



¿Cómo definimos las HSE?

Conceptualización

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Ciudad de Buenos Aires, 26 y 27 de
junio de 2017

Encuentro regional de investigación, evaluación e intervenciones para el desarrollo de las habilidades socioemocionales en los sistemas educativos de América Latina

Construyendo una red regional para el trabajo colaborativo en habilidades socioemocionales

Instituto
**Ayrton
Senna**



Educação do futuro, agora.



Conceitos

O que são as habilidades
socioemocionais

Projeto do eduLab21 de criação de um dicionário das competências socioemocionais

20 sistemas de classificação

267 habilidades definidas nesses sistemas

Dentre eles:

- *Organizational for Economic Co-operation and Development (OECD) Longitudinal Study of Skills Development in Cities*
- *Collaborative for Academic, Social and Emotional Learning (CASEL)*
- *California Office to Reform Education (CORE)*
- *Partnership for 21st Century Skills (P21)*
- *National Research Council Review (NRC)*

SOCIAL AND EMOTIONAL LEARNING (SEL) COMPETENCIES

SELF-AWARENESS

The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset."

- ➔ IDENTIFYING EMOTIONS
- ➔ ACCURATE SELF-PERCEPTION
- ➔ RECOGNIZING STRENGTHS
- ➔ SELF-CONFIDENCE
- ➔ SELF-EFFICACY

C/N

SELF-MANAGEMENT

The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

- ➔ IMPULSE CONTROL
- ➔ STRESS MANAGEMENT
- ➔ SELF-DISCIPLINE
- ➔ SELF-MOTIVATION
- ➔ GOAL SETTING
- ➔ ORGANIZATIONAL SKILLS

N

O / interests

SOCIAL AWARENESS

The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.

- ➔ PERSPECTIVE-TAKING
- ➔ EMPATHY
- ➔ APPRECIATING DIVERSITY
- ➔ RESPECT FOR OTHERS

RELATIONSHIP SKILLS

The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.

- ➔ COMMUNICATION
- ➔ SOCIAL ENGAGEMENT
- ➔ RELATIONSHIP BUILDING
- ➔ TEAMWORK

Gc

E/A

RESPONSIBLE DECISION-MAKING

The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.

- ➔ IDENTIFYING PROBLEMS
- ➔ ANALYZING SITUATIONS
- ➔ SOLVING PROBLEMS
- ➔ EVALUATING
- ➔ REFLECTING
- ➔ ETHICAL RESPONSIBILITY

Gf/Gc

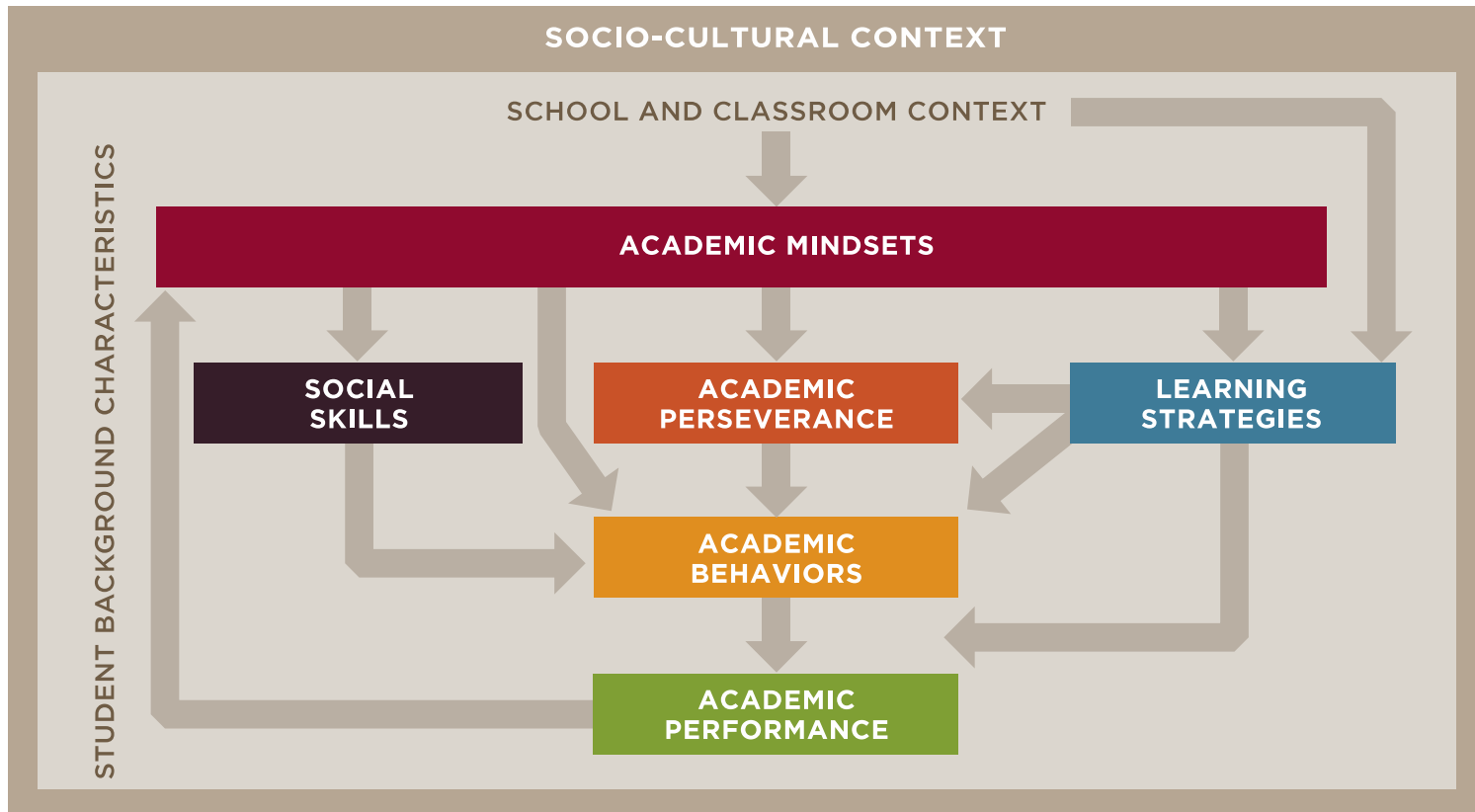
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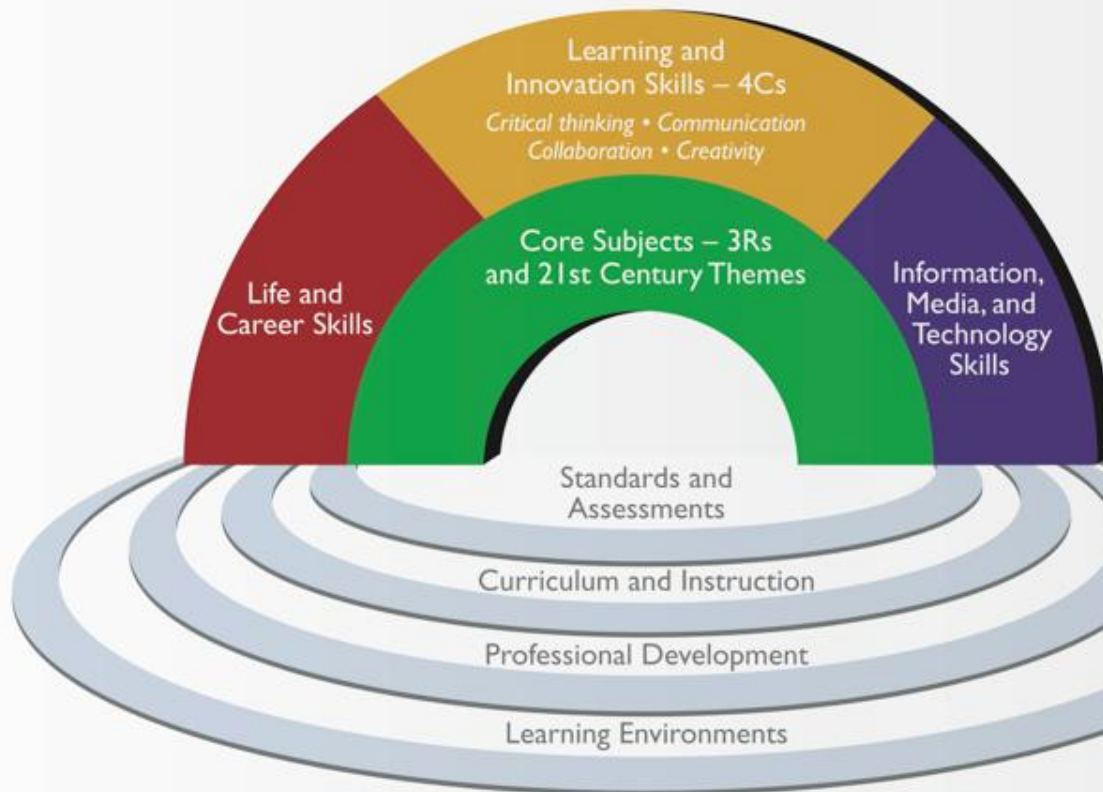
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FIGURE 2.1

