

# The making of 21st century citizen: social and emotional learning

## 成就21世紀的公民：社交和情緒學習

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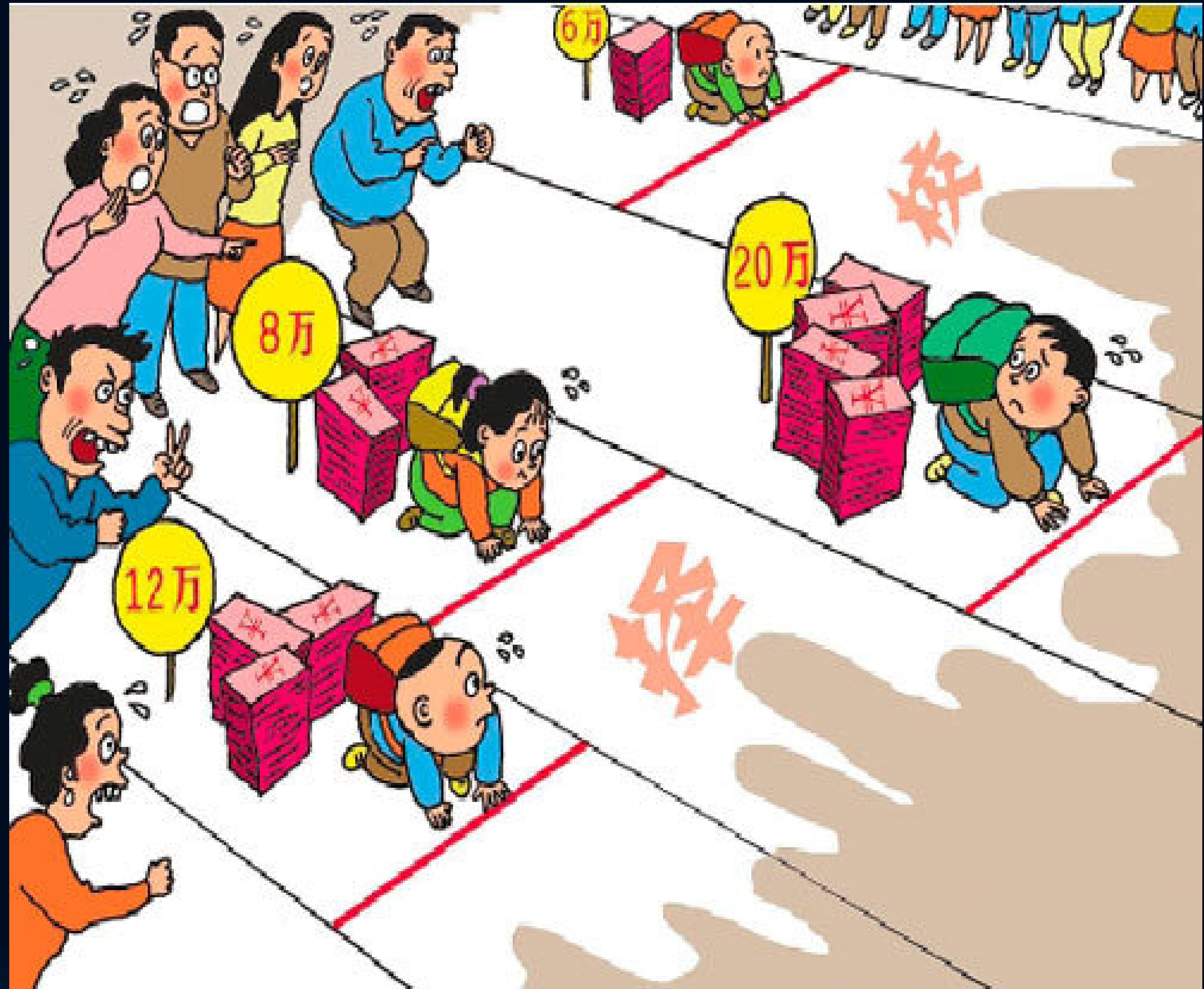
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where neuroscience, psychological well-being knowledge  
come to serve the community.



