

## Learning Strategies

Code: 102598  
ECTS Credits: 6

Degree	Type	Year	Semester
2502443 Psychology	OT	4	1

The proposed teaching and assessment methodology that appear in the guide may be subject to changes as a result of the restrictions to face-to-face class attendance imposed by the health authorities.

## Errata

Change in contact: Mireia Giralt Romeu ([mireya.giralt@uab.cat](mailto:mireya.giralt@uab.cat))

## Contact

Name: Carlos Monereo Font  
Email: [Carles.Monereo@uab.cat](mailto:Carles.Monereo@uab.cat)

## Use of Languages

Principal working language: catalan (cat)  
Some groups entirely in English: No  
Some groups entirely in Catalan: Yes  
Some groups entirely in Spanish: No

## Other comments on languages

Most of the materials are delivered in Spanish and some in English. To complete the final test in Spanish, one month in advance must be notified before the test.

## External teachers

Mireia Guiralt

## Prerequisites

There are no prerequisites but it would be useful for students who want to take this course to have an interest in the educational area of psychology.

## Objectives and Contextualisation

This subject forms part of the specialization in psychoeducational analysis and intervention and is designed for the training of a professional in this field.

Faced with the challenges that education in the 21st-century presents (amount, extraction and credibility of information, communication flexibility, learning autonomy, teamwork, etc.), it is indispensable for students to develop learning strategies that allow them to make decisions in each context in order to learn things permanently.

1. Understand the concepts of learning strategies and coping strategies in cases of learning problems and critical incidents that appear during educational practice.

2. Analyze the main strategies that can promote the learning of specific contents within the different curricular areas as well as the resolution of incidents and conflicts in the classroom.
3. Know the main methods of strategic teaching and strategic coping with regard to critical incidents in the classroom.
4. Apply the knowledge acquired in the elaboration and application of a Teaching Guide focused on Learning Strategies, and a Guideline for the Analysis of Critical Incidents (PANIC)

This subject implies participation in a Learning Service Project (LSP). These social commitment projects allow the student to be educated by participating in a project aimed at resolving a real need in a community and thus improving the living conditions of people or the quality of the environment (for more information <http://pagines.uab.cat/aps>).

## Competences

- Analyse the demands and needs of people, groups and organisations in different contexts.
- Apply knowledge, skills and acquired values critically, reflexively and creatively.
- Define objectives and develop the intervention plan based on the purpose of the (prevention, treatment, rehabilitation, integration, support).
- Evaluate, contrast and take decision on the choice of adequate methods and instruments for each situation and evaluation context.
- Use different ICTs for different purposes.
- Work in a team.

## Learning Outcomes

1. Analyse various situations of teaching and learning identifying the variables of teacher, student and content-that define and design these variables in order to improve the educational process.
2. Apply knowledge, skills and acquired values critically, reflexively and creatively.
3. Apply the theoretical content of educational psychology to the improvement and optimization of real and simulated situations in formal and non-formal education.
4. Design plans for improving educational practice adapted to the characteristics of both the educational context and students and teachers.
5. Present and discuss with the educators (students, parents and teachers) a specific plan of psychoeducational intervention.
6. Reflect on the importance of training teachers.
7. Select the appropriate exploratory instruments for analysing individual differences in school learning.
8. Use different ICTs for different purposes.
9. Work in a team.

## Content

1. The strategies of learning and coping with incidents: a conceptual framework.
  - 1.1. The concept of strategy within the constructivist approach to teaching and learning: the construction of "strategic" knowledge.
  - 1.2. Notions linked to the concept of learning strategies: abilities, procedures, methods and techniques.
  - 1.3. Metacognitive capacity, self-regulatory mechanisms and learning strategies.
  - 1.4. Critical Incidents and Coping Strategies
2. Intervention in the field of the strategies of learning and coping of educational incidents.
  - 2.1. Why do we have to teach strategies to learn? The challenges of the 21st century.
  - 2.2. General programmes for "Teach to Think" vs. specific "infused" in the curriculum
  - 2.3. Modalities of the organization of teaching strategies.
  - 2.4. An instructional model for Teaching-Learning Strategies.
    - 2.4.1. Methods for the presentation of strategies: modelling, thought cases and retrospective analysis.
    - 2.4.2. Guided practice methods: spreadsheets, cooperative techniques, and self-questioning guidelines.

