

Title	“Principles of resilience in the classroom, from resilience theory to practice”
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Grade & Branch	Social and Legal Sciences. Bachelor's Degree in Primary Education
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Course	4	Semester	1	Credits	6	Guy	Optional
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Modules	<ol style="list-style-type: none"> 1. Resilience for Higher Education (THEORIC/PRACTIC) 2. Physical Condition 3. Art & emotion 4. Autobiographical training 5. Inner Gymnastic, Mindfulness 6. Canoeing, Orientating (nature activities) 7. Corporal Expression & Dance 8. Breathing 9. Heritage Interpretation 10. Music and Awareness 11. Photography & comunication
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Recommendations	
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Brief description of contents	<p>Theoretical and practical principles of the construct of resilience. Basic aspects and resilient competencies in higher education. Resilient student development. The areas of Physical Education and Sports (Inner Gymnastics, Corporal Expression, Physical Activities in the Natural Environment, Breathing), Performing Arts (Dance and Music), Narratives (Autobiographical Narrative), Visual (Painting and Photography), and integrated within the area of Interculturality and Cultural Heritage, as facilitators of the development of resilience. Use of media and resources for the development of resilience by students.</p>
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Competences	<p>CG01. Ability to analyze and synthesize CG02. Organizational and planning skills CG03. Oral and written communication</p>
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CG06. Information Access and Management Capability
CG07. Problem-solving skills
CG08. Ability to make decisions autonomously
CG09. Teamwork Skills
CG12. Recognition and respect for diversity and multiculturalism
CG13. Critical and self-critical capacity
CG17. Learning autonomy
GC18. Flexibility and adaptability to new situations
CG20. Capacity for Creativity
GC22. Initiative and entrepreneurial spirit
CG24. Sensitivity to cultural and historical issues.
CG25. Preserve and exhibit the cultural heritage of our ancestors.
CG26. Generate and produce new ideas that have an aesthetic purpose or functional ideas that seek to solve a problem.

Learning Outcomes (Objectives)

- To learn about the role of Resilience in Higher Education, and to train future professionals
- Know, identify and manage the main elements that make up resilience, and know how to apply them in professional contexts.
- Plan a resilient intervention program in university and professional contexts.
- Know the characteristics of a resilient person and professional, and their importance for professional contexts.
- Recognize the areas, contents, and activities that develop the constructs of resilience.
- Use resilient areas and content for personal and professional development.

Theoretical and practical content programme

Block 1. THEORETICAL CONCEPTS OF RESILIENCE

Topic 1. Understanding resilience in the context of higher education (HE)

- 1.1 Defining resilience
- 1.2 Components of resilience
- 1.3 Components of resilience in higher education for trainee teachers (RESUPERES project)
- 1.4. Activation of components of resilience

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- 1.5. Protective and risk factors pertaining to resilience
 - 1.5.1. Protective factors
 - 1.5.2. Risk factors
- 1.6. Characteristics of resilience
 - 1.6.1. Characteristics of a resilient person
 - 1.6.2. Characteristics of a resilient professional
- 1.7. Importance of developing resilience in higher education
- 1.8. Intervention programs for the promotion of resilience in higher education
- 1.9. Resilience assessment

Topic 2. How is resilience constructed and developed?

- 2.1. Theories of resilience
 - 2.1.1. The Seven Behaviours of Resilience (Wolin & Wolin, 1993)
 - 2.1.2. The Seven C's of Resilience (Ginsburg & Jablow, 2011)
 - 2.1.3. The little house of resilience
- 2.2. Settings or areas in which resilience is developed

Block 2. PRACTICAL AREAS/CONTENT THAT BUILD RESILIENCE

Topic 3. The area of Physical Education for building resilience

- 3.1. Physical activities in the natural environment and resilience: Canoeing
- 3.2. Breathing control and resilience
- 3.3. Physical conditioning, fitness and resilience
- 3.4. Inner gymnastics and resilience (mindfulness, yoga...)

Topic 4. Performing Arts for building resilience

- 4.1. Corporal expression and dance as a means of resilience building
- 4.2. Music and resilience

Topic 5. Narrative Arts for building resilience

- 5.1. Autobiographical training and resilience
- 5.2. Cultural heritage interpretation and resilience

Topic 6. Visual Arts for building resilience

- 6.1. Painting: Emotion and creativity
- 6.2. Photography and resilience

Block 3. RESOURCES AND MEDIA FOR RESILIENCE BUILDING

Topic 7. Resource and Media for resilience building

- 7.1. Resource and Media for resilience building
- 7.2. Activities associated with the course

○ PRACTICAL CONTENTS

- Block I: THEORETICAL CONCEPTS ON RESILIENCE
 - Practice 1. We know each other, group dynamic games.
- Block II: AREAS/CONTENTS THAT BUILD RESILIENCE.

