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Artículos científicos

**Valoración del aprendizaje en las prácticas profesionales de
estudiantes de trabajo social de la Universidad del Bío-Bío**

*Assessment of learning in professional practices of social work students
from the University of Bío-Bío*

*Avaliação da aprendizagem nas práticas profissionais de estudantes de
serviço social da Universidade de Bío-Bío*

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Resumen

En la educación superior, la adquisición de aprendizajes implica la movilización de los conocimientos y habilidades propios de un quehacer profesional. La secuencia que sigue el estudiantado, para lograr las competencias necesarias para desarrollar su profesión con efectividad, debe considerar experiencias prácticas que favorezcan una implicación activa. Por otra parte, si el proceso desarrollado por quienes aprenden es percibido como positivo, se favorece la motivación y el aprendizaje profundo. Por ello, el objetivo de este trabajo fue analizar las valoraciones sobre el proceso de enseñanza y aprendizaje de los estudiantes de trabajo social en el contexto de las prácticas profesionales. Con base en un enfoque cuantitativo, en este trabajo se evaluó calidad de la enseñanza con el *Course Experience Questionnaire* (CEQ) y la forma que los estudiantes abordan el aprendizaje con el *Study Process Questionnaire* (SPQ). Los participantes fueron 163 estudiantes de Trabajo Social de tres cursos sucesivos de una universidad chilena. Los datos se analizaron con estadística descriptiva e inferencial. Los resultados muestran que el estudiantado valora positivamente la docencia y el aprendizaje profundo; además, se evidencia que la carga académica es considerada excesiva por parte de ellos. Estos datos demuestran la importancia que tiene una valoración positiva de la experiencia académica en la adquisición del aprendizaje, así como la relevancia del acompañamiento al estudiantado en las prácticas profesionales para favorecer el aprendizaje profundo.

Palabras clave: enseñanza, aprendizaje, tutoría, prácticas profesionales, trabajo social.

Abstract

In higher education, the acquisition of learning implies the mobilization of the knowledge and skills of a professional task. The sequence that the student body follows, in order to achieve the necessary skills to develop their profession effectively, must consider practical experiences that favor active involvement. On the other hand, if the process followed is visualized as positive by those who learn, motivation and deep learning are favored. That is why the objective of this work was to analyze the evaluations of the teaching and learning process of social work students in the context of professional practices. Considering a quantitative approach, this paper evaluated the quality of teaching with the Course Experience Questionnaire (CEQ) and the way students approach learning with the Study Process Questionnaire (SPQ) in 163 Social Work students from three successive courses of

a Chilean university. The data was analyzed with descriptive and inferential statistics. The results show that the student body values teaching and deep learning positively, in the same way, it is evident that the academic load is considered excessive by them. These data show the importance of a positive assessment of the academic experience in the acquisition of learning. Likewise, it refers to the relevance of accompaniment to the student body in professional practices to promote deep learning.

Keywords: teaching, learning, tutoring, teaching practice, Social work.

Resumo

No ensino superior, a aquisição de aprendizagens passa pela mobilização de conhecimentos e competências inerentes a uma tarefa profissional. A sequência que os alunos seguem, para adquirirem as competências necessárias ao desenvolvimento eficaz da sua profissão, devem considerar experiências práticas que favoreçam o envolvimento ativo. Por outro lado, se o processo desenvolvido por quem aprende for percebido como positivo, a motivação e a aprendizagem profunda são favorecidas. Portanto, o objetivo deste trabalho foi analisar as avaliações do processo de ensino e aprendizagem dos estudantes de serviço social no contexto das práticas profissionais. Baseado em uma abordagem quantitativa, este trabalho avaliou a qualidade do ensino com o Questionário de Experiência do Curso (CEQ) e a forma como os alunos abordam a aprendizagem com o Questionário do Processo de Estudo (SPQ). Os participantes foram 163 estudantes de Serviço Social de três cursos sucessivos de uma universidade chilena. Os dados foram analisados com estatística descritiva e inferencial. Os resultados mostram que os alunos valorizam positivamente o ensino e a aprendizagem profunda; Além disso, fica evidente que a carga acadêmica é considerada excessiva por eles. Estes dados demonstram a importância de uma avaliação positiva da experiência acadêmica na aquisição de aprendizagens, bem como a relevância de apoiar os estudantes nas práticas profissionais para promover a aprendizagem profunda.

