Abstract
Since the seventies the concept of learning has evolved to be now consolidated into two broad categories: superficial and deep. In turn, the learning approach includes two components: motivation and strategy. These are modified by the context in which the learning process is performed, which plays an important role in the intention or motivation that the student may have. For this reason, the knowledge of the impact of some sociocultural variables on learning approaches becomes the focus of this study.
Objective: to determine the relationship between learning approaches and sociocultural variables such as gender, type of school and head of the family.
Materials and methods: quantitative non-experimental; specifically is a sectional descriptive design. After knowing the nature and purposes of the study, in the sample participated 112 volunteer students of the programs in Medicine, Nursing and Physical Education enrolled in the first semester in the 2013 period. The data collection was performed by application of two instruments: a survey to identify socio-cultural aspects, developed by the research group and the instrument proposed by Biggs RSPQ-2F for the identification of learning approaches.
Results and Conclusions: for the identification of learning approaches, discriminated by type of career, in Medicine and Physical Education the strategic approach predominates, while in the nursing program they admit a deep approach. The results of congruence between the scales and subscales of the approaches, motivations and learning strategies that were used in this study are similar to those found in other parts of the world. There is no relationship between learning approaches and the three sociocultural variables. It is of great importance to replicate these studies in other educational environments in Colombia and analyze what happens in public and private universities.

Keywords
Keywords, students, learning approaches, sociocultural model, secondary education, higher education.