



UNIVERSITÀ
DEGLI STUDI
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DIPARTIMENTO DI FILOSOFIA, SOCIOLOGIA,
PEDAGOGIA E PSICOLOGIA APPLICATA



Center for Future Readiness

2022 Annual Progress Report

IRN ACTIVITIES, ACCOMPLISHMENTS, AND FUTURE PLANS

Prepared by Chong Myung Park, Ed.D.

Department of Counseling Psychology and Applied Human Development
Wheelock College of Education and Human Development
Boston University

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 2022 and outlines plans for 2023. 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 skill clusters and focused on particular regions or countries (2021-2023). Findings from these small group projects have been disseminated through publications and conference presentations. From January to December 2022, we had a total of 14 meetings as a whole group, in small groups, or one-on-one. Six meetings focused on examining specific SEL skill clusters, five meetings focused on coordinating our SEL book (Springer), and three meetings were related to the IRN two-year extension, network expansion, and an end-of-year celebration. Most importantly, the convenors (Lea Ferrari & V. Scott Solberg and the coordinator (Chong Park) were invited to organize the 2022 Network for Innovation in Career Guidance and Counselling in Europe (NICE Academy) and European Doctoral Programme in Career Guidance and Counseling (ECADOC) in Pristina, Kosovo, around the theme of SEL. Two additional researchers joined the network in 2022 from Norway and the European Training Foundation (ETF). In 2023, 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 2022, the IRN worked to propose a two-year extension of the network until April 2024 by gathering our activities and accomplishments over the last three years. Also, we previously reached out to the WERA President to seek further information on the Springer Series titled “Education Science, Evidence, and the Public Good.” Based on the information received, the team began identifying the main theme of the book and the chapter editors and had the first editorial team meeting in March.

During the second quarter of 2022, the team focused on examining a particular SEL skill cluster, decision-making, from a perspective of making numerous decisions over the course of one’s career and life. While we initiated the analysis using NVivo cluster analysis, we invited an expert in R analysis to increase the validity of our analysis and interpretations. Also, our chapter authors from the Global South began writing about cultural contexts that need to be considered in SEL education. Researchers from China, Italy, Romania, and the USA presented at the WERA/AERA conference in April. The symposium aimed to 1) provide information on how these four countries are engaged in helping educators adopt and effectively implement SEL practices, 2) share access to open SEL resources we developed, and 3) explain how the interventions at various system levels are contributing to the successful adoption and implementation.

In Quarter 3, our chapter authors from the Global South and Global North continued to write important contexts that need to be considered in SEL education, as well as in designing SEL interventions. The convenors (Lea Ferrari & V. Scott Solberg) and the coordinator (Chong Park) had several presentations at the 2022 Network for Innovation in Career Guidance and Counselling in Europe (NICE Academy) and European Doctoral Programme in Career Guidance and Counseling (ECADOC), including an opening remark for NICE Academy by all three, a Keynote session by Dr. Solberg, an ECADOC workshop session by Dr. Park, and a closing reflection session by Dr. Ferrari. Three additional IRN members (Peter Weber, Nurten Karacan-Ozdemir, Angela Andrei) joined the convening team in Kosovo to provide supervision to doctoral student participants of ECADOC. As a result of our engagement as organizing committee members, we were not only able to share our collaborative research strategies and decolonizing methodology but also recruit additional network members from Norway and the European Training Foundation (ETF).

During the last quarter of 2022, the team continued the decision-making study to interpret the results from R analysis to identify overlaps and uniqueness of each country/culture. As the year closes, we celebrated our accomplishments via Zoom and discussed our plans for 2023. We shared the news that our book proposal was accepted by WERA and began working with the publisher on the next steps. While we anticipate that the major work of 2023 will be the SEL Book, we will continue to present our research at conferences and disseminate our work through publications and various channels.

Accomplishments

The IRN was actively engaged in publishing our work in 2022. A total of six papers were published under the network members' names. Two additional manuscripts were under review by the end of the year, and six more were in preparation. Among the papers published in 2022, we wanted to highlight four papers here. Our collaborative work with Andy Smart and Margaret Sinclair, who led another WERA IRN in the past, was published in April 2022 in collaboration with UNESCO. The volume includes three papers from our network members 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 paper by Drs. Howard and Ferrari has been receiving global attention - it focus on SEL in elementary settings which has been underexplored despite the significant impact it has on youth development and their future. We also had 12 conference presentations and 2 workshops in 2022. Below is a list of our publication and conference-related accomplishments between January and December 2022 (The names of our IRN members are in bold):

Publications (Published)

