



Cambridge Assessment  
International Education

# Effective methods for promoting a positive classroom climate

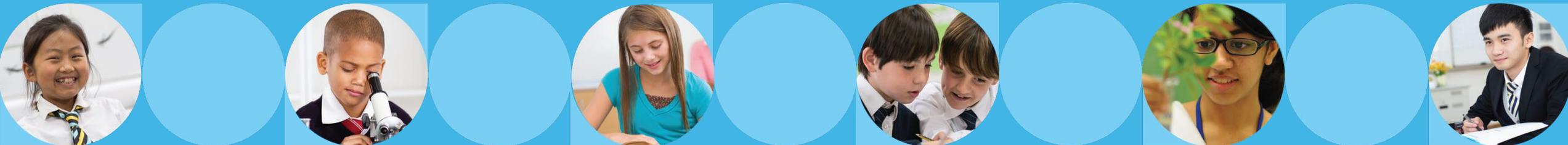
Asoc. Prof. VICENTE J. LLORENT  
University of Cordoba (Spain)

26/09/2022



1. The relevance of positive interpersonal relationships
2. The role of schools in promoting positive interpersonal relationships
3. Effective methods for promoting a positive classroom climate

# 1. The relevance of positive interpersonal relationships



# The relevance of positive interpersonal relationships

- ▶ Positive school climate
- ▶ Inclusive education
- ▶ Social harmony
- ▶ Visible in many spheres:
  - ▶ Policy and international context
  - ▶ Economy
  - ▶ Employment
  - ▶ Technology
  - ▶ Education
  - ▶ Social life in general



United Nations  
Educational, Scientific and  
Cultural Organization

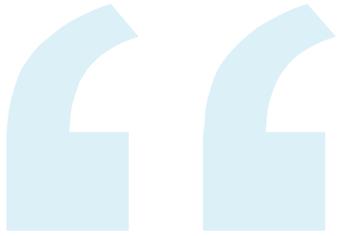


International  
Telecommunication  
Union



International  
Labour  
Organization

# Quote slide



If civilization is to survive, we must cultivate the science of human relationships - the ability of all peoples, of all kinds, to live together, in the same world at peace

**Franklin D. Roosevelt, US President (1933-1945)**



# The relevance of positive interpersonal relationships

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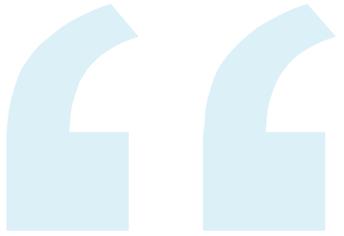


# The relevance of positive interpersonal relationships

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# The relevance of positive interpersonal relationships

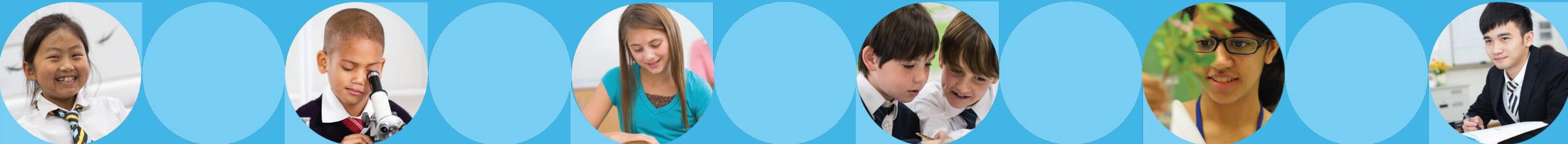


If you think in terms of a year, plant a seed. If you think in terms of ten years, plant trees. If you think in terms of 100 years, teach the people.

**Chinese Proverb**



## 2. The role of schools in promoting positive interpersonal relationships



# OUR OBJECTIVES ARE

- ▶ As educators, we want to do our best, promoting **school achievement** and high qualifications in our students
- ▶ We want our students to receive a **holistic education**, including all the **key skills**/essential competencies
- ▶ Success requires a high level of **social and emotional competencies**
- ▶ At the same time, we want our schools to be perceived as **highly prestigious**. Competent students who access higher education and other future contexts will be a positive reference for our schools and our work as teachers and school leadership teams

# SCHOOLS IN PREVIOUS CENTURIES

- ▶ Academic Skills
- ▶ Schools offer knowledge
- ▶ Repetition and memorization



# SCHOOLS IN THE 21st CENTURY



# Key challenges with a key skill

- ▶ In the past, schools were expected to focus mainly on academic skills
- ▶ Modern societies demand more education in competencies for life
- ▶ Education must focus on a new area that can be described as a **social and emotional** area.
- ▶ We should not think about this new educational mission as forthcoming, it is already here, it is in the consolidation process

# Key challenges with a key skill

- ▶ Teaching **prosocial** relationships
- ▶ Preventing and reducing **antisocial behaviours**
- ▶ **Emotional management**, intrapersonal skills and interpersonal interactions (face-to-face and online environments)
- ▶ **Social awareness and empathy**
- ▶ **Interpersonal communication**

Figure 1 – Structure of the national curriculum

	Key stage 1	Key stage 2	Key stage 3	Key stage 4
Age	5 – 7	7 – 11	11 – 14	14 – 16
Year groups	1 – 2	3 – 6	7 – 9	10 – 11
<b>Core subjects</b>				
English	✓	✓	✓	✓
Mathematics	✓	✓	✓	✓
Science	✓	✓	✓	✓
<b>Foundation subjects</b>				
Art and design	✓	✓	✓	
Citizenship			✓	✓
Computing	✓	✓	✓	✓
Design and technology	✓	✓	✓	
Languages <sup>4</sup>		✓	✓	
Geography	✓	✓	✓	
History	✓	✓	✓	
Music	✓	✓	✓	
Physical education	✓	✓	✓	✓

# The role of schools in promoting prosocial relationships among students is gaining importance



Department  
for Education

## Citizenship

This programme is non-statutory and schools are not required to follow it. It is included so that schools can plan a whole curriculum.

### Key stage 1

During key stage 1 pupils learn about themselves as developing individuals and as members of their communities, building on their own experiences and on the early learning goals for personal, social and emotional development.

activities (sp of later life (DfE, 2013)

Citizenship – key stages 3 and 4

## Subject content

### Key stage 3

Teaching should develop pupils' understanding of democracy, government and the rights and responsibilities of citizens. Pupils should use and apply their knowledge and understanding whilst developing skills to research and interrogate evidence, debate and evaluate viewpoints, present reasoned arguments and take informed action.

