

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

Información del Plan Docente

Academic Year	2016/17
Academic center	107 - Facultad de Educación
Degree	573 - Master's in Lifelong Learning: Introduction to Research
ECTS	3.0
Course	1
Period	First semester
Subject Type	Optional
Module	---

1.Basic info

1.1.Recommendations to take this course

1.2.Activities and key dates for the course

2.Initiation

2.1.Learning outcomes that define the subject

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.

2.2.Introduction

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

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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-psycho-social factors that are presented along the way.

3.Context and competences

3.1.Goals

3.2.Context and meaning of the subject in the degree

3.3.Competences

3.4.Importance of learning outcomes

4.Evaluation

5.Activities and resources

5.1.General methodological presentation

5.2.Learning activities

5.3.Program

5.4.Planning and scheduling

5.5.Bibliography and recommended resources