

## Teaching Model of the Universitat Rovira i Virgili



## **1. European Higher Education Area (EHEA)**

The Bologna Declaration, signed on June 19, 1999 by the Ministries of Education of twenty-nine states, states the need to promote convergence between the higher education systems of the different European states in order to facilitate graduates' integration into a labor market without borders and offer a more attractive framework to students from around the world. It proposes as an objective the achievement of the harmonious development of a European higher education area that has as its main focus the learning and that it is fully respectful with the diversity of cultures, languages and education systems and with the university autonomy.

In order to facilitate the transparency between the various European degrees and their recognition for both higher education institutions and employers, a structure based on two fundamental levels is proposed: the first one, the degree, of a minimum of three years, will qualify for the European labor market; the second will be the degree of masters or doctorate. A supplement to the title will make the different systems of degrees understandable and comparable. The establishment of a compatible credit system, based on the European credit transfer system (ECTS), should allow easy recognition, in terms of level, training and quality, the work developed by a student in any state.

L'espai europeu d'educació superior (EEES)

Universitats i Recerca

Gencat

[http://universitatsirecerca.gencat.cat/ca/01\\_secretaria\\_duniversitats\\_i\\_recerca/universitats\\_i\\_recerca\\_de\\_catalunya/relacions\\_europees\\_i\\_internacionals/comissio\\_europea/l\\_espai\\_europeu\\_d\\_educacio\\_superior/](http://universitatsirecerca.gencat.cat/ca/01_secretaria_duniversitats_i_recerca/universitats_i_recerca_de_catalunya/relacions_europees_i_internacionals/comissio_europea/l_espai_europeu_d_educacio_superior/)

European Higher Education Area and Bologna Process

<http://www.ehea.info/>

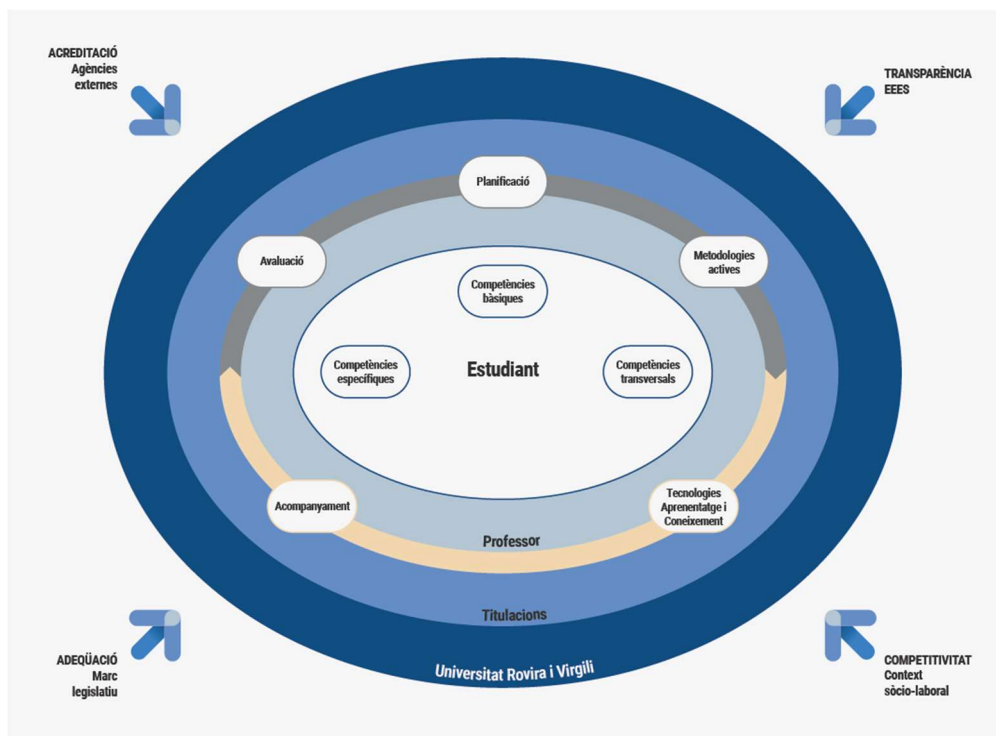
## **2. Model URV**

The teaching model of the URV is oriented to a learning system in which the student is the center of the action of a collective project in which the teaching staff is the engine of innovation and quality teaching.

The training of the graduates of the URV goes beyond the content and facilitates students the acquisition of a training profile where the specific competences (disciplinary) and the transversal (teamwork, communication and creativity) are perfectly integrated...).

