SUBJECT TEACHING GUIDE

G2057 - Development of Personal Competencies for Teachers

First Degree in Primary Education Teaching

Academic year 2026-2027

1. IDENTIFYING DATA					
Degree	First Degree in Primary Education Teaching			Type and Year	Core. Year 1
Faculty	School of Teacher Training				
Discipline					
Course unit title and code	G2057 - Development of Personal Competencies for Teachers				
Number of ECTS credits allocated	6	Term		Semester based (1)	
Knowledge Field	Education sciences				
Web					
Language of instruction	Spanish	English Friendly	No	Mode of delivery	Face-to-face

Department	DPTO. EDUCACION
Name of lecturer	TERESA GALLEGO ALVAREZ
E-mail	teresa.gallego@unican.es
Office	Edificio Interfacultativo. Planta: + 3. DESPACHO PROFESORES ASOCIADOS (320)
Other lecturers	RAQUEL PALOMERA MARTIN ELENA BRIONES PEREZ

4. OBJECTIVES
To reflect about my personal and other's way of being and be/stay in the personal and professional context.
To develop strategies to foster our emotional, social, creative and ethic development.
To promote teacher and educative community wellbeing.

6. SUBJECT PROGRAM	
CONTENTS	
1	Theoretical foundations of education in socio-emotional and ethical competencies in teacher education. Implementation of activities aimed at fostering engagement, creating a climate of trust and group cohesion, and promoting teamwork.
2	Emotional regulation. Emotions knowledge, functioning, cognitive and pshysiological technics to regulate emotions effectively.
3	Healthy self-steem : theory and practices about selfsteem and self-concept.
4	Values and responsable decisión making. Values conceptualization, clarifying personal values practices and moral dilemas working. Conceptualization and implementation of activities aimed at developing responsible decision-making skills.
5	Social awareness: empathy concept and implementaion in educational settings. Vivencial exercises ton practice different components of empathy.
6	Interpersonal abilities: theory and practice to get positive social relationships: communication, assertiveness, team work and conflicto resolution.

7. ASSESSMENT METHODS AND CRITERIA

Description	Type	Final Eval.	Reassessn	%
Critical analysis of case studies. Moral dilemmas 20%	Work	No	Yes	20,00
Reflective portfolio 30%	Work	No	Yes	30,00
Written examination 50%	Written exam	Yes	Yes	50,00
TOTAL				100,00

Observations

Assessment
In the **resit examination period**, **100% of the final grade** will be based on the written examination. Students who have not completed assessment activities accounting for more than **50% of the course grade** will be recorded as ** Not Assessed (NA)**.
If a student does not pass the course because they fail to achieve the minimum required mark in one or more assessment components, the final numerical grade will be the lower of **4.9** or the weighted average of all assessment activities.

General Remarks

In accordance with **Article 33 of the University of Cantabria Regulations on Assessment Processes (2023)**, the teaching staff will make the marking criteria for all assessed activities available to students. Particular attention will be paid to the following aspects:

Language Proficiency

University students are expected to possess the linguistic competence required for successful oral and written communication at all levels, including spelling, grammar, vocabulary, pragmatics, and discourse coherence. Demonstrating these competencies in coursework and examinations is an essential requirement for passing the course.

Academic Integrity and Plagiarism

Any fraudulent conduct, including plagiarism, will be dealt with in accordance with **Article 32 of the University of Cantabria Regulations on Assessment Processes**. Any student found guilty of academic misconduct in assessment activities will receive a grade of **0 (Fail)** for the course in the corresponding assessment period. This will invalidate all grades obtained in the assessment activities for that examination session, including the resit examination. The incident will also be formally reported to the Faculty.

Referencing Style

All academic work submitted in the Faculty must follow the **APA (American Psychological Association) referencing style**, as approved by the Faculty Board. Students are expected to use the most recent edition of the APA guidelines.

Use of Artificial Intelligence (AI)

Where the use of Artificial Intelligence (AI) is permitted in assessed activities, the instructor will specify the extent to which AI tools may be used. Students may also be required to provide additional oral or written information regarding the development of their work. Whenever AI has been used, students must clearly indicate **how** and **for what purpose** it was employed.

Any unethical or fraudulent use of AI will be treated in accordance with **Articles 31 and 32 of the University of Cantabria Regulations on Assessment Processes**, which govern academic misconduct and the corresponding disciplinary measures.

Observations for part-time students

In the case of part-time enrolment under the single assessment system, **100% of the final grade** will be based on the written examination. Students opting for the single assessment system must contact the assigned lecturer at the beginning of the academic year. Students who choose continuous assessment and attend classes may follow the same assessment system as those enrolled under the standard full-time route. In the **resit examination period**, **100% of the final grade** will be based on the written examination.

