

PEER MENTORING

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GPSA

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INTRODUCTION

Interaction between students of higher education, both planned and unplanned, can enrich learning results (Collier, 1983; Johnson & Johnson, 1990; Topping, 1996). Research produced on this subject shows that effective interaction develops skills on known contents, creates rules for judging the best and the worst interpretations and develops the metacognitive conscience. Besides the metacognitive aspects, this horizontal learning also produces motivational and social results, since it is appealing for the mentored students to learn from their colleagues and for the mentors to develop teaching skills, creating bonding and acquaintance among the students and developing possible friendships (Biggs, 1999). Peer mentoring can show different versions: peer groups, debate groups, problem solving groups, etc.

For this short program aimed at the development of personal and academic skills, we chose the peer group and the debate group methodology and drew up this document to become the structural and organizational foundation for the projected sessions directed to the 1st year of the courses offered in the University.

This document succinctly presents the theoretical framework supporting each session, its goals, activities, materials and the most relevant aspects to be explored. It is directed to the formation of the 3rd year volunteers from the several graduate courses, masters and post-graduate students enrolled in the GPSA (the mentors), and constitutes a guideline that they will use in the formation offered to newly arrived 1st year students.

As a functional instrument it will only contain the information considered most relevant.

SESSION 1

I HAVE JUST ARRIVED AT THE UNIVERSITY...



WHAT NOW?

1 – ADAPTATION AND INTEGRATION

The transition from secondary to higher education confronts the student with several challenges and complex tasks in a period marked by development changes typical of the late years of adolescence and the beginning of adult life.

All changes create discomfort and insecurity so it is fundamental to know, from the beginning, about the University services, the location of the buildings and all available resources in order to reduce any aspects that may trigger difficulties. The transition to the University confronts young people with several types of demands (Almeida, Soares & Ferreira, 2000):

- Academic: new strategies, approaches and learning rhythms are required, as well as the adaptation to new teaching and evaluation methodologies and, simultaneously, the need for more autonomy and self-regulation in the learning and study process
- Social: university life demands new patterns for interpersonal relationships with the family, the teachers, colleagues, the opposite sex and people in authority.
- Personal: the strengthening of personal identity, increased knowledge of oneself, more independence in the management of personal life and, gradually, the construction of a personal vision of the world.
- Vocational/institutional: the development of a vocational identity in which, progressively, a bigger engagement with a professional reality develops.

2 – GOALS

- To identify the main aspects in the process of adaptation to the University.
- To identify the main factors facilitating the adaptation process.
- To identify the main difficulties related to the adaptation process and list suggestions to help deal with them.
- To reflect on the adaptation process in terms of positive factors, negative factors and problem solving.
- To list characteristics and types of behaviour that can enhance the adaptation and integration process.

3 – ACTIVITIES

Activity 1*	Materials	Aspects to explore
1 – Read letter 1* - Identify the problems present in the text 2 – Make a summary of the text 3 – List the 5 Oscars of the “question-problems” mentioned	Letter 1* –, <i>What is good adaptation to university life anyway?</i>	1 – Aspects concerning the management of personal life. 2 – Aspects concerning social integration 3 – Aspects concerning academic reality

Activity 2*	Materials	Aspects to explore
1 – List “5 positive aspects” in the University’s reception process 2 – List “5 danger areas” in the University’s reception process	Blackboard and chalk	1 – Positive and facilitating factors of adaptation and integration 2 – Negative factors

