Integrated
Pedagogical Model

Universidad
Pontificia
Bolivariana

Evaluémonas
para la excelencia

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Integrated Pedagogical Model

Introduction

The UPB National System presents this pedagogical model to the community as a framework to establish policies and strategies for its educational and pedagogical practices. It contains an educational purpose based on Christian humanism in the frame of its social and academic endeavor that and in the context of today's trends in higher education.

The mission statement of the University is reflected in this pedagogical model through the search for truth, by means of research, the evangelization of culture and institutional values.

The pedagogical model regards enquiries such as what, why, what for, for whom, with whom, and how the institution carries out its educational task; also, the ties between the theoretical concepts of its foundation, areas of knowledge, human capacities and competences, cycles, and curriculum.

The Integrated Pedagogical Model is grounded on theories that structure the dynamic character of each person, the importance of the individual and the group, autonomy, research, and the transforming role of teaching and learning process[1].

The Integrated Pedagogical Model displays the responsibilities of staff and students regarding learning based on participatory pedagogy and meaningful learning.

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[1]   Basically a theoretical framework from Mario Díaz Villa and Basil Bernstein.
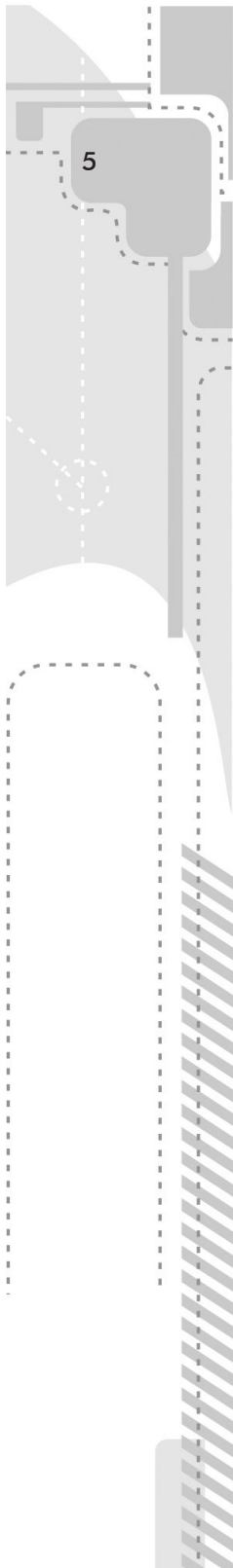
This model is the result of the work carried out by a large number of experts and members of academic communities of our branches in an effort to strengthen the UPB National System.

Thank you for your contribution.

Presbyter Julio Jairo Ceballos Sepúlveda
General Rector

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1. General Guidelines[2]

The Integrated Pedagogical Model favors learning; the student's active position in the construction of his or her own knowledge; the teacher's role as a mediator; the teacher-student relationship based on dialogue byline of the dignity of each individual; research, without dismissing the expository method; experimental work, practice, and independent activities with appropriate follow-up. As a result, we seek to improve the traditional pedagogical model, which is centered on teaching, the student role as a recipient, and the knowledge-transmitter role of the teacher.

The pedagogical model is not compulsory; rather, from a Christian anthropological perspective, it offers UPB students a holistic education built on the values and principles of Christian humanism, making it possible to educate individuals who are able to achieve their goals in life while being committed to the growth and development of the nation. Likewise, it enables the institution to produce excellent professionals for today's world, and more importantly, individuals that excel and are committed to truth; upright men and women that display integrity.

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2. Lineamenta designed by the UPB sectionals.

Education (teaching, learning, and evaluation) is based on abilities and on axiological (values), cognitive (knowledge), and procedural (abilities, skills, and procedures) competencies that are addressed in three fundamental areas: societal requirements, the ethical life project of the student, and professional work demands. Here, the main objective is to achieve an adequate balance that guarantees well-rounded education as the highest qualified purpose and most important guideline of the Universidad Pontificia Bolivariana.

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2. Pedagogical Model

The Universidad Pontificia Bolivariana implements an Integrated Pedagogical Model, focuses on the student as the center of the educational process; on curriculum creation that is based on student needs and interests, and the themes and problems proposed by the socio-cultural context; on pedagogy as the creation of personal and social meanings; on knowledge as contribution to intellectual, social, and ethical training; and on meaningful learning.

