

LETHE
- SYNTHESIS REPORT -

1) What is Emotional Intelligence?

1.1 Introduction to Emotional Intelligence and new elements of the project.

Many research programmes carried out throughout the world have shown that children today show more emotional problems than before, hence the need to teach them and teenagers the basics of interpersonal and personal abilities that will help them through the various stages of life.

Some of the questions we should ask ourselves are why does the school performance of a gifted child collapse dramatically when family problems arise or why do children with the same level of intelligence produce different results, or which factors come into play when people with a high IQ level fail whereas some others with a more modest level produce surprisingly high performances?

The answer lies in the fact that there is another type of intelligence that so far hasn't been considered that important: Emotional Intelligence.

EI describes the ability of adults and children to perceive, respect and translate into words the world of feelings and emotions, to learn how to develop mental processes and understand reality, how to increase one's social and relational abilities thus providing an answer in terms of empathy and help solve problems and difficulties of others.

EI is the power to recognise, translate into words and give value to feelings that are often ignored or belittled. It is the ability to speak with one's emotions and control them without repressing them or pretending that they do not exist. It is the skill to use emotions in order to reach one's personal and professional goals or to improve personal relationships; to increase one's level of empathy – i.e. have the ability to understand and respect the emotions of others.

EI can improve people's wellbeing and can also optimise the acquisition and exchange of information.

Daniel Goleman says that the role of emotions in mental life has been for many years surprisingly neglected by researchers. Only very recently the study of emotions has acquired a substantial importance.

During most of the XX century only a small number of psychologists and an even smaller number of anthropologists have carried out scientific analysis of emotions.

Today, at the dawn of a new century, the situation has drastically changed and emotional life has become the object of many studies and research programmes.

Emotions are a great resource, and before they become negative we must understand that they are intelligent and are a source of richness.

We must bear in mind that all emotions are essentially "impulses to act", i.e. the plans of action provided by human evolution in order to manage emergencies in real-time. When it is the moment to decide something or take a course of action emotions are just as important as rationality.

1.2 Rational Intelligence and Emotional Intelligence

We can therefore single out two minds and two different types of intelligence: one rational and one emotional, and our behaviour is determined by both. In absence of emotional intelligence our intellect cannot work at its best.

Therefore, EI underlines the need of a dialogue between reason and emotions recognising the complementarities of these two dimensions.

Since Plato, many Western thinkers have been inclined to consider emotions as an obstacle to intelligent behaviour and it would be pointless to deny that emotions may encourage people to take actions which they might later regret. The positive vision of emotions does not maintain that they are always useful but it believes that a successful recipe would be a mix of reason and emotion and not reason by itself. The optimum is given by the right amount of emotion: neither too much nor too little. Aristotle built his whole ethical system on this simple notion. According to the philosopher all virtues were intermediate degrees between extremes represented by excess or want of a particular emotion. This concept of the middle path is very much like what nowadays psychologists call EI. This concept implies a balance between emotion and reason whereby neither entirely dominates the other. Emotionally intelligent people know when they must control their emotions and when be controlled by them. EI also implies the ability to correctly understand the emotions of others.

We should not believe that emotions are in contrast with reason, nor must we listen to our heart rather than our head, but should be convinced that “intelligent actions” are the right mix of emotion and reason.

1.3 SEL (Social Emotional Learning)

The purpose of SEL (social emotional learning) is based on methods successfully experimented in some US schools which look at the multi-dimensional concept of intelligence, learning logics and transmittable knowledge in a more efficient way if emotions are part of the process. The involvement of emotions in learning stimulates thinking, it is a kind of lubricant of one’s mind, increases learning, improves knowledge as well as the student’s self-confidence, it also increases creativity and the chances to reach one’s goals while developing relational and transversal competences.

In fact, according to Goleman “it is imperative that intelligence be connected with emotion that should be considered intelligent in its own right and capable of collecting information which is then registered and elaborated.

Besides experimentation, the project is also closely linked to “quality strategies” of the school system aiming at establishing a constructive and dialectic relationship between services offered and users’ needs. Through the “Breakthrough” point of view – which in the theory of total quality expresses the idea of “breaking away

from tradition” within the school system, the project is promoting the key strategies for the achievement of maximum quality in education:

- the student perceived as an absolute priority (the method proposed by the project is based on the improvement of students’ abilities);
- quality as full satisfaction (new type of relationship between teachers, students’ learning process and the context within which teaching and learning activities develop in order to favour social and educational development of the students);
- continuous improvement (the method supplies the necessary tools to learn and to continue learning in school and beyond it with the view of a continuous development of teachers’ and students’ knowledge);
- quality of processes (new organisation and management of the teaching processes),
- involvement of all staff (new model of co-operation: the school system acting alongside the public system and the active role of parents).

1.4 Pedagogic and didactic methodology of EI

The teaching method based on SEL allows the rearranging of all social and educational needs along a path that focuses on the oneness of the students’ development, implying a new and more flexible/flowing type of work by school operators who, while keeping in due respect the centrality of the students, must take all the necessary activities to reach the full accomplishment of the human being in order to prepare young people to face the challenges of modern life.

With this viewpoint the education and training system is aiming at the growth and improvement of human values, supplying for each step suitable tools and opportunities for experience, both applicable and practical, to continue learning during and after school, to interact and operate in society and the production world.

According to Goleman the intelligence used in schools amounts only to one fifth of the total intellectual abilities “the rest depends on other types of intelligence” of a complex mixture (EI) in which factors such as self-control, perseverance, empathy, interest in the others and social abilities play an important role.

EI is characterised by abilities achieved through intra-disciplinary and transversal learning activities based on adequate modular educational programmes carried out by the teachers in each school. This is a method which aims at integrating the various elements that form experience and knowledge in order to create a school system that gives equal dignity to all types of knowledge and goes beyond the traditional educational divides, hence leaving space for the integration of different languages, new technologies, information communication and social science studies.

The EI method is a model of school education able to recognise the needs of users, students and families each in their own context, it’s key objective is to guarantee the development of all capabilities in order to increase the ability to efficiently understand, carry out, plan and choose one’s future triggering off the necessary processes of cultural integration.

1.5 Considerations on IE and the Golem(an) effect

Daniel Goleman has no doubt a great merit: he has brought in the forefront an already known issue, Emotional Intelligence.

Studies on neuroscience carried out by P. Solovey and J.D. Mayer at the end of the 1980s have shown that the architecture of the mind not only has rational components but also an emotional one.

After all, in 1983 H. Gardner had spoken about multiple intelligence in his well known *Formae Mentis* where he stated that interpersonal and intra-personal intelligence played a prominent role in the study of human intelligence. His conclusion was that intelligence cannot be considered only something pertaining to the rational sphere but also to other spheres such as music, mathematics, space and the physical.

All these resources establish a key pedagogic principle: the importance of inter-dependence in learners.

Thanks to this type of intelligence, intellectual profiles can be developed, strengthened and enriched.

From this point of view one cannot ignore the contribution that Gardner first and Solovey and Mayer after have given to Goleman's work. What we mean by Goleman's effect is very simple: during our research we have noticed through our experimentations that subjects who were part of the education circles such as teachers, headmasters, training staff had heard of Goleman and his famous treatise but did not have an in-depth and critical knowledge of it. Educators know the meaning of EI in general terms but do not have an in-depth perception of it. Paradoxically, Goleman appears to be a victim of his own method: in fact, just as his book is called a collection of other people's experiences on emotional intelligence, nowadays generic opinions on this subject from educators are collected in a sort of unintentional revenge.

This is now creating a rather confused general situation in terms of precise knowledge of the problem together with a superficial use of the term EI. There is a general idea that, particularly in a primary school context, "intelligence" cannot be referred exclusively to the mnemonic faculty linked to notional learning, however the dual concept of EI is not always clear in operational terms.

The reason is not difficult to understand: the emotional "domain" is evasive and absolutely subjective, therefore a kind of syllabus comprising the use of EI in schools or in other educational contexts is not, as a method, a viable proposition.

In any case, a definition in general terms of EI can no longer be delayed in order to supply the educators with concrete operative tools.

