

ACTIVIDADE PORTFOLIO DE ADULTOS Curso 2011/20121	
TÍTULO DA ACTIVIDADE	<p>Resolución cooperativa dun problema: <i>Medicina convencional fronte á medicina alternativa: avanzando cara a integración?</i></p> <p>(<i>Mainstream vs Complementary and Alternative Medicine: Taking the Plunge towards Integration?</i>)</p>
IDIOMAS	<div> <input type="checkbox"/> GALEGO <input type="checkbox"/> FRANCÉS <input type="checkbox"/> OUTRAS LINGUAS: </div> <div> <input type="checkbox"/> CASTELÁN <input type="checkbox"/> ALEMÁN </div> <div> <input checked="" type="checkbox"/> INGLÉS <input type="checkbox"/> ITALIANO </div>
DESCRITORES A TRABALLAR	<ul style="list-style-type: none"> - Falar: <ul style="list-style-type: none"> → Son quen de explicar o meu punto de vista sobre un tema de actualidade e expoñer os pros e os contras de diferentes opcións. - Conversar: <ul style="list-style-type: none"> → Son quen de comentar as opinións doutras persoas, indicando as vantaxes e desvantaxes dos seus puntos de vista.
DESTREZAS QUE SE INCLÚEN	<div> <input type="checkbox"/> COMPRENDER: <input type="checkbox"/> comprensión auditiva / <input checked="" type="checkbox"/> comprensión lectora </div> <div> <input checked="" type="checkbox"/> FALAR: <input checked="" type="checkbox"/> expresión oral / <input checked="" type="checkbox"/> interacción oral (conversar) </div> <div> <input type="checkbox"/> ESCRIBIR: <input type="checkbox"/> expresión escrita </div>
OBXECTIVOS	<ul style="list-style-type: none"> - Desenvolver a capacidade de transmitir información oralmente dun xeito claro e preciso. - Promover estratexias de comunicación para participar en conversas e debates defendendo o punto de vista propio. - Analizar os argumentos dos interlocutores para expresar acordo ou desacordo. - Adquirir e potenciar estratexias de traballo cooperativo para interiorizar o proceso de autoaprendizaxe.

	<ul style="list-style-type: none"> - Aplicar estratexias de autoavaliación e avaliación entre iguais como elementos facilitadores da autoaprendizaxe.
NIVEL	<p>Segundo curso do Nivel Avanzado da Escola Oficial de Idiomas.</p> <p>Nivel B2 do Marco Común Europeo de Referencia para as Linguas.</p>
SECCIÓN DO PEL	<p><input checked="" type="checkbox"/> BIOGRAFÍA (Táboas de autoavaliación)</p> <p><input type="checkbox"/> PASAPORTE DE LINGUAS</p> <p><input type="checkbox"/> DOSSIER</p>
PROCEDEMENTO	<ul style="list-style-type: none"> - CONTEXTUALIZACIÓN DA TAREFA FINAL: <p>Resolución cooperativa dun problema: <i>Medicina convencional fronte á medicina alternativa: avanzando cara a integración?</i> é a tarefa final da unidade sobre saúde e medicina dentro da programación do segundo curso do Nivel Avanzado da Escola Oficial de Idiomas.</p> <p>A dita tarefa baséase na necesidade de empregar a lingua estranxeira para acadar un fin que resulta significativo para o alumnado ó ter este que resolver cooperativamente un problema que está directamente relacionado coa súa realidade social, o cal fomenta o seu nivel de motivación e implicación na tarefa.</p> <ul style="list-style-type: none"> - DINÁMICA DE CREACIÓN DOS EQUIPOS: <p>A fase final de produción e interacción oral da sesión anterior aprovéitase para levar a cabo unha dinámica para a creación de equipos de cara á tarefa final.</p> <p>Repártense ó azar entre o alumnado as viñetas que forman parte de catro tiras de cómic diferentes (Anexo 1). Cada unha delas representa diferentes aproximacións ó mundo da medicina: medicina convencional, homeopatía, acupuntura e fitoterapia. O alumnado ten que interactuar para conseguir identificar as viñetas que forman parte da súa mesma tira de cómic. Para tal fin, debe intercambiar información sobre a situación representada na viñeta, a mensaxe que se expresa e personaxes principais que interveñen.</p>

O alumnado cuxas viñetas pertenzan á mesma tira conformarán un equipo de traballo.

