BeEmotional-Techie

SOCIAL AND EMOTIONAL LEARNING & TECHNOLOGY: A REPORT ON RESEARCH AND BEST PRACTICES

Title: Social and Emotional Learning & Technology: A report on research and best practices

Editor: Susana Fonseca

Date: December 2020

Project: Be Emotional-Techie: Bridges between emotional learning and technology, Intellectual Output 2 (IO2)

Please cite this publication as:

Fonseca, S. (Ed.) (2020). *Social and Emotional Learning & Technology: A report on research and best practices*. Lisbon: Be Emotional-Techie Publications.

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Executive Summary

The present report comprises three chapters, after the Introduction.

I. Social and Emotional Learning (SEL) and Technology

In this chapter we seek to discuss the answers to the following questions: What is SEL, why is SEL important, promoting SEL in schools, SEL through technologies, and SEL-Tech challenges.

- Social and Emotional Learning (SEL) supported by technology is an innovative challenge in the area of education, from kindergarten to high school.

- Within the Be Emotional-Techie project, by using SEL and technology, that also promotes well-being and academic success, our vision is to prepare today's students for the future, which will impact in a positive way individuals, families, organizations and society in general.

- Within the scope of this project, we understand that Social and Emotional Learning (SEL) is the process of developing social and emotional competencies to positive adjustment.

- In the Be Emotional-Techie project, we will adopt an integrative proposal, taking into consideration the literature in both areas of social competence and emotional competence. Social and emotional competence are closely interconnected.

- Benefits of SEL: enhances SEL competencies, attitudes toward self and others, positive social behavior, academic performance, and decreases conduct problems, and emotional distress.

- SEL implementation components: Explicit instruction; Curriculum; Active involvement of students, school leaders, and all members of the school; Teachers' competence, training and support; Family and community collaboration and engagement; Climate; Early intervention; Intervention through all school years; and Quality implementation and adaptation.

- Based on the research available, there are evidences to endorse positive results when technologies are used in pedagogical approaches and to support learning.

- Nevertheless, more rigorous research in Europe is needed. The research can offer data and evidences, that can define, support and guide European Union policies and practices for the promotion of SEL through technologies.

- Building together the "ecosystem of social and emotional learning and technology", highlighting the major actors, factors, contexts, processes that contributes to the success and well-being of children and young people from different geographies and backgrounds.

II. Country-specific additional review

In this chapter we present the desk-research conducted by each partner in his own language and country: Greece, Hungary, Portugal and Spain.

- The research was carried after an in-depth search of publications on SEL and technologies, as well as intervention programs, successful educational strategies for children or teacher training and best practices for analyze how SEL was approached, in any school context.

- Number of publications and good practices by country: Greece (n=12), Hungary (n=21), Portugal (n=51), Spain (n=22).

- All countries have found theoretical support for the importance of developing social and emotional skills, with short- and long-term results.

- All countries stated that the changes must be significant in teaching.

- Factors that can difficult the integration of changes in schools:
  - the lack of resources and tools for SEL activities (Spain);
  - the absence of the integration of emotional education as a fundamental part in social relationships (Hungary);
  - the enhancement of intellectual development for the benefit of emotional development (Hungary);
  - the implementation of SEL with the combination of technological tools, such as: digital platforms, applications and other software (Greece);
  - the scarcity of programs for different age groups, covering the entire educational system (Greece and Hungary);
  - the integration of SEL in the curriculum (Greece);

- the qualification and training of educators and teachers (Portugal).

- Hungary and Portugal highlighted the importance of developing social and emotional competences at an earlier age, both for greater academic success and for greater social sensitivity.

- In Greece's research, there is an interest in encouraging and qualifying teachers to be able to develop these skills in their daily practice. It is also mentioned that there are professionals who in their practices take the initiative to develop emotional skills, using digital resources.

- In Hungary, practices are described to help recognize and regulate the emotions experienced as stories and reproductions of real-life situations and to develop self-awareness.

- Portugal makes reference to practices with more playful strategies and with a great pedagogical contribution - through games and group dynamics - to identify emotions and adapt behaviours to real situations.

- Spain and Portugal identified a considerable number of academic publications.

- In general, the bibliography relating SEL and technologies was scarce.

- It is necessary "a new look at the practice of emotional education in the school context".

III. Conclusions and Recommendations

In this chapter we propose five conclusions and recommendations, assuming that by using education technology, the learning process can be improved, and that education technology can be a tool to increase and spin out the students' learning.

#1. Awareness of SEL & Tech

#2. Share resources and expertise

#3. Training teachers and school leaders - SEL ethos

#4. Measurement and efficiency of SEL intervention programs in schools

#5. Public policies and funding

Social and Emotional Learning & Technology: A report on research and best practices

1. Introduction

By Maria Caldeira

When the team that proposed and thoughted about the presentation and elaboration of this project started to write and structured the Be Emotional-Techie Project, realized that one of the biggest challenges and fundamental points would be the clarifying of the concepts. We intent to understand and know what is already made in each country related to this subject, from a scientific point of view.

One of the Intellectual Outputs that we proposed has as theme "Social and Emotional Learning & Technology: A report on research and best practices – IO2", that we present in this document.

This report was organized in different parts or steps, first we intent to clarify the concept of Social and Emotional Learning (SEL) and technology, then we try to understand the importance of them and how SEL are promoting in schools, the SEL through technologies and finally what are the SEL challenges.

Each partner, from the different countries, made a specific additional review organized by an introduction, results of publications, results of best practices and conclusions.

Afterwards, the team coordinated by Susana Fonseca (ISCTE-IUL) collected all the data and information, with the purpose of making an exhaustive work of condensation and analyses of the information that all the partners produced.

As a result of all this comprehensive work we present in this document the conclusions and recommendations, that we believe will constitute a strong and serious base for the work we intent to do connected with the others Intellectual Outputs, that constitute the project.

SOCIAL AND EMOTIONAL LEARNING AND TECHNOLOGY

2. Social and Emotional Learning (SEL) and Technology

By Susana Fonseca

Social and Emotional Learning (SEL) supported by **technology** is an innovative challenge in the area of education, from kindergarten to high school.

Regardless the discussion around the negative impact of using technology, our approach and focus is on the potential and positive impact and enhancement for SEL and learning.

The interaction of the fields of human emotion and learning and digital technology is an issue of major interest, nowadays and in the near future.

Within the **Be Emotional-Techie project**, by using SEL and technology, that also promotes well-being and academic success, our vision is to prepare today's students for the future, which will impact in a positive way individuals, families, organizations and society in general.

2.1. SEL

The present report overviews the current state of SEL research and practice, with a particular focus on the European countries.

What is SEL?

The answer to this question is neither easy nor simple. This complexity is based on different factors, such as the different terms used for the concept of promoting and developing social and emotional skills, the variation across cultures and geographies, and the lack of consensus in a definition of social and emotional learning (SEL).

With regard to the different terms, it is common to find in the literature the terms "social and emotional learning", "social and emotional education", "social and emotional competencies", "social and emotional skills", "soft skills", and "non-cognitive skills".

One of the most used terms is "social and emotional learning", which emerged in 1994 in the USA, a designation spread since then by the Collaborative for Academic, Social, and Emotional Learning (CASEL, 2020).

As we said for the term, also one of the most used definitions of SEL refers that is the process through which children and adults 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 responsible decisions (Collaborative for Academic, Social, and Emotional Learning [CASEL], 2005).

Another term commonly used is "social and emotional skills" that the Organisation for Economic Co-operation and Development presents (OECD, 2015) in their work.

The term "social and emotional education" (SEE) is used in Europe (Cefai et al., 2018), in particular by the NESET network of researchers that advice the European Commission on the social dimension of education and training.

Furthermore, the definition of SEE also refers to the educational process by which an individual develops social and emotional competence for personal, social and academic growth and development through curricular, embedded, relational and contextual approaches (Cefai et al., 2018).

In the Be Emotional-Techie project and in the present report the term we use is SEL, due to the focus and centrality that we want to place on students and on the development of their learning process. However, the designation of SEE can be considered more comprehensive.

From our point of view, SEL is a **process**. A process implies a method, a set of sequential actions with an objective. Thus, SEL is a lifelong way of **development** of competencies. Those **competencies**, that can be learn, are skills or abilities or knowledges that are used appropriately in a particular situation, such as demonstrate empathy or manage our emotions. We highlight the importance of including in the definition of SEL these three keywords: i) process, ii) development, and iii) competencies.

> **SOCIAL AND EMOTIONAL LEARNING (SEL)** = process of developing social and emotional competencies to positive adjustment.

Therefore, SEL definition must involve two important dimensions: a) acquire, learn or develop, and b) apply or use.

Within the scope of this project, we understand that **Social and Emotional Learning (SEL) is the process of developing social and emotional competencies to positive adjustment**.

Concerning the keyword process, in the school context, according to the definition of SEL presented, it's important to take into consideration that both dimensions – learn or develop and apply or use - are part of a joint **process**, where one dimension cannot be isolated from the other. This mean that the acquisition of a skill *per si* is not enough, the process of learning how to use that skill in an appropriate way and behavior, i.e., the application of it, is crucial. It's this dimension of use appropriately that differentiates skills (abilities or behaviors) from competencies. We can say that a person has a competency when she/he uses a skill adequately to a specific situation and context.

Now we will focus on the **development**, another important keyword in the SEL definition. The developmental approach highlights the importance of considering the changes that occur at the biological, physical, neurological, cognitive, social and emotional level, during distinct developmental phases. The development of children and young people can be conceptualized and more easily comprehended from a human bioecological perspective (Bronfenbrenner, 1977).

Bronfenbrenner's ecological model, emphasizes that development should be studied in its ecological context (Bronfenbrenner, 1986). To this end, he developed the bioecological system theory which encompasses four principal components and their dynamic, interactive relationships: (1) *Process* (the importance of the process, as already mentioned), the interaction between an organism and its environment called proximal processes; (2) *Person*, biopsychological characteristics including personal and behavioral style; (3) *Context*, the environment in terms of nested systems which include the family, the school and the neighborhood; and (4) *Time*, the periods in which processes take place, including developmental stages and changes that occur at puberty (Bronfenbrenner & Morris, 1998).

In this theory, human development occurs in a set of overlapping ecological systems and focuses on an individual's relationship within his/her social context (Bronfenbrenner, 1979). All these systems cooperate to influence what a person becomes as he/she develops. Bronfenbrenner (1979) suggests that an individual develops within a context or ecology.

In the present project, the principal context to consider is the school, but not only. According to this model, we also include the student (Person) surrounded by microsystems (e.g., student–family, student–peers, student–school and student–neighborhood) and the relationship between the student and each of the contexts (Process). Other systems will also be involved (Context), e.g. the relationship between the school and the family, the school and the community (known as the mesosystem), the community social networks (known as exosystem), and the culture, norms, lifestyles, political and educational system (known as macrosystem). The macrosystem is particular interesting due to the different partners involved in the project, which will allow address the cultural factors. The development of a student will also be influenced by the chronosystem or temporal changes (Time), as school entry, moving school, puberty).

Based on this theory, SEL can be seen as a fundamental process that affects the positive ecological development of children and young people.

Next, our attention goes to the **competencies**, the third crucial keyword in our definition of SEL. In order to help systematize the different terms and definitions, the concept of social and emotional competence can be grouped in two domains: intrapersonal and interpersonal competencies (Domitrovich et al., 2017) or Self and Others (Cefai et al., 2018). It now seems important to us, since we already differentiate skill from competency, to clarify the difference between competency and competence. The competence implies an

evaluative judgment, by oneself or by observers, regarding the adequacy of performance. This idea of competence as an evaluation is used for social competence (McFall, 1982).

Returning to the competencies, firstly, the CASEL framework proposes the development of five core SEL competencies (CASEL, 2003), such as Self-awareness, Social awareness, Responsible decision making, Self-management, and Relationship management. Both self-awareness and self-management are intrapersonal and social awareness and relationship management are interpersonal. In each category, a set of skills can be detailed as an example:

- Self-awareness includes identifying and recognizing emotions; accurate self-perception, recognizing strengths, needs, and values; self-efficacy; and spirituality;
- Social awareness consists of perspective-taking; empathy; appreciating diversity; respect for others;
- Responsible decision making involves problem identification and situation analysis; problem solving; evaluation and reflection; personal, moral, and ethical responsibility;
- Self-management incorporates impulse control and stress management; self-motivation and discipline; goal setting and organizational skills; and
- Relationship management embraces communication, social engagement, and building relationships; working cooperatively; negotiation, refusal, and conflict management; help seeking and providing.

Secondly, another framework (Cefai et al., 2018) suggests four categories, based on two domains (self and others) and on two dimensions (awareness and management): self-awareness, self-management, social awareness, and social management.

Thirdly, OECD proposes a framework for social and emotional skills (OECD, 2015), which presents three categories: achieving goals (responsibility, persistence and perseverance, locus of control, self-efficacy), working with others (extraversion, sociability, adaptability) and managing emotions (reactivity, mood, self-confidence, self-esteem). On page 35 of the report, OECD defines social and emotional skills as "individual capacities that can be (a) manifested in consistent patterns of thoughts, feelings and behaviours, (b) developed through formal and informal learning experiences, and (c) important drivers of socioeconomic outcomes throughout the individual's life". More recently, OECD selected a set of social and emotional skills for their study on social and emotional skills, based on the Big Five personality dimensions (Chernyshenko et al., 2018): Task performance (conscientiousness) includes skills as achievement orientation, responsibility, self-control, and persistence; Emotion regulation (emotional stability) includes stress resistance, optimism, and emotional control; Collaboration (agreeableness) includes empathy, trust and co-operation; Open-mindedness (openness to experience) includes curiosity, tolerance and creativity; Engagement with others (extraversion) includes sociability, assertiveness and energy; and Compound skills includes self-efficacy, critical thinking/independence, self-reflection/meta-cognition.

