

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

Code	33716
Name	Strategies for learning and participation at university
Cycle	Grade
ECTS Credits	6.0
Academic year	2020 - 2021

Study (s)

Degree	Center	Acad. Period year
1307 - Degree in Pedagogy	Faculty of Philosophy and Educational Sciences	1 First term

Subject-matter

Degree	Subject-matter	Character
1307 - Degree in Pedagogy	65 - Strategies for learning and participating at university	Basic Training

Coordination

Name	Department
CHIVA SANCHIS, INMACULADA	270 - Research Methodology, Educational Diagnosis and Assessment
RAMOS SANTANA, GENOVEVA	270 - Research Methodology, Educational Diagnosis and Assessment

SUMMARY

This one is a subject of instrumental character and propedéutico, in that it hopes that the student body learns to handle educational resources that facilitate his task of learning and knowledge of the institution. It includes practical activities that there is claimed that they help to the knowledge and integration in the University, favoring the relational dimension between the student body and the professorship.

The contents of the subject develop in four Blocks, which correspond with four eminently practical workshops:

1. Dynamics of groups;
2. Virtual Classroom, documentation, technologies of the information and communication (TICS);
3. Knowledge and participation in the 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

there aren't

OUTCOMES

1307 - Degree in Pedagogy

- Develop organisational and planning skills.
- Capacidad de comunicación en una lengua extranjera.
- Show commitment to professional identity, development and ethics.
- Capacidad de resolución de problemas y toma de decisiones.
- Capacidad para reconocer y valorar los procesos afectivos.
- Capacidad de comunicación profesional oral y escrita en las lenguas propias de la Universitat de València.
- Capacidad de utilización de las TIC en el ámbito de estudio y contexto profesional.
- Reconocimiento y respeto a la diversidad y fomento de la interculturalidad.
- Skills in analysis and synthesis.
- Capacidad de gestión de la información.
- Capacidad para desarrollar, promover y dinamizar habilidades de comunicación interpersonal.
- Desarrollo de la innovación y la creatividad en la práctica profesional.
- Capacidad crítica y autocrítica.
- Compromiso ético activo con los derechos humanos y la sostenibilidad.

LEARNING OUTCOMES

- To design the offer of a political candidacy or To design the offer of an association
- To realize works of each one of the modules that compose the matter.

DESCRIPTION OF CONTENTS



1. Learning strategies in the university education

2. Technologies of work in group

Technologies of work in group

Technologies of work in group

Technologies of work in group

Technologies of work in group

Technologies of work in group

Technologies of work in group

Technologies of work in group

3. Resources for the search of information and documentation in the top education

4. The TIC in the university activity

5. The Platform " Virtual Classroom "

6. Knowledge of the university institution

7. The participation in the university life. Laws and duties

WORKLOAD

ACTIVITY	Hours	% To be attended
Classroom practices	60,00	100
Attendance at events and external activities	8,00	0
Development of group work	15,00	0
Development of individual work	11,00	0
Study and independent work	10,00	0
Readings supplementary material	8,00	0
Preparation of evaluation activities	10,00	0
Preparing lectures	9,00	0
Preparation of practical classes and problem	11,00	0
Resolution of case studies	8,00	0
TOTAL	150,00	



TEACHING METHODOLOGY

The didactic methodology is based on the development of the contents by means of a narrow entail between theory and practice. It combines a minimal part of explanatory type with individual dynamics and grupales and exercises of application of the learned between those who are included:

The magisterial lesson.

Work to level of workshop possessing the implication of the students in the meetings works since the exercises are applied and analyze on his group.

Practices in the classroom of computer science

Work in group and public presentation of the same one

EVALUATION

The evaluation of the competitions on the part of the student will be realized combining different types of information, linked to the different activities that the student body will develop in the subject.

For it it will be possible use different procedures for the evaluation of the learning:

Consideration of the assistance to the different modules of the subject

Valuation of the participation in the different activities of class.