- FASE DE INVESTIGACIÓN INDIVIDUAL

A cada un dos integrantes de cada equipo encárgaselle a tarefa de realizar na casa un pequeno traballo de investigación guiado sobre a aproximación á medicina representado na tira de cómic do seu equipo. Para tal fin entrégaselles a ficha correspondente, na que o alumnado atopará diferentes recursos on-line xunto cunha batería de preguntas que guiarán o proceso de investigación (Anexo 2).

- INTERCAMBIO COOPERATIVO DE INFORMACIÓN

Xa na sesión principal desta tarefa, organízase o grupo-clase nos catro equipos resultantes da sesión anterior. Cada membro dos diferentes equipos realiza unha breve presentación ó resto dos integrantes sobre o tipo de medicina asignado, empregando a información que obtivo na fase de investigación individual.

Nesta fase, o alumnado debe cooperar co obxectivo de completar ou ampliar a información proporcionada polos compañeiros, realizar aclaracións ou correccións e solucionar posibles problemas e dúbidas. A plena colaboración por parte de cada membro dos equipos é clave para a seguinte fase.

- PRESENTACIÓN DO PROBLEMA:

Proporciónase a cada equipo o material no que se presenta a situación problemática (Anexo 3): a iniciativa do goberno español de incluír a medicina alternativa no sistema da Seguridade Social, iniciativa que se ve ameazada pola grave crise económica que estamos a atravesar, o cal fai precisa unha reunión convocada polo Ministerio de Sanidad, Servicios Sociales e Igualdad á que o alumnado é convocado para achegar a súa perspectiva como experto nun dos tipo de medicina alternativa analizados ou como defensor da medicina convencional.

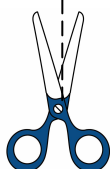
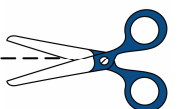
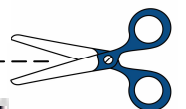
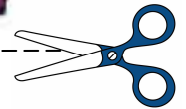
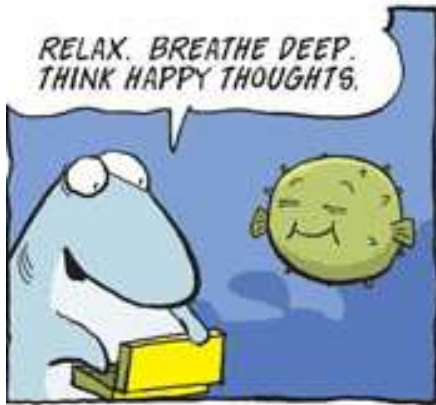
Os diferentes equipos analizan a información da que dispoñen ó respecto, reunindo argumentos que xustifiquen a introdución do seu tipo

	<p>de medicina no sistema de saúde público antes das demais.</p> <p>- RESOLUCIÓN DO PROBLEMA:</p> <p>Reorganizase a clase en novos equipos, de xeito que estes estean formados por ó menos un membro de cada un dos equipos anteriores. Así, os equipos resultantes deben contar cun experto en homeopatía, un en acupuntura, un en fitoterapia e un defensor da medicina convencional. Cada membro dos diferentes equipos debe colaborar para acadar unha solución consensuada ó problema presentado.</p> <p>- FASE FINAL DE POSTA EN COMÚN:</p> <p>Na fase final da tarefa póñense en común os acordos ós que se chegou en cada un dos equipos, ó tempo que o alumnado reflexiona sobre o proceso que deu lugar ós ditos acordos.</p>
AVALIACIÓN: Seguimento	<p>Durante as diferentes fases desta tarefa final, o docente leva a cabo unha importante labor de seguimento, tanto a nivel individual como de equipo, comprobando que o alumnado é quen de aplicar as estratexias de comunicación e de traballo cooperativo precisas para acadar con éxito os obxectivos establecidos. Para tal fin requírese un nivel importante de implicación por parte do alumnado, pois este debe asumir a súa responsabilidade como integrante dun equipo, no que o éxito común depende do traballo aportado por todos e cada un dos membros.</p>
AVALIACIÓN: Nivel de participación	<p>Co propósito de guiar e axudar ó alumnado a desenvolver e adquirir estratexias de aprendizaxe autónomo a autoavaliación e a avaliación entre iguais eríxense en elementos clave. Así, proporciónase a tódolos membros de cada equipo unha táboa (Anexo 4) para que valoren o traballo realizado por cada un dos outros membros do seu equipo: o nivel de participación e de cooperación de cara ó obxectivo final común. Desde xeito, o docente disporá de varias valoracións para cada membro do alumnado, que analizará e devolverá ós interesados en forma de feedback.</p> <p>Do mesmo xeito, ó remate da tarefa pídese ó alumnado que cubra a táboa para a súa autoavaliación (Impreso 8.4 - Biografía), que empregará</p>

