

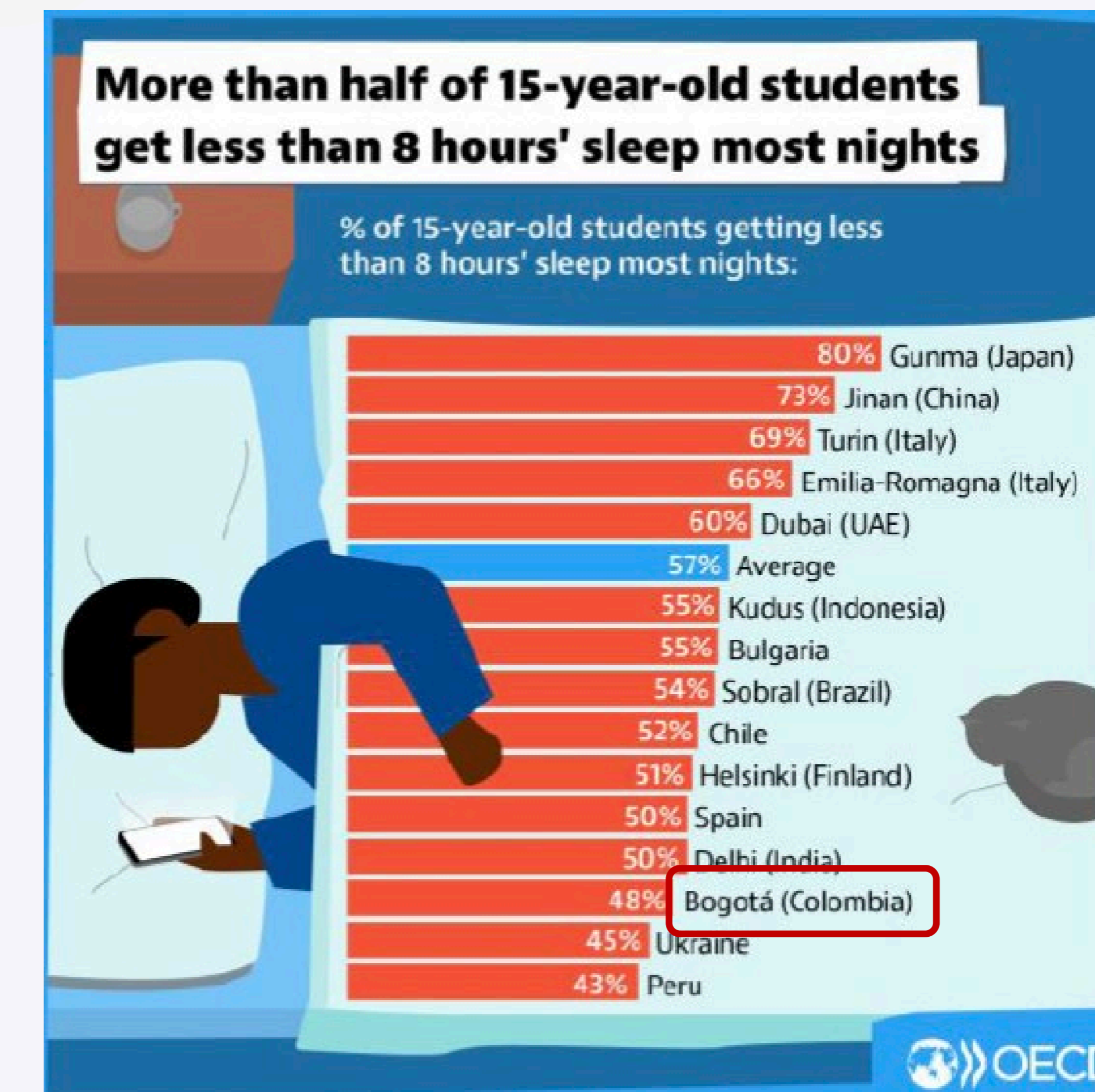
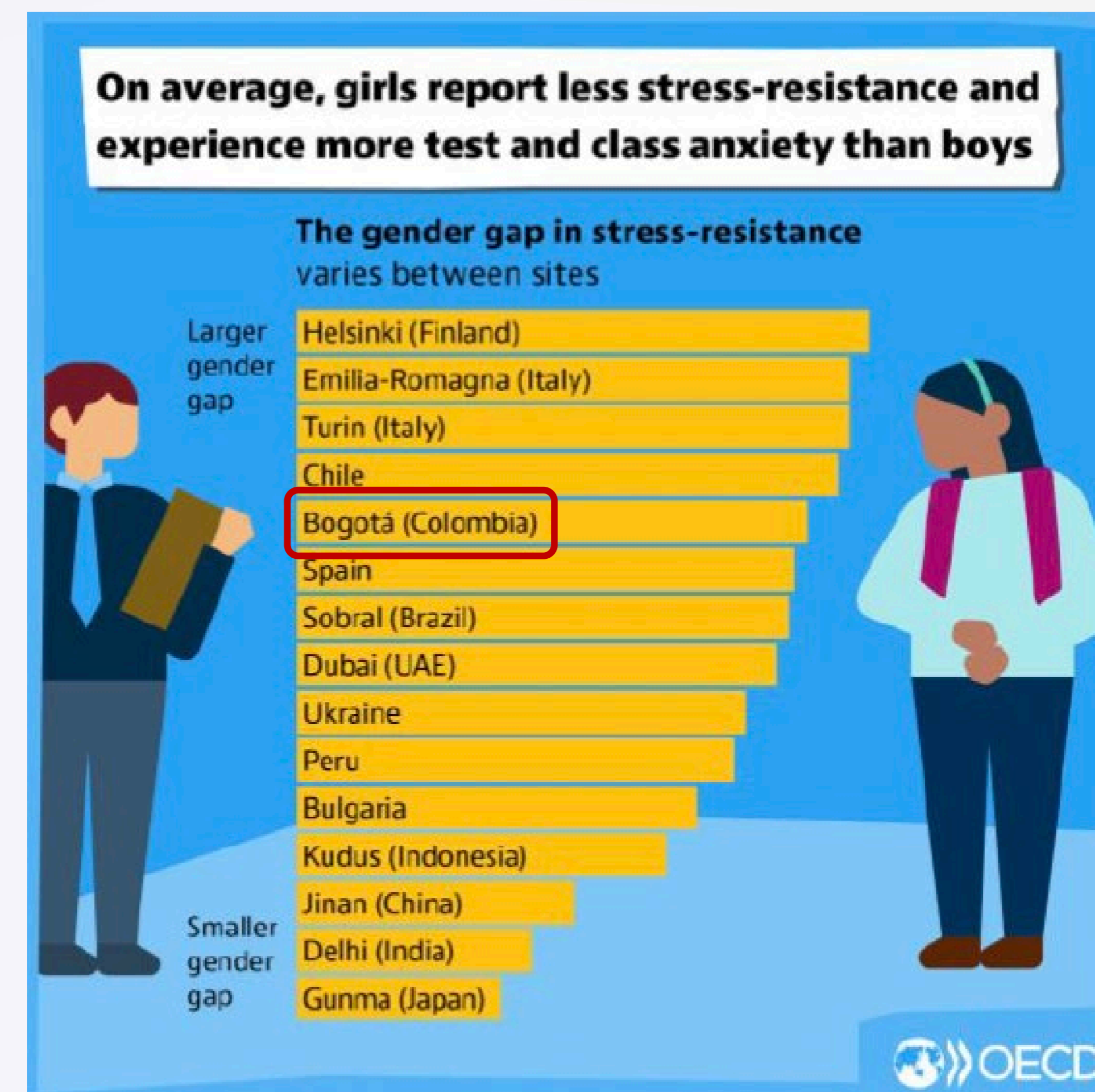
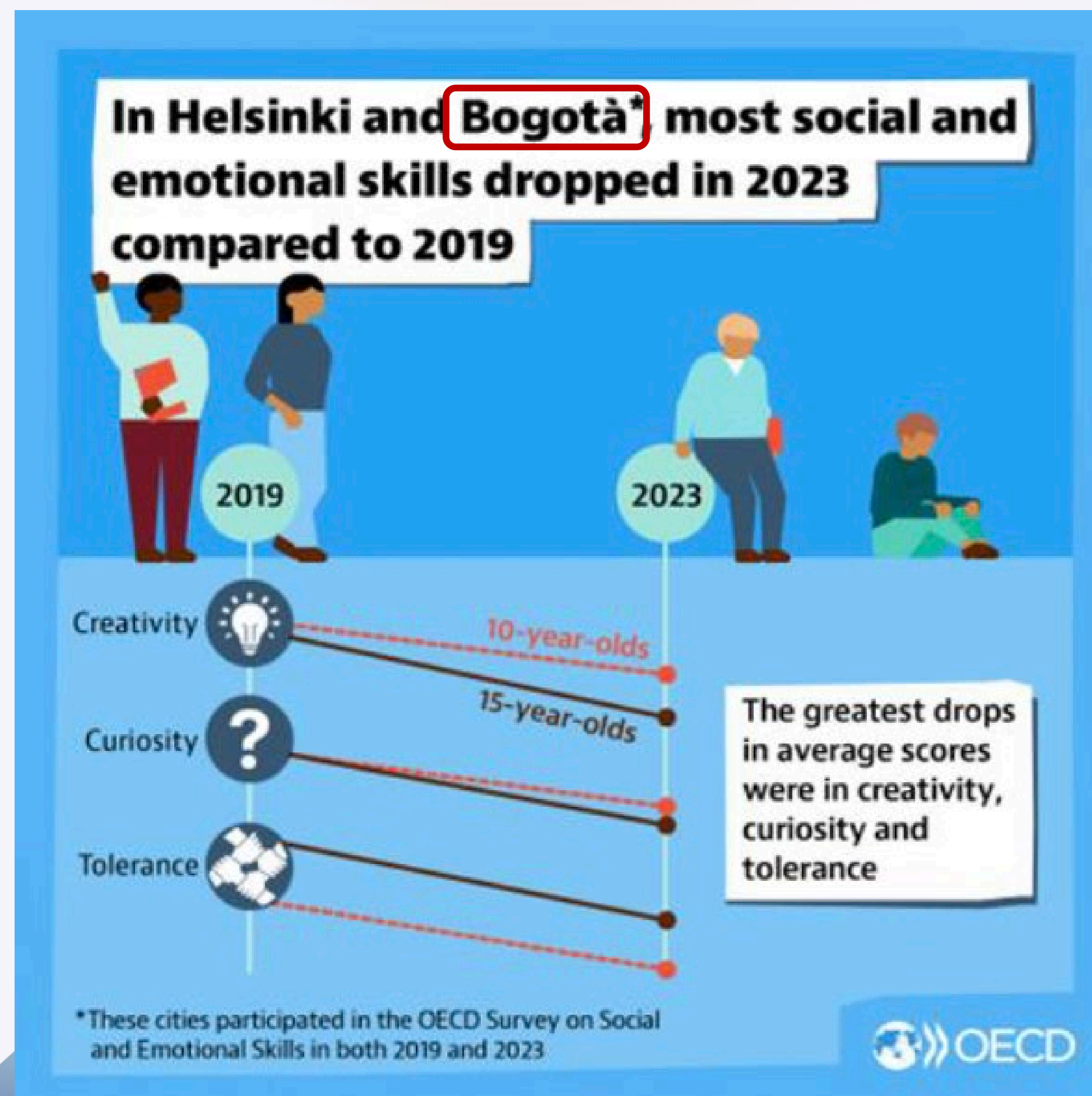
Título del apartado

