



Case Study on Impact on Student Well-being

Spain

Description

The case study we present here involves the implementation of the school's coexistence classroom during the current school year 22/23.

The aim of the Coexistence Classroom is twofold: on the one hand, to offer an alternative to expulsion for those students who have been sanctioned for not complying with the school's rules and, on the other hand, to take advantage of this space to encourage students to reflect on the circumstances that have led to their presence in the classroom.

The aim is for students to understand the consequences for themselves and others of their behaviour and, above all, to learn to take responsibility for their own actions, thoughts, feelings and communication with others. This process enhances reflective thinking skills and self-control, while providing them with a space for analysis of their own experiences and the search for effective resolution of interpersonal conflicts.

As for the study method, the instruments used to evaluate the study were a reflection sheet prepared by each of the participating students, an evaluation questionnaire from the accompanying teachers, as well as observation of the student in the space.

Having analysed the results obtained by the school's coexistence group, the implementation of this measure is considered beneficial for the improvement of the school's climate. For this reason, this innovative measure has been included as another resource for improving the school's coexistence, and will continue to be implemented for the next academic year 23/24.

In conclusion, despite being an experimental measure and requiring more time to be able to analyse its results correctly, the educational community considers its continuation to be positive.



Context.

The following case study is framed within the Centro Integrado de formación profesional Bajo Aragón, in Alcañiz, a municipality in the province of Teruel (Spain).

The town has approximately 16,000 inhabitants and has acceptable health, educational, cultural and leisure and free time services.

As far as productive activity is concerned, the most important sectors are the service sector (as it is the reference town for the whole region), agriculture and livestock farming, tourism and the industrial sector (linked to the automotive industry).

Our centre has a total of 550 students divided into the following courses:

- Intermediate and higher level of the computer and communications family.
- Intermediate and higher level of electricity and electronics.
- Intermediate and higher level of administration and finance.
- Intermediate and higher level in the health branch.
- Basic, intermediate and higher level of vehicle maintenance.

The origin of our students is very diverse in terms of previous studies (compulsory education, entrance exams, university, adult education centres...) as well as in culture and nationality. These facts mean that, in the classes, there is a great heterogeneity in terms of learning pace, tastes, interests, beliefs or emotional maturity, which will directly influence the climate of the group-class, the functioning of the workshop work and the life of the centre.

Based on this need and taking as a reference that coexistence is one of the priority lines of action of our centre, the creation of resources and actions that have a positive impact on improving the well-being of pupils, their academic performance and the climate of the centre is proposed. All these actions are reflected in the school's coexistence project and are related to the ERASMUS project Promotion pupil and staff well-being and resilience.

Nature of the problem, nationally and regionally.

As we have previously mentioned, the coexistence classroom was created as an alternative to the traditional sanction of expulsion of pupils who accumulated behaviour that was contrary to coexistence.

For several years, one of the teachers' complaints was that this disciplinary measure was only punitive and did not encourage students to learn from their own mistakes or to reflect on their own behaviour.



Faced with this need, the coexistence group proposed setting up the coexistence classroom as a space for learning and reflection for the pupils, as well as a meeting and communication place between the teachers involved and the pupils who had been disciplined.

Having analysed the school's needs and having found the support of the management team and a large part of the educational community, the project was approved at the December assembly. Once approved, work began on setting up the space, finding resources for it (reflection sheets, internal organisation, teachers involved, reading material, educational videos...) and finally the implementation of the project from March until the end of the school term.

Implementation in the case-study student /staff group(s).

Since March, 4 students have benefited from the coexistence classroom, thus avoiding expulsion from school.

These pupils have been in the classroom for 6 hours of lessons on the same day. In each of these hours the students have been assigned tasks, starting with the writing of the reflection sheet, dialogue with the accompanying teachers, reading, watching educational videos, class work, homework or studying pending exams.

In this space, the use of mobile phones is prohibited, as is communication with classmates, and students are only allowed to leave during breaks to become aware of the repercussions of their behaviour.

Aims and methods of the case-study.

The objectives of the coexistence classroom were as follows:

- A. To create a space that provides students with the necessary conditions to reflect on their behaviour that goes against the rules of coexistence, their behaviour in certain conflicts and how all this affects the development of the classes.
- B. To enable them to learn to take responsibility for their own actions, thoughts, feelings and communication with others.
- C. To contribute to the development of cooperative, supportive and respectful attitudes.
- D. To enable the pupil to feel emotionally competent and competent in carrying out certain tasks.
- E. To rebuild and promote self-esteem and self-control.
- F. To help him/her to acquire a good disposition towards school tasks.



G. To resolve conflicts peacefully through dialogue and reflection.

H. To compensate for the deficiencies that prevent some pupils from integrating into school.

I. To educate for life, strengthening the interpersonal relationships of each pupil, that is to say, for their satisfactory integration into the community.

