**Proposal Narrative**

**Insert a title for your research here**

**Multi cultural social-emotional learning in higher education**

Please note the following from the guidelines provided by the foundation when revising the proposal.

*Proposal Narrative - You are expected to upload a proposal narrative pdf that includes the following:* ***A description of the project,***

*the central research question(s),*

*and the project’s significance.*

***A rationale for the project.*** *This includes (a) summary of the relevant literature, the relationship of the proposed research to that literature, and the new knowledge or contribution to the improvement of education expected to result from the proposed research; and*

*(b) a summary of the conceptual framework or theory guiding the project and how the project utilizes or builds on this framework of theory.*

***A description of the proposed research methods,*** *description of participants, data collection instruments, and modes of analysis the project will employ.*

*If applicable to the proposed methods, please include (a) information about the proposed sample/case definition and selection procedures; (b) research design, including when appropriate a description of the context of the study; (c) description of key constructs, measures and data sources; (d) procedures for data collection; and (e) procedures for data analysis.*

*This narrative* ***may not exceed 1800*** *words and at the conclusion should include the word count in parentheses. Your reference list should follow your narrative in the same pdf file and will not count toward the 1800-word limit. The text should be double–spaced and in 12-point font. APA style is preferred.*

It is strongly recommended that you reorganize your proposal so that it very closely matches the structure described above and ticks all the relevant boxes and ensuring that all this is done within 1800 words. This means cutting superfluous padding and very general observations and getting straight to the point.

**Summary**

Include a summary of your proposed research project here. You should explain from the outset that you are doing a pilot study to prepare the groundwork for the creation of an SEL lab and an MA in program in educational counseling. You should describe your research methodology. Hypotheses or expected results may not really helpful. You might consider making the study more exploratory and open-ended in nature because you are trying to gather data to contribute to the creation of a program. Also very important at this stage is to note how the research contributes to existing knowledge or practice in the field (see note below).

**Notes on introduction**

You may want to include some specifics about the university setting you are working in and how this proposed Ma will articulate with other programs, where the impetus has come from, if it is supported at faculty level, has the support of the Dean or other members of the hierarchy, if it fits in with any other developments of its kind in the university. Some context is sorely needed in this proposal.

The foundation also notes in its guidelines that, “We seek to support scholarship that develops new foundational knowledge that may have a **lasting impact on educational discourse**”. Asking for funding to pilot a study that will contribute to creating a lab and an MA program at your university doesn’t really respond to this. You would need to indicate how this research could have an impact on knowledge and practice in the field.

**Introduction and Literature Review**

Social emotional learning (SEL) has emerged during the 1990s. The Collaborative for Academic, Social, and Emotional Learning (CASEL 2022) define SEL as the process in which we acquire the skills for recognizing and managing emotions, developing caring and concerning for others, making responsible decisions, establishing positive relationships, and handling challenging situations effectively. There are five core SEL competencies and each one will be elaborated as follows: (1) self-awareness; (2) self-management; (3) social awareness; (4) responsible relationship skills (5) decision making, (CASEL 2022).

This research, focusing on whether social-emotional learning (SEL) has a place in higher education institutions among foreign students, represents an important reexamination of teaching and learning in the context of fundamental changes in higher education wrought by the COVID-19 pandemic. Since the COVID outbreak, distance learning has replaced the frontal learning and therefore opportunities to social interaction among students have been reduced and emotional issues have emerged. There is extensive literature describing SEL implementation in schools ( Castro et al., 2021; West et al.,2020) but less work has been done on SEL in higher education. However, the interaction between social, emotional, and intercultural (SEI) competences are not being addressed explicitly in education across Europe (OECD, 2015). Moreover, it has been argued that emotional and social aspects of learning need to be paid more attention in higher education pedagogy as they impinge on student success and well-being (Durlak, 2015).

Exposure to a social and emotional learning curriculum during the first semester at college could contribute to the development of social and emotional competence in students, due to the potential relationship between social and emotional competence and academic success. The positive contributions of social-emotional interventions and practices have been well established by scholars 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 et al., 2020; Madden-Dent, 2021b).

Social-emotional education is linked with reductions in unhealthy behaviors, mental health issues, and drop-out rates (Kautz, Heckman, Diris, Bas ter Weel, & Borghans, 2014), increases of up to 14% in grades and test scores (Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011), improved attitudes, emotional intelligence, and academic engagement (Li & Xu, 2019).

Higher education institutions can serve as global catalysts for equitable, inclusive educational systems and as drivers in creating an educated workforce able to lead in terms of social, emotional, and academic development practices (Durlak, 2015).