Espacio para texto complementario

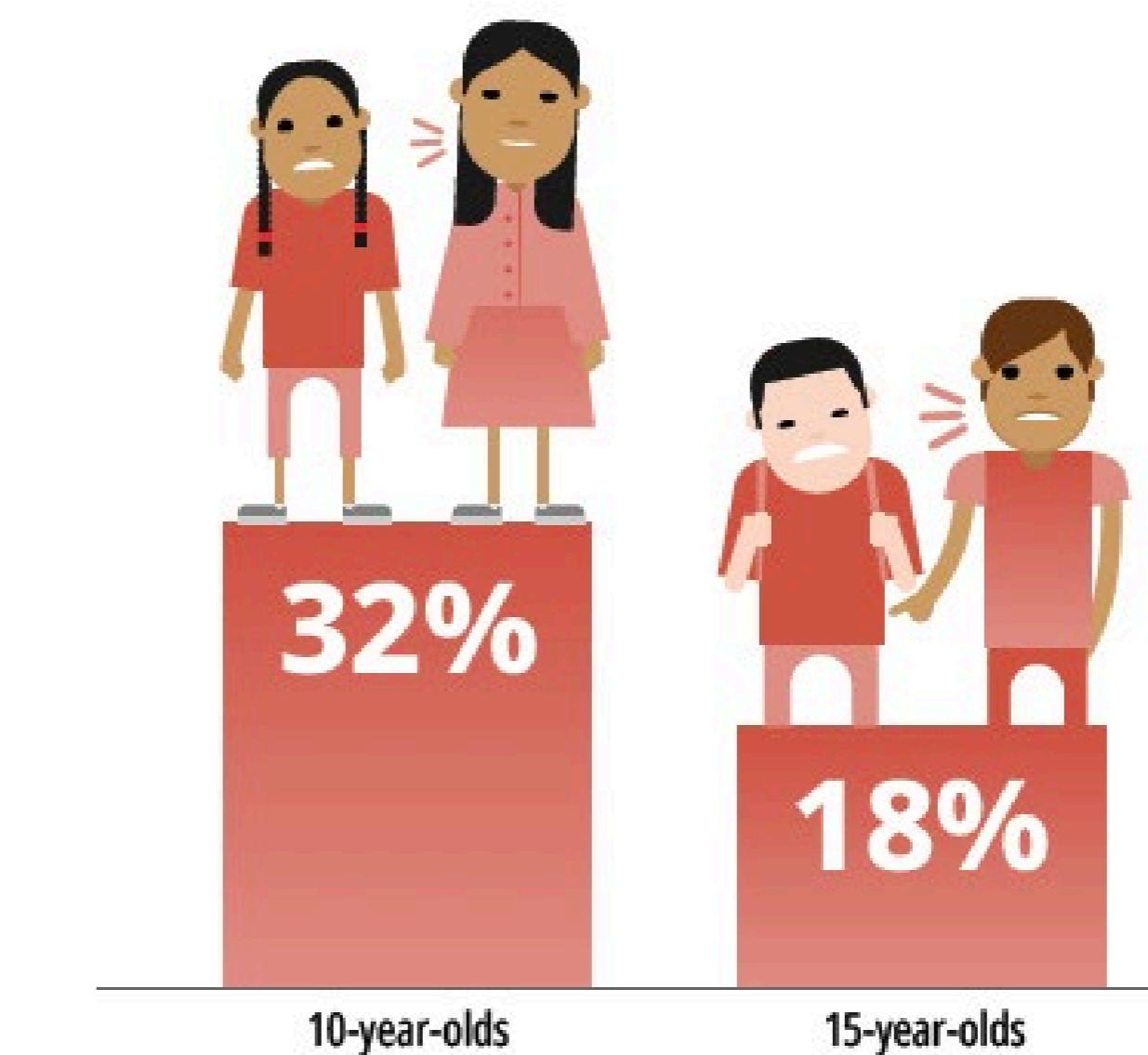
Evaluating and Fostering Socio-emotional Skills



Socio-emotional skills in Bogota and Manizales (2019, 2023)

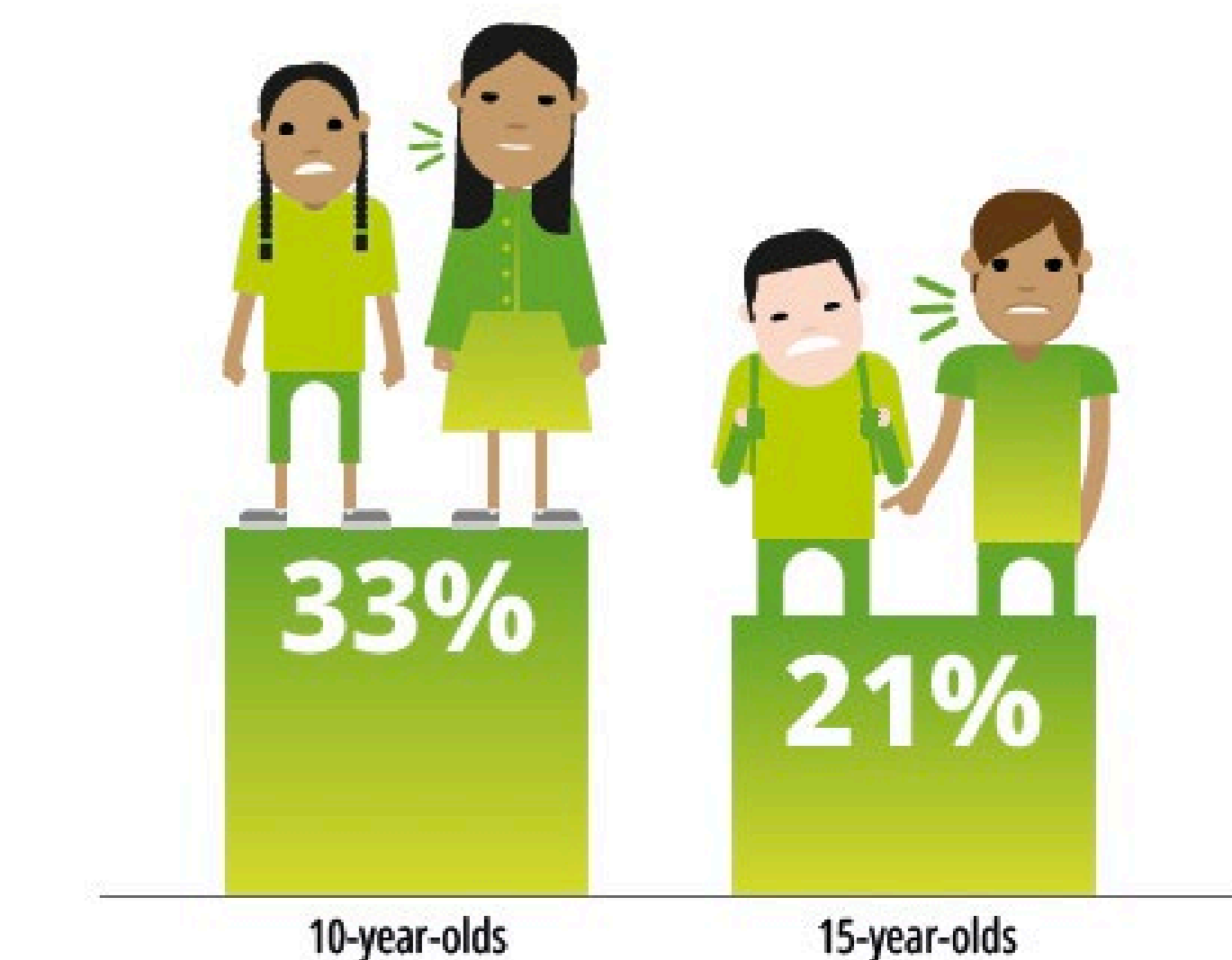


Bogota (2019)



32% of 10-year-olds and 18% of 15-year-olds experienced bullying at least a few times a month or more. Students' exposure to bullying is negatively related to almost all social and emotional skills.

Manizales (2019)



In Manizales, 33% of 10-year-old students and 21% of 15-year-old students have experienced bullying at least a few times a month or more. Students' exposure to bullying is negatively related to almost all social and emotional skills.

Outline



1. Socio-emotional skills in the age of **digital transformation**
2. **Holistic approach** to foster socio-emotional skills
3. **Evaluation** to foster socio-emotional skills

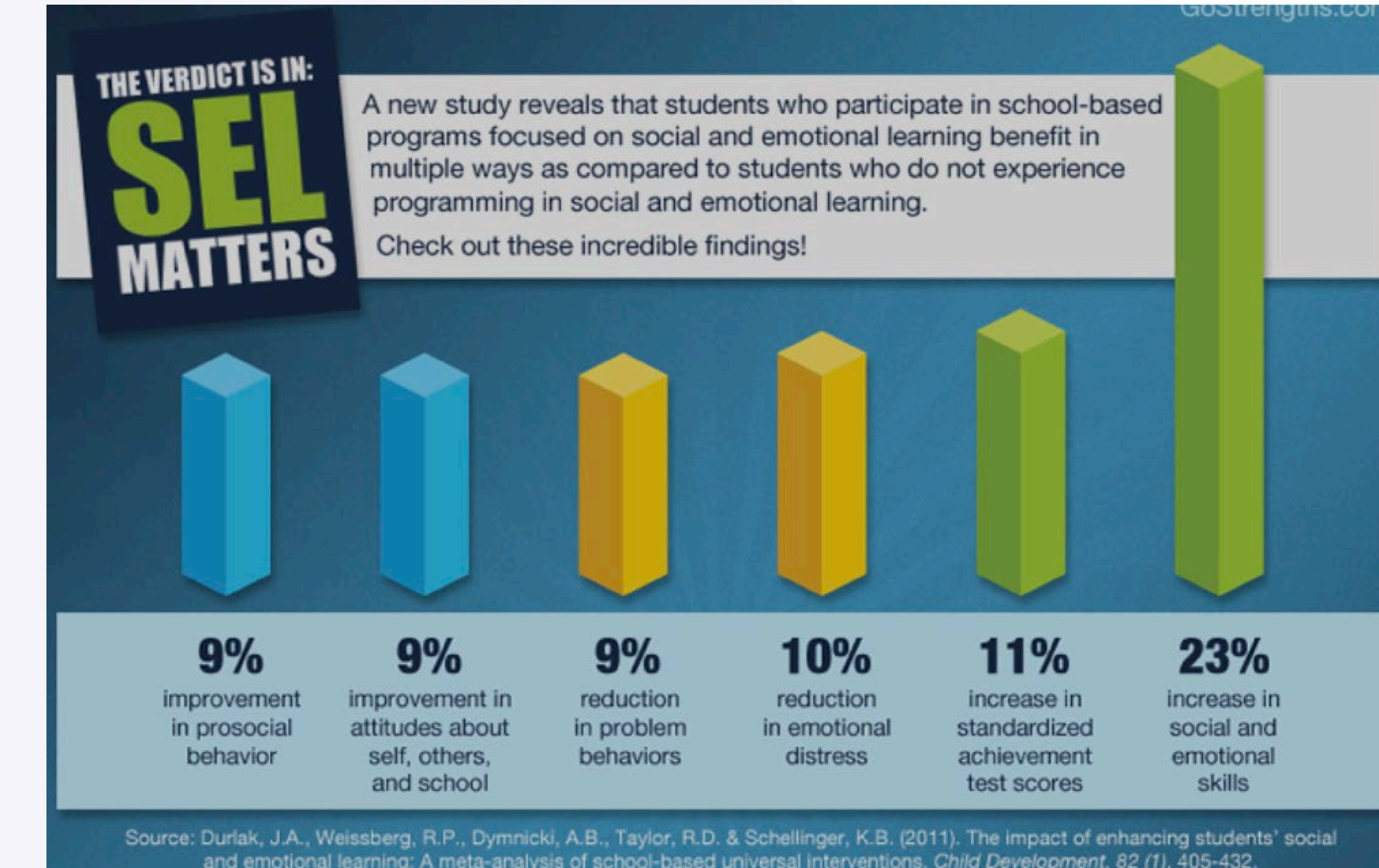


1. Socio-emotional skills in the age of digital transformation

- What are socio-emotional skills?
- Have socio-emotional skills played important roles in the labor market and society?



World Bank and EEF (2024)



1. Socio-emotional skills in the age of digital transformation

- Why are socio-emotional skills so powerful?



Opportunities

Challenges

1. Socio-emotional skills in the age of digital transformation

- Will socio-emotional skills be as important in the age of digital transformation?



<https://www.thomasnet.com/insights/is-automation-a-threat-or-a-solution-exploring-how-americans-see-automation-in-the-workplace-reports/>

ChatGPT outperforms humans in emotional awareness evaluations

Zohar Elyoseph^{1,2*} Dorit Hadar-Shoval¹ Kfir Asraf¹ Maya Lvovsky¹



<https://www.arcticshores.com/insights/chatgpt-vs-situational-judgement-tests-how-it-performs-vs-a-human>
<https://bcac.com.au/paro-robotic-seal-welcomed-residents/>

