

Name	Emotional Education		Field of study	-	
Classification	Extracurricular Course/Project		School	Polytechnic Institute of Bragança	
Academic Year	2023/2024	Year of study	-	Level	-
Type	Semestral	Semester	1	ECTS credits	6.0
Code	9999-940-1019-00-23				
Workload (hours)	162	Contact hours	T	-	TP
			PL	-	TC
			S	-	E
			OT	-	O

T - Lectures; TP - Lectures and problem-solving; PL - Problem-solving, project or laboratory; TC - Fieldwork; S - Seminar; E - Placement; OT - Tutorial; O - Other

Name(s) of lecturer(s) Maria Augusta Romão da Veiga Branco

Learning outcomes and competences

At the end of the course unit the learner is expected to be able to:

1. To know the concepts of Emotional Intelligence (EI), Emotional Competence (EC) and Emotional Education (EE), distinguishing the differences between them.
2. To develop Emotional Literacy - know expressions, applications and experiences related to concepts, at the level of practice and research produced.
3. To know Functions and Emotion Effects in Cognitive Processes, Motivation and Behaviors: personal, social and work contexts
4. Recognize the pertinence to develop EC in Educators, Managers, Entrepreneurs, Health Technicians and citizens in general.
5. Recognize life contexts, expressive of self-awareness, self-motivation, empathy and emotional management strategies (first person reports, at a personal, social and professional level)
6. Living Emotional Education activities - Strategies and techniques: Learn how to manage emotions - EE training
7. Recognize emotionally fragile body states and self-reassuring approaches and emotional management.
8. Live experiences of practical application of skills acquired in the context of Internship - Observation and Interaction - tutored by a teacher, tutor, researcher or facilitator.

Prerequisites

Not applicable

Course contents

1. Emotional Intelligence (EI), Emotional Competence (EC) and Emotional Education (EE): different concepts.
2. Emotion and Feeling - differences and expressions;
3. EE for Emotional Competence from the perspective of Health Promotion;
4. Emotion Management: EE Laboratories I;
5. Specific Emotion Management Strategies: Emotional Education Lab II;
6. Unspecific emotional management strategies;
7. Institutions and Technicians of formal therapeutic in NHS, Social or Education.

Course contents (extended version)

1. Emotional Intelligence (EI), Emotional Competence (EC) and Emotional Education (EE):
 - Concepts and respective differentiation: education, management, health, social and business context
2. Functions and Effects of Emotion on Cognitive Processes, Motivation and Behaviors
 - Central Nervous System, Peripheral, Autonomic or Neurovegetative NS: Sympathetic vs Parasympathetic
 - Differences at the neuroanatomical and neurobiological level: structural areas involved;
 - Areas from which they emerge, synaptic networks, mental maps and relation to consciousness.
 - Emotion and Feeling - differences and associated expressions ;
 - Neurotransmitters - schematic identification: functions and interactions;
3. Emotional Education for Emotional Competence from the perspective of Health Promotion
 - Dimensions of Emotional Competence:
 - Self-awareness, Emotional Management Self-motivation, Empathy, and Social Emotional Management
 - Self-Awareness Dimension - expression identification of emotions in oneself and in others;
 - Empathy Dimensions - Mirror neurons phenomenon;
 - Be emotionally competent: as an Educator, Manager, Entrepreneur, Teacher
 - Research in Educators, Managers, Entrepreneurs, Health Technicians and citizens.
4. Emotion Management: Emotional Education Laboratories I
 - Activity 1- Identify responses that are manifested in the body in the face of certain emotions
 - Activity 2 - Experience the activation / arousal of (at least) one emotion
 - Activity 3 - Analytical group reflection: building awareness about an experience
 - Activity 4 - Build an awareness from feeling the feeling of an emotion already experienced
5. Specific Emotion Management Strategies: Emotional Education Laboratory Activities II
 - Applications in Management, Health, Education: context analysis
 - Emotional management of emotions / feelings of positive polarity - experiences
 - Emotional management of emotions / feelings of negative polarity - experiences
6. Unspecified emotional management strategies:
 - Deep relaxation and sound massage; active listening;
 - Reassuring activities: Hypotherapy, Music Therapy: Canto therapy and Dance Therapy
 - Art Therapy, Aromatherapy, Chromotherapy
7. 7. Education, Management, Social and Health Institutions: Controlled Internship experience.

Recommended reading

1. Correia, A; Veiga-Branco, A. (2014). Contribución de la formación en EE para el bienestar de los profesores. I Congrès Inter d'Educació Emocional X Jornades EE. Barcelona. UBarcelona. p328-342
2. SciCulture (2019). The Role of Emotional Education in the School of the Future and Five Suggestions for the School of the Future. In The Education of the Future, the School of 2050. Athen
3. Valente, S; Veiga-Branco, A; Rebelo, H; Lourenço, A; Cristovão, A (2020). The relationship between emotional intelligence ability and teacher efficacy. Universal Journal of Educational Research.
4. Veiga-Branco, M. A. R. (2019). Educação emocional. In Dicionário de Educação para o Empreendedorismo: Lisboa: Gradiva. p. 224-227. ISBN 978-989-616-877-3
5. Veiga-Branco, M. A. R. (2018). Program Unit 9: Emotional Competence - Self awareness. In Psycho-educational and social intervention program for parents. Roménia: Lumen. p. 99-103. ISBN978-973-166-508-5

Teaching and learning methods

1. Inverted Classes - In-basket strategy for all UC content, through videos, scientific articles, games, etc; - Open Exhibition Sessions, using audiovisual media
2. Seminars: in Storytelling mode, developed by a pedagogical team external to IPB.
3. EmoLabs.
4. Controlled Internship experience.

Assessment methods

1. Continuum Evaluation - (Regular, Student Worker) (Final)
 - Intermediate Written Test - 30% (Mandatory a positive grade: get 15% approval, from 30%, to acced in to Internship experience.)
 - Intermediate Written Test - 30% (Mandatory a positive grade: get 15% approval, from 30%, to acced in to Internship experience.)
 - Portfolio - 40% (Is a written report about the skills developed during the Controlled Internship experience.)
2. Continuum Evaluation - Oral and Written Exam - (Regular, Student Worker) (Final)
 - Intermediate Written Test - 30% (Mandatory a positive grade: get 15% approval, from 30%, to acced in to the written work.)
 - Intermediate Written Test - 30% (Mandatory a positive grade: get 15% approval, from 30%, to acced in to the written work.)
 - Development Topics - 60% (Written work, on the subject under study in this UC, based on research/investigation.)
3. Written Final Exam (100%) - (Student Worker) (Final, Supplementary, Special)

Language of instruction

Portuguese, with additional English support for foreign students.

Additional information**Electronic validation**

Maria Augusta Romão da Veiga Branco	Vera Alexandra Ferro Lebres	Luis Manuel Santos Pais
16-05-2024	21-06-2024	21-06-2024