**Research Program**

Overviewing higher education raises some questions: What is the vision of higher education? What are its goals? How the employees and students perceive their role in this intuition? Do we mind the gap between what the employees and the council for higher education perceive as the professional identity and the goals of higher education and the way students perceive their role as learners and their expectations and needs? Following these questions, the main question of this basic research is should SEL be incorporated in higher education intuitions? This question is important for rethinking especially nowadays, since the Covid 19 pandemic changed the way we teach and learn.

The state of the art today is that in higher education we emphasize the cognitive and techno-pedagogical aspects. However, more aspects such as emotions and social aspects should be taken into account, because learning is affected by these aspects. Moreover, we should treat the student as a whole, and not to focus on one aspect only. SEL (social and emotional learning) suggests a new framework through which people acquire skills, to manage their emotions, nurture positive interactions and feel empathy. Learning SEL provides the abilities required to manage our lives.

There are 5 SEL dimensions:

1. **Self awareness:** is the ability of the student to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.
2. **Self management:** is the ability to regulate student’s emotions, thoughts, and behaviors effectively in different situations. This measure includes managing stress, delaying gratification, motivating oneself, and setting and working toward personal and academic goals.
3. **Self-efficacy:** is the belief in student’s own ability to succeed in achieving an outcome or reaching a goal. Self-efficacy reflects confidence in the ability to exert control over students’ motivation, behavior, and environment.
4. **Relationship skills** – The ability to build and maintain healthy relationships with people from a diverse range of backgrounds. This competency focuses on listening to and being able to communicate with others, peacefully resolving conflict, and knowing when to ask for or offer help.
5. **Making responsible decisions**– Choosing how to act or respond to a situation based on learned behaviors such as ethics, safety, weighing consequences and the well-being of others, as well as yourself.

All these skills are highly important in order to succeed in Academia.

While in schools Sel is built in the activities, and especially after Covid-19, in Academia Sel has not been established. Covid 19 puts a heavy weight and efforts to adapt learning and pedagogy to the crisis with technological tools . Philosophical question: Should Academia deal with Sel, is it part of our duty?

It is obvious that Covid19 set emotional distress, loneliness, meaning that the emotional and social aspect has been quite harmed. However, learning and teaching processes have not been adapted to this situation. We notice that nowadays we should emphasize this aspect in order for the learning and teaching processes will be effective and our observation of the student should be as a whole person.

Therefore, a philosophical question rises: Do academic intuition educate or just teach a profession? And how we vision the students in the aspect of professional identity?

Should lecturers take into account Sel in their teaching? Should they intervene in the pedagogical aspect of the course? Is sel can be one of our academic tools for promoting equity in Academia? Under which circumstances should Sel take place in Academia? Can we define clear borders? Which domains or contents do we recognize as problematic? Should a lecturer respond to Sel events and how, given the fact that he may not be qualified for this. Is it the responsibility of the academic intuition to

educate Lecturers to manage the situation?

We would like to show the complexity in this domain. This domain does not have rules, but given to the consideration of the lecturer. In our program we want to show the complexity in this domain. We would like to propose the domain borders, by complex situations, courses.

Most college students experience stress and an increasing number also experience anxiety. This stress and anxiety has negative impacts on academic performance.

Psychological Significant improvements were noted in students’ ability to appraise stressors as positive challenges, rather than threats. Noteworthy improvements were also seen in students’ ability to recognize the resources available to help them cope with stressors, as well as decreases anxiety.

SEL programs implemented in a college setting have the potential to impact students’ psychological well-being and, in turn, their academics.

exposure to a social and emotional learning curriculum during the first semester at college may contribute to the development of social and emotional competence in students. Because of the potential relationship of social and emotional competence to academic success,

The positive contributions of social-emotional interventions and practices has been well established through decades of basic and applied research demonstrating that SEAD contributes to more equitable and safe educational environments (Cantor et al., 2018; Jones & Kahn, 2017; Osher et al., 2018; Durlak et al., 2011; Madden-Dent, 2014; Madden-Dent, 2021a; Taylor et al., 2017), and reinforces cultural competence and college/workforce readiness (Kerr, Madden-Dent, & Shalabi, 2020; Madden-Dent, 2021b). Social-emotional education is linked with decreases in unhealthy behaviors, mental health issues, and drop-out rates (Kautz, Heckman, Diris, Bas ter Weel, & Borghans, 2014), increases of up to 14%-point gains in grades and test scores (Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011), improved attitudes, emotional intelligence, and academic engagement (Li & Xu, 2019),

Colleges and universities are well-positioned to instruct on explicit social emotional learning (SEL)

higher education Institutions serve as global catalysts for equitable educational systems as drivers of educator workforce that lead with social, emotional, and academic development (SEAD) practices. Colleges and universities are well-positioned to instruct on social emotional learning (SEL). have the unique opportunity to provide continuous education for in-service educators.

