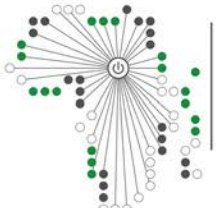

African Virtual University

Education: Education EDU13

CLASSROOM MANAGEMENT AND SUPERVISION

Ridwan Mohamed Osman

Foreword

The African Virtual University (AVU) is proud to participate in increasing access to education in African countries through the production of quality learning materials. We are also proud to contribute to global knowledge as our Open Educational Resources (OERs) are mostly accessed from outside the African continent. This module was prepared in collaboration with twenty one (21) African partner institutions which participated in the AVU Multinational Project I and II.

From 2005 to 2011, an ICT-integrated Teacher Education Program, funded by the African Development Bank, was developed and offered by 12 universities drawn from 10 countries which worked collaboratively to design, develop, and deliver their own Open Distance and e-Learning (ODeL) programs for teachers in Biology, Chemistry, Physics, Math, ICTs for teachers, and Teacher Education Professional Development. Four Bachelors of Education in mathematics and sciences were developed and peer-reviewed by African Subject Matter Experts (SMEs) from the participating institutions. A total of 73 modules were developed and translated to ensure availability in English, French and Portuguese making it a total of 219 modules. These modules have also been made available as Open Educational Resources (OER) on oer.avu.org, and have since then been accessed over 2 million times.

In 2012 a second phase of this project was launched to build on the existing teacher education modules, learning from the lessons of the existing teacher education program, reviewing the existing modules and creating new ones. This exercise was completed in 2017.

On behalf of the African Virtual University and our patron, our partner institutions, the African Development Bank, I invite you to use this module in your institution, for your own education, to share it as widely as possible, and to participate actively in the AVU communities of practice of your interest. We are committed to be on the frontline of developing and sharing open educational resources.

The African Virtual University (AVU) is a Pan African Intergovernmental Organization established by charter with the mandate of significantly increasing access to quality higher education and training through the innovative use of information communication technologies. A Charter, establishing the AVU as an Intergovernmental Organization, has been signed so far by nineteen (19) African Governments - Kenya, Senegal, Mauritania, Mali, Cote d'Ivoire, Tanzania, Mozambique, Democratic Republic of Congo, Benin, Ghana, Republic of Guinea, Burkina Faso, Niger, South Sudan, Sudan, The Gambia, Guinea-Bissau, Ethiopia and Cape Verde.

The following institutions participated in the teacher education program of the Multinational Project I: University of Nairobi – Kenya, Kyambogo University – Uganda, Open University of Tanzania, University of Zambia, University of Zimbabwe – Zimbabwe, Jimma University – Ethiopia, Amoud University - Somalia; Université Cheikh Anta Diop (UCAD)-Senegal, Université d' Antananarivo – Madagascar, Universidade Pedagogica – Mozambique, East African University - Somalia, and University of Hargeisa - Somalia

The following institutions participated in the teacher education program of the Multinational Project II: University of Juba (UOJ) - South Sudan, University of The Gambia (UTG), University of Port Harcourt (UNIPORT) – Nigeria, Open University of Sudan (OUS) – Sudan, University of Education Winneba (UEW) – Ghana, University of Cape Verde (UniCV) – Cape Verde, Institut des Sciences (IDS) – Burkina Faso, Ecole Normale Supérieure (ENSUP) - Mali, Université Abdou Moumouni (UAM) - Niger, Institut Supérieur Pédagogique de la Gombe (ISPG) – Democratic Republic of Congo and Escola Normal Superieur Tchicote – Guinea Bissau

Bakary Diallo

The Rector

African Virtual University

Production Credits

This second edition is the result of the revision of the first edition of this module. The informations provided below, at the exception of the name of the author of the first edition, refer to the second edition.

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Classroom Management and Supervision

Prerequisite courses or knowledge

Teaching methodology & General Psychology

Time

This course is supposed to be completed in 120 hours distributed in the following:

Unit 1: 20 hours

Unit 2: 40 hours

Unit 3: 30 hours

Unit 4: 30 hours

Material

You need a computer with an Internet connection

Module Rationale

The ability to manage, lead and supervise students during the learning process has been shown to be an indispensible component of effective teaching and learning, more so in Sub-Saharan Africa where the challenge of overcrowded classrooms hinders effective teacher instruction in the classroom. For the classroom to serve its purpose, the teacher must be able to establish order. This requires him/her to have the knowledge, attitude and skills necessary. He/she must be able to establish rapport with the students and their parents, involve students in the processes of establishing ground rules for behaviour and being accountable for their actions, manage transitions during instructions, and motivate students to maximize time-on-task, supervise students in their learning activities and lastly deal with students' misbehaviour effectively. This module is expected to help students master these key skills. It will also equip them with the ability to be open-minded and creative about the application of these techniques to their challenges.

Content

Course Overview

This module discusses the management and supervision skills that teachers need in order to become professionally competent. It is intended to help teachers manage and lead their classrooms in a way that the effectiveness of the instruction can be maximized. Also, it will help teachers acquire the skills. They need to supervise and guide their students in to the appropriate behaviour.

- Unit 1: discusses the theoretical foundations of classroom management and supervision.
- Unit 2: outlines the management skills and techniques that teachers use to establish classroom order and discipline.
- Unit 3: is about student motivation to learn. It discusses in detail the theories of motivation and the instructional methods that enhance students' motivation to learn.
- Unit 4: discusses a number of strategies of behaviour management. Also, means to deal with a variety of student misbehaviour are presented.

Course Outline

Unit 1: Foundations of classroom management and supervision

Factors influencing student behaviour and learning

Approaches to classroom management

Understanding students' basic needs

Principles of classroom supervision

Unit 2: Classroom management skills and techniques

Creating positive classroom environment

Classroom organization

Interpersonal relationships in the classroom

Managing and conducting learning activities

Choosing rules and procedures

Unit 3: Student motivation

Effect of motivation on student behaviour and learning

Theories of motivation

Methods to promote student motivation

Unit 4: Approaches for managing student behaviour

Behaviour management approaches

Assertive discipline refers to discipline with dignity

Peer mediation

1-2-3 Magic

Unified Discipline

Dealing with student misbehaviours

Graphic Organizer

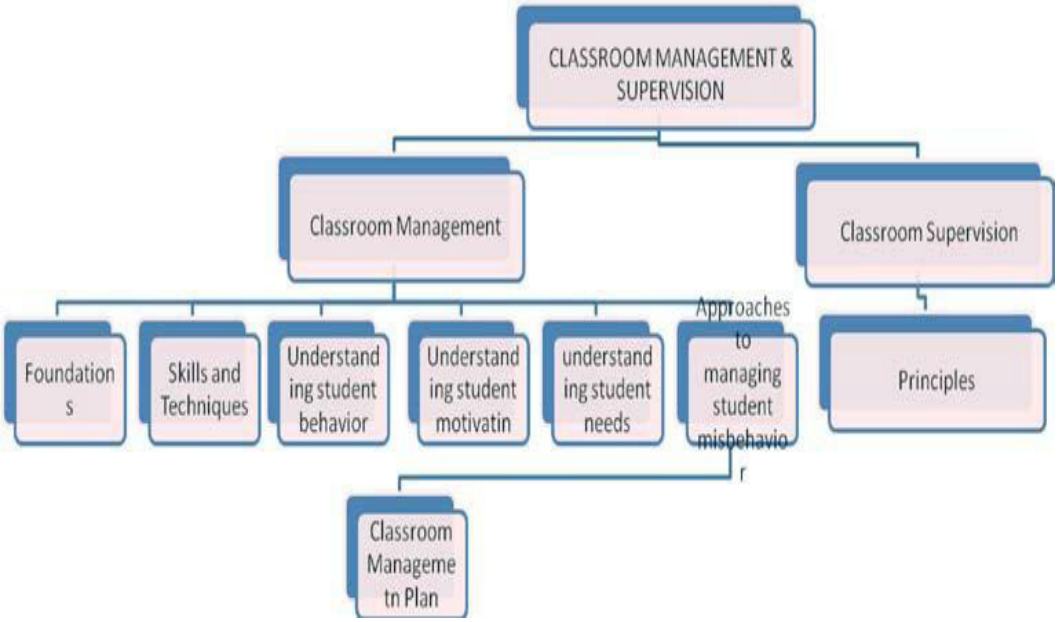

Figure 1 Graphic Organizer

Objectives

General objectives

By the end of this module you should be able to;

a) Evaluate students' personal/psychological and learning needs

b) Promote the ability to manage student learning and behaviour, supervise their work and respond effectively to student misbehaviour

c) Develop the ability to establish positive interpersonal relationship with the students and their parents.

d) Implement instructional methods that facilitate students' optimal learning and maximum time on task.

e) Establish classroom organization and environment that would contribute to students' effective learning

f) Apply a wide range of techniques aimed at monitoring and correcting students' inappropriate behaviour.

g) Develop a classroom management plan appropriate for their subject of specialization

Specific learning objectives

Unit No.	Unit title	Specific objectives
1.	Foundations of classroom management and supervision	Explore students' notion of classroom management and how their attitudes and past experiences influence their performance in the classroom Identify the extent of student misbehaviour and the reasons behind Define comprehensive classroom management Develop and apply methods to dis- cover students' basic physiological and psychological needs Develop the skills of supervising students' behaviour to ensure their success and prevent behaviour problems

2.	Classroom management skills and techniques	Organize the classroom's physical setting and environment effectively Establish positive teacher-student relationships Create positive peer relationship among the students Communicate positively with parents Plan and conduct classroom learning activities effectively and smoothly Develop, by involving students in the process, rules and procedures that facilitate the smooth-running of the classrooms and minimize disruptions Understand the elements of classroom environment that are conducive to student appropriate **behaviour**

3.	Student motivation	Describe the effects of students' motivation on their learning and behaviour Explain the meaning and implication of theories of motivation Implement variety of instructional methods that improve students' motivation and learning
.	Approaches for managing student behaviour	Develop strategies to deal with students' non-disruptive, disruptive and violent behaviours Explain the objectives and applications of each of the following behaviour management approaches in the classroom Assertive discipline Discipline with dignity Peer mediation 1-2-3 Magic Unified Discipline

Teaching and Learning Activities

Pre-assessment

Assessment of students' prior knowledge

Rationale: Effective teachers need to determine students' level of knowledge before they start their formal instruction. This information helps them in planning their instructional program according to the needs and abilities of the students. You are going to do a short test that will be used for this purpose. Please do it as effectively as you can without putting much strain on yourself. Circle the correct option for each statement.

Questions

T or F

1) In a well-managed classroom, you will find all students seated for most of the class time.

T or F

2) Family background profoundly influences students' behaviour in the classroom

T or F

3) Comprehensive classroom management involves using organizational and group management methods that maximize on-task student behaviour.

T or F

4) Teachers need to understand the basic needs of their students before implementing any classroom management strategy

T or F

5) Students need to be taught social and work skills in the same manner that they are taught academic subjects.

T or F

6) Involving students actively in classroom activities leads to widespread misbehaviour in the class

T or F

7) Well-spaced, large classroom area is necessary for an effectively managed classroom

T or F

8) A student who is intrinsically motivated engages in an activity for its own sake and does not need external reinforces

T or F

9) To maintain effective classroom management, teachers need to constantly motivate students

T or F

10) Seating in traditional rows can serve the purpose of most of the instructional methods we engage in secondary schools

T or F

11) Transitions are periods of time in which students are highly engaged in the learning activities teachers provide.

T or F

12) Rules are guidelines that set expectations for student behaviour.

T or F

13) Verbal signals can be used to effectively direct students' attention.

T or F

14) The philosophy behind the discipline with dignity approach is that dealing with student behaviour is part of teacher's responsibility.

T or F

15) The assertive discipline approaches is based on the assumption that student behaviour, whether good or bad, is a choice.

Answer Key

1. F
2. T
3. T
4. T
5. T
6. F
7. F
8. T
9. T
10. F
11. F
12. T
13. F

14. T

15. T

Pedagogical Comment for the learners

This test is based on your general knowledge about classroom management. Those of you who had special prior training on the subject are at special advantage to score well in this test. Any student who scores below 30% is recommended to do some reading on the subject before proceeding to do this module.

Appendices

Key Concepts (Glossary)

Behaviouristic approach: A behaviour modification approach that is intended to modify the behaviours of humans in the desired manner. It is based on the principles of learning.

Classroom organization: The way teachers arrange the resources in the classroom for the most effective use.

Classroom: The way teachers organize and structure their classrooms for the purpose of maximizing student cooperation and engagement and minimizing disruptive behaviour.

Classroom supervision: Teachers' continuous monitoring of student behaviour and learning in the classroom.

Comprehensive classroom management: Involve the complete and complementary strategies that teachers use both to deal with and prevent student misbehaviour.

Counselling approach: A way of providing students, through confidential relationships, with space that allows them to voluntary explore the issues surrounding the misbehaviour that they are engaged in.

Engagement: The time students spend actively in learning academic material

Extrinsic motivation: Extrinsic motivation refers to motivation that comes from outside an individual.

Feedback: Information given to students about their performance by their instructors.

Intrinsic motivation: Motivation comes from within based on personal interests, desires, and need for fulfilment.

Learning activity: Organized course of action that are intended to enable the students achieve the learning objectives that have been set for them.

Motivation: The forces either within or external to a person that arouse enthusiasm and persistence to pursue a certain course of action.

Pacing: The fit between the rate of presentation of information and the students' ability to comprehend it.

Principles: Define the positive attitudes and expectations for long term behavioural growth, like showing respect and caring about others.

Procedures: Tell students how to perform routine instructional and housekeeping tasks.

Rules: Guidelines that set expectations for student behaviour.

Student motivation to learn: students' desire and willingness to participate in the learning process.

Student supervision: the guidance and instructions that teachers give students while they are engaged in learning activities, both in and outside the classroom setting.

Transition: The time between two learning activities.

List of Compulsory Readings

Reading 1: Creating positive classroom environment

Complete reference: http://sitemaker.umich.edu/keldenn/chapter_7

Positive classroom environment

A positive

Abstract: Classroom environment, as many may conceptualize initially, is more than the physical setting in which learning is supposed to take place. It denotes the atmosphere that surrounds the classroom. A classroom environment in which students feel comfortable to take the intellectual adventures they dire so much is necessary for student growth and development. The article discusses eight benchmarks that the author argues are indispensible components of positive classroom environment. The article continuously refers to a student teacher as an example to illustrate the principles it discusses.

Rationale: It is imperative that teachers understand the type of classroom environment that students need to thrive and flourish both intellectually and socially. This article will help you understand this issue comprehensively.

Reading 2: Arranging the Physical Environment of the Classroom to Support Teaching/ Learning

Complete address:

http://education.odu.edu/esse/docs/classroomenvironments.pdfhttp://education.odu.edu/esse/docs/classroomenvironments.pdf

http://education.odu.edu/esse/docs/classroomenvironments.pdf

Abstract: Arranging the physical environment of the classroom is one of the most important ways to improve the learning environment and prevent behaviour problems before they actually occur. Research on classroom environment shows that the physical arrangement of the classroom affects both the behaviour of teachers and students. The article discusses the importance of a well-arranged classroom and gives guidelines on how to achieve this.