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# Win from the Start 贏在起跑線



<http://hk.apple.nextmedia.com/news/art/20160809/19728690>

# Driven by fear



# FEAR OF BEING LEFT BEHIND

- Blur (Inertia)



# Competition



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Joseph Cardillo Ph.D.  
Attention Training

# Gifted Lives: What Happens When Gifted Children Grow Up? (Part Two)

What happens to gifted kids - 35 years later?

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Posted Sep 24, 2010


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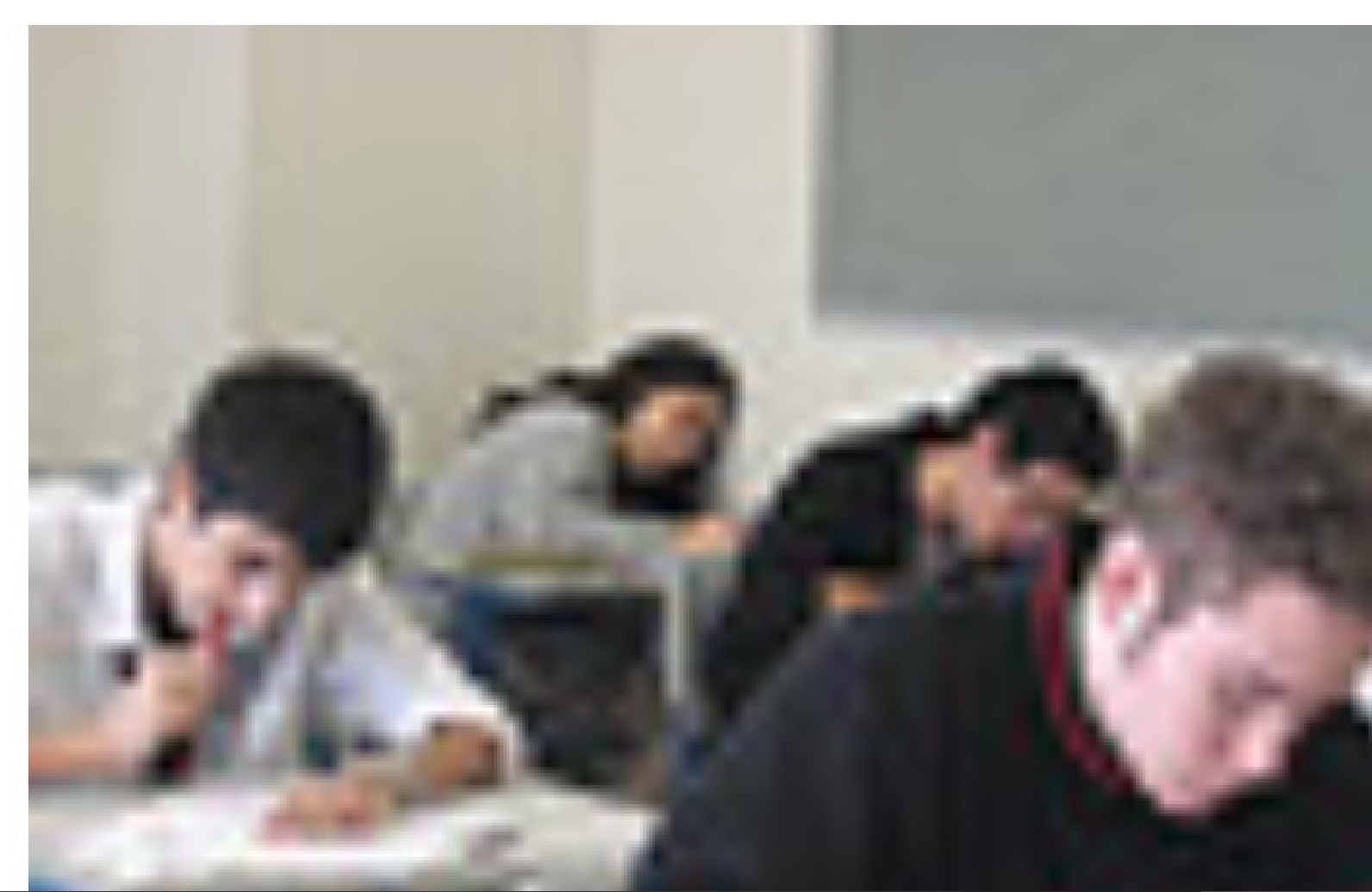
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"I don't want to see little children bent over books while the world calls to them from outside; well at least not all the time. I want them to discover what life is about by interacting, experimenting, dreaming, playing, making friends—and learning from their mistakes," writes Dr. Joan Freeman in her newest book, *Gifted*

