



Developing competences in Higher Education through innovation in the teaching methodology

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Abstract

Since the beginning of the 21st century, the promotion of an education leading to the development of competences (European Commission, 2007; Perrenoud, 1999) has been a main concern of Portuguese education policies (Ministério da Educação, 2001), in spite of some recent changes (Ministério da Educação, 2012, 2014).

Portugal has also embraced this concern through the implementation of the Bologna propositions (Bologna Declaration, 1999), which transformed Higher Education. The Department of Education of the University of Aveiro (Portugal) has been working along these lines since 2007.

This paper describes a study conducted in a first and a second cycle degrees in courses on teaching the mother tongue.

Three research questions were defined: i) Is it possible to design teaching strategies leading to the development of competences that allow students to adapt to a variety of educational contexts? ii) Can these strategies promote an awareness of the need to approach education in the mother tongue in a transversal way? iii) Which role can feedback assessment play in this process?

This paper deals with the first question and a course within a second cycle degree attended by future early childhood educators and schoolteachers. We analyzed data concerning i) the performance of the students and ii) their conceptions. The results of this analysis (mixing statistics and content analysis) revealed that the use of a methodology that made the student the center of the teaching/learning process could lead to the development of competences, especially if the students were aware of that effort.

Key words: Competences; Higher Education; Teaching methodology; Conceptions.

Résumé

La politique éducative portugaise actuelle propose un modèle d'éducation centré sur le développement de compétences (Ministério da Educação, 2001), suivant les recommandations d'experts (cf. Perrenoud, 1999) et d'associations internationaux (European Commission, 2007), malgré quelques modifications récentes (Ministério da Educação, 2012, 2014).

À l'Enseignement Supérieur revient la promotion du Traité de Bologne (1999). Donc, depuis 2007, le Département d'Éducation de l'Université d'Aveiro (Portugal) a élu ces lignes politiques comme centre de son action.

Cet article traite d'une recherche menée dans le cadre d'un premier et d'un deuxième cycle de Bologne, développé dans les cours fréquentés par de futurs éducateurs et instituteurs.



Cette étude est basée sur trois questions: i) Est-ce qu'il est possible de construire des stratégies d'enseignement à l'université permettant de développer chez les étudiants des compétences qui leur permettent de s'adapter à des contextes éducatifs de plus en plus instables? ii) Est-ce qu'on peut relier ces compétences à l'approche transversale de l'enseignement/apprentissage de la langue maternelle? iii) Quel rôle peut l'évaluation jouer dans ce contexte?

Dans cet article, on a privilégié la première question et un sujet intégré dans un deuxième cycle de Bologne. Moyennant l'analyse de contenu et la statistique, on a analysé des données concernant: i) la performance des étudiants et ii) leurs représentations sur la méthodologie d'enseignement utilisée. Les résultats de l'analyse de données ont révélé que l'adoption d'une méthodologie d'enseignement qui fait des étudiants le centre du processus d'enseignement/apprentissage peut contribuer au développement de compétences essentielles, surtout quand les étudiants ont conscience de cet effort.

Mots-clés: Compétences; Enseignement Supérieur; Méthodologie d'enseignement; Conceptions.

Resumo

No séc. XXI, a promoção de um modelo de educação centrado no desenvolvimento de competências (European Commission, 2007; Perrenoud, 1999) tem sido a principal preocupação da política portuguesa (Ministério da Educação, 2001), apesar de alterações recentes que geraram polémica (Ministério da Educação, 2012 e 2014).

Portugal aderiu a este movimento através da implementação do Processo de Bolonha (Declaração de Bolonha, 1999), que conduziu à reformulação do Ensino Superior. O Departamento de Educação da Universidade de Aveiro tem seguido esta orientação desde 2007.

Este artigo trata de um estudo desenvolvido num primeiro e segundo ciclos de Bolonha centrados na formação de profissionais para o ensino da língua portuguesa.

Assenta em três questões de investigação: i) será possível definir estratégias didáticas que conduzam ao desenvolvimento de competências promotoras da adaptação dos alunos a uma série de contextos educativos? ii) será que estas estratégias permitem levá-los a tomar consciência da necessidade de abordar o ensino/aprendizagem da língua portuguesa de uma forma transversal? iii) que papel cabe à avaliação formativa neste contexto?

