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Review of Social-Emotional Education Prototype Modelling (On-line Learning COVID-19 Environment: SEEP)

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Comprehensiveness and Relevance to Topic

Overall, the authors presented very extensive reviews of the relevant research and practice literature within the domains for which they were responsible. Because of the sheer volume of information, it may be helpful to use the conclusion of each article to briefly summarize the areas discussed in the chapter and their relevance to the overall purpose of SEEP prototype development.

Organization/Structure

The document overall provides a fairly comprehensive review of the relevant literature within the topics addressed in each article. Thorough literature reviews are very difficult to make engaging, but I find that the use of headings and subheadings help the reader follow the structure and organization behind the review of literature. In a sense, the author is making a defense of his or her selection of literature domains to examine aimed at the overall goal of the publication – in this case, the importance of SEL at a time of social stress produces most especially by the ongoing disruption of a global pandemic.

All of the chapters could benefit from greater use of headings and subheadings to help the reader follow the structure of the presentation and the relationship among the sections. In doing so, the authors may discover the usefulness of reorganizing some sections to avoid repetition and maintain line of argument not interrupted by misplaced paragraphs. Indeed, there were several instances of lengthy portions of text repeated at different points of articles.

Another element of organization is <u>occasional repetitiveness</u> across articles. In some cases, the same domain of research literature is repeated in more than one article. With a complete document now, I would spend some time looking for repetition across articles and looking for opportunities to direct the reader to other articles.

Finally, as I mentioned above, a conclusion written by each article's authors could explain how their article contributes to designing the structure, scope, and uses of a SEEP Prototype.

Individual Articles

Let me now move to brief comments on individual articles

Preface

The author lays out the purpose and organization of the "Edited Collection" in a logical manner. In a sense, it provides a rationale for pursuing the project, explaining why a SEEP Prototype is needed. The author makes note of the COVID pandemic, which she might move earlier in the article and explain how important the pandemic has been as a motivation for SEEP development. The definition of terms is helpful.

Note on the attached PDF Edited Collection file a requested change to this reviewer's identification on page 3.

Introduction

The author presents an excellent summary of the intellectual threads that tie the "Edited Collection" articles together. I devoted a bit more time on this article to provide some examples of word changes for an English-speaking reader, but I did not review the other articles at that level of detail.

I wonder if the last three paragraphs are needed, including the explanation of MANOVA. It seems to me that the authors of the Part III article would naturally provide these details, if they did use that method. So, you might consider ending the article on page 11 after the sentence: "Research conduct Focus groups during three international conferences: 2021-05-13 International conference 'Civic education for Lithuanian and world success' 7.8; 2021-10-04". Another stopping place might be on page 12 before the last paragraph beginning with "Situation – digitalization…"

PART I. "Conceptualizations Social and Emotion Concepts"

As I understand the focus of this article, the central questions addressed are as follows:

1. Does the use of digital media threaten social-emotional learning?

2. Can digital media contribute positively to social-emotional learning?

Overall, the article provides a comprehensive source of information about SEL theory and practice. The mastery of such an extensive body of research literature was truly impressive.

The article is thick with reference to a multitude of researchers and philosophical and psychological schools of thought. In the process, the authors identify a daunting number of key concepts associated with from these schools for which there is little room for explanation. I am not suggesting that the authors add more explanation; rather, they might consider whether the number of concepts be reduced by choosing those most applicable to SEEP Prototype design principles. With respect to the projects and products described in the article, I felt a need for a nice table that lists the variety of projects and materials along with their key components would be more useful. Also helpful would be a summary (after page 39) of the current consensus on research based SEL methods and/or competing or complementary schools of thought through which the use of digital media can be evaluated in the subsequent section.

Considering the questions I inferred at the outset of the article, I looked forward to a lengthier treatment of digital media, its perceived benefits, and its drawbacks with respect to SEL, and whether digital media helped to mitigate the educational isolation imposed by the COVID pandemic. Alternatively, this article could provide a set of criteria for (1) evaluating the effects of the pandemic on SEL and (2) the extent to which digital media mitigates or exacerbates the challenge to SEL created by the pandemic. The reader could keep these criteria in mind as they read subsequent articles in the collection.

