

DIGITAL SOCIO-EMOTIONAL SKILLS FOR DISTANCE EDUCATION STUDENTS: FOCUS ON EMOTIONAL SKILLS



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ABSTRACT

This article deals with the mapping of Socio-Emotional Competencies (CSE) for Distance Education (DE) students. It was carried out: 1. Theoretical survey and data analysis; 2. Application of a questionnaire with experts and 3. Definition of competencies based on the cross-referencing of data. In the bibliographic survey, a relationship between Models and Socio-emotional Competencies was established, mapping competencies that were validated by experts through the questionnaire. As a result, the Emotional area of the distance education student was established with four competencies: 1. Emotional Awareness; 2. Emotional Regulation; 3. Emotional Management and 4. Communication and Emotional expression.

Keywords: Social Competence, Emotional Competence, Distance Education, Distance Education students.

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INTRODUCTION

Currently, technological innovation and the changes driven by the pandemic and social distancing, at the educational level, have established a new social and emotional relationship between teachers and students with teaching and learning in the digital environment. As learners have faced rapid changes in education, they have been required to have an increasingly broad set of skills that support the needs of learning exclusively through online resources (Silva, 2022). These issues have been determining the rethinking of educational action, the student has essentially become the protagonist and it has been realized that only technical, cognitive and digital skills are not enough, and it is necessary to study the emotional and social impacts that involve the adaptation of these students to this new scenario, fundamentally structured through virtual connections. In this way, the mapping of socio-emotional competencies aims to help students relate to each other in digital environments, creating bonds with positive attitudes. For this, it is necessary to learn to regulate and manage your emotions, both individually and collectively and collaboratively in digital spaces. It is known that emotions have a strong influence on the processes of self-regulation of learning and engagement (Pekrun *et al.* 2017; Valiente *et al.* 2012), many studies have been carried out in the search to understand emotions and how they influence learning, especially mediated by computer, distance learning and collaborative processes, however there are few mappings of specific socio-emotional competencies for the student in the learning process in digital media. In recent years, with the pandemic, the importance of supporting students in expanding awareness of their own emotions and those of the group has been realized, since teaching in this period was practically carried out remotely and in an emergency manner (ERE), which is not configured in a distance education (DE) process, but characteristics of this modality were used. Among them, we can mention geographical distance, the use of technological resources and tools, as well as the internet to carry out activities. At the same time, a number of emotional situations and social behaviors in the digital environment emerged due to these changes, both in ERE and in DE, because by using technological resources to overcome physical distancing, students' social and emotional relationships were affected. UNESCO (2020) presents a list of problems faced by students in online education, including communication, connectivity with other people, social isolation and general anxiety, indicating low satisfaction with the virtual model and teaching during the pandemic. According to Beaunoyer (2020) and Miller (2019), the concern with students was stress, reduced well-being, and engagement in the learning

process, as they have limited social interactions in personal, family, and work life, fostering negative emotions.

Thus, learning to regulate emotions is an important practice, since emotionally competent students have a more positive relationship with themselves and others in practice. However, the mapping of socio-emotional competencies in online environments is not so simple to be carried out, for this, it is necessary to conduct an in-depth study of emotions and the use of sophisticated computational tools for the recognition and analysis of emotions in digital environments, which are found in specific centers and laboratories.

In the results of previous studies by the researcher, on the digital competencies of distance education students, an MCompDigEaD 2.0 Digital Competence Model was built, which is in its second version³. However, the importance of including skills beyond technological aspects was perceived, especially on social and emotional issues and on how emotions have an impact on learning. It is understood that emotions affect the cognitive, motivational and regulatory processes that mediate learning, however, in the Digital Competence Model there are still gaps in what are the Socio-emotional competences. Thus, the present study mapped socio-emotional competencies in order to compose the MCompDigEaD 2.0 for students in distance education. Next, in section 2, the theoretical framework is presented. In section 3, the methodology with details of the activities and schedule. Finally, in section 4, the expected results.

THE DISTANCE LEARNING STUDENT AND SOCIO-EMOTIONAL SKILLS

In recent years, one of the main educational objectives has been to ensure that students take a more significant role in the entire educational process and thus become active agents in shaping their education (Bovill, Cook-Sather, Felten, Millard, and Moore-Cherry, 2016). The construction of competencies is one of the factors that contribute to the integral, autonomous and critical development of the student in distance education and has increasingly focused on the relationship of this student with technology, through digital competence (Ferrari, 2012; Silva 2019). However, there has been a lot of discussion about the influence of social and emotional relationships between subjects in distance education, since it is necessary to prepare students to study at a distance, building basic skills that make them more engaged and responsible for their learning process. Thus, to learn to deal with this context, in addition to the basic aspects of technology, you need to know how to

³ Access link: https://drive.google.com/file/d/1i0Yqtm5lVniltSflcKf6J2rtEodocN_P/view?usp=sharing

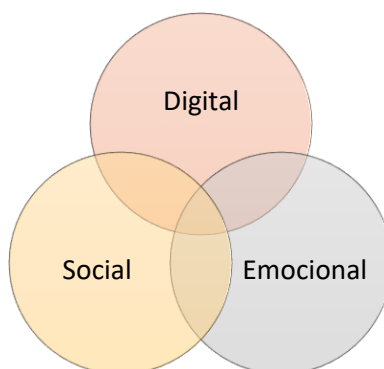
communicate, interact, exchange, work as a team, regulating and managing your emotions. Thus, it is understood that it is necessary to help students with the ability to perceive, identify and understand social relationships and their emotional effect in digital media (Boden and Thompson 2015).

