Abstract

This work presents the main theories and models formulated with the purpose of offering a global overview on the acquisition of knowledge and skills involved in the initial development of expert competence. Setting from this background, we developed an empirical work whose main purpose is to define those factors in a complex learning situation such as chapter-sized in a knowledge-rich domain. The results obtained in a sample of Master students reveal that the several variables intervening, such as the qualitative organization of knowledge, intellectual ability, motivation, the deliberate use of strategies, and a rich learning environment, contribute in an independent way to provide an explanation for the acquired knowledge.