

Free classroom management, engagement, and motivation essay sample

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Introduction

A classroom environment usually comprises of a diverse setting of student possessing varying abilities, strengths and weaknesses. Therefore, it is important that the teacher develops a competent plan that will ensure all students grab some knowledge from the teacher's work. This can be through interaction in class or any external interaction with the teacher as pertaining to class work such as assignments and homework. It is the duty of the teacher to ensure that their students remain motivated throughout their stay in school (Ormrod 2014). The teacher is expected to engage the student directly and indirectly in class work so as to create a relationship that will be beneficial to them. At a young age, students need to be nurtured through constant interaction with the teacher. Research evidence has shown that students who engage constantly with their teachers have a high chance of achieving good grades. This is not so for students who have engagement with their teachers. Research studies have come up with recommendations that are deemed effective for teachers to apply in class work management plans. These recommendations have been used to develop evidence-based strategies for student engagement, motivation and classroom management since they have proved to work elsewhere with high levels of success (Wynne, S. A., XAM (Firm), XAMonline, Inc, & Illinois Licensure Testing System, 2008). This paper will focus on analyzing a case study of the relationship between a teacher, Ms. Zalogwe and her class of 20 students of varying abilities in both academic and social skill. The paper will seek to unearth the levels of social interaction, self-motivation and active engagement within this class and the teacher. Finally, the focus will be on

developing a framework through use of evidence-based strategies that will promote positive engagement, motivation (extrinsic and intrinsic) and positive interaction between the teacher and the students.

A. Evaluate whether the homework policy from your chosen scenario would promote best practices for each of the following within your licensure area.

Positive Social Interaction

Ms. Zalogwe's zero-tolerance policy towards homework is initially an effective plan. However, her policy does not allow for direct interaction between the student and the teacher. All homework is submitted into the inbox on the right hand side of her desk at the beginning of each class. On the other hand, students are expected to pick their graded assignments from the outbox at the beginning of each class. Any communication between the teacher and the student concerning late assignments, unpicked graded papers or appeals in relation to graded assignments are submitted in writing. This limits the personal interaction between the teacher and the student. This creates an isolated learning relationship between the teacher and the student. The student experiences considerable isolation from the teacher. Coupled with the negative feedback mechanisms the teacher employs for late assignments and late picking of graded papers, the student feels under threat from a 'close-yet-too-far' teacher (Himmele 2011).

Social motivation

In order to fuel self-motivation for students, it is important to offer teaching and learning experience that enhances motivation of the student. Different students have varied motivational needs and as such, a good homework

policy should be able to cater for all these different needs. Sources of motivation can be either intrinsic or extrinsic (Ormrod 2014). A teacher should thus in methods that cater for both needs. Research has shown that there is a close connection between self-motivation and self-determination. Many students will feel comfortable to work in an autonomous environment whereby they have a mandate to make their own academic choices (Ormrod 2014). This makes students own their learning. As can be seen, with the homework policy that Mrs. Zalogwe, employs, there is minimal room for self-determination. The only source of motivation for the students to complete the homework early comes out of fear for penalty that accompanies late submission.

Furthermore, the homework policy gives the learner less space to explain him or herself in case of lateness. Mrs. Zalogwe only listens to students who provide formal notes from either a medical doctor or the parent. This denies the learners a chance to act responsible for their mistakes and as such, robs them a chance for self-determination. Lack of autonomy mounts a lot of pressure to the student since he/she does not own his/her education. As an alternative, Mrs. Zalogwe should listen to students' excuses and evaluate their validity before asking for a formal note from a parent or the doctor. Collaborative learning is another method that has proved to be efficient in enhancing self-motivation. Mrs. Zalogwe's homework policy does not give space to collaborative learning and supports individual approach.

Active engagement

Engagement of students as research shows has proved to be an effective tool for creating self-awareness and boosting self-esteem among students. Active engagement encompasses all the activities individually undertaken by a learner in the learning -teaching process. The homework policy adopted by Mrs. Zalogwe does not fully allow learners full participation. The only chance that students get to engage in their schoolwork is through taking their assignments and delivering them on time. Mrs. Zalogwe fails to employ active engagement strategies such as collaborative learning. Collaborative learning allows students to work in groups and subsequently bridge the knowledge disparity between them through sharing and offering assistance. Active engagement through presenting assignments in front of the class could also help Mrs. Zalogwe to understand the strengths and weaknesses of the learners (Himmele 2011).

B. Develop a homework policy for your licensure area using evidence-based strategies and materials.

A classroom serves two purposes. It is where learning takes place and secondly; it provides an environment for intellectual, physical and social development and growth. Of the two purposes, none can be considered less important than the other. They are all equally significant to the well being of the student. Evidence based strategies suggest that for a teacher to achieve both objectives, student engagement is a priority (Mitchell, D., 2013). Ms. Zalogwe's rules are effective but only up to the point of application. I would borrow the rules on assignments but before implementing them, I would discuss with the students on each of the rules and negotiate where possible.

This would create commitment as the students would feel part and parcel of the rules. They would not feel isolated or sidelined, and this creates a sense of responsibility as the student tries to safeguard their ' own' rules (Wynne, S. A., XAM (Firm), XAMonline, Inc, & Illinois Licensure Testing System, 2008). In my plan, I would set aside a few minutes in each session to clarify any issues in regard to homework instructions. I would also offer the students a chance to approach me personally to sort out any issues in regard to the instructions. This would go a long way to helping slow learner used to refined interpretation of instructions. It would also make them feel important and not view the teacher as an alien. I would also set aside a few minutes of class time to submit the graded papers to the students. I would offer general comments in regard to the performance of each student while handing over the papers. I would find a technique to congratulate individual student on any special aspect such as the use of new vocabularies and organized work to highlight the importance of individual effort rather than just focusing on performance. This would go a long way in serving as a source of intrinsic motivation. The students will with time recognize that the teacher has a special interest in their effort, and this would make learning more enjoyable for them (Mitchell, D., 2013). Performance issues would be discussed individually with each student. Complaints in regard to graded papers and performance issues would be discussed with the student outside class. In extreme cases, I would engage parents in performance related meetings for student and demand that the parent is present in person for any scheduled meeting. I would discuss with the student to determine when it is the most appropriate time to schedule a meeting with the parent. These

meetings would not only be based on the negative aspects of the student's performance. Focus will be on setting goals together with promises for reward if the student achieves them within the stipulated time. I would then be obliged to keep in touch with the performance of each student so that I can monitor and inform the parents on progress (Mitchell, D., 2013). I would also ensure all students who reach the set targets receive the agreed rewards as well as mention their achievement in class to provide a challenge to the others. These rewards would serve as extrinsic motivation sources. Material rewards are relevant to young students and serve as a challenge to a new level of performance (Ormrod 2014).

References

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