



INTERNATIONAL CASE STUDY UNIVERSIDAD DE GRANADA AND SCHOOL

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Granada, June 2016

"Course and multiplier event TEACH: Evidence Based Education"



Granada Team

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University of Granada

Faculty of Psychology

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**Mind, Brain and Behavior
Research Center -CIMCYC**

Universidad de Granada University of Granada



- **Faculty of Psychology**
- **Mind, Brain and Behavior Research Center (CIMCYC)**



Universidad de Granada University of Granada



**Our main interest is applied research,
not the development of theories.**



Our research groups
in the Faculty of Psychology and CIMCYC
have long experience in researching and applying knowledge
with children and adolescents in different areas:

Research and applying areas:

- Dynamic Assessment
- Disruptive behavior
- Literacy development and difficulties
- Rearing practices
- Intelligence and intellectual giftedness
- Language problems and disorders
- Developmental disorders (Asperger Syndrome)
- Interventions for parents and teachers of children with learning and behavioral problems
- Studies with immigrant population

Our participation in the TEACH project was a response to the invitation made by our colleagues from **TOPunt Gent**



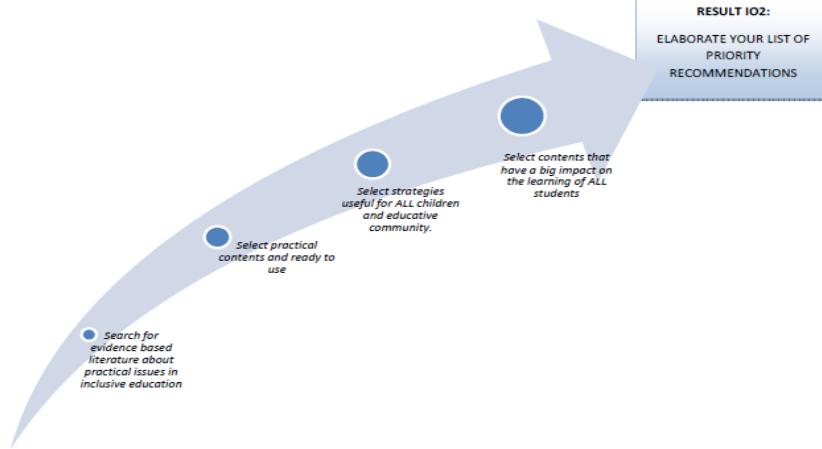
and our interest in *translating psychological research into everyday practice with children and adolescents*



First step



WE ARE ESTABLISHING CRITERIA THAT ALLOW US SELECT CONTENTS			
THESE CONTENTS HAVE TO...	THE PROCEDURE FOR APPLYING THE CONTENTS HAS TO...	CONTENTS ARE ADDRESSED TO A SPECIFIC TARGET GROUP:	CONTENTS PURSUES THESE GOALS/RESULTS:
<ul style="list-style-type: none"> • Have empirical evidence based of utility. • Be based on the practical area of knowledge**. • Involve psychological/pedagogical university scientists. • Reflect on the changes in society. 	<ul style="list-style-type: none"> • Be ready, practical and easy to use in the classroom. • Include material that can be shown in a practical way, demonstration, apply something. • Involvement (participation) of the pupils. • Be flexible and equivalent for all schools (same country) but also in different countries contexts applying a universal design for learning (UDL). • Progress from bottom-up. • Usable for teams. 	<ul style="list-style-type: none"> • Selecting strategies useful for general students and children with SEN. • Usable MAINLY by TEACHERS, but also by technicians, education, pedagogy, pupil guidance centers, members of learning environments. • Reference to the teacher-student relationship and teachers leadership. • Units with teachers, pupils and headmasters. • Involve the parents when it possible. 	<ul style="list-style-type: none"> • Small steps, big effect. • Makes teachers more reflexive and confident. • Have a big impact on the learning (in a broad sense) of ALL students. • Generate Learning environments and Room for experimenting. • Improvement of education.



UNIVERSITY OF GRANADA TEAM FIRST PROPOSAL



Common criteria we have followed:

THESE CONTENTS HAVE TO...

