

COURSE UNIT INFORMATION SHEET (*SYLLABUS*)

2019/2020

<p>Name</p> <p>Psychology of Personal Conceptions</p>
<p>Teaching staff (Also indicate the Professor in charge)</p> <p>Maria Dulce Gonçalves</p>
<p>ECTS</p> <p>6</p>
<p>Functioning</p> <p>Lectures</p>
<p>Learning goals</p> <ul style="list-style-type: none"> • Study of current perspectives on personal conceptions and constructs, beliefs and common sense ideas. • Understand how to promote (or hinder) the learning, development, success and personal adaptation. • Encourage research into new perspectives and new procedures in this area.
<p>Skills to be developed</p> <p>It is intended that the students are able to:</p> <ul style="list-style-type: none"> • Demonstrate a good understanding and capacity for critical analysis from scientific texts in the field of personal conceptions, beliefs and common sense ideas. • Distinguish between different models and current perspectives in this field. • Identify and analyze different resources and sources of information in this area . • Identify areas of application of studies on personal conceptions, beliefs and common sense ideas . • Demonstrate oral communication and writing skills in this area • Suggest and collaborate on research projects in this field.
<p>Prerequisites (precedences) *</p> <p>Frequency of the 3rd year of the degree .</p>
<p>Contents</p> <ol style="list-style-type: none"> 1. Psychology of personal conceptions: origin, evolution and future prospects. 2. Conceptions and personal constructs: intuition, beliefs and common sense ideas . 3. Communities of knowledge and learning . 4. Multiculturalism, research and intercultural dialogue. 5. Conceptions, beliefs and common sense ideas in different areas: <ol style="list-style-type: none"> 5.1. Learning, knowledge and intelligence. 5.2. Self, personal crisis and life projects. 5.3. Parenting and interpersonal relationships. 5.4. Health, illness and psychopathology. 5.5. Justice, happiness and well-being. 5.6. Education, success and quality. 6. Development and conceptual change : from common sense to scientific knowledge.

Bibliography

Bruner, J. S. (1996). *The Culture of Education*. Cambridge: Harvard University Press.

Fransella, F. (2003). *International Handbook of Personal Construct Psychology*. New York: John Wiley & Sons Ltd.

Furnham, A. (1988). *Lay Theories: everyday understanding of problems in the social sciences*. Elmsford, NY US: Pergamon Press.

Vosniadou, S. (2008). *International Handbook of Research on Conceptual Change*. Routledge, Taylor & Francis Group.

Zedelius, C. M.; Müller, B. C., & Schooler, J. W. (Eds.), (2017). *The Science of lay theories: How beliefs shape our cognition, behavior, and health*. New York: Springer International Publishing.

Teaching methods

Presentation and discussion, team work, project work, exercises .

Evaluation Regimes (General and/or Alternative)

General procedure: an individual paper and a group project to be carried out throughout the semester and a final individual test.

Alternative: occurs exclusively by a final global exam.

Evaluation Elements

(Dates due, weights, minimum required grades)

- a) Before last week (December, 9): attendance to a written test, lasting two hours (30% of the final grade);
- b) by October, 31; individual exercise (20% of the final grade);
- c) by December, 20: team work, oral or media presentation and written report (50% of the final grade).

Alternative Student-workers (and other students considered in exceptions).

Final assessment by individual written examination, lasting three hours, including short answer issues and development issues held in any of the evaluation times (always corresponding to 100% of the final grade).

Rules for grade improvement

Individual work report and team work's report can be improvement until de date of final exam, 1st season.

In 2nd season, all the improvements occur only by final exam.

Rules for students having previously failed the course unit *

Not applicable.

Requirements on attendance and punctuality

Students should attend at least 75% of theoretical and practical classes.

Rules for special students

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

a) If possible, the student can perform general assessment tasks, as everyone else (submission of written individual works, via Moodle / elearning platform) within the same deadlines set for the whole class.

b) Alternatively, it is suggested that the student participate just in a final examination, covering all topics.

Language of instruction

Portuguese

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