

COURSE UNIT INFORMATION SHEET (SYLLABUS)

2020/2021

Name Learning in Educational Contexts
Teaching staff (Also indicate the Professor in charge) Ana Margarida Vieira da Veiga Simão - Professor in charge; Paula Costa Ferreira
ECTS 6 ECTS
Functioning The 1st class (September 25th) will take place online through Zoom. Any situation related to the pandemic and that is not included in the course unit information sheet will be analyzed according to the rules stipulated by the competent entities. Scenario A: Advanced release from confinement. Classes will be in person for all enrolled students if the size of the room allows it. If not, two sub-classes will be organized in such a way that each student has his or her face-to-face class in alternate weeks. Scenario B - Total confinement. If a scenario of greater restrictions emerges, at some point, to be determined by public and academic authorities, classes will be taught online at the stipulated time. Masters in Psychology - Section of Educational and Vocational Psychology -1st semester. Course required for the Section of Educational and Vocational Psychology and optional for students of other sections of the 2nd cycle. Theoretical and practical lessons (4 hours per week) Curricular tutoring. Office hours will be set annually.
Learning goals Promote self-knowledge of the learner. Promote the acquisition of knowledge about the theories and models, evaluation methodologies and research lines on learning. Provide knowledge of conceptual frameworks that are essential to identify, intervene and train individuals in the context of conflict, indiscipline, and violence among peers. Provide the identification of the training potential of work contexts and determine how these processes can be optimized. Promote ability to analyze, question and reflect on programs, projects / educational situations in the context of learning in the life cycle. Develop an attitude of analysis and reasoned reflection. Promote a scientific attitude towards the educational / training phenomenon. Promote autonomy in searching for information on issues of self-regulated learning in the life cycle. Encourage the design of organizational proposals and evaluation of devices and projects that promote self-regulated learning in the life cycle. Involve students in research projects inserted in the Study Program for Self-regulated Learning (PEAAR) and Study Program for Cyberbullying (PEC) http://www.peo.psicologia.ulisboa.pt/en/
Skills to be developed Students will be able to develop: - self-regulated learning skills; - critical thinking skills about the different conceptual frameworks arising from theories and models of assessment methodologies and research lines; -competencies to analyze programs / projects / educational situations in the context of learning

- competencies to design learning environments consistent with the theoretical proposals under analysis.
- research skills for data collection, bibliographic research, analysis and interpretation of data and scientific / questioning attitudes about learning in educational settings and throughout the life cycle;
- socio-affective collaboration and teamwork skills, while developing a critical sense of one's self, an acceptance of alternative perspectives, the ability to argue, a commitment to collaborative work and a sense of support and mutual support.

Prerequisites (precedences) *

Not applicable

Content

Learning in the educational context: assumptions, implications, applications and future prospects (processes and cognitive and metacognitive strategies, motivation to learn, learning environment, relational dynamics).

Characteristics, potential and risks of relationships among equals. The role of the peer group in the quality of social networks.

Relational dynamics, school conflict, violence, indiscipline, bullying, cyberbullying.

Self-regulated learning: a reference to the work of psychologists in educational contexts (phases, processes and dimensions, co-regulation and socially shared regulation, establish goals and ask for help; diaries, interviews with task and stimulated recall, metacognitive self-questioning as a support technique, lines of research, methodologies and assessment tools).

Self-regulated learning and intervention in educational contexts (teaching methods, development of self-regulation strategies for reading, writing and problem-solving, self-regulated learning in environments supported by technology and in areas of specific content; the portfolio and diary as a learning instrument, evaluation and crediting).

Transdisciplinary perspective on the role of digital technologies in education.

Training of educational agents (action research and case study as training strategies, training of professionals).

Bibliography

Butler, D. L., Schnellert, L., & Perry, N. (2017). *Developing Self-Regulation Learners*. Toronto: Pearson Education, Inc.

