



Lifelong Learning Programme
Erasmus Multilateral Projects
UbiCamp: Integrated Solution to Virtual Mobility Barriers
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UBICAMP-WP5-UNIOVI-001

WP4. Sociocultural Learning Guide (SLG)

Learning Guide for the students in VM in the University of Oviedo

Sociocultural contents have a special status in the VM Experience: they do not perform a subject, but they must provide learning information about the Asturias culture, and the students have the compromise to learn it.

PROYECTO UBICAMP



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Author:	Author	
UbiCamp Team	UBICAMP-WP5-UNIOVI-001	Version 1.0
WP4. Sociocultural Learning Guide (SLG) Learning Guide for the students in VM in the University of Oviedo		Sheet 2 of 11
<i>With the support of the Lifelong Learning Programme of the European Union.</i>		

Contents

1	Introduction	4
1.1	Object	4
2	Competencies and Learning Outcomes	5
2.1	Competencies.....	5
2.2	Learning Outcomes	5
3	Sociocultural website	6
3.1	Cultural aspects	6
3.2	Cultural elements	6
4	Learning style	7
4.1	Before to begin.....	7
4.2	Proposed itineraries	7
4.3	7
5	Assessment.....	10
6	Bibliografía	11

Author:	Author	
UbiCamp Team	UBICAMP-WP5-UNIOVI-001	Version 1.0
WP4. Sociocultural Learning Guide (SLG) Learning Guide for the students in VM in the University of Oviedo		Sheet 3 of 11
<i>With the support of the Lifelong Learning Programme of the European Union.</i>		

1 Introduction

A Virtual Mobility Interchange has basically two main objectives: (1) let the student attend subjects in a foreign University and (2) let the student to acquire sociocultural knowledge from the University environment.

The first objective is achieved by means of academic contents that the student must attend and overcome.

The second one is achieved by the compromise of the student for attending the sociocultural contents that the University of Oviedo has published for that purpose (sociocultural website) and also participating in the sociocultural activities designed from the academic subjects and also from the sociocultural website.

1.1 Object

The object of this Sociocultural Learning Guide (SLG) is to provide the students with the basis and the training for following the sociocultural contents and activities in order to convert them in an added value to the VM experience.

Moreover, the SLG must help the student to waste not much effort in that question, only the necessary for a good result.

Author:	Author	
UbiCamp Team	UBICAMP-WP5-UNIOVI-001	Version 1.0
WP4. Sociocultural Learning Guide (SLG) Learning Guide for the students in VM in the University of Oviedo		Sheet 4 of 11
<i>With the support of the Lifelong Learning Programme of the European Union.</i>		

2 Competencies and Learning Outcomes

Using this SLG and the Sociocultural contents and tools from the Sociocultural website at the University of Oviedo, the students will acquire the following competencies and learning outcomes.

2.1 Competencies

Expected competencies are:

1. Basic knowledge for spending a time in Asturias.
2. Contacts with Asturian people.
3. General knowledge about Asturias.

2.2 Learning Outcomes

Expected Learning Outcomes are:

1. Knowledge of the way of life in Asturias, social aspects, policy aspects, etc.
2. Any words in Spanish and Asturian languages.
3. Basic Knowledge about the history of Asturias and the history of the University of Oviedo.
4. To Know the University of Oviedo, Rectorate, University Schools, Internationalization Office, etc. (how does it work and where to go for information)
5. Any knowledge about tourism in Asturias, gastronomy, landscape, beaches, etc.
6. Where to practise sport in Asturias, important sport characters from Asturias.
7. How to live in Asturias, where to look for information in Asturias, press, etc.
8. Contact with Asturian people.

Author:	Author	
UbiCamp Team	UBICAMP-WP5-UNIOVI-001	Version 1.0
WP4. Sociocultural Learning Guide (SLG) Learning Guide for the students in VM in the University of Oviedo		Sheet 5 of 11
<i>With the support of the Lifelong Learning Programme of the European Union.</i>		

3 Sociocultural website

In order to facilitate the access to the sociocultural contents for the students, a website has been provided that let student access them.

The contents has been designed and structured following any theoretical criteria whose objective is to facilitate the student access.

The contents have been tagged following two main criteria:

- Cultural aspects
- Cultural elements

3.1 Cultural aspects

Asturian culture has been structured following intuitive criteria: the main aspects that all Asturian people agree to be found in Asturias:

Aspects	Description
The University	Objectives of the University, establishment, history and future. The schools of the University of Oviedo. The Degrees that can be studied at the University of Oviedo.
History	History of Asturias. History in the Spanish context. Political models of the History of Asturias. The concept of Asturias as an Autonomous Community in the Kingdom of Spain.
Art	Art in Asturias. Art during Prehistory. Asturian art. Art during the Illustration. Modern art.
Heritage	Cultural heritage in Asturias: fishing, the countryside, the industry, etc. Emigration.
Geography	Main characteristics of the Asturian geography. The cities. The countryside. The coast. The Mountain Range and the Peaks of Europe.
Leisure	Leisure in the Asturian cities. Leisure in the countryside. The <i>romerías</i> . The culture of cider.
Tourism	Asturias as a destination for tourism. Rural lodging. Mountain routes. The beaches.
Gastronomy	Traditional and modern Asturian cuisine.
Economy	The economic structure of Asturias.
Characters	Importante figures from the culture and politics of Asturias: Pelayo, Juan Carreño de Miranda, Benito Jerónimo Feijoo, Pedro Rodríguez de Campomanes, Gaspar Melchor de Jovellanos, Manuel Abad y Queipo, Rafael de Riego, Leopoldo Alas ("Clarín"), etc.

