

# ASIGNATURA DE GRADO: ASSESSMENT AND EDUCATION OF EMOTIONAL INTELLIGENCE

UNED

Curso 2016/2017

(Código de asignatura : 63024154)

NOMBRE DE LA ASIGNATURA	ASSESSMENT AND EDUCATION OF EMOTIONAL INTELLIGENCE
CÓDIGO	63024154
CURSO ACADÉMICO	2016/2017
DEPARTAMENTO	MÉTODOS DE INVEST. Y DIAGNÓSTICO EN EDUCACIÓN II (ORIENTACIÓN EDUCATIVA, DIAGNÓSTICO E INTERVENCIÓN PSICOPEDAGÓGICA)
TÍTULO EN QUE SE IMPARTE	GRADO EN PEDAGOGÍA
CURSO	CUARTO CURSO
PERIODO	SEMESTRE 2
TIPO	OPTATIVAS
CURSO	GRADO EN EDUCACIÓN SOCIAL
PERIODO	CUARTO CURSO
TIPO	SEMESTRE 2
	OPTATIVAS
Nº ECTS	6
HORAS	150.0
IDIOMAS EN QUE SE IMPARTE	INGLÉS

## PRESENTACIÓN Y CONTEXTUALIZACIÓN

### GENERAL INTRODUCTION

The new concept of emotional intelligence (EI) came into the scientific literature in 1990. Since that time, after more than twenty years later, EI has been established as a major new idea in psychology and education indeed, with an impressive number of scientific and popular books, papers and conferences around the world claiming its importance for everyday life.

Broadly, EI is a multifaceted trait to perceive, express, use, understand and manage both own and others emotions. Nowadays, developments in the research area of EI have provided a sound support for the building of a new kind of education called emotional education. Nevertheless, progress in that direction requires a clear and coherent theory-based conceptualization of EI, reliable and valid assessment instruments, and cautious steps to translate basic research into effective practical interventions.

This course is relevant to those with an interest in future education. As the society, the education and the employment scenes are continuously changing -requiring new and more advanced competencies-, the Faculty of Education at UNED has adjusted its offerings to meet the new needs of graduates and society. Education graduates can gain competitive advantage by acquiring greater knowledge and competence to discriminate between science and fiction in this area.

According to James Heckman, Nobel Laureate in Economics, we often have a bias toward believing that only cognitive ability is of fundamental importance to success in life, but investments in emotional education contribute to the quality and productivity of the workforce and the progress of people and countries by increasing self-control, empathy, social competence and motivation.

## REQUISITOS Y/O RECOMENDACIONES PARA CURSAR LA ASIGNATURA

### ENROLLMENT REQUIREMENTS

This course is completely delivered and assessed through the medium of the English language. So, competence in English language is required for all students of this course. It is expected that students who enroll in this course hold a B2 certificate or an equivalent level of competence. Accreditation will not be required, nevertheless all students should be proficient enough in this language, in order to read the materials, engage in the discussions and complete the assessment tests.

Moreover, in order to maintain acceptable standards of academic performance it is strongly recommended that students who have enrolled in this course have a minimum cumulative Grade Point Average (GPA) of C (6.00) as well as a minimum grade of C+ (6.50) in the following two courses of the common first year: *Psicología del Desarrollo* (63901017); *Bases del Aprendizaje y Educación* (63901098).

## EQUIPO DOCENTE

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## HORARIO DE ATENCIÓN AL ESTUDIANTE

### SUPERVISION

Communication will be maintained through the tools provided in the virtual learning environment of UNED (aLF).

In case it should be necessary, e-mail can be used: [jcperez@edu.uned.es](mailto:jcperez@edu.uned.es)

Contact by telephone on Tuesday, 10.00-14.00 : +34 91 398 6955.

## COMPETENCIAS QUE ADQUIERE EL ESTUDIANTE

## RESULTADOS DE APRENDIZAJE

### LEARNING OUTCOMES

This course will enable you to:

- 1) Know, understand, and analyze the main models of EI
- 2) Recognize the reliability and validity properties of the main assessment instruments of EI
- 3) Reflect critically on the extant literature by shifting facts from opinions and speculation
- 4) Interpret and discuss results of empiric studies focused on EI and educational variables
- 5) Identify the main recommended criteria for the design, implementation and evaluation of emotional education programs.

## CONTENIDOS

## METODOLOGÍA

### ATTENDANCE

On-line: the virtual learning environment of UNED, namely, aLF.

Term: Spring (from February to May).

### INSTRUCTIONAL MODEL

Students are encouraged to participate and engage actively in discussions in the forums (aLF).

Some activities may also be done outside the virtual learning environment of UNED (aLF), such as collecting data in

a certain context, or applying measures of EI.

