#PruebasEDU

Enrique Navarro

Evidencias sobre el clima del aula: efectos, factores e indicadores

CaixaForum Zaragoza
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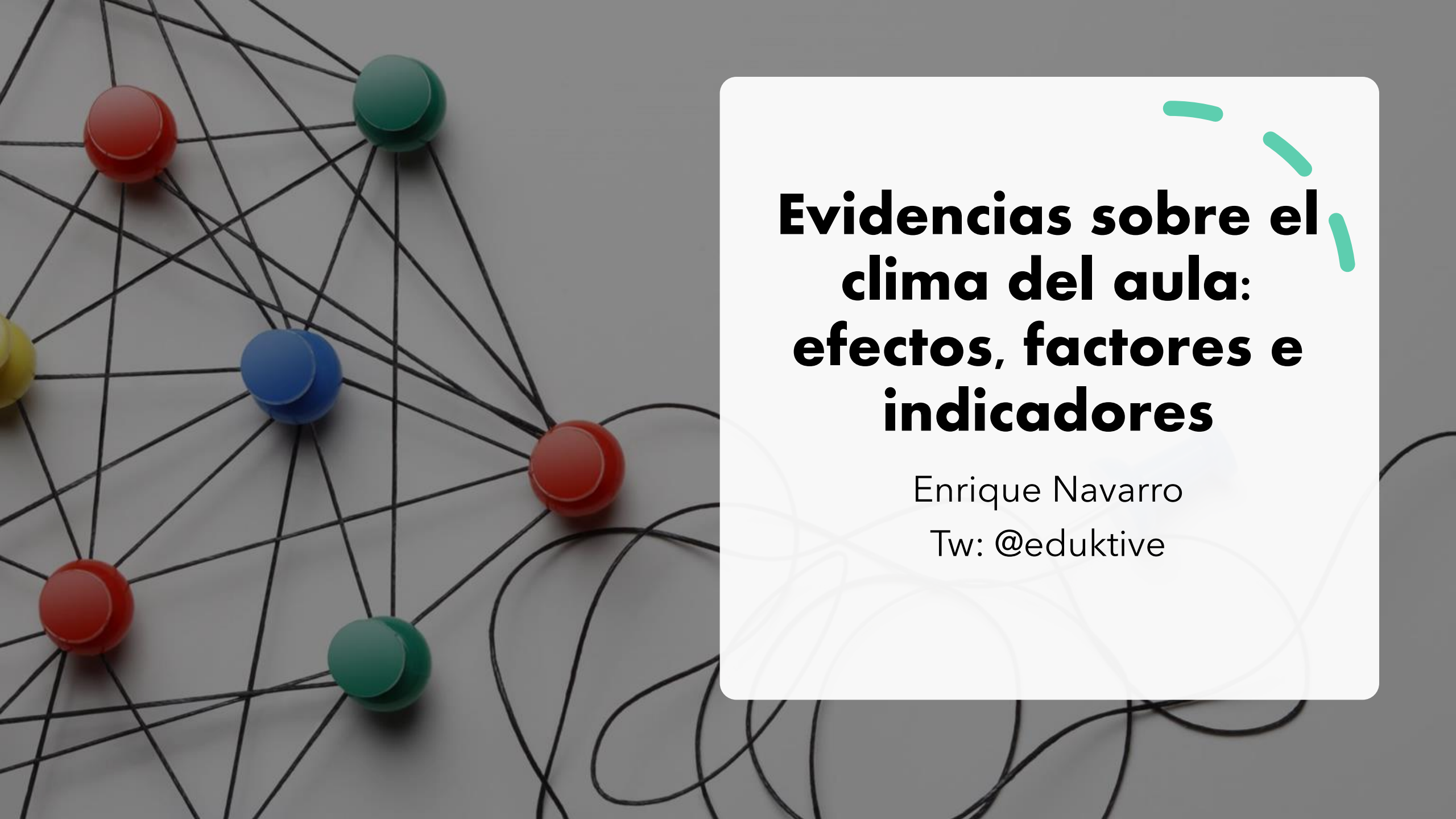


Evidencias sobre el clima del aula: efectos, factores e indicadores

Enrique Navarro

Tw: @eduktive

Voy a hablar de:

- ¿Qué es clima?
- ¿Qué dice la LOMLOE (2020) sobre clima?
- ¿Qué dice la investigación sobre clima?
- ¿Qué dice PISA?

- Dimensiones del clima (¿cómo se se analiza/evalúa/mide?)
- En síntesis: Efectos del clima
- ¿Cómo mejorar el clima?
- Referencias utilizadas

¿Qué es clima?

- Investigado desde hace más de 100 años:

  Perry, A. (1908). The management of a city school. Macmillan.

- Funcionamiento interno de organizaciones: centros y aulas

- Compuesto por:
  - Percepciones y experiencias en la **vida del centro educativo**
  - Características de la organización (centro y administración)

- Opinión de **estudiantes, familias, docentes y administradores** ¿evaluadores externos?

- ¿Medida objetiva? Asociado a **calidad (EFQM, ISO…) y eficacia escolar**

¿qué dice la LOMLOE (2020)?

- Art. 91.1 g (competencias del docente)
  - La contribución a que las actividades del centro se desarrollen en **un clima de respeto, de tolerancia, de participación y de libertad** para fomentar en los alumnos los valores de la ciudadanía democrática y de la cultura de paz

- Art. 124.1 (Normas de organización, funcionamiento y convivencia)
  - Los centros elaborarán un plan de convivencia que incorporarán a la programación general anual y que recogerá todas las actividades que se programen con el fin de **fomentar un buen clima de convivencia** dentro del centro escolar

¿qué dice la LOMLOE (2020)?

- Art. 132 g (competencias del director)
  - Impulsar la **colaboración con las familias**, con instituciones y con organismos que faciliten la relación del centro con el entorno, y **fomentar un clima escolar que favorezca el estudio** y el desarrollo de cuantas actuaciones propicien una **formación integral en conocimientos y valores** de los alumnos y alumnas

- Modificación LODE 8/1985. Art. 6.4 (deberes de los estudiantes)
  - Participar y colaborar en la **mejora de la convivencia escolar** y en la consecución de un adecuado **clima de estudio en el centro**, respetando el derecho de sus compañeros y compañeras a la educación y la **autoridad y orientaciones del profesorado**.

La investigación sobre clima

Evidencias

¿Qué dice la investigación?

- Año 2009
- 40 estudios de EE.UU.
- Objetivo: revisar la investigación sobre el clima
- La calidad y el carácter (relaciones) de la vida del centro
- **Dimensiones del clima:**
  - Seguridad: Emocional y físicamente seguro (bienestar)
  - Enseñanza y aprendizaje
  - Relaciones interpersonales
  - Ambiente institucional

School Climate: Research, Policy, Practice, and Teacher Education

JONATHAN COHEN

Center for Social and Emotional Education
Teachers College, Columbia University
City University of New York

ELIZABETH M. MCCABE

Center for Social and Emotional Education
George Washington University

NICHOLAS M. MICHELLI

City University of New York

TERRY PICKERAL

National Center for Learning and Citizenship
Education Commission of the States

¿Qué dice la investigación?

- Año 2013
- Revisión de 206 trabajos
- Objetivo: revisar la investigación sobre el clima
- Estudios experimentales (5%), correlacionales (45%), revisiones teóricas (25%) y descriptivos (25%).
- **Añade la dimensión de "procesos de mejora escolar"**
- Separar valoraciones de estudiantes y adultos

Review of Educational Research
September 2013, Vol. 83, No. 3, pp. 357–385
DOI: 10.3102/0034654313483907
© 2013 AERA. http://rer.aera.net

A Review of School Climate Research

Amrit Thapa, Jonathan Cohen
National School Climate Center

Shawn Guffey, Ann Higgins-D'Alessandro
Fordham University

For more than a century, there has been a growing interest in school climate. Recently, the U.S. Department of Education, Center for Disease Control and Prevention, Institute for Educational Sciences, a growing number of State Departments of Education, foreign educational ministries, and UNICEF have focused on school climate reform as an evidence-based school improvement strategy that supports students, parents/guardians, and school personnel learning and working together to create ever safer, more supportive and engaging K–12 schools. This work presents an integrative review on school climate research. The 206 citations used in this review include experimental studies, correlational studies, literature reviews, and other descriptive studies. The review focuses on five essential dimensions of school climate: Safety, Relationships, Teaching and Learning, Institutional Environment, and the School Improvement Process. We conclude with a critique of the field and a series of recommendations for school climate researchers and policymakers.

