

## Los enfoques de aprendizaje y el proyecto de vida en los jóvenes en los colegios de bachilleres de SLP.

*Approaches to learning and the life project in young high school graduates of SLP.*

**José Francisco Martínez Licona**

Universidad Autónoma de San Luis Potosí.

[jfmartinez@uaslp.mx](mailto:jfmartinez@uaslp.mx)

**Andrés Palacios Ramírez**

Universidad Autónoma de San Luis Potosí.

[newlife\\_85@hotmail.com](mailto:newlife_85@hotmail.com)

### Resumen

El estudio del desarrollo de los proyectos de vida que construyen los jóvenes siempre ha sido de vital importancia para el sistema educativo mexicano, desafortunadamente la mayoría de los programas implementados se centran al ámbito escolar y al desempeño académico de los jóvenes. El presente trabajo muestra una opción que responde a una mirada mediacional. El impacto que se busca es cambiar radicalmente la forma de trabajo que se da dentro de los departamentos de tutoría y orientación en los centros educativos dando pautas para una intervención donde se trabaje tomando en cuenta el contexto de los ciudadanos más críticos y reflexivos que puedan responder a las demandas de una sociedad en continuo cambio.

Los resultados permitieron identificar una relación entre el enfoque de aprendizaje al que se inclinan los alumnos la etapa de consolidación de su proyecto de vida.

**Palabras clave:** Proyecto de vida, Enfoques de aprendizaje, Educación media superior

### Abstract

The study of the development of a life projects that young people construct always has been of vital importance for the Mexican educational system, unfortunately the majority of

implemented programs focus only on scholar and academic achievements of young people. The present work shows an option that responds to a mediational look. The impact expected is to radically change the way of working that occurs within the departments of mentoring and guidance in schools, providing guidelines for intervention where to work taking into account the context of the more critical and reflective citizens who can respond to the demands of a society in constant change.

The results allowed to identify a relationship between the approach of learning that students are inclined in this stage of consolidation of their life project.

**Key Words:** life project, approaches to learning, higher education

**Fecha recepción:** Abril 2012

**Fecha aceptación:** Mayo 2012

---

## I. Introduction.

The level of average higher education in our country is going through a transition stage that somehow aims to inter alia design a processes focused both to teachers and to students who improve and consolidate skills in students that will ensure their inclusion to higher education with success and to consolidate their training, implying a revision of those aspects traditionally irrelevant, such as the case of strategies for decision-making training.

Educational processes such as the poor vocational guidance, have important implications for higher education levels. For example, it is given that young people who have completed a Bachelor's degree and wish to enter higher-level schools, resort to saturated careers, or his early years in the Bachelor's degree have a high index of reproach, or recurrent careers switch, having negative consequences for these institutions, as well as for the students, affecting the social and economic environment. (Sanchez, 2004).

Against this background it seems that the vast majority of young people who enter and are in different educational institutions, lack of a "life project", leaving aside the possibility of having a vision of their own future, where could pre-empt, and resolve some of the above mentioned situations, mainly those related to schools.

This paper deals with a description of the young people life projects; thrown data allows us to consider different stages of the life project as well as the relationship that exists with the learning approaches used by young people.

## **II. THEORETICAL FRAMEWORK.**

### **Adolescence and teen student culture.**

The period of adolescence is considered as a stage of human development which period starts from twelve or thirteen and ends shortly before twenty. Generally considered three stages of adolescence, the first characterized by various anatomical and biological changes mainly the middle order in the late stages and changes are more in personal and social order. (Powell., 1981)

Precisely in this period it is of great vulnerability and opportunities for change and progress in various fields since the intellectual, physical, moral, social and this culminates in a new personality organization and the consolidation of various aspects from the individual to social (Merino., 1993).

For Vygotsky the teenager, is primarily a thinking being and precisely the change that occurs in thinking, allows you to create concepts and perhaps the basic concept for this period is that of self-consciousness, this "is not something given from the beginning, gradually emerges to the extent that he begins to understand himself with the help of the word. One can understand itself in varying degrees "(Vygotsky., 1991, p.72).

Self awareness is derived from the thought of their own experiences that can be systematized, meet regularly and give guidelines and the concept. Is the concept of "I" and its relation to reality can be manifested through language or the written word.

Based on these characteristics of the teenager, it is appropriate to establish criteria to favor the elements, factors and features to the self-awareness through counseling process, considering that this is done in the various schools, hence it is important to consider the context school and family.

