

Request PDF on ResearchGate | On Jan 1, , Margaret Nicolson and others published Becoming an effective learner For full functionality of ResearchGate it is necessary to enable JavaScript.

The Critical Role of Classroom Management Teachers play various roles in a typical classroom, but surely one of the most important is that of classroom manager. Effective teaching and learning cannot take place in a poorly managed classroom. If students are disorderly and disrespectful, and no apparent rules and procedures guide behavior, chaos becomes the norm. In these situations, both teachers and students suffer. Teachers struggle to teach, and students most likely learn much less than they should. In contrast, well-managed classrooms provide an environment in which teaching and learning can flourish. It takes a good deal of effort to create—and the person who is most responsible for creating it is the teacher. We live in an era when research tells us that the teacher is probably the single most important factor affecting student achievement—at least the single most important factor that we can do much about. To illustrate, as a result of their study involving some 60, students, S. The results of this study will document that the most important factor affecting student learning is the teacher. In addition, the results show wide variation in effectiveness among teachers. The immediate and clear implication of this finding is that seemingly more can be done to improve education by improving the effectiveness of teachers than by any other single factor. Effective teachers appear to be effective with students of all achievement levels regardless of the levels of heterogeneity in their classes. The point is illustrated in Figure 1. According to Figure 1. Impact of Teacher Effectiveness on Student Achievement Sanders and his colleagues, who gathered their data from elementary school students in Tennessee, are not the only ones to document dramatic differences in achievement between students in classes taught by highly ineffective versus highly effective teachers. Haycock reports similar findings from studies conducted in Dallas and Boston. Whereas the studies conducted in Tennessee, Dallas, and Boston were based on data acquired from students over time, I used a research process called meta-analysis to synthesize the research on effective schools over the last 35 years see Marzano, a, b. That approach enabled me to separate the effect on student achievement of a school in general from the effect of an individual teacher. Effects of a School vs. For a detailed discussion of how the computations in Figure 1. As depicted in Figure 1. The student has learned enough to keep pace with her peers. But what happens to that student if she attends a school that is considered one of the least effective and is unfortunate enough to have a teacher who is classified as one of the least effective? After two years she has dropped from the 50th percentile to the 3rd percentile. She may have learned something about mathematics, but that learning is so sporadic and unorganized that she has lost considerable ground in a short time. In the third scenario, the same student is in a school classified as most effective, but she has a teacher classified as least effective. Although the student entered the class at the 50th percentile, two years later she leaves the class at the 37th percentile. In contrast to the two previous scenarios, the fourth presents a very optimistic picture. The student is not only in a school classified as most effective, but also is in the class of a teacher classified as most effective. She enters the class at the 50th percentile, but she leaves at the 96th percentile. The fifth scenario most dramatically depicts the impact of an individual teacher. Again, the student is in a school that is considered least effective, but she is with a teacher classified as most effective. The student now leaves the class at the 63rd percentile—13 percentile points higher than the point at which she entered. It is this last scenario that truly depicts the importance of individual teachers. Even if the school they work in is highly ineffective, individual teachers can produce powerful gains in student learning. Although the effect the classroom teacher can have on student achievement is clear, the dynamics of how a teacher produces such an effect are not simple. Rather, the effective teacher performs many functions. These functions can be organized into three major roles: The first role deals with instructional strategies and their use. Effective teachers have a wide array of instructional strategies at their disposal. They are skilled in the use of cooperative learning and graphic organizers; they know how best to use homework and how to use

