

**COURSE DATA****Data Subject**

<b>Code</b>	33456
<b>Name</b>	Strategies for learning and participation at university
<b>Cycle</b>	Grade
<b>ECTS Credits</b>	6.0
<b>Academic year</b>	2021 - 2022

**Study (s)**

<b>Degree</b>	<b>Center</b>	<b>Acad. Period year</b>
1306 - Degree in Social Education	Faculty of Philosophy and Educational Sciences	1 First term

**Subject-matter**

<b>Degree</b>	<b>Subject-matter</b>	<b>Character</b>
1306 - Degree in Social Education	19 - Strategies for learning and participating at university	Basic Training

**Coordination**

<b>Name</b>	<b>Department</b>
ORELLANA ALONSO, NATIVIDAD	270 - Research Methodology, Educational Diagnosis and Assessment
SENENT SANCHEZ, JOAN M.	120 - Comparative Education and History of Education
VERDE PELEATO, IRENE	335 - Education Theory

**SUMMARY**

This is an instrumental and propaedeutic subject that pretends the students learn how to use some educational resources in order to facilitate the learning process and- the knowledge of our university as an institution. Some practical activities are included to help with the knowledge and the adaptation within the university, promoting relationships between students- and professors. The content is covered through four sections which correspond with practical workshops:

1. Group dynamics and communication skills;
2. Virtual classes, documentation, Information and Communication Technologies (ICT's);
3. Knowledge and participation at university life, rights and duties;
4. Learning Strategies.



## PREVIOUS KNOWLEDGE

### Relationship to other subjects of the same degree

There are no specified enrollment restrictions with other subjects of the curriculum.

### Other requirements

It is a subject of Basic knowledge character with no previous requirements.

## OUTCOMES

### 1306 - Degree in Social Education

- Students must be able to apply their knowledge to their work or vocation in a professional manner and have acquired the competences required for the preparation and defence of arguments and for problem solving in their field of study.
- Students must be able to communicate information, ideas, problems and solutions to both expert and lay audiences.
- Have capacity for analysis and synthesis.
- Demonstrate organisational and planning skills.
- Be able to communicate professionally, both orally and in writing, in the Universitat de València's native languages.
- Be able to use ICT in the field of study and in the professional context.
- Have skills for information management.
- Have problem-solving skills and decision-making capacity.
- Have critical and self-critical capacity.
- Be able to work in multi- and inter-disciplinary teams.
- Promote processes of cultural and social revitalisation.
- Identify and make reasoned judgments about socio-educational problems in order to improve professional practice in non-formal contexts.

## LEARNING OUTCOMES

Learning Results:

- To create situations that facilitates interpersonal communication.
- To realize effective communication using different channels.
- To use correctly the Information and Communication Technologies (ICT): Virtual Classroom, email, disk space, web\_2.0.
- To access to the information sources: to search, select (using quality criteria) and understand the information.



- To create and present the information in a correct way and use the right tools to facilitate their comprehension.
- To know the students and university staff's rights and duties.
- To take part in the democratic process of management in our university.
- To manage the affective-motivational component in the learning process and work to improve it.
- To use metacognitive skills of self-regulation, cognitive learning skills and improve attitudes towards the learning process and the study.

## DESCRIPTION OF CONTENTS

### 1. Knowledge and participation at University university life, rights and duties.

1. Knowledge of the University Institution
2. The participation at University life. Rights and duties.

### 2. Learning Strategies

1. Learning Process / Learning Styles
2. Learning Strategies in Higher Education
3. Oral Communication Strategies
4. Written communication strategies

### 3. Group Dynamic

1. Dynamics of Interpersonal Knowledge and Exercises of group cohesion
2. Oral Communication Skills
3. Analysis of the Communication: basic scheme, spontaneous trends
4. Analysis of Cooperation between the groups members
5. Workshops on self-esteem and decision-making.
6. Analysis of effectiveness of the Working Group.
7. Expression of expectations on the Social Education Degree
8. Conflicts in the groups

### 4. Technologies and Documentation

1. Resources to look for information and documentation at university level.
2. ICTs within the University activity.
3. The Aula Virtual Platform.
4. To do academic reports and projects.