Precisely educational institutions promote the development of personality, as the education provided must be active in the development of individuals and tolerant of singularities which must accept and respect. The personal values of each member constituting a rich variety in a society that is at the service of the individual; It must also be tolerant to each member of the school in order to find possibilities of being respected and can be performed with a degree of autonomy, acknowledging its ability to consolidate its identity and feel similar to those he wants. (Galicia en Gimeno, 2005)

Aspirations and identities of the students are themselves the cause and consequence of the meanings they produce in schools understanding the aspirations and commitment in development, with a way around the inherited subjectivity, idiosyncratic conditions the history of life and finally to the identity that forms in the educational process difference in aspirations, in the sense that it can be strengthened, altered or reconfigured by a complex interaction with school structures and practices teachers.

The school introduces students new practices and contexts within which the difference can reconfigure them. "Students bring home ideas and aspirations forged through the peer culture and school, and may originate rights struggles and family obligations often these fights happen for decisions as to leave school or continue studying as well as continuing professional or vocational studies "(Levinson., 2002, p. 405).

In this sense the identity in the Mexican educational context is characterized by young people who are involved with the family and community in a relational sense, but is also learning through school and plan to build an autonomous sense of self. Students learn the right attitude to be a student, so schooled develop an identity as opposed to those who leave school or relatively unschooled but also arises a sense of belonging, collective identification with the group that generates a common project . Without forgetting that there elements to consider such as the media, a global culture and political-economic trends that provides powerful sources of structuring for the subjectivity of students. (Levinson ,, 2002)

### **The project life line of research.**

There is a human concern for the future, both personally and in social and basic tool in education that can contribute to this situation is the School Guidance, as it enables a person able to become aware of their personal characteristics and develop them to choose their studies and professional activities and in all situations of their existence, with the concern to serve society and develop their own risk (in Danvers Guichard, 2002). Together with the above, the orientation is a priority task to "bring about the changes that facilitate all people encounter an outstretched hand to help build their life projects and achieve their personal and social development." Declaration of Congress World Guidance and Counseling. Valencia - Venezuela. (2000).

Therefore, in practice orientation, whether educational, vocational or other, the concept of "life" is used, understood as "a self-regulatory subsystem of personality in which cognitive and instrumental elements are integrated and affective, motivational under certain general tasks to be performed in the individual's life" (D'Angelo, 1997)

In the case of psychology, some authors are inclined to associate the project with different terms, characteristic of interest, such as Rogers (1980) associates with the process of self-direction; Nutin (1963) with motivation and relates it to the dynamism of self; Pelletuer Carbonero (1997) states it as career development in the construction of vocational project and Rodriguez-Moreno (2003) puts it for career guidance and tutorial activities under the professional project. The latter author says the professional project is an existential issue that could be taken as the main project of life which can lead category: professional projects, family, academics.

However, more timely review of term life project, since its use in practice of counseling is needed is a priority to understand other process inherent in this task: to know the different perspectives on this concept, the counselor, oriented and the institution would be able to generate greater certainty for actions in this field.

One of the authors Project working life is D'Angelo Hernandez, who has conducted research about establishing categories and important references for this concept. The

theoretical work of this author has been linked to practice through your pro and PRYCREA projects.

In his work integrative model life project (1997) it establishes foundations, methodology and the interpretation of his work as a comprehensive model.

Already mentioned above the project definition of life according to this author, considering that this embraces the concept where it is included: vital projects and professional development, first understood as the activity and the specific goals of conducting motivational orientations, contributing to personal fulfillment.

The work of this research was to determine the influence of object individual group macro-social factors and project plans of life, and career development of young workers, and increase methods of professional development enablers. The author says the project life can be investigated as a psychological training of individuals in their social context, this can also be analyzed as a macro-social phenomenon.

Among the author's conclusions, it notes that two external groups were observed: "stagnant and developed car, the first is characterized by the existence of motivational conflicts affecting the professional area and the second has a normal school career or guidance and it tends to consider complex professional development goals and no major motivational conflicts are observed. It has good level of self-worth and setting acceptable level of their capabilities and other resources and self regulatory processes of personality". (D'Angelo., 1997, p.132).

The revision of this concept is a priority, but because of its complexity and lack of research into the orientation of high school in Mexico, becomes relevant this work, and this issue is addressed in order to contribute and provide a basis I expanded future research.

For this work the work of Miguel Angel Torres Padilla which builds on the research D'Angelo consolidated by building a type of project life of young graduates of the college campus 26 the state of San Luis Potosi resumes which rescues three stages of project development life which I summarize below.