Rationale: Teachers need to understand the principles of classroom arrangement. They need to know different methods of arranging their classrooms so that they can achieve their instructional objectives in an efficient manner. The article helps teachers understand the physical characteristics of well-arranged classrooms so that they can mirror their own classrooms in the light of these benchmarks.

Reading 3: Involving parents in the education of their children

Complete Address:

http://www.kidsource.com/kidsource/content2/involving_parents.htmlhttp://www.kidsource.com/kidsource/content2/involving_parents.html

http://www.kidsource.com/kidsource/content2/involving_parents.html

http://www.kidsource.com/kidsource/content2/involving_parents.html

Abstract: Involving parents in the education of their children is of high importance. Research shows that parental involvement greatly contributes to many aspects of the children's learning. The paper gives teachers ways to involve parents, reach them and encourage an active role in the leaning of their children.

Rationale: Effectively managed classrooms and schools make the involvement of parents in the education of their children a priority. Teachers need to understand the importance of this. They also need to have the skills of communicating to parents, encouraging them to play an active role in the learning of their children. This reading discusses this issue in detail.

Reading 4: What research says about parent involvement in children's education

Complete address:

https://www.dupage.k12.il.us/_includes/services/pdf/Final_Parent_Involvement_Fact_Sheet_14732_7.pdfhttps://www.dupage.k12.il.us/_includes/services/pdf/Final_Parent_Involvement_Fact_Sheet_14732_7.pdf

https://www.dupage.k12.il.us/_includes/services/pdf/Final_Parent_Involvement_Fact_Sheet_14732_7.pdf

Abstract: This short reading material summarizes what research says about pa- rental involvement in children's education. The summary discusses the type of parental involvement that is most effective, its impact, factors of parental involvement and types of parental involvement.

Rationale: The summary exposes teachers to the results of current research on parental involvement in children's education. This gives teachers a chance to link their practice to research in education.

Reading 5: Successfully managing student transitions

Complete address:

https://www.odu.edu/content/dam/odu/col-dept/cdse/docs/6-transitions.pdfhttps://www.odu.edu/content/dam/odu/col-dept/cdse/docs/6-transitions.pdf

https://www.odu.edu/content/dam/odu/col-dept/cdse/docs/6-transitions.pdf

Abstract: Transitions are critical periods in the classroom teaching. They are natural part of classroom teaching, as most of the teaching conducted in a single period usually involves a variety of activities. If not managed effectively, transitions can become a major waste of time and causes of disruptive behaviour in the classroom. The paper presents a variety of preventive and situational skills aimed at ensuring that transitions run smoothly.

Rationale: In classroom management, it is necessary that teachers have the skills to manage transitions smoothly. The way teachers handle this period of time between sessions will seriously influence the quality of the teacher's classroom management, and thus the quality of instruction and learning in the classroom.

Reading 6: A comprehensive study identifying the most effective classroom management techniques and practices.

Complete address:

http://www.uwstout.edu/lib/thesis/2002/2002kaliskap.pdfhttp://www.uwstout.edu/lib/thesis/2002/2002kaliskap.pdf

http://www.uwstout.edu/lib/thesis/2002/2002kaliskap.pdf

http://www.uwstout.edu/lib/thesis/2002/2002kaliskap.pdf

Abstract: The study aims at exploring and identifying the most effective strategies to manage student behaviour in the classroom. The study provides a comprehensive review of the literature dealing with classroom management and means to promote positive student learning.

Rationale: As a result of reading sections of this study, students will gain an insight of how classroom management evolved throughout time and the most effective strategies that have been identified so far. The recommendations provided at the end of the study will be useful to all teachers.

Reading 7: Motivation

Complete reference:

http://en.wikipedia.org/wiki/Motivationhttp://en.wikipedia.org/wiki/Motivation

http://en.wikipedia.org/wiki/Motivation

Abstract: The article starts by giving short definition of what motivation is. A large portion of the article is dedicated to the different types of theories of motivation, and how each is applied. It also discusses ways of controlling motivation. The applications of motivation to business and education are briefly summarized in the last section of the article.

Rationale: This article will give students an understanding of motivation and the different theories that have been developed to explain the abstract. In addition, it will help students reflect on ways to control motivation and apply the principles underlying it.

Reading 8: Motivating students

Complete address:

https://cft.vanderbilt.edu/guides-sub-pages/motivating-students/https://cft.vanderbilt.edu/guides-sub-pages/motivating-students/

https://cft.vanderbilt.edu/guides-sub-pages/motivating-students/

Abstract: Students gain the most out of leaning in the classroom when they are motivated enough. The article focuses on student motivation to learn. The article also discusses the aspects of teaching that enhance student motivation to learn. Strategies that can help teachers motivate students are given and explained.

Rationale: Teachers need to design their classes and instructional techniques in a way that enhances students' motivation to learn. This will make easier for the teacher to manage the class smoothly and effectively. The article will give students ways of making their instruction in the classroom motivating to all students.

List of Useful links

Useful link 1: Classroom Management Resource

https://www.prevention.org/resources/.../ClassroomManagementStrategies

URL:

http://www.calstatela.edu/faculty/jshindl/cm/ http://www.calstatela.edu/faculty/jshindl/cm/

Description: The site, run by the California State University in the United States, contains some helpful resources that would enable students widen their horizon and get exposed to literature on classroom management. The web page provides information concerning classroom management styles, student motivation and self-esteem, and other strategies that can be used to deal with student misbehaviour.

Rationale: The link gives some valuable information concerning classroom management. It is expected that it would be of great use to the learners.

Useful link 2: Classroom Management Archive

URL: http://www.educationworld.com/a_curr/archives/classmanagement.http://www.educationworld.com/a_curr/archives/classmanagementshtml

Description: This link provides some useful information concerning classroom management. The contents of the website include classroom management tips, establishing classroom rules and rewards, problem solving tips, and to solve student misbehaviour such as bullying and teasing.

Rationale: The link is useful to the students, as it gives them chance to see a variety of classroom management resources. The tips gained as a result of reading the resources in the website may help them improve their understanding and skills of classroom management.

Useful link 3: Classroom Management

URL: http://en.wikipedia.org/wiki/Classroom_managementhttp://en.wikipedia.org/wiki/Classroom_management

http://en.wikipedia.org/wiki/Classroom_management

http://en.wikipedia.org/wiki/Classroom_management

Description: The link gives a brief explanation of what classroom management is and why it is important to teachers. It also indicates the other concepts that are related to the concept. The site also discusses the approaches used in classroom management.

Rationale: The link gives students a brief reading on classroom management. This gives them an overview of what classroom management is.

Useful link 4: Classroom Management Ideas

URL: http://www.teachingideas.co.uk/more/management/contents.htmhttp://www.teachingideas.co.uk/more/management/contents.htm

http://www.teachingideas.co.uk/more/management/contents.htm

http://www.teachingideas.co.uk/more/management/contents.htm

Description: The link provides students with some ideas concerning effective classroom management techniques. The ideas are defined in a summary form.

Rationale: It is hoped that the link with help students have an idea of a variety of concepts and methods that can be used to effectively manage classrooms of optimum learning.

Multimedia resources

https://www.questar.org/.../Classroom-Management-and-Behaviour-Strate...used for classroom management. Scribe will do a quick ... Effective Classroom

www.usc.edu/.../PDFs/.../classroom...

University of Southern California

Classroom Management: A California Resource Guide was developed and produced by the Los Angeles County Office of. Education, Division of Student...

The Importance of Effective Classroom Management..... with professional development schools, education resource centres, or institutions of higher

http://www.nichcy.org/toolkit/pdf/SchoolwideBehaviourSupport.pdf. Christle ...

https://msu.edu/~dunbarc/dunbar3.pdf Michigan State University

files.peacecorps.gov/.../pdf/.../M0088_Classroom_Mgmt.pdf

Peace Corps by I Book

Learning Activities

Learning activity 1: Foundations of classroom management

[PDF]Rules. Rules are the foundation of effective classroom management

www.roseburg.k12.or.us/depts/ss/pbs/documents/Rules_000.pdf

www.isna.net/.../umima_baig_-_teacher...

Islamic Society of North America

Foundation in a school, a system for classroom management easily emerges. When we look around in the world at all the different creations of Allah subhaana ...

www.mdrc.org/publication/using-classroom-management...and.../file-full

finalimpactandimplementationfindingsfromthe foundations

Foundations of effective ….

www.siue.edu/.../foundation(2)...

Southern Illinois University Edwardsville

Classroom Management. 1. Manage a multilevel classroom effectively. 2. Use cooperative learning structures as appropriate. 3. Use effective communication...

files.eric.ed.gov/fulltext/ED5

43769.pdf

www.hec.gov.pk/.../Classroom...

Higher Education Commission of Pakistan

With these foundations in place, the Higher. Education Commission ....Learning theories and classroom management (4 weeks/12 hours). Week # ....

Note: The PDF versions of each of these books can be read online for free from the websites ..

Specific learning objectives

- Explore students' notion of classroom management and how their attitudes and past experiences influences their performance in the classroom
- Analyse the factors influencing students' behaviour
- Evaluate classroom management
- Discuss the relationship between classroom management and teachers' professional needs
- Develop methods to discover students' basic physiological and psychological needs

Summary of the learning activity

In this learning activity, you will be introduced to the module by exploring the need for effective classroom management and supervision and the justifications put forward for the training of teachers in this area. In addition, you will be exposed to the concept of comprehensive classroom management and how it is related to the professional needs of the teachers. After that, methods to discover and effectively respond to the needs of students will be discussed. Lastly, means to supervise students toward their success in their studies will be highlighted. The activities which are intended to enable you achieve the above-stated objectives are organized in the following way;

1) Introduction to the content

   a) Factors influencing student behaviour and learning

   b) Approaches to classroom management

   c) Understanding students' basic needs

   d) Principles of classroom supervision

2) Personal Experience

3) Determining students' basic psychological needs

4) Understanding teachers' perspective on students' academic needs

Key concepts

- Comprehensive classroom management
- Counselling approach
- Behaviouristic approach
- Classroom supervision
- Hierarchy of needs

Introduction to the content

One of the most common concerns of parents, students, teachers and educational administrators regarding schools involves lack of student discipline. In addition, the greatest challenges teachers face in their profession is how to manage their demanding classes, which are sometimes overcrowded and lack sufficient learning and teaching aides. Teachers often complain of their students' inattentiveness, lack of effort, disruptive behaviour, and general lack of cooperation, which are all obstacles to effective classroom instruction. Whether the source of the problem is the students, the society or the teachers themselves, teachers always strife to overcome these seemingly impossible circumstances. They want to run effective and stress-free classrooms that cater to the needs of the students and the society as a whole. However, good classrooms whose students are highly involved in learning activities and which are free from disruption and chronic misbehaviour are not accidental. Neither can they be achieved with minimum skills and effort. This requires that teachers have clear ideas of what classroom conditions and student behaviours are needed for effective learning, and they must try very hard to produce these conditions and behaviours.

Classroom management requires that the teachers plan, implement, evaluate, improve and maintain effective classroom management procedures throughout their profession. Comprehensive classroom management involves not only res- ponding effectively to the problems that arise during teaching, but also preventing them from occurring frequently. This will require them to understand and put into practice a number of underlying skills. The following skills have been underlined as being at the core of effective classroom management:

a) Developing a solid understanding of students' personal/psychological needs.

b) Establishing positive teacher-student and peer relationships that help meet students' psychological needs.

c) Developing the skills of supervising students' into the appropriate behaviour.

d) Implementing instructional methods that facilitate optimal learning by responding to the academic needs of individual students and the classroom group.

e) Using organizational and group management methods that maximize on-task student behaviour

f) Using a wide range of counselling and behavioural methods that involve students in examining and correcting their inappropriate behaviour

In addition, teachers should have the ability to critically examine the manifold methods of implementing classroom management and adopt them to their own teaching styles, learning goals, students' needs, and other context variables. They should be aware of the fact that there is no universal panacea to all the potential problems that can disrupt learning in the classroom.

Learning activity

Classroom management can be defined as all the things that teachers do to or-organize students, space, time and materials so that instruction in content and student learning can take place. In the following table, write down the actions or behaviours that teachers and students do predominantly in well-managed classrooms.

	Teachers' behaviours or actions	Students' behaviours or actions
1		
2		
3		
4		
5		
6		
7		
8		
9		
10.		

Factors influencing student behaviour

While in the classroom, students engage in variety of activities. Their behaviour either helps them learn the predesigned instruction conducted by the teacher or it hinders the learning process. Before we set out to analyze the manifold social and school factors influencing student behaviour, let's examine a simple classification of student behaviour.

a) On-task behaviour

Students who cooperate with the teacher and do what their teacher planned for them to do display on-task behaviour. Students can be on-task both during allocated time and transition time. When students remain on-task during allocated, they are said to be engaged.

b) Off-task behaviour

When a student is not attempting to follow the instructions of the teacher and not engaged in disruptive behaviour, his/her behaviour can be described as being off-task.

c) Disruptive behaviour

When the behaviour of a student is not only off-task but also prevents or discourages other students from being on-task, that behaviour is described as being disruptive. Disruptive behaviours are the sources of most of teachers' fears and worries.

For students to be successful in their studies, they should maximize their on-task behaviour and minimize their off-task and disruptive behaviour. The teacher must be equipped with the skills necessary to achieve this goal.

Now, let's examine the factors influence students to be involved in certain types of activities. Understanding this will help us find effective strategies to deal with student misbehaviour.

Social factors influencing student behaviour

Although teachers cannot directly alter the social factors that contribute to students' behaviour, understanding them will enable teachers to place students' failure and disruptive behaviour in perspective and to create environment that reduces rather than intensify their effects. Research has proved that student behaviour in the classroom is greatly influenced by factors outside the classroom. The following social factors have been noted to be of paramount importance:

i) Family structure and stability

ii) Poverty

iii) Child abuse and negligence

iv) Work of parents

vi) Student drug use

School factors influencing student behaviour

Studies have shown that teachers and schools make dramatic differences in the lives of many children. The extent to which children lean academic material, how they feel about themselves as learners and how responsibly they behave are significantly influenced by what happens in the schools. Teachers have control over many factors that significantly influence the achievement and behaviour of students. The following is a list of the school factors that can exert influence on students' behaviour.

Identify the social/classroom factors influencing certain student misbehaviours

II) Approaches to classroom management

Because the approaches to classroom management have changed dramatically, teachers are bombarded with wide range of methods for responding to unproductive student behaviour. This causes many teachers not to be able to apply the skills they learn to their own classrooms. Teachers cannot achieve effective classroom management skills unless they develop a thoughtful, well-articulated perspective on the various methods and use this as a basis for developing their own philosophy and practice. The following section discusses four classroom management concepts that would serve as appropriate starting point.

The counselling approach

During the 1960s and 1970s, the emphasis in dealing with student behaviour was on discipline. Teacher training in classroom management focused on what to do after students misbehaved. Most of the methods that were common at that time focused on understanding students' problems and helping them better understand themselves and work cooperatively with adults to develop more productive behaviours.

Behaviouristic methods

As social uneasiness rose about disruptive behaviour of students, the focus of classroom discipline moved in the direction of teacher control. This increased attention to discipline was associated with the development and popularization of behaviouristic methodology. From that time on, most of the courses aimed at helping teachers cope with disruptive behaviour focused on almost exclusively behaviour modification techniques. Teachers were taught to ignore inappropriate behaviour while reinforcing appropriate behaviour, to write contracts with students, and use time-out procedures. Teachers learned to state general behavioural expectations, quietly and consistently to punish disruptive students, to provide group reinforcement for on-task behaviour.

