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Design and Evaluation of a Course on Social and Emotional Learning and Classroom
Management for Future Teachers in Colombia

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with an emphasis in Educational Psychology

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ABSTRACT

Research has evidenced the importance of supporting future teachers so they are prepared to effectively model and foster prosocial attitudes and behaviors in their students. However, these aspects are often disregarded in teacher education programs. The purpose of this study was to address this gap by designing, implementing, and evaluating a course for future teachers in Colombia. The course intended to promote future teachers' own social and emotional competencies (SEC) and well-being, as well as their classroom management knowledge, skills, attitudes, and beliefs. It included three components: (1) development of SEC, (2) classroom management approaches and strategies, and (3) mindfulness practices.

The curriculum was administered to undergraduate students who were enrolled in two types of teacher education programs: a university in an urban setting (UNIMINUTO) and a “*normal school*” in a rural area (ENSN). The final sample consisted of 50 students (20 from the intervention groups and 30 from wait-list comparison groups). The research study was a mixed methods convergent evaluation design. Classroom observation forms, research journal entries forms, an interview protocol, attendance forms, and pre-test and post-test surveys and questionnaires were used to collect quantitative and qualitative data.

In general, results indicated high levels of engagement with the course, especially at UNIMINUTO. Participants found the course relevant and applicable for their lives. Interviewed students highlighted positive aspects of the course, such as the positive classroom climate and the positive performance of the facilitator. Also, quantitative data showed a significant improvement in participants' classroom management self-efficacy, knowledge, and beliefs. The comparison group did not present any significant changes in

these variables. No significant changes in the intervention or comparison group were found for quantitative scores of self-reported stress (a proxy for well-being) and SEC. Information from qualitative data sources suggested that, in general, the course had a positive impact on participants' SEC, and classroom management self-efficacy, knowledge, skills, attitudes, and beliefs. In addition, students from UNIMINUTO reported an improvement in their levels of well-being and in unexpected outcomes such as self-confidence and personal growth. Implications of findings for teacher education programs are discussed.

*I dedicate this achievement to my parents.
My best mentors and role models.*

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TABLE OF CONTENTS

ABSTRACT.....	ii
ACKNOWLEDGEMENTS.....	v
TABLE OF CONTENTS.....	vii
LIST OF FIGURES	xi
LIST OF TABLES	xiii
CHAPTER 1: INTRODUCTION.....	1
CHAPTER 2: LITERATURE REVIEW	5
Social and Emotional Learning and Social and Emotional Competencies	5
Classroom Management	15
Mindfulness	22
Social and Emotional Learning, Classroom Management, and Mindfulness in Teacher Education	25
Educational System and Teacher Education in Colombia.....	29
Conceptual Framework that Guided the Study.....	32
Research Questions and Hypotheses	35
CHAPTER 3: DESIGN OF INTERVENTION	37
Theoretical and Empirical Background.....	39
Description of the Implementation	55
Description of the Implementation at ENSN.....	76
CHAPTER 4: RESEARCH STUDY	95

Research Design	95
Sampling and Participants	97
Instruments	102
Procedures	109
Data Analysis.....	119
Researcher’s Role and Perspective.....	133
Ethical Considerations	135
CHAPTER 5: CONTEXTUALIZATION OF THE STUDY	138
Description of Subthemes (Theme #3).....	139
Description of the Context.....	147
CHAPTER 6: RESULTS OF PROCESS EVALUATION	156
Description of Subthemes (Theme #1).....	156
Participants’ Engagement (RQ1).....	169
Quality, Relevance and Applicability (RQ2)	200
CHAPTER 7: RESULTS OF IMPACT EVALUATION.....	238
Description of Subthemes (Theme #2).....	238
Impact on Expected Outcomes (RQ3).....	249
Impact on Unexpected Outcomes (RQ4).....	303
CHAPTER 8: DISCUSSION.....	307
Explanation of Findings.....	308
Implications of Findings for Research and Practice	318

Limitations of the Study	325
Researcher’s Final Reflections	328
Conclusions	330
REFERENCES	333
APPENDICES PART 1: FACILITATOR’S RESOURCES	355
Appendix A: Course Syllabus	355
Appendix B: Classroom Simulation #1.....	360
Appendix C: Journals’ Questions.....	362
Appendix D: Instructions for Paper #1	364
Appendix E: Assertive Communication.....	368
Appendix F: Instructions for Paper #2	370
Appendix G: Instructions for Role-Play (UNIMINUTO).....	374
Appendix H: Instructions for Guides	377
Appendix I: Challenging Cases in the Classroom.....	379
Appendix J: Punitive Vs. Non-Punitive Strategies in Bullying Situations	382
Appendix K: Instructions for Final Paper	385
Appendix L: Classroom Simulation #2.....	390
Appendix M: Perspective Taking.....	392
Appendix N: Instructions for Role-Play (ENSN)	394
APPENDICES PART 2: INSTRUMENTS, RUBRICS AND TRANSCRIPTION	
CODES	396
Appendix O: Classroom Observation Form.....	396
Appendix P: Research Journal Entries Form	398

Appendix Q: Attendance Form	400
Appendix R: Participants' Perceptions Interview Protocol (PPIP).....	402
Appendix S: Hypothetical Cases Questionnaires (HCQ).....	408
Appendix T: Future Teachers' Survey (FTS)	417
Appendix U: Social and Emotional Competencies Scoring Rubric.....	435
Appendix V: Classroom Management Attitudes and Beliefs Scoring Rubric	437
Appendix W: Transcription Codes.....	440
APPENDICES PART 3: CONSENT AND ASSENT FORMS	442
Appendix X: General Consent Form.....	442
Appendix Y: Assent Form	447
Appendix Z: Parental Consent Form.....	452
Appendix AA: Statement of Confidentiality.....	457
Appendix AB: Institutional Letters	462
APPENDICES PART 4: DATA ANALYSIS	465
Appendix AC: Interviews' Codebook.....	465
Appendix AD: Hypothetical Cases Questionnaires' Codebook	484
Appendix AE: Classroom Observation Forms with Scores and Notes	494
Appendix AF: Research Journal Entries	538
Appendix AG: Histograms (SEC).....	551
Appendix AH: Histograms (Classroom Management Self-efficacy, Knowledge and Beliefs)	554
Appendix AI: Histogram (Stress).....	557

LIST OF FIGURES

Figure		Page
1	Conceptual framework that guided the study	34
2	Example of theme and subthemes	128
3	Summary of themes and subthemes – Theme 3	140
4	Summary of themes and subthemes – Theme 1	157
5	Number of students who attended each session (UNIMINUTO)	170
6	Number of students who attended each session (ENSN)	170
7	Percentage of attended sessions (UNIMINUTO)	171
8	Percentage of attended sessions (ENSN)	172
9	Levels of attentiveness (UNIMINUTO)	175
10	Levels of attentiveness (ENSN)	176
11	Levels of participation (UNIMINUTO)	178
12	Levels of participation (ENSN)	179
13	Summary of themes and subthemes – Theme 2	239
14	Pre-test post-test comparisons – Emotional awareness	252
15	Pre-test post-test comparisons - Emotional management	252
16	Pre-test post-test comparisons - Generation of options	253
17	Pre-test post-test comparisons - Classroom management self-efficacy	275
18	Pre-test post-test comparisons - Classroom management knowledge	275
19	Pre-test post-test comparisons - Classroom management beliefs	275
20	Pre-test post-test classroom management knowledge, attitudes and beliefs for the intervention group at UNIMINUTO	278

21	Pre-test post-test classroom management knowledge, attitudes and beliefs for the control group at UNIMINUTO	278
22	Pre-test post-test classroom management knowledge, attitudes and beliefs for the intervention group at ENSN	278
23	Pre-test post-test classroom management knowledge, attitudes and beliefs for the control group at ENSN	279
24	Pre-test post-test comparisons – Stress	292

LIST OF TABLES

Table		Page
1	General structure of intervention	38
2	Summary of intervention at UNIMINUTO	57
3	Summary of intervention at ENSN	77
4	Comparison of intervention among settings	90
5	Number of students who responded to the pre-test and post-test surveys	98
6	Final sample composition	100
7	Conceptualization of engagement and disaffection in the classroom	103
8	Sources and procedures (RQ1)	114
9	Sources and procedures (RQ2)	115
10	Sources and procedures (RQ3)	116
11	Sources and procedures (RQ4)	118
12	Subthemes, dimensions and examples for theme #3 (Interviews)	141
13	Subthemes, dimensions and examples for theme #1 (Interviews)	158
14	Summary of results – Participants’ engagement with the course (RQ1)	197
15	Summary of results – Relevance and applicability of the course (RQ2)	233
16	Subthemes, dimensions and examples for theme #2 (Interviews)	240
17	Independent samples t-tests (SEC)	251
18	Pre-test post-test comparisons (SEC)	251
19	Independent samples t-tests (Classroom Management)	276
20	Pre-test post-test comparisons (Classroom Management)	276
21	Independent samples t-tests (Stress)	292

22	Pre-test post-test comparisons (Stress)	292
23	Summary of results – Quality of the course (RQ3)	299
24	Summary of results – Impact on expected outcomes (RQ4)	306

CHAPTER 1: INTRODUCTION

Promoting prosocial attitudes and behaviors, understood as attitudes and behaviors intended to benefit other people (Eisenberg, 1991), in future generations is especially urgent in societies where aggression and violence are widely recognized problems. This is the case in Colombia, a country where political violence has been present for more than sixty years (Grupo de Memoria Histórica, 2013) and where interpersonal violence is the primary reason for premature death¹ (Institute for Health Metrics and Evaluation, n.d.).

Although prosocial and antisocial behaviors are not always opposite ends of the same continuum (Kokko, Tremblay, Lacourse, Nagin, & Vitaro, 2006), from early ages people have relatively consistent tendencies to act in either prosocial or antisocial ways across different contexts and circumstances (Eisenberg & Mussen, 1989; Paterson, DeBaryshe, & Rampsey, 1990; Staub, 1979), and these tendencies are relatively stable over time (Eisenberg & Mussen, 1989; Paterson, et al., 1990). Moreover, children's aggression and lack of prosocial behavior are good predictors of adolescent and adult antisocial behavior (Pulkkinen & Tremblay, 1992). Given this scenario, promoting prosocial attitudes and behaviors, as opposed to aggression, in youth is critical to stopping the cycle of violence. Due to this cycle, children learn aggressive attitudes and behaviors from the violent context in which they grow up, and tend to reproduce these attitudes and behaviors in their adulthood, hence contributing to the perpetuation of the hostile environment (Chaux, 2003).

¹ The Institute for Health Metrics and Evaluation presents data on 1990 and 2010.

Among all the environments of socialization that might affect the development of youth's prosocial attitudes and behaviors, school is one of the most influential. More specifically, teachers exert a crucial influence on the social and emotional development of their students, and these effects may last into adulthood (Birch & Ladd, 1998; Ee & Cheng, 2013; Jennings & Greenberg, 2009). In addition, there is a circularity in the interactions between teachers and students: teachers' attitudes and behaviors affect students' attitudes and behaviors, which in turn have an effect (either positive or negative) on teachers' attitudes and behaviors (Wubbels et al., 2015). Therefore, any effort to promote prosocial attitudes and behaviors in students should be supported by positive attitudes and behaviors among their teachers. More specifically, teachers' social and emotional competencies determine in great part the quality of the aforementioned teacher-student interactions and students' attitudes and behaviors (Jennings & Greenberg, 2009; Jones, Bouffard, & Weissbourd, 2013; Weissberg, Durlak, Domitrovich, & Gullota, 2015). For instance, teachers' social and emotional competencies are associated with reductions in students' problem behaviors, improvement in academic achievement, citizenship, and health-related behaviors (Schonert-Reichl, Hanson-Peterson, & Hymel, 2015).

Despite the relevance of supporting teachers to develop their abilities to effectively cope with the challenges of their profession so they can create a positive climate inside their classrooms, maintain healthy relationships with their students, and be good role models for them, these aspects are often disregarded in educational policies and efforts. For instance, analyses of the US educational system highlight the insufficiency of explicit pre-service training aimed at improving teachers' classroom management

knowledge and skills (Evertson & Weinstein, 2006), and social and emotional competencies (Jennings & Greenberg, 2009; Schonert-Reichl et al., 2015). The skills that are related to the teachers' recognition, control, and adequate expression of emotions seem to be particularly absent from teacher education programs (Schonert-Reichl, Kiti, & Hanson-Peterson, 2017). Teachers report limited confidence and training on how to face students' behavioral needs and how to promote students' social and emotional development (Schonert-Reichl, 2017; Schonert-Reichl et al., 2015), and most teacher candidates express anxiety or concern about dealing with potential student misbehavior (Martin, Linfoot, & Stephenson, 1999).

Moreover, interventions aimed at promoting students' prosocial behaviors and/or social and emotional skills often fail to pay enough attention to the teachers' own capabilities, instead assuming that they are already prepared to be effective coaches and models (Jennings & Greenberg, 2009; Jones et al., 2013). On the contrary, when teachers receive adequate training, they feel prepared to implement positive classroom management strategies that promote positive classroom environments and prevent students' aggressive behaviors (Schonert-Reichl et al., 2015).

Although research in Colombia regarding social and emotional learning in teacher education is incipient, some studies suggest similar conclusions. For example, when teachers are asked about the extent to which their education journey at the undergraduate level fulfilled their professional needs, they claim that the training they received failed in providing them with the practical tools they require to effectively work in a classroom (Camargo, Calvo, Franco, Londoño, & Vergara, 2007).

This study seeks to contribute to addressing the aforementioned gaps by designing, implementing, and evaluating a course for future teachers in Colombia intended to promote their social and emotional competencies, as well as their classroom management knowledge, skills, attitudes, beliefs, and self-efficacy. The course comprised three main components. The first component focused on the development of future teachers' social and emotional competencies. The second component covered different classroom management approaches and strategies. Finally, a cross-sectional component based on mindfulness practices complemented the course. Each one of these topics and their relationship with the purpose of the study will be explained in more detail in the following chapter.

CHAPTER 2: LITERATURE REVIEW

This chapter contains a review of the literature regarding: (1) social and emotional learning (SEL) and social and emotional competencies (SEC), (2) classroom management, and (3) mindfulness. These topics guided the intervention design for this research study. The importance of each one of these topics for teacher education will be highlighted. Then, a review of the relevance of this research study for the Colombian context will be presented. Finally, the general conceptual framework, research questions and hypotheses that guided the study will be described.

Social and Emotional Learning and Social and Emotional Competencies

This section defines the concepts of social and emotional learning and social and emotional competencies. In addition, a review of the existing literature on the benefits and relevance of SEL and SEC for the educational field will be presented.

Definition of social and emotional learning. The Collaborative for Academic, Social, and Emotional Learning (CASEL) defines SEL as the “process through which children and adults develop skills needed to effectively manage themselves and their relationships with others” (Zinsler, Weissberg, & Dusenbury, 2013, p. 1). Likewise, Jones and Bouffard (2012) define it as “a set of skills that individuals need to succeed in schooling, the workplace, relationships, and citizenship” (p. 4). Schonert-Reichl et al. (2015) provide a narrower definition of SEL, referring to it as “the process of acquiring competencies to recognize and manage emotions, develop caring and concern for others, establish positive relationships, make responsible decisions, and handle challenging situations effectively” (p. 4). Taken together, all these definitions agree in the

understanding of SEL as the process of developing SEC every person needs to interact successfully with others.

In addition, although there are not universal definitions of social and emotional competencies or skills (Early Intervention Foundation, 2015), there is a relatively common understanding that SEL involves the development of interconnected emotional, cognitive, and relational or behavioral abilities. Perhaps one of the most commonly used conceptualizations of SEC is the one created by CASEL:

Social and emotional competence is the ability to understand, manage, and express the social and emotional aspects of one's life in ways that enable the successful management of life tasks such as learning, forming relationships, solving everyday problems, and adapting to the complex demands of growth and development. (Elias et al., 1997, p. 2)

CASEL describes five categories of interrelated cognitive, affective, and behavioral skills: (1) self-awareness (i.e., the capacity to recognize our emotions and thoughts as well as their influence on our behavior), (2) self-management (i.e., the ability to regulate our emotions, thoughts, and behaviors, and to work toward academic and personal goals), (3) social awareness (i.e., the capacity of taking perspective and empathizing with others, and to recognize school, family, and community resources and support), (4) relationships skills (i.e., the ability to have healthy relationships with others, including communicative skills, constructive conflict resolution skills, and cooperation), and (5) responsible decision-making (i.e., capacity to make constructive and responsible choices based on considerations of ethical issues, well-being, social norms, etc.) (Zinsler et al., 2013).

Other approaches use slightly different categories to define SEC. For instance, the Early Intervention Foundation (2015) defines five major dimensions: (1) self-perception, self-awareness and self-direction, (2) motivation, (3) self-control or self-regulation, (4) social skills (i.e., communication and relationship skills), and (5) resilience and coping. Likewise, Jones et al. (2013) define three dimensions: (1) emotional processes (e.g., emotional understanding, labeling feelings accurately, emotional regulation, and empathy), (2) social and interpersonal skills (e.g., understanding social cues, correctly attributing the intent of other people's behaviors, interacting positively with others, and behaving in prosocial ways), and (3) cognitive regulation skills (e.g., maintaining attention and focus, inhibiting impulses that are not appropriate, engaging working memory, and being flexible to adapt to the situation when needed).

In Colombia, the National Standards of Citizenship Competencies provides a good framework to understand SEL. These standards were published by the Colombian Ministry of Education (MEN) in 2004 with the purpose of providing specific guidelines to the local educational institutions. They define the citizenship competencies as the interconnected set of knowledge and cognitive, emotional and communicative skills that allow citizens to behave constructively within a democratic society (Ministerio de Educación Nacional, 2004). These competencies include four basic domains of social and emotional skills: (1) cognitive competencies, such as being able to think critically, take other people's perspective, adequately interpreting other people's intentions, and generating several options toward challenging situations and considering the consequences of those options), (2) emotional competencies, such as identifying one's and other people's emotions, emotional regulation, and empathy, (3) communicative

competencies, such as adequately presenting one's arguments, using active listening skills, and being assertive while communicating one's ideas, feelings, and thoughts, and (4) integrative competencies that require the interconnected use of different emotional, cognitive and communicative skills, such as conflict resolution and participation in school democratic formal processes (Ministerio de Educación Nacional, 2004).

Most of the efforts in conceptualizing and understanding SEL in the field of education have been focused on students' SEC (Collie, Shapka, & Perry, 2012). However, the same skills are also relevant for teachers, administrators, and other adults, as will be described in the following sections.

Importance of social and emotional learning. SEL has been proven to have a powerful impact on several student outcomes. This idea is supported by a meta-analysis of 213 school-based, universal SEL programs conducted by Durlak, Weissberg, Dymnicki, Taylor, and Schellinger (2011). The authors found that students who participated in SEL programs showed greater positive changes in social and emotional skills, attitudes toward self and others (e.g., self-perceptions and school bonding), behavior (e.g., getting along with others, aggression and delinquent conduct), and academic performance than their peer controls. An extension of this study showed that some of this positive changes remain after 6 months or more postintervention (Taylor, Oberle, Durlak, & Weissberg, 2017).

Furthermore, the acquisition of SEC in childhood seems to have positive long-term effects. The Early Intervention Foundation (2015) looked at evidence of the relationship between SEC measured in early years and adult outcomes. The exploration took into account a vast revision of research on SEL as well as the results of a

longitudinal study based on a large British sample of people born in 1970. The conclusions of the author's analysis suggested that there is an association between children's social and emotional skills such as self-control, self-awareness, self-perception and sociability, and desirable adult outcomes such as good physical health and mental well-being in adulthood (Early Intervention Foundation, 2015). Similarly, Jones, Greenberg and Crowley (2015) found a statistically significant association between SEC in kindergarten and several outcomes up to 20 years later, such as criminal behavior and substance abuse behavior. Likewise, evaluations of the Seattle Social Development Project have shown positive long-term effects of SEL. When compared to control groups, children who participated in the project from first to sixth grade, reported significantly better mental health, sexual behavior, and socioeconomic status by age 27 years (Hawkins, Kosterman, Catalano, Hill, & Abbott, 2008).

Research outside education and psychology fields (e.g., management, business and finance) also shows that adults with high levels of SEC are more likely to succeed in the workplace than those with low levels of SEC. For example, entrepreneurs whose companies are successful show better communicative skills than entrepreneurs whose companies fail (Baron & Markman, 2000), and SEC have been identified as key factors in the determination of effective leadership (Riggio & Reichard, 2008).

Teachers' social and emotional competencies. Teachers with high levels of SEC are more likely to be good role models to their students, hence facilitating youth's social and emotional development (Jennings & Greenberg, 2009; Jones et al., 2013; Osher et al., 2008).

In addition, teachers' SEC enable the creation of either successful and positive classroom environments where students can flourish and develop their prosocial potential, or negative (and sometimes chaotic) classroom environments where students feel disengaged and problem behaviors are predominant. The influence of teachers' SEC on these possible scenarios can be explained by at least two interrelated factors: first, teachers' SEC determine to a great extent their overall well-being, mental health, and attitudes towards teaching, and second, teachers' SEC have a strong impact on the quality of teacher-student relationships.

Teachers' SEC and their well-being, mental health, and attitudes towards teaching. Teaching is a highly challenging and one of the most stressful professions (Gu & Day, 2007; Schonert-Reichl, 2017), and educators often become overwhelmed by all the social, emotional, and cognitive demands as well as by the demands of planning, assessment, and classroom management their jobs require (Jennings, 2015). In a qualitative analysis of 86 reflection papers of graduate students who were teaching in college for the first time, Meanwell and Kleiner (2014) found that 95% of the instructors explicitly discussed the emotional demands of teaching. Furthermore, teachers frequently express anger and frustration when they talk about their job (Sutton & Wheatley, 2003).

Being a teacher is even more emotionally challenging in difficult contexts, such as Colombia. In 2014, the Ombudsperson Office of Colombia ("Defensoría del Pueblo" in Spanish), reported that 1,117 teachers across the country had been threatened by parents, students, gangs, guerrillas, or paramilitary groups (Defensoría del Pueblo, 2014). Gómez-Restrepo et al. (2010) conducted interviews and focus groups with 114 teachers in two neighborhoods of Bogotá with a strong influence of gangs. The researchers found

that emotions were predominant in teachers' narratives of their experience at school. For instance, teachers expressed feeling fear, uncertainty, lack of trust, frustration, hopelessness, and sadness. They also reported emotional and mental health problems due to the situation of violence and unsafety inside and outside the school. Likewise, Restrepo-Ayala, Colorado-Vargas and Cabrera-Arana (2006) surveyed 239 teachers in the city of Medellín and found that almost half of the participants expressed emotional exhaustion and presented burnout or risk of burnout.

On the other hand, positive emotions associated with the profession might also be an essential aspect of teaching. Nieto (2003) conducted a qualitative study with teachers in the United States' public system and she found that emotional factors, such as love for their students and hope explained in great part why teachers stayed in their profession despite obstacles and difficulties. Moreover, emotional competencies appear to be a key characteristic of good teachers. Hosotani and Imai-Matsumura (2011) conducted interviews with successful Japanese teachers (i.e., teachers who served as models for other teachers due to their high levels of classroom management and instructional skills). Teachers' responses suggested that they were highly aware of their emotions (e.g., anger, sadness and joy) and they had the ability to decide when and how to express them in front of their students.

Therefore, teachers need to develop the necessary social and emotional skills, such as their ability to regulate and assertively express their emotions, to cope with the multiple demands of teaching and to cultivate and maintain positive emotional states.

Moreover, some studies suggest that teachers' SEC are associated with teachers' well-being, mental health issues, and attitudes towards teaching. For instance, Bracket,

Palomera, Mojsa-Kaja, Reyes and Salovey (2010) studied a sample of 123 secondary-school teachers and found that their emotional competencies (i.e., abilities to regulate their own emotions and well as others' emotions), led to greater positive affect, job satisfaction, and personal accomplishment. Likewise, Collie et al. (2012) conducted a study with 664 elementary and secondary school teachers and concluded that teachers' perceived stress was negatively associated with their sense of teaching efficacy and job satisfaction.

As will be presented next, teachers' mental health, well-being, and attitudes towards teaching may affect teacher-student relationships and the overall classroom climate (Jennings & Greenberg, 2009; Pianta, 2006; Wubbels et al., 2015). In turn, the classroom climate affects teachers' emotional states (e.g., emotional exhaustion) (Byrne, 1994), hence creating an either positive or negative cycle.

Teachers' SEC and teacher-student relationships. Teachers' SEC may affect teacher-student relationships and classroom climate in several ways. First, emotional competencies, such as the ability to regulate emotions, are associated with teachers' affectional state (Brackett et al., 2010), which has an effect on the relationships with students. For instance, higher teacher emotional competencies are associated with higher teacher-student closeness (i.e., higher levels of teacher attention to students' needs), which in turn is positively related to student behavior (Nizielski, Hallum, Lopes, & Schültz, 2012). On the opposite side, teachers who are burned-out, depressed or neurotic tend to report more conflicting relationships with their students, fewer demonstrations of sympathy and care towards their students, less tolerance for disruptive behavior, less emotional and instructional support to their students, or less dedication to their work

(Hamre, Pianta, Downer, & Mashburn, 2008; Jennings, 2014; Koles, O'Connor, & Collins, 2013).

In turn, high-quality teacher-student relationships have been found to be associated with important teacher outcomes, such as effective classroom management (Marzano, Marzano, & Pickering, 2003) and better mental health (Pianta, 2006). On the contrary, poor or highly conflictive relationships with students may lead to teachers' lower levels of well-being (Spilt, 2010) or teaching efficacy (Yeo, Ang, Chong, Huan, & Quek, 2008). Moreover, teachers report that the relationship with their students is one of the most important aspects of their job. Shann (1998) analyzed data from interviews and surveys from 92 middle school teachers and found that, among several job aspects for teachers such as participation in making decision at the school and salary, the aspect that is more meaningful and that leads to more feelings of satisfaction is the relationship with their students.

Paying attention to teacher-students relationships is also important because these relationships are associated with student outcomes. Several studies have documented such association. Cornelius-White (2007) conducted a meta-analysis and found that positive teacher-student relationships were strongly correlated with positive student cognitive, affective or behavioral outcomes (e.g., academic achievement, creative/critical thinking, positive motivation, self-esteem/mental health, social connection, and disruptive behavior). In another meta-analysis, Roorda, Koomen, Spilt, & Oort (2011) found a positive association between positive teacher-student relationships and students' school engagement and achievement, and a negative association between negative teacher-student relationships and students' school engagement and achievement.

Furthermore, studies suggest that the effects of teacher-student relationships on students' attitudes and behaviors are present from kindergarten to high school years. Ryan and Patrick's (2001) study with seventh and eighth graders suggested that when students perceived their teacher as supportive and caring, they felt more confident communicating with their teacher, they engaged in more self-regulated learning, and they engaged in less disruptive behaviors. Wentzel (2002) conducted a study with sixth graders and found that students' prosocial behavior was significantly associated with the way their teachers treated them (e.g., how fair teachers were with students). Similarly, Akey (2006) surveyed 449 high school students and found that supportive teacher relationships were significantly related to student engagement. Hughes, Cavell, & Wilson (2001) found that relationships between third and fourth graders and their teachers are associated with sociometric nominations and ratings among students on different dimensions such as aggression and likeableness. Finally, Birch and Ladd (1998) followed a sample of kindergarten students through first grade and found that teacher-student relationships in kindergarten accounted for a significant portion of the variance in students' prosocial behavior at first grade. More specifically, children who had a conflictive relationship with their teacher in kindergarten were less likely to be prosocial in first grade.

In summary, promoting teachers' social and emotional competencies has demonstrated to be crucial to facilitate adequate classroom environments where students can develop their own SEC and learn to peacefully interact with others. Thus, the first component of the intervention that was designed for this research study focused on the

development of future teachers' SEC. More details regarding this component are described in Chapter 3.

Classroom Management

This section includes the definition of classroom management that was used to develop the present research study. Also, the importance of enhancing teachers' classroom management self-efficacy, knowledge, attitudes, beliefs, and skills will be described.

Definition of classroom management. Teachers' skills, attitudes, beliefs, knowledge and self-efficacy related to classroom management also play an important role in classroom climate and students' prosocial attitudes and behaviors. Classroom management can be defined as "the ways in which teachers establish order, routine, and limits in their classrooms, deliver lessons, manage multiple transitions that occur between activities, and create an atmosphere of safety and support for students" (Schonert-Reichl et al., 2015, p. 409). Other authors, such as Gay (2006), also emphasize that classroom management includes being aware of students' backgrounds and maintaining culturally responsive classrooms environments, in which different cultures, ethnos and races are included and taken into account. Therefore, a teacher with high levels of classroom management skills integrates many practices, such as developing relationships, creating respectful classroom communities, teaching moral development and citizenship, and motivating students to learn (LePage, Darling-Hammond, & Akar, 2005).

According to LePage et al. (2005), "classroom management is often erroneously equated only with organizing classroom routines and dealing with misbehavior. Relevant concerns about curriculum, pedagogy, motivation, and community development are often

missing” (p. 340). Consequently, effective classroom management includes two major sets of aspects. First, classroom management requires the use of a meaningful curriculum and motivating instruction strategies. For instance, through scaffolding, sufficiently challenging lessons, and the enhancement of intrinsic motivation. Second, classroom management has to do with the development of learning communities, which involves establishment of positive relationships, development of a sense of classroom community, effective use of rules and routines, adequate classroom organization (e.g., physical setting considerations, transitions in and out of the classroom, and procedures), proper responses to student misbehavior, and promotion of students’ moral development. For the purpose of this study, only aspects of classroom management that are more closely related to the development of students’ prosocial attitudes and behavior will be emphasized. Therefore, aspects that have to do with academic instruction will not be a focus of study.

Knowing the perspective of successful teachers might be a useful way to understand the key elements of effective classroom management. Holt, Hargrove and Harris (2011) conducted in-depth interviews with teachers who excelled in classroom management. They found that these teachers emphasized three main aspects as part of the techniques and approaches they used in the classroom: (1) purposefully building relationships with students, (2) developing classroom procedures and routines, and (3) developing a positive and safe classroom climate of mutual respect. In addition, some attitudes and beliefs, such as being particularly caring toward students and exhibiting a passion for teaching, were common among these teachers’ responses.

In addition, teachers’ classroom management practices tend to be related to teachers’ efficacy beliefs (Tschannen-Moran & Woolfolk Hoy, 2001). According to

Bandura (1981), self-efficacy “is concerned with judgments about how well one can organize and execute courses of action required to deal with prospective situations containing many ambiguous, unpredictable, and often stressful elements” (p. 587). In that sense, teaching self-efficacy has to do with teachers’ judgments of how well they can effectively carry out their job’s responsibilities. Teaching self-efficacy may refer to the profession in general, or it may refer to specific aspects of the job, such as teachers’ beliefs concerning their ability to manage students’ misbehavior, to overcome the external influence of the home, or to have a positive impact on student achievement (Soodak & Podell, 1996). For the purpose of this study, only teacher self-efficacy beliefs concerning classroom management and discipline issues will be taken into account. Classroom management and discipline self-efficacy has been found to be different from other types of teacher efficacy (Emmer & Hickman, 1991).

There are different approaches to classroom management (Evertson & Weinstein, 2006). Lately, classroom management theories have moved from a focus on intervention, through rewards and punishment, to a focus on prevention, through the promotion of positive classroom communities (LePage et al., 2005).

The intervention that was designed, implemented and evaluated throughout this study, focused on constructivist and community approaches to classroom management (Watson & Battistich, 2006). However, some elements from other approaches were included, such as literature on the importance of establishing routines taken from the ecological approach to classroom management (Doyle, 2006).

According to constructivist approaches to classroom management, which are inspired by authors such as Vygotsky and Piaget, students are not seen as passive learners

and teachers are not just authorities in the classroom responsible for transmitting their knowledge and controlling children through stimuli and reinforces. Instead, these approaches recognize that “children’s thinking is controlled by internal developmental processes and that conceptual learning is the result of children’s active mental and social processes, not simply the product of reinforced associations” (Watson & Battistich, 2006, p. 254). Therefore, children are capable of constructing knowledge through active interactions with their environment (including other people) (Watson & Battistich, 2006). Similarly, community approaches to classroom management recognize that teacher-student and student-student relationships play an important role in student learning processes. Moreover, these approaches state that building and maintaining communities is the foundation of classroom management (Watson & Battistich, 2006).

Good examples of comprehensive initiatives that are coherent with community approaches to classroom management are the Just Community approach and the Caring School Communities program. The Just Community approach consists on the implementation of democratic civic processes inside schools (e.g., engaging students in the decision-making processes) in order to promote positive character and moral development in students (e.g., improving self-efficacy, self-confidence, and moral reasoning skills) and school climate (Althof, 2008; Reimer, Paolitto, & Hersh, 1983). Likewise, the Caring School Communities program (formerly Child Development Project) uses democratic strategies, such as cooperative learning activities and class meetings in which students are empowered to work together and express their ideas, opinions, and concerns, with the final goal of creating schools where community

members feel connected and valued (Battistich, 2003; Battistich, 2008; Developmental Studies Center, n.d.).

Importance of classroom management. Teachers' classroom management knowledge, attitudes, beliefs, skills and self-efficacy have shown to be associated with several classroom and student outcomes. For example, effective approaches to classroom management can prevent students' negative behaviors (Schonert-Reichl et al., 2015). Wang, Haertel and Walberg (1990) conducted a meta-review of research on variables associated with effective learning. The authors concluded that among different variables (out-of-school variables, state and district variables, school-level variables, student variables, and implementation, classroom climate, and classroom instruction variables), effective classroom management, positive classroom climate, and productive and positive teacher-student social interactions are included in the list of the most important factors to good learning.

Also, teachers' sense of self-efficacy and beliefs regarding classroom management affect their actual decisions in practice. Teachers who show lower self-efficacy levels regarding classroom management are more likely to refer students to other school personnel instead of handling the situation themselves (Martin et al., 1999). Hughes, Barker, Kemenoff, and Hart (1993) also found a relationship between teachers' beliefs and preferred classroom management strategies. They concluded that teachers who reported having higher levels of self-efficacy to respond to challenging situations were more likely to express that they would resolve those situations themselves instead of asking for external assistance (e.g., referring students to an educational specialist).

In a qualitative analysis of 55 teacher interviews, Woolfolk, Rosoff, and Hoy (1990) found that teachers' sense of efficacy was related to teachers' orientations toward classroom management. Teachers who expressed higher levels of efficacy showed more support for student autonomy. On the contrary, teachers who believed that students must be controlled and cannot be trusted were more likely to use extrinsic rewards to motivate students.

Likewise, Emmer and Hickman (1991) found that preservice teachers and student teachers' efficacy beliefs related to classroom management and discipline were positively associated with their choices of classroom management strategies that intended to establish or increase desirable student behavior. The sense of teaching efficacy is an important variable as it is positively related to teacher well-being (Collie et al., 2012) and, as mentioned in previous sections, teacher well-being is associated with classroom climate and student outcomes.

Teachers' behaviors and attitudes about classroom management are often marked by their teaching style. Teaching styles' conceptualization derives from Baumrind's work on parenting. Baumrind identified two key dimensions: parents' level of supervision, strictness and demandingness; and parents' level of responsiveness and warmth (Berkowitz & Grych, 1998). These dimensions determine three parenting styles: 1) authoritarian, which has high levels of strictness and demandingness but low levels of responsiveness and warmth; 2) permissive, which shows low levels of strictness and high levels of warmth; and 3) authoritative, which has high levels of strictness and high levels responsiveness. Later, Baumrind added a fourth style, the neglectful, which has low levels of strictness and low levels of responsiveness (Berkowitz & Grych, 1998). It

should be noted that both authoritative and authoritarian styles have high levels of strictness and demandingness. However, the kind of power they use is different: The authoritarian style relies on a largely coercive type of power and the authoritative style relies on a confrontive type of power (Baumrind, 2012). According to Baumrind (2012), coercive power is “arbitrary, peremptory, and concerned with retaining hierarchical status distinctions” (p. 36) whereas confrontive power is concerned by guiding children’s behaviors but it is reasoned, outcome-oriented, and open to negotiation.

Similarly, teaching styles can be characterized by how much structure is given to students and the nature of such structure (e.g., existence of norms and procedures, classroom order), and by how much importance is given to caring/warm relationships (Chaux, 2012). A predominantly authoritarian teacher probably believes that controlling students is a priority in the classroom, so he/she may use harsh strategies, such as punishment or reprimands, to maintain the classroom order (Chaux, 2012). On the contrary, a predominantly authoritative teacher probably believes that having positive relationships with his/her students is also important for classroom management. Therefore, she/he is open to negotiate norms with all class members and he/she will maintain a warm relationship and open communication with his/her students (Chaux, 2012).

Therefore, teaching styles are informed by teachers’ knowledge and skills (for instance, how much they know about and how capable they are of leading democratic decision-making processes in the classroom), and by teachers’ attitudes and beliefs (for instance, whether they think that they should always demonstrate their authority and power over students to maintain classroom order).

Research shows that teaching approaches that are closer to the authoritative style are negatively associated with students' aggressive behavior and positively associated with students' social and emotional competence, mental health, social adjustment, school engagement and connectedness, academic competence, and prosocial behavior (Jennings & Greenberg, 2009; Raver & Knitzer, 2002).

In summary, strengthening teachers' classroom management self-efficacy, knowledge, attitudes, beliefs, and skills might contribute to promote positive classroom climates and student desirable outcomes such as increased prosocial behavior and decreased aggressive conduct. The second component of this research study's intervention design intended to teach future teachers authoritative classroom management approaches and strategies. More details about the contents of this component can be found in Chapter 3.

Mindfulness

The definition of mindfulness and its applicability to educational settings is described in this sections.

Definition of mindfulness. Mindfulness has been defined as “paying attention in a particular way: on purpose, in the present moment, and nonjudgmentally” (Kabat-Zinn, 1994, p. 4). In other words, “mindfulness is a particular state of consciousness that involves awareness and acceptance of whatever is happening in the present moment” (Jennings, 2015, p. 2).

Mindfulness can be a state of mind, or a more permanent trait or disposition (Jennings, 2015; Mindful Schools, 2014) that can be developed with practice (Jennings, 2014). The term also refers to a specific set of techniques or practices (Mindful Schools,

2014), which can be formal (e.g., sitting meditation and contemplative movements) or informal (e.g., observing our emotional and physical states in everyday-life settings) (Jennings, 2015).

Although some of the essential characteristics and concepts of mindfulness have been used for thousands of years in several philosophical and religious traditions, such as Buddhism, Hinduism, Judaism and Taoism (Kabat-Zinn, 1994; Mindful Schools, 2014; Stahl & Goldstein, 2010), mindfulness as it is currently known in secular Western contexts and in school settings was introduced by John Kabat-Zinn, Professor of Medicine at University of Massachusetts Medical School (Mindful Schools, 2014). Using Kabat-Zinn's approach, mindfulness has been gaining popularity in different contexts, such as neuroscience, psychology, business, and education (Stahl & Goldstein, 2010).

Importance of mindfulness in education. In recent years, mindfulness has gained strength in the educational field due to its demonstrated positive impact. For instance, Felver, Celis-de Hoyos, Tezanos and Singh (2015) conducted a systematic review of studies on mindfulness-based interventions for youth in school settings. The studies report, among other positive outcomes due to the mindfulness-based interventions, decreased behavioral problems, depression, affective disturbances, problems with attention, problems with executive functioning, and suicidal ideation, and increased classroom engagement, social and emotional competence (e.g., emotion regulation), coping, positive affect, optimism, and positive classroom behavior.

In adults, evidence-based research suggests that mindfulness promotes resilience and better brain functioning. Among other factors, these results may be due to the improvement of two main mechanisms: (1) self-regulation of attention, which promotes

awareness of one's current emotional, cognitive, and physical experience, and (2) non-judgmental awareness of experience, which promotes coping while decreasing reactivity (Jennings, 2014). In turn, these two mechanisms are closely related to social and emotional skills such as self-awareness and self-management or self-regulation (Broderick, 2013).

Therefore, mindfulness practices have been seen as a means to strengthen teachers' SEC as well as their abilities to cope with the stress and emotional challenges of their profession (Meiklejohn et al., 2012). As Jennings (2014) states: "Mindfulness may buffer a teacher from the negative effects of work-related stress and may promote the intrapersonal dimensions of SEC, self-awareness, and self-management" (p. 3).

The assumption underlying the present study is that engaging in a regular personal practice of mindfulness may boost future teachers' well-being, SEC and effective classroom management skills, attitudes, beliefs, and self-efficacy. Some studies have shown empirical evidence that supports this assumption. For instance, among a sample of 35 teachers, Jennings (2014) compared the teachers who got the highest scores on a mindfulness scale with the teachers who got the lowest scores. Results suggested that teachers with the highest scores showed higher levels of emotional support towards their students and higher levels of perspective taking than the teachers with the lowest scores. Franco, Mañas, Cangas, Moreno and Gallego (2010) offered a mindfulness-based course for secondary school teachers and made a comparison between control group and experimental group scores of teachers' psychological distress (e.g., anxiety, depression, hostility, and somatization). The authors found that teachers in the experimental group reported a significantly higher decrease in their levels of psychological distress.

Likewise, Roeser et al. (2013) conducted a randomized waitlist-control trial with teachers from Canada and the United States and found that teachers who participated in a mindfulness training reported lower levels of stress, burnout, anxiety and depression after the intervention than teachers in the control group. Similarly, pilot evaluations of the Cultivating Awareness and Resilience in Education (CARE) professional development program for teachers, which is based on emotion skills instruction, mindfulness and stress reduction practices, and caring and listening practices, have demonstrated that the program helps to improve teachers' well-being (Jennings, Snowberg, Coccia, & Greenberg, 2011).

In summary, including mindfulness practices inside the classroom may have positive effects on several teacher and student outcomes. Mindfulness was used as a third component in the present study's intervention design. It was assumed that mindfulness practices would be helpful to facilitate the improvement of future teachers' SEC, and classroom management self-efficacy, attitudes, beliefs, and skills. More details about the mindfulness practices that were included in the intervention are described in Chapter 3.

Social and Emotional Learning, Classroom Management, and Mindfulness in Teacher Education

This section contains a literature review about the relevance of including SEL, classroom management and mindfulness in teacher education programs.

As Jennings and Frank (2015) state, teachers who promote prosocial behavior within their classrooms do much more than simply deliver a curriculum. Among other responsibilities, teachers must promote supportive and caring relationships with their students, promote intrinsic motivation and cooperation, guide students on how to solve

their conflicts in a constructive way, and finally, they must be positive role models. These aspects require high levels of SEC and classroom management knowledge, skills, and self-efficacy. High quality professional development for teachers should focus on providing sustained and coherent learning processes and nourishing the growth of educators so they can attain the required knowledge and skills to promote student achievement (Jennings & Frank, 2015).

Promoting teachers' social and emotional learning. Advocators of SEL argue that teachers will hardly promote students' SEL and prosocial behavior if they do not have the adequate social and emotional skills to effectively model and teach desirable attitudes, skills and behaviors. In addition, SEC are at the core of every-day teaching, and students often recognize their teachers' SEC as essential aspects of influence in their lives (Jones et al., 2013).

Therefore, there is an evident need for including the development of educators' own SEC in teacher education programs (Jennings & Frank, 2015; Weissberg et al., 2015) although this aspect is often ignored or overlooked (Jones et al., 2013). However, the skills and knowledge required of teachers to teach SEL and to model SEC for their students are complex, and knowledge of SEL alone is not enough (Schonert-Reichl, 2017). Teachers also need to be provided with several opportunities to develop their own SEC so they can model positive behavior and cope with stressful situations (Jennings & Frank, 2015). Therefore, to increase their capacity to promote SEL later with their students within classroom settings, teacher education programs and professional development for teachers should cover SEL concepts and theories, and provide explicit

opportunities to practice and apply this knowledge in real live contexts (Jennings & Frank, 2015).

Promoting teachers' adequate classroom management knowledge, skills, attitudes, beliefs, and self-efficacy. Classroom management knowledge is rated by teacher candidates as one of the most crucial aspects they need to learn in preservice teacher education but also as the most ignored one (LePage et al., 2005). Kher, Lacina-Gifford, and Yandell (2000) asked preservice teachers to generate classroom management strategies they would use to deal with hypothetical classroom problems. The results of the study suggested that preservice teachers had not developed a well-articulated system to handle problematic situations in the classroom so they might not use strategies with the sufficient systematicity to be effective in the long-term.

In another study concerning classroom management preparation, O'Neill and Stephenson (2012) compared groups of pre-service teachers who completed classroom management units during their teacher education programs and teachers who did not. Pre-service teachers who took classroom management-related units expressed significantly higher levels of confidence, preparedness, and familiarity in using models and strategies to deal with problematic behaviors than those who did not take the units. However, all pre-service teachers, even those who participated in classroom management units, felt less than somewhat prepared to deal with the most challenging behaviors, such as aggression, and antisocial or destructive conducts.

As it is the case of SEL, it is important that teachers understand the theoretical foundations of classroom management so they will be prepared to design a management system that is consistent with the instructional goals (LePage et al., 2005). However,

content knowledge is not enough. Teachers also need opportunities to reflect on their own beliefs and attitudes regarding classroom management, and to develop their classroom management skills (for instance, by having opportunities to practice under supervision).

Case materials and simulation exercises are good strategies to reflect upon their own beliefs, attitudes and skills, and shorten the gap between content knowledge and practice in those cases when future teachers do not have the chance to practice within real classroom settings (Darling-Hammond & Hammerness, 2005; LePage et al., 2005). In addition, teacher educators must model appropriate classroom management approaches and strategies so future teachers can learn from their own experience as students (LePage et al., 2005). When teachers receive adequate training, they feel prepared to implement positive classroom management strategies that promote positive classroom environments and prevent students' aggressive behaviors (Schonert-Reichl et al., 2015).

Promoting teachers' mindfulness practices. According to Meiklejohn and colleagues (2012), mindfulness can be integrated to the classroom indirectly (the teacher develops a personal—formal and informal—mindfulness practice), directly (mindfulness-based programs are implemented with students), or both directly and indirectly.

Different programs, as well as the present study, rely on the first approach. Mindfulness-Based Wellness Education (MBWE), Cultivating Awareness and Resilience in Education (CARE), and Stress Management and Relaxation Techniques (SMART) are some examples of interventions for teachers that share “the underlying belief that mindfulness-trained teachers embody mindful behaviors and attitudes through their presence and interaction with students in the classroom” (Meiklejohn et al., 2012, p. 4). The goal of these approaches is to guide teachers to cultivate mindfulness skills and

practices in their personal and professional lives, rather than using mindfulness as a mere strategy that can be taught to students inside the classroom (Meiklejohn et al., 2012).

Educational System and Teacher Education in Colombia

Colombian educational system faces several challenges. One of the most visible challenges is the high rate of violence and armed conflict, which has been affecting Colombian population for more than 60 years. The country passed from being involved in several decades of war between the two predominant parties (liberal and conservative) during the 19th and 20th centuries, to being involved in an intense conflict between the state, the guerrillas, and diverse paramilitary groups, as well as other illegal groups such as the drug cartels (Human Rights Watch, 2013). In addition, several smaller illegal groups operate in urban settings, causing high delinquency rates within the cities (Engel, Sterbenz, & Lubin, 2013; Moloney, 2013).

Evidently, conflict has strong implications for education in Colombia. For instance, students are frequently close to illegal groups such as guerrillas, gangs, or drug and gun dealers. Los Andes University and the Colombian government's secretariat conducted a study of 103,741 middle and high school students in Bogotá and found that 10% of the students admit that they had been part of a gang, and 63% report having been robbed inside their schools (Chaux, 2013).

In addition, the overall quality levels of pedagogy in Colombia are low (Londoño & Sáenz, 2011). Moreover, Colombian teachers tend to suffer from *burnout* syndrome due to the challenging environments and conditions in which they usually have to work (Londoño & Sáenz, 2011).

Researchers and policy-makers have recognized that improving the quality of teacher education and teacher professional development in Colombia is an urgent necessity (Chaux, 2012; Ministerio de Educación Nacional, 2013). More specifically, more teacher preparation on how to promote peaceful environments and how to improve school and classroom climate is needed (Chaux, 2012).

Colombia's government has implemented a series of efforts to improve school climate among educational institutions. For instance, in 2013, the government approved the Law 1620 of School "Coexistence,"² which seeks to regulate the way schools take explicit actions to promote positive relationships among educative communities. This law mandates, for instance, that all schools should have a committee in charge of promoting citizenship and peaceful education, and that all local secretariats should support school committees in their attempts to do so (Congreso de Colombia, 2013).

In addition, there have been attempts to change poor standards in education. A set of requirements to either have permission to teach or to increase certification status for teachers was established in 2002. This system guarantees that all teachers in Colombia have, at least, a professional diploma or certification from a *normal school*³, and it is linked to an annual evaluation that is conducted by the school administrators (García, 2011; Londoño & Sáenz, 2011; Ministerio de Educación Nacional, n.d.). Also, the Ministry of Education published in 2013 a new set of policy guidelines for teaching education in Colombia. However, although these guidelines recognize the importance of future teachers' personal development as an essential aspect to promote more peaceful

² The word *coexistence* is the closest translation to the word in Spanish "convivencia," which refers to the ways people live together with other members of their communities.

³ Two-years teaching programs that represent the most basic level of certification to be a teacher.

environments (Ministerio de Educación Nacional, 2013), the guidelines do not include much details about how to do it and are not explicitly articulated with the National Standards of Citizenship Competencies.

The majority of teacher education programs in Colombia still lack explicit training regarding how to promote peaceful environments inside the classroom and/or school community. This aspect is often missing in the universities' and *normal schools'* curricula or, when it is present, it is too theoretical and disconnected from practice (Chaux, 2012). As described in Chapter 1, studies in the US have reached to similar conclusions (Schonert-Reichl, 2017; Schonert-Reichl et al., 2015).

In addition, traditional methodologies based on learning *about* concepts (e.g., learning about values such as respect and responsibility) and on authoritarian practices still prevail in many elementary and secondary schools (Chaux, 2004). This is also true for many teacher education programs in the country. Parra et al. (2015) collected autobiographies of students of teacher education programs in different *normal schools*. Students' narratives describe their teaching internships as scaring experiences in which they ended up teaching concepts of textbooks and replicating authoritarian strategies with the children (e.g., talking to them in a harsh way) in order to please their supervisors.

To date, the researcher has no knowledge of research studies conducted with future teachers in Colombia that integrate different components, such as social and emotional learning, classroom management, and mindfulness practices, as a response to the aforementioned needs. In addition, some recent systematic reviews highlight the need for more randomized evaluations in the field (Felter et al. 2015) and more studies that not only assess impact but also the quality of implementations (Durlak et al., 2011).

Finally, rigorous research on teacher education practices in Colombia, and possible opportunities for improvement, is still a widely unexplored field. The present study seeks to address these voids in the research and literature.

Conceptual Framework that Guided the Study

The Prosocial Classroom theoretical model proposed by Jennings and Greenberg (2009) suggests that teachers with high levels of SEC and well-being have more supportive relationships with their students, use better classroom management strategies (e.g., are more authoritative and proactive), and are more effective teaching SEL to their students. In addition, improved teacher-student relationships, classroom management, and SEL lead to a healthier classroom climate, which in turn positively affects students' SEC, academic achievement, and prosocial behaviors. Finally, improvements in classroom climate and students' behaviors might reinforce teachers' well-being and teaching efficacy, creating a positive feedback loop that ends up preventing teachers' burnout (Jennings, 2014; Jennings & Greenberg, 2009).

Based on this Prosocial Classroom model and the review of the literature on SEL, classroom management and mindfulness in education, the conceptual framework that guided this study can be summarized as follows (see Figure 1)⁴: It is hypothesized that implementing a course on SEC, mindfulness and classroom management will lead to the improvement of future teachers' SEC, personal well-being, and classroom management knowledge, attitudes, beliefs, and self-efficacy. These improvements will lead to more democratic, caring and supporting teacher-student relationships and better classroom management skills, which in turn will yield a more positive classroom climate,

⁴ This summary does not include all possible relationships between variables. For a complete picture of these relationships, see Figure 1.

facilitating the promotion of important student attitudes and skills, such as school connectedness, prosocial attitudes, and social and emotional competence. Student attitudes and skills will facilitate better academic achievement, less general misconduct and aggression, and more prosocial behaviors. Finally, student outcomes also affect classroom climate, which in turn has an impact on teachers' outcomes, such as social and emotional competence, personal-well being, classroom management self-efficacy and teacher-student relationships.

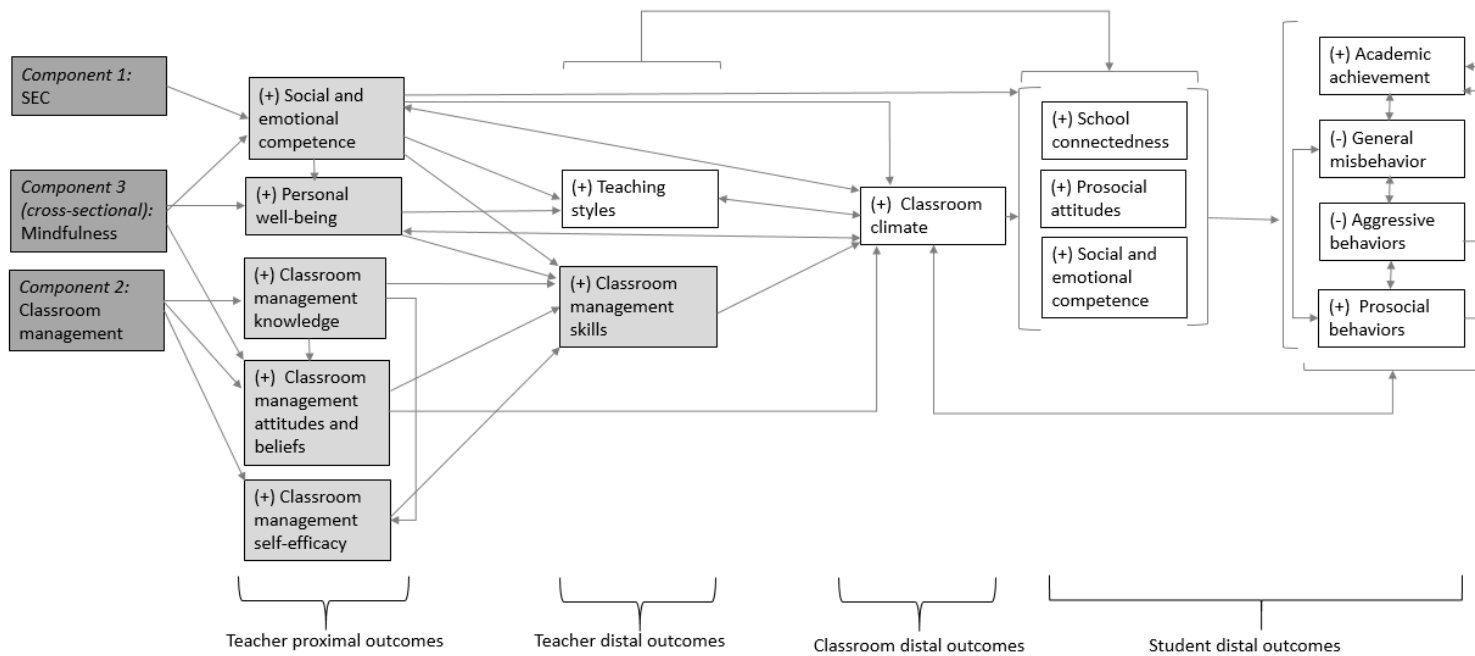


Figure 1. Conceptual framework that guided the study. Relationships between key variables are shown. The dark grey boxes represent each component of the intervention. The light grey boxes represent the variables that will be assessed in this study.

Research Questions and Hypotheses

The purpose of this study was to design, implement, and evaluate a course for future teachers in Colombia intended to promote their social and emotional competencies, and classroom management knowledge, attitudes, beliefs, skills, and self-efficacy. As this course was implemented for the first time, one of the goals of the study was to provide information to guide future development and improvement of the intervention. Making use of Stufflebeam's (2003) description of the process evaluation, the present study intended to describe in depth the implementation process and understand the way participants judged their experiences in the process. In addition, an impact or product evaluation was to be conducted in order to identify expected and unexpected outcomes due to the implementation. The research questions and hypotheses of the study will be presented below.

Process Evaluation. The following questions guided the process evaluation of the study:

RQ1: What was the level of participants' engagement throughout the intervention?

RQ2: How did the researcher and the participants perceive the quality, relevance, and applicability of the intervention?

Impact Evaluation. The following questions were answered to identify the expected and unexpected outcomes of the intervention:

RQ3: Did the intervention have an impact on future teachers' self-reported social and emotional competencies, self-perceived well-being, and self-reported classroom management knowledge, self-efficacy, attitudes, beliefs, and skills?

RQ4: What changes in additional unexpected outcomes can be identified?

It was hypothesized that, when compared to the comparison group, the intervention group would present higher levels of self-reported social and emotional competencies, well-being, and classroom management knowledge, skills, and self-efficacy beliefs. In addition, it was expected that the intervention group would develop more favorable attitudes and beliefs towards classroom management than the comparison group. Finally, the intervention group was expected to be engaged with the course, to have a positive perception of the course quality, and to find it relevant and applicable for their lives.

CHAPTER 3: DESIGN OF INTERVENTION

A course for future teachers in Colombia was designed and delivered by the researcher in two settings: A university in the largest city of the country (Corporación Universitaria Minuto de Dios – UNIMINUTO) and a “*normal school*” in a rural area (Escuela Normal Superior de Nocaima – ENSN). Participants were undergraduate students (preservice teachers and student teachers) who were currently enrolled in teacher education programs. Further description of the settings and the sample will be presented in Chapter 4.

This chapter contains a description of the intervention design, including each component’s rationale and the pedagogical principles behind the activities. At the beginning of the chapter, the empirical and theoretical background used to design the course’s general structure will be summarized. This general structure (see Table 1) was planned before the intervention started, but the details of the activities were designed by the researcher in parallel with the implementation. In addition, the order and duration of the sessions were modified during the implementation in order to adapt the sessions to the condition and context of each setting. Initially, the course was planned to be taught in 14 weeks, which is close to the duration of a typical undergraduate academic semester in Colombia. A description of the sessions as they occurred at each institution will be presented at the end of the chapter.

Table 1

General structure of intervention

Module	Session	Main activities
Introduction	Session 1: Setting the tone	<ul style="list-style-type: none"> - Routine 1: Mindfulness practice - Routine 2: Celebration - Relationships building - Classroom agreements and procedures - Routine 3: Reflection
	Session 2: Foundations of mindfulness	<ul style="list-style-type: none"> - Routine 1: Mindfulness practice - Routine 2: Celebration - What is mindfulness? - Benefits of mindfulness - Mindfulness informal and formal practices - Mindfulness and teaching - Routine 3: Reflection
Module 1: Social and emotional competencies	Session 3: Introduction to social and emotional competencies	<ul style="list-style-type: none"> - Routine 1: Mindfulness practice - Routine 2: Celebration - Social and emotional competencies in the classroom - Definitions: CASEL and Colombian National Standards of Citizenship Competencies - Routine 3: Reflection
	Session 4: Emotional competencies – Self-awareness and self-management	<ul style="list-style-type: none"> - Routine 1: Mindfulness practice - Routine 2: Celebration - Conceptualization and practice of emotional awareness and regulation - Routine 3: Reflection
	Session 5: Emotional and cognitive competences – Social awareness	<ul style="list-style-type: none"> - Routine 1: Mindfulness practice - Routine 2: Celebration - Conceptualization and practice of perspective taking and empathy - Routine 3: Reflection
	Session 6: Communicative competencies – Relationships skills	<ul style="list-style-type: none"> - Routine 1: Mindfulness practice - Routine 2: Celebration - Conceptualization and practice of active listening - Routine 3: Reflection
	Session 7: Communicative competencies – Relationships skills	<ul style="list-style-type: none"> - Routine 1: Mindfulness practice - Routine 2: Celebration - Conceptualization and practice of assertiveness - Routine 3: Reflection
	Session 8: Integrative competencies – Relationship skills	<ul style="list-style-type: none"> - Routine 1: Mindfulness practice - Routine 2: Celebration - Conceptualization and practice of conflict resolution strategies (negotiation) - Routine 3: Reflection

(continued)

Table 1 (continued)

Module	Session	Main activities
Module 2: Classroom management	Session 9: Creating cooperative classroom environments (intrinsic motivation vs. extrinsic motivation; cooperative learning)	<ul style="list-style-type: none"> - Routine 1: Mindfulness practice - Routine 2: Celebration - Theories on intrinsic and extrinsic motivation - Conceptualization of self-determination theory: Autonomy, competence, and belonging - Theories on cooperative learning vs. competition; practice of cooperative work - Routine 3: Reflection
	Session 10: Class Meetings	<ul style="list-style-type: none"> - Routine 1: Mindfulness practice - Routine 2: Celebration - Conceptualization and practice of Class Meetings - Routine 3: Reflection
	Session 11: Managing classroom disruptions	<ul style="list-style-type: none"> - Routine 1: Mindfulness practice - Routine 2: Celebration - Conceptualization of mistaken goals - Strategies to understand and manage classroom disruptions (developmental and positive discipline) - Routine 3: Reflection
	Session 12: Managing situations of aggression in the classroom	<ul style="list-style-type: none"> - Routine 1: Mindfulness practice - Routine 2: Celebration - Differences between situations of bullying and conflicts - Restorative practices in the classroom - Routine 3: Reflection
	Session 13: Teaching styles	<ul style="list-style-type: none"> - Routine 1: Mindfulness practice - Routine 2: Celebration - Conceptualization of teaching styles - Routine 3: Reflection
Closure	Session 14: Final reflections	<ul style="list-style-type: none"> - Routine 1: Mindfulness practice - Routine 2: Celebration - Class meeting: Final reflections - Routine 3: Reflection

Theoretical and Empirical Background

The course was comprised of three components: social and emotional competencies, classroom management strategies and approaches, and mindfulness. In addition, the activities were based on four main principles: establishing and maintaining

routines, cooperative learning, learning by doing, and reflection. These components and principles will be explained below.

Component 1: Social and emotional competencies. The first component's design focused on social and emotional competencies. Through active and cooperative learning strategies, students were guided to practice and reflect upon their own social and emotional competencies. They were also invited to reflect on how to apply these skills in different situations within the classroom/school environment.

As described in Chapter 2, the national guidelines for teacher preparation in Colombia do not include much details about *how* to support teachers' personal development to promote more peaceful environments. Moreover, these guidelines are not explicitly articulated with the National Standards of Citizenship Competencies.

The design of the present course intended to address these voids by providing future teachers with specific strategies to promote peaceful and democratic classroom environments. Also, the Colombian Ministry of Education's National Standards of Citizenship Competencies were used as the main conceptual framework for this component (Ministerio de Educación Nacional, 2004). Among all the competencies, nine of them were emphasized based on the researcher's criteria of which abilities are essential for the teaching profession: emotional awareness, emotional regulation, empathy, perspective taking, active listening, assertiveness, creative generation of options, analysis of consequences, and conflict resolution.

Creative generation of options refers to being able of creatively thinking of many ways of solving a conflict or a social problem (Chaux, 2004). The analysis of consequences is the ability to consider the possible short-term and long-term

consequences of one's or others' decisions and actions (Chaux, 2004). Emotional awareness refers to having the ability to accurately identify the emotions of others and the self. Emotional regulation consists in having the ability to control one's emotions (Chaux, 2004). For instance, calming down strong emotions such as anger before acting in a way that might be harmful for oneself or for those who are around. Perspective taking is the ability to discern others' psychological states (Damon, 1988), such as interests and points of view. Empathy also has to do with understanding other people's psychological states (i.e., emotions), but also has an emotional component, as it is "an affective response that is more appropriate to someone else's situation than to one's own situation" (Hoffman, 1996, p. 157). Active listening and assertiveness are key communicative abilities. Active listening refers to the ability to pay and demonstrate attention when other people are talking, even when we disagree with what they are saying (Chaux, 2012; Ministerio de Educación, 2004). Assertiveness is the ability to express one's emotions, thoughts, points of view, etc., in a clear and emphatic way without resorting to aggression (Chaux, 2004). Finally, conflict resolution competencies require the use of all the aforementioned abilities (Ministerio de Educación, 2004). For instance, the ability to regulate one's emotions and be open to listen in an active way while trying to negotiate with the others.

To be able to handle conflicts in constructive way inside the classroom, negotiation may be especially useful. According to Johnson, Johnson, Dudley, Ward, and Magnuson (1995), the parties involved in a conflict are usually concerned by achieving their goals and maintaining a good relationship with the other party. Based on these two concerns, there are five possible conflict resolution strategies: (1) forcing (i.e., trying to achieve one's goal without regard for the relationship), (2) withdrawing (i.e., giving up

one's goal and risking the relationship), (3) compromising (i.e., giving up part of one's goal and somehow affecting the relationship), (4) smoothing (i.e., giving up one's goal to maintain a good relationship), and (5) integrative negotiating (i.e., trying to get to an agreement that meets both parties' goals, thus maintaining a good relationship) (Johnson et al., 1995).

Torrego (2005) describes similar strategies: (1) competition (i.e., chasing one's goals and not caring about other people's feelings, interests, thoughts, etc.), (2) avoidance (i.e., not facing the conflict or trying to postpone it), (3) compromise (i.e., trying to find a win-win solution, usually by giving away part of our interests to get to an agreement), (4) accommodation (i.e., yielding to other people's interests), and (5) collaboration (i.e., searching and working together towards a shared goal). Negotiation processes are closer to the compromise and collaboration styles, which are less individualized ways to solve conflicts. Through negotiation, the parties involved work together to understand each other's interests and find a win-win solution (Torrego, 2005).

All the aforementioned social and emotional competencies are essential to build and maintain constructive and peaceful student-student and teacher-student relationships inside the classroom. In addition, teachers' SEC are closely related to effective classroom management, as they are important in handling challenging situations and in establishing positive relationships with students. According to Jones, Bailey, and Jacob (2014), "providing teachers –especially new teachers- with concrete social-emotional strategies can enhance their capacity for positive interactions and effective communication with students" (p. 21).

Most of the activities of the course's social and emotional component were adjusted from the program *Aulas en Paz* ("Classrooms in Peace"), which has been implemented in different regions of Colombia. *Aulas en Paz* offers professional development workshops for teachers, student teachers and families, and a universal and focused curriculum for elementary school students. These activities were chosen for three main reasons. First, all the activities of *Aulas en Paz* are based on the Colombian Ministry of Education's National Standards of Citizenship Competencies, which makes them relevant for the Colombian teacher education programs. Second, *Aulas en Paz* is a program with rigorous evaluative support. Evaluations of the program have demonstrated a positive impact of the program on the teacher-reported levels of aggression and prosocial behavior among students (Chaux et al., 2017). Third, the researcher was familiar with *Aulas en Paz*, as she designed and/or implemented some of the program's activities with parents, teachers and student teachers in different regions of Colombia.

Component 2: Classroom management. The second component's design focused on classroom management theories and strategies. Students experienced (e.g., throughout classroom simulations) and reflected upon different classroom management strategies, such as the establishment of classroom rules and routines. Students were also guided to learn and experience practices aimed at improving the overall classroom climate, such as class meetings.

As explained in Chapter 2, authoritative classroom management approaches have demonstrated to be associated with students' prosocial behavior (Jennings & Greenberg, 2009; Raver & Knitzer, 2002). Hence, to design the classroom management component of the course, the researcher chose authoritative approaches to classroom management.

That is, approaches that highlight the importance of taking into account students' needs and well-being but also seek to provide guidance and set limits for students' behavior.

These strategies and approaches are described below.

Creating a safe and trusting classroom environment from the beginning. As several authors suggest, beginnings (e.g., the first days or weeks of class) are essential to establish trusting and caring settings within the classroom (Dalton & Watson, 1997; Urban, 2008). Thus, special attention should be given to the types of activities prepared for students during the first encounters (in this case, the first sessions).

Consistent with the two dimensions of the teaching styles described in chapter one, the first encounters within a classroom are critical to start building strong and caring relationships but also setting a safe environment with limits, expectations and routines (Marzano, Gaddy, Foseid, Foseid, & Marzano, 2005). For that reason, the first sessions of the course were explicitly dedicated to getting to know each other, communicate academic goals, establishing routines, and making classroom agreements around the aspects that might help the group to create and maintain the classroom environment they desire. These activities were participatory and intended to model democratic decision-making processes.

Approaches to prevent and manage misbehaviors and classroom disruptions.

Two main frameworks to prevent and handle misbehavior and classroom disruptions were predominant during the course: (1) the positive discipline approach, and (2) the developmental discipline approach. These approaches differed with authoritarian approaches of school discipline that still prevail in the Colombian educational system.

Positive discipline and developmental discipline are close to developmental, community-based or constructivist approaches to classroom management, as opposed to behavioral approaches that rely on external rewards and punishment to “control” students’ behaviors (Nelsen, 1998; Watson & Battistich, 2006).

Positive discipline approach. The positive discipline approach assumes that students are able to cooperate and be autonomous in the classroom (i.e., they can control themselves and be responsible for their actions). It also emphasizes that students feel significant while they learn and practice skills to solve group problems (Charles, 2002).

Positive discipline is based on the theories of Alfred Adler and Rudolf Dreikurs, who viewed mistakes and misbehaviors as opportunities for children’s learning and growth (Nelsen, 1998). According to this approach, misbehaviors are mostly caused by students’ lack of motivation due to feelings and beliefs of not being accepted, significant, or loved. Therefore, the consequences of misbehaviors should be firm and consistent, but also respectful and caring with the child. In other words, the authoritative teaching style should predominate. Some of the positive discipline strategies are gaining students’ cooperation, solving group problems through class meetings, and applying logical consequences (which are directly related to the results of the misbehavior; for instance, if a student writes on his desk, the logical consequence would be asking him to clean it) instead of punishment (Nelsen, 1998).

Nelsen (1998) describes four possible “mistaken goals” of misbehavior, which appear when the needs of feeling belonged, significant, and loved are not met: Undue attention, misguided power, revenge, and assumed inadequacy. Nelsen (1998) calls them “mistaken goals” because children are not consciously aware of what they want to

achieve (e.g., being noticed, feeling included and loved, feeling useful and competent) and usually choose behaviors that generate feelings such as irritation, anger, disgust, disappointment, or frustration in the adult. Thus, children often end up getting opposite results (e.g., being rejected, left alone, or punished by the adult).

Nelsen (1998) argues that using punishment or inadequate strategies to deal with misbehavior in these cases usually generates the four R's: Resentment, revenge, rebellion, or retreat. Therefore, it is important to identify the needs of the student and the possible mistaken goal that is disguised under his/her misbehavior, and then choose strategies that are consistent with those needs. For instance, a student who feels hurt because he/she has been treated by adults with violence, might want to get revenge by having rude attitudes and behaviors with his teacher. If the student is punished, his/her feelings of being unaccepted will probably increase and his/her attitudes will be reinforced in the long term (e.g., confronting adults, being aggressive, showing rebellious behaviors). More adequate strategies with this student might be trying to build a trusting relationship with him outside the classroom, having firm but caring conversations about the emotions his behavior generates (e.g., "I feel hurt when you talk to me like that," "I feel frustrated when you say rude words"), listening to him, and validating his feelings.

Developmental discipline approach. The developmental discipline approach focuses on student empowerment, building relationships, induction (i.e., critical discussions about behaviors and their consequences), and relevant consequences of misbehavior (Berkowitz, 2011). This approach focuses on three guiding principles: (1) building caring and trusting teacher-student relationships, (2) support and promote friendly relationships among students, and (3) view misbehavior as an opportunity to

support character development through dialogue and shared understanding (Watson, 2007; Watson & Battistich, 2006).

Developmental discipline is associated with attachment theory (Ainsworth, Blehar, Waters, & Wall, 1978; Bowlby, 1969), which suggests that the relationship between children and their caregivers (e.g., parents and teachers) is essential to their development and socialization. Rather than rewards and punishments, secure attachment relationships in which affection is combined with rules and guidance are the basis of the development of collaborative and prosocial dispositions and behaviors (Staub, 2003; Watson, 2003).

Positive and developmental discipline are consistent with self-determination theory, which is based on Ryan and Deci's (2000a) idea that people have three psychological needs: The need for competence (feeling that they are capable of achieving their goals), the need for belonging (feeling that they belong to a social group), and the need for autonomy (feeling that they are responsible for their own actions and have power to make decisions).

In turn, the fulfilment of these needs affects the way people are motivated to behave in certain ways (Ryan & Deci, 2000b): People can be *intrinsically motivated* (they are motivated to do something because they find it inherently interesting or enjoyable) or *extrinsically motivated* (they do something because it leads to a certain outcome besides performing the activity itself; for instance, avoiding punishment or getting a reward).

Learning environments may promote intrinsic motivation (for example, using engaging activities and supporting students' autonomy) or extrinsic motivation (for example, relying only on punishment when students misbehave) (Ryan & Deci, 2000b).

Positive and developmental approaches are closer to the former type of learning environments, while coercive or controlling discipline strategies are closer to the latter.

Bullying situations and restorative practices in the classroom. Restorative practices are often used to deal with serious offenses or with student misbehavior that clearly caused some harm. This approach also differs from punitive solutions. Instead, it focuses on repairing and/or maintaining relationships among the school or classroom community. Restorative practices usually involve meetings with all the parties involved in a certain situation to work toward a shared resolution (Varnham, 2005). Some of the key principles of restorative practices are: (1) they open the possibility for full participation and consensus for all the people who may have felt affected, (2) they seek to repair the damage for the victim and the offender, (3) they invite the offender to be fully and directly accountable for his/her actions, (4) they seek to reunite and reintegrate all the affected parties into the larger community, and 5) they seek to enhance community bonds to prevent future harmful situations (Varnham, 2005).

This intervention's design took into account the reparative aspect of restorative practices as a way of dealing with bullying among students. Bullying situations always imply some type of aggression (e.g., verbal, physical, relational), and a difference of power between the parties involved (Olweus, 1993). Therefore, conflict resolution strategies, such as negotiation, might not be adequate to address them: The victim has no power to negotiate and an agreement around the interests involved does not lead to a win-win solution. Similarly, punitive strategies, such as suspending the bully, might not be adequate despite being commonly used by school teachers. Punishment usually generates

resentment and motivates the development of more subtle forms of aggression outside the supervision of the adults (Jiménez, Castellanos, & Chaux, 2009).

In contrast, non-punitive approaches might contribute to long-term changes by developing in the students a sense of genuine concern for the situation (Jiménez et al., 2009). Reparation is a good example of a non-punitive strategy that might be used to deal with school bullying. It involves the capacity for caring and recognizing the harm's consequences, followed by a process of repairing damage and social relationships among the community (Froggett, Farrier, & Poursanidou, 2007). Therefore, the work with the aggressor goes beyond making him/her feel guilty about his/her behavior, and focus on the development of empathy and the reparation of the damage instead.

Class meetings. Class meetings are “times to talk – a forum for students and teacher to gather as a class to reflect, discuss issues, or make decisions about ways they want their class to be . . . The students’ role in these class meetings is to participate as valuable and valued contributors to the classroom community” (Developmental Studies Center, 1996, p. 3). They can be held for many different purposes. According to those purposes, the Developmental Studies Center (1996) defines three types of class meetings: (1) *planning and decision-making meetings*, to define a course of action for certain activity or set of activities, (2) *check-in meetings*, to check how a certain rule, agreement, activity, behavior, etc. is going, and (3) *problem-solving and consciousness-raising meetings*, to discuss and resolve some problematic or conflictive situation, or to reflect about some important issue.

Class meetings are meant to: (1) enhance students’ sense of belonging, (2) enhance students’ sense of responsibility, fairness, and kindness within their classroom,

(3) empower students giving them a voice to give their opinion and contribute to class decisions, (4) provide a supportive environment in which students can feel safe to express themselves, and (5) provide time to reflect about learning processes (Developmental Studies Center, 1996).

Component 3: Mindfulness. A third component focused on mindfulness practices. For the purposes of this study, mindfulness was approached as a cross-sectional component that supports the development of social and emotional competencies and classroom management skills and dispositions. Through experiential learning, students were invited to learn how to implement basic mindfulness practices in their everyday lives. The course's design also included students' reflection on how mindfulness can be applied in the classroom/school context. Basic concepts and ways to understand mindfulness in educational settings were also covered. In addition, short practices of mindfulness were embedded as part of the class routines at the beginning of each session.

The main theoretical and empirical framework for this component was based on Jon Kabat-Zin's approach to Mindfulness (MBSR – Mindfulness Based Stress Reduction) (Kabat-Zinn, 1994), and on the program *RESPIRA* (“Breathe”). *RESPIRA* has been implemented in different regions of Colombia. It seeks to develop mindful attitudes in teachers so they can guide mindfulness practices with their students. The program has a professional development component for teachers and a curriculum for kindergarten and elementary school children. Pilot evaluations have suggested positive changes within the classrooms that participated in the program. For instance, teachers report less classroom disruptions and an improvement in the quality of teacher-student relationships (González & Riveros, 2015). The researcher was familiar with *RESPIRA*, as she designed

some of the activities of the program and she had completed *RESPIRA*'s intensive facilitators' training (approximately 100 hours of face-to-face training and 40 hours of online work). The researcher had also completed different MBSR programs and mindfulness teacher trainings.

Two kinds of mindfulness practices guided this component. The first kind involves informal practices, which intend to embed mindfulness across daily routines and interactions (e.g., listening mindfully to other people during a conversation, or mindfully washing the dishes). The second kind of practices are formal, and require setting a time and place specifically intended to cultivate mindfulness (Stahl & Goldstein, 2010). The course's design included diverse formal practices taken from Jon-Kabat Zin's MBSR model (Stahl & Goldstein, 2010) that were implemented with students at the beginning of each session (e.g., mindful walking, mindful breathing, mindful listening, mindful movement, awareness of emotions, and body scan).

Pedagogical principles. The activities of the course were based on four main principles. The first principle was *establishing and maintaining routines*. The same routines for the beginning and the end of the class were intended to be included in every session's plan. For instance, every session started with mindfulness meditation practices and celebrations, and every session was supposed to end with a reflection based on the activities of the day (as will be explained later, this routine of reflection was not implemented as expected due to time constraints).

Routines bring different benefits to the classroom. For instance, they facilitate the flow of activities because students "know the normal sequence of events" (Doyle, 2006, p. 108), and represent an important strategy to maintain classroom order. This does not

mean that students should be in state of absolute silence, obedience and passivity. Instead, order means that students are following a certain course of action necessary to develop a particular classroom event (Doyle, 2006).

The second principle was *cooperative learning*. Group work activities were based on cooperative work. For instance, students had to work in groups to “achieve mutual learning goals” (Johnson & Johnson, 2006). In a cooperative context, people “tend to focus on both self and others’ well-being [and] be dominated by long-term mutual interests” (Johnson & Johnson, 2006, p. 807). Strategies that involve cooperative rather than competitive peer interaction can be very effective to promote positive relationships and develop important social skills (Berkowitz, 2011, 2012; Berkowitz & Bier, 2005).

The third principle was *learning by doing*. As described in Chapter 2, traditional methodologies of teaching *about* concepts and theories still prevail in many schools in Colombia. In this context, it was essential to make explicit emphasis on the pedagogical principle of *learning by doing*. Through roleplay and simulations, participants put into practice social and emotional competencies in the classroom. In addition, participants had the opportunity to experience firsthand classroom management approaches and strategies (e.g., by establishing rules for the course and participating in class meetings).

There is not always a consistency between what people know and what they actually do. When it comes to teaching, Darling-Hammond (2006) and Hammerness, Darling-Hammond and Bransford (2005) refer to this incongruence as the “problem of enactment.” That is, teachers often act and think in very different ways. For instance, sometimes they seem to know what works in education, but they are not willing to implement those strategies in their classrooms (Berkowitz, 2012).

This incongruence between knowing (thinking) and acting can be reduced by supporting opportunities to link theory and practice. According to Darling-Hammond (2006), a growing body of research shows that teachers-in-training who have opportunities for practice have a better understanding of theory, and are more able to apply the concepts they are learning in their coursework and to support student learning. As Darling-Hammond (2006) explains, “people learn more effectively when ideas are reinforced and connected both in theory and in practice” (Darling-Hammond, 2006, p. 7).

In addition, reflection about their own performance (i.e., *meta-cognition*) and opportunities to get feedback from colleagues are also essential elements to reduce this gap between teachers’ knowledge and practice (Berkowitz, 2012). This idea leads to the fourth pedagogical principle: *reflection*. Through classroom discussions and journaling, participants had frequent opportunities to reflect on how they practiced social and emotional competencies in their daily lives, on their ways to cope with challenging situations and emotions, on their learning process throughout the course, etc.

Teacher education programs must provide opportunities to test teachers’ understanding and receive feedback to clarify ideas and correct misconceptions (National Research Council, 2000). Systematic reflection and detailed feedback from practical experiences can be especially educative. In addition, they are essential to correct potentially erroneous ideas about teaching (Darling-Hammond, 2006).

Classroom evaluation. Consistent with the pedagogical principle of *reflection*, the purpose of evaluative activities that were conducted throughout the session (e.g., student journaling and written assignments) was to provide students with opportunities to explore their own insights about the topics and strategies they were learning in the

course. Although these opportunities of reflection were considered important for the researcher, logistical issues affected the classroom evaluation at ENSN because the course ended up being an informal activity that did not represent any credit hours for the students. To avoid overwhelming students with additional workload, the researcher adjusted the course at ENSN so the only homework consisted of writing short biweekly journal reflections. Also, the researcher recommended some readings to the students, but she noted that they did not dedicate time to read or write at home because they gave priority to the assignments of their other classes.

In contrast, students at UNIMINUTO were taking the course as an elective class that represented credit hours. In consequence, students at this setting were willing to do their homework, and their assignments were graded. Hence, the course design for UNIMINUTO included formal evaluation activities (more details will be explained in the following section). For UNIMINUTO, giving clear, constant and constructive feedback to students was considered an essential aspect of the course. As will be explained in more detail in the following section, the researcher designed a rubric to grade all main assignments and every numeric grade was complemented with detailed qualitative feedback. Based on the previously described theories of intrinsic and extrinsic motivation of Ryan and Deci (2000b), the researcher intended to avoid the use of grades as external rewards or threats to motivate students. In contrast, students were given opportunities to improve their assignments after receiving feedback. That way, they could focus on improving their work and enriching their learning process instead of merely getting a good grade.

Finally, the researcher used, and explicitly shared with students, the following guidelines to provide feedback (Chaux, 2008): (1) always begin with positive comments, (2) focus on the process and the work, not on the person's characteristics, and (3) describe the weaknesses as something that can be improved.

These guidelines were inspired by the work of Dweck (2007), who emphasizes the importance of focusing on students' learning processes (e.g., for the strategies they used, their improvement, their perseverance) instead of praising them for their personal attributes such as their intelligence. Dweck (2007) also highlights the importance of letting students know that they can improve their abilities through effort even if they make mistakes or fail.

Description of the Implementation

The course lasted between 19.5 and 24.5 hours and was delivered by the researcher on a weekly or biweekly basis. Students were informed beforehand that certificates of completion would be given to those who attend at least 80% of the sessions. The details of the implementation and resources⁵ used at each setting are described below.

Description of the implementation at UNIMINUTO. The intervention at UNIMINUTO was comprised of 13 weekly sessions of 1.5 hours that were taught from February 2016 to May 2016. For this group, the course was an elective class and represented two credit hours of their undergraduate program. Therefore, it included classroom evaluation activities and study time outside the classroom (i.e., readings and homework). The original structure of the course was modified because the sessions at

⁵ The original resources (e.g., instruction sheets, instructions for homework) were written in Spanish but they are presented in English for the purposes of this report.

UNIMINUTO were shorter than initially expected and because, due to administrative processes, the course started a week later. Thus, the program had to be adjusted from 14 to 13 sessions. Some sessions were merged (for instance, the sessions about “Cooperative classroom environments” and “Managing classroom disruptions”), some activities initially thought to be part of the sessions were sent as homework (for instance, the reflection sheet for the activity of “Managing situations of aggression in the classroom”), and some activities were eliminated (for instance, routine #3). The course syllabus is available in Appendix A. Table 2 shows a summary of the implementation at UNIMINUTO. It is followed by a description of each session.

Table 2

Summary of intervention at UNIMINUTO

Module	Session	Main activities	Classroom evaluation / Homework
Introduction	Session 1: Setting the tone	<ul style="list-style-type: none"> - Routine 1: Mindfulness practice (mindful breathing) - Relationships building: Telling the stories of our names - Setting expectations: Classroom simulation and connection with the purposes of the course - Syllabus and procedures 	<ul style="list-style-type: none"> - Weekly reflection in journal - Readings: Chaux, E. (2012). Educación, convivencia y agresión escolar [Education, peaceful coexistence, and school aggression]. Bogotá, D.C., Colombia: Universidad de los Andes. (pp. 63-83) Stahl, B., & Goldstein, E. (2010). <i>Mindfulness para reducir el estrés. Una guía práctica [Mindfulness to reduce stress. A practical guide]</i>. Barcelona, España: Kairós. (Chapters 1, 2)
Module 1: Social and emotional competencies	Session 2 and 3: Introduction to social and emotional competencies	<ul style="list-style-type: none"> - Routine 1: Mindfulness practice (mindful movement and mindful listening) - Routine 2: Celebration - Classroom agreements - SEC in the classroom: Story of “Angélica” - Reflection: Practice of SEC during the session 	<ul style="list-style-type: none"> - Weekly reflection in journal - Paper 1: Reflection of personal strengths and weaknesses with regard to SEC, and research on strategies to develop SEC in the classroom
	Session 4: Foundations of mindfulness	<ul style="list-style-type: none"> - Routine 1: Mindfulness practice (body scan) - Routine 2: Celebration - Raisin exercise - PowerPoint Presentation: What is mindfulness? Benefits of mindfulness, informal and formal practices, applicability of mindfulness in education 	<ul style="list-style-type: none"> - Weekly reflection in journal - Readings: Chaux et al. (2008). Aulas en Paz: 2. Estrategias pedagógicas [Classrooms in Peace: 2. Pedagogical strategies]. Revista Interamericana de Educación para la Democracia, 1(2), 124-145. - Paper 1: Reflection of personal strengths and weaknesses regarding SEC, and research on strategies to develop SEC in the classroom

(continued)

Table 2 (continued)

Module	Session	Main activities	Classroom evaluation / Homework
Module 1: Social and emotional competencies	Session 5: Emotional competencies – Self-awareness and self- management	<ul style="list-style-type: none"> - Routine 1: Mindfulness practice (awareness of emotions) - Routine 2: Celebration - Self-awareness: Connection between body sensations, thoughts, emotions and actions - Anger management strategies - Reflection on the applicability of emotional awareness and emotional management strategies to daily-life situations 	<ul style="list-style-type: none"> - Weekly reflection in journal - Revised version of paper 1 based on feedback given by the facilitator
	Session 6: Communicative competencies – Relationships skills	<ul style="list-style-type: none"> - Routine 1: Mindfulness practice (mindful breathing) - Routine 2: Celebration - Activity to practice active listening strategies and reflection on their applicability to daily life 	<ul style="list-style-type: none"> - Weekly reflection in journal - Letter to “Chico Omega”
	Session 7: Communicative competencies – Relationships skills	<ul style="list-style-type: none"> - Routine 1: Mindfulness practice (mindful breathing) - Routine 2: Celebration - Activity to practice assertiveness strategies and reflection on their applicability to daily life 	<ul style="list-style-type: none"> - Weekly reflection in journal - Readings: Fisher, R., Patton, B., & Ury, W. (1993). <i>Sí... ¡De acuerdo!: Cómo negociar sin ceder</i> [Getting to yes: Negotiating agreement without giving in]. Bogotá, D.C., Colombia: Norma. Chapters 3 and 4. - Paper 2: Analysis of two TV shows and how the characters practice (or not) emotional management, active listening, and assertiveness.
	Session 8: Integrative competencies – Relationship skills	<ul style="list-style-type: none"> - Routine 1: Mindfulness practice (mindful breathing) - Routine 2: Celebration - Activity to practice conflict resolution strategies (negotiation) and reflection on their applicability to daily life 	<ul style="list-style-type: none"> - Weekly reflection in journal

(continued)

Table 2 (continued)

Module	Session	Main activities	Classroom evaluation / Homework
Module 2: Classroom management	Session 9: Teaching styles	<ul style="list-style-type: none"> - Conceptualization of teaching styles - Reflection of consequences of different teaching styles 	<ul style="list-style-type: none"> - Weekly reflection in journal - Readings: Nelsen, J. (1998). <i>Disciplina con amor: Cómo pueden los niños adquirir control, autoestima y habilidades para solucionar problemas</i> [Discipline with love: How children can gain control, self-esteem, and problem-solving skills]. Bogotá D.C., Colombia: Planeta. (Chapter 4)
	Session 10: Managing classroom disruptions	<ul style="list-style-type: none"> - Routine 1: Mindfulness practice (mindful breathing) - Routine 2: Celebration - Conceptualization of intrinsic vs. extrinsic motivation and self-determination theory - Strategies to understand and manage classroom disruptions (developmental and positive discipline) - Conceptualization of mistaken goals and case analysis (positive discipline) 	<ul style="list-style-type: none"> - Weekly reflection in journal
	Session 11: Managing situations of aggression in the classroom	<ul style="list-style-type: none"> - Routine 1: Mindfulness practice (mindful breathing) - Routine 2: Celebration - Conceptualization of mistaken goals and case analysis (positive discipline) (continuation) - Differences between situations of bullying and conflicts - Characterization of bullying situations 	<ul style="list-style-type: none"> - Weekly reflection in journal - Reflection of consequences of punitive and restorative strategies to address a situation of bullying
	Session 12: Class Meetings	<ul style="list-style-type: none"> - Reflection on consequences of punitive vs. restorative strategies to address bullying situations - Conceptualization of class meetings and video analysis 	<ul style="list-style-type: none"> - Weekly reflection in journal - Final paper: Case analysis - identify possible strategies the teacher could use, and identify the main social and emotional competencies the teacher might have to practice to address the case adequately.

