

On the Study of Brain's Social Pathway and ESP Students' Academic Resilience

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Abstract

Because of the pandemic conditions of Corona Virus, the concept of academic resilience has become one of the most significant constructs for educational success. Moreover, instructors are looking for alternative methods to provide their students with much more advantageous online classes. To the researcher of the current paper, providing social needs of the students is of great value in such conditions. Accordingly, the current study aimed at investigating the impact of social/emotional learning on the student's academic resilience. In other words, in order to receive the desired changes, among multiple pathways, social brain-based instructions, centralized on social pathway to the brain, were designed and employed. To this aim, a quasi-experimental study with 57 ESP university students, who were studying at Alazhra University, was conducted. The participants were divided into two groups of experimental (29) and control (28). The academic resilience scale (ARS-30) developed by Martin and Marsh (2006), was applied as the pretest and posttest, prior and after the intervention procedure. The treatment, which included a brain-compatible format of online classes, focusing on social pathways to the brain, was implemented during 10 intervention sessions. With no interventions applied for the participants in the control group, the data collected through pre and posttest, were analyzed. Statistical data analysis showed that the treatment had significantly positive impact; that is the academic resilience of the participants in the experimental group generally, and their social and emotional skills, in particular, has significantly improved after the intervention.

Keywords: Buoyancy; Community support; Emotional intelligence; Social learning; Mirror Neurons