

Degree	Type	Year
2500260 Social Education	FB	1
2500261 Education Studies	FB	1
2500797 Early Childhood Education	FB	1
2500798 Primary Education	FB	1

Contact

Name: Cristina Mercader Juan

Email: cristina.mercader@uab.cat

Teachers

Josefina Sala Roca

María Alejandra Bosco Paniagua

Ingrid Noguera Fructuoso

Laia Alguacil Mir

Ana Elena Guerrero Roldan

Carme Serret Vidal

Maria del Mar Duran Bellonch

Teaching groups languages

You can view this information at the [end](#) of this document.

Prerequisites

It is recommended to have developed the propedeutic "Competències digitals per a la formació universitària"

An intermediate level of digital competence (DigComp 2.0 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)

Activities and Methodology

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

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.

Assessment

Continuous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Group project	25	20	0.8	2, 5, 6, 8, 10, 11
Individual e-portfolio of Digital Education in a blog format	40	25	1	4, 3, 2, 9, 12, 6
Individual introspective paper ESE	35	15	0.6	4, 1, 2, 8, 7, 13

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) or re-assess.

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).

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 (portfolio, group project, introspective paper) must be passed with a minimum grade of 5. There is a re-evaluation date for those who have failed any of the activities, with the exception of the peer-feedback activity and portfolio checkpoint, only if the mean of the activities assessed have 3.5 as grade or higher. 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. If after reassessment one or more evidences are failed, the final grade will be 4.

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

Evidences must be elaborated by the student or the team exclusively. It is considered that it has not been elaborated exclusively by the student when the assignment has been created with non-original elements (as artificial intelligence programs like ChatGPT, copilot, etc.). In case that the use of those programs is detected, the assignment will be considered as non-original and, therefore, the student will fail the subject without the possibility to reassess.

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

This subject does not allow unique evaluation

Assessment activities:

Group project: 25% (ED+ESE)

Individual eportfolio of ED in blog format: 40% (10% follow up delivery, 30% final delivery)

Introspective paper of ESE: 35%

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) that will be delivered at the end of every class as an evince of attendance and they will be assessed within the individual work.

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 2025

Individual portfolio in blog format has different moments of assessment

- Classroom activities: at the end of every session through Moodle and the portfolio- not possible to reassess
- Follow-up portfolio delivery: first weeks of October 2024- not possible to reassess
- Peer-to-peer formative assessment: First weeks of November 2024- not possible to reassess
- Final delivery: one week after the last class (January 2025)

Introspective paper ESE: first weeks of December 2024.

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

Group project: middle of May 2025

Individual portfolio in blog format has different moments of assessment

- Classroom activities: at the end of every session through Moodle and the portfolio - not possible to reassess
- Follow-up portfolio delivery: first weeks of March 2025 - not possible to reassess
- Peer-to-peer formative assessment: End of April 2025 - not possible to reassess
- Final delivery: one week after the last class (May-June 2025)

Introspective paper ESE: two last weeks of April 2025

Reevaluation dates for activities allow to retake

Group 1 & Group 2: 03/02/25

Group 61: 29/01/25

Group 62: 27/01/25

Group 21 & Group 31: 25/06/25

Group 41: 23/06/25

Group 71: 27/06/25

Bibliography

- Adell, J. & Castañeda, L. (Eds.) (2013). *Entornos Personales de Aprendizaje: claves para el ecosistema educativo en red*. Alcoy: Marfil.
<http://revistas.uned.es/index.php/educacionXX1/article/view/12160/11434>
- Alonso, A. & Pelegrin, J. (2014). *Historia de Sara (Odio el Rosa)*. Editorial Oxford University Press España. ISBN: 9788467373226
- Area, M. & Pessoa, T. (2012). De lo sólido a lo líquido: las nuevas alfabetizaciones ante los cambios culturales de la Web 2.0. *Comunicar*, 38 (XIX), 13-20.
- Aronson, E. (2007). *El animal social*. Madrid. Alianza Editorial, S.A.
- Arroyo, A. (2024). *Inteligencia artificial y educación: construyendo puentes*. Graó. ISBN: 978-84-128529-1-2
- Bach, E. & Darder, P. (2004). *Des-educa't*. Barcelona. Ediciones 62.
- Bach Cobacho, E. & Forés Miravalles, A. (2007). *E-mociones. Comunicar y educar a través de la red*. Barcelona: Ediciones Ceac.
- Bisquerra Alzina, R., Pérez González, J. C. & García Navarro, E. (2015). *Inteligencia emocional en educación*. Madrid: Editorial Síntesis.
- Camps, V. (2005). *La voluntad de vivir*. Ariel.

