

SOCIAL EMOTIONAL LEARNING AND ITS FRAMEWORK FOR TECHNOLOGY EDUCATION

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RESEARCH PROBLEM:

Did early college students equate their social emotional skills with their academic achievement in college?

RQ1: Is there a relationship between students' SEL self-reports and their university academic standing?

RQ2: Do students accurately assess their SEL levels when self-reporting?

2 HBCU SCHOOLS

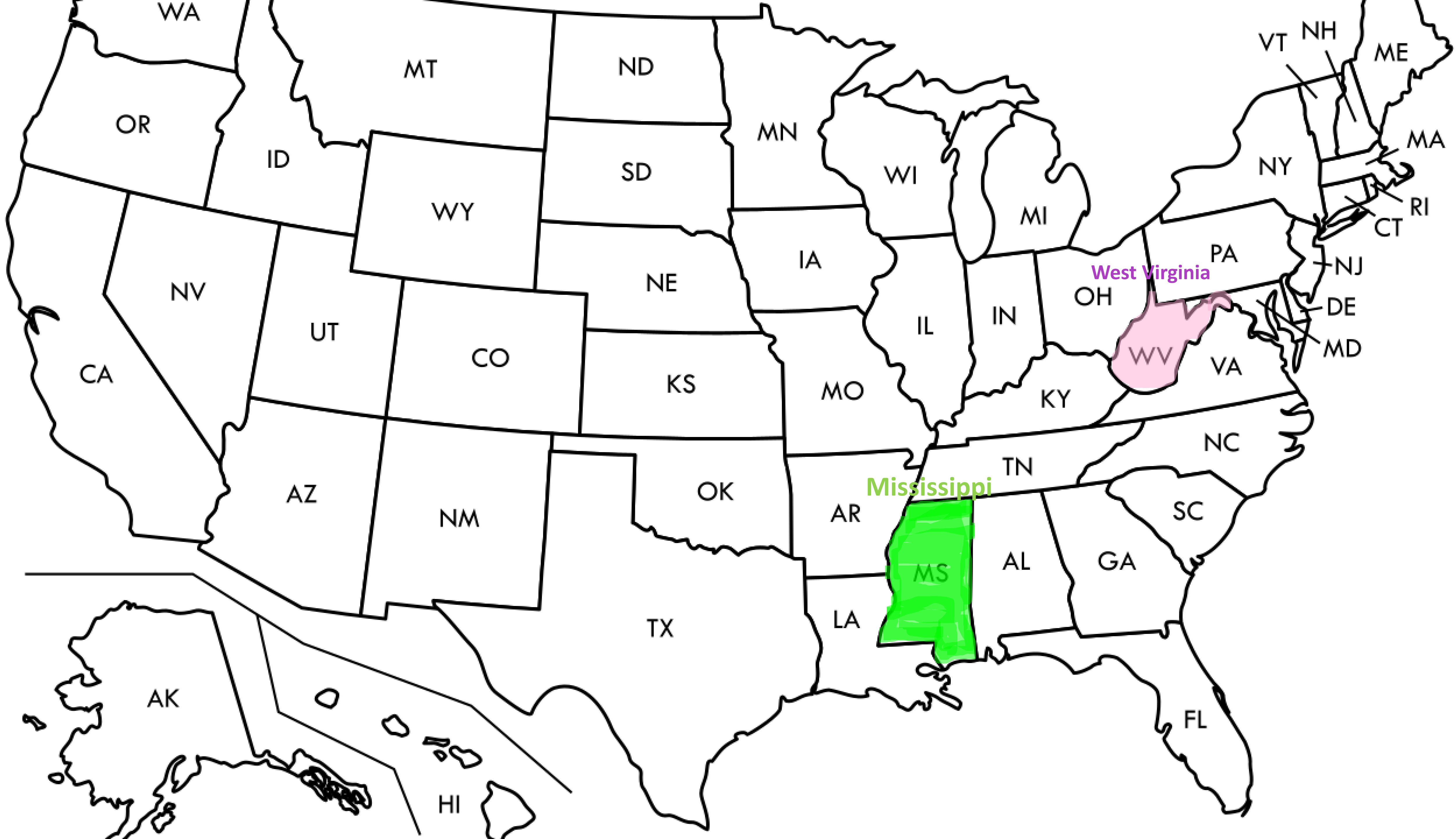
(Historically Black Colleges & Universities)

