

**THE EDUCATION UNIVERSITY OF HONG KONG**

**Course Outline**

**Part I**

<b>Programme Title</b>	: Bachelor of Education (Honours)/ 4-5 Full Time Undergraduate Programmes
<b>Programme QF Level</b>	: 5
<b>Course Title</b>	: Positive Emotions as Engines of Growth
<b>Course Code</b>	: GEK1010
<b>Department</b>	: Curriculum and Instruction
<b>Credit Point</b>	: 3
<b>Contact Hours</b>	: 39
<b>Pre-requisite(s)</b>	: Nil
<b>Medium of Instruction</b>	: EMI
<b>Course Level</b>	: 1

**Part II**

The University's Graduate Attributes and seven Generic Intended Learning Outcomes (GILOs) represent the attributes of ideal EdUHK graduates and their expected qualities respectively. Learning outcomes work coherently at the University (GILOs), programme (Programme Intended Learning Outcomes) and course (Course Intended Learning Outcomes) levels to achieve the goal of nurturing students with important graduate attributes.

In gist, the Graduate Attributes for Undergraduate, Taught Postgraduate and Research Postgraduate students consist of the following three domains (i.e. in short "PEER & I"):

- Professional Excellence;
- Ethical Responsibility; &
- Innovation.

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

The seven GILOs are:

1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills
- 4a. Oral Communication Skills
- 4b. Written Communication Skills
5. Social Interaction Skills
6. Ethical Decision Making

## 7. Global Perspectives

### 1. Course Synopsis

This course will help students understand what human emotions are and how to manage these emotions. The course will be divided into two parts. In the first part, we will introduce students to a diverse array of theoretical perspectives related to the study of human emotions. We will address questions such as: What are our emotions? What purpose do they serve? How do our emotions relate to what we think, how we behave, and how we live our lives? In the second part of the course, we will focus on how to manage our emotions. In particular, we will draw on research on emotional intelligence (a.k.a. EQ) and provide students with scientifically-tested means for improving their emotional intelligence. Students will be expected to examine and improve their emotional intelligence by participating in a variety of self-assessment exercises. Teaching and learning activities will be designed to help students apply their emotional intelligence at work, school, home, and their relationships.

### 2. Course Intended Learning Outcomes (CILOs)

*Upon completion of this course, students will be able to:*

- CILO<sub>1</sub> Develop an understanding of the nature and function of positive emotions to contribute to the positive changes in their schools
- CILO<sub>2</sub> Apply the techniques and insights gained from scientific research to enhance one's own emotional well-being to enhance their learning performance
- CILO<sub>3</sub> Demonstrate awareness and appreciation of how different positive emotions are expressed and valued differentially across cultures to apply these insights in their own teaching
- CILO<sub>4</sub> Become aware of how to cultivate positive emotions in their personal and professional development and lifelong learning
- CILO<sub>5</sub> Learn how the frequent experiences of positive emotions lead to the development of signature character strengths that they may utilize in their own teaching practice

### 3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
<ul style="list-style-type: none"> <li>• Nature of positive emotions</li> <li>• Different types of positive emotions: joy/happiness, gratitude, serenity, interest, hope, pride, amusement, inspiration, awe, love</li> <li>• Functions of positive emotions: undo effect of positive emotions, broaden-and-build function of positive emotions)</li> </ul>	CILO <sub>1&amp;2</sub>	<ul style="list-style-type: none"> <li>• Lectures/tutorials</li> <li>• Group discussions &amp; case studies</li> <li>• Games</li> <li>• Film showing</li> <li>• Reflective e-journals</li> </ul>
<ul style="list-style-type: none"> <li>• Emotional regulation strategies for cultivating emotional well-being</li> <li>• Different empirically-validated techniques for enhancing positive emotions and cultivating emotional well-being</li> </ul>	CILO <sub>2</sub>	<ul style="list-style-type: none"> <li>• In-class activities,</li> <li>• Online activities,</li> <li>• Reflective journals writing in-class,</li> <li>• Answering online psychological tests</li> <li>• E-journals</li> </ul>
<ul style="list-style-type: none"> <li>• Cross-cultural psychology and positive</li> </ul>	CILO <sub>3</sub>	<ul style="list-style-type: none"> <li>• Lectures/tutorials</li> </ul>

