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DESIGN OF A PROPOSAL FOR A DIDACTIC UNIT ON THE LABOUR MARKET BASED ON THE ABP METHODOLOGY FOR THE 1ST YEAR OF BACCALAUREATE

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Abstract. *This paper deals with the development and implementation of a didactic proposal, more specifically, a didactic unit for the optional subject: 'Economics', corresponding to the first year of baccalaureate of the modality of Humanities and Social Sciences. First, the concept of didactic unit and the importance of Economics and Business as a subject to learn were explained. After stating the main objective, the methodology is presented. Furthermore, the development of the didactic unit is shown. Next, the implementation of the unit and its piloting is done highlighting the results regarding the effectiveness and adequacy of the didactic proposal as well as the validity and sufficiency of the learning process of the students. In part, exposing the implications of the analysis of such implementation, adaptations, and adaptations. Finally, conclusions are presented.*

Keywords: *didactic unit, PBL methodology, labour market, teaching economics and business, evaluation criteria.*

JEL CLASSIFICATION: A22, J24, I21

1. INTRODUCTION

The main goal of this paper is to design and development of a didactic unit, with which students can learn and understand the functioning of the labour market, get to consider its effects on the real and individual economy and develop the ability to analyse the agents involved in decisions; analysing trends, types of unemployment, effects and corrective measures in the market, as well as the wage gap and disconnection between the training and qualifications of job seekers, and the profiles that companies are looking to hire.

The main purpose of this work is to elaborate a didactic proposal according to the objectives, basic knowledge, evaluation criteria and competences established in the Royal Decree. In addition, it conducts an adaptation of the didactic unit to the context of the students who study the subject in the Centres of the Autonomous Community of Cantabria, attending, therefore, to the Order and needs and characteristics of the students.

In addition, this proposal aims to bring students closer to an adequate and correct conception of the labour market and meets the need to provide tools with

which they can understand the role of the labour market in our economy; and they can know, analyse and interpret, critically, through employment indicators, the information, the situation and the instruments of economic policy regarding the labour market. Considering the labour market and its uncertainty, developing students' knowledge of the local labour market can positively influence their future decisions, their vision, and even their employability.

The paper follows an appropriate sequence including exposition, development and understanding of the proposed didactic unit. First, in the theoretical framework an overview of the economic position of Spain, the importance of education and the situation of education at the European level is given. Secondly, in the section of methodology the didactic unit proposal is contextualized and the teaching methods to be conducted are detailed. Then, in the section presentation of the didactic proposal the didactic unit is explained in detail. Finally, in the last two sections of piloting, the results of the implementation of the didactic unit are shown, and in conclusions main conclusions are offered. In addition, following the bibliographical references, there is a section with the necessary annexes and documents to which the document makes additional reference.

2. Development of the didactic proposal

2.1. Didactic justification of the proposal

It is essential to adapt the way of teaching-learning and evaluating, incorporating new materials, procedures, abilities, skills, and competencies in the teaching-learning processes, to respond to the educational needs and demands of the new generations of students of the 21st century. Along with this, facilitating the interaction and participation in class of these new generations of students is also a challenge for the teacher, since this interaction and participation affects and is affected by the dynamics of the classroom, and consequently, the teaching-learning process.

Teachers, therefore, are responsible for this transformation and are the precursors of change. It is a change synonymous with improvement. An educational change that involves combining ICT with innovative and active methodologies, with a teaching objective of competence development, where students are precursors and sufficient in their learning. Instructing the student, a new and better way of learning, proposing that they build, share, and collaborate in their own knowledge (Alvarez, 2018).

To actively contribute to this necessary change and considering the objectives to be achieved with this unit, it has been decided to conduct and apply the project-based learning methodology, commonly called, PBL, as a methodology of active character and focused on student learning. This methodology arises in the School of Medicine at McMaster University, Canada, in the late sixties, under the

proposal of a problem like a real problem resulting from professional practice, under which the students must find a solution and answer in a process of research and active learning (Ceada et al., 2019).

