

FRAMEWORK OF SOCIAL, EMOTIONAL, AND ETHICAL LEARNING: EDUCATING THE HEART AND MIND

* *P. Prathibha,*

* *Assistant Professor of Computer Science & Applications, Pingle Govt. College for Women (Autonomous), Waddepally, Hanmakonda, Telangana – 506370*

Abstract:

Finding high-quality and reducing educational materials is important due to the growing interest in providing social and emotional learning opportunities throughout after-school and youth activities. An introduction of the recently released Social, Emotional, and Ethical Learning framework and curriculum, created at Emory University, is given here, along with information on how it might be used in after-school and youth programmes. This extensive learning system contains curriculum for students in kindergarten through grade 12 as well as a website for online professional development for individuals who teach the programme. Students that engage in social emotional learning are better able to interact with others, establish positive relationships, and control their emotions. The Center for Contemplative Science and Compassion-Based Ethics (CCSCBE), a research institute at Emory University that promotes a science-based strategy for teaching the heart and intellect, created the SEE Framework in cooperation with His Holiness the Dalai Lama. The framework expands on the guiding concepts of conventional social and emotional learning (SEL), adding attention training, compassion and ethical discernment, resilience and trauma-informed practise, and systems thinking as additional elements. The SEE Framework places a strong emphasis on the values and skills that students learn via SEE Learning in order to perform actions that are sensitive, knowledgeable, and accountable and that contribute to the long-term wellbeing of themselves as well as society.

Key words: *Youth Initiatives, After-School Activities, Curriculum, And Mindfulness*

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Introduction:

The significance of social, emotional, and ethical learning in young people's education has gained more attention in recent years. Conventional educational strategies have frequently placed more of an emphasis on academic and cognitive growth than on social, emotional, and ethical learning. Recent studies have however demonstrated the importance of social-emotional and ethical skills for achievement in both the professional and private domains. An educational strategy known as the Framework of Social, Emotional, and Ethical Learning (SEE) tries to promote students' overall development by incorporating social-emotional and ethical learning into the curriculum. This study will examine the SEE framework's fundamental competencies and any effects on pupils.

Background:

The Collaboration for Academic, Social, and Emotional Learning (CASEL), a nonprofit organisation that

supports social-emotional learning in schools, created the SEE framework. The framework is based on research from the fields of psychology, education, and neuroscience that contends that social-emotional and ethical learning are crucial for academic performance, wellbeing, and beneficial consists of the activities.

The Coursework:

By incorporating the most recent findings in attention training, the development of compassion for oneself and others, resilience skills based on trauma-informed care, systems thinking, and intellectually honest consideration, the SEE Learning curriculum goes beyond traditional social emotional learning (SEL) frameworks. There are nine curriculum elements that are the same for all curriculum age levels:

1. Self-awareness and concentration
2. Consciousness
3. Self-regulation
4. Interpersonal knowledge
5. Peers compassion
6. Interpersonal skills
7. Understanding interconnection;
8. Have seen Humanity as a Whole
9. International as well as local participation

Although the curriculum is designed for regular classroom settings, its adaptable structure makes it ideal for youth programmes and after-school configurations, where it is already in use. Practitioners will identify the curriculum's pedagogical paradigm as one of experiential learning, emphasising "student exploration through independent research, not specific order."

The curriculum states that adults play the role of facilitators, inspiring kids to think creatively, engage in reflective activities, and gain knowledge of the science behind the curriculum through interactive, participatory learning.

Young people have the chance to participate in activities that are intended to address learning at three levels through this process: received knowledge, critical insight, and embodiment. By understanding each of these three levels, the curriculum's practical focus, which starts with Received Knowledge, is expanded significantly. The capacity to apply knowledge acquired through instruction or experiential learning is known as received knowledge. The "aha" moment of learning, also known as critical insight, results from personal experience and an analysis of one's own learning. Embodied understanding, on the other hand, is education that is absorbed and used to make change happen in a natural and unexpected way.

This strategy encourages social, emotional, and ethical learning around three objectives in order to complement and enrich young people's education:

Awareness - Young people will be more conscious of their own thoughts and feelings as well as others' thoughts and feelings, as well as the interconnectedness between individuals and larger systems.

Compassion – Young people will develop the capacity for emotional stability, self-care, empathy, fearless

empathy for others, and respect others for' ideas.

Engagement – Young people will acquire better self-control abilities, the capacity to judge when their actions are in the interests of others, the capacity to relate to people in a caring way, and the capacity to participate in activities that improve society broadly.

Last but not least, in contrast to other SEL curriculum, the inclusion of the ethical learning component enhances students' understanding of how individuals interact to one another as parts of a larger system and helps them prepare for their future roles as global citizens. Young people can thus get knowledge about how to effectively look after both their own and others' emotional and social health.

Learning Environment:

The SEE Learning system platform is exclusive to this free curriculum and provides educators and practitioners with a thorough online learning system with the resources and supports required to properly apply this curriculum, including:

- Free instruction is offered to students in kindergarten through grade 12.
- Constant professional growth in the most effective methods of teaching the curriculum at all levels.
- Practice-based learning networks for practitioners and educators.
- Facilitator education and certification for persons seeking to work as trainers.