- **Marsay, G., Atitsogbe, K.A., Ouedraogo, A., Nsubuga, H., Pari, P., Kossi, E.Y., Park, C. & Solberg, V.S.H.** (2022). 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. Volume III: SEL in Context. Smart A. & Sinclair M. (Eds), <https://nissem.org/NGB3>
- **Scoda, A-D., Andrei, A., Karacan-Ozdemir, N., Kourmousi, N., Kounenou, K., Ferrari, L., Bacanli, F.** (2022). Social and emotional learning and resilience in Southeastern Europe: Educators' cross-cultural. In A. Smart, and M. Sinclair (Eds.) NISSEM Global Briefs: Educating for the social, the emotional and the sustainable. Volume III: SEL in context (pp. 64-84). NISSEM. <https://nissem.org/NGB3>
- **Hanako Suzuki & Mami Kanzaki** (2022). Cultural translation of SEL to Japanese educational contexts: Teachers' perspectives on cultivating SEL competencies. In A. Smart, and M. Sinclair (Eds.) NISSEM Global Briefs: Educating for the social, the emotional and the sustainable. Volume III: SEL in context (pp. 64-84). NISSEM. <https://nissem.org/NGB3>
- Büyükçolpan, H., & **Karacan-Ozdemir, N.** (2022). The influences on happiness and life satisfaction of young people during COVID-19 pandemic: Evidence for positive youth development. *Current Psychology*. <https://doi.org/10.1007/s12144-022-03548-3> (SEL is the one of the predictors)
- Howard, K. A., & **Ferrari, L.** (2022). Social-emotional learning and career development in elementary settings. *British Journal of Guidance & Counselling*, 50(3), 371-385.
- **Marsay, G** (2022) South African educators' perspectives on the relevance of SEL skills. *Perspectives in Education* Vol 40 (4) <https://doi.org/10.38140/pie.v40i4>

Publications (Full manuscript under review)

- **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 equally to the study)

- Sgaramella, T. M., **Ferrari, L.**, Bortoluzzi, M., & Conti, G. B. (2022). Socio-Emotional Competences And Their Relationships With School Engagement And Future Orientation In Primary School Children. In C. Pracana and M. Wang (Eds.), Psychology Applications & Developments VIII. InScience Press.

Publications (In preparation)

- **Bacanlı, F.** & Bulut, B. (in preparation). Investigation of the mediator role of social emotional learning skills between middle school students' career development and daily decision-making behaviors. (Under review)
- **Bacanlı, F.** & Uçar, S. (in preparation). Examining the mediating role of career self-efficacy in the relationship between young adults' career futures and social emotional learning skills. (under review)
- Uçar, S. S. & **Bacanlı, F.** (in preparation). Examining the mediating role of intolerance of uncertainty in the relationships between social emotional learning skills, resilience, social support, and multidimensional risk attitudes: A model study on young adults. Gazi University, Institute of Educational Sciences, Ankara, Türkiye (PhD Thesis, Supervisor: Prof. Dr. Feride Bacanlı)
- **Dalene, K. M.** (in preparation). Mellom linjene: Karriereveilederes personlige og emosjonelle kompetanse [Between the lines: Career counselors' personal and emotional competences]. I T. Schulstok, I. B. Bakke & I. M. Bakke (Red.), Karriereveileder - jeg? [Career counselor - me?]. Fagbokforlaget.
- **Andrei, Angela et al.** (in preparation). Regulatory Impact Assessment of Career Guidance and Counselling Services in Romania, Research report, Washington D.C.: World Bank
- **Andrei, Angela & CEDEFOP** (in preparation). Inventory of lifelong guidance systems and practices – Romania (an update), Thessaloniki: CareersNet, Cedefop

Conference Presentations

- **Karacan, N., & Bacanlı, F.** (2022). Examining SEL skills for positive career development from school counsellors' perspective. 4th NICE Academy. 7-10 September, 2022. Universium College, Pristina, Kosova.
- **Karacan-Ozdemir, N., & Gökçe, B.** (2022). Examining Teacher Education Programs in Responding SEL skills (13-14 May, 2022). Changes in the Learning Environment in Early Childhood Education during (and after) a Pandemic - Research, Dialogue, Developmental Resources and Everyday Practices. The Jan Kochanowski University of Kielce. Poland.
- **Angela, A., Scoda, A-D.** (2022). Teachers' Self-efficacy in Developing Social Emotional Learning (SEL) in the Romanian School Context (Virtual presentation). European Network for Social and Emotional Competence (ENSEC). Ștefan cel Mare University of Suceava, Suceava, Romania (USV). Learning for Life Society (Lfl)
- **Ari, F.A., & Bacanlı, F.** (June 13-15, 2022). Social Emotional Learning and Life Satisfaction: The mediating role of Hope. 23. International Psychological Counseling

and Guidance Conference (Uluslararası Psikolojik Danışma ve Rehberlik Kongresi). T.C. İstanbul Kültür Üniversitesi, İstanbul, Türkiye .

