

COURSE UNIT INFORMATION SHEET (SYLLABUS)

2020/2021

(with extraordinary provisions COVID 19)

Name Adaptation and Learning Difficulties
Teaching staff Maria Dulce Gonçalves
ECTS 6 (seis)
Functioning A theoretical class (2h) and a practical class (2h) per week. There is no registration limit. Considering the situation COVID19, in a situation of advanced or total confinement, all classes will take place at the scheduled time, but always online, in ZOOM and MOODLE. In a situation of returning to a situation without restrictions on the functioning of the school, classes will be in person.
Learning goals • Identify factors that promote personal success and adaptation in learning situations • Understand the complex and multidimensional nature of difficulties in the wider framework of learning processes • Analyze different models and concepts of "learning difficulties", understanding their evolution over time. • Know different models and evaluation procedures of students in difficulty, in different contexts and levels of schooling. • Identify and analyze in a comparative way multiple intervention models for specific difficulties. • Identify areas of research and development needs in the field of adaptation and learning difficulties.
Skills to be developed Students are expected to be able to: • Identify, evaluate and characterize difficulties in different learning and teaching situations. • Plan interventions in specific situations of learning difficulties • Plan forms of collaboration and intervention in a multidisciplinary team. • Integrate research projects in difficulty in learning.
Prerequisites (precedences) * Completion of the 1st Cycle of the Master's Degree in Psychology or equivalent.
Contents 1. Learning models, personal adaptation factors and school success. 2. Conceptions of "learning difficulties", historical evolution, scientific perspectives and common sense. 3. Systems of classification and characterization of learning difficulties: Portuguese legal framework. 4. Assessment of adaptation factors and difficulties in learning. From problem definition to evaluation planning.

Functional assessment tools for learning difficulties: observation and recording, evaluation with Curriculum based assessment, dynamic evaluation, analogous evaluation, 5. Strategies for prevention and intervention in the educational context. Educational Counseling; Stimulation and modification of behavior in specific situations. Self-control, self-instruction, cognitive restructuring and problem solving.
Bibliography Dweck, C. (2006). Mindset: the new psychology of success. New York: Ballantine Books. Geldard, K. & Geldard, D. (2008). Counselling children: a practical introduction (3rd ed.). Los Angeles: Sage Publications. MacArthur, C.; Graham, S. & Fitzgerald, J. (2006). Handbook of Writing Research. New York: Guilford Press. Rasinski, T.; Padak, N. & Fawcett, G. (2010). Teaching Children who Find Reading Difficult. Boston: Allyn & Bacon. Shapiro, E.S. (2011). Academic Skills Problems: direct assessment and intervention. New York: Guildford Press
Teaching methods Lectures and debate, group work, application exercises, observation and case studies. Using MOODLE, ZOOM and, when necessary, other forms of distance learning, to comply with the social isolation measures (COVID19).
Evaluation Regimes (General and/or Alternative) General Evaluation Regime: individual and group practical work to be carried out during the semester. Alternative Final Regime: occurs in first, second or special season, exclusively through examination.
Evaluation Elements General Regime - elements of continuous assessment throughout the semester, supported and presented online: A) Individual work: a case study carried out in three stages (description of a learning difficulty, evaluation plan and intervention proposal), each stage to be completed until the first week of each month (April, May, June) – work delivered in MOODLE, corresponding to 60% of the final grade. B) Group work: presentation in a practical class, online, and written report of a literature review to identify resources for one of the problems under study in the discipline, delivered in MOODLE - corresponding to 40% of the final grade. C) Minimal Note: in all stages of individual work and group work, a minimum grade of 10 values is required, without which the student must pass to the alternative regime. Alternative regimen - Final exam - to be carried out in each evaluation period, always including three questions for a brief answer (each corresponding to 4 values) and one for development (corresponding to 8 values) - the final result of this examination corresponds to 100% of final grade. Exam to be performed through the MOODLE platform, with time limit.
Rules for grade improvement The grades of the individual assignment may be subject to ONE improvement during the semester, or afterwards by taking the Final Exam of the 1st Period.
Rules for students having previously failed the course unit * Not applicable.
Requirements on attendance and punctuality This curricular unit started to take place online (since March 2020), with classes always on schedule, according to the school calendar. In this exceptional case, the rules of attendance and punctuality do not apply.
Rules for special students (workers, elite athletes, student body leaders, military, fathers/mothers, with special needs) * As much as possible, students in this special situations can perform as the rest of the class. They must submit their work within the same deadlines and present the group work in class.

Alternatively, it is suggested a final exam to be carried out in any of the exam seasons, which will covers all contents and do not require continuous presence in class.

Language of instruction

Portuguese (but foreign students can speak and present their work 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