## WORKLOAD

ACTIVITY	Hours	% To be attended
Classroom practices	60,00	100
Attendance at events and external activities	5,00	0
Development of group work	12,00	0
Development of individual work	8,00	0
Readings supplementary material	20,00	0
Preparation of evaluation activities	10,00	0
Preparing lectures	5,00	0
Preparation of practical classes and problem	15,00	0
Resolution of case studies	15,00	0
<b>TOTAL</b>	<b>150,00</b>	

## TEACHING METHODOLOGY

The subject pretends to link theory and practice, combining a minimal part of professors' lectures with individual and group dynamic as well as exercises to apply the learnt content, among which include:

- Professors' lectures.
- Workshop work counting on students' active part due that work is applying and analyzing in each student group.
- Practice work at the Computer laboratory.
- Group activities and presentations of the results.

## EVALUATION

To ensure the acquisition and development of the competencies (knowledge, procedure and attitudes) associated to the subject, the assessment will be made through several criteria, taking into account the activities developed by the students and their different options chosen. Some of the assessment criteria will be:

- 1. Study and team work:** (Initial Assessment of the basic cooperative competencies through a simple questionnaire, Continued Evaluation of competencies acquisition through some simple questionnaires; Final Assessment of the competencies of Interaction and team work.).
- 2. Implementation Tests:** Applying theoretical knowledge in specific problematic situations.



**3. Reports:** Demonstrate capacity for synthesis presenting reports.

**4. Self-evaluation System:** the autonomy and the capacity of being critical to judge self achievements will be recognized as well as the participation and implication in the development of the learning tasks.

**5. Simulations:** Resolution of cases and common situations at University students' life.

Each one of those criteria will have assigned a percentage of the final score according to the importance assigned.

Each of four workshops that form this subject will be evaluated by the criteria before indicated and your qualification will suppose 25 % of the final mark of this course.

## REFERENCES

### Basic

- Senent, JM (2009). Intervención socioeducativa en grupos. Valencia: Universitat de Valencia
- Bernad, J.A. (1995). Estrategias de estudio en la universidad. Madrid: Síntesis.
- Gargallo, B. (2000). Procedimientos. Estrategias de aprendizaje. Su naturaleza, enseñanza y evaluación. Valencia: Tirant lo Blanch
- Orellana, N. (coord.) (2014). Normas básicas para la elaboración de trabajos. (2ª edición, adaptada al Manual del APA Sexta Edición) DOI: 10.13140/2.1.4623.9049
- Belloch, C. (2012) Servicios y recursos TIC de la Universidad de Valencia. Disponible on-line [http://www.uv.es/bellochc/estrategias/Servicios\\_y\\_Recursos\\_TIC\\_UV.pdf](http://www.uv.es/bellochc/estrategias/Servicios_y_Recursos_TIC_UV.pdf)
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- Pallarés, E. (2007) Técnicas de estudio y examen para universitarios Bilbao: Mensajero

### Additional

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- Brunet, J y Negro, JL (1982). Tutoría con adolescentes. Madrid: San Pio X
- Cascón, F (2007). Juegos y dinámicas en Educación para la paz. Consultado el 3 de septiembre de 2010. Disponible on-line [http://www.ctv.es/USERS/avicent/Juegos\\_paz/](http://www.ctv.es/USERS/avicent/Juegos_paz/)





- Guerra, J. y Prado, E. (2007). Estrategias de aprendizaje para universitarios: un enfoque constructivista. Alcalá de Guadaira: MAD.
- Monereo, C., Barberá, E., Castelló, M., Guitert, M., Palma, M. y Pérez Cabaní, M<sup>a</sup>. LL. (2002). Aprender a estudiar a la universitat. Barcelona: UOC. Col.lecció Manuals 54.
- Simon, P. y Albert, L (1977). Las relaciones interpersonales. Herder. Barcelona
- Torralba, F. y Palazzi, C. (2009). Entrevista a Adela Cortina: Hem de convertir les masses en pobles. BUC, 3, 22-25.

## **ADDENDUM COVID-19**

**This addendum will only be activated if the health situation requires so and with the prior agreement of the Governing Council**

The subject of "Strategies for Learning and Participation in the University" requires maximum attendance. Thus, the contents initially presented in the original teaching guide of the subject are maintained. In the same way, the weight of the different activities is maintained respecting the volume of work that appears in the teaching guide and that adds the hours of dedication in ECTS credits marked in the original teaching guide. The methodology followed by the teaching team requires active participation in the sessions and in different activities proposals. The Virtual classroom will be the offline communication channel. Regarding assessment, continuous assessment is prioritized through participation in activities throughout the course and completion and delivery of tasks. Being aware of the possible particular situations that may arise from the evolution of COVID-19, we will respond to the necessary adaptations if any situation requires it from a flexible approach.