GUIDELINES FOR THE CV IMPLEMENTATION

Educational Approach

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❑ Implementation in schools

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❑ Chapter 1: The concept of communication

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❑ Chapter 2: Motivation in the students

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❑ Chapter 3: Team building in the classroom

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☐ Chapter 1: The concept of communication

- The concept

- Features in communication

- Communications keys

- Group Communication

- Conclusion and take away

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COMMUNICATION

*"Communication is a basic process for the **survival** of any organism. All beings, in their biological and social aspects, depend on the information Exchange processes. Information exchanges do not occur in a fortuitous way but are regulated by **certain laws".**

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COMMUNICATION LAWS

- It's not possible to NOT communicate.

- The true is not what A says but what B understands.

- When B misinterprets a message from A, the culprit is always A.

THE SENDER IS 100 PERCENT RESPONSIBLE FOR CLEAR AND EFFECTIVE COMMUNICATION.

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COMMUNICATION PRINCIPLES

- It is a two-way process.

- It is not an intermittent event, but something continuous … like breathing.

- We not only communicate with verbal language, but also with body language.

- There must be synchrony between verbal and non-verbal communication.

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WHAT IS COMUNNICATION?

It is the process through which a certain message is understood by someone other than the one who emits it.

The result of communication is not what the sender says, but what the receiver understands.

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WHAT CAUSES MORE IMPACT ON COMMUNICATION?

COMUNICACION

Words [PORCENTAJE]

Voice [PORCENTAJE]

Body language [PORCENTAJE]

Information is the message, the content of any type of information

"Without effective communication, it is difficult to achieve a climate of integration and cooperation"

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COMMUNICATION CHARACTERISTICS

Truthfulness	Clearness	Correctness	Sincerity
Regularity	Timely	Completeness	Precision
Objectivity	Conciseness	Loyalty	Honesty

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OBSTACLES TO TRANSMIT THE INFORMATION

- Organizations with many hierarchical levels.
- Possible conflicts of loyalty.
- Lack of formal information channels.
- Disobedience to the company's communication strategy.
- The temptation to tell the boss what you think he/she wants to hear.

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THE 6 KEY INFORMATION QUESTIONS

COMUNICATION KEYS

KEYS

Sympathize
Encourage
Ask
Confirm
Inform
Listen

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COMUNICATION KEYS

INVOLVES

Establish a link with the interlocutor in order to make communication more effective

METHODS

- Using eye contact
- Adapt
- Establish a link

Sympathize

Encourage

Ask

Confirm

Inform

Listen

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COMMUNICATION KEYS

INVOLVES

Maintain the interlocutor's attention and encourage them to participate in the conversation

METHODS

- Reinforce your interlocutor expressing interest

- Show empathy

- Respond affirmatively indicating that we have received the information

Sympathize

Encourage

Ask

Confirm

Inform

Listen

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COMMUNICATION KEYS

CLOSED QUESTIONS

Are answered with few words

OPEN QUESTIONS

Demand a more detailed answers

HIGH YIELD QUESTIONS

Force the interlocutor to think about the answer, and allow obtaining high quality information

Sympathize

Encourage

Ask

Confirm

Inform

Listen

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COMMUNICATION KEYS

INVOLVES

Make explicit the progress of the interview, meeting, etc…

METHODS

- Summarize, repeating schematically what the receiver has said

- Verify that the receiver agrees

Sympathize

Encourage

Ask

Confirm

Inform

Listen

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COMMUNICATION KEYS

GUIDELINES

- Have a global vision of the information.

- Convey information clearly, concisely and specifically.

- Follow a logical order.

- Check each stage before moving on to the next.

- Adapt the language to the interlocutor.

- Promote two way communication.

- Use examples.

Sympathize

Encourage

Ask

Confirm

Inform

Listen

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COMMUNICATION KEYS

RULES	BAD LISTENER	GOOD LISTENER
Identify common areas of interest	Disregards boring subjects	Looking for opportunities, wondering what does this mean to me?
Evaluate the content	Don't worry if the form of expression is enough	Evaluate the content and let pass expression errors.
Master feelings	Tends to argue	Not judge until have perfectly understood the content
Listen to ideas	Listen to data	Listen to essential information
Take notes	Take too much notes	Take few notes
Active listening	Don't strain himself. Fake attention	Strives, shows activity throughout the conversation
Avoid distractions	Easily distracted	Know how to concentrate
Exercise the mind	Ignore difficult subjects, only attend to light subjects	Face complicated topics as an intellectual exercise
Open mind	Reacts to emotionally charged words	Reacts to emotionally charged words
Take advantage of the difference between speed of thought and speed of speaking	Speculate in the presence of people who speak slowly	Anticipate, mentally summarize, weigh, test, listen between the lines

Sympathize

Encourage

Ask

Confirm

Inform

Listen

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COMMUNICATION KEYS

CONCLUSIONS

1. Adopt a positive attitude

2. Do not judge

3. Do not anticipate

4. Show interest

5. Take notes during interviews

6. Let speak

7. Listen actively

8. Check what your interlocutors tell you

9. Share the responsibility of the communication

10. Give up emotions

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GROUP COMMUNICATION

PYGMALION EFECT

Rosenthal (Harvard EEUU) (up to Grade 9 school)

Teacher expectations are passed on to students

Rosenthal's four-factor theory

(factors to convey expectations)

- Warm Classroom Climate and Culture
- More feedback
- More information
- More questions & answers

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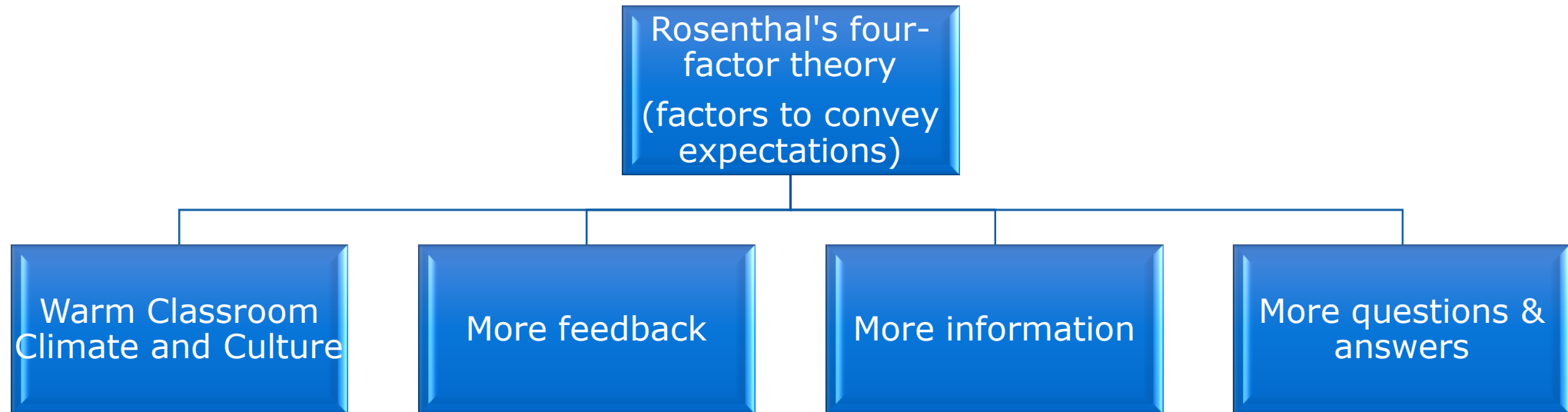
GROUP COMMUNICATION

PROPER LENGUAGE

- Connect with the language of the students
- Don't overestimate student's knowledge
- In case of doubt, ask

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CONCLUSION

IF THE TRAINER DOES NOT HAVE A POSITIVE ATTITUDE TOWARDS THE PARTICIPANTS, IN THE MOST INTIMATE OF THEIR SOUL, THEY WILL HAVE FAILED AS A TRAINER (EVEN BEFORE HAVING OPENED THE MOUTH)

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❑ **Chapter 2: Motivation in the students**

