

2023

# 17º ENCONTRO NACIONAL APPE

BOOK OF  
ABSTRACTS



31 MARÇO  
1 ABRIL

Faculdade Psicologia,  
Universidade de Lisboa



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# **17th ANNUAL MEETING APPE**

**Lisboa, Portugal**

**31 Março- 1 Abril**

**2023**

## **BOOK OF ABSTRACTS**

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## **Sala decorada – aprendizagem danificada? Um paradigma para o estudo da influência de elementos (ir)relevantes da sala de aula**

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A distração visual é amplamente estudada com diversos tipos de tarefas e em diversos grupos etários. Contudo, a influência que um ambiente circundante pode ter no desempenho cognitivo dos indivíduos tem sido mais recentemente explorada, mas ainda com muitas questões por responder. Rodrigues e Pandeirada conduziram estudos com crianças dos 8-12 anos (2018) e com adolescentes dos 13-17 anos (2019) com o objetivo de perceberem a influência do ambiente visual circundante no desempenho obtido em tarefas cognitivas básicas (e.g., blocos de corsi e go/no-go). Os resultados indicaram que os elementos visuais presentes no ambiente circundante influenciaram o desempenho dos participantes: no ambiente com alta carga visual os participantes apresentaram resultados inferiores quando comparados com as tarefas realizadas no ambiente sem elementos visuais. Contudo, pouco se sabe sobre o efeito de ambientes visuais circundantes, quando os elementos visuais estão relacionados ou não relacionados com tarefas de aprendizagem escolar. O objetivo principal deste projeto foi perceber o efeito do ambiente visual circundante no desempenho obtido por crianças (idade escolar: 7-10 anos) em tarefas escolares. Para o efeito, pretendeu-se: 1) Manipular o fundo/paredes da sala de aula com diferentes elementos visuais (elementos relacionados vs. não relacionados com os conteúdos a aprender); 2) Perceber o efeito dessa manipulação ambiental no desempenho obtido por crianças dos 7 aos 10 anos de idade (ensino básico) em tarefas escolares. Neste poster apresenta-se o paradigma experimental utilizado neste projeto e alguns resultados preliminares, discutidos à luz das teorias existentes.

### **Keywords**

ambiente visual circundante, aprendizagem escolar, elementos relevantes, elementos irrelevantes, crianças