One of Goleman's limitations in his work is that his scientific research on EI and emotion management, even though rather generous, is mainly confined to the neuropsychological and social sphere and ignores the vast contribution given by Cognition and Behavioural Sciences. The important contributions given by authors such as Bandura, Seligman and Lazarus are left in the background and the studies carried out by A. Beck and A. Ellis on cognition processes and the relation between thought and emotions are completely ignored.

Another limit in the explanation given by Goleman is the unclear definition of EI and the summary and superficial description of the strategies to strengthen it. This lack of details has favoured the proliferation of

training programmes and “personal growth” courses in a hodgepodge of different approaches of vaguely “new age” inspiration which use the EI label but are very far from P. Solovey’s and J.D.Mayer’s ideas.

Which is the relationship between rational emotional education and EI?

It is all very simple: rational emotional education is a method which makes use of experimentally supported procedures aiming at the strengthening of the basic components of EI. When the individual’s emotional wellbeing is at stake there is the moral duty to choose the intervention procedures not on the basis of cultural trends of the day or on the glamour of a theory but rather on the scientifically proven effectiveness of such procedures.

1.6 The relationship between emotions and the learning process: an evolutive framework

The relationship between emotions and learning processes is currently one of the most interesting issues in pedagogy. As Goleman points out in his book, it is only in the past few years that there is interest .

What has been evidenced in the partner’s reports is that EI is known in schools – sometimes directly and concretely – and only a few ignore it. And we must bear in mind that sometimes it is known with another word.

The evolutive framework : not everywhere EI has been introduced in school’s curricula. In Finland in fact, 29,53% of the teachers that have been interviewed believe that EI is not *officially recognized as an important issue in the educational process* and 36.66% argues that it *is explicitly mentioned in the national curricula and embedded into all school subject teaching plans*.

Therefore, we understand that EI has not yet been introduced in the school curricula.

Another issue that comes out is the need to find a new relationship between teacher and student. Teachers cannot be considered only as the person who ‘knows’ but as a cultural ‘mediator’ able to teach and at the same time learn.

The Portuguese report states that: *“But this paradigm must be broken, we should not limit this study regarding the behaviour of the teacher with the results of the student; the constructive processes should be introduced as mediators to overcome the limitations of the paradigm-process product. According to Gadotti (1999), the teacher, in order to implement the dialogue, should not be the holder of knowledge; he must first put himself in the position of those who do not know everything, recognizing that even an illiterate is a carrier of the most important knowledge: life.”* (page 11 Portugal Report).

Another important issue is the role of parents, since if there is no active participation by them there will be little progress in school and therefore progress in the children’s learning. What is therefore needed is active and direct participation by the parents (although it may sound quite utopian).

The French report states in fact that: *“Respondents also highlighted the need for a stronger educational role of EI in the students’ home environment. Therefore, teachers/respondents recognised that EI was not just a role that teachers should offer students, but that parents had a critical role in EI-based relationships with their children. A stronger supportive link between teachers and parents was encouraged”*(page. 23 Report).

In conclusion, we may say that EI in Europe shows the following constants:

- 1) good knowledge of EI by teachers;
- 2) poor inclusion of EI in school curricula;
- 3) poor number of models for the application of EI in schools;
- 4) sufficient number of experiences and school projects on EI.

1.7 Raising an Emotionally Intelligent Student: the role of EI in Schools

The role of EI in schools is an important issue since Goleman's work is superficially known in general terms and little used in the curricula. Moreover, schools had already carried out projects regarding EI, well before the success of Goleman's books and the spread of his methods. This shows that the educational system has been interested in the subject many years before.

A survey in Finland, for example, shows that one third of the 54 teachers taking part to the EI project considers the emotional approach important, another third has a completely opposite view and the last group has not a clear point of view. This shows that there is not a clear idea about the subject yet.

A further aspect that emerges from the reports regarding the role of EI in schools is the attention to the several kinds of intelligence that students can exploit. Thanks to the works of Gardner, *Formae Mentis*, it is agreed that that intelligence not only is rational but a complex phenomenon, very difficult to define. There are "multiple intelligences", that is intelligences that differ from mere rational ones. School, for example, should supply tools to increase spatial as well as creative and motor intelligence. Deciding not to take into account these forms of intelligence is a sort of cultural discrimination, while making them operational would help teaching since students have different ways of learning.

The Portuguese report shows the delicate position taken by the teacher when he/she wants his/her work to become emotionally involving. It also points out that (page 14) "passing on the knowledge", i.e. have a totally notion supplying role, as it as up to 10/20 ears ago (and it is often still happening) is not enough: learning must be an all involving operation, with the students at its centre.

The teacher should also create the opportunities for the student to build his/her own personal knowledge and this last aspect can be achieved when not only concepts are conveyed but emotions as well.

The report outlines another critical point which constantly emerges in interviews: the need to renew the training process from university to school in order to obtain a specialised EI teacher.

The Cyprus report deals with the enhancement of EI in schools according to Gibbs' studies. Gibbs asserts that in order to have an emotionally intelligent student, the teaching environment should be more adaptive and transformative. The problem in the teaching programme has in fact been the centre of the debate on the schooling system for many years and not only as regards EI. And beyond the very complex and very delicate problem of how an nation sees education there is no doubt that the problem regarding the programmes is of no little account.

The report reads: “They (learning environments) should be able to employ the principles of the theory of emotional intelligence, and educators should understand this approach and embody the fundamentals into their teaching. This is essential in order for students to succeed both academically, as well as professionally, but also – and more importantly perhaps – in their personal lives. *“Educators can point to all sorts of data to support this new direction. Students who are depressed or angry literally cannot learn. Children who have trouble being accepted by their classmates are 2 to 8 times as likely to drop out”* (Gibbs, 1995).

Another critical aspect is evaluation. Assessing a student’s performance only on the basis of concrete results means to ignore the process and the life in school according to the “product” philosophy. It means in other words reasoning on the basis of an “efficiency” logic which has nothing to do, for instance, with Gardners’ teachings on multiple intelligences. Evaluation is therefore necessary but, is an operation which must take into account also other issues.

The Portuguese report reads: “In other words, it is not only the marks that students score in tests and exams which reflect on their intellect. As Low and Nelson argue, *“test scores reflect only a small part of learning that is important in academic success, career effectiveness, and personal well-being. We lose the true concept of education when we equate education and resultant learning to information retention, information transfer, and test taking”* (Low and Nelson, 2005). What students need to acquire and develop is the ability to think and the way that they need to behave and react in certain situations. They need, in other words, to develop wisdom. *“One does not have to be old to be wise. Young children can learn skills that allow them to behave wisely and effectively, for example interpersonal skills, dealing with strong emotions, time management, goal achievement”* (Low and Nelson, 2005). Educators must then teach children these elements, because developing a child’s character is important in raising an emotionally intelligent individual, who is more likely to succeed in his/her later life. According to Cherniss and Goleman, *“[...] it is character, not just how smart we are, that makes the difference between a fulfilled life and a wasted one. But in the new world of work, these abilities are more important than ever. With constant change and downsizing, people in every field need these competencies to survive. [...] Educators can prepare children for this new world of work by helping them to learn those socio-emotional competencies that are most critical for success. We owe our children nothing less”* (Cherniss and Goleman, 2006).

Also regarding the necessary competences for a teacher to develop EI in a class and to make a student emotionally intelligent there is the constant need for the teacher himself to express his/her own emotions as regards the contents to be developed.

The Spanish report points out other interesting competences necessary for the development of EI such as:

- ⇒ To express properly their feeling related to their students
- ⇒ To use the methodology of planning based on goals and resolution of problems.
- ⇒ To put in practice self-motivation strategies.
- ⇒ To control its negative moods and to manage its emotions suitably.

⇒ To show its empathy and capacity of listening.

⇒ To develop self-confident conducts, handling suitably the conflicts that take place in the classroom.

(Report Spain, page 3/20)

The second point is very interesting: “To use the methodology of planning based on goals and resolution of problems”.

In fact, while the other strategies can be considered common also to national situation different from Spain, the methodology of “planning based on goals” does not seem to be always functional with EI.

The report makes another interesting point: “It has been verified that the programmes of emotional alphabetization improve the academic qualifications and the scholastic activities”. (Report Spain page 3/20): it puts in strict relation emotional alphabetization with the success linked to “academic qualifications and the scholastic activities”.

