Study Plan

School: School of Social Sciences
Degree: *** TRANSLATE ME: Pós-Graduação ***
Course: Learning, Training and Evaluation (cód. 503)

1st Year - 1st Semester

Component code	Name	Scientific Area Field	ECTS	Duration	Hours
PSI11235	Construction of Knowledge and Learning	Psychology	6	Semester	156
PED11236	Learning Assessment	Education Sciences	6	Semester	156
PSI11237	Performance Assessment and Professional Development	Psychology	6	Semester	24
PSI11238	Leadership and Entrepreneurship Seminar	Psychology	6	Semester	156
Group of Options					

Component code	Name	Scientific Area Field	ECTS	Duration	Hours
PSI11153M	Career Management and Counseling	Psychology	6	Semester	156

1st Year - 2nd Semester

Component code	Name	Scientific Area Field	ECTS	Duration	Hours
PSI11150M	Knowledge and Transversal Skills	Psychology	6	Semester	156
PSI11148M	Learning and Self-regulation	Psychology	6	Semester	156
PSI11154M	Intelligence, Creativity and Innovation	Psychology	6	Semester	156
PED11239M	Evaluation of School Organizations	Education Sciences	6	Semester	156
*** TRANSLATE ME:Optatativas ***					

Component code	Name	Scientific Area Field	ECTS	Duration	Hours
PSI11153M	Career Management and Counseling	Psychology	6	Semester	156

Conditions for obtaining the Degree:

*** TRANSLATE ME: Para conclusão do curso é necessário a aprovação (através de avaliação ou creditação) das seguintes unidades curriculares:

1º Semestre:

4 UC obrigatórias num total de 24 Ects

1 UC optativa conforme quadro de optativas num total de 6 Ects

2º Semestre:

4 UC obrigatórias num total de 24 Ects

1 UC optativa confome quadro de optativas num total de 6 Ects ***

Program Contents

Career Management and Counseling (PSI11153M)

Knowledge and Transversal Skills (PSI11150M)
1. Societv of Knowledge and learnirig
2. Sotr Skills — enneept in psvcholoey
3. Soft skills in educational settings
4. Softl skills and career

Learning and Self-regulation (PSI11148M)
1. Self-Regulated Learning
Major models: convergences and specificities
Phases, processes and dimensions
Self-regulation, co-regulation and socially shared regulation
Development of self-regulatory processes

2. Psychological interventions to develop learning self-regulation
At different developmental, educational and population levels
In different dimensions (cognitive, metacognitive, motivational, emotional and behavioral)
In specific domains (e.g., reading, writing, and problema solving)

3.Supports for self-regulation
Social Influence
Methods and methodologies of teaching and assessment
Activities, strategies and instruments

Last update 19/04/2024

Intelligence, Creativity and Innovation (PSI11154M)
I. Introduction

II. Intelligence - internal phenomenon vs. intellective act
1. Psychometric approach to intelligence - general vs. specific aptitude
2. Developmental approach to intelligence - general vs. specific structure
3. Intelligence as an act of information processing
4. Assessment of intelligence - from the individual phenomenon to the intelligent act

III. Intelligence and knowledge
1. Knowledge, intelligence and context - a triarchic view
2. Knowledge, intelligence and competence - a dynamic perspective
3. Social knowledge and emotional knowledge – intelligence?
4. Challenges to intelligence assessment
4.1. Evaluation of intelligence based on the content
4.2. The evaluation of intelligence based on the cognitive process
4.3. Content and process -based assessment - the case of the Cognitive Test of Social Intelligence

IV. Creativity
1. Creativity - individual phenomenon vs. systemic phenomenon
2. Creativity - a personal decision that drives change
3. Creativity - a confluence of personal, field and domain factors
4. Challenges to the evaluation of creativity based on integrative contributions

Evaluation of School Organizations (PED11239M)
Theoretical- conceptual framework of schools evaluation
The assumptions and the evaluation planning
From the effective schools movement to the effective improvement of schools movement
The Schools Evaluation in Portugal
Brief characterization of some previous projects to external schools evaluation model
Characterization and operationalization of the external schools evaluation model
The External Schools Evaluation reference framework
Planning and operationalization of self-evaluation/internal evaluation
To develop improvement plans
Self-evaluation and External Evaluation of schools: synergies, liaisons and consequences