Seeking to integrate the competencies in the developmental approach, the competence is acquired through the development of skills learnt by context- and cultural-related experiences with others (Lau & Wu, 2012). In line with this, we can argue that the person can learn specific competencies by interpersonal and social interactions.

In the Be Emotional-Techie project, we will adopt an integrative proposal, taking into consideration the literature in both areas of social competence and emotional competence. Social and emotional competence are closely interconnected.

The following models are references to consider.

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In the field of social competence, the social competence prism model (Rose-Krasnor, 1997) is a multilevel framework incorporating a theoretical, index and skills levels of analyses. The quadripartite model of social competence proposed by Felner and colleagues (Felner et al., 1990) presents four core elements of competence, not limited to social interactions but across multiple domains of functioning, namely:

- Cognitive skills and abilities concern to cultural and social knowledge, that includes as examples academic skills and abilities, decision-making ability, processing of information;
- Behavioral skills comprehend the knowledge and the ability to execute behavioral responses, such as assertiveness, perspective taking, conversation skills, negotiation;
- Emotional competencies involve coping and affective regulation; and
- Motivational and expectancy sets refer to value structure, moral development and sense of efficacy and control.

The social learning theory (Bandura, 1986) proposes that imitation, reinforcement and modelling influences children's social learning. This theory includes the notion of self-efficacy, which is related to self-awareness and social awareness.

In the field of emotional competence, Saarni's work is fundamental. She defines emotional competence as the functional capacity wherein a human can reach their goals after an emotional-eliciting encounter and argues that emotional competence is contextually anchored in social meaning (Saarni, 1999). She proposed eight skills as components of emotional competence:

- being aware of one's own emotions,

- discerning and understanding others' emotions,

- using the vocabulary of emotion and expressions,

- having the capacity for empathic involvement,

- differentiating internal, subjective emotional experience from external, emotional expression,

- coping adaptively with aversive emotions and distressing circumstances,

- being aware of emotional communication within relationships, and

- possessing the capacity for emotional self-efficacy.

In another proposal, emotional competence comprises three components: emotional expressiveness, emotion knowledge, and emotion regulation (Denham et al., 2003).

More recently, increasing attention has been given to emotion comprehension, that embraces the emotion knowledge. As an example, the Test of Emotion Comprehension (Pons & Harris, 2000) assesses nine components of emotional understanding.

Finally, we will look at the **positive adjustment**, the last two important keywords in the SEL definition. The term adjustment can be used as a process or as an outcome.

Through SEL, children and young people are able to define and achieve positive goals, feel and demonstrate empathy for others, establish and maintain positive relationships.

In the page 2 of the paper "Social-emotional competence: An essential factor for promoting positive adjustment and reducing risk in school children" (Domitrovich et al., 2017) the authors argues that intrapersonal skills (e.g., realistic goal setting, positive mindsets, self-control, emotion regulation, and coping strategies) are those that are needed for globally

effective functioning as an individual, whereas interpersonal skills (e.g., listening, communication, perspective taking, negotiation, and social problem solving) are those that are needed to interact successfully with others.

Another paper (Lau & Wu, 2012) comment on emotional competence as a good predictor of one's sense of subjective well-being.

In a meta-analysis (Taylor et al., 2017) refers that SEL interventions are associated with positive developmental trajectories.

In this in mind, and as already mentioned, SEL promotes the positive ecological development of children and young people.

Why is SEL important?

Based on the scientific literature, we can state that children who become skilled at SEL improve their relationships with others and also enhance academic success. The efficiency of the SEL process in emotional outcomes increase when it takes place with young children in early childhood classrooms. SEL is also an effective way to reach young children and youth who are most vulnerable (e.g., problem behavior).

Several studies have shown the positive impact of SEL programs. The outcomes most referred (Durlak et al., 2011) are cognitive, affective, and social **skills** (e.g., identifying and recognizing emotions, empathy, goal setting, perspective taking, interpersonal problem solving, conflict resolution, decision making), positive **attitudes** toward self and others (e.g., self-perceptions such as self-esteem, self- concept, and self-efficacy, school bonding such as attitudes toward school and teachers, and pro-social beliefs about violence, helping others, social justice, and drug use), **positive social behaviors** (e.g., getting along with others),

conduct problems (e.g., disruptive class behavior, noncompliance, aggression, bullying, school suspensions, and delinquent act), **emotional distress** (e.g., depression, anxiety, stress, or social withdrawal), and **academic performance** (included standardized reading or math achievement test scores and school grades).

BENEFITS OF SEL:

↑ SEL competencies

↑ attitudes toward self and others

↑ positive social behavior

↑ academic performance

↓ conduct problems

↓ emotional distress

The results of a meta-analysis conducted to review several school-based programs, revealed a positive impact of enhancing students' social and emotional learning (Durlak et al., 2011). The findings from the SEL participants - students from kindergarten to high school –, after intervention and compared to controls, demonstrated better SEL skills, attitudes, positive social behavior and academic performance, and fewer conduct problems and emotional distress. In the same study, the follow-up effect sizes, at least six months after the intervention, remained significant for all the six outcomes referred above.

Looking at the data in greater detail (Durlak et al., 2011) we can find that regarding positive social behavior, it is very interesting to see that the results of this outcome are higher when the data are from other sources (parent, teacher, observer, school records) and not from student self-reports. It can also be seen that concerning SEL skills, the lower the mean age of the students' participants and the duration of the program, the greater are the results of the SEL skills. Still, academic success can be improved 11% if the control group participated in an SEL program.

The benefits of SEL are highlighted by several authors (Cefai et al., 2018; Durlak et al., 2011; Greenberg et al., 2017; Mahoney et al., 2018; Oberle et al., 2016; Weare & Nind, 2011; World Economic Forum, 2016) and they referred the enhancement of social and emotional competencies, improvement of prosocial behavior and positive attitudes and behaviors toward self and others and school, decreases conduct and emotional problems, better academic performance, and well-being.

Some of these authors (e.g., (Mahoney et al., 2018)make a distinction between short-term outcomes (positive attitudes toward self and others) and long-term outcomes (positive behavior, academic success, mental health).

Also, these positive impacts and evidence of the benefits of SEL have been found across various countries, cultural contexts and socio-economic backgrounds (Cefai et al., 2018; Greenberg et al., 2017; Taylor et al., 2017; World Economic Forum, 2016).

Although, in a recent meta-analysis to clear up the effectiveness of interventions adopting a whole school approach to enhancing social and emotional development (Goldberg et al., 2019), it was found that the intervention effects, at post-intervention, where significant only for social and emotional adjustment (social or emotional skills, and attitudes toward self and others), behavioral adjustment (positive social behavior, conduct problems, victimization, and risky behavior), and internalizing symptoms (reducing psychopathology, such as depression and anxiety, and also feelings of wellbeing). The effect for school performance (academic achievement, for example reading achievement scores or academic competence rated by the teacher) was not significant. In particular, this finding that there is no impact of the intervention on academic performance, is contrary to the result already reported by another meta-analysis (Durlak et al., 2011) , which refers to an 11% gain in academic success.

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But SEL is not important only for students, there is also evidence that SEL has benefits for teachers (Cefai et al., 2018; Oberle et al., 2016). Some examples are the decrease of time spent on classroom management and stress levels, and improvement in their skills, level of teaching efficacy, confidence, personal accomplishment, and job satisfaction.

According to the literature review, we can conclude that the benefits of SEL are more success in school and in everyday life.

Promoting SEL in schools

The role of schools in the promotion of SEL it's a key factor for the school success of children (Zins et al., 2007), but also for their success in life. Schools must adopt a whole-school approach, that has shown evidence of being effective for SEL (Goldberg et al., 2019). This approach considers the individual, the classroom and the school level of actions, and according to the World Health Organization, students, teachers, parents and the wider school community are engaged (World Health Organization, 1997).

A framework for the integration of SEL (Cefai et al., 2018) proposes eight key components:

1) Curriculum. SEL needs to be integrated into the curriculum.
2) Climate. Approach to SEL where social and emotional competences are acquired through skills instructions and classroom and whole-school climate.
3) Early intervention. SEL implemented in early school years (e.g., kindergarten) is more effective.

4) Targeted interventions. SEL as a universal intervention program is effective for all children and young people. However, children at risk may benefit from a targeted intervention, that includes students, parents and teachers who actively participate in the process.

5) Student voices. Students are an active part in the planning, implementation, monitoring, and evaluation of SEL programs, both at the classroom and whole-school level.

6) Staff competence and wellbeing. SEL using a whole-school approach take into account the teachers', staff', and parents' competences and wellbeing. Teacher education and mentoring is also considered.

7) Parental collaboration. Engaging parents is a SEL goal, where they are perceived as active and collaborative partners.

8) Quality implementation and adaptation. SEL programmes effectiveness is dependent on quality criteria, such as needs analysis of the context, planning, monitoring, sustainability, culturally responsive adaptation.

In the school setting, **explicit instruction** of SEL competencies (Durlak et al., 2011; Herman & Collins, 2018) is one of the steps that schools should take to implement SEL. Several studies point that SEL competencies need to be explicitly taught, delivered over time, from preschool through higher education (Oberle et al., 2016). But also, the continual rehearsal and practice of these skills, in school, family and community, with peers, teachers, parents and administrators, will give students the opportunity to apply them, across contexts, and generalize the SEL competencies. The explicit instruction is usually proposed in stand-alone programs presented during or after school.

Another essential step includes the integration of SEL into the **curriculum** (Herman & Collins, 2018). The curriculum also needs to consider a SAFE strategy (Cefai et al., 2018).

The SEL programs that followed and used the four training procedures or the four SAFE practices – Sequenced, Active, Focused, and Explicit (see

https://casel.org/what-is-sel/approaches/)

– related to skill development, and interventions without implementation problems - e.g., when staff failed to conduct certain parts of the intervention or unexpected developments altered the

SEL IMPLEMENTATION COMPONENTS:

1) Explicit instruction
2) Curriculum
3) Active involvement of students, school leaders, and all members of the school
4) Teachers' competence, training and support
5) Family and community collaboration and engagement
6) Climate
7) Early intervention
8) Intervention through all school years
9) Quality implementation and adaptation

execution of the program - demonstrated significant effects for all six outcomes analyzed in the meta-analysis (Durlak et al., 2011). Based on these results, the authors concluded that SEL programs must be well-designed (SAFE practices) and well-conducted or well-executed (no implementation problems).

An additional measure is the creation of an **environment** that supports SEL (Durlak et al., 2011; Herman & Collins, 2018). One of the facilitators factors for implementing SEL programmes in schools is the **commitment of the whole school community** (Cefai et al., 2018).

A different action that allows to engage all staff, is the **training** provided (Herman & Collins, 2018) to build expertise and knowledge to promote SEL. The training for teachers includes initial training and ongoing support.

Another determinant step is the involvement of the **families** and **community** (Herman & Collins, 2018). Engaging with parents is essential to achieve SEL goals. Parents also develop their own social and emotional competencies and wellbeing. Top-down approaches to engage parents and the community are not efficient (Cefai et al., 2018). These strategies can include newsletters, meetings, take-home materials. So, schools must adopt strategies to engage parents such as sharing responsibilities, and participation in learning activities. In a meta-analysis including 45 studies (Goldberg et al., 2019), the results showed that one of the intervention characteristics of the whole school interventions that as a significant impact on participants' social and emotional adjustment is the inclusion of a community component.

From the variety of programs available, only a few offer continuous and comprehensive approach that address all core SEL competencies.

The best **SEL programs**, because they demonstrated evidences of being efficient, have the following most relevant characteristics (Zins et al., 2007):

- Implemented progressively, according to each year of schooling
- School climate
- Lessons with developmentally appropriate contents
- Teach specific social and emotional skills.

Those skills vary across programs (e.g., (CASEL, 2003; Zins et al., 2007), for example:

- Self-management
- Self-awareness

- Social awareness
- Decision making
- Relationship skills
- Empathy
- Perspective taking
- Cooperation.

The Wisconsin three SEL domains, from pre-kindergarten to adulthood (Herman & Collins, 2018) include: emotional development, self-concept, and social competence. This proposal considers the five CASEL domains. The 24 competencies are presented in grade bands.

Of the comparison between 213 school-based universal interventions to promote SEL (Durlak et al., 2011), it was concluded that 56% were delivered to elementary-school students (kindergarten to fifth grade), 31% included students from grade 6 to 8, and only 13% involved grade 9 to 12 students. Also, 53% of SEL programs were classroom-based delivered by teachers, 77% of the programs lasted less than one year, and the median number of sessions were 24.

