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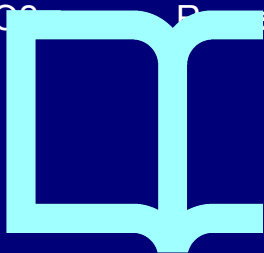
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Chapter 3

From Content- To Competence-oriented Design of HE Curricula: Leadership in Times of Transition

Àngels Fitó-Bertran and M^a Jesús Martínez-Argüelles

1. Introduction

“Education for employability” has been the mantra of the European Higher Education Area (EHEA) since its inception. The keystone of this reform process, set into motion with the Sorbonne 1998 and Bologna 1999 declarations, is an emphasis on a career-oriented university education that enhances graduates’ employability.

The Bologna Process began to take hold in Spain in the late 2000s, when universities began offering new courses adapted to the EHEA goals and objectives. Since then, the socioeconomic environment has undergone substantial changes that have reinforced the relevance of the principle of education for employability. In fact, as a result of the implications of the financial crisis of 2008, youth unemployment has become one of the greatest challenges in the European Union (EU). In the case of Spain, the situation was further aggravated by the fiscal crisis and economic recession (Alonso, 2017).

The desire to strengthen the connection between higher education curricula and labor market demands has led to modifications of both program design and learning strategy design. From a macro-level learning perspective, the most important change, representing a Copernican shift in curricula design, involved the new competence-based approach to education. Competences have come to be a dynamic point of reference, giving universities the necessary flexibility with which to address the demands of a changing society. From a micro-level learning perspective, the challenge has been the different modules’ or courses’ reorientation toward more job-related content. In tackling these challenges, designing learning processes based on authentic learning scenarios has proven to be a successful approach. While real businesses coupled with traditional course teaching methods have primarily served as the tools for developing skills and authentic learning processes, there is a more radical approach of building an entire course by studying authentic activities and tasks. The authors have identified nine elements of

authentic learning as criteria for assessing the degree of authenticity of a learning environment (Herrington, Reeves, & Oliver, 2010). These criteria (Herrington et al., 2010): (1) Provide authentic context that reflects the way the knowledge will be used in real-life. (2) Provide authentic activities. The e-learning courses need to provide ill-defined activities that have real-world relevance. (3) Provide access to expert performances and the modeling of processes. (4) Provide multiple roles and perspectives. (5) Support collaborative construction of knowledge. This is especially relevant in an e-learning context. (6) Promote reflection. The e-learning course needs to establish an authentic context and task to enable meaningful reflection and self-reflection. (7) Promote articulation. (8) Provide coaching and scaffolding exercised not only by teachers but also by peers and experts. (9) Provide authentic assessment of learning within the tasks.

However, regardless of the approach, lack of knowledge and experience on the part of academics, and the lack of guided and coordinated action for comprehensive application have conditioned, at both a macro- and micro-level, this reform's practical application.

In contrast to the myriad of previous experiences on work strategies in specific contexts, courses, or programs that have been published, here we explain the case of the Open University of Catalonia (UOC), and therefore a coordinated action carried out in an online faculty of economics and business (involving all teachers, in all courses, in all programs) to ensure comprehensive implementation of education for employability at a macro- and micro-level.

The remainder of the chapter is organized as follows: the following section, details the performance of the entire faculty, with all its academics involved, in the process of transition toward a competence-based education. The next section reviews the characteristics and opportunities of an authentic learning scenario approach. Conclusions and recommendations follow.

2. Implementing Competence-based Education as a Macro-level Process

One of the main aims of the higher education reform driven by the goals and objectives of EHEA is to promote employability of university graduates. The emphasis on education for employment is particularly relevant in the case of graduates with degrees closely related to business, not only because business is one of the areas and qualifications that is most sought after in job vacancies, but also because business must lead in the management of the transition to knowledge-based society (Bangemann, 1996; Barajas, 2002; Jackson, 2012).

At macro-level, the redesign of degree courses to increase employability led to the definitive incorporation of competences into syllabuses. One of the main barriers to curriculum renewal has been the lack of experience of the faculty team responsible for undertaking the transition and, at a higher level, a lack of academic leadership to drive a transformation that has an impact on all teaching activities. This means that the university leadership has a huge challenge to face: (1) how to demand issues that the faculty may not necessarily know; and (2) to realize it and lead nevertheless.