An Integrated Pedagogical Model is understood as a special manner of selecting, organizing, transmitting, and evaluating knowledge and social relationships that occur within the academic settings. It allows a flexible curriculum that implies a selection, sequence, and rhythm in learning; this model contains an underlying participatory pedagogy in order to promote self-administration, and self-regulated learning[3].

"a self-administered, self-educational pedagogy requires a complex set of social relationships in which new meanings, interpretations, and alternatives are generated [...]. In other words, the regulation of the pedagogical context occurs in a specific network of open, flexible,

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3   Integration, Formaction and Education proposals by DIAZ VILLA, M.

and interdependent social relationships that act upon the structure of these relationships between actors, discourse, and context."[4]

The Integrated Pedagogical Model, from the standpoint of participative pedagogy, enables the selection of modalities of cooperative and collaborative work and participatory techniques; the concept of an integrative class; student-centered teaching; learner autonomy by learning to learn; and the opportunity to instill values and autonomous assignments. Within the integrated curriculum[5], the various types of content are not divergent, but are rather characterized by being closely interrelated. The curriculum structure is based on concepts of classification (organization of knowledge) and structure (knowledge transfer through pedagogical practices). In essence, the curriculum defines what is considered valid knowledge; pedagogy defines what is considered valid knowledge transfer, and evaluation defines what is considered valid knowledge acquisition by the student.

An Integrated Pedagogical Model is related to meaningful learning[6], to the student-centered education, and to research as the focal point; it fosters:

· Teaching and learning processes based on research.
· The systemic articulation of cycles, areas, and courses.
· The development of the ability to discover, enquire, question, and problematize the very objects of education.
· The ability to observe, to analyze theories, personal growth, work, and sociocultural contexts, to formulate hypotheses, to interpret, and to propose.
· Understanding issues in the context of time and space.

2.1. Concepts

The pedagogical model of the Universidad Pontificia Bolivariana is founded on the following concepts:

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4   A proposal by Ausubel David.
5   According to BERNSTEIN Basil.
6   A proposal by Ausubel David.

- **Philosophical concept: Christian humanism.** It seeks the development of the individual, including his or her life, being, purpose, and future[7] in the context of Christian principles. It focuses on achieving a common good that transcends in order to improve the life of mankind. It is oriented toward the enjoyment of culture and spirit. It respects freedom. It promotes equality amongst individuals. It values justice as a means of preserving the political community.

- **Anthropological concept: individuals as an integral reality.** It is defined as the interaction of the human and Christian dimensions as well as the social and academic dimensions. It develops human potential and strengthens processes of critical thinking, creativity, interdisciplinarity, research, service, and academic excellence.

- **Pedagogical concept: pedagogy as education.** The concept of education is structured around three models: an understanding of the anthropological condition of the individual, a display of reason and development of rationality in order to carry out the processes of teaching, learning, and research.

Research is conceived as a pedagogical path on which the individual learns to permanently seek and create knowledge, a vital attitude of students and professors, the fundamental means of acquiring new knowledge and applying principles and laws, and an effective road to achieving scientific and technological progress. As an alternative to problem solving, research becomes an integrating process of the curriculum so that, through formative research, students acquire competencies that allow them to construct knowledge autonomously or through participation in university research systems, research groups and centers, or companies in the public or private sector that carry out this activity. This training is strengthened when students take part in any specialized program that are supported by research groups recognized for their academic excellence, research internships, and presentation of final projects conducted within the lines of inquiry, and their participation in research formation processes.

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7   Pontifical Council for Culture - UNESCO. A New Humanism for the Third Millennium. Paris, March and May 4th, 1999.

2.2. Principles

The Integrated Pedagogical Model is founded on the following principles:

- **The principle of coherence** is the means of ensuring that institutional procedures are connected, and articulated, to relate discourse to educational practice.

- **The principle of cohesion,** is the means of ensuring training in a unified manner to individuals who participate in the process to develop the ability to recognize their role, their responsibilities, and their status in the institution.

- **The principle of identity,** it means to ensuring transcendence based on promoting what characterizes and distinguishes the institution by its members' being and doing, as well as how they interact.

2.3. Components of the Pedagogical Model

The pedagogical model of Universidad Pontificia Bolivariana comprises the following components:

- Educational purposes.
- Curriculum structure.
- Professors and students.
- Teaching, learning, and didactics.
- Evaluation.