### Key stage 2

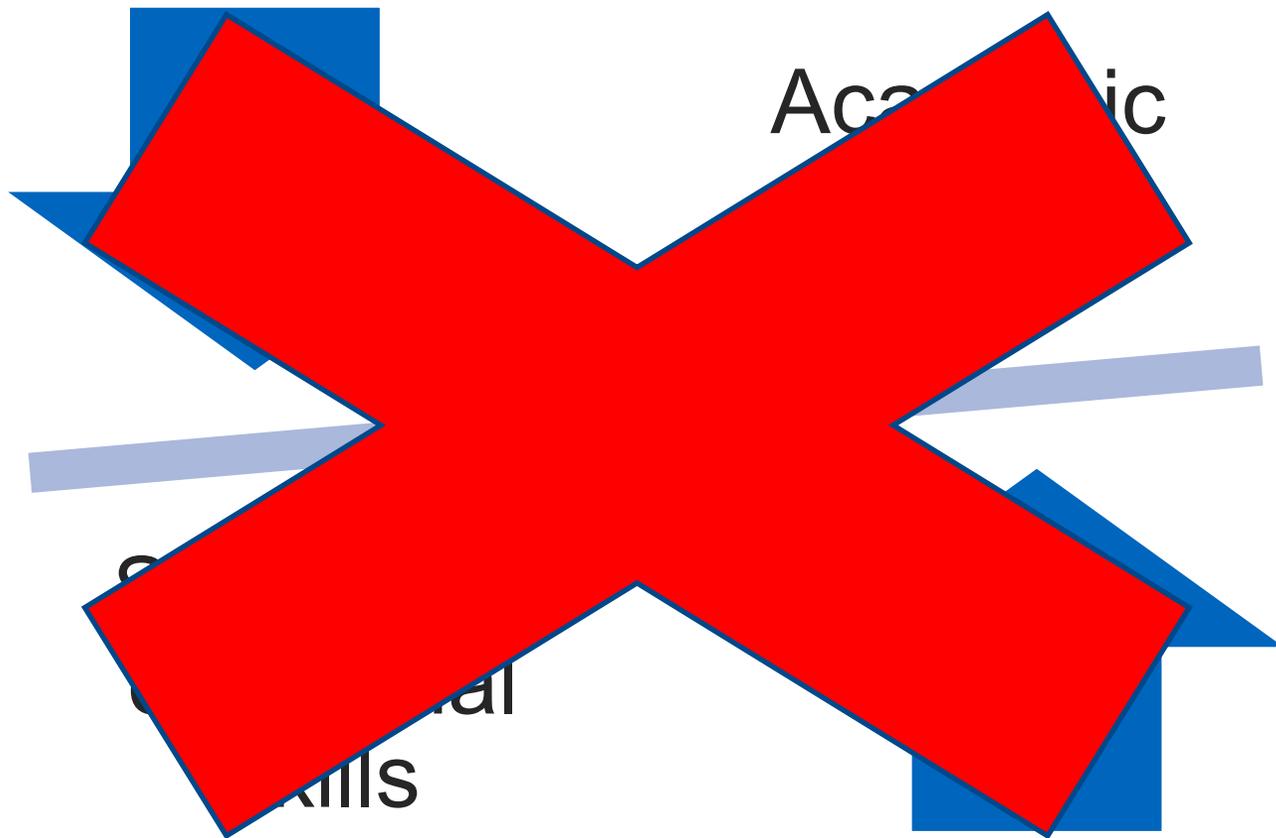
During key stage 2 pupils learn about themselves as growing and changing individuals with their own experiences and ideas, and as members of their communities.

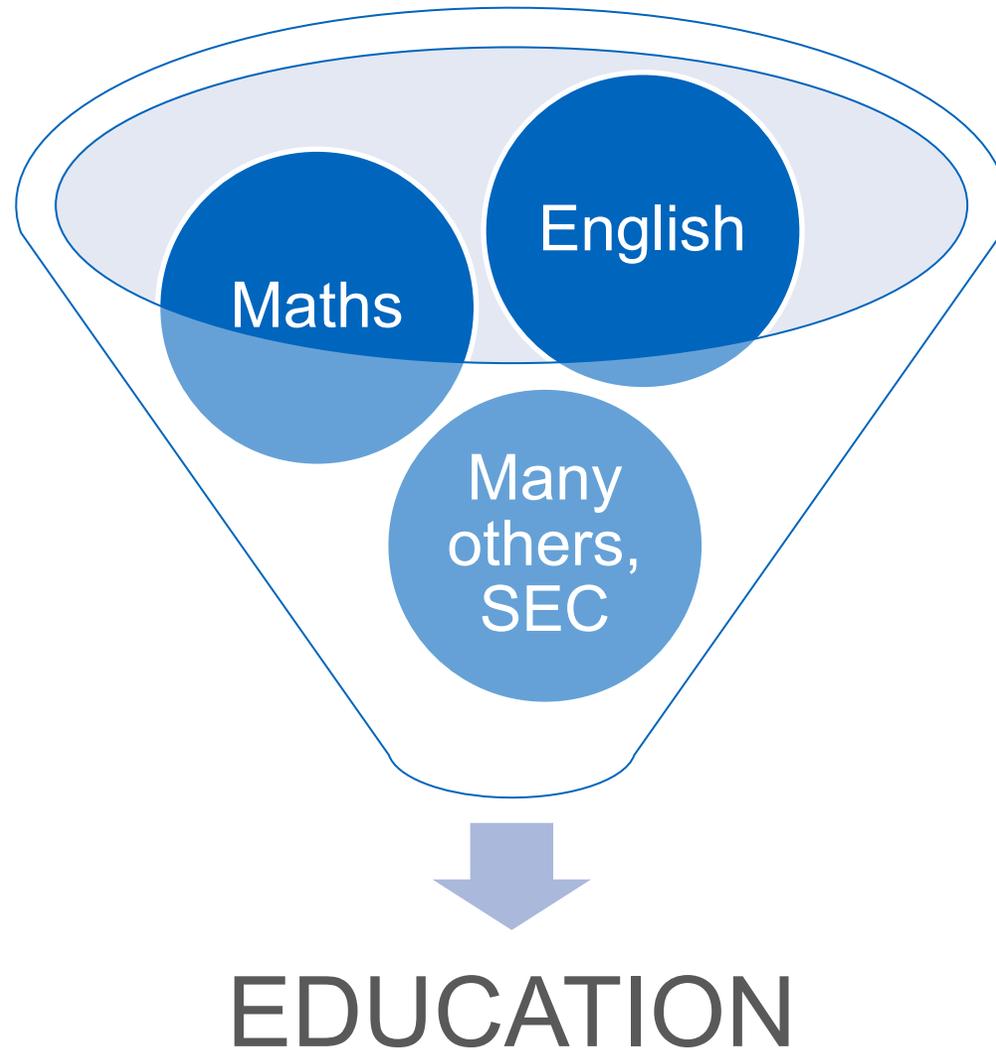
They become more mature, independent and self-confident. They learn about the wider world and the interdependence of communities within it. They develop their sense of social justice and moral responsibility and begin to understand that their own choices and behaviour can affect local, national or global issues and political and social institutions. They learn how to take part more fully in school and community activities.