emotions: Are positive emotions universal? Are they valued and expressed differently across cultures?		<ul style="list-style-type: none"> <li>• Class discussions</li> <li>• Group reports</li> </ul>
<ul style="list-style-type: none"> <li>• Positive emotions applied to daily life</li> <li>• Cultivating positive emotions in the workplace</li> <li>• Positive emotionality among students and teachers</li> <li>• Lifestyle change and positive emotions</li> </ul>	CILO <sub>1&amp;4</sub>	<ul style="list-style-type: none"> <li>• Lectures/tutorials</li> <li>• Class discussions</li> <li>• Games</li> <li>• Group reports</li> <li>• Film showing</li> <li>• Reflective e-journals</li> </ul>
<ul style="list-style-type: none"> <li>• Positive emotions and the development of character strengths</li> <li>• Linkages between broaden-and-build theory and signature strength development</li> <li>• Using character strengths in daily life and how their application leads to positive emotions</li> </ul>	CILO <sub>5</sub>	<ul style="list-style-type: none"> <li>• Answering online exercises</li> <li>• Game-based activities</li> <li>• Concept mapping</li> <li>• Reflective e-journals</li> </ul>

#### 4. Assessment

Assessment Tasks	Weighting (%)	CILO
1. Group Report <ul style="list-style-type: none"> <li>• Choose one of the ten positive emotions joy/happiness, serenity, interest, pride, amusement, inspiration, awe, love.</li> <li>• Share us the latest research on this emotion (e.g., what the effects of these emotions in the workplace? In school? How can we cultivate this emotion?)</li> <li>• 25 minute presentation + 5 minutes of Q &amp; A (write-up of 800-1000 words)</li> </ul>	25%	CILO <sub>1,3,&amp;4</sub>
2. Portfolio <ul style="list-style-type: none"> <li>• <b>Option 1:</b> Answer an online survey every day for 1 week on your emotions. This will track how your feelings fluctuate every day. The survey will take 5-10 minutes every day. You will be sent a link everyday which will take you to the online survey. Write one short reflection of 400 words about the experience.</li> <li>• <b>Option 2:</b> Write 3 e-journal entries on your life experiences of positive emotions (you can choose the same emotion or different emotions). Each journal entry is about 500 words (500 x 3 journal entries = 1500 words). Use the mahara portfolio and share the link with the instructor.</li> </ul>	25%	CILO <sub>2,3&amp;5</sub>
3. Final Reflective Essay Write an essay about one particular positive emotion (joy/happiness, gratitude, contentment, interest, hope, pride,	50%	CILO <sub>2,3&amp;5</sub>

<p>amusement, inspiration, awe, love). The word limit is 2000 words including references, tables, figures, and appendix (if any). The reflective essay will consist of two parts. In the first part, the student will define the positive emotion he/she chose, describe the research on the antecedents and effects of that particular emotion (e.g., What are the consequences of experiencing joy?/love?/hope?). The second part of the essay is more personal. The student has to describe a life event (one or more) revolving around the positive emotion. Describe what you felt. What were the circumstances around this particular positive emotion? And how has this experience affected you?</p>		
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**5. Required Text(s)**

Nil

**6. Recommended Readings**

Barrett, L. F., Lewis, M., & Haviland-Jones, J. M. (2016). *Handbook of Emotions*(4<sup>th</sup> eds). Psychology, The Guilford Press.

Domitrovich, C. E., Durlak, J. A., Staley, K. C., & Weissberg, R. P. (2017). Social-emotional competence: An essential factor for promoting positive adjustment and reducing risk in school children. *Child Development*, 88(2), 408-416.

