Integration of Socioemotional Learning in the University Curriculum: A Challenge for Innovation

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Abstract

Introduction: this study seeks to analyze the issue of the integration of socioemotional learning in the development of engineering career curricula. **Objective:** to analyze the manifestations of the problem of integration of socioemotional learning in engineering curricula, from the perspective of the actors of a private Colombian university. **Method:** a semi-structured questionnaire was applied to 20 informants from the student body and faculty of the engineering career, management and administrative staff. The responses were coded and contrasted with approaches in the literature for categorization and inference. **Results:** several factors, among them the lack of knowledge about socioemotional learning and the scarce participation of the actors in curricular processes, prevent the effective integration of such learning. **Discussion:** the integration of SEL requires the participation of the different university actors in the deliberation, design, testing and evaluation of meaningful practices from action research.

Keywords: socioemotional learning; educational planning; engineering education.

La integración de aprendizajes socioemocionales en el currículo universitario: desafío de innovación

Resumen

Introducción: este estudio busca analizar la integración de los aprendizajes socioemocionales (ASE) en el desarrollo de los planes de estudio de la carrera de ingeniería. **Objetivo:** analizar las manifestaciones de la problemática de integración de aprendizajes socioemocionales en los planes de estudio de ingeniería, desde la perspectiva de los actores de una universidad privada colombiana. **Método:** se aplicó un cuestionario semiestructurado a 20 informantes del estudiantado y profesorado de la carrera de ingeniería, personal directivo y administrativo. Se codificaron las respuestas y se contrastaron con planteamientos de la literatura para categorización e inferencia. **Resultados:** diversos factores, entre ellos el desconocimiento sobre

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aprendizajes socioemocionales y la escasa participación de los actores en procesos curriculares, impiden la integración efectiva de tales aprendizajes. **Discusión:** la integración de los ASE requiere de la participación de los distintos actores universitarios en la deliberación, diseño, ensayo y evaluación de prácticas significativas desde la investigación-acción.

Palabras clave: aprendizaje socioemocional; planificación de la educación; enseñanza de ingeniería.

Introduction

Since its implementation, the change to remote education due to the emergence of COVID-19 has caused professors and students, states of affectation due to physical and social isolation, uncertainty due to the loss of routines and pedagogical spaces, fear due to the risk of contagion of the disease by the new variants, mourning for the death of friends or relatives, and stress due to the pressure to adopt new means and ways of developing teaching and learning for which they were not prepared. Currently, other crises cause academic and work stress, demanding the development of skills, competencies, or socioemotional learning, as reported in studies by Arias and Hincapié (2019), Arias et al. (2020), and Johnson et al. (2020).

International organizations that generate trends for the improvement of education at all levels of the education system have sponsored reports with analyses of the situation of education in the face of the COVID-19 pandemic and recommendations for areas of attention, including those presented by the Carolina Foundation (2020, 2021) and the UNESCO International Institute for Higher Education in Latin America and the Caribbean (IESALC-UNESCO, 2020, 2021).

The reports of the aforementioned organizations make proposals to address the difficulties faced by professors and students due to the technological, pedagogical, and personal disconnection, as well as its socioemotional impacts, and recommend that curricular adjustments prioritize skills and values such as solidarity, autonomous learning, self-care and care for others, socioemotional skills, health, and resilience, among others, as

mentioned in Bas et al. (2021) in the Carolina Foundation Report entitled "Higher education in Ibero-America in times of pandemic. Impact and teaching responses."

In this regard, Pedró (2020) recommends an institutional policy to support the innovation and development of pedagogical competencies of professors based on internal reflection on the renewal of the teaching and learning model.

In the Latin American university context, the integration of socioemotional competencies and learning in the curricula has been incipient, in most cases as a rhetorical statement, because they are recognized as part of the generic competencies for life in the comprehensive training of citizens of the 21st century by international agreements such as the Tuning Latin America Project (Beneitone et al., 2007), although without clear guidelines for their development.

The statement of the curricular projects that present as an innovation the integration of life skills such as learning to learn, researching and creating academic products, using digital technology tools, thinking critically and creatively, working collaboratively in teams, acting under ethical values, and managing stress and conflicts, among others, together with the specific skills, is inconsistent with the reality of the pedagogical practice focused on professors as transmitters of information to learn content.