Este texto foca-se na primeira questão e numa unidade curricular do segundo ciclo de Bolonha. Combinando estatística e análise de conteúdo, procedeu-se à análise de dados relativos i) ao desempenho dos alunos e ii) às suas representações. Os resultados da análise feita revelaram que a adoção de uma metodologia de ensino que efetivamente faz do estudante o centro do processo de ensino e aprendizagem pode conduzir ao desenvolvimento de competências indispensáveis ao exercício da profissão, nomeadamente quando estes estão conscientes desse esforço e tiram proveito dele.

Palavras-chave: Competências; Ensino Superior; Metodologia de ensino; Representações.



Introduction

Since the beginning of the 21st century the promotion of an education that leads to the development of competences has been a major concern of the international policy. International organizations – among which the ones related to the European Union – have been producing documents giving special attention to an education for all and specifically focused in the development of competences essential to life in an ever changing modern society (Sá, Cardoso, Alarcão, 2008) following ideas diffused by international experts (e.g. Perrenoud, 1999).

One of these documents (European Commission, 2007) proposes eight key competences dealing with several domains in citizenship. Some of them are related to traditional scientific areas (*Communication in the mother tongue and foreign languages, Mathematical literacy and basic competences in science and technology and ICT skills*). Others are less widely referred to, but equally important (*Learning to learn, Entrepreneurship, Civic competences and Cultural awareness*).

The development of such competences through a democratic model of education is also a main concern in Portuguese policy. The *National Curriculum for Basic Education* (Ministério da Educação, 2001), which defined the competences that should be developed in compulsory education, providing the basis for other important documents that set forth the main features of education policy and practices (e.g. Reis, 2009), was a result of this effort. These essential competences concerned: i) knowledge (scientific, technological and cultural), ii) language (mother tongue and foreign languages), iii) methods and techniques focused on problem solving (looking for information and organizing it, selecting strategies adapted to a specific goal, taking decisions, being autonomous and capable of involving in team work) and iv) the ability to perceive life in an ecological way.

Of course Higher Education must also promote the development of such competences in the students. Future professionals in all areas need:

- To be competent in traditional scientific areas (*Communication in the mother tongue and foreign languages, Mathematical literacy and basic competences in science and technology and ICT skills*) (European Commission, 2007);
- To master skills essential to everyday life, including the professional issues (*Learning to learn, Entrepreneurship, Civic competences and Cultural awareness*) (European Commission, 2007);
- To be proficient in skills concerning the appropriation of knowledge (scientific, technological and cultural) and its manipulation (looking for information and organizing it, selecting strategies adapted to a specific goal, taking decisions, being autonomous and capable of involving in team work).

Recent changes in the Portuguese education system

Portugal has also embraced this concern and the implementation of the Bologna propositions (Declaração de Bolonha, 1999) modified Higher Education setting forth the creation of new degrees focused on the development of competences, regardless of scientific area. These are supposed to promote lifelong learning and make it possible for graduates to easily adapt to an ever changing society, namely as far as job opportunities are concerned. Therefore, nowadays Higher Education requires a new education model, centered in the students and focused on the development of competences that are essential for individuals to live in modern society.

As education professionals are trained in Higher Education institutions, these play an important role in



the preparation for the changes required at every educational level. As a matter of fact, training for jobs in the educational area is especially demanding.

Within the implementation of the Bologna Process at the University of Aveiro (Portugal), the Department of Education has been working along these lines for several years, following the main trends of Portuguese education policies. So new degrees have been created and implemented since 2007. These were designed to develop competences in future and in-service education professionals.

A study in this context

Since school year 2009/2010, we have been conducting a study within these degrees relating the issues of education in languages – and mainly in the mother tongue – to the training students are concurrently receiving in educational institutions. It concerns the adoption of teaching methodologies that put the students in the center of the teaching/learning process in order to contribute to the development of competences essential to academic and professional success and playing an important role in everyday life. These methodologies are complemented by a system of assessment based on feedback.

The underlying principles of the study address the need i) to approach education in the mother tongue in a transversal way, taking into account its importance for success at school and socio-professional integration (Sá, 2009; Sá, Martins, 2008) and ii) to develop competences that allow the students to adapt to a greater variety of educational contexts. The teaching and learning of languages – and specially the mother tongue – involve all the teachers in the schools, not just the ones who were specifically formed to perform this job. As a matter of fact, learning languages develops communicative, cognitive and affective competences that are essential for success as an individual and as a citizen and also at school. The teaching and learning of other subjects also contribute to the development of such competences, namely the ones especially important for the mastering of languages.

