

LA IGLESIA EN LA EDUCACIÓN

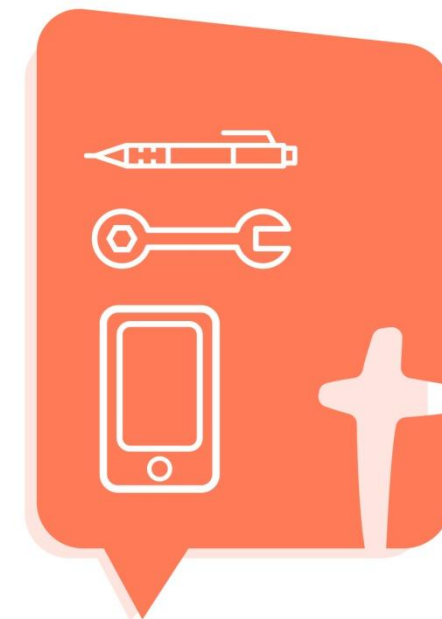
presencia y compromiso

PANELES DE EXPERIENCIA Y PARTICIPACIÓN | OCTUBRE 2023 | ONLINE
CONGRESO | 24 FEBRERO 2024 | MADRID



ANEXO EXPERIENCIA

TBL: una metodología a medida de la FP
Colegio San José Virgen de la Palma, Algeciras -
Fundación Educativa Católica (FEC)
Óscar Urmeneta Maestu
Diócesis de Cádiz-Ceuta





Hacemos escuela,
educamos personas



DIÓCESIS DE CÁDIZ Y CEUTA

SJVP (Algeiras)

VR (Chipiona)

NSA (Badajoz)

SF (Córdoba)

SF (Badajoz)

SX (Lugo)

SJV (Madrid)

SF (Cuenca)

MVSC (Castellón)

SRAA (Huesca)

NSC (Zaragoza)

VP (Pamplona)

SAGO (Oviedo)

SJV (Murcia)

PSC (La Línea)

DJ (Barajas)

LC (Madrid)

STALM (Tomelloso)

MI (Puerto Sagunto)

LC (Zaragoza)

SJ (Villanueva de la Serena)

NSP (Nájera)

FP Grado Medio

Cuidados Auxiliares de Enfermería

Farmacia y Parafarmacia

Gestión Administrativa

Actividades Comerciales

23 educadores/as y 300 alumnos/as

EI – FP

EI – Bach.

EI - ESO

1.500 educadores/as

15.000 alumnos/as



fec

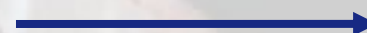
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ALUMNADO



PROFESORADO



Team-Based
Learning™
Collaborative

European TBL Community



Bachillerato
Formación Profesional



TRABAJO PREVIO

Preparación
individual
para la clase

Asegurar
alumnado
viene
preparado

20%

TIEMPO DE CLASE

Aplicación colaborativa de la teoría a
problemas reales

80%

- Mejora los hábitos de estudio individuales del alumnado.
- **El alumnado es el CENTRO, el PROTAGONISTA de lo que ocurre en el aula**
- **Pone el conocimiento al servicio de la acción.**
- **Consigue que el contenido teórico sea significativo para el alumnado**
- **Garantiza el aprendizaje a través de encuentro con el otro: BIEN COMÚN**
- Fomenta el pensamiento crítico.

Formación presencial

1,5 días
trabajo
intensivo

Comunidad de aprendizaje online

Mentorización sostenida y personalizada
durante varios cursos académicos



- **Pone a educadores/as en el centro**
- **Cuida y acompaña a educadores/as en el crecimiento profesional**
- **Crea comunidad y encuentro entre educadores/as de distintos colegios**
- **Fomenta compartir y el bien común: todo es de todos nada es de nadie**
- **Autosostenible**

EVALUACIÓN

- 20 profesores/as** ¿Es TBL adecuado para cambio educativo en FP y Bachillerato? Evidencias de que sí (**Universidad de Oxford**).
- 50 profesores/as** ¿Es TBL adecuado para cualquier asignatura de FP y Bachillerato? Evidencias de que sí **especialmente en FP**.
- 110 profesores/as** ¿Hasta qué punto el programa FEC-TBL provoca cambio educativo? Tesis doctoral (**Universidad de Oxford**).
- TALENT**: replicado y refrendado a nivel internacional (UK, Holanda, Irlanda y FEC) Evidencias científicas publicadas: [Elsevier](#)

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Regular Article

Improved learning outcomes and teacher experience: A qualitative study of team-based learning in secondary schools

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 Secondary education
 Teacher experience
 Professional development

ABSTRACT
 Based on the benefits of Team-Based Learning (TBL) in higher education, our project investigated possible benefits of TBL in secondary education. We found that, despite challenges, the benefits of using TBL in secondary schools make it worth teachers' time and effort. We conducted a year-long qualitative study with 13 teachers from Ireland, Spain and UK. While teachers found preparation time, institutional requirements, and managing student team dynamics challenging, challenges were outweighed by benefits including improved student engagement, quality of learning, skill development, and teacher job satisfaction. We recommend further TBL training for secondary-level teachers and further research into this topic.

1. Introduction

Team-Based Learning shows potential for significant benefits in secondary education for both pupils and teachers. Based on the well-known benefits of Team-Based Learning (TBL) in Higher Education (Farni et al., 2013; Liu & Beaujean, 2017), the Erasmus-funded TALENT Project aimed to investigate its use at Secondary level. The past work of a project partner during their MSc at Oxford University, which included practice-based research on their experience using TBL in secondary education in Spain, showed promise for the use of TBL at this level. To expand upon this previous work, this project (made up of partners based in Ireland, Spain, the Netherlands and the UK) secured funding from the Erasmus+ programme to further explore the use of TBL in secondary schools in partners' respective countries. The aim of the TALENT project was to form transnational strategic partnerships to develop resources and train teachers to use TBL as an active and collaborative pedagogy in a number of schools in Europe. The research presented here forms part of the project's academic aims to investigate secondary teachers' experiences of TBL.

1.1. Team-based learning

Team-Based Learning centres around active, experiential learning and draws on constructivist learning theory. Through individual preparation and problem-solving in small teams, the method allows students to construct new knowledge and new "mental frameworks built upon previous knowledge" (6, p. 796). Several studies and comprehensive reviews note TBL's documented effectiveness in promoting increased knowledge acquisition (Farni et al., 2013; Swanson et al., 2019; Liu & Beaujean, 2017) (Nelson & Tweddell, 2020), although these articles also note that further or more rigorous research is needed to fully interrogate the reasons and conditions for these effects. Another major claim for TBL's effectiveness centres around much-improved student engagement in TBL classes compared to other pedagogies. Key factors in this engagement identified by authors include TBL's learner-centred "flipped classroom" structure, regular assessments, and group accountability (Swanson et al., 2019), (Haidet et al., 2014), (Sharma et al., 2017) (Nelson & Tweddell, 2017), with one study finding that students reported moderate to high levels of cognitive engagement across the various TBL activities, with the highest levels of engagement during

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RETO

¿Escalable a nivel de Escuelas Católicas en Formación Profesional y también en Bachillerato?