One of the solutions may be through socio-emotional skills, which have mastery between social exchanges and emotional impacts. Considering the current context, with the pandemic installed in most countries, questions arose and new challenges were imposed on Education, such as the emergence of Remote Emergency Education and Post-Pandemic Teaching. Teachers who previously did not use Digital Technologies (DT) sought, in a few months, to learn how to handle them, to establish social, affective and educational bonds with their students. On the other hand, the students, who mostly used technologies for leisure, learned new possibilities to apply them in their learning process. Thus, a number of emotional situations and social behaviors emerged as a result of these changes, since by using a series of technological resources to overcome physical distancing, the social and emotional relationships of students were affected. This has caused the student's profile to change, making it necessary to understand how they spend their time and relate through technology and how all this influences their social and emotional behavior when dealing with fully distance learning.

Although there are researches and definitions for socio-emotional competencies in the educational context, there are also many gaps in what are the competencies in the digital sphere for students in distance learning processes. Digital skills are often given more prominence, in accordance with the modality, however, they complement each other, since socio-emotional skills are catalytic and effectively applied in interpersonal and social relationships and interactions (Gómez-Ortiz, Romera, & Ortega-Ruiz, 2017), including expression, perception, understanding, and management of emotions that can also be communicated in digital environments (Berrocal, Cabello, & Cobo, 2017). Thus, they consist of the application of knowledge, skills, and attitudes (CHA) to understand and manage one's own emotions and the emotions of others, while being empathetic to build and maintain desirable interpersonal relationships and make responsible decisions.

It is understood, therefore, that socio-emotional competencies in the digital sphere can also be called digital socio-emotional competencies, organized in different domains such as digital, social and emotional, as shown in Figure 1.

Figure 1. Domains of socio-emotional skills in distance education



Source: authors (2023)

Therefore, understanding how these domains relate to the concept of CSE and complement each other in distance learning processes is one of the challenges of this study.

Thus, understanding to what extent and how students are aware of the emotions and interactions they are experiencing during technology-mediated learning becomes relevant to understanding the mapping processes. Studies show that emotions have an impact on learning and its outcomes (Pekrun et al. 2017; Valiente et al. 2012), affect the cognitive, motivational, and regulatory processes that mediate learning (Pekrun 2006) and have the function of indicating the presence of important, difficult, or complex aspects of the task that require attention and effort (Boekaerts 2010). They can also affect students' interest and motivation to learn: positive emotions can increase motivation, while negative emotions can lead to a low level of interest (Pekrun 2014). Thus, it is important to say that the construction of knowledge is mediated by emotions (Khosla et al., 2009; Miller, 2010; Yip and Côté, 2013). If a positive climate is offered in the educational environment for the mastery of emotional management, the experiences of multiple teachings are strengthened and reach fullness in their internalization and implementation by individuals (Woods, 2010; 2012).

Thus, the importance of identifying socio-emotional competencies is perceived, oriented beyond the regulation, production and evaluation of emotions, also associating communication and social relations with other subjects. However, distance education has limitations regarding the transmission of information from expressions about emotions, which can make it difficult for both teachers and students to model their socio-emotional skills, which affects their engagement, communication, and collaboration. The question that is addressed is whether, as proposed by other studies (Lindebaum and Cartwright, 2011 ;

Barbieri and Majer, 2012; Lindebaum, 2012), it is essential to master the emotions present in the learning process, based on a social process of enrichment, communication and collaboration (Avsec, 2012 ; Mikolajczak et al., 2009) Thus, in order to achieve the aforementioned objectives, socio-emotional competencies are sought as answers to the construction of essential elements for students in order to increase awareness of their emotions in the relationships that develop in a distance learning process, being able to accurately perceive and interpret the emotional state of others and have positive responses in their learning.

Therefore, it is understood that the field of socio-emotional competence is dynamic, changeable and follows the teaching modality and profile of students. In the case of this study, distance education is linked, even if in the last year, with the pandemic many educational changes were experienced, through Emergency Remote Teaching, considered temporary. Therefore, studies and research must focus on post-pandemic education, the new normal, which arrives with many doubts and uncertainties, since education will no longer be the same, and the new configuration will take place through the solidification of technology, through an increasingly hybrid modality, with the fusion of characteristics of face-to-face and distance learning. Thus, by focusing on distance education, the social and emotional relationships that are configured in learning spaces in digital media are understood as a fundamental point, and which will also be important for post-pandemic education. Therefore, the global circumstances that arise are irreversible from an educational point of view and the challenges that have emerged with social distancing need to be under constant discussion, seeking to answer the questions of students and teachers who will work in this new educational context, post-pandemic. Therefore, it is necessary to advance and prioritize such research, since nothing will be the same as before, neither distance education nor face-to-face teaching. Thus, by mapping socio-emotional competencies in distance learning processes and mediated by technology, it is intended to support students and teachers to act in a society that is increasingly connected and has virtual relationships.

METHODOLOGY

The present study consists of a qualitative research. This enables the necessary deepening to diagnose the reality of the theme, in order to define competencies. The procedures performed were:

1. Theoretical survey: containing a systematic review of concepts in the literature; 2. Preliminary mapping, based on the crossing of data to define socio-emotional competencies of students in existing distance education; 3. Evaluation with consultation with experts and stakeholders to discuss the preliminary competencies mapped and; 3. Completion of the mapping, with a clear presentation of the structure and elements to be inserted in the MCompDigEaD.

DISCUSSION OF DATA

Step 1 – CSE Concept

In the first stage, a systematic review was carried out (Silva and Behar, 2022) in order to identify the concept of CSE, and the categorization of competencies with a focus on students. Thus, five databases with relevance to the area were searched, which were: *ACM Digital Library*, *Science Direct*, *Scopus*, *Capes Journal* and *Google Scholar*. To this end, 18 articles published between 2017 and 2022 were selected from 556 identified scientific publications.

