

## Thursday, 6 February - Abstracts

### 09h15 Invited Session 1

**ALEXANDRA M. ARAÚJO**

**STUDENT OBSERVATORIES IN HIGHER EDUCATION: PATHWAYS FOR MONITORING AND PROMOTING ACADEMIC SUCCESS**



### 10h00 Session 1



**MARINA SOUSA, José Rodrigues**

**GROUP CONTRACT: A BOOST FOR COMMITMENT AND EFFECTIVENESS IN COLLABORATIVE LEARNING**

**Abstract.** This article examines the implementation of the group contract as a pedagogical tool supporting the collaborative teaching-learning methodology applied in the Organizational Management course, integrated into various engineering programs. The group contract was designed to formalize collaboration norms, clarify expectations, and foster accountability and commitment among students in group work. Its structure includes components such as group identification, communication norms, outcome expectations, behavioral guidelines, and strategies for effective teamwork. The implementation process involves initial activities of individual reflection and group discussion, followed by the creation and formalization of the contract, signed by all group members. Throughout the semester, periodic reviews allow for adjustments to norms and the addressing of emerging challenges, contributing to a more efficient collaborative dynamic. The results highlight that the group contract enhances group cohesion, improves communication, and promotes a more balanced division of tasks, reinforcing essential interpersonal skills for both academic and professional contexts. This study underscores the importance of the group contract as a key support tool in collaborative learning methodologies.

**CÉLIA SAMPAIO, Maria do Céu Taveira, Ana Daniela Silva**

**CAREER SUCCESS TRANSITION AND LIFE SATISFACTION IN NEWLY GRADUATES: WORKING VS. NON-WORKING STUDENTS**

**Abstract.** The combination of studying and working is a common scenario for higher education students, especially in fields that value practical experience. However, the impact of balancing these responsibilities on career paths and life satisfaction remains debated. This study explores how graduating as a working or non-working student influences career success during the transition from university-to-work, and life satisfaction. Participants were 689 recent graduates ( $M_{age} = 25.3$ ,  $SD_{age} = 4.61$ ), of whom 525 (76.2%) were women, from different universities and regions in Portugal. Participants completed a questionnaire sociodemographic, and measures of career success during the university-to-work transition and their overall life satisfaction. Comparative analyses demonstrated statistically significant differences in life satisfaction between working and non-working students, as well as variations related to the year of graduation. These results may inform career intervention for diverse target student groups.

**ELISABETE PINTO DA COSTA, Louise Lima, Alcina De Oliveira Martins, Nazaré Coimbra**

**PEER MENTORING IN HIGHER EDUCATION: A CASE STUDY OF A PRIVATE PORTUGUESE UNIVERSITY**

**Abstract.** This study examines the impact of a Peer Mentoring Program on the academic experience and performance of higher education students. Conducted at a private university in northern Portugal, the research adopts a qualitative approach, motivated by the institution's low enrolment renewal rates. Implemented during the 2022/2023 and 2023/2024 academic years, the program sought to enhance the academic success of first-year students. The findings indicate significant improvements in problem-solving abilities, academic performance, and the development of soft skills fostered through structured mentoring practices.



**MICHAEL KLEINE**

### DIAGNOSTIC TOOL IN MATHEMATICS: DEVELOPMENT OF A SCREENING INSTRUMENT FOR MATHEMATICS EDUCATION

**Abstract.** The Erasmus+ funded project "Diagnostic Tool in Mathematics (DiToM)" addresses the need for national and international diagnostic instruments to assess mathematical key skills which are necessary to acquire competencies that build on them. Given the increasing proportion of countries struggling with decreasing students' performance in mathematics (Mullis et al., 2020), the project focuses on identifying students at risk of being left behind in the following and advanced mathematical content. The project consortium consists of experts from seven European countries. The theoretical framework, i.e., the concept of mathematical key skills, forms the foundation of test development compatible with the similarities and differences in national curricula. Test development is criterion-based and involves creating an item pool and country-specific diagnostic screenings derived from it.

