



COURSE DATA

DATA SUBJECT

Code: 40493
Name: Learning and personality development
Cycle: Master's Degree
ECTS Credits: 4
Academic year: 2025-26

STUDY (S)

Degree	Center	Acad. year	Period
2024 - Master's Degree in Secondary Education	Facultat de Formació del Professorat	1	First quarter
2902 - Doble MU Profesor/a Educ. Secundaria e Investig. Didáct. Específ.	Facultat de Formació del Professorat	1	
2903 - Doble M.U. Prof.Educ.Secund (esp. matem.) e Invest.Matem.	Facultat de Formació del Professorat	1	

SUBJECT-MATTER

Degree	Subject-matter	Character
2024 - Master's Degree in Secondary Education	Learning and development of personality	COMPULSORY
2902 - Doble MU Profesor/a Educ. Secundaria e Investig. Didáct. Específ.	Aprendizaje y desarrollo de la personalidad	COMPULSORY
2903 - Doble M.U. Prof.Educ.Secund (esp. matem.) e Invest.Matem.		

COORDINATION

GARCIA ROS RAFAEL

SUMMARY

The course aims to facilitate the acquisition of foundational knowledge about the psychological processes involved in academic learning, with the goal of effectively addressing key questions and challenges in teaching practice, such as:

- What are the cognitive, affective-motivational, and social processes involved in student learning?
- How can these processes be effectively promoted to enhance the quality of learning?
- How can teaching strategies be adapted to the developmental characteristics of secondary education



students?

The course focuses on the psychological perspective of academic learning, complementing other perspectives such as curricular, disciplinary, organizational, and sociological covered in other courses. Special emphasis is placed on the practical and applied dimension of psychological knowledge, aiming to support teachers in the decision-making processes related to the design and implementation of teaching and learning situations.

PREVIOUS KNOWLEDGE

RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

There are no specified enrollment restrictions with other subjects of the curriculum.

OTHER REQUIREMENTS

COMPETENCES / LEARNING OUTCOMES

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Adquirir estrategias para estimular el esfuerzo del estudiante y promover su capacidad para aprender por sí mismo y con otros, y desarrollar habilidades de pensamiento y de decisión que faciliten la autonomía, la confianza e iniciativa personales.

Adquirir los conocimientos y estrategias para poder programar las áreas, materias y módulos que tengan encomendados.

Buscar, obtener, procesar y comunicar información (oral, impresa, audiovisual, digital o multimedia), transformarla en conocimiento y aplicarla en los procesos de enseñanza y aprendizaje en las materias propias de la especialización cursada.

Concretar el currículo que se vaya a implantar en un centro docente participando en la planificación colectiva del mismo; desarrollar y aplicar metodologías didácticas tanto grupales como personalizadas, adaptadas a la diversidad del alumnado.

Conocer las estrategias y programas generales de orientación educativa, académica y profesional del alumnado.

Conocer los procedimientos de tutoría del alumnado, dirección y orientación de su aprendizaje y apoyo en su proceso educativo.

Conocer los procesos de interacción y comunicación en el aula, dominar destrezas y habilidades sociales necesarias para fomentar el aprendizaje y la convivencia en el aula, y abordar problemas de disciplina y resolución de conflictos

Diseñar y desarrollar espacios de aprendizaje con especial atención a la equidad, la educación emocional y en valores, la igualdad de derechos y oportunidades entre hombres y mujeres, la formación ciudadana y el respeto de los derechos humanos que faciliten la vida en sociedad, la toma de decisiones y la construcción



de un futuro sostenible

It generates innovative and competitive proposals in professional activity and in educational research.

It is effective to communicate in both verbal and nonverbal terms.

Make effective and integrated use of information and communication technologies.

Students should apply acquired knowledge to solve problems in unfamiliar contexts within their field of study, including multidisciplinary scenarios.

Students should be able to integrate knowledge and address the complexity of making informed judgments based on incomplete or limited information, including reflections on the social and ethical responsibilities associated with the application of their knowledge and judgments.

Students should communicate conclusions and underlying knowledge clearly and unambiguously to both specialized and non-specialized audiences.

Students should demonstrate self-directed learning skills for continued academic growth.

Working in team and team, and developing attitudes of participation and collaboration as an active member of the educational community.

DESCRIPTION OF CONTENTS

1. Introduction and Basic Concepts

T1. Teaching and Learning: A Psychological Perspective

2. Psychological Development in Adolescence

T2. Adolescent Development: Biophysical and Cognitive Development

T3. Adolescent Development: Emotional, Social, and Personality Development

3. Knowledge and Learning: Conceptualization, Teaching, Learning, and Assessment

T4. Declarative Knowledge

T5. Procedural Knowledge

T6. Instructional Techniques and Meaningful Learning



4. Personal and Interpersonal Factors in Learning

- T7. Motivation and Academic Learning
- T8. Teacher, Student and Peer Interaction
- T9. Learning Difficulties and Specific Educational Support Needs

WORKLOAD

PRESENCIAL ACTIVITIES

Activity	Hours
Theoretical and practical classes	32,00
Total hours	32,00

NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	0,00
Individual or group project	28,00
Independent study and work	13,00
Preparation of lessons	20,00
Preparation for assessment activities	7,00
Resolution of case studies	0,00
Total hours	68,00

TEACHING METHODOLOGY

EVALUATION

Minimum Requirements

- Active participation in face-to-face sessions and submission of the learning activities assigned during them, as well as other scheduled activities.
- In the first exam session, students must pass the mandatory course report.
- Pass the final assessment test.

Classroom Activities

Preparatory and in-class activities carried out during face-to-face sessions will account for 20% of the final grade. These classroom activities cannot be retaken or recovered in the second exam session.



Mandatory report

Students must complete a mandatory report related to the course's competencies and content. This report will account for 20% of the final grade. It is a *non-recoverable* activity in the second exam session.

Exams

In the first exam session, a final assessment test will be administered, including questions related to the course's core knowledge. This test will account for 60% of the final grade.

In the second exam session, a final assessment test will be administered, with a maximum possible score of 6 points.

Plagiarism or improper use of artificial intelligence tools may be subject to sanction under Article 15 of the University of Valencia's regulations on assessment and grading.

REFERENCES

- Vidal-Abarca, E.; García-Ros, R. y Pérez-González, F. (Eds.) (2021). Aprendizaje y desarrollo de la personalidad (2ª edición). Madrid: Alianza Editorial.
- Mayer, R. E. (2014). Aprendizaje e instrucción. Madrid: Alianza.
- Arnett, J.J. (2008). Adolescencia y adultez emergente. México: Prentice Hall. - Berger, K.S. (2007). Psicología Del Desarrollo. Infancia y Adolescencia. 7ª Edición. editorial Médica Panamericana. - Martín, H.R. (2020). ¿Cómo aprendemos?: una aproximación científica al aprendizaje y la enseñanza (Vol. 1). Barcelona: Graó. - Pozo, J.I. (2008): Aprendices y maestros: La psicología cognitiva del aprendizaje Madrid: Alianza.