

63139 - Social and personal development: research on emotional intelligence and optimism

Syllabus Information

Academic Year: 2020/21

Subject: 63139 - Social and personal development: research on emotional intelligence and optimism

Faculty / School: 107 - Facultad de Educación

Degree: 330 - Complementos de formación Máster/Doctorado

573 - Master's in Lifelong Learning: Introduction to Research

ECTS: 3.0

Year: XX

Semester: 330 - First semester

573 - First semester

Subject Type: 573 - Optional

330 - ENG/Complementos de Formación

Module: ---

1.General information

1.1.Aims of the course

To pass this subject, students should obtain the following results:

1. Critically analyse a specific research in this development field by duly justifying the basis of the problem to be investigated and the type of problem (evolutionary, predictor variables, differences between groups), design, the sample and selected procedures.
- 2 Analyse and explain the main characteristics of thought skills and executive control processes, and the way to develop them among students during the teaching-learning process.
- 3 Analyse and show a good understanding of the psychological constructs of emotional intelligence, optimism, self-regulation, social skills, and recognising the general and specific psychological theories on which they are based.
- 4 Relate the emotional intelligence, optimism, self-regulation and social skill constructs with the basic competences set out as challenges from the education system by establishing the links that derive from them to develop competences.

1.2.Context and importance of this course in the degree

Brief presentation of the subject

Nowadays, it is widely accepted that student training has to be comprehensively done and must respond to all realities in the classroom. For years now, many activities have been organised in relation to syllabi by adopting different theoretical approaches with clearly defined objectives which, on the one hand, attempt to prevent certain problems that start in adolescence from appearing and, on the other hand, provide students with more general competences; e.g., in emotional or metacognitive terms. This perspective of these syllabi will include the new challenges that will emerge from the education system but, above all, will require a thorough research process to ensure that the eventually offered interventions are of verified quality.

From today's Psychology, it is true that emphasis is placed on an interest in studying the emotional dimension from different perspectives like: cognitive and motivational aspects, creativity, behaviours adopted and their effects for health, which implies a new view of Psychology and the human being. According to this reality, and thanks to the advances made in research methods, recent contributions have shed more light in order to be able to continue working on this line of work in-depth. Here we intend to set the scientific bases of the constructs that we propose, e.g. creativity, metacognition, emotional intelligence or optimism, in order to go beyond the more superficial considerations that surface as a result of their diffusion.

Apart from requiring the rigour that derives from science, these considerations offer new perspectives to deal with competences-based training at school because it is precisely from these theoretical perspectives that valuable contributions are made in aspects like ?learning to learn?, social and civic competence, or competence in autonomy, apart from helping to understand student's heterogeneous progress according to the multiple bio-psychosocial factors that are presented along the way.

1.3.Recommendations to take this course

2.Learning goals

2.1.Competences

2.2.Learning goals

1. Critically analyse a specific research in this development field by duly justifying the basis of the problem to be investigated and the type of problem (evolutionary, predictor variables, differences between groups), design, the sample and selected procedures.
- 2 Analyse and explain the main characteristics of thought skills and executive control processes, and the way to develop them among students during the teaching-learning process.
- 3 Analyse and show a good understanding of the psychological constructs of emotional intelligence, optimism, self-regulation, social skills, and recognising the general and specific psychological theories on which they are based.
- 4 Relate the emotional intelligence, optimism, self-regulation and social skill constructs with the basic competences set out as challenges from the education system by establishing the links that derive from them to develop competences.

2.3.Importance of learning goals

3.Assessment (1st and 2nd call)

3.1.Assessment tasks (description of tasks, marking system and assessment criteria)

4.Methodology, learning tasks, syllabus and resources

4.1.Methodological overview

The methodology followed in this course is oriented towards achievement of the learning objectives. It is based on active participation, case studies, teamwork etc. that favors the development of communicative skills and critical thinking. A wide range of teaching and learning tasks are implemented, such as lectures, practical activities, practice sessions, autonomous work, tutorials, and academic guidance.

Further information regarding the course will be provided on the first day of class.

4.2.Learning tasks

The course includes 6 ECTS organized according to:

- Lectures (0.8 ECTS): 8 hours. The professor presents theoretical contents.
- Practice sessions (0.6 ECTS): 6 hours. They can involve discussion and presentation of case studies, practical work outside the classroom (field work or visits), and seminars.
- Autonomous work (0.5 ECTS): 55 hours. Students do tasks such as autonomous study, reading of the course book, preparation of practice sessions and seminars, and summative assignments.
- Tutorials (0.4 ECTS): 4 hours. Professors' office hours can be used to solve doubts and to follow-up students' work.
- Assessment (0.2 ECTS): 2 hours. Final examination.

4.3.Syllabus

The course will address the following topics:

- Topic 1. Emotional inteligence
- Topic 2. Optimism and other psichological theories from positive Psychology in educational context.
- Topic 3. Positive Youth Development
- Topic 4. Thinking skills.

4.4.Course planning and calendar

For further details concerning the timetable, classroom and further information regarding this course please refer to the Faculty of Education website (<https://educacion.unizar.es/master-aprendizaje/master-aprendizaje>)

4.5.Bibliography and recommended resources

- Carr, A. (2007). *Psicología Positiva. La ciencia de la felicidad*. Barcelona: Paidós.
- Extremera, N. y Fernández-Berrocal, P. (2015). *Inteligencia Emocional y Educación*. Madrid: Editorial Grupo 5.
- Fernández-Abascal, E. (Coord.) (2009). *Emociones positivas*. Madrid: Pirámide.
- Gilman, R., Huebner, A.S. y Furlong, M.F. (2009). *Handbook of Positive Psychology in Schools*. Routledge: New York
- Mestre, J. M. y Fernández-Berrocal, P. (2007). *Manual de inteligencia emocional*. Madrid: Pirámide.
- Oliva, A. (2015). *Desarrollo positivo adolescente*. Madrid: Síntesis
- Snyder, C.R y Lopez. S. (2005). *Handbook of positive psychology*. Oxford: University Press

- Vohs, K.D. y Baumeister, R.F. (2011). *Handbook of Self-Regulation Research, Theory, and Applications*. Second Edition. THE GUILFORD PRESS: New York London