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**Mission Accepted: Go
Beyond with General
Education**



Emotional Intelligence In Distance Education

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Emotional Intelligence & Distance Education

This presentation will provide online instructors' and course designers with assistance in identifying their own self-awareness of EI and with development of strategies to model their use of EI in their courses and course development.

Through the discovery of Emotional Intelligence (EI) and the development of EI skills, specifically self-awareness, instructors assist learners with engagement helping them find learning to be personally meaningful, which allows them to focus more easily on healthy and successful outcomes (Nelson, Low, & Hammett, 2017).

Instructors who model those skills in the online post-secondary learning environments may enhance student success by teaching EI through their example (Buzdar et al., 2016; Lanciano & Curci, 2014; Nelson et al., 2017; Stillman et al., 2018). Researchers have suggested that EI is related to increased self-awareness of adult learners, and facilitates rapport building that enhances chances for success in online learning (Ebrahimi, Khoshsima, & Zare-Behtash, 2018; Nelson, Low, & Hammett, 2017).

Instructors and course designers will be able to identify their current teaching strategies that implement modelling EI in the online classroom

Instructors and course designers will learn new strategies that evaluate, integrate, and apply appropriate EI modelling strategies from various sources to assist learners in their own EI development

Learning Outcomes

Using the public chat area, define EI in your own words

What is EI?

What is Self-Awareness?

What are some ways you can “read” others emotions in the virtual environment?

Emotional Intelligence In Distance Education

Research Guided Responses

What is EI?

My dissertation research is based on the framework of Transformative Emotional Intelligence (TEI) (Nelson and Low, 2003, 2011). This framework works with the premise of 10 EI skills and 3 problem areas categorized into four dimensions of **interpersonal skills, intrapersonal skills, leadership, and self management as well as three potential problem areas of aggression, deference, and change orientation.**

Nelson and Low (2011) define Emotional Intelligence simply as the ability to think constructively and act wisely.

Bar-On (2007) outline 5 components of EI to include: Intrapersonal, interpersonal, adaptability, stress management, and general mood.

Mayer, Caruso, and Salovey (1997) define EI as a set of interrelated skills that can be classified into three dimensions of perceiving emotions, using emotions, and understanding emotions.

10 EI Skills & 3 Problem Areas with EI Dimensions

- 1.Assertion (Interpersonal)**
- 2.Agression * (Interpersonal)**
- 3.Deference* (Interpersonal)**
- 4.Comfort (Leadership)**
- 5.Empathy (Leadership)**
- 6.Decision Making (Leadership)**
- 7.Leadership (Leadership)**
- 8.Self-esteem (Intrapersonal Skills)**
- 9.Stress-Management (Intrapersonal Skills)**
- 10.Time-Management (Self-Management)**
- 11.Drive Strength (Self-Management)**
- 12.Commitment Ethic (Self-Management)**
- 13.Change Orientation* (Intrapersonal)**

What is Self-Awareness?

Self-Awareness: An attempt to understand thoughts, feelings and behaviors of self and others in everyday situations and environments.

- Self-awareness requires a deep understanding of one's emotions as well as one's strengths and limitations and one's values and motives
- Social comparison and self-appraisals are the means by which self-awareness occurs
- The degree to which leaders are self-aware enables them to select the most effective responses for working with others.
- (Caldwell & Hayes, 2016).

Goleman (1995) posits that self-awareness is the keystone of EI, without self-awareness individuals are unable to demonstrate empathy with others.

“Self-awareness is a byproduct of self-observation and evaluation, and depends in part on attention to the observation and perceptions of the self by others” (Brown & McAvoy, 2014).

Just the facts...

The EI level of students explains the 29% variance of their online preparedness for online learning (Buzdar & Tariq, 2016)

Instructor use of EI is a direct model for students development and use of EI; studies have shown students who were skilled in emotional perception were able to perceive, use, understand, and deal with their emotions to perform better in school, earn higher GPAs, and were more effective at controlling anxiety related to increasing levels of academia (Lanciano & Curci, 2014).

Teachers play a vital role in the enhancement students EI levels by creating secure learning environments for students with low EI (Mendez, Lopez, Bautista Tum, 2017)

Issues related to culture, motivation, effectiveness of learning management systems, and online pedagogies are related to the attrition of online learners (Boton & Gregory, 2015).

What strategies do you currently use to model EI in your courses or course design?

- You will now go into breakout rooms in small pairs
- In your breakout rooms you will not answer the above question, instead, you will take turns using the strategy on each other. You will have 5 minutes each.
- When we come back together, your partner will share the strategy you used and explain how it helped them to understand your and/or their EI.

(If you are not aware of strategies you use, take the time to talk about this with your partner when it is your turn to share, think about your self-awareness in this process)

The EI Skills are:

Suggested Strategies by Majeski et. al (2017)

- Modelling Behaviors & Reactions
- Actively listen to the students needs, respond with empathy
- Provide regular opportunities for reflection (weekly journal entry, reflection assignment, discussion, etc.)
- Use mindfulness practices
- Demonstrate emotional perception and emotional understanding by designing instruction which piques learners' interests and encourages positive activating emotions such as curiosity and joy
- Use mastery and/or performance learning goals to promote EI as it relates to learning
- Use specific feedback to support student learning.

Majeski et. al (2017)- Continued

Practice EI with emotional presence by imbedding it in the social presence and teaching presence of COI.

Fostering emotional perception and emotional understanding in learners by recommending mindfulness or other contemplative exercises to go along with assignments to help learners enhance awareness of their needs, provides appropriate guidance and information (Majeski, et. al, 2017).

Strategies include:

Collaborative learning activities

Interactive multimedia activities

Break down complex learning into components and provide clarity with rubrics

Provide opportunities for students to share their perspectives through course assignments, discussion board, and seminars. Allow students to Ask questions and challenge perspectives in a healthy manner. Model this behavior



https://minutes.co/wp-content/uploads/2019/04/shutterstock_1214730637.png

Researchers suggest using active and challenging learning activities, collaborative problem-solving tasks and emotional empowerment to promote deep learning in distance education.

Meaningful learning in distance education is based on quality versus quantity of meaningful online interactions with content, instructors and. These interactions should be designed around authentic open-ended online activities that require complex knowledge construction tasks and provide opportunities for collaboration and reflection

(Mystakidis, S., Berki, E., & Valtanen, J., 2019)

Instructors:

Thinking about the strategies provided what are some ways you can be more self-aware to model EI for students?

Course Designers:

In thinking about the strategies suggested, what are some activities you can create in courses to help instructors engage students in using their own EI skills?



Resources for Instructors & Course Designers:

Nelson, D., & Low, G. (2011). *Emotional intelligence: Achieving academic and career excellence in college and in life* (2nd ed.). Pearson Education.

Mayer, R., & Clark, R. (2011). **E-learning and the science of instruction: Proven guidelines for consumers of multimedia learning** (3rd ed.). New York, NY: John Wiley.

University of Patras eLearning Strategy Development
<https://www.upatras.gr/en/elearning>

A photograph of a woman with dark curly hair and glasses, smiling and looking to the right. She is wearing a dark blue top. The background is a blurred office environment with a window and some papers on a wall. The text '20XX' is overlaid in the top right corner.

20XX

THANK YOU!

Aprile M. Williams

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