The concept of CSE was analyzed in all articles, and Chart 1 was constructed with the terms extracted.

Table 1. Synthesis of the CSE Concepts of the selected articles.

	Concepts
A1	Socio-emotional competencies, for both youth and adults, will be called emotional intelligence (EI) or EQ competencies (Freedman, 2012), the knowledge and skills needed to combine thinking and <i>feeling to make optimal decisions</i> (Freedman, 2010).
A2	Social-emotional competence is the ability to coordinate cognition, <i>affect</i> , and <i>behavior</i> so that individuals adapt to diverse cultures and contexts, perform specific tasks, and achieve positive developmental outcomes (Elias <i>et al.</i> , 1994).
A3	Social-emotional competence (CSE) includes the ability to understand and manage <i>emotions</i> , express emotions appropriately, set and achieve positive goals, <i>feel empathy</i> and <i>concern</i> for others, establish positive relationships, and make responsible decisions (Nagaoka <i>et al.</i> , 2015; Weissberg, Durlak, Domitrovich and Gullotta, 2015).
A4	<i>Effective management</i> of intrapersonal and interpersonal <i>social and emotional</i> experiences in order to promote one's own prosperity and that of others (Collie, 2019, p. 2).
A5	Social-emotional competence is the ability to understand, manage, and express social and emotional aspects of a person's life in a way that allows for the successful management of life's tasks, such as learning, relating, solving everyday problems, and adapting to the demands of growth and complexity. development (Elias, 2014). These include self-awareness, impulsive control, cooperative work, and concern for oneself and others.
A7	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" (CASEL, 2018) Social and emotional competencies are individual capacities, attributes and characteristics that are important for academic success, employability, active citizenship and well-being. They cover behavioral dispositions, emotions/attitudes, ways of approaching tasks, and management and control of behaviors and feelings. Beliefs about ourselves and the world, which characterise an individual's relationships with others, are also part of social and

	emotional skills. (OECD, 2018)
A8	Socio-emotional competence, consisting of emotional intelligence , social intelligence, is a complex and multilateral competence existing in all dimensions of life. (Goleman, 2012). Recognizing, organizing, and managing emotions, empathizing, making the right decisions, taking responsibility, acting ethically and fairly, and avoiding negative behaviors so that individuals can fulfill their responsibilities in life (CASEL, 2017)
A9	Emotional competence is defined as the ability to <i>identify one's own emotional states and those of others</i> (e.g., evaluation), <i>express emotions appropriately</i> , and <i>regulate those emotions</i> . (Saarni, 2000).
A10	<u>Knowledge, opinions, and skills</u> to <i>recognize and manage their emotions</i> , set and accomplish positive goals, show care and concern for others, establish and maintain positive relationships, make responsible decisions, and efficiently manage interpersonal situations (CASEL 2017).
A11	Social-emotional competence is the ability to <i>interact with others</i> , monitor and control cognitive processes, <i>regulate emotions</i> and <i>behavior</i> (Weissberg, Durlak, Domitrovich, & Gullotta, 2015). Socio-emotional competence contributes to human development in all domains: cognitive, physical, communicational (CASEL, 2015).
A12	<u>Knowledge, skills, and attitudes</u> to <i>understand and manage</i> one's own emotions and the emotions of others, while being empathetic to building and maintaining desirable interpersonal relationships and making responsible decisions (CASEL, 2015).
A13	Socio-emotional competencies are defined <u>as emotional skills and knowledge effectively applied</u> in prosocial interpersonal interactions and relationships (Gómez-Ortiz, Romera, & Ortega-Ruiz, 2017), including expression, perception, comprehension, and management of emotions (Berrocal, Cabello, & Cobo, 2017). Thus, socio-emotional competencies consist of applying knowledge, skills, and attitudes to understand and manage one's own emotions and the emotions of others, while being empathetic to build and maintain desirable interpersonal relationships and make responsible decisions (CASEL, 2015).
A14	Effective management of intrapersonal and interpersonal social and emotional experiences in ways that promote one's own prosperity and that of others. CSE is operationalized by meeting the basic psychological needs, motivations, and behaviors of individuals, as described in detail below. This definition considers both manifestations (i.e., behavior) and mechanisms (i.e., satisfaction of needs, motivation) (Collie <i>et al.</i> 2019).
A15	The concept of socio-emotional competence came from Emotional Intelligence ; that is, the person is able to regulate their emotions (Mikulic <i>et al.</i> 2016). A multidisciplinary approach encompasses three aspects: attitude, behavior, and skills (Morales, 2021). Set of <u>knowledge, skills and attitudes</u> necessary to <i>understand, express and adequately regulate</i> emotional phenomena (Alzina and Escoda, 2007)
A16	<u>Knowledge, skills, and attitudes</u> necessary to develop healthy identities, <i>manage one's emotions, set and achieve personal and collective goals</i> , feel and show empathy for others, establish and maintain positive and supportive interpersonal relationships, manage interpersonal situations constructively, and make responsible and careful decisions (Payton <i>et al.</i> , 2008; Durlak <i>et al.</i> , 2011; Gutman and Schoon, 2013; CASEL, 2015, 2020; Weissberg <i>et al.</i> , 2015; Taylor <i>et al.</i> , 2017; Jagers <i>et al.</i> , 2019; Mahoney <i>et al.</i> , 2020).
A17	Emotional intelligence has been described as a group of <u>skills, capacities, and non-cognitive competencies</u> (including empathy, emotional self-awareness, interpersonal skills, and stress management) that influence the ability to cope with environmental demands and pressures (Talarico <i>et al.</i> , 2013). The concepts of <u>emotional and social competence</u> are considered acquired capacities derived from emotional intelligence (Goleman, 1998).
A18	Alzina and Escoda (2007) defined it as a set of <u>knowledge, skills and attitudes</u> necessary to understand, express and adequately regulate emotional phenomena and emotional education, grouped into five blocks: emotional awareness, emotional regulation, personal autonomy, social competence and competencies for life and well-being. Alzina (2003) established emotional education as an axis to promote the development of these skills as a fundamental part of global personal growth.

