

Academic Year/course: 2024/25

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

Syllabus Information

Academic year: 2024/25

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: 573 - Master's in Lifelong Learning: Introduction to Research: 1
330 - Complementos de formación Máster/Doctorado: XX

Semester: First semester

Subject type: 330 - ENG/Complementos de Formación
573 - Optional

Module:

1. General information

The subject is part of the elective subject block of the first semester of the master's degree. It offers students a theoretical approach to different psychological constructs that are currently being used as the basis for numerous educational proposals aimed at improving social and personal skills. It allows students to deepen their understanding of the theoretical bases of these constructs, the comparison between them, the review of research in national and international contexts, as well as the research on programs for the promotion of competencies in educational contexts. This approach is in line with the Sustainable Development Goals of the United Nations, in particular, it is essential to understand, from the role of teachers, what is the meaning of development processes and learning difficulties as a necessary condition to comprehend Quality Education (Goal 4), Reduction of Inequalities (Goal 10), Gender Equality (Goal 5) and Lifestyles and Wellbeing (Goal 3).

2. Learning results

1. To critically analyse a specific research in this field of development, adequately justifying the basis and type of the problem to be investigated (developmental, predictor variables, differences between groups), the design, the sample and the selected procedures.
2. To analyse and explain the main characteristics of thinking skills and executive control processes, and how they can be developed by students during the teaching-learning process.
- 3 To analyse and show a good understanding of the psychological constructs of emotional intelligence, optimism, self-regulation, social skills, recognizing the general and specific psychological theories on which they are based.
- 4 To relate the constructs of emotional intelligence, optimism, self-regulation and social skills with the basic competencies that are posed as challenges from the educational system, establishing the links derived from these for the development of competencies.

3. Syllabus

- * Positive adolescent development
- * Optimism and other positive psychology constructs in the school environment.
- * Emotional Intelligence.
- * Thinking skills

4. Academic activities

1. Master classes designed in a face-to-face manner (6). Those students who cannot attend the planned activities will be able to do a parallel follow-up of the subject through Moodle. They must then present the assignments, submit the works and raise discussions through forums using the Moodle platform.
- 2- Semi-attendance activities that will be articulated around readings on research issues on which reflection and deepening questions will be posed. These should be presented to the classmates and will generate a debate that will make it possible to collect the contributions that have been made on the readings. In order to carry out these tasks, students may be organized in work groups. These activities will be: reading research papers and sharing them, performing co-assessment tasks, writing a final paper and a self-assessment.

The above activities will be cross-cutting and aligned with the Sustainable Development Goals (SDGs), the Sustainable Development Goals (SDGs) mentioned in section 6, so that the acquisition of the learning outcomes of the subject will provide the capacity and competence to contribute to some extent to the achievement of the SDGs.

5. Assessment system

The learning assessment will be continuous, so that each of the activities performed by the student that generates a product will

be assessed and graded. Specifically, the means for assessment and the description thereof are as follows:

Face-to-face work between sessions: 20%.

Final work: 60%.

Group work for peer review: 15%.

Self-assessment of learning: 5%.

1. Continuous assessment

1.1 Face-to-face work between sessions. It involves the completion and commentary of readings and other tasks assigned by the teacher during the development of the face-to-face sessions of the subject. Students may comment and participate both in person and through Moodle.

Failure to submit the assignments on the established deadlines or not completing them will result in a lower grade for this section.

1.2 Final work

The assignment will consist of a critical reading of five research articles chosen by the student. Four of them must not have been presented previously in the activities carried out during the sessions. This work will be delivered in written format and presented orally, in sessions with the rest of the classmates and faculty. In order to obtain a passing grade, the work must be delivered on the established deadline and defended before the rest of the students and the faculty.

1.3 Group work of peer review

The group must write a report on a research plan proposed by students from previous years on the specific contents of the subject. To be assessed, it must be submitted on the established deadlines.

1.4 Self-assessment

It is a written document in which the student will reflect on their own contributions to the subject based on the motivations that led them to take it and their positioning in one of the three profiles mentioned in the section on the meaning and context of the degree. They will include a self-grading, justified on the basis of the learning achieved and the time invested in the subject.

2. Final test

Those students who have not followed the continuous assessment method and have not submitted the assessment tasks it entails, may opt for a final assessment. It will consist of three parts: a written test (45%), in which the student must solve an exam on the contents of the subject in a limited time using their own materials. This written exam will include the final report of the subject (50%) and the self-assessment of learning described in the continuous assessment section (5%). A passing grade on the average of the three parts will be required in order to pass the final test.

Second call

Students who have not passed the subject in the first call by means of the continuous assessment system may keep the assessment method followed so far provided they submit again the not passed or not completed assessment activities. Deadline will be the date established as official exam date. Those students who wish to do so, however, may take the final test of the subject described in the previous section.

The format of the **fifth and sixth calls** will be similar to that of the continuous assessment or the final exam, according to the students' choice.

Notice

It should be noted that the University of Zaragoza's Rules of Coexistence will apply to irregularities in the assessment tests through academic fraud, and article 30 of the Rules of Learning Assessment will also apply to irregular practices other than academic fraud.

6. Sustainable Development Goals

3 - Good Health & Well-Being

4 - Quality Education

5 - Gender Equality