Anatomy of Classroom Setting: You and Them

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FACET 2014
Anatomy

- Space
- Two species: Student and Teacher
- Their interaction
Comfortable Space

“Comfortable classrooms – physically and psychologically – promote a sense of well-being, keep minds focused, and limit distractions” (Herman Miller, 2008)
Physical Space

1. Furnishing
2. Lighting
3. Temperature

The effects of comfort in the workplace: “Giving people some control over their surroundings adds to their sense of well-being” (Herman Miller, 2006)
# Traditional and Modern Classroom

<table>
<thead>
<tr>
<th>Traditional Classroom</th>
<th>Learning Studio</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students</strong></td>
<td></td>
</tr>
<tr>
<td>Boring</td>
<td>Inviting</td>
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<tr>
<td>Dry</td>
<td>Welcoming</td>
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<tr>
<td>Dour</td>
<td>Comfortable</td>
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<tr>
<td>Oppressive</td>
<td>Open</td>
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<tr>
<td>Restrictive</td>
<td>Clean</td>
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<tr>
<td>Intimidating</td>
<td>Fresh</td>
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<td></td>
<td>Relaxing</td>
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<tr>
<td><strong>Faculty</strong></td>
<td></td>
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<tr>
<td>Bulky Furniture</td>
<td>Interactive</td>
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<tr>
<td>Long Tables</td>
<td>Modern</td>
</tr>
<tr>
<td>Bolted to the Floor</td>
<td>Flexible</td>
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<tr>
<td>Institutional</td>
<td>More Aesthetic</td>
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<tr>
<td>“Soldiers in a Row”</td>
<td>Easy to Move Around</td>
</tr>
<tr>
<td>Inefficient</td>
<td>Better for Group Work</td>
</tr>
<tr>
<td></td>
<td>Conducive to Learning</td>
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</tbody>
</table>

(Responses from Estrella Mountain Community College)
Classroom Settings
The same furnishings in the same room arranged in a sampling of configurations provide the flexibility to accommodate various learning and teaching styles.
Psychological Space

Things that make you uncomfortable:

- Trapped by the computer desk
- “Soldier in a Row”
- Trapped inside the circle
- No control of temperature, lights, and classroom setting
# Teacher and Student Interaction

## YOU

- [Image]
- [Image]

## THEM

- [Image]
Names and Social Psychology

Dale Carnegie once wrote that “A persons name is to that person the sweetest and most important sound in any language.”
Names and Social Psychology

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Knowing students names:

- to remove a layer of status hierarchies
- to bolsters informal social control; when we are known and not anonymous, we are more likely to behave in ways that reflect positively on our identities
- to show that students are individuals, and they are central to the learning process

http://www.everydaysociologyblog.com/2014/01/the-importance-of-knowing-names.html
Remembering Names

1. Have students make name tags on the first day of class (heavy black marker)
2. Have students sit in the same seats for the first few weeks until you are able to match names with faces
3. Have students give their name each time before they speak
4. Have a few students introduce themselves. Then stop the introductions and ask another student to name all the students who have been introduced

http://www.unl.edu/gradstudies/current/teaching/names
“Speech is only one part of communication, yet teachers often forget about or underestimate the importance of non-verbal communication in their own and their students’ performance” (Ledbury et al., 2004)
Eye Contact

“The eyes are a powerful tool for both the teacher and the learner’ yet much classroom time is spent with eyes firmly fixed on the book, the board, the floor, the window, or roaming randomly around the teaching and learning environment” (Ledbury et al., 2004)

- Establishing a management role: welcome students individually with a combination of eye contact and their name
- Talk to your learners, not to the book, the board or the screen
- Show praise, encouragement often, and disapproval occasionally
Body Language (Amy Cuddy - TED)

http://www.ted.com/talks/amy_cuddy_your_body_language_shapes_who_you_are
Classroom Management

- **Pair Work**
  Assigning random partners every 4-5 weeks

- **Group Work**
  1. Count method
  2. Selection of a ‘secretary’ and a ‘presenter’ for each group
  3. Report in class
Classroom Engagement

- Dynamic classroom
- Collaboration
- **EDUCATION + ENTERTAINMENT**
  (Boswood 1997: 202)
Classroom Engagement

- Dynamic classroom
- Collaboration
- **EDUTAINMENT**
  (Boswood 1997: 202)
Final Remarks - Engaging our Students

www.youtube.com/watch?v=elm16AXW_sE
References