

**Digital and Socioemotional Education**

Code: 106734  
ECTS Credits: 6

| Degree                            | Type | Year | Semester |
|-----------------------------------|------|------|----------|
| 2500260 Social Education          | FB   | 1    | 1        |
| 2500261 Education Studies         | FB   | 1    | 1        |
| 2500797 Early Childhood Education | FB   | 1    | 1        |
| 2500798 Primary Education         | FB   | 1    | 2        |

**Contact**

Name: Cristina Mercader Juan  
Email: cristina.mercader@uab.cat

**Use of Languages**

Principal working language: catalan (cat)  
Some groups entirely in English: No  
Some groups entirely in Catalan: Yes  
Some groups entirely in Spanish: No

**Teachers**

Esteban Pont Barcelo  
María Alejandra Bosco Paniagua  
Juan Morales Hernández  
Ingrid Noguera Fructuoso  
Carme Serret Vidal

**Prerequisites**

An intermediate level of digital competence (DigComp framework) is recommended

To bring your own device (laptop or tablet) is recommended

**Objectives and Contextualisation**

Digital and Socioemotional Education is one of the subjects that contributes to the basic training of the Faculty of Education Sciences that prepares basic skills that any educator needs. The subject has a practical and applicative aspect and for this reason the teaching is designed with a very high percentage of seminars with small groups of students and requires continuous monitoring and participation in classes.

**Objectives**

- Develop socio-emotional and teamwork skills in educational contexts.
- Initiate the development of teachers' digital competence in their areas

## Competences

### Social Education

- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- Analyse and recognize one's own socio-emotional skills (in terms of strengths, potentials and weaknesses) to develop those necessary for work and professional development.
- Contextualize educational action based on the different theoretical paradigms that have developed in science and education in accordance with the socio-historical context of individuals, groups and institutions.
- Take account of social, economic and environmental impacts when operating within one's own area of knowledge.
- Use ICT to learn, communicate and collaborate in educational contexts.
- Work in teams and with teams (in the same field or interdisciplinary).

### Education Studies

- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- Analyse and recognize one's own socio-emotional skills (in terms of strengths, potentials and weaknesses) to develop those necessary for work and professional development.
- Incorporate information and communications technology to learn, communicate and share in educational contexts.
- Introduce changes in the methods and processes of the field of knowledge to provide innovative responses to the needs and demands of society.
- Take account of social, economic and environmental impacts when operating within one's own area of knowledge.
- Work in teams and with teams (in the same field or interdisciplinary).

### Early Childhood Education

- Analyse and recognize one's own socio-emotional skills (in terms of strengths, potentials and weaknesses) to develop those necessary for work and professional development.
- Incorporate information and communications technology to learn, communicate and share in educational contexts.
- Take sex- or gender-based inequalities into consideration when operating within one's own area of knowledge.

### Primary Education

- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- Analyse and recognise one's own socio-emotional skills (in terms of strengths, potentialities and weaknesses), to develop those that they are necessary for professional development.
- Incorporate information and communications technology to learn, communicate and share in educational contexts.
- Take sex- or gender-based inequalities into consideration when operating within one's own area of knowledge.

## Learning Outcomes

1. Analyse the sex- or gender-based inequalities and the gender biases present in one's own area of knowledge.
2. Communicate using language that is not sexist or discriminatory.
3. Critically analyse and incorporate the most relevant issues of today's society affecting education: social and educational impact of audiovisual languages and screens.
4. Critically analyse the principles, values and procedures that govern the exercise of the profession.
5. Develop a collaborative project in a team, as a first step towards networking.
6. Express oneself and use corporal, musical and visual languages ??to selectively distinguish audiovisual information that contributes to education, public training and cultural richness.
7. Identify the principal forms of sex- or gender-based inequality and discrimination present in society.