Source: authors (2023)

From the analysis of the concepts extracted, the diversity of terms and authors can be perceived. In summary, most studies use socio-emotional competencies in the plural, related to moments of analysis and management of emotions, with interference in social interactions. However, a portion of studies treat CSE as a synonym for Emotional Intelligence, emphasizing only the emotional element. It is perceived that this theme has already been questioned in different works because it does not take into account all the complexity of social relations. This issue may be linked to the difficulty of treating socio-emotional skills, sometimes as social skills and emotional skills and sometimes as a set, formed by several skills that complement each other. The concept of socio-emotional competencies is complex, although analyzed in several surveys, it is still explicit in the results the need to improve it based on the student profile and educational objectives.

Among the various definitions, it is understood that socio-emotional competencies are a set of knowledge, skills, and attitudes. Necessary to understand, manage, regulate and express social and emotional phenomena in order to establish and maintain healthy intrapersonal and interpersonal relationships.

Based on the definition, a survey was carried out on Models/Frameworks of Socio-emotional Competencies and student profiles in order to carry out the previous mapping, presented in the next stage.

Step 2 – Preliminary mapping

After the description and analysis of the concept of competencies, the data were triangulated to define a previous CSE model, as follows: a. All the models and their competencies were organized in a table; b. Then, the Emotional and Social competencies were separated; c. Each group was analyzed in depth, grouping similar competencies within their own category. d. Finally, similar competencies that appeared in several models were highlighted and those that would appear only once discarded. Ten models and 87 competencies were analyzed, 32 emotional competencies and 55 social competencies. Next, the Emotional and Social Groups were grouped, looking for similarities and organizing them into groups. The Emotional Competencies resulted in five groups of similar skills. 1. Competencies related to emotional awareness or self-awareness, which appear in five models; 2. Emotional regulation, which appears in two models, but organized into five distinct competencies; 3. Emotional Management, in four models; 4. Emotional control in four models and 5. Emotional expression or communication in two models. In the Social

Eleven groups, the ones that are most repeated are: Relationship management, sociability or interpersonal competence; Empathy; Responsible Decision Making/Responsibility and Cooperation/Teamwork. In three models appears Conflict Resolution and Autonomy and finally in two are: Social Awareness; Motivation / Positive attitude; Respect and Assertiveness.

After the organization by groups, each one was cross-referenced and analyzed, seeking to define a competence per group. As a result, Table 2 was the only one with the socio-emotional competencies of students mapped.

Table 2. Students' Socio-emotional Skills

Domains	Skills
Emotional	Self-Awareness/ Emotional Awareness
	Emotional Regulation
	Self-Management/ Emotional Management
	Stability/Emotional Control
	Emotional Communication/Expression
Social	Relationship with others/interpersonal
	Collaboration
	Responsible decision-making
	Cooperation/ Social Skills
	Resolve Conflicts
	Self-management/autonomy
	Social Awareness/ Self-Regulation
	Motivation
	Respect for others
	Assertiveness
	Relationship with others/interpersonal

Source: authors (2023)

After identifying the competencies, the competencies were cross-referenced with the competencies of MCompDigEaD 2.0, a model composed of 14 digital competencies, organized into seven areas, as shown in Table 3.

Table 3. Students' Socio-emotional Skills

Areas	Skills
Area 1. Introduction to Digital Technologies	1.1 Competence: use of the desktop computer and device functions mobile and apps.
Area 2. Tools for Digital Communication.	2.1 Competence: Basic resources of network communication.
	2.2 Competence: Communication tools for Interaction and collaboration network.
Area 3. Information Management in a network.	3.1 Competence: Search and treatment of information (Search/filtering).
	3.2 Competence: Evaluation and sharing of information.

Area 4. Digital Health and Safety.	4.1 Competence: Ergonomics for desktop computer and mobile devices.
	4.2 Competence: Protection of personal data and mobile devices.
Area 5. Coexistence and Digital Citizenship.	5.1 Competence: Cooperation in Virtual Learning Environments.
	5.2 Competency: Virtual Resilience.
	5.3 Competence: Teamwork in a network.
Area 6. Creation and Development of Digital Content.	6.1 Competence: Content production (Plagiarism, reference).
	6.2 Competence: Dissemination of digital content.
Area 7. Virtual student management.	7.1 Competence: Organization and Planning of the student.
	7.2 Competence: Management of the Virtual Student Profile.

Source: Silva and Behar, 2022

When performing the analysis, it was realized that social competencies were already contained in the model, within the areas of Area 2. Tools for Digital Communication, which deals with communication, interaction and collaboration in networks through virtual learning environments, online tools and applications; and Area 5. Coexistence and Digital Citizenship, through cooperation in Virtual Learning Environments, Virtual Resilience and Teamwork in networking. As shown in Figure 2. below.

