

Beyond teaching, *involvement* and *commitment* from innovation



ENOthe
European Network
of Occupational Therapy
in Higher Education



27th ENOthe Annual Meeting

26-28 October 2023

Oviedo, Spain

Facultad Padre Ossó

(centro adscrito a la Universidad de Oviedo)

Thais Pousada García

PhD Health Science. Occupational Therapist. Senior Lecturer
University of A Coruña. TALIONIS Research Group



UNIVERSIDADE DA CORUÑA



“No one is so ignorant that he does not have something to teach.

No one is so wise that he does not have something to learn.”

—Blaise Pascal (1623-1662)

More than teaching...

01

Thinking about
teaching and
innovation

02

Contextualising
OT as a discipline

03

Institutional and
Academic context

Research, Transfer, Involvement, Commitment

04

Methodological
context

05

More than teaching:
The road travelled

06

Far away:
Challenges &
Opportunities



1

**Thinking about
teaching and
innovation**



Starting points

What is the **goal of high education**, specifically of the Occupational Therapy degree?

What are **my goals** as a professor?

What does it mean to be a **good university professor**?

How to become one?

What are the **best classroom activities** that contribute to students' learning?

What role does **my subject** play in the overall TO degree?

How do I **know if a student has the right competences** to be a good professional in the future?

But another important question...

How to could I motivate my
students?

How could I to motivate myself?

Changing the perspective

The dream

Finally, I am
OT!!



Could I be a
university lecturer?

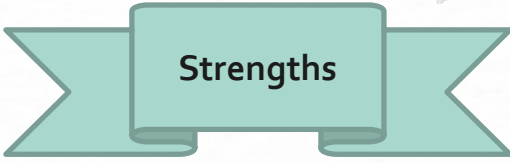
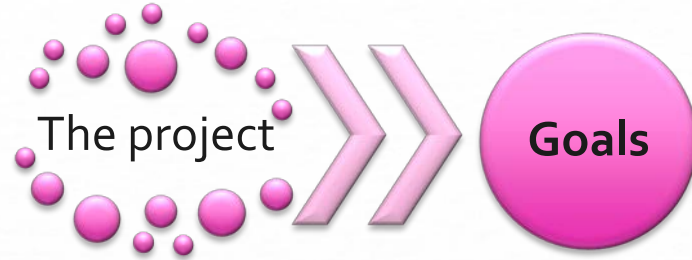
Yes!!!
Sure

The reality

You "only" need...

- To have MsC
- To have PhD
- To pass several assessments
- Accredit your role as a professor
- To do quality research
- To transfer knowledge to the society
- To participate in management tasks
- To teach (of course)
- To get the engagement of students
- **And... not to loss the motivation!!!**

How to motivate myself?



The Idea

Methodologies



How not to get demotivated?

The Difficulties

The demands
of...

day-to-day life

the educational
institution itself

Threats

Weaknesses



Why did I accept the
challenge?

Procrastination...



Teaching Innovation
is more than...

Is it time to return to analog methods?

Threat vs.
Challenge

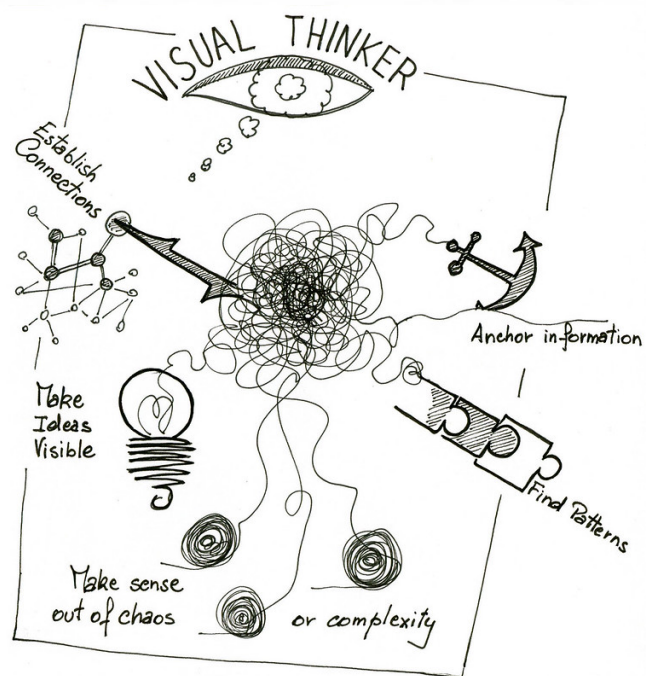
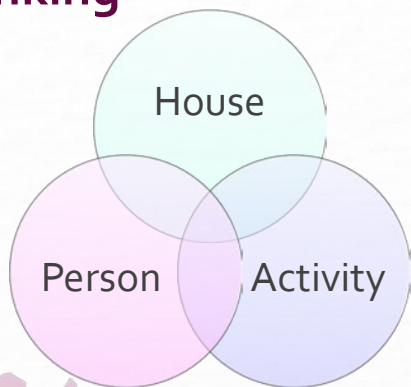


Chat GPT & Friends



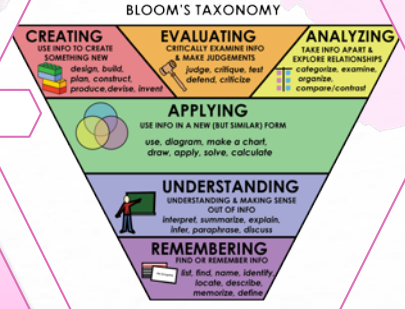
Is it time to return to analog methods?

The challenge:
Visual Thinking



Picture from:

<https://www.flickr.com/photos/cnichele65/48101941502>

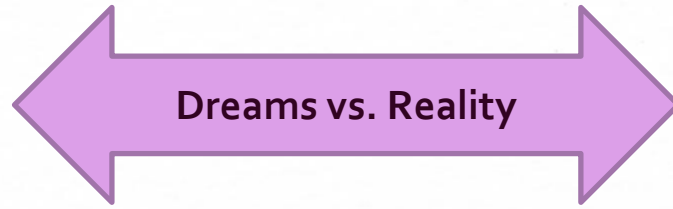


It is time to return to **analog** methods?

How do **contexts** influence on teaching & learning?

What is Teaching Innovation?





Dreams vs. Reality

The student must be at the centre of learning

How do my students learn?

But...What is the most important aspect for the University?

How can I innovate?

Some points to reflection

Is knowledge accumulation important?

There are hundreds of resources for innovation

Or...is it more about **knowing the ways** of getting to and digesting knowledge?

The influence of the contexts

But how long does it take to implement a **good innovation**?

2

Contextualising OT as a discipline

Occupational Therapy as...
Professional Discipline
Academic and Scientist Discipline
Vocational Discipline

OT as Professional Discipline

National Society for the Promotion of Occupational Therapy (1917)

“Client-centred **health profession** concerned with promoting health and well-being through occupation” (WFOT, 2012)



Domain

Occupations
Contexts
Performance Patterns
Performance Skills
Client Factors

Process

Evaluation
Intervention
Outcomes

Types and approaches

Occupation-based practice

Person-, group-, community-centred practice

Evidence-based practice

Culturally relevant practice

Occupational Therapy Practice Framework: Domain and Process - OTPF-4 (AOTA, 2020)

OT as Academic Discipline



Socinto
Sociedad Científica de
Terapia Ocupacional

ENOTHE
European Network
of Occupational Therapy
in Higher Education



**Scientifics
Societies**

**Presence at
High Education**

**Dissemination
of Results**

Promote and encourage the role of scientific research in OT

Teaching, research and management processes

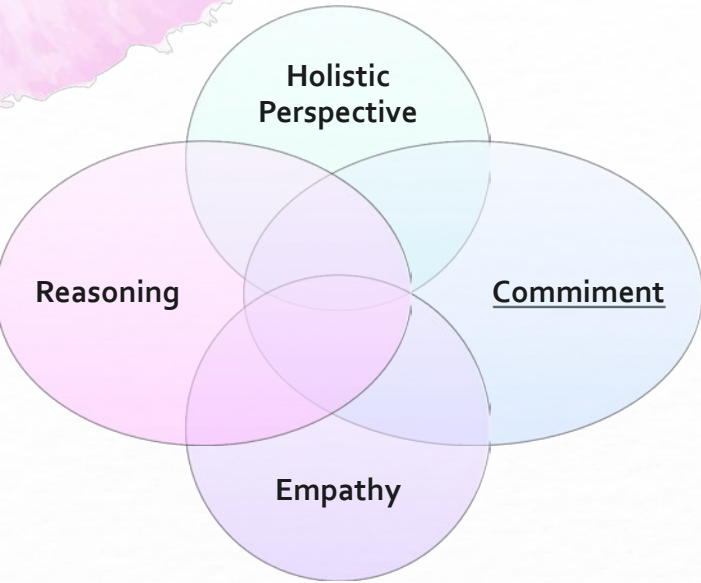
Consolidated scientific journals & EBP databases in OT

Professional commitment
•Ethical and competent practice

Growth
•Academic and scientific

Application
•Science vs. practice

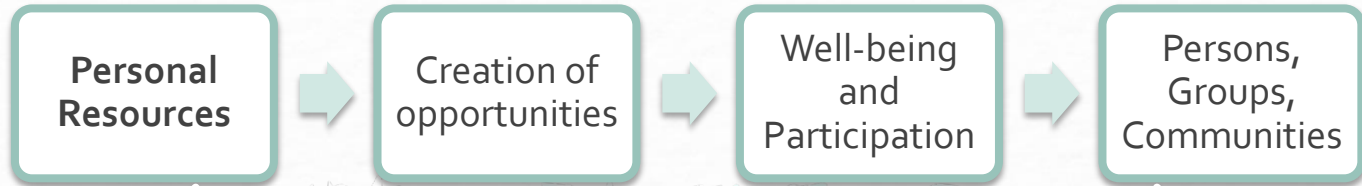
OT as Vocational Discipline



Contributors for responsible practice

- Values and beliefs linked to the occupation.
- Knowledge and experience in the therapeutic application of occupation
- Professional behaviors and dispositions
- Professionalism: self-determination and self-reflection
- **Therapeutic use of self**

OTPF-4 (AOTA, 2020)



Also for teaching...