- Capell, N., Tejada, J. & Bosco, A. (2017). Los videojuegos como medio de aprendizaje: un estudio de caso en matemáticas en Educación Primaria. *Pixel-Bit*, 52, 133-150.
- Castañer, O. (2022). *Ni agresivos ni sumisos: Educar niños asertivos y respetuosos*. Grijalbo. ISBN: 978-8425362453
- Darder Vidal (Coord.) (2017). *La formació emocional del professorat*. Barcelona: Octaedro.
- Domingo-Coscolla, M., Bosco-Paniagua, A., Carrasco-Segovia, S., & Sánchez-Valero, J.A. (2020). Fomentando la competencia digital docente en la universidad: Percepción de estudiantes y docentes. *Revista de Investigación Educativa*, 38(1), 167-782 <https://revistas.um.es/rie/article/view/340551>
- Domínguez Figaredo, D. (2007). Modelos de aprendizaje en la web social. *Comunicación y Pedagogía*, 223. pp. 38-42.
- Gairín, J. & Mercader, C. (2018). Usos y abusos de las TIC en los adolescentes. *Revista de Investigación Educativa*, 36 (1), 125-140.
- García, J.M. (2015). Robótica Educativa. La programación como parte de un proceso educativo. *RED-Revista de Educación a Distancia*, 46 (8).
- Gisbert, M., Gonzalez, J. & Esteve, F. (2016) Competencia digital y competencia digital docente: una panorámica sobre el estado de la cuestión. *Revista Interuniversitaria de Investigación en Tecnología Educativa (RIITE)*, 0, 74-83. <https://revistas.um.es/riite/article/view/257631>
- Gisbert, M., Esteve-Gonzalez, V. & Lázaro, J.L. (2019). *¿Cómo abordar la educación del futuro? Conceptualización, desarrollo y evaluación desde la competencia digital docente*. Octaedro. ISBN: 978-84-17219-88-8
- Güell, M. (2005). *Per què he dit blanc si volia dir negre? Tècniques asertives per al professorat i els formadors*. GRAÓ
- León del Barco, B., Gozalo Delgado, M., Gómez Carroza & Latas Pérez, C. (2005). *Técnicas de aprendizaje cooperativo en contextos educativos*. Abecedario
- Mariscal, S., Giménez-Dasí, M., Carriedo, N. & Corral, A (Coord.). (2009). *El desarrollo psicológico a lo largo de la vida*. McGrawHill, UNED.
- Mestre, J.M., Gutiérrez, J., Guerrero, C. & Guil, R. (2017). *Gestión de emociones en el día a día*. Pirámide. ISBN: 978-84-368-3744-5
- Moya, L. (2019). *Educar en la empatía. El antídoto contra el bullying*. Plataforma editorial. ISBN: 978-84-17886-21-9
- Punset, E. (2011). *Excuses per no pensar*. Destino.
- Resnik, M.; Mlonay, J.; Monroy-Hernández, N.; Eastmond, E.; Brennan, K. Millner, A. (...) & Kafai, J. (2010). *Programación para todos*. En: <http://eduteka.icesi.edu.co/articulos/ProgramacionParaTodos>
- Vázquez, E. & Sevillano, M. L (Eds.) (2015). *Dispositivos digitales móviles en educación. El aprendizaje ubicuo*. Narcea Ediciones. ISBN: 978-84-277-2100-5. <https://digitum.um.es/digitum/handle/10201/49513>
- Williams, P.J. (2012). *Technology for teachers*. Springer. ISBN: 978-94-6209-161-0

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:

- Aplicaciones Web 2.0 (Kahoot, Quizizz, Symbaloo, Padlet, Mentimeter, Youtube...)
- Audacity
- Blogger
- Canva
- Classroom
- CMAP Tools
- Co-Spaces
- Genial.ly
- Google Drive
- OpenShot
- Mblock
- Microsoft Teams

- Mural / Miro
- Notebookcast
- Paquet Microsoft Office
- Photoshop
- Powtoon
- Scratch
- TinkerCAD

Language list

Name	Group	Language	Semester	Turn
(SEM) Seminars	101	Catalan	first semester	morning-mixed
(SEM) Seminars	102	Catalan	first semester	morning-mixed
(SEM) Seminars	103	Catalan	first semester	morning-mixed
(SEM) Seminars	201	Catalan	first semester	morning-mixed
(SEM) Seminars	202	Catalan	first semester	morning-mixed
(SEM) Seminars	203	Catalan	first semester	morning-mixed
(SEM) Seminars	211	Catalan	second semester	morning-mixed
(SEM) Seminars	212	Catalan	second semester	morning-mixed
(SEM) Seminars	213	Catalan	second semester	morning-mixed
(SEM) Seminars	311	Catalan	second semester	morning-mixed
(SEM) Seminars	312	Catalan	second semester	morning-mixed
(SEM) Seminars	313	Catalan	second semester	morning-mixed
(SEM) Seminars	411	Catalan	second semester	afternoon
(SEM) Seminars	412	Catalan	second semester	afternoon
(SEM) Seminars	413	Catalan	second semester	afternoon
(SEM) Seminars	611	Catalan	first semester	morning-mixed
(SEM) Seminars	612	Catalan	first semester	morning-mixed
(SEM) Seminars	613	Catalan	first semester	morning-mixed
(SEM) Seminars	621	Catalan	first semester	afternoon
(SEM) Seminars	622	Catalan	first semester	afternoon
(SEM) Seminars	623	Catalan	first semester	afternoon
(SEM) Seminars	711	Catalan	second semester	afternoon
(SEM) Seminars	712	Catalan	second semester	afternoon

(SEM) Seminars	713	Catalan	second semester	afternoon
(TE) Theory	1	Catalan	first semester	morning-mixed
(TE) Theory	2	Catalan	first semester	morning-mixed
(TE) Theory	21	Catalan	second semester	morning-mixed
(TE) Theory	31	Catalan	second semester	morning-mixed
(TE) Theory	41	Catalan	second semester	afternoon
(TE) Theory	61	Catalan	first semester	morning-mixed
(TE) Theory	62	Catalan	first semester	afternoon
(TE) Theory	71	Catalan	second semester	afternoon

PROVISIONAL