Statement of Research/ Scholarly Interest - Mitch Schneider

I am currently pursuing an exciting, multi-pronged program of research, that I believe has the potential to generate significant knowledge in multiple disciplines. For one, my research has implications for social-emotional learning (SEL), both academic and non-academic. Second, my study aims to examine current ethical standards among professional associations and education, generally in the areas of cyberpsychology. Last, my future research is designed to expand our understanding of the Theory of Emotional Intelligence (EQ) and SEL so as to understand how best to sequence delivery among various demographics and how to best integrate technology to achieve maximum SEL robustness. This unique research not only advances technology integration through EQ/SEL; it aims to create adaptive EQ frameworks within technology.

My current research examines emotional intelligence formation through social-emotional learning and digital technology in 21st-century education. Digital technology functions as a catalyst for pedagogical engagement and change; technology is transforming our everyday lives. Given that today's learners are using smartphones, tablets, laptops, and other digital devices as learning tools regularly, it is imperative that we understand the ramifications of this trend and how to enable teachers to use the technology to offer a variety of deeper learning opportunities in better-equipped classrooms. Moreover, it is extremely important to promote intrinsic, as opposed to extrinsic learner motivation through the utilization of current educational technology (Muhammad, N.M., Schneider, M, Ochoa, A et al., 2020).

Importantly, the negative impacts of technology, particularly relating to emotional intelligence skills, raise concerns among educators and researchers. Educational technology, or EdTech, can result in the loss of communication among peers in addition to producing extra stress, which could create a barrier to developing emotional intelligence. Technology can also result in diminishing motivation and empathy between students. In light of this concern over the adverse effects of EdTech in learning EQ skills, my research has begun to investigate this issue (Muhammad, N.M., Schneider, M., Hill, A. & Yau, D.M., 2019).

I have ongoing work that aims to understand how technology plays an important and beneficial role in learning emotional intelligence skills. This research stream is designed to highlight and flesh out the negative impacts of using technology in the EQ learning process. As an outflow of this research, I will strive to make recommendations how to minimize the negative impacts of EdTech in EQ learning and to make the use of technology in EQ learning more effective.

Another major impact of gadget addiction is social isolation (Muhammad, N.M., Schneider, M., Hill, A. & M. Yau, D., 2019). Excessive use of smartphones and iPads can make people feel lonely and depressed, resulting in an alarming increase in social isolation. Although the damaging impacts of iPad and smartphone addiction appear to be substantial, little research has systematically examined these issues. My desire is that this research will be successful in uncovering a new understanding concerning how iPads and smartphones create social isolation. My research has also begun to offer recommendations as to how such negative impacts of

using iPad and smartphones can be minimized; I believe that social isolation and loneliness need to be more clearly understood.

Last, another stream of my research examines the problem of faculty resistance to technology adoption in many higher education institutions (Torres, I., Evans, J. & Schneider, M., 2019). Faculty has many reasons for resistance, and although educators understand the importance of technology integration, barriers, and resistance to technology threaten effective and innovative implementation. This is an important issue, as higher education institutions are transitioning to meet changing student needs. As a result, increasing investments in distance and online education requires faculty to utilize technology to support teaching and learning progressively.

My research details the barriers and resistance factors of technology integration in higher education, in addition to providing best practice solutions for integrating technology tools to support pedagogical practices better. I am interested in identifying institutional-related barriers within institutional culture and understanding more about faculty self-efficacy, and the extent to which a lack of institutional support contributes to implementation and adoption challenges.

My emerging dissertation work is exploring an SEL diagnostic tool, called SELDDA (Social Emotional Digital Diagnostic Assessment). This assessment tool is designed to improve EQ development by understanding how to best assess a student's make-up, thereby facilitating student growth by linking their needs with the appropriate teaching tools. I have personally been integral in the development of SELDDA through my social venture, Strut. I expect to defend my dissertation in June, 2021.

My long-term vision includes being able to create and share this new knowledge with the greater professional learning community. One way that I envision this goal being manifested is through the implementation of my research into classroom settings as I pursue an adjunct instructor position. I am motivated to find an institution that desires to be a partner in this worthy goal and is willing to provide the necessary resources to attain success.