These components make it possible to:

- Transform an institution characterized by its excellence and the search for knowledge as a result of research processes.

- To assume boundaries worldwide, and apply knowledge in the educational process.

- Establish professor and student roles.

- Build integrated curricular structures based on specific means of selecting, organizing, distributing, and evaluating knowledge.

- Acknowledge the distinctive features of both the local and global educational environments; the interpretation of the institutional context; and the concepts presented in various institutional documents.

2.3.1. Educational Purposes

The educational purposes can be summarized as follows:

Human and Christian education is oriented toward:

- Developing human dimensions in a changing world.
- Understanding the individual and social circumstances faced by mankind.
- A serious commitment to life based on the Gospel.
- Constructing a life model based on humanism and Christian ethics.
- The test of reality as a principle in order to integrate areas of knowledge.
- Integrating faith and reason.

Social education focuses on educating so as to:

- Critically analyze social challenges.
- Take on the social and political commitment based on Christian principles.
- Develop the general competencies in order to live and participate respectfully in society; interpret, develop, and transform knowledge; act wisely; and give meaning to life through the value of work.

The aforementioned items are evidenced by an education that builds identity and a social sense of knowledge, contributes to social development and human promotion, and shows respect for the diversity that leads to interaction and social engagement.

Academic education is geared toward:

- The epistemological acknowledgment and understanding of sciences, disciplines, and areas of knowledge that are related to the interest of the profession.
- Fostering disciplinary knowledge based on the educational purposes and learning goals of academic areas.
- Strengthening the professional performance of competencies.

Research (as a focal point) is oriented toward:

- Fomenting research teaching.
- Training **in** and **for** research.
- Conducting research projects.
- Connecting research as such and research on training.

2.3.2. Curriculum Structure

In order to fulfill its educational purposes, the UPB implements a curriculum that can be defined as knowledge, experience, and selected practices, organized, and distributed by the institution over time for the purpose of education, which are constructed based on various interests, purposes, and values; are expressed in curricular structures, carried out in both the curriculum, and the purposes, and interests of an academic programs, where they can be easily visualized.

In line with its educational purposes, the Universidad Pontificia Bolivariana assumes an integrated, flexible, contextualized[8], and interdisciplinary[9] curriculum.

Integrated. The curriculum:

- Places the individual at the center of the educational process by taking his or her needs and interests into account.

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8   A Contextualisation based on intercultural and intereligious/ interfaith dialogue.
9   Curriculum management. U.P.B. Universidad Pontificia Bolivariana Editorial. 2005. 18p.

- Strengthens the individual's understanding of him or herself and the world.
- Helps build personal and social meaning with regard to vital issues.
- Makes it possible to integrate the areas of knowledge in order to solve the issues of the specific context.
- Promotes active learning.
- Foments the connection between learning experiences and meaning structures.
- Aids in the creation of a new professor profile.
- Allows for the implementation of educational, pedagogical, and didactic innovation.
- Generates scientific and technological transformation.
- Allows for smooth transitions from one level to the next.

In summary, the integrated curriculum can be defined as an educational venture with the ability to construct a strong bond between *being*, *knowledge*, *doing*, and *transcending* in personal, disciplinary, and social contexts.

Flexible. Flexibility is defined as the "open" nature of limits and relationships between the areas of knowledge, cycles, and academic areas that make up the curriculum. Flexibility requires the articulation of knowledge and action; in other words, the interdependence between *knowledge* and *know-how* by fomenting the ability of students to decide, to select, and combine the sequences of their education.

This flexible nature suggests alternate means of organizing the curriculum by cores, problems, or modules that explain the validity of the interdisciplinary task. At the same time, flexibility can be understood as the variety of educational activities offered; the creation of optional educative paths, the wide variety of elective courses, the diversification of academic practices, and the freedom for students to set up their study plan in accordance with institutional guidelines. In short, curriculum flexibility refers to the "open" nature of the curriculum regarding the comprehensive education[10] of students.

Universidad Pontificia Bolivariana implements flexible syllabi based on two processes: (1) curriculum design by education cycles and (2) the use of academic credits.

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10   Restrepo Gómez , Bernardo . Quality and Flexibility in Higher Education . 2002.