A Hypothesized Model of How Five Noncognitive Factors Affect Academic Performance within a Classroom/ School and Larger Socio-Cultural Context



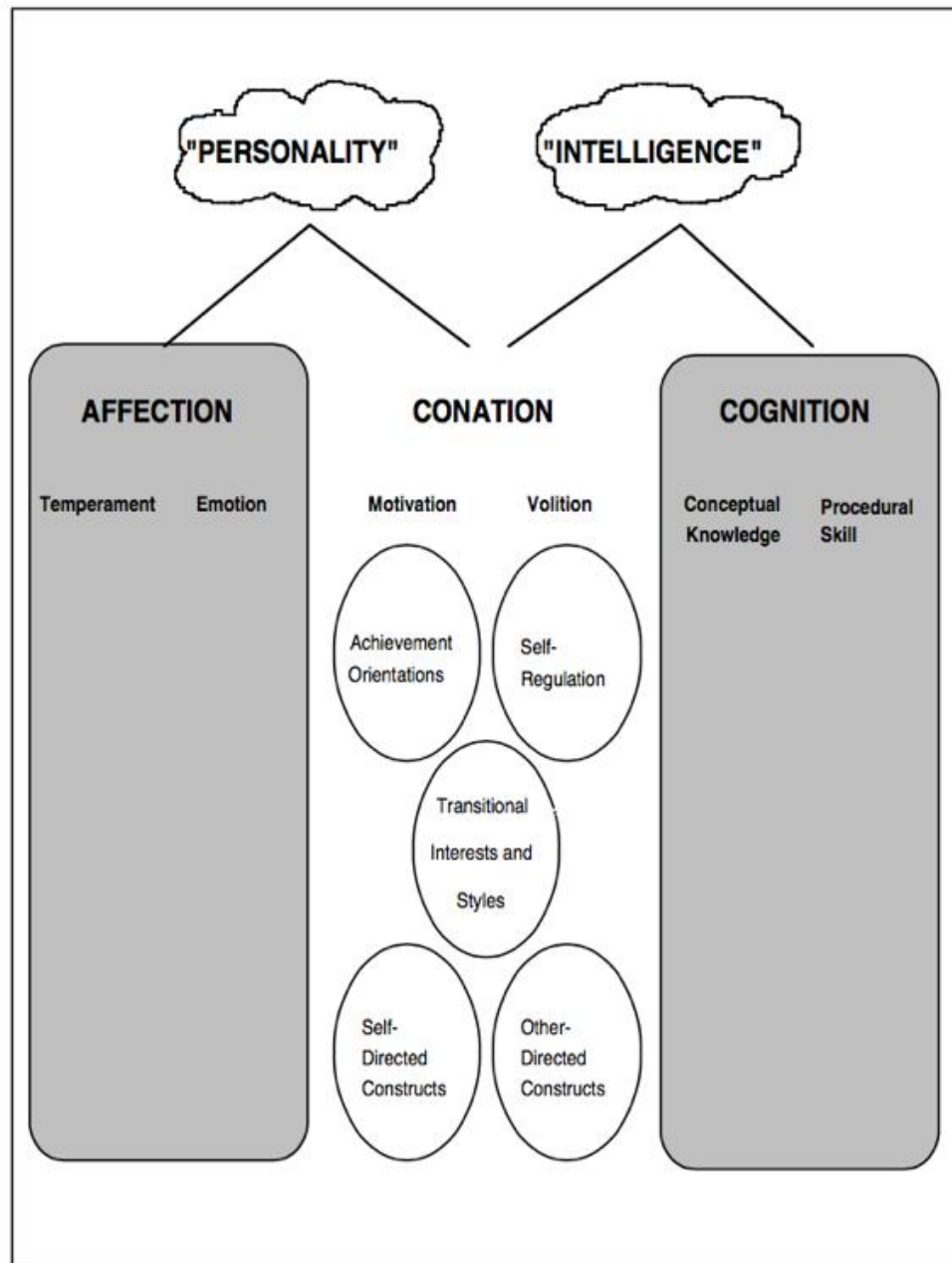
21st Century Student Outcomes and Support Systems



- * Aprendizagem e inovação
- * Criatividade
- * Pensamento crítico e solução de problemas
- * Comunicação e colaboração
- * Habilidades para carreira e para vida
- * Flexibilidade
- * Adaptação à mudança
- * Gerenciar objetivos e tempo
- * Trabalhar independentemente
- * Aprendizagem com auto-direção
- * Interagir efetivamente com os outros
- * Trabalhar efetivamente com a diversidade
- * Liderança
- * Responsabilidade para com os outros

Hagen (2013) de University of Minnesota Extension

21 st Century Competencies		Noncognitive Factors		Social and Emotional Learning Competencies			
National Research Council		Chicago Consortium		Strive Network		CASEL	
Intrapersonal		Academic mindset		Growth mindset/ mastery orientation			
				Academic self-efficacy			
		Academic perseverance		Grit/ perseverance			
		Learning strategies		Self-regulated learning/ study skills		Self-awareness	
Academic behaviors		Emotional competence		Self-management			
Interpersonal		Social Skills		Social awareness			
				Relationship skills			
Cognitive						Decision making	





Meta modelo

Projeto do eduLab21 de criação de um dicionário das competências socioemocionais

Jingle-Jangle-Jungle fallacy: uma mesma habilidade com nomes diferentes e duas habilidades diferentes com nomes iguais

