

MEDU209 Emotional Intelligence: A Practical Experience

ECTS Value: 3 ECTS
Self-Study Hours: 55

Contact Hours: 15
Assessment Hours: 5

Overall Objectives and Outcomes

A prospective teacher needs to be emotionally literate in one's personal life and at the place of work. In addition, a prospective teacher must be skilled in equipping students with emotional literacy which is essential for the holistic well-being of the individual. Through this module, participants will be able to work on themselves so that they further develop their emotional literacy skills and reflect on the importance of such skills within the classroom setting.

By the end of this module, the learner will be able to:

Competences:

- a. critically investigate the importance of emotional literacy in one's life and in the classroom setting;
- b. differentiate between emotional intelligence and emotional literacy;
- c. work on one's own emotional literacy.

Knowledge:

- a. define the term emotional literacy and emotional intelligence;
- b. be aware of how much emotionally literate participants are;
- c. define aspects that contribute to emotional literacy.

Skills:

- a. apply and critically reflect on the theoretical aspects of emotional literacy to their personal life and classroom setting;
- b. show how emotional literacy and emotional intelligence can take place;
- c. demonstrate ways how to overcome challenges related to emotional literacy.

Assessment Methods

This module will be assessed through: Online Activities and Journal

Suggested Readings

Core Reading List:

1. Bezzina, A., Falzon, R., & Muscat, M. (2015). Emotional intelligence and the Maltese personal and social development model. In Zysberg, L. & Raz, S. (Eds.). *Emotional intelligence: Current evidence from psychopathological educational and organisational perspectives* (pp. 151-171). New York: Nova Science Publishers, Inc.
2. Camilleri, S., Caruana, A., Falzon, R., & Muscat, M. (2012). The promotion of emotional literacy through personal and social development: the Maltese experience. *Pastoral Care in Education, 30*(1), 19-37.
3. James, C., Bore, M., & Zito, S. (2012). Emotional intelligence and personality as predictors of psychological well-being. *Journal of Psychoeducational Assessment, 30*(4), 425-438.

Supplementary Reading List:

1. Michaelson, J., Mahony, S., & Schifferes, J. (2012). Measuring wellbeing. A guide for practitioners. *A short book for voluntary organizations and community groups*. London: NEF.
2. Feinstein, L., Vorhaus, J., & Sabates, R. (2008). Mental Capital and Wellbeing: Making the most of ourselves in the 21st century. *Learning through life: Future challenges, Government Office for Science*.
3. Cross, T. L. (2002). Putting the Well-Being of All Students (Including Gifted Students) First. *Gifted Child Today, 25*(4), 14-17.
4. United Nations Educational, Scientific and Cultural Organization (UNESCO). (2012). *Youth and skills: putting education to work*. UNESCO, Paris, France.