Programar y Evaluar Competencias Básicas en 15 Pasos, Edited by Ángel Pérez-Pueyo

Víctor Abella[1] & David Hortigüela[2]

1) Departamento de Ciencias de la Educación, Universidad de Burgos, España.
2) Departamento de Didácticas Específicas, Universidad de Burgos, España.

Review II

The "Program and assess key competences in 15 steps" belong to "competences series". This book made a proposal for implementation the Key Competences (KKCC) in the schools based on sequencing indicators by course, in primary education, and by courses in the case of secondary education, with the intention of facilitating the integration process from an approach centered in competences.

One of the main contributions of the book is that it focuses on the practice, since there are many proposals for integration the competences, but most of them are very disconnected from the daily work at the schools.In the words of the authors "many proposalsbut no many solutions" (p. 37).The authors of the book try to connect theory and practice to show a rigorous approach which is sequenced in 15 concise and well-defined steps. They focus in an essential aspect in the KKCC integration at the educational process: Evaluation of competences. From this point of view they propound working in a deductive way, being as most of the competences integration models work in an inductive way. In this manner the starting point of the process is the management team.

The proposal made by the authors guide rises to perform formative itineraries to help teachers in the competences integration process in teaching. Although the scope of the model is primary and secondary education, this should be also a good starting point to develop similar experiences in Higher Education.

The first chapter presents a brieftheoretical introduction about key concepts on which is based the conceptual foundations of next chapters. Here, the authors explain the theoretical framework of building their methodological proposal. To this end they begin from the review and comparision of the didactical proposals about KKCC performed in Spain, establishing some validity criteria based on reliable international resources. Without these criteria any proposal could not be implemented. From this

analysis they can identify the main difficultiesfaced by the teachers in the KKCC integration process, which has served as a basis of their final didactical proposal.

In the second chapter the authors describe in detail their model, based on the idea that there are multiple proposals but none of them is practical, in other words they consider that there is a large separation between the theoretical basis and the daily practice in the classroom. The authors propose a model focused on four fundamental principles: intradisciplinariety; interdisciplinariety; complementary and extracurricular activities; and, finally, in completing real projects and not utopian projects. These principles are the basis of INCOBA (Integration of Key Competences) project, which emerged en 2008 and from which have been trained inspectors, school management teams and teachers.

A remarkable aspect of the model presented in the book is the flexibility of the model, since it begins from the secuenciation of the KKCC along the educational stage, but always developed depending on the characteristics of the school.

The model proposed has 15 steps , all of them devoloped froma deductive point of view, that is to say from the most general to the most specific. In the first step must be selected the proposal to implement the KKCC and terminates, in the step 15, with the elaboration of and individual student report about the KKCC adquisition level along the academic year.

Throughout the third chapter the authors explain in detail how to implement their didactical model in a school. Probably is the most interesting part of the book because they show how to apply the 15 steps programming model to the educational reality. This section makes easy the implementation of the model because development and evaluation processes are explained in a simple way, also proposing practical work activities.

One of the strengths of the proposal is its internal consistency since the basis of the model are strongly substantiated. This consistency ensures proper implementation of the competences integration process, as we can not advance to the next step if we have not successfully closed the previous one.

Throughout the book the authors show that their KKCC integration proposal is focused in practice, which is demonstrated in the last chapter of the book because they show three real implementation examples in three

different educational contexts. The authors show how different competences have been worked such as linguistic communication beginning with the ortography, the contribution through self assessment and peer assessment, and finally one contribution experience through cooperative work in heterogeneous groups. One of the strengths of the didactical model is that these activities are not contributing from a particuar subject but the contribution is made from all subject. In this manner we can check the flexibility of the model to fit the needs of teachers and school characteristics.

In our opinion is a neccesary book because deal with a basic aspect of the educational process, and requested from European Framework, as they are key competences, but overall because the book propose an integration competence model detailed step by step that can help tecahers in the process mentioned above. We must emphasize the theoretical methodological proposal is completed with the explanation of practical experience, so that not only provide a theoretical model but also they demonstrate that it can be applied. Key aspects of the model are the competence sequencing and coordinated work of all educational stakeholders. The book becomes a reference and a guide for those teachers disoriented, and also for those who are new inprogramming competences.

Víctor Abella y David Hortigüela
Universidad de Burgos
vabella@ubu.es