

LEAVING THE CAVE: TRANSFORMATIVE LEARNING FOR GENERATION Z WITH SOCIAL EMOTIONAL LEARNING

AN INTERACTIVE PRESENTATION

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ABSTRACT

Generation Z has grown up in a world never knowing a time without technology. For this reason, they learn differently than any generation before them. Daily, they are bombarded with social media, new applications (app), the newest technology, and internet connectivity. They bear the burden and the blessing of the new modern age of digitalization. It is a “brave new world” that requires astute navigation through a complicated matrix of complicated communication and perceptions. The abrupt onset of technology immersion has inadvertently added a new level of need to support social emotional learning needs and with it, possible transformational outcomes. The Collaborative for Academic, Social, and Emotional Learning (CASEL) identify the core competencies for Social Emotional Learning (SEL) as self-awareness, self-management, social awareness, relationship skills and responsible decision making. Positive effects from SEL can have increased academic and health effects (Zins, Weissberg, Wang, & Walberg, 2004).

Characteristics for motivation of intrinsic gamification user types for Philanthropists, Free Spirits and Achievers and extrinsic gamification user type of Players (Tondello, Mora, Marczewski, & Nacke, 2018) aligned with personal learning strategies for SEL may contribute to transformative learning.

SELECT REFERENCES

Tondello, T. F., Mora, A., Marczewski, A., & Nacke, L. E. (2018). Empirical validation of the Gamification User Types Hexad scale in English and Spanish. *International Journal of Human - Computer Studies*, International Journal of Human - Computer Studies.

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