KEYWORDS: school climate, school improvement, socio-emotional learning, prosocial education, bullying.

¿Qué dice la investigación?

- Año 2014
- Investigación empírica
- Objetivo: estudiar los **factores que explican al clima**
- N=193 centros educativos
- Clima: nº de expedientes, de situaciones de acoso, agresiones a estudiantes o docentes.
- Información de tutores, familias y dirección.

Capítulo 9.- Participación familiar y clima escolar en los centros de Educación Infantil, Educación Primaria y Educación Secundaria Obligatoria

María Castro (Universidad Complutense de Madrid)

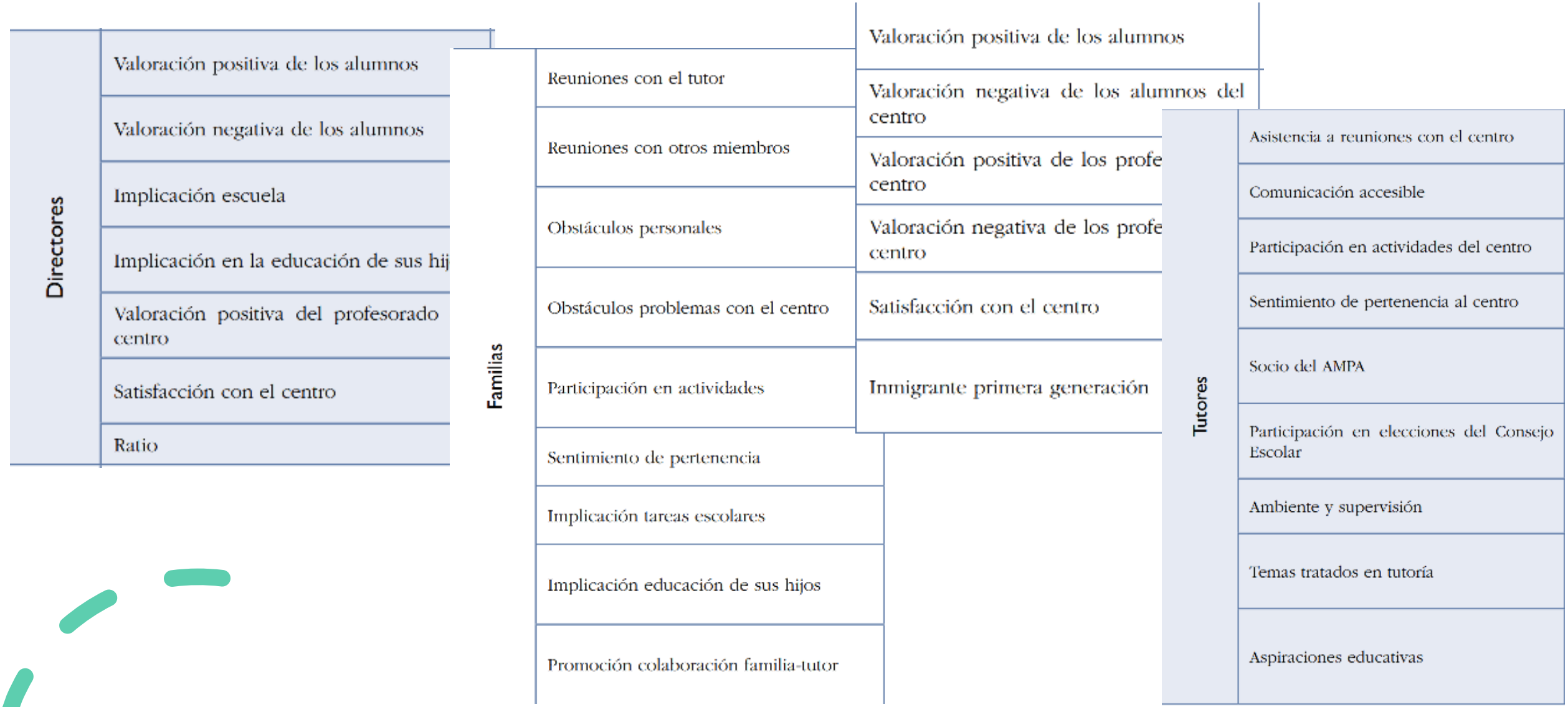
Eva Expósito (Universidad Nacional de Educación a Distancia)

Luis Lizasoain (Universidad del País Vasco)

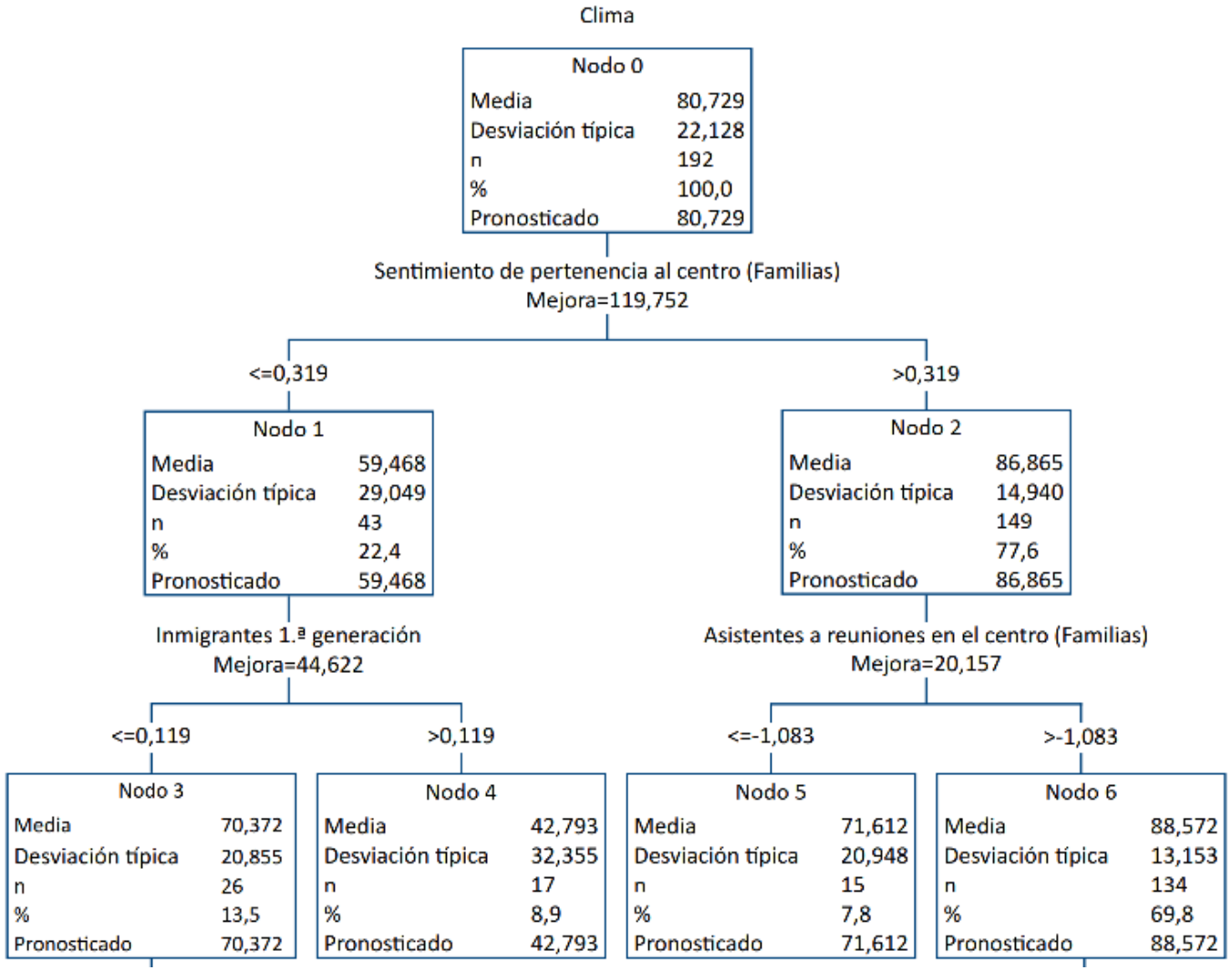
Esther López (Universidad Nacional de Educación a Distancia)

Enrique Navarro (Universidad Internacional de La Rioja)

¿qué factores pueden explicar el clima?