Another important issue revealed by a comparison of studies with successful SEL programs is the **school staff**. According to the results presented in a meta-analysis (Durlak et al., 2011), the programs intervention format classroom-based administered by regular classroom teachers were effective in six outcomes (improved SEL skills, attitudes, positive social behavior, academic performance, and reduced conduct problems, emotional distress), but when it was delivered by non-school personnel (e.g., university researchers or outside consultants), the effectiveness decreases to three outcomes (improved SEL skills, attitudes, and reduced conduct problems), and the multi-component programs (usually supplemented classroom by teacher intervention with a parent component and/or school

wide initiatives) delivered by school staff were effective in four outcomes (improved attitudes, academic performance, and reduced conduct problems, emotional distress). A very interesting result, which seems to be important to highlight is that "Student academic performance significantly improved only when school personnel conducted the intervention" (Durlak et al., 2011, pp. 10).

This characteristic was also achieved in other studies that demonstrate the importance of the way the program is implemented.

The **quality of implementation** (Goldberg et al., 2019) plays a decisive role in achieving the desired goals and results of the interventions. The quality implementation of SEL (Cefai et al., 2018) considers school planning and implementation, teacher preparation and support, addressing the diversity of students and contexts, and balancing adaptation of programmes with fidelity.

From all the information presented and all the results achieved in the various studies, we can conclude that to implement a SEL program in schools, the intervention features that the best and most efficient results have shown are the following:

1. The structured intervention program should be delivered by the school staff.
2. Classroom-based SEL programs is one mandatory component of the intervention format.
3. An opportunity to promote the social and emotional competencies: self-awareness, self-management, emotion regulation, empathy, cooperation, communication and responsible decision making.

2.2. SEL through technologies

Based on the research available, there are evidences to endorse positive results when technologies are used in pedagogical approaches and to support learning.

The use of interactive technologies demonstrated very interesting results in the promotion of specific behaviors, such as empathy, and playing videogames for other purposes than mere entertainment (called serious games) has already proven to be an exceptional tool for learning and a way to train how to apply the skills in the real world (Raminhos, Carvalhosa et al., 2015).

Nevertheless, more rigorous research in Europe is needed. The research can offer data and evidences, that can define, support and guide European Union policies and practices for the promotion of SEL through technologies.

In a second-order meta-analysis about the impact of technology on learning (Tamim et al., 2011) it was found a significant positive effect size supporting the utilization of technology in formal academic contexts when compared to more traditional instruction, as technology free.

In the same study, when considering the primary purpose of technology use, the results revealed that support for instruction (e.g., the use of word processors and simulations) was significantly higher than direct instructions (e.g., computer-assisted instruction and computer-based instruction.

> "In other words, the average **student in a classroom where technology is used** will perform 12 percentile points higher than the average student in the traditional setting that does not use technology to enhance the learning process."
>
> "the suggestion that one of **technology's main strengths** may lie in supporting students' efforts to achieve rather than acting as a tool for delivering content."
>
> (Tamim et al., 2011, p. 17)

The research must include more empirical testing, to enlighten the characteristics of specific technologies which improve learning (Stern et al., 2015).

However, factors such as goals of instruction pedagogy, teacher effectiveness, subject matter, age level, fidelity of technology implementation may have a more powerful influences on effects sizes than the nature of the technology intervention (Tamim et al., 2011).

Regarding SEL, several organizations are using technology to support SEL programs delivery, in addition to professional development, and to cultivate community (Stern et al., 2015).

Concerning teacher training as a way to impact students, many SEL organizations uses webinars, podcasts, video conferencing, online libraries, and discussion boards to support online training, and they also provide teachers access to online resources and support materials, as content, lesson plans, online discussion forums, social media, research, assessment tools, teaching tips, best practices and skills-building strategies (Stern et al., 2015).

A smaller number of SEL organizations are using online professional development, online learning communities for teachers and for students, adaptive learning technology, and SEL-focused online games and mobile apps (Stern et al., 2015).

The following are some examples, which are not intended to be exhaustive, on the use of technology to support SEL development:

- Self-awareness: Mood Meter (https://moodmeterapp.com)
- Self-management: Emodiscovery is a multiplatform online serious game, which evaluates different emotion regulation strategies (Pacella & López-Pérez, 2018).
- Social awareness: Crystals of Kaydor aims teaching children prosocial behaviors, including recognizing others' emotions (https://learninggamesnetwork.org/microsites/kaydor/).
- Relationship skills: Game ORIENT aims educating adolescents about intercultural empathy (Lim et al., 2011)
- Responsible decision making: SIREN project aims developing a serious game which educates young people on how to resolve conflicts (Berger et al., 2012).

According to Stern et al. (2015), the potential technology to enhance SEL in the future involves SEL-focused video games and mobile apps, simulation centers (avatars and embodied agents; multimodal sensors, that measure skin conductance, track eye movements, electro-encephalic measurements, facial expression recognition; biofeedback), and current technologies with potential adaptation for SEL (social media sites, texting, digital media cartoons, graphic novels).

Digital technology can support the embedding of learnt skills into other settings, in two ways (Slovák & Fitzpatrick, 2015): i) extending the learning support and scaffolding for

learners beyond the SEL lessons (e.g., identification of teachable moments, structure to support training as reminders); and, ii) facilitating a wider community of support for learning social and emotional skills (e.g., peer support and parents and teachers involvement).

Thereby, understanding the relationships between emotion, social interactions and technological innovation is a challenge!

2.3. SEL-Tech challenges

In Europe, the European Network for Social and Emotional Competence (ENSEC, 2020) has as mission the development and promotion of evidence-based practice in social and emotional competence and resilience among students.

In United States of America, the mission of Collaborative for Academic, Social, and Emotional Learning (CASEL, 2020) is to make evidence-based SEL an integral part of education, from preschool through high school.

Thus, one of the SEL challenges is the partnerships and collaborative work between SEL organizations around the world. Sharing ideas, projects, know-how, best-practices and discussing what we know, what we don't know, and what we want to know can be beneficial for all the students and their social and emotional learning. Also partnerships between SEL organizations and other types of organizations are important, such as higher education institutions, enterprises, local authorities, etc.. Building together the "**ecosystem of social and emotional learning and technology**", highlighting the major actors, factors,

contexts, processes that contributes to the success and well-being of children and young people from different geographies and backgrounds.

In the Figure 1 (below) is represented the ecosystem proposed. In the middle are the persons or the **actors** directly involved on the SEL process, namely students, parents, teachers, school leaders, school staff, professionals working in or with schools, and members of the community surrounding the school context.

In the **school** context are the key components to implement a SEL framework, namely the active involvement and engagement of all the actors, integration into the curriculum, training and ongoing support for teachers, explicit instruction of SEL competencies, the positive whole-school climate, and the quality implementation of the interventions.

More broadly, in the **societal** context are the digital technology and the technological innovation, the partnerships between different organizations, the use of social media to communicate and as a supportive system, and policies that promote and support SEL.

Figure 1. Ecosystem of social and emotional learning and technology

According to the program Social and Emotional Learning: A Global Synthesis (Salzburg Global Initiative, 2018) – that is part of Salzburg Global Seminar's series on Education for Tomorrow's World, at global level, the three most frequently cited barriers (or challenges) to SEL are relate to teacher preparation, curriculum design, and SEL measurement and assessment.

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At the Be Emotional-Techie, we believe that learning through technology and play is one key agent to build on social and emotional competencies.

The purpose of the Be Emotional-Techie project is to link research, best practice and innovative learning strategies (play-based learning, peer learning, collaborative learning, and partner learning) with education technology and used technological resources (internet, multi-media), in order to:

i) Create a platform to support both children and teachers, and other users, to implement the social and emotional learning program, where all outputs produced by the project will be available, and a backoffice where data from all users will be recorded;

ii) Based on a Research report, adapt an "Emotional Competencies" methodology. Training will be provided to teachers and other professionals (e.g., psychologists, school mediators);

iii) Develop a cross-national training course for teachers to support the use of the platform and to implement the methodology. A manual for the applicators (e.g., teachers, psychologists) will be launched;

iv) Elaborate an evaluation protocol, with a qualitative research methodology – focus group – with children, complemented by a quantitative methodology – measurement instruments (e.g., self-report questionnaires);

v) Create a tool "Emotechie Serious Play" to develop and promote social and emotional learning in students from 5 to 14 years old. A manual for children will also be released. A randomized control trial to evaluate the tool will be performed.

The Emotechie Serious Play will present several serious games that support the Social and Emotional Learning (SEL) of children and adolescents.

The flowchart of Emotechie Serious Play is presented below:
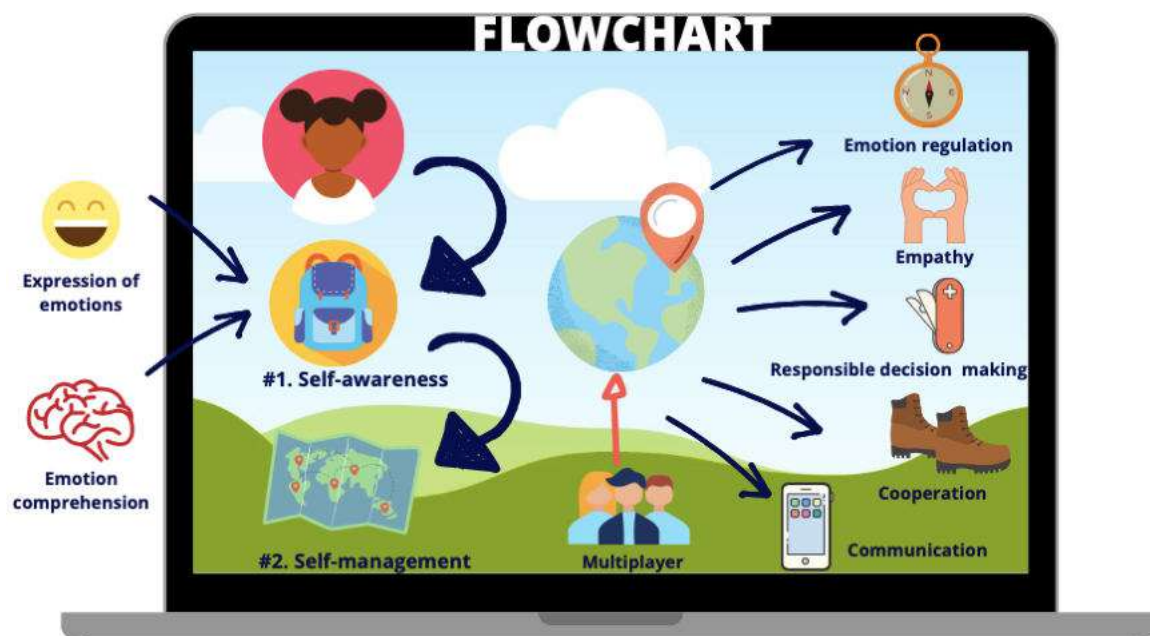
Figure 2. Emotechie Serious Play: flowchart

The Emotechie Serious Play aims to promote the following social and emotional competencies:

1. Self-awareness
2. Self-management

3. Emotion regulation

4. Empathy

5. Cooperation

6. Communication and

7. Responsible decision making

Through the serious games, these competencies will be learned and trained by children, and are organized sequentially and with different levels of complexity.

SEL AND COUNTRIES REVIEW

3. Country-specific additional review

By Maria Inês Louzeiro, ISCTE-IUL

Each Project partner conducted a desk-research in his own language and country, which are presented below according to the four partner's countries in Be Emotional-Techie: Greece, Hungary, Portugal and Spain.

This chapter sets out the data collected by each partner. The data presented is the result of the research carried out by each participating country, after an in-depth search of publications on SEL and technologies, as well as intervention programs, successful educational strategies for children or teacher training and best practices for analyse how SEL was approached, in any school context.

	Country			
	Greece	**Hungary**	**Portugal**	**Spain**
Total Publications:	9	17	33	17
Total Good Practices:	3	4	18	2
Total:	**12**	**21**	**51**	**19**

Figure 3. Number of results from each participating country: publications and good practices

With these results it will be possible to carry out a protocol for assessing the skills of the participants before and after using the Emotechie Serious Game tool. We believe that the impact will be greater by presenting not only a set of useful data and practices for professionals, but also providing recommendations to the educational community and society. From the perspective of all participating countries, this information can be useful for teachers, educators, psychologists and other professionals.

		Country			
		Greece	**Hungary**	**Portugal**	**Spain**
Publications	Books	5	5	8	3
	Newspapers			6	
	Thesis/Dissertations	1		9	4
	Scientific Publications	1	10	1	5
	Article	1		8	2
	Report			1	1
	Website	1	1		2
	Erasmus + Project		1		
Total Publications:		**9**	**17**	**33**	**17**

Figure 4. Number of results from each participating country: publications

Thus, from these data it is possible to see that all countries have found theoretical support for the importance of developing social and emotional skills, with short- and long-term results. There is also a unanimous warning that these changes must be significant in teaching, with several factors that can hinder their integration in schools (privileged space for learning). Of the difficulties found in this research, we highlight: the lack of resources and tools for SEL activities (Spain); the absence of the integration of emotional education as a fundamental part in social relationships (Hungary); the enhancement of intellectual development for the benefit of emotional development (Hungary); the implementation of SEL with the combination of technological tools, such as: digital platforms, applications and other software (Greece); the scarcity of programs for different age groups, covering the entire educational system (Greece and Hungary); the integration of SEL in the curriculum (Greece); the qualification and training of educators and teachers (Portugal).