Figure 2. Relationship between competencies

Domínios	Competências	Áreas	Competências
Emocional	Autoconsciência/ Consciência Emocional	Área 1. Introdução às Tecnologias Digitais	1.1 Competência: uso do computador de mesa (desktop) e funções dos dispositivos móveis e aplicativos.
	Regulação Emocional		2.1 Competência: Recursos básicos de comunicação em rede.
	Autogerenciamento/ Gestão Emocional	Área 2. Ferramentas para Comunicação Digital.	2.2 Competência: Ferramentas de comunicação para Interação e colaboração em rede.
	Estabilidade/ Controle Emocional	Área 3. Gestão da Informação em rede.	3.1 Competência: Busca e tratamento da informação (Pesquisa/ filtragem).
Social	Comunicação/ expressão Emocional		3.2 Competência: Avaliação e compartilhamento da informação.
	Relacionamento com os outros/ interpessoais	Área 4. Saúde e Segurança Digital.	4.1 Competência: Ergonomia para uso do computador de mesa (desktop) e dispositivos móveis.
	Colaboração		4.2 Competência: Proteção dos Dados pessoais e dispositivos móveis.
	Tomada de decisão responsável	Área 5. Convivência e Cidadania Digital.	5.1 Competência: Cooperação em Ambientes Virtuais de Aprendizagem.
	Cooperação/ Habilidades Sociais		5.2 Competência: Resiliência Virtual.
	Resolver Conflitos		5.3 Competência: Trabalho em Equipe em rede.
	Autogestão/ autonomia	Área 6. Criação e Desenvolvimento de Conteúdo Digital.	6.1 Competência: Produção de conteúdo (Plágio, referência).
	Consciência Social/ Autorregulação		6.2 Competência: Difusão de conteúdo digital.
	Motivação	Área 7. Gestão do aluno virtual.	7.1 Competência: Organização e Planejamento do aluno.
	Respeito pelos outros		7.2 Competência: Gestão do perfil de aluno Virtual.
	Assertividade		
	Relacionamento com os outros/ interpessoais		

Source: Authors (2024)

Thus, from the crossing of the mapped competencies and those of MCompDigEaD 2.0, it was verified the need for emotional competencies of the students, since the social ones were already contemplated. From the discovery of the gap and focus of the study, it was determined that the result should focus on the construction of an area in MCompDigEaD 2.0 specifically for emotional competencies.

In this way, the definition of the knowledge, skills and attitudes (CHA) of the five emotional competencies was carried out, as well as the objective of each competency and the new area of the model. This mapping was carried out by resuming the theoretical framework, analyzing the concepts and theories, through the reading, classification and analysis of the competencies and elements of the models identified in Stage 1. All Emotional competencies and models were entered into an Excel table where they were described. All this initial exploration allowed us to perceive that the Competence: emotional control and stability, was contained in the competence of emotional management, then transforming into four sets of competencies and their elements, which were evaluated by the specialists.

Next, table X presents the number of elements, knowledge, skills and attitudes (CHA) mapped by competency.

Table 4. Emotional Skills and CHA Elements

Domain	Skills	N. elements of the CHA		
		C	H	The
Emotional	Self-Awareness/ Emotional Awareness	9	15	7
	Emotional Regulation	13	28	18
	Self-Management/ Emotional Management	5	7	7
	Emotional Communication/Expression	8	13	6

Source: authors (2023)

The set of mapped competencies was submitted to expert appreciation, so that based on the answers it was possible to improve the competencies.

Step 3 – Evaluation with experts

The assessment of competencies with experts was organized in two stages. In the first, a virtual meeting was held with all the experts to present the research, detailing the steps and results found. Evaluation with specialists is important in situations where there is a lack of quality and insufficient data for resolution. It is understood that by uniting and adding a set of expert analysis and judgment to the data, better decisions and conclusions are made.

Then, a questionnaire was sent by e-mail to 15 experts in Word format containing the lists of competencies studied, requesting the analysis of the following points: Evaluate the competencies in the tables based on the following points:

- **Name of the Competency:** perform the analysis of the name, those that contain two names, point out the one you believe to be the most appropriate or point out another suggestion.
- **Competency Description:** analyze the description, terms, objective and check if it is in accordance with the name of the competency.
- **Elements (CHA):** perform the analysis of each element, remember that they are knowledge, skills and attitudes. Are the elements adequate? Are they repeated? Are the terms aligned with competence? Is there any element that should be changed from element or competence?
- **Area of competence in MCOMPDIGEAD:** the area and explanation about it is at the end of the material, analyze if the area is aligned with the competencies and if the description corresponds appropriately to the profile of the virtual student.

In the Word evaluation document, the experts could also make suggestions and comments. Example

Table 5. Example of an analysis board

Self-awareness or Emotional Awareness			Analysis and suggestions
Ability to recognize one's own emotions and the emotions of others in virtual media and how they influence behavior in the digital context.			
Knowledge 9	Skills 15	Attitudes 7	
Know one's own emotions and those of others (anger, anxiety, fear, jealousy, attraction, excitement, sadness, shame, joy, disappointment, surprise, aversion, etc.).	Knowing how to identify one's own emotions and those of others.	Be responsible and assume your own feelings, thoughts, desires and actions.	

Source: authors (2023)

The result of the experts recommended changes, exclusions and the unification of some elements. At the same time, doubts were raised regarding the title of some competencies and their descriptions. All the suggested changes were inserted in an Excel table, so that it was possible to cross-reference and analyze them.

The result was the definition of the name of the competencies, objectives and elements, as can be seen below.

Area 8 of MCompDigEaD 2.0, entitled: Area of Emotional Development of Distance Education Students, aims to assist distance education students in the construction of practices and strategies in distance learning that help their learning process taking into account their Awareness, regulation, management and communication of emotions, as shown in Table A, below.

Table 6. Emotional Skills and the elements of the CHA

Domain	Skills	N. elements of the CHA		
		C	H	The
Emotional	Emotional Awareness	13	11	11
	Emotional Regulation	10	11	10
	Emotional Management	8	8	9
	Communication and Emotional Expression	12	12	7

Source: authors (2023)

The following is the final mapping of emotional competencies for distance education students.