Palavras-chave: ensino, aprendizagem, mentoria, práticas profissionais, serviço social.

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Introduction

Just as in other parts of the world, during the last decades in Chile, important changes have been generated in the conception of higher education. These modifications have strained the previously held conception of teaching and learning regarding the quality of education.

In this sense, Chilean higher education institutions have had to move towards new approaches that allow them to comply with the evaluation criteria established by the accreditation agencies (CNA-Chile, 2015), which seek to safeguard the assurance of the quality of education. in undergraduate courses.

On the other hand, there has been a shift from an educational model focused on teaching and, therefore, focused on teaching work to one that privileges learning and, therefore, with prominence on the student (Román-Aliste and Anguita-Osuna, 2022; Gallardo *et al.* , 2014). This change has had an impact on the way in which the quality of higher education is conceived in Chilean universities.

At the University of Bío-Bío this general framework, which establishes a global conceptual basis for university teaching, has been in force since 2008; It declares the centrality of the student in the teaching and learning process, and the teacher as a manager and facilitator to the extent that he or she organizes learning opportunities for his students (Universidad del Bío-Bío, 2008).

With these guidelines, educational processes are outlined that are strongly linked to general or specific teaching strategies, which are used to achieve quality learning (Monereo *et al.*, 1999; Sánchez and Ortega, 2022) to the extent that they point towards a u another line of training (Zabalza, 2003).

Therefore, for the purposes of this research, the assessment of the teaching and learning process of the students who take the professional practices of Social Work at the University of Bío-Bío is reviewed in order to understand their perceptions and readjust the aspects that are necessary.

In their curricular framework, the participants of this study take the practical subjects dependent on the line of professional academic training proposed in the study plan of the Social Work degree, consecutively and progressively in terms of the demands. These practices are located in the three upper years of the degree and are supported through the methodological advice of academic tutoring, which assumes full-time academics or teachers hired for these purposes (Anabalón *et al.*, 2018).

The task assumed by an internship tutor is to accompany the student in his insertion



into an internship center, which generates a link with the person in charge of the center or “teacher guide”, who supports the student's process from the center (Capa *et al.*, 2020). In this sense, the tutor is the one who advises on the creation of projects and reviews the actions and tasks that the student develops in their practice. To do this, it has the Academic Tutoring subject with a weekly schedule where the modality of group, individual and peer accompaniment is delimited.

According to what was stated by Ferrer (2003), academic tutoring has an eminently formative connotation and directly affects the comprehensive development of university students, since they aim at their intellectual, academic, professional, and personal development.

One of the important characteristics of these practices for professional training is that they require the student to connect theory with practice. Therefore, they must combine their role as student and professional to acquire an increasing level of autonomy in making employment decisions in the different practices they develop throughout their training process (Cano, 2009).

For this reason, academic tutoring is conceived as a process of acquisition and maturation of professional skills (Esteban and Caro, 2023; Lobato and Guerra, 2016). This is a fundamental element of educational quality due to the various modalities it assumes (individual interview, collective activities within the classroom and assignment of tasks for peer work), its diversity of approaches (academic, personal, and professional) and, In short, to its complementary nature (Cano, 2009). For these reasons, it is believed that this is the best scenario to measure the assessment of learning and the evaluation of teaching that students in training make.

The importance of this study lies in the assessment given by students to this type of support in the university context. In this way, we can contribute to improving the quality of learning in professional practices and thereby contribute to the low scientific productivity that exists in the country in this disciplinary field.

Teaching and learning in higher education

De Miguel (2006) highlights that the articulating axis of university teaching is the development of skills or the achievement of learning in students who study a certain subject.

Learning is a multifactorial process for which the student mobilizes a set of knowledge and skills such as interpreting, selecting, organizing, and relating new knowledge and



integrating it into the mental structure (Crispín, 2011; Yáñez, 2021). In other words, learning requires the active participation of the learner.

To determine how competencies are acquired, it is necessary to analyze the ways that the student acquires to approach their learning, the learning situations generated by the teacher and the context in which learning occurs. This is because learning, although it is a personal construction, is anchored to the context and cannot be understood if it is not within an interactive system of the elements that generate it (Torre-Puente, 2007).

Ways to approach learning in higher education

In higher education, students can acquire superficial ways to approach their learning, that is, with a marked tendency to memorize and reproduce the content, or deep ways, whose purpose is the understanding or appropriation of those contents (Marton and Saljo, 2005).