(continued)

Table 2 (continued)

Module	Session	Main activities	Classroom evaluation / Homework
Closure	Session 13: Final reflections	<ul style="list-style-type: none"> - Classroom simulation and connection with the learning process throughout the course - Class meeting: Final reflections 	NA

Session 1 (UNIMINUTO). The main goal for this session was to start building positive relationships among the group and to set the expectations for the rest of the semester.

The facilitator explained that the course was part of a research project and informed that the sessions would be videotaped for that purpose. The session began with a 5-minute mindfulness practice of mindful breathing, followed by an ice-breaker exercise in which the students and the facilitator told a story related to their names⁶.

Then, the group made a simulation, that was videotaped, of a challenging situation in the classroom: The facilitator handed out to the group a description of the case⁷ (see Appendix B) and gave the students a few minutes to read it and think what they would do if they were the teacher. Two students were randomly chosen (the facilitator had the name of the students in a bag and randomly picked two) to assume the role of the teacher and the role of a student with challenging behaviors (i.e., José). The rest of the group (including the facilitator) assumed the role of the other students in the classroom. When the simulation was over, two different students were randomly chosen to repeat it. Each simulation lasted 10 minutes. Then the facilitator led a group discussion in which the group gave feedback to the two students who performed as teachers and reflected on the teachers' feelings and on the possible classroom management strategies they would have used in these types of situations. Then the facilitator connected these reflections to the purposes of the course: To promote their social and emotional competencies, and classroom management knowledge and skills.

⁶Activity taken from the program Aulas en Paz: Corporación Convivencia Productiva (2011). *Curso de formación general* [General training course]. Bogotá, D.C., Colombia: Author.

⁷ As will be explained later, this case was part of a pre-test questionnaire the students responded before the course began.

Finally, the group read the syllabus and the facilitator answered questions about the course's evaluation procedures. The facilitator talked about the role of the accompanying teacher⁸, who would be attending all the sessions and participating as a student but would be also supporting the facilitator with logistical issues and with grading processes.

The facilitator handed out a journal to each student and explained that they would have to write a weekly reflection (see Appendix C for the questions for the journals). Two readings about mindfulness and social and emotional competencies were assigned for the next session⁹.

Session 2 (UNIMINUTO). The purpose of this session was to establish classroom agreements and to guide participants to understand the main theoretical and empirical rationale behind social and emotional learning and development.

The facilitator started the session with a short mindfulness practice (mindful movement) and then asked each student to share with the group something they would like to celebrate¹⁰ (i.e., something positive that happened during the past week, something they are grateful about). Then the facilitator explained that each session will start with these two routines (mindfulness practice and celebration) and reflected with the group about the possible benefits and counter-effects of having routines in the classroom.

⁸ The accompanying teacher was part of the Student Wellness Center of the University and was assigned by the Center to support the facilitator with the course. She participated in the activities as a student but also had a role that was similar to a teacher assistant. For example, she helped with the registration process, the preparation of class resources, and graded part of the students' homework with the supervision of the facilitator.

⁹ Chaux, E. (2012). Educación, convivencia y agresión escolar [Education, peaceful coexistence, and school aggression]. Bogotá, D.C.: Universidad de los Andes. (pp. 63-83)
Stahl, B., & Goldstein, E. (2010). *Mindfulness para reducir el estrés. Una guía práctica* [Mindfulness to reduce stress. A practical guide]. Barcelona, España: Kairós. (Chapters 1, 2)

¹⁰ Activity inspired by the Summer Institute of Character Education. Center for Character and Citizenship (2013).

Then, the facilitator led an exercise in which the students came up with a short list (maximum 5) of concrete and observable rules that will allow the group to create and maintain a favorable classroom environment¹¹. The students came up with the following rules: (1) Be on time and leave class on time, (2) Put mobiles on silent mode, (3) Prepare the readings before class, (4) Share points of view and participate actively, (5) Listen to the person who is talking.

The group reflected on the importance of these agreements (e.g., what would happen if somebody breaks them), and on the differences between creating agreements as group and having rules predetermined by the teacher only.

After the classroom agreements were built, the facilitator led an activity to illustrate the way the social and emotional competencies can be practiced in the classroom. The group read a story of “Angélica” (Bojunga, 1989), in which a conflict between the characters is presented. The group reflected around the feelings and perspectives of the characters¹². Then, the students were asked to do a brainstorm in small groups about all the possible options the main character had to address the conflict, and choose the best options and the worst options based on their consequences. This activity couldn’t be completed due to time limitations so the students were asked to finish the analysis as homework.

Session 3 (UNIMINUTO). This session was a continuation of session 2. It started with the two routines: A short mindfulness practice (mindful listening) and the moment of celebration.

¹¹ Activity adapted from the program Aulas en Paz: Corporación Convivencia Productiva (2011). *Curso de formación general* [General training course]. Bogotá, D.C., Colombia: Author.

¹² This story can be found in chapter 5 of the following text: Bojunga, L. (1989). *Angélica*. Bogotá, D.C., Colombia: Norma.

Each group shared with the rest of the class the options they selected from the list of possible ways to address the conflict of the characters and they thought about the consequences of each action (for the parties involved and for their relationship). The facilitator led a discussion about the usefulness of generating creative options and considering their consequences in situations of conflict.

Finally, the facilitator gave the group a list of social and emotional competencies, as defined by CASEL and by the Colombian Standards of Citizenship Competencies. The group identified which competencies they put into practice during the session, and the facilitator described the differences between *talking about* social and emotional competencies and *practicing* the competencies in the classroom.

The class ended with an explanation of the first classroom evaluation activity (see Appendix D).

Session 4 (UNIMINUTO). This session's purpose was to guide participants to understand the main theoretical and empirical rationale behind teaching and practicing mindfulness in school settings, and to facilitate participants' reflection on the value of formal and informal mindfulness practices on their daily lives and professional activities.

The session began with the two routines: a mindfulness practice (body scan) and the moment of celebration. Then, the facilitator led an exercise in which participants were invited to eat a raisin in a mindful way¹³ (i.e., slowly, and paying attention to the properties of the raisin with a curious and non-judgmental attitude). The exercise was followed by a reflection of the way the raisin was perceived and the difference between that experience and the way we perform our daily-life activities. The facilitator explained

¹³ This exercise was taken from the Mindfulness-Based Stress Reduction program of 8 weeks, designed by Jon Kabat-Zinn.

the definition of mindfulness using a bottle with water and glitter to make a metaphor with the mind: when we have many thoughts and emotions going on our mind is murky and messy, like the bottle when we shake it; if we calm our mind, it will become more clear and transparent, like the bottle when we stop shaking it¹⁴.

The facilitator presented a PowerPoint in which she explained the essential attitudes of mindfulness, the difference between formal and informal practices, and the benefits of practicing mindfulness.

At the end of the session, the facilitator pointed out that she and the accompanying teacher received the first papers of the students, and they would send feedback¹⁵ to each student. After receiving feedback, each student would have the opportunity to revise the paper and send it again. Only the second submission was graded. A reading about pedagogical strategies to develop social and emotional competencies in educational settings was assigned for next the session¹⁶.

Session 5 (UNIMINUTO). The goal of this session was to guide participants to reflect on the relationship between their own emotions, their body sensations and their actions, and to identify strategies to effectively manage challenging emotions such as anger.

¹⁴ The metaphor of the bottle was taken from the program RESPIRA: Ramírez, P., & Rüst, M. (2016). *Componente docente: Manual del facilitador* [Teacher training component: Facilitator's guide]. Bogotá, D.C., Colombia: Corporación Convivencia Productiva, Save the Children.

¹⁵ Feedback on the first submission of the paper was given by the facilitator. It was a detailed feedback that focused on the positive aspects of the paper and on the concrete details of aspects that could improve. The review and final grades of the second submission were given by the accompanying teacher. The purpose of this type of evaluation was to model constructive ways to give feedback to the students.

¹⁶ Chaux, E., Bustamante, A., Castellanos, M., Jiménez, M., Nieto, A. M., Rodríguez, G. I., Blair, R., Molano, A., Ramos, C., & Velásquez, A. M. (2008). Aulas en Paz: 2. Estrategias pedagógicas [Classrooms in Peace: 2. Pedagogical strategies]. *Revista Interamericana de Educación para la Democracia*, 1(2), 124-145.

After the mindfulness practice (awareness of emotions) and the celebration, the facilitator asked the group to think about a situation in which they had felt anger, and asked them to write or draw: (1) the facts that made the emotion arise, (2) the thoughts they had at that moment, and (3) the physical sensations they felt. After some minutes, some students shared their stories with the group and the facilitator asked questions to promote a reflection around the relationship between thoughts, body sensations, emotions, and actions, and how self-awareness (e.g., being aware of those thoughts and body sensations that we usually have when we are angry) is the first step to avoid reacting in ways that might hurt us, others, and/or our relationships. The group also reflected on the relationship between mindfulness and emotional awareness.

Then, the group built a list of possible strategies that might help them in different situations to manage their anger (e.g., take a deep breath, drink water) and the facilitator asked the group to put one or two strategies in practice during the week.

The session ended with a reflection (i.e., the facilitator asked questions to the group and complemented their ideas) about the competencies they put into practice during the session. The facilitator explained the main pedagogical principles of the course: reflection, cooperative learning, and learning through practice. She also explained how the activities they do in class are meant to develop certain competencies in them but might also give them ideas strategies they can implement with their students in the future.

Session 6 (UNIMINUTO). Sessions 6 and 7 are designed to guide participants' practice and conceptual understanding of two essential communicative competencies: active listening and assertiveness. During session 6, students practiced active listening strategies and reflected on their applicability to teaching and their daily lives.

The session began with a short mindfulness practice (mindful breathing) and a moment of celebration. Then, the group was invited to share experiences and thoughts around the following question: *Do you believe in ghosts?* In order to participate, students had to follow certain instructions: (1) if they wanted to talk, they had to raise their hand in silence and wait for their turn, (2) before talking, they had to paraphrase first the main ideas of the person who had the turn before them, and (3) they should show to the person who was talking that they were paying attention (e.g., looking at the person, responding with the body language to their ideas). Participants were also invited to practice mindfulness during the conversation. For instance, being aware of those moments when the mind was distracted and taking it back to the present moment¹⁷.

After all the participants shared their experiences and thoughts, the facilitator led a reflection (i.e., asking the students questions to and complementing their ideas) about the usefulness of the active listening strategies they just practiced in their daily lives. For instance: What might be the utility of paraphrasing the other person's ideas in conflict situations?

As homework, the facilitator asked the students to read a fragment of the story of "Chico Omega,"¹⁸ which is about a boy who tells his experiences of being bullied at school (Mallorquí, 2008), and write him a letter with the following characteristics: (1) the letter should validate Chico Omega's emotions, (2) the letter should include a personal

¹⁷ Activity adapted from the program Aulas en Paz: Corporación Convivencia Productiva (2011). *Curso de formación general* [General training course]. Bogotá, D.C., Colombia: Author.

¹⁸ Mallorquí, C. (2008). Chico Omega. In F. Marías & S. Pérez (Eds.). *21 Relatos de acoso escolar* [21 stories of bullying] (pp. 9-19). Madrid, Spain: SM.

story in which they had felt similar emotions to the ones Chico Omega is feeling right now, and (3) the letter should include some positive words of comfort¹⁹²⁰.

Session 7 (UNIMINUTO). The main purpose of this session was to guide students' practice and reflection of the applicability of assertiveness strategies.

The session began with a mindfulness practice (mindful breathing) and a moment of celebration. Then, the facilitator asked some students to share their experience of writing the letter to "Chico Omega." The group reflected on the ways they were able to understand Chico Omega's situation and to make an emotional connection with the character (i.e., experiencing empathy and perspective taking).

Next, the facilitator asked the students to work in pairs identifying the similarities and differences between the two examples of communication (see Appendix E²¹). Then, the group discussed their ideas and the facilitator complemented them explaining the characteristics of an assertive message (e.g., focused on own emotions and on specific behaviors or situations we would like to change instead of judging the other person's identity or characteristics) and presenting the "I-message" as a strategy that might be useful to remember those characteristics. The "I-message" contains the following elements: 1) a statement about our own emotions, 2) an explanation of what caused those emotions (the behavior or situation), and 3) a concrete description of what we would like to change.

¹⁹ Activity adapted from the program Aulas en Paz: Corporación Convivencia Productiva (2011). *Curso de formación general* [General training course]. Bogotá, D.C., Colombia: Author.

²⁰ In the initial design of the general structure of the course, this activity was aimed at inviting to a reflection about empathy and perspective taken, and it was meant to be developed during class time. However, due to time limitations it was sent as homework at UNIMINUTO.

²¹ Adapted from the program Aulas en Paz: Corporación Convivencia Productiva (2011). *Curso de formación general* [General training course]. Bogotá, D.C., Colombia: Author.

To practice the I-message, the facilitator asked a volunteer to share with the group a situation in which he was not assertive. Then the volunteer had to talk to another student pretending she was the other person involved in the situation and use the I-message this time. The rest of the group watched him and gave him feedback on the way he delivered the message (i.e., Was it firm and clear? Was it aggressive? Was it judgmental? Did he talk about his feelings?). After the feedback, the student could practice again taking into account his classmates' comments²².

At the end of the session the facilitator explained the instructions for the next evaluation activity (see Appendix F): a paper in which students had to analyze and write recommendations about the way the characters in two TV shows practiced (or not) emotional management, assertiveness, and active listening.

The facilitator assigned a reading about conflict resolution strategies²³ for the next session.

Session 8 (UNIMINUTO). The goal of session 8 was to guide students to learn and practice conflict resolution skills, and to reflect on the applicability of these skills to teaching and their daily lives. Conflict resolution skills require the integration of the competencies that students had practiced during the first 7 sessions (i.e, emotional awareness and management, active listening, assertiveness, perspective taking, creative generation of options, and consideration of the consequences of those options).

²² Activity adapted from the program Aulas en Paz: Corporación Convivencia Productiva (2011). *Curso de formación general* [General training course] (Unpublished document). Bogotá, D.C., Colombia: Author.

²³ Fisher, R., Patton, B., & Ury, W. (1993). *Sí... ¡De acuerdo!: Cómo negociar sin ceder* [Getting to yes: Negotiating agreement without giving in]. Bogotá, D.C., Colombia: Norma. Chapters 3 and 4.

The facilitator opened the session with the two routines: a mindfulness practice (mindful breathing) and a moment of celebration. Then, she reminded the class of the classroom agreements and posted on the board a sign with them that one of the students brought to the class.

To introduce the topic of conflict resolution, the facilitator led a brief activity in which students picked a color they thought represented the word “conflict.” They were asked then to share the reasons why they picked that color and some words that came to their mind when they thought about “conflict.” The facilitator connected those words with the fact that we often think that conflicts are negative and undesirable, and clarified the definition of conflict. The facilitator highlighted that conflicts can be constructive for relationships if they are handled appropriately²⁴.

Then, the facilitator explained the differences between positions and interests in a conflict²⁵, and told the students that they would have to do a roleplay of a conflict between the owner of a store and his employee (see Appendix G²⁶). The group was divided into two groups. One group received the instructions of the owner and the other group received the instructions of the employee. Each group had to identify the interests of the character in the conflict. Then, students performed the roleplay in pairs following five steps²⁷: (1) stop and manage emotions, (2) talk and listen to each other, (3) discover

²⁴ Activity taken from: Morningside Center for Teaching Social Responsibility (2012). *Conflict and win-win solutions: Two lessons for grades 3-6*. Retrieved from <http://www.morningsidecenter.org/teachable-moment/lessons/nonviolence-assertive-approach-conflict>

²⁵ This conceptualization of positions vs. interests was taken from: Fisher, R., Patton, B., & Ury, W. (1993). *Sí... ¡De acuerdo!: Cómo negociar sin ceder* [Getting to yes: Negotiating agreement without giving in]. Bogotá, D.C., Colombia: Norma.

²⁶ Roleplay taken from the program Aulas en Paz: Corporación Convivencia Productiva (2011). *Curso de formación general* [General training course]. Bogotá, D.C., Colombia: Author.

²⁷ Adapted from:

Porro, B. (1996). *Talk it out. Conflict resolution in the elementary classroom*. Alexandria, Virginia: ASCD.

each party's interests, (4) make a brainstorm of possible solutions, and (5) pick a solution that satisfies the interests of both parties.

The sessions ended with a reflection on the students' experience of negotiating their interests, and on the utility of conflict resolution strategies in school settings.

Session 9 (UNIMINUTO). The module of classroom management strategies and approaches initiated with this session. The goal of the session was to guide participants to reflect on the importance of maintaining a balance between having caring teacher-student relationships on one side, and providing guidance and establishing limits on the other side.

The first activity was done outside the university, in a space with grass and trees. Students were divided in pairs. In each pair of students there was a person whose eyes were covered with a blindfold and a person who received confidential instructions to guide his/her partner²⁸ (see Appendix H). The goal for the participants who were blindfolded was to walk through a path with obstacles (e.g., ramps and trees) that was defined by the facilitator beforehand with the help of their guides. Each guide received one of three different types of instructions: (1) instructions to guide his/her partner in a caring but clear way (e.g., giving him/her some concrete instructions and trying to make him/her feel safe), (2) instructions to guide his/her partner in a harsh way (e.g., yelling and criticizing his/her attempts to walk), or (3) instructions to guide his/her partner in a neglectful way (e.g., not telling him what to do for a long period of time). The guides

Program Aulas en Paz: Corporación Convivencia Productiva (2011). *Curso de formación general* [General training course]. Bogotá, D.C., Colombia: Author.

²⁸ Activity adapted from the program Aulas en Paz: Corporación Convivencia Productiva (2011). *Curso de formación general* [General training course]. Bogotá, D.C., Colombia: Author.

were only allowed to give verbal instructions and were not allowed to touch their partners.

After this activity, the group came back to the classroom and the facilitator led a reflection (i.e., asking questions to the students and complementing their ideas) about the experience (i.e., how they felt and how the dynamic was for each pair of students). A comparison between the role of the guides and the different types of teaching styles (authoritative, authoritarian, neglectful and permissive) was made, highlighting the consequences of each style for children's learning processes and socio-emotional development. The participants shared their experiences as students with teachers who showed characteristics from the different teaching styles. A reading about positive discipline²⁹ was assigned for the next session.

Session 10 (UNIMINUTO). The purpose of this session was to guide students to question the use of punishment and rewards as classroom management strategies, and to provide different strategies from the positive and developmental discipline approaches.

After the mindfulness practice (mindful breathing) and the celebration, the facilitator made a brief review of some of the strategies they had been experiencing during the sessions that might be useful classroom management strategies. For instance, maintaining certain routines, building and reminding of classroom agreements. The facilitator explained that today's class will be focused on other strategies to handle challenging situations with students that do not necessarily involve aggression among them.

²⁹ Nelsen, J. (1998). *Disciplina con amor: Cómo pueden los niños adquirir control, autoestima y habilidades para solucionar problemas* [Discipline with love: How children can gain control, self-esteem, and problem-solving skills]. Bogotá D.C., Colombia: Planeta. (Chapter 4)

Students were invited to share situations in which they were punished. The facilitator guided a reflection focused on the way they felt in that situation, and the connection between the reasons why they were punished and the punishment itself. The facilitator connected this reflection with the topic of the lesson: They would learn different approaches to handle discipline. The facilitator wrote on the board the following statement: “Every mistake is an opportunity to learn,”³⁰ and proceeded to make a PowerPoint presentation about the differences between intrinsic and extrinsic motivation, the self-determination theory, and the different types of mistaken goals.

Then, the students worked in groups of 3-4 people. Each group received a case of a challenging student (see Appendix I³¹) and had to identify: The possible needs and mistaken goals of that student, and possible strategies the teacher could use to address the case according to those needs. The discussion of each group’s responses was left for the next session due to time limitations.

Session 11 (UNIMINUTO). This session’s goal was to guide students to identify the differences between situations of bullying and other types of aggression (e.g., sporadic aggression or aggression caused by a conflict among friends), and to reflect on restorative strategies to address bullying.

The session began with a short mindfulness practice (mindful breathing) and a moment to celebrate. Then, the facilitator reminded the main aspects of the self-determination theory and the students shared the cases and ideas they discussed in small

³⁰ This idea was taken from: Nelsen, J. (1998). *Disciplina con amor: Cómo pueden los niños adquirir control, autoestima y habilidades para solucionar problemas* [Discipline with love: How children can gain control, self-esteem, and problem-solving skills]. Bogotá D.C., Colombia: Planeta.

³¹ These cases were adapted from:
Charles, C. M. (2002). *Building classroom discipline. Seventh edition*. Boston, MA: Allyn and Bacon.
Watson, M. (in collaboration with Ecken, L.) (2003). *Learning to trust. Transforming difficult elementary classrooms through developmental discipline*. San Francisco, CA: Jossey Bass.

groups during the last session. The facilitator connected the identified mistaken goals for each case with the possible needs of the students according to the self-determination theory. For instance, the student who had a mistaken goal of misguided power (according to the positive discipline approach) probably had a need for autonomy (according to the self-determination theory).

Then, the facilitator told the group that the time was tight for the other activity she had planned and asked them if they agreed to do it as a homework. The group agreed, so the facilitator explained the characteristics of situations of bullying, their differences with situations of conflict or sporadic aggression, and some of the strategies that might be useful to prevent bullying (e.g., promoting empathy and assertiveness on the bystanders).

To end the session, the facilitator handed out a form to each student with questions about two possible (hypothetical) ways Chico Omega's teacher could address his case, assuming that she found out that Ramiro (another student at Chico Omega's classroom) has been bullying him (see Appendix J).

Session 12 (UNIMINUTO). This session was designed to guide students through the exploration of the characteristics and rationale of class meetings.

The facilitator began the session explaining that due to time constraints they would not do their two routines. Then, she retook last session's activity about restorative strategies to address situations of bullying. Students shared their responses on the case of Chico Omega and the facilitator guided a reflection around the consequences of using a punitive approach vs. using a non-punitive approach to deal with situations of bullying.

Next, the facilitator explained the main characteristics of class meetings and the different types of class meetings. Followed this explanation, the group watched a video of

a class meeting³² and had a discussion around the role of the students and the role of the teacher in the video. The facilitator guided the discussion with questions such as: How were the teacher's attitudes? What did you notice about her teaching style? How was the interaction among the students? How did the teacher react when Daniel told that he was being bullied?

At the end of the session, the facilitator explained the instructions for the final paper (see Appendix K): to analyze a case (given by the facilitator), identify possible strategies the teacher could use, and identify the main social and emotional competencies the teacher might have to practice to address the case adequately.

The students suggested that they should share some food the next session as a farewell, so the facilitator gave them a few minutes to decide the food each student was going to bring to the class.

Session 13 (UNIMINUTO). The purpose of this session was to guide a reflection on the learning experience throughout the semester.

The facilitator handed out a case of a challenging student in the classroom (see Appendix L). Then, the group followed the same dynamic of the classroom simulation performed during the first session of the course.

Then, the coordinator of the Student Wellness Center of the university arrived in the classroom and the session ended with a class meeting in which the students shared with him and with the facilitator their experience and perceptions of the course.

³² This video was part of the resources of the Child Development Project. The researcher translated the video and added subtitles in Spanish for the purposes of the course. Available at: <https://characterandcitizenship.org/cdp-videos/community-building/item/teasing>

Description of the Implementation at ENSN

The intervention at ENSN was comprised of 7 biweekly sessions of 3.5 hours (plus a 30-minute break) that were taught from February 2016 to May 2016. For this group, the course was mandatory and did not represent any credit hours of their program. Therefore, it did not include any classroom evaluation activities or study time outside the classroom and a formal syllabus was not required. In general, the implementation at ENSN was closer to the original design of the course's structure than it was at UNIMINUTO because the institution provided more time for each session. However, due to the demands of the school, the sessions were adapted in order to be taught in a biweekly basis (two sessions from the original design were merged within each session). Table 3 shows a summary of the implementation at ENSN. The table is followed by a description of each session.

Table 3

Summary of intervention at ENSN

Module	Session	Main activities	Homework
Introduction	Session 1: Setting the tone. Foundations of mindfulness	<ul style="list-style-type: none"> - Routine 1: Mindfulness practice (mindful breathing) - Routine 2: Celebration - Relationships building: Telling the stories of our names - Setting expectations: Classroom simulation and connection with the purposes of the course - Classroom agreements - Raisin exercise - PowerPoint Presentation: What is mindfulness? Benefits of mindfulness, informal and formal practices, applicability of mindfulness in education 	- Biweekly reflection in journal
Module 1: Social and emotional competencies	Session 2: Introduction to social and emotional competencies. Emotional competencies – Self-awareness and self-management	<ul style="list-style-type: none"> - Routine 1: Mindfulness practice (awareness of emotions) - Routine 2: Celebration - Classroom agreements - SEC in the classroom: Story of “Angélica” - Reflection: Practice of SEC during the activity - Self-awareness: Connection between body sensations, thoughts, emotions and actions - Anger management strategies - Reflection on the applicability of emotional awareness and emotional management strategies to daily-life situations - Routine 3: Reflection 	- Biweekly reflection in journal
	Session 3: Emotional competencies – Social awareness. Communicative competencies – Relationships skills	<ul style="list-style-type: none"> - Routine 1: Mindfulness practice (mindful walking) - Routine 2: Celebration - Introduction to rationale of perspective taking and empathy - Activity to develop empathy and reflection on its applicability in the classroom - Activity to practice active listening strategies and reflection on their applicability to daily life - Routine 3: Reflection 	- Biweekly reflection in journal

(continued)

Table 3 (continued)

Module	Session	Main activities	Homework
Module 1: Social and emotional competencies	Session 4: Communicative and integrative competencies – Relationships skills.	<ul style="list-style-type: none"> - Routine 1: Mindfulness practice (mindful listening) - Routine 2: Celebration - Activity to practice assertiveness strategies and reflection on their applicability to daily life - Activity to practice conflict resolution strategies (negotiation) and reflection on their applicability to daily life - Routine 3: Reflection 	
Module 2: Classroom management	Session 5: Creating cooperative classroom environments (intrinsic motivation vs. extrinsic motivation; cooperative learning). Class Meetings	<ul style="list-style-type: none"> - Routine 1: Mindfulness practice (mindful breathing) - Routine 2: Celebration - Activities to experience and reflect on competitive vs. cooperative classroom environments - Theories on intrinsic and extrinsic motivation - Conceptualization of self-determination theory - Theories on cooperative learning vs. competition - Conceptualization of class meetings and video analysis - Routine 3: Reflection 	Biweekly reflection in journal
	Session 6: Managing classroom disruptions and situations of aggression in the classroom	<ul style="list-style-type: none"> - Routine 1: Mindfulness practice (body scan) - Routine 2: Celebration - Strategies to understand and manage classroom disruptions (developmental and positive discipline) - Conceptualization of mistaken goals and case analysis (positive discipline) - Differences between situations of bullying and conflicts - Characterization of bullying situations 	Biweekly reflection in journal
	Session 7: Teaching styles. Final reflections	<ul style="list-style-type: none"> - Routine 1: Mindfulness practice (mindful breathing) - Routine 2: Celebration - Conceptualization of teaching styles - Reflection of consequences of different teaching styles - Classroom simulation and connection with the learning process throughout the course - Class meeting: Final reflections 	

Session 1 (ENSN). This session had four main purposes: (1) to start building positive relationships among the group, (2) to set the expectations and establish the classroom agreements for the rest of the semester, (3) to guide participants to understand the main theoretical and empirical rationale behind teaching and practicing mindfulness in school settings, and (4) to favor participants' reflections on the value of formal and informal mindfulness practices on their daily lives and professional activities.

The session began with a general explanation of the research project and the fact that all sessions would be videotaped. Next, the facilitator guided a short mindfulness practice (mindful breathing) and the group had a moment to celebrate. These two routines were followed by the same activities that were implemented in session 1 at UNIMINUTO: an ice-breaker activity in which the students and the facilitator told the story of their names, and a simulation of a challenging situation in the classroom.

Then, the facilitator led the same process to create the classroom agreements that was developed in session 2 at UNIMINUTO, and explained some of the course procedures; for instance, the fact that they would have to attend to at least 80% of the sessions in order to obtain a certificate. The classroom agreements that were established with this group were the following ones: (1) Avoid harsh treatment (e.g., making fun of others people's ideas), (2) Listen to the person who is talking, (3) It is okay to disagree, and (4) Punctuality.

The group had a 30-minute break at this point. When they came back to the classroom, some students arrived late. As one of the classroom agreements referred to punctuality, the facilitator dedicated some minutes to ask the group the reasons why they were late to try to find a solution so that would not happen again in the following

sessions. The group ended up deciding that they were going to be aware of the time and not wait until the bell rang to come to class. One of the students was named as the person in charge to keep track of time during the sessions.

After this discussion, the facilitator led the same exercises related to the foundations of mindfulness that she led in session 4 at UNIMINUTO: eating a raisin mindfully and explaining the definition of mindfulness using the bottle with water and glitter as a metaphor. Then, she presented a PowerPoint regarding the essential attitudes and main benefits of mindfulness, and the difference between formal and informal practices. The facilitator asked the group how they thought mindfulness might be useful for a teacher.

To end the session, the facilitator handed out the journals and explained the procedures to write the reflections before every session. She also explained that they would have three routines in every session: A mindfulness practice and a moment of celebration at the beginning, and a time for reflection at the end to share their perceptions of the experience and to think about the applicability and pedagogical content of the activities. However, they did not have enough time to do the last routine during this session.

Session 2 (ENSN). This session had two goals: (1) to guide participants to understand the main theoretical and empirical rationale behind social and emotional learning and development, and (2) to guide participants to reflect on the relationship between their own emotions, their body sensations and their actions, and to identify strategies to effectively manage challenging emotions such as anger.

The session started with the two routines: a mindfulness practice (awareness of emotions) and a moment of celebration. Then, the facilitator reminded the agreements they established during the first encounter and the three routines of the sessions. The group reflected about the possible benefits and counter-effects of having routines in the classroom. The facilitator also explained the rationale behind the moment of celebration: Contribute to building stronger relationships, and send the message that having explicit moments dedicated to build those relationships is important in this classroom.

Next, the facilitator led the same activity with the story of “Angélica” she did in sessions 2 and 3 at UNIMINUTO and reflected with the group on the social and emotional competencies, as defined by CASEL and by the Colombian Standards of Citizenship Competencies, that they practiced during the activity. This reflection was followed by a short explanation of the pedagogical principles that guided the activities of the course (i.e., establishing and maintaining routines, cooperative learning, learning by doing, and reflection). In relation to the principle of “learning by doing,” the facilitator emphasized the difference between *practicing* social and emotional competencies in the classroom and *talking about* those competencies.

After a 30-minute break, the facilitator started the second part of this session recognizing that, compared to the last session, the group improved their punctuality. She thanked the student who was in charge of keeping track of that agreement for reminding his classmates about the time. Then, she guided a brief ice-breaker³³, in which one student had to express without words some emotions and the rest to the group had to

³³ Activity taken from: Morningside Center for Teaching Social Responsibility (2012). *Feelings charade*. Retrieved from <http://www.morningsidecenter.org/teachable-moment/lessons/feelings-charade>

guess the name of the emotion. Then, the group did the same activity about emotional awareness and regulation that was developed in session 5 at UNIMINUTO.

The session ended with the third routine (reflection). The facilitator guided a conversation about that session's experience, such as: How did you feel today? Did you learn something new? Have you ever thought about these emotional processes before? How can this be helpful for you as teachers? Into which academic areas do you think activities like the ones we did today could be integrated? To finalize, the facilitator explained that these activities might be applicable to their personal lives and also might be useful to teach emotional competencies to their students in the future.

Session 3 (ENSN). The purposes of this session were: (1) to guide participants' practice and conceptual understanding of perspective taking, empathy, and active listening, and (2) to guide students' reflection on the applicability of these competences to teaching and their daily lives.

Following a suggestion students made, this session was taught outside the classroom, in the basketball court of the school. It started with the mindfulness practice (mindful walking) and the moment of celebration. Then, the facilitator handed out a sheet with three figures to the students (see Appendix M) and asked them what they saw. Each figure had different interpretations (for instance, the same figure could be seen as a rabbit or a duck). The facilitator ask questions to connect the exercise with real-life situations in which people disagree on their versions of the "truth."³⁴

³⁴ Activity adapted from the program Aulas en Paz: Corporación Convivencia Productiva, Universidad de los Andes (2012). *Currículo Componentes de Aula y Lenguaje Grado 5o* [Fifth grade curriculum, Classroom and language components]. Bogotá, D.C., Colombia: Author.

After this initial reflection, the group read the story of Chico Omega that was sent as homework in session 6 at UNIMINUTO. Following the same instructions that the facilitator gave to the group at UNIMINUTO, she asked students to write a letter to Chico Omega and then led the same reflection connecting the exercise to the concept of empathy and its applicability in the classroom.

Then, the group had a 30-minute break. During that time, they stood together at the basketball court and shared some food. Then, the facilitator guided the same activity and reflection about active listening strategies (conversation about beliefs in ghosts) that was implemented at UNIMINUTO in session 6.

At the end of the session, the facilitator asked some questions to reflect on that day's experience (e.g., "How did you feel today?" "Do you think this kind of activity could be implemented with children to develop their social and emotional competencies?").

Session 4 (ENSN). The goals of this session were: (1) to guide participants' practice and conceptual understanding of assertiveness and conflict resolution, and (2) to guide students' reflection on the applicability of these competences to teaching and their daily lives.

After the mindfulness practice (mindful listening) and the moment of celebration, the facilitator reminded of the classroom agreements and allowed time for the group to share situations that happened during the week in which they had practiced the strategies they had learned throughout the first sessions of the course.

Then, the same activities to practice and reflect about assertiveness strategies that were developed in session 7 at UNIMINUTO took place: the students analyzed the

differences between assertive and non-assertive communication, and some of them practiced the I-messages and received feedback from their classmates.

Next, the group had a 30-minute break and when they came back, they followed the same activity that was implemented in session 8 at UNIMINUTO (roleplay to practice negotiation strategies). However, a different case was used for the roleplay³⁵ (see Appendix N³⁶).

The session ended with a reflection about the activities and their applicability to their role as teachers in the future.

Session 5 (ENSN). This session had the following purposes: 1) to guide students to identify the benefits of creating cooperative vs. competitive classroom environments, and 2) to guide students through the exploration of the characteristics and rationale of class meetings.

The session began with the two routines: A mindfulness practice (mindful breathing) and a moment of celebration. Then, the facilitator briefly reminded students about their classroom agreements.

The first two activities aimed at guiding students to reflect on the differences between competitive vs. cooperative classroom environments³⁷. The first activity consisted on a game in which students had to compete with their classmates to win a reward. The facilitator told a word out loud and each student had to draw it in a piece of paper. Then, the facilitator decided which was the best drawing and gave that person a

³⁵ The researcher chose different cases for ENSN and UNIMINUTO in order to use situations that were closer to the students' lives at each group.

³⁶ Roleplay created by Enrique Chaux, Universidad de los Andes. All rights reserved.

³⁷ These two activities and the reflection about cooperative vs. competitive classroom environments were not implemented at UNIMINUTO due to time limitations.

smiley face, and which was the worst drawing and gave that person a sad face. At the end, the person who had more smiley faces would win the game. Without telling students, the facilitator randomly chose two students and gave almost all the smiley faces to the first one and almost all the sad faces to the second one. When the game was over, the facilitator guided a reflection about the experience asking the person who got all the sad faces if he felt motivated to keep trying throughout the game, and asking the group how they felt and how was the interaction between students (e.g., Did they feel angry when the same person got all the smiley faces? Did they maintain a friendly interaction?).

Following the first activity, the facilitator gave the instructions for a second game. This time students had to cooperate to accomplish a shared goal: Solve a Tangram puzzle. The group was divided in two sub-groups of 2-3 students (only 5 participants were present in this activity). Each sub-group got a part of the puzzle and then they had to work together to get the final figure. If one of the sub-groups finished first, they were allowed to help the other sub-group to solve their part. After this game, the facilitator guided a reflection about the experience, asking the group about their feelings and dynamics of interaction during the activity, and the differences with the first activity.

Using some of the ideas that came up during the reflection of the games, the facilitator presented a PowerPoint about the self-determination theory and the differences between extrinsic and intrinsic motivation. She connected these ideas with the characteristics of cooperative vs. competitive classroom environments.

Next, the group had a 30-minute break that was followed by the same activity and discussion about class meetings that was developed in session 12 at UNIMINUTO: the

facilitator explained the characteristics of class meetings and guided a reflection about a video of a class meeting.

At the end of the session, the facilitator asked the group some questions about their experience during the session. The group ended up talking about their current emotional states and the experiences with their teachers at the normal school.

Session 6 (ENSN). The purposes of this session were: (1) to guide students to question the use of punishment and rewards as classroom management strategies, (2) to provide different strategies from the positive and developmental discipline approaches to face challenging situations, (3) to guide students to identify the differences between situations of bullying and other types of aggression (e.g., sporadic aggression or aggression caused by a conflict among friends), and (4) to reflect on the consequences of using punitive vs. restorative strategies to address bullying situations.

The facilitator started the session leading a mindfulness practice (body scan) and a moment of celebration, and reminding them of their classroom agreements. After the two routines, students shared situations in which they had been punished and the facilitator guided the same reflection about the use of punishment that she guided in session 10 at UNIMINUTO. Then, she explained basic concepts of developmental and positive discipline approaches connecting them with the self-determination theory. Next, the group analyzed the same cases of challenging situations in the classroom that were used in session 10 at UNIMINUTO and had a discussion about mistaken goals and possible strategies that might be used to address these types of situations.

After a 30-minute break, the facilitator explained the characteristics of situations of bullying, their differences with situations of conflict or sporadic aggression, and some

of the strategies that might be useful to prevent bullying (e.g., promoting empathy and assertiveness on the bystanders). Then, she handed out the form about punitive and non-punitive strategies to address Chico Omega's case that was sent as a homework in session 11 at UNIMINUTO, and the students worked in small groups answering the questions.

The group did not have time to discuss their answers, so they left the discussion for the following session. The group did not have time for the third routine (reflection) either.

Session 7 (ENSN). This session had two main purposes: (1) to guide participants to reflect on the importance of maintaining a balance between having caring teacher-student relationships on one side, and providing guidance and establishing limits on the other side, and (2) to guide a reflection about the learning experience throughout the semester.

The session started with mindfulness practice (mindful breathing) and a moment of celebration. Then, the facilitator led the same activity she did with the group at UNIMINUTO in session 9, in which the group did a dynamic (some students guiding others who were blindfolded) and then reflected on the characteristics and consequences of different teaching styles.

After that reflection, the facilitator handed out to each student the same case, of a challenging situation in the classroom, the group at UNIMINUTO read in session 13 for the simulation. Students had a few minutes to think about possible strategies they would use if they were the teacher in that situation.

After a 30-minute break, the facilitator perceived that the group was in a low mood, so she did a short ice-breaker that required movement. Then, the group did the

same simulation of a challenging situation in the classroom the group at UNIMINUTO did during their last session. Then, the facilitator guided a reflection about the simulation and connected students' responses with the topics they learned throughout the course. She also dedicated a few minutes to complete the exercise they could not finish at the end of session 6 (the differences between punitive and restorative strategies to address Chico Omega's situation).

The course ended with feedback from the students about the experience and what they learned throughout the sessions.

Comparison of intervention among settings. Table 4 shows the description of the intervention together for both settings. As this table shows, the topics and general structure of the course was similar among schools. For instance, in both settings, the course started with activities to build/strengthen relationships among participants, and classroom simulations were performed in the first and the last sessions. Also, the general organization of the topics was similar: (1) mindfulness conceptualization, (2) emotional, communicative and integrative competencies, and (3) classroom management strategies and approaches.

Four key differences among settings should be highlighted. First, the course represented credit hours for UNIMINUTO students but not for ENSN students. Therefore, students at UNIMINUTO were graded (which implied reading at home and submitting written assignments) and students at ENSN were not. Second, the course was an elective class for UNIMINUTO students while it was mandatory for ENSN students. Third, sessions of 90 minutes were taught on a weekly basis at UNIMINUTO and sessions of 210 minutes were taught on a biweekly basis at ENSN. This affected the

periodicity of the activities and the frequency of the interactions among the groups. For example, students from ENSN had less chances to practice mindfulness during the sessions than students from UNIMINUTO. Fourth, as the sessions at ENSN were longer, the facilitator had time to implement the routine of “reflection” in five of the seven sessions. On the contrary, this routine was absent at UNIMINUTO due to time constraints. This routine allowed the facilitator to lead deeper reflections with ENSN students about the applicability of the strategies and topics to their role as teachers. Finally, time was sufficient to implement the activities of “creating cooperative vs. competitive classroom environments” at ENSN (see session 5), while these activities were absent at UNIMINUTO (also due to time constraints).

Possible implications of these differences among settings were considered for the interpretation of the results of the study. These implications will be discussed in Chapter 8.

Table 4

Comparison of intervention among settings

# session	UNIMINUTO (weekly sessions of 90 minutes)	ENSN (biweekly sessions of 210 minutes)
Session 1	<u>Setting the tone:</u> - Routine 1: Mindfulness practice (mindful breathing) - Relationships building: Telling the stories of our names - Setting expectations: Classroom simulation and connection with the purposes of the course - Syllabus and procedures	<u>Setting the tone. Foundations of mindfulness:</u> - Routine 1: Mindfulness practice (mindful breathing) - Routine 2: Celebration - Relationships building: Telling the stories of our names - Setting expectations: Classroom simulation and connection with the purposes of the course - Classroom agreements - Raisin exercise - PowerPoint Presentation: What is mindfulness? Benefits of mindfulness, informal and formal practices, applicability of mindfulness in education
Session 2	<u>Introduction to social and emotional competencies:</u> - Routine 1: Mindfulness practice (mindful movement in session 2 and mindful listening in session 3) - Routine 2: Celebration - Classroom agreements - SEC in the classroom: Story of “Angélica” - Reflection: Practice of SEC during the session	<u>Introduction to SEC. Emotional competencies:</u> - Routine 1: Mindfulness practice (awareness of emotions) - Routine 2: Celebration - Classroom agreements - SEC in the classroom: Story of “Angélica” - Reflection: Practice of SEC during the activity - Self-awareness: Connection between body sensations, thoughts, emotions and actions - Anger management strategies - Reflection on the applicability of emotional awareness and emotional management strategies - Routine 3: Reflection

(continued)

Table 4 (continued)

# session	UNIMINUTO (weekly sessions of 90 minutes)	ENSN (biweekly sessions of 210 minutes)
Session 3		<u>Emotional and communicative competencies:</u> - Routine 1: Mindfulness practice (mindful walking) - Routine 2: Celebration - Introduction to rationale of perspective taking and empathy - Activity to develop empathy and reflection on its applicability in the classroom - Activity to practice active listening strategies and reflection on their applicability to daily life - Routine 3: Reflection
Session 4	<u>Foundations of mindfulness:</u> - Routine 1: Mindfulness practice (body scan) - Routine 2: Celebration - Raisin exercise - PowerPoint Presentation: What is mindfulness? Benefits of mindfulness, informal and formal practices, applicability of mindfulness in education	<u>Communicative and integrative competencies:</u> - Routine 1: Mindfulness practice (mindful listening) - Routine 2: Celebration - Activity to practice assertiveness strategies and reflection on their applicability to daily life - Activity to practice conflict resolution strategies (negotiation) and reflection on their applicability to daily life - Routine 3: Reflection

(continued)

Table 4 (continued)

# session	UNIMINUTO (weekly sessions of 90 minutes)	ENSN (biweekly sessions of 210 minutes)
Session 5	<u>Emotional competencies:</u> - Routine 1: Mindfulness practice (awareness of emotions) - Routine 2: Celebration - Self-awareness: Connection between body sensations, thoughts, emotions and actions - Anger management strategies - Reflection on the applicability of emotional awareness and emotional management strategies to daily-life situations	<u>Creating cooperative classroom environments. Class Meetings:</u> - Routine 1: Mindfulness practice (mindful breathing) - Routine 2: Celebration - Activities to experience and reflect on competitive vs. cooperative classroom environments - Theories on intrinsic and extrinsic motivation - Conceptualization of self-determination theory - Theories on cooperative learning vs. competition - Conceptualization of class meetings and video analysis - Routine 3: Reflection
Session 6	<u>Communicative competencies:</u> - Routine 1: Mindfulness practice (mindful breathing) - Routine 2: Celebration - Activity to practice active listening strategies and reflection on their applicability to daily life	<u>Managing classroom disruptions and situations of aggression in the classroom:</u> - Routine 1: Mindfulness practice (body scan) - Routine 2: Celebration - Strategies to understand and manage classroom disruptions (developmental and positive discipline) - Conceptualization of mistaken goals and case analysis (positive discipline) - Differences between situations of bullying and conflicts - Characterization of bullying situations

(continued)

Table 4 (continued)

# session	UNIMINUTO (weekly sessions of 90 minutes)	ENSN (biweekly sessions of 210 minutes)
Session 7	<u>Communicative competencies:</u> - Routine 1: Mindfulness practice (mindful breathing) - Routine 2: Celebration - Activity to practice assertiveness strategies and reflection on their applicability to daily life	<u>Teaching styles. Final reflections:</u> - Routine 1: Mindfulness practice (mindful breathing) - Routine 2: Celebration - Conceptualization of teaching styles - Reflection of consequences of different teaching styles - Classroom simulation and connection with the learning process throughout the course - Class meeting: Final reflections
Session 8	<u>Integrative competencies:</u> - Routine 1: Mindfulness practice (mindful breathing) - Routine 2: Celebration - Activity to practice conflict resolution strategies (negotiation) and reflection on their applicability to daily life	
Session 9	<u>Teaching styles:</u> - Conceptualization of teaching styles - Reflection of consequences of different teaching styles	
Session 10	<u>Managing classroom disruptions:</u> - Routine 1: Mindfulness practice (mindful breathing) - Routine 2: Celebration - Conceptualization of intrinsic vs. extrinsic motivation and self-determination theory - Strategies to understand and manage classroom disruptions (developmental and positive discipline) - Conceptualization of mistaken goals and case analysis (positive discipline)	

(continued)

Table 4 (continued)

# session	UNIMINUTO (weekly sessions of 90 minutes)	ENSN (biweekly sessions of 210 minutes)
Session 11	<u>Managing situations of aggression in the classroom:</u> - Routine 1: Mindfulness practice (mindful breathing) - Routine 2: Celebration - Conceptualization of mistaken goals and case analysis (positive discipline) (continuation) - Differences between situations of bullying and conflicts - Characterization of bullying situations	
Session 12	<u>Class Meetings:</u> - Reflection on consequences of punitive vs. restorative strategies to address bullying situations - Conceptualization of class meetings and video analysis	
Session 13	<u>Final reflections:</u> - Classroom simulation and connection with the learning process throughout the course - Class meeting: Final reflections	

CHAPTER 4: RESEARCH STUDY

This research study consisted in the evaluation of the previously described course for future teachers. This chapter explains in detail the design and procedures of the study. It will start with an explanation of the research design. Then, the sampling, data collection and data analysis procedures will be described. In addition, a reflection on the role of the researcher and some ethical issues will be considered.

Research Design

This study was a mixed methods convergent evaluation design. Stufflebeam (2003) defines research evaluation as follows:

Evaluation is the process of delineating, obtaining, providing, and applying descriptive and judgmental information about the merit and worth of some object's goals, design, implementation, and outcomes to guide improvement decisions, provide accountability reports, inform institutionalization/dissemination decisions, and improve understanding of the involved phenomena. p. 33.

Both a process and an impact (or product) evaluation took place. The process evaluation focused on analyzing how the intervention was delivered (Fitzpatrick, Sanders, & Worden, 2004). The product or impact evaluation's purpose was to explore changes that occurred due to the intervention (Fitzpatrick, et al., 2004).

In addition, the research design followed Creswell, Plano Clark, Gutmann and Hanson's (2003) definition of a mixed methods study:

A mixed methods study involves the collection or analysis of both quantitative and/or qualitative data in a single study in which the data are collected

concurrently or sequentially, are given a priority, and involve the integration of the data at one or more stages in the process of research. (p. 212)

Having qualitative and quantitative data to approach diverse research questions allowed the researcher to understand the results from different perspectives. The rationale to choose a mixed methods design was based on two notions: *offset* and *completeness*. On the one hand, *offset* refers to the idea that each data collection form (i.e., quantitative and qualitative) has its own strengths and weaknesses, so they complement each other (Bryman, 2006; Plano Clark & Creswell, 2010). On the other hand, *completeness* “refers to the notion that the researcher can bring together a more comprehensive account of the area of enquiry in which he or she is interested if both quantitative and qualitative research are employed” (Bryman, 2006, p. 106).

The study also followed the characteristics of a convergent design, as described by Fetters, Curry and Creswell (2013): the qualitative and quantitative data were “collected and analyzed during a similar timeframe” (p. 2137) and the two forms of data were “analyzed separately and then merged” (p. 2137). In addition, equal priority was given to both forms of data.

Several data collection sources and procedures of the study were based on both quantitative and qualitative data (e.g., surveys included both open-ended and closed-ended questions). Therefore, for clarity purposes, this chapter presents the methods for quantitative and qualitative data collection together in the “sampling and participants” and “data collection” sections.

Sampling and Participants

The sample consisted of undergraduate students (preservice teachers and/or student teachers) who were currently enrolled in teacher education programs in Colombia. Two institutions participated in the study: a university in Bogotá (Corporación Universitaria Minuto de Dios – UNIMINUTO) and a “*normal school*” (Escuela Normal Superior de Nocaima – ENSN), which is an institution specifically aimed at training future teachers.

The researcher sent invitations to participate in the study to a list of potential institutions, which met some specific criteria. First, institutions included in the list were located in Bogotá and its surrounding municipalities so they were geographically accessible to the researcher. Second, because the intervention required face-to-face interaction and the ultimate aim of the study was to have impact on the most basic levels of teacher education preparation in Colombia, only institutions with undergraduate face-to-face (as opposed to online) teacher education programs were included. Third, institutions that were included in the list were chosen to ensure that their characteristics were relatively similar to the majority of higher education institutions in Colombia. For instance, private institutions with outstanding academic status or with a student body predominantly of high socioeconomic status were excluded.

The two institutions that were finally selected were those who explicitly expressed their interest to participate in the study. The university, UNIMINUTO, is a catholic private institution located in Bogotá, the capital and largest city of Colombia. The university strongly emphasizes inclusion, so it prioritizes enrollment and

scholarships to those who do not have easy access to higher education (Uniminuto, 2014).

The *normal school*, ENSN, is located in Nocaima, a village placed in a rural region two hours away from Bogotá. This school offers elementary and secondary education, as well as a “complementary development cycle” comprised of two years of study after high school for future teachers. The complementary development cycles of the normal schools in Colombia are endorsed by the Colombian Ministry of Education as legitimate teacher education programs. Students who complete these cycles are allowed to teach at a pre-kindergarten, kindergarten and elementary school levels (Ministerio de Educación Nacional, 2013).

To explore the research questions that were related to the impact of the intervention (RQ3 and RQ4), the study included one experimental group and one waitlist comparison group for each institution. Seventy-eight students responded to the pre-test surveys and 49 students responded to the post-test surveys. The percentage of attrition was 22% for ENSN and 43% for UNIMINUTO (see Table 5).

Table 5

Number of students who responded to the pre-test and post-test surveys

	Pre-test		Post-test	
	Intervention	Control	Intervention	Control
ENSN	13	14	8	12
UNIMINUTO	14	37	12	17
TOTAL	27	51	20	29

Attrition at the intervention and comparison groups at ENSN can be explained by the high dropout rates at the institution. As some students and teachers told the researcher, most students dropped out of school due to personal issues (e.g., financial

difficulties to pay their tuition) and/or their discontent with the school's climate and academic dynamics.

Only two students of UNIMINUTO's intervention group left the research study. One of them did not want to respond to the surveys, questionnaires and interview at the end of the course. The other one left the course during the first month due to health issues. The high attrition rate of UNIMINUTO's comparison group might be explained by the fact that students responded to the pre-test survey as prospective course members, but before knowing if the course's characteristics fitted their schedule and number of credit hours' requirement. When they realized they were not able to participate, they lost interest as helping as comparison subjects at post-test (as many of them expressed to the researcher).

The final sample consisted of 50 students (20 from the intervention groups and 30 from the comparison groups), who responded to the pre-test and post-test surveys and questionnaires (see Table 6). Fifty-eight percent of participants were women and all of them were "*mestizos*"³⁸ or Latinos. Although the surveys and questionnaires did not ask students' dates of birth, the researcher estimates that the range of age was between 17 and 24 years old, except for a student at UNIMINUTO who was over 40 years old. Also, based on the schools' characteristics, it can be assumed that participants had predominantly low or middle-low socioeconomic status³⁹.

³⁸ "Mestizo" is a term used in Latin America to describe a mixed European and Amerindian ethnicity. It is different from other ethnicities also present in Colombia, such as indigenous, ROM (gypsies), or Afro-American.

³⁹ In Colombia, socioeconomic stratification is divided into six strata: 1 (low-low), 2 (low), 3 (middle-low), 4 (middle), 5 (middle-high) and 6 (high) (Departamento Administrativo Nacional de Estadística, n.d.).

Table 6

Final sample composition

	Intervention		Control	
	Women	Men	Women	Men
ENSN	4	4	8	5
UNIMINUTO	8	4	9	8
TOTAL	12	8	17	13

All students at ENSN were part of the teacher preparation program of the school. In contrast, twelve students at UNIMINUTO (all of them from the comparison group) were not enrolled in teacher education programs. Six of these students were enrolled in the psychology program, four of them in the social work program, and two of them in the philosophy program. Finally, all but one were considering the possibility of becoming educators in the future⁴⁰.

In addition to these 50 subjects, two more participants at UNIMINUTO were part of the intervention group but did not participate in the interviews, surveys or questionnaires: one student who did not agree to participate in these evaluation activities at the post-test assessment, and Violeta⁴¹, the accompanying teacher of the course. Violeta participated in the course activities with the students but she was also being trained to teach the course in the future. For that reason, the facilitator had periodic meetings with her to discuss the rationale behind the activities. Violeta also helped with the logistical issues of the course (e.g., uploading students' grades to the online platform) and grading some of the written assignments under the supervision of the facilitator.

⁴⁰ In Colombia, professionals from any undergraduate program are allowed to be teachers.

⁴¹ Names were changed to protect participants' identity.

Participants' inclusion criteria and assignment to intervention and comparison group. Participants were supposed to be randomly selected to an intervention or a waitlist control group. According to Shadish, Cook, & Campbell (2002), in a randomized experiment the “units are assigned to receive treatment or an alternative condition by a random process” (p. 12). The purpose of this randomization was to create groups of units (in this case, groups of future teachers) “that are probabilistically similar to each other on the average. Hence, any outcome differences that are observed between those groups at the end of a study are likely to be due to treatment, not to differences between the groups that already existed at the start of the study” (Shadish, et al., 2002, p. 13). However, random assignment was only accomplished for one of the two institutions where the study was conducted (ENSN). For the other institution (UNIMINUTO), the evaluation was a non-randomized controlled trial, as participants were assigned to intervention or comparison groups using methods that were not random.

Participants' inclusion criteria were different for each institution. For the case of ENSN, all students who were enrolled in the teacher education program (complementary development cycle) in 2016 took part of the study, except for four students who were graduating in May 2016. Students took the course as a mandatory activity outside their regular curriculum. Before the course started, the researcher met in person with the students and explained to them that they would be randomly assigned to experimental or waitlist comparison conditions. Students were then randomly assigned by the researcher placing their names into a random selection software.

For the case of UNIMINUTO, undergraduate students who were enrolled in the teacher education program of the university or those who were enrolled in other

programs, but were considering teaching as a profession, were invited by the Office of Student Wellness to voluntarily take the course as an elective class within their regular curriculum. Students were informed that once they registered for the course, they would be randomly assigned by the researcher to either an experimental or a waitlist comparison group. This information was provided before the registration process through meetings and emails. However, due to institutional procedures at the university, the course appeared late at the registration Website and only a few students who still had available credit hours could register the course. Some students also expressed that they had great interest in enrolling for the course but the schedule did not work for them. Due to the small group of registered students, the researcher assigned all of them to the intervention group. The comparison group was composed of other students who expressed their interest in taking the course the upcoming semester and were willing to respond the online surveys and questionnaires.

Instruments

Different qualitative and quantitative data collection sources were used to address the research questions of the study. These data sources are presented below.

Classroom Observation Forms. A Classroom Observation Form (see Appendix O) to assess participants' levels of engagement in the course (RQ1) and the quality of the course implementation (RQ2). This form generated two types of data: quantitative data about students' attentiveness and participation, and qualitative data about behavioral and emotional engagement and participatory dynamics. Details of the procedures that were followed to generate the quantitative scores will be presented later in this chapter. Three

dimensions were considered for the qualitative observational notes: (1) behavioral engagement, (2) emotional engagement, and (3) participatory dynamics.

Behavioral and emotional engagement dimensions were based on Skinner, Furrer, Marchand, and Kinderman’s (2008) definition of engagement that focuses on “students’ active participation in academic activities in the classroom” (p. 766). This conceptualization includes two groups of variables (behavioral and emotional) and describes them in relation to the absence of engagement (disaffection). Table 7 shows the dimensions included in Skinner et al.’s conceptualization.

Table 7

Conceptualization of engagement and disaffection in the classroom

	Engagement	Disaffection
Behavior	Behavioral engagement	Behavioral disaffection
	Action initiation	Passivity
	Effort, exertion	Giving up
	Attempts, persistence	Withdrawal
	Intensity	Inattentive
	Attention, concentration	Distracted
	Absorption	Mentally disengaged
	Involvement	Unprepared
Emotion	Emotional engagement	Emotional disaffection
	Enthusiasm	Boredom
	Interest	Disinterest
	Enjoyment	Frustration/anger
	Satisfaction	Sadness
	Pride	Worry/anxiety
	Vitality	Shame
	Zest	Self-blame

Note. Source: Skinner et al., 2008

In addition, a dimension of participatory dynamics in the classroom was created by the researcher. This dimension included a description of the following aspects: (1) time in which students participate (i.e., students talk most of the time vs. facilitator talks

most of the time), (2) recipient of the message (i.e., students talk to the facilitator or to the classmates), (3) presence of spontaneous verbal interactions between the students (e.g., students spontaneously respond to each other's ideas), (4) presence of spontaneous interventions of students (i.e., students actively initiate participation vs. facilitator asks questions inviting them to participate).

Research Journal Entries Form. After teaching each session, the researcher filled out a form describing her perceived experience. A form was used to collect specific information about the researchers' perception of student engagement (RQ1) and additional comments on the quality of the activities' design and implementation (RQ2) (see Appendix P).

Attendance Forms. To keep track of students' attendance, participants were asked to sign attendance forms during each session (see Appendix Q). These forms provided descriptive quantitative data about the reach (i.e., how many participants attended to each session) of the implementation. These data were used to complement the information about students' levels of engagement with the course (RQ1).

Participants' Perceptions Interview Protocol (PPIP). The Participants' Perceptions Interview Protocol (PPIP), which was developed by the researcher, was used to assess: (1) participants' self-reported levels of engagement with the course (RQ1), (2) participants' perceptions of the quality, relevance, and applicability of the course (RQ2), (3) participants' perceptions of their learning experience regarding expected outcomes (social and emotional competencies, well-being, and classroom management knowledge, self-efficacy, attitudes, beliefs and skills) (RQ3), and (4) participants' perceptions of their learning experience regarding unexpected outcomes (RQ4) (see Appendix R).

Hypothetical Cases Questionnaire (HCQ). The Hypothetical Cases Questionnaire (HCQ) (see Appendix S) was developed by the researcher and administered to assess students' classroom management attitudes and beliefs (RQ3). The questionnaire presented a case of a challenging situation in the classroom (i.e., a situation in which a student disrupts the class). Then, participants were asked to answer open-ended questions about the classroom management strategies and approaches they would use in that situation, as well as the rationale underlying their choices. Two different hypothetical cases of challenging situations in the classroom were used for the pretest and post-test, but the same questions were used for the pre-test and the post-test assessments.

Future Teachers' Survey (FTS). The Future Teachers' Survey's (FTS) purpose was to assess self-reported social and emotional competencies, self-perceived well-being, classroom management knowledge, and self-reported classroom management self-efficacy, beliefs and skills before and after the intervention (RQ3) (see Appendix T).

The FTS was comprised of open-ended and close-ended questions regarding five dimensions: social and emotional competencies, stress, classroom management self-efficacy, classroom management knowledge, and classroom management beliefs. The scales used for each dimension are presented below.

Social and emotional competencies. The following social and emotional competencies were assessed with open-ended questions: emotional awareness and regulation, assertiveness, and generation of options toward challenging situations. Two written cases were presented to the participants (see Appendix T, part 1).

In the first case, students were asked to imagine how they would react towards a challenging situation that involves aggression from another person. As participants'

responses were based on their *possible* reactions, this case assessed *potential* emotional awareness, emotional regulation and assertiveness. However, participants' answers can be seen as a proxy of their ability to identify and manage emotions, and be assertive.

In the second case, students were asked to generate options to solve a conflict between two school teachers, and choose the best and worst alternatives from the list they created. This case assessed participants' abilities to generate several options toward situations of conflict, and to recognize and choose constructive conflict resolution strategies.

Stress. Stress was measured as an indicator of self-perceived well-being (see Appendix T, part 2). Levels of perceived stress were assessed with the short European Spanish version of Cohen, Kamarck, and Mermelstein's (1983) Perceived Stress Scale (PSS). This scale assesses self-report of perceived levels of stress in the past month, and is comprised of 10 items (e.g., "In the last month, how often have you felt difficulties were piling up so high that you could not overcome them?") with five options of response (0 = never, 1 = almost never, 2 = sometimes, 3 = fairly often, 4 = very often). Items 4, 5, 7 and 8 were reverse scored. A higher score in participants' responses indicates a higher level of stress. Remor (2006) reports an internal consistency of 0.82 for this scale. In this study, the internal consistency of the scale was acceptable ($\alpha = 0.779$).

Classroom management self-efficacy. The subscale of efficacy for classroom management of the Ohio State Teacher Efficacy Scale (OSTES) (Tschannen-Moran & Woolfolk Hoy, 2001) was used to assess future teachers' sense of efficacy regarding classroom management (see Appendix T, part 3). The subscale is comprised of 8 items (e.g., "How well can you keep a few problem students from ruining an entire lesson?")

with a 9-point scale of response, with anchors at 1, 3, 5, 7, and 9 (1 = nothing, 3 = very little, 5 = some influence, 7 = quite a bit, and 9 = a great deal). A higher score in participants' responses represents higher levels of classroom management self-efficacy. The researcher translated this subscale into Spanish and corroborated the new version by conducting a back translation with a bilingual expert in the field of education. Tschannen-Moran and Woolfolk Hoy (2001) have reported a good level of internal consistency for this subscale ($\alpha = 0.90$) when conducted with pre-service and in-service teachers. In this study, a good internal consistency score was also obtained ($\alpha = 0.881$).

Classroom management knowledge. As described in Chapter 3, the course did not represent any credit hours for students at ENSN and therefore was not graded. As it would have been possible to have the grades from UNIMINUTO students only, this information was not used to assess students' knowledge. The researcher created the Classroom Management Knowledge Scale (CMKS) instead, based on the contents of the intervention (see Appendix T, part 4).

Each question of the CMKS contains four response options and only one of them is true. For example, there were four response options for the question "Taking self-determination theory as a reference, it can be said that:" (a) Students can learn everything by their own when the teacher gives them enough freedom; (b) When students feel that they belong to their school community, they are more likely to be engaged in classroom activities; (c) Students have certain behavioral tendencies, so establishing classroom rules is important to control their impulses; (d) Students' misbehaviors are the result of their lack of determination in following adults' rules and standards. For this question, the correct answer is B (correct answers are highlighted in the text of Appendix U, part 4).

This scale is composed of 6 questions and each correct answer is assigned a score of 1. Therefore, zero is the lowest possible score and 6 is the highest possible score.

Classroom management beliefs. Two subscales of the Educational Beliefs and Attitudes' scale from the Child Development Project's Teacher Questionnaire were used to assess future teachers' attitudes and beliefs about classroom management (see Appendix T, part 5). The Belief in Importance of Teacher Authority and Student Compliance subscale is comprised of 7 items (e.g., "Students should learn to follow rules without question") and the Belief in Importance of Student Self-direction, Exploration, Collaboration, and Understanding subscale is comprised of 9 items (e.g., "Students learn more when they work together"). Both subscales have four options of response (1 = totally disagree, 2 = mostly disagree, 3 = mostly agree, 4 = totally agree). Higher scores in participants' responses for the first subscale represent more authoritarian beliefs. Higher scores in participants' responses for the second subscale represent a higher propensity to support students' autonomy and collaboration with their peers.

The researcher translated these subscales into Spanish and corroborated the new version conducting a back translation with a bilingual expert in the field of education. Previous studies conducted by the research team of the Child Development Project have reported a range of internal consistency between 0.71 and 0.74, and between 0.78 and 0.83 for each subscale, respectively.

In this study, the internal consistency for the Importance of Teacher Authority and Student Compliance subscale was poor ($\alpha = 0.554$) and the internal consistency for the Belief in Importance of Student Self-direction, Exploration, Collaboration, and Understanding subscale was questionable ($\alpha = 0.688$). Therefore, Importance of Teacher

Authority and Student Compliance subscale was reversed scored and grouped with the Belief in Importance of Student Self-direction, Exploration, Collaboration, and Understanding subscale.

A new global scale of Classroom Management Beliefs was obtained and used for the purposes of further analyses in this study. Higher values in this scale indicate a higher propensity to support student self-direction, exploration, and collaboration, and teacher's non-authoritarian practices. The internal consistency for this new global scale was 0.695. Item 6 of the Belief in Importance of Student Self-direction, Exploration, Collaboration, and Understanding subscale was deleted to obtain an acceptable internal consistency score ($\alpha = 0.702$).

Procedures

At the beginning of 2015, the researcher sent an online invitation to potential higher education institutions. Administrators from the two institutions participating in the study (UNIMINUTO and ENSN) responded to the invitation and accepted a meeting with the researcher during which, after obtaining detailed information about the purposes and procedures of the study, they expressed their interest in participation. In addition, the researcher met with the dean of education from another institution, but he ultimately did not agree to participate.

Participants' recruitment, sample selection and data collection procedures of the study were negotiated with the administrators to be able to fit each institution's specific conditions and characteristics. For that reason, they were slightly different among settings.

The registration process for UNIMINUTO was conducted online. Participants were informed that, after completing the online registration process, they had to fill out an online pre-test survey that also included assent forms. Registration was closed during the first week of the course.

At ENSN, the intervention was introduced as a mandatory activity for all students (except for the four students who were graduating in May 2016). Approximately 50% of the students attending the complementary development cycle of the normal school in 2016 were randomly assigned to the intervention group, and approximately 50% of them were randomly assigned to the waitlist comparison group. Due to the procedures that were followed with this institution, an online registration process was not required, and the researcher collected in person a paper-based version of all the consent/assent forms (more details about the consent/assent forms will be presented later in this chapter).

The duration of the study for participants was about four months distributed as follows: (1) one week of data collection right before the intervention, (2) thirteen weekly sessions of 90 minutes for UNIMINUTO and seven biweekly sessions of 210 minutes for ENSN, and (3) two to three additional weeks of data collection after the intervention.

The intervention groups took the course during the spring semester of 2016 and the comparison groups took it during the fall semester of 2016. A video camera with a tripod was placed in a corner of the classrooms to videotape all sessions.

The FTS and HCQ were piloted by the researcher two months before the pre-test assessment (November 2015) with the preservice teachers who were about to graduate from the ENSN (n=4). Participants responded to the questionnaires and then had an informal conversation with the research about their level of clarity and pertinence. All

preservice teachers expressed that the instruments were easy to understand, pertinent to the context, and that they reflected the kind of challenges they have to face as future teachers.

Pre-test assessment of the FTS and the HCQ was conducted with both groups one to four weeks before the intervention. An online version of the FTS and the HCQ was created using survey software (SurveyMonkey®) and sent via e-mail to the students of UNIMINUTO, who responded the questionnaire outside class time. A paper-based version was used for ENSN, where the questionnaire was conducted by the researcher during regular school hours. The FTS and the HCQ took approximately 60 minutes to respond. Post-test assessment was conducted one to four weeks after the intervention using the same online and paper-based procedures that were used in the pre-test assessment.

In addition, one to two weeks after the intervention was over, interviews were conducted with all the students from the intervention groups (except for one participant at UNIMINUTO who did not agree to be interviewed). The interviews took approximately 45-60 minutes and were audiotaped. To reduce the risk of bias in participants' responses, an external professional conducted these interviews using the Spanish version of the PPIP. This professional was a psychologist, with a Master degree in Clinical Psychology, with previous experience in qualitative data collection methods and in the design and evaluation of SEL and mindfulness educational programs. In addition, she was aware of the general purposes and procedures of the study.

Some participants from ENSN were under 18 years of age. In those cases, parental consent to participate in the research study was required. In addition, all

participants were asked to sign consent/assent forms to participate in the research study. All of them agreed to participate in the study. More details about the consent and assent forms will be explained later in this chapter (see “ethical considerations” section).

Finally, two additional sources of data were collected and transcribed but then excluded from the data analysis and, consequently, left out from this report: students’ journal entries and videotaped classroom simulations.

Students’ journal entries were obtained by individual reflections that participants of the intervention groups wrote in a weekly or biweekly basis. These journals were intended to answer research questions #2, #3 and #4, asking about participants’ experience in each session and their perception of the course’s applicability to their lives (see Appendix C).

However, participants did not fill the journals as expected. Only 38% of the students completed at least 25% of the journal reflections, and only 14% of the students (all of them from UNIMINUTO) responded to all the journal reflections. In addition, there were two reasons to doubt the validity of some of the answers: 1) some students expressed at the interviews that they did not write their responses in a thoughtful and thorough way (e.g., a student expressed that she did not tell the truth in some reflections, and another student said that she wrote the journal entries outside the expected timeframe just to respond to the assignment), and 2) some of the answers were not coherent with the information obtained through other data sources (e.g., using the attendance forms, the researcher could corroborate that some students wrote reflections about sessions they did not attend).

On the other hand, the *classroom simulations* took place during the first and the last sessions of the course (pre-test and post-test assessment). During these simulations, some randomly chosen students (one or two for each simulation) were asked to participate in a roleplay of challenging situations in the classroom (see Appendices B and L). Students had to perform the teacher's role to address the situations. Observations of these videotaped simulations were intended to identify changes on these students' social and emotional competencies and classroom management skills. However, due to logistical reasons, the time for the simulations was shorter than initially expected⁴², and they were performed by different students at the beginning and at the end of the course⁴³. Therefore, the comparison between pre-test and post-test assessment was not possible, and the activity did not lead to a rich amount of information about the course's impact.

For these reasons, the data from the students' journal entries and the videotaped classroom simulations were not systematically analyzed. However, they were used as anecdotal information that helped to enrich the researcher's overall understanding of the study's results.

The final data sources and procedures to address each research question are summarized in Tables 8, 9, 10 and 11.

⁴² Half of the students who were assessed at the pre-test dropped out.

⁴³ The activity was planned to last at least one hour. However, it had to be shortened to 30 minutes.

Table 8

Sources and procedures (RQ1)

DIMENSION	DEFINITION	DATA COLLECTION PROCEDURE	INSTRUMENT / SOURCE	TIME OF DATA COLLECTION	SUBJECTS
Student engagement	Attentiveness and participation during the sessions	Classroom observations of all sessions (videotaped sessions)	Classroom observation form	During intervention	Intervention group
	Behavioral engagement, emotional engagement and description of participatory dynamics	Classroom observations of all sessions (videotaped sessions)	Classroom observation form	During intervention	Intervention group
		Research journal entries of all sessions	Research journal entries form	During intervention	Intervention group
		Interviews to 20 students	Participants' Perceptions Interview Protocol (PIIP)	Post intervention	Intervention group
	Attendance	Participants' check-in of all sessions	Attendance forms	During intervention	Intervention group

Table 9

Sources and procedures (RQ2)

DIMENSION	DEFINITION	DATA COLLECTION PROCEDURE	INSTRUMENT / SOURCE	TIME OF DATA COLLECTION	SUBJECTS
Quality, relevance and applicability	Participants' perceptions of the quality, relevance, and applicability of the course	Interviews to 20 students	Participants' Perceptions Interview Protocol (PPIP)	Post intervention	Intervention group
	Researcher's perceptions of the quality of the course	Research journal entries of all sessions	Research journal entries form	During intervention	Intervention group
		Classroom observations of all sessions (videotaped sessions)	Classroom observation form	During intervention	Intervention group

Table 10

Sources and procedures (RQ3)

DIMENSION	DEFINITION	DATA COLLECTION PROCEDURE	INSTRUMENT / SOURCE	TIME OF DATA COLLECTION	SUBJECTS
Changes in self-reported social and emotional competencies	Pre-post changes in participants' self-reported social and emotional competencies	Participants' self-report (multiple choice and open-ended questions)	Future Teachers' Survey (FTS)	Pre-post intervention	Intervention and comparison groups
		Interviews to 20 students	Participants' Perceptions Interview Protocol (PPIP)	Post intervention	Intervention group
Changes in self-perceived well-being	Pre-post changes in participants' self-perceived well-being	Participants' self-report (multiple choice)	Future Teachers' Survey (FTS)	Pre-post intervention	Intervention and comparison groups
		Interviews to 20 students	Participants' Perceptions Interview Protocol (PPIP)	Post intervention	Intervention group
Changes in classroom management knowledge	Pre-post changes in assessed and self-reported classroom management knowledge	Participants' self-report (multiple choice)	Future Teachers' Survey (FTS)	Pre-post intervention	Intervention and comparison groups
		Interviews to 20 students	Participants' Perceptions Interview Protocol (PPIP)	Post intervention	Intervention group

(continued)

Table 10 (continued)

DIMENSION	DEFINITION	DATA COLLECTION PROCEDURE	INSTRUMENT / SOURCE	TIME OF DATA COLLECTION	SUBJECTS
Changes in self-reported classroom management self-efficacy	Pre-post changes in self-reported classroom management self-efficacy	Participants' self-report (multiple choice)	Future Teachers' Survey (FTS)	Pre-post intervention	Intervention and comparison groups
		Interviews to 20 students	Participants' Perceptions Interview Protocol (PPIP)	Post intervention	Intervention group
Changes in self-reported classroom management attitudes and beliefs	Pre-post changes in self-reported classroom management attitudes and beliefs	Participants' self-report (multiple choice)	Future Teachers' Survey (FTS)	Pre-post intervention	Intervention and comparison groups
		Participants' responses to hypothetical cases	Hypothetical Cases Questionnaire (HCQ)	Pre-post intervention	Intervention and comparison groups
		Interviews to 20 students	Participants' Perceptions Interview Protocol (PPIP)	Post intervention	Intervention group
Changes in self-reported classroom management skills	Pre-post changes in self-reported classroom management skills	Interviews to 20 students	Participants' Perceptions Interview Protocol (PPIP)	Post intervention	Intervention group

Table 11

Sources and procedures (RQ4)

DIMENSION	DEFINITION	DATA COLLECTION PROCEDURE	INSTRUMENT / SOURCE	TIME OF DATA COLLECTION	SUBJECTS
Changes in additional unexpected outcomes	Pre-post changes in self-reported classroom management skills	Interviews to 20 students	Participants' Perceptions Interview Protocol (PPIP)	Post intervention	Intervention group

Data Analysis

Data analysis procedures for qualitative and quantitative data are described below.

Quantitative data analysis. As mentioned before, the following data sources provided quantitative information: (1) the quantitative scores from the Classroom Observation Forms, (2) the close-ended questions from the Future Teachers' Surveys, and (3) the Attendance Forms. The following subsections present the procedures to analyze the data for each one of these sources. Then, the quality standards for quantitative data analysis will be described.

Analysis of data from Classroom Observation Forms (quantitative scores).

Quantitative data from the Classroom Observation Forms (see Appendix O) were generated by assigning scores to participants' levels of attentiveness and participation.

To assess *attentiveness* for each session, the researcher: (1) started observing the video from minute 5:00, (2) observed one minute of the session every ten minutes, (3) counted the percentage of students who were paying attention most of the time during that minute, (4) based on the results obtained in step 3, counted the number of observed minutes in which most of the students (at least 80%) were paying attention, and (5) calculated the average percentage for the session of students who were paying attention within each minute. The assessment resulted in two numbers: (1) the percentage of observed minutes within the session in which most of the participants were paying attention, and (2) the mean percentage for the session of students who were paying attention within each observed minute.

To assess *participation* for each session, the researcher selected all the segments within the session that met four criteria: (1) showed moments of the class in which

students were supposed to share their ideas or thoughts within small groups or with the whole group (for instance, moments in which the students were supposed to watch a video or listen to a PowerPoint presentation were excluded), (2) did not include roleplays, simulations or games in which students had to be active but were not sharing their ideas or thoughts, (3) did not include activities in which students have to follow turns to talk (for instance, the moments of “celebration” in which all of them were supposed to share something), and (4) lasted at least ten minutes. Then, the researcher proceeded with the following steps: (1) counted the percentage of students who participated within each selected segment, (2) calculated the percentage of students who participated within each selected segment, (3) based on the results obtained in step 2, counted the number of observed segments in which most of the students (at least 80%) participated, and (4) calculated the average percentage for the session of students who participated within each segment. The assessment resulted in two numbers: (1) the percentage of observed segments within the session in which most of the students participated, and (2) the mean percentage for the session of students who participated within each observed segment.

Analysis of data from Future Teachers’ Surveys (close-ended questions).

Quantitative data provided by participants in the FTS regarding levels of stress, and classroom management knowledge, self-efficacy and beliefs was analyzed with SPSS® using paired sample t-tests for the intervention and the comparison groups.

Analysis of data from Attendance Forms. The percentage of participants who attended each session and the percentage of sessions attended by each participant was calculated to assess participants’ levels of attendance.

Quantitative quality standards. Considerations about quantitative quality standards are presented below.

Internal validity. Internal validity means that the scores from an instrument accurately assess what they are intended to assess (Plano Clark & Creswell, 2010). Based on Plano Clark and Creswell's (2010) definition of internal validity criteria, it can be said that quantitative sources of data in this study included the following evidence: (1) the researcher cited the corresponding literature indicating that the stress, classroom management self-efficacy, and classroom management beliefs scales of the FTS were previously developed and used for research purposes, (2) the items of the quantitative scales and instruments that were developed by the researcher (e.g., the classroom management knowledge scale of the FTS) were included in the report; that way, the reader can judge their validity, and (3) the scales of the FTS that were translated by the researcher from English to Spanish were back translated by a bilingual expert to check the accuracy of the language being used.

On the other hand, the fact that the Future Teachers' Surveys was a self-report instrument, represented a risk for the internal validity of the study. The researcher tried to minimize this risk by having different sources of information. However, it was considered a limitation of the study (more details concerning this issue are discussed in Chapter 8).

External validity. External validity refers to the degree in which scores "enable the researcher to draw conclusions from the sample to the population" (Plano Clark & Creswell, 2010, p. 189). Two major structural decisions, that ultimately affected the generalizability of the findings, were deliberately made to narrow the scope of the study:

(1) the researcher decided to conduct the study in a geographical area that was accessible for her, and (2) as the researcher delivered and evaluated the course by herself, a limited the number of settings was delimited according to her resources and possibilities. In addition, the sample size was relatively small due to the number of students that were enrolled in the teacher education program at ENSN and the number of students who voluntarily decided to participate at UNIMINUTO.

For these reasons, the sample was not representative of the whole universe of normal schools and universities with teacher education programs in Colombia. However, the researcher described the characteristics of the sample and procedures as detailed as possible so the readers can judge whether they can be applied to different populations.

Reliability. Reliability refers to the idea that “scores from an instrument are stable and consistent” across different assessments (Plano Clark & Creswell, 2010, p. 189). Reliability measures (i.e., Cronbach’s alpha) for the quantitative scores with Likert scales were assessed and presented previously in the “data collection” section.

Qualitative data analysis. The following data sources provided qualitative information: (1) the observational notes from the Classroom Observation Forms, (2) the Research Journal Entries Forms, (3) the open-ended questions from the Future Teachers’ Surveys, (4) the Hypothetical Cases Questionnaires, and (5) the Participants’ Perceptions Interview Protocol. The following subsections present the procedures to analyze the data for each one of these sources. Then, the quality standards for qualitative data analysis will be described.

Analysis of data from Classroom Observation Forms (observational notes) and Research Journal Entries Forms. Qualitative information obtained from the Classroom

Observation Forms and from the Research Journal Entries Forms was analyzed to assess student engagement, and quality, relevance and applicability of the course. A deductive strategy to identify some excerpts that were relevant to assess these dimensions was used.

Relevant excerpts were identified and divided into the following dimensions: (1) indicators of high or low levels of behavioral and emotional engagement, (2) indicators of high or low levels of regard for participants' perspectives, (3) indicators of classroom climate, and 4) functioning of the activities (e.g., whether the activities were adequate to achieve the goals of the sessions and whether the design of some activities should be adjusted). Dimension 1 provided data to assess student engagement, and dimensions 2, 3 and 4 provided data to assess the quality of the course.

The definition of behavioral engagement and emotional engagement was taken from Skinner et al.'s (2008) conceptualization that was presented before (see "Instruments" section). The definition of regard for students' perceptions and classroom climate was taken from Pianta, LaParo & Hamre's (2011) Classroom Assessment Scoring System (CLASS). This scoring system describes regard for students' perspectives as "the degree to which teachers' interactions with students and classroom activities place an emphasis on students' interests, motivations and points of view" (Pianta et al., 2011, p. 15), and classroom climate as "the emotional connection, respect, and enjoyment demonstrated between teachers and students and among students" (Pianta et al., 2008, p. 12).

Finally, the researcher looked for patterns and/or exceptional cases that were relevant throughout the data for each dimension.

Analysis of data from Future Teachers' Surveys (open-ended questions).

Qualitative responses to open-ended questions of the FTS about social and emotional competencies (i.e, emotional awareness and regulation, assertiveness, and generation of options toward challenging situations) were transformed into quantitative scores. The rubric that guided the scoring process is shown in Appendix U.

Questions 1 and 2 of the FTS (see Appendix T, part 1) were used to rate participants' levels of emotional awareness (i.e., identification of their own emotions) and emotional management with an ordinal scale from 0 to 2, in which a higher score indicated higher levels of participants' emotional awareness or management. Some participants wrote more than one response to question 2. In those cases, a score was assigned to each answer and then an average of these scores was calculated.

Question 3 of the FTS (see Appendix T, part 1) was used to rate assertiveness' levels using a binomial score (0 or 1), in which 0 indicated that the participant's response was aggressive or passive, and 1 indicated that the participant's response was assertive.

Finally, the number of possibilities that students wrote in response to question 6 of the FTS (see Appendix T, part 1) were used to assess generation of options toward challenging situations (the score corresponded to the number of generated options).

Most of the responses to questions 7, 8 and 9, which were intended to assess conflict resolution skills, did not give enough information to identify the type of conflict resolution strategy students chose. Therefore, this score was excluded from the analysis.

The average of responses for each group (intervention and comparison groups at ENSN and UNIMINUTO) was calculated to compare the differences in the trends of changes (from pre-test to post-test) between groups.

Analysis of data from Hypothetical Cases Questionnaires. The qualitative responses to the HCQ were also transformed into quantitative data to assess participants' classroom management beliefs and attitudes.

Participants' responses were imported into a qualitative data analysis software (MAXQDA®), and each response was coded with a label that summarized its main idea. Then, the researcher assigned a score for responsiveness (0, 1, 2 or NA) and a score for demandingness (0, 1, 2 or NA) to each code, following the Classroom Management Attitudes and Beliefs Scoring Rubric (see Appendix V).

In some cases, the same code was named by more than one participant from the same group (intervention or comparison group at UNIMINUTO or ENSN). In those cases, the scores for demandingness and responsiveness were multiplied by the number of participants whose responses were assigned with that code.

Higher scores in responsiveness indicated attitudes and beliefs that showed higher and more explicit concern for students' needs and feelings, and higher scores in demandingness indicated attitudes and beliefs that showed higher and more explicit concern for setting limits and guiding students' behaviors.

Finally, the total frequencies for each option of response (0, 1, 2 or NA) were calculated to compare the differences in the trends of changes (from pre-test to post-test) between intervention and comparison groups.

Analysis of data from Participants' Perceptions Interview Protocol. The interviews were transcribed by a research assistant (native speaker of Spanish). The transcription rules that were used are shown in Appendix W. Then, these data were examined using thematic analysis (Braun & Clarke, 2006, 2012) to assess: (1) student

engagement, (2) participants' perceptions of the quality, relevance and applicability of the course, (3) participants' perceptions of change in expected outcomes (social and emotional competencies, well-being, and classroom management knowledge, self-efficacy, attitudes, beliefs and skills), and (4) participants' perceptions of change in unexpected outcomes.

Braun & Clarke (2006) define thematic analysis (TA) as “a method for identifying, analyzing and reporting patterns (themes) within data” (p. 79). This data analysis method was chosen because it is a flexible and accessible approach. In addition, it served the purposes of the study by allowing the researcher to systematically identify repeated patterns of meaning (or themes) across the entire data set rather than focusing on individual cases or items (i.e., an interview or a participant) (Braun & Clarke, 2006, 2012).

Braun and Clarke (2006) define six phases for conducting TA. During data analysis, the researcher followed the first five phases as described by the authors. An explanation of these phases is presented below. Braun and Clarke (2006) include a sixth phase in the TA process, which is the write-up of the report. However, as this phase was not part of the data analysis stage, it will not be included in the following explanation.

Phase 1: familiarizing with the data. The purpose of the first phase was to become familiar with the data. A research assistant transcribed all the interviews and when the researcher received the transcripts, she read the entire data set while taking some preliminary notes or ideas for subsequent coding.

Phase 2: generating initial codes. Then, the researcher moved to the second phase, generating initial codes or identifiable features of the data that appear interesting

for the analysis. As Braun and Clarke (2012) describe, codes provide a summary of fragments of the data that might be relevant to answer the research questions: “Codes identify and provide a label for a feature of the data that is potentially relevant to the research question” (p. 61). The researcher used descriptive or semantic codes, trying to stay “close to the content of the data and to the participants’ meanings” (Braun & Clarke, 2012, p. 61). In addition, although only in a few cases, some fragments of the data were coded with more than one code (Braun & Clarke, 2012). Also, constant comparison across the data set was done to assign the same codes to those fragments that represented similar statements, ideas, experiences, etc.

This initial coding process was done in two steps: 1) the researcher generated a first version of the codes inserting typewritten comments in the Microsoft Word® documents that contained the raw data from the transcriptions, and 2) the researcher transferred the transcripts to MAXQDA®, a qualitative analysis software, and repeated the coding process by revising the first version of the codes.

Each code corresponded to one or more mentions throughout the dataset. In addition, the mentions that alluded to facts, attitudes, beliefs, behaviors, etc. that were external to the course or that happened before the course were coded with the letters EX or PRE at the beginning. These marks allowed the researcher to differentiate between the comments that were directly connected to the course and those that were not.

Phase 3: searching for themes. After the initial coding, the researcher considered how codes may be grouped or combined to form themes. Themes capture “something important about the data in relation to the research questions, and represents some level of *patterned* response or meaning within the data set” (Braun & Clarke, 2006, p. 82).

Searching for themes was an active process that required thinking about the relationships between different codes, between the emerging themes, and between different levels of themes. Some themes had more than one subtheme. Therefore, the subthemes were labeled with ordinal numbers according to their hierarchical levels. Figure 2 shows an example of these hierarchical levels.

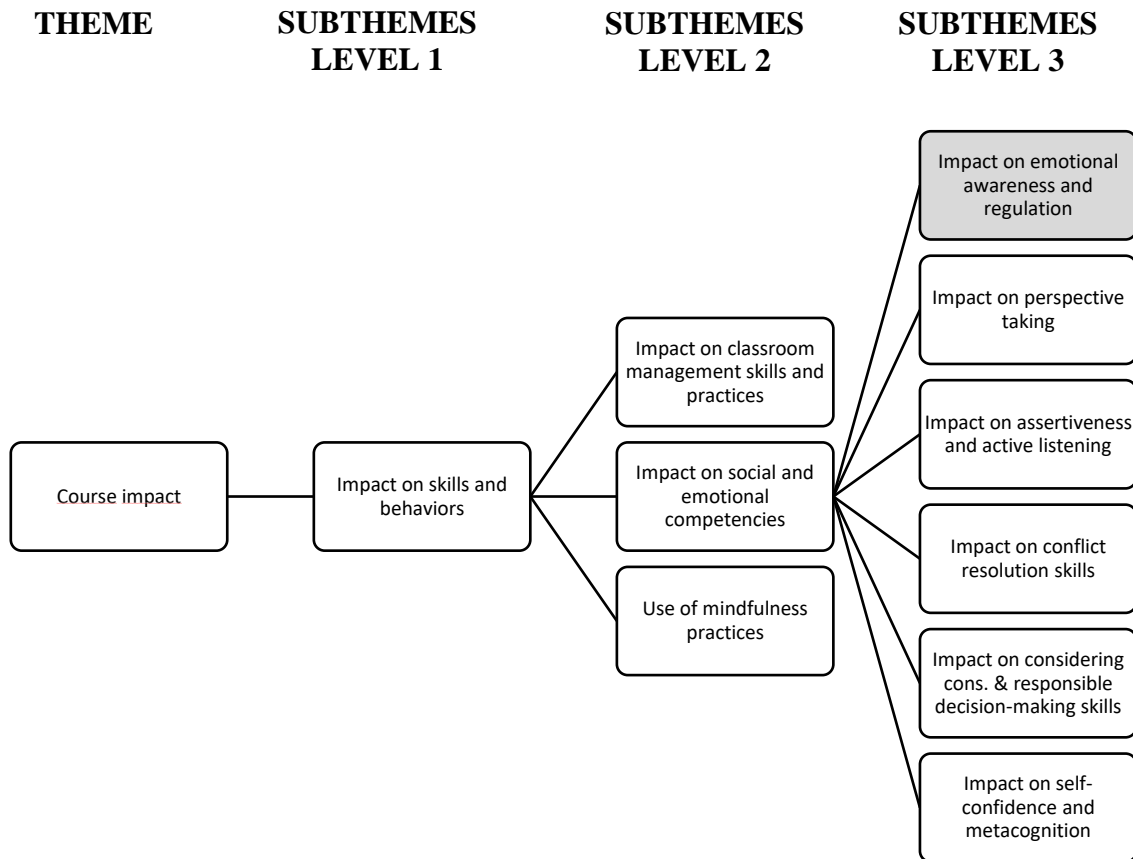


Figure 2. Example of theme with subthemes

In this example, the subtheme of “impact on emotional awareness and regulation” is under the subtheme of “impact on social and emotional competencies,” which in turn is under the subtheme of “impact on skills and behavior.” Finally, all these subthemes are grouped into theme #2, called “impact.”