內在的心理年齡

外在的要求達到的年齡

Internal mental age

External Demand  
on mental age







# Challenge of the 21<sup>st</sup> Century

- Fast-changing
  - Digital bomb
- Globalization
  - One big network
- Rise of individualism
  - Personalized products to fit individual needs



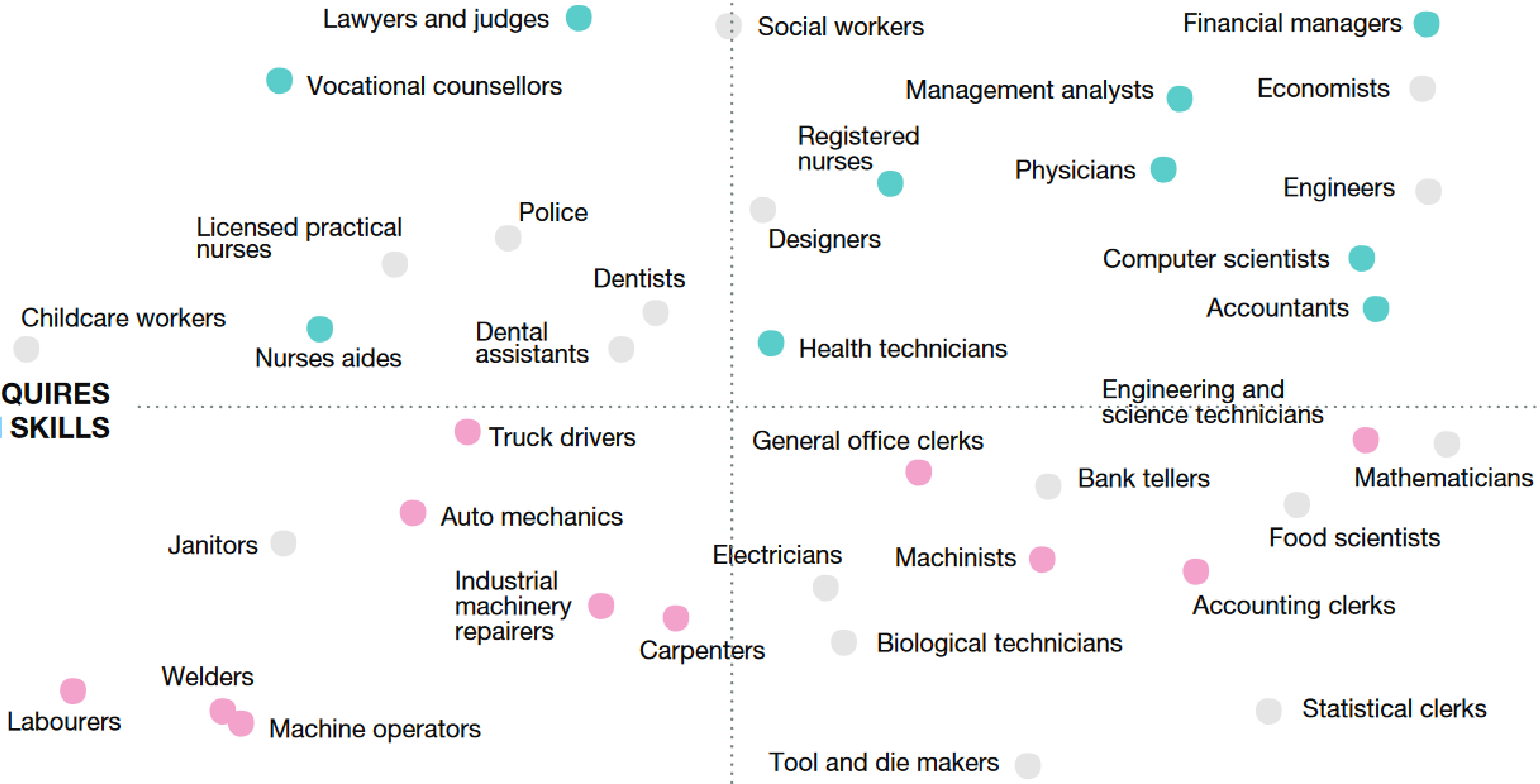
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# REQUIRES SOCIAL SKILLS