Mississippi Valley State University, Itta Bena, MS,
USA



Bluefield State University, Bluefield, West Virginia, USA





SEL (SOCIAL-EMOTIONAL LEARNING) SKILLS ARE:

- ones' abilities to regulate thoughts, emotions, and behaviours .
- shaped by many facets of one's life such as families, peers, educational settings, life events, and individual actions (OECD, 2021)
- Predictors of students' achievement as they depend on social-emotional factors and executive control...and which aspect of their identity is salient to them in the current social-emotional context (Immordino-Yang).

SEL SKILLS CONTINUED

- A positive relationship with teamwork, skills, team harmony, effectiveness and performance” for the student (Yekinni & Ogbuanya, 2022)
- Included in engineering habits of mind, habits students should develop , including communication, creativity, collaboration, and ethical consideration (Grubbs, et al,, 2018)
- Related to students who had high expectations for further education as these are based on how their portrayal of social and emotional skills (OCED, 2021)

RELATED CONCEPT: BTAE theory: Better than Average effect theory is a strong consideration in this research as it supports that self-ranking has inherent bias of self-enhancement especially in social comparisons (Brown, 2012).

SEL FOCUS FOR STUDY

- I. self-awareness – recognizing emotions, strengths, and limitations.\
- II. self-management - regulating emotions, thoughts, and behaviours.
- III. social awareness – understanding and empathising with others.
- IV. relationship skills – developing and maintaining relationships, communication, cooperation, and conflict resolution.
- V. responsible decision making – constructive choices based on ethical considerations, social norms, and personal values (SSIS CoLab, 2020).