As they begin to develop into young adults, they face the changes of puberty and transfer to secondary school with support and encouragement from their school. They learn how to make more confident and informed choices about their health and environment; to take more responsibility, individually and as a group, for their own learning; and to resist bullying.

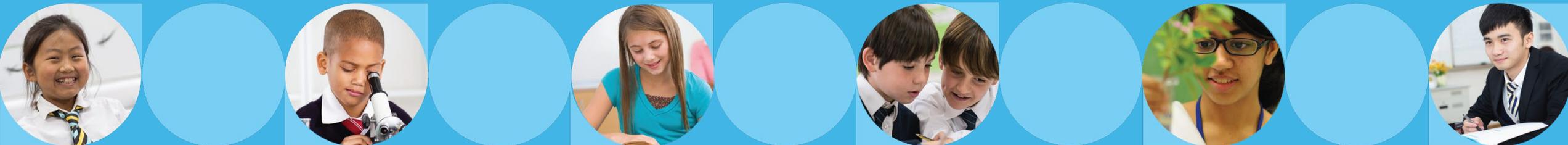
### Key stage 4

Teaching should build on the key stage 3 programme of study to deepen pupils' understanding of democracy, government and the rights and responsibilities of citizens. Pupils should develop their skills to be able to use a range of research strategies, weigh up evidence, make persuasive arguments and substantiate their conclusions. They should experience and evaluate different ways that citizens can act together to solve problems and contribute to society.





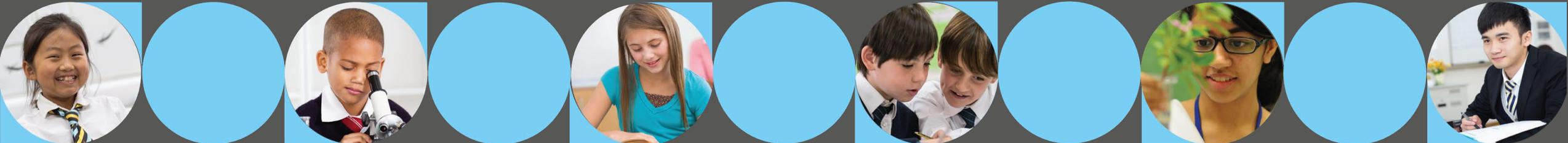
### 3. Effective methods for promoting a positive classroom climate



# EFFECTIVE METHODS

- ▶ PROJECT-BASED LEARNING
- ▶ COOPERATIVE LEARNING
- ▶ COOPERATIVE PROJECT-BASED LEARNING

# Project-based learning



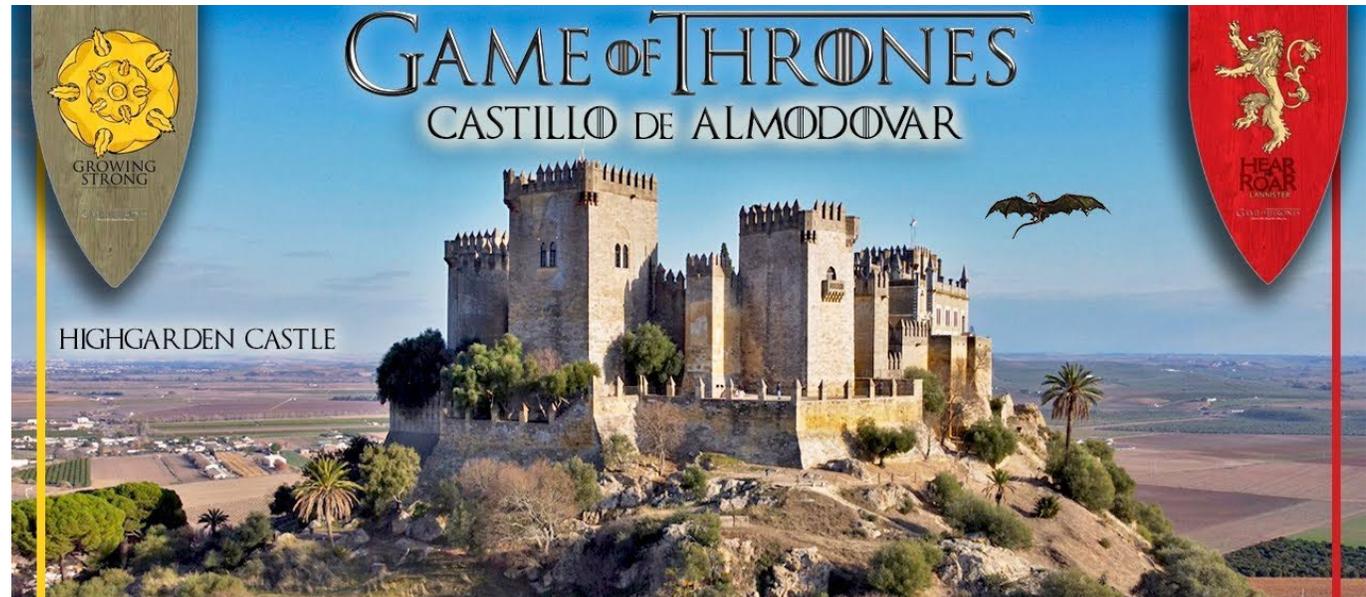
# PROJECT-BASED LEARNING

## School "Luis de Góngora"



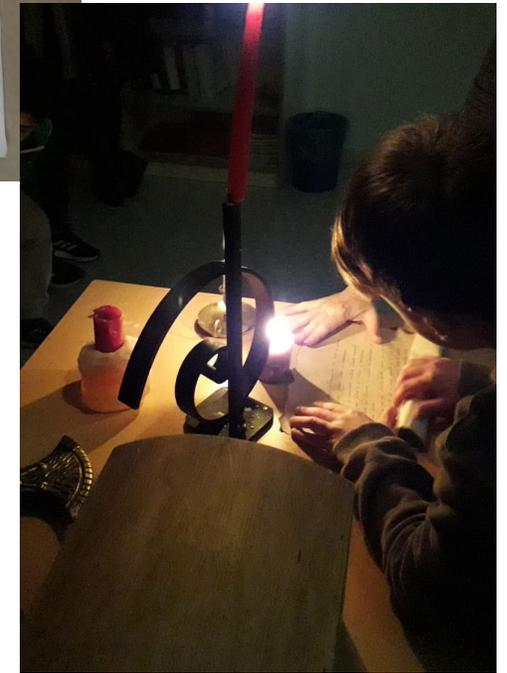
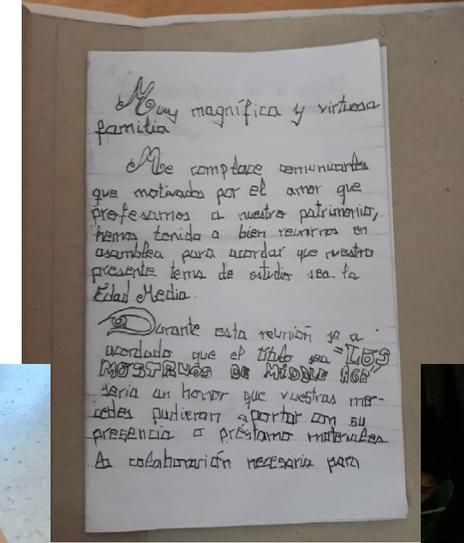
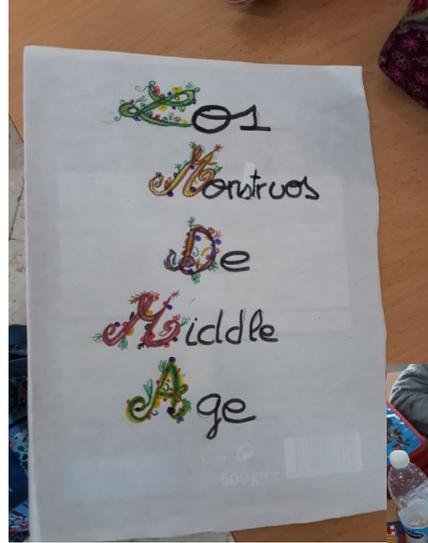
# PROJECT-BASED LEARNING

