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.

Conclusion: According to students it's important that the university promote the development of self-regulating processes (like time management), especially during the first years of the degree and that it revise its curricular development policies, namely teaching and assessment strategies.

### *Longitudinal relationships between self-esteem, social integration and emotional adjustment in first-year students*

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Introduction: As they transition to university, first-year students face significant developmental, academic, and psychosocial challenges. An important resource for successfully navigating this transition is positive psychosocial functioning.

Objectives: In this study, we examined the relationships between self-esteem, social integration and emotional adjustment, throughout the first year in university.

Materials and Methods: Participants were 524 Portuguese first-year university students (184 males and 340 females), with ages ranging from 17 to 22 years (M = 18.69, SD = .83), enrolled in a variety of undergraduate programs in Social Sciences and Humanities and Sciences and Technologies. Students were assessed in class, using the Rosenberg Self-Esteem Scale (Rosenberg, 1965) to measure self-esteem and a pool of items from the Adaptation to Higher Education Scale (Araújo et al., 2014) to assess emotional adjustment and social integration. The repeated measures were collected in the first semester (Wave 1) and in the second semester (Wave 2). We used cross-lagged structural equation modeling to study the longitudinal relationships between the three indicators of adjustment.

Results and Discussion: Self-esteem, emotional well-being, and social adjustment at Wave 1 were used to predict self-esteem, emotional adjustment, and social integration at Wave 2, with gender as the independent variable of the three variables. The model provided good fit to the data. Results showed that gender predicted emotional well-being at Waves 1 and 2, self-esteem at Wave1, and social integration at Wave 2. As expected, self-esteem, emotional adjustment, and social integration were positively associated at both waves. Furthermore, the findings suggest that there is stability in students' adjustment, as measured in the first and in the second semester in university.

Conclusion: This study shows that it is possible and justifiable to assess students as early as in the first semester, in order to signal those who are at risk for adjustment problems later on.