

Cobb, Casey and John Mayer. "Emotional Intelligence: What the Research Says" *Association for Supervision and Curriculum Development* November 2000, pp. 14-18.

This article presents information regarding the importance of properly integrating the concept of emotional intelligence into a school curriculum. The authors emphasize that there are two different approaches (ability model and mixed model) that can be used in schools although many administrators are unaware of the varying approaches. Whichever approach is chosen, Cobb and Mayer firmly believe that the model "should be empirically defensible, measurable, and clear enough to serve as a basis for curriculum development." (18)

Because of Daniel Goleman's 1995 best-selling book, *Emotional Intelligence*, a new paradigm of thinking about intelligence was created. In a nutshell, emotional intelligence (EI) attempts to measure the ability an individual has to recognize and manage one's emotions. I was managing a bookstore when this book was released and it quickly flew off of our shelves. I believe this theory is popular both in classroom and in the mainstream because it directly addresses the problems that are affecting schools and our society. These problems include our increasingly violent schools and neighborhoods and the inability to solve conflicts peacefully.

In addition, Cobb and Casey address the nebulous nature of this type of psychological entity. They believe that the most crucial criterion before it can be labeled as valid by researchers is that it "can be operationalized as a set of abilities." (16) It is difficult to grade someone in a category of patience without a predetermined method of evaluation. The authors agree that there is a way to do this with continuity by combining the results of a psychological test (MSCEIT), observing for targeted reactions, and working toward a consensus by involved professionals. I concur with the validity of this method of evaluation because it

does not rely on any individual opinion or particular test .The combination of the three would provide a way to set standards on which a balanced curriculum could be developed. Educating a student to understand and control their emotions could truly provide a valuable and lasting benefit.

Having said that, choreographing this type of evaluation, planning, and teaching would require a huge time commitment from an already stretched staff. Also, it may add additional expenses such as contracting outside professionals for accurate evaluation of the program. I agree with the conclusions of this article. The EI movement is a valuable approach to developing curriculum for today's classroom. It is a valuable and valid psychological model. With some planning and coordination, this could be a great benefit to our students.

Wendy Simmons
Journal Entry #2
Foundations of Education

Pfeiffer, Steven. "Emotional Intelligence: Popular But Elusive Construct" *Roeper Review* (April 2001, 23:3 pp. 138+)

Pfeiffer's article traces the evolution of the EI concept from the first published theory by Binet & Simon in 1916 through Howard Gardner's non-hierarchally organized theory of multiple intelligence. Goleman's EI theory is discussed and succinctly abstracted: "Goleman's thesis is that the balance and management of our emotions determines how intelligently we will act and our ultimate success in life" (188). Pfeiffer then discusses Salovey and Mayer's who were the first to validate that EI fits within the boundaries of traditional definitions of intelligence. This is important because the development of EI measurement has not kept pace with the popular interest and semi-professional theorizing. Pfeiffer reminds his reader that there is no "psychometrically sound measure of EI" (189) although there are at least a dozen of self-administered tests that can predict a person's EI level. There is also a test called the BarOn Emotional Quotient Inventory that was developed in 2000 that is thoroughly demonstrated.

It is fascinating that so much attention both the scientific community and in

the realm of the armchair psychologist that so much attention is being given to study and validate this theory. The fact of its popularity seems to indicate that the study and implementation of EI is not just a fad. There is something important there, although it might be difficult to put one's finger on how this type of intelligence might be measured. It is very reasonable to question the lack of ability precisely measure one's EI level- or possibly question if such an intelligence exists in the human psyche. Although many humans in our culture share similar emotional base, this does not necessarily legitimate this concept as a type of psychological intelligence. From a pure science paradigm, this is certainly important. However, it seems clear that there is a way for those who do not place so much value in psychometrics to witness this type of intelligence and employ teaching concepts that recognize its relevance when dealing with developing young minds. Practical experience has shown me that making use of this human dimension is a leveling area from which we can learn from one another. Certainly, it would benefit our troubled society to learn to utilize the best and control the worst of what makes us human beings.

Wendy Simmons
Journal Entry #4
Foundations of Education

Porter, Maureen and Liora Rapport "Enhancing Students' Sensibilities of Membership, Connection, Responsibility, and Purpose." *Academic Exchange Quarterly*, Summer 2001, pp. 12+.

In this article, University of Pittsburgh professors Porter and Rapport discuss a specific service-learning program called International Service-Learning Experience (ISLE) that they oversee on their campus. This program recognizes the transitional time between being a teen and an adult as a "doorway of opportunity." (12) The authors believe that it is of the utmost importance that undergraduates make connections across various areas of their lives during this time. These connections include linking what the students learn in the classroom

with the real world. The experience of an “alternative spring break” to Bolivia is offered as an example of an ISLE project. Porter and Rapport highlight four “interdependent sensibilities”(13) that are developed through this program. The discussed sensibilities include: a sense of membership, a sense of connection, a sense of responsibility, and a sense of purpose. The importance of these areas is emphasized. The authors also provide evidence of growth through samples of participating students’ journals.

This article provides a great example of service-learning in action. The discussions of the pedagogy behind the scenes is mixed with examples of practical application of this type of program. I fully agree with Porter and Rapport that the undergraduate years are incredibly formative times in a person’s development. How I wish that I had participated in a program such as this one. I believe that it would have made me a different person because I would have realized the importance of community and citizenship long before I did.

The formation of community, both in a small group setting as well as the recognition of one’s place in the global village can a revolutionary idea. Simply knowing that I am a part of something much larger than myself brings a greater emphasis on the communal impact of my profession. The authors are correct in their premise that service-learning programs assist a student in bringing such awareness into one’s psyche.

Wendy Simmons
Journal Entry #8
Foundations of Education

Muscott, Howard S. "Service-Learning and Character Education as 'Antidotes' for Children with Egos That Cannot Perform" *Reclaiming Children and Youth*, Summer 2001, pp 91+

In this article, Muscott recants the terminology used in the 1950 book Children Who Hate by Drs. Wineman and Redl. The concepts of ego and id are employed by Muscott to discuss behavioral, emotional, and learning issues that children and adolescents face. Muscott believe that a service-learning program, such as the program described in the article (SO Prepared for Citizenship), will help the students to develop internal controls in order that the ego will normalize the id that is currently in control. The curriculum must include an emphasis on character education and on community service.

For me, the most interesting part of the article is Muscott's discussion of a few possible patterns of an aggressive child's ego and how these deficiencies can be brought under control by service-learning and character education. For example, frustration tolerance is a common ego defect. The trigger for frustration can come in a variety of ways at school. The example that hit me was the discussion of a child's inability to master a learning task or complete an assignment immediately that leads to a frustration outburst. I see this happening often in my son. Muscott would recommend a program that is designed to reduce frustration, uses one-to-one mentors, small group activities, and cooperative games. Enrolled in the SO program, Caleb would learn to be patient with himself through small group activities and other lessons that would teach him that the completion of some tasks require patience. Possibly, an activity like planting flowers in a park, growing a tomato plant, or a service-learning visit with a seeing-

eye dog trainer would help him to understand this concept in a concrete way. The other ego deficiencies that he discusses are newness panic and the reaction to failure, success, and mistakes.