**Victor Neto, Carlos Correia, João Ferreira, Laura Prior, MYLENE CADETE, Rodrigo Bernardo**

### ACTIVE LEARNING APPROACHES FOR LECTURING ADVANCED MANUFACTURING TECHNOLOGY

**Abstract.** This paper explores the design and implementation of an optional master's course in advanced manufacturing technologies, that aims to equip students with the skills and knowledge to develop innovative approaches for transforming materials into novel and sustainable products. The course employs a blended learning approach, starting with theoretical lectures followed by laboratory-based project work where students, in groups, delve deeper into specific topics, through literature review, experimental work planning, execution, and results acquisition and interpretation, with the assistance of mentors. These topics are then presented and peer-taught by students themselves in the final semester phase. To broaden the scope and societal relevance, the course incorporates also a societal project based on the Challenge Based Learning (CBL) methodology. Working in teams, they research, brainstorm, and develop solutions. This hands-on approach fosters critical thinking, communication, and problem-solving skills while connecting classroom knowledge to practical applications. The implementation evaluation involves student feedback, peer assessment, and mentor evaluations. Results indicate a positive student experience and significant progress in acquiring knowledge and practical skills. Implications of these findings for designing and delivering future advanced manufacturing technology, or other technology-related courses, are discussed.

**HÉLDER VALE, Elisete Correia, Cristina Antunes**

### THE ROLE OF SELF DETERMINATION ON UNIVERSITY SUCCESS

**Abstract.** This study investigated the *relationship between academic motivation, approaches to learning and academic success*. Drawing on *Sel-Determination Theory*, it investigates the influence of learning strategies and motivation on academic success, while using a complex measurement. Data was collected from 348 Portuguese university students using validated instruments. Findings reveal that autonomous motivation positively correlates with deep approaches to learning as well as academic success, while amotivation and controlled motivation was associated with surface learning strategies. A regression model explaining 33.3% of academic success was calculated through these variables, highlighting autonomous motivation and deep approaches to learning as positive predictors, while having amotivation as a negative predictor.

**SANDRA FERNANDES, Alexandra Araújo, Elizabeth Real**

### **“IT’S UPTO YOU”: A PEDAGOGICAL PROJECT TO PROMOTE ACADEMIC ADAPTATION AND EDUCATION FOR SUSTAINABLE DEVELOPMENT**

**Abstract.** This paper presents the pedagogical project "It's UPTo You" implemented at Portucalense University (UPT) to promote the academic integration of first-year students while encouraging education for sustainable development. The initiative is part of a broader project called +Sucesso@UPortucalense, funded by the General Directorate for Higher Education (DGES) and the Recovery and Resilience Plan (PRR). The project "It's UPTo You" aims to promote the integration of 1st year students at UPT through the implementation of a practical and collaborative activity/challenge by teams of 1st year students, during the first week of the 1st semester. In addition to contributing to the motivation of 1st year students, the project aims to encourage reflection, innovation and the application of knowledge related to the course in achieving the Sustainable Development Goals (SDGs). This paper describes the project objectives, activities, participants' roles, resources and evaluation process that supported the implementation of the project. The project's results and academic implications are also discussed.

**Tim Bayer, Nicolas Wissemann, HELENA MARTINS**

### **ELEVATING EMPATHY: A TRAINING INTERVENTION DESIGN AND ANALYSIS OF ITS IMPACT ON EMOTIONAL INTELLIGENCE AND CRISIS LEADERSHIP**

**Abstract.** In today's crisis-affected world, soft skills like empathy are increasingly important for effective leadership. While prior research shows that empathy can be trained, existing publications are focused mostly on healthcare settings. This quasi-experimental study examines whether empathy training can enhance emotional intelligence (EI) and crisis leadership abilities among business school students through a 90-minute face-to-face training. Although no significant impact on the respective constructs was found, participants demonstrated strong knowledge retention and high satisfaction with the intervention. This work underscores the value of integrating empathy training into business education and serves as a basis for future research.