Autoevaluation

Valuation of the work in group

Evaluation of the oral exhibition of the work

Examinations

The evaluation of the pupils attend them it will be carried out in agreement by this weighting:

Type of evaluation	%
Activities realized in four workshops	40
Work group where it will be valued:	
1.- Autoevaluation	10



2.- Oral Exhibition of the work	50
---------------------------------	----

For the pupils / aces who are not present at any class of the different modules and have not elaborated a plan of work with the teachers / aces in charge of the matter.

Type of evaluation	%
a) Examination of four workshops	100

IT NOTICES: All those pupils / aces who have justified not assistance to the classes, will be able to realize a plan of work directed by the teachers / aces of the matter. For it they will must put in touch with the teachers / aces to the major possible briefness.

REFERENCES

Basic

- Referencia b1: BENET, A. (2009). Governança universitària: un sistema pendent de reformar. En BUC, núm. 3, pp. 8 a 11. Xarxa Vives d'Universitats: Castelló de la Plana.

Referencia b2: CARRETERO, A. (2009). Utogestión del saber y disolución del poder. En Libre Pensamiento. Papeles de reflexión y debate, número 57, páginas 4 a 11. CGT: Madrid.

Referencia b3: CASCON, F (2007): Juegos y dinámicas en Educación para la paz. Disponible on-line http://www.ctv.es/USERS/avicent/Juegos_paz/

Referencia b4: GUERRA, J. y PRADO, E. (2007): Estrategias de aprendizaje para universitarios: un enfoque constructivista. Alcalá de Guadaira: MAD.

Referència b5: Manual de Norma APA. Séptima Edición 2020. <https://normasapa.pro/>

Additional

- Referencia c1: MARCELLÁN, P. y MARÍN, P. (2009). Ni con Bolonia ni sin Bolonia tienen mis males remedio. En Libre Pensamiento. Papeles de reflexión y debate, número 61, páginas 45 a 50. CGT: Madrid.

Referencia c2: MONEREO, C., BARBERÁ, E., CASTELLÓ, M., GUITERT, M., PALMA, M. Y PÉREZ CABANÍ, M^a. LL. (2002): Aprender a estudiar a la universitat. Barcelona: UOC. Col.lecció Manuals 54.



Referencia c3: ORELLANA, N. (coord.) (2006). NORMAS BÁSICAS PARA LA ELABORACIÓN DE TRABAJOS. Consensuadas por los profesores del Proyecto de Innovación de las titulaciones de Educación Social y Pedagogía. Facultad de Filosofía y CC de la Educación, Universidad de Valencia. Disponible on-line en <http://www.uv.es/filoeducpie/cas/normasbasicastrabajo.pdf>

Referencia c4: SENENT, JM (2009): Intervención socioeducativa en grupos. Universitat de Valencia

ADDENDUM COVID-19

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

1.- Continguts

Es mantenen tots els continguts inicialment recollits a la guia docent.

2.- Volum de treball i planificació temporal de la docència

Manteniment del pes de les diferents activitats que sumen les hores de dedicació en crèdits ECTS marcades a la guia docent original.

Sessions programades en les mateixes dates i hores amb la mateixa durada.

3.- Metodologia Docent

- Pujada de materials a l'Aula virtual
- Proposta d'activitats per aula virtual
- Videoconferència síncrona BBC
- Videoconferència asíncrona BBC
- Desenvolupament de projectes
- Tutories mitjançant videoconferència
- Fòrum en Aula Virtual

4.- Avaluació



Proves d'avaluació mitjançant projectes.

En aquesta assignatura no s'han realitzat canvis en la ponderació ja que l'avaluació és contínua i formativa.

Activitats realitzades en els quatre tallers = 60%

Treball en grup i exposició = 30%

Autoavaluació: qüestionari online = 10%

Per a l'alumnat que no assisteixi a cap classe dels diferents mòduls i no hagi elaborat un pla de treball amb el professorat encarregat de cada mòdul, es realitzarà el següent tipus d'avaluació:

Examen en línia: 100% (aquest examen tindrà quatre parts corresponents als quatre mòduls de la matèria)