo en unos años?
- ¿Qué te gustaría aportar a este mundo para hacer de él un espacio mejor?

2.

2. LA TARJETA DEL EQUIPO

Una vez realizada la tarjeta de presentación del equipo, realiza una foto y súbela a tu cuaderno de ruta.

Mira la foto con detenimiento y responde a las siguientes preguntas:

- ¿Qué ves?
- ¿Cómo visualizas tu pieza en el todo? ¿Cómo es su forma? ¿Cómo es su tamaño?
- ¿Dónde sitúas tu pieza en el todo del que formas parte? ¿Dónde te visualizas en la periferia o en el centro? ¿Cuál es el motivo por el que te sitúas en ese lugar? ¿Dónde te gustaría situarte?
- ¿Qué aporta tu pieza al todo?
- ¿Qué pasaría si tu pieza no estaría?

3. AUTOREFLEXIÓN

Responde a las siguientes preguntas

- ¿Qué emociones han sentido a lo largo de la sesión? (autoconciencia emocional? (intenta hacer un listado de todos los sentimientos y emociones que han sentido durante la actividad
- ¿Qué sensaciones corporales las han acompañado? (autoconciencia corporal
- ¿Qué pensamientos te han rondado por tu cabeza a lo largo de la sesión? (razonamientos, creencias)
- ¿Qué hiciste o que te hubiera gustado hacer o expresar a lo largo de la sesión? (Acción)
- ¿Qué has aprendido realizando esta dinámica?(Aprendizaje)

Source: Calasanz Lanbide Ikastegia (own elaboration)

Although collaborative work is based on team interaction, the teacher continues to play an essential guiding role, tracking the process continuously. **Guided direct observation** can be carried out in the classroom (with defined items to be observed) while plural: each teacher observes a group of students for a week, rotating later with his or her colleagues; in this way, the observation carried out will provide different points of view regarding each person in the classroom.

This observation and the collection of evidence from the students also allows us to have information about how the process is developing and is complemented with the **group and/or individual interview**. In this way we can know how they are feeling, how they are facing the challenge, if they are satisfied with the result or if they need help to continue... These meetings can be held as

many times as necessary, establishing at least a series of checkpoints for all groups.

Final assessment

For the final assessment, several issues will be taken into account:

- On the one hand, the work done by each group, which offers a final presentation and which will be evaluated by the rest of the class with a **script** prepared for this purpose. A **peer group assessment** will also be promoted, promoting comments of value.

Peer assessment model:

| Student's name: | | | |
|---|--------|-----------|------------------|
| Aspects | Levels | | |
| | Always | Sometimes | Has difficulties |
| Participates in making team agreements. | | | |
| Complies with assigned tasks and commissions. | | | |
| Participates in all activities carried out by the team. | | | |
| Supports colleagues who need it. | | | |
| Collaborates in the presentation of the final product. | | | |

Source: <https://docentesaldia.com>

- The final product, the oral presentation, may be evaluated using a **rubric** in the case of transversal competencies and a **checklist** in the case of technical competencies, which have already been evaluated previously, throughout the course.

| CATEGORY | EXCELLENT | SATISFACTORY | IMPROVABLE | DIFICULTIES |
|------------------------------------|---|---|--|--|
| Content | It shows a good mastery of the of the subject, does not make. no mistakes, no hesitation. | Good understanding of parts of the subject matter. Fluent exposition, makes few mistakes. | It makes some rectifications, and sometimes hesitates. | Continually rectifies. Does not show knowledge of the subject. |
| Organization of information | The information is well organized, clear and logical. | Most of the information is organized clearly and | There is no clear plan to organize the information. | The information appears scattered |