- ▶ Students' interests
- ▶ Contents of our subject/s
- ▶ Interdisciplinary



# PROJECT-BASED LEARNING

- ▶ Literacy
  - ▶ Reading
  - ▶ Writing
  - ▶ Speaking
  - ▶ Listening
  - ▶ Grammar
  - ▶ Punctuation
- ▶ History
- ▶ Geography



# PROJECT-BASED LEARNING

- ▶ Social and Emotional Skills
  - ▶ Autonomy
  - ▶ Cooperation
  - ▶ Social awareness
  - ▶ Empathy
  - ▶ Classroom climate
- ▶ Entrepreneurship
  - ▶ Innovation
- ▶ Active learning
- ▶ Motivation

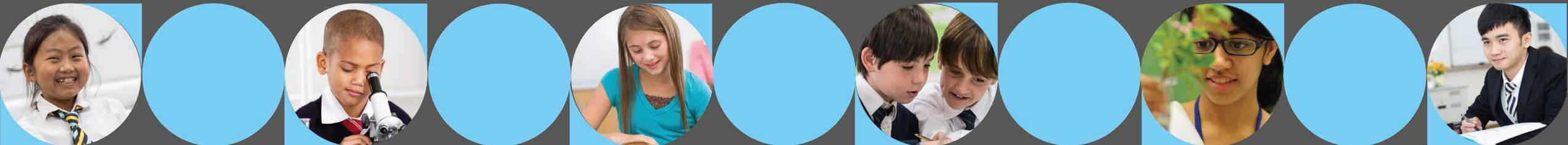




**A classroom with a  
Middle Age touch**



# Cooperative learning: Puzzle technique



# COOPERATIVE LEARNING: PUZZLE TECHNIQUE

- ▶ **One of the most recommended teaching methods** since the 1980s
- ▶ Positively affects academic achievement and social interactions
- ▶ Based on working in pairs or small groups (usually heterogeneous)
- ▶ Each member of a cooperative base-group is assigned a role to ensure interaction and skill development (leadership, decision making, trust-building, communication, and conflict management)



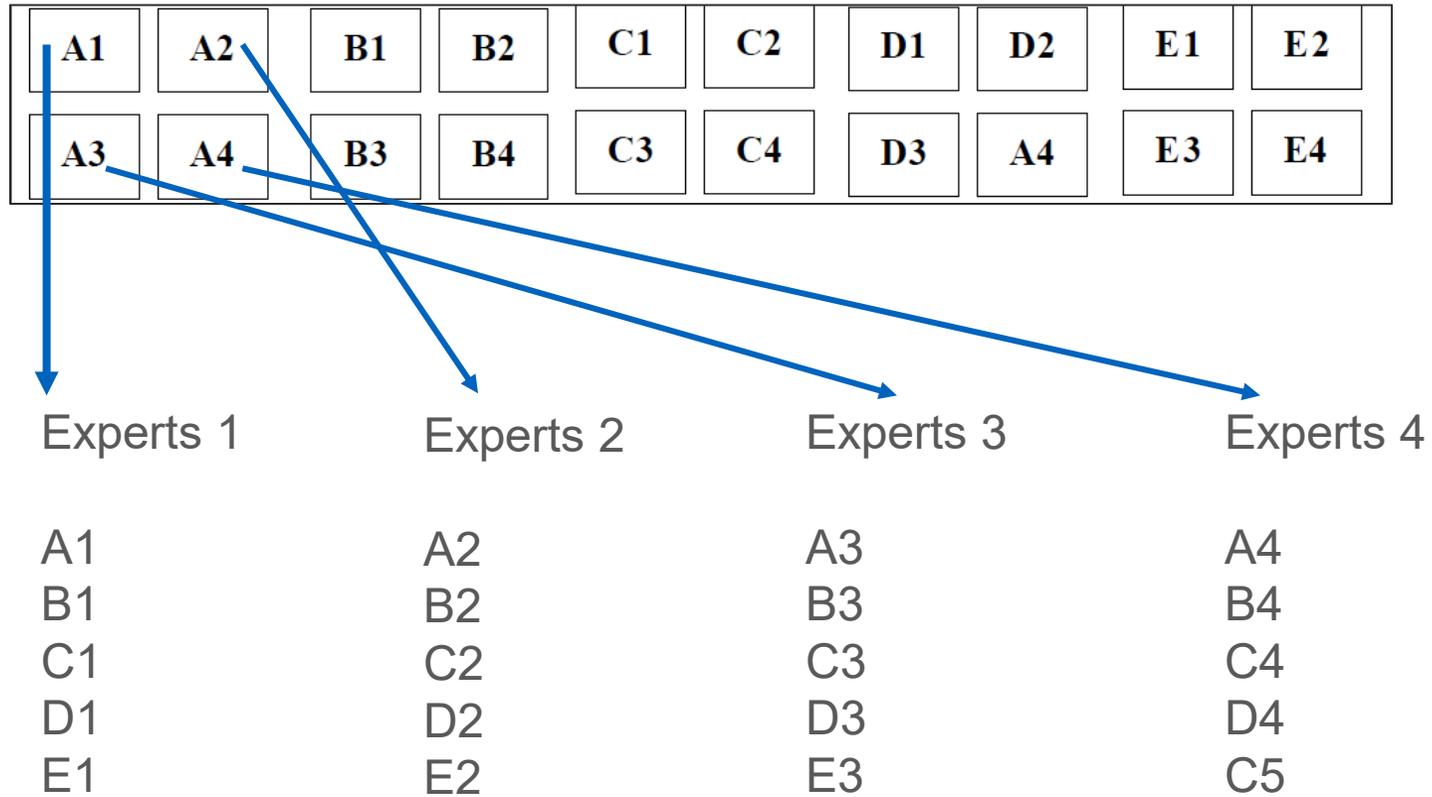
# COOPERATIVE LEARNING: PUZZLE TECHNIQUE

- Heterogeneous groups (4-5 members)
- Role/member
- Common goal



- 1.
- 2.
- 3.
- 4.
- 5.