- Have empirical evidence based of utility
- Be based on the practical area of knowledge
- Involve psychological/pedagogical university scientists

THE PROCEDURE FOR APPLYING THE CONTENTS HAS TO...

- Be ready, **practical** and easy to use in the classroom
- Include material that can be shown in a practical way, demonstration...

CONTENTS ARE ADDRESSED TO :

- Selecting strategies useful for **general students and children with SEN**.
- Usable **MAINLY** by **TEACHERS**, but also by others.

CONTENTS PURSUES THESE GOALS/RESULTS:

- **Small steps, big effect**



PROCEDURES FOR SELECTING THE FINAL CONTENTS:

- 
- **Partial meetings** between different members of our organization who share a common expertise area.
 - Group meetings with all the members of our team and also counting with the attendance of **others experts of the University of Granada** (teachers/researchers) in which the partial contents lists were presented, discussed and reorganized.
 - Meetings between the members of our organization and **external organizations** (Granada's Teacher Center and Educational Orientation Teams of Granada) for selecting the final contents list.



Granada First Proposal



- **MODULE 1:**
DYNAMIC ASSESSMENT AND TO COGNITIVE EDUCATION
- **MODULE 2:**
**PREREQUISITE LITERACY (READING AND WRITING)
SKILLS - LITERACY SKILLS AT SCHOOL**
- **MODULE 3:**
BEHAVIORAL APPROACH IN SCHOOLS

→ in all modules: **PRACTICAL CLASSROOM RESOURCES**



Second step

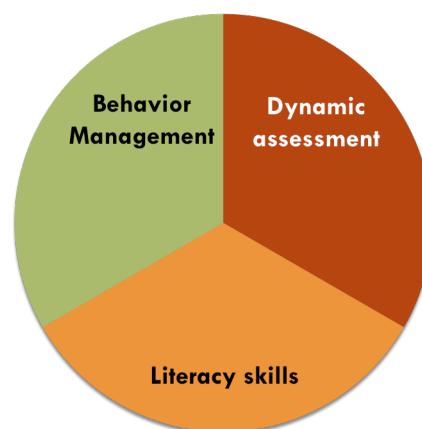


Common list of priority recommendation:

- Impact on learning
- Dynamic assessment
- Effective feedback
- Teaching practice
- Implementation
- Seven general principles of learning
- Mindset

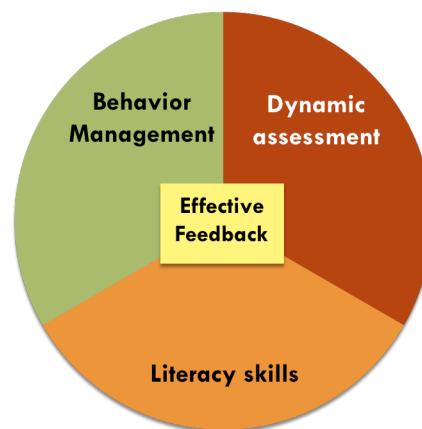


Second step

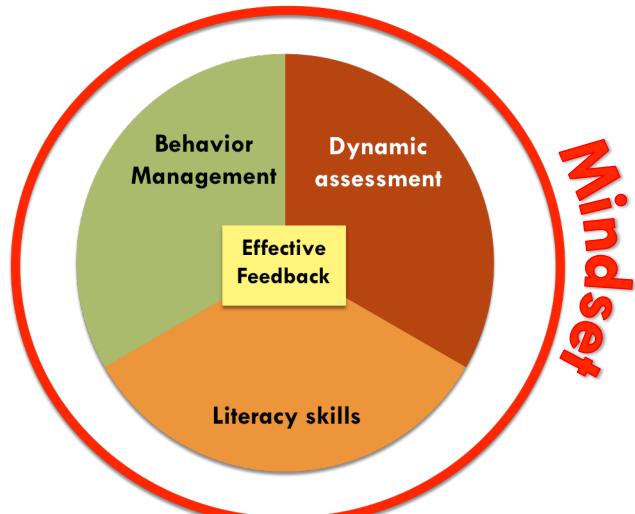




Second step



Second step





Granada Final Proposal



Module 1

- *Intervention in literacy skills from practice based on evidence*

Module 2

- *Introduction to Dynamic Assessment and Cognitive Education*

Module 3

- *Behavior Management in Schools. Evidence –based resources*

2 sessions / module



Granada Final Proposal



18 attended work hours and 12 non-attended work hours

Mis cursos ▶ Regionales ▶ Provinciales ▶ CEP ▶ Recursos ▶ Admin AVFP ▶ Este curso ▶

