

PRED 58A
SOCIAL AND EMOTIONAL LEARNING IN EARLY YEARS
FALL 2020

Thursdays 14:00 -16:50

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ZOOM info Meeting ID: 953 3503 4785
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OFFICE HOURS Monday 13:00-14:00

TEXT Durlak, J. A., Domitrovich, C. E., Weissberg, R. P., & Gullotta, T. P. (Eds.). (2016) *Handbook of social and emotional learning research and practice*. New York, NY: Guilford Press.
Additional published research articles

OVERVIEW AND OBJECTIVES

This course is designed to address one of the outgrowing areas of research and practice “social and emotional learning (SEL)” in recent years. Developing and supporting SEL in childhood years is gaining attention of policymakers as well. Thus the course will cover many topics from multiple areas of research, practice and policy. There are four main objectives of this course:

- (a) to have an in depth understanding of SEL skills,
- (b) to explore current topics of SEL practices and policies,
- (c) to have a critical view of recent research on SEL, and
- (d) to discuss intervention and prevention programs designed to build children’s skills for managing emotions, showing concern for others, making responsible decisions, and forming positive relationships.

In the end of the semester, four tasks are aimed to be accomplished: (a) by reading major critical views addressing issues and challenges related to areas of SEL, (b) by providing thoughtful insights of the readings, (c) by writing a paper focusing on the topic of choice, the students will gain the skills related to reading and understanding of research articles and producing literature review, and (d) by presenting, it is hoped to have students advance their presentation skills which they will need in their academic careers.

COURSE EXPECTATIONS AND GRADING

Grades will be based on 4 components:

1. Reflection Papers 10 points each, 3 in total (30%)
2. Final Paper (40%)
3. Discussion leading (20%)
4. Attendance and Participation (10%)

The instructor reserved the right to reduce the score on any assignment by 20% for those not turned in on time. For example, on an assignment worth 10 points that is turned in a day after, you could receive a maximum of 8 points. After a day, you will receive “0” for the late assignment. No assignments through e-mail will be accepted.

ATTENDANCE AND PARTICIPATION

Seminars provide many opportunities for in-class learning activities and discussions. Class participation involves coming prepared, asking thoughtful questions, contributing to the ideas that other students present, actively thinking about in-class activities, etc. The goal is to create discussions that represent as many points of views as possible. Thus, every student should take some responsibility for speaking up and every student should take some responsibility for listening and engaging other students in the discussion. It is essential that you complete assigned readings prior to the class meeting for which they are scheduled.

DISCUSSION LEADING

Each student will choose a particular week to lead the discussion with the support of the instructor. Other students need to be fully prepared for the questions of the leader. It is expected for all to bring questions, issues, concerns, the points that are not clear, plus some great ideas that they caught in the readings. Thus it is everybody's responsibility to create a fruitful learning environment. In addition to discussing the ideas in the assigned readings, the discussion leader will bring some SEL classroom implications to the meetings. In that way, we will connect the theories to the SEL practices. The websites provided in the end will help you find out great ideas of in-class SEL practices. Each week every student will also provide examples how she/he incorporate the gained understanding of SEL into our personal and professional lives.

REFLECTION PAPERS

Additionally, every student is required to write a two-page reflection paper based on the topics discussed in the readings. The written work must be thoughtful, well organized, thorough, well written, and must draw from the readings and class discussions in ways that reflect the depth of your understanding of the material covered. The paper would start with the summation of the selected article of your choice and continue with providing your reflective thoughts on one specific point you have chosen. All written work must be typed, double spaced, and spell-checked, please. During the semester, you are required to write 3 reflection papers of your choice from the readings' topics.

FINAL PAPER

Throughout the semester, major critical papers in the SEL areas of research and practice will be examined. By reading those, students will build a strong foundation to explore the current trends in practice and research. It is expected to have a final paper in the end of the semester. Every student will choose a topic/issue to discuss by using his/her gained knowledge in their masters' training. The potential list with topics is provided below. However, the students might also suggest additional topics. The final paper consisting of 10-15 pages in length will be adequate. References need to be listed in APA format.

- Definition of SEL skills. Theoretical, contextual, cultural differences based on research studies
- Conceptualization of SEL skills. Within a concept (for instance problem solving skill) and among concepts (the relationship between problem solving and building friendships).
- Development and/or adaptation for measuring SEL skills
- Parents, teachers, school administrators' understanding of SEL
- Prevention and intervention studies on SEL
- School-wide programs of SEL
- Teachers' education for SEL

ACADEMIC INTEGRITY

Academic integrity is the pursuit of scholarly activity free from fraud and deception and is an educational objective of this institution. Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabricating of information or citations, facilitating acts of academic dishonesty of others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students. A student who submits plagiarized work on any written assignment will receive a grade of F for the course.