This original idea of the ABP methodology has been adapted, due to its suitability, to the educational and pedagogical reality. In the pedagogical context, PBL is an active methodology in which students learn, acquire knowledge, and develop their competences through the elaboration of a project that gives an answer, concludes, and provides a solution to a real-life problem.

This didactic unit has been designed for the second evaluation of the 2022-2023 school year, which is divided into three evaluations or three trimesters from September 9, 2022 to June 26, 2023. This didactic unit will be structured and organized in seven sessions. These sessions are adapted to the duration of each of the teaching sessions in the school to which it is destined and corresponds to the duration of the sessions in the baccalaureate according to the regulations. The practical proposals and the design of the didactic unit was done taking into account the real environment and the literature (Vaquero, 2015; Sande, 2021; Espino, 2022).

2.2. Description of the sessions

A total of seven training sessions have been created to teach the Didactic Unit: The Labor Market in Spain. Each of them is described in detail below.

SESSION 1: Introduction to the concept of the labour market, its model, and agents.

For this first session it is understood that the academic course follows its planned continuity. In this case, the teacher, through the expository method, introduces the concept of the labour market, its model and agents, their relationship, processes, and indicators. In addition, to bring the students closer to the representation, they are shown a didactic presentation on the Cantabrian labour market and its evolution. This will serve as additional and complementary material for the development of the didactic unit, bringing the students closer to the acquisition of significant learning.

To close this first process, a questionnaire will be conducted through Kahoot, as an initial evaluation, to obtain detailed information about the students' knowledge, and thus, check the educational needs of the students for the next process. It will include multiple-choice questions from the didactic unit just started as well as from previous ones.

For this purpose, the following specific objectives of the session are proposed. On the one hand, the aim is to get students to recognize and understand the functioning of the market, analysing its failures, to study the repercussions of these in the immediate environment and facilitate decision making in the economic sphere. Also, to analyse the economic problems of the current Spanish labour market and its evolution. On the other hand, the aim is to facilitate the understanding of these problems and to propose innovative and sustainable solutions that respond to both individual and collective needs.

The materials and facilities needed to conduct session one is the classroom, the PowerPoint presentation, a computer and projector for the teacher and individual computing devices for the students (cell phones, computers or tablets), internet connection and the Kahoot! application.

SESSION 2: Approach to the functioning of the Spanish labour market and its real situation.

In this session the students will be introduced to the working method to be used, i.e., Project Based Learning. Then, they will have to divide into five working groups to start the activity.

Afterwards, a demonstration will be given on how the databases to be used work and the students will familiarize themselves with the web pages and the statistical indexes. Each group will focus on the economic indices and the market of a different autonomous community, attending to the following indicators: the active population, the employed population and the unemployed population by age group, gender, and educational level.

For this session, the specific objectives will be the following:

- To analyse the labour market and the problem of unemployment.
- To learn basic concepts related to the labour market.
- To introduce students to the aspects of employment.
- To understand the causes of unemployment.
- To learn how to measure unemployment, analyse its indicators satisfactorily and understand its evolution.
- To correctly interpret different graphs associated with magnitudes and indicators related to the labour market.

Work will be done in the classroom with materials such as computers and internet connection, different digital applications, and specific links to the following official web sites:

- Ministry of Labour and Social Economy https://www.mites.gob.es/es/sec_trabajo/analisis-mercado-trabajo/index.htm
- INE <https://www.ine.es/jaxiT3/Tabla.htm?t=4247>
- Fundación de Estudios de Economía Aplicada <https://fedea.net/>
- Fundación BBVA <https://www.fbbva.es/buscador/>
- Fundación Adecco <https://fundacionadecco.org/>

SESSION 3: Research and Data Interpretation

During the third session, the groups of students will begin the research phase. To make the activity easier to conduct, each group will be given a table that they will have to fill in by searching for data among the different web pages. In this way,

they will have a work guide and the progress of each student and group can be monitored.

