

The acquisition of transversal competencies through a Youtube channel

Loreto Carmen Mate Satué¹, María Teresa Alonso Pérez¹, Pedro Bueso Guillén²,
María Gállego Lanau², Esther Hernández Sanz², Alberto Lafuente Torralba³, Elisa
Moreu Carbonell⁴, Rita Largo Gil²

¹Department of Private Law, University of Zaragoza, Spain, ²Department of Business Law, University of Zaragoza, Spain, ³Department of Procedural Law, University of Zaragoza, Spain, ⁴Department Administrative Law, University of Zaragoza, Spain.

Abstract

This paper aims to expose the results of the multidisciplinary teaching innovation project approved and developed at the University of Zaragoza during the academic year 2018-2019 by professors of different knowledge areas, in particular, administrative law, civil law, commercial law and procedural law.

The (main) objective of the Project is that the students in Law Degree and in the Degree in Law and Company Administration and Direction who are in the involved subjects acquire, in an autonomous way, knowledge on the consumer law. Also, they should be able to divulge basic ideas in consumer law, through the creation of a video which will be uploaded in a YouTube channel created for that purpose

In this way, the Project intends that students can acquire basic and specific competencies described in the study program, as they can be: interpretation of legal texts from a interdisciplinary perspective, the use of ICTs as tools of work and information and, also, the acquisition of skills to transmit information to a public which can be specialized or non- specialized.

Keywords: *Innovative materials and new tools for teaching; teaching and learning experiences; educational technology.*

1. Introduction

This work aims to transmit the results after the development of a Project of Educational Innovation implemented in different subjects of Law Degree and Degree of Law and Companies Administration and Direction at the University of Zaragoza during academic year 2018-2019. This project (PIIDUZ_18_29) was approved by resolution of the Vice-rector for academic policy.

The preparation of this project of educational innovation arises from the search by professors of different areas of knowledge of a mechanism that, within the teaching of their education, allows them to deepen in a branch of the law as is the «consumer law», characterized by its multidisciplinary. The search for a mechanism to implement the study of the «consumer law», in the syllabus, arises after the abolition of an elective subject called «consumer law» after the implantation of the Bologna Plan, which allowed the students of last courses, the learning of this subject from a multidisciplinary perspective.

It has been considered that the development of a project of educational innovation consisting in the creation by the students of videos tutorials in which they explain basic concepts of «consumer law» and, their subsequent diffusion in a channel of Youtube created for the purpose, allows students to acquire several basic and specific skills of the qualifications involved in the Project.

The configuration of the project around the broadcasting of videos in a YouTube channel arises from the finding that the students usually go to the Internet and/or to videos of YouTube to solve their concerns and academic doubts.

It has been found that there are few videos for the resolution of legal questions or the explanation of basic legal concepts and those on the platform, usually present three drawbacks mainly: the first is that many of them are not refer to the Spanish legal system; the second, is that there is no continuity in related videos on a one subject and, the third is that sometimes the author of the video uses it with the objective of capturing clients for his lawyer's office and not so much for expose clear concepts.

Therefore, it has been considered advisable that students in law of different subjects and courses intervene in the preparation of informative videos all of them related to the same thematic, the «consumer law», and that they are directed to an audience.

In this way the students will accomplish an autonomous learning about the concept that has been assigned to them and also on the topics worked by the rest of their companions when they visualize these videos through the Youtube channel.

2. Development of the Teaching Innovation Project: the creation of a Youtube Channel

2.1. A multidisciplinary project on consumer rights

The reason why it was decided to develop a project of teaching innovation in this matter lies in the appreciation by different professors that there is a branch of the law, which is the «consumer law», that is not currently addressed in the syllabus. Training in this field requires the intervention of different areas of knowledge and the labour market is demanding professionals with training in this field.

The development of the project involved professors from the areas of knowledge of Administrative Law, Civil Law, commercial law and procedural law and, students of courses between second and fourth year of the degree in law and of the double degree of administration and direction of companies and law.

2.2. How has the teaching innovation project been developed?

- 1) *Coordination meetings between the teachers in the Project of Teaching Innovation:* during the development of the project of teaching innovation, different meetings have been accomplished among the members of the project, to address organizational questions as the concepts that were to be treated to avoid duplication, the duration and contents of the videos, number of students per group, incentives for participation, calendars for the deliveries of videos etc.