		Country			
		Greece	**Hungary**	**Portugal**	**Spain**
Publications	**Pre-school (aged 3-5)**	2		11	
	Primary school (aged 6-10)	5	17	9	6
	Secondary school (aged 10-18)			9	3
	Higher education	2		4	8

Figure 5. Number of publications by age group, from each participating country

In the research carried out by Hungary and Portugal, the importance of developing these competences at an earlier age is highlighted, both for greater academic success and for greater social sensitivity.

In Hungary, practices are described to help recognize and regulate the emotions experienced as stories and reproductions of real-life situations and to develop self-awareness and a more spiritual area, relaxation and meditation exercises.

They also refer, as good practices, to programs that focus on music, sharing experiences and positive psychology.

		Country			
		Greece	**Hungary**	**Portugal**	**Spain**
Good Practices	Course	1	1	2	
	Apps publication			6	
	Games			3	
	Video				1
	Website				1
	Newspaper/project	2		4	
	Initiative		3	3	
Total Good Practices:		**3**	**4**	**18**	**2**

Figure 6. Number of results from each participating country: good practices

Portugal also makes reference to practices with more playful strategies and with a great pedagogical contribution - through games and group dynamics - to identify emotions and adapt behaviours to real situations. It also highlights a project that aims to combine cognitive and technological skills with artistic and socioemotional skills.

In Greece's research, there is an interest in encouraging and qualifying teachers to be able to develop these skills in their daily practice. It is also mentioned that there are professionals who in their practices take the initiative to develop emotional skills, using digital resources.

In Portugal, the difficulty of finding bibliography in Portuguese was visible, but with several works translated.

Of note is a considerable number of academic publications by Spain and Portugal, identified as a major contribution to this type of theme, supported by projects that promote the development of social and emotional skills.

		Country			
		Greece	Hungary	Portugal	Spain
Good Practices	Pre-school (aged 3-5)	2			1
	Primary school (aged 6-10)	1	4	6	1
	Secondary school (aged 10-18)			7	
	Higher education			5	

Figure 7. Number of good practices results by age group, from each participating country

IO2. Report on Research and Best Practices

Portugal indicates the existence of fewer good practices compared to other countries. Greece's research also highlights the scarcity of existing programs and practices for pre-school and primary age and alludes to the lack of information and research regarding older ages, more specifically adolescents and young people.

In Portugal's research reference is made to a book intended for adults. Several support books are also presented to help promote this type of skills in children.

In general, the bibliography relating SEL and technologies was scarce.

It should be noted that there are already some resources and interest in this area, but still at an initial level of paradigm shift. As exposed by Portugal, it is necessary "a new look at the practice of emotional education in the school context".

In Portugal, some articles have been published that emphasize the importance of stimulating multiple skills, including social and emotional ones, through technologies, which children are increasingly familiarized with, so that in this digital age there is greater ease and children's receptivity to the content to be developed. These new forms of learning present several challenges for all stakeholders, but these are essential to improve interaction with others, gain relational tools and develop social and emotional skills, speaking in a language closer to children, captivating and motivating them.

3.1. Greece

By Despina Zouridaki

Introduction

The results of the research, related to the degree in which Social and Emotional Learning, in combination with Technology, plays a vital role in the Greek educational system and society, make it obvious that there has been a remarkable progress in this field during the last decade in our country. It is evident that the majority of the publications and best practices related to Social and Emotional Learning aim at encouraging and promoting the development of social and emotional skills in preschool children (aged 3-6 years old) and primary school pupils (6-12 years old) while less emphasis has been put on teenagers and young people.

Research also shows that while the study and implementation of SEL in the Greek modern society has advanced, it has not yet been widely used in combination with technological tools such as digital platforms, applications and other software.

Results of Publications

The books and articles that have been written on the topic of Social and Emotional learning all aim at serving as manuals that can be used by teachers, educators and social workers or psychologists who want to implement intervention projects aligned with the school curriculum. Some of them are based on experiential practices that have been successfully

applied on a number of students throughout the country and suggest ways of raising teachers 'awareness towards emotional and social competencies.

One of the publications was the thesis of a postgraduate student in the University of Piraeus who surveyed the development of E – SEL Tutoring, using the model of self-directed learning (SEL) in higher education thus setting the basis for future appliance of computer-based projects on social and emotional learning.

One of the results of our research, was an article which portrays the journey of the Center for Research and Practice of School Psychology (CRPSP) which is the developer and coordinator of SEL intervention projects which proves that the academic community in the field of Psychology is highly interested in the implementation of new methodologies and practices in the area of emotional awareness and expression of feelings among the school children.

Results of Best Practices

The results of the research conducted in Greece , clearly show that only a few steps have been taken towards the implementation of Social and Emotional Learning strategies in Greek schools .However, one could say that there is great interest in exploring the implementation of projects that will encourage and qualify the Greek teachers and educators to apply SEL in their classes .While scientists are still working on such projects that can become part of the school curriculum, it seems that some educators have already taken initiative in combining the identification of emotions with some digital games and platforms. On the other hand, one platform called "i-Yes platform", provides the teachers and students (6-10 years old) with all the necessary technological tools to improve their SEL skills. An online application, a platform and an online teachers' resource can be used by

both teachers and students to facilitate the expression of emotions in ourselves and others and control them.

Conclusions

To sum up, one could say that the Greek educational society has already welcomed the practices and methodologies of SEL and is on the stage of exploring and expanding their application, mainly on preschool and primary school children. Furthermore, it is obvious from the results of our research, that less emphasis has been given by the experts on the emotional world of teenagers and young people compared to the interest shown on toddlers. Fact that proves the validity of this statement is that most of the projects that have been run and all the books that have been written, were applied to nursery or primary school children and less on middle or high school pupils.

The use of technology in combination with Social Emotional Learning seems to be at an early stage in our country even though there are a few significant samples of work that has been done in this area. A professional who wants to implement SEL in his teaching, can resort to some of the existing digital tools, games or platforms to enrich his teaching scenario.

Apparently, SEL assisted by technology has an important role to play in the future of the Greek educational curriculums as it seems that both academics and teaching staff have developed a great interest in it during the last decade.

3.2. Hungary

By Krisztina Heiter, Zsuzsanna Mester, Hedvig Kertészné Abonyi, and Ildikó Kovácsné Pikó

Introduction

A total of 21 professional materials were processed, presenting 5 Best Practices, 8 Research of different levels, and the rest are Theoretical and scientific works.

We intended to study fresh materials (after 2000) and presented primarily works of Hungarian authors, except a translation of Elinor Greenwood's book.

Results of Publications

Part of the research concerns the measurement and testing of emotional intelligence, which seems to be a controversial issue (nr. 22., 27, 29., 33.). The other part of the research examines the development of social and emotional competences at different ages and social groups (25., 61.). Finally, the possibility of learning happiness is studying (33.) and the impact of a talent development program on ÉQ is investigated by Hungarian researchers (26.)

Most of the theoretic studies deal with social and emotional learning, emotional intelligence development in school (30., 37., 60.) and the connection of it with social behaviour. (36.)

We have presented a work about some programs developing social and emotional competence in national and international practice (32.), a very captivating and at the same time useful method of promoting emotional intelligence in childhood through (fairy) tales (24.); another Erasmus+ project with the same topic as ours: SEL in Action (28.) and finally a translation of a book primarily for children to help them recognize, treat and process their emotions. (56.)

/Numbers in brackets refer to the serial number of the study in the excel chart/

1.   *Factor Structure of the Hungarian Adaptation of Assessing Emotions Scale /nr:22/*

In research of emotional intelligence attempts for operationalization of the construct are of high importance. In the last two decades several measures suitable for the assessment of the phenomenon have been born whose majority explores the perceived level of emotional intelligence. The measure has not had a Hungarian version until this time; its measurement model has not been analysed in Hungarian circumstances. The aim of this study was the Hungarian adaptation of the scale (AES-HU) and to examine which of the formerly proposed models fit most the empirical data.

2.   *SZEMIQ: Illustrated semi-projective test to measure social and emotional intelligence /nr:27/*

The aim of this study is developing a measurement procedure that satisfies all the criteria of psychometry to operationalize this perspective concept.

The SZEMIQ test is a new attempt at a number of performance-based or feature-based measurement approaches in the international literature. ". This test is independent of the Big Five and IQ. This has been empirically proven.

3. Ability-Based Emotional Intelligence: New Paradigms in Test Development and Scoring. Domestic experiences with emotional comprehension and emotion control situation tests /nr:8/

This article focuses on two alternative tests to assess emotional intelligence (EI): Situational Test of Emotional Understanding (STEU) and the Situational Test of Emotion Management (STEM). The purposes of the current study were to establish the Hungarian versions of the STEU and the STEM and to provides some further reliability and validity evidences for these two questionnaires.

4. Some problems of the measurement of the emotional intelligence: the testing of the developmental criterion /nr:33/

The most important task of this research is to prove that emotional intelligence measured as ability moderately correlates with other mental abilities, but does not correlate with the personality factors, furthermore the results of emotional intelligence tests develops during the progress of age. Through tasks measuring the ability to identify one's own emotions and the ability to identify emotions on other people moreover through tasks measuring the ability to understand and analyse emotions and employ emotional knowledge the current research tests whether performing such tasks improves during the progress of age.

5. The development of social and emotional competence in preschool children /nr:26/

The aim of this cross- sectional (N=119) and longitudinal (N=29) research with preschool age children (36-69 months) was to discover the developmental level of social and emotional skills determining aggressive and prosocial behaviour and to reveal associations between these skills and some background factors.

6. Emotional intelligence of Teachers /nr:61/

Research is paramount the question was whether teachers could meet the demands of the European Union expected „renewable" role expectations, do they have those competencies, which they are expected to develop and communicate: recognizing and regulating emotions, and a developed emotional ability.

7. Is Happiness Learnable? /nr:34/

This research is examining the different paths to happiness through the lens of the various views of empirical research on happiness, positive psychology and the Buddhist economics. On the basis of the research among high school students, the authors analyse if students' personal characteristics or the external environmental effects lead to happiness.

8. The Study of the Social and Emotional Intelligence of Disadvantaged Students in Arany János Talent Support /nr:25/

The research aimed to answer the question whether the social and emotional intelligence of disadvantaged students with low socioeconomic status in a high school five-year complex talent development program differs from their more or less favourable counterparts.

9.   Social and emotional learning in school /nr:30/

This study analyses the concept of social and emotional learning, the areas of developing: social skills, self-awareness and responsible decision-making, social self-consciousness. The possibility of development is another important question discussed. The authors examine the short- and long-term objectives and main evaluation criteria of SEL programs. They present SEL programs used in different countries of Europe: England, Finland, Netherland. At the end of the study, the Social and emotional learning programs used in Hungarian schools will be presented.

10.   Emotional intelligence and it's develop at school - with a special focus on talent management /nr:37/

This study presents the emotional intelligence, it's psychological, theoretical and pedagogical background as well as the difficulty of diagnosis and possibility of development in school practice. The author is of the opinion that emotional intelligence plays a key role in learning, relationships, in everyday life, although it is one of the less successful areas of public education. In the thesis collects programs, methods, good practices, alternative programs in different schools' solutions that you can only recommend for other schools.

11. *Emotional Intelligence Development in School /nr:60/*

The author shows us that in Hungary school focuses on IQ while almost completely forgetting about EQ. The author suggests the programmatic development of emotional intelligence in half-class self-knowledge groups. From the games and exercises outlined in the book, the educator can draw up a one-year plan. The author analyses some of the emotions (happiness, anger, sadness) in more detail, and places particular emphasis on analysing school anxiety. To test this, he also attaches an anxiety test. The book ends with practices for developing social skills. The appendix also contains a number of worksheets and questionnaires that help educators to develop emotional intelligence.

12. *Social learning - Social behavior /nr:36/*

The purpose of the study is to analyse the main results of research on social competence and on social behavior management as well as to study that learning process (social learning) in which social behavior develops. The first part of the thesis presents the main directions of the definition of social competence and the different models of social competence. The second part of the study analyses the components of social competence compares the group of social skills and abilities, clarifies the differences between the national and international literature on the subject to this day. The next part is about developmental psychology. It focuses on social learning, on the age of the sensitive phase. Finally, the study contains development opportunities which play an important role in social behaviour various programs and trainings which help to promote social and emotional skills.

13. **Some programs developing Social and Emotional Competence in national and international** practice /nr:32/

At national level there are initiatives for some development program at the local, institutional level, but it would be worthwhile to introduce system-level education units for children specifically and direct developing social and emotional skills can be achieved as early as possible.

Some international development programs can be used as an excellent basis for developing own social and emotional skills programs since most of them use tools that could be used in our practice as well. It is clearly visible from the programs presented, that there are ongoing endeavours to create and implement various socio-emotional development programs.

14. **The psychology of (fairy) tales. Development of emotional intelligence in childhood /nr:24/**

The content of the book can be divided into two striking parts, the first part about the children's thinking and the reception of the tale by children and the developmental effects. In the second part of the book we can read 10 EQ developmental tales.

15. **SEL in Action 2018-2021 Erasmus+ project /nr:28/**

This project is aiming to join already existing but isolated SEL initiations and building on their experiences and best practices take social and inclusion in public education. They elaborate adaptable SEL training methodology for schools (built on best practices in Europe and oversees) accompanied with teacher training program, they initiate university level teacher training specialization and plan to influence the national decision-making process

by backing the involvement of SEL into the school culture and curriculum. In this 34- week project (SiA) the partners are: UK, Italy and Hungary.