8. Identifying the socio-emotional skills involved in individual and group interactions, analysing and identifying the group dynamics, in order to implement strategies for revitalising groups, acquiring social skills in educational contexts and knowing how to work in teams with other professionals.
9. Know about international experiences and examples of innovative practices in education to analyse the practice of teaching and the institutional conditions that frame it.
10. Propose new methods or well-founded alternative solutions.
11. Propose viable projects and actions to boost social, economic and environmental benefits.
12. Understand information and communication technologies, their evolution and their educational implications
13. Weigh up the impact of any long- or short-term difficulty, harm or discrimination that could be caused to certain persons or groups by the actions or projects.

## **Content**

The contents of the subject are specified in three main topics:

1. Socio-emotional education in educational organizations
  - 1.1. Emotional education. Emotional expression, understanding and regulation. The influence of attributional styles.
  - 1.2. Emotional support and resilience.
2. Teamwork
  - 2.1. Teamwork and collaborative work
  - 2.2. The dynamization of groups, group observation and social skills in educational contexts
  - 2.3. Networking, communication and collaborative work with digital tools
3. Teachers and Educators Digital Competence
  - 3.1. Digital technologies in education. Conceptualization of the Digital Competence of Teachers and Educators
  - 3.2. Digital resources for learning: teaching and learning, digital content, evaluation and feedback
  - 3.3. Professional development with and on digital technologies and the empowerment of citizens with digital skills (formal, non-formal and informal learning)

## **Methodology**

The subject is organized into two main areas: the area of Digital Education (ED) and the area of Socioemotional Education (ESE). Both areas work in parallel and in a coordinated way in the class sessions established in the schedule.

Seminars in small groups are work spaces (with 1/3 of the group) where through various activities (case studies, analysis of materials, group dynamics, problem solving, creation of visual material, etc.) deepens the subject content.

The big group sessions are spaces for the substantiation of the concepts of the subject. They serve to establish the scientific concepts and are carried out with the entire class group.

Given the nature of the subject, both in seminar sessions and in big group sessions, active methodologies are applied, such as project work, collaborative learning, peer assessment, problem solving, gamification, debates, etc. , among others.

Students must be able to express themselves fluently and correctly and show a high degree of understanding of academic texts. An activity can be returned (not evaluated) or suspended if the teacher considers that the

student does not meet these requirements. In all the activities (individual and in group) the linguistic correction, the writing and the formal aspects of presentation will be considered.

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

## Activities

| Title  | Hours | ECTS | Learning Outcomes                   |
|--|-------|------|-------------------------------------|
| Type: Directed                                 |       |      |                                     |
| Activities in seminars                         | 31    | 1.24 | 4, 3, 2, 5, 6, 7, 10, 11            |
| Big group face to face attendance              | 14    | 0.56 | 1, 12, 5, 8, 13                     |
| Type: Supervised                               |       |      |                                     |
| Mentoring and guidance                         | 15    | 0.6  | 4, 3, 5, 6, 8, 10, 11               |
| Type: Autonomous                               |       |      |                                     |
| Autonomous development of formative activities | 30    | 1.2  | 4, 3, 1, 2, 12, 5, 6, 8, 10, 11, 13 |

## Assessment

In the evaluation process, rubrics, checklists, evaluation guidelines, and other instruments will be applied to ensure formative and continuous monitoring of the activities. The digital portfolio evaluation process includes a formative peer assessment activity that will be developed during one of the class sessions (indicated on the dates below). This session will be of compulsory attendance, otherwise, it won't be developed on another occasion (except for health issues with a medical certificate).

To pass the subject it will be necessary to demonstrate that they have developed the competences of emotional education, teamwork and digital education. That is why each of the evaluation activities must be passed with a minimum grade of 5.

Attendance and participation in the sessions is mandatory to develop the competences established in the subject. In order to be evaluated, it will be necessary to have attended at least 80% of the classes in each section (80% attendance at ED; 80% attendance at ESE).

There is a re-evaluation date for those who have failed any of the activities with more than 3.5 and have participated in at least 80% of the sessions of the subject. When it is considered that the student has not been able to provide sufficient evaluation evidence or does not meet the attendance and participation criteria, this subject will be graded as non-evaluable.