3

Institutional and Academic Context

International bases and standards
OT higher education in Spain
Degree in Occupational Therapy at the UDC

European Higher Education Area (EHEA)

Transformation

01

European Credit Transfer System (ETCS)
Restructuring: Student-centred teaching

Homogeneity

02

Transition
Flexibility and simplicity.

Mobility

03

European supplement to the title
Comparability of academic information

Quality

04

Accreditation
Evaluation and certification of the
quality of higher education

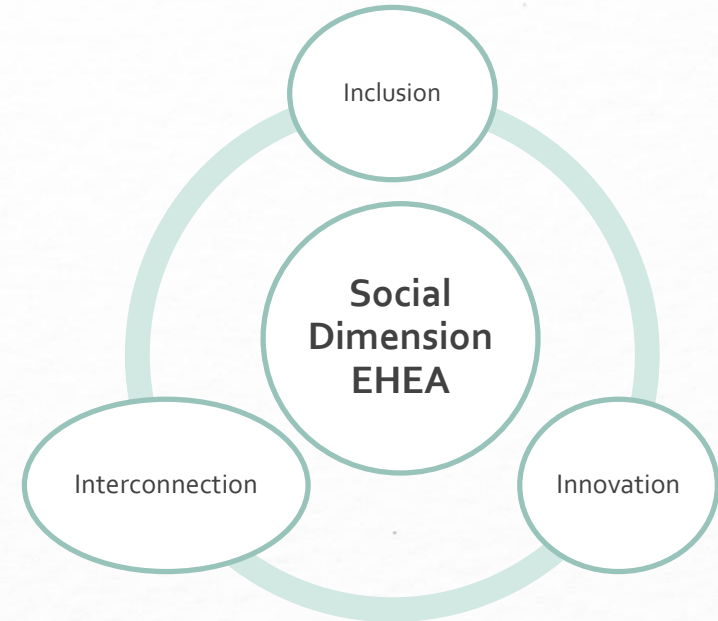
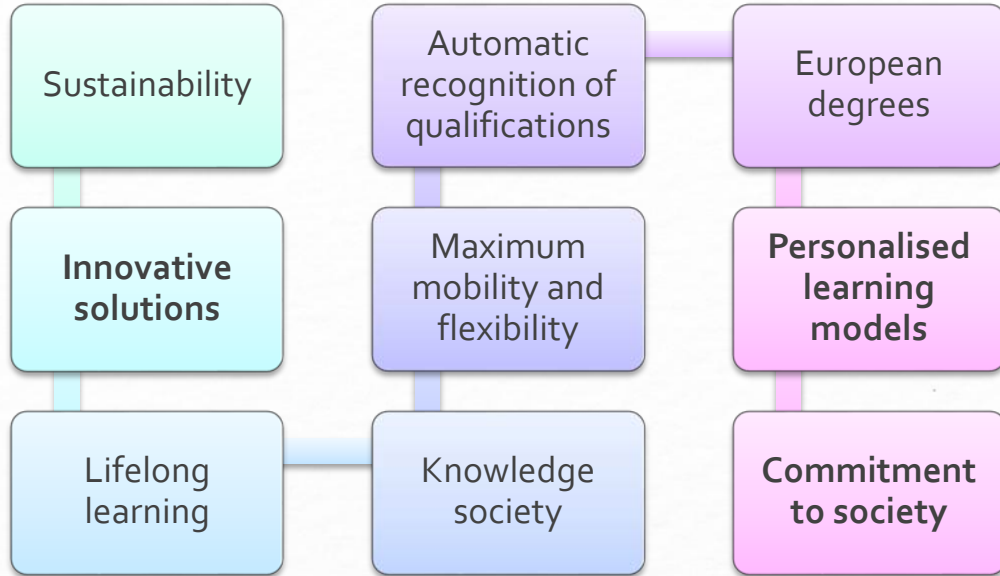
EHEA: Looking to the future

Sorbonne
Declaration (1998)

Rome Conference
(2020)

Bologna
Declaration (1999)

SD Goals 2030



OT: International Standards

Occupational Perspective



Occupation as a resource and a goal

Specific Competences

Knowledge of Occupational Therapy

• A1 – A5

Occupational Therapy Process and Professional Reasoning

• A6 – A14

Professional Relationships and Partnerships

• A15 – A19

Professional Autonomy and Accountability

• A20 – A24

Research and Development in Occupational Therapy/Science

• A25 – A30

Management and Promotion of Occupational Therapy

• A31 – A35

WFOT

Minimum Education Standards Statement (2016)

Enothe

Reference points for the design and delivery programs in Occupational Therapy (Tuning Project, 2008)

COTEC

Tuning Project (2008)

OTEurope

Research and Practice (2021)

New students

Entry Profile
Demographics
Equal opportunities

Local health and well-being needs

Knowledge of social and community problems and objectives
Epidemiological data
Risk and protective health factors

Institutional policies and services

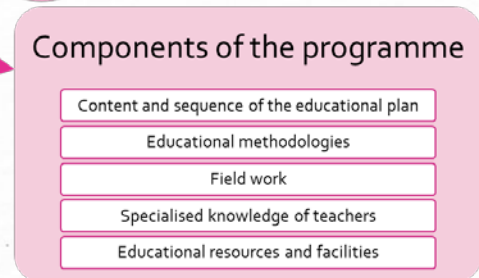
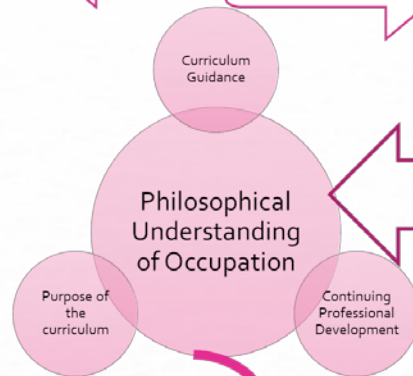
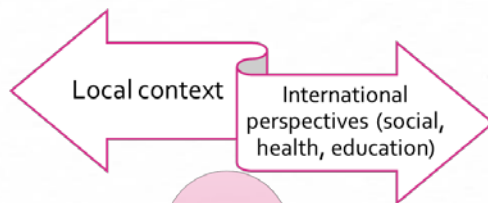
Social, educational, health, legislative
Health and welfare objectives and priorities
Systems, structure and organisations
Financing of the system

Health through local occupations

Contributions of the occupation to community health and wellbeing
Training on occupations relevant to the local community

Local history of OT

Beginnings and evolution
Recognition of the profession and legislation
Associations and alliances with other professional sectors



