

## COURSE OUTLINE

### TEACHING AND EMOTIONAL INTELLIGENCE

#### 1. GENERAL

<b>SCHOOL</b>	CLASSICS AND HUMANITIES		
<b>DEPARTMENT/UPS</b>	HUMANITIES / PHILOLOGY, HISTORY AND ANTHROPOLOGY		
<b>LEVEL OF STUDIES</b>	UNDERGRADUATE – LEVEL 6		
<b>COURSE CODE</b>	XXXXX	<b>SEMESTER</b>	5 <sup>TH</sup>
<b>COURSE TITLE</b>	TEACHING AND EMOTIONAL INTELLIGENCE		
<b>TEACHING ACTIVITIES</b> <i>If the ECTS Credits are distributed in distinct parts of the course e.g. lectures, labs etc. If the ECTS Credits are awarded to the whole course, then please indicate the teaching hours per week and the corresponding ECTS Credits.</i>		<b>TEACHING HOURS PER WEEK</b>	<b>ECTS CREDITS</b>
		3	5
<i>Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.</i>			
<b>COURSE TYPE</b> <i>Background, General Knowledge, Scientific Area, Skill Development</i>	SCIENTIFIC AREA		
<b>PREREQUISITES:</b>	NO		
<b>TEACHING &amp; EXAMINATION LANGUAGE:</b>	GREEK		
<b>COURSE OFFERED TO ERASMUS STUDENTS:</b>	YES		
<b>COURSE URL:</b>	<a href="https://eclass.duth.gr/courses/XXXXXX/">https://eclass.duth.gr/courses/XXXXXX/</a>		

#### 2. LEARNING OUTCOMES

<b>Learning Outcomes</b> <i>Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.</i>																
<p>Upon successful completion of the course, participants will be able to:</p> <ul style="list-style-type: none"> <li>• Design and implement teaching that facilitates the development of emotional intelligence in their future students.</li> <li>• Recognize emotional intelligence as social intelligence.</li> <li>• Understand the stages of social awareness development as well as the basic categories of emotional intelligence development.</li> <li>• Plan interventions to be conducted within the framework of classroom teaching.</li> <li>• Design interventions aimed at developing self-awareness, emotional management, empathy, communication, collaboration, and conflict resolution skills.</li> <li>• Recognize diversity.</li> <li>• Act as educators to help their students accept themselves and those around them who are different.</li> </ul>																
<p><b>General Skills</b> <i>Name the desirable general skills upon successful completion of the module</i></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"><i>Search, analysis and synthesis of data and information, ICT Use</i></td> <td style="width: 50%; border: none;"><i>Project design and management</i></td> </tr> <tr> <td style="border: none;"><i>Adaptation to new situations</i></td> <td style="border: none;"><i>Equity and Inclusion</i></td> </tr> <tr> <td style="border: none;"><i>Decision making</i></td> <td style="border: none;"><i>Respect for the natural environment</i></td> </tr> <tr> <td style="border: none;"><i>Autonomous work</i></td> <td style="border: none;"><i>Sustainability</i></td> </tr> <tr> <td style="border: none;"><i>Teamwork</i></td> <td style="border: none;"><i>Demonstration of social, professional and moral responsibility and sensitivity to gender issues</i></td> </tr> <tr> <td style="border: none;"><i>Working in an international environment</i></td> <td style="border: none;"><i>Critical thinking</i></td> </tr> <tr> <td style="border: none;"><i>Working in an interdisciplinary environment</i></td> <td style="border: none;"><i>Promoting free, creative and inductive reasoning</i></td> </tr> <tr> <td style="border: none;"><i>Production of new research ideas</i></td> <td></td> </tr> </table>	<i>Search, analysis and synthesis of data and information, ICT Use</i>	<i>Project design and management</i>	<i>Adaptation to new situations</i>	<i>Equity and Inclusion</i>	<i>Decision making</i>	<i>Respect for the natural environment</i>	<i>Autonomous work</i>	<i>Sustainability</i>	<i>Teamwork</i>	<i>Demonstration of social, professional and moral responsibility and sensitivity to gender issues</i>	<i>Working in an international environment</i>	<i>Critical thinking</i>	<i>Working in an interdisciplinary environment</i>	<i>Promoting free, creative and inductive reasoning</i>	<i>Production of new research ideas</i>	
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<ul style="list-style-type: none"> <li>• Research, analysis, and synthesis of data and information, utilizing the necessary technologies</li> <li>• Independent work</li> <li>• Teamwork</li> </ul>																