Consolidated. His identity is through a positive self concept, where you can have the ability to express different feelings, recognize achievements and obstacles, recent consider strategies. Besides the communication process it is effective and has stable values. Cognitively logical arguments raised himself, his actions and his environment. His process of life has been stable without any extraordinary difficulty and in the case have been a problem has been overcome with gains, so that the stage is considered a realistic future with concrete and specific plans. Your household has allowed development according to each stage supporting him in the various conflicts that have been presented in their daily lives. His academic career in the various institutions has been stable and institutions have allowed a positive climate in terms of teacher-student relationships learning has reached independence, which has allowed him to excel in academia an outstanding manner. Sociocultural environment is favorable in all respects, which has allowed proper growth and development.

**Being consolidated.** A student who is going through a process in the most diverse areas, although it has consolidated or about to consolidate aspects, also mentions aspects that has not allowed him to overcome a full consolidation in various areas, circumstances that prevent overcoming This process can be: a negative identity, fears, identify conflicts without establishing strategies for them, living in a dysfunctional family, academic experiences have been negative, conflicting personal relationships. It presents problems in one area, so it is possible to make a brief intervention approach that allows this situation and work to overcome it. Sociocultural environment is favorable in all respects, which has allowed proper growth and development.

**In conflict.** He is a student with a single consolidated or in the process of consolidation aspect and having two or more problem areas presented different aspects that do not allow you to have a consolidation. For example in the area of biographical data and identity: the concept itself is confusing and contradictory, just mention biographical data interpersonally in the ludic dimension and leisure mention past activities, affective emotional dimension is not mentioned; dimensions and achieving success patterns identified problem without establishing strategies therefor. In the family area, a dysfunctional family is mentioned; familiar their interaction is not mentioned or is described in an interpersonal way; but are

mentioned conflicts have not been resolved. In the area of development, evolution is described without any assessment or is not mentioned; their interests and their attitudes are not mentioned, and in regard to their personal learning descriptive mentioned or not mentioned; in regard to their future it is a fanciful manner or is not mentioned. In the school academics, evolution is not mentioned and is characterized by the mention of difficulties and poor academic performance accompanied by a negative perception teachers.

This typology helped make intervention more effectively within the campus by creating specific strategies for developing the areas in conflict or in the process of consolidation in the life projects of young people.

### **Learning approaches.**

On the other hand research addressing young students as the main object of study it is not new; the themes are different from where it has been addressed to this part of the population, such as issues relating to learning.

Have they been various studies on the causes of student learning and the strategies they use to acquire knowledge, with the theory of learning approaches a subject quite interesting in the development of research in this field, although have been studied mainly university students, it can also be implemented in other contexts and in higher education means.

The research of learning approaches emerges with Marton and Säljö (1976a) authors, referring to it as applying study strategies that the students to face different tasks throughout their lives as students. In his early research, Marton and requested Säljö students reading a text and then, after an analysis of interviews defined behavior patterns were discovered, categories and relationships between categories of forms of study were established and managed make a distinction between a deep and a shallow approach (Marton and Säljö, 1976b).

The definition as such of what they are learning approaches, has not been widely described by researchers in this area, but as a basic reference may be proposed by Biggs, who very generally defined as "learning processes that emerge from the perceptions of students in



academic work, influenced by the characteristics of a personal nature "(Biggs, 1988, Gonzalez-Pineda, et al., 2002, p.168).

Added to this, the same Biggs acknowledges that "learning approaches have been used to describe personality characteristics and induced reactions given situation. Individuals are predisposed by his personality to adopt a preferred approach, while certain situations promote or inhibit particular approaches them "(Biggs, 1985, p.187). Hence precisely the contextual and flexible nature of learning approaches is the most important and recognized by all authors in this research (Biggs, et al., 2001; Entwistle y Hounsell, 2005; Marton y Säljö, 1976b).

This flexibility in approach is what allows them to differentiate learning styles described by Pask, since the latter are linked to fixed characteristics of some modifiable personality; while approaches are context dependent and are modifiable (Coffield, et al., 2004).

In addition to these preferences by any of the approaches may or may not be applied in practice, also it depends on the context; It is between the personal and the contextual and what predominates depends on specific situations.

Biggs (1989,1990) identifies three types of approaches to learning, which recognizes as deep, shallow and achievement, naming the same way strategies and determining reasons for each approach; ie at the time the student is in a learning situation, you can move one of these two aspects that establish the kind of approach that bow; one is related to the reasons and goals you want to achieve (what do I get with that?), and the other linked to the strategies and cognitive resources that should be implemented to meet those intentions (how do I get it?) ( Biggs, 1988, 1993).

It can be said that the strategies are linked to the motivations for addressing learning tasks and try to explain the relationship between the student, the learning situation and academic performance (Maquilón, 2003).