The implementation of social, emotional, and academic development practices aims to increase social-emotional learning (SEL), a lifelong process whereby 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) noted above, which are as predictive of academic and career achievement as is IQ (Almlund, Duckworth, Heckman., & Kautz. 2011; Duckworth & Seligman, 2005).

We hypothesized that is,

1. מבחינת הבדלים בין קבוצות, מסוגלות עצמית ללמידה, האמפתיה התרבותית, היציבות הרגשית והמסוגלות החברתית יהיו גבוהות יותר בקרב סטודנטים מתרבות הרוב (יהודים).
2. מבחינת קשרים בין משתני המחקר:

2.א. ככל שהמסוגלות החברתית גבוהה יותר והיציבות הרגשית שלך גבוהה יותר, תהיה לך יותר מסוגלות עצמית ללמידה.

ב. ככל שהמסוגלות החברתית והיציבות הרגשית שלך גבוהה יותר, גם האמפתיה התרבותית שלך גבוהה יותר.

ג. ככל שהמסוגלות החברתית גבוהה יותר כך היציבות הרגשית גבוהה יותר

ד. ככל שהאמפתיה התרבותית גבוהה יותר, המסוגלות העצמית ללמידה גבוהה יותר

1. השערת מודל תיווך: השערת המודל אמפתיה תרבותית מתווכת את הקשר בין המסוגלות החברתית והיציבות הרגשית לבין מסוגלות עצמית ללמידה.
2. ככל שהיציבות הרגשית גבוהה יותר, כך הלמידה הטכנולוגית גבוהה יותר וגם הלמידה השיתופית גבוהה יותר. השערה נבחנה באופן דו-כיווני. – לבדוק מה יצא
3. ככל שהמסוגלות החברתית גבוהה יותר, כך הלמידה הטכנולוגית גבוהה יותר וגם הלמידה השיתופית גבוהה יותר. ההשערה נבחנה באופן דו-כיווני, כך שאפשר לומר גם כי ככל שהלמידה הטכנולוגית והשיתופית גבוהה יותר, המסוגלות החברתית גבוהה יותר. ממצאים אלו תקפים במגזר הערבי בלבד.
4. ככל שהאמפתיה התרבותית גבוהה יותר, כך הלמידה הטכנולוגית גבוהה יותר וגם הלמידה השיתופית גבוהה יותר. ההשערה נבחנה באופן דו-כיווני, כך שאפשר לומר גם כי ככל שהלמידה הטכנולוגית והשיתופית גבוהה יותר, האמפתיה התרבותית גבוהה יותר. ממצאים אלו תקפים במגזר הערבי בלבד.

***research methods***

Ethical approval for this study was obtained from the Board of Ethics of the one of the biggest Colleges of Israel. Recruitment was voluntarily and randomized, conducted via mailing lists and social media.

**Participants** Participants who study in multicultural campus, from various cultures, from all academic bachelor and master degrees and from all disciplines will be invited to participate. Students' sample will be randomized and on volunteer-base, while each sub-group got equal representation.

**Instruments and Procedure**

An online questionnaire consisting of 5 blocks: Demographics; The Multicultural Personality Questionnaire (MPQ) including two sub-categories, cultural empathy and emotional stability; The social competence; Self-efficacy for learning; Open-ended questionnaire. The presentation of all blocks, except the demographic block was randomized, and all statements within these blocks were randomized to avoid order effects.

1. **Demographic Questionnaire:** The first block ofdemographic questions will askparticipants to provide their gender, age, academic institution, religion (and religious level), field of study and degree, socio-economic level of your family, the country you were born, disabilities (choosing from various disabilities), workplace (temporary or constant), executive job (yes/no/other), working in treatment (yes/no), veteran in work.
2. **The Multicultural Personality Questionnaire:** **MPQ** (van der Zee & van Oudenhoven, 2000, 2001) is the second block which has a 91-item, five-factor survey instrument that asks participants to reply to personal descriptors attached to the sentence stem: “To what extent do the following statements apply to you?”. Each item is then placed on a 5-point Likert-type scale ranging from 1 (totally not applicable) to 5 (completely applicable). In our research we used the following two factors: Cultural empathy and emotional stability. Content validity checks of the MPQ translated into Hebrew, combining both expert item evaluation and focus group discussions. This evaluation indicated that no items needed rewording.

2.a.The first factor is **cultural empathy** (18 items; α = .89), in our research content validity checks alpha Cronbach is 0.90. Sample items for this factor are as follows: "Finds it hard to empathize with others", "Enjoys other people's stories", " Is able to voice other people's thoughts".

2.b. The second factor, **emotional stability** (20 items; α = .82), in our research content validity checks alpha Cronbach is 0.77 in our research sample. Sample items for this factor are as follows: "Considers problems solvable", " Suffers from conflicts with others", " Is not easily hurt".