16.   *My Mixed Emotions /nr:56/*

This book helps children recognize, treat and process emotions. It clearly and expressively illustrates how emotions develop, what triggers them, what types they have, what's going on in children's body, and how they can guide or ring them down as needed. In addition, it gives children many useful tips on how to deal with or process negative feelings, and to achieve more harmony and happiness in their lives. The book presents the nature of the four basic emotions - happiness, anger, fear and sadness. It is a translation from Elinor Greenwood book.

Results of Best Practices

17.   **Psichofitness for children, parents and teachers (book,2017)/nr: 58/**

This is a practice-oriented book based on the values of positive psychology. It's a kind of methodological collection which contains everything we need: different movement exercises with pictures that helps to strengthen learning, concentration, memory, imagination skills; stress management, stress relieving exercises, internal reinforcements with the texts of the various meditations and the description of their mechanisms. So, it's a set of useful, comprehensive, varied exercises to develop not only emotional intelligence, but also self-awareness and the whole personality. The goals of Psychofitness: physical-psychological balance, ethical, humane behavior, cultured communication and positive attitudes, achievement of love for life. The practice groups offered to parents and

educators are adapted to the age and developmental level of the children. (1, 5-10 years old, 2-, 10-14 years old 3, 14-18 years old) Separates two large units in each age group. One is a group of exercises that contribute to the development of relaxation and stress management abilities, mainly through "motion-based relaxation" trainings and bodily self-awareness training. The other is the method group of inner paths, the thematic system of spiritual training and internal reinforcement. Many illustrative pictures help the application. Its language is clear and easy to follow. "Practices" require coexistence. Parents can use it with their child, teacher, teacher and his / her students in an experience situation. Each chapter is structured as follows: Psychological characteristics of the age group, "good to move" exercises: relaxation, stretching, rhyming, relaxation with sounds, music, combining sounds and movement, progressive relaxation, anxiety-reducing movement relaxations, fairy tales, interactive relaxations. For the older students: Introducing an Emotional Intelligence-Enhancing Meditation Culture, a detailed syllabus on the following topics: gratitude, thanks, expressing optimism with inner reinforcement, nurturing social relationships, blissful, good deeds, giving good, coping, goals, and achievement, time management, pleasures, forgiveness, release of anger. If children regularly use these technics, they improve many emotional competencies especially their empathy and tolerance.

18.   Zenebatyu" (Musicbundle) Adventure Programme (workshops)/ nr: 59. /

Mátyás Sőnfeld created a special programme for each ages of children to provide them a unic experience through music. Children learn about the types of well-known musical instruments, how do they work, they create melodies together, and learn the laws of sounds through musical experimentations. During the workshops they make their own instruments from very simple objects (straw, plastic flute, spatula harmonica, laughing

glass" made of plastic, from rubber gloves to Scottish bagpipe) This element of the presentation on the one hand draws attention to eco-conscious thinking through self-experience, on the other hand it develops creativity and highlights the phenomenon of "thinking out of the box". He formed his performance for pre-school children and young learners in three steps: 1. Introducing a Musical Board Game using a colourful sheet of music note that's popular in special education. 2. Using Lego elements which the participants can create rhythms, parts of melody or a whole song score together. It's a guaranteed team building game where every kid gets an item, and they have to figure out where each item belongs. 3. Music Composition: everyone has made a simple instrument. Mátyás offers his programme for teenagers called: HangHacker workshop in which young people create their own music while realizing its simplicity and beauty, they learn to tune during they are using individuality and creativity. They learn and share chords of well-known hits from colourful notes, they must recognise famous songs from some notes, play on their own (made of different objects) instruments. According to his experience the program is good for managing aggression and anxiety as well and it develops the whole personality of the children in many ways. Mátyás elaborates his program for different ages of children even for adults as he has been teaching it at the Faculty of Special Education of the Eötvös Loránd University. (ELTE) from 2016.

19.   Developing emotional tolerance through art in kindergarten. /nr:57/

The author of this article is a dedicated kindergarten teacher with 35 years' experience. She has developed a project that can help children to understand and acquire their feelings, emotional tolerance. She called art as a tool as the best way for children to express their inner states to project their feelings. She designed a „Week of Emotions". This is the brief description of the project:

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Day 1. Children painted wooden boxes inspired by music. They had to explain why are they choose that colour that used and talked about their emotions caused by the colour. After finishing painting they built an „Emotional Box Castle" which they use all week putting to them different words, notions: brown- drawings of love/ red- cards of fear/green- lots of drawings about caresses and consolations / blue- words of anger, they can yell into the box their anger, the nasty words collect to another box that coverable/ white- a bottle filled with wonderful healing water. It can be programmed to release anger, sadness, joy, acceptance, forgiveness.

Day 2. They draw facial expressions of their current emotional state on coloured balloon and listen to the reason: („I'm glad, sad, scared… because…"); they sit around a „fire of love", put on their magic glasses to see the positive side of everything („I love you because…."); they play trust game („I need you because…").

Day 3. Design a tranquillity corner where they can listen to relaxation and music with headphone in comfortable surrounding until they feel the need. If a conflict appears, they use „fire of love", initiate a meeting between the parties and resolve the problem. Day 4. Inventing a common tale together personifying emotions like: Joyful, Rage, Tear Sea, Prince of Happiness, Forest of Fears, Sorrowful Giant. Finally, they play the tale. Day 5. At the end of the week a Rainbow montage of the boxes are created. It is based on a large paper-painted spectrum as a background and they put consolation drawings, words of love, and the open mouth of Sorrowful Giant who eats figuratively the box of nasty words gathered this week. The whole big paper is sprinkled with anger, fear, sadness chasing gold powder to change them so finally a Rainbow Love Tablet is formed this way. During this week the writer of the project tried to promote children's emotional intelligence, to establish the emotional tolerance and introduce the language of love.

20. Magic Games, Social Emotional Pedagogical Therapy (7 books for different ages) /nr:31/

It's an imagination game for small groups (6-12 people) and a social-emotional therapy at the same time (SZPT) which includes a five-volume collection: motion games, fantasy games, breathing games, touch games, in- depth-meditative games. It is developed for kindergarten and elementary school children. Using it participants learn to listen to others patiently, facilitate their communications, emotional richness, reinforce the empathic skills, help the integration, encourage the development of new resolution strategies. During the process children have opportunity to collaborate and experience together. The game helps children to feel good and to be valuable, to be acceptable to themselves. It teaches children to create their own creative imaginary.

21. Happiness- lessons Program. /nr: 23/

The World is Better with You Foundation's Happiness –lesson program an experimental pedagogical methodology built on the results of positive psychology research, the effectiveness of which has been demonstrated by Eötvös Lóránt University PPK's empirical research. The program deals with the mental well-being of both teachers and children and even parents. It can be a good complement to kindergarten or schoolwork as it enables participants to reconcile traditional knowledge sharing with the development of personal and emotional, social competences needed in life.

Each month of the school year, the program addresses a topic that helps and supports children in coping with everyday problems, and develops their personal, mental health-enhancing competencies by continually developing self-awareness and techniques that enhance their happiness.(Topics: Exercising gratitude, Practicing optimism, Nurturing social

relationships, Blissful deeds, Setting and achieving goals, Coping strategies, Enjoying tiny pleasures, Practicing forgiveness, Exercising, Sustainable happiness).

Their goal is to educate optimistic, confident and persistent pre-schoolers and schoolchildren who take on the challenges of the day, realize the beauties of life, joyful moments, and become a happy, determined, positive-minded students and then an adult. The positive pedagogical approach used in their program is not just about happiness lessons. The goal is for teachers to apply the proven methodology effectively in the teaching of compulsory subjects as well. (In the 2015/16 academic year the ELTE Positive Psychology Research Group examined scientifically the effectiveness of the program and found that students who participate are more optimistic, self-assertive, more confident than their companions, and improved their academic performance and social sensitivity. Nowadays there are 7500 groups involved with 100000 children altogether.

Conclusions

From the materials studied, although it is only a narrow cross-section, clearly outline the growing interest in the topic of social and emotional learning, primarily among psychologists, researchers and educators. Theoretical studies and many different studies deal with the subject. Scientific theories and research findings are conclusively proving that emotional learning and the development of social skills have now become a real need. At the same time, Hungarian public education still focuses on intellectual development and less on the development of emotional intelligence. Many attempts have been made and are being made in Hungary to develop and put into practice programs for different age groups, but a comprehensive concept covering the entire education system does not yet exist. We have presented a variety of methods, good practices, but none of them thinks that emotional learning can be achieved through technical, digital tools and video games.

3.3. Portugal

By Gisela Pereira, Cláudia Matos and Juvenal Manso

Introduction

This report was carried out within the framework of the Erasmus + project "Be Emotional Techie" and aims to present the result of the investigation / research carried out by the elements of the educational communities - *Alto do Lumiar School Group* (Lisbon) and *Jardim Escola João de Deus* (Leiria).

The research had as its object of investigation all the information existing in national territory regarding the promotion of the development of learning in the area of social and emotional competences (SEL), as well as the SEL associated with technology. For this, the research resulted from bibliography consultation of books on the subject and in the online search of journalistic articles and academic and scientific articles, as well as in the investigation of good practices developed in this area in Portugal.

Several sources were consulted, and several the results obtained, being the final list composed by 51 entries that include books; academic training; online newspaper articles; academic theses and dissertations and the presentation of good practices using teaching materials and/or work developed in terms of disseminating the learning of social and emotional skills.

This list also includes some applications (App) that were introduced in order to subsequently assist the development of all technological aspects of this Erasmus project (no. 2 to no. 7). These, although not of Portuguese origin, are some of the electronic applications that use

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technology to promote the recognition and management of the emotions in children in different games/ activities. Some address, for example, the impact of some techniques on education, analysing the relationship between how children can learn in a playful way to calm the mind through exercises with breathing techniques, even others, in which through the game, the child recognizes the emotion in each situation and can reach the resolution of small challenges (no. 2 and nº 3). Others intend to help students to gain awareness skills about the regulation of their emotions and behaviours, as well as to identify their alertness levels (no. 4). Some of them help

students to develop SEL through facial recognition according to the identified emotions. All applications intend to be a useful tool in the development of emotional intelligence in children and young people in order to enhance their social and emotional skills. (no 4, no 5, no 6). All these tools can be useful to the project when developing the computer resources that the project also has as its purpose.

In the total of 51 entries, 7 App's proposals are registered for consultation, 11 good practices and 33 publications in their different models.

Results of Publications

The publications found, and registered for this report, in a total of 33 are divided into several categories such as published books, newspaper publications (consulted online), academic publications in different models (theses or dissertations), scientific or specialized publications and publications of abstracts from conferences or colloquia.

In this way, 8 books were registered which were dedicated to emotions, to the way we feel them and how we manage them. Throughout the various works, the reader is led to reflect

on the most intimate of himself and to know how to identify his emotions and feelings, adapting the behaviour taking into account the feeling and the result he intends to achieve.

Most of the books are for children and teenagers, for pre-school age and first schooling cycle, in which emotions are addressed through short stories where children are led to identify their emotions, and to respect those of the others. Through a monster that changes colours according to each emotion (no. 11), a journey through the soul (no. 9), the relationship of two children of different genders (no. 10), a ball (no. 13) or through different games based on the Montessorri Methodology (no. 14) readers of the different works go on a journey of recognizing emotions and feelings that promote a change in critical thinking that materializes later in their actions. Another of the registered works is the founder of the methodology used by the *Associação Escola das Emoções*, from Leiria, a pioneer in Portugal in the introduction of the theme of emotions worked in the classroom in schools. The intervention methodology proposed in this book is to address emotions through coaching, so that the emotional stability of children and young people is reflected in good results at school at the academic level, but above all emotionally and in interactions with others (no. 15).

In a more theoretical academic, and oriented towards adults, two books stand out, one that promotes a greater personal knowledge about emotional intelligence, through scientific bases that seek to go from simple understanding to the regulation of emotions, in order to find a more positive way of approaching life (no. 12). And another that serves mainly as a tool for educators, teachers, technicians or parents in the role of helping children and young people in promote personal, behavioural and communicational development (no.16). This book intends to be a working resource for the promotion of so-called soft skills, essential for children to be able to collaborate in the future, communicate and solve problems. Parents can also benefit from reading this book, which proposes an increase in positive educational practices that stimulate the development of social and emotional skills, problem solving and academic success.

It should be noted that of the various works presented on this theme, most of them are translations into the Portuguese language and according to our investigation, a small significant record of this specific theme has been produced in Portuguese from Portugal (no. 12, no. 13 and No. 15).

Still in the category of publications, several online articles published in leading national and regional newspapers were found, referring to the good practices promoted *by Associação Escola de Emoções* in partnership with *Jardim Escola João de Deus*, both in Leiria. The various articles refer to the pioneering work of these two institutions in boosting emotional education activities.

in the school context, in which through group dynamics, games, stories, plastic and body expression activities, meditation and relaxation, as well as other playful activities, emotions and feelings are worked on, creating a space for reflection and exercise of emotional skills. This emotional education project foresees working on the skills of adaptability, self-regulation, communication, creative thinking, resilience and problem solving (no. 29, no. 38, no. 39, no. 40). The evolution of students with regard to emotional intelligence is verified by parents, educators, teachers and technicians who, over time, observe the change in children's behaviours resulting from sessions promoted by the techniques (a psychologist and the facilitator of emotional development) in classes of students between 3 and 10 years old. Especially in terms of the recognition of emotions, relaxation and self-control.

