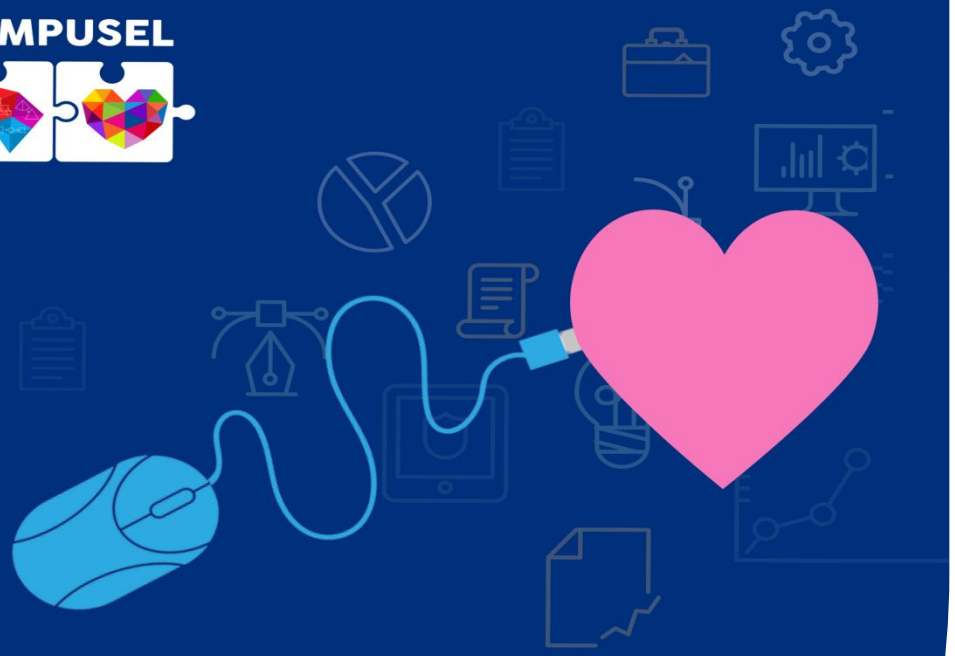
COMPUSEL



COMPUSEL

Computational Thinking in Enhancing Primary Students' Social-Emotional Learning Skills

Odisee UNIVERSITY OF APPLIED SCIENCES

Opgroeien Vlaanderen is kansrijk opgroeien

Regione del Veneto

City of Rotterdam

Ensel-Network

Altera Vita Social Cooperative of Cyclades

INGO OING Conference of INGOs of the Council of Europe Conférence des OING du Conseil de l'Europe

Council of Europe Conseil de l'Europe

ENSA General Assembly and Connected Activities 2024

With the support of the Committee on Environmental and Health Crisis, and the participation of the ENSEL Network

Brussels 22-25 January 2024

Navigating Emotions Through Computational Thinking: Unpacking the COMPUSEL Project

