



IDENTIFYING DATA

Psychological Development of Learning in Secondary Education

| | | | | |
|---------------------|---|-----------|------|------------|
| Subject | Psychological Development of Learning in Secondary Education | | | |
| Code | P02M066V06102 | | | |
| Study programme | (*)Máster Universitario en Profesorado en Educación Secundaria Obligatoria, Bacharelato, Formación Profesional e Ensino de Idiomas. Especialidade (Pontevedra): Orientación | | | |
| Descriptors | ECTS Credits | Choose | Year | Quadmester |
| | 4.5 | Mandatory | 1st | 1st |
| Teaching language | Spanish | | | |
| Department | | | | |
| Coordinator | González González, Salvador Guillermo | | | |
| Lecturers | González González, Salvador Guillermo | | | |
| E-mail | salva@uvigo.es | | | |
| Web | | | | |
| General description | The present matter has a basic and common character for all the specialitys of the *postgrado of Compulsory Secondary Education, *Bachillerato, Professional Training and Education of Languages. It situates in the first *cuatrimestre of the first course and facilitates the understanding of the keys of the human development and the changes that take place in the physical and psychological processes (*cognition, language, personality, etc.) to the long of the period of the adolescence. These knowledges are fundamental in the training of teachers of the secondary stage since they represent an indispensable tool to be able to contribute to the development of the teenagers through an ideal planning of his processes of learning. | | | |

Competencies

| | |
|------|--|
| Code | |
| C1 | (*)Coñecer as características dos estudantes, os seus contextos sociais e motivacións. |
| C2 | (*)Comprender o desenvolvemento da personalidade destes estudantes e as posibles disfuncións que afectan a aprendizaxe. |
| C3 | (*)Elaborar propostas baseadas na adquisición de coñecementos, destrezas e aptitudes intelectuais e emocionais. |
| C4 | (*)Identificar e planificar a resolución de situacións educativas que afectan a estudantes con diferentes capacidades e ritmos de aprendizaxes. |
| C5 | (*)Coñecer os procesos de interacción e comunicación na aula e no centro, abordar e resolver posibles problemas. |
| C9 | (*)Participar na definición do proxecto educativo e nas actividades xerais do centro atendendo a criterios de mellora da calidade, atención á diversidade, prevención de problemas de aprendizaxe e convivencia. |

Learning outcomes

| | |
|--|-------------------------------|
| Expected results from this subject | Training and Learning Results |
| Know and comprise the processes of teenage development and pose educational and psychosocial strategies for his promotion. | C1 C2 C3 |

| | |
|--|----------------|
| Comprise the processes of educational interaction in the classroom and the cognitive, metacognitive and affective-motivational processes, that underly to the learning, and schedule and apply strategies for his promotion. | C2 C5 |
| Design proposals of educational performance for students with specific needs of educational support, chords with the organisation of the educational centre. | C4 C5 C9 |

Contents

| Topic | |
|---|---|
| 1. FOUNDATIONS OF THE HUMAN BEHAVIOUR, DEVELOPMENT And EDUCATION | Concepts of development, factors, theories. |
| 2. EVOLUTIONARY PSYCHOLOGY | 2.1. Corporal changes and development in the adolescence. 2.2. Cognitive development in the adolescence. 2.3. Affective development-social in the adolescence. |
| 3. PSYCHOLOGY OF THE EDUCATION | 3.1. Behavioral approaches of the learning in the Secondary Education. 3.2. Cognitive approaches and partner-cultural of the learning in the Secondary Education. 3.3. Intrapersonal factors of the Learning: processes and strategies of learning, educational motivation, selfconcept and metacognitive processes. 3.4. Interpersonal factors of the Learning: the interaction student-student and the interactiveness professor-students. |
| 4. DIFFICULTIES OF THE LEARNING AND PSICOEDUCATIONAL INTERVENTION | Description, evaluation and intervention. |

Planning

| | Class hours | Hours outside the classroom | Total hours |
|-----------------------|-------------|-----------------------------|-------------|
| Master Session | 8.5 | 0 | 8.5 |
| Classroom work | 12 | 82 | 94 |
| Multiple choice tests | 2 | 8 | 10 |

*The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.

Methodologies

| | Description |
|----------------|--|
| Master Session | Exhibition by part of the professors of the contents on the matter object of study, theoretical fundamentation and/or guidelines for the class work, exercises or project to develop by the student. |
| Classroom work | Resolution of activities, study of cases, preparation of documents on the thematic of the matter, so much of individual groupal way like, under the direction of the professor. |

Personalized attention

Methodologies Description

| | |
|----------------|---|
| Classroom work | They will propose activities to resolve in the classroom and will resolve doubts on contents and activities of the matter |
|----------------|---|

Assessment

| | Description | Qualification | Training and Learning Results |
|-----------------------|---|---------------|----------------------------------|
| Classroom work | Activities and practical to resolve in class. Assistance and participation. | 70 | C1 C2 C3 C4 C5 C9 |
| Multiple choice tests | Questions on the contents of the subject topics. | 30 | C1 C2 C5 |

Other comments on the Evaluation

This máster degree has the modality of face-to-face education, therefore the assistance to class and the realisation of class works are compulsory for the continuous evaluation. Class attendance has to be, at least of 80%, being admitted fail to the 20 % of the sesiones. To surpass the matter will be precise that the students obtain so much in tests evaluation it type test as in the works of classroom like minimum 50% of the qualification in each section. The students that can not follow the

continuous evaluation will realise a proof of the contents of the matter, in the marked date in the calendar of the máster degree for the official examinations. This proof will suppose 100% of the final note. The details and characteristic of said proof will be concretised by the professor the day of the presentation of the subject. The proofs or activities object of evaluation will be able to recover them in the call of July.

Sources of information

Coll, C. (Coord.). (2010). *Desarrollo, aprendizaje y enseñanza en la Educación Secundaria*. Barcelona: Graó.

Coll, C., Palacios, J. y Marchesi, A. (Comps.). (2001) . *Desarrollo psicológico y educación, 2. Psicología de la Educación*. Madrid: Alianza.

González-Pienda, J.A., González, R., Núñez, J.C. y Valle, A. (2002). *Manual de Psicología de la Educación*. Madrid: Pirámide.

Mayer, R.E. (2004). *Psicología de la Educación: Vol. II. Enseñar para un aprendizaje significativo*. Madrid: Pearson Prentice Hall.

Palacios, J, Marchesi, A. y Coll, C. (Comps.). (1999). *Desarrollo psicológico y educación: Vol. I. Psicología Evolutiva* .Madrid: Alianza Editorial.

Papalia, D.E. Olds, S.W. y Feldman, D.R. (2005). *Desarrollo humano*. México: McGraw-Hill.

García, J.N. (2001). *Dificultades de aprendizaje e intervención psicopedagógica*. Barcelona: Ariel.

Santrock, J.W. (2006). *Psicología de la Educación*. México: McGraw-Hill.

Santrock, J.W. (2006). *Psicología del desarrollo*. México: McGraw-Hill.

Martín, C. y Navarro, J.I. (Coords.). (2011). *Psicología para el profesorado de Educación Secundaria y Bachillerato*. Madrid: Pirámide.

Recommendations