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This large-scale capacity to influence those who shape student experiences is more important today than ever before as schools seek safer, more inclusive campuses and digital learning environments with culturally responsive and respectful communication and interactions. The need for SEL skills across workforce sectors conflicts with the lack of SEL education in higher educational programs.

The implementation of SEAD practices aims to increase social-emotional learning (SEL), a lifelong process through which all people learn and apply culturally responsive, “knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions” (CASEL, 2020). According to the Collaborative for Academic, Social, and Emotional Learning (CASEL), SEL includes five competencies (SEC) which are as predictive of academic and career achievement as is IQ (Almlund, Duckworth, Heckman., & Kautz. 2011; Duckworth & Seligman, 2005). The SECs described below, include Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision-Making skills.

Our research will contribute to the body of literature around post-secondary SEL education

This qualitative study demonstrates how a culturally responsive teaching (CRT) approach builds the capacity of faculty and staff to create a social and emotional learning (SEL) environment that is conducive to success for international students. The researchers propose a CRT-SEL model to address the increasing needs of mid-sized universities with emerging international students. The findings from 14 faculty and staff participants point to professional development strategies that can help reduce or remove barriers for working with international students. This study highlights the need to build upon the CRT and SEL tenets and align them with the existing support networks within the mid-size higher education institutions for classroom learnings and off-campus activities to bolster international students’ overall success. The results also indicate the faculty and staff’s varying priorities and diverging trajectories.

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Extensive literature describes sel implantation in schools. Self-report surveys help to track students’ social-emotional development as a tool to inform policy and practice. With the exception of growth mindset, self-reports of Sel constructs, i.e. self-efficacy, self-management, and social awareness do not increase monotonically as students move through school; self-efficacy, social awareness, and to a lesser degree self-management decrease after Grade 6. Female students report higher self-management and social awareness than males, but lower self-efficacy relative to males in middle and high school. Economically disadvantaged students and students of color report lower levels of each construct. The researchers emphasize that the need for policymakers to interpret changes in students’ self-reports over time in light of normative trends in social-emotional development and illustrate how such self-reports may nonetheless be used to set priorities and target interventions and resources (West et al.,2020).

We can foster SEL through a variety of educational approaches that promote students’ capacity to integrate thinking, emotion, and behavior to deal effectively with everyday personal and social challenges.1 SEL programs in schools aim to teach students specific SEL skills and also to create a classroom and school culture that enhances SEL skills. Both approaches typically involve training school staff to interact with students in new ways (Greenberg et al., 2017).

Research provides evidence that schools can facilitate the development of these skills, both directly and through the implementation of policies and practices that improve a school’s culture and climate and promote positive relationships

Due to this growing understanding that schools can contribute to students’ social-emotional development, some districts and states nationwide are considering the use of student reports of social-emotional learning and school culture and climate for use in systems of school accountability and continuous improvement. Growing interest in local measurement is fueled in part by federal and state policy, both of which expand the range of measures that must be collected to support a more comprehensive understanding of school performance (Hough et al, 2017).

Social and emotional learning (SEL) skills and competencies should be a central feature of elementary school. 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. But evidence from the most rigorous studies of elementary-school SEL programs is ambiguous. Some studies find few or no effects, while others find important and meaningful effects. Or studies find effects for some groups of students but not for others. What causes such variation isn’t clear, making it hard to interpret and act on the evidence (e.g., Jones et al., 2011)..

What are the sources of variation in the impacts of SEL programs designed for the elementary years? What appears to be variation in impacts may instead stem from imprecise program targets misaligned with too-general measures of outcomes. That is to say, program evaluations often fail to measure whether students have mastered the precise skills the programs seek to impart (Aber, Brown, Jones & Roderick, 2010).