This problem is echoed by the authors Díaz Barriga (2010), Goyes and Uscátegui (2013), Díaz Barriga and Barrón (2017), Arias et al. (2019), and Díaz Barriga (2020), whose approaches coincide on the absence of participation of the stakeholders in the curricular designs as a blind spot where coherence between what is declared and what is executed is lost due their lack of commitment with the execution. These authors agree that the participation of stakeholders is not contemplated because changes are adopted to respond to ministerial demands, with the imposition of didactic strategies and models elaborated by theoreticians for other contexts.

The effectiveness of curricular changes requires informed stakeholder participation and professor training through systematic curriculum management plans framed within institutional

policies, whose relevance is clearly stated by the authorities for decision-making and resource allocation, following what Díaz Barriga and Barrón (2017) propose. From the processes of participation in all stages of the curriculum (diagnosis, design, implementation, execution, and evaluation) and in professor training in the field, proposals for new practices that are meaningful for the stakeholders emerge from within the institutions' context.

Learning related to the emotional sphere is given various names and characteristics, such as competencies for life, soft skills, and skills for the 21st century. These are defined as a set of knowledge, abilities, skills, and attitudes necessary to understand, express, and appropriately regulate emotional phenomena and their effects and interrelation with the sphere of coexistence and interpersonal relationships in a social context, so it is appropriate to call them socioemotional competencies (Bisquerra & Chao, 2021).

International academic circles have presented various frameworks for the definition and description of socioemotional competencies or skills as part of the 21st century skills that are necessary to deploy and mobilize intrapersonal knowledge and interpersonal relationships in the right way when making decision and facing situations in the context of life. These can be learned and should be promoted in the educational context, throughout people's lives, as a learning object for themselves, due to their favorable effects on the individual and collective spheres; on the improvement of academic performance, physical, and mental health; on healthy social coexistence; on wellness and prevention of risk behaviors such as drug use and violence; among others (Bisquerra, 2000; Bisquerra 2003; Bisquerra & Mateo, 2019; Collaborative for Academic, Social and Emotional Learning [CASEL], 2020; United Nations Educational, Scientific and Cultural Organization and the Regional Office for Latin America and the Caribbean [UNESCO OREALC], 2021; Salamanca & Badilla 2020).

Regardless of the framework or model that is applied, the development of socioemotional competencies constitutes an unavoidable purpose for current education at all levels as an explicit intentional teaching and learning process integrated with disciplinary academic studies.

In higher education, incorporating socioemotional learning into the curriculum represents a challenge due to how rigidly the subjects oriented to the development of disciplinary contents have been structured. It is a path to be built as an innovation with new forms of curriculum design and development, with flexibility, transversality, and interdisciplinarity. It is a pedagogical challenge that requires the construction of didactic knowledge by the faculty, a challenge for university educational policies in terms of generating standards by increasing the participation of the stakeholders for consensus with change (Bisquerra & Chao, 2021; CASEL, 2020; Elías, 2006).

In this context, the integration of socioemotional learning in the university curriculum is complex from a theoretical point of view. It implies both a change in the conception of teaching by professionals in the various scientific, technical, and humanistic areas and disciplines in higher education, as well as a cultural change in the institutions to recognize the value of the participation of stakeholders from all sectors of the university community in the curricular processes, to guarantee the articulation of teaching with research to generate proposals for change in the pedagogical practice of integration, and to generate policy guidelines that guarantee administrative adjustments and resource allocation (Barrón & Díaz Barriga, 2018; Carrera et al., 2020; Díaz Barriga, 2020; Díaz Barriga, 2010; Díaz Barriga & Barrón, 2017; Ríos & Ruíz, 2020).

There are no generic recipes for the integration of learning and socioemotional competencies in the curriculum. Theoretical approaches are referential, but what counts is the reality, the empirical institutional context, how the problem manifests itself in the factual reality of a Latin American university, what the view of the stakeholders about the problem is, how they assume the integration, and what kind of changes they are willing to undertake. In consideration of the arguments outlined above, this work aims to analyze the manifestations of the problem of integration of socioemotional learning in engineering curricula from the perspective of the stakeholders of a private Colombian university.

It is expected that the results will contribute to the understanding of the problem and its

relationship with a systemic view of the curricular processes for the university organization, from which the curricular management strategy is planned to make the changes feasible with the executing stakeholders and the beneficiaries.