***Suggested textbook For Emotion part:***

Lochner, K. (2016). *Successful Emotions*. Springer.

Mortiboys, A. (2013). *Teaching with Emotional Intelligence: A Step-by-Step Guide for Higher and Further Education Professionals*. Routledge.

Nelson, D. B., & Low, G. R. (2003). *Emotional Intelligence: Achieving Academic and Career Excellence in College and in Life* (2<sup>nd</sup> Eds.)

Niedenthal, P. M., Krauth-Gruber, S., & Ric, F. (2006). *Psychology of emotion: Interpersonal, experiential, and cognitive approaches*. Psychology Press.

Oatley, K., Keltner, D., & Jenkins, J. M. (2006). *Understanding Emotions*. Blackwell publishing.

Reeve, J. (2014). *Understanding Motivation and Emotion*. John Wiley & Sons.

Stein, S. J. (2007). *Make your Workplace Great: The 7 Keys to an Emotionally Intelligent Organization*. John Wiley & Sons.

Stein, S. J., & Book, H. E. (2013). *The EQ edge: Emotional Intelligence and Your Success* (3<sup>rd</sup> Eds) John Wiley & Sons.

Taylor, R. D., Oberle, E., Durlak, J. A., & Weisseberg, R. P. (2017). Promoting positive youth development through school-based social and emotional learning interventions: A meta-

analysis of follow-up effects. *Child Development*, 88(4), 1156-1171.

## 7. Related Web Resources

Actualized.org (A good psychology YouTube channel for beginners):

<https://www.youtube.com/channel/UCgeicB5AuF3MyUto0-M5Lw>

Daniel Goleman's blog:

<http://www.danielgoleman.info/>

Emotional Intelligence Consortium Website:

<http://www.eiconsortium.org/index.html>

HK Psychology Society, Division of Educational Psychology:

<http://www.dep.hkps.org.hk/>

APA Journal of Emotion:

<http://www.apa.org/pubs/journals/emo/>

Society of Study of Emotion:

[www.thessm.org/journal.html](http://www.thessm.org/journal.html)

PBS:

<http://www.pbs.org/thisemotionallife/>

International Society for Research on Emotion (ISRE):

<https://isre.org/>

International Society for Emotional Intelligence (ISEI):

<http://www.emotionalintelligencesociety.org/>

Society of Emotional Intelligence (SoEI):

<http://www.societyofei.org/>

## 8. Related Journals

Cognition and Emotion

Emotion

Journal of Positive Psychology

Journal of Happiness Studies

Journal of Happiness and Well-Being

Motivation and Emotion

Motivation Science

## 9. Academic Honesty

The University adopts a zero tolerance policy to plagiarism. For the University's policy on plagiarism, please refer to the *Policy on Academic Honesty, Responsibility and Integrity with Specific Reference to the Avoidance of Plagiarism by Students* (<https://www.eduhk.hk/re/modules/downloads/visit.php?cid=9&lid=89>). Students should familiarize themselves with the Policy.

## 10. Others

Nil

**Assignment 1 & 3 Rubrics (Group presentation & Individual Written Assignment)**

<b>Grade</b>	<b>Description</b>	<b>Understanding of topics/key concepts</b>	<b>Discussion of practical issues</b>	<b>Organization of presentation</b>	<b>References</b>
A + A A -	Distinction	Thorough understanding and interpretation	High level of critical thinking and synthesis	Well-organized, fluent, and correct	Good selection and adequately support author's views
B + B B -	Good	General understanding and interpretation	Sound but uncritical thinking and synthesis	Organized, fluent, and correct	Adequate and relevant
C + C	Satisfactory	Superficial grasp of and interpretation	Little or no attempt at analysis and synthesis	Reasonably fluent with some mistakes	Marginally relevant/not relevant
C - D	--	Partial grasp of and interpretation	Illogical analysis and ineffective organization of materials	Frequent errors	
F	Fail	Little understanding and interpretation	Interpreted incorrectly and poorly organized materials	Major and frequent errors	