PART 1.1 Pandemic psychology and social-emotional success modelling in educational practice

The author presents a very illuminating summary of the effect of pandemics on education; I would be pleased to see more citations from the literature that notes these effects if such are available.

As I read through page 51, I was reminded of the concept of "high-tech/high-touch", a term that was coined in 1982 by John Naisbitt in his book Megatrends[1]. It was further explored by Naisbitt in High Tech/High Touch[2]. The more high-tech platforms are used by humans, there is a corresponding need to augment high-touch opportunities to avoid human isolation[3].

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[1] Naisbitt, J. (1982). *Megatrends: Ten new directions transforming our lives*. New York: Warner Books.

[2] http://www.naisbitt.com/portfolio-view/high-tech-high-touch/

[3] See also https://pages.uoregon.edu/moursund/Books/HT-HT/HT-HT.pdf and https://www.theewf.org/research/2019/combining-high-tech-and-high-touch-to-personalize-learning-for-every-child iv Teacher competencies in game-based pedagogy [Žaidimais grįstos pedagogikos mokytojų kompetencijos]; https://www.sciencedirect.com/science/article/pii/S0742051X1731243X?casa_token=GKGLa1Tgx1UAAA-AA:_Z9_WbOyyFk97ol bJHxRVYEAtCMPLFsq74rhcSxgs3iv_o8SWA_nYHDjXmf0ox-cwb5kgUkD

On page 56, you observe: "The research is based on the empirical evidence that has repeatedly demonstrated the importance of these skills over the past two decades." Is there a nice citation that directs the reader to this collection of research?

This is a very useful chapter that contrasts the traditional content-memorization methods of authoritarian education with newer content-using methods of independent and responsible members of society. While a potentially positive influence, digitalization could also tend to restore the old ways, but at great cost to social-emotional development – thus the need for counterbalancing pedagogy that harnesses digital media in support of SEL. This is an important point to make, I believe.

PART 1.2 Academic, Social and Emotional, Learning (CASEL) for children and young people resilience

Another thorough literature review. The information in the article is so multi-faceted that I think the reader would benefit from more headings and subheadings, as I mentioned more generally at the outset. That will help readers keep in mind the overall structure and logical sequence of the presentation.

I especially like Figure 8. It is a useful visual summary of what the authors gleaned from the literature. Another whole article could start with the figure and work backward to the literature and forward to one or more prototypes that implement portions of the figure. (I am not recommending that – only observing the usefulness of the figure.)

There are a few edits that will be needed. For example, there seems to be some text missing on page 70 when referencing Drake and Burns. Also, the authors should review the placement of figures and mention of them in the text.

PART 1.3 Robots and Gamification for social - emotional success

I found this to be a fascinating and challenging article, exploring cutting-edge research and digital projects as applied to SEL. I think readers will be intrigued by the robots discussion, especially as it related to providing a near-human visual and audio interface at some point in the future. Gaming in particular has gained a lot of support in the education sphere in many domains. I have not found a good citation about the widespread use of online games in education, but it would be good to find one if possible.

The use of digital technology with school children, especially but not limited to violent games and social media, is not universally viewed as positive, so it might be helpful to add a paragraph acknowledging this and how such drawbacks will be avoided or do not apply in SEEP.

Because digital media in education is a bit of an interest of mine, I decided to explore a bit for relevant literature – unfortunately only in English. What I found is not intended to suggest that the author should use them in this article, but only that they

might be of interest[4] (Pardon the Lithuanian translations of the titles – I will blame Google Translate for any inadequacies.)

This is another multi-dimensional topic that would benefit from shorter paragraphs and headings/sub- headings that make the organization on the article more visible. There is some repeated text (p. 102, 105) and some missing text on page 105, first paragraph.