Deep learning requires the student to use conscious and intentional mental strategies or activities, aimed at achieving goals or challenges. To achieve this, strategies for attention, elaboration and organization of new learning are essential (Álvarez *et al.*, 2019; Doménech and Rosel, 2004).

According to Biggs (1999), when a student engages in deep focus, three important events occur; 1) the student focuses on the meaning of what he learns, 2) the student relates what he learned with his previous knowledge and 3) he integrates theoretical and practical aspects in his learning. On the other hand, when adopting a superficial approach, the student puts low-level cognitive activities first and performs tasks with less effort than required.

These ways of approaching learning constitute specific responses of students to the assessment they have about the learning situation they face. This implies that when a student perceives the teacher's teaching and evaluation as appropriate, they will approach their learning in a profound way; Otherwise, if you perceive that these are inappropriate, you will tend to use a superficial approach (Biggs and Tang, 2007; Castañeda Sánchez *et al.* , 2023).

The importance of deep learning lies in the positive effects it has on cognitive results, which gives it a relevant advantage over superficial learning (Yao-Ping and Chun Chun , 2019).

For these reasons, it is considered necessary for teachers to promote deep learning and evaluate its use in students to enhance those cases in which it is not being used. According to Biggs and Tang (2007), deep learning can be enhanced through activities that encourage active participation, challenging assessment strategies that put higher-order thinking skills into

action, constant feedback to students on those aspects that need to improve, making connections between different topics, courses, and disciplines, and activating students' input knowledge.

The findings of the various investigations mainly suggest that deep learning is associated with a positive evaluation of the context in which learning takes place, as well as with better academic results (Ginns *et al.* , 2007; González *et al.* , 2011; Marchant *et al.* , 2017) and that surface learning is associated with negative evaluations of that context and poor learning outcomes (Ellis *et al.* , 2008; Lingard *et al.* , 2009).

The latter is a necessary argument when evaluating the elements that constitute the learning experience and the context in which it is generated. In other words, the different ways in which students conceive the learning context can provide relevant elements in the understanding of the teaching and learning processes (Bahamón *et al.*, 2013), since it also clarifies the importance of the type of teaching and how to design the learning experience for students.

Dimensions of the situation and the learning context

If we understand the learning situation as the approach of a set of articulated activities that students must carry out to achieve learning (Reyes-Gasperini , 2016), and the learning context as everything that surrounds a learning situation (Duarte, 2003), then it could be assumed that a learning situation would only be generated when the student enters into a cognitive conflict, that is, when the learning design not only causes the student's initial response to a task to be erroneous, but also when the same system allows the student to realize that error (Reyes- Gasperini, 2016). In addition to this, it must be kept in mind that learning occurs when a situation is contextualized and, therefore, understandable.

Reyes-Gasperini (2016) also suggests that, in terms of contextualization, the different types of contexts must be characterized by being transversal to the different areas and subjects, transferable to other situations and transportable to other moments, since in this way they provide the necessary to the learning process.

Both the learning situation and its context are valued positively or negatively by the students, who carry it out based on the elements that are key for them (Biggs and Tang, 2007). These elements are identified in the literature as dimensions that summarize the main aspects of a learning context, such as goals, teaching, workload, evaluation, and freedom to learn (Ginns *et al.*, 2007; Ginns and Ellis, 2009; Webster *et al.*, 2009).

In this sense, the responsibility that higher education teachers have in the learning of their students is crucial. In this regard, the ICE report of the University of Zaragoza (cited by Mas- Torello , 2012) states that one of the essential elements that a university teacher must manage is pedagogical competence, knowledge that is essential at all times of the process; Secondly, there is teaching innovation, which can be understood as a basic element to achieve quality and continuous improvement; Finally, there would be support for students, carried out through tutorial action plans and the promotion of student autonomy regarding their learning.

From the model called 3P, proposed by Biggs (1987) and later developed by other authors (Andrews *et al.*, 1994; Prosser and Trigwell, 2006; Rosario *et al.*, 2005), the learning experience of students is associated to factors associated with the forecast, the process and the product, which become important due to the interaction between them.