From the existing literature, we can conclude that the process of transition from content-oriented to competence-oriented education has been tackled unevenly, through exceptional initiatives by some academics that are then followed reactively by the rest. For example, numerous studies have been published that analyze the impact of teaching strategies on students' development of a competence or of a specific set of competences within a certain subject (Branine, 2008; Liston, 1998; Meade & Andrews, 1995; Stasz, 1997; Tymon, 2013; Weisz, 1999). In contrast, it is difficult to find studies and teaching initiatives that focus on the process established by universities to lead, in an integrated manner, the incorporation of work on and assessment of competences in everyday teaching activities (but exceptions exist, e.g., Jacob, Olivier, & García, 2008; Martínez, Martín, & Alonso, 2013; Tardif, 2008). Considering the relative weakness of the literature, the objective of this chapter is to add to this debate by elaborating on the specific case of the Universitat Oberta de Catalunya (UOC), and the transition toward competence-oriented teaching in all the bachelor's degrees offered in this field.

2.1 Background

The case study elaborated beneath took place at the Faculty of Economics and Business of the UOC, a university that offers exclusively online degrees. The Faculty of Economics and Business is responsible for bachelor's degrees in Business Administration and Management, Marketing and Market Research, Tourism, Economics, and Labor Relations and Employment. The Faculty of Psychology and Education Sciences and the Faculty of Law are also responsible for the bachelor's degree in Labor Relations and Employment.

The Faculty of Economics and Business comprises 45 full-time lecturers. These faculty members are responsible for the design and smooth running of bachelor's degree courses, as well as the recruitment and monitoring of part-time teachers (700 approx.) who carry out the actual teaching in the classrooms. Currently (data from the 2017/2018 academic year), over 8,500 students are enrolled on this set of bachelor's degrees. There is considerable cross-disciplinarity between them, and they share many of the cross-disciplinary competences and the basic credits, as well as some of the compulsory and optional courses. Considering that the experience described below focuses on the incorporation of work on competences and their assessment into syllabuses, Table 3.1 lists the cross-disciplinary competences that are common to all the bachelor's degrees mentioned above.

2.2 Process

According to the methodological renewal resulting from the EHEA, the new Faculty of Economics and Business bachelor's degrees have been designed around competences (cross-disciplinary and specific) that students must develop during the degree course. This commitment to competences in academic planning also required a substantial methodological change by teaching staff, who had to shift from a design or focus based on learning contents to one based on developing competences.

Table 3.1: Cross-disciplinary Competences of Bachelor's Degrees Taught in the UOC's Faculty of Economics and Business.

Adopt attitudes and behavior in accordance with ethical, responsible professional practice.
Be entrepreneurial and innovative.
Use and apply information and communication technologies in academic and professional environments.
Search for, identify, organize, and appropriately use information.
Carry out critical analysis and synthesis.
Communicate correctly in writing and orally, in your own languages and a foreign language.
Work in a team and in a network in multidisciplinary environments.
Negotiate in professional environments.
Analyze, organize, and plan professional activity in the best possible way.

Source: Authors.

However, this methodological change cannot be taken for granted and left to occur on its own. As Moreno-Olivos (2010, p. 86) stated, “any proposal for curriculum reform is ultimately in the hands of teachers who, through their classroom practice, can either promote the reform or go against it.”¹ Hence, the management of the Faculty of Economics and Business, and the dean and vice-dean for teaching at the UOC, decided to undertake an inclusive process (for all bachelor's degrees and all teaching staff) of educational transformation to incorporate competence-based assessment into all bachelor's degrees definitely. So that this process of change can have the desired, universal effect, it should be supported by principles such as inclusion, participation, and consensus.

The sequence of stages followed in this process of change was equivalent to the three phases included in the classical model of organizational change developed by Kurt Lewin (1947): unfreezing, changing, and refreezing. The *unfreezing* phase was designed to generate motivation in favor of the change and included: an initial diagnosis, awareness raising, and training of teaching staff. The *changing* phase was designed to facilitate the modification of teaching practices, by combining the action of academic management with the team work of teaching staff. Finally, the *refreezing* phase, which is currently underway, is focused on returning to a certain stability in which the change has already been incorporated into usual teaching practices and the dissemination of good practices acts as a driving force for continuing improvement.