Hence approaches involve a relationship between personal characteristics and reactions to learning situations (Entwistle, 1988; Entwistle and Kozeki, 1985; Entwistle and Ramsden, 1983). Therefore, even if the student is facing one of the approaches to learning, sometimes

the situation can influence the direction of some other characteristics of learning approach (Kember and Gow, 1990).

Thus it is found that learning approaches, designate both the way a student constantly faces the most learning tasks, such as how it is faced with a particular task in a given situation (Biggs, 1991 ).

So that it is believed that the deep approach has a high intrinsic motivation with (or a high degree of interest in the content and its relevance); a more stable and independent of the nature learning situation is therefore taken to be linked to factors of student's personality, gets more complex than in other approaches results; while from a superficial approach and its relationship with the fear of failure, ways of moving student, it will be much more variable and dependent on contextual and situational factors on learning and the results obtained occurs are simpler than in any other approach; unlike when the predominant is a high need for achievement or high motivation for success, the learning approach tends to be of a strategic nature.

### ***The Superficial Approach to Learning.***

As it mentioned above, the superficial approach to learning arises from the pragmatic or extrinsic motivation in any learning situation where the student wants to break free of the task with minimum effort, trying to avoid failure and not overwork; also it is limited to mechanically retain the minimum school content (Entwistle, Hanley and Hounsell, 1979).

To Maquilón, (2001), the most important feature of this approach is the lack of motivation for high performance; students find it difficult to perform complex, significant or relational learning, use activities from a low cognitive level when the task or situation requires a higher level for its implementation; which causes academic achievement is low, (Marton and Säljö, 1976a, 1976b).

However, the idea of memorizing indicates an orientation towards superficial approach can be misleading, since some specific tasks needed in such storage to meet its goal, as the script of a play or acquisition of vocabulary or formulas.

The factors and student characteristics that stimulate the adoption of this approach are:

**Table 1. Description of factors and characteristics of the surface approach.**

Factores para estimular este enfoque	Características de la adopción de este enfoque
<ul style="list-style-type: none"> <li>• Intención de lograr una demanda que debe ser cumplida, una imposición necesaria para alcanzar algún objetivo o meta, como la idea de la escuela como un “pase para el futuro”, o un certificado o título.</li> <li>• Prioridades extra-académicas que sobrepasan las académicas;</li> <li>• Tiempo insuficiente, sobrecarga de trabajo;</li> <li>• Idea errónea de lo que se pide, como crecer que el recuerdo de los datos concretos es suficiente;</li> <li>• Visión escéptica de la educación;</li> <li>• Ansiedad elevada;</li> <li>• Auténtica incapacidad de comprender los contenidos concretos en un nivel profundo.</li> </ul>	<ul style="list-style-type: none"> <li>• Intención de cumplir los requisitos de la tarea</li> <li>• Encara la tarea como imposición externa</li> <li>• Tener un grado o certificado de escolaridad en especial</li> <li>• Ve los aspectos o partes de la tarea como discretos y no relacionados, ni entre ellos, ni con otras tareas;</li> <li>• Se preocupa por la cantidad de tiempo que se requiere la compleción de la tarea;</li> <li>• Evita significados personales o de otro tipo que la tarea pudiera implicar;</li> <li>• Ausencia de reflexión acerca de los propósitos o estrategia</li> <li>• Depende de la memorización, intentando reproducir los aspectos superficiales de la tarea (las palabras utilizadas, por ejemplo, o un diagrama o recurso memotécnico).</li> </ul>

***The deep learning approach.***

Deep learning approach is characterized by the importance and interest that students have to academic content, the need to address the task of adequate and meaningful manner, so that the student tries to use the most appropriate cognitive activities to develop these tasks using learning strategies for a better understanding of personnel without the need of an active intervention by the teacher; that is, it is the search for meaning that makes the student, integration of formal knowledge with personal experience and relate the facts to the conclusion (Entwistle, Hanley and Hounsell, 1979).

Therefore, the student seeks to focus on the main ideas, themes, principles and successful applications; so it requires a solid foundation of previous knowledge. Using this approach, the student experiences interest, sense of importance, sense of challenge and even euphoria.

As previously mentioned, students who favor this approach, characterized by an intrinsic motivation in learning situations they face, so that in such situations use strategies to a more meaningful learning (Maquilón , 2001).

