# PART I – CONTEXTUALISATION: CURRENT TRENDS IN HIGHER EDUCATION

Antoni Navío-Gámez, Carmen Ruiz-Bueno
CIFO Research Group
Department of Applied Pedagogy
Autonomous University of Barcelona

## 1. Contextualization

The current context of university higher education, framed in the European Higher Education Area (EHEA) and located in the Bologna and Copenhagen process, which has led to the harmonization of European higher education systems (university and professional training), makes it possible to have a homogeneous system of certifications, of general reference, as well as a set of degrees that are understandable and comparable between countries.

Thus, a whole set of instruments and strategies are articulated that make it possible: supplement to the European degree, credit system (ECTS), common structure (undergraduate and postgraduate), training appropriate to professional profiles and skills, and lifelong learning. In the following figure we collect the main elements of the EHEA (figure I.1).

The most visible part of the EHEA creation process involves, without a doubt, the architecture of the University System (the undergraduate and postgraduate structure and the implementation of the ECTS system). However, we cannot forget that deeper changes are hidden behind this architecture: redefinition of titles and their relationship with the context in which they arise, as well as

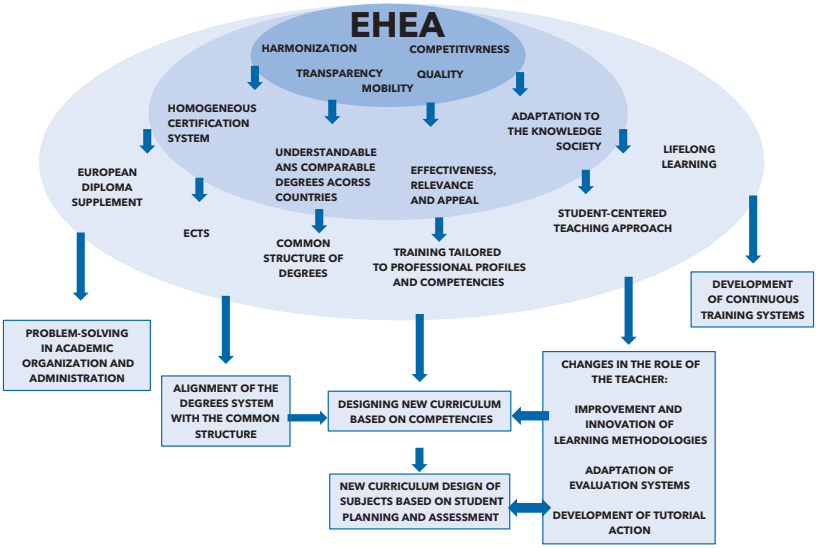


Fig. I.1. The European Space for Higher Education (Tejada et al, 2006: 27)

a thorough review of the teaching-learning process. Therefore, the proposed change is not only structural, although an important part of the change is perceived in the structure of the University. The essence of the change is to focus the actions on the students, on their learning and on the development of the required and possible skills in each case.

This essential change requires a shift in mentality, attitudes, and professional cultures that are deeply rooted in the university context. A change that goes beyond counting teaching hours, study, or work times, three- or four-year titles, etc. It means entering teacher training so that change can take place. There is evidence of recognition of the teaching profession, although the social and institutional value is in research, teaching being a complement to research dedication. Precisely this recognition of the teaching function causes universities to have diversified teacher training programs (initial training and continuous training) from the perspective of training oriented towards professionalization that allows the management of skills from the training process.

To clarify what the EHEA entails, we are going to present the main elements that, in our opinion, should be considered to plan a proposal for challenges to face the university education of the future from the teaching profession. The main lines of action are the following:

1. The profile and skills as a reference for planning, development, and evaluation.
2. The flexibility and polyvalence in the curricular design, which allows a more general formation as well as a more specialized one, transcending the subjects and seeking the integral formation of the students.
3. The student as the centre, since he is the one who learns and the one who needs to adapt to the demands of a professional, social, civic context, etc. In short, a student capable of facing the challenges of our world.
4. The institutional context of operation, since university education occurs in new modalities or emerging university models (Barber et al., 2013) and that transcend the university itself seeking alternation with society and the productive world in the form of internships. professionalizing.
5. Training professionals. That they are a fundamental ingredient in university education, since they must manage competences, learning results, disciplines, teaching-learning activities and learning evaluations from the competence reference.

All the changes and transformations that are taking place in the university context, and taking as a reference what Brunner (2000), Tejada (2002), Armengol, Castro (2004), Marcelo, Estebaranz (2003), Mora (2005), De Miguel (2005), Guardia (2006), Cruz (2008), Mas y Tejada (2013), Fernandez et al., (2019), Castañeda, Selwyn (2019) lead us to consider the following:

- Knowledge is no longer stable, scarce, and slow, which entails the need for constant updating throughout life.
- The new benchmarks for higher education are no longer those of the industrial revolution to have the technological revolution and global opening as benchmarks. Hence the need to develop transversal skills.
- The university institution is no longer considered the only source of knowledge and information.