This block can be developed in two different ways:

 - A) Choice of development of one or two modules, depending on the resources of each university and educational context, in that case, the complete programming of the chosen the module or modules would be taken.



- B) Practices of each of the modules, in which case it would be as follows:
- Practice 2. Welcome dances
 - Practice 3. Corporal expression and introspection
 - Practice 4. Health Gymkhana.
 - Practice 5. Dances of the World
 - Practice 6. Art and emotion
 - Practice 7: Photography and Communication
 - Practice 8: Mindfulness
 - Practice 9. Breathing
 - Practice 10. Canoeing
 - Practice 11. Cultural Gymkhana
 - Práctica 12. Story Telling
 - Block III: MEANS AND RESOURCES TO BUILD RESILIENCE
 - Practice 13. Exergames
 - Practice 14. Elearning for the development of resilience (RESUPERES Interactive Platform).
 - Practice 15. Apps for the development of resilience (RESUPERES APP).
- ✚ Activities associated with the subject.
- Visits, natural outings, conviviality, etc...,

Bibliography

Fundamental

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- Padial, R., García, L., y Cepero, M. (2024, Febrero, 20). *Presentación del Proyecto RESUPERES. Cómo evaluar la resiliencia?* [Report presented at Presentation of the Europeo Project Erasmus ERASMUS K-220 RESUPERES. In the Workshop “Importancia de la formación resiliente en educación superior. Implementación y pilotaje de la asignatura RESUPERES”]. Facultad de Ciencias de la Educación de la Universidad de Granada, Granada.
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- Sousa, C. (2006a). Educação para a activação da resiliência no adulto, In J. Tavares, C. Fernandes, M. S. Pereira & S. Monteiro [Eds]. *Ativação do Desenvolvimento Psicológico*. Actas do Simpósio Internacional. Aveiro, Universidade de Aveiro.

Recommended

- Interactive Platform RESUPERES. <https://resuperes.eu/>
- Resuperes App <https://resuperes.eu/>
- Fernández-García, R., Zurita-Ortega, F., Melguizo-Ibáñez, E., & Ubago-Jiménez, J. L. (2024). Physical activity as a mediator of stress, anxiety and depression on well-being in physical education teachers. *Journal of Human Sport and Exercise*, 19(1), 117-129. <https://doi.org/10.14198/jhse.2024.191.10>.
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- Nguyen, T., & Thomas, R. (2022). Enhancing resilience through exercise and social support in university students: An intervention study. *Journal of College Student Development*, 63(3), 321-332.
- Nguyen, T., & Wu, J. (2023). Impact of physical activity on resilience and mental health among college students: A longitudinal study. *Journal of Behavioral Health*, 12(1), 33-45.

Teaching methodology

- MD01. Lecture
- MD02. Discussion and debate sessions
- MD03. Problem-solving methodology and Case Studies
- MD08. Simulation exercises and sesión
- MD09. Analysis of sources and documents
- MD10. Sessions Practical content

Additional information on methodology:

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- Master class: Lectures, with the use of a blackboard, computer and projector. Articles related to Internet content may be used, as well as legislative documents that govern the teaching function by the educational administration. Active participation through questions/answers will be valued. It is recommended to read the RESUPERES Manual (2025) in parallel, which will help students to follow the planning content during the presentations and to carry out planning practices in class.
- Autonomous work of the student in groups of approximately 6: It will be applied to an autonomous annual planning work. Attendance will be controlled since it involves continuous evaluation and the mandatory work to be submitted is carried out in groups these days and throughout the semester.
- Practical: Practices carried out in a theoretical class (classroom), practices discussed in class will be carried out. They are Theoretical-Practical classes of presentations of works of analysis of previous studies and class debate. These days are mandatory (80% attendance)
- Internships: Internships will be carried out in each of the modules. These days are mandatory attendance (80% attendance).

Evaluation

Ordinary evaluation

Written tests: One within the theoretical-practical content block. 45%

Pedagogical teamwork: On a compulsory basis, Project development of the improvement of resilience through a module of your choice, in Higher Education: 30%

- Enjoyment and attendance at the internships: Use of the practical classes, proposals for improvement and session diary: 25%

Extraordinary Evaluation

It will consist of the reform of the failed work of the subject: (a) resilient programming planning, and (b) analysis of studies and innovative experiences for the improvement of resilience, synthesis and exposure to the teacher. Both works will have been previously corrected by the teaching staff and commented on in a personal tutorial with the students involved.

Final Single Assessment

Students must apply for it in the first two weeks of teaching the subject, and it will consist of a theoretical-practical exam (100% of the grade) of the contents taught in the subject.

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Specifically, it will ask about a programming to implement an intervention for the development and improvement of resilience in Higher Education (timetable or annual planning). Some multiple-choice questions may also be included with a single valid answer to check if the basic contents of the subject have been assimilated.

DECLARATION

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<https://www.resuperes.eu/>



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