# REQUIRES MATH SKILLS



● Share of jobs fell      ● Share of jobs grew      ● Share of jobs remained the same

# Landscape of the 21<sup>st</sup> Century

## Individuality within Collectivity

## 群體中的獨立個性



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# The making of 21st century citizen: skills and competencies



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- Wagner (2010) and the Change Leadership Group at Harvard University identified 7 Survival skills for students to be prepared for life, work, and citizenship

- Critical thinking and problem solving

- • Accessing and analysing information

- • Curiosity and imagination

- • Agility and adaptability

- • Initiative and entrepreneurialism

- • Collaboration and leadership

- Effective oral and written communication

- The Delors Report (1996) formulated four principles identified as

the Four Pillars of Education:

- Learning to Know,

- Learning to Do,

- Learning to Be

- Learning to Live Together

# 21st-Century Skills

## Foundational Literacies

How students apply core skills to everyday tasks



1. Literacy



2. Numeracy



3. Scientific literacy



4. ICT literacy



5. Financial literacy



6. Cultural and civic literacy

## Competencies

How students approach complex challenges



7. Critical thinking/  
problem-solving



8. Creativity



9. Communication



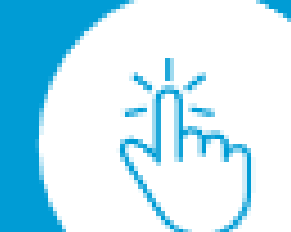
10. Collaboration

## Character Qualities

How students approach their changing environment



11. Curiosity



12. Initiative



13. Persistence/  
grit



14. Adaptability



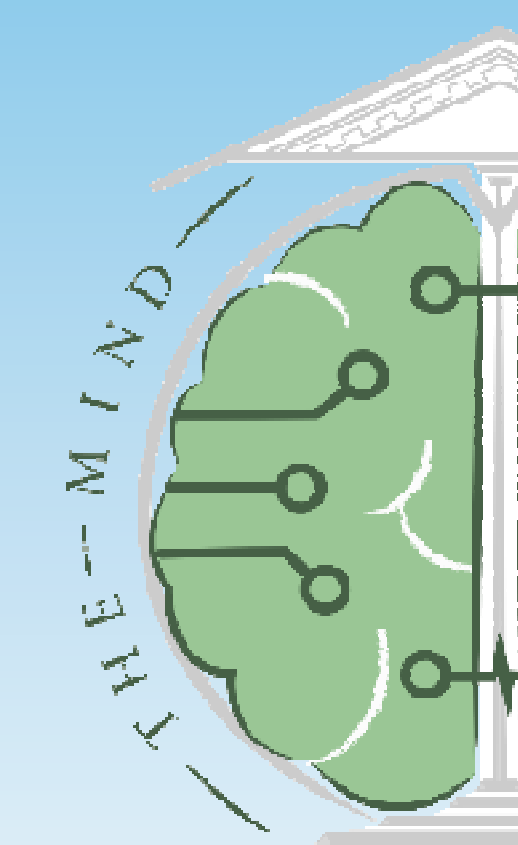
15. Leadership



16. Social and cultural awareness

World Economic Forum 2016

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# What is Social Emotion Learning

