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**SEE LEARNING IN MODERN UNIVERSITY EDUCATION
ПРОГРАМА СЕЕН В СУЧАСНІЙ МОДЕЛІ ВИЩОЇ ОСВІТИ****Ishchenko O.V. / Іщенко О.В.**

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Abstract *The article advances the investigation of socio-emotional and ethical learning as the unique concept integrated into the system of modern higher education. The paper focuses on the analysis of the structure of SEE learning program, its moral values and practices and the ways the concept could efficiently work at ESL classes. A special focus is given to simulation exercises as one of the most productive ways to bring out the most needed for the modern world skills: collaboration and adoptability in English speaking surrounding which are presented at individual, social and system levels and can be achieved through bringing out the basic human values, system and critical thinking, attention training, resiliency skills training.*

Key words: *socio-emotional and ethical learning, higher education, ESL classes, awareness, empathy, academic success, simulation*

The scholar's interest in emotional, social and ethical issues in education has been serving a basis and stimulus to the development of the concept of social and emotional learning for more than 20 years. In mid-1990s Daniel Goleman published his "Emotional intelligence", which was based on John Mayer and Peter Salovey's concept of "emotional intelligence" (Salovey et al., 2004). The study synthesized a wide spectrum of research in certain sciences, including a new sphere of affective neuroscience that investigates brain's regulation of emotions (Goleman, 2015). The study resulted in the programs of Social-Emotional learning (SEL) that were first developed by CASEL association in 1994. The kernel of those programs was the involvement of emotional sphere into education where personal transformation and altruism was the basic principle. The program was aimed at individual and collective welfare and happiness that can be gained by focusing on the inner world of a human, empathy, socio-emotional abilities, awareness, reflection, critical thinking, dialogue and discussion, ethical research (Emory University, 2017). The advance of SEL programs in the area of all levels of education is the issue that arises alongside with the idea of SEL being traditionally the childcare domain.

In 2019, the program of Social, Emotional and Ethical learning (SEE Learning) by the Center for Contemplative Science and Compassion-Based Ethics of Emory University, Atlanta was introduced at EdCamp Ukraine conference. That was the culmination of academic collaboration, which began in 1998 by the team of scientists in Emory University and His Holiness the Dalai Lama. In September 2019 26 Ukrainian schools joined the pilot project on implementation of SEE learning into the system of secondary education in Ukraine (Ministry of Education and Science of Ukraine, 2019)

The aim of our study is to consider the preconditions of effective SEE Learning program functioning at higher education level in Ukraine and outline the strategies that work best for English language learners. We suggest that the program currently



has a growing potential for learning and needs to be encouraged in some combination with student-centered approach for ESL training classes. The theoretical framework of the study involves the analysis of SEE learning structure and the simulation exercises as the ways of concept integration into learning of foreign languages alongside with the expected outcomes.

Since we study the issue of simulation exercises, and SEE Learning approach we consider as an additional study to the existing, so the term “simulation exercises” we understand as an interactive exercises that test the students’ ability to respond to a simulated case. There is usually a set of procedures to be followed and stages to be completed. The participants are required to accept the certain rules and behave within the case as if the situation were a real one. A simulation is governed by a scenario together with a clearly defined objective which makes the material much more meaningful, brings out the values and practices the SEE Learning Program is based on.

The teaching of a student by methods of SEE learning means the following educational practices: bringing out the basic human values, system and critical thinking, attention training, resiliency skills training.

To adhere to the pedagogical pattern of socio-emotional and ethical learning each period of practice can traditionally have the following stages: warming up, presentation/discussion, processing, reflection, summing up.

This type of structure can contribute to consequent transition from the gained knowledge to critical thinking and awareness of the subject in the scenario. This way, presentation and discussion are the stages of material (scenario) introduction, where attention training may be held with various warming ups. The exercises for gaining awareness serve as a ground to stimulate critical thinking related to the knowledge gained. The stage of reflective practice helps to deeply understand the problem and reach awareness. The summing-up stage is designed to deduce logical links within the learned material (Durlak et al., 2011, p. 410). Each practical period of this type could be integrated into any discipline. It could also be considered an individual practical task or an option for extracurricular activities.

We suggest that the most relevant to SEE learning integration university disciplines are psychological sciences, foreign languages, theory and practice of social communications, management, etc. However, natural and formal sciences can become an efficient platform for developing the programed SEE Learning competences where case study, games and simulations, individual and group projects win against traditional lectures and seminars. It is also necessary to mention the role of SEE learning in optimization process of a first-year student adaptation to university conditions. The adaptation takes social and biological body reserves of a student. Thus, the decisive role in adaptation is given to psychological regulation, which significantly influences the academic progress.

The three main dimensions of SEE Learning – awareness, compassion, involvement - can be presented in a simulation “Academic success” in the practical course of English, where each of the mentioned above dimensions will be related to the types of knowledge and competences that should be gained by English language learners.