- Concepts about motivation

- Aspects that favour learning

- Aspects that hinder learning

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ACTIVE TEACHING

TRADITIONAL TEACHING

ACTIVE TEACHING

A lot

A few

TEACHER ACTIVITY

STUDENT ACTIVITY

A few

A lot

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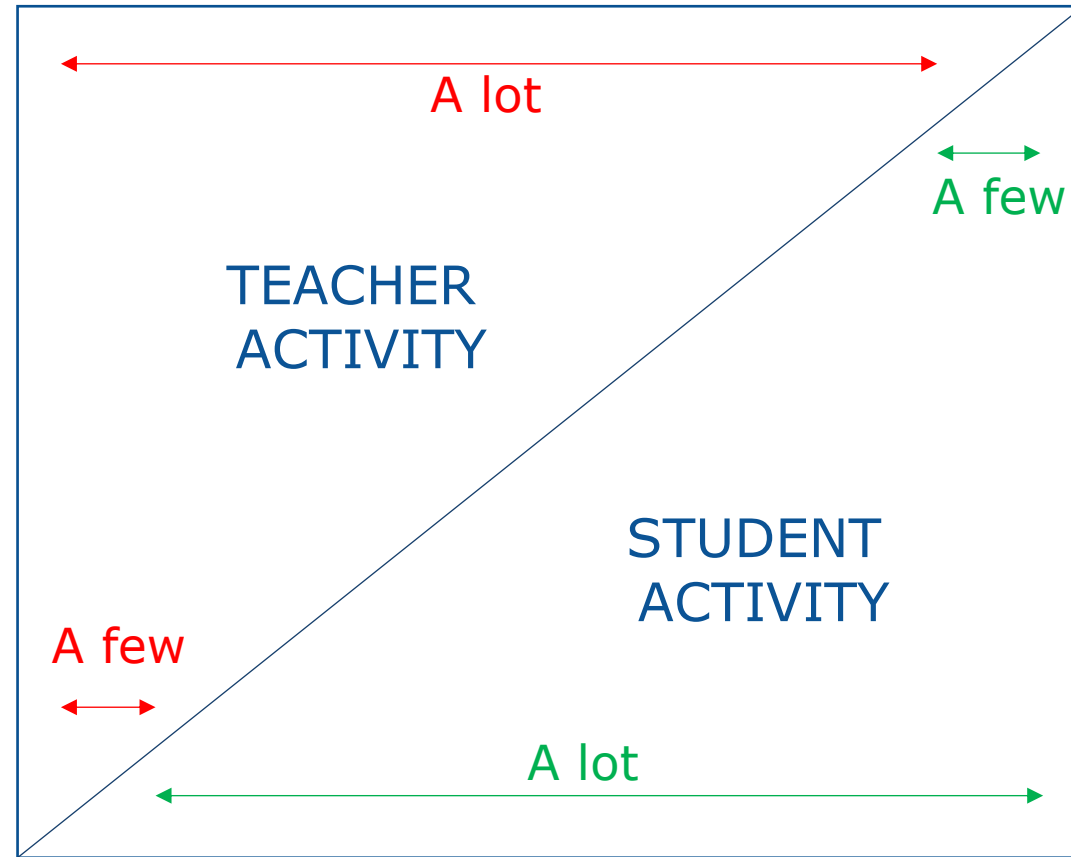
LEARNING METHODS

METHODS

Classical conditioning

Operant conditioning

Reasoning and learning

LEARNING METHODS

Learning based on conditioned reflexes

Paulov experiment with dogs

RESULTS IN TRAINING

- Teacher association with subject taught

Classical Conditioning

Operant Conditioning

Learning and reasoning

MÉTODOS DE APRENDIZAJE

Trial and error process

Skinner experiment with pigeons

RESULTS IN TRAINING

- Success of a student
- Immediate praise = Reinforcement
- Successful experience
- Positive motivation
- Fix the acquired knowledge

Classical Conditioning

Operant Conditioning

Learning and reasoning

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LEARNING METHODS

W. Kohler experiment with ó con chimpanzees

RESULTS IN TRAINING

- The rehearsal phase disappears. What is learned is still latent.

- No need to exercise and memorize for a long time.

- New science is acquired earlier, better retained, and more easily applied to similar situations

Classical Conditioning

Operant Conditioning

Learning and reasoning

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LEARNING METHODS

CONCLUSIONS

Each subject should be presented in such a way that the concept appears clear in a broader context.

That is, you must understand the why of things

PARTICIPATION

ENCOURAGE PARTICIPATION

- Good group atmosphere
- Open attitude
- Do not lecture students
- Open questions
- Group work
- Strengthen participation

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REINFORCEMENT

TRAINING AS AN EXPERIENCE OF SUCCESS

Each information we receive is associated with emotions.

If learning is associated with unpleasant emotions , very Little is retained.

"*Pleasure principle"*

EACH TEACHER SHOUD MAKE TE SUBJECT AS ATRACTIVE AS POSSIBLE

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REINFORCEMENT

The students must experience success, that is , they must be reinforced

> ### Use reinforcement

- **Frequency**: too much praise is just as bad as too little (from high to low)

- **Immediate reinforcement the good result**, otherwise, the effect disappears or turns negative

- **Negative reinforcement:** if you want a type of unwanted behaviour to disappear, no reinforcement will be given

BOREDOM

There are no boring subjects

Just boring teachers

PLEASURE

HOW TO GET IT?

- Dynamism (change of teaching methods)
- Work in groups
- Practical exercises
- Discussions
- Role-playing
- Examples or experiences

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FATIGUE

HOW TO AVOID IT?

- Frequent topic switching

- Inclusion of short brakes

- Frequent change of teaching methods

  - Blackboard

  - Group discussions

  - Simulations

  - Study of cases

  - Practical examples

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CONTENT PROGRAMMING

| BAD CONTENT PROGRAMMING | → | PROGRAM EVEN IF THE SUBJECT IS MASTER |

- Plan ahead
- Programming does not remove spontaneity
- Scheduling requires time

☐ Chapter 3: Team building in the classroom

- Interpersonal level vs Group level vs Intergroup level

- Group Techniques

- Pedagogical objectives for the design of dynamics and group development when training soft skills

- Choosing the appropriate dynamics based on my objectives and my soft skill

- Groups Typology

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INTERPERSONAL LEVEL VS GROUP LEVEL VS INTERGROUP LEVEL

Social psychology tries to explain and understand the phenomena of social influence. To do this, researchers are constantly asking questions about the many aspects of people's social behavior. Some of these questions will illustrate the complex and varied field of study of social psychologists.

How do we form an impression of people? Why are we attracted to some and not other individuals? Why are people afraid? Are there different types of fears? What is the origin of the aggression? Are there procedures to reduce aggressive behavior and social violence? What is the cause of altruistic behaviors?

On what does it depend on one person helping another in an emergency? Why do we tend to form groups? Are there born leaders? What types of leadership are most effective for the group? Are group decisions riskier than individual ones? What effects does the presence of others have on behavior? What is the origin of social prejudices? How to reduce racial and sexual prejudices, etc.? Why are there marginalized groups in society? What causes determine the appearance and spread of rumors? How do people behave in disasters? Why is there panic? What persuasion procedures are most effective? Is threatening propaganda more effective?

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INTERPERSONAL LEVEL VS GROUP LEVEL VS INTERGROUP LEVEL

STUDY OF SOCIAL BEHAVIOUR

Interpersonal level: in which we will study some of the most interesting aspects of interaction between people: how we perceive others, positive relationships (attraction, love), negative relationships (aggression), helping relationships (altruism), etc…

Group level: in which we will analyze some of the most relevant phenomena within groups: how they tend to impose a set of norms on their members (conformity), how some members influence the rest of the group (leadership), etc…

Intergroup level: in which it will deal with the relationships between different groups, seeing, for example, how the prejudices of some groups arise and are maintained in relation to others (racial, religious, sexual, etc.), how you can fight against such prejudices or how some are marginalized from society (social deviation).

Crowd level: in which topics such as the genesis and transmission of rumors, the behavior of the masses, panic, behavior in disasters, etc.

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GROUP TECHNIQUES (DYNAMICS DESIGN)

The traditional conception of education aims to improve the student as an individual and rational entity, not conceiving the class as a group.

Current pedagogical trends consider the group as a specifically educational means that aims to help the student to reach his integral formation, since it is considered as a personal, intelligent whole, immersed in a social environment.

Today's education tends to increasingly use the class group as a means to achieve objectives, and employs a new discipline: GROUP DYNAMICS, which studies groups, their structure, their development and their goals.

The trainer, with this new auxiliary discipline, uses the class as an educational means and applies laws and techniques to achieve its activity, lead the student and obtain the maximum performance from him.

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GROUP WORK TEACHING OBJECTIVES
AND CRITERIA FOR THE CONSTITUTION OF GROUPS

GROUP WORK IS INTENDED TO DEVELOP

- Complementary aspects of intelligence, by offering the possibility of a more reflective thought by contrasting with other colleagues
- Active, creative and personal thinking, for requiring the participation of the individual and being subject to the urgent direction of the teacher
- The ability to work in a group for a common goal and, consequently, the habits of exchange, coexistence, cooperation, dialogue and the feeling of "we"
- The sense of individual responsibility towards the work team
- The spirit of tolerance and mutual respect for the contrast of opinions
- The approach of the didactic act to the reality of our professional life

GROUP WORK TEACHING OBJECTIVES AND CRITERIA FOR THE CONSTITUTION OF GROUPS

Numerous conditions that will affect the way in which work groups can be constituted in a class. Teachers can choose among the followings.

