

Social and Emotional Learning: Integrating Culturally Responsive Model in Online Learning

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ABSTRACT

The paper is conceptual literature. The goal to describe the model of learning, social and emotional learning by integrating culturally responsive teaching in online learning in higher education level. In actuality, students struggle with negative emotions that obstruct their learning, such as anxiety, loneliness, a lack of excitement, a lack of confidence and also the condition of online learning because of pandemic Covid-19. Students will be exposed to an inclusive learning environment as a result of integrating SEL and CRT into the curriculum, resulting in equitable participation in academic debates and positive SEL outcomes.

Keywords: *social and emotional learning; culturally responsive teaching*

INTRODUCTION

While there are a variety of reasons for students' disruptive and disengaged behavior, it appears to be linked to an increase in unfavorable social-emotional and mental health outcomes during the pandemic (Hamilton & Gross, 2021). This may have had a role in youngsters' increased feelings of social isolation and loneliness (Loades et al., 2020). As a result, academics have proposed that schools should reinvest in a relational approach and pay more attention to students' emotional needs by integrating social-emotional learning (SEL) methods (Darling-Hammond et al., 2020).

Emotional intelligence has a wide range of applications, with education being one of the most common (EI). Emotional intelligence is a collection of hierarchically organized basic talents and skills for recognizing, expressing, processing, and regulating emotions in oneself and others (Schneider, 2013).

Emotional intelligence is a type of intelligence that has a major impact on a variety of life outcomes, including job success and life happiness (Wong, 2016). Higher levels of emotional intelligence have been linked to a slew of good intrapersonal outcomes. Greater subjective well-being, as measured by indices like positive affect, life satisfaction, and improved mental health (Schutte, 2014), are among these effects.

Social Emotional Learning (SEL) is "the process through which students and people learn to recognize and manage their emotions, create, and attain positive objectives, feel and exhibit empathy for others, form and sustain meaningful relationships, and make responsible decisions. Socio-emotional learning is defined as a collection of abilities and characteristics that are both inherently valuable and influence children's growth and results.

Emotional intelligence (EI) skills such as self-awareness, self-management, social awareness, relational skills, and responsible decision-making are all developed through social and emotional

learning (Lubit, 2019). The development, adjustment, and success of higher education students are dependent on social and emotional skills in these five SEL areas (Srinivasan, 2019).

Research has demonstrated that social and emotional competences in these five SEL domains are critical to higher education students' development, adjustment, and success (Conley, 2015). Many districts and several states have created developmentally appropriate SEL standards for middle and high school programs using the CASEL framework as a guide. While there is a growing interest in the SEL approach, nevertheless, social and emotional competences in higher education have not yet been as organized, structured, or uniformly applied as those for younger scholars (Conley, 2015).

Culturally Responsive Teaching (CRT) is an instructional technique that respects the value of students' cultural settings in all elements of social and emotional learning (Jones et al., 2013), it is designed to assist students who are culturally and linguistically diverse in the classroom (Gay, 2000). The goal of CRT is to ensure that students from other cultures are treated equally and fairly, and that they are exposed to educational content that does not deny or dismiss their cultural values. By utilizing learning styles that differ from student to student, a culture-oriented education strategy that combines many aspects and brings them together under one roof helps students find their theoretical knowledge in everyday life (Gümüş, 2021).

Students can study in an atmosphere that encourages social and emotional support and develops social and emotional competences, which aid in the development of life skills, by using the CRT approach. Promoting the development of culturally responsive SEL skills increases teachers' ability to maintain their own health, well-being, and emotional resilience (Donahue-Keegan et al, 2019). This study adds to the existing literature by proposing a CRT-SEL model to satisfy the expanding needs of higher education students. Understanding other perspectives on issues, respecting each other's abilities, and cultivating empathy are all advantages of culturally responsive SEL for teachers and higher education students.

The lack of inclusive social interactions at higher education institutions could be a factor in underprivileged students' failure to complete degree requirements (Gardner, 2008). Access to the capacity to participate in student organizations, particularly among undergraduate college students, may add to the overall social experience. Professors' involvement in identifying methods to aid in the improvement of enhanced graduation rates among their culturally diverse student populations is also important. Professors must acknowledge and value student cultures in higher education settings when determining their role in closing the current college completion gaps among minority student groups. Professors and staff that are aware with CRT's tenets and methodology, as well as SEL's core competencies, will be more equipped to support international students' academic advancement and overall growth in higher education (Hammond, 2014).