- Written documents and the teacher's master class are no longer the exclusive means for the training of students.
- The profile of the students has been substantially modified. They have sociocultural characteristics in constant construction and expansion of values. Their relationship with culture has changed, leaving behind the word and the face-to-face social relationship to move on to other forms of relationship through the media and the Internet. Likewise, the variability of the forms of access to the university and the diversity of students from the cultural, geographical point of view, with special educational needs and those who combine work and study make the learning groups even more heterogeneous.
- The work and development of technologies must be an integral part of the curricula, the teaching-learning process and teacher training.
- The introduction and increasing use of digital resources entails changes in the functions and roles of teachers. They become facilitators and managers to know how to use and be in the technologies in the most appropriate way and facilitate and mediate in the teaching-learning processes. The incorporation of technologies makes it possible to extend training actions beyond face-to-face models. Blended and distance modalities, combining synchronous and asynchronous work, as well as work in varied times and spaces, become new training approaches.
- Decentralization in university institutions, with the increase in institutional and teaching autonomy that this implies, and the curricular change, make it necessary for teachers to work as a team, creating teaching teams that plan, develop, and evaluate training, considering the heterogeneity of the students in a diversified learning environment. All these changes entail new roles and a role to be played by the university professor in another, more constructivist line, as a mediator of learning and a researcher and innovator of his own teaching action.
- Implementation of new degrees to adapt to new challenges, which means incorporating into the degree architecture elements that favour curricula flexibility: open

degrees, minors that combine different fields of knowledge (Science minors for Humanities students or Humanities for Science students, interdisciplinary minors, etc.). In short, degrees that offer other training and transfer opportunities, such as challenges, micro-modules and other activities that may give rise to micro-credentials or partial credentials.

- Recognition at the university of the value of basic general training (which allows learning throughout life) to subsequently opt for specialization.
- Existence of other possible training scenarios, based on that of the university institution itself, in the non-formal sphere (associations, business organizations, non-governmental organizations, corporate universities, etc.) and other pedagogical agents (internship tutors, guest lecturers, colleagues, etc.).
- A demand for continuous higher professional training of professionals, but also cultural by all sectors of the population, ceasing to be the university a scenario of almost exclusive use of young people to become an institution that offers training to the citizen in the different stages of his life.
- The need to establish a unified model at a European level for the certification of qualifications and skills, facilitating labour and training mobility and the establishment of training policies and itineraries under the concept of lifelong learning.

On the other hand, and in this idea of analysis of the transformations in the university institutions, Zabalza (2002) raises some dichotomies in relation to these changes. These dichotomies are referred to:

- Personal or individual orientation versus contextual or social orientation: The formative approaches derive from the adaptation to individual and social needs. There are moments in which there is a predominance of the individual over the social and vice versa.
- Specialization versus general basic training: This already traditional discussion of carrying out a specialized training is present in the university environment, on many

occasions, unresolved. What is certain is that the new approaches advocate solid basic training, which promotes personal, social, and professional development throughout life in undergraduate degrees, and greater specialization in postgraduates.

- The local versus the global: Globalization, as one of the current engines of change in the university, leads us to promote student and faculty mobility, to organize inter-university and transnational studies, in different modalities, face-to-face and virtual.

All these elements that make up the new scenario of the university impose the reorganization and design of a new methodological approach in teaching, where permanent, deep, and situated learning, collaboration and the use of digital resources as means for blended work already distance, become the main axes of discussion and work in university education.

Specifically, the changes that affect teaching have to do with the demand for greater clarity in the definition of learning outcomes based on competencies, since training will be based on these, on the change in the organization of learning and training, in a new role of teaching media and resources and teachers.

The role of the actors in university teaching and learning, student, and professor, takes an important turn, so the change of attitudes and mentality of both is crucial for the implementation and development of this new educational approach that focuses on the competitions:

- Teaching will be centred on the student, preparing them, above all, for autonomous learning.
- The role of the teacher changes completely since, from being focused on the mere transmission of content, it becomes the manager of the learning process of the students. One that helps mobilize resources to achieve competent performances.
- Changes in the organization of learning, in a curricular perspective that reinforces continuity, modularity, interdisciplinarity and the coordinated work of teaching teams.
- A new definition of the educational role of the University, within the framework of training throughout life.

- New role of didactic materials now understood as resources capable of generating high-level knowledge and facilitating deep and autonomous learning. Updated resources that incorporate the new potential of digital technologies.
- A greater importance of managing learning tools compared to the mere accumulation of knowledge.

At present, the professional profile has acquired a strong role in the training of professionals. This reference becomes a mirror where to focus the gaze, in a context where change and need have become the priority reasons for analysis and evaluation when thinking about valid training, relevant to guarantee regional development. and the economic and technological progress of a country. Only in this way is it possible to specify the model in a repertoire of professional profiles, subject to change, but at the same time overcoming the challenges of training and work: transparency, coherence, mobility, versatility, flexibility, convergence, correspondence, homologation, recognition, would be some relevant exponents today.

Hence, for example, the ECTS credit system emphasizes student learning and learning outcomes in terms of competencies. This fact, which can be considered obvious, requires a great change in the teaching conception of university professors and a new conception of qualifications, reviewing the competencies, objectives, learning outcomes and knowledge required in each profession, reviewing and adapt the teaching methodology, restructure the contents of the titles, etc.