1. Socio-emotional skills in the age of digital transformation

Machines taking over manual and routine tasks



1. Socio-emotional skills in the age of digital transformation

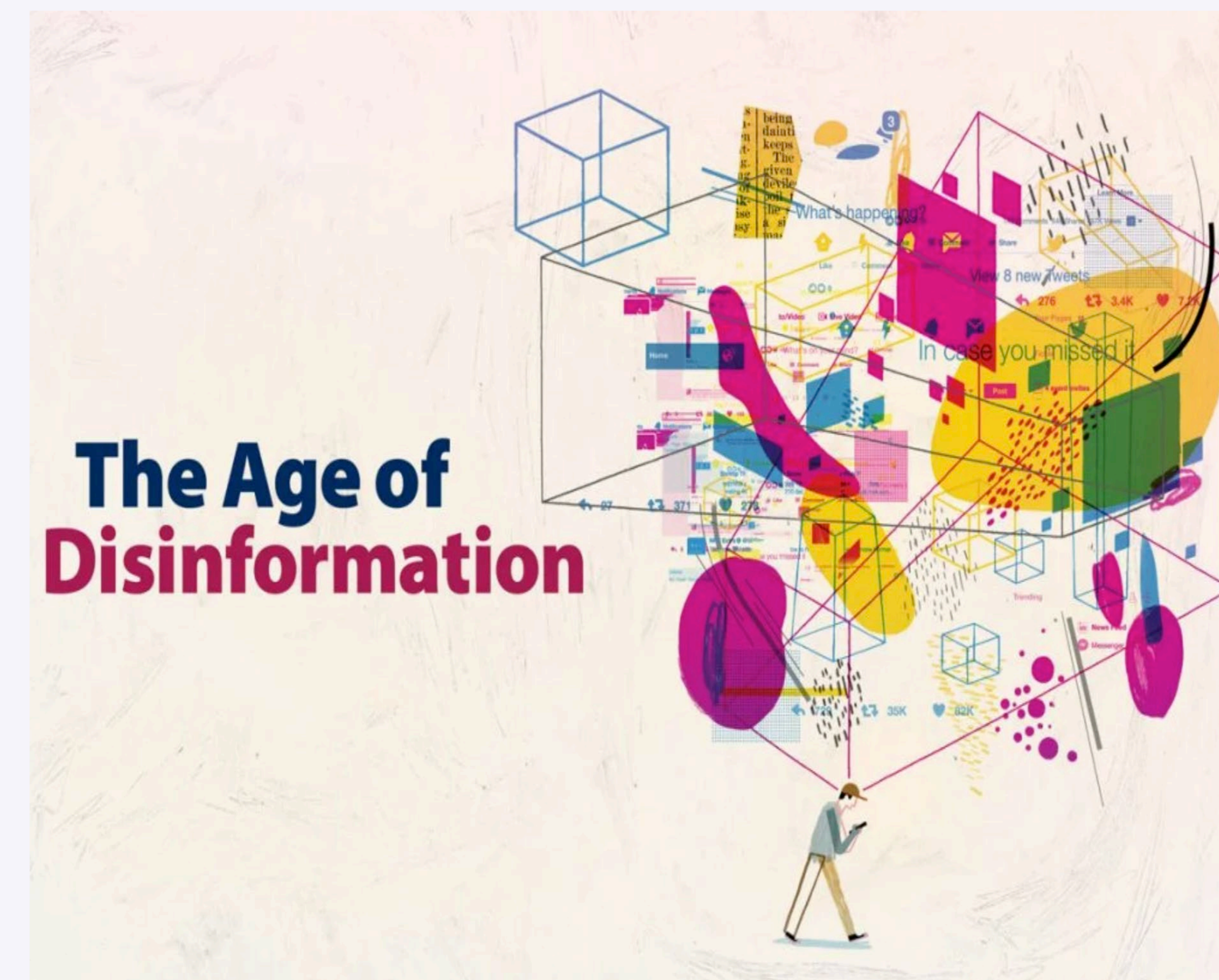
Robots covering socio-emotional tasks



1. Socio-emotional skills in the age of digital transformation

The threat of disinformation

False information spread
in order to deceive people



Smartphone addiction

1. Socio-emotional skills in the age of digital transformation

- Do employers agree with the importance of socio-emotional skills ?

Top 10 skills of 2023



1.  Analytical thinking	6.  Technological literacy
2.  Creative thinking	7.  Dependability and attention to detail
3.  Resilience, flexibility and agility	8.  Empathy and active listening
4.  Motivation and self-awareness	9.  Leadership and social influence
5.  Curiosity and lifelong learning	10.  Quality control

Type of skill

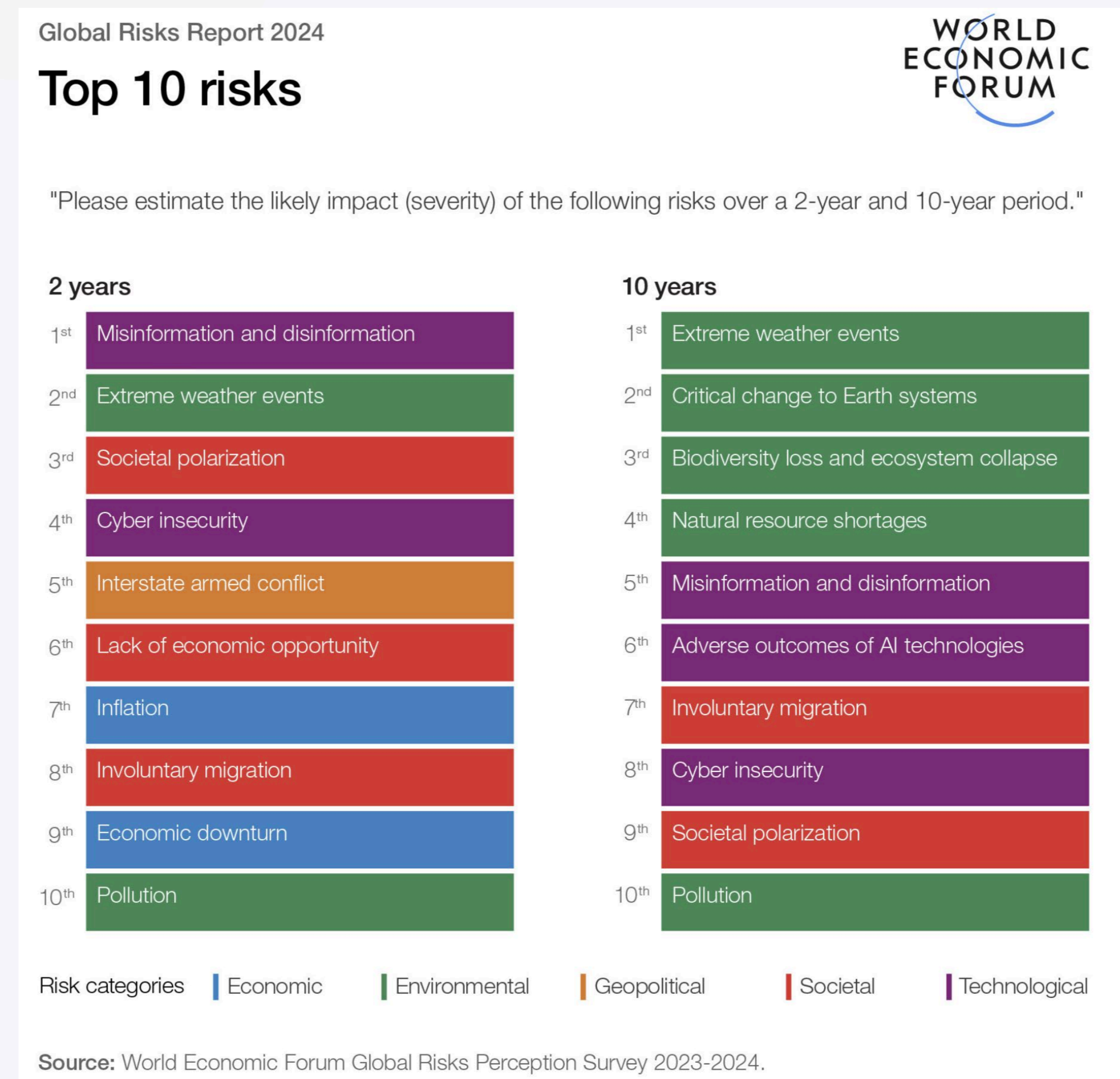
■ Cognitive skills
 ■ Self-efficacy
 ■ Management skills
 ■ Technology skills
 ■ Working with others

Source
World Economic Forum, Future of Jobs Report 2023.

Note
The skills judged to be of greatest importance to workers at the time of the survey

1. Socio-emotional skills in the age of digital transformation

- Do employers agree with the threat of disinformation and misinformation?



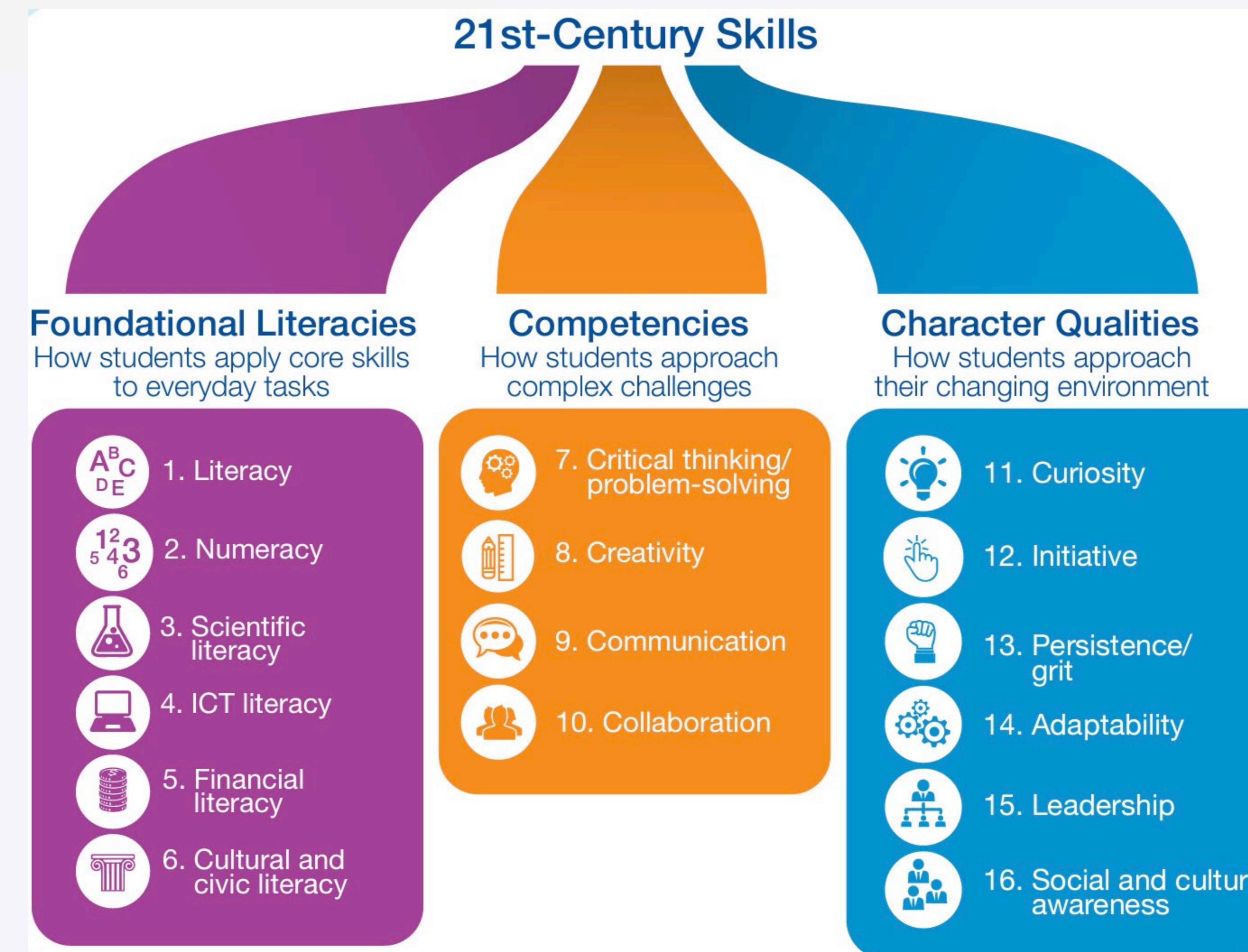


1. Socio-emotional skills in the age of **digital transformation**
2. **Holistic approach** to foster socio-emotional skills
3. **Evaluation** to foster socio-emotional skills



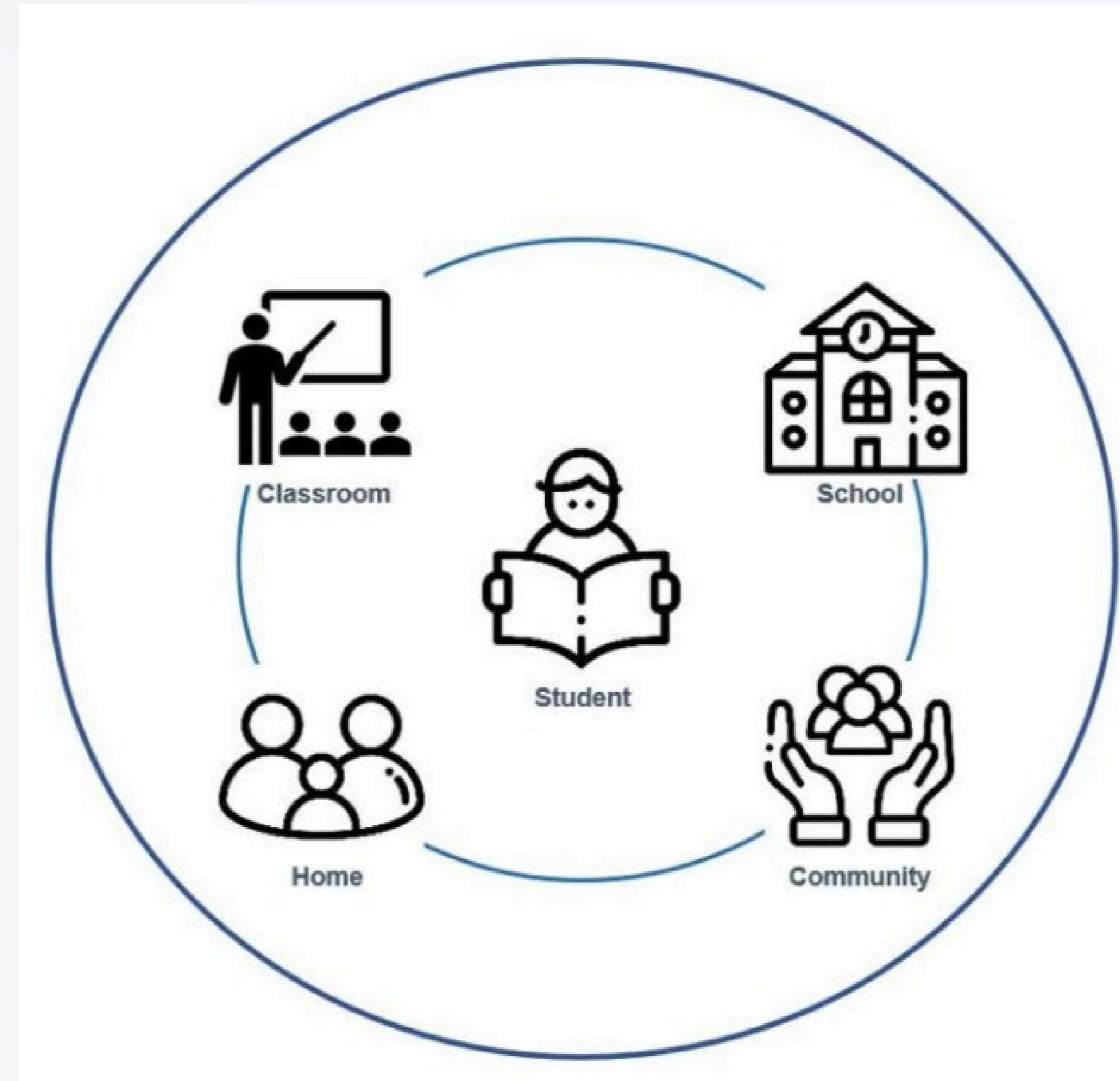
2. Holistic approach to foster socio-emotional skills

- Should we “focus” on socio-emotional skills?