**ALEXANDRA M. ARAÚJO, Sandra R. Fernandes, Goreti Sousa, Elizabeth Real**

### **“+SUCESSO@UPTUCALENSE”: GUIDING PRINCIPLES OF A TEACHER-STUDENT MENTORING PROGRAM TO PROMOTE FIRST-YEAR STUDENTS' SUCCESS**

**Abstract.** Faculty-student mentoring programs can be integral part of institutional approaches to facilitate students' transition and adaptation to higher education. This paper presents an outline of guiding principles for the implementation of a faculty-student mentoring program designed for first year students. The initiative is part of a broader project called +Sucesso@UPortucalense, funded by the General Directorate for Higher Education (DGES) and the Recovery and Resilience Plan (PRR). Crucial elements of the program include: teacher training, the matching process and group formation, communication and interaction frequency, main focus of the teacher-student interactions, roles and responsibilities, and assessment. The key features of this teacher-student mentoring program are discussed considering the main goals of promoting students' academic success, personal, social, and career development, and retention in higher education.

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13h00 Lunch

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14h30 Whorkshops

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**Ana Júlia Viamonte, António Varejão Sousa**

**WORKSHOP HOW TO DO MOODLE TEST'S** | (the use of a laptop or tablet is recommended)

**Abstract.** This paper presents the development and implementation of a workshop on creating tests in Moodle. The objective of the workshop is to provide necessary skills so that participants can apply formative and summative assessment strategies, optimizing the teaching-learning process by carrying out tests in Moodle. The methodology combines theoretical expositions, guided practices and individual and group activities. At the end, it is intended that all participants will be able to carry out tests on Moodle with different types of questions.

**Maria Da Conceição Viterbo**

**MINDFULNESS: WHY PRACTICE IT?**

**Abstract.** The practice of mindfulness has been the subject of extensive research over the past decades, primarily aimed at identifying its benefits. Results have consistently highlighted a range of aspects that positively influence mental and physical health. This study aims to elucidate these benefits, clarify the concept of mindfulness, and demonstrate how it can be incorporated into daily life.

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16h00 Coffee-Break and Posters

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Posters

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**ISA SPÍNOLA, Ana P. Antunes**

**FIRST-YEAR STUDENTS' ADAPTATION TO HIGHER EDUCATION: A CHARACTERISATION STUDY**

**Abstract.** This paper aims to present a work in progress related to the adaptation of first-year students to higher education. Data collection is conducted in person, after informed consent, in a classroom setting. For this purpose, a sociodemographic questionnaire, the QAES (Araújo et al., 2014)( 2019a), and the ICPADA (Antunes et al., 2017) were used. The data will be analysed using SPSS software. Based on the results of this analysis, we hope to gain a better understanding of these students' reality: personal characteristics, and adaptation to higher education information. These results might be useful for institutional intervention to identify practical measures that can promote a fair and inclusive educational experience with the aim of reducing dropout rates in higher education.

**SÓNIA CARIDADE, Olga Cunha, Marlene Matos, Pedro Albuquerque, João Tiago Oliveira, Joana Casanova, Carina Soares-Cunha, Margarida Santos**

**COMMUNITY OF PRACTICE IN FORMATIVE ASSESSMENT AND FEEDBACK - COP\_FEEDBACK**

**Abstract.** The CoP\_FeedBack is a community of practice that aims to promote formative assessment and feedback in higher education using the EAT Framework (Equity, Agency, Transparency). It focuses on enhancing assessment literacy, providing actionable feedback, and fostering inclusive practices. Digital tools like Moodle and Kahoot enable real-time, interactive feedback to support active learning and self-regulation. The 12-month plan includes training, implementation, and evaluation to refine strategies collaboratively. Expected outcomes include improved teaching, enhanced student engagement, and a stronger educator community. CoP\_FeedBack provides a scalable model for innovative feedback practices, aiming to transform learning experiences in higher education.

