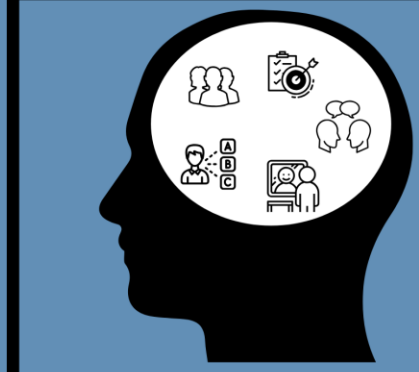


Social & Emotional Learning

EDU 7150 WB
Online Course
Faculty of Education
University of Ottawa



Professor

Heather Woods, PhD Candidate, MEd (she/her)

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Teaching Assistant

Elise Guest : jgues088@uottawa.ca

Course Description (3cr.)

This course will explore the development and impact of the competencies encompassed in social emotional learning (SEL; self-awareness, self-management, social awareness, relationship skills, and responsible decision-making). Particularly, we will critically explore the literature and research to gain an understanding of the complex nature of social emotional competencies, best practices in educational settings, research to practice gaps, and the application of social emotional competencies across the lifespan (e.g., the role of SEL in social, educational, and professional contexts).

Learning Objectives

- Survey current research related to the development and application of social and emotional competencies across various settings
- Identify and explore issues related to social and emotional learning
- Conduct thorough research on an area of interest related to social and emotional learning
- Communicate your learning with colleagues and the teaching team
- Reflect on your own social and emotional competencies through required and optional learning activities
- Apply your learning to your own professional context

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About the Course

Welcome to EDU 7150 WB, a special topics course on Social and Emotional Learning! This course is structured in 6 online modules, each lasting 2 weeks. Learning and discussion will be asynchronous (no set class time). With this in mind, I encourage you to schedule dedicated time each week to engage with the course and your colleagues.

Each module you will explore different aspects of social and emotional learning (broadly described in the course description). We will explore the topic at hand through readings, asynchronous discussion, and activities. You will be provided with a brief activity to consolidate your learning and an optional activity to provide you with an opportunity to explore practices that support social and emotional learning.

Collaborative groups (known as Professional Learning Communities) will be formed to facilitate collaboration and support for your online learning experience. Specifically, groups of 3-4 will be created. Within these groups, you will report on bi-weekly progress on your final assignment, set goals, share ideas, and provide constructive feedback to one another.

Each module, you will make incremental progress on your final assignment. The goal in structuring this in such a manner is to make it more manageable and to allow for frequent feedback from your peers, the instructor, and the teaching assistant.

I encourage you to explore this syllabus as it will be our guiding document throughout the course. The syllabus may be subjected to minor changes, if such changes arise you will be notified through a Brightspace Course Announcement.

If you have any questions at all, please do not hesitate to drop into student hours, schedule a meeting, or send an email.

About Your Teaching Team

Heather (Instructor): Hello! I am a PhD Candidate here at the Faculty of Education studying how social emotional learning is enacted and has evolved in school systems. Previously, I have explored teachers' approaches to shyness, aggression, and bullying. How we foster relationships, self-awareness, and coping strategies has fascinated me for as long as I can remember. I am so privileged and grateful to be able to explore these topics and I am so excited to share and learn with you.

My goal with this course is to create a space where we learn collaboratively and collectively. I believe that learning is a social experience. We pose questions and spark new perspectives to build off of for each other. Thus, I do encourage you to engage with your peers, either as a class in the discussions, or within your groups.

I have designed your assignments to facilitate the learning objectives of the course. I aim to ensure the content is flexible, relatable, and applicable to your current or future professional lives, while sparking your own curiosity to research and share with your learning community.

Elise (TA): Hi everyone! I'm a PhD Candidate in the Faculty of Education in the evaluation and leadership stream. The focus of my research is on quality assurance of university nursing programs with particular attention paid to accreditation.

My goal is to help you be better graduate students – that is to say, effective and critical researchers who can engage with materials to both learn and grow from the experience. My virtual door is always open and I'm happy to help in any way I can!