Copying or plagiarism of material, both in the case of assignments and in the case of exams, constitutes a crime that will be sanctioned with a zero in the activity and the subject and will not have the right to re-evaluate it. Let us remember that a work that reproduces all or a large part of the work of one other colleague is considered a "copy". "Plagiarism" is the act of presenting all or part of an author's text as one's own, without citing the sources, whether on paper or in digital format. You can see the UAB documentation on "plagiarism" at: [http://wuster.uab.es/web\\_argumenta\\_obert/unit\\_20/sot\\_2\\_01.html](http://wuster.uab.es/web_argumenta_obert/unit_20/sot_2_01.html)

Assessment activities:

Group project: 40% (ED+ESE)

Individual eportfolio of ED in blog format: 30%

Introspective paper of ESE: 30%

These activities include classroom practices and evidence of continuous evaluation throughout the sessions (specified in the program of each subject provided at the beginning of the course).

Assessment dates:

Group 1

Group project: January 13th, 2023

Individual portfolio in blog format: peer-to-peer formative assessment November 11th, 2022, final delivery January 13th, 2023

Introspective paper ESE: December 2nd, 2022

Group 2

Group project: January 13th, 2023

Individual portfolio in blog format: peer-to-peer formative assessment November 4th, 2022, final delivery January 13th, 2023

Introspective paper ESE: December 2nd, 2022

Group 61

Group project: January 11th, 2023

Individual portfolio in blog format: peer-to-peer formative assessment November 16th, 2022, final delivery January 18th, 2023

Introspective paper ESE: December 14th, 2022

Group 62

Group project: January 9th, 2023

Individual portfolio in blog format: peer-to-peer formative assessment November 14th, 2022, final delivery January 16th, 2023

Introspective paper ESE: December 5th, 2022

Group 21

Group project: May 10th, 2023

Individual portfolio in blog format: peer-to-peer formative assessment April 12th, 2023, final delivery June 7th, 2023

Introspective paper ESE: May 3rd, 2023

Group 31

Group project: May 24th, 2023

Individual portfolio in blog format: peer-to-peer formative assessment April 12th, 2023, final delivery May 31st, 2023

Introspective paper ESE: May 3rd, 2023

Group 41

Group project: June 12th, 2023

Individual portfolio in blog format: peer-to-peer formative assessment April 17th, 2023, final delivery June 19th, 2023

Introspective paper ESE: May 15th, 2023

### Group 71

Group project: May 26th, 2023

Individual portfolio in blog format: peer-to-peer formative assessment April 14th (Seminar A and B) and April 21st (Seminar C) 2023, final delivery June 2nd, 2023

Introspective paper ESE: May 12th, 2023

Reevaluation date for those activities that have been marked from 3.5 to 4.9:

Group 1 and 2: February 10th, 2023

Group 61: February 8th, 2023

Group 62: February 6th, 2023

Group 21 and 31: June 21st, 2023

Group 41: July 3rd, 2023

Group 71: June 16th, 2023

## Assessment Activities

| Title  | Weighting | Hours | ECTS | Learning Outcomes  |
|--|-----------|-------|------|--------------------|
| Group project  | 40        | 25    | 1    | 2, 5, 6, 8, 10, 11 |
| Individual e-portfolio of Digital Education in a blog format | 30        | 20    | 0.8  | 4, 3, 2, 9, 12, 6  |
| Individual introspective paper ESE                           | 30        | 15    | 0.6  | 4, 1, 2, 8, 7, 13  |

## Bibliography

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## Software

This is the software that might be used during the development of the subject, among others that considering the learning needs might be included:

- Aplicacions Web 2.0 (Kahoot, Quizizz, Symbaloo, Padlet, Mentimeter, Youtube...)
- Audacity
- Blogger
- Canva
- Classroom
- CMAP Tools
- Genial.ly
- Google Drive
- OpenShot
- Mblock
- Microsoft Teams
- Mural / Miro
- Notebookcast
- Paquet Microsoft Office
- Photoshop
- Powtoon

- Scratch
- TinkerCAD