Co-funded by the Erasmus+ Programme of the European Union

Türkiye Ulusal Ajansı Turkish National Agency

PARTNERS

PARTNERS

Çanakkale 18 Mart University/ Turkiye

University of Evora/Portugal

University of Lodz/Poland

University of Bucharest/Romania

Mellis Educational Technologies/Türkiye

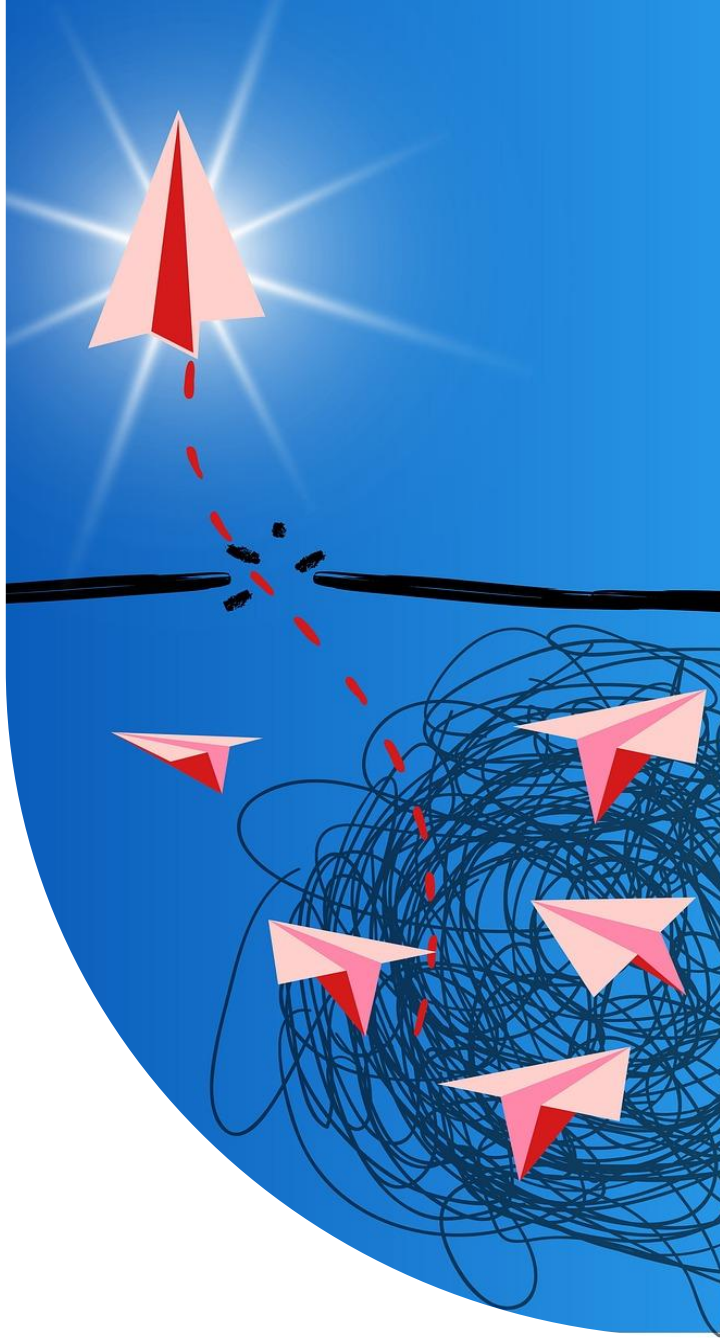
Social Cooperative Enterprise of Cyclades /Greece

ABOUT COMPUSEL

OUR AIM

With this project, we aim to develop a social-emotional learning curriculum to improve the social-emotional learning skills of elementary school students.

Its target audience is Elementary Teachers and Elementary School Students.



SOCIAL & EMOTIONAL LEARNIN

Social-emotional learning describes the process through which individuals acquire essential knowledge, skills, and attitudes necessary for identifying and regulating their emotions, achieving their goals, enhancing their empathy, fostering positive relationships, and making responsible and compassionate decisions in both the short and long term (CASEL, 2020).

SOCIAL & EMOTIONAL LEARNING

Self Awareness

Self Management

Social Awareness

Relationship Skills

Responsible Decision Making

SOCIAL & EMOTIONAL LEARNING IN CLASSROOMS

Maintaining Collaborative Relationships

Making Responsible Decisions

Managing Strong Emotions

Effective Relationship with Peers and Teachers

Solving Problems Effectively

Recognizing Their Own and Others' Emotions

SOCIAL & EMOTIONAL LEARNING IN EUROPE

In Europe, many children of the school-age have social-emotional problems.

Guidance Provided by International Authorities:

UNESCO

UNICEF

OECD

WHO

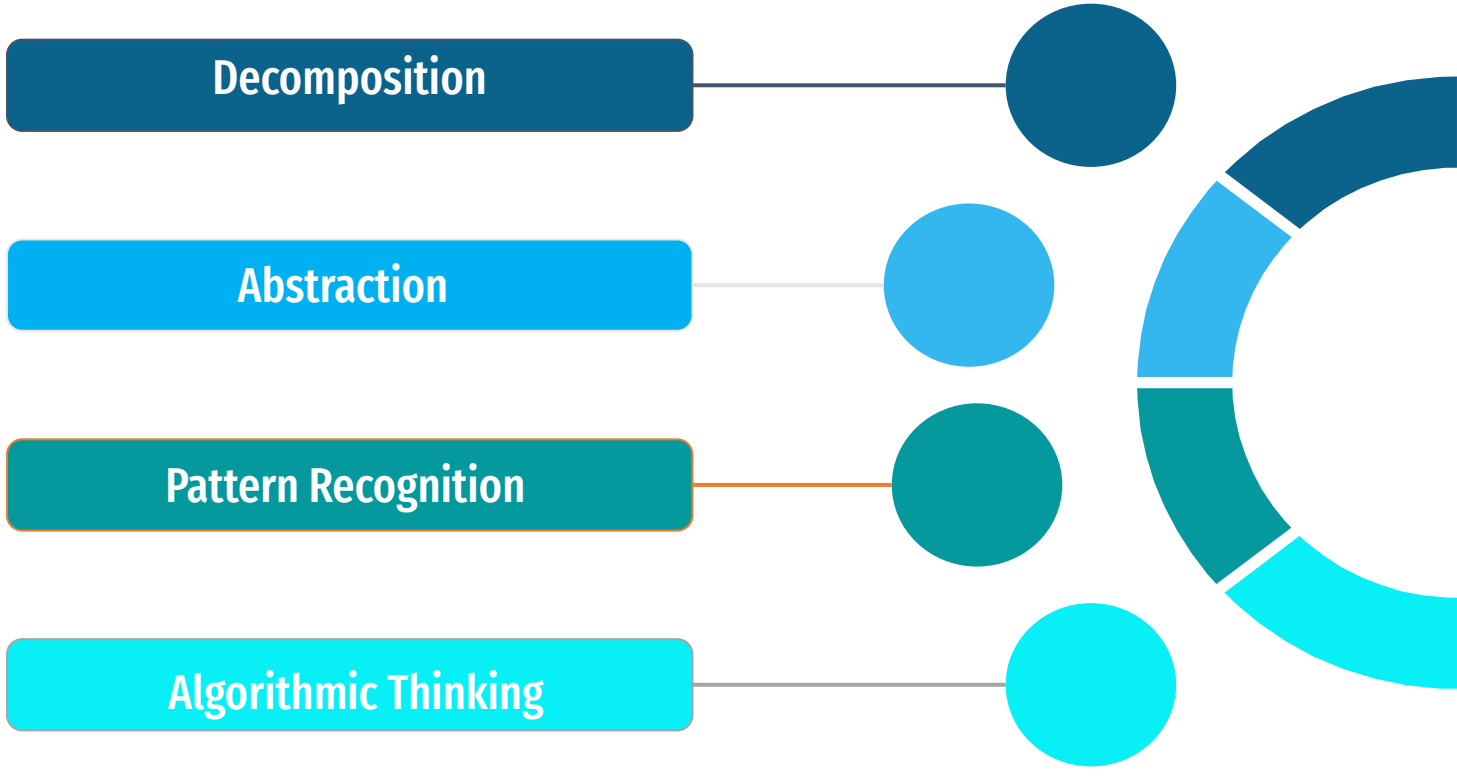
SOCIAL & EMOTIONAL LEARNING IMPLEMENTATION APPROACHES ACROSS EUROPEAN CURRICULA

Adopting existing interventions developed in other countries

Another one is developing and implementing their social-emotional interventions

COMPUTATIONAL THINKING

Computational thinking involves dividing and solving a problem into simple steps that even a computer can understand (Lu & Fletcher, 2009).

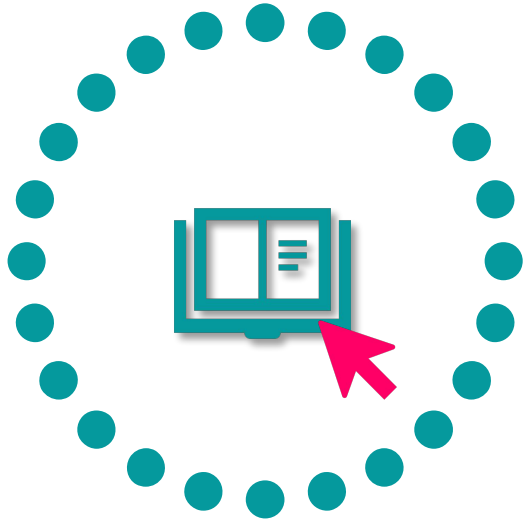


INTEGRATING COMPUTATIONAL THINKING & SOCIAL-EMOTIONAL LEARNING

Computational thinking requires students to be mindful and intentional throughout the problem-solving process and builds essential attitudes like:

Embracing ambiguity with confidence.
Persisting through iteration and experimentation.
Practicing teamwork.
Leading learning with inquiry.
Situating oneself as a lifelong learner.

OUTPUTS



Curriculum

Literature reviews and workshops have been conducted as a ground work for the currciulum preparation.

Digital Stories

Digital stories have been prepared in the form of 2D cartoon.

Teacher's Guide

Ongoing process of the guidebook for the COMPUSEL learning model

SCHOOL EDUCATION COURSE CURRICULUM FOR PRIMARY SCHOOL

Consists of 5 modules:

Self Awareness

Self Management

Social Awareness

Relationship Skills

Responsible Decision Making

MODULE STRUCTURE

MODULE 5

RESPONSIBLE DECISION-MAKING

SESSION 1

OBJECTIVES

The students will be able to:

- explain responsible decision-making principles
- analyze different options/alternatives to decide responsibly when faced with an issue
- realize that the decisions made responsibly have positive and negative consequences
- realize that the decisions made responsibly have the short- and long-term impacts
- understand the importance of responsible decision-making in terms of safety
- understand the importance of responsible decision-making in terms of social life
- be eager to make responsible decisions
- evaluate the appropriateness of a decision in terms of responsible decision-making principles
- make responsible decisions in situations encountered

TITLES & CONTENT

Importance of responsible decision making
Bullying in a classroom
Examples of real-life experiences
Considering ethical standards, social norms, and safety in making decisions
Making appropriate choices in life

MODULE STRUCTURE

TEACHING/LEARNING PROCESS

Situation

The students watch a digital story about a student who has to decide about his friends who bully a new student in the class and ask him to be on their side.