The problem is seen as an interpretative approach to a diagnosis, which is presented as an incitement to continue with action research as a strategy for managing curricular change, involving the stakeholders of the various sectors of the university community (faculty, students, administrative and management staff) in the design and development of their training, generating relevant practices for their context, integrating the cognitive and affective, the objective and subjective, the personal and organizational in the development of socioemotional learning as part of life skills.

Method

Design
The research is of a descriptive qualitative nature, with a flexible phenomenological design for the study of the phenomenon of integration of socioemotional learning in the formal curriculum from the perspective of the social stakeholders of a private Colombian university and specialized literature (Sandín, 2003; Taylor & Bogdan, 1987).

Participantes
The sample of participants comprises twenty informant stakeholders representing the student body, faculty, and staff with managerial and support administrative functions for curricular development, according to the data shown below (Table 1).

Table 1

Data on the Sample of Participants by Stakeholder Sector

N°	Participant	Age	Sex	Academic Status	University Program
1	E1	22	M	Student with a job	Telecommunications Engineering
2	E2	18	M	Full-time student	Industrial Engineering
3	E3	19	M	Full-time student	Telecommunications Engineering
4	E4	19	M	Full-time student	Telecommunications Engineering
5	E5	20	M	Full-time student	Telecommunications Engineering
6	E6	23	M	Student with a job	Industrial Engineering
7	E7	19	F	Full-time student	Telecommunications Engineering
8	E8	22	M	Student with a job	Telecommunications Engineering
9	E9	23	M	Student with a job	Telecommunications Engineering
10	E10	27	M	Student with a job	Industrial Engineering
11	E11	24	M	Advanced work scholarship student	Industrial Engineering
12	P1	57	F	Full time professor	Basic Sciences
13	P2	40	F	Part-time professor	Telecommunications Engineering
14	P3	42	M	Full time professor	Basic Sciences
15	P4	44	M	Full time professor	Telecommunications Engineering
16	P5	58	F	Full time professor	Telecommunications Engineering
17	P6	43	M	Full time professor	Industrial Engineering
18	PFD1	46	F	Full time	Staff with management role
19	PFD2	48	M	Full time	Staff with management role
20	PFA1	42	F	Full time	Staff with administrative role

Nota: E: Estudiante P: Profesorado PFD: Personal función directiva PFA: Personal función administrativa

Instruments

The techniques and instruments used were two semi-structured questionnaires designed for this research based on the dimensions obtained from the literature review and the observation notes by one of the authors in their role as a participant researcher. These instruments consisted of a questionnaire for faculty and students and another for staff with managerial and administrative roles, which included questions about the curricular model and management.

The questionnaire applied to faculty and students requested general identification data (gender, age, program studied or in which they work, time dedicated to academic work) and includes questions regarding four aspects: 1) the personal emotional situation experienced in the face of the COVID-19 pandemic and the previous preparation received from the University; 2) the linkage of the emotional situation with the change to the distance modality, the use of digital technology, and academic performance; 3) the knowledge they manifest to have regarding socioemotional learning in the curriculum for their personal and professional development and how they think it can be incorporated into the curriculum; and 4) the type of participation they are willing to perform and the institutional support they expect to receive.

The questionnaire applied to management and administrative staff also required general identification data (gender, age, highest educational level, type of management or administrative role) and includes questions regarding 1) the institutional curricular model, implementation process, ways to follow-up the execution; 2) curriculum development in the context of the pandemic, adjustments, deficiencies identified in design, impact on development, training provided to professors, expected changes; 3) ways that they consider viable to integrate socioemotional learning in the university's curricula and curricular changes that they propose for integration; 4) ways in which the university organization supports the socioemotional development of the community.

The observation notes covered the fundamental aspects of the curricular updating process at the university where the study was carried out.

They were taken during the process of informing the curricular commissions for the adjustment of the programs with the inclusion of basic competencies (mathematics, science, and digital), transversal competencies (learning to learn, social participation, research, entrepreneurship, and English), and socioemotional competencies through the incorporation of learning outcomes and the definition of strategies for learning corresponding to digital and socioemotional competencies.

From the observation notes, the concern of the stakeholder participant observer to deepen the study of the integration of socioemotional learning in the curriculum emerged. This is due to the fact that the guidelines received in the information process for the redesign of the micro-curriculum were of orientation for the filling out of forms. So, they considered that this technical process was not sufficient to carry out the curricular development of such learning and evaluate its results.

