



Eficacia de un Programa de Innovación Docente en el Rendimiento, la Adquisición de Competencias Específicas y la Autoevaluación del Alumnado

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text (article)

Analítica

In the current academic context learning by competencies implies the renewal of more active methodologies that approach the professional reality, and changes in the way of assessing. The present study, carried out during the 2017/2018 and 2018/2019 school years, tries to evaluate the effect of a teaching innovation experience in the acquisition of specific competences, academic performance, and self-assessment of 44 students of the Master's Degree in General Health Psychology. Specifically, the students participated in a design and development of social skills training program for patients in two way, as therapist-cotherapist (direct participation) and/or observer-recorder (indirect participation). Also, two blind students were incorporated into the experience to assess what kind of adaptations could be made. The results show that students have acquired the specific competences evaluated and the academic performance has improved as well as global self-assessment and by competencies have improved too. On this matter, based on participation, no differences were found among students. On the other hand, based on evaluation, differences were found according to evaluation or self-assessment, although with a smaller size effect at the end of the program. Finally, results and curricular adaptations are discussed.

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