For this, universities must work on the definition and construction of a new, more current and innovative teaching model, which is capable of responding to current social, cultural and educational challenges. A teaching model that is characterized by the promotion of significant, deep and situated learning, by the development of citizens with skills such as digital and entrepreneurship, which is committed to flexible training modalities, with collaborative planning and a methodological approach based on the design of active, personalized and cooperative methodological strategies that promote the autonomy and self-regulation of students, with a tutorial action and accompaniment to students so that they can develop their skills.

## 2. Competences and their meaning in the higher education context

Currently, the logic of competencies takes centre stage when approaching teaching, in terms of planning, development and evaluation. Specific competencies are central to the training of excellent professionals, but so are all those basic, generic, and transversal competencies that contribute to training active, critical, committed, and transforming people and citizens that society demands today.

Specifically, we understand the concept of competence as a set of conceptual, procedural, and attitudinal knowledge that, integrated and mobilized in action and in real situations of the professional and cultural context, allow us to create solutions to current problems, needs and challenges. From this point of view, competency-based training should facilitate the integration of this knowledge and create authentic and real learning situations to transfer and mobilize these competencies in action and in the professional contexts of the professional profile, as well as sociocultural contexts, economic and environmental.

The competency-based training approach has meant progress in the sense of placing more emphasis on the globality of the person's capabilities and rebuilding the training contents in a more contextual and situated logic, less academic and more oriented to possible solutions to challenges posed by social, cultural, economic, environmental contexts and professional settings. The identification of needs, opportunities and challenges will become the starting point for designing and developing training.

In line with Tejada (2005, 2007) and Tejada, Ruiz (2013), the competency-based training approach cannot be reduced to more practical training, as a direct counterpoint to the theorization of university training approaches, but rather involves training people incorporating the experience into the training process itself, without which the competence is not acquired. Opening the training spaces and scenarios (external practices, real situations, challenges, and challenges of the close context) so that people can develop their skills is an essential requirement.

On the other hand, it must be said that one of the most significant implications of the university context is the change produced

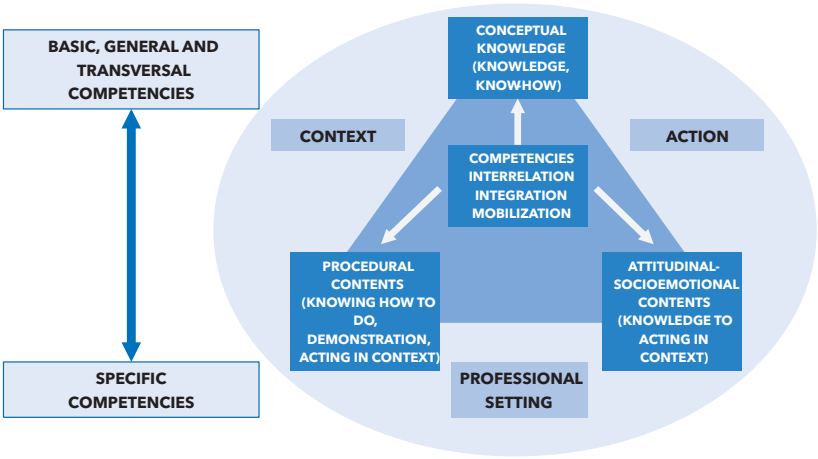


Fig. I.2. Defining elements of competence in the university context.

in the conception of students, teachers, teaching staff and the university itself. The active and responsible role of students in their learning process, the mediating, reflective and critical role of teachers, teaching oriented towards the development of competences (general/transversal and specific), the significant and deep construction of learning and a university committed to the values of justice, freedom, equality, and sustainable development, like ours, become some of the significant changes that justify the importance of innovating in and for university practice.

University education should not only represent a scenario for the training of professionals, researchers, and intellectuals, but a training space that generates critical awareness of reality and that provides tools for participation and social transformation, as well as the development of all those both specific and generic and transversal competences that will allow students to improve their employability (González et al., 2018).

The university must assume its commitment to the sustainable development goals (SDGs) (UN, 2015), actively committing to integrate the principles and values of sustainable development into the curriculum and university teaching practice (Murga, 2015). For this, they must be incorporated into the strategic policies of the university, but also in the teaching-learning processes of university

education. It is in this learning process where teachers are committed to integrating in specific subjects, in a transversal way, skills that promote values based on human rights and sustainable development, proactive attitudes to identify problems and social, cultural, economic impacts, environmental, health, etc. (Portillo et al. 2020), as well as ethical, critical reasoning, entrepreneurship, and digital skills.

These referents of sustainable development guide us to teach and learn to: formulate critical questions, self-reflect on one's own values, to propose more positive and sustainable challenges for the future, to analyse the social, health, environmental, economic, cultural impacts, etc., of our decisions and actions, to consider ethics as the engine of our actions and to collaborate and dialogue in diverse sociocultural contexts with intercultural perspectives.

In summary, we are pointing to a professional teaching profile (Sangrà, 2001) along the lines of a teaching staff: a) more collaborative than solitary, b) who must encourage and promote participation, c) who must recognize and accept the fact that who no longer have possession of knowledge, d) with important organizational skills, e) open to experimentation, and f) with the capacity and ability to modify their methodology. In short, rethink their teaching skills.

