

Digital and Socioemotional Education

Code: 106734
ECTS Credits: 6

2025/2026

Degree	Type	Year
Social Education	FB	1
Education Studies	FB	1
Early Childhood Education	FB	1
Primary Education	FB	1

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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 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	20	0.8	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

Continous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Group e-portfolio in a blog format (ED)	20	25	1	3, 2, 9, 12, 6
Group project (ESE)	15	15	0.6	2, 5, 8, 10, 11
Reflective Diary (ESE)	15	15	0.6	4, 1, 2, 8, 7, 13
Written test (ED)	30	10	0.4	4, 3, 9, 12, 10
Written test (ESE)	20	5	0.2	4, 8, 13

In the evaluation process, rubrics, checklists, evaluation guidelines, and other instruments as well as activities (such as peer-feedback) will be applied to ensure formative and continuous monitoring of the activities.

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 be assessed.

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. There is a re-evaluation date for those who have failed any of the activities, only if the student has delivered 2/3 of the activities and the mean of the activities assessed have 3.5 as grade or higher. In the event of retaking individual and group assignments, the maximum grade that will be obtained will be 5. In the event of retaking the test, the grade for the retake will be considered as the test grade (whether it is higher or lower than that of the first assessment). If the student does not contribute or does not develop the group project, it 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.

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.). Specific validations will be carried out to guarantee authorship and the acquisition of skills in case of suspicion of academic fraud.

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

For this subject, the use of Artificial Intelligence (AI) technologies is allowed exclusively in the correction of texts and in the activities proposed by the teacher that request their use during classroom activities. The student must clearly identify which parts have been generated with this technology, specify the tools used and include a critical reflection on how these have influenced the process and the final result of the activity. The lack of transparency of the use of AI in the assessment activities will be considered a lack of academic honesty and will lead to a score of 0.

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

This subject includes activities for the development of Digital Teaching Competence.

Assessment activities:

Group portfolio in blog format: 20% (ED)

Written test (individual): 30% (ED)

Reflective Journal (individual): 15% (ESE)

Group work: 15% (ESE)

Written test (individual): 20% (ESE)

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 or time marks:

Portfolio: around session 13 of the subject (in December, 1st semester groups; in May, 2nd semester groups)

Written tests: One week after the last session of the subject (group 1 and 2: 01/19/2026; group 61: 01/07/2026; group 62: 01/19/2026; group 21: 05/27/2026; group 31: 06/03/2026; group 41: 06/08/2026; group 71: 06/12/2026)

Reflective Journal: Around session 8 of the subject (early November, 1st semester groups; early April, 2nd semester groups)

Group project: Last class session (December-January, 1st semester groups; May-June for the 2nd semester groups)

Reassessment dates:

Group 1 & Group 2: 02/02/26

Group 61: 28/01/26 (from 6pm to 9pm)

Group 62: 26/01/26 (from 6pm to 9pm)

Group 21 & Group 31: 17/06/26

Group 41: 23/06/25

Group 71: 26/06/26

This subject does not allow unique evaluation

This subject provides for a synthesis test for students enrolled from the second registration onwards, provided that in previous calls they have achieved 80% attendance and have passed the teamwork. Students must request this from the subject's teaching staff by email during the first 2 weeks of the semester in which the subject is taught in order to be eligible. The request must be sent via email to the 2 teachers in the group where they are enrolled. The synthesis test will consist of a written test that will assess the Digital Education and Socio-Emotional Education skills and this will be the final grade for the subject. This test will be taken on the same day as the continuous assessment tests.

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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:

- Aplicaciones Web 2.0 (Kahoot, Quizizz, Symbaloo, Padlet, Mentimeter, Youtube...)
- Audacity
- Blogger
- Canva
- Classroom
- CMAP Tools
- Delightex
- Genial.ly
- Google Drive

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

Groups and Languages

Please note that this information is provisional until 30 November 2025. You can check it through this [link](#). To consult the language you will need to enter the CODE of the subject.

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	English	second semester	afternoon
(SEM) Seminars	712	English	second semester	afternoon
(SEM) Seminars	713	English	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	English	second semester	afternoon