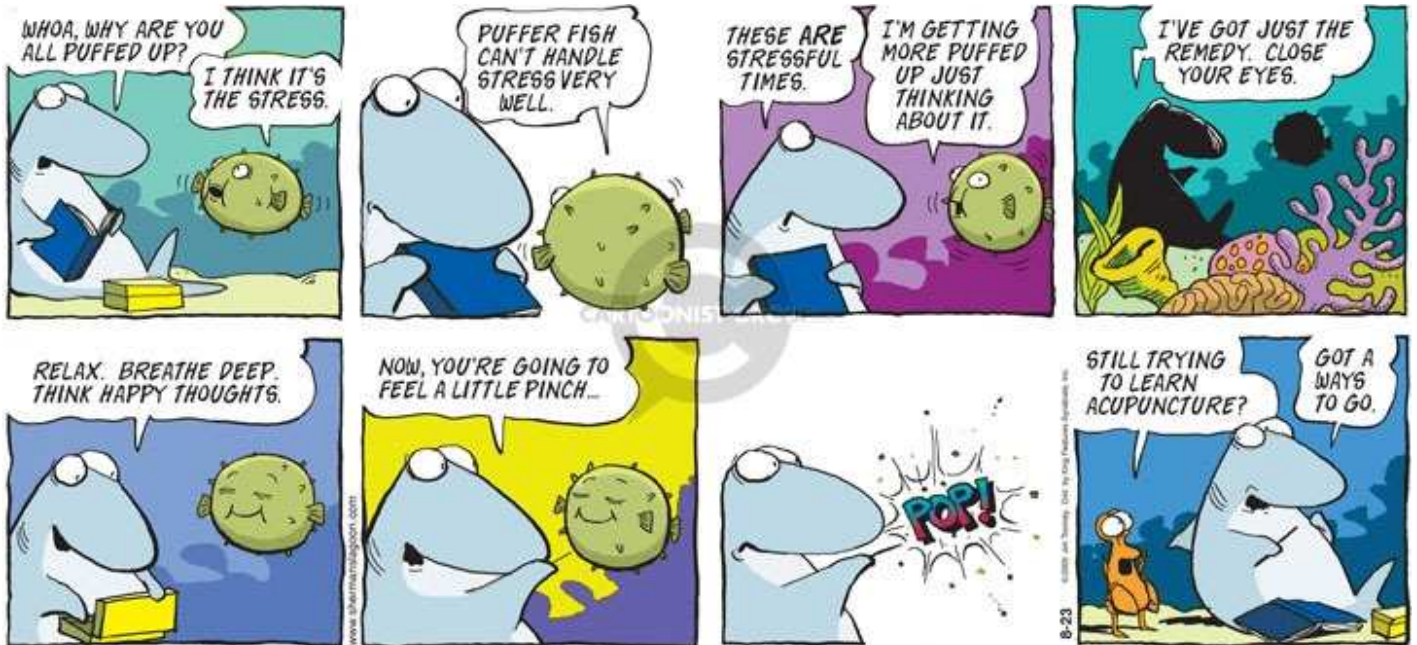
	como ferramenta para reflexionar o grao de consecución dos obxectivos establecidos para a tarefa.
IMPACTO PREVISTO	<p>Esta tarefa concíbese como unha secuencia de actividades que combinan diferentes fases de traballo: dinámica inicial de creación de equipos, investigación individual guiada, traballo cooperativo para intercambiar información e solucionar o problema presentado. As ditas fases están deseñadas para guiar ó alumnado cara a consecución dun obxectivo común, para o cal o alumnado debe cooperar para a resolución dun problema que resulta significativo na vida real.</p> <p>A presente tarefa fomenta o desenvolvemento da competencia comunicativa do alumnado, ó tempo que favorece estratexias de traballo cooperativo e de autoaprendizaxe mediante a autoavaliación e a avaliación entre iguais.</p>