Phase 4: reviewing potential themes. Then, the process moved to the fourth phase, in which the researcher reviewed the themes to create a “thematic map.” During this phase, the researcher checked that the fragments of data collated for each theme appeared “to form a coherent pattern” (Braun and Clarke, 2006, p. 91).

Phase 5: defining and naming themes. Finally, the thematic map was refined by identifying the essence of what each theme was about and considering how it fitted into the “big picture” in relation to the other themes and in relation to the research questions.

It is important to note that all the phases described are not part of a rigid linear process. As Braun and Clarke (2006) point out, “it is more [a] *recursive* process, where movement is back and forth as needed, throughout the phases” (p. 86).

As Braun and Clarke (2006) explain, different choices regarding the nature of the data and the approaches used to analyze it may be considered. A brief description of the considerations that drove this study is presented below.

First, it is important to note that not all the content of the interviews was information of interest in relation to the research questions of the study (i.e., some students talked about issues that were unrelated to the research inquiries). Therefore, a theoretical data analysis approach was considered. From this approach, the analysis was driven by specific theoretical or analytical interests (e.g., whether some classroom management skills improved due to the intervention and how). As Braun and Clarke (2006) describe, “this form of thematic analysis tends to provide less a rich description of the data overall, and more a detailed analysis of some aspects of the data” (p. 84).

In addition, the patterns or themes were identified at a semantic or explicit level. Semantic analysis involves a progression from description to interpretation. In other

words, the data were first summarized and organized according to patterns of explicit content (i.e., the process of transformation of chunks of data into codes was intended to remain as close as possible to the explicit words of the participants). Only in a subsequent phase, data was theorized according to their significance and implications in relation to the previous literature review (Braun & Clarke, 2006).

Qualitative quality standards. Miles and Huberman (1994) use labels of quality standards that are often used in quantitative research and pair them with alternative labels that qualitative researchers highlight as key issues of trustworthiness. Following Miles & Huberman's (1994) list of labels as a framework, the following standards were used to analyze the quality of the conclusions derived from the qualitative data analysis: objectivity/confirmability/external reliability, reliability/dependability/auditability, internal validity/credibility/authenticity, external validity/transferability/fittingness, and utilization/application/action orientation.

Objectivity/confirmability/external reliability. Objectivity, confirmability, or external reliability refer to the degree in which the conclusions of the study are as neutral and free from biases as possible and/or the degree in which the researcher explicitly describes any possible biases (Miles & Huberman, 1994). To address this issue, the study's methods and procedures were described in detail to achieve objectivity. In addition, the researcher was explicit and reflective about her own biases, values and affective states in relation to the study, and the findings were intended to be shaped as much as possible by participants' responses. For instance, coding of the interviews stayed as close as possible to the participants' own words, and the presentation of the study's results included direct quotes from participants' answers.

Reliability/dependability/auditability. The issue of reliability, dependability, or auditability indicates “whether the process of the study is consistent, reasonable stable over time and across researchers and methods” (Miles & Huberman, 1994, p. 278). The researcher was the only person who evaluated this study. Therefore, reliability across researchers could not be checked for all the data analysis. However, following Miles and Huberman’s (1994) suggestions, the researcher’s role within the institutions that participated in the study was explicitly defined and described before and during the intervention (see “Researcher perspective section”), and the data collection and analysis procedures were thoroughly presented to allow readers to audit or replicate the study. Also, the researcher planned to save the original data collection sources for at least three years after the completion of the study. In addition, a group of experts in qualitative research methods provided feedback to the researcher on the codes and first versions of the interviews’ thematic analysis. This allowed the researcher to have the perspective of outsiders regarding her data analysis process.

Internal validity/credibility/authenticity. Internal validity, credibility, or authenticity will be considered. These aspects refer to the following questions: “Do the findings of the study make sense? Are they credible to the people we study and to our readers? Do we have an authentic portrait of what we are looking for?” (Miles & Huberman, 1994, p. 278). As explained before, thematic analysis allowed the researcher to go back and forth comparing themes and checking for consistency across the thematic map. During the TA, consistency and coherence within themes, and between each theme and the whole data set were considered. In addition, areas of uncertainty and rival explanations were explicitly considered throughout the data analysis and interpretation

process. Also, the use of diverse data sources and the integration of quantitative and qualitative data collection methods to address the research questions from different points of view became an important strategy to check this study's internal validity.

Finally, the interviews and questionnaires relied on self-report. This was considered as a threat to the internal validity of the conclusions derived from the qualitative data analysis. This limitation is discussed in more detail in Chapter 8.

External validity/transferability/fittingness. Another issue that needs to be considered is to what extent the results can be generalized or transferred to other contexts (Miles & Huberman, 1994). To address this issue, the sample and settings of this study were described as detailed as possible, so they can be compared with other samples and settings in the future. In addition, limitations related to the generalizability of the conclusions were considered in Chapter 8.

Utilization/application/action orientation. The issue of utilization, application, or action orientation refers to what extent the study has implications in practice. As Miles and Huberman (1994) explain, this issue is especially important for evaluation studies. The level of "usable knowledge offered", as Miles & Huberman (1994) call it, will be explicitly described in the discussion chapter and specific recommendations for practice (e.g., specific changes that need to be done, policy-making suggestions for teacher education in Colombia) will be explored.

Data merging. Quantitative and qualitative data were merged at the interpretation and reporting level. According to Fetters et al. (2013), there are three ways to integrate qualitative and quantitative data when such integration occurs at the interpretation and reporting level: (1) through narrative, (2) through data transformation, and (3) through

joint displays. In this study, some qualitative data was quantified in order to summarize participants' responses to open-ended questions and reach generalizations throughout the data set. Therefore, integration through data transformation was used: (1) part of the qualitative data was converted into quantitative data (i.e., numeric scores and frequencies), and (2) the transformed data were integrated with the data that were not transformed.

In addition, integration through narrative with a weaving approach was used. This type of integration involved "writing both qualitative and quantitative findings together on a theme-by-theme or concept-by-concept basis" (Fetter et al., 2003, p. 2142). Qualitative and quantitative results for each research question were presented together using a side-by-side comparison for merged data analysis (Creswell & Plano Clark, 2011). This comparison allowed the researcher to examine the convergence and divergence between quantitative and qualitative results and also served as a recap of the findings of the study. Looking for divergence (or convergence) was considered a way of exploring possibilities for further inquiry rather than simply representing disconfirming (or confirming) information (Yoshikawa, Weisner, Kalil, & Way, 2008).

Researcher's Role and Perspective

This section describes the role of the researcher, as well as her motives to conduct this research study.

Researcher's role. According to Strauss and Corbin (1998), it is appropriate to find a balance between setting aside the researcher's personal knowledge and experience to create a new understanding of the phenomena under study, and using sensitivity to give an insightful meaning to such phenomena.

Being relatively objective but also sensitive relates to the researcher's role as an insider or an outsider. In this study, the researcher played the role of an insider and also the role of an outsider. She was an outsider, as she did not have a previous relationship with the two institutions that participated in the study. In that sense, she was not fully aware of how particular dynamics, institutional processes, and/or social interactions worked within these settings. This facilitated the process of having new insights or interpreting data from a relatively neutral perspective.

The researcher also played the insider role because she designed, delivered and evaluated the course herself. In addition, the researcher had worked for several years leading courses, workshops and educational programs with future teachers or current teachers in Colombia. Therefore, she was familiar with the Colombian educational context. Furthermore, the researcher was highly enthusiastic about the contents and pedagogical strategies used in the course and she believed that the intervention would help future teachers to enhance their knowledge, competencies and attitudes towards teaching.

On the one side, all the aforementioned aspects represented a risk of bias during the data collection and data analysis processes. The researcher attempted to be conscious of her own biases, and to be as transparent as possible regarding all the procedures' description. On the other hand, being an insider could have also been an advantage, as she had "much deeper knowledge of the context and so can sometimes [made] better judgements about what things mean[t] and why they [were] being done as they [were]" (Gee, 2011, p. 20). In any case, the researcher tried to follow Gee's (2011) suggestion of observing "old things as new and strange" (p. 20).

Researcher's motives. The researcher was born and raised in Colombia and has witnessed how violence is one of the main problems that affect her home country. Inspired by the desire to contribute to changing this reality, the researcher decided to focus her professional career on the field of peace education. In 2010, she worked for the program *Aulas en Paz*, leading SEL trainings and providing pedagogical support to teachers and student teachers. The schools were located in some of the most vulnerable and violent contexts of the country. During this experience, the researcher noted that the success of the program depended greatly on the teachers' and student teachers' SEC and classroom management skills. In addition, most of the teachers had to lead their classes under highly stressful conditions and frequently used authoritarian strategies in their attempt to take control over their chaotic classrooms. Moreover, the researcher observed high levels of aggression among students and the fact that very few teachers felt prepared to effectively promote caring and peaceful classroom and school environments.

The experience in *Aulas en Paz* drove her to keep exploring issues related to teacher preparation. After conducting an intensive literature review, she corroborated the idea that improving teachers' social and emotional development, well-being, and classroom management self-efficacy, knowledge, attitudes, beliefs and skills would be a contribution for the promotion of a more peaceful society. Ultimately, this idea was the main motivation to conduct the present research study.

Ethical Considerations

Participants were informed before the pre-test assessment of the basic information regarding the procedures of the study. They were also informed that they would be

allowed to take the course as part of their educational experience even if they and/or their parents did not agree to participate in the research study.

All the students signed consent forms (see Appendix X) to participate in the research study. Five students, all of them from the ENSN, were minors⁴⁴. They signed assent forms (see Appendix Y) and their parents signed parental consent forms (Appendix Z) expressing their agreement with their son or daughter's participation in the study. At UNIMINUTO, students' consent forms were included at the beginning of the online pre-test survey/questionnaire students. At ENSN, paper-based consent and assent forms were handed out by the researcher and the administrators of the school helped her with the collection of the forms.

Although the information provided by students was not anonymous (they had to include their names in the forms and surveys), the names of the students were changed during the data analysis process to protect their identities.

Confidentiality of participants' information will be maintained. First, this information will only be used for investigative purposes and was saved on computers with passwords only known by the researcher and research assistants. Second, interviews were conducted by an external professional, who was asked to sign a statement of confidentiality regarding participants' personal information and answers (see Appendix AA). In addition, institutions signed a letter stating that they were aware that individual information resulting from the study would not be presented to them (see Appendix AB).

Ethical conflicts are not expected because deception did not occur. Subjects were informed of the aims of the study and they were allowed to drop at any moment if they

⁴⁴ In Colombia, the legal age of majority is 18.

felt discomfort or had any objections regarding their participation. Only one student, from UNIMINUTO, did not want to participate in some research activities. In this case, he was allowed to continue participating in the course. Students were aware that their participation in the research study did not have any academic implications for them; for instance, they knew that their grades would not be affected if they decided not to participate in the research activities.

There were low psychological risks from participation in the study. For instance, students could have shown psychological discomfort from expressing their emotions or sharing personal situations they had experienced. To minimize the aforementioned risks, the Office of Student Wellness (at UNIMINUTO) and the school counselor (at the ENSN) were aware of the study and the researcher was willing to ask to support students in case psychological discomforts arose. However, this support was not required at any point of the study.

CHAPTER 5: CONTEXTUALIZATION OF THE STUDY

The purpose of this chapter is to describe the characteristics of the context that might contribute to understand the results of the study. This description includes a characterization of the settings in which the study took place (i.e., UNIMINUTO and ENSN), of the groups that participated in the study, and of the larger context (i.e., the city and the village).

All participants who finished the course in the first semester of 2016, except one student and the accompanying teacher from UNIMINUTO, were interviewed using a semi-structured interview protocol (see Appendix R). In total, eight students from ENSN and 12 students from UNIMINUTO were interviewed. Thematic analysis was used to analyze the responses of the students and three main themes were identified: (1) Course design, functioning and dynamics (theme #1), (2) Course impact (theme #2), and (3) Participants' context and background (theme #3). A codebook with the complete list of themes, subthemes and their corresponding codes is presented in Appendix AC.

On the one hand, theme #1 and theme #2 were useful to address the research questions of the study concerning the process evaluation and the impact evaluation of the course. These results will be presented in Chapter 6 and 7, correspondingly. On the other hand, theme #3 included all the codes that described participants' context and background external to the course and that might be useful to understand the findings from themes #1 and #2. For instance, the characteristics of other classes they took at their school, characteristics of their relationships with family, teachers and friends outside the school, and characteristics of the neighborhood, city or village where they live. All the

judgments and descriptions that referred to the course of the present study were excluded from this theme and included under themes #1 and #2.

The information that will be presented in this chapter comes mainly from the findings of theme #3. First, a description of the subthemes resulted from the thematic analysis for this theme will be presented. Then, the findings from the analysis will be described and complemented with information from informal observations and conversations the researcher had with the students, the teachers, and the school leaders.

Description of Subthemes (Theme #3)

A summary of the subthemes that resulted from the TA for theme #3 is shown in Figure 3. Table 12 presents some examples and the dimensions for each subtheme. These dimensions refer to the range of variation of the subthemes (Strauss & Corbin, 1998).

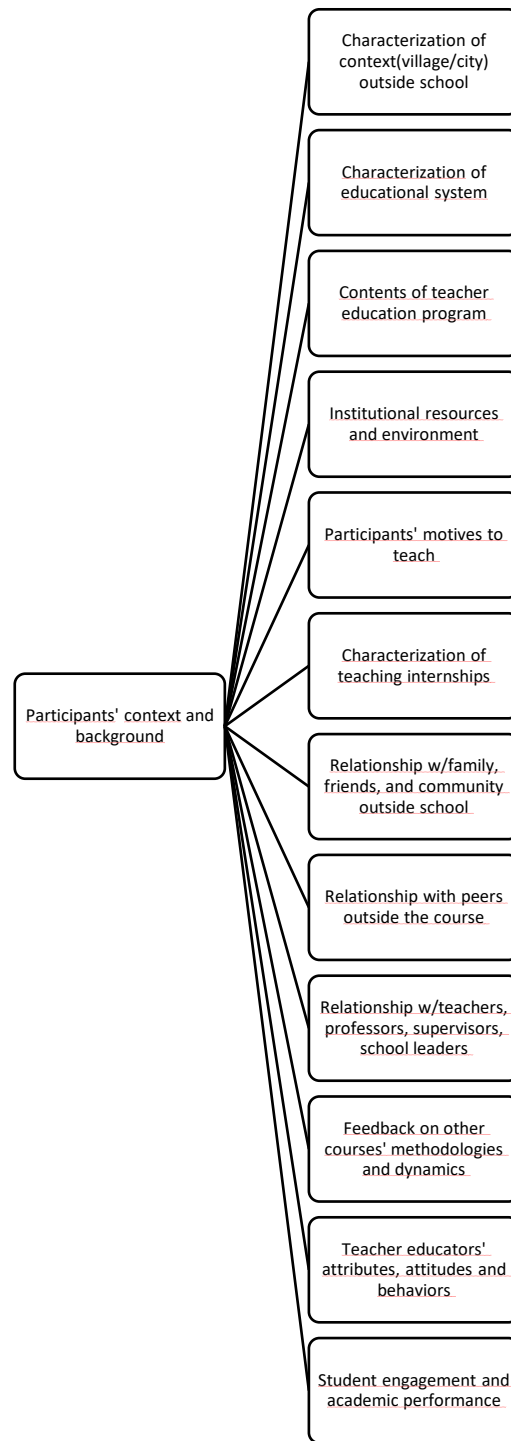


Figure 3. Summary of themes and subthemes – Theme 3

Table 12

Subthemes, dimensions and examples for theme #3 (Interviews): Participants' context and background

SUBTHEME LEVEL 1	DIMENSIONS	EXAMPLES
Characterization of context (village, city) outside school	Nominal (i.e., the codes are qualitative and do not have ordinal value)	“like the normal [school], like the village is very conservative, and the normal [school] has always had a good image in the village, so people sometimes don’t understand that as time goes by everything changes” (Berta, ENSN, 40)
Characterization of educational system	Nominal (i.e., the codes are qualitative and do not have ordinal value)	“I think that most of us have found a traditional teacher who gives you copies, who gives you a book, that you have to fill out so many things. That’s tiring, is tedious and that’s why people get discouraged” (David, UNIMINUTO, 62)
Contents of teacher education program	Nominal (i.e., the codes are qualitative and do not have ordinal value)	“they don’t teach us anything about emotions or anything like that . . . they teach us to teach the class and to do this and that, but they don’t tell us like ‘if you have an inconvenient you can handle it this way, or that way, or talk this way’, no” (Jerónimo, ENSN, 272)
Institutional resources and environment	Nominal (i.e., the codes are qualitative and do not have ordinal value)	“at the institutional part, the truth is that the way you say it, even if it’s caring, however it is, it will always bring repercussions” (Antonio, ENSN, 252) “people are nice, the people I hang out with are nice, it’s a cool the environment” (Carla, UNIMINUTO, 48) “the Student Wellness Center is huge, in my former university [we felt] a little abandoned” (Jorge, UNIMINUTO, 38)

(continued)

Table 12 (continued)

SUBTHEME LEVEL 1	DIMENSIONS	EXAMPLES
Participants' motives to teach	Nominal (i.e., the codes are qualitative and do not have ordinal value)	“I live in a harsh neighborhood . . . and I see my son growing up in that neighborhood and I say ‘I don’t want him to grow up in that neighborhood’ but then it’s ugly because I would have to get a more expensive apartment and a more expensive job, to be paid more, so why do I have to move when I can change my environment” (Clara, UNIMINUTO, 177)
Characterization of teaching internships	Nominal (i.e., the codes are qualitative and do not have ordinal value)	“It’s just that my first teaching internship was traumatic” (David, UNIMINUTO, 132) “Besides, the teaching internship went very bad, so I got discouraged and I said, no, maybe this isn’t for me or maybe I won’t continue because is time and money that I’m wasting” (Berta, ENSN, 42)
Relationship w/family, friends, and community outside school	Negative to positive relationships	“So I was invited to a party so I said no, but they convinced me and I left my house, but the party was like at 3pm and it was over at 7:30pm, and at that time I came back home, but I left my house saying that I was going to do homework but I left to the party instead, and obviously they found out that I went to the party, and I came and he hit him and he hurt me bad” (Stacey, ENSN, 230-232)
Relationship with peers outside the course	Negative to positive relationships	“in that moment he was my ex-boyfriend because he was my classmate, in the same classroom, and he had his girlfriend there too and I, I mean, it was ugly” (Berta, ENSN, 223)
Relationship w/teachers, professors, supervisors, school leaders	Negative to positive relationships	“but some of them have an attitude that is a little aggressive with the students. They tend to be aggressive. Aggressive in what way, in the way they express things. Many times they don’t say hello even if the students say hello to them. ‘Good morning teacher’, as if they didn’t exist . . . like they ignore you and they talk to you with a very harsh attitude” (Adela, ENSN, 55)

(continued)

Table 12 (continued)

SUBTHEME LEVEL 1	DIMENSIONS	EXAMPLES
Feedback on other courses' methodologies and dynamics	Nominal (i.e., the codes are qualitative and do not have ordinal value)	“- Interviewers: And how are the other [classes]? - Ciara: The same, monotonous” (Ciara, UNIMINUTO, 308-309)
Teacher educators' attributes, attitudes and behaviors	Nominal (i.e., the codes are qualitative and do not have ordinal value)	“the professor at the front, he is the boss” (Ciara, UNIMINUTO, 309) “they are very demanding, in a way that you cannot tell them anything” (Stacey, ENSN, 46)
Student engagement and academic performance	Low to high levels of student engagement	“Yes, for instance me, with my age too, you know that is more difficult and I’ve had a lot of difficulties” (Jenny, UNIMINUTO, 17)

Twelve subthemes (at level 1⁴⁵) resulted from theme #3 (see Figure 3 and Table 12). As Braun and Clarke (2012) describe, themes (and subthemes) should include coherent data, with specific qualities and defined boundaries. A summary description of the characteristics of each subtheme is presented below. Further interpretation of the findings in relation to these subthemes will be explained in the following section of this chapter.

Characterization of context outside the school. This subtheme included codes that described the characteristics of the city, village or neighborhood where students lived. Also, this subtheme included codes that were related to the surrounding environment in which participants' schools were located. For instance, some students described cultural characteristics of these contexts.

Characterization of the educational system. This subtheme referred to participants' perceptions about the Colombian educational system. For instance, perceptions about the contents of the teacher education programs in the country. This subtheme did not include specific comments about their own teacher education programs (those comments were included under the subtheme that is presented below).

Contents of the teacher education program. This subtheme included participants' perceptions of the contents of the teacher education programs in which they were currently enrolled at UNIMINUTO or ENSN. For instance, some students talked about the presence of classroom management training in their programs. Comments related to the teaching internships were excluded from this subtheme and included under the subtheme "Characterization of teaching internships."

⁴⁵ There were different levels of subthemes for each theme. They were marked as "subthemes level 1," "subthemes level 2," and so on to differentiate the hierarchical order between them.

Institutional resources and environment. Some students also described the nature of the resources and the school environment of their university or normal school. This included their perceptions of the adequacy of institutional rules and procedures, and their perceptions of the institutional culture (for instance, values and practices shared by the staff and the school leaders).

Participants' motives to teach. This subtheme included participants' description of the reasons why they decided to become teachers or to enroll in their teacher education programs.

Characterization of teaching internships. This subtheme included participants' descriptions of their own or their classmates' experiences during teaching internships. For instance, the quality of the feedback given by their teaching supervisors or their own emotional states caused by the teaching internships. Codes that referred to the teaching internships but were related to the impact of the course on participants' teaching practices during those internships were excluded from this subtheme (and included under theme #2 about impact of the course).

Relationship with family, friends, and community outside the school. This subtheme included participants' descriptions of their relationships with their families, friends and community outside the school. Codes that referred to students' relationships with their school peers were excluded from this subtheme (and included in the subtheme that is presented below).

Relationship with peers outside the course. This subtheme grouped all the codes about participants' perceptions of the quality of the relationships with their school peers

outside the course. Relationships with all school peers were included (i.e., peers that took the course and peers that did not).

Relationship with teachers, professors, supervisors, and school leaders.

Participants' description of the relationships with their teachers, professors, supervisors or school leaders were grouped under this subtheme. Codes that referred to the relationship with the facilitator of the course were not included here (those codes were included under theme #1). In addition, all codes that referred to teacher educators' attributes, attitudes and behaviors (not about the relationship between them and the students) were also excluded from this subtheme (and included under the subtheme of "Teacher educators' attributes, attitudes and behaviors).

Feedback on other courses' methodologies and dynamics. This subtheme included participants' judgements about other courses' methodologies and dynamics. For instance, about how motivating and relevant they are. Comments about the course of the present study were excluded from this subtheme (and included under theme #1).

Teacher educators' attributes, attitudes and behaviors. This subtheme referred to participants' judgements about their teacher educators' attributes, attitudes and behaviors. Codes that included judgements about the facilitator of the course and about the relationship between students and their teacher educators were excluded. These codes were included under theme #1 and under the subtheme of "Relationship with teachers, professors, supervisors, and school leaders," correspondingly.

Student engagement and academic performance. The last subtheme under theme #3 included participants' perception of their own or their peers' academic performance or levels of engagement with the school. For instance, participants' opinions about the level

of engagement of other classmates with their program. Codes that referred to levels of engagement or performance with the course were excluded from this subtheme (and included under theme #1).

Description of the Context

In this section, interpretation of the data from the aforementioned subthemes will be complemented with information from informal observations and conversations the researcher had with people at ENSN and UNIMINUTO. The section will start with a description of each one of the settings of the research study. Then, a description of participants' perceptions towards teaching will be presented, followed by the characterization of the teacher education programs at ENSN and UNIMINUTO.

Description of UNIMINUTO. The main campus of UNIMINUTO, in which the study took place, is located in Bogotá, a city with a population of around 7 million people. Eight of the twelve students who were interviewed from UNIMINUTO's intervention group expressed that they had a positive perception of the institution. Their comments referred to the "good environment" of the university and the opportunities it offers to the students. For instance, Jorge highlighted that the university has a strong Student Wellness Center and added:

If one is a good student and they see that one is committed to one's education, the university also offers a scholarship and also offers a job. The university is very complete . . . That's why I like it (Jorge, UNIMINUTO, Interviews, para. 38).

David also highlighted the "humanist" approach of the institution and Julia pointed out that UNIMINUTO is very inclusive and gives opportunities to those who need more support: "this university gives us a lot of opportunities, also to low-income students and

to students that have, let's say, a disability right now" (Julia, UNIMINUTO, Interviews, para. 4).

On the other side, Clara and Jorge expressed low levels of satisfaction with their peers' levels of engagement with the university. According to these participants, there are many students who are lazy or who have little commitment to their educational process. Also, Jenny, who was older than all her classmates, referred to the fact that she had been struggling with some classes "because of her age" and that she had not felt the adequate support from the university.

Most of the students who belonged to the intervention group at UNIMINUTO used to live in Bogotá. Only Nadia and Ana moved to the city to study at the university. Also, most of them lived with their families (e.g., parents, husband, siblings, and sons), except Ana, who lived alone, Elton, who lived in a governmental foster care center, and Joaquín, who lived in the streets (although he had a full scholarship from the university that paid for his living expenses).

One of the issues that several students frequently named in the interviews, in their journals, and during the sessions was the difficulty they had every day to go from their homes to the university. The traffic and the crowded public transportation system of the city seemed to be recurring stressful variables in their lives. In addition, Clara and Ciara had to take care of their small children, and Jenny and Clara had jobs outside the university.

Besides having to travel long distances in what they described as unfriendly public transportation, some students also referred to safety issues in the neighborhoods where the university is located or in the neighborhoods where they lived. For instance, Carla

said that there were drug users around campus, and Jovanni and Clara described that they lived in dangerous areas of the city.

Description of ENSN. ENSN is placed in Nocaima, a small village of around 8.000 habitants, located about two hours way from Bogotá. As described before, ENSN offers a two-year certification program for those students who want to become K-5 teachers. For the young people of this rural region, ENSN represents one of the few options to have access to a higher education setting. Therefore, some students move from nearby villages or travel long distances each day to attend classes. This was the case of three of the intervention group students: Dilan, Stacey and Berta. Furthermore, some of them enroll without being sure of wanting to be teachers, as Dilan pointed out: “at first I did it because I didn’t have anything else to do, I didn’t have, like, ‘what do I do?’ ‘what am I?’ and then I decided to enroll” (Dilan, ENSN, Interviews, para. 24).

The normal school appears to have a close connection with the village’s dynamics. For instance, Berta, who came from another village to study at ENSN, questioned the fact that the normal school followed traditional patterns to fit the village’s conservative ideologies (i.e., ideologies that support traditional and old values and beliefs): “the village is very conservative, and the normal [school] has always had a good image in the village, so people sometimes don’t understand that, as time goes by, everything changes” (Berta, ENSN, Interviews, para. 40).

In addition, the region has gone through a recent history of armed conflict with guerrillas and paramilitary groups. Although people did not talk much about these issues with the researcher, some people told her that criminal groups (apparently related to the

paramilitaries) were operating in the zone and that they were threatening some of the students of the school.

The students of the intervention group at ENSN seemed to have more complex relationships with their peers, teachers and families than the participants' at UNIMINUTO. For this group, romantic relationships were an important issue of concern. For instance, several students talked about their relationships problems during the interviews. This might be due to the fact that some of them were very young (17 and 18 years old) and that in this small town gossiping about other people's relationships seemed to be a common behavior.

In addition, two students (Adela and Katherine) had difficulties to attend the sessions because they were single mothers. Also, two of them (Antonio and Cristóbal) were siblings but did not live together and, according to Cristóbal, had a problematic relationship.

With regard to the participants' perceptions of the school, some students highlighted positive aspects of the institution, such as the accessible tuition and the quality of the program. However, some of them described a negative adult climate, and perceived that the institution has arbitrary or authoritarian rules and procedures. For instance, Antonio pointed out: "at the institutional part, the truth is that the way you say it, even if it's caring, however it is, it will always bring repercussions" (Antonio, ENSN, Interviews, para. 252). Stacey's description of a situation she had with a teacher also illustrates this point:

I couldn't come on Monday or Tuesday, and I did not come yesterday either, but I have an excuse, because I had to go to Bogotá on Monday and they gave me a

certificate of medical disability for one day, and yesterday I did not come either, and in front of my classmates she told me that I missed classes with her for two days, Monday and Tuesday, and that she would make me repeat the class. So one says, she shouldn't do that, and she's like that with everyone, so it is ugly because maybe one says, if she's the coordinator [she] is [supposed] to talk to you [and say] 'how are you? What happened?' and she's not like that, so that's ugly and there are other teachers who are also like that" (Stacey, ENSN, Interviews, para. 236).

Finally, students frequently expressed that they were stressed out or tired due to the excessive workload from school and that this fact caused students' demotivation. Adela illustrates this point with the following comment:

And the problem with that is that they demotivate [the students]. When the students are demotivated, the students decrease their [academic] performance, there are dropouts because it comes to a point because the students can't handle it anymore. Some of them had left, and it is because of that (Adela, ENSN, Interviews, para. 283).

Participants' perceptions towards teaching. Another aspect of the context that might be helpful to understand the findings of the study refers to the participants' perceptions of the characteristics of the teachers and the educational system that surrounds them. David, Lucía and Ana from UNIMINUTO, and Dilan from ENSN, pointed out that their elementary or high school teachers usually used "traditional" or authoritarian methods. For example, Lucía said:

Well, maybe because of the experiences at school, you see that the teacher arrives and if you don't do something or if you arrived in a low mood with issues at home,

so they scold you because they say you don't want to do anything at school, but they don't really know what is behind that causes that attitude" (Lucía, UNIMINUTO, Interviews, para. 50-52).

In addition, Clara and Julia from UNIMINUTO alluded to the lack of teacher preparation in Colombia on issues like classroom management and SEC. For instance, Julia said:

My mom [who] is also a teacher, she has told me that everything that has been taught to me, she had learned everything [through] the experiences that she has had in the schools where she had worked, because she did not have that experience of taking a course before. She got to learn it there (Julia, UNIMINUTO, Interviews, para. 118)

Finally, Clara, David and Jovanni from UNIMINUTO, and Dilan from ENSN, perceived that being a teacher might be a way to positively contribute and change their contexts. For instance, Clara described that one of her main motivations to become a teacher was to improve the neighborhood in which her son lives:

I live in a harsh neighborhood . . . and I see my son growing up in that neighborhood and I say 'I don't want him to grow up in that neighborhood' but then it's ugly because I would have to get a more expensive apartment and a more expensive job, to be paid more, so why do I have to move when I can change my environment (Clara, UNIMINUTO, Interviews, para. 177).

Characterization of the teacher education programs at UNIMINUTO and ENSN. Regarding the characteristics of their teacher education programs, students made comments about the following aspects: (1) program's contents and methodologies, (2)

teacher educators' behaviors, attitudes and attributes, and (3) dynamics of teaching internships.

With respect to the program's contents, Jerónimo, from ENSN, and Nadia, from UNIMINUTO, said that they perceived a lack of training on classroom management and/or social and emotional issues. On the contrary, Cristóbal, from ENSN, highlighted that the normal school provides students with some knowledge about how to handle groups of children.

Furthermore, nine students (six from UNIMINUTO and three from ENSN) told the interviewer that some or most of their classes were "boring," "traditional," or "disconnected from reality," like the following quotes exemplify: "it's like, take out the book and do this and that's it . . . they don't go deeper or, I don't know, *eh*, in what ways could we use this? . . . so that's disappointing" (Lucía, UNIMINUTO, Interviews, para. 34); "I think that most of us have found a traditional teacher who gives you copies, who gives you a book, that you have to fill out so many things. That's tiring, is tedious and that's why people get discouraged" (David, UNIMINUTO, Interviews, para. 62).

With regard to the teacher educators' attitudes, behaviors and attributes, some students at UNIMINUTO highlighted the fact that they have professors who often show disengaged attitudes during the classes. For instance, Ana described: "[the professor] came late to class, he came and started talking and started looking through the window, as if he wanted to go, as if he was bored, as if he was obligated be there" (Ana, UNIMINUTO, Interviews, para. 30).

Furthermore, all students at ENSN and five students at UNIMINUTO told the interviewer that they had difficult relationships with some of their teacher educators

and/or that they felt that were treated in a harsh and/or unjust way by them. For instance, Adela pointed out:

Some of them have an attitude that is a little aggressive with the students. They tend to be aggressive. Aggressive in what way, in the way they express things. Many times they don't say hello even if the students say hello to them. 'Good morning teacher', as if they didn't exist . . . like, they ignore you and they talk to you with a very harsh attitude" (Adela, ENSN, Interviews, para. 55).

Authoritarian practices such as the following ones were recurrent in students' descriptions of their teacher educators: "they are very demanding, in a way that you cannot tell them anything" (Stacey, ENSN, Interviews, para. 46); "the professor at the front, he is the boss" (Ciara, UNIMINUTO, Interviews, para. 309). The researcher also witnessed some situations at ENSN in which teachers did not show a caring treatment towards their students. The following excerpt of the Research Journal Entries Form illustrates that:

Before the break, a teacher interrupted the session and told Jerónimo and Antonio (in front of everyone and using a harsh tone of voice) that before noon they should demonstrate with a certificate that they had paid the tuition or otherwise they wouldn't be able to go to teaching internships the next day. They said they didn't have the certificate yet. The teacher didn't respond and left the classroom. Antonio was clearly affected after this situation. During the rest of the session I noticed that he was quiet and hid his head with his hands (ENSN, session 6, Research Journal Entries Form).

Finally, a key difference between both groups was that only two students at UNIMINUTO (i.e., Carla and David) had had the experience of teaching internships, while almost all students at ENSN had had this experience already. Only Antonio and Cristóbal talked in a confident way about their performance as student teachers inside the classroom. The rest of the students who had had teaching internships or were about to have them, described the experience as something “stressful,” “traumatic,” discouraging or confusing. For example, Carla said: “Ay! When my classmate tells me ‘no Carla, you have to go to eleven grade,’ look, I was so nervous that day, and my mom told me ‘you have to go relaxed’ and I [said] ‘what will I teach them?’ . . . and I said ‘*my god*, what do I do’” (Carla, UNIMINUTO, Interviews, para. 73-75).

At ENSN, the lack of freedom to choose the activities and strategies, and the lack of kind, clear and reliable feedback from the teaching supervisors seemed to add more confusion and frustration to the experience. The following descriptions made by Adela illustrate this point:

She felt scolded all the time, all the time she felt scolded and she didn’t even know what to do because she didn’t know what she was doing right or what she was doing wrong (Adela, ENSN, Interviews, para. 254).

And sometimes the teacher, you prepare the class your way, you want it to be dynamic and cool, and you look over and over for a game to show them a topic, but when you arrive the teacher says no, that you have to work using his guidelines, even if you disagree (Adela, ENSN, Interviews, para. 242).

CHAPTER 6: RESULTS OF PROCESS EVALUATION

Chapter 6 presents the findings concerning the process evaluation (RQ1 and RQ2) and Chapter 7 presents the findings concerning the impact evaluation (RQ3 and RQ4) of the course that was designed and implemented for the present research study.

The process evaluation addressed research questions 1 and 2: What was the level of participants' engagement throughout the intervention? How did the participants and the researcher perceive the quality, relevance and applicability of the intervention?

Data from the interviews, the Classroom Observation Forms and the Research Journal Entries Forms were used to address these questions. This chapter will start with a description of the subthemes that resulted from theme #1 of the interviews' thematic analysis and that were used to address RQ1 and RQ2. Then, each one of the research questions regarding the process evaluation of the course will be addressed integrating information from the different data sources.

Description of Subthemes (Theme #1)

Theme #1 from the thematic analysis referred to the participants' perceptions of the methodologies, activities, strategies, contents, and dynamics of the course. In other words, this theme was connected to the process evaluation of the intervention. Figure 4 shows a summary of the subthemes resulted from the thematic analysis (for theme #1) and Table 13 shows some examples for each subtheme and their corresponding dimensions.

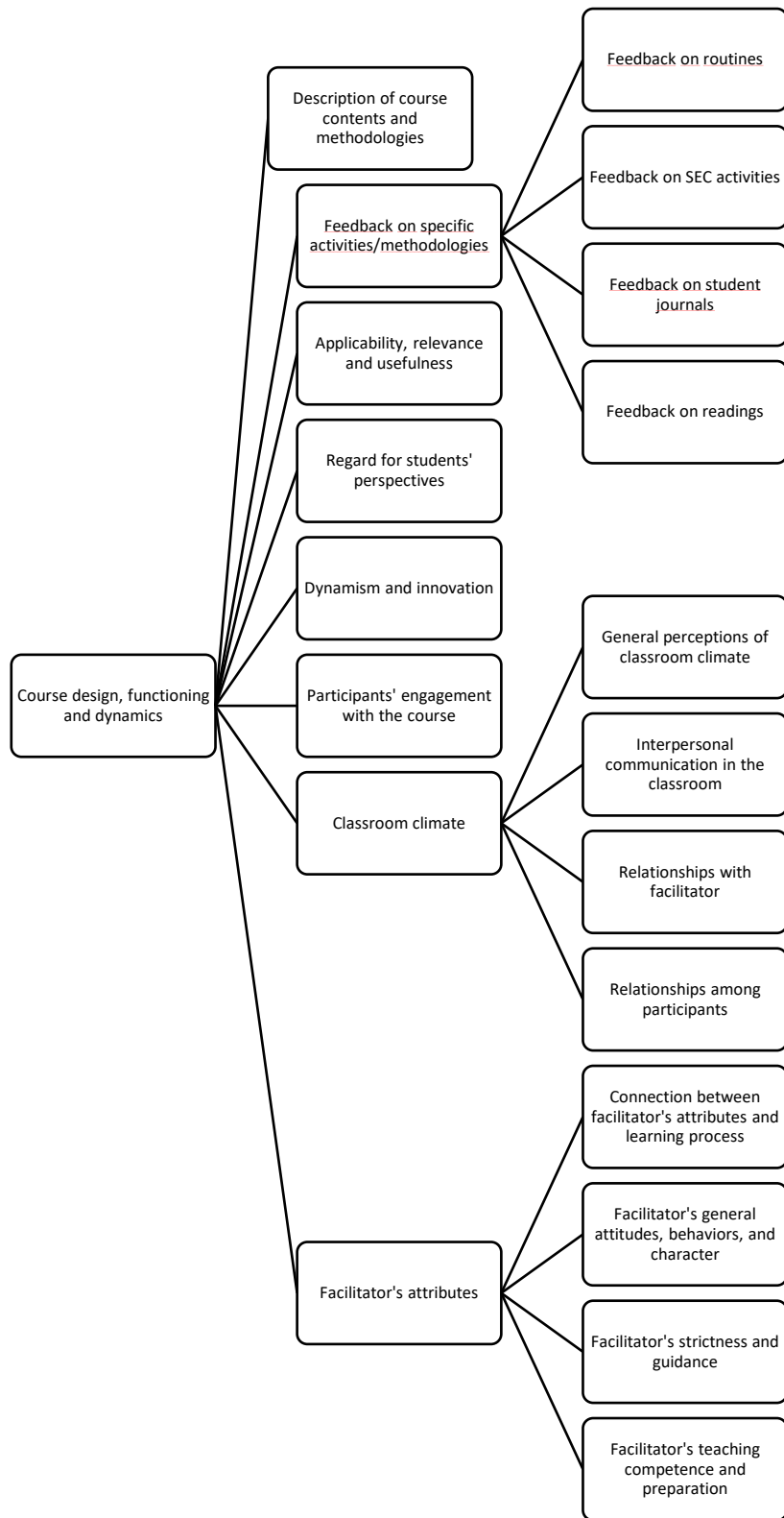


Figure 4. Summary of themes and subthemes – Theme 1

Table 13

Subthemes, dimensions and examples for theme #1 (Interviews): Course design, functioning and dynamics

SUBTHEME LEVEL 1	SUBTHEME LEVEL 2	DIMENSIONS	EXAMPLES
Description of course contents and methodologies		Nominal (i.e., the codes are qualitative and do not have ordinal value)	<p>“The teacher always takes this course by sessions ‘today, we’re going to learn about the I-message, we’re going to learn about empathy, we’re going to learn about active listening, problem solving, assertiveness, generation of options’” (Ciara, UNIMINUTO, 182)</p> <p>“Stress management was also an essential topic of the class, with the mindfulness thing” (Nadia, UNIMINUTO, 52)</p> <p>“- Adela: We do theater. - Interviewer: Theater about what? - Adela: Of school situations or situations that had happened to us here with the teachers” (Adela, ENSN, 78-80)</p> <p>“And also the examples she used. If this happened with a child, then, what would you do?” (Lisa, ENSN, 204)</p> <p>“at the beginning we planned some agreements, like rules that we all agreed about. One of them was to respect the ideas, precisely so that all of us had the opportunity to talk freely. The second, silence and active attentiveness” (David, UNIMINUTO, 102)</p>

(continued)

Table 13 (continued)

SUBTHEME LEVEL 1	SUBTHEME LEVEL 2	DIMENSIONS	EXAMPLES
Feedback on specific activities / methodologies	Feedback on routines	Nominal (i.e., the codes are qualitative and do not have ordinal value)	“What happened is that with us in the class, like... like in that time one did a celebration, I mean, for example one said what happened during that day, for example, I want Colombia to win, for example, or let’s say, I celebrate because I got a doctor’s appointment. So there were celebrations in the class so one began meeting the people and began caring for them” (Carla, UNIMINUTO, 282)
	Feedback on SEC activities	Nominal (i.e., the codes are qualitative and do not have ordinal value)	<p>“- Stacey: I, until now, I am from San Francisco . . . and, to tell you the truth, while [I was] in San Francisco I graduated from high school and I never learned this.</p> <p>- Interviewer: With any teacher?</p> <p>- Stacey: No, with any teacher, so obviously...</p> <p>- Interviewer: And in your classes here at the normal school?</p> <p>- Stacey: No, because they mainly talk about pedagogy, research, so those topics about assertive communication or how to treat a child if he/she has problems well, we rarely see that” (Stacey, ENSN, 89-93)</p>
	Feedback on videos and simulations/analysis/discussions of cases	Nominal (i.e., the codes are qualitative and do not have ordinal value)	<p>“It is funny to see cases. So when we saw cases well, obviously, we laughed because, okay, but how do you react?” (Jenny, UNIMINUTO, 268)</p> <p>“as a suggestion, I would like that the practices for instance of the examples that Andrea gave us wouldn’t be focused on elementary school children . . . I suggested that they also include, let’s say, examples with people from high school” (Jorge, UNIMINUTO, 265-267)</p>
	Feedback on student journals	Nominal (i.e., the codes are qualitative and do not have ordinal value)	<p>“it was monotonous throughout the time, the same thing, always the same questions” (Jenny, UNIMINUTO, 169-171)</p> <p>“When Andrea said, I’ll collect the journals, and I was in session five, ‘ay, my god’, the day before. Like the other four, five days, I had to catch up” (Carla, UNIMINUTO, 255)</p>

(continued)

Table 13 (continued)

SUBTHEME LEVEL 1	SUBTHEME LEVEL 2	DIMENSIONS	EXAMPLES
Feedback on specific activities / methodologies	Feedback on readings	Nominal (i.e., the codes are qualitative and do not have ordinal value)	<p>“the readings she gave us are readings that not only those who have access to a class like this one should read, but everyone in general, all the professionals should read a text like this one” (Clara, UNIMINUTO, 38)</p> <p>“I always wanted more, like, where is that book, where is it, I have to get this” (Clara, UNIMINUTO, 40)</p>
Applicability, relevance and usefulness		Non-applicable/irrelevant/useless to applicable/relevant/useful	<p>“maybe the workshops that we did, let’s say, the problems were almost alike to our problems, so we all created strategies, well, what we could have done in that moment, what negative reaction we could have had . . . so that makes one think, well, this has happened to me, well, let’s take into account the advises they gave, and I took them and I put them into practice” (Antonio, ENSN, 136)</p> <p>“all the knowledge she gave us help us to our career” (Julia, UNIMINUTO, 30)</p> <p>“I think that this course is very important, that every student teacher should take it” (Jorge, UNIMINUTO, 207)</p> <p>“I tried to apply everything the teacher taught us in class, I tried to apply everything in real life, in my personal life” (Nadia, UNIMINUTO, 52)</p>

(continued)

Table 13 (continued)

SUBTHEME LEVEL 1	SUBTHEME LEVEL 2	DIMENSIONS	EXAMPLES
Regard for students' perspectives		Low to high degree of emphasis on students' interests, motivations and points of view	<p>“she tried to find a, let’s say a difference between two points of view and we [could] realize by our own which one was the best option” (Julia, UNIMINUTO, 70)</p> <p>“we made agreements, everything was very democratic . . . Andrea never told us ‘this is going to be like this,’ well, maybe she did, but then [she asked] ‘what do you think about it?’ So the class was not Andrea’s class, it was our class, in group” (Ana, UNIMINUTO, 78-80)</p> <p>“She asked us how had we felt that week, if we had liked the class, what could we do to improve the class, so she was always like open to us, she never criticized us, she never told us ‘no, don’t do that, you should do it this way’, like other teachers had done it before. Instead, she was open to a many ideas that would give her” (Julia, UNIMINUTO, 70)</p>
Dynamism and innovation		Static/monotonous/traditional to Dynamic/varied/didactic/innovative	<p>“On the contrary with Andrea it was like a dynamic class, I mean, not only writing and writing, but also like didactic” (Carla, UNIMINUTO, 213)</p> <p>“It was an innovative course . . . Because anything like that had ever been seen” (Adela, ENSN, 66-68)</p>

(continued)

Table 13 (continued)

SUBTHEME LEVEL 1	SUBTHEME LEVEL 2	DIMENSIONS	EXAMPLES
Participants' engagement with the course		Low to high levels of participants' engagement	<p>“it was the only class I never missed” (Ciara, 70)</p> <p>“so I said, at the beginning, some [students] won’t be able to attend and miss classes, but no, all of us attended and it wasn’t because we wanted to avoid the other classes, but because we really needed it” (Dilan, ENSN, 270)</p> <p>“I’m going to miss it, I’m going to miss this class, because nobody ever felt laziness before attending, ‘ay, what a bore to go there, I don’t want to go, I don’t feel like going’, everyone with a good disposition instead . . . before the class one said ‘ay, this Thursday I have [class], ay, Tomorrow I have class, ay, how good” (Ana, UNIMINUTO, 222)</p> <p>“and the intrinsic [motivation] is what we felt with the teacher. She arrived with a task, but it wasn’t ‘you have to do this or you’ll get a zero’, no. It was for our knowledge, to learn, to do something new or something that was favorable to us” (Cristóbal, ENSN, 97)</p>

(continued)

Table 13 (continued)

SUBTHEME LEVEL 1	SUBTHEME LEVEL 2	DIMENSIONS	EXAMPLES
Classroom climate	General perceptions of classroom climate	Negative to positive classroom climate	“like, there was always a nice environment of silence, of relaxation” (Jerónimo, ENSN,167)
	Interpersonal communication in the classroom	Closed/teacher- centered/harsh communication to Open/reciprocal/caring communication	“- Elton: . . . and sometimes I said something and everyone looked at me. And it was that practice of active listening that everyone stays staring at me. - Interviewer: What do you mean by active listening? - Elton: Sometimes in the other classes you give your opinion or say something and the only person who sees at you is the professor, so you don’t feel listened to. I did not feel listened to. When I came into that class and everyone looked at me . . . that was after the shyness and the active listening . . . so anyone gave their opinion and everyone would stare at him/her and the same thing happened to me and I was like ‘oh, how nice’ because I felt more listened to” (Elton, UNIMINUTO, 108-110)
	Relationships with facilitator	Negative to positive relationships with facilitator	“I would like to be like the teacher Andrea, provide that confidence, ‘teacher, something is happening to me, what can I do’ ‘look, let’s do this, let’s do it, let’s do it together, I know that you can, I know’, like motivating the student, how cool to go to my class, instead of, here comes my teacher, the one who doesn’t like me, the one that doesn’t teach me” (Ciara, UNIMINUTO, 232)
	Relationships among participants	Negative to positive relationships among students	“as the time passed by we became aware that, that this was now like a family, seriously . . . We created unity, unity among all of us (. . .)” (Jovanni, UNIMINUTO, 132-136)

(continued)

Table 13 (continued)

SUBTHEME LEVEL 1	SUBTHEME LEVEL 2	DIMENSIONS	EXAMPLES
Facilitator's attributes	Connection between facilitator's attributes and learning process	Low to high levels of connection	“and we felt comfortable with Andrea because of that, because she always came with a cheerful attitude to share with us, so I think that was what made this class successful” (Lucía, UNIMINUTO, 125)
	Facilitator's general attitudes, behaviors, and character	Nominal (i.e., the codes are qualitative and do not have ordinal value)	“She was always, all the seven sessions we had, she was very calm” (Dilan, ENSN, 268) "I think she was like meant to be a teacher" (Clara, UNIMINUTO, 208-210). “Because one day she said, like, she came from the hospital or something like that, but she didn’t stop smiling like she in did every class” (Clara, UNIMINUTO, 212) “she’s amazing, I mean, she’s my role model” (Ana, UNIMINUTO, 202)
	Facilitator's strictness and guidance	Authoritarian/permissive to democratic	“she observes our environment, so she already sees us like, like we are undergraduate students, that we are a little distracted, it’s not like she’s too permissive, but she’s considerate in like understanding that information” (Jorge, UNIMINUTO, 259) "and if you made a mistake, then (she) corrected you but in a good way, in a way that was not hurtful, so that was good" (Stacey, ENSN, 83-85) “more than a teacher, she was like a friend, a guide who guided you throughout the process” (Berta, ENSN, 166)
Facilitator's teaching competence and preparation	Unprepared/incompetent to prepared/competent	“What did I like the most? Well, besides the readings, Andrea’s performance in the class, she explained everything very clear” (Nadia, UNIMINUTO, 28)	

As Figure 4 and Table 13 show, eight subthemes (at level 1) were related to this theme: (1) Description of the course contents and methodologies, (2) Feedback on specific activities, (3) Applicability, relevance and usefulness, (4) Regard for students' perspectives, (5) Dynamism and innovation, (6) Participants' engagement with the course, (7) Classroom climate, and (8) Facilitator's attributes. The characteristics and exclusion criteria for each subtheme are presented below. Further interpretation and integration of the contents of these subthemes with other data sources will be presented in the following section of this chapter.

Description of course contents and methodologies. This subtheme referred to the participants' descriptions of the contents, activities, strategies, methodologies and principles of the course. Only codes that were purely descriptive of these aspects were included. Codes that included judgements (e.g., "fun," "boring," "useful," "adequate") about the qualities or characteristics of the course specific contents and methodologies were not included in this subtheme (thus were rather included under the subtheme that is presented below).

Feedback on specific activities. This subtheme referred to participants' judgements about the quality, applicability, utility, relevance, etc. of specific contents, activities or methodologies. All the judgements that alluded to a particular methodology, activity, topic, etc., were included under this subtheme. For instance, "motivating readings," "Mindfulness practice motivated disposition to learn." Codes about the impact of specific contents, activities or methodologies were excluded (and included under the "Course impact" theme).

Under this subtheme, codes were in turn grouped into five subthemes (at level 2): (1) Feedback on routines, (2) Feedback on SEC activities, (3) Feedback on videos and

simulations/analysis/discussion of cases, (4) Feedback on student journals, and (5) Feedback on readings.

Applicability, relevance and usefulness. This subtheme referred to participants' perceptions of the applicability, relevance and usefulness of the contents and methodologies of the course to their own or to other people's professional and personal lives. Codes that alluded in an explicit way to specific activities, contents or methodologies were excluded (and included under the "Feedback on specific activities" subtheme).

Regard for students' perspectives. The definition of the dimension of regard for students' perspectives of Pianta et al.'s (2011) Classroom Assessment Scoring System was used to refine the inclusion and exclusion criteria for this subtheme. According to Pianta et al. (2011), this dimension shows "the degree to which teachers' interactions with students and classroom activities place an emphasis on students' interests, motivations and points of view" (Pianta et al., 2011, p. 15). Codes that gave information about the following aspects were included under this subtheme: (1) how flexible the course methodologies, activities and contents were (i.e., how they incorporated students' ideas, feelings and feedback), (2) to what extent autonomy was given to students so they could lead activities or have responsibilities in the classroom, and (3) to what extent the course methodologies and activities encouraged student talk. Codes that alluded in an explicit way to particular activities or methodologies were excluded (and included under the "Feedback on specific activities" subtheme).

Dynamism and innovation. Comments that indicated to what extent the course contents, activities or methodologies were innovative and/or dynamic were grouped under this

subtheme. Codes that alluded in an explicit way to particular activities or methodologies were excluded (and included under the “Feedback on specific activities” subtheme).

Participants’ engagement with the course. Participants’ comments about their own or their classmates’ levels of engagement with the course were included in this subtheme. Skinner et al.’s (2008) dimensions of engagement were used to refine the inclusion criteria for this subtheme: (1) behavioral engagement (i.e., engagement/disengagement or affection/disaffection towards the course reflected on description of actions/behaviors; for instance, action initiation, attempts, attention, concentration, absorption vs. passivity, giving up, withdrawal, inattentive, distracted), and (2) emotional engagement (i.e., engagement/disengagement or affection/disaffection towards the course reflected on description of emotional states; for instance, enthusiasm, interest, enjoyment, vitality, zest vs. Boredom, disinterest, frustration/anger, sadness, worry/anxiety). Comments that referred to student engagement but focused on specific activities or methodologies were excluded (and included under the “Feedback on specific activities” subtheme).

Classroom climate. Pianta et al.’s (2001) definition of classroom climate was used to define the boundaries of this subtheme: “the emotional connection, respect, and enjoyment demonstrated between teachers and students and among students” (p. 12). Codes that described the relationships and forms of communication between the facilitator and the students, and among students were included in this subtheme. For instance, cooperation and sharing, respectful language, physical or verbal affection, physical proximity, peer assistance, and social conversation. Codes that included a description of students’ active participation as action initiation or a description of emotions (e.g., enjoyment) and that did not make explicit mention to

the relationships and interpersonal communication in the classroom were excluded (and included under the “Participants’ engagement with the course” subtheme). Mentions of the facilitator’s behavior that did not explicitly have to do with her relationship/form of communication with students were also excluded (and included under the “Facilitator’s attributes” subtheme).

Four subthemes (at level 2) were included under classroom climate: (1) General perceptions of classroom climate (i.e., comments about classroom climate and general “mood” of the environment without much specific explanations or details; for example, “relaxed environment”), (2) Interpersonal communication in the classroom (i.e., verbal interaction dynamics among students and between students and facilitator; for instance, use of respectful vs. harsh language to interact), (3) Relationships with facilitator (i.e., description of the relationships between students and the facilitator), and (4) Relationships among participants (i.e., description of the relationships among participants, including the accompanying teacher).

Facilitator’s attributes. This subtheme includes participants’ perceptions of the facilitator’s attributes and characteristics, and the perceived connections between those attributes and their own learning process. Descriptions of students’ relationship with the facilitator were excluded from this subtheme and included under “Classroom climate.”

Four subthemes (at level 2) were in turn grouped under this subtheme of facilitator’s attributes: (1) Connection between facilitator’s attributes and learning process (i.e., participants’ reflections about the way facilitator’s attributes, attitudes or behaviors were coherent or affected their learning process), (2) Facilitator’s general attitudes, behaviors and character (i.e., descriptions of facilitator’s attitudes, behaviors and character that did not explicitly refer to the facilitator’s relationship with students, attitudes or behaviors about strictness/guidance and teaching

competence and preparation), (3) Facilitator's strictness and guidance (i.e., codes about the facilitator's use of authority, or the way the facilitator provided guidance or demanded specific behaviors from students; for instance, the way the facilitator faced situations in which students did not participate in classroom's activities), and (4) Facilitator's teaching competence and preparation (i.e., comments about the facilitator's levels of preparation or teaching competences to lead the course).

Participants' Engagement (RQ1)

From this point of the chapter, the research questions of the study will be addressed. As mentioned in Chapter 4, side-by-side comparison for merged data analysis will be used to integrate the findings from the different qualitative and quantitative data sources of the study.

The first research question inquired about the level of participants' engagement throughout the intervention. This section presents the findings from the videotaped classroom observations, the research journal entries, the interviews, and the participants' check-in (i.e., attendance forms) that addressed this question.

Attendance and attrition. One of the possible indicators of student engagement is how much they attended the course's sessions. Participants of the intervention groups were required to sign an attendance form (see Appendix Q) for each session. In general, the information obtained through participants' check-ins, showed high levels of attendance of those students who participated in the course until the last session.

Figures 5 and 6 show the number of students who attended each session.

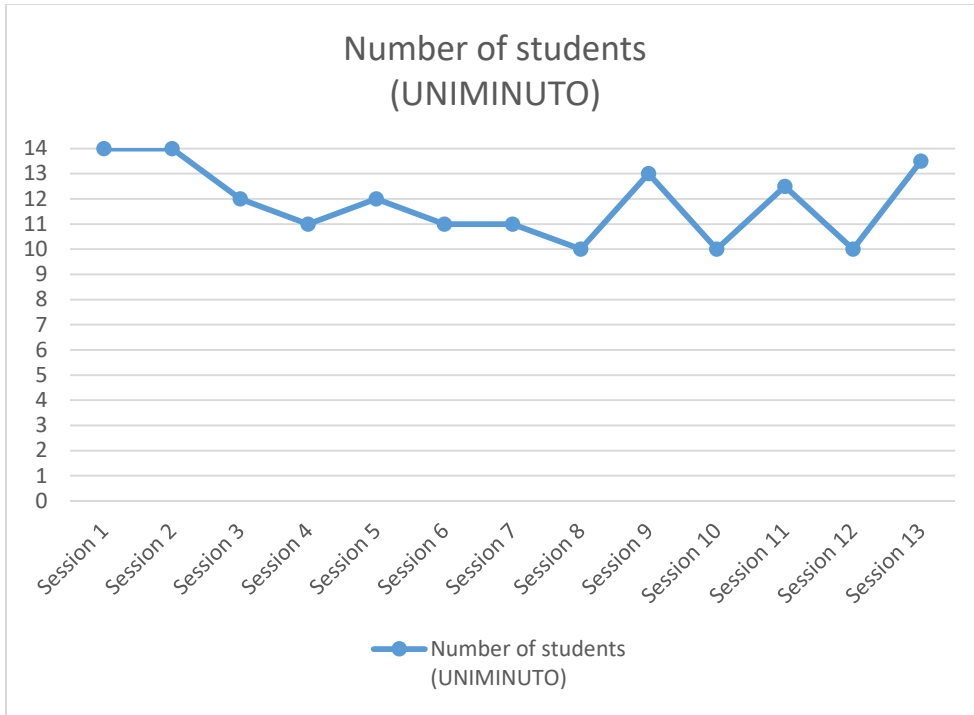


Figure 5. Number of students who attended each session (UNIMINUTO)

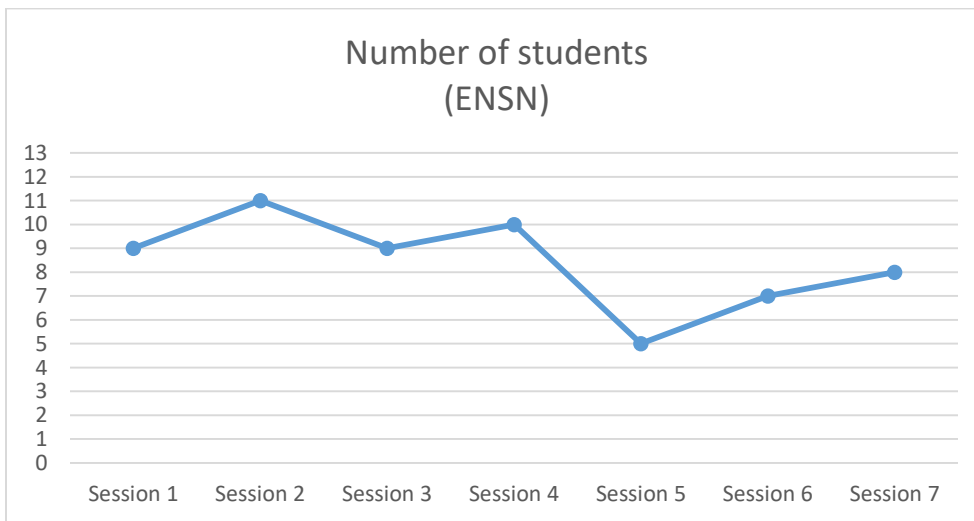


Figure 6. Number of students who attended each session (ENSN)

Figures 5 and 6 show that, in all sessions, at least 10 students (out of 14 students who finished the course) attended at UNIMINUTO and at least 5 students (out of 8 students who

finished the course) attended at ENSN. The sessions with the lowest levels of attendance were the last sessions at ENSN, and sessions 8, 10 and 12 at UNIMINUTO.

Figures 7 and 8 show the number of sessions each student attended. In those cases when students attended less than half of one session (i.e., they left before it was over), their attendance counted as 0.5 sessions.

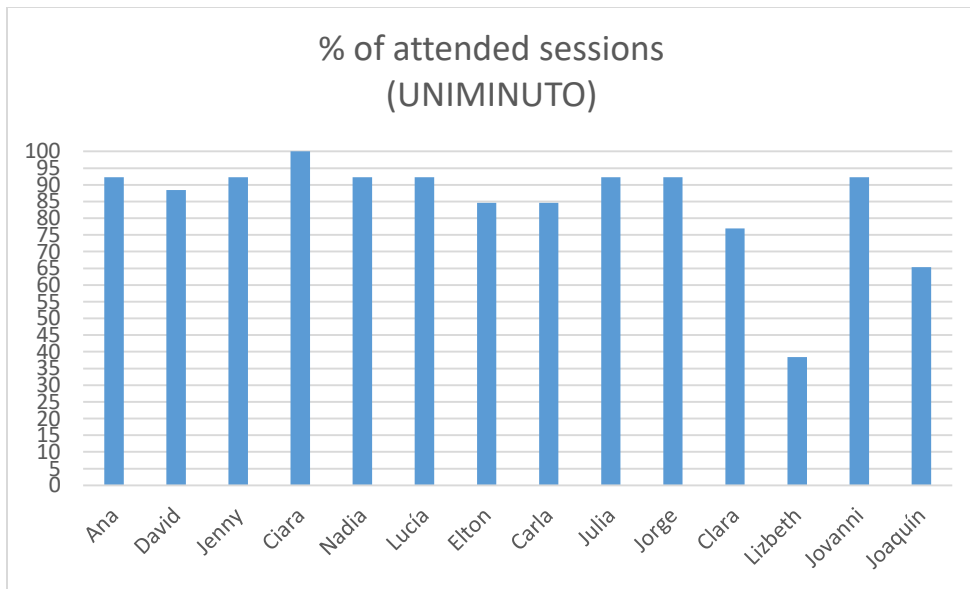


Figure 7. Percentage of attended sessions (UNIMINUTO)

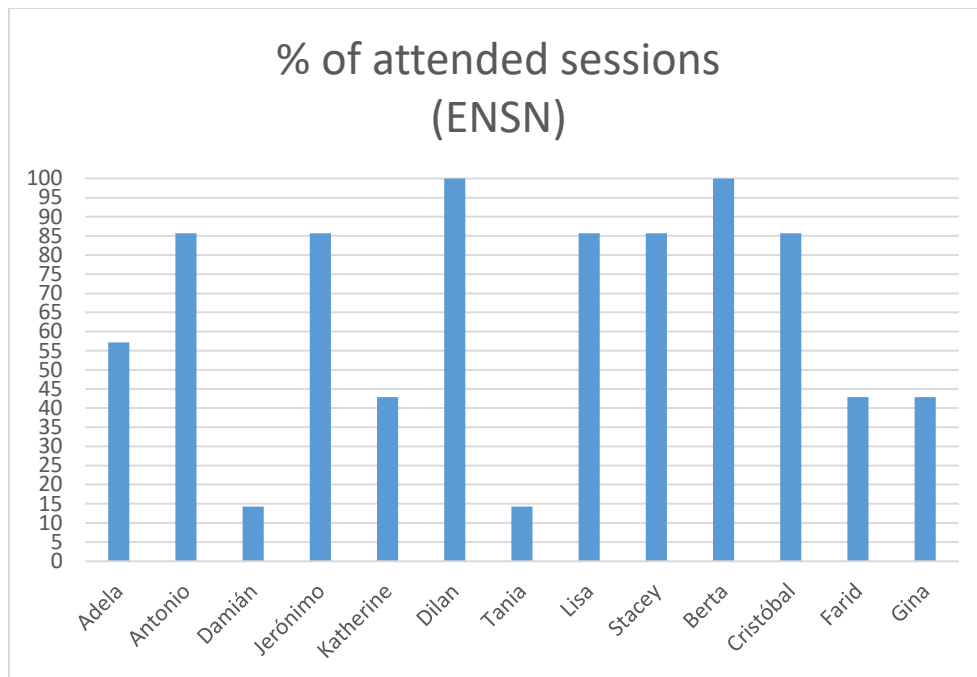


Figure 8. Percentage of attended sessions (ENSN)

The students who attended the sessions until the end of the course (i.e., the students who did not drop out) at ENSN were Adela, Antonio, Jerónimo, Dilan, Lisa, Stacey, Berta, and Cristóbal⁴⁶. All the students, except Lizbeth, attended the sessions until the end of the course at UNIMINUTO. In total, fifteen students at UNIMINUTO and 13 students at ENSN attended to at least one session (these numbers do not include the presence of the accompanying teacher at UNIMINUTO).

Figure 7 shows that all students from UNIMINUTO, except Joaquín, Clara and Lizbeth, attended at least 85% of the sessions. Lizbeth dropped the class after the fourth session due to health issues. Clara attended 77% and Joaquín attended 65% of the sessions. Ciara was the only student who did not miss any session.

⁴⁶ All names were changed to protect participants' identity.

This information is consistent with the data that were obtained throughout the interviews. Ciara explained that, although the course's schedule was challenging for her because she had to take care of her son at that time, she made a great effort to attend the sessions. Ciara also expressed that the course was "the only class [she] never missed" (Ciara, UNIMINUTO, Interviews, para. 107). On the other hand, Clara explained that she was motivated with the course but she had to miss some sessions because she had to work: "Because of my work. It was because of my work or because I saw that I was already late and I said, no, it's too late, I can't make it. Yes, it was because of my work" (Clara, UNIMINUTO, Interviews, para. 226).

In addition, as will be explained later with more detail, Joaquín was an exceptional case at UNIMINUTO. He showed low levels of engagement and did not show up for the interview.

At ENSN, there was a high attrition rate. From the fourteen students who were randomly chosen by the researcher to take the course, one left the school before the intervention started, and five attended to less than half of the sessions and did not finish the course. As Figure 8 shows, Damián, Katherine, Tania, Farid and Gina attended to less than half of the sessions.

Antonio, Dilan and Stacey talked about this in the interviews. They explained that some of their classmates did not finish the sessions because they left the school. According to the participants, attrition was due to external causes that were unrelated to the course. For instance, Dilan said: "well, some [students] gave up, but not on the course but on the whole normal [school]" (Dilan, ENSN, Interviews, para. 268). The teachers and/or school leaders confirmed to the researcher that these students had left the school.

From the eight students who finished the course at ENSN, Dilan and Berta attended all the sessions, Adela attended 57% of the sessions, and the rest of the students attended at least

80% of them. At the end of the course, the facilitator made an agreement with Adela and she repeated the course during the second semester of 2016 with the waitlist comparison group.

Like Ciara, Berta also expressed in the interviews that it was a challenge for her to attend the sessions. However, she did not miss any session:

Yes, because there were some moments, I had a teaching internship while I was taking the course of *Missouri*, and in some moments I haven't finished the lesson plans and if you don't finish your lesson plans before the student teacher supervisor arrives, then they give you a bad grade (Berta, ENSN, Interviews, para. 304).

In addition, Dilan expressed that students attended the course not because it was their chance to miss other classes, but because they saw the usefulness of the course: "we all attended, but not because we wanted to miss class, but because we really needed it" (Dilan, ENSN, Interviews, para. 270).

Behavioral engagement: Attention and participation. The Research Journal Entries Forms and the interviews provided information about participants' behavioral engagement (for instance, interest, attention and active participation vs. disinterest and passive behavior).

Also, Classroom Observation Forms (see Appendix O) were used to collect quantitative and qualitative data about participants' engagement with the course. Appendix AE shows all the scores and qualitative notes that were taken throughout the videotaped observations of all the sessions. The quantitative data resulted from numeric values the researcher assigned to the levels of attentiveness and participation that were observed in selected segments of the sessions' videos.

Figures 9 and 10 show the data for attentiveness resulted from the Classroom Observation Forms: (1) the percentage of observed minutes in which most of the students were paying attention, and (2) the percentage of students who, on average, were paying attention within each observed minute.

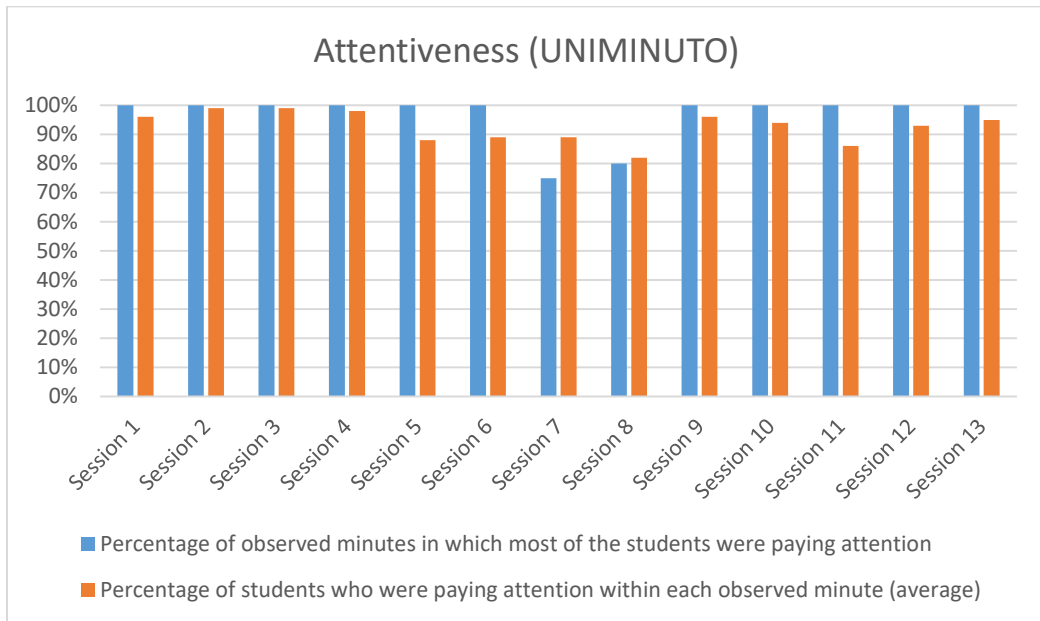


Figure 9. Levels of attentiveness (UNIMINUTO)

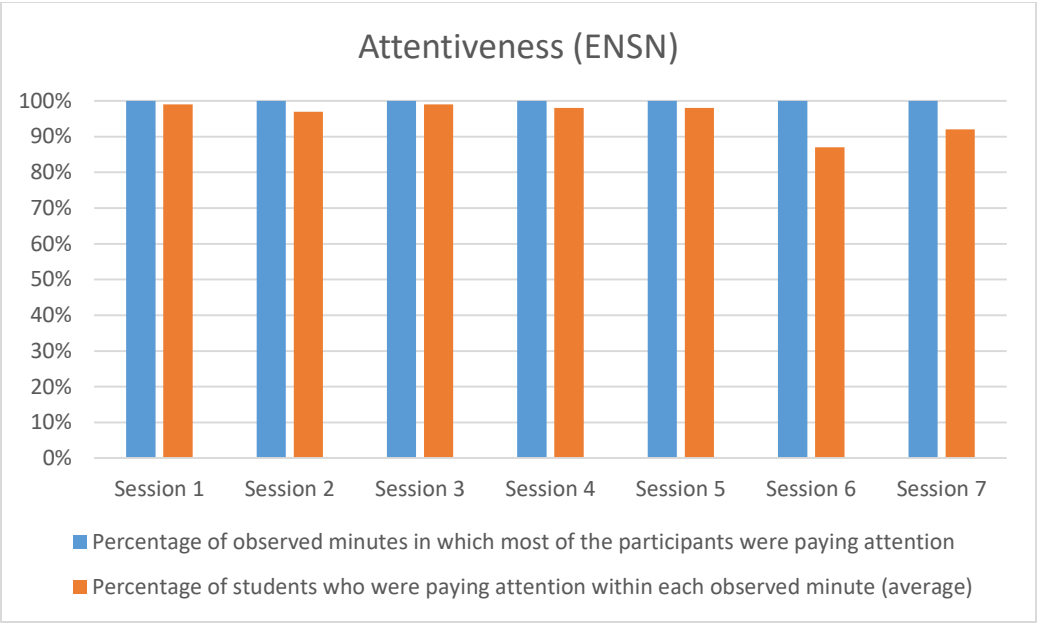


Figure 10. Levels of attentiveness (ENSN)

As it is presented in Figures 9 and 10, the scores showed that the levels of attention in both intervention groups were high. More than 80% of the students were paying attention within each observed minute for all sessions at both institutions. In addition, most students were attentive during all the observed segments in all sessions at UNIMINUTO, except in sessions 7 and 8. In these two sessions, most students were attentive during at least 80% of the observed segments. At ENSN, most students were attentive during all the observed segments in all sessions.

This information is accord with the qualitative notes from the Classroom Observation Forms. Most of the notes that referred to the groups’ levels of attention contained comments that evidenced that, in general, students were attentive during the sessions. The following notes illustrate this idea: “Most students paid attention during the session. They looked at the person who was talking, responded with their body language to their classmates or the facilitator’s ideas

and commented on each other's opinions" (UNIMINUTO, session 1, Classroom Observation Form); "They seemed to be paying attention to the conversation, and there were several moments in which they commented on the ideas their classmates just expressed" (ENSN, session 3, Classroom Observation Form).

The references to inattention or distraction often referred to exceptional cases of a few students. For instance, the researcher observed that Antonio was inattentive during the last session of the course: "During the classroom simulation, all students, except Antonio, seemed to pay attention or participate. Antonio was writing something on his notebook" (ENSN, session 7, Classroom Observation Form).

On the other hand, attention was not a recurrent dimension in the Research Journal Entries. The fact that the researcher did not make notes alluding to students' attention could indicate that this was not a concerning issue (i.e., some notes would have been made if students' inattention were a recurrent problem). In addition, the only few references that were made to students' attention were positive comments such as the following:

I used a personal story that was close to students' lives to exemplify the "emotional thermometer." It was a situation at the public transportation. Students paid close attention to the story and seemed interested. Some of them exclaimed "Oh, I would be so angry!" (UNIMINUTO, session 5, Research Journal Entries Form).

Another indicator of behavioral engagement was students' active participation and action initiation during the activities and group discussions. The quantitative scores from the Classroom Observation Forms gave information about the number of students who participated during the observed segments (see the details of the criteria to select these segments in Chapter 4). Figures

11 and 12 show these data for participation: (1) the percentage of observed segments in which most of the students gave their opinion or talk, and (2) the percentage of students who, on average, participated within each observed segment.

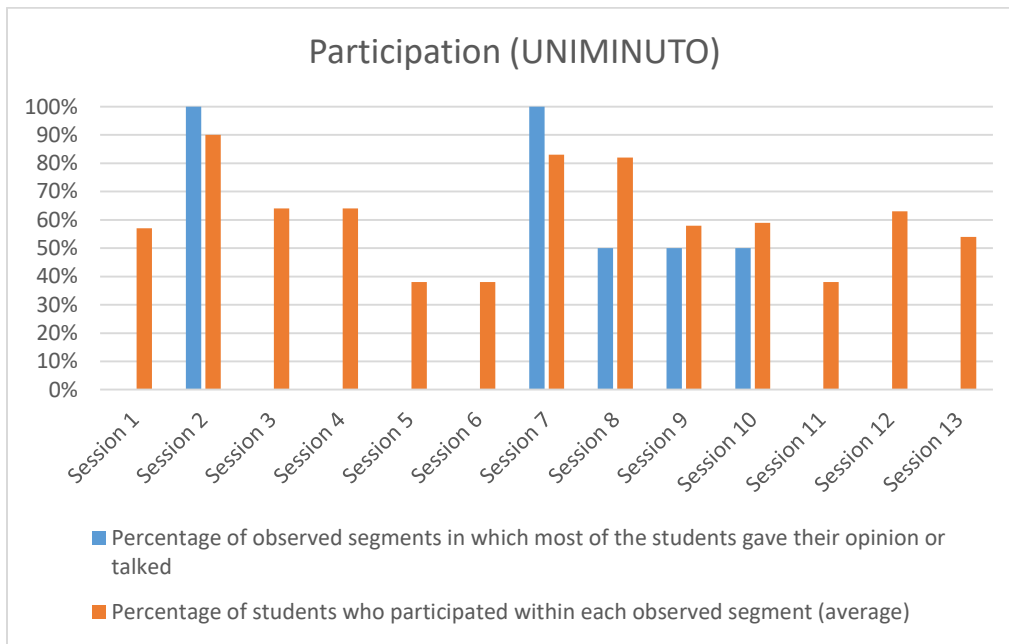


Figure 10. Levels of participation (UNIMINUTO)⁴⁷

⁴⁷ Spaces without bars mean 0%

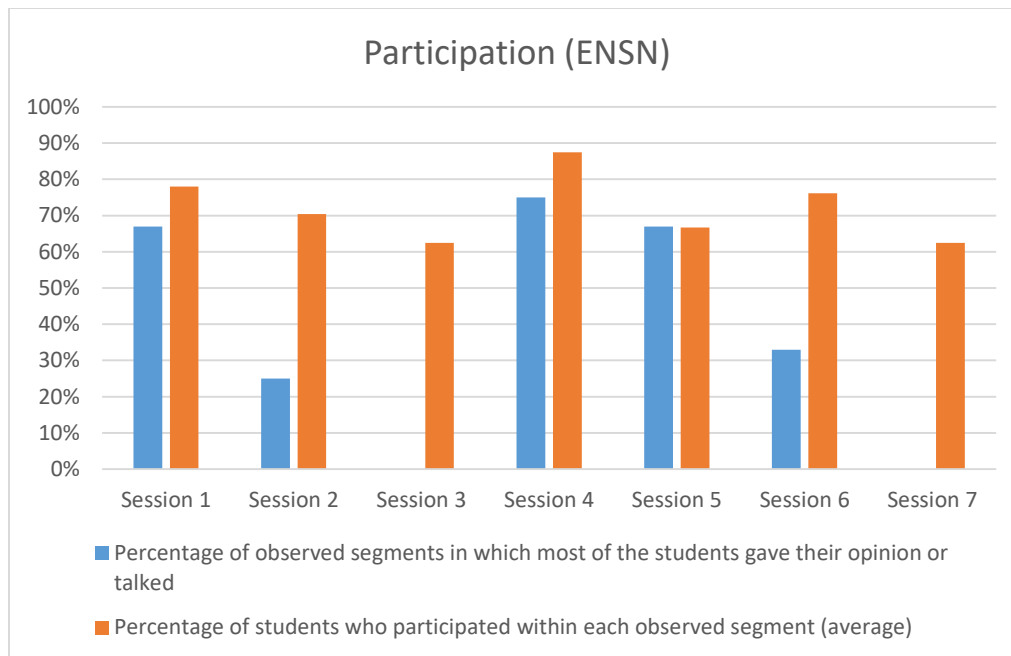


Figure 11. Levels of participation (ENSN)⁴⁸

Figures 11 and 12 show a high variability of participation scores among sessions. The percentage of students who participated within each observed segment oscillated between 38% and 90% for UNIMINUTO and between 63% and 88% for ENSN. In addition, the percentage of observed segments in which most of the students participated was low, especially at UNIMINUTO.

In 8 of the 13 sessions at UNIMINUTO, there were not segments in which most of the students participated (see Figure 11). Most of the students participated in all the observed segments in sessions 2 and 7, and most of the students participated in half of the segments in sessions 8, 9 and 10. On average, between 50% and 90% of the students at UNIMINUTO participated within each observed segment for all sessions, except for sessions 5, 6 and 11. On

⁴⁸ Spaces without bars mean 0%

the other hand, most students participated in more than 50% of the segments in 3 of the 7 sessions and ENSN (see Figure 12). Most students participated in around 20% or 30% percent of the segments in two sessions, and there were not segments in which most students participated for sessions 3 and 7. On average, between 63% and 88% of students at ENSN participated within each observed segment for all sessions.

In summary, these scores showed that, in general, the observed segments in which most of the students participated were scarce, especially at UNIMINUTO. This can be explained by the fact that most segments were around 10 minutes long and the group at UNIMINUTO was more numerous. However, the average percentage of students who participated within each segment was acceptable: more than 50% for both institutions, except for sessions 5, 6 and 11 at UNIMINUTO.

The quantitative scores from the Classroom Observation Form was not meant to give information about the amount of time in which students were participating during the sessions, or about the type of participation (for instance, vital and spontaneous vs. passive and forced). This type of data resulted from the qualitative notes of the Classroom Observation Forms, the Research Journal Entries Form (see all the research journal entries in Appendix AF), and the interviews.

The qualitative notes from the Classroom Observation Forms and the Research Journal Entries for UNIMINUTO's group showed evidence of several moments in which students participated in an active and vital way. This is illustrated in the following examples: "When the facilitator said she needed two people to do a roleplay, Jorge and Clara spontaneously volunteered" (UNIMINUTO, session 6, Classroom Observation Form); "Students talked a lot

during the ‘celebration’ routine. This could be an indicator that they were motivated with the activity” (UNIMINUTO, session 2, Research Journal Entries Form).

Only two entries showed signs of low levels of participation in this group in moments when they were supposed to participate. These moments are described in the Research Journal Entries and refer to parts of the sessions in which the facilitator asked questions to the group. For instance: “I tried to do a short reflection at the end of the session but they were very quiet. Is it because they are stressed out? Did they want to leave earlier?” (UNIMINUTO, session 8, Research Journal Entries Form).

For the ENSN’s group, qualitative notes from the Classroom Observation Forms and Research Journal Entries also showed evidence of moments in which students participated in an active and enthusiastic way. These notes belonged to the first four sessions. Some examples are the following:

There are four students who participated more actively (most of the time) during the discussions: Antonio, Damián, Farid, and Katherine. The four of them seemed vital and enthusiastic with the discussions: They gave their opinions without waiting for the facilitator to ask more questions and they used their body language a lot to express their ideas. Dilan, Berta, Jerónimo, Adela, and Lisa remained quieter and seemed less enthusiastic during the session, but in general, they showed a positive attitude (for instance, paying attention and smiling) (ENSN, session 1, Classroom Observation Form).

At one point, Farid was describing one of their teachers, and Antonio spontaneously stood up and imitated her to complement Farid’s description. He acted as the teacher talking to Damián. Damián smiled and imitated a typical reaction of the students when they interact

with this teacher. All the group laughed or smiled. Then Damián followed the description standing up and imitated the teacher himself . . . (ENSN, session 1, Classroom Observation Form).

As it is shown in these excerpts, there were some students who participated more actively in this group: Damián, Farid, Katherine, Antonio, and Cristóbal. Also, as will be described with more detail at the end of the section, Stacey and Berta were quiet most of the time.

Therefore, the fact that Damián, Farid and Katherine did not complete the course might have affected the energy of the whole group. This is consistent with several notes that referred to this group's low levels of vital and active participation after session #4, as the following excerpts from the Classroom Observation Forms exemplify: "In general, the students seemed quiet and only Antonio and Cristóbal participated during the observed segment" (ENSN, session 5, Classroom Observation Form); "In comparison with other sessions, students seemed less engaged during this session. Some of them often looked at their cell phones and did not participate during some of the activities" (ENSN, session 6, Classroom Observation Form).

The researcher also wrote some reflections about the levels of engagement at ENSN during the last sessions:

I was feeling a little frustrated with this group. I was feeling that I wasn't able to motivate them as I would have wanted to . . . Sessions 5, 6 and 7 were specially challenging for me. The fact that the group was tired and stressed out at the end of the semester might be a variable that affected their attitude towards the course. In addition, I was tired too (ENSN, session 7, Research Journal Entries Form).

Finally, some students talked in the interviews about the groups' participation. Jenny, Elton and Julia from UNIMINUTO, and Cristóbal from ENSN, described that the groups showed, in general, high levels of participation. For example, Elton said that "when it was time to participate, everyone participated, everyone gave their opinion, so it was very cool" (Elton, UNIMINUTO, Interviews, para. 46), and Cristóbal said that "sometimes we even finished earlier because the disposition [of the group] was cool, because we all were engaged, that [we had] to participate, that we had to do team work, that we had to work individually" (Cristóbal, ENSN, Interviews, para. 28).

Emotional engagement: Enjoyment and interest. In general, most of the students at both institutions expressed or demonstrated that they enjoyed the course and/or that they felt interested and motivated by the sessions. Quantitative and qualitative data from the Classroom Observation Forms, the Research Journal Entries Form, and the interviews provided evidence of participants' emotional engagement (for instance, enthusiasm, enjoyment, happiness vs. boredom, tiredness, sadness, and disinterest).

All the students who were interviewed, except Jorge, Jovanni and David from UNIMINUTO, explicitly referred to their high levels of engagement with the course or to the aspects that made the course "fun," "cool," "motivating," and/or "interesting."

Ana, Elton, Ciara, Carla and Jenny from UNIMINUTO, and Cristóbal, Dilan and Lisa from ENSN, referred to the fact that they liked or enjoyed attending the sessions. Some of them described that they looked forward for the day of the week when they had the course. For instance, Ana said:

I'm going to miss it, I'm going to miss this class, because nobody ever felt laziness before attending, 'ay, what a bore to go there, I don't want to go, I don't feel like going.'

Everyone with a good disposition instead . . . before the class, one said 'ay, this Thursday I have [class], ay, Tomorrow I have class, ay, how good' (Ana, UNIMINUTO, Interviews, para. 222).

In turn, Jenny expressed that she "fell in love with the course" (Jenny, UNIMINUTO, Interviews, para. 109) and that it was her favorite class, and Cristóbal used terms he learned in the course to describe how the students participated during the sessions because they enjoyed the activities and not because they were forced to do it:

The intrinsic [motivation] is what we felt with the teacher. She arrived with a task, but it wasn't 'you have to do this or you'll get a zero,' no. It was for our knowledge, to learn, to do something new or something that was favorable to us (Cristóbal, ENSN, Interviews, para. 97)

In addition, Antonio (from ENSN) and Nadia (from UNIMINUTO) explained how they were not motivated with the course before it started but then, it ended up exceeding their expectations. For example, Antonio said:

When they told me 'Gómez, go that you have to attend the course,' the fact it was, 'Okay, *darn*, I have to' but when we arrived and came into the classroom and, an environment like, of cool and harmonic work, not only with Andrea but also with the classmates, because all of them had that attitude like, 'uy, cool, everything is going to be like this? Uy, how cool' (Antonio, ENSN, Interviews, para. 46).

Another indicator of the high levels of participants' emotional engagement with the course is that students (nine students from UNIMINUTO and Lisa from ENSN) expressed that they would want more sessions or longer ones. For instance, Ciara expressed, "I said, 'why doesn't this class can, at least, last two complete hours'" (Ciara, UNIMINUTO, Interviews, para. 351), and Nadia said "In fact, I would love to fail the class so I would have to repeat it, I mean, I want to fail it, so I [can] take it again" (Nadia, UNIMINUTO, Interviews, para. 185).

Also, Nadia and Lucía from UNIMINUTO alluded to the difference between their levels of engagement with this course and other classes. For instance, Nadia said:

Andrea is very different. I mean, I don't know. The other professors, I have had like a difficulty, with a class in which I don't feel as motivated as I feel with Andrea, I... that's not the idea, so go to a class 'ay, what a bore, this professor makes me sleepy' or something like that (Nadia, UNIMINUTO, Interviews, para. 157).

For the case of UNIMINUTO, the evidence from the Research Journal Entries and the Classroom Observation Forms is consistent with the information provided by the interviewees. Most of the evidence shows that the group, in general, was enthusiastic and interested during the sessions. The following excerpts illustrate this idea: "In general, students seemed to be interested in the class. For instance, their body language (i.e., smiling, seating in an upright position) showed that they were attentive and enjoying the activities" (UNIMINUTO, session 3, Classroom Observation Form); "During this session, students demonstrated several signs of being enthusiastic and interested in most of the activities or discussions. For instance, at some points, several of them talked at the same time, smiled and laughed" (UNIMINUTO, session 9,

Classroom Observation Form); “The group seemed to have fun sharing personal stories of situations in which they were angry” (UNIMINUTO, session 5, Research Journal Entries Form).