¹Author's own translation of the original: *cualquier propuesta de reforma curricular, finalmente se juega a manos del profesor, quien, mediante sus prácticas al aula puede promover la reforma o traicionarla.*

2.2.1 Unfreezing.

- (1) *Diagnosis*: The incorporation of competences as the core idea in curriculum design represents a paradigm shift that is not always understood or adopted by teaching staff. Misgivings about a new educational focus that differs widely from the traditional conception of knowledge transmission contrast with the commitment made to students who enroll on degrees whose programs of studies describe which competences will be developed. To sensitize the academy about this mismatch, two different actions were carried out. On the one hand, we run a study that analyzed the impact that the online training methodology had on the employability potential of Business graduates (Fitó, Martínez, & Moya, 2014). The results showed that business employers consider that, even though the competency level of online graduates may be lower in some of these competencies (teamwork, leadership) when compared to face-to-face students, it is similar in most of them and even higher in others (using ICT, searching for and managing information and time management, among others).

On the other hand, identifying the discrepancy between what students hope to obtain and what teachers aim to teach was a conclusive step toward the cultural change required in a curricular approach based on the development of competences to promote employability.

It was expected that the main discrepancy would occur in cross-disciplinary competences. These competences were introduced with the adaptation to the EHEA and are not related to each lecturer's knowledge of a specific field. This represents a change from the previous responsibilities of university lecturers. In addition, it constitutes a handicap for teachers, who must teach and assess how students work in teams, for example, without being experts in this area.

It is not enough to review a course plan to determine the real level of implementation of bachelor's degree cross-disciplinary competences. Course plans may contain competences that are not being worked on in the classroom. Alternatively, competences that are developed and assessed in the classroom may have been left out of the course plan. Consequently, to diagnose the situation of cross-disciplinary competences in Faculty of Economics and Business bachelor's degrees, a survey was administered in which the teaching staff for each subject, and depending on the degree of implementation of the competences, had to give their opinion of the aspects included in Table 3.2.

The results of this first diagnosis showed the inconsistency between the initial planning of the degree programs, in which the various competences are presumably balanced, and the outcome of the lecturers' teaching activities. This divergence was revealed in aspects such as: (1) initial planning of the degree program with imbalanced attribution of the competences; (2) an imbalance in the real development of the competences, with a greater focus on those that are more closely linked to traditional teaching (capacity for analysis and synthesis, etc.); and (3) insufficient academic offering of certain competences (such as team work, entrepreneurial initiative and innovation, and negotiation) for which there is a strong demand in the job market (Fitó et al., 2014; Tymon, 2013).

Table 3.2: Aspects to Diagnose the Real Implementation of Cross-disciplinary Competences.

Attributed	Indication of the cross-disciplinary competences that, according to the program of studies, should be assessed in the course under study.
Is it taught?	During the semester, are students offered learning resources that explain how to develop the competence? Is specific feedback given on the development of the competence?
Do students work on it?	During the semester, do the activities (assessed or non-assessed) that students must complete include tasks that put the competence into practice?
Is it assessed?	Is the competence expressly included in the assessment criteria for continuous assessment activities? During the semester, does the student receive a mark associated specifically with how well they have developed the competence?
Is it prioritized?	In this point, lecturers are asked to give their personal opinions on whether these competences should be prioritized in the course (maximum of two cross-disciplinary competences attributed per course).
Observations	A space for teaching staff to express their opinions openly on the attributed cross-disciplinary competences.

Source: Authors.

After illustrating the previous imbalances, even the most skeptical teaching staff had greater awareness of the degree of non-compliance with the degree program requirements. These degree program requirements are established in the program of studies and form part of the teaching commitment to the student. In turn, it was found that there was a clear need to share a common language on the meaning of each competence and the possibilities in terms of working on the competences in the classrooms. More specifically, it was found that the set of competences in each degree program should be reviewed to ensure that they are balanced, and to promote the clear development of the competences and their assessment.