Introduction

Drama Activity- Switching roles

Students will work in pairs. While one of them is assigned the role of the student who defends the new student in the story; the other is assigned the role of a student who bullies. Then, the students are required to switch roles.

Decomposition

Class Discussion- Leading students to decompose the problem through questions such as:

What is the problem in this story?

Who is/are causing the problem?

How students in the classroom behaved toward the new student?

Who opposed them?

MODULE STRUCTURE

Abstraction

Module 5 - Worksheet 1-Students will be required to complete the "Hourglass Activity". Accordingly, they will identify the behaviors they will focus on to solve the problem encountered in the story.

Pattern Recognition

Examples of Real-Life Experiences- Students will be asked to share a similar unpleasant experience. The teacher encourages appropriate stories to discuss in the classroom. Students will be required to explain the situation, the way they made their decisions and the consequences of their decisions. The similarities and differences between the experiences the students had, and the digital story will also be indicated.

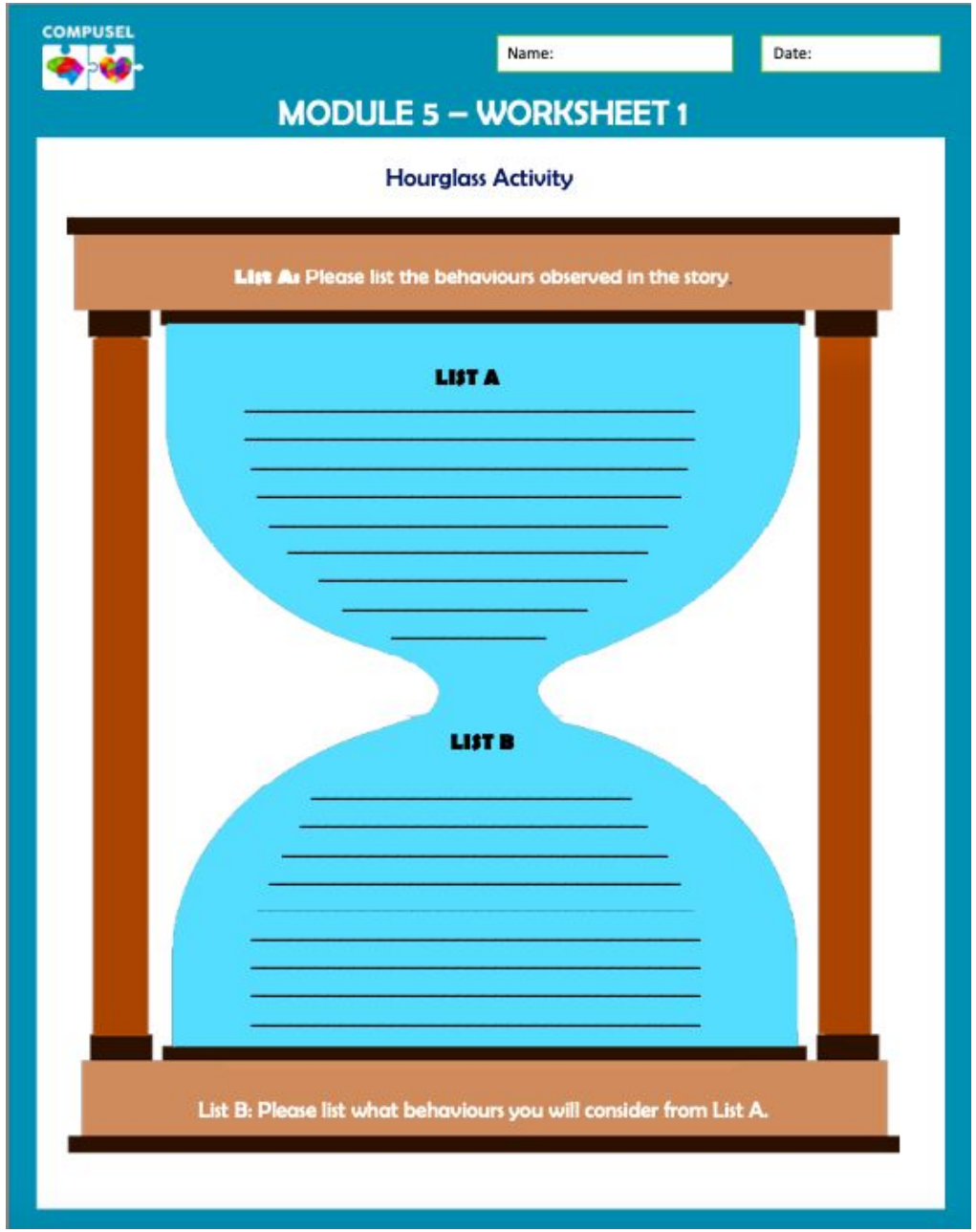
Algorithmic Thinking

Worksheet 2- Students will be required to complete the worksheet to explain how they would overcome the challenges of the story they watched step by step and make a responsible decision.

