



Bacolod, Joselito CPT-42

Field Study 1 – Activity #3

Mrs. Navales

Activity #3

You will be assigned to the different grade levels(7-12). You will examine how classrooms are structured or designed to allow maximum participation and effective learning. Be guided by the following:

1. Observe an online class or face to face class that is assigned to you, make an Observation Report regarding the classroom management. Please be guided by the given questions.
2. Based on your observation report, answer the Classroom Management Matrix, and analyze the matrix by answering the questions.
3. Make a reflection on how the classroom was structured or designed for an effective learning environment by answering the given question.
4. For purposes of reliability, include this in your e portfolio.
5. You may answer column 3, "Effects on the Learners" after answering the questions below.

Guide Questions:

1. Are there noticeable rules and procedures imposed during the classes? List them down.
 - Treat others with respect at all times.
 - Listen to the teacher when s/he speaks.
 - Ask for help when you need it.
 - Be prepared every day with required items.
 - Respect other people's property.
 - Listen and follow directions.
 - Raise your hand before speaking or leaving your seat.
 - Respect your classmates and your teacher.
 - Keep hands, feet, and objects to yourself.
2. Did the students participate in the classroom rules? Enumerate how students participate. While the majority of the students adhere to the guidelines, some do not, according to the teacher. He provided the students constructive punishment for breaking the rules based on his judgment.
3. What are the routines of the teacher? Enumerate the routines and describe how are they done?
 - Clean your off your teacher desk (put papers away, pencils and pencils back in the drawer or cup holder, file away any papers...etc)
 - Present powerpoint presentation that taking notes of the students.
 - The teacher explain the lesson or the topic.
 - Prepare the students for the quiz or group activity.
 - gather all materials and supplies needed for next-day activities
4. During synchronous activities / recitation, observe if there is presence of noise. How is it managed by the teachers?
He Set the tone early and address students individually. The teacher only say things once and make activities more engaging. The teacher promote active listening and listen more.
5. What does the teacher do to reinforce positive behaviors of the student during synchronous classes?

Teachers should provide a variety of praise, including verbal praise in synchronous settings and written praise on asynchronous assignments, and should integrate activity reinforcers or token systems to ensure all students receive reinforcement that motivates them.



CLASSROOM MANAGEMENT MATRIX		
Aspect of Classroom Management	Description	Effect on the Learners
Platforms use during synchronous meeting	<ul style="list-style-type: none">• Web conferencing platforms that allow both for one-to-one conversations as well as for group chat. Cisco WebEx®, Microsoft Teams®, Google Meet®, Zoom®, and Skype for Business® fall into this category. Web conferencing tools grant a relevant degree of personal interaction and enable teachers to easily reach out to their pupils. Moreover, these instruments are useful for experimenting with different educational content (audio, video, images). As a result, the frontal lesson becomes more interactive and adapts to different types of learning styles.• Live chat and instant messaging tools such as Skype® and Slack®. Through these tools, the flow of communication within the classroom is particularly easy, though not necessarily orderly. The main advantage is that every kind of didactic material can be quickly communicated by the teacher to the students.	Bringing classes and other educational activities and opportunities online can make education more accessible. Many students and teachers agree that the effective use of video meetings in the classroom can make learning more engaging and participatory.
Classroom Rules	<ul style="list-style-type: none">• Specific: Rules need to be as specific as possible.• Positive: State your rules in the positive rather than the negative. For example, instead of “don’t yell in class,” say, “speak quietly in class.”• Adaptable: Periodically evaluate your rules and their effectiveness. If at any time a rule doesn’t seem to be working, change the rule!	Classroom rules are set to teach student a proper and safe way to act within the classroom and thus, improving the student learning. Every minute in school is important. If the students have no rules to follow, everything will be in a chaotic situation.



	<ul style="list-style-type: none">• Few: Keep your rules few in number. You should have no more than five rules.• Sensible: Make rules that make sense!	
Classroom Procedure	<ul style="list-style-type: none">• Use hand signals.• Set a routine for lining up.• Set a timer for transitions.• Be clear about technology rules.• Date stamp students' work.• Set up turn-in trays.• Ask students to highlight their names before turning in work.• Greet every student at the door.	Increase student success by creating an orderly learning environment that enhances students' academic skills and competencies, as well as their social and emotional development.
Routines	<ul style="list-style-type: none">• Entering/Exiting the classroom• Turning in assignments & late work• Attendance/Absent/Tardy procedures• Finishing work early• work• Getting supplies• Handing out papers• School-wide expectations and rules• Heading papers and assignments• Dismissal• Homework• Assigning classroom jobs• Behavior management – warning, action, contacting parents/referrals/infractions	Increase student confidence and comfort levels since learners know what is expected of them in different situations. Set routines are especially helpful when working with young learners and teens that need extra support in regulating their behavior.
Handling misbehavior / off-task behavior	<ul style="list-style-type: none">• Use fewer words and less emotion.• Teach kids specific non-verbal directives, like hand signals or sign language.• Stand near the off-task kids but keep eye contact with the on-task kids.• Pair up a 3 second freeze with The Teacher Look.• Create a natural break in the lesson to talk privately with students who are being disruptive.	Poor and disruptive behaviour in the classroom reduces children's ability to concentrate and absorb information; and it unsettles children and causes immense stress for teachers.



	<ul style="list-style-type: none">• Ask simple questions that prompt students to self-correct.• Involve students in the lesson to engage, not embarrass.	
Reinforcement of Positive behavior	<ul style="list-style-type: none">• Clapping and cheering• Giving a high five• Giving a hug or pat on the back• Giving a thumbs-up• Offering a special activity, like playing a game or reading a book together• Offering praise• Telling another adult how proud you are of your child's behavior while your child is listening	Use of positive reinforcement leads to heightened enthusiasm in students – and even the teacher! Furthermore, it can allow accomplishment to be celebrated as a class.
Others	<ul style="list-style-type: none">• To plan and prepare appropriately the assigned courses and lectures• To conduct assigned classes at the scheduled times• To demonstrate competence in classroom instruction• To implement the designated curriculum completely and in due time• To plan and implement effective classroom management practices• To design and implement effective strategies to develop self-responsible/independent learners• To promote students' intrinsic motivation by providing meaningful and progressively challenging learning experiences which include, but are not limited to: self-exploration, questioning, making choices, setting goals, planning and organizing, implementing, self-evaluating and demonstrating initiative in tasks and projects	The teaching method is regarded more effective since it does not centralize the flow of knowledge from the lecturer to the student. The approach also motivates goal-orientated behavior among students, hence the method is very effective in improving student achievement.



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