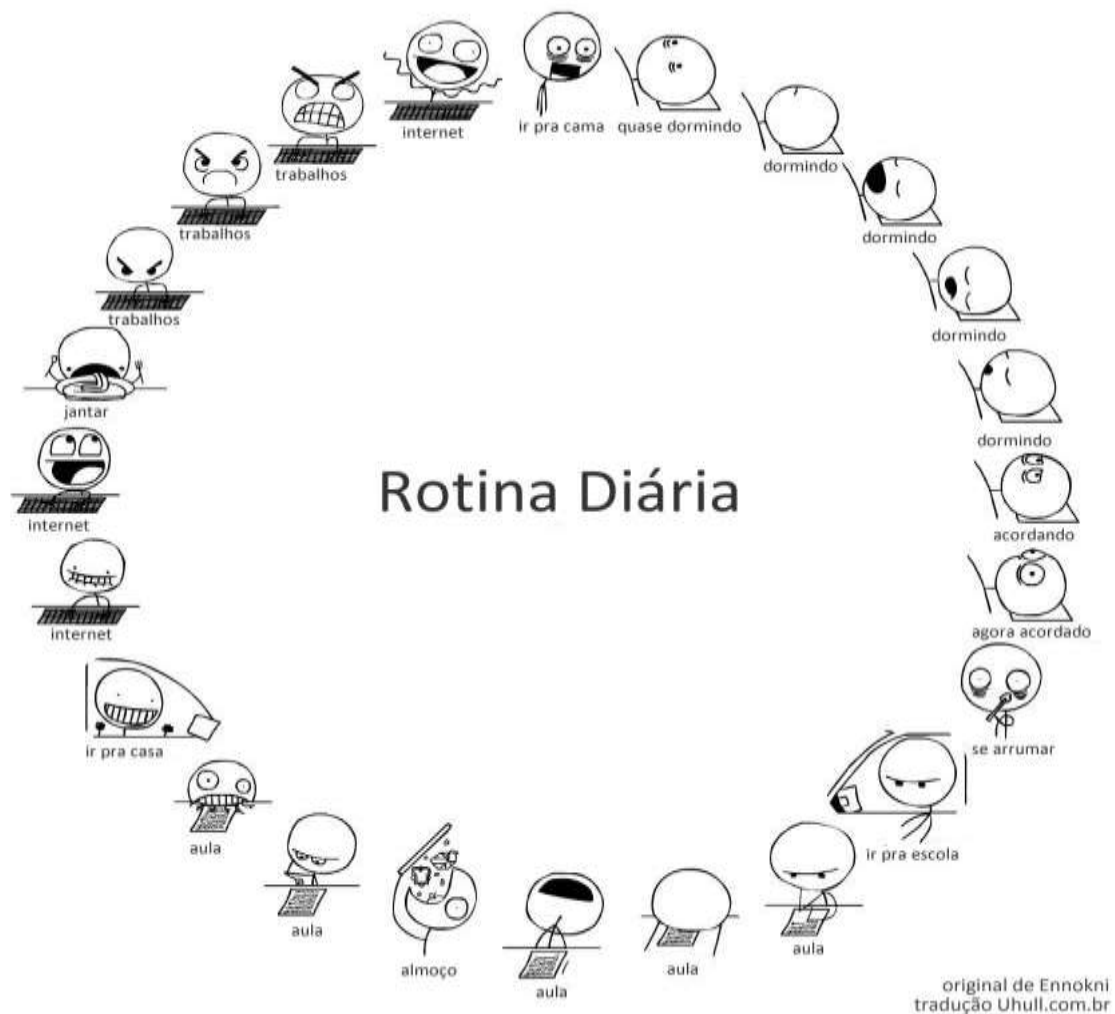
Activity 3*	Materials	Aspects to explore
1 – Write a letter to a future freshman drawing from their own personal experience of adapting to the University	Paper and pen	2 – Positive feelings present in the adaptation and integration period - Negative feelings present in the adaptation and integration period

Activity 4*	Materials	Aspects to explore
1 – Place an advert in a newspaper calling for a freshman from a chosen course	Paper and pen	- List a set of desirable characteristics and behaviours for the place

* In Rosário, P., Núñez, J. & Pienda, J. (2006). *Cartas do Gervásio ao seu Umbigo*. Coimbra: Almedina.

SESSION 2

TIME IS RUNNING OUT...



...OR AM I RUNNING OUT TIME?

1 – TIME MANAGEMENT AND ORGANIZATION

Time management and organization constitute the main components for planning learning activities, with a strong impact on the student's academic success (Biggs, 1999.). Unlike a doctor, the student should not function in an on-call system, but plan and organize his/her time to take into consideration all the personal, social or academic activities, in which he/she participates. Developing and evaluating them systematically allows for conscious time use and regulation.

The structure of ECTS (European Credit Transfer and Accumulation System) resulting from the Bologna reforms should be clearly explained.

The ECTS measures all the hours a student has to work in order to achieve the goals present in his/her study program. These goals are differentiated as follows: skills to be acquired and results from learning.

The student's work hours include lesson time (theoretical, practical/laboratory, theoretical-practical classes, seminars), possible internship, time for study and assignments, evaluation hours (tests, written/oral exams and assignment presentation). Each year a student should complete 60 ECTS (30 per semester) distributed over a certain number of courses. One ECTS corresponds to 26 hours of workload.

Example:

Course X – 5 ECTS (5 x 26h= 150h)

- If the course has 3 scheduled hours of lesson time per week (3h x 15 weeks), it amounts to a total of 45 hours of classes per semester.
- If the course has 1h30m scheduled hours of mentoring (1h30m x 15 weeks) it amounts to a total of 22h30m per semester.
- If we sum the 45hours of classes and the 22h30m of mentoring, we will achieve a total amount of 67h30m of contact hours per semester
- If we subtract these 67h30m to the course's total amount of 150h, 82h30m remain; these correspond to the student's autonomous work.
- So that the student can calculate the total amount of weekly hours he should dedicate to the study of each course, these 82h30m have to be distributed over the 19 weeks of the semester (classes + evaluation), thus, according to the example above, he/she should dedicate to each subject 4h30m/week.