Teacher effectiveness

This approach started to gain popularity in the early 1990s. It emphasized not what teachers did in response to student misconduct, but rather how teachers prevented or contributed to student misbehaviour. The teacher effectiveness approach focused attention on three sets of teacher behaviours that influence students' behaviour and learning: 1) teachers' skill in organizing and managing classroom activities 2) teachers skill in presenting instructional material and 3) teacher student relationships.

Comprehensive classroom management

Comprehensive classroom management argues that teachers should be trained thoroughly in all aspects of the topic. It assumes that teachers' inability to deal effectively with student misbehaviour stems from the fact that most of the training courses in the area focused on one or few aspects. Research on staff development suggests that to implement new material into their own classrooms, teachers need both a solid theoretical understanding of the material and practice in specific methods or strategies. Review of the literature on classroom management suggests that five major factors or skill areas are associated with classroom management.

1) Classroom management should be based on solid understanding of current research and theory in classroom management and on students' personal and psychological needs.

2) Classroom management depends on establishing positive teacher-student and peer relationships that help students' basic psychological needs.

3) Comprehensive classroom management involves using instructional methods that facilitate optimal learning by responding to the academic needs of individual students and the classroom group.

4) Comprehensive classroom management involves using organizational and group management methods that maximize on-task student behaviour.

5) Comprehensive classroom management involves the ability to use a wide range of counselling and behavioural methods that involve students in examining and correcting their inappropriate behaviour.

III) Student basic needs

Teachers are usually frustrated by their inability to determine the source of disruptive behaviour that distracts students from learning. When asked to describe why children misbehave, they usually include in their responses such factors as poor attitude, poor home environment, lower IQ, lack of parental support, or medical or emotional problems. In response to students' misbehaviour, most teachers merely coax or bribe the students into behaving more appropriately or remove or punish them when misbehaviour occurs. Teachers thus absolve them- selves of responsibility for student misbehaviour. In this respect, teachers are me- rely a reactive force rather than proactive.

Even though it is true that student behaviour is influenced by factors outside the school environment, studies on school and teacher effectiveness have demonstrated that teachers and schools have a major impact on how students behave and learn and on how they feel about themselves. One assumption that is at the heart of effective classroom management is to believe that almost all students can function productively in a classroom and to consider what classroom variables can positively affect student leaning and behaviour.

In this section we will study closely the basic physiological and academic needs of students that must be met for students to behave in a positive, productive manner. The focus will be on the needs that, when met within the school setting, enhance positive student behaviour and thereby facilitate learning.

A) Physiological needs

Psychologists have argued that all behaviour is caused by either environmental factors or by individuals attempting to meet a need.

One approach to understanding children's unproductive school behaviour suggests that most unproductive student behaviour is response to children not having their basic needs met within the environment in which the misbehaviour occurs. Considerable theoretical work and research support this contention. This explanation also has the advantage of placing the teacher in a creative and exciting position. Rather reacting to the unfavourable behaviour, the teacher controls a wide variety of factors that influence student behaviour.

The contention proposed by social psychologists concerning the role of mode- ling in the development of behaviour puts teachers at a critical position in the life of the student. Also, behaviourists believe that individual's behaviour is determined by a pattern of rewards and punishments to which the person is exposed to, an assumption which gives teachers the ability to shape the behaviour of the student. Because teachers have the ability to provide good models and control what is to be punished or reinforced, they can affect student behaviour permanently. Similarly, by helping to create classroom norms and procedures that encourage students to behave in a positive, supportive manner, teachers can create classroom settings in which the majority of the students serve as effective models for the few students who may initially lack desirable attitudes and behaviours.

Some writers view undesirable student behaviour as a skill deficit. This view implies that students who act aggressively on the playground lack the skills to make appropriate contact with peers, to handle the inevitable frustrations and conflicts that arise, and to solve problems. Similarly students who are not on-task during instructional time may lack the skills in understanding or organizing the work, using self-talk to handle frustration, or knowing how to obtain assistance. This model suggests that students need more than reinforcement for appropriate behaviour and negative consequences for inappropriate behaviour. In addition, they need to be taught social and work skills in the same manner that they are taught academic subjects.

Various writers have attempted to categorize and describe basic psychological needs that exist for children at different stages of their development. Understanding these needs can help educators better understand student behaviour. This understanding allows us to become less emotional and defensive about unproductive student behaviour and instead to consider ways to alter this behaviour by more effectively meeting student needs within our classrooms and schools.

Rudolf Dreikurs

Dreikurs centered his ideas for working with children on the belief that children have basic needs that must be socially accepted. In his work with Casel (Dreikurs and Casel, 1972), he argued that a misbehaving child is only a discouraged child trying to find his place and who is acting on the fault logic that misbehaviour will give him the social acceptance he deserves.

Dreikurs describes four goals associated with children's misbehaviour: attention- getting, power, revenge and displays of inadequacy. He suggests that when a child is denied of the opportunity to gain status through his/her positive contributions, he/she will usually seek proof of his status in class through getting attention. If adults do not give the student this attention he/she demands, the child will seek power. If the child again fails to power as result of the power exerted by the teacher, he/she will become deeply discouraged and will seek revenge. Dreikurs suggest that a child who has tried passive destructive forms of attention-getting in order to achieve the feeling of belonging may eventually become so deeply discouraged that he gives up hope and expects only failure and defeat. Dreikurs argues that the teacher must learn ways to identify which of the four mistaken goals the student is seeking and ways to respond to help the students return to the positive involvement in the regular classroom.

Erik Erikson

In his well-known conceptualization of the eight stages of human development, Erikson postulates that elementary age-children are in the stage he labels 'industry versus inferiority'. In this stage, children must move away from playing make-believe and develop an ability to produce things. In this stage, children must learn to do something and develop a sense of their own. In the school children must be given the opportunity to view as competent and on having this competence verified and expanded through meaningful contact with other people. Teachers can assist in meeting these student developmental needs by ensuring that all students

1) Understand the work they are being asked to do

2) Can successfully complete the work they are doing

3) Monitor and chart their progress

4) And receive positive feedback from other people for their efforts and accomplishments

In addition to understanding the theories that deal with children's needs, secondary school teachers must be aware of the needs of adolescents. Erikson describes the next developmental stage-that experienced by adolescents-as the search for a sense of identity. During this stage adolescents experience

- A dramatic increase in self-consciousness
- Lowered self-esteem
- Imaginary audience (as if everybody is observing them)
- Personal fable (the view that themselves and their personal problems are unique)
- Critical and subjective look at their world

Abraham Maslow

Maslow's concept of human needs is the most comprehensive theory and incorporates the key components of many theories and in a form that allows teachers systematically to assess and respond to students' needs. Maslow suggests that there is a hierarchy of basic human needs and that lower-level needs generally take precedence over higher-order needs. His hierarchy of needs is clearly depicted by figure 1.

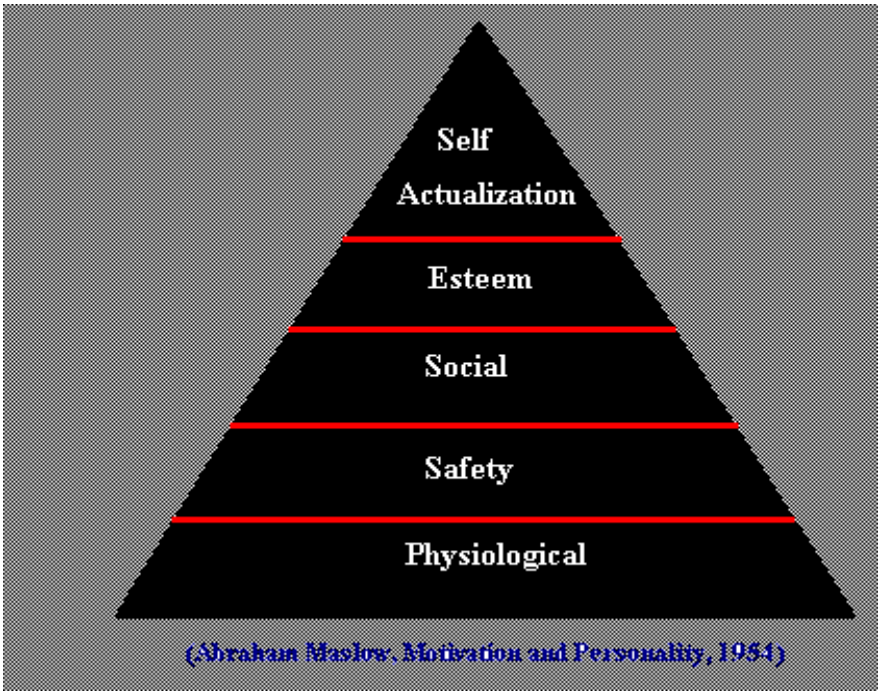

Figure 1: Abraham Maslow's Hierarchy of needs

Maslow's theoretical position is that people are basically good and that they have an innate need to be competent and accepted. Unproductive behaviours, therefore, not viewed as an indication of bad child, but rather as a reaction to frustration associated with being in a situation in which one's basic needs is not being met. Maslow suggests that these needs cannot be met without assistance from other people. He suggests that only when the basic needs are being met, can the individual be motivated by self-actualization or the need to take risks, learn and attain one's fullest potential.

Physiological needs

Since the school provides shelters with heat, water and sometimes food, it can be easily assumed that students' physiological needs are being met in the schools. Nonetheless, many schools in Sub-Saharan Africa fail to sensitively respond in many subtle ways to students' physiological needs and thereby unwittingly cause varying degrees of unproductive students' behaviour.

The following is a list of the different components of students' physiological needs.

- Food
- Light
- Sound
- Temperature
- Design
- Classroom and school environment
- Auditory learning preference
- Kinesthetic learning preference

- Visual learning preference
- Intake
- Time
- Mobility
- Pacing of learning activities

Safety and security

Certainly the most basic aspect of safety and security is that students feel safe from physical harm when going to and from school and when they are in the premises of the school. It is important that schools respond to this need by providing adequate supervision by caring adults and by developing procedures for working effectively with children to confront situations in which this need is not being met. In addition to ensuring that students are safe from physical abuse by peers, schools must ensure that students are safe from physical abuse by adults. If teachers wish to create schools in which children experience a sense of physical and psychological safety, they must ensure that their behaviour and that of their colleagues do not violate this important human need.

Need for belonging and affection

Experiencing a sense of belongingness and affection is an important psychological need. In addition to being important in itself, this feeling is a key ingredient in feelings of both safety and respect for others. We have all, at one time or another, been in a situation in which we felt we did not belong and that other people in the environment did not feel any affection for us. Teachers must realize that children experience these same feelings when they are involved in a setting where they feel they do not belong. Since the self-identity of children is less defined than that of adults and they are consequently more dependent on outside influences, it is highly likely that they experience the feeling more intensely than we do. Research suggests that individual's behaviour in a group is significantly influenced by the degree to which the person views other group members as liking him/her. The peer group is extremely important to most of children, and the extent to which students experience acceptance or rejection from the group can dramatically influence their behaviour and personality. Consequently, providing disruptive students with a sense of belongingness and affection has got a therapeutic value by itself.

Need for self-esteem

Self-esteem can be defined as the general positive or negative behaviour one holds of oneself. Therefore, whether a student has positive or negative self-esteem will depend on the extent to which the previously discussed needs are met. All individuals have got a strong need to experience a sense of significance, importance, and power, and thereby to have basically self-esteem. Many research findings indicate that individuals with high self-concepts achieve more effectively than do those with poor self-concepts.

Need for self-actualization

In Maslow's conceptualization, self, actualization refers to each person's intrinsic need to reach his/her potential and to express him/herself completely and creatively. The existence of this need is in children's curiosity, in their need to understand their environment and in their need to express themselves creatively, whether by building a tree house or painting a picture. Though it is important that schools cater to students' basic needs, it is necessary that they provide them settings that encourage this higher-level need. Many educationists argue that we live in a rapidly changing society, in which the skills and knowledge students acquire in the schools will be out-dated by the time they are adults. It appears therefore that the most effective and useful skills that teachers should help children acquire are skills in creatively analyzing situations and making effective decisions. These skills are closely associated with the need to experience self-actualization.

B) Academic needs

Even though meeting students' psychological and physiological needs will make dramatic difference in how they behave in school settings, it is also imperative that educators consider the extent to which instructional methods respond to needs that are uniquely important when individuals are involved in learning new information. Jones and Jones (1990) provide a comprehensive categorization of students' academic needs, which, as they say, is based on research on student learning and motivation. The following are the 13 academic needs which they produce.

- Understand and value the learning goals
- Understand the learning process
- Be actively involved in the learning process
- Relate subject matter to their own
- Take responsibility for their own learning, setting goals and/or following their own interests
- Experience success
- Receive realistic and immediate feedback that enhance self-efficacy
- Receive rewards for performance gains
- See learning modelled by adults as an exciting and rewarding activity
- Experience an appropriate amount of structure
- Have time to integrate learning
- Have positive contact with peers
- Receive instruction matched to their cognitive and skill level and learning style

In the following section, each of these needs will be discussed in brief. In each case, students are encouraged to think of ways to respond to the said need in the classroom.

1. Learning goals

People are more likely to become actively involved in activities that have a clear goal. Similarly, children will drive more satisfaction and enjoyment from an activity that has a definite aim. Research has also indicated that students achieve better when they are presented with specific learning goals.

2. The learning process

Associated with the importance of teachers' clarifying instructional goals and objectives is the concept of teachers helping students better understand the educational process. Teaching is far different from other technical professions, like medicine and engineering, where the expert has too complex in- formation that the client cannot fathom. The teaching profession is one in which the more the process is demystified and clarified for the clients (students), the better they will be able to care for their own long-term needs.

Students' motivation can be increased dramatically by providing them with information about the learning process. Students can learn how individuals differ in their preferred learning styles, that different learning tasks are conducive to certain learning outcomes, and that; ideally, teachers select instructional activities to support specific learning outcomes and student styles.

In addition to improving students' motivation, the act of instructing students about the learning process can help teachers improve their instruction. It will also help teachers evaluate learning more effectively.

3. Active involvement in the learning process

Students drive a great portion of their energy and motivation from the mere fact of being involved in classroom activities, while the contrary destroys their enthusiasm for learning. Many authors argue that learning takes place only when the subjects (students) are actively involved in the process. Piaget specifically stressed that teaching young children must involve doing, as children learn by doing rather than hearing or seeing. Teachers can use a variety of teaching methods to increase student involvement in the learning process. Some of these methods are discussed in the following sections of the module.

4. Relate subject matter to day to day experience

Unfortunately, students all too often do not view their school work as pertaining to their needs or interests, and consequently experience feelings of frustration and lack of motivation. Research shows that individuals will be more highly motivated to achieve if they can be shown how their efforts relate to their everyday lives. Ausubel's concept of the value of meaningful learning supports the importance of relating subject matter to pertinent issues in students' lives. When the material being learned cannot be related to existing cognitive structures, retention is limited and therefore, the information is easily forgotten. If we want students to remember information, we must help them relate the information to some meaningful event or idea in their lives.