The factors and student characteristics that stimulate the adoption of this approach are:

Table 2. Description of factors and characteristics of the surface approach

Factores para estimular este enfoque	Características de la adopción de este enfoque
<ul style="list-style-type: none"> <li>• Intención de abordar la tarea de manera significativa y adecuada que puede deberse a una curiosidad intrínseca o a la determinación de hacer las cosas bien.</li> <li>• Bagaje apropiado de conocimientos, lo cual se traduce en una capacidad de centrarse en un nivel conceptual elevado. El trabajo a partir de primeros principios, requiere una base de conocimientos bien estructurada;</li> <li>• Preferencia auténtica y correspondiente capacidad de trabajar conceptualmente, en vez de con detalles inconexos.</li> </ul>	<ul style="list-style-type: none"> <li>• Intención de comprender</li> <li>• Se interesa en la tarea y disfruta llevándola a cabo;</li> <li>• Busca el significado inherente a la tarea (si es un texto escrito, la intención del autor)</li> <li>• Personaliza la tarea, haciéndola significativa para la propia experiencia y el mundo real</li> <li>• Integra aspectos o partes de la tarea en un todo (por ejemplo, relaciona la evidencia con la conclusión), ve relaciones entre este todo y el conocimiento previo</li> <li>• Trata de teorizar acerca de la tarea, forma hipótesis.</li> </ul>

***The focus of achievement.***

Approach recognized by Biggs (1985, p.187); initially the focus of achievement was felt different from the other two approaches; the author explains it as "the strategies involved in the first two [deep and surface] describe ways in which students handle the content of the task, while strategies of achievement describe the ways in which students organize the contexts temporary and special in which performs the task. "

This approach of achievement (also known as strategic), is mainly characterized by the intrinsic / extrinsic motivation of students and the competitiveness feel it in relation to their peers, that is, the need to obtain better results or qualifications than the rest .

Maquilón (2001) recognizes the following features in this approach:

- a. Believing that the most important learning objective is to achieve the best grades, competing with colleagues if necessary.
- b. Meet the demands that are made on performance of works, delivery, elective work, etc.
- c. Be thoughtful, ambitious, organized, painstaking and systematic effectively managing their time, for best results.
- d. Focus on what matters, abandoning tasks not be assessed.

- e. Using previous tests to predict questions
- f. Watch for clues about scoring schemes
- g. Ensures proper materials and study conditions

Finally, it is worth noting the study by Martinez et al. (2012) at the Autonomous University of San Luis Potosi, on learning approaches by which this university institution, where he earned the relationship they have learning approaches with the subject area they belong to different races bow as well as with the geographical area within state where the institution is located.

### **Sociocultural context.**

#### **College graduates of San Luis Potosi.**

Within the higher education system is the college graduates, which is a school of public senior high decentralized, located in various states of the Mexican Republic. Within the state of San Luis Potosi has a history since 1986, with an alternative of education at this level. It has a presence in 34 municipalities in the state.

"The college graduates, is an institution in which it is formed learners holistically, looking for optimal development in academic, cultural, social and sporting aspects, its basic characteristics is the strict observance of the rule of elementary discipline students, teachers and administered; does claim to be and kept as the best educational option level in our body "(www.cbslp.edu.mx. November 2012)

Among its objectives they are:

- 1) "To provide a quality educational service, harmoniously developing knowledge, skills and values that enable its incorporation students in institutions of higher education.
- 2) Generate processes that enable and certify labor and tecnologcas capabilities of information and communication.
- 3) Develop processes of participation and social responsibility in a democratic framework and perseverance and preservation of the environment.

- 4) Establish strategies to improve coverage indicators, attention to demand and end-use efficiency. "(www.cbslp.edu.mx. November 20012)

Students have graduated from various secondary being mostly 15 to 17 years of diverse socioeconomic levels, students have scholarship opportunities for government programs or a monthly financial grant for college graduates own, in each of the campuses will grant 10% of students with the highest average.

### **The educational orientation of college graduates.**

Educational guidance has been established since the founding task of this subsystem which aims to support the formation of the student through educational activities. Initially conducted as orientation hour class each semester having three hours a week, then to conduct a review of the curriculum guidance in 1993 it decreased his workload, but tried to consolidate the work of the guidance under different practices.

The orientation on college graduates has been due to various circumstances directors from changes to working conditions of each institution, as in some schools the time it is distributed among the class hours to cover preventive aspects and hours of cubicle to cover individual aspects.

The most common problems are absenteeism in classes, unwanted pregnancy and substance abuse problems, for which the institution has implemented various activities to prevent and tackle these situations (talks for parents, mentoring programs, rallies knowledge among others).

Unfortunately the lack of research in this area shows the urgency of initiatives that have a theoretically based model that combines theory with action and show its effectiveness for the educational community. It can be considered that the project life is one of the cornerstones of orienteering, so having the knowledge that allows us to make a more accurate and consistent and contextualized intervention elements.

