

## CONVOCATORIA / CALL FOR PAPERS

Vol. 15, No. 2 (July-December 2020)

### Sección Monográfica

## Metodologías activas para la enseñanza, la evaluación y el aprendizaje: innovación en el aula

*Active methodologies for  
teaching, assessment and learning:  
classroom-based educational innovation*

### Thematic editors:

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### Approach

In the late nineteenth and early twentieth century emerged a movement of pedagogical renewal called *the new education*, betting on the role of students in their learning process. In Spain, there was a substantial shift in the articulation of teaching in the late 90, due to this spirit of change and the promulgation of the General Management Law of the Educational System (LOGSE, 1990). This implied the shift from a behaviorist paradigm, established by the General Law of Education (LOE, 1970) where the pupil was a passive being that was limited to receiving information, towards a constructivist paradigm where the pupil would be the protagonist of his/her learning process. Gradually progress has been made from teaching-oriented teaching to learning-based teaching, accompanied by the boom in information and communication technologies (ICT), attention to diversity and the contribution and development of key competencies.

In recent times, these changes in the teaching-learning-evaluation processes have led to the diffusion and gradual use of active methodologies among the teaching staff, adopting the teacher the role of facilitator or guide of the student's learning. This aspect gives the students the main role in the classroom, providing them more motivation, participation, cooperation, autonomy, and, above all, making them more aware of their learning, being able to use and apply it outside the classroom. However, perhaps the biggest challenge of these methodologies

is that these should be generating a real inclusion process among the members of the class. Without this requirement, no methodology, supposedly active, should be considered as successful.

The use of one methodology can facilitate or hinder the learning of the students, being multiple the experiences that demonstrate the consolidation of their use in different educational contexts with innovative and challenging proposals. However, we also have dilemmas about the teacher training, its use or abuse, as well as an enriching debate about the process of educational transformation. Therefore, we must emphasize that the methodology and evaluation are key learning processes, shaping the professional identity of the teacher.

This volume of the journal "Alteridad" intends to deepen the construction of this new look towards educational innovation, analyzing its possible definitions, characteristics, taxonomies and evolution of active methodologies, the implications in the teacher training and changes-or resistance to organizational changes and evaluation that implies its use. In addition, it will allow to share experiences from different perceptions and theoretical-methodological approaches concerning the implementation of active methodologies in the international context. For this reason, the case studies, research and analysis compared between institutions or countries are of great interest, since they allow to highlight the dilemmas and challenges faced by contemporary education.

## Descriptors

1. Active methodologies, theoretical-methodological approach: definition, characteristics, taxonomies and evolution.
2. Teacher training, initial and permanent in the use of active methodologies.
3. Changes and resistance to change: organizational aspects and teaching and learning evaluation.
4. Classroom innovation and effects on learning: case studies, research and compared analysis.
5. Dilemmas, challenges and evolution of the active methodologies for generating inclusion in the classroom.

## Topics

The topics proposed in «Alteridad» are related to some questions. We propose some questions whose answers will give us an approach on each topic.

1. **Active methodologies, theoretical-methodological approach: definition, characteristics, taxonomy and evolution:** What do we call active methodologies? Does the scientific-based conception correspond to the social knowledge of the active methodologies? Are methodologies approached with a proven evidence foundation? Is there a consolidated taxonomy? How has its inclusion and evolution occurred within the educational systems? Do active methodologies solve the problems of discrimination and exclusion in the classroom?
2. **The teacher's initial and ongoing training in the use of active methodologies:** are future teachers being trained in methodologies that can be applied in today's schools? Is there enough training and coordination among university professors? Do we know the needs of active teachers in the use of active methodologies?
3. **Changes and resistance to change: organizational and evaluation teaching aspects:** how can we break the cultural barriers and comfort zones of teachers using more traditional methodologies? What fears do we find in the application of methodologies? Active methodologies have a preferential space in teaching and learning, but how should their assessment be?

4. **Classroom Innovation: Case studies, research and compared analysis:** What effects have these methodologies produced in specific contexts? Are there differences in use motivated by personal, geographical and cultural contexts? Is it possible to incorporate teachers into the research processes as active subjects of it? Is it possible to generate participatory reflection in the teaching and learning processes as a teaching routine (evaluation of teaching practice)? Does educational administration provide forums, seminars or spaces to encourage this innovation?
5. **Dilemmas, challenges and evolution of active methodologies:** Where does the use of active methodologies lead us? Is it time to stop and think instead of continuing to innovate? Are there any contrasts to these methodologies? How to generate a transition process to active methodologies for teachers?

