

Professional profile

Degree in Psychology (UAB). Ph.D. in Psychology. Graduate degree in Language and Hearing Disorders (Speech Therapy) (UAB). Joint Graduate Programme in Curricular Consulting in the Area of Teaching and Learning Strategies (URL-UAB-UOC). Graduate degree in Statistics Applied to Health Sciences (UNED). Member of the SINTE Research Group (UAB) and the SINTE-Lest group (URL). Professor, FPCEE Blanquerna-URL.

Docència

Professor in the schools of Psychology, Primary Education and Early Childhood Education, FPCEE Blanquerna-URL. Professor in the Master's Degree in Psychopedagogy and the Official Master in Teacher Training for Secondary, Vocational and Language Schools.

Research

Member of the multi-university Consolidated Research Group on Teaching and Learning Strategies. Member of the Reserch Group on Construction of Strategic Knowledge through Reading and Writing (SINTE-Lest), FPCEE Blanquerna-URL. Current projects:

- Researcher Identity Development: Strengthening Science in Society Strategies (rid-ssiss, Erasmus+).
- Formation of the identity of the new Social Science researcher (FINS; R&D&I).
- The construction of the identity of the education professional through self-examination.
- Developing the competence of learning to learn. From teacher training to the primary school classroom (ARMIF, AGAUR).

Most significant publications:

- Cano, M., & Castelló, M. (2015). Evolución del discurso argumentativo en función de la demanda de aprendizaje. *Revista Infancia y aprendizaje*, 34(1), 1-31.
- Cano, M., Mayoral, P., Liesa, E., & Castelló, M. (2013). Valoración de las funciones del profesor de orientación educativa en Catalunya. *Revista Española de Psicopedagogía*, 24(3), 80-97.
- Cano, M., & Castelló, M. (2012). Argumentar para aprender: la gestión polifónica en el discurso argumentativo. *Revista del Congrés Internacional de Docència Universitària i Innovació (CIDUI)*, 1(1).
- Cano, M., & Castelló, M. (2011). *Características de la estructura argumentativa de los estudiantes universitarios en diferentes escenarios de aprendizaje*. Congreso Internacional de Psicología y Educación. Valladolid.
- Cano, M., & Castelló, M. (2011). Polifonia e dialogismo nas praticas argumentativas dos estudandes universitarios em resposta a diferentes demandas. A Leitão, S., i Damianovic, M. C. (orgs.), *Argumentação na escola: o conhecimento em construção*, 251-274. Brasil: Pontes Editores.
- Corcelles, M., Cano, M., Mayoral, P., & Castelló, M. (2017). Enseñar a escribir un artículo científico mediante la revisión colaborativa: percepcions de los estudiantes. *Revista Signos*, 50(95).