

Cognitive, Metacognitive and Socio-Emotional Strategies in University Students

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ABSTRACT

The study assess the effect of a module learns to learn in the students' learning strategies of second cycle of the National Intercultural University of the Amazonia from Peru. The quantitative approach was used and the design was quasi-experimental; the instrument was a self-reporting questionnaire, the sample had forty students, it was applied in 2 hours by week, during for 4 months, it was replied once again in the next cycle. The procedures applied in the transfer of the learning strategies were: Planning, motivation for his use, strategy modeling, strategy interiorization, independent practice, explicit instruction in processes of regulation and learning auto checking and finally the use in real classroom context. It was used a first and second module learn to learn with 23 units. Nevertheless, the effect of the module learns to learn does not present a significant improvement ($p > 0.05$) in the learning strategies.

Keywords: learn to learn; learning strategies; cognition; metacognition; socio-emocional