The reliability and validity of the 91-item version of the MPQ has been extensively supported (e.g., van der Zee & van Oudenhoven, 2000, 2001). Content validity checks of the MPQ translated into Hebrew, combining both expert item evaluation and focus group discussions. This evaluation indicated that no items needed rewording.

1. **The Social Competence** (Peter & Valkenburg, 2008) is the third block .We used a novel 19-item self-report instrument to measure social competence. The 19 items were meant to measure four social competence dimensions: initiation of (offline) relationships or interactions, supportiveness, assertiveness, and ability to self-disclose. The four dimensions that were distinguished a priori were empirically verified in an exploratory factor analysis. A second-order confirmatory factor analysis was used to test whether the four hypothesized subscales of our social competence measure are explained by one general social competence factor. The exact instruction was that some participants find it easy to talk and deal with people, others find it hard. The questions below deal with how they communicated with people in the past 6 months. Can they indicate how easy or difficult each of the situations below has been for them in the past 6 months? If they haven’t experienced one or more of the situations below, they were asked to imagine how easy or difficult each of the situations would have been for them. The response options were: 1 (very difficult), 2 (difficult), 3 (not difficult, not easy), 4 (easy) and 5 (very easy).

*The first factor is Initiation* (α = .86). Sample items were: Start a conversation with someone you did not know very well? Start a new friendship? Ask someone to get together and do something?

*The second factor is Supportiveness* (α = .83). Sample items were:

Listen carefully to someone who told you about a problem he or she is experiencing? Comfort someone who is feeling down?

Help others cope with an unpleasant experience?

Beliefs about lecture capture

*The third factor is Self-disclosure* (α = .83). Sample items were: Express your feelings to someone else? Tell others about things you are ashamed of? Show your sensitive side to others?

*The fourth factor is Assertiveness* (α = .86). Sample items were: Stand up for your rights when someone wronged you? Stand up for yourself when someone accused you of something you did not do? Stand up for someone else who was made a fool of?

This questionnaire was translated to Hebrew and validated by Lacher Edenburg (2019), α = .83. Content validity checks of the MPQ translated into Hebrew combined both expert item evaluation and focus group discussions. This evaluation indicated that no items needed rewording.

In our research internal reliability was α = .94. To summarize, This block is a novel scale to measure Initiation, Supportiveness, Self-disclosure and Assertiveness.

**5. Self-efficacy for learning** (Mor, 2001, Salomon, 2002) is the fourth block, based on Bandura, 1986; Schunck, 1991; Pintrich and De Groot, 1990.

המשתנה מסוגלות עצמית ללמידה נמדד באמצעות 24 היגדים.

השאלון מבחין בין שלושה מימדים של מסוגלות עצמית ללמידה הדרושים לתפקוד יעיל : למידה אקדמית, למידה בסביבת מחשב, למידה עצמית או בצוותים. השאלון תוקף על ידי שלושה קוראים מומחים אשר סברו שהשאלון יתייחס למסוגלות עצמית ללמידה ומבחין בין שלושת מימדי המסוגלות העצמית הצפויים . התשובות בסולם ליקרט בין 1-4 כאשר 1= כלל לא מתאר אותי, 4=מתאר אותי במידה רבה. המשתנה הורכב מממוצע התשובות, כך שככל שהציון גבוה יותר מסוגלות עצמית ללמידה גבוהה יותר. מהימנות השאלון כולו 0.79

דוגמאות להיגדים במימד החברתי: בשבילי לעבוד וללמוד עם חברים זה יעיל, למידה בצוות מקדמת את הלמידה שלי כי אני יודע לפעל בצוות ולהפיל את עמיתיי, אני מצפה שעבודה בצוות תעשיר את רפרטואר מיומנויות הלמידה שלי. במימד האקדמי: אני בטוח שאני יכול לעשות עבודה מצויינת במשימה הלימודית המוטלת עליי, אני יודע שאצליח ללמוד ולהבין את חומר הלימודים, אני מצפה להצליח בלימודים. דוגמאות להיגדים במימד המחשב: עם המחשב אני לומד טוב יותר מאשר בלעדיו, המחשב מקדם את הלמידה שלי כי אני ידוע לבחור את הכלי היעלם ולנצלם בהקשרי למידה שונים, המשב הוא שותף הלמידה הטוב ביותר שלי.

5.**Open-Ended Questionnaire:** The fifth block is additional questions regarding four academic issues: The anticipation of the student to finish their degree on time, the level in which their institution dealt with SEL issues, Have you participated in SEL activities during your learning to this degree before and after Covid pandemic (yes/no), To which extent do you feel affiliation and belonging to the academic institution in which you learn?

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