According to Rosario *et al.* (2005), this model was developed with the intention of representing the learner's perspective in the teaching and learning process, but it also illustrates the role of the teacher. From this model it follows that three types of factors are presented in the “forecast”: those dependent on the student, those dependent on the teaching context and those dependent on the teacher (Prosser and Trigwell, 2006). In this sense, when teachers and students enter a learning situation, they take with them their previous experiences, which constitute their frame of reference to interpret and project the new learning situation (Pichardo *et al.*, 2007).

The “process” combines the interaction between the students' perception of the relevant elements of the context (goals, teaching, workload, evaluation, and freedom to learn) and the teachers' perception of this same context (size of the class, teaching control and workload). The process also visualizes the ways of approaching learning by students (deep and superficial) and the ways of approaching teaching by the teacher (content-centered or learning-centered) (Biggs, 2008).

Finally, it can be indicated that the “product” or result of learning and teaching is determined by the interaction of all factors (Doménech *et al.*, 2004); Therefore, both academic performance and the satisfaction that learning provides can be included in this level.

The characteristics of the 3P model, to which this research is ascribed, constitute the reference framework to analyze students' evaluation of the quality of teaching and the ways of approaching learning in the context of academic tutoring.

Method

Goals

Analyze the evaluations that Social Work students make of the teaching and learning process in the context of professional practices.

Hypothesis

H1. Students are expected to obtain higher averages in good teaching and deep learning as a way to support the reflective processes that these dimensions entail.

H2. It is expected to find at least three categories of students, with low, medium, and high satisfaction, and that the latter value teaching in professional practices more highly; This is based on the intrinsic motivation that this group of students usually has.

H3. It is expected that students with high satisfaction will be those who best value deep learning in the context of academic tutoring due to the possibility of connection with the profession that these subjects offer them.

H4. It is expected to find statistically significant differences in the ways of approaching learning, in favor of deep learning, due to the cognitive gains that this approach generates in higher education students.

Study focus

This study has a quantitative, descriptive, comparative, and inferential nature. Its purpose is to analyze the evaluations that Social Work students make of the teaching and learning process in the context of professional practices at the University of Bío-Bío.

Participants

163 students from the Social Work program at the University of Bío-Bío participated in the study. All of them take the curricular subjects of 1) Professional Practice I, located in the third year of the degree's curricular framework; 2) Professional Practice II, a subject taken in the fourth year and 3) Professional Practice, a subject assigned for the last year of the degree (fifth year), which is associated with the degree activity (see table 1).

Table 1. Characterization of the sample

	Categories	Frequency (n = 163)
Education level	3rd year	60 (36.8%)
	4th year	63 (38.7%)
	5th year	40 (24.5%)

Source: self made

Instruments

In this research, the assessment that students have about teaching through the *Course was evaluated. experience Questionnaire* (CEQ) and the way students approach learning through *Study process Questionnaire* (SPQ).

1. *Course experience Questionnaire* (CEQ). This instrument was created in Australia by Ramsden (1991) with the purpose of analyzing students' assessment of the quality of teaching in their study programs. This questionnaire has adaptations and validations in different countries, especially in the context of initial teacher training (Fryer *et al.* , 2012; González *et al.* , 2011). It contains 17 items grouped into 4 dimensions referring to good teaching, clear goals and objectives, appropriate evaluation, and appropriate workload. The CEQ corresponds to a 5-point Likert scale, to which the subject evaluated responds according to his or her degree of agreement with the statement. Options range from 1 (strongly disagree) to 5 (strongly agree).

The reliability indices of the CEQ measurement instrument for this study, which are indicated in Cronbach's alphas, are .93 for the *good teaching dimension*, .73 for *clear goals and objectives*, .70 for *appropriate evaluation* and .72 for *appropriate workload*. That is, the instrument in this research shows indices that range from acceptable to excellent, according to the classification of George and Mallery (2003).

2. *Study process Questionnaire* (SPQ). This instrument was created by Biggs (1987) and reworked by this same author and his team in 2001; the latter is the one currently used (Biggs *et al.*, 2001). The questionnaire contains 20 items distributed in two dimensions: surface learning and deep learning, and is widely used in research with university students (Ellis *et al.*, 2008; González *et al.*, 2011; Prosser and Trigwell, 2006; Richardson, 2007). Its structure corresponds to a 5-point Likert-type scale where 1 = never or almost never and 5 = always or almost always. The interpretation of the results is carried out by comparing the scores on both

scales in a given person or group, and there are no general norms as a way of arguing in favor of the contextual nature of the construct.

