**Educational Psychology**

**Master One.**

**Semester II**

**Part Four**

**Classroom Management and the Learning Environment**

**Lesson 1**

**Source:**

CHINN, A. Clark. (2011). *Educational Psychology: Understanding Students’ Thinking*. Rutgers University

ELLIOTT et. al.(2000). “Educational Psychology: Effective Teaching, Effective Learning”. Retrieved from:

[**http://www.mhhe.com/socscience/education/elliott/**](http://www.mhhe.com/socscience/education/elliott/)

**Part Four: Classroom Management and the Learning Environment**

**1 – Why Classroom Management Matters?**

* Managing the learning environment is both a major responsibility and an on-going concern for all teachers, even those with years of experience (Good & Brophy, 2002).
* A lot goes on in classrooms simultaneously, even when students seem to be doing only one task in common.
* Another reason that managing the environment is challenging is because a teacher can not predict everything

that will happen in a class.

* A third reason for the importance of management is that students form opinions and perceptions about your teaching that are inconsistent with your own.
* Students’ presence in a classroom is not a sign, in and of itself, that they wish to learn.
* Instead, students’ presence is just a sign that an *opportunity exists for teachers to motivate students to learn.*
* Some students, of course, do enjoy learning and being in school, almost regardless of what teachers do!
* Others do enjoy school, but only because teachers have worked hard to make classroom life pleasant and interesting.
* Those students become motivated because you have successfully created a positive learning environment and have sustained it through skillful management.

1. **Preventing management problems:**

* ***Focusing students on learning***.
* Even before the school year begins, you can minimize behaviour problems by arranging classroom furniture and materials in ways that encourage a focus on learning as much as possible.
* Later, once school begins, you can establish procedures and rules that support a focus on learning even more.
* ***Arranging classroom space***
* Variations exist because of grade level, the subjects taught, the teacher’s philosophy of education, and of course the size of the room and the furniture available.
* Whatever the arrangement that you choose, it should help students to focus on learning tasks as much as possible and minimize the chances of distractions.
* The “best” arrangement depends on what your students need and on the kind of teaching that you prefer and feel able to provide (Boyner, 2003; Nations & Boyett, 2002).
* ***Displays and wall space***
* All classrooms have walls, of course, and how you fill them can affect the mood or feeling of a classroom.
* Ample displays make a room interesting and can be used to reinforce curriculum goals and display (and hence publicly recognize) students’ work.
* But too many displays can also make a room seem “busy” or distracting as well as physically smaller.
* ***Computers in the classroom :***
* You need to think about computer placement early in the process of setting up a room.
* Once the location of computers is set, locations for desks, shelves, and other moveable items can be chosen more sensibly—in general, as already mentioned, so as to minimize distractions to students and to avoid unnecessary traffic congestion.
* ***Visibility of and interactions with students*:**
* Learning is facilitated if the furniture and space allow you to see all students and to interact with them from a comfortable distance.
* Usually this means that the main, central part of the room—where desks and tables are usually located—needs to be as open and as spacious as possible.
* In classrooms with young students (kindergarten), furthermore, open spaces tend to allow, if not invite, physical movement of children—a feature that

you may consider either constructive or annoying, depending on your educational goals.

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CHINN, A. Clark. (2011). *Educational Psychology: Understanding Students’ Thinking*. Rutgers University

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**Further Reading:**

RICHARDS, J & SCHMIDT, R. (2002). *Longman Dictionary of Language Teaching*

*and Applied Linguistics*. England: Pearson Education Limited

SEIFERT, Kelvin & SUTTON, Rosemary. (2009). *Educational Psychology*. Zurich : Switzerland