## 3. Planning university teaching

In line with some studies on curricular design for the development of more reflective, deep, self-regulated and situated skills and learning (Correa, 2013; Jonnaert et al., 2008; Moya, Luengo, 2009; Tardif, 2008; Tejada, Ruiz, 2013, Paricio et al., 2019), training designs should focus on adopting globalized and interdisciplinary proposals when organizing content, methodology and evaluation in a different way. Logically, the role and functions of teachers and organizational frameworks are also affected by this design of training actions from a competence logic and the development of reflective, critical, and self-regulated learning.

Coll (2014) points out the need to work on this formative design approach, from a constructivist, sociocultural and contextualized perspective that requires establishing a curriculum that

differentiates what is essential from what is accessory, so that learning focuses on promoting critical reflection on and from action, integrating content, social and cultural experiences that facilitate empowerment and transformation. From this approach, the involvement of learning situations in which the student poses challenges, investigates, inquires, and resolves complex situations connected to the current social world, where said resolution is the result of the mobilization of competencies, of the contrast, must be guaranteed. of knowledge and resources based on reflection and the creation of knowledge in cooperative groups. At the methodological level, these ideas pose new challenges when designing teaching strategies and assessment systems that allow adequate monitoring of the learning process focused on competencies.

As regards the role and functions of teachers, they must work as a team to be able to establish interdisciplinary proposals for the organization of content, methodologies and strategies materialized in cooperative practices, with practical cases, simulated or real, that refer to current problems of the social and cultural context. In addition, with the use of strategies that place the student in the face of self-evaluation and critical reflection on their own learning process, but above all the creation and construction of new knowledge from shared and mediated action between teachers and peers.

More flexible training designs must be assumed, integrating social and cultural experiences, and everything that involves the integration of formal, non-formal and informal teaching and learning. From the organizational point of view, greater flexibility is required in the groupings and configuration of the working groups that allow the development and implementation of cooperative and personalized strategies, of individualized projects and itineraries, of a requirement in the relative to the opening of university educational institutions to the environment (economic, social, cultural and environmental), of the shared construction of the curriculum, thanks to the cooperation and integration of scenarios (university, companies, institutions and community). The following figure presents the elements that must be considered in planning the teaching-learning process based on competencies.

In summary, the keys to planning and designing competency-based teaching (Paricio et al., 2019) would be included in the following ideas:

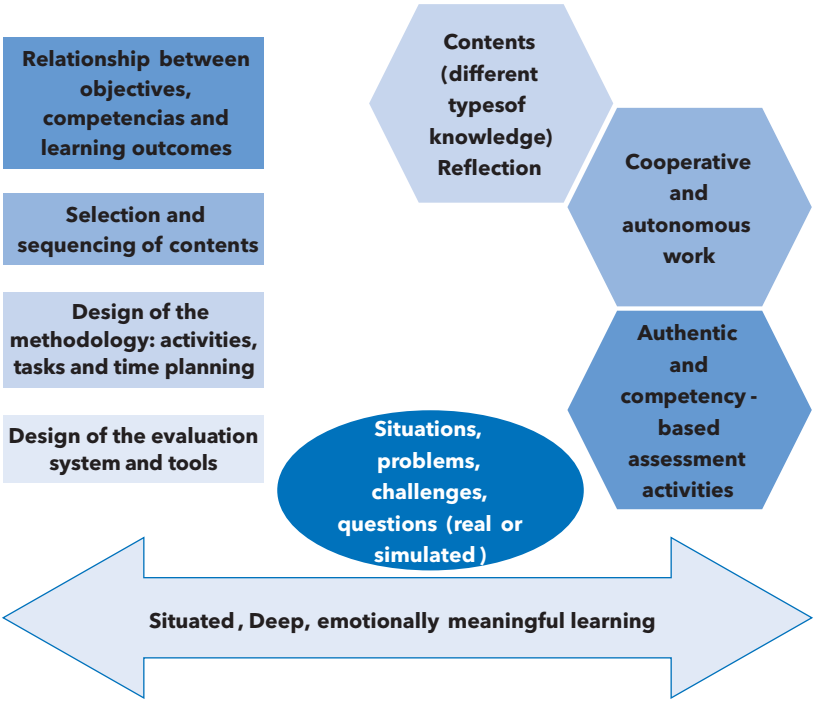


Fig. I.3. Design elements of competency-based teaching.

Updated, explicit and coherent curriculum in its elements (skills and learning results, selection and sequencing of contents, design of the methodology and teaching-learning activities and evaluation system)

Strategic selection of the learning outcomes of the course based on their contribution and relevance with respect to the graduation profiles and the professional, general, and transversal competencies of the profile and the professional family.

Curriculum as a complex system, aligned from the learning results and oriented to training by competencies.

## 4. Methodologies in the teaching-learning process

When we approach the issue of teaching-learning methodologies in the university context, we must allude to the principle of multivariate methodological strategies. This principle maintains that, for learning to occur, there must be a multiple and varied approach to methodological strategies; that is to say, that the different elements that make up a methodology (activities, resources and means, organization of time and space, contexts, scenarios and environments) are balanced and that they are not repeated in the search for the method, but in the pertinent adaptation to needs, experiences and interests of the student body, according to the proposed learning results, the skills to be developed, according to the contents to be developed and the contexts, scenarios and real or simulated situations. This combination of elements enables us to create multiple actions, a wide variety of methodological proposals.