2. Holistic approach to foster socio-emotional skills

- Should schools be the main venue to foster socio-emotional skills?



2. Holistic approach to foster socio-emotional skills

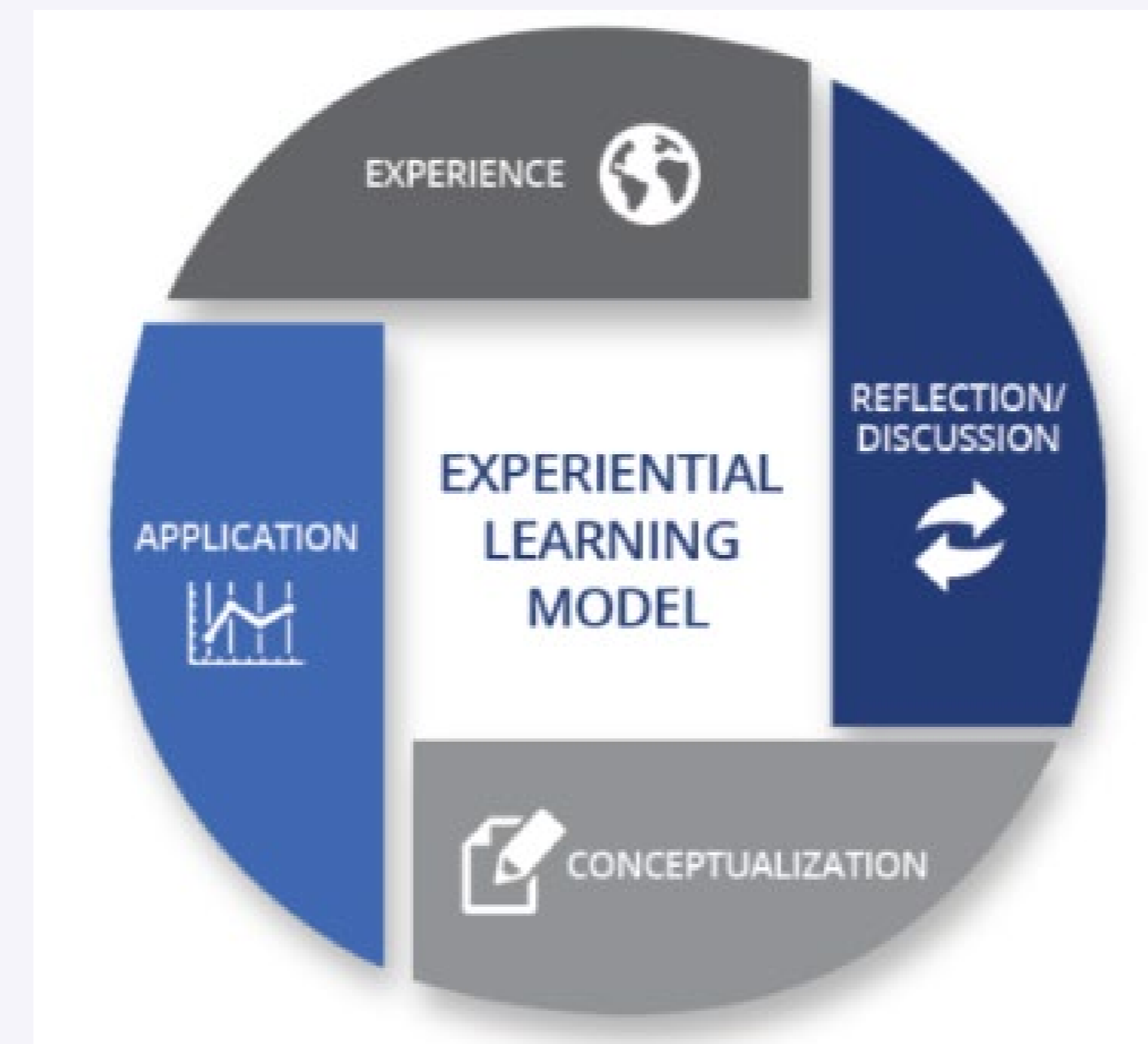
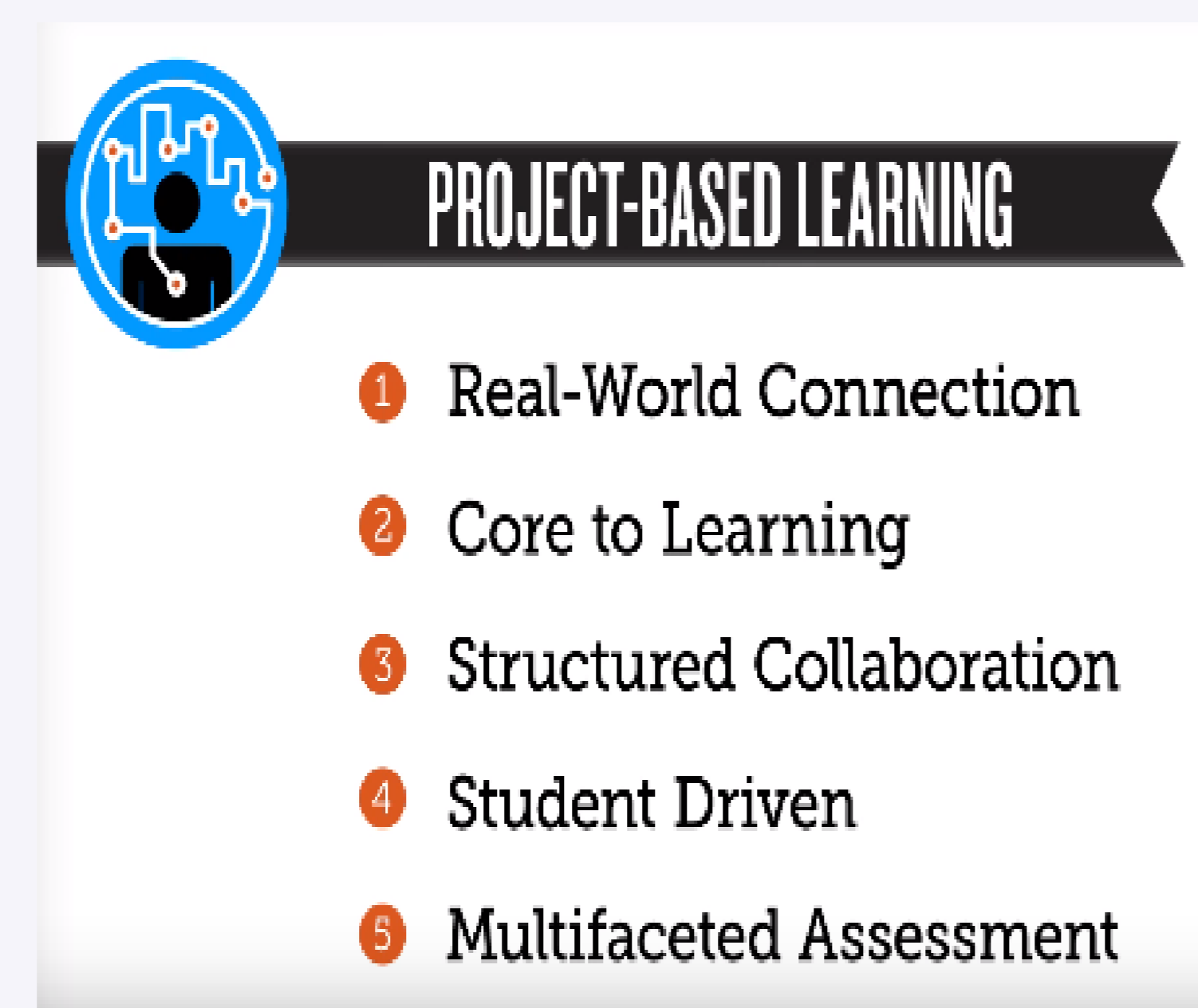
- Should basic education period be the main stages to foster socio-emotional skills?

Figure 2.5. **Skills development over a lifetime**



2. Holistic approach to foster socio-emotional skills

- What is the range of programs available to foster socio-emotional skills?



2. Holistic approach to foster socio-emotional skills

- What are the important features of programs to consider?

Evidence-Based Programs

Evidence-based SEL programs are grounded in research and principles of child and adolescent development, and scientifically evaluated and shown to produce positive student outcomes. SEL goals are more likely to be achieved when evidence-based approaches are used to engage all students across PreK-12th grade classrooms.

Effective SEL approaches often incorporate four elements represented by the acronym SAFE:

- **SEQUENCED:** Connected and coordinated activities to foster skills development
- **ACTIVE:** Employing active forms of learning to help students strengthen new skills
- **FOCUSED:** Dedicated time and attention to developing personal and social skills
- **EXPLICIT:** Targeting specific social and emotional skills

SEL-Focused Classrooms

SEL-focused classrooms often include three components: a supportive classroom climate, integration of SEL into academic instruction, and explicit SEL instruction. An evidence-based program can support one or more of these areas.

- **A supportive classroom climate** helps students to feel emotionally safe, part of a community of learners, motivated, and challenged. This type of environment creates a strong foundation for students to engage fully and take academic risks. This includes: community-building, belonging and emotional safety, and student-centered discipline.
- **Integration of SEL into academic instruction** weaves academic learning with opportunities for students to practice and reflect on social and emotional competencies, such as perspective-taking and developing a growth mindset. For example, teachers might incorporate partner and group activities that promote relationships, communication skills, and effective teamwork.
- **Explicit SEL instruction** provides consistent opportunities to cultivate, practice, and reflect on social and emotional competencies in ways that are developmentally appropriate and culturally responsive.

2. Holistic approach to foster socio-emotional skills

- How can schools strategize, prepare, and deliver programs to foster socio-emotional skills?

Strategize

- Set learning objectives (and standards)
- Identify learning gaps (summative assessment)
- Evaluate existing curriculum, school climate, and teachers
- Identify the best approach (e.g., curriculum, school climate) and program



Prepare and Deliver

- Adapt teaching and learning materials
- Deliver teachers' training
- Deliver the program
- Evaluate the progress students are making and provide feedbacks (formative assessment)



2. Holistic approach to foster socio-emotional skills

Illinois Social and Emotional Learning Standards (Illinois State Board of Education)

- Setting learning standards for socio-emotional skills

Social Emotional Learning Standards

Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.	Why this goal is important: Building and maintaining positive relationships with others are central to success in school and life and require the ability to recognize the thoughts, feelings, and perspectives of others, including those different from one's own. In addition, establishing positive peer, family, and work relationships requires skills in cooperating, communicating respectfully, and constructively resolving conflicts with others.
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Learning Standard	Early Elementary	Late Elementary	Middle/Jr. High	Early H.S.	Late H.S.
A: Recognize the feelings and perspectives of others.	2A.1a. Recognize that others may experience situations differently from oneself.	2A.2a. Identify verbal, physical, and situational cues that indicate how others may feel.	2A.3a. Predict others' feelings and perspectives in a variety of situations.	2A.4a. Analyze similarities and differences between one's own and others' perspectives.	2A.5a. Demonstrate how to express understanding of those who hold different opinions.
	2A.1b. Use listening skills to identify the feelings and perspectives of others.	2A.2b. Describe the expressed feelings and perspectives of others.	2A.3b. Analyze how one's behavior may affect others.	2A.4b. Use conversation skills to understand others' feelings and perspectives.	2A.5b. Demonstrate ways to express empathy for others.

