

Life in the Classroom - A Pupil Perspective: an Illuminative Explanatory Study.

Effective teaching and learning environments and
classroom behaviour.

By

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Abstract

Mr. Allan Stuart Fowler July 2005

Life in the Classroom - A Pupil Perspective: an Illuminative Explanatory Study.

Effective teaching and learning environments and classroom behaviour.

This study argues that difficult classroom behaviour is not necessarily 'the problem', but rather a manifestation of an underlying problem. The study finds that the cause for disruptive classroom behaviour does not lie with a single determinant, but in interrelatedness and interdependence among a number of key concepts. These include teacher effectiveness, mutuality of respect, socio-cognitive development, appropriateness of the curriculum and a sense of belonging.

The study recognises the classroom as a holistic environment, in essence, a marriage between effective teaching and learning and classroom behaviour. The emphasis is on the notion of an environment rather than the narrower concept of teaching and learning.

This study of life in the classroom was conducted using a participatory paradigm methodology. Pupils aged between 15 and 16 years (n=6) participated voluntarily over a 12-month period; within the spirit of participatory research they were regarded as co-researchers and not objects of the study. Data gathering techniques included classroom observations, event-contingent diaries and focused discussions.

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