## **PROBLEM STATEMENT.**

In this paper various elements, influences, ways, strategies or procedures that underlie the students of the College of Bachelors, regarding its project of life and its relationship with learning approaches are explored.

### **Goals**

#### **General objective.**

Investigate approaches deep / shallow learning by high school students and relationship building stage of their life plans are oriented.

#### **Specific objectives.**

- 1) Know the life projects of high school students.
- 2) Know the learning approach by which high school students incline.

### ***Research Questions***

What is the distribution of young people in relation to its consolidation phase project of life?

What is the learning approach by which high school students are inclined?

Is there any relationship between learning approaches and the project of life of high school students in the capital of San Luis Potosi?

## **II. METODOLOGY**

This research is characterized as a descriptive study of mixed cut. It is considered descriptive because it only seeks to point generally learning approaches for students of college graduates, as well as the construction stage of the project life that are lean; and mixed cut by combining several techniques of qualitative and quantitative research type.

## **Population**

In the present study they involved 87 students between 16 and 18 years (50 men and 37 women) who were enrolled in the fourth quarter in three different campuses Schools of Bachelors in San Luis Potosi.

## **Sample collection**

The selection of the different colleges of Bachelors came first by the difference in the socioeconomic context in which they find themselves. He came with the heads of each of the institutions to report on the project and the activities to be performed. Therefore, the groups were assigned depending on the schedules of young people available.

## **Instruments**

To meet the objectives of this study, we sought and instruments adapted: Questionnaire study approaches taken from the article "Conceptions and types of learning approaches in student at the Autonomous University of San Luis Potosi," Martinez et al ., (2012), and the doctoral thesis: "Approaches to learning and performance in distance education students" Recio Saucedo (2007). This quantitative cutting tool consists of 32 items with response options Likert scale: "never or rarely", "sometimes", "half the time" often ", " always or almost always "; which are related to study strategies and intrinsic or extrinsic reasons

Twenty-four items explore strategies study, 12 related to deep learning and 12 related shallow focus. The last eight items, 4 items in relation to the deep and superficial approach 4 to approach relate to the concept of motivation and learning; It is also in the form of Likert scale: "strongly disagree", "disagree", "uncertain", "agree" or "strongly agree".

The Autobiography. Considered a personal account, written at the request, but on their own, of their own life story. (Martinez, 2004) was considered in this process and that these stories reflect the concept that the student has their own abilities and their sense of agency and their ability to face the world, both at school and in other spaces or valuation , ie, expressed in a whole formation of identity in the course of activities (action) and the various scenarios which are configured.



## **Procedure**

With the results of instrument approaches to learning a database was performed in Microsoft Excel 2010 program for the frequencies of the data and their respective charts, in parallel, we worked with the autobiography by an open encoding various data collected, the process was to generate different codes to the texts and from this generate categories in various subjects, later to make an axial coding, in order to refine and differentiate the categories derived from open coding, this process involved reading and rereading of the various texts to finally generate a selective coding where the central category was human action considered as the unit of analysis, where the individual intentions are carried out by various cultural tools or media resources through these tools are carried our action and configure the individual operation. (Wertsch and anuel quoted by Galicia S., 2005).

After obtaining these data, we proceeded to establish general matrices: biographical data and identity, development area, family area and school academics, to fill each student speeches concerning his autobiography. Subsequently, the data were revised, finding differences in various aspects for which it was considered that the speech of students showed different nuances concerning his speech, so a typology that was structured referencing the elements and the structure of your project is generated life consolidated, in the process of consolidation and conflict. With all this we proceeded to the final report of the investigation.