As illustrated in the following figure, when designing the teaching-learning methodology, it is necessary to reflect on the most opportune combination of time and space, proposing synchronous, asynchronous, face-to-face, or remote activities, in groups, in cooperation or individualized activities and / or autonomous. You must think about the most appropriate resources and means to develop and carry out the activity, the resources that must be varied, taking advantage of the possibilities offered by digital resources (for which the student body must have digital competence). All these activities, times, spaces, and resources must be adequately combined to design and develop projects, solve problems, analyse, and solve challenges, share, and collaborate with others, and develop actions with the community, through service learning.

Competence-based training is key to comprehensive training. Already in the very definitions of competence, reference is made to the integration and combination of knowledge (to know, to know how to do, to know how to be/be), of mobilization and implementation, of action, of experience and of the context of action. Hence, the methodological approach for the development and acquisition of competencies must start from and be supported by experience, analysis, and reflection in and from practice, social interaction with

colleagues and the search for creative solutions to social challenges. cultural, economic, environmental, etc.

Following the approaches of Tejada (2007), it is worth highlighting some psycho-pedagogical principles to consider when designing and developing methodological strategies:

- Starting from the closest reality, integrating experience, action, and context – global and integrated approach.
- The student as the centre of action.
- Degree of responsibility-autonomy and self-regulation
- Reflection in and from action as a motor and improvement "in" and "before" teaching-learning situations.
- Develop observation and analysis and the practical-theory relationship.
- Expansion of meanings and interests, knowledge in action.
- Learning as a socio-cognitive process.
- Teamwork.
- Inquiry Learning.
- Engaged and emotionally significant learning.

The assumption of these principles places us directly in socio-constructivism, in line with what was previously noted. These principles implicit interdisciplinarity and globality, reflection and research, construction, alternation, application, distinction, meaning, coherence, and integration in line with what was proposed by Lasnier (2000).

In the same way, it will be necessary to opt for a global and integrated approach, based on methodological strategies that take the student body as the protagonist, in addition to the importance of the context, action and experience as we have been maintaining.

We cannot forget the methodologies based on the relationship between experience-action-context and on the resolution of problems, situations, or challenges, such as case studies, problem-based learning (ABP) or challenge-based learning (ABR) and cooperative learning. (García et al., 2017; Olivares, Heredia, 2012; Tejada, 2021), where students investigate, investigate, apply, analyse, discuss, reflect, make decisions about the solution(s) or alternatives based on group discussions and previous readings and during the resolution of problems and/or situations, challenges or ethical dilemmas posed, of interest and need in the social, economic, cultural

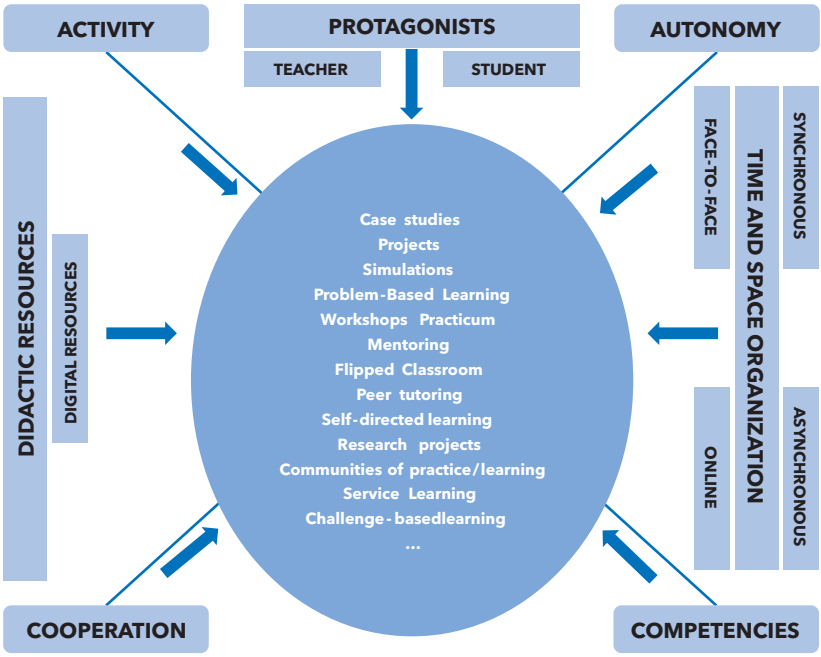


Fig. I.4. Multi-variety of methodological strategies.

or environmental context (Fidalgo et al., 2017). In addition to the implication of the Service-Learning methodology (Ruiz-Corbella, Garcia-Gutierrez, 2019; Mayor Paredes, 2020; Tejada, Ruiz, 2013), as a core strategy for promoting skills related to commitment and social responsibility.

## 5. The evaluation of learning and skills

As has been shown, in the university context the student is responsible for their learning, among other reasons, because competencies are the guiding axis of the training process. This responsibility implies that the evaluation must undergo substantial changes in its approach. As Falcó (2023) openly states, it is about moving from qualification to evaluation. This evolution has several implications in the university environment that we will see below.