- 2.4.3. Methods for autonomous practice: Portfolios, self-questioning, and authentic tasks.
- 2.5. Assessment of learning strategies.
- 2.6. Training in coping strategies with critical incidents.
- 2.7. The Guideline for Critical Incident Analysis (PANIC)
- 3. Psychoeducational counselling in the field of learning strategies.
- 3.1. Functions of the consultant in the field of learning strategies and coping with incidents.
- 3.2. Learning strategies linked to specific domains: reading, writing, and ICT.
- 3.3. Coping Strategies linked with blocks of critical incidents.

## Methodology

The methodology is based on a teaching-learning process through the realization of an authentic educational project.

The students can choose between two types of project: (a) consisting in the production of a teaching guide and a real teaching unit (TU), in which the teaching of some learning strategies is introduced; (b) consisting in the development of video material on a critical incident (CI) and its analysis through a Critical Incident Analysis Guidelines (PANIC).

This is the procedure we follow:

1. At the beginning of the academic year, the head teacher and the psychologist of a school (Nursery, Primary, Secondary or University) explains to the students what needs they have in their education centre in relation to teaching their students or regarding some incidents that concern them (indiscipline, demotivation, etc.).
2. Next cooperative work teams are formed with a coordinator, a specialist in the content or incident to be worked on, another in the learning procedure or in the incidental situation to introduce, and a fourth in the teaching or learning methods intervention to use.
3. Afterwards, and based on the offer made by the corresponding educational centre, the TU and CI are distributed among the student's teams (any curricular area and critical incident) and they are asked for any learning or coping intervention procedures.
4. Each team, through the coordinator, maintains permanent contact with the teacher of the educational centre for those who are preparing the TU or the PANIC. They also make some visits to the corresponding group-class, in order to collect useful data to better adjust the proposals.
5. During theoretical class sessions, we revise the concepts and instructional models necessary to make justified decisions regarding the TU and the IC and PANIC. In the practical sessions, the different learning and teaching or coping strategies are analysed and practiced in the case of incidents through simulations, case analysis and dramatization. The different materials and the virtual campus support these activities.
6. In the last 2-3 sessions of the course, the teachers of the educational centres involved attend the presentations made by each work team in relation to the TU or the proposed PANIC, and that each teacher will introduce during the second or third semester of the academic year. These presentations are carried out by means of a PPT presentation and a brief oral presentation, after which the invited teachers, the teacher of the subject and the rest of the teams of students, ask questions and make comments. Each aspect of this dynamic is assessed.
7. Finally, students deliver their TU and PANIC the same day as the individual final test, having introduced modifications based on the advice and comments received in the presentation session.

The best works are uploaded to two websites (with the authorship of the students and teachers involved, who must give their prior permission): Teaching units: [www.sinte.me/arc\\_pro](http://www.sinte.me/arc_pro) PANIC: [www.citic-edu.com](http://www.citic-edu.com)

N.B. The proposed teaching and assessment methodologies may experience some modifications as a result of the restrictions on face-to-face learning imposed by the health authorities. The teaching staff will use the Moodle classroom or the usual communication channel to specify whether the different directed and assessment activities are to be carried out on site or online, as instructed by the Faculty.

## Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Case analysis sessions, simulation of intervention methods and presentation of the UD's and PANICs	12	0.48	1, 2, 9
Theoretical class sessions on the agenda	24	0.96	1, 3, 4
Type: Supervised			
Revisions of the Didactic Guide, the PANIC and the presentation in class.	15	0.6	6, 9, 8
Type: Autonomous			
Lectura de textos y revisión de webs.	28	1.12	5, 9
Reuniones de coordinación y preparación de la exposición del equipo.	50	2	2, 3, 4, 9, 8
Teacher contacts of the assigned center. Visit the center.	19	0.76	

## Assessment

The individual qualification of each student will be obtained from the following sources:

Evidence 1. YOUR OR PANIC (done as a team):

The different teams will have to prepare a didactic guide or the analysis of a critical incident (PANIC) that will be presented to the teacher on the same day as the individual assessment test. Before the final delivery, a first draft of the guide or PANIC will be presented during the first week of evaluation and from where you will receive comments from the teacher to incorporate the necessary elements.

