

**COURSE DATA****DATA SUBJECT**

**Code:** 33716  
**Name:** Strategies for learning and participation at university  
**Cycle:** Undergraduate Studies  
**ECTS Credits:** 6  
**Academic year:** 2026-27

**STUDY (S)**

Degree	Center	Acad. year	Period
1307 - Degree in Pedagogy	Facultat de Filosofia i Ciències de l'Educació	1	First quarter

**SUBJECT-MATTER**

Degree	Subject-matter	Character
1307 - Degree in Pedagogy	Strategies for learning and participating at university	BASIC

**COORDINATION**

CHISVERT TARAZONA MARIA JOSE

**SUMMARY**

This is an instrumental and introductory course, in which students are expected to learn how to use educational resources that will facilitate their learning and understanding of the institution. It includes practical activities designed to support students' knowledge of and integration into the University, fostering the relational dimension between students and teaching staff. The content of the course is organised into four sections, each corresponding to a predominantly practical workshop:

1. Group dynamics.
2. Virtual classroom, documentation, information and communication technologies.
3. Knowledge of and participation in university life, rights and responsibilities.
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**

They are not required.

## **COMPETENCES / LEARNING OUTCOMES**

### **1307 - Degree in Pedagogy**

Capacidad crítica y autocrítica.

Capacidad de comunicación en una lengua extranjera.

Capacidad de comunicación profesional oral y escrita en las lenguas propias de la Universitat de València.

Capacidad de gestión de la información.

Capacidad de resolución de problemas y toma de decisiones.

Capacidad de utilización de las TIC en el ámbito de estudio y contexto profesional.

Capacidad para desarrollar, promover y dinamizar habilidades de comunicación interpersonal.

Capacidad para reconocer y valorar los procesos afectivos.

Compromiso ético activo con los derechos humanos y la sostenibilidad.

Desarrollo de la innovación y la creatividad en la práctica profesional.

Develop organisational and planning skills.

Reconocimiento y respeto a la diversidad y fomento de la interculturalidad.

Show commitment to professional identity, development and ethics.

Skills in analysis and synthesis.

## **DESCRIPTION OF CONTENTS**

1. Learning strategies in higher education.
2. Group work techniques.
3. Voices and languages in education.
4. Oral, written and physical expression.
5. Resources for searching for scientific and academic information, and for documentation in higher



education.

6. Information and Communication Technologies (ICT) in university activities.
7. The University's virtual learning platform: the virtual classroom using Moodle.
8. Understanding the university institution.
9. Participation in university life: rights and responsibilities.
10. Academic tutoring.

## WORKLOAD

### PRESENCIAL ACTIVITIES

Activity	Hours
Classroom practices	60,00
<b>Total hours</b>	<b>60,00</b>

### NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	5,00
Individual or group project	15,00
Independent study and work	10,00
Preparation of lessons	10,00
Preparation for assessment activities	20,00
Resolution of case studies	30,00
<b>Total hours</b>	<b>90,00</b>

## TEACHING METHODOLOGY

The teaching methodology is based on the development of content through a close link between theory and practice. It combines an expository component with individual and group activities, as well as exercises applying what has been learned, including:

- The participatory lecture.
- Workshop activities, involving students in the sessions so that exercises can be applied to and analysed within their group.
- Individual and/or group practical work.
- Group work and its public presentation.

## EVALUATION

The assessment of competencies by students will be carried out by combining different types of information, linked to the different activities that students will develop in the subject and in all modules.

To this end, we have different procedures for the assessment of learning:



1. Attendance, participation and involvement in the different modules of the subject
2. Assessment of participation in the different class activities.
3. Assessment and evaluation of works as the portfolio and grup work.
4. Evaluation of the exhibition of works.
5. Tests.

The evaluation of the students will be carried out according to this weighting:

Type of face-to-face assessment	%
Activities carried out in each workshop	25

It is necessary to pass each workshop (at least a 5 out of 10) to pass the subject.

For students who do not attend any class in the different modules and have not drawn up a work plan with the teachers in charge of the subject:

Type of non-face-to-face assessment	%
Activities carried out in each workshop	100

NOTE: Any student who has justified the non-attendance of classes may carry out a work plan directed by the teaching staff of the subject.

1. There is no difference in the evaluation procedure between the first and second calls.
2. Each workshop not passed in the first call may be recovered in the second call.

#### FRAUDULENT ACTIONS AND USE OF GENERATIVE ARTIFICIAL INTELLIGENCE

Fraudulent conduct in assessment tests and plagiarism in assessment work will be considered in accordance with the UV Assessment and Grading Regulations (ACGUV 108/2017) and the Protocol for Action against Fraudulent Practices (ACGUV 123/2020).



The use of technologies (including AI) to create assessment materials without prior and express authorization from the teaching staff will prevent them from being considered as self-authored and will be treated according to current regulations and the UV Code of Coexistence and Good Practices (ACGUV 300/2023, DOGV, no. 9747/18.12.2023).

## REFERENCES

- APA (s.f.) *Manual de Norma APA. Séptima Edición 2020*. <https://normasapa.pro/>
- Benet, A. (2009). Governança universitària: un sistema pendent de reformar. *BUC*, 3, 8-11.
- Cabaní, M<sup>a</sup>. LL. (2002). *Aprende a estudiar a la universitat*. UOC. Col.lecció Manuals 54.
- Carretero, A. (2009). Utogestión del saber y disolución del poder. *Libre Pensamiento. Papeles de reflexión y debate*, 57, 4-11.
- Cascon, F (2007). *Juegos y dinámicas en Educación para la paz*. [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*. MAD
- Marcellán, P. y Marín, P. (2009). Ni con Bolonia ni sin Bolonia tienen mis males remedio. *Libre Pensamiento. Papeles de reflexión y debate*, 61, 45 - 50.
- Monereo, C., Barberá, E., Castelló, M., Guitert, M., Palma, M. y Pérez Orellana, N. (coor.) (2006). *Normas básicas para la elaboración de trabajos*. Facultad de Filosofía y CC de la Educación, Universidad de Valencia. <http://www.uv.es/filoeducpie/cas/normasbasicastrabajo.pdf>
- Senent, J. M. (2009). *Intervención socioeducativa en grupos*. Universitat de Valencia