Social Emotional Learning Performance Descriptors

2A Recognize the feelings and perspectives of others.			2A Recognize the feelings and perspectives of others.		
Stage A	Stage B	Stage C	Stage D	Stage E	Stage F
<ol style="list-style-type: none"> Recognize that others may interpret the same situation differently from you. Recognize that others may feel differently from you about the same situation. Describe how others are feeling based on their facial expressions and gestures. Explain how interrupting others may make them feel. Explain how sharing with and supporting others may make them feel. Recognize how changing your behaviors can impact how others feel and respond. 	<ol style="list-style-type: none"> Identify verbal, physical, and situational cues in stories. Recognize the value of sharing diverse perspectives. Explain why characters in stories feel as they do. Analyze how students being left out might feel. Describe how different people interpret the same situation. Demonstrate an ability to listen to others (e.g., making eye contact, nodding, asking clarifying questions). 	<ol style="list-style-type: none"> Distinguish between nonverbal and verbal cues and messages. Analyze alignment and non-alignment of verbal and non-verbal cues. Role-play the perspectives and feelings of characters from a story. Paraphrase what someone has said. Demonstrate a capacity to care about the feelings of others. Demonstrate an interest in the perspective of others. 	<ol style="list-style-type: none"> Label others' feelings based on verbal and non-verbal cues in different situations. List strategies to support students who are left out or bullied. Describe how one feels when left out of an activity or group. Describe how one feels when bullied. Predict possible responses to a range of emotions. Use "I-statements" to let others know that you have heard them. 	<ol style="list-style-type: none"> Describe others' feelings in a variety of situations. Describe an argument you had with another person and summarize both points of view. Analyze why literary characters felt as they did. Analyze the various points of view expressed on an historical, political, or social issue. Evaluate how a change in behavior of one side of a disagreement affects the other side. 	<ol style="list-style-type: none"> Identify and practice reflective listening skills through discussion and role-play. Recognize how a situation would make you feel and treat others accordingly. Describe others' feelings in a variety of situations. Ask open-ended questions to encourage others to express themselves. Use follow-up questions to clarify messages. Predict how one's own behavior might affect the feelings of others. Interpret non-verbal communication cues.

Grade 1 (A-B) Grade 2 (A-B-C) Grade 3 (B-C-D) Grade 4 (C-D-E) Grade 5 (D-E-F)

2. Holistic approach to foster socio-emotional skills

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- Evaluate the progress students are making and provide feedbacks (formative assessment)





1. Socio-emotional skills in the age of digital transformation
2. Holistic approach to foster socio-emotional skills
3. Evaluation to foster socio-emotional skills



3. Evaluation to foster socio-emotional skills



Summative Assessment

- Identify **those who** need support
- Identify **the extent** of the learning gaps
- Identify **the extent** of the teacher's capacity gaps

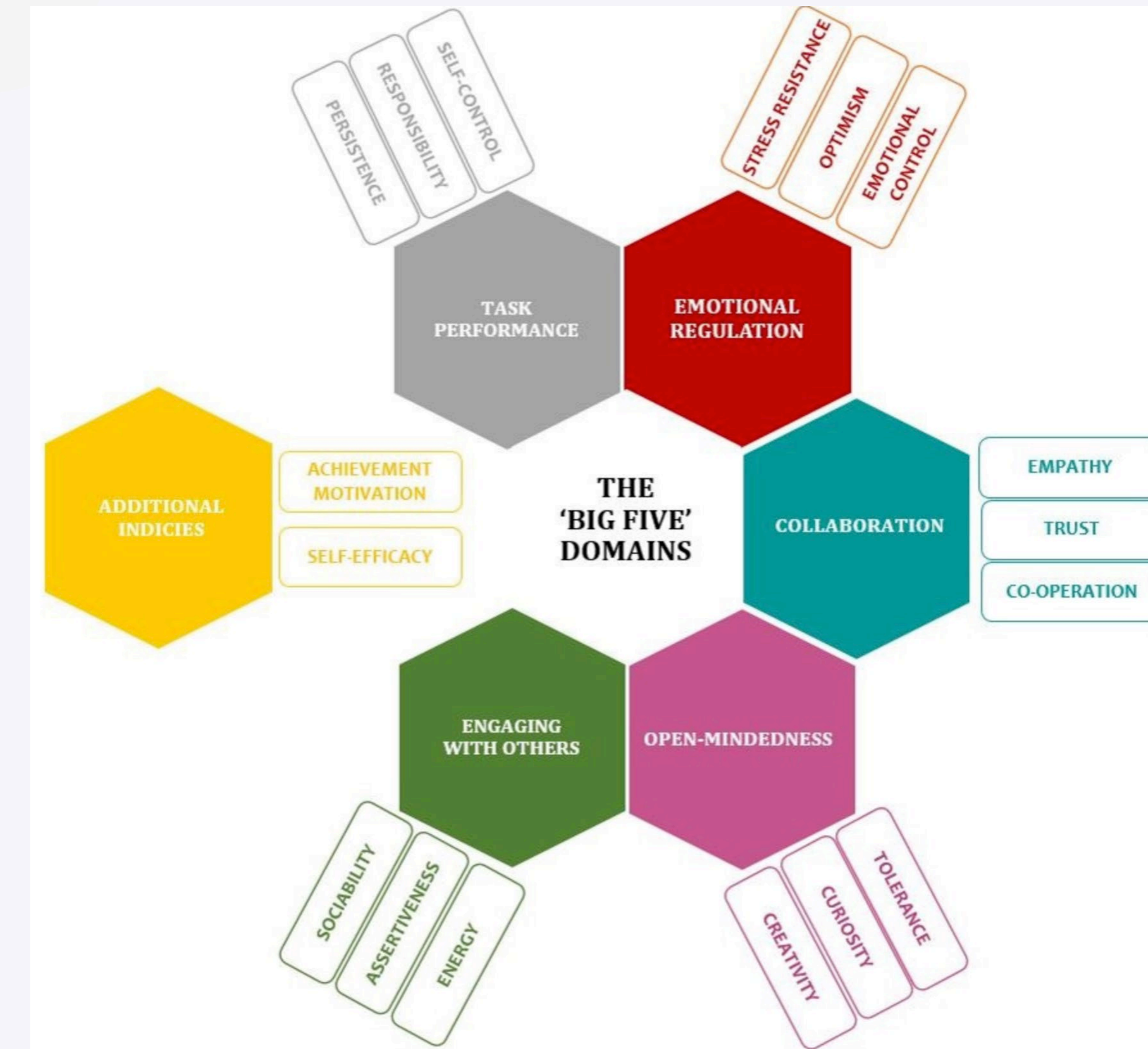
Formative Assessment

- Evaluate the **progress** students are making.
- Provide **feedbacks** to students
- Allow teachers to **adapt instructions**

- What is the purpose of summative and formative assessments in fostering socio-emotional skills?

3. Evaluation to foster socio-emotional skills

- What is a good example of measurement tools that can be used for summative assessments to **identify those who would benefit from strengthening socio-emotional skills?**



- Socio-demographic background
- Daily activities
- Relations with parents
- Relations with peers
- Personal well-being
- School life
- Perceptions of social and emotional skills



- Family background
- Home environment
- Parents skills and well-being
- Parent-child relations
- Parental styles
- Parent's attitudes and opinions



- Teachers' background
- Teaching pedagogical practices
- School climate
- Role of social and emotional skills in teachers' education and work practices
- Perceptions of social and emotional skills



- School structure and organisation
- Student body and teachers
- School resources
- School climate
- Role of social and emotional skills in school programme
- Principal's attitudes and opinions

3. Evaluation to foster socio-emotional skills

- What is a good example of measurement tools that can be used for summative assessments to **identify those who would benefit from strengthening socio-emotional skills?**

The Behavioral, Emotional, and Social Skills Inventory, 20-item Short Form (BESSI-20) Self-Report Form

Instructions

Here is a list of activities or things you could do. For each one, please select a response to indicate *how well you can do that thing*. For example, how well can you *follow the instructions for an assignment*? Note that how well you can do something may be different from how often you do it, or how much you like to do it. For each activity, you should rate *how well* you can do that thing.

1	2	3	4	5
Not at all well	Not very well	Pretty well	Very well	Extremely well

1. Plan out my time.
2. Lead a group of people.
3. Understand how other people feel.
4. Calm down when I'm feeling anxious.
5. Understand abstract ideas.
6. Concentrate on a task.
7. Express my thoughts and feelings.
8. See the good in people.
9. Keep a positive attitude.
10. Come up with new ideas.
11. Keep track of my promises and commitments.
12. Start a conversation.
13. Cooperate with other people.
14. Control my temper.
15. Create art.
16. Work toward my goals.
17. Speak up when I disagree with others.
18. Get along with people.
19. Find reasons to feel good about myself.
20. Learn about other cultures.

Comes with good measurement properties

3. Evaluation to foster socio-emotional skills

- What is a good example of measurement tools that can be used for summative assessments to **identify those who would benefit from strengthening socio-emotional skills?**

Figure 13. Differences in social and emotional skills by socio-economic status

Standardised differences in skill scores (high socio-economic status – low socio-economic status) among 15-year-olds

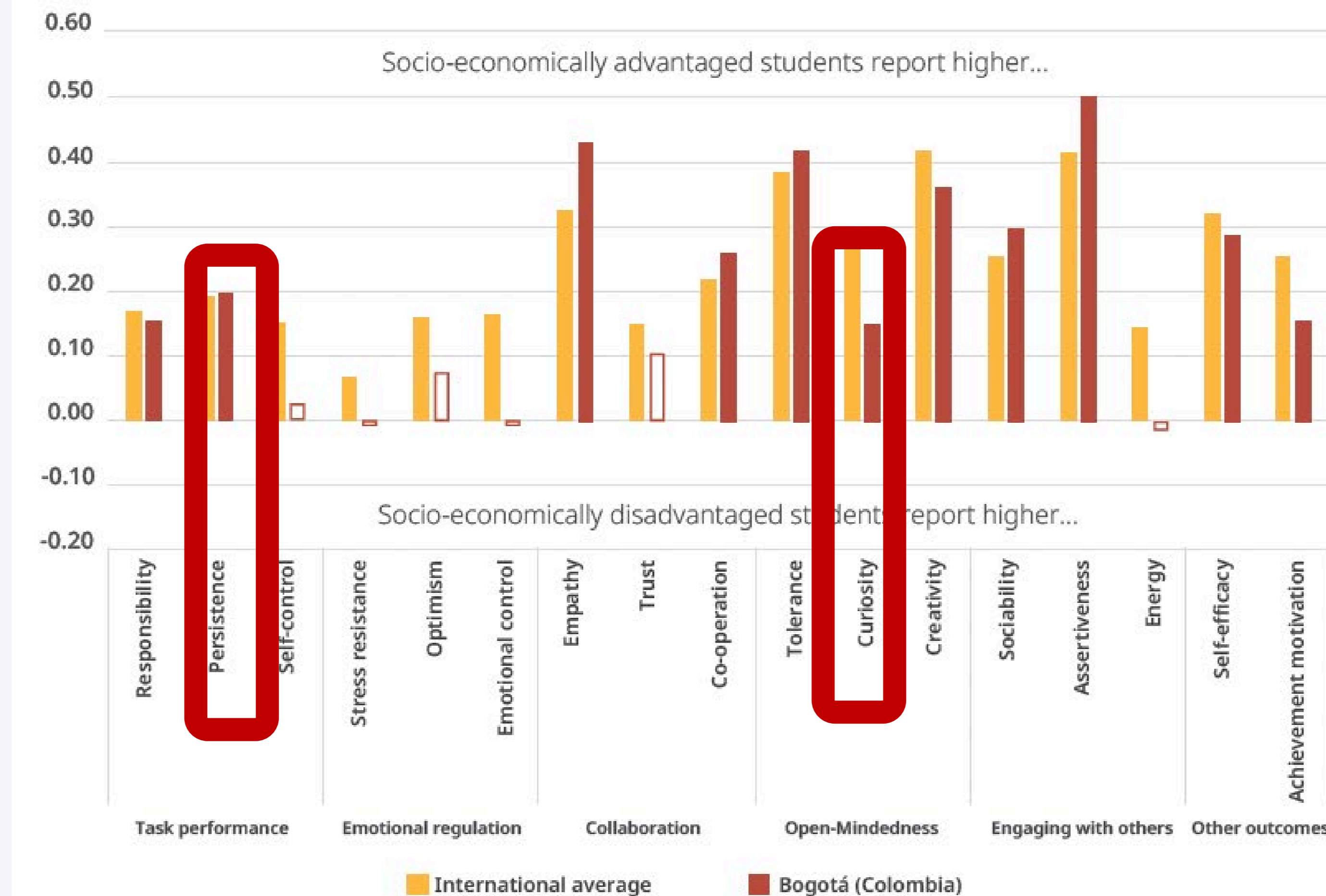
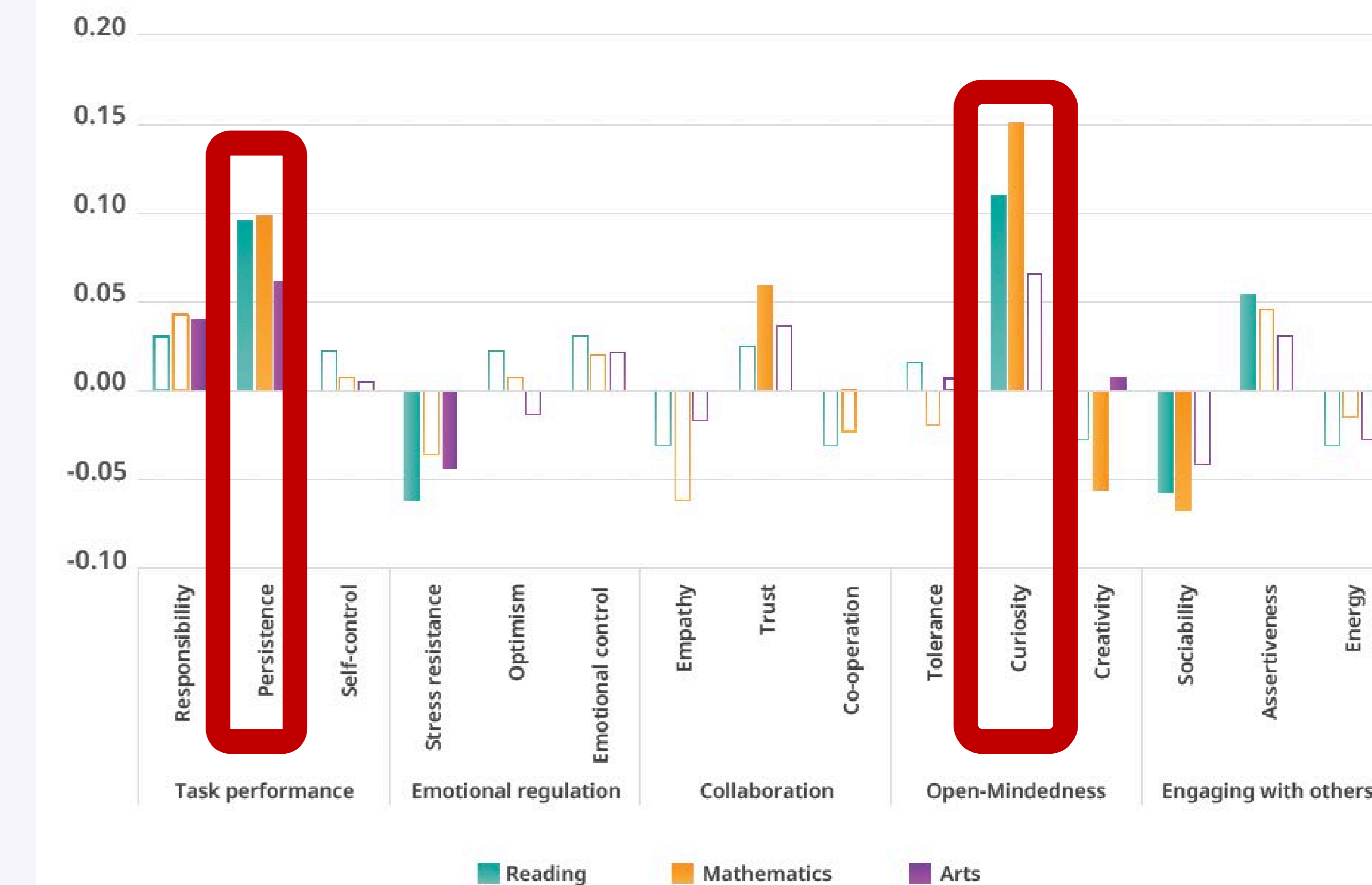