| | | | | |
|----------------------------|---|--|--|---|
| Exposition | Attracts the attention of the audience and maintains interest throughout the presentation. | logically. Interesting enough at first but gets a bit monotonous. | some dispersion. Has difficulty in getting or maintaining the interest of the audience. | and poorly organized. Hardly uses resources to keep the audience's attention. |
| Oral expression | Speaks clearly throughout the presentation. Your pronunciation is correct. Your tone of voice is appropriate. | Speaks clearly for most of the presentation. His tone of voice is appropriate. | Sometimes speaks clearly during the presentation. Frequently resorts to the use of pauses. His tone of voice is not appropriate. | Does not speak clearly. His pronunciation is poor, makes many pauses and uses crutches. His tone of voice is not adequate to maintain interest. to maintain interest. |
| Non-verbal language | You have good posture and demonstrates confidence. He establishes eye contact with everyone present. | He has good posture most of the time and makes eye contact. Occasionally shows insecurity. | Sometimes has good posture and sometimes makes eye contact with everyone present. Shows insecurity. | Poor posture and does not make eye contact. Shows great insecurity. |

Source: CEDEC "Rubric for evaluating the oral presentation of papers (modified)"

- A **video** could also be recorded so that students can later analyze the strong points of their presentation and the areas for improvement that could be raised, thus promoting self-evaluation, making them aware of the areas or aspects to be improved.
- Students will have to submit a personal **portfolio** in which they will be able to obtain evidence of how the preparation of the challenge has developed and the different moments through which it has evolved; likewise, it will be possible to assess how each of the team members has assumed the assigned roles, the commitments made at the beginning of the challenge and the contribution of each one, as well as an individual **self-assessment**.

Model reflective journal:

Durante este año a medida que iba pasando el curso, he aprendido y he podido trabajar y formar parte en diferentes actividades dentro del centro como fuera.

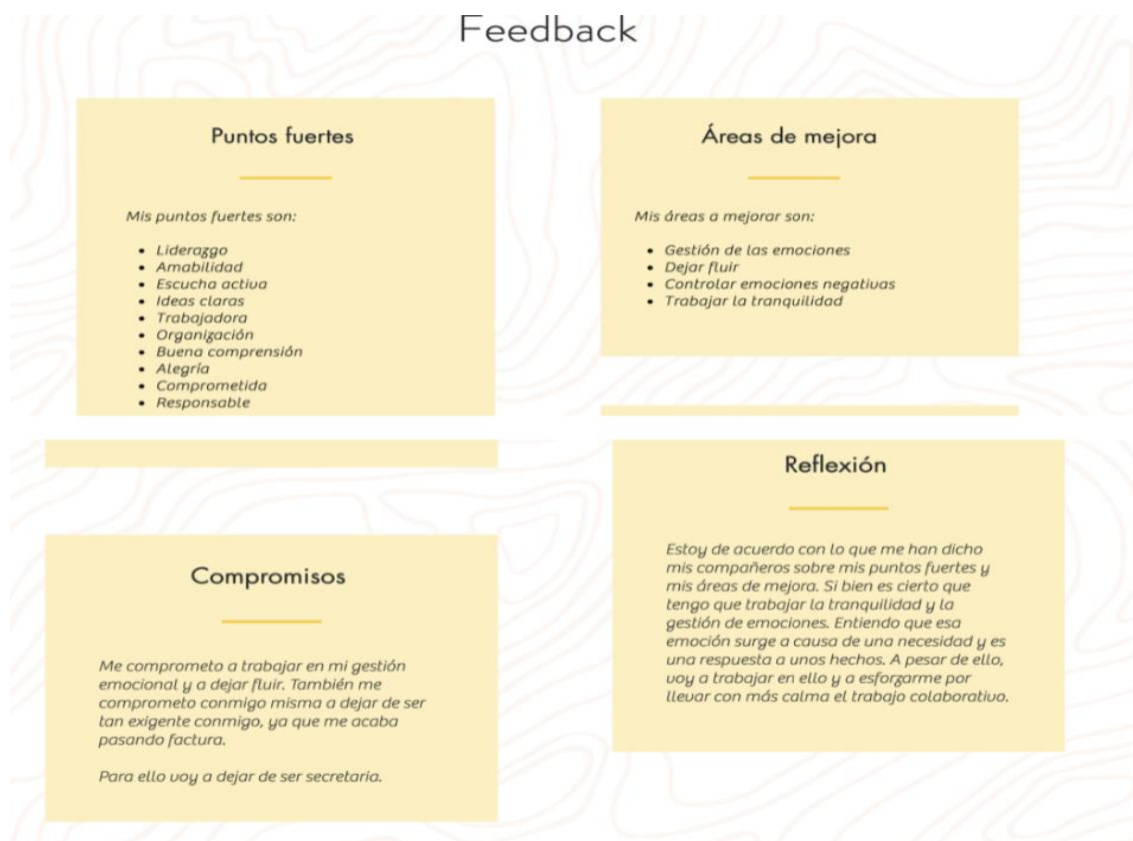
A principios de año concretamente el 1-10-2021 realizamos una salida fuera del centro, ya que era el día de las personas mayores. Ese día fuimos al Gernika situado en Santurtzi al evento.



