The study guide for the module

LEARNING, DEVELOPMENT AND PERSONALITY (e.g. EDU 0114)
University of Oviedo, Spain

Teachers:

Dr.Cerezo is Assistant Professor in the area of Psychology and Education at the University of Oviedo since 2009. Her professional and research development has been focused in the promotion and assessment of metacognition and self-regulated learning, also in Educational Data Mining and learning in computer based learning environments in higher education.

Dr. Cueli is a Collaborate Professor in the area of Psychology and Education at the University of Oviedo since 2015. Her professional and research development has been focused in the assessment and intervention of learning disabilities and ADHD, also in learning in computer based learning environments in preschool and elementary education.

Dr.García is Adjunt Professor in the area of Psychology and Education, at the University of Oviedo, since 2015. Her main research areas cover the study of the cognitive, metacognitive and self-regulatory processes involved in different cognitive activities (mainly mathematics problem solving), ADHD and executive functions.

Dr. González-Castro is Assistant Professor in the area of Psychology and Education at the University of Oviedo since 2001 and Director of the Institute of Education (University of Oviedo) 2014. Her professional and research development has been focused in the study of learning disabilities and ADHD, learning assessment, academic achievement, learning strategies, SRL (Self-regulated learning) and ICTs.

Dr. Rodríguez is Assistant Professor in the area of Psychology and Education at the University of Oviedo since 2008 and Vice-dean at Faculty of Teaching Training and Education (University of Oviedo) since 2011. His professional and research development has been focused in the study of learning disabilities and ADHD, learning assessment, academic achievement, learning strategies, gifted children, SRL (Self-regulated learning) and ICTs.

Dear students, this guide will help you to understand course structure, assignments in virtual learning environment and link to the learning content. It willexplain to you how to study and how your personal achievements will be assessed. You will find information on help contacts, contact hours with the teacher and other important issues.

First, here are the **learning outcomes** of the course. Having successfully completed the course, you will be able to:

1. Knowing and adapting the instructional process to the developmental characteristics of high school students.

2. Planning, developing and assessing the teaching-learning process of students in two different ways: individually and in collaboration with a teachers team.

3. Developing and implementing teaching methodologies focused on the different theoretical approaches to learning and adapted to students' diversity.

4. Understanding the foundation of adolescents ´motivation, attitudes and behavior and apply that knowledge to solve learning issues related to these variables.

5. Knowing how to encourage students' self-regulation and promote their ability to learn autonomously and with others, developing cognitive and metacognitive skills to promote their autonomy, confidence and personal initiative.

6. Identify gaps of learning strategies and be able to implement educational actions to improve such deficiencies.

7. Knowing the processes of interaction and communication in the classroom, mastering technical and social skills necessary to promote a good classroom environment and school coexistence, and solve discipline problems and conflicts.

8. Identifying and adjusting the instructional process to know the different rates of learning.

Learning material is prepared to acquire these skills learning. It consists of:
- ✓ Presentation of the theoretical contents with practical examples and audio-visual material;
- ✓ Online lectures in virtual learning environment;
- ✓ Individual and group practical tasks.
- ✓ Additional interesting and useful literature.

The main course topics and assignments are:

Content (topics)	Study week	Meetings/lectures	Assignments
PART ONE: DEVELOPMENTAL PSYCHOLOGY			
1. Development Psychology	Week 1	01-February-2016 12:00 – 13:30	Exercise 1
2. Cognitive Development between 12 and 18 years	Week 2	08-February-2016 12:00 – 13:30	Exercise 2
3. Socio-affective Development	Week 3	15-February-2016 12:00 – 13:30	Exercise 3 Teamwork
PART TWO: EDUCATIONAL PSYCHOLOGY			
4. Educational Psychology (EP) theory and practice	Week 4	22-February-2016 12:00 – 13:30	Exercise 4
5. Behaviourist models for instruction and classroom management	Week 5	29-February-2016 12:00 – 13:30	Exercise 5 Teamwork
6. Cognitive theoretical models	Week 6	7-March-2016 12:00 – 13:30	Exercise 6
7. Constructivist models: toward a significate and self-regulated learning (SRL)	Week 7	14- March -2016 12:00 – 13:30	Exercise 7 Teamwork
8. Cognitive ability	Week 8	21- March -2016 12:00 – 13:30	Exercise 8

9. Motivation	Week 9	04- April -2016 12:00 – 13:30	Exercise 9
10. Learning disabilities (webquest)	Week 10-13	11- April -2016 18- April -2016 25- April -2016 12:00 – 13:30	Exercise 10 Teamwork Project Work
EXAMINATION	Week 14	9-May-2016	

Online video meetings will take place online at

http://videoconferencias.uniovi.es/session1learningdevelopmentandpersonality/

The dates for group work presentation:

- ✓ Topic 3: 22-February-2016
- ✓ Topic 5: 7-March-2016
- ✓ Topic 7: 21-March-2016
- ✓ Topic 10: 9-May-2016

During the course, you will have to perform 10 practical tasks, and 4 teamwork, in order to facilitate the progress. Then you will have to pass mid-term and the exam:

Activities	Weight	Total of the final mark
10 practical tasks	1% each	10 %
teamwork	3 % or 4% each	10 %
Project Work	40 %	40 %
Exam	40 %	40 %
Total:	100 %	

Assignment criteria and weights

Activities	Criteria	Weight of each criteria	Total weight
Practical task 1. Quiz	- Reasonability of the examples	1%	1 %
Practical task 2. Cognitive development	- Select the main concepts - Apply the theoretical concept to a practical exercise	0.5% 0.5%	1%
Practical task 3. Socio-affective development	- Select the main concepts using a proper vocabulary	1%	1 %
Practical task 4. Educational Psychology	- Bibliographic research	1%	1 %
Practical task 5. Coming up with behaviorist classroom examples	- Reasonability of the examples - Use of the right labelling	0.5% 0.5%	1 %
Practical task 6. Cognitive theoretical models	- Intervention Session on attention and memory	1%	1 %

Practical task 7. The Marshmallow Test and the SRL	- Reflection quality - Use of proper vocabulary	0.5% 0.5%	1 %
Practical task 8. Giftedness and double exceptionality	- Critical reasoning - Synthesis and originality	0.5% 0.5%	1 %
Practical task 9. The Ron Clark Story	- Synthesis of the main ideas - Relationship between the film and concepts learned in class	0.5% 0.5%	1 %
Practical task 10.	- Rubric - Process assess	1%	1 %
Teamwork – Lesson 3	- Apply the theoretical concept to a original and practical exercise	3%	3 %
Teamwork – Lesson 5 Behaviourist Instructional Strategies	- Answer accuracy - Originality of the application - Usefulness of the application	1% 1% 2%	4%
Teamwork – Lesson 7 Avoiding procrastination	- Innovation of the proposals - Viability of the proposals	1.5% 1.5%	3%
Lesson 10 Project Work	- Rubric - Process assess	40%	40%
Exam	40 %	40 %	40 %
Practical tasks	20%	20%	20%
Total:	100 %	100%	100%