Students' motivation, learning and retention are enhanced by relating material to events within their lives is certainly a major reason for ensuring that subject matter meets this criterion. It is equally important to realize, however, that if children are to develop the skills that will enable them sensitively to operate in a democratic social system; they need to have more than just knowledge of facts. This wisdom is learned by applying knowledge to meaningful issues in children's lives.

5. Students take responsibility for their own learning, setting goals and/or following their own interests

Student motivation and learning are significantly enhanced when the students understand teacher-developed goals, the reasons for those goals and the possible applications of the learning. In addition, substantial research indicates that student learning is also enhanced when students have an opportunity to be involved in selecting material and establishing learning goals. Students need opportunity to delve into topics they find exciting and interesting.

One probable factor leading to students' decreased satisfaction with school as they progress through grades is that students learn they must do what they are told rather than what interests them.

Students' motivation to learn seems to be related to their sense of feeling in control of the learning environment. It was also found that students enjoy school more and achieve better when they are allowed to make choices during school day.

Goal setting also motivates students to achieve better in their learning process. This is especially effective when students are given the responsibility to either attain or fail in the goals they have set for themselves. Students can be given choice and control in the following areas of their learning:

a) What material to work on

b) When work will be accomplished

c) How it will be completed

d) The level of the difficult of the assignment

e) Self-correcting and self-monitoring of work

f) Individual goal-setting

6. Experience success

Success experiences are instrumental in developing feelings of self-worth and confidence in attempting new activities. Teacher effectiveness research suggests that students' learning is increased when they achieve high rates of success in completing tasks. Following success experiences, individuals tend to raise their expectations and set higher goals, whereas failure is met with lowered expectations. Students who have a history of school failure and are concerned about future failures are at a distinct disadvantage. If we fail to provide students with activities in which they can succeed, we should expect that they will withdraw or act out.

7. Realistic and immediate feedback enhances self-efficacy

Closely associated with the need for success experiences is the need to receive immediate and specific feedback. Because students care about being successful, it is important that they receive feedback clearly designating the extent to which they have achieved at a task. Studies show that students' performance can be enhanced considerably by providing with information about their current level of performance, followed by specific learning tasks aimed at mastering the material.

8. Appropriate rewards for performance gains

Rewards are obviously not needed for tasks that have a high degree of intrinsic appeal based on the pleasure of the task or the obvious utility value associated with the task, but they are sometimes necessary to stimulate effort on tasks the student finds difficult or tedious.

9. Students view learning modelled by adults as an exciting and rewarding activity

As mentioned earlier, teachers have got many characteristics that make their behaviour likely to be modelled. Therefore, teachers should carefully consider how they model an interest in and excitement about learning. Brophy recommends that this can be achieved by:

a) Modelling interest in learning and motivation to learn

b) Projecting intensity

c) Projecting enthusiasm and

d) Modelling task related thinking and problem solving.

Teachers can also model positive attitude toward learning by how they respond to student questions. Questions should be addressed with enthusiasm, interest and curiosity.

10. Experience a safe, well-organized learning environment

Given the number of students who come from home environments characterized by a lack of support, safety and consistency, it is imperative that the teachers develop clear expectations about student behaviour and academic performance. These expectations should include the statement that the teacher will fulfil her or his responsibility to ensure that other students will not interfere with a student's right to feel safe, supported and able to learn in a calm learning environment. Students also need to understand how the classroom will operate, how problems will be resolved, and how they will be involved influencing classroom structures- including curriculum and instructional decisions.

11. Have time to integrate learning

The school provides a busy and varied environment. During the day students may do a large number of learning activities, each having its own purpose and objectives This diversity and fast pace will often be stimulating and interesting, but it also presents a real problem to many if not all students. Students need time to integrate the new ideas they encounter.

In his work influential work on learning, Jean Piaget points to the fact that when learners take new information, they must either assimilate the material into existing cognitive structures or create new structures by accommodation. Piaget stresses that because the learner is actively involved in this structuring, learning requires considerable amount of time and energy. Therefore, students need time during the school day to slow down and integrate what they have learned. Teachers can help the process by summarizing the concepts learned in a new and exciting way.

12. Have positive contact with peers

The need to interact with peers is an academic need as well as personal and psychological need. We have already pointed out that social interactions dramatically influence student learning. Numerous studies support this contention. In the classroom, creating positive peer relationships also appears to meet a basic personal need that serves as pre-requisite to productive involvement in the learning process.

13. Have instruction matched to students' level of cognitive and skill development and learning style

We know that children considerably differ in their levels of cognitive development and learning styles and teachers must differentially respond to these needs. Teachers who use the same instructional methods with every student or use a limited range of instructional activities will create a situation in which some students will become frustrated, experience failure and respond by misbehaving.

Learning activities

1. Personal experience

Consider your own history as a student. Recall a specific discipline problem that teachers had with you in your primary school years. Describe the context in which the behaviour used to happen. What do you think motivated you to be engaged in that behaviour? Do you think you were using that behaviour to express a 'need' you had? Was your behaviour disturbing the learning of other students?

How did your teachers perceive your behaviour? How did they respond? What type of classroom management approach do you think your teacher based his/ her actions? What effect did your teacher's behaviour have on your behaviour? Did your 'misbehaviour decrease or increase? Why? How does that experience influence your current response tendency to student misbehaviour?

Write a two a 400 - 500 page essay answering the above questions.

2. Determining student psychological needs

In this activity, you will be administering questionnaires to students so that you could determine their personal and academic needs.

Questionnaire: Students' psychological needs assessment questionnaire

Statement	Always	Most of the time	Sometimes	Seldom	Never
Points	4	3	2	1	0
Psychological 1. Do you eat good breakfast each morning? 2. Does your teacher touch you enough? 3. Can you see the blackboard and screen from where you are sitting? 4. Does the teacher talk loud and clear enough for you to hear? 5. Do you have time to relax during the day? 6. Do you have enough time to complete your assignments? 7. Do you go slowly enough in class? 8. Do you need study period at the end of the day? 9. Is the classroom a quiet place to work?					

Safety and security 10. Are your grades fair? 11. Does each day in this class seem organized? 12. Do you understand the school and classroom rules? 13. Is the discipline used in this classroom fair? 14. Can you say what you would like to in this class? 15. Do you feel free enough to ask the teacher questions? 16. Can you trust your teacher? 17. Can you get help when you need it? 18. Are you happy when you take your grade results home?					

Love and belonging 19. Is the room a happy place to be? 20. Do you think that the students in the class like you? 21. Is the teacher friendly and does he smile at you? 22. Does the teacher take time with you each day? 23. Does your teacher show you that he/she likes you? 24. Do you feel that the teacher listens to you when you have a problem? 25. Does the teacher praise you when you deserve it? 26. Do other students respect your property? 27. Do other students care about how well you do in school? 28. Does the teacher listen to your suggestions?					

Self-esteem 29. Do you feel involved in this class? 30. Do you feel proud when you share a project with the class? 31. Do you take part in class discussions? 32. Do you follow the classroom rules? 33. Do you help other students learn? 34. Are you a good student? 35. Do you feel successful in your subject area?					
Self-actualization 36. Are you able to study things that interest you? 37. Can you use what you learn in school? 38. Do you have a chance to be creative in your school work? 39. Do you like to continue your studies at home on your own? 40. Are you excited about what you are learning in school?					

a) Administer this questionnaire to around 10 – 15 secondary school students. Make sure that students' comments should refer to one teacher who teaches one subject. Choose a subject of your interest that is offered in the school.

b) Summarize the results by tallying students' responses to each question.

c) Interpret the results and decide what changes, if any, should be made.

The following questions will guide you in how to interpret the results.

(The table below will help you interpret the results of the survey)

- List the statements with which most of the students answered positively. List one factor for each statement that you think contributed to this positive student attitude.
- List the statement to which most of the students answered negatively. List one factor for each statement that you think contributed to this negative attitude.

d) List three things you have learned about the needs of the students based on the results of the questionnaire.

3.Teacher interview

In this activity, you are required to interview at least three teachers in your subject of specialization. For each of the 13 academic needs we have studied, ask the teachers to specify what strategies they use to meet these needs. The answers of the teachers must be as specific as possible.

The following table can help you do this activity.

	Students' academic needs	Teacher's suggested strategy
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		

Then, comment on how appropriate is each of these strategies in the need it is intended to meet.

Type of student need	Points	Comments
Psychological	0 - 9	Very Poor: Under this condition, the student lacks the basic psychological needs that can enable him/her to study well. This condition should be carefully analyzed and problems fixed as soon as possible.
	10 - 27	Relatively normal: Here the learned studies under relatively normal conditions that enable him to have the basic psychological needs so that he/ she could study well. However, students' needs should be met as much as possible.
	28 - 36	Very good: Under this condition, the learned has achieved most of the basic psychological needs necessary for effective and stable learning. This should be maintained as long as possible.
Safety and security	0 - 9	Very poor: Student who score within this range of scores face safety and security challenges, which are expressed in the form of fear and worry, which can have long-term psychological ramifications. Such students should be given quick treatment.
	10 - 27	Relatively normal: Students who fall in this category live in a relatively normal environment. They still face some safety and security challenges but this may not prevent them from learning effectively.
	28 - 36	Very good: Students in this category have over- come most of the safety and security obstacles that their counterparts face daily. This should be maintained.

Love and belonging	0 - 10	Very poor: These students lack the necessary sense of love and belongingness they need in or- der to learn and grow well. This might have long term psychological implications, which should be analyzed and responded to as soon as possible.
	11 - 30	Relatively normal: Learners with these scores have relatively satisfactory level of love and belongingness. Thought they still need more care, they can at least learn well.
	31- 40	Very good: These students have the maximum level of love and belongingness they need in order to grow and thrive. This fact should be reinforced so that they would learn in the most effective manner.
Self-esteem	1 - 7	Very poor: Students who earn this range of scores have trouble in attaining the necessary level of self-esteem needed for a child's growth to full potential. Means of reinforces their self- esteem and confidence should be designed and implemented.
	8 - 21	Relatively normal: these students have relatively normal level of self-esteem. However, their self-esteem should be boosted as those on the threshold may not withstand some psychological challenges.
	22 - 28	Very poor: such students have attained a good level of self-esteem that can enable them face and overcome some daily challenges in their lives.

Self-actualization	1 - 5	Very poor: Such students have not managed to attain the level of self-actualization they need so that their need could be met. Teachers must give them careful treatment so that they would be independent learners.
	6- 15	Relatively normal: These students have managed to attain relatively satisfactory level of self-esteem. However, this should be improved so that they would be good learners in the long run.
	16 - 20	Very good: High level of self-actualization is the defining characteristic of these students. This should be boosted and maintained as it would enable the learners to become, independent long-life learners.

Formative assessment

Complete the following exercise so that your level of mastery of the concepts in this unit can be determined.

1. Write a short, 1,000 word essay discussing the importance of classroom management in teacher training programs in Sub-Saharan Africa. Your discussion should highlight the following points, which are raised in the readings provided.

- Justify why teachers need classroom management skills
- What are the most basic skills that the teachers must develop in order to be successful in their professions?
- How should classroom management training should keep pace with the changing demands in the classroom?
- How can lack of appropriate classroom management skills by the teacher affect the quality of instruction in the classroom?

Learning activity 2

Title: Classroom management skills and techniques

Specific learning objectives

a) Organize the classroom's physical setting and environment effectively

b) Establish positive teacher-student relationships

c) Create positive peer relationship among the students

d) Communicate positively with parents

e) Plan and conduct classroom learning activities effectively and smoothly

f) Developing, by involving students in the process, rules and procedures that facilitate the smooth-running of classrooms and minimize disruptions

g) Understand the elements of classroom environment that is conducive to student appropriate behaviour

Summary of the learning activity

In this learning activity, you will learn the most effective way to organize classroom resources, space and time so that learning would take place in the most efficient manner possible. In the classroom, students' behaviour is greatly influenced by the quality and patterns of interpersonal relationships. You will learn the importance of these interpersonal relationships and how to achieve them in your classroom. In addition, we will look at the skills needed by a teacher to effectively and smoothly conduct the learning activities that students will undertake in order to achieve the instructional objectives set by the teacher. This learning activity will involve readings concerning the content of unit, writing essays and doing field/classroom observations. The different phases of the learning activity are organized in the following manner.

A) Introduction to the content

a) Classroom environment and organization

b) Interpersonal relationships in the classroom

c) Managing and conducting learning activities

d) Choosing rules and procedures

B) Learning activities

Key concepts

- Classroom organization
- Learning activity
- Rules
- Procedures
- Pacing
- Transition

Introduction to the content

Classroom Environment

Classroom management is the heart of teaching and learning in school settings. A classroom that is well managed provides students and teachers with the opportunity to grow together and realize the aim for which they are there. Teacher skills and knowledge in classroom management cannot have much effect if the environment in which learning is to take place does not support the process. Students need an environment that caters to their needs. Classroom environment is more than the physical location of the learning setting. It denotes the atmosphere – both living and non-living part- surrounding the centre of learning.

Learning activity

Reading 1 creating a positive classroom environment

URL:

https://www.pearsonhighered.com/samplechapter/0132272350.pdfhttps://ww w.pearsonhighered.com/samplechapter/0132272350.pdf

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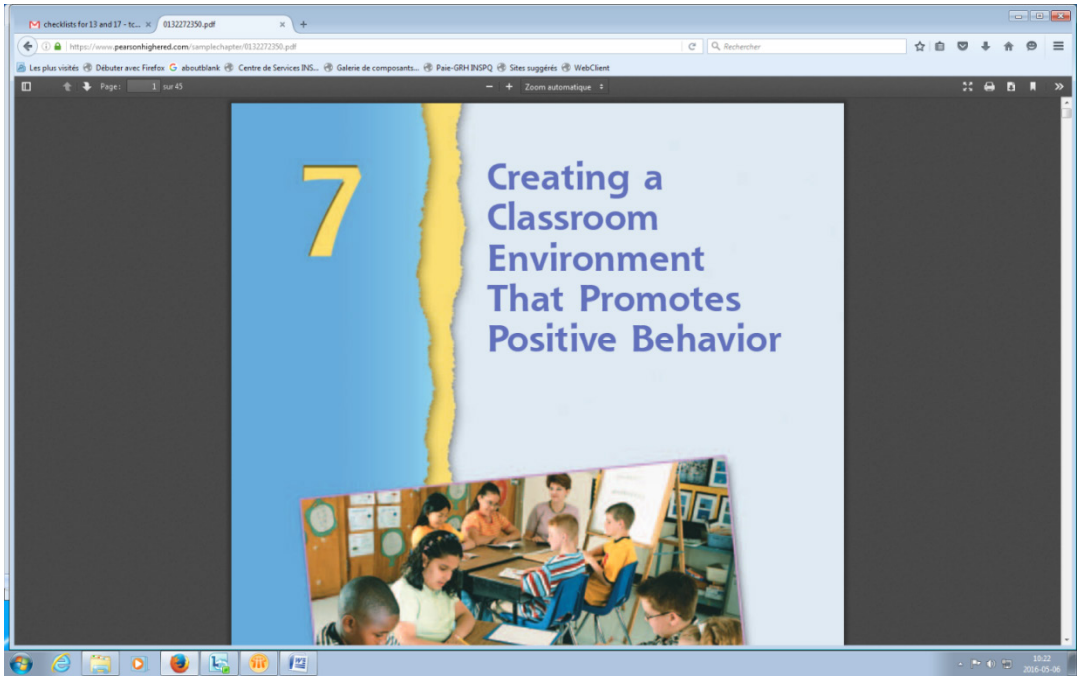

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The article provided above discusses the components of classroom environment that are critical for effective learning to take place in the classroom. Write a short essay (300 -400 words) discussing the importance of good classroom management to management. Make sure to include the points raised in the article in your essay.

