


**DIGITAL INNOVATIONS AND SOCIAL-EMOTIONAL EDUCATION: BUILDING RESILIENCE IN EDUCATIONAL SETTINGS** <https://doi.org/10.56238/sevened2024.033-002>**Walaci Magnago<sup>1</sup> and Paula de Castro Nunes<sup>2</sup>****ABSTRACT**

This study explores the impact of digital innovations on the promotion of social-emotional education, with a focus on developing resilience in school environments. The growing insertion of technologies in the educational context offers new opportunities to address socio-emotional skills, especially in an increasingly dynamic and digitized world. The use of tools such as emotional self-regulation apps, interactive games, and personalized platforms has shown potential to improve fundamental skills, such as empathy, self-regulation, and coping with adversity, strengthening students' integral learning. The survey also highlighted that, in addition to the benefits, the use of technologies in the classroom presents significant challenges, such as the lack of technological infrastructure in many institutions and the need for continuous training of educators for the effective application of these tools. Another aspect addressed is the essential role of the teacher as a mediator, ensuring that technology is used in a balanced way and with pedagogical intentionality. Teacher mediation is essential for digital innovations to complement the teaching-learning process, without replacing human interactions, which are equally essential for socio-emotional development. In addition, the study reveals the importance of public policies that ensure technological resources and adequate training for education professionals. It is concluded that, although digital technologies have great potential to contribute to the socio-emotional development of students, their effectiveness depends on a structured implementation, which contemplates both technological and pedagogical aspects. This study reinforces the relevance of a conscious and planned use of technology, promoting an educational environment that favors the construction of resilience and other socio-emotional skills that are fundamental for student success.

**Keywords:** Socio-emotional Education. Digital Innovations. Resilience. Teacher Mediation.

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## INTRODUCTION

The incorporation of digital technologies in schools has profoundly transformed the dynamics of teaching and learning, providing new ways of transmitting knowledge and interaction between students, teachers and content. In addition to facilitating access to information, these technological innovations offer resources that make the educational experience more dynamic and personalized. However, the increasing use of these tools also brings to light the need for reflection on the emotional health of students, who are often exposed to a large amount of stimuli and information.

In this context, social-emotional education stands out as a crucial strategy to complement academic learning and strengthen essential skills, such as self-control, empathy, and resilience. These skills are essential for students to manage their emotions, establish healthy relationships, and make conscious decisions. The presence of these skills in the school environment contributes to the creation of a more welcoming space, where students feel prepared to face challenges and develop the resilience necessary to overcome adversity.

The interaction between technological innovations and socio-emotional development has great potential to enrich the educational environment. Digital tools, such as self-reflection apps and interactive learning platforms, can be utilized to promote emotional self-understanding and strengthen students' mental health. When integrated with pedagogical practices that encourage socio-emotional development, these technologies become powerful allies in creating a more balanced and inclusive learning environment.

By adopting an approach that combines technological resources and socio-emotional skills, schools have the opportunity to train students who are better prepared to deal with the challenges of a constantly changing world. Building resilience, in particular, is essential for young people to be able to face difficult situations with self-confidence and determination. In this way, the school environment becomes a space not only for academic development, but also for strengthening students' emotional well-being and ability to overcome.

Given this scenario, the present study aims to analyze how digital innovations can be integrated into teaching to promote social-emotional education and build student resilience in educational environments.

## THEORETICAL FRAMEWORK

The development of socio-emotional skills in the school context has been widely discussed in the contemporary literature, especially with regard to building resilience and



the use of digital technologies to support this process. Socio-emotional skills are understood as a set of skills that allow individuals to manage their emotions, establish healthy relationships, and face challenges assertively. This set of skills is essential for students to be able to deal with the pressures and challenges of the school environment and life in society, favoring learning and integral development (Silva et al., 2021).

In the context of education, the integration of digital technologies has been seen as an ally in the development of these skills. Tools such as emotional self-regulation apps and interactive learning platforms have shown potential to strengthen socio-emotional skills, promoting self-knowledge and empathy among students. Recent studies indicate that technology, when used strategically, contributes to creating a more engaging and inclusive environment, where students feel more motivated and supported in their learning journeys (GOMES; ALMEIDA, 2020).

Resilience is one of the most discussed skills in the field of social-emotional education, as it empowers students to face adversity with confidence and optimism. According to Andrade and Oliveira (2022), the construction of resilience in the school environment can be enhanced through pedagogical practices that integrate the use of digital technologies. These practices allow students to develop skills such as problem-solving and decision-making, which strengthens their ability to adapt in the face of difficulties.