In the first process, the education cycles and academic areas of the UPB include:

- *Basic University Cycle:* the gist of the educational process; it constructs identity and the humanistic education component.
- *Basic Disciplinary Cycle:* Develops the foundation of disciplines.
- *Professional Cycle:* Describes professional occupation and its emphases.
- *Integration Cycle:* Fosters a continuous relationship with advanced education.
- *Research Cycle:* The focal point of the education process; it generates inter- and trans-disciplinary strengths to address complex problems through student and professor participation in educational research activities that integrate research and the curriculum in a visible manner while articulating the various academic levels.

The academic areas are considered a means of classification of fields of knowledge in regard of the purposes and processes of teaching and learning. They define what is taught and learned in each specific level and allow the integration of courses, modules, cores, or projects in the curriculum for each program.

In the second process (the use of academic credits), the university establishes the teaching and learning contexts, defines student and professor engagement in the learning process, and measures the academic work of the student. This enables:

- Student autonomy to select educational activities that meet his or her personal interest and motivation.
- The creation of and access to different types of learning experiences.
- Organization of the various tasks the student must complete within the academic term stipulated by the institution.
- Adjustment of the pace of the educational process according to the individual differences.
- Availability of different routes leading to professional education, and thus intra- and inter-institutional student mobility.
- The inter-institutional processes of exchanges, transfers, and validations.

Contextualized. The curriculum of Universidad Pontificia Bolivariana fosters student ability to read and interpret context in order to suggest solutions that are pertinent, productive, and have social impact.

In the *internal* context, elements such as the mission statement, vision statement, values, and institutional purposes are identified, and academic programs are articulated to meet the purposes of higher education, institutional identity, the pedagogical model, the educational purposes, and the substantive functions of teaching, research, and social outreach.

In the *external* context, a review of the trends in education is conducted as well as a comparison to national and international programs that are similar in theoretical approach, methodology, educational purposes, professional profile, and curriculum, amongst other aspects. This makes it possible to determine issues pertaining to academic programs and identify effects in curriculum organization and university management.

Interdisciplinary. This makes it possible to:

- Establish new areas of knowledge by exploring various parameters of knowledge.
- Formulate new interpretations and alternate answers to previous study topics.
- Transition from an all-embracing perspective of knowledge to a more contextualized and systemic point of view.
- Search for complementarity and heterogeneity by going beyond the disciplines.
- Foster the methodological openness that integrates the observer with what is being observed.
- Upturn reciprocal actions from the objects, purposes, concepts, and levels of learning.

2.3.3. Professor Role

At UPB, professors are considered mediators, or tutors, that are responsible for generating an educational process and a transformation in the individual, knowledge, and society that fosters learning through the

construction and appropriation of knowledge. As a professional in a specific field, his or her functions pertain to teaching, research, and knowledge transfer. He or she is also characterized by high ethical standards and is committed to social and academic responsibility.

The professor role consists in creatively directing the teaching and learning process, allowing the student to construct his or her own knowledge and foster the adequate environment and experience that give way to meaningful learning. The professor foments competency development in order to offer students quality education.

Professors, as mediators, or tutors, use appropriate didactics, methodologies, modalities, and methods to generate an adequate learning environment in which students share cultural and linguistic elements as well as diverse areas of knowledge. Thus, professors are expected to provide opportunities to foster interpersonal relationships and effective communication so as to provide a genuine holistic education in university classrooms.

As researchers, professors acknowledge and stimulate progress in their field of knowledge by participating in research groups, research seedbeds, networks, and academic communities. Professors disseminate the results of their projects in order to continue transmitting knowledge to society.

Clearly, the teaching task is not a solitary experience, but rather the result of permanent contact with reality, interdisciplinary work, experience in diverse contexts, the use of technology in daily tasks, and rigorous discussion with academic peers. Therefore, the academic community is the ideal setting to conceptualize teaching at Universidad Pontificia Bolivariana.

2.3.4. Student Role

The Integrated Pedagogical Model involves a concept of learning that nurtures the construction of knowledge (through research) and the development of competencies: abilities, skills, attitudes, and values that stand for a holistic education of UPB students. With this in mind, the educational process encourages permanent learning and requires from

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students the willingness to "learn to learn", both in their field of knowledge and in life as a whole.

Learning is the result of a dynamic process that involves building and rebuilding meaning, and where knowledge structure is reorganized and adjusted in order to comprehend reality and transform it. Hence, it is necessary to establish diverse learning environments and contexts under the guidance of professors that are able to understand the active role students must play in the learning process.