**MARIANA MARTINS, Célia Sampaio, Maria do Céu Taveira, Ana Daniela Silva**  
**ADAPTATION TO HIGHER EDUCATION: PROTOCOL OF A CAREER INTERVENTION**

**Abstract.** This study aims to propose an intervention to support students in adapting to higher education and mitigate risks such as academic failure and dropout, which result from difficulties in adaptation. It proposes a protocol for a career intervention program directed at first-year undergraduate and integrated master's students, focused on promoting adjustment and academic success, while also evaluating their feedback on the intervention. The program consists of three distinct modules, each comprising sessions that focus on specific themes and objectives, lasting a total of six weeks. It was developed based on the SUnStAR project framework. This study contributes to the field of Vocational Psychology by providing evidence-based support for interventions aimed at higher education students, helping to address the challenges they experience.

**RITA RODRIGUES, Marlene Matos, Joana Casanova**  
**ACADEMIC SUCCESS AMONG HIGHER EDUCATION STUDENTS IN RESIDENTIAL CARE**

**Abstract.** Residential care is a measure of promotion and protection to ensure the necessary care for the integral development of children and young people. In 2015, Portugal extended the possibility of remaining in the protection system until age 25, provided that individuals are engaged in educational or training processes. In 2023, among 2.591 adolescents and young people in residential care, aged 15-17, 18-20, and 21 years and older, only 220 entered Higher Education. This paper presents a doctoral research project that employs a mixed-methods approach and aims to understand the experiences of higher education students in residential care, analysing obstacles and opportunities, and how these impact perceptions of efficacy, belonging, and resilience. The expected outcomes and ways to foster dialogue on policies and practices promoting more inclusive, equitable, and democratic educational environments are discussed.

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16h45 Session 3



**António Sousa, ANA MEIRA, Ana Júlia Viamonte**  
**CONTINUITY AND INNOVATION IN MATHEMATICS EDUCATION: FROM STACK TO GROUP WORK IN AN ENGINEERING DEGREE PROGRAM**

**Abstract.** This paper presents an innovative pedagogical experience applied to a Mathematics 2 course in an undergraduate program at ISEP. The approach focuses on group work with computer-assisted automatic grading using the STACK plugin for Moodle. The initiative, which began in Mathematics 1 with the same students, employs STACK-based questions enabling automatic assessment. In Mathematics 2, the group assignments were organized into six themes corresponding to the course topics. Groups, freely formed with a limit of three students, included both new and repeat students. The questions, structured around central problems, required responses in various formats. The results of the group work show an overall positive performance, with averages ranging between 14 and 19 out of 20, highlighting the consistency of some groups and the ability to overcome challenges in others, as evidenced by significant improvement across assignments.

**SAIONARA ROSA DA CRUZ, Joana Casanova**

(Online)

**SOCIODEMOGRAPHIC PROFILE AND CHALLENGES OF PERMANENCE IN TECHNICAL COURSES AT EJA-EPT: AN EXPLORATORY STUDY AT IFFLUMINENSE**

**Abstract.** Youth and Adult Education integrated with Professional and Technological Education (EJA/EPT) offers an important educational opportunity for people who did not have access or conditions to remain in regular education. However, the permanence of these students faces significant challenges that require better understanding. This is an exploratory and descriptive study that analyzed the sociodemographic profile of EJA-EPT students at the Federal Institute of Education, Science and Technology Fluminense (IFFluminense), based on a documentary approach. The results show the diversity of students in terms of age group, educational background and socioeconomic conditions, demanding specific strategies for curricular flexibility and institutional support. Among the main challenges, the reconciliation between work, family and studies, financial barriers, limited access to technologies and the need for emotional and pedagogical support stand out. These findings reinforce the urgency of inclusive policies that promote not only student access but also retention and success. that ensure equitable education and strengthen IFF's mission to promote inclusion and social transformation.