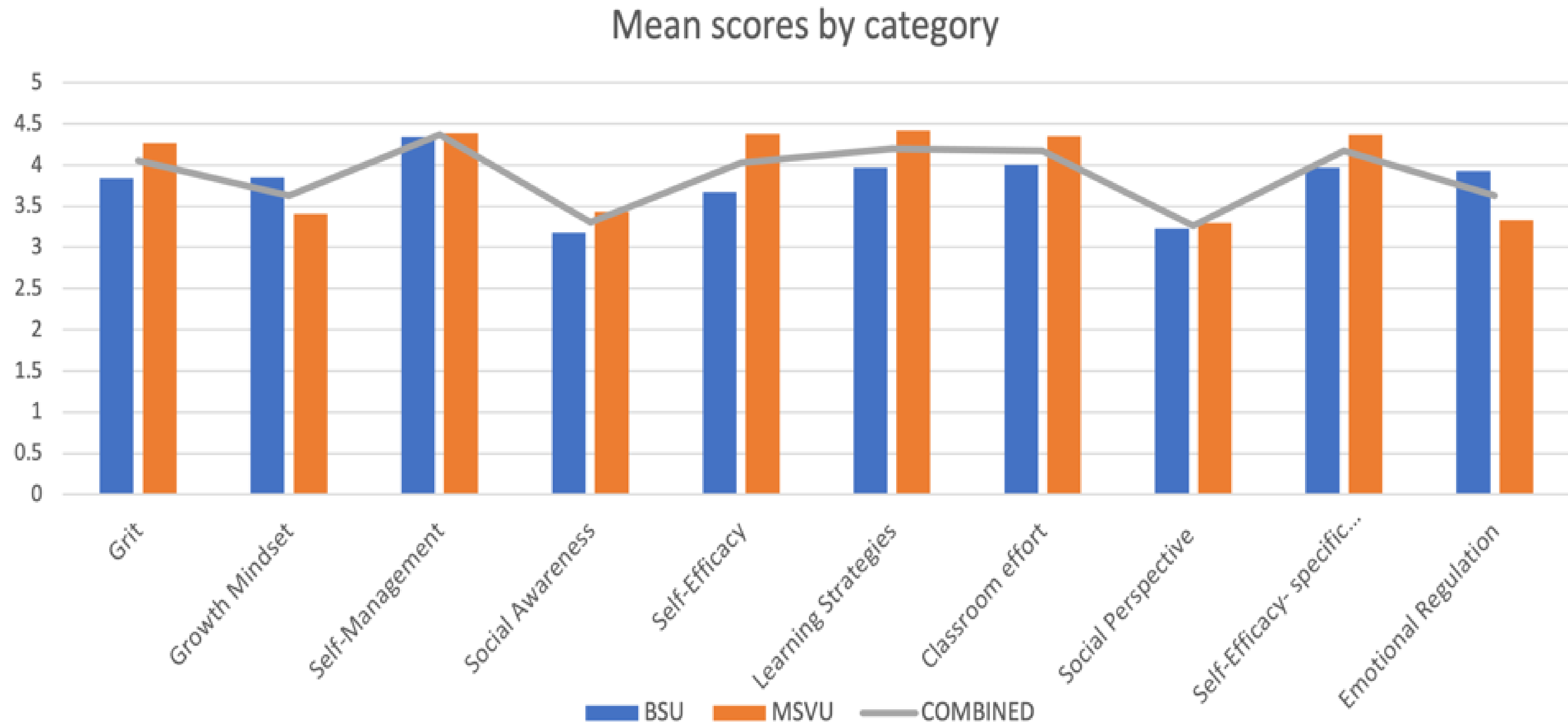
METHODOLOGY

- Free survey from Panorama Education
- Designed for grades 3-5 and 6-12.
- Measured
 - Grit
 - Growth Mindset
 - Social Awareness
 - Self-efficacy
 - Learning Strategies
 - Classroom effort
 - Social Perspective-taking
 - Self-efficacy about specific subject (related to Technology Education)
 - Emotion regulation (Panorama, n.d, p. 6)

FINDINGS: PARTICIPATION

University	Total participants	Male	Female
Bluefield State University	15	12	3
Mississippi Valley State University	9	7	2

OVERALL MEAN SCORES FOR EACH CATEGORY AND COMBINED AVERAGE



BREAKDOWN BY UNIVERSITY – BLUEFIELD STATE

Highest Ranking	Middle Ranking (< 4.00)	Lowest Ranking
Self-management 4.34	Grit 3.84	Social awareness 3.18
Effort 4.00	Self-efficacy about specific subject 3.93	Social perspective taking 3.22
	Growth mindset 3.85	
	Learning Strategies 3.97	
	Emotional regulation 3.93	
Scale is 1-5 for each category		

BREAKDOWN BY UNIVERSITY – MISSISSIPPI VALLEY STATE UNIVERSITY

Highest Ranking	Middle Ranking (< 4.00)	Lowest Ranking
Learning strategies 4.42		Growth mindset 3.41
Grit 4.27		Social awareness 3.43
Self management 4.38		Social perspective taking 3.30
Classroom effort 4.35		Emotional regulation 3.33
Self-efficacy about specific subject 4.37		
Scale is 1-5 for each category		