Only a few exceptional cases of boredom and tiredness were identified, especially when the facilitator was making explanations of theories or concepts. For instance: “When the facilitator was explaining the steps of a conflict resolution process, students seemed to be bored or less enthusiastic (e.g., they were quiet, Julia yawned)” (UNIMINUTO, session 8, Classroom Observation Form); “When I was explaining the four types of mistaken goals, I felt that the explanation was too long and Jorge fell asleep” (UNIMINUTO, session 10, Research Journal Entries Form).

In addition, Joaquín, who often looked angry, bored and/or tired, and Carla, who often looked anxious, worried and/or distracted were two exceptional cases within this group (a more detailed description of these cases is described at the end of the section).

For the ENSN’s group, more evidence of emotional disaffection (as opposed to emotional engagement) was found than for UNIMINUTO’s group in the Classroom Observation Forms and the Research Journal Entries. Clear evidence of high levels of emotional engagement was found only for the first three sessions. For example, the researcher noted:

During this segment, the group was building the classroom agreements. Damián stood up and took a picture of the board. While he was doing that, Antonio, Katherine, and Farid made funny comments about the best ways they could interact (i.e., Whatsapp or other resources), and the whole group laughed or smiled. Adela also took a picture of the board (ENSN, session 1, Classroom Observation Form).

Furthermore, and, as mentioned before, the group seemed specially disengaged after session #4, showing frequent signs of being bored, tired, or sad during the sessions. This is exemplified in the following excerpts: “In general, the group did not seem to enjoy the discussions as much as they did during previous sessions. For instance, they did not smile or laugh as they did in previous sessions” (ENSN, session 6, Classroom Observation Form); “During segments #2 and #3, students seemed passive and little enthusiastic with the presentation or the discussion. Some of them yawned and, at some point, Cristóbal covered his face with his eyes showing that he was tired or bored” (ENSN, session 5, Classroom Observation Form); “I felt that it was difficult for them to identify the mistaken goals in each case. I don’t know if it was because they didn’t understand or because they were tired and bored and weren’t engaged with the activity” (ENSN, session 6, Research Journal Entries Form).

As described in the last section, one possible explanation of the change of mood after session #4 might be that three of the participants who showed higher levels of enthusiastic and active participation (i.e., Katherine, Farid and Favid) dropped out. In addition, a conversation between the facilitator and the group regarding their emotional states in the last session was recorded in the Classroom Observation Forms and might present another possible explanation: “During the final reflection, the facilitator told them that she felt that they were in a low mood during the session. Students expressed that they were feeling tired that day due to excessive workload” (ENSN, session 7, Classroom Observation Form).

This is also consistent with Adela’s description of the group’s mood during the last session:

Last class, we were kind of sleepy in the class . . . we came from teaching internships and we had to come here to work so we were a little disconnected, and she had that perception of us, that were not the same, so we told her ‘we come from teaching internship, and every time we come from teaching internship we come exhausted’ (Adela, ENSN, Interviews, para. 297).

Engaging vs. disengaging activities. Some activities were named by the students in the interviews as the ones that motivated them the most. At UNIMINUTO, Ciara, Ana and Elton said that they specifically liked the routines (mindfulness practices and celebrations), Jenny and Clara expressed that they enjoyed the analysis/simulations of cases, and David, Ciara, Nadia, Carla, and Clara told the interviewer that the readings were motivating and “extremely interesting.”

At ENSN, Jerónimo and Cristóbal said that they enjoyed the activity of “Angélica” of the SEC module. The researcher also noted that this group particularly enjoyed this activity: “Some students seemed kind of sleepy at the beginning of the session, but I felt that [after] the activity of ‘Angélica’ the environment improved. They laughed and seemed to have fun doing the activity” (ENSN, session 2, Research Journal Entries Form). A similar annotation was made on the Classroom Observation Form:

During the activity of “Angélica,” students laughed or smiled, and participated enthusiastically, showing that they were enjoying it. In other moments (for instance, during segment #2), students seemed to be paying attention but looked less enthusiastic: They did not participate much and remained quiet after the facilitator asked them questions (ENSN, session 2, Classroom Observation Form).

In addition, Dilan, Berta and Jerónimo from ENSN highlighted the mindfulness practices and the celebration routines as motivating and/or relaxing activities. Notes from the Research Journal Entries Form contained information that supports this idea. The facilitator perceived that students at ENSN felt more “relaxed” after the mindfulness practice, and she also noted that they enjoyed the celebration routines: “I forgot to do the celebration and students reminded me about it. This is a good indicator that they know and enjoy this routine” (ENSN, session 5, Research Journal Entries Form).

Another activity that was registered by the researcher was the dynamic in which students had to practice active listening strategies while they talked about ghosts: “The activity of active listening worked well. The students seemed to enjoy the conversation: they wanted to talk, they laughed and paid attention to their classmates’ stories. The topic of ghosts is perfect for this activity” (ENSN, session 3, Research Journal Entries Form).

In addition, the classroom simulations and the roleplays in the SEC module appeared to be motivating activities for both groups: “During the role plays and the discussion that followed them, students smiled or laughed often, showing that they were enjoying the activity” (ENSN, session 4, Classroom Observation Form); “The classroom simulation to start the class seemed to generate students’ interest and expectation with the course” (UNIMINUTO, session 1, Research Journal Entries Form).

With regard to the activities that were not engaging, only one interviewee (i.e., Jovanni from UNIMINUTO), said that there was a boring activity: watching the video of the class meetings. This was consistent with a note that resulted from the videotaped observations: “When the group was watching the video about class meetings, Julia, Jovanni and Joaquín fell asleep,

which can be an indicator of boredom or tiredness” (UNIMINUTO, session 12, Classroom Observation Form). Other students at UNIMINUTO also referred to the weekly journals as a monotonous task with repetitive questions.

The researcher observed additional activities or pedagogical strategies that did not appeared to be motivating for the students. As mentioned before, the moments when the facilitator explained something or did PowerPoint presentations seemed particularly boring for some students. In addition, students of both groups were usually quiet during the reflections that the facilitator tried to lead after each mindfulness practice, as the following excerpts of the Research Journal Entries Form suggest:

When I asked after the MF practices about their experience during the exercise they didn't talk much (this also happened in other sessions). Therefore, the reflection here is not working. However, when I asked how they felt after the practice they said they felt more relaxed (ENSN, session 4, Research Journal Entries Form).

After the mindfulness practice, I asked them if they had the opportunity to practice mindfulness. They didn't say anything. Sometimes this happens but then I read in the journals that they say they have been practicing. Are they telling the truth in the journals? Are they shy to talk in class? Is the question becoming too repetitive?” (UNIMINUTO, session 8, Research Journal Entries Form).

The fact that these reflections did not promote meaningful conversations might indicate that the questions were difficult or did not awake participants' interest.

Exceptional cases. As described earlier, there were some students who showed exceptional behaviors or attitudes with respect to behavior and/or emotional engagement, and

that are worth describing with more detail: Joaquín and Carla from UNIMINUTO, and Berta and Stacey from ENSN.

Joaquín (UNIMINUTO). Joaquín did not want to participate in the interviews so the available information about him comes exclusively from a third person's perspective: his classmates' interviews, the Classroom Observation Forms, and the Research Journal Entries Forms. Joaquín was the most challenging student of the intervention groups in terms of levels of engagement.

Joaquín was the student who showed the lower attendance at UNIMINUTO. He usually came to the sessions late or left earlier, and often fell asleep during the activities. In general, he showed low levels of interest, attention and enjoyment towards the activities, as the following notes illustrate: "Joaquín was the exception: He had a disinterested attitude during the activities, maintaining a lost look in his eyes most of the time" (UNIMINUTO, session 4, Classroom Observation Form); "Joaquín fell asleep at the beginning of the class. Most of the time, he did not seem to be paying attention to the class 'he remained silent drawing on his notebook'" (UNIMINUTO, session 8, Classroom Observation Form).

Various facts might explain Joaquín's poor disposition and low levels of engagement towards the course. First, he was the only participant who did not belong to a teacher education program or who did not have any interest in becoming a teacher. Joaquín arrived to the course because his advisor at the Student Wellness Center suggested he take it, and not because he wanted to. Second, Joaquín had difficult life conditions, as the accompanying teacher told the researcher and could be corroborated with the information from the interviews and the Research Journal Entries. In particular, Clara talked about Joaquín's case during the interview, describing

how he was the only student who did not seem interested in the activities: “and when we talked at the *Nacional* I told him, but why don’t you pay attention to this class, or something like that. For him, this class was a complete silliness” (Clara, UNIMINUTO, Interviews, para. 80). Clara also described how she found out that he was homeless:

So I always looked at him and he was asleep or he wasn’t paying attention to the class, the guy was completely disconnected, and I [thought] ‘how odd’, until a month ago that I had the opportunity to talk to him and we ended up drinking beer at *La Nacional* with the guy, and it was when he told me that he lived in the street, that he had a full scholarship because he was homeless (Clara, UNIMINUTO, Interviews, para. 74).

The researcher also narrated in the Research Journal Entries Form that she approached Joaquín after a session and he expressed to her that he was not paying attention for causes that were external to the course:

Joaquín fell asleep during the class. When the class was over, I asked him if he could stay so we could talk. We went to the university’s courtyard and sat down in some stairs to talk. I told him that I was worried because I saw that he has been sleepy lately and that I did not want the sessions to be something boring for him. He told me with a friendly tone: ‘No *woman*, it has nothing to do with the class. I have some issues with my life and with the university’ . . . He told me that he’s homeless because he decided to live in the street following a group of philosophers . . . He told me that he liked the class. However, sometimes he wanted to participate but he was aware that I had to follow a plan. He asked me to help him reminding him the deadlines because he had a full scholarship that he could

not lose because of a bad grade. At the end, he said goodbye to me with a friendly gesture (UNIMINUTO, session 8, Research Journal Entries Form).

Joaquín's low levels of engagement represented a challenge for the facilitator and she perceived that her efforts to motivate him were partially successful only for short periods of time. For instance, after the aforementioned talk she had with him, she perceived a positive change: "Joaquín came to talk to me at the beginning of the class. I felt that he was more friendly and cheerful than before . . . I saw him paying attention to the activity and taking notes" (UNIMINUTO, session 9, Research Journal Entries Form); "When Joaquín shared his situation with a teacher, he looked enthusiastic, almost for the first time throughout the observed segments of the sessions. He smiled and laughed, making comments about his story" (UNIMINUTO, session 10, Classroom Observation Form).

However, he quickly appeared to come back to his usual disinterest: "Joaquín fell asleep. I perceived that his classmates were uncomfortable to see him sleeping" (UNIMINUTO, session 11, Research Journal Entries Form).

Carla (UNIMINUTO). Another exceptional case at UNIMUTO in terms of levels of engagement was Carla. She expressed high levels of emotional engagement with the course during the interview by making positive remarks about the activities and methodologies, such as the following one: "On the contrary with Andrea it was like a dynamic class, I mean, not only writing and writing, but also like didactic" (Carla, UNIMINUTO, Interviews, para. 213).

However, the notes from the Classroom Observation Forms often described that Carla was inattentive, distracted, or showed signs of being anxious or worried: "During one of the discussions, Elton made a funny comment and all the group, except Carla, laughed or smiled. At

that moment, Carla seemed distracted by looking at her notebook” (UNIMINUTO, session 1, Classroom Observation Form); “Carla seemed distracted (e.g., she stood up and threw something in the trash, looked at her notebook, looked at Julia and talked to her, took things out of her pencil case, etc.)” (UNIMINUTO, session 3, Classroom Observation Form); “In some moments, Carla showed signs of being anxious or worried. For instance, when her classmates were talking, she looked distracted, quickly changed her body disposition several times, and covered her eyes with her hand” (UNIMINUTO, session 10, Classroom Observation Form).

Carla described her situation at home as a positive one, expressing that her “father and mother support [her] one hundred percent” (Carla, UNIMINUTO, Interviews, para. 30). However, she also described difficult relationships with her classmates outside the course: “they bullied me but that is already normal, that I’m fatty, so they teased me in the class, ‘there comes the fat one,’ ‘whatever.’ So, I felt bad and I did not [go] to class” (Carla, UNIMINUTO, Interviews, para. 50-52). Although these problems outside the classroom might help to explain Carla’s situation, the reasons for her low levels of attention were not clear.

Berta and Stacey (ENSN). In general, Berta and Stacey showed low levels of participation during the sessions. However, they seemed to be attentive most of the time, as evidenced in the Classroom Observation Forms with notes like the following: “All students, except Berta, participated. However, Berta seemed to pay attention to their classmates by looking at them and responding with body language to their thoughts (e.g., nodding, smiling, and laughing)” (ENSN, session 1, Classroom Observation Form); “All of them, except Stacey, participated in an active way in the discussion with their peers. Stacey remained silent, but she

seemed to be paying attention to her classmates' ideas" (ENSN, session 4, Classroom Observation Form).

In the interview, Berta explained that she was not comfortable participating in the course because she had difficult relationships with some of her classmates: "At first, I didn't want to go to the course this semester because I had problems, there were two classmates with whom I had personal problems . . . many times one feels shy . . . one feels uncomfortable" (Berta, ENSN, Interviews, 56-58). However, she expressed high levels of emotional engagement with the sessions. She said that she enjoyed some of the activities and, as will be described in the following section of this chapter, she thought the course was useful for her personal life.

On the other hand, Stacey's interview also gave information about the possible reasons of her low levels of participation. The first possible explanation is that she tends to be shy, as she described in the following excerpt: "I am a person who don't talk too much . . . like shy" (Stacey, ENSN, Interviews, para. 36-40).

In addition, as it is shown below, she expressed that she did not feel comfortable with some of her classmates:

- Interviewer: Do you see something you didn't like of the course?
- Stacey: Of the course? That I had to take it with my boyfriend.
- Interviewer: *Ah*, you didn't like that? I'll write that down, okay, she had to take it with her boyfriend, what a bore! ((laughter))
- Stacey: It was odd because ((laughs))
- Interviewer: Why didn't you like that?

- Stacey: He also had to take it with his ex-girlfriend, so I was there between the two of them (Stacey, ENSN, Interview, para. 149-157).

Stacey also seemed shy when she had to work in small groups. In those cases, she was often in the same group of her boyfriend (Cristóbal). The following comment from the Classroom Observation Forms illustrates this idea: “In small groups: Cristóbal and Dilan interacted and talked about the case, and Stacey only took notes but did not give any ideas” (ENSN, session 6, Classroom Observation Form). Cristóbal, in contrast, was one of the most participative and talkative students at ENSN. It is possible that Stacey felt particularly uncomfortable or undermined participating around him.

Besides, it is worth noting that, as explained before, the normal school was located in a small conservative village. In addition, Stacey told during the interview that she had a difficult relationship with his father, who was highly authoritarian and tried to control her with physical violence. It is possible that a cultural background with a male predominance influenced the way boys and girls interacted in the ENSN’s classroom. That idea is supported by the fact that, with the exception of Katherine, the students who participated the most at ENSN were all boys.

Summary of results (RQ1). Table 14 shows the main findings for RQ1. The two columns on the right side of the table describe whether the results from different data sources were convergent or divergent, and the main similarities and differences that were found among settings. In some cases, the findings from more than one data source or from both setting were alike, so some cells of the table were merged to avoid redundancy.

Table 14

Summary of results – Participants’ engagement with the course (RQ1)

Dimension	Data source	Main findings (UNIMINUTO)	Main findings (ENSN)	Convergence / Divergence among data sources	Similarities / Differences in findings among settings
Attrition and attendance	Attendance Forms	Only one student dropped out. High levels of attendance of all students, except for Clara (who attended 77% of the sessions) and Joaquín (who attended 65% of the sessions).	High levels of dropout. Almost all the students who completed the course attended at least 80% of the sessions.	Confirming results. Information from interviews helped to explain the quantitative data from the attendance forms.	In general, students who attended the course until the last session demonstrated high levels of attendance in both settings. Low levels of attrition at UNIMIUTO and high levels of attrition at ENSN.
	Interviews	Clara: difficulties with schedule. Joaquín: did not show up for the interview.	High levels of attrition caused by variables that were external to the course.		

(continued)

Table 14 (continued)

Dimension	Data source	Main findings (UNIMINUTO)	Main findings (ENSN)	Convergence / Divergence among data sources	Similarities / Differences in findings among settings
Behavioral engagement	Classroom Observation Forms (Quantitative scores)	High levels of attentiveness (most of the students were attentive most of the time). Few sessions in which most of the students participated within the observed segments. Acceptable average percentage of students who participated within each segment (more than 50%), except for sessions 5, 6 and 11 (in which, in average, less than 40% of the students participated within each segment).	High levels of attentiveness (most of the students were attentive most of the time). Most students participated in more than 50% of the segments in 3 of the 7 sessions. There were no segments in which most students participated in sessions 3 and 7. Acceptable average percentage of students who participated within each segment (more than 60%).	Confirming results. Results from interviews help to explain possible reasons of exceptional cases.	Higher behavioral engagement at UNIMINUTO. Low levels of behavioral engagement during sessions 5, 6 and 7 at ENSN.
	Classroom Observation Forms (Qualitative notes)	Most students paying attention and participating. Joaquín and Carla were the exception.	Most students paying attention most of the time. Participation was higher during the first 4 sessions. Stacey and Berta did not participate much but seemed to be attentive most of the time.		
	Research Journal Entries	There were moments in which the facilitator talked too much (explanations, presentations) and the students seemed disinterested.	Students were particularly quiet and passive during sessions 5, 6 and 7.		
	Interviews	Students perceived high levels of participation. Joaquín did not show interest in the sessions.	Students perceived high levels of participation. Stacey and Berta felt uncomfortable participating due to shyness or personal issues with their classmates.		

Table 14 (continued)

Dimension	Data source	Main findings (UNIMINUTO)	Main findings (ENSN)	Convergence / Divergence among data sources	Similarities / Differences in findings among settings
Emotional engagement	Classroom Observation Forms (Qualitative notes)	In general, there was evidence of high levels of emotional engagement (except for Joaquín and Carla). Students looked particularly bored or tired when the facilitator explained theories or concepts.	Clear evidence of emotional engagement was only found during the first three sessions. Group looked bored or tired after session 4. Students expressed in session 7 that they were stressed out and tired.	Consistent results for UNIMINUTO. For ENSN, students expressed more emotional engagement in the interviews than it was evidenced in the Classroom Observation Forms and the Research Journal Entries Forms. Notes from the Research Journal Entries and attrition of some students might help to explain the reasons of students' emotional disaffection after session 4.	Interviewed students at UNIMINUTO and ENSN showed high levels of emotional engagement. Observed emotional engagement was (through Research Journal Entries and Classroom Observation Forms) was higher for UNIMINUTO.
	Research Journal Entries				
	Interviews	Participants expressed high levels of emotional engagement with the course.	Participants evidenced high levels of emotional engagement with the course.		

In summary, data from different data sources was consistent in showing high levels of engagement with the course, especially at UNIMINUTO. Almost all students who did not drop out showed high attendance rates, paid attention most of the time, and expressed in the interviews that the course was interesting and enjoyable. Qualitative information suggested that students at ENSN decreased their levels of engagement during the last sessions due to causes that were external to the course.

Quality, Relevance and Applicability (RQ2)

Qualitative data from the interviews, the Research Journal Entries and the Classroom Observation Forms were used to assess the researcher's and the participants' perceptions of the quality, applicability, relevance of the course (RQ2).

This section will be divided into four main subsections (some of which correspond to the subthemes under theme #1 that resulted from the interviews' thematic analysis): (1) Perceptions of the applicability and relevance of the course, (2) Functioning of the course's design, (3) Regard for students' perspectives, (4) Classroom climate, and (5) Facilitator's performance. Subsection 1 refers to the perceptions of the course's *applicability and relevance*, and subsections 2, 3, 4 and 5 refer to the perceptions of the course's *quality*.

Applicability and relevance of the course. The information about the perception of the course's applicability and relevance was mainly provided by the participants' interviews. All the students who were interviewed expressed that the course was useful, relevant and/or applicable for their professional and/or personal lives.

Applicability. Five students at UNIMINUTO and three students at ENSN highlighted that the contents of the course were based on and applicable for their personal lives. For instance, Antonio described:

Maybe the workshops that we did, let's say, the problems were almost similar to our problems, so we all created strategies, well, what we could have done in that moment, what negative reaction we could have had . . . so that makes one think, well, this has happened to me. Well, let's take into account the advices they gave, and I took them and I put them into practice (Antonio, ENSN, Interviews, para. 136).

In addition, Jorge, Julia and Jenny, from UNIMINUTO, pointed out that the course was based on real-life examples and cases, and that this characteristic made it “different,” “interesting,” or facilitated their learning process. For instance, Jenny said: “Yes, it is easier to assimilate. What happened to you today? Well, this thing happened to me. What did you do? What did you apply? (Jenny, UNIMINUTO, Interviews, para. 255).

Some students at UNIMINUTO emphasized that they had tried to apply what they had learned in the sessions. For instance, Ciara told the interviewer that she started practicing the emotional competencies since the first weeks of classes, and Nadia said: “I tried to apply everything the teacher taught us in class. I tried to apply everything in real life, in my personal life” (Nadia, UNIMINUTO, Interviews, para. 52).

Elton, from UNIMINUTO, also explained that the psychologist at the foundation where he lives had told him to try out some strategies, but he only came to understand *how* to apply them when he learned concrete tools in the course:

At the foundation, the psychologist told me, for example, ‘you have to dedicate more time for yourself’, the psychologist said. But I did not understand. Explain it in an easier way. In contrast here, [Andrea] said, close your eyes, try to find the air, concentrate in the point that you feel the most, relax. So, I focus on my breathing. Breathing, breathing . . . and I relaxed in a cool way, let’s say in that assimilation of what they taught me there, there they told me ‘you have to, you have to’ but they did not tell me how, and it was pointless, because nothing happened (Elton, UNIMINUTO, Interviews, para. 51).

Elton’s narrative shows how some of the students valued the fact that the course provided concrete tools that they could practice during the sessions and in real-life settings.

On the other hand, although some students said that the course “went beyond theory,” Dilan, from ENSN, said that he would have liked even more practical exercises in all sessions, and some students, such as Carla, Jovanni, and Clara, from UNIMINUTO, expressed their wish to have a continuation of the course that includes teaching internships.

The data from the Research Journal Entries and the Classroom Observation Forms did not provide much information about the perceptions of the course’s applicability. The only relevant information from these data sources came from the Researcher Journal Entries and was related to the applicability of the mindfulness practices. The researcher noted that, although the students at ENSN expressed that the mindfulness routines to start the sessions were “relaxing,” students were not motivated to practice mindfulness outside the sessions:

After the MF practice, I asked them if they had practiced outside the session and they told me they hadn’t. I feel that this group did not completely get the sense of mindfulness (or

they just didn't like it or didn't find it useful?) (ENSN, session 7, Research Journal Entries Form).

This contrasted with the fact that students at UNIMINUTO expressed during the sessions that they had practiced mindfulness outside the classroom: "After the mindfulness practice, some students said that they had been practicing MF outside the sessions. They shared specific situations!" (UNIMINUTO, session 5, Research Journal Entries Form).

The differences between ENSN and UNIMINUTO with respect to the mindfulness component of the course will be analyzed with more detail in Chapter 8.

Relevance/usefulness. All the interviewees from UNIMINUTO and ENSN (except Lisa, who did not say anything about it), thought that the course would be useful for other people. For instance, Carla expressed that the course would be valuable for future parents. Nine students (four from UNIMINUTO and five from ENSN) said that the course should be taught to their teacher educators so they learn to manage their emotions, to improve their communication with the students, or to apply less authoritarian methodologies in their classes.

Some students from UNIMINUTO also highlighted that the course was useful or relevant for their personal lives because they learned new things, such as emotional management, and because it promoted self-reflection. For instance, Clara pointed out: "I tell my peers from other universities what it is and 'hey, that's cool', like 'hey, what a cool thing, stress management, great'. And those are things that one doesn't know, one doesn't know emotional management" (Clara, UNIMINUTO, Interviews, para. 16).

With regard to the relevance of the course for teacher education programs, Ana and Jorge, from UNIMINUTO, said that the course would be a positive contribution for the educational

system in Colombia. For instance, Ana pointed out: “if all the teachers were like Andrea and the dynamic of the classes were like the ones we proposed in this class . . . I don’t know, the educational system would change” (Ana, UNIMINUTO, para. 76).

Also, seven students from UNIMINUTO and one student from ENSN expressed that the course should be part of their teacher education programs or should be mandatory for all future teachers. For instance, Nadia said that the course is “too essential, too important, too necessary” (Nadia, UNIMINUTO, Interviews, para. 145) for future teachers, and Clara said that it counteracted other gaps of her teacher education program: “So these things like, motivate me, because okay, there are these failures, but on this side, there are things that are like benefits for me” (Clara, UNIMINUTO, Interviews, para. 22).

On the other hand, Jovanni, Jenny, Ciara and Nadia, from UNIMINUTO, expressed that the course would be even more useful if it were taught during the first semesters of the program.

Also, Jovanni said that the course could be an entire graduate program at the university, and Julia and Jorge pointed out that it could be useful not only for future teachers, but also for students from other careers at UNIMINUTO.

In addition, Adela, Stacey, Lisa and Berta, from ENSN, specifically talked about the relevance of the course for their teaching internships. First, Stacey and Berta said that the activities or methodologies they experienced in the course could be integrated to the elementary school curriculum. Second, Lisa, who was about to have her first teaching internships in a few months, said that the course would be “a great help” to be more prepared for that experience. Third, Adela highlighted that the roleplay exercises allowed her to understand some situations from the children’s perspective.

Finally, it should be noted that only one student, Joaquín from UNIMINUTO, seemed to find the course irrelevant or “silly.” As has been pointed about before, Joaquín did not participate in the interviews, but Clara gave this information when she talked to the interviewer. This is consistent with a comment that the researcher registered in the Research Journal Entries Form:

At the beginning of the session, Joaquín came to me and told me that he lost the journal but that he wrote some reflections in sheets. He gave me the reflections and I read that some of them said that the class was ‘too much conversation’ and that it didn’t teach anything useful for their lives (UNIMINUTO, session 10, Research Journal Entries Form).

Quality of the course: Functioning of the course’s design. The Research Journals Entries Forms and the Classroom Observation Forms provided information about the quality of the course in terms of how its initial design worked in practice. For instance, whether the methodologies were adequate for the students’ ages and whether the initial plan was feasible due to the availability of time and resources. Three subthemes of the theme #1, that resulted from the interviews’ thematic analysis (see Table 13, Figure 4), will be included in this section: (1) Description of contents, (2) Feedback on specific activities/methodologies, and (3) Dynamism and innovation.

Description of contents. During the interviews, some students described the activities, contents or methodologies of the course. First, five students at UNIMINUTO pointed out that the course or the sessions were divided in parts and followed a sequence. For instance, David explained that each session had a moment of celebration and mindfulness practice, then an activity, and then a closure. Jenny also highlighted that the components of the course were connected: “Of course, it has been a process. Because we started learning different things, so the

mindfulness, then we connected it with the emotional competencies” (Jenny, UNIMINUTO, Interviews, para. 199).

Second, five students from UNIMINUTO described the “celebration” and “mindfulness practice” routines. For Nadia, mindfulness was an “essential topic of the course” (Nadia, UNIMINUTO, Interviews, para. 52). From the ENSN’s group, only Cristóbal described these activities, and Antonio named the final reflections as a third routine.

Third, all the interviewees from ENSN, except Cristóbal, talked about the roleplays and the discussion of cases in which they analyzed how to handle challenging situations in the classroom. In contrast, only three students at UNIMINUTO named these activities, and one student said that the readings contained topics that were related to classroom management.

Fifth, Julia, from UNIMINUTO, and Berta and Adela, from ENSN, described the activities in which they learned emotional management and assertive communication strategies. Adela highlighted the fact that she had the opportunity to get feedback from her peers on her way to communicate a message.

Besides, Jenny and David, from UNIMINUTO, and Stacey, from ENSN, told the interviewer that the group established classroom agreements from the beginning of the course. They recalled some specific agreements, as the following excerpt of David’s interview illustrates:

At the beginning we planned some agreements, like rules that we all agreed about. One of them was to respect the ideas, precisely so that all of us had the opportunity to talk freely. The second, silence and active attentiveness (David, UNIMINUTO, Interviews, para. 102).

Finally, Jovanni, from UNIMINUTO, and Adela, from ENSN, referred to the activity of “teaching styles,” in which some students had to guide other classmates who were blindfolded. Jovanni pointed out that this exercise allowed a reflection about the different “types of teachers.” In contrast, Adela did not seem to understand the purpose of the activity because she described it as an exercise to strength their “self-confidence,” “self-esteem,” and “teamwork”.

Dynamism and innovation. Seven students (four from UNIMINUTO and three from ENSN) highlighted the fact that the course’s methodologies and/or activities were dynamic and innovative for them. For instance, when Adela described the activities, she said they required students’ physical action or movement; Stacey pointed out that the facilitator gave some short explanations but the rest of the time she did “dynamic” activities; and Ana and Nadia said that the course “was not a regular course” and that it was unique.

Also, Antonio expressed that the activities were adequate for the participants’ ages because they were not monotonous:

Well, although [the facilitator] is older than us, she had that... ‘well, I’m working with young people and well, I’m going to take this strategy to them,’ and those strategies actually worked . . . because of the way she talked to us and because it was not a serious person that ‘Okay, let do this thing,’ in a monotonous way, but she changed the strategies each time (Antonio, ENSN, Interviews, para. 70).

Finally, the fact that students perceived that other classes at their schools were little dynamic, may have also influenced their perception of the quality of the course’s methodologies. For instance, Carla said that students liked to attend the sessions because the course “did not feel like a class” and Nadia highlighted that the course’s strategies “changed the traditional schemes.”

Feedback on specific activities/methodologies. When students were asked in the interviews what they liked the most and what they would change about the course, they gave feedback about the *quality* of specific activities and methodologies. This information from the interviews is presented below, and integrates data from the subtheme named “Feedback on specific activities/methodologies” (see Theme #1, Table 13, Figure 4) of the interviews’ analysis with the researcher’s feedback on the sessions that was registered in the Research Journal Entries Forms.

Feedback on routines. Nine students from UNIMINUTO and three students from ENSN made positive comments about the mindfulness and the “celebration” routines.

Elton, from UNIMINUTO, expressed that he was particularly touched by the mindfulness practices and said that the two routines of the course were especial moments “to find himself.”

Also, some students from both institutions indicated that the mindfulness practices set a peaceful classroom environment and helped students to “leave their problems behind” and forget them before starting the sessions. For instance, Berta described: “[it was] like, okay, let’s leave the problems behind the door and let’s start” (Berta, ENSN, Interviews, para. 156). Similarly, Carla said:

One ((referring to herself)) forgets about the other things and about the problems because one arrived and Andrea led a meditation like ten minutes at the beginning, before starting the class, and one concentrated and forgot about the world, forgot that [one] had homework, forgot that [one] had problems . . . (Carla, UNIMINUTO, Interviews, para. 107).

Besides, some students said that the “celebration” routines promoted group bonding and helped them to focus on the positive things of their lives. For example, Carla said:

What happened is that, with us in the class, like... like, in that time one did a celebration, I mean, for example, one ((referring to herself)) said what happened during that day, for example, I want Colombia ((referring to the soccer team)) to win, for example, or let’s say, I celebrate because I got a doctor’s appointment. So, there were celebrations in the class so one began meeting the people and began caring for them (Carla, UNIMINUTO, Interviews, para. 282).

These comments were consistent with some of the purposes of the routines: setting a positive environment before starting the class and promoting relationship-building among participants. However, the researcher noted that these purposes should be explained in a more explicit way during the sessions, as she noted in the Research Journal Entries Form: “It is important to include a reflection about the rationale behind starting the course with an activity dedicated to know each other and the rationale behind the routines (i.e., building relationships). This should be explicit in the lesson plans” (UNIMINUTO, session 1, Research Journal Entries Form).

Information from the Research Journal Entries Forms also contained details about the way the mindfulness routines worked in practice. According to the researcher’s notes, this activity was particularly challenging for the ENSN group, as has been noted before. The researcher considered that this group took the practices as “relaxing” exercises: “I wonder how much this group is getting the sense of the MF practices. I felt that they take them as ‘relaxing’ exercises” (ENSN, session 4, Research Journal Entries Form).

In contrast, the group at UNIMINUTO seemed to be more engaged during the practices and, as will be presented later in this chapter, they seemed to acquire a more accurate knowledge about the meaning and purposes of mindfulness.

The researcher wondered several times in the Research Journal Entries about the possible explanation of this difference between groups. The following potential reasons were registered in these forms: (1) the difference of ages (the students from ENSN were younger than the students from UNIMINUTO) might have affected their levels of comprehension of the purposes of the mindfulness practices, (2) the fact that the group from UNIMINUTO read about the topic and the group from ENSN did not may have affected their understanding of the meaning and the purpose/benefits of practicing mindfulness, and (3) the periodicity of the sessions (weekly vs. biweekly) caused a difference in the number of times the students practiced mindfulness during the sessions.

In addition, the researcher noted that when she tried to reinforce the concept and practice of mindfulness while she was leading other activities, such as the practice of active listening strategies, the integration worked well. For instance, she pointed out:

The connection between active listening and mindfulness works well here. Two questions are essential: Did someone realize that their minds went to other places while their classmates were talking? Were they able to redirect their attention and “bring their minds back” to the conversation? (UNIMINUTO, session 6, Research Journal Entries Form).

Doing this integration of mindfulness not only during the routines but also, in a more explicit and consistent way, during other activities, might help to increase the periodicity and

frequency of the informal practices inside the classroom, as well as strengthen the understanding of basic concepts and purposes of mindfulness.

Finally, the interviewees did not give any feedback on the last routine of reflection, probably because it was not applied in a consistent way, especially at UNIMINUTO. The Research Journal Entries contained several excerpts in which the researcher noted that the time was not enough to do these reflections at the end of every session, as it is exemplified in the following entries: “The time is too short to do the final reflection. This reflection might be considered only for the end of the module or every two-three sessions” (ENSN, session 2, Research Journal Entries Form); “In general, time is too short at UNIMINUTO to do the final reflections” (UNIMINUTO, session 4, Research Journal Entries Form).

Feedback on SEC module's activities. Only a few students gave specific feedback about the activities of the SEC module. Julia, from UNIMINUTO, said that the SEC component was useful to learn how to handle conflicts in a non-violent way. Also, Cristóbal, from UNIMINUTO, said that this component would be helpful for parents. Finally, Jerónimo and Cristóbal, from ENSN, talked about the activity of “Angélica,” in which students read a story and had to make a list of ideas to solve a conflict between the characters. As mentioned before, the group of ENSN seemed to particularly enjoy this activity.

The Research Journal Entries contained more information about specific details of the way some activities of the SEC module worked in practice. First, some activities that required active participation of the students took more time than expected because a few students liked to tell very long stories. On one hand, the purpose of the activities was to promote students' participation. Therefore, their motivation to talk and share experiences was desirable. However,

when only a few students spent the majority of the time talking, the rest of the group tended to get distracted or there was not enough time to achieve the purpose of the sessions. With regard to this issue, the researcher registered some suggestions in the Research Journal Entries Form. For instance, she suggested to set a limit of time for students' participation at the beginning of some activities, such as the "celebration" routine and the exercise of active listening in session 6:

Two instructions might be added to the activity that could be useful to improve it: 1) establish a limit of time for each turn, and 2) highlight the fact that they are going to tell the story to all the group, so they have to look at their classmates (they tended to look at me all the time) (UNIMINUTO, session 6, Research Journal Entries Form).

Other comments of the Research Journal Entries Forms were related to specific clarifications that would be important to include in the SEC module's lesson plans. For instance, explaining to the students in a more explicit way the sequence and connection between the contents of the sessions, so students can have a better sense of the rationale behind the general structure of the course.

Finally, the researcher perceived that three activities were too easy or did not serve their purpose. The first one was the ice-breaker activity that was implemented at ENSN to introduce the emotional awareness and emotional management exercises. The researcher pointed out: "The introductory activity to identify emotions felt too easy for them. It would be important to use complex emotions so they are more difficult to represent" (ENSN, session 2, Research Journal Entries Form).

The second activity was the introductory exercise of identifying figures that was used to introduce the concept of perspective taking at ENSN. According to the Research Journal Entries,

this activity did not play an important role in the session and “it was difficult to connect [it] with the other activities” (ENSN, session 3, Research Journal Entries Form). Therefore, the researcher suggested that this activity should be eliminated or replaced as an introduction of the conflict resolution roleplays.

The third activity was the roleplay of conflict resolution strategies. As explained in the description of the intervention, different stories were used at UNIMINUTO and ENSN for this roleplay. The researcher considered that a conflict between an employer and an employee would be adequate for the students at UNIMINUTO, and a conflict of two people involved in a romantic relationship would be adequate for the group at ENSN. Students at ENSN seemed engaged with the activity but the fact that they had to simulate a couple’s conversation might have distracted them from the purposes of the activity. The researcher wrote that the students: “seemed to have fun but [she] felt that they didn’t take the activity seriously. It might be better to have a case that did not include conflicts between romantic partners” (ENSN, session 4, Research Journal Entries Form).

Feedback on classroom management module’s activities. As noted before, some students seemed to like or enjoy the simulations or analysis of cases of challenging situations in the classroom. However, three of the interviewees at UNIMINUTO (Julia, Jorge and Lucía) said they would have liked more diverse cases. For instance, Jorge said that all the stories were based on elementary school situations and cases with high school students were missing.

The notes from the Research Journal Entries Forms provided additional feedback about this module’s activities. On one hand, the researcher noted that some activities served their purposes and worked well in practice: (1) the activity of students guiding their partners to reflect

on the different teaching styles was adequate and useful to connect the module of SEC with the module of classroom management at UNIMINUTO, (2) the classroom simulations were useful to motivate students and to introduce the purposes of the course in session 1 and to evaluate the learning process in the last session, and (3) the reflection of punitive vs. restorative strategies using the story of Chico Omega was useful to question the use of punishment and to reflect on the benefits of restorative justice.

On the other hand, some suggestions of improvement were made by the researcher in the Research Journal Entries Form. For instance, considering audiovisual material for the case analysis, using a form with specific questions about the teachers' role to guide the reflection of the Class Meeting's video, and emphasizing in a more explicit way basic concepts of positive discipline after the reflection about restorative justice.

Finally, the researcher indicated in the Research Journal Entries Form that she was not sure if the activities of competition vs. cooperation that were implemented in session 5 at ENSN were adequate. First, she pointed out that she felt uncomfortable with the fact that the competition required deception and that this element of the activity should be reconsidered:

Although the activity that was intended to promote competition did its job for the purposes of the reflection (students shared that they felt frustrated, anxious and that there was a competitive environment), I felt uncomfortable telling him at the end that there was deceit in the activity (I didn't tell them that I randomly picked two people to give them all the smiley and sad faces). I felt particularly uncomfortable with the person who got all the smiley faces because she realized that she didn't actually earned the rewards. I wonder if

there's a way to adjust the activity so there's no deception (or at least not with the smiley faces) (ENSN, session 5, Research Journal Entries Form).

Second, the researcher noted that not all the students participated in the activity that was supposed to exemplify cooperation. Therefore, it might be necessary to consider a different activity that truly requires working together in order to achieve a shared goal.

Feedback on student journals. Some students made positive comments about the student journals in which they had to write weekly or biweekly reflections. For instance, Jenny, Carla, Lucía, Ana and Nadia, from UNIMINUTO, considered that the journals reinforced their learning process or allowed self-awareness.

On the other hand, when the interviewer asked the participants if they would change something about the course, most of the comments were related to the journals. Six students from UNIMINUTO and one student from ENSN indicated that the journals were monotonous, boring, or contained repetitive questions. For instance, Jenny said: "That's one of the things that bothers me most, writing so much. It became very repetitive" (Jenny, UNIMINUTO, Interviews, para. 280). Also, Carla said that she answered several questions from different weeks the day before she had to submit the journal, which indicated that the purpose of inviting students to make periodical reflections was not being met: "When Andrea said, I'll collect the journals, and I was in session five, 'ay, my god', the day before. Like the other four, five days, I had to catch up" (Carla, UNIMINUTO, Interviews, para. 255).

In conclusion, the use of journals should be reconsidered in terms of the frequency and the contents of the reflections.

Feedback on readings. Six students from UNIMINUTO made positive comments about the readings. For instance, Nadia said that the assigned readings were her “favorite thing of the course” and Clara said that “every professional” should read them.

Some students highlighted the fact that the readings were applicable and useful for their personal lives, as Julia’s comment illustrates: “The readings were very interesting. All of us saved them because [they] helped us to realize that there are ways to solve conflicts with the family and also at work” (Julia, UNIMINUTO, Interviews, para. 30).

In addition, other students thought that the readings’ contents were useful to learn about classroom management: “The readings were interesting because they not only, not only were about how to teach, but also about ourselves, and depending on that, [how to] teach a class. Or [they] taught us that it’s not only [about] having the control of the class but also make our future students feel good (Nadia, UNIMINUTO, Interviews, para. 42).

The following note from the Research Journal Entries Forms was consistent with the idea that students enjoyed the readings and thought they were useful:

Before the session started, Clara came to Violeta ((the accompanying teacher)) and me and told us that she loved Nelsen’s readings and that she was able to share them with her mom and some friends who have children. During the discussion, she seemed truly engaged (UNIMINUTO, session 11, Research Journal Entries Form).

Quality of the course: Regard for students’ perspectives. This section presents data about the researcher’s and the participants’ perceptions about the quality of the course with respect to the degree to which “classroom activities place an emphasis on students’ interests, motivations and points of view” (Pianta et al., 2011, p. 15). Information from the “Regard for

students' perspectives" subtheme of the interviews' thematic analysis (see Theme #1, Table 12) was used to assess this dimension. Under this subtheme, there were not codes that indicated a lack of regard for students' perspectives throughout the intervention. On the contrary, four students from ENSN and six students from UNIMINUTO explicitly expressed that the course was democratic, that it promoted student participation, or that it took into account participants' ideas, points of view and knowledge. Some examples of these ideas are presented below and integrated with the information from the Classroom Observation Forms and the Research Journal Entries Forms.

One indicator of how much students' perspectives, knowledge, points of view, etc. were taken into account in the classroom was the extent in which all students were encouraged to talk and build knowledge by themselves vs. the extent in which the facilitator talked most of the time transmitting knowledge to the students in a directive way.

Ana, from UNIMINUTO, emphasized the fact that the sessions were a collective construction with the students and that the classroom was a space that was meant for them: "there's no other space like... that we owned that much, like, so collective . . . no, there's no other space like that, even if we replicated it in a play, it wouldn't look so good" (Ana, UNIMINUTO, Interviews, para. 224-228). She said that the decision-making processes took into account participants' opinions and ideas, and for that reason the sessions did not "belong" to the facilitator but to the group:

We made agreements, everything was very democratic . . . Andrea never told us 'this is going to be like this,' well, maybe she did, but then [she asked] 'what do you think about

it?' So the class was not Andrea's class, it was our class, in group (Ana, UNIMINUTO, Interviews, para. 78-80).

Also, students highlighted the fact that they had the chance to give their ideas and opinions throughout the learning process. For example, Nadia pointed out:

It's not a knowledge that only Andrea has, but we also contribute to the class . . . I have seen in other classes that the professor is who talks and doesn't care about our opinion, doesn't care about what we think or what we do in class, so it's just the professor who has the knowledge and period (Nadia, UNIMINUTO, Interviews, para. 161).

Stacey's (ENSN) comments supported this idea and compared the facilitators' way of including students in the knowledge-building process with other educators' practices:

Well, where I come from, everything was like, how can I say it, strict. It was a teacher who stood in front [of the classroom] and told you the things and that was it. He didn't let you say what you thought, so it was different. So since I'm here, obviously it has changed because maybe, like I said, with Andrea is different because she tells you 'what do you think' (Stacey, ENSN, Interviews, para. 262).

Furthermore, Jenny, from UNIMINUTO, stated that, in fact, there were times when students' participation was excessive: "it became too much time and what I was saying, 'all of you tell your moment' ((referring to the moment they would like to celebrate)) and that maybe, it might have been good, okay, three [only] people talk this time" (Jenny, UNIMINUTO, 294).

Jenny's comments are consistent with a point that has been mentioned before about the necessity of considering a limit of time for each student's turn in some specific activities. Qualitative data from the Classroom Observation Forms also corroborated the fact that there were moments in

which only a few students were talking most of the time, with notes such as the following: “During the segment, only Jovanni and Joaquín participated but they talked most of the time” (UNIMINUTO, session 10, Classroom Observation Form).

Qualitative data from the Classroom Observation Forms and the Research Journal Entries Forms also provided information about how much time the facilitator talked vs. how much the students participated during the sessions. During the observed segments, several excerpts showed that the facilitator only asked questions to guide the conversations, but the students were who talked most of the time. For example: “The facilitator asked questions to guide the conversation but the students talked during most of the time” (ENSN, session 2, Classroom Observation Form); “During this segment, the facilitator asked a few questions and the students talked most of the time, sharing their experiences at the course and in other classes of the school” (ENSN, session 7, Classroom Observation Form); “The facilitator only asked them questions to guide the reflection, such as ‘How did you feel when you were punished?’ (UNIMINUTO, session 10, Classroom Observation Form).

In contrast, some data from the Classroom Observation Forms and the Research Journal Entries Forms showed evidence of moments in which the facilitator ended up talking most of the time during the discussions or intended to transmit knowledge to the students while they passively listened to her. The following excerpts illustrate this point: “Some students shared the reflection they previously discussed in small groups. The facilitator complemented their ideas and ended up talking most of the time” (UNIMINUTO, session 11, Classroom Observation Form); “The facilitator talked most of the time during this segment, and the students seemed to pay attention but in a passive way (i.e., they did not show much enthusiasm)” (ENSN, session 4,

Classroom Observation Form); “When I was explaining the mistaken goals, I felt that I was talking too much and the group was very passive (quiet, kind of sleepy)” (ENSN, session 6, Research Journal Entries Form).

Moreover, there was also evidence of moments in which the facilitator directed the conversations trying to get from the students the answers she wanted or assuming that all the group agreed after getting the opinions of only a few students. For example: “The facilitator asked questions to the students, but those questions appeared to be directed to a specific answer she was expecting from them” (UNIMINUTO, session 11, Classroom Observation Form); “Sometimes, the questions seemed to be looking for specific answers. For instance, when students gave their answers the facilitator said: ‘could be,’ indicating that she was looking for another answer” (ENSN, session 2, Classroom Observation Form); “Most students responded to those questions saying ‘Yes’ or nodding, which the facilitator took as a collective agreement despite the fact that a few students, like Nadia and Joaquín, did not express anything” (UNIMINUTO, session 2, Classroom Observation Form).

Another indicator of regard for students’ perspectives was the extent in which students were empowered to talk spontaneously among them vs. how much they participated only responding to the facilitator’s questions.

The Classroom Observation Forms showed evidence of several moments in which students participated in a spontaneous way. For instance: “Some students, such as Julia, David or Nadia, spontaneously gave their opinions without waiting for the facilitator to ask them questions” (UNIMINUTO, session 7, Classroom Observation Form).

However, a pattern that was present throughout the videotaped observations of all sessions at both institutions was the fact that students talked mostly to the facilitator. The following excerpts illustrate this idea: “Students talked to the facilitator when they gave their opinions. Jorge used the word ‘Teacher’ at the beginning of his statements, emphasizing the fact that he was talking to the facilitator” (UNIMINUTO, session 12, Classroom Observation Form); “The students participated most of the time, usually talking to the facilitator to answer the questions she asked” (ENSN, session 2, Classroom Observation Form).

Only a few exceptions of spontaneous interactions among students were registered, mostly at ENSN. These interactions usually happened between the students who used to participate more (i.e., Katherine, Cristóbal, Farid, Damián, and Antonio). For instance:

At some point of the conversation, Cristóbal nodded when Antonio was talking (showing that he disagreed) and raised his hand. Then he used Antonio’s ideas to explain in what points he agreed and in what points he disagreed. In that moment, someone knocked at the door and the facilitator went to talk to that person. While the facilitator was talking to the other person, Cristóbal and Antonio looked at each other and continued the conversation. The rest of the group looked at them paying attention to the discussion (ENSN, session 7, Classroom Observation Form).

Finally, there was a moment at UNIMINUTO when Lucía told her classmates to pay attention, and they responded to her request in a positive way. The researcher registered that moment as a possible sign that the group valued their collective classroom agreements (there was an agreement about being silent while other people talked) and that self-regulation was being effective: “several students were laughing and making comments at the same time while the

facilitator was talking. Lucía asked them with a sign to pay attention. The group immediately stopped and started paying attention to the facilitator” (UNIMINUTO, session 5, Classroom Observation Form).

Quality of the course: Classroom climate. Another dimension of the quality of the course that was assessed referred to the classroom climate, defined as “the emotional connection, respect, and enjoyment demonstrated between teachers and students and among students” (Pianta, et al., 2001, p. 12). This dimension resulted from the interviews’ thematic analysis (see Table 13) and was complemented with the data from the qualitative notes of the Classroom Observation Forms and the Research Journal Entries Forms.

Four students from ENSN and seven students from UNIMINUTO described the general classroom climate of the group as a positive one, using adjectives such as “safe space,” “calm,” “relaxed,” and “fun.” Some of them also said that when they were in the classroom during the sessions, there was a sense of being away from stress and pressure. For instance, Ana pointed out:

Based on my experience in the course with her ((referring to the facilitator)), I would like to have a classroom like that, where everything would be like we were sitting on the meadow chatting, with theory and practice, but yes, like calm. An environment like that (Ana, UNIMINUTO, Interviews, para. 216).

In addition, Elton said that the positive classroom climate might be explained by the fact that the number of participants was small: “The environment was cool because there were a few of us . . . we could know the other people much easier because the fewer [the number of people], the more one can talk . . . it is cooler” (Elton, UNIMINUTO, Interviews, para. 44).

In addition to the general perceptions of classroom climate, three specific indicators were observed: interpersonal communication, relationships among participants, and relationships between the participants and the facilitator. These aspects are explained with more detail below.

Interpersonal communication. One of the specific indicators of classroom climate was the nature of the interpersonal communication throughout the course (friendly and/or close vs. harsh and/or distant). Six students at ENSN and seven students at UNIMINUTO made positive remarks in the interviews about this aspect. They said that, in general, students felt free to give their ideas and opinions, felt that their ideas were valued, and didn't feel judged when they talked. The following examples illustrate this point:

In this class anything was forced. It was spontaneous. Be yourself. Say what you think. Let it out. Be you. We're going to respect you. Nobody judged other people's ideas. We all agreed. We gave our opinions. It was cool (Ciara, UNIMINUTO, Interviews, para. 287).

- Lisa: ((referring to the course)) one [could] express freely.
- Interviewer: What do you mean by freely?
- Lisa: I mean, you [could] say 'I feel this, I have this problem, I don't know how to solve it' (Lisa, ENSN, Interviews, para. 194-196).

Active listening seemed to be another characteristic of the groups' interaction. As mentioned in the previous sections of this chapter, the groups showed high levels of attentiveness when their classmates were talking. Some qualitative notes of the Classroom Observation Forms support this idea. For example, the researcher noted that "Some of the students' interventions started with references to what other students had said before. For instance, Jorge said while he

looked at a classmate ‘as she was saying...’” (UNIMINUTO, session 1, Classroom Observation Form). Some students, such as Elton, also referred to this point in the interviews:

- Elton: . . . and sometimes I said something and everyone looked at me. And it was that practice of active listening, that everyone stay[ed] staring at me.
- Interviewer: What do you mean by active listening?
- Elton: Sometimes in the other classes you give your opinion or say something and the only person who looks at you is the professor, so you don’t feel listened to . . . When I came into that class and everyone looked at me . . . so someone gave [his/her] opinion and everyone would stare at him/her and the same thing happened to me and I was like ‘oh, how nice’ because I felt more listened to (Elton, UNIMINUTO, Interviews, para. 108-110).

In addition, part of this open and friendly interpersonal communication seemed to depend in great part on the facilitator’s attitudes towards the students. For instance, Ciara, from UNIMINUTO, highlighted the fact that the facilitator looked at the students when they talked showing them that she was “receiving” what they were saying, and Adela, from ENSN said that students were able to talk to the facilitator about their feeling and “finally felt listened to by someone.”

Relationships among participants. Some comments of the students at the interviews referred to the fact that, at the beginning of the course, some participants did not have close or friendly relationships. For instance, Jovanni, from UNIMINUTO, described that the group was divided into small groups during the first sessions, and Berta and Stacey, from ENSN, described that they felt uncomfortable with some of their classmates (as has been explained before).

However, students' narratives also show evidence that their relationships inside the classroom improved, or that new relationships were built throughout the course. For example, Berta said that "thanks to the course" she started to, at least, talk to the classmates with whom she had difficulties before, and Jovanni said that the group became "like a family."

In total, eight students from UNIMINUTO and seven students from ENSN described positive relationships among the participants of the course. According to Adela and Stacey, from ENSN, the "integration" of the group, especially among students from different grades who did not know each other well, may have been caused by the fact that the activities required group dynamics and not only individual work.

In addition, Jerónimo, from ENSN, and Julia, from UNIMINUTO, said that their favorite aspect of the course was spending time with their classmates, which indicates that they had a positive relationship with their peers. Jovanni, from UNIMINUTO, also said that he had a friendly relationship with the accompanying teacher.

Data from the Classroom Observation Forms and from the Research Journal Entries Forms were consistent with the information given by the participants in the interviews. The researcher observed several moments in which students showed friendly interactions, such as the following ones: "During the 'celebration' routine, Jovanni said that he celebrated 'mother's day' and gave chocolates to all the women in the group. The group looked cheerful and in a good mood" (UNIMINUTO, session 10, Research Journal Entries Form); "The last conversation was interrupted by Clara, who had to leave the class early. She stood up and hugged Jorge and the facilitator. Then Carla also stood up and gave Clara some candies before she left" (UNIMINUTO, session 13, Classroom Observation Form); "Katherine shared a personal

situation and cried. The group showed a responsive attitude, telling her comforting words or demonstrating support (for example, Dilan put his hand on her shoulder)” (ENSN, session 3, Research Journal Entries Form); “Berta and Lisa talked about the case and seemed to have a friendly interaction (i.e., they smiled at each other)” (ENSN, session 6, Classroom Observation Form).

In contrast, some notes showed that Joaquín did not enjoy spending time with his classmates. The researcher registered moments in which Joaquín’s interactions when he worked in small group were not as fluent as the interactions between other students. For instance:

All groups interacted since the beginning, except Ana, Joaquín, and Jovanni’s group.

Joaquín suggested to his classmates that they should do the activity individually first. Ana seemed to disagree, but they ended up going for Joaquín’s suggestion and started to write individually on their notebooks. (UNIMINUTO, session 2, Classroom Observation Form)

During the small group discussion, Joaquín did not participate most of the time. He did not seem to read the instructions as they classmates did, remained quiet and distracted, and seemed to fall asleep in some moments (UNIMINUTO, session 8, Classroom Observation Form).

Some students seemed to note, sometimes with disappointment, that Joaquín’s attitude was somehow different from the rest of the group. However, they tried to maintain a positive attitude towards him, as Jovanni described:

Let’s say, he’s a guy that, I mean, I don’t mean to disrespect him, but he has another, another view. I believe that, I mean, independently of what he can think, he had more philosophical points of view . . . I mean, nobody had to, ‘ah, what you’re saying is wrong.’

I mean, there weren't confrontations like that" (Jovanni, UNIMINUTO, Interviews, para. 126-132).

Relationships with facilitator. Five students from UNIMINUTO and six students from ENSN described the relationship between the facilitator and the participants. All the comments were positive. For instance, Ana, from UNIMINUTO, described that she enjoyed spending time with the facilitator and that she said before the sessions: "Yes, how fun, we're going to be with Andrea, *yees*" (Ana, UNIMINUTO, Interviews, para. 224). Furthermore, some students said that the facilitator became a role model for them regarding how to establish positive teacher-student relationships. For instance, Ciara pointed out:

I would like to be like the teacher Andrea, provide that confidence, 'teacher, something is happening to me, what can I do' 'look, let's do this, let's do it, let's do it together, I know that you can, I know', like motivating the student, how cool to go to my class, instead of 'here comes my teacher, the one who doesn't like me, the one that doesn't teach me' (Ciara, UNIMINUTO, Interviews, para. 232).

Ciara also expressed that she felt valued and "important" for the facilitator, as the following excerpt shows:

It's the first time in my life that I don't go to class and it is like ((referring to what the facilitator told to her)), 'Why did you missed class? We missed you, the class was not the same without you,' so one feels that it was important for her that one wasn't there . . . I mean, they miss me, that's nice, and never happened to me before with any professor (Ciara, UNIMINUTO, Interviews, para. 103-105).

Also, Cristóbal and Stacey, from ENSN, said that the facilitator gained the students' trust and showed interest for their feelings: "from the beginning, she interacted with us and gained our trust, and that is essential" (Cristóbal, ENSN, Interviews, para. 165); "She always asked us how we felt, she was aware of our needs" (Stacey, ENSN, Interviews, para. 87).

The Classroom Observation Forms registered moments in which the facilitator tried to redirect students' behaviors when they were not paying attention. In those moments, students responded to the facilitator's calls with a positive attitude, which might also indicate that they did not feel threaten or challenged by the facilitator, even in those situations. The following example illustrates this point:

At some point, Nadia and Lucía were talking while Lizbeth was sharing her ideas with the group. The facilitator said to Lizbeth 'Wait three seconds because they are not listening to you here' and looked at Nadia and Lucía. They smiled and stopped talking. The facilitator smiled back at them and then said to Lizbeth 'Go ahead' (UNIMINUTO, session 3, Classroom Observation Form).

Something that was not registered in the forms but it is worth noting as an anecdotal fact, is that all the students from UNIMINUTO, except Joaquín and the student who dropped the class, attended voluntarily to the interviews outside their regular school hours, when they were already on vacations. In addition, Jenny pointed out during the interview that they knew that their participation in the research activities was important for the researcher: "Well, it is clear to me that this is important for Andrea, not only for her professional life, but also to finish her PhD, that is super-cool" (Jenny, ESNS, Interviews, para. 340). Similarly, when the course was over and the researcher went to the normal school with the interviewer, a teacher told them that they

should not expect Cristóbal to show up, because he had not come to school for several days and it seemed like he was going to drop classes. Then Cristóbal arrived to the school, just to participate in the interview. Cristóbal told the interviewer that he attended because he knew his participation was important for the researcher. These facts evidenced students' awareness and responsiveness towards the facilitator's needs.

Again, Joaquín, from UNIMINUTO, seemed to be an exception. As has been noted before, the only student who finished the course but did not show up for the interviews was Joaquín. This can be explained by his lack of motivation with the course. Also, the researcher registered a sometimes tense relationship between her and Joaquín. For instance, she narrated that she felt that Joaquín was constantly challenging her with his harsh attitude, as the following excerpts show:

Joaquín fell asleep . . . At the end of the session I went to Joaquín's seat and asked him if he was okay and if he was aware of the homework. He told me that he was listening during the session. In that moment I thought that he had been faking that he was asleep and felt angry and challenged by him but I tried to control my emotions (UNIMINUTO, session 11, Research Journal Entries Form).

Joaquín didn't do the homework and spent part of the class filling the form he was supposed to bring to the session. When I was collecting the forms, Joaquín didn't want to give it to me and told me 'but how can I give it to you if I'm not done yet.' I felt angry and challenged again (UNIMINUTO, session 12, Research Journal Entries Form).

The fact that the facilitator felt angry and frustrated with Joaquín's attitudes and behaviors might have also affected their relationship throughout the course.

Quality of the course: Facilitator's performance. The last dimension of course quality that was assessed referred to the participants' perceptions of the facilitators' performance in the course, which included her attributes, attitudes, and skills. The information that is presented here does not repeat descriptions of the relationships between the facilitator and the participants. At this point, it is important to highlight the fact that the interviews were conducted by an external interviewer different than the facilitator.

All the interviewees from UNIMINUTO, except David, and four interviewees from ENSN described positive attributes of the facilitator. For instance, they said that she inspired peace, was always "calm" and "cheerful," was always smiling, was responsible and always on time, and was "cool," and fun. The following excerpts exemplify these ideas: "She was always, all the seven sessions we had, she was very calm" (Dilan, ENSN, Interviews, para. 268); "Because one day she said, like, she came from the hospital or something like that, but she didn't stop smiling like she did in every class" (Clara, UNIMINUTO, Interviews, para. 212); "She made us laugh many times" (Berta, ENSN, Interviews, para. 277); "And the perseverance that she has. It was always the day of [the class] and . . . at 7am she was already here . . . she was always on time" (Berta, ENSN, Interviews, para. 265); "She's amazing, I mean, she's my role model" (Ana, UNIMINUTO, Interviews, para. 202).

In addition, some students highlighted the facilitator's teaching skills and preparation. For instance, they said that the facilitator always prepared materials and lessons beforehand, that she presented things in a clear way, had a convincing speech, and showed confidence when she was explaining something. Clara said that the facilitator was "meant to be a teacher:"

I think she was, like, meant to be a teacher . . . Because of her charisma, her aura, you can see that she leaves away all of her problems in the [classroom] door. From that point I don't know anything about my life, my life is yours (Clara, UNIMINUTO, Interviews, para. 208-210).

Moreover, some students provided evidence of their perceptions of the facilitator's teaching style. First, some of them said that she was patient when they were stressed out or did not want to participate. For example, Stacey pointed out:

Maybe one was without energy and she did not get upset, but she kept being calm and she tried to interact with us, you know? In a nice way. On the contrary there are some teachers who see one like that and they lose their temper (Stacey, ENSN, Interviews, para. 75).

Second, some students noted that the facilitator gave them feedback and corrected their mistakes in a kind way, and she did not use threats to guide them. For example, Stacey said: "and if you made a mistake, then [she] corrected you but in a good way, in a way that was not hurtful, so that was good" (Stacey, ENSN, Interviews, para. 83-85). Similarly, Ana pointed out: "She was trying to support us and she was like, 'you did this and I complement it,' and so on, so she wasn't like everyone that 'ay, I'm going to give you a one, and you shut up, I'm right'" (Ana, UNIMINUTO, Interviews, para. 170). Furthermore, Berta considered that the facilitator "more than a teacher, she was like a friend, a guide who guided you throughout the process" (Berta, ENSN, Interviews, para. 166).

Third, Jorge and Cristóbal pointed out that the facilitator was not permissive: "She observes our environment, so she already sees us like, like we are undergraduate students, that we are a little distracted, it's not like she's too permissive, but she's considerate in like

understanding that information” (Jorge, UNIMINUTO, Interviews, para. 259); “She is serious, but she’s a good teacher, because a teacher cannot be friends with the students and do what students want. She respects [our] space, she’s good. We did all the activities” (Cristóbal, ENSN, Interviews, para. 167).

Finally, Ana, Nadia and Lucía, from UNIMINTO, and Berta, from ENSN, considered that the facilitator’s attitudes and behavior were consistent with what they were learning in the course, and/or contributed to the success of the intervention. For example, when Clara described the facilitator’s character she also said that “to teach a course like this, she couldn’t be any other way” (Clara, UNIMINUTO, Interviews, para. 216), and Lucía pointed out: “we felt comfortable with Andrea because of that, because she always came with a cheerful attitude to share with us, so I think that was what made this class successful” (Lucía, UNIMINUTO, Interviews, para. 125).

Moreover, Ana said that the facilitator “should be cloned” in order to replicate the course for other students, and Nadia said that the biggest difference between the course and other classes she has was the role of the facilitator:

- Interviewer: Do you see any difference between this class with the ones you usually take at the university?
- Nadia: Totally, yes, this class, yes.
- Interviewer: Yes? Why? What do you see that is different?
- Nadia: Just, Andrea. Andrea. She’s very different (Nadia, UNIMINUTO, Interviews, para. 152, 157).

Summary of results (RQ2). Table 15 shows a summary of the findings regarding RQ2.

Table 15

Summary of results – Quality, relevance and applicability of the course (RQ2)

Dimension	Data source	Main findings (UNIMINUTO)	Main findings (ENSN)	Convergence / Divergence among data sources	Similarities / Differences in findings among settings
Applicability	Interviews	In general, students perceived that the course's contents were applicable to their personal lives. Some students suggested that the course should be integrated in teaching internships.	Three out of eight students perceived that the course's contents were applicable to their personal lives.	Information mainly from the interviews. Research Journal Entries Form provided additional information on a few specific details.	Overall, students at both settings found the course applicable and relevant for the personal and professional lives. Compared with the students from ENSN, students at UNIMINUTO considered the mindfulness practices more applicable outside the sessions.
	Research Journal Entries	Students considered that the mindfulness practices were useful for their lives.	Students were not applying the mindfulness practices outside the sessions.		
Relevance / usefulness	Interviews	All students, except Joaquín, perceived that the course was useful and relevant for their personal and/or professional lives. Seven students expressed that the course should be part of the teacher education programs' curriculum, and five students thought it should be taught to their teacher educators.	Almost all students would find the course useful to other people (e.g., for their teacher educators). Four students pointed out that the course was useful for their teaching internships.		
	Research Journal Entries	The researcher noted that Joaquín found the activities useless.	N/A (no available information from this sources for this dimension)		

(continued)

Table 15 (continued)

Dimension	Data source	Main findings (UNIMINUTO)	Main findings (ENSN)	Convergence / Divergence among data sources	Similarities / Differences in findings among settings
Quality: Functioning of course's design	Interviews	Four students said that the activities were innovate and dynamic. Positive comments about routines. Some students suggested the use of more diverse cases for the classroom management module. Contents of the students' journals should be revised. Readings were motivating and useful.	Three students said that the activities were innovative and dynamic. Positive comments about routines.	Information from interviews and Research Journal Entries Forms provided complementary perspectives.	Convergent findings among settings.
	Research Journal Entries	More understanding than students from ENSN on the rationale of mindfulness practices. Integration of mindfulness with other activities worked well.	Lack of understanding of the rationale behind mindfulness practices. Necessary to revise some activities of the classroom management module.		

(continued)

Table 15 (continued)

Dimension	Data source	Main findings (UNIMINUTO)	Main findings (ENSN)	Convergence / Divergence among data sources	Similarities / Differences in findings among settings
Quality: Regard for students' perspectives	Interviews	High levels of regard for students' perspectives.	High levels of regard for students' perspectives.	Information from the interviews highlighted more positive and/or disregarded some aspects that were registered in the other data sources.	Convergent findings among settings.
	Research Journal Entries	N/A (no available information from this sources for this dimension)	The researcher registered moments in which she felt she was talking too much and students were passive.		
	Classroom Observation Forms	Evidence of moments in which students talked most of the time. Evidence of moments in which the facilitator talked most of the time or directed the conversations. Students talked mostly to the facilitator. Evidence of effective peer regulation.	Evidence of moments in which students talked most of the time. Evidence of moments in which the facilitator talked most of the time or directed the conversations. Students talked mostly to the facilitator. Few cases of spontaneous interactions among students, mostly at ENSN.		

(continued)

Table 15 (continued)

Dimension	Data source	Main findings (UNIMINUTO)	Main findings (ENSN)	Convergence / Divergence among data sources	Similarities / Differences in findings among settings
Quality: Classroom Climate	Interviews	Positive classroom climate: open and caring interpersonal communication, positive relationships among students, positive relationship between students and facilitator.		Convergent findings among data sources.	Convergent findings among settings.
	Research Journal Entries	Difficult relationship between facilitator and Joaquín.	N/A (no available information from this sources for this dimension)		
	Classroom Observation Forms	Positive classroom climate: active listening among students, positive relationships among students, positive relationship between students and facilitator Exception: Joaquín.	Positive classroom climate: positive relationships among students		
Quality: Facilitator's performance	Interviews	Almost all students from UNIMINUTO and four students from ENSN highlighted positive attributes of the facilitator (e.g., demonstrated a positive attitude during the sessions, was prepared to teach the course, had a caring but not permissive teaching style). Students remarked the differences between the facilitator's attributes and other teacher educators.		N/A (only one source of data)	

In summary, different data sources were consistent in showing that students from UNIMINUTO and ENSN had, overall, a positive perception of the quality of the course. Only a few suggestions to improve the course were made by some students. Students also found the intervention applicable and/or useful for their personal or professional lives. For instance, some students at UNIMINUTO thought that the course should be part of teacher education's curriculums and some students at ENSN pointed out that the intervention was useful for their teaching practices.

CHAPTER 7: RESULTS OF IMPACT EVALUATION

This chapter contains the description of findings regarding the impact evaluation of the study. This evaluation addressed research questions 3 and 4: Did the intervention have an impact on future teachers' self-reported social and emotional competencies, self-perceived well-being, and self-reported classroom management knowledge, self-efficacy, attitudes, beliefs, and skills? What changes in additional unexpected outcomes can be identified? Data from the interviews, the Future Teachers' Surveys and the Hypothetical Cases Questionnaires were used to address these questions.

This chapter will start with a description of the subthemes that resulted from theme #2 of the interviews' thematic analysis and that were used to address RQ3 and RQ4. This description will be followed by the findings for each research question integrating information from the different data sources.

Description of Subthemes (Theme #2)

Theme #2 of the thematic analysis referred to participants' perceptions of their changes in well-being, knowledge, attitudes, beliefs, behaviors, or skills due to the course. All the codes that were not explicitly connected to changes due to the course were excluded from this theme, except for those codes that described participants' well-being, knowledge, attitudes, beliefs, behaviors, or skills prior to the course and that were helpful to make a comparison with these aspects during or after the course. These codes were labeled with the letters PRE so the researcher could identify them at the time of interpreting the data.

Figure 13 shows the summary of subthemes for theme #2 and Table 16 presents the dimensions and some examples for each subtheme.

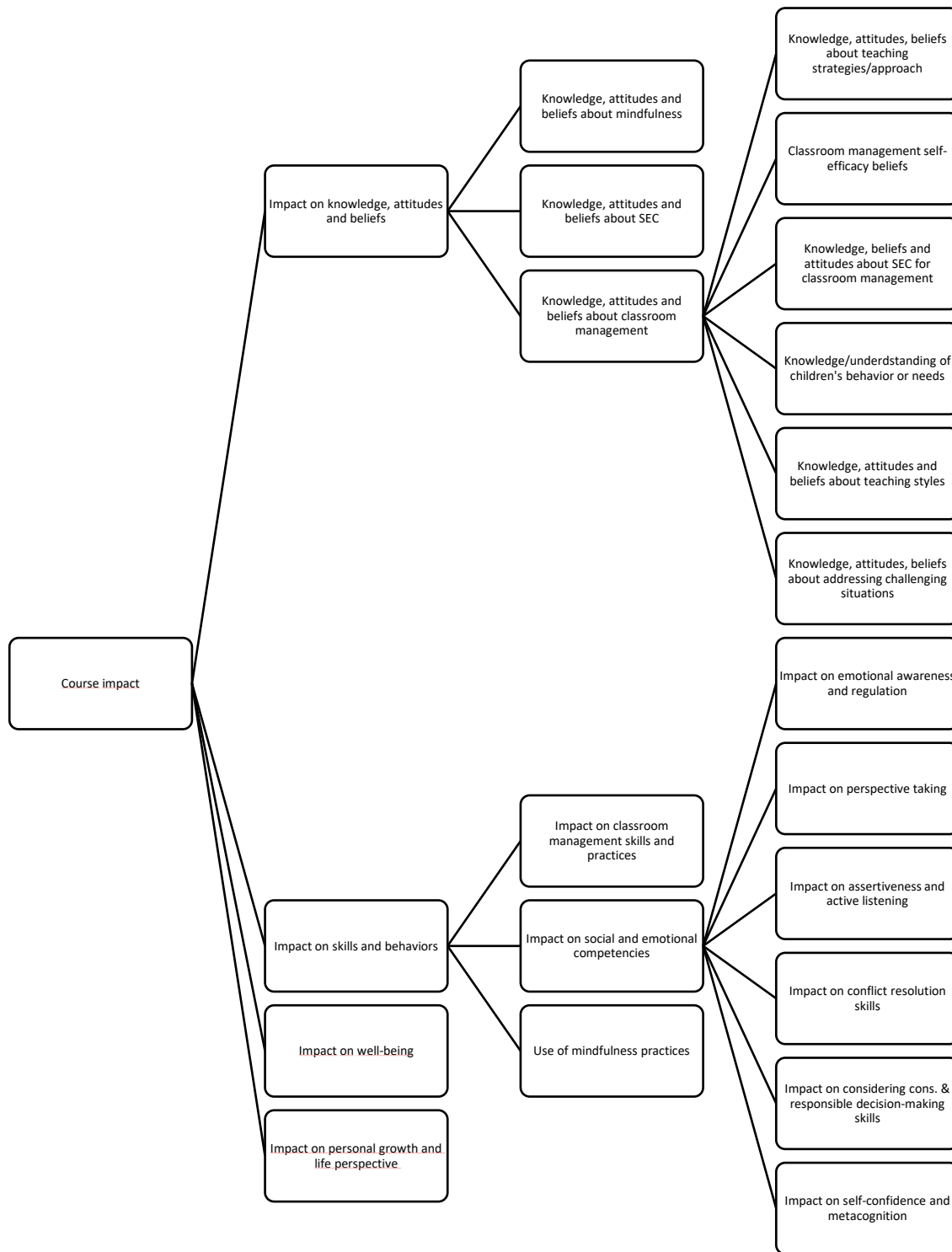


Figure 13. Summary of themes and subthemes – Theme 2

Table 16

Subthemes, dimensions and examples for theme #2 (Interviews): Course impact

SUBTHEME LEVEL 1	SUBTHEME LEVEL 2	SUBTHEME LEVEL 3	DIMENSIONS	EXAMPLES
Impact on knowledge, attitudes and beliefs	Knowledge, attitudes and beliefs about mindfulness		Low to high impact Negative to positive impact	“Something Andrea told us is that we did it constantly, because what those moments of relaxation do is that they create new connections in the brain, so it’s important that we practice on a daily basis at least five minutes, and then when one begins creating the habit, increase [that time]” (Lucía, UNIMINUTO, 93)
	Knowledge, attitudes and beliefs about SEC		Low to high impact Negative to positive impact	“for example, we have a discussion, okay? So I repeat what you told me and I say what I think, so that way you won’t attack the other person but you’ll make him/her understand that you understood his/her points of view” (Stacey, ENSN, 6)

(continued)

Table 16 (continued)

SUBTHEME LEVEL 1	SUBTHEME LEVEL 2	SUBTHEME LEVEL 3	DIMENSIONS	EXAMPLES
Impact on knowledge, attitudes and beliefs	Knowledge, attitudes and beliefs about classroom management	Knowledge, attitudes, beliefs about teaching strategies/approaches	Low to high impact Negative to positive impact	<p>“What did I learn? That the most important thing is those little persons. The person, let’s say, the child or the adult” (Jenny, UNIMINUTO, 30)</p> <p>“- Cristóbal: Something I learned is the extrinsic [and] intrinsic motivation. - Interviewer: What do you mean? - Cristóbal: The extrinsic motivation is when we give the student ‘hey, you have to do this work because otherwise you get a zero, because otherwise I take you to the assistant principal’, he’s doing the work because it’s an obligation, but not because he wants to. - Interviewer: Okay. - Cristóbal: And the intrinsic is what we felt with the teacher. She arrived with a task, but it wasn’t ‘you have to do this or you’ll get a zero’, no. It was for our knowledge, to learn, to do something new or something that was favorable to us” (Cristóbal, ENSN, 93-97)</p>
		Classroom management self-efficacy beliefs	Low to high impact Negative to positive impact	<p>“- Ciara: Yes, now I say that I’d take any risk. - Interviewer: You feel more prepared. - Ciara: Let anything come to me, that now I have more tools that I did not have” (Ciara, UNIMINUTO, 296-299)</p>
		Knowledge, beliefs and attitudes about SEC for classroom management	Low to high impact Negative to positive impact	<p>“if maybe one feels anger in that moment because let’s say the Student is taking to class as a game, control your emotion” (Ciara, UNIMINUTO, 232)</p>

(continued)

Table 16 (continued)

SUBTHEME LEVEL 1	SUBTHEME LEVEL 2	SUBTHEME LEVEL 3	DIMENSIONS	EXAMPLES
Impact on knowledge, attitudes and beliefs	Knowledge, attitudes and beliefs about classroom management	Knowledge/understanding of children's behavior or needs	Low to high impact Negative to positive impact	“About classroom management? Yes, what I was explaining to you about the students, I mean, I saw the students before that they behaved that way because they wanted to and well, I understood that it’s not because they want to, something is really happening, so that took me to have another perspective with regard to classroom management” (Nadia, UNIMINUTO, 110)
		Knowledge, attitudes and beliefs about teaching styles	Low to high impact Negative to positive impact	“trying to maintain that balance, that was what I learned about classroom management, that it’s not only control, control, control” (Nadia, UNIMINUTO, 114) “you must promote in the classroom like that trust, you know? And I believe, as I was telling you, you should turn that like into a family bond” (Jovanni, UNIMINUTO, 336)
		Knowledge, attitudes, beliefs about addressing challenging situations	Low to high impact Negative to positive impact	“Well, one believed or thought that punishing students was the only option . . . so one always says ‘no, I have to punish him and that’s it, and leave him in a corner’ or ‘I have to take him out of the classroom and do the class with the other [students]’ one believed that, that it was only punishing him and that’s it” (Julia, UNIMINUTO, 54-56)

(continued)

Table 16 (continued)

SUBTHEME LEVEL 1	SUBTHEME LEVEL 2	SUBTHEME LEVEL 3	DIMENSIONS	EXAMPLES	
Impact on skills and behaviors	Impact on classroom management skills and practices		Low to high impact Negative to positive impact	“I tried to apply it instead. It works that way. It works better to be softer with them and search. Like observing them, like observing. Knowing them a little, knowing what they like, what they don’t like, and work with them from that point. Come to them with the things they like the most and they work, without having to threaten them with a warning or with the grades” (Adela, ENSN, 220)	
		Impact on social and emotional competencies	Impact on emotional awareness and regulation	Low to high impact Negative to positive impact	“- Lucía: [My face] turns very red, red, red, I feel the heat like that, and I feel very angry, and at the end is like, I go away, I leave the conversation and I go away so I don’t keep fighting, so it’s like, yes, now I see how the heat is going up so I relax a little. - Interviewer: And what do you do to relax? - Lucía: I try to close my eyes, take a deep breath. It’s been very useful, very, so, I fight, I fight a lot with my brother and since I learned that, the fights had decreased a little” (Lucía, UNIMINUTO, 62-64)
			Impact on perspective taking	Low to high impact Negative to positive impact	“I mean, like seeing the two sides of the problem, I mean, seeing the other person’s position, why is he/she fighting and, I mean, the reason of the inconvenient and what’s my position” (Jerónimo, 80)

(continued)

Table 16 (continued)

SUBTHEME LEVEL 1	SUBTHEME LEVEL 2	SUBTHEME LEVEL 3	DIMENSIONS	EXAMPLES
Impact on skills and behaviors	Impact on social and emotional competencies	Impact on assertiveness and active listening	Low to high impact Negative to positive impact	“I was that kind of person who [said] ‘yes, talk’ and I never looked at him, he told me ‘look at me, I am talking to you’ . . . and now it’s like, let’s go and sit down in a place where we don’t have distractions, you talk to me, I talk to you, we look at each other, and we pay attention to each other” (Ciara, UNIMINUTO, 172-174)
		Impact on conflict resolution skills	Low to high impact Negative to positive impact	“and with my dad because now I think before telling him the things, now I say like, no, it’s not okay to say that, because the conflict will go on, instead I can say... well, I rather tell him this, so he calms down and we can reach to a solution together, because my dad is a highly explosive person and he doesn’t like people to contradict him, so if there was... if there is a person who tries to calm down and tries to demonstrate another way so the conflict don’t escalate, it’s better and the relationships improves” (Julia, UNIMINUTO, 102)

(continued)

Table 16 (continued)

SUBTHEME LEVEL 1	SUBTHEME LEVEL 2	SUBTHEME LEVEL 3	DIMENSIONS	EXAMPLES
Impact on skills and behaviors	Impact on social and emotional competencies	Impact on considering consequences and responsible decision-making skills	Low to high impact Negative to positive impact	“And thanks to the course I took the decision of saying ‘hey, no more’, and I decided to walk away and simply told him in a good way and not in a harsh way ‘hey, I don’t want [this] anymore’. No, I simply said no, the things are clear now and you take your way and I take mine” (Berta, ENSN, 88) “. . . if you don’t find a solution, the problem will become bigger, it’s not going to be solved. So if you react with anger, then the other person [will do] the same, and then it’s going to get bigger” (Jenny, UNIMINUTO, 215)
		Impact on self-confidence and metacognition	Low to high impact Negative to positive impact	“and we lost the fear to talk, because my friend and I were like, they were going to see us, now it’s like . . . we participated, raised our hands, ‘I think’, ‘I consider’, and it was cool. The teacher made us lose that fear to speak in public” (Ciara, 287)

(continued)

Table 16 (continued)

SUBTHEME LEVEL 1	SUBTHEME LEVEL 2	SUBTHEME LEVEL 3	DIMENSIONS	EXAMPLES
Impact on skills and behaviors	Use of mindfulness practices		Low to high impact Negative to positive impact	“And that was like, enjoy the little things. And I’m applying that at any moment. If I’m crossing a bridge and I see, I don’t know, a nice landscape, I enjoy it and know that only that moment will exist. The same with the people who are around me, I try to live each thing to the limit” (Clara, UNIMINUTO, 56)
Impact on well- being			Low to high impact Negative to positive impact	“I lived very stressed out, I wanted everything to be ready at the same time . . . but now I don’t, a classmate told me ‘Carla, you have changed, you were always in a hurry’, cool, now I’m relaxed” (Carla, UNIMINUTO, 169-171) “I always felt like, like I had a knot in the throat, if I have a bunch of problems, mindfulness helps [me] to untangle that knot I have inside me, that doesn’t let me be in peace” (Jorge, UNIMINUTO, 54)
Impact on personal growth and life perspective			Low to high impact Negative to positive impact	“I became human again after everything I’m telling you because I was the kind of people who thought that being a professional [meant] being cranky, feeling like a god and levitate. I thought that was being a professional” (David, UNIMINUTO, 130) “I did not waste my time, I definitely learned a lot, I feel that I am a better person” (Ciara, UNIMINUTO, 141) "I realized that... a pause, it is like that essential part of life" (Dilan, ENSN, 179-181)

As Figure 13 and Table 16 show, four subthemes (at level 1) resulted from this theme: (1) Impact on knowledge, attitudes and beliefs, (2) Impact on skills and behaviors, (3) Impact on well-being, and (4) Impact on personal growth and life perspective. Each one of these subthemes is explained below. Further interpretation of the findings will be presented in following sections of this chapter.

Impact on knowledge, attitudes and beliefs. The subtheme of impact on knowledge, attitudes and beliefs included three subthemes (at level 2): (1) Knowledge, attitudes and beliefs about mindfulness, (2) Knowledge, attitudes and beliefs about SEC, and (3) Knowledge, attitudes and beliefs about classroom management. In turn, the subtheme of “Knowledge, attitudes and beliefs about classroom management” included the following subthemes (at level 3): (1) Knowledge, attitudes and beliefs about teaching strategies/approaches, (2) Classroom management self-efficacy beliefs, (3) Knowledge, attitudes and beliefs about the connection between SEC and classroom management, (4) Knowledge or understanding of children’s behaviors and needs, (5) Knowledge, attitudes and beliefs about teaching styles, and (6) Knowledge, attitudes and beliefs about ways of addressing challenging situations within the classroom.

Impact on skills and behaviors. The subtheme of impact on skills and behaviors included the following subthemes (at level 2): (1) Impact on classroom management skills and practices, (2) Impact on social and emotional competencies, and (3) Impact on the use of mindfulness practices.

In turn, the list of competencies from CASEL and the Colombian Standards of Citizenship Competencies that was described in the literature review was used to define subthemes (at level 3) under “impact on social and emotional competencies.” The

subthemes were the following: (1) Impact on emotional awareness and regulation (i.e., the ability to identify and control one's emotions), (2) Impact on perspective taking (i.e., the ability to understand other people's interests, points of view, and psychological states), (3) Impact on assertiveness and active listening (i.e., the ability to express one's thoughts, feelings, interests, etc. in a firm but non-aggressive way, and the ability to demonstrate attention when other people are talking), (4) Impact on conflict resolution skills (i.e., the ability to put into practice different SEC and use constructive strategies to solve conflicts with other people), (5) Impact on responsible decision-making and the ability of considering consequences of actions (i.e., being able to make constructive choices regarding social interactions and personal behavior, and the ability to consider the consequences of our own or other people's actions), and (6) Impact on self-confidence and metacognition (i.e., being secure about one's attributes and abilities, and being able to look at our own thoughts/behaviors and to reflect upon them).

Impact on well-being. A general notion of psychological well-being was used to define this subtheme. More specifically, positive/negative affect in life and stress were used as indicators of well-being (or lack of it).

Impact on personal growth and life perspective. This subtheme included codes that referred to participants' general perceptions of their lives (e.g., "learned the importance of making pauses in life) and to their perceptions of personal growth. Ryff and Singer's (2003) definition of personal growth was used to delimit this subtheme: "a person's ability to find a meaning and a direction in his own experiences, and to propose and set goals in his life" (as cited in López-Torres, Navarro, Párraga, Pretel, Latorre, & Escobar, 2010, p. 84).

Impact on Expected Outcomes (RQ3)

This section contains an interpretation of the data from the interviews (theme #2 of the thematic analysis), the Future Teachers' Survey (FTS), and the Hypothetical Cases Questionnaires (HCQ), in order to address RQ3 about the impact of the course in the expected outcomes (i.e., self-reported social and emotional competencies, self-perceived classroom management self-efficacy, and self-reported classroom management knowledge, attitudes, beliefs, and skills).

The section will be divided into three subsections: (1) Impact on SEC, (2) Impact on classroom management self-efficacy, knowledge, attitudes, beliefs, and skills, and (3) Impact on well-being.

Impact on SEC. The first outcome that was expected after the intervention was a positive change in participants' social and emotional competencies. The open-ended questions of the FTS and the interviews provided information related to this dimension.

The data analysis of the open-ended questions of the FTS provided information about the change for the intervention and the comparison groups for the following competencies: emotional awareness, emotional management, assertiveness, and generation of options towards challenging situations. As explained in Chapter 4, students' qualitative responses were quantified following a scoring rubric (see Appendix U).

After checking that there were no significant differences between UNIMINUTO and ENSN groups at the pre-test assessment (see Table 17), t-tests for paired samples were performed to compare the pre-test and post-test scores of "emotional awareness," "emotional management" and "generation of options towards challenging situations."

These analyses were conducted for all the students from the intervention group and for all the students from the comparison group (see Table 18).

As Table 18 and Figures 14, 15 and 16 show, the direction of change between pre-test and post-test favored the intervention group. However, there were not significant differences between the pre-test and the post-test scores for the intervention or the comparison groups. It should be noted that the distribution of frequencies was close to a normal distribution for the “generation of options towards challenging situations” scale, but not for the “emotional awareness” and “emotional management” scales (see histograms in Appendix AG). Therefore, these results should be interpreted with caution (this limitation will be discussed in Chapter 8).

Table 17

Independent samples t-tests comparing UNIMINUTO and ENSN pre-test scores (SEC)

	UNIMINUTO	ENSN	t	p	N (UNIMINUTO)	N (ENSN)
Emotional awareness	1,76	1,95	-1,462	0,150	29	21
Emotional management	0,89	0,91	-0,122	0,904	19	11
Generation of options towards challenging situations	3,93	3,71	0,456	0,651	29	21

Table 18

Pre-test post-test comparisons (SEC)

	Intervention group					Comparison group				
	Pre-test	Post-test	t	p	N	Pre-test	Post-test	t	p	N
Emotional awareness	1,75	1,90	-1,000	0,330	20	1,90	1,90	0,000	1,000	30
Emotional management	0,75	0,75	0,000	1,000	20	0,93	0,86	1,000	0,336	14
Generation of options towards challenging situations	3,80	3,80	0,000	1,000	20	3,86	3,86	0,682	0,501	29

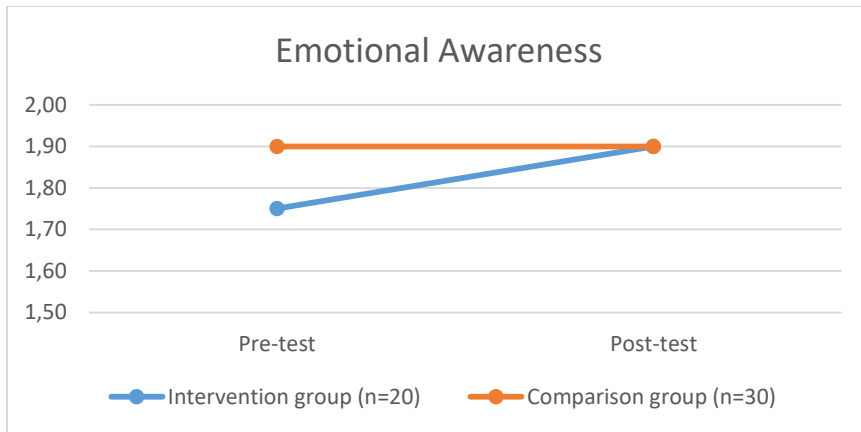


Figure 14. Pre-test post-test comparisons - Emotional awareness

Figure 14 shows the change of self-reported emotional awareness for the intervention and comparison group. While the comparison group did not show any change, the students of the intervention group increased their levels of emotional awareness. However, this increase was not significant.