The reliability indices of the SPQ instrument, calculated in Cronbach's alpha for this study, are .83 for superficial learning and .79 for the deep learning dimension, that is, there are indicators that can be classified between acceptable and good (George and Mallery, 2003).

Finally, it is important to note that both instruments were adjusted to the context of application through a language adaptation process guided by experts.

Ethical safeguards

Students received a voluntary invitation to participate in the study; Those who agreed signed an informed consent in which they were assured that their data would be handled confidentially by the researchers and that the study was anonymous, which is why they should not record their names. Likewise, they were explained that they could stop participating at any time they decided. This is due to the principle of freedom of participation that every research process has.

Procedure of collection and analysis of data

Prior to the research, the objective of the study was explained to the participants both orally and in writing. This occurred in a meeting where the schedules for administering the instruments were agreed upon. The latter was done collectively and during class hours, lasting approximately 15 minutes. In this session, the instructions were read, and the students were asked not to leave any question on the instrument unanswered. One of the researchers was present during this process to verify that the regulations were complied with and to respond to any concerns that may arise.

Once the information was collected, the responses were entered into a database of the SPSS statistical program (version 23) to be analyzed using descriptive statistics (means and standard deviations). Likewise, group comparison tests were applied using the students' course as a factor. Both analyzes were carried out to have preliminary information about the behavior of the sample.

In addition, cluster analyzes were carried out to establish the distance between individuals based on closeness relationships, which allowed three well-defined strata to be configured. Subsequently, Kluster analyzes were performed.

Results

Descriptive analysis

Regarding each dimension measured in the instruments, as reflected in Table 2, the “good teaching” dimension shows a high level of approval among students ($M= 4.19 \pm 0.81$), and that the appropriate workload presents a higher level of disapproval ($M= 2.58 \pm 0.74$). In relation to the way of approaching learning, learning Deep learning has a higher level of approval ($M= 3.875 \pm 0.53$), and superficial learning a high level of disapproval ($M= 2.19 \pm 0.65$).

Table 2. Average scores obtained by the population in each dimension

Dimension	M	OF
Good teaching	4.19	0.81
Clear goals and objectives	3.59	0.67
Appropriate evaluation	3.43	0.80
Appropriate workload	2.58	0.74
Surface learning	2.19	0.65
Deep learning	3.87	0.53

Source: self made

Inferential analyzes

Regarding the inferential analyzes by course, tests of normality were rejected ($p < .001$), so the Kruskal-Wallis test was applied. In this regard, it can be reported that the results of the test indicate that there are statistically significant differences in the dimensions of appropriate workload ($p=.03^*$) and deep learning ($p=.04^*$). This means that fourth-year students agree more than the rest of the classes that the workload is appropriate for them; Likewise, third-year students agree more than the other courses in learning under a deep learning approach (table 3).

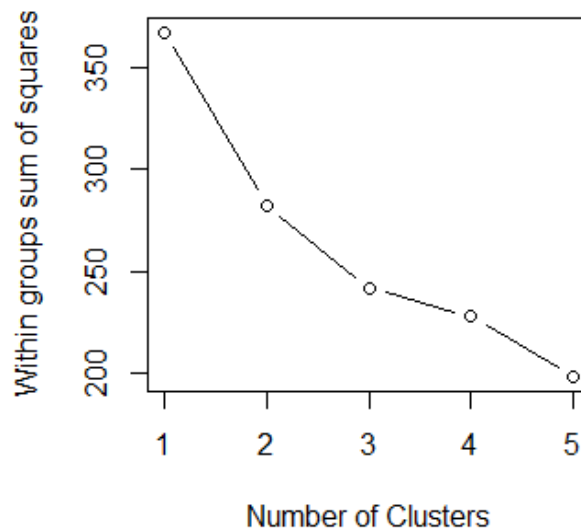
Table 3. Differences by course in the level of agreement in each dimension

Dimension	Third n=60	Room n=63	Fifth n=40	<i>p</i>
Good teaching	4.5	4.3	4.0	.06
Clear goals and objectives	3.5	3.8	3.6	.96
Appropriate evaluation	3.3	3.3	3.5	.58
Appropriate workload	2.5	2.8	2.3	.03*
Surface learning	2.1	2.2	2.1	.46
Deep learning	4.0	3.8	3.7	.04*

Source: self made

In addition, a cluster analysis has been carried out to determine whether Social Work students make up a heterogeneous population in their responses (figure 1). Preliminarily, a cluster analysis based on k-means has been carried out in an exploratory manner, using the five dimensions of the scale, with which an optimal number of $k = 3$ clusters was obtained.

