

The methodology for projects in the network

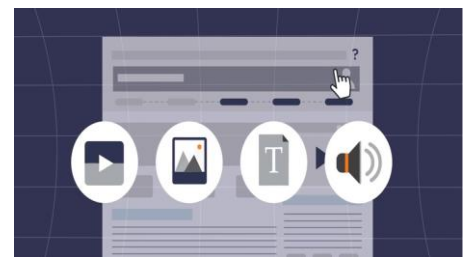
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Work by projects

The work by projects is a method of learning initiated by the American pedagogue William Heart Kipatrick at the beginning of the 20th century and that has been incorporated into online learning (e-learning). A methodology has taken place in which students, through teamwork, explore, analyze and investigate problems related to real life, all responding to a question, a problem or a challenge. Below we present five axes that can facilitate work by network projects.

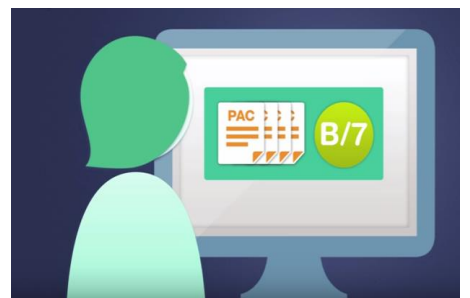
1. Digital competences that come into play

The methodology of work by projects facilitates the achievement of competences, especially of digital ones when done in a network. Contributes to the development of collaborative skills, with the expression of the opinions of students, the negotiation of possible solutions, and also those related to the search and selection of information. In order to promote this teamwork, planning and time management are involved, as well as communication strategies, which in a virtual environment acquire great relevance.



2. The importance of establishing phases

This method involves a systematic, scientific, practical, reflective and interpretive work. To materialize it, the way to do it is working in phases in which we find the concretion of the topic, the planning, the search and treatment of the information and, finally, the elaboration of a resulting product that could be in different formats: report, place web, video, etc. It is, therefore, an activity in which all the parties lead towards an objective and are equally important for the assumption of their competences.



3. Take advantage of the potential of teamwork

Working in a networked team involves a shared, coordinated, planned and interdependent process that involves active collaboration, interaction, the exchange of ideas, perseverance, a proactive attitude and fluid communication. This has to generate a positive climate in which everyone has to be willing to share knowledge, in such a way that qualitatively higher objectives can be achieved than those that would be achieved with individual tasks.

Working on team projects therefore allows integrating active participation in the development of group tasks, communication and interaction among group members, the planning and organization of collaborative work, the management and exchange of information and the digital attitude from a Respectful and tolerant behaviour to know how to manage conflicts and favour group cohesion.



4. Continuous assessment

Working by projects involves a continuous evaluation, according to the phases of the project and focused on the competences that must be achieved.

This evaluation is only of the result, but also of the process, to the extent that each phase contributes to the whole and this does not make sense without the previous phases.

That is why some evaluation criteria are established that have to be previously known and some indicators that have to help measure the criteria.

5. Actors of the evaluation process

It is recommendable that the evaluation of the project be both process and result, in which different actors can intervene: teachers and students.

The teacher has to keep in mind the work process and the result and has to offer individual and group feedback in each of the phases of the project. The feedback given in each phase can help to improve the next phase and so on.

The fact that they value the results of other colleagues' work from a double perspective can also help students to evaluate their learning process.