A part from the academic side of it, it is interesting to see that there is a concrete point emerging from the Spanish report, i.e. “emotions-success”. This is important as it shows, at least according to the Spanish situation, how EI can bring about concrete results also in education. The studies regarding the relationship between EI and success are several at international level, but they very seldom have anything to do with education. They are rather linked to the business world where more and more often EI is considered an investment.

It is clear that the school system cannot aim at success the same way as a business concern. Success in education is not tantamount to result or to product, but is a positive process of enhancement and pleasure in studying. In this the Spanish data are very encouraging.

Another way of improving the role of EI in school is as follows: it is often perceived as a phenomenon linked to literature and art. This means that it is considered not a method but a discipline. The conviction that EI is a kind of appendix to humanities is unfortunately very widespread. Even in the case that EI is considered a method it is connected to disciplines such as arts or literature and in this way is considered a subject. For instance, in Bulgaria when asked “for which discipline do you consider more appropriate the use of the EI method” 24 teachers answered “arts” and only 6 answered “natural sciences and ecologies”, even though 14 of them considered EI applicable to all disciplines.

Another important aspect emerging from the reports is the strict connection between EI and motivation.

Today we all know that one of the major obstacles to learning is the low level of interest for the subjects studied in schools, in other word, motivation.

Nowadays the school is perceived by the students as something far away from reality, like a training course unconnected with the demands of the job market; in other words, as a place where only theoretical knowledge is acquired.

Undoubtedly this tendency, noticeable throughout Europe, is the result of many causes, as for instance the role that technical knowledge has taken in the culture of the XX century also to the disadvantage of culture considered as the sum of competences which have no practical use.

In this context one of the ways to instil new motivation into students could be EI.

Considering that school programmes, at least in the immediate, will not undergo changes, it could be desirable that at least the teaching method be changed. One of the ways to change the system would be to make learning a nicer and more interesting operation, perhaps through EI.

The Bulgarian report makes one interesting point. To the question: “Do you believe that *emotional learning* can increase the motivation and the presentation of the students?”), the majority of teachers (41 vs 1) answered positively (only one “I don’t know” and no “no”). This is only the most striking point: in other contexts the result was not so overwhelming but the general opinion was that EI could favour students’ motivation.

Also in this case, needless to say, the teacher plays a key role.

Therefore, motivation could represent an interesting answer to the initial question which is one of the issues to which the Lethe project is attempting to address.

Working on motivation is not an easy task, whether or not EI is involved. In any case this seems to be the key point for renewal, not only in teaching, but in more general terms in the education world.

The tools to work on motivation are several and linked to the various reference theories in pedagogy, but a very interesting approach is the affective/emotional one. In the XXI century school system contents do not seem to be sufficient any longer to win the challenge of motivation, but on the other hand the school system cannot turn its content and cultural structure upside down.

It must therefore, carry out a work not on the contents but on the tools that are better for conveying them. In this way EI would work.

In general terms some of the points emerged could be summarised as follows:

- 1) school can have an active role in teaching emotionally intelligent children but it cannot do without the teacher’s key role;
- 2) there is little or no teachers’ training on EI;
- 3) teachers are ready to be trained on EI;
- 4) motivation, both for students and teachers, is the pivotal point which to work on.

2) Teaching and Learning Social-Emotional Skills, Knowledge and Beliefs. Interviews to some European experts.

2.1 Introduction

An important part of the Lethe project already developed has been contacting and interviewing education experts (headmasters, teachers which have been participating in EI projects and university professors who have carried out research on the subject) in order to ascertain which were the best strategies to use EI in schools.

The European scene seems to be variegated: on the one hand the teachers' situation is rather similar within the European framework as far as the participating countries are concerned, the same cannot be said for experts. The reason is plain: in the case of teachers we are faced with professional figures which are not often involved in specific projects but carry out an activity still very much linked to aspects of disciplinary content.

The situation is different for headmasters: their role, particularly during the recent years, has been very important in defining the development and research strategies of the school system.

Schools operating in the same territory but run by headmasters with different cultural views may appear very different from one another. That's why in an international context the situations appear to be rather diversified.

Furthermore, headmasters, teachers and academics involved in this issue have a deep perception of EI, sometimes completely the opposite between one another, and especially some academics have a cognitive approach while others a behavioural one. These different approaches change also the perception and the importance given to EI.

The following are the reports of the participating countries.

Finland

The first interview was to Professor Seppo Tella. His view is that, as regards the role of EI in the Finnish education system, first of all the concept of intelligence and that of emotion must be separated, thus showing the difference between motivation and will. He also clarifies that *Emotions rule over rational thinking, emotion comes before intellect. Intelligence is certainly needed in the Western society. I am afraid we don't manage with sheer emotions in our educational system.*

Regarding the role of family he stresses that students' school time is not as long as it looks and sees very little cooperation between adults, parents and the education system.

What he sees is a problem between cooperation and language: *"On the other hand, cooperation is often problematic, at least from the viewpoint of newly graduated teachers. Parents and teachers do not speak the same language, so to say. Therefore, if newly graduated teachers and children's parents were to share some experiences together, such as a school camp or other activities, it would make it easier to exchange ideas about many things".*

Italy

Several experts were contacted in order to obtain a multifaceted image of the EI complex problem.

The first interview was to Prof. Leonardo Tenda, support teacher in a school in Perugia and an expert in EI dynamics. Professor Tenda first of all outlined how a support teacher could see the situation differently from a traditional colleague since he is directly linked to “support” students experiencing various types of personal difficulties. From this point of view a support teacher “spots” more easily the dynamics among students and between students and traditional teachers. He also maintains that one of the major difficulties for students is to give vent to their emotions also through an adequate verbalisation. When one is not able to give a name to an emotion he will also have difficulty in understanding it and recognising it from other emotions.

Therefore, the teacher has also a meta-cognitive role.

The fields of application for an expert are, according to Professor Tenda, the following:

- Relation with oneself and with others
- Innovative teaching methods
- Cooperation and involvement in learning
- Emotional alphabetization
- Motivation

For this reason the school where Professor Tenda works (Istituto Volta, Perugia) has developed a transversal project called “I Care” aiming at favouring the verbalisation of the main emotions.

An interesting side of this project is its vertical nature: the involvement of students from elementary school up to the end of secondary education.

The second person to be interviewed was a professor of psychology at the University of Perugia, Professor Federici. He argues that in the university world there are no tools or occasions to help the freshmen find their way in the academic scene. Therefore, the world of university seems “less hospitable” compared to secondary schools.

Prof. Federici also maintains that interesting fields of application also for EI are those connected with the integration of the disabled in school as well as those for “normal people’s disabilities”. According to him one particularly interesting EI issue is also the analysis of a worrying phenomenon widespread not only in Italy: bullying

Owing to the fact that it is so difficult to speak about sex in Italian schools, it is not surprising that even EI faces the same problem.

Another interview was carried out with a psychologist, Maria Martello, professor at the Cà Foscari in Venice, who deals with the EI problem *vis a vis* conflict management.

For many years her task has been teaching the subject of emotional abilities also in master classes (Conflict Management and Mediation) for which she is responsible.

Professor Martello argues that the Italian school system lacks in training offer in EI. As regards the introduction of EI in schools she reckons that the issue is urgent; therefore, the curriculum of future teachers must not only show occasional attendances to EI courses but proper study and in depth training programmes. She also argues that there would be no need to add anything to school curricula if teachers have been properly EI trained.

Among the methods that seem to have achieved the best results there is emotional and participated listening which by itself could give immediate and significant results.

Also a headmaster was interviewed since the intent was to receive clear indications also from who approves the education projects.

For this reason the person interviewed was the headmaster of one of the most famous Italian Classic secondary schools, Liceo Carducci, Milan, Mirella de Carolis. She says that a number of EI projects such as Health Education, Affection, and Hospitality have been implemented. She also points out that unfortunately teachers are not always trained or motivated and the intervention, often occasional, of psychologists is not so useful since it is not constant. She thinks it necessary that more funds be appropriated for new projects as well as for the traditional ones. She also wishes a renewed interest in teachers, especially in young ones.