- (2) *Awareness and training*: Once some of the initial prejudices have been overcome, all teaching staff are aware of the need to address the change. At this point, specific training is required on the definition of the competences and the design of activities to assess them. So that the process is carried out evenly, the training must be completed by all Faculty of Economics and Business teaching staff (including the management team).

After this initial training, when common bases are established to refocus the teaching that is carried out in the classrooms, various meetings are held with faculty staff to let them know how the process is advancing and to discuss aspects in which consensus is required to maintain the team's commitment.

2.2.2 Change. Once an overview of the competence implementation in the bachelor's degrees had been obtained and teaching staff had been made aware of the importance of methodological change, the change in teaching practices took place. In the planning of this change, aspects such as participation and consensus are particularly relevant. Below are some of the most notable actions in this process of change:

- (1) *“Endorsement” of cross-disciplinary competences:* Prior to any specific action, the need for an internal “defender” or “expert” for each of the competences was identified, in line with the role of “change champion” supported by Warrick (2009). Warrick suggested that “change champions” should be developed at all levels of the organization and encouraged to support the required changes. Change champions should be involved in the various efforts to bring about change, when appropriate, and put at the disposal of other people to help them to bring about the changes.

Through this mechanism and to distribute leadership, voluntary lecturers were sought who were interested in one of the competences of the bachelor's degree. Their role consisted of participating in drawing up the guide of cross-disciplinary competences and coordinating the team of lecturers whose courses should include the competence that they endorsed.

- (2) *Creation with consensus of the guide of cross-disciplinary competences:* Before teaching staff were asked to modify the methodological design of their courses to include the training and assessment of competences. It was essential to agree on how each of the competences was understood in the context of the bachelor's degrees. In addition, we established what the conceptual definition process should be like to progress from the definition of the competence to its real application in the list of activities. This process was divided into the following stages (Fig. 3.1):

Once agreement had been reached on the path to follow from the definition of the competence to the design of specific activities so that it can be assessed, each team of teaching staff that endorses the competences drew up a guide including the following aspects for each competence:

- definition;
- performance criteria;
- assessment rubric; and
- learning resources and teaching strategies.

The initial proposal was then discussed until an agreement was reached. Decisions were made by consensus, because it was considered a priority that all teaching staff felt that the contents of the guide were their own, and not imposed on them.



Fig. 3.1: Path from Competence to Activity. *Source:* Authors.

- (3) *Review of the set of cross-disciplinary competences in the bachelor's degree:* The results of the preliminary analysis described above indicated that the prioritization of certain cross-disciplinary competences in bachelor's degree courses needed to be changed. With this action, the academic management aimed to ensure that all competences were assessed in a more balanced way in each degree overall. This led to a review of the set of competences, in which the priority cross-disciplinary competences were changed in some courses.
- (4) *Main changes in teaching documents:* After the entire process, some formal changes were introduced in the course plans and continuous assessment activities. Through these two basic documents on the subject, the course plan and the statement of activities, students are informed of the competences that are worked on as part of the course, of how these will be specified in the learning outcomes, and of how the learning and assessment process will be undertaken.

As the basic document on the content and running of the subject, the course plan contains a description of which competences will be worked on and assessed, as well as the relevant performance criteria. In turn, the statement of the activity identifies the performance criteria and the established learning objectives.

Therefore, it is through the performance criteria, which are described in both documents, that the student can trace the path from what they are asked to do AQ1 to the competence that is developed through the work they undertake (Fig. 3.2).

2.2.3 Refreezing. Currently, the process is in the “refreezing” phase (or monitoring phase), according to Lewin’s nomenclature (1947).

This last phase is designed to firmly root the new teaching practices that have been adopted and maintain methodological renewal as a common practice. To attain this objective, the following were established: (1) a permanent committee for reviewing the defined competence framework; (2) a repository of good practices that involves all bachelor’s degree teaching staff; and (3) requirements for technological tools that enable us to optimize the application and assessment of competences in the classrooms.

