



Development of socio-emotional skills in higher level students

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Abstract

The purpose of this technical report is to contribute to improving the graduation profile of higher-level students, by developing emotional education that responds to work and social needs not addressed in ordinary vocational training. The basis of this technical report is the development of socio-emotional skills, its theories of learning and information processing and the focus on competencies. Four socio-emotional activities are included with the methodology, development of the activity, results in graphs, analysis, conclusions and recommendations, which will allow better control of the skills developed in each of the students, the activities are creativity, Innovation and Imagination, the second negotiation, third problem resolution and the last decision making. These skills are essential for their work and personal activity, and by developing them they will have the opportunity to be more competitive in the national and international territory.

I. INTRODUCTION

As part of the generation of collaboration networks between institutions. The LAHR has generated a support program for external institutions that favors the generation and application of a methodology for the development of socio-emotional skills. To the other student populations external to the LAHR, in this case to the population of young undergraduates in the Optometry career of the Interdisciplinary Center for Health Sciences - Santo Tomas Unit of the National Polytechnic Institute, through the training of teachers who comply with the transformation skills of students to develop them, with a method based on the theories of learning (Schank, Snow, Butterfiel, Brown, Campione, Perkins) and those of information processing (Carroll, Hunt, Stenberg) and those of cognitive

development (Piaget, Arlin Flavell), (Bisquerra 2003), complemented with a competency-based approach, which can support the development of socio-emotional skills and, in this way, prepare them to address future work, which was developed from February to April 2022.

In this way, the cognitive methodology is developed in competency-based learning and interpersonal development, helping students to integrate into a globalized world and the speed with which information technology develops, marking the beginning of the 21st century and, with This is the challenge of transforming and changing the way of facing the environment in which they live, in such a way that they develop skills with the elements necessary to live in a competitive society. Therefore, an urgent change of action is necessary in the way we train students to insert

them into labor fields with problems and challenges of a world in constant change.

The following methodology will help you develop skills of:

- a) Paradigm shift
- b) Effective and assertive communication

The interaction with the teachers and students was cordial and fluid, likewise the performance of the participants was established in an optimal way, the above was favored by the facilities provided by the authorities of the Interdisciplinary Center for Health Sciences, who showed high interest in give continuity to the project.

4 activities were carried out for the development of socio-emotional skills, which are: the first creativity, Innovation and Imagination, the second negotiation, third problem resolution and the last decision making, however, not all of them were able to develop them. because they didn't show up. The trained teachers and students expressed feeling satisfied with what they learned and developed and

requested that the project continue, a situation that is contemplated by the LAHR.

The teachers' support for the students was enthusiasm and satisfaction for being able to apply the activities in various groups, as well as the organization of said methodology.

II. METHODOLOGY

Methodology: Descriptive study, with a mixed research approach with theoretical support and teaching method.

Methodology of activities

Diagnostic evaluation

By including the soft skills development program in the higher education center, a diagnosis of socio-emotional management will be carried out in various circumstances in which it operates, which must include data that allows it to identify the main problem in a situation in question. You must record the data in the following table and after analyzing it, direct your attention accordingly.

Desarrollo de Habilidades socioemocionales Módulo							1. No desarrollado 2. En proceso 3. Desarrollado		
Actividad Creatividad, Innovación e Imaginación									
Act. Creatividad e Innovación con el docente durante la plenaria Argumentada.									
		Vídeo o TK TOK	Trabajo en salas	Cuestionario en Forms					
Nombre del alumno		Identifica y analiza el impacto de la Creatividad, Innovación e Imaginación.	Puede argumentar la importancia de la Creatividad, Innovación e Imaginación en sus actividades diarias.	Relaciona la importancia de la Creatividad, Innovación e Imaginación en su formación académica y personal	Puntaje	calificación			
7	Aldana	Nasle Aldana López	0	3	3	6	66	8/9X100	N=37
8	Arredondo	Clara Rebeca Arredondo Montaño	3	3	3	9	100		
9	Arteaga	Gloria Julieta Arteaga N	3	3	1	7	77		
10	Burgos	Itzel Burgos Mendoza	3	3	3	9	100		
11	Campos	Atzin Sarai Campos Alvarez	2	3	3	8	88		N=38
12	Chávez	Evelin Chávez Puruta	2	3	2	7	77		
13	Colin	Cassandra Colin Lopez	0	3	3	6	66		No desarrollado 13% 5
14	Cornejo	Rebeca Cornejo Zornilla	0	3	3	6	66		En proceso 58.00% 22
15	Cruz	Sandra Gabriela Cruz Perez	0	3	2	5	55		Desarrollado 29% 11

Source: self made.

