Anatomy of Classroom Setting: You and Them

Olga Scrivner

Indiana University

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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)
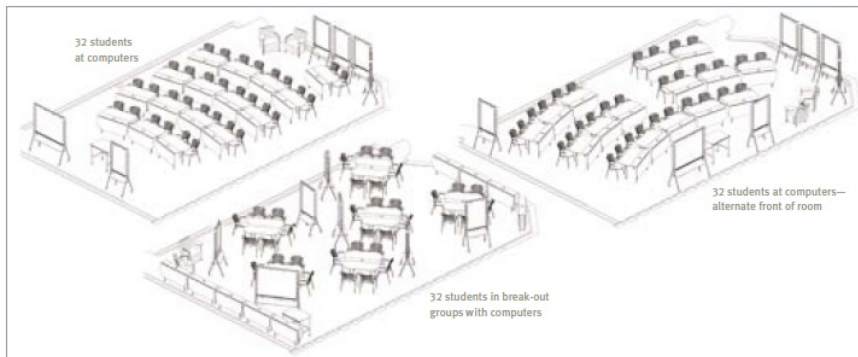
Traditional and Modern Classroom

	Traditional Classroom	**Learning Studio**
Students	Boring Dry Dour Oppressive Restrictive Intimidating	Inviting Welcoming Comfortable Open Clean Fresh Relaxing
Faculty	Bulky Furniture Long Tables Bolted to the Floor Institutional "Soldiers in a Row" Inefficient	Interactive Modern Flexible More Aesthetic Easy to Move Around Better for Group Work Conducive to Learning

(Responses from Estrella Mountain Community College)

Classroom Settings

Ideal Classroom - Learning Studio

32 students at computers

32 students at computers— alternate front of room

32 students in break-out groups with computers

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

YOU	THEM

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."

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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

Non-verbal Communication

"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)

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http://www.ted.com/talks/amy_cuddy_your_body_
          language_shapes_who_you_are
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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)

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- **EDUTAINMENT**
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Final Remarks - Engaging our Students

www.youtube.com/watch?v=elm16AXW_sE

References

Robert Ledbury, Ian White and Steve Darn. 2004. The importance of Eye Contact in the Classroom. The Internet TESL Journal, Vol. X, No. 8, August 2004