GRUOP INTERNAL COHESION

- **Psychogroups:** when affectivity predominates; the instinctive sympathy between the components
- **Sociogroups:** when the objectives to be achieved predominate; efficiency in their tasks

OPERATING TIME

- **Permanent**: groups formed at the beginning of the course, after reasonable time for the students in the class to meet. Stability is sought. If the objectives and the desired efficiency are not achieved, it is advisable to restructure them
- **Transitory**: they are constituted to carry out a certain job

NUMBER OF COMPONENTS VARIES AS A FUNCTION

- Of the technique to be used
- Of the maturity of individuals
- Of the subject or activity in question

WAYS TO ASSIGN AND PERFORM GROUP WORK

As in the organization of groups, there are various ways of assigning the work to be done. The choice of one or the other depends largely on the type of student and the subject. The main ones are:

- The trainer offers a list of topics, to be selected by the teams

- The teams suggested the work topics

- The trainer and the teams jointly choose the work topics

- The trainer presents some mandatory topics and some optional ones.

CHOOSING THE RIGHT TECHNIQUE FOR GROUP WORK

The choice of the appropriate technique in each case will depend on the following factors:

- Pursued objectives. Objectives must be chosen with a clear and well-defined purpose

- Maturity and training of the group, which determine the degree of complexity of the technique to be used

- Number of students in the class: big groups will use more formal techniques or those based on subdivision into small groups; small groups (15-20 members), where relationships are closer and more friendly, informal techniques are suitable
- Available premises, time and auxiliary materials (blackboards, tables, pictures ...)
- Age and background of the members
- Skills, training and experience of the trainer.

You should start with the simplest ("Phillips 66") or more similar to traditional teaching (guided discussion, seminar)

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CHOOSING THE RIGHT TECHNIQUE FOR GROUP WORK

Group work techniques are classified as follows:

THE WHOLE GROUP PARTICIPATES ACTIVELY	EXPERTS PARTICIPATION
⑩ Guided discussion ⑩ Debate ⑩ Assembly ⑩ Brainstorming ⑩ Study of cases ⑩ "Phillips 66" ⑩ Simultaneous dialogues ⑩ Forum ⑩ Rumor technique ⑩ Commission ⑩ Dramatization ⑩ Seminar	⑩ Symposium ⑩ Round table ⑩ Panel ⑩ Colloquium ⑩ Public dialogue or debate ⑩ Interview or public consultation ⑩ Collective Interview

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TYPES OF GROUPS

In groups that receive seminars or that attend SOFT SKILLS training, we can find behaviors that can be cataloged in different roles or types.
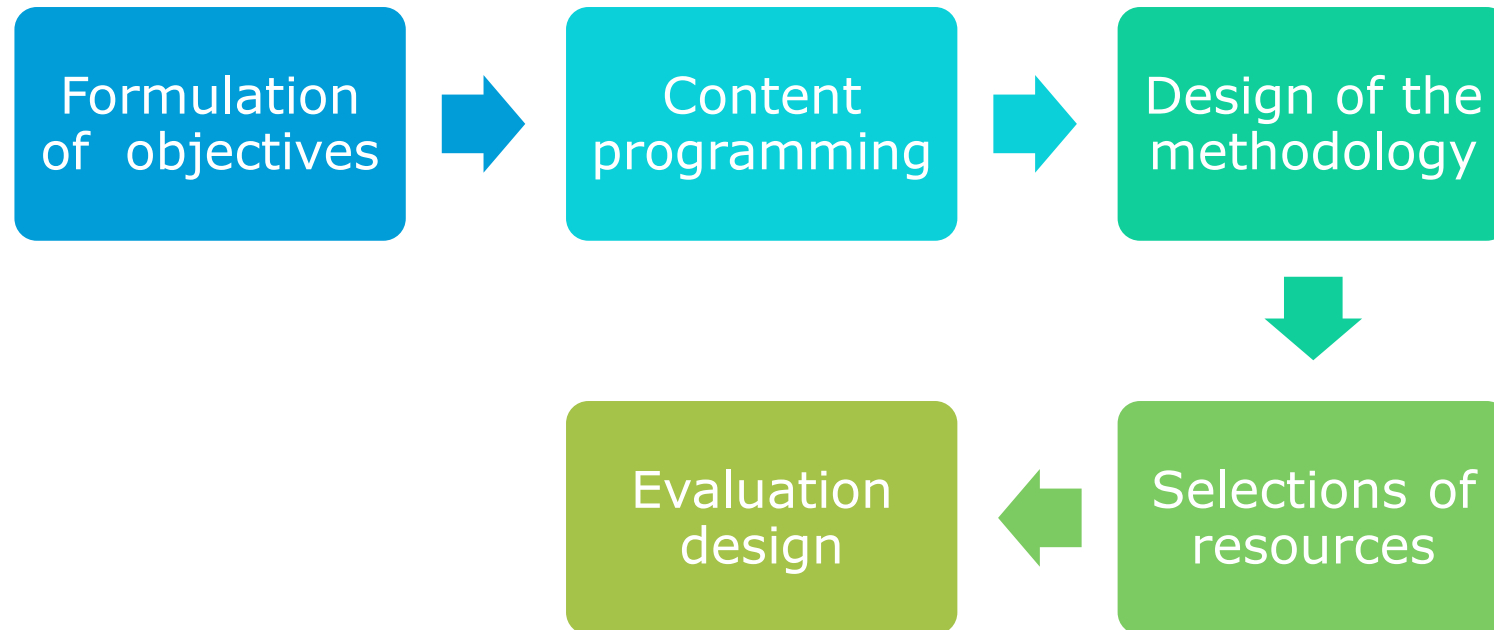
However:

- There are no "pure" types, but a mixture of them

- The same person can take a role in one group and a totally different one in another.

PLANNING THE TRAINING

LOGICAL SEQUENCE

Formulation of objectives → Content programming → Design of the methodology

↓

Evaluation design ← Selections of resources

PLANNING THE TRAINING

TEACHING OBJETIVES

LONG TERM PLANNING → Planning the whole course

SHORT TERMPLANNING → Planning a single didactic unit (presentation)
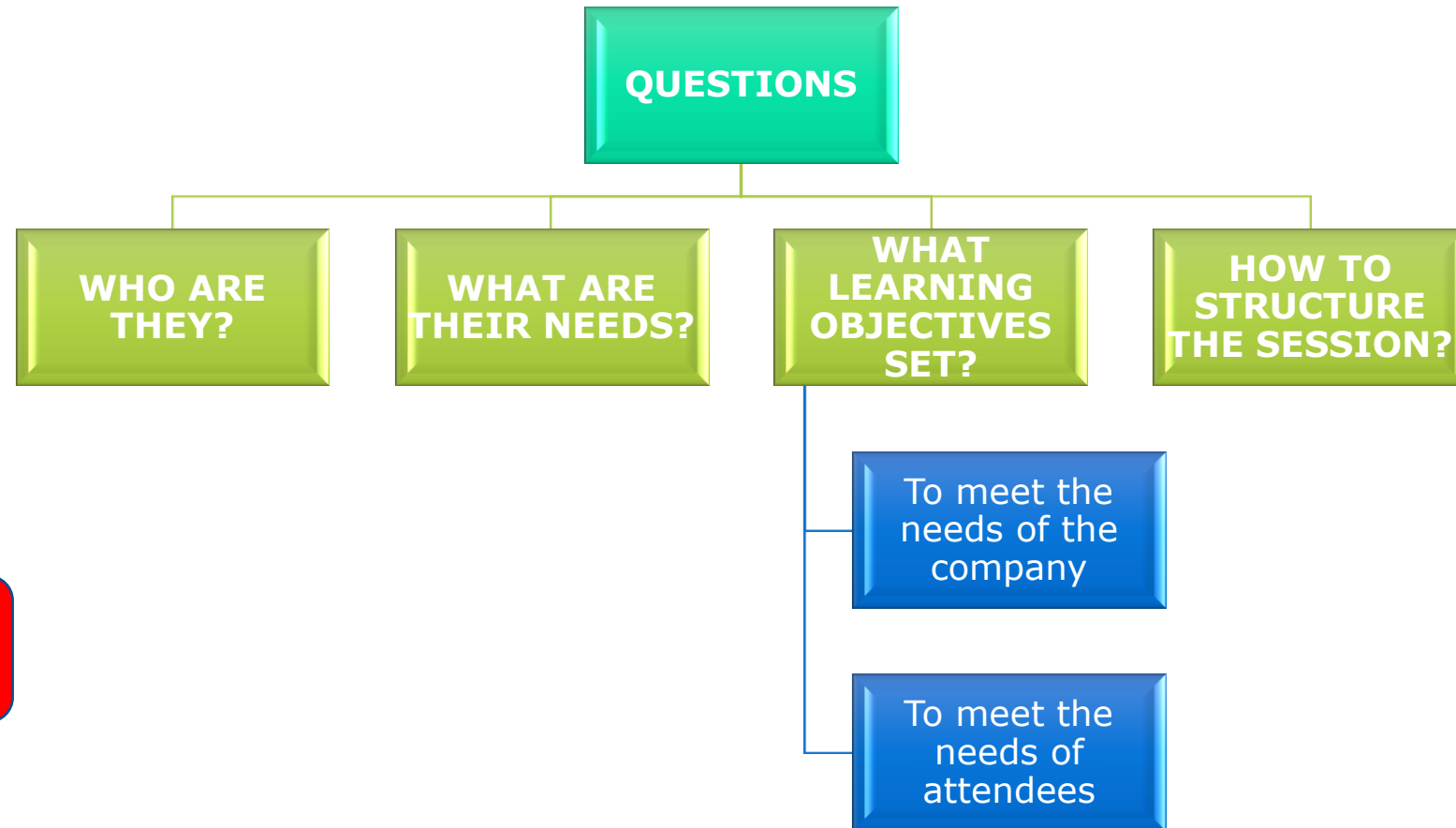
PEDAGOGIC OBJECTIVE