Classroom Organization

The starting point of practicing effective classroom management is the arrangement of the physical setting so that teaching would flow smoothly. The physical setting of the classroom includes the classroom space, furniture, equipment, and supplies. This is a logical starting point, because it is a task that teachers must complete before actual learning and teaching commences in the classroom. Teachers will find it easier to plan other aspects of classroom management after they have a clear idea of how the physical features of their classroom will be organized.

Good room arrangement is important for classroom management because it can help the teacher cope with complex demands of teaching many students in one class for five or more periods a day.

When arranging the classroom for instruction, teachers will need to make decisions regarding

a) Setting of desks, tables and chairs

b) Location of teacher's desk, computer and other teaching resources c) Area of the room to be used for presentation

d) How the teacher and students will obtain materials and supplies

e) Where the teaching/learning materials are stored

f) Traffic lanes within the classroom

g) How students should exit and enter the classroom

Key ideas to good classroom arrangement

The following key ideas will be helpful as guidelines when teachers should make decisions regarding the arrangement of the classroom.

Keep high traffic areas free of congestion. Traffic areas include group work areas, the space around the pencil sharpener and trash can, doorways, bookshelves and supply areas, student desk and teachers' desk. High traffic areas should be kept away from each other, have plenty of space, and be easily accessible.

Be sure students are easily seen by the teacher. Carefully monitoring of students is a major arrangement task. If the teacher cannot see students, it will be difficult to prevent task avoidance or disruptive behaviour. Therefore, clear lines of sight must be maintained between areas of the room that the teacher will frequently use and student work and seating areas.

Keep frequently used teaching materials and student supplies readily accessible. Easy access to and efficient storage of such materials and supplies will aid classroom management by allowing activities to begin and end promptly and by minimizing time spent getting ready and cleaning up.

Be certain students can easily see instructional presentations and displays. Make sure the that the seating arrangement will allow students to see the overhead projector screen or chalkboard without moving their chairs, turning their desks around, or craning their necks.

Position groups or stations to minimize distractions from other students. Areas in which students are to work in groups or individually should be positioned at places with minimum outside distracters. Teachers should consider the potential distractions that can come from windows and doors.

Students with sensory challenges should be seated at the appropriate place. Students who have difficult hearing should sit at a place where they can hear well, those who cannot see properly should sit at a place close to the board or display area, and so on.

Seat students based on compatibility with neighbours as needed. Students who are expected to get well along each other, without engaging in any disruptive behaviour, should be matched in classroom seating. Also, students should be paired on the basis that they can support each other academically.

Seating should be arranged according to desired instructional activities. Classes that use mostly lecture method will require different seating arrangement than those that use discussion as the primary teaching method. The teacher should think of which type of seating arrangement is most effective for his/her teaching method and style.

Attend to room temperature, noise level, lighting and colour. Some students may not be comfortable with some of the prevailing conditions in the classroom. Teachers must ensure that all students in the classroom are comfortable and en- joy the classroom environment as much as possible.

Resources in the classroom

Standard classroom usually have some or most of the following physical objects.

1) Bulletin boards and walls

2) Student desks

3) The teacher's desk, filling cabinet, overhead projector and other equipment.

4) Bookcases.

5) Work areas.

6) Centres

7) Pets, plants, aquariums and special items.

8) Storage space for

a. Textbooks and other instructional materials

b. frequently used classroom materials

c. Teacher's supplies

d. Equipment

e. Seasonal or infrequently used items

f. Special project materials

As a teacher, you are required to arrange these equipment and other re- sources in a way that learning activities will be conducted in the classroom in a smooth manner without major disruptions. The following reading is concerned about the principles of classroom arrangement.

Learning Activity

Reading 2 Arranging the physical environment of the classroom to support learning/teaching.

URL: https://www.odu.edu/content/dam/odu/col-dept/cdse/docs/1-classroom-environments.pdfhttps://www.odu.edu/content/dam/odu/col-dept/cdse/docs/1-classroom-environments.pdf

https://www.odu.edu/content/dam/odu/col-dept/cdse/docs/1-classroom-environments.pdf

a) Read the article and summarize its contents in 300-word essay, using your own ideas.

Reading 3 Effective Classroom Arrangement Activities

Contains activities that are designed to help you choose an appropriate classroom seating arrangement for your class.

Answer the questions under each design.

This reading can be accessed through the following address:

URL:

http://blog.ampli.com/2014/03/classroom-layouts-seating-arrangements-for-effective-learning.htmlhttp://blog.ampli.com/2014/03/classroom-layouts-seating-arrangements-for-effective-learning.html

http://www.tesolclass.com/classroom-management/classroom-seating-arrangements/http://www.tesolclass.com/classroom-management/classroom-seating-arrangements/

http://www.tesolclass.com/classroom-management/classroom-seating-arrangements/

http://www.tesolclass.com/classroom-management/classroom-seating-arrangements/

Interpersonal relationships in the classroom

ix) Introducing new students to adults in the school the quality of teacher-student relationships dramatically affects whether students' personal needs are met in the classroom. Students' spend a large portion of their working day with teachers and other students. Because teachers are responsible for evaluating students' work and controlling the quality of life in the classroom, they are powerful figures in students' lives. Effective teachers understand the influence they have on students' and use this influence to help students achieve the desired academic goals.

I) Establishing effective relationship with students

Anyone who has taught for very long period realizes that students want and need positive teacher behaviour to be associated with firmness, realistic limits and competent teaching. The ability to blend warmth and caring with realistic limits is frequently difficult task for beginning teachers. Effective teachers must be able to simultaneously assert both their rights to be treated with respect and their responsibility for ensuring that students treat each other with kindness. Warmth and concern should exist side by side with firmness. Indeed, effective teaching involves blending these key ingredients.

The following communication skills will help teachers develop open, effective relationships with students.

1. Creating open, professionally appropriate dialogue with students

Although the specific decisions teachers make concerning their relationships with students depends on their students' age, the basic themes related to teacher-student relationships are similar across grade levels. One important question involves deciding how open and involved a teacher wishes to be with students. Teachers can select from among three general types of teacher-student relationships.

a) Almost complete openness, in which the teacher shares a wide range of personal concerns and values with students,

b) Openness related to teachers' reactions to and feelings about the school environment with limited sharing of aspects reflecting teachers' out-of- school life, and

c) An almost exclusive focus on a role-bound relationship; that is, teachers share no personal feelings or reactions, but merely perform their instructional duties.

The first type of teacher-student relationships is frequently chosen by teachers working in informal settings with older students. We should, however, avoid becoming overly involved in students' interests or activities outside the school, particularly for secondary school teachers.

2. Systematically building better relationships

It is highly recommended that teachers act more systemically in developing positive teacher-student relationships. Teachers can express their interests and concern for students by:

monitoring the quality of our relationships with students, with a focus on maintaining a high rate of positive statements;

creating opportunities for personal discussions with the students and

Demonstrating teachers' interests in activities that are important to them.

3. Communicating high expectations

How teachers communicate their expectations about how well students will do in the classroom is an important and well-documented factor in teacher-student relationships. In a variety of subtle and non-subtle ways, teachers communicate to some students that they are bright, capable and responsible, while other students receive the message that they are dull, incapable and irresponsible. It is obvious that our behaviours that create positive expectations almost always enhance the teacher-student relationships, and those that indicate negative expectations not only create poor relationships but also create poor self-concepts and reduce learning.

As teachers, we need to be aware of the importance of communicating positive expectations to all students. Periodically, we need to collect data about how we interact with students in our classes; analyze the data to see if we are using primarily supportive or critical statements; determine whether we are responding differentially to some students and attempt to alter our patterns of interactions so that we communicate high expectations to all students.

4. Creating opportunities for personal discussions.

As in any relationship, it is helpful to get to know one another without the interruptions occasioned by day-to-day events. The following are ideas which the teacher can use to expand the relationship he/she has with the students beyond the point of classroom instruction. Teachers are advised to use the idea they see fit their circumstances.

i) Demonstrating our interest in students' activities

ii) Eating lunch with students

iii) Being interviewed by the students

iv) Sending letters and notes to students

v) Using suggestion boxes

vi) Joining in school and community events

vii) Joining playground games

viii) Making birthday cards

Using effective communication skills with students

The importance of using effective communication skills cannot be over emphasized. They are the foundation of good classroom management. Unless we use effective communication skills, all other attempts at creating well-managed, positive learning environment will be severely limited and short-lived. Caring interpersonal interactions are essential in meeting such important individual needs as safety, security, belongingness and self-esteem.

In addition to creating relationships that meet essential student needs, using effective communication skills benefits us by allowing us to meet our own needs more effectively and simultaneously to achieve our professional goals.

Effective teachers need to have substantial skills in the two main categories of communication, namely sending skills and receiving skills. Sending skills are commonly used when speaking to someone. Receiving skills are techniques that can be used to become a more effective listener.

II) Creating positive peer relationships in the classroom

Peers play an important role in determining the quality of the learning environment. Therefore, it is necessary that the teacher allocates time for creating positive peer relationships in the classroom. However, teacher education pro- grams rarely provide teachers with specific skills for developing, positive supportive peer norms. A considerable body of research indicates that time spent creating positive peer group can eliminate much misbehaviour and can provide a classroom climate that enhances students' achievement.

Understanding the classroom group

The classroom, by nature, elicits many interactions and feelings. By placing more than 30 students in a small room, schools create a highly interactive environment. Peer interaction is a natural and desirable aspect of all learning environments. Group instruction is necessary both because it is frequently more expedient and because a good education involves learning how to function as group member. The group's influence is intensified by the competition found in most classrooms. Students compete for the highest test scores, strive to move into a higher reading group, or run for class office. Even when we use individualized methods and deemphasize competition, students have numerous opportunities to compare their work to that of their classmates. It is understandable and perhaps unavoidable that classrooms are characterized by a fairly high level of interaction and the accompanying spontaneous interchange of feelings.

Although teachers express concern and frustration over the negative aspect of peer pressure, the peer group can be a positive and supportive factor in the classroom. When students feel liked by their peers and when interactions are characterized by thoughtfulness and helpfulness, students experience a sense of safety and security, belongingness and affection, significance, respect of others, and power. Students are than able to concentrate more fully on learning and are willing to take greater risks in attempting to master new skills.

Teachers need to realize that groups, like individuals, have needs that must be met before the group can function effectively. If the classroom group is to function in a supportive, goal directed manner, teachers must initially set aside time for activities that enable students to know each other well, develop feelings of being included, and create diverse friendship patterns. Only after these feelings have been developed can a group of students proceed to respond optimally to the learning goals of the classroom.

To achieve such positive group characteristics, the teacher can initiate

i) Acquaintance activities

ii) Activities for establishing a cohesive group and

iii) Activities for enhancing diverse liking patterns

III) Communicating effectively with parents

Parents are the most important and influential adults in students' lives. Even at secondary school, parents' attitudes toward school dramatically affect students' feelings and behaviour. With few exceptions, parents want to know about their children's progress and to have their youngsters be successful in school. Parents are delighted to hear that their youngsters are performing well and expect to be informed immediately when problems arise. Effective teachers accept the important role parents play in students' lives and implement methods for communicating positively with parents.

Keeping parents informed

Obtaining parental support is facilitated by familiarizing parents with our instructional goals and classroom methods as soon as possible. Parents are more likely to feel positive and support issues they clearly understand and have an opportunity to discuss. Parents who perceive themselves as being treated warmly and respectfully by the teachers and who are familiar with their instructional goals and classroom management procedures are much more likely to encourage student achievement and support us if problems arise.

By introducing parents to the curriculum and major classroom procedures early in the year, we are also able to work with the parents before any worries about their child's achievement or behaviour make contacts less positive. When our initial contacts with the parents are positive, we are more likely to feel comfortable contacting the parents as soon as their involvement seems necessary.

There are many approaches for developing parental support for student achievement and positive classroom behaviours. These approaches can include writing introductory letter to the parents, meeting with them, involving them in the student's learning process and continuing the teacher-parent communication. In addition, the school can prepare parental conferences, in which the teachers and other staff members of the school discuss with parents many issues of significance to their children. Also, the school can prepare newsletters and progress reports, convincing parents that the work their children are doing is worth.

Dealing effectively with parents' criticism and confrontation

Teachers are usually obliged to deal with an angry or critical parent. This causes a lot of stress for many teachers. The following are strategies teachers can use to deal with such situations in an effective, professional manner.

i) Greet parents in pleasant manner.

ii) Use active listening to defuse parents' emotions.

iii) Look genuinely interested and listen carefully.

iv) Present calm and professional manner.

v) Ask the parent what he/she wishes to accomplish.

vi) Set a time limit if necessary.

vii) Ask the parent whether the student is aware of the problem.

viii) Be honest.

ix) Emphasize specific data.

x) Tell the parent specifically what will be done to deal with the problem.

Learning Activity

Reading 4 Involving Parents in the Education of their children.

URL: http://www.kidsource.com/kidsource/content2/involving_parents.htmlhttp://www.kidsource.com/kidsource/content2/involving_parents.html

http://www.kidsource.com/kidsource/content2/involving_parents.html

Reading 5 What research says about parent involvement in children's education.

URL: https://www.dupage.k12.il.us/_includes/services/pdf/Final_Parent_Involvement_Fact_Sheet_14732_7.pdfhttps://www.dupage.k12.il.us/_includes/services/pdf/Final_Parent_Involvement_Fact_Sheet_14732_7.pdf

https://www.dupage.k12.il.us/_includes/services/pdf/Final_Parent_Involvement_Fact_Sheet_14732_7.pdf

Reading 4 and Reading 5 are about the importance of parents in child's education, what re- search says about parents' involvement in their children's education, and ways of ensuring parental support in the learning of the student.

Read the articles and write a short essay of approximately 250 words discussing the matter in your own words.

Managing learning activities

Just as good classroom management enhances learning by helping to create a good environment for teaching, so too does effective instruction contribute to a well-managed classroom. Good instruction aids management by keeping students involved in appropriate learning activities, and it helps prevent failure, frustration, boredom and confusion. This section is concerned with aspects of instructional management that affects students' involvement in lessons and that preserve as much time as possible for learning.

Two key aspects of instruction will be described: the management of activities within a class period and the organization and presentation of information.

The management of activities

The term activity describes organized behaviour that the teacher and student en- gage in for a common purpose. Typical activities in secondary classes include discussions, recitations, presentations, seatwork and checking. Furthermore, activities do not always be content based. Some of the activities in secondary classes, such as the beginning-of-period activities, can be procedural.

Activities are an important part of instructional planning – they consume time and time is a precious commodity. Class periods are usually about an hour, so activities must be limited accordingly. Thus, given certain learning objectives, you will need to identify those learning activities that will most likely lead to attaining the objectives within the allotted period of time.

Activities are selected in part on the basis of their potential for involving students in the lesson. This consideration suggests that several activities, rather than just one activity, can be planned for a period, because in many classes students' attention is difficult to maintain in the same activity for a long period of time. Activities that provide for student participation or that provide each student with an opportunity to practice or apply content are desirable. To summarize, teacher's task in instructional management is to select and arrange activities that result in high levels of student learning and involvement and that make good use of the available time.