Banks (1994) reported on multicultural education research that revealed the importance of using varied student groups' cultural experiences in the classroom. Other scholars have highlighted the idea of culture as an important and helpful teaching and beyond classroom contexts (Rhodes, 2015; Harmon, 2012). Ladson-Billings (1994) has added to the topic of CRT by expanding on Banks' theory of multicultural education. Positive academic performance results were discovered when teachers expected high levels of excellence from their students on classroom assignments and evaluations, productive behavior and attitude actions, cultural competency, and an awareness of power inequalities to overcome societal conflicts. To continue the conversation, Ladson-Billings (1994) highlighted CRT as a technique that improved the quality of life.

Although social-emotional learning appears to be the newest educational trend, it is not without debate. Many states are beginning to see the value of providing SEL teaching and will likely start

requiring it in schools. However, identifying procedures to follow for a seamless implementation while dealing with issues like time, money, and resources, as well as stakeholder buy-in, remains a difficulty. These factors must be taken into account if a SEL implementation strategy is to be successful.

Previous research on SEL in higher education has found that it is linked to improved academic performance and adjustment to university life (Wang et al., 2012); a higher retention rate (Wyatt & Bloemker, 2013); and benefits beyond graduation, such as achieving career goals, building positive interpersonal relationships, and maintaining better mental and physical health (Wang et al., 2012; Conley, 2015). Although research has shown the benefits of CRT and its contributions to positive SEL environments (Robinson-Ervin et al., 2011) that are conducive to international students' academic achievement and career success, as well as their overall social and emotional well-being (Sobel & Taylor, 2011), research has also shown that IHE faculty lack the necessary training and skill sets.

This research sought to answer the following questions: (1) How can higher education teachers create a culturally responsive social and emotional learning environment? (2) What are some best practices that facilitate academic learning among students through a culturally responsive social and emotional learning environment?

The goal of this essay is to look at several ways to include social-emotional development into the higher education. Prior studies will be examined for information on the most effective method of CRT implementation. Following a discussion of proven practices, recommendations and their consequences will be presented to help students make a smooth transition to next level. These suggestions are based on the original author's school's implementation procedure. As part of the implementation strategy, potential bottlenecks such as time management, financial considerations, and stakeholder buy-in will be considered. A step-by-step method for aiding school leaders in the process of incorporating social-emotional learning into the classroom will be detailed. A good plan will persuade all parties concerned, including administrators, parents, and teachers, of the importance of social-emotional learning.

Social and Emotional Learning (SEL)

In 1994, the Collaborative for Academic, Social, and Emotional Learning (CASEL) was founded, with SEL referring to explicit instruction and learning approaches that help students acquire skills and attitudes in five competency domains: self-awareness, self-management (e.g., self-regulation), relationships skills, social awareness, and responsible decision making (Weissberg et al., 2015). CASEL's definition of SEL was amended in 2020 to highlight educational equity through true school-family-community collaborations to co-create rigorous and relevant curriculum and teaching that contribute to safe, healthy, and communities (Niemi, 2020; also see Mahoney et al., 2020).

Situated and embodied learning approaches, defined as learning through engagement in "authentic activities, contexts, and cultures of the learners," are consistent with this shift and emphasis for SEL to address educational equity by including families and communities in the design of authentic and meaningful curriculum for students in specific communities (Liew, Erbeli et al., 2020).

Furthermore, when SEL programs and interventions do not take into account learners' sociocultural contexts, as well as their neurobiological and behavioral assets and vulnerabilities (i.e., children's executive functioning abilities and temperament traits, including possible morphological, neurophysiological, biochemical, and metabolic phenotypes), SEL can inadvertently champion or problematize social, emotional, and behavioral skills that are common among specific, particular groups.

McCallops et al. (2019) conducted a comprehensive evaluation of school-based SEL treatments in urban schools, focusing on intervention studies conducted during the second decade of the twenty-first century. We used parts of the scoping review methodology to search and screen the published empirical literature on SEL and embodied learning, given that no school based SEL intervention studies had been conducted in Japan or South Africa (McCallops et al., 2019) and the updated definition of SEL in 2020 to emphasize educational equity.

It's crucial to remember, however, that SEL does not take the role of core instructions. Instead, when taught as a supplement to the regular curriculum, social-emotional learning benefits students of all backgrounds and improves their overall school experience (Shriver & Weissberg, 2020). Students are more likely to respond to learning in the school environment when their social-emotional needs are considered. This is especially true for students who have been through trauma or had negative childhood experiences and find it difficult to meet the demands of the school day (Parker & Hodgson, 2020).

