

Symposium Proposal

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Social and Emotional Learning and Holistic Human Development: Theoretical Frameworks and Practical Strategies

With the rapid advancement of information technology, contemporary society and forms of interpersonal communication are undergoing profound transformation. Processes of knowledge transmission and problem-solving are increasingly being mediated through AI agents and human–AI collaboration. In this changing social context, interpersonal communication skills, self-awareness, emotional competence, and character cultivation have become increasingly important. Consequently, both the international community and educational systems in Taiwan have placed growing emphasis on promoting Social and Emotional Learning (SEL) within school curricula and pedagogy. This symposium focuses on the theoretical foundations and practical applications of SEL and presents four papers addressing diverse dimensions of social and emotional learning, human development, educational trust, and counseling-oriented educational practices. The abstracts are presented as follows.

1. Theories and Practices of Self-Awareness: Comparative Perspectives from Confucianism, Buddhism, Care Ethics, and Moral Psychology

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This study aims to explore the similarities and differences among Eastern and Western cultural and intellectual traditions regarding theories and practices of self-awareness, with particular attention to Confucianism, Buddhism, Western character education theories, and moral psychology. To clarify the distinctive features and commonalities among these traditions, this study adopts content analysis and conceptual analysis as its primary research methods and employs the qualitative analysis software *ATLAS.ti* for textual analysis. First, the study analyzes theories of self-awareness and their

corresponding practical methods within Confucianism, Buddhism, and Western traditions of character education and moral psychology. Second, comparative analyses are conducted to examine convergences and divergences among these traditions. The analyzed texts include the Confucian Four Books and Five Classics, the classical writings of Confucius, Mencius, and Xunzi, and Neo-Confucian scholarship from the Song and Ming dynasties. In the Buddhist tradition, the study focuses on major Buddhist scriptures within the Tripiṭaka and classical Chan (*Zen*) Buddhist texts. In Western traditions, the study examines the major works of Nel Noddings's ethics of care, Alfred Adler's theories of personality and lifestyle, and Virginia Satir's family systems perspective. Through comparative analysis, this study seeks to clarify how these intellectual traditions help individuals cultivate awareness of their cognition, emotions, and behaviors, as well as the consistency among these dimensions. Ultimately, the study aims to propose a more comprehensive theoretical and practical framework for self-awareness training.

Keywords: self-awareness; Confucianism; Buddhism; care ethics; moral psychology

2. The Effects of Integrating Social and Emotional Learning into Marine Education Curriculum for Lower Elementary Students in Taiwan: Impacts on Emotional Recognition and Emotional Expression

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This study investigates whether integrating Social and Emotional Learning (SEL) into the marine education curriculum through situational teaching strategies can effectively enhance lower elementary school students' abilities in emotional recognition and expression. Adopting a mixed-methods research design, the study examines changes in students' emotional competencies before and after the implementation of the curriculum. The "Social and Emotional Learning Scale for Elementary School Students" is employed as the pre-test and post-test instrument. In addition, multiple qualitative data sources—including teachers' observation journals, students' worksheets, and student interviews—are collected to further analyze students' emotional recognition and emotional expression. The study expects that, after participating in a six-week SEL-integrated marine education curriculum, students will demonstrate improved emotional recognition and expression.

Keywords: Social and Emotional Learning; marine education; curriculum; Taiwan

3. Educational Trust and Reintegration: The Role of Social and Emotional Learning in Transitional Support for Students in Correctional Schools

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In recent years, correctional education in Taiwan has increasingly emphasized students' abilities in emotional management, interpersonal interaction, and social adaptation. Social and Emotional Learning (SEL) has also come to be regarded as an important educational strategy for assisting students in correctional schools in their reintegration into society. This study explores how students receiving correctional education often experience educational exclusion, social stigma, and fractured educational trust, which hinder the development of trusting relationships with educational personnel and institutional systems within correctional settings. Accordingly, the study investigates how systematically designed, trust-oriented SEL approaches may enhance students' educational trust and facilitate their reintegration into mainstream educational systems and society. To clarify these tensions and identify key pathways for improvement, this study employs theoretical and textual analyses to examine the circumstances and challenges faced by students in correctional education. Furthermore, the study discusses how SEL-based training, grounded in a deeper understanding of the nature and purposes of education, may effectively support students' social reintegration and the development of positive values and life orientations.

Keywords: correctional schools; Social and Emotional Learning; educational trust; educational exclusion; philosophy of education

4. SEL Educational Practices under Digital Surveillance: A Case Study of Educational Care and Life Narrative Inquiry with a High-Risk Female Student

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This study adopts a case study approach focusing on a junior high school female student characterized by emotional disorder diagnoses, limited family support, unstable school

attendance, and repeated experiences of self-harm. The study investigates how SEL-oriented educational practices grounded in life narrative inquiry and educational care may help high-risk students enhance self-awareness, self-management, social awareness, and interpersonal relationship skills. Particular attention is given to how these SEL practices may support students in developing healthy interpersonal boundaries and communication skills within online social environments. The study employs counseling approaches informed by narrative therapy to conduct systematic analyses of the student's adaptation difficulties and of her family, school, and community systems. Through case conceptualization and comprehensive intervention strategies, the study seeks to enhance the students' sense of self-worth and social adaptability. The findings of this case study are expected to provide valuable insights for contemporary educational researchers and practitioners regarding how Social and Emotional Learning (SEL) may effectively enhance the outcomes of counseling and educational support for high-risk students.

Keywords: high-risk students; Social and Emotional Learning; case study; counseling; narrative inquiry