¿qué factores pueden explicar el clima?



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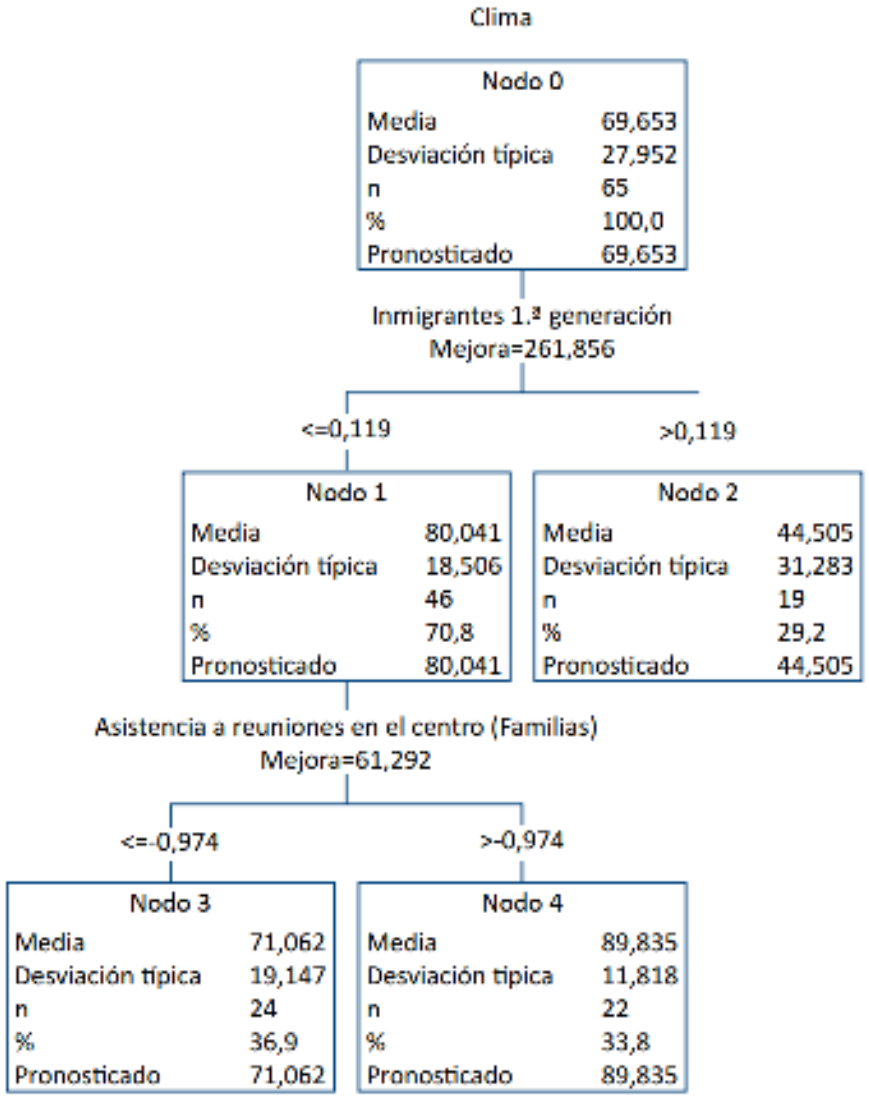
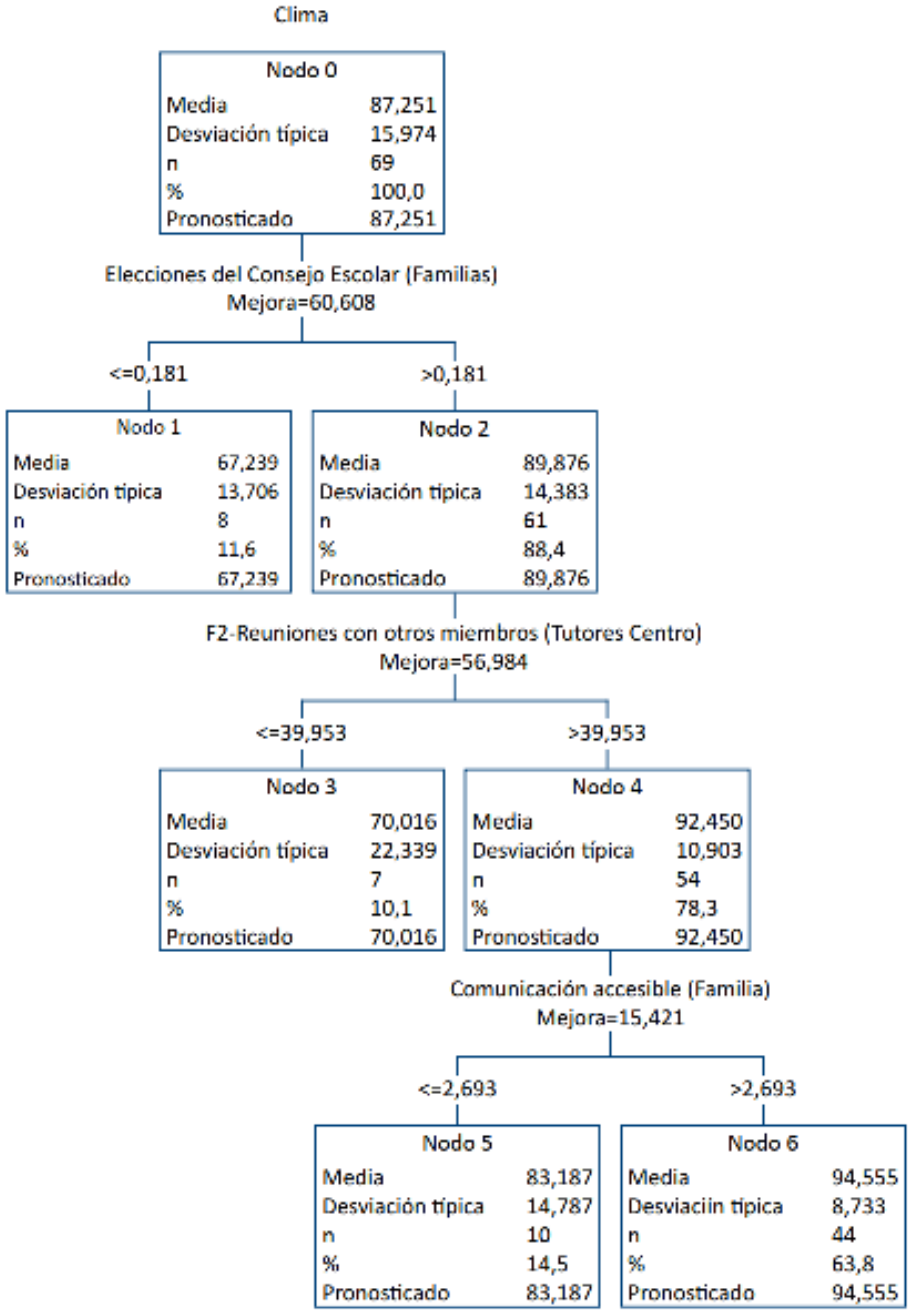

Clima
Nodo 0
Media 69,653
Desviación típica 27,952
n 65
% 100,0
Pronosticado 69,653
Inmigrantes 1.ª generación
Mejora=261,856
<=0,119
>0,119
Nodo 1
Media 80,041
Desviación típica 18,506
n 46
% 70,8
Pronosticado 80,041
Nodo 2
Media 44,505
Desviación típica 31,283
n 19
% 29,2
Pronosticado 44,505
Asistencia a reuniones en el centro (Familias)
Mejora=61,292
<=-0,974
>-0,974
Nodo 3
Media 71,062
Desviación típica 19,147
n 24
% 36,9
Pronosticado 71,062
Nodo 4
Media 89,835
Desviación típica 11,818
n 22
% 33,8
Pronosticado 89,835

E.P.


