



UNIVERSITÀ  
DEGLI STUDI  
DI PADOVA

DIPARTIMENTO DI FILOSOFIA, SOCIOLOGIA,  
PEDAGOGIA E PSICOLOGIA APPLICATA



Center for Future Readiness

*2021 Annual Progress Report*

## **IRN ACTIVITIES, ACCOMPLISHMENTS, AND FUTURE PLANS**

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This report summarizes the activities and accomplishments of a WERA IRN, “Connecting Social and Emotional Learning to Professional Development for Educators and Effective Teaching,” between January and December 2021 and outlines plans for 2022. Using the data collected on how educators perceive the nature and value of their own Social and Emotional Learning (SEL) skills, as well as what SEL skills they believe students need in order to compete for decent work and succeed in life (2019-2020), the group conducted a deeper examination of specific SEL skills and focused on particular regions and countries (2021-2022). Findings from these small group projects have been disseminated through publications and conference presentations. From January to December 2021, we had a total of 21 meetings as a whole group, small groups, or individuals. Four meetings were devoted to new members joining the network or our research team at Boston University. Seven meetings were held to organize and plan for different conference presentations, including the WERA Focal Meeting and the American Psychological Association (APA). Six meetings were held to provide a 2-day workshop to doctoral students at the University of Lisbon. We also met at least once per quarter to check in and provide updates on the research work each of us was conducting. Two additional countries joined the network in 2021, including Mauritius and Kenya. We are proud to share that one-third of our participating countries represent the Global South. In 2022, the group will continue to disseminate its work through webinars, conferences, and publications and invite more countries that can represent the voices of diverse populations and cultures.



This work is being conducted as part of a larger cross-cultural research program referred to as *Connecting Social and Emotional Learning to Professional Development for Educators and Effective Teaching* and is formally recognized by the World Education Research Association as an International Research Network (2019-2024)

## ACTIVITIES

During the first quarter of 2021, the IRN gathered as a team to discuss our dissemination strategies, including presentations at international conferences and publications of our work through book chapters and journal articles. Working with Andy Smart and Margaret Sinclair, who led a WERA IRN in the past, we prepared three manuscripts that focused on a) SEL in the African contexts, b) SEL and resilience in Southeastern Europe, and c) cultivating SEL in Japanese educational contexts. The edited book was published on April 28th in collaboration with UNESCO. We also had a one-on-one meeting with the Poland team, which had recently joined the team, and provided resources they could use to begin collecting survey data from Polish educators. At Boston University, an undergraduate student majoring in journalism and psychology joined our SEL project team. Given her interest in writing and editing, we worked with her to edit some of the in-preparation papers while building her understanding of cross-cultural studies. During the second quarter of 2021, the Romania team provided recommendations on SEL education at an international conference, “Models, Innovations and International Trends in Career Guidance,” organized by the National Institute of Education of the Republic of Belarus. Since a number of conferences were scheduled for the next quarter, the team was engaged in small group discussions to design and prepare for different presentations.

In quarter 3, the participating country teams were actively engaged in disseminating our work through conference presentations. A total of nine presentations were made during this time. Six of these were delivered at the International Congress of Psychology (ICP) conference in Prague; one at the WERA Focal Meeting in Spain; one at the American Psychological Association (APA) conference in the USA; and one presentation at the Summer School of Science and Technology, MSciTech 2021, organized by the University of Bucharest, Romania. As the conference season ended at the end of August 2021, the IRN gathered to plan for the 2021-2022 academic year and came up with the idea of writing an edited book volume on SEL. During the follow-up meetings in September, we were able to develop an outline of the book and identify potential editors and authors based on the members’ interests and availability. We also reached out to the WERA President to seek further information on the book volume for Springer Series titled Education Science, Evidence, and the Public Good.

During the last quarter of 2021, the country teams presented at four conferences, including the International Association of Educational and Vocational Guidance (IAEVG) in Latvia, the Student Conference of Applied Research in Education Sciences and Psychology at Stefan Cel Mare University, Romania, the National Academy of Educational Sciences in Ukraine, and the Network for Innovation in Career Guidance and Counselling in Europe (NICE Academy). In October, the network also provided a webinar where seven of the participating researchers presented their work around SEL and career development and shared their reflections on our collective efforts. During the 4th quarter, we also met with researchers from Africa to discuss the possibility of having them join our network. Two researchers from Mauritius and Kenya joined our group as a result. We also held our End-of-Year meeting on December 15th to share our activities and accomplishments in 2021 and plan for the next year.