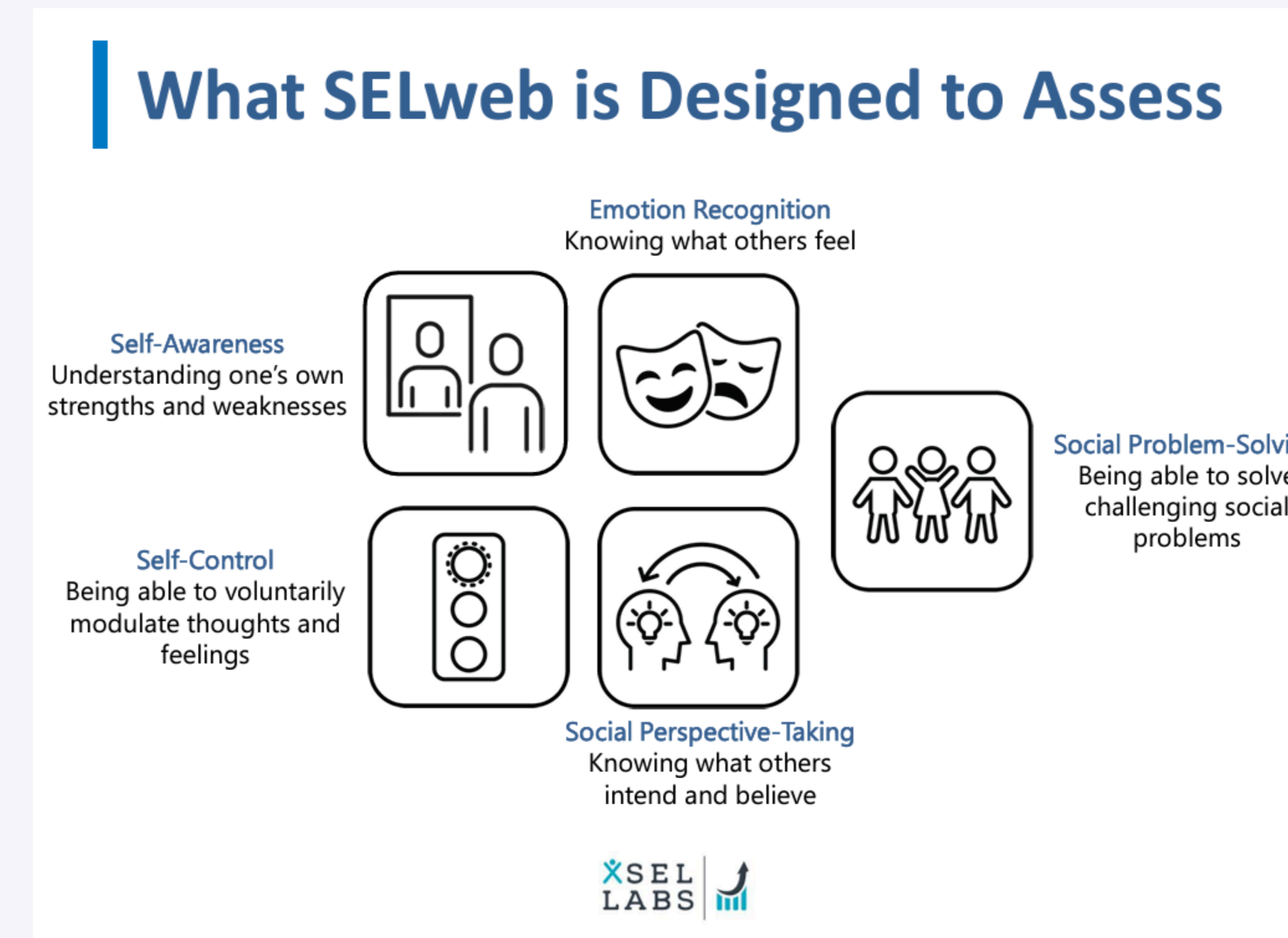
Figure 2. Relationship between social and emotional skills, and school performance of 15-year-old students

Coefficients of (standardised) grades in reading, mathematics and the arts on (standardised) scores on social and emotional skills scales (international average)



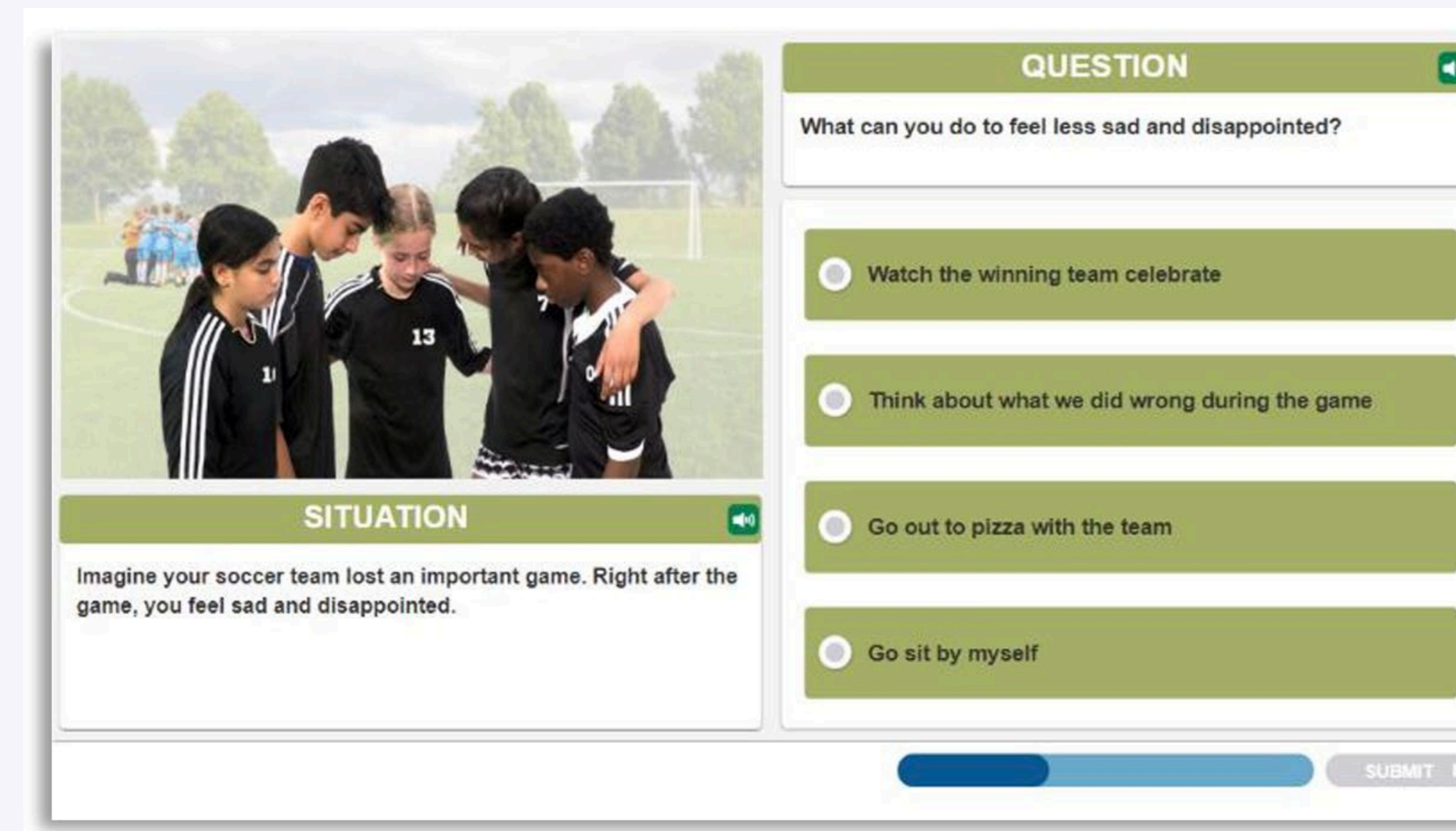
3. Evaluation to foster socio-emotional skills

- What is a good example of measurement tools that can be used for summative assessments to **identify the extent of the learning gaps** in socio-emotional skills?