Procedures

The information collection process was carried out according to the following protocol: a) Documentation and analysis of the context of the problematic situation, general and institutional, analysis of the literature using content analysis matrices; b) initial categorization and development of instruments; c) communication on the virtual platform of the university to inform about the objectives of the research within the framework of the curricular transition of the institution, the collection process, the benefits of participating in the study, the protection of personal data, the preservation of confidentiality, and to request informed consent through the acceptance of voluntary participation, the provision of their data, and signature; d) uploading of the questionnaire for students and faculty to the virtual platform of the School of Engineering, as well as e-mailing the corresponding questionnaire to management and administrative staff; e) sharing observation notes and participants' questionnaire responses among co-authors; f) simplification of data, analysis of the manifestations of the curricular problem, and inference of categories.

Research Rigor Criteria

Credibility and transferability due to the collection of data from different sources, which allows the triangulation of the documentary with the experiential content in addition to the representativeness of each sector of the university stakeholders as informants (student body, faculty, management, and administrative staff), as well as the dialectic crossing of the different perspectives of the team of researchers based on their baseline occupations, areas of university teaching practice, nationality, and institutional affiliation—one of the researchers is external to the university where the study was carried out.

Data Analysis

The analysis is developed in a circular hermeneutic process that begins with the existing theoretical review in the international context followed by the empirical context and then the interpretation by contrasting the participants' perspective with the theory (Figure 1).

After having collected the responses from the questionnaires and the notes as units of observation, the first categorization was made for each dimension. From there, categories and subcategories were obtained in a descriptive approach to the problem from the perspective of the participants, which are presented below (Table 2).

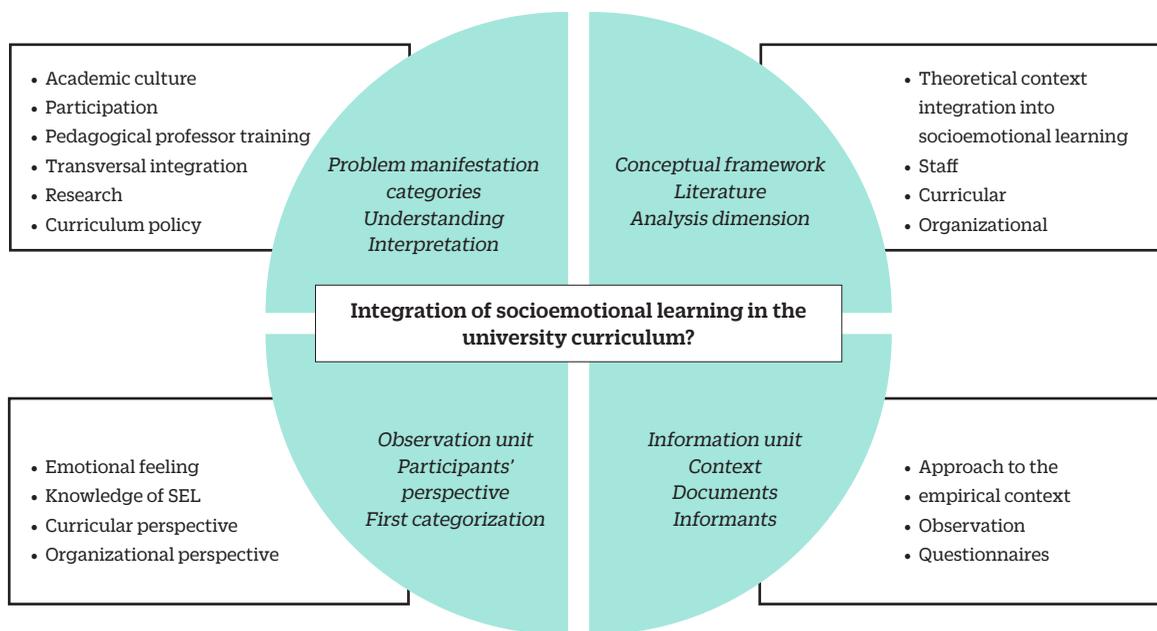**Figure 1**

Circular Process of Integration Problem Analysis

Table 2

Categorization by Dimensions

Dimension	Category	Subcategory
Staff	Emotional situation facing the COVID-19 pandemic	Emotional impact of COVID-19
		Socioemotional training prior to COVID-19
		Effects of the emotional situation due to COVID-19 on the personal life
Curricular	Socioemotional learnings in university education	Knowledge about socioemotional learning (SEL)
		Preferred type of SEL training
		Feasible way of incorporating SEL in the curriculum
Organizational	University support for the development of socioemotional learning	Organizational support for incorporating SEL into the curriculum
		Participation in curriculum projects related to SEL
		SEL training offered to faculty