En esta imagen se puede ver como a cada una de las personas mayores les daban una flor y un cartel del día internacional de las personas mayores, que por detrás tenía un dibujo de Santurtzi. Y en otra de las imágenes se puede ver el árbol recién plantado con su placa.



Source: Calasanz Lanbide Ikastegia (own elaboration)



Source: Calasanz Lanbide Ikastegia (own elaboration)

The assessment process, as we have been able to verify, is based on the 360° system, which includes self-assessment, peer-assessment, and hetero-assessment tools. The ultimate goal is to promote the evolution of competencies through the commitment to learning of all students and to mark the path of opportunities for improvement in each case.

We have not expressly referred to grading. Both terms have been identified on many occasions and the value of assessment as a decision-making process for the improvement of learning and evolution of competencies should be emphasized. And if in the end, as the norm establishes, a final grade is required, it must be included within a much broader and more important procedure.

4. CONCLUSIONS

The new **Organic Law 3/2022** of 31 March, on the organization and integration of Vocational Training states in its preamble that:

*By combining school and business and placing the person at the center of the system, **vocational training achieves an appropriate balance between humanistic education and professionalizing training**. In this way, vocational training becomes, on the one hand, a powerful lever for education and the deployment of people's skills and, on the other hand, a powerful instrument for the modernization and transformation of the production model, in accordance with the requirements of the new digital, green, and blue economy.*

At this time, many possibilities are opening up to work in a different way. Teachers can adapt their educational practice to the immediate context, to the needs and interests of students and to the demands of the productive sector, without forgetting that students belong to broader social groups of which they also form part, so that the more skills they acquire, the better they will be able to adapt to different contexts and realities. It is necessary, therefore, to offer a complete training to the person so that he/she can be incorporated into this liquid society and the one that is to come. (Casanova, 2021)

But even if the curriculum and methodology are modified, nothing will change if the evaluation model is not changed; this is the real challenge for all educational stages, and also in VET:

In a traditional and academicist system, the evaluation is limited to checking a theoretical result, without caring too much if the answer implies a real, functional learning, which the student can apply in their daily life and that also serves to continue advancing (...) In a competency-based model, students are always evolving, they can always continue advancing and evaluation is the orientation process that allows them to continue learning. ...)
In a competency-based model, students are always evolving, they can always continue advancing and evaluation is the orientation process that

allows them to continue learning We need (...) citizens with well-structured and assumed learning and capable of applying it to their daily tasks, to their profession, to their further studies, to their personal relationships and to their own self-esteem and personal and professional improvement. (Casanova, 2021, p. 3)

It is logical to think that teachers might feel some vertigo when abandoning certain deep-rooted professional practices, but society is changing, students are changing with it, and the education system cannot remain on the sidelines.

There are no recipes to promote a transformation of the educational system, beyond a committed and well-trained teachers, who develop their research facet in the classroom, with professional criteria, and of course, as a team.

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