EMOTIONAL SKILLS FOR DISTANCE EDUCATION STUDENTS

The digital competence model for distance education students incorporated area 8, as can be seen below, Table 7.

Table 7. MCompDigEaD 2.0 with a new area

Areas	Skills
Area 1. Introduction to Digital Technologies	1.1 Competence: use of the desktop computer and device functions mobile and apps.
Area 2. Tools for Digital Communication.	2.1 Competence: Basic resources of network communication.
	2.2 Competence: Communication tools for Interaction and collaboration network.
Area 3. Information Management in a network.	3.1 Competence: Search and treatment of information (Search/filtering).
	3.2 Competence: Evaluation and sharing of information.
Area 4. Digital Health and Safety.	4.1 Competence: Ergonomics for desktop computer and mobile devices.
	4.2 Competence: Protection of personal data and mobile devices.
Area 5. Coexistence and Digital Citizenship.	5.1 Competence: Cooperation in Virtual Learning Environments.
	5.2 Competency: Virtual Resilience.
	5.3 Competence: Teamwork in a network.
Area 6. Creation and Development of Digital Content.	6.1 Competence: Content production (Plagiarism, reference).
	6.2 Competence: Dissemination of digital content.

Area 7. Virtual student management.	7.1 Competence: Organization and Planning of the student.
	7.2 Competence: Management of the Virtual Student Profile.
Area 8. Emotional Development of the Virtual Student.	8.1 Emotional Awareness
	8.2 Emotional Regulation
	8.3 Emotional Management
	8.4 Communication and Emotional Expression

Source: authors (2023)

Area 8, Emotional Development of the Virtual Student, is composed of a set of skills that aims to assist the distance education student in the construction of practices and strategies that help their learning process through Awareness, regulation, management and communication of emotions in order to establish and maintain healthy intrapersonal and interpersonal relationships.

Tables 8, 9, 10 and 11 of each competency are presented below, as well as their objective and mapping elements.

Table 8. Emotional Awareness

8.1 Emotional Awareness		
This competency aims to assist the student in recognizing their own emotions and the emotions of others in virtual learning environments (VLE) and how they influence/affect behavior in the context of distance courses.		
Elements		
Knowledge (Saber)	Skills (Know-how)	Attitudes (Being)
- Know one's own emotions and those of others (anger, anxiety, fear, jealousy, attraction, excitement, sadness, shame, joy, disappointment, surprise, aversion, etc.); - Know how emotions influence my behavior in the VLE; - Know the emotions experienced by others or that others manifest in the digital context; - Know the intensity of emotions knowing how to separate past and present intensity; - Know the situations that can generate stress for the student in a distance course; - Know how the emotional state affects my personal performance in the VLE; - Know the possible causes and consequences of emotions; - Know how emotions can impact decision-making in virtual and collaborative environments; - Know the concept or meaning of reactive versus adaptive	- Know how to identify and deal with one's own emotions and feelings that arise as a result of empathy; - Know how to recognize and manage my emotions appropriately in any context; - Know how to perceive/capture the emotional climate in the VLE; - Knowing how to recognize the current level of intensity of my emotions, not confusing it with intensities of past moments; - Know how to determine the most effective means of alleviating stress, for example, more frequent breaks, practice a sport or meditation, rest earlier, reduce caffeine; - Know how to analyze oneself in difficult situations during a distance learning or stressful course, recognizing how emotions affect performance in the VLE; - Know how to identify emotions and understand their causes and consequences in the VLE;	- Being responsible with one's emotions and feelings, empathetic and understanding when relating to others even in unexpected and high-anxiety situations; - Be confident and persevering in relation to their own experience in the digital environment, demonstrating trust in people; - Be helpful and empathetic, understanding your own emotional needs and those of other people in digital; - Be honest and upright in relation to the emotions and feelings experienced; - Be polite and relate well to people, respecting their difficulties and emotional needs, as well as varied origins and genders as well as different perspectives in the virtual learning environment; - Be resilient in situations of stress in the virtual world and in the relationship with the other, understandable before making a

emotions; • Know the historical-personal and/or cultural meaning that emotions are conferred; • Know the emotions that can be primary (basic), secondary (social) and background (mood) in the VLE; • Know the influence of emotions on the mood; • Know the difference between emotion and feeling in the VLE.	• Know how to distinguish reactive versus adaptive emotions; • Know how to evaluate emotions in relation to the historical-personal and cultural meaning that are conferred on them; • Know how to differentiate the types of primary (basic), secondary (social) and background (mood) emotions; • Know how to analyze when an emotion influences your mood.	decision; • Have sensitivity and understanding of one's own emotional state and that of others, making conscious choices, paying attention to the influence of emotions on the performance of tasks in the virtual environment; • Have self-knowledge of the types of emotions in the virtual world and how they influence the mood; • Be patient with the difficulties of the other, understand their emotions and empathetic in dialogue with people, in order to help the other to restore their emotional balance; • Be proactive by adopting measures that help in understanding emotions in the virtual environment; • Being aware of at times may be unable to become aware of one's emotions and feelings due to unconscious dynamics.
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Table 9. Emotional Regulation
8.2 Emotional Regulation