If the professor generates an adequate learning environment that goes beyond the mere passive transfer of knowledge, students will be responsible for determining their own learning style, making decisions regarding their academic and professional interests, and acknowledging the possibility of making mistakes.

UPB students understand that studying at the university means far more than simply preparing to obtain a degree. Rather, it involves training in competencies from a comprehensive perspective based on Christian humanism and applying ethical principles and social responsibility. UPB students are educated through thoughtful, critical, and argumentative learning.

By choosing UPB, you will be expected to actively participate in university life, and the possibility of obtaining your academic degree based on a three-fold commitment: to be an upright person, a committed citizen, and a competent professional involved in social and human transformation.

2.3.5. Learning, Teaching, and Didactics

The UPB pedagogical model is grounded on the concept of "learning to learn", which goes far beyond simply assimilating knowledge, and can be described as the process where the student structures and transforms knowledge based on research. It is this concept of learning that leads to teaching and didactics that foment meaningful learning.

"Learning to learn" is founded on:

- The concept of educational systems that move away from transferring knowledge using a rigid curriculum and instead strive to lead students down the path of "learning to learn" in different environments.

- The intensive use of knowledge used by modern societies, the transfer of large amounts of information on the web, and the reduction of time and space with the use of information and communication technology.

"Learning to learn" places emphasis on:

- The active role of students and their activity by enabling the reorganization of knowledge.
- Assessment of students' external experience and internal activity.
- Fostering qualitative changes in the students' different levels of conceptualization, their thinking, and understanding of knowledge.

"Learning to learn" fosters teaching processes associated with the adjustment of cognitive processes through:

- Planning: this precedes task execution and includes the design that anticipates the possible course of action and strategies to be implemented.
- Control: verifies, rectifies, and revises the strategy used.
- Evaluation: contrasts results with the established purposes and the assessment of the results of the strategy used or its efficiency.

Under the "learning to learn" philosophy, the professor is seen as a mediator/tutor that:

- Helps students achieve progressively higher levels of knowledge comprehension.
- Encourages students to identify their own learning styles.
- Builds monitoring processes (with the student) regarding learning and conscious and effective decision-making.

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- Aids students in developing a favorable attitude toward learning and the construction of progressively higher levels of consciousness in order to understand, act, and self-assess achievements and generate autonomous learning.

"Learning to learn" describes learning contexts as pedagogical settings. They can be described as follows:

A personal pedagogical setting is a discovery of the current understanding of the construction of knowledge; it involves being aware of abilities and processes to address learning and decision-making.

A pedagogical setting for subject-context interaction seeks to develop abilities to understand the environment based on the context of disciplines and interaction with other subjects.

The Integrated Pedagogical Model should allow the construction of meta-cognitive competencies, the transition from simple learning (change based on results obtained by trial and error, learning routines, and acquiring concrete abilities) to generative learning (constructing new strategies, types of actions and experiences, the possibility of "learning to learn", to question their own ideas, and to broaden their perspective in order to view situations in a new light.) Autonomous learning is a meta-cognitive goal as a process of interaction with pedagogical and technological means and strategies that enable the acquisition of this competency.

2.3.6. Evaluation

Evaluation at an Institutional Level

The University Institutional Project stipulates that self-regulation and self-evaluation are performed based on the autonomy, responsibility, and the commitment to qualify the processes by those who participate in them. Self-evaluation is an integral, systematic, dynamic, permanent, formative, and participative process. It is formative because it allows to "understand and re-direct processes, and facilitates institutional learning in an effort to

strengthen and improve the quality of such processes in order to achieve autonomy"[11].

The university approaches evaluation as an ethical commitment, and seeks to make it a transparent process, leading to a legitimate product of its daily life as a scientific, disciplinary, and institutional commitment.

According to UPB[12], the following principles must be taken into account within the evaluation system: objectivity, reliability (validity of tools based on the objectives of the evaluation), universality, pertinence, transparency, engagement, and concurrence.

Evaluation must consider the following aspects: the objectives of the educational process in general as well as for specific evaluation, the components or elements being evaluated, teaching methodologies and types of evaluation used, and the results obtained based on the plans established within the basic minimum contents the students must meet, which are built into the programs and educational projects.

