RQ1: Adaptability

What is the relationship between who is using 52 Essential Conversations and how it is being used?

RQ2: Accessibility

In what settings and contexts is 52 Essential Conversations used?

Participants & Methods

Participants: 74 users of 52 Essential Conversations

- 35 parents
- 15 educators
- 24 educators who are also parents

Across 47 Elementary, 35 Middle Schools, 31 High Schools

US: CA, MA, HI, NC, RI, WA, IL, WI, CT, FL, CO, VA, PA, NV, OR, MO, MD, SC

International: CA, CL, GR, CH, NL, ROU, NZ, AU, KOR, SG

Measures:

- Who: “What age(s) or grade(s) do you support?”
- What: “In what settings do you use it?”
- Why: “Why are you using this SEL game?”
- How: “Describe how you use 52 Essential Conversations.”

Coding & Analysis:

- Iterative process in multi-level qualitative pattern coding
- Quantitative descriptive analysis

Conclusion & Future Directions

- By making itself adaptive and accessible, 52 Essential Conversations game creates a safe and user-driven environment for both children and adults that invites bite-sized social emotional learning and practice.
- Parents use the game to facilitate mutual understanding with their children through contextually- and culturally-relevant dialogues, storytelling, and role modeling.
- Educators appreciate the ready-to-use SEL discussion prompts and are surprised by the depth and variety of student responses.
- Educator-Parents take advantage of the portability and developmentally adaptive topics to spark in-the-moment conversations in home, school, and work settings.

Future studies: conduct intervention studies in schools and homes.

References:


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