22-23

GRADO EN PEDAGOGÍA
CUARTO CURSO

GUÍA DE ESTUDIO PÚBLICA



ASSESSMENT AND EDUCATION OF EMOTIONAL INTELLIGENCE

CÓDIGO 63024154

UNED

22-23

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ÍNDICE

PRESENTACIÓN Y CONTEXTUALIZACIÓN
REQUISITOS Y/O RECOMENDACIONES PARA CURSAR LA ASIGNATURA
EQUIPO DOCENTE
HORARIO DE ATENCIÓN AL ESTUDIANTE
TUTORIZACIÓN EN CENTROS ASOCIADOS
COMPETENCIAS QUE ADQUIERE EL ESTUDIANTE
RESULTADOS DE APRENDIZAJE
CONTENIDOS
METODOLOGÍA
SISTEMA DE EVALUACIÓN
BIBLIOGRAFÍA BÁSICA
BIBLIOGRAFÍA COMPLEMENTARIA
RECURSOS DE APOYO Y WEBGRAFÍA

Nombre de la asignatura	ASSESSMENT AND EDUCATION OF EMOTIONAL INTELLIGENCE
Código	63024154
Curso académico	2022/2023
Departamento	MÉTODOS DE INVEST. Y DIAGNÓSTICO EN EDUCACIÓN II (ORIENTACIÓN EDUCATIVA, DIAGNÓSTICO E INTERVENCIÓN PSICOPEDAGÓGICA)
Título en que se imparte	GRADO EN PEDAGOGÍA
CURSO - PERIODO	- CUARTO CURSO - SEMESTRE 2
Título en que se imparte	GRADO EN EDUCACIÓN SOCIAL
CURSO - PERIODO	- CUARTO CURSO - SEMESTRE 2
Tipo	OPTATIVAS
Nº ETCS	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

Nombre y Apellidos	JUAN CARLOS PEREZ GONZALEZ (Coordinador de asignatura)
Correo Electrónico	jcperez@edu.uned.es
Teléfono	91398-6955
Facultad	FACULTAD DE EDUCACIÓN
Departamento	MÉTODOS DE INVESTIGACIÓN Y DIAGNÓSTICO EN EDUCACIÓN II

Nombre y Apellidos	GUILLERMO JIMENEZ CANTON
Correo Electrónico	guillejican@edu.uned.es
Teléfono	
Facultad	FACULTAD DE EDUCACIÓN
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 Wednesday, 10.00-14.00 : +34 91 398 6955.

Address: Office 2.46, Faculty of Education, c/ Juan del Rosal, 14, 2nd floor, 28040 Madrid.

TUTORIZACIÓN EN CENTROS ASOCIADOS

En el enlace que aparece a continuación se muestran los centros asociados y extensiones en las que se imparten tutorías de la asignatura. Estas pueden ser:

•**Tutorías de centro o presenciales**: se puede asistir físicamente en un aula o despacho del centro asociado.

•**Tutorías campus/intercampus**: se puede acceder vía internet.

Consultar horarios de tutorización de la asignatura 63024154

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 Bachellors of Pedagogy and Social Education, 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 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, 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 8, namely, Educational assessment and research (i.e., *Evaluación e investigación pedagógica*). According to this relationship, this course may contribute to the following *specific* competencies: 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.

RESULTADOS DE APRENDIZAJE

LEARNING OUTCOMES

•Conocer, comprender, analizar y valorar modelos y técnicas de evaluación
•Identificar criterios y referencias
•Analizar y valorar indicadores
•Interpretar resultados y sacar conclusiones
•Disponer de criterios para la búsqueda y selección de información relevante
•Conformar actitudes de rigor científico para abordar los problemas
•Seleccionar y aplicar las metodologías de investigación y evaluación adecuadas a la naturaleza y tipología de los problemas y situaciones

Specifically, 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? — Si

Descripción

Assessment is by means of two continuous assessment tests (PECs): off-line writing examination composed by 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.

