

# GOAL EDUCATIONAL THEORETICAL FRAMEWORK

## GOAL EDUCATIONAL PERSPECTIVE

**SOCIAL CONSTRUCTIVISM:** Social Constructivism is concerned with how individuals develop new knowledge and competences but emphasizing the collaborative nature of learning. This educational perspective assumes that understanding, significance, and meaning are developed in coordination with other human beings.

- **ROLE OF THE TEACHER:** In Social constructivism, the teacher's role is to facilitate social interactions in order to promote students' knowledge construction and competencies development.
- **ROLE OF THE STUDENT:** learners share individual perspectives with others to construct understandings together that would not be possible to construct individually.

## GOAL LEARNING VIEW /TEACHING METHODOLOGY

**CASE-BASED TEACHING:** The methodology starts from cases (a dilemma is taken from real life and laid in the form of a case). Students are generally asked to work in groups so that they are exposed to several viewpoints and ideas. Students are also asked to evaluate each other's opinions. The exploration of a case generally finishes with a plenum discussion. This approach develops students' collaborative competences and their communication competences.

---

Case-based methodology can be characterized as student-centred, group-based (but also individually-based), associated to self-directed learning and beginning with a case. The design of the case must adhere to the following principles:

- The case is real (a dilemma is taken from real life and laid in the form of a case).
- The case relies on careful research and study.
- The case fosters the development of multiple perspectives by the case users.
- The case is meant for students to explore interactively.

- The case directs students towards a conclusion by providing them the resources and the context to discuss issues dynamically.

The cases can be: (1) presented as examples; (2) presented as an opportunity to practice analysis, assimilate different perspectives and contemplate action; and (3) presented as a stimulus for personal reflection.

**Case 1:** can be used to give emphasis to theory and general propositional knowledge. Its purpose is to develop the understanding of a particular theory and/or to promote new theories building. Using cases as examples can also honour best practices or make effective teaching more public and available for analysis and review.

**Case 2:** can be used to practice decision-making and problem-solving. Here, case materials can help students 'to think like a teacher' by presenting situations from which theory emerges. The cases portray problematic situations that require problem-identification and analysis, decision-making and the definition of action to be taken. This use of cases works well when teaching is conceptualized as a complex, cluttered, and context-specific activity.

**Case 3:** aims to stimulate personal reflection. Here, the emphasis is on introspection and development of personal professional knowledge. Teacher and educators that use this type of case (such as self-written reports of personal experiences) suggest that cases are a powerful tool to develop habits and reflection techniques, as well as to stimulate to analytical thinking.

Vasconcelos, C., & Faria, J. (2017). Case-Based Curricula Materials for Contextualized and Interdisciplinary Biology and Geology Learning. In L. Leite, L. Dourado, A. Afonso & S. Morgado (Eds.) *Contextualizing Teaching to Improving Learning: The case of Science and Geography*. (pp. 245-260) USA: Nova Science Publishers.