SCHEDULE

Readings		Discussion & Reflection
22 October	Overview of the course	
29 October	NATIONAL HOLIDAY	
5 November	Chapter 1. Social and Emotional Learning: Past, Present, and Future , Roger P. Weissberg, Joseph A. Durlak, Celene E. Domitrovich, & Thomas P. Gullotta Chapter 2. Applying Theory to the Development of Approaches to SEL , Marc A. Brackett, Nicole A. Elbertson, & Susan E. Rivers	
12 November	Chapter 3. Integrating SEL with Related Prevention and Youth Development Approaches , Maurice J. Elias, Larry Leverett, Joan Cole Duffell, Neil Humphrey, Cesalie Stepney, & Joseph Ferrito Chapter 4. Culture and Social and Emotional Competencies , Michael L. Hecht & YoungJu Shin	
19 November	Chapter 9. SEL Programs for Preschool Children , Karen L. Bierman & Mojdeh Motamedi Chapter 10. SEL in Elementary School Settings: Identifying Mechanisms that Matter , Sara E. Rimm-Kaufman & Chris S. Hulleman	RP 1
26 November	Chapter 15. SEL and Student–Teacher Relationships , Amanda P. Williford & Catherine Sanger Wolcott Chapter 16. The Role of School–Family Partnership Programs for Promoting Student SEL , S. Andrew Garbacz, Michelle S. Swanger-Gagné, & Susan M. Sheridan	
3 December	Chapter 19. Assessment of SEL in Educational Contexts , Susanne A. Denham Chapter 21. Challenges and Opportunities in the Direct Assessment of Children's Social and Emotional Comprehension , Clark McKown	RP2
10 December	Chapter 25. Indicators of Effective SEL Practice , Sam Redding & Herbert J. Walberg Chapter 26. What Everyone Should Know About Implementation , Joseph A. Durlak	
17 December	Chapter 27. SEL and Preservice Teacher Education , Kimberly A. Schonert-Reichl, Jennifer L. Hanson-Peterson, & Shelley Hymel Chapter 28. Inservice Preparation for Educators , Patricia A. Jennings & Jennifer L. Frank	REF3

24 December	Jennings, P. & Greenberg, M. (2009). The Prosocial Classroom: Teacher Social and Emotional Competence in Relation to Student and Classroom Outcomes. <i>Review of Educational Research</i> , 79(1), 491-525.	
31 December	NEWYEAR	
7 January	Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D. & Schellinger, K. B. (2011). The impact of enhancing students social and emotional learning: A meta-analysis of school-based universal interventions. <i>Child Development</i> , 82(1), 405-432.	
14 January	Wigelsworth, M., Lendrum, A., Oldfield, J., Scott A., Bokkel I. ten, Tate, K. & Emery, C. (2016). The impact of trial stage, developer involvement and international transferability on universal social and emotional learning programme outcomes: a meta-analysis, <i>Cambridge Journal of Education</i> , 46(3), 347-376.	

FINAL PAPER DUE 21st of January 2021
The assignments are to be submitted to Google Drive.

ADDITIONAL READINGS

Cambridge Journal of Education, 46(3), 2016
Future of Children, 27(1), 2017
Educational Psychologist, 54(3), 2019
Early Education and Development, 31(7), 2020

WEBSITES

CASEL Center for Academics, Social and Emotional Learning <https://casel.org/>
Yale Center for Emotional Intelligence <https://www.ycei.org/>
The Ecological Approaches to Social Emotional Learning (EASEL) Laboratory
<https://easel.gse.harvard.edu/>
Current Research and Future Directions in Social Emotional Learning
<https://www.prevention.psu.edu/sel/>
Rutgers SECD Lab Social-Emotional and Character Development Lab, <https://www.secdlab.org/>
National Commission on Social, Emotional, and Academic Development,
<https://www.aspeninstitute.org/programs/national-commission-on-social-emotional-and-academic-development/>
Center on the Social and Emotional Foundations for Early Learning <http://csefel.vanderbilt.edu/>

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Distribution of Grades

100-94=AA
93-89=BA
88-84=BB
83-79=CB
78-74=CC
73-69=DC
68-64=DD
63 and below=F