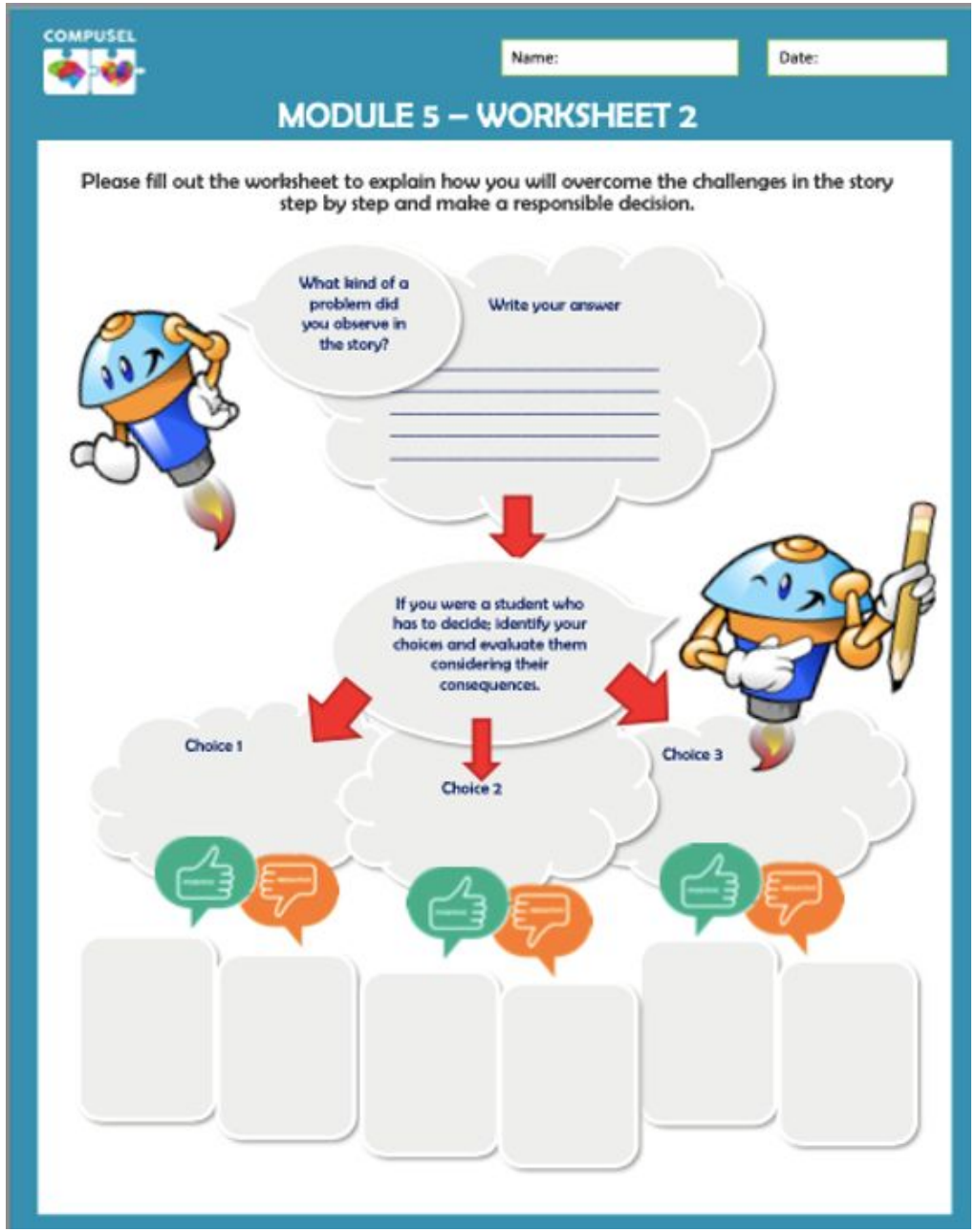
Closure

Class Discussion- Students will have an opportunity to talk about their decisions regarding the digital story they watched. They will indicate the values that influence their decision. The positive and negative consequences of decisions will also be discussed.