Person-environment-occupation relationship and its relation to health

Professional and therapeutic relationships

Occupational therapy process

Professional reasoning and behaviour

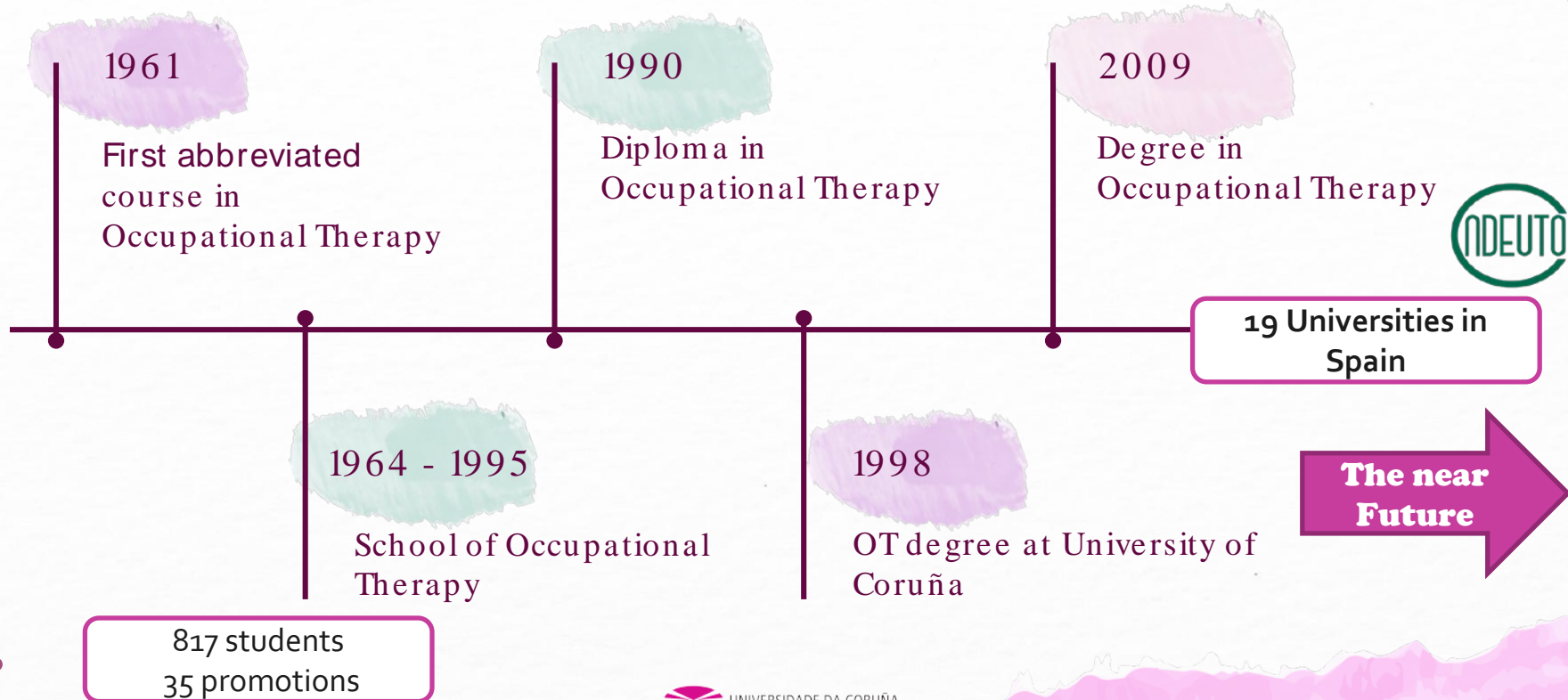
Context of professional practice

Application of evidence

Basic components of OT education plans

(Minimum Education Standards Statement,
World Federation of Occupational Therapist, 2016)

Evolution of High Education for OT in Spain



The near Future



Measuring and Comparing Achievements of Learning Outcomes in Higher Education in Europe

Subject Area
Qualifications
Reference
Frameworks(QRW)

Meta-Profiles for
Occupational Therapy

Enothe Tuning Task
Force

Update of the QRF
(Bachelor, Master, and
Doctoral cycles) in
Occupational Therapy

New competences:
7 Dimensions
3 Descriptors

Open Consultation

Topics Emerged

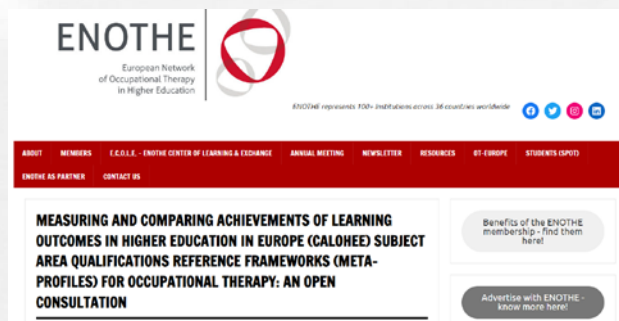
Societies and Cultures:
Interculturalism

Processes of information
and communication

Processes of governance
and decision making

Ethics, norms, values, and
professional standards

Sustainable development



<https://enothe.eu/measuring-and-comparing-achievements-of-learning-outcomes-in-higher-education-in-europe-calohee-subject-area-qualifications-reference-frameworks-meta-profiles-for-occupational-therapy-an-open-c/>

Degree in Occupational Therapy (UDC)

Pioneer in its implementation
(2008-2009)

DOGA (30/07/2008)

BOE (28/04/2009)



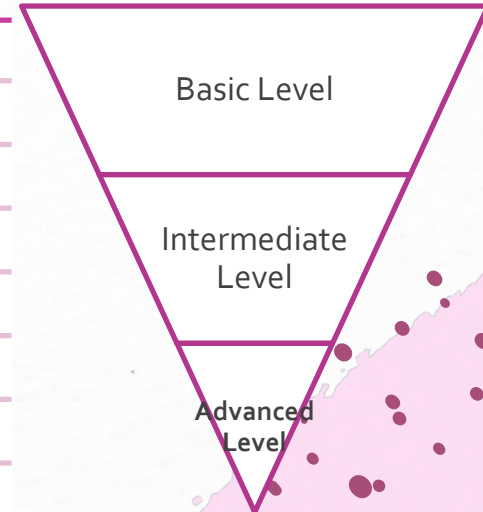
DECRETO 154/2008, do 17 de xullo, polo que se autoriza a implantación de ensinanzas universitarias oficiais de grao nas universidades do sistema universitario de Galicia para o curso 2008-2009

Resolución de 15 de abril de 2009, de la Universidad de A Coruña, por la que se publica el plan de estudios de Graduado en Terapia Ocupacional

Type of Subject	ETCS
Core	60
Compulsory	102
Optional	6
Work Placement	60
Final Course Dissertation	12
Total ETCS	240

9 Modules

Psychosocial and biomedical training of human occupation
Foundations of OT
Life Cycle: TO Process in Childhood and Adolescence
Life Cycle: Process of OT in Adulthood I
Life Cycle: Process of OT in Adults II
Life Cycle: Process of TO in the Elderly Person
Tools and knowledge for the development of the final degree project.
Optional



4

Methodological Context

Quality in teaching and learning
Academic guides
Active methodologies
Key Complements

Our students have to acquire Competences and Learning Results, but...

What are the competences
of professors?

Some theories on professionalism in teaching

Competences of professors

Professor as a professional

Ability to plan the teaching-learning
process

Ability to select and prepare content

Communicative competence

Use of new technologies

Design and organisation of methodologies
and activities

Tutoring skills

Evaluation competence

Reflective and investigative competence

Teamwork and institutional identification

(Zabalza Beraza, 2006)

Multidimensional Model

Dimensions of professionalism in high education

In-depth knowledge of the discipline and of the
professional and social environment

Knowledge of theory and research in higher
education

Commitment to academic and social values

Coordination and participation in improvement
processes

Innovation and improvement of teaching

Research in higher education

(Paricio et al., 2019)

Academic Guides

The route of learning?

"Guía de Harmonización da Docencia Universitaria" (GADU – UDC)

Characteristics
of a subject

Learning Guide:
Self-
management

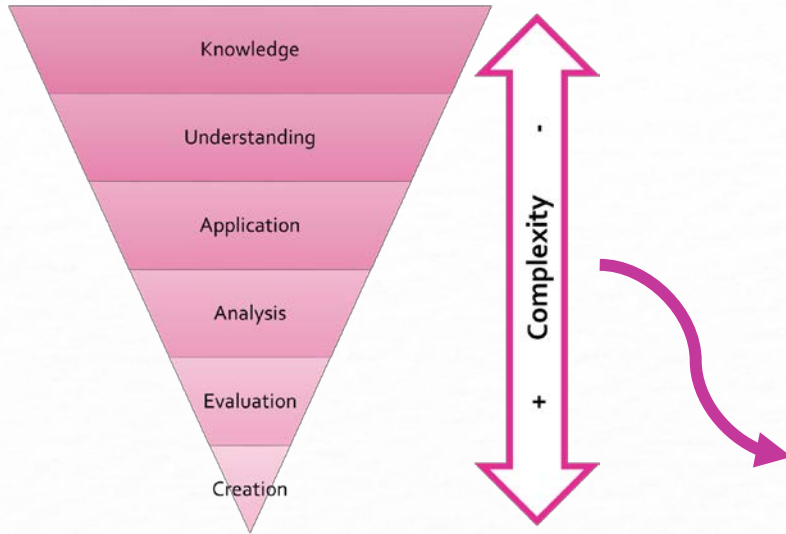
Transparency of
information

Innovative
teaching
practices

Assessment of
teaching quality

Abalde Alonso et al., 2015

Academic Guides: Results of Learning



Bloom's taxonomy
(Anderson & Krathwohl, 2001)