Note: The previous table has the function of identifying the students who attend the activity and knowing the percentage developed and those who require more targeted work in the socio-emotional skills development program.

The steps in the development of the activities based on the theory of competencies and adapted to the proposed program are used as follows in each of the activities.

- a. Argumentation of the chosen activities, theoretical content base of each of the activities, development of the activity and analysis of the results.

In the argumentation stage, the purpose of each of the activities is explained, based on the need for the constant change of the globalized world and the general skills that each of the graduates must have to be more competitive in each of the areas in which they are involved. those that are developed.

At this stage, the student is sensitized to change their paradigm regarding allowing themselves to develop these skills.

The talks are carried out individually and in groups, which allow students to carry out a self-assessment individually and a peer evaluation in teamwork.

In the theoretical content stage, it generates the bases and supports for the development of creativity, Innovation and Imagination activities, when developing them, they allow students to generate creative thinking, analyzing each of the stages and reflecting on the activities to be developed, built. Through brainstorming a subactivity to represent the importance of creativity in your daily activities and we will apply the Brainstorming technique .

In the negotiation activity; The educational intention is to develop negotiation skills in students so that they achieve their objectives responsibly. We will use the application of the ABJ Gamification technique in negotiation.

When performing the third problem-solving activity; to generate that students find the differences between subjective and personal elements that appear in the course of a problematic situation, motivating creativity for the solution. Applying the technique of my personal map.

In the last decision-making activity; It is to generate the development of skills to make the best decision considering linear and lateral thinking since the brain is a machine of possibilities that solves improbables, for it there are no impossible ones. Training our brain through exercises and thinking habits allows us to develop neural connections and change our perception, this is known as "lateral thinking" which favors a diversity of possibilities to think or create something different from what is already established, tool to make better decisions.

The creation of content for the activities will be delivered to the person in charge of the program for application, evaluation and analysis of results that allow proposals to be made in the identified opportunity areas.

Evaluation of the Module program

Socio-emotional skills Activity: Imagination, Creativity and Innovation

1. In each session, the student must carry out the activities indicated during the development of the activities; as well as, carry out an evaluation of each of the activities, which will serve to see the performance of each of the students.
2. You must generate a written report, which has the performance tables of the activities of each of the students and group graphs of each of the activities with proposals for improvement according to the areas of opportunity. Including evidence of the development of activities in students.
3. A section on program improvement strategies must also be attached to the report in order to improve the program of each of the included activities.

III. TECHNICAL DEVELOPMENT

Once the program has been approved, the diagnostic assessment was carried out through guided questions and observation.

during the diagnostic activity.

Start: once the space is prepared to carry out the activities, the students carry out a group integration activity to

generate an appropriate environment that will allow them to work on the activities with a duration of 120 minutes.

Objective: Know the stages to reach innovation through the construction of a drawing derived from creativity, to facilitate a progressive approach to the expressive innovative thinking of each participant.

in the groups that make up the degree, during the 2021-2 period.

Educational intention:

Develop creative thinking in students, analyzing each of the stages and reflecting on the activities to be developed, constructing a painting or drawing through brainstorming to represent the importance of creativity in their daily activities.

Ability to develop: Imagination, Creativity and Innovation

Preparation of the activity:

Required material: Teams platform (use of electronic whiteboard) (if it is in person, bond paper, markers, colors, recycling, etc. will be used), Internet

Preparation of the activity:

The teacher It begins with an introduction about the importance of promoting imagination, creativity and innovation in daily activities.

Required material:

- We need material to make a drawing (paper, colored pencils) or electronic whiteboard.

Teacher: imagination:

Development of the activity: Estimated time 90 minutes

Teacher: After giving them the introduction (PPT), form teams of 6 people and give them instructions to explain the importance of creativity and innovation and how it is applied in daily life through a drawing generated by brainstorming, which They will have to present the generated drawing as follows:

- 1.- The generated drawing is presented and the explanation is given.
- 2.- The other members of the team, through gestures and mime, represent what is told in the drawing.