# THE STRUCTURE OF A BASE-GROUP





# COOPERATIVE LEARNING: PUZZLE TECHNIQUE

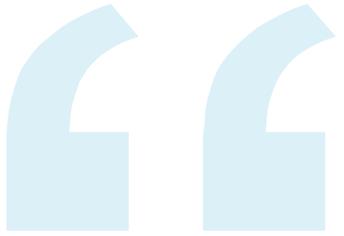
- ▶ Academic skills
  - ▶ Sciences scores



## Students who pass the standard tests

	PRE-TEST	POST-TEST
Control	12	14
Experimental	11	17

# Quote slide



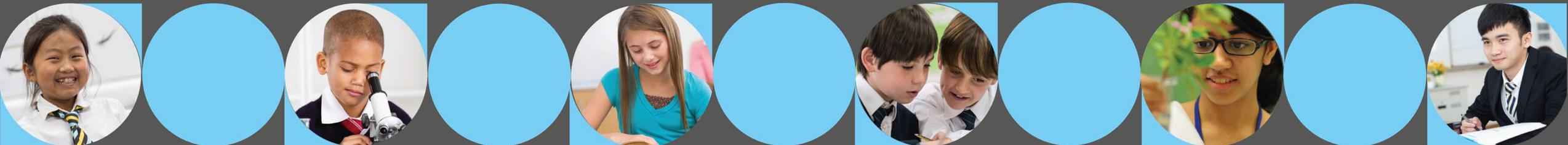
To improve is to change; to be perfect is to change often.

**Winston Churchill, British PM**

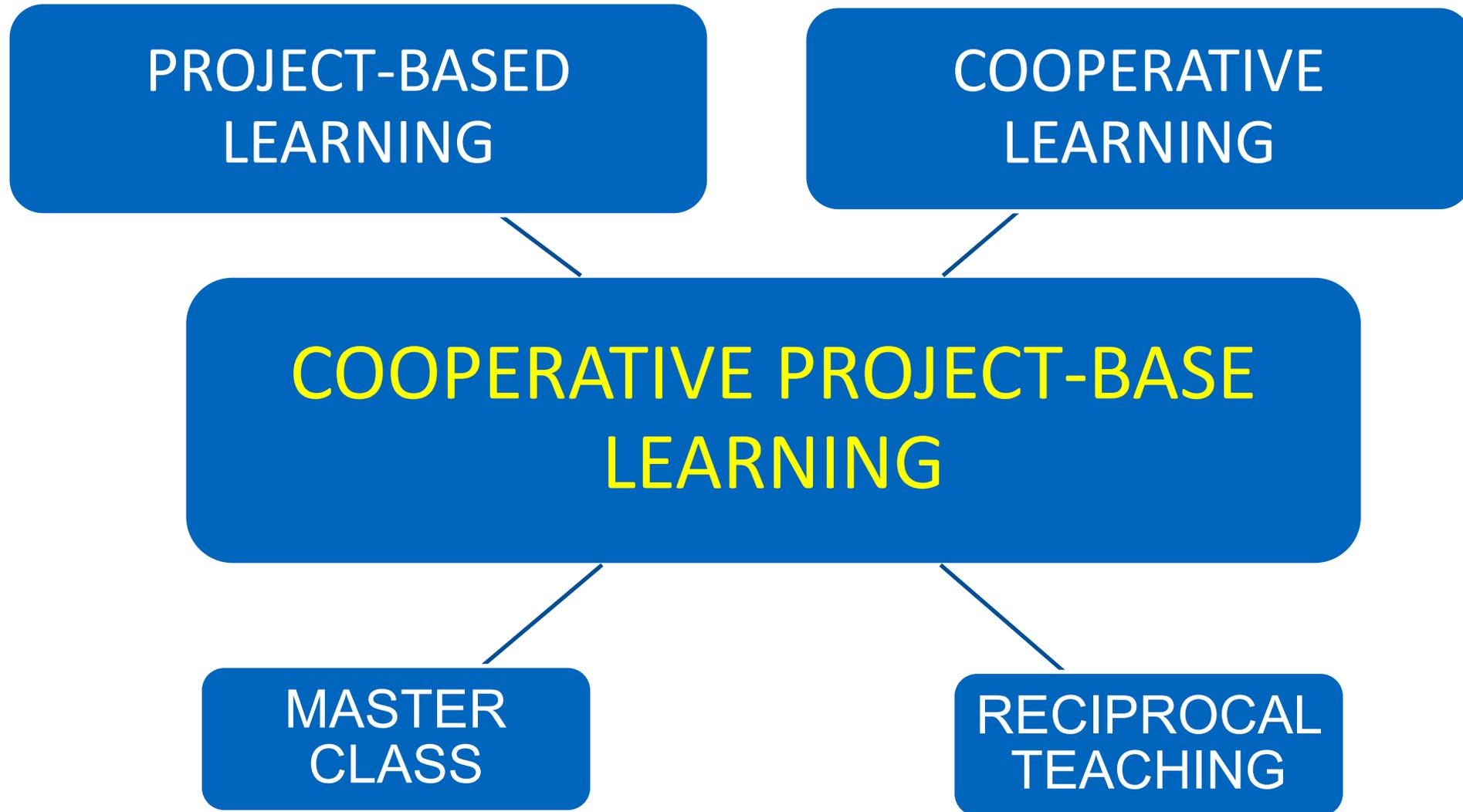


# Cooperative project- based learning

## Combining methods



# COOPERATIVE PROJECT-BASED LEARNING



# COOPERATIVE PROJECT-BASED LEARNING

- ▶ A PROJECT: CREATING STORIES, with the contents of two subjects (Spanish & Civic Education), developing two core skills (Literacy and SEM).
- ▶ FOUR MAIN TEACHING METHODS, during one academic year in Primary Education
- ▶ HIGHLY MOTIVATED STUDENTS AND BETTER SCHOOL ACHIEVEMENT

