

SUBJECT: INNOVATIVE TEACHING-LEARNING (SEM 2, CC8) UNIT 5

Dept of Education

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TOPIC: SPECIFIC TEACHING SKILLS-

3.Classroom climate: Concept & Types of classroom climate

4.Creating a pleasant classroom climate: Teacher Expectation

Classroom Climate is the **classroom** environment, the social **climate**, the emotional and the physical aspects of the **classroom**. It's the idea that teachers influence student growth and behavior. The student's behavior affects peer interaction—the responsibility of influencing these behaviors is placed with the Instructor.

- . Classroom climate is affected not only by blatant instances of inequality directed towards a person or group of people, but also by smaller, more subtle "micro-inequities" that can accumulate and have significant negative impacts on learning (Hall, 1982).
- . Incivilities that are not addressed properly not only negatively impact learning within the course in which they are experienced, but may also negatively influence a student's success at an institution (Hirschy & Braxton, 2004).
- .
 - . Classroom climate refers to the prevailing mood, attitudes, standards, and tone that you and your students feel when they are in your classroom. A negative classroom climate can feel hostile, chaotic, and out of control. A positive classroom climate feels safe, respectful, welcoming, and supportive of student learning.

Students experience the classroom as not just an intellectual space, but also as a social, emotional, and physical environment.

Classrooms that subtly or indirectly exclude certain groups of students tend to be common from the students' perspectives; students have a particularly negative reaction to instructors who fail to acknowledge consequential local or national events (Huston and DiPietro, 2007).

The classroom climate is influenced by two things.

1.Physical Environment

2.Psychological Climate

A conducive classroom climate is one that is non- threatening yet business like. It is also a facilitative learning environment

Need of a classroom climate

The teaching-learning process is an inherently social act, and as instructors we need to be mindful of the quality of the social and emotional dynamics in our course, because they impact learning and performance. In fact, a well-established body of research has documented the effects of a “chilly classroom climate” on some students or groups of students, in particular women and other minorities

(Hall, 1982).

- Stereotypes may cause alienation and marginalization among those who are the target of unfair generalizations. Students who have experienced stereotypes or expect to be viewed or judged in a certain way may encounter tensions and cognitive disturbances that interfere with learning.
- Instructors can influence the tone of the class environment through their interactions with students and other modes of communication, including the syllabus.
- Student-student interactions both inside and outside of class can affect the overall climate. How the instructor addresses negative interactions will have an impact on student learning.
- Course content that includes a variety of perspectives or that represents multiple views is more conducive to a positive climate.
 - **Climate regulates the circulation and construction of knowledge.** For instance, in an inclusive climate all students are more likely to volunteer different perspectives and thus enrich discussions; conversely, if some students or groups feel that their contributions are not as valued as those of others, they will withdraw from the conversation. As an example, women in technical fields often report feeling undervalued compared to their male peers.
 - **Climate engenders emotions that impact learning.** In a productive class, the learning experience is characterized by excitement for discovery, joy, satisfaction and pride at one's accomplishments. All these positive emotions have the effect of motivating students for further learning. Conversely, if the predominant emotions in a class are fear, shame or embarrassment for being wrong, or boredom and apathy about the content, these negative emotions will be highly demotivating to students (Ford, 1992).
 - **Climate can channel energies away from learning or toward it.** For instance, if gay or lesbian students feel it is not safe for them to be out in class, they tend to carefully monitor their participation for fear of inadvertently exposing themselves, limiting their engagement with the material. Conversely, in classes where they feel free to be themselves, they often capitalize on their personal experience of having challenged conventional assumptions by engaging with the material in creative ways (Renn, 1998).
 - **Climate impacts student persistence.** When the cumulative direct and indirect messages students perceive communicate that they are not as able as other students and don't belong in the course, students are less likely to stay in the course, the major, and even in the university (Tinto, 1993)

Creating a pleasant classroom climate: Teacher Expectation

Classroom's climate doesn't just happen—it's created. Whatever was your experiences with the students' in the past there are things you can do to deliberately to shape the climate of your classroom into a positive learning environment.