Student learning should not be considered a product but a process. Teaching has to mean, above all, that someone learns. That is why the main objective is that students learn more and that what they learn is becoming increasingly significant in terms of applicability and projection in their personal and professional lives.

Considering that learning is an active process, it will be necessary to establish planning, monitoring and evaluation processes that facilitate students' progress in the achievement of competences; to the teaching staff, to review and improve the teaching process, and to the institution, to evaluate the degree of success achieved.



## 2.1. Transversal competences of the URV

The transversal competences of the URV form the formative project of the URV. In this sense, all the degrees and masters of the URV are designed based on general competences, specific competences of the teaching and transversal competences, common to all degrees.

Transversal competences were approved by the Governing Council in ordinary session on July 16, 2015 and modified by the Academic Policy Committee on October 18, 2016. These competencies are:

### Degree:

- CT1. Use information in a foreign language effectively.
- CT2. Managing information and knowledge through the efficient use of IT.
- CT3. Solve problems critically, creatively and innovatively in their field.
- CT4. Work autonomously and as part of a team with responsibility and initiative.
- CT5. Communicate information clearly and precisely to a variety of audiences.
- CT6. Identify their learning process and their academic and professional careers.
- CT7. Apply ethical principles and social responsibility as a citizen and a professional.

### Master's degree:

- Become sufficiently independent to work on research projects and scientific or technological collaborations within their thematic area.
- Forming opinions on the basis of the efficient management and use of information.
- Solve complex problems critically, creatively and innovatively in multidisciplinary contexts.
- Work in multidisciplinary teams and in complex contexts.
- Communicate complex ideas effectively to all sorts of audiences.
- Develop abilities to manage their professional career.
- Apply ethical principles and social responsibility as a citizen and a professional.

## 2.2. Planning

The planning of the URV degrees is aimed at the achievement of competences.

Based on the defined competence profile, every year, the teaching staff makes and publishes the teaching guides of each subject, with the aim of:

- Establish a training **commitment** with the student.
- Guarantee the **transparency** of the information so that the student is clear about the competences that will be learned, what they will have to do to achieve them and how to demonstrate them to be evaluated.
- Ensure teaching **coordination** in the design of training processes.

## 2.3. Methodologies

To promote competence learning, the URV uses a series of active methodologies. Among these we can emphasize:

- [Learning service](#)
- Face-to-face and virtual simulations
- Tests
- Clinical practices
- Case studies
- Work for projects
- Problem based learning
- Seminars
- Workshops

## 2.4. Technologies for Learning and Communication. Teaching face-to-face and virtual

The URV promotes the integration of [Learning and Knowledge Technologies](#) (TAC) in teaching activities, and comprehensive answers are offered to improve the teaching and learning process and make it more efficient and effective through face-to-face teaching and virtual teaching.

Regarding virtual teaching, the URV has a [teaching virtualization](#) model whose objective is to guarantee the quality of the qualifications offered in a semi-classroom or virtual mode.

In accordance with the principles of the teaching model of the URV and using the possibilities offered by Learning and Communication technologies, the URV focuses on virtualization of learning and not merely content, easing the role of the student and allowing him to take the direction of his learning with the support and continuous monitoring of the teaching staff.

## 2.5. Monitoring of the student

The teaching model of the URV is characterized by facilitating personalized accompaniment of the student. This accompaniment is articulated through the [Tutorial Action Plan](#) and pursues:

- Facilitate the **adaptation** of the student to the university.
- **Tracking** competency learning.
- Provide a **formative value**, contributing to the development of transversal competence CT6. Identify learning outcomes and academic and professional guidance.
- **Orientate** in those aspects that are required during the academic life of the student.

## 2.6. Assessment

The student's evaluation is a key element in the teaching model of the URV. This is understood as a systematic process of gathering and interpreting information for decision making regarding the achievement of learning by the student and the improvement of the teaching and learning process by the student. teacher

Different evaluation methodologies are used according to the agents involved:

- **Hetero-evaluation.** Evaluation that one person does on another regarding their work, performance, performance, etc. The teacher is usually taught by the students.
- **Co-evaluation.** Assessment with shared responsibility between teachers and students. It is the continuous feedback that any teaching and learning process must have.
- **Self-assessment.** Evaluation of oneself about the knowledge available, on ethical and social aspects, etc.
- **Peer assessment.** Evaluation that is carried out between students.