



SEE LEARNING: PILOT STUDY AMONG PROSPECTIVE TEACHERS AND ITS OUTCOMES

* *Dr. Bhagwan Balani,*

* *Principal, Bombay Teachers' Training College, Colaba, Mumbai – 400001*

SEE Learning© provides educators with the tools they need to foster the development of emotional, social and ethical intelligence for students and themselves (University, 2023). SEE Learning is grounded in the idea that education can, and indeed should, be expanded to foster the values and competencies that lead to greater happiness for both individuals and society at large. The purpose of the integration of SEE Learning is to create an inclusive and comprehensive framework that can be used in any educational environment and at all levels of education to teach social, emotional and ethical competencies. This may be done with the stand-alone K-12 curriculum or by integrating it with the teaching of subjects like mathematics, foreign languages, science or any other academic subject.

Copyright © 2023 The Author(s): This is an open-access article distributed under the terms of the Creative Commons Attribution 4.0 International License (CC BY-NC 4.0) which permits unrestricted use, distribution, and reproduction in any medium for non-commercial Use Provided the Original Author and Source Are Credited.

(Borden, 2019) reviewed newly launched Social, Emotional, and Ethical Learning framework and curriculum, developed at Emory University, provided an overview of the curriculum and its potential use in after-school and youth programs.

(Burroughs & Barkauskas, 2017) provided evidence that offering young people the opportunity to learn social and emotional skills can improve academic performance and their mental health (Burroughs & Barkauskas, 2019; Panayiotou, Humphrey, & Wigglesworth, 2019).

(Cohen, 2006) argued that the goals of education need to be re-framed to prioritize not only academic learning, but also social, emotional, and ethical competencies. Surveying the current state of research in the fields of social-emotional education, character education, and school-based mental health in the United States. (Slashchinina, 2021) concluded in her studies that the change of value orientations and the decolonization of education are factors that influence the development of educational systems. Social-emotional-ethical learning can solve the problem of lack of ethical education at universities. (Devaney et al., 2005) their research outcomes showed that SEL has an impact on every aspect of children's development: their health, ethical development, citizenship, academic learning, and motivation to achieve. They added that in one school in Illinois that has been implementing SEL programming for several years. The authors provided evidence of the impact of SEL on school climate, student behaviour, and attitudes. They concluded that this is fostering the kind of understanding of the larger world that leads young people to make ethical choices. They proposed that the lessons learned apply to a wide variety of settings, including other schools, after-school programs, and summer camps.

Social, Emotional and Ethical Learning (SEE Learning) can be implemented at all levels of education, from

kindergarten to higher education. It focuses on incorporating components such as attention training, the cultivation of compassion and care, and an appreciation of interdependence into the classroom and therefore the education system.

It is imperative that in today's interconnected world, we work collaboratively and develop skills and strategies for problem-solving to envision the change that can work across cultures and generations. SEE Learning is that framework through which managing emotions, setting and achieving positive goals, feeling and showing empathy for others, positive relationships and responsible decision-making will make this a possibility.

It reminds me one day I got a chance to meet our most distinguished alumna Ms Mona Seervai. In our conversations, I came to know she has completed a 101 SEE Learning course offered by Emory University, USA. She also told me that she has completed an educators program with them and has formally associated with SEE Learning® India. It was a joy and learning for me and was looking forward to learning a lot more from her. Then she came up with the proposal that she could be one of the educators to facilitate training this course to our B Ed students integrating the core components of e-learning. I was thrilled to learn this from Ms Mona Seervai and accepted her proposal to add this value-added program to the B Ed student teachers.

I arranged a collaborative meeting with the faculty of Bombay Teachers' Training College and Ms Mona Seervai and took a call to take forward the above-mentioned proposal of adding this value-added course to B Ed student teachers. The journey went on regularly and our student teacher started learning online and from Ms Mona Seervai.

