

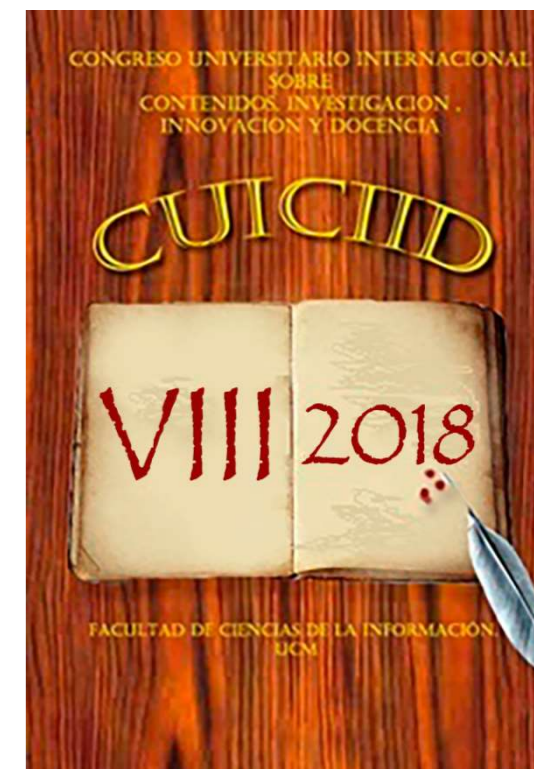


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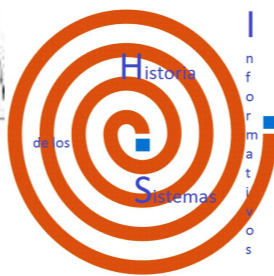


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Correl: garcicomunicacion@gmail.com

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COMPARATIVE STUDY ON TEACHING-LEARNING METHODOLOGIES IN THREE UK UNIVERSITIES

AUTHORS

Esther Raya Díez and Melchor Gómez Pérez

Universidad de La Rioja and Universidad del País Vasco -UPV/EHU- (Spain)

esther.raya@unirioja.es and melchor.gomez@ehu.es

The European Higher Education Area (EHEA) has made general changes to the methodology of teaching and learning at universities and this has naturally had an impact on teaching. Education policymakers often refer to the British model as an example of best practice in university teaching. That is why we aim to know and learn this model and compare it with our practices.

Different types of learning delivery are being used in Higher Education nowadays such as Lecture, Seminar, Tutorial, Workshop (Payne and Whittaker, 2006:9) or as Teaching- Research (Jenkins, 2004; Jenkins & Healey, 2005; 2012; Healey, Jenkins y Lea; 2014); Thus the role of the actors involved in Higher education, mainly students and teachers, had to change (Badley and Habeshaw, 1991; Unesco, 2002; King, Widdowson, 2009;2012; Kay, Dunne, Hutchinson, 2010; Levy& Petrusis, 2012; Lile & Kelemen, 2013).

In the present study an attempt was made to discover the teaching-learning methodologies used in British universities and their application in different areas as well as the evaluation system used to assess the progress of students and the previous information provided in the study guide.

We have carried out a study based on secondary sources and their content analysis. For this study we have referred to three top British universities, especially in the areas of the study (Electrical & Electronic Engineering, Law, Social Work). These universities are: University of Cambridge for Engineering and Law, University of Bath for Social Work and University of Edinburgh. A qualitative methodology (Pérez, 2007; Della Porta, 2008; Tonon, 2011) has been used to compare the website information for student's.

The results showed that this information is essential because the teaching-learning process focuses on students, and the role of teachers and universities is to help them in their learning process from the very first moment they have contact with the university.

Key-words: Teaching-Learning process – Higher Education – Evaluation system – British Universities – Innovative Methodologies