

Development of skills based on case study methodology in an integrated workshop: Perceptions of Pedagogy Students

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Abstract. Implementing strategies that make it possible to find relevant solutions to environmental problems from an interdisciplinary and collaborative perspective is a challenge, especially in teacher training. The present study aims to describe the perceptions of first-year students of Pedagogy in Differential Education regarding the assessment given to the case study methodology implemented in a workshop that integrates three subjects. Under a qualitative study approach with a phenomenological design, 5 focus groups and an online form were applied to a total of 35 students. The results show that the students identify having the skills declared in the learning outcomes, they establish a link between the skills developed in the integrated workshop with the graduate profile and perceive having developed specific and generic skills such as teamwork, critical thinking, self-learning, and understanding and awareness of the respect and dignity of people. It is concluded that the case study methodology contributes to the interdisciplinary understanding of knowledge, to its application in a collaborative manner and significantly to the achievement of various skills established in the graduate profile.

Keywords: Teacher Training, Education, Perception, Case Study.

1 Introduction

Legal Bill 20,903/2016 guarantees entry criteria and characteristics for young people who are planning to enter the teaching profession. However, the initial diagnoses applied to students who enter to study teaching show that a significant number of students have skills that need to be strengthened in the training process.

The pedagogical standards detail "those guidelines that make explicit and define the set of skills, knowledge and dispositions that an educational professional must have once their Initial Training is finished" (Mineduc, 2021, p.10), highlighting the achievement of significant learning, complexities and challenges. One of the

competencies that must be demonstrated throughout the educational trajectory and subsequently deployed in the pedagogical performance refers to teamwork.

Thus, this research answers the question: What are the perceptions of the first-year students of Pedagogy in Differential Education, regarding the achievement of generic and specific skills and the contribution to the graduate profile, based on the implementation of the pedagogical strategy, and integrated workshop? allowing to collect, from the particular point of view of the students, their assessment regarding the contribution of this pedagogical strategy to their training process.

2 Theoretical Framework

Initial teacher training, besides specifying what a future teacher should learn, should address how they learn it (Unesco, 2018). The Standards of the Teaching Profession offer teachers tools and knowledge to develop the necessary skills for effective teaching, which respond to the challenges of the 21st century (Díaz, 2021).

The Educational project of the University Católica del Norte and the Pedagogy careers propose a curricular structure that promotes deep pedagogical and disciplinary knowledge together with the development of generic skills (UCN, 2023). As pointed out by Hayarza and González (2017) the competency-based curricular design aims to ensure that the participants in the learning process are able to demonstrate their learned abilities after they have acquired a combination of knowledge, skills and abilities.

Teamwork among professionals is one of the challenges that teacher training incorporates to the extent that they are able to comprehend its value and benefits for collaborative work (Mineduc, 2021) Teamwork between professionals is one of the challenges that teacher training incorporates to the extent that they understand its value and benefits for collaborative work (Mineduc, 2021) as a fundamental condition that will benefit teaching practice, so that these teachers "study, share experiences, analyze and research together about their pedagogical practices, in a given institutional and social context" (Vaillant, 2016, p. 11).

The use of active methodologies in the development of teaching, such as the case study, constitutes an effective strategy to develop various skills (Fernández, 2006) since it favours team learning and the construction of new insight, allowing to specify the identification of a problem, enhance skills for finding solutions and adding students' visions into dialogue (Guíñez, et al, 2017).

3 Methods

A Qualitative Approach (Blanco et al, 2016) and a phenomenological design (Creswell, 2009) were used. Through non-probabilistic (Marín, 2012), and intentional (Arias, 2012) by Convenience (Hernández et al, 2010) the sample was made up of 35 subjects who are in the second semester of Pedagogy in Differential Education. For the data collection process, two instruments are built: a questionnaire in an online form and a thematic group interview script (Flick, 2007). For data analysis, content analysis was used based on the criteria set out in the supported theory (Corbin and Straus, 2007), covering the phases of open coding and axial coding.

4 Results

The qualitative analysis reveals that the students perceive that they have developed the specific skills defined for each subject.

They also perceive the appropriation of generic skills such as teamwork, highlighting the ability to develop group-type tasks, displaying various skills of its members and the promotion of commitment from a generational view towards a respectful climate.

Critical thinking, that is, they perceive that they have developed the capacity to make judgments, make decisions and act with autonomy after having analyzed, evaluated, and contrasted different arguments, points of view and affirmations.

The capacity for self-learning, as they perceive themselves as capable of motivating, organizing and regulating their learning, including their willingness to acquire, process and assimilate new information, managing to apply it in various contexts.

Likewise, they highlight having strengthened the understanding and awareness of the respect and dignity of people as well as the development of the ability to understand, accept and value differences.

5 Discussion

The perception of the students highlights the achievement of various skills from the use of the case study strategy, which is consistent with that proposed by Fernández (2006). They perceive that, based on teamwork, they display various skills of their members, promoting commitment and a respectful climate, which is in line with what Mineduc (2021) proposes when it points out the importance of understanding the value and benefits that generate collaborative work. Likewise, and as Vaillant (2016) proposes, the results achieved are the product of experience, analysis and joint research in a defined institutional context, as developed in this pedagogical experience.

6 Conclusions

It is concluded that the integrated workshop proposal is perceived by the students as a methodology that contributes to the development of specific skills disciplinary and generic, highlighting teamwork, critical thinking, self-learning, and appreciation of the dignity of people; as well as the contribution in the construction and interdisciplinary understanding of knowledge, paying tribute to the achievement of the graduation profile.

7 Limitations and Future Research

A limitation of this research is the approach to the perceptions of this strategy with students of a single semester, in this sense, a future investigation is proposed that collects the perceptions of students who are studying different semesters of the degree, based on replicating the methodology of the study plan in other subjects, which would contribute to making visible the scope and development of the generic and specific competences declared in the graduate profile of the generic and disciplinary teaching standards throughout the formative trajectory of the students of the same career.

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