# COOPERATIVE PROJECT-BASED LEARNING

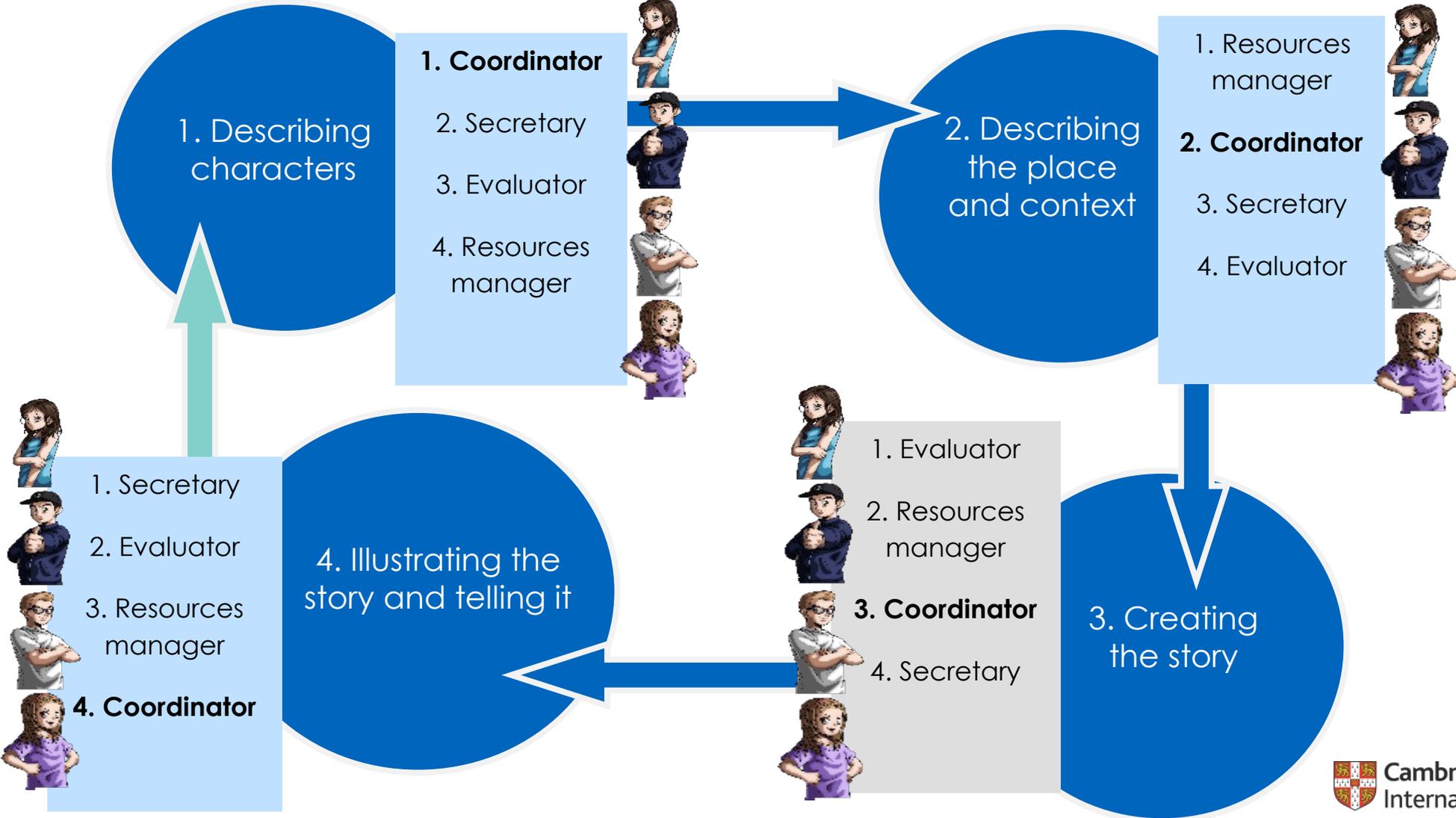
Every week students advance This is a general example	
Phase 1. Learning knowledge (4 sessions of 1 hour each)	Exercise 1. Reading and understanding texts
	Exercise 2. Grammar
	Exercise 3. Punctuation
	Activity. Strengthen contents through written expression and its corrections
Phase 2. Application of knowledge (1 session of 2 hours)	<b>Task. Creating stories that teach values</b>

# COOPERATIVE PROJECT-BASED LEARNING

TEAM PLANNING				
CHARGE/STUDENT	RESPONSABILITY	COMPROMISE	SELF-ASSESSMENT	
			Well done	Next challenges
<b>Coordinator</b>	The connection between the team and the teacher			
<b>Secretary</b>	Final writing of documents of the project			
<b>Evaluator</b>	Review the writings of the team			
<b>Resources manager</b>	Save the documents of the project			

# COOPERATIVE PROJECT-BASED LEARNING

## ROLES CHANGE EVERY WEEK



## Improving Literacy Competence and Social and Emotional Competencies in Primary Education Through Cooperative Project-Based Learning

Vicente J. Llorent<sup>1</sup>, Antonio L. González-Gómez<sup>1</sup>, David P. Farrington<sup>2</sup>, and Izabela Zych<sup>1</sup>  
<sup>1</sup> Universidad de Córdoba and <sup>2</sup> Universidad de Cambridge

### Abstract

**Background:** Cooperative learning and Project-Based Learning are methodologies that can promote learning environments and improve learning, school achievement, and social and emotional competencies. **Method:** A mixed combination of these two methodologies called Cooperative Project-Based Learning was designed, and a quasi-experimental evaluation study with a pre-test and a post-test was conducted with a sample of 156 students from Primary Education. Literacy competence and social and emotional competencies, including empathy, were analyzed and compared between experimental and control groups. **Results:** The intervention effectively increased scores on literacy competence, social and emotional competencies, and empathy in the experimental group, significantly more than in the control group. The girls in the experimental group exhibited greater improvement than the controls in literacy competence, social and emotional competencies and empathy. However, the boys in the experimental group were only different from the boys in the control group in literacy competence, but not in the other two variables. **Conclusions:** These results have implications for school practice and curriculum planning in Primary Education. New lines of future research are also being opened based on the impact of Cooperative Project-Based Learning on other key competencies and on the prevention of antisocial behaviors.

**Keywords:** Cooperative learning, Project-Based Learning, literacy competence, social and emotional competencies, empathy.

### Resumen

**Mejora de las Competencias Socioemocionales y de Comunicación Lingüística en Educación Primaria a través del Aprendizaje Basado en Proyectos Cooperativos.** **Antecedentes:** el aprendizaje cooperativo y el Aprendizaje Basado en Proyectos son metodologías que pueden mejorar el aprendizaje, el éxito académico y las competencias sociales y emocionales. **Método:** se diseñó una combinación mixta de estas dos metodologías llamado Aprendizaje Basado en Proyectos Cooperativos. Se realizó un estudio cuasi-experimental con pre-test y post-test, con una muestra de 156 estudiantes de Educación Primaria. **Resultados:** se analizaron y compararon las competencias en comunicación lingüística y las competencias socioemocionales (incluyendo empatía) entre los grupos experimentales y control. La intervención aumentó las puntuaciones en las tres variables de estudio en el grupo experimental, significativamente más que en el grupo de control. Las chicas del grupo experimental mostraron puntuaciones mayores en comparación con las chicas del grupo control en la competencia en comunicación lingüística, las competencias socioemocionales y la empatía. Sin embargo, los chicos del grupo experimental solo mostraron diferencias con los chicos del control en la competencia en comunicación lingüística. **Conclusiones:** estos resultados tienen implicaciones para la práctica escolar y la planificación curricular en Educación Primaria. También abren nuevas líneas de investigación futuras basadas en el impacto del Aprendizaje Basado en Proyectos Cooperativos en otras competencias clave y en la prevención de comportamientos antisociales.



