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Classroom Management Strategies of Student Teachers on Their Practice
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Classroom management (CM) can be viewed as a system of strategies employed by a teacher to influence the physical and social space of the classroom to foster an environment where learning can occur (Christofferson, Suhren, & Bradley, 2015). Classroom management skills are crucial for teachers to create classroom settings where students can learn as effective CM leads to students' achievement (Stronge, Ward, & Grant, 2011) and contributes to teacher remaining in the profession. The first years of teaching are usually reported to be the most challenging. Novices of beginning teachers leave the profession during the first three years post qualification (Capa, 1971; Vastamäki, 1984, Smith & Jurist, 2004). One of the biggest challenges faced by both student teachers and beginning teachers is struggling with CM and discipline (Brombäck, 2008; Dickson, 2014a). The main reason is found to be the disconnection between what student teachers know about teaching from their teacher education and what they experience in their classrooms (Stough, et al., 2007).

Research on CM is an established part of European and international educational research. A number of models of CM have been introduced in the last 40 years. One of the oldest but still developing theories is ecological theory (Brophy, 2006). According to it teachers establish rules in classrooms, routine procedures, intervene to stop misbehaviour, and organise the physical conditions. Process-outcome research emphasises CM as a series of processes determined by a teacher to control students' behaviour (Gettinger & Kohler, 2006). The behavioural approach (as the dominant approach in the history is grounded in operant conditioning and controllability of CM as an outcome of control, reinforcement strategies and behaviour plans to shape student behaviour (Landrum & Kaufman, 2000) and behaviour alteration techniques (Paulson, 2004).

Nowadays there is growing emphasis on the use of positive behaviour supports rather than exclusionary discipline strategies to promote a positive classroom environment (Mitchell, Bradshaw, & Knott, 2013). Theory of CM works with a distinction between reactive strategies (connected with disciplining of students and proactive strategies (engaged through instructional interactions, teachers' academic self-regulation) (Vidace, Sung, & Williams, 2014).

Although the importance of effective CM is repeatedly emphasised, there is only little research on CM strategies of student teachers or beginning teachers. Contemporary research shows that teachers use reactive strategies more often than proactive ones at the beginning of their careers (Keapert & Woodcock, 2010), and that student teachers also apply strategies of giving punishment for misbehaviour and giving rewards to positive behaviour more often that experienced teachers (Sue, 2013). Experienced teachers exert less control over classroom activities and student behaviour than beginning teachers (Ritter & Hancock, 2007).

The state of the art needs to be enriched by evidence-based research into the strategies that student teachers use to help their students control their social behaviour and prevent novice teachers from dropping out. Contemporary research also shows that CM is not sufficient in student teachers' education in the most developed countries, not only in Europe. Mary beginning teachers report lack of CM in their training (Jackson, et al., 2013). Teacher education is often focused on an emphasis of CM such as establishing classroom rules, their application, pacing and eye contact whereas teachers may fail to develop general principles for their application (Schmidt, 2006). In many European countries an ongoing process of professional development of the Teachers' Professional Quality Standards taking place, where CM represents an important part of teacher professionalism. In this era of educational policy development we would like to contribute to the concept of CM by an evidence-based theory coming from our research.

Methodology
Methods, Research Instruments or Sources Used

The aim of the research is to describe in detail classroom management strategies (CMS) of student teachers (pre-service teachers) on their long term teaching practice in lower secondary classes.

Research questions
1. Which CMS do student teachers use in lower secondary classes? How do they react to these CMS?
2. Which CMS do student teachers utilise during their training?
3. What are the similarities and differences in CMS use between student teachers and experienced teachers?
4. How do individual characteristics (e.g. cognitive distance) influence the conceptualisation and use of CMS?

Methods
The research is based on an integrated mixed methods design (Creswell & Plano Clark, 2011). The main, qualitative part of the research is designed as field research based on ethnographic research design, its aim is to describe conceptions (via interviews and reflective teaching diaries) and use (via observation with video recordings and its transcription) of CMS of student teachers. The practical phase of the research includes a) examination of student teachers' CMS through video recordings of lessons, b) examination of student teachers' CMS through interviews and observations in their classroom setting, c) examination of student teachers' CMS through case studies, and d) statistical analysis of survey data regarding CMS and its characteristic of student teachers' CMS. CMS were measured by adapted Behavior and Instructional Management Scale - BIMS (Martin & Soms, 2010) and need for cognitive distance by adapted Need for Cognitive Closure Scale - NFCs (Rowe & Van Hiet, 2011). NFCs consist of 15 items with 6-point Likert type ratings measuring 5 sub-scales: desire for predictability, flexibility of order and structure, comfort with ambiguity, decisiveness, and close-mindedness.

Sample
Sample consists of eight student teachers from M.A. university programme for teachers on their long term practice in eight lower secondary comprehensive classes from seven schools (BSED 2A) in the Czech Republic. From each student teacher we videotaped (teacher camera, student camera) six lessons taught in Czech language, History or Civics in one class and conducted an interview and questionnaire and reflective diaries data collection.

Conclusions, Expected Outcomes or Findings
We are currently analyzing student teachers' data and will be able to determine if they do CMS well and if they identify and evaluate their strategies. How do they perceive and evaluate their strategies? How do individual characteristics (e.g., cognitive distance) influence the conceptualisation and use of CMS?

The preliminary findings show that CMS of student teachers are naturally set in the instructional framework of mentor teachers which support them on their long term teaching practice where student teachers oversee the mentor teacher's class and partly their teaching styles as well. As the student teachers don't know the class as well as the regular teacher, it is more difficult for them to regulate the class learning process and behaviour. Student teachers struggle with use of new CMS which sometimes results in chaotic situations in the class. We describe these unexpected situations and reaction of students to this situations in terms of reactive CMS.

In terms of reactive classroom management strategies, we focus on types of student teachers. According to criteria of power of student teacher in the classroom, we distinguish centralised and decentralised control over classroom settings. According to criteria of instructional focus of student teacher, we distinguish focus on learning content and focus on students. The combination of these criteria brings together four CMS of student teachers: centralised power focused on student, centralised power focused on learning content, decentralised power focused on student, decentralised power focused on learning content. We discuss these CMS in the context of their effects. This theory could be beneficial in student teacher education in European countries, where novice teachers share similarities in this context.


This is a summary of the proposal information for Contribution 1140.