First, we need to consider different functions of evaluation. Thus, we must distinguish between assessment of learning, assessment for learning and assessment as learning. The evaluation in the context of university higher education has focused on the evaluation of learning, understanding this as a summative evaluation, carried out at the end of the teaching-learning process, whose purpose is to verify the achievement of the objectives, competences and/or results. intended learning outcomes and for the ultimate purpose of grading or assigning a score. However, when the competences are the referent of the formative process and the student is in the centre, the evaluation of the learning is insufficient, being necessary an evaluation for the learning.

When we activate the evaluation for learning, as a complement to the evaluation of learning, we are giving prominence to the student who, assuming his active role, must participate openly in said process. This participation in the evaluation, necessary when our referent is in the competences, allows us to propose different evaluation modalities: teacher evaluation, peer evaluation, self-evaluation, and peer evaluation (Rodríguez et al., 2013).

Evaluation as learning emphasizes, as Falcó (2023) emphasizes, on feedback, it is its formative value, promoter of learning. Thus, when learning is competency-based, this evaluation as learning is more than necessary and becomes mandatory, with feedback being one of the most important tasks that teachers must promote in the evaluation process. Table I.1 can be consulted to illustrate the importance and possibilities of feedback. It is with feedback that the learning result (demonstration of competence) becomes significant and allows the student to reflect on his acquisition process and establish lines of action. improvement and future development from a competence perspective.

Table I.1. Participated feedback strategies (Cano, 2020: 183–184).

| What does teacher do | What the student or group of students does | Feedback |
|---|---|---|
| Review the set of exercises and determine the most frequent mistakes. Discuss them orally in class. | They check how they did the exercise and if they made a mistake. | oral and collective |

| What does teacher do | What the student or group of students does | Feedback |
|---|---|---|
| Review the student's homework by commenting on the electronic file directly. | Read the comments and must respond by attaching to the final work an explanatory document of the modifications made considering the teacher's comments. | Written and electronic. |
| Review the first version and give oral feedback to the group of students in tutorials | They take notes of what is good, what is not so good and the agreements they reach to incorporate them into a second version. | Oral by the teacher, but students write it down on an ad hoc form. |
| Returns the correct results of a problem | Narrates in writing the difference between how he had solved the problem and how it should have been solved | Written self-assessment by comparison with the solution (examples) |
| Provides various jobs solved in different ways | Compare how you have solved the job and how others have done it. Take note of resolution strategies different from yours. From there, criteria for good performance can be inferred individually or collectively. | Self-assessment by comparative judgment |
| It offers scripts or guidance bases that indicate the steps to be taken in a process and help plan the task. | The students plan their work process based on the script, they monitor their work according to whether they conform to the established phases and at the end they assess the degree of follow-up of the indicated process and the usefulness it has for future learning processes. | Individual self-assessment or as a working group |

| What does teacher do | What the student or group of students does | Feedback |
|---|---|---|
| Provide the questions to answer in the form of one-minute papers or as learning protocols. | The student reflects on what has been learned and writes what has been the most significant, what has been understood and what remains to be understood, what has been learned and how has it been learned. | Self-appraisal |
| Organize the pairs and give the evaluation criteria for the task (and the characteristics of what good feedback is). | Students evaluate each other by applying the criteria. Optionally, students explain in some way what changes they have made because of the contributions of their peers. | Peer evaluation. Sometimes there can be co-evaluation processes that combine peer evaluation with evaluation by teachers, following the same criteria (for example, established in a rubric). |

Another important aspect in the evaluation of competences is in the planning of the process, since the evaluation of these based on the learning results supposes to propose evaluation tasks, evaluation instruments, contexts and decision making. These decisions are relevant when the feedback allows us to go beyond the simple rating. The following figure shows the planning flow of the learning assessment from the learning perspective.

As a complement to this evaluation process shown in the figure, it is recommended that the different evaluation activities be planned in the development of the subjects. A planning that should make the evaluation instruments and/or devices visible, the distribution of the leading roles in the evaluation process and the clarification of the necessary and inevitable feedback that transforms the evaluation into a genuine learning process and not only in information from the achievements or qualifications (Navío, 2022).

## 6. Summary

All these ideas raised, on how the teaching-learning processes should be characterized in the current university context, require

