

## COURSE OUTLINE

### (1) GENERAL

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|--|---|-----------------|-----------------|
| <b>SCHOOL</b>                                    | SOCIAL SCIENCES   |                 |                 |
| <b>ACADEMIC UNIT</b>                             | PSYCHOLOGY  |                 |                 |
| <b>LEVEL OF STUDIES</b>                          | UNDERGRADUATE   |                 |                 |
| <b>COURSE CODE</b>                               | <b>PSY-3209</b>   | <b>SEMESTER</b> | 5 <sup>th</sup> |
| <b>COURSE TITLE</b>                              | <b>Emotional Intelligence and School</b>  |                 |                 |
| <b>INDEPENDENT TEACHING ACTIVITIES</b>           | <b>WEEKLY TEACHING HOURS</b>  | <b>CREDITS</b>  |                 |
| Lectures and exercises                           | <b>3</b>  | <b>6</b>        |                 |
| <b>COURSE TYPE</b>                               | Skill development - Seminar   |                 |                 |
| <b>PREREQUISITE COURSES:</b>                     | Research Methodology in Social Studies I  |                 |                 |
| <b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b> | Greek   |                 |                 |
| <b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b> | No  |                 |                 |
| <b>COURSE WEBSITE (URL)</b>                      | <a href="https://elearn.uoc.gr/course/view.php?id=6148">https://elearn.uoc.gr/course/view.php?id=6148</a> |                 |                 |

### (2) LEARNING OUTCOMES

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| <b>Learning outcomes</b>   |
| <p>In the current seminar, students will engage in the study of Emotional Intelligence (EI) and its diverse applications within the educational environment. Specifically, participants will explore the following areas in depth: a. Theoretical Frameworks: An analysis of the theoretical models of Emotional Intelligence and their association with academic performance and cognitive intelligence, b. Practical Applications: The implementation of EI strategies and practices within the classroom and the broader school context, c. Developmental Methodologies: The various techniques and approaches used to cultivate and enhance emotional competencies.</p> <p>Upon successful completion of this course students are expected to:</p> <ul style="list-style-type: none"> <li>● Develop familiarity with both foundational and contemporary literature regarding Emotional Intelligence.</li> <li>● Conduct academic literature reviews by effectively utilizing electronic databases and scholarly repositories.</li> <li>● Synthesize psychological and educational literature to create a cohesive understanding of the subject matter.</li> <li>● Summarize and critically analyze the methodology and findings of empirical research articles.</li> <li>● Present research findings in a professional academic manner.</li> <li>● Critically evaluate the ethical implications and practical applications of the research presented throughout the course.</li> <li>● Acquire specialized knowledge regarding the implementation of Emotional Intelligence frameworks within the school environment.</li> </ul> |
| <b>General Competences</b>   |

- Seeking, analyzing and composing data and other information through the development of appropriate skills and knowledge
- Adapt to new situations and apply knowledge in diverse contexts
- Team work
- Working independently
- Respect for difference and multiculturalism
- Criticism and self-criticism
- Foster independent, creative, and inductive reasoning

### (3) SYLLABUS

The course content is linked to the five core pillars of the curriculum: **Scientific Foundations [1], Scientific Research and Critical Thinking [2], Ethics and Social Responsibility [3], Communication Skills [4], and Basic Preparation for Career Decisions and Professional Development [5]**

During the first five weeks, the instructor provides an overview of the core concepts and theoretical models that constitute the foundation of the seminar.

**Week 1:** Seminar orientation and introductory elements. Establishing a collaborative framework among students: Preparatory procedures for the formation of working groups. [1, 4]

**Week 2:** Database search strategies. Guidelines for oral presentations and academic writing for the final term paper. [1]

**Week 3:** The concept of Emotional Intelligence (EI). Historical evolution of the construct. Methodological challenges and considerations regarding the measurement of Emotional Intelligence. [1]

**Week 4:** Delineation of primary theoretical models of Emotional Intelligence: a) EI as a cognitive ability, and b) Reuven Bar-On's theory of Emotional and Social Intelligence. [1, 2, 4]

**Week 5:** Delineation of primary theoretical models of Emotional Intelligence: c) Daniel Goleman's model of emotional competence, and d) The trait EI model by Petrides and Furnham. [1, 2, 4]

The following three sessions are dedicated to student-led presentations, accompanied by critical commentary and discussion regarding the correlation between Emotional Intelligence, academic achievement, and cognitive intelligence. Emphasis is placed on the practical application and development of Emotional Intelligence within the classroom and the broader school environment.

**Week 6:** Presentation of select journal articles or book chapters. [2, 3, 4]

**Week 7:** Presentation of select journal articles or book chapters. [2, 3, 4]

**Week 8:** Presentation of select journal articles or book chapters. [2, 3, 4]

The subsequent four sessions are allocated for the presentation of the students' final projects.

**Week 9:** Presentation of final projects. [2, 3, 4]

**Week 10:** Presentation of final projects. [2, 3, 4]

**Week 11:** Presentation of final projects. [2, 3, 4]

**Week 12:** Presentation of final projects. [2, 3, 4]

**Week 13:** Concluding remarks, clarification of queries, and final feedback regarding the submission of the term paper. [1, 2, 3, 4, 5]

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

|                 |                       |
|-----------------|-----------------------|
| <b>DELIVERY</b> | Face-to-face in class |
|-----------------|-----------------------|

|   |  |                          |                     |
|---|--|--------------------------|---------------------|
| <b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> | <ul style="list-style-type: none"> <li>• Use of ICT in teaching</li> <li>• Slides and video demonstrations, course notes and other educational material relevant to the course can be accessed through the E-learn online platform</li> <li>• Use of e-mail in communication with students</li> </ul>  |                          |                     |
| <b>TEACHING METHODS</b>                                 | <i>Activity</i>  | <i>Semester workload</i> | <i>ECTS credits</i> |
|   | Lectures   | 39                       | 1.56                |
|   | Weekly individual activities   | 21                       | 0.74                |
|   | Peer Collaboration & Group Presentations   | 40                       | 1.60                |
|   | Independent Study and presentation   | 50                       | 2.00                |
|   | <b>Course total</b>  | <b>150</b>               | <b>6.00</b>         |
| <b>STUDENT PERFORMANCE EVALUATION</b>                   | <p>Active engagement in the course 10%</p> <p>Weekly individual assignments: 20%</p> <p>Article or chapter presentations: 20%</p> <p>Final essay presentation: 10%</p> <p>Literature review and final essay: 40%</p> <p>Evaluation criteria are accessible to students via the website of course on the UoC e-learn platform. In addition, they are presented during the introductory lecture.</p> |                          |                     |

### (5) ATTACHED BIBLIOGRAPHY

Fernández-Berrocal, P., & Checa, P. (2019). *Emotional Intelligence and cognitive abilities. Frontiers in Psychology*.

Keefer, K.V., Parker, J. D. A., & Saklofske, D. H. (Eds) (2018). *Emotional Intelligence in Education: Integrations, Research with Practice*. Springer.

Kreffft, K. M. (2019). *Emotional Intelligence in Schools: a Comprehensive Approach to Developing Emotional Literacy*. Routledge.

*Journals*

-Journal of Intelligence

- Frontiers in Psychology