Another interview was carried out in Umbria with headmaster Elio Boriosi of the Istituto Tecnico di Perugia. He says that the Italian schools system is rather sensitive to this problem, especially the First Grade Secondary School rather than in the Second Grade.

In fact, the organisation of the Second Grade School system, he maintains, goes back to 60 years ago. A solution adopted by his school has been favouring learning by doing. This approach is linked to EI since, in Boriosi's opinion, when learning is not emotionally involving it is at risk of failure. How can we make learning all involving?

A way could be learning by doing, since:

- 1) it is a motivation to see realised what has been learnt
- 2) it favours an emotionally involving encounter between contents (knowledge) and projects
- 3) it favours emotional involvement also thanks to group work

The last interview was that to SIX SECOND ITALIA. Which is a network dealing with EI at all levels.

It began with the working industry but has now branched off to education.

The first problem encountered by SIX SECOND ITALIA was the never ending lack of funds in education; some industries in Central and Northern Italy have tried to solve the problem by directly financing training courses.

From this the connection between business and EI has shown positive results. What has been done in schools up to now is no more than an analysis of the climate within. Concrete actions have been carried out aiming at registering interpersonal difficulties in classes. Questionnaires were handed out for completion.

Germany

The German situation was studied through a particularly ample and in depth questionnaire. For this reason the number of university professors, headmasters and school teachers was high, but the transcripts of the interviews have not been attached to the report.

The German report reads: *“One has to take into consideration that emotional forms of teaching and learning seem to take more time than traditional forms of teaching, at least according to the opinions of the professionals we asked. This seems to be one of the main obstacles in relation to or at least an important change to the forms of learning our curricula focus on, in so far as the professionals we interviewed are concerned”*.

One of the considerations we should take into account is that teaching through “emotional education” requires a lot of time and this is perceived as one of the “main obstacles”.

Another interesting aspect is that: *“Another major obstacle seems to be that there obviously exists a part of each class or group who cannot cope with the ‘more easy’-forms of learning, that even have the impression that having ‘fun’ contradicts serious learning”*. What we understand here is that students perceive this teaching method as “fun learning” making the whole approach useless.

A further aspect is that the emotional approach is seen as a mere interesting experimental method that does not have the right connotations to be included in a continuous teaching programme. Therefore, EI is maybe a bit too “young” a method to be carried out alongside traditional teaching. We read in fact that *“The professionals we interviewed took this as a hint that even if emotional forms of teaching and learning are said to be generally accepted, it seems to be thought of by pupils as well as by parents as one method that from time to time might be tried out, but not as a general, and generally useful, approach to learning”*.

Turkey

The Turkish situation is similar to the European trend, and one of the most important factors is that the Firat University – being a technical one– has given interesting and precise data regarding EI in a non humanistic context. The recent efforts of the Turkish Ministry of Education have in fact allowed *“to develop cognitively and affectively oriented curricula”*. Scientific studies on EI are ample and very specialistic (phd) and this shows that the approach to this method is not occasional. For references see the Turkey national report (pag.9)

One of the most interesting studies is by dr. Kamil Aidin: *“A scientific study run by Kamil Aydın with the supervision of Dr. Burhan Akpınar investigates the effects of emotions on academic success. In this experimental study conducted on primary school children, student emotions were evoked through pleasant smells in the classroom and they were given a “good mood”. To this end, naturally obtained lemon, rose and lavender aroma was used. This experiment was run in the English class considering that meeting a new culture in the foreign language classroom may cause stress for young pupils. The study which had experimental and control groups, followed a pretest-posttest design, and was supported by stimulating*

smells, found that the experimental group performed meaningfully better than the control group with respect to academic success and affective development”.

A further reference is the symposium held in 2007 and organised by the Ege University Faculty of Communication (Izmir 7-9 May 2007). The report of the meeting has highlighted several important actors, such as:

- *Another point is that emotional intelligence skills can be learnt and improved.*
- *Work on learning and developing emotional intelligence must definitely start in childhood.*
- *Emotional intelligence education and development should start first with parent education and continue with in-service training for school administrators and staff. Education for teachers must start at faculties of education by adding emotional intelligence to the undergraduate and graduate programmes.*

The factors that link the Turkish situation with the other European partners are that EI seems to be a “learnable skill”, and that it should be used with young children, since adding it to a syllabus in classes of older students might be seen as extra curricular. Furthermore, EI is not only a school commitment but should be also an objective of both families and parents. Each project working in the difficult environment of emotions cannot be carried out without the joint effort of both school and family.

Portugal

The study of the situation in Portugal has been one of the most useful among the European partners since there have been 4 interviews.

The first interview was to Dr. Ângela Escada – Professor of Empathy, who maintains that EI has both an intrapersonal and interpersonal dimension: *Emotional intelligence has five elements, divided in a first phase in two parts: the intra-personal – “I and I” and the inter-personal “I and the others”.* She says also that the method should be introduced gradually in school through three steps: *“EI should be integrated in three steps: the first should be on the students solving the existing problems, it would be performing, specially, in all learning difficulties; the second should be teaching the students to find solutions dealing with difficulties; the third one should prevent these negative situations”.* She maintains also that the introduction of the problem is not enough, the learning environment (environment-school) should accept and be compatible with the rules of EI.

Dr Ana Rainha (with Master of Education in Social and Personal Training) argues that EI should be included in both humanistic and mathematical subjects. EI *“should be included in the learning programmes and curricula through disciplines such as Mathematics There are other disciplines of civic training where it is appropriated to talk about emotional intelligence. The fulfilment of the programmes limits the teachers, it is*

necessary to have other alternatives, for example, assisted study where the theme can be developed and the student can be more productive”.

Dr. Maria João Peres (with Master in Education and social and personal Training) maintains that as with her Italian colleagues, EI is not a new issue: *“the role of emotional intelligence in the learning process used at schools is not a formally assumed role. Informally, there are teachers who realize that without emotions there is no learning, without emotional involvement in what we are doing,, there is no real ownership of the knowledge and acquisition. It works on an informal and individual basis. There are teachers who make this bridge with the students and make them being involved with the affections. Others do not have this concern or sensitivity to deal with emotions”.*

She argues also that EI should be included in the teacher training programme: *Emotional intelligence should be included in the initial training and in the continuous training of the teachers. Emotional intelligence should be part of the learning programmes and curricula, but there are areas that make more sense than others.”*

Dr. Ana Bertão (with Educational Master in Social and Personal Training) argues that *“the role of teachers is very important; the way they interact with the students makes all the difference in the learning process. The role of the family is essential, to feel the objects, understand the facts, understand from the beginning that children will interact throughout their lives”.*

To sum up, also the Portugues report shows the same requests of the rest of the partners, that is including EI in school programmes, set up training courses for teachers and involve the families.

France

The first interview was to Mme Judy Churchill (Director of Language Consulting Services Ltd., an international consultancy offering services in the area of language training). She pointed out the importance of the relationship between an intelligence so called rational with EI: *“So if we can use Emotional Intelligence to help us use the traditional intelligence that we’re given, then I think we can probably achieve way beyond what we could ever imagine”.* She recognises the great impact which EI may have on a class thanks to the work of the teachers, particularly she points her attention on the feedback between teachers and students. *“We know today that the more positive you feel about something, the greater your motivation is to do that thing”.* She has also an original approach to the way EI should be included in school curricula maintaining that integration doesn’t necessarily mean modification of school programmes: *“You don’t have to necessarily change the content of a curriculum, but you do have to change the way that you allow people to take the content in, and perhaps help them develop their own different sensory perceptions.”* Therefore, the point stressed is not so much the fact that EI represents a contents surplus as an improvement in method which can give unhoped-for results not achievable through the traditional approach. She also maintains that several different approaches to learning can be devised through EI and the use of multimedia: *“You’ll have children who are all learning the same thing but one of them will be taking it in through pictures, one will be taking it in through sounds, one will be taking it in because the student really feels what’s going on”.*

This aspect is very interesting for the Lethe project since it directly involves ICT; also interesting is the expert's approach, although she is not directly involved in the French education field, but has a knowledge of the situation in England and in the U.S.