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[4] Dramatic pretend play games uniquely improve emotional control in young children [Dramatiški apsimestiniai žaidimai unikaliai pagerina mažų vaikų emocinę kontrolę] https://onlinelibrary.wiley.com/doi/abs/10.1111/desc.12603?casa_token=1C1- IDUwwREAAAAA:QAP9bkhM7Dse_m8Iru0tBJy6ywcvs2acXr8XZjQcP4XpiRFubh7VpIi-mYX4jDyoaQm8eoxNPams;

Gamification: A cognitive-emotional view [Žaidimas: kognityvinis-emocinis vaizdas] https://www.sciencedirect.com/science/article/pii/S0148296318304739?casa_token=mL5p4vq- u2YAAAAA:MVOnvxqoYAP3JkeJxHWHPDdCF9WJ_UFoB5bwg1aI4q4t3I5DzNJmvdaMPloWMrhMjc-QXXoB;

Commercial Off-The-Shelf Video Games for Reducing Stress and Anxiety: Systematic Review [Komerciniai vaizdo žaidimai, skirti sumažinti stresą ir nerimą: sisteminė apžvalga] https://mental.jmir.org/2021/8/e28150;

Digitization of Society and Challenges to Children's Behavior Online [Visuomenės skaitmeninimas ir vaikų elgesio iššūkiai internetu] https://www.journalstudiesanthropology.ro/en/digitization-of-society-and-challenges-to-children-s-behavior- online/a150/;

Intrapersonal and interpersonal emotion regulation and identity: A preliminary study of avatar identification and gaming in adolescents and young adults [Intraasmeninis ir tarpasmeninis emocijų reguliavimas ir tapatybė: preliminarus avataro identifikavimo ir žaidimų paaugliams ir jauniems suaugusiems tyrimas] https://www.sciencedirect.com/science/article/pii/S0165178120332881?casa_token=kLaT- svvWU0A-AAAA:NTj3P8uSuqBxky3Wp67_7LEVe01LQ9UjJgT3Ugd4SkoATEOnn4ehLWU57rUZLTTlM64JI3zj;

Affective Interactions Using Virtual Reality: The Link between Presence and Emotions [Afektyvi sąveika naudojant virtualią realybę: ryšys tarp buvimo ir emocijų] https://www.liebertpub.com/doi/abs/10.1089/cpb.2006.9993?casa_token=eyw0FlkTpNoAAAAA%3AW0lpdud2iaFk6AHXhk0T8 zV_O-_Grj7XPqZ-CFnwHNbMCJK_UQOa9fXYRAvzGRU3_gF2ovVyadxvp;

Emotional Competence and Online Game Use in Adolescents [Emocinės kompetencijos ir internetinių žaidimų naudojimas paaugliams] https://journals.lww.com/cinjournal/Abstract/2012/12000/Emotional_Competence_and_Online_Game_Use_in.3.aspx;

Social and Emotional Learning in the age of virtual play: technology, empathy, and learning [Socialinis ir emocinis mokymasis virtualių žaidimų amžiuje: technologijos, empatija ir mokymasis] https://www.emerald.com/insight/content/doi/10.1108/JRIT-03-2019-0046/full/html;

Social and Emotional Learning in the age of virtual play: technology, empathy, and learning [Socialinis ir emocinis mokymasis virtualių žaidimų amžiuje: technologijos, empatija ir mokymasis] https://www.emerald.com/insight/content/doi/10.1108/JRIT-03-2019-0046/full/html;

Emotional Intelligence Apps and Games [Emocinio intelekto programos ir žaidimai] https://www.commonsense.org/education/top-picks/emotional-intelligence-apps-and-games;

Beyond gamification: reconceptualizing game-based learning in early childhood environments [Be žaidimo: žaidimu pagrįsto mokymosi ankstyvojoje vaikystėje permąstymas] https://www.tandfonline.com/doi/full/10.1080/1369119X.2013.808365;

The use of computer and video games for learning: A review of the literature [Kompiuterinių ir vaizdo žaidimų naudojimas mokymuisi: literatūros apžvalga] https://dera.ioe.ac.uk/5270/7/041529_Redacted.pdf;

Validity and Reliability Study of Effects of Digital Games in Early Ages Scale [Skaitmeninių žaidimų poveikio ankstyvojo amžiaus skalėje pagrįstumo ir patikimumo tyrimas] https://eric.ed.gov/?id=EJ1232011.

