

<b>GLADE - Literacy Lab</b>	<b>EC2U Virtual Institute for Good Health and Well-being (GLADE) -</b>
<b>Name of the module</b>	<b>SMART AGEING AND HEALTHY LIFE Summer School, first Edition.</b>
<b>Course title (L-lecture / W-workshop)</b>	Uncertainty in times of COVID-19 pandemic: who are saving more resources to cope with?
<b>Course leader/Lecturer</b> Academic title, first and last name Link to an updated CV (EN)	Nathalie André, associate professor
<b>Language of instruction</b>	English
<b>Course description</b> Maximum 100-120 words	Responding to uncertainty does not require a complex understanding of the situation, and the urge to conserve resources in response to uncertainty can be subconscious and automatic (Anselme & Güntürkün, 2018). Energy conservation would likely be an adaptive response to uncertainty. Presumably, both humans and animals evolved to conserve energy. The more uncertain the future, the more adaptive it would be to conserve energy generally so as to be able to cope with unknown developments. Therefore, the adaptive response to uncertainty would be to conserve. Uncertainty has also been studied in the context of self-regulation models (Alquist et al., 2020) and has been shown to be associated with the weakening of self-regulation resources. The aim of this course is to show the relationship between uncertainty and resources conservation.
<b>Tackled concepts</b> 5 to 7 of the topics covered / lecture content	Uncertainty and self-control Resources conservation Vulnerability to depletion Personality trait Anxiety
<b>Prerequisites</b>	none
<b>Learning methods / Instruction modes</b> Lecture/workshop/practical application /field activity - interactive approach supported by academic articles, case studies, videos, class debates	Lecture and debates
<b>Assignments</b> class participation, problem-solving sessions, practical application, case study, group discussions, group assignments/presentations, posters	
<b>Evaluation</b>	class participation and module final evaluation test
<b>Bibliography/Course material</b> Recommended reading	Alquist, J. L., Baumeister, R. F., Tice, D. M., & Core, T. J. (2020). What You Don't Know Can Hurt You : Uncertainty Impairs Executive Function. <i>Frontiers in Psychology</i> , 11, 576001. Bar-Anan, Y., Wilson, T. D., & Gilbert, D. T. (2009). The feeling of uncertainty intensifies affective reactions. <i>Emotion</i> , 9(1), 123-127. Baumeister, R. F., Bratslavsky, E., Muraven, M., & Tice, D. M. (1998). Ego depletion : Is the active self a limited resource? <i>Journal of Personality and Social Psychology</i> , 74(5), 1252-1265. Bertrams, A. (2020). A Schema-Activation Approach to Failure and Success in Self-Control. <i>Frontiers in Psychology</i> , 11, 2256. Anselme, P., & Güntürkün, O. (2019). How foraging works : Uncertainty magnifies food-seeking motivation. <i>Behavioral and Brain Sciences</i> , 42, e35.

**The above mentioned curricular activity is part of the EC2U - GLADE Virtual Institute - SMART AGEING AND HEALTHY LIFE Summer School, first Edition. In order for the participants to be able to sit the final evaluation test, they need a minimum of 70% presence at the curricular and extracurricular activities. A pass/fail grading system is used in evaluating the participants, the decision on the awarding of the 3 ECTS credits being based on their active participation in classes and on their successfully passing the module final evaluation.**