ASIGNATURA DE GRADO:
ASSESSMENT AND EDUCATION OF EMOTIONAL INTELLIGENCE

Curso 2017/2018

(Código de asignatura : 63024154)

NOMBRE DE LA ASIGNATURA	ASSESSMENT AND EDUCATION OF EMOTIONAL INTELLIGENCE
CÓDIGO	63024154
CURSO ACADÉMICO	2017/2018
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
	GRADO EN EDUCACIÓN SOCIAL
CURSO	CUARTO CURSO
PERIODO	SEMESTRE 2
TIPO	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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DEPARTAMENTO	MÉTODOS DE INVESTIGACIÓN Y DIAGNÓSTICO EN EDUCACIÓN II

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

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

COMPETENCIAS QUE ADQUIERE EL ESTUDIANTE

The competencies that each student is expected to develop through this course are:

CE11	**Evaluar centros, planes, programas, proyectos, acciones y recursos educativos y formativos**
CE12	**Evaluar los procesos de enseñanza-aprendizaje y los agentes educativos**
CE19	**Identificar planteamientos y problemas educativos, indagar sobre ellos: obtener, registrar, tratar e interpretar información relevante para emitir juicios argumentados que permitan mejorar la práctica educativa**
CE20	**Realizar estudios prospectivos y evaluativos sobre características, necesidades y demandas pedagógicas**

Regarding expected generic competencies to be developed through this course, these are:

CG3	**Gestionar procesos de mejora, calidad e innovación**
CG5	**Utilizar de forma eficaz y sostenible las herramientas y recursos de la sociedad del conocimiento**

Concerning both Bachelors of Social Education and Pedagogy, this course mainly contributes to the following generic competencies of those Degrees: To develop higher cognitive processes (i.e., *Desarrollar procesos cognitivos superiores*); To develop ethical attitudes in line with the professional deontology (i.e., *Desarrollar actitudes éticas de acuerdo con la deontología profesional*).

Specifically, regarding the Bachelor of Social Education, this course is closely related to the subject 6 Socioeducational Mediation (i.e., *Mediación Socioeducativa*) and Socioeducational intervention in various settings (i.e., *Intervención socioeducativa en diversos contextos*). Nonetheless, since this course is part of the subject 8, namely, Assessment and Pedagogical Research (i.e., *Evaluación e investigación pedagógica*) of the Degree, it directly contributes to the following specific competencies of that subject: To evaluate centres, plans, programs, projects, actions and educational and training resources (i.e., *Evaluar centros, planes, programas, proyectos, acc* [illegible] gogical use and curricular integration of the didactic means (i.e., *Asesorar sobre el uso pedagógico e integración curricular de los medios didácticos*); To identify educational approaches and problems, and to investigate on them (i.e., *Identificar planteamientos y problemas educati* [illegible] *mación relevante para emitir juicios argumentados que permitan mejorar la práctica educativa*); To conduct prospective and evaluative studies about the pedagogical characteristics, needs and demands (i.e., *Realizar estudios prospectivos y evaluativos sobre las características,* [illegible] *pedagógicas*).

Likewise, this optional course is mainly connected to the following compulsory courses of the Degree: Assessment in social education (i.e., *Diagnóstico en educación social*); Techniques and instruments for collecting data (i.e., *Técnicas e instrumentos para la recogida de información*); Programs evaluation (i.e., *Evaluación de programas*).

With regard to the Bachelor of Pedagogy, this course is closely related to the subject 5, namely, Educational intervention, assessment and counselling (i.e., *Intervención educativa, diagnóstico y orientación*). According to this relationship, this course may contribute to the following specific competencies of that subject: To assess developmental possibilities and needs of persons, in order to base educational actions (i.e., *Diagnosticar las necesidades y posibilidades de desarrollo de las personas para fundamentar las acciones educativas*); To develop strategies and techniques to promote the participation and life span learning (i.e., *Desarrollar estrategias y técnic* [illegible] *ta*).

Finally, this course is mainly connected to the following compulsory courses of the Degree: Pedagogical assessment (i.e., *Diagnóstico pedagógico*); Psychopedagogical counselling and intervention (i.e., *Orientación e intervención psicopedagógica*). Moreover, this course is also connected to the optional course of Assessment and education of gifted (i.e., Diagnóstico y educación de los más capaces).

Finally, this course is also closely related to the basic course of Learning Bases and Education (i.e., *Bases del aprendizaje y educación*), located in Year 1 of both Bachelor of Social Education and Bachelor of Pedagogy.

