

COURSE UNIT INFORMATION SHEET (SYLLABUS)
2023/2024

Study Program: Master Course in Educational Psychology and Counseling

Name Lifelong learning, innovation and technology
Teaching staff Ana Margarida Veiga Simão - Professor in charge; Paula Costa Ferreira, Nádía Pereira
ECTS 6 ECTS
Functioning Masters in Educational Psychology and Counseling. 1st semester. Course required for Masters in Educational Psychology and Counseling and optional for students of other 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 <i>Cyberbullying</i> (PEC) http://www.peo.psicologia.ulisboa.pt/en/
Skills to be developed Instrumental competencies: acquire knowledge in the field of lifelong learning; skills of critical reflection on conceptual frameworks arising out of theories and models of evaluation methodologies and research lines; apply knowledge of the field of learning in the analysis of situations in the field of education and training; to develop skills of analysis and synthesis of theoretical texts; develop skills of analysis and construction of formative cases; competences for the conception of educational environments consistent with the theoretical proposals analyzed; Methodological competencies: decision, problem-solving; oral and written scientific communication; develop reflective skills on the psychological phenomena and their implications for change in the field of education. Interpersonal skills: promotion of groups; developing a critical sense of one's self, collaboration, teamwork, and self regulation of learning.
Prerequisites (precedences) * Not applicable

Content

Lifelong learning: assumptions, implications, evaluation, intervention and future prospects.

Pro-social behaviors: assessment, prevention and intervention (relational dynamics, conflict, indiscipline; bullying and cyberbullying; education for peace).

Self-regulation of learning: a framework for the activities of psychologists in educational contexts (self, co-regulation and social regulation, establish goals and ask for help; the interview and self- metacognitive questioning techniques; research lines and assessment tools.

Opportunities for self-regulation of learning in education and training: teaching methods; self-regulated learning in environments with recourse to technologies and in specific content areas, the portfolio and diary a learning tool.

Training of educational staff: learning and professional development, case study, research-action; narratives).

Research and intervention in context: the potential of digital technologies.

Bibliography

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

Schunk, D. H., & Greene, J.A. (Eds.) (2018). *Handbook of self-regulation of learning and performance*. Taylor and Francis Group.

Veiga Simão, A. M. V. D., Ferreira, P., Francisco, S. M., Paulino, P., & de Souza, S. B. (2018). Cyberbullying: Shaping the use of verbal aggression through normative moral beliefs and self-efficacy. *New Media & Society*, 20(12), 4787-4806.

Veiga Simão, A. M., Agostinho, A. L., Moreira, J. S., Marques, J., Silva, R., Cabaço, S., & Malpique, A. (2017). *CriaTivo: Promoção de Estratégias de Autorregulação na Escrita*. FPUL e CML.

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

Teaching methods

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. Case studies with strategic planning, execution and evaluation of activities. 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.

Evaluation Regimes (General and/or Alternative)

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 two activities to be carried out throughout the semester and an individual face-to-face test at exam period.

Activities to be performed during the semester

1- Activity 1 **Case study (35%)** in the context of the construct of self-regulation of learning, to be carried out individually and with the support of the critical friend, throughout the semester. It consists of moments of written record and obligatory oral presentation in class of the process and products of the case study (description of the case, conducting an interview with task, proposal of disseminating results and elaboration of an outline of an intervention plan) and individual and written critical reflection.

Activity 2 **Analysis of a fictionalized case (30%)** in the context of peer violence (group work), to be carried out throughout the semester, with moments of sharing in class and written record.

<p>Evaluation period</p> <p>Written test in class and individual (35% of the final mark).</p> <p>Students must not have less than 9.5 points, on a scale of 0-20, in any of the elements of evaluation. Successful completion of all the elements of assessment and attendance at 2/3 of the classes is required. Attendance is required at all face-to-face assessment activities in class.</p>
<p>Evaluation Elements (Deadlines for work delivery, percentage weighting of each element of assessment, requirements for approval in the CU, namely, the classification required in each element of assessment)</p> <p>1- Study of a case (35%) to be carried out during the semester.</p> <p>2- Analysis of a fictionalized case (30%) (group work, to be carried out during the semester)</p> <p>3- Individual written test (35% of the final classification in the evaluation period.</p> <p>Students cannot have less than 9,5 points, on a scale of 0-20, in any of the evaluation elements.</p>
<p>Rules for grade improvement</p> <p>Written exam</p>
<p>Rules for students having previously failed the course unit *</p> <p>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.</p>
<p>Requirements on attendance and punctuality</p> <p>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. Obligatory attendance in the evaluation activities.</p> <p>Only students demonstrably considered in exceptional conditions will be exempt from this requirement. Obligatory tutoring sessions during the semester.</p>
<p>Rules for special students</p> <p>(workers, elite athletes, student body leaders, military, fathers/mothers, with special needs) *</p> <p>For students considered to be in an exceptional situation, there is the possibility of an alternative assessment, which involves doing an individual assignment, that is, a case study with two moments of oral presentation during the semester (25%) and a final exam during the evaluation period (75%). Students cannot score less than 9.5 in either the exam or the individual assignment.</p>
<p>Language of instruction</p> <p>Portuguese. Erasmus students may respond and present their work in English.</p>
<p>Disciplinary violations and penalties</p> <p>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:</p> <ol style="list-style-type: none"> 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;

- 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