To acquire and apply the knowledge,  
Skills, attitudes for  
Understanding and managing emotions

Self awareness

Self management

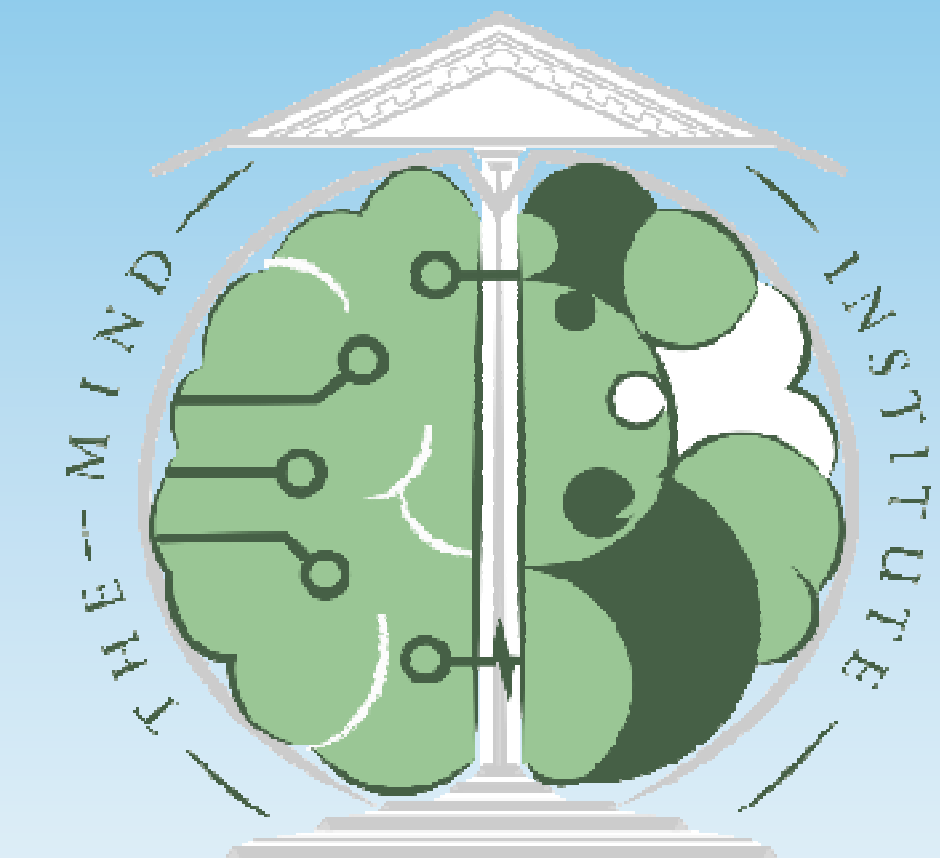
Establishing and maintain positive relationships

Feel and show empathy for others

Resolve conflict nonviolently

Making responsible decisions

Set and achieve positive goals



<http://www.casel.org/what-is-sel/>  
[www.edutopia.org/social-emotional-learning-introduction](http://www.edutopia.org/social-emotional-learning-introduction)

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# SEL Worldwide

TABLE 4

*Q statistics and I<sup>2</sup> values (in per cent) for Study Groupings for Moderator Analyses*

Grouping Variable	Values across All Outcomes				Values within Each Outcome					
	Q		I <sup>2</sup>		Skills	Attitudes	Positive Social Behavior	Conduct Problems	Emotional Distress	Academic Performance
All Six Outcomes	41.6*	530.2*	15%	88%						
For Each Outcome										
Q Within					193.9*	56.7*	125.3*	83.2	50.9	20.1
I <sup>2</sup> Within					65%	0%	32%	0%	6%	0%
SAFE practices	4.8*	74.8	12%	79%						
For Each Outcome										
Q within					74.8	121.3	97.0	116.0	47.2	38.1
I <sup>2</sup> Within					12%	14%	13%	5%	0%	13%
Implementation	5.3*	75.0	13%	63%						
For Each Outcome										
Q Within					75.0	121.4	96.2	115.2	46.8	38.6
I <sup>2</sup> Within					13%	15%	14%	5%	0%	17%