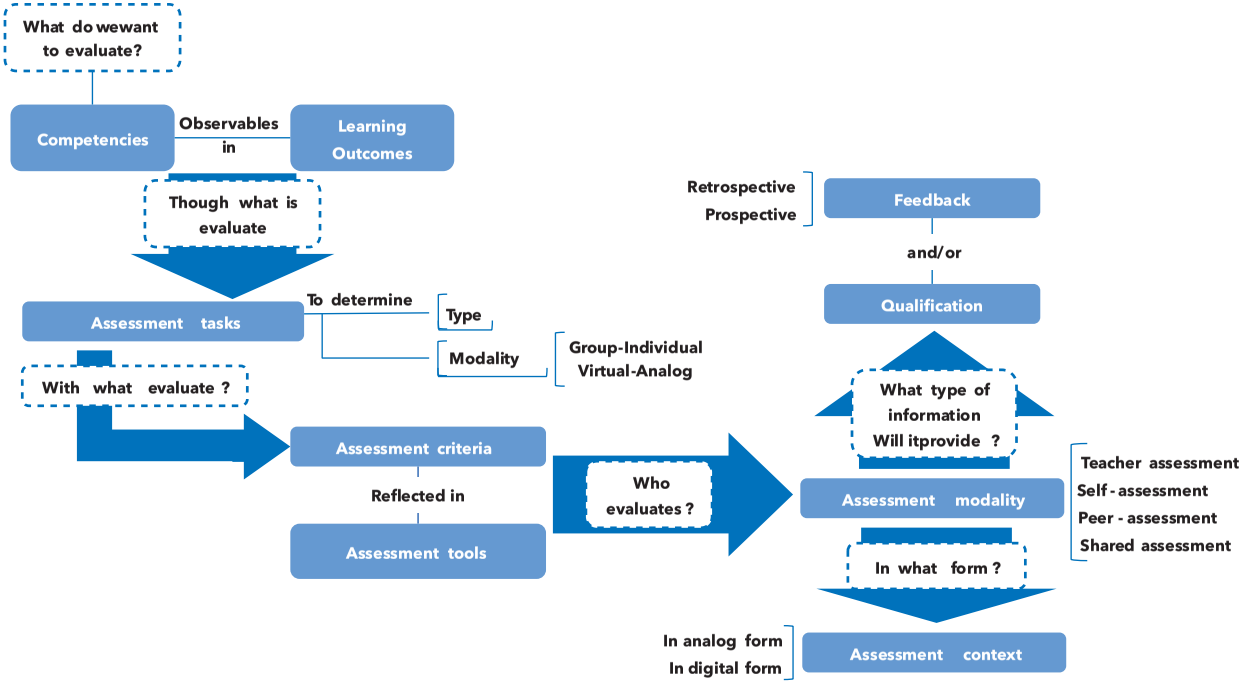


Fig. I.5. Elements to consider when planning the evaluation (Quesada, Rodríguez and Ibarra, 2017: 56).

that the student body develop, acquire, and apply digital competence to make the most of the training and educational possibilities of the environment. For this they must be trained in digital skills.

In the same way, it will be necessary to design learning environments that help students to identify and detect needs, opportunities, and challenges, who know how to analyse them to propose creative and critical projects and solutions. All this will not be possible if the student body does not develop and acquire skills related to entrepreneurship such as autonomy, responsibility, initiative, self-motivation, collaborative, cooperative and network work, the ability to create a project that provides creative solutions to the opportunities or challenges detected and analysed in the environment.

The changes taking place within university education go beyond just the structure of university degrees, and some key elements, discussed throughout the chapter must be underlined. The transformation occurring in university education extends beyond mere alterations to degree structures; it encompasses a shift towards student-centred learning with a focus on cultivating competencies and skills. This necessitates changes in teaching methodologies and instructor training. Central to this shift is the emphasis on competencies, which entails integrating conceptual, procedural, and attitudinal knowledge to tackle real-world problems, fostering a more contextual and situated training approach.

Effective planning of teaching involves universities establishing clear learning outcomes rooted in competencies, necessitating flexible curricular designs that incorporate social and cultural experiences. Collaboration among teachers is crucial to developing interdisciplinary proposals that align with this approach. To foster competencies, a diverse array of teaching methods, such as case studies, problem-based learning, and service learning, is required. Actively engaging students in self-evaluation and reflective practices on their learning process is paramount. This competency-focused paradigm prompts a re-evaluation of assessment methods, transitioning from traditional grading to comprehensive evaluation encompassing, for instance, peer evaluation, self-evaluation, and constructive feedback. Evaluation tasks must be designed to assess students' competencies and decision-making abilities.

In conclusion, the pursuit of developing competencies and skills necessitates a holistic reimagining of teaching approaches, methodologies, and evaluation processes within universities. This transformation aims to equip students with the aptitude required to meet the evolving demands of the 21st century, emphasizing student-centred, contextual, reflective, and competency-driven learning.

## References

Armengol C., Castro D. 2004. Análisis de los nuevos escenarios universitarios: reflexión previa a los procesos de cambio. Contextos educativos, 6(7): 137–158.

Barber M., Donnelly K., Rizvi S. 2013. An avalanche is coming. Higher education and the revolution ahead. Institute for Public Policy Research.

Brunner J.J. 2000. Educación: escenarios de futuro. Nuevas tecnologías y sociedad de la información, 16. PREAL.

Cano E. 2020. La evaluación. En M. Turull (coord.). Manual de docencia universitaria. IDP/ICE, UB-Octaedro, pp. 163–185.

Castañeda L., Selwyn N. 2019. Reiniciando la universidad. Buscando un modelo de universidad en tiempos digitales. UOC.

Coll C. 2014. El sentido del aprendizaje hoy: un reto para la innovación educativa. Aula de Innovación Educativa, 232: 12–17.

Correa E. 2013. La profesionalización en contextos de formación inicial:¿realidad o utopía? En C. Ruiz et al. (coords.), Formación para el trabajo en tiempos de crisis. Balance y prospectiva. Tornapunta.

De Miguel M. 2005. Cambio de paradigma metodológico en la Educación Superior. Exigencias que conlleva. Cuadernos de Investigación Europea, 2: 16–26.

Falcó J.M. 2023. Otra evaluación es necesaria. Guía para hacerla posible. Editorial CCS.

Fernández Cruz M. 2008. El pacto educativo en España. Argumentos para el debate. Sevilla: Fundación ECOEM.

