

## Formato de Presentación Working Paper

**Título:** Social and emotional learning through color.

**Autor:** Joice Hernández

**Orcid:** <https://orcid.org/0000-0002-1486-1333>

**Scopus:** <https://www.scopus.com/authid/detail.uri?authorId=57219432823>

**Google Académico:** <https://scholar.google.com/citations?user=hcMOTFcAAAAJ&hl=e>

**CvLAC:**

[https://scienti.minciencias.gov.co/cvlac/visualizador/generarCurriculoCv.do?cod\\_rh=0000096336&lang=es](https://scienti.minciencias.gov.co/cvlac/visualizador/generarCurriculoCv.do?cod_rh=0000096336&lang=es)

### **Abstract:**

Social and emotional learning (SEL) is a comprehensive process that enables individuals to cultivate essential competencies, such as self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. However, the learning associated with SEL can also be unconsciously transmitted through visual culture, particularly the use of color in classic stories and narratives. The project on color and social learning aims to investigate how color in images conveys ideas that contribute to this implicit social learning, even when the illustrator or viewer may not be consciously aware of this process. The methodology involves a systematic analysis of visual and written data, using the Zero tools from Harvard to understand the symbolic systems that convey information through art and visual experiences. Illustration color has acquired social significance over time, allowing intangible semantic values to be transmitted through the image. When the viewer decodes the image, they acquire information related to various contexts, such as social, political, religious, or cultural, which is intrinsically linked to intertextual relationships that generate an understanding of the message.

**Keywords:** color, Social and emotional learning, illustration, Folk tales, fairy tales.

### **Resumen:**

El aprendizaje social y emocional (ASE) es un proceso integral que permite a los individuos cultivar competencias esenciales, como la autoconciencia, la autogestión, la conciencia social, las habilidades de relación y la toma de decisiones responsable. Sin embargo, el aprendizaje asociado con el ASE también puede transmitirse inconscientemente a través de la cultura visual, particularmente el uso del color en historias y narrativas clásicas. El proyecto sobre el color y el aprendizaje social tiene como objetivo investigar cómo el color en las imágenes transmite ideas que contribuyen a este aprendizaje social implícito, incluso cuando el ilustrador o el espectador no son conscientes de este proceso. La metodología implica un análisis sistemático de datos visuales y escritos, utilizando las herramientas Zero de Harvard para comprender los sistemas simbólicos que transmiten información a través del arte y las experiencias visuales. Como resultado se establece que el color en la ilustración ha adquirido un significado social a lo largo del tiempo, permitiendo que se transmitan valores semánticos intangibles a través de la imagen. Cuando el espectador decodifica la imagen, adquiere información relacionada con diversos

contextos, como el social, político, religioso o cultural, que está intrínsecamente vinculada a las relaciones intertextuales que generan una comprensión del mensaje.

**Palabras clave:** color, Aprendizaje social y emocional, ilustración, Cuentos populares, cuentos de hadas.

**Introduction.** Social and emotional learning (SEL) “is the process through which individuals acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions, achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions” (CASEL, 2022). SEL involves “five core competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making” (CASEL, 2022). SEL emphasizes “the importance of understanding and managing emotions, building healthy relationships, and developing social awareness” (Durlak et al., 2011). By nurturing the emotional well-being of individuals, SEL fosters emotional intelligence and resilience, crucial for success in various aspects of life. SEL establishes a supportive environment where individuals can safely explore themselves and understand others, providing a positive foundation for personal growth and interaction in diverse settings.

However, many of these learnings for developing good social learning are unconsciously transmitted to people through elements of visual culture, such as the use of color in the illustration of classic stories or narratives. As Hernández (2023) and Hernández & Oliveros (2023) suggest, these learnings can occur in various fields, such as political or social contexts. Although it is not immediately apparent, the visual impressions generated by this type of illustration, which endure over time, possess semantic characteristics that influence our behavior and social learning. Similarly, they affect the way we relate to the world (Hernández, Torres Ardila, & Camargo, 2020). This is mainly because these stories are designed to educate and teach behaviors, reflecting the society in which they are found and conveying implicit values and teachings through visual narratives (Hernández, 2022).

One of the key elements in these visual narratives for communicating ideas and generating associations related to Social Emotional Learning (SEL) is color. Color acts as a visual sign in the image, creating various connections that give semantic value to the image and affect how we receive, encode, and interpret information. Learning through images is crucial in a visual world where our perception of the environment determines our interactions with it. From design and the arts, the challenge arises to manage information in order to understand the impact it generates (Hernández, 2020).

### **Objective**

The project on color and social learning aims to demonstrate how color in images conveys ideas that contribute to social learning, even when this process is not conscious on the part of the illustrator or the viewer

## Methodology

As a methodology, learning through art is used with the Zero tools from Harvard (Search Results, n.d.), which are based on the premise that in the arts and visual experiences, information is conveyed through systems of symbols. This implies understanding the handling of these symbols to comprehend the social learning generated from them. This learning occurs through cultural transfer, so various images are analyzed, focusing the methodology on four phases: the first phase involves identifying information and collecting both visual and written data; the second phase involves analyzing this data with selection parameters that identify semantic connections generated by color in this data, thereby determining the context and intertextual variables that can influence the encoding and decoding of the message; the third phase is the consolidation, analysis, and proposal or verification of hypotheses; and finally, the conclusions are reached. Within this process, several tests of color management and image creation are conducted to understand how the illustrator or artist interacts with color and their intention through creation, technique, chromatic combination, and the creation of specific harmonies.

## Results

As a result, we found that illustration color has social meaning that has evolved through time and has acquired different social significances, allowing intangible semantic values to be transmitted through the image. Thus, when the viewer decodes the image and generates new connections, they acquire information transmitted through color. This information can be related to social, political, religious, or cultural contexts and is intrinsically related to intertextual relationships and connections that generate an understanding of the message

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