\* =  $p \leq .05$



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# SEL in Singapore



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# SEL in HK

- PATHS Curriculum, a US-developed evidence-based SEL program, among schools in Hong Kong SAR (China).
- Three hundred and sixteen 12th grade students in three elementary schools participated in the study. A limited number of first grade PATHS lessons were adapted and translated into Chinese.



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# Impact of SEL

**Table 1: Outcomes Obtained at Post and Follow-up in the Universal Review**

Outcome Category	Statistically Significant Improvements for Students	
	At Post	At Follow-up
SEL skills	Yes	Yes*
Positive attitudes	Yes	Yes
Positive social behaviors	Yes	Yes
Conduct problems	Yes	Yes
Emotional distress	Yes	No*
Academic performance	Yes	Yes*

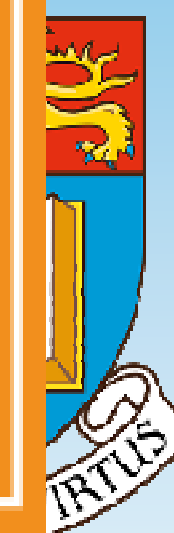
*Note: Between 29 to 99 studies reported post data and between 6 to 17 studies collected follow-up data across the six outcome categories.*

*\* Data came from 10 or fewer studies, suggesting caution when interpreting these results.*

**Table 2: Outcomes Obtained at Post and Follow-up in the Indicated Review**

Outcome Category	Statistically Significant Improvements for Students	
	At Post	At Follow-up
SEL skills	Yes	Yes*
Positive attitudes	Yes	Yes
Positive social behaviors	Yes	Yes
Conduct problems	Yes	Yes
Emotional distress	Yes	Yes
Academic performance	Yes	No*
Drug use	No*	No*

*Note: Between 8 and 53 studies at post and between 1 and 21 studies at follow-up contributed data across the seven outcome categories.*





Critical thinking & problem-solving

Effective oral & written communication



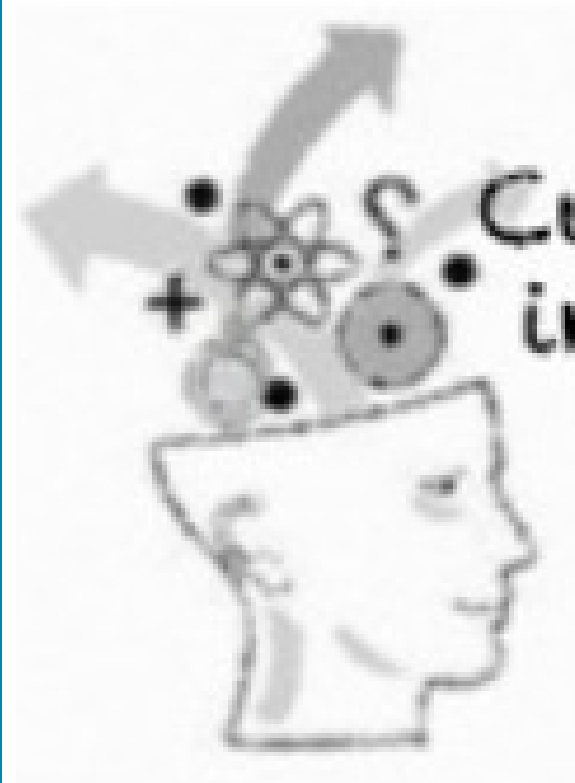
Collaboration across networks



Initiative & entrepreneurialism



Agility & adaptability



Curiosity and imagination



Hope & Optimism



Skills & Attributes of Today's Learner



Resilience

Self-Regulation



Vision



Empathy & Global Stewardship



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