

# Schooling the Citizen: The Effect of Classroom Management on Student Socialization in Grades 1-3

Bethany Kirkpatrick, Katie Marshall, and Savannah Shivers  
Summary of Relevant Data Gathered in Classroom Observations

## Structure + Routine

- All had structures and routines (morning routines, math routines, and carpet time)

## Student Responsibility

- Responsibility for cleaning up materials
- Responsibility of getting help with work when they needed it
- Responsibility to use resources, including friends, to answer a question that they had

## Teacher - Student Interaction

- Teachers used examples, visuals, leading questions, and drew pictures to help illustrate their point
- 1st Grade: regarding student mistakes, "That's okay, we're just practicing!" "Wipe it off and start over!"
- 2nd Grade: to correct a negative behavior, "Student X, look at Student Y's great behavior!"
- 3rd Grade: Behavior prompting: "You're in 3rd grade now!"

## Authorities

- Children recognized the authorities and knew their place within the classroom
- Children raised their hands and waited their turns
- Children had to be reminded how to be quiet and to act appropriately occasionally

## Demographics

- Around 20 children in each classroom
- 1-2 assistant teachers in each classroom
- ~50 percent male and 50 percent female in each classroom
- Minimal special needs children; vast majority white

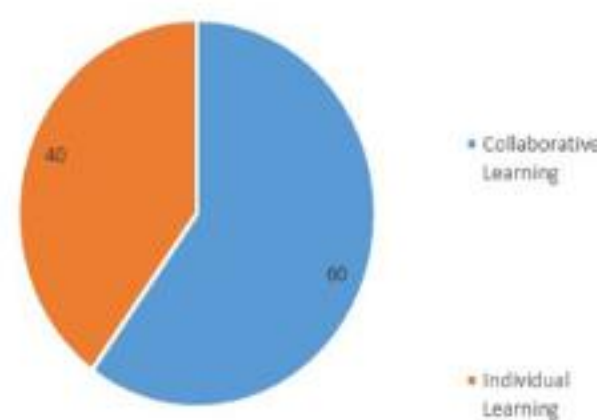


Figure 1  
Percentages of Each Learning Methods Across Classrooms

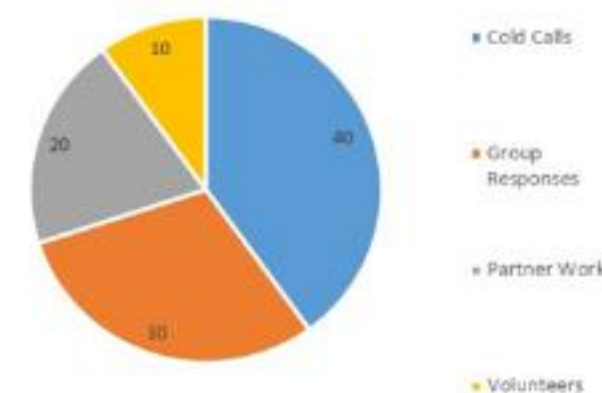


Figure 2  
Percentages of the Different Ways to Assess Knowledge Across Classrooms

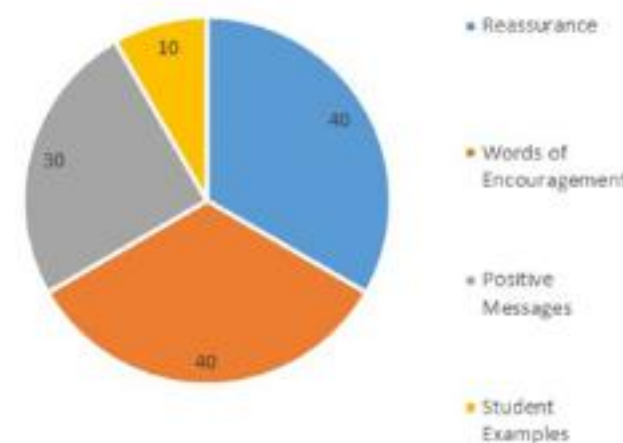


Figure 3  
Percentages of Different Types of Criticism and Positive Reinforcement Across Classrooms

## Connecting Data to Theories Discussed in Class

### Learning Styles

- The ways students best acquire and retain knowledge, typically based on their own self-perception

### Gutierrez and Rogoff (2003):

- Students exhibit variations in learning styles across disciplines, over time
- Student preferences may not be the learning styles that best help them

### In the Classroom:

- Multimodal instruction that privileged visual and auditory learning
- Students appeared to enjoy more kinesthetic activities

### Feedback

#### Wollenschlager et al. (2016)

- The more specific the feedback, the greater the improvement in calibration accuracy
- Expectancy value model: Students ask, "Can I do it?" and "Do I care?"

#### In the Classroom:

- Lower grades = positive encouragement, no direct criticism
- 3rd grade = behavioral critiques

### Teacher Student Interactions

#### Chavajay (2015)

- Found that Western-schooled mothers chose forced participation and hierarchical relationships

#### In the Classroom:

- Teacher-led classrooms, vertical relationship
- Using cold-calling to force participation
- Interacting in groups teaches values of responsibility and classroom community

## Recommendations

### Recommendations for Teachers

#### Learning Styles:

- Avoid the learning styles approach in favor of multimodal instruction methods

#### Feedback:

- Stop avoiding constructive criticism; instead, use growth-minded feedback that points to steps forward
- Expand feedback to individual performance improvement information; think of criticism as a form of "growth" (Typically, teachers offered clearly stated goals in their feedback to the class but not specific growth steps)
- Address students' subconscious expectancy and value questions: encourage student potential and explain the worth of a lesson's information

#### Teacher-Student Interactions

- Assess which ways of participating students prefer (partner work, cold calling, open questions, etc.)
- Intentionally think about which social skills are being taught in the classroom

### Recommendations for Principals and Policymakers

#### Learning Styles

- De-emphasize learning styles in teacher instruction
- Instead, teach a cultural-historical approach and funds of learning training

#### Feedback

- Include feedback training in professional development; emphasize importance of individual performance improvement information

#### Teacher-Student Interactions

- Create research team to evaluate merits and drawbacks of forced participation vs. student-choice participation

## References

Chavajay P. (2006). How Mayan mothers with different amounts of schooling organize a problem-solving discussion with children. *The International Journal of Behavioral Development*, 30(4), 371-382. DOI: 10.1177/0165025406066744

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