Social-emotional education, combined with technology, also facilitates the creation of collaborative environments, in which students learn to work as a team and share experiences. From this perspective, interactive digital platforms enable group activities that encourage cooperation and empathy, fundamental aspects for socio-emotional development. According to Silva and Santos (2021), collaboration in digital environments not only favors learning, but also promotes the strengthening of bonds between students, contributing to a healthier school climate.

In addition, technology allows for the personalization of teaching, adapting activities according to the individual needs of each student. This personalization is particularly beneficial for social-emotional development, as it respects the pace and unique characteristics of each student. Studies indicate that adaptive and personalized learning environments are more effective in promoting students' self-confidence and autonomy, elements that are essential for building resilience (FERREIRA; COSTA, 2019).

Another relevant aspect is the use of digital technologies to monitor students' progress in socio-emotional development. Monitoring tools, such as continuous feedback apps, allow teachers and administrators to closely monitor the emotional development of



students, quickly identifying difficulties and necessary interventions. Martins and Pereira (2020) state that this practice enables more precise pedagogical interventions, with actions aimed at the emotional support of students in critical moments.

The importance of developing a growth mindset in students is also underscored by recent literature. According to Mendes and Rocha (2021), the growth mindset is a characteristic that can be strengthened with the use of technologies that encourage continuous learning and facing challenges. These digital tools help students see mistakes as learning opportunities, increasing their resilience and willingness to overcome difficulties.

Although technology has numerous benefits, it is important that its use in social-emotional education is balanced and integrated with reflective pedagogical practices. According to Cardoso and Lima (2019), the excessive use of digital tools can lead to social distancing and technological dependence. Therefore, the role of the educator is fundamental to mediate the use of technology, encouraging students' reflection and self-knowledge, and ensuring that digital interactions are healthy and constructive.

The implementation of social-emotional education programs with the support of digital technologies requires adequate preparation of educators, who need to be trained to use these tools effectively. Capacity building and training on the pedagogical use of technology help teachers integrate social-emotional education into their teaching practices in a meaningful way. Recent studies highlight that the continuous training of teachers is crucial for technology to be used in a way that promotes emotional well-being and student engagement (VIEIRA; SOUZA, 2022).

Thus, the use of digital technologies in the socio-emotional development of students represents an innovation in the educational field, but requires a balanced and planned approach. For technology to truly contribute to the strengthening of socio-emotional skills, it is essential that schools promote a collaborative and reflective learning environment, where students can develop their resilience and face the challenges of the future safely and autonomously.

## **RESULTS AND DISCUSSIONS**

The present research focused on investigating the impact of digital innovations on the socio-emotional development of students, with an emphasis on building resilience in educational environments. The data analysis, consisting of questionnaires applied to educators and observations of pedagogical practices, revealed that the use of digital technologies can, in fact, play a transformative role in the process of socio-emotional literacy. The participating educators highlighted that technological tools contribute to the



development of skills such as self-regulation, empathy, and resilience, corroborating the reviewed literature (Silva et al., 2021; GOMES; ALMEIDA, 2020).

The results indicate that pedagogical practices that integrate digital technologies promote a more dynamic and inclusive environment, allowing students to interact collaboratively and adaptively. The use of emotional self-regulation apps and educational games proved to be effective in promoting students' autonomy and self-knowledge, which strengthens their coping and adaptation skills. These findings are in line with the studies by Andrade and Oliveira (2022), which highlight the potential of digital technologies to strengthen resilience in school contexts.

Another relevant point identified was the ability of technologies to facilitate the personalization of teaching, adjusting activities and resources to the pace of each student. This feature allows students to advance according to their individual needs and abilities, which contributes to increased confidence and motivation. Thus, the digital environment not only makes learning more attractive, but also more effective for socio-emotional development, as discussed by Ferreira and Costa (2019).

The analysis also revealed challenges in the implementation of these technologies, especially in schools with limited infrastructure and lack of continuing teacher training. Some educators reported difficulties in adapting digital tools to socio-emotional content and in establishing a balance between the use of technology and face-to-face interaction. These challenges reinforce the importance of a solid education for educators, enabling them to use technology in a strategic and balanced way, as suggested by Cardoso and Lima (2019) and (VIEIRA; SOUZA, 2022).

Additionally, the data show that the excessive use of technologies can, in some cases, contribute to digital dependence and social isolation of students. Thus, it is crucial that the use of technologies in social-emotional education is well mediated, prioritizing a conscious and intentional use. Teacher mediation becomes, therefore, essential to guide students in the development of socio-emotional skills with the support of technology, without these tools replacing the human interaction necessary for effective and inclusive learning.

Table 1 presents a summary of the main variables investigated, results found and implications for pedagogical practice.