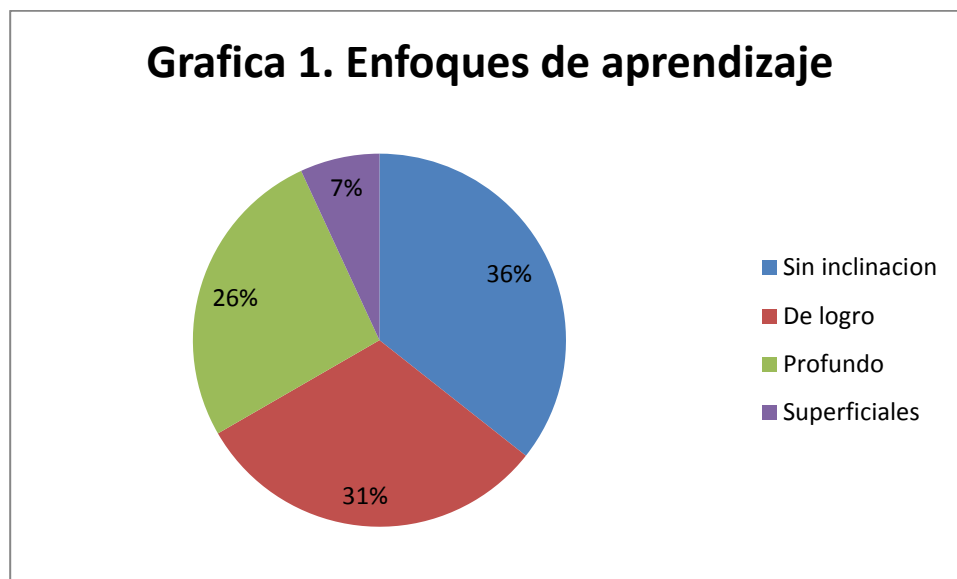
## **IV. RESULTS.**

Based on the biographical data obtained during the implementation of the instruments to students in colleges graduates a 74.78% takes place in a so-called nuclear family, while a 13.04% and a 12.17% live with extended families and single type respectively.

### **Learning approaches.**

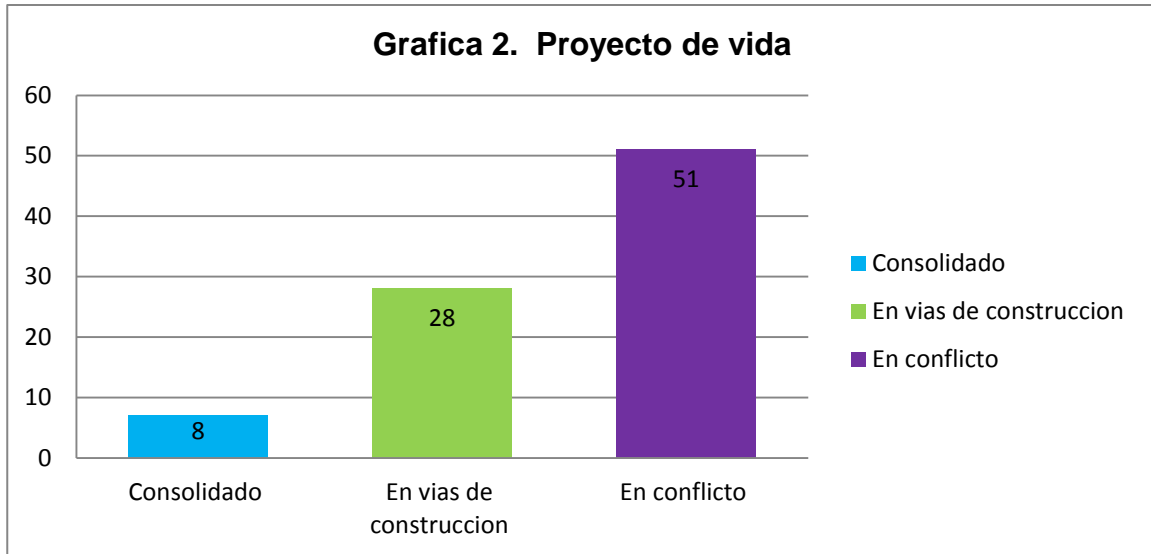
Furthermore, in relation to data obtained from the application of learning approaches instrument, the following results are shown:

In the number one graphic results on the inclination of young people with regard to learning approaches are shown, it notes that most of the students 36% do not have an inclination towards any particular approach; second youth who favor an approach of achievement or strategic approach 31% are, young people favor a deeper approach are in third place with 26%; Finally young people who were in favor of a superficial approach was the least scored with 7%.



### **Project of life.**

On the construction phase of the project life as seen in the graph number two it was found that most young people are in a stage of conflict in relation to their life project where there are no clear goals short and long term, no further strategies for conflict resolution and present a confusing concept car is presented. On the other hand a smaller group is in a consolidation stage in the process where issues are presented consolidated but still work in some areas, finally the smaller group that is in a stage that has established clear objectives and tools for conflict resolution.



**Relationship between the stages of life project consolidation and learning approaches.**

Based on the results obtained through the instruments used a report on the distribution of young people was conducted based on the consolidation phase of the project life where they were and what was the distribution of the affiliation of learning approaches . in the table number one can observe a clear relationship noting that young people have deep focus show affiliation to a life consolidated or in the process of consolidating the latter shared with you share with young people who join to an approach of achievement or strategic and finally we find that young people who express a stage in conflict are distributed among young people who do not have any inclination towards a learning approach, young people who are affiliated to one focused on achievement and finally youth They have a superficial approach to learning.

