Effective methods for promoting a positive classroom climate

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

Families delegate more educational responsibilities to schools.

More and more families have high expectations from schools, especially in Cambridge schools.

Families usually wish the school to promote a holistic education.

Children spend more hours in education, especially with extra-curricular activities (sports, music, foreign languages...)

School systems assume a holistic pedagogical perspective.

Current laws assume the challenge of holistic education in school systems (UK, UE states members, China, Korea, Mexico, Ecuador...): whole life education, lifelong education.

Curriculum prepares pupils at the school for the opportunities, responsibilities and experiences of later life (DfE, 2013).

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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.

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.

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 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.
EDUCATION

- Maths
- English
- Many others, SEC
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
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.  

Cambridge Assessment International Education
THE STRUCTURE OF A BASE-GROUP

Experts 1
A1
B1
C1
D1
E1

Experts 2
A2
B2
C2
D2
E2

Experts 3
A3
B3
C3
D3
E3

Experts 4
A4
B4
C4
D4
C5
COOPERATIVE LEARNING: PUZZLE TECHNIQUE

CONTROL GROUP
Pre-test and post-test

EXPERIMENTAL GROUP
Pre-test and post-test
COOPERATIVE LEARNING: PUZZLE TECHNIQUE

- Academic skills

- Sciences scores

<table>
<thead>
<tr>
<th>Students who pass the standard tests</th>
<th>PRE-TEST</th>
<th>POST-TEST</th>
</tr>
</thead>
<tbody>
<tr>
<td>Control</td>
<td>12</td>
<td>14</td>
</tr>
<tr>
<td>Experimental</td>
<td>11</td>
<td>17</td>
</tr>
</tbody>
</table>
To improve is to change; to be perfect is to change often.

Winston Churchill, British PM
Cooperative project-based learning

Combining methods
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
## Every week students advance
This is a general example

<table>
<thead>
<tr>
<th>Phase 1. Learning knowledge (4 sessions of 1 hour each)</th>
<th>Exercise 1. Reading and understanding texts</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Exercise 2. Grammar</td>
</tr>
<tr>
<td></td>
<td>Exercise 3. Punctuation</td>
</tr>
<tr>
<td></td>
<td>Activity. Strengthen contents through written expression and its corrections</td>
</tr>
<tr>
<td>Phase 2. Aplication of knowledge (1 session of 2 hours)</td>
<td><strong>Task. Creating stories that teach values</strong></td>
</tr>
</tbody>
</table>
## TEAM PLANNING

<table>
<thead>
<tr>
<th>CHARGE/STUDENT</th>
<th>RESPONSABILITY</th>
<th>COMPROMISE</th>
<th>SELF-ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coordinator</td>
<td>The connection between the team and the teacher</td>
<td></td>
<td>Well done</td>
</tr>
<tr>
<td>Secretary</td>
<td>Final writing of documents of the project</td>
<td></td>
<td>Next challenges</td>
</tr>
<tr>
<td>Evaluator</td>
<td>Review the writings of the team</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Resources manager</td>
<td>Save the documents of the project</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
ROLES CHANGE EVERY WEEK

1. Describing characters
   1. Coordinator
   2. Secretary
   3. Evaluator
   4. Resources manager

2. Describing the place and context
   1. Coordinator
   2. Resources manager
   3. Secretary
   4. Evaluator

3. Creating the story
   1. Evaluator
   2. Resources manager
   3. Coordinator
   4. Secretary

4. Illustrating the story and telling it
   1. Secretary
   2. Evaluator
   3. Resources manager
   4. Coordinator

COOPERATIVE PROJECT-BASED LEARNING

Describing characters

Describing the place and context

Creating the story

Illustrating the story and telling it

Resources manager

Coordinator

Secretary

Evaluator

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

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Abstract

Background: Cooperative learning and Project-Based Learning are methodologies that can promote learning 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 significantly 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. Conclusion: These results have implications for school practice and curriculum planning in Primary Education. New lines of future research may be 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.
LITERACY:
- Reading
- Writing
- Listening
COOPERATIVE PROJECT-BASED LEARNING

- SOCIAL EMOTIONAL SKILLS
- EMPATHY
COOPERATIVE PROJECT-BASED LEARNING

- MORAL EMOTIONS

- ANGER MANAGEMENT
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.
Thank you
Any questions?

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