Propomos um meta modelo baseado em evidência (estudos taxonomicos da psicologia investigando o funcionamento socio emocional) para organizar os temas nucleares ao redor dos quais essas habilidades se organizam promovendo uma linguagem comum para entende-las

Evidências de validade de conteúdo

A abordagem de construção do SENNA

SENNA v1: levantamento empírico de instrumentos usados em larga escala e das habilidades ali contidas. Agrupamento empírico via análise fatorial

SENNA v2: ampliação e refinamento das escalas, criação das duas camadas identidade e auto eficácia

Apoiou-se na Psicologia da Personalidade e do Desenvolvimento (e também Psicologia Social, Educação e na Psicometria)

Taxonomia abrangente de famílias de características pessoais do funcionamento social e emocional:

- **Temas nucleares** (autogestão cognitiva, auto regulação emocional, relacionamento interpessoal, engajamento social, motivação para aprender e criar)

Estudos psicométricos de como medir esses elementos:

- Abordagem fatorial
- Revisão dos *frameworks* na educação sobre aprendizagem emocional

Procuramos construir medidas dos principais ingredientes básicos (facetas) para que no futuro consigamos montar medidas compósitas de aspectos mais amplos.

Procuramos ser abrangentes e compreensivos

Baseamos na literatura científica especializada: "o estado da arte"

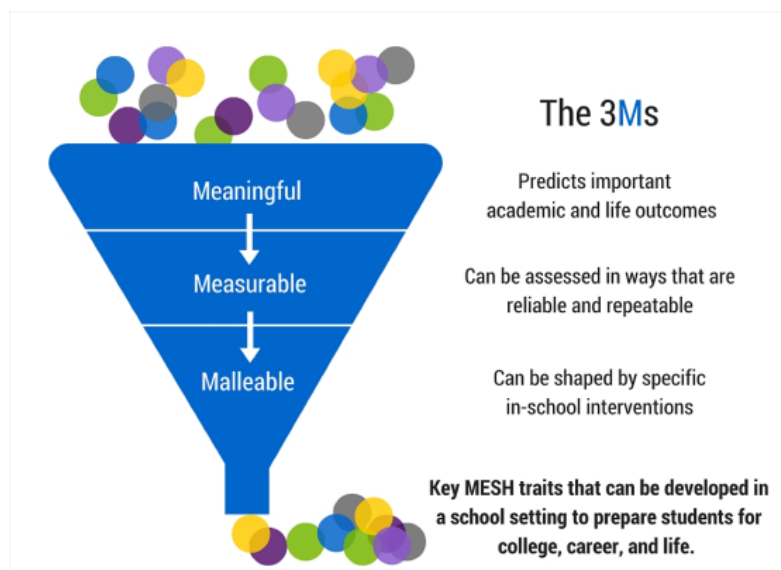
SENNA é um dos primeiros instrumentos (junto com CORE, NAEP, CHICAGO) desse gênero a ser usado em larga escala

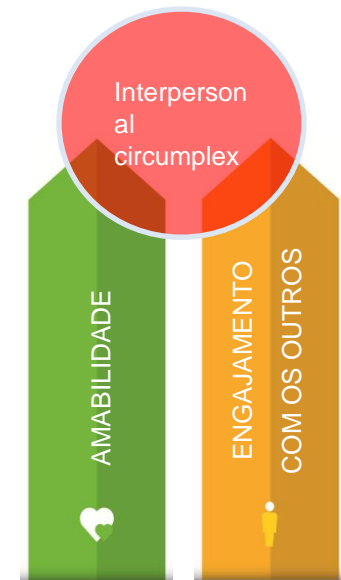
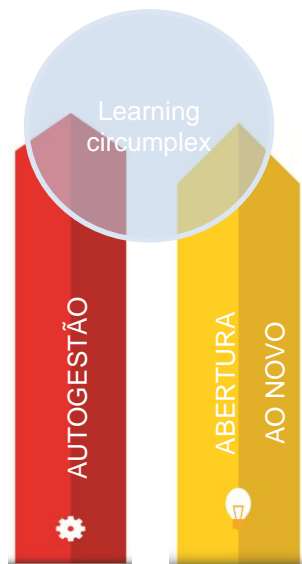
Evidências de validade de conteúdo

O que são as habilidades socio emocionais? Quais devemos medir ?

Segundo Primi, Santos, Fruyt e John (2016) as habilidades sociemocionais são características pessoais manifestas em padrões habituais de pensamentos, comportamentos e emoções e são:

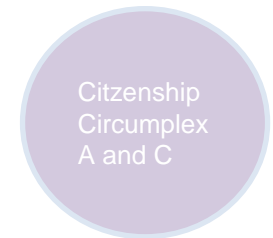
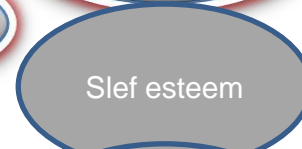
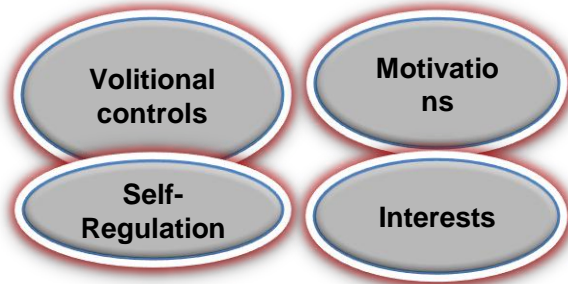
- **Importantes/preditivas de sucesso:** são valorizadas socialmente e culturalmente pois preparam a pessoa para papéis que exercerão na vida adulta (trabalho/família), isto é, influenciam resultados importantes - aprendizagem, educação, emprego, salários, saúde, cidadania, entre outros
- **Maleáveis:** estão em desenvolvimento no período escolar
- **Acionáveis:** estão sobre influência das experiências/intervenções escolares – são acionáveis quando há a intencionalidade concretizada em ações buscando desenvolvê-las





Intrapersonal

Interpersonal

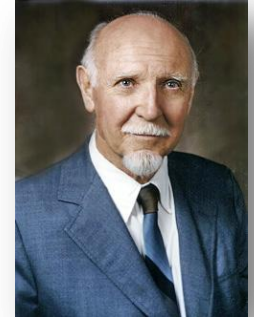




Como aplicar à escola ?