There are also articles that reinforce the existence of good practices developed in several public schools across the country, such as the *Fight for Values* project, a partnership with the *Alto do Lumiar School Group*, where kickboxing is associated with emotional thinking and works the integration of rules and respect for the other through sport (no. 29). One other project focused on an article was the work developed by a teacher who individually, in her class with teenagers, created different methodologies through the use of new technologies

in order to stimulate the emotional intelligence and school success of her students. The project aims, above all, to transform a humanistic dimension. According to her, these young people are able to combine their cognitive and technological skills with artistic and socio-emotional ones, because as they become more available to listen, learn and cooperate, they will naturally become more informed, responsible and supportive people (no. 28).

The current study on the development of Social and Emotional Competences has given rise to several projects, both for the implementation of SEL programs and for studies on emotions in different contexts, as well as academic reflections on how socio-emotional competences influence behaviours and how it can help with personal development (no.35). One of these projects was carried out in partnership by the *Calouste Gulbenkian Foundation*, the Portuguese Ministry of Education, and the City Hall of Sintra, which led to a cooperation protocol with a view to conducting a study on Social and Emotional Competences I n the cities (no. 30). The study carried out by the Organization for Economic Cooperation and Development (OECD) in several countries will assess the social and emotional skills of children and young people, in Portugal it will be carried out in the city of Sintra, and the conclusion of the study is scheduled for December 2020. According to the OECD, social and emotional skills have an influence on school success, on the ability to transition from school to the job market, on job satisfaction, on physical and mental health, on the level of civic involvement, on participation in actions volunteering and social integration.

Still in the study area of how emotions, and emotional intelligence, influence the way we relate in society, several theses, academic dissertations, and articles that presented studies or analysed, in different areas, such as emotions and the taking of decision influence interpersonal relationships (no. 35). In this sense, the studies analysed for this report, for example on early childhood educators and elementary teachers, prove that they obtained better results when working on their emotional management in school daily life (no. 33 and no. 49), or that improved the results of their students when working the SEL in their classrooms,

being that the emotionally competent professionals to educate the emotions of their students make them able to deal with the joys, the frustrations, recognize their emotions and those of others (no. 36, no. 41, no. 44, no. 45). According to these studies, the improvement of the pedagogical practices of these professionals, promote greater emotional well-being and help to convey the message that education is also, or should be done, of affections and emotions (no. 47 and no. 48).

The importance of emotional intelligence, in the pedagogical relationship between teacher and student, is essential in conflict management and in the choice of different conflict resolution strategies. The quality of the established dialogue enhances active listening, sharing, recognition and understanding of emotions (no. 49). These characteristics are dimensions that promote an improvement in the teaching-learning process in the classroom and, therefore, the development of work in terms of children's emotional education (no. 45). That work can be as rich and diverse as the greater use of different activities such as the use of children's literature (no. 44) or through artistic-plastic expressions, where children and young people can express themselves freely, play, and make representations of what they feel. All these principles were also confirmed in a study with higher education students (no. 34), in which greater reflection and investment in promoting emotional education is recommended. The studies and articles presented show that school success is greater the higher the level of emotional intelligence, especially in the teaching of health and education.

There are studies extended to all educational aspects including students with special educational needs, such as in the project with students with autism spectrum disorder in which, through the use of the "Let's face it" Game, the need to train contact with emotional expressions in order to improve the capacity for emotional recognition, in order to facilitate the social interaction of these children (no. 31). Another study analysed the effectiveness of strategies for promoting

emotional competencies and the existence of instruments that assess the various components of emotional functioning, with the study evaluating the psychometric characteristics of the Emotional Identification and Differentiation Inventory, an instrument for assessing the ability to identify and differentiate emotions with schoolchildren and pre-teens (no. 37).

Other publications analysed concern the study of the application of various programs to promote the development of socio-emotional competences in schools (no. 32, no. 42, no. 46, no. 52), and how they can be essential tools for the promotion of positive emotions (no. 42), as well as a resource to reduce aggressive behaviours within the school (no. 46 and no. 52). It was also found a reflection and analysis of legislative measures, and practices, to be used when talking about emotions and feelings, where it analyses and compares the frameworks of Social and Emotional Learning - SEL, promoted in the United States of America, and Social and Emotional Aspects of Learning - SEAL promoted in the United Kingdom. In conclusion, the analysis of these approaches aims to promote and support the implementation of more effective programs in Portugal (no. 52).

To conclude the presentation of the publications, we highlight the three articles that meet the initial objective of this report - the search for content related to the development of the learning of social and emotional skills linked to technology. In this sense, the three articles analyse the challenges of learning in the new digital age (no. 43), the new forms of communication through the new means of communication and interaction (mobile phone, internet, digital and interactive games) (no. 50) and how the tools of table games or storytelling can contribute to the creation of digital games that promote learning also at the SEL level (no. 51). Overall, what these articles present are new challenges in the development of SEL, since children and young people today are increasingly exposed to different realities and scenarios through new technologies. It is therefore necessary to create new approaches to integrate in a creative, stimulating and unconscious way a balance of new contents that lead to the

stimulation of multiple social and cognitive skills, including emotional ones. This can be done by combining old methodologies such as board games, social and creative, with the new technologies for which children, and young people, are increasingly motivated and receptive. In this new digital age there is a set of educational resources and interactive tools endless to the imagination for the creation of games and programs that can, in addition to being very useful in the area of emotional education, give immediate feedback to educators, teachers and parents about acquisitions, difficulties or needs of children (no. 43, no. 50, no. 51). This new and exciting world also brings new challenges in terms of communication and interpersonal relationships. These challenges must be considered when working on areas as sensitive as emotions and feelings, together with an area as rational and pragmatic as computer science and gamification.

Results of Best Practices

Regarding the good practices found in Portugal in the area of applications, there was an analysis of emotional states linked to new technologies through the creation of an application developed at the Faculty of Science and Technology of the University of Coimbra (FCTUC). This through an algorithm on the mobile phone, together with a "smart shirt", evaluates four predefined emotional states: euphoria, annoyance, calm and anxiety. The application identifies the mood of its users, and subsequently based on that it selects and presents information about the nearest green spaces for the practice of sport and / or leisure (no. 8).

Specifically, with regard to good practices in the area of the development of social and emotional skills, there are four entries (no. 17 to no. 20) with the existence of several material resources that address emotions and feelings, namely games applied by the *Associação Lugar dos Afetos* with board games and decks of cards, as well as other entities with the *Kula* deck, *Emotions in Play* deck or the *Game of Shuffles*. In these resources, used in different contexts

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such as schools, leisure centres, vacation centres, in therapeutic sessions, professional contexts or in family, their users are led through the practice of the game to better understand what they feel, to identify emotions and how to adapt behaviours to real situations.

The remaining good practices concern academic training and the dissemination of knowledge through colloquiums, or in the promotion of activities to promote emotional education.

The Postgraduate courses in Emotional Education (no. 26) and the Master of Science in Emotions (no. 25) aim to investigate, in an academic context, how the human brain processes emotions, how they affect behaviour, decisions and relationships with each other. These academic educations address theoretical knowledge topics in diverse areas such as psychology, neuroscience, biology, education, computing or medicine, which together aim to deepen the knowledge of the emotional, cognitive and behavioural processes of emotional intelligence.

Regarding the dissemination of the theme, we find several records on the organization of Colloquiums on Emotional Education promoted by Jardim Escola João de Deus, in Leiria.

These national events, promoted in partnership with the *Associação Escola das Emoções* and higher education organizations, aim to contribute with a new look at the practice of emotional education in the school context, and promote a serious and holistic reflection, supported on academic aspects, on the children's healthy and emotional growth process.

Within the scope of good practices, we present the work carried out by the Associations *Lugar dos Afetos* and *Escola dos Afetos* (no. 17 and no. 21), which *in loco* with schools, families and various organizations promote balanced social and emotional development with target populations. Through practical activities such as the creation of *Cidade dos Afetos*, *Parque das Emoções* and the various educational resources created by *Associação Lugar dos Afetos*,

it aims to inform and disseminate the "education through (and for) affections", as its motto says. *Escola dos Afetos* intends, through its intervention in different spaces, to contribute to a society where each one can live in a harmonious and full way, recognizing their emotions and those of the others, with the dynamization of emotional education sessions in social and community context with children and young people between 3 and 18 years old. To conclude this item we present the project *Happy Code*, a school of programming and teaching of STEAM - Science, Technology, Engineering, Arts and Mathematics. In this model, school uses new technologies and develops computer projects in the area of programming allied to several subjects that promote thinking through design tools, thinking, storytelling, game learning, to promote the development of fundamental skills of the 21st century according to institution (no. 27).

Conclusions

At the end of this report, it should be noted that despite the increase in interest, the recognition of the importance of emotional education and the development of socio-emotional skills, including in Portugal with a significant number of research, studies, publications and good practices, there are still a small number of these compared to other countries. This was found throughout the research in the amount of content found in a foreign language as opposed to Portuguese in Portugal. However, there was a diversification in research and studies, as well as of strategies used so that the theme has more impact, especially in terms of Education. Emotions are essential in the relationship with which we make decisions in the face of information, in the way we define objectives and regulate interactions with individuals in society, and in this sense, the learning of emotional regulation occurs mainly during childhood. The school is, thus, a collective space for self-regulation,

social interaction and the acquisition of collective rules. The ideal space to learn where, when, how and what emotions to express.

Regarding the items found by the research for this report, the lack of bibliography (books) written by Portuguese authors is highlighted, still, there are several translations. On the other hand, there are several academic publications - or in thematic magazines and newspapers - of articles / investigations that take a new look at childhood and the SEL, many of them supported by projects that promote programs for the development of social and emotional skills, or that propose dynamics of games, playful activities and/or holistic training to highlight emotions and feelings and the need for greater knowledge about how this topic can help children and young people in their healthy development process.

The good practices already developed, despite being limited to small scholarships and practices, as it was verified, are the proof that the activities of emotional education bring benefits to children and young people who are aware of their abilities and know how to manage positively and constructively their emotions through greater emotional literacy, which leads them from recognition and self-regulation to success in their personal and academic development. These benefits are also verified in terms of the training of educators, teachers and parents interested in the area of emotional education.

A greater investment in this educational component with a national curriculum would be in line with the OECD *Skills Strategy Diagnostic report Portugal 2015* which recommended that *teaching in Portugal should place greater emphasis on the development of emotional skills (….), considered vital in reducing the dropping out of school and improving quality and equity at school* (no. 39). It is mainly in childhood that we develop many of the essential skills for a balanced adult life such as concentration, self-confidence, autonomy, self-esteem, empathy, assertiveness, reasoning, optimism, communication, creativity, and interpersonal relationships, skills that promote healthy cognitive and emotional development.

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For these practices to be a national reality, they must be accompanied by national legislative efforts that create measures to implement SEL programs, as well as evaluation systems to assess the effectiveness and efficiency of these models. Allied to the theme, and according to the technological evolution of the 21st century, the development of new programs and new strategies that could support a socio-emotional curriculum evolves in parallel, such as, for example, new technological tools that, together with the research and study of SEL, may be useful in the various age groups of the school population.

In this way, and in line with what is proposed by this report, the research verifies the diminished existence of bibliography, programs or tools to promote social and emotional skills associated with new technologies, therefore, it´s correct to say that there is a wide spectrum available for work in this area that would certainly be of great interest to children and young people who today are increasingly awake to the digital area in its different aspects.

3.4. Spain

By Mª Dolores Caravaca and Mª Esther Pérez

Introduction

This Report on Research and Best Practice has been carried out by searching the web to find evidence of the following topics:

a) Existing research or lack of it on SEL and technologies.

b) Best practices cross-nationally among the partner countries.

Google and Google Scholar have mainly been used as sources of information.

Results of Publications

We have found 17 publications distributed as follows: 5 scientific papers, 4 dissertations, 2 websites, 3 books, 1 reports, 2 articles; 8 of the publications concern Higher Education, 3 refer to Secondary Education, 6 publications are related to Primary Education, and 1 of them deal with Pre School.

We would like to highlight the most remarkable documents:

Scientific papers:

Cassà, È. L. (2005). La educación emocional en la educación infantil. Revista interuniversitaria de Formación del Profesorado, 19(3), 153-167. https://www.redalyc.org/pdf/274/27411927009.pdf

Emotions are present in our lives since we are born and they play a relevant role in the construction of our personality and social interactions. We feel emotions anywhere and at any time, with the family, with friends, with our environment, with our equals, with our school, with our educators, etc. For the school is another area of knowledge in which emotions are experienced. To educate means to take into account the complete development of individuals, developing cognitive, physical, linguistic and moral capacities as well as affective and emotional ones. Emotional education is put into practice at all stages in life through sequenced programs which can be started during infant education. In this article objectives, contents, examples of activities and the evaluation of emotional education in infant education are presented. From my experience, taking emotional education into practice has enriched not only the pupils but also their teachers, as regards their personal and professional growth. It has united teachers, enhancing communication and empathy among them. New school projects have emerged, new illusions are shared and dialogue and respect are favoured.

Taking emotional education into practice has enriched not only the pupils but also their teachers, as regards their personal and professional growth.