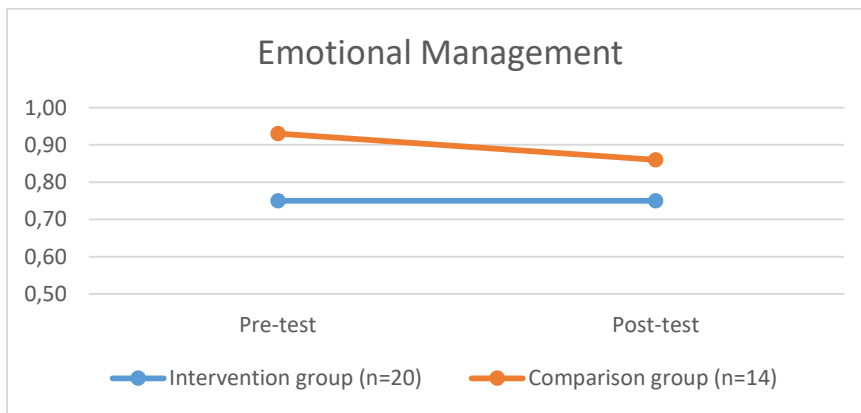


Figure 15. Pre-test post-test comparisons - Emotional management

Figure 15 shows that while the comparison group decreased their levels of emotional management, the intervention group did not show changes for this score over time. However, the change in the comparison group was not significant.

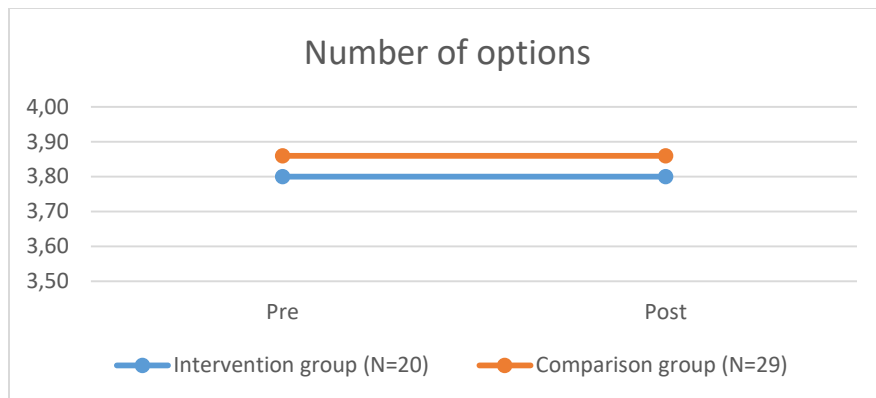


Figure 16. Pre-test post-test comparisons - Generation of options in challenging situations

Also, students were asked to write all the options they could think about to solve a hypothetical conflict between two teachers. The scores for the intervention and the comparison group did not change over time (see Figure 16).

With regard to the change in assertiveness, which was a binomial scale (0 = aggressive or passive responses, 1 = assertive responses), a chi-square test comparing the scores for the intervention and the comparison groups at pre-test and then at post-test assessment was conducted. The results did not show any significant differences between the intervention and the comparison groups for the pre-test ($X^2_{(1)} = 1,658$, $p > 0,05$) or the post-test ($X^2_{(1)} = 0,127$, $p > 0,05$).

On the other hand, theme #2 of the interviews' thematic analysis provided information about participants' self-reported change in social and emotional skills. As explained in Chapter 4, the intervention emphasized nine competencies: emotional awareness, emotional regulation, empathy, perspective taking, active listening, assertiveness, creative generation of options, analysis of consequences, and conflict resolution.

The Participants' Perceptions Interview semi-structured protocol (see Appendix R) contained specific questions about the changes in participants' abilities of identify and control their emotions, understand other people's feelings and thoughts, empathize with other people, and communicate with others. However, the external interviewer did not follow these questions and, in the actual interviews, students were not explicitly asked about their perceptions of change on each one of the competencies. Instead, general questions about their perceptions of the course's impact on their lives were asked and, when students named a specific skill, they were asked to give more details.

A subtheme (at level 2) of "Impact on social and emotional competencies" resulted from the thematic analysis (see Figure 13 and Table 16). This subtheme included six subthemes (at level 3): (1) Impact on emotional awareness and regulation, (2) Impact on perspective taking, (3) Impact on assertiveness and active listening, (4) Impact on conflict resolution skills, (5) Impact on considering consequences and responsible decision-making skills, and (6) Impact on self-confidence and metacognition.

In summary, all the competencies targeted by the intervention, except for the creative generation of options and empathy, were part of the resulting subthemes. An interpretation of the results for these competencies is presented below. The last subtheme (i.e., "Impact on self-confidence and metacognition") will not be included in this section, as it was not part of the competencies explicitly targeted by the intervention. It will be included in the section of "Impact on unexpected outcomes."

Impact on emotional awareness and regulation skills. In the interviews' thematic analysis, "Impact on emotional awareness and management" was the most robust subtheme

under “Impact on social and emotional competencies.” All the students who were interviewed talked about positive changes in their emotional awareness and/or emotional regulation skills.

Six students from UNIMINUTO and four students from ENSN said that they had practiced emotional awareness and management strategies in their personal lives (e.g., with their families, their classmates, their teacher educators, other people at the public transportation). For instance, Dilan and Adela from ENSN, said that they applied emotional management strategies to calm down when they faced challenging situations with their teacher educators, and Jenny and Giovanni narrated that they applied such strategies at work. Also, Dilan and Cristóbal, from ENSN, and Julia and Lucía, from UNIMINUTO, recounted that they had put into practice emotional management strategies in challenging situations with their close family (i.e., brothers and fathers). Similarly, Lisa said that she applied emotional regulation with her boyfriend:

- Lisa: . . . with him, we fight a lot because we contradict each other in many ways. So, he starts ‘*ay*, whatever, this and that.’ So, he starts and I like, putting more fire into the situation. So I said, no, this is not appropriate because there will be a problem, we were going to argue, we were going to feel bad, so [the facilitator] said that, well, let’s take five minutes and then we talk. I’m angry, but later, in five minutes, we talk, or I walked away. He stares at me and says ‘What’s happening with you?’ . . .

- Interviewer: Sure.

- Lisa: So now I tell him that. So the first time I told him that he was surprised, (laughing) ‘you have someone else, don’t you? Are you tired [of the relationship]?’

- Interviewer: (laughing) She doesn’t care about me because she doesn’t fight anymore.

- Lisa: She doesn't fight anymore, she doesn't *this and that* anymore. And I [told him] 'look, what do we gain by fighting? What do we gain? . . . Who knows that, because of a fight, the things end up badly, that we end up badly, no,' I said, 'let's take a break to calm down while we think, and, I mean, we organize our ideas' (Lisa, ENSN, Interviews, para. 111-125)

Lisa's narration shows how, for some students, having aggressive forms of communication was part of the dynamic of some of their relationships. In this case, Lisa's boyfriend was surprised, and even confused, when she did not respond to him with aggression as she used to. Due to the course, Lisa not only became aware of the negative consequences of reacting with anger, but she also tried to invite her boyfriend to change their communication patterns by calming down before talking.

In addition, seven students from UNIMINUTO and six students from ENSN explicitly reported a perceived improvement in their own emotional awareness and/or regulation skills. For instance, Lucía narrates that now she is able to identify the body sensations that are connected to her feelings so she can put into practice emotional management strategies (i.e., walking away from the situation while she calms down or closing her eyes and take a deep breath) in situations of anger:

- Lucía: [My face] turns very red, red, red. I feel the heat like that, and I feel very angry, and at the end is like, I go away. I leave the conversation and I go away so I don't keep fighting. So it's like, yes, now I see how the heat is going up so I relax a little.

- Interviewer: And what do you do to relax?

- Lucía: I try to close my eyes, take a deep breath. It's been very useful, very. So, I fight, I fight a lot with my brother and since I learned that, the fights had decreased a little (Lucía, UNIMINUTO, Interviews, para. 62-64)

Jerónimo and Stacey, from ENSN, also talked about specific emotional regulation strategies that had been helpful for them, such as taking a deep breath or taking distance from the situation, and come back later to talk to the person who they were arguing with.

Some students highlighted the connection between emotional regulation and communication. For instance, Lisa, from ENSN, reported that she learned to make pauses before talking when she had a conflict with another person; Julia, from UNIMINUTO, expressed that the communication with her father improved because she learned to calm down before talking to him; and Jovanni, from UNIMINUTO, said that his communication with other people improved because he dealt with challenging situations in a calm way now.

In addition, Nadia, from UNIMINUTO, expressed that she perceived that students who took the course were more able to handle their emotions than other people who “did not have a clue” about the course’s contents.

Moreover, Antonio and Adela, from ENSN, reported that they, or some of their classmates, practiced emotional regulation strategies during their teaching internships, as the following excerpt from Adela’s interview illustrates: “In fact, I try to manage that in my internships now. I try to manage it a lot. When I feel that I’m too stressed out because it turns out terrible, it’s like, ‘I’m going to calm down, I’m going to breathe’” (Adela, ENSN, Interviews, para. 232). Likewise, Antonio said:

I implement it, let's say... lately, one has problems . . . before entering the classroom, having a moment and take a deep breath and close the eyes and think that those strategies will be used with [the children] and they will learn from my attitude. If I'm angry, they will learn that and they will learn bad attitudes, so it's better to breathe, think . . . (Antonio, ENSN, Interviews, para. 86).

On the other hand, Nadia, from UNIMINUTO, and Antonio, from ENSN, reported limited success in applying emotional management skills in certain situations. Nadia told the external interviewer that she recognized that she had trouble identifying and regulating her emotions when she faced challenging situations at the public transportation. She said:

The same thing happened to me on two occasions, in the *Transmilenio*⁴⁹, in which I couldn't, I couldn't. I mean, we were told to identify our anger and in that moment, I didn't identify it. I mean, it was... I deliberately acted, intuitively, and I found it very hard, as I told you, to apply what has been taught to me (Nadia, UNIMINUTO, Interviews, para. 64).

Similarly, Antonio expressed that he had had frequent trouble in applying emotional regulation in his life:

Well, to tell you the truth, it hasn't been effective for me . . . It wasn't effective because, let's say, if I'm angry and like, I take a deep breath and try to control it. Well, for a moment, but if something happens ((inaudible)) even if I breath, [the emotion] increases (Antonio, ENSN, Interviews, para. 276-278).

As will be described with more detail later, Antonio seemed to be overwhelmed by the problems in his life. He reported that, due to the course, he tried to apply different emotional

⁴⁹ In Bogotá, *Transmilenio* is the name of the public bus system.

regulation strategies but he perceived that they were not successful because he kept experiencing feelings such as sadness and anger.

However, it should be noted that, although Nadia and Antonio reported that they had trouble managing their emotions, the fact that they were aware of that difficulty might be also an indicator of an improvement in their self-awareness skills.

Impact on perspective taking skills. Information about the impact on perspective taking skills was only obtained through the interviews. Some students (Adela, Jerónimo, Dilan and Stacey from ENSN, and Ciara, Clara and Julia from UNIMINUTO) also reported a perceived improvement in their perspective taking skills, or said that they put into practice these abilities. For instance, Ciara said that she learned to value other people's feelings, and Jerónimo expressed that he learned to take perspective when he faces a challenging situation with another person: "I mean, like seeing the two sides of the problem. I mean, seeing the other person's position, why is he/she fighting and, I mean, the reason of the inconvenient and what's my position" (Jerónimo, ENSN, Interviews, para. 80).

Similarly, Dilan said that he tried to understand the situation and points of view of other people when they acted in impulsive ways:

like, with what I was telling you. The pause. Wait and like, look at what he thinks. Like, what that person is doing in that moment. Let's say, my classmate Milton, who is the one I tell you that is moody, I stare at him and this guy . . . like, what is he telling me? I mean, why is he acting that way? So, after a while, like, he calms down (Dilan, ENSN, Interviews, para. 213-215).

Jerónimo and Dilan's excerpts illustrate that perspective taking can also become a strategy to face conflicts with other people in non-aggressive ways. For instance, Dilan described that he has now the ability to make a pause, analyze the situation, understand the other party, and wait until he/she calms down.

Impact on assertiveness and active listening skills. First, four students from UNIMINUTO and four students from ENSN reported that they had applied assertiveness strategies in their personal lives or that they had improved their assertiveness skills. Some students specifically talked about the "I-message" as a strategy they found useful to communicate their feelings. For instance, Nadia said that she practiced the I-messages, which improved her relationships. She described the way she started communicating her perceptions and wishes to other people: "[I say] 'my perception is *this*, I would like *this* to happen, and I would like to expect *this* from you.' So, all the time talking about me, not only judging all the time. So, that, in fact, improved my relationships" (Nadia, UNIMINUTO, Interviews, para. 92).

Furthermore, some students explicitly described how they tended to express themselves in a passive or aggressive way before, and now are more assertive. For instance, Berta, from ENSN, said that she learned how to express her feelings without judging the other person: "seeing how you can talk to that person without judging him/her . . . telling him/her from your point of view, 'I feel this way'" (Berta, ENSN, Interviews, para. 80).

Likewise, Cristóbal, from ENSN, said: "Now I can talk without being rude, but telling what I feel. I can make my voice being heard . . . I already had problems here [at the Normal School] and I didn't say anything, I remained silent" (Cristóbal, ENSN, Interviews, para. 68-69). Cristóbal's narrative might suggest an increased sense of empowerment. He tended to remain

quiet when he had problems at school, and he stated to raise his voice in a non-aggressive way.

Ciara's testimony indicates something similar. Ciara, from UNIMINUTO, seemed to have frequent conflicts with her husband and she said that, before the course, she used to remain silent and not talk to him when he did something that affected her:

- Ciara: And something I learned from the teacher Andrea is, never judge, talk about you, take the I-message. I feel, I believe. Never make the other person feel bad.
- Interviewer: Okay.
- Ciara: Simply talk about you and make him/her understand that you feel bad because what he/she is doing, but with your words, with your feelings. So, let's say, I told my husband, 'I feel bad because you left and did not let me know. That was wrong. I felt invisible and I think it shouldn't be that way.' So he listened to me (Ciara, UNIMINUTO, Interviews, para. 168-170).

For Ciara, standing up for her feelings in front of her husband seemed to be new in her life, as it is illustrated in the following excerpt: "so I told him 'I hope this doesn't happen again, because then I probably won't forgive you.' I cannot belittle myself and always suffer . . . it was nice because I discovered that I can handle that" (Ciara, UNIMINUTO, Interviews, para. 154-56).

In some occasions, Cristóbal and Ciara also described, as examples of improved communication skills, situations in which they expressed themselves in a judgmental way (i.e., explicitly blaming the other person for the situation). This indicates that they still have to improve their understanding and practice of assertive communication.

Second, information about impact on participants' active listening skills was obtained by the interviews. Five students from UNIMINUTO and one student (Stacey) from ENSN reported that they had applied active listening strategies in their personal lives or that they improved their active listening skills. For instance, Jorge said that before the course he had difficulties listening to other people and, after the course, his active listening skills improved:

- Jorge: . . . I listened to the [other person's] words but I did not understand what they told me.
- Interviewer: Okay.
- Jorge: Because of the eagerness to talk, I was like blinded.
- Interviewer: Sure. You did not listen, it was difficult for you to listen.
- Jorge: I heard the words but I did not listen to them carefully. So now it's like, people talk to me and [I say] 'ay, how cool, and how are you doing.' I prefer that the person keeps telling me and then I tell him/her, so that's like my...
- Interviewer: Okay.
- Jorge: A little problem but I think it's solved now (Jorge, UNIMINUTO, Interviews, para. 110-116).

Likewise, Ciara, from UNIMINUTO, narrated that her communication with her husband improved because she started to listen to him when he talked:

I was that kind of person who [said] 'yes, talk' and I never looked at him. He told me 'look at me, I am talking to you' . . . and now it's like, let's go and sit down in a place where we don't have distractions. You talk to me, I talk to you, we look at each other, and we pay attention to each other (Ciara, UNIMINUTO, Interviews, para. 172-174).

Also, Elton, from UNIMINUTO, said that he used active listening strategies (paraphrasing) when he talked to his professors: “Sometimes the professors said: ‘You don’t follow orders.’ ‘Teacher, you are saying that we don’t follow orders, and you are too demanding. If you were not that demanding, we would be more obedient.’ So it’s paraphrasing the other person” (Elton, UNIMINUTO, Interviews, para. 67). Elton’s testimony also exemplified the way some students started using new strategies to communicate with other people, applying what they had learned in the course.

Impact on conflict resolution skills. Information about impact on conflict resolution skills was obtained through the interviews. As explained in previous chapters, conflict resolution is an integrative skill that includes several competencies, such as emotional regulation, active listening, perspective taking and creative generation of options. Therefore, some results that were already presented under other subthemes, such as “Impact on assertiveness and active listening,” “Impact on perspective taking,” and “Impact on emotional awareness and regulation,” are connected to the changes on the participants’ ability to constructively solve conflicts in their lives.

This subtheme contains specifically the codes that alluded to several competencies at the same time or that contained explicit information about conflict resolution. For instance, codes that represented excerpts in which students explicitly used the term “conflict” to describe what they learned in the course.

Five students from UNIMINUTO and four students from ENSN applied conflict resolution strategies in their personal lives or said that they perceived an improvement in their conflict resolution skills.

For instance, Ana, from UNIMINUTO, said that, before the course she used to respond with aggression when she had conflicts with her family. Due to the course, she said she learned to think before reacting and respond with a calm attitude. Also, Julia, from UNIMINUTO, narrated that she learned to manage her emotions and deal with the conflicts she had with her father:

Sometimes I didn't know how to manage my emotions . . . I don't have a good relationship with my father, so before taking the course I used to respond to him, we used to fight instead of fixing the solution, fixing the problem. Now I can talk to him and tell him 'let's do this, let's listen to each other, give me your opinion and I give you my opinion of what is happening, and let's find a solution together that help us fix our family relationship.'

Because it was always, it was a discussion, and now I think more about finding a solution instead of responding to him or yielding (Julia, UNIMINUTO, Interviews, para. 44).

Julia's testimony indicates that she moved from a competitive or accommodating style of solving the conflicts with her father to a style focused on finding solutions together (closer to compromise or collaboration). In addition, Julia described how she started to integrate different competencies to solve her conflicts. For instance, emotional regulation, active listening and creative generation of options. In addition, Julia became aware that responding in a calm way helps to avoid conflict escalation. Moreover, Julia became aware that solving conflicts in a constructive way might contribute to the improvement of her relationships. These ideas are illustrated in the following excerpt:

With my dad, because now I think before telling him the things, now I say like, 'no, it's not okay that I say this because the conflict will go on. It's better that I tell him this, so he

calms down and we can find a solution together' . . . If there's a person who tries to calm down and show another way to avoid the conflict to increase, that's better and the relationship improves (Julia, UNIMINUTO, Interviews, para. 102).

Similarly, Berta and Stacey, from ENSN, described that they started to use assertive communication to solve conflicts with their families, and Jenny, from UNIMINUTO, said that she tended to fight or to avoid having difficult conversations with her son before, but now she tries to calm down first and then talk to him. Similarly, Jorge, from UNIMINUTO, expressed that he learned to be more firm and say “no” instead of always yielding to other people's wishes to avoid the problems.

Also, Cristóbal, from ENSN, described that he had a conflict with his brother (Antonio, who also participated in the intervention), and he used conflict resolution strategies that were part of the course's contents (i.e., brainstorming):

In the journal, it was asked to us whether during the week we could apply things of the class, of the session, and the truth is that we did. There are problems, maybe a harsh discussion with my brother, and despite that, writing several forms of solutions to the problems, even if they are imaginary, funny. Because in one class with her ((referring to the facilitator)), we had to write, even if they were imaginary . . . and, like that, sometimes we see it like something funny, but it can work (Cristóbal, ENSN, Interviews, para. 44).

It is worth noting that Cristóbal was the one participant who explicitly talked about the skill of “creative generation of options towards challenging situations” in the interviews. This might indicate that this skill was not perceived as relevant or applicable for the students as other competencies, such as emotional management and assertiveness, or that they did not change their

ability to creatively generate options towards challenging situations. This is consistent with the fact that the Future Teachers' Surveys did not show a difference in this skill between pre-test and post-test assessments for the intervention group.

Finally, Clara reported that she had the opportunity to apply conflict resolution strategies in the course, because she had a conflict with Joaquín. Clara narrates:

So, we had to write an assignment in groups of three people, and the homework consisted of sending a paper the three of us together, and [another] paper each one of us about what we had thought and what we had felt working together. So, by mistake, Joaquín sent me what he thought about working together [with us]. I mean, he sent me what he was supposed to send to the teacher, and I didn't like the email because, I don't know, it was disparaging with my classmate ((Jorge)) and me . . . I didn't like it at all. So, that was when I said, 'no, this thing is a joke from the teacher, I'm afraid she's testing me' . . . I said, 'this is one of those experiments in which we have to apply those exercises the teacher taught us,' and that's when I said 'well, it is difficult that the guy can socialize with a person. I can tell that he's a person that has been hurt and he feels attacked with anything he sees' . . . so it was like, calming down and putting myself in his shoes, understanding his point of view, and understanding that he was in a social situation . . . that is living in the street so he is very stressed out . . . so I shouldn't fight with him, I was like, 'Okay, fine, this is your point of view but I clarify this, this and this so you don't think that way (Clara, UNIMINUTO, Interviews, para. 74-78).

Clara is talking about the final paper students had to write together for the course. The researcher was aware that working in groups might generate conflicts among participants. For

that reason, this task also invited them to submit an individual reflection of their experience working with their classmates. In this case, Clara narrated that Joaquín sent that reflection by mistake to his classmates and it included negative comments about his experience working with them (Clara and Jorge). Clara's narrative shows that she was able to think before reacting and put into practice different competencies, such as emotional management and perspective taking, to face this conflict with Joaquín in a non-aggressive way.

Impact on considering consequences of actions and responsible decision-making skills.

Another subtheme under “Impact on social and emotional competencies” referred to the changes in students' ability to consider the consequences of their own and other people's actions, and the ability to make responsible decisions. Throughout the interviews, Berta and Stacey, from ENSN, and Ciara, Jenny and Ana, from UNIMINUTO, showed awareness of the consequences of actions, especially of aggressive or impulsive reactions due to anger. For instance, Stacey was talking about how she improved her communication with other people and said: “sometimes maybe one speaks with anger, so you blame [the other person] or say things that you don't mean to the other person, so you don't look for a way to solve the things but you magnify them instead” (Stacey, ENSN, Interviews, para. 8). Similarly, Jenny, from UNIMINUTO, stated: “if you don't look for a solution, the problem will get bigger, it won't be solved. So, if you react with anger, the other will do the same, and it will get bigger” (Jenny, UNIMINUTO, Interviews, para. 215).

In addition, Ana, from UNIMINUTO, showed awareness of the consequences of defending other people with aggression in situations of bullying. Ana narrated a situation (which she

characterized as bullying) she witnessed in high school. Ana described how she verbally attacked a classmate to defend the person who was being bullied. During the interview, she reflected:

- Ana: Now I think that I shouldn't have reacted that way. Maybe I should have said it in a better way.
- Interviewer: You think that now?
- Ana: Yes, now I think that.
- Interviewer: And what do you think you should have done?
- Ana: Maybe talk in a better way, with another tone of voice, and tell her in a different way. Maybe she wouldn't have felt attacked and that fight would have not arisen (Ana, UNIMINUTO, Interviews, para. 128-132).

Ana's reflection shows that she is now aware of the negative consequences of her actions, even in situations in which her intentions were to defend another person.

Furthermore, Berta, from ENSN, described that, before the course, she had an unhealthy relationship with her ex-boyfriend. According to Berta, due to the course, she was able to make different choices for her life:

So, thanks to the course I could make the decision of saying 'hey, no more' and I decided to walk away, and I simply said the things and I didn't tell him in a harsh way 'hey, I don't want this anymore.' No, I simply told him 'no, things are clear now and you take your way and I'll take mine' (Berta, ENSN, Interviews, para. 88).

Berta's narrative demonstrated that she perceived that, due to the course, she was able to make important decisions in her life, such as ending an unhealthy relationship. First, this seems like a major impact of the course in a participant's life. Second, this might not only be an

indicator of an increased responsible decision-making ability, but also of a sense of empowerment or control over her life.

Impact on knowledge, attitudes and beliefs about SEC. Another subtheme under the theme of “Course impact” of the interviews’ thematic analysis referred to the perceived changes in participants’ knowledge, attitudes and beliefs about SEC (see information about theme #2 in Figure 13 and Table 16). Although knowledge, attitudes and beliefs about SEC were not part of the list of initially expected outcome variables, they are included in this section for being closely intertwined with participants’ development of their own SEC.

In general, information from the interviews indicated that students acquired new knowledge about SEC (for instance, they learned new strategies related to the competencies) and improved their attitudes and beliefs about SEC (for instance, they became more aware of the importance of the competencies for their lives). All students, except Carla and Ana from UNIMINUTO, and Lisa from ENSN, demonstrated during the interview or expressed that they perceived an improvement in their knowledge, attitudes and/or beliefs about SEC.

With regard to the acquisition of knowledge about SEC, Ciara, Elton, Jorge, Jenny, Lucía and Nadia, from UNIMINUTO, and Dilan, Berta, Stacey and Jerónimo, from ENSN, demonstrated during the interviews that they learned new language connected to SEL and new strategies that are useful to apply different SEC (especially emotional awareness and regulation, active listening and assertiveness). For instance, Nadia, from UNIMINUTO, said that she understood how to identify emotions by observing the body sensations. Also, some students explained the definition of some social and emotional competencies and accurately described strategies to apply them in real life settings. The following excerpts exemplify this idea:

For example, we have a discussion, okay? So, I repeat what you told me and I say what I think, so that way you won't attack the other person but you'll make him/her understand that you understood his/her points of view" (Stacey, ENSN, Interviews, para. 6).

The I-message is, if I, it's when, to solve a conflict, a conflict, obviously, is when we completely disagree. So, there's something I don't like about you and I have to tell you, but I won't tell it like 'you, you, you' but 'I, I felt offended when this and this happened.' I don't judge you directly, 'you are like this,' but specifically tell you 'well, at that moment you acted like this and I didn't like it, and I feel like this, I would like this to change, I would like to get to an agreement with you' (Nadia, UNIMINUTO, Interviews, para. 90).

With respect to these explanations and definitions, it was evident that the students from UNIMINUTO used more "technical" or elaborated language than the students from ENSN.

In addition, some students from UNIMINUTO, such as Clara and Ciara, made connections between the contents of the course, and such connections were not explicitly presented during the sessions. Therefore, these students' insights required high levels of reflection and understanding about SEL. For instance, Ciara talked about the connection between active listening and empathy, and Clara talked about the connection between breathing and empathy or perspective taking, as the following excerpt shows:

I wasn't aware of my own breathing, so I wasn't aware of the environment. When I'm aware of my breathing I start practicing a word that I learned that is empathy, that means putting in others' shoes, that is like, 'you disagree with this person. Breathe and think why this person thinks that way. Suppose that you are that person and start finding solutions (Clara, UNIMINUTO, Interviews, para. 62).

Possible explanations for the differences between both groups' (UNIMINUTO and ENSN) levels of understanding or reflection around SEC will be discussed in Chapter 4.

Besides, Adela from ENSN, and Nadia, Jerónimo, Clara, Jovanni and Jorge from UNIMINUTO, demonstrated an increased awareness of the importance of the following social and emotional competencies: emotional management, assertiveness, active listening, empathy, and critical thinking. Similarly, Ciara, from UNIMINUTO, expressed that she is aware now that, instead of avoid facing conflicts, it is better to express and defend her own interests. This is an indicator of increased awareness of the importance of using constructive conflict resolution strategies:

Instead of avoiding a problem and ignoring it, why not sitting down to dialogue and defending one's interests, not passing over the other person, because when there's a conflict, each person has an interest, even if it's good or negative. So, trying to bring those interests together and find a solution that favors both parties. You don't have to ignore the problem or leave things unattended because I'm angry, because I'm sad don't talk to me. Tell that person why instead (Ciara, UNIMINUTO, Interviews, para. 206).

Besides evidencing acquisition of new knowledge, students also reported changes in attitudes and beliefs regarding SEC. One indicator that students developed more favorable attitudes towards SEC is that some of them expressed that they had shared strategies they learned in the course with other people. The fact that students used the contents of the course to teach others social and emotional competencies, indicates that they recognized the value of these competencies in people's lives.

First, Antonio, from ENSN, and Ciara, from UNIMINUTO, said that they shared the emotional awareness and regulation strategies they learned in the course with other people. For instance, Ciara said that she asks her son about his feelings now:

now I teach him to tell me how he feels. ‘Mom, I’m sad. Mom, I’m angry,’ but ‘why? Let’s see. There’s a solution.’ I didn’t do that before with my son. ‘He’s angry, go away and deal with it by yourself’ (Ciara, UNIMINUTO, Interviews, para. 198).

Second, Clara, from UNIMINUTO, narrated a situation in which she used what she learned in the course to promote perspective taking skills in her son:

My son came from school shocked because he saw a girl hitting a dog . . . so I told him ‘Okay, and what do you think that girl was feeling while she hit the dog?’ That was completely [from] the course with Andrea (laughs). ‘Okay, and what do you think that girl was feeling?’ and he [said] ‘Well, that girl doesn’t care about dogs and she wants to see them ill.’ ‘Okay, and what do you think the dog was feeling? Okay, and what did you feel?’ So, he started to put himself in the shoes of the dog, of the girl . . . I told him why did he like dogs and he said ‘because grandma and you like dogs’ and I [told him] ‘Okay, that happens to the girl, she does not have a family who teaches her, who loves or respects dogs . . . so you cannot judge this girl because it’s not her fault,’ so he started [saying] like ‘no, mom, so I want to teach that girl to take care of dogs.’ So, I think that was meaningful learning . . . it was satisfactory [to see] that the kid, being five years old, also can put himself in others’ shoes (Clara, UNIMINUTO, Interviews, para. 202-204).

Other students said that they shared assertiveness or active listening strategies with other people. For instance, Elton, from ENSN, seemed to put into practice active listening strategies when he had conversations with the people at the foundation where he lived:

I explained [something] very fast, so the other person didn't understand. And so I said [it], again, but slowly. And I repeated the same thing again and I said 'what is it that you don't understand. Explain to me what you understood with your own words.' It was like inviting the other person to paraphrase too. And so when they paraphrased, I said, 'I'm contradicting myself. I apologize. I'm contradicting myself.' It was useful not only for me to understand them, but also so they understood me. The bridge was to invite them to do that (Elton, UNIMINUTO, Interviews, para. 77).

Stacey, from ENSN, also said that she explained to her parents how the active listening strategies work and they agreed to put them into practice to improve the environment at home. Similarly, Ciara, from UNIMINUTO, expressed that her relationship with her husband has improved because she had taught to him communication strategies. Also, Nadia, from UNIMINUTO, said that she taught assertiveness strategies to her aunt:

And with my aunt, I could apply it because there were things that she told me in a wrong way . . . I didn't like that she talked to me that way, and I told my aunt that she could tell me that in a different way, so I explained to her what we learned in the class, I [told her] 'aunt, look, I would like to handle this differently. They ((referring to the facilitator and the course)) explained to me this and I think we should use it in our relationship so it doesn't seem affected and it won't be destroyed later,' so I explained to her that in a very calm way (Nadia, UNIMINUTO, Interviews, para. 94).

Nadia also expressed that due to the fact that she taught “all the strategies of the course” to her aunt, their relationship improved.

Furthermore, Ciara, from UNIMINUTO, seemed to improve her self-efficacy beliefs about SEC. She expressed: “Those are steps. But I say, ‘if I got to this point, I can achieve bigger things. If I can control my anger...’” (Ciara, UNIMINUTO, Interviews, para. 214).

Impact on classroom management self-efficacy, knowledge, attitudes, beliefs, and skills.

Quantitative data analysis of the Future Teachers’ Surveys provided information about the changes between the pre-test and the post-test assessments for the intervention and comparison group for classroom management knowledge, beliefs, and self-efficacy.

After checking that the distribution of frequencies was close to a normal distribution (see histograms in Appendix AH) and that there were not significant differences between UNIMINUTO and ENSN groups at the pre-test assessment (see Table 19), t-tests for paired samples were performed to compare the pre and post-test scores for all the students from the intervention group and for all the students from the comparison group.

As Figures 17, 18 and 19 show, all the changes in the intervention group were in the expected direction (whereas only one of the scales showed improvement for the comparison group).

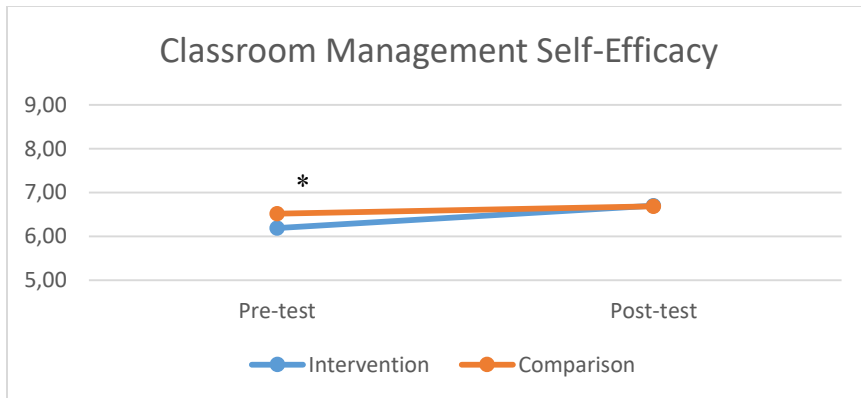


Figure 17. Pre-test post-test comparisons - Classroom management self-efficacy

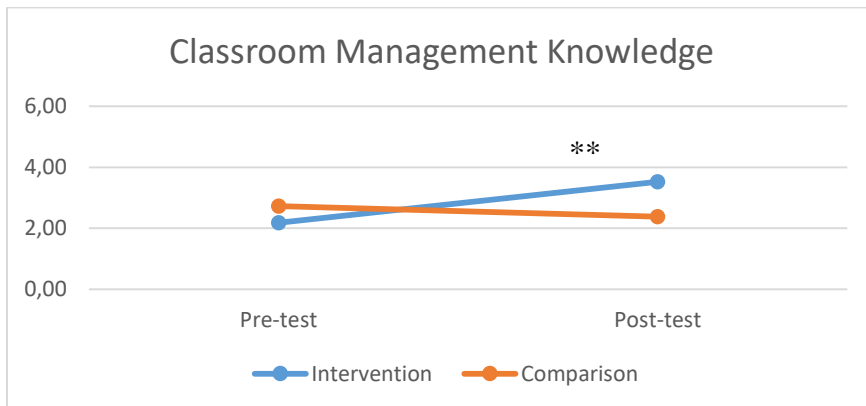


Figure 18. Pre-test post-test comparisons - Classroom management knowledge

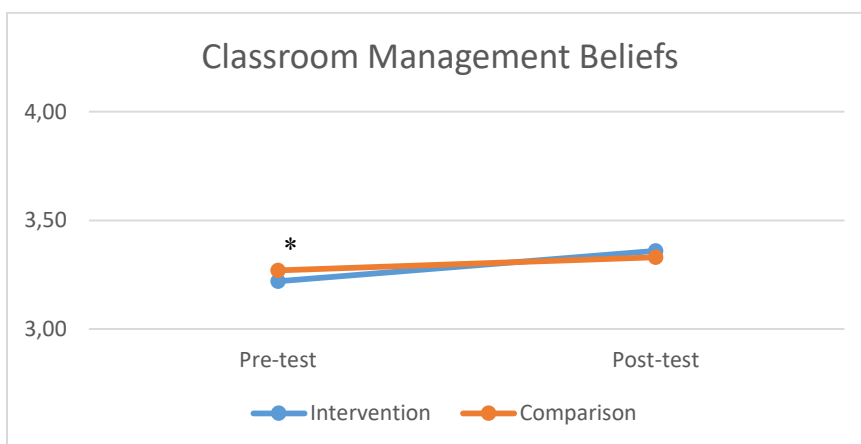


Figure 19. Pre-test post-test comparisons - Classroom management beliefs

Table 19

Independent samples t-tests comparing UNIMINUTO and ENSN pre-test scores (Classroom management self-efficacy, knowledge and beliefs)

	UNIMINUTO	ENSN	t	p	N (UNIMINUTO)	N (ENSN)
Stress	1.57	1.76	-1.407	0.164	50	27
Classroom Management Self-efficacy	6.34	6.58	-0.960	0.340	50	27
Classroom Management Knowledge	2.60	2.40	0.783	0.436	47	25
Classroom Management Beliefs	3.26	3.24	0.451	0.653	49	27

Table 20

Pre-test post-test comparisons (Classroom management self-efficacy, knowledge and beliefs)

	Intervention group						Comparison group				
	Pre-test	Post-test		t	p	N	Pre-test	Post-test	t	p	N
Classroom Management Self-efficacy	6.19	6.70	*	-2.296	0.033	20	6.52	6.69	-0.825	0.416	30
Classroom Management Knowledge	2.18	3.53	**	-3.725	0.002	17	2.73	2.38	1.434	0.164	26
Classroom Management Beliefs	3.22	3.36	*	-2.207	0.041	19	3.27	3.33	-1.548	0.132	30

Note: * $p < 0.05$ ** $p < 0.01$

On the other hand, the Hypothetical Cases Questionnaires were used to assess changes in participants' classroom management knowledge, attitudes and beliefs based on participants' predispositions to use different classroom management strategies and the rationale behind choosing those strategies. As explained in Chapter 4, each response was codified and quantified using the Classroom Management Knowledge, Attitudes and Beliefs Scoring Rubric that is shown in Appendix V (0 = low levels of responsiveness or demandingness, 1 = medium levels of responsiveness or demandingness, 2 = high levels of responsiveness or demandingness, NA = undetermined). Figures 20, 21, 22 and 23 show the results for each group of participants.

Although significance of differences between pre-test and post-test assessments cannot be assumed, these results show the trends of change in the number of responses that support/value responsiveness (i.e., concern for students' feelings and needs) and the trends of change in the number of responses that support/value demandingness (i.e., concern for guiding and setting limits to students' behaviors).

The difference between the intervention and comparison groups on their trends in pre-test post-test changes was not clear for UNIMINUTO or ENSN. However, the intervention group at UNIMINUTO showed an increase of almost three times the number of responses that implicitly or explicitly showed concern for students' needs and feelings (29 responses at the pre-test and 82 responses at the post-test). In contrast, the comparison group at UNIMINUTO doubled their number of responsive answers (from 27 responses at the pre-test to 55 at the post-test). This might indicate that the students of the intervention group learned more new responsive classroom management strategies or that

they were more aware at the post-test of the importance of considering children’s needs and feelings to address challenging situations.

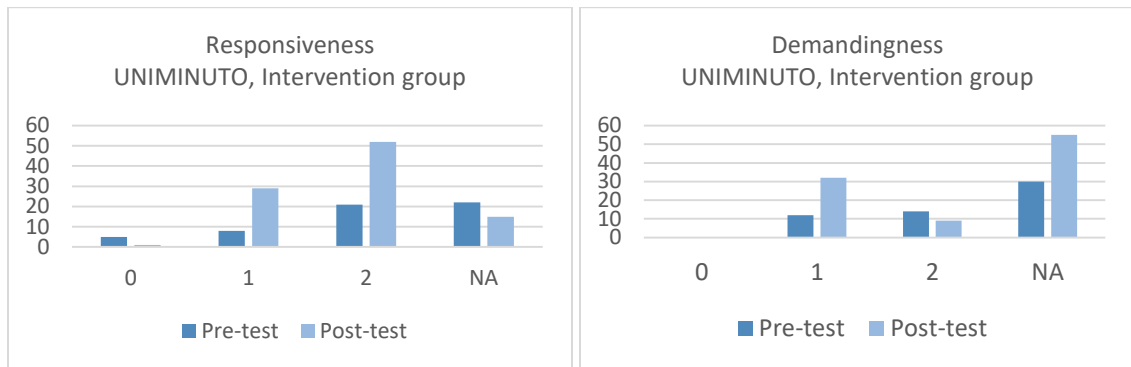


Figure 20. Pre-test post-test classroom management knowledge, attitudes and beliefs for the intervention group at UNIMINUTO

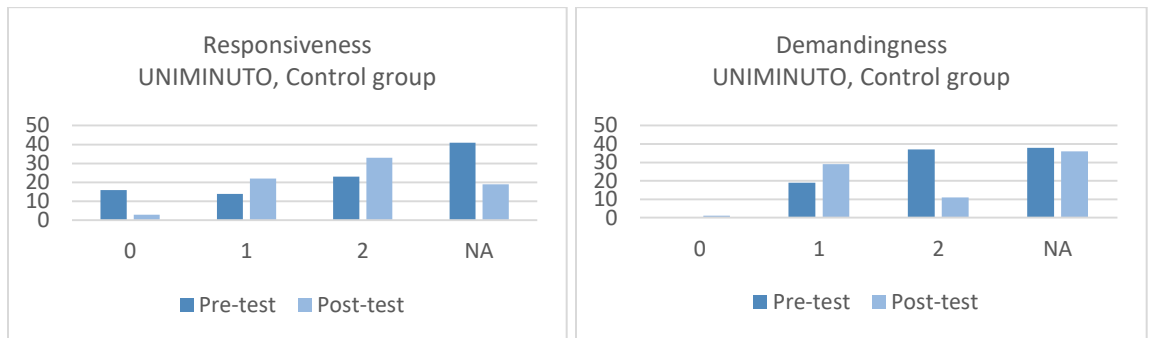


Figure 21. Pre-test post-test classroom management knowledge, attitudes and beliefs for the control group at UNIMINUTO

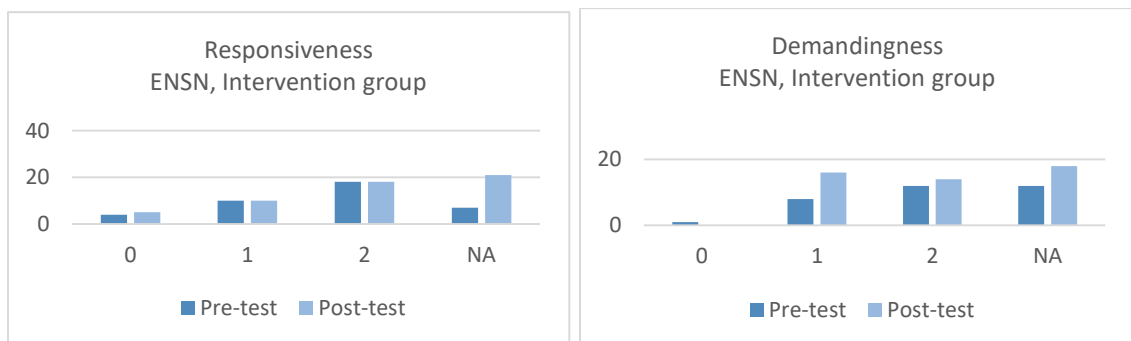


Figure 22. Pre-test post-test classroom management knowledge, attitudes and beliefs for the intervention group at ENSN

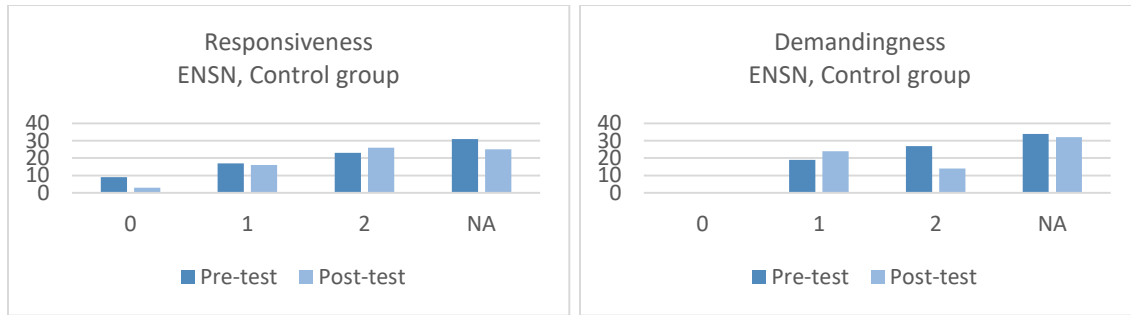


Figure 23. Pre-test post-test classroom management knowledge, attitudes and beliefs for the control group at ENSN

The following subthemes under theme #2 of the interviews’ thematic analysis also provided information about these dimensions (see Table 16, Figure 13): (1) Classroom management skills and practices, (2) Classroom management self-efficacy beliefs, (3) Knowledge, beliefs and attitudes about SEC applied to classroom management, (4) Knowledge or understanding of children’s needs and behaviors, (5) Knowledge, attitudes and beliefs about teaching strategies and approaches, (6) Knowledge, attitudes and beliefs about teaching styles, and (7) Knowledge, attitudes and beliefs about how to address challenging situations in the classroom. A more detailed description of the findings under each subtheme is presented below.

Impact on classroom management skills and practices. Impact on classroom management skills was assessed through the qualitative information from the interviews. Although the external interviewer did not specifically ask about students’ changes in classroom management skills, some participants talked about this when they were asked about the impact of the course for their lives and/or careers. A subtheme under theme #2 of the thematic analysis included students’ comments about changes in their self-reported classroom management skills and practices.

Due to the fact that students at UNIMINUTO were not currently teaching while taking the course, they did not talk about the impact of the course in their classroom management skills and practices. Only Ciara said that she started to implement some of the strategies she learned in the course with the children in her family, such as paying more dedicated attention to them, guiding them with dynamic methodologies when they were doing their homework, and being open to their feedback about the methodologies she was using to guide them.

On the other hand, five of the eight students from ENSN who were interviewed, expressed that they perceived an improvement in their classroom management skills or said that they changed some of the classroom management strategies they used in their teaching internships.

First, Adela expressed that, before taking the course, she and her classmates tended to use authoritarian strategies with the children. She described: “We came to threaten them with the grades. ‘I’ll send you a warning’ . . . we practically bullied them with the warnings” (Adela, ENSN, Interviews, para. 214-216). According to Adela, due to the course, she started to put into practice new strategies that are more consistent with children’s needs. She also tried to build closer relationships with her students instead of threaten them. She perceived that the teaching internships were more successful when she implemented these new strategies. Moreover, Adela considered that it was important to stop following the strategies that her teaching supervisors used with the children. As will be explained in more detail in the following section, this change of behavior was connected to the fact that Adela started questioning the use of authoritarian strategies in the classroom.

Similarly, Stacey said that due to the course, she stopped following her classmates' ideas to treat students in a harsh way during teaching internships. Instead, she tried to motivate students by employing non-authoritarian strategies, such as reading stories. Stacey perceived that the use of this type of strategies was successful. This finding is consistent with Antonio's account. Antonio described how his classmates improved their performances and grades in their teaching internships once they began using strategies that did not include threatening students or treating them harshly.

Likewise, Berta recounted that she used new classroom management strategies. She spoke privately with students who misbehaved to determine the source of their misbehavior and understand their situation. Berta described that, in one case, she talked to a student that had behaved aggressively, and she was able to find out that he had been treated harshly at home.

Finally, Jerónimo said that his way of managing a group changed because he became more patient with students who presented challenging behaviors.

In general, students' allusions to changes in classroom management skills and practices indicated the use of strategies that are less authoritarian and show more concern for children's needs. This is consistent with the contents and strategies that were taught throughout the intervention.

Classroom management self-efficacy. Following the interview protocol, the external interviewer asked a few students (but not all of them) whether they felt more prepared to teach after the intervention. Only three students explicitly talked about an improvement in their classroom management self-efficacy: Clara and Ciara, from UNIMINUTO, and Lisa, from ENSN. For instance, Clara stated: "now I can say, maybe

a year ago I would had say ‘no yet, let’s wait and study.’ Now I could say that I’m capable, so I’m doing the paperwork to open a kindergarten in my house, if it is possible, maybe I’ll start making my teaching internships there” (Clara, UNIMINUTO, Interviews, para. 113). Likewise, Ciara said:

- Interviewer: Do you feel now with a different capacity to face a classroom?
- Ciara: Yes, now I say that I’d take any risk.
- Interviewer: You feel more prepared.
- Ciara: Let anything come to me. Now I have more tools that I did not have before” (Ciara, UNIMINUTO, Interviews, para. 296-299)

Although only three students explicitly said that they feel more capable now to manage a classroom, no indications of decreases in classroom management self-efficacy were found in the interviews.

Knowledge, beliefs and attitudes about SEC applied to classroom management.

Three students from ENSN and five students from UNIMINUTO highlighted the connection between SEC and classroom management, or highlighted that it is important or useful that teachers practice their own SEC inside the classroom. For instance, Clara, from UNIMINUTO, said that she learned that the teacher should listen to his/her students instead of imposing his/her own perspective; Cristóbal, from ENSN, talked about the importance of taking perspective to understand students who have challenging behaviors; and Ciara, from UNIMINUTO, highlighted the importance of managing emotions in challenging situations inside the classroom, as the following excerpt illustrates: “if maybe [you] feel angry because, let’s say, the student is not taking the class seriously, you should control your emotion” (Ciara, UNIMINUTO, Interviews, para. 232).

Likewise, according to Julia, from UNIMINUTO, being empathic facilitates the process of helping students to find solutions for their problems, without losing the authority as a teacher: “if I feel... I’m empathic towards the student and I feel that, that what he/she is feeling also affects me, I can help him/her to find a solution without... without losing the authority as a teacher in a kind way” (Julia, UNIMINUTO, Interviews, para. 60).

Knowledge/understanding of children’s needs and behaviors, and knowledge, attitudes and beliefs about teaching strategies and approaches. In the interviews, there were some indicators that some students gained a better understanding of children’s needs and behaviors throughout the intervention. For instance, Nadia, from UNIMINUTO, and Stacey, from ENSN, said that they acquired a deeper understanding of students’ behaviors. Nadia talked specifically about the concept of “mistaken goals,” and said that this approach was useful for that purpose. When the external interviewer asked her if she changed her beliefs with respect to classroom management, Nadia responded:

About classroom management? Yes, what I was explaining to you about the students. I mean, I saw the students before, [and I believed] that they behaved that way because they wanted to, and well, I understood that it’s not because they want to. Something is actually happening. So, that took me to have another perspective with regard to classroom management (Nadia, UNIMINUTO, Interviews, para. 110).

Also, some students, such as Dilan and Cristóbal, from ENSN, and Nadia, from UNIMINUTO, found the strategies they had learned useful, and looked forward to

applying them in their own classrooms. For instance, Cristóbal said that he learned the difference between intrinsic and extrinsic motivation and expressed his willingness to promote intrinsic motivation in his future students.

In addition, four students (Jenny and Nadia, from UNIMINUTO, and Stacey and Antonio from ENSN) said that, after taking the course, they had a greater appreciation of student-centered strategies and/or approaches to classroom management. For instance, they questioned the idea that children do not know anything and is the adults' responsibility to transmit them all the knowledge.

Knowledge, attitudes and beliefs about teaching styles and how to address challenging situations in the classroom. As described in the first part of this chapter, the quantitative analysis from the Hypothetical Cases Questionnaire's open-ended questions evidenced the trends of change in intervention and comparison groups' attitudes and beliefs regarding the use of strategies that valued responsiveness and/or demandingness for classroom management.

As previously described, the differences between the intervention and comparison groups on their trends of change in classroom management attitudes and beliefs was not clear. However, students from UNIMINUTO's intervention group seemed to present a higher increase than the comparison group in their concern for students' needs and feelings (i.e., responsiveness). Although significant increases or significant differences between groups cannot be assumed from this analysis, the observed trends of change might indicate that the students of UNIMINUTO's intervention group learned new responsive classroom management strategies or that they were more aware at the post-test

of the importance of using responsive strategies to address challenging situations (see Figures 20 and 21).

Findings of the interviews' thematic analysis provided more information about changes in participants' classroom management knowledge, attitudes and beliefs regarding teaching styles and how to address challenging situations in the classroom. The interviews suggested that some students acquired new knowledge and/or changed their attitudes and beliefs regarding teaching styles. Similarly, some of them seemed to change their opinion regarding the best ways to handle challenging situations in the classroom, such as situations of disruptions or aggression. In general, the interviews showed that some students increased their knowledge, attitudes and beliefs supporting non-authoritarian strategies and teaching styles.

The narratives of five students (Jorge, Ana, and David, from UNIMINUTO, and Berta and Adela, from ENSN) suggested that before the course, they already disagreed with authoritarian teaching styles or preferred strategies that show concern for students' needs and feelings. For these students, the course seemed to reinforce their convictions favoring responsive strategies. Ana's narrative illustrates the aforementioned point:

- Interviewer: Do you think that you learned or changed your way of thinking about classroom management?
- Ana: Well, [the course] complemented it, because I disagree with authoritarianism, and the [idea that the teacher is] the god, and the center of the class, and 'I'm the owner of the word and I have the gift of knowledge.'
- Interviewer: You never thought that.
- Ana: No, never.

- Interviewer: Okay.
- Ana: Instead, thinking like, in a more democratic and equalitarian way, like [using] dialogue, like [using] agreements . . . so since [I took] the course, I realized... I created like, those foundations (Ana, UNIMINUTO, Interviews, para. 209-216).

Also, Adela's description suggests that, although she employed authoritarian strategies because her teaching internships' supervisor expected her to do so, she often felt uncomfortable. She implied that the course helped her to make the decision to question and stop following her supervisor's authoritarian practices, as the following excerpt illustrates:

- Interviewer: And is there any belief that had changed about classroom management?
- Adela: Well, I think so. Because at first, I mostly followed the guidelines of the teacher who was my supervisor. So, if the teacher yelled, I yelled . . .
- Interviewer: You did the same thing the teacher did. If he gave candies, you had to bring candies.
- Adela: So I was driven by that, precisely because I thought that if I did the same thing, I was doing the right thing. But then I stopped and thought 'Well, why do I have to do the same thing? Why do I have to do the same thing he does, if I don't like it?'
- Interviewer: *Ah*, you didn't like it.
- Adela: I had never liked it. I had never supported the idea of having to scold children. Because there are teachers who scold them and scold them harshly . . . I

don't like it. I had never liked that . . . but I thought that it was necessary to demonstrate the teacher that I could manage a group. That happened to me. Either if I didn't like it, and I did it for my grade (Adela, ENSN, Interviewer, para. 259-266).

Similarly, Jovanni, Elton, Clara and Nadia, from UNIMINUTO, expressed that, due to the course, they questioned the idea that students have to be controlled, and/or they became more aware of the importance of trust and good communication in teacher-student relationships. For instance, Nadia said: "that's what I learned about classroom management. That it is not only 'control, control, control'" (Nadia, UNIMINUTO, Interviews, 114). Besides, Jovanni described: "you should promote that trust inside the classroom. You know? And I think, as I was telling you, [that] you should turn [the classroom] like, in a family bond" (Jovanni, UNIMINUTO, Interviews, 336). Jovanni also recounted some of his experiences in high school and he said that, due to the course, he became aware of the flaws of the school. For instance, some of his teachers frequently showed aggressive behaviors.

Furthermore, some students' descriptions suggested that they became aware (or reinforced the idea) of the importance of finding a balance between responsiveness and demandingness. In other words, due to the course, they became to value the authoritative teaching style. For instance, Jovanni, from UNIMINUTO, talked about the importance of making agreements with students; Adela, from ENSN, talked about the importance of establishing limits without being authoritarian; and Stacey, from ENSN, and Nadia, from UNIMINUTO, said that they learned the importance of having a balance between strictness and friendliness. The following excerpts illustrate this point: "I mean, having

my moments of having... of having my students as friends, like there are moments when I have to be strict” (Nadia, UNIMINUTO, Interviews, 112); “The idea is to have good communication . . . but always with a limit” (Stacey, ENSN, Interviews, para. 294).

Moreover, five students from ENSN and ten students from UNIMINUTO reported that they acquired new knowledge or changed their attitudes/beliefs about how to address challenging situations in the classroom, such as situations of aggression among students or classroom disruptions. In all cases, these changes appeared to be positive. For instance, Stacey, from ENSN, and Lucía, Jenny and Carla, from UNIMINUTO, said that in those cases it is important to avoid attacking or punishing the students. Instead, they talked about using strategies to find out what is happening with the children. Likewise, Lisa and Dilan, from ENSN, and Ciara and Julia, from UNIMINUTO, said that they changed their belief that punishment is a good solution to face challenging situations, as the following excerpt illustrates:

Well, before [the course] I thought that, let’s say, when a child misbehaves, so what do I do, maybe punish him or taking the break away from him. But now, with the things Andrea tells me, it’s not only punish him without a reason. Instead, you should look what’s beyond what might happen . . . so you should find out what’s happening, like, going beyond I’ve always tended to [go] (Dilan, ENSN, Interviews, para. 142).

Also, Dilan, Adela, Cristóbal and Lisa, from ENSN, and Julia and Elton from UNIMINUTO, said that, if a student misbehaves, they would explore different solutions. For instance, giving the student a leadership role so he/she can contribute to maintain an organized classroom environment, listening to the students to find out the reasons of

his/her misbehavior, helping the student to calm down using breathing exercises, or doing a brainstorm of possible ways to change the situation. All of these options seemed to show concern for the student's feelings and needs.

Finally, Adela (from ENSN) said that, with the course, she found new referents with regard to classroom management. She perceived that she could learn new approaches different from those that were taught to her at school. Adela also highlighted the importance of recognizing the positive attributes of the students who are misbehaving:

Because sometimes they tend to be the children who [teachers] scold the most, who are treated more harshly . . . and they tend to be discriminated and excluded from the group . . . If I can integrate them and gain their trust, with time, they will work, and you discover that they can even be more intelligent than other kids (Adela, ENSN, Interviews, para. 202).

However, it should be noted that, although Adela's description coincides with the contents that were taught in the course, it is not completely clear in this case that her ideas came from the intervention. More information regarding Adela's previous beliefs about how to deal with children who present challenging behaviors would be needed to make such assumption.

Exceptional cases: Antonio and Stacey. There were two students (Stacey and Antonio, from ENSN) whose narratives showed contradictions in terms of classroom management attitudes and beliefs. As mentioned in the previous sections, Stacey and Antonio expressed in the interviews that they valued non-authoritarian strategies. For instance, Stacey described that she used non-authoritarian strategies (such as reading

stories) to motivate her students and that she tried to avoid treating them harshly.

Similarly, Antonio evidenced that he valued and put into practice student-centered strategies to motivate students in his teaching internships:

I focused on [the children], on wanting to work with them, I focused on... well, on the strategy, 'I'm going to do this thing, would they like it?' . . . Knowing the children's attitudes. So, it worked that day, so I'm going to keep having that attitude (Antonio, ENSN, Interviews, para. 86).

However, in certain occasions, Stacey and Antonio also seemed to value classroom management strategies or approaches that seek to control students by instilling respect and compliance towards the teacher. For instance, Stacey stated in the interview that students "should obey teachers" and that being too close to children "may cause problems." Antonio also supported these types of beliefs during the discussion of the classroom simulation the group had during the last session. Although data from the Research Journal Entries Forms were not systematically analyzed to address RQ3, the researcher registered some notes that might be helpful to complement the information about Antonio's particular case: "With some students, especially with Antonio, I felt that some beliefs about the use of authority to control students remained strong" (ENSN, session 7, Research Journal Entries Form).

It is possible that Stacey and Antonio are not aware that seeking control and compliance are contradictory with the student-centered and non-authoritarian strategies they seem to value. As presented in previous sections, students at the normal school express that they are used to authoritarian educational environments. Moreover, Stacey described how her father used coercive strategies to control her behaviors. The fact that

these students had been exposed for many years to environments that value demandingness over responsiveness might make it more difficult to change their beliefs about authority.

Guiding students to acquire democratic/authoritative strategies and approaches to classroom management, and to understand their rationale, were part of the main purposes of the intervention. Therefore, Stacey and Antonio's contradicting narratives, and the fact that they seemed to be unaware of such contradiction, may also be an indicator that this purpose of the course was not completely achieved at ENSN. This is consistent with another note the facilitator took after the last session at ENSN: "During the reflection of the classroom simulation, I felt that the group was not integrating the topics of the classroom management module to the discussion" (ENSN, session 7, Research Journal Entries Form).

Impact on well-being. The study also aimed at assessing whether the intervention had an impact on participants' well-being. The mindfulness component of the course was especially designed to contribute to this variable. Therefore, this subsection reports: (1) the impact of the intervention on students' self-reported well-being (assessed using stress and anxiety as indicators of well-being), and (2) the impact of the intervention on mindfulness practices, knowledge, attitudes and beliefs.

Impact on stress and anxiety as indicators of well-being. Two indicators were used to assess the impact of the course: levels of stress and anxiety.

First, the short European Spanish version of the Perceived Stress Scale (PSS) was included in the Future Teachers' Surveys (see Appendix T). After checking the assumption of normality (see histogram in Appendix AI) and that there were not

significant differences between the intervention and comparison groups at the pre-test assessment (see Table 21), a t-test for paired samples was conducted to observe changes over time in participants' self-reported levels of stress.

Table 21

Independent samples t-tests comparing UNIMINUTO and ENSN pre-test scores

	UNIMINUTO	ENSN	t	p	N (UNIMINUTO)	N (ENSN)
Stress	1.57	1.76	-1.407	0.164	50	27

Table 22

Pre-test post-test comparisons (Stress)

	Intervention group					Comparison group				
	Pre-test	Post-test	t	p	N	Pre-test	Post-test	t	p	N
Stress	1.89	1.88	0.068	0.947	20	1.51	1.64	-1.200	0.240	30

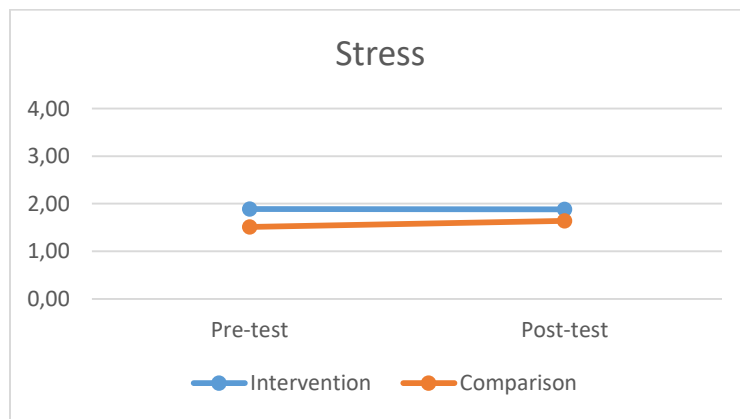


Figure 24. Pre-test post-test comparisons - Stress

As Figure 24 shows, the direction of change favored the intervention group (while the levels of stress tended to increase for the comparison group, they did not change for intervention group). However, no significant differences were found between the pre-test

and post-test assessment of this scale for the intervention or the comparison groups (see Table 22).

Second, students did not talk spontaneously about changes in their well-being in the interviews. The only students who alluded to these changes did so when the external interviewer explicitly asked whether the course helped them to reduce their levels of stress and anxiety in their lives.

Almost all students from UNIMINUTO reported that the intervention positively impacted their well-being, at least in the short term. Ciara, Carla, Jovanni and Lucía said that the course helped them release the stress of the university workload (e.g., classes, exams). Also, Jenny, Ciara, Elton, Carla, Nadia, Julia and Jovanni reported that they started feeling less stressed out due to what they learned or practiced throughout the course. The following excerpts exemplify these ideas: “I lived very stressed out, I wanted everything to be ready at the same time . . . but now I don’t. A classmate told me, ‘Carla, you have changed, you were always in a hurry.’ Cool, now I’m relaxed” (Carla, UNIMINUTO, Interviews, para. 169-171); “I learned to be more calm . . . I used to stress out because I was in a hurry, so I had to walk fast, I was thinking about homework” (Jenny, UNIMINUTO, Interviews, para. 183-185).

Moreover, Jorge perceived that the mindfulness practices he learned in the course helped him to live “in peace:” “I always felt like, like, I had a knot in the throat. If I have a bunch of problems, mindfulness helps [me] to untangle that knot I have inside me, that doesn’t let me be in peace” (Jorge, UNIMINUTO, Interviews, para. 54). Similarly, David and Ana said that practicing mindfulness helped them to sleep better, which might also be associated with increased levels of overall well-being. David explained:

I suffer from sleep deficit . . . [during the day,] I'm sleepy. I have to make a great effort to now falling asleep. I come home and I sleep [a lot] and I wake up after 6 or 8 hours. It frequently happens to me. But now, thanks to mindfulness, I have a little more control over that. So, now I close my eyes five minutes and keep going with my life” (David, UNIMINUTO, Interviews, para. 68-72).

In contrast, only two students from ENSN talked about a positive impact of the course in their well-being. Berta described that she could overcome emotional problems due to the course. However, she did not give much detail about which strategies or practices helped her with to do it. Moreover, Lisa said that applying emotional management strategies helped her decrease her levels of stress in specific moments. However, although Lisa used the word “stress,” it seems like she was talking about transitory states of anger rather than about a more permanent emotional state of stress.

On the other hand, three students (two students from UNIMINUTO and one student from ENSN) reported a limited impact of the course on their levels of well-being. For instance, Clara said that she still have to work on managing the stress and anxiety in her life and Elton considered that the course had a positive impact on his levels of stress but high levels of anxiety in her life remained.

Furthermore, Antonio explained that he was currently feeling overwhelmed by personal problems (especially issues related to his romantic relationship). In fact, Antonio dedicated most of his interview to talk about his feelings and personal problems, which might indicate that these were significant issues for him at that time. For instance, he narrated: “Well, in fact, it is like I say, problems. The truth is that in my head I only... I

only think about problems, problems, problems, problems, problems, and problems. And as much as I want to be joyful, I don't know..." (Antonio, ENSN, Interviews, para. 36).

Antonio also reported that he had tried to apply the emotional management strategies and mindfulness practices he learned in the course. However, he perceived that although stress became "more controllable," those strategies were not effective enough:

Suddenly, I had problems. So I, let's say, went to my room and laid down and closed my eyes, and only breathed or listened to music . . . like concentrate, freeing my mind. And it worked but as the problems increased, and it was not only a problem, but there were several of them, those strategies didn't work anymore . . . listened to music, closing my eyes, it wasn't enough. 'Well, I'm going to create *such* strategy to make it work, or I'm going to sleep, I don't know, to calm down, maybe, the pain. But in certain way [I closed] my eyes and all the problems came to my mind. I only felt that pain, and I felt a great pain in my chest. I still feel it. I feel that pain in my chest and I want to cry (Antonio, ENSN, Interviews, para. 100).

Antonio's testimony shows that he tried different strategies but, in the end, they were not enough when his problems increased. This might indicate that the strategies taught in the course were useful in certain cases, but were not sufficient for more severe cases of sadness, anxiety, or stress.

Impact on mindfulness practices, knowledge, attitudes and beliefs. Ten out of twelve students from UNIMINUTO reported that they started to practice mindfulness outside the sessions. Some of them described that they engaged in formal practices. For instance, Elton recounted that he used to go to the roof of the house where he lives to do a formal practice there, and Carla said that she practiced every morning at home, before

having breakfast. Other students said that they practiced mindfulness following informal practices in different settings, such as their homes and their work environment. For example, Jenny said:

Well, between this and that, I walk fast, sometimes I don't even breathe. Sometimes I'm with my head here and there. So, I started to be more conscious of everything I'm doing, where I walk, how I walk . . . Yes, being present (Jenny, UNIMINUTO, Interviews, 179).

In contrast, only Antonio, Cristóbal, Stacey and Jerónimo from the ENSN said that they practiced mindfulness out of the sessions. However, their descriptions indicated that these practices were not frequent or systematic. For instance, Jerónimo said that he practiced “sometimes at home” and Cristóbal indicated that he only put mindfulness into practice when he was mad. In addition, when the external interviewer asked Berta if she practiced mindfulness outside the sessions, she said that she was aware that she “did not practice as much as she would have to.”

With regard to participants' changes in knowledge, attitudes and beliefs about mindfulness, students from UNIMINUTO reported a greater change than students at ENSN. From ENSN, only Berta said that she learned the importance of practicing mindfulness to “slow down” and Dilan said that he would be willing to apply mindfulness practice with his students.

On the other hand, Ana, Clara, Elton, Jenny, Jovanni, Jorge, Lucía and Nadia, from UNIMINUTO, demonstrated an improvement in their self-reported knowledge, attitudes or beliefs about mindfulness. First, some of them gave concrete and accurate explanations of what is mindfulness. For instance, Ana said that mindfulness means to focus on the

“here” and “now,” Jenny said that mindfulness implies self-awareness, and Jovanni described it as a process to “clear up the mind.”

Second, these students showed favorable attitudes and beliefs about mindfulness. For instance, they evidenced that they liked the practices and found them motivating. For example, Elton said:

I understood the sentence related to mindfulness that means ‘live here and now.’ Like, enjoying what I’m doing right now. That’s so cool. One does a lot of things, and at the end of the day, ends up tired, and doesn’t know why. In the morning I exercise, I take a bath. One does a lot of things. It’s like concentrating in what you are doing and enjoying it fully (Elton, UNIMINUTO, Interviews, para. 57).

Possible explanations of this difference of findings between the group of ENSN and the group of UNIMINUTO will be discussed in Chapter 8.

Summary of results (RQ3). Table 23 shows a summary of the results for RQ3.

In summary, although no significant changes were found between pre-test and post-test scores of the Future Teachers’ Surveys for the SEC scales, qualitative data from the interviews evidenced positive changes in students’ self-reported SEC. As it will be discussed in Chapter 8, this divergence of findings among data sources could be explained by the limitations of the quantitative assessment of SEC (e.g., it relied merely on self-reported intentions of action and the sample size was small).

In addition, interviewed students demonstrated that they acquired new knowledge, and developed more favorable attitudes and beliefs about SEC. This was especially true for students at UNIMINUTO, who showed higher levels of understanding of SEC than the students at ENSN.

Furthermore, the quantitative analysis from the FTS evidenced a significant improvement in the intervention group's classroom management knowledge, self-efficacy, and beliefs. In contrast, the comparison group did not show significant changes between the pre-test and the post-test assessments. These findings were consistent with the reported changes in the students' interviews.

Students also reported more favorable attitudes and beliefs towards authoritative teaching styles, and towards student-centered and responsive classroom management strategies. Moreover, students from the ENSN reported that they had put into practice, during their teaching internships, new strategies that were less authoritarian and more consistent with children's needs. Finally, only a few interviewees reported improvements in their classroom management self-efficacy beliefs in an explicit way. However, none of them indicated a decrease in these beliefs.

Finally, no differences in stress levels between pre-test and post-test assessments of the FTS for the intervention or the comparison groups were found. These results were consistent with students' qualitative reports at ENSN, where data from the interviews did not suggest major improvements in students' levels of well-being. In contrast, students from UNIMINUTO reported a positive impact of the course in their levels of well-being, which contradicts the quantitative findings. Possible explanations of the divergent results for UNIMINUTO will be discussed in Chapter 8.

Table 23

Summary of results – Impact of the course on expected outcomes (RQ3)

Dimensio n	Data source	Main findings (UNIMINUTO)	Main findings (ENSN)	Convergence / Divergence among data sources	Similarities / Differences in findings among settings
Changes in SEC	Future Teachers’ Survey (quantitative scores from open-ended questions)	No significant differences between pre-test and post-test assessments for the intervention or the comparison groups.		Divergent findings between the FTS and the interviews.	Students from UNIMINUTO demonstrated more elaborated insights and knowledge than students from ENSN.
	Interviews	Positive self-reported changes in emotional awareness and regulation (most robust subtheme), perspective taking, assertiveness, active listening, conflict resolution skills, and considering consequences and responsible decision-making skills. Generation of options in challenging situations was almost absent. Positive changes in SEC helped students to address challenging situations in a less aggressive way and to improve their relationships. Exceptions: lack of improvement in emotional regulation competencies (e.g., Nadia).	Positive self-reported changes in emotional awareness and regulation (most robust subtheme), perspective taking, assertiveness, active listening, conflict resolution skills, and considering consequences and responsible decision-making skills. Generation of options in challenging situations was almost absent. Positive changes in SEC helped students to address challenging situations in a less aggressive way and to improve their relationships. Exceptions: lack of improvement in emotional regulation competencies (e.g., Antonio).		

(continued)

Table 23 (continued)

Dimension	Data source	Main findings (UNIMINUTO)	Main findings (ENSN)	Convergence / Divergence among data sources	Similarities / Differences in findings among settings
Changes in self-reported classroom management skills and practices	Interviews	Only Ciara reported that she had been implementing new strategies with children in her family (more student-centered strategies).	At teaching internships: use of new strategies that are less authoritarian and more consistent with children’s needs.	N/A	Differences between ENSN and UNIMINUTO due to the fact that students from ENSN were in teaching internships and students from ENSN were not.
Changes in classroom management self-efficacy beliefs	Future Teachers’ Survey (quantitative scales)	Significant increase in classroom management self-efficacy for the intervention group. No significant changes for the comparison group.		Findings among data sources were not contradictory.	Convergent findings among settings.
	Interviews	Two students explicitly reported increases in classroom management self-efficacy beliefs. No evidence of decrease in classroom management self-efficacy beliefs.	One student explicitly reported increases in classroom management self-efficacy beliefs. No evidence of decrease in classroom management self-efficacy beliefs.		

(continued)

Table 23 (continued)

Dimension	Data source	Main findings (UNIMINUTO)	Main findings (ENSN)	Convergence / Divergence among data sources	Similarities / Differences in findings among settings
Changes in classroom management knowledge, attitudes and beliefs	Future Teachers' Survey (quant. scales)	Significant improvement in classroom management knowledge and beliefs for the intervention group. No significant changes for the comparison group.		Convergent results. Interviews provided additional information that complemented findings from other data sources.	Convergent findings among settings.
	Hypothetical Cases Questionnaires (quantitative scores from open-ended questions)	Differences in trends of changes between intervention and comparison groups were not clear. Results suggested that it is possible that students at intervention group learned more responsive classroom management strategies or became more aware of their value than the students of the comparison group.	Differences in trends of changes between intervention and comparison groups were not clear.		
	Interviews	In general, students demonstrated the acquisition of new classroom management strategies. They also reported more favorable attitudes and beliefs towards authoritative teaching styles, and towards student-centered and responsive classroom management strategies.	In general, students demonstrated the acquisition of new classroom management strategies. They also reported more favorable attitudes and beliefs towards authoritative teaching styles, and towards student-centered and responsive classroom management strategies. Exception: Stacey and Antonio's reports showed contradictions.		

(continued)

Table 23 (continued)

Dimension	Data source	Main findings (UNIMINUTO)	Main findings (ENSN)	Convergence / Divergence among data sources	Similarities / Differences in findings among settings
Changes in self-reported well-being	Future Teachers' Survey (quantitative scales)	No differences in stress levels between pre-test and post-test assessments for the intervention or the comparison groups.		Divergent results for UNIMINUTO. Convergent results for ENSN.	Interviewed students from UNIMINUTO reported improvement in their levels of well-being due to the course. Students from ENSN did not report changes in their levels of well-being due to the course.
	Interviews	Almost all students reported positive changes in their well-being. Some students highlighted the positive impact of the mindfulness practices on their levels of well-being.	Only two students reported positive changes in their well-being, but these reports were unclear or did not provide much details. One student reported low levels of well-being due to personal problems.		
Changes in mindfulness practices, knowledge, attitudes and beliefs	Interviews	Ten students reported that they started to practice mindfulness outside the sessions. Improvement in self-reported knowledge, attitudes and beliefs about mindfulness.	Four students reported that they practiced mindfulness outside the sessions, but not in a systematic and frequent way. Only two students evidenced limited improvement in knowledge and attitudes about mindfulness.	N/A	More changes in mindfulness practices, knowledge, attitudes and beliefs for students at UNIMINUTO than for students at ENSN.

Impact on Unexpected Outcomes (RQ4)

Information from the interviews provided data to address the research question #4 about the impact of the course on unexpected variables. Two subthemes under theme #2 resulted from the thematic analysis that were not contemplated in the purposes of the course. The first one referred to a social and emotional competency that was not explicitly targeted by the course: self-confidence and metacognition. The second one referred to a self-reported personal growth and change in life perspective.

On the one hand, five participants reported improvements in their levels of self-confidence. Julia and Clara, from UNIMINUTO, said that their self-confidence to communicate with other people increased. Besides, Carla and Ciara, from UNIMINUTO, and Stacey, from ENSN, described more specifically how their confidence to speak in public and participate in front of their classmates increased. For instance, Carla said:

- Carla: For example, I was embarrassed about going to the front [of the classroom] and present something, because I was nervous, my hands sweated, like, I knew the topic but I forgot it, like...

- Interviewer: Like, you blocked out with your emotions.

- Carla: One that has learned the emotions, the citizenship competencies, one learned the self-esteem and loving oneself, one thought, took a breath from one to ten, and thought, let's say, about the emotions, the active listening, and I said, 'well, my classmates are going to listen to me, I have to be patient, don't accelerate,' so it went well, because one was with those competencies . . . so one went with confidence (Carla, UNIMINUTO, Interviews, para. 147-151).

Furthermore, Julia, from UNIMINUTO, added that at the end of the course she felt less shy and less scared of criticism from other people. Possible explanations for these results will be discussed in Chapter 4.

In addition, metacognition (or self-awareness), which refers to the ability reflect and be aware of one's thoughts and behaviors, was not one of the nine competencies explicitly prioritized throughout the intervention. However, the course invited participants to constant reflection on their own behaviors, emotions, and skills. Therefore, it was not a surprise that Jorge and Ciara, from UNIMINUTO, reported an increase in their ability of being aware of and reflecting on their own mistakes and struggles in applying SEC.

On the other hand, five students from UNIMINUTO and one student for ENSN reported that the course changed participants' perceptions of their own lives or some aspects of their character. For instance, Elton indicated that the course's changed people's lives, and Ana, David, and Ciara said that it contributed to their personal growth. For instance, Ciara expressed that she is "a better person now" and that she "can't go back now to be the person [she] was before knowing that there are [better] ways of being" (Ciara, UNIMINUTO, Interviews, para. 392), and David said that thanks to the course he "became human again" and recover a "sense of humanity" he had lost: "I became human again after everything I'm telling you because I was the kind of people who thought that being a professional [meant] being cranky, feeling like a god and levitate. I thought that was being a professional" (David, UNIMINUTO, Interviews, para. 130).

Besides, Jorge pointed out that the course motivated his commitment to work on his personal growth:

- Jorge: . . . it was like a little hook, like an anchor that followed me, like, you also have thing to [improve], you are not perfect, nobody is perfect. I mean, like the saying says, I put on the shirt #10.
- Interviewer: Let's see that saying. I didn't understand it.
- Jorge: Well...
- Interviewer: The shirt #10 in soccer?
- Jorge: Yes.
- Interviewer: *Ah*, ay.
- Jorge: That is the [shirt] #10, take my own decisions . . . being responsible myself, because if I don't do it, nobody will (Jorge, UNIMINUTO, Interviews, para. 168-174).

Finally, Ciara, from UNIMINUTO, and Dilan, from ENSN, alluded to some ways their perspective of life changed. Ciara said that she sees life in a more positive way now and she is aware that there is something to celebrate every day. Dilan said that now he is aware of the importance of pausing to reflect on his life. These changes are consistent with the ideas that were behind the mindfulness practices and the celebration routines. Therefore, these strategies might have influenced the way students perceived their own lives.

Summary of results (RQ4). Table 24 shows the summary of results for RQ4. Unexpected impact was reported mostly by students from UNIMINUTO, who perceived positive changes due to the course in their levels of self-confidence, metacognition, personal growth and life perspective.

Table 24

Summary of results – Impact of the course on unexpected outcomes (RQ4)

Dimension	Data source	Main findings (UNIMINUTO)	Main findings (ENSN)	Convergence / Divergence among data sources	Similarities / Differences in findings among settings
Impact on self-confidence and metacognition	Interviews	Four students reported improvements in their levels of self-confidence. Two students reported an increase in metacognition.	One student reported improvements in her levels of self-confidence.	N/A (only one data source)	Reports of impact on self-confidence, metacognition, personal growth and life perspective were mainly reported by students from UNIMINUTO.
Impact on personal growth and life perspective	Interviews	Five students reported perceived personal growth or positive changes in the way of perceiving their own lives.	One student reported a positive change in his way of perceiving his own life.	N/A (only one data source)	

CHAPTER 8: DISCUSSION

The purpose of this study was to design, implement, and evaluate a course for future teachers in Colombia aimed at improving their social and emotional competencies, well-being, and classroom management knowledge, self-efficacy, attitudes, beliefs and skills. The following research questions drove the evaluation of the course:

RQ1: What was the level of participants' engagement throughout the intervention?

RQ2: How did the researcher and the participants perceive the quality, relevance, and applicability of the intervention?

RQ3: Did the intervention have an impact on future teachers' self-reported social and emotional competencies, self-perceived well-being, and self-reported classroom management knowledge, self-efficacy, attitudes, beliefs and skills?

RQ4: What changes in additional unexpected outcomes can be identified?

A mixed methods convergent design was used to address these research questions. Students from the intervention group were expected to be engaged with the course, to have a positive perception of the course quality, and to find it relevant and applicable for their lives. Also, the course was expected to have a positive impact on participants' levels of self-reported social and emotional competencies, well-being, and classroom management knowledge, self-efficacy, skills, attitudes and beliefs, compared to members of the comparison group.

This chapter is divided into six parts: (1) explanation of findings for each one of the research questions, (2) implications of findings for research and practice, (3) limitations of the study, (3) researcher's final reflections (with a description of the

researcher's personal reflections and lessons learned from the experience), and (4) general conclusions.

Explanation of Findings

This section describes the conclusions and explanation of findings for each one of the research questions. Three aspects will be considered to reach these conclusions and explanations: (1) integration of results with previous literature, (2) convergence or divergence of findings among settings, and (3) convergence or divergence of findings among data sources. Looking for divergent results was not considered undesirable. Instead, it was considered a way of opening possibilities for further inquiry (Yoshikawa, Weisner, Kalil, & Way, 2008).

Level of participants' engagement (RQ1). Research question #1 referred to the level of participants' engagement with the course. It was hypothesized that the participants would show high levels of engagement with the course. Overall, data supported this hypothesis.

Levels of engagement were observed by assessing three dimensions: (1) attrition and attendance, (2) behavioral engagement (e.g., participation, attention), and (3) emotional engagement (e.g., interest/disinterest, enjoyment/boredom). The conclusions and explanation of findings for each one of these dimensions are presented below.

Attrition and attendance. In general, information about attrition and attendance showed evidence of good levels of participants' engagement. Almost all participants who did not drop out showed high levels of attendance. In addition, attrition rates were low for UNIMINUTO. For the case of ENSN, although the attrition rates were high, the dropouts' causes were apparently external to the course.

Behavioral engagement. Behavioral engagement referred to observable conduct in the sessions, such as attention and participation, that indicated participants' interest and motivation towards the course. Levels of behavioral engagement varied among settings. At UNIMINUTO, high levels of behavioral engagement were observed among almost all students. For instance, students were attentive most of the time. At ENSN, acceptable levels of behavioral engagement were observed during sessions 1, 2, 3 and 4, and these levels declined during the subsequent sessions.

Emotional engagement. Emotional engagement refers to students' affection versus disaffection towards the course; for instance, how much students enjoyed the sessions and how much they were interested in the course. Interviewed students expressed high levels of emotional engagement. For example, they said they enjoyed the activities and found them interesting. Information from other data sources was consistent for UNIMINUTO, where almost all students seemed to have fun and be interested in most of the activities. In contrast, information from other data sources was not consistent with the interviews for ENSN. In this institution, students tended to look tired or bored during the second half of the course (i.e., after session 4).

Explanation of findings. High levels of participants' engagement with the activities may be explained by the students' positive perceptions of the course quality, applicability and relevance, which will be described in the following section. For instance, their enjoyment during the sessions might be due to the fact that they perceived a positive classroom climate.

On the other hand, convergence among data sources was found for UNIMINUTO. In contrast, data from the interviews at ENSN suggested strong participants' engagement

while attrition rates and observational scores showed low levels of engagement during the second half of the course. This divergence might be explained by the fact that students from ENSN did enjoy the course and found it interesting, as they expressed in the interviews, but they often felt stressed, anxious, tired or unmotivated due to causes that were external to the course, as they expressed in the interviews and during classroom discussions. For instance, they expressed that they were feeling overwhelmed or stressed out by the school's workload and by unresolved conflicts with their teacher educators.

Also, the physical environment and mandatory nature of the course might have affected students' mood. At UNIMINUTO, the course was voluntarily chosen by the students as an elective class and the classroom was comfortable with an average temperature of 60 degrees Fahrenheit. In contrast, the course was a mandatory activity for ENSN students. The temperature at Nocaima (where ENSN is located) can go up to 82 degrees Fahrenheit and the classroom did not have any fans or ventilation system.

Finally, some of the students from ENSN who appeared to be more enthusiastic during the activities dropped out from school, also for causes that were external to the course, and that might have affected the group's general mood and performance.

Quality, relevance and applicability of the course (RQ2). Research question #2 referred to the researcher and the participants' perceptions about the quality, relevance and applicability of the course. It was hypothesized that participants would have a positive perception of the course quality, and that they would find it relevant and applicable to their lives. Data supported these hypotheses. The conclusions and explanation of findings for each dimension of this research question are presented below.

Relevance and applicability of the course. All interviewed students found the course relevant and/or applicable to their personal and professional lives. For instance, students said that they had applied at home what they learned in the course, and expressed that the course would also be useful for their teacher educators or to other pre-service teachers.

A difference among settings was found for the mindfulness component of the course. Students at UNIMINUTO expressed that the mindfulness practices were useful for their daily lives. In contrast, students at the ENSN recounted that they had not been practicing mindfulness outside the sessions.

Quality of the course. Qualitative data suggested that students from both schools had a positive perception of the course quality. They said that the activities were innovative and dynamic, and described a positive classroom climate where trusting and caring relationships were created and maintained. In addition, students felt that their voices and participation were important for the group, and they highlighted several positive attributes of the facilitator such as her cheerful attitude and self-confidence to teach the sessions. Only a few suggestions to improve the course were made by some students. For example, students at UNIMINUTO said that the contents of the student journals should be changed and asked for more diverse cases for the activities of the classroom management module.

Explanation of findings. Students' descriptions of the course quality and characteristics might be explained by the course's design. As described in Chapter 3, the course was designed to create conditions so that students could experience first-hand the pedagogical principles, strategies and approaches that they were expected to learn.

Students' narratives reflected these principles, strategies and approaches. For instance, participants said that the course allowed them to reflect about their real-life experiences, which is consistent with one of the main pedagogical principles of the course (i.e., *reflection*), and they described the classroom environment as safe, trusting and democratic, which is consistent with the classroom management approaches that were used to design the course.

Interviewees' comments about the quality of the course in comparison with other classes in UNIMINUTO and ENSN teacher education programs were consistently with previous literature in the field of education in Colombia. This literature suggests that teaching *about* concepts and using authoritarian strategies to discipline students still prevail in Colombian educational settings (Chaux, 2004, 2012; Parra et al., 2015). In the present study, participants described that they were used to authoritarian or neglectful educators. They also described most of their classes as moments when traditional and "boring" pedagogical strategies and methodologies frequently were used.

In contrast, participants, who were interviewed by an external professional, perceived that the course's methodologies were interesting, dynamic and meaningful for their lives. Several of them also described a close and positive relationship with the facilitator, and perceived that the facilitator had a democratic and/or caring teaching style. On the one hand, this is a positive finding because it means that the participants had a positive perception of the course and that there was a coherence between the teaching approaches they were learning about and the teaching approaches modeled by the facilitator. On the other hand, it is possible that the judgements of the students about the

course quality were biased by their relationship with the facilitator, and/or by the perceived differences with other classes and teacher educators.

Finally, the fact that the UNIMINUTO students embraced mindfulness more than the ENSN students did might be explained by the fact that students from UNIMINUTO seemed to gain a greater understanding of the essence and relevance of mindfulness practices than the students from ENSN. Further details of these differences will be discussed in the explanation of findings for RQ3.

Changes in expected outcomes (RQ3). Research question #3 referred to the impact of the course. The course was expected to have a positive impact on participants' levels of self-reported social and emotional competencies, well-being, and classroom management knowledge, self-efficacy, skills, attitudes and beliefs, compared to students of the comparison group. Overall, there was at least partial evidence to support this hypothesis for all variables. This subsection contains the conclusion for each one of these variables and their corresponding explanation.

Changes in self-reported social and emotional competencies. This hypothesis was only partly supported. Qualitative data from both schools suggested that students improved their SEC due to the course. In contrast, quantitative data did not show evidence of significant changes in participants' SEC.

Interviewed students reported a positive change, due to the course, in their abilities to: (1) identify and regulate emotions, (2) listen actively to other people, (3) express their feelings, interests or desires in assertive ways, (4) solve their conflicts constructively, (5) take perspective towards other people, (6) consider the consequences of their actions, and (7) make responsible decisions.

The interviews also evidenced that the students at UNIMINUTO developed more elaborated insights and knowledge regarding SEC than did the students at ENSN.

Changes in self-reported classroom management self-efficacy, knowledge, attitudes, beliefs and skills. Findings suggested that the course had a positive impact on participants' self-reported classroom management self-efficacy, knowledge, skills, attitudes and beliefs. Quantitative scores of classroom management self-efficacy, classroom management beliefs and classroom management knowledge improved for the intervention group while they did not improve for the comparison group. In addition, interviewed students demonstrated the acquisition of new classroom management strategies and reported more favorable attitudes and beliefs towards authoritative teaching styles, and towards student-centered and responsive classroom management strategies.

A difference among settings was found for the self-reported application of classroom management skills and practices. While students at UNIMINUTO did not have opportunities to practice classroom management strategies in real-life settings, students at ENSN described situations of their current teaching practices where they were able to apply what they were learning in the course.

Changes in self-reported well-being. Evidence for the impact on well-being was mixed. On the one hand, quantitative data did not support an improvement in the self-reported levels of well-being. Conversely, qualitative data showed some evidence of increases in well-being for students at UNIMINUTO but not for students as ENSN. In parallel, students from UNIMINUTO reported positive changes in their mindfulness practices, knowledge, attitudes and beliefs, while the students from ENSN did not.