Her reflections deal also with the social environment where, she maintains, in a society such as the French one but in general in the European situation more and more multicultural, the role of EI is important under several aspects, particularly those linked to intercultural relations: *“Coming from another culture presupposes that you have another way of thinking about things, with Emotional Intelligence we learn that there is no ‘better way’ of doing something; there is a different way of doing something”*.

The second interview was released by Mr Jean-Pierre Croisy, (trainer of teachers at *l’Institut de Formation des Maitres à Versailles*). His first point was that the French school system is mostly interested to concrete and measurable results in terms of logical and rational intelligence: *“...preoccupied with the cognitive mental process and the logic of a subject ... which is given by the didactic [style of teaching]. [In this,] there is no place for the emotion.”* However, there is a great interest for EI which is regularly debated in work groups with the teachers. The problem is that these activities are always extra-curricular and only with difficulty become part of the syllabus: *“We call it ‘speaking groups’: there is a big demand coming from the schools for these types of groups. Unfortunately, as yet there remains no official programmes to qualify teachers with specific skills and teaching methods for enhancing EI-related learning approaches in schools in France”*.

Spain

The approach by the Spanish colleagues to EI is probably the most original: we have been able to consult a recording taken during the XXXV CECE annual meeting.

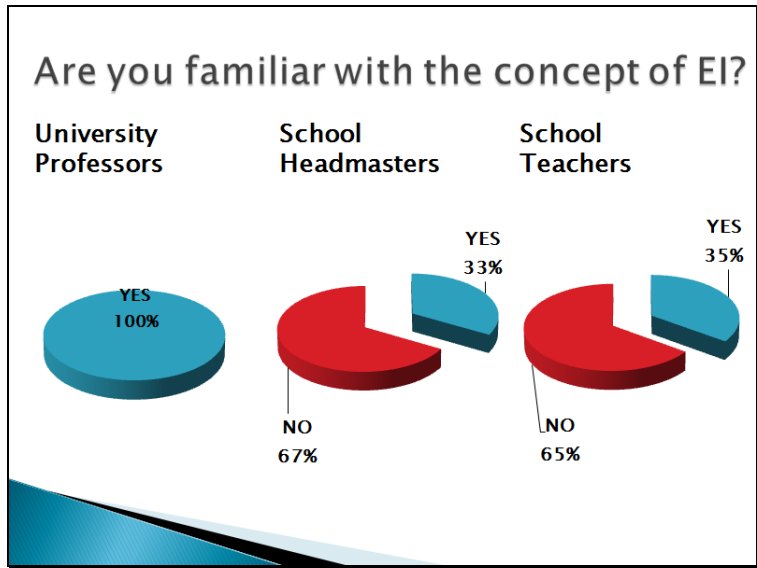
The video shows several interviews to teachers and is divided into 3 parts:

1. A general description of the influences of the technological society and communication.
2. The school and its development. Roles which have been assigned to the school by society. The crisis of the education system
3. Presents some interviews and real situations of teachers or headmaster, which are proud of her/his work, as they like to be teachers, to educate.

Cyprus

The situation in Cyprus was assessed on the basis of percentages emerged from the national report.

The questionnaire handed over to teachers, academics and headmasters by our Cyprus colleagues was very accurate. The study shows, from the experts' point of view, an important fact: All the university teachers are well acquainted with EI as can be clearly seen in the figure below:

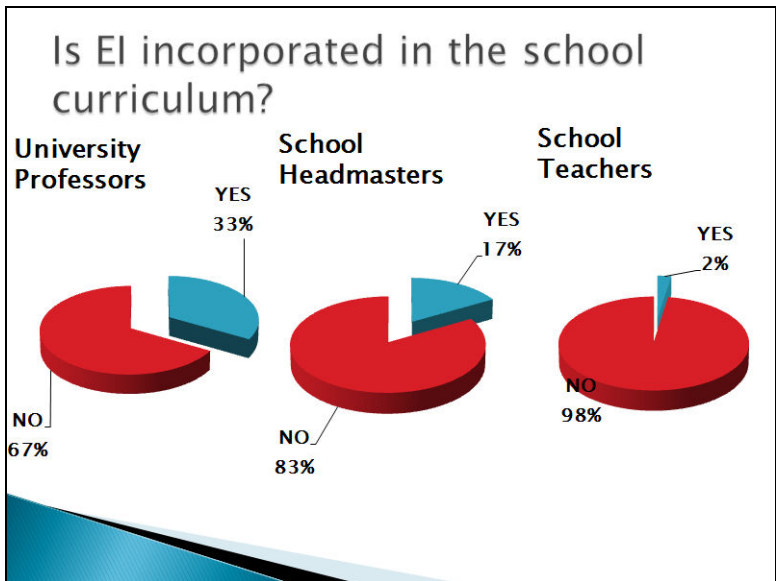


Another important fact is that the majority of school headmasters doesn't even know about the existence of EI., and this is in line with the fact that also the majority of teachers ignore this issue.

The graph shows that the experts know about EI while the school world is still far from knowing the problem and let alone applying the EI method.

The second graph shows another interesting fact: it is evident here how only during the last few years a certain amount of debate and interest in EI was born. In fact, also university professors whose training presumably goes back about 20-30 years have not had adequate training on the subject. Also the majority of headmasters, who have not had any psychology training, cannot benefit from EI related training.

Soon after we will examine the situation of the school teachers, but even now it is evident that they have not received adequate training on the subject.



As regards the integration of EI in the school system the answer is very clear: EI is not yet part of the general syllabus of schools in Cyprus, neither where the experts are concerned not, and this is even more serious, from the headmasters point of view. Almost 98% of teachers maintain that EI is absent from school.

Finally, and it was foreseeable, all teachers and headmasters have been favourable to the introduction of EI in the school system.

Bulgaria

The first of three interviews with the experts was with Reni Dimova (Executive manager of “Intercultural Cooperation” Foundation, a non-profit organization, working as an informative, resource and consultancy centre in the field of intercultural cooperation and education); one of the most interesting questions to be asked was why the EI method is not widely used in Bulgaria; the answer has: *“The problem is of a complex nature. In order for a method to be followed, people must possess the knowledge of it. Alternatively, they should have access to information in order to figure out how this method can be valuable for their pedagogical practice. What’s more important is that the information has to be presented in an intelligible way, in a language easy to understand. Of course, the Bulgarian teacher has to be an active researcher of information himself and not just a passive receiver. The process requires two sides: of active supply and demand of information”*.

As regards the best environment in which the EI method should be introduced, he maintains: *“In the very beginning, it would be good to start with the basic schools. However, resolute impact will be certain in the context of pre/secondary schools, because the teachers there are so focused on the scientific side of education, that they totally forget that emotions are a key to a better assimilation of knowledge”*.

The second interview was released by Maria Donkova (the Executive manager of “Paideia” Foundation, a non-profit organization, whose chief aim is to work for the modernization of Bulgarian education. Paideia foundation works in a few major directions: contemporizing Bulgarian education). Donkova stresses also the problem of this method not being widespread in Bulgaria and affirms: *“This is a new method for the Bulgarian educational system. It is quite possible that its applying requires competencies from different fields of expertise, which is quite rare. Probably the method requires more resources, that is to say: both financial and time resources. So far, there has been no possibility for such a method to be practiced in the Bulgarian schools”*. Therefore, here are two widespread problems: the low level training of teachers and the shortage of funds.

One of the main questions to which the Lethe project is trying to give an answer is how to successfully introduce the EI method in schools and in this regard Donkova affirms: *“The making of useful and accessible products introducing the method would be a nice beginning. That would even mean products for people who do not know English and do not use the Internet. Practical and experimental applications should be made. The teachers participating in the project would learn some techniques, apply them and then give their*

feedback on the results. That would be precious. If the information is adequately presented, it could serve as a practical example for other teachers for the future. Another plus would be making a comparative study among all the countries involved in the project. This would be constructive, because children are alike, despite of the fact they are members of different national cultures. If all the countries come up with a similar product at the end of the project, this would bring interesting results”.

