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University of Granada on TeComp Project


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Structure of the Presentation

1. Participants of the University of Granada in TeComp Project
2. Granada
3. University of Granada
4. New Methodologies

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1. Participants from University of Granada



- PhD in Math Education
- Math Education Department (Education Faculty)



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2. Granada



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- Granada is a renowned city of culture with unique monuments, a long rich history in an outstanding natural setting



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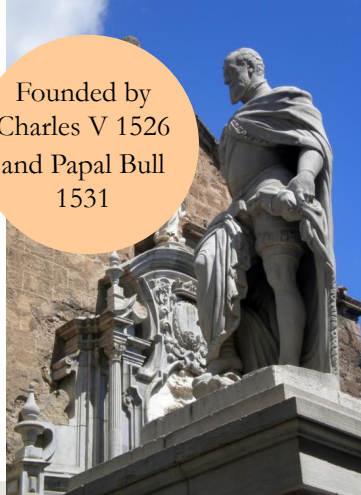


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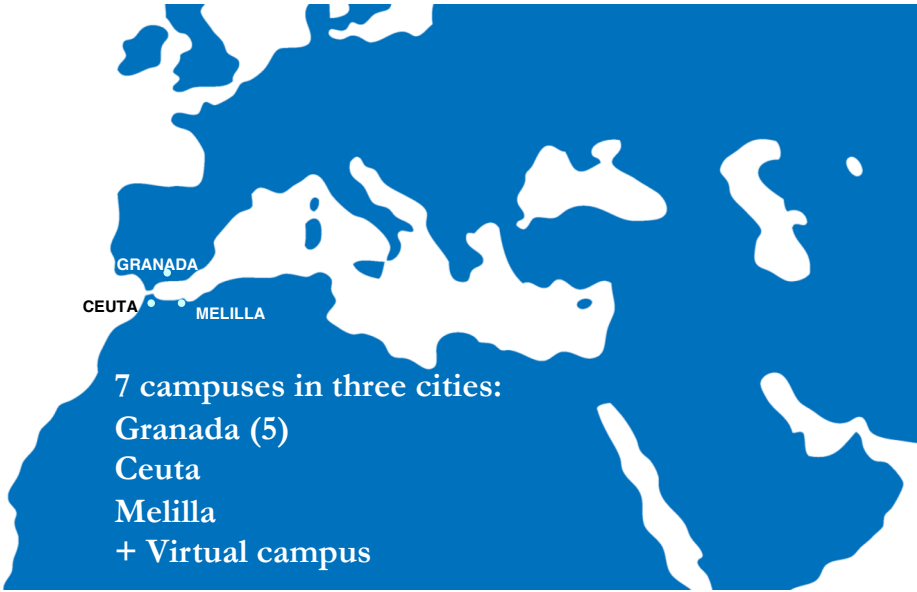
3. University of Granada






Founded by
Charles V 1526
and Papal Bull
1531

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7 campuses in three cities:
Granada (5)
Ceuta
Melilla
+ Virtual campus

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- Students from 114 countries and 800 bilateral and multilateral mobility agreements
- Leader of European Universities in incoming and outgoing student
- The location of the campuses made the university the perfect bridge between Europe and Latin America, the Mediterranean countries, and Africa

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- Wide selection of cutting-edge quality programs
- More than 60,000 undergraduates
- 80,000 undergraduate and postgraduates. 9% are international students at undergraduate level, and 21% of international students at postgraduate level
- Welcomes more students from international mobility programs than any other Spanish university




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- The city is the University and the University is the city: one in four inhabitants belongs to the UGR
- Leading University in Spain in socioeconomic impact on surrounding province and region



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- University of Granada is a public and comprehensive university focussed on teaching, research and outreach



A high ranking university


- It is the 247th University in the world, according to Shanghai ranking. (This puts the University of Granada second in Spain.)
- It is 265th University in the world (according to Taiwan ranking)



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University of Granada in numbers

- 27 Faculties; 123 Departments
- 16 Research Institutes; 4 Research Centers
- 400 Research Groups
- 70 undergraduate programmes covering all major fields (8 dual international)
- 110 Master's programs (2 Erasmus Mundus, 1 Erasmus +, 5 bilingual Master, 3 Masters taught in English and 7 dual international diplomas)
- 28 doctoral programmes organized in 3 overarching doctoral schools
- Extensive offer of expert courses, certificate courses, summer schools and on-line courses




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4. New Methodologies

- 4.1. Theoretical versus practical sessions
- 4.2. Virtual teaching
- 4.3. MOOC (Massive Online Open Courses)

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4.1. Theoretical and practical sessions

The Bologna Process

- Spain is one of the 48 countries participating in the European Higher Education Area (EHEA)
- Three formative levels: grade, master and PhD
- European credit transfer and accumulation system (ECTS)
- Most of the degrees in Spain: 240 ECTS in 4 years

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An example in Primary Teacher Training

- Groups with more than 70 students (more than expected by Bologna Process)
- Whole group attends to theoretical sessions and divide each group into two or three subgroups of 25 students each for practical sessions
- Practical sessions include seminars and other kinds of sessions that required more interaction and the use of manipulatives, virtual and digital media

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4.2. Virtual Teaching

Virtual Teaching Center

Its main aim is to promote and to strengthen the teaching through the ICT, exploring the characteristics of online teaching the training in these methodologies, and the strengthen of digital production and its dissemination through internet

- UGR Virtual Campus (Prado)
- Training in teaching technologies, digital production and online tutoring
- Massive online open courses (MOOC)
- Multimedia resources website (UGRmedia)


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- Apps for teaching in mobile technologies (AppsUGR)
- Center for producing digital media, design of multimedia interactive materials
- Support to teaching innovation and experimentation base on ICT (Innovacampus)
- Open educative resources (OER)
- Quality system for teaching in semi virtual and virtual modalities
- Teaching in semi virtual and virtual in degrees and masters
- Hosting solutions for online training
- Collaboration with companies interested on online teaching
- Assessment and analysis of nowadays and future tendencies in teaching
- Participation in Projects and networks



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Example of a master with semi virtual and virtual modalities: Master Degree in Math Education

- We teach in this master. María is its coordinator
- Students can choose between face to face or virtual modalities
- Our focus is on methodological aspects of virtual modality
 - E-learning platform
 - Share information
 - Communication teacher-teacher, teacher-students in both senses
 - Each course has its own space coordinated by the professor(s) responsible
 - Teachers use forum to promote debate between students
 - Workbooks for students
 - Assistance to students through Skype or equivalent system

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- Video system
 - Sessions through videoconference (Adobe connect) video recorded and shared through the platform
 - Specific audio and video system that guarantee the quality of virtual sessions
 - Platform to develop the session virtually (video sala**): adobe connect or equivalent.
 - Students studying the master virtually synchronically can attend the sessions, other students' presentation or do their own presentations

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4.3. MOOC

- For students or teachers from the UGR
- Need of a virtual platform
- Some activities for designing a MOOC:
 - Audiorecording teaching sessions
 - Preparing workbooks and documents
 - Tasks design



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- Some work that can be required the participants to do:
 - to revise the videos and the documents shared through the platform
 - to participate in the forum
 - to revise the reaction in the forum and other students' work in the activities
 - to work on the different proposed tasks and upload them to the platform
 - to evaluate other participants' work

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- Each participant can receive feedback from the teachers of the MOOC and also from other participants through the platform
- Forum:
 - to introduce doubts and difficulties when working on the tasks posed
 - to interact
 - to compare the own work with others
- Tests with multiple selection option
- The teachers can get reports about participants'
- Tasks are usually designed considering different types of participants' responses



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