Criterios de evaluación

TECHNICAL PRECISION IN THE VOCABULARY
AFFIRMATIONS BASED ON EXPRESS SCIENTIFIC EVIDENCE
CRITICAL ANALYSIS

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	(15/04/2023)
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 otra/s actividad/es evaluable/s?	No
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

Kotsou, I., Mikolajczak, M., Heeren, A., Grégoire, J., &Leys, C. (2019). Improving emotional intelligence: A systematic review of existing work and future challenges. *Emotion Review*, *11*

(2), 151-165.
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 5 year longitudinal study. *Learning and Individual Differences, 22*, 83-91.
Mayer, J.D., Caruso, D.R., &Salovey, P. (2016). The Ability Model of Emotional Intelligence: Principles and Updates. *Emotion Review, 8*(4), 1-11.
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. , &Qualter, P. (2018). Emotional intelligence and emotional education in school years. In L. Dacree Pool &P. Qualter (Eds.), ***An Introduction to Emotional Intelligence*** *Chichester: Wiley.*
Petrides, K. V., Mikolajczak, M., Mavroveli, S., Sánchez-Ruiz, M-J., Furnham, A., &PérezGonzález, 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.
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.

MANDATORY READINGS BY TOPIC:

Topic 1: Models of EI

Mayer, J.D., Caruso, D.R., &Salovey, P. (2016). The Ability Model of Emotional Intelligence: Principles and Updates. *Emotion Review, 8*(4), 1-11.
Petrides, K. V., Mikolajczak, M., Mavroveli, S., Sánchez-Ruiz, M-J., Furnham, A., &PérezGonzález, J-C. (2016). Recent developments in trait emotional intelligence research. *Emotion Review, 8*, 335-341
Salovey, P., &Mayer, J. D. (1990). Emotional intelligence. *Imagination, cognition and personality, 9*(3), 185-211.

Topic 2: The assessment of EI

O'Connor, P. J., Hill, A., Kaya, M., &Martin, B. (2019). The measurement of emotional intelligence: A critical review of the literature and recommendations for researchers and practitioners. *Frontiers in psychology*, 1116.

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.

Topic 3: The importance of EI in everyday life

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

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.

Topic 4: The role of EI in education

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 5 year longitudinal study. *Learning and Individual Differences, 22*, 83-91.

Topic 5: Emotional education programs

Kotsou, I., Mikolajczak, M., Heeren, A., Grégoire, J., &Leys, C. (2019). Improving emotional intelligence: A systematic review of existing work and future challenges. *Emotion Review*, *11* (2), 151-165.

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. , &Qualter, P. (2018). Emotional intelligence and emotional education in school years. In L. Dacree Pool &P. Qualter (Eds.), ***An Introduction to Emotional Intelligence*** *Chichester: Wiley.*

NOTE: All of these readings for this course are available inside aLF for free.

BIBLIOGRAFÍA COMPLEMENTARIA

ISBN(13):9781119114420
Título:AN INTRODUCTION TO EMOTIONAL INTELLIGENCE (2018)
Autor/es:P. Qualter ; L. Dacree Pool ;
Editorial:WILEY

ADDITIONAL READINGS (Optional)

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

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

Lea, R. G., Qualter, P., Davis, S. K., Pérez-González, J-C. , &Bangee, M. (2018). Trait emotional intelligence and attentional bias for positive emotion: An eye tracking study. *Personality and Individual Differences, 128, 88-93.*

Mayer, J. D., &Salovey, P. (1997). What is emotional intelligence? In P. Salovey, &D. Sluyter, *Emotional development and emotional intelligence: educational implications*. New York: Basic Books.

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/

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., &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.

Pérez-González, J.-C. , Saklofske, D. H., &Mavroveli, S. (2020). **Editorial: Trait Emotional Intelligence: Foundations, Assessment, and Education**. *Frontiers in Psychology.*

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.

Piqueras, J. A., Mateu, O., Cejudo, J., & Pérez-González, J.-C. (2019). **Pathways into Psychosocial Adjustment in Children: Modeling the Effects of Trait Emotional Intelligence, Social-Emotional Problems, and Gender**. *Frontiers in Psychology.*

Piqueras, J. A., Salvador, M. D. C., Soto-Sanz, V., Mira, F., & Pérez-González, J.-C. (2020). **Strengths against Psychopathology in Adolescents: Ratifying the Robust Buffer Role of Trait Emotional Intelligence**. *International Journal of Environmental Research and Public Health, 17, 804.*

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.

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

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.

IGUALDAD DE GÉNERO

En coherencia con el valor asumido de la igualdad de género, todas las denominaciones que en esta Guía hacen referencia a órganos de gobierno unipersonales, de representación, o miembros de la comunidad universitaria y se efectúan en género masculino, cuando no se hayan sustituido por términos genéricos, se entenderán hechas indistintamente en género femenino o masculino, según el sexo del titular que los desempeñe.