There are two specific objectives for this session. On the one hand, the aim is to develop a critical spirit with respect to the Spanish labour market and to bring students closer to everyday aspects of the labour market. On the other hand, the acquired knowledge will be reviewed and will be used to focus the realization of the research. Finally, the aim is to gain an in-depth knowledge of the evolution of the relationship between women and men in the labour market to make a diagnosis, anticipate trends and formulate proposals that will contribute to progress towards equality.

To achieve this, both the classroom and the computers, Internet connection and digital applications are needed. Also, links to official web sites and videos are provided:

- Ministry of Labour and Social Economy https://www.mites.gob.es/es/sec_trabajo/analisis-mercado-trabajo/index.htm
- INE <https://www.ine.es/jaxiT3/Tabla.htm?t=4247>
- Fundación de Estudios de Economía Aplicada <https://fedea.net/>
- Fundación BBVA <https://www.fbbva.es/buscador/>
- Fundación Adecco <https://fundacionadecco.org/>

SESSION 4: Sharing of indicators, comparison, contrast, findings, digressions and sharing of ideas.

The students will mix in groups of experts, that is, a member of each autonomous community will form each group, and they will explain to each other the research conducted on the indexes and reports in order to make comparisons and reach conclusions.

For this session, the specific objectives will be the following:

- To develop a critical spirit with respect to the Spanish labour market.
- To know and compare the different labour situations of our country, of the autonomous community, of the provinces, analysing the effects of a globalized state market.
- To make informed individual opinions about the different labour problems that we can find in the Autonomous Community.

The materials and infrastructure needed for this session will be, for this session, the classroom, computers, internet connection and digital applications. Also, links to official websites and videos are offered:

- Ministry of Labour and Social Economy https://www.mites.gob.es/es/sec_trabajo/analisis-mercado-trabajo/index.htm
- INE <https://www.ine.es/jaxiT3/Tabla.htm?t=4247>

- Fundación de Estudios de Economía Aplicada <https://fedea.net/>
- Fundación BBVA <https://www.fbbva.es/buscador/>
- Fundación Adecco <https://fundacionadecco.org/>

SESSION 5: Elaboration of group presentation on the labour market in the Autonomous Community and results of the labour market survey.

The sixth session will be intended for each group to share the results of the survey and create a presentation, based on the previous research on the labour market in each autonomous community, in free format under a list of applications that we will deliver, among them, Canva and Genially.

For this session, the specific objectives will be the following:

- Plan and conduct a project and presentation with a previously established purpose, using the knowledge of the labour market learned in the subject.
- To participate and collaborate in group activities adopting a responsible, constructive, and supportive behaviour, respecting the basic principles of democratic functioning.
- Use information and communication technologies as a tool to create a presentation being aware of their contribution to the subject and the subject matter being addressed.
- Know the general ideas or important specific data to be included to transmit the purpose, ideas, development, and conclusions of the research.
- Express the ideas and describe the research about the labour market with graphs, outline, and diagrams.
- Draw conclusions from statistical data obtained from random sample surveys of the surrounding population.
- Develop a critical spirit and personal criteria that will allow them to identify and analyse current labour problems at all levels.

For this we will need, as before, the classroom, personal computers, and internet connection. The programs, digital applications, and web pages. And the academic material to support group work.

SESSION 6: Group and oral presentation of the research project on the labour market in the Autonomous Community and the results of the labour market survey.

The session will be entirely dedicated to students presenting their work to their classmates in an expository way. The last 15 minutes will be destined to solve doubts about the concepts that have not been clear in view of the exam.