While evidence shows that SEL improves academic performance, there are objections opposing its use in public schools. Opponents of social-emotional learning believe that it is manipulative and aims to mold students' personalities into a common expectation, robbing them of their individuality (Zhao, 2020). Similarly, some politicians repeatedly oppose bills regarding supporting social-emotional development, arguing that more time should be focused on academic instruction rather than developing soft skills (Stringer, 2019). Opponents also worry that, rather than teaching kids to develop their own opinions about political matters, social-emotional learning may affect their future political beliefs (Stringer, 2019).

Advocates for social-emotional learning, on the other hand, try to persuade opponents that SEL is necessary for students to grow into successful, functional individuals in society. Advocates of social-emotional learning claim that kids who develop their ability to understand their own emotions and empathize with others will be more successful later in life (Burroughs & Barkauskas, 2017).

Some even argue that social-emotional learning is required for full human development, especially in the early years (Ahmed et al., 2020). If students do not have a typical social-emotional environment at home, schools can use an appropriate SEL curriculum to teach these abilities. Students who have had traumatic or unfavorable childhood experiences (ACES) at home can have an equal chance at success.

Three themes emerged from the literature as essential components for SEL to be effective. Positive teacher-student connections, diversity and acceptance, and student voice were all factors that influenced the learning environment (Farrel, 2019; Zalaznick, 2020). Students flourished in an environment in which they felt supported and valued by their professors, and were thus more receptive to SEL training (Elias, 2014).

SEL education that incorporated discussions about diversity and inclusiveness, on the other hand, generated an optimal learning environment for all parties involved (Farrell, 2019). Students valued a classroom in which they felt they had a say in their education and that their teachers understood them (Zalaznick, 2020). Students were more likely to improve in their grades when all of the elements were in place.

Culturally Responsive Teaching (CRT)

CRT equips teachers to work with students who are culturally, ethnically, racially, or linguistically diverse. Teachers who use CRT value their students' cultural and linguistic resources and see this knowledge as capital to build on rather than a barrier to learning; these teachers use this capital (i.e.,

personal experiences and interests) as the foundation for instructional connections to help students learn and develop (Aceves & Orozco, 2014).

Educators must have a basic awareness of the identities, cultures, customs, background knowledge, and linguistic repertoire of the pupils in their classrooms; otherwise, the goal of teaching would be unfulfilled. Discussing and deconstructing one's own socio-cultural past, values, and sharing cultural identification can be awkward for many teachers, and some may consider it superfluous (Ebersole et al., 2016).

Not all students can be taught in the same way, according to Gollnick and Chinn (2017), because "their cultures and experiences influence the way they learn and interact with their teachers and peers." Students' unique needs, skills, and experiences must be recognized and validated because they come from a variety of backgrounds. If a teacher is to meet the requirements of their students' cultures, languages, and identities, they must be deliberate and intentional. The teacher's self-reflection is critical to the successful application of CRT. The teachers' self-awareness and self-knowledge about themselves is a critical component of CRT since without it, their attempt to employ the CRT will fail.

CRT and SEL Model

The following are the five core capabilities of SEL (Figure 1; CASEL, 2020):

1. Self-awareness: The ability to recognize and understand your own feelings and thoughts, as well as how they affect your actions.
2. Self-management: The ability to effectively regulate one's emotions, thoughts, and behaviors in a variety of settings to attain one's goals and objectives.
3. Relationship skills: The capacity to form and maintain healthy, supportive relationships, as well as navigate environments with a variety of people and groups.
4. Social awareness: The ability to comprehend and empathize with the perspectives of others, including those from other backgrounds, cultures, and circumstances.
5. Making responsible decisions: The ability to make thoughtful and productive decisions regarding one's own behavior and social relationships in a variety of contexts. 2020.

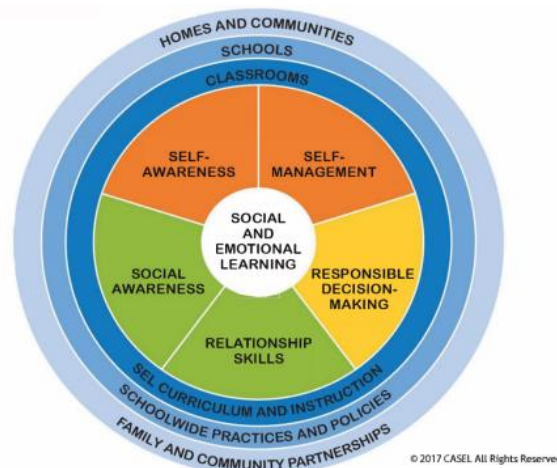


Figure 1. The five core competencies domains of SE. from “CASEL’s widely used framework identifies five core competencies” by collaborative for academic, social, and emotional learning, 2020

As indicated in the framework, the major CRT tenets and CRT educators develop and support (Sciuchetti, 2017) CRT professional development for IHE personnel improves their understanding of culturally responsive SEL theory and practice, as well as their ability to be mindful of their own and

their students' physical and emotional well-being in the classroom, with the goal of academic gain and success for higher education students.

