

CONSELHO PEDAGÓGICO

PEDAGOGICAL GUIDELINES 2024/2025

Students

The Pedagogical Council of Iscte, within the scope of its responsibilities as defined by the Statutes of Iscte – University Institute of Lisbon and within the scope of quality certification processes, prepares Pedagogical Guidelines for each academic year.

This document presents pedagogical guidelines for students for the academic year 2024/2025, which will be included in a document made available on the Iscte website under the title Pedagogical Guidelines for Iscte Students.

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PART A**1. Pedagogical Calendar**

Within the scope of the academic calendar defined for the academic year 2024/2025, the following deadlines and activities for each semester should be considered:

1st SEMESTER

Maximum period of classes	02/09/2024 to 21/12/2024
Election of class representatives	By the 3rd week of classes (*)
Midterm monitoring	Between the 4th and 5th week of classes (**)
Year Council Meeting	In the 6th week of classes (***)
Final pedagogical monitoring	Period corresponding to the last 20% of classes of each course unit
Class break (Christmas)	23/12/2024 to 04/01/2025
Assessments	06/01/2025 to 01/02/2025
Submission of grades (with signature)	Until 07/02/2025

2nd SEMESTER

Maximum period of classes	03/02/2025 to 30/05/2025
Class break (Carnival)	03/03/2025 to 8/03/2025
Midterm monitoring	Between the 4th and 5th week of classes (**)
Year Council Meeting	In the 6th week of classes (***)
Class break (Easter)	14/04/2025 to 26/04/2025
Final pedagogical monitoring	Period corresponding to the last 20% of classes of each course unit
Assessments	02/06/2025 to 29/06/2025
Submission of grades (with signature)	Until 04/07/2025
Special Exam Period	07/07/2025 to 12/07/2025
Submission of grades	Until 18/07/2025

(*) Or at the beginning of the semester in the case of courses with a more concentrated academic schedule. The election of class representatives is the responsibility of the students and should be publicized by year coordinators, particularly in 1st-year classes during this time of year. The Schools and year/course coordinators should be informed of the election results (according to Circular No. 6/2016 of the Pedagogical Council of Iscte).

(**) Or the week prior to the middle of the academic period. The midterm monitoring requires special explanation by the year coordinators in 1st-year classes during this time of year.

(***) Or the week in the middle of the academic period.

2. Schedules

In the operation of classes between two teaching periods of 1h30m (of the same course unit or two different course units), there should always be a break of at least 10 minutes. Therefore, the class should have a maximum duration of 1h20m. Considering this principle, classes during the day should adhere to the following schedule:

Morning Shift	Afternoon Shift	Evening Shift
8h00m-9h20m	13h00m-14h20m	18h00m-19h20m
9h40m-11h00m	14h30m-15h50m	19h40m-21h00m
11h10m-12h30m	16h10m-17h30m	21h10m-22h30m

(Campus Lisboa)

Morning Shift	Afternoon Shift
9h30m-12h30m	14h00m-17h00m
A break should be given throughout the shift	

(Campus Sintra)

In cases of 2-hour classes (e.g., for 2nd and 3rd cycles), necessary adjustments should be made so that there is always a 10-minute break between teaching periods.

3. Teaching and Learning Methods

3.1. Pedagogical Practices

Pedagogical practices should be adjusted to the specificities of each course unit, considering a set of variables related to the teaching-learning process, which include the objectives and content of the course unit, the teaching models and methods used (as provided in the Iscte Pedagogical Model), as well as organizational issues (such as time management and the number of students).

3.2. Learning

The teaching-learning process should consider the profile of students and different types of learning. In the case of students with specific educational needs, adjustments are analyzed annually by the Student Support Office (GAA) and discussed with the faculty of the respective semester.

The different types of contact hours are also an important element in the teaching-learning process.

According to Order No. 7287-C/2006 (2nd series) of March 31:

- The total number of work hours for each student includes all forms of work provided, namely contact hours and hours dedicated to internships, projects, fieldwork, study, and evaluation;
- Contact hours are the time used in collective teaching sessions, namely in classrooms, laboratories, or fieldwork, and in personal guidance sessions of a tutorial nature;
- The total number of contact hours is distributed according to the methodology adopted (whose description can be found in the Iscte Pedagogical Model):
 - o Theoretical Teaching (T)
 - o Theoretical-Practical Teaching (TP)
 - o Practical and Laboratory Teaching (PL)
 - o Fieldwork (TC)
 - o Seminar (S)
 - o Internship (E)
 - o Tutorial Guidance (OT)
 - o Other (O)

4. Students with Special Status

Students eligible for the Special Statuses defined in the Iscte Regulation for Students with Special Status (REEE) and who wish to benefit from the respective rights, benefits, and privileges during the current academic year must request the status according to the terms and deadlines stipulated in the mentioned regulation.