Figure 1. Quadratic sum by cluster number



Source: self-made

The distribution of students based on these clusters is shown in Table 4: cluster 1 with 24%, cluster 2 with 60% and cluster 3 with 16%.

Table 4. Percentage of students by groups

Number of students (n=163) (percentage)	Cluster 1	Cluster 2	Cluster 3
k = 3	39 (24%)	98 (60%)	26 (16%)

Source: self made

Next, for the purposes of estimating the Kluster model and considering that the scale scores are quantitative, they have been grouped into three categories: the first “disagree”, in which case students whose average is between 1 and 2.9; in “neutral” to the averages located between 3 and 3.9 points, and in “agree” to the averages between 4 and 5 points. The results of Kluster 's analysis are presented in table 5.

Table 5. Categories and classes for each dimension

Categories	Class 1 High satisfaction C1	Class 2 Medium satisfaction C2	Class 3 Low satisfaction C3
Class size	0.22	0.57	0.21
Good teaching			
1: Disagree	0.18	0.06	0.15
2: Neutral	0.12	0.07	0.60
3: Okay	0.70	0.87	0.25
Clear goals and objectives			
1: Disagree	0.31	0.02	0.26
2: Neutral	0.32	0.49	0.74
3: Okay	0.36	0.49	0.00
Appropriate evaluation			
1: Disagree	0.55	0.00	0.42
2: Neutral	0.21	0.49	0.58
3: Okay	0.24	0.51	0.00
Appropriate workload	0.83		
1: Disagree	0.10	0.52	0.79
2: Neutral	0.07	0.42	0.19

3: Okay		0.06	0.02
Surface learning			
1: Disagree	0.70	0.98	0.86
2: Neutral	0.22	0.02	0.14
3: Okay	0.08	0.00	0.00
Deep learning			
1: Disagree	0.19	0.00	0.00
2: Neutral	0.00	0.56	1.00
3: Okay	0.81	0.44	0.00

Source: self made

The first group (column 1 of table 5) represents 22% of the student population, whose greatest probability of agreeing is *good teaching* (0.70), *clear goals and objectives* (0.36) and *deep learning* (0.81); *Disagreeing* was in appropriate evaluation (0.55), appropriate workload (0.83) and superficial learning (0.69). This group has been designated with the *high satisfaction label*.

The second group shown in Table 5 represents 57% of the student population, whose highest probability of agreeing is *good teaching* (0.87), *clear goals and objectives* (0.49) and appropriate evaluation (0.51); to *disagree* in appropriate workload (0.52) and superficial learning (0.98). The highest probability of giving a neutral opinion is in deep learning (0.56). This group has been called *medium satisfaction*.

The third group represented in Table 5 constitutes 21% of the student population, whose highest probability of disagreeing is in appropriate workload (0.79) and superficial learning (0.86); while there is a greater probability of giving a *neutral opinion* on good teaching (0.60), *clear goals and objectives* (0.74), appropriate evaluation (0.58) and deep learning (1.00). This group has been called *low satisfaction*.

Subsequently, using Bayes' theorem, participants were classified into groups according to the probability of falling into one of the three classes. The results for this sample indicate that 100 students, equivalent to 61%, are grouped in the category of medium satisfaction (Table 6), which indicates a higher percentage in this category, considering the dimensions evaluated.

Table 6. Percentage of students placed in each class

Data	Class 1 (High satisfaction)	Class 2 (Medium satisfaction)	Class 3 (Low satisfaction)
Number of Students (n=163)	31	100	32
Percentage	19%	61%	twenty%

Source: self made

Finally, a confusion matrix was used with the intention of confirming the results obtained and giving greater reliability to the data (see table 7).

Table 7. Confusion matrix

Groups	Class 1 (High satisfaction)	Class 2 (Medium satisfaction)	Class 3 (Low satisfaction)
Cluster 1	25	7	7
Cluster 2	0	93	5
Cluster 3	7	0	19

Note: *% correct classification: 84.04%

Source: self made

As can be seen in table 6, the results of Kluster 's analysis confirm what was previously obtained. In short, there are three groups within the students with 84% coincidences with respect to the initial analysis.