The development of the project during an academic course causes the development of the videos to take place during the first and second semester, so that after the end of the first semester, there was a meeting between the members of the project, for the purposes of that the teachers who had already developed the project in their group exposed their impressions and difficulties, in order to make improvements during the second semester.

In parallel, the channel was created on the Youtube platform to be able to broadcast the videos.

- 2) *Meeting with students interested in developing a Teaching Innovation Project.* At the beginning of both semesters, when the professors had commented on the project of teaching innovation in their different subjects and the students had shown their interest in participating in it, a joint meeting was held with all students. These meetings were intended to explain the content and motivation of the Teaching Innovation Project. Also that the students of the different groups knew each other and became aware that it is a multidisciplinary project, in which they will deal with topics of a branch of the law but from different perspectives and

finally, to explain to them that the development of the project of innovation could affect image and intellectual property rights and third parties, which should be guaranteed.

- 3) *Meetings of the teacher in charge of each group with the students.* Subsequently, the students of each subject met with the teacher responsible of the same to determine the concept on which they were going to carry out their work, they were provided with a basic bibliography for the study of the topic and a calendar of Work.

Prior to the recording of the video, students were to give the teacher responsible for the subject a script on the content of the video for review and, in the case, verify that intellectual property rights were respected and image.

- 4) *Video delivery, review, layout and publication on the platform:* Finally, each of the working groups sent to their respective teachers the videos for review and evaluation, and these were sent to the project coordination.

In some cases, the intervention of the audiovisual service of the university itself was valued – having a part of the project, which could be used in this concept-to improve the layout and to equip all the videos with a certain uniformity.

Finally, a schedule of publication of the videos has been established so, with a weekly periodicity, they are published in the channel. In this way, students check each week the channel to see the corresponding video.

At the time of submission of this paper the Project is in this last phase. The videos are being reviewed by the university's own audiovisual service and, therefore, these videos have not yet started to be published on the channel.

2.3. Results

The main results of the Project are the following:

- 1) The participation of the students has been high, the project of educational innovation has been implemented in six groups, of the subjects of Civil Law, commercial law, administrative law, and procedural law and, in most of them have obtained 4 subgroups interested in participating in the Project, being this figure higher than the initially expected since the coordination of the project.

In the subject that has obtained a lower participation of students (a group) due to a question of workload, because professors of other subjects had also implemented in the same group of students other projects of teaching innovation.

- 2) Students have independently acquired knowledge in the area of «consumer law». The preparation of the video has forced them to study the norms and the legal problems that arise around the entrusted concept, to extract the most important ideas and to be able to project them both in written and oral form.
- 3) Students have become aware of the interdisciplinarity that has the law as an area of knowledge and has enabled them to engage in relationships with students from different groups.
- 4) The audiovisual media chosen for the broadcasting of knowledge has made students have to use video and layout tools as tools for work and information.
- 5) The publication of videos periodically through the Youtube channel, has made the students who have participated in the project innovation teaching visualize the videos, acquiring knowledge on aspects of this subject that had not worked.

2.4. Difficulties encountered

The main drawbacks that have been appreciated in the development of the project of teaching innovation, are the following:

- 1) There is no uniformity in the groups about the video and layout tools. This skills are external of the degree in law and is in which greater disparity has been appreciated, because in the subgroups there have been students who were the first time that they used these tools and other students had professional training in video tools.
- 2) The configuration of the project through the diffusion of videos on a public channel of Youtube has made that some students have rejected the participation in the project because of shyness or qualms to be exposed publicly.
- 3) In connection with this, participation in the project must be strictly voluntary, after the students have been informed of rights that correspond to them. It has been conditioned the incentives of professors to ease the participation in the project.

2.5. Conclusions and future considerations

The work developed shows that the objectives for which the project arose have been achieved, since it has been considered an ideal mechanism to achieve some of the basic and specific competencies in the configuration of the University degrees in which the project has been developed.

In addition, the degree of satisfaction of the students after the participation in the project is high, emphasizing the innovation of the project and the acquisition of additional knowledge, that by a temporary question cannot be developed in the theoretical classes and practices.

2.6. Figures and Tables



Figure 1. This is the image of the Youtube channel prior to the dissemination of the videos



Figure 2. This is the first image of one of the videos, in which the theme of the video is exposed.



Figure 3. Image of another of the videos, which exemplifies an everyday situation with transcendence for the «consumer law»

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