Course Dates

Course Starts:	January 10, 2022
Course Ends:	April 9, 2022
Last date to withdraw from course with refund of tuition:	February 4, 2022
Last date to drop with no refund and no grade reported:	March 25, 2022
Reading Week:	February 20-26, 2022

University Academic Calendar

Where to Find Course Content: Brightspace by D2L

This course will be delivered entirely online.

The course will be delivered via the University of Ottawa's Virtual Campus: Brightspace Learning Management System. To access Brightspace, go to the Student UOZone and Connect to the Virtual Campus from the UOzone homepage: http://www.uottawa.ca/en/students

You will also have access to a course space within Microsoft Teams. Here you can chat with course colleagues and the teaching team

To access the platforms, use your uOttawa student email and password

Course Texts

All readings will be provided through Brightspace. Each Module will include links to library resources and/or downloads of the required readings.

I do encourage you to explore the CASEL website (CASEL.org), if you are interested in getting a look at social and emotional learning in schools.

If you are interested in exploring SEL further, The handbook of social and emotional learning: Research and practice (2015) by Durlak, Domitrovich, Weissberg, and Gullotta may be of interest to further your learning.

You may also be interested in Neil Humphrey's (2013) Social and Emotional Learning: A critical appraisal. We will be exploring one chapter from this book in Module 1, where we get a sense of the history of Social and Emotional Learning.

Technical Requirements for the Course

Given that you will be doing your course work online, you will need to have a high-speed internet connection. For video conferences (e.g., student hours), it's always a good idea to wear headphones to minimize the risk of feedback. You will need access to a word processing software. You might also choose to create a website for your professional work. You can create a Google Site for free with your uOttawa email address -- and if you're interested in other platforms, Dr. Hagerman (a faculty member at the faculty of Education) has curated resources that could be of use here: https://sites.google.com/site/edtechuo/

Assignments

In this course, your grade will be a composite of evaluations from three sets of learning activities: (A) Module-by-Module PLC contributions & Self-Evaluations of your Learning (5-20%); (B) Synthesis of Learning (up to 10-25%); (C) Final Assignment (50-75%).

These assignments, including criteria of evaluation are described in detail in the Assignment Tab within Brightspace and The Assignment Description Doument.

Flexible Grading

All scores on exams and assignments will be based on 100 points. The final grade for each term will be determined by a formula chosen at the beginning of the semester by each student subject to the following constraints:

Graded Item	Potential weight	
Module-by-Module Activities	Total: 10% - 20%	
PLC Contributions (Assessed by the Teaching Team)	Choose a weight between 5% - 15%	A
Take Action Self-Assessment	Choose a weight between 5% - 15%	B
Your chosen total weight of section (max 20%):		C = A+B
Synthesis of Learning	10% - 25%	
Your chosen total weight of section (max 25%):		D
Final Assignment	50% - 75%	
Annotated Bibliography	Choose a weight between 10% - 20%	E
Evaluation of Peer Feedback	5%	5
Final Project	Choose a weight between 35% - 65%	F
Your chosen total weight of section (max 75%):		G = E+F+5
Total (must equal 100%)		= C + D + G

It is recommended that you refer to the Assignment Descriptions to reflect on submission dates, expectations, and your own workload to inform your decisions on selecting a weight for each item.

Each student will receive a copy of their personal gradebook (excel sheet) to submit their weightings and to track their grades through SharePoint. Within this document, the excel sheet will add your balances for you. So don't worry about the math just yet.

How to Create and Submit Assignments

Module Activities: For each module, you will be required to engage in an activity to demonstrate your learning. There will be discussion boards for each module where you will share your activities with each other. You will also be engaging in a smaller professional learning community where you will share your thinking and progress towards the final assignment. This might seem a bit odd. But there is a rationale for this practice related to the objectives of the course.

Creating and Sharing Assignments: First, this is a course about social and emotional learning. Key relationship skills we will explore are cooperation and collaboration and communicating effectively and respectfully. One of the ways that the Internet can support learning is through the sharing of ideas and resources. In an online course delivered asynchronously, we do not have face-to-face meetings each week. One way for us to learn together is by sharing the work we create in the course -- even our work in progress. At the graduate level, the professional learning community is one way to see how learning communities can respectfully engage with one another's ideas. For this reason, I encourage your to share your work within your professional learning communities.