### Article

## Descriptive and Quasi-Experimental Studies about Moral Emotions, Online Empathy, Anger Management, and Their Relations with Key Competencies in Primary Education

Antonio L. González-Gómez <sup>1</sup>, David P. Farrington <sup>2</sup> and Vicente J. Llorent <sup>1,\*</sup>

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<sup>2</sup> Institute of Criminology, Cambridge University, Sidgwick Avenue, Cambridge CB3 9DA, UK; dpf1@cam.ac.uk

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**Abstract:** Background: Antisocial behaviours make social interactions difficult among students. Moral emotions, online empathy, and anger management are social and emotional variables related to prosocial and antisocial behaviours and health problems. This research aims to assess the impact of Cooperative Project-Based Learning intervention on these three variables for Primary Education students. Additionally, the relations of these variables with key competencies, such as social and emotional competencies and literacy competence, were studied. Method: This research is made up of two studies, descriptive and quasi-experimental, during regular school hours. The descriptive study was carried out with a sample of 516 primary school students and aimed to assess the development of the three variables, taking into account personal and ethnic-cultural factors. The quasi-experimental study, with pre-test and post-test data, had the participation of 145 students to study the incidence of these variables after Cooperative Project-Based Learning intervention in Primary Education. Results: The results show the relation among the cited variables and the positive impact of the intervention on moral emotions and anger management in the experimental group compared to the control group. Experimental group girls presented higher scores in moral emotions than control group girls. Conclusion: These results open new research lines in relation to the intervention as a programme to prevent the appearance of antisocial behaviours and health problems at school.

**Keywords:** moral emotions; online empathy; anger management; cooperative learning; social and emotional competencies; literacy competence; project-based learning; curricular intervention



**Citation:** González-Gómez, A.L.; Farrington, D.P.; Llorent, V.J. Descriptive and Quasi-Experimental Studies about Moral Emotions, Online Empathy, Anger Management, and Their Relations with Key Competencies in Primary Education. *Int. J. Environ. Res. Public Health* 2021, 18, 11584. <https://doi.org/10.3390/ijerph182111584>

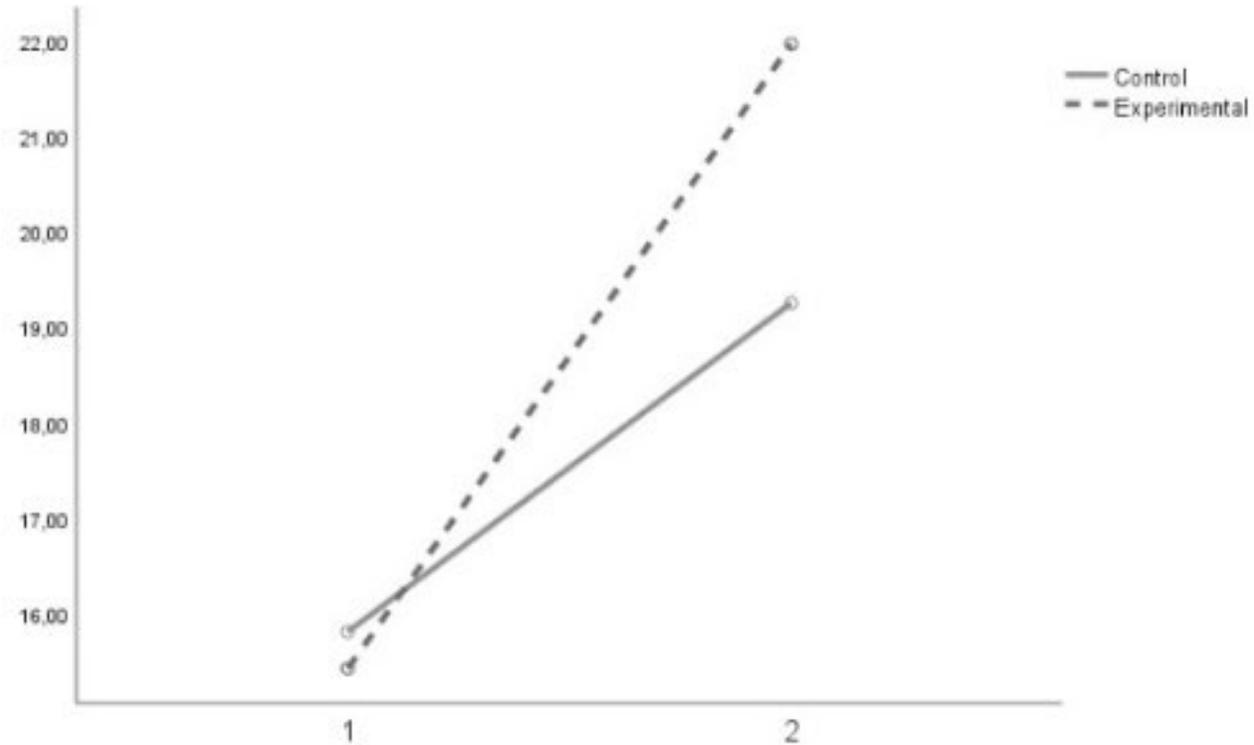
Academic Editor: Zisis Kozlakidis



# COOPERATIVE PROJECT-BASED LEARNING

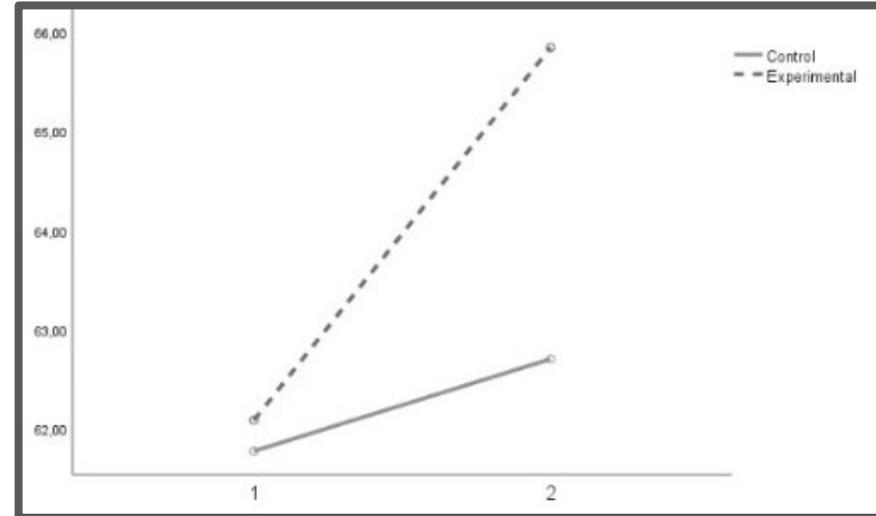
## ▶ LITERACY:

