

VARIATIONS ON LEARNING ORCHESTRATION AT HIGHER EDUCATION: CONCEPTIONS, APPROACHES AND ACADEMIC CONTEXT

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Abstract

There is evidence indicating that student learning in higher education is not occurring at a deep enough level and with the required quality.

Several models were developed to explain learning in higher education. Most of the studies falls within a phenomenographic perspective and SAL model (Students Approaches to Learning).

The term “learning orchestration” integrates the three main constructs from these models: conceptions and approaches to learning and perception of academic context. These are central aspects on the variation in student learning. These three components determine the quality of learning and have a great impact on academic achievement. Learning conceptions influence how students approach learning, cognitive processing level, understanding and the results they get. The learning environment, namely the academic context, influence the students conceptions and approaches to learning and studying.

It will also be addressed that teachers' conceptions of teaching influence instruction experienced by students, their understanding of what is to learn and deep approaches.

Investigation on learning experiences in higher education is presented.