The guide will provide 50% of the final grade, divided into the following sections:

Indicator	Context, objectives and competencies	Teaching and learning / intervention activities	Evaluation activities	Attention to diversity	Total
Rating Percentage	5%	20%	5%	10%	50%

A draft of this evidence will be presented on week 10 and will be delivered on week 17.

Evidence 2. Presentation of the TU or a PANIC in a Power Point presentation (carried out as a team):

The different teams will have to present, in front of the class and their assigned teacher, the didactic unit prepared or PANIC for a maximum time of 15 minutes and then answer the questions asked by the titular teacher, the assigned schoolteacher and their classmates, for 5 minutes.

Indicator	Total
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	Formal quality of PPT and materials	Clarity and interest in the presentation	Questions and answers	Assessment of the assigned teacher	
Rating Percentage	5%	10%	3%	2%	20%

This evidence will be presented in weeks 15 and 16.

Evidence 3. Individual assessment test.

Resolution of a test consisting of two cases that will contribute 30% of the final grade. Team coordinators have an additional 5% bonus because of their special task.

Indicator	Case 1 (Strategies Learning / Incident Analysis)	Case 2 (Strategies Teaching / Intervention in the Incident)	Others (group coordination)	Total
Rating Percentage	15%	15%	(+5% additional)	30%

This evidence will take place on the second assessment period.

To pass the subject, a grade of 5 or more is required in the individual test and in the group work. Students who have a continuous evaluation grade of between 4 and 4.9 points and who have not passed the subject will be eligible to resit. The resit will consist of a multiple choice test.

Non-assessable: Students who fail to produce more than 40% of the evidences will be deemed Non-Assessable (NA).

No unique final synthesis test for students who enrol for the second time or more is anticipated.

<https://www.uab.cat/web/estudiar/graus/graus/avaluacions-1345722525858.html>

## Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Ev1 Didactic Guide or PANIC (performed as a team)	50%	0	0	6, 7, 9, 8
Ev2 Presentation of the Didactic Unit or the PANIC	20%	0	0	1, 2, 3
Ev3 Individual assessment test	30%	2	0.08	2, 3, 4, 5, 9

## Bibliography

Main references:

Monereo, C. (Coord.) (2000). *Estrategias de aprendizaje*. Madrid: Visor.

Monereo, C. Monte, M. (2011) *Docentes en tránsito. Incidentes críticos en secundaria*. Barcelona: Graó.

#### Theoric Framework:

Monereo, C.; Monte, M. y Andreucci, P. (2015) La gestión de incidentes críticos en la Universidad. Madrid: Narcea.

Monereo, C. (2017) The role of critical incidents in the dialogical construction of teacher identity. Analysis of a professional transition case. *Learning, Culture and Social Interaction*. <https://doi.org/10.1016/j.lcsi.2017.10.002>

#### Docent Guide:

Monereo, C. (Coord.) (2001) *Ser estratégico y autónomo aprendiendo*. Barcelona: Graó.

<https://www.sinte.me/arc-pro>

#### Guideline for the Analysis of Critical Incidents (PANIC):

<https://www.critic-edu.com/>

#### Specific for teams:

Search for information: Monereo, C. (2009) Aprender a encontrar y seleccionar información. En pozo, J.I. y Pérez, M.P. *Psicología del aprendizaje universitario*. Madrid: Morata; 89-105.

Note-taking: Monereo, C. (Coord.) (2000) *Tomar apuntes: un enfoque estratégico*. Madrid: Antonio Machado-Visor.

Cocept Maps: Novak, J. i Gowin, D. (1988) *Aprendiendo a aprender*. Barcelona: Martínez Roca.

Assessment: Monereo, C. (Coord.) (2009) *Pisa como excusa*. Barcelona: Graó

Critical Incidentss: <https://www.critic-edu.com/> <https://www.facebook.com/criticface/>

#### Webgrafia

ProfessorWebsite: <http://www.carlesmonereo.me/>

Docent Guide Website: <https://www.sinte.me/arc-pro>

Critical Incidents Website: <https://www.critic-edu.com/> <https://www.facebook.com/criticface/>

Digital Campus: <http://psicovirtual.uab.es/aules/course/view.php?id=229>