Universida_{de}Vigo

ritmos de aprendizaxes.

Subject Guide 2015 / 2016

Subject Psychological Development of Learning in Secondary Education Code Po2M668V06102 Study (*)Máster Profesorado en Educación Secundaria Obrigatoria, Bacharelato, Formación Profesional e Ensino de Idiomas. Especialidade (Pontevedra): Orientación Descriptors ECTS Credits Choose Year Quadmeste (Pontevedra): Spanish Teaching language Department Coordinator González González, Salvador Guillermo Lecturers González González, Salvador Guillermo Lecturers Hore Profesional e Activation (Pontevedra): Cordinator González González, Salvador Guillermo Lecturers Hore Profesional e Training and Education of Languages. It situates in the forescription secondary Education, *Bachillerato, Professional Training and Education of Languages. It situates in the forescription the changes that take place in the physical and psychological processes (*copin, language, personalified the changes that take place in the physical and psychological processes (*copin, language, personalified the changes that take place in the physical and psychological processes (*copin, language, personalified the changes that take place in the physical and psychological processes (*copin, language, personalified the changes that take place in the physical and psychological processes (*copin, language, personalified the changes that take place in the physical and psychological processes (*copin, language, personalified the changes that take place in the physical and psychological processes (*copin, language, personalified the changes that take place in the physical and psychological processes (*copin, language, personalified the changes that take place in the physical and psychological processes (*copin, language, personalified the changes that take place in the physical and psychological processes (*copin, language, personalified the changes that take place in the physical and psychological processes (*copin, language, personalified the changes that the pace in the physical and psychological processes (*copin, language, personalified the changes that d	IDENTIFYIN		TOWN THE TOTAL		777711111
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C3 (*)Elaborar propostas baseadas na adquisición de coñecementos, destrezas e aptitudes intelectuais e emocionais	Competenc Code (*)Com	Secondary Education, *Bachillerato, Professional Train *cuatrimestre of the first course and facilitates the unce the changes that take place in the physical and psychological to the long of the period of the adolescence. These of the secondary stage since they represent an indisper of the teenagers through an ideal planning of his processies.	ng and Education lerstanding of the blogical processes e knowledges are ensable tool to be esses of learning.	of Languages. It keys of the hum (*cognition, lang fundamental in able to contribute cións.	situates in the first an development and uage, personality, the training of teache to the development

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

(*)Coñecer os procesos de interacción e comunicación na aula e no centro, abordar e resolver posibles problemas. (*)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.

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

Contents	
Topic	
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

	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 testsQuestions on the contents of the subject topics.		30	C1
·			C2
			C5

Other comments on the Evaluation

This master 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 sesions. 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

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Recommendations