Table 1: Main Results and Implications of the Research on Digital Innovations and Social-Emotional Education

Investigated Variable	Description of Results	Implications for Pedagogical Practice
<b>Resilience Development</b>	The use of self-regulation apps and educational games reinforces students' ability to cope with adversity.	Implementation of digital activities that encourage coping with challenges and emotional self-regulation.
<b>Collaboration and Empathy</b>	Digital collaborative tools encourage cooperation between students, promoting empathy and building healthy relationships.	Development of group activities that promote collaborative work and respect for differences.
<b>Personalization of Teaching</b>	Technologies allow you to adjust the pace and activities according to the individual needs of the students, increasing their confidence and motivation.	Use of adaptive software to personalize learning and promote student autonomy.
<b>Infrastructure Challenges</b>	Limitations in technological infrastructure make it difficult to integrate digital technologies, especially in schools with lower purchasing power.	Need for investment in technological infrastructure to ensure equal access.
<b>Training of Educators</b>	Teachers' difficulty in adapting digital tools to socio-emotional content without specific training.	Investment in continuous training for educators to use technologies in an effective and balanced way.
<b>Risk of Digital Addiction</b>	Excessive use of digital technologies can lead to dependence and social isolation of students.	Importance of teacher mediation to encourage the balanced use of technologies, integrating face-to-face and reflective activities.
<b>Teacher Interaction and Mediation</b>	Fundamental role of teachers in mediating the use of technologies to ensure that they complement, and not replace, human interactions in learning.	Encouragement of teacher training as mediators of the use of technology, promoting reflection and the intentional use of digital tools.
<b>Autonomy and Self-Knowledge</b>	Technologies help students develop autonomy and self-regulation, facilitating self-knowledge and responsibility for their own learning.	Creation of activities that encourage self-knowledge and autonomy, with the support of technologies that provide real-time feedback.
<b>Balance between Digital and Face-to-Face</b>	Difficulty in maintaining the balance between digital and face-to-face activities for complete socio-emotional development.	Planning of mixed activities that combine the use of digital technologies with face-to-face interactions, aiming at the integral development of students.
<b>Impact on Motivation and Engagement</b>	Technologies increase student engagement by making activities more interactive and attractive.	Use of interactive platforms to motivate students, keeping the focus on building socio-emotional skills.

Source: Authorship.

In summary, the results indicate that digital technologies have great potential to promote socio-emotional development, especially in building resilience, when well integrated with pedagogical practices. However, it is necessary to overcome challenges such as the lack of infrastructure and the need for teacher training for the use of these technologies to be truly effective. The research reinforces the importance of the role of teachers as mediators, ensuring that the use of technology is balanced and that it favors the integral development of students.



## FINAL CONSIDERATIONS

The present study aimed to investigate the impact of digital innovations on the socio-emotional development of students, with an emphasis on building resilience in educational environments. From a theoretical and empirical analysis, we sought to understand how digital technologies can promote socio-emotional literacy, offering support to the development of fundamental skills such as self-regulation, empathy and coping with adversity. The introduction of technological tools in the school environment has been consolidating itself as an important strategy to enrich the educational process, meeting the needs of students in an increasingly digital world.

The results obtained revealed that technology, when used strategically, can enhance social-emotional learning by offering resources that facilitate the personalization of teaching and student engagement. Tools such as emotional self-regulation apps and interactive games have been shown to be effective in promoting autonomy and strengthening students' self-knowledge. These results reinforce the idea that digital innovations, when integrated into the educational curriculum, can contribute to the development of socio-emotional skills that are essential for students' personal and academic success.

However, the survey also highlighted significant challenges, especially related to infrastructure and educator training. In many schools, the lack of adequate access to technologies limits the full use of these resources, while the absence of specific training for teachers makes it difficult to adapt digital tools to socio-emotional content. These obstacles highlight the need for public policies and investments that ensure adequate infrastructure and continuous training for teachers, so that they can integrate technology in an effective and balanced way in their pedagogical practices.

Another relevant point discussed was the risk of digital addiction and the need for teacher mediation in the use of these technologies. Research has shown that while digital technologies can enrich the learning environment, it is essential for teachers to act as mediators, ensuring balanced and intentional use. Teacher mediation is crucial for digital tools to complement, and not replace, human interactions, promoting more integral learning and aligned with the proposed socio-emotional objectives.

In conclusion, this study shows that digital innovations have great potential to promote the socio-emotional development of students, especially in building resilience in educational environments. However, for this potential to be fully realized, it is necessary to face structural challenges and invest in teacher training. The research contributes to the educational field by providing directions for the balanced use of digital technologies,



suggesting that a mediated and intentional approach is essential for the impact of these tools to be positive and sustainable.





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