Conceito de meta-curriculo da
aprendizagem

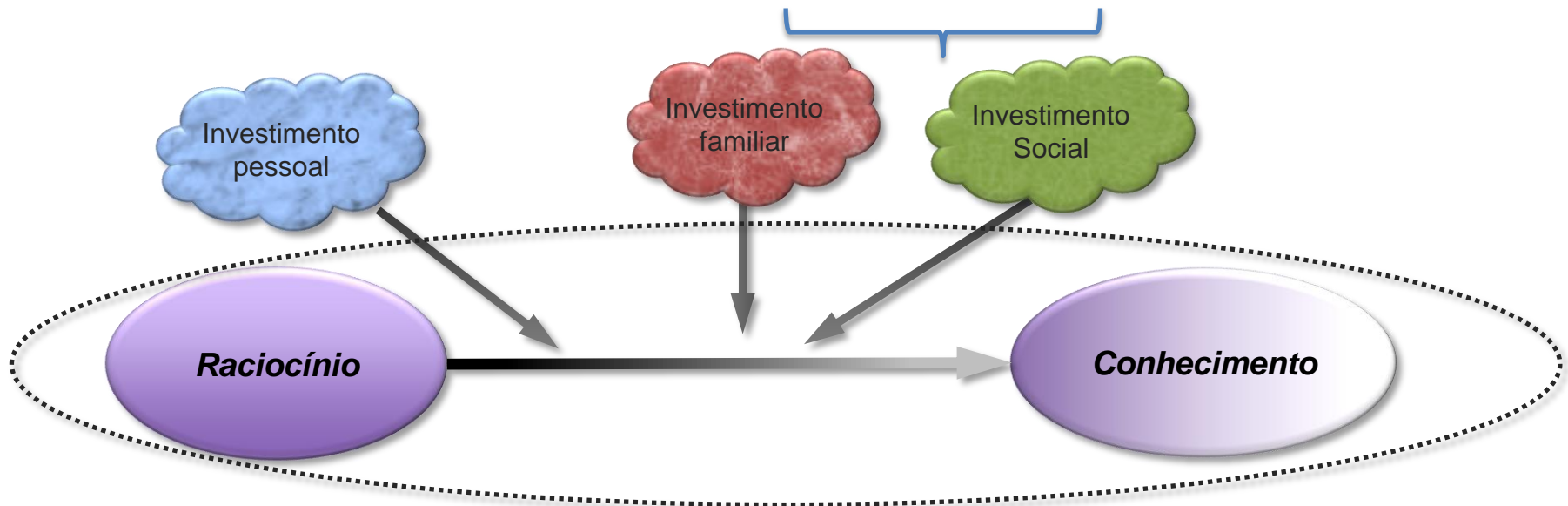
Teoria do Investimento



Raymond Cattell

**Fatores
socioemocionais**

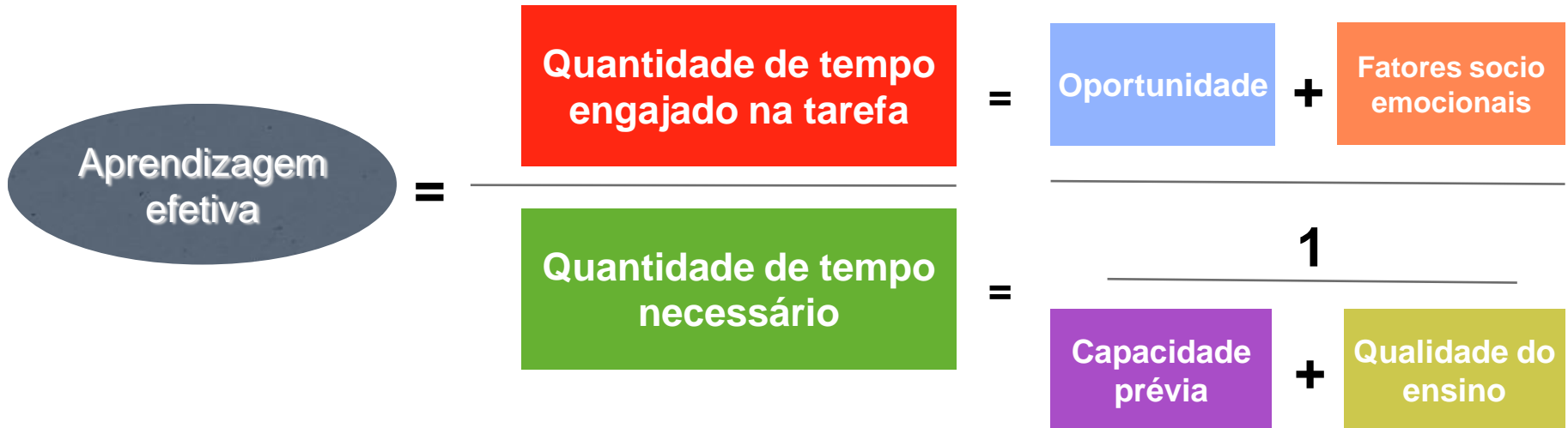
Oportunidades
Qualidade do ensino
(efeito escola)



Inteligência como conhecimento se edifica a medida que há maior investimento (pessoal, familiar e social)

Variáveis Cognitivas e Socio emocionais na Escola:

Modelo de J. B. Carroll (1963)