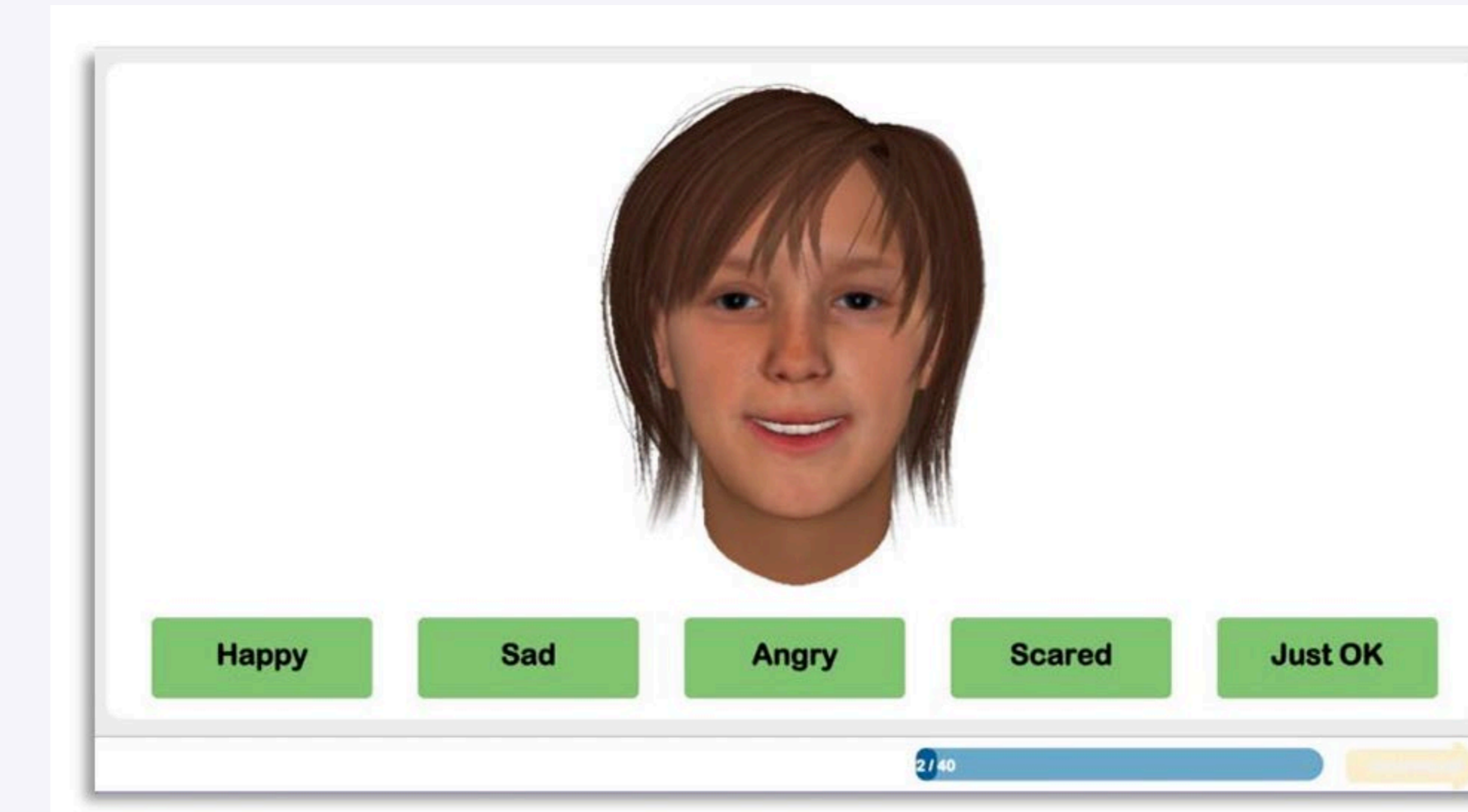
3. Evaluation to foster socio-emotional skills

Situational judgement test



The screenshot shows a digital interface for a Situational Judgement Test. On the left, there is a video player showing a group of soccer players on a field. Below the video, the text reads: "Imagine your soccer team lost an important game. Right after the game, you feel sad and disappointed." To the right of the video is a "QUESTION" box with the text: "What can you do to feel less sad and disappointed?". Below the question are four radio button options: "Watch the winning team celebrate", "Think about what we did wrong during the game", "Go out to pizza with the team", and "Go sit by myself". At the bottom right of the interface is a "SUBMIT" button.

Emotional recognition test



The screenshot shows a digital interface for an Emotional Recognition Test. It features a central image of a young girl's face with a neutral expression. Below the image are five green buttons labeled "Happy", "Sad", "Angry", "Scared", and "Just OK". At the bottom of the interface, there is a progress indicator showing "2 / 40" and a yellow arrow pointing to the right.

- What is a good example of measurement tools that can be used for summative assessments to **identify the extent of the learning gaps** in socio-emotional skills?

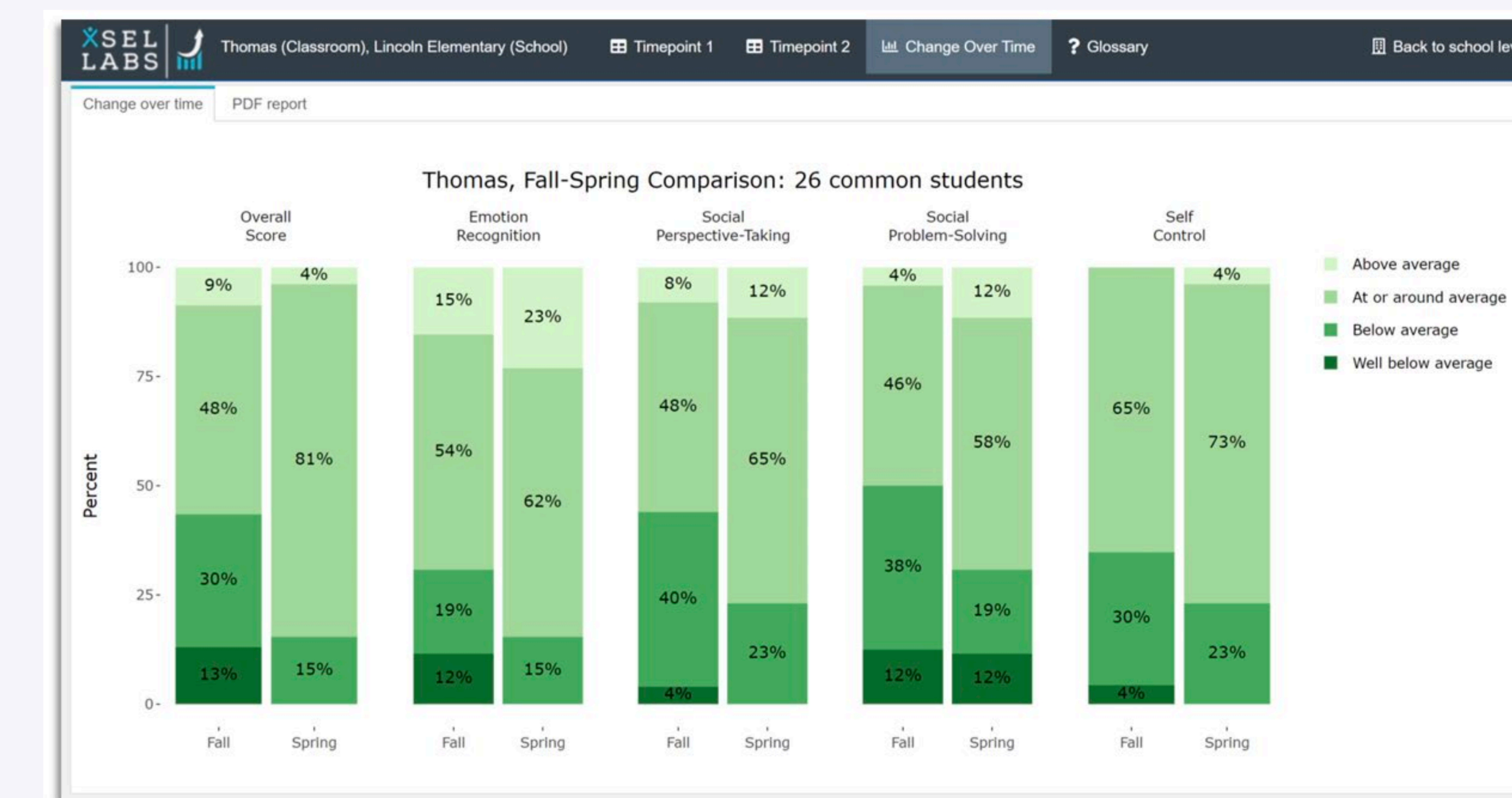
Comes with good
measurement properties

3. Evaluation to foster socio-emotional skills

Low performers



Low performers over time

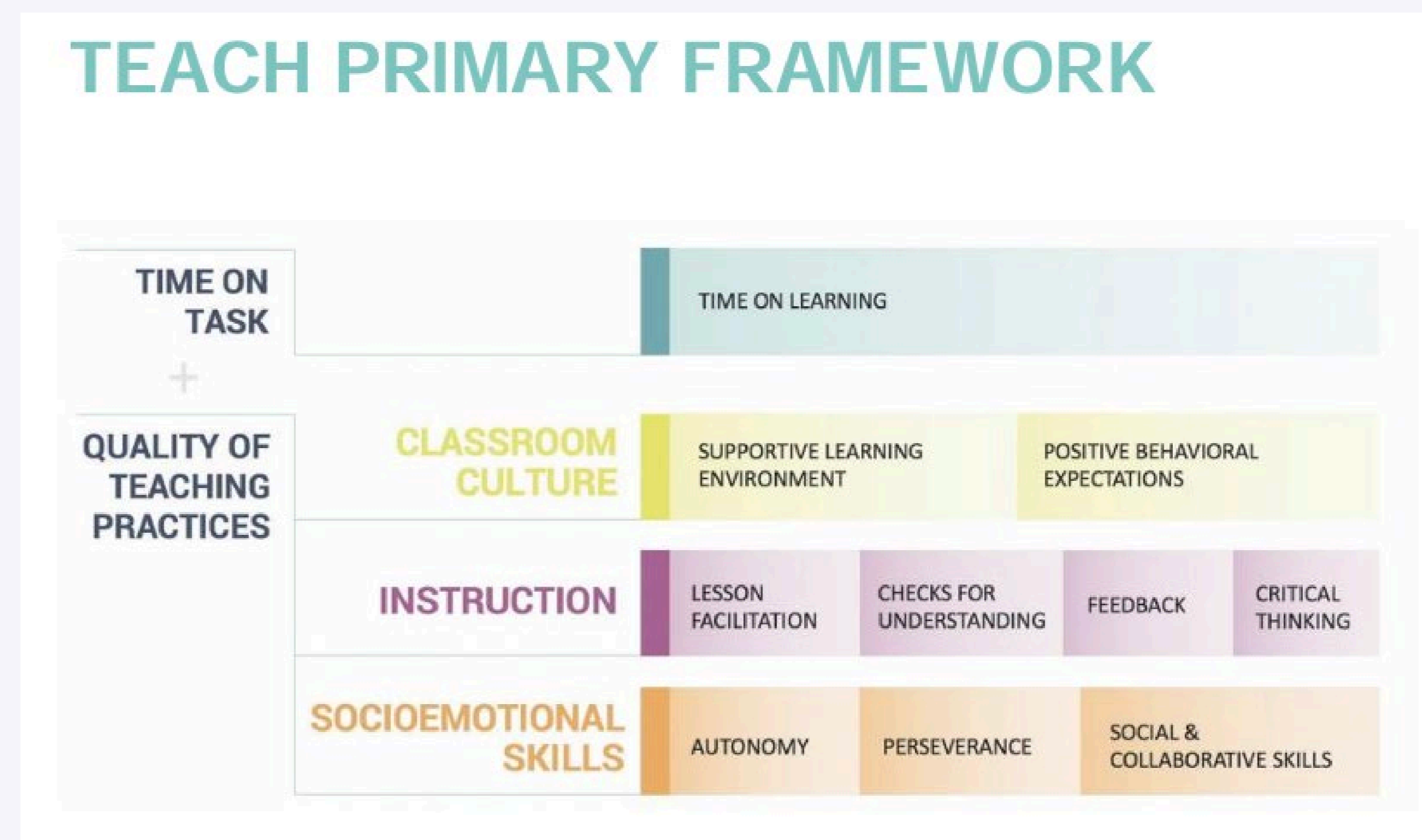
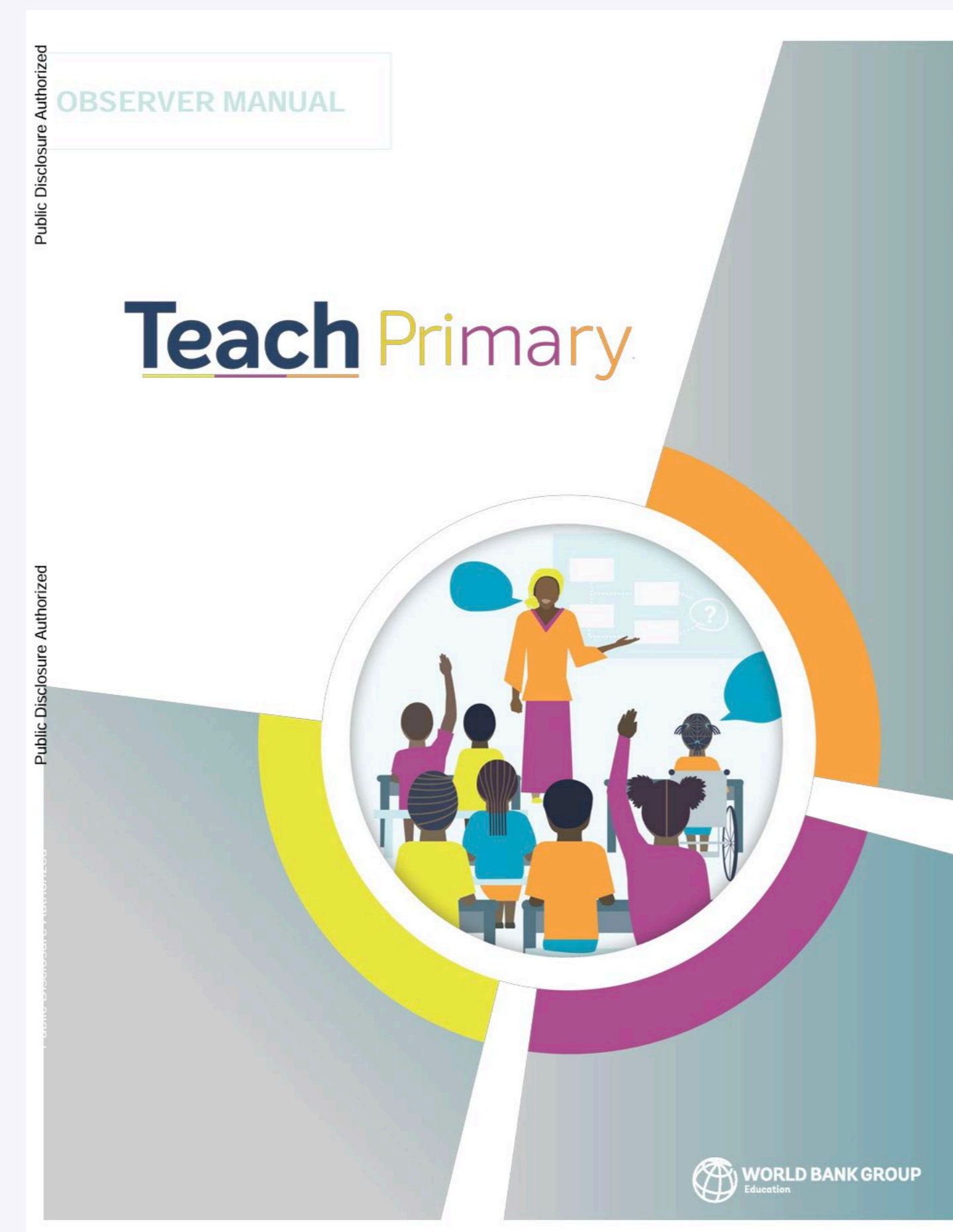


- What is a good example of measurement tools that can be used for summative assessments to **identify the extent of the learning gaps** in socio-emotional skills?