## About the editors

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Professor of special education, psychopedagogy, with a PhD in Psychology and Education Sciences at Universidad de León (Spain). She began her academic career with different scholarships from the Ministry of Education and Science and International Cooperation for the Development at Mexican universities. She is a member of the area of Didactics and School Organization of Universidad de León, where she has taught teaching since 2001, occupying positions of responsibility in institutional management. She has numerous publications and papers in journals, books, book chapters and scientific events related to educational quality, the use of ICT in education, teacher training, inclusive education and active methodologies. She has been a guest lecturer in different institutions and has made numerous educational and research stays at Spanish and foreign universities, participating and conducting national, European and international research projects. She is currently the director of the Department of General Didactics, Specific and Education Theory at Universidad de León.

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**Dr. Ángel Luis Pérez Pueyo, Universidad de León (León, España)**

Professor, bachelor and Ph.D. in physical activity and Sport Sciences from Universidad de León (Spain). He has more than 18 years of experience in different non-university educational stages. He is currently director of the University Extension Department of the Vice-rectorship of Institutional Relations of Universidad de León. He is the coordinator of the Physical Education module of the Master's Degree in Teacher Training in Compulsory Secondary Education and Baccalaureate, Vocational Training and Language Teaching. He is a member of the International network of Formative and Shared Evaluation in Higher Education (REFYCES) and of the Group of Teaching Innovation in Higher Education through the Formative Evaluation (IFAHE). He is the coordinator of phase III of contracts- Program dependent of the Ministry of Education of Asturias. He is the Director of the group interleveling and interdisciplinary attitudes. He is the author of more than a hundred books and articles in scientific journals. He has made stays in different countries and taught countless courses and lectures in national and international congresses. He has participated in several national projects I+D+I and he is member of external evaluators of journals and research projects. His lines of research are focused on the use of active and self-regulating methodologies, initial training, the development of competencies and the sequencing through the INCOBA project, the formative evaluation and the creation and elaboration of evaluation instruments.

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**Dr. Alberto Moreno Doña, Universidad de Valparaíso (Chile)**

He is passionate about education and is very critical of the school institution. He is a pedagogical activist who is currently part of the NGO KOMUNUMO which is working on the creation of an Elementary School that will have the same name of the NGO. KOMUNUMO is a word in Esperanto whose meaning is community. He is currently working at Universidad de Valparaíso, Public University located at V region of Chile. Specifically, he is a professor at the school of Education. He is a member of the Doctorate program in Interdisciplinary Studies on Thought, Culture and Society of the same university. He is part of the Study Group of Education of Fondecyt (National Fund of Scientific and Technological research of Chile) and it is member of the Bioethics Committee of the Medicine Faculty of Universidad de Valparaíso. Currently he directs the research project FONDECYT Regular "The school map as 'Episte-micide' of the education: understanding the school from the margins" (<https://cedma-deye.com/>). His areas of scientific, academic and professional interest revolve around four main themes: decoloniality and critical education; early childhood education and complexity; human mobility and good living; narrative research in education. He is a professor of physical education at Universidad de Valencia, Spain. Holds a master in Latin American studies, philosophy mention, Universidad de La Serena, Chile. and has a PhD in education obtained at Universidad de Granada, Spain.

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International Doctor in Education (outstanding and extraordinary prize). Bachelor of Science in physical activity and sports. Teacher specialist in Physical Education. Graduated with a foreign language mention: English. Postgraduate course in bilingualism and Master's degree in education and inclusive Societies (extraordinary prize). Director of the area of Didactics of Corporal Expression and secretary of the Department of Specific Didactics. Specialist in pedagogical models and open and participative methodologies in the area of physical education, in formative and shared evaluation, in investigation-action in the classroom and in the initial formation of the faculty. Participant in different national and European I+D+I projects linked to teacher training. Member of the external evaluators panel of the Spanish service for the internationalization of education and evaluator of research projects of the Ministry of Education of Spain, Chile and Costa Rica. He is a member of several research and innovation groups and a board of reviewer of more than 40 prestigious educational journals. Author of more than 250 publications on the educational field and lecturer in diversity of congresses, courses and seminars related to teacher training. He has carried out research stays in more than 10 countries. Accredited as tenure professor of the University.

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## **Instructions and submission of proposals**

«Alteridad» publishes preferably empirical research results, written in Spanish and/or English, being also admissible reports, studies and proposals, as well as selected reviews of the literature (state-of-the-art). For the Miscellaneous section, different contributions are permanently arbitrated within the educative aspect.

Articles must be sent exclusively through the journal's Website. The procedure requires all authors to register, but only one will be the corresponding's author. Two files must be sent simultaneously:

- 1) The article in accordance with the publication rules in «Alteridad».
- 2) Cover page and cover letter according to the attached model.

**Website of «Alteridad»:** <http://revistas.ups.edu.ec/index.php/alteridad/index>

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**Publication norms of «Alteridad»:** <https://goo.gl/XWt5Zl>

**Cover page and cover letter:** <https://goo.gl/9yYMaU>

**Protocol of previous revision:** <http://goo.gl/kH1NGK>

## **Important dates**

Due date for submitting the manuscripts: **January 31<sup>st</sup>, 2020**

Publication date of this edition: **July 1<sup>st</sup>, 2020**