

COURSE UNIT INFORMATION SHEET (SYLLABUS) 2020/2021

Name Psycho-educational Interventions
Teaching Staff António Duarte (Professor in charge); Sandra Fernandes
ECTS 6
Functioning Integrated Master's in Psychology - Section of Psychology of Education and Orientation - 4th year - 2nd semester. Compulsory Curricular Unit for the Section of Psychology of Education and Guidance and optional for the students of the other sections of the 2nd cycle. Theoretical-practical classes (4 hours per week). Curricular tutoring (the working hours will be defined annually). The 1st class (September 22 nd) will take place online through Zoom. The link will be sent to the students through email. 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; each week the classes will take place in person for a sub-class and will be simultaneously transmitted remotely by Zoom to the other sub-class. 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, using Zoom, Moodle and, when necessary, other forms of distance learning. 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.
Learning Goals - Promote the reflection on the specific characteristics of psycho-educational interventions in diverse contexts. - Learn intervention techniques related to students' approaches to learning for the promotion learning quality and success - Increase knowledge of specific cognitive developmental disorders that hinder the learning of reading/spelling and mathematics, and about teaching learning methods, and interventions that promote such learning. - Reflect on the relationships between the data of scientific research and its applications in the context of formal learning - Develop attitudes towards a progressive accountability by the scientific, technical and ethical implications of psychological intervention in educational contexts.
Skills to be develop - To know intervention techniques in students' approaches to learning. Know how to adapt, construct and implement these techniques in a way that suits the particular characteristics of individuals and real situations. - To understand the learning disabilities of students with special educational needs - to select and develop teaching methods and interventions that promote their learning and integration in educational settings - To analyse the problem of students with special educational needs, the interventions that promote their learning and inclusion in diverse educational contexts
Prerequisites (precedences) Non apliable
Contents

Introduction

- Needs and Levels of Psycho-Educational interventions

Module III - Cognitive Approach to the Specific Difficulties of Learning and to Psycho-Educational Intervention

- Reading and spelling acquisition in an alphabetic writing system: predictors of reading and spelling, and orthographic consistency.
- Teaching methods and their implications for the development of reading and spelling abilities.
- Reading, spelling, and mathematical specific learning disabilities (e.g., dyslexia/ dysorthography, and dyscalculia)
- Assessment, referring, and intervention in the developmental cognitive disabilities (e.g., dyslexia/dysorthography and dyscalculia), in the special educational needs setting.

Module II – Psycho-Educational Intervention in Students' Approaches to learning

- Intervention in students' conceptions about learning
- Intervention in students' motivational orientation
- Intervention in students' learning strategies
- Intervention in students' approaches to learning

Bibliography (1)

Duarte, A. M. (2002). *Aprendizagem, ensino e aconselhamento educacional – uma perspectiva cognitivo-motivacional*. Porto: Porto Editora

Duarte, A. M. (2012). *Aprender melhor: Aumentar o sucesso e a qualidade da aprendizagem*. Lisboa: Escolar Editora

Sprenger-Charolles, L., Colé, P., & Serniclaes, W. (2013). *Reading Acquisition and Developmental Dyslexia* (2nd ed.). Hove and New York: Psychology Press.

Kucian, K., & von Aster, M. (2015). Developmental dyscalculia. *European journal of pediatrics*, 174(1), 1-13. doi:10.1007/s00431-014-2455-7

(1) A more specific bibliography will be given in the classes

Teaching Methods

- Presentation and exemplification
- Description and problematization of concepts
- Group analysis of specific literature
- Debate and dialogue on theoretical foundations
- Case studies
- Joint participation (small groups and plenary) in order to develop the formulation, implementation and evaluation of interventions in context
- Self and hetero evaluation of psychological processes;
- Exemplification and skills training in simulated situations
- Use of Moodle platform

Evaluation Regimes (General and/or Alternative)

- Theoretically and empirically based selection and construction of material to support the evaluation and re-education of the specific difficulties of reading / writing learning
- Oral presentation and discussion of scientific articles

- Planning of an intervention in approaches to learning
- 1 reading form on 1 bibliographic reference in the area of approaches to learning

Evaluation Elements(evaluation element and percentage weight of each)

Module I

- Theoretically and empirically based selection and construction of material to support the evaluation and re-education of the specific difficulties of reading / writing (group) - 40%
- Oral presentation and discussion of scientific articles (in group) - 10% (the list of articles will be available on the course's Moodle page).

Module II

- Planning of an intervention in approaches to learning (group) - 40%
- 1 reading form on 1 bibliographic reference in the area of learning approaches (individual) - 5%
- Performance of class activities – 5%

To obtain achievement it is necessary to pass each of the first 4 evaluation elements (minimum of 10 values, on a scale of 0-20)

Rules for grade improvement

The 1st first and 3rd elements of evaluation can be improved by the working groups

Rules for students having previously failed the course unit

Transition of the classifications on the evaluation elements where pass was obtained

Rules for special students

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

- Final evaluation of a literature review (individual) on a theme to choose from a set of alternatives.
- 100% of final grade: written work

Requirements on attendance and punctuality

Obligatory attendance in at least 2/3 of classes

(despite the recommendation to attend all classes, the minimum is: Introduction: 1 lesson, Module I - 3 classes, Module II: 4 classes)

Language of instruction

Portuguese. Erasmus students can respond and present their work in Spanish or 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:

- To use or attempt to use materials, information, notes, study resources or other objects and equipment not authorized in academic exercises;
- To help or try to help a colleague in committing a disciplinary offense;
- To submit the same written work for evaluation in different course units without permission from the instructors, even if with minor changes;
- To present someone else's work as one's own;
- To forge, or change without permission from the author, any information or citation in an academic work;
- To interfere, change or attempt to change grades;
- To try to prevent or interfere with the proper functioning of classes, research or other academic activities;
- To make false accusations regarding instructors, governance bodies, other students or non-teaching staff of the FPUL;
- 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.