This competency aims to assist the student in the regulation and control of emotions in Virtual Learning Environments (VLE). It involves becoming aware of the relationship between emotion, cognition and behavior while being able to use strategies to control emotional reactivity during the distance learning process, with the aim of not having automatic behavioral responses.		
Elements		
Knowledge (Saber)	Skills (Know-how)	Attitudes (Being)
• Know your emotional state helping in the control and regulation of VLE; • Know the relationships/similarities and differences between emotion, cognition and behavior; • Understand that emotional states can be regulated by cognition (reasoning, consciousness) and that these affect behavior; • Understand that one's emotions must be regulated in the VLE, this includes self-control of impulsivity (anger, violence, risky behaviors) and tolerance to frustration to prevent negative emotional states (stress, anxiety, depression), among other aspects; • Know negative emotions (anger, frustration,	• Know how to identify emotions and their emotional state in VLEs. • Know how to deal with and control emotion, cognition and behavior, through effective strategies to regulate mood, anger and irritation in the face of frustrations in a virtual environment, such as failure, mistakes or failures; • Know how to deal with one's own emotions, such as frustration, stress or extreme jubilation in the VLE; • Know how to use regulation strategies to know how to deal with negative emotions, calming down and distancing themselves from others when being dismissed, diminished, challenged, ignored, etc., maintaining non-reactive choices	• Have acceptance of your emotional state acting to transform it, if necessary; • Be aware of their emotional and cognitive state, adopting a strategy that softens and regulates behavioral responses, maintaining a balance between aggressiveness and passivity; • Have perseverance in the search for a conscious regulation of emotions; • Be ethical, resilient, reflective and proactive seeking to learn about emotional regulation continuously; • Be calm, patient and resilient in adverse situations, dangerous or under pressure and stress, that is, in situations involving negative emotions such as frustration in the VLE;

discouragement, sadness, fear) through the use of regulation strategies; • Know the positive emotions (joy, love, mood) and how they can influence regulation in a VLE; • Know the emotions that affect my actions under a given cognitive context; • Know ways to maintain emotional balance when dealing with various work/study demands in stressful situations in distance learning. • Know the pleasant and unpleasant emotions in a virtual learning environment, to regulate and respond appropriately to the context. • Know the difference between reactive and non-reactive actions and possible transitions between emotions in the same event, such as the transition from anger to satisfaction, or from anger to shame.	and reflecting on their actions that led to this situation.; • Know how to choose positive emotions and create strategies to be used in the VLE; • Know how to use regulation strategies that improve the intensity and duration of these emotional states, both negative and positive; • Knowing how to make a decision, based on a regulated emotional posture; • Know how to remain calm and aware of adverse situations, when under pressure or intense stress, using and building strategies that help maintain emotional balance when dealing with various work/study demands; • Know how to remain open to emotions, both pleasant and unpleasant in the VLE; • Know how to analyze probable transitions between emotions and feelings, such as the transition from anger to satisfaction, or from anger to shame; • Knowing how to accept your emotional experience in the VLE according to what constitutes a desirable emotional balance.	• Be confident and truthful when using positive emotions in the VLE and respond appropriately, despite unfavorable emotional contexts to the distance learning process; • Be tolerant and humble to recognize your emotional limits; • Be resilient, flexible in the face of stressful situations in distance learning resulting from studies and work. • Have control of emotions and impulses in the VLE; • Have reliability in decision-making when going through moments of transitions between emotions.
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Table 10. Emotional Management
8.3 Emotional Management

This competency aims to assist the student in managing emotions, thoughts and behaviors in a distance learning process to achieve personal and collective goals.		
Elements		
Knowledge (Saber)	Skills (Know-how)	Attitudes (Being)
• Know ways to manage your emotions enough to accept different opinions in the VLE; • Understand how to self-manage your own well-being to achieve a better distance learning experience; • Know how to inhibit automatic reactions such as shouting, and give appropriate controlled responses to the digital situation; • Know ways to manage behavior through emotions, both positive and negative and under pressure; • Know the types of aggressive and disruptive behaviors; • Know ways to focus your	• Know how to manage positive and negative emotions in the VLE; • Know how to self-motivate and get emotionally involved in various activities of personal, social, academic, professional, leisure life, etc.; • Know how to solve problems in a calm, analytical way, ascertaining the facts before making a judgment and controlling anxiety in digital contexts; • Know how to recognize and avoid explosive behaviors in the face of a stressful situation;	• Be proactive and manage your emotions, through a positive image of yourself; and, as far as possible, of the other; • Be responsible for decision-making; • Be optimistic and feel empowered when facing daily digital challenges; • Be engaged in altruistic, safe, healthy and ethical behaviors; • Being respectful to others when they have divergent behaviors; • Being resilient under pressure, controlling emotions; • Have the intention to be fair, charitable and compassionate in

emotions as a way to help achieve your goals by recognizing your limits and potential; • Know digital tools to assist in the management of emotions in the VLE; • Know the best decisions in daily interactions, from present and future emotions, to solve problems.	• Knowing how to control words and actions even under pressure; • Know how to avoid distractions and sudden impulses; focusing attention on the current task in order to achieve personal goals; • Know how to use digital tools to carry out emotional self-management strategies in the digital; • Knowing how to make decisions by managing emotions to solve problems.	the VLE, being aware of their limits and potentialities; • Be proactive to build strategies to manage emotions in the virtual environment through digital tools; • Be flexible and adaptable in different contexts and in situations of change in the virtual.
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Table 11. Communication and Emotional Expression