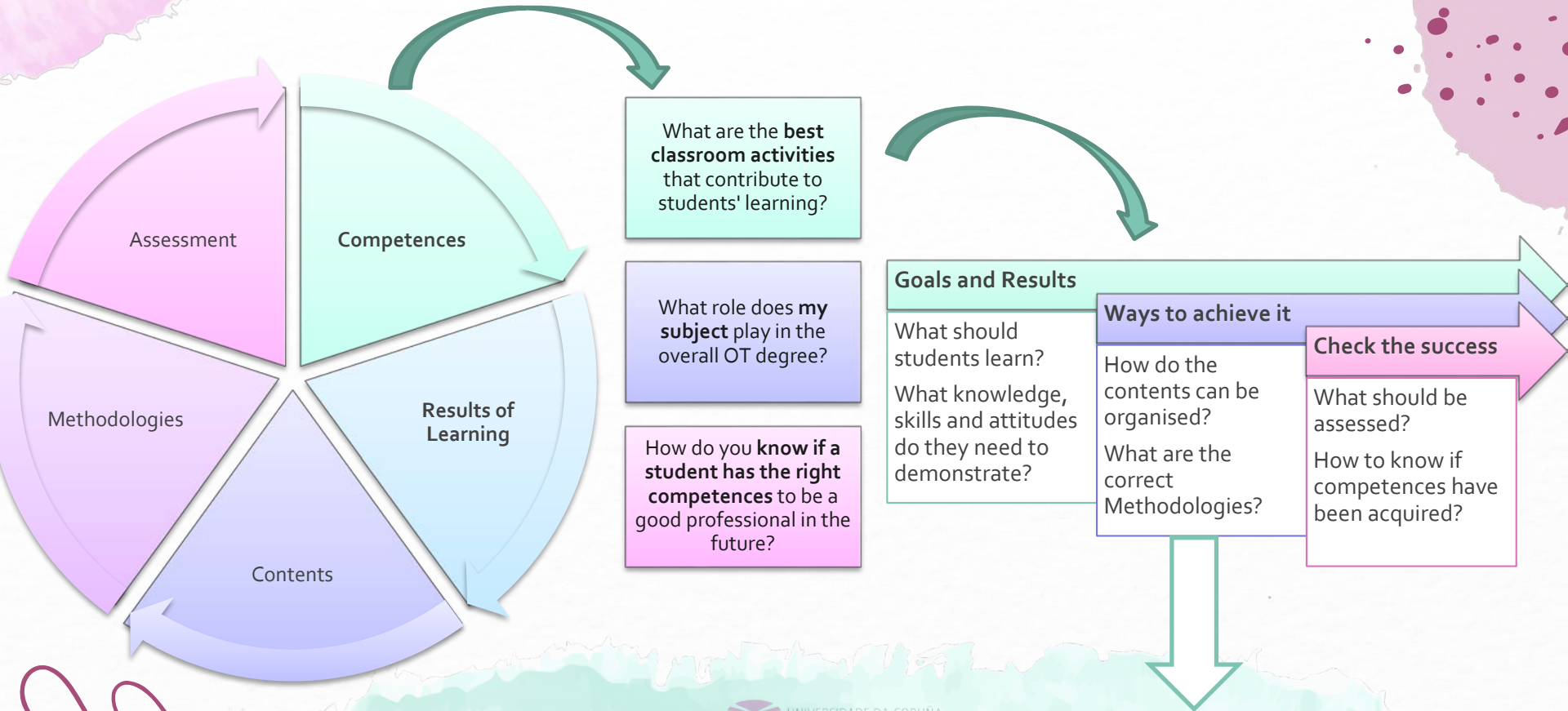
Competences

- **Knowledge** (to know), **Skills** (to know how to do), **Attitudes** (to know how to be and to be)
- *Specific (A - qualification), General (B), Transversal (C – University of A Coruña)*

Results of Learning

- What the learner is expected to **know, understand and/or be able to demonstrate** after the learning process
- *Cognitive, affective, psychomotor level (Bloom's Taxonomy)*

Academic Guide: How to plan a subject?



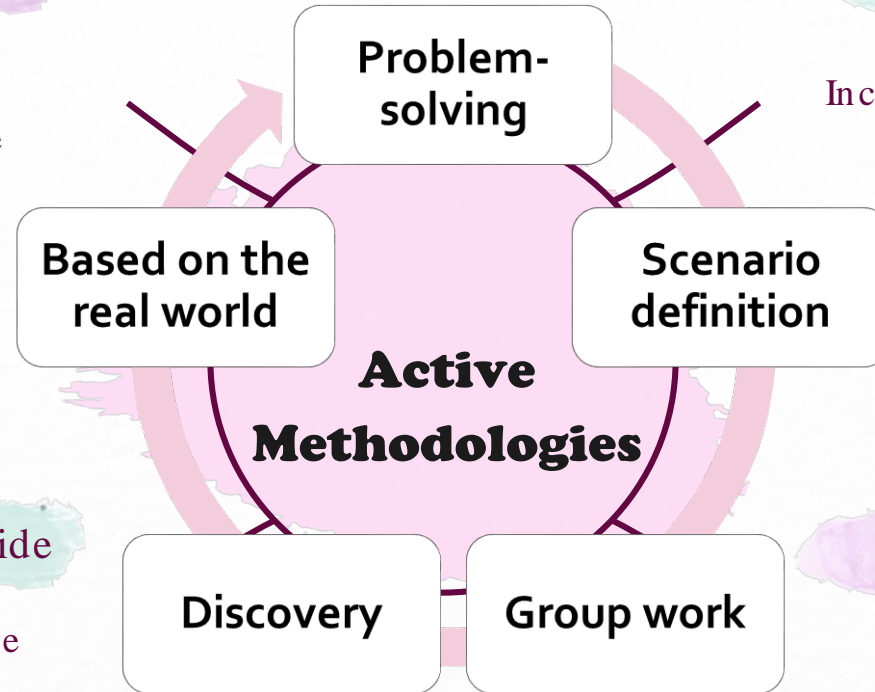
Ways to achieve it...

Student-centred teaching

Personalisation of learning: Experience

Collaborative Learning

Inclusion, co-operation, dialogue



Professor as a guide

Facilitates knowledge acquisition and application

Real Learning

Contextualization of professional practice

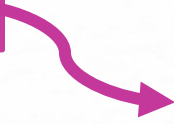
Active Methodologies in Health Sciences

GADU (UDC)



- Collaborative/cooperative learning
- Service-Learning
- Case studies
- Clinical practicum
- Field trip
- Problem Solving (Problem Based Learning)
- Role - Play

Abalde Alonso et al., 2015



Techniques



- Initial techniques for individual student work
- Questions and answers
- Techniques with immediate feedback
- Techniques that generate critical thinking
- Cooperative learning techniques

Faust & Paulson, 1998; Pousada García et al., 2017

Tools



- Flipped Classroom
- Quizz / Surveys
- Education by simulation
- Storytelling
- Conceptual Maps

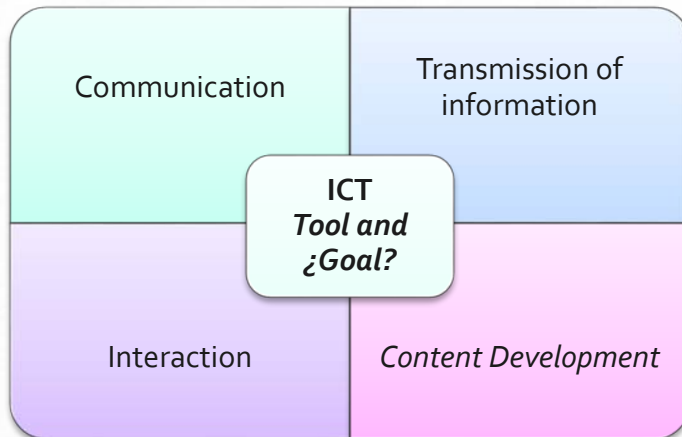
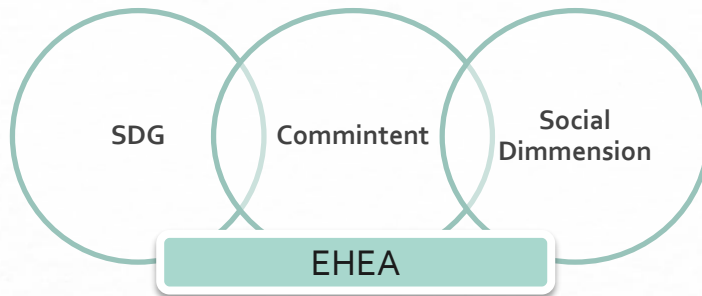
Active Methodologies: Key Complements

