

## 1. BASIC INFORMATION

Course	Motivation and emotion
Degree program	Psychology
School	Health Sciences
Year	2
ECTS	6
Credit type	Compulsory
Language(s)	Spanish / English
Delivery mode	On campus / Online
Semester	First
Academic year	2025-2026
Coordinating professor	Laura Estebarán Viñas

## 2. PRESENTATION

This course is designed to explore and understand the mechanisms underlying motivational and emotional processes, as well as the anatomical and physiological foundations of motivation and emotion in individuals.

Knowledge of the Psychology of Motivation and Emotion is essential for comprehending human behavior, as it provides insight into the reasons behind people's actions and the emotions associated with those actions. This understanding is crucial for recognizing and interpreting psychological disorders of any kind.

The course aims to introduce students to the key concepts, experimental methods, and contemporary theoretical frameworks in the study of human Motivation and Emotion, grounded in findings from experimental psychology and cognitive neuroscience. Additionally, it seeks to equip students with the skills to apply this knowledge in real-world situations, whether in clinical or educational settings or in everyday life.

## 3. LEARNING OUTCOMES

### Knowledge

KNO02. Know the basic laws of the different psychological processes.

KNO03. Know the main processes and stages of psychological development throughout the life cycle in its aspects of normality and abnormality.

KNO08. Know different research designs, the procedures for formulating and testing hypotheses and for interpreting results and be able to apply them.

KNO11. Be able to identify differences, problems and needs, as well as a professional approach to them.

### **Competences**

CP03. Be capable of describing and measuring variables (personality, intelligence and other aptitudes, attitudes, etc.) and cognitive, emotional, psychobiological and behavioral processes.

CDC03. Use information and communication technologies to search for and analyze data, research, communicate and learn.

CDC05. Cooperate with others in academic and professional shared goals, participating actively, empathically and exercising active listening and respect to all members.

CDC06. Integrate analysis with critical thinking in a process of evaluating different ideas or professional possibilities and their potential for error, based on evidence and objective data leading to effective and valid decision-making.

### **Learning results:**

This subject is designed to know and understand the operation of motivational and emotional processes, as well as the anatomical and physiological bases of motivation and emotion in people.

## **4. CONTENT**

- Concept and theoretical models of motivation
- Biological bases of motivation
- Concept and theoretical models of emotion
- Neurophysiological basis of emotion
- Areas of application of motivation and emotion

## **5. TEACHING-LEARNING METHODOLOGIES**

The types of teaching-learning methodologies used are indicated below:

- Master class
- Student's oral presentation
- Practical exercises
- Problem-based learning

## **6. LEARNING ACTIVITIES**

Listed below are the types of learning activities and the number of hours the student will spend on each one:

**Campus-based mode:**

Learning activity	Number of hours
Case studies	15
Formative assessment	5
Research activities	10
Lectures	40
Problem-solving activities	25
Face-to-face tutorial	5
Independent work	50
<b>TOTAL</b>	<b>150</b>

**Online-based mode**

Training Activity	Number of hours
Virtual seminar	40
Formative assessment (feedback on completed evaluation tests) via web conference	5
Problem solving	25
Virtual tutoring	5
Independent work	50
Case analysis	15
Research (scientific/case-based) and projects	10
<b>TOTAL</b>	<b>150</b>

## 7. ASSESSMENT

Listed below are the assessment systems used and the weight each one carries towards the final course grade:

### Campus-based mode:

Assessment system	Weight
Knowledge tests	60 %
Case studies and problem-solving	10 %
Reports and writings	10 %
Student's memory of the practices	10 %
Practical Laboratory	10 %

### Online-based mode:

Evaluation System	Weight
Virtual knowledge tests	60 %
Case analysis and problem solving	10 %
Reports and written assignments	10 %
Student report of practicals	10 %
Virtual laboratory practices	10 %

When you access the course on Campus *Virtual*, you'll find a description of the assessment activities you must complete, as well as the delivery deadline and assessment procedure for each one.

### 7.1. First exam period

To pass the course in the first exam period, you must obtain a final course grade of at least 5 out of 10 (weighted average).

In any case, you will need to obtain a grade of 5.0 in the final exam in order for it to count towards the final grade along with all the grades corresponding to the other activities.

**If any instances of plagiarism are detected** in the submitted activities, they will receive a grade of 0, and the activity will be disqualified from the ordinary exam. **Late submissions are also not permitted and will**

**be graded with a '0,'** except in cases where a valid justification is provided. These activities must then be completed during the extraordinary exam period.

Additionally, to pass the course in the ordinary exam, **a minimum of 50% class attendance is required (for classroom-based courses only). Providing proof of absence does not exempt the student from the requirement to meet the minimum attendance.**

The Universidad Europea de Valencia implements continuous assessment as the system for evaluating knowledge, skills, and the basic, general, transversal, and specific competences of the 'Degree in Psychology' program, in accordance with the Regulations for the Assessment of Undergraduate Degrees. In this regard, students should be aware that if they submit any assessment component outlined in the Learning Guide during the ordinary exam session, they will receive an overall grade for the subject, thereby utilizing the exam period.