At the end of all the teams, a vote is taken to see who has the most originality in their creations (save the drawings, videos or Tik Tok if requested, of the activity carried out). Afterwards, the following videos are projected:

<https://www.youtube.com/watch?v=hG17ShlXMd0&t=8s>

Video 1: (time 4:04 minutes) - Short film (Creativity always wins)

<https://www.youtube.com/watch?v=RsAdtNyym8o&t=16s>
 Video 2: Time 6:53 minutes (Educating to innovate, it all starts here)

At the end of the videos, the teacher holds a plenary session to analyze the message (10 Minutes) and draw a conclusion.

Subsequently, he makes them reflect on the importance of being professionally innovative and shows them the following video.

<https://www.youtube.com/watch?v=AAqb25gLuzs&t=10s>
 Time: 2:02 minutes (Innovation in Educational Psychology)

Teacher: After watching the last video, ask them to reflect on the following question:

How important is it to be innovative professionally?

How important is it to be innovative in your area of training?

Teacher analyzes the answers to see if they have the elements seen at the beginning of the activity in their arguments.

To conclude and evaluate what has been learned, the following video is presented, which contains information to strengthen what has been learned.

https://www.canva.com/design/DAEvWs9-F34/o5370Z3gdCpsLQWgValrnA/watch?utm_content=DAEvWs9-F34&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink

Teacher: send the FORMS <https://quizzory.in/id/618b69d3f0d2370f38adcfdl>

Each teacher must build their FORMS to have control of the groups .

Skill development evaluation criteria: Checklist of three evaluation criteria.

1. Not developed
2. In progress
3. Developed

The individual evaluation will be the arithmetic sum of the three levels of performance in the three criteria. The maximum score is 9 points and the minimum is 3 points. To obtain an evaluation on a scale of 1 to 100, the score is added, divided by nine and multiplied by 100. Here is an example:

Self-management

Student's name	Identify and analyze the impact of creativity and innovation in a responsible manner.	You can argue the importance of creativity and innovation in your daily activities.	Relates the importance of the development of creativity and innovation in their academic and personal training	Score	Qualification
Lopez Celia	3	1	2	6	67

Resources:

- Teams platform
- Activity (materials)

Duration of activity:

- Creativity and Innovation: 90 minutes

Closing of the activity:

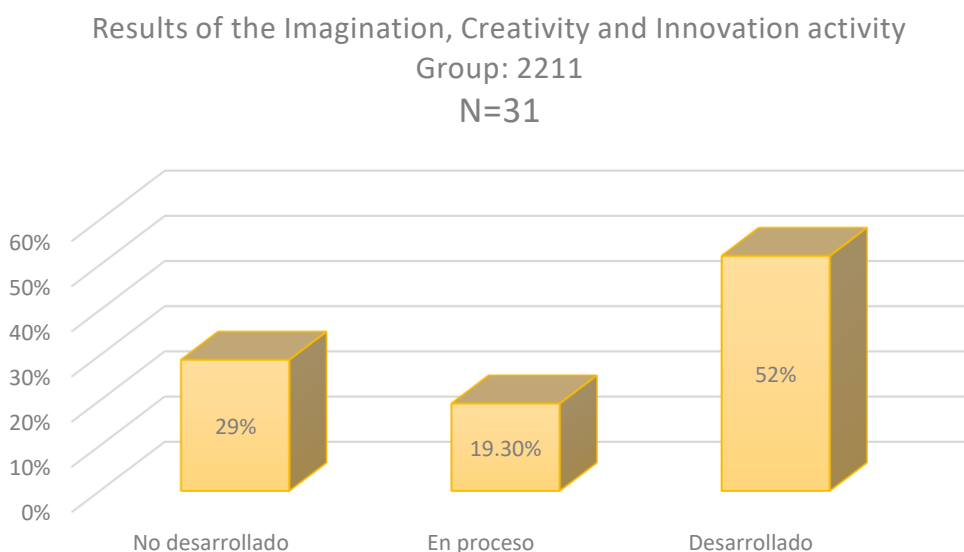
<Activities that the student must do after the activity, if applicable>

Deliver the individual document to Teams .

Results: Numerary of the results obtained; graphs showing student performance.