Due to its emphasis on social and emotional development as well as ethical learning rooted in a systems and global vision, the curriculum also provides a unique perspective. The programme was designed from the start for international and multicultural use, and the development and implementation of the programme have been guided by a formal international curriculum committee consisting of about 40 education experts from around the world. This is another distinctive feature of the programme. With the help of the professionals who teach the programme, this curriculum offers after-school and youth programmes a free, best curriculum that makes use of active learning pedagogy. As a result, the design of after-school and youth programme settings is perfectly suited to this complete approach.

Essential Competencies of the SEE Framework:

Self-awareness, self-management, social awareness, relational skills, and responsible decision-making are the five fundamental competencies that form the foundation of the SEE framework. Each of these competencies requires particular abilities and information that students can learn via continuous training and guidance.

Self-awareness includes having aware of one's own ideas, thoughts, and values. Students that possess this competency are capable of recognising and controlling their emotions, setting objectives, and accepting accountability for their actions.

Self-management entails effectively controlling one's feelings, thoughts, and actions. Pupils who have mastered this skill can control their tension, prioritise their tasks, and keep going in spite of challenges.

Understanding and sharing other people's feelings and opinions are important aspects of social awareness. The ability to demonstrate empathy, respect for diversity, and other people's rights are all traits of students who have mastered this talent.

Effective communication, creating a healthy network of connections, and teamwork are all aspects of relationship skills. Clear communication, attentive listening, and conflict resolution skills are all skills that students who have mastered these skills possess.

Responsible decision-making entails adopting morally righteous and useful options after taking into account many viewpoints and potential outcomes. Children that possess this capability are able to see problems, analyse them, come up with solutions, and assess them, as well as accept accountability for their actions.

Effects of the SEE Framework on Students:

According to research, students can benefit from the growth of their social, emotional, and ethical skills. For instance, students who have excellent social and emotional skills are more likely to get along well with peers and elders, perform academically, and also have a healthier mental state. Moreover, the development of ethical competences can assist students in becoming trustworthy, empathetic individuals that behave responsibly and contribute their time to the community.

Bringing the SEE Framework into Action:

Many approaches can be used to implement the SEE framework. Integrating social, emotional, and ethical learning into all facets of the academic programme is one common approach. For example, to help students in developing specific skills, teachers may offer activities, games, and discussion. Furthermore, to assist learners in developing social, emotional, and ethical skills, schools may use mindfulness exercises, restorative justice techniques, and volunteer opportunities to learn.

Depending on the needs and resources of the school or educational institution, the SEE framework can be implemented in a variety of ways. The SEE framework can be used in a variety of ways:

Integration of curriculum: Teachers can include social, emotional, and ethical learning into the current curriculum by including exercises, games, and conversations that aid students in acquiring these skills.

Professional growth: Teachers can get training on how to effectively teach social, emotional, and ethical skills and integrate them into their class activities.

School-wide initiatives: Programs that promote the growth of students' social, emotional, and ethical abilities can be implemented by schools on a school-wide level. These initiatives can include volunteer service to the community, peer mentorship programs, and other initiatives that promote healthy social relationships.

Society and Parenting involvement: By providing valuable and other members of the public the skills and opportunities they need to promote the social, emotional, and ethical growth of their children, educators may involve them in the SEE framework's implementation.

Limits and Difficulties of the SEE Framework:

The SEE framework's implementation can be difficult, even though it might have advantages. Some teachers can lack the skills or resources needed to integrate social, emotional, and ethical learning into their curriculum. Also, some people might think that developing these competencies goes beyond what is taught in the classroom. Furthermore, as it may be difficult to evaluate certain abilities properly, evaluating them can be tricky.

Fundamentals of Theory:

The SEE framework is founded on a number of theoretical views, such as moral philosophy, social psychology, and experimental psychology. According to a developmental viewpoint, the framework acknowledges that social, emotional, and ethical abilities can be promoted through suitable educational techniques. The paradigm acknowledges the significance of social and emotional intelligence for success in interpersonal relationships and group environments from a social psychology perspective. The framework highlights the value of making moral decisions and acting as a good citizen from the viewpoint of moral philosophy.

Practical Effects:

One of the many practical implications of the SEE framework for educators is the requirement to incorporate social, emotional, and ethical learning into all facets of the school curriculum. The development of these competences can be aided by conducting exercises, games, and discussions with the students. Students could use mindfulness techniques to increase self-awareness, or they might work in groups to strengthen their teamwork and communication abilities. The SEE framework also emphasises extremely essential it is for teachers and other school officials to serve as models of excellence. Teachers can assist students in becoming more kind, empathic, and ethical decision-makers by exhibiting such traits.

Benefits

According to research, the SEE framework can benefit students, teachers, and society in a variety of ways. These advantages could include better academic results, reduced behavioural issues, improved social-emotional competence and wellbeing, and improved ethical judgement.

Conclusion:

In conclusion, the Framework of Social, Emotional, and Ethical Learning is an influential educational strategy that emphasises the value of training both the heart and the mind. Teachers can assist in the establishment of a more caring, moral, and ethical society by promoting the growth of social, emotional, and ethical competencies in their students. The SEE framework offers considerable promise for generating positive results in the academic, social, and emotional domains, but more research is required to examine its usefulness in diverse situations and with various individuals.

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