J. To improve the student's academic and personal life.

In short, the aim is to improve the atmosphere of coexistence in the classroom and in the centre in all school areas: classrooms, corridors, playground, etc.

As mentioned above, our case study is a recent development, so we have little evidence to assess with scientific rigour the pros and cons of it.

The following evaluation methods and instruments have been used:

- Reflection sheets: In these sheets, students had to explain the situation or situations that led them there, how they felt, the consequences for them and for others, as well as alternatives to their behaviour.
- Questionnaire for the accompanying teachers: the aim is for the teachers to be able to assess the suitability of the measure for the pupil in question and the use made of it.
- Observation in the classroom: in a more qualitative and indirect way, through the conversations held by the teachers with the pupils, the opinion of these pupils on the alternative to the sanction was extracted.
- Feedback from tutors once the experience has ended.

During the academic year 2023/2024, this space for reflection will continue to operate, thus allowing us to gather more evidence on the benefits of this space and also to introduce elements for improvement in order to make better use of it.

Findings from the case-study.

Attached are the reflection sheets on the students, where you can read and observe some of the answers given about their emotions, feelings, personal assessment, etc.



Conclusions.

In conclusion, we can say that before the implementation of this measure, there was no space in our centre that favoured pupil reflection, which is why the educational community in general has valued this resource positively.

Likewise, pupils do not see their participation in it as a punishment, but rather they have understood that our aim as teachers is to train them as conscious, empathetic, reflective and mature citizens, so that they acquire a series of emotional management and conflict resolution skills that enable them to empower themselves and form an active and civic part of society.

SEE ANNEXES BELOW



REFLECTION PAPER

Student's name:

Date:

Teacher in the classroom:

WHAT HAPPENED? Tell the facts objectively without making evaluations or criticisms: What, how, when and with whom did it happen?

WHY DID YOU ACT IN THIS WAY? Causes of YOUR actions

HOW DID YOU FEEL? Explain your feelings honestly

HOW DO YOU THINK THE PARTNER/PARTNERS WITH WHOM YOU HAD THE CONFLICT FELT?

WHAT WERE THE CONSEQUENCES OF YOUR ACTIONS?

HOW COULD YOU HAVE ACTED DIFFERENTLY?

CAN YOU DO ANYTHING TO MAKE UP FOR WHAT YOU HAVE DONE AND PREVENT IT FROM HAPPENING AGAIN?

I commit to:

At _____ a _____ 2020

Signature of the student



SET OF QUESTIONS FOR THE COEXISTENCE CLASSROOM.

Knowledge of the student

- What do you study?
- Where do you live?
- What do your parents do?
- Who do you live with?
- What do you like to do in your free time?
- Do you play any sport?
- Do you have siblings?
- If you had to define yourself with 3 adjectives, what would they be?
- Can you tell me 2 virtues and 2 defects?
- What do you think your classmates think of you?
- What do you think your teachers think of you?
- If you could change anything about yourself, what would it be?
- Do you have people close to you (family, friends...) who you can confide in when you have a problem?
- In general terms, do you consider yourself a happy person?
- Are you satisfied with yourself?

Academic questions

- What have you studied before?
- How are your marks so far?
- Is there a module that you like the most?
- Which module do you find more difficult?
- Do you think you could use some kind of academic help?
- Was this cycle your first choice?
- Why did you choose it?
- Do you like what you are doing in class and in the workshop?
- Have you thought about what you want to do in the future?
- How do you get on with your classmates?
- Do you do anything with them outside of here?
- Do you attend class regularly?

Questions concerning the disciplinary measure

- Now that we know each other a bit better... Do you want to tell me what happened?
- Is this the first time you have been reprimanded?
- Do you think the measure is fair?
- Do you think talking about it can help you?
- Since it happened, has anything changed in your relationship with your classmates/teachers?
- Do you feel good in class?
- Do you usually follow the rules?
- Have you thought about the consequences of not doing so?
- Do you think that your behavior is different depending on the teacher and the module?



- Do you take the consequences of your actions?
- Did you get angry when you found out that you were going to have an incident?
- When you have any kind of problem.... How do you solve it?
- Do you consider yourself a person who knows how to resolve conflicts peacefully?
- Outside the centre, with who do you usually have the most disputes?
- If we were to go back to the day when the problem occurred, would you act in the same way?
- Have you done anything to repair the damage caused?
- Do you think asking for forgiveness is helpful and is it enough?
- When someone does something that makes you feel bad, are you able to let them know?
- Have you ever thought about the consequences of your behavior?
- Do you ever think about the effect your actions have on others?
- Do you think you can change?
- Do you think we can help you in any way?



WORK IN
PROGRESS...