Clima
Nodo 0
Media 87,251
Desviación típica 15,974
n 69
% 100,0
Pronosticado 87,251
Elecciones del Consejo Escolar (Familias)
Mejora=60,608
<=0,181
>0,181
Nodo 1
Media 67,239
Desviación típica 13,706
n 8
% 11,6
Pronosticado 67,239
Nodo 2
Media 89,876
Desviación típica 14,383
n 61
% 88,4
Pronosticado 89,876
F2-Reuniones con otros miembros (Tutores Centro)
Mejora=56,984
<=39,953
>39,953
Nodo 3
Media 70,016
Desviación típica 22,339
n 7
% 10,1
Pronosticado 70,016
Nodo 4
Media 92,450
Desviación típica 10,903
n 54
% 78,3
Pronosticado 92,450
Comunicación accesible (Familia)
Mejora=15,421
<=2,693
>2,693
Nodo 5
Media 83,187
Desviación típica 14,787
n 10
% 14,5
Pronosticado 83,187
Nodo 6
Media 94,555
Desviaciin típica 8,733
n 44
% 63,8
Pronosticado 94,555

¿Qué dice la investigación?

- Año 2017
- Revisión de 78 trabajos
- Objetivo: analizar la **relación entre clima y rendimiento académico**
- Moderadores: nivel socioeconímico y desigualdad
- Relación positiva entre clima y rendimiento
- Buen clima rompe la relación entre nivel socieconómico y rendimiento

Review of Educational Research
April 2017, Vol. 87, No. 2, pp. 425–469
DOI: 10.3102/0034654316669821
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A Research Synthesis of the Associations Between Socioeconomic Background, Inequality, School Climate, and Academic Achievement

Ruth Berkowitz
University of Haifa

Hadass Moore and Ron Avi Astor
University of Southern California

Rami Benbenishty
Bar Ilan University

Educational researchers and practitioners assert that supportive school and classroom climates can positively influence the academic outcomes of students, thus potentially reducing academic achievement gaps between students and schools of different socioeconomic status (SES) backgrounds. Nonetheless, scientific evidence establishing directional links and mechanisms between SES, school climate, and academic performance is inconclusive. This comprehensive review of studies dating back to the year 2000 examined whether a positive climate can successfully disrupt the associations between low SES and poor academic achievement. Positive climate was found to mitigate the negative contribution of weak SES background on academic achievement; however, most studies do not provide a basis for deducing a directional influence and causal relations. Additional research is encouraged to establish the nature of impact positive climate has on academic achievement and a multifaceted body of knowledge regarding the multilevel climate dimensions related to academic achievement.

Keywords: school climate, compensation, mediation, moderation, academic achievement, achievement gap

¿Qué dice la investigación?

- Año 2018
- Revisión de 69 trabajos
- Objetivo: analizar la **relación entre compromiso y rendimiento**
- Tamaños del efecto
- Moderadores: sexo, tipo de compromiso (comportamiento, emocional y cognitivo)
- Efecto 0,269 (¿pequeño?)
- Más compromiso – más rendimiento

SOCIAL BEHAVIOR AND PERSONALITY, 2018, *46*(3), 517–528
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https://doi.org/10.2224/sbp.7054

RELATIONSHIPS BETWEEN STUDENT ENGAGEMENT AND ACADEMIC ACHIEVEMENT: A META-ANALYSIS

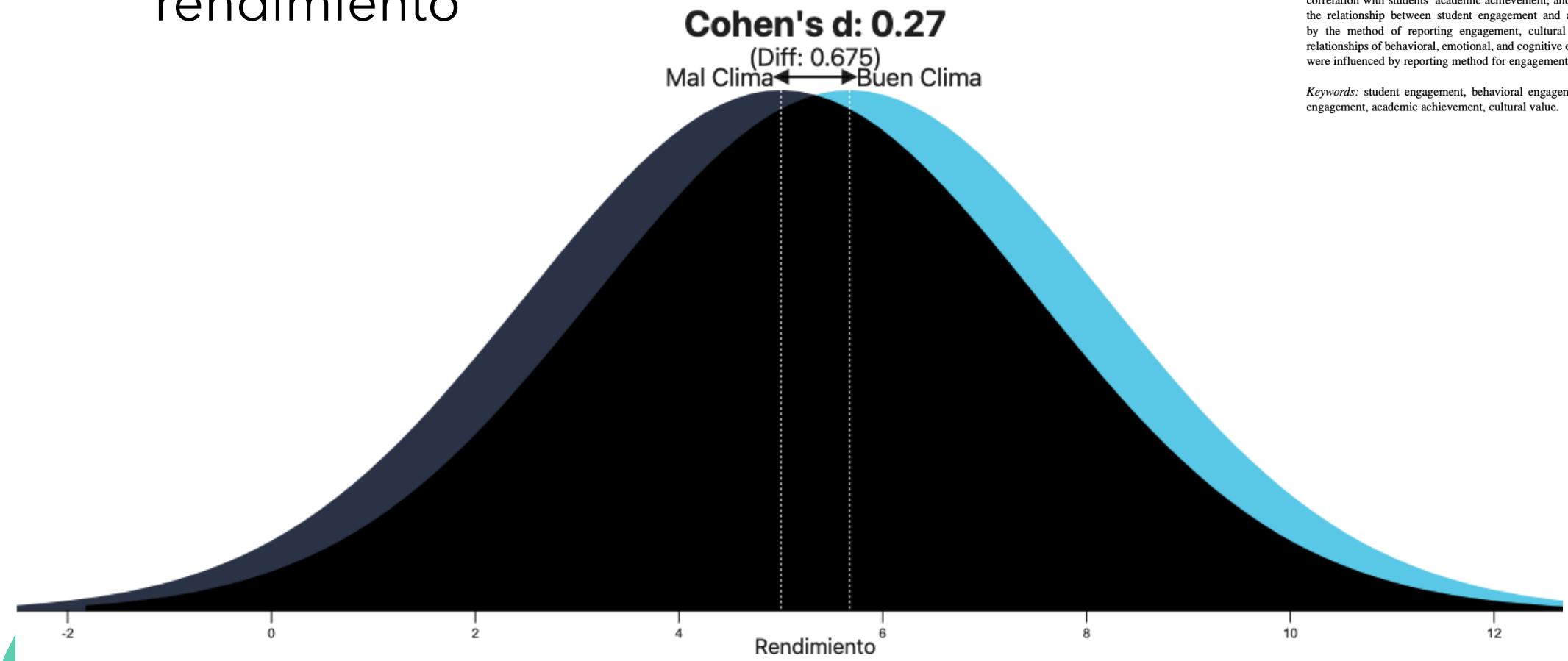
HAO LEI, YUNHUO CUI, AND WENYE ZHOU
East China Normal University

Most scholars have argued that student engagement positively predicts academic achievement, but some have challenged this view. We sought to resolve this debate by offering conclusive evidence through a meta-analysis of 69 independent studies (196,473 participants). The results revealed that (a) there was a moderately strong and positive correlation between overall student engagement and academic achievement, and an analysis of the domains of behavioral, emotional, and cognitive engagement showed that almost all had a positive correlation with students' academic achievement; and (b) a moderator analysis revealed that the relationship between student engagement and academic achievement was influenced by the method of reporting engagement, cultural value, and gender. Furthermore, the relationships of behavioral, emotional, and cognitive engagement with academic achievement were influenced by reporting method for engagement, cultural value, or gender.

Keywords: student engagement, behavioral engagement, cognitive engagement, emotional engagement, academic achievement, cultural value.

¿Qué dice la investigación?

- Tamaño del Efecto: El 61% mejor rendimiento



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Keywords: student engagement, behavioral engagement, cognitive engagement, emotional engagement, academic achievement, cultural value.

¿Qué dice la investigación?

- Año 2021
- Revisión de 38 trabajos
- Objetivo: analizar la **relación entre clima y rendimiento** (visión de los estudiantes)
- Tamaños del efecto
- Moderadores: dimensiones de clima y etapa educativa
- Efecto promedio: 0,178 (¿pequeño?)