The last interview was with Lydia Dachkova (chairperson of Bulgarian Reading Association (BRA); BRA is an independent, non-political and non-profit association, aimed at encouraging literacy and its impact on the spiritual, social and intellectual development of the personality). She maintains first of all that the situation in Bulgaria presents a very characteristic starting point, very different from the other partners: *“The Bulgarian is a sober-minded man. He thinks that if something is not considered “serious” and “stern”, it does not deserve any attention. He would not say, “Let’s try it and see what happens”. He is not prone to experimenting. The other reason is that there is no information for the teachers; they are not familiar with the method. My proposal is that the training should begin with the future teachers, that is to say, with the students who are now studying to become teachers. One should know what the technology / philosophy of the method is, because if one does not know about it, one cannot recommend it”.* Therefore, the obstacle to the diffusion of EI is a cultural problem.

Another interesting question is to whom the EI method should be addressed and the opportunities seem to be very wide. She says: *“It must be applied to all students altogether. Emotions is what differentiates the person from the animal, and this goes for all the people, so I do not think any age limitations are necessary. I do not assume age can be an obstacle. On the other hand, it goes without saying, that, one is more easily adaptable and prone to learning quickly at an earlier age”.*

The conclusions of the Bulgarian report are in line with those of the other partners.

Conclusions – interviews with the experts

The picture of the partnership is diversified in detail but shows significant constants such as:

- a clear reference and relation between emotions and learning;
- the educational system does not yet show an integration nor an implementation between learning environment and EI;
- school is considered the best environment to carry out the EI method;
- learning through emotions can have a significant positive impact on success at work;

- EI can act on people's motivations, at any age.

3) Experiences of Social and Emotional Intelligence in schools: case histories

3.1 Introduction

First of all the case histories taken under exam are not always directly connected with EI as defined by Goleman. We are in fact often dealing with activities linked only in general terms with emotions and learning. Moreover, Goleman's book has focused the attention on a complex issue the school world has always been aware of.

It could in fact be said that emotions connected to learning are historically part of the school world. Teachers have known before Goleman that any learning process happens only if an emotional channel has been created at least in primary and secondary schools.

Another shared opinion is that all human relations are based on more or less strong emotional ties, in fact Goleman's work has the merit to have directed the attention on this issue and to have also simplified the classification of this phenomenon in a definition, EI, which, although not always shared and used, is useful to find the same wave length when debating a subject.

Also in this section the problem will be outlined in its "national" aspect since the projects are very different and cannot fall under a unitarian typology.

Case study: Italy

As far as Italy is concerned we have selected some interesting projects: the first is "La mente abbraccia il cuore", by the Centro Studi Hansel e Gretel of Moncalieri (Turin). It promotes an experimental work in prep and primary schools giving the children the opportunity to experiment their emotions through psychological games. The objective is to acquire a better level of awareness of their own emotions and appreciate other people's emotions.

The aim of the project are as follows:

- a) knowledge of one's emotions
- b) motion control
- c) recognising other people's emotions

The project "La mente abbraccia il cuore" aims at improving the children's interaction and their familiarity with emotions.

Through the use of a nursery rhyme or a tale with pictures which arouse the attention in a playful way, the teachers give the children a tool very similar to their language favouring verbalisation of their emotions, teaching them also to communicate their problems and their inner conflicts.

Therefore, through play and dramatisation children manage to learn and to talk about themselves interacting and discovering a new way to communicate with others.

The project is therefore a highly operational approach aiming not only at identifying the emotions of the youngest but is also a key step to verbalising them.

The second project is “E m o z i o n ARTI” , a cultural association whose aim is to “disseminate the culture of emotions”. The association uses painting, decoration, physical exercise, rhythm and music as complementary and evocative tools for a dialogue-based relationship. Counselling is the method used by the association for the acquisition of relational skills through “training for independence” to be able to solve autonomously moments of distress which often coincide with natural life cycles such as adolescence, becoming a parent, bereavement. The so called “life skills” act as a motivating force to promoting health as a source of development of human potentiality; they also aim at an easier achievement of emotional and relational skills above all during infancy and adolescence, at work and in the personal environment for better human relations.

Some of the most important points which are part of the Life Skill path are:

- Emotion management
- Empathy, stress management
- Effective communication
- Creativity
- Critical mind
- Self-consciousness

The Art counselling proposal is represented by "MI rapPRESENTO", an experimental course in which art and feeling are entwined, emotional colours and matter emerge and can be touched, walked through, seen and intersect one another.

The following are some of the techniques used by "MI rapPRESENTO":

- Watercolour on paper (love, affection);
- Marbled paper (passion, attraction);
- Mosaic (anger, aggressiveness);

E m o z i o n ARTI aims at the development of the expression of emotions through art. The following are its main points:

- Bringing to the surface problems related to the expression of emotions;
- Group work;

- Curricular integration (in schools) of the activities.

The third case study is the SIX SECOND model. Six Second is an international network and Six Second Italia is a branch of Six Second International, the major international network operating in EI since 1997.

Six Second Italia operates in the field of study and applications of EI within the social and organisational context. Aims of this organisation are:

Six Second Italia's work goes beyond the organisation's boundaries as it is also operating within the school system and is therefore worthy of our interest. It has developed the Self Science method (mentioned also in a chapter of Goleman's best seller "Emotional Intelligence") dealing with emotional learning and development of social and intrapersonal competences of students.

To implement the Self Science methods, Six Second has put forward the following proposals:

- Training for teachers
- Training aid for schools
- Assessment of students' emotional competences
- Consulting services for development and operation of programmes dealing with EI.

The choice to include this model derives from the fact that in Italy it is one of the few training organisations for teachers which deals with EI issue.

Another interesting study case is the project of Rational/Emotional education by the psychologists Mario di Pietro based on REBT (Rational/Emotional Behavioural Therapy)

REBT, before the EI theory, has proved itself a good method to favour a balanced affectivity growth in children allowing them to fully develop their potentiality and well-being.

It is an extension of Albert Ellis' theory and psychotherapeutic practice known as Rational/Emotional Behavioural Therapy. Rational/Emotional Education, through an educational itinerary, helps children to develop their emotional awareness and all its mechanisms in order to be able to face the difficulties in school and at home.

The following are the specific objectives of Rational/Emotional Education:

- Increase the frequency and intensity of pleasant emotions;
- Favour acceptance of oneself and of others;

Rational/Emotional Education starts from the assumption that some situations of uneasiness in young people are particularly sensitive such as:

- bullying
- bad school performance
- rivalry between brothers

- infantile depression

From this point of view the educational approach must differ and therefore the project takes into consideration the following activities:

- Teacher's intervention
- Parent training
- Psychologists' intervention

In our project we have thought it appropriate to assess the first approach which is closer to the school sector. Our opinion is that teachers should operate in several directions, such as:

Italian language

- Know how to recognise and name emotions. Single out in a written text which parts describe emotions;
- Learn how to describe in writing episodes involving emotions;

Social studies

- Develop talking skills;
- Talk with other members of the group;

Visual education

- Know how to recognise which elements in an image express emotions;
- Know how to manipulate an image in order to change its emotional content;

Education to sound and music

- Find and recognise sounds and noises of nature and the environment that stirs emotions;
- Analyse emotions stirred by music;

Movement education

- Find postures and gestures related to a specific mood;
- Express mood through body movement;

Sciences

- Recognise body signals heralding emotional reactions;

The process of rational/emotional education as a means of prevention of emotional uneasiness is a proper “emotional alphabetisation”.

One of the interesting and innovative values of the project is also the “rational” side of it. Many people often find themselves confused by the term “rational” when approaching for the first time the principles of rational/emotional education; it may happen that the first impression be negative as the term rational is interpreted as lack of emotions. But in reality, this project, more than others, aims at involving the emotional aspect with rationality.

An interesting side of Rational/Emotional Education is the close relation between emotion processes and rational understanding of them. It is also important to integrate the school syllabus with a programme of this kind. Through this method the principles of rational/emotional education become part of those subjects that better fit this type of integration. No matter the model one chooses, teaching the philosophy of rational thought to help oneself and the others is a good way for teachers and students to have a happier and more productive school life

The last project we have selected was **QUITE (Quality and Innovation in Educational Technologies)**. This project has been presented by 25 states and officially recognised schools of the provinces of Bergamo, Brescia, Corno, Milano and Cremona. Quite’s aim is to introduce innovations that can develop different aspects of school “intelligence”.

