Learning strategies

These strategies are responsible for a fundamental function in any learning process: to facilitate the assimilation of the information that reaches the subject's cognitive system.
Cognitive system of the subject, which involves managing and categorization, storage, retrieval and output of data, which involves managing and monitoring the input, categorization, storage, retrieval and output of data.

For example, when a student solves a problem he uses certain strategies that are reflected in the action. When he explains how or what strategies he has used, he reorganizes or constructs new conceptual schemas and this allows him to reflect on what he has done, the knowledge he has and then carry out self-regulation.

Strategies

Self-instruction

Information search, collection and selection

The student must learn how to access sources of information how to select what is relevant, etc.

Information processing and use

Attentional
Controls the processes of restructuring and personalization of information (use of tables, underlining, concept maps, etc.)

Repetition and storage
Control of retention processes and short and long term memory

Customization and creativity
Critical thinking, information reelaboration
information, creative proposals, etc.

Communication and Use of Information:
Effective use of information (through reports, synthesis, exam simulation)

Metacognitive

Self-awareness of their limitations and skills, objectives and context of application

Regulation and control
Work planning, verification and assessment of own performance, error correction, rectification, etc.