Submitting Assignments: Please submit all final versions of your work through the Brightspace Assignments Tab. Here you will find the requirements, rubrics, and the submission box for your assignments.

Policy for Late Work

Submission dates should be respected so that, as a community, we can accomplish our learning goals.

If you are concerned that you will not meet a deadline, please contact the instructor. Sometimes, life happens -- we get sick, children or other family members get sick, we have many competing deadlines at work, we experience the unexpected. Often, arrangements can be made that accommodate your immediate needs without compromising the overall progress of the course.

The instructor reserves the right to impose a discretionary late penalty of up to 20% when work is submitted late without communication, justification or explanation. An explanation will be provided to students when a discretionary late penalty is applied.

"I don't believe SEL works when it's 'a thing you do.'
I believe SEL works when it's 'a way of being.'"

- Eric Gordon, Chief Executive Officer of the Cleveland Metropolitan School District (From CASEL Newsletter Nov. 19th, 2021)

Expectations for Communication

Given that this course is delivered online, it is essential to outline an explicit communications policy. I prefer email for communications. Please check your uOttawa email every day. Please ensure that you have set up your Brightspace account to receive notifications of announcements to your uOttawa email address -- and please check your uOttawa email daily. Please use my hwoods@uottawa.ca for all communications related to our course. Likewise, I ask that you use your uOttawa.ca email address for sending messages. These email addresses are less likely to be "hacked" than other emails which means that we have extra assurances of the security of our communications. Plus, in an online course environment, all stakeholders have extra assurances that when we're using our official emails that we are really communicating with the person for whom the message is intended.

Unless you receive an Out of Office reply from me, you can expect a response to any email query about the course in 48 hours. I will expect the same from you. If you're unable to respond in 48 hours, please put on your out of office reply or send a quick acknowledgement explaining that you will provide a proper response asap. That way, I know that you have received my message and will respond as your schedule allows.

Subject heading: If a message is URGENT, please indicate this in the subject heading. I will do the same. This helps us to manage our inbox communications and to prioritize messages that need the most immediate reply. Also, given that I receive well over 100 messages each day, I appreciate it when students indicate the course code EDU 7150 in the subject heading. This helps me to know when a question is from a student.

Professional Language: Email is notoriously devoid of tone. For this reason, please read your emails before sending (to me, to classmates, to colleagues). Ask yourself if the language is professional, if the tone could be misinterpreted and cause offense, or if you've written anything that, upon reflection, would be better shared in a conversation so that meaning can be quickly clarified. When needed, you are welcome to send an audio message, send a direct message via Twitter or make an appointment to discuss an issue. All of my contact information is provided at the top of the syllabus.

MS Teams: You are welcome to message quick questions within MS Teams, to Heather, Julia, or the class. However, please keep in mind that this is an academic setting and thus conversations, messages and interactions should remain respectful. You can either message directly or tag (e.g., using @Heather Woods) in a comment or question. I have enabled MS Teams to provide us with the opportunity for more authentic communication. However, for your own and the well-being of other please set your own boundaries of how often you will use this tool and respect that other's boundaries may differ (e.g., I may still take 24 hours to respond).

Structure and Timings of our Course

There are 12 weeks in our course. Reading week is February 20-26, 2022.

Our course is divided into **6 learning modules**, each of which last **two weeks**.

The first four weeks of our course (first 2 modules) are dedicated to exploring the big ideas that undergird the course, and current conceptions and theories of significance to social and emotional learning. The remaining eight weeks of the course will allow for the exploration of diverse themes and will be largely committed to the development of your final project.