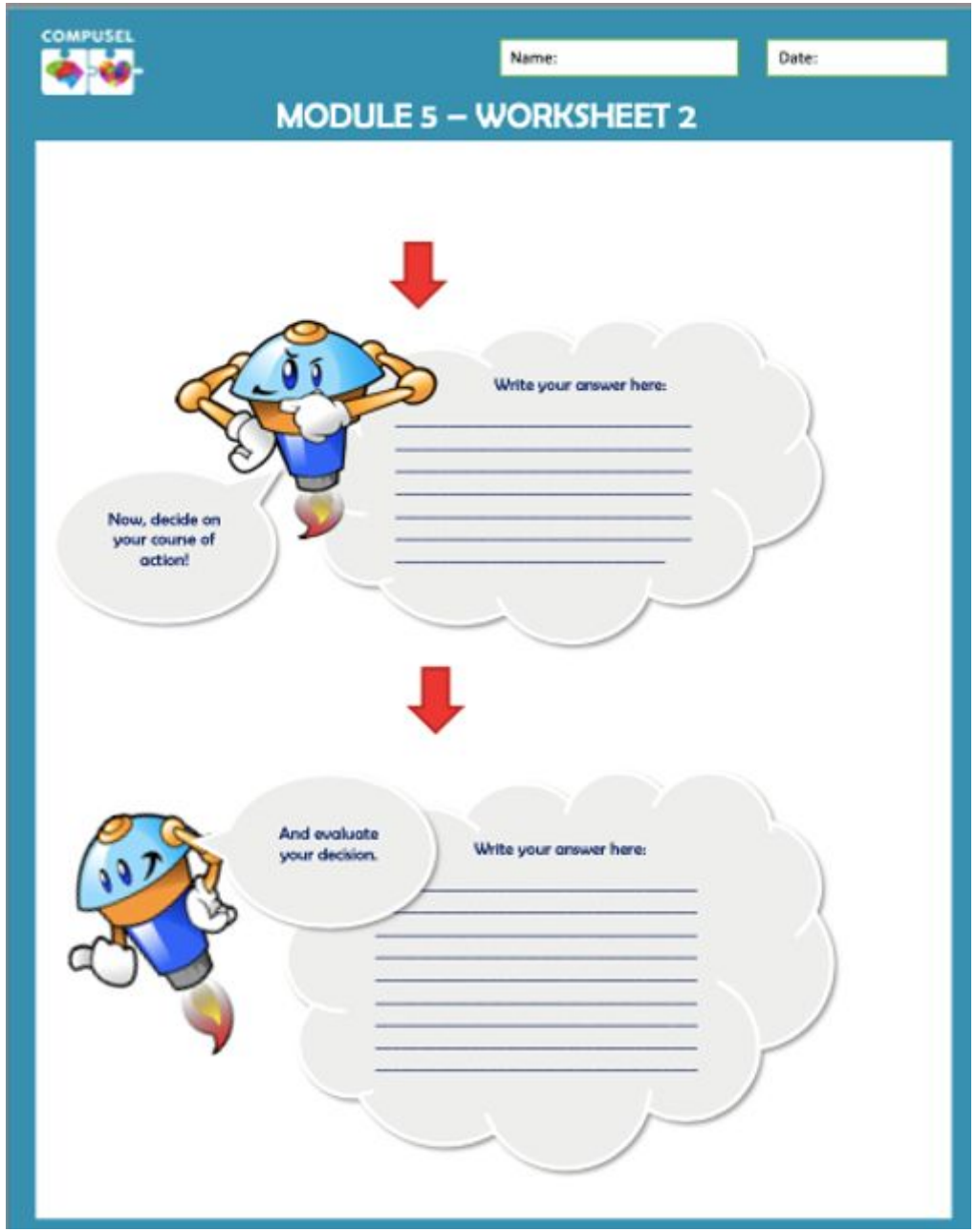
WORKSHEET 1

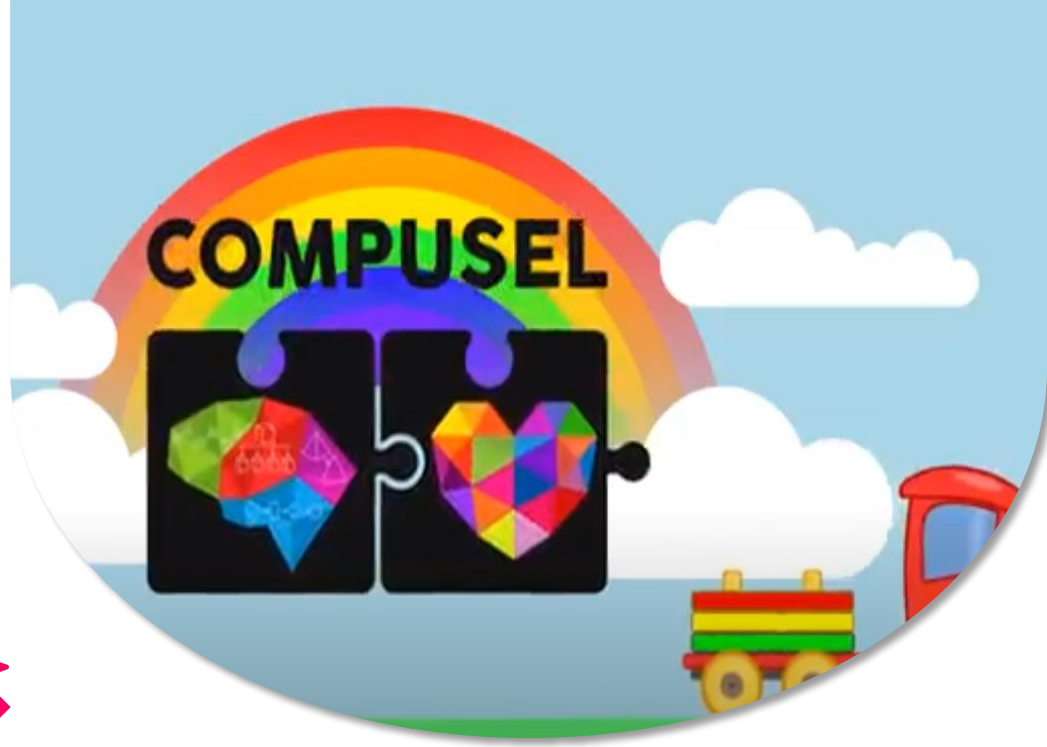

COMPUSEL
Name:
Date:
MODULE 5 – WORKSHEET 1
Hourglass Activity
List A: Please list the behaviours observed in the story.
LIST A
LIST B
List B: Please list what behaviours you will consider from List A.

WORKSHEET 2

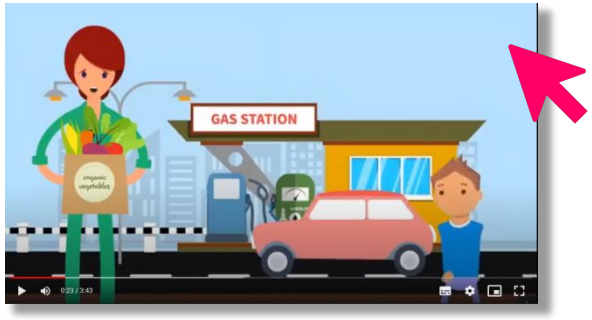

COMPUSEL
Name:
Date:
MODULE 5 – WORKSHEET 2
Please fill out the worksheet to explain how you will overcome the challenges in the story step by step and make a responsible decision.
What kind of a problem did you observe in the story?
Write your answer
If you were a student who has to decide; identify your choices and evaluate them considering their consequences.
Choice 1
Choice 2
Choice 3