## ACCOMPLISHMENTS

The IRN was actively engaged in publishing our work in 2021. A total of ten papers were published under the members' names; three were under review by the end of the year; two proposals were accepted for publication; and five were in preparation. Among the papers published in 2021, we wanted to highlight four of them here. The first is a cross-cultural comparative study conducted in Africa with our colleagues from South Africa, Togo, Uganda, and Burkina Faso. This study identified the SEL themes that were commonly found across the four countries as well as the themes that were unique to each of the four countries. The study was meaningful in that it provided contextual information that differentiated the SEL concepts in Africa from the western SEL frameworks. The second paper focused on SEL in the Turkish context. While examining its cultural, political, and historical contexts, the research team was able to establish a framework that would help understand how to effectively teach SEL skills to Turkish students, as well as how to assist Turkish educators in preparing students for the future. The third paper is a national-level study conducted by our colleagues in Romania. Based on the SEL study conducted with our group, they developed a framework for collecting sample SEL programs and activities from educators across the nation. As a result, they identified best practices and published them as free resources. This was a timely work as everyone transitioned to a virtual setting and was in need of virtual learning materials during the pandemic. Lastly, we wanted to highlight the published work between the co-convenor Lea Ferrari and an Associate Professor at Boston University Kimberly Howard. This study was meaningful in that it focused on SEL and career development at the elementary school level, providing evidence for preparing children for the future and starting the process early.

Below is a list of our publication-related accomplishments between January and December 2021 (The names of our IRN members are in bold):

### Publications (published)

- **Marsay, G., Atitsogbe, K. A., Ouedraogo, A., Nsubuga, H., Paboussoum, P., Yawavi, K. E., Park, C. & Solberg, V. S.** (2021). The Importance of Social Emotional Learning Skills in Assisting Youth to Successfully Transition into the World of Work. *African Journal of Career Development*. DOI: <https://doi.org/10.4102/ajcd.v3i1.37>
- **Bacanli, F., Karacan-Ozdemir, N., Ferrari, L., Park, C. M., & Solberg, V. S. H.** (2021). Social Emotional Learning and Career Development From Educators' Perspectives Grounded on the Turkish Context. *Journal of Career Development*. <https://doi.org/10.1177/08948453211050085>
- **Karacan-Ozdemir, N., & Büyükçoplan, H.** (2021). A scale development study: Social emotional learning scale-Young adult form (SELS-YF). *Kastamonu Education Journal*, 29(4), 205-218. doi: 10.24106/kefdergi.822770 (In English)
- Ayhan, Ş., & **Karacan-Ozdemir, N.** (2021). Investigating academic motivation of university students during COVID-19 pandemic. (Unpublished master's thesis). Hacettepe University, Ankara, Turkey. (SEL skills as one of the predictors)
- **Andrei, Angela** (ed.) (2021). *Social and emotional competences: collection of good practices for school counsellors and teachers*. Bucharest: Editura Universitara (in Romanian). <https://doi.org/10.5682/9786062812485>

- **Andrei, Angela.** Chapter 10. Social and emotional skills in career guidance: a Romanian school counsellor guide, pages: 131-148, in: Cedefop et al. (2021). *Digital transitions in lifelong guidance: rethinking careers practitioner professionalism: a CareersNet expert collection*. Luxembourg: Publications Office of the European Union. Cedefop working paper; No 2. <http://data.europa.eu/doi/10.2801/539512>
- Howard, K. A., & **Ferrari, L.** (2021). Social-emotional learning and career development in elementary settings. *British Journal of Guidance & Counselling*, 1-15.
- Li, Y., & **Shin, T. S.** (2021). The effects of teacher-student relationship and teacher's social support perceived by Chinese elementary school students on social-emotional competence: Multi-group analysis by students' ethnicity. *Cultural Exchange and Multicultural Education*, 10(5), 299-330. <https://doi.org/10.30974/kaice.2021.10.5.13> (In Korean)
- Kim, B., & **Shin, T. S.** (2021). The effects of international students' social and emotional competence on college adjustment: Focusing on the mediating effects of social supports. *Cultural Exchange and Multicultural Education*, 10(3), 155-177. <https://doi.org/10.30974/kaice.2021.10.3.7> (In Korean)
- Yang, Y., & **Shin, T. S.** (2021). The relationship among parents' and teachers' autonomy support, basic psychological needs, and social and emotional competence of Chinese middle school students. *Journal of Education & Culture*, 27(1), 285-314. <https://doi.org/10.24159/joec.2021.27.1.285> (In Korean)