Note: Table created based on the data collection structure. SEL: Socioemotional learning

Results

Personal Dimension

In this section, we analyzed the different responses related to the three subcategories that comprise the Personal Dimension in the category of Emotional situation before the COVID-19 pandemic and the subcategories that make it up, namely: emotional affectation by COVID-19; socioemotional training before COVID-19; and effects of the emotional situation by COVID-19 in life (Table 3).

a. The emotional impact of COVID-19: regarding this first subcategory, most of the faculty and student participants (80%) responded that they felt negative emotions that affected their personal lives, such as fear of contagion anguish in the face of uncertainty, sadness due to the illness of family and friends, anxiety due to the change of modality for their academic work, frustration due to not managing time to fulfill their personal and academic activities, tension due to the use of technology for academic purposes, lack of previous training at the university to face such a crisis, and that their emotional manifestations affected their academic performance.

b. Socioemotional training before COVID-19 in the university: in this subcategory, the results of feelings were opposed to the importance attributed to socioemotional learning as part of the formal curriculum in university programs of professional academic training. This is reflected in the fact that 90% of the faculty and students, respectively, indicated that this learning can be developed outside the curriculum with extension courses and other non-formal activities.

It is also significant that a minimum percentage of professors (10%) indicated to desire training in emotional intelligence and pedagogy of emotions (10%), compared to a majority (80%) who prefer non-formal activities related to their personal feelings and not to the necessary training to improve their teaching performance and promote SEL.

c. Effects of the emotional situation due to COVID-19 on the personal life: according to the results obtained in this subcategory that seeks to describe the impact of the pandemic situation on the personal lives of the study participants, 80% of the students surveyed expressed the following feelings: anguish due to the uncertainty of the pandemic, overwhelm, frustration due to the inability to fulfill academic assignments on time, low capacity to self-organize their academic activities in the remote modality, stress due to distance work with equipment. In general, they did not seek institutional support services for their wellness, as reflected in Table 3.

Regarding faculty, the results did not vary greatly from those obtained from the students surveyed, since 75% of them expressed feelings that included anxiety due to high workload, frustration due to poor ability to use technologies for remote education, stress to balancing time at home between academic and personal activities. Just like students, a significant majority did not seek support from institutional wellness services (Table 3).

Curricular Dimension

The results of the curricular dimension concerning the category of socioemotional learning in university education are summarized in Table 4, with three subcategories that address the following aspects: knowledge about socioemotional learning; type of training in socioemotional learning chosen by faculty and students, and viable form of incorporation of socioemotional learning in the curriculum.

a. Knowledge about socioemotional learning: in this regard, the results showed that 90% of the students surveyed stated that they did not know about socioemotional learning, while the remaining 10% knew what this topic refers to. On the other hand, the results showed that 80% of professors did not know about socioemotional learning, while 20% knew that it refers to emotional intelligence.

b. Preferred type of training in socioemotional learning: most students who participated in the study (90%) stated that they would prefer to have non-formal activities related to topics such as self-esteem, time organization, resilience, socialization, and teamwork. Only 10% of the students showed a preference for the development of formal activities for emotional control. As for faculty, 80% opted for non-formal activities such as meditation and personal branding, 10% expressed

Table 3

Summary of Results of the Personal Dimension Category Emotional Situation Facing the COVID-19 Pandemic

Subcategory	Participant	Result
Emotional impact due to COVID-19	Student body	80% felt negative emotions. 20% remained in control.
	Faculty	75% felt negative emotions. 25% remained in control.
Socioemotional training prior to COVID-19 in the	Student body	90% none. 10% talks on mental health.
	university	90% none. 10% talks on emotional development.
Effects of the emotional situation due to COVID-19 in life	Student body	80% anguish due to the uncertainty of the pandemic. Overwhelm, frustration due to inability to complete academic assignments on time, low ability to organize their academic activities remotely, stress of working remotely with equipment. Did not seek support from institutional wellness services.
	Faculty	75% anxiety due to high workload, frustration due to poor ability to use remote education technologies, stress about balancing time at home between academic and personal activities. Did not seek support from institutional wellness services.