Belli, S., Harré, R., & Iñiguez, L. (2009). Emociones en la tecnociencia: la performance de la velocidad. Prisma Social, (3), 1-41. https://www.redalyc.org/pdf/3537/353744576013.pdf

Our research on the use of New Information and Communication Technologies (ICT) has understood how these technologies are fundamental in the daily life of each individual. The emphasis has been placed on the analysis of emotions linked to the

use of these technologies in these specific spaces. Using the concept of performance (Butler, 2003), it explores how speech creates a need to build particular emotions that did not exist before its performance. The category of speed as an emotional performance built through language by users of new technologies has emerged throughout the analysis.

The category of speed as an emotional performance built through language by users of new technologies has emerged throughout the analysis.

Pablos Pons, J., & Pérez, A. G. (2012). El bienestar subjetivo y las emociones en la enseñanza. Revista fuentes, (12), 69-92.

https://revistascientificas.us.es/index.php/fuentes/article/view/2468

Teachers' subjective well-being as part of individual emotions is a topic that plays a relevant role in education studies and may have positive implications to deal with professional challenges successfully. Therefore, the main objective of this paper is to provide a comprehensive review of the most representative research works on subjective well-being, pedagogical well-being, and emotions in schools, not only in a national but also in an international context. For that we want to point out current trends and analyze constructs that are emerging. In addition, we present some measurement scales that have been relevant when we study the subjective well-being of teachers and the contribution in this field. Finally, we identify some factors that can influence in the well-being of teachers and students in school when the information and communication technologies are present.

Teachers must acquire, update and consolidate throughout their professional life their technical skills, but also take care of their emotional balance and consequently assume their ethical responsibility. Deepening knowledge of the factors that affect the emotional well-being of teachers should contribute to improving their self-

esteem and the social recognition they deserve. Without a doubt, all these aspects must be seen in an integrated way with the other educational components (cognitive, organizational, technical and ethical). Today, the emotional dimensions cannot be dispensed with, so they must be a reference for early and permanent teacher training by those who have the responsibility to design and implement them.

Echeburúa, E., & De Corral, P. (2010). Adicción a las nuevas tecnologías y a las redes sociales en jóvenes: un nuevo reto. Adicciones, 22(2), 91-96.

http://m.adicciones.es/index.php/adicciones/article/view/196

The Internet is a technology that has particularly impacted young people and provided them with many benefits. But some people become obsessed with the Internet, are unable to control their use and can jeopardize their work and relationships. This article addresses the problem of misuse of these technologies. The use and abuse of the Internet are related to psychosocial variables, such as psychological vulnerability, stressors and family and social support. There are some specific risk factors for social media abuse among young people. Some alarm signals are triggered before a hobby becomes an addiction. The concept of "Internet addiction" has been proposed as an explanation for understanding the loss of control and harmful use of this technology. The symptoms of Internet addiction are comparable to those manifested in other addictions. Preventive strategies should be programmed both within the family and at school based on risk factors and subject demographics. The goal of treatment, unlike other addictions, should be controlled use. The psychological treatment of choice is stimuli control and gradual exposure to the Internet, followed by a relapse prevention program. More information is needed on the most appropriate programs for younger patients, as well as motivational strategies for treatment. The implications of this review for clinical practice and future research in this field, as well as the limitations currently existing, are discussed.

The characteristic of Internet addiction is that it occupies a central part of the teen's life, which uses the computer screen to escape real life and improve his mood.

Lozano, J., Ballesta, J., & Alcaraz, S. (2011). Software para enseñar emociones al alumnado con trastorno del espectro autista. Comunicar, 18(36), 139-148. https://www.redalyc.org/pdf/158/15817007017.pdf

This paper reports the results of a research project in which educational software was used to teach social and emotional skills to primary and secondary school students with autism spectrum disorders (ASD). The participants with difficulties in recognizing emotional states were nine male and female students aged between 8 and 18, with a mental age range of between 5 and 7 years. A single group design with pre-test/post-test was used. The students were assessed before teaching in relation to their levels of social and emotional skills. This assessment was intended to set the starting level of the teaching process for each student. The educational intervention consisted of two 45-minute weekly sessions for 20 weeks over two academic years (2006/2008). Following the intervention, each student was again assessed. Results indicate that the pupils improved their performance in tasks that evaluate the ability to recognize and understand emotional expressions. These results confirmed that the use of educational software for teaching social and emotional skills helps students with ASD to improve their ability to perform tasks aimed at the understanding of emotional skills. In addition, the participants improved their social skills significantly, a fact that was noticed by both teachers and families.

Problems with the treatment of Internet addiction are far from resolved today. Many of the subjects afflicted with this type of disorder refuse to recognize the problem; many others do not seek therapeutic help; others request it, but abandon therapy

after one or two sessions; many others, after treatment, end up relapse; and others, finally, abandon addictive habits on their own, without therapeutic help

Webs:

www.realinfluencers.es (2016) Aprendizaje social y emocional: qué es y por qué es importante.

Social and emotional learning: what it is and why it matters. Face emotional problems can affect performance.

Books:

Pallarés, M. (2010). Emociones y sentimientos. Marge Books

This book exposes current knowledge about people's emotions and feelings and answers questions such as these: Where do emotions form? What functions do emotions perform? What are the consequences of emotional tendencies in our lives? physical and mental health, in our personality and in our life? How can we transform emotions and feelings? In a simple and entertaining way, the author describes how the human brain works and how the joint evolution of genetics, environment, knowledge and experience can improve "emotional intelligence", the essential element of physical balance and psychological, that is, happiness.Miguel Pallarés shows how to manage emotions and feelings, and how to prosper every day by training, exercising and improving emotional intelligence. Personal communication is one of the fundamental aspects of this process, for which it provides numerous examples of the causes that improve or worsen communication. This work brings together a decalogue of actions and reflections to abandon afflictive states and reach healthy emotional states. Among them, it stands out to live in accordance with certain

ethical principles and values and to have adequate, clear, realistic, pleasant, measurable and, above all, achievable objectives.

Goleman, D. (2010). La práctica de la inteligencia emocional. Editorial Kairós.

Self-awareness, self-esteem, self-control, empathy, dedication, integrity, ability to communicate, expertise to initiate and accept changes.

A book about the structure of business as well as the emotional attitude of their leaders.

Morales, M. S., & Cuenca, M. A. (2003). Educar las emociones y los sentimientos: introducción práctica al complejo mundo de los sentimientos (Vol. 165). Narcea Ediciones.

A book to help educators, families and other youth emotional literacy training professionals. Starting from works of art that reflect emotions, photographs and illustrations in full color, and through very participatory activities, games and permanent use of dialogue you learn to know, distinguish, control and use your own emotions and Feelings. The book defines, studies and discusses more than sixty emotions and feelings, and also presents the basic techniques of emotional control.

This book presents the basic techniques of emotional control.

Thesis or Dissertation:

Rebollo Catalán, M., García Pérez, R., Barragán Sánchez, R., Buzón García, O., & Vega Caro, L. (2008). Las emociones en el aprendizaje online.

This paper presents the results of an educational innovation in Higher Education, whose aim is to design and test a pedagogical model for e-learning. This paper has the main aim to identify and evaluate emotional factors related to e-learning by

means of a survey research. The results show emotional well-being scores higher than wrong-being, identifying a range of emotions, which are related to different emotional states in e-learning. In addition, we present features of teachers' and students' virtual discourses in forums of discussion starting from types of educational interaction and kind of emotions related to certain settings of learning activity.

This work involves a preliminary study of a promising line of research in the field of education about emotions, learning and virtual educational environments. The dropout and failure rate in the teleformation and e-learning models raises the need to incorporate the study of emotions in relation to online learning (how they arise, what role they play, how they contribute to the development of skills...)

Morales, M. I. J., & López-Zafra, E. (2009). Inteligencia emocional y rendimiento escolar: estado actual de la cuestión. Revista Latinoamericana de psicología, 41(1), 69-79.

A research line that has generated a lot of interest in the last years, within the field of Emotional Intelligence (EI), is the analysis of the role that emotions play in the educational context, and, moreover, to deepen in the influence that the emotional intelligence variable has to determining both the academic success of the students and their scholastic adaptation. In the last years, a wide corpus of studies have been carried out to analyze the existing relationship between emotional intelligence and academic performance. Nevertheless, results are inconsistent due to the lack of consensus not only at the definition but in the so diverse methodology that these studies present. In our work, we analyze the relationship between EI and the academic performance as well as the objectives and benefits of the implementation of programs of emotional alphabetization at educational centres.

In conclusion, it can be said that since this research line is relatively young, it is necessary continue working on aspects related to the definition and

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operationalization of the construct and carry out studies with larger and cross-cultural samples, so that sufficiently solid conclusions can be drawn about the concept and the real advantages that presents its application in the educational field.

Results of Best Practices

2 publications have been found which can be considered as Best Practices: national and an initiative.

rtve.es/alacarta/videos 2013

A child who knows how to manage his emotions will not only have better academic results, but will be more prepared for the world of work.

One of the great discoveries of recent decades is that emotions and behavior can be educated. Through scientifically proven programs, it is possible to develop what they call life skills, that is, a series of skills in the social, emotional and ethical fields, which complement and optimize cognitive and intellectual abilities.

In this chapter of Networks, Elsa Punset talks with the psychologist and emotional education expert René Diekstra, with whom we see in what situation is currently learning this discipline and what concrete advantages it has in the development of children and young people.

http://procomun.educalab.es/es

This is a web where teachers share projects. Social and emotional learning is a form of teaching that allows the development of soft skills.

Teachers must understand the importance of these learnings and provide students with better abilities to be more decisive and competent.

The personalization and differentiation of social and emotional learning allows us to face new challenges and create a collaborative climate.

Conclusions

Most publications from our online research show written documentary evidence at infant and primary levels. We have also found theoretical documents produced in a university setting dealing with scientific inquiry about the subject and addressed to the education community.

Although many texts include strategies and procedures to create a learning environment at schools, a lack of tools and useful resources for social and emotional activities could also be assessed.

The explanation of intelligent behaviour from cognitive approaches is not enough to develop educational intervention guidelines. Academic intelligence is not enough to achieve professional success. Intelligence does not guarantee success in our daily lives.

A conception is necessary, according to Coll (2001: 129), "broader and plural of intelligence that exceeds the focus, common to both perspectives (referring to the psychometric differential and the information processing), in which we can call "school academic intelligence" and explore diversity in depth of capabilities that may be involved in intelligent behavior».

Some work involves a preliminary study of a promising line of research in the field of education on emotions, learning and virtual educational environments. The rate of

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abandonment and failure in teleformation and e-learning models raises the need to incorporate the study of emotions in relation to online learning (how they arise, what role they play, how they contribute to the development of competencies, etc.).

Teachers must acquire, update and consolidate throughout their professional life their technical skills, but also take care of their emotional balance and consequently assume their ethical responsibility. Deepening knowledge of the factors that affect the emotional well-being of teachers should contribute to improving their self-esteem and the social recognition they deserve. Without a doubt, all these aspects must be seen in an integrated way with the other educational components (cognitive, organizational, technical and ethical). Today, the emotional dimensions cannot be dispensed with, so they must be a reference for early and permanent teacher training by those who have the responsibility to design and implement them.

Taking emotional education into practice has enriched not only the pupils but also their teachers, as regards their person Regarding the Learning Strategies, it was found that the most used by students in 69% is the Codification Strategy, there being highly specific differences in the 4 learning strategies according to sex favoring women, the same thing happening with the variable academic performance The final predictive model remained constituted by 5 components of emotional intelligence (intrapersonal, interpersonal, adaptability, stress management, and mood in general). And the coding strategy, with a 16% explanation of the total variation in academic performance.al and professional growth.

In addition, some studies confirm the Internet occupies a central part in teens' life, who use the computer screen to escape real life and improve their mood. Games are the main source of attraction of many softwares of entertainment. Educational entities should take advantage of their learning potential. They offer a new approach to human intelligence and advocate a

new leap in the field of education, defending the scientific viability of affective and effective teaching.

In conclusion, it can be said that since this research line is relatively young, it is necessary to continue working on aspects related to the definition and operationalization of the construct and carry out studies with larger and cross-cultural samples, so that sufficiently solid conclusions can be drawn about the concept and the real advantages that presents its application in the educational field.

The personalization and differentiation of social and emotional learning will allow us to face new challenges and create a collaborative climate.

CONCLUSIONS AND RECOMMENDATIONS

4. Conclusions and Recommendations

By Susana Fonseca

The report New Vision for Education: Fostering Social and Emotional Learning through Technology (World Economic Forum, 2016) addresses the importance of promoting competencies and character qualities, in parallel with foundational literacies, to the overall success of students. Through SEL, students can develop their skills, which will be critical, not only for their academic success, but for their employment and educational achievement.

According to international studies, children who master SEL skills get along better with others, do better in school, and have more successful careers and better mental and physical health as adults (e.g., Jones, Barnes, Bailey, & Doolittle, 2018). In addition, the development of emotional skills in early childhood and in the curriculum is highly effective. McLeod, Sutherland, Martinez, et al. (2017) reported that the most common practice elements, such as emotion regulation, praise, and tangible reinforcement where identified to improve emotional outcomes of young children in early childhood classrooms and that they are efficient and effective ways to serve children and youth who are most vulnerable (e.g., problem behavior). Furthermore, by using education technology, the learning process can be improved. Education technology can be a tool to increase and spin out the students' learning.