SCHOOL EFFECTIVENESS AND SCHOOL IMPROVEMENT
2021, VOL. 32, NO. 4, 543–563
https://doi.org/10.1080/09243453.2021.1920432

Routledge
Taylor & Francis Group

Check for updates

Does school climate that includes students' views deliver academic achievement? A multilevel meta-analysis

Selen Demirtas-Zorbaz [a], Cigdem Akin-Arikan [b] and Ragip Terzi [c]

[a]Faculty of Education, Ankara University, Ankara, Turkey; [b]Faculty of Education, Ordu University, Ordu, Turkey; [c]Faculty of Education, Harran University, Sanliurfa, Turkey

ABSTRACT

School climate is one of the variables that affect academic achievement, but the level of correlation between school climate and academic achievement differs. On the basis of these inconsistent results between school climate and academic achievement, researchers can use meta-analyses to shed light on relevant literature. The present study ran a meta-analysis on 38 studies ($N_{Total} = 491{,}312$) published between 2000 and 2020. As a result of the completed meta-analysis, the effect size for the correlation between school climate and academic achievement was small ($r = 0.178$, $p < 0.01$). Given 207 effect sizes calculated for the meta-analysis, no publication bias was observed. Furthermore, subgroup analyses were conducted based on the dimensions of school climate and school levels. Several suggestions were made available based on the findings.

ARTICLE HISTORY
Received 12 February 2020
Accepted 19 April 2021

KEYWORDS
School climate; academic achievement; academic; community; institutional environment; safety

¿Qué dice la investigación?

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Level of Moderators	*N*	*β*	SE	95% CI	
School Climate					
Academic (Intercept)	36	0.288**	0.046	0.197	0.379
Community	71	−0.154**	0.037	−0.226	−0.081
Institutional Environment	58	−0.180**	0.038	−0.254	−0.106
Safety	23	−0.132*	0.050	−0.231	−0.034
Overall/Single-Dimensional Scale	19	−0.026	0.078	−0.181	0.128
			$F_{(4,\ 202)} = 6.916;\ p < .001$		
School Level					
Middle School (Intercept)	140	0.179	0.038	0.104	0.253
High School	50	0.002	0.039	−0.076	0.079
Undergraduate	17	−0.007	0.098	−0.201	0.187
			$F_{(2,\ 204)} = 0.004;\ p = .996$		

Note: N = the number of effect size; β = estimates for mean effect size; CI = confidence interval.
**$p < .001$. *$p < .01$.

¿Qué dice la investigación?

- Año 2012
- Revisión de 36 trabajos
- Objetivo: analizar la **relación entre clima y violencia**
- Estudios empíricos
- Tamaño del efecto
- Correlación promedio -0,22 (¿pequeño?)
- Mejor clima – menos violencia

ELSEVIER

Contents lists available at SciVerse ScienceDirect

Aggression and Violent Behavior

The link between school climate and violence in school: A meta-analytic review

Georges Steffgen [a,*], Sophie Recchia [a], Wolfgang Viechtbauer [b]

[a] University of Luxembourg, Luxembourg
[b] University of Maastricht, The Netherlands

ARTICLE INFO

Article history:
Received 14 August 2012
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Accepted 4 December 2012
Available online 12 December 2012

Keywords:
School climate
School violence
Meta-analysis

ABSTRACT

There has been significant interest in whether and how school climate and violent behavior are meaningfully related. The present meta-analysis reviewed studies reporting a relationship between school climate and school violence in order to summarize the total effect and the direction of these research findings. Database consultation and literature hand searching yielded 145 articles which were reviewed by two experts. Studies were included if they reported a statistical effect size of the relationship between school climate and school violence. Exclusion criteria were unclear operationalization of the principal variables, research findings from multiple publications, studies using multi-level analysis and qualitative studies. The meta-analysis included 36 independent studies ($N = 113{,}778$) with correlations ranging from $-.02$ to $-.53$. Using a random-effects model a moderate mean effect size of $r = -.26$, CI $[-30, -21]$ was found. Statistical findings indicated significant heterogeneity and a large range of variance between studies. Meta-regressions analyzed different potential moderators as relevant factors of heterogeneity, but none of these factors could be identified as a moderator. Due to the large variance between the studies, it remains difficult to draw final conclusions. Nevertheless, the moderate effect size underlines the role of environmental aspects for school violence intervention.

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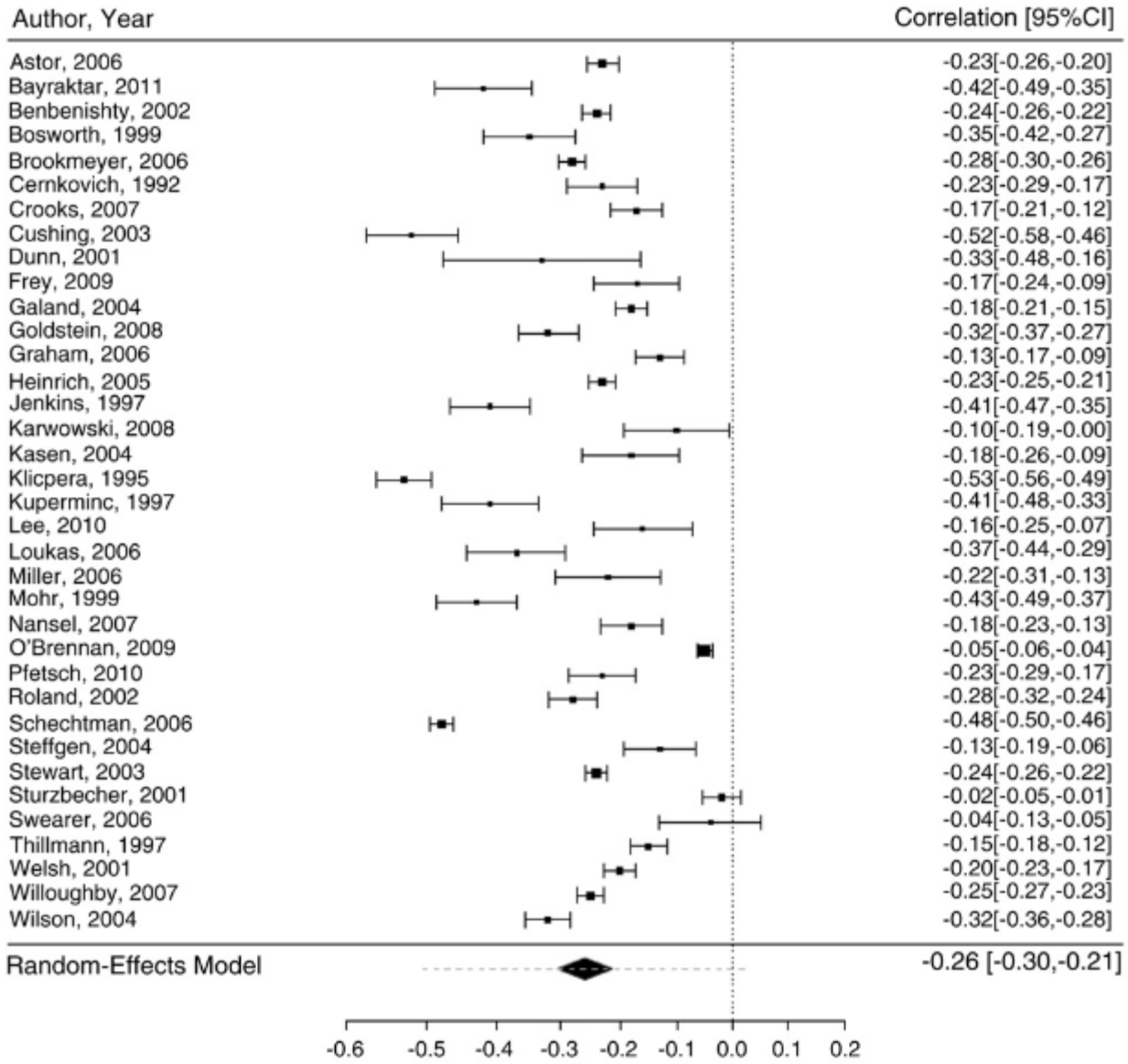
¿Qué dice la investigación?