Three research questions supported the study: i) To what extent is it possible to design teaching strategies in Higher Education leading to the development of competences that allow the students to adapt to a greater variety of educational contexts? ii) How can these strategies promote an awareness of the need to approach education in the mother tongue in a transversal way, taking into account its importance for success at school and socio-professional integration? iii) Which role can feedback assessment play in this process? This paper concerns the first question.

We have already published several texts concerning the third research question (Sá, 2010a, 2013a, 2013b). They concerned the subject we teach in a Bologna first cycle degree – for five years now. The analysis of the data we gathered along all those years and the discussion of the results revealed that feedback assessment is very important to the development of competences, namely if the students are conscious of the role it plays in their training and take profit of that chance.

We are now moving to another topic of this study, related to the first research question. This part of the study was conducted with four groups of students in the first year of their training to become early childhood educators and schoolteachers, who were attending Language Teaching Methodologies classes during the 1st Semester (between September-December 2010 and September-December 2013). The number of students per school year is presented in Table 1:



School year	Number of students
2010/2011	45
2011/2012	35
2012/2013	37
2013/2014	35
Total	152

Table 1 – Number of the students per school year

These students were supposed to develop the following competences, among others:

- mobilizing concepts and processes relevant to promote language education;
- planning activities focused on lifelong linguistic-communicative development in varied contexts;
- working autonomously and in team.

The essential concepts and processes were presented in theoretical moments included in the practical activities developed during the classes and elsewhere. They generally corresponded to the contents mentioned in the program of the course (cf. Sá, 2013c):

- teaching for the acquisition and the development of competences;
- developing competences through a transversal approach of language teaching (namely the mother tongue, since there is another course in the degree structure concerning the teaching of foreign languages – Early Foreign Language Teaching);
- socio cognitive processes underlying the acquisition and development of competences in reading comprehension and written expression;
- methods to teach how to read and write;
- designing activities to promote a transversal approach of language teaching leading to the acquisition and development of competences.

The teaching of this course and the case study attached to it involved:

- the design and implementation of a teaching program centered on the students' activities: i) whose core consisted of the preparation of a portfolio including team and individual work, oral presentations and written texts, and critical thinking focused tasks, ii) based on the planning of activities concerning the development of language and communication in children attending the kindergarten and the teaching of Portuguese as a mother tongue in primary school iii) with the help of a grid proposed by the teacher (cf. Appendix 1), iv) requiring the participation in two online discussion forums – one compulsory ¹ and another one to be chosen among those proposed by the teacher² and v) tutorial

¹ Forum *Written Communication* (Sá, 2010b), till school year 2012/2013, and Forum *Transversality* (Sá, Macário, 2013), since school year 2013/2014.

² Forums *Reading comprehension* (Sá, 2010c), *Written expression* (Sá, 2010d) and *Spellings* (Macário, Sá, 2010).



support provided by the teacher;

- a system of continuous assessment, based on the portfolio presented by the students and concerning: i) collective oral presentations, ii) a collective written report focused on the planning of activities, iii) an individual oral presentation and iv) an individual critical written essay on the whole course.

The criteria used in the assessment are presented at the end of this text (cf. Appendix 2).

Collected data concerned: i) the performance of the students, corresponding to the grades they obtained in the course; ii) their conceptions, corresponding to statements included in their written essays. These data were analyzed by means of descriptive statistics and content analysis.

Results

On performance

In what concerns the performance of the students, the analysis carried took as data the grades they obtained in the first assessment (in January 2011, 2012, 2013 and 2014). These grades were grouped in three categories, considering they might range between 0 and 20: i) under 10, including the students who did not get approval in the course; ii) 10-14, including those who got medium grades; iii) over 14, corresponding to the best grades. The results are presented in Table 2:

Grades	Number of students	Percentage
Under 10	4	2,7
10-14	106	70,6
Over 14	40	26,7
Total	150	100

Table 2 – Performance of the students in the first assessment

The table reveals that only very few students did not succeed and that near a quarter of them got very good grades (generally between 15 and 16) during these four school years. This is a standard situation in assessment.

The second analysis was based on data corresponding to the grades the students obtained in the second assessment (in February 2011, 2012, 2013 and 2014). Table 3 presents the results of this analysis:



Grades	Number of students	Percentage
Under 10	0	0
10-14	24	53,3
Over 14	21	46,7
Total	45	100

Table 3 – Performance of the students in the second assessment

Here we do not have a standard situation, since the number of students who got medium grades (ranging from 10 to 14) is very similar to the number who got the best grades (over 14). Some students got approved in this second assessment and others improved their grades.