ANEXO 1

JUMBLED COMIC STRIP – ACUPUNCTURE



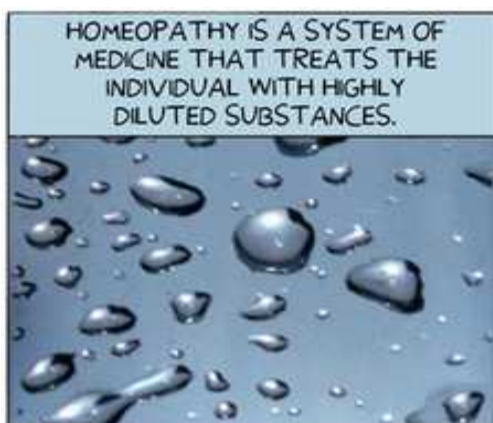
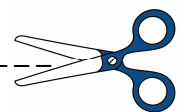
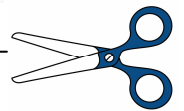
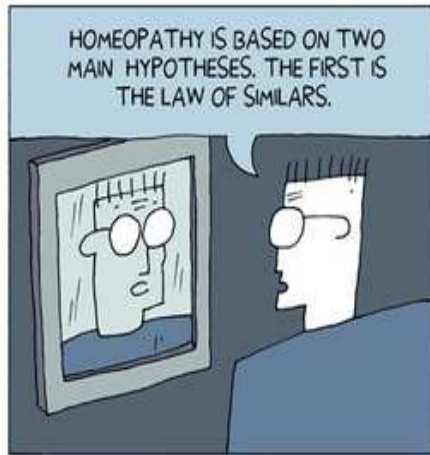
ACUPUNCTURE COMIC STRIP



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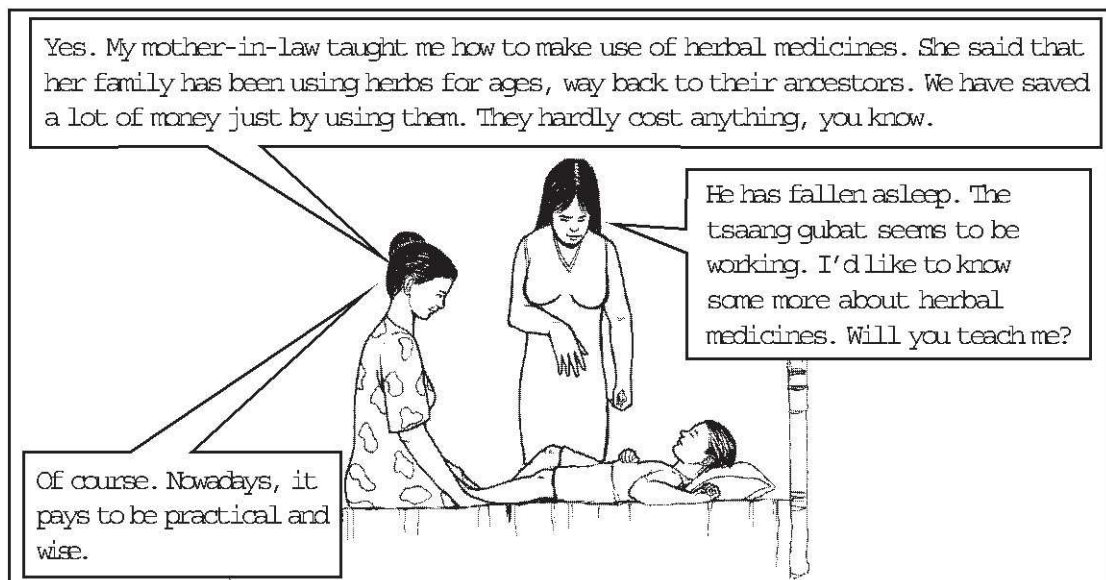
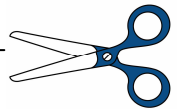
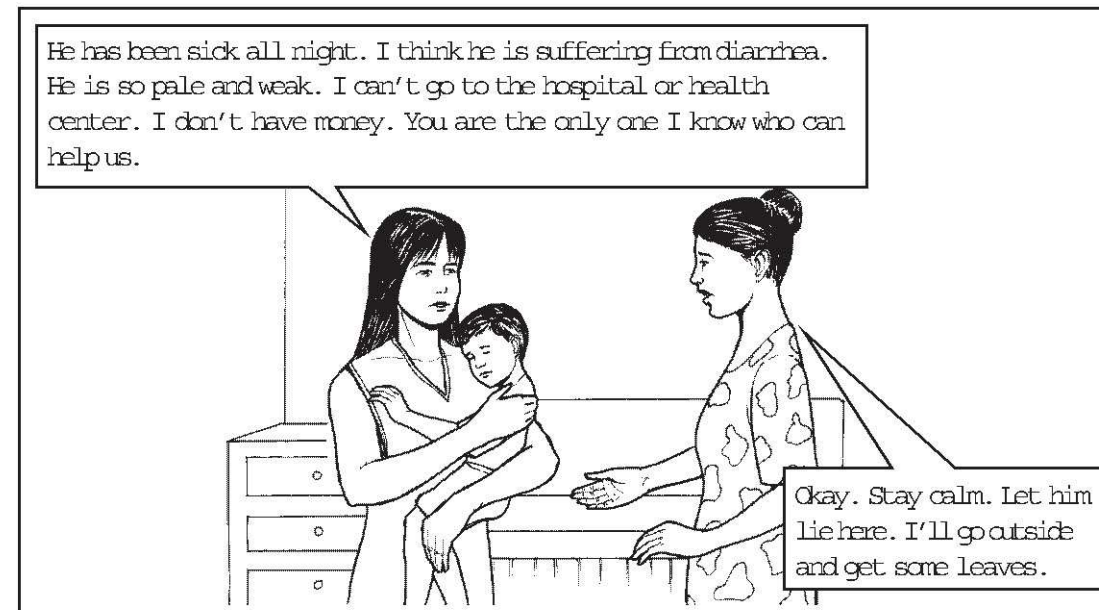
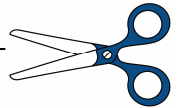
JUMBLED COMIC STRIP - HOMEOPATHY