Behavior that an individual must be able to develop at the end of a training period.

REQUIREMENTS

- Each objective must express only one result to be obtained
- Verbs that reflect ambiguous or unobservable actions are not allowed
- Objectives should express what the assistant will be able to do
- Results we hope to obtain once the training process is finished
- Standards or levels of performance required

CONTENTS PLANNING

Information considered essential at the different training levels: facts, data, principles, values, laws, concepts, procedures ...

WHAT INFORMATION SHOULD I PROVIDE?

QUESTIONS

- **WHO ARE THEY?**
- **WHAT ARE THEIR NEEDS?**
- **WHAT LEARNING OBJECTIVES SET?**
  - To meet the needs of the company
  - To meet the needs of attendees
- **HOW TO STRUCTURE THE SESSION?**

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CONTENTS PLANNING

SELECTION

- According to the objectives
- Adapted to the participants
- Close to reality
- With examples
- Practical
- Novelty
- Coherent
- Deep

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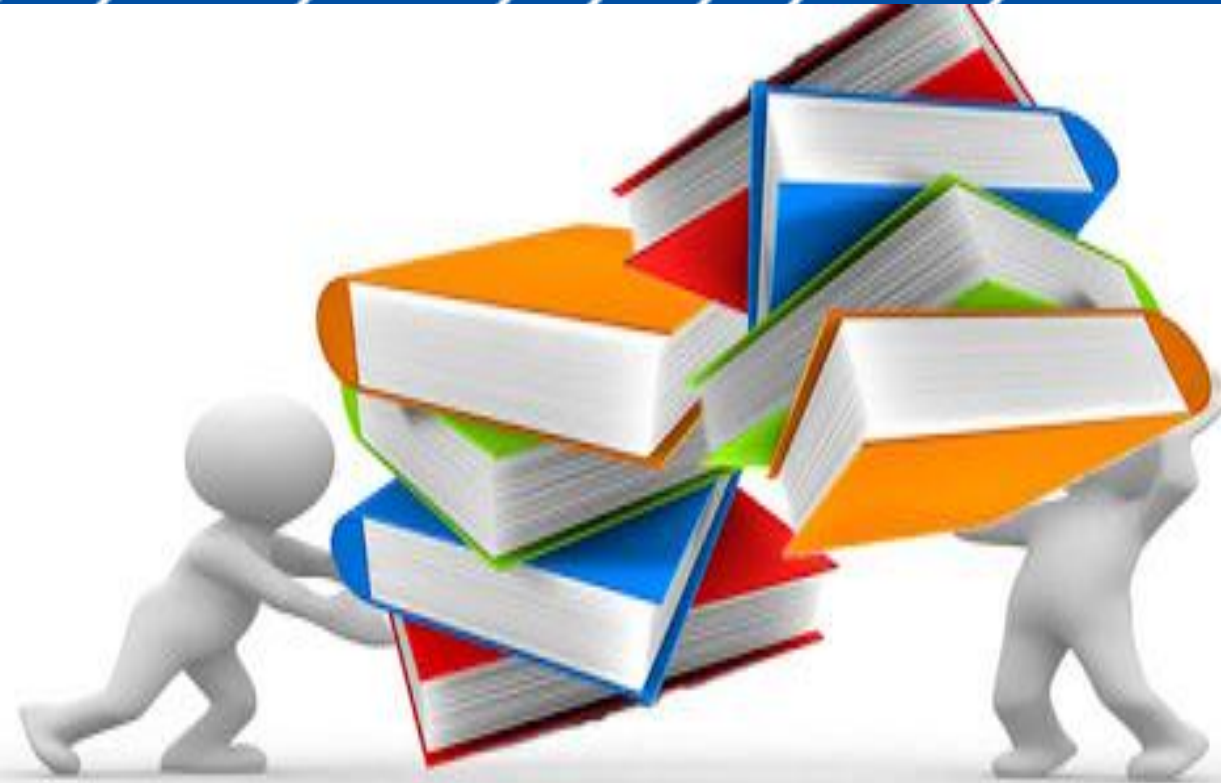
DIDACTIC METHODS

PASIVE
Master class

ACTIVE
Elaborative interrogation

Brainstorming

Role-play

Group work

Study of cases

DIDACTIC METHODS

INVOLVES

The use of language to explain a topic without the intervention of the audience

WHEN TO USE IT

- There are concepts, theories or laws that are difficult to understand
- Time is limited
- To start a topic or activity
- To end and summarize a topic

DURATION

Between 5 and 20 minutes

PASIVE	Master class
ACTIVE	Interrogation
	Brainstorming
	Role-play
	Group work
	Study of cases

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DIDACTIC METHODS

HOW TO USE IT

Start: general presentation. Approach to the topic

Main part: development of the theme

Final: summaries. Conclusions

CAVEATS

- Believe that the concepts are as clear to the participants as they are to the speaker

- Dispense with structure and logical sequence

PASIVE	Master class
ACTIVE	Interrogation
	Brainstorming
	Role-play
	Group work
	Study of cases

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DIDACTIC METHODS

INVOLVES

The use of questions to create atmosphere, obtain information, maintain initiative or control

WHEN TO USE IT

- It is intended to arouse or maintain interest
- There is a need to focus attention on important aspects
- As a means of involving the group

DURATION

- Between 5 and 15 minutes

PASIVE	Master class
ACTIVE	Interrogation
	Brainstorming
	Role-play
	Group work
	Study of cases

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DIDACTIC METHODS

HOW TO USE IT

A general presentation is made

Questions are formulated according to a previously elaborated scheme

The answers obtained are redirected towards the conclusion that you want to obtain

CAVEATS

- Ask questions without any sequence

- Direct the question to a specific person

- Asking questions that lead to poor or rote responses

- Ridiculing people who don't give the right answers

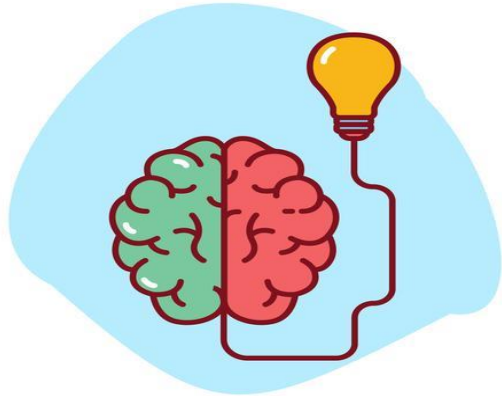| PASIVE	Master class
ACTIVE	Interrogation
	Brainstorming
	Role-play
	Group work
	Study of cases

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DIDACTIC METHODS

WHEN TO USE IT

- If you need to activate group participation
- If you want to create an environment of trust

DURATION

- Depending on the topic, approximately 5 minutes

PASIVE	Master class
ACTIVE	Interrogation
	Brainstorming
	Role-play
	Group work
	Study of cases

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DIDACTIC METHODS

HOW TO USE IT

Preparation: Tell the question to the group

Implementation: Write down all opinions

Evaluation: Point out the most important opinions

CAVEATs

- Do not draw attention to important ideas that appeared

- Ridicule ideas that have been expressed

- Don't write down all the answers

- Give too long times

PASIVE	Master class
ACTIVE	Interrogation
	Brainstorming
	Role-play
	Group work
	Study of cases

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DIDACTIC METHODS

INVOLVES

- Theatrical interpretation of a problem or situation
- Informal performance by group members

