Assessing Social and Emotional Skills

Concurrent sessions 2
Session 2.1

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Assessing Social and Emotional Skills

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What is Social and Emotional Learning (SEL)?

- understand and manage emotions,
- set and achieve positive goals,
- feel and show empathy for others,
- maintain positive relationships,
- make responsible decisions.
Effective SEL programs must include:

- a well-researched pedagogical approach
- clear, measurable goals
- tools for monitoring and assessing progress

Kaizen culture - methodology that pushes forward the continuous improvement based on the constant small positive changes that can result in major and more significant growth.

Thus, SEL assessment needs to be continuous and backed by data analytics.
SELF REPORTS

Advantage:
easy to obtain and can be anonymized

Challenges:
- Stated versus revealed preferences - Learners view of abilities but might not accurately reflect how they actually think and perform a skill.
- Time consuming, long and boring
- Difficult to find scales that measure all aspects of a specific skill

- Interpersonal Reactivity Index (Davis, 1980) for Empathy
- Cognitive and Affective Mindfulness Scale - Revised (Feldman, et al., 2006), Fears of Compassion Scale (Gilbert, 2011) for Compassion
2. Scenario-Based Analysis

Participants are provided real-life like scenarios and are asked to make choices to evaluate their skill/competency of that skill.

Advantage
Can be interesting, engaging and provide fairly reliable insights.

Challenge
Cannot be created for all SEL competencies
Might have cultural challenges in implementation
2. Scenario-Based Analysis

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Example: Advantage: can be interesting, engaging and provide fairly reliable insights.

Challenges:

Cannot be created for all SEL competencies

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Digital performance based Frameworks

- Collaborative
- Immersive
- Experiential
- Learner-Led
- Performance based
- Motivation & Reward
3. Performance-based Digital Assessments

Rooted in empirical evidence and common sense, can be implemented digitally, and can explain the internal mechanisms of the mind and body through which such changes may occur.
4. Emotional Perspective-Taking

Participants are presented with scenes of two actors enacting various social interactions. Situations may be emotional and neutral situations. The face of one actor is masked. Each scene is followed by a response screen in which the participants need to reflect on and select how the masked actor would feel in each situation.
5. Digital Games for SEL Assessment

“Hall of Heroes”, is a game based social skills assessment system. It assesses children’s social problem-solving strategies and aptitudes across six domains.
<table>
<thead>
<tr>
<th>Competency</th>
<th>Description</th>
</tr>
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<tbody>
<tr>
<td>Impulse Control</td>
<td>Degree to which the child can stay focused and on task while problem solving</td>
</tr>
<tr>
<td>Emotional Regulation</td>
<td>Degree to which the child can control what he or she does and says in an emotionally charged situation</td>
</tr>
<tr>
<td>Communication</td>
<td>Degree to which the child is able to communicate clearly and respectfully, as well as listen accurately in conversation with another character</td>
</tr>
<tr>
<td>Empathy</td>
<td>Degree to which the child demonstrates caring for and understanding of another character.</td>
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<tr>
<td>Co-operation</td>
<td>Degree to which child demonstrates teamwork with another child in order to solve the problem.</td>
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<tr>
<td>Social Initiation</td>
<td>Degree to which the child initiates social play appropriately with others</td>
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</tbody>
</table>
“Today you get to play an online game for 45 minutes. You’ll get to create an avatar to represent you in the game and customize how it looks. Your avatar will be a student at Hall of Heroes, a virtual school where the students are learning to be super heroes. In each scene there will be a problem: maybe you can’t find your class, or there might be students who are bothering you. Try your best to solve these problems just like you would if they happened at your real school.”

Based on performance students were assigned to one of three categories:

- Low (Emerging),
- Medium (Improving)
- High (Proficient)
Cultural differences in SE skills
Correlation between SE skills

- Emotion regulation
- Empathy
- Social initiation
- Cooperation
- Communication
- Impulse control

Spearman Correlation:
- Negative
- One
- Positive

* - Significant at 0.05
** - Significant at 0.01
SEL Assessment

- Assessment for learning rather than of learning
- Important to use a strengths versus difficulties approach
- Growth mindset
- Digital pedagogies offer promise in both cultivation and assessment.
- Fertile ground for research
THANK YOU!

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