Types of activities

The building blocks of class period are outlined below. Several concepts - critical to activity management - are then discussed: sequencing, pacing and transitions.

Opening the period. The chief concern in this activity is to help the students make an orderly transition into the classroom situation and be ready for the rest of the period, while the teacher handles administrative tasks such as the attendance check and helping previously absent students. The opening activity can be structured either as academic "warm-ups" or as administrative routine, with stated expectations for students.

Checking class work or homework. In this activity, students check their own work or exchange papers in order to check other students work. The activity is appropriate only when the judgment as to the correctness of the work can easily be made. Checking provides quick feedback to the students about their work and allows the teacher to identify and discuss common errors in assignments. Careful monitoring during checking is important to prevent cheating.

Recitation. This activity is a question-and-answer sequence in which the teacher asks questions, usually a factual nature, and accepts or corrects students' responses. This sequence of question-answer-evaluation is repeated frequently, with many students being asked to respond until a body of content has been covered. In effect, recitation is a form of checking, done orally. It can be used to provide practice, quick review of content or check student understanding of previous lesson or assigned reading.

Content development. In this activity, the teacher presents new information, elaborates or extends concepts or principle, conducts a demonstration, shows how to perform a skill or describes how to solve a problem. During content development, the teacher's questions are used to check student understanding and to maintain involvement. This also encourages students to contribute to the steps in problem solving, to apply concepts or principles or to analyze the ideas being presented.

Discussion. In most secondary school classes, discussions are conducted as teacher-led, whole class activities. The purpose of using discussion is to encourage students to evaluate events, topics or results; to clarify the basis for their judgments; and to become aware of other points of view. Sometimes discussions are begun with a recitation activity in which the facts of the content to be discussed are reviewed. Compared to recitation, discussion questions are more likely to elicit student judgments and opinions, and teachers are less likely to evaluate the students' responses directly. Instead, students are encouraged to examine their opinions and beliefs to understand other perspectives. The teachers' role then becomes one of clarifying and using student ideas rather than evaluating their correctness.

Seatwork. In this activity, also known as class work, students engage in assignments that provide practice or review of previously presented material. Often the portion of the seatwork assignment not completed in class becomes a homework assignment, unless the material or resources needed to finish are available only in the classroom. Seatwork is more valuable in consolidating or applying prior learning through practice than for learning new content. For that reason, and because it is difficult to maintain student involvement for a long period of time in seatwork activities, it is recommended that teachers avoid devoting large portion of class periods to seatwork activities.

Small group work. In this activity two or more students work together. This activity may be used for drills or new terminology, work on a laboratory activity in a science class, reviewing for a test in your subject, preparing group reports, or discussing an issue or specific topic. Small groups are best when objectives are clear and when steps or procedures for achieving them are understood by the students. Careful monitoring of the small groups is also necessary so that the teacher can be sure that the students are on track and can provide assistance when needed.

Closing. The goal of this procedural activity is to bring the period to an end in an orderly manner, with students ready to pass to the next class, leaving your room in good condition for your next period.

Choosing and arranging activities

The centre stage of instruction is occupied by content development, because it is during that time that much learning takes place. However, all class period include other activities, and so one must plan an appropriate sequence for them. The different types of activities one wants to conduct in a single class period can be arranged in many different ways. The following are two examples.

Example 1

Opening routine

Checking

Content development

Seatwork

Closing

Example two

Opening

Checking

1st content development activity

1st seatwork activity

2nd content development activity

2nd seatwork activity

Closing

The teachers must base the type of activities to be included in his/her class and their sequence on a number of factors, including the nature of the subject matter, needs of students, available resources and time.

Pacing

In content development activities, pacing refers to the fit between the rate of presentation of information and the students' ability to comprehend it. In other activities pacing refers to the time students have to complete tasks. While no hard and fast rules prescribing how to pace instruction can be given, two major guidelines can be suggested. First, adequate time must be available for the planned activity. Second, the teacher must be aware of student comprehension so that the rate of presentation or task implementation can be modified when necessary. Preserving adequate time for each activity requires good planning, an awareness of time during the lesson, and self-discipline. Staying abreast of student comprehension requires careful monitoring of student progress, especially during content development activities. Frequent questions, written work samples, and demonstration of skills by students should be used as checks on understanding.

Transitions

The interval between any two activities is a transition. In addition, the beginning and ending of periods are transitions. Several management problems can occur at these times, including long delays before starting the next activity and higher levels of inappropriate or disruptive student behaviour. Some of the causes of transition problems include a lack of readiness by the teacher or the students for the next activity, unclear student expectations about appropriate behaviour during transitions, and faulty procedures. Efficient transitions are important for several reasons: much time can be wasted during poor transitions, and misbehaviour can spill over into subsequent activities.

Learning Activity

Reading 6 Successfully managing student transitions

URL:

https://www.odu.edu/content/dam/odu/col-dept/cdse/docs/6-transitions.pdfhttps://www.odu.edu/content/dam/odu/col-dept/cdse/docs/6-transitions.pdf

https://www.odu.edu/content/dam/odu/col-dept/cdse/docs/6-transitions.pdf

https://www.odu.edu/content/dam/odu/col-dept/cdse/docs/6-transitions.pdf

Reading 6 discusses methods to manage transitions in a smooth manner. Read the article and use the ideas given to suggest solutions to the following problems which normally arise during transition period in a class.

	Transition problem	Suggested solution
1.	When the teacher comes into the class, the students are already making a lot of noise and are busy with themselves.	
2.	Students talk loudly at the beginning of the period. The teacher is interrupted while checking attendance and the start of class activities is delayed.	
3.	Students socialize too much during transitions, especially after a seatwork assignment has been given, but before they have begun working on it. Many students do not start their seat work activity for several minutes.	
4.	Students stop working well before the end of-period bell; they engage in excessive talking and mess up the classroom.	

5.	Whenever the teacher wants to move students from one activity to another, a number of students do not make the transition but continue working on the preceding activity. This delays the start of the next activity or causes confusion.	
6.	While the teacher gives directions during a transition, many students do not pay attention. They continue to put their materials away or get out new material.	
7.	A few students usually seem slowpokes during transitions, delaying the rest of the class.	
8.	Students usually leave their seat to socialize, come up to the teacher to ask questions, or attempt to get bathroom permit, go to the trash basket, or wander around the room during transitions.	
9.	The teacher delays the beginning of activities to look for materials, finish attendance reporting, pass back or collect papers, or chat with individual students while the rest of the class waits.	

Choosing rules and procedures

Good classroom management is based on students understanding what behaviours are expected of them. A carefully planned system of rules and procedures make it easier for the teacher to communicate his/her expectations to the students. This system will help you identify good system of rules and procedures for your classes.

Preliminary considerations

Rules and procedures vary in different classrooms, but all effectively managed classrooms have them. It is just not possible for a teacher to conduct instruction or for students to work productively if they have no guidelines as to how to behave or when to move about the room, or if they frequently interrupt the teacher or one another. Furthermore, insufficient procedures or the absence of routines in classroom life can waste large amounts of time and cause students' attention and interest to wane.

During the development of classroom rules and procedures, students should be taught the behaviours that are expected of them. This will guide them to the appropriate behaviour in many regular classroom activities.

Of course, just knowing what is appropriate does not mean that students will behave that way. However, a clear set of expectations as to what constitutes appropriate behaviour will be a major start toward the establishment of a well- managed classroom environment.

The current situation of classes in many parts of Sub-Saharan Africa makes it imperative that teachers establish a clear set of rules and procedures for their classes. Many of them work with five or more groups, in classes that host more than 30 students, every day. Generally, the classes have limited space and materials, and they are responsible for teaching very diverse students at the same time. In addition to teaching, these teachers are required to handle administrative tasks, arrange for appropriate materials and supplies, and evaluate students. In order to do this, the teacher and the students need an orderly environment with no disruptions and wasted time, leaving everyone free to concentrate on the critical tasks of learning. Carefully planned procedures help this environment.

Definition of terms

Principles, rules and procedures each refers to stated expectations regarding behaviour. A principle defines the positive attitudes and expectations for long term behavioural growth, like showing respect and caring about others. Rules are guidelines that set expectations for student behaviour. Procedures tell students how to perform routine instructional and housekeeping tasks.

Effective classroom management requires clear principles, rules and procedures to be established for students. Teachers also need to enforce these rules and procedures in a consistent manner. Students must be taught these rules and the behavioural expectations of each of them. For example, the rule be safe can be defined by the following behaviours, which are tangible and understandable to students.

- Keep hands, feet and objects to our self
- Walk instead of run
- Keep feet of furniture on the floor
- Use materials and equipment as designed

We need to identify and explain to the students the rule and its behavioural expectations so that they would make sense to the students. During the teaching, examples and non-examples need to be practically demonstrated to the students so that they would be remembered better. These rules should also be reviewed and updated periodically. At any situations, students must be reminded of the relevant rules.

During the class students engage in a variety of routine activities. Students should be taught appropriate procedures to carry out these routines smoothly and efficiently, so that instruction would take place in the most appropriate manner. Procedures have the following advantages:

i) Allow for smooth functioning of the classroom

ii) Build student autonomy

iii) Reduce need for teacher's constant attention

iv) Manage smooth transitions

v) Minimize downtime

vi) Increase predictability for students and teachers

vii) Procedures increase student and teacher predictability by telling students

viii) what to do when

a) The bell rings

i)The pencil breaks

ii) Emergency alert signal sounds

iii) Work is finished early

iv) There is a question

v) You need to go to the bathroom

vi) You need to borrow something form your neighbour

These procedures, which are important for the smooth running of the class, should be taught to students in a clear, step by step manner. Also, the consequences for their correct follow and their violations must be explained to them.

Classroom rules and procedures

Planning classroom rules

Many different rules are possible, but a set of rules, usually less than 10, should be developed to cover most of the important areas of behaviour in the classroom. The rules must be general and encompass many classroom behaviours. Under each rule, examples of behaviour that are related should be identified. The rules should be worded in a positive manner, specifying what students are expected to do. The teacher must discuss his/her own expectations of student behaviour regarding each rule. The teacher needs to be explicit about behaviours that are not acceptable when such behaviours occur frequently.

The set of rules the teacher chooses can be used in several ways. First, the teacher needs to discuss with the students on the first day of the class. It is also important that the rules are posted in the classroom or every student gets his/her own copy. Finally, the teacher may refer to specific rules as needed to remind students of appropriate behaviour during the year. The following are some commonly used, basic rules and their relevant behaviours.

1.Bring all needed material to class. It is important that the students know exactly what should be brought to class for this rule to be followed. Thus students should know whether to bring a pen, pencil, calculator, paper, notebook, or textbook.

2. Be in your seat and ready to work when the bell rings. Included under this rule may be procedures such as: a) pencils should be sharpened before the bell rings b) paper and pens should be out and ready for work and c) warm-ups or other activities should be started as soon as possible after entering the classroom.

3. Respect and be polite to all people. Included under this rule are listening care- fully when the teacher or a student is speaking and behaving properly for a substitute teacher.

4. Do not talk or leave your desk when somebody is talking. This rule is very specific and addresses two student behaviours that, if unregulated, can become sources of widespread misconduct.

5. Respect other people's property. The rule may include guidelines such as:

a) Keep the room clean and neat;

b) Pick up litter;

c) Return borrowed property;

d) Do not write on the desk;

e) Do not use another person's things without permission.

6.Obey all school rules. This rule is useful because it reminds students that school rules apply in your classroom as well as out of it. It also suggests that you will be monitoring them in the areas covered by the school rules.

Students need to be involved in rule setting in order to promote student "ownership" of the rules and more student responsibility for their own behaviour. Student involvement can take many forms such as a discussion of reasons for having a rules and clarifying the rationale and meaning of particular rules. Another way of involving students is to allow them to share in the decision-making process for specific rules. This is sometimes done at school level by having a representative of students participate in the identification of school rules.

Teachers need to choose and use appropriate consequences for rule following and violating. This should come in the form of reinforcement. Reinforcement is an event (e.g. activity, access to preferred item, or social interaction) that maintains or increases the future probability of the response that it follows. Reinforcement can be positive, which is the presentation of the preferred event following the student's desired behaviour, or negative reinforcement, which is the withdrawal of the preferred event or the presentation of punishment following the violation of a rule. Reinforcements must be delivered to students consistently and promptly. Also, the reason of the deliver must be made clear to both the recipient student and the whole class. Praise can be used as an effective positive reinforcement, especially for children and adolescents.

The following is a short guideline used to discourage and correct rule violations.

a) Attend/reward students for rule following.

b) Always deliver a reinforcement immediately and contingent upon rule infraction.

c) Treat minor infractions as error in learning.

d) Use standard error correction procedures if possible.

e) Be calm and use "matter of fact" tone of voice when giving your consequence. Simply state the rule and consequence.

f) Redirect when early problem "indicators" occur.

g) Pre-correct for chronic problem behaviour.

h) Be aware of the power of proximity.

i) Keep your sense of perspective and sense of humour.

j) Don't embarrass the student in front of his/her peer.

k) Refuse to engage in discipline conversation across the room.

l) Do not accept excuses, bargaining, or whining. Avoid the hooks to power struggle.

m) Develop individualized plan for repeated incidents.

Planning classroom procedures

Four categories of classroom procedures are need in a typical secondary school. These include

1. General procedures

These procedures should be specified in the areas such as:

a) beginning-of-period procedures, which include attendance check, students absent the previous day, late students, and behaviours expected of all students;

b) Use of material and equipment; and

c) Ending the period.

2. Procedures during seat work and teacher-led instructions

Such procedures are related to a) student attention during presentations b) student participation c) and procedures for seatwork, such as talk among students, obtaining help, out-of-seat procedures, and when seatwork is completed.

3. Procedures for student group work

The following procedures should be planned for the group work to run smoothly. They cover such procedures as: use of materials and supplies, assignment of students to groups, student goals and participation.

4. Miscellaneous procedures

These procedures may include:

a) Signals for student attention

b) Public address announcements

c) Use of special equipment or materials

d) Fire and disaster drills e) and split lunch period.

Activity

This activity is about classroom rules and procedures. Do them as indicated below.

1. Choose two classroom rules that you think are important for classroom order and student discipline and fill the following grid. (The rules you are about to set should comply with the criteria for creating rules in Reading #6: A comprehensive study identifying the most effective classroom management techniques and practices, pages 29-33). This reading is accessible in the following address:

URL: http://www.uwstout.edu/lib/thesis/2002/2002kaliskap.pdfhttp://www.uwstout.edu/lib/thesis/2002/2002kaliskap.pdf

http://www.uwstout.edu/lib/thesis/2002/2002kaliskap.pdf

http://www.uwstout.edu/lib/thesis/2002/2002kaliskap.pdf

http://www.uwstout.edu/lib/thesis/2002/2002kaliskap.pdf

http://www.uwstout.edu/lib/thesis/2002/2002kaliskap.pdf	Rule 1	Rule 2
Behavioural expectations		
Reinforcement for following rule		
Consequence for violating		

2. Choose two student routines in secondary school classroom, one of which must be a transition to and/or from an activity/location within your classroom, and the other a normal routine. Write down the steps involved in performing each routine/procedure.