- Respect for diversity and multiculturalism
- Demonstration of social, professional, and ethical responsibility and sensitivity to gender issues
- Promotion of free, creative, and inductive thinking

### 3. COURSE CONTENT

- Experiential Learning. Principles of experiential learning. Principles for designing experiential learning activities: the process, forms, the role of the educator. Experiential learning and teaching practice.
- Individual differences among students. Getting to know our students. Development of the students' learning profile.
- Creation and construction of an individual student profile and the profile of the class.
- The many facets of Intelligence. The theory of multiple intelligences. Triarchic intelligence. Emotional intelligence.
- Emotional Intelligence. Stages of developing social awareness. Development of self-awareness, emotion management, empathy, and communication skills. Educational programs for social-emotional learning.
- Recognizing similarities and differences. Recognizing diversity. Acceptance of diversity. Accepting myself. Being accepted by others. What can I do to help my students accept themselves and those around them who are different? Awareness program on diversity.
- Interdisciplinary approach to diversity.
- Mechanisms of constructing stereotypes and prejudices. Practices to overturn stereotypes and prejudices and teaching interventions.
- Learning to put myself in another's shoes. Expression of empathetic behavior. Basic principles for developing empathy. What can I do as an educator to facilitate the development of empathy in my students?
- Learning to support my opinion: Dialogue with respect. What can I do as an educator to help children speak respectfully and advocate for their own rights as well as the rights of others?
- Education on citizens' rights and responsibilities. I am an active and aware citizen, taking constructive action. The methodology of constructive action.
- Presentation of projects.
- Reflection.

### 4. LEARNING & TEACHING METHODS - EVALUATION

<p style="text-align: center;"><b>TEACHING METHOD</b></p> <p style="text-align: center;"><i>Face to face, Distance learning, etc.</i></p>	<ul style="list-style-type: none"> <li>• Lectures</li> <li>• Active learning (hands-on learning) - Experiential learning</li> <li>• Collaborative learning</li> </ul>														
<p style="text-align: center;"><b>USE OF INFORMATION &amp; COMMUNICATIONS TECHNOLOGY (ICT)</b></p> <p style="text-align: center;"><i>Use of ICT in Teaching, in Laboratory Education, in Communication with students</i></p>	<p>Use of ICT in teaching and communication with students</p> <ul style="list-style-type: none"> <li>• PPT presentations</li> <li>• Teaching material, announcements and communication through the eClass platform</li> <li>• Student study of supplementary material related to course content</li> <li>• Communication with students via email</li> </ul>														
<p style="text-align: center;"><b>TEACHING ORGANIZATION</b></p> <p><i>The ways and methods of teaching are described in detail.</i></p> <p><i>Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographic research &amp; analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.</i></p> <p><i>The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.</i></p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;"><i>Activity</i></th> <th style="text-align: center;"><i>Workload/semester</i></th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td style="text-align: center;">39</td> </tr> <tr> <td>Essay</td> <td style="text-align: center;">60</td> </tr> <tr> <td>Essay presentation</td> <td style="text-align: center;">10</td> </tr> <tr> <td>Study and analysis of bibliography</td> <td style="text-align: center;">37</td> </tr> <tr> <td>Written examination</td> <td style="text-align: center;">4</td> </tr> <tr> <td><b>Total</b></td> <td style="text-align: center;"><b>150</b></td> </tr> </tbody> </table>	<i>Activity</i>	<i>Workload/semester</i>	Lectures	39	Essay	60	Essay presentation	10	Study and analysis of bibliography	37	Written examination	4	<b>Total</b>	<b>150</b>
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<p style="text-align: center;"><b>STUDENT EVALUATION</b></p> <p style="text-align: center;"><i>Description of the evaluation process</i></p>	Formative														

*Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report, Clinical examination of a patient, Artistic interpretation, Other/Others*

*Please indicate all relevant information about the course assessment and how students are informed*

Mid-term written examination: 15%

Essay (compulsory): 30%

Final written examination: 55%

## 5. SUGGESTED BIBLIOGRAPHY

### **Greek-language bibliography:**

- Κορρέ, Ει.(2021). Διαφοροποιημένη Παιδαγωγική. Από τη Θεωρία έως τη Διδασκαλία. Αθήνα: Άλκιμο.
- Τριλίβα, Σ., Αναγνωστοπούλου Τ., Χατζηνικολάου, Σ. (2008).Ούτε Καλύτερος, Ούτε Χειρότερος...Απλά Διαφορετικός: Ασκήσεις Ευαισθητοποίησης στη Διαφορετικότητα για Παιδιά Δημοτικού και Γυμνασίου. Αθήνα :Gutenberg.

### **Foreign-language bibliography:**

- Boud, D., Cohen R., & Walker, D. (Åds) (1993). Using experience for learning.
- Cash, K. (1983). Designing and using simulation for training. Technical Note, 20, Massachusetts Univ.: Amherst.
- Salovey, P. & Mayer, J.D. (1990). Emotional intelligence. *Imagination, Cognition and Personality* 9(3): 185-211.
- Sarasin, L.C. (1999). *Learning Style Perspectives: Impact in the Classroom*. Madison: Atwood.
- Thorndike, E.L. (1920). Intelligence and its uses. *Harper's Magazine* 140: 227-235.

## ANNEX OF THE COURSE OUTLINE

### Alternative ways of examining a course in emergency situations

<b>Teacher (full name):</b>	I. KORRE
<b>Contact details:</b>	<a href="mailto:ikorre@helit.duth.gr">ikorre@helit.duth.gr</a>
<b>Supervisors: (1)</b>	YES
<b>Evaluation methods: (2)</b>	Mid-term written examination: 15% Essay (compulsory): 30% Final written examination: 55%
<b>Implementation Instructions: (3)</b>	The written exams (both mid-term and final) will be conducted via the eClass platform on a date and time that will be announced in advance. Students will be informed of the exam duration and content well ahead of the scheduled exam.  The assignment must be submitted through eClass by a specified deadline.

(1) Please write YES or NO

(2) Note down the evaluation methods used by the teacher, e.g.

➤ *written assignment* or/and exercises

➤ written or oral examination with distance learning methods, provided that the integrity and reliability of the examination are ensured.

(3) In the **Implementation Instructions** section, the teacher notes down clear instructions to the students:

a) in case of **written assignment and / or exercises**: the deadline (e.g. the last week of the semester), the means of submission, the grading system, the grade percentage of the assignment in the final grade and any other necessary information.

b) in case of **oral examination with distance learning methods**: the instructions for conducting the examination (e.g. in groups of X people), the way of administration of the questions to be answered, the distance learning platforms to be used, the technical means for the implementation of the examination (microphone, camera, word processor, internet connection, communication platform), the hyperlinks for the examination, the duration of the exam, the grading system, the percentage of the oral exam in the final grade, the ways in which the inviolability and reliability of the exam are ensured and any other necessary information.

c) in case of **written examination with distance learning methods**: the way of administration of the questions to be answered, the way of submitting the answers, the duration of the exam, the grading system, the percentage of the written exam of the exam in the final grade, the ways in which the integrity and reliability of the exam are ensured and any other necessary information.

There should be an attached list with the Student Registration Numbers only of students eligible to participate in the examination.