### Course Unit Information Sheet (Syllabus)

**2019/2020**

<table>
<thead>
<tr>
<th>Name: Learning and Self-Regulation of Academic Competences</th>
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<tr>
<td><strong>Teaching staff</strong></td>
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<tr>
<td>Maria Odília Teixeira (responsável), António Manuel Duarte, Maria João Alvarez, Sofia Oliveira</td>
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<td><strong>ECTS</strong> 6</td>
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<td><strong>Functioning:</strong> Theoretical-practical classes: Friday from 9 to 13 hours.</td>
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#### Learning Goals

Students will have the opportunity to develop a personal planning process focused on reflexivity and self-knowledge, regarding:

1. To the three areas of problems associated with the student role of higher education - assessment anxiety, time management, interpersonal and group relations - and resources and strategies to address these problems;
2. To the lifestyles and their relation with the adaptation, the health and the well-being;
3. The planning process of life projects, which systematizes self-knowledge, identification and mobilization of personal resources and the context, processes of decision-making and transition;
4. The interaction between learning design, motivation to learn and study strategies.

#### Skills to be Developed

Transversal skills of analysis, reflexivity, planning, critical thinking, self-regulation and problem solving. Collection and critical analysis of information from different sources, and written communication.

#### Prerequisites (precedences) *There is not*

#### Contents

1. Planning and personal organization in higher education
   1.1. Anxiety at evaluations. Explanatory factors, resources and anxiety regulation strategies for written and oral evaluations.
   1.2. Myths, personal variables and behaviors associated with time management problems. Planning strategies and personal organization in time management.
   1.3. Communication and management of interpersonal relationships with peers and in working groups.

2. Lifestyles, health and well-being in Higher Education
2.1. Behaviors and food education.
2.2. Consumption of psychoactive substances.
2.3. Healthy physical activity.

3. Life goals and satisfaction in higher Education
3.1 Education and work as significant spaces of life.
3.2 Beliefs of self-efficacy, objectives, academic performance.
3.3 Expectations and values.
3.4 Self-knowledge strategies.
3.5 Research and interventions with students of higher education.

4. Learning in Higher Education
4.1. Learning concepts.
4.2. Motivation to learn.
4.3. Study strategies.
4.4. Approaches to learning.

Bibliography


Teaching methods

Exposure; Reading and analysis of bibliographic sources; Group discussion; Exercises of personal reflection and self-regulation. Portfolio as agent of organization, reflection and communication of learning. Narrative-based learning. Art-based learning.

Evaluation Regimes

General

Evaluation Elements

The evaluation of the UC will be carried out through a portfolio, which will include for each of the modules the respective tasks, involving activities of analysis and personal reflection. The evaluation criteria will be based on the theoretical basis, the reflection, the self-assessment, the information organization and the respective written communication, and the bibliographical references consulted should be indicated.

The tasks and page limits for each module will be presented by the respective teachers and the delivery
The final grade is the average of the sum of the tasks proposed.
To obtain achievement in the UC, approval is required in each of the modules (minimum of 10 values, on a scale of 0-20)

### Rules for grade improvement

Students can improve each of the tasks of portfolio in the 2nd season

### Requirements on attendance and punctuality

Students must attend 2/3 of classes scheduled in the school calendar

### Rules for special students

(workers, elite athletes, student body leaders, military, fathers/mothers, with special needs) *

To be analyzed in each case.

### Language of instruction

Portuguese

Some recommended readings may be in English, French or Spanish.

### Disciplinary violations and penalties

According to the Evaluation of Learning Regulation of the Faculty of Psychology of the University of Lisbon, the following behaviors are considered as disciplinary offenses subject to disciplinary action:

- a) To use or attempt to use materials, information, notes, study resources or other objects and equipment not authorized in academic exercises;
- b) To help or try to help a colleague in committing a disciplinary offense;
- c) To submit the same written work for evaluation in different course units without permission from the instructors, even if with minor changes;
- d) To present someone else’s work as one’s own;
- e) To forge, or change without permission from the author, any information or citation in an academic work;
- f) To interfere, change or attempt to change grades;
- g) To try to prevent or interfere with the proper functioning of classes, research or other academic activities;
- h) To make false accusations regarding instructors, governance bodies, other students or non-teaching staff of the FPUL;
- i) To falsify signatures in attendance sheets, documents relating to evaluation elements or in any official document relating to an academic process or status.

Disciplinary offenses committed in any assessment element can lead to its annulment, and must be reported to the Pedagogical Council or, considering their gravity and repetition, may lead to other penalties,
to be determined by the Rector of the University of Lisbon.

* If applicable