

Advancing Education in Muslim Societies: Mapping the Terrain

IIIT 2019 Conference, Istanbul

Abstracts and Bios

Panel III: Promoting Socio-Emotional Well-Being in Education: Lessons from International Settings

Sat. April 27, 2019

“Social and Emotional Learning: Quality Education for the Twenty first Century”

As schools strive to provide a quality education for the twenty first century, they are becoming more aware that children and young people need to develop not only cognitive but also social and emotional competences to help them navigate successfully through the tasks and challenges in their pathway towards adulthood. This presentation discusses why it is important for children to develop social and emotional competencies in school and how these are related both to their social and emotional wellbeing as well as to their academic learning. It presents a whole school-approach to social and emotional learning, based on a recent analysis of reviews of studies and meta analyses on social and emotional learning, with a particular focus on the European context.

Carmel Cefai, PhD (Lond.), FBPS, is the Director of the *Centre for Resilience and Socio-Emotional Health* and Professor at the Department of Psychology at the University of Malta. He is Joint Honorary Chair of the *European Network for Social and Emotional Competence* and joint founding editor of the *International Journal of Emotional Education*. He has led various research projects in mental health in schools and children’s wellbeing and resilience, including the development of a resilience curriculum for early years and primary schools, a European Masters in Resilience in Education, and an EU report on how to integrate social and emotional learning in the curriculum.

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“Critical Pedagogy and Identifying Muslim Identity in a Digital Age”

The paper aims to explore how the practice of critical pedagogy in an Undergraduate class helped my students to identify their Muslim identity amidst challenges living in the 21st century of a globalised world. The phenomenological study examines the engagement of 12 Muslim students in a practice based class through discourse analysis. Using the movie, ‘Searching,’ I employed critical pedagogy to question, analyse and challenge our practices (my students and mine) of social networking. The study found that the engagement in critical pedagogy has helped them to be critical of their perceptions and practices of social networking. The study also found that students identified a sense of belonging and an ‘in group sameness’ in terms of their responses to popular culture and interactions in social media. The Muslim students’ responses and interactions were varied but tend to converge into a salient pattern, i.e. bordered within their conscience and critical consciousness as Muslims, identifying Islam as the tie that binds them in their personal identification and collective association. The study too discovered that engaging in critical pedagogy did not only result in raising my students’ criticality, but it also challenged and changed my views, knowledge and practices of social networking in a more positive way.

Suhailah Hussien, Ph.D., is an Associate Professor at the Department of Social Foundations & Educational Leadership, Kulliyah of Education, International Islamic University Malaysia (IIUM). She has been teaching in the University for almost 20 years at various levels of Teacher Education Programme. She graduated with a PhD at Sheffield University and her areas of specialization are Social Foundations, Philosophy and Teaching Thinking. Among her research interests are: Critical Pedagogy, Moral Philosophy, Multiculturalism and critical research. She is a member of the Philosophy of Education Society of Great Britain (PESGB), International Network of Philosophers of Education (INPE) and Qualitative Research Association of Malaysia (QRAM). She was the Director of Centre for Teaching Thinking (CTT), Kulliyah of Education in 2013 – 2016. She is a certified trainer for CTT and is actively promoting Hikmah pedagogy (Philosophy for Children/P4C) to educators and professionals. Hikmah pedagogy has been successful in Malaysia and received a Gold award in the IIUM Research, Invention and Innovation Exhibition (IRIIE) in 2013. She is also acknowledged for her expertise in Thinking and HOTS, and has been working closely with District Education Offices, Divisions in the Ministry of Education in training school teachers and Education officers.

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“Predictors of Academic Satisfaction and Life Satisfaction: Exploring the Precursors of Well-Being in Immigrant Language Minority Students”

The purpose of this study was to examine a model of well-being of immigrant language-minority undergraduate students focusing on affective, cognitive and social variables. Participants were ($n=502$) undergraduate students studying in various majors in a large research university in the Mid-Atlantic region of the United States who completed an online survey. This study provides implications for instructors, educational psychologists, counseling as well as student-centers, and contributes to understanding more about factors important to undergraduate students' well-being.

Maryam Saroughi has received her doctoral degree from George Mason University, College of Education and Human Development, with specialization in educational psychology. Her research interests include: intercultural communication, social justice, advancing education and students' success and well-being with a focus on students affective, cognitive and social variables. Previously, she has taught undergraduate courses at George Mason University and has worked as a graduate research assistant. Currently, she works at IIIT as a researcher focusing on the initiative, Advancing Education in Muslim Societies (AEMS).

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“Hope and Wellbeing in a Multicultural Context”

Hope has been found to be one of the prominent dimensions of human existence and wellbeing around the world. Although hope is a universal phenomenon, its experience can vary across cultures for instance due to different worldviews and values. The objective of this contribution is to present cross-cultural empirical findings comparing samples of several countries of the Hope Barometer survey and to explore the phenomenon of hope and its relation to wellbeing in diverse cultural contexts. Data collection was done in two waves via internet and social media in 2017 and 2018. Measures used were the Perceived Hope Scale, the World Assumptions Scale, the revised Portrait Values Questionnaire, and the Flourishing Scale. Data analyses comprise the comparison of mean and correlation values, and multiple regression analyses. Striking commonalities and differences were found regarding the role of different worldviews and personal values such as benevolence, tolerance, universalism, luck and self-control with respect to hope and flourishing.

Key Learnings:

1. Participants learn about the commonalities and differences regarding several worldviews and values in diverse cultural environments and their relations to hope and wellbeing.
2. Participants acquire new insights into the nature and qualities of hope and its relation to wellbeing and reflect upon the necessity to foster hope in a positive learning environment.

Andreas M. Krafft (PhD) is associate researcher and lecturer at the Institute for Systemic Management and Public Governance of the University of St. Gallen (Switzerland) and lecturer at the University of Zürich in the field of work and health. He is Co-President of the Executive Board of swissfuture, the Swiss Society of Futures Studies and responsible for the International Network of the Hope-Barometer Research Program. He has a specialization in Social Psychology of Organizations, Work and Health Psychology as well as in Positive Psychology at the University of Zürich. He published two scientific books on the psychology of hope at Springer Nature in addition to several scientific articles and book chapters on organizational health management and hope. As a keynote and invited speaker, he could present his research findings in several international scientific conferences on health and positive psychology. Furthermore, this year he has been nominated as a member of the executive board of the International Hope Institute in the US.