The specific learning activities will be specified in the second part of this guide/syllabus in the virtual learning environment of UNED (aLF).

## SISTEMA DE EVALUACIÓN

## BIBLIOGRAFÍA BÁSICA

### ESSENTIAL READINGS (Required)

Pérez, J. C., Petrides, K. V., & Furnham, A. (2005). Measuring trait emotional intelligence. In R. Schulze and R. D. Roberts (Eds.), *Emotional Intelligence. An International Handbook* (pp. 181-201). Cambridge, MA: Hogrefe & Huber. [Available from the virtual learning environment]

Salovey, P., & Mayer, J. D. (1990). Emotional intelligence. *Imagination, cognition and personality*, 9(3), 185-211. [Available from the virtual learning environment]

NOTE: All of these and other essential (required) readings for this course are available inside aLF for free.

## BIBLIOGRAFÍA COMPLEMENTARIA

### ADDITIONAL READINGS (Optional)

Bar-On, R. (2000). Emotional and social intelligence: Insights from the Emotional Quotient Inventory (EQ-i). In R. Bar-On & J. D. Parker (Eds.), *Handbook of Emotional Intelligence*. San Francisco: Jossey-Bass.

Bisquerra, R., Pérez-González, J. C., & García Navarro, E. (2015). *Inteligencia emocional en educación*. Madrid: Síntesis.

Collaborative for Academic, Social and Emotional Learning (2012). *2013 CASEL Guide. Effective Social and Emotional Learning Programs*. Preschool and Elementary School Edition. Chicago, IL: CASEL.

Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., y Schellinger, K. B. (2011). The impact of enhancing students' social and emotion learning: A meta-analysis of school-based universal interventions. *Child Development*, 82, 405-432.

Humphrey, N. (2013). *Social and Emotional Learning: A Critical Appraisal*. London: Sage.

Humphrey, N., Carrant, A., & Morris, E. (2007). Emotional Intelligence and Education: A critical review. *Educational Psychology*, 27(2), 235-254.

Kotsou, I., Nelis, D., Gregorie, J., y Mikolajczak, M. (2011). Emotional Plasticity: Conditions and Effects of Improving Emotional Competence in Adulthood. *Journal of Applied Psychology*, 96(4), 827-839.

Mayer, J. D., & Salovey, P. (1997). What is emotional intelligence? In P. Salovey y D. Sluyter (Eds.), *Emotional development and emotional intelligence: implications for educators* (pp. 3-34). New York: Basic Books.

Nelis, D., Quoidbach, J., Mikolajczak, M., & Hansenne, M. (2009). Increasing emotional intelligence: (How) is it possible? *Personality and Individual Differences*, 47, 36-41.

Pérez-González, J.C., y Sanchez-Ruiz, M<sup>a</sup> J. (2014). *Trait emotional intelligence anchored within the big five, big two and big one frameworks*. *Personality and Individual Differences*, 65, 53-58.

Petrides, K. V., Furnham, A. & Mavroveli, S. (2007). Trait emotional intelligence: Moving forward in the field of EI. In G. Matthews, M. Zeidner, & R. Roberts, R. (Eds.). *Emotional intelligence: Knowns and unknowns* (Series in Affective Science). Oxford: Oxford University Press.

Petrides, K. V., Furnham, A., & Frederickson, N. (2004). Emotional intelligence. *The Psychologist*, 17, 574-577.

Petrides, K. V., Pérez-González, J. C., & Furnham, A. (2007). On the criterion and incremental validity of trait emotional intelligence. *Cognition and Emotion*, 21, 26-55.

Sánchez-Ruiz, M. J., Hernández-Torrano, D., Pérez-González, J. C., Batey, M., & Petrides, K. V. (2011). The relationship between trait emotional intelligence and creativity across different subject domains. *Motivation and Emotion*, 35, 4, 461-473.

Schutte, N. S., Malouff, J. M., & Thorsteinsson, E. B. (2013). Increasing Emotional Intelligence through Training: Current Status and Future Directions. *The International Journal of Emotional Education*, 5(1), 56-72.

Zeidner, M., Roberts, R., & Matthews, G. (2002). Can emotional intelligence be schooled? A critical review. *Educational Psychologist*, 37(4), 215-231.

## RECURSOS DE APOYO Y WEBGRAFÍA

### RESOURCES FOR LEARNING

There will be some additional resources in the virtual learning environment of UNED (aLF), besides the bibliography. Further selected resources for curious students may be found visiting the Emotional Education Laboratory: [eduemo.com](http://eduemo.com)

Academic chats will be organized on a regular basis.

The student has free access to UNED's library, where there are many resources, both bibliographical, as well as audio-visual, and courses on how to use these resources.

## TUTORIZACIÓN EN CENTROS ASOCIADOS