Sustainability

Responsible consumption and environmental awareness

Equality

Gender perspective in teaching and research



Health Promotion

Healthy habits and lifestyles
Inside and outside the classroom

Inclusion

Universal Design for Learning


The process of assessment: Check the Learning

Selected Methodologies




Results of Learning


New ways for Teaching & Learning



Elements of assessment

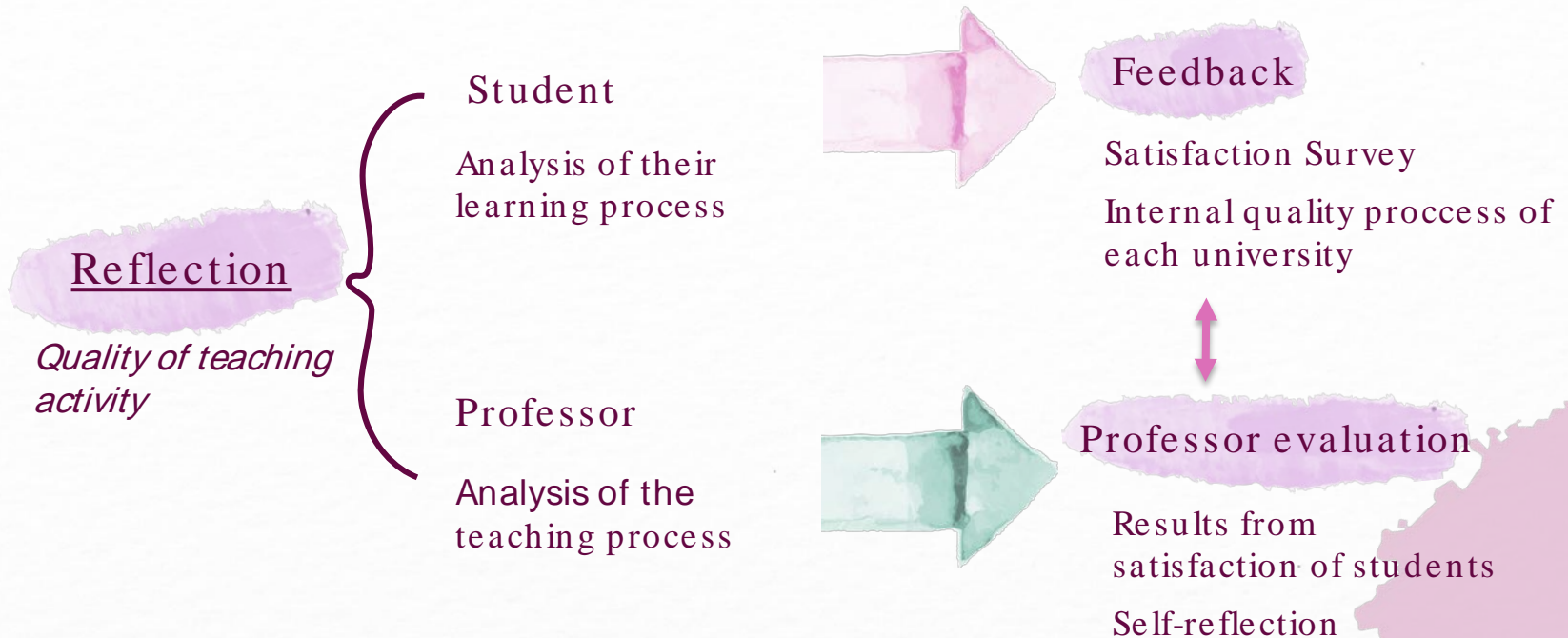


Exam / Test / Works



New ways for assessment?

The process of assessment: Check the Teaching



5

More than teaching: The road travelled

Innovation practices

Milestones achieved in research

Transfer and scientific dissemination





***“Our particular duty being to aid
those to whom we think we can be
most useful.”***

—Marie Curie (1867–1934)

Teaching Innovation Practices

Some ideas from the experience
Motivation and Self-Motivation
Active Participation

Teaching Innovation Practices

Gamification

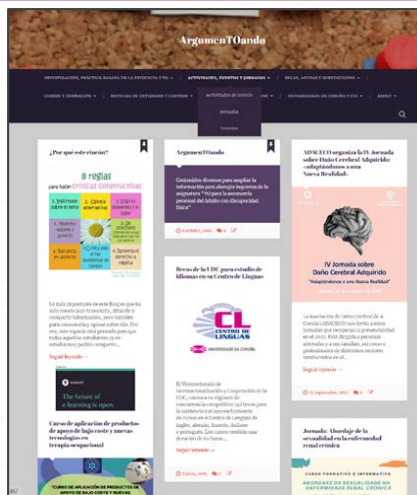
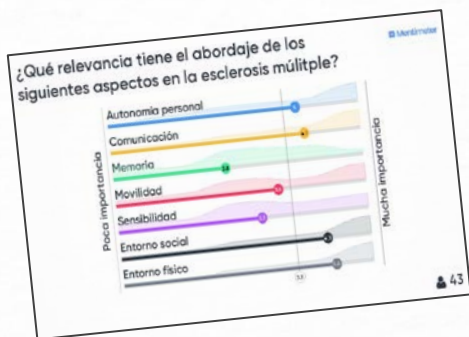
Documentation 3.0

Flipped Classroom

Answergarden
Mentimeter

Blog
Facebook Page

OT intervention in heart
failure situations



Teaching Innovation Practices

COIL

Collaborative Online
International Course
Masaryk University

Inclusive Lessons

Espazo Compartido
Program
*(students with intellectual
disabilities)*

Professor Training

Optimisation of teaching
processes
Self-motivation



COIL – SYLLABUS (ROADMAP)

University of A Coruña
Masaryk University



Cufie
Centro Universitario de Formación
e Innovación Educativa

Teaching Innovation Projects

Groups for Teaching Innovation (UDC)

Group: "Gamification and interactivity in classrooms"
(professors of OT)



StemBACH

Students of High School
Innovation with 3D printers for the production of support products for people with disabilities

Service-Learning

Students of Occupational Therapy
+
ENKI Project (Inclusive Sport)



External Projects

Collaboration with professors
University of Salamanca
Funded projects

Teaching Innovation Projects

Creativity, innovation
and performance
measurement in
assistive technologies

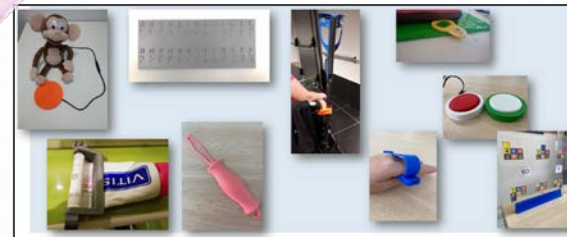
Outcome measure in
low-cost AT

Validation of outcome
measurement scales

Accessibility with
A Coruña City

Collaboration with NGOs

COGAMI
AGAELA



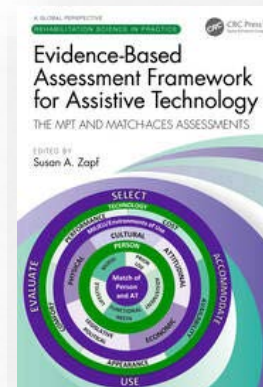
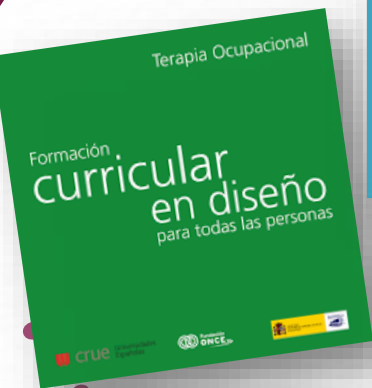
ENKI Project