For which the following specific objectives have been proposed:

- To present the information regarding the research and the results orally.
- To be able to provide the key ideas and transcendental information of the research conducted without causing doubts in the listener and ensuring the understanding of what has been exposed.
- Present the information extracted from the research in an organized and clear manner.
- Propose a presentation with a logical or defined sequence, coherent and complete.
- Present information regarding the complete research and its relation to the presentation.
- Maintain an adequate oral discourse, with formal language during the presentation, clear, concise, and simple language.
- Capture the attention of the class and listening students during the presentation.
- Use and take advantage of technological and audiovisual resources to support their oral presentation.

The necessary material will be the classroom projector, the teacher's computer, and the slide controller. The facilities will be those of the educational centre and the working classroom.

SESSION 7: Final evaluation test and closing of the didactic unit.

Final evaluation: This session will be destined to the realization of an evaluative test. This will consist of a number of ten multiple-choice questions and will have 20 minutes to solve them.

The objectives for this session will be the following:

- To check the learning about the functioning of the labour market.
- Ability to draw conclusions from the study conducted and to interpret in an organized manner the exercises performed.
- Manage and control the learning of the unit in the subject.
- To know the evolution of each student to, if necessary, adopt reinforcement or compensation measures and with this, guarantee that the educational objectives defined for their level are reached.

The usual working classroom and the exam in printed format will be needed. Also, the projector and the teacher's computer.

3. Discussion and Conclusions

The main premise at the beginning of this work and the goal of the didactic proposal to be conducted, is the meaningful, functional, and interesting learning for students in the subject of Economics. Secondly, to work on the enterprising spirit, the attitudes of creativity, flexibility, initiative, teamwork, self-confidence, and critical sense.

With this idea as a starting point, the way to get students to achieve the goal established as a premise is explored in greater depth. First, it is considered that the

first thing to do is to observe and analyse the students, their characteristics, needs, abilities and relationships. With this, it is proposed to establish a true picture of their personalities and abilities. In addition, it is intended to determine the individual and group character in the learning process. All the above, therefore, implies a process of experience of the reality of the group-class.

Once the observation and experience process are concluded, the curriculum, the PEC and the annual programming of the subject are used and the development of the didactic unit of this work is committed to respect and address them. In this way, the objectives of the stage, the specific competences, the evaluation criteria, and the basic knowledge of the subject of Economics are obtained.

Thus, considering the Economics curriculum, the basic knowledge that determines the didactic proposal is selected. They are decided considering previous knowledge. For this decision, the importance of labour economics is also considered together with the relevance of unemployment and labour market mechanisms in the reality of young Spaniards today, in addition to the change and evolution of the labour market in the context of globalization, technological change and digitalization, due to the flexibilization and specialization of jobs in new technologies, as well as the relevance of this knowledge for employability training.

Once the basic knowledge has been selected, the specific competences linked to this basic knowledge and the evaluation criteria that estimate the acquisition and performance of the students in the learning situations to which the specific competences of the subject of Economics refer are also determined. When the main objectives of our didactic unit have been established and the basic knowledge, specific competences and evaluation criteria have been selected from the curriculum. We must design the learning situations and decide on the methodology that supports these learning situations, which favor and contribute to our initial goal, meaningful, functional, and interesting learning for the students. Respecting our second objective, the enterprising spirit, and the attitudes of creativity, flexibility, initiative, teamwork, self-confidence, and critical sense.

Thus, thinking about the class group, the objectives and starting premises, it was decided to conduct, among others, a PBL methodology. This methodology will focus the main learning situation. Subsequently, the didactic unit will be structured by sessions, it will be detailed temporally, and the development of each session will be presented, distinguishing an approach, development, and evaluation of the same. Together with the approach of the sessions, the activities, resources, and evaluation of the unit will be designed and specified.

It is considered that the didactic proposal fits perfectly with the general objectives of the final project. As far as this is concerned, it is understood that the work has been conducted satisfactorily and the proposal has been conducted successfully. Other aspects that ratify this are the adequacy of the contents and activities of the unit with the evaluation criteria and AR related to it. In addition,

the activities are also in line both with the objectives of the training cycle and with the objectives that were established in the approach of the didactic unit.

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