Module Dates for EDU 7150WB

Module 0: Monday, January 10 – Friday, January 14, 2022
Module 1: Monday, January 10– Sunday, January 23, 2022
Module 2: Monday, January 24 – Sunday, February 6, 2022
Module 3: Monday, February 7 – Saturday, February 27, 2022
Reading Week is February 20-26, 2022
The course remains open, but there is no new content this week.
Module 4: Monday, February 28 - Sunday, March 13, 2022
Module 5: Monday, March 14 - Sunday, March 27, 2022
Module 6: Monday, March 28 – Wednesday, April 9, 2022

Timing of Course Modules

New modules will open on Monday mornings (Ottawa Time -- Eastern Time Zone). Plus, you will receive a Monday message each week to keep you on track. I prefer not to open up more than one module at a time because, in my experience, this practice helps to reduce anxiety for online students and keeps all of us thinking about the same issues at the same time. As a community of learners, you have choice within the module for how to manage your time, but it is important for us to be thinking about the same issues during each of our two-week modules.

Structure of the Online Course Environment

Each module includes three different pages: Think Big, Explore and Take Action.

THINK BIG pages include content that you are expected to read, watch and that will help you to develop foundational knowledge in the field of social and emotional learning. This page is where the deep substance of our online course will be found and where you will be expected to engage deeply with content.

EXPLORE pages focus on resources. The learning activities outlined on these pages encourage you to explore SEL resources for various settings (e.g., educational, professional), and that are linked in some meaningful way to the theme of the module.

TAKE ACTION folders outline your choice board self-evaluation options for each module and the expectations for the work you are expected to do toward our final project during that module.

Synchronous vs. Asynchronous expectations

Please note that this course is asynchronous in its delivery. This means that you will be able to work through each module at your own pace, using the two-week time window for each module as is appropriate for your schedule. Deadlines are clearly stated in Brightspace, in the Assignment Descriptions and are re-stated on the Take Action spaces. There will be weekly one-hour opportunities to attend synchronous open student hours to ask questions and engage in discussion with colleagues and Heather. You can always request a synchronous meeting with the professor.

Communication Spaces

All feedback from the Teaching Team on your work will be provided in a Communication Space(in Teams). Every student will receive an individual link to this space at the end of week two of the course.

Your communication space is shared ONLY with you. All discussions of your work between you and the teaching team will be done privately via video conference and/or through your communication space.

You will find your Communication Space as a Private Channel in TEAMS.

Assignment Due Dates

Due Dates are listed in your Communication Notebook and in Brightspace.

Date	What is due?
January 23, 2022	Module 1 Self-Evaluation & Check-In with Learning Community
February 6, 2022	Share annotated bibliography with your learning community for feedback from colleagues and teaching team.
February 6, 2022	Module 2 Self-Evaluation & Check-In with Learning Community
February 27, 2022	Module 3 Self-Evaluation & Check-In with Learning Community
March 13, 2022	Module 4 Self-Evaluation & Check-In with Learning Community
March 20, 2022	Draft of final project submitted to your house so that one colleague can offer constructive feedback
March 25, 2022	Deadline for the provision of constructive feedback to your peer on their final project
March 27, 2022	Module 5 Self-Evaluation & Check-In with Learning Community
March 27, 2022	Evaluation of the usefulness of the feedback you received from your peer on your final project
April 2, 2022	Share final version of Final Project with professor for evaluation
April 9, 2022	Module 6 Self-Evaluation
April 9, 2022	Submit synthesis of learning

Module Themes and Readings

Please note that the instructor does reserve the right to change the readings lists, make substitutions or remove particular readings from the course based on how the course is progressing, questions that arise from students, or particular issues that come up as we work together through the course. This is unlikely, but sometimes necessary to meet the needs of all learners in the course. Changes to course readings will be announced in Brightspace and inside of the module to which the changes are pertinent.

The readings listed here are intended to supplement the reading that you will also do inside of each module. The **Think Big** section of each module includes a multimodal "lecture" that presents key ideas, synthesizes a range of research findings and scaffolds the reading purpose and recommended strategies for getting the most from each of the readings listed below. Readings have been selected very carefully; please set aside adequate time.

Module 0: Introduction & Familiarization with the Course (Jan. 10-14)

No readings, please familiarize yourself with Brightspace. I have created a video demonstrating how to navigate our course space and how to use MS Teams.