2 – GOALS

- To gain awareness of the time needed for the several personal, social, and academic activities.
- To organize and manage time according to the importance of the activities.
- To draw weekly life maps.
- To draw maps according to the evaluation exams.

3 - ACTIVITIES

Activity 1	Materials	Aspects to explore
1 – Draw a map planning all the daily activities from Monday to Sunday: 2- In the first place schedule the timetable 3- Schedule personal activities 4- Schedule study hours 5- Schedule social activities	Paper and pencil	- Balance of time devoted to personal, social and academic activities

Activity 2	Materials	Aspects to explore
- Considering the number of ECTS predicted for each course calculate how much time per week should be devoted to each	Paper and pencil	- Compare the number of predicted study hours in the map drawn in activity 1 and the number of study hours per course predicted in the curriculum

Activity 3	Materials	Aspects to explore
- Considering the dates for the evaluation tests in the semester: 1 – Calculate the number of hours needed for the study of each course 2 – Set in the semester's calendar the date you should start more intensive study for each course	School calendar (in the previous session ask the students to bring it)	The need to study through the whole semester and not only on the eve of the evaluation tests.

SESSION 3

LEARNING

SURFING...



OR DIVING?



1 – LEARNING CONCEPTS AND APPROACHES

From the research drawn from simulated academic situations with higher education students, categories were identified, resulting in a hierarchy regarding the level of understanding achieved by the student. These categories describe qualitative differences concerning what was learned and differences in the ways found for task solving. The first set of categories explores the ensemble of conceptions people have of the world surrounding them – superficial conceptions and deep conceptions (Marton, 1981; 1983). The second set of categories explores the way students solve a task, that is, the kind of approaches to learning they use – deep approach – the attempt to reconstruct knowledge through personal understanding and superficial approach – the attempt to reproduce information connected to the intention of satisfying the requirements perceived as being the most valued by the teacher (Entwistle 2000a; 2000b; 2001; Biggs, 1994).

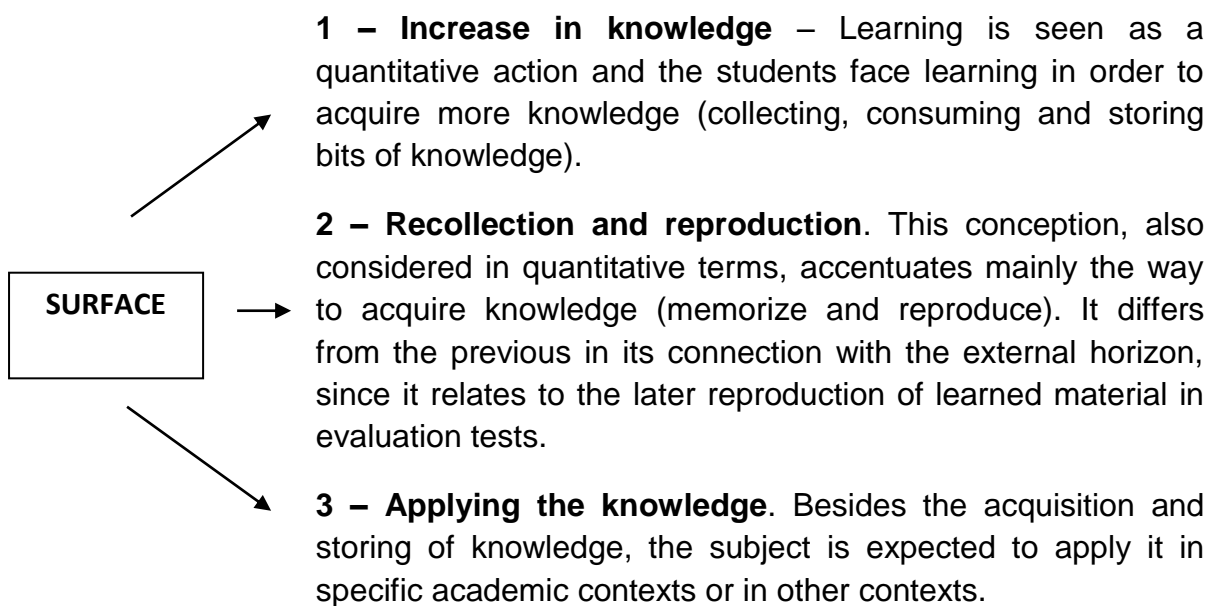
Hence:

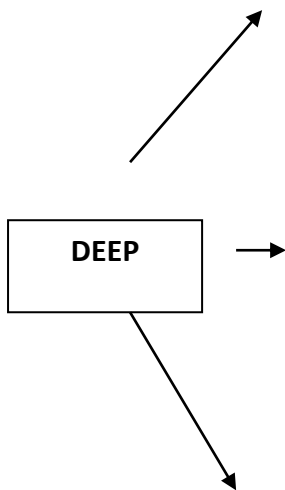
Surf – Memorize without understanding

Dive – Understand (relate new ideas to previous ideas).