questions and advance organizers, and so on. Additionally, they know when these strategies should be used with specific students and specific content. Although cooperative learning might be highly effective in one lesson, a different approach might be better in another lesson. The second role associated with effective teaching is classroom curriculum design. This means that effective teachers are skilled at identifying and articulating the proper sequence and pacing of their content. Rather than relying totally on the scope and sequence provided by the district or the textbook, they consider the needs of their students collectively and individually and then determine the content that requires emphasis and the most appropriate sequencing and presentation of that content. They are also highly skilled at constructing and arranging learning activities that present new knowledge in different formats e. The third role involved in effective teaching is classroom management. This, of course, is the subject of this book. The following chapters detail and exemplify the various components of effective classroom management. Before delving into classroom management, however, it is important to note that each of these three roles is a necessary but not sufficient component of effective teaching. That is, no single role by itself is sufficient to guarantee student learning, but take one out of the mix and you probably guarantee that students will have difficulty learning. Nevertheless, a strong case can be made that effective instructional strategies and good classroom curriculum design are built on the foundation of effective classroom management. A Guide to Successful Classroom Management, it is a myth to believe that. The potential for problems exists beyond academics. Students experience difficulties at home which spill over into the classroom; students experience problems with peers during class breaks and in the classroom which often involve the teacher; and students experience mood changes which can generate problems, to name just a few. However, the systematic study of effective classroom management is a relatively recent phenomenon. Here we briefly consider the major studies on classroom management. For more detailed and comprehensive discussions, see Emmer, ; Brophy, ; and Doyle, . Arguably, the first high-profile, large-scale, systematic study of classroom management was done by Jacob Kounin. He analyzed videotapes of 49 first and second grade classrooms and coded the behavior of students and teachers. In Brophy and Evertson reported the results of one of the major studies in classroom management, up to that point, in a book entitled *Learning from Teaching: Their sample included some 30 elementary teachers whose students had exhibited consistently better than expected gains in academic achievement. The comparison group consisted of 38 teachers whose performance was more typical. Although the study focused on a wide variety of teaching behaviors, classroom management surfaced as one of the critical aspects of effective teaching. Much of what they found relative to classroom management supported the earlier findings of Kounin. Brophy and Everson say this about their study: Much has been said. Probably the most important point to bear in mind is that almost all surveys of teacher effectiveness report that classroom management skills are of primary importance in determining teaching success, whether it is measured by student learning or by ratings. Thus, management skills are crucial and fundamental. A teacher who is grossly inadequate in classroom management skills is probably not going to accomplish much. The first study involved 27 elementary school teachers. The second involved 51 junior high school teachers. Results from the elementary school study were reported in Emmer, Evertson, and Anderson and Anderson, Evertson, and Emmer. Results from the junior high study were reported in Evertson and Emmer and in Sanford and Evertson. Both studies were descriptive and correlational in nature and identified those teacher actions associated with student on-task behavior and disruptive behavior. One of the more significant conclusions from these studies was that early attention to classroom management at the beginning of the school year is a critical ingredient of a well-run classroom. The third and fourth studies, also conducted in the elementary and junior high schools, respectively, examined the impact of training in classroom management techniques based on findings from the first two studies. As described by Emmer , In the later two studies, the interventions occurred at the beginning of the school year and resulted in improved teacher behavior in many, but not all, management areas and also in more appropriate student behavior in experimental group classes as compared to control group classes. To date, these books have been considered the primary resources for the application of the research on classroom*

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management to K education. It involved in-depth interviews with and observations of 98 teachers, some of whom were identified as effective managers and some of whom were not. The study presented teachers with vignettes regarding specific types of students e. Among the many findings from the study was that effective classroom managers tended to employ different types of strategies with different types of students, whereas ineffective managers tended to use the same strategies regardless of the type of student or the situation. In spite of the profound impact of these various studies, classroom management received its strongest endorsement in a comprehensive study by Margaret Wang, Geneva Haertel, and Herbert Walberg They combined the results of three previous studies. One involved a content analysis of 86 chapters from annual research reviews, 44 handbook chapters, 20 government and commissioned reports, and 11 journal articles. This analysis produced a list of variables identified as having an impact on student achievement. The second study involved a survey of education experts who were asked to rate each of the variables in terms of the relative strength of their impact on student achievement. The third study involved an analysis of 91 major research syntheses. The end result of this massive review was that classroom management was rated first in terms of its impact on student achievement. In summary, the research over the past 30 years indicates that classroom management is one of the critical ingredients of effective teaching. Many studies and many books have been published articulating the specifics of effective classroom management. So what does this book have to offer that has not already been established? Certainly, this book reinforces the findings and suggestions from many of the previous works. However, the recommendations in this book are based on a new research methodology not previously employed with the classroom management literature per se. That methodology is meta-analysis. In simple terms, it is a technique for quantitatively combining the results from a number of studies. Since its inception, it has been used extensively in the fields of education, psychology, and medicine.

Chapter 2 : Bonnabel Home Page

Abstract. About the book: Success with Languages is designed to help all students develop the skills they need to become an effective language learner and to make the most of language study.