Development of the activity: Estimated time 90 minutes

Results of Imagination, Creativity and Innovation Activity 1211



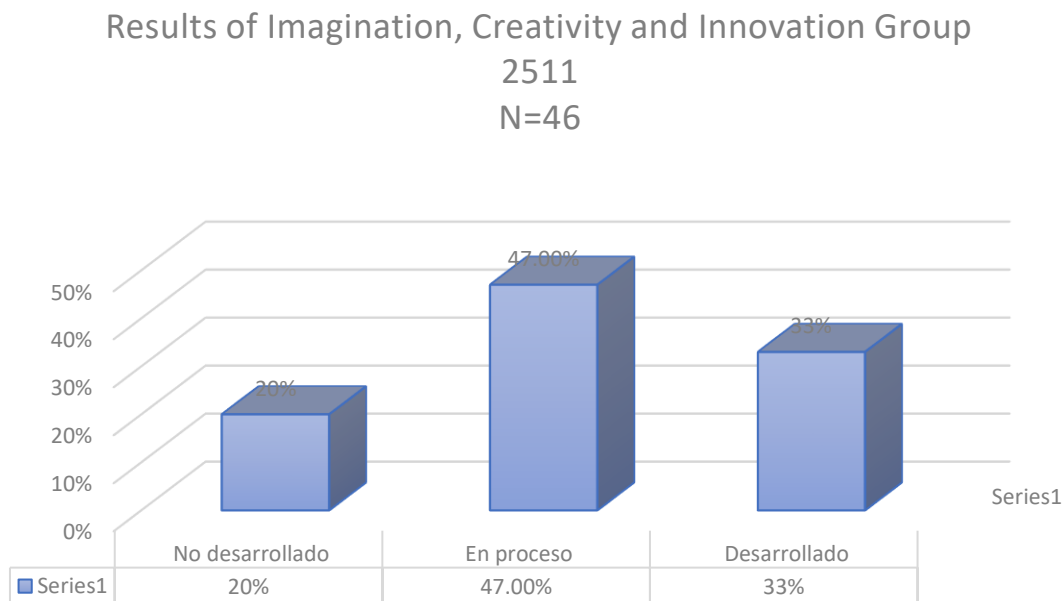
Graph 1: Group 1211, where you can see the % of students who developed it, are in development and not developed.

The results of the imagination, creativity and innovation activities, as we can see in graph #1, group 1211, achieve a development of this skill by 52%, the students identify and analyze the impact of creativity and innovation, they can argue the importance of being innovative by applying imagination in their daily activities and relate the importance of this activity in their academic and personal training, since they met and approved above 88% with the evaluation guidelines, which are built according to the objective of the activity and levels of Bloom's taxonomy (know). Students use this skill to be innovative in their daily living activities; as well as, in their school activities, using the knowledge acquired. 19% of the students are in the development process, since some of them work, the internet is not stable in their areas, family problems, some of them did not carry out some activities; Furthermore, in this period the students became saturated with activities specific to the subjects and they forgot to hand in some activities.

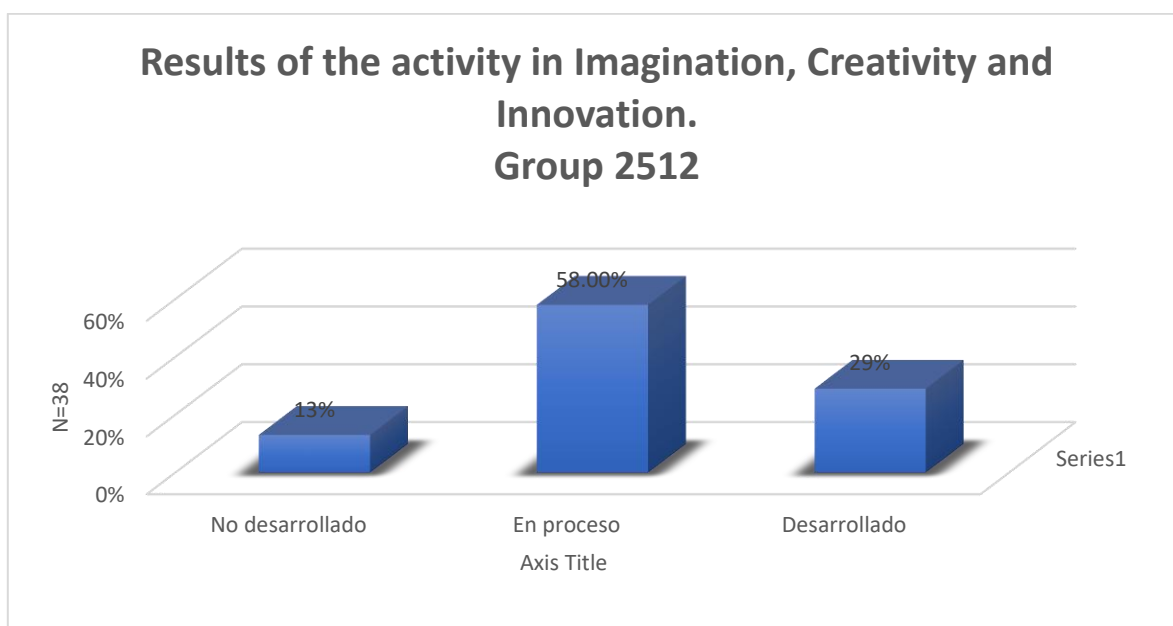
Finally, 29% did not develop activities to be able to carry out its evaluation since they forgot to upload the activities; However, they did attend the scheduled synchronous class and complete the activities.