The authors make three recommendations for policy makers, practitioners, and researchers. The first is that we should focus more on outcomes at the teacher and classroom level, because teachers’ own social-emotional competency and the quality of the classroom environment can have a huge effect on students’ SEL. Second, because the elementary years span a great many developmental and environmental transitions, SEL programs should take care to focus on the skills appropriate to each grade and age, rather than taking a one-size-fits-all approach. Third, they write, measurement of SEL skills among children in this age range should grow narrower in focus but broader in context and depth.

Children who effectively manage their thinking, attention, and behavior are also more likely to have better grades and higher standardized test scores (e.g., Jones, Bailey & Jacob, 2014).

In general, SEL programs tend to have their largest effects among students with the greatest number of risks or needs, including those with lower socioeconomic status or those who enter school behind their peers either academically or behaviorally (e.g., Jones et al., 2011).

A growing number of school systems use self-report surveys to track students’ social-emotional development as a tool to inform policy and practice. We use the first large-scale panel survey of social-emotional learning (SEL) to simulate how four constructs—growth mindset, self-efficacy, self-management, and social awareness—develop from Grade 4 to Grade 12 and how these trends vary by gender, socioeconomic status, and race/ethnicity among students participating in the survey for two consecutive years. With the exception of growth mindset, self-reports of these constructs do not increase monotonically as students move through school; self-efficacy, social awareness, and to a lesser degree self-management decrease after Grade 6. Female students report higher self-management and social awareness than males, but lower self-efficacy relative to males in middle and high school. Economically disadvantaged students and students of color report lower levels of each construct. These patterns highlight the need for policymakers to interpret changes in students’ self-reports over time in light of normative trends in social-emotional development and illustrate how such self-reports may nonetheless be used to set priorities and target interventions and resources (West at al., 2020).

While policy makers, educators, and the broader public increasingly agree that students’ development of social-emotional skills is important for success in academic and life outcomes, it is surprising that Sel has not been implemented in Academia, and this is the innovation of our study.

In this research, we suggest examining multiple intersections:

1. The students:

We review the aspect of degree of studies - B.A. or M.A., PhD, year of studies, the professional stage of the student, the educational aspect.

1. The lecturers:

Which Domain does he teach? Does he have other responsibility in Academia? Adjunct lecturer or tenure track lecturer and does it affect the way he perceive students' involvement in his studies?

1. A Higher Education council: Is treating sel issues are part of lecturers' duty? Do lecturers have sel responsibility in Academia?
2. Establishing Selab:

The purpose of the lab we intend to establish is to better understand the sel development in students, especially in the early stage of studies. We aim to apply what we have learned in our research to improve policies affecting students, lecturers and the Higher Education council.

**Research objectives & expected significance**

The importance of this study is making the participants rethink about the role of Academia, and to reflect on issues they have experienced in the past, but did not have a comprehensive conceptual framework to articulate it. Instead of viewing each sel event in sporadic way, this research will afford them a holistic view of all these issues and events. We emphasize multiculturism in this research, because Academia becomes more and more multicultural oriented. Sel events raise especially in multicultural settings. For example, language might cause sel events in the classroom.

We aim at deepen our understanding of the role of SEL in multicultural academia, which is inclusive for diverse cultures.

1. Academic policy as determined by policy makers in higher education council is focused on the cognitive aspect and cognitive development, as stated in published policy papers.
2. Nowadays, publication of scientific papers and promoting science is the cutting edge criteria of the academic intuition rank and there is alignment between the academic vision and its application in practice.
3. Lecturers from humanities perceive themselves as more responsible of the students' sel than lecturers in the exact sciences.
4. The academic setting as creating sel context, educational goals in alignment with design of educational environments.

**Working hypothesis:**

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**Research design & methods**

Mixed method design: Quantitative and qualitative design.

The combination of the two methods allows us to benefit from each one. Qualitative research contributes to our understanding of the social emotional aspects of people in different multicultural academic contexts. The main purpose is to understand the phenomena under our study. Nevertheless, as researchers we aim at creating more comprehensible study design, through accurate and considerate planning n by identifying available resources. Firstly, we take into consideration the potential informants because data collection and data analysis are cost and time-consuming. Second, internal resources of the study team, such as knowledge and ability, will be taken into account and we have an initial database.

We take into consideration our “pre-understanding” in the planning process. We will also take this into consideration during the analyzing process, in order to minimize any bias of our own influence. We reflect an try to understand the context and circumstances in order to detect misrepresentations that may bias in the data. Therefore, we will focus on our ability to distance ourselves, so the interpretation would be unbiased.

