UAB
Universitat Autònoma de Barcelona

2023/2024

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

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Teaching groups languages

You can check it through this link. To consult the language you will need to enter the CODE of the subject. Please note that this information is provisional until 30 November 2023.

Teachers

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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. 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. If any of the evidences is not passed, the subject not be passed.

Attendance and participation in the sessions is mandatory to develop the competences established in the subject, 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. If the student does not contribute or does not develop the group project, that cannot be reevaluated and, therefore, the

subject will not be passed. When it is considered that the student has not been able to provide sufficient evaluation evidence 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

Teachers will give the feedback of the evidences within 20 days after the delivery.

This subject does not allow unique evaluation

Assessment activities:

Group project: 40% (ED+ESE)

Individualeportfolio 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).

Considering that there are 8 groups with different clss days, the evaluation dates will be specified in the program of each group. The delivery of the evidences are planned to be on the following months:

First semester (groups 1, 2, 61 and 62)

Group project: first weeks of January 2024

Individual portfolio in blog format: peer-to-peer formative assessment first weeks of November 2023, final delivery one week after the last class (January 2024)

Introspective paper ESE: first weeks of December 2023.

Second semester (groups 21, 31, 41 and 71)

Group project: middle of May 2024

Individual portfolio in blog format: peer-to-peer formative assessment on April 2024, final delivery one week after the last class (May 2024)

Introspective paper ESE: first weeks of May 2024

Reevaluation will be proposed for those failed evidences marked from 3.5 to 4.9. The reevaluation will be between 29th of January and 9th of February 2024 for the subject developed in the 1st semester and between 25th of June and 5th ofJuly 2024 for thesubject developed in the 2nd semester. The exact date will be specified in the program of each group.

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

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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