	Routine	
Steps		

Formative assessment:

Lesson plan

Suppose you are going to teach one of the following topics to a form three class. (Choose one of the topics depending on your area of specialization). You are to cover the lesson in one 50-minute period. Prepare a lesson plan which covers all the areas indicated the following format.

Lesson plan format

Topic: Class:

Date: Time:

I. Activities to be conducted, in the correct sequence

(After each activity, please include the transition before the next one commences)

Activity/transition	Description	Time	How to manage only for transitions)
Transition 1			
Activity 1			
Transition 2			
Activity 2			
Transition 3			
Activity 3			

II. Resources Needed

Resources need	
Resource name	How to use

Classroom Organization Map

(Draw a map of how your classroom will be organized, indicating the seating of students, position of teacher's desk and other resources, traffic lanes, etc. The type of organization you choose should reflect the need and circumstances of this specific classroom. Number each position of the diagram and justify why you chose it to be so).

IV. Relevant Rules to be enforced

(List all the relevant classrooms that should be enforced if your class is to run smoothly).

Classroom rules	
Rule	How it helps your class

V. Procedures Involved

(List all the procedure involved in this specific class. Also, specify the steps needed to achieve each procedure).

Classroom procedure	
Procedure	Steps involved

Learning activity 3: Student motivation to learn

Specific objectives

a) Describe the effects of students' motivation on their learning and behaviour

b) Evaluate motivation theories in relation to students

c) Implement variety of instructional methods that improve students motivation and learning

Summary of the learning activity

Learning requires a certain level of motivation for one to master the necessary skills and content. Students with high degree of motivation spend a great deal of time and energy in achieving the learning objectives they are supposed to attain. As a result of their motivation levels, such students are characterized by maxi- mum time-on-task during learning, which greatly contributes to the order of the classroom – thus the effectiveness of teaching and learning. In this unit, we will study the effect of motivation on students' learning. Also, we will closely look at the theories of motivation – their meaning and application to education in the classroom. We will reflect on how the principles underlying motivation help us plan for well-managed classrooms. A section of this unit will be dedicated to the implementation of instructional methods that enhance student motivation to learn.

The activities that are designed to achieve the instructional objectives of this chapter is organized in the following order:

Introduction to the content

a) Theories of motivation

b) Student motivation to learn

c) Instructional methods that enhance student motivation to learn

Key terms

- Motivation
- Student motivation to learn
- Intrinsic motivation
- Extrinsic motivation
- Theory

Introduction to the content

In any single classroom, we are likely to find different students motivated in different directions. One student may be keenly interested in the subject matter being taught, seeking out challenging coursework, participating actively in classroom discussions, completing assignments diligently, and getting high marks on classroom assignments. Another may be more concerned about the social side of school, interacting with classmates frequently, attending extracurricular activities almost every day, and perhaps even running for student body office. Still another may be more interested I athletics, excelling in physical education classes, playing or watching sports in most afternoons and weekends, and working out daily to make the football team next year. And yet another, perhaps because of undetected learning disability, poor social skills or seemingly uncoordinated body, may be interested only in avoiding academics, social situations or athletic activities. It is safe to say virtually all students are motivated in one way or another.

Motivation is something that energizes, directs, and sustains behaviour; it gets students moving, points them in a particular direction, and keeps them going. Once students have the ability to perform particular activity, one they have learned something, their level of motivation determines whether they engage in the activity, and if so, the length of time and the amount of enthusiasm with which they continue to pursue it.

How motivation affects behaviour and learning

A student who is highly motivated for a specific subject – say mathematics can easily be detected his or her teacher. The teacher can see the student spend long period of time on the subject, eager to learn more information and concepts related to the subject, and paying close attention in class. Motivation has several effects on students' behaviour and learning, including the following:

a) It directs behaviour toward particular goals.

Social cognitive theorists propose that individuals set goals for themselves and direct their behaviours toward those goals. Motivation determines the specific goals toward which people strife. Thus, it affects the choices that students make in and outside the school.

b) It increases energy and effort expended toward those goals

Motivation increases the amount of energy and effort that students expend in a particular activity. It determines the extent to which students pursue a task enthusiastically and wholeheartedly.

c) It increases initiation of, and persistence in, activities

Motivation determines the degree to which our students will independently initiate and persist at activities. Students are more likely to begin a task they actually want to do. They are more likely to continue that task until they have completed it, and even when they are occasionally interrupted and or frustrated in their efforts to do so.

d) It enhances information processing

From, cognitive perspective, motivation affects what and how information is processed. For one thing, motivated students are more likely to pay attention, which is necessary for getting information into both the short-term memory and long-term memory. They also try to understand material – to learn meaningfully – rather than in a superficial, repetitive and rote fashion. Furthermore, motivated students are more likely to seek help on task when they need it.

e) It determines what consequences are reinforcing

Motivation determines what types of consequences are more likely to be rein- forcing for our students. The more students are motivated to achieve academic success, they more pride they drive from high grades they get and the more upset they are made by a low grade. The more students want to be accepted and respected by their peers, the more meaningful members of the in-group will be, and the more painful will the ridicule of classmates will be.

f) It leads to improved performance

Because of the other effects we have just discussed – goal-directed behaviour, energy and effort, initiation and persistence, information processing, and reinforcement – motivation leads to improved performance. Our most motivated students will tend to be our highest achievers.

Learning Activity

Reading 8 Motivation

URL: http://en.wikipedia.org/wiki/Motivationhttp://en.wikipedia.org/wiki/Motivation

http://en.wikipedia.org/wiki/Motivation

Reading #8 discusses motivation in detail. First, motivation and its related concepts, such as reinforcement, self-control and intrinsic/extrinsic motivation, are introduced. Secondly, the paper discusses different theories of motivation. The next part of the article outlines methods of controlling motivation. Lastly, applications of the theories of motivation in education and business are discussed.

In each of the following theories of motivation, give a short explanation of what the theory means and two specific examples of how the theory can be applied in the classroom. The first one is done for you, as an example.

Theory	Brief explanation	Classroom applications
Drive Reduction Theory		
Cognitive dissonance theory		
Need Achievement Theory		
Interests Theory		
Needs Hierarchy Theory		
Herzberg's Two Factor Theory		
Alderfer's ERG Theory		
Self-determination Theory		
Goal-setting Theory		

Intrinsic and extrinsic motivation

In your own words, write a 100-150 word essay explaining the difference between intrinsic and extrinsic motivation. For each of them, give an example of a characteristic demonstrated by a student who possesses the trait.

Reading 9 Motivating students

URL:

http://www.crlt.umich.edu/sites/default/files/resource_files/Nilson-adaptedmotivation.pdfhttp://www.crlt.umich.edu/sites/default/files/resource_files/Nilson-adaptedmotivation.pdf

http://www.crlt.umich.edu/sites/default/files/resource_files/Nilson-adaptedmotivation.pdf

The paper discusses different strategies that teachers can use to motivate students to learn during teaching. Applying these strategies will significantly increase to the motivation of your students, thus the order of the class and the quality of their learning. For each of the following strategies, extracted from the paper, give how you can apply it in the class whose lesson plan you have prepared in learning activity # 2.

	Strategy	Application
1.	Capitalize on students' existing needs	
2.	Make students active participants in learning	
3.	Hold high but realistic expectations of your students	
4.	Help students set achievable goals for themselves	
5.	Vary your teaching methods	
6.	Emphasize mastery and learning rather than grades	
7.	Reward success	

Designing and conducting engaging learning activities

In this section, you will be able to:

1. Develop techniques that encourage students to be engaged during the following types of learning activity sessions: a) lecture b) cooperative learning c) discussion d) questioning e) independent work and f) homework

2. Develop ideas for creating classroom environment that facilitates students' being on-task and engaged in learning activities

Ideas for lecture sessions

For students to be engaged in a lecture, they must attentively listen to what a teacher is saying. Taking notes and attempting to follow teacher prescribed thought patterns may also be components of student engagement for many lecture sessions. Such engagement requires students to be cognitively active while physically inactive. Sustaining this type of attention is difficult for older people and virtually impossible for younger students. Lectures that continue uninterrupted for five minutes are not advisable for primary grade students. Older students' attention can be sustained longer but not easily.

You need to consider the following points when designing lectures.

1) Students are more likely to be engaged in a lecture session if the teacher has provided clear directions for behaviour. Students need to have learned how to attend to a lecture. They should also be taught how to take notes before the lecture actually begins.

2) Some form of advanced organizer to direct students' thinking helps students actively listen during a lecture. A written outline of the topics to be covered or problems to be addressed can be useful in focusing students' attention.

3) Signals, especially non-verbal ones, can efficiently focus students' attention during a lecture.

4) Lectures are useful learning activities for teachers who want to have a group of students concurrently follow a common thought pattern.

5) Voice volume, inflection, pitch, rhythm and pace should be strategically modulated according to the message you want to send and the level of students.

6) Students are more likely to follow lectures that use professional-quality communication technology.

7) Students are more likely to follow a lecture alertly when the lecturer maintains eye contact with them.

8) Teachers can deal with mind wandering and day dreaming as they move about the room during a lecture.

9) Students who hear their names are more alert to listen to what is said in the lecture. Thus, teachers can interject the names of individual students in their lectures.

10) To be engaged in a lecture, students need to do more than just sit passively and listen. They need to be actively listening, following the teacher's thought pattern.

11) As teachers lecture, they should frequently monitor their students' comprehension of what is said. Planned breaks in a lecture, in which students are asked questions, provide the teacher with formative evaluation information that should guide subsequent stages of the lecture.

12) Teachers should make themselves and aware of knowledge and skills that prerequisite to following a planned lecture and teach for those prerequisites before giving the lecture.

Ideas for cooperative learning sessions

For some learning activities, it may be more efficient for you to organize your class into several subgroups rather than a single large group. Intra-class grouping arrangements in which students in each group work on a common task give students greater opportunity than whole class activities to interact with one another, allowing tasks to be tailored to special interests or needs and a variety of tasks to be addressed during class.

Cooperative learning activities in which students learn from one another have proven to be quite successful. Students can engage in cooperative learning activities in large group settings, but small task group sessions are particularly well suited for students who are teaching one another. A variety of task group pat- terns are commonly used to facilitate cooperative learning, including:

i) Peer instructions groups

ii) Practice groups

iii) Interest or achievement level groups

iv) Problem solving groups

The following points will be useful when designing cooperative learning groups:

1) You need to clearly define the tasks for each group and the responsibilities of each member of the group.

2) All group members should be jointly accountable for completing the shared task, with each member responsible for individual role.

3) Efficient routine procedures for making transitions for moving into and out of small group activities are necessary to avoid time wasting chaos.

4) Task sheets and advanced organizers directs students' attention and focus and provide an overall picture of what they are expected to accomplish in their groups.

5) To avoid interrupting cooperative group work, directions should be clarified and specified for everyone before attentions are turned to individual group activities.

6) Monitor group's activities, provide guidance as needed without usurping individual students' responsibilities for designated tasks.

7) Model active listening techniques.

8) Use formative feedback to regulate activities. Engaged behaviours during cooperative task group sessions are observable because students should be involved in discussions and working on a specified task. Thus, formative feedback for regulating the activities is relatively easy to obtain.

9) Closure points are needed for lengthy sessions. As with other types of sessions, students need to experience climatic moments to reinforce engagement positively. Having a sequence of subtask, rather than one overall task, facilitates this need if you provide students with feedback as they complete the subtasks.

10) Individual group work should be followed up and used during subsequent learning activities.

Ideas for discussion sessions

The success of cooperative learning strategies typically depends on students' focusing on a particular topic during discussion sessions. For students to be engaged in discussion activity, they must attentively listen to what classmates say and be willing to make comments and raise questions pertinent to the topic. Discussion can be conducted in small groups or large class meetings of a whole class.

Teachers need to keep the following points in mind when planning discussion sessions:

1) Efficient use of allocated time for a discussion session partly depends on how clearly the directions communicate the exact procedures to be followed. If a teacher consistently follows the same procedures for all discussions, students learn from repeated experiences to follow whose procedures automatically without elaborate directions. For the first sessions of discussion, teachers need to spend time directly teaching the procedures to be employed to achieve the necessary tasks.

2) Student talk is likely to stray from the topic of a discussion unless that topic is specified and the purpose of discussion is understood.

3) The focus of discussion is more likely to be maintained when students perceive that the discussion is purposeful.

4) Seating arrangements in which students face each other and the teacher is not the focal point encourage students to speak and listen to one another.

5) With little or no disruption, teachers can use non-verbal signals, such as hand signals, to direct student behaviour.

6) Teachers need to encourage active participation and listening.

Ideas for questioning sessions

For students to be engaged in student sessions actively they must attentively listen to each question asked by their teacher, attempt to formulate answers to that question and answer the questions in a manner prescribed by the teacher or listen to others express their answers. Recitation is one type of questioning session that teachers use to help students memorize.

Here are some guidelines to be used when designing questioning sessions.

1) Provide for period of silent thinking during high-level questioning sessions. Unlike recitation sessions, student engagement during high- level questioning sessions requires students to take time to think about questions posed by the teacher before expressing their answers.

2) You can ask all students to write out their answers to questions you pose. This can help them think about their responses and organize their thoughts.

3) It is not recommended, except for special circumstances, to direct questions to particular students. This may discourage other students from carefully listening to that question.

4) Teachers need to move quickly from one student to another so that as many students as possible express answers to the questions. However, with high-level thinking questions, some students' responses may be complex and need to be discussed in detail.

5) Students are more likely to engage in questioning sessions in which a) questions relate to one another and express central theme or problem rather than appear isolated and unrelated and b) questions are specific rather than vague.

6) Learning activities conducted before questioning sessions can maintain the focus of the questioning session. In addition, students learn the importance of engaging in questioning sessions when the sessions culminate in problem resolutions that are applied in subsequent learning activities.

Ideas for independent work sessions

Engagement in an independent work sessions requires a student to complete some assigned task without disturbing others also working on the task. Typically, students work with the teacher available for help. When you plan for such sessions, two potential problems should be taken into account: 1) how can you efficiently provide the individual help that students may need to remain engaged with the task? 2) how do you accommodate students' completing the task at different times?

By keeping the following points in mind, you may improve the chances that your students enjoy high-levels of engagement during the independent work sessions that you plan and conduct.

1) Clearly define the task in the first place.

2) Avoid spending too much time with anyone student so that you could provide real help efficiently to all students when they need it to remain engaged in an independent work session.

3) To avoid having early finishing students idly wait for others to complete the task, sequence independent work sessions so that they could be followed by other independent activities with flexible beginning and ending times.

4) Establish some form of formal routine for requesting help. This minimizes the students spend waiting and maximizes the time they have for working on the task.

Ideas for homework assignments

Unlike most types of learning activities, homework assignments typically require students to allocate their own time for engagement. Engagement in homework assignments requires students to 1) understand directions for the assignment 2) schedule time away for the school for the assignment, 3) resist outside-of-school distractions while completing the assigned task, and 4) deliver a report of the completed work to the class by specific deadline.

Many teachers find it so difficult to have students diligently complete homework assignments that they have given up and no longer expect students to do homework. But for most academic subjects, homework is a critical form of learning activity that provide students with needed opportunity for solitary thinking, studying, practicing and problem solving.