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

Topic 1) Models of EI

Topic 2) The assessment of EI

Topic 3) The importance of EI in everyday life

Topic 4) The role of EI in education

Topic 5) Emotional education programs

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

TIPO DE PRUEBA PRESENCIAL

Tipo de examen	No hay prueba presencial

PRUEBAS DE EVALUACIÓN CONTINUA (PEC)

¿Hay PEC?	
Descripción	Assessment is by means of two continuous assessment tests (PECs): off-line writing examination composed by 5 short questions (PEC1) + off-line essay focused on the critical analysis of an specific paper, study, or key issue (PEC2). Any student must send their PEC1 plus PEC2 via aLF's "Entrega de Tareas" app. The final grade in the course will be calculated as the mean between the two scores previously obtained in PEC1 and PEC2. In order to pass the course, the minimum required level of final grade is a point average of 1 (5.00). A student will be required to withdraw in the following extraordinary call (September) if the final grade in June is below 1 (<5.00). The assessment in the extraordinary call (September) will consist of two parallel forms of PEC1 and PEC2. For the extraordinary call, the PEC1 plus PEC2 are both due on the last Friday before the beginning of the September week of exams at UNED. • TECHNICAL PRECISION IN THE VOCABULARY • AFFIRMATIONS BASED ON EXPRESS SCIENTIFIC EVIDENCE • CRITICAL ANALYSES
Criterios de evaluación	NOTE: To get the most out of this course, it is important that you understand the readings. The discussions (in forums and chats) will complement your readings. Please read the assigned chapters and/or articles before reading the transcription of each academic chat. This will allow for a better understanding of the lecture and it also gives you the opportunity to ask focused questions in the forums. Readings will be drawn from a textbook and journal articles. The PEC1 and the PEC2 must constitute the student's original writing and cannot include passages or phrases copied from any other sources. All suspected cases of academic dishonesty will be discarded and marked with a 0.
Ponderación de la PEC en la nota final	100%
Fecha aproximada de entrega	(PEC1/15/04/2018)
Comentarios y observaciones	PEC1 is based on the topics 1 and 2. This will be available in aLF from March 1th. PEC2 is based on the topics 3, 4 and 5. This will be available in aLF from April 15th. It is due on May 31st at 23:55.

OTRAS ACTIVIDADES EVALUABLES

¿Hay otras actividades evaluables?	
Descripción	
Criterios de evaluación	
Ponderación en la nota final	0
Fecha aproximada de entrega	
Comentarios y observaciones	

¿Cómo se obtiene la nota final?

The final grade in the course will be calculated as the mean between the two scores previously obtained in PEC1 and PEC2. In order to pass the course, the minimum required level of final grade is a point average of 1 (5.00). A student will be required to withdraw in the following extraordinary call (September) if the final grade in June is below 1 (<5.00).

BIBLIOGRAFÍA BÁSICA

ESSENTIAL READINGS (Required)

Di Fabio, A., & Kenny, M. E. (2016). Promoting Well-Being: The Contribution of Emotional Intelligence. Frontiers in Psychology, 7, 1182. http://doi.org/10.3389/fpsyg.2016.01182

Qualter, P., Gardner, K. J., Pope, D. J., Hutchinson, J. M., & Whiteley, H. E. (2012). Ability emotional intelligence, trait emotional intelligence, and academic success in British secondary schools: A 5year longitudinal study. Learning and Individual Differences, 22, 83-91.

Mayer, J.D., Caruso, D.R., y Salovey, P. (2016). The Ability Model of Emotional Intelligence: Principles and Updates. Emotion Review, 8(4), 1-11.

Mikolajczak, M., & Peña-Sarrionandia, A. (2015). On the efficiency of emotional intelligence training in adulthood. Emotion Researcher. Retrieved from http://emotionresearcher.com/on-the-efficiency-of-emotional-intelligence-training-in-adulthood

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

Petrides, K. V., Mikolajczak, M., Mavroveli, S., Sánchez-Ruiz, M-J., Furnham, A., & Pérez-González, J-C. (2016). Recent developments in trait emotional intelligence research. Emotion Review, 8, 335-341.

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.

Salovey, P., & Mayer, J. D. (1990). Emotional intelligence. Imagination, cognition and personality, 9(3), 185-211.

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.

Siegling, A. B., Saklofske, D. H., & Petrides, K. V. (2015). Measures of ability and trait emotional intelligence. In G. J. Boyle, G. Matthews, & D. H. Saklofske (Eds.), Measures of Personality and Social Psychological Constructs. San Diego: Academic Press.

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

NOTE: All of these 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., Curran, A., & Morris, E. (2007). Emotional intelligence and Education: A critical review. Educational Psychology, 27(2), 235-254.

Kotsou, I., Nelis, D., Gregoire, 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, 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; Chapter 9). Cambridge, MA: Hogrefe & Huber.

Pérez-González, J.C., y Sanchez-Ruiz, Mª 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: edueemo.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