How can an educator ensure that his/her classroom has a positive climate?

- Specific classroom rules and procedures are clear
- These classroom rules are discussed on the first day of class

- Students are involved in rule-making
- Reinforce acceptable behavior and provide negative consequences employed
- Establish clear limit for unacceptable behavior The Positive Classroom Climate
- Healthy balance between dominance and cooperation
- The teacher is aware of the different needs of students
- The teacher enhance student's responsibility for their own behavior

What a The Positive Classroom Climate does is :

- a. Encourages active learning.
- b. Promotes and facilitates the individual's discovery of personal meaning of idea
- c. Emphasizes the uniquely personal and subjective nature of learning
- d. Respect for diversity
- e. Recognizes people's right to make mistakes
- f. Tolerates ambiguity
- g. Evaluation is a cooperative process with emphasis on self-evaluation
- h. Encourages openness of self rather than concealment of self
- i. Encourages learners to trust in themselves as well as external sources.
- j. Makes people feel respected
- k. Makes people feel accepted
- l. Permits confrontation.
- m. Develops the cognitive and affective faculties of the learners

Ways to manage classroom climate:

1. Incorporate diversity into your course and use inclusive teaching practices.
2. Use icebreakers and collaborative learning to give students the opportunity to get to know one another.
3. Include diversity and disability statements in your syllabus.
4. Address incivilities right away.
5. Establish ground rules.
6. Check in on classroom climate periodically.
7. Make efforts to connect with students.

So to sum up about Positive Classroom Climate

- **Develop and reinforce classroom rules and norms** that clearly support safe and respectful behavior.
Having classroom rules helps you create a predictable, safe learning environment for your students.

Rules give your students clear boundaries and opportunities to practice self-regulation and make good choices.

When students feel safe and respected both emotionally and physically, they are able to focus better on learning.

- . **Promote positive peer relationships.** You want to create an environment where your students support and are kind to one another. Some ways you can do this are:

- Notice and reinforce casual positive interactions between students on a daily basis.

- Deliberately plan relationship-building activities and games that encourage positive interactions.

- These can be long-term projects, or short and simple games designed for students to get to know each other better.

- Pay attention to the social dynamics of your classroom.

- Do some students have trouble making friends? Do some students have trouble getting along with others? Who has a lot of friends? Who has few friends?

- Interviewing your students one-on-one can help you identify students that have stronger or weaker social connections. This can inform your seating arrangements, guide your grouping and pairing decisions, and assist you in helping students form new networks of friends.

- Have class meetings. Class meetings provide a safe environment in which students can discuss with you and each other topics that are important to them.

- You and your students can get to know each other better and build relationships through open discussions on subjects like: Following Rules, How to Get Help, Including Others at Recess, Solving Playground Problems, etc. This helps create a positive classroom climate built on trust and respect.

- . **Nurture positive relationships with all students.**

- . You need to let your students know that you not only care about their progress in the classroom, you also care about them as human beings.

- Some ways you can do this are:

- Greet your students by name every time they walk in the door. This lets them know that you notice and care that they are there.

- Use warm, inclusive behaviors with your face, body, and words each day. Smile! Ask, “How are you feeling?” Look at your students. Notice and reinforce their positive behaviors with encouraging words.

- Ask your students personal questions that will help you get to know them and what’s happening in their lives outside of school. “How was your soccer game last night?” “Is your grandma feeling better?”

- Notice changes in students’ physical and emotional behaviors. Changes may indicate a student is in need of additional emotional support. Provide or find support for that student as needed.

- Spend and keep track of individual time with each one of your students over a set duration (such as each month).

(THERE IS ONE POWER POINT ON CLASSROOM MANAGEMENT please go through
Please refer to websites for THE BULLETS GIVEN AT THE BEGINNINGP
NEXT CLASS WILL BE ON

1.PROBLEM SOLVING & HIGHER ORDER THINKING SKILLS

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