DISCUSSION

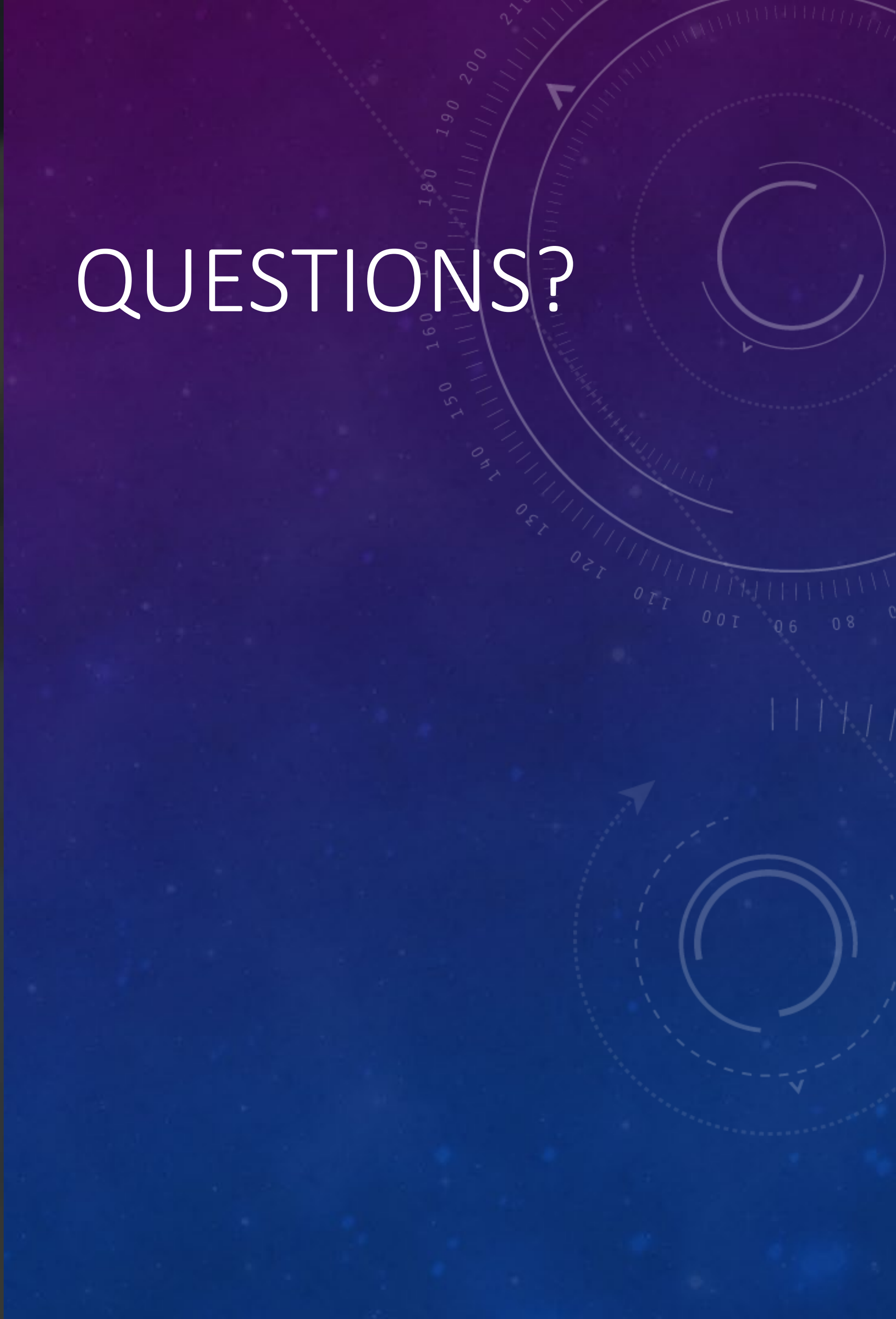
- Students' self-rankings were overstated based on course and overall grade averages.
- From the limited sample, it appears students with lower overall GPA scores overstated views of their SEL skills. Also, higher performing students (based on GPA) may under-report these skills.
- Based on overestimated rankings, it can be hypothesized that some lack the ability accurately assess their ability to perform academic tasks and succeed in coursework.
- Findings are consistent with research, even with limited sample, that self-reported SEL skills are fraught with inaccuracies
- The BTAE theory accounts for discrepancies in this research vs. the actual academic performance of the students.

RECOMMENDATIONS FOR FUTURE STUDIES

- Larger, more diverse sample size to determine if there is a correlation between students SEL skills and their overall college GPA.
- Review survey for possible revisions to more accurately assess college level students
- These results do assist educators in understanding the link between SEL and academic performance, as well as students increased social competence.



QUESTIONS?



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