a preference for developing formal courses on emotional intelligence, and the remaining 10%, for a course related to pedagogy of emotions.

c. Feasible way of incorporating socioemotional learning in the curriculum: in this subcategory, the results were less homogeneous than those obtained previously. Here, 50% of the students referred to the possibility of developing free outreach activities, 40% of them agreed that the academic unit should be mandatory if it does not imply an increase in the cost of tuition, and 10% agreed that the academic unit should be elective.

Regarding the professors surveyed, 50% of them considered it feasible to incorporate socioemotional learning into the curriculum as a free outreach activity, 40% agreed with the incorporation of this topic in a cross-sectional manner in all academic units, and 10% indicated that it would be feasible as a human development course with credits for any member of the community.

The general results showed that the socioemotional aspect of the curriculum is not related to the experience of the crisis, since, for most of the faculty and student participants, the emotional affectation experienced during the crisis of the COVID-19 pandemic had no impact on their perspective of the formal curriculum for their human development. Particularly, the curriculum is conceived as something focused on disciplines for professional training, while socioemotional learning (SEL) is placed outside the formal curriculum as a free outreach activity. This means that for a large sector of the student body and faculty as educational stakeholders, there is a gap between education to become professionals and training for life (Table 4).

Dimensión organizacional

In this dimension, the following subcategories were analyzed: training in socioemotional learning offered to students and faculty at the university, organizational support expected from the university to incorporate SEL in the curriculum, and willingness to participate in curricular projects on SEL. The results obtained in these aspects are summarized in Table 5.

a. Training in socioemotional learning offered to students and faculty at the university: in this subcategory, the response of students and professors was categorical since 100% of the sample said that the university does not offer any type of training in socioemotional learning.

Table 4

Results of the Curricular Dimension Category of Socioemotional Learning in University Education

Subcategory	Participant	Result
Knowledge about socioemotional learning	Student body	90% have no knowledge. 10% know that it refers to controlling how they feel.
	Faculty	80% have no knowledge. 20% know it refers to emotional intelligence.
Preferred type of training in socioemotional learning	Student body	90% non-formal activities on self-esteem, time organization, resilience, socialization, teamwork. 10% formal activities on emotional control.
	Faculty	80% non-formal activities for meditation, personal. branding, etc. 10% emotional intelligence course. 10% pedagogy of emotions.
Feasible way of incorporating socioemotional learning into the curriculum	Student body	50% free outreach activity. 40% mandatory academic unit if it does not generate an increase in the cost of tuition. 10% academic elective unit.
	Faculty	50% as a free outreach activity. 40% transversally across all academic units. 10% credit course on human development for any member of the community.

b. Organizational support they expect from the university to incorporate SEL into the curriculum: in this subcategory, the results, according to the student subjects of the study, showed that they have expectations in the following order: 50% regarding recreational activities for interaction, 25% for the development of conferences and workshops, and 25% for greater support for emotional wellness as well as proper follow-up.

Regarding faculty, the results showed that they expect the following: 40% expect emotional accompaniment courses as well as recreational and spiritual activities; 30% of the respondents expect the presence of experts in emotional intelligence, competencies, and socioemotional learning to support professors; and finally, 30% aspire to a policy of socioemotional wellness and professor training.

c. Willingness to participate in curricular projects on SEL: 40% of the student sample did not answer whether they would be willing to participate in curricular projects on SEL, 30% stated that they did not have the time to do so, and the remaining 30% agreed to participate in related events and activities.

As for the participating professors, 40% of the sample surveyed did not wish to participate due to overwork, 30% would be willing to participate in the training activities offered, 20%, as researchers, and 10%, in accompanying activities.

The results imply that, overall, 70% of the students would not be willing to participate in curricular projects related to SEL, but on the contrary, 60% of the professors were willing to participate. This reveals that the students, the greatest beneficiaries of implementing curricular projects on SEL, are paradoxically the least willing in this regard, as shown below (Table 5).