COMIC STRIP - HOMEOPATHY



JUMBLED COMIC STRIP – HERBALISM



**Mainstream vs Complementary and Alternative Medicine:
Taking the Plunge towards Integration?**



Later, Lumen came in holding a bunch of leaves and went into the kitchen. After a few minutes, she came back with a glass of *tsaang gubat*.



COMIC STRIP – HERBALISM

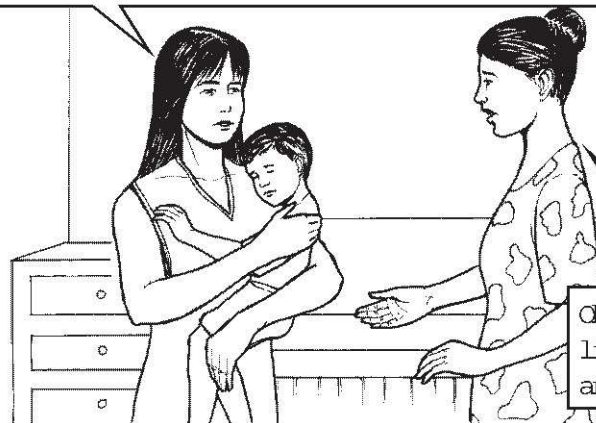
Salome, carrying his son, came in running towards Lumen's house.

Mareng Lumen!
Mareng Lumen!

What is wrong? What
happened to my godson?



He has been sick all night. I think he is suffering from diarrhea.
He is so pale and weak. I can't go to the hospital or health
center. I don't have money. You are the only one I know who can
help us.



Okay. Stay calm. Let him
lie here. I'll go outside
and get some leaves.