The objective of the *committee for monitoring the competence framework* is to ensure that the competence is introduced properly in the corresponding courses,

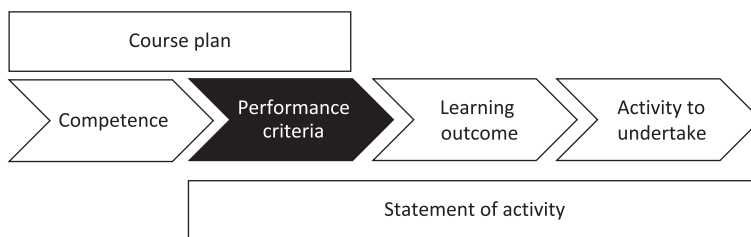


Fig. 3.2: Traceability of Competences in the Teaching Documents.

through the exchange of teaching practices and the preparation of proposals for improvement, which could be included in the “Guide of cross-disciplinary competences” or even in the set of competences for the bachelor’s degree.

In *terms of the repository*, a community of collaborating professors has been set up in Google+. The idea is that each lecturer adds a/some continuous assessment test/s (or non-assessed activities) that they think could be good models for working on one of the Faculty of Economics and Business’ cross-disciplinary courses. This online community becomes a dynamic repository in which new activities are added every semester and represent good practices for working on and assessing competences.

Finally, the full integration of the defined competence-based assessment model requires the introduction of a set of technological tools that automate the assignation of competences to programs and courses, make it easier to assess competences using rubrics, enable standardized feedback to be provided on competence performance, and finally provide a tool for visualizing in a summarized way the development of the students’ competences.

2.2.4 Impact. The process of change described here has had a significant impact, not only on programs (four degrees), courses (95 courses), academic staff involved (45 full-time faculty members and 700 affiliated teaching staff members) and students (over 8,500).

As illustrated in this document, specific, tangible results have been obtained during this process: (1) new and improved sets of competences in Faculty of Economics and Business bachelor’s degrees; (2) a guide of cross-disciplinary competences to facilitate the work of full-time faculty members and affiliated teaching staff who collaborate in this environment; (3) teaching documents and spaces (course plan, continuous assessment activities, online classroom for courses) that are clearer and focused on the students’ activity and on attaining the competences by undertaking these activities; (4) new types of activities (e.g., video-based continuous assessment tests and business simulators) to develop and improve the competence of oral expression and team work; (5) an online repository that in a dynamic way stores activities relating to the development of competences; and (6) periodic monitoring, for each degree and area of specialization of the level of real implementation of competence-based training.

Apart from these results, the process served to raise teaching staff’s awareness of the need to develop their competence-based teaching. Thus, it helped to get them involved and committed, which is vital to drive the transition from content-based education. To eliminate the barriers of skepticism, aversion to change, and confusion, a process of affiliation is needed that starts with a diagnosis of the initial inconsistencies and ends with taking on joint responsibility for the success of the shared project.

In short, the process of methodological renewal derived from the EHEA does not occur automatically or with “zero costs.” It must be promoted and coordinated fully so that the aim of the reform is achieved: improve the competence profile of graduates and increase their employability potential. The document describes a process of change that is focused on this target and stresses the key elements of its success to facilitate its transfer to other contexts and organizational environments.

3. Designing Authentic Learning Scenarios as a Micro-level Approach

Once we have defined the framework of competences that must be worked on to promote students' employability, we must analyze the type of activities students have to undertake to attain the competences as effectively as possible.

The strategy for training teaching staff to facilitate the learning and assessment of cross-disciplinary competences is described above (the guide, the shared repository of activities that constitute good practices, etc.).

Considering a more integrated, holistic perspective of students' learning, the next step was to improve the focus of the courses in the degree programs. Design of the learning process through authentic learning situations is becoming a successful approach. The aim is to apply this approach to all the programs' courses.

Authentic learning avoids decontextualized contexts. Students must learn in a framework that is as similar as possible to what they will find in the job market. Some authors, like Savery and Duffy (1996), have argued that only contexts of real problems, such as practical sessions, provide authenticity in learning. However, other authors, such as Alessi (2000) and Herrington and Herrington (2006), have shown that the greatest fidelity does not necessarily lead to the greatest effectiveness in learning. More than physical authenticity, cognitive authenticity is the key element in the design of authentic learning environments (Herrington, Oliver, & Reeves, 2003; Herrington et al., 2008; Smith, 1987). Cognitive authenticity aims to "enculturate students into authentic practices through activity and social interaction" (Brown, Collin, & Duguid, 1989, p. 37).