Module 1: Overview of Social & Emotional Learning (Jan. 10-23)

Brackett, M. A., Elbertson, N. A., & Rivers, S. E. (2015). Applying theory to the development of approaches to SEL. In Durlak, J. A., Domitrovich, C. E., & Weissberg, R. P. (Eds.). (2015). *Handbook of social and emotional learning: Research and practice* (pp. 20-32). Guilford Press. Retrieved https://ebookcentral.proquest.com/lib/ottawa/detail.action?docID=1894285

Humphrey, N. (2013). What do we mean by social and emotional learning. In *Social and emotional learning: A critical appraisal* (pp. 17-35). Sage Publishing. http://dx.doi.org.proxy.bib.uottawa.ca/10.4135/9781446288603.n2

Humphrey, N. (2013). Origins and Influences. In *Social and emotional learning: A critical appraisal* (pp. 36-49). Sage Publishing. http://dx.doi.org.proxy.bib.uottawa.ca/10.4135/9781446288603.n3

AND

Weissberg, R. P., Durlak, J. A., Domitrovich, C. E., & Gullotta, T. P. (2015). Social and emotional learning: Past, present, and future. In Durlak, J. A., Domitrovich, C. E., & Weissberg, R. P. (Eds.). (2015). *Handbook of social and emotional learning: Research and practice* (pp. 3-19). Guilford Press. Retrieved from https://ebookcentral.proquest.com/lib/ottawa/reader.action?docID=1894285&ppg=27

OR

Kankaraš, M., & Suarez-Alvarez, J. (2019). *Assessment framework of the OECD Study on Social and Emotional Skills* (OECD Education Working Papers No. 207; OECD Education Working Papers, Vol. 207). (pp. 22-43) https://doi.org/10.1787/5007adef-en

Module Themes and Readings (continued)

Module 2: Social & Emotional Skills Across the Lifespan (Jan. 24 – Feb. 6)

Malti, T., Ongley, S. F., Peplak, J., Chaparro, M. P., Buchmann, M., Zuffianò, A., & Cui, L. (2016). Children's Sympathy, Guilt, and Moral Reasoning in Helping, Cooperation, and Sharing: A 6-Year Longitudinal Study. *Child Development*, *87*(6), 1783–1795. https://doi.org/10.1111/cdev.12632

Meek, S. E., & Jahromi, L. B. (2018). Social Development. In *The SAGE Encyclopedia of Lifespan Human Development* (pp. 2042–2047). https://doi.org/10.4135/9781506307633

Power, T. G., & Lee, S. (2018). Coping. In M. H. Bornstein (Ed.), *The SAGE Encyclopedia of Lifespan Human Development* (pp. 468–469). https://doi.org/10.4135/9781506307633.n175

Ross, K. M., Kim, H., Tolan, P. H., & Jennings, P. A. (2019). An exploration of normative social and emotional skill growth trajectories during adolescence. *Journal of Applied Developmental Psychology*, *62*, 102–115. https://doi.org/10.1016/j.appdev.2019.02.006

Module 3: Research, Policy, & Practice (Feb. 7 – Feb. 27)

Bradshaw, C. P. (2015). Translating research to practice in bullying prevention. *American Psychologist*, *70*(4), 322–332. https://doi.org/10.1037/a0039114

Cohen, J., Fege, A., & Pickeral, T. (2009). Measuring and improving school climate: A strategy that recognizes, honors and promotes social, emotional and civic learning The foundation for love, work and engaged citizenry. *Teachers College Record*, *111*(1), 180–213.

Jones, S. M., & Doolittle, E. J. (2017). Social and Emotional Learning: Introducing the Issue. *The Future of Children*, *27*(1), 3–11. https://doi.org/10.1353/foc.2017.0000

Module 4: Educational Settings (Feb. 28 – Mar. 13)

Abry, T., Rimm-Kaufman, S. E., & Curby, T. W. (2017). Are All Program Elements Created Equal? Relations Between Specific Social and Emotional Learning Components and Teacher–Student Classroom Interaction Quality. *Prevention Science*, *18*(2), 193–203. https://doi.org/10.1007/s11121-016-0743-3

Berman, S. (2019). What We've Learned about Implementing Social-Emotional Learning. *Education Digest*, *84*(9), 19–24.