1.1. Conceptions of what learning is

Research in learning conceptions identifies six learning concepts (Marton, F., Dall'Alba & Beaty, 1993):





4 – Understanding. The student critically analyses reality from various perspectives, bearing in mind in the material to be learned the arguments under discussion. Learning is seen as a comprehensive process, requiring knowledge previously acquired and its integration in different contexts (comparison and contrast). It is frequently related to looking and seeing.

5 – Seeing things differently. The student perceives reality on various levels; he/she does not focus only on the understanding of an idea, the production of a meaning or the development and construction of something (as in the previous category); he/she emphasizes the global architecture of the process of change and the alteration of his/her own thinking process (about something or about the surrounding world).

6 – Change as a person. This conception adds to the previous one an existential perspective on the learning process. Change as a person arises from the construction of new perspectives on phenomena, resulting from new ways to deal and work with the learning materials and allowing the student to face the world in a differentiated form.

1.2. *Approaches to learning*

Research on approaches to learning identifies the strategies and processes developed by students for daily learning tasks. Three types of approaches have been identified, the deep approach, the surface approach and the strategic approach (Entwistle, 2000a; 2000b; Biggs, 1993).

Deep approach (search for meaning) – The student addresses the contents of his/her study attentively and critically, with the objective of understanding. He/she tries to connect new ideas with previous knowledge and to transpose them to daily experience, and examines the logic of the exposition, connecting the demonstration with its conclusions, showing an active interest in the contents of the course.

Surface approach (routine reproduction) – The student memorizes the required information, aiming to fulfil the task requirements (evaluation). He/she considers the task as an outside imposition, and is incapable of distinguishing principles from examples, concentrating on isolated un-integrated elements, without reflecting on the learning goals or strategies.

Strategic or high yield approach (reflexive organization) – The student's goal is to achieve high marks. In order to do so, he/she manages time effectively, making a consistent effort, ensuring the study conditions and materials are appropriate, using former tests to predict questions and keeping attention to the requirements and criteria used to evaluate.

2 – GOALS

- To gain consciousness on his/her own conception of what learning is
- To identify the approach used in his/her own learning process.
- To identify study/learning strategies centred on memory
- To identify study/learning approaches centred on comprehension
- To be familiar with appropriate strategies to sit evaluation tests.

3 – ACTIVITIES

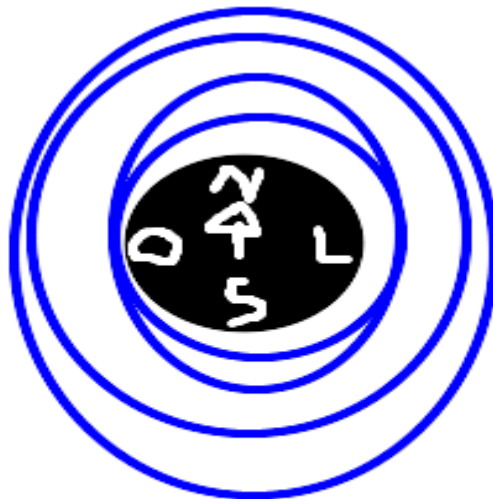
Activity 1	Materials	Aspects to explore
- What is “learning”. 1 – Ask them to think and register on paper what they think learning is 2 – Register on the board the students’ definitions 3 – Differentiate the superficial from the deep conception	Chalk and blackboard	Learning as an understanding process

Activity 2	Materials	Aspects to explore
- Read the text “Bonifácio”. 1 – Identify memory based study strategies. 2 – Identify comprehension based study strategies	Text <i>Bonifácio</i> (annex 1)	- The need to study resorting to understanding strategies

Activity 3	Materials	Aspects to explore
- Answer the test. - Check if: 1 – You read the entire test before answering. 2 – If you started by answering the questions you know better (reducing anxiety that interferes with cognitive availability).	Test (annex 2)	- Appropriate behaviours for the completion of an evaluation test.

SESSION 4

WHERE IS NORTH?



1 – LEARNING GOALS

Knowing what to achieve (i.e. having a clear goal) and believing one is able to do it are thoughts that motivate us to do whatever is necessary to obtain what we want, both in our personal life, and in our academic life and personal study.

A goal expresses what we wish and want to achieve. The higher our consciousness of the desired goals is, the more these guide our behaviour and direct our efforts towards the task to be fulfilled.

Our goals may be orientated in two different ways, leading to the achievement of specific results. Academically, goals can concern either learning or mastery and fulfilment.