The main objective of the simulation is to reach the conclusion on how to be a success in learning and what factors could facilitate academic success. Success in the academic arena is an achievement that often requires students to overcome many hurdles, some of which are more challenging than others. The educational aim of the simulation is to teach the participants how to face challenges, make them develop the skills of holding workshops; improve the skills of objective assessment of personal academic progress. The linguistic aims are to develop monological and dialogical speaking skills, learn how to write a business report, to work out lexical units on the subject matter and compile the vocabulary bank needed to hold a workshop. The sample subjects for the workshops can be the topics contributing to emotional involvement of a student. For instance, how to design an individual plan for a semester, how to gain presentation skills, how to overcome stress during exam period, how to fight procrastination, how to improve memory and thinking abilities, etc. The expected product of the simulation is holding workshops by the “expert-groups” on a selected subject and compiling a report, the reflection seminar over the results of the presented workshops, giving a peers’ feedback. To reach the results faster and to take constructive individual and collective steps a participant needs to gain awareness of the problem, to get involved into it emotionally (empathy), to act wisely and reasonably (involvement).

The simulation activity “Academic Success” is also aimed to bring out the student’s ability to in-depth self-awareness in educational surrounding (individual level), the ability to hear the others (social level), to perceive interdependence as a feature of the system (system level). One important consideration must be the nature of the language to be employed and its usefulness to the students. To enhance the awareness of the issue the students are given some of the functional language they are likely to need in the simulation; e.g. giving instructions, expressing agreement and disagreement, making proposals, and so on. Here, the indispensable lexis of the subject matter should be taught where necessary. It is important to distribute only part of the total information needed to each participant to make its oral exchange inevitable. The resources that are likely to come in useful could be the English articles defining success on academic arena, its constituents and possible hurdles on the way to academic progress (physical condition, the level of basic education, financial stability, personal motivation, number of students in a group, etc.). At this stage, the recommended activities can be doing the research on the subject matter, compiling vocabulary banks, holding a group discussion and discussion in teams, planning a workshop on the selected subject.

It is crucial for this stage to engage critical thinking, to be oriented towards not only personal needs, but also the values and needs of other people, which is the sign of empathy or compassion. This way, the compassion and good attitude considerably influence on academic progress. Moreover, the compassion motivates students to select the most useful resources to hold the workshops. Through a prism of individual perception of learning, an “expert group” employs the presentation tools relevant to their age and capabilities: video clips, memes, sound effects, etc.

On the condition that the participants have realized the opportunity to receive and provide advice and expertise on the subject of “Academic success” they feel



concern about the certain obstacles related to the subject and need to get down to it demonstrating their personal involvement. They put into practice the lessons learned due to their awareness and compassion. At this stage, the “expert group” can take the following steps:

- define the aims and strategies;
- coordinate the time, the place and the procedure with the teacher
- develop the contents of the event considering the time limits, the prior experience and level of the participants

Behavioral patterns and skills needed for effective interaction with the audience can be developed mainly due to the quality guidance materials and briefing given by the teacher. Briefing for simulations can be offered in a variety of forms. Some general information will be required by all the participants, and this can be presented through narrative reports, maps, charts, timetables, listening comprehension, by means of recording, or by a mixture of these.

The teacher’s emotional involvement contributes to a very productive partnership with participants. Participants' roles may be defined both according to functions (e.g. “You are the facilitator/ a special guest at the workshop”), opinions (“You are very much in favour of VAK learning style”), or traits (e.g. “You are an impulsive person who only advocates the innovations”). It is an extremely delicate matter, how far the teacher could go with the 'normal' personality of each student especially when strongly hostile emotions are brought into play. By allotting a typical character, a greater proportion of challenge, inventiveness, and entertainment may be achieved. At the individual level students get awareness of how to control their own behavior, at the global level the image of The Citizen of the World is being developed (system level). The Citizen of the World can act wisely and effectively within the system. That is why involvement is an important dimension in socio-emotional and ethical learning.

The stage of a peer’s feedback is a culmination that can entirely be attributed to a student-centered approach that shifts the focus of instruction to the student and acknowledging student voice as central to learning experience. In their feedback the students can specify on the following:

- Accuracy of planning and announcing schedule
- Keeping timing under control
- Materials quality and appropriacy
- Degree of audience involvement
- Final report of quality and timeliness

As related to the future performance it is necessary to draw the presenters’ attention to the idea of “feedforward” which is the concept of learning from one’s desired behaviour in the future with the focus on the behavior which should be avoided (negative feedforward) or will improve performance in the future (positive feedforward).

Therefore, the SEE learning concept integrated into the practical course of learning foreign languages through simulation activities manifests itself as a productive reform bringing out the most needed for the modern world skills: collaboration and adoptability in English speaking surrounding, critical thinking and



emotional intelligence. Thus, the study has demonstrated a great potential of SEE learning program in higher education as long as the process remains a positive experience for both the teacher and the learner.

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Анотація:

Стаття присвячена дослідженню концепції соціально-емоційного та етичного навчання та особливостям її впровадження в систему вищої освіти в Україні на прикладі її залучення у процес навчання іноземних мов. Особлива увага приділяється діловій грі, яка розроблена у площині трьох основних вимірів СЕЕН - усвідомленості, співпереживання та залученості, на основі яких відбувається формування навичок системного та критичного мислення, концентрації уваги, стійкості до стресу, розвивається емоційний інтелект. Дослідження засвідчує високий потенціал використання СЕЕН програми у вищих освітніх закладах за умов позитивного досвіду її використання серед студентів та викладачів.

Ключові слова: *соціально-емоційне та етичне навчання, вища освіта, навчання іноземних мов, усвідомленість, емпатія, академічна успішність, залученість, ділова гра.*

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