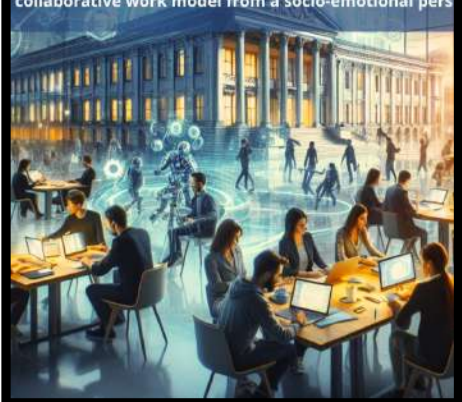


Online collaborative work model from a socio-emotional perspective

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collaborative work model from a socio-emotional pers



The collaborative work

It cannot be assumed that a group of students will automatically work collaboratively on an assignment. To facilitate this level of collaboration (so professors could evoke it) it is essential to understand how this academic interaction takes place.

The purpose

The purpose of this research is to validate a model of factors that provide us with an understanding, from a socioemotional perspective, of how students contribute to the dynamics of their group work. The sample is composed of 722 students from master's programs in management.



Emotional intelligence

The sample is composed of 722 students from master's programs in management. The questionnaire utilized in this research was mostly comprised of items taken from highly recognized instruments measuring emotional intelligence. The proposed factors include:

The factors

Self-control, Personal influence, Comprehensive communication, Teamwork, and Conflict management. A Confirmatory Factor Analysis was used to test the model.



The differences

Significant differences were seen between females and Teamwork, Personal influence, and Comprehensive communication. Additionally, significance was evidenced between those over 30 years of age and Conflict management, Teamwork and Personal influence.

The results

The results provide insight into how to: a) elevate and improve this pedagogical dimension in higher education, and b) provide better guidance to students, allowing them the opportunity to improve their contribution to the teamwork they do and therefore increase the quality of their work.