Accessibility guide
to playgrounds in
A Coruña

Urbanismo comprométese a incluír xogos inclusivos nos
parques infantís



Creation of teaching materials

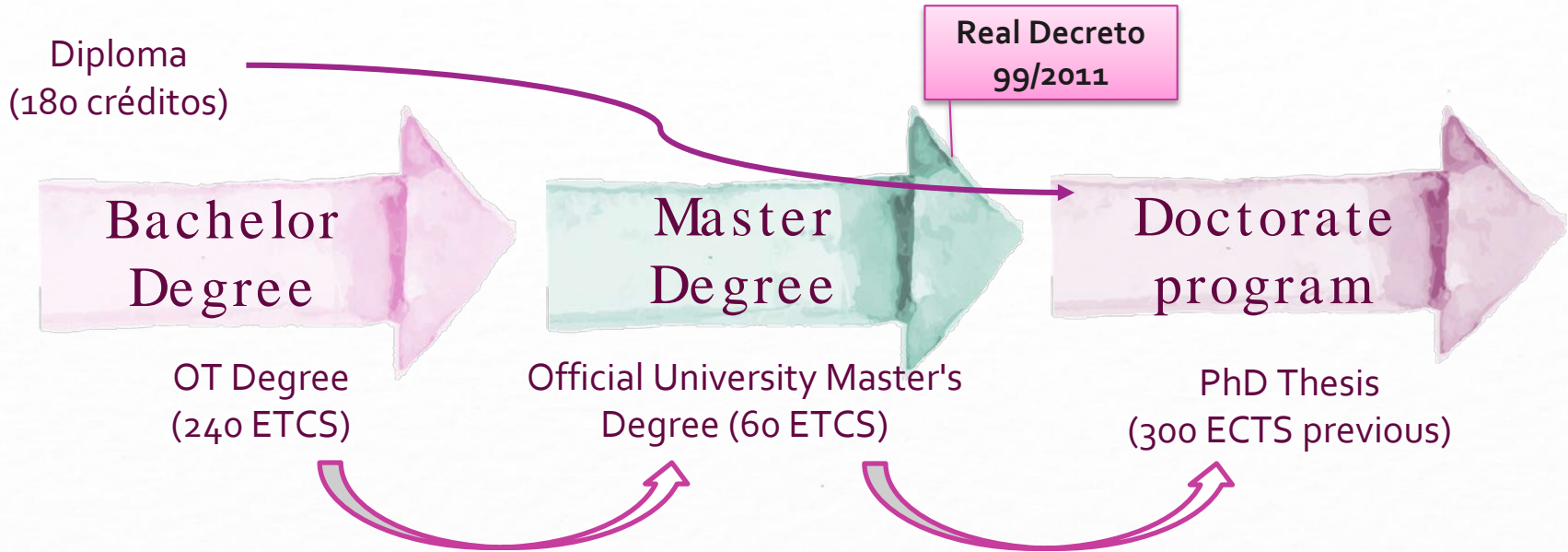


Books, Book chapters, Manuals

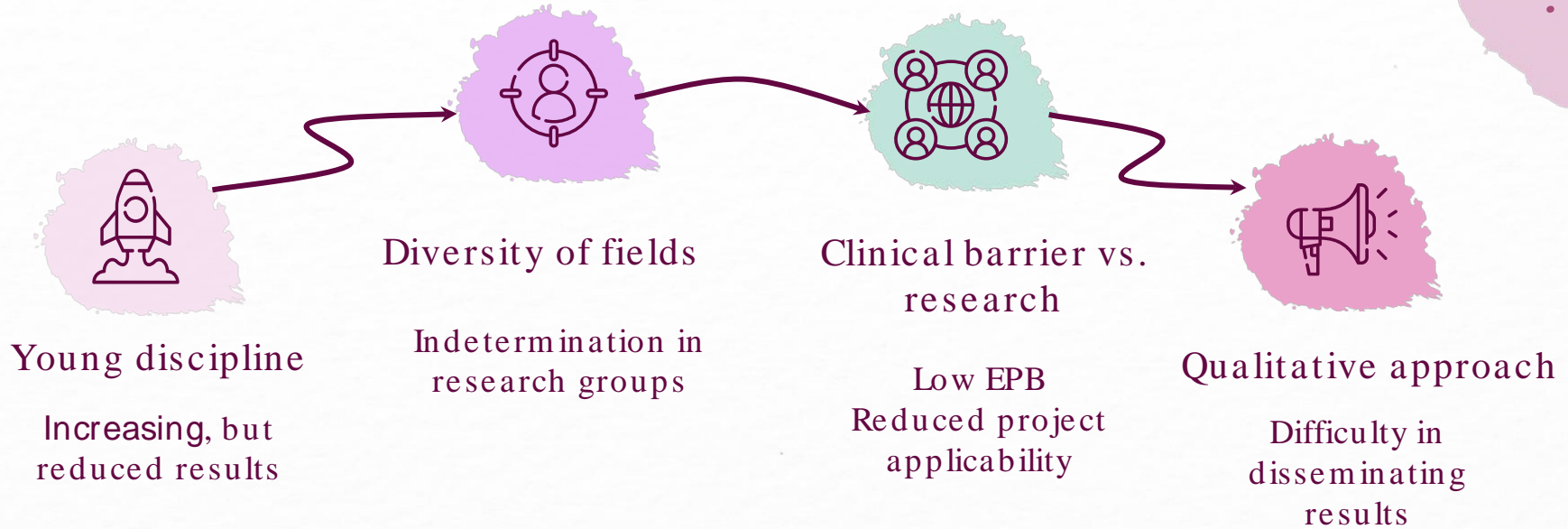
Milestones achieved in research

Present of OT in Research
Leading projects is possible

The Big Change in Spain



Present of OT in Research



Present of OT in Research

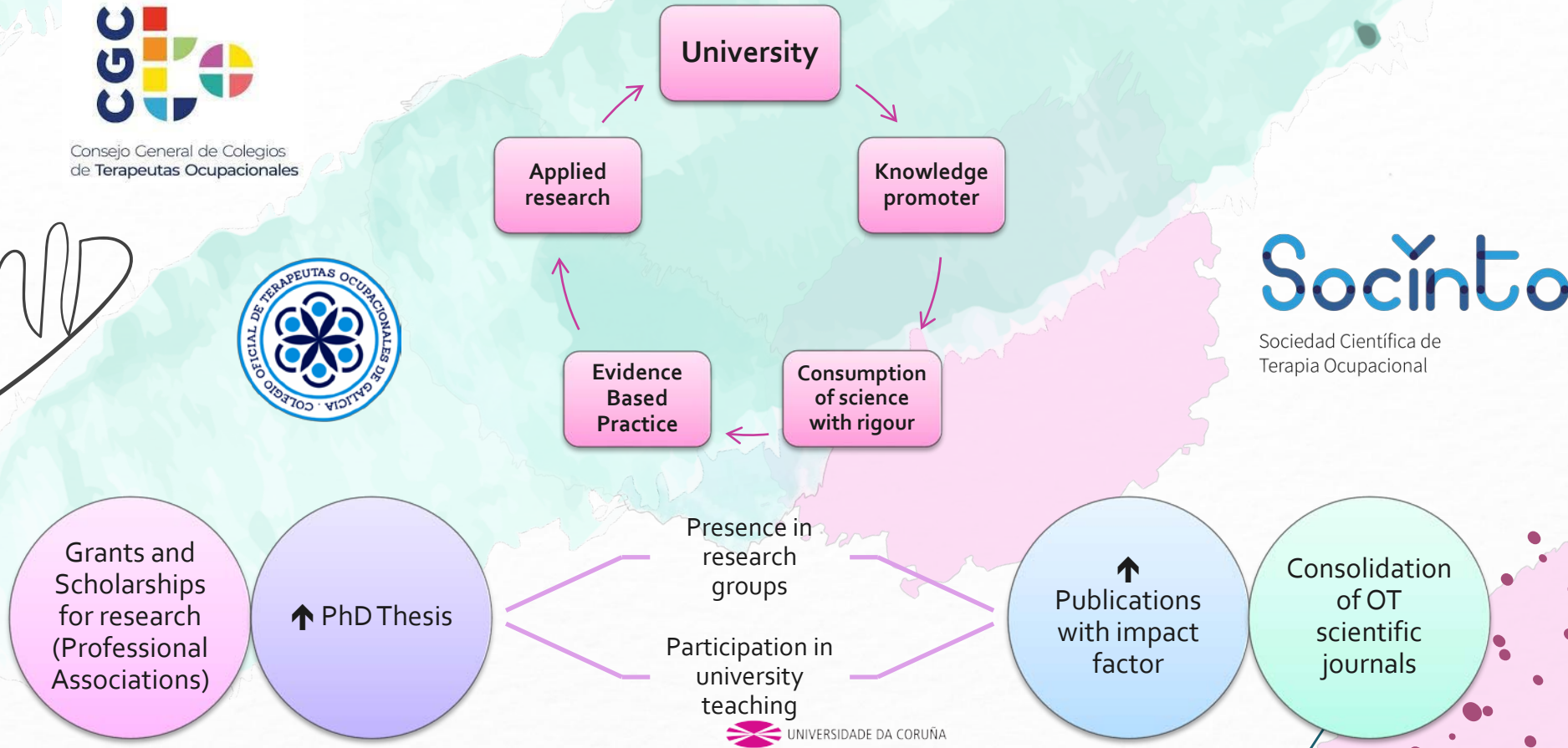


Consejo General de Colegios de Terapeutas Ocupacionales



Socinto

Sociedad Científica de Terapia Ocupacional



The importance of belonging to a research group

TALIONIS:
Technology applied to research on Occupation, Equality and Health



JAVIER PEREIRA LOUREIRO
Coordinador
Profesor titular



THAIS POUSADA GARCÍA
Profesora contratada
Doctora



BETANIA GROBA
GONZÁLEZ
Profesora ayudante
Doctora



LAURA NIETO RIVEIRO
Profesora ayudante
Doctora



NEREIDA CANOSA
DOMÍNGUEZ
Profesora colaboradora



CARMEN MIRANDA DURO
Profesora interina
Doctora



PATRICIA CONCHEIRO
MOSCOZO
Contratada predoctoral
por la Xunta de Galicia



JESSICA GARABAL
BARBEIRA
Profesora interina



MANUEL LAGOS
RODRÍGUEZ
Ingeniero Informático



NURIA GARCÍA GONZALO
Profesora asociada



LAURA RODRÍGUEZ GESTO
Contratada Programa
Investigo



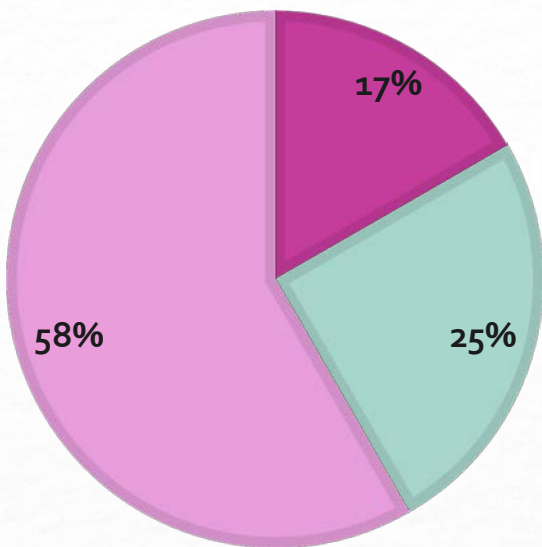
OTs leading research projects



OTs Leading Research Projects

Funding

■ International ■ National ■ Regional



Some Projects



TechQo4Carers



HERIT



MATCH



Talentos Inclusivos



ClepiTO



Cloud Patient



In - TIC



GeriaTIC



Dinamiza



Participa



Estimula



Nuevas tendencias de productos de apoyo

Transfer and Scientific Dissemination

Possibility to get a patents
Working with the community

Transfer and Dissemination

Scientific
dissemination

High
Schools

Productive
sector

Patents

Engage the
community

Talks, conferences,
workshops,
demonstrations...