WHEN TO USE IT

- Delve into a problem in greater depth
- Test hypothetical solutions to real problems
- Provide an opportunity to practice reality
- Reaffirm knowledge

PASIVE	Master class
ACTIVE	Interrogation
	Brainstorming
	Role-play
	Group work
	Study of cases

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DIDACTIC METHODS

HOW TO USE IT

Clearly define the problem and purpose of the role play

Ask for volunteers for interpretation

Let the interpreters develop their role freely (or give them the script)

Set performance time (15, 20 minutes)

At the end of the dramatization, promote group discussion on fundamental aspects that were evidenced in the representation

CAVEATS

- Force participants to play a role
- Not realizing that it is a representation, not the reality of the people they represent
- Promote attacks and ridicules among group members
- Analyze aspects not corresponding to the subject of experimentation

PASIVE	Master class
ACTIVE	Interrogation
	Brainstorming
	Role-play
	Group work
	Study of cases

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DIDACTIC METHODS

INVOLVES

Exchange of opinions among the members of the same, for the development of a task

WHEN TO USE IT

- You want to motivate the participants
- You want to develop the spirit of collaboration
- You want to encourage the participation of all

PASIVE	Master class
ACTIVE	Interrogation
	Brainstorming
	Role-play
	Group work
	Study of cases

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DIDACTIC METHODS

HOW TO USE IT

Divide the group of participants into groups of 3 to 5 people

Appoint a spokesperson to write down the conclusions and present it at the end (optional)

Appoint a moderator who grants the right to speak (optional)

Set time and topic for discussion

Give each group an opportunity to present their conclusions

CAVEATS

- Not clarifying work enough

- Not previously providing the information for the resolution of the work

- Do not give an opportunity for each group to present their results

PASIVE	Master class
ACTIVE	Interrogation
	Brainstorming
	Role-play
	Group work
	Study of cases

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DIDACTIC METHODS

INVOLVES

- Description of a problem or situation consistent with the purposes of teaching
- It can cover the modalities of real case and simulation

WHEN TO USE IT

- You want to analyze problems, introduce a solution technique
- You want to practice or develop the ability to solve problems or make decisions
- Direct learning experience cannot be counted on
- You want to give the opportunity to apply theory to practice

PASIVE	Master class
ACTIVE	Interrogation
	Brainstorming
	Role-play
	Group work
	Study of cases

DIDACTIC METHODS

HOW TO USE IT

Clearly define objectives to be achieved

Prepare the case documentation

Divide the collective into groups to work on the solution

Combined with other techniques of group work (Brainstorming - Role-plays)

CAVEATS

- Choose banal cases that disperse the group

- Not having enough material for the case study

- Failure to clearly give instructions on what you are trying to achieve

- Study very long cases in short periods of time

PASIVE	Master class
ACTIVE	Interrogation
	Brainstorming
	Role-play
	Group work
	Study of cases

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TYPES OF GROUP ROLES

TYPES

| Opponent |
| Leader |
| Nosy |
| Talkative |
| Shy |
| Anti leader |
| Indifferent |
| Individualistic |
| Lightener |

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TYPES OF GROUP ROLES

BEHAVIOR

- He is systematically opposed to what others say

DEAL WITH

- Don't be nervous or confront him

- Try to pass the discussion of your criteria to the group

- Do not be in a hurry, sooner or later others will realize what you are after and will "ignore" their objections

Opponent

Leader

Nosy

Talkative

Shy

Anti leader

Indifferent

Individualistic

Lightener

TYPES OF GROUP ROLES

BEHAVIOR

- Empléelo a menudo en la interacción con el grupo
- Lead the group even without trying
- Authority

DEAL WITH

- The group admires and accepts him
- Make it your ally
- Offers great help in discussions
- Use it often in group interaction

Opponent

Leader

Nosy

Talkative

Shy

Anti leader

Indifferent

Individualistic

Lightener

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TYPES OF GROUP ROLES

BEHAVIOR

- Ask everything that others think but do not dare to ask
- They make the group participate

DEAL WITH

- Have the group answer your questions
- Use it to engage others

Opponent

Leader

Nosy

Talkative

Shy

Anti leader

Indifferent

Individualistic

Lightener

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BEHAVIOR

- He is the "Grandmother" of the group
- He continually takes the floor, even if it is not given, and relates his opinions and experiences

DEAL WITH

- It is very useful to relax and support our reasoning
- Interventions should be limited
- Interrupt tactfully, because he won't let you mess with him

Opponent

Leader

Nosy

Talkative

Shy

Anti leader

Indifferent

Individualistic

Lightener

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TYPES OF GROUP ROLES

BEHAVIOR

- Does not express own ideas
- Awaits the emergence of the reasoning of the majority and joins them or supports them

DEAL WITH

- The trainer should increase the confidence of this assistant through easy questions directed to him, that encourage him

Opponent

Leader

Nosy

Talkative

Shy

Anti leader

Indifferent

Individualistic

Lightener

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BEHAVIOR

- Unite the group against the speaker
- Usually he is the one who proposes himself as a leader in front of the group, but the group realizes and rejects him

DEAL WITH

- Take advantage of his knowledge, experience or ambitions
- Make him intervene when it suits you
- Don't defend him, let the group solve his problems

Opponent

Leader

Nosy

Talkative

Shy

Anti leader

Indifferent

Individualistic

Lightener

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TYPES OF GROUP ROLES

BEHAVIOR

- Expect the presentation to finish as quickly as possible
- Does not participate, neither actively nor passively
- He is not against anyone

DEAL WITH

- Try to interest them
- Ask him to share his experiences

Opponent

Leader

Nosy

Talkative

Shy

Anti leader

Indifferent

Individualistic

Lightener

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TYPES OF GROUP ROLES

BEHAVIOR

- Does not accept the ideas of the group
- It is considered, if not superior, at least "different"
- You have to "sell" the objectives of the training action personally

DEAL WITH

- Do not attack him directly
- Avoid confronting the group
- Sometimes it is enough to show him that we have realized that he is "different" to make him our ally

Opponent

Leader

Nosy

Talkative

Shy

Anti leader

Indifferent

Individualistic

Lightener

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TYPES OF GROUP ROLES

BEHAVIOR

- Explain what others say
- He thinks he is expressing his own ideas

DEAL WITH

- It is a negative element because it acts as an intermediary avoiding direct relationship with the group
- Try to cut his interventions

Opponent

Leader

Nosy

Talkative

Shy

Anti leader

Indifferent

Individualistic

Lightener

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❑ **Chapter 4: Planning and development of training sessions**

- ▪ The teaching objectives

- ▪ Type of students. Kolb model

- ▪ Programming a teaching unit

- ▪ How to evaluate the acquisition of soft skills

THE TEACHING OBJETIVES

DIDACTIC OBJECTIVE CONCEPT

Any type of teaching or course has PURPOSES or GOALS. When planning a course, it is essential to start by clearly defining the final results to be achieved. If you do not know where you are going, you can never know if you have arrived. These final learning outcomes are called didactic objectives.

What, then, is a didactic objective? It is what the student is expected to be able to do at the end of a learning experience, or at the end of their training. It is the product-result of learning; the change in the student.

THE TEACHING OBJETIVES

The relevance of the objectives

- Facilitate communication within the Group
- Rank the knowledge according to the intended results
- Properly coordinate the criteria among the trainers. Without shared goals it is difficult to reach an agreement
- Establish minimum levels to pass a test or subject
- Improve evaluation systems
- To evaluate is to check whether the objectives have been achieved or not, and these are useless if they are not formulated in a clear and precise way
- Choose the most appropriate methodology for the different learning experiences
- Guide student learning
- Make decisions to improve the teaching-learning process and its programming

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THE TEACHING OBJETIVES

GOALS

↓

GENERAL OBJECTIVES

↓

SPECIFIC OJECTIVES

E
D
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E
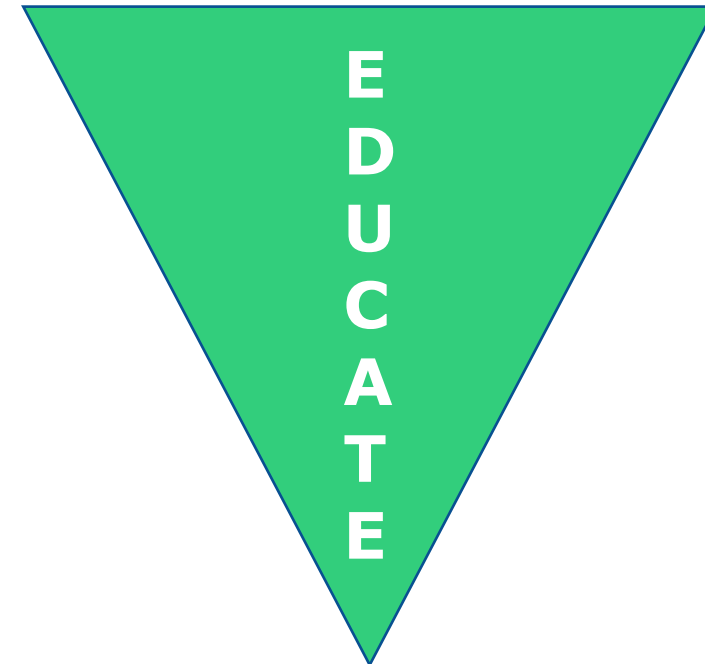
THE TRIANGLE INDICATES THAT THE GOALS ARE BROAD, GLOBAL AND THAT THE SPECIFIC OBJECTIVES ARE CONCRETE, PUNCTUAL