#### **Publications (full manuscript under review)**

- **NISSEM Andy & Margaret (Eds.) Marsay, G., Atitsogbe, K.A., Ouedraogo, A., Nsubuga, H., Pari, P., Kossi, E.Y., Park, C. & Solberg, V.S.H.** (in press). The 4th Industrial Revolution and Social and Emotional Learning in Africa: Implications for Educational Materials. NISSEM Global Briefs: Educating for the Social, the Emotional and the Sustainable. Vol. III: Social and Emotional Learning in Context.
- **Kounenou, K., Kourmousi, N., Ferrari, L., Suzuki, H., Kanzaki, M., Andrei, A., Scoda, A-D., Marsay, G., Bacanli, F., Karacan Ozdemir, N., Park, C. & Solberg, V. S. H.** (in press). The Role of Empathy in Improving SEL Skills Among Educators and Students in Era of COVID-19. World Education Research Association, Global Perspectives on Education Research. Routledge Press. (Authors contributed equality to the study)
- Büyükçolpan, H. & **Karacan-Ozdemir, N.** (under review). The Influences on Happiness and Life Satisfaction of Young People during COVID-19: Evidence for Positive Youth Development. *Current Psychology*. (\*Examination of the role of SEL Skills on Life satisfaction and happiness)

#### **Publications (proposal accepted)**

- European Training Foundation, Fusun Akkok, **Angela Andrei**, Florian Kadletz, Hanna Voronina and Almira Zakiyeva. "Innovation in Career Guidance: International trends and case studies in the European Union, internationally, and in selected partner countries", 2/2021, in: *Romanian Journal of Pedagogy*, Issue 2/2021 (to be published)
- **Angela Andrei.** "Social and Emotional Learning and Career Guidance in Romania (to be published), in Proceedings of the International Conference "Growing Personality in the

Meaning of Life Values,” organised by the Institute of Problems on Education of the National Academy of Educational Sciences, Kyiv, Ukraine (to be published)

### **Publications (in preparation)**

- **Karacan-Ozdemir, N., & Gökçe, B.** (in preparation). Examination of Teacher Education Programs in Turkey in the sense of Responding to the Development of SEL Skills. (In Turkish)
- **Karacan-Ozdemir, N., & Büyükçolpan, H.** (in preparation). The impact of SEL skills in career development. Testing a serial mediation model.
- **Xinghua QI.** (in full draft). Asymmetric references through spatial empathy: a new framework of value paradigm of comparative educational research. Abstract in English submitted to CIES(Comparative and International Education Society) 2022.
- **Bacanlı, F. & Salman, N.** (in preparation ). The mediating role of social emotional learning skills in the relationship between career adaptability and career aspiration.
- **Bacanlı, F. & Uçar, S.** (in preparation ). The effect of social emotional learning skills on future time perspectives of emerging adulthood

### **FUTURE PLANS (2022)**

Our dissemination effort via webinars and conferences will continue in 2022. Including the WERA Focal Meeting that just ended in April 2022, our IRN members plan to participate in the following conferences: the International Association of Educational and Vocational Guidance (IAEVG) conference scheduled in May 2022 in Singapore in collaboration with the Asia Pacific Career Development Association (APCDA); the European Network for Social and Emotional Competence (ENSEC) conference in June-July in Romania; the American Psychological Association (APA) conference in August in the USA; the European Doctoral Programme in Career Guidance and Counseling (ECADOC), and the Network for Innovation in Career Guidance and Counselling in Europe (NICE Academy). This year’s ECADOC and the NICE academy will be designed and coordinated by the co-convenors Lea Ferrari and V. Scott Solberg and the project coordinator Chong Park. Aligned with our focus on SEL, the theme of the Programme and Academy will be “Social and Emotional Learning (SEL) and Career Guidance and Counselling,” and some of our network members will also be joining us as scientific contributors.

The team has also prepared a book proposal for the WERA’s book series “Educational Research, Evidence, and the Public Good,” and each editor will be working with individual authors to prepare different chapters. Our next step is to draft Chapter 1 and submit all the materials to the publisher. In this book, we aim to offer an example of how we can construct scientific methods in a way that elevates the voice and experiences of those who are engaged in education practice and translate research knowledge into strategies that support youth’s ability to take advantage of their educational opportunities to increase their future readiness.

Led by our colleagues from Japan, a new cross-cultural study that focuses on a particular aspect of SEL skills - decision-making - is underway. Nine countries have identified SEL codes deemed relevant to decision-making skills and submitted their codebooks to the Japan team. Based on the first round of analysis using NVivo cluster analysis, it was found that we would

need stronger analytic software that provides better explanations of the algorithm used in the analysis and has been written about and published in academic journals. We have invited a doctoral student at Boston University Hayoung Kim, who is familiar with text mining and machine learning. After an initial meeting with her, we decided to use R to analyze the collected data and compare the results with what we found from NVivo.

As the group involves those at the early career stage, one of the major outcomes will be capacity building among our members, particularly in building knowledge in research methods and writing quality publications. The convening team has been providing additional support as internal editors for the publication work of the network members and will continue to provide feedback as needed. As the researchers from Mauritius and Kenya, the two country teams that have recently joined our network, are also considered early career professionals, it is believed that they would benefit from our support and the resources we have developed. Their engagement makes up one-third of our body joining from the Global South. The IRN will continue to conduct more outreach throughout the year to reflect the voices of diverse countries and cultures.