**Liliana Paulos, SANDRA VALADAS**

(Online)

**UNIVERSITY-TO-WORK TRANSITIONS: PERCEPTIONS OF INSTITUTIONAL SUPPORT FROM GRADUATES AND ACADEMIC STAFF**

**Abstract.** This study explores the role of Higher Education Institutions (HEIs) in supporting graduates' transitions to the labour market. Employing a mixed-methods approach, it examines students' perceptions of institutional support and the operational challenges faced by HEIs. Quantitative results highlight that only 9% of students utilise these services, with international students and those with higher academic grades more likely to engage. Qualitative findings identify limited resources, lack of evaluation mechanisms, and low student participation as key barriers. These findings emphasise the need for continuous assessment and enhanced collaboration among HEIs stakeholders to improve service delivery and graduate employability.

**VERA VINAGRE, Maria do Céu Taveira, Nuno Rodrigues**

(Online)

**THE IMPACT OF PERSONALITY AND CAREER EXPLORATION ON DECISION-MAKING WITH UNIVERSITY**

**Abstract:** This study focuses on the impact of core self-evaluations and the mediating mechanism of career exploration on university students' career decision-making certainty. The data were collected using a cross-sectional design, applying an online questionnaire to 377 higher education students from various courses and institutions residing in Portugal. The results showed that the core self-evaluations negatively correlate with career exploration. Subsequent mediation analyses indicated that career exploration does not significantly mediate the relationship between core self-evaluations and career decision-making certainty. The direct effect of the core self-evaluations on the certainty of decision-making was significant, demonstrating that this occurs in a totally direct way.

**PALMIRA OSERIN, Vanesa García-Gutiérrez, Ana B. Bernardo**

(Online)

**FIRST-YEAR STUDENTS' PERCEPTIONS OF REASONS FOR UNIVERSITY DROPOUT: IMPORTANCE OF ACADEMIC VARIABLES**

**Abstract.** University dropout is a highly relevant phenomenon due to its high rates and its economic and social repercussions. However, studying the variables that influence this problem is not simple, since it is a multi-causal phenomenon. Therefore, the aim of this research is to analyze which factors students perceive as the most influential when deciding to drop out. A sample of 404 first-year students were asked to complete the Questionnaire of Reasons for Leaving Higher Education (QMA). Analyses were performed using descriptive statistics and t-tests for independent samples using the SPSS v.24 statistical package. The analyses carried out show that there are statistically significant differences in the academic factor. Thus, students perceive the academic variables as the most important variables when considering abandoning university studies. Therefore, it is important to continue investigating these academic variables, in order to prevent university dropout.

## Friday, 7 February - Abstracts

09h00 Invited Session 2



**GORETI MARREIROS**

**ARTIFICIAL INTELLIGENCE IN TEACHING AND LEARNING: CHALLENGES AND OPPORTUNITIES**

09h45 Session 4



**LEANDRO ALMEIDA, Joana Casanova, Alicia Risso, Leandro Araújo de Souza**

**SCALE OF ASPIRATIONS IN ACCESSING AND ATTENDING HIGHER EDUCATION: AN EXPLORATORY STUDY**

**Abstract.** This study explores the functioning of items in a proposed instrument designed to measure aspirations related to access and attendance in higher education. Participants included students from various scientific fields attending their first to third year of study. They responded to an online questionnaire comprising 20 ranking-scale items. Initial results indicate that students place greater value on aspirations related to future career-employment and personal development. Further research with broader samples from the involved countries (Spain and Brazil) is necessary to finalize the instrument's version.

**Paula Marinho, JOANA CASANOVA, Renato Henriques, Luís Gonçalves, Teresa Valente, Ana Catarina Silva, Diogo Ferreira**

**COMMUNITY OF PRACTICE FOR ATTENDANCE IN HIGHER EDUCATION (CoP\_ASA)**

**Abstract.** The CoP\_FeedBack is a community of practice that aims to promote formative assessment and feedback in higher education using the EAT Framework (Equity, Agency, Transparency). It focuses on enhancing assessment literacy, providing actionable feedback, and fostering inclusive practices. Digital tools like Moodle and Kahoot enable real-time, interactive feedback to support active learning and self-regulation. The 12-month plan includes training, implementation, and evaluation to refine strategies collaboratively. Expected outcomes include improved teaching, enhanced student engagement, and a stronger educator community. CoP\_FeedBack provides a scalable model for innovative feedback practices, aiming to transform learning experiences in higher education.