8. BIBLIOGRAPHY AND TEACHING MATERIALS

BASIC

- Altuna, B. (2018). Empatía y moralidad: las dimensiones psicológicas y filosóficas de una relación compleja. Revista de Filosofía, 43(2) 245-262.
– Ballenato, G. (2013). Comunicación interpersonal. En G. Ballenato, Comunicación eficaz. Teoría y práctica de la comunicación humana (pp. 156-174). Pirámide.
– Bisquerra, R. (2016). 10 ideas clave. Educación Emocional. Editorial Graó.
– Bonals, J. (1996). Mejorar las relaciones en el equipo docente. En J. Bonals, El trabajo en equipo del profesorado (13-33). Graó.
– Briones, E. & Gómez-Linares, A. (Coords) (2016). Psicología para docentes. Guía y casos resueltos aplicando el Aprendizaje Basado en Problemas (ABP). Pirámide.
– Briones, E., Gallego, T., & Palomera, R. (2022). Creative Drama and Forum Theatre in initial teacher education: Fostering students' empathy and awareness of professional conflicts . Teaching and Teacher Education, 117, 103809.
– Coalición española de la Campaña Mundial por la Educación (2016). La escuela me protege. Propuesta didáctica para infantil, primaria y educación no formal.
https://www.observatoriodelainfancia.es/ficherosoia/documentos/5313_d_secundaria_2016_2.pdf
– Davis, M., McKay, M. & Eshelman, E. R. (2001). Técnicas de autocontrol emocional. Ediciones Martínez Roca.
– Etxebarria. I. (2020). Las emociones y el mundo moral. Más allá de la empatía. Síntesis.
– Fernández Domínguez, M.R., Palomero, J.E. & Teruel, M.P. (2009). El desarrollo socioafectivo en la formación inicial de los maestros. Revista Electrónica de Formación del Profesorado. 12(1), 33-50.
– Gil, F., Alcover, C. M., Rico, R. & Sánchez-Manzanares, M. (2011). Nuevas formas de liderazgo en equipos de trabajo. Papeles del Psicólogo, 32(1), 38-47.
– González, A. (2020). Lo bueno de tener un mal día. Planeta.
– Grupo de Psicología Positiva Aplicada (2017). Manual de ejercicios de Psicología Positiva aplicada. Ejercicios sencillos para incrementar el bienestar. COP de Madrid.
– Hervás, G. & Vázquez, C. (2006). La regulación afectiva: Modelos, investigación e implicaciones para la salud mental y física. Revista de psicología general y aplicada, 59(1-2), 9-36
– Jares, X. J. (2006). Pedagogía de la convivencia. Graó.
– Jiménez, F. (2000). El desarrollo de la reunión. En F. Jiménez, Organización de reuniones y dirección de grupos (pp. 91-117). Fundación para la formación de altos profesionales.
– Machín Álvarez, M., Páez Cruz, I. y Izquierdo Medina, G. (2025). Dosier sobre comunicación no violenta en el ámbito educativo. Editorial Octaedro.
– Morgado, I. (2017). Emociones corrosivas: cómo afrontar la envidia, la codicia, la culpabilidad, la vergüenza, el odio y la vanidad. Editorial Ariel.
– Morgado, I. (2015). Emociones e inteligencia social. Las claves para una alianza entre los sentimientos y la razón. Ariel.
– Palomera, R. (2008). Educando para la felicidad. En E. G. Fernández -Abascal (Ed) Emociones Positivas (pp.247-274). Pirámide.
– Palomera, R. (2022). Inteligencia emocional docente. Síntesis.
– Postigo Zegarra, S., Valero Moreno, S., Schoeps, K. y Montaya Castilla, I. (2025). Modelos de competencias socioemocionales. En E. Fonseca Pedrero y S. Al-Halabí, Salud mental en contextos educativos. Pirámide.
– Powell, W. & Kusuma-Powell, O. (2010). Becoming an emotionally intelligence teacher. Corwin.
– Roca, E. (2005). Cómo mejorar tus habilidades sociales. Programa de Autoestima, Asertividad e Inteligencia emocional. ACDE.
– Roca, E. (2012). Autoestima sana. Una visión actual basada en la investigación. ACDE.
– Rosenberg (2013). Comunicación No Violenta: un lenguaje de vida. Desarrolla habilidades para relacionarte en armonía con tus valores. Gran Aldea Editores.
– Vaello Orts, J. (2009). El profesor emocionalmente competente. Un puente sobre aulas turbulentas. Graó.
– V.V.A.A. (2016, 3º trimestre). Monográfico en la revista Comunicar: Ética y plagio en la comunidad científica. Vol. XXIV, nº 48.