5. Learning Assessment

5.1. Assessment Process

The assessment process defined for the course unit must comply with the provisions of the Iscte RGACC (General Regulation for the Assessment of Knowledge and Competences).

The FUC (Course Unit Sheet) must specify the possible assessment regimes, the admission requirements for each, all assessment instruments used and their weighting in the final grade, as well as the requirement for obtaining a minimum grade when applicable for any component of the assessment.

In cases where it is foreseen that certain course units do not include a final exam in their assessment system, this information must be included in the respective FUC.

It is not possible to change the assessment process of a course unit after its definition in the FUC and its approval.

5.2. Assessment Methods

The assessment process of each course unit may include one or both assessment methods provided in the RGACC: continuous assessment throughout the semester, or assessment by exam (the description can be found in Articles 7 and 10 of the RGACC). The methods and assessment instruments of each course unit, as well as the weightings of each assessment instrument, must be included in the respective FUC.

If a course unit only includes continuous assessment throughout the semester, the coordinator of that course unit must ensure that students covered by the Special Statuses who are not subject to attendance requirements can be assessed.

5.3. Assessment Instruments

Conducting Assessment Tests

The conduct of an assessment test (such as a test or exam) must be ensured by at least one faculty member of the respective course unit, with the responsibility to:

- Ensure the attendance register of students taking the test.
- Start the test at the scheduled time.
- Present the test instructions with the duration of the test and the maximum score for each question.
- Allow the test to be taken by a student who arrives in the room up to 20 minutes after the test's official start time.
- Allow the student to withdraw from the test (which results in a grade of zero) through a written declaration by the student on the test itself, and the student may leave the room 30 minutes after the start of the test.
- Ensure that students do not communicate with each other, do not use communication devices, and do not consult any materials unless expressly authorized.

5.4. Assessment Periods

Course units that include assessment by exam (according to Decree No. 886/83 of September 22) must provide three assessment periods: 1st period, 2nd period, and special period (described in Articles 11, 12, 13, and 14 of the RGACC).

In cases where a specific course unit does not include a final exam in its assessment system, this should be mentioned in the respective FUC and approved by the Pedagogical Committee of the respective School (as provided in Article 7 of the RGACC).

Access by students to the special period is provided for in Article 14 of the RGACC and the REEE. Thus, in addition to the situations provided for in the RGACC, students who are regularly enrolled and under the REEE or exceptional situations duly authorized by the Pedagogical Council or the Rector, are also entitled to the special period upon request to the Teaching Management Services.

5.5. Publication and Submission of Grades

According to the provisions of the Iscte RGACC, in the process of publishing assessment results during the curricular period, it should be considered that:

- Students should be informed throughout the academic period, within each class, of the results of the different assessment instruments.
- If the result of an assessment instrument has implications for subsequent tests, this result must be disclosed at least 48 hours before the date of those tests. Final assessments are considered valid when submitted in the Fenix+ system.
- The grade sheets of each course unit should only include the number and name of each student along with the corresponding grade. Access to the grade sheet should be restricted to students enrolled in the respective course unit, and it is recommended that it be kept available for 6 months, after which each student should have access only to their grades.

6. Pedagogical Monitoring

6.1. Midterm Monitoring

The midterm monitoring process is initiated by the year coordinator and carried out by the group of students in the class under the coordination of the class representative. The midterm evaluation should be conducted before the middle of the academic period (e.g., between the 4th and 5th weeks of classes in courses with 12 weeks of classes scheduled) so that if any anomalies in the operation of the course units are detected, timely adjustments can be made to minimize or eliminate the negative consequences of irregular operation.

During this period, the class representative should meet with classmates to gather information, reflect, and discuss each course unit and its operation. An anomaly is considered any condition that disrupts the normal operation of a course unit. The monitoring process should be a moment of collective reflection in which the performance of the class should also be evaluated.

The information resulting from the midterm evaluation should be presented concisely and reflect the majority opinion of the students, avoiding sporadic and individual opinions. The midterm evaluation report should be completed by the class representative on the 1-

meritus platform (<https://i-meritus.iscte-iul.pt>) up to 48 hours before the Year Council meeting.

Year Council

The Year Council should meet during the week in the middle of the academic period (e.g., during the 6th week of classes in courses with 12 weeks of classes scheduled). The Year Council meeting is convened by the year coordinator, with the knowledge of the course director, and is addressed to all faculty and class representatives of the year and course.