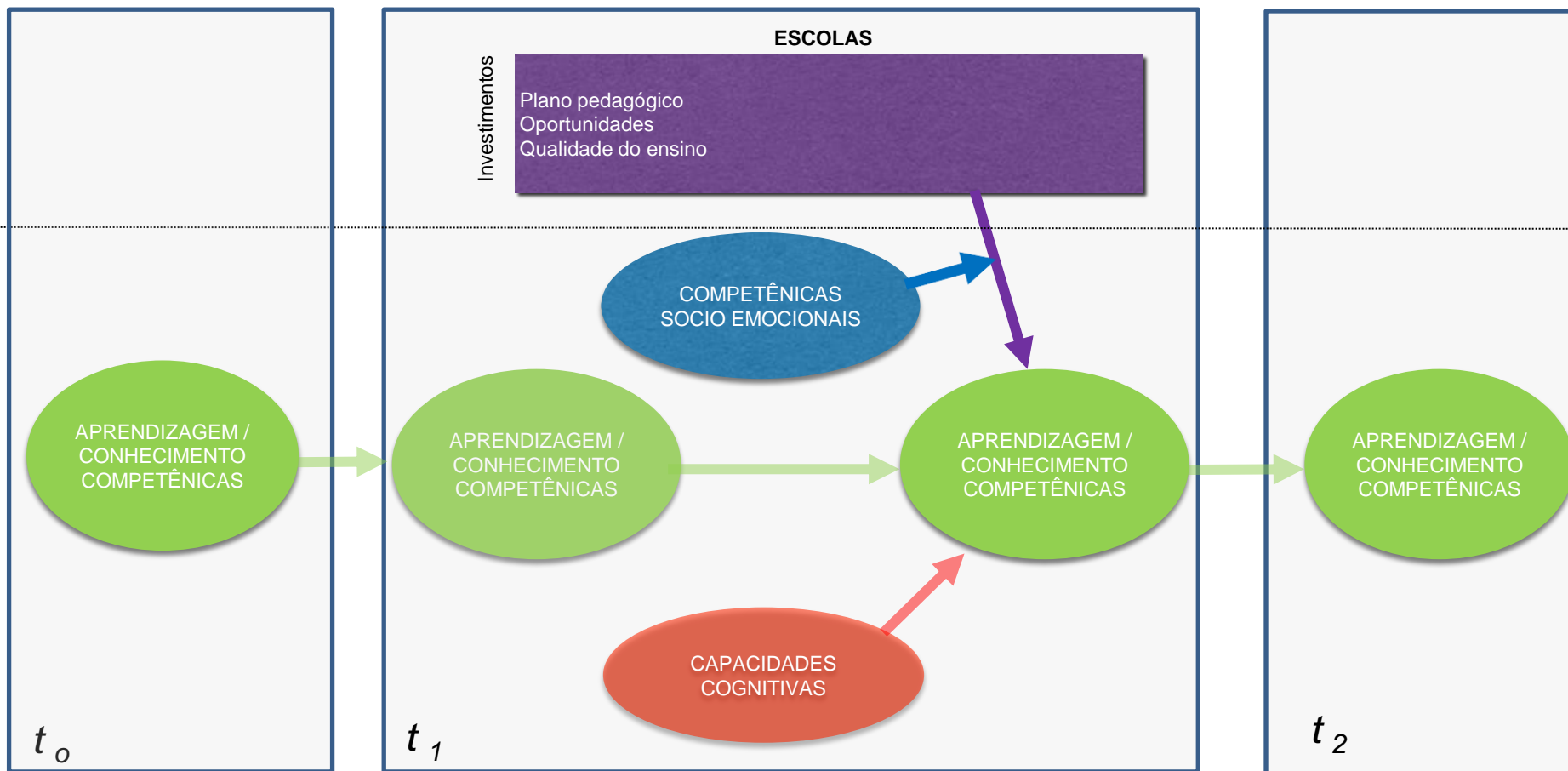


A **aprendizagem efetiva** se dá quando há uma **relação adequada** entre o **tempo engajado na tarefa** e o **tempo necessário** para aprende-la.

O tempo engajado resulta da oportunidade para dedicar-se à tarefa e de fatores socioemocionais

Já o tempo necessário é inversamente relacionado à capacidade prévia e a qualidade do ensino (quanto maior a capacidade prévia e a qualidade do ensino, menor será o tempo necessário para aprender)

Competências socioemocionais	Características pessoais	Aspectos conativos da aprendizagem
Circumplexo de aprendizagem Motivação e regulação cognitiva voluntária		
O: Abertura ao novo	Motivação intrínseca Desejo de aprender e conhecer coisas novas Valorização da estética, beleza e arte	Quero fazer isso? Quero aprender? Há um valor em aprender isso?
C: Auto gestão	Função executiva metacognitiva e organização Controle voluntário do comportamento orientado a objetivos	O que devo fazer para fazer bem feito?
Regulação emocional e <i>mindsets</i> (crenças implícitas)		
N: Resiliência emocional	Capacidade de superar obstáculos, persistir em face de desafios e não ser paralisado por emoções negativas Regulação emocional	Consigo superar as dificuldades? Encaro as dificuldades como etapas do processo?
M: <i>Mindsets</i> (crenças sobre si, sobre o mundo e sobre a relação entre os dois) crenças de controle, influência e de crescimento	Crenças positivas gerais que impulsionam a motivação para colocar o esforço na aprendizagem	Eu consigo aprender ? Eu consigo mudar minha inteligência ?
Circumplexo interpessoal Energia e qualidade das interações sociais		
E: Engajamento com os outros	Motor da iniciativa social e interações e colaboração	Consigo mobilizar/liderar outros para um objetivo ?
A: Amabilidade	Qualidade da interação social e colaboração em ambientes interpessoais	Percebo e considero os outros Respeito colegas e professores



Competências prévias (t_0) viram potencial de aprendizagem no momento corrente (e futuro (t_1 e t_2)).

As competências socio-emocionais são mediadores da transformação do ensino em aprendizagem, conhecimento e competências



Obrigado

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Slides adicionais

Education is, and ought to be treated primarily as, an aptitude development program. Intelligence is among the important aptitudes to be developed. The question then is, How can this development be understood and enhanced? Unfortunately, the nature and variety of individual differences in aptitudes for learning are often ignored in pursuing this question—a problem that has limited progress for both research and public policy making.

In the present article I address these issues. I first reconsider the role of education, the concept of aptitude, and the definition of intelligence. Then I touch briefly on the history of psychology's interest in this question and in the relevance to it of differential aptitudes. In the next two sections I review examples of research showing that intellectual abilities can be influenced by education. Direct training experiments and evaluations of large-scale interventions are considered first. However, the main focus is on evidence showing the broad developmental effects of regular education. A final section provides a list of hypothesized educational effects on aptitude development and some suggestions for improving new initiatives for research and policy. The hypotheses cover presumed general effects and specific curriculum effects but also a category of influences called here the *metacurriculum*. Suggestions for the future concern the reconceptualization of education as aptitude development and the handling of individual differences in

Metacurriculum Effects

Perceptual and Memory Skills and Strategies

- Disembedding
- Spatial and temporal organization
- Concept formation and classification
- Taxonomic structure
- Mnemonics

Thinking and Reasoning Skills and Strategies

- Disembedding
- Deep processing
- Hypothesizing, guessing, and predicting
- Brainstorming
- Metacognitive awareness and comprehension monitoring
- Autocriticism
- Heuristics
- Analogical transfer
- Uses of evidence
- Systematizing

Self-Regulation

Appendix

Hypothesized Educational Effects in Home and School That Produce Intelligence Development

General Effects

- More education per student
- Distribution of education to more students
- Improving family intellectual climate
- Collective potentiation
- Interaction with improved nutrition and health
- Interaction with genetic differences in developing microenvironments

Curriculum Effects

- Direct instruction in different subject-matter domains
- Direct instruction in tested information
- Test wiseness

Metacurriculum Effects

Appendix

Hypothesized Educational Effects in Home and School That Produce Intelligence Development

General Effects

- More education per student
- Distribution of education to more students
- Improving family intellectual climate
- Collective potentiation
- Interaction with improved nutrition and health
- Interaction with genetic differences in developing microenvironments

Developmental Experiences Build Components and Key Factors of Success

Over time, through developmental experiences, children build four foundational components, which underlie three "key factors" to success.

Foundational Components

Self-Regulation includes awareness of oneself and one's surroundings, and managing one's attention, emotions, and behaviors in goal-directed ways.

Knowledge is sets of facts, information, or understanding about self, others, and the world. **Skills** are the learned ability to carry out a task with intended results or goals, and can be either general or domain-specific.

Mindsets are beliefs and attitudes about oneself, the world, and the interaction between the two. They are the lenses we use to process everyday experience.

Values are enduring, often culturally-defined, beliefs about what is good or bad and what is important in life. Values serve as broad guidelines for living and provide an orientation for one's desired future.

Key Factors

Being successful means having the **Agency** to make active choices about one's life path, possessing the **Competencies** to adapt to the demands of different contexts, and incorporating different aspects of oneself into an **Integrated Identity**.



Competencies are the abilities that enable people to effectively perform roles, complete complex tasks, or achieve specific objectives. Successful young adults have sets of competencies (e.g., critical thinking, responsible decision-making, ability to collaborate) that allow them to be productive and engaged, navigate across contexts, perform effectively in different settings, and adapt to different task and setting demands.

Foundations for Young Adult Success: A Developmental Framework

This framework synthesizes decades of research evidence, practice wisdom, and theory to capture a holistic view of children's developmental needs from early childhood to young adulthood. Whether at home or school, in an afterschool program, or out in their community, young people are always developing. Broader societal contexts, systems, and institutions shape youth development—often creating big disparities in opportunities and outcomes. Adults also play a pivotal role, and can give young people a better chance at successful lives by understanding and intentionally nurturing their development.

Developmental Experiences Can Happen in All Settings

Children are shaped by their interactions with the world, the adults around them, and how they make meaning of their experiences no matter where they are.



Developmental Experiences Require Action and Reflection

Children learn through developmental experiences that combine **Action** and **Reflection**, ideally within the context of trusting relationships with adults.