**DIANA NIENABER, RITA RODRIGUES, Joana R. Casanova**

**ACADEMIC STRESSORS IN FIRST-YEAR HIGHER EDUCATION STUDENTS**

**Abstract.** Entering higher education is an important moment in students' lives, offering a range of opportunities while also presenting significant challenges. During the initial months, students often report experiencing stress and anxiety associated with adaptation. This article presents a study developed as part of the Scientific Research Initiation Award, focusing on one specific domain of adaptation: academic adaptation. The study aims to better understand the academic stressors faced by a group of higher education first-year students. A qualitative study was conducted, employing semistructured interviews with seven higher education students. The data were analysed using thematic analysis. The findings identify four themes reported by students as sources of stress: 1) Adapting to higher education, 2) Time management and organisation, 3) Expectations regarding the course and lecturers, and 4) Uncertainties about the future and transferability. Reflecting on the academic stressors during the adaptation process is crucial for higher education institutions to design effective support measures.

**AMÉLIA CALDEIRA, Sofia Lopes, Alexandra R. Costa**

**A PATHWAY TO REDUCE DROPOUT RATES BY INTEGRATING REAL-WORLD APPLICATIONS INTO LINEAR ALGEBRA**

**Abstract.** This work aims to promote a better academic inclusion of new students in an Engineering School, preventing them from dropping out and giving up on higher education. Working as a team and using Mathematical knowledge, students explore the application of Linear Algebra to solve real-world problems by demonstrating how Mathematical concepts can be directly applied to encryption and decryption processes. A survey conducted among 54 students assessed their understanding and perceptions of the assignment. Results revealed a positive correlation between the application of Cryptography and improved comprehension of Linear Algebra concepts. The findings highlight the importance of contextualizing Mathematics in real-world scenarios to motivate students and foster a deeper understanding of abstract Mathematical principles.

**ALEXANDRA COSTA, Amélia Caldeira, Claisy Marinho-Araújo, Leandro Almeida**

**BOOK PRESENTATION**

**SUCESSO ACADÉMICO NO ENSINO SUPERIOR** (Academic Success in Higher Education)

**11h30 Session 5**



**ROSEMARY T. NICACIO, CLEIDE MUÑOZ, Gilson Castadelli** (Online)

**VIRTUAL COMMUNITIES OF PRACTICE: CHALLENGES AND OPPORTUNITIES IN EDUCATION**

**Abstract.** The article discusses the Communities of Practice considering the studies carried out by the project #MERC124 about teacher training. The overall objective is to contextualize and conceptualize virtual communities of practice (CoPs) and their main characteristics, including in online environments. The methodology used was bibliographic research. It is concluded that Virtual Communities of Practice are important resources that can be used in teacher training as a tool for learning, collaboration and innovation in education.

**ANA L. S .MACHADO, José C. L. Junior, Carlos Ramos, Goreti Marreiros,** (Online)  
**Constantino Martins**

**TECHNOLOGIES IN TEACHING AND LEARNING: A SUCCESS STORY OF IFAM/ARANOUÁ-BR AND ISEP-IPP**

**Abstract.** Higher education in Brazil has faced several challenges, including high dropout rates in both public and private institutions. To offer quality education and minimize these challenges, institutions must establish collaborations to overcome them. This article presents a partnership between ISEP/Portugal and IFAM/Brazil aimed at training teachers in active methodologies, alongside their application in an autonomous project. The methodology used was action research, a process that links theory and practice through the involvement of the participants. The 21st Century Educators Training Programme proved successful throughout, as it became clear at the end that active learning methodologies can be easily applied in the classroom, making a significant contribution to the teaching and learning process.

