

Social and Emotional Skills Workshop

28 March – 1 April 2022

Location: TBA (Bangkok)

The Equitable Education Fund (EEF), the World Bank and Thammasat University will host a workshop on measurement of Social and Emotional Skills between 28 March – 1 February 2022 in Bangkok. A team of instructors from the University of California Berkeley and the World Bank will run a workshop designed for Thai educators or Thai education researchers who are interested in measurement of Social and Emotional Skills and related topics. Interested applicants can [submit their application](#) here.

Objectives

During this workshop, the participants will:

- Learn about how socio-emotional skills are conceptualized and measured.
- Extend their understanding about the scientific principles underlying the development of socio-emotional measurement scales.
- Learn how to conduct basic psychometric analyses and examine measures in terms of reliability and validation criteria.

Workshop Techniques and Methods

The workshop will use a combination of lecture, independent work, guided group work and plenary discussion. The emphasis of the participant activities will be learning-by-doing, so that the workshop output will be immediately usable in the assessment project.

Prerequisites and Participant Profiles

The content of the socio-emotional skills workshop assumes that, collectively, participants will have the following skills and/or experience:

- Background in psychology, education, economics, or business school
- Researchers (including post-doctoral researchers) with intermediate-advanced statistical background

English language fluency is not essential, but participants who are not fluent should have access to English interpretation of the workshop lecture and discussion.

Agenda (draft)

All the activities will be covered during an initial in-person workshop of 5 days. The workshop is expected to follow the general structure below (to be confirmed):

1. Why are socio-emotional skills important?

- The workshop will begin with a review of the historical perspective behind socio-emotional skills, context for cognitive and non-cognitive skills, models and frameworks, schools as socializing agents, and the need for a generally accepted consensual framework or taxonomy

2. Hierarchical framework of socio-emotional skills

- A discussion of Big Five factors, and lower order facets

3. Measurement of socio-emotional skills

- The Big Five Inventory (BFI)
- Measurement challenges
- How to deal with measurement errors

4. Application to the Thai context

- Considerations and foundations for basic psychometric analyses, reliability, and validity

5. Future directions

- Life outcomes, plasticity, development, and interventions

Instructor Profiles

Oliver John

Oliver P. John, PhD, is Professor of Psychology and Research Psychologist at the Institute of Personality and Social Research at the University of California, Berkeley. Dr. John is the senior editor of the Handbook of Personality: Theory and Research (4th ed.), and has won the Theoretical Innovation Prize, the Diener Award for Outstanding Mid-Career Contributions, and the Jack Block Award for Senior Career Contributions to Personality Psychology, all from the Society for Personality and Social Psychology, as well as the Distinguished Award for Early Career Contributions from the Society of Multivariate Experimental Psychology, the Best Paper of the Year Award from the Journal of Research in Personality, and the Distinguished Teaching Award

from Berkeley's College of Letters and Science. He has served as an Associate Editor of Personality and Social Psychology Bulletin and also contributed to the application of psychological research to economic and education policy by serving as a Principal Expert for the Organization for Economic Collaboration and Development (OECD) in Paris, France, as a Scientific Consultant for the World Bank in Washington, D.C., and as a member of the Governing Board of eduLab21 at the Ayrton Senna Institute in Sao Paulo, Brazil. In more than 150 widely cited publications on his research, Dr. John and his students examine personality structure and development, emotion expression and regulation, self and self-perception processes, research methods, and socio-emotional skills in the public-school context; his Big Five Inventory (BFI) and Emotion Regulation Questionnaire (ERQ) have each been translated into more than 20 languages.

Sarah El Wazzi

Sarah is an educational consultant at the World Bank with the Education Global Practice, focusing on skills assessment and development. She has been involved in research projects on education policies and practices specifically related to socio-emotional skills development and measurement in developing country settings. Sarah also has experience and familiarity in conducting cultural and linguistic adaptations of socio-emotional skills items in different cultures and linguistic contexts.

Sarah has worked in the field of education and human capital in the Middle East and North America. Prior to the World Bank, Sarah advised public and education institutions on designing and implementing education development initiatives, as well as delivering human capital advisory services, including capacity building, strategic planning, and organizational & leadership development initiatives.

Sarah earned her Master of Art (MA) in Economics and Education from Teacher's College, Columbia University in New York, with a focus on education policy and socio-emotional skills. She also holds a Master's in Business Administration (MBA) from the American University of Beirut (AUB) in Lebanon. Sarah is fluent in English, French and Arabic.