

## COURSE OUTLINE

### (1) GENERAL

SCHOOL	Faculty of Social Sciences		
ACADEMIC UNIT	Department of Psychology		
LEVEL OF STUDIES	Undergraduate Courses		
COURSE CODE	<b>C 3114 (SEM)</b>	<b>SEMESTER</b>	<b>E'</b>
COURSE TITLE	Emotional Intelligence and School.		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
		3	6
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	Skills development		
<b>PREREQUISITE COURSES:</b>	Educational Psychology		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	Greek (for Erasmus students in English)		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	(the seminar will be offered in Greek).		
<b>COURSE WEBSITE (URL)</b>	It will be announced		

### (2) LEARNING OUTCOMES

#### **Learning outcomes**

*The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.*

*Consult Appendix A*

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*

- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

The seminar focuses on the penetrating of the Emotional Intelligence concept and all conceptual models that have been developed over the last decades (ability models, mixed models). Furthermore, the seminar is exploring the importance of Emotional Intelligence implementation in the school context. The purpose of the seminar is the conceptual understanding of emotional intelligence dimensions in the light of theoretical models and its implementation in education.

What Students should be able to do after seminar:

1. *Expand their knowledge of the nature of Intelligence.*
2. *Understand the concept of Emotional Intelligence.*
3. *Describe all models of Emotional Intelligence.*
4. *Link the dimensions of the Emotional Intelligence theoretical models to the programs implemented in schools.*
5. *Make a critical assessment of the Emotional Intelligence implementation at schools.*

### **General Competences**

*Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?*

<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>
<i>Decision-making</i>	<i>Respect for the natural environment</i>
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>
<i>Team work</i>	<i>Criticism and self-criticism</i>
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>
<i>Working in an interdisciplinary environment</i>	<i>.....</i>
<i>Production of new research ideas</i>	<i>Others...</i>
	<i>.....</i>

- *Data and Information' seeking, analyzing and synthesizing using the appropriate technologies.*
- *Adapting to new situations*
- *Working independently*
- *Team work*
- *Respect for difference and multiculturalism.*
- *Exhibition of social, professional and moral responsibility and sensitivity to gender issues.*
- *Exercise of criticism and self-criticism*
- *Free, creative and inductive thinking promotion.*

### (3) SYLLABUS

1. Approaching the concept of Emotional Intelligence. Historical review.
2. Theoretical models and kinds of Emotional Intelligence's measurement.
3. a. Emotional Intelligence as a cognitive ability (Mayer, Salovey & Caruso).
  - b. Reuven Bar-On Emotional and Social Intelligence theory
  - C. Daniel Goleman's model (emotional competence framework).
  - D. Petrides, and Furnham model.
  - E. R. Cooper's model.
4. Emotional Intelligence and Gender.
5. Emotional Intelligence and age.
6. Relationship between Emotional Intelligence and achievement.
7. Emotional Intelligence and Personality.
8. Emotional Intelligence implementation at school.
9. Emotional Intelligence Programs at school.
10. Critical evaluation.

### (1) TEACHING and LEARNING METHODS - EVALUATION

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Face to face		
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching, Communication with students Using the e-learning		
<b>TEACHING METHODS</b> <i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i>  <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	<b>Activity</b>	<b>Semester workload</b>	<b>ECTS</b>
	Lecture/essay presentation	39 hours	1,56
	Preparation of the essay and the article in the classroom	30	1,20
	Independent study/final project writing	60	2,40
	Presentation of an article	20	0,80
	<b>ΣΥΝΟΛΟ</b>	<b>149</b>	<b>5,96</b>
<b>STUDENT PERFORMANCE EVALUATION</b>	-Final written essay at the end of the semester (50%).		

<p><i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>-Essay presentation 30%</p> <p>-Participation in the seminar, and presentation of an article 20%</p> <p>Assessment will be in Greek or in English language (for Erasmus students).</p>
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## (2) ATTACHED BIBLIOGRAPHY

<p><b>Books in English</b></p> <p>Ameriks, J., Wranik, T., &amp; Salovey, P. (2009). <i>Emotional Intelligence and Investor Behavior</i>. The Research Foundation of CFA Institute.</p> <p>Bahman, S., &amp; Maffini, H. (2008). <i>Developing Children's Emotional Intelligence</i>. Continuum International Publishing Group. (<a href="http://www.continuumbooks.com">www.continuumbooks.com</a>).</p> <p>Bar-On R. (2000). <i>The Handbook of Emotional Intelligence: Theory, Development, Assessment, and Application at Home, School, and in the Workplace</i>. JDA Parker, San Francisco: Jossey-Bass.</p> <p>Bowkett, S., &amp; Percival, S. (2011). <i>Coaching Emotional Intelligence in the Classroom: A practical guide for 7-14</i>. USA and Canada: Routledge.</p> <p>Ciarrochi, J., &amp; J. D. Mayer, J.D. (2007). <i>Applying Emotional Intelligence: A Practitioner's Guide</i>. Philadelphia, PA: Psychology Press.</p> <p>Salovey, P., &amp; Sluyter, J. (1997). <i>Emotional Development and Emotional Intelligence</i>. USA: Basic Books.</p> <p><b>Articles in English</b></p> <p>Bar-On, R. (2006). The Bar-On model of emotional-social intelligence (ESI). <i>Psicothema</i>, 18, supl., 13-25.</p> <p>Kafetsios, K. (2004). The Mayer, Salovey &amp; Caruso Emotional Intelligence Test, Greek version. Toronto: MHS International.</p> <p>Matthews, G., Roberts, R.D. &amp; Zeidner, M., &amp; (2004). Seven Myths about Emotional Intelligence. <i>Psychological Inquiry</i>, 15 (3), 179-196.</p> <p>Mayer, J.D., Salovey, P. &amp; Caruso, D.R. (2004). Emotional Intelligence: Theory, findings, and Implications. <i>Psychological Inquiry</i>, 15 (3), 197–215.</p>
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- Mayer, J. D., Roberts, R. D. & Barsade, S.G. (2008). Human Abilities: Emotional Intelligence. *Annu. Rev. Psychol.* 59, 507–536.
- Petrides, K.V., Furnham, A., & Frederickson, N. (2004). Emotional Intelligence. *The Psychologist*, 17, 574-577.
- Poulou, M. (2017). The Relation of Teachers' Emotional Intelligence and Students' Social Skills to Students' Emotional and Behavioral Difficulties: A Study of Preschool Teachers' Perceptions. *Early Education and Development*, 28 (8), 996-1010.
- Tsaousis, I. (2008). Measuring trait emotional intelligence: development and psychometric properties of the Greek Emotional Intelligence Scale (GEIS). *Psychology*, 15 (2), 200-218.