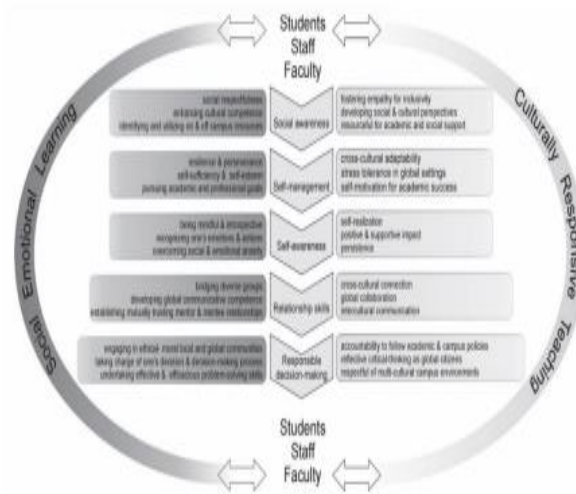


Figure 2. Higher education students' culturally responsive social emotional learning skills model

A guiding paradigm for culturally responsive SEL professional development, as shown in Figure 2. It shows how SEL abilities, core competencies, and the fundamental CRT concepts all work together to support and align one another. With IHE international students and faculty and staff in mind, this model is based on and inspired by previous literature on CRT (Ladson-Billings, 2014); SEL (Asgedom & Even, 2017; Keene, 2018); and the integration of CRT and SEL in teacher education programs (Donahue-Keegan et al., 2019; Markowitz, 2019)

IHE foreign students, as well as the demands of IHE teachers and staff, were taken into consideration. We aimed to improve IHE foreign students by picking CRT ideas and strategies that are relevant to them (Figure 2). Personnel's culturally sensitive SEL abilities, which will help the organization. Learning of overseas students in classrooms and on campuses.

The Role of Crt and SEL in Higher Education

Within the context of CRT, SEL plays an important role in influencing international students' behaviors (Sciuchetti, 2017). CRT incorporated into SEL environments allows a nurturing learning context for international students' "academic, psychological, social, emotional, and cultural well-being" (Sobel & Taylor, 2011, p. 25).

There is a growing body of knowledge about mental health promotion and prevention. Due to the increased prevalence of mental health issues in higher education, prevention of mental health issues is becoming more important. A group of college students who face social and emotional difficulties on a regular basis (Conley et al., 2013, 2015). Unlike their local counterparts, international students come from a variety of backgrounds.

Prior to coming in the host nation, students have limited access to cultural norms in the United States, as well as social and emotional understanding. Many international students find it difficult to participate actively in academic forums and acclimatize to college life in a foreign country (Pentón Herrera, 2020).

As a result, students experience unpleasant feelings that interfere with their learning, such as anxiety, loneliness, a lack of enthusiasm, and a lack of confidence. According to researchers, the more

SEL and CRT are integrated into the curriculum, the more students are exposed to inclusive learning settings, which leads to more equitable involvement in academic debates and favorable SEL outcomes (Hastings & Jacob, 2016; Herrera & Javier, 2020).

To incorporate SEL into CRT instruction in IHEs, educators must learn how to build trust with international students, use a variety of assessment tools and approaches appropriate for international students' language proficiency levels, evaluate instructional content that meets international students' needs, provide various forms of feedback, and foster positive relationships between school, home, and local communities (Gay, 2002a; Sciuchetti, 2017).

Culturally responsive and SEL educators are those who learn how to use evidence-based instructional strategies to create a learning environment that allows international students to develop academic skills and knowledge based on their own cultural backgrounds, unique cultural practices, values, and norms (Aceves & Orosco, 2014; Sciuchetti, 2017).

According to the TESOL International Association [TESOL IA] (2010), educators must understand and be comfortable with international students' cultural communities, as well as be knowledgeable about how to use the linguistic, cultural, and sociocultural resources they bring to the curricula to support their academic development. Due to the authentic context in which overseas students are able to learn in a culturally responsive learning environment, they become active agents in their learning.

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