Collaboration with
educational centers

STEMBach
Talentos Inclusivos
InspiraSTEM

Knowledge
transfer

Technical contracts
with social entities

Assistive technology
application

Patentable solutions
for health and
participation

Transfer and Dissemination

Patents

eOccupational-Balance

Occupational Balance evaluation system for people with Mental Health problems
In operation

Indicadores (2010-2022)



ClepiTO Occupations

Intelligent Registration of Occupations of Older People
In operation

WorkListMg

Application for managing the DICOM modality of work lists in a real environment

DiSer-Exchange

DICOM server to exchange medical data between different hospitals

ARDEC-INTIC

Application for the registration of knowledge of the In-TIC project

Transfer and Dissemination



University's Partners

U. Vigo, U. Santiago, U. Salamanca,
U. Complutense (Multidisciplinary fields)



Professional and student conferences

OT, Physiotherapy, Social Work



NGOs

FEDER, FUNDAME, ASEM, Asociación
Rett



Transfer and Dissemination

Cooperation Projects

- Education for Development, Awareness and Social Participation



Divulagation Activities



Summer Courses

Scientific Dissemination (UDC)

Visit the Campus (UDC)

Coffee with youth (Pontearas)

MOOC (UDC – MIRIADAX)



Prof. Dra.
THAIS POUSADA
 "Entendiendo la Estadística:
 Aplicación a Terapia Ocupacional"
 Jueves 16 abril - 18.30 h
 Ponencia en directo. Inscripción gratuita.
 COTOGA O teca



Working with the community

Sharing the knowledge:
Courses, webinars and talks

Councils, NGOs, OT professional associations,
Health System



¿Cómo me pueden ayudar en el día a día los productos de apoyo? Pacientes con DMD/DMB

Dr. Thais Pousada, Profesora Contratada Doctores
 Universidade da Coruña
 Facultade Ciencias da Saúde - Grupo de Investigación TALONIS



Working with the community inside the University

Espazo Compartido Program (UDC)
OT as a coordinator specific course for people with
intellectual disabilities



UDC - CITIC

Other Research Groups:

- NeuroCOM
- RNASA-IMEDIR

National

- U. Alcalá (GRAM)
- U. Sevilla (TAIS)
- U. Salamanca (INICO)
- U. Oviedo (F. Padre Ossó)

**Work
networks and
collaborations**

International

- GATE – WHO
- ISWP
- Politenico Leiria (Portugal)
- Curtin University (Australia)
- St. Radboud (Netherlands)

Social Entities (NGOs)

- FEDER, ASEM, COCEMFE,
- ONCE, Artefactos,
- COGAMI, ASPACE,
- AGAELA, ENKI

Grants for funding
projects



6

**Far away:
More Reflection**

The student must be at the centre of learning

But...What is the most important thing for the University?

Is knowledge accumulation important?

Or...is it more about knowing the ways of getting to and digesting knowledge?



Some points to reflection

How do my students learn?

How can I innovate?

There are hundreds of resources for innovation

But how long does it take to implement a good innovation?

The student must be at the centre of learning

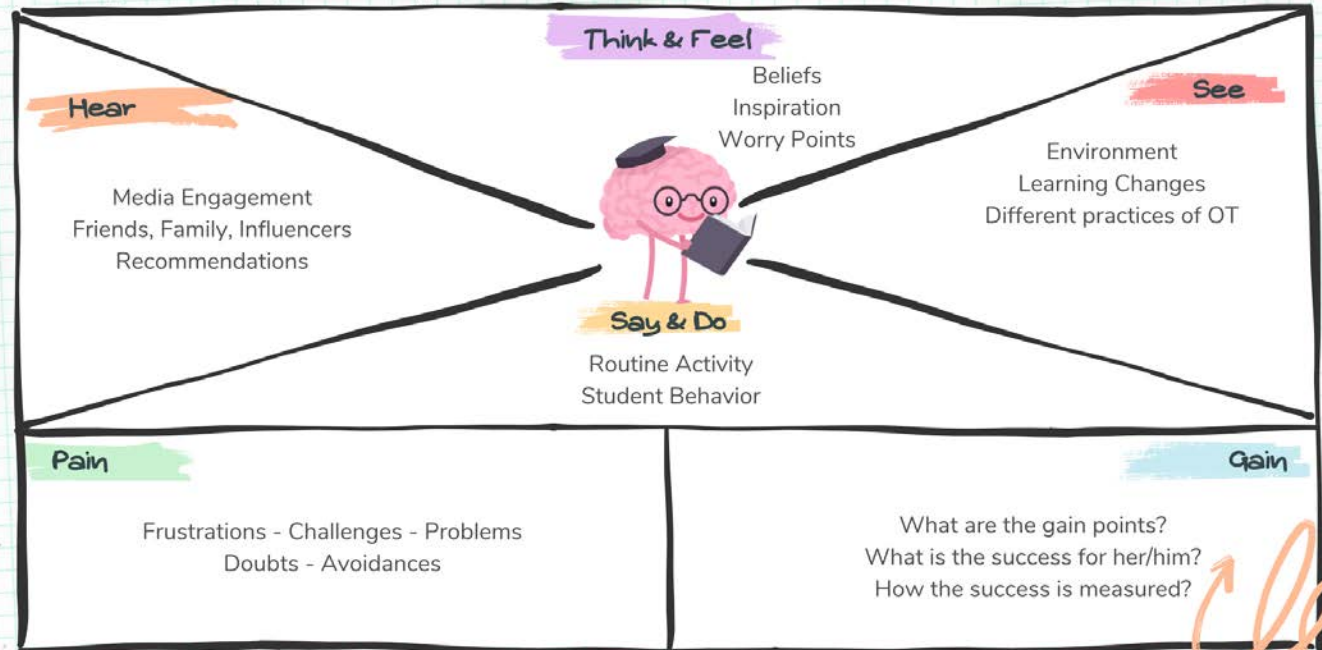
But... What is the most important thing for the University?

Demands of the professor

Threats

Weaknesses

Empathy Map to Understand the Students



More than
Knowledge



21st century
skills
(UNESCO)

Key Subjects 3R & 21th Century Themes

Life &
Career
Skills

Information
Media &
Technology
Skills

Learning Skills (4Cs)

Critical
Thinking

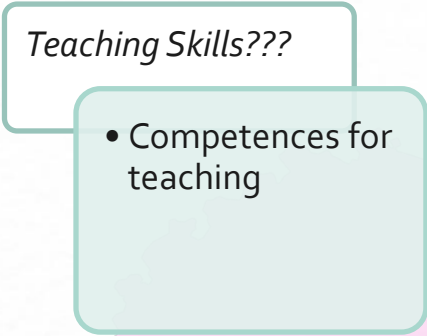
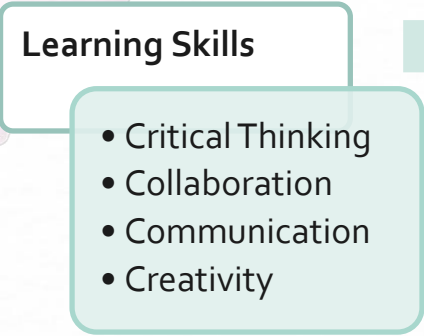
Communication

Collaboration

Creativity

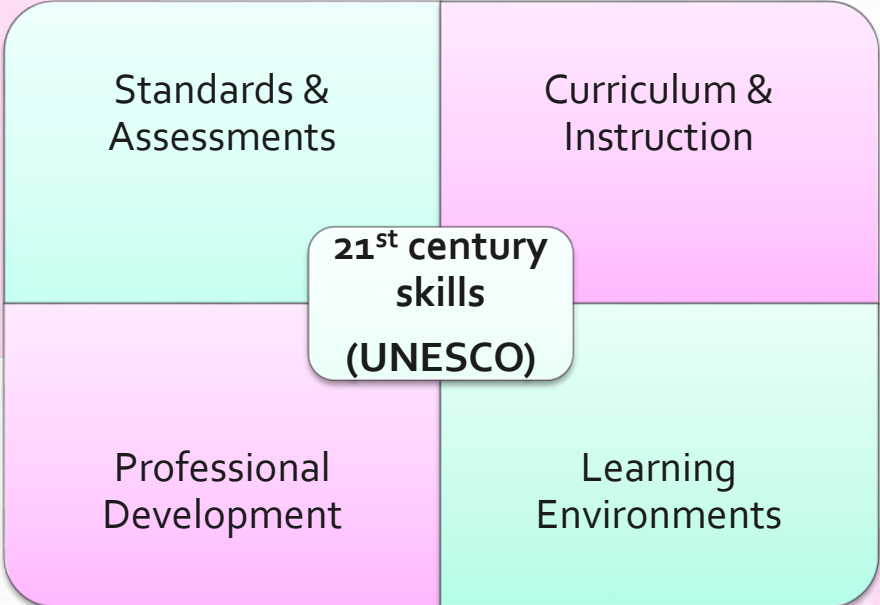
**Is knowledge
accumulation important?**

Or... is it more about
knowing the ways of getting
to and digesting knowledge?