AQ2

In our case, the search for cognitive authenticity is adopted through the design of authentic learning environments. This approach enables us to go beyond dual training experiences, which are very limited in Spanish universities. Their application is limited by academic regulations and shortfalls in the production sector. In addition, this search for cognitive authenticity can be used to permeate not only internship course in degree programs, but also all courses in a program.

The practical application of this approach requires an analysis of the characteristics that a real learning situation should have and assess whether these can be applied to all courses and whether, additionally, they can be applied in the same way in all of them.

AQ3

According to this approach, Herrington et al. (2010) have identified nine authentic learning elements as criteria to assess the degree of authenticity in the learning environment. These criteria are:

- (1) Provide a *real context* that reflects the way that knowledge will be used in real life. To achieve this, a comprehensive, integrated context needs to be generated by providing a proposal and a reason for learning. Learning should take place in a complex environment that can be explored for a long period of time. The authors recommend maintaining the complexity of real life and not simplifying it.
- (2) Provide *authentic activities*. Courses need to be comprised activities that are ill-defined. These activities should present a single complex task to be completed over a long period of time, rather than a series of disconnected, short

- exercises. This greater complexity of the activity requires a longer time to be resolved, in which students need to investigate, use the contents intensively and extensively, and generate new contents.
- (3) Provide *access to similar activities resolved by experts* and to process modeling. The authors recommend methods that are not teacher-centric, but cross the boundaries between lecturers, experts, and students; promote collaboration; and provide the opportunity to learn from the experiences of others and construct a learning community. Students should have the opportunity to access the thinking of experts, the modeling of processes, and observation of the social context and real-life episodes in which the activity is framed. In this respect, the authors consider that it is important for students to be able to compare their performance with that of others who have varying levels of skill.
 - (4) Provide *many roles and perspectives*. It is important to allow and encourage students to explore the topics from a range of perspectives, and to cross the limits of the specific learning environment repeatedly and in different directions. The authors recommend giving the students opportunities to work and interact with agents from other professions/disciplines, with whom they would normally interact in the workplace.
 - (5) Support *the collaborative construction of knowledge*. The opportunity to construct knowledge collaboratively is considered a vital aspect of authentic learning. In addition, this aspect is considered particularly important in online environments.
 - (6) Promote *reflection*. Authentic learning involves the need to establish activities that force students to reflect meaningfully and self-reflect. Students must have the opportunity to compare how they execute activities with how the activities are undertaken by experts and by other students at different moments or phases in the complex task. In addition, they should have the opportunity to return to previous phases in the execution of the task, to perfect it.
 - (7) Promote *articulation*. Authentic tasks should include, inherently, the need to articulate the public presentation of arguments to defend a position and/or the results obtained.
 - (8) Provide *coaching* and establish the foundations of learning (scaffolding). The lecturer as a coach is a fundamental, integral part of an e-learning course. The context must provide the way in which the lecturer exercises this function. However, the authors stress that this coaching and establishment of the scaffolding of learning can be provided by peers as well as lecturers, and through access to experts.
 - (9) Provide *authentic assessment of learning* within the tasks. Assessment should be easily integrated into the activity and should provide appropriate criteria to grade the various complex tasks carried out by the students, considering that these tasks can be undertaken individually or as a group.

Once all these attributes had been considered and before the approach was applied across the board to all courses, we carried out an exploratory study. We analyzed in depth the application of this approach to a course from the bachelor's degree in Business Administration and Management. This course is

compulsory, has 300 students enrolled per semester, and should be taken toward the end of the degree.

The application of the approach to Business Administration and Management showed that it is difficult to meet all the attributes that the authors (Herrington et al., 2010) highlighted in many degree program courses. For example, we found that there are some professional situations in which a job, such as financial management assistant, requires individual action rather than teamwork. According to the allocation of competences to different qualifications, the competence of teamwork should not be addressed in all the program's courses. Therefore, the redesign proposal is aimed at considering some of these attributes as essential (e.g., providing an authentic context and activities) and others as optional, depending on the characteristics and typology of each course.

Once the quality of the pedagogical approach had been tested, based on authentic activities to promote training for employability, and the limitations of its application had been identified in all contents, a process of full implementation was designed. As in the previous case, this was based on achieving consensus on the appropriacy of applying this new teaching strategy, and then drawing up the process of implementation with the involvement and commitment of all teaching staff as well as their agreement.