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TYPES OF STUDENTS. KOLB MODEL

To learn something we must work or process the information we receive.
- Direct and concrete experience: active student
- Abstract experience, which is what we have when we read about something or when someone tells us about it: theoretical student

The experiences that we have, concrete or abstract, are transformed into knowledge when we elaborate them in one of these two ways:
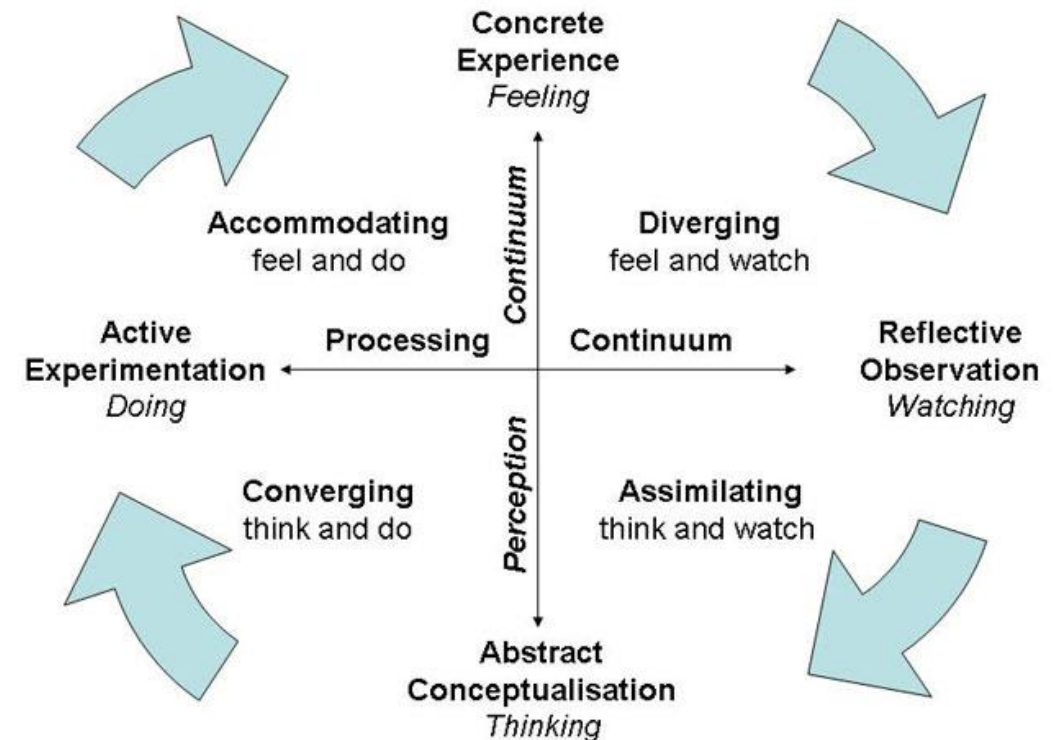- Reflecting and thinking about them: reflective student
- Actively experimenting with the information received: pragmatic learner

Act (active student)

Reflect (reflective student)

Theorize (theoretical student)

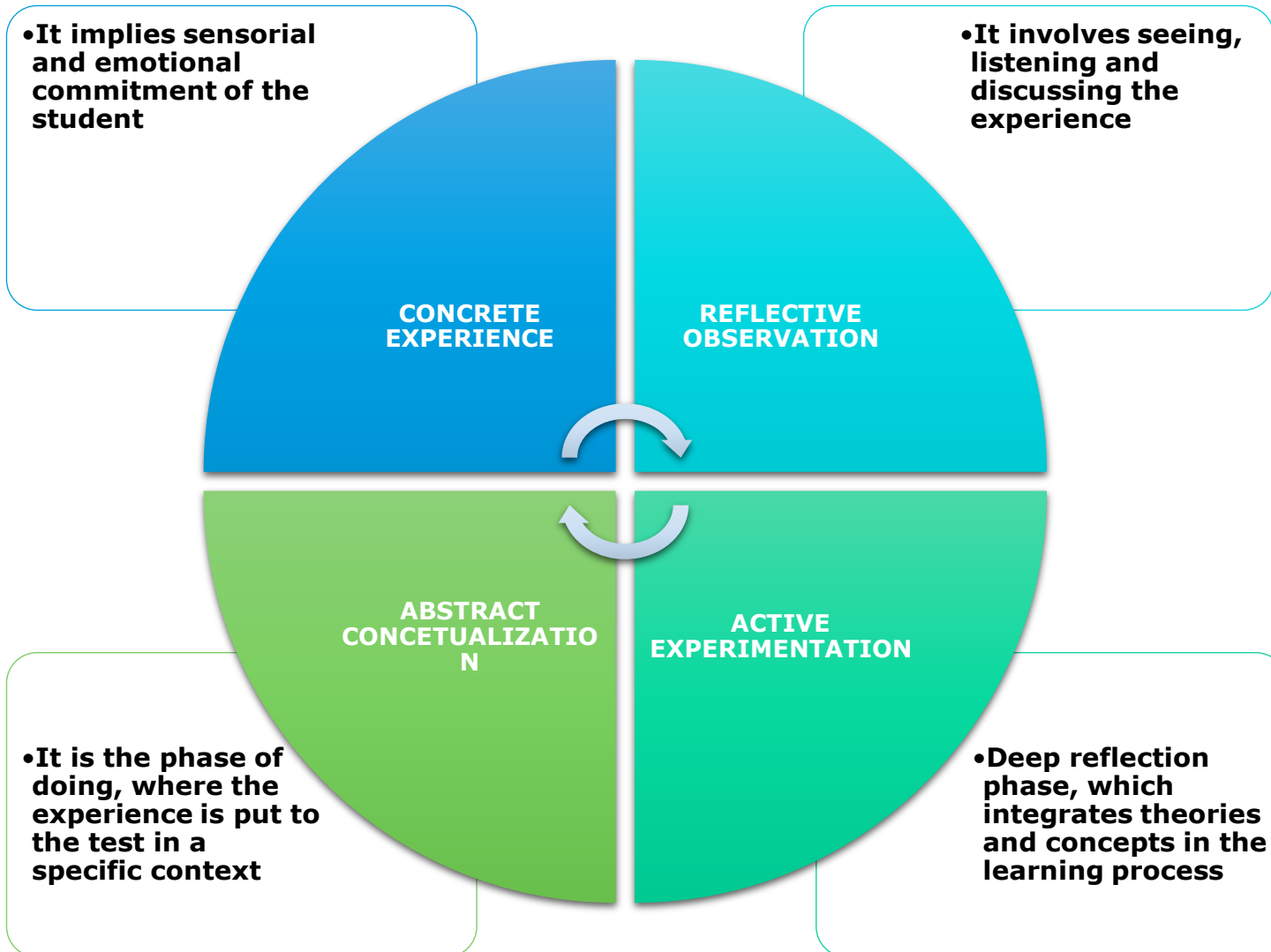**Experiment (pragmatic student)**
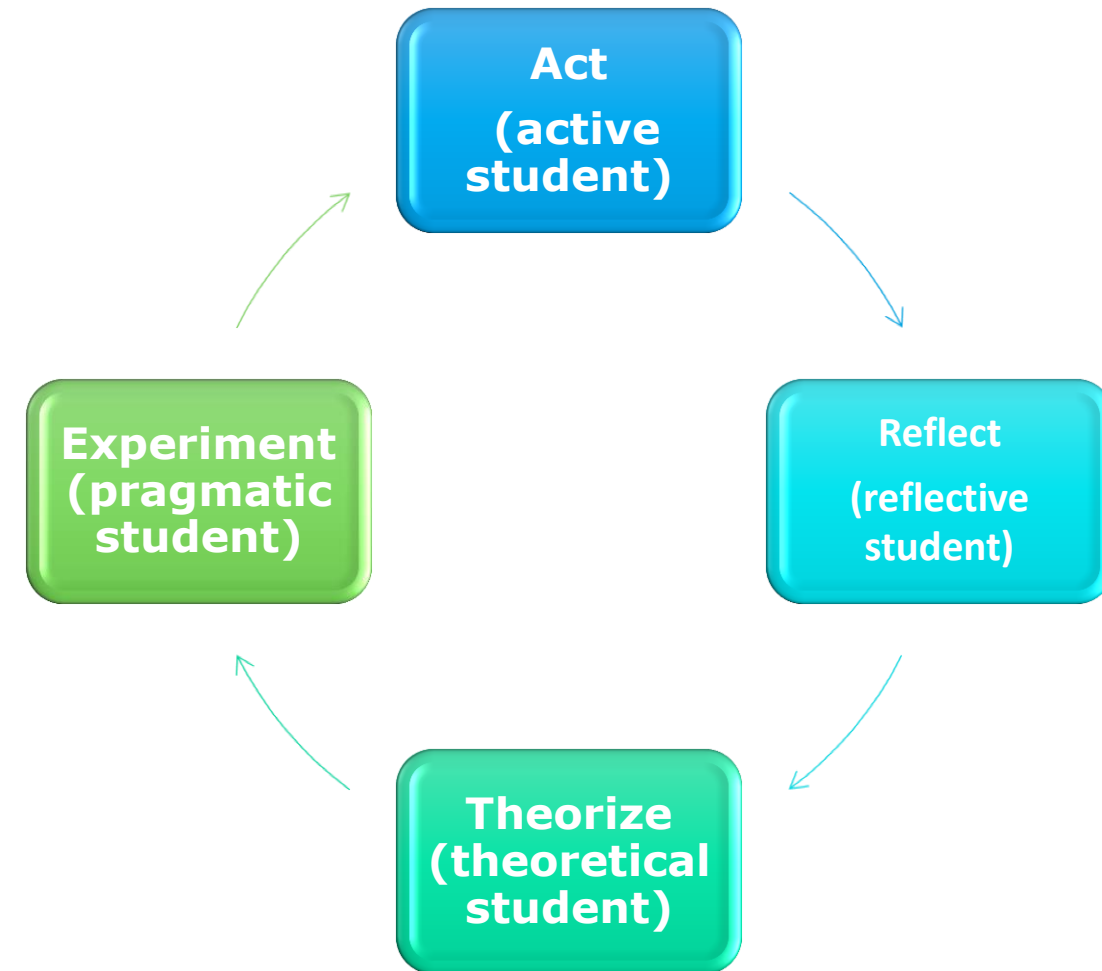
TYPES OF STUDENTS. KOLB MODEL