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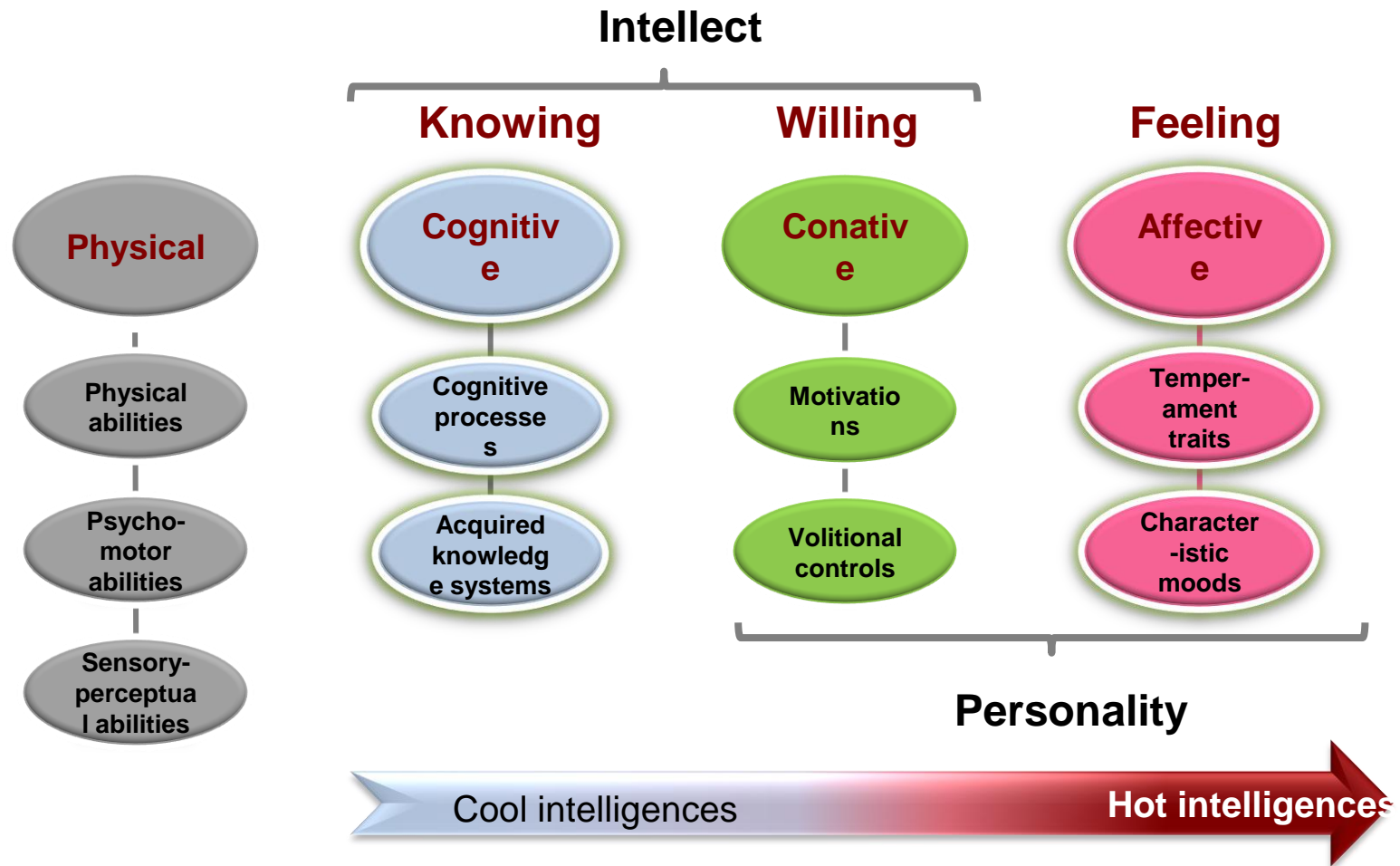
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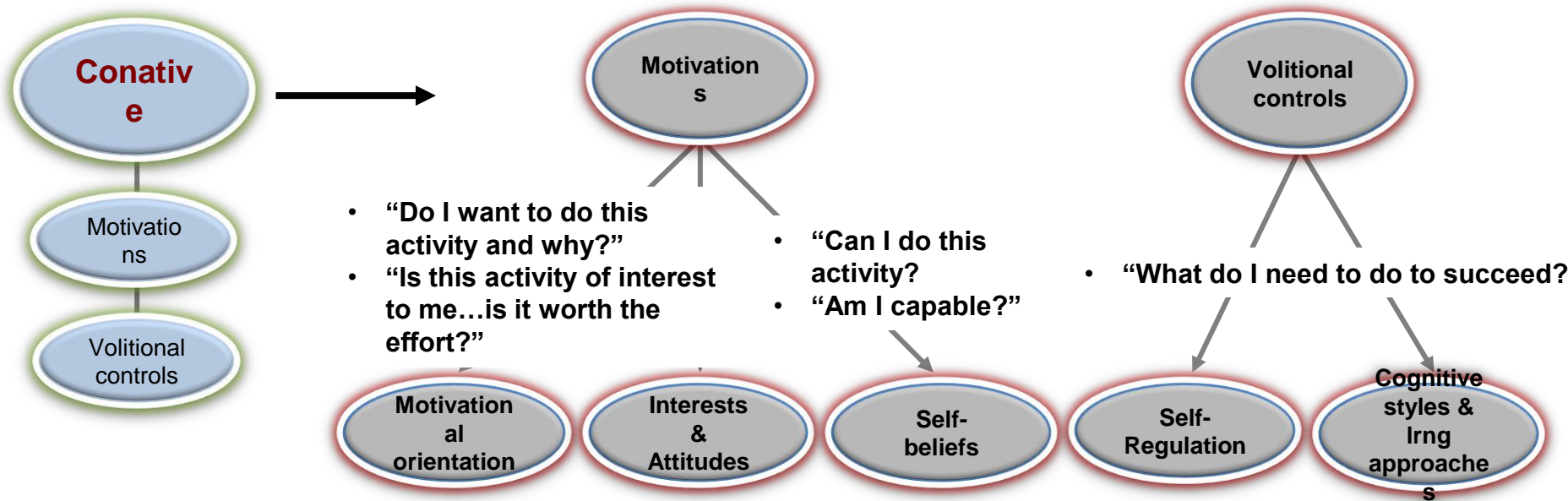
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The big picture: An adapted Snow (Corno et al., 2002) model of aptitude (MACM revised; 10-13-1)



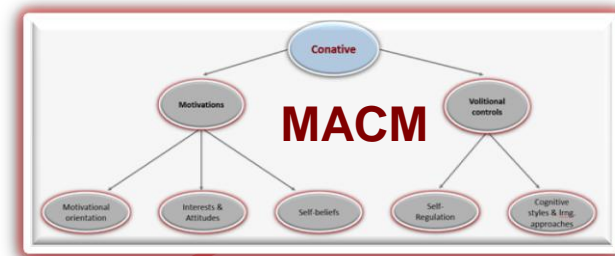
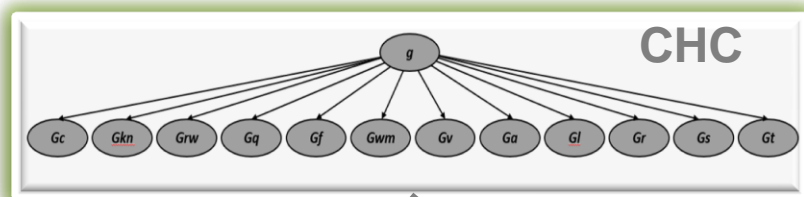
Personal
competence
domain

