# UAB
## Universitat Autònoma de Barcelona

**Learning Strategies**

Code: 102598
ECTS Credits: 6

**2024/2025**

| Degree | Type | Year |
|---|---|---|
| 2502443 Psychology | OT | 4 |

## Contact

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## Teachers

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## Teaching groups languages

You can view this information at the end of this document.

## 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

- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- 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.
- Make changes to methods and processes in the area of knowledge in order to provide innovative responses to society's needs and demands.
- Take account of social, economic and environmental impacts when operating within one's own area of knowledge.
- Take sex- or gender-based inequalities into consideration when operating within one's own area of knowledge.
- Use different ICTs for different purposes.
- Work in a team.

## Learning Outcomes

1. Analyse a situation and identify its points for improvement.
2. Analyse the sex- or gender-based inequalities and the gender biases present in one's own area of knowledge.
3. Analyse the sustainability indicators of the academic and professional activities in this field, integrating the social, economic and/or environmental dimensions.
4. 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.
5. Apply knowledge, skills and acquired values critically, reflexively and creatively.
6. Apply the theoretical content of educational psychology to the improvement and optimization of real and simulated situations in formal and non-formal education.
7. Assess how stereotypes and gender roles impact professional practice.
8. Assess the impact of the difficulties, prejudices and discriminations that actions or projects may involve, in the short or long term, in relation to certain persons or groups.
9. Communicate in an inclusive manner avoiding the use of sexist or discriminatory language.
10. Critically analyse the principles, values and procedures that govern the exercise of the profession.
11. Design plans for improving educational practice adapted to the characteristics of both the educational context and students and teachers.
12. Explain the explicit or implicit deontological code in your area of knowledge.
13. Identify situations in which a change or improvement is needed.
14. Identify the principal forms of sex- or gender-based inequality and discrimination present in society.
15. Identify the social, economic and/or environmental implications of academic and professional activities in the area of your knowledge.
16. Present and discuss with the educators (students, parents and teachers) a specific plan of psychoeducational intervention.
17. Propose new experience-based methods or alternative solutions.
18. Propose new ways of measuring the viability, success or failure of the implementation of innovative proposals or ideas.
19. Propose projects and actions that are in accordance with the principles of ethical responsibility and respect for fundamental rights and obligations, diversity and democratic values.

20. Propose projects and actions that incorporate the gender perspective.
21. Propose viable projects and actions to boost social, economic and/or environmental benefits.
22. Propose ways to evaluate projects and actions for improving sustainability.
23. Reflect on the importance of training teachers.
24. Select the appropriate exploratory instruments for analysing individual differences in school learning.
25. Use different ICTs for different purposes.
26. Weigh up the risks and opportunities of both one's own and other people's proposals for improvement.
27. 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.

## Activities and Methodology

| Title | Hours | ECTS | Learning Outcomes |
|---|---|---|---|
| Type: Directed | | | |
| Case analysis sessions, simulation of intervention methods and presentation of the UDs and PANICs | 12 | 0.48 | 4, 5, 27 |
| Theoretical class sessions on the agenda | 24 | 0.96 | 4, 6, 11 |
| Type: Supervised | | | |
| Ev3 Individual assessment test (Virtual Forum participation) | 2 | 0.08 | 10, 3, 2, 4, 1, 5, 6, 11, 14, 16, 17, 18, 20, 21, 27, 25, 7, 8 |
| Revisions of the Didactic Guide, the PANIC and the presentation in class. | 15 | 0.6 | 23, 27, 25 |
| Type: Autonomous | | | |

| | | | |
|---|---|---|---|
| Lectura de textos y revisión de webs. | 28 | 1.12 | 16, 27 |
| Reuniones de coordinación y preparación de la exposición del equipo. | 50 | 2 | 5, 6, 11, 27, 25 |
| Teacher contacts of the assigned center. Visit the center. | 19 | 0.76 | |

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 prsentation 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 PANIC: www.citic-edu.com

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

## Assessment

## Continous Assessment Activities

| Title | Weighting | Hours | ECTS | Learning Outcomes |
|---|---|---|---|---|
| Ev1 Didactic Guide or PANIC (performed as a team) | 50% | 0 | 0 | 10, 3, 4, 1, 5, 6, 11, 12, 15, 13, 22, 17, 19, 21, 23, 24, 27, 25, 8 |
| Ev2 Presentation of the Didactic Unit or the PANIC | 20% | 0 | 0 | 2, 4, 5, 6, 9, 14, 26, 16, 18, 20, 27, 25, 7 |
| Ev3 Individual assessment test (Virtual Forum participation) | 30% | 0 | 0 | 10, 3, 2, 4, 1, 5, 6, 11, 12, 14, 16, 17, 18, 20, 21, 27, 25, 7, 8 |

The individual qualification of each student will be obtained from the following sources:
Evidence 1. DIDACTIC GUIDE 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 last day of Oral teams presentations. 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/Actos Analyse | Teaching and learning / intervention activities | Evaluation activities/Follow-up actibities | Attention to diversity/Video record material | Total |
|---|---|---|---|---|---|
| Rating Percentage | 10% | 25% | 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 Didactic Guide 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 | Formal quality of PPT and materials | Clarity and interest in the presentation | Questions and answers | Assessment of the assigned teacher | Total |
|---|---|---|---|---|---|
| Rating Percentage | 5% | 10% | 3% | 2% | 20% |

This evidence will be presented in weeks 15 and 16.

Evidence 3. Individual assessment test(Virtual Forum)

Participation in a Virtual Forum analysing a cast. It will contribute whit a 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 is necessary a grade of 5 or higher in the weighted total.

Recovery: students who, during the continuous assessment, have taken evidence with a weight equal to or greater than 2/3 of the total grade and have obtained a grade of less than 5 points can choose. The recovery will consist of a test-type exam and at least half of the questions must be completed correctly. This recovery can only result in a score of 5: passed.

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 enrole for the second time or more is anticipated.

This subject does not consider single assessment.

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

## 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 Incidents: https://www.critic-edu.com/ https://www.facebook.com/criticface/

Other Resources:

Professor Website: https://es.wikipedia.org/wiki/Carles_Monereo_Font

professor's publications:

https://www.researchgate.net/profile/Carles-Monereo

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

## Software

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## Language list

| Name | Group | Language | Semester | Turn |
|---|---|---|---|---|
| (SEM) Seminars | 111 | Catalan/Spanish | first semester | morning-mixed |
| (SEM) Seminars | 112 | Catalan/Spanish | first semester | morning-mixed |
| (TE) Theory | 1 | Catalan/Spanish | first semester | morning-mixed |