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IMPACT OF SEE LEARNING ON HIGHER EDUCATION LEARNERS

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ABSTRACT

Higher Education is the career pathway of the learners. Instead of classroom learning, they are focused on the self- learning. Learners learning in higher education are through formal and informal experiences. Learner's individual needs, differences, abilities and responsibilities are the terms related to Learner-centred instruction. Those learners are able to control their behaviour, emotions and social situations are successful in life. These learners regulate their learning in three ways. Firstly active participation in activities but control what they do, why they do and its impact on self and others, so try to make adjust it. Secondly take more efforts and adjustment to mark desired performance level to complete their goals. Thirdly they accept that self-control is essential for any type of outcomes. Daniel Golemen (1996) presented his model of Emotional Intelligence based on performance of a person. According to him there is positive relation of performance of a person at his work is correlated with persons personnel overall capabilities and personality. So to process emotional information in the social circumstances should be utilised it effectively. Social and emotional learning facilitate good personal decisions, to resolve conflicts and motivate oneself and others. Due to which Collaborative and Cooperative learning is the best for active participating learners in discovery, analysis and use of information, and to make life and career successful. The paper focuses on learner's current situation of learning and develops their learning through Collaborative Learning and Cooperative Learning.

KEYWORDS: *Learner, Learning, Collaborative Learning, Cooperative Learning*

INTRODUCTION

Emotions play an important role in life. It contributes to the personal and social development of an individual. Continuous emotional and social disturbances are affects the individual's growth and development. Emotionally and socially stable individual leads a happy, healthy and peaceful life.The development of emotions is important for the harmonious development of the personality of an individual. When the learner works together in the class, they get more opportunities for the development as well as learners aware about views of others. SEE Learning means acquiring experience, knowledge, skills, and values to understand what and how to do something by accumulating all the information gathered by us from various sources and then applying it. It is a process that shapes and defines an individual's personality, attitude and behaviour. Indeed, it tends to develop socially acceptable behaviour in a person.

SEE LEARNING

SEE Learning is called as Social, Emotional, and Ethical Learning. It is a framework that enhances traditional social-emotional learning (SEL) by adding components like attention training, compassion, and ethical discernment. It aims to develop not just emotional intelligence, but also ethical awareness and engagement with the world.

- **Key Concepts of SEE Learning:**

1. **Social and Emotional Learning (SEL) Foundation:** SEE Learning builds upon the principles of SEE, It is focuses on developing skills like self-awareness, self-regulation, social awareness, and relationship skills.
2. **Expanding SEL with Additional Components:** SEE Learning goes beyond SEL by incorporating attention training, compassion cultivation, ethical discernment, and systems thinking.

- **Three Dimensions:** SEE Learning organizes its framework around three dimensions:

1. **Awareness:** Understanding one's own emotions, thoughts, and values, as well as the emotions and perspectives of others.
2. **Compassion:** Cultivating empathy and concern for oneself and others, and acting with kindness and understanding.
3. **Engagement:** Actively participating in making a positive impact on the world, both locally and globally.

- **Three Domains:** These dimensions are applied across three domains:

1. **Personal:** Focuses on individual growth and well-being.
2. **Social:** Emphasizes building and maintaining relationships with others.
3. **Systems:** Involves understanding and appreciating the interconnectedness of systems and their impact on individuals and the world.

- **Cultivating Compassion and Ethical Behaviour**

SEE Learning aims to develop individuals who are not only emotionally intelligent but also compassionate, ethical, and engaged citizens.

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- **Attention Training**

This involves developing the ability to focus attention, regulate emotions, and be mindful of one's own and others' experiences.

- **Compassion and Ethical Discernment**

This focuses on developing the capacity to understand the needs and perspectives of others, make ethical decisions, and act with compassion.

- **Systems Thinking**

This involves understanding how different systems (e.g., family, school, community) interact and influence individuals and the world.

- **Resilience and Trauma-Informed Practice**

SEE Learning incorporates strategies to help individuals build resilience and cope with trauma, recognizing the importance of well-being.