Explanation of findings. As mentioned, divergence among qualitative and quantitative results was observed for two variables: self-reported changes in SEC and self-reported changes in well-being. Two possible explanations for these divergent results are presented below.

First, as explained in the conclusions of RQ1 and RQ2, overall findings suggested that students found the course highly enjoyable and that they described a positive relationship with the facilitator. Although the interviews were conducted by an external professional to mitigate possible biases in the interviewees' responses, it is possible that social desirability was present in their answers. Also, it is possible that their strong engagement with the course had caused an overestimation of its impact.

Second, the assessment and analysis of results of the SEC and well-being scales from the Future Teachers' Surveys was limited for two reasons: (1) it relied merely on self-report, which limits the responses to retrospective and highly subjective perceptions of the participants (Elliott, Frey & Davies, 2015), and (2) the statistical power of the analyses was low due to the small sample size.

In addition to divergent results among data sources, a divergence among settings was also found. As mentioned before, the course seemed to have a higher positive impact on several variables at UNIMINUTO in comparison with ENSN. This divergence was surprising, especially with regard to the variables that had to do with classroom management. Previous literature suggests that student teachers who have opportunities to practice what they are learning in their coursework have a better understanding of concepts and theories (Darling-Hammond, 2006). Considering that most participants at ENSN were experiencing teaching internships in parallel with the course, while

participants at UNIMINUTO were not, it was expected that students at ENSN would gain a deeper understanding about classroom management strategies and approaches.

The difference between groups may have, at least, four possible explanations. First, students from UNIMINUTO read materials and wrote papers about the topics of the sessions at home, while the students from ENSN did not. This might have affected their understanding and appropriation of concepts. Second, all students from ENSN come from rural settings in which their previous education might be of less quality than the previous education obtained by the students who had always lived at the city (i.e., most of the students at UNIMINUTO). Third, the fact that the students at UNIMINUTO had weekly sessions and the students at ENSN had biweekly sessions might have affected the “flow” of the intervention and the periodical exposure to different routines and strategies. Fourth, as previously described, students at ENSN showed lower levels of engagement with the last sessions, which might have impacted their learning process.

Besides the aforementioned explanations of the differences among settings, divergent findings specifically for well-being might be due to two more possible reasons. First, results may have been affected by the fact that students from ENSN did not seem to practice mindfulness outside the sessions as students from UNIMINUTO did. As previous literature suggests, practicing mindfulness can have a positive impact in people’s overall well-being and psychological distress (Franco et al., 2010; Jennings et al., 2011; Roeser et al., 2013). Therefore, it can be assumed that students who frequently practiced mindfulness were more likely to perceive improvements in their levels of well-being than those who did not.

Second, the lack of self-reported improvements in well-being for ENSN students might be related to the relationships with their teacher educators. As described in Chapter 5, all students from ENSN accounted that they had difficult relationships with their teacher educators. Existing research shows a connection between teacher-student relationships and several student outcomes, such as positive motivation and school engagement (Cornelius-White, 2007; Roorda et al., 2011). Consistent with this previous research, relational issues with the teacher educators at ENSN seemed to affect students' mood and attitudes. This in turn might have affected their overall well-being.

Changes in Unexpected Outcomes (RQ4). The last research question (RQ4) addressed the impact of the course on unexpected outcomes. Assessment of unexpected findings was made through the interviews so an analysis of divergence or convergence among data sources did not apply to this research question.

Also, unexpected outcomes were mainly reported by students from UNIMINUTO. They showed evidence of self-reported improvements in self-confidence, metacognition, perspectives on life, and personal growth.

Explanation of findings. The self-reported changes in self-confidence were not hypothesized, but might be explained by the fact that participants, in general, described the course as a space where they felt comfortable talking, and in which they were allowed to express themselves freely. Being required to talk at least once during every class for the 'celebration' routine may have helped some students lose their fear of talking in public. Finally, learning more strategies to communicate (e.g., assertiveness strategies) may have also positively affected participants' self-confidence.

In addition, as explained in Chapter 7, improvements in students' levels of metacognition were not surprising due to the fact that several activities and strategies were intended to promote students' reflections about their thoughts, emotions, attitudes, beliefs, and behaviors.

It is interesting to note that the students who reported changes in their lives or personal attributes that went beyond the improvement of concrete skills, attitudes and behaviors, belonged mostly to UNIMINUTO and not to ENSN. Some of these students seemed to perceive a deep change in their ways of being. A possible explanation might be the fact that these students seemed to gain a deeper understanding of the course's strategies than the students at ENSN.

Also, the fact that they practiced mindfulness in a more persistent way may have positively affected their overall perception of life. This is consistent with existing evaluations of mindfulness-based interventions, which suggest that practicing mindfulness increases positive affect and optimism toward life in participants (Felver, Celis-de Hoyos Tezanos & Singh, 2015).

Implications of Findings for Research and Practice

The present study has implications for both research and practice.

Implications for research. As described in Chapter 2, systematic reviews have highlighted the need of studies that assess SEL and mindfulness interventions through randomized evaluations (Felver et al., 2015) and through evaluations that measure not only the impact but also the quality of the implementations (Durlak et al., 2011). The present research study intended to address these voids in the research. On the one hand, randomization was achieved for ENSN but not for UNIMINUTO. However, the study

gave valuable information for future research about possible obstacles of conducting randomized evaluations in university contexts. On the hand, the process evaluation of the study provided important insights about the functioning of the course, which helped to understand the strengths and weaknesses of interventions with its characteristics.

Moreover, this study is a contribution to the field of teacher education. First, participants' descriptions of their teacher education programs' strengths and failures suggest potential issues that should be addressed in future research. For instance, the relationship between student teachers and their teaching internships' supervisors seems to be a critical aspect that affects their learning process and performance inside the classroom.

The study also provides clues about how to measure social and emotional competencies, well-being, and classroom management knowledge, skills, attitudes and beliefs in these types of populations (e.g., pre-service teacher and student teachers in Spanish-speaking settings). Divergent results among qualitative and quantitative data sources suggested that some of the self-reported quantitative scores used in this study might not be the best way to approach certain skills and attitudes. Observing and assessing student teachers in real-life settings (i.e., inside the classroom with children) is highly recommended for future studies.

On the other hand, some measures were created or translated into Spanish, and validated in this study, which is a contribution to the research in the Spanish-speaking world.

Furthermore, a question that remains from the results is whether the intervention would be equally successful if it were led by someone without the same preparation and

enthusiasm regarding the topics of the course. It would be pertinent to conduct further evaluations of the course under different conditions such as being led by other facilitators different than the researcher.

This question also opens the door for further research about the type of professional development needed to teach this course. After the course was taught to the intervention group at ENSN, the leaders of the normal school asked the researcher to teach the course to all the teacher educators of the program. Therefore, the researcher delivered a shorten version of the course to this group of educators. Although this implementation was not systematically evaluated, it served as an anecdotic experience that suggested that the course might be also applicable to this type of population. Further research would be needed to reach stronger conclusions regarding professional development for teacher educators.

Finally, contributions of this study for research in Colombia should be highlighted. As described in Chapter 2, research on SEL and classroom management training in teacher education is new in Colombia, and the available information suggests a lack of teacher preparation on these topics (Camargo et al., 2007; Chaux, 2012; Ministerio de Educación Nacional, 2013). Therefore, this study provides relevant information about the pertinence of a teacher education course to promote future teachers' SEC, well-being, and classroom management knowledge, self-efficacy, skills, attitudes and beliefs in the Colombian context.

Rather than being generalizable to all teacher education programs in Colombia, this study opens the door for further evaluations of the course. It would be useful to conduct similar studies to assess the intervention using bigger and more representative

samples, including urban and rural settings, of the diverse population of pre-service teachers and student teachers in the country.

Further research could also explore the feasibility and effectiveness of revised versions of the intervention designed to reach much larger audiences. For instance, a cross-universities blended course open to undergraduate students from different schools.

Implications for practice. Participants' descriptions of their teacher education programs indicated a perceived lack of training in social and emotional development and classroom management strategies and approaches. Previous studies also evidence the insufficiency of explicit pre-service training about classroom management knowledge and skills (Camargo et al., 2007; Evertson & Weinstein, 2006; Kher et al., 2000; LePage et al., 2005) and social and emotional competencies (Jennings & Greenberg, 2009; Schonert-Reichl et al., 2015). These findings reaffirm the need for more interventions aiming at training future teachers in these aspects.

Also, participants who had had teaching internships described the experience of teaching as something scary or stressful. For students at ENSN, this negative perception seemed to be aggravated by the fact that student teachers often felt confused by the lack of clear feedback and felt forced by their teaching supervisors to use authoritarian strategies with the children. Parra et al. (2015) reached similar conclusions in their study conducted in normal schools of Colombia: student teachers are frequently fearful towards teaching experiences and end up replicating authoritarian strategies to please their supervisors. As some participants suggested in the interviews, future interventions should integrate teaching internships with courses like the one developed in this study.

On the other hand, the evaluation of the course suggested a positive impact on future teachers' self-reported SEC, and self-reported classroom management self-efficacy, knowledge, skills, attitudes and beliefs. Previous literature shows that teachers with higher SEC are more likely to enjoy their jobs (Bracket et al., 2010; Collie et al., 2012), be good role models for their students (Jennings & Greenberg, 2009; Jones et al., 2013; Osher et al., 2008) and create positive classroom environments where students can develop their prosocial potential (Jennings & Greenberg, 2009; Jones et al., 2014; Nizielski et al., 2012). Likewise, teachers who show authoritative classroom management beliefs, attitudes, and practices are more likely to promote students' prosocial behavior and SEC (Jennings & Greenberg, 2009; Raver & Knitzer, 2002). In turn, promotion of students' SEC can lead to positive changes in short-term and long-term outcomes, such as well-being, physical health, substance abuse, criminal behavior and sexual behavior (Durlak et al., 2011; Early Intervention Foundation, 2015; Jones et al., 2015; Hawkins et al., 2008; Taylor et al., 2017). Therefore, the present study might be a contribution in stopping cycles of violence in Colombia in the long-term by facilitating some of the conditions necessary to promote youth's prosocial development. Similarly, students' SEL is associated with higher academic performance (Durlak et al., 2011), which might also be an important contribution in Colombia.

As described in Chapter 2, violence and aggression have been characterized as cultural problems in Colombia, and researchers and policy-makers have recognized the role of education as one of the long-term solutions for these problems (Chaux, 2012). In fact, several efforts had been made in the last 13 years to promote peaceful coexistence among students, such as national standards and laws. This course is a contribution to this

endeavor, as it focuses on the development of teachers' own competencies, attitudes, beliefs and skills, as critical aspects to nurture the development of more peaceful and prosocial children and youth.

Furthermore, students' narratives illustrated that most of them were frequently exposed to aggressive dynamics in their relationships. Also, they described that they were frequently exposed to authoritarian environments. Study findings showed that the course was effective in changing some of these patterns in future teachers' attitudes and behaviors. For instance, they started to question authoritarian practices of their teachers and started to change the dynamics of their relationships with their families and friends. These facts make this intervention valuable and relevant for the context.

Also, teacher turnover is greatly explained by teachers' stress and poor emotional management, and it can represent high costs to governments' budgets (Schonert-Reichl, 2017). Thus, improving teachers' abilities to create positive classroom environments and to cope with the challenges of their profession could be a positive contribution to Colombia's economy.

The researcher has no knowledge of similar interventions that explicitly integrate the three components of the course that was designed and evaluated in this study (i.e., social and emotional development, classroom management and mindfulness). Therefore, the development of a new course that integrates these areas and proves to be innovative, engaging, useful and applicable to future teachers' personal and professional lives is a great contribution to the field.

Recommendations for future versions of the course. Based on the findings of the study, the researcher created a list of suggestions for future (and improved) versions of the course. These suggestions are presented below.

First, the mindfulness practices and the celebration routines should be maintained in every session. However, there is not always time for the final reflections. In addition, these reflections might become repetitive and boring. It would be better to include brief reflections after the practical activities and additional questions at the end of each module to analyze the pedagogical strategies and principles of the course.

Second, the classroom management component of the course might be enhanced by: (1) revising the activities about cooperative versus competitive environments, so they are based on truly cooperative activities and do not imply participants' deception; (2) integrating the practice of classroom management strategies with experiences in real-life settings (i.e., schools); (3) including more readings to complement the sessions with more in-depth concepts and theories (e.g., studying and critiquing more theories on classroom management); (4) including more interactive resources (for instance, videos or online forums) for the case analyses; (5) including more diverse cases for the classroom simulations and the analysis of strategies (e.g., cases that include different ages and contexts); and (6) learning from in-service teachers (e.g., inviting them to share their ideas and experiences with the participants, or observing their classes and giving feedback).

Third, it would be useful to include tips throughout the lesson plans to help the facilitator know possible ways to promote a caring and democratic classroom environment. For instance, this might include tips to invite students to talk to their

classmates (not only to the facilitator) when they give their opinions, and tips to make students feel appreciated, such as sending them a note when they miss a session.

In addition, to promote students' active participation in all sessions, it would be pertinent to avoid the use of long PowerPoint presentations.

With regard to the mindfulness practices, it would be useful to have a guide for the facilitator with different options (e.g., awareness of breathing, awareness of sounds, awareness of emotions, mindful movement, etc.). That way, the facilitator would have a written guide to facilitate the formal practices he/she considers pertinent for each session (according to the perceived mood of the group, the time availability, etc.). Furthermore, mindfulness practices should be integrated in a more explicit and intentional way with other activities, so that students can experience informal practices during the sessions besides the initial routine.

Finally, the readings should be a mandatory part of the course, as they were motivating and useful for the students at UNIMINUTO. Also, the student journals might be used as a tool to promote self-awareness and reflection. However, the periodicity of the entries should be revised so they do not become too frequent and monotonous for the students, and the questions should vary from one entry to another.

Limitations of the Study

Several limitations of the study should be highlighted. First, qualitative data suggested that some differences between ENSN and UNIMINUTO in the levels of participants' engagement and the improvement in self-reported well-being could be explained by causes that were external to the course, such as students' dissatisfaction with the institutional climate of their school. However, these aspects were not

systematically measured. Future studies should assess these variables with quantitative scales so their effects can be controlled.

Second, as has been pointed out before, students' reports on the perceived impact of the course might have been biased by the fact that they considered the course and the facilitator as exceptional in comparison with their other classes and teacher educators. Although the researcher tried to attenuate this possible bias by having an external professional conduct the interviews, participants' responses might have been affected by their high levels of emotional engagement with the course and by the close relationships they reported to have built with the facilitator.

Third, another risk of bias was the fact that the researcher designed, implemented and evaluated the intervention. Having an external professional conduct the interviews, receiving feedback from experts about qualitative analysis, and making a detailed description of the procedures in the report were some of the strategies that were used to mitigate possible threats to the reliability of the study. However, it is recommended to have external evaluators at different stages of the study.

Fourth, some of the instruments or assessment tools presented challenges for the researcher. Assessing certain skills and attitudes (e.g., SEC, classroom management skills, well-being and attitudes towards teaching styles) through self-report questionnaires brought limitations for the interpretation of the findings, such as the risk of social desirability and the fact that the reports were highly subjective and retrospective. In addition, several responses to the open-ended questions were difficult to interpret because students did not provide enough information or clear answers. Other sources of data, such

as on-site observations and in-depth interviews, would be more useful to assess these types of variables.

Fifth, the number of students who registered for the course at UNIMINUTO was limited and the intervention group at ENSN presented high rates of attrition. These issues led to a small sample size. Thus, the statistical power of the quantitative analyses was limited. In addition, the statistical assumption for normality of the Emotional Awareness and Emotional Management scales were not met, which might too have been related to the small sample size. Therefore, quantitative findings for these variables should be considered with precaution.

In addition, participants who dropped out from school were not interviewed. Therefore, information about possible iatrogenic effects of the course (for example, on students' motivation to continue with their studies) was not available. Although other participants and teacher educators suggested that these students dropped out for causes external to the course, it would have been ideal to have data on their perceptions and experience. Future evaluations should try to get direct information from students who do not complete all the sessions.

Sixth, the student journals and the classroom simulations did not provide accurate and/or reliable information, so they were excluded from the study. More controlled procedures to collect data (e.g., collecting the responses from the student journals online, and having assigned roles for the same students at pre-test and post-test assessments for the classroom simulations) would be useful for future studies, as these sources of data could provide relevant information about students' acquisition of skills.

Seventh, the fact that the researcher had to translate data from Spanish to English, in order to analyze it and write this report, was a limitation. Not working with participants' direct words might have caused data loss throughout the process.

Finally, it should be noted that the conditions of the study ended up being different from the initial study design, due to logistical issues and to the dynamics of the university and the normal school. For instance, the study was intended to be a randomized evaluation but randomized selection of the intervention and control groups was not possible at UNIMINUTO. Moreover, several students of the comparison group ended up being external to the teacher education program, which might have affected the comparability between groups. Future evaluations of the course that include randomized assignment would be ideal.

Researcher's Final Reflections

As described in Chapter 4, the researcher played two roles in this study. On the one hand, she played the role of an outsider, as she did not have a previous relationship or active role at UNIMINUTO or ENSN before the study. On the other hand, she played the role of an insider, as she designed, implemented and evaluated the course herself. Therefore, it was inevitable that her own experiences, knowledge and beliefs were reflected in the course design and dynamics, as well as in the interpretation of the findings. For instance, the researcher had previous experiences leading pre-service and in-service teacher trainings about SEL in Colombia, and those experiences greatly influenced the way she planned and delivered the activities.

Following Strauss and Corbin's (1998) guidelines, the researcher tried to keep a balance between using her knowledge to give insightful meaning to the findings, and

trying to stay neutral to create new understandings while addressing the research questions of the study. For example, the researcher frequently talked to students, during the sessions and outside the classroom, about their personal lives, and she built a relatively close relationship with most of them. The level of knowledge acquired about participants' lives allowed the researcher to better understand their beliefs, attitudes, and behaviors. However, she also had to be aware of possible biases in her interpretation of findings due to these relational dynamics.

Overall, designing and implementing this course for future teachers was a meaningful process for the researcher. She was surprised and moved by two main lessons she got from this experience. First, although building relationships in the classroom was one of the key elements of the classroom management component of the course, the researcher was surprised by the power of such relationships throughout the learning process. The researcher noticed that the dynamics of her own interactions with the students were determinant for the success of the course, and she was deeply touched to observe students' receptivity to her attempts of building close and trusting relationships in the group. For instance, she was surprised by the fact that most participants who finished the course attended to the interviews only because they knew that the research activities were important for her as a graduate student.

Also, the researcher expected to model the SEC and the classroom management strategies she wanted to promote throughout the course. However, she was surprised to notice the deep level of observation and reflection of the students toward her attitudes and behaviors. After analyzing the data from the interviews, the researcher realized how small

actions that she considered insignificant, such as smiling at the participants, were highly meaningful for them.

The researcher considers these two lessons as key insights for her professional career. Also, these lessons leave her with questions about the role of the teacher educators in the development of future teachers' personal and professional skills and dispositions. The researcher would like to bring this experience to other teacher education programs in Colombia. However, she wonders what would be the appropriate training for the educators who would teach it, and how these important aspects of building relationships and modeling the right attitudes and behaviors can be learned in order to assure the success of the implementation.

Conclusions

Promoting prosocial attitudes and behaviors, as opposed to aggression, in youth is critical to stopping the cycle of violence in Colombia. This study aimed at designing, implementing, and evaluating a course to promote future teachers' social and emotional competencies, well-being, and classroom management knowledge, self-efficacy, skills, attitudes and beliefs. The assumption underlying the study was that developing such knowledge, competencies, attitudes, and beliefs in teachers would contribute to the creation of more positive/peaceful environments inside their classrooms, maintain healthy relationships with their students, and be models of prosocial behavior for them. These conditions would in turn nurture the development of more peaceful children and youth.

In general, results from the process evaluation indicated that participants, especially those from UNIMINUTO, were engaged with the course. Furthermore, the course was seen as relevant and applicable for the participants, and students had a

positive perception of its quality. Participants highlighted the fact that the activities were innovative and dynamic, and that their perspectives as students were taken into account. They also described a positive classroom climate characterized by democratic and caring relationships among students and between the students and the facilitator, and remarked positive attributes of the facilitator such as her cheerful attitude and her level of preparedness to teach the sessions.

The impact evaluation demonstrated at least partial evidence for all the expected variables. First, comparison between pre-test and post-test scores of intervention and comparison groups showed a positive impact of the course on participants' self-reported classroom management knowledge, self-efficacy, and beliefs. Qualitative information also suggested a positive impact on participants' self-report regarding these variables, and on self-reported classroom management attitudes and skills.

Second, quantitative data did not show evidence of significant changes in participants' SEC. Conversely, interviewed students did report improvements in their SEC. Similarly, the comparison between pre-test and post-test scores did not show significant changes in self-reported levels of well-being, but students at UNIMINUTO did report an improvement in the interviews. Divergent findings among data sources might be explained by diverse reasons, such as possible biases in interviewees' responses due to social desirability or the lack of statistical power of the quantitative analysis due to the small sample size.

Differences on the conditions of the implementation and the study design among sites ended up being crucial for the differentiated results that were consistently found. Overall, the course seemed to be more impactful and engaging for the UNIMINUTO

students than for the ENSN students. Compared to the participants' from ENSN, students from UNIMINUTO evidenced higher levels of engagement, and higher improvements in their self-reported classroom management self-efficacy, knowledge, attitudes and beliefs. Unlike students from ENSN, UNIMINUTO also reported that they had practiced mindfulness outside the course and perceived a positive change in their levels of well-being. Moreover, some of these students accounted for unexpected changes due to the course: they described a positive impact in their self-confidence, metacognition, perspectives of life, and personal growth.

These differences among settings might be explained by some factors related to the course, such as the difference of periodicity of the sessions (i.e., weekly versus biweekly) and the fact that students from UNIMINUTO had to read and write papers for the course while students from ENSN did not. However, the differences could also be explained by external causes, such as the levels of stress and anxiety caused by the perceived overload of schoolwork at ENSN, the lack of motivation caused by problematic relationships between ENSN students and their teacher educators, or the difference between rural and urban settings in the quality of basic education received by students.

Overall, the findings of this study show that it is possible to develop a successful course to support future teachers' preparation on important aspects such as social and emotional development and classroom management knowledge and skills. Evaluations of revised versions of the course in other teacher education programs at urban and rural settings are strongly recommended to continue enriching the field.

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APPENDICES PART 1: FACILITATOR'S RESOURCES

Appendix A: Course Syllabus

STUDENT WELLNESS CENTER
COURSE “SOCIAL AND EMOTIONAL COMPETENCIES FOR PEACEFUL
COEXISTENCE”
2016-1

PROFESSORS:	Viviana Baracaldo Andrea Bustamante
E-MAIL:	nelcy.baracaldo@uniminuto.edu bustamante.andrea@gmail.com

SCHEDULE:	Thursday 1:45pm – 3:15pm
OFFICE HOURS:	Non-applicable (by e-mail)

GENERAL DESCRIPTION

The purpose of this course is to develop future teachers’ personal competencies and improve their wellness. More specifically, this course will focus on the development of participants’ social and emotional competencies, and participants’ abilities to manage stress and increase their overall wellness. In addition, the course will provide future teachers with specific tools of effective classroom management to facilitate the social and emotional development of their future students.

The three main components of the course will focus on three thematic areas:

1. Social and emotional competencies: through first-hand experiences and cooperative strategies, participants will practice and reflect on their own social and emotional competencies.

2. Classroom management and promotion of peaceful coexistence inside the classroom: throughout the course, participants will have the opportunity to experience and reflect on different classroom management strategies. In addition, participants will learn and experience practices to promote peaceful classroom environments will their future students.

3. Mindfulness: participants will learn to practice basic techniques of mindfulness meditation in their daily life. They will also learn basic concepts or neuroscience related to these techniques and reflect about possible ways to implement them with their future students.

METHODOLOGY

The activities of the course will be based on four key pedagogical principles:

1. Establish and maintain routines: the same routines for the beginning and the end of the sessions will be used at the end of each sessions (each session will start with a mindfulness practice and end with a reflection about the learning process).

2. Cooperative learning: priority will be given to group activities in which every student have to use his/her knowledge, reflection, opinions, and skills.

3. Learning by doing: this course will be based on the assumption that skills and knowledge are developed and strengthen throughout practice. For this reason, the course

will provide constant opportunities to practice what participants are learning throughout theory and concepts (for instance, using role plays and simulations).

4. *Reflection*: all the activities will include a moment of reflection. Throughout classroom discussions and written reflections, students will be able to reflect on how to put into practice in their personal and professional lives what they are learning. They will also reflection upon their role as agents of change in their society throughout the promotion of more peaceful environments in their context.

COURSE EVALUATION

Written reflections (individual) 60%

Final paper: case analysis (individual) 20%

Participation and attendance 20%

APA style should be used for the bibliography and references. See APA guidelines in the following link: <http://www.uniminuto.edu/web/biblioteca/normas-apa1>

COURSE CONTENTS

Date	# of session	Topic	# of student journal reflection
February 25	Session 1	Introduction	Reflection #1
March 3	Session 2	Mindfulness and introduction to SEC	Reflection #2
March 10	Session 3	Emotional awareness and management	Reflection #3
March 17	Session 4	Perspective taking and empathy	Reflection #4
March 24	HOLY WEEK	BREAK	
March 31	Session 5	Active listening and assertiveness	Reflection #5
April 7	Session 6	Conflict resolution strategies	Reflection #6
April 14	Session 7	Conflict resolution strategies	Reflection #7
April 21	Session 8	Cooperative and inclusive classroom environments	Reflection #8
April 28	Session 9	Class Meetings	Reflection #9
May 5	Session 10	Challenging situations in the classroom (part 1)	Reflection #10
May 12	Session 11	Challenging situations in the classroom (parte 2)	Reflection #11
May 19	Session 12	Final reflections	Reflection #12
May 26	EVALUATION	EVALUATION	N/A

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Appendix B: Classroom Simulation #1

Classroom Simulation #1 (Case)

Suppose that you have to lead a class of 35 fifth-grade students. The goal of today's lesson is to guide students to identify types of mass media communication (e.g., TV, radio, and newspapers) and to establish similarities and differences among them. For that purpose, you begin by the class asking your students to name different types of mass media they know, so you can write a list on the board. Once you give the instruction, some students raise their hand in silence wanting to give their answers, but José stands up and shout TV show names and characters. Some kids giggle with José's jokes. You ask him to raise his hand in silence and wait for his turn, but he continues with the jokes and his classmates continue giggling.

Appendix C: Journals' Questions

1. How would you describe your experience during the past session? (what you learned, how you would describe your participation, what comments you have about the experience, etc.).
2. Remember some challenging situations that you have experienced this week (for instance, situations that have caused you anger, sadness, or frustration). Describe the situation, the emotions you felt in that moment and how you handled the situation (what you did, what you said, etc.)
3. During these days, have you applied or recalled anything you have learned in the course? (please describe the situation as detailed as possible)

Additional questions (only for the last week of the course):

4. Do you consider some of your beliefs and/or knowledge regarding classroom management changed throughout the course? If your answer is affirmative, which beliefs and/or ideas changed?
5. Do you consider that your levels of well-being (for instance, your anxiety or stress levels) changed throughout the course? If your answer is affirmative, in what way did they change?

Appendix D: Instructions for Paper #1

Evaluative work 1

The purpose of this written work is to facilitate connections between the social and emotional competencies and students' lives. In addition, students will be encouraged to do a brief research to deepen their knowledge on theoretical and practical issues related to some particular social and emotional competencies.

Instructions (for participants)

1. Taking into account the definition of citizenship competencies of the Colombian Ministry of Education, which competency or competencies do you identify as part of your strengths? Why? Please include the definitions we have used in the course and specific examples of your daily and/or professional life.
2. Taking into account the definition of citizenship competencies of the Colombian Ministry of Education, which competency or competencies do you identify as part of your weaknesses (opportunities for improvement)? Why? Please include the definitions we have used in the course and specific examples of your daily and/or professional life.
3. Focus on the competency or competencies you identified as part of your weaknesses (opportunities for improvement). Then, do some research using different bibliographic sources to deepen your understanding of this/these competency/competencies. Please include: 1) theoretical and/or empirical foundations of this competency/competencies, 2) why this/these competency/competencies is/are important (e.g., the relationship between the competency/competencies and some behaviors), and 3) some strategies to develop this/these competency/competencies (e.g., pedagogical strategies or programs that seek to develop this/these competency/competencies).

Evaluation criteria (for the facilitator)

	1	2	3	4	5
Contents - part 1 (30%)	Does not describe the competencies identified as part of his/her strengths	Identifies the competencies that are part of his/her strengths, but presents significant conceptual mistakes related to the competencies or does not explain the reasons of his/her choice	Identifies the competencies that are part of his/her strengths, but presents minor conceptual mistakes related to the competencies or explains the reasons of his/her choice in a superficial way	Identifies the competencies that are part of his/her strengths, showing an adequate comprehension of the competencies, but the reasons of his/her choice could be better justified (including specific examples of his/her personal or professional life)	Identifies the competencies that are part of his/her strengths, showing an adequate comprehension of the competencies, including a good justification of his/her choice and specific examples of his/her personal or professional life
Contents - part 2 (30%)	Does not describe the competencies identified as part of his/her weaknesses	Identifies the competencies that are part of his/her weaknesses, but presents significant conceptual mistakes related to the competencies or does not explain the reasons of his/her choice	Identifies the competencies that are part of his/her weaknesses, but presents minor conceptual mistakes related to the competencies or explains the reasons of his/her choice in a superficial way	Identifies the competencies that are part of his/her weaknesses, showing an adequate comprehension of the competencies, but the reasons of his/her choice could be better justified (including specific examples of his/her personal or professional life)	Identifies the competencies that are part of his/her weaknesses, showing an adequate comprehension of the competencies, including a good justification of his/her choice and specific examples of his/her personal or professional life
Contents - part 3 (30%)	Does not describe the foundations or strategies related to the identified competencies	Mentions some foundations or strategies related to the identified competencies, but does not include a clear explanation of such foundations or strategies with references to the correspondent sources of information	Describes in a superficial way and/or with weak support from different sources of information the foundations or strategies related to the identified competencies	Describes information the foundations or strategies related to the identified competencies, including support from different sources of information. However, the description could have been more complete	Describes information the foundations or strategies related to the identified competencies, including strong support from different sources of information

Grammar and spelling (5%)	The text is highly difficult to understand and presents constant spelling and/or grammar mistakes (e.g., in every paragraph)	The text is moderately difficult to understand and presents recurrent spelling and/or grammar mistakes	The text is relatively easy to understand and presents some spelling and/or grammar mistakes	The text is easy to understand and presents a few spelling and/or grammar mistakes	The text is clearly written and easy to understand, and does not present spelling and/or grammar mistakes (or these mistakes are isolated)
References : APA style (5%)	APA style is not taken into account to cite or reference different sources of information	The use of APA style to cite or reference different sources of information is isolated, incorrect, or insufficient (e.g., a list of references is included but the sources are not cited along the text)	The use of APA style to cite or reference different sources of information presents numerous mistakes (e.g., the use of dates is unprecise).	The use of APA style to cite or reference different sources of information presents a few mistakes (e.g., the punctuation is unprecise is some references).	The use of APA style to cite or reference different sources of information is adequate

Appendix E: Assertive Communication

1.

(With a loud tone of voice; frowning)

“You are a cranky person, you don’t trust me and keep yelling at me all the time, and you don’t let me do what I want to do. I’m sick of this situation! I can’t deal with you anymore!”

2.

(With a strong but calm tone of voice; looking at the person to the eyes but having a relaxed facial expression)

“Look, when you yell at me and criticize what I’m doing, I feel angry. Next time you see I’m doing something you think I can do better, please explain it to me without yelling. That way we will understand each other better”

Appendix F: Instructions for Paper #2

Evaluative work 2

The purpose of this written work is to facilitate connections between the social and emotional competencies and particular cases, with an emphasis on the strategies that might be helpful to develop such competencies.

Instructions (for participants)

Please watch the following videos:

Video 1: Enfrentamiento del jurado de *Yo Me Llamo* [Confrontation between the juries of *My name is...*⁵⁰]

<https://www.youtube.com/watch?v=9Q13mwXfk58>

Video 2: *La Polémica* - Copa América 2015 [*The controversy*⁵¹ – America Cup 2015]

<https://www.youtube.com/watch?v=Xka-HhwhGhU>

Then, answer the questions presented below for each one of the videos:

1. Taking into account the definition of **emotional management** covered throughout the last sessions, how would you evaluate the application of this competency in this particular situation? Why? Please, give concrete examples to illustrate your answer (for instance, “XX says to XX... in that moment XX strategy of anger management was taking place because...).
2. Taking into account the definition of **active listening** covered throughout the last sessions, how would you evaluate the application of this competency in this particular situation? Why? Please, give concrete examples to illustrate your answer (for instance, “XX says to XX... in that moment XX strategy of active listening was taking place because...).
3. Taking into account the definition of **assertiveness** covered throughout the last sessions, how would you evaluate the application of this competency in this particular situation? Why? Please, give concrete examples to illustrate your answer (for instance, “XX says to XX... in that moment XX strategy of assertiveness was taking place because...).
4. Please make a list of concrete recommendations you would give to the characters involved in this situation in terms of strategies to better manage their emotions, listening actively, and expressing their ideas in an assertive way. Please, name specific strategies for each one of the competencies. Integrate to your answer the readings and materials we have covered in the course.

⁵⁰ A popular reality show in Colombia.

⁵¹ A popular sports show in Colombia.

Evaluation criteria (for the facilitator)

	1	2	3	4	5
Contents parts 1, 2, and 3 (60%)	Does not analyze the application of the correspondent competencies	Gives some ideas regarding the application of the correspondent competencies. However, presents significant conceptual mistakes related to the competencies, does not present a coherent analysis of the videos, or analyzed just one of the competencies	Gives some ideas regarding the application of the correspondent competencies. However, presents minor conceptual mistakes related to the competencies, or presents a superficial analysis of the videos, or does not analyze one of the competencies	Analyzes the application of the correspondent competencies in a coherent way, but the analysis might be better justified using concrete examples that illustrate his/her answer	Analyzes the application of the correspondent competencies in a coherent and comprehensive way, and the analysis is well justified using concrete examples that illustrate his/her answer
Contents part 4 (30%)	Does not present concrete recommendations with regard to the correspondent competencies	Presents some general and vague recommendations with regard to the correspondent competencies, or these recommendations are inadequate. Does not integrate the materials used throughout the course	Presents some recommendations with regard to the correspondent competencies, but shows some minor conceptual mistakes related to them. Shows poor integration of the materials used throughout the course	Presents recommendations with regard to the correspondent competencies, but these recommendations might refer to more concrete strategies integrating the materials used throughout the course	Presents recommendations with regard to the correspondent competencies, referring to concrete strategies and adequately integrating the materials used throughout the course
Grammar and spelling (5%)	The text is highly difficult to understand and presents constant spelling and/or grammar mistakes (e.g., in every paragraph)	The text is moderately difficult to understand and presents recurrent spelling and/or grammar mistakes	The text is relatively easy to understand and presents some spelling and/or grammar mistakes	The text is easy to understand and presents a few spelling and/or grammar mistakes	The text is clearly written and easy to understand, and does not present spelling and/or grammar mistakes (or these mistakes are isolated)

<p>References : APA style (5%)</p>	<p>APA style is not taken into account to cite or reference different sources of information</p>	<p>The use of APA style to cite or reference different sources of information is isolated, incorrect, or insufficient (e.g., a list of references is included but the sources are not cited along the text)</p>	<p>The use of APA style to cite or reference different sources of information presents numerous mistakes (e.g., the use of dates is unprecise).</p>	<p>The use of APA style to cite or reference different sources of information presents a few mistakes (e.g., the punctuation is unprecise is some references).</p>	<p>The use of APA style to cite or reference different sources of information is adequate</p>
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Appendix G: Instructions for Role-Play (UNIMINUTO)

Pay rise⁵²

Instructions for Milady, the employee:

You have worked for 5 years in a bakery store. You started moving flour sacks from the truck to the store, and now you are in charge of the store's financial accounting. That makes you feel very proud, but since the last months you have felt that your work is too humdrum and that you are not appreciated enough. In fact, the only reason you keep working at the store is because your sons moved to the city. You would like to live with them but you know that it is difficult to get a job at the city. For that reason, you have not left but you feel very lonely and miss them a lot.

Besides, your old work partners have quit the bakery store and you no longer have any friends. That wasn't a problem before because you talked a lot with the people at the bakery store, but now you feel that the bakery store has increased its size so much that you no longer talk to the people. You think that people no longer care about others at the bakery anymore.

Your relationship with the owner has become particularly distant. At the beginning, you took a lot of decisions together but now you barely see each other. You feel you're not as important as you were before. You feel that you have a good salary but your current expenses have increased because you're providing for two homes: your home and the home of your sons in the city.

Despite the working conditions, you've thought that if you won more money, you would feel compensated for your lack of satisfaction. For that reason, you wrote a letter to the owner of the bakery store asking him for a pay rise. You've thought that you can ask him \$200.000 pesos more per month. You think it's a fair amount because the bakery has considerably increased its size thanks to your work. You know the owner and you know that he will probably want to negotiate that amount with you. For the negotiation, you're prepared to show a firm position, without yielding at the beginning. If things don't work out, you would lower your petition to \$150.000 pesos, or even to \$120.000.

The owner has called you to talk. The meeting is about to start...

Before meeting with the owner, identify what you really want or need (your interests).

⁵² Translated from the program Aulas en Paz: Corporación Convivencia Productiva (2011). *Curso de formación general* [General training course]. Bogotá, D.C., Colombia: Author.

Instructions for Osvaldo, the owner:

You're the owner of one of the biggest bakery stores in the village. Milady, the person who is in charge of the financial accounting, sent you a letter asking you for a pay rise of \$200.000 pesos per month. This petition was surprising for you because Milady is very important for the store, but you have noticed that her job performance has decreased since the last months. She's no longer the proactive and cheerful person you hired. You have noticed that she doesn't even relate to other people as she used to. You don't have many meetings with her now but you would expect that she would have related to other employees of the bakery store. However, they say that they can never talk to her.

For all these reasons, you're not sure if Milady deserves a pay rise. Anyway, at this moment the bakery store cannot afford substantial pay rises because you're thinking of expand to the city and other municipalities. This expansion would imply much more work and employees. Milady has the right professional profile for one of these new jobs and you would love that she managed the new store at the city. However, that would require her to move to the city and it would be impossible to give her the pay rise she's asking for.

Given the personal affection you have for Milady and the gratitude for her excellent job in the past, you would be willing to offer her \$40.000 pesos of monthly pay rise. Giving this recognition to Milady would imply a huge effort and you would be willing to increase that amount up to \$60.000 pesos if you notice she's not yielding easily. You have thought about the possibility of cutting some expenses and that would allow you to offer her up to \$100.000 pesos more per month. However, that is only a possibility that is not assured.

You will meet with Milady to talk. You want her to accept the \$40.000 so you won't have to cut the expenses of the expansion. The meeting is about to start...

Before meeting with the Milady, identify what you really want or need (your interests).

Appendix H: Instructions for Guides

Instructions for the group of guides #1⁵³:

You are an expert guide who has been working as a guide for many years. You are in charge now of a person who is adapting to his/her condition of being blinded. Therefore, you:

1. Guide him/her carefully, being always at his/her side, and always paying attention to what he/she might need.
2. Correct his/her steps with patience and with a calm tone of voice, using statements that highlight what she/he is doing well, such as “you’re doing great but you need to go more to your right.”
3. Provide confidence so he/she doesn’t feel that he/she is going to fall down, using statements such as “don’t worry, don’t be afraid to fall down, I’m guiding you through the right path.”

Instructions for the group of guides #2:

You have been a guide for a long time and have a very well-defined style to guide. You like people to get to the finish line as fast as possible. You don’t like when they make mistakes or take their time throughout the journey. You are in charge now of a person who is adapting to his/her condition of being blinded. Therefore, you:

1. Are aware all the time of his/her movements. Don’t ever let him/her go alone.
2. Highlight his/her mistakes, not his/her accomplishments. Talk to him/her in a harsh way, almost scolding him/her, so he/she notice when he/she is not taking the right steps. Use statements or questions such as “why are you taking so long? You’re taking the wrong way! Why aren’t you doing what I’m telling you to do? You don’t know how to follow instructions.”
3. Use a harsh tone of voice (never nice). Don’t give him/her the opportunity to do things by him/herself.

Instructions for the group of guides #3:

You have been a guide for a long time and now you’re tired of always doing the same job. are in charge now of a person who is adapting to his/her condition of being blinded but you’re not interested in guiding him/her. Therefore, you:

1. Are aware of his/her movements, only at the beginning and at the end of the path. Don’t attend his/her calls. Tell him/her statements such as “keep going; I’ll go and do something and be right back.”
2. Aren’t be him/her side. However, from the distance you take care that he/she does not fall or crash with any obstacle (but only from the distance; you don’t let him/her know that you’re there). Don’t correct his/her mistakes or tell him/her when he/she is taking a wrong path.

⁵³ Adapted from the program Aulas en Paz: Corporación Convivencia Productiva (2011). *Curso de formación general* [General training course]. Bogotá, D.C., Colombia: Author.

Appendix I: Challenging Cases in the Classroom

CASE 1

Testimony of Laura, Danny's teacher (7 years old)⁵⁴:

At first Danny was very, very active. Even his eyes would constantly be shifting side to side, like he was watching everything you did. He had a lot of trouble staying in his seat.

He wanted to touch everything. He'd bang the pencils, the heating vents. He'd rock back and forth in his chair. He shared a work table with three other kids, and he liked to lift the table a few inches off the floor and then let it drop. Or when everyone was supposed to be writing, he'd shake the table to mess the other kids up.

With his own writing work, by the time he got finished it would be just destroyed. It wasn't even on purpose. As he was working, somehow the paper would get ripped and smudged and crumpled and wadded up into little ball until it practically disappeared. It was really strange.

He would make noise when I was teaching. Sometimes he would bark like a dog and just make all kinds of noises when I was talking or trying to give instructions . . . he wouldn't do that stuff unless I was trying to give instruction or talk to the class. It seemed very deliberate to me. The other kids didn't want to be friends with him, didn't want to be around him.

CASE 2

Case of Tomás (11 years old) and his teacher, Tulia⁵⁵:

Tomás has appeared to be in his usual foul mood ever since arriving in class. On his way to sharpen his pencil, he bumps into Francisco, who complains. Tom tells him loudly to shut up. Tulia, the teacher, says, "Tomás, go back to your seat." Tom wheels around, swears loudly, and says heatedly, "I'll go when I'm damned good and ready!"

⁵⁴ Adapted from: Watson, M. (2003). *Learning to trust. Transforming difficult elementary classroom through development discipline*. San Francisco, CA: Jossey-Bass.

⁵⁵ Adapted from: Charles, C. M. (2002). *Building classroom discipline. Seventh edition*. Boston, MA: Allyn and Bacon.

CASE 3

Testimony of Laura, Martin's teacher (6 years old)⁵⁶:

Martín, at the start of the year, was just six years old. He wanted to be a very powerful person in the class. He really messed with everybody –made fun of them, took their things. He did a lot of complaining with just every activity. He would mumble and shake his head, and he would have the angriest look on his face. He really upset me and I had to get over that. I was just so sick of him carrying on like that.

Martín was just furious because he didn't get picked to help me, first with a math activity and then to pass out cookies. When it was time for our read-aloud, he sat back in the corner and put his coat over his head. I said, "Martin, can you sit up and take your coat off your head? We're going to listen to the story now."

From under his coat he said, "I hate you!"

CASE 4

Case of Cristina (9 years old) and his teacher, Arney⁵⁷:

Cristina, a student in Arney's class, is quite docile and kind. She socializes little with other students and never disrupts lessons. However, despite Arney's best efforts, Kristina will not do her work. When Arney asks Cristina to work, she just looks at him and then turn over in silence. She rarely completes an assignment. She is simply there, putting forth no effort at all.

⁵⁶ Adapted from: Watson, M. (2003). *Learning to trust. Transforming difficult elementary classroom through development discipline*. San Francisco, CA: Jossey-Bass.

⁵⁷ Adapted from: Charles, C. M. (2002). *Building classroom discipline. Seventh edition*. Boston, MA: Allyn and Bacon.

Appendix J: Punitive Vs. Non-Punitive Strategies in Bullying Situations

OPTION 1

The teacher calls Ramiro's parents and meets with them. During the meeting, she described to them the situation and tells them that the school will suspend Ramiro for a week. She asks them to take necessary action at home, punishing him so he can learn how to treat his classmates.

If the teacher chose this option...

How do you think Chico Omega would feel? What do you think Chico Omega could learn from this situation?

How do you think Ramiro would feel? What do you think Ramiro could learn from this situation?

What do you think might happen with the relationships among the group of classmates of Chico Omega and Ramiro?

What do you think might happen with the relationships between the teacher and the group of classmates of Chico Omega and Ramiro?

What do you think might happen in the *long term* (for instance, in four or five months) with the situation? Do you think Ramiro would stop bullying Chico Omega?

OPTION 2

The teacher calls Ramiro and tells him that she is worried about the situation and that she needs his help to make the classroom environment improve. She asks him to think about the damages that the situation might bring for Chico Omega and for the resto of the group. Then, she gives him the opportunity to choose some actions to repair that damage.

If the teacher chose this option...

How do you think Chico Omega would feel? What do you think Chico Omega could learn from this situation?

How do you think Ramiro would feel? What do you think Ramiro could learn from this situation?

What do you think might happen with the relationships among the group of classmates of Chico Omega and Ramiro?

What do you think might happen with the relationships between the teacher and the group of classmates of Chico Omega and Ramiro?

What do you think might happen in the *long term* (for instance, in four or five months) with the situation? Do you think Ramiro would stop bullying Chico Omega?

Appendix K: Instructions for Final Paper

Evaluative work 3

The purpose of this written work is to facilitate connections between the social and emotional competencies and the classroom management strategies and approaches covered throughout the course, and particular cases.

Instructions (for participants)

This evaluation will be divided into two different papers. The first paper should be developed in groups of 2 or 3 people, and the second paper should be developed individually.

Paper 1 (developed and delivered IN GROUPS of 2 or 3 students)

Please read the following hypothetical case:

You are the fifth grade's homeroom teacher and you are in charge of 35 students. Lorenza is a student who had never presented problems before: she worked and asked good questions in class, and she was always nice and amicable to you. Because of that, you did not notice her much.

However, during the last months, Lorenza's academic performance has deteriorated. She is always looking at her cellphone in class and does not submit her homework on time. When the activities demand group work, Lorenza asks permission to go to the bathroom and stays out of the classroom until the class is over.

A few days ago, Lorenza's mom called you and told you that she is worried because Lorenza does not want to go to school anymore. Consequently, you have paid more attention to your students' behaviors and you have noticed that Lorenza use to be lonely during the recess hours. You have also noticed that one of her classmates, Jonathan, calls her names such as "catfish," and when he does, his friends laugh and Lorenza looks at her cellphone in silence. You have tried to be approach Lorenza to talk to her but she just stairs at you in silence, says nothing is happening, and keeps her taciturn behavior.

Taking into account Lorenza's case, please answer the questions below (integrate in your responses the materials, activities, and strategies covered throughout the course):

1. What strategies would you use to address this student's case? Please describe in detail.
2. Why would you use these strategies?
***Attention: this is the most important part of your written work. You must include bibliography, concepts, principles, etc. that we have covered throughout the course. Please include at least one bibliographic reference to support your arguments.**
3. From the teacher's perspective, which social and emotional competencies would be necessary to put into practice to address this student's case? Why?

Paper 2 (developed and delivered INDIVIDUALLY)

Please answer to the following questions (approximate length: one page):

1. How was your experience working in group to develop the first paper of this final evaluation?
2. Which social and emotional competencies did you put into practice while you were working in group? In which specific situations?
3. Which social and emotional competencies you may have better put into practice while you were working in group? Why?

For this paper, it is not necessary to cite bibliographic references. What it is expected of you is a detailed reflection, taking into account what you have learned throughout the course, of the way you worked with your group of classmates.

Evaluation criteria (for the facilitator)

	1	2	3	4	5
Paper 1 – Contents part 1 (20%)	Does not describe the strategies he/she would use to address this student’s case	Describes in a highly superficial and/or confusing way the strategies he/she would use to address this student’s case	Describes in a moderately superficial and/or confusing way the strategies he/she would use to address this student’s case	Describes the strategies he/she would use to address this student’s case but this description could contain better explanations or more details	Describes in a clear and detailed way the strategies he/she would use to address this student’s case but this description could contain better explanations or more details
Paper 1 - Contents part 2 (40%)	Does not describe the reasons why he/she would use the strategies mentioned in part 1	The explanation of the reasons why he/she would use the strategies mentioned in part 1 is highly superficial, confusing, and/or is not supported by bibliographic sources of information or The explanation of the reasons why he/she would use the strategies	The explanation of the reasons why he/she would use the strategies mentioned in part 1 is moderately superficial, confusing, and/or is poorly supported by bibliographic sources of information or The explanation of the reasons why he/she would use the	Explains in an adequate way the reasons why he/she would use the strategies mentioned in part 1, including acceptable support by bibliographic sources of information. However, this explanation could have been more complete or coherent with the contents covered throughout the course	Explains in a clear, adequate and complete way the reasons why he/she would use the strategies mentioned in part 1, including good support by bibliographic sources of information. In addition, this explanation is highly coherent with the contents covered throughout the course

		mentioned in part 1 does not present any coherence with the contents covered throughout the course	strategies mentioned in part 1 is poorly coherent with the contents covered throughout the course		
Paper 1 – Contents part 3 (25%)	Does not describe the competencies that would be necessary to put into practice, from the teacher’s perspective, to address this student’s case	Identifies the citizenship competencies that would be necessary to put into practice, from the teacher’s perspective, to address this student’s case. However, presents significant conceptual mistakes related to the competencies or does not explain the reasons of his/her choice	Identifies the citizenship competencies that would be necessary to put into practice, from the teacher’s perspective, to address this student’s case. However, presents minor conceptual mistakes related to the competencies or explains the reasons of his/her choice in a superficial way	Identifies the citizenship competencies that would be necessary to put into practice, from the teacher’s perspective, to address this student’s case, and shows an adequate comprehension of the competencies. However, the reasons of his/her choice could be better justified with bibliographic references	Identifies the citizenship competencies that would be necessary to put into practice, from the teacher’s perspective, to address this student’s case, and shows an adequate comprehension of the competencies. In addition, the reasons of his/her choice are adequately justified with bibliographic references
Paper 1 – Grammar and spelling (5%)	The text is highly difficult to understand and presents constant spelling and/or grammar mistakes (e.g., in every paragraph)	The text is moderately difficult to understand and presents recurrent spelling and/or grammar mistakes	The text is relatively easy to understand and presents some spelling and/or grammar mistakes	The text is easy to understand and presents a few spelling and/or grammar mistakes	The text is clearly written and easy to understand, and does not present spelling and/or grammar mistakes (or these mistakes are isolated)
Paper 1 – References: APA style (5%)	APA style is not taken into account to cite or reference different sources of information	The use of APA style to cite or reference different sources of information is isolated, incorrect, or insufficient (e.g., a list of references is included but the sources are not	The use of APA style to cite or reference different sources of information presents numerous mistakes (e.g., the use of dates is unprecise)	The use of APA style to cite or reference different sources of information presents a few mistakes (e.g., the punctuation is unprecise is some references)	The use of APA style to cite or reference different sources of information is adequate

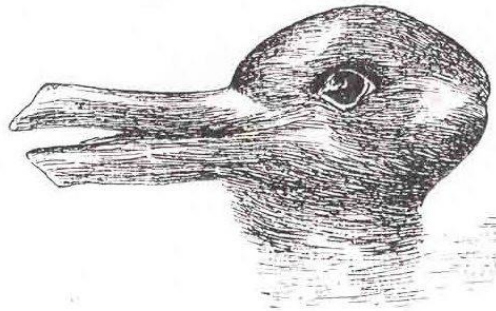
		cited along the text)			
Paper 2 (5%)	Does not reflect on his/her experience working in group, and/or on the application of the correspondent competencies	Presents a highly superficial reflection on his/her experience working in group, and/or on the application of the correspondent competencies	Presents a moderately superficial reflection on his/her experience working in group, and/or on the application of the correspondent competencies	Presents an adequate reflection on his/her experience working in group, and/or on the application of the correspondent competencies. However, his/her ideas could have been explained in more detail or could have been better supported by specific examples	Presents a deep reflection on his/her experience working in group, and/or on the application of the correspondent competencies. In addition, his/her ideas are explained in great detail and are supported by specific examples

Appendix L: Classroom Simulation #2

Classroom Simulation #2 (Case)

Suppose you have to lead a class of 35 fifth-grade students. The goal of today's lesson is to guide students to plan a play about traditional Colombian myths and legends they will present later to the rest of the school. For that purpose, you begin by asking students what traditional myths and legends they know. Rosa raises her hand and asks you if she can go to the bathroom. You tell her she can go. The lesson continues and Rosa comes back smiling 5 minutes later. Now you ask students what characters involved in traditional myths and legends they know. Rosa raises her hand again and asks if she can go to the bathroom. Some kids giggle about Rosa's question. You tell her she can go. The lesson continues and Rosa comes back smiling 5 minutes later. Now you ask students what myth or legend they would like to present to the rest of the school and why. Rosa raises her hand again and asks if she can go to the bathroom. Her classmates continue giggling.

Appendix M: Perspective Taking



Appendix N: Instructions for Role-Play (ENSN)

Adelaida and Rodolfo were going to the movies⁵⁸

Instructions for Rodolfo:

Adelaida and you have been dating for several months. During the first months, the relationship was great. You had fun together going out with friends, dancing, walking, and going often to the movies. However, since she has been dedicated to practice for her gymnastics competitions, you no longer spend much time together. That situation makes you feel blue. You feel that you're no longer important for her. Last Tuesday, you talked and agreed to go to the movies today (Saturday). You had everything planned. You had your parents' permission and got the money to invite her. But Adelaida didn't call or show up. You texted her and called her several times, but she didn't answer. Now you know the plan is ruined and you're really mad. She must have forgotten. At 10pm you send her one last message saying: "Talk to you another day!!!"

Next day you wake up and see that Adelaida is at your door...

Before talking to Adelaida, identify what you really want or need (your interests).

Instructions for Adelaida:

Rodolfo and you have been dating for several months. During the first months, the relationship was great. You had fun together going out with friends, dancing, walking, and going often to the movies. However, since you have been dedicated to practice for your gymnastics competitions, he has distanced himself a lot. He only wants to keep going out and does not understand that you have to practice a lot if you want a future with the gymnastics. You feel that he doesn't value what you do and that makes you feel blue. Last Tuesday, you talked and agreed to go to the movies today (Saturday). You knew it was a good time because you had a hard training and you would want to get some rest going to the movies with Rodolfo. After you were done with your training, you went home to lay down a little so you could be awake at night. As you were very tired, you fell asleep. At 10pm you woke up with the sound of a message in your cell phone. It's from Rodolfo and says: "Talk to you another day!!!"

Next day you decide to go early to his house and talk to him...

Before talking to Rodolfo, identify what you really want or need (your interests).

⁵⁸ This case was created by Enrique Chauv, Universidad de los Andes. All rights reserved. The translation from Spanish to English was done by the researcher and has some minor changes to the content of the original case.

APPENDICES PART 2: INSTRUMENTS, RUBRICS AND TRANSCRIPTION

CODES

Appendix O: Classroom Observation Form

Classroom Observation Form⁵⁹

Institution:

Number of session:

Date:

Attentiveness (Numeric scores)		Participation (Numeric scores)		Engagement (Observation notes)		Participatory dynamics (Observation notes)
Percentage of observed minutes in which most of the participants were paying attention	Percentage of students who were paying attention within each observed minute (average)	Percentage of observed segments in which most of the students gave their opinion or talk	Percentage of students who participated within each observed segment (average)	Behavioral engagement - Action initiation, attempts, attention, concentration, absorption vs. Passivity, giving up, withdrawal, inattentive, distracted (Observation notes for segments selected for attentiveness and participation)	Emotional engagement - Enthusiasm, interest, enjoyment, vitality, zest vs. Boredom, disinterest, frustration/anger, sadness, worry/anxiety (Observation notes for segments selected for attentiveness and participation)	Participatory dynamics - Students talk most of the time vs. facilitator talks most of the time; students talk to the facilitator or to the whole group; presence of spontaneous verbal interactions between the students; presence of spontaneous interventions of students (Observation notes for segments selected for participation)

⁵⁹ Author: Andrea Bustamante.

Appendix P: Research Journal Entries Form

Research Journal Entries Form⁶⁰

Institution:

Number of session:

Date:

Facilitator's perception of student behavioral and emotional engagement	Insights or reflections regarding the activities' design	Insights or reflections regarding the quality of the implementation

⁶⁰ Author: Andrea Bustamante.

Appendix Q: Attendance Form

Attendance Form

Institution:

	Participants' name	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	S13
1														
2														
3														
4														
5														
6														
7														
8														
9														
10														
11														
12														
13														
14														
15														
16														

Appendix R: Participants' Perceptions Interview Protocol (PPIP)

Semi-structured Protocol⁶¹
(English version)

Introduction

I - Inform about the conditions of the interview

- a. Audiotape
- b. Confidentiality
- c. Voluntary (no need to respond questions if they feel uncomfortable)

II - Explain the purpose of the interview: know more about the participants' perceptions of the course; understand what worked and what needs to be changed.

III - Background questions about the participant (age, semester, if he/she has had previous practical experience with children, etc.).

Participants' perceptions of the course

I - Opening question

1. How would you describe your experience in the course? Please tell me as much as you can about the course and your experience as a participant.

II – Quality, relevance and applicability of the course

1. In general terms, did you like the course? Why?
2. Please name the things you liked the most about this course.
3. Please name the things you liked the least about this course.
4. Do you think what you learned (if you learned anything) in this course was useful for your daily life? How?
5. Do you think what you learned in this course was useful for your future professional practice? How?
6. Have you use some of the strategies, abilities, and/or knowledge you acquired throughout the course in your life? Can you give me some specific examples?
(Ask for more examples in case they remember more than one)
7. Would you recommend this course to other students? Why?

⁶¹ Author: Andrea Bustamante.

Participants' perceptions of change

I – Opening question

1. Do you think you learned something in this course? Please tell me as much as you can about the things you learned – if any – throughout the course.
2. Do you think something inside you changed due to this course? Please tell me as much as you can about the things that changed – if any – inside you due to this course.

II – Changes in expected outcomes (if they had not been reported with the answer to the last questions)

1. Do you think your ability to **identify and control your emotions** changed somehow due to this course? How? Can you give me some specific examples?
2. Do you think your ability to **understand others' feelings and thoughts** changed somehow due to this course? How? Can you give me some specific examples?
3. Do you think your ability to **empathize with others' feelings** changed somehow due to this course? How? Can you give me some specific examples?
4. Do you think your ability to **communicate with others** changed somehow due to this course? How? Can you give me some specific examples?
5. Do you think your **levels of stress and/or anxiety** changed due to the intervention? How? Can you give me some specific examples?
6. Did you have some **beliefs about classroom management** (e.g., how to handle difficult cases, how to approach discipline, how to use punishment) that change due to the course? Can you explain in detail what you thought before and what you think now?
7. Do you feel more **prepared to handle a group of students** due to this course? Why?

Closure

1. Is there anything else about the course that you would like to say?
2. Thank you for your cooperation. Your answers are extremely valuable to understand participants' experience in this course.

Semi-structured Protocol⁶²
(Spanish version)

Introducción

I – Informar sobre las condiciones de la entrevista

a. Grabación en audio

b. Confidencialidad

c. Participación voluntaria (no es necesario responder a las preguntas con las que sientan incomodidad)

II – Explicar el propósito de la entrevista: saber más sobre las percepciones de los participantes acerca de curso; comprender qué funcionó y qué podría mejorar.

III – Preguntas sobre el participante (años, semestre que cursa, si ha tenido experiencia práctica con niños, etc.).

Percepciones de los participantes sobre el curso

I – Pregunta de apertura

1. ¿Cómo describirías tu experiencia en el curso? Por favor, cuéntame todos los detalles que puedas sobre el curso y tu experiencia como participante en el mismo.

II – Calidad, relevancia y aplicabilidad del curso

1. En términos generales, ¿te gustó el curso? ¿por qué?
2. Por favor, nombra las cosas que te gustaron más del curso.
3. Por favor, nombra las cosas que menos te gustaron del curso.
4. ¿Crees que lo que aprendiste (si aprendiste algo) en este curso es útil para tu vida cotidiana? ¿De qué manera?
5. ¿Crees que lo que aprendiste en el curso (si aprendiste algo) fue útil para tu quehacer profesional? ¿De qué manera?

⁶² Author: Andrea Bustamante.

6. ¿Has usado algunas de las estrategias, habilidades, y/o conocimientos adquiridos en el curso en tu vida cotidiana? ¿Puedes darme algunos ejemplos específicas?
(Pregunte por más ejemplos en caso de que el participante recuerde más de uno)
7. ¿Recomendarías este curso a otros estudiantes? ¿Por qué?

Percepciones de cambio de los participantes

I – Pregunta de apertura

1. ¿Crees que aprendiste algo en este curso? Por favor, dime todos los detalles que puedas sobre las cosas que aprendiste (si aprendiste algunas) durante el curso.
2. ¿Crees que algo dentro de ti cambió debido a este curso? Por favor, dime todos los detalles que puedas sobre las cosas que cambiaron (si cambiaron algunas) dentro de ti gracias a este curso.

II – Cambios en resultados esperados (si no han sido reportados en las respuestas a las anteriores preguntas)

1. ¿Crees que tu habilidad para **identificar y controlar tus emociones** cambió de alguna manera gracias a este curso? ¿De qué manera? ¿Puedes darme algunos ejemplos específicos?
2. ¿Crees que tu habilidad para **entender las emociones y pensamientos de otras personas** cambió de alguna manera gracias a este curso? ¿De qué manera? ¿Puedes darme algunos ejemplos específicos?
3. ¿Crees que tu habilidad para **empatizar con las emociones de otras personas** cambió de alguna manera gracias a este curso? ¿De qué manera? ¿Puedes darme algunos ejemplos específicos?
4. ¿Crees que tu habilidad para **comunicarte con otras personas** cambió de alguna manera gracias a este curso? ¿De qué manera? ¿Puedes darme algunos ejemplos específicos?
5. ¿Crees que tus **niveles de estrés o ansiedad** cambiaron de alguna manera gracias a este curso? ¿De qué manera? ¿Puedes darme algunos ejemplos específicos?
6. ¿Crees que algunas **creencias sobre manejo de aula** (por ejemplo, creencias sobre cómo manejar situaciones difíciles en el aula, cómo manejar la disciplina, cómo usar el castigo) cambiaron de alguna manera gracias a este curso? ¿De qué manera? ¿Puedes darme algunos ejemplos específicos?

7. ¿Te sientes más preparado/a para manejar un grupo de estudiantes gracias a este curso? ¿Por qué?

Cierre

1. ¿Hay algo más sobre el curso que quisieras contarme o decir?
2. Gracias por tu colaboración. Tus respuestas son muy valiosas para comprender la experiencia de los participantes de este curso.

Appendix S: Hypothetical Cases Questionnaires (HCQ)

Hypothetical Cases Questionnaire (HCQ) - Pre-test assessment⁶³
(English version)

Suppose that you have to lead a class of 35 fifth-grade students. The goal of today's lesson is to guide students to identify types of mass media communication (e.g., TV, radio, and newspapers) and to establish similarities and differences among them. For that purpose, you begin by the class asking your students to name different types of mass media they know, so you can write a list on the board. Once you give the instruction, some students raise their hand in silence wanting to give their answers, but José stands up and shout TV show names and characters. Some kids giggle with José's jokes. You ask him to raise his hand in silence and wait for his turn, but he continues with the jokes and his classmates continue giggling.

What would you do in this situation?

Why? Please explain the reasons behind the course of action you chose.

⁶³ Author: Andrea Bustamante.

Can you describe in more detail what steps of action would you take in this situation? For instance, describe in depth what you would say to your students and what specific strategies you would use).

Suppose that the same situation happens to one of your colleagues. What would you advise them to do?

Why?

Hypothetical Cases Questionnaire (HCQ) - Post-test assessment⁶⁴
(English version)

Suppose you have to lead a class of 35 fifth-grade students. The goal of today's lesson is to guide students to work in groups and draw a map of their school. For that purpose, you begin by asking them to put together groups of three or four people and discuss the basic characteristics their maps should have. David join a group of three students and, while his classmates work, he lies down on his desk hiding his head with his arms. You approach him and ask him to work with his group. He looks at you and tells you he does not want to work on that silly task. His classmates giggle about his comment. You tell him that this is a group work and everybody should contribute something to the discussion. He looks at you and then lies down on his desk again covering his head with his arms. His classmates continue giggling.

What would you do in this situation?

Why? Please explain the reasons behind the course of action you chose.

⁶⁴ Author: Andrea Bustamante.

Can you describe in more detail what steps of action would you take in this situation? For instance, describe in depth what you would say to your students and what specific strategies you would use).

Suppose that the same situation happens to one of your colleagues. What would you advise them to do?

Why?

Hypothetical Cases Questionnaire (HCQ) - Pre-test assessment⁶⁵
(Spanish version)

Supón que tienes a tu cargo una clase de 35 estudiantes de quinto grado. El propósito de la clase de hoy es guiar a los estudiantes para que identifiquen diferentes tipos de comunicación masiva (por ejemplo, radio y periódico) y establecer similitudes y diferencias entre ellos. Para esto, empiezas la clase preguntando a tus estudiantes qué tipos de comunicación masiva conocen y les indicas que irás escribiendo sus ideas en el tablero. Una vez has terminado de dar la instrucción, algunos estudiantes levantan la mano en silencio esperando a dar sus respuestas, pero José se para a gritar nombres chistosos de programas y personajes de series de televisión. Algunos niños se ríen de los chistes que hace José. Le pides a José que levante la mano en silencio y espere que le des la palabra, pero él continúa con sus chistes y sus compañeros continúan riéndose.

¿Qué harías en esta situación?

¿Por qué? Por favor explica las razones que hay detrás de la decisión que tomarías.

⁶⁵ Author: Andrea Bustamante.

¿Podrías describir con más detalle el paso a paso de lo que harías en esta situación? Por ejemplo, describe en detalle qué le dirías a tus estudiantes y a qué estrategias específicas recurrirías.

Supón que la misma situación le pasara a alguno de tus colegas. ¿Qué le aconsejarías hacer?

¿Por qué?

Hypothetical Cases Questionnaire (HCQ) - Post-test assessment⁶⁶
(Spanish version)

Supón que tienes a tu cargo una clase de 35 estudiantes de quinto grado. El propósito de la clase de hoy es guiar a los estudiantes para que trabajen en grupo y dibujen un mapa de su colegio. Para esto, empiezas la clase pidiendo a tus estudiantes que formen grupos de tres o cuatro personas y discutan las características básicas que debería tener su mapa. David se une a un grupo de tres estudiantes y, mientras sus compañeros trabajan, se recuesta en su pupitre con la cabeza escondida entre sus brazos. Te acercas a él y le pides que trabaje con su grupo. Él te mira y te dice que no quiere trabajar en esa actividad tan boba. Sus compañeros se ríen de su comentario. Le dices que este es un trabajo en grupo y que todos deben contribuir algo a la discusión. Él te mira y luego se recuesta otra vez en su pupitre cubriendo su cabeza entre sus brazos. Sus compañeros continúan riéndose.

¿Qué harías en esta situación?

¿Por qué? Por favor explica las razones que hay detrás de la decisión que tomarías.

⁶⁶ Author: Andrea Bustamante.

¿Podrías describir con más detalle el paso a paso de lo que harías en esta situación? Por ejemplo, describe en detalle qué le dirías a tus estudiantes y a qué estrategias específicas recurrirías.

Supón que la misma situación le pasara a alguno de tus colegas. ¿Qué le aconsejarías hacer?

¿Por qué?

Appendix T: Future Teachers' Survey (FTS)

Future Teachers' Survey (FTS)
(English version)

This survey will ask you your thoughts about situations that had happened or might happen to you. Your name is required only for research purposes, but it will not be revealed and the information you provide here will remain confidential. Please try to be as sincere as you can with your answers. Thank you for your collaboration.

Name: _____

Have you had experience as a school teacher before?

____ YES

____ NO

If your answer to the last question was affirmative, please indicate the number of years of experience you have had and the grade(s) level(s) and subject(s) you taught:

Number of years: _____

Grade(s) level(s) you taught: _____

Subject(s) you taught: _____

Part 1⁶⁷

Directions: Please imagine the following situations and answer the questions for each case.

Case 1:

You and your classmates have to present a lesson plan proposal and you stayed awake all night writing and preparing it. The next day, you leave your paper on your desk and go outside the classroom for a while. When you come back, you realize that the proposal is not where you left it and you do not have any copies. Later, you discover that one of your

⁶⁷ Author: Andrea Bustamante.

classmates took your paper and changed the cover page to present it as her own. You ask her immediately for your paper and she responds: “What are you talking about? This is MY paper you stupid liar!”

Please close your eyes for a moment before answering the next question, and try to picture your feelings and reaction if you were in this situation.

What do you think you would feel if you were in this situation?

What would you do/say if this situation happened to you TODAY? Please list several (at least 2) options of your **possible** reactions.

1.

2.

3.

4.

Now read again the list you wrote. Identify what you **most likely** would do/say if you were in that situation and write a star next to it.

Do you think the reaction you chose would be the best reaction? YES ___ NO ___

If not, what reaction do you think would be better?

Case 2:

Paula and Daniel are second grade teachers at the same school. Paula has always taught students who go to school during the morning and Daniel has always taught students who go to the school during the afternoon. Paula loves to teach during the morning because that way she can go home early and spend the rest of the day with her 10-year-old son. This year, Daniel had to move with his brother, who is sick and needs his attention. However, his brother lives two hours way from the school and there is no available transportation at night, after the afternoon school shift. Daniel goes to talk to the principal and asks her to move him to the morning shift. The principal tells him that the decision is up to Paula, as she would have to move to the afternoon shift to give him her place. However, Paula refuses to exchange her working time with Daniel.

What can Daniel do in this situation? Please list as many options as you can.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____

Now read again the list you wrote. Identify the option you think **would be the best** to solve the problem and write 1 star next to it. Now identify the option you think **would be the second best** to solve the problem and write two stars next to it. Now identify the option you think **would be the worst** and write a question mark next to it.

Part 2⁶⁸

Directions: The questions in this scale ask you about your feelings and thoughts during the last month. In each case, you will be asked to indicate how often you felt or thought a certain way. Although some of the questions are similar, there are differences between them and you should treat each one as a separate question. The best approach is to answer each question fairly quickly. That is, don't try to count up the number of times you felt a particular way, but rather indicate the alternative that seems like a reasonable estimate.

For each question, choose from the following alternatives:

- 0. Never
- 1. Almost never
- 2. Sometimes
- 3. Fairly often
- 4. Very often

	0 Never	1 Almost never	2 Some- times	3 Fairly often	4 Very often
1. In the last month, how often have you been upset because of something that happened unexpectedly?					
2. In the last month, how often have you felt that you were unable to control the important things in your life?					
3. In the last month, how often have you felt nervous and "stressed"?					
4. In the last month, how often have you felt confident about your ability to handle your personal problems?					
5. In the last month, how often have you felt that things were going your way?					
6. In the last month, how often have you found that you could not cope with all the things that you had to do?					
7. In the last month, how often have you been able to control irritations in your life?					
8. In the last month, how often have you felt that you were on top of things?					
9. In the last month, how often have you been angered because of things that happened that were outside of your control?					
10. In the last month, how often have you felt difficulties were piling up so high that you could not overcome them?					

⁶⁸ Authors: Cohen, Kamarck, & Mermelstein (1983).

Part 3⁶⁹

Directions: For the following questions, you will be asked to envision yourself as a school teacher and answer for each statement the degree to which you believe you will have influence in your classroom. For each question, choose a number from 1 to 9 based on the following scale:

1	2	3	4	5	6	7	8	9
I Nothing	I	I Very little	I	I Some influence	I	I Quite a bit	I	I A great deal

	1	2	3	4	5	6	7	8	9
1. How much can you do to control disruptive behavior in the classroom?									
2. How much can you do to get children to follow classroom rules?									
3. How much can you do to calm a student who is disruptive or noisy?									
4. How well can you establish a classroom management system with each group of students?									
5. How well can you keep a few problem students from ruining an entire lesson?									
6. How well can you respond to defiant students?									
7. To what extent can you make your expectation clear about student behavior?									
8. How well can you establish routines to keep activities running smoothly?									

⁶⁹ Authors: Tschannen-Moran & Woolfolk Hoy (2001).

Part 4⁷⁰

Directions: For the following questions, mark with an X the option you consider is the best answer. Please, mark only one option for each question.

Please use the following situation to respond questions 1 and 2:

Adriana is a second grade teacher. Manuel (one of her students) tells Mateo (a much smaller and quiet student) offensive names, kicks his bag every day and laughs every time he talks in class. Adriana is worried about the situation, so she decides to call Manuel and Mateo and guide a mediation process with them. Adriana hopes Manuel and Mateo can solve their problems by dialoguing about the situation.

1. It can be said that the situation between Manuel and Mateo:
 - A) Is not a big deal, as it is part of the normal interaction between second grade children.
 - B) Is a conflict that has escalated to a level where one of the parties recurs to aggressive behaviors.
 - C) Is a bullying situation where aggression is recurrent and systematic.
 - D) Is a situation where Manuel's aggressive behavior results from his lack of anger management skills.

2. It can be said that Adriana's solution:
 - A) Is adequate. Conflict resolution processes are the best way to handle all kinds of relational problems among elementary school children.
 - B) Is inappropriate. Second grade children do not have the required level of development to dialogue and solve their problems by their own.
 - C) Is inadequate. This situation is not a conflict, so mediation is not a proper strategy to handle it.
 - D) Is futile. Mateo's behavior should be corrected at home and not at school.

3. Among the following options, the most accurate statement to describe the results of using punishment to correct students' misbehaviors would be:
 - A) Punishment promotes students' social and emotional competencies.
 - B) Punishment promotes students' intrinsic motivation.
 - C) Punishment promotes students' extrinsic motivation.
 - D) Punishment promotes students' prosocial attitudes.

⁷⁰ Author: Andrea Bustamante.

4. Classroom Meetings can be better described as:
 - A) Meetings where teachers reprimand students when they commit serious faults so they understand why what they did was wrong.
 - B) Meetings where teachers and administrators discuss classroom issues sharing their concerns and thoughts in an open and respectful way.
 - C) Meetings where students are encouraged to study in groups in a cooperative way to develop their academic skills as well as their social and emotional skills.
 - D) Meetings where students are encouraged to share their feelings, thoughts and opinions, and engage in decision-making and problem solving processes.

5. The use of classroom routines:
 - A) Should be avoided, as it becomes boring for students and might affect their motivation.
 - B) Is important, as it helps establishing organized procedures and reinforcing classroom expectations.
 - C) Should be avoided, as spontaneity, uncertainty and flexibility are the main characteristics of successful classroom management.
 - D) Is important, as it helps reminding students that the teacher is the only authority in the classroom.

6. Taking self-determination theory as a reference, it can be said that:
 - A) Students can learn everything by their own when the teacher gives them enough freedom.
 - B) When students feel that they belong to their school community, they are more likely to be engaged in classroom activities.
 - C) Students have certain behavioral tendencies, so establishing classroom rules is important to control their impulses.
 - D) Students' misbehaviors are the result of their lack of determination in following adults' rules and standards.

Part 5⁷¹

Directions: For the following questions, please answer for each statement the degree to which you agree or disagree. For each question, choose from the following alternatives:

1. Totally disagree
2. Mostly disagree
3. Mostly agree
4. Totally agree

	1 Totally disagree	2 Mostly disagree	3 Mostly agree	4 Totally agree
1. Students should learn to follow rules without question				
2. Most students will waste free time if they're not given something to do				
3. Students should learn to do what they are told, and not expect to have a say in every decision				
4. Being friendly with students often leads them to become too familiar				
5. A few students are just troublemakers and should be treated accordingly				
6. It is often necessary to remind students that their status in school differs from that of teachers				
7. Principals should give unquestioning support to teachers in disciplining students				
8. Students learn best when they are actively involved in exploring things, inventing and trying out their own ways of doing things				
9. It is important that lessons provide students with choices in how to do them				
10. Students need to talk about their ideas in order to really learn				
11. Students will learn best if they understand why they are doing things				
12. Students learn more when they work together				
13. Students are strongly motivated by the need to understand things for themselves				
14. Hearing each others' ideas is essential for students learning				
15. Students will learn on their own, if they are allowed to				
16. It is important for students to participate in decision-making about rules and activities				

⁷¹ Author: Child Development Project.

Future Teachers' Survey (FTS)
(Spanish version)

Este cuestionario indagará tus opiniones con respecto a diferentes situaciones que te han pasado o podrían pasarte. Tu nombre es requerido con fines investigativos, pero no será revelado y la información que nos des acá será confidencial. Por favor, intenta ser lo más sincero/a posible que tus respuestas. Muchas gracias por tu colaboración.

Nombre: _____

¿Tienes experiencia previa como docente?

_____ SÍ

_____ NO

Si tu respuesta a la anterior pregunta fue afirmativa, por favor indica el número de años de experiencia docente que tienes, y los grados y materias que has enseñado:

Número de años: _____

Grado(s): _____

Materia(s): _____

Parte 1⁷²

Instrucciones: Por favor imagina las siguientes situaciones y responde las preguntas para cada caso.

Caso 1:

Tú y tus compañeros de clase tienen que presentar una propuesta de planeación de actividades de clase y estuviste despierto/a toda la noche preparando la propuesta. Al día siguiente, dejas tu trabajo encima de tu pupitre y sales un momento del salón. Cuando vuelves, te das cuenta de que tu trabajo ya no está donde lo dejaste y no trajiste copias. Después, descubres que uno de tus compañeros te quitó tu trabajo y le cambió la hoja de

⁷² Author: Andrea Bustamante.

portada para presentarlo como si fuera suyo. Le preguntas inmediatamente por tu trabajo pero ella te responde: “¿De qué habla? ¡Este es MI trabajo mentiroso/a estúpido/a!”

Por favor, Cierra tus ojos por un momento antes de responder la siguiente pregunta, y trata de imaginarte qué emociones sentirías y qué reacción tendrías si estuvieras en esa situación.

¿Cómo crees que te sentirías si estuvieras en esta situación?

¿Qué crees que harías o dirías si esta situación te pasara HOY? Por favor, haz una lista de varias (por lo menos 2) de tus posibles reacciones.

1. _____

2. _____

3. _____

4. _____

Ahora, vuelve a leer la lista que escribiste. Identifica cuál es la opción que describe **lo que más probablemente harías o dirías** si estuvieras en esta situación, y márcala poniéndole un asterisco al inicio.

¿Crees que la reacción que elegiste sería la reacción más apropiada? SÍ ___ NO ___
Si tu respuesta a la pregunta anterior fue no, ¿Qué reacción crees que hubiera podido ser más apropiada? (por favor describe la reacción que consideres más apropiada para una situación como esta; esta opción no necesariamente debe estar en la lista que escribiste anteriormente)

Caso 2:

Paula y Daniel son profesores de Segundo grado en el mismo colegio. Paula siempre ha enseñado durante la jornada de la mañana y Daniel siempre ha enseñado durante la jornada de la tarde. A Paula le encanta enseñar durante la mañana porque de esa manera puede irse temprano a su casa y pasar el resto del día con su hijo de 10 años. Este año, Daniel tuvo que mudarse a la casa de su hermano, quien está enfermo y necesita los cuidados de Daniel. Sin embargo, el hermano de Daniel vive a dos horas del colegio y no hay transporte disponible hasta allá después de la jornada de la tarde del colegio. Daniel va a hablar con el rector del colegio a pedirle que lo cambie a la jornada de la mañana. El rector le dice que la decisión depende de Paula, pues ella tendría que cambiarse a la jornada de la tarde para cederle su puesto. Sin embargo, Paula se niega a cambiar su horario de trabajo con Daniel.

¿Qué podría hacer Daniel en esa situación? Por favor, haz una lista de todas las opciones que se te ocurran.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____

Ahora lee nuevamente la lista que escribiste. Identifica la opción que crees que sería **mejor** para resolver el problema y márcala con un asterisco. Ahora identifica la opción que crees que sería **la segunda mejor** para resolver el problema y márcala con dos asteriscos. Ahora identifica la opción que crees que sería **la peor** para resolver el problema y márcala con un signo de interrogación.

Parte 2⁷³

Instrucciones: Las preguntas en esta escala hacen referencia a tus sentimientos y pensamientos durante el **último mes**. En cada caso, por favor indica con una “X” cómo te has sentido o has pensado en cada situación. Aunque algunas preguntas son similares, hay diferencias entre ellas. Por favor intenta tratarlas como preguntas separadas. La mejor aproximación es intentar responder a cada pregunta rápidamente, sin detenerte a contar cuántas veces te has sentido de una determinada manera, sino indicando la alternativa que más parece un estimado razonable. Para cada pregunta, elige entre las siguientes alternativas:

- 0. Nunca
- 1. Casi nunca
- 2. De vez en cuando
- 3. A menudo
- 4. Muy a menudo

	0 Nunca	1 Casi nunca	2 De vez en cuando	3 A menudo	4 Muy a menudo
1. En el último mes, ¿con qué frecuencia has estado afectado por algo que ha ocurrido inesperadamente?					
2. En el último mes, ¿con qué frecuencia te has sentido incapaz de controlar las cosas importantes en tu vida?					
3. En el último mes, ¿con qué frecuencia te has sentido nervioso o estresado?					
4. En el último mes, ¿con qué frecuencia has estado seguro sobre su capacidad para manejar tus problemas personales?					
5. En el último mes, ¿con qué frecuencia has sentido que las cosas te van bien?					
6. En el último mes, ¿con qué frecuencia has sentido que no podías afrontar todas las cosas que tenías que hacer?					
7. En el último mes, ¿con qué frecuencia has podido controlar las dificultades de su vida?					
8. En el último mes, ¿con qué frecuencia te has sentido al control de todo?					
9. En el último mes, ¿con qué frecuencia has estado enfadado porque las cosas que te han ocurrido estaban fuera de tu control?					
10. En el último mes, ¿con qué frecuencia has sentido que las dificultades se acumulan tanto que no puedes superarlas?					

⁷³ Authors: Cohen, Kamarck, & Mermelstein (1983).
Spanish version: Remor (2006).

Parte 3⁷⁴

Instrucciones: Para las siguientes preguntas, se te pedirá que te imagines que eres un docente de colegio en ejercicio y que respondas para cada pregunta en qué medida crees que podrías tener influencia en tu salón de clases. Para cada pregunta, escoge un número del 1 al 9 basado/a en la siguiente escala:

1	2	3	4	5	6	7	8	9
Nada		Muy poco		En alguna medida		Bastante		Muchísimo

	1	2	3	4	5	6	7	8	9
1. ¿Qué tanto puedes controlar comportamientos de indisciplina en tu salón de clase?									
2. ¿Qué tanto puedes hacer que tus estudiantes sigan las normas de la clase?									
3. ¿Qué tanto puedes hacer que un estudiante se calme cuando esté siendo indisciplinado/a o ruidoso/a?									
4. ¿Qué tan bien puedes establecer un sistema de manejo de aula con cada grupo de estudiantes?									
5. ¿Qué tan bien puedes hacer que unos pocos estudiantes indisciplinados no arruinen toda la clase?									
6. ¿Qué tan bien puedes responder a estudiantes desafiantes?									
7. ¿En qué medida puedes dejarles claras tus expectativas a tus estudiantes con respecto a su comportamiento?									
8. ¿Qué tan bien puedes establecer rutinas para lograr que las actividades de la clase fluyan con naturalidad?									

⁷⁴ Authors: Tschannen-Moran & Woolfolk Hoy (2001).
Spanish version: Andrea Bustamante.

Parte 4⁷⁵

Instrucciones: Para las siguientes preguntas, marca con una equis (X) la opción que consideres la mejor respuesta. Por favor, marca sólo una opción para cada pregunta.

Por favor, usa la siguiente situación para responder a las preguntas 1 y 2:

Adriana es profesora de segundo grado. Manuel (uno de sus estudiantes) le pone apodosos ofensivos a Mateo (otro estudiante callado y mucho más pequeño). También le pateo la maleta todos los días, y se ríe de él cada vez que habla en clase. Adriana está preocupada por la situación, entonces decide llamar a Manuel y a Mateo y guiar un proceso de mediación con ellos. Adriana espera que Manuel y Mateo puedan resolver sus problemas al sentarse a hablar de la situación.

1. Se puede decir que la situación entre Manuel y Mateo:
 - A) No es tan grave, pues es parte de la interacción normal entre niños de segundo grado.
 - B) Es un conflicto que ha escalado a un nivel donde las partes recurren a comportamientos agresivos.
 - C) Es una situación de bullying o acoso escolar, donde la agresión es recurrente y sistemática.
 - D) Es una situación donde el comportamiento agresivo de Manuel resulta de su falta de habilidades de control de la rabia.

2. Se podría decir que la solución planteada por Adriana:
 - A) Es adecuada. Los procesos de resolución de conflictos son la mejor manera de resolver toda clase de problemas entre niños de primaria.
 - B) Es inadecuada. Los niños de segundo de primaria todavía no tienen el nivel de desarrollo adecuado para dialogar y resolver sus problemas por sí mismos.

⁷⁵ Author: Andrea Bustamante.

- C) Es inadecuada. Esta situación no es un conflicto, por lo que la mediación no es una estrategia apropiada para manejarla.
 - D) Es inútil. El comportamiento de Mateo debería ser corregido en su hogar y no en el colegio.
3. Entre las siguientes opciones, la afirmación más adecuada para describir los resultados de utilizar el castigo para corregir los comportamientos de los estudiantes sería:
- A) El castigo promueve competencias sociales y emociones.
 - B) El castigo promueve la motivación intrínseca de los estudiantes.
 - C) El castigo promueve la motivación extrínseca de los estudiantes.
 - D) El castigo promueve las actitudes prosociales de los estudiantes.
4. Las Reuniones de Clase pueden describirse como:
- A) Reuniones donde los profesores regañan a sus estudiantes cuando han cometido faltas serias, para que ellos comprendan por qué lo que hicieron estuvo mal.
 - B) Reuniones donde los profesores y las directivas discuten asuntos del aula de clase compartiendo sus preocupaciones y pensamientos de una manera abierta y respetuosa.
 - C) Reuniones donde los estudiantes son invitados a estudiar en grupo de manera cooperativa para que desarrollen sus habilidades académicas, sociales y emocionales.
 - D) Reuniones donde los estudiantes son invitados a compartir sus sentimientos, pensamientos y opiniones, y participar en procesos de solución de problemas y toma de decisiones.
5. El uso de rutinas de clase:
- A) Debería ser evitado, pues se convierte aburrido para los estudiantes y podría afectar su motivación.
 - B) Es importante, pues ayuda a establecer procedimientos organizados y reforzar expectativas de clase.

- C) Debería ser evitado, pues la espontaneidad, la falta de certeza y la flexibilidad son las principales características de un manejo de aula exitoso.
 - D) Es importante, pues ayuda a que los estudiantes recuerden que el profesor es la única autoridad en el salón de clases.
6. Tomando la teoría de la auto-determinación como referencia, se podría decir que:
- A) Los estudiantes pueden aprender todo por su propia cuenta cuando el docente les da suficiente libertad.
 - B) Cuando los estudiantes sienten que pertenecen a la comunidad escolar, es más probable que estén involucrados en las actividades de clase.
 - C) Los estudiantes tienen ciertas tendencias de comportamiento, por lo que establecer reglas de clase es importante para controlar sus impulsos.
 - D) Los malos comportamientos de los estudiantes son el resultado de su falta de determinación para seguir los estándares y las reglas de los adultos.

Parte 5⁷⁶

Instrucciones: Para las siguientes preguntas, por favor responde en qué medida estás de acuerdo o en desacuerdo. Para cada pregunta, elige entre las siguientes alternativas:

1. Totalmente en desacuerdo
2. En desacuerdo
3. De acuerdo
4. Totalmente de acuerdo

	1 Totalmente en desacuerdo	2 En desacuerdo	3 De acuerdo	4 Totalmente de acuerdo
1. Los estudiantes deberían aprender a seguir las reglas sin cuestionarlas				
2. Los estudiantes se dedican a perder el tiempo si no los pones a hacer algo				
3. Los estudiantes deberían aprender a hacer lo que se les dice, y no esperar a que se les pregunte su opinión para cada decisión				
4. Ser amigable con los estudiantes hace con frecuencia que tomen demasiada familiaridad				
5. Algunos estudiantes son simplemente problemáticos y se les debe tratar como tal				
6. Con frecuencia es necesario recordarles a los estudiantes que su estatus en el colegio es diferente al de sus profesores				
7. Los rectores deberían apoyar incondicionalmente a los profesores al disciplinar a sus estudiantes				
8. Los estudiantes aprenden mejor cuando están activamente involucrados en explorar, inventar e intentar su propia manera de hacer las cosas				
9. Es importante que en clase se les dé a los estudiantes opciones de cómo hacer las actividades				
10. Los estudiantes necesitan comunicar sus ideas para aprender realmente				
11. Los estudiantes aprenderán mejor si entienden por qué están haciendo las cosas				
12. Los estudiantes aprenden más cuando trabajan juntos				
13. Los estudiantes están fuertemente motivados por comprender las cosas por sí solos				
14. Escuchar las ideas de los demás es esencial para el aprendizaje de los estudiantes				
15. Los estudiantes pueden aprender por su propia cuenta si se les permite				
16. Es importante para los estudiantes participar en la toma de decisiones acerca de las reglas y actividades de la clase				

⁷⁶ Author: Child Development Project.
Spanish version: Andrea Bustamante.