The change is probably due to the fact that these students had some time to get used to this kind of assessment. As a matter of fact, most of them had attended the subject we teach in the first cycle degree, which is designed in the same way as this one ³. So they were more and more conscious of the importance of caring about the comments the teacher writes on the first version of their portfolio. Some of them improved in the second assessment, because they cared to discuss the comments on their work with the teacher and they read them carefully while they were reviewing their portfolio.

We can also conclude that the tutoring that goes along with this kind of assessment is an important part of the teaching/learning process. The analysis of the data concerning their conceptions on the teaching methodology used in this subject and the discussion of the results will allowed us to confirm this idea.

The success of this teaching methodology depends a lot on the conscience the students themselves have of its importance. If they do not take advantage of the tutoring and the assessment feedback, it will be much more difficult for them to take profit of this effort.

On conceptions

We collected 153 individual essays, in which we identified statements concerning the categories we took as reference for the content analysis.

In Table 4 we present the number of statements collected per school year:

³ Moreover, some of those who came from other High Education institutions had teachers who are preparing their PhD under our supervision: Filipe Saraiva was developing a PhD entitled *Transversality in didactics of the mother tongue and teacher training* and Dulce Melão another one entitled *Conception on reading comprehension and their effects on didactic practice*.



School year	Number of statements	Percentage
2010-2011	41	11,8
2011-2012	49	14,1
2012-2013	152	43,8
2013-2014	105	30,3
Total	347	100

Table 4 – Number of statements collected per school year

The first thing one remarks reading this table is that the number of statements increases, along the academic years ⁴, although the number of students is more or less the same every year. It seems that the students grew more and more conscious of the importance of engaging in learning situations where they are the protagonists and the teacher a kind of tutor, who helps them follow their own track.

In this analysis, we took into account two sets of categories:

- One focused on the kind of teaching methodology used in the course, including the categories
 - *Student focused pedagogy*, as opposite to a *magister dixit pedagogy*;
 - *Theory-practice articulation*, since the whole course was centered in a project the students had to develop during the semester;
 - *Pedagogical coherence*, as this subject followed the pedagogy designed for the one which preceded it (in the first cycle degree) and the ones following it (also part of this second cycle degree, but included the second semester);
 - *Tutoring*, since the pedagogical design of the course supposed the teacher should be in constant interaction with the students while they were developing their projects;
 - *Collaboration, development of competences and co-construction of knowledge*, the “sacred trilogy” of this course (and of all the others we teach).
- ii) The other related to the roles played by the ICT in this course, including the categories
 - *ICT and the development of competences*, concerning the use of web 2.0 tools with this specific purpose;
 - *ICT and collaboration*, as the use of some of the web 2.0 tools (namely online discussion forums) was supposed to lead the students to collaborate;
 - *ICT and e-learning*, since some students referred that the use of as-synchronic web 2.0 tools (namely online discussion forums) made it easier to follow the course for those who could not attend the classes on a regular basis.

⁴

School year 2013-2014 is an exception.



Characteristics of the teaching methodology

In Table 5, we present the distribution of the statements among the categories in the first set:

Categories	Number of statements	Percentage
<i>Student focused pedagogy</i>	7	2,8
<i>Theory-practice articulation</i>	36	14,5
<i>Pedagogical coherence</i>	12	4,8
<i>Tutoring</i>	49	19,7
<i>Collaboration, development of competences and co-construction of knowledge</i>	145	58,2
Total	249	100

Table 5 – Characteristics of the teaching methodology referred by the students

The results of the content analysis revealed that a little more than the half of the students were mainly focused on the collaboration, development of competences and co-construction of knowledge allowed by the teaching-learning methodology adopted in the course. Maybe the emphasis on the online discussion forums – both in the classes and in the instructions given to guide the production of the individual written essay – helped too.

