



Jornada de presentació de projectes de les XID i els GID

3 de juliol de 2026



Qui som? Xarxa Interuniversitària en Aprenentatge Cooperatiu

- Universitat de Girona
- Universitat de Vic-Universitat Central de Catalunya
- Universitat Rovira i Virgili
- Universitat Oberta de Catalunya
- Universitat Politècnica de Catalunya
- Korea University. Corea del Sud
- Kaunas University of Technology, Lithuania
- Université Paul-Valéry de Montpellier, France

**Teaching innovation for a sustainable future
reshapes education by integrating the UN's SDGs directly into curricula**



Key Pedagogical Approaches

- **Project-Based Learning (PBL):** Students tackle authentic ecological issues—such as local water pollution or waste reduction—shifting focus from rote memorization to active experimentation, mainly in physical education settings.
- **The 5 Cs of 21st-Century Learning:** Frameworks emphasizing **Critical thinking (through Reflection), Communication, Collaboration, Creativity**, and Computational thinking, transforming classrooms into creative problem-solving hubs.
- **Systems Thinking:** Teaching students to understand the interconnected web of social, and environmental factors so they can design holistic solutions (Reptes cooperatius contextualitzats).

- High Demand for **Active, Experiential Pedagogy**.
- The capacity to comprehend interconnected, possible future worlds to **gain a sense of agency** in the present.
- The ability to debate, challenge, and **rationalize different options across boundaries** rather than relying on a single, isolated skill set.
- **Greenwashing concerns:** Students observe a discrepancy when a university teaches sustainability but fails to practice it at an operational level.
- **The Labor Gap:** Students argue that university managers often shift the responsibility of sustainable transformation onto voluntary student-and-staff initiatives rather than embedding it into formal institutional strategies.



Article

Interdisciplinary Cooperative Educational Approaches to Foster Knowledge and Competences for Sustainable Development

Marcel Bassachs¹, Dolors Cañabate^{2,3}, Teresa Serra⁴  and Jordi Colomer^{3,4,*} 

REVIEW AND SYNTHESIS

Review of Education  BERA

Collaborative learning, cooperative learning and reflective learning to foster sustainable development: A scoping review

Tong Zhou¹ | Dolors Cañabate² | Remigijus Bubnys³ |
Brigita Stanikūnienė⁴ | Jordi Colomer⁵ 



frontiers | Frontiers in Education

TYPE Original Research
PUBLISHED 05 January 2024
DOI 10.3389/feduc.2023.1324349

Check for updates

OPEN ACCESS

EDITED BY
Marcos Onofre,
University of Lisbon, Portugal

REVIEWED BY
María Luisa Zagalaz-Sánchez,
University of Jaén, Spain

A rubric for pre-service teachers to evaluate meaningful physical education

Dolors Cañabate^{1,2}, Remigijus Bubnys³, Esther Hernández¹ and
Jordi Colomer^{3,4,*} 

Thinking Skills and Creativity 56 (2025) 101714

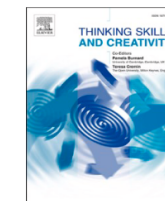


ELSEVIER

Contents lists available at ScienceDirect

Thinking Skills and Creativity

journal homepage: www.elsevier.com/locate/tsc



Psychomotricity fostering preschool pupils' long-term learning

Lluís Nogué Vila^{a,b,*}, Lurdes Martínez Mínguez^{a,c,d,†}, Dolors Cañabate Ortiz^{b,e,g},
Jordi Colomer Feliu^{e,f}

Teacher Empowerment & Global Frameworks (teachers' perspective)

- Education for Sustainable Development (ESD) emphasizes equipping learners with actionable values, skills, and attitudes to act as responsible global citizens.
- Professional Teacher Development: Teachers are actively supported through global communities like XINTER-AC to discover and implement disruptive, effective educational practices. Platforms like XINTER-AC also offer targeted training for educators to teach these complex concepts effectively.

PLOS ONE

RESEARCH ARTICLE

Teachers' involvement and students' self-efficacy: Keys to achievement in higher education

Sara Ayllón^{1,2*}, Ángel Alsina^{2,3}, Jordi Colomer^{2,4}

¹ Department of Economics, University of Girona, Girona, Spain, ² Teaching Innovation Network on Reflective Learning, Institute of Educational Sciences Josep Pallach, University of Girona, Girona, Spain, ³ Department of Specific Didactics, University of Girona, Girona, Spain, ⁴ Department of Physics, University of Girona, Girona, Spain

 education
sciences

MDPI

Systematic Review

Cooperative Learning Promoting Cultural Diversity and Individual Accountability: A Systematic Review

Tong Zhou¹ and Jordi Colomer^{2,*} 

 sustainability

MDPI

Article

Developing a Novel Pedagogical Model for Low-Carbon Physical Educational Practices to Enhance Environmental Awareness Among Pre-Service Teachers

Tong Zhou¹ , Teresa Serra² , Dolors Cañabate³  and Jordi Colomer^{2,*} 