Appendix U: Social and Emotional Competencies Scoring Rubric

Social and Emotional Competencies Scoring Rubric⁷⁷

SEC	Description
<p>Emotional awareness (identification of own emotions) FTS, part 1, question 1</p>	<p>0 = Participant does not report in a logical or relevant way the emotions she/he would feel in the challenging situation. For instance, instead of naming emotions, the participant describes thoughts (e.g., “I would feel that the situation needs to be solved talking to my classmate”)</p> <p>1 = Participant gives a vague description of the emotional experience she/he would have in the challenging situation (e.g., “I would feel bad”)</p> <p>2 = Participant names the emotion(s) she/he would feel in a clear and accurate way (e.g., “I would feel angry and puzzled)</p>
<p>Emotional management* FTS, part 1, question 2 (Average of scores for each reaction listed by the participant) * Note: Applicable only for those participants who expressed, in an explicit or implicit way, challenging emotions such as anger, frustration, or sadness on FTS, part 1, question 1.</p>	<p>0 = Impulsive reaction (e.g., punch the other person, insult the other person to make him/her feel guilty, get drunk, punch a wall)</p> <p>1 = Reasoned reaction with implicit emotional management (e.g., talk to the other person in a non-aggressive way)</p> <p>2 = Reasoned reaction with explicit emotional management (e.g., take a deep breath and talking to the other person in a non-aggressive way)</p> <p>NA = Participant did not express a challenging emotion (FTS 1.1) - or - not possible to determine whether the response is impulsive or reasoned</p>
<p>Assertiveness FTS, part 1, question 3</p>	<p>0(A) = The response to the challenging situation is aggressive (e.g., punch or insult someone)</p> <p>0(B) = The response to the challenging situation is passive (e.g., cry and leave)</p> <p>1 = The response to the challenging situation is assertive (e.g., expressing own needs in a firm but non-aggressive way, ask someone to help solve the problem in a non-aggressive way)</p> <p>NA = Reaction is not clearly aggressive, passive, or assertive</p>
<p>Generation of options toward challenging situations FTS, part 1, question 6</p>	<p>Number of valid options listed by the participant. Valid options include: behaviors or actions related to the case that was presented in the instructions that were not previously listed.</p>

⁷⁷ Author: Andrea Bustamante.

Appendix V: Classroom Management Attitudes and Beliefs Scoring Rubric

Classroom Management Attitudes and Beliefs Scoring Rubric⁷⁸

Variable (Pre-post, except for journals)	Description
Classroom management strategies: Responsiveness	<p>0 = Show low levels of responsiveness: Strategies that disregard students' needs and/or feelings. For instance, reprimand the student to make her/him feel guilty, or punish her/him in front of her/his classmates.</p> <p>1 = Show medium levels of responsiveness: Strategies that implicitly show concern for students' needs and/or feelings but do not make explicit mention to that concern. For instance, talk to the student in private.</p> <p>2 = Show high levels of responsiveness: Strategies that explicitly show concern for students' needs and/or feelings. For instance, talk to the student in private to create a safe space where she/he can express her/his feelings.</p> <p>NA = Undetermined. The information is ambiguous or insufficient to determine the level of responsiveness/warmness. For instance, talk to the student.</p>
Classroom management strategies: Demandingness	<p>0 = Show low levels of demandingness: Strategies that show a lack of concern for setting limits, guiding and/or monitoring students' behavior. For instance, let the student do what she/he wants.</p> <p>1 = Show medium levels of demandingness: Strategies that implicitly show concern for setting limits, guiding and/or monitoring students' behavior but do not make explicit mention to that concern. For instance, have a meeting with the student's parents.</p> <p>2 = Show high levels of demandingness: Strategies that explicitly show concern for setting limits, guiding and/or monitoring students' behavior. For instance, have a meeting with the student's parents to think about possible explanations and solutions for the student's misbehavior.</p> <p>NA = Undetermined. The information is ambiguous or insufficient to determine the level of demandingness. For instance, pay more attention to the student.</p>

⁷⁸ Author: Andrea Bustamante.

Variable (Pre-post, except for journals)	Description
Rationale: Responsiveness	<p>0 = Show low levels of responsiveness: Explanations/justifications that disregard students' needs and/or feelings. For instance, sometimes punishment is the only option to make students understand who is in charge.</p> <p>1 = Show medium levels of responsiveness: Explanations/justifications that implicitly show concern for students' needs and/or feelings. For instance, when a student misbehaves, the teacher should manage her/his emotions.</p> <p>2 = Show high levels of responsiveness: Explanations/justifications that explicitly show concern for students' needs and/or feelings. For instance, when a student misbehaves, the teacher should avoid reacting with anger and hurt the child.</p> <p>NA = Undetermined. The information is ambiguous or insufficient to determine the level of responsiveness/warmness. For instance, it is important to make an agreement with the student telling her/him what to do.</p>
Rationale: Demandingness	<p>0 = Show low levels of demandingness: Explanations/justifications that show a lack of concern for setting limits, guiding and/or monitoring students' behavior. For instance, the teacher should not pay attention to the students' misbehavior to avoid stressing out.</p> <p>1 = Show medium levels of demandingness: Explanations/justifications that implicitly show concern for setting limits, guiding and/or monitoring students' behavior. For instance, when a student misbehaves, the teacher should do something about it.</p> <p>2 = Show high levels of demandingness: Explanations/justifications that explicitly show concern for setting limits, guiding and/or monitoring students' behavior. For instance, when a student misbehaves, the teacher should do something to teach her/him the negative impact of her/his actions.</p> <p>NA = Undetermined. The information is ambiguous or insufficient to determine the level of demandingness. For instance, students should be autonomous.</p>

Appendix W: Transcription Codes

Stress: bolded letters

Prolonged silence or pause (more than 3 seconds): (.)

Transcriptionist Doubt: ()

Other non-verbal information or transcriptionist comment: (())

Inaudible: ((Inaudible))

Interjections: italics

Reference to something that was told by them or by another person: ‘ ’

APPENDICES PART 3: CONSENT AND ASSENT FORMS

Appendix X: General Consent Form

General Consent Form
(English version)



Department of Educational Psychology

One University Blvd.
St. Louis, Missouri 63121-4499
Telephone: 314-516-5483
E-mail: gradeduc@umsl.edu

Informed Consent for Participation in Research Activities
*Promoting Future Teachers' Social and Emotional Competencies:
Design and Evaluation of a Teacher Education Course in Colombia*

Participant _____
Principal Investigator: Andrea Bustamante

HSC Approval Number
PI's Phone Number: (+57) 313 8923316

1. You are invited to participate in a research study conducted by Andrea Bustamante under the supervision of Dr. Marvin Berkowitz. The purpose of this research is to learn more about future teachers' social and emotional skills and their thoughts about challenging situations in the classroom and to evaluate the course "Social and emotional competencies, classroom management, and peaceful relationships in the classroom". Up to 300 students from universities and normal schools will be participating in this study.
2. You will be randomly assigned to take the course as part of the [curriculum/optional offers] of the [university/normal school] during Spring 2016 or Fall 2016. Your consent is being asked for your participation in the research study (that is, the evaluation of the course), which involves the following conditions:
 - a) You will be asked to complete two [Online/paper-based] surveys: one at the beginning of 2016 and one before summer vacations. Answering each questionnaire will take approximately 60 minutes.
 - b) Materials produced as part of the course will be used by the researcher to conduct the study. These materials will include: a journal that you will write about your experience during the course, and information of your participation on classroom simulations and discussions that will be videotaped.
 - c) You might be invited to take part in an interview conducted by the researcher or a research assistant. This interview will take place before summer vacations. It will take approximately 60 minutes and it will be audiotaped.
3. Your name will be changed throughout the data analysis phase in order to protect your identity and all the information collected throughout the study will be used only for research purposes. Your participation in the study and your answers will not have any

academic implications for you. This information will be saved on computers with passwords only known by the researchers.

4. Although it is not very likely, you might feel some discomfort when answering some of the questions or participating in some of the activities. If you do, you may talk to the researcher about it. You may also contact your [university's / normal school's psychology department / Office of Student Wellness].
5. You might benefit from the participation in this study by getting feedback regarding your personal and teaching skills and knowledge. In addition, information collected from this study will serve to improve the course for future participants.
6. Your participation is voluntary and you may choose not to participate in this research study or to withdraw your consent at any time. You may choose not to answer any questions that you do not want to answer. You will NOT be penalized in any way should you choose not to participate or to withdraw. If you choose not to participate in the study you will still be allowed to take the course "Social and emotional competencies, classroom management, and peaceful relationships in the classroom".
7. We will do everything we can to protect your privacy. As part of this effort, your identity will not be revealed in any publication or presentation that may result from this study. In rare instances, a researcher's study must undergo an audit or program evaluation by an oversight agency (such as the Office for Human Research Protection). That agency would be required to maintain the confidentiality of your data.
8. If you have any questions or concerns regarding this study, or if any problems arise, you may call the Investigator, Andrea Bustamante at (+57) 313 8923316 or the Faculty Advisor, Marvin Berkowitz at (+1) 314 5167521. You may also ask questions or state concerns regarding your rights as a research participant to the Office of Research Administration, at (+1) 516-5897. You may also contact [Hernando Vergara Pinzon / Fredy Cárdenas / Catalina Vargas] from the [normal schools'/university's] [psychology department/Office of Student Wellness] at [313-8446002 / 310-6806422 / 3152980] if you feel any discomfort related to the study.

I have read this consent form and have been given the opportunity to ask questions. I will also be given a copy of this consent form for my records. I consent to my participation in the research described above.

Participant's Signature

Date

Participant's Printed Name

Signature of Investigator or Designee

Date

Investigator/Designee Printed Name

**General Consent Form
(Spanish version)**



Departamento de Psicología Educativa

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St. Louis, Missouri 63121-4499
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E-mail: gradeduc@umsl.edu

Consentimiento Informado para Participar en Actividades Investigativas

*Promoviendo las Habilidades Socio-emocionales de Futuros Docentes:
Diseño y Evaluación de un Curso para Futuros Docentes en Colombia*

Participante _____ Número de aprobación HSC

Investigador principal: Andrea Bustamante Número telefónico del IP (+57) 313 8923316

1. Estás invitado/a a participar en un estudio investigativo desarrollado por Andrea Bustamante bajo la supervisión del Dr. Marvin Berkowitz. El propósito de este estudio es aprender más sobre las habilidades sociales y emociones de futuros docentes y sus opiniones con respecto a situaciones difíciles o retadores en el aula de clase. También queremos saber de qué manera podemos mejorar el curso “Competencias socio-emocionales, manejo de aula y convivencia escolar”. Hasta 300 estudiantes de diferentes universidades y escuelas normales participarán en este estudio.
2. Serás seleccionado/a de manera aleatoria para tomar el curso como [parte de tu programa / una materia opcional] de tu [universidad / escuela normal] durante el primer semestre del año 2016 o durante el segundo semestre del año 2016. Se te está pidiendo tu consentimiento para que participes en el estudio investigativo (es decir, la evaluación del curso) que implica las siguientes condiciones:
 - a. Se te pedirá que respondas dos encuestas [virtuales o en físico]: una al inicio del año 2016 y una antes de las vacaciones de mitad de año. Responder estas encuestas tomará aproximadamente 60 minutos.
 - b. Los materiales producidos como parte del curso serán usados por los investigadores para desarrollar el estudio. Estos materiales incluirán: un diario en el que escribirás acerca de tu experiencia durante el curso, e información de tu participación en discusiones y simulaciones realizadas en clase. Estas discusiones y simulaciones serán grabadas en video.
 - c. Es posible que seas invitado/a a hacer parte de una entrevista que tomará aproximadamente 60 minutos. Esta entrevista será grabada en audio y será liderada por la investigadora principal o por un asistente de investigación.
3. Tu nombre será cambiado durante el proceso de análisis de datos para proteger tu identidad. Toda la información recogida durante el estudio será utilizada solo con fines investigativos. Tu participación en el estudio y tus respuestas no tendrán ninguna

implicación académica para ti. Esta información será guardada en computadores con contraseñas que solo conocerán los investigadores.

4. Aunque no es muy probable, es posible que sientas alguna incomodidad cuando respondas algunas de las preguntas o cuando participes en las actividades. Si te sientes incómodo/a, puedes contactar a la investigadora principal para que hablen al respecto. También puedes contactar a [nombre] de [el Departamento de Psicología / la Oficina de Bienestar Universitario] de tu [universidad / escuela normal].
5. Uno de los beneficios de participar en este estudio es que obtendrás retroalimentación acerca de tus habilidades personales y de tus habilidades y conocimientos para enseñar. Adicionalmente, estarás ayudando a que recolectemos información para mejorar este curso en el futuro.
6. Tu participación es voluntaria y puedes elegir no participar en este estudio o retirar tu consentimiento en cualquier momento. Puedes elegir no contestar las preguntas que no quieras contestar. NO serás penalizado/a de ninguna manera si eliges no participar o retirarte. Así no participes en el estudio puedes tomar el curso “Competencias socio-emocionales, manejo de aula y convivencia escolar”.
7. Haremos lo posible para proteger tu privacidad. Como parte de este esfuerzo, tu identidad no será revelada en ninguna publicación o presentación que resulte de este estudio. En raras circunstancias, este estudio deberá pasar por una auditoría o programa de evaluación por una agencia supervisora (como la Oficina de Protección de Investigaciones con Humanos). Esta agencia deberá mantener la confidencialidad de tu información.
8. Si tienes alguna pregunta con respecto a este estudio, o si algún problema surge, puedes llamar a la investigadora principal, Andrea Bustamante (313-8923316) o a su supervisor, Marvin Berkowitz (+1 314-5167521). También puedes hacerle preguntas o expresar tus preocupaciones acerca de tus derechos como participante en esta investigación a la Oficina de Administración de Investigación (+1 516-5897). También puedes contactar a [Hernando Vergara Pinzon / Fredy Cárdenas / Catalina Vargas] de [el Departamento de Psicología / la Oficina de Bienestar Universitario] de tu [universidad / escuela normal] al [313-8446002 / 310-6806422 / 3152980] si sientes alguna incomodidad relacionada con el estudio.

He leído este formato de consentimiento y me han dado la oportunidad de hacer preguntas. Me darán una copia de este formato de consentimiento para mis registros. Doy mi consentimiento para participar en la investigación descrita anteriormente.

Firma del participante

Fecha

Nombre del participante

Firma del investigador o designado

Fecha

Nombre del investigador o designado

Appendix Y: Assent Form

**Assent Form
(English version)**



Department of Educational Psychology

One University Blvd.
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Assent to Participate in Research Activities (Minors)

*Promoting Future Teachers' Social and Emotional Competencies:
Design and Evaluation of a Teacher Education Course in Colombia*

1. My name is Andrea Bustamante. I am asking you to take part in a research study because we are trying to learn more about future teachers' social and emotional skills and their thoughts about challenging situations in the classroom. We also want to know how we can improve the course "Social and emotional competencies, classroom management, and peaceful relationships in the classroom". You will be randomly assigned to take the course as part of the [curriculum/optional offers] of the [university/normal school] during Spring 2016 or Fall 2016. Up to 300 students from universities and normal schools will be participating in this study.
2. If you agree to be in this study, your role will be:
 - d. Answering a [Online / paper-based] survey at the beginning of the year 2016 and before summer vacations that will take approximately 60 minutes.
 - e. Turning in to me a journal that you will write throughout the course.
 - f. Allow me to use information of your participation on classroom discussions and simulations that will be videotaped.
 - g. You might also be invited to take part in an interview that will take approximately 60 minutes. This interview will be conducted by me or a research assistant and will be audiotaped.
3. This information will be used only for research purposes. Your name or identity won't be revealed when using this information for the research and your answers will not have any academic implications for you.

4. You might benefit from the participation in this study by getting feedback regarding your personal and teaching skills and knowledge. In addition, information collected from this study will serve to improve the course for future participants.
5. Although it is not very likely, you might feel some discomfort when answering some of the questions or participating in some of the activities. If you do, please come and talk to me. You may also contact [Hernando Vergara Pinzon / Fredy Cárdenas / Catalina Vargas] from the [normal schools'/university's] [psychology department/Office of Student Wellness] at [313-8446002 / 310-6806422 / 3152980].
6. If you don't want to be in this study, you don't have to participate. If you choose not to participate in the study you will still be allowed to take the course "Social and emotional competencies, classroom management, and peaceful relationships in the classroom".
7. You can ask any questions that you have about the study. If you have a question later that you didn't think of now, you can call me at (+57) 313 8923316.
8. Signing your name at the bottom means that you agree to be in this study. You will be given a copy of this form after you have signed it.

Participant's Signature

Date

Participant's Printed Name

Participant's Age

Semester or year at the program

**Assent Form
(Spanish version)**



Departamento de Psicología Educativa

One University Blvd.
St. Louis, Missouri 63121-4499
Teléfono: (+1) 314-516-5483
E-mail: gradeduc@umsl.edu

Asentimiento para Participar en Actividades Investigativas (Menores)
*Promoviendo las Habilidades Socio-emocionales de Futuros Docentes:
Diseño y Evaluación de un Curso para Futuros Docentes en Colombia*

1. Mi nombre es Andrea Bustamante. Te invito a que seas parte de un estudio investigativo por medio del cual estamos tratando de aprender más sobre las habilidades sociales y emociones de futuros docentes y sus opiniones con respecto a situaciones difíciles o retadores en el aula de clase. También queremos saber de qué manera podemos mejorar el curso “Competencias socio-emocionales, manejo de aula y convivencia escolar”. Serás seleccionado/a de manera aleatoria para tomar el curso durante el primer semestre de 2016 o para tomar el curso durante el segundo semestre de 2016. Hasta 300 estudiantes de diferentes universidades y escuelas normales participarán en este estudio.
2. Si aceptas participar en este estudio, tu rol será el siguiente:
 - a. Responder una encuesta [virtual o en físico] al inicio del año 2016 y antes de las vacaciones de mitad de año. Diligenciar esta encuesta tomará aproximadamente 60 minutos.
 - b. Entregarme un diario en el que escribirás acerca de tu experiencia a lo largo del curso.
 - c. Permitirme usar información de tu participación en discusiones y simulaciones realizadas en clase. Estas discusiones y simulaciones serán grabadas en video.
 - d. También es posible que seas invitado/a a hacer parte de una entrevista que tomará aproximadamente 60 minutos. Esta entrevista será grabada en audio y será liderada por mí o por un asistente de investigación.

3. Toda la información anteriormente descrita será usada sólo con propósitos investigativos. Tu nombre e identidad no serán revelados cuando usemos la información para la investigación y tus respuestas no tendrán ninguna implicación académica para ti.
4. Uno de los beneficios de participar en este estudio es que obtendrás retroalimentación acerca de tus habilidades personales y de tus habilidades y conocimientos para enseñar. Adicionalmente, estarás ayudando a que recolectemos información para mejorar este curso en el futuro.
5. Aunque no es muy probable, es posible que sientas alguna incomodidad cuando respondas algunas de las preguntas o cuando participes en las actividades. Si te sientes incómodo/a, por favor contáctame para que hablemos al respecto. También puedes contactar a [Hernando Vergara Pinzon / Fredy Cárdenas / Catalina Vargas] de [el Departamento de Psicología / la Oficina de Bienestar Universitario] de tu [universidad / escuela normal] al [313-8446002 / 310-6806422 / 3152980] si sientes alguna incomodidad relacionada con el estudio.
6. No es obligación que estés en este estudio. Sin embargo, así no participes en el estudio puedes tomar el curso “Competencias socio-emocionales, manejo de aula y convivencia escolar”.
7. Puedes preguntar todas las dudas que tengas con respecto al estudio. Si después de firmar este formato tienes una pregunta que no se te ocurrió en este momento, puedes llamarme al 313-8923316.
8. Al firmar a continuación estás expresando que estás de acuerdo con participar en este estudio. Recibirás una copia de este formato después de que lo hayas firmado.

Firma del participante

Fecha

Nombre del participante

Edad del participante

Semestre o año en el programa

Appendix Z: Parental Consent Form

**Parental Consent Form
(English version)**



Department of Educational Psychology

One University Blvd.
St. Louis, Missouri 63121-4499
Telephone: 314-516-5483
E-mail: gradeduc@umsl.edu

Informed Consent for Child Participation in Research Activities

*Promoting Future Teachers' Social and Emotional Competencies:
Design and Evaluation of a Teacher Education Course in Colombia*

Participant: _____

HSC Approval Number

Principal Investigator: Andrea Bustamante
8923316

PI's Phone Number: (+57) 313

1. Your child is invited to participate in a research study conducted by Andrea Bustamante under the supervision of Dr. Marvin Berkowitz. The purpose of this research is to evaluate the course "Social and emotional competencies, classroom management, and peaceful relationships in the classroom". Up to 300 students from universities and normal schools will be participating in this study.
2. Your child will be assigned to take the course as part of the [curriculum/optional offers] of the [university/normal school] during Spring 2016 or Fall 2016. Your consent is being asked for his/her participation in the research study (that is, the evaluation of the course), which involves the following conditions:
 - a) Your child will be asked to complete two [Online/paper-based] surveys: one at the beginning of 2016 and one before summer vacations. Answering each questionnaire will take approximately 60 minutes.
 - b) Materials produced as part of the course will be used by the researcher to conduct the study. These materials will include: a journal that your child will write about his/her experience during the course, and information of your child's participation on classroom simulations and discussions that will be videotaped.
 - c) Your child might be invited to take part in an interview conducted by the researcher or a research assistant. This interview will take place before summer vacations. It will take approximately 60 minutes and it will be audiotaped.
3. Your child's name will be changed throughout the data analysis phase in order to protect his/her identity and all the information collected throughout the study will be used only for research purposes. This information will be saved on computers with passwords only known by the researchers. Your child's participation in this study will not have any academic implications.

4. Your child might benefit from the participation in this study by getting feedback regarding his/her personal and teaching skills and knowledge. In addition, information collected from this study will serve to improve the course for future participants.
5. Your child's participation is voluntary and you may choose not to let your child participate in this research study or to withdraw your consent for your child's participation at any time. Your child may choose not to answer any questions that he or she does not want to answer. You and your child will NOT be penalized in any way should you choose not to let your child participate or to withdraw your child. If you and/or your child choose not to participate in the study he/she will still be allowed to take the course.
6. We will do everything we can to protect your child's privacy. By agreeing to let your child participate, you understand and agree that this study's data may be shared with other researchers and educators in the form of presentations and/or publications. In all cases, your child's identity will not be revealed. In rare instances, a researcher's study must undergo an audit or program evaluation by an oversight agency (such as the Office for Human Research Protection). That agency would be required to maintain the confidentiality of your child's data.
7. If you have any questions or concerns regarding this study, or if any problems arise, you may call the Investigator, Andrea Bustamante at (+57) 313 8923316 or the Faculty Advisor, Marvin Berkowitz at (+1) 314 5167521. You may also contact [Hernando Vergara Pinzon / Fredy Cárdenas / Catalina Vargas] from the [normal schools'/university's] [psychology department/Office of Student Wellness] at [313-8446002 / 310-6806422 / 3152980].

I have read this consent form and have been given the opportunity to ask questions. I will also be given a copy of this consent form for my records. I consent to my child's participation in the research described above.

Parent's/Guardian's Signature	Date	Parent's/Guardian's Printed Name
Child's Printed Name		
Signature of Investigator or Designee	Date	Investigator/Designee Printed Name

**Parental Consent Form
(Spanish version)**



Departamento de Psicología Educativa

One University Blvd.
St. Louis, Missouri 63121-4499
Teléfono: (+1) 314-516-5483
E-mail: gradeduc@umsl.edu

**Consentimiento Informado para que Menores Participen en Actividades
Investigativas**

*Promoviendo las Habilidades Socio-emocionales de Futuros Docentes:
Diseño y Evaluación de un Curso para Futuros Docentes en Colombia*

Participante _____

Número de aprobación HSC _____

Investigador principal: Andrea Bustamante
8923316

Número telefónico del IP (+57) 313 _____

1. Su hijo/a está invitado/a a participar en un estudio investigativo desarrollado por Andrea Bustamante bajo la supervisión del Dr. Marvin Berkowitz. El propósito del estudio es evaluar el curso “curso “Competencias socio-emocionales, manejo de aula y convivencia escolar”. Hasta 300 estudiantes de diferentes universidades y escuelas normales participarán en este estudio.
2. Su hijo/a será seleccionado/a de manera aleatoria para tomar el curso como [parte de tu programa / una materia opcional] de su [universidad / escuela normal] durante el primer semestre del año 2016 o durante el segundo semestre del año 2016. Se le está pidiendo su consentimiento para que su hijo/a participe en el estudio investigativo (es decir, la evaluación del curso) que implica las siguientes condiciones:
 - a. Su hijo/a será invitado/a a responder dos encuestas [virtuales o en físico]: una al inicio del año 2016 y una antes de las vacaciones de mitad de año. Responder estas encuestas tomará aproximadamente 60 minutos.
 - b. Los materiales producidos como parte del curso en el que participará su hijo/a serán usados por los investigadores para desarrollar el estudio. Estos materiales incluirán: un diario en el que escribirá acerca de su experiencia durante el curso, e información de su participación en discusiones y simulaciones realizadas en clase. Estas discusiones y simulaciones serán grabadas en video.
 - c. Es posible que su hijo/a sea invitado/a a hacer parte de una entrevista que tomará aproximadamente 60 minutos. Esta entrevista será grabada en audio y será liderada por la investigadora principal o por un asistente de investigación.
3. El nombre de su hijo/a será cambiado durante el proceso de análisis de datos para proteger su identidad. Toda la información recogida durante el estudio será utilizada solo con fines investigativos y no tendrá implicaciones académicas para su hijo/a. La

información será guardada en computadores con contraseñas que solo conocerán los investigadores.

4. Su hijo/a podrá beneficiarse de participar en este estudio al obtener retroalimentación acerca de tus habilidades personales y de tus habilidades y conocimientos para enseñar. Adicionalmente, estará ayudando a que recolectemos información para mejorar este curso en el futuro.
5. La participación de su hijo/a es voluntaria y usted puede elegir no aprobar su participación en este estudio o retirar su consentimiento en cualquier momento. Su hijo/a puede elegir no contestar las preguntas que no quiera contestar. Usted y su hijo/a NO serán penalizados/as de ninguna manera si usted elige no aprobar la participación de su hijo o si usted elige pedirle a su hijo/a que se retire. Así usted o su hijo/a decidan no aprobar su participación en el estudio, él/ella puede tomar el curso “Competencias socio-emocionales, manejo de aula y convivencia escolar”.
6. Haremos todo lo posible por proteger la privacidad de su hijo/a. Al aprobar la participación de su hijo/a, usted está expresando que comprende y está de acuerdo con que la información de resultante de este estudio sea compartida por otros investigadores y educadores a través de presentaciones y/o publicaciones. En cualquier caso, la identidad de su hijo/a no será revelada. En raras circunstancias, este estudio deberá pasar por una auditoría o programa de evaluación por una agencia supervisora (como la Oficina de Protección de Investigaciones con Humanos). Esta agencia deberá mantener la confidencialidad de la información de su hijo/a.
7. Si tiene alguna pregunta con respecto a este estudio, o si algún problema surge, puede llamar a la investigadora principal, Andrea Bustamante (313-8923316) o a su supervisor, Marvin Berkowitz (+1 314-5167521). También puede contactar a [Hernando Vergara Pinzón / Fredy Cárdenas / Catalina Vargas] de [el Departamento de Psicología / la Oficina de Bienestar Universitario] de la [universidad / escuela normal] de su hijo/a al [313-8446002 / 310-6806422 / 3152980] si su hijo/a expresa alguna incomodidad relacionada con el estudio.

He leído este formato de consentimiento y me han dado la oportunidad de hacer preguntas. Me darán una copia de este formato de consentimiento para mis registros. Doy mi consentimiento para que mi hijo/a participe en la investigación descrita anteriormente.

Firma del padre/madre o acudiente Fecha

Nombre del padre/madre o acudiente

Nombre del menor participante

Firma del investigador o designado Fecha

Nombre del investigador o designado

Appendix AA: Statement of Confidentiality

**Statement of Confidentiality
(English version)**



Department of Educational Psychology

One University Blvd.
St. Louis, Missouri 63121-4499
Telephone: 314-516-5483
E-mail: gradeduc@umsl.edu

**Statement of Confidentiality
Outside Interviewers**

*Promoting Future Teachers' Social and Emotional Competencies:
Design and Evaluation of a Teacher Education Course in Colombia*

Outside interviewer: _____ HSC Approval Number:

Principal Investigator: Andrea Bustamante PI's Phone Number: (+57) 313
8923316

I am aware that I am taking part of the study "Promoting Future Teachers' Social and Emotional Competencies: Design and Evaluation of a Teacher Education Course in Colombia", conducted by Andrea Bustamante under the supervision of Dr. Marvin Berkowitz.

By signing below, I am agreeing to respect the interviewees' right to privacy. All the information obtained through the interviews will remain confidential. I am only allowed to discuss or share participants' information during research meetings with the principal researcher of this study. This information might include: the ideas participants will share during the interviews, audiotapes resulting from the interviews, personal notes resulting from the interviews, and participants' personal information such as their identity.

I understand that all the information resulted from the interviews will have to be saved on computers with passwords only known by me and/or the researchers.

In addition, I am aware that subjects' participation in this study is voluntary. Participants may choose not to answer some questions and they will not be penalized if they choose to withdraw.

**Statement of Confidentiality
(Spanish version)**



Department of Educational Psychology

One University Blvd.
St. Louis, Missouri 63121-4499
Telephone: 314-516-5483
E-mail: gradeduc@umsl.edu

**Declaración de Confidencialidad
Entrevistadores Externos**

*Promoviendo las Habilidades Socio-emocionales de Futuros Docentes:
Diseño y Evaluación de un Curso para Futuros Docentes en Colombia*

Entrevistador externo _____

Número de aprobación HSC

Investigador principal: Andrea Bustamante
8923316

Número telefónico del IP (+57) 313

Estoy enterado/a de que estoy haciendo parte del estudio “Promoviendo las Habilidades Socio-emocionales de Futuros Docentes: Diseño y Evaluación de un curso para futuros docentes en Colombia”, desarrollado por Andrea Bustamante bajo la supervisión del Dr. Marvin Berkowitz.

Al firmar este documento, estoy aceptando respetar el derecho a la privacidad de los entrevistados. Toda la información obtenida a través de las entrevistas permanecerá confidencial. Sólo estoy autorizado/a para compartir la información de los participantes durante reuniones de investigación con la investigadora principal de este estudio. Esta información podrá incluir: las ideas que los participantes compartan durante las entrevistas, grabaciones de audio que resulten de las entrevistas, notas personales que resulten de las entrevistas, e información personal de los participantes como su identidad.

Comprendo que toda la información de las entrevistas tendrá que estar guardada en computadores con contraseñas que sólo yo o los investigadores conozcan.

Adicionalmente, estoy enterado/a de que la participación de los sujetos en este estudio es voluntaria. Los participantes podrán decidir no responder a alguna de las preguntas y no serán penalizados si deciden retirarse.

He leído esta declaración de confidencialidad y he tenido la oportunidad de responder preguntas. Prometo garantizar la confidencialidad de los participantes de este estudio. Se me dará una copia de este formato para mis registros. Acepto las condiciones descritas anteriormente.

Firma del entrevistador

Fecha

Nombre del entrevistador

Firma del investigador o designado

Fecha

Nombre del investigador o designado

Appendix AB: Institutional Letters



INSTITUCIÓN EDUCATIVA DEPARTAMENTAL ESCUELA NORMAL SUPERIOR DE NOCAIMA

Creada por Ley 90 de 1959, con reconocimiento Oficial para prestar el Servicio Educativo según Resolución No005725 de 23 de diciembre de 2003 y Autorización de Formación Complementaria según Resolución No. 6997 de 6 de agosto de 2010.

Kra 8 No. 6-120 Nocaima Tel: 8451001

E-mail: normalnocaima@gmail.com Portal web: www.normalsuperiornocaima.edu.co

Blog: <http://normalsuperiordenocaima.blogspot.com>

November 23, 2016

IRB Committee

University of Missouri-St Louis

St. Louis, United States of America

Dear Committee,

As principal of I.E.D. Escuela Normal Superior de Nocaima, I have the authority to give permission to Andrea Bustamante to conduct her doctoral dissertation research at the school.

I am aware of the procedures and I understand the implications of the research study entitled "Promoting Future Teachers' Social and Emotional Competencies: Design and Evaluation of a Teacher Education Course in Colombia". I also understand that our institution will not receive participants' individual information resulting from the study.

Sincerely,

PATRICIA IRENE CHACÓN BERNAL

Principal

Bogotá, November 23, 2015

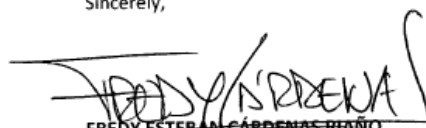
IRB Committee
University of Missouri-St Louis
St. Louis, United States of America

Dear Committee,

As director of "Primer Año y Acompañamiento Integral-MAIE" of the university, I have the authority to give permission to **ANDREA BUSTAMANTE** to conduct her doctoral dissertation research at Corporación Universitaria Minuto de Dios-UNIMINUTO Sede Principal.

I am aware of the procedures and I understand the implications of the research study entitled "Promoting Future Teachers' Social and Emotional Competencies: Design and Evaluation of a Teacher Education Course in Colombia". I also understand that our institution will not receive participants' individual information resulting from the study.

Sincerely,



FREDY ESTEBAN CÁRDENAS RIANO
Director of "Primer Año-MAIE"
Direction of Student Wellness
UNIMINUTO Sede Principal
Phone 2916520 Ext. 6168
Cell phone 3106806422

APPENDICES PART 4: DATA ANALYSIS

Appendix AC: Interviews' Codebook

List of Subthemes and Codes - Theme 1: Course Design, Functioning and Dynamics

SUBTHEME LEVEL 1	SUBTHEME LEVEL 2	SUBTHEME LEVEL 3	CODES
Description of course contents and methodologies	NA	NA	Each session taught a strategy or competence
			Sessions followed an order: MF, celebration, activity, closure
			Reflection at the end of each session
			Learning process: Mindfulness was connected to SEC
			Stress management and MF were essential topics of the class
			Routines: Mindfulness and celebration
			Mindfulness practice: Activity to calm sensations and emotions
			Class began after mindfulness practice and celebration
			Always had a moment to breathe and express gratitude
			Celebration was the second activity
			Analysis of challenging situations in the classroom
			Shared strategies he had tried in teaching internships
			Sharing mistakes with classmates so they can learn from them
			Clear examples of challenging cases
			Course goal: To know how to understand and handle children
			Analysis of consequences using cases
			Reflections to handle challenging situations in the classroom
			Dramatizations of real-life situations
			Simulations of challenging situations in the classroom
			Reflections using cases of challenging situations in the classroom
			Reflections using hypothetical situations
			Brainstorming and roleplaying using cases
			Perspective taking and brainstorming to solve hypothetical conflicts
			Classroom agreements from the beginning
			Classroom rules were established
			The course began with self-regulation (emotions)
			Feedback during classes
			Peer feedback on communication strategies
			Readings had reflections on the motives of students' behaviors
			Readings questioned authoritarian teacher-student relationships
Reflections of emotional awareness and emotional management			
Reflections of how to manage anger in challenging situations			
Reflections of real-life situations that caused anger on them			
Reflections of their relationships with their teachers at ENSN			
Talked about different teaching styles			
Guides: Purpose was to strengthen confidence			
Topics were related to previous psychological orientation			
Feedback on specific activities/methodologies	Feedback on routines	NA	Mindfulness: Innovative strategy
			MF practice motivated disposition to learn
			All classes at university should start with breathing exercises
			Liked mindfulness practice
			Enjoyed mindfulness practices
			Practiced mindfulness "from the bottom of my heart"
			Mindfulness: Useful to set a peaceful classroom environment
			Mindfulness practice was helpful to make a "detox"
			Mindfulness practice was relaxing
			Mindfulness practice was useful to "leave problems behind"
			Breathing exercises helped to start the class feeling better
			Mindfulness practices were useful to start the class "in peace"
			Enjoyed celebration and meditation to start each session
			Special moments "to find oneself:" MF practice and celebration
			Sharing positive situations helped to focus on good things

			Celebration was a moment to share
			Celebrations promoted group bonding
			Liked the moments of celebration
			Moment of celebration was “incredible”
	Feedback on SEC activities	NA	Would recommend SEC component of the course to parents
			Topics (SEC, dealing with challenging cases) were new for her
			SEC and conflict resolution strategies: Useful for personal life
			Enjoyed activity of taking perspective of characters in a story
			Enjoyed brainstorming activity
	Feedback on videos and simulations/analysis/discussions of cases	NA	Had fun during classroom simulations
			Mistaken goals: Allowed perspective taking
			Case analysis helped to learn more
			Would like more diverse case studies of class, management issues
			Would like more middle and high school cases
			Would like more analysis of cases
			Would like a continuation: More class, management strategies
			Liked classroom simulations
			Had fun discussing cases
			Enjoyed the videos and videotaped sessions
			Videos were boring
	Feedback on student journals	NA	Weekly journal reflections reinforced learning
			Journal promoted reflection and self-awareness
			Journal was useful to share personal experiences
			Weekly journal reflections: Useful to reflect on learning
			Liked sharing experiences in the journal
			Liked using the journal as a follow-up
			Would change the questions of the journal
			Journals should include varied questions
			Would like more case studies in the journal
			Weekly journal reflections: Made-up answers
			Weekly journal reflections: Monotonous
			Weekly journal reflections: Repetitive
			Weekly journal reflections: Repetitive and difficult questions
			Weekly journal reflections: Tedious
			Wrote journal reflections the day before they were due
	Feedback on readings	NA	Extremely interesting and useful readings
			Readings should be mandatory for all professionals
			Readings are useful for family issues and real-life problems
			Readings were interesting and useful
			Readings taught how to create positive classroom environments
			Readings presented cases of real life
			Shared readings with other classmates
			Liked readings
			Students commented readings outside the classroom
			Motivating readings
			Favorite aspect of the course: The readings
			Liked readings
Applicability, relevance and usefulness	NA	NA	Course was different because it focused on personal experiences
			Talked about personal conflicts in class
			Course was about students’ life and feelings
			Course is different because it teaches self-regulation
			Course promotes reflection and sense of humanity
			Course focused on students’ humanity, not on their grades
			Would replace useless courses with this course
			We learned a lot
			Learned new things
			Course was useful

			Learned more because it was not only theory
			Course allowed reflection on cases that are close to their lives
			Activities were applicable to real-life problems
			Discussions were connected to daily-life situations
			Discussions applied to real life
			Real-life examples facilitated learning
			Applicability to personal life made the course interesting
			Applicable to personal life
			Course provided elements to help peers with personal situations
			Activities allowed him to know himself better
			Course gave him concrete tools to dedicate time to himself
			Acquired knowledge was useful for students' careers
			Course prepares students for their future job
			Course has been useful for teaching internships
			Course is essential for teacher preparation
			Course has been useful to not take stress to the practices
			Course is helpful to be more prepared for the teaching internship
			Useful to learn new strategies to address challenging situation
			Easy to adapt to school's curriculum
			Methodologies of the course were also applicable with children
			Course is relevant because the system is authoritarian
			If all courses were like this, educational system would change
			Activities allowed perspective taking towards children
			Activities promoted perspective taking
			Course is "too important, too essential"
			Course could be an entire graduate program
			Course should be an elective course in the program
			Course should be available for people who study at night
			Course should be available for professors
			Course should be mandatory for future teachers
			Course should be part of the curriculum
			Course should be taught to school's teachers and supervisors
			Course should be taught to university's professors
			Course would be helpful for teacher who needs to express emotions
			Course would be useful for professors (they're authoritarian)
			Course would be useful for teachers to improve their well-being
			Should be taught to all students at the University
			Would recommend the course to any classmate
			Would recommend the course to other people
			Would recommend the course to future parents
			Would recommend the course to students of all programs
			Would like a second part of the course with teaching internship
			Would recommend the course to students of other programs
			Tried to convince friends to take the course
			Got low grades but learned a lot
			Course goes beyond the grades
			Course went beyond theory
			Tried to apply everything she learned during the classes
			Would like practical exercises in all sessions
			Course should be taught sooner in the program
			Course should be taught in first semester
			At first, course seemed like additional load to coursework
			Would like teaching internships at schools during the course
			Would like a continuation of course: How to deal with parents
			A follow-up of the course should include teaching internships
			Would like a continuation of course: Difficult cases of abuse
			One classmate thought the class was silly

Regard for students' perspectives	NA	NA	Felt included
			Democratic decision-making processes
			Unique moment that belonged to students
			Students were allowed to choose points of view by their own
			Activities involved students' creation of new ideas
			Class belonged to the group, not to the facilitator
			Classes were a collective construction
			Concepts and opinions were built in group
			Liked that the activities were "built from personal experiences
			Facilitator promoted students' autonomy
			Facilitator asked students if they liked the methodology
			Facilitator valued students' knowledge
			Facilitator respected students' points of view
			Facilitator was open to feedback and students' ideas
			Students' active participation: Shared possible strategies
			Opportunities to share strategies to face challenging situations
			Liked listening to other students' opinions and experiences
			Facilitator modeled an unusual and participatory way to teach
			Wasn't a regular class: It was participatory
			Too much time listening to all students
(PRE) Expected the course to be "like other courses"			
Dynamism and innovation	NA	NA	(PRE) Expected the course to be "like other courses"
			Activities required movement
			Course was completely different from other courses
			Course was different because did not feel like a class
			Course was unique
			Strategies were adequate for young people & were not monotonous
			Course was didactic
			Course was different: Students are not used to dynamic classes
			Course was unique because it was the only didactic class
			Explanations were short and the rest of the class was dynamic
			Dynamic classes
			Liked classes outside classroom: Changed traditional schemes
			In contrast with other classes, this course was didactic
			Innovative course
Innovative strategies			
Participants' engagement with the course	NA	NA	(EX) Attrition due to external causes
			(EX) Great effort to arrange schedule and take the course
			(EX) Attending to class at that time was challenging
			(EX) Work interfered with coursework
			(EX) Pressure to have good grades made difficult to attend
			(EX) Attrition: Some student left the school, not the course
			Varied classes
			Classes were planned to be interesting
			High levels of participation of the group
			Everyone participated
			"It was the only class I never missed"
			Students went to class because they were motivated
			Talks with her dad about the course
			Talking with friends from other universities about the course
			Liked the activities
			"Cool" activities
			Motivating activities
			Fun activities
			Course was fun
			Learning process was fun
Course was interesting			

			<p>Interesting and motivating dynamics</p> <p>Activities cheered students up when they had a low mood</p> <p>Even the interview was interesting</p> <p>Emotionally intense (positive comment)</p> <p>Favorite class</p> <p>Fell in love with the course</p> <p>Did not want to miss the sessions</p> <p>Enjoyed attending the classes</p> <p>Looked forward to coming to the class every week</p> <p>Always motivated to go to class</p> <p>Favorite aspect of the course: Motivating activities</p> <p>Exercises and activities were relaxing</p> <p>Process was different and surprising</p> <p>Active learning was motivating</p> <p>Enjoyed participatory methodology</p> <p>Course was gratifying</p> <p>Course positively exceeded expectations</p> <p>Course counteracted program's failures</p> <p>Experience exceeded expectations</p> <p>All participants expressed that the course was satisfactory</p> <p>Positive perception of the course</p> <p>Satisfaction with the course</p> <p>Wouldn't change anything to the course</p> <p>Would like a continuation of the course</p> <p>The other classes were not as motivating as this course</p> <p>Difference with other classes: Motivating</p> <p>Wishes all the classes were like this one</p> <p>Wished the sessions were longer</p> <p>Students' positive disposition towards the course</p> <p>Motivating course</p> <p>Went to class motivated to learn how to manage his emotions</p> <p>Always went to class motivated to learn</p> <p>Introspection: Learn w/out being affected by external issues</p> <p>Experienced intrinsic (vs extrinsic) motivation in the course</p> <p>Low levels of engagement of a classmate during the classes</p>
Classroom climate	General perceptions of classroom climate	NA	<p>Safe space</p> <p>Based on the experience, would like to have a friendly classroom</p> <p>Calm classroom environment</p> <p>Classroom environment facilitated self-awareness & emotional manag.</p> <p>Connection between experience and readings: Positive environment</p> <p>Classroom environment free from pressure</p> <p>Positive and relaxed climate</p> <p>Positive classroom environment</p> <p>Positive classroom environment due to small number of student</p> <p>Sense of being away from stress during the sessions</p> <p>Students felt comfortable in class</p> <p>Classroom environment was fun</p> <p>Group respected classroom agreements</p>
	Interpersonal communication in the classroom	NA	<p>Classroom environment allowed open communication</p> <p>Open communication with facilitator</p> <p>Students' participation was spontaneous and not forced</p> <p>Facilitator and some students cried in one session</p> <p>Facilitator shared positive events of her life</p> <p>Facilitator talked about own experiences but mostly listened</p> <p>Democratic classroom environment</p> <p>Facilitator allowed students' participation</p> <p>Facilitator is different: She listens to everything we say</p>

			Unlike other professors, facilitator listened carefully to students
			Felt finally listened to by someone
			Other classmates felt listened to by facilitator
			Felt listened to by the facilitator
			Facilitator listens to students
			Group listened actively to him when he participated
			Facilitator valued students' opinions
			Unlike other classes, students' feelings & opinions were valued
			Facilitator did not judge students
			Favorite aspect of the course: She could talk w/out being judge
			Non-judgmental classroom environment
			Trusting classroom environment
			Felt relieved when talked with facilitator about their problems
			Talked about current emotions with facilitator
			Students can share their feelings with facilitator
			Unlike other professors, facilitator provided confidence to talk
			Course is different because students are free to express freely
			Group respected different opinions
			A few students did not participate, they were afraid to talk
	Relationships with facilitator	NA	Positive relationship between students and facilitator
			Awareness of facilitator's needs
			Enjoyed spending time with the facilitator
			Expressed feelings in journal because facilitator is trustworthy
			Facilitator "was always there" for the students
			Facilitator "earned the group's trust"
			Facilitator is a role model of positive t-s relationship
			Facilitator showed interest for students' feelings
			Facilitator perceived students' emotional states
			Facilitator was supportive
			Facilitator was close to the students
			Having a close and trusting relationship w/a professor was new
			First time a professor shows interest in her needs and feelings
			Facilitator provides support stud. don't find in other classes
			Facilitator showed interest for students' lives
			Facilitator talked to students outside the classroom
			Facilitator talked to students when they were not feeling well
			Felt valued by the facilitator
			Course was special "for us and for her"
			Gratitude towards facilitator
			Trust in facilitator
	Relationships among participants	NA	Friendly classroom environment
			More group than individual dynamics to integrate the students
			Group activities allowed integration w/peers from other grades
			Built relationships since the first class
			Built relationships with classmates
			Good relationships with all the group were built
			Improved relationships with classmates who attended the course
			Relationship of trust with the whole group
			New friendships due to the course
			Relationships were strengthen throughout the course
			Enjoyable interaction with new classmates
			Liked sharing with students of other grades
			Liked having class with students from different programs
			The group "became like a family"
			Group bonding
			Feeling of belongingness to the group

			Group support increased motivation to finish the program
			Offered academic support to other classmates
			Friendly relationship with classmates outside the classroom
			Not close relationship with other classmates outside the class
			Favorite aspect of the course: People were nice
			Favorite aspect of the course: Spending time with classmates
			Group was "cool" and "dynamic"
			Group was "cool"
			Friendly relationship with accompanying teacher
			Group was divided at the beginning
			Felt uncomfortable w/her boyfriend and his ex-girlfriend
			Did not want to be in the course due to conflicts with peers
			Difficult relationship w/classmates improved thanks to course
Facilitator's attributes	Connection between facilitator's attributes and learning process	NA	Coherence between facilitator's attitudes & the course contents
			Facilitator applied in class the theories they were reading about
			Facilitator's characteristics positively affected success
			Facilitator's positive attitude facilitated learning
			Facilitator's positive attitude favored course's success
			Facilitator's positive attitude influenced students
			Facilitator's positive attitude made the difference
Facilitator's general attitudes, behaviors, and character	NA	Difference w/other classes: Facilitator had welcoming attitude	
		Difference with other classes: Facilitator was always smiling	
		Difference with other professors: Showed passion for teaching	
		Facilitator "is my role model"	
		Facilitator always had a positive attitude despite being tired	
		Facilitator always had a positive attitude despite her problems	
		Facilitator always showed a calm attitude	
		Facilitator conveyed reliability	
		Facilitator conveyed tranquility	
		Facilitator had a calm attitude	
		Facilitator had a cheerful attitude	
		Facilitator inspires peace	
		Facilitator inspires positive feelings	
		Facilitator is "a great human being"	
		Facilitator likes what she does	
		Facilitator made students laugh	
		Facilitator seems to be an "innate educator"	
		Facilitator seems to have practiced mindfulness for a long time	
		Facilitator should "be cloned"	
		Facilitator was "cool"	
		Facilitator was always fun	
		Facilitator was always on time	
		Facilitator was friendly	
		Facilitator was kind	
		Facilitator was responsible	
		Facilitator was totally different from other professors	
		Facilitator's attitude to serve students	
Facilitator tried to motivate students			
Liked the facilitator's way to communicate			
Main difference with other classes: Facilitator			
Positive perception of the facilitator as a person			
Facilitator's strictness and guidance	NA	Facilitator understands students' environment	
		Facilitator was patient when students were stressed out	
		Difference: Facilitator stayed calm when students had a low mood	
		Facilitator tried to cheer students up when they had a low mood	
		Facilitator did not threaten students with the grades	
			Facilitator focused on students not on the grade or the theory

			Facilitator gave feedback on journals
			Facilitator kindly corrected students' mistakes
			Facilitator was "serious" and did not do what students said
			Facilitator was a friend and a guide
			Facilitator was not authoritarian
			Facilitator was not authoritarian like other educators
			Facilitator was supportive and gave students second chances
			Positive perception of facilitator as a leader
			Students followed facilitator's recommendations
	Facilitator's teaching competence and preparation	NA	Facilitator seems to be an "innate educator"
			Favorite aspect of the course: Facilitator's teach. performance
			Facilitator gave clear explanations
			Facilitator gave good explanations and was prepared for class
			Facilitator had good verbal expression skills
			Facilitator knew the topics
			Facilitator prepared the classes
			Facilitator showed confidence to teach the classes
			Facilitator was always prepared with sessions' materials
			Facilitator's speech was convincing

List of Subthemes and Codes - Theme 2: Course Impact

SUBTHEME LEVEL 1	SUBTHEME LEVEL 2	SUBTHEME LEVEL 3	CODES
Impact on knowledge, attitudes and beliefs	Knowledge, attitudes and beliefs about mindfulness	NA	(PRE) Already knew mindfulness applied to martial arts
			Appropriation of mindfulness practice guidelines
			Assimilation of the meaning of mindfulness
			Awareness of benefits of practicing MF frequently
			Awareness of the importance of breathing
			Breathing helps to clear the mind
			Description of mindfulness practices: Relaxation
			Description of mindfulness practices: Self-awareness
			Focusing on breathing facilitates awareness of body sensations
			Main lesson from the course: Anger management using MF
			Main lesson from the course: To live "here and now"
			Meditation facilitates reflection and decision-making processes
			Meditation helps to relieve stress & avoid inadequate behaviors
			Meditation requires practice
			Mindfulness practice to focus on the environment ("here")
			Mindfulness practice to focus on the present moment ("now")
			Mindfulness: Breathing to calm down
			Mindfulness: Focus on present moment
			Wants to apply mindfulness practices with students
	Knowledge, attitudes and beliefs about SEC	NA	Connection between breathing and empathy
			High levels of SE development self-efficacy
			She told me it seemed like I went to the psychologist
			Learned options of how to promote positive coexistence
			Touched by the idea of expressing feelings without judging
			Acquired tools to improve active listening skills
			Anger management seemed challenging
			Appropriation of active listening strategies
			Became aware of own difficulties with active listening
			Appropriation of assertiveness and empathy meanings
			Appropriation of assertiveness strategies
			Appropriation of emotional awareness and management strategies

			<p>Importance of negotiate interests instead of avoiding problems</p> <p>Awareness of connection between active listening and empathy</p> <p>Awareness of importance of anger management and assertiveness</p> <p>Awareness of importance of empathy & assertiven. for communication</p> <p>Awareness of importance of act. listening in challenging situations</p> <p>Awareness of the importance of anger management</p> <p>SEC in everyday life help to avoid bad temper</p> <p>Awareness of the importance of perspective taking</p> <p>Awareness of the importance of promoting critical thinking</p> <p>Awareness that improved communication prevents stress</p> <p>Course reminded him the importance of emotions</p> <p>First step in communication: Let the other person talk</p> <p>Identified useful strategies to manage emotions</p> <p>Learned about assertive communication</p> <p>Learned about perspective taking and communication skills</p> <p>Learned emotional awareness and emotional management strategies</p> <p>Learned emotional management strategies</p> <p>Learned new ways to communicate with others</p> <p>Learned the importance of perspective taking in conflicts</p> <p>Learned to address conflicts without aggression</p> <p>Learned to calm down & be aware of body sensations before acting</p> <p>Learned to calm down in problematic situations</p> <p>SEC are common sense</p> <p>SEC are necessary to coexist with others</p> <p>Socio-emotional competencies should be taught to all professions</p> <p>Understood how to identify body sensations connected to emotions</p> <p>Willingness to apply I-messages in real-life situations</p> <p>She asks her son about his feelings now</p> <p>Shared emotional management strategies with other people</p> <p>Shared assertiveness strategies w/aunt and relationship improved</p> <p>Shared active listening strategies with parents</p> <p>Shared active listening strategies with other people</p> <p>Teaching communication strategies to husband has been useful</p> <p>Invited family to use assertiveness strategies</p> <p>New strategies with her son: Teaching him to tell how he feels</p> <p>Replicated strategies to promote perspective taking in her son</p>
	Knowledge, attitudes and beliefs about classroom management	Knowledge, attitudes, beliefs about teaching strategies/approaches	<p>Learned that the most important thing are the students</p> <p>New attitude: Focused on students' learning process</p> <p>Took distance from supervisors' methodologies</p> <p>Learned difference between intrinsic and extrinsic motivation</p> <p>Willingness to favor intrinsic motivation in future students</p> <p>Willingness to apply what she learned in a classroom</p> <p>Wanted to apply mindfulness routines in their classes</p> <p>Questioned idea that "adults have the knowledge" and kids don't</p> <p>Questioned the idea of the teacher as the owner of knowledge</p>
		Classroom management self-efficacy beliefs	<p>(EX) Low levels of class. man. self-efficacy after teaching internships</p> <p>(PRE) Previous feeling of being unprepared to teach</p> <p>(PRE) Low levels of class. management s-efficacy before course</p> <p>(PRE) High levels of classroom management self-efficacy</p> <p>(EX) Lack of strategies to face challenging situations in t. internship</p> <p>Classroom management self-efficacy increased</p> <p>Feels more prepared to face challenging situations with kids</p> <p>Higher levels of classroom management self-efficacy</p>
		Knowledge, beliefs and attitudes about SEC for	<p>(EX) Awareness of importance of well-being for teaching</p> <p>Would use assertiveness in challenging class. environments now</p> <p>Mindfulness allows self-awareness needed to apply SEC</p> <p>Learned to think about students' feelings</p>

		classroom management	Learned to make a pause before reacting with students
			Learned to listen to stud. instead of imposing own perspective
			Importance of pers. taking in challenging situations w/students
			Empathy helps to find a solution w/out losing authority
			Awareness of the importance of listening to students
			Awareness of the importance of considering students' needs
			Awareness of importance of considering children's perspective
			Awareness of importance of managing emotions with students
			Awareness of importance of empathy w/challenging students
			Awareness of consequences of acting w/anger for t-s relationships
		Knowledge/understanding of children's behavior or needs	Appropriation of readings' contents: Mistaken goals
			Course provided a deeper understanding of children's behavior
			Gained better understanding of causes of students' behaviors
			Gained deeper understanding of students' situations and needs
		Knowledge, attitudes and beliefs about teaching styles	(EX) Awareness of the importance of students' participation
			(EX) Did not approve authoritarian style of other teachers
			(EX) Interest for children's personal situations
			(EX) role model was a teacher who demanded respect for the class
			(EX) Awareness of being a role model for children
			(PRE) Previous belief: Class. management means being authoritarian
			(PRE) Distanced himself from authoritarian teaching styles
			(PRE) Previous beliefs supporting authoritarian attitudes
			(EX) Teachers should know students' particular situations
			Trust is important but students should show respect for teacher
			Teachers should promote trusting environments
			Students should obey teachers
			Started to question teacher educators' mistakes
			Questioned the idea that students have to be controlled
			Questioned the belief that kids have to be treated w/severity
			More authoritarian attitudes before
			Learned the importance of making agreements with students
			Learned importance of balancing good t-s relationships & limits
			Importance of understanding students, not only controlling them
			Course reinforced non-authoritarian view of education
			Course reinforced friendly teaching style
			Being too close to students may cause problems
Became aware of teaching styles of teachers he had in childhood			
Awareness of the importance of making agreements with students			
Awareness of the importance of close communication with student			
Awareness of importance of trust in t-s relationships			
Awareness of importance of limits without being commanding			
Awareness of balance between strictness and friendliness			
Awareness of autonomy as a consequence of not being commanding			
Asking challenging students about their feelings and needs			
Agreements should include teacher and students			
Acquired tools to face teaching internships			
Awareness of authoritarian practices			
Awareness of consequences of being authoritarian with students			
Awareness of consequences of using threats to control students			
Video of a class meeting: Teacher was not judging the students			
Knowledge, attitudes, beliefs about addressing challenging situations	(EX) Yelling at children can scare them		
	Would confront challenging students now		
	Valuing non-authoritarian strategies		
	Started to question the use of punishment		
	Shared class. management strategies w/peers from control group		
Questioned the methodologies used by her high school teachers			

			<p>Questioned previous beliefs: Punishment "is not the solution"</p> <p>Previous belief that punishment is the only option</p> <p>Positive expectations towards challenging children</p> <p>New belief: Problems w/stud. can be solved by listening to them</p> <p>New belief: It is possible to use non-aggressive strategies</p> <p>New belief: Challenging situ. can be addressed w/out aggression</p> <p>Learned to use circles as a classroom management strategy</p> <p>Learned to think about different solutions with challenging students</p> <p>Learned the importance of knowing the reasons of kid's behavior</p> <p>Learned that teaching requires understanding child's perspective</p> <p>Learned that sense of humanity comes first in teaching</p> <p>Learned strategies: Teaching the student to manage emotions</p> <p>Learned strategies: Talking in private with challenging student</p> <p>Learned strategies: Talk to students in private, not yelling</p> <p>Learned strategies: Taking perspective and feeling empathy</p> <p>Learned strategies: Make a brainstorm with the student</p> <p>Learned strategies: Figure out what motivates the student</p> <p>Learned strategies to handle challenging situations in classroom</p> <p>Learned non-punitive strategies</p> <p>It is important to know the causes of students' attitudes</p> <p>Mistaken goals: Important to know students' feelings & experiences</p> <p>Importance of understanding causes of challenging behaviors</p> <p>Importance of communication to understand children's situations</p> <p>Help kids consider consequences of acts instead of punish them</p> <p>First step is knowing what is happening with the child</p> <p>Found new points of reference</p> <p>Course provided the foundations for teaching</p> <p>Course provided ideas of how to treat children</p> <p>Course allowed students to know how to react in the classroom</p> <p>Considering rewards to address situations with challenging student</p> <p>Considering options different than punishment to face situation</p> <p>Considering non-punitive strategies to include challenging students</p> <p>Caring attitudes towards stud. to face challenging situations</p> <p>Change in beliefs: Considering non-authoritarian options</p> <p>Awareness of teachers' responsibility in situations of aggression</p> <p>Awareness of importance of response in bullying situations</p> <p>Importance of knowing cause of behavior if it is bullying</p> <p>Acquired tools to solve challenging situations with students</p>
Impact on skills and behaviors	Impact on classroom management skills and practices	NA	<p>(PRE) Threatening students in challenging situations</p> <p>(PRE) Previous use of threats towards children</p> <p>(PRE) Permissive style to deal with challenging classroom</p> <p>(PRE) Applied norms consistently with challenging groups</p> <p>(PRE) Decided to seat down and not deal w/chaotic classroom</p> <p>Didn't follow peers' ideas to treat students harshly</p> <p>Increased attention towards children in her family</p> <p>New strategies (more dynamic and authoritative) were successful</p> <p>Non-authoritative strategies were successful during teach. internship</p> <p>Open to children's feedback</p> <p>Patience with challenging students increased</p> <p>Performance in teaching internships improved due to the course</p> <p>Practiced dynamic teaching strategies w/children in her family</p> <p>Practiced new strategies consistent with children's needs</p> <p>Stopped following supervisor's authoritarian teaching practices</p> <p>Success in teaching internships due to teaching style</p> <p>Tried out being closer to students instead of threatening them</p> <p>Trying to build positive relationships with children</p> <p>Used new strategies: Talk as a friend to an aggressive student</p>

Impact on social and emotional competencies	Impact on emotional awareness and regulation	(PRE) Had anger management issues before
		(PRE) Awareness of difficulties with anger management
		(PRE) Awareness of anger management difficulties
		(PRE) Applied emotional management in challenging classrooms
		My thermometer goes up
		Applied "emotions" in challenging situations with classmates
		Applied anger management strategies in conflicts w/his brother
		Applied emotional awareness and management strategies with brother
		Applied emotional man. strategies during teaching internships
		Applied emotional man. strategies in conflicts with teachers
		Applied emotional management in conflicts with his father
		Applying emotional man. in public transportation was a challenging
		Applying emotional management strategies was useful
		Applying emotional management was challenging
		Awareness of body sensations related to emotions
		Awareness of lack of emotional management
		Awareness of moments when she did not manage her emotions
		Before the course: Used to say things without thinking
		Better outcomes in real-life conflict when she practiced SEC
		Boyfriend recognizes changes in communication caused by course
		Calming down before reacting
		Calming down in stressful situations at work
		Calming down in stressful situations at work
		Change due to the course: Anger management problems before
		Change: Calms down and talk to the person instead of avoiding
		Communication with calm tone of voice
		Course helped to reinforce emotional management skills
		Did not improve communication with dad but learned to calm down
		Difference w/emotional states of students who didn't take the course
		Family was surprised to see calm reaction
		Father says their communication has change due to the course
		Improved anger management skills
		Improved communication thanks to emotional management
		Improved emotional awareness skills
		Improved emotional management skills
		Improved self-control
		Learned to deal with problems in a calm way
		Learned to make pauses to calm down before talking
		Learned to take a deep breath
		More patient now
		New ways to communicate: Calms down before talking with boyfriend
		Peers were surprised to see anger management improvement
		Perception of taking control over anger after the course
		Practiced anger management strategies
		Practiced emotional awareness and man. in real life situations
		Practiced emotional awareness during the class
		Practiced emotional competences during classroom simulation
		Practiced emotional man. outside the sessions from the beginning
		Practiced emotional management during teaching internships
		Practiced emotional management strategies
Practices emotional awareness		
Previous difficulties to control emotions in teaching internships		
Self-awareness: Reflection of the causes of the emotional state		
Sense of achievement: Emotional management		
Some classmates applied anger man. strategies during practices		
Started practicing emotional management in different contexts		
Stayed calm in challenging situations at work		

			Tried to apply MF and emotional management but did not succeed
		Impact on perspective taking	Perspective taking - understand the other party in a conflict
			More open to her father's points of view
			More explosive w/out caring about others' perspectives before
			Learned to take perspective in problematic situations
			Learned to make pauses to observe other people's perspectives
			Learned to value other people's feelings
			Ability to take perspective improved
		Impact on assertiveness and active listening	Tried to talk to her teacher but did not work
			Used active listening strategies in moments of anger
			Practiced active listening with educators when they were unfair
			Practiced active listening strategies at home
			Learned to listened to her friends without judging them
			Learned to express thoughts without being judgmental/aggressive
			Learned to express points of view and emotions w/out judging
			Improved communication with husband
			Improved communication with boyfriend: Practiced active listening
			Improved assertiveness skills
			Improved active listening skills
			I-message was useful to improve relationships
			Husband recognizes a change: Improved communication
			Expressing disgust by blaming her husband
			Expressed disgust by blaming the other person
			Applied I-messages with husband
			Applied assertiveness strategies to solve family conflicts
		Applied assertiveness strategies in a conflict with a professor	
		Applied active listening with boss and co-workers	
		Applied active listening strategies in family conflicts	
		Impact on conflict resolution skills	(PRE) Used to judge others in situations of conflict
			(PRE) Used to fight with son
			Changed way of solving conflicts with son
			Used assertive communication to solve family conflicts
			Started to calm down to avoid escalating conflicts
			Using new strategies to avoid conflict escalation with her dad
			Responded with aggression to family conflicts before
			Responded to family conflicts with calm attitude
			Replaced fights with dad by dialogue to find solutions
			Improved conflict resolution skills
			Improved communication with family
		Applied SEC in conflicts with classmates	
		Brainstorming was a useful strategy in family conflicts	
		Impact on considering cons. & responsible decision-making skills	Decided to end unhealthy loving relationship due to the course
			Did not consider consequences of acts before
			Awareness of the consequences of reacting with anger
			Awareness of positive consequences of assertive communication
			Awareness of negative consequences of speaking with anger
			Awareness of consequences of defending others with aggression
		Awareness of consequences of acting with anger	
		Impact on self-confidence and metacognition	More awareness of own mistakes
			Became aware of difficulties with some SEC
			SEC have been useful to gain confidence at public speaking
			Shyness and fear of criticism decreased
			Lost fear to participate
			Gained confidence to participate
			Improved social skills (confidence)
		Increased self-confidence	

	Use of mindfulness practices	NA	<p>Applied mindfulness in daily life</p> <p>Applied mindfulness in real life: Awareness of present moment</p> <p>Applied mindfulness in real life: Awareness of time</p> <p>Applies mindfulness in stressful situations</p> <p>Did not practice mindfulness outside the sessions</p> <p>Doing everything in its time</p> <p>Has applied mindfulness to control emotions</p> <p>Improved communicative competencies by using "meditation"</p> <p>Mindfulness practice was challenging</p> <p>More mindful now by being aware of breathing</p> <p>Not striving in stressful situations</p> <p>Only practices MF in moments of "emergency"</p> <p>Practiced mindfulness and emotional awareness outside the class</p> <p>Practiced mindfulness at home</p> <p>Practiced mindfulness by enjoying the present moment</p> <p>Practiced mindfulness in difficult situations</p> <p>Practiced mindfulness in public transportation</p> <p>Practiced mindfulness to avoid damaging peer relationships</p> <p>Practices MF and emotional management in stressful moments</p> <p>Practices MF at home to have a moment of "personal encounter"</p> <p>Practices MF when he wants to feel calm and happy</p> <p>Shared MF practices with her mom to help her relieve stress</p> <p>Shared mindfulness practices with family and friends</p> <p>Slowed down to do every day routines</p> <p>Used mindfulness practices to calm down</p>
Impact on well-being	NA	NA	<p>(EX) Stressful workload</p> <p>(EX) Lack of motivation in life during last weeks</p> <p>(EX) Emotionally affected by romantic problems</p> <p>(PRE) Emotionally affected by academic performance</p> <p>(EX) Defensive mood</p> <p>(EX) Most classmates were stressed</p> <p>(EX) Negativism</p> <p>(EX) Overwhelmed by personal problems</p> <p>(EX) Overwhelmed by problems during the last weeks</p> <p>(EX) Perceived lack of control over problems</p> <p>(EX) Stress has affected emotional states</p> <p>Course became a need to relieve stress</p> <p>Course helped to relieve stress</p> <p>Decreased insomnia due to mindfulness</p> <p>Emotional man. activities helped to overcome emotional problems</p> <p>Emotional man. strategies helped to decrease levels of stress</p> <p>Felt the need to attend the sessions to relieve stress</p> <p>High anxiety levels remained</p> <p>High levels of stress caused by family conflicts</p> <p>Learned to be less stressed out</p> <p>Learned to see life in a more relaxed way</p> <p>Limited usefulness of emotional man. strategies for well-being</p> <p>Mindfulness has helped to relieve stress</p> <p>Mindfulness help him to "live in peace"</p> <p>Mindfulness practice at home was useful to calm down</p> <p>Mindfulness practice helped classmates to relieve stress</p> <p>Mindfulness practices helped to relieve stress</p> <p>Mindfulness was helpful to relax</p> <p>Moderate relieve of stress due to relaxing classes</p> <p>More tranquility</p> <p>Other classmates said the course was helpful to relieve stress</p> <p>Peer noted behavioral change: More relaxed</p>

			Positive impact on stress and anxiety, but low
			Slept peacefully and deeply after mindfulness practice at night
			Started enjoying every day routines
			Stress “was more controllable” due to the course
			Stress caused by finals
Impact on personal growth and life perspective			Enriched personal life
			I can't go back to be the person I was before
			“Became human again” due to the course
			Course changes life perspective
			Course changes people’s lives (in a positive way)
			Course motivated commitment to personal growth
			Course revived the sense of humanity
			Learned that we can celebrate something everyday
			Learned the importance of making pauses in life
			Perception of (positive) change due to the class
			Perception of being a better person after the course
			Perception of positive change due to the course

List of Subthemes and Codes - Theme 3: Participants’ Context and Background

SUBTHEME LEVEL 1	SUBTHEME LEVEL 2	SUBTHEME LEVEL 3	CODES
Characterization of context(village/city) outside school	NA	NA	(EX) Conservative village
			(EX) Lack of peaceful relationships in public transportation
			(EX) Lives in "harsh" neighborhood
			(EX) People at village are resistant to changes in education
			(EX) University surrounded by drug users
Characterization of educational system	NA	NA	Other universities do not have similar courses
			(EX) Classroom management is not part of teacher prep. programs
			(EX) Teachers have to learn through practice w/out preparation
			(EX) Punishment and grades are commonly used in education
			(EX) Received a “traditional” education based on conductism
			(EX) Teachers usually punish in challenging situations
			(EX)Traditional teaching methodologies are demotivating
(EX) Teachers want to be society's heroes			
Contents of teacher education program	NA	NA	(EX) Interesting program
			(EX)Lack of classroom management training at teacher ed. program
			(EX) Lack of emotional skills’ training at teacher ed. program
			(EX)Students learn class. management for their teaching internship
			(EX) Teacher education program should focus on class. management
Institutional resources and environment	NA	NA	(EX) Calm environment
			(EX) Chose the school because tuition was accessible
			(EX) Difficult relationships among teacher educators at ENSN
			(EX) Financial support from university
			(EX) Friendly university environment
			(EX) Inclusive environment at the University
			(EX) Likes university's “humanist” approach
			(EX) Normal school is an opportunity to prepare for the university
			(EX) Positive perception of the institution
			(EX) Strong student wellness center
			(EX) University supports students
			(EX) Opportunities to low-income or disabled population
			(EX) Welcoming environment
			(EX) Distrust in participatory processes
(EX) Gap between discourse and practice			

			(EX) Institution recognized for being strict (positive comment)
			(EX) Lack of freedom to express opinions
			(EX) Repeating traditional patterns
			(EX) Students' voice is not valued
			(EX) Unreasonable grading system
			(EX) Unsatisfied with University's low academic standards
Participants' motives to teach	NA	NA	(EX) Chose the program because he did not have more options
			(EX) Decided to study pedagogy because he likes kids
			(EX) Desire to change dangerous environment through education
			(EX) Desire to teach children and stop violence
			(EX) Disposition to work for a change in the country
			(EX) Interested in promoting values
			(EX) Motivated to educate future citizens
			(EX) Perception of having the vocation to teach
			(EX) Wants to be a teacher because she loves kids
			(EX) Willingness to make a change in his community
			(EX) Working with children is heartwarming
Characterization of teaching internships	NA	NA	(EX) Anxiety and doubt before teaching internships
			(EX) Children with difficult situations in teaching internships
			(EX) During teaching internships, students receive a plan
			(EX) Faced chaotic class. environments in teaching internships
			(EX) Felt like he "was another child" in teaching internships
			(EX) First teaching internship was demotivating
			(EX) First teaching internships were traumatic
			(EX) Harsh and confusing feedback from supervisors
			(EX) Perception of low performance in teaching internships
			(EX) Perception of practices as something stressful
			(EX) Positive experiences w/elementary s. children in t practice
			(EX) Some supervisors demand harsh attitudes towards children
			(EX) Stressful evaluations at teaching internships
			(EX) Stressful experience caused to fear to supervisor
			(EX) Students adapt teaching style to the supervisors' demands
			(EX) Students follow supervisors' teaching styles
			(EX) Supervisors impose strategies for teaching internships
			(EX)System forces stud. teachers to use authoritarian strategies
			(EX) Teaching internships produce anxiety: Harsh evaluation
			(EX)Teaching internships: "It's just us against the children"
Relationship w/family, friends, and community outside school	NA	NA	(EX) Adapting to new context and living alone
			(EX) Attempts to avoid damaging peer relationships
			(EX) Confused about loving relationship
			(EX) Family support
			(EX) Lack of support from environment
			(EX) Lack of trust in family and friends
			(EX) Left home because dad used physical violence to punish her
			(EX) Problems have affected relationships
Relationship with peers outside the course	NA	NA	(EX) Deteriorated relationships with classmates
			(EX)Difficult relationship w/classmates due to romantic conflict
			(EX) Rivalry among students
			(EX) Was victim of bullying at the university
			(EX) Peer support
Relationship w/teachers, professors, supervisors, school leaders	NA	NA	(EX) Admires only a few professors of the school
			(EX) Anger against professor
			(EX) Attrition caused by problems with other professors
			(EX) Demotivated by some teachers who are "moody"
			(EX) Deteriorated relationships with some teacher educators
			(EX) Distant relationship with professors/teacher educators
			(EX) Feeling of being oppressed by teacher educators

			(EX) Feeling of receiving unfair treatment from teacher educators (EX) Felt ignored by a professor (EX) Gets along with most professors (EX) Lack of "empathy" with some professors (EX) Lack of academic support from professors (EX) Lack of emotional support from teacher educators (EX) Lack of motivation w/program due to negative t-s relationships (EX) Lack of student support (EX) Lack of trust in school counselor (EX) Lack of trust in teacher educators (EX) Negative relationship with supervisors (EX) Preference towards students who know more (EX) Problematic relationship with one of the teacher educators (EX) Some professors provide academic support but other don't (EX) Some teacher educators are aggressive with students (EX) Some teachers in program take own problems to the classroom (EX) Teacher educators' lack of understanding in other people (EX) Teacher educators' aggressive behavior is discouraging (EX) Teacher educators do not control their emotions (EX) Teacher's personal problems affect relationships with students (EX) Unfair professor-student relationships (EX) Professor's support in bullying situations
Feedback on other courses' methodologies and dynamics	NA	NA	(EX) Traditional methodologies prevail (EX) Some students dropped classes due to the excessive workload (EX) Some courses are useless (EX) Some classes focus only on the theory (EX) Some classes focus on individual writing and reading (EX) Some classes do not allow students' participation (EX) Some classes are motivating and others are not (EX) Some classes are disconnected from reality (EX) Some classes are boring (EX) Overload of schoolwork (EX) Other classes are stressful (EX) Other classes are boring (EX) Negative perception of some classes (EX) Monotonous classes (EX) Likes constructivist approach she has learned at ENSN (EX) Lack of coherence between constructivist approach and practice (EX) Demotivation due to unfair grading process (EX) Demotivated students due to excessive workload (EX) Classes focus only on academics (EX) Classes focus on theories instead of applicable cases (EX) Authoritarian environment in some classes
Teacher educators' attributes, attitudes and behaviors	NA	NA	(EX) Teachers use written warnings in the classroom (EX) Authoritarian professors (EX) Authoritarian supervisors (EX) Burnout is evident in some teacher educators (EX) Positive perception of some professors / teacher educators (EX) Professor did not grade students' papers (EX) Professors are not open to students' opinions (EX) Professors believe that "we can't learn by having fun" (EX) Professors show disinterest and boredom (EX) Students feel motivated by some teacher educators (EX) Teacher doesn't pay attention/give feedback to presentation (EX) Teacher educators with little experience (EX) Uninvolved professors
	NA	NA	(EX) Lack of engagement w/university of some students

Student engagement and academic performance			(EX) Low academic self-efficacy
			(EX) People who study at night are more committed
			(EX) Some students are lazy
			(EX) Some students are narrow-minded
			(EX) Struggling with classes

Appendix AD: Hypothetical Cases Questionnaires' Codebook

List of Codes – UNIMINUTO, Intervention group, pre-test

Codes	# participants
Strategy: Use rewards to motivate the student	1
Strategy: Use respectful dialogue	1
Strategy: Use positive words and invite Jose to remain silent	1
Strategy: Use a moderate tone of voice	1
Strategy: Threaten the student	1
Strategy: Talking to the student in front of his classmates	1
Strategy: Talk to the student in private	2
Strategy: Talk to the student in a direct but respectful way	1
Strategy: Talk to student about his personal problems	1
Strategy: Take student's perspective	3
Strategy: Take student to the school counselor	1
Strategy: Praise student's answers	1
Strategy: One-way talk	4
Strategy: Make agreements with the group	1
Strategy: Maintain the calm	2
Strategy: Let students express their thoughts	1
Strategy: Kindly redirect the conversation	1
Strategy: Give warnings to the student	1
Strategy: Focus the attention on José	3
Strategy: Conciliate with students	2
Strategy: Change the dynamic of the class	1
Strategy: Call the student to the front	1
Strategy: Avoid having a punishing attitude	3
Strategy: Avoid being harsh	2
Strategy: Ask questions to the student and give him homework	1
Strategy: Ask questions (about the topic) to the student	3
Rationale: Use student's knowledge and energy	1
Rationale: Teachers should model non-aggressive behavior	1
Rationale: Teacher should not inspire fear	1
Rationale: Student might have problems to adapt to a large group	1
Rationale: Student can improve his behavior	1
Rationale: Situation explained by lack of teacher's authority	1
Rationale: Show the student his mistake	1
Rationale: Importance of t-s close and trustful relationship	1
Rationale: Importance of respecting the turns to talk	1
Rationale: Harsh words may hurt the student	1
Rationale: Harsh attitude may worsen student's behavior	1
Rationale: Give opportunities to talk to other students	1
Rationale: Avoid scolding the student in front of his classmate	1
Rationale: Avoid creating a negative classroom environment	1
Rationale: "Must be that the student has problems at home"	1

List of Codes – UNIMINUTO, Intervention group, post-test

Codes	# participants
Strategy: Know the students and create a close T-S relationship	1
Strategy: Be patient	1
Strategy: Use a fun/dynamic activity to gain students' attention	1
Strategy: Create rules with a participatory dynamic	1
Strategy: Warm and close conversation with the student	1
Strategy: Using more fun activities	1
Strategy: Using a soft tone of voice to talk with the student	1
Strategy: Use active listening and empathy	1
Strategy: Try to raise student's interest	1
Strategy: Tell the group to calm down	1
Strategy: Talk to the student's parents	1
Strategy: Talk to the student in private	9
Strategy: Take student's perspective	1
Strategy: Take student to the school counselor	1
Strategy: Set clear expectations	1
Strategy: One-way talk	1
Strategy: Offer support to the student	1
Strategy: Make the student feel flattered to motivate him	1
Strategy: Make an agreement with the student	1
Strategy: Maintain the calm	2
Strategy: Listen to the student first	3
Strategy: Let student know that teacher is there to talk	1
Strategy: Knowing how the student feels before making decisions	1
Strategy: Inquire the reasons of the behavior	9
Strategy: Identify student's feelings and be empathic	1
Strategy: Highlight something positive and then the mistake	1
Strategy: Having a good communication with students	1
Strategy: Give a leadership role to the student	1
Strategy: Get closer to the student and listen to him	1
Strategy: Find a way to get student's attention	1
Strategy: Find a solution that is comfortable for the student	1
Strategy: Find a methodology in which all students participate	1
Strategy: Evaluate if the methodology is adequate	1
Strategy: Encourage the rest of the group to support the student	1
Strategy: Do frequent class meetings to create positive climate	1
Strategy: Disapprove the group's attitude	1
Strategy: Control own emotions first	1
Strategy: Control group's emotions	1
Strategy: Change groups' configuration and observe what happens	1
Strategy: Be understanding with student's situation	1
Strategy: Avoid reprimanding the student in front of the group	1
Strategy: Ask the student to give feedback about the class	1
Strategy: Ask the student how he feels and offer him support	1
Strategy: Ask the group why they are laughing	1
Strategy: Ask the group to respect the class and David	1
Strategy: Apply SEC to make an agreement with the student	1
Rationale: Students should feel that they can participate	1
Rationale: Try to understand student's situation and motives	2
Rationale: Teachers should express what they expect of the stud	1

Rationale: Talk in private to create a trusting environment	1
Rationale: Talk in private to avoid classmates' teasing	1
Rationale: Take student's perspective to gain his interest	1
Rationale: Students learn more when their voice is valued	1
Rationale: Student might be tired of depressed	1
Rationale: Seek for a solution to meet T and S interests	1
Rationale: Most important thing is the student as a human being	1
Rationale: Manage own emotions will help solving conflicts	1
Rationale: Look at student's points of view might be helpful	1
Rationale: Listen to the student and make him feel valued	1
Rationale: Importance of trusting t-s relationship	1
Rationale: Importance of trust and respect within the group	1
Rationale: Importance of student's relationship with classmates	1
Rationale: Importance of listening to the student first	1
Rationale: Importance of knowing what is happening	1
Rationale: Importance of knowing the reasons of the behavior	2
Rationale: Importance of giving feedback	1
Rationale: Good communication makes things better	1
Rationale: Emotional reactions might lead us to make mistakes	1
Rationale: Control emotions to avoid escalating the conflict	1
Rationale: Concern about the well-being of the students	1
Rationale: Class depends on the well-being of the students	1
Rationale: Bonding allows the group to solve situations together	1
Rationale: Avoid punishing without understanding the situation	1
Rationale: Avoid forcing the student to work	1

List of Codes – ENSN, Intervention group, pre-test

Codes	# participants
Strategy: Use dynamic activities to calm down the group	1
Strategy: Use dynamic activities	3
Strategy: Use a dynamic activity to make a pause	1
Strategy: Talk to the student in private	3
Strategy: Talk to the student about his qualities	1
Strategy: Talk to student in a clear but caring way	1
Strategy: Stop the class until student behaves	1
Strategy: Reprimand the student	2
Strategy: Redirect classroom activities around Jose' ideas	1
Strategy: One-way talk	3
Strategy: Make the activity more interesting	1
Strategy: Encourage the rest of the group to ignore José	1
Strategy: Attention to José so he doesn't feel excluded	1
Strategy: Ask Jose to be the teachers' assistant	1
Rationale: Teachers should support students	1
Rationale: Teachers should not stress out	1
Rationale: Teachers should know students' difficulties	1
Rationale: Teachers should be students' friends	1
Rationale: Teacher should not inspire fear	1
Rationale: Teacher should model respect	1
Rationale: Student will understand and make better choices	1
Rationale: Stud. won't be able to respond if we talk in private	1
Rationale: Motivate students so they feel comfortable	1

Rationale: Make the student feel important	1
Rationale: Increase Jose's responsibility to gain his attention	1
Rationale: Importance of understanding students' motives	2
Rationale: Importance of t-s close and trustful relationship	1
Rationale: Control the group and maintaining order	1
Rationale: Avoid scolding or excluding the student	1
Rationale: Avoid punishment	1
Rationale: "I want him to learn"	1

List of Codes – ENSN, Intervention group, post-test

Codes	# participants
Strategy: Try to inspire trust and have a friendly conversation	2
Strategy: Talk to the student in private	5
Strategy: Talk to the student and try to motivate him	1
Strategy: Talk to parents if behavior persists, find the problem	1
Strategy: Take student's perspective	1
Strategy: Punish student with a bad grade or a warning	1
Strategy: One-way talk	1
Strategy: Make an agreement with the student	1
Strategy: Maintain the calm	1
Strategy: Listen to the student and then give him a warning	1
Strategy: Just assign the correspondent grade to the student	1
Strategy: Inquire the reasons of the behavior	4
Strategy: If behavior continues, call his parents	2
Strategy: Give the student a warning if the behavior persists	1
Strategy: Give the student a warning	1
Strategy: Give student the chance to change	1
Strategy: Give a leadership role to the student	1
Strategy: Give a bad grade to the group	1
Strategy: Follow the rules and procedures	1
Strategy: Find out what motivates the student	1
Strategy: Find a solution with the student and try it out	1
Strategy: Care about student's well-being but also demand work	1
Strategy: Calm down before reacting	1
Strategy: Became a good friend of the student	1
Strategy: Ask the student to be the teacher's assistant	1
Strategy: Ask the stud. how the activity can be more interesting	1
Strategy: Allow the student to calm down	1
Rationale: Wants to be seen as a friend who supports students	1
Rationale: Try to reach the problem the student has	1
Rationale: Try an option that motivates the student	1
Rationale: Teacher should show strong character	1
Rationale: Students should understand the importance of learning	1
Rationale: Student is disrupting the class	1
Rationale: Maybe the student doesn't like his group or the activity	1
Rationale: It is good to care about the student's well-being	1
Rationale: It is always better to dialogue	1
Rationale: Importance of trusting t-s relationship	1
Rationale: Give importance to the student sets bad example	1
Rationale: Avoid excluding or ignoring the student	1

List of Codes – UNIMINUTO, Control group, pre-test

Codes	# participants
Strategy: Validate the contents of José's ideas	1
Strategy: Use the student's energy	1
Strategy: Use student's comments to teach the class	2
Strategy: Use dynamic activity to gain students' trust	1
Strategy: Use a dynamic activity to make a pause	1
Strategy: Time-out	1
Strategy: Talk to the student in private	4
Strategy: Talk to the student about his qualities	1
Strategy: Take into account students' opinions	1
Strategy: Support the student	1
Strategy: Stop the class until student behaves	1
Strategy: Send the student against the wall	1
Strategy: Scold the student	2
Strategy: Remind the norms	1
Strategy: Reinforcing positive attitudes	1
Strategy: Punish the student with a course about good behavior	1
Strategy: Punish the student in front of the class	1
Strategy: Punish the student if behavior continues	1
Strategy: Praise positive behavior of other students	1
Strategy: One-way talk	2
Strategy: Not pay attention to José's jokes	1
Strategy: Make José do something he is ashamed of	1
Strategy: Maintain the calm	2
Strategy: Invite all students to participate around José's idea	2
Strategy: Inquire the reasons of the behavior	3
Strategy: Inquire if the problem comes from home	1
Strategy: Highlight the importance of following the rules	1
Strategy: Give instructions to the student	1
Strategy: Give a warning to the student	3
Strategy: Get closer to the student	1
Strategy: Follow the rules and procedures if situation continue	2
Strategy: Focus the attention on José	7
Strategy: Find a way to calm student down	1
Strategy: Encourage the rest of the group to ignore José	1
Strategy: Encourage other students to interrupt José	1
Strategy: Communicate the rules of the class from the beginning	1
Strategy: Call the student to the front	1
Strategy: Be flexible and include students' opinions	1
Strategy: Avoid punishment	1
Strategy: Ask the student to behave	2
Strategy: Ask the group to behave	1
Strategy: Ask questions (about the topic) to the student	2
Strategy: Ask questions (about his behavior) to the student	1
Strategy: Ask other students to participate following turns	1
Strategy: Ask Jose to be the teachers' assistant	1
Rationales: Student must understand that he has to show respect	1
Rationale: Use humor makes learning more fun	1
Rationale: The classroom is a place to educate citizens	1
Rationale: Take José into account w/out losing control of class	1
Rationale: Students should learn to respect their turns	1

Rationale: Students misbehave because they have problems at home	1
Rationale: Student wants to sabotage the class	2
Rationale: Student should learn to behave	1
Rationale: Student should learn basic guidelines of respect	1
Rationale: Student is not "respecting my commands"	1
Rationale: Student can be a leader	1
Rationale: Something good can be taken out from every comment	1
Rationale: Setting expectations and positive classroom climate	1
Rationale: Make understand that rules should be followed	1
Rationale: Make student feel that his ideas are valued	1
Rationale: Make student feel pressured, questioned and observed	1
Rationale: Make him feel what the teacher feels when is ignored	1
Rationale: It is better to pay attention to the student	1
Rationale: Importance of reinforcing positive attitudes / ideas	2
Rationale: Gain an ally among students	1
Rationale: Being harsh with the student might worsen behavior	1
Rationale: Avoid scolding or threatening student	1
Rationale: Avoid scolding or excluding the student	2
Rationale: Avoid hurting students	1
Rationale: Avoid discouraging the student to express his ideas	1

List of Codes – UNIMINUTO, Control group, post-test

Codes	# participants
Strategy: Disintegrate the small groups	1
Strategy: Make one group with all the students	1
Strategy: Look for signs of anxiety or sadness	1
Strategy: Validate student's emotions	1
Strategy: Give the student an important role	1
Strategy: Put some music to improve the environment	1
Strategy: Try to motivate the students with a competition	1
Strategy: Don't respond to the student's provocation	1
Strategy: Let the student sleep	1
Strategy: Take the student to the school counselor	1
Strategy: Ask the student for an explanation	1
Strategy: Ask the group to respect the class and their classmates	1
Strategy: Be patient	1
Strategy: Make the activity more useful for the students	1
Strategy: Explain to the student the purposes of the activity	1
Strategy: Use a fun/dynamic activity to motivate students	3
Strategy: Use a dynamic activity to make a pause	1
Strategy: Turn the activity into a game	1
Strategy: Try to motivate the student	1
Strategy: Talk to the student in private	4
Strategy: Scold the student and/or the group	2
Strategy: One-way talk	2
Strategy: Offer a reward	1
Strategy: Inquire the reasons of the behavior	6
Strategy: Give a warning to the student	1
Strategy: Follow the rules and procedures	1
Strategy: Find a more interesting activity for the student	3
Strategy: Call the student's parents	1