The crowded social setting of the classroom is not conducive to the type of concentrated, undisturbed thinking that individuals must engage in to achieve certain cognitive learning objectives.

The following points will help you design your homework assignments for students in a way that they would enjoy and complete as wanted it to be.

1) Plan learning activities to teach students how to budget time for homework and procedures for completing homework. Students do not automatically know how to schedule their time for homework, study efficiently or present homework as teacher expects it.

2) Simple, uncomplicated homework assignments are more likely to be followed than complex ones.

3) Students tend delay the completion of assignment until just before they are due. Thus, for long-range assignments, set short-range deadline dates for completion of intermediate steps that eventually lead to final completion.

4) All homework assignments should clearly be an integral part of an overall plan for learning activities designed to help students achieve worthwhile goals.

5) Students' behaviour patterns of diligently doing homework assignments are encouraged when their efforts are positively reinforced by feedback provided by their teachers.

6) Students can learn the importance of diligently doing homework assignments when there is a clear link between the assignments and tests.

7) If teachers use homework in the class session in which it is due, students who fail to complete the assignment can experience naturally occur- ring punishment of being unable to participate fully in class. Similarly students who have completed the assignment on time can be positively reinforced by the success they experience in class.

8) If the potential for parents to encourage or supervise their children's homework is ever to be realized, teachers must keep parents apprised of homework expectations.

Formative assessment

In unit two, you have prepared a lesson plan for a secondary classroom. Go back to that lesson plan and write a short essay (400 -500 words) explaining how you want to achieve maximum student motivation to learn. Your writing should answer the following questions:

1. What characteristics of your teaching method do you expect will motivate students?

2. How will the classroom environment motivate students to be on-task?

3. What instructional strategies do you plan to incorporate into your teaching to motivate students?

4. How do you plan to structure the lesson so that students' will be motivated?

Learning activity 4

Title: Approaches for managing student behaviour

Introduction-A Case study for introduction

As you get you get into a class, you find students talking animatedly in groups. They are so immersed in the conversation that as a Lecturer they do not notice your presence. You would like to draw their attention to your presence and therefore you clear your throat as a way of saying that you would wish them to settle down. Some of the students would like to know why some of your colleagues have missed lectures without a proper explanation. You try to explain that you have no idea of the cases in point but they insist that you must sort out their challenges before you begin your class. You try to cover your colleagues but they do not want to buy any of those explanations. Your patience as a Lecturer is tested to its limit. However, you recall your student days and recall that you and your colleagues used to pose the same discipline challenges to Lecturers. Welcome to the world of managing students' behaviour.

Specific Objectives

In this learning activity, you will be able to achieve the following instructional objectives:

- Establish the causes of student misbehaviour in a classroom setting
- Identify different forms of disruptive behaviours that students engage in
- Explore the different causes of disruptive behaviour in a classroom setting
- Suggest different strategies of managing disruptive behaviour among students

Summary of the learning activity

In the classroom, students naturally engage in a variety of activities, some of which distract them from effective learning while others can disrupt the whole instructional process in the classroom. Teachers must develop effective means to handle student behaviour in the classroom so that they could achieve their aims. A variety of methods have been developed throughout time. Each of these had their own weaknesses and strengths, and proved successful at handling some circumstances.

This learning activity is organized in the following way:

1. Reading of how to manage student behaviour
2. Managing students' non-disruptive, disruptive and violent behaviours
3. Formative assessment of the unit

Activity

Conducive learning environment

Disruptive behaviour

Individual differences

Classroom management techniques

Approaches to behaviour management

Reading: A comprehensive study identifying the most effective classroom management techniques and practices

URL: http://www.uwstout.edu/lib/thesis/2002/2002kaliskap.pdfhttp://www.uwstout.edu/lib/thesis/2002/2002kaliskap.pdf

http://www.uwstout.edu/lib/thesis/2002/2002kaliskap.pdf

In this reading, five classroom management approaches are discussed. Compare the five approaches by filling the following table.

	Assertive Discipline	Discipline with dignity	Peer Mediation	1-2-3 Magic	Unified Discipline
Brief description					
Main objectives					
Strengths					
Weaknesses					
Example of a situation the approach is appropriate					

Dealing with students' off-task, disruptive and violent behaviour systematically

Students usually engage in a variety of off-task, disruptive and violent behaviours that distract them from giving their attention to the teacher's instruction. This is a natural phenomenon which cannot be avoided altogether. Teachers need to have the skills to approach and deal with these behaviours systematically and effectively. The following are guidelines which proved helpful in dealing with that challenge.

1) Deal with the misbehaviours before they go out-of-control. Too often, teachers allow off-task student behaviour to continue until they become so irritated by the behaviours that they are too stressed to handle the situation constructively. It is better to respond promptly so as to prevent the worsening of the situation.

2) Either respond decisively with off-task behaviour or ignore it altogether. If the teacher is confronted with off-task student behaviour but is not, at that moment, in a position to apply a strategy to that has reasonable chance of working, than he/she should delay response until help can be obtained or you can design and apply a suitable strategy. However, don't wait until the situation is intolerable.

3) Teachers should clearly keep their responsibilities in mind when dealing with student behaviour. The teacher's primary role is to teach, not to build student character.

4) Teachers should distinguish isolated off-task behaviours and off-task behaviour patterns. Off-task behaviour patterns are more difficult to deal with than isolated incidents. However, teachers have the luxury of taking time to plan strategies dealing with patterns, while isolated off-task behaviours are typically dealt with as they occur.

5) Control the time and place for dealing with off-task behaviour. Teachers are more likely to achieve a productive interchange about preventing recurrences of off-task behaviour in a private place and time.

6) Provide students with dignified ways to terminate the off-task behaviour Teachers need to deal with off-task behaviour in a way that students do not feel their dignity is in jeopardy. The strategies teachers use should give students with face saving ways to supplant off-task behaviour with on-task ones.

7) Use alternative lesson plans

8) Use the help of colleagues, parents and instructional supervisors

9) Do not use corporal punishment: Natural punishment is an aversive stimulus experienced by the student as a direct consequence of that behaviour; Corporal punishment is a form of punishment in which physical pain or discomfort is intentionally inflicted upon an individual for the purpose of trying to get that person to be sorry for a particular misbehaviour he/she displayed.

10) Know your rights and limitations

11) Maintain your options

12) Know yourself and your students

Learning activity

1. As a teacher, how will you approach and deal with each of the following misbehaviours effectively? Write a short paragraph, not more than 50 words, on each of the following scenarios.

a) Ms. Jane is lecturing to her eight-grade class when John, one of her 34 students, begins looking around and tapping her pencil against the desk. Ms. Jane judges John's behaviour to be annoying and can be a potential distraction to others in the class.

b) As part of a process-writing lesson, Mr. Edward's students are paired off, two to a computer, editing one another's essays. Mr. Edwards notices that Clarence and Paige's discussions centres more on gossiping about Florence, one of their classmates, than on writing.

c) Mr. Obara is explaining to his form-form three science class how Darwin and Wallace each arrived at his theory of natural selection. Most of the class listens intently. Sitting erect, Ali stares directly at Mr. Obara and imagines himself along a river bank galloping on a horse. Mr. Obara, who watches his students' faces as he lectures, notices the blank look in Ali's face.

2. Students participate in a wide-range of off-task behaviours in the classroom.

The following are the six most common ones. For each, think of at least two strategies which you can employ to deal with, in case you encountered them in the class.

	Non-disruptive off-task behaviour	Strategy
1	Mind wandering and daydreaming	
2	Refusing to participate in class activities	
3	Failing to complete homework assignments	
4	Failing to bring learning materials	
5	Being absent or tardy	
6	Cheating on tests	

3. The following are examples of student disruptive behaviours in the class and how the teacher handled the situation. For each, write your thoughts on the advantages and disadvantages of the way in which the teacher handled the disruptive behaviour. Also, suggest how the approach could have been improved. Summarize your comments in not more than 50 works.

Example 1: Disruptive talking

There are 30 minutes remaining in Ms. Allen's fourth-period English class when she directs the students to begin to work on a translation exercise from their text- books. A number of students carry on conversation that disturbs other students. Ms. Allen motions for silence but talking continues to spring up around the classroom. Ms. Allen calls halt to the translation exercise, saying "Class, please let me have your attention. I think each of us needs silence to translate these sentences properly. I am sorry, but I see this isn't working. Let's hold off on these translations until you can get away by yourselves, either at home or during your free period. Just have them ready for class tomorrow. Right now put your books away and we will work together on our conversational English. Here's what we'll do…"

Example2: Interrupting

During a questioning session, Mr. Caldwell asks Smith, "What number multiplied by 7 is 72?" Smith: "Uhh, let's see. I think…." Sandy interrupts, "Six because 42 divided by 7 is 6!" Smith appears relieved to be off the hook. Sandy smiles. Mr. Caldwell is frustrated because his planned questioning strategy was in which Smith was to reason deductively was disrupted. Sandy's interruption deprived Smith of a learning experience. Mr. Caldwell, appearing quite disgusted, turns to Sandy: "Why did you interrupt:" Sandy: "I was just helping him out."

Example 3: Clowning

In the first week of the school year in Ms. Asha's kindergarten class, students have just begun working on individually on a language arts task. Brian jumps up and begins dancing in front of others saying "Watch me! Watch me!" Two students stop their work and giggle, but most ignore him. Ms. Asha thinks "I hope this isn't a pattern for Brian. This is what he does at home." She picks up Brian's paper, takes him by the hand, and walks him over to an area of the room that is out of the view of the other students. She softly tells, "Please sit here and finish your paper. Bring it to me only after all of these spaces are colored in. What are going to do?" Brian answers, "Color all this and bring it to you." Ms. Asha says, "That is what you are to do."

Over the next several days, Ms. Asha watches for signs of Brian's intent to show off. She makes an effort to see that he gets attention at times when he is not trying to show off.

Example 4: Being discourteous

Mr. Turner's social studies students are engaged in cooperative group discussions when he overhears Kendal tell Russ, "You wouldn't think that if you weren't such an ugly slob!" Mr. Turner: "Kendall, I get so angry when you speak rudely that I cannot understand what you are trying to say." Mr. Turner hopes that he has reminded the group that impolite, thoughtless talk is unacceptable during learning activities. He wants to avoid an insane, non-productive exchange about why Kendal spoke rudely. He doesn't think that it would be wise to appear as if he were trying to protect Russ. He believes that would display lack of confidence in Russ's being able to deal with his own feelings. The focus is on terminating rude behaviour and getting on with the business at hand.

Example 5: Vandalizing

Ms. Romano enters her equipment room to prepare for the day's physical education classes when she discovers the soccer balls she plans to use are deflated and flattened. She gets angry and thinks of who did such terrible action. She composes herself and thinks that three girls who complained about having to play such in the first period may have committed the crime. Ms. Romano went to her students and told them to meet at the soccer field exactly at 9:20 am. The same girls she suspected jumped to air their complaints against the play as the sun was hot, and that playing such early period messes up their hair for the rest of the day. Ms. Romano told the students, "Even though the balls are deflated, they would still do some form of aerobic exercise." The students begun moan and complain to one another. At the field, she put them into specially fatiguing exercise.

Example 6: Bullying

A student tells Mr. Raage, who is sitting at his desk at Awdal Secondary School during lunch hour that there is a fight in the hall. Mr. Raage jumps up and runs to the hall to find about 15 students surrounding Jama and Ahmed, who are rolling on the floor, punching and kicking one another. Assessing the intense fighting as dangerous, he decides against trying to separate the boys physically. Mr. Raage looks at the crowd of students and orders them to leave and mind their businesses immediately. Thinking that the crowd is fuelling the aggression, he decides to clear the onlookers from the scene. He gets a bit closer to Jama and Ahmed and commands them in a calm but loud voice, "Stop fighting! Stop fighting now!" The fight continues intensely. He then begins to clear the area from objects that the combatants may use as weapons or fall over – a chair, trash cans, and pencils on the floor.

"Stop the fighting," he commands again, but no detectable impact on the two students. Mr. Raage orders one student to call help from the teacher's office. Again, he looks at the two students, getting closer to them, and advises them to do the wise thing and stop the fighting. Two staff members arrive, and Mr. Raage thinks it is safe enough to try to separate the fighters physically, with the help of his colleagues. The boys are escorted to the principal's office.

Formative Assessment

Answer the following questions briefly:

Give a brief explanation of each of the five approaches to managing student behaviour we have discussed. Use an example of a situation the approach can work effectively.

Write two strategies you can use to detect the following misbehaviours before they disrupt instruction in the classroom.

i. Student

ii. Talk

iii. Fighting

iv. Bullying

v. Vandalizing

vi. Cheating

vii. Drug use

Write a short article, around 300 words, on corporal or physical punishment. Your writing should cover the following points:

i) The prevalence of the phenomenon in your community

ii) The pros and cons

iii) Your judgment: Should it be used?

Synthesis of the Module

In this module, we have discussed the underlying principles and concepts of classroom management. Classroom management is an essential component of modern education. The quality of teaching in the classroom is commonly hampered by student misbehaviour and teachers' lack of effective organization. Teachers who have the ability to organize their teaching in a way that is motivating to students are at an advantaged position to achieve their instructional objectives.

The module gave an overview of the importance of classroom management and how its philosophical basis evolved over time. In addition, understanding students – their motivation, academic and psychological needs – were discussed in detail. The module also discussed a variety of methods that can be used to prevent and deal with student misbehaviour. Learners were also given the opportunity to develop their own classroom management plan.

Summative Evaluation

In this module, you have learned the theoretical and the practical aspect of classroom management. In order to assess your mastery of the concepts and principles of the module, you are required to develop a classroom management plan. As has been discussed during the progress of the module, there are many styles of management that are useful in different situations. However, you should keep in mind that there is no single best way to approach and solve the classroom behaviour problems that teachers face continuously in their teaching.

The purpose of this assessment is to help you develop a management plan that you can use in your teaching. The plan will help you understand your teaching better and increase your confidence in tackling the problems you face. At this stage, your plan should be based on the 'ideal' situation you can imagine, as some of the conditions you find in your classroom will change it drastically. Also some of the methods you now choose may prove ineffective in the future. Your target students will be secondary students and the subject you should be teaching is the science subject you specialize on – biology, chemistry, physics or mathematics.

The classroom management plan you are to develop should include the following components. You need to justify each choice you made in your plan.

1. Introduction: This section gives an overview of the plan, its aims and objectives.

2. Philosophical statement: This an statement of your believes of your classroom teaching style, what philosophy you base your believes on, and why you adhere to that belief.

3. Room arrangement map: This covers how you plan to organize the physical setting of your classroom. You should give different arrangement for different classroom activities.

4. Classroom rules: How are these rules arrived at? What are they? Provide a rationale for each rule you set. How are they communicated to the parents and students and administrators?

5. Classroom procedures: What are the specific procedures that would be an integral component of your classroom teaching? How are they communicated to the students?

6. Specific techniques: How do you want to encourage and respond to positive students? How do you plan to manage students who show misbehaviours in the classroom? What techniques do you plan to use to maximize the effectiveness of your classroom management?

This plan should sufficiently cover all of the points indicated above.

Activity

Write a report (2,000- 2,500 words) on the classroom management you have developed. This report will serve as the final assessment of the course. In order to encourage the use of ICT in this module, you are required to submit this report via email, in attachment form. You will get feedback of your report two weeks after the deadline for submitting the report.

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