- ▶ Reading
- ▶ Writing
- ▶ Listening

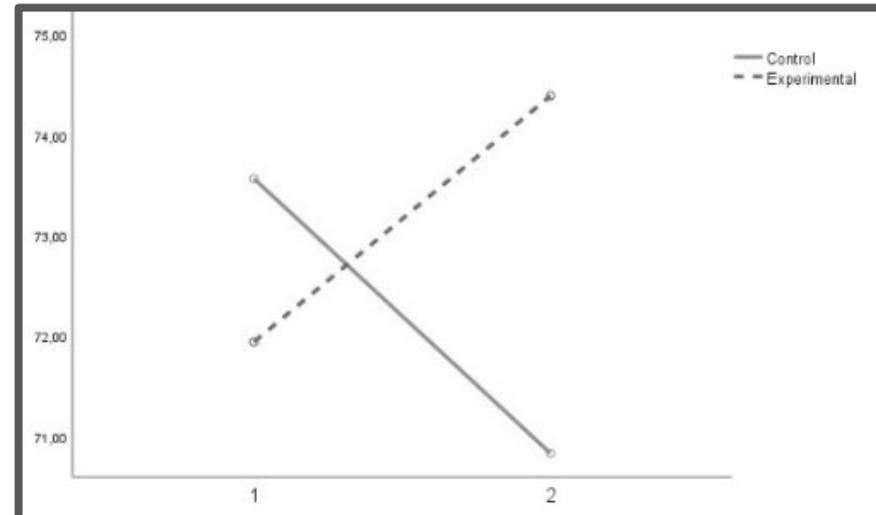


# COOPERATIVE PROJECT-BASED LEARNING

▶ SOCIAL EMOTIONAL SKILLS

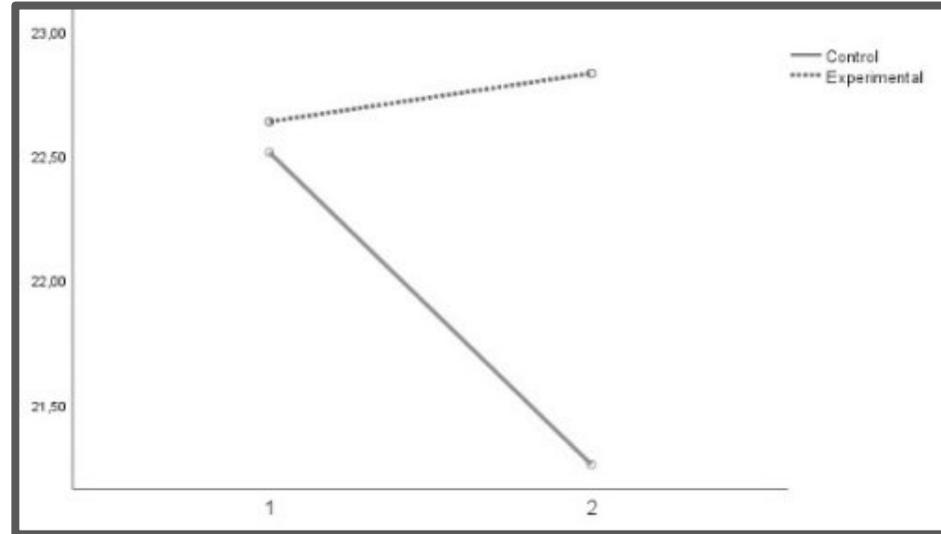


▶ EMPATHY

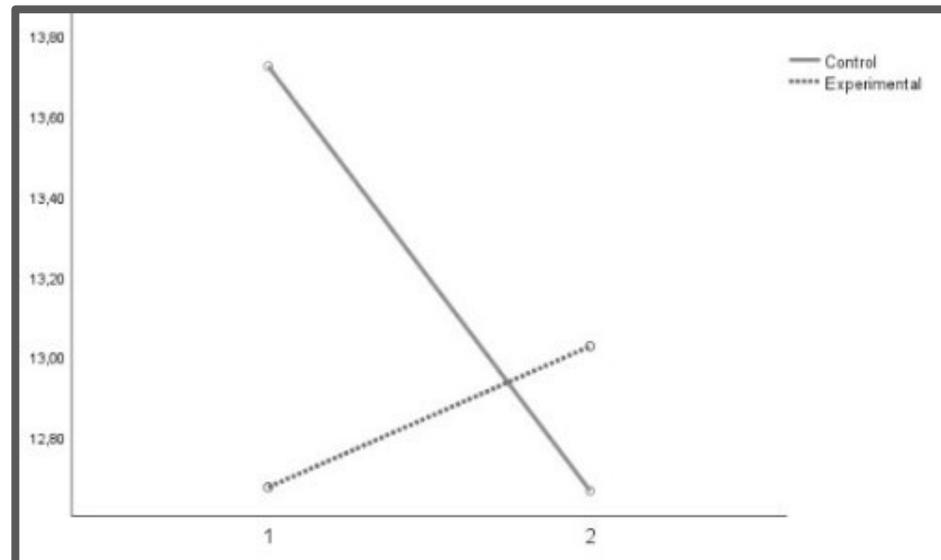


# COOPERATIVE PROJECT-BASED LEARNING

## ▶ MORAL EMOTIONS

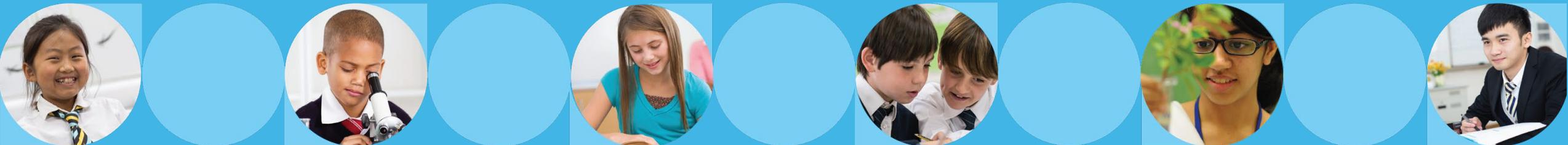


## ▶ ANGER MANAGEMENT



# FINAL COMMENTS

This workshop, based on research, was intended to contribute to the promotion of social and emotional competencies through educational science and knowledge based on evidence which was generated by educational researchers in schools for schools. I am sure that an evidence-based practice applied to your schools can make a difference. Your everyday practice can improve many lives. **Please, do your best**





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Thank you  
Any questions?

Facebook  
Instagram  
Research Gate  
Google Scholar

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