**JUAN TAPIA, Bastián Peters, Eduardo Puraivan** (Online)

**ANALYSIS OF THE RELIABILITY OF AN ATTITUDE SCALE TOWARD ARTIFICIAL INTELLIGENCE IN EDUCATION**

**Abstract.** The increasing integration of artificial intelligence (AI) in education raises questions about the perception of AI-based tools in academic settings, particularly in mathematics. This study evaluates the reliability of an adapted version of the Attitude Scale towards Information and Communication Technologies to assess students' perceptions of ChatGPT. With a sample of 263 Chilean students aged 12 to 17, the scale was validated in a Spanish-speaking context to ensure cultural and linguistic appropriateness. The removal of items I8, I15, I11, I9, and I12 improved reliability, increasing Cronbach's Alpha to 0.934 and Guttman's G6 coefficient to 0.942. These adjustments highlight the need to refine specific items to enhance internal consistency. Overall, the findings confirm the scale's effectiveness in measuring students' attitudes toward AI tools in education while identifying opportunities to strengthen its psychometric properties.

**JULIANA C. A. LOUZADA, Lana P. C. M. de Almeida, Charles H. L. Vieira**

(Online)

### INNOVATIVE PEDAGOGICAL PRACTICES: THE INTEGRATION OF DIGITAL TECHNOLOGIES IN EDUCATION

**Abstract.** The integration of educational technologies into pedagogical practices is a valuable strategy for teaching and learning, especially in the current context, where Digital Information and Communication Technologies play a central role in society. For the incorporation of these tools, the need for continuous teacher training that goes beyond technical mastery is emphasized, promoting pedagogical innovation and the creation of more inclusive and meaningful learning environments. The objective of this study is to analyze the impact of educational technologies on pedagogical practices and the challenges that accompany their adoption. It is concluded that exploring innovative pedagogical practices, with an emphasis on the use of technologies, is challenging due to inadequate infrastructure and cultural resistance to adopting these tools in Brazilian educational spaces.

**ELENA BLANCO, Eva C. Muñoz, Ana B. Bernardo**

(Online)

### SEXUAL ORIENTATION AS A RISK FACTOR IN UNIVERSITY DROPOUT INTENTION

**Abstract.** The phenomenon of the university dropout is of increasing interest to educational institutions. In this regard, a substantial amount of research has been dedicated to the analysis of the influence of socio-demographic and personal variables. However, sexual orientation has not been sufficiently explored, despite evidence indicating that lesbian, gay and bisexual (LGB) students are particularly susceptible. Accordingly, the present study aims to examine the influence of sexual orientation on the university dropout intention. A sample of 534 Spanish students was used for the inferential analyses, which were conducted using Pearson's chi-square test and Cramer's V coefficient. The findings indicate that LGB students report a higher intention to drop out than their heterosexual peers (41.7% and 31.6% respectively), as well as a higher level of stress. Therefore, it can be posited that the university dropout intention is more prevalent among LGB students, who also report a higher level of perceived stress.

**MÁRCIO FILIPE, Ana Antunes**

(Online)

### USE OF ARTIFICIAL INTELLIGENCE IN HIGHER EDUCATION: AN EXPLORATORY STUDY WITH STUDENTS AND PROFESSORS

**Abstract.** Artificial Intelligence (AI) in education is an evolving topic. Several feelings and opinions emerge about it, ranging from its acceptance to fear of replacing teachers. Throughout this paper we present a work in progress in which we intend to understand the perceptions and knowledge that university professors and students have about AI, its applications, and consequences in education. For that purpose, two online questionnaires were constructed, assuming voluntary participation, for both groups of participants. The questionnaires include both open-ended and closed-ended questions. The sample is made up of 99 participants (79

students and 20 professors). The quantitative data will be analyzed using SPSS and the qualitative data will be analyzed through content analysis using WebQDA. Therefore, we expect to know the perceptions and knowledge that professors and students have about AI use in teaching and learning process.

