COURSE UNIT INFORMATION SHEET (*SYLLABUS*)

2023/2024

Study Programme Master Course in Psychology of Education and Counseling

Name Psycho-Educational Interventions in Learning
Teaching staff (Also indicate the Professor in charge) António Manuel Simões Pereira Duarte (Professor in charge) Sandra Fernandes
ECTS 6
Functioning UC mandatory for the master's degree in Psychology of Education and Counseling and optional for the other masters.
Learning goals 1.Promote reflection on the specific characteristics of psycho-educational interventions in learning in diverse contexts. 2.To develop the learning of learning intervention techniques that can be used to promote success and quality in learning. 3.Develop knowledge of problems that make learning difficult. 4. Develop awareness of the relationship between culture/art and learning. 5. Develop reflection skills on the relationships between scientific research data and its applications in the context of formal learning. 6. Develop attitudes favorable to a progressive accountability for the scientific, technical and ethical implications of psychological intervention in educational contexts.
Skills to be developed 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 relationship between culture/art and learning. 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) * None
Contents Introduction - Levels of Psycho-Educational Intervention in Learning Module I - Cognitive Approach to Specific Learning Difficulties I.1.Preditors of learning to read / write. I.2.Methods of teaching and implications in the development of reading and writing. I.3.Learning difficulties in learning reading, writing and mathematics learning: dyslexia, dysortography anddyscalculia I.4.Evaluation, referenciation and intervention in the specific difficulties of cognitive development in thecontext of special educational needs. Module II - Psycho-Educational Intervention in Student Approaches to Learning II.1.Intervention in the conception of learning. II.2.Intervention in motivation and learning strategy. II.3.Intervention in the approach to learning. Module III - Culture / Art and Learning - Nature and practical implications III.1. Learning and Cultural / Artistic Context III.2. Learning of Culture / Art

III.3. Learning based on Culture / Art

Bibliography

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

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

Entwistle, N. (2018). *Student learning and academic understanding*. Elsevier- Academic Press.

National Academies of Sciences, Engineering, and Medicine (2018). *How people learn II: Learners, contexts, and cultures*. The National Academies Press.

Sprenger-Charolles, L., Colé, P., & Serniclaes, W. (2013). *Reading acquisition and developmental dyslexia* (2nd ed.). 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

Teaching methods

1.Lecturing. 2.Dynamization of group analysis of specific literature and debate on the theoretical foundations explored. 3.Dynamization of case study analysis. 4. Joint participation (small groups and plenary) for the elaboration, implementation and evaluation of interventions in context. 5.Auto and hetero-evaluation of the psychological processes treated in the contents. 6.Examination and testing of evaluation and intervention skills in simulated situations. 7. Narrative/Art-Based Teaching. 8. ICT-based education

Evaluation Regimes (General and/or Alternative)

Module I

1.Construction, theoretically and empirically based, of material to support the evaluation and re-education of the specific difficulties of reading /writing

2.Oral presentation and discussion of scientific articles

Module II

3. Planning of an intervention in approaches to learning, supported

4.Essay on the subject of learning approaches

5.Class activities

Evaluation Elements

(Dates due, weights, minimum required grades)

Module I

1. Theoretically and empirically based selection and construction of material to support the evaluation and re-education of the specific difficulties of reading / writing (group) - 30%

2. Presential group work - 15%

Module II - III

3. Planning of an intervention in approaches to learning (group) - 25%

4. Essay on 1 bibliographic reference in the area of learning approaches (individual) - 15%

5. Performance of class activities (individual presential) – 15%

To obtain achievement it is necessary to pass each of the first 4 evaluation elements (minimum of 9,5 values, on a scale of 0-20). The deadline for the work delivery will be combined with the students.

Rules for grade improvement

The 1st, 3rd and 4th elements of evaluation can be improved

Rules for students having previously failed the course unit *

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

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: 3 classes, Module III: 1 class)

Rules for special students
(workers, elite athletes, student body leaders, military, fathers/mothers, with special needs) *
The 1st and 3rd assessment element may be (if the student so wishes) individual
No attendance obligation

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:
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