Is knowledge accumulation important?

Or... is it more about knowing the ways of getting to and digesting knowledge?



A Framework for Innovation

How do my students learn?

How can I innovate?

Where / When Students Learn?

- Physical & Virtual Environments
- Formal & Informal Environments
- Innovative Uses of Information & Communications Technology (ICT)

How Teachers Learn / Teach?

- Professional Practice & Standards
- Peer Coaching & Mentoring
- Professional Development
- Innovative Uses of ICT



What / How Students Learn?

- 21st Century Standards
- Curriculum & Learning Paradigm
- Assessment
- Innovative Uses of ICT

Develop, Sustain & Scale School Improvements

- Innovation Culture
- Leadership Development
- Learning Community
- Innovative Uses of ICT

Source: Adapted from UNESCO's Framework.
The Mahatma Gandhi Institute of Education for Peace and Sustainable Development (MGIEP)



Keep Calm...
Enjoy the process

Creating Opportunities for Learning
and for Teaching

Self- Assessment

Weaknesses

- Work overload
- Self-demanding
- Comfort zone

Strengths

- Experience
- Motivation
- Achievements

Opportunities

- Networks (social and academic)
- Changes in the education system
- Funding options

Threats

- Requirements of the university
- Competitiveness
- The eternal pending tasks

**There are hundreds of
resources for innovation**

But how long does it take to
implement a good
innovation?

6

Far away: Challenges & Opportunities

Distinctive element

Occupation for health,
well-being and
participation

Taking advantage of
opportunities

Tuning Calohee
Research grants and
fellowships
2030 Agenda: SDG
Global international situation

The inspiring Future

University career
pathway

Collaboration

Teaching + Research + Management

Clinical Practice ↔ Education ↔ Research

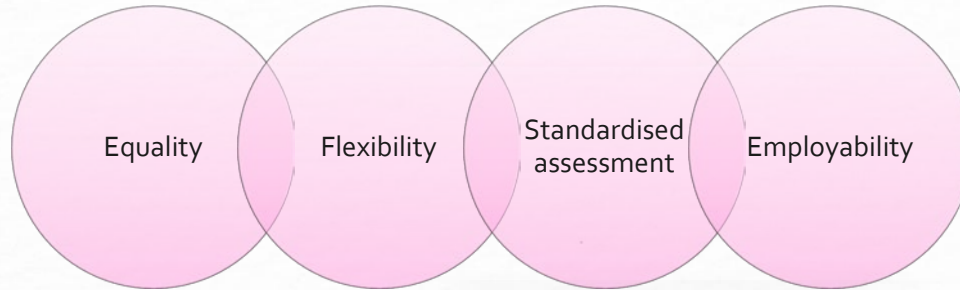
Challenges for quality: Beyond Formal Education



Micro-credentials

Certification

Lifelong learning



Opportunities for quality in higher education

Micro-credentials

Lifelong learning
Quality certification
Job opportunities

Sustainable Development Goals

Social engagement
Collaborative action
Sustainable and innovative solutions

Flexibility

Micro degrees
Combined Degrees
Open degrees

E-learning and distance learning

Learning environment
Effective management of technological tools

Social Dimension

Equality

Inclusion

NGO Cooperation

Teaching
commitment

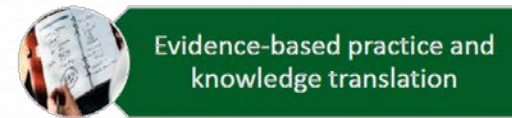
Active Role

Research in Occupational Therapy

Permanent Challenge

Challenges for Research

International Research Priorities (2016)



Research that explores the education of occupational therapy practitioners, the development of competencies, continued learning; as well as interdisciplinary initiatives, ethics, critical reflection, licensing and regulatory issues facing the professional community.

Source: World Federation Occupational Therapist. International Research Priorities (2016)

Opportunities for Research



Research Proposals

Identified needs and priorities



University career pathway

Attractive and quality titles
Increased opportunities



Commitment to discipline

Global changes and emergencies



Methodological rigour

Qualitative and quantitative
Occupational focus



Effectiveness of OT

Impact of interventions on health and wellbeing



Evidence-Based Practice

Best Interventions (EBP)
→ Best Results

Beyond teaching, involvement and commitment from innovation

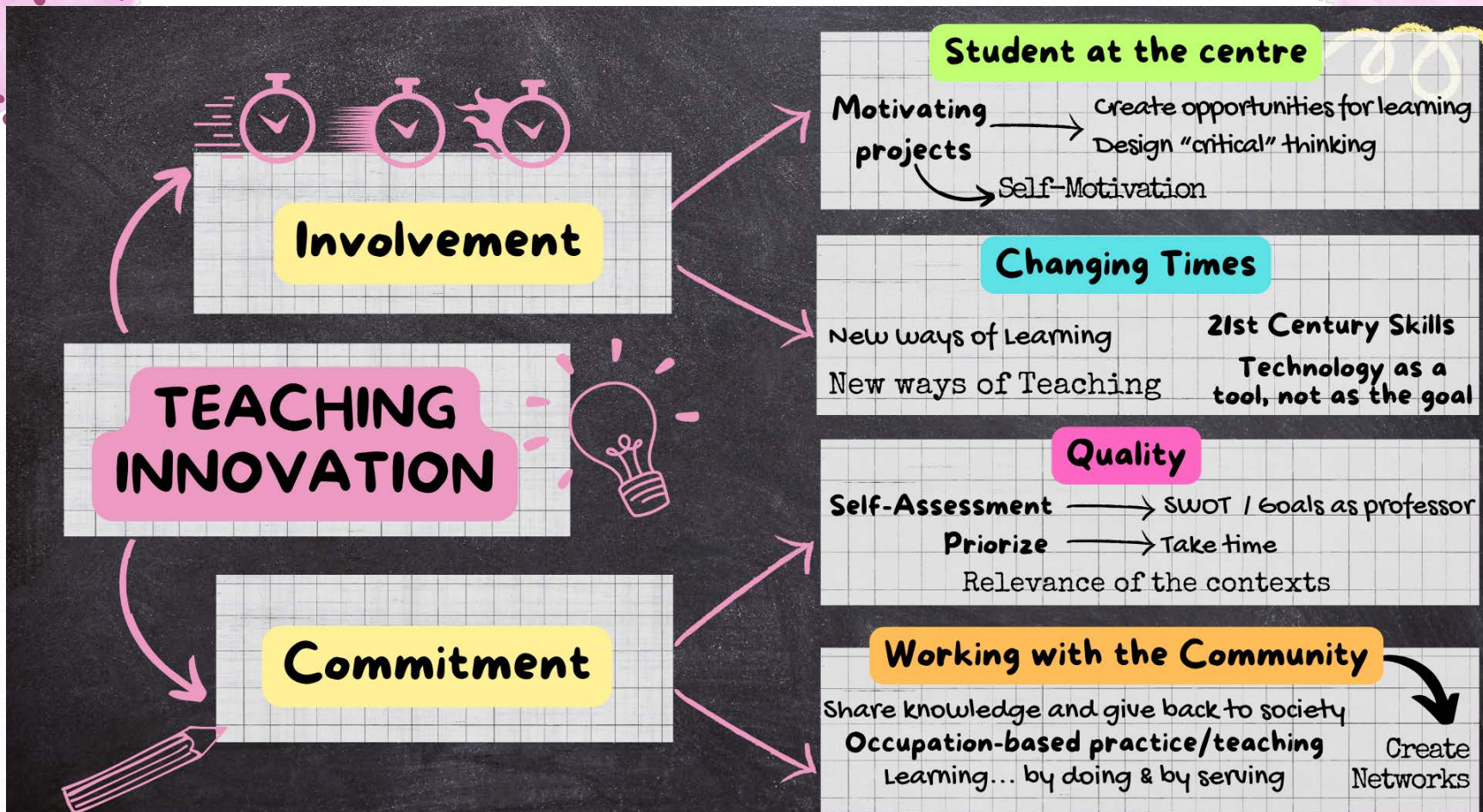
Take-Home(University) Messages



***“The only true wisdom is in
knowing you know nothing”***

—Sócrates (470-399 a.C.)

Take-Home/University Messages



Beyond teaching, *involvement* and *commitment* from innovation



ENOTHE
European Network
of Occupational Therapy
in Higher Education



27th ENOTHE Annual Meeting
26-28 October 2023

Oviedo, Spain
Facultad Padre Ossó
(centro adscrito a la Universidad de Oviedo)

Thais Pousada García

tpousada@udc.es



citic



UNIVERSIDADE DA CORUÑA