3.2 Cultural elements

The elements of the culture are those proposed by Barkan (Barkan, 2011): Symbols, Language, Creeds, Values and Artefacts.

Due to an operative reason while creating the contents, creeds have been divided, as in the aforementioned reference by Barkan, into Norms and Rituals, so that the more social aspects are separated from the more traditional, or even religious, ones.

There are, thus, six basic elements: Symbols, Language, Norms, Rituals, Values and Artefacts.

This is a more academic vision of any culture.

Author:	Author	
UbiCamp Team	UBICAMP-WP5-UNIOVI-001	Version 1.0
WP4. Sociocultural Learning Guide (SLG) Learning Guide for the students in VM in the University of Oviedo		Sheet 6 of 11
<i>With the support of the Lifelong Learning Programme of the European Union.</i>		

4 Learning style

There are a multitude of definitions of the concept of learning style, but Kolb's definition is noteworthy (Kolb, 1984). In it, the learning style is defined as "someone's preferred method to perceive and process information". Although these methods may vary according to what is to be learned, each one tends to develop certain preferences or global tendencies that will define their own learning style.

Of all these models, we focus on Honey and Mumford (Honey, 1986) which proposes an index of learning styles¹: Active, Reflective, theorist and pragmatist. Each person has a learning pattern for each the previous styles. These styles and preferences may be measured with tools.

As a consequence, learning styles are a key factor that affects individual learning (Abidin, y otros, 2011) and the methods employed to organize and process information (Frias-Martinez, y otros, 2007).

This step does not have any previous process and is conducted by the profile of the Educator. Its goal is to identify, according to the characteristics of the student, which are the most appropriate models to create the contents of the Digital Library.

4.1 Before to begin

The first step is to evaluate your better way to learn. In the following link the student can evaluate itself:

<http://www.estilosdeaprendizaje.es/chaee/chaeeagraf2eng.htm>

Once the student has been evaluated, the access to the content will follow one or several different ways depending on the result and the student own opinion.

4.2 Proposed itineraries

Depending on the test result, the student can try one or more of the proposed itineraries for navigating the sociocultural contents.

The next sections will define ways to travel through the contents for students that get a monolithic learning style. But this is not what usually happens, test result shows usually two or even more styles for every person, so if the way to access doesn't result comfortable, the student can change it for any other related to other style or even try its own way.

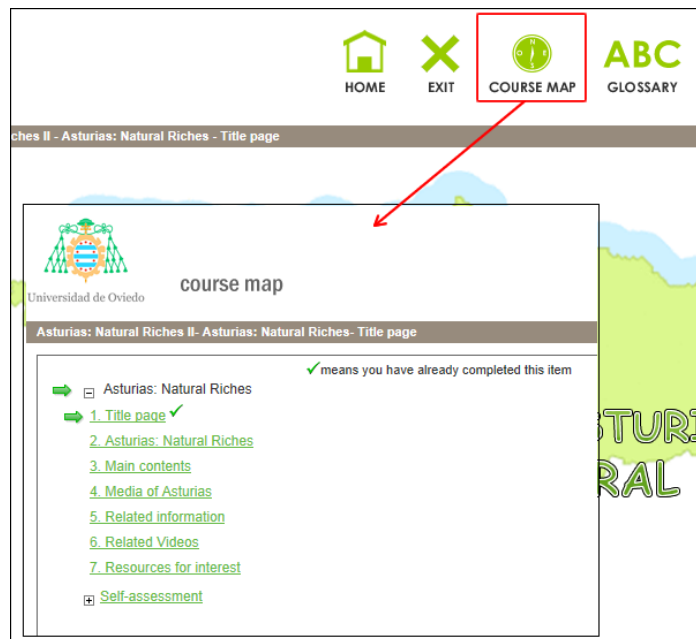
4.3 Active

People who have a predominantly Active style usually involve themselves fully with new experiences. They take risks, they are spontaneous; innovative; participative; creative when generating new ideas and, moreover, they like solving problems.

Method of navigating through the course:

- General and schematic view of the contents through the Course Map icon.
- Freely explores the contents visiting those that the students find most appealing.
- Checks the social networks that are dealing with the main topic of the content and contribute to them with new ideas.
- Finally, takes the self-assessment test as many times as they deem necessary.

