

Chapter 8

Social and Emotional Learning: Keys to the Success of E-Learning

Ankit Dhiraj

Lovely Professional University, India

Sanjeev Kumar

 <https://orcid.org/0000-0002-7375-7341>
Lovely Professional University, India

Divya Rani

Patliputra University, India

ABSTRACT

More than just subject knowledge and exam results are necessary for young people to succeed in school, the workplace, and the community. For young people to realise their full potential and grow up to be successful, sociable, healthy, and happy adults, a variety of social and emotional learning (SEL) skills and motivational elements are also essential. Educators are working hard to advance students' SEL competencies as a result of a heightened understanding of the significance of social and emotional learning. SEL elements are frequently measured to comprehend student competencies and/or to evaluate the success of programme improvement initiatives. This chapter discusses the CASEL 5 core competencies of social and emotional learning.

INTRODUCTION

The process of fostering the self-control, self-awareness and interpersonal abilities necessary for success in school, the workplace, and life is known as social-emotional learning (SEL) (Paolini, 2019). People who possess strong social-emotional abilities

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are better able to handle daily challenges and reap academic, professional, and social benefits (Frey et al., 2020). SEL lays the groundwork for positive, adults, long-lasting effects on children and communities through impulse control, effective problem-solving, self-discipline, emotion management, and more. Education and human development both include social and emotional learning (SEL). To develop healthy identities, manage emotions, accomplish personal and group goals, feel and demonstrate empathy for others, build and all children and adults must go through the SEL process to maintain supportive relationships and make considerate decisions. Social and emotional learning is defined as “the process by which people acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make ethical decisions (Jones & Doolittle, 2017).” By fostering learning environments and experiences that involve reliable and cooperative relationships, demanding and meaningful content and instruction, and continual evaluation, SEL supports educational equity and excellence. By enabling both children and adults to co-create successful schools and make contributions to healthy, safe, and just communities, SEL can help address a variety of forms of inequality (Jones & Bouffard, 2012) (Greenberg et al., 2017). It is based on the idea that learning is enhanced in an atmosphere characterised by positive interactions that make learning challenging, interesting, and meaningful. The CASEL 5 focuses on five overarching and interconnected areas of competence self-management, self-awareness, interpersonal skills, and responsible decision-making, social awareness and provides examples for each. The CASEL 5 can be taught and used in a variety of cultural contexts and at different developmental stages, from childhood to maturity.

THE CASEL 5 CORE COMPETENCIES OF SEL

The CASEL 5 has been used by many school districts, states, and nations to create learning standards and competencies for preschool through high school that specify what students need to possess the knowledge and skills necessary for career fulfilment, academic achievement, civic engagement, good health, and fulfilling careers (Lawson et al., 2018).

A developmental approach to SEL takes into account how social and emotional skills can be developed and displayed at various ages, from preschool to adulthood (J. Durlak et al., 2015). The establishment of SEL standards, education, and evaluation should take into account students’ levels of social, emotional, and cognitive development as well as age-appropriate tasks and difficulties. In light of this, stakeholders should choose the most effective ways to teach, prioritise, and

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