Evaluation of Learning

Based on the Integrated Pedagogical Model, the evaluation is founded on meaningful learning, considering the following elements:

- **Continuous and permanent evaluation:** evaluation must constitute a process rather than an event, where both the teacher and student seek to obtain evidence centered on the learning process instead of on results or products.

   "It is a process that guarantees institutional quality, allows the identification of strengths and weaknesses within the educational process, seeks the participation of the actors involved, guarantees continuous improvement, and makes it possible to decide and act accordingly"[13].

11   Academic Vice Rectory. Evaluation of Learning at the UPB (2005).
12   Idem.
13   Universidad Pontificia Bolivariana. Institutional Project 2005.

- **Feedback and the evaluation process:** the purpose of a learning-centered evaluation process establishes levels of progress as the student approaches a specific piece of knowledge, considering its significant inclusion or how it relates to the student's previous knowledge.

- **The role of evaluation in the learning process:** the evaluation process centered on the attainment of meaningful learning, places emphasis on the diagnostic and educational roles, but not on the cumulative (evidence of results or products).

- **Relationship between evaluation processes and learning:** evaluation is of paramount importance for students to understand the level of achievement of their meaningful learning. Permanent self-evaluation and co-evaluation are means of obtaining evidence throughout the learning process. Self-evaluation involves each individual assessing his or her own performance, considering strengths and weaknesses. Co-evaluation is when others evaluate the work performed and suggest corrections. Hetero-evaluation occurs when a third party conducts the assessment as a foreign, or involved in the evaluation process. In this case, evaluation adopts the role of understanding and improving the educational process; it enables the collection of necessary information for decision making and guarantees the quality of the ongoing activities and projects.

- **The use of new evaluation procedures:** from the standpoint of meaningful learning, the inclusion of new and diverse evaluation procedures provides an improved understanding of the learning process.

Evaluation of Teaching

From the perspective of meaningful learning, evaluation suggests that the professor, rather than simply transferring socially validated and constituted knowledge, is responsible for ensuring optimal conditions for students to develop their cognitive, meta-cognitive, and socio-emotional abilities as part of the learning process.

Therefore, evaluation is defined as one of the processes through which communication is established with the professor in order to find a balance

between academic freedom, which is inherent to teaching, and institutional guidelines and policies.

Teaching evaluation at the Universidad Pontificia Bolivariana has the following purposes: continued improvement, academic excellence, generation of knowledge regards to university professor duties and individual assessment of professors' performance based on the institution's substantive functions.

Based on this concept, the following are principles that undergird evaluation at Universidad Pontificia Bolivariana:

- Evaluation must integrate the multiple performance roles of professors from diverse perspectives.
- Evaluation is a process through which the institution perceives professors' ideas, the difficulties they face on a daily basis, and their achievements based on their performance.
- Evaluation is a springboard for critical thinking and discussion regarding the teaching role with respect to the institution's substantive functions-research, teaching, and extension.
- The main value of evaluation lies in professors' understanding of what they do, through a self-directed process, in order to make decisions and take actions that lead to a continuous improvement with respect to their daily tasks.
- With regards to the institution, one of the fundamental values of evaluation rests upon creating an environment that is conducive to discussion, critical thinking, and dialogue in order to reach a consensus on feasible ideals.
- Since professors have multiple areas of knowledge and levels of experience, evaluation must contribute to acknowledging them and identifying their needs and potential.

The procedures Universidad Pontificia Bolivariana uses to evaluate its teaching staff involves three steps. First, surveys are conducted by students in order to express their opinion of their professors. Secondly, professors assess their own performance and discuss this with their program director. Thirdly, merits are recognized and research, extension, and social outreach processes are supported.

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3. Closing Remarks

The Integrated Pedagogical Model is the road map for pedagogical, curriculum, didactic, and evaluation processes constituted in the PEP (Program Educational Project). ; It is also the foremost model for Curriculum Management.

In addition, the Integrated Pedagogical Model articulates the principles, values, and the "Bolivarian" profile, which has been designed taking into account the elements contained in the institution's mission and vision statements, the fields of activity of the university, its identity and history. "Bolivarians" are described as upright individuals that have knowledge, competencies, attitudes, and values, committed to society and to the university within the framework of Christian humanism. "Bolivarians" are well-rounded individuals that research and put knowledge into practice, that know how to articulate their cognitive, socio-emotional, and communicative competencies, and that are social leaders committed to the spiritual and material growth of their region and nation.

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