We started giving training under the mentorship of Ms Moan Seervai to the FY B Ed batch 2022-2024. We prepared a schedule and conducted classes in offline mode and online mode regularly. After completion of the first phase of the SEE Learning course, it was time to take the students' feedback about the outcome of the program. The following student teachers' reflections were received from the students:

1. See learning is one the best courses that have been brought to the notice of students of Bombay Teachers Training College. Teaching social, emotional and ethical learning to teachers under training should be promoted as teachers are role models for students and students try to inculcate values and behaviour as the teacher possesses. Teachers modify and shape the behaviour of students therefore it is necessary for a teacher to be a better human being. In the course, the first thing we learned was resilience which is quite essential for everyone as each of us has to continue progressing, developing and working even when we suffer emotionally, mentally and physically. At some point in time we have emotional upheaval and are not able to focus at work, SEE Learning helped us to never give up and work towards our vision. Secondly, we explored awareness, compassion and engagement. How should it be helpful in our classroom? The next thing was the curriculum which consisted of some best strategies and approaches for personal insights. We also learned the ability to foster capabilities among children and also within ourselves as SEE Learning plays a major role in the development and growth of self. I found the course very helpful. The strategies used for explaining through examples and videos made the concept clear. Writing our plans at the end of each stage made us think critically and will help to apply it in our classrooms.



2. In the present scenario, it is important to work with different people & to have a discussion to develop skills & strategies for better communication, understanding, and problem-solving, as everyone has a different mindset. The Teacher field is a lifelong learning field. SEE learning is the need for continuous professional & personal development. SEE learning is framed in such a way that we can help our students understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. The teachers can set clear learning aims in their classrooms, making the practice systematic. Clear learning objectives help teachers stay focused on what and how they teach, and help students monitor their learning. Whether in a job or postsecondary learning, students will need to be able to align their activities with set objectives. Through the SEE learning the students can achieve/answer his/her questions that arise in their mind of choosing any study or career. The virtue approach to ethics assumes that there are certain ideals toward which we should strive, which provide for the full development of our humanity. These ideals are discovered through thoughtful reflection on what kind of people we have the potential to become. Virtues are like habits that are, once acquired, they become characteristic of a person.

What I reflect through this SEE learning is:

- To make sure whatever I am doing is for the right purpose/reasons
- To practice (mindfulness) active listening by being curious and seeking to understand where the other person is coming from.
- Avoid interrupting them mid-story or talking over them when they answer a question. Instead, offer undivided attention and genuine interest.

3. Attending the SEE learning workshop and doing the 101 SEE Learning course has been a transformative experience. The knowledge and insights I have gained have not only enhanced my approach to teaching but also have greatly impacted my growth. The course gave me the chance to think deeply about my own social, emotional and ethical growth. It helped me realise the importance of self-awareness and self-regulation in developing positive relationships and managing emotions and feelings. Through engaging in exercises and mindful activities, I became more aware of my strengths and weaknesses. It has deepened my understanding of how people develop on the social, emotional and ethical levels. The course has helped to understand how to create a welcoming environment in the classroom that values diversity, and inclusivity and fosters empathy. Building trustworthiness in myself as a teacher and taking the effort to understand the student's strengths, and challenges so that their life becomes better through education. During the pandemic, the abrupt shift of education to online platforms created a situation that no parent was prepared for. With the world at their fingertips, the children had to navigate an unknown virtual world. The unsupervised consumption of media on the internet is a great injustice we commit against our children. Anxiety, hyperactivity, short attention span, delay in learning and social skills, and behavioural problems are on the rise among children which later in life aggravate their overall well-being and cause relationship and communication problems. Social, emotional and ethical learning provides tools and strategies to deal with emotions and feelings

through compassion and empathy. Anyone who deals with children should do the SEE learning course to become a compassionate and empathetic caretaker who protects and nurtures children like a gardener who waters and tends to flowers to make them bloom.