1. Examine closely the teacher/student relationship especially in cases where difficulties or uneasiness are present (emotional and ethic intelligence);
2. Carry out teacher training activities on the above mentioned concepts with groups of educators coming from different schools using participation and interaction methods (academic, reflective and collective intelligence).

Through a consultant inter-schools workshop the project aims at:

- Elaborate and activate operation models to be used in various contexts;
- Setting up experience documentation models to create an exchange platform in order to improve good practices;

In order to reach the goals mentioned above, the project focuses on the following needs:

1. Today’s school system is very sensitive to the need of improving its quality and has found a possible support in some tools of procedure formalisation.

2. The school system considers urgent to set up research programmes in order to define models that can improve productivity and awareness of TIME ORGANISATION in its operations.

3. A learning environment, both up to date and full of opportunities, suitable to the subject's diversity and to their learning is crucial for the improvement of teaching/learning process and also to create the basis of a better school/employment and school/society relationship to prevent any dissipation of abilities.

The introduction of EI without a decisive if not radical redistribution of tasks and roles risks to be destined to failure. QUITE project shows the following strong points:

- Involvement of a number of schools: it is in fact the only interschool project focusing on EI currently carried out in Italy;
- Interest for the development of afternoon teaching activities;
- Effort to improve the teacher/student relationship.

The report does not include other interesting case studies regarding many fields such as the reduction of aggressiveness through EI (Progetto Prosocialità "Io e l'altro", Istituti di Trestina e Marsciano), or the emotional alphabetisation through the study of literature or a project of Liceo Classico Carducci di Milano on chromatic sensitiveness run by blind people.

Case history: Portugal

The Portuguese partners have brought three case histories of which two will be analysed. The first was developed by Dr. Ana Rainha, in a Primary and Secondary School in Lisbon. The study deals with unsuccessful performance at school and the report reads: *"In this study, the following variables are analyzed: emotional intelligence, verbal recognition and levels of assessment of the disciplines Mathematics and Portuguese, searching to investigate the relationship between them. The point of departure was the following: what is the relationship between emotional intelligence and success in the classes of Portuguese and Mathematics in students of the eighth year of schooling? The data show there is a correlation between emotional intelligence and the levels achieved in the classes of Portuguese and Mathematics. The results show, moreover, the existence of a significant correlation between the level of assessment in the class of Portuguese and Mathematics. The conclusion of this work suggests, based in theoretical matters and programs in due course in primary education, which educational methods should be applied to promote the success in both classes"*. This study clearly shows that:

(a) the correlation between the ratio of emotional intelligence and the success in the classes of Portuguese and Mathematics have to be significant and positives;

(b) the correlations between the marks in Portuguese and Mathematics have to be significant and positives.

The method used is quite precise: “to assess the emotional intelligence, the test used was the AVEA scale, which is composed of about 287 phrases or items that integrate different areas: happiness, self-esteem, spontaneity, open to change, flexibility, rigidity, management of self-emotions, management of others’ emotions, relational skills and management of conflicts, which seek to analyze the way the student appreciate and judge him/herself in some areas of emotional life. The sample is made on 29 students of four classes of the eighth grade, official and daily school, from two schools, one in Lisbon and the other in Almada”. The results of the relationship between EI and success at school show that:

- (a) the correlation between emotional intelligence of the students and the level of assessment in the subjects of Mathematics and Portuguese have to be significant and positive,
- (b) the correlation between the verbal recognition of the students and the level of assessment in the subjects of Mathematics and Portuguese have to be significant and positive;
- (c) the correlation between the level of evaluation of Portuguese and the level of assessment of Mathematics have to be significant and positive.

A further important point is: how: “the results of the present study suggest that emotional intelligence, measured through AVEA test, is not relevant to the school performance. The results of this study suggest that the emotional intelligence, measured by the test AVEA, is not relevant to the school performance of students in the disciplines of Portuguese and Maths”. Therefore, EI does not seem relevant in some of the results. However, this conclusion derives also from the AVEA test.

The second case was developed by Dr. Maria João Peres in Superior School of Education / High School of Águas Santas. The title of the project was “Success starts at Home - An educational partnership” and dealt with success in scientific subjects, particularly maths. The aims of the project were:

- To promote a positive representation of Maths from parents’ point of view;
- To actively involve parents, as educational partners, in the PAM’s development;
- To provide parents with tools to support students’ success in Maths.

Parents were involved too and they were given a set of math exercises do at home with their children. Here are some examples:

Combinations (1)

You need: 1 game board per player, 2 dice, 12 white counters, 12 black counters.

Player	1	2	3	4	5	6	7	8	9	10	11	12
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Players take turns to roll both dice and add up the numbers rolled. Use counters to cover that number on your game board or any other numbers that add up to that same amount. For example, if you rolled 3 and 5 ($3+5=8$) you could cover 8, 7 and 1, 6 and 2, 5 and 3 or 4 and 4 (use two counters). Keep playing until you run out of counters. Add up the numbers which have not been covered on the board. The winner is the one with the lowest score.

Who adds up to 20?

You need: nothing.

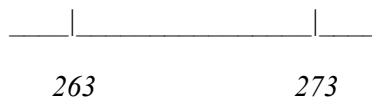
Player A chooses a number, 1 or 2. Player B adds 1 or 2 to the number chosen by player A. Players take turns to repeat the process. The winner is the first player who adds up to 20. This game can be adjusted to different rules, for example:

- play with more numbers,
- aim to add up to a higher number,
- start at 20 and aim to reach 0, taking turns to subtract 1 or 2.

Boundaries

You need: paper, pencil, and calculator.

Players start by picking an interval, for example:

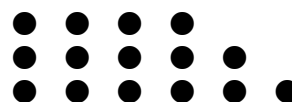


Player A chooses an integer and introduces it in the calculator. Starting with player B, players take turns to multiply that integer by another one, at their choice. The winner is the first player to get a product that “falls” into the chosen interval. You can raise the difficult level narrowing the interval or using rational or real numbers instead of integers.

Nim

You need: 15 counters.

Put the counters in three rows, as shown.



Take turns to remove one or more counters from one same row. The player who takes the last counter loses.

“Marienbad” is a version of this game played with 16 counters in four rows of one, three, five and seven counters each.

These exercises carried out at home between parent and child have shown how maths can be seen and approached in a different way, that is through play.

Case history: Spain

The Spanish partner presented an interesting and original project called “student friendship”. This project involved a class of 35 seventeen- year-old students who had a few problems preparing for their exams. The report reads: *“The Council of the class” explained to the teacher-tutor and to their colleagues the plan. They were allowed to check the whole marks of the colleagues. They select 3 good students on the different subjects, in order to distribute the students who needed improve the marks. There were 4 members in each team. They starter the activities and following during 3 months. The academic results were much better. The emotions used in this project were empathy, self-esteem, a positive atmosphere, development of the self; and the context favoured a positive atmosphere, problem solving and interaction. The report adds that it was a: “...very positive experience for “the teacher-students” and for the colleagues. They accepted each other. They understood each other much better. Results of learning had better marks. They had better colleagues”.*

Case history: Finland

Finland contributed with two interesting study cases. The first “is an example of how seventeen-year-old students used EI at English lessons working in a project named LOTUS AGE. The name Lotus can refer to a beautiful Asian water plant with large or white pink flowers or to the Asian fruit that, according to the Ancient Greek legend, makes anyone who eats it to forget their problems and sleep”.

The main aim was to strengthen friendship among students and look at the beauty of nature. The report says that the project *“made a plan on how to experience the beauty of nature, write the essays and poems and share them with their peers abroad”.*

The students took photos of the landscape and composed poems, discussed their work in class and described what hey had felt when looking at nature, and added music to the photos and the poems. *“Finally they exchanged opinions and project products with their project partners. In this way the students tried to perceive the natural surrounding in more emotional way and connect it to their writings.”*

The students used empathy, friendship, self-awareness, interaction and creativity. The conclusions of the Finnish partners were: *“Students developed certain skills of emotional perception, the value of it and how to express it in the written form. They also learned how to value the emotions of their peers abroad”.*

Another interesting project dealt with the study of languages, *Deutsch macht Spaß - Jugendliche in Europa.*

The students came from Finland, Belgium and Iceland and the project was directed by prof Ilpo Halonen-Finland and Hilde de Vaere as part of the project “Midnight Sun” Comenius 2 course about eJournalism in Lapland Finland and it represents a dissemination of the Lethe project.