The results of the imagination, creativity and innovation activities, as we can see in graph #2, group 2511, achieve a development of this skill by 33%, the students identify and analyze the impact of creativity and innovation, they can argue the importance of being innovative by applying imagination in their daily activities and relate the importance of this activity in their academic and personal training, since they met and approved above 88% with the evaluation guidelines, which are built according to the objective of the activity and levels of Bloom's taxonomy (know). Students use this skill to be innovative in their daily living activities; as well as, in their school activities, using the knowledge acquired. 47% of the students are in the development process, as we can see a higher percentage developed it, since some of them work, the internet is not stable in their areas, family problems, some of them did not carry out some of the activities ; Furthermore, in this period the students became saturated with activities specific to the subjects and they forgot to hand in some activities.

Finally, 20% did not develop activities to be able to carry out its evaluation since they forgot to upload the activities; However, they did attend the scheduled synchronous class and complete the activities.



Graph 2: Results of the Creativity and Innovation activity 2511, where you can see the % of students who developed it and those who are in development .



Graph 3: Results of the imagination, creativity and innovation activity 2512, where you can see the % of students who developed it and those who are in development .

The results of the imagination, creativity and innovation activities, as we can see in graph #3, group 2511, achieve a development of this skill by 29%, the students identify and analyze the impact of creativity and innovation, they can argue the importance of being innovative by applying imagination in their daily activities and relate the importance of this activity in their academic and personal

training, since they met and approved above 88% with the evaluation guidelines, which are built according to the objective of the activity and levels of Bloom's taxonomy (know). Students use this skill to be innovative in their daily living activities; as well as, in their school activities, using the knowledge acquired. 58% of the students are in the development process, as we can see a higher percentage

developed it, since some of them work, the internet is not stable in their areas, family problems, some of them did not carry out some of the activities ; Furthermore, in this period the students became saturated with activities specific to the subjects and they forgot to hand in some activities.

Finally, 13% did not develop activities to be able to carry out its evaluation since they forgot to upload the activities; However, they did attend the scheduled synchronous class and complete the activities.

IV. RECOMMENDATIONS

It is important that at the time of applying the activities, a series of questions are being generated that invite them to reflect and motivate them to establish arguments according to their life experience, so that the knowledge is meaningful, invite them when carrying out In the activity, activate your camera, since the majority still keep their camera off and when invited to participate, they do not do so. In this activity, some say that they do not like doing TIK TOK since they do not like doing them, at this point we must motivate them. so that they can overcome and carry out the evidence of the activity.

When carrying out the synchronous section they like to work as a team, they were very creative when presenting their evidence; However, the results say the opposite since a large majority did not deliver activities due to oversaturation of school activities.

In this activity, it helps us to enable students to enhance their channels of perception, favoring and encouraging reflection and application of knowledge, enhancing these channels with pedagogical strategies, so that it is meaningful.

Regarding the FORMS evidence, it is intended that when they are answered they also carry out an analysis of the answers to be able to answer and just as they expressed it, by knowing more about the topic, they will improve and polish through their experiences.

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