Here you have some statements related to this category (one per school year):

- [...] every competence I developed resulted of the work done by my group, but also of the work done by the other groups (because when they exposed their conclusions I had the chance to learn more) and the knowledge presented by the teacher in her interventions addressed to the entire class. Thus everybody in the class could develop competences specifically related to the projects we were working on. (S20); it is important to emphasize that this student included the teacher in the global effort towards the acquisition of knowledge and the development of competences;

- [...] We had the chance to work in teams, a methodology that encourages us to share ones ideas with others, thus taking into account different positions that may complement ours. Moreover this methodology helps us to discuss our views with other students, thus building more solid perspectives on the subjects studied in the classroom. [...] This kind of experiences allows us to grow everyday and become a better human being. (S48);

- [...] what I learned resulted from my individual work, but also of collaborative work developed that allowed me to take notice of ideas I would not have been conscious of if I had done everything alone. In other words, this methodology was very important for the whole group, because we developed collaborative work in order to solve a problem and/or share our ideas. (S95);



- *I think that this methodology improves the learning process, because it leads us to share and discuss our ideas on the subjects we are dealing with. At the same time, it is a kind of training for our future professional career, since in education people have to do multidisciplinary work and see interaction and communication as means to improve not only the work done, but also its products. (S246).*

In second place came *Tutoring*, but it got less than a quarter of the statements. Here you have some examples (one statement per school year):

- *The time the teacher gave us to develop our projects in the classroom was very important, because we had the chance to discuss it with her and thus we passed more quickly to another phase of the work. The teacher's help was capital, she was always available to help all the groups in the classroom [...] (S23);*

- *I would like to mention the fact that the teacher was always available. She helped everybody presenting new ideas and discussing them with us. (S70);*

- *The most relevant element to my work in this course was the fact that the groups were allowed to develop their projects in the classroom and the help of the teacher. She discussed them with us, thus making it easier for the students to understand the objectives of the collaborative work we were doing. (S126);*

- *The teacher was always available, presenting us new materials and ideas, giving useful advice and helping us to develop our projects whenever it was necessary. (S256).*

Finally, we must mention *Theory-practice articulation*, as an important aspect referred to by these students. Here you have some examples (one statement per school year):

- *The fact that there was a very close connection between the subjects dealt with in the theoretical interventions by the teacher and the projects we were developing by means of collaborative work was very important for every student. Thus it was easier for us to understand the objectives of the course. (S1);*

- *During the whole semester, we had to produce a planning of classes, which would be very useful to our future career. This work was improved by the discussions promoted by the online forums the teacher made for us. [...] (S75);*

- *First, I'd like to emphasize that everything I learned and all the competences I developed in this course resulted from [...] the theoretical interventions by the teacher, the online discussion forums and the oral presentations of the projects developed by the different groups. [...] (S124);*

- *[It was very important for us to know that] we could always count on the teacher to help us by dissipating all the doubts. (S331).*



Roles played by ICT in the course

In Table 6, we present the distribution of the statements among the categories in the second set:

Categories	Number of statements	Percentage
<i>ICT and the development of competences</i>	64	43,8
<i>ICT and collaboration</i>	73	50
<i>ICT and e-learning</i>	9	6,2
Total	146	100

Table 6 – Roles played by ICT in the course referred by the students

These students have seen the ICT means as instruments to promote the development of competences mainly on collaboration.

This result may be explained by the fact that their attention was especially attracted by the online discussion forums which were used in this course for the first time.

Here are some examples of what they wrote on this topic (one statement per school year):

- *The fact we had the chance to work with online discussion forums designed to promote collaboration was very important to us. This was the first time a teacher used such methodology and it worked much better than I expected. Online discussion forums are tools that help us to communicate with others to present our own ideas and comment on those of the others. Moreover, they make collaborative work easier because the several members of the group don't need to be present in the same place at the same time in order to do team work.* (S12);

- *Although the teaching methodology was new to me, because I had never worked with online discussion forums, I agree that it is rather useful to organize the activities in the group. As all the subjects dealt with in this course were presented in such forums, one had access to the ideas of the others and could comment on them. The fact that the forums presented texts from several experts was also very important. I think that it is rather useful to compare our ideas with those of researchers on education to improve them.* (S45);

- *Forums proved themselves a rather important tool. They are open to everybody, so the whole class has access to everybody's ideas, comments and research. Thus we learn from our project, but also from those of the others.* (S235).

- *[The online discussion forums] helped us to reflect on some issues and present our ideas on them. [...]* (S329).

Moreover this course was attached to a PhD study focused on collaboration in initial teacher training and its role in the co-construction of knowledge.⁵

We also present some statements concerning the category *ICT and the development of competences*

⁵ Macário, 2014.



