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INTERVENCIÓN PARA IMPULSAR LA ADAPTACIÓN ACADÉMICA EN UNA INSTITUCIÓN DE EDUCACIÓN SUPERIOR EN EL SUR DE BRASIL

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RESUMEN

En Brasil prácticamente no existen estudios ni políticas específicas sobre la evasión en la educación superior. El objetivo de este estudio fue reducir los índices de evasión a través de la promoción de la adaptación académica de los alumnos que ingresan en una Institución de Educación Superior de Brasil. Participaron del estudio todos los alumnos que ingresaron en las carreras de Psicología y Ciencias Contables. Para esto, se realizó un Estudio de Caso y los ingresantes participaron en una disciplina titulada "Gestión de la Vida Académica" que fue ofrecida en forma de taller y con grupos de 15 alumnos y con 4 talleres con duración de 8 encuentros de 1 hora y 30 minutos cada uno. Los temas trabajados fueron creados a partir del perfil de los alumnos de la IES: 1) Gestión de Tiempo; 2) Métodos de Estudios; 3) Resiliencia y Bien Estar; e, 4) Comunicación y Expresión. Después los alumnos respondieron a un instrumento de evaluación cuyo objetivo era verificar si el taller los auxilió en el proceso de adaptación académica. Los resultados revelaron que el 87% de los alumnos respondieron que la disciplina de Gestión de Vida Académica los ayudó en el proceso de adaptación académica.

Palabras clave

Educación Superior, Intervención, Adaptación Académica, Evasión

ABSTRACT

INTERVENTION TO FOMENT ACADEMIC ADJUSTMENT IN A BRAZILIAN UNDERGRADUATE INSTITUTION

As far as we know there are no studios and specific programs about undergraduate dropouts in Brazil. The aim of this study was to reduce dropout rates by fomenting academic adjustment in undergraduate students in a undergraduate institution in souththern Brazil. The study included all freshmen students of Psychology and Accounting. To this end, we conducted a case study and freshmen students participated in a course entitled "Management of Academic Life" offered in form of workshop and with groups of 15 students. The course was divided into 4 workshops of 8 meetings of 1 hour and 30 minutes each. The themes discussed were created based on the profile of the students of UI: 1) Time Management; 2) Study Methods; 3) Resilience and Wellness; and 4) Communication and Expression. As methodology groupdynamics, movies, practical activities and tests were performed. At the end of each workshop, the students answered to an assessment scale that attempted verify if the workshop helped the academic adaptation process. Results suggested that 87% of students answered that the Management Academic Life course assisted in the academic adaptation process.

Key words

Undergraduate Education, Intervention, Academic Adjustment, Dropout

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