In this case, the process that was designed that is in the unfreezing stage is the following:

3.1 Unfreezing

To diagnose the situation, teaching staff will complete a survey. The learning system in current courses is based on students undertaking activities. The survey will examine to what extent these proposed activities meet the criteria to define them as authentic activities. If they do not meet the criteria, teaching staff will be asked how difficult it would be to introduce authentic activities.

Once the diagnosis has been completed and the need to work on and assess competences has been interiorized as the core concept in the learning process, teaching staff will be trained in the benefits of this methodological approach, and the most efficient way of applying it. The idea is to hold a good practices day at which teaching staff who already use this approach act as opinion leaders for it. During the event, participants will reflect together on the attributes of the authentic activities that should be included in each case, as well as the criteria to address the incorporation of the rest of the authentic activities depending on the characteristics of each course.

3.2 Change

Once the criteria for applying the new framework have been decided by consensus, a guide will be drawn up for their implementation in the specific field of Economics and Business. Based on the approaches described in the guide, the teaching staff will progressively redesign the courses in the various degree programs. In all cases, this process will involve planning activities that replicate the most realistic

practical and professional environment of application, and the incorporation of learning resources that contribute to promoting cognitive authenticity.

Throughout this process, we will assess the efficiency of the teaching redesign that has been carried out, in terms of its effectiveness in the learning process. The improvement in performance and success of students will be analyzed, as well as their satisfaction. From these assessment processes, conclusions will be drawn that enable us to improve the redesign, if necessary.

In the mid-term, once the set of courses in a degree program have been redesigned, we will assess the impact of this action on improvement in students' competence profiles in relation to their employability.

3.3 Refreezing

As the process of implementation advances, good practices seminars will be held. These will be focused on sharing teaching experiences that meet the criteria of authenticity in the framework of online teaching of economics and business. These good practices will enrich the guide that has been drawn up. Attention will continue to be paid to the technological developments that contribute to making the proposed activities authentic.

4. Conclusions

Education for employability needs the redesign of programs in order to incorporate definitively competences into syllabuses. Therefore, teaching needs to transit toward competence-oriented approach and this process has to be driven and led from the top of the organization.

To consider competences as the vehicle for achieving learning outcomes and to design academic strategies according to that paradigm, implies a substantial methodological change by teaching staff. And for the process being universally adopted should be supported by principles such as inclusion, participation, and consensus.

In the UOC case, the project was designed in different stages. The *unfreezing* phase generated motivation in favor of the change and included: an initial diagnosis, awareness raising, and training of teaching staff. Then the *changing* phase that facilitated the modification of teaching practices, by combining the action of academic management with the team work of teaching staff. Finally, the *refreezing* phase focused on returning to a certain stability once the change has already been incorporated into usual teaching practices, and considers the dissemination of good practices as a driving force for continuing improvement.

Therefore, to eliminate the barriers of skepticism, aversion to change, and confusion, a process of affiliation is needed that starts with a diagnosis of the initial inconsistencies and ends with taking on joint responsibility for the success of the shared project. Only when this process has been completed and there is a shared vision of the conception and design of the programs is possible to face the next step which is to improve the focus of the courses as a microportion of the degree programs.

At this micro-level stage it's also important to share a similar approach. In the case exposed and looking forward the employability of the learning process, the

authentic learning scenarios approach that implies the design of authentic learning environments for the different modules was the one considered. Authentic learning avoids decontextualized contexts. Students learn in a framework that is as similar as possible to what they will find in the job market.

Detailing the case of UOC have shown the need to tackle the change driven by the EHEA from a comprehensive perspective that goes beyond the course's and the lecturer's area of activity. This will ensure a holistic, coherent view of graduates' competence profile, and will also enhance the ultimate purpose of this profile, which is to improve employability.

Such major changes in the pedagogical approach of the training need to be tackled as a true process of change. It is essential to pass through the phases that any process of managing change requires to increase the possibilities of success. Although this means that it will take longer to bring about, it constitutes a guarantee that the change will really be implemented, and that its principles will not be "betrayed" in its application in daily teaching.

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