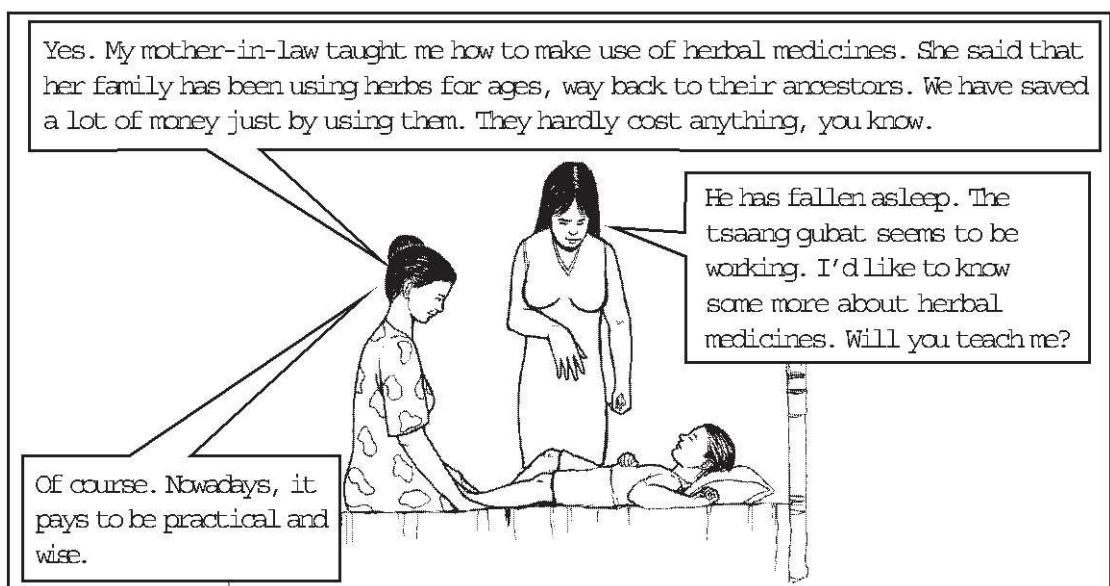
Later, Lumen came in holding a bunch of leaves and went into the kitchen. After a few
minutes, she came back with a glass of *tsaang gubat*.

Let him drink this.
This will make him feel
better in a while.

What is that? Where did you
get it?

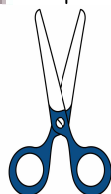
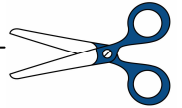


**Mainstream vs Complementary and Alternative Medicine:
Taking the Plunge towards Integration?**



From: <http://volunteerpediacyf.wikispaces.com/>

JUMBLED COMIC STRIP – MAINSTREAM MEDICINE



COMIC STRIP – MAINSTREAM MEDICINE



ANEXO 2

What do you know about homeopathy?

Let's get ready for some research!

➔ Use the following websites to conduct some research on homeopathy:

- British Homeopathic Association: <http://www.britishhomeopathic.org/>
- The Society of Homeopaths: <http://www.homeopathy-soh.org/>
- UK Skeptics: <http://www.ukskeptics.com/index.php>
- The US National Center for Homeopathy: www.homeopathic.org/

➔ Prepare a 3-4 minute presentation on homeopathy with the information you have gathered. You can use the following questions as a guide:

- What is the main principle homeopathy is based on?
- What kind of conditions is homeopathy used for?
- What does homeopathic treatment involve?
- How are homeopathic medicines made?
- What is the relation between homeopathy and conventional medicine?
- What are the main misconceptions about homeopathic medicine?
- Is there scientific evidence for the benefits of homeopathy?

What do you know about acupuncture?

Let's get ready for some research!

➔ Use the following websites to conduct some research on acupuncture:

- The Acupuncture Society: <http://www.acupuncturesociety.org.uk/>
- British Acupuncture Council: <http://www.acupuncture.org.uk/>
- The British Medical Acupuncture Society: <http://www.medical-acupuncture.co.uk/>
- National Center for Complementary and Alternative Medicine:
<http://nccam.nih.gov/health/acupuncture/>

➔ Prepare a 3-4 minute presentation on acupuncture with the information you have gathered. You can use the following questions as a guide:

- What is the main principle acupuncture is based on?
- What kind of conditions is acupuncture used for?
- How do acupuncturists treat conditions?
- Does acupuncture hurt?
- What is the relation between acupuncture and conventional medicine?
- What are the main misconceptions about acupuncture?
- Is there scientific evidence for the benefits of acupuncture?

What do you know about herbalism?

Let's do some research!