The very first SEE Learning workshop I attended I won't say brought an enormous change in my life, but I would confess that it was an eye-opener to me as I realized the importance of self-compassion, I realized that I had been compassionate to others around me but forgot myself in this race. I felt pity for myself as I had been so harsh on myself. That day I decided to acknowledge and respect myself first, and as I started making small efforts to appreciate myself It did bring positive vibes to me and I can say, yesit did work for me!

Another important thing I learnt is love and Respect for our parents. I regretted sometimes being rude to my mom and started making efforts to rectify it. SEEL helps to manage anger and emotions when you apply it in your learning, that is why I found the workshop that we attended in the college to be more effective than the course that we did online. Also, I feel that we should have at least 1 lecture in 10 days allotted to SEEL practices so that there is not a big gap and the interest is maintained. I feel that such education needs to be given equal importance to academics if not more so that children have value education from a very young age, become more socially connected and responsible, and have compassion for others. All this will help to curb incidences of bullying, violence, suicides and many such negative and unwanted behaviour.

We are a class of 48 future teachers, and if we inculcate in ourselves the social, emotional and ethical aspects, we can make a difference in the lives of all those children whom we will be teaching, and this will be our small contribution towards the community and our country.

The BTTC also organised a one-day international conference in collaboration with SEE Learning India on 6th March 2023. The Objectives of the Conference were to acquaint the participants with the elements of Social, Emotional and Ethical Learning – SEE Learning, to create awareness about secular ethics in contemporary society, to introduce SEE Learning practices for the mental and emotional well-being of the participants, to explore and consider how SEE learning tools and practices can enhance well-being and pro-social behaviour in the learning spaces, to listen to examples of how educators can apply SEE learning strategies for in classrooms, to allow for exchange of ideas related to SEE Learning in schools and to explore how educators can integrate social, emotional and ethical learning practices in education. The conference was organised in hybrid mode in which more than 150 persons attended the conference and 36 papers were presented in the conference. All the papers presented at the conferences were published in a peer-reviewed journal.

Given the above review of the references and the student teachers' reflections, it can be concluded that the integration of SEE Learning components in the curriculum has a positive impact on the tutor and taught, most of the stakeholders of SEE Learning were of the positive views that integration of SEE Learning in the curriculum has a positive impact on heart and mind of the learner. It all depends upon how teachers and educators integrate the SEL lessons in their local set-up to ensure the enhanced development of social, emotional and ethical learning among students.



एन



References:

- Burroughs, M. D., & Barkauskas, N. J. (2017). Educating the whole child: Social-emotional learning and ethics education. *Ethics and Education*, 12(2,) 218-232, doi:10.1080/17449642.2017.1287388
- Borden, L. (2019). Social, emotional, and ethical learning: A curriculum that educates the heart and mind. *Journal of Youth Development*, 14(3). <https://doi.org/10.5195/jyd.2019.851>
- Burroughs, M. D., & Barkauskas, N. J. (2017). Educating the whole child: social-emotional learning and ethics education. *Ethics and Education*, 12(2), 218–232. <https://doi.org/10.1080/17449642.2017.1287388>
- Cohen, J. (2006). Climate for learning, participation in democracy, and well-being. *Harvard Education Letter*, 76(2).
- Devaney, E., O'Brien, M. U., Tavegia, M., & Resnik, H. (2005). Promoting children's ethical development through social and emotional learning. *New Directions for Youth Development*, 108. <https://doi.org/10.1002/yd.145>
- Slashchinina, A. P. (2021). Transformation of education in the perspective of secular ethics. *Professional Education in the Modern World*, 11(3). <https://doi.org/10.20913/2224-1841-2021-3-06>
- University, E. (2023, November 10th). <https://compassion.emory.edu/SEE-learning.pdf>. Retrieved November 10, 2023, from <https://compassion.emory.edu/SEE-learning.pdf>: <https://compassion.emory.edu/SEE-learning.pdf>

Cite This Article:

* **Dr. Balani B., (2023).** *SEE Learning: Pilot study among Prospective Teachers and its Outcomes, Educreator Research Journal, Volume-X, Issue-V, Sept – Oct, 2023, 104-108.*