

Global Competence and Emotional Intelligence in a Virtual Exchange Program

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This study:

- discusses the role of emotional intelligence in a virtual exchange
- focuses on the preservation of the Amazon and forests in Alaska
- analyzes the role of global competence



EMOTIONAL INTELLIGENCE

The ability to recognize the meanings of emotions and their relationships, and to reason and problem-solve on the basis of them. Emotional intelligence is involved in the capacity to perceive emotions, assimilate emotion-related feelings, understand the information of those emotions, and manage them (Caruso and Salovey 1999 p . 267).

Description of Participants and Study

92 university students

- 44 students from Brazil learning English
- 48 students from the United States learning Portuguese

Linguistic and cultural exchange

- Students completed pre-tasks and a collaborative task
- They conversed for 25 minutes in Portuguese and 25 minutes in English.

Theoretical Framework

- Matrix of Global Competence
- Model of Emotional Intelligence (Goleman 2001)

Model of Emotional Intelligence

Goleman, 2001



Recognition

Self and Social Awareness

Regulation

Self and Relationship
Management



Research Question

(1) What kind of emotions did the tasks raise and how were they connected to students' development of global competence?

- More prevalent emotions
- Level of Emotional Intelligence
- Level of Engagement with social issues

Results

65%

Showed feelings of
sadness, worry,
anxiety, and fear



A

ANGUISH

N=20 (out of 84)

A

ANGER

N=14 (out of 84)

D

DISCONNECTION

N=10 (out of 84)

H

HOPELESSNESS

N=10 (out of 84)

Results

15 emotions were
identified in the tasks

Students demonstrated self
and social emotional
awareness

Emotions (out of 84 answers)

sadness (n=22), disgust (n=5), worry (n=22), anxiety (n=28), fear (n=7), disconnection (n=10), happiness (n=4), resignation (n=6), anger (n=14), surprise (n=13), hope (n=14), anguish (n=20), pride (n=1), hopelessness (n=10), and overwhelm (n=7).

STUDENTS' REFLECTIONS

*Eu já esperava que o vídeo mostrasse essas informações **tristes** e **revoltantes**, e assistindo o vídeo, esses sentimentos voltam com força. A ignorância, a futilidade e a falta de empatia dos governantes e dos ruralistas brasileiros gera uma enorme **indignação**.* (Brazilian Student)

*I **worry deeply** about the themes covered in this video. It is amazing how powerful legislation and accountability can be, yet it **worries** me that different administrations can interpret and implement these differently.*
(U.S. Student)



CONCLUSION

The analysis shows that both the pre-tasks and the collaborative tasks have the potential to raise critical thinking and global citizenship by helping students to engage with the topic in a personal way and triggering the development of emotional competences, such as self-awareness, trustworthiness, and conscientiousness.



Thank you!
¡Muchas gracias!
Obrigada/o!

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