Kolb's (1984) model describes learning as the integral result of the way in which people perceive and process an experience.

Start Test: IMPORTANT to know what kind of students we are.

TYPES OF STUDENTS. KOLB MODEL

- It implies sensorial and emotional commitment of the student

- It involves seeing, listening and discussing the experience

CONCRETE EXPERIENCE

REFLECTIVE OBSERVATION

ABSTRACT CONCETUALIZATION

ACTIVE EXPERIMENTATION

- It is the phase of doing, where the experience is put to the test in a specific context

- Deep reflection phase, which integrates theories and concepts in the learning process

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HOW TO PROGRAMM A COURSE

COURSE CHEAT SHEET

- Goals
- Contents
- Method
- Motivation
- Participant activities
- Trainer's activities
- Grouping of participants

- Time
- Place
- Trainers
- Didactic resources
- Evaluation
- Observations

When you don't know where you want to go, you often go where you didn't want to go(R. Mager)
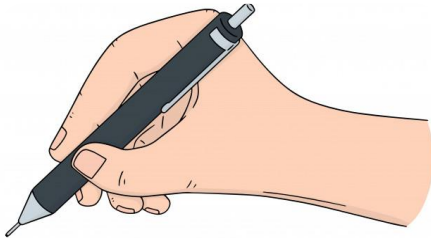
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HOW TO PROGRAM A DIDACTIC UNIT

DURATION
- Minimum
- Maximum
- Recommendable

CONTENTS
- Key ideas
- Aspects to be developed

MEDIA
- Slides
- Flip chart
- Video
- Cases
- Training
- Written material

DYNAMICS AND COMMENTS
- Questions
- Exhibitions
- Anecdotes
- Activities

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EVALUATION BY RUBRICS TO MEASURE THE IMPACT OF TRAINING IN SOFT SKILLS

An Assessment Matrix (Rubric) is an instrument that facilitates the Evaluation of student performance, especially in complex, imprecise or subjective subjects.

This instrument could be described as a matrix of specific criteria that allow assigning or granting a value (assessing), improving on a scale of performance levels and a list of aspects that show the learning, knowledge and / or skills achieved by the student. on a particular topic. We invite you to know the basic outline of a Rubric and some examples of Rubrics.

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EVALUATION BY RUBRICS TO MEASURE THE IMPACT OF TRAINING IN SOFT SKILLS

It is an evaluation guide that describes the traits and qualities of a specific product or performance at different levels of execution.

It is a double entry matrix that specifies the aspects to be evaluated and the possible degrees of achievement, it aims to:

- Specify what is expected of the student's work
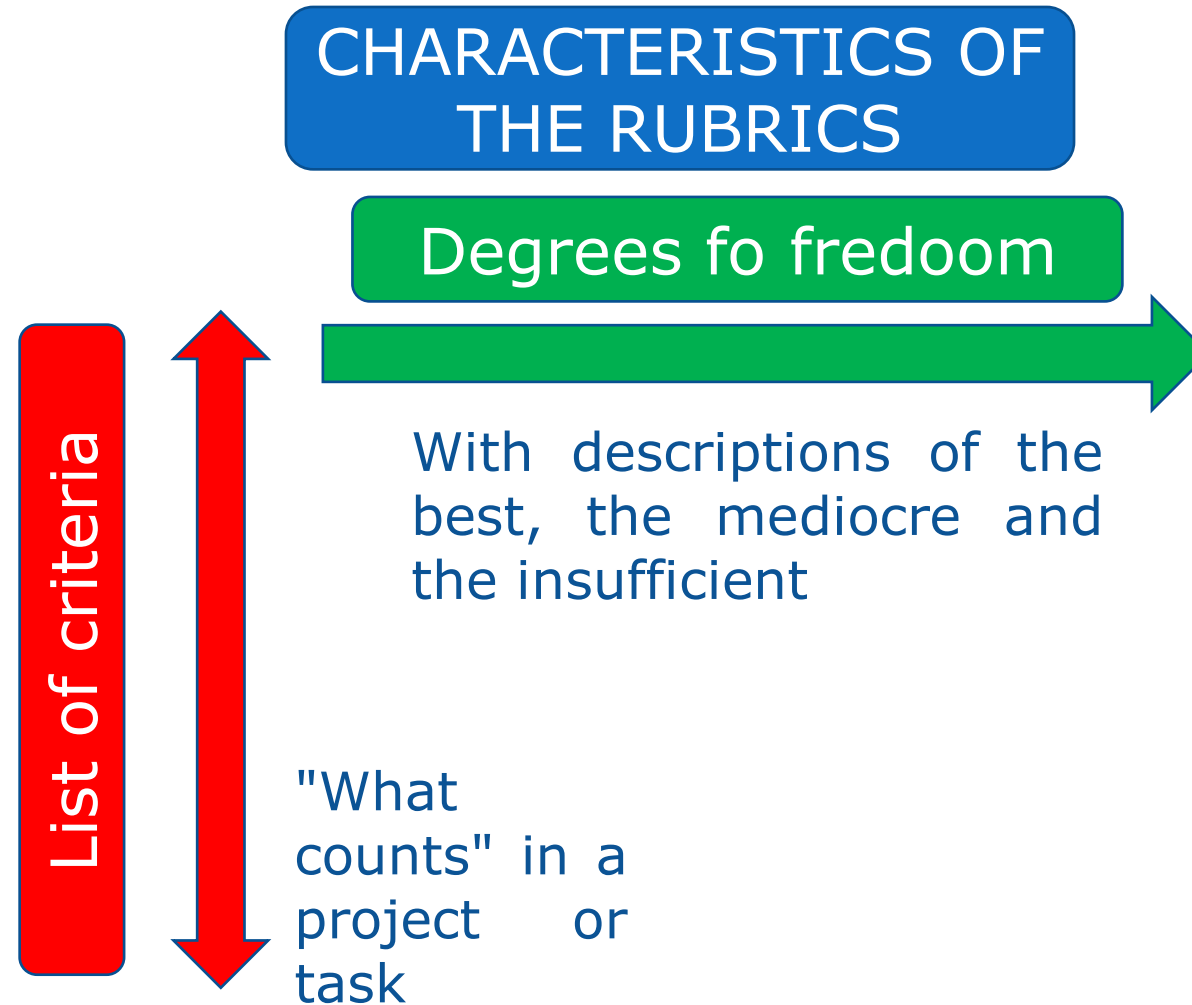- Assess execution
- Facilitate feedback
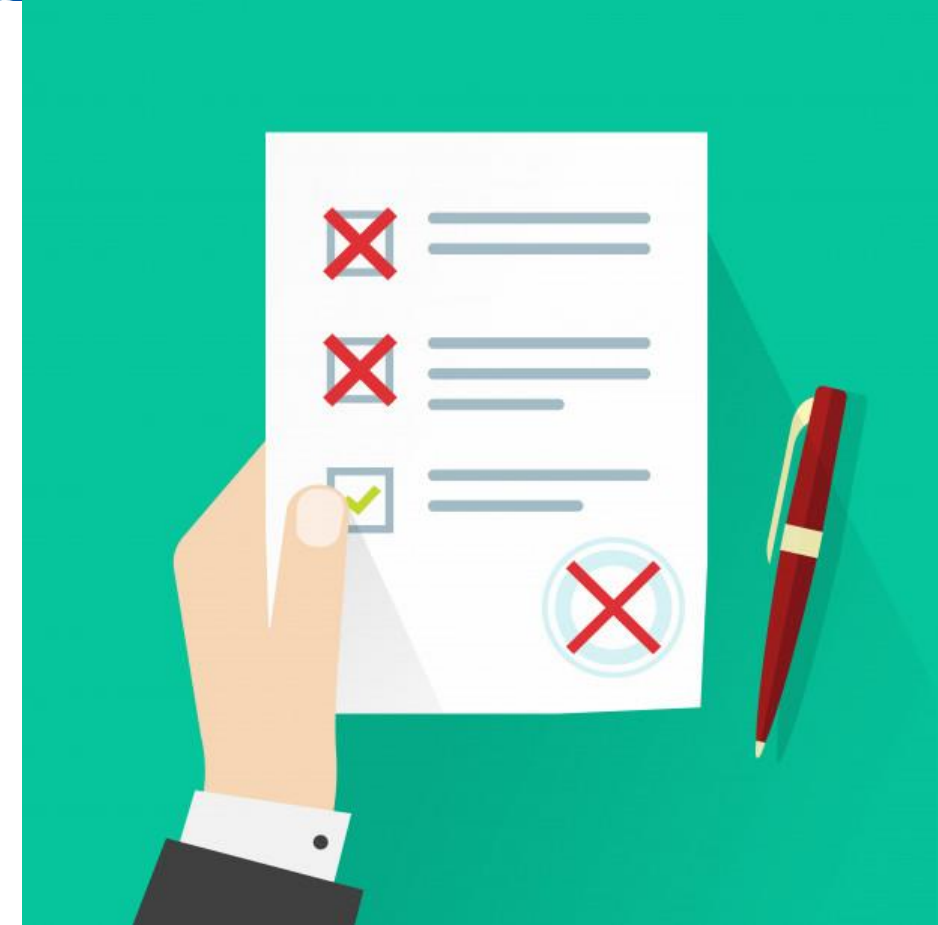
TYPES OF RUBRICS

