

**ABSTRACT FORM** (Type single space. Use full width of frame)

Title (Capital letters) Type of contribution (circle) **(E)** P, T  
 REMEMBERING CLASS CONTENTS AS A FUNCTION  
 OF TIME, MATERIALS AND MEMORY TEST

Author (s), institution, city, country  
 Amâncio da Costa Pinto  
 University of Porto - Porto - Portugal

**Abstract**

Although psychologists have frequently studied the capacity of their students to remember lists of unrelated words, there is a remarkable lack of information on what students remember from the classes that we teach. This paper presents two studies with the aim to explore the retention by university students of information connected to practical classes. In the first study a range of aspects of the class were tested after a delay of zero, one and 12 months, and retested after one, 12 and 24 months. Questions ranged from incidental features such as the arrangement of tables or the starting time of the class through features more instructional such as the experimental design and the major results obtained. Among other aspects, results revealed that retention declined mainly in the first month levelling off afterwards with little changes up to 24 months. The second study examined more closely retention for class contents at shorter delays: Immediately, 1-week and 3-months later. Class contents included facts related to names and dates, and definitions of major concepts and theories. Learning combined two major sources of academic information, class teaching and natural reading of a summary text. Results revealed that type of contents interacted with retention interval and memory tests. Thus performance for facts tended to decline as the intervals increased, but not for definition contents; Also performance differences between recall and recognition were larger for definitions than for facts. Since these interactions occurred in a natural setting, such results may have educational implications for curriculum design and student learning.

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 SCHOOL CONSULTATION AND MENTAL HEALTH

Author (s), institution, city, country  
 Ana da Costa Polonia and Solange Weister  
 University of Brasilia, Brazil

*The aim consultation is to promote mental health among teachers and students, helping them to overcome different types of difficulties: learning problems, behavior disturbances, emotional problems, teaching strategies, curriculum planning, etc.*

*The purpose of this study was to investigate the effects of direct consultation (students) and indirect consultation (teachers) upon the academic achievement and emotional difficulties of Brazilian fifth grade students. Indirect consultation was implemented for 4 Portuguese and Math teachers, helping them planning their lesson using creative techniques.*

*Direct consultation was done with two groups of students, 26 sessions, using different strategies: creative drama, brainstorm, creative problem solving value clarification and so on.*

*The results obtained from this study demonstrated the effects of both types of consultations. The students increased not only their academic achievement and their motivation to learn but also their self-esteem and interpersonal abilities. The teachers improved their teaching methodology, their relationship with their students as well as their creative thinking. Therefore school consultation is an effective means for working with cognitive and emotional difficulties at school.*