



# Review of the Monograph “Social-Emotional Education Prototype Modelling in On-line Learning COVID-19 Environment (SEEP) for NEET” Prepared by Gerd-Bodo von Carlsburg, Martina Möller, Danguolė Bylaitė-Šalavėjienė, Nijolė Čiučiulkienė, Giedrė Kvieskienė, Vytautas Kvieska, Arvydas Liepuonius, Aušra Rutkienė, Ilona Tanzegolskienė, Karmen Trasberg, & Ilze Ivanova

Viktorija Stasytytė

Institute of Dynamic Management, Vilnius Gediminas Technical University, Lithuania

The monograph “Social-Emotional Education Prototype Modelling in On-line Learning COVID-19 Environment (SEEP) for NEET” is prepared by a highly qualified international team. The authors are from Germany, Lithuania, Latvia, and Estonia. It provides a view the online education problem from various aspects and apply the authors’ interdisciplinary experience. Next, I will evaluate the monograph in terms of its topicality, originality, structure, and methods.

Under complex circumstances, such as the COVID-19 outbreak, children and youth’s emotional state and mental health become increasingly important. Digital media started playing a significant role in education, and sometimes it posed additional risks for child development. We should understand it and minimize the negative impact

of digitalization, at the same time utilizing the advantages of teaching and learning digitalization. Education should be provided in a safe and positive environment while applying innovative teaching and learning methods. For this reason, it is essential to investigate the contemporary trends of COVID-19 influenced online education and find solutions for effective learning. The conditions mentioned above imply the topicality of the research.

A social-emotional education prototype (SEEP) could be a valuable instrument of an effective education process. Before implementing it in practice, we need the research on social- emotional learning to provide a framework to construct SEEP. The prototype would include integrated family support, support for each teacher and child, and success stories in the development of emotional therapy and integrated practice in social institutions and non-government organizations. Overall, the SEEP would help children, their families, and teachers better understand each other, cooperate effectively and increase the well-being of children and youth at school. Such a prototype would be especially useful for NEET (non-education, employment, or training) youth. It should reflect the changing circumstances, behavior, and needs of interested parties under the critical COVID-19 situation. The mentioned reasons prove that the research performed in the monograph is up-to-date and original because the raised issues related to education in the time of pandemic that have not yet been solved.

The structure of the monograph is adequate. The monograph consists of three parts: (1) Conceptualization of social and emotional concepts; (2) Social-emotional prototype design with NEET; (3) Methodology and research. The first part is further divided into three sections that are prepared by different author groups. These sections are aimed to describe various social and emotional characteristics of the education process: psychological aspects, digitalization, gamification, and socio- emotional competencies. Besides, there are all the required elements of the successful monograph: lists of tables and figures, explanation of concepts, abstract, introduction, conclusions, references, and attachments. The monograph consists of 214 pages. Figures and tables present a sound visualization of the presented material. There are 154 reference sources that include monographs, scientific papers, and internet sources. There is adequate number of recent years' literature sources.

The methods employed in the research include focus groups, case study, content analysis, questionnaire, and MANOVA. Thus, there is a combination of qualitative and quantitative methods, which adds value to the research. The questionnaire responses are analysed in detail.

Although the monograph presents significant and crucial findings, it has some minor aspects to be improved:

- The main aim of the monograph should be indicated in the Introduction;
- Not all the figures are in English;
- It is unclear what Figure 12 shows;

- The monograph ends with the discussion of questionnaire results. It would be more valuable if, at the end of the monograph, the background (scheme) of the SEEP structure would be presented;
- The text should be edited to avoid repetition of statements and better relationship between different parts;
- The recommendation and discussion part is included in the contents but is missing in the monograph.

Regardless of the noticed remarks, the monograph can be treated as valuable work in the field of education, analysing the innovative and contemporary trends in online learning and paying attention to the emotional state of children and youth. The intention to design SEEP can be treated as a great advantage in all-level education and training that can improve social-emotional conditions of students and decrease the number of NEET youth.

Overall, I recommend publishing the monograph “Social-Emotional Education Prototype Modelling in On-line Learning COVID-19 Environment (SEEP) for NEET” in Peter Lang publishing house.

November 8, 2021 Vilnius

Gauta 2021 11 22 / Received 22 11 2021  
Priimta 2021 12 30 / Accepted 30 12 2021