

LEARNING EXPERIENCES IN THE UNIVERSITY SETTING. THE EFFECTIVENESS OF A TRAINING PROGRAM

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Abstract

A careful analysis of the Romanian university setting indicates that the main concern of the education actors is focused on improving the quality of the instructive-educational process. Thus, the relevance of learning outcomes is adapted to the student's needs, but also to the needs of employers and to the skills required by the constant changing of the labor market. Aware of these needs and using our practical experience in the field, we developed and tested an intervention program in the educational setting which, through structure, content and strategies is tailored to the particularities of the Romanian socio-cultural and educational academia, but also the specificity of the cognitive and socio-cultural profile of our students. Students' strategies, learning style and motivation were measured by means of the following instruments: The Learning Style Inventory (Vermunt, 1994), The Revised Two Factor Study Process Questionnaire (R - SPQ, Biggs, Kember, & Leung, 2001) and Academic Self-Regulation Questionnaire (Drugaş, 2008). Centered on the pragmatic side of learning, the training has proved its usefulness in empowering students with skills and competencies. In addition, students developed learning patterns targeted on understanding information/material and revised in a constructive way their views about learning.

Keywords: learning experience; learning strategies; meta-cognitive abilities; learning style; self-regulation

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