

ASSESSMENT AND EDUCATION OF EMOTIONAL INTELLIGENCE

Curso 2014/2015

(Código:63024154)

1.PRESENTACIÓN DE LA ASIGNATURA

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.

2.CONTEXTUALIZACIÓN EN EL PLAN DE ESTUDIOS

CONTEXTUALIZATION IN THE PLANS OF EDUCATIONAL BACHELOR DEGREES

The Bachelor of Social Education and the Bachelor of Pedagogy (BEd) provide a good preparation for graduate study in several theoretical and applied areas of education along the life span. For that purpose, the current high quality of both programs is based upon the scholarship and practical experience of our faculty, upon the thoughtful and up-to-date curriculum design, and upon the quality of our students. Both Bachelors place a strong emphasis on the development of updated knowledge and critical thinking, and this course is an additional road toward that goal.

Year 4 in both BEd offers a choice of optional advanced modules or courses reflecting different areas of research expertise within the Faculty of Education. Under that framework, this course is one of the first 4 optional courses offered in English at the Faculty of Education.

This course covers the cutting-edge research in EI and education, and it aims to deepen students' understanding of the different approaches of assessment and the underlying theoretical concepts in the field of EI and emotional education.



CONTRIBUTION TO KEY COMPETENCIES OF THE UNDERGRADUATES

Concerning both Bachelors of Social Education and Pedagogy, this course mainly contributes to the following *generic* competencies of that Degree: 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 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, acciones y recursos educativos y formativos*); To counsel about the pedagogical 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 educativos, e indagar sobre ellos: obtener, registrar, tratar e interpretar información 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, necesidades y demandas 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 técnicas para promover la participación y el aprendizaje a lo largo de la vida*).

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.

3.REQUISITOS PREVIOS REQUERIDOS 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).



4.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 sifting 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.

5.CONTENIDOS DE LA ASIGNATURA

SYLLABUS

The contents of the course are:

- 1) Models of EI
- 2) The assessment of EI
- 3) The importance of EI in everyday life
- 4) The role of EI in education
- 5) Emotional education programs

6.EQUIPO DOCENTE

- [DANIEL ANAYA NIETO](#)
- [JUAN CARLOS PEREZ GONZALEZ](#)

7.METODOLOGÍA Y ACTIVIDADES DE APRENDIZAJE

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).

8.EVALUACIÓN

ASSESSMENT

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. Both works are due on the last Friday before the first week of exams at UNED.

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 due on the last Friday before the beginning of the September week of exams at UNED.

9.BIBLIOGRAFÍA BÁSICA

Comentarios y anexos:

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]

Stough, C., Saklofske, D. H., & Parker, J. D. A. (Eds.) (2009). *Assessing Emotional Intelligence. Theory, Research, and Applications*. London: Springer. [Chapters 2, 3, 4, 5, 7, 11, 13].

10.BIBLIOGRAFÍA COMPLEMENTARIA

Comentarios y anexos:

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.

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

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.

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.

11.RECURSOS DE APOYO

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

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.

12.TUTORIZACIÓN

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

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