Discussion

One of the restrictions of the study has been to consider only students from one house of study; However, it should be noted that the intention has not been to generalize, but rather to offer an overview of the assessment that this student body has of the learning achieved in professional practices in the instances of academic tutoring. Even so, the sample that has been available has been sufficient to carry out and sustain the statistical analyzes carried out in this study, which can serve as input to discuss the improvement of academic tutoring due

to the importance they have in professional training.

Regarding the results, it is important to note that the proposed hypotheses have been confirmed. Firstly, the averages obtained in the dimensions of good teaching and deep learning were higher, that is, there is a more positive evaluation in both. In addition, three categories of students were found, of which those with high and moderate satisfaction valued teaching more highly; In fact, it was these groups who valued deep learning the most. Finally, statistically significant differences were found in favor of deep learning.

Regarding the previous aspects, Marchant *et al.* (2017) point out that the learning approaches used by students are related to learning experiences, so it is relevant that these promote deep learning. In this regard, the results of this study indicate a significant percentage of students who positively value deep learning due to the cognitive gains that this approach generates (Yao-Ping and Chun-Chun, 2019).

Conclusions

In this study, the evaluations of Social Work students about the experience and ways of approaching learning in the context of professional practices were analyzed. After a descriptive analysis, it can be indicated that students, in general, evaluate teaching positively, which is demonstrated in the high level of agreement in this dimension. On the other hand, a negative perception about the workload is observed, with a high level of disagreement. Therefore, it can be stated that students value their practice activities, even when they consider that they imply an excessive workload.

In relation to the way of approaching learning, students showed a high level of disagreement regarding the “superficial learning” dimension, as well as a high level of agreement in “deep learning.” From these responses it is deduced that students attribute meaning to their practices; Furthermore, it is believed that these data offer greater reliability due to the coherence that these results present.

By separating the analysis by academic year, which was carried out using the Kruskal-Wallis test, it is possible to indicate that fourth-year students present statistically significant differences with respect to the other years in the assessment of the “appropriate workload” dimension.”, in terms of a higher level of “agreement” with this dimension. It is estimated that this choice could be due to the fact that fourth-year students already have the experience of a previous internship, so they have time organization strategies to better dedicate themselves to this task. They are also not found in the last practice, which implies greater responsibility and

requires greater commitment and workload from students. In other words, this is an intermediate practice, hence the level of autonomy and demand is moderate.

From another dimension, it is observed that third-year students “agree” more than the other courses that they approach learning in a deep way, a dimension in which statistically significant differences were found with respect to the other courses. This data could be indicating that the greater proximity of third-year students to theory would allow them to better connect with deep learning as a strategy to address learning.

On the other hand, the inferential analysis reflects the presence of three groups of students, which are located in three classes defined as high satisfaction, medium satisfaction and low satisfaction. These categories group students who are happy, moderately happy or dissatisfied with their studies, according to the class in which their responses fall, which were easy to name due to the consistency with which the data represents. Thus, students with high and medium satisfaction (70% and 87%)—that is, students who like their studies—tend to value teaching more highly, which is completely logical.

Likewise, a large percentage of students with high satisfaction, medium satisfaction, and low satisfaction (70%, 88% and 86%, respectively) disagree with superficial learning and 81% of highly satisfied students agree with deep learning. It can be indicated that for all the students grouped in the different classes (high satisfaction 83%, medium satisfaction 52% and low satisfaction), the workload is a dimension in which they express disagreement, which could be interpreted as a feeling generalized work overload, a negative element in the learning experience.

The results of this study indicate that there is a logical support that supports the data obtained, since highly satisfied students—and, therefore, motivated with their training—are the ones who value deep learning in the internship process the best, since. In their opinion, this allows them to delve deeper into emerging themes that generate greater interest. These data also imply the existence of an important requirement of these students when approaching learning.

Finally, it should be noted that the type of analysis carried out in this study is not very common in educational research; Consequently, it can be stated that this work presents novel results that could be projected to other university training contexts.

Future lines of research

The studies that will emerge from this research base will involve expanding the sample to students from other educational institutions so that they can serve as a background for applying deep learning in university education. Furthermore, it is important to highlight that in higher education the lines of practical training constitute a relevant aspect because they link those who are trained with the professional world, hence this is a valuable line of research to deepen.

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