UNIVERSIDADE DA CORUÑA

Teaching Guide				
Identifying Data				2019/20
Subject (*)	Motivation and emotion in educational contexts		Code	652438005
Study programme	Mestrado Universitario en Psicoloxía Aplicada			
Descriptors				
Cycle	Period	Year	Type	Credits
Official Master's Degree	1st four-month period	First	Obligatory	3
Language	Galician			
Teaching method	Face-to-face			
Prerequisites				
Department	Psicoloxía			
Coordinador	Valle Arias, Antonio	E-mail	antonio.valle@udc.es	
Lecturers	Valle Arias, Antonio	E-mail	antonio.valle@udc.es	
Web				
General description	Nesta asignatura abórdase o estudo das variables afectivo-motivacionais que teñen unha maior relevancia en contextos educativos. Preténdese que os alumnos/as coñezan as principiales aportacións teóricas e as liñas de investigación máis relevantes no campo da motivación e a emoción.			

Study programme competences	
Code	Study programme competences
A3	Being able to elaborate a scientific report which involves defining a research problem, the hypotheses and variables, and defining the design, the sample and its method of selection, the tools for collecting data and their subsequent analysis and discussion.
A12	To acquire a basic theoretical knowledge about the state of the art in the different areas involved in applied psychology.
A13	Knowing and being able to use the different models, theories, methods and assessment and intervention techniques that are specific of the different areas of research in Applied Psychology, and developing a critical attitude typical of the scientific spirit.
A14	Being able to analyze the bibliographic documentation necessary for a research work.
A15	Being able to critically analyze the scientific literature.
A16	To acquire the knowledge and skills necessary for the exposition and defence of a research paper.
A17	Being able to communicate the results of an investigation.
B1	Capacity for analysis and synthesis.
B2	Capacity for organization and planning.
B3	Teamwork.
B6	Critical thinking.
B8	Autonomous learning.
C1	To express oneself, both orally and in writing, in the official languages of the autonomous region.
C6	To critically assess the knowledge, technology and information available to solve the problems they face.
C7	To assume as professionals and citizens the importance of lifelong learning.
C8	Assessing the importance of research, innovation and technology development in the socio-economic and cultural progress of society.

Learning outcomes			
Learning outcomes	Study programme competences		
Describir e avaliar as variables motivacionais e emocionais que inciden na aprendizaxe	AR12 AR13	BR1	CC1
Valorar críticamente as aportacións dos principais modelos teóricos no campo da motivación e a emoción	AR12 AR13 AR15	BR1 BR3 BR6 BR8	CC6

Analizar a investigación motivacional e emocional en contextos educativos		BR1 BR2 BR3 BR6 BR8	CC1 CC6 CC8
Adquirir os coñecementos e destrezas necesarias para definir problemas, deseñar investigacións, analizar os datos e redactar informes científicos no campo da motivación e as emocións en contextos educativos	AR3 AR14 AR15 AR16 AR17	BR1 BR2 BR6	CC1 CC6 CC7 CC8

Contents	
Topic	**Sub-topic**
O cognitivo e o afectivo no proceso de aprendizaxe	A dimensión cognitiva da aprendizaxe A dimensión afectiva da aprendizaxe
O compoñente motivacional de expectativa	O autoconcepto A autoeficacia
O compoñente motivacional de valor	O valor das tarefas As metas académicas
O compoñente afectivo da motivación	Atribucións causais Reaccións emocionais
A investigación motivacional e emocional	Principais liñas de investigación Análise e valoración de investigacións

Planning				
Methodologies / tests	**Competencies**	**Ordinary class hours**	**Student?s personal work hours**	**Total hours**
Oral presentation	A12 A13 A14 A15 B6 B8 C1	6	6	12
Document analysis	A17 B1 B2 B3 B6 B8 C8	8	5	13
Mixed objective/subjective test	A12 A13 B1 B2 B8	2	20	22
Supervised projects	A3 A16 B3 B6 B8 C6 C7	10	10	20
Personalized attention		8	0	8
(*)The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.				

Methodologies	
Methodologies	**Description**
Oral presentation	Análise e comprensión dos principais tópicos da investigación motivacional e emocional en contextos educativos
Document analysis	Análise de documentos bibliográficos
Mixed objective/subjective test	Preguntas de resposta curta e tipo test
Supervised projects	Desenvolvemento de traballos relacionados coa temática da asignatura

Personalized attention	
Methodologies	**Description**

Mixed objective/subjective test Supervised projects Document analysis	Haberá unha titorización personalizada fora do horario de clase que poderá facerse de modo presencial ou mediante correo electrónico e que terá como finalidade resolver calqueira dúbida sobre a asignatura.

Assessment			
Methodologies	**Competencies**	**Description**	**Qualification**
Mixed objective/subjective test	A12 A13 B1 B2 B8	Preguntas de resposta curta e tipo test	40
Supervised projects	A3 A16 B3 B6 B8 C6 C7	Exposición e presentación dos traballos	30
Oral presentation	A12 A13 A14 A15 B6 B8 C1	Asistencia e participación nas sesións desenvolvidas ao longo do curso	10
Document analysis	A17 B1 B2 B3 B6 B8 C8	Resumo dos documentos bibliográficos traballados nas diferentes sesións	20

Assessment comments

Sources of information	
Basic	- Valle, A., Rodríguez, S. e Regueiro, B. (2015). Motivación y aprendizaje escolar. Aprendiendo a gestionar la motivación y las emociones. Madrid: CCS - Cabanach, R.G., Valle, A., Rodríguez, S., Piñeiro, I. e García, M. (2007). Los recursos motivacionales. Programa para mejorar su gestión. Madrid: CEPE - González, M.C. e Tourón, J. (1992). Autoconcepto y rendimiento académico. Sus implicaciones en la motivación y en la autorregulación del aprendizaje. Pamplona: EUNSA - Valle, A., Núñez, J.C., Rodríguez, S. e González-Pumariega, S. (2002). La motivación académica. En J.A. González-Pienda, R.G. Cabanach, J.C. Núñez e A. Valle (Coords.), Manual de Psicología de la Educación (pp. 117-144). Madrid: Pirámide - González, M.C. (1997). La motivación académica. Sus determinantes y pautas de intervención. Pamplona: EUNSA - Rodríguez, S., Valle, A., Cabanach, R.G. e Núñez, J.C. (2010). Motivar enseñando. La integración de estrategias motivadoras en el curriculo escolar. Madrid: CCS - González, A. (2005). Motivación académica. Madrid: Pirámide - Pintrich, P.R. e Schunk, D.H. (2006). Motivación en contextos educativos. Teoría, investigaciones y aplicaciones. Madrid: Pearson-Prentice Hall - Alonso-Tapia, J. (2005). Motivar en la escuela, motivar en la familia. Madrid: Morata.. Madrid: Morata - Valle, A., Rodríguez, S., Cabanach, R.G., Núñez, J.C., Piñeiro, I., Rosário, P. et al. (2010). Guía de estrategias instruccionales para mejorar la motivación de los estudiantes. Almería: Education & Psychology I+D+i
Complementary	

Recommendations
Subjects that it is recommended to have taken before
Subjects that are recommended to be taken simultaneously
Subjects that continue the syllabus

Other comments

(*)The teaching guide is the document in which the URV publishes the information about all its courses. It is a public document and cannot be modified. Only in exceptional cases can it be revised by the competent agent or duly revised so that it is in line with current legislation.