**SYLLABUS**

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| COURSE TITLE | | EMOTIONAL INTELLIGENCE AND SOCIAL SKILLS | |
| CREDITS - | | 4ECTS; WINTER TERM | |
| LANGUAGE OF INSTRUCTION | | ENGLISH | |
| DEPARTMENT/FACULTY | | Department of Didactics, Faculty of Education and Psychology | |
| LECTURER: | | dr hab. Urszula Oszwa, prof. UMCS/Associate Professor | |
| COURSE OBJECTIVES | | | |
| KNOWLEDGE - student knows:  1. what EI is and what models can explain emotional and social competencies  2. the potential ways of EI development and causes of its deficits.  SKILLS - student is able to:  1. recognize his/hers own emotional and social skills levels  2. identify factors that are crucial for EI development  ATTITUDES - student:  1. respects other people thoughts and reflexions  2. protects private and sensitive data. | | | |
| PREREQUISITES N/A |  | | |
| COURSE ORGANISATION –LEARNING FORMAT AND NUMBER OF HOURS | | | |
| 30 hours of classes (interactive workshop) | | | |
| COURSE DESCRIPTION | | | |
| The module consists of two parts: 1) emotional intelligence in education (EI); 2) cognitive-behavioural therapy-based approach (CBT) as the way to improve social skills. The first part of the module (15h) covers the knowledge and practice in the area of emotional intelligence. Students will be familiarised with essential knowledge about the brain mechanisms of emotions. They will discuss ways and factors of EI development based on their own experience. There will be opportunity to find out how to improve EI for the sake of being efficient teachers, assisting the students to succeed in their school life. The second part of the module (15h) covers the knowledge of social skills improvement with the use of CBT approach. It will be presented as an introduction and an opportunity to implement it into practice in education. The aim of this part of the module is to understand others and to improve both interpersonal and intrapersonal skills to become an efficient and successful teacher. | | | |
| METHODS OF INSTRUCTION | | | Interactive lecture, discussion, video, work with the text from the articles, social tasks in small groups |
| REQUIREMENTS AND ASSESSMENTS | | | \* Attendance and active participation in classes  \*One test related to the topics of the classes (multiple choice; true-false statements)  \* One group presentation on the chosen topic (related to the emotional intelligence and social skills)  \* Coursework; 5-10 pages essay on EI theory and practice. |
| GRADING SYSTEM | | | **Active attendance:** success in the course depends on attending class regularly, actively participating in the classes, making notes.  **Test:** There will be one online 15minutes test (multiple choices, true/false) at the end of the term, based on the recommended reading.  **Other forms**: a group presentation (presented on the classes) and an individual coursework (written essay prepared by each student at the end of the term)  **Score system:** 0-50% - 2.0; 50-59%-3.0; 60-69% -3.5;70-79%-4.0; 80-89% - 4.5; 90-100%-5.0 |
| TOTAL STUDENT WORKLOAD NEEDED TO ACHIEVE EXPECTED LEARNING OUTCOMES EXPRESSED IN TIME AND ECTS CREDIT POINTS | | | 30h - 4ECTS   |  |  | | --- | --- | | **Activity** | **Hours:** | | Lecture | 0 | | Workshops/classes | 30 | | Preparation for classes (reading, homework etc.) | 30 | | Preparing a group presentation | 15 | | Revising for the test | 20 | | Essay preparation | 25 | | Total | 120 | | ECTS | 4 | |
| STUDY MATERIALS | | | **PRIMARY OR REQUIRED BOOKS/READINGS:**  Part 1 - EI in education:  1. Barbey, A. K.; Colom, R.; Grafman, J. (2012). Distributed neural system for emotional intelligence revealed by lesion mapping. Social Cognitive and Affective Neuroscience, 9 (3), 265–272.  2. Cavazotte, F.; Moreno, V.; Hickmann, M. (2012). Effects of leader intelligence, personality and emotional intelligence on transformational leadership and managerial performance. The Leadership Quarterly, 23 (3), 443–455.  3. Mikolajczak, M.; Luminet, O.; Leroy, C. Roy, E. (2007). Psychometric properties of the Trait Emotional Intelligence Questionnaire. Journal of Personality Assessment, 88, 338–353.  4. Salovey, P.; Mayer, J.; Caruso, D. (2004), Emotional Intelligence: Theory, Findings, and Implications, Psychological Inquiry, 1, 197–215.  Part 2 - CBT in social skills improvement:  1. Dryden W. (2003). Managing Low Self-Esteem. London: Whurr Publishes.  2. Kabat-Zinn J. (2004). Wherever you go, there you are: Mindfulness meditation for everyday life.  3. Solso, R., MacLin, J. & MacLin F. (2006). Cognitive Psychology, Seventh Edition  4. Wortman, J. & Loftus E. (2000). Psychology. Knopf. |