FORMACIÓN DEL PROFESORADO

Activar edición

Inicio Mis cursos Provinciales Aula Provincial Granada CEPGR1_161811IN01

NAVIGACIÓN

Inicio Área personal Páginas del sitio Mi perfil Curso actual CEPGR1_161811IN01 Participantes Insignias General Módulo 1: Evaluación e intervención en comprensión... Módulo 2: Introducción a la

PROYECTO TEACH: TALLER DE PRÁCTICAS DOCENTES BASADAS EN LA EVIDENCIA (161811IN01)

Título del curso Novedades

Módulo 1: Evaluación e intervención en comprensión lectora

ÚLTIMAS NOTICIAS

Añadir un nuevo tema... (Sin novedades aún)

EVENTOS PRÓXIMOS

No hay eventos próximos Ir al calendario... Nuevo evento...

ESTATUS DE FINALIZACIÓN DEL CURSO



Granada Final Proposal



Collaboration:

**CEP-GRANADA (Teachers Centre) of the Department of Education
(Granada, Andalusia).**

Participants:

Primary school teachers (from 16 schools)

The screenshot shows a navigation bar with links like 'Mis cursos', 'Regionales', 'Provinciales', 'CEP', 'Recursos', 'Admin AVFP', and 'Este curso'. Below the bar, it says 'FORMACIÓN DEL PROFESORADO' and 'CEPGR1_161811IN01'. The main content area displays the project title 'PROYECTO TEACH: TALLER DE PRÁCTICAS DOCENTES BASADAS EN LA EVIDENCIA (161811IN01)'. On the left, there's a sidebar titled 'NAVEGACIÓN' with links to 'Inicio', 'Área personal', 'Páginas del sitio', 'Mi perfil', 'Curso actual', and 'CEPGR1_161811IN01'. On the right, there are boxes for 'ÚLTIMAS NOTICIAS' (with a link to 'Añadir un nuevo tema...') and 'EVENTOS PRÓXIMOS'.



Learning Objectives



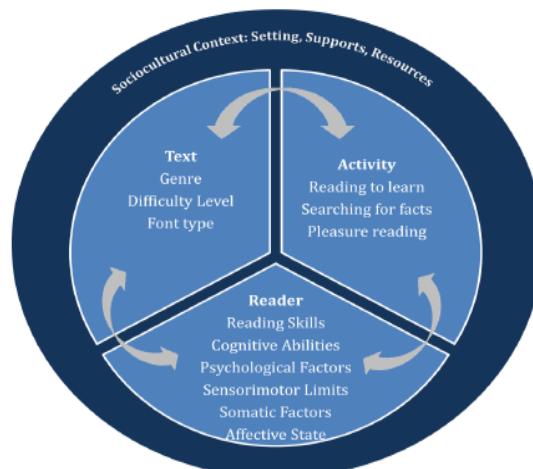
- Transfer a series of findings of psychological theory and research to achieve good educational practices.
- Search together recommendations for improving the quality of education through the impact of the actions proposed in their learning.
- Practical training in literacy interventions
- Practical training in assessment of learning potential and cognitive education (**dynamic assessment**)
- Practical training in behavioral management techniques in school, including **effective feedback**



Module 1 - Session 1: **Reading comprehension**



- Reading comprehension
 - Factors involved in reading comprehension
 - Levels of reading comprehension
 - Reading comprehension difficulties
 - Reading Assessment
-
- *Activity 1: Case study*
 - *Activity 2: Examining texts books*



Adapted from RAND, Reading Study Group (2002)