This kind of research method allows us rigor and credibility that make the results as trustworthy as possible. The process of analysis will seek some understanding and "staying true" of text collected and groups categories.

We take ethical aspects into consideration in order to protect the informants. A presentation of the aspects was sent to the ethics committee in our academic intuition and has been approved. An information letter to persons involved in the study will be written, and all participants will be informed orally and/or in writing about the study before being included. The participants must be guaranteed confidentiality and informed that participation is voluntary and that they can withdraw their data from the study at any time. Moreover, as researchers we have no academic relationship with our participants.

We are aware of verbal and non-verbal interaction between informants and researchers that shape the data collected, which in turn affects the results of our study. Therefore, the verbal or written questions will be appropriately formulated and adapted to the claims of the qualitative method so that we will be able to find some understanding of the phenomena being studied.

We are aware that we can never be certain that the method of data collection provides data that capture the real context of the informants. For example, the words used by the informants may not aligned with the researcher's view of their meaning, or the informants not telling the whole truth. Sometimes they are not being unable to express themselves, or they are being affected by what we expect to hear. Data will be collected by interviews and focus groups. They will be recorded by audio or video. These recordings will be transcribed into a written form, which is an interpretive process. Transcriptions will be very detailed to capture speed, tone of voice, emphasis, timing and pauses and gestures. The transcribing procedure will be done by experts that will be guided by us. The researchers have a high multicultural awareness, since they work in multicultural environment. The specialty of one researcher is consulting in multicultural environment and the other researcher specialize in teaching and learning process in bilingual environment and is also an Arabic speaker.

Lab: We will establish a new lab, and will use this lab for experiments

Participants: Students, lecturers, Higher education council.

**Research tools:**

Questionnaires and Case-studies: We will use the following questionnaires for three groups:

1. A demographic questionnaire, which included information regarding age, gender, native language, religiousness, and disability
2. Self-efficacy questionnaire (Nilly Mor, 1989).
3. The Multicultural Personality Questionnaire (Van Oudenhoven & Van der Zee, 2002)
4. Intercultural competence questionnaire (Deardorff, 2011)
5. Social Competence (Valkenburg, Peter, 2008).

700 students in B.A. and M.A. from multicultural groups

150 lecturers

50 Higher Education council policy makers

1. Interviews: We will interview a sample from each group (30% from each group), and also focus group.
2. Examining policy papers from countries around the world
3. We establish a new M.A. program in educational counseling and this 60 students will be part of our research, in longitude research, and we will examine their sel development during their studies from the beginning till the practicum.
4. Establishing new lab (Selab): To examine our research questions a new lab will be established. In this lab, our goal is to design the optimal educational environments, which are useful for sel learning in Academia. We will also examine optimal sel setting in technological environments (such as Zoom), which are highly used since the Covid 19. In our lab we will do interdisciplinary cooperation:
* Brain experts will elaborate the way our brain works optimally, which kind of emotion is useful for learning, etc.
* Computer science experts will establish the technological aspect.
* Lawyers will examine the legal aspect of including sel.
* Architects which are expert in design educational environments will examine and establish the best educational environment
* Artists and musicians will design the best atmosphere for learning
* Psychology experts: will adapt relaxing environment and not stressful one
* philosophy and history researchers will examine how philosophical models and historical coronial may contribute for best design.

**Expected Results**

We assume that lecturers and students will report that there is a conceptual framing for all the phenomena and issues they have experienced during their studies. They will report that by the questions we asked them we make them adapt a new point of view on their professional identity and the role of higher education. Moreover, they will adapt a new observation on the dichotomy between school and Academia and the role each one. In this sense, this research will make them rethink about the dichotomy between the cognitive aspect (mainly presented in Academia), and the sel aspect ( which is being dealt in schools on top the cognitive one).

We assume that different views between lecturers and students regarding sel. Students will report that there is need to deal with their sel, even in the curriculum itself, however lecturers will not view the sel as their responsibility.

In the discipline itself lecturers from humanities will report more responsibility on the welfare of the students that lecturers from the exact sciences.

We have the basic equipment to start our research, such as computers and research assistants, all available.

**Pitfalls**

This research might raise emotional difficulties among students and lecturers, while recollecting sel events . However, addressing this distress will afford the opportunity to deal with it.

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