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¿Qué dice la investigación?

- Año 2018
- Revisión de 13 trabajos
- Objetivo: analizar la **relación entre clima y problemas de comportamiento**
- Tamaños del efecto
- Moderadores: dimensiones de clima y contexto (nacionalidad, raza, sexo..)
- Efecto promedio: -0,32 (medio)
- Sin efecto del contexto

	Delinquency (k)	School Delinquency (k)	Violence Perpetration (k)	General Conduct Problems (k)
Safety	−.25* (1)	–	–	–
Interpersonal relation-ships	−.21* (3)	−.02 (4)	.04 (4)	−.11* (4)
Institutional environ-ment	−.14* (16)	−.21* (8)	−.15* (10)	−.29* (3)

* not measured.
k refers to the number of correlations in each group.
* $p < .01$.

ELSEVIER journal homepage: www.elsevier.com/locate/aggviolben

The test of time: A meta-analytic review of the relation between school climate and problem behavior

Samantha Reaves[a,*], Susan D. McMahon[a], Sophia N. Duffy[a], Linda Ruiz[a]

[a] DePaul University, Department of Psychology, 2219 N Kenmore Ave, Chicago, IL 60614, United States
[b] Dominican University, Department of Psychology, River Forest, IL 60305, United States

ARTICLE INFO

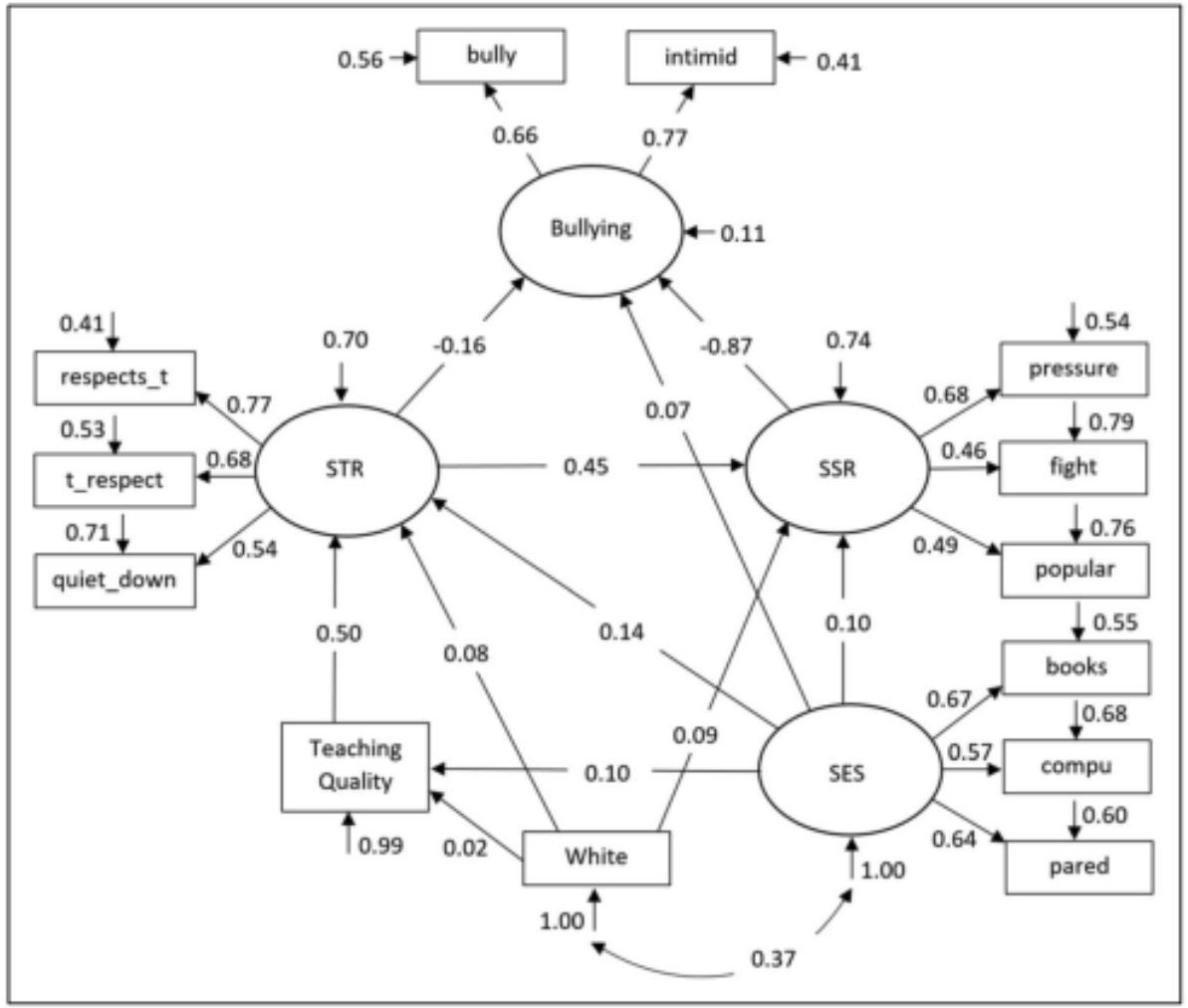
Keywords:
Meta-analysis
Longitudinal
School climate
Behavior

ABSTRACT

School climate is conceptualized as a pattern of experiences within the school, which reflect the culture and norms of the school community. School climate is correlated with student outcomes. This review focuses on longitudinal literature investigating the relation between school climate and problem behavior to determine if the two are correlated over time. Six electronic databases were searched using keywords, and two recent reviews were hand-searched for references. Thirteen articles were included in this meta-analysis. Effect sizes were calculated using correlational data provided from individual studies and weighted by sample size. Results supported a small but significant relation between school climate and problem behavior over time. Research continues to support the importance of school environment as we seek to reduce problem behaviors and improve student experiences in school. This study illustrates the longitudinal impact of school environmental factors, and describes implications for theory, research, and practice.

¿Qué dice la investigación?

- Año 2019
- Estudio empírico
- Objetivo: **explicar el clima de acoso en el aula**
- Modelo causal
- Relaciones entre estudiantes, relaciones docente-estudiante, calidad docente, raza y nivel socioecnómico



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https://doi.org/
ORIGINAL

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Body Co

Lars Dietrich[1] · Jonathan Cohen[2,3]

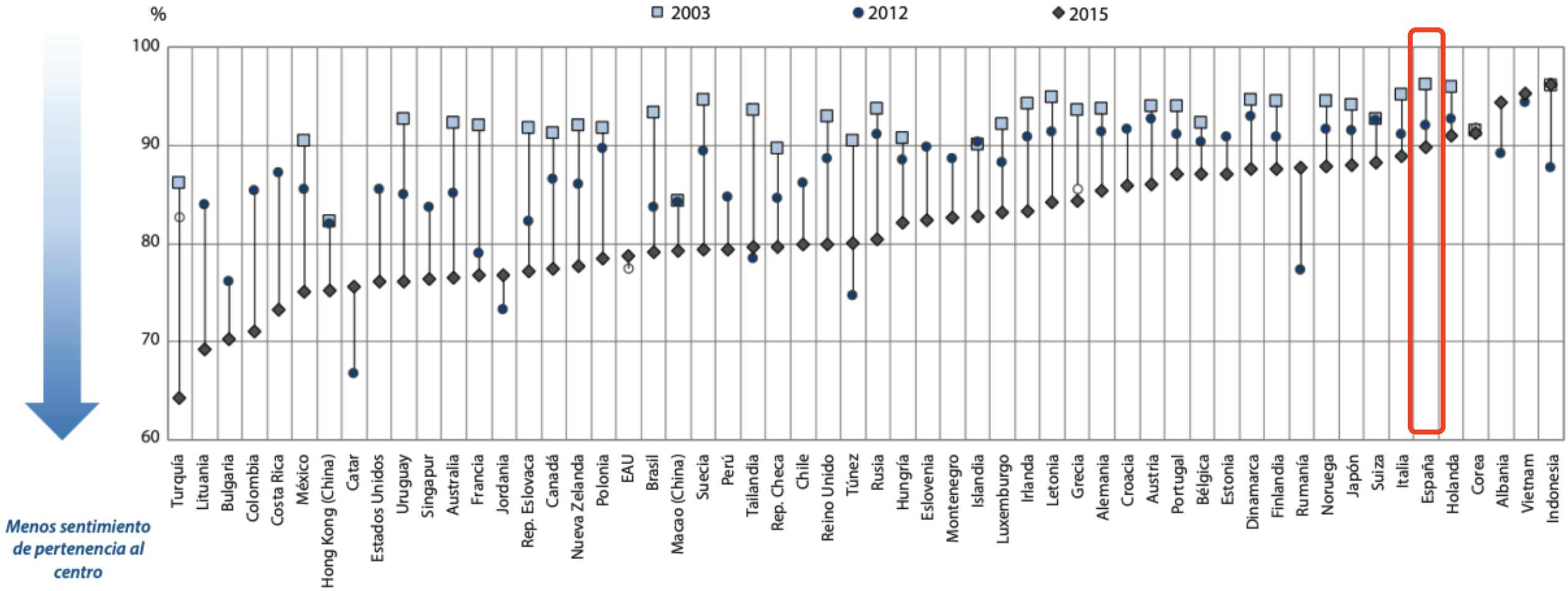
Published online: 16 December 2019
© Springer Nature Switzerland AG 2019

