



Teaching and Learning UNITE!

Pedagogical Activity 2

Emotional Intelligence in Remote Teaching and Learning

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Dates and times:	24 th march, 10 – 13 CET
Estimated workload:	3 hours
Maximum participants:	25
Format:	Webinar

Registration Details:

Registration link/e-mail/method	https://forms.gle/vtyZMnbGi3i4jyFG6
Registration deadline	17 th march

Pedagogical activities are part of a good practice teaching and learning initiative to enhance our understanding of learning cultures in the UNITE! network of universities.





Overview and aim

“Emotional Intelligence in Remote Teaching and Learning” focuses on using Emotional Intelligence to improve the quality of Remote Teaching and Learning.

Self-awareness, self-regulation, other regulation and empathy will be concepts to explore within the boundaries of Emotional Intelligence with an effort to understand how these concepts apply and can be useful in remote teaching and learning.

The centrality of this concept when it comes to teaching and learning in higher education and the challenges it poses both to teachers and students will be considered and translated into a set of guidelines regarding the engagement of students during remote class activities.



Target group and prerequisites

Teachers, lecturers and faculty who teach by using theoretical approaches, problems and lab classes.

Keywords

Emotional Intelligence, Student Engagement, Remote Teaching & Learning



Learning Outcomes (LOs) and Assessment Methods

A successful learner will:

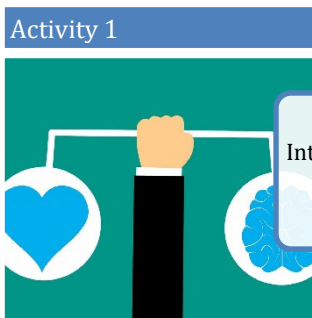
- Understand the definition of the Emotional Intelligence concept, as well as its four dominant aspects: self-awareness, self-regulation, other regulation and empathy;
- Be able to apply the Emotional Intelligence concept during classes both in the preparation, running and assessment phases, in order to increase student’s engagement in the proposed activities;
- Develop pedagogical approaches which promote an open minded and appreciative attitude towards the emotional life both of the self (teachers) and of the students, in order to increase motivation and wellbeing for both during teaching & learning activities.

Learning Outcomes	Assessment Methods
1. Understand the concept of Emotional Intelligence	x
2. Reflect on classes preparation, running and assessment activities in light of the Emotional Intelligence concept in its four domains	x
3. Propose feasible changes in the organization of the curricular unit considering what was learned and regarding your own self-regulation or regulation of interactions with the students through the academic year	2 page proposal of changes you might want to implement in your curricular unit to improve self-awareness, other awareness (empathy), self-regulation and other regulation in order to improve motivation and student engagement; identification of main challenges in doing this and how to overcome them

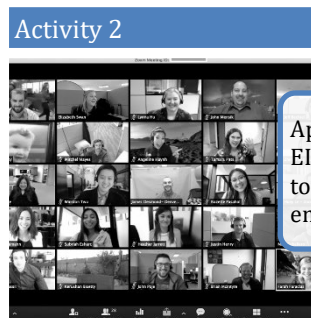


Content

This workshop will have three activities: one in the beginning using a white board, for introduction and definition of the Emotional Intelligence concept and a second one, in the middle of the workday, using simultaneous rooms to explore applications of concepts in the preparatory, class and assessment contexts in order to improve student’s motivation and engagement.



Introduction



Application EI concepts to increase engagement

wrap - up



Closing the discussion



Learning resources



Introduction and Exploration of Main Topics



A small video will be presented in order to illustrate the concept of empathy



Participants have to access the internet for research and collaborative work (e.g. in the break-out-rooms)



Readings suggested in the end to complement workshop and to help implementing proposed strategies in order to increase student motivation and engagement



Assessment requirements and strategy

Assessment task	Assessment criteria and method
Written proposal of changes participant might want to implement in his/her curricular unit to improve self-awareness, other awareness (empathy), self-regulation and other regulation in order to improve motivation and student engagement; also, identification of main challenges in doing this and how to overcome them	No more than two pages with at least 8 suggestions of feasible changes, 3 challenges identified and preferably 3 ways of overcoming those challenges



References

References will be offered closer to the workshop date to participants. Some more references will be offered after the workshop for participants to explore those aspects found more complex/interesting.