8.4 Communication and Emotional Expression		
This competence aims to assist the student in communication through emotional expression in virtual learning media, using vocabulary and tools in an appropriate way. Emotional expression refers to the ability to express one's thoughts and feelings appropriately and clearly in different forms of verbal and nonverbal communication in the context of distance learning.		
Elements		
Knowledge (Saber)	Skills (Know-how)	Attitudes (Being)
• Know the emotional vocabulary and expressive terms commonly available in the subject's context to label their own emotions in the VLE; • Know digital tools and strategies with reactions, which can be used to express emotions in the virtual such as E-moticons; • Know the types of verbal and non-verbal communication to express emotions in the virtual environment; • Know the communication strategies of moods in the VLE; • Understand that the internal emotional state does not have to correspond to the external expression, either in oneself or in others; • Understand that emotional expression can impact others; • Know the social norms and expression in the VLE; • Know the ways to confidently express opinions, needs and feelings; exerting social influence; • Know how to express emotions and related needs constructively in the context of distance learning; • Know the consequences and difference of their emotional actions in the social, digital, virtual environment and a VLE;	• Know how to use emotional vocabulary to express oneself adequately in the VLE; • Know how to use digital tools to express their emotions, such as the use of E-moticons in chats; • Know how to use situational and expressive cues (verbal and non-verbal communication) that have cultural consensus for emotional meaning; • Know how to critically evaluate the expressions expressed in oneself and in others; • Know how to critically analyze one's own emotional expressions in the VLE; • Knowing how to listen, greet, thank, ask for a favor, apologize, attitude of dialogue, etc.; • Know how to start and maintain conversations, express your own thoughts and feelings clearly, both verbally and nonverbally, and make sure they have been well understood by others; • Know how to promote open communication and remain receptive to bad and good news in the VLE; • Know how to articulate thoughts and ideas effectively using oral, written, and non-verbal communication in a variety of digital forms and contexts;	• Be empathetic when using tools and strategies for the expression of emotions in the VLE based on the use of vocabularies and emotional terms; • Have the confidence to express opinions, needs and feelings by exerting social influence; • Take responsibility for your own emotional expressions in the virtual; • Have the confidence to express themselves emotionally and be aware of the rules of communication in the virtual; • Being empathetic when engaging in the emotional experiences of others; • Be emotionally safe to respond to praise/criticism when exerting social influence; • Be responsible in relation to the way they express and communicate their emotions and feelings through different formats such as facial expression, body movements, tone of voice and writing in the VLE.

• Know the strategies to carry out effective emotional communication in VLEs; • Know how emotions can be communicated in an LMS, from facial expression, body movements, tone of voice, and writing.	• Know how to communicate effectively by dealing with emotions in different spaces of the VLE (including multilingual); • Know how to analyze the other's mood through the clues left in the VLE, such as E-moticons, form of writing or audio; • Know how to identify emotions in the VLE in its different formats such as facial expression, body movements, tone of voice and writing.	
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Source: authors (2023)

FINAL CONSIDERATIONS

In recent years, there has been a broad scientific effort to understand the influence of social and emotional issues on education, seeking to create models that meet the different needs of teaching and learning. From a bird's-eye view, the results of this review indicate that research on CSE has a growing and global interest.

The objective of this study was constituted through recent educational developments in relation to the social and emotional issues generated by the COVID-19 pandemic. Given the relevance of the topic, this research presented a mapping of emotional competencies for distance education students. It began by carrying out a systematic analysis with the objective of analyzing and synthesizing the main concepts, models and format of construction and evaluation related to socio-emotional competencies in education. To this end, 18 articles were selected, which were submitted to a quality evaluation and the results of the review were obtained from the analysis of these documents and the research questions.

Two major contributions are achieved through this study. First, there is a systematic review on the subject. Secondly, the available information is synthesized and discussed based on the following questions: (i) what concept of socio-emotional competencies? (ii) what are the socio-emotional models and competencies mapped? And how is the student's profile configured in the studies? Thus, the main conclusions of this review are: Third, the mapping is carried out with a theoretical framework and expert analysis in comparison with the MCompDogEaD2.0 competencies.

The concept of socio-emotional competencies is complex, although analyzed in several studies, the results still make explicit the need to improve it based on the student's profile and educational objectives.

Among the various definitions, it is understood that socio-emotional competencies are a set of knowledge, skills, and attitudes. Necessary to understand, manage, regulate and express social and emotional phenomena in order to establish and maintain healthy intrapersonal and interpersonal relationships.

Regarding the models and competencies mapped, it is perceived that over the years there have been several conceptual frameworks to compose different proposals, reflected in the educational needs for which they are intended. In summary, from the scan of studies an extensive list of models and frameworks developed for reasons ranging from practice to CSE development was identified. These structures incorporate a diversity of mapped competencies, among which we can identify the domain of competencies focused on the Social, to the detriment of the Emotional. This happens in most models, but two stand out that have a balance between the Emotional and the Social, which are; CASEL (2012) and Pentagon Model (2007), the basis of CASEL is Emotional Intelligence and the Pentagon Model, a structure designed in competencies and social constructivism.

Most studies are focused on the early years, elementary and high school, with few studies linked to undergraduate and graduate studies. Regarding the organization of competencies, the emotional domain was predominant, as well as the CASEL model. It can be seen that there are several models, but the American research of CASEL is the most representative nucleus due to its longitudinal character.

An interesting fact is associated with the *OECD framework*, being mentioned in only one work, provoking a question of why the OECD CSE model does not gain relevance in research, given the organization's international contribution.

Through the results, in the midst of the literature and theoretical framework, it is perceived that understanding the socio-emotional competencies of students requires an in-depth study of the different conceptual bases. There are still many challenges in building CSE in education. The objective of this work was to build a theoretical framework to answer the questions of concept and models, seeking more clarity. The existing gaps in relation to CSE for adult students will help in the construction of new studies aimed at this profile. Thus, mirroring the results found in this RSL, the proposal of competencies mapped and inserted in MCompDigEaD 2.0 was carried out. As a future proposal, it is intended to validate the competencies with distance education students and apply the mapped competencies.

Finally, it is hoped that as the understanding and appreciation of the importance of supporting students' social and emotional development is transformed into research and practice, this conceptual result will be able to more closely support such studies with an educational focus.

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