Veiga Simão, A. M., & Frison, L. (2013). Autorregulação da aprendizagem: abordagens teóricas e desafios para as práticas em contextos educativos. *Cadernos de Educação FaE/PPGE/UFPel*, 45, 02-20.

Völlink, T., Dehue, F., & Mc Guckin, C. (2015). *Cyberbullying: From theory to intervention*. Routledge.

Zimmerman, B., & Schunk, D. (Eds.) (2008) *Motivation and Self-Regulated Learning: Theory, Research and Applications*. New York: Lawrence Erlbaum Associates, Publishers.

Zimmerman, B., & Schunk, D. (Eds.) (2011). *Handbook of Self-Regulation of Learning and Performance*, New York: Routledge.

Teaching methods

Organization of sessions

From the analysis of cases and situations experienced by students for information and questioning of the concepts and the design, rationale, development and evaluation of research, intervention and training strategies. There is individual work, support groups and the class group. Students proceed with the analysis and discussion of theoretical texts and research that allow to define principles, strategies and methods of research / intervention / training and develop thinking skills with regards to the experienced situations and/or analyzed with theoretical support. Self and co-assessment of learning. Use of the Moodle platform. There will be invited researchers from the research group on Educational and Vocational Psychology, the PEAAR program and PEC program. Involvement in ongoing research projects. Tutorial sessions.

The teacher will work with small groups of students in order to guide and support their study and individual work and / or the work they are doing and to discuss and develop specific themes.

Evaluation Regimes (General and/or Alternative)
Scenario A – Advanced release from confinement

Evaluation is seen as an integral part of the teaching / learning process and is considered as a means to promote the regulation of learning and the construction of knowledge. The assessment follows the essential principles of continuous assessment and consists of the following elements that will

Take place during the semester:

- Completion of three activities proposed by teachers with mandatory oral presentation to be integrated in the individual portfolio (30% of the final classification);
- An individual and in-person written test with case analysis (30% of the final grade).

Take place during the evaluation period:

iii) Delivery of the individual portfolio that includes the registration of the three proposed activities and at least three more testimonies of learning from the student's initiative. The portfolio also includes the definition of goals, strategic planning, the execution and assessment of learning, the theoretical foundation according to the relevant bibliography and reflection on the learning path. The work must be delivered in a digitalized version on the Moodle platform. (40% of the final grade).

Students cannot have less than 10 points, on a scale of 0-20, in any of the evaluation elements. Passing the course implies the completion of all the assessment elements and an attendance to 2/3 of the classes.

Scenario B – Total Confinement

The same assessment elements will be carried out, but online.

Evaluation Elements

(Dates due, weights, minimum required grades)

Scenário A – Advanced release from confinement

To complete during the semester:

- a) Three activities with oral presentation (30% of the final grade);
- b) Na in-person and individual written test (30% of the final grade).

To complete during the evaluation period:

- c) Delivery of the individual portfolio (40% of the final grade).

Students cannot have less than 10 points, on a scale of 0-20, in any of the evaluation elements.

Cenário B – Total Confinement

The same assessment elements will be carried out, but online.

Rules for grade improvement

Written exam

Rules for students having previously failed the course unit *

What is mentioned in the General Evaluation System (General Evaluation Regime and / or Alternative Final Regime) or if in the case of specific rules for students in exceptional situation.

Requirements on attendance and punctuality

As mentioned in the General Evaluation System, the evaluation in this unit is viewed as an integral part of the teaching / learning process. Thus, students are required to attend 2/3 of lectures in both scenarios. Students can not have access to any of the forms of evaluation without this attendance. Only students demonstrably considered in exceptional conditions will be exempt from this requirement.

Rules for special students

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

For students in exceptional situations there is the possibility of a final evaluation, which involves writing an individual task to be agreed with the teachers in the obligatory tutoring sessions during the semester (25%) and a final examination in during the assessment period (75%). Students may not have a value of less than 10 in the examination or in the individual task.

Language of instruction

Portuguese. Erasmus students may respond and present their work in English.

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