Table 5

Results of the Organizational Dimension on the Category of University Support for the Development of Socioemotional learning

Subcategory	Participant	Result
Training in socioemotional learning offered to students and professors in the university	Student body	100% none
	Faculty	100% none
Organizational support they expect from the university to incorporate SEL into the curriculum	Student body	50% recreational activities for interaction. 25% lectures and workshops. 25% more emotional wellness support with follow-up.
	Faculty	40% emotional accompaniment course; recreational and spiritual activities. 30% to have experts in emotional intelligence, socioemotional competencies and learning to support professors. 30% a socioemotional wellness and professor training policy.
Willingness to participate in curricular projects on SEL	Student body	40% no answer. 30% do not have time. 30% with events and activities.
	Faculty	40% do not want to due to overwork. 30% in training activities that would be offered. 20% as a researcher. 10% in accompanying activities.

Curricular Perspective of The Participants in Managerial and Administrative Roles on Socioemotional Learning

The cross-analysis of the results of Table 5 with the notes of participant observation corroborates that the process of adjustment to the macro and microcurriculum in the educational project by competencies of the university is carried out to include the evaluation of learning outcomes of the educational model of high-quality accreditation, according to the guidelines of the country's Ministry of Education. This is done in a linear way, from top to bottom, assigning the responsibility of the process to work committees with the participation of some volunteer professors since no mechanisms were established for the expanded participation of faculty or students. Similarly, no consideration was given to professor training in new aspects of curricular adjustment such as socioemotional competencies and learning, so this is the frame of reference for students and professors to answer the question about their willingness to participate in projects for the integration of SEL in the curriculum.

On the other hand, a fact about the organizational dimension of the university that the observation notes offered is that the institution has a general

policy of support for university wellness through talks on stress and mental health, vacation plans, sports activities, educational credits for students, loans and discounts on tuition payments for workers, flexible schedules for staff, maternity and paternity leave, among others. However, it does not contemplate a curricular policy for comprehensive training with systematic development of soft skills learning—especially socioemotional skills in the formal curriculum, which, in synergy with the wellness policy, materializes a dynamic of organizational support to the proposed curricular changes, such as those related to the incorporation of socioemotional learning competencies and results.

Although the documents of the educational project and the designs of the programs offered at the university scenario of the research state that a curricular model by competencies is implemented with an integral formation that develops all types of competencies—including the socioemotional ones, the crossing of the results of the questionnaire applied to the students and faculty with the notes of participant observation allow inferring that, in the organizational processes of the university, the traditional academic culture predominates. This approach prioritizes training in the form of transmission of disciplinary contents and individual teaching work isolated in academic units. Consequently, the stakeholders assume the values, routines, and unwillingness to participate in curricular and pedagogical matters as attitudes that correspond to this culture. The perspective of the participants in managerial and administrative roles is shown in Table 6.

The perspective of most of the research participants for considering that the development of socioemotional learning is not linked to the curriculum of university education is understood from its relationship with the organizational environment of the university and how the curriculum is developed in the reality, the academic work routines, and the role assigned to the various sectors of the stakeholders in its design and execution (Table 6).

The staff with managerial and administrative roles contributed organizational elements to understand the view of the students and faculty concerning the low value they assign to socioemotional learning for university education. The view of the stakeholders at the managerial and administrative level of the curriculum adjustment process was linked to the level of decision-making, the management of processes and complementary resources, the generation of policy guidelines, and the organizational culture. This allows confronting the declarative statements with the actions of execution and the identification of weaknesses for a broader contextual vision.

The participants with management and administrative roles showed greater awareness of the importance of socioemotional learning in the training of future professionals and recognized the limitations of the current curricular design to integrate this learning into the curricula, as well as the need for a curricular policy that guarantees guidelines and adjustments in the structure and administration due to the complexity of the cross cutting development of this learning. They also stated that it requires professor training by experts in the field, but they do not consider that the university is willing to make decisions in this regard, so they agree that socioemotional learning should remain outside the formal curriculum as extension activities through the wellness policy. Therefore, the stakeholders of the management and administrative sector also assumed a perspective related to the traditional academic culture.

From the results obtained, it was interpreted that the meanings that the participants attributed to socioemotional learning in the university curriculum were mediated by the curricular policy and the organizational culture of the university as an academic culture (Benítez 2020). Thus, although their personal lives and academic performance were affected during a crisis such as the COVID-19 pandemic by the lack of socioemotional preparation, most of them did not conceive that socioemotional learning was integrated into the formal structure of the curricula, nor did they show a willingness to participate in curricular integration projects because the values, habits, and beliefs that guide teaching and learning practices at the university are those linked to the traditional culture of education by disciplinary content.

