Aprendizaje basado en retos: una mirada desde la educación superior [

2023

text (article)

Analítica

The objective of this research was to analyze how learning based on challenges provides, to the teachers of the Pedagogy of Physical Activity and Sport, greater possibilities of developing professional skills in their students. The qualitative method under the design of the grounded theory was used, a non-probabilistic sample where 25 university professors were selected, the in-depth interview technique was applied and a question guide as an instrument, validated through the judgment of five experts. The results found were determined in four stages: open, axial, selective coding and the conditional matrix; the latter allowed to have a theoretical approach by reporting that learning based on challenges enables the acquisition of professional skills. As conclusions, it was stated that challenge-based learning allows teachers to generate positive effects on their students on school performance and develops, better than other methodologies, professional skills during university education to solve new global challenges
The objective of this research was to analyze how learning based on challenges provides, to the teachers of the Pedagogy of Physical Activity and Sport, greater possibilities of developing professional skills in their students. The qualitative method under the design of the grounded theory was used, a non-probabilistic sample where 25 university professors were selected, the in-depth interview technique was applied and a question guide as an instrument, validated through the judgment of five experts. The results found were determined in four stages: open, axial, selective coding and the conditional matrix; the latter allowed to have a theoretical approach by reporting that learning based on challenges enables the acquisition of professional skills. As conclusions, it was stated that challenge-based learning allows teachers to generate positive effects on their students on school performance and develops, better than other methodologies, professional skills during university education to solve new global challenges
The objective of this research was to analyze how learning based on challenges provides, to the teachers of the Pedagogy of Physical Activity and Sport, greater possibilities of developing professional skills in their students. The qualitative method under the design of the grounded theory was used, a non-probabilistic sample where 25 university professors were selected, the in-depth interview technique was applied and a question guide as an instrument, validated through the judgment of five experts. The results found were determined in four stages: open, axial, selective coding and the conditional matrix; the latter allowed to have a theoretical approach by reporting that learning based on challenges enables the acquisition of professional skills. As conclusions, it was stated that challenge-based learning allows teachers to generate positive effects on their students on school performance and develops, better than other methodologies, professional skills during university education to solve new global challenges

Título: Aprendizaje basado en retos: una mirada desde la educación superior electronic resource].]

Editorial: 2023

Tipo Audiovisual: Aprendizaje competencias profesionales enseñanza metodología Learning professional skills teaching methodology Aprendizagem habilidades profissionais ensino metodologia

Documento fuente: PODIUM: Revista de Ciencia y Tecnología en la Cultura Física, ISSN 1996-2452, Vol. 18, Nº. 2 (Mayo-agosto), 2023

Nota general: application/pdf

Lengua: Spanish

Enlace a fuente de información: PODIUM: Revista de Ciencia y Tecnología en la Cultura Física, ISSN 1996-2452, Vol. 18, Nº. 2 (Mayo-agosto), 2023

Baratz Innovación Documental

- Gran Vía, 59 28013 Madrid
- (+34) 91 456 03 60
- informa@baratz.es