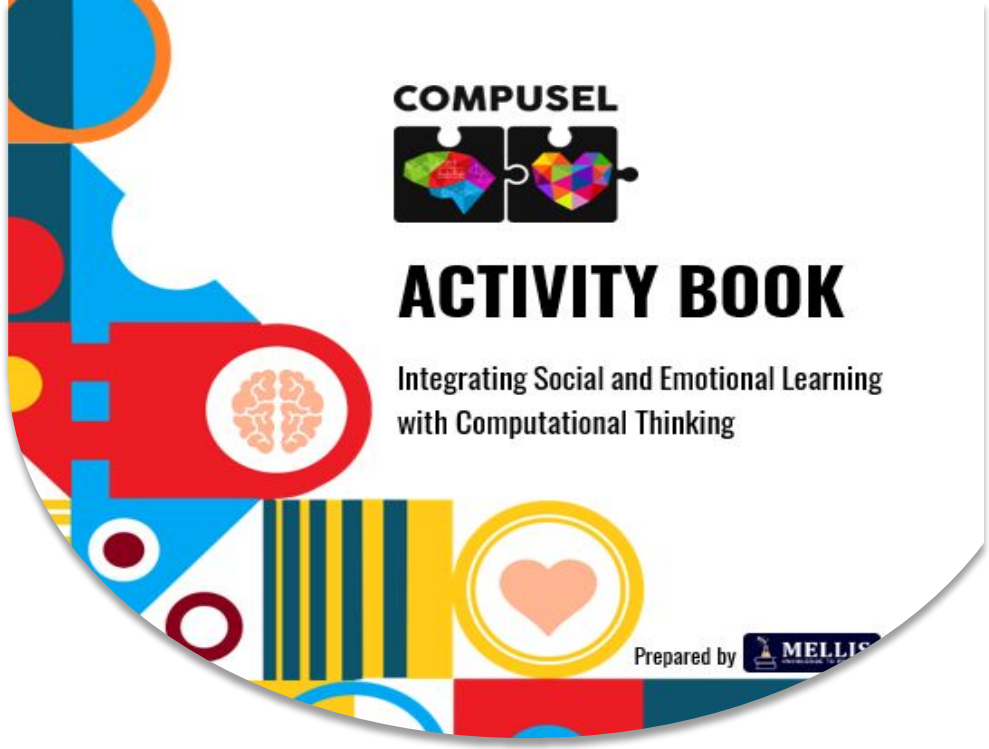
WORKSHEET 3


COMPUSEL
Name:
Date:
MODULE 5 – WORKSHEET 2
Write your answer here:
Now, decide on your course of action!
And evaluate your decision.
Write your answer here:



DIGITAL STORIES





ACTIVITY BOOK

Introduces 20 engaging activities designed to integrate Computational Thinking (CT) dimensions into Social and Emotional Learning (SEL) skills.

ACTIVITY BOOK LEARNING ACTIVITY STRUCTURE

Activity Identification

- Activity Number
- Targetted SEL skill

Engagement

- Problem Situation
- Storification of the Problem Situation
- Reexploration of the problem

Problem Solving Process through CT

- Decomposition
- Abstraction
- Pattern Recognition
- Algorithmic Thinking

Learning Technique

- The Most Efficient Technique/s Proposed
- Suggestions to Teachers

Evaluation

- Students' Future Experiences
- Evaluation of Results

TEACHER'S GUIDE

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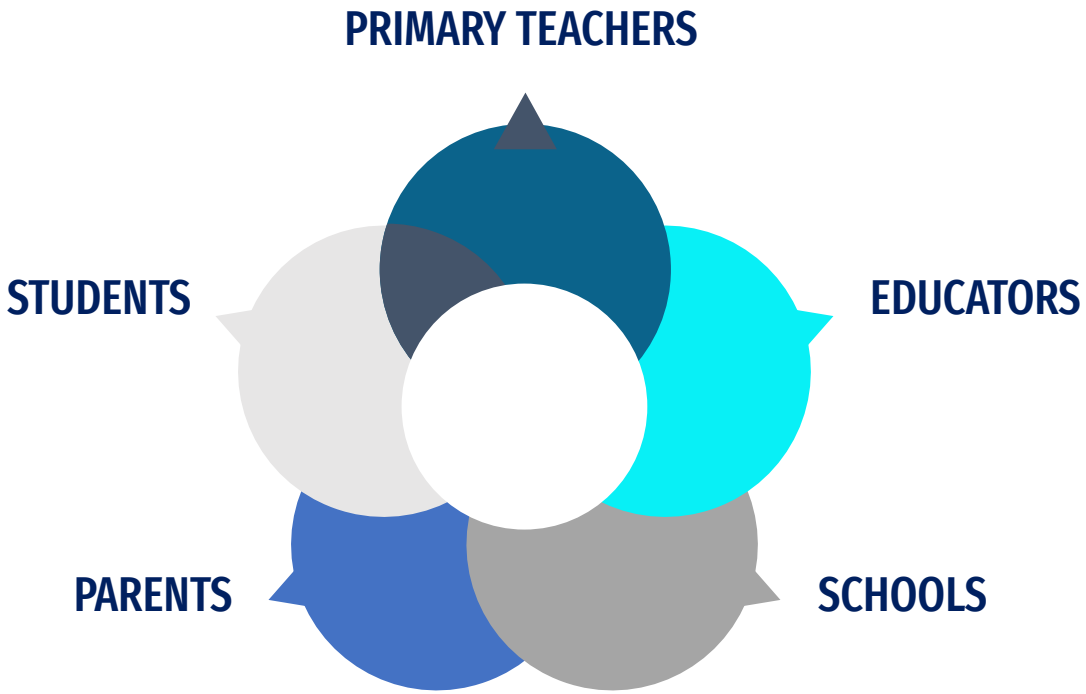
DISSEMINATION

TARGET AUDIENCE



WHAT WE HAVE DO SO FAR?

Conducting seminars to present the COMPUSEL project to staff and students in Turkey, Greece, Poland, Portugal, and Romania.

Seminar on the COMPUSEL Project at NCSU (USA)

Presentation at the International Conference on Virtual Learning (Romania)

Presentation at the International Congress on Educational Programs and Instruction (Turkey)

Participating Erasmus Days 2023

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THANK YOU FOR LISTENING

Prof. Dr. Cigdem SAHIN TASKIN
csahin@comu.edu.tr