

EUMOSCHOOL OER

General Objective	<ol style="list-style-type: none"> 1. To give an overview on the current context of schools, family & education, the challenges for children and young people and pragmatic perspectives on the principles of emotional education. 2. To learn the main theories and research supporting the development of the DoE. 3. To learn the DoE techniques to be used in the classroom with pupils. 4. To learn how to plan & manage interventions of DoE in the classroom.
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Module 1 - Why Didactics of Emotions?

Specific Objectives	<ul style="list-style-type: none"> • to explore the relationship between children and young people emotional well-being and early school leaving as well as the current context of school, family & education • how the principle of emotional education can be applied to this topic.
Contents	<ol style="list-style-type: none"> 1. New educational challenges at home and at school: difficulties for children & young people leading to early school leaving. 2. Social and emotional learning as a means of preventing early school leaving; education, promotion of wellness and prevention. 3. From Emotional Education to the DoE.
Expected learning outcomes	<ul style="list-style-type: none"> • Explain the connection between students' emotional wellbeing and their academic performance; • List potential barriers to, and factors that support, emotional wellbeing.
Evaluation / Assessment	<ul style="list-style-type: none"> • Quiz/Exercise • Self- Assessment • Self-reflection

Module 2 - From Emotional Intelligence to Emotional Education: research basis of DoE

Specific Objectives	<ul style="list-style-type: none"> • To facilitate the understanding of the major theories underpinning emotional education; • To introduce the research-base of DoE.
Contents	<ol style="list-style-type: none"> 1. The evolutionary perspective on empathy. 2. John Bowlby's Theory of Attachment. 3. Self-building in Daniel Stern's research. 4. Peter Fonagy's Reflective Function Theory. 5. Educational Styles. 6. Empathy and mirroring. 7. The neurobiological basis of the DoE

Expected learning outcomes	Explain the value of social and emotional learning for students, referring to the main theories supporting the development of the DoE.
Evaluation / Assessment	<ul style="list-style-type: none"> • Quiz/Exercise; • Self- Assessment; • Self-reflection.

Module 3 - Practical tools to use in class and research base: training for activities with students

Specific Objectives	To learn the techniques to be used in classrooms with pupils.
Contents	<ol style="list-style-type: none"> 1. Emotional Competences for students and their correspondence with key competences for lifelong learning 2. Emotional Education Techniques; Operational Tasks 3. Indicators to be measured and tools to be used 4. Instructions and suggestions to teachers
Risultati di apprendimento	<ul style="list-style-type: none"> • Analyse social & emotional skills. • Understand how to use tools to assess and monitor students' social-emotional learning. • Learn how, when and with whom the DoE Techniques can be used
Evaluation / Assessment	<ul style="list-style-type: none"> • Exercise • Self- Assessment

Module 4 - DoE Planning & Management

Specific Objectives	To learn how to plan and manage the interventions of DoE in the classrooms.
Contents	<ol style="list-style-type: none"> 1. Why and how to implement DoE in schools 2. Planning the implementation of DoE in school 3. Monitoring the implementation of DoE in schools
Expected learning outcomes	<ul style="list-style-type: none"> • Planning the DoE intervention in school • Reflect on the observed response to the use of at least 3 DoE techniques • Reflect on the impact of the DoE intervention on the students behaviour.
Evaluation / Assessment	<ul style="list-style-type: none"> • Final Assessment • Exercise • Assessment tools for students • Self-assessment • Feedback questionnaire