The main aim of the project was: *“to improve learning processes of German by consciously putting an emotional dimension into project-based eLearning. There was a focus on accelerating the writing skills of students by using Fastwrite questionnaires of eJournals.”*

The project was integrated in the normal syllabus covering about 10% of it. The students wrote short stories on basic topics such as Introducing myself, My family, My school, My pastime; then they exchanged their

views with their colleagues in German in order to make the group cohesive, and finally, they worked online in order to communicate with each other. EI was integrated in the activity and “*It was a challenge to find out in the project what can be done with students in the respect of the emotional dimension. The students were not told that teachers were trying to sensitize them to a more emotional approach, but EI was a hidden agenda of the project. EI was involved in writing compositions with help of Fastwrite questionnaires, in team work tasks and in live sessions*”.

The conclusions can be viewed online at <http://www.ejournal.fi/inari05> “*There was a strong intercultural aspect in the project, and a lot of emotional processes took place. Finnish students were asked for feedback concerning their project collaboration. All comments were positive, and there were even constructive proposals how to organize live sessions better, so that students can better communicate directly with their peers in the target language*”.

4) What is EI? Survey about the general knowledge on IE in the European educational system.

Introduction: methods and trend

One of the most interesting sides of the Lethe project was to see what was the level of perception of EI by the teachers. Therefore, every partner interviewed on EI a consistent number of teachers from secondary schools or asked them to fill in a questionnaire (in the latter case the number of teachers was higher). The questionnaire was not a set one as some partners preferred a longer and some a shorter one. That was because every country has a different way in answering about school issues. Choosing a set questionnaire would have probably influenced the answers. However, both the spirit and the questions of the national questionnaires was uniform. Here follow some examples.

Finnish questionnaire

1. EI (Emotional Intelligence) is officially recognized as an important issue in educational process in your country.

Yes

No

I do not know

2. EI (Emotional Intelligence) is explicitly mentioned in the national curricula and embedded into all school subject teaching plans

Yes

No

I do not know

3. *EI (Emotional Intelligence) has an important role in the educational processes in your country?*

Yes

No

I do not know

4. *EI (Emotional Intelligence) influences certain approaches to school education?*

Yes

No

I do not know

5. *The role of EI in teaching process in your country is*

Very important

Important

Not important (at all)

6. *Teachers are efficiently and sufficiently trained to use and consider EI in educational process*

Yes

Only to some extent

No

I do not know

7. *Most teachers think EI is important in teaching*

Yes

No

I do not know

8. *Considering the current educational situation in your schools, can you point out any EI program or any similar approach experimented in your country?*

9. *Do you think any emotional approach to learning processes is effectively developed in your country?*

Yes

To some extent

No

I do not know

10. *If there is an approach of teaching emotional skills do you think it has already influenced on teaching and learning processes in the schools of your country?*

Yes, it has

Yes, but only to some extent

No

I do not know

11. *Please describe other possible consequences of introducing EI in schools.*

12. *How important do you find the challenge that EI skills should find their way into schools more than today?*

Very important

Important

Not so important

I do not know

13. The "school for emotions" could be a local, community-based activity in the context of other activities like (you can choose more than one).

scouts or other youth activities

parent-teachers associations

artistic expression groups,

clubs

other

13.a. *If other, what?*

13.b. *How could such approaches be initiated and/or promoted in schools? Give your opinion.*

14. *What is your very personal opinion about "learning through emotions"? Please write a sentence or two.*

15. *This kind of discussion concerning everyday school life is*

Very relevant

Relevant

Not so relevant

I have no opinion

16. *Other comments on emotional approaches in education:*

Test phase questions about the questionnaire itself

17.a. *How long did it take to fill in the questionnaire?*

less than 5 minutes

5-10 minutes

10-15 minutes

15-20 minutes

20-30 minutes

more than 30 minutes

17.b. *Write down the numbers of the questions that you find not intelligible enough, please.*

17.c. *List the questions or topics that you would add (if any or write NO changes)*

17.d. *Write down the numbers of the questions you would leave out (if any or write No changes).*

German questionnaire

1. *Do you know what "Emotional Intelligence" means?*

2. *Do you think it makes sense to further implement emotions in the process of learning and teaching?*

3. *Do you personally use emotions when teaching?*
4. *(if 'yes':) What are your results /what kind of experiences did you get?*
5. *Do you think the importance to implement emotional aspects in the context of teaching and learning as risen in the last years?*
6. *OPEN QUESTION: What might be the reasons?*
7. *Do you also think new media might play a role?*
8. *Do you know whether Emotional Intelligence is officially recognized to be an important issue in the educational process (in Germany)?*
9. *Is Emotional Intelligence recognized as an important issue in educational process in Germany, to your opinion.*
10. *Is Emotional Intelligence explicitly mentioned in the official curricula and/or embedded into the teaching plans?*
11. *What about the reality in German schools: Does Emotional Intelligence play an important role?*
12. *How does Emotional Intelligence influence school education, to your opinion?*
13. *Do you agree it is of sense to further implement EI in school education?*
14. *What are important obstacles or arguments against emotional approaches in education, to your opinion?*
15. *Are teachers efficiently and sufficiently trained to use and consider EI in the educational process?*
16. *OPEN QUESTION: Other comments on emotional approaches in education*
- 17: *Social data: Your profession? Age? Sex?*

We think that these two examples are very useful to show on the one hand the freedom of choice in selecting the questions by each partner and on the other the basic affinity of the questions themselves.

The trend of the answers will be useful to supply a bird's-eye view at supranational level for the following reasons.

- 1) The interviews to the experts and stood on scientific basis and cultural paradigms different from one another. Therefore, the outlining of sectorial trends would have brought an homologation of those differences.
- 2) The case studies are very different from one another and in this case taking a generalised view meant eliminating their specificities. Moreover, the school systems are very different and comparing for instance a case in an Italian primary school with a Portuguese secondary school would have made no sense at all
- 3) On the contrary, the interviews to teachers were addressed to a rather uniform category and therefore were based on uniform questionnaires and with similar intent. For this reason, we thought it advisable, as far as teachers were concerned, to talk about general trends and not national situations.

EI and learning processes

There were no surprises as regards the knowledge of EI, since the theme is widely known. But behind all this there is a hidden result which we have called Golem(an)! effect, that is the phenomenon by which everyone knows the “words” EI but not all are familiar in detail with its theory and objectives. It could be said that EI is known by its published literature given Goleman's enormous success. However, also the experts do not always know the theme in detail for several reasons. For instance, some of them ignore the first part of Goleman's book on neurophysiology, others instead are not familiar with its main scientific results and some others cannot define the meaning of using EI in class.

There were no surprises as regards the request to express an opinion on the link between emotions and the learning process; almost everybody believes that there in fact a link which should be used, such as in the Bulgarian report:

In question number one (Do you think there should be a direct connection between human emotions and the educational process?), we have:

- “Yes” answers - 39
- “No” answers - 1
- “I do not know” answers - 2.

IE training for teachers

It is clear that IE training for teachers is little. This is a conclusion which appears to be constant among all partners, although at different levels. The reasons are several and diverse:

- Teachers' training is by and large still traditional, that is, centred on contents and not on methods. Despite the efforts to rejuvenate the teaching methods there is still a strong resistance.
- The trainers in turn are not familiar with EI themes with the expected repercussions on the teachers. The trainers are basically university professors prepared over the contents but not over the method.
- The trainers dealing with EI are not school teachers but often psychologists or pedagogues. Therefore, there is no figure summing up teaching competences and the knowledge of this innovative method; these aspects are dealt with by people with different professionalism.
- There isn't yet a constant implementation of EI in the school system and in some cases there are rather strong resistances.
- The experience of the headmasters is little or none at all and therefore they do not favour projects or experimentations on EI.
- There is no adequate funding to cover the teacher's self-training activities and therefore, they are demotivated.

From this indeed rather generalised scenario it is obvious how difficult it is to implement EI in European schools.

Another aspect under exam was the role of EI in schools. In general, the answers were constantly oriented towards the little importance given to the role of EI.

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