Fernández E., Ordoñez E., Morales B., López J. 2019. La competencia digital en la docencia universitaria. Octaedro.

Fidalgo A. Sein-Echaluce M.L., García F.J. 2017. Aprendizaje basado en retos en una asignatura académica universitaria. Revista iberoamericana de informática Educativa, 25: 1–8.

García T., Arias-Gundín O., Rodríguez C., Fidalgo R., Robledo P. 2017. Metodologías activas y desarrollo de competencias en estudiantes

universitarios con diferentes estilos de pensamiento. Revista d'Innovació Docent Universitària, 9: 66–80.
González N., Pérez J., Martínez M. 2018. Desarrollo de competencias transversales en la universidad de Murcia: fortalezas, debilidades y propuestas de mejora. Revista Digital de Investigación en Docencia Universitaria, 12(2): 88–113.
Guardia J. 2006. La declaración de Bolonia. Fundación ECOEM.
Jonnaert P., Barrette J., Masciotra D., Yaya M. 2008. La competencia como organizadora de los programas de formación: hacia un desempeño competente. Profesorado. Revista de Currículum y Formación del Profesorado, 12(3): 1–32.
Lasnier F. 2000. Réussir la formation par compétences. Guerin.
Marcelo C., Estebaranz A. 2003. Marco general de investigación en la universidad. En C. Mayor (Ed.), Enseñanza y aprendizaje en la Educación Superior. Octaedro.
Mas O., Tejada J. 2013. Funciones y competencias en la docencia universitaria. Editorial Síntesis.
Mayor Paredes D. 2020. Aprendizaje servicio como estrategia para impulsar procesos de educación expandida. Multidisciplinar Journal of Educational Research, 10(1): 47–74.
Mora J.G. 2005. Els canvis del model universitari com a conseqüència de les noves demandes a la societat del coneixement. Coneixement i Societat, 6: 74–91.
Moya J., Luengo F. 2009. Las competencias básicas en la práctica. Proyecto Atlántida.
Navío A. 2022. La evaluación "del" aprendizaje. En J. Tejada (coord.). Evaluación de aprendizajes en educación superior. De la teoría a la práctica. Aula Magna McGraw Hill (pp. 177–218).
Olivares S.L., Heredia Y. 2012. Desarrollo del pensamiento crítico en ambientes de aprendizaje basado en problemas en estudiantes de educación superior. Revista Mexicana de Investigación Educativa, 54(17): 759–778.
ONU. 2015. Resolución aprobada por la Asamblea General de 25 de septiembre de 2015. 70/1. Transformar nuestro mundo: Agenda 2030 para el desarrollo sostenible
Paricio J., Fernández A., Fernández I. (Eds). Cartografía de la buena docencia universitaria. Un marco para el desarrollo del profesorado basado en la investigación. Narcea Ediciones.
Portillo E., Fernández C., Gago E., Miñano. 2020. Motivando al alumnado de ingenierías TIC a aprovechar las humanidades y ciencias sociales. Experiencia en la UPM. Indagatio Didactica, 12(4): 91–108.

Quesada V., Rodríguez G., Ibarra M.S. 2017. Planificación e innovación de la evaluación en educación superior: la perspectiva del profesorado. Revista de Investigación Educativa, 35(1): 53–70.

Rodríguez G., Ibarra M.S., García E. 2013. Autoevaluación, evaluación entre iguales y coevaluación: conceptualización y práctica en las universidades españolas. Revista de Investigación en Educación, 11(2): 198–210.

Ruiz Corbella M., Garcia Gutiérrez J.G. 2019. Aprendizaje-servicio: los retos de la evaluación. Narcea Ediciones.

Sangrà A. 2001. Enseñar y aprender en la virtualidad. Educar, 28: 117–131.

Tardif J. 2008. Desarrollo de un programa por competencias. De la intención a su implementación. Profesorado. Revista de Currículum y Formación del Profesorado, 12(3): 1–16.

Tejada J. 2002. El docente universitario ante los nuevos escenarios: implicaciones para la innovación docente. Acción Pedagógica, 11(2): 30–42.

Tejada J. 2005. La formación profesional superior y el EEES. Actas IV Congreso de formación para el Trabajo. 21–51. Zaragoza, 9-10-11 de noviembre.

Tejada J., Jurado P., Navío A., Ruiz C., Mas Ò., Ferrández E., González Á.P., Jiménez J.M., Fandos M. 2006. La Didàctica en un entorn virtual interuniversitari. Experimentació d'ECTS recolzats en TIC. Informe de recerca. Universitat Autònoma de Barcelona.

Tejada J. 2007. Estrategias formativas en contextos no formales orientadas al desarrollo socioprofesional. Revista Iberoamericana de Educación, 43(6): 1–12.

Tejada J. 2021. Estrategias metodológicas. En J. Gairín (Coord.). Máster en Docencia y Gestión Universitaria. Universitat Autònoma de Barcelona.

Tejada J., Ruiz C. 2013. Significación del prácticum en la adquisición de competencias profesionales que permiten la transferencia de conocimientos propio a la acción docente. Profesorado. Revista de Currículum y Formación del Profesorado, 17(3): 91–110.

Zabalza M.A. 2002. La enseñanza universitaria. El escenario y sus protagonistas. Narcea Ediciones.