

## **S2: PARADIGMS AND CHALLENGES IN HEALTH TECHNOLOGIES – MANAGEMENT, LEARNING AND COMMUNICATION**

### ***What Happens Throughout the First Year of Higher Education?***

To McInnis and colleagues (1995), entering higher education can prove to be a difficult obstacle for the majority of students. The abrupt change of environment can translate into inability to make academic, social and personal adjustments to university life, producing anxiety and anguish, which affect habitual coping mechanisms (Rickinson & Rutherford, 1995; Lowe & Cook, 2003; Almeida, 2007; Diniz & Almeida; Ferreira, Almeida & Soares, 2001; Gonçalves & Cruz, 1988; Soares 2003; Soares, Guizande & Almeida, 2007).

It's essential that, from the very first moment, the novel student be taught to mobilise and activate resources – knowledge, skills, and strategies – in different problematic situations.

Since the pioneering contributions of Sanford (1962), numerous theories and research studies have been developed both on the way the novel student learns and evolves and also on academic environment and its impact on performance (Meyer & Marx, 2014). However, the biggest failure and dropout rates still occur in the first year.

This symposium aims to present current research data in different areas of education and reflect on the development of strategic measures with the goal of assuring student education standards.

Moderator: Ana Salgado (ESTSP.IPP)

### ***Life quality of students in PBL and traditional teaching models***

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Introduction: Getting into Higher Education presents demanding solicitations that may affect academic performance, health and Quality of Life (QL).

Objectives: Compare the QOL perceptions among students from PBL and Traditional Teaching; Understand if individual characteristics, behaviors or events, such as gender, hours of sleep, physical activity, smoking, moving house and use of time, can predict QOL in these two groups of students.

Materials and Methods: This is an observational study. The group of participants (n = 68) mostly female (73.5%) with mean age 19.7 (3.8) years, includes students from PBL (45.6%) and Traditional Education (54.4%). A sociodemographic questionnaire and WHOQOL-Brief was applied. A multivariate analysis (significance level of 0.05) was performed.

Results and Discussion: PBL students reported less satisfaction with the Social Domain of QL ( $p < 0.05$ ). In the entire group, it was found that smoking, body mass index and the change of residence were Global Domain predictors of QF ( $p < 0.05$ ). Traditional Education in the Global Domain of QL can be explained by the Body Mass Index and the Physical Activity vigorous ( $p < 0.05$ ). While in the PBL, the Physical Domain of QL can be partly explained by the variation in the number of hours of sleep and the Social Domain of QL ( $p < 0.05$ ). The reduced number of participants leads to a careful interpretation of the results.

Conclusion: The study suggests that QL may be related with students' behaviours, with some differences between pedagogical methods. Also seems to indicate the importance of promoting health literacy in relation to healthy behaviour among college students. More research is needed about this topic.

### ***How do novel engineering students describe their time management?***

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Introduction: Regarding higher education in Europe, the quality and effectiveness of learning are the main goals. Researchers, teachers, higher education institutions and governmental entities seek to understand the underlying factors of the teaching-learning process, especially during freshman year, whose experiences are so determinant in the academic outcome. Previous studies suggest a positive relationship between time management and academic and professional performance, resorting to quantitative methodologies. It's also important to comprehend the academic experience of the novel student in direct speech.

Objectives: This qualitative study aims to analyze the computer engineering freshman's perception on time management, and explore the differences in discourse about that self-regulating behavior in two groups (high admission mark and low admission mark).

Materials and Methods: Twenty computer engineering freshmen from two national higher education institutions were interviewed in three different times. After the verbatim transcription of this study's sixty interviews, there followed a content analysis, with the adoption of a deductive process, resorting to the text analysis software NVivo, version 10 (QSR International Pty Ltd, 2010).

Results and Discussion: The participants' discourse highlights time management as one of the processes that reveal themselves to be more difficult in first year. Throughout the freshman year, according to perception of both groups, the bar is raised through pace and subject complexity, through uncountable assessment criteria, but the two groups adopt different behaviour. The group with the high admission mark tried to activate new strategies and the group with the low admission mark doesn't know how to do it.