Author:	Author	
UbiCamp Team	UBICAMP-WP5-UNIOVI-001	Version 1.0
WP4. Sociocultural Learning Guide (SLG) Learning Guide for the students in VM in the University of Oviedo		Sheet 7 of 11
<i>With the support of the Lifelong Learning Programme of the European Union.</i>		



4.4 Reflexive

Reflexive students like analyzing their experiences and observing them from different points of view, collecting information and analyzing it thoroughly before reaching any conclusion. They are people whose like to consider all possible alternatives before making a decision.

Method of navigating through the course:

- General and schematic view of the contents through the Course Map icon.
- Views of the video to familiarize oneself with the contents discussed in the topic.
- Expands the contents by reading all the contents and revising each of the links to expand the information.
- Reviews the video to secure the knowledge of the contents.
- Checks what is being said on social networks regarding Asturias.
- Finally, performs the self-assessment.

4.5 Theoretical

Theoretical students adapt and integrate observations into logical and complex theories. They tend to be perfectionists. They join facts with coherent theories. They like analyzing and synthesizing. They have a deep system of thought when establishing principles, theories and models.

Navigation Methodology

Visit the contents in a lineal order according to the course map:

- Video
- Main contents
- Related videos
- Interesting resources
- Checks social networks

Author:	Author	
UbiCamp Team	UBICAMP-WP5-UNIOVI-001	Version 1.0
WP4. Sociocultural Learning Guide (SLG) Learning Guide for the students in VM in the University of Oviedo		Sheet 8 of 11
<i>With the support of the Lifelong Learning Programme of the European Union.</i>		

- Checks the press
- Performs the self-assessment

While they visit the contents, it is important that they check their progress every once in a while in the course. With the “Course Map” icon they will be able to see the contents they have checked up to that moment and the contents that they still have to finish to complete the whole course.

4.6 Pragmatic

The forte of a person who has a predominantly pragmatic style is the practical application of ideas. They discover the positive aspect of new ideas and take advantage of the first chance they get to experiment with them. They act quickly and firmly with the ideas and projects they find attractive.

Navigation Methodology

- Experiments with all the elements of the course. They may begin by checking the social networks to see what they are talking about and then tackle the contents, or they may follow the lineal order of presentation of the contents and advance to where they need to go. They strongly focus on the resources they find interesting for extracting information that may be useful to them should they ever visit Asturias.

Author:	Author	
UbiCamp Team	UBICAMP-WP5-UNIOVI-001	Version 1.0
WP4. Sociocultural Learning Guide (SLG) Learning Guide for the students in VM in the University of Oviedo		Sheet 9 of 11
<i>With the support of the Lifelong Learning Programme of the European Union.</i>		

5 Assessment

After every content is reviewed in the Sociocultural Webportal, a test can be done from the Virtual Campus of the University of Oviedo.

These tests are very simple and very short (6 to 8 questions) and the only purpose is to get a feedback of the student activity related to the sociocultural learning.

The contents will spend about 10 minutes and the test will spend another 10 minutes more. The purpose is to review two of these contents every week, so that the student will spend approximately from 40 to 60 minutes a week in the sociocultural contents during the VM interchange. The more time the student spend the more information it will get from the culture, but all this time must be spent because of the student own initiative, and it is not a requirement.

Once the VM exchange has ended, those students that have made at least 90% of the test, will be evaluated positively.

Optionally an online interview can take place between students and hosted HEI tutor. This interview can be used for getting feedback from the experience and the data can be used for survey purposes. Also it can improve the student's assessment.

For those students that doesn't complete the tests or those who decide not to participate in the sociocultural activities, a final interview will be proposed. If they demonstrate basic knowledge of the sociocultural aspects during that interview, they will be positively evaluated as well.

Final assessment will be defined by a letter with the following meaning:

- **A. Positive assessment.**
 - The students complete the 90% of the test and the interview demonstrates good basic knowledge of the culture.
- **B. Positive assessment.**
 - The students complete the 90% of the tests (no interview).
 - The student doesn't complete the 90% of the tests, but the interview demonstrates good basic knowledge of the culture.
- **C. Negative assessment.**
 - The student doesn't complete the 90% of the tests and deny participating in any interview.
 - The student declares that is not interested in any kind of sociocultural learning.
 - The student doesn't participate or attend the host HEI tutor requirements for participating in activities or in assessment process.
 - Other negative scenarios.

Author:	Author	
UbiCamp Team	UBICAMP-WP5-UNIOVI-001	Version 1.0
WP4. Sociocultural Learning Guide (SLG) Learning Guide for the students in VM in the University of Oviedo		Sheet 10 of 11
<i>With the support of the Lifelong Learning Programme of the European Union.</i>		

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Author:	Author	
UbiCamp Team	UBICAMP-WP5-UNIOVI-001	Version 1.0
WP4. Sociocultural Learning Guide (SLG) Learning Guide for the students in VM in the University of Oviedo		Sheet 11 of 11
<i>With the support of the Lifelong Learning Programme of the European Union.</i>		