Jones, S. M., Barnes, S. P., Bailey, R., & Doolittle, E. J. (2017). Promoting Social and Emotional Competencies in Elementary School. *The Future of Children*, *27*(1), 49–72. https://doi.org/10.1353/foc.2017.0003

Module Themes and Readings (continued)

Module 5: Professional Settings (Mar. 14 – 27)
Grant, A. M., Curtayne, L., & Burton, G. (2009). Executive coaching enhances goal attainment, resilience and workplace well-being: A randomised controlled study. *The Journal of Positive Psychology*, *4*(5), 396–407. https://doi.org/10.1080/17439760902992456 Guerin, T. T. (2014). Relationships Matter: The Role for Social-Emotional Learning in an Interprofessional Global Health Education. *The Journal of Law, Medicine & Ethics*, *42*(2_suppl), 38–44. https://doi.org/10.1111/jlme.12186 Savitz-Romer, M., Rowan-Kenyon, H. T., & Fancsali, C. (2015). Social, emotional, and affective skills for college and career success. *Change: The Magazine of Higher Learning*, *47*(5), 18–26. https://doi.org/10.1080/00091383.2015.1077667
Module 6: Student Choice (Mar. 28 – April 9)
Readings will be posted in the syllabus after we choose the topic for this module.

Policies

Academic Integrity

Plagiarism: Plagiarism is one type of academic fraud. A student found guilty of committing plagiarism will be subject to sanctions, which range from receiving a mark of F for the work in question, to being expelled from the University, and even the revocation of a degree or diploma already awarded.

Intellectual Integrity: Honesty, probity, and moral integrity are of the utmost importance in interpersonal relations, and are thus the founding principles of a just and harmonious society whose members respect one another. Educational systems recognize that to educate is to promote the cardinal virtues: students must acquire not only the skills and knowledge specific to their discipline and a rich personal culture relevant in society, but also the moral behaviour that allows them to be worthy citizens. Students in this class are expected to demonstrate intellectual and moral integrity in all of their course activities.

For more information about intellectual integrity, the due process that will ensue should there be an issue of academic fraud, and information about how to report instances of academic fraud, please consult the website of the VP-Academic and Provost of the University of Ottawa.

Access Service - For Students Needing Accommodations

If barriers are preventing you from fully integrating into the online academic setting and you need adaptive measures to progress (accommodations for assignments, learning strategies, etc.), contact Access Service immediately at the start of the term:

- in person at the University Centre, Room 339;
- online at www.sass.uOttawa.ca/access/registration;
- by phone at 613-562-5976 - TTY: 613-562-5214.

Access Service designs services and implements measures to break down barriers that would otherwise impede the learning process for students with health problems (mental or physical), visual impairments or blindness, hearing impairments or deafness, permanent or temporary disabilities, or learning disabilities. It is the responsibility of the student to register with access services in order to receive adaptive measures.

Policy on Violence, including the University of Ottawa Policy on Sexual Violence

The University of Ottawa does not tolerate any form of violence, including sexual violence. Sexual violence refers to any act of a sexual nature committed without consent, such as rape, sexual harassment or **online harassment**. The University, as well as student and employee associations, offers a full range of resources and services allowing members of our community to receive information and confidential assistance and providing for a procedure to report an incident or make a complaint. For more information, visit www.uOttawa.ca/sexual-violence-support-and-prevention.

If you experience *any kind of harassment* in this course please do not remain silent. Please let the professor know about it so that she can work with you to ensure the proper supports are put in place, and the proper steps are taken to stop the harassment. Every student in the course has the right to a safe and productive online learning environment.

Grading Scale

The following scale will be used in the reporting of grades.

A+ 90 - 100 % 10 points
A 85 - 89 % 9 points
A- 80 - 84 % 8 points
B+ 75 - 79 % 7 points
B 70 - 74 % 6 points
C+ 65 - 69 % 5 points
All grades below "C+" (65%) are failing grades for graduate students.
C 60 - 64 % 4 points

An A+ grade is considered an exceptional grade. In this course an A+ grade is reserved for work that not only exceeds all course expectations, but that also adds something novel and original.