Table 6

The Curricular Perspective of Participants in Managerial and Administrative Roles on Socioemotional Learning

Question	Participant	Result
What design shortcomings have been identified in the development process of the curricular model outlined in the university documentation?	PFD1	There is evidence of a lack of appropriation of the true meaning of competency development on the faculty side since many practices are still focused on developing content and not on developing competencies.
	PFD2	The Institutional Educational Project has not incorporated the topic of learning outcomes, guidelines for the development of generic competencies, nor the participation of students and professors in monitoring the curriculum.
	PFA1	The administrative structure of the curriculum remains the same as in the outcome-based curriculum. It was not adapted for the development of competencies and no special time or space is provided for the development of competencies such as learning to learn, and technological and socioemotional competencies.
How is the integration of socioemotional learning included in the design of the official curriculum in force in the university?	PFD1	The electives and activities offered by the university wellness area are perhaps the only strategy available in the university curriculum for the development of this type of competencies.
	PFD2	No space was created in the formal structure of the curricula or in the programs of academic units. Without a curricular policy with guidelines for the development and evaluation of socioemotional learning outcomes, its incorporation as a strategy in the development of the academic units of the formal curriculum is left to the initiative of the professors who are encouraged to do so as a hidden curriculum.
	PFA1	Professors must incorporate them in the learning units of the academic programs, and guidelines have been given for the formats to be guided by the table of knowledge—such as Saber Ser (Knowing How to Be).
What type of training has been provided to the professors to contribute to the achievement of socioemotional learning for students during the development of their faculty activities?	PFD1	None.
	PFD2	None.
	PFA1	None.
How do you consider it feasible to integrate socioemotional learning in the university's foreseen changes in the curriculum?	PFD1	Socioemotional training should be a transversal work in all learning units. However, its development requires specific knowledge and the generation of significant experiences to achieve real learning or appropriation of these competencies. For this reason, it is suggested that it should have a specific curricular or extracurricular space complementary to the work done in each of the learning units.
	PFD2	If there is no curricular policy for the design and development of integration with the training of academic staff or structural change, the only viable form is as an extension course with credits offered by experts to the entire community.
	PFA1	As part of the teaching, learning, and evaluation strategies, socioemotional competencies must be developed in all subjects or curricular units of the program's curricula.

Note: PFD1: staff with managerial roles 1 and 2 PFA1: staff with administrative roles 1

Discussion

The integration of socioemotional learning in the university curriculum is implicit in the expectations of change in higher education towards 2050 (UNESCO IESALC, 2021), which refers to the need to test new forms of curriculum design aimed at integration to develop human potential with the wellness and sustainability of all entities on the planet for a quality life. This is done through epistemic openness and respect for diversity, learning to be and to transform, based on educational practices that promote the intertwining of science, technology, and humanities.

The approach to the problem of integrating the learning of competencies for life—especially socioemotional competencies—with disciplinary learning involves the problematization of the conceptions, values, and routines that guide the way of designing and developing the curriculum in the traditional academic culture, as well as the institutional policy regarding the curriculum and its relationship with the university as an organization as a framework of reference for the formative practices of faculty and students. Problematization implies that the stakeholders themselves reflect on the relevance of this integration, research the subject, participate in the deliberation of the forms of integration relevant to their context, and test and evaluate them (Barrón & Díaz Barriga, 2018; Benítez, 2020; Ríos & Ruíz, 2020).

In this context, programs for professor training in cross-cutting integration of ESL and others related to competencies for life cannot follow the scheme of generic pedagogical courses and workshops isolated from their educational practice. The challenge is to overcome the resistance to the transversal integration of ESL in a strategy of curricular change with the participation of students and faculty through the articulation of teaching with research in professor professional development programs with the methodology of participatory action research. This promotes the generation of knowledge from linking theory and practice in the testing of new pedagogical models relevant to the context and the needs of students, impacting

the transformation of the university (Elliot, 1993; McKernan, 2001; Ochoa, 2021; Ríos & Ruíz, 2020; Sagastizábal & Perlo, 2006; Stenhouse, 1998).

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