Abstract

The objective of this work is to identify the learning strategies which students of sixth semester Section B of the Training Program of the "Andres Bello Village University" employ. It consisted of a field investigation. For the collection of data we employed a questionnaire of open questions, whose answers were analyzed using content analysis. The categories we identified were: cooperative learning, learning strategies of essay, clarification, organizational, emotional and comprehension monitoring, as well as metacognitive strategies. The results indicate the superiority of cooperative learning which supplemented with various learning and metacognitive strategies, and in conjunction with the participation of the teacher as mediator, might help promote autonomy in their formation and greater use of these students. It reveals the importance of cooperative learning as a valuable resource for its application at the college.

Keywords

learning strategies, cooperative learning, metacognitive strategies, university villages, university people