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14h30 Session 6



**LEONARDO NUNES, Claisy Marinho-Araujo**

### THE SCHOOL PSYCHOLOGIST IN THE DEVELOPMENT OF ACTIONS FOR THE ACADEMIC SUCCESS OF PSYCHOLOGY STUDENTS

**Abstract** The articulation of actions between the School Psychology Laboratory of the University of Brasília and the Education Department of the Federal District, through the University Extension Project, has enabled school psychologists to develop activities with undergraduate students of the Psychology course, strengthening the relationship between School and University. The main activities carried out are: monitoring professional internships; interviews with undergraduate students; participation in scientific research; teaching by the school psychologist in classes in the disciplines of the Psychology course; giving lectures related to professional activity; and participation in academic events. This work aims to promote the visibility of integration between Basic Education in public schools in the Higher Education, highlighting the role and commitment of the school psychologist to the training of students.

**PATRÍCIA LOPES, Marina Sousa, Eunice Fontão**

### TEACHING METHODOLOGIES AND STUDENT SUCCESS: A COMPARISON BETWEEN COURSES IN CIVIL ENGINEERING

**Abstract:** This article analyzes and compares the pedagogical approaches used in Surveying and Construction Drawing course units within the Civil Engineering program, by evaluating their impact on class attendance and students' academic success. The Surveying course unit stands out due to its inclusion of practical fieldwork in real-world scenarios, an experiential approach that integrates theoretical and practical knowledge while fostering greater student engagement and motivation. The results show that the Surveying course unit has higher pass rates and greater student participation in classes across all analyzed academic years compared to the Construction Drawing course unit. This study highlights the need to rethink pedagogical strategies to optimize academic success and better prepare future civil engineers for the challenges of today's job market.

**ALEXANDRA R. COSTA, Ana Barata, Mafalda Ferreira**

### PREPARING ENGINEERING STUDENTS TO ENHANCE THEIR EMPLOYABILITY SKILLS: THE ROLE OF A PERSONAL SKILLS DEVELOPMENT PLAN

**Abstract.** The transition process of newly graduated students to the labor market is lengthy and complex. Higher Education Institutions have increasingly participated in this process, aiming to facilitate the transition and promote employability. In this paper, we present an initiative carried out within the scope of a master's degree curricular unit, designed to guide students in developing career management skills. This process involves a reflective analysis of the competencies acquired throughout their lives and culminates in creating a career development plan.

**VANESA GARCÍA-GUTIÉRREZ, Ana B. Bernardo, Elena Blanco**

(Online)

### SELF-EFFICACY, ACADEMIC SUCCESS AND INTENTION TO DROP OUT: A DESCRIPTION OF THE PHENOMENON IN STEM CAREERS

**Abstract.** The aim of the study is to examine the relationship between self-efficacy, academic performance and intention to drop out in 189 first year Computer Engineering students. The Motivated Strategies for Learning Questionnaire (MSLQ) was used to measure self-efficacy, performance was assessed using a scale from 1 to 10. The results suggest that, although students enter with high levels of self-efficacy and low desire to drop out, it is crucial to monitor their progress evolution throughout their degree, especially considering that dropout rates in Computer Engineering in Spain range between 19% and 56%. The need to train teachers to support the students' university career is highlighted, as well as to establish tutoring programmes that strengthen self-efficacy and academic performance in order to prevent students from dropping out.

**LARA MARTÍNEZ FERNÁNDEZ, Elena Blanco, Ana B. Bernardo**

(Online)

### ACADEMIC MOTIVATION AND UNIVERSITY DROUPT: AN ANALYSIS OF PSYCHOLOGY STUDENTS

**Abstract.** The complex issue of university dropout requires a detailed examination of the factors that influence this decision, which may vary between different academic disciplines. This research project focuses on the Degree in Psychology and aims to examine the relationship between four dimensions of motivation (intrinsic, identified regulation, external regulation and amotivation) and the intention to drop out of university. To this end, 150 students from a Spanish university were included in the study, and inferential and predictive analyses (Welch's t-test and logistic regression) were performed. The results demonstrate that the four dimensions of motivation are related to university dropout, with intrinsic motivation and external regulation accounting for 34.4% of the variance. It can be concluded that fostering intrinsic motivation is essential to improve the retention of Psychology students in Higher Education.