

# CLASSROOM MANAGEMENT OBSERVATION

Classroom Management Observation

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After having the opportunity to closely analyze various aspects of my classroom environment, from the physical to the personal, I recognize that, while there are a variety of things I would like to change (not all of which are within my control), there are also many things that are working well.

In regards to the aspects of the physical environment that affect student behavior, I would like to be able to adjust my classroom set up, but that is out of my control. One thing that my students constantly complain about is the smartboard. It is difficult to read from since it is so small and old. It would be better to have a projector with a larger screen. In my classes, we are often writing code, and being able to project the largest font possible would be beneficial to my students. Another thing I would change is the lighting. Being able to turn off or dim the lights nearest to the smartboard would be better than having to turn off all the lights. Especially in the long winter months, I believe that having some brightness in the room would motivate the students and the instructor.

Patricia Cranton (2003) states that she does “not think adult students should ever sit in rows facing the front of a room” (p. 3). I agree with this. If it were up to me, I would place tables in my classroom. I think that it would encourage more collaboration and communication amongst the students, and lead to a better overall learning experience. Unfortunately, I am unable to rearrange my classroom in this manner.

On my checklist, I made note of the noise in the hallway. Again, this is really out of my control. I do try to curb it by occasionally asking people who are walking by to keep their voices down, but the difference is minimal. In addition, since the room is hot, and I have very little

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ability to control the temperature, I cannot keep the door shut. I think the noise affects me more than the students, so it is something that I need to learn to adapt to better.

As for the elements of the instructor's style that affect student behavior, my checklist contained such items as "asked students what is new in their lives", "told silly Dad Joke", "I made sure I listened closely to students' input and thanked them for it", and "I was motivating and encouraged them to practice". The reason I included these items is that I have always strived to create and maintain a supportive climate. I demonstrate, I guide and facilitate, and I allow my students to show me what they need from me to help them succeed with a given topic. Of course, my students would not feel comfortable with this teaching style if they did not trust me, so I make sure to begin each class on a positive note and I maintain a relaxed, yet still professional, atmosphere in my classroom at all times. Building rapport with my students demonstrates to them that I do truly care about their success, and as a result, they are not only willing, but also even eager, to put forth their best effort for me. Perhaps even more importantly, though, they feel able to approach me when they encounter difficulties with their assigned work. Research has shown that some of the outcomes that result when rapport is established are higher motivation, increase comfort, perceived increased quality, satisfaction, enhanced communication and trust (Weimer 2010).

It is this relationship with my students that makes me love my job so much. I had always wondered what kind of teacher I might be, and now I am able to see that my ability to build positive relationships with my students leads to academic success for them. My teaching style is both effective for learning and appreciated by my students. While I may not be able to

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control many aspects of the physical environment within my classroom, I am doing very well with the personal aspects of that same classroom environment.

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### References

Cranton, P. (2003). Finding Our Way: A Guide for Adult Educators. In *Starting Out* (pp. 1-11). Toronto: Wall & Emerson, Inc.

Weimer, M. (2010). Building Rapport with Your Students. Retrieved from <https://www.facultyfocus.com/articles/teaching-and-learning/building-rapport-with-your-students/>