(one per school year):

- [...] working with online discussion forums also allowed us to improve our competences concerning the use of ICT to present knowledge and to develop our skills on written expression. (S16);
- In this course, we worked using an unusual tool: online discussion forums. I think they were rather interesting, because they presented knowledge on the topics our projects dealt with. [...] they helped us to plan classes and develop the one we had already acquired. (S42);
- [...] these forums attracted my attention, so I had real pleasure in reading the texts they presented and posting comments on them. Moreover, they lead us to adopt a critical and active perspective on the subjects they dealt with, since it was necessary to analyze and discuss ideas, in order to come to a coherent position on those topics. (S217);
- Online discussion forums played a crucial role in my learning process, because doing the research they required I acquired more knowledge [...] (S313).

Only a few students mentioned the role played by as-synchronic ICT means associated to e-learning to make it easier to follow the course by those who cannot come to the classes regularly.

It seems that they were not quite able to relate the use made of ITC in the course and the main attitude of the teacher concerning the teaching-learning process. They focused on the means and did not take enough account of the ends that justified their use.

Triangulation

If we cross the results of the analysis using the two sets of categories, we have a neat image of what happened in the classes of this course according to these students:

- i) they leaned on close *tutoring*,
- ii) that enabled a neat *theory-practice articulation*,
- iii) and contributed to *collaboration*, the *development of competences* and the *co-construction of knowledge*,
- iv) with *ICT* means playing an important role in this context.

Discussion of results

On performance

The analysis of these data revealed that:

- The great majority of the students got approved in this course;
- The main part of the marks was placed between 10 and 14;
- But a quarter of the students had marks superior to this (generally between 15 and 16).

This panorama has positive and negative aspects:

- The positive part concerns the fact that the students get great chances of having success in the course;
- The negative part is related to the fact that it is not easy for them to have marks above the average



level.

We got similar results in what concerned the course included in the first cycle degree (cf. Sá, 2013a). Nevertheless, there were more students who did not get approved and less who had marks above the medium level.

The fact that progressively the students get used to this teaching/learning methodology and the system of assessment that goes with it is for something in the good results obtained.

On conceptions

The analysis of these data revealed that the students considered that the teaching-learning process adopted in the course promoted the collaboration, the development of competences and the co-construction of knowledge.

It also revealed that they believed that some factors may have affected the learning process.

Some of them concerned the teaching process:

- the close tutoring;
- and the theory-practice articulation.

Others were related to the means used in the course, namely ICT, which – at the eyes of these students – favored the collaboration among them and – through it – the development of competences.

Thus, it seems that they were conscious of the fact that things were organized in order that they could have success in the course. It was up to them to take advantage of these opportunities.

Conclusions

The development of competences is a very much discussed topic nowadays. Experts reflect on what strategies may be used to produce that effect, but they seldom refer to the fact that the public must take an effective part in this context.

Probably, a supplementary emphasis on explaining what is implicit in these innovations is really needed.

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APPENDIX 1

Grid for the construction of the plans

Objectives

- Identification of the selected objectives

Contents

- Oral communication
- Reading comprehension
- Written expression
- Grammar

Strategies/Activities

- Content area (oral communication, reading comprehension, written expression, grammar)
- Motivation for reading
 - Producing texts for reading
 - Creating an universe of reading in the classroom
 - Providing various experiences in reading
 - Sharing reading experiences
- Developing competences in reading comprehension
 - Comprehension of the ideas
 - Identification of the main ideas in the text
 - Identification of the text structure
- Written expression
 - Analysis of different types of discourse
 - Writing the texts (planning, writing, revising, rewriting)
- Grammar
- Roles of the participants
 - Education professional
 - Pupils
 - Other participants
- Types of work
 - Collective (involving all the class)
 - Small groups
 - Peer work
 - Individual work
- Resources



- Time
- Other aspects

APPENDIX 2

Topics for the assessment of the individual written essay

A) Content

- All topics recommended were dealt with in the individual essay presented (learning outcomes, relevance of collaborative work, role of the online discussion forums, other aspects of the CU, relations with other CUs, relevance for the student's professional development, other aspects)

1 2 3 4 5

- The student used concepts relevant for the CU

1 2 3 4 5

- The student presented arguments based on those concepts

1 2 3 4 5

B) Form

- The essay was correctly structured and coherent

1 2 3 4 5

- The essay was well written (taking into account aspects such as cohesion, the use of punctuation, spelling)

1 2 3 4 5

Other aspects

1 2 3 4 5