



NATIONAL
UNIVERSITY

The Journal of Research in Innovative Teaching and Learning

2019 Special Issue Call for Papers: **Socio-Emotional Learning, Education, and Life Success**

Special Issue Aims and Scope:

According to the Collaborative for Academic Social and Emotional Learning (CASEL), social-emotional learning can be defined as: “the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.” Throughout multiple broad-viewed understandings of the term, ‘Social and Emotional Learning’ consistently refers to awareness and management of emotions and relationships to acquire life skills. Emotions can affect what and how we learn. Since social-emotional awareness can be taught (i.e., the skills can be developed), it is the focus of education to bring to light strategies to teach social and emotional skills to mastery. Accumulation of knowledge through academic processes is complemented by the abilities to make decisions and to form and maintain relationships, which come about in the context of human interactions as an accumulated advantage. These three dimensions outline intrinsic ingredients for life success. Inadvertently, social-emotional learning impacts academic performance, health, happiness, self-creation, and, ultimately, the citizenship formation of an individual.

This special issue seeks manuscripts that view socio-emotional learning (SEL) interdisciplinary. Below is a list that looks at the intersectionality between SEL and essential topics, but we can also look beyond these. Indispensable factors in judging the acceptance of each manuscript for this special issue include (1) must be relevant to the field of SEL; (2) must clearly state the significance of its focus for the field of education; and (3) must be a well-written original research piece. For the purposes of this issue, education is viewed organically as learning and teaching, in its three forms: formal (intentional and structured education); informal (spontaneous and natural learning, such as learning one’s mother tongue and socio-cultural values, or parenting practices); and non-formal (adult education, such as job skills, basic skills, home education, distance learning, community-based courses, survival or fitness skills). The following are possible issues to consider while intersecting with SEL:

- SEL and social history;
- SEL and socio-emotional health;
- Emotional intelligence and academic achievement;
- SEL and neuroscience;
- SEL, therapy, and life success;
- Resilience and mental health in school settings;



- Learning/ teaching and coping with trauma (Trauma-Informed Practices) (trauma as a result of war experiences, immigration, natural disaster, bullying, cyberbullying, abuse and other forms of violence, loss, accidents, etc.)
- SEL intervention strategies for at-risk students and students with various diagnoses;
- K-12 methods for building habits of success;
- SEL, learning environments, and opportunities for learning;
- SEL impact on education policy changes;
- SEL and higher education;
- SEL, independence skills, and soft skills;
- Relationships and collaboration in educational settings;
- SEL (or lack of SEL), civic engagement, and citizenship;
- Case studies, stories of SEL success;
- SEL, creativity, and fulfilment;
- SEL global curricula and social progress.

There are two types of submissions that are welcomed:

Original Research Articles: 10-15 single-spaced pages (5000-7500 words) in length, not counting the references.

Commentary: either commissioned or spontaneous, should be about 700 words, and include a maximum of ten references and no abstract. Their content focuses on discussing very recent (within the past months) or upcoming events, research results, reports related to the topic of the special issue; expressing an expert viewpoint about the topic; or suggesting perspectives on future trends of socio-emotional research and applications.

Benefits of Submitting to this Journal:

- Wide visibility of the research published: All articles will be published and made freely available – using the Open Access CC-BY 4.0 Creative Commons Attribution licence
- Fast publication: Once accepted, individual articles are typeset, proofed and published online as the Version of Record within an average of 32 days
- Enhanced discoverability: Articles published in the Journal are given global visibility and accessibility via <http://www.emeraldinsight.com>- an industry leading research platform with enhanced search and discoverability through enriched metadata and search engine optimization.

Submission Procedure:

Papers should be submitted electronically online via the JRIT&L submission system at: <https://mc.manuscriptcentral.com/jrit> Please select '**Socio-Emotional Learning, Education, and Life Success**' when asked about special / regular issues.

Manuscripts should be prepared using Microsoft Word (.doc or .docx format). The text should be set in 12 point Times New Roman format, single-spaced. The complete journal submission guidelines can be found [here](#).

The submission deadline for the issue is 1st February 2019, and for commissioned expert comments the deadline is 15th February. Authors are, however, encouraged to submit their papers early. Editorial decisions may be made accordingly well before the submission deadline. All submissions will be subject to double blind peer review by referees.

For queries relating to the suitability of your paper or Comments piece, please contact corresponding guest editor **Dr. Gabriela Walker** (gwalker2@nu.edu)

For questions about registering and uploading your manuscript, please contact Managing Editor: **Dr. Zhonghe Wu** (zhu@nu.edu)