Strategy: Avoid excluding the student	1
Strategy: Assign special tasks to the student	1
Strategy: Ask the student what he would change of the activity	1
Strategy: Ask the group what is so funny about David's behavior	1
Strategy: Ask the group to stop laughing	2
Rationale: Students should follow the teacher's commands	1
Rationale: Student can have brilliant ideas	1
Rationale: Education must use students' abilities and strengths	1
Rationale: Dynamic activities help to motivate students	2
Rationale: Competitive activities motivate students	1
Rationale: Empathy	1
Rationale: It is not possible to go against the student	1
Rationale: Doing something to avoid a tragedy	1
Rationale: Follow the rules and procedures to help the student	1
Rationale: Understanding the situation allows closeness	1
Rationale: Validate emotions to increase student's openness	1
Rationale: There are several possible causes for the behavior	1
Rationale: Student might have problems outside the classroom	2
Rationale: Student is bored due to situations outside class	1
Rationale: Make use of the students' qualities	1
Rationale: Make the student feel important	1
Rationale: Knowing the situation helps to find a solution	1
Rationale: Importance of teaching students lessons about values	1
Rationale: Importance of students' well-being and development	1
Rationale: Importance of knowing the causes of the behavior	2
Rationale: Importance of knowing students' opinions	1
Rationale: Human dimension should prevail over academics	1
Rationale: Games help to make a pause and calm down the group	1
Rationale: Easier to manage the class when students have fun	1
Rationale: Behavior changes when the person does something fun	1
Rationale: Activity is not motivating for the student	1

List of Codes – ENSN, Control group, pre-test

Codes	# participants
Strategy: Use student's comments to teach the class	1
Strategy: Use leadership qualities of the student	1
Strategy: Use dynamic activity to let emotions out	1
Strategy: Use a warm tone of voice	1
Strategy: Use a fun/dynamic activity to gain students' attention	2
Strategy: Threaten the student	2
Strategy: Think possible solutions before reacting	1
Strategy: Tell student to calm down	1
Strategy: Talk to the student in private	3
Strategy: Talk about students' ideas and continue with the class	1
Strategy: Stop the class and talk to the student	1
Strategy: Scold the student	1
Strategy: Remind the norms	2
Strategy: One-way talk	6
Strategy: Offer a reward	1
Strategy: Make jokes to gain students' attention	1
Strategy: Maintain the calm	2

Strategy: Let students express their thoughts	1
Strategy: Lead a fun activity	1
Strategy: Inquire the reasons of the behavior	1
Strategy: Highlight the importance of paying attention	1
Strategy: Give instructions to the student in a calm way	2
Strategy: Give a warning to the student	4
Strategy: Give a warning to the group	1
Strategy: Follow the rules and procedures if situation continue	2
Strategy: Focus the attention on José	3
Strategy: Encourage the rest of the group to ignore José	1
Strategy: Dialogue	2
Strategy: Consider psychological support	1
Strategy: Changing student where he can get more attention	1
Strategy: Avoid yelling at the student or ignoring him	2
Strategy: Avoid punishment	1
Strategy: Ask student to behave in a firm but respectful tone	1
Strategy: Ask questions (about the topic) to the student	1
Strategy: Ask questions (about his behavior) to the student	2
Rationale: Teachers should maintain the calm	1
Rationale: Teachers should inspire serious-mindedness and trust	1
Rationale: Teachers' role is to guide and not hurting students	1
Rationale: Teacher should not inspire fear	1
Rationale: Students should learn to respect their turns	1
Rationale: Students misbehave to make the teacher uncomfortable	1
Rationale: Students' imagination should not be restrained	1
Rationale: Student should understand the problem of his behavior	1
Rationale: Student should learn to behave	1
Rationale: Student needs attention, love, and patience	1
Rationale: Scold the student in front of the group as plan B	1
Rationale: Punitive solutions affect t-s relationships	1
Rationale: Make student feel that his opinions are valued	1
Rationale: Importance of maintaining the control of the class	2
Rationale: Importance of dialogue with students	1
Rationale: Give students freedom with certain limits	1
Rationale: Fun activities help to get closer to the children	1
Rationale: Dialogue is the best solution	1
Rationale: Children can understand what is right and wrong	1
Rationale: Avoid using punishment	2
Rationale: Avoid hurting students	2

List of Codes – ENSN, Control group, post-test

Codes	# participants
Strategy: Use a game to cheer the student up	1
Strategy: Use a fun/dynamic activity to gain students' attention	1
Strategy: Use a firm tone of voice	1
Strategy: Try to understand the student	1
Strategy: Try to motivate the student with pedagogical strategy	1
Strategy: Try to motivate the student	1
Strategy: Try out a pedagogical strategy	1
Strategy: Try different strategies with love and understanding	1
Strategy: Threaten the student	1

Strategy: Tell the student to do the work	1
Strategy: Tell him to apologize and participate or do other work	1
Strategy: Tell David to stay away from the group	1
Strategy: Talk to the student in private	7
Strategy: Talk to the student as a friend	2
Strategy: Take the student to the assistant principal	1
Strategy: Take the student out of the classroom	1
Strategy: Seek school counselor's help	1
Strategy: Remind the student that the activity will be graded	1
Strategy: Praising student's efforts	1
Strategy: One-way talk	3
Strategy: Offer support to the student	1
Strategy: Offer a reward	2
Strategy: Motivate the student telling positive things about hi	1
Strategy: Make an agreement with the student	1
Strategy: Make an agreement to avoid going to other instances	1
Strategy: Maintain the calm	1
Strategy: Inquire the reasons of the behavior	4
Strategy: Follow the rules and procedures	1
Strategy: Find strategies to motivate the student	1
Strategy: Find a way to gain student's attention	1
Strategy: Explain the purpose of the activity to the student	1
Strategy: Evaluate if the methodology is adequate	1
Strategy: Call the student's parents	3
Strategy: Ask the student to be the teacher's assistant	2
Strategy: Ask the student if something is wrong	1
Rationale: Use evidences to prove that the teacher is right	1
Rationale: Threatening him is the only solution	1
Rationale: The teacher should know student's environment	1
Rationale: The teacher should be patient, dynamic and caring	1
Rationale: Tell him to stay away to avoid teasing against him	1
Rationale: Students should not be always punished	1
Rationale: Students should know that the teacher is in charge	1
Rationale: Student's behavior will affect the group	1
Rationale: Student's behavior is rebellious and rude	1
Rationale: Make the student the center of attention	1
Rationale: Make the student feel important	1
Rationale: Look like a friend, not an enemy	1
Rationale: Don't show emotions to students to avoid losing power	1
Rationale: Dialogue is the best way to solve a conflict	1
Rationale: Call the parents to work together with them	1
Rationale: Avoid scolding the student	1
Rationale: Avoid forcing him to do something he doesn't like	1
Rationale: Avoid confronting the students	1
Rationale: Avoid calling the parents w/out talking to students	1

Appendix AE: Classroom Observation Forms with Scores and Notes

Institution: UNIMINUTO

Number of session: 1

Date: February 25, 2016

Attentiveness (Numeric scores)		Participation (Numeric scores)		Engagement (Observation notes)		Participatory dynamics (Observation notes)
Percentage of observed minutes in which most of the participants were paying attention	Percentage of students who were paying attention within each observed minute (average)	Percentage of observed segments in which most of the students gave their opinion or talk	Percentage of students who participated within each observed segment (average)	Behavioral engagement - Action initiation, attempts, attention, concentration, absorption vs. Passivity, giving up, withdrawal, inattentive, distracted (Observation notes for segments selected for attentiveness and participation)	Emotional engagement - Enthusiasm, interest, enjoyment, vitality, zest vs. Boredom, disinterest, frustration/anger, sadness, worry/anxiety (Observation notes for segments selected for attentiveness and participation)	Participatory dynamics - Students talk most of the time vs. facilitator talks most of the time; students talk to the facilitator or to the whole group; presence of spontaneous verbal interactions between the students; presence of spontaneous interventions of students (Observation notes for segments selected for participation)
100%	96%	0%	57%	<p>Most students paid attention during the session. They looked at the person who was talking, responded with their body language to their classmates or the facilitator's ideas and commented on each other's opinions.</p> <p>Only Clara was quiet during the classroom simulation but she seemed to be paying attention to the activity.</p>	<p>On several occasions, most students laughed and smiled during the activities, which might indicate that they were enjoying the class. Only Carla did not seem to smile or laugh much but she actively participated in the activities.</p> <p>During one of the discussions, Elton made a funny comment and all the group, except Carla laughed or smiled. At that moment, Carla seemed distracted by looking at her notebook.</p> <p>The group also laughed or smiled at some of the facilitator's comments (which seemed to be intended to be funny).</p>	<p>Segment #1: During the observed segment, students talked most of the time and the facilitator only asked questions and made brief comments after listening to their ideas such as "thank you" or "OK."</p> <p>Students raised their hands before talking and looked at the facilitator to wait until she assigned them the turn to talk. For instance, Elton waved his hand in the air until the facilitator saw him, smiled to him and made him a sign to wait for his turn.</p> <p>Almost all students seemed to pay attention to the facilitator's</p>

						<p>questions and to their classmates' opinions. Ciara, Violeta, Jenny, David, Lucía, and Lizbeth nodded at different points of the conversation to show they agreed with others' ideas.</p> <p>Some of the students' interventions started with references to what other students had said before. For instance, Jorge said while he looked at a classmate "as she was saying..."</p>
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Institution: UNIMINUTO

Number of session: 2

Date: March 3, 2016

Attentiveness (Numeric scores)		Participation (Numeric scores)		Engagement (Observation notes)		Participatory dynamics (Observation notes)
Percentage of observed minutes in which most of the participants were paying attention	Percentage of students who were paying attention within each observed minute (average)	Percentage of observed segments in which most of the students gave their opinion or talk	Percentage of students who participated within each observed segment (average)	Behavioral engagement - Action initiation, attempts, attention, concentration, absorption vs. Passivity, giving up, withdrawal, inattentive, distracted (Observation notes for segments selected for attentiveness and participation)	Emotional engagement - Enthusiasm, interest, enjoyment, vitality, zest vs. Boredom, disinterest, frustration/anger, sadness, worry/anxiety (Observation notes for segments selected for attentiveness and participation)	Participatory dynamics - Students talk most of the time vs. facilitator talks most of the time; students talk to the facilitator or to the whole group; presence of spontaneous verbal interactions between the students; presence of spontaneous interventions of students (Observation notes for segments selected for participation)
100%	99%	100%	90%	<p>Joaquín came to class for the first time (he registered late for the class). He arrived 10 minutes late. He only participated actively during the small group activity. He seemed distracted during some parts of the session (i.e., with a lost look in his eyes).</p> <p>Almost all students seemed engaged when the classroom agreements were being built (they participated and paid attention to the person who was talking). All students participated actively during the small group activity.</p>	<p>When the group was building the classroom agreements, Elton made a funny comment. All the group laughed or smiled, except Carla and Joaquín. In general, students seemed to enjoy the activities (i.e., they smiled and laughed on several occasions). Only Carla, Jovanni, and Joaquín did not laugh or smile as frequently as their classmates. The group also seemed to be vital. For instance, when the facilitator asked a question they responded right away, and when the facilitator was writing something on the board, they talked to each other</p>	<p>Segment #1: During this observed segment, the group was building the classroom agreements. The facilitator asked questions to the students, who responded spontaneously (i.e., without raising their hands or waiting for their turns).</p> <p>At some points of the discussion, the facilitator asked questions that were intended to check if all the group agreed, such as “Is it possible for all of you to be here at 1:45?” Most students responded to those questions saying “Yes” or nodding, which the facilitator took as a collective agreement</p>

					<p>making comments that were related to the topics of the class.</p>	<p>despite the fact that a few students, like Nadia and Joaquín, did not express anything.</p> <p>Segment #2: During this observed segment, students were working in small groups. The facilitator walked constantly around the classroom checking with each one of the groups what they were doing and, in some cases, making some comments to invite them to follow the activity's instructions.</p> <p>All groups interacted since the beginning, except Ana, Joaquín, and Jovanni's group. Joaquín suggested to his classmates that they should do the activity individually first. Ana seemed to disagree, but they ended up going for Joaquín's suggestion and started to write individually on their notebooks. A few minutes later, the facilitator saw that they were not interacting with each other, suggested them to do the activity in group, and explained the pros of working in group in this case. Then she walked away and Ana, Joaquín, and Jovanni started to share their ideas with each other.</p>
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Institution: UNIMINUTO

Number of session: 3

Date: March 10, 2016

Attentiveness (Numeric scores)		Participation (Numeric scores)		Engagement (Observation notes)		Participatory dynamics (Observation notes)
Percentage of observed minutes in which most of the participants were paying attention	Percentage of students who were paying attention within each observed minute (average)	Percentage of observed segments in which most of the students gave their opinion or talk	Percentage of students who participated within each observed segment (average)	Behavioral engagement - Action initiation, attempts, attention, concentration, absorption vs. Passivity, giving up, withdrawal, inattentive, distracted (Observation notes for segments selected for attentiveness and participation)	Emotional engagement - Enthusiasm, interest, enjoyment, vitality, zest vs. Boredom, disinterest, frustration/anger, sadness, worry/anxiety (Observation notes for segments selected for attentiveness and participation)	Participatory dynamics - Students talk most of the time vs. facilitator talks most of the time; students talk to the facilitator or to the whole group; presence of spontaneous verbal interactions between the students; presence of spontaneous interventions of students (Observation notes for segments selected for participation)
100%	99%	0%	64%	In general, students participated in the activities and were attentive to the discussions and facilitator's explanations. The following exceptions were evident during the observed segments: 1) At some points, Carla seemed distracted (e.g., she stood up and threw something in the trash, looked at her notebook, looked at Julia and talked to her, took things out of her pencil case, etc.); 2) Violeta was texting on her cell phone in some moments of the session. Joaquín arrived 15 minutes late, but he participated	In general, students seemed to be interested in the class. For instance, their body language (i.e., smiling, seating in an upright position) showed that they were attentive and enjoying the activities. Julia yawned and looked around the room, showing that she was bored or tired. Joaquín actively participated in the discussions and showed a positive attitude. For instance, he smiled when he was expressing his opinion.	Segment #1: The facilitator asked questions to the group to motivate the conversation. When the facilitator made calls to follow the agreements regarding the participation's dynamics, the group seemed to take this calls in a positive way. Some examples are described below: - Some students participated spontaneously without raising their hands and some of them tried to ask for the turn raising their hands. In one of these occasions, the facilitator interrupted Joaquín (who talked without having the assigned turn), reminded him to raise his hand, and assigned

				actively in the small group activity and group discussions.		<p>the turn to Elton instead (who was raising his hand). When Elton finished his idea, the facilitator returned to Joaquín and asked him to share his opinion. Joaquín participated with a positive attitude.</p> <p>- There was a moment where several students responded to the facilitator's questions at the same time. The facilitator reminded them to raise their hands and they immediately were silent and raised their hands to ask for the turn to talk.</p> <p>- At some point, Nadia and Lucía were talking while Lizbeth was sharing her ideas with the group. The facilitator said to Lizbeth "Wait three seconds because they are not listening to you here" and looked at Nadia and Lucía. They smiled and stopped talking. The facilitator smiled back at them and then said to Lizbeth "Go ahead."</p>
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Institution: UNIMINUTO

Number of session: 4

Date: March 17, 2016

Attentiveness (Numeric scores)		Participation (Numeric scores)		Engagement (Observation notes)		Participatory dynamics (Observation notes)
Percentage of observed minutes in which most of the participants were paying attention	Percentage of students who were paying attention within each observed minute (average)	Percentage of observed segments in which most of the students gave their opinion or talk	Percentage of students who participated within each observed segment (average)	Behavioral engagement - Action initiation, attempts, attention, concentration, absorption vs. Passivity, giving up, withdrawal, inattentive, distracted (Observation notes for segments selected for attentiveness and participation)	Emotional engagement - Enthusiasm, interest, enjoyment, vitality, zest vs. Boredom, disinterest, frustration/anger, sadness, worry/anxiety (Observation notes for segments selected for attentiveness and participation)	Participatory dynamics - Students talk most of the time vs. facilitator talks most of the time; students talk to the facilitator or to the whole group; presence of spontaneous verbal interactions between the students; presence of spontaneous interventions of students (Observation notes for segments selected for participation)
100%	98%	0%	64%	The group was smaller in this session: Lizbeth, Joaquín, and Carla did not attend the class. In general, students seemed to pay attention to the facilitator's presentation about mindfulness practices. Also, all of them seemed to be following the raisin exercise. Nadia, Ciara, and Lucía were quiet during most of the class but they seemed to be paying attention and following the exercises.	In general, the interactions between students seemed friendly and students seemed to enjoy the activities. For instance, Elton made funny comments and the group responded in a positive way (i.e., smiling or laughing), and all students smiled at different points of the session.	Segment #1: Violeta was seating away from the rest of the group but she participated actively during the activities. When the facilitator asked questions to the group, some students raised their hands to talk and some students responded in a more spontaneous way, without raising their hands. They usually looked at the facilitator when they were giving their opinions.

Institution: UNIMINUTO

Number of session: 5

Date: March 31, 2016

Attentiveness (Numeric scores)		Participation (Numeric scores)		Engagement (Observation notes)		Participatory dynamics (Observation notes)
Percentage of observed minutes in which most of the participants were paying attention	Percentage of students who were paying attention within each observed minute (average)	Percentage of observed segments in which most of the students gave their opinion or talk	Percentage of students who participated within each observed segment (average)	Behavioral engagement - Action initiation, attempts, attention, concentration, absorption vs. Passivity, giving up, withdrawal, inattentive, distracted (Observation notes for segments selected for attentiveness and participation)	Emotional engagement - Enthusiasm, interest, enjoyment, vitality, zest vs. Boredom, disinterest, frustration/anger, sadness, worry/anxiety (Observation notes for segments selected for attentiveness and participation)	Participatory dynamics - Students talk most of the time vs. facilitator talks most of the time; students talk to the facilitator or to the whole group; presence of spontaneous verbal interactions between the students; presence of spontaneous interventions of students (Observation notes for segments selected for participation)
100%	88%	0%	38%	<p>Joaquín arrived 10 minutes late. He did not participate in the class discussions.</p> <p>In general, students seemed to pay attention to the activities looking at the person who was talking and actively responding with their body language (for instance, smiling). Two exceptions were observed: Julia seemed distracted during some parts of the class (i.e., she looked at her cell phone and texted) and Joaquín did not look at their classmates when they were talking.</p>	<p>In general, the group seemed to enjoy the session and showed interest. For instance, they smiled and laughed with some of their classmates' comments. Joaquín was the exception: He had a disinterested attitude during the activities, maintaining a lost look in his eyes most of the time.</p>	<p>Segment #2: Only a few students talked during the observed segment but they were talking most of the time.</p> <p>Some participants (Carla, Clara, Lucía, Jorge, Violeta, and Ana) shared personal stories. Most of the students seemed to pay attention and enjoy the conversation: They looked at their classmates when they are talking, laughed, and made questions or comments related to the stories.</p>

Institution: UNIMINUTO

Number of session: 6

Date: April 7, 2016

Attentiveness (Numeric scores)		Participation (Numeric scores)		Engagement (Observation notes)		Participatory dynamics (Observation notes)
Percentage of observed minutes in which most of the participants were paying attention	Percentage of students who were paying attention within each observed minute (average)	Percentage of observed segments in which most of the students gave their opinion or talk	Percentage of students who participated within each observed segment (average)	Behavioral engagement - Action initiation, attempts, attention, concentration, absorption vs. Passivity, giving up, withdrawal, inattentive, distracted (Observation notes for segments selected for attentiveness and participation)	Emotional engagement - Enthusiasm, interest, enjoyment, vitality, zest vs. Boredom, disinterest, frustration/anger, sadness, worry/anxiety (Observation notes for segments selected for attentiveness and participation)	Participatory dynamics - Students talk most of the time vs. facilitator talks most of the time; students talk to the facilitator or to the whole group; presence of spontaneous verbal interactions between the students; presence of spontaneous interventions of students (Observation notes for segments selected for participation)
100%	89%	0%	38%	<p>David and Jovanni arrived 30 minutes late to class.</p> <p>In general, students seemed to pay attention (e.g., they looked at the person who was talking and responded with their body language to the stories their classmates were telling). Only Carla seemed a little distracted during some parts of the conversations (e.g., she looked around or wrote on her notebook when her classmates were talking).</p> <p>At the end of the session, several students were</p>	<p>In several occasions, all students (except Carla, who seemed to not be paying attention, and Joaquín, who seemed to be angry, sad or bored) laughed or smiled with their classmates' comments. In general, they seemed to enjoy the activities.</p> <p>Carla and Joaquín demonstrated signs of being bored or tired in some moments (e.g., Carla yawned or looked around when her classmates were talking, and Joaquín covered his face with his hand at some point and appeared to be sleeping).</p>	<p>Non-applicable for segment #1: the observed segment involved specific instructions that affected the natural dynamic of the interactions (active listening activity).</p> <p>Segment #2: facilitator asked questions, paraphrased some of the things students say and complemented their ideas. Half of the students gave their opinions. Some of their comments referred to what other students said before. For instance, Elton spontaneously commented on what David was saying.</p>

				laughing and making comments at the same time while the facilitator was talking. Lucía asked them with a sign to pay attention. The group immediately stopped and started paying attention to the facilitator. This might be an indicator that the group's self-regulation is effective.		
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Institution: UNIMINUTO

Number of session: 7

Date: April 14, 2016

Attentiveness (Numeric scores)		Participation (Numeric scores)		Engagement (Observation notes)		Participatory dynamics (Observation notes)
Percentage of observed minutes in which most of the participants were paying attention	Percentage of students who were paying attention within each observed minute (average)	Percentage of observed segments in which most of the students gave their opinion or talk	Percentage of students who participated within each observed segment (average)	Behavioral engagement - Action initiation, attempts, attention, concentration, absorption vs. Passivity, giving up, withdrawal, inattentive, distracted (Observation notes for segments selected for attentiveness and participation)	Emotional engagement - Enthusiasm, interest, enjoyment, vitality, zest vs. Boredom, disinterest, frustration/anger, sadness, worry/anxiety (Observation notes for segments selected for attentiveness and participation)	Participatory dynamics - Students talk most of the time vs. facilitator talks most of the time; students talk to the facilitator or to the whole group; presence of spontaneous verbal interactions between the students; presence of spontaneous interventions of students (Observation notes for segments selected for participation)
75%	89%	100%	83%	<p>When the facilitator said she needed two people to do a roleplay, Jorge and Clara spontaneously volunteered.</p> <p>In general, students seemed to be paying attention to the activities (e.g., they looked at the person who was talking). Almost all of them participated during the group discussions and they demonstrated that they were paying attention to the roleplay when they gave feedback to Jorge.</p>	<p>In general, students seemed to be interested and enjoying the activities. They often smiled or laughed with their classmates or the facilitator's comments. During the discussions, several of them spontaneously gave their opinions or raised their hands to ask for the turn to talk.</p>	<p>Segment #1: Lucía and Ciara were quiet but paying attention (e.g. looking at the person who is talking). Ciara responded with body language to their classmates or the facilitator's comments/ideas (e.g., nodding or smiling). Several students raised their hands asking for the turn to talk. Some students, such as Julia, David or Nadia, spontaneously gave their opinions without waiting for the facilitator to ask them questions. Most of the time, students talk to the facilitator and not to each other when they express their ideas.</p>

Institution: UNIMINUTO

Number of session: 8

Date: April 21, 2016

Attentiveness (Numeric scores)		Participation (Numeric scores)		Engagement (Observation notes)		Participatory dynamics (Observation notes)
Percentage of observed minutes in which most of the participants were paying attention	Percentage of students who were paying attention within each observed minute (average)	Percentage of observed segments in which most of the students gave their opinion or talk	Percentage of students who participated within each observed segment (average)	Behavioral engagement - Action initiation, attempts, attention, concentration, absorption vs. Passivity, giving up, withdrawal, inattentive, distracted (Observation notes for segments selected for attentiveness and participation)	Emotional engagement - Enthusiasm, interest, enjoyment, vitality, zest vs. Boredom, disinterest, frustration/anger, sadness, worry/anxiety (Observation notes for segments selected for attentiveness and participation)	Participatory dynamics - Students talk most of the time vs. facilitator talks most of the time; students talk to the facilitator or to the whole group; presence of spontaneous verbal interactions between the students; presence of spontaneous interventions of students (Observation notes for segments selected for participation)
80%	82%	50%	82%	<p>Jorge arrived 26 minutes late to the class. David arrived 30 minutes late to class.</p> <p>Joaquín fell asleep at the beginning of the class. Most of the time, he did not seem to be paying attention to the class (he remained silent drawing on his notebook).</p> <p>When the facilitator was explaining the steps of a conflict resolution process, Carla seemed to be distracted (e.g., she was looking at Ciara's notebook) and Joaquín seemed to be inattentive writing something on his notebook. The rest of the group</p>	<p>At the beginning of the class (during the routine of "celebration"), Joaquín demonstrated boredom or tiredness. He fell asleep. Violeta approached him to wake him up and the facilitator asked him if he was OK or if he needed to go out of the classroom for a moment. He said "no," demonstrating a bad mood with his facial expressions.</p> <p>When the facilitator was explaining the steps of a conflict resolution process, students seemed to be bored or less enthusiastic (e.g., they were quiet, Julia yawned).</p>	<p>Segment #1: During the small group discussion, Joaquín did not participate most of the time. He did not seem to read the instructions as they classmates did, remained quiet and distracted, and seemed to fell asleep in some moments.</p> <p>Ana, Carla, Nadia, Ciara, David and Jorge seemed to enjoy working in group (they laughed or smiled several times). Carla read the instructions out loud, and once they were done reading them, they began the discussion spontaneously. All of them, except Ana, expressed their ideas. Ana remained quiet but</p>

			<p>was passive (quiet and still) but they seemed to be paying attention (they looked at the facilitator while she was talking).</p> <p>There was a moment when Jorge and Clara were talking while the facilitator was explaining something. The facilitator looked at them and told them “Please”, and they immediately turned their attention to her.</p>		<p>she smiled and looked at her classmates while they were talking.</p> <p>Joaquín, Violeta, Lucía, Clara and Julia read the instructions individually (all of them seemed to read them except Joaquín, who seemed to be asleep). Violeta tried to include Joaquín in the conversation, asking him if he agreed. Joaquín responded to her question and began participating more. The conversation in this group seemed to be less fluent than it was in the other group (they talked less, finished earlier, and did not show signs of enjoying the activity).</p> <p>Segment #2: In general, students participated and gave their opinions regarding the roleplay. Joaquín participated more during this discussion. At first, he responded to a question the facilitator asked him. Then, he participated in a spontaneous way talking to the facilitator and also talking to his classmates Clara and Jorge (who were working with him in the small group during the previous activity).</p> <p>Carla seemed distracted (writing on her notebook) and did not participate.</p>
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						During this segment, the facilitator complemented students' ideas. The facilitator talked most of the time and students listened to her and sometimes added some words to what she was saying.
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Institution: UNIMINUTO

Number of session: 9

Date: April 28, 2016

Attentiveness (Numeric scores)		Participation (Numeric scores)		Engagement (Observation notes)		Participatory dynamics (Observation notes)
Percentage of observed minutes in which most of the participants were paying attention	Percentage of students who were paying attention within each observed minute (average)	Percentage of observed segments in which most of the students gave their opinion or talk	Percentage of students who participated within each observed segment (average)	Behavioral engagement - Action initiation, attempts, attention, concentration, absorption vs. Passivity, giving up, withdrawal, inattentive, distracted (Observation notes for segments selected for attentiveness and participation)	Emotional engagement - Enthusiasm, interest, enjoyment, vitality, zest vs. Boredom, disinterest, frustration/anger, sadness, worry/anxiety (Observation notes for segments selected for attentiveness and participation)	Participatory dynamics - Students talk most of the time vs. facilitator talks most of the time; students talk to the facilitator or to the whole group; presence of spontaneous verbal interactions between the students; presence of spontaneous interventions of students (Observation notes for segments selected for participation)
100%	96%	50%	58%	<p>Carla and Julia seemed distracted in some moments (e.g., Carla looked at a small mirror or at her notebook, and Julia looked at her cell phone). In general, the rest of the group seemed to be paying attention most of the time (e.g., looking at the person who was talking and responding with their body language –for instance, smiling– to their classmates’ comments).</p> <p>When the facilitator was making an explanation, almost all the group (except Clara, who seemed to be texting on her cell phone) demonstrated that they were paying attention.</p>	<p>During this session, students demonstrated several signs of being enthusiastic and interested in most of the activities or discussions. For instance, at some points, several of them talked at the same time, smiled and laughed.</p>	<p>Segment #1: This discussion referred to a previous activity that happened outside the classroom. Students were sharing their experiences during the activity. All the students who participated in the activity (all except Jorge and Clara, who arrived late and missed it) seemed enthusiastic, making comments about what happened. They often laughed, smiled, and made comments at the same time. However, they also paid attention when other classmates were sharing their thoughts in a more structured way. In these cases, the facilitator asked each one of them for their opinions, so the</p>

				<p>Some of them took notes on their notebooks and some of them responded with their body language (e.g., nodding) to the facilitator's ideas.</p>		<p>interventions were not spontaneous. In general, students tended to talk to the facilitator when they expressed their ideas and thoughts.</p> <p>Jovanni, Jorge and Clara were the only students who did not participated. This might be because they did not experience the activity. However, they seemed to be paying attention to their classmates.</p> <p>Segment #2: During this segment, David, Lucía, Ana and Jorge shared stories of teachers they had at primary or secondary school. The group was less enthusiastic than it was during segment #1 but, in general, students seemed to be paying attention to the stories their classmates were telling (e.g., looked at their classmates and smiled with some stories).</p> <p>Carla seemed distracted (e.g., she looked around when her classmates were talking and did not respond with her body language to their stories as other students did).</p> <p>Students talked to the facilitator when they were telling their stories.</p>
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Institution: UNIMINUTO

Number of session: 10

Date: May 5, 2016

Attentiveness (Numeric scores)		Participation (Numeric scores)		Engagement (Observation notes)		Participatory dynamics (Observation notes)
Percentage of observed minutes in which most of the participants were paying attention	Percentage of students who were paying attention within each observed minute (average)	Percentage of observed segments in which most of the students gave their opinion or talk	Percentage of students who participated within each observed segment (average)	Behavioral engagement - Action initiation, attempts, attention, concentration, absorption vs. Passivity, giving up, withdrawal, inattentive, distracted (Observation notes for segments selected for attentiveness and participation)	Emotional engagement - Enthusiasm, interest, enjoyment, vitality, zest vs. Boredom, disinterest, frustration/anger, sadness, worry/anxiety (Observation notes for segments selected for attentiveness and participation)	Participatory dynamics - Students talk most of the time vs. facilitator talks most of the time; students talk to the facilitator or to the whole group; presence of spontaneous verbal interactions between the students; presence of spontaneous interventions of students (Observation notes for segments selected for participation)
100%	94%	50%	59%	<p>David arrived 12 minutes late, and Nadia and Lucía arrived 16 minutes late to class.</p> <p>In some moments, Carla seemed distracted when her classmates were talking (e.g., she looked around or looked at her notebook, folds and unfolds a little paper, takes out a pen from her bag).</p> <p>In general, students appeared to pay attention to the facilitator or the person who was talking (e.g., looking at the person).</p>	<p>In some moments, Carla showed signs of being anxious or worried. For instance, when her classmates were talking, she looked distracted, quickly changed her body disposition several times, and covered her eyes with her hand.</p> <p>When Joaquín shared his situation with a teacher, he looked enthusiastic, almost for the first time throughout the observed segments of the sessions. He smiled and laughed, making comments about his story.</p> <p>The facilitator did a PowerPoint presentation. In</p>	<p>Segment #1: This time, Joaquín raised his hand and participated spontaneously (this was not usual with him). He shared a situation he had with a teacher in which he disagreed with the teacher and she punished him because he disrespected her. In general, his classmates actively responded to his story with their body language (e.g., looking at him, smiling, nodding).</p> <p>In general, students talked to the facilitator (not to their classmates) when they were sharing their stories or ideas. During the segment, only Giovanni and Joaquín</p>

					<p>that moment, all students seemed to pay attention (they looked at the presentation and some of them took notes) but some of them looked bored or tired (e.g., Carla and Nadia yawned and Nadia rubbed her eyes).</p>	<p>participated but they talked most of the time. The facilitator only asked them questions to guide the reflection, such as “How did you feel when you were punished?”</p> <p>Segment #2: All students participated during the small group conversations. Joaquín left the classroom for a while and when he came back he joined Lucía and Nadia’s group. Lucía and Nadia explained what they had to do and gave him time to read the instructions and give his opinion.</p> <p>David, Ciara and Ana’s group seemed to enjoy their conversation (e.g., smiling and laughing with some comments).</p>
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Institution: UNIMINUTO

Number of session: 11

Date: May 12, 2016

Attentiveness (Numeric scores)		Participation (Numeric scores)		Engagement (Observation notes)		Participatory dynamics (Observation notes)
Percentage of observed minutes in which most of the participants were paying attention	Percentage of students who were paying attention within each observed minute (average)	Percentage of observed segments in which most of the students gave their opinion or talk	Percentage of students who participated within each observed segment (average)	Behavioral engagement - Action initiation, attempts, attention, concentration, absorption vs. Passivity, giving up, withdrawal, inattentive, distracted (Observation notes for segments selected for attentiveness and participation)	Emotional engagement - Enthusiasm, interest, enjoyment, vitality, zest vs. Boredom, disinterest, frustration/anger, sadness, worry/anxiety (Observation notes for segments selected for attentiveness and participation)	Participatory dynamics - Students talk most of the time vs. facilitator talks most of the time; students talk to the facilitator or to the whole group; presence of spontaneous verbal interactions between the students; presence of spontaneous interventions of students (Observation notes for segments selected for participation)
100%	86%	0%	38%	<p>Elton arrived 28 minutes late to class.</p> <p>In general, most students paid attention to the discussions and the facilitator's explanations (e.g., looked at the person who was talking, took notes on their notebooks, laughed or smiled with some comments). Carla appeared distracted in some moments, talking to Julia or Jovanni, who were seating next to her, or texting on her cell phone. Jorge also was inattentive at some points, texting on his cell phone.</p> <p>When facilitator was reading cases, and asked them to</p>	<p>During the celebration routine, students showed enthusiasm with some of their classmates' comments (e.g., they applauded, smiled, laughed).</p> <p>Joaquín fell asleep for more than 20 minutes, which might be a sign of being tired or bored.</p> <p>When the facilitator was reading cases, and asked them to identify the types of situations, the group (except Joaquín, who was asleep) seemed to enjoy the activity (e.g., they smiled or laughed, some of them inclined their bodies towards the facilitator).</p>	<p>Segment #1: Some students shared the reflection they previously discussed in small groups. The facilitator complemented their ideas and ended up talking most of the time.</p> <p>The facilitator asked questions to the students, but those questions appeared to be directed to a specific answer she was expecting from them.</p> <p>Students talked at the facilitator when they shared their ideas (not to their classmates).</p>

			<p>identify the types of situations, the group (except Joaquín, who was asleep, and Carla, who was looking around and did not respond to the facilitator's questions as the rest of the group) seemed to be attentive to the activity.</p>		<p>In general, all students seemed to be paying attention (e.g., looking at the facilitator and/or taking notes), except Joaquín (who was asleep) and Jorge (who texted on his cell phone for some moments).</p>
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Institution: UNIMINUTO

Number of session: 12

Date: May 19, 2016

Attentiveness (Numeric scores)		Participation (Numeric scores)		Engagement (Observation notes)		Participatory dynamics (Observation notes)
Percentage of observed minutes in which most of the participants were paying attention	Percentage of students who were paying attention within each observed minute (average)	Percentage of observed segments in which most of the students gave their opinion or talk	Percentage of students who participated within each observed segment (average)	Behavioral engagement - Action initiation, attempts, attention, concentration, absorption vs. Passivity, giving up, withdrawal, inattentive, distracted (Observation notes for segments selected for attentiveness and participation)	Emotional engagement - Enthusiasm, interest, enjoyment, vitality, zest vs. Boredom, disinterest, frustration/anger, sadness, worry/anxiety (Observation notes for segments selected for attentiveness and participation)	Participatory dynamics - Students talk most of the time vs. facilitator talks most of the time; students talk to the facilitator or to the whole group; presence of spontaneous verbal interactions between the students; presence of spontaneous interventions of students (Observation notes for segments selected for participation)
100%	93%	0%	63%	<p>David arrived 36 minutes late and Clara arrived 22 minutes late to class.</p> <p>Joaquín arrived 18 minutes late to class. Then he seemed to pay attention at some points of the class but remained quiet and without making much facial expressions (most of the time, he maintained his eyes looking at some point in the floor and he fell asleep during different moments of the class).</p> <p>In general, during the first part of the class (when they were sharing their reflections of Chico Omega's case), the</p>	<p>In general, during the first part of the class (when they were sharing their reflections of Chico Omega's case), the group was calm but students did not show signs of being bored or disinterested.</p> <p>When the group was watching the video about class meeting, Julia, Jovanni and Joaquín fell asleep, which can be an indicator of boredom or tiredness.</p> <p>Julia fell asleep during the video and Carla seemed uncomfortable with that. She looked at her, then pointed out at her and said something to</p>	<p>Segment #1: When the facilitator asked questions to the group, Jorge, Joaquín and Julia usually raised their hands and gave their opinions first. Carla appeared to be paying more attention during this segment than she was in other occasions. She also spontaneously participated at some point.</p> <p>Ana, Elton and Ciara remained quiet but seemed to be paying attention the whole time.</p> <p>Joaquín arrived late to class, in the middle of the conversation. The facilitator said hello to him but he did not respond or look</p>

			<p>group payed attention to the conversation (e.g., looking at the person who was talking and then their notes).</p> <p>Sometimes, when other students were giving their opinions, Carla seemed distracted (e.g., she organized some papers she had on her desk or looked around to other people who were not talking).</p>	<p>Ciara, and finally she kindly poked Julia’s arm to wake her up.</p>	<p>at her. He remained quiet, looking at the board during the rest of the observed segment.</p> <p>Students talked to the facilitator when they gave their opinions. Jorge used the word “Teacher” at the beginning of his statements, emphasizing the fact that he was talking to the facilitator.</p> <p>In general, students raised their hands before giving their opinions and the facilitator assigned turns to them when more than one person was raising his/her hand.</p> <p>Segment #2: The facilitator asked questions and some students raised their hands and gave their opinions. The rest of the group, except Joaquín who was asleep, appeared to pay attention to their classmates’ opinions.</p> <p>Students talked to the facilitator when they were participating. There was only one interaction between Elton and Violeta (Elton looked at Violeta and commented her idea, and then they looked at each other and nod their heads expressing that they agreed).</p>
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Institution: UNIMINUTO

Number of session: 13

Date: May 26, 2016

Attentiveness (Numeric scores)		Participation (Numeric scores)		Engagement (Observation notes)		Participatory dynamics (Observation notes)
Percentage of observed minutes in which most of the participants were paying attention	Percentage of students who were paying attention within each observed minute (average)	Percentage of observed segments in which most of the students gave their opinion or talk	Percentage of students who participated within each observed segment (average)	Behavioral engagement - Action initiation, attempts, attention, concentration, absorption vs. Passivity, giving up, withdrawal, inattentive, distracted (Observation notes for segments selected for attentiveness and participation)	Emotional engagement - Enthusiasm, interest, enjoyment, vitality, zest vs. Boredom, disinterest, frustration/anger, sadness, worry/anxiety (Observation notes for segments selected for attentiveness and participation)	Participatory dynamics - Students talk most of the time vs. facilitator talks most of the time; students talk to the facilitator or to the whole group; presence of spontaneous verbal interactions between the students; presence of spontaneous interventions of students (Observation notes for segments selected for participation)
100%	95%	0%	54%	<p>During the observed segments of the classroom simulation's discussion, all students seemed to pay attention to their classmates' opinions and ideas (e.g., looking at them, nodding, smiling). They also referred in several occasions to the ideas their classmates previously said to express their own opinions. For instance, Elton said that he thought about an idea that was similar to the one Jenny described or Julia stated "how my classmate was saying..."</p> <p>During the final reflection of students' experience in the class, most students were</p>	<p>The last conversation was interrupted by Clara, who had to leave the class early. She stood up and hugged Jorge and the facilitator. Then Carla also stood up and gave Clara some candies before she left. Meanwhile, the other students remained seated but started talking to each other. These interactions showed signs of a friendly relationship within the group.</p>	<p>Segment #1*: The group began giving feedback to Jorge, talking one student at a time. All of them to paid attention to their classmates' opinions. At some point, Clara said something that some of them considered funny and they laughed and made comments on what Clara said. The group quickly recover the silence.</p> <p>The students talked most of the time and the facilitator only asked questions to motivate the discussion and assigned the turns to talk.</p> <p>Segment #2*: During this segment, students were sharing</p>

				<p>attentive to their classmates' interventions (e.g., they looked at the person who was talking or nodded when they agreed with something). Only Jovanni and Carla were distracted at some points of the conversation (Jovanni was texting on his cell phone, and Carla was looking at her notebook, taking things out of her bag or making comments to the students who were seating next to her).</p>		<p>their experience during the course. They talked one at a time, mostly looking at Fredy, the coordinator of the Student Wellness Center who was seating at the front of the classroom. In some moments, they also looked at the facilitator.</p> <p>Students shared food and eat while they were eating (that was previously agreed by the group). That affected some students' attention, because she appeared to be distracted by the food. For instance, Carla stood up and distributed the food to her classmates and talked to them. Violeta told them that they were going to share food but asked them to pay attention at the same time. After Violeta's petition, the attention levels increased (i.e., they made less noise while they were passing the food).</p> <p>*Note: The participatory dynamics of these two segments might have been affected in some way due to the presence of the coordinator of the Student Wellness Center, who went to the class to observe the activities and talk to the students about the experience.</p>
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Institution: ENSN
 Number of session: 1
 Date: February 17, 2016

Attentiveness (Numeric scores)		Participation (Numeric scores)		Engagement (Observation notes)		Participatory dynamics (Observation notes)
Percentage of observed minutes in which most of the participants were paying attention	Percentage of students who were paying attention within each observed minute (average)	Percentage of observed segments in which most of the students gave their opinion or talk	Percentage of students who participated within each observed segment (average)	Behavioral engagement - Action initiation, attempts, attention, concentration, absorption vs. Passivity, giving up, withdrawal, inattentive, distracted (Observation notes for segments selected for attentiveness and participation)	Emotional engagement - Enthusiasm, interest, enjoyment, vitality, zest vs. Boredom, disinterest, frustration/anger, sadness, worry/anxiety (Observation notes for segments selected for attentiveness and participation)	Participatory dynamics - Students talk most of the time vs. facilitator talks most of the time; students talk to the facilitator or to the whole group; presence of spontaneous verbal interactions between the students; presence of spontaneous interventions of students (Observation notes for segments selected for participation)
100%	99%	67%	78%	<p>All students paid attention most of the time: They seemed to listen to the person who was talking by looking at him/her, commenting on his/her ideas, or asking questions based on the information he/she just gave.</p> <p>At some points, Farid and Berta seemed distracted, talking to each other or playing with their hands while the facilitator was explaining something.</p>	<p>Students often laughed or smiled during class discussions or activities, showing that they were paying attention and enjoying the class.</p> <p>In general, students seemed to be interested in the discussions and activities (i.e., paying attention and participating).</p> <p>There are four students who participated more actively (most of the time) during the discussions: Antonio, Damián, Farid, and Katherine. The four of them seemed vital and enthusiastic with the discussions: They gave their opinions without waiting for</p>	<p>Segment #1: During this segment, Damián, Katherine, Farid, and Antonio talked during most of the conversation. Jerónimo also expressed some ideas. Berta, Dilan, Adela, and Lisa remained quiet but paying attention to their classmates, and the facilitator only asked a few questions to guide the conversation. At some point, Berta raised her hand but Farid kept talking and she remained silent.</p> <p>The group smiled or laughed at several points of the conversation.</p>

					<p>the facilitator to ask more questions and they used their body language a lot to express their ideas. Dilan, Berta, Jerónimo, Adela, and Lisa remained quieter and seemed less enthusiastic during the session, but in general, they showed a positive attitude (for instance, paying attention and smiling).</p>	<p>At one point, Farid was describing one of their teachers, and Antonio spontaneously stood up and imitated her to complement Farid's description. He acted as the teacher talking to Damián. Damián smiled and imitated a typical reaction of the students when they interact with this teacher. All the group laughed or smiled. Then Damián followed the description standing up and imitated the teacher himself, pretending that Farid is the student. Farid smiled and also imitated a typical reaction of the students. The group laughed or smiled again.</p> <p>Most of the time, students talked to the facilitator, but in a spontaneous way (i.e., without waiting for her to ask questions or assign turns). In some isolated moments, they talked to each other. For instance, when Katherine was telling a story of her son, Antonio asked her a question and she answered it.</p> <p>Segment #2: During this segment, the group was building the classroom agreements. Damián stood up and took a picture of the board. While he was doing that, Antonio, Katherine, and Farid</p>
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						<p>made funny comments about the best ways they could interact (i.e., Whatsapp or other resources), and the whole group laughed or smiled. Adela also took a picture of the board.</p> <p>During this segment, Katherine, Damián, Farid, and Antonio also participated more than the rest of their classmates. Dilan and Lisa participated briefly.</p> <p>Students raised their hands and waited for the turn to participate at some points, but there were also moments in which they participated spontaneously without asking for the turn.</p> <p>Some students made physical contact between them. For instance, Lisa laughed and took Dilan's arm and Farid put his hand in Berta's leg. This might indicate closeness and friendliness among some students.</p> <p>Segment #3: During this segment, students were sharing their perceptions of the raisin exercise. The facilitator asked questions and they spontaneously gave their opinions, without raising their hands or waiting for their turn</p>
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						<p>to talk. On several occasions, someone expressed their ideas and the rest of the group nodded or said “yes” to express they agreed. All students, except Berta, participated. However, Berta seemed to pay attention to their classmates by looking at them and responding with body language to their thoughts (e.g., nodding, smiling, and laughing).</p>
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Institution: ENSN
 Number of session: 2
 Date: March 2, 2016

Attentiveness (Numeric scores)		Participation (Numeric scores)		Engagement (Observation notes)		Participatory dynamics (Observation notes)
Percentage of observed minutes in which most of the participants were paying attention	Percentage of students who were paying attention within each observed minute (average)	Percentage of observed segments in which most of the students gave their opinion or talk	Percentage of students who participated within each observed segment (average)	Behavioral engagement - Action initiation, attempts, attention, concentration, absorption vs. Passivity, giving up, withdrawal, inattentive, distracted (Observation notes for segments selected for attentiveness and participation)	Emotional engagement - Enthusiasm, interest, enjoyment, vitality, zest vs. Boredom, disinterest, frustration/anger, sadness, worry/anxiety (Observation notes for segments selected for attentiveness and participation)	Participatory dynamics - Students talk most of the time vs. facilitator talks most of the time; students talk to the facilitator or to the whole group; presence of spontaneous verbal interactions between the students; presence of spontaneous interventions of students (Observation notes for segments selected for participation)
100%	97%	25%	70%	At the beginning of the session, students seemed quiet and only a few of them participated when the facilitator asked questions. However, they seemed to be paying attention. During the activity of “Angélica,” students began participating more actively in small groups and in class discussions.	During the activity of “Angélica,” students laughed or smiled, and participated enthusiastically, showing that they were enjoying it. In other moments (for instance, during segment #2), students seemed to be paying attention but looked less enthusiastic: They did not participate much and remained quiet after the facilitator asked them questions.	Segment #1: Gina and Lisa talked to each other and laughed while Tania was giving her opinion. The facilitator told Tania “wait a minute that they are not listening to you here” and looked and Gina and Lisa. They looked at the facilitator and stopped talking but kept smiling. The facilitator said to Tania, “go on. Why?” and Tania continued talking. The whole group looked at her until she finished her argument, and Cristóbal, Antonio, and Farid made some brief comments about what she said at the end.

						<p>In general, the group seemed interested in the conversation: They looked at the person who was talking and responded with their body language (for instance, smiling) or with short comments. They usually talked to the facilitator when they participated. The facilitator asked questions to guide the conversation but the students talked during most of the time.</p> <p>At some point, Tania blushed and Farid interrupted her, making a comment about her blushing. Some students made additional comments, which appeared to be funny but also friendly, the blushing. Everyone, including her, laughed or smiled. She covered her face with a notebook. The facilitator smiled at the beginning but then waited in silence until the group stopped laughing and talking. In that moment, she asked Tania, "Do you want to go on?" Tania laughed and said, "no," and then the whole group laughed again. The facilitator validated Tania's previous idea saying, "it's a good point" and the conversation continued.</p> <p>The students participated most of the time, usually talking to the facilitator to answer the questions she asked.</p>
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						<p>Segment #2: The group seemed quiet during this observed segment and the facilitator asked more questions to motivate them to talk. Sometimes, the questions seemed to be looking for specific answers. For instance, when students gave their answers the facilitator said: “could be,” indicating that she was looking for another answer.</p> <p>Segment #3: The facilitator asked questions to guide the reflection and some students participated by responding to her. The facilitator complemented students’ answers and the group seemed to be paying attention to the facilitator’s explanations.</p> <p>Participation seemed to be spontaneous (i.e., in general, they did not raise their hands or wait for the facilitator to assign them a turn to talk).</p> <p>Segment #4: During this observed segment, students shared personal situations when they experienced anger. Lisa was sharing her experience and Farid made jokes about it. Some students laughed. Farid said, “that’s normal, that happens to all of</p>
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						<p>us.” Some students laughed again. The facilitator said “yes, that could happen” and continued looking at Lisa. Lisa looked at Farid and said “yes,” then continued with her story. After Lisa talked, the facilitator told the group that it was “cool to do jokes and have a nice time” during the sessions but pointed at the board and asked them to remember one of the agreements that were written there and maintain a respectful environment when their classmates are sharing personal stories. Then she asked who else wanted to share his/her story and continued with the conversation. Farid quickly raised his hand and began sharing his story, which might be a sign that he received with a positive attitude the facilitator’s reminder.</p>
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Institution: ENSN
 Number of session: 3
 Date: March 16, 2016

Attentiveness (Numeric scores)		Participation (Numeric scores)		Engagement (Observation notes)		Participatory dynamics (Observation notes)
Percentage of observed minutes in which most of the participants were paying attention	Percentage of students who were paying attention within each observed minute (average)	Percentage of observed segments in which most of the students gave their opinion or talk	Percentage of students who participated within each observed segment (average)	Behavioral engagement - Action initiation, attempts, attention, concentration, absorption vs. Passivity, giving up, withdrawal, inattentive, distracted (Observation notes for segments selected for attentiveness and participation)	Emotional engagement - Enthusiasm, interest, enjoyment, vitality, zest vs. Boredom, disinterest, frustration/anger, sadness, worry/anxiety (Observation notes for segments selected for attentiveness and participation)	Participatory dynamics - Students talk most of the time vs. facilitator talks most of the time; students talk to the facilitator or to the whole group; presence of spontaneous verbal interactions between the students; presence of spontaneous interventions of students (Observation notes for segments selected for participation)
100%	99%	0%	63%	<p>In general, all students paid attention during the activities. Lisa and Antonio talked and laughed about issues unrelated to the class in some isolated moments.</p> <p>At some points of the session, when students were sharing the letters they wrote and their personal stories, the group seemed passive and sometimes distracted. For instance, some of them kept staring at a group of dogs that were running and barking close to them.</p> <p>All students participated in the session. Some interventions</p>	<p>At some points, when their classmates were sharing the letters they wrote, Antonio and Jerónimo showed signs of tiredness or boredom: Jerónimo looked around, and Antonio yawned and stretched his arms.</p> <p>When Katherine was sharing her personal story and cried, Dilan, who was seated next to her, put his hand on her shoulder, showing support.</p> <p>During the active listening activity, students laughed and smiled on several occasions, showing that they were enjoying the conversation.</p>	<p>Segment #1: During this segment, there was a spontaneous interaction between students. Katherine shared a personal story and cried while she was talking. The group paid attention to her story in silence. Then, Cristóbal looked at her and told her comforting words, such as "I can notice that you are very intelligent and capable." Gina nodded showing that she agreed. Antonio followed Cristóbal telling Katherine that he admired how she handled things with her son and daughter. Katherine nodded and said that it has been difficult. Cristóbal asked her</p>

				<p>were long because they were sharing personal stories.</p>	<p>At the end of the session, some students pointed out that they enjoyed the session and they had the chance to know each other more because the activities required their participation.</p>	<p>how old were her son and daughter, and she responded to him and kept talking about them.</p> <p>Non-applicable for segment #2: the observed segment involved specific instructions that affected the natural dynamic of the interactions (active listening activity).</p> <p>Segment #3: During this segment, the facilitator asked questions about the active listening activity they just had and students responded to her questions. Students did not raise their hands or ask for the facilitator to assign turns to talk. They seemed to be paying attention to the conversation, and there were several moments in which they commented on the ideas their classmates just expressed.</p>
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Institution: ENSN
 Number of session: 4
 Date: March 30, 2016

Attentiveness (Numeric scores)		Participation (Numeric scores)		Engagement (Observation notes)		Participatory dynamics (Observation notes)
Percentage of observed minutes in which most of the participants were paying attention	Percentage of students who were paying attention within each observed minute (average)	Percentage of observed segments in which most of the students gave their opinion or talk	Percentage of students who participated within each observed segment (average)	Behavioral engagement - Action initiation, attempts, attention, concentration, absorption vs. Passivity, giving up, withdrawal, inattentive, distracted (Observation notes for segments selected for attentiveness and participation)	Emotional engagement - Enthusiasm, interest, enjoyment, vitality, zest vs. Boredom, disinterest, frustration/anger, sadness, worry/anxiety (Observation notes for segments selected for attentiveness and participation)	Participatory dynamics - Students talk most of the time vs. facilitator talks most of the time; students talk to the facilitator or to the whole group; presence of spontaneous verbal interactions between the students; presence of spontaneous interventions of students (Observation notes for segments selected for participation)
100%	98%	75%	88%	<p>In general, students seemed engaged during the activities: they payed attention, and participated in small group activities (i.e., role plays) and group discussions.</p> <p>Stacey and Berta only participated in a few specific moments. However, they seemed to pay attention almost all the time.</p>	<p>At some points, especially at the beginning of the session, Lisa seemed bored or disinterested: she had her bag on her legs and did not put it away while she was seated; she looked around and leaned her face on her fist. After the break, she seemed to be more interested in the activities and she actively participated in the small group dynamics and in the group's discussions.</p> <p>During the role plays and the discussion that followed them, students smiled or laughed often, showing that they were enjoying the activity.</p>	<p>Segment #1: The facilitator asked questions and some students answered them without raising their hands or waiting for assigned turns. Then, the facilitator complemented their ideas. The facilitator talked most of the time during this segment, and the students seemed to pay attention but in a passive way (i.e., they did not show much enthusiasm).</p> <p>During this segment, Dilan participated more than he did in the initial sessions of the course.</p>

					<p>At some point of segment #4, Katherine, Gina, Farid, and Cristóbal seemed very enthusiastic while they discussed what happened during the role play.</p>	<p>Segment #2: During this segment, students seemed more vital than they were in segment #1. They laughed, smiled, and made spontaneous comments in relation to the activity. The facilitator talked during most of the time after listening to the ideas of the students.</p> <p>Segment #3: During this segment, students were working in two groups. All of them, except Stacey, participated in an active way in the discussion with their peers. Stacey remained silent, but she seemed to be paying attention to her classmates' ideas.</p> <p>Segment #4: The facilitator asked questions and the students answered them without raising their hands, which caused that, to some points, various of them talked at the same time.</p> <p>There were some points of the conversation when students interacted between them directly. The following fragment illustrates that point: (Students were reflection on their experience during the role plays) - Katherine: She said that she was going to call because she trusts me.</p>
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						<p>- Facilitator: Note that here we are in...</p> <p>- Gina: (interrupting the facilitator and looking at Katherine) If she's going to call, she doesn't trust you.</p> <p>- Katherine: (looking at Gina) Say that again?</p> <p>- Gina: You said, she was going to call because she trusts me. If she trusts you, she doesn't have to be calling.</p> <p>- Katherine: Yes, sure.</p> <p>- Farid: That's not about trust. Is that she stood him up. Why didn't she call and tell him she couldn't go?</p> <p>- Cristóbal: (talking enthusiastically at Farid) Because she got sleepy! (Katherine and Gina make some comments on Farid question too. Katherine stands up laughing and shows him the paper with the instructions of the role play)</p>
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Institution: ENSN
 Number of session: 5
 Date: April 13, 2016

Attentiveness (Numeric scores)		Participation (Numeric scores)		Engagement (Observation notes)		Participatory dynamics (Observation notes)
Percentage of observed minutes in which most of the participants were paying attention	Percentage of students who were paying attention within each observed minute (average)	Percentage of observed segments in which most of the students gave their opinion or talk	Percentage of students who participated within each observed segment (average)	Behavioral engagement - Action initiation, attempts, attention, concentration, absorption vs. Passivity, giving up, withdrawal, inattentive, distracted (Observation notes for segments selected for attentiveness and participation)	Emotional engagement - Enthusiasm, interest, enjoyment, vitality, zest vs. Boredom, disinterest, frustration/anger, sadness, worry/anxiety (Observation notes for segments selected for attentiveness and participation)	Participatory dynamics - Students talk most of the time vs. facilitator talks most of the time; students talk to the facilitator or to the whole group; presence of spontaneous verbal interactions between the students; presence of spontaneous interventions of students (Observation notes for segments selected for participation)
100%	98%	67%	67%	The session started only with 4 students: Antonio, Dilan, Berta, and Cristóbal. Stacey arrived 25 minutes late. All the students, except Stacey, participated actively during the session. Especially Cristóbal and Antonio gave their opinions in several occasions. During the Tangram activity, Dilan, Antonio, and Cristóbal seemed interested in making several attempts to solve the puzzle. Berta participated actively at first but then seemed to withdraw from the rest of the group. Stacey remained quiet and did not show interest in the activity.	After the Tangram activity, the facilitator asked Stacey how was the experience for her working in group. She replied that she did not participate much because she was not interested. In general, she seemed to be more comfortable and interested in the session when the facilitator was talking (i.e., she paid attention and took notes). During segments #2 and #3, students seemed passive and little enthusiastic with the presentation or the discussion. Some of them yawned and, at some point, Cristóbal covered	Segment #1: During this observed segment, students were supposed to do teamwork to solve a Tangram puzzle. At the beginning, there were two groups: Cristóbal, Antonio, and Stacey were in group 1, and Dilan and Berta were in group 2. At this point, all students, except Stacey, participated actively. Then Berta and Dilan solved their part of the puzzle, so the facilitator asked them to join the other group. Berta stood up looking at the puzzle for a short time, and then walked away and seated in the top of the table observing her classmates from the distance. Cristóbal, Dilan, and Antonio

					<p>his face with his eyes showing that he was tired or bored.</p>	<p>ended up trying to solve the puzzle without Stacey and Berta. Stacey did not participate and she was quiet during most of the time.</p> <p>Segment #2: During this segment, the facilitator provided some explanations using a PowerPoint and frequently asked questions to the students to complement the presentation. Cristóbal and Antonio participated more actively than the rest of their classmates, responding to the facilitator's questions.</p> <p>Segment #3: This segment had the same dynamic of segment #2 (i.e., the facilitator presenting a PowerPoint and asking questions). In general, the students seemed quiet and only Antonio and Cristóbal participated during the observed segment.</p>
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Institution: ENSN
 Number of session: 6
 Date: April 27, 2016

Attentiveness (Numeric scores)		Participation (Numeric scores)		Engagement (Observation notes)		Participatory dynamics (Observation notes)
Percentage of observed minutes in which most of the participants were paying attention	Percentage of students who were paying attention within each observed minute (average)	Percentage of observed segments in which most of the students gave their opinion or talk	Percentage of students who participated within each observed segment (average)	Behavioral engagement - Action initiation, attempts, attention, concentration, absorption vs. Passivity, giving up, withdrawal, inattentive, distracted (Observation notes for segments selected for attentiveness and participation)	Emotional engagement - Enthusiasm, interest, enjoyment, vitality, zest vs. Boredom, disinterest, frustration/anger, sadness, worry/anxiety (Observation notes for segments selected for attentiveness and participation)	Participatory dynamics - Students talk most of the time vs. facilitator talks most of the time; students talk to the facilitator or to the whole group; presence of spontaneous verbal interactions between the students; presence of spontaneous interventions of students (Observation notes for segments selected for participation)
100%	87%	33%	76%	<p>Lisa arrived 20 minutes late and told the facilitator that she should leave the class earlier because she has a doctor appointment.</p> <p>In comparison with other sessions, students seemed less engaged during this session. Some of them often looked at their cell phones and did not participate during some of the activities.</p>	<p>In general, the group did not seem to enjoy the discussions as much as they did during previous sessions. For instance, they did not smile or laugh as they did in previous sessions. The part of the session that they seemed to enjoy more was the discussion of their personal stories.</p>	<p>Segment #1: During this observed segment, students were working in three groups to discuss a case: Berta and Lisa, Antonio and Jerónimo, and Stacey, Dilan and Cristóbal. Berta and Lisa talked about the case and seemed to have a friendly interaction (i.e., they smiled at each other). Jerónimo and Antonio looked at their cell phones most of the time and did not talk much about the case. Cristóbal and Dilan interacted and talked about the case, and Stacey only took notes but did not give any ideas.</p>

						<p>Segment #2: During this segment, the facilitator asked students to share personal experiences when someone had punished them. When they were remembering the experience, some of them (Antonio, Cristóbal, Dilan, and Jerónimo) smiled or laughed. Then Antonio shared his story and the group seemed to pay attention to him (i.e., looking at him and smiling or laughing with some of his comments).</p> <p>Segment #3: During this activity in small groups, all the students, except Stacey, participated actively in the discussion within their groups. Stacey was quiet most of the time but gave a few ideas.</p>
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Institution: ENSN
 Number of session: 7
 Date: May 18, 2016

Attentiveness (Numeric scores)		Participation (Numeric scores)		Engagement (Observation notes)		Participatory dynamics (Observation notes)
Percentage of observed minutes in which most of the participants were paying attention	Percentage of students who were paying attention within each observed minute (average)	Percentage of observed segments in which most of the students gave their opinion or talk	Percentage of students who participated within each observed segment (average)	Behavioral engagement - Action initiation, attempts, attention, concentration, absorption vs. Passivity, giving up, withdrawal, inattentive, distracted (Observation notes for segments selected for attentiveness and participation)	Emotional engagement - Enthusiasm, interest, enjoyment, vitality, zest vs. Boredom, disinterest, frustration/anger, sadness, worry/anxiety (Observation notes for segments selected for attentiveness and participation)	Participatory dynamics - Students talk most of the time vs. facilitator talks most of the time; students talk to the facilitator or to the whole group; presence of spontaneous verbal interactions between the students; presence of spontaneous interventions of students (Observation notes for segments selected for participation)
100%	92%	0%	63%	<p>The group was quiet during the first part of the session (before the break). When the facilitator asked questions only a few of them participated.</p> <p>During the classroom simulation, all students, except Antonio, seemed to pay attention or participate. Antonio was writing something on his notebook.</p>	<p>During the final reflection, the facilitator told them that she felt that they were in a low mood during the session. Students expressed that they were feeling tired that day due to excessive workload.</p>	<p>Segment #1: Sometimes, students participated without raising their hands first or waiting for the facilitator to assign turns to talk. Other times, they raised their hands and waited for their turn. They usually looked at the facilitator when they talked.</p> <p>The facilitator asked questions and the students talked during most of the time. At some point of the conversation, Cristóbal nodded when Antonio was talking (showing that he disagreed) and raised his hand. Then he used Antonio's ideas to explain in what points he agreed and in</p>

						<p>what points he disagreed. In that moment, someone knocked at the door and the facilitator went to talk to that person. While the facilitator was talking to the other person, Cristóbal and Antonio looked at each other and continued the conversation. The rest of the group looked at them paying attention to the discussion.</p> <p>Segment #2: During this segment, the facilitator talked most of the time and asked questions related to the topics they covered during the past sessions. Some students, especially Dilan and Jerónimo, participated briefly responding the facilitator's question.</p> <p>Segment #3: During this segment, the facilitator asked a few questions and the students talked most of the time, sharing their experiences at the course and in other classes of the school. All of them seemed to be paying attention to their classmates' opinions. For instance, they responded with their body language to others' ideas (i.e., nodding or smiling).</p> <p>In general, students talked without raising their hands or waiting for their turn. They talked to the facilitator most of the time.</p>
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Appendix AF: Research Journal Entries

Institution: UNIMINUTO

Number of session	Facilitator's perception of student behavioral and emotional engagement	Insights or reflections regarding the activities' design and implementation
1	The classroom simulation to start the class seemed to generate students' interest and expectation with the course.	<p>The activity of the "story of our names" worked very well as an icebreaker activity.</p> <p>Time was too short to make classroom agreements in this first session. There wasn't time for the final reflection either.</p> <p>It is important to include a reflection about the rationale behind starting the course with an activity dedicated to know each other and the rationale behind the routines (i.e., building relationships). This should be explicit in the lesson plans.</p>
2	Students talked a lot during the "celebration" routine. This could be an indicator that they were motivated with the activity.	<p>The "celebration" routine was too long because some students talked too much. It would have been useful to model the activity first and to highlight that there was a limit of time for each turn.</p> <p>The classroom agreements were defined during this session. One student asked what would happen if one of the rules is broken. The design of the activity should contain a note for the facilitator to guide the reflection around the importance of identifying the damage that is done to the group and how that damage can be repaired (finding logical consequences).</p>
3	Students seemed very interested in the activity of "Angélica," sharing the ideas they had in the brainstorming exercise.	The facilitator began the "celebration" routine modeling the activity and highlighting that each turn should last less than 1 minute. The activity didn't take that long.

4	<p>I felt that students were connected with the topic of mindfulness (more connected than the students at ENSN). They seemed to have read the assigned text. I think that might help. Another thing that might have helped too is that they have been doing MF practices for several sessions.</p>	<p>The students talked too much during the raisin exercise. I'm not sure if I gave the instructions in a clear way and if I did some questions too soon. This might have affected the flow of the meditation and the following reflection.</p> <p>The explanation and reflection of the essential attitudes of MF felt less "theoretical" and more applied to practice than it did at ENSN. Can this be explain by the students' disposition towards the topic?</p> <p>In general, time is too short at UNIMINUTO to do the final reflections.</p>
5	<p>After the mindfulness practice, some students said that they had been practicing MF outside the sessions. They shared specific situations! I feel that the students at UNIMINUTO are receiving with more interest and curiosity the mindfulness practices than the students at ENSN. Might that be because of the difference of ages? Because the students at UNIMINUTO are more stressed out?</p> <p>I used a personal story that was close to students' lives to exemplify the "emotional thermometer." It was a situation at the public transportation. Students paid close attention to the story and seemed interested. Some of them exclaimed "Oh, I would be so angry!"</p> <p>The group seemed to have fun sharing personal stories of situations in which they were angry.</p>	<p>I forgot to make a reflection about the fact that emotions are not good or bad themselves. The "good" or "bad" thing is what we do with them. It is important to clarify this in the lesson plans.</p>
6	<p>Students seemed connected with the activity. They laughed and paid attention all the time. The topic of ghosts is perfect to motivate them while they practice active listening.</p>	<p>Two instructions might be added to the activity that could be useful to improve it: 1) establish a limit of time for each turn, and 2) highlight the fact that they are going to tell the story to all the group, so they have to look at their classmates (they tended to look at me all the time). The connection between active listening and mindfulness works well here. Two questions are essential: Did</p>

		someone realize that their minds went to other places while their classmates were talking? Were they able to redirect their attention and “bring their minds back” to the conversation?
7		The activity in pairs to identify differences and similitudes between the two types of communication works well. Students’ ideas are useful to make a connection with the explanation of the I-message. Having time to do the roleplay with at least one participant is essential to connect the explanations with real life situations.
8	<p>After the mindfulness practice, I asked them if they had the opportunity to practice mindfulness. They didn’t say anything. Sometimes this happens but then I read in the journals that they say they have been practicing. Are they telling the truth in the journals? Are they shy to talk in class? Is the question becoming too repetitive? I tried to do a short reflection at the end of the session but they were very quiet. Is it because they are stressed out? Did they want to leave earlier?</p> <p>Joaquín fell asleep during the class. When the class was over, I asked him if he could stay so we could talk. We went to the university’s courtyard and sat down in some stairs to talk. I told him that I was worried because I saw that he has been sleepy lately and that I did not want the sessions to be something boring for him. He told me with a friendly tone: “No <i>woman</i>, it has nothing to do with the class. I have some issues with my life and with the university.” I told him that I was glad to know that it did not have to do with the class. We talked for more than 30 minutes. He told me that he’s homeless because he decided to live in the street following a group of philosophers. He told me he felt uncomfortable with the</p>	<p>At the beginning of the class, students expressed that they were very stressed out because of the exams of other classes.</p> <p>The case of Milady and Osvaldo worked better for the roleplay than the case of Rodolfo and Adelaida that I used at ENSN. With this case is easier to identify the difference between interests and positions.</p> <p>In general, when they do the roleplays they don’t follow the steps of the negotiation (e.g., they don’t do brainstorm before getting to an agreement). It is important to emphasize the importance of following this steps for the exercise.</p>

	<p>system (of the world, of the university). I was silent, just listening to him. At the end I told him that I knew that he didn't want to be a teacher and that he might find some activities silly or unrelated to his life, but asked him to give the class a chance. I told him that I trusted that he, with his high intellectual skills, might be able to adapt the topics of the class to his ideas and interests. He told me that he liked the class. However, sometimes he wanted to participate but he was aware that I had to follow a plan. He asked me to help him reminding him the deadlines because he had a full scholarship that he could not lose because of a bad grade. At the end, he said goodbye to me with a friendly gesture (a kiss in the cheek).</p>	
9	<p>I felt that students enjoyed the activity outside the classroom. All of them participated and laughed. Joaquín came to talk to me at the beginning of the class. I felt that he was more friendly and cheerful than before. He told me some stories about the Greek philosophers and told me about an essay that he was writing for another class. Then, he asked me if he could leave earlier because he had a meeting with a professor. I asked him to observe the activity and then write a reflection about what he saw to make up for the reflection he was going to miss. I saw him paying attention to the activity and taking notes with an active attitude.</p>	<p>I really liked this session at this point of the course. Talking about teaching styles is useful to connect the module of SEC and the module of classroom management.</p>
10	<p>During the “celebration” routine, Jovanni said that he celebrated “mother’s day” and gave chocolates to all the women in the group. The group looked cheerful and in a good mood. When I was explaining the four types of mistaken goals, I felt that the explanation was too long and Jorge fell asleep.</p>	<p>At the beginning of the session, Joaquín came to me and told me that he lost the journal but that he wrote some reflections in sheets. He gave me the reflections and I read that some of them said that the class was “too much conversation” and that it didn't teach anything useful for their lives. I felt attacked and angry because of Joaquín's rebellious and harsh attitude. I became aware of my</p>

		<p>feelings and tried to calm down before starting the session. I tried to remember Joaquín's particular situation and said to myself "don't take it personally." I think I was able to calm down.</p> <p>It might be useful to have some short videos to exemplify the mistaken goals and make the explanation more interesting.</p>
11	<p>Before the session started, Clara came to Violeta and me and told us that she loved Nelsen's readings and that she was able to share them with her mom and some friends who have children. During the discussion, she seemed truly engaged. I was glad to see this, because sometimes I feel that Clara is passive during some activities, or at least more passive than other students like Nadia, Lucía, Ciara and Jenny, who are always attentive and with cheerful attitude.</p> <p>Joaquín fell asleep. I perceived that his classmates were uncomfortable to see him sleeping. I decided to kindly tell them to not worry about that. At the end of the session I went to Joaquín's seat and asked him if he was OK and if he was aware of the homework. He told me that he was listening during the session. In that moment I thought that he had been faking that he was asleep and felt angry and challenged by him but I tried to control my emotions. I decided to not say anything else. He asked me if I had read his reflections and I told him that I read them and that I appreciated his sincerity. Joaquín confuses me. Sometimes I feel that he is challenging me but sometimes he comes to me and talk to me in a friendly way.</p>	

12	<p>We didn't have much time so I proposed that we skipped the routines for that session. Most of them agreed. Giovanni wanted to do the celebration. That's a good indicator that he enjoys that routine.</p> <p>During the video of a class meeting, some students, like Elton, paid close attention. However, other students seemed sleepy. Joaquín, Giovanni and Julia fell asleep. Joaquín didn't do the homework and spent part of the class filling the form he was supposed to bring to the session. When I was collecting the forms, Joaquín didn't want to give it to me and told me "but how can I give it to you if I'm not done yet." I felt angry and challenged again. All the students were looking at me and I tried to control my emotions and told him "OK." I continued with the other activities. When I graded the activity, I gave him positive feedback on his responses and wrote a note telling him that it would have been better if he had done the homework because the idea of the class was to do a reflection based on their responses. I explained that I was taking some points from the grade for that reason.</p>	<p>The reflection around Chico Omega works well. It is important to highlight at the end the idea that: "Every mistake is an opportunity to learn"</p>
13	<p>All students (except Joaquín, who left the classroom and was absent during most of the time) expressed that they enjoyed the class and made positive comments about the classroom climate, the readings, or the activities.</p>	<p>The second classroom simulation has a good pedagogical purpose during this last session. Might be a good option to evaluate the course if there's enough time.</p>

Institution: ENSN

Number of session	Facilitator's perception of student behavioral and emotional engagement	Insights or reflections regarding the activities' design and implementation
1	<p>The classroom simulation is a good activity to start the course because students seem very motivated (they participated actively and seemed to have fun performing the roles).</p>	<p>The activity of the “story of our names” works well. If there’s an odd number of students the facilitator can work with one of them in pairs. If there’s an even number of students, the facilitator can start the second part of the activity telling the group the story of his/her name.</p> <p>The classroom simulation is a good activity to connect a fun and relaxed start with the purposes of the course.</p>
2	<p>Some students seemed kind of sleepy at the beginning of the session, but I felt that the activity of “Angélica” the environment improved. They laughed and seemed to have fun doing the activity.</p>	<p>The activity of the raisin works well but it is important to highlight from the beginning that it should be done in silence and individually because students talked during the exercise.</p> <p>The explanation of the essential attitudes of MF felt too “theoretical.” Could be a good idea to integrate it to another (practical) activity.</p> <p>The explanation of the difference between riding a bike and talking about the bike, and the practice of the SEC was useful. Some students were confused about the difference between practice and reflection. For instance, some of them said that they practiced assertiveness when they were talking about the ways the characters of the story of “Angélica” were assertive.</p> <p>The introductory activity to identify emotions felt too easy for them. It would be important to use complex emotions so they are more difficult to represent.</p> <p>When students shared their stories of situations when they were angry, it would have been nice to ask them</p>

		<p>how they felt in that moment (while they were telling the story) to facilitate emotional awareness.</p> <p>The time is too short to do the final reflection. This reflection might be considered only for the end of the module or every two-three sessions.</p>
3	<p>Students seemed connected with the personal stories some of them shared after they wrote the letter for “Chico Omega.” Katherine shared a personal situation and cried. The group showed a responsive attitude, telling her comforting words or demonstrating support (for example, Dilan put his hand on her shoulder). The activity of active listening worked well. The students seemed to enjoy the conversation: they wanted to talk, they laughed and paid attention to their classmates’ stories. The topic of ghosts is perfect for this activity.</p>	<p>Having different options of mindful formal practices and give the facilitator the freedom to choose one for the first routine depending of the mood of the group works better than establishing a more structured plan to do certain MF practices in each session. For instance, in this session we were alone in the ENSN (the rest of the students did not have classes), so we did the session in the courtyard and those were the perfect conditions to do mindful walking.</p> <p>I felt that the activity of identifying figures (perspective taking) didn’t play an important role in this session. It was difficult to connect it with the other activities. This activity might be eliminated or moved to another (for instance, as an introduction for conflict resolution strategies).</p> <p>The reading of Chico Omega was too long and “heavy” (the students read it out loud and some of them did not read it in a fluent way). I felt that this caused a disconnection of the group and the purpose of the activity (empathizing with the character) was lost. It is important that the facilitator reads the text himself/herself.</p>
4	<p>Students seemed to have fun doing the roleplay activity (negotiation).</p>	<p>When I asked after the MF practices about their experience during the exercise they didn’t talk much (this also happened in other sessions). Therefore, the reflection here is not working. However, when I asked how they felt after the practice they said they felt more relaxed. I wonder how much this group is getting the</p>

		<p>sense of the MF practices. I felt that they take them as “relaxing” exercises. Does it affect that we only do the practices every fifteen days?</p> <p>Students are getting used to the routines (in a positive way). When I said “we’re going to do the next routine” they responded “the celebration.” In addition, in other sessions Dilan had reminded me of the last routine (the reflection).</p> <p>Inviting students to give concrete positive feedback on the use of the I-messages works well. They made useful comments and I felt that this exercise helped them to interiorize the assertiveness strategies.</p> <p>It is important to highlight the sequence of the sessions and its connection with a conflict resolution process: 1) emotional awareness and regulation, 2) listen to the other person (active listening), 3) expressing our interests (assertiveness), 4) brainstorming and consideration of consequences.</p> <p>The fact that the roleplay contained a “romantic” situation distracted the students from the purpose of the activity. They seemed to have fun but I felt that they didn’t take the activity seriously. It might be better to have a case that did not include conflicts between romantic partners.</p>
5	<p>I forgot to do the celebration and students reminded me about it. This is a good indicator that they know and enjoy this routine.</p> <p>Some students seemed very engaged trying to solve the Tangram puzzle, but not all of them.</p> <p>The students seemed very interested watching the video of the class meeting. It might be useful to have a form with some questions to guide the reflection focused on</p>	<p>We did a short mindfulness practice of awareness of breathing. Berta and Antonio shared their experience during the practice. When students share their experience the reflection is useful to connect their ideas with the attitudes and characteristics of mindfulness.</p> <p>Although the activity that was intended to promote competition did its job for the purposes of the reflection (students shared that they felt frustrated, anxious and that there was a competitive environment), I felt</p>

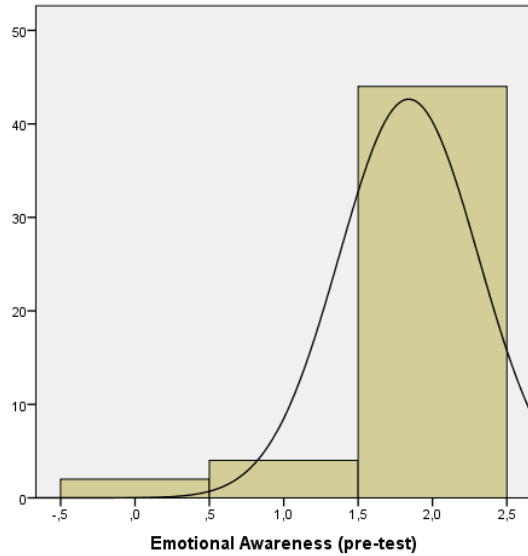
	<p>the role of the teacher and the characteristics of the class meetings.</p>	<p>uncomfortable telling him at the end that there was deceit in the activity (I didn't tell them that I randomly picked two people to give them all the smiley and sad faces). I felt particularly uncomfortable with the person who got all the smiley faces because she realized that she didn't actually earned the rewards. I wonder if there's a way to adjust the activity so there's no deception (or at least not with the smiley faces). Not all the students participated solving the Tangram puzzle. Therefore, the activity wasn't truly cooperative. It might be useful to think about an activity that necessarily requires cooperation among the members of each group. In general, I'm not sure if the activities of cooperation and competition helped to achieve the purposes of the session.</p>
6	<p>When I was explaining the mistaken goals, I felt that I was talking too much and the group was very passive (quiet, kind of sleepy). It might be useful to include videos or something more interactive here. I felt that it was difficult for them to identify the mistaken goals in each case. I don't know if it was because they didn't understand or because they were tired and bored and weren't engaged with the activity. Before the break, a teacher interrupted the session and told Jerónimo and Antonio (in front of everyone and using a harsh tone of voice) that before noon they should demonstrate with a certificate that they had paid the tuition or otherwise they wouldn't be able to go to teaching practices the next day. They said they didn't have the certificate yet. The teacher didn't respond and left the classroom. Antonio was clearly affected after this situation. During the rest of the session I noticed</p>	<p>We didn't have the time to finish the reflection of the punitive vs. restorative strategies, and that reflection was essential to fulfill the goals of the session.</p>

<p>that he was quiet and hid his head with his hands. Ten minutes before the break, while the students were working in small groups, I came close to him and asked him if he was OK. He told me he wasn't. I told him that during the break he could take some air.</p> <p>When students came back from the break, Antonio sat down with bad attitude. I came close to him and asked him if we could talk outside for a moment. I asked him if he was feeling better and he told me he wasn't. I told him that I understood if he didn't have the disposition to participate or work in groups. I asked "What do you need right now?" He told me he wanted to stay in the class. I told him that I was glad that he wanted to stay but to feel free to tell me if he wasn't comfortable doing some exercise and that I respected his space. I asked him if he wanted to talk for a while after the session. He smiled and responded "yes, please".</p> <p>After the session we talked for almost an hour. He expressed that he was concern about a lot of problems he had at school but also with his girlfriend. He said, "I've tried to practice what you have said to us but I can't calm down, I keep feeling angry." He said that because he wasn't feeling good he was not doing well in his teaching internships. I told him it was understandable and shared with him that sometimes my emotions also affect the way I teach my classes. I told him that last session with them I was feeling very tired and that I felt that the session didn't go how I expected. I basically listened to him most of the time and tried to validate his emotions. Then I recommended him to keep trying with the strategies that he felt that could be useful for him. He thanked me for the conversation and told me</p>	
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	<p>“sometimes I don’t have anyone to talk to, nobody understands these things.” He hugged me.</p>	
7	<p>Antonio did not want to participate in the routine of “celebration.” I perceived that he was sad or angry. I thought it was going to be a challenge to motivate him throughout the session.</p> <p>Then, Antonio was selected to do the role of the teacher during the classroom simulation but he said that he didn’t want to, so I chose another student. He was quiet during the activity but participated more during the discussion that followed the simulation.</p> <p>During the class meeting, students said positive things about the course, then they talked a lot about their difficulties to relate with their teachers at the school. The positive comments they made at the end of the session comforted me, because I was feeling a little frustrated with this group. I was feeling that I wasn’t able to motivate them as I would have wanted to and that they didn’t understand some of the topics as I expected. Sessions 5, 6 and 7 were specially challenging for me. The fact that the group was tired and stressed out at the end of the semester might be a variable that affected their attitude towards the course. In addition, I was tired too (I left home at 4am and travel for 3 hours to get to the normal school on time).</p>	<p>I should have started the session with the reflection of punitive vs. restorative practices but I forgot!</p> <p>After the MF practice, I asked them if they had practiced outside the session and they told me they hadn’t. I feel that this group did not completely get the sense of mindfulness (or they just didn’t like it or didn’t find it useful?).</p> <p>During the reflection of the classroom simulation, I felt that the group was not integrating the topics of the classroom management module to the discussion. With some students, especially with Antonio, I felt that some beliefs about the use of authority to control students remained strong. With other students, I felt that there were some changes (or at least, that they learned something). For instance, Dilan said that the rewards were extrinsic and not intrinsic motivation.</p>

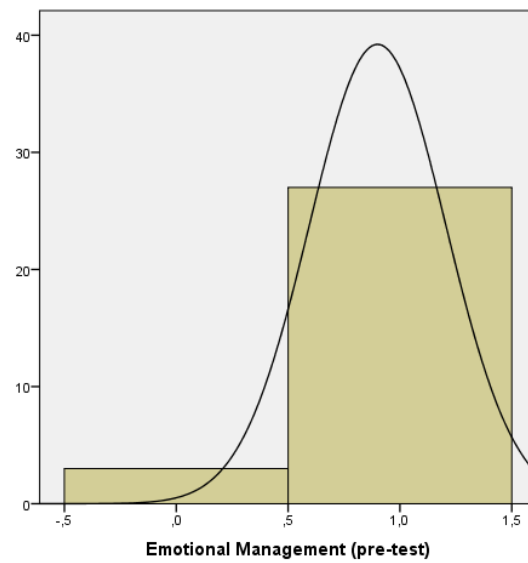
Appendix AG: Histograms (SEC)

1. Distribution of frequencies for Emotional Awareness scale



Note. Frequencies of all participants at pre-test (MEAN = 1.84; SD = 0.468, N=50)

2. Distribution of frequencies for Emotional Management scale



Note. Frequencies of all participants at pre-test (MEAN = 0.9; SD = 0.305, N=30)

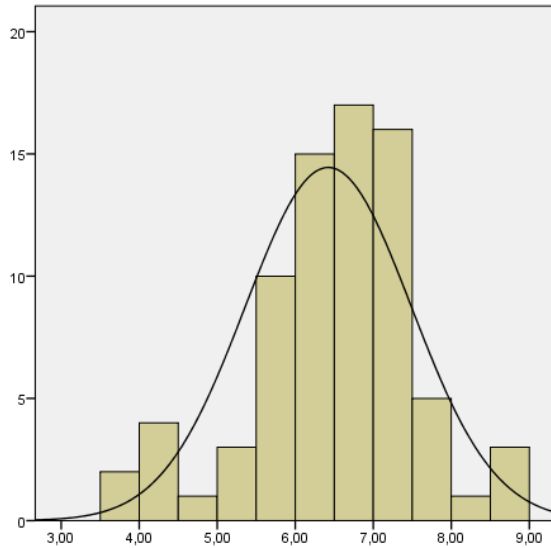
3. Distribution of frequencies for Generation of Options towards Challenging Situations scale



Note. Frequencies of all participants at pre-test (MEAN = 3.84; SD = 1.646, N=50)

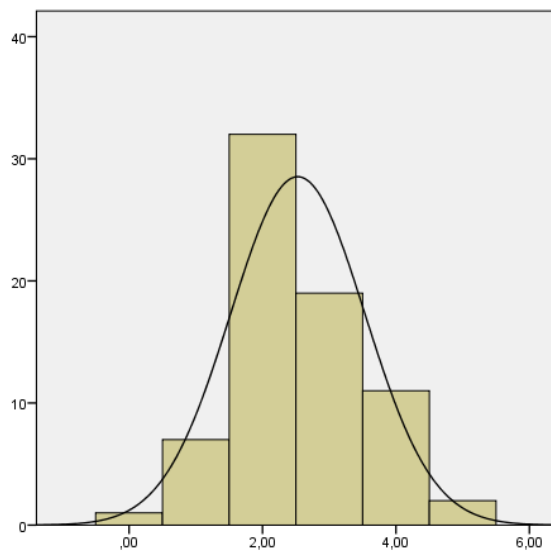
Appendix AH: Histograms (Classroom Management Self-efficacy, Knowledge and Beliefs)

1. Distribution of frequencies for Classroom Management Self-efficacy scale



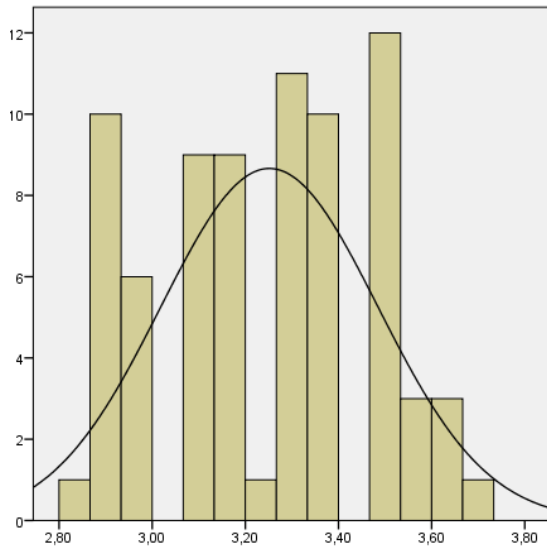
Note. Frequencies of all participants at pre-test (MEAN = 6.42; SD = 1.06, N=77)

2. Distribution of frequencies for Classroom Management Knowledge scale



Note. Frequencies of all participants at pre-test (MEAN = 2.53; SD = 1.01, N=72)

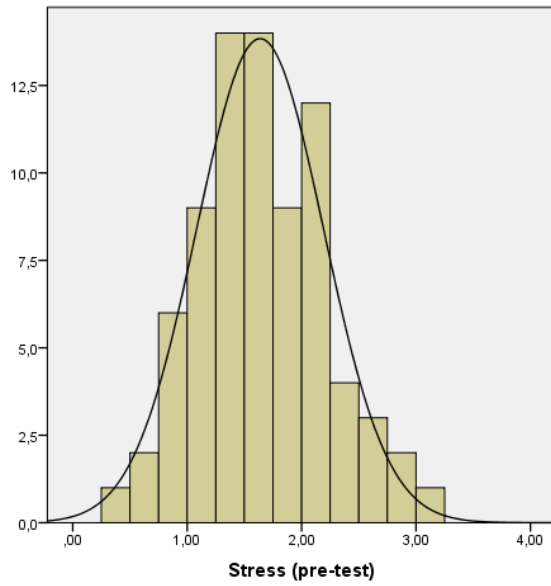
3. Distribution of frequencies for Classroom Management Beliefs scale



Note. Frequencies of all participants at pre-test (MEAN = 3.25; SD = 0.233, N=76)

Appendix AI: Histogram (Stress)

1. Distribution of frequencies for Stress scale



Note. Frequencies of all participants at pre-test (MEAN = 1.64; SD = 0.55, N=77)