PART II. Social Emotional Prototype Design with NEET

The authors initiate a discussion of prototype design, specifically for a target audience of NEET. This is a helpful summary of the circumstances faced by NEET and government policies. Their needs are quite extensive, and the national case studies are illuminating. The needs of NEETs are quite extensive, and from this description, one might identify was a SEEP prototype would target for improvement. That connection is not yet clear to me. The authors articulate the circumstances and needs of NEET, from which one can identify criteria for the design of a SEEP prototype. However, the connection between the NEET summary and SEEP design criteria could be emphasized more.

The presentation entertains a range of features to consider. At this point, however, I am still not entirely clear what will be the final producte of this research – that is, the prototype. I think of a prototype as "a first, typical or preliminary model of something, especially a machine, from which other forms are developed or copied" based on the model's specifications. Is the prototype a collection of instructional materials based on SEL design principles? Is it designed specifically for use during pandemics when schools are closed (as during the COVID pandemic) or will it be used for distance learning generally in order to reach non-school clients (that was my impression)? If so, the exploration of robotics, avatars, and virtual reality makes sense. The authors might give this connection more emphasis.

PART III. Strategic Planning of Social and Emotional skills development: Methodology and Research

The authors continue the pattern of revealing the richness of literature relevant to the project. For this article, I will only note several comments/questions in bullet form.

- Results from School Barometer [a citation is needed[5]] will provide useful data to guide the development of a SEEP prototype.
- The authors refer to their interest in producing "a prototype for assessing children from a social emotional state" (165). Is there evidence that games can <u>assess</u> social-emotional state (as distinct from providing SEL instruction?). It would be useful to know.
- The IDEAS project is mentioned for the first time on page 166, yet it seems to have played an important role in the overall project. I am interested to know how the IDEAS project informed the "working template" for SEEP? (By the way, is SEEP to be a research and evaluation tool?)
- Why wouldn't case study providers complete the template?

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5 Perhaps https://link.springer.com/article/10.1007/s11092-020-09322-y.

- For how long did case providers submit cases? How did researches determine that social competence development acquired in pre-school group was a long-term effect? (166) What was the content of SEL in the study?

The authors make a particularly interesting comment on 179 about fragmentation of SEL responsibilities in curriculum and among teachers. I see this in the U.S. also. Again, on page 181, the issue of integrating SEL into a crowded curriculum is often cited by teachers. They view such innovations as add-ons rather than a change in the way of using time or operating the classroom. I wonder how this will affect the design of the prototype.

FINAL QUESTION: What is the Prototype?

Despite extensive presentations of SEL, active learning pedagogies, technology, teacher struggles with the pandemic, and the like, I am still not certain what the Social Emotional Education Prototype (SEEP) is. The various articles did not seem to lead me to an understanding of the end product. What are the components of the SEEP prototype? Is it a gamification product for students, parents, and teachers? Is it an assessment tool? Is it a "tool supporting each lesson" across the curriculum? Does the prototype incorporate all of the modern, interactive pedagogical methods listed on pages 71–80? Is it a tool to answer the questions on pp. 217? There is an interesting visual example on page 119 in Figure 3, showing SEL-supporting material on smartphones. However, the prototype as represented on the smartphone graphic seems to reflect a small subset of the very expansive presentation of student-centered pedagogies in earlier parts of the edited collection. It is not clear how the SEEP prototype relates to an integrated curriculum, project-based learning, avatars, and the like. If the use of the "prototype" will be more narrowly focused, then it may not be necessary to include an in-depth discussion of a wide range of pedagogies.

It may be worth spending time constructing a more tangible description of the prototype, including its scope, who would use it, and how they would use it. With something a bit more tangible in mind and shared with the other authors, it would then be easier to answer the question "How do the articles in the edited collection help justify and describe the scope, use, and design of the prototype that is envisioned?" There are many informative "strings" offered by the collection that might be "woven together" and take form via a more tangible explanation of the prototype.

All of this might be what is intended as the next step. That's fine, but it would be useful to say more about that next step, based on the questions above.

And finally, I recommended this edited Collection for publication.