

PREFERENTIAL COMPLEMENTARY LEARNING, PRACTICAL EXPERIENCES

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Abstract

In the present work different practical experiences of the application of a new methodology oriented to learning styles are described, analyzed and compared. This methodology is based in collaborative work. The model used is Preferential Complementary Learning. The most highlight feature of this methodology is the knowledge of the own style of each individual as well as the preferential management of the higher order thinking skills (HOTS), considered as style indicators. In each team created to perform collaborative work it is convenient the joint of different styles of this proposed model. A continuous assessment based on the competences is used according to a procedure where both teachers and students assess. The participation of the students is channeled through automatic co-assessment. Two of three types of the competences described are directly related to the styles described in the model. The results exposed come from different subjects of programming languages area for computer science degrees. The following two phases are distinguished: the first one corresponds to the extension of two pilot projects to two subjects, and the second one, combines the extension of two other subjects with the addition of more teachers. Finally, a discussion that deals with the factors which influence in the model implementation is included.

Keywords: Preferential Complementary Learning, learning styles, collaborative work, higher order thinking skills.