

COURSE UNIT INFORMATION SHEET (*SYLLABUS*)

2021/2022

Study Programme: Undergraduate Degree in Psychology

Name: LEARNING AND SELF-REGULATION OF ACADEMIC COMPETENCES
Teaching staff Maria Odília Teixeira (Professor in charge) Alexandra Marques Pinto, António Manuel Duarte, Maria João Alvarez
6 ECTS
Functioning Discipline offered in the 1st semester as an option for students in the 1st cycle of the License in Psychology Classes are theoretical (2 hours) and practical (2 hours) The tutoring hours of Professors Alexandra Marques Pinto, António Manuel Duarte, Maria João Alvarez and Maria Odília Teixeira will be set annually.
Learning goals Students will have the opportunity to develop a personal planning process focused on reflexivity and self-knowledge, regarding: <ol style="list-style-type: none"> 1. To three areas of problems associated with the role of higher education student - test anxiety, time management, interpersonal and group relations - and resources and strategies to address these problems; 2. To lifestyles and their relation with adaptation, health and 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) * Not applicable



Contents

1. Planning and personal organization in higher education
 - 1.1. Test anxiety. 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

Capuzzi, D., & Stauffer, M. D. (Eds.) (2019). *Career counselling. Foundations, perspectives, and applications* (3rd edition). Routledge

Conner, M., & Armitage, C. (2002). *The social psychology of food*. Open Univ. Press.

Hirsch, G. (2001). *Helping college students succeed. A model for effective intervention*. Brunner Routledge.

Marton, F., Hounsell, D. & Entwistle, N., (2005). *The experience of learning: Implications for teaching and studying in higher education* (3rd Ed). University of Edinburg

Teaching methods

Thematic exposition; Reading and analysis scientific literature; Group discussion; Personal reflection and self-regulation exercises; Portfolio as an agent of organization, reflection and communication of learning; Narrative-based learning; Art-based learning.



Evaluation Regimes: General

Evaluation Elements

The evaluation considers four individual portfolios, which correspond to each of the modules, with tasks that involve activities of analysis and personal reflection. The tasks performed in class correspond to 50% of the set of tasks, with at least 30% of individual work.

The evaluation criteria will focus the theoretical support, information organization and reflection presented, as well as the quality of the scientific written communication; bibliographical references should be indicated.

Each teacher presents the tasks for respective module, and the delivery dates will be agreed in class context.

The portfolio of each of the modules has a weight of 25%, with the final grade being the average of the sum of the four works.

To obtain achievement in the UC, approval is required in each of the modules (minimum of 9,5 values, on a scale of 0-20)

Rules for grade improvement

Students can improve the portfolio tasks (for each module) in the 2nd season of exams.

Requirements on attendance and punctuality

Students according to the general system of evaluation must attend 2/3 of the classes, in both scenarios.

Rules for special students

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

To be analyzed in each case.

Rules for special students

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