3. Evaluation to foster socio-emotional skills

Measuring pedagogical ability of teachers

- What is a good example of measurement tools that can be used for summative assessments to **identify the extent of the teachers' capacity gaps** in fostering learners' socio-emotional skills?



C. SOCIOEMOTIONAL SKILLS						
7. AUTONOMY						
7.1	The teacher provides students with choices	1	2	3	4	5
		L	M	H		
7.2	The teacher provides students with opportunities to take on roles in the classroom	1	2	3	4	5
		L	M	H		
7.3	The students volunteer to participate in the classroom	1	2	3	4	5
		L	M	H		
8. PERSEVERANCE						
8.1	The teacher acknowledges students' efforts	1	2	3	4	5
		L	M	H		
8.2	The teacher has a positive attitude towards students' challenges	1	2	3	4	5
		L	M	H		
8.3	The teacher encourages goal setting	1	2	3	4	5
		L	M	H		
9. SOCIAL & COLLABORATIVE SKILLS						
9.1	The teacher promotes students' collaboration through peer interaction	1	2	3	4	5
		L	M	H		
9.2	The teacher promotes students' interpersonal skills	1	2	3	4	5
		L	M	H		
9.3	Students collaborate with one another through peer interaction	1	2	3	4	5
		L	M	H		

3. Evaluation to foster socio-emotional skills

- What is the purpose of summative and formative assessments in fostering socio-emotional skills?

Summative Assessment

- Identify **those who** need support
- Identify **the extent** of the learning gaps
- Identify **the extent** of the teacher's capacity gaps

Formative Assessment

- Evaluate the **progress** students are making.
- Provide **feedbacks** to students
- Allow teachers to **adapt instructions**

3. Evaluation to foster socio-emotional skills

- What are examples of formative assessments?

FEA Examples

FORMATIVE ASSESSMENTS

- Observations
- Questioning
- Discussion
- Journals
- Assignments
- Projects
- Pop Quizzes (not-graded)
- Exit/Admit Slips
- Learning/Response Logs
- Graphic Organizers
- Peer/Self Assessments
- Written Questions/ Exercises
- with Short, Extended or
- Multiple-choice Answers

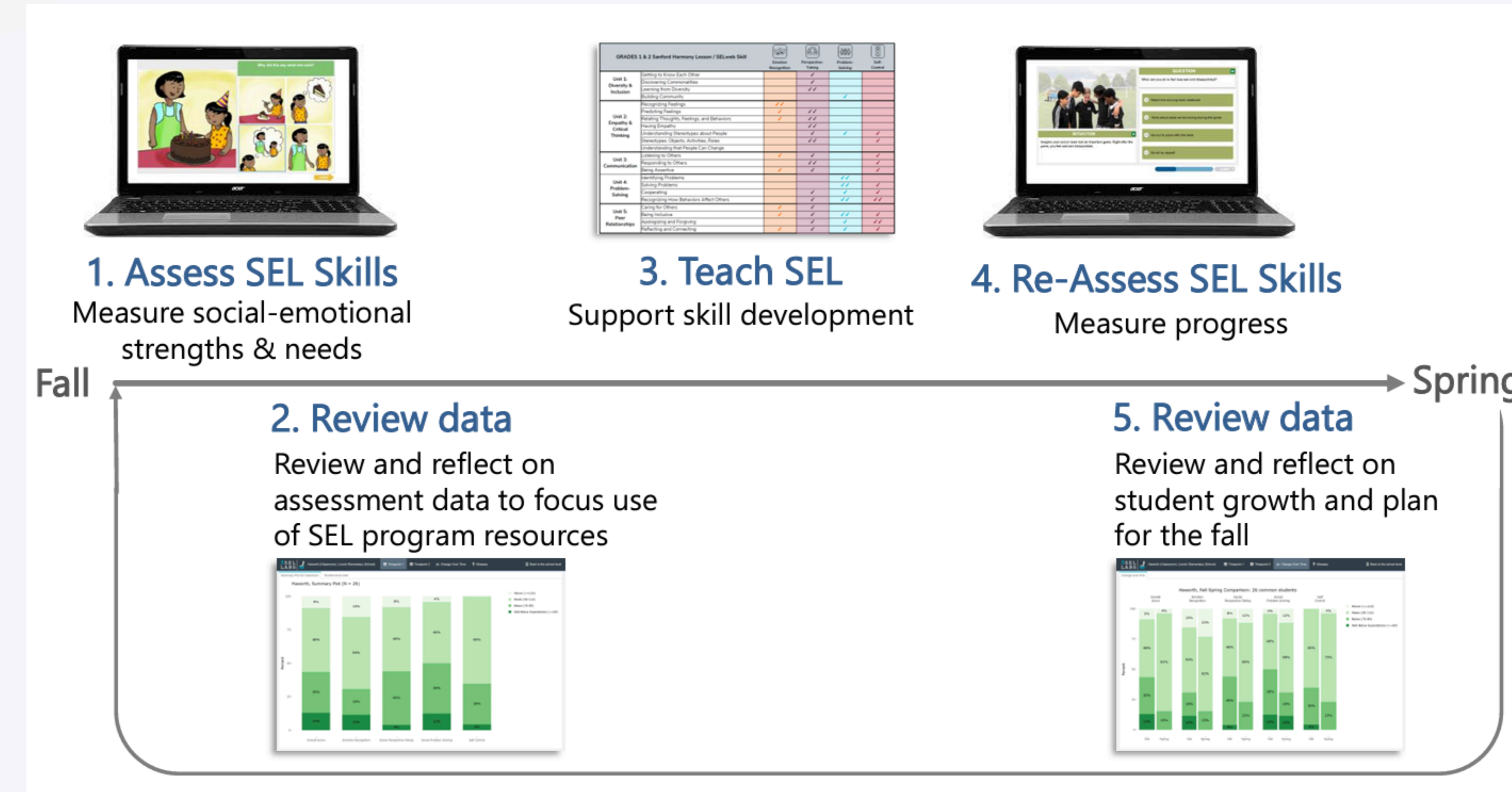
- Practice Presentations
- Diagnostic Tests
- Visual Representations
- Kinesthetic Assessments
- Individual Whiteboards
- Four Corners
- Think Pair Share
- Appointment Clock
- Simulations/Business Games
- Conferencing/Reviews
- Meaningful Homework Assignments

63

<http://wvde.state.wv.us/teach21/ExamplesofFormativeAssessments.html>

3. Evaluation to foster socio-emotional skills

- What is a good example of measurement tools that can be used for formative assessments to (a) evaluate the students' progress, (b) provide feedbacks, and (c) allow teachers to adapt instructions to foster students socio-emotional skills?



3. Evaluation to foster socio-emotional skills

Rubrics

Scoring guide that assesses and articulates learners' abilities and expectations for an assignment

- What is a good example of measurement tools that can be used for formative assessments to **(a) evaluate the students' progress, (b) provide feedbacks, and (c) allow teachers to adapt instructions** to foster students **socio-emotional skills**?

	Exemplary (4 points)	Proficient (3 points)	Progressing (2 points)	Emerging (1 points)
Perspective Taking	Consistently demonstrates an ability to take the perspective of others	Usually demonstrates an ability to take the perspective of others	Sometimes demonstrates an ability to take the perspective of others	Rarely demonstrates an ability to take the perspective of others

www.quavered.com/wp-content/uploads/2021/11/SEL_CreatingRubrics4SEL_Booklet_v2_web.pdf

Benefits

- Enhance consistency in scoring and support valid judgement of performance
- Explicit assessment criteria facilitates **students' self-assessment** and help navigate during the learning progression.
- Defined skill levels create clear expectations of performance, making scoring more transparent and facilitating **teachers' feedbacks** on students work


Evidence

- A review of 63 studies showed used of rubrics in improving academic skills (Brookhart and Chen, 2015).
- Other studies have shown the use of rubrics increases students' self-efficacy and self-regulations (Andrade et al, 2009, Panadero et. al, 2012).
- Studies also assessment of creativity using rubrics not only helped teachers to assess and give students feedbacks but also helped students to think creatively (Brookhart, 2013).
- Study also showed assessment of music performance using rubrics enhanced students' self-reflection and motivated them to be more sensitive and critical about their work.

3. Evaluation to foster socio-emotional skills

- What is a good example of measurement tools that can be used for formative assessments to (a) evaluate the students' progress, (b) provide feedbacks, and (c) allow teachers to adapt instructions to foster students socio-emotional skills?

CRITICAL AND CREATIVE THINKING RUBRIC – GRADUATE PROGRAMS
Adapted from the AACU LEAP rubrics, the Bases of Competence skills, Ontario Council of Academic Vice-Presidents' Graduate Degree Level Expectations, and the University of Guelph Learning Outcomes


UNIVERSITY OF GUELPH
CHANGING LIVES
IMPROVING LIFE

Definition

Critical and creative thinking is a concept that refers to the application of logical principles, after much inquiry and analysis, to solve problems with a high degree of innovation, divergent thinking and risk taking. Those mastering this outcome show evidence of integrating knowledge and applying this knowledge across disciplinary boundaries. Depth and breadth of understanding of disciplines is essential to this outcome. At the graduate level, originality in the application of knowledge (master's) and undertaking of research (doctoral) is expected.

	Introduce 1	Reinforce 2	Master 3
Independent Inquiry and Analysis <i>A systematic process of exploring issues, objects and works through the collection and analysis of evidence that result in informed conclusions or judgments</i>	Asks appropriate questions and finds evidence related to inquiry of material with a critical eye. Comprehends how the methods of research and inquiry are used to create and interpret knowledge in the discipline.	Critically evaluates research and scholarship in the discipline. Appreciates and addresses complex issues using established principles and techniques, and potential contributions of other interpretations or disciplines. Develops and supports a sustained written argument or shows originality in knowledge application (master's).	Designs and performs original research to answer questions and / or test hypotheses, or other scholarship, of quality sufficient to satisfy peer review. Undertakes pure and / or applied independent research to an advanced level (doctoral). Appreciates the limits of their work and discipline.
Problem Solving <i>Is a process in which one works through a series of operations to come to a conclusion</i>	Identifies issues and creates a plan to manage the problem.	Identifies and solve issues in a creative manner. Considers and rejects less acceptable approaches to solving the problem and creates and follows a plan.	Sets out to solve issues in creative ways that will not only solve a current issue, but also looks to the future to prevent similar problems. Evaluates the appropriateness of different approaches to solving problems; devises arguments using these methods and articulates reasons for choosing the solution
Creativity <i>Involves the ability to adapt to situations of change, to initiate change and to take intellectual risks</i>	Recognizes creative solutions to problems and seeks for beneficial future changes.	Shows a creative mind that is also able to look at long-term goals. Considers change in an innovative way.	Exemplifies the capacity to think in untested and innovative directions and take intellectual risks. Contributes to development and / or innovation in their academic or professional field (e.g. skills, techniques, ideas) (doctoral).

Conclusion

- **Evaluation is part of a broader strategy to foster socio-emotional skills**

Strategize

- Set learning objectives (and standards)
- **Identify learning gaps (summative assessment)**
- Evaluate existing curriculum, school climate, and **teachers**
- Identify the best approach (e.g., curriculum, school climate) and program



Prepare and Deliver

- Adapt teaching and learning materials
- Deliver teachers' training
- Deliver the program
- **Evaluate the progress students are making and provide feedbacks (formative assessment)**



Conclusion



- Evaluation must be part of a broader strategy to foster socio-emotional skills.
- Both summative and formative assessments play key roles in fostering socio-emotional skills.
- There are reliable and valid instruments to measure socio-emotional skills (self-assessments, task-performance, and rubrics).
- These instruments can be used for evaluations based on summative and formative assessment.
- Schools that are interested in strengthening learners' socio-emotional skills are encouraged to work with educational assessment experts to explore and use these measures to evaluate to foster socio-emotional skills.

Thank you!

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