- **Holistic**: Values the student's commitment as a whole, from presentation aspects at work to the attitude they have when exposing it

- **Analytics**: each detail of the task to be performed is specifically considered (only the task is taken into account, not attitudes or values)

IT IS DESIGNED IN A WAY THAT STUDENTS CAN BE EVALUATED OBJECTIVELY AND CONSISTENTLY.

ALLOWS THE TEACHER TO SPECIFY WHAT THEY EXPECT FROM THE STUDENT AND WHAT ARE THE CRITERIA WITH WHICH AN OBJECTIVE WILL BE RATED

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CHARACTERISTICS OF THE RUBRICS

Degrees fo fredoom

List of criteria

With descriptions of the best, the mediocre and the insufficient

"What counts" in a project or task

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EVALUATION BY RUBRICS TO MEASURE THE IMPACT OF TRAINING IN SOFT SKILLS

BASIC ELEMENTS IN A RUBRIC

- Evaluation criteria (content, originality, requirements, organization, etc.)

- Performance levels (excellent, good, adequate, needs improvement)

- Values or score according to the scale (1 point, accredited, not accredited)

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EVALUATION BY RUBRICS TO MEASURE THE IMPACT OF TRAINING IN SOFT SKILLS

EXAMPLE OF A RUBRIC

| ESCALA				
Aspects to consider	**LEVEL 1**	**LEVEL 2**	**LEVEL 3**	**LEVEL 4**
		accurate description of performance		
Aspect 1	from aspect 1 on level 1	from aspect 1 on level 2	from aspect 1 on level 3	from aspect 1 on level 4
Aspect 2	from aspect 2 on level 2	from aspect 2 on level 2	from aspect 2 on level 3	from aspect 2 on level 4
Aspect 3	from aspect 3 on level 1	from aspect 3 on level 2	from aspect 3 on level 3	from aspect 3 on level 4
Aspect 4	from aspect 4 on level 1	from aspect 4 on level 2	from aspect 4 on level 3	from aspect 4 on level 4
Aspect n	from aspect n on level 1	from aspect n on level 2	from aspect n on level 3	from aspect n on level 4

EVALUATION BY RUBRICS TO MEASURE THE IMPACT OF TRAINING IN SOFT SKILLS

STEPS TO CREATE A RUBRIC

IDENTIFY
- The learning objectives
- Describe the work or project to be carried out
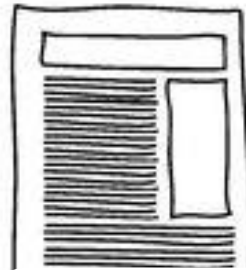
OBSERV
- The learning objectives
- Describe the work or project to be carried out
- Quality models of the final product
- Define the characteristics that make it an excellent model and a good quality product

CREATE
- The criteria that count
- They are the learning objectives that the student has to demonstrate
- Organize the criteria in categories

DESCRIBE
- The characteristics of each criterion in each of the quality levels

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EVALUATION BY RUBRICS TO MEASURE THE IMPACT OF TRAINING IN SOFT SKILLS

ADVANTAGES OF THE RUBRICS

- Clarify and specify the objectives of the teacher
- Clarify and specify how students can achieve them
- Describes the levels of achievement that the student must achieve
- Allows students to know the qualification criteria
- Allows students to evaluate and make a final review of their work
- Promotes responsibility in one's own learning
- Promotes the development of thinking as it helps metacognition

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EVALUATION BY RUBRICS TO MEASURE THE IMPACT OF TRAINING IN SOFT SKILLS

TYPE OF EVALUATION	TOOLS	EVALUATION
Formative evaluation: evaluation strategy focused on process performance, through the use of instruments that demonstrate what is done and how it is done. Observe the process to develop competence	- Portfolio-folder - Points of reference - Behavior observation inventory or specific behavior checklists - Chores - Product - Anecdotal record - Field diaries - Process self-assessment using specific questions	**Holistic rubric**: instrument that consists of defining in a general way what should be included in each instrument
Summative evaluation: strategy to evaluate focused on results, through the use of instruments that involve observable and measurable responses. Observe the result obtained in the didactic situation in the achievement of the competence	- Written exams with short-answer questions, long-answer questions, multiple-choice questions by cases or complex multiple-choice problems - Products - Oral tests - Interviews - Self-assessment of results through checklists	**Analytical rubric**: instrument that consists of defining in a specific and broken down way what the responses are in each of the instruments, as well as what they should include by item or by topic

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CALIFY THE RUBRICS

Each criterion carries its own independent value

You have to give a percentage weight to each concept, until reaching 100%

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EVALUATION BY RUBRICS TO MEASURE THE IMPACT OF TRAINING IN SOFT SKILLS

EXAMPLES OF RUBRICS

CONCEPTS	1	2	3	4
50%	0,5x1=**0,5**	0,5x2=**1**	0,5x3=**1,5**	0,5x4=**2**
25%	0,25x1=**0,25**	0,25x2=**0,5**	0,25x3=**0,75**	0,25x4=**1**
25%	0,25x1=**0,25**	0,25x2=**0,5**	0,25x3=**0,75**	0,25x4=**1**

Highest rating 4 = 10

If we apply the same percentage it is easier

CONCEPTOS	1	2	3	4
25%	0,25x1=**0,25**	0,25x2=**0,5**	0,25x3=**0,75**	0,25x4=**1**
25%	0,25x1=**0,25**	0,25x2=**0,5**	0,25x3=**0,75**	0,25x4=**1**
25%	0,25x1=**0,25**	0,25x2=**0,5**	0,25x3=**0,75**	0,25x4=**1**
25%	0,25x1=**0,25**	0,25x2=**0,5**	0,25x3=**0,75**	0,25x4=**1**

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END OF THE GUIDELINES

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