➔ Use the following websites to conduct some research on herbalism:

- The National Institute of Medical Herbalists: www.nimh.org.uk/
- Herbalism: Complementary Health Centre:
www.chc-lee.co.uk/medical_herbalism.html
- Inspirational Friends Network: www.inspirationalfriends.co.uk/herbalism.php
- Herbs Heal Us: herbsheal.us/tag/herbalism/

➔ Prepare a 3-4 minute presentation on herbalism with the information you have gathered. You can use the following questions as a guide:

- What is the main principle herbalism is based on?
- What kind of conditions is herbalism used for?
- How do herbalists treat conditions?
- What is the relation between herbalism and conventional medicine?
- What are the main misconceptions about herbalism?
- Is there scientific evidence for the benefits of herbalism?

Mainstream vs CAM

Let's get ready for some research!

➔ **Use the following websites to conduct some research on mainstream medicine vs CAM:**

– TeensHealth:

http://kidshealth.org/teen/your_body/medical_care/alternative_medicine.html

– Medical Health Guide: <http://www.medicalhealthguide.com/>

– The Complementary Therapy Guide: <http://www.medicalhealthguide.com/>

– CAM vs Conventional Medicine: <http://www.familydoctor.co.uk/info/CAM-versus-conventional-medicine>

➔ **Prepare a 3-4 minute presentation on the connection between mainstream medicine and CAM with the information you have gathered. You can use the following questions as a guide:**

➤ What do the initials CAM stand for?

➤ When is CAM particularly advisable?

➤ How has the medical profession traditionally reacted towards CAM? Has that attitude changed lately?

➤ How do conventional medicine and CAM differ in their approach to illness and treatment?

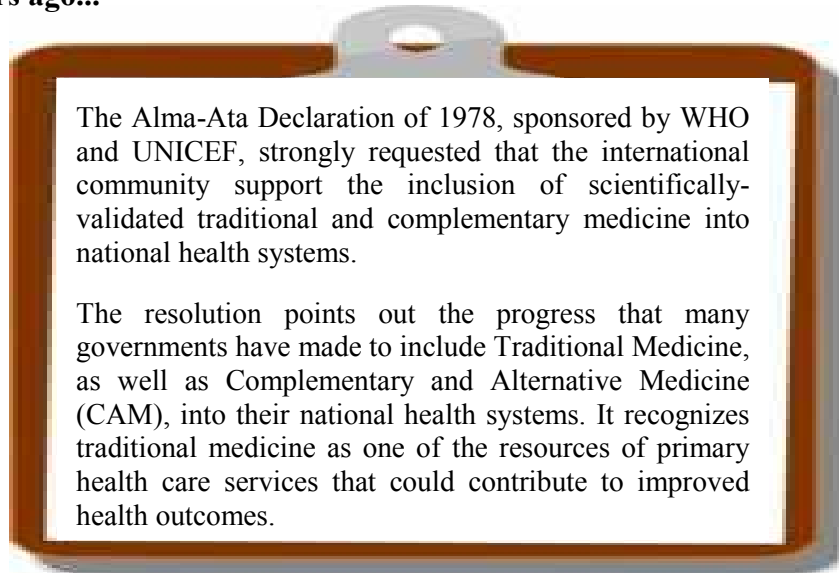
➤ What evidence does medical research on mainstream medicine vs CAM show?

ANEXO 3

PROBLEM-SOLVING TASK

Mainstream vs Complementary and Alternative Medicine: Taking the Plunge towards Integration?

Some years ago...



(Adapted for this task from: *healthwrights.org*)

Meanwhile in Spain...

A long time has passed since the Alma-Ata Declaration was signed and the Spanish government intends to follow the path of other European countries, which already provide coverage for alternative medicine and prohibit health insurance companies from discriminating against health care providers who offer alternative medicine therapies. However, the Spanish National Health System is nowadays striving to survive on a very tight budget as a result of the acute economic crisis. Consequently, the inclusion of CAM in public health care will have to be gradual and progressive.

Task: problem-solving

The Spanish National Institute of Health Management has summoned you to a meeting to discuss the feasibility of including CAM in the Spanish public healthcare and to prioritise the introduction of some alternative medicine practices. The meeting will be attended by one member of the following associations, each one supporting a different practice:



- British Homeopathic Association
- The National Institute of Medical Herbalists
- The British Medical Acupuncture Society
- The Spanish General Medical Council

You must reach an agreement on which alternative therapies will be prioritised. Be ready to justify your choice.