The learning or mastery goals involve the will to acquire, expand or deepen knowledge and skills, and the main motivation is to succeed. In this case, the results obtained are seen as a direct reflection of the effort developed by the person. Failures are attributed to a lack of effort or work, so, having this kind of goal maintains effort and leads to an increase in skill and learning. In this case, the goals tend to have an adequate level of difficulty. Fulfilment goals show a predominant need to escape failure, and a public and private demonstration of ability. Failures are attributed to lack of ability, and can lead to an acquired discouragement. A great deal of effort is seen as revealing little ability, therefore, there is a tendency to avoid it (so that in the case of failure, the idea of personal worth is protected) and also to avoid challenging situations. In this case, the subjects tend to formulate goals that are too easy or too difficult.

Learning goals relate to less effective strategies, more superficial learning techniques, short term and memory focused learning.

1.1. *Establishing goals that increase motivation and promote learning*

Moderately difficult and achievable in the near future specific goals, tend to increase motivation and persistence.

Specific goals such as “studying a chapter from the book” instead of vague goals as “studying the book” or “doing the best possible” give us clear criteria to evaluate our performance and to encourage and sustain our activity. The definition of specific goals for each weekly study period helps maintain attention and concentration in study.

Goals with an adequate level of difficulty, that is, challenging but possible (in relation to the current skill of the person), lead to better performances than ones

that are too easy or too difficult, and lead to greater effort, persistence and learning.

Goals that are too distant in time are ineffective. This does not mean that long-term goals such as “finishing my degree” should not be present in our minds, but rather that these goals should be divided into smaller subgroups easily achievable in due time.

In short, the goals we propose to achieve should be concrete, realistic and assessable (CRA).

To reach our desired ends, we should start by fixing goals and selecting strategies or courses of action in order to achieve our long-term goals and evaluate the whole process. This means that in order to achieve what we want we can use certain strategies, which require planning (what to do, when and how?) and control of their execution (i.e. evaluation, how are we doing it? Is what we are doing working? Is it getting us closer to our goal or not?). To sum up, the elaboration of goals should be accompanied by the drawing of plans to achieve them.

Table nº 1 - to plan an objective

What to do?	How?
Set a goal	Follow the CRA acronym (see above)
Establish a plan	How am I going to achieve this goal? Identify resources, steps and intermediate tasks to achieve it
Monitoring the completion of the plan	Am I doing what is expected? Is what I do leading me or diverting me from my goal? From the answers, draw conclusions
Assess	<i>Have I reached my goal? Yes/No. Why...</i>

Passos de planificação de um objectivo (Rosário et al., 2006, p.44).

People and students try to achieve different goals simultaneously. We can, for example, try to achieve academic, relational, social and personal goals at the same time. Different goals can be convergent, where to achieve one may help to achieve another; independent, where working for a goal does not interfere with others; or conflicting, where the attempt to achieve one goal can interfere with another. So, it is important to rank and prioritize the different goals present in our lives.

2 – GOALS

- To define what goals are
- To define personal and learning goals
- To understand the role goals play in our actions and in the results achieved
- To understand that a desire to learn is translated into a project and action plan
- To define and put into practice personal goals according to the CRA criteria
- To understand that a learning project involves a goal and the choice of the means and action to achieve it
- To learn how to elaborate goals and plans to achieve them

3 – ACTIVITIES

Activity 1	Materials	Aspects to explore
<ul style="list-style-type: none"> - Survey of some of the goals the students have when arriving at the university - Group them into categories/types (for example: social adaptation and integration, relational, academic and learning, etc.) - Analyse these goals: Are they explicit? Can they be achieved? 	Chalk, Blackboard	

Activity 2	Materials	Aspects to explore
<ul style="list-style-type: none"> - Decompose the general goals set by the students into partial goals: <ol style="list-style-type: none"> a) arrange them according to the CRA criteria b) prioritize them c) for each goal list possible obstacles and ways to overcome them 	Power Point	<ul style="list-style-type: none"> - Help list the learning goals, plan means to achieve them and evaluate their fulfilment - Identify internal and external resources that help the achievement of the goals.

Activity 3	Materials	Aspects to explore
<ul style="list-style-type: none"> - Read letter nº 2 - Discuss the concept of goal and its relation to our behaviour, learning and success. 	Letter nº 2 In Rosário, P., Núñez, J. & Pienda, J. (2006). Cartas do Gervásio ao seu Umbigo.Coimbra: Almedina	What goals do I have?...

Activity 4	Materials	Aspects to explore
<ul style="list-style-type: none"> - Plan a goal 		See table 1.

SESSION 5

TO SAIL WITH THE WIND...



OR AGAINST THE WIND?

1 – MOTIVATION, VOLITIONAL CONTROL AND PROCRASTINATION

To respond to the problems of personal, social and academic adaptation we face when entering university, we need firstly to want to face them and to be motivated to do so.

The various motivation theories try to answer several questions, especially why a person decides to do something and chooses a particular behaviour over other, what makes a person start an action, what degree of participation is chosen in the activity and what makes a person continue or give up in a given task or action.