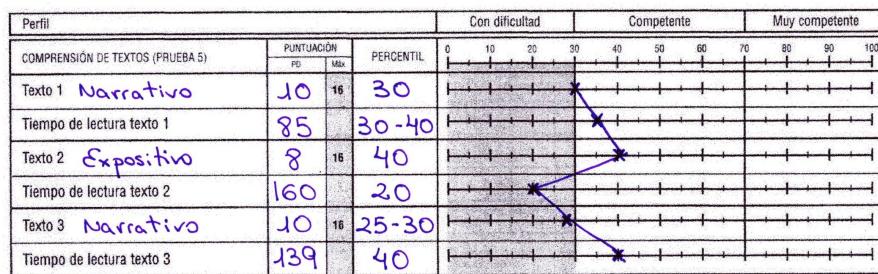
Activity 1: Case study: GMT
1st grade (Primary education)



• 1º y 2º curso / TEXTO 1: PUPI

Minúscula Mayúscula Tiempo 85 pag.

Ítem	Tipo de pregunta	Consulta	P	Respuestas
1 a	Literal		0 1 2	Pupi
1 b	Literal		0 1 2	Parque estaba malito
1 c	Literal		0 1 2	Pequeñito y de color gris
1 d	inferencial elaborativa		0 2	para calentarse



Module 1 - Session 2:
Intervention in reading comprehension



- Intervention in reading comprehension
- Reading comprehension strategies
- Studies in reading comprehension
 - Rippoll et al (2014)
 - Clarke et al (2010)
- *Activity 3: Cases studies. Difficulties in reading comprehension*



Module 2- Sessions 1 and 2: Introduction to Dynamic Assessment and Cognitive Education



Contents:

- 1. Introduction to the evaluation of learning potential and cognitive education.**
- 2. Methodology to implement the learning potential assessment.**
- 3. Proposals to apply the learning potential in the classroom:**
 - Increasing learning through evaluation Learning Potential (Lauchlan and Carrigan, 2013).
 - How to implement a mediational strategy in the classroom? (Calero, García-Martín and Gómez-Gómez, 2007).



Module 2- Sessions 1 and 2: Introduction to Dynamic Assessment and Cognitive Education



Method:

- We worked in **small group sessions** using an interactive methodology and scaffolding the learning of the teachers with **practical sources**, open questions, mediational teaching and so on.
- Our main goal was to transfer practical abilities that could be introduced into the normal classroom and to the whole group of students.



Module 2- Sessions 1 and 2: Introduction to Dynamic Assessment and Cognitive Education



Practical Activities:

- **How to implement a mediational strategy in the classroom?** (Calero, García-Martín and Gómez-Gómez, 2007).
 - ▣ *This proposal shows how to implement learning potential assessment methodology into the classroom, so once this was explained the idea was that each teacher applied the methodology to a curriculum content.*
 - ▣ *This work was supervised through the learning platform.*



Module 3- Session 1 Introduction to behavioral approach in school



- 1. Positive and preventive behavioral approaches:**
 - Focus on positive aspects of student behavior
 - Prevention of disruptive behaviors
- 2. Contingency management and feedback:**
 - Positive classroom climate using reinforcement
 - Feedback
- 3. Antecedents interventions:**
 - class rules, appropriate commands, classroom modifications...
- 4. Instructional approach:**
 - strategies to teach behavior (skills)



Module 3- Session 2 **Practical classroom resources**



- 1. Antecedent-based interventions**
- 2. Feedback**
- 3. Individual and group oriented contingencies in classroom**
- 4. Daily report cards**
- 5. Positive behavioral supports**
- 6. Organizational skills training**



Module 3- Session 2 **Practical exercises (web)**



- 1. Discuss and share experiences that make us reflect on the difference between reinforcing behavior of a student and maintain with him a proper feedback @**
- 2. Discuss and share experiences that make us reflect on how to work with children feedback in class: What kind of phrases we use in the different subjects we are explaining ? @**
- 3. Choose a student and organize some of the tasks to provide students some help with their work in the classroom @**



*¿My teaching is guided by/reflects what
the evidence shows to work best?*



Thank you