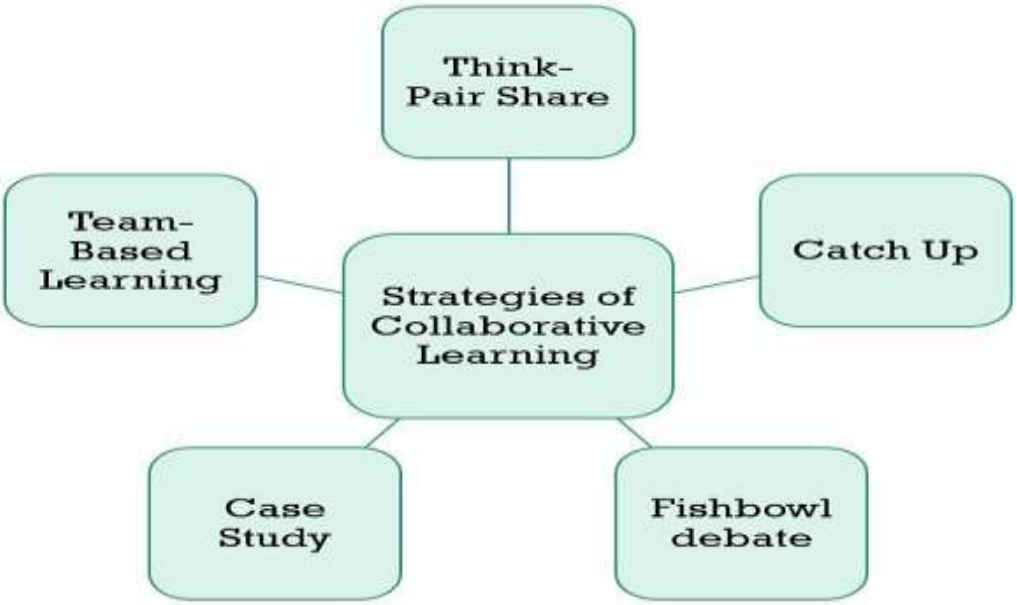
For the purpose of SEE learner Cooperative Learning and Collaborative Learning is the best option. In **collaborative learning**, it is the learners who organize their efforts among themselves. It is group structured. In **cooperative learning**, learners are divided into groups and the teacher assigns specific roles and tasks to each learner, and so it is a teacher-structured activity. Cooperative Learning and Collaborative Learning are commonly used in group activities aimed to attain a common objective such as social, emotional and ethical learning. The idea of collaborative learning and cooperative learning is originated from the concept of Zone of Proximal Development (ZPD). The ZPD concept is coined by Lev Vygotsky. Collaborative Learning is put forward by George Jordan at the University of Glasgow in Britain, whereas Cooperative Learning was put forward by David Johnson and Roger Johnson at the University of Minnesota in America.

COMPARISON BETWEEN COLLABORATIVE LEARNING AND COOPERATIVE LEARNING

1. **Collaborative Learning** refers to the educational and teaching method in which groups of learners work together to solve a problem, or create a product, develop understanding or complete a task. On the other hand, **Cooperative learning** is an effective teaching method in which learners work together in small groups and each learner's abilities are different and a number of activities are used to improve the learner's understanding of the subject.
2. **Collaborative learning** is learner-centred, the responsibility of learning lies with the learner and the teacher may not be there to guide and monitor the learners, in **cooperative learning** it is the responsibility of both teacher and learner, to carry out learning activities and so it is teacher-centred.
3. **Collaborative Learning** is a philosophy of interaction, in which the **learners are responsible** for their learning as well as respect the ability and contribution of the fellow. In **Cooperative Learning** is a structure of interaction that is meant to assist in the attainment of goals by way of working together in groups. In this, the **teacher helps the group** in reaching the goal.
4. In **collaborative learning** the teacher may or may not be present at the time of group activity. However, if they experience any difficulty or have any doubts, they can contact the teacher. Hence, the activity can be performed even without the presence of a teacher and the assistance of the teacher can be requested whenever required. Contrastingly, in **cooperative learning**, the teacher guides learners by instructing them and splitting them into groups and assigning roles to the learners. Further, the members of the group differ in their abilities, so the teacher is quite active.
5. **Collaborative learning** is best for adult and matures learners, **cooperative learning** is appropriate for young, school-going children.
6. In **collaborative learning** the learners are independent and responsible for their own learning; they are the ones who evaluate the outcomes of the learning exercise. Hence, the learners are the ones who assess their own individual and group performance. In **cooperative learning**, the teacher who evaluates the activity is performed by the learners of different groups, for which learners submit their work at the end of the lesson for the purpose of evaluation.
7. **Collaborative** consists of open-ended and complex tasks, that do not have any specific answer, it is informal, flexible, and less structured, where the teacher's role is more of a facilitator of the group action. Conversely, **cooperative learning** is formal, structured, and directive, wherein learners work together to reach a common goal, under conditions framed by the teacher.
8. In **collaborative learning**, learners share their study resources among themselves, so as to accomplish the task or complete the activity. On the other side, teachers supply information to the learners, i.e. fundamental information to read and analyze. Further, the learners work on that information, develop their knowledge and help their peers in applying the knowledge.

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STRATEGIES OF COLLABORATIVE LEARNING



STRATEGIES OF COOPERATIVE LEARNING



CONCLUSION

Cooperative learning & Collaborative learning techniques revolve around the use of a particular tool, small groups, they can be used with almost any other educational strategy. Many of the other teaching techniques detailed in previous workshops include small-group learning activities. The cooperative-learning techniques described here will help you and your students make the best use of these small-group activities.

Cooperative learning & Collaborative learning like those demonstrated in groups have been developed in concert with the theory of multiple intelligences, so they work very readily with this strategy. In small groups, learners can share their strengths and weaknesses and use the group activities to develop a variety of their intelligences.

Cooperative & Collaborative activities involve the construction of new ideas based on personal and shared foundations of past experiences and understandings, so they naturally apply some of the principles of constructivism. Learners also investigate

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significant, real world problems through good explorative questions, and as a result these groups can easily be used for an inquiry-based approach.

They can also help students meet national, state, or local standards. Cooperative and collaborative activities can have many different objectives, ranging from mastery of basic skills to higher-order thinking. Because the specifics of a cooperative-learning project depend on the objectives of the particular teacher, the teacher can easily orient the project toward meeting these standards.

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