The term “motivation” is related to “to move”, which implies that it is something that compels the person to do something, i.e. to act. A person does this or that for a motive, a necessity, a desire, an instinct, an impulse, an interest or a given goal.

Our behaviour has motivations and people have reasons to justify what they do. This does not mean that a motive is always conscious and the only one to act. Our conduct can be motivated by several motives (or motivations) at the same time, some conscious, others not.

Motivation is an internal state that activates, leads and maintains the conduct. It is a force, an energy that makes us start an action, keep that action and persist towards a goal. Motivation is responsible for three characteristics of any behaviour: strength, direction and persistence.

There are two main types of motivation: intrinsic and extrinsic.

Intrinsic motivation underlies an action determined by taste. Intrinsic motivation is naturally self-determined since it emerges spontaneously from internal tendencies, i.e. involvement in an activity is in itself rewarding for the person. It happens when a person decides to fulfil a task, is aware of his/her ability to fulfil it and hopes to obtain satisfaction in its fulfilment.

There are three types of intrinsic motivations connected with elevated states of knowledge (wanting to know something new); states of fulfilment (feeling the challenge and the pleasure of solving a complex problem) and states of feeling and passion (feeling sensorial, well-being or aesthetic sensations caused by the activity developed, for example, in sports, music, group work, etc.).

Most of what we do is not intrinsically motivated since, mainly from childhood onwards, we have to fulfil numerous activities we do not consider interesting and that often involve the taking on of responsibilities or duties.

Extrinsic motivation is connected with the lack of interest in the activity itself, with an interest in the benefit the action might bring, and with avoiding punishments.

There are several types of extrinsic motivation that range from the most external forms of motivation to the forms in which the person is more active and independent. The several types of extrinsic motivation are associated with:

- A) External regulation. The regulation processes relate to obedience, search for external reinforcement and the avoidance of punishment. We act either to obtain a reward or for fear. The reason that makes the person act is external.
- B) Introjected Regulation. The regulation processes relate to self-control, avoidance of guilt/anxiety and maintenance of self-esteem. Beliefs and controls are interiorized, but not self-determined. For example, the person acts out of fear or guilt. The reason that makes the person act is external.
- C) Identified regulation. The regulation processes consist of the conscious appreciation of something, as personal goals and acceptance. The task, valued by its own importance, is considered a value or personal goal, ; as for example, when the student works hard to enter the university not because he thinks he should, or due to parental pressure, but because having a degree is an important personal goal. The reason that makes the person act is internal.
- D) Integrated regulation. The several characteristics and values of a person are integrated in a coherent and consistent hierarchy, allowing for independent functioning and choice. There is a choice based on values, for example, preferring to stay at home to study instead of going to the cinema. Two characteristics that may seem to conflict or indeed do so, like wanting to be a good student and be popular among colleagues, can be integrated and can harmoniously coexist. Integration only appears from adolescence onwards and, in a more complex way, in adult stages of development. The reason that makes a person act is internal.

In short, extrinsically motivated behaviours can be more or less self-determined. Motivation is a continuum that ranges from a total lack of motivation to an intrinsic motivation, with different shades in between (Ryan & Deci, 2000). Extrinsically motivated behaviours can become self-determined.

The optimal characteristics of motivation for learning relate to sources of intrinsic motivation (personal factors like needs, interests, curiosity and satisfaction) and to types of behaviour regulation (identified regulation, integrated regulation).

The characteristics that diminish motivation for learning relate to extrinsic sources of motivation and environment factors such as rewards, social pressure and punishments.

Without motivation there is no learning. Motivation leads to better learning (Ormrod, 2003) because:

1. It directs behaviour towards particular goals and determines the goals people want to achieve. Hence it affects the choices people/students make, for example, whether they are going to watch the soccer game or study.
2. It increases the effort and energy people are going to spend in activities connected to their needs and goals, for example, whether they are going to continue a task with enthusiasm or with lack of interest.
3. It increases beginning a task and persistence in activities. Students are more likely to start a task they really want to do, and more likely to continue and finish it, even if interrupted or frustrated in those efforts.
4. It increases the cognitive process. It is more likely that more motivated students pay more attention and try to understand what they are learning.
5. It determines which the reinforcing/rewarding consequences are. The more motivated for academic success the student is, the more proud he/she will be with good grades, and more upset with lower grades. The more one wants to be accepted by peers, the bigger the importance the group's attitudes has, the greater the pain the group's negative attitudes causes and the greater the value granted to acceptance.
6. It leads to a better performance. It leads to behaviour directed towards the achievement of a goal, to persistence, energy, effort, attention and reinforcement.

This is the good news coming from strong empiric evidence: we can regulate and control our own motivation. Volitional control is composed by the focalization of attention, self-instruction, mental images and self-monitoring (Zimmerman, 2000, 2002).