In one leadership study, qualities such as assertiveness, adaptability, intelligence and conscientiousness were cited as the most important leadership skills. Research clearly shows that transformational leaders “leaders who are positive, inspiring, and who empower and develop followers” are better leaders. They are more valued by followers and have higher performing teams. As a result, it would only make sense that you strive to improve your leadership skills and get the most out of life for everyone in your sphere. Have a clear vision Take the time to share your vision, your mission and your goals with your team. Your job as a leader is to provide a clear path that your team can follow. Your team also must understand why the goals you have set are valuable to them. Take the time to explain to them, in detail, why and how your vision will not only improve the business, but how it will benefit them in return. Know and utilize your strengths and gifts. Realizing and utilizing these gifts and strengths will assist you in being a formidable leader. Be Passionate This is one of the most important leadership skills. Would you look to someone for guidance and leadership if they did not truly care about the goals of the group? Great leaders are not just focused on getting group members to finish tasks; they have a genuine passion and enthusiasm for the projects they work on. Start by thinking of different ways that you can express your zeal. Let people know that you care about their progress. When one person shares something with the rest of the group, be sure to tell them how much you appreciate such contributions. Live in accordance with your morals and values. This feeling seeping in from your subconscious mind hinders your success in your career and your relationships. On the other hand, making choices and taking actions aligned with your morals and values helps you succeed almost effortlessly as key leadership skills. People sense integrity and will naturally respect your opinion and leadership. Serve as a role model The best leaders walk the walk and talk the talk. As a result, group members admire these leaders and work to emulate these behaviors. If you want to become a better leader, work on modeling the qualities that you would like to see in your team members. Set definitive goals and follow concrete action plans. You have to know where your destination is before you can map out a plan to get there. To improve your leadership skills, first set specific life goals with appropriate timelines. Design your goals by moving backwards from the end of your life to the present week. Then, formulate action plans you can commit to that will get you to where you want to be. Maintain a positive attitude. No one respects a grumpy or negative person. With a positive attitude you are looking at the bright side of life. People are naturally attracted to you when you have a positive attitude. By being positive, you will lead a happier life, as well as be surrounded by other positive people. You will also magically attract exciting offers and possibilities. Having great leadership skills includes your being able to clearly and specifically communicate your vision, goals, skills, intentions, and expectations to others. This also includes your ability to listen to what other people are consciously or unconsciously communicating. To become a great communicator, continually strive to improve your verbal, nonverbal, and listening skills. Motivate others to greatness. To be one of these leaders, look beyond the obvious and see others with insight and compassion. Be willing to admit and learn from failures and weaknesses. Face it “No one is perfect, and everyone has made a mistake or two in their lives! The most successful leaders know that the key to success is not in avoiding falling or failing, but to learn from their mistakes. As a strong leader, you will also be able to communicate your weaknesses to your team, so that you and your team can appoint someone who excels at that particular task or activity. Continue to educate and improve yourself. Great leaders demonstrate effective leadership skills, but most importantly, continue to improve themselves in every possible way. The person who thinks he is an expert, has a lot more to learn. Always grow and learn. Visited , time, 46 visit today About The Author Margaret Buj Margaret Buj is an Interview and Career Acceleration Coach who specializes in helping professionals get any job they want at their best ever salary. Add a Comment Your

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Chapter 3 : Margaret Dorothy Nicholson (d) | Art UK

Nicolson, Margaret; Adams, Helga; Furnborough, Concha; Adinolfi, Lina and Truman, Mike (). Becoming an effective learner. In: Hurd, Stella and Murphy, Linda eds.

Chapter 4 : SAGE Books - Transforming Learning and Teaching: "We can if"™

Abstract. About the book: Success with Languages is designed to help all students develop the skills they need to become an effective language learner and to make the most of language study. \ud \ud Written by experienced language teachers at the Open University, this book offers undergraduates and postgraduates crucial and practical advice on important areas such as: \ud \ud - choosing a.

Chapter 5 : :: CSTA Awards Programs

About the book: Success with Languages is designed to help all students develop the skills they need to become an effective language learner and to make the most of language study.

Chapter 6 : Top 11 Ways to Improve Your Leadership Skills

Success with Languages is designed to help all students develop the skills they need to become an effective language learner and to make the most of language study.. Written by experienced language teachers at the Open University, this book offers undergraduates and postgraduates crucial and practical advice on important areas such as.

Chapter 7 : Reflection and self-evaluation - CORE

*The book offers clear, practical guidance on such key issues as: * Choosing your language and study programme * What language learning involves * Getting started * Becoming an effective learner * Setting personal goals for language learning * Monitoring your progress * Developing competence in the language: reading, listening writing and.*

Chapter 8 : The Critical Role of Classroom Management

Success with Languages is designed to help all students to develop the skills they need to become effective language learners. Each of the ten chapters contains a number of exercises in order to help you assess the way that you learn and consider how it might be improved.

Chapter 9 : Table of contents for Success with languages

Becoming an advanced practitioner in neonatal nursing: a psycho-social study of the relationship between educational preparation and role development Authors Paula Nicolson BSc, MSc, PhD.