Therefore, teachers can play a critical role. To overcome some of these barriers, the involvement and collaboration of all stakeholders is crucial and the mentioned report from

World Economic Forum (2016) highlight that no one-size-fits-all solution exists and to increase the adoption of education technology for SEL it is necessary:

1) Improve awareness of SEL and the understanding of the positive outcomes of SEL;

2) Prioritize social emotional skills, because many stakeholders do not view social and emotional skills with the same priority, they assign to other education skills;

3) Develop appropriate measurements, since measurement is a key concern among stakeholders, around the world, and it is one of the most important impediments to promote SEL and one of the main barriers to teaching social and emotional skills;

4) Increase levels of funding and resources for SEL, such as training in SEL for teachers;

5) Adequate SEL programs and products, to decrease the gap in effective school-based SEL programs available.

Regarding the literature review carried out in the SEL and technology chapter, the countries' report chapter on publications and good practices from Greece, Hungary, Portugal and Spain, the main conclusions and recommendations of this report are:

#1. Awareness of SEL & Tech

Increase awareness of SEL, i.e., the process of developing social and emotional competencies to positive adjustment, through technologies, to specific stakeholders as students, teachers, parents, politicians, but also to the general population.

SEL mediated by technologies has the potential to increase and support the development of good relationships and attitudes toward self and others, the academic success and the well-being of students.

Developing social and emotional competencies will impact our societies, with short- and long-term results.

#2. Share resources and expertise

Set up partnerships with schools, universities, SEL organizations and technological companies to share knowledge, assets and expertise and to develop adequate and efficient (digital) resources and tools.

This course of action must involve all stakeholders including students and their parents and teachers in a collaborative learning process.

The new resources and tools must consider and define the competencies, the pedagogical goals and must be age-appropriate.

#3. SEL ethos - Training teachers and school leaders

The SEL ethos means the way of being. This is what gave the name for our project: Be Emotional. And the SEL ethos embraces the use and the benefits of the digital technology, our project name become: Be Emotional – Techie!

The SEL ethos comprises the empowerment of educators, teachers and parents to use the internet and digital technology, but also to learn how to implement the SEL principles,

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components, culture, and attitudes with the support of technological tools, such as digital platforms, serious games and mobile applications.

Specific initial and ongoing training in SEL and technology must be provided for teachers, educators and school leaders, with learning goals and that includes the development of teachers' social and emotional and digital competencies, explicit instruction, ways to integrate SEL into the curriculum, strategies to actively involve students, and all members of the school community (including parents), determinants for a positive school climate.

This transformational process must result in significant changes in the teaching and learning practices, and in a cross-cutting use of active and playful and innovative learning strategies (play-based learning, peer learning, collaborative learning), which we can identify as learning mediated by technology or Education Technology.

The SEL ethos comprises the empowerment of all of us to be emotional and to be digital competent.

#4. Measurement and efficiency of SEL intervention programs in schools

Develop, apply and assess adequate measurements in different target-groups, settings and contexts. The measurements must consider quantitative and qualitative approaches.

Technologies also must be used into research and to support appropriate measurement.

SEL intervention programs in schools should include quality criteria for efficacy – impact of an intervention under optimal trial conditions, efficiency – impact in real world situations, and dissemination – to spread research findings and products to potential users.

SEL programs in schools must be implemented as an early intervention and through all school years. These SEL interventions must consider scientific evidence to program design and implementation and program evaluation.

Since inadequate implementation of the intervention program, lack of ongoing intervention and one-size-fits-all are the most common factors that reduce the effectiveness of a SEL intervention, the key issues for development and implementation of a SEL intervention must consider theoretical backgrounds, genuine commitment from research teams and schools, adopting a comprehensive approach (SEL ethos), and use of empirically robust assessment instruments.

These can be achieved by using PAR (Participatory action research) and thereby ensuring the ecological validity and potential sustainability of the SEL interventions programs.

#5. Public policies and funding

The promotion of the digital competencies of the children and adults, across countries, is nowadays a priority, in particular at the European level.

But now what is necessary is to increase the adoption of education technology for SEL, by adopting public policies that promotes and supports the development of the "ecosystem of social and emotional learning and technology", putting the focus of priorities on both social and emotional competencies and digital competencies.

We shouldn't passively wait for those public policies to take action, because the balance between a top-down and bottom-up approach is more important. So, guidelines and recommendations for SEL through technologies are very worthwhile.

To improve the "ecosystem of social and emotional learning and technology", public policies that encourages and supports and the development of social and emotional competences at an earlier age and sits around the same table several stakeholders to discuss action plans and strategies is crucial.

The support mentioned can also be achieved by making funds available for the establishment of consortium for research, promotion of challenges for higher education students and technological startups, development of new products and services, and the capture of innovative ideas and solutions.

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6. Annexes

Annex 1 – Template for country research

> **Link to the form " BeEmotional-Techie: Research (IO2)":**
> https://forms.office.com/Pages/ResponsePage.aspx?id=YOgwYsW_lUCmvBBHIa3
> W5n6WZf6PNFBOkY8pN-GNAklURVA5NFhWV1ZMMElZNThBNEk2U0dST1k3My4u

BeEmotional-Techie: Research (IO2)

Report on Research and Best Practices (Intelectual Output 2)

Partners will review research, the literature, and news items (including books, papers, incident reports and testimonies) in regards to SEL and technologies, as well as intervention programs and other educational strategies that have proved successful in children or in training teachers.

In addition each partner will collect best practices to investigate how SEL has been comprehensively and effectively addressed in school context.

Each partner should perform a desk research, searching the following words (partner's national language): social emotional learning technology. For each reference found, each partner should fill and submit this form.

1. Country

O Greece

O Hungary

O Portugal

O Spain

2. Level

O Pre-school (aged 3-5)

O Primary school (aged 6-10)

O Secondary school (aged 10-18)

O Higher education

3. Typology

O Publication

O Best Practice

4. If Publication:

O Scientific paper

O Book

O Report

O Legislation

O Website

O Newspaper

O Thesis/Dissertation

O Other [   ]

5. If Best Practice, which level:

O Transnational

O National

O Regional

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○ Local

6. If Best Practice, it is:

○ Project

○ Initiative

○ Policy

○ Campaign

○ Course

○ Other [   ]

7. The target group of the Publication/Best practice: *(You can choose more than one option)*

○ Children

○ Young people

○ Parents

○ Teachers

○ Professionals

○ Co-workers

○ Board management

○ Company directors

○ Researchers

○ Policy makers

○ Other ⬜

8. Requirements for Publication/Best practice *(Introduce in the box below the following information: Authors, Date (year), Tittle, Journal, Pages, Publisher, Website)*

⬜

9. Keywords – Content of the Publication/Best practice *(Introduce in the box below 3 keywords)*

⬜

10. Abstract/Summary - Content of the Publication/Best practice

⬜

11. Main conclusion - Content of the Publication/Best practice

12. Link - Content of the Publication/Best practice

13. Comments - Content of the Publication/Best practice *(Provide any additional comments.)*

Annex 2 – Country-specific references links

Greece (GR)

	Publication/Best practice	Link
GR #1	Sofia Triliba, Tania Anagnostopoulou, Sofia Chatzichristou. All equal, all different: practices for awareness in diversity for children of primary and high school, 2008, Gutenberg.	
GR #2	Papaioannou Argiro, 2017, Development of technological supported environment, apT2 e – SEL Tutoring, using the model of self directed learning (SEL) in higher education, doctoral thesis, University of Piraeus.	https://sites.google.com/site/eseltutoringenvironment/home
GR #3	Kantzou Elpiniki, Damilaki Rena,Labrinea Zeta,Kanellopoulos Grigoris. March 2009. O kipos ton sinesthimaton (The garden of emotions). DIPTIHO publishing house.	https://www.politeianet.gr/books/9789606825101-kantzou-elpiniki-niki-diptucho-o-kipos-ton-sunaisthimaton-periechei-cd-197686
GR #4	Γιαννικοπούλου (Angeliki Gianikopoulou), A., & Πασχαλίδου, Ε. (2014). ΤΑ ΣΥΝΑΙΣΘΗΜΑΤΑ ΣΤΟ ΕΙΚΟΝΟΓΡΑΦΗΜΕΝΟ ΒΙΒΛΙΟ ΚΑΙ Η ΑΝΑΓΝΩΣΗ ΤΟΥΣ ΣΤΟ ΝΗΠΙΑΓΩΓΕΙΟ. Ερευνώντας τον κόσμο του παιδιού, 13, 79-91. doi: http://dx.doi.org/10.12681/icw.17919	https://ejournals.epublishing.ekt.gr/index.php/omep/article/view/17919/15937

	Publication/Best practice	Link
GR #5	Nadia Kurmusi, Vasilis Kutras. "Steps for life". 2011. pages: 454, Journal: sokoli-kuledaki.	http://hdl.handle.net/10442/hedi/31671
GR #6	Best Cybernetics (Digital Agency). Title: I-yes project, (Website) https://bestcybernetics.com/en/iyes-graphic-design-presentation/ Date: 2018.	https://iyes-project.eu/
GR #7	Sofia Triliva-Giovanni Chimienti. Publishing house: ELLINIKA GRAMMATA (Greek Letters) Date:1998.	
GR #8	Άννα Παππά, 2014, Συναισθηματικές δεξιότητες, υλικό - δραστηριότητες, Emotional skills, material - activities,https://pappanna.wordpress.com/, https://pappanna.wordpress.com/	https://pappanna.wordpress.com/2014/02/08/
GR #9	Κουράκη, Χ., Κουρμούση, Ν., & Σαλαγιάννη, Μ. (2016). Η Κοινωνική-Συναισθηματική Μάθηση μέσα από την Παιδική Λογοτεχνία και το Πρόγραμμα "Βήματα για τη Ζωή". Πρακτικός Οδηγός για Εκπαιδευτικούς Μαθητών Πρώτης Σχολικής Ηλικίας (4-8). Αθήνα: OMEP Ελλάδος.http://www.omep.gr/e-books-e-yliko.html	https://syneducation.files.wordpress.com/2019/11/koiniki_ma8isi_omer.pdf
GR #10	The International Journal of Emotional Education (Special Issue, Volume 8, Number 2, November 2016, pp 105-127 (www.um.edu.mt/ijee) Article: Social and emotional learning in the Greek educational system: An Ithaca journey. Author: Chryse Hatzichristou and Panayiotis G. Lianos. 2016.	https://www.researchgate.net/publication/311233533_Social_and_emotional_learning_in_the_Greek_educational_system_An_Ithaca_journey

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	Publication/Best practice	Link
GR #11	Chatzixristou X. 2011b, Social and emotional learning in school. Program for improving mental health and learning of school community. Educational material II, Primary school, ages 9-12, 13 books, Athens, Tipothito.	
GR #12	«E-MOTIONS» Investigating the Child's world JOURNAL, Pages 255-260.	https://ejournals.epublishing.ekt.gr/images/logo_back.png

Hungary (HU)

	Publication/Best practice	Link
HU #1	KUN, BERNADETTE – URBÁN, RÓBERT – BALÁZS, HEDVIG – KAPITÁNY, MÁTÉ NAGY, HENRIETT – OLÁH, ATTILA – DEMETROVICS, ZSOLT 2011 FACTOR STRUCTURE OF THE HUNGARIAN ADAPTATION OF ASSESSING EMOTIONS SCALE. Magyar Pszichológiai Szemle, 2011, 66. 3. 449–466.	DOI: 10.1556/MPSzle.66.2011.3.1.
HU #2	Dr. Bagdy Emőke, Bagdi Bella, 2014. Happiness-lesson program, manual, workbook, audio material, game.	http://boldogsagora.hu/tajekoztato
HU #3	Kádár Annamária (2013): Mesepszichológia. Az érzelmi intelligencia fejlesztése gyermekkorban. Kulcslyuk Kiadó, Szekszárd. Pages: 376 Kádár Annamária: The psychology	

	Publication/Best practice	Link
	of (fairy) tales. Development of emotional intelligence in childhood.	
HU #4	Harsányiné Petneházi, Ágnes és Páskuné Kiss, Judit és Lestyán, Erzsébet és Kós, Nóra és Szabóné Balogh, Ágota (2017) Hátrányos helyzetű tanulók szociális és érzelmi intelligenciájának vizsgálata az Arany János tehetséggondozó programban = The Study of the Social and Emotional Intelligence of Disadvantaged Students in Arany János Talent Support Program. Magyar Pszichológiai Szemle, 72 (4). pp. 463-489. ISSN 0025-0279 31 Dec 2019 00:25.	http://real.mtak.hu/id/eprint/78975
HU #5	Zsolnai, Anikó és Lesznyák, Márta (2009) Az érzelmi és a szociális kompetencia fejlődése óvodáskorban = The development of social and emotional competence in preschool children. Munkabeszámoló. OTKA. Workriport, Documentation.	http://real.mtak.hu/id/eprint/1813
HU #6	Oláh Attila SZEMIQ Képes fél-projektív teszt a szociális és érzelmi intelligencia mérésére Illustrated semi-projective test to measure social and emotional intelligence. HI Press, Budapest, 2005 74 pages.	
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HU #20	IMRE SZITÓ: EMOTIONAL INTELLIGENCE DEVELOPMENT IN SCHOOL Kiadó: Edition Nove Sopron 2009.	
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PT #4	Donna Stanger, FACELAND, https://do2learn.com/subscription/do2learn_plus/faceland.php	https://do2learn.com/subscription/do2learn_plus/faceland.php
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