Volitional control (i.e., related to will) has very important functions in learning, by helping us to focus our attention on the task to fulfil, to keep the persistence in it and to self-monitor it (i.e. to control the way it is going). When we do all this, we are directing ourselves towards the goal to be achieved, increasing our chances of achieving them. Focusing attention can be defined as the need to protect the attention from distractions that compete with the concrete learning task (Kuhl, 1985). Regulate our learning and control the distractions that can interfere with

it are skills that can be learned and trained, leading to a higher and better learning (Pintrich & Zusho, 2002).

Self-instructions are verbalizations that we utter about the steps we should fulfil during learning activities (Schunk, 1998).

Self-monitoring, in turn, gives us information on progress and failure concerning a given reference goal (Winnie, 1995).

Here are some ways that can help us to promote our motivation:

- a) To define concrete, realistic and assessable personal goals – if the goals are too ambitious they hinder the success of the project from the outset. Considering this, we naturally feel unmotivated. We should set small goals, whose fulfilment brings satisfaction for the effort spent and the necessary confidence to setting more ambitious goals. This demands constant self-evaluation and self-regulation.
- b) To develop positive expectations and think we can do what we intend.
- c) To value our efforts – even those that may seem as small steps towards our goals
- d) Positive internal discourse – having for ourselves words of approval and encouragement. Believing in our capacities. It is important to expect that everything will work out well, even in the face of potential setbacks.
- e) To accept and enjoy any feedback or positive results.
- f) To attribute recognition and awards for a certain success. Give ourselves little prizes or rewards.
- g) Persistence and effort – to accept that results may not appear immediately, that it is important to persist, keeping in mind the goal to be achieved and learning to recognize that work, persistence and effort pay off.
- h) To assess and to change – the process and results of what we are doing and the possible necessity for changing something or using new strategies.
- i) To build a positive self image – To understand we have a certain control on the events and that we are an active part in them, both personally and academically. Believe we have dominion over life and that we can intervene in it.
- j) To develop autonomy and self-confidence

- k) To eliminate threats, diminish surrounding pressures and manage stress – generate positive emotions (friendship, love, solidarity), learn to relax (for example, through sports, music, walks, etc.)
- l) To activate positive emotions towards learning – develop curiosity and taste for knowledge and understanding.
- m) To actively try to help and look for support
- n) To fight procrastination. To procrastinate is to successively delay the fulfilling of relevant activities. It consists in allowing less important tasks to anticipate more important ones. This kind of decision can give some temporary immediate relief but in a medium-and- long-term it leads to a bulking of problems that can interfere with personal well-being and academic success.

In short, motivation is not something that happens to us, or a matter of all or nothing: it is not simply something you do or do not have. Motivation is something we can create, control, maintain and direct.

We can use strategies that allow us to maintain our motivation, focus our attention and maintain our persistence (e.g. give ourselves little rewards, keep in mind the goal to fulfil), identify our internal (e.g. imagination, fears, desires, anguishes) and external distractions and activate strategies to deal with them; evaluate our fulfilment process and if the steps we are taking are getting us closer or farther from our goal, fight procrastination. It is fundamental to understand that willing is important but only achievable through our action.

2 – GOALS

- To understand the student's active role in the promotion of his/her adaptation and academic success.
- To understand what motivation is
- To understand the effects of motivation and its consequences regarding behaviours and results related to experiential and academic learning
- To identify types of motivation, relating them to development, at an experiential and academic level
- To know and to develop strategies for the mobilization of the motivation and volitional control orientated for learning.
- To develop skills to regulate effort and persistence

3 – ACTIVITIES

Activity 1	Materials	Aspects to explore
1. Reflection and debate: “Why are you here (i.e. at the university?)” 1.1. Analyse and debate different motives 1.2. Define what motivation is and the role it plays in our behaviour and learning. 2. Conclusions	- Blackboard, chalk -Power point on motivation	- Extrinsic and intrinsic motivations and their effects on behaviour and learning

Activity 2	Materials	Aspects to explore
1. Share and debate experiences of adaptation to the university in which motivation is implied 1.1. Identify the main enemies of motivation in the first years of university attendance and identify alternative strategies to deal with them 1.2. Conclusions	- Blackboard, chalk - Power point - Film: “The relentless procrastinator” on www.youtube.com	- Distracters - self-regulation of motivation - Volitional control

Activity 3	Materials	Aspects to explore
1. Reflection and debate on the innate/learned character of motivation and its role and importance: a) in our life b) in the new phase of learning that is the coming to the university 2. Conclusions	Story of the Turtle and the Tiger (letter nº2) In Rosário, P., Núñez, J. & Pienda, J. (2006). Cartas do Gervásio ao seu Umbigo.Coimbra: Almedina	- Connection between motivation , behaviour, goals and success

Activity 4	Materials	Aspects to explore
1. Identify new ways to increase and enhance motivation	- Blackboard, chalk - Power point	- Strategies for the creation and maintenance of motivation

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ANNEXES

ANNEX 1

“BONIFÁCIO”

Somewhere, 5 a.m., 1964 A.D.

