Infusing Social Emotional Learning in the Online Format
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Purpose and Objectives

• The purpose of this session is to inform participants about the social emotional learning (SEL) framework and facilitate idea generation for applying SEL in participants’ own contexts.
  – Identify SEL needs
  – List elements of CASEL’s SEL Framework
  – Describe example applications of SEL for online teaching and learning
  – Develop ideas for SEL application for participants’ own contexts
Social Emotional Learning

• SEL skills enable people to cope with common challenges.
• They provide academic, professional, and social benefits.
  – effective problem-solving
  – self-discipline
  – impulse control
  – emotion management
  – positive, long-term effects
Need for Social Emotional Learning in the Online Context

- The Pandemic
- New expectations for online teaching and learning
- Trauma-informed approaches to teaching and learning
- Relationships with students
- Learning outcomes and SEL
- Employability skills
Core Social Emotional Learning Competencies (CASEL’s SEL Framework)

- Self-awareness
- Self-management
- Social awareness
- Relationship skills
- Responsible decision-making
Cognitive Regulation

- Metacognition
- Regulating attention
- Positive goal setting
- Problem solving
- Organizing thoughts and tasks
- Responsible decision-making
Emotional Competencies

- Self-awareness and regulation of one’s own emotions
- Maintaining positive self-perception
- Self-esteem
- Controlling impulse
- Perseverance
- Grit
- Stress management
Social Skills

- Understanding the perspectives of others
- Interpersonal problem solving
- Empathy
- Ethical responsibility
Teach Explicitly

- Teach SEL explicitly
- Teach and model self care
- Assign self care
- Set expectations and discuss them
- Build community
- Use community to teach and learn
Lessons for Adults

• Practice recognizing and naming emotions
• Notice physical responses
• Become curious about emotions and responses
• Observe your emotions
• Notice how your emotions impact others
Cognitive Regulation

• Planning, task organization, goal setting, decision-making
• Provide strategy instructions on using a planner/organizing schedule to monitor online work.
  – Ex. Google calendar, Trello, Toggl, which will allow students to share to-do lists with their peers and teachers.
  – Provide instructions on how to use and what tasks should be listed.
• Provide multiple opportunities for practice during lessons and provide feedback on utilization of the tool as needed.
Problem-solving

• Incorporate scenarios from students, current or past experiences, or current social issues.
• Share the scenarios with the class and have the students identify steps to solve the problem together.
• Recognize a goal first.
• Ask students to type in suggestions for each step in chat box/discussion forum/verbally share their thoughts.
• Use of collaborative board, Kahoot! or online poll tool (Zoom)
Growth Mindset

• Share a video about growth mindset.
  – Choose video based on students’ interests and characteristics.
• Discussion on strategies to maintain a growth mindset.
• Use non-fictional stories about people who overcome hard times and turn their lives around and reach a goal.
  – Reflect and discuss what they encountered and how they overcome/what resources they used/who helped them.
General SEL Ideas

• Daily affirmations to build students’ self-confidence
• Introduce self-monitoring strategies to practice self-awareness and self-regulation during virtual lessons
• Monitor student progress
  – Ex. Online survey or Flipgrid (students can record themselves to reflect their progress and allow peers to provide feedback for each other)
• Check in with students
  – Phone calls, texts, and emails
Emotional Regulation

• Introduce stress-reduction strategies: yoga, breathing techniques, relaxation exercise, mindfulness practice
• Use a scenario from a cognitive regulation activity and identify feelings they might have in the situation.
• Have students express their feelings and how to improve the way they feel in the situation.
  – Helps with empathy, perspective-taking, and emotional regulation skills
Use Discussion Technology to Study and Discuss Current Events

• When teaching about current events like the coronavirus pandemic or racial injustice, give students appropriate, factual information.

• Example: Students can read about how health care workers and scientists are tackling the coronavirus or how people are coping with stress, anxiety, and depression.

• Current events also give students a chance to talk about their feelings. This can help them feel less alone.

• Learning about these challenges can help students build social awareness and empathy.
Assign Projects that Require Service

• Volunteer to tutor young people on a topic related to the course.
• Create some change on campus through service (recycling, renewable energy use, etc.).
• Complete an elder project that requires them to assist and interact with an elder to whom they are not related.
• Call or send a card to someone who might feel isolated.
• Share experiences on Zoom or discussion forums.
Measure Adult SEL

• The Panorama Social-Emotional Learning Survey, developed by researchers at the Harvard Graduate School of Education, includes student SEL measures in addition to 15 teacher and staff measures around professional well-being and capacity to support student SEL.

• https://www.panoramaed.com/social-emotional-learning-sel
What do you see as the major challenges for your students socially and emotionally?

- Isolation
- Emotional regulation
- Effective problem-solving
- Self-discipline
- Impulse control
- Stress/anxiety/depression
- Social awareness
- Relationship skills
- Responsible decision-making
What do you see as the major challenges for you socially and emotionally?

- Isolation
- Emotional regulation
- Effective problem-solving
- Self-discipline
- Impulse control
- Stress/anxiety/depression
- Social awareness
- Relationship skills
- Responsible decision-making
How could you embed the following in your course?

- Reflection on personal SEL skills
- Examination of biases for cultural competence
- Growth mindset activities
- Self-care and re-energizing practices
- Personalized learning plans for SEL
How could you embed the following in your course?

- Shared class agreements
- Learning communities
- Peer mentoring and support
- Integrating SEL into class meetings
- Create a culture of appreciation
- Service learning opportunities
Questions/Feedback

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References