- Sgaramella, T. M., **Ferrari, L.**, Bortoluzzi, M., & Conti, G. B. (2022). Socio-Emotional Competences And Their Relationships With School Engagement And Future Orientation In Primary School Children. International Psychological Applications Conference and Trends 2022, Madeira, Portugal.
- **Ferrari, L.**, Sgaramella, T. M., & Bortoluzzi, M. (2022). The PSsmile Training Program for Promoting Social and Emotional Learning Knowledge and Teaching Confidence Among Italian Educators. World Educational Research Association Annual meeting, San Diego, CA.
- **Ferrari, L.**, Sgaramella, T. M., & Bortoluzzi, M. (2022). Primary school teachers' needs for providing SEL curricula for children: Evidence from the PSsmile program. European Network for Social and Emotional Competence (ENSEC). Ștefan cel Mare University of Suceava, Suceava, Romania (USV).
- **Ferrari, L.**, Howard, K. A., & Sgaramella, T.M. (2022). Integrating social and emotional learning and career education to foster positive children development. Changes in the Learning Environment in Early Childhood Education during (and after) a Pandemic - Research, Dialogue, Developmental Resources and Everyday Practices. The Jan Kochanowski University of Kielce. Poland.
- **Ferrari, L.** (2022). Accrescere la consapevolezza dell'insieme delle influenze in diversi contesti di vita e lavoro. Uhsiano. 2nd congress Scuola di Counseling Integrato, Padova.
- **Angela, A.** (2022). Contributing as a speaker to the round table "What gives value to school and learning and career support services and how do we support the growth of its extended community?" at the National Conference of the Science Education Community at the University Ștefan cel Mare Suceava, Romania, 29 April 2022
- **Angela, A.** (2022). Symposium presentation "Social and Emotional Learning (SEL) – Perspectives and Resources for Romanian Educators" at the 2022 American Educational Research Association/ World Educational Research Association Conference, San Diego, U.S.A., 24 April 2022 (online participation).
- **Angela, A.** (2022). Presentation "A Romanian School Counsellor Guide on Social and Emotional Learning (SEL) and Career Development" at the International Conference of the International Association of Educational and Vocational Guidance (IAEVG), Embracing Lifelong Career Development, Singapore, 16 May 2022 (online participation).

Conference Organizing Committee

- **Ferrari, L., Park, C., & Solberg, V.S.H.** (September, 2022). Network for Innovation in Career Guidance and Counselling in Europe (NICE Academy) and European Doctoral Programme in Career Guidance and Counseling (ECADOC), "Deep-Human Competences, Career Development and Counselling," in Pristina, Kosovo.
- **Szplit, A., Zbróg, Z.** (13-14 May, 2022). Changes in the Learning Environment in Early Childhood Education during (and after) a Pandemic - Research, Dialogue, Developmental Resources and Everyday Practices. The Jan Kochanowski University of Kielce. Poland.

Workshops

- **Karacan Ozdemir, N., & Park, C.** (2022). Framing a global perspective of SEL skills linked to career development. 4th NICE Academy. 7-10 September, 2022. Universium College, Pristina, Kosova.
- **Angela, A.** (2022). Leading the workshop “Careers’ exploration and planning. Reality store- career fair” for the Romanian teachers and school counsellors at the National Conference of the Science Education Community at the University Stefan cel Mare of Suceava, Romania, 29 April 2022

Future Plans

Our dissemination effort via conferences will continue in 2023. Including the WERA Focal Meeting in November 2023, our IRN members plan to participate in the following conferences: the American Education Research Associate (AERA) conference in May, the International Association of Educational and Vocational Guidance (IAEVG) conference in June, the American Psychological Association (APA) conference in August, the Network for Innovation in Career Guidance and Counselling in Europe (NICE Academy) in August, the European Doctoral Programme in Career Guidance and Counseling (ECADOC) in August, and the Association for Teacher Education in Europe (ATEE) in August.

Led by our colleagues from Japan, our decision-making study has been providing new insights into understanding what decision-making means and how such skill helps youth navigate their career and life journeys. Based on our initial findings from NVivo, we reanalyzed our codebooks using R and will compare the results between two analytic methods for better interpretations that reflect the uniqueness of each country/culture.

The team will focus on the SEL Book in 2023, writing book chapters as co-authors and reviewing/editing as co-editors. While the earlier chapters of the book discuss an understanding of different perspectives based on evidence and ideas on how to translate SEL research to practice (2022), the later chapters will provide information on SEL interventions and practical resources for educators and educational leaders (2023).

As the group involves those at the early career stage, we will continue to provide professional development opportunities, as well as feedback for conference proposals and publications. For mid- and seasoned researchers, we will also collect and share resources found appropriate and useful for our network members.