João jumped out of bed, suddenly woken up by the alarm clock ringing. He washed his face quickly, put on his bathrobe, had two sips of milk from the kettle and sat at the desk.

He opened the drawer and took out the Philosophy notebook and the manual, known among the students as the “Bonifácio”.

- Damn it, it looks like a throwing weapon! – He grumbled, feeling its weight. It was, indeed, a huge book, compact, printed in tiny letters and above all booooooooooring...

- What on earth does a future engineer need this boring thing for? – He kept chewing as he looked for the chapter on Logic.

In four hours, he would be sitting in front of an exam paper trying to answer questions that meant nothing to him. But the worst of all was that, though he was a real artist as regards the most noble art of “playing for time”, or “saying nothing” or whatever you like to call it, there was nothing that would help him here: the teacher assessed the questions according to a very simple criterion – the closer to the text of the book, the higher the grade. The nitwitty Horácio, who was a true cramming machine (not very smart, though), had even had 100% in a test (publicly praised by the teacher) that looked like a photocopy of the book: only two extra commas, added in a moment of thoughtless creativity by the author, stained his work that, nonetheless, remained an example of how a model student should act.

After an hour, he started feeling tired: in fact, reading a paragraph, gazing and trying to repeat it, failing, reading it again, repeating it, as many times as necessary was not easy.

Around 7.30 am, he sensed his mother getting up. Suddenly, he was alarmed: there were still almost thirty pages of martyrdom left... He realised, with a vague sense of bitterness, he would never make it...

Thirty five years later, same place, same time...

Mariana jumps out of bed suddenly awoken by the alarm clock ringing... Quick shower to wake up, yoghurt and cookies hastily swallowed and there she is sitting at the desk, taking the Philosophy manual and notebook from the drawer.

- Christ, what does a future psychologist need this crap for?

She opened the manual and notebook in front of her, scattered countless cardboard cards of different colours (one for each subject) with carefully drawn titles in a careful handwriting on the desk...

She had always felt insecure in this subject. Where in hell had the teacher found the theory that a good answer had to contain, besides knowledge, personal elaboration, opinions, and the more personal and creative reasons the better!?

That's why she got up so early today... She liked to choose a card at random and, from it, think how the others could associate with it. It might seem silly, but it worked for her! Sometimes she felt surprised herself with the things she could write.

Around 7.30am, she sensed her father getting up. Her brother, locked up in the bathroom, and still under the effects of the “Armageddon” film (birthday present from Mariana, who already regretted having not giving him a sweater), hummed “I don't want to miss a thiiiiing...”, adding sound effects for jets and rockets. Her father knocked on the door and yelled: “Hurry up, Bonifácio!”

Mariana smiled, a bit perplexed. Why was it that Bonifácio was her father's favourite swear-word?

In: Silva, E. (2000). *Eu marro, tu marras, ele marra*. Porto: Ambar.

ANNEX 2

TEST

I NEED YOUR COLABORATION! GET A PIECE OF PAPER, SOMETHING TO WRITE WITH AND A CALCULATOR (OPTIONAL). THEN, SOLVE THIS TEST, AS YOU WOULD SOLVE A SCHOOL TEST:

Evaluation form of education skills

1. Read the entire test carefully.
2. Write your full name and today's date at the top of the answer sheet
3. Write your age and school year.
4. If you have ever failed a year, state how many times and which years. If you have never failed, write "I have never failed".
5. Indicate three subjects you feel more comfortable with.
6. Indicate three subjects you find more difficult.
7. If among the subjects you feel more comfortable with, you mentioned Mathematics or Sciences, calculate the square root of 14.729 (you may use a calculator). If not, answer question 8.
8. If among the courses you feel more comfortable with you mentioned Portuguese indicate the subjects of the following sentence "Parecia-lhe impossível que o Alberto tivesse partido". If not, answer question 9.
9. From the following list underline the names of the composers and musical pieces considered "classic": Beethoven, "Orpheus and Euridice", Elgar, "Pimba, pimba", Dvorak, Quim Barreiros, Erik Satie, "O bacalhau quer alho", Rachmaninoff, Djorkaeff, "The sound of the fury", Ivan de la Peña, Charles Bukowski, Mário Jardel, Cicciolina, "Lucia de Lammermoor", "Powwakkatsi", "Hot water music".
10. Now that you have read the whole test answer only questions 2 and 3.
11. Now, do you understand how useful it can be to read the whole test before starting it? Of course, the prank I played on you is a joke... However, if you read the whole test before starting to answer it, you can plan a strategy for its resolution.

In: Silva, E. (2000). *Eu marro, tu marras, ele marra*. Porto: Ambar.