Conative taxonomy: A “working” heuristic framework:
The Model of Academic Competence and Motivation
(MACM; Revised 09-26-16; K. McGrew)*



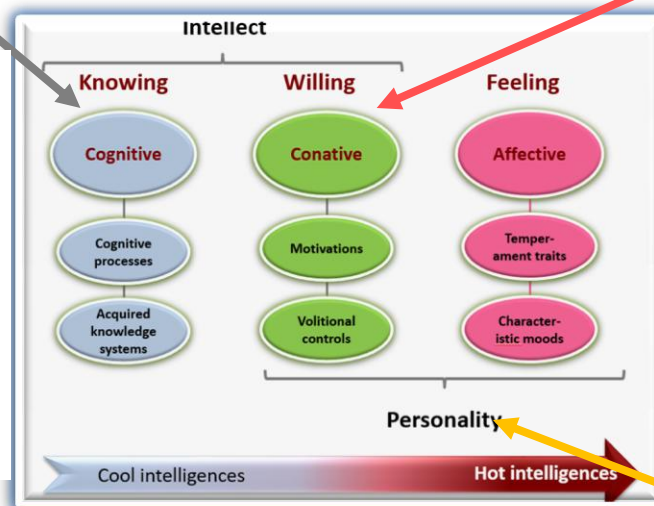
* The MACM domains are very similar to cognitive engagement action patterns and dispositions and drivers of engagement

(Note: Self-regulation is most likely closely tied to the concept of executive functions)

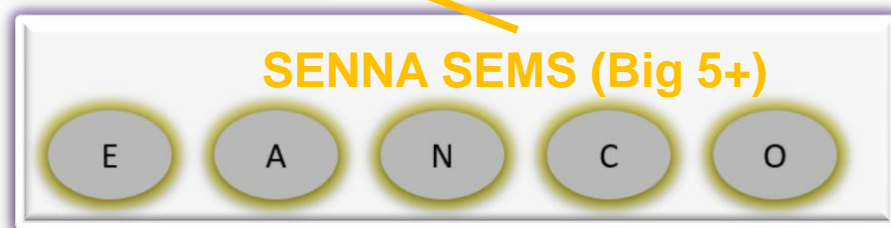


Proposal

The CHC,
MACM,
& SENSS
SEMS
taxonomies can
be used to
understand
important
constructs and
to be used as
blueprints for
evaluating and
developing
instruments



(Note. Social-emotional
intelligence/awareness
is subsumed under the
CHC taxonomy)



Competências do Século XXI

EDUCATION FOR LIFE AND WORK

Developing Transferable Knowledge
and Skills in the 21st Century

Committee on Defining Deep Learning and 21st Century Skills

James W. Pellegrino and Margaret L. Hilton, Editors

Board on Testing and Assessment
and
Board on Science Education

Division of Behavioral and Social Sciences and Education

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TABLE 2-2 Clusters of 21st Century Competencies

COGNITIVE COMPETENCIES

Cluster	Terms Used for 21st Century Skills	O*NET Skills	Main Ability/ Personality Factor
<i>Cognitive Processes and Strategies</i>	Critical thinking, problem solving, analysis, reasoning/argumentation, interpretation, decision making, adaptive learning, executive function	System skills, process skills, complex problem-solving skills	Main ability factor: fluid intelligence (Gf)
<i>Knowledge</i>	Information literacy (research using evidence and recognizing bias in sources); information and communications technology literacy; oral and written communication; active listening	Content skills	Main ability factor: crystallized intelligence (Gc)
<i>Creativity</i>	Creativity, innovation	Complex problem-solving skills (idea generation)	Main ability factor: general retrieval ability (Gr)

INTRA- PERSONAL COMPETENCIES	<i>Intellectual Openness</i>	Flexibility, adaptability, artistic and cultural appreciation, personal and social responsibility (including cultural awareness and competence), appreciation for diversity, adaptability, continuous learning, intellectual interest and curiosity	[none]	Main personality factor: openness
	<i>Work Ethic/ Conscientious- ness</i>	Initiative, self-direction, responsibility, perseverance, productivity, grit, Type 1 self-regulation (metacognitive skills, including forethought, performance, and self-reflection), professionalism/ethics, integrity, citizenship, career orientation	[none]	Main personality factor: conscientiousness
	<i>Positive Core Self- Evaluation</i>	Type 2 self-regulation (self-monitoring, self-evaluation, self-reinforcement), physical and psychological health	[none]	Main personality factor: emotional stability (opposite end of the continuum from neuroticism)

continued

TABLE 2-2 Continued

	Cluster	Terms Used for 21st Century Skills	O*NET Skills	Main Ability/ Personality Factor
INTER- PERSONAL COMPETENCIES	<i>Teamwork and Collaboration</i>	Communication, collaboration, teamwork, cooperation, coordination, interpersonal skills, empathy/perspective taking, trust, service orientation, conflict resolution, negotiation	Social skills	Main personality factor: agreeableness
	<i>Leadership</i>	Leadership, responsibility, assertive communication, self-presentation, social influence with others	Social skills (persuasion)	Main personality factor: extroversion

SOURCE: Created by committee.

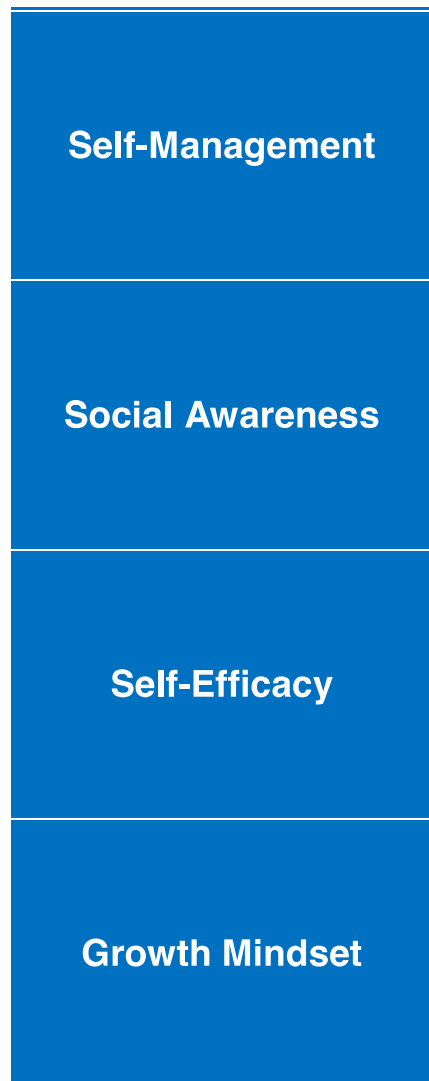


Figure 1. Four Facets of Social Awareness

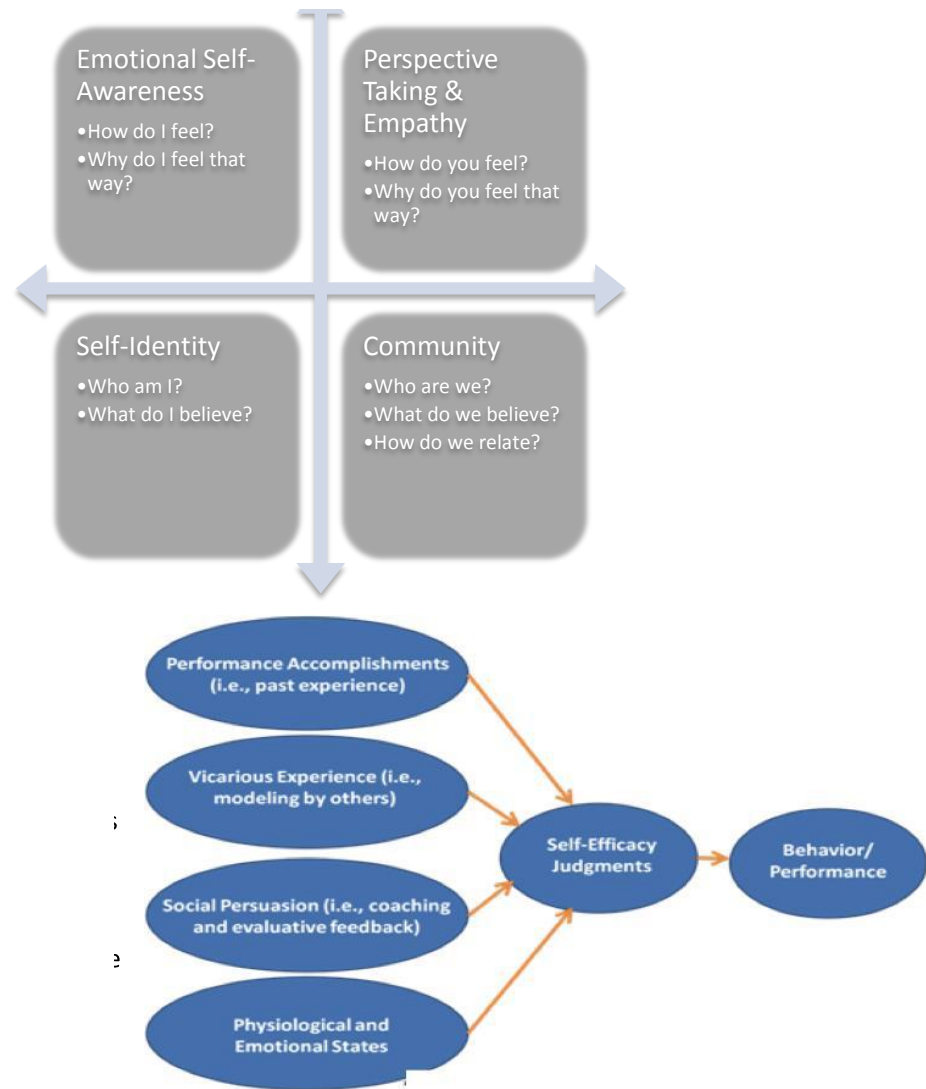
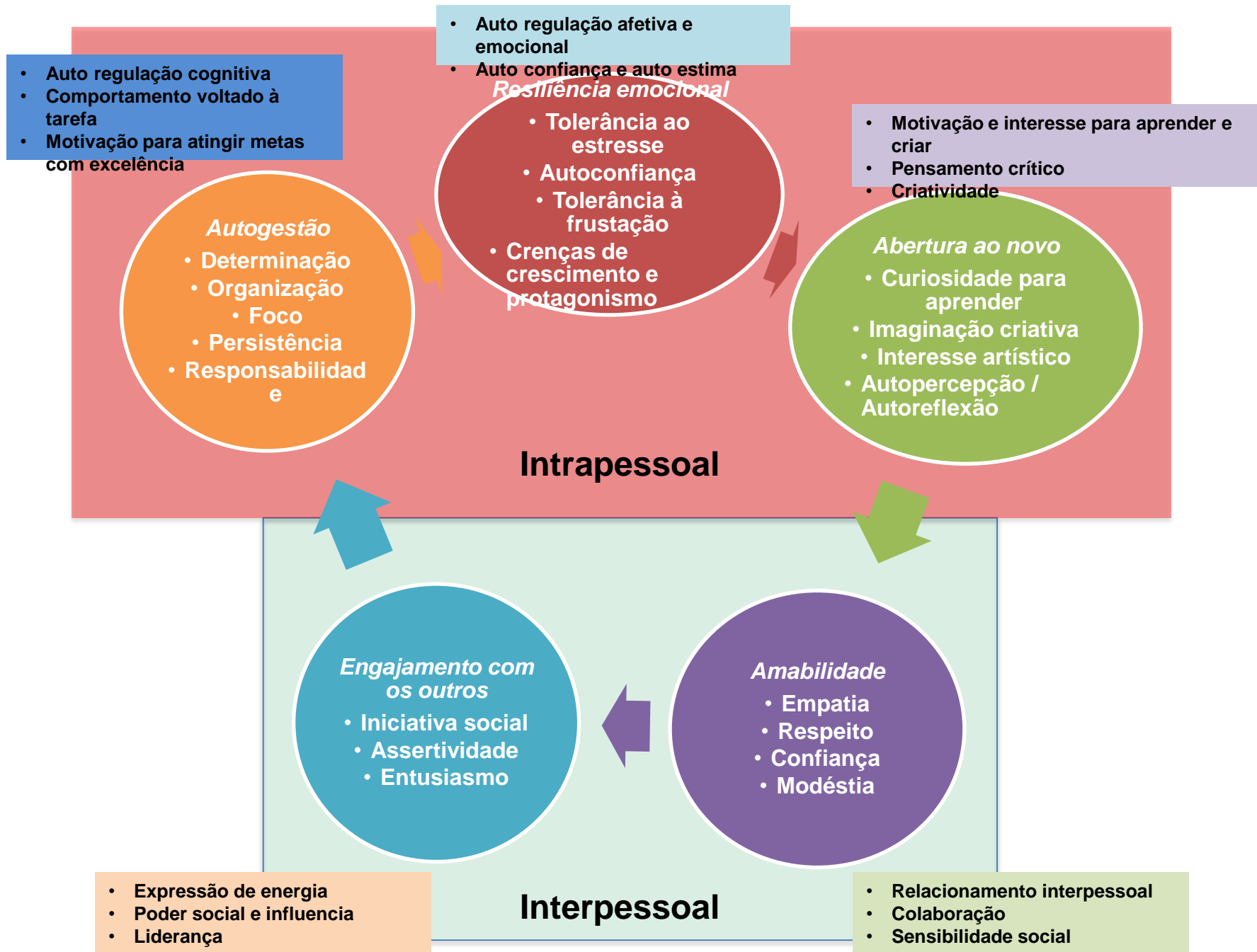


Figure 1. Bandura's model of Self-Efficacy^{ix}



Evidências de validade de critério

Na definição das habilidades socioemocionais dissemos que elas

- **São importantes e preditivas de sucesso:** influenciam resultados importantes como aprendizagem
- **São maleáveis:** estão em desenvolvimento no período escolar

Como as escalas do SENNA se associam à aprendizagem e idade?