Table 1. Distribution of young people about design stage of life and learning approach.

	Profundo.	De logro.	Superficial.	Sin inclinación.
Consolidado	8			
En vías de consolidación.	20	8		
En Conflicto		15	6	30

## I. Conclusions.

### On approaches to learning college graduates.

The results of this research show that there is a problem within colleges of graduates in relation to young people face as educational demands, it is worrying that young people mostly have not defined a learning approach, this group has appeared in other investigations liena the same research as the work of Valle Arias (2000) where the group met in college students, this issue serves various factors to be taken into account. An approach that could be taken into account for more thorough analysis of the serious problems the revision of the teaching-learning model proposed by Biggs who called Model 3P, which consists of three phases: the Omen, the Process and The Product, where in each of them, besides the approach that each student has influence other variables in the learning process. As he mentioned, "In the 3P Model, student factors, the context of teaching, learning approaches for the task and learning outcomes interact with each other forming a dynamic system" (Biggs, et al, 2001, p.135 ).

Finally, it is important to seek strategies with teachers to achieve correct this problem, you can take as a reference the work done by Dart and Clarke (1991) where it was found that the affiliation to a deep approach can be increased by choosing a type of education that It emphasizes the responsibility for their own learning (curriculum negotiation, discussion, peer learning contracts, critical thinking and collaborative evaluation).

On the construction project of life in young college graduates.

In the speeches of the autobiography of the College of Bachelors students who participated in this process it showed that the structure of their life project is taking shape as far as the

students are more aware of the factors, elements and circumstances that generate a script that allows them to consolidate as individuals and visualize in a more flexible way their future.

Therefore, it can be noted that students who participated in this research have a structure of their life projects each with different characteristics, as each of the participants has various elements that allows us to demonstrate it differently. (Murphy, 1998;. Croizier, D'Angelo 1999, 1997..)

As for the types of project life outlined in this research: Consolidated, in the process of consolidation and conflict, it can be noted that as these, with major findings are confirmed, will enable the Educational Guidance have greater effectiveness because once the kind of life project is known, one can point out aspects that are not consolidated and simultaneously raise different strategy for individual and group work.

The origin of the types of Life Project found in this research, they also give us a guideline to indicate specific indicators to find out more about the type and the ways in which the relationship between the individual and his near and distant context are given the same time give us clues to how by other means can advocate for a more holistic formation of young people. The various social spaces where young people interact may be factors that influence of determinate way to the task of facing, without forgetting that the individual also participates in an active way. (Perez. 2000) and that the school plays a key role. (Levinson., 2002) Hence, it is important to involve the Educational Guidance based on research that allow point guidelines in the various processes of educational innovation that aims to prevent the various problems of the institutions.

As regards project linking life and learning approaches, it may be noted in relation to the results, these elements very important part in the work of the students so as to correspond significantly. So it is important to build strategies that enable the institution to have indicators on the affiliation of learning approaches of young people, not only have indicators in terms of a grade but to innovate processes that enable greater communication between the actors of the educational institution, so that measurement can be integrated as a mechanism and strategy for improvement.

## VI. Bibliography

- Biggs, J.B.; Kember, D. y Leung, D. (2001). The revised two-factor Study Process Questionnaire: R-SPQ-2F. *British Journal of educational Psychology*, 71, 133-149.
- D'Angelo, H. O. (1997). *Proyectos de vida y autorrealización de la persona*. La Habana, Cuba: La Academia.
- Entwistle, N.; thompson, J. & Wilson, J. (1974). Motivation and study habits. *Higher Education*, 3, 379-396.
- Entwistle, N. (1988). *La comprensión del aprendizaje en el aula*. Barcelona: Paidós.
- Levison, B. (2002) *Todos Somos Iguales. Cultura Y Aspiración Estudiantil En Una Escuela Secundaria Mexicana*. México: Satillana.
- Martínez Martínez. (2004) *Ciencia y arte en la metodología cualitativa*. México: Editorial Trillas.
- Marton, F. & Säljö, R. (1976a). On qualitative differences in learning: 1. Outcome and process. *British Journal of Educational Psychology*, 46, 4-11.
- Merino, C. (1993). Identidad y plan de vida en la adolescencia media y tardía. *Perfiles Educativos*, 60, 44-48.
- Pérez Gómez A.I. (2000) *La Cultura Escolar En La Sociedad Neoliberal*. Madrid. España: Ediciones Morata S. L.
- Powell, M. (1981). *La psicología de la adolescencia*. Mexico D.F.: Fondo de cultura.