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Review on the book Gerd-Bodo von Carslburg / Giedrė Kvieskienė "Prototype Modelling in Social-Emotional Education: at the Example of a COVID-19 Online Learning Environment"

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The relevance of the topic

"Prototype Modelling in Social-Emotional Education: at the Example of a COVID-19 Online Learning Environment" presents actual information about COVID-19 times. It may be helpful for those who wants to learn about Social Emotional Learning and different methods for its implementation in the learning process. It is hard not to agree with the authors that "the question of whether we can teach children and young people to feel happy in changing environment has become more relevant than ever" (p. 81).

It is becoming vital when we talk about Ukrainian refugee or migrant children who have lost their homes and become another vulnerable group. In my opinion, SEL can be one of the widespread approaches in working with Ukrainian children now.

Moreover, "strengthen the child's trust in family members, encourage parents to understand their child`s needs and behaviour better, and for teachers to create optimistic socialization scenarios for a happy and healthy life" (p. 12) is always important. The book explains how to complete these tasks and to use the social-emotional educational prototype for family therapy, school practice and comprehensive support.

Gamification for Social-Emotional Success

Gamification is becoming a vital part of the learning process. On page 124, the book states: "Playful learning aims to encourage the development of new knowledge and skills, allowing students to wonder, experiment, fail, take risks, construct, and critically reflect on the content and their own learning experiences." And this is one of the best explanations of the importance of gamification for social-emotional success.

Nowadays, children become active users of digital media from an early age. They consider digital tools not as trendy accessories but as an inseparable part of life. No wonder teaching methods for Alpha Generation[1] need to be different from earlier approaches. Sometimes, gamification is the only option to keep them engaged.

"Gamification of social-emotional prototype would help the educational process to improve teacher-student collaboration, as it relates to a child's experience and enables opportunities not to dominate but to collaborate in everyday contexts, giving them playfulness" (p. 127). And collaboration in education is a milestone for the effective implementation of active learning. Besides, game techniques and mechanisms can be implemented in the learning process as activities which purpose is to achieve certain learning objectives, increase learners' motivation to complete them and engage students in a friendly competitive environment with other learners[2].

Teachers' health and competencies

On page 44, we can find the quote from the Mind Matters website: "Without healthy teachers, the educational processes are hardly successful. Through the development of a good, healthy school climate and the promotion of social and emotional competencies among the students, the stress experience of the teachers can be positively influenced, with the side effect of satisfaction about positive students' results." Without any doubt, the mental health of students and teachers is interdependent. So, self-care is vital if teachers are to provide the highest quality educational and emotional support for the adolescents in their care[3].

On the other hand, volume provides a list of Social-Emotional Competencies of an Educator in the Changed Reality (p. 78) and explains in detail The Role of Teachers in SEL (p. 199). It is also stated that "The teacher's own role model was seen as another

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1 https://www.aecf.org/blog/what-is-generation-alpha
2 Gabriela Kiryakova, Nadezhda Angelova, Lina Yordanova. Gamification in education: http://www.sun.ac.za/english/learning-teaching/ctl/Documents/Gamification%20in%20education.pdf
3 Connor, C., de Valliere, N., Warwick, J., Stewart-Brown, S. & Thompson, A. *The COV-ED Survey: exploring the impact of learning and teaching from home on parent/carers' and teachers' mental health and wellbeing during COVID-19 lockdown:* https://bmcpublichealth.biomedcentral.com/articles/10.1186/s12889-022-13305-7

important factor" and "the central role in supporting SEL is the classroom teacher who creates and coordinates the learning environment, which is inclusive and safe for each pupil and support the learner's development in diverse ways" (p. 199–200).

Therefore, it may be worth including in the volume some advice about the maintenance of teachers' mental health and competencies as a part of Social-Emotional Education.

COVID-19 Challenges and Solutions

Also, the book describes the difficulties of the first months of the pandemic and explains how teachers in the Baltic States and Germany coped with the new challenges. I had an opportunity to compare this information with Ukrainian teachers' experiences, and it seems that the situation had not been different.

At the start of the pandemic, everyone was shocked, needed time to gain new competencies in distance learning and IT, and was overwhelmed by work. Teachers attended workshops and supported each other. Using the trial-and-error methods, they found a way to move the learning process online and started using different distance learning tools.

The most pressing problems that Ukrainians faced due to distance learning are the decreasing success rate of students (22%) and technical issues: poor Internet quality (21%) and the lack or absence of devices for online learning (19%) (Education and the Pandemic, 2020). Nonetheless, with the development of teachers' and learners' digital skills, the process of adaptation to distance education started to occur in rather a favourable atmosphere[4].

On page 192, I found a list of Proven Distance Learning Tools and methods and was pleased to see some familiar among them. Kahoot, Quizizz, Google Meet, Google Classroom, Zoom, Padlet – all of that we use in Ukraine too. The main problems here are that "Confusion for children and parents was caused by the abundance of distance learning tools used by teachers" and "a small number of parents had neither IT skills nor parenting skills and were not willing to cooperate with teachers and help children in the learning process" (p. 194).

COVID-19 quarantine showed us that digital literacy is one of the core skills for everyday use, education, job performance, and personal endeavours. Lacking the ability to use digital technologies means that there are many things you simply cannot do or access. Possessing digital literacy allows you to improve efficiency, access to things,

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[4] Zhumbei Marianna distance learning as the alternative to tradional education in times of COVID-19 pandemic: http://pedagogy.dspu.in.ua/index.php/pedagogy/article/view/305/284

fulfilment, and happiness in your life[5]. So, sooner or later digital literacy must be included in education programs as a new subject.

Social-Emotional Education during the war

Distance learning is still the main option for Ukrainian teachers and students because of the danger of attending schools that are bombed and ruined every day. And this threat is even more real for us than the virus. Social-Emotional Learning may help Ukrainian educators meet the needs of their students and help them to resist and continue studying. For example, Lithuanian Adapted Model of four habits of positive communication (from page 142) may help to maintain Social-Emotional Well-Being of Young People of Ukraine.

So, I would like to spread the information I get from the book with my colleagues and will try to start every lesson with fun, use more games in the learning process, support my students and try to teach them how to be happy and resilient, and hope that the war will end as soon as possible.

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[5] Importance of Digital Literacy: 13 Ways It Can Improve Lives: https://techboomers.com/importance-of-digital-literacy