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Resumo	Psychoeducational intervention programs in higher education can contribute to academic success. This research aimed to verify the effects of a program for the development of learning strategies in university students. The design used was quasi-experimental, with pre-test, intervention and three post-tests. 83 students participated, of which 59 were from the Control Group and 24 from the Experimental Group. It was used in the pre-test and post-tests the Learning Strategies Scale for University Students (LSS-US). The results in the post-tests revealed qualitative but not quantitative differences. The data allowed us to reflect on the impact of enrollment in higher education and to confirm the need to teach self-regulated learning strategies from the first year of graduation. The lack of previous knowledge, high expectations, as well as the number of intervention sessions were variables that possibly interfered in the results, not allowing, from a statistical point of view, a significant increase in the scale scores.
Fomento	