## 7.2. Second exam period

To pass the course in the second exam period, you must obtain a final grade of at least 5 out of 10 (weighted average).

In any case, you will need to obtain a grade of 5.0 in the final exam in order for it to count towards the final grade along with all the grades corresponding to the other activities.

The student must deliver the activities not successfully completed in the first exam period after having received the corresponding corrections from the professor, or those that were not delivered in the first place.

The Universidad Europea de Valencia implements continuous assessment as the system for evaluating the knowledge, skills, and basic, general, transversal, and specific competencies of the bachelor's degree in psychology, in accordance with the Regulations for the Assessment of bachelor's Degrees. In this context, students should be aware that for the purposes of the consumption of exam attempts, the Objective Knowledge Test (POC) in the extraordinary session determines whether an attempt is consumed. In the exceptional case where a student only has remaining evaluations that are not the POC, they will receive a grade of "Not Presented" (NP) if they do not participate, or a numerical grade if they submit at least one of the required evaluations.

## 8. SCHEDULE

This table shows the delivery deadline for each assessable activity in the course:

Assessable activities	Deadline
Knowledge tests	First exam period: January 2025

	Second exam period; July 2025
Case studies and problem-solving	After the explanation of the topic
Reports and writings	After the explanation of the topic
Student's memory of the practices	After the explanation of the topic
Laboratory practicals	After the explanation of the topic

Week	Content	Formative/Evaluable Activities
Week 4	Motivation	Activity 1
Week 8	Emotion	Activity 2
Week 12	Motivation	Activity 3
Week 15	All course content	Activity 4
In-person: – Ordinary exam: January 2026 – Extraordinary exam: July 2026  Online: – Ordinary exam: February 2026 – Extraordinary exam: July 2026	All course content	Knowledge Test

This schedule may be subject to changes for logistical reasons relating to the activities. The student will be notified of any change as and when appropriate.

## 9. BIBLIOGRAPHY

The main reference work for this subject is:

- Guillén García, F. (2018). *Psicopedagogía de la actividad física y el deporte*. Kinesis.

- León Zarceño, E. M., & Garcés de los Fayos, E. J. (2025). *Fundamentos de psicología del deporte*. Editorial Médica Panamericana.
- Salom Martorell, M., Núñez Prats, A., & Leguizamó Barroso, F. (2023). *Psicología del deporte: Una aproximación práctica desde la evidencia científica*. Editorial Médica Panamericana.

The following recommended bibliography is provided:

- Alarcón López, F., Cárdenas Vélez, D., & Clemente Suárez, V. J. (2018). *Neurociencia, deporte y educación*. Editorial Paidós.
- Castillo Manrique, I. (2023). *Psicología social de la actividad física y el deporte*. McGraw-Hill Interamericana de España
- MaravéVivas, M., SalvadorGarcía, C., CapellaPeris, C., & GilGómez, J. (2023). ServiceLearning and Motor Skills in Initial Teacher Training: Doubling Down on Inclusive Education. *Apunts Educación Física y Deportes*, 152, 82–89. [https://doi.org/10.5672/apunts.2014-0983.es.\(2023/2\).152.09](https://doi.org/10.5672/apunts.2014-0983.es.(2023/2).152.09)
- Romeu, J., Camerino, O., & Castañer, M. (2023). Optimizing motor coordination in physical education, an observational study. *Apunts Educación Física y Deportes*, 153, 67–78. [https://doi.org/10.5672/apunts.2014-0983.es.\(2023/3\).153.06](https://doi.org/10.5672/apunts.2014-0983.es.(2023/3).153.06)
- SevillaSánchez, M., Dopico Calvo, X., Morales, J., IglesiasSoler, E., Fariñas, J., & Carballeira, E. (2023). La gamificación en educación física: efectos sobre la motivación y el aprendizaje. *Retos*, 47, 87–95. <https://doi.org/10.47197/retos.v47.94686>

## 10. EDUCATIONAL ORIENTATION, DIVERSITY AND INCLUSION UNIT

From the Educational Orientation, Diversity and Inclusion Unit we offer support to our students throughout their university life to help them reach their academic achievements. Other main actions are the students' inclusions with specific educational needs, universal accessibility on the different campuses of the university and equal opportunities.

From this unit we offer to our students:

1. Accompaniment and follow-up by mean of counselling and personalized plans for students who need to improve their academic performance.
2. In terms of attention to diversity, non-significant curricular adjustments are made in terms of methodology and assessment for those students with specific educational needs, pursuing an equal opportunity for all students.
3. We offer students different extracurricular resources to develop different competences that will encourage their personal and professional development.
4. Vocational guidance through the provision of tools and counselling to students with vocational doubts or who believe they have made a mistake in their choice of degree.

Students in need of educational support can write to us at:

[orientacioneducativa@universidadeuropea.es](mailto:orientacioneducativa@universidadeuropea.es)

## **11. ONLINE SURVEYS**

Your opinion matters!

The Universidad Europea encourages you to participate in several surveys which help identify the strengths and areas we need to improve regarding professors, degree programs and the teaching-learning process.

The surveys will be made available in the “surveys” section in virtual campus or via e-mail.

Your assessment is necessary for us to improve.

Thank you very much for your participation.