ANEXO 4

PEER-ASSESSMENT RUBRIC (TÁBOA PARA A AVALIAÇÃO ENTRE IGUAIS)

CATEGORY	Exemplary	Proficient	Partially Proficient	Unsatisfactory	POINTS
Focus on the Task and Participation	3 points	2 points	1 point	0 points	___/3
	Consistently stays focused on the task and what needs to be done. Very self-directed.	Focuses on the task and what needs to be done most of the time. Other group members can count on this person.	Focuses on the task and what needs to be done some of the time. Other group members must sometimes remind this person to keep on task.	Rarely focuses on the task and what needs to be done. Lets others do the work. .	
	A true team member who contributes a lot of effort, and encourages and supports the efforts of others in the group.	A strong group member who tries hard!	Sometimes a satisfactory group member who does what is required	Sometimes chooses not to participate and does not complete assigned tasks.	
Dependability and Shared Responsibility	3 points	2 points	1 point	0 points	___/3
	Consistently punctual for group meetings, turns in all work on time.	Usually punctual for group meetings, turns in most work on time.	Sometimes late for group meetings, frequently turns in work after the deadline.	Late for all or most group meetings, misses all deadlines for turning in work.	
	Follows through on assigned tasks and does not depend on others to do the work, responsibility for tasks is shared evenly.	Follows through on most assigned tasks.	Does not follow through on most assigned tasks and sometimes depends on others to do the work.	Seldom or never follows through on assigned tasks. Depends on others to do all of the work.	
Listening, Questioning and Discussing	3 points	2 points	1 point	0 points	___/3
	Respectfully listens, interacts, discusses and poses questions to all members of the team during discussions and helps direct the group in reaching consensus.	Respectfully listens, interacts, discusses and poses questions to others during discussions.	Has some difficulty respectfully listening and discussing, and tends to dominate discussions.	Has great difficulty listening, argues with teammates, and is unwilling to consider other opinions. Impedes group from reaching consensus.	

**Mainstream vs Complementary and Alternative Medicine:
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Research and Information-Sharing	3 points	2 points	1 point	0 points	___/3
	Routinely gathers research and shares useful ideas when participating in the group discussion. Defends/ rethinks ideas relating to the group's project goals.	Usually provides useful research and ideas when participating in the group discussion.	Sometimes provides useful research and ideas when participating in the group discussion.	Rarely provides useful research or ideas when participating in the group discussion.	
Problem-Solving	3 points	2 points	1 point	0 points	___/3
	Actively looks for and suggests solutions to problems.	Refines solutions suggested by others.	Does not suggest or refine solutions, but is willing to try out solutions suggested by others	Does not try to solve problems or help others solve problems.	
Group/Partner Teamwork	3 points	2 points	1 point	0 points	___/3
	Consistently makes necessary compromises to accomplish a common goal.	Usually makes necessary compromises to accomplish a common goal.	Occasionally makes compromises to accomplish a common goal, and sometimes helps keep the group working well together.	Rarely makes compromises to accomplish a common goal and has difficulty getting along with other group members.	
	Always has a positive attitude about the task(s) and the work of others.	Usually has a positive attitude about the task(s) and the work of others.	Occasionally is publicly critical of the task(s) or the work of other members of the group.	Is often negative and publicly critical of the task(s) or the work of other members of the group.	
	All team members contributed equally to the finished project.	Assisted group/partner in the finished project.	Finished individual task but did not assist group/partner during the project.	Contributed little to the group effort during the project.	
	Performed all duties of assigned team role and contributed knowledge, opinions, and skills to share with the team. Always did the assigned work.	Performed nearly all duties of assigned team role and contributed knowledge, opinions, and skills to share with the team. Completed most of the assigned work.	Performed a few duties of assigned team role and contributed a small amount of knowledge, opinions, and skills to share with the team. Completed some of the assigned work.	Did not perform any duties of assigned team role and did not contribute knowledge, opinions or skills to share with the team. Relied on others to do the work.	
TOTAL POINTS					___/18

(Adapted from University of Wisconsin – Stout: <http://www.uwstout.edu/>)