The Year Council meetings aim to:

- Analyze and discuss the operation of the course units based on the evaluation resulting from the midterm monitoring;
- Establish efficient improvement measures during the semester;
- Plan the scheduling of partial assessments.

The dates of the final assessments (1st, 2nd period, and special period) are defined during the preparation of the academic year.

The minutes of each Year Council meeting should be sent to all faculty and students of the respective year, to each course director, and to the Pedagogical Committee of the respective School and archived in the secretariat of each School.

The year coordinator should also upload the minutes (or corresponding file) to the support module for the midterm pedagogical monitoring process: <https://i-meritus.iscte-iul.pt>

6.2. Final Monitoring

Student Survey

At the end of the operation of each course unit, Iscte students should respond online (on Fenix+) to the Final Pedagogical Monitoring Survey.

The data collected is processed anonymously and aggregated by the Studies, Accreditations, and Quality Services - Quality Unit. Faculty members receive information with the results also aggregated and anonymized. For each question, information is provided regarding the number of students who responded, the minimum, maximum, median, average, and standard deviation values, and comments. This information is provided to each faculty member after the final evaluation of the course units is completed.

The Pedagogical Council analyzes cases of faculty-course unit pairs flagged for improvement to outline a plan for improving the pedagogical activity of the course unit in question.

RUC

The Course Unit Report (RUC) is the responsibility of the course unit coordinator and should present a summary evaluation of the operation of the course unit and the definition of improvement plans whenever the results are considered unsatisfactory. It contains existing information in the system about the course unit, focusing on its operating conditions, any problems detected, the pedagogical practices, and the evaluation results.

The RUC should be completed in the Fenix+ system and finalized within a maximum period of one month after the final date for the submission of normal period grades, making it available to the entire Iscte community.

7. Reference Documents

[Academic Code of Conduct \(PT\)](#)

[Iscte Pedagogical Model \(PT\)](#)

[General Regulation for Assessment of Knowledge and Skills \(RGACC\) of Iscte](#)

[Regulation of Students with Special Status \(REEE\) of Iscte](#)

[Disciplinary Regulation for Students \(PT\)](#)

8. Contacts of the Pedagogical Council

Pedagogical Council Secretariat

Email address: secretariado.cp@iscte-iul.pt

Phone: 210 464 152

Extension: 291 112

Presidency of the Pedagogical Council

Email address: presidente.cp@iscte-iul.pt

Phone: 210 464 292

Extension: 291 151

PART B

1. Use of Artificial Intelligence (AI) and Academic Ethics e Ética Académica

Artificial Intelligence (AI) is a field of computer science that enables the creation of systems capable of performing tasks that include learning, reasoning, problem-solving, perception, and language comprehension. In the case of generative AI, Machine Learning (ML) algorithms are used to analyze and interpret data, make predictions, and generate new content that can be written, visual, or auditory. Examples like ChatGPT promote interaction between computers and humans using natural language processing.

1.1. The Importance of Critical Thinking

Today, society as a whole recognizes the transformative power of AI in all economic and social sectors, including education. AI has become a powerful tool in the academic environment, facilitating access to information and supporting the organization of ideas. However, its use must always align with the principles of ethics and academic integrity that promote the development of critical thinking and autonomous learning.

Indeed, one of the main objectives of higher education is to foster critical thinking, an essential component for analyzing and developing solutions independently. Thus, AI should be used as a support, not as a substitute for individual work. It is crucial that the work reflects the analyses and reflections of the students themselves, based on what they have learned.

1.2. Advantages and Limitations of AI

The following advantages of using AI can be highlighted:

- Quick access to large volumes of information;
- Organization and structuring of texts more efficiently;
- Suggestion of new ideas or approaches to problems.

Limitations include:

- AI sources are not always valid or reliable, which can compromise the quality of the work;
- Excessive reliance on AI can hinder the development of critical thinking, which is vital for solid academic training.

1.3. Transparency in the Use of AI

AI is a tool that can facilitate the learning process, but its use must be ethical and responsible.

Therefore, the use of Artificial Intelligence tools should be clearly mentioned in academic work results. Just as articles, books, and other sources used in a work are referenced, the use of AI should also be referenced. Whenever AI is employed for a specific task, this contribution should be mentioned, ensuring that originality and academic integrity are maintained. For example, each student may include a brief statement at the end of a work explaining the role of AI in the process developed for the work.

AI tools should not be used to generate entire works or plagiarize content. In case of doubt about the permitted use of AI in a specific course unit, it is recommended to contact the responsible teacher directly.