ACTIVITIES ON THE PROJECT:

In the last few months, we gathered the pre- and post-measurement data (before and after the Hand in Hand programme) and answers from the focus groups from all stakeholders included in the Hand in Hand project (students, teachers, leadership). The data is now undergoing an in-depth analysis by our evaluation and assessment partners, while other partners are organizing and implementing the third assessment (6 months after the training) of selected SEL competencies, beliefs and attitudes. We are now preparing for the final stage of the project, where we will use the results from the experiment in order to prepare guidelines for policy and practise in all participating countries.

RELEVANT ARTICLES:

Re-imagining social-emotional learning: Findings from a strategy-based approach

Abstract

Many schools and out-of-school organizations use social-emotional learning (SEL) programs to boost students’ skills. Yet research shows that these programs can be difficult to implement and don’t always meet students’ needs. In response, Rebecca Bailey, Laura Stickle, Gretchen Brion-Meisels, and Stephanie Jones propose a new approach to SEL premised on three big ideas: SEL should be framed around a developmental model designed to target specific, age-appropriate skills; a flexible strategy-based approach may increase the feasibility of SEL implementation and school-wide consistency; and SEL is most effective when teachers are encouraged to implement and adapt strategies that meet their students’ needs and reflect their experiences. The authors describe how such a program was implemented in a preK-8 summer program.


Can emotional intelligence be trained? A meta-analytical investigation

Abstract

Human resource practitioners place value on selecting and training a more emotionally intelligent workforce. Despite this, research has yet to systematically investigate whether emotional intelligence can in fact be trained. This study addresses this question by conducting a meta-analysis to assess the effect of training on emotional intelligence, and whether effects are moderated by substantive and methodological moderators. We identified a total of 58 published and unpublished studies that included an emotional intelligence training program using either a pre-post or treatment-control design. We
calculated Cohen’s d to estimate the effect of formal training on emotional intelligence scores. The results showed a moderate positive effect for training, regardless of design. Effect sizes were larger for published studies than dissertations. Effect sizes were relatively robust over gender of participants, and type of EI measure (ability v. mixed model). Further, our effect sizes are in line with other meta-analytic studies of competency-based training programs. Implications for practice and future research on EI training are discussed.


UPCOMING EVENTS:

• 3rd to 6th September 2019; Hamburg, Germany: ECER 2019
  HAND in HAND project will be presented at ECER 2019 international conference. The ECER 2019 Theme is ‘Education in an Era of Risk – the Role of Educational Research for the Future’. However, EERA welcomes contributions from the broad range of educational research. ECER 2019 invites contributions oriented towards the overarching question concerning the role of educational research and practice in providing opportunities for sustainable, peaceful and equitable co-existence that appreciates diversity and diversification under conditions of uncertainty and risk now and in the future.

• 18th and 19th September 2019; Ljubljana, Slovenia: 4th annual scientific conference Research in Education and Training: International Aspects of Education and Training
  The main goal of the ‘Research in Education and Training’ annual scientific conference is the dissemination of research results and the exchange of experiences, identification of key issues, challenges and obstacles in education as well as the promotion and development of research in general. This year’s conference (with the subtitle ‘International Aspects of Education and Training’) also aims at highlighting the role and importance of international cooperation in supporting education and training. Project HAND in HAND will be presented with a paper.

• 19th – 21st September 2019; Zreče, Slovenia: 8th International Congress of Psychologists of Slovenia
  The central theme of the Congress “Expressions of Violence – Challenges for Psychology” is dedicated to various forms of violence and aggressive behavior that cover many aspects of our everyday life. This broad topic is interesting not only for potential participants who are devoted to discover and develop new insights but also for professionals that apply these findings in practice. The congress also heartily welcomes all other current psychological topics that are part of your work. The goal of the Congress is to create a link between the academia, practitioners, students. HAND in HAND will be presented with a paper.

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