Abstract
Scores of intervention programs these days apply instructional and, sometimes, systemic strategies to reduce bullying in schools. However, meta-analyses show that, on average, such programs decrease bullying and victimization only by around 20%, and often show no or negative effects in middle and high schools. Due to these sobering results, we propose the idea that bullying prevention for adolescents needs to focus more strongly on systemically informed relationship-building efforts. Building on past research, this study focuses on several aspects of relationships and classroom climate which are significant predictors of bullying behaviors: SES, ethnicity, and teaching quality. We propose the hypothesis that the link between classroom-level bullying and three classroom-level factors—students' SES background, students' ethnicity, and teaching quality—is mediated by the quality of student-teacher and student-student relationships (STR and SSR). The study uses multilevel structural regression modeling (M-SRM) to analyze a large and ethnically diverse American survey dataset ($N = 146{,}044$ students). Results confirm the hypothesis, showing that the relationships between SES and bullying, and between ethnicity and bullying, are entirely mediated by the quality of STR and SSR; the link between SES and bullying is even over-explained by the two relationship factors. Furthermore, the quality of STR is a positive predictor of medium strength (standardized coefficient = 0.45) of the quality of SSR. The findings suggest that schools with high levels of bullying behavior among students need to (re-)focus teacher professional development on relationship-building skills as well as instructional and a range of systemically informed improvement efforts.

Keywords Bullying · Relationships · SES · Ethnicity · Teaching quality · Teacher professional development

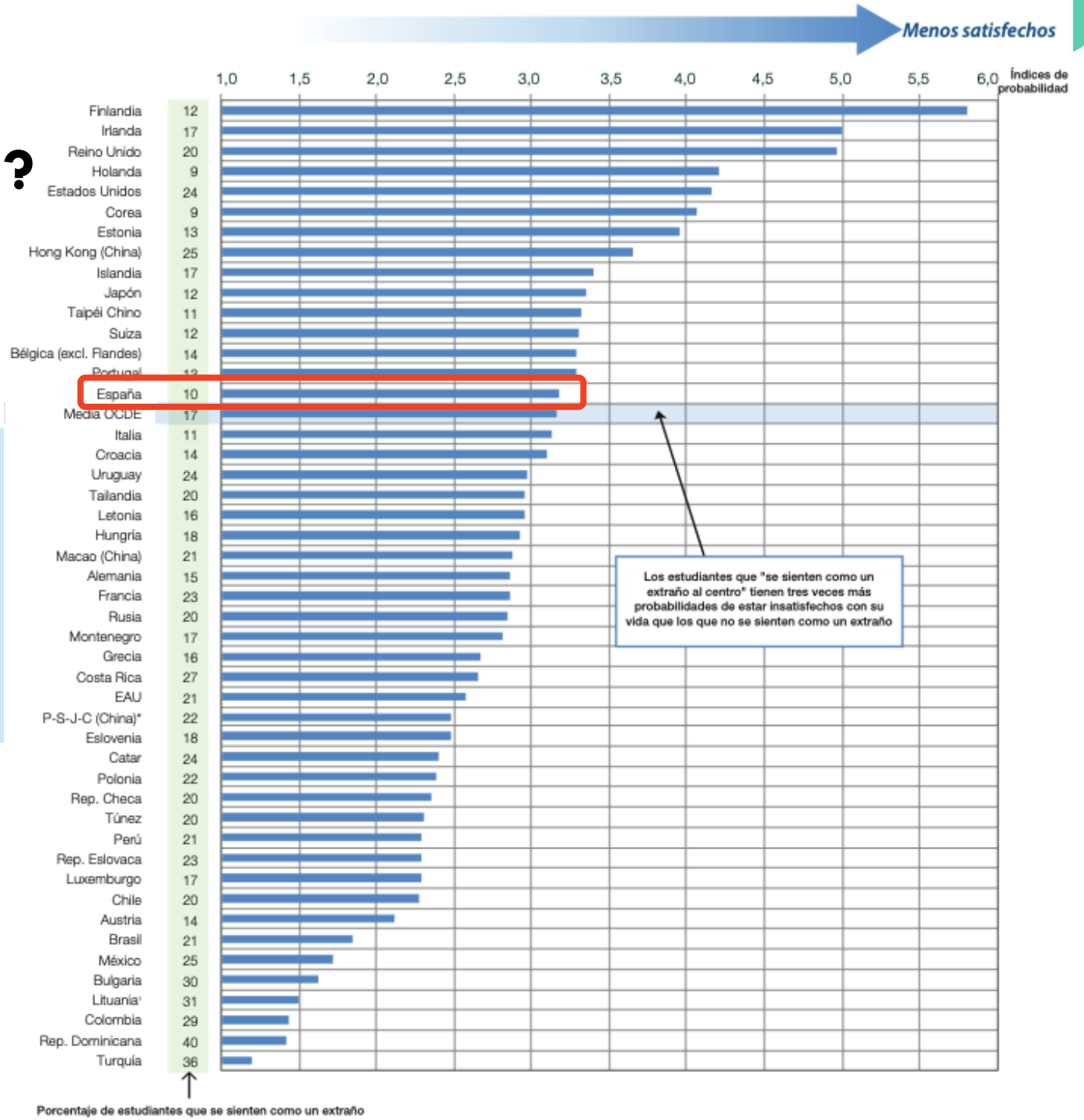
¿Qué dice PISA?

- Disminución del sentimiento de pertenencia al centro



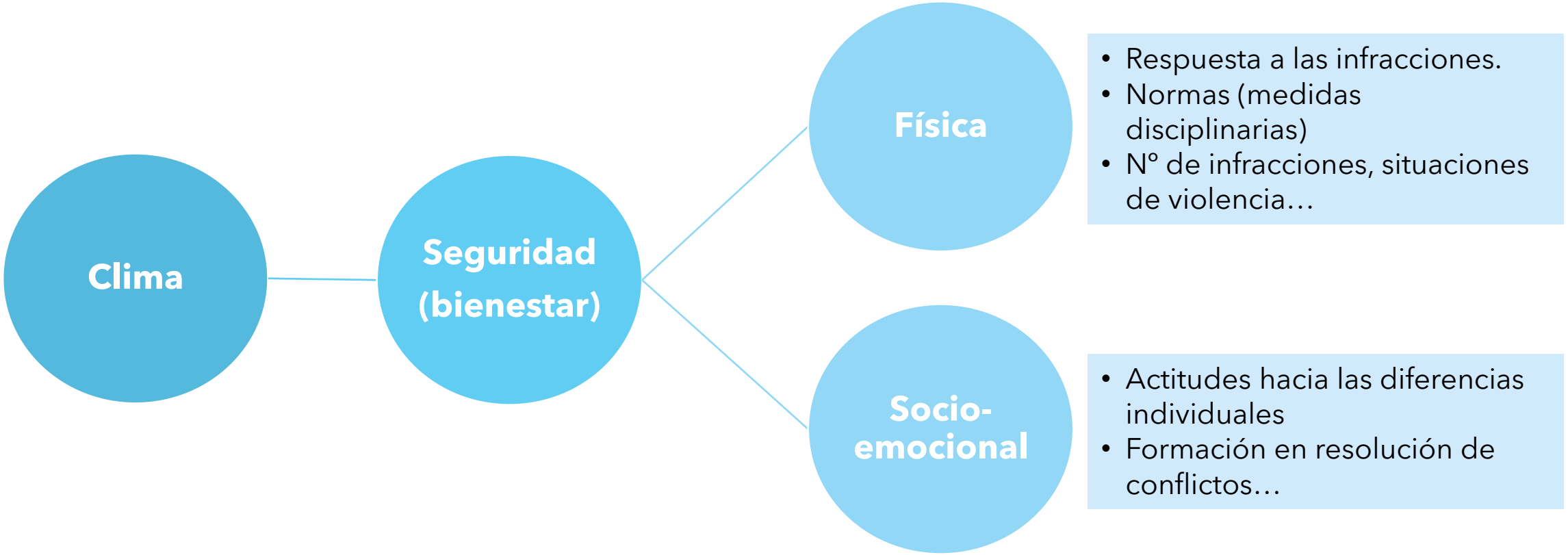
¿Qué dice PISA?

- Menos sentimiento de pertenencia menor satisfacción con la vida

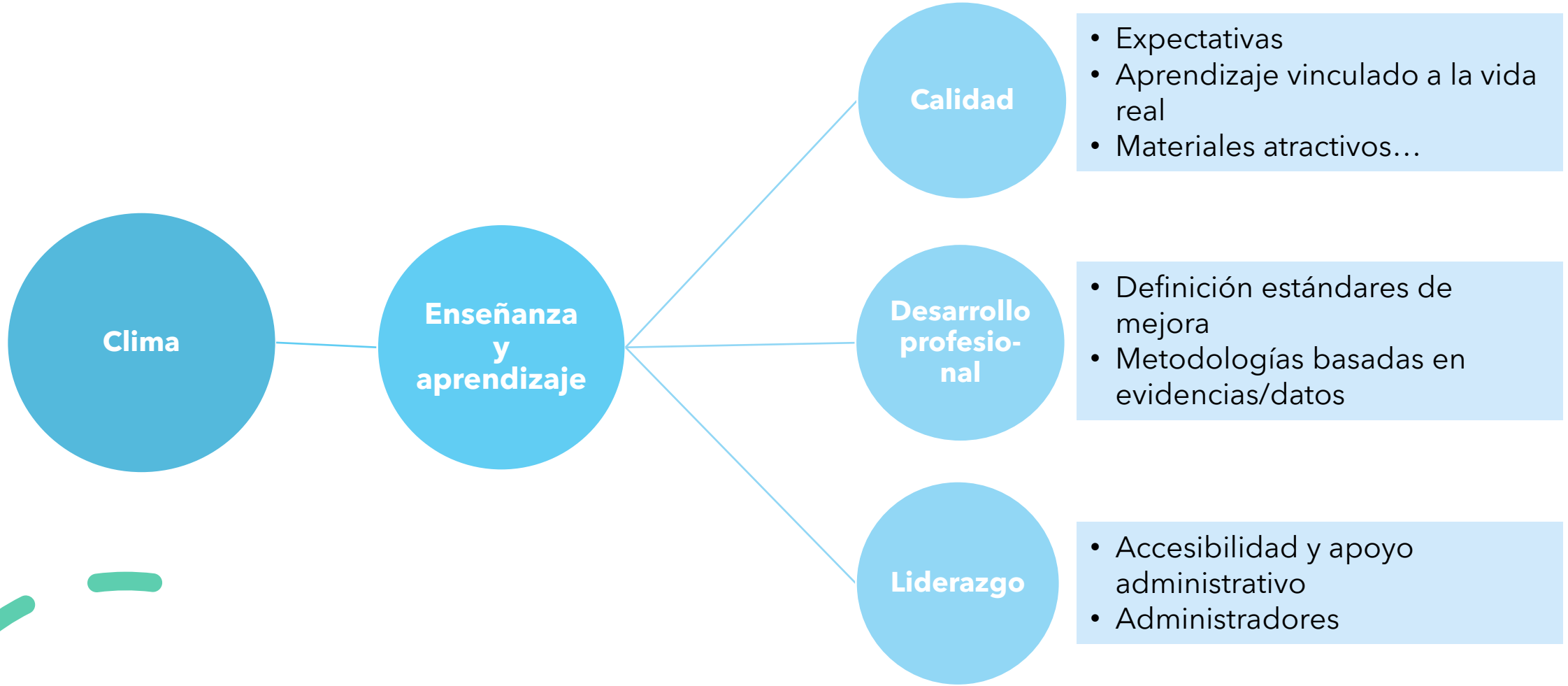


Medida, efectos y mejora del clima

Dimensiones del clima (modelo de medida)



Dimensiones del clima (modelo de medida)



Dimensiones del clima (modelo de medida)

Síntesis: Efectos del clima

- **En la seguridad (bienestar)**
  - impacto en la salud mental y física de los estudiantes:
  - Autoestima y autoconcepto
  - Prevención situaciones de riesgo: disminución abuso sustancias y de problemas psiquiátricos
  - Bienestar psicológico
  - Menos agresiones y violencia
  - Menos situaciones de acoso

Síntesis: Efectos del clima

- **En el proceso de enseñanza-aprendizaje**
  - Menos absentismo
  - Motivación para el aprendizaje
  - Resultados académicos
  - Percepción de autoeficacia docente
  - Satisfacción de docentes
  - Menos tasas de rotación de profesores

Síntesis: Efectos del clima

- **En las relaciones interpersonales**
  - Mejor comportamiento
  - Autoestima y autoconcepto
  - Si el docente se siente apoyado por compañeros y dirección mayor compromiso

- **En el ambiente**
  - Menos absentismo
  - Más sentimiento de pertenencia
  - Satisfacción de estudiantes

Cómo mejorar el clima

- **Seguridad (Bienestar)**
  - Prevención Bulliyng: diferencias de opinión entre adultos y estudiantes
  - Atención a la diversidad
  - Contar con guías/indicadores para detectar amenazas
  - Zonas vigiladas

- **Enseñanza y aprendizaje**
  - Actividades aplicadas situaciones de la vida cotidiana (Contexto)
  - Enseñanza estructurada: objetivos de aprendizaje, criterios de evaluación, retroalimentación
  - Educación cívica, del carácter
  - Aprendizaje-servicio

Cómo mejorar el clima

- **Relaciones interpersonales**
  - Escuelas sin normas, estructuras claras y sin relaciones mayor violencia y absentismo
  - Apoyo a los docentes por parte de compañeros y dirección
  - Satisfacción de os docentes
  - Ambiente de trabajo
  - Apoyo de docentes a estudiantes: crea seguridad y buen comportamiento
  - Redes de apoyo entre estudiantes
  - Estrategias con alumnado inmigrante: integración

Cómo mejorar el clima

- **Ambiente**
  - Sentimiento de pertenencia
  - Infraestructuras, recursos, apoyos
  - Ratios

- **Procesos de mejorar del centro**
  - Diseñar y participar en proyectos de innovación-investigación.

Cómo mejorar el clima

- Es necesaria **formación** para:
  - Generar sentimiento de comunidad
  - Gestionar conflictos
  - Educar en emociones
  - Mejorar relaciones sociales (digitales)
  - ¿formación a familias?

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Gracias por su atención

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13.30 – 14.30 | Espacio de encuentro

Auditorio | *Espacio de INCLUSIÓN. Con Juan C. Ripoll, Marta Portero y Fátima García*

Aula 1 | *Espacio de METODOLOGÍAS. Con Héctor Ruiz Martín, Daniel Albertos y Pablo Beltrán*

Sala Polivalente | *Espacio de LIDERAZGO. Con María Espinet, Mª Carmen Miquel y Enrique Navarro*

CaixaForum Zaragoza
12.03.2022

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