Memòries del Programa de Xarxes-I³CE de qualitat, innovació i investigació en docència universitària. Convocatòria 2016-2017

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RESUMEN

In addition to initiatives from different countries, the Conselleria d’Educació, Culturei Esport de la Generalitat Valenciana, created the High Academic Achievement Groups in the academic year 2010/2011. This program was implemented with the main objective of boosting academic performance in the most outstanding students. This program has been installed in some degrees and subjects of all public universities in the Comunitat Valenciana offering an unique opportunity as a pioneer model of implementation of this type of groups and giving us a valuable feedback to improve and facilitate the implementation of this type of groups. With this purpose we conducted surveys at the University of Alicante where there is an ARA group in the degree of Biology. The surveys were aimed at teachers and students who attended different degrees in order to know the opinions of personnel involved and not involved in ARA groups. The results obtained show a high disinformation with respect to the ARA groups by the others groups, both in the advantages and the requirements to enter. Therefore, it would be desirable to give greater visibility and dissemination to ARA groups. In this way, potential students would have enough information to assess adequately whether they choose or not to enrol in the ARA group.

Palabras clave: English, performance, students, surveys.

1. INTRODUCCIÓN

It is known that there are differences among students in terms of ability, motivation and study capability. In order to improve the performance of students with good results the Generalitat Valenciana has formed teaching groups of high academic performance. ARA groups are characterised because of his small number of students that may increase teaching capacities and by a bilingual education in English. The European Higher Education Area has clearly influenced the implementation of English as Medium of Instruction (EMI), which is defined as the use of the English language to teach academic subjects in countries or jurisdictions where the first language of the majority of the population is not English, at European universities. Through this process, countries, institutions and stakeholders
of the European area are continuously adapting their higher education systems making them more compatible and strengthening their quality assurance mechanism. In addition to these initiatives, the Conselleria d’Educació, Culture i Esport de la Generalitat Valenciana, created in the academic year 2010/2011 the High Academic Achievement (ARA) Groups. This program was implemented with the objective of reinforcing the potential of the most outstanding students so they can achieve the highest academic performance possible. Furthermore, the implementation of this program promotes teaching in English. This program has been installed in some degrees and subjects at universities in the Comunitat Valenciana. These universities are the University of Valencia (UV), Polytechnic University of Valencia (UPV), University of Miguel Hernández (UMH), University of Jaume I (UJI) and the University of Alicante (UA). The implementation of High Academic Achievement groups is expected to be higher in the future in different countries. Therefore, the universities of the Comunitat Valenciana offer an unique opportunity as a pioneer model of implementation of this type of groups and the can offer us a valuable feedback to improve and facilitate the implementation and development of these types of groups. For this purpose we conducted surveys in the faculty of sciences of the University of Alicante where there is an ARA group in the biology degree. The surveys were aimed to teachers and students who attended different degrees in this faculty, in order to know their opinions whether they are or not involved in ARA groups. Due to it is relatively new, there are not many studies carried out in these groups.

2. OBJETIVES
The main objective is to know the level of satisfaction of the students and teachers regarding the ARA groups. Furthermore, we want to study the current level of implementation in relation to what was expected by the Generalitat Valenciana. Our hypothesis is that the program has a positive level of satisfaction and that the implementation is positive given the objectives of the Generalitat Valenciana.

3. MÉTHODS
3.1 Description of context and participants.

We worked with students and teachers from different degrees of the University of Alicante. All the students who participated in the surveys studied a degree coordinated by the Faculty of Sciences, these degrees are: Biology, Mathematics and Marine Sciences. The surveyed teachers were also part of the Faculty of Sciences.
4. RESULTADOS

Figure 1. a) Survey carried out to the degree of Marine Science. b) Survey realized to the group non-ARA of the degree of biology. c) Survey realized to group of Mathematics. d) Survey made to the ARA group of Biology.

Figure 2. e) Survey carried out to the teachers of group ARA. f) Survey carried out to the teachers of the non-ara-group.

Figure 3. A) Teachers thoughts on the possibility that English may be a delay in the subject. B) Teachers agree with advantages that English teaching supplies. C) Consider one of the mayor advantages of A.R.A is the small number of student per class

5. CONCLUSIONS

Regarding the objective of analysing the degree of diffusion of the ARA group, the results were not very high, measures should be taken as information talks in the High Schools where they could inform the future students of the advantages that it entails to study in an ARA group. As for the
degree of satisfaction, it is quite high as the results have shown.
In regard to the level of implementation, one of the characteristics of the ARA groups according to the Generalitat Valenciana is that all the students of this groups should have the accreditation B2 in English, and as we have seen in the figure 3, all the students from the ARA group surveyed have the B2 or C1 accreditation.

6. DEVELOPED WORK

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